COURSE 01
NIOS BRIDGE COURSE • INDEPENDENT PRACTICE EDITION 2026–27

# Child Development and Educational Psychology

## बाल विकास एवं शैक्षिक मनोविज्ञान

Guru Ji

**518 MCQs + 50 short-answer prompts**

9 chapter groups • 18 new classroom-based MCQs • spacious single-column layout

**Study • Practise • Reflect**

Chapter-wise concept revision, practical classroom application and explained answers. This is supplementary preparation material, not an official NIOS publication or verified previous-year paper.

COURSE ROADMAP

# Contents & chapter coverage

MCQ count includes original practice variants and new application questions.


| | | |
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| 01 | Understanding Childhood | 62 MCQs |
| 02 | Childhood and Socialisation | 62 MCQs |
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**Coverage and source note.** This revised edition retains the chapter catalogue and 300 core concepts from the earlier question bank and its companion website. It adds independent pedagogical practice questions. Official reference: bridge.nios.ac.in and its course details. Individual NIOS chapter PDFs were not available for full inspection in the earlier research; this is not an exhaustive or independently verified PDF-by-PDF mapping. Language-I is predominantly Hindi; other courses are predominantly English with Hindi concept labels. Language-II reading assessment and curricular alignment are supplementary chapter groupings retained from the earlier edition.

CHAPTER 01 • 62 MCQs • 6 REVISION PROMPTS

# Understanding Childhood

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Diverse childhoods / विविध बचपन

Childhood differs across social and cultural contexts.

**Classroom example:** Children in a fishing community and an urban neighbourhood experience different daily routines.

### Globalisation / वैश्वीकरण

Cross-border flows of media, ideas and goods shape childhood.

**Classroom example:** Children encounter stories and games from other countries through digital media.

### Child agency / बाल सक्रियता

Children participate in shaping their own experiences.

**Classroom example:** A class discusses and chooses the rules for its reading corner.

### Childhood as a social construct / बचपन का सामाजिक निर्माण

Understandings of childhood vary with history and social expectations.

**Classroom example:** A class compares the responsibilities of children in different generations.

### Child rights / बाल अधिकार

Children have entitlements to protection, participation, development and survival.

**Classroom example:** A teacher invites pupils to express their views in decisions affecting them.

### Individual differences / व्यक्तिगत भिन्नताएँ

Children vary in interests, abilities, experiences and rates of learning.

**Classroom example:** Two pupils use different methods to complete the same task.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

**MCQ 001 • NEW CLASSROOM APPLICATION**

**Two children of the same age have very different home responsibilities. What should a teacher infer?**

A. Both children need identical support

B. One family must be wrong

C. Age alone determines all experiences

D. Childhood experiences depend on social and cultural circumstances

**Correct answer / सही उत्तर: D.** Childhood experiences depend on social and cultural circumstances

**Explanation / व्याख्या**

Development must be understood in context; different responsibilities affect learning opportunities.

MCQ 002 • NEW CLASSROOM APPLICATION

**A school wants to redesign its play area. Which action respects children's agency?**

A. Invite children to suggest and discuss safe play arrangements
B. Let only adults make decisions
C. Ask children to copy the rules silently
D. Choose the best arrangement by test scores

**Correct answer / सही उत्तर: A.** Invite children to suggest and discuss safe play arrangements

**Explanation / व्याख्या**

Agency means meaningful participation in decisions that affect children, within safe boundaries.

## Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 003 • CORE PRACTICE · FORM 01

**Identify the concept described: Childhood differs across social and cultural contexts.**

A. Learner autonomy / शिक्षार्थी स्वायत्तता
B. Fine motor development / सूक्ष्म गतिक विकास
C. Diverse childhoods / विविध बचपन
D. Peer influence / सहपाठी प्रभाव

**Correct answer / सही उत्तर: C.** Diverse childhoods / विविध बचपन

**Explanation / व्याख्या**

Diverse childhoods / विविध बचपन: Childhood differs across social and cultural contexts.

Application: Children in a fishing community and an urban neighbourhood experience different daily routines.

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MCQ 004 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? Children in a fishing community and an urban neighbourhood experience different daily routines.**

A. Fine motor development / सूक्ष्म गतिक विकास

B. Inclusive environment / समावेशी वातावरण

C. Diverse childhoods / विविध बचपन

D. Growth / वृद्धि

**Correct answer / सही उत्तर: C.** Diverse childhoods / विविध बचपन

**Explanation / व्याख्या**

Diverse childhoods / विविध बचपन: Childhood differs across social and cultural contexts.

Application: Children in a fishing community and an urban neighbourhood experience different daily routines.

MCQ 005 • CORE PRACTICE · FORM 03

**Which explanation best defines Diverse childhoods / विविध बचपन?**

A. Childhood differs across social and cultural contexts.

B. Learning through experience and reflection.

C. The aspect of mind associated with memory and impressions.

D. A visual representation of relationships among concepts.

**Correct answer / सही उत्तर: A.** Childhood differs across social and cultural contexts.

**Explanation / व्याख्या**

Diverse childhoods / विविध बचपन: Childhood differs across social and cultural contexts.

Application: Children in a fishing community and an urban neighbourhood experience different daily routines.

MCQ 006 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Diverse childhoods / विविध बचपन?**

A. Pupils hop, run and balance on a marked path.

B. Children in a fishing community and an urban neighbourhood experience different daily routines.

C. After sorting several triangles, pupils identify their common features.

D. A child gains finer control while cutting paper with scissors.

**Correct answer / सही उत्तर: B.** Children in a fishing community and an urban neighbourhood experience different daily routines.

**Explanation / व्याख्या**

Diverse childhoods / विविध बचपन: Childhood differs across social and cultural contexts.

Application: Children in a fishing community and an urban neighbourhood experience different daily routines.

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**MCQ 007 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Childhood differs across social and cultural contexts. (2) Interrelated areas of physical, cognitive, language and social-emotional change.**

A. Diverse childhoods / विविध बचपन | Child protection / बाल संरक्षण

B. Developmental domains / विकास के आयाम | Diverse childhoods / विविध बचपन

C. Diverse childhoods / विविध बचपन | Developmental domains / विकास के आयाम

D. Zone of proximal development / निकटस्थ विकास क्षेत्र | Developmental domains / विकास के आयाम

**Correct answer / सही उत्तर: C.** Diverse childhoods / विविध बचपन | Developmental domains / विकास के आयाम

**Explanation / व्याख्या**

Diverse childhoods / विविध बचपन: Childhood differs across social and cultural contexts. Application: Children in a fishing community and an urban neighbourhood experience different daily routines. Developmental domains / विकास के आयाम: Interrelated areas of physical, cognitive, language and social-emotional change. Application: A playground activity develops movement, communication and cooperation together.

**MCQ 008 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Children in a fishing community and an urban neighbourhood experience different daily routines. (2) A child discovers a rule for sorting shapes by their properties.**

A. Prior knowledge / पूर्व ज्ञान | Cognitive development / संज्ञानात्मक विकास

B. Cognitive development / संज्ञानात्मक विकास | Diverse childhoods / विविध बचपन

C. Diverse childhoods / विविध बचपन | Buddhi / बुद्धि

D. Diverse childhoods / विविध बचपन | Cognitive development / संज्ञानात्मक विकास

**Correct answer / सही उत्तर: D.** Diverse childhoods / विविध बचपन | Cognitive development / संज्ञानात्मक विकास

**Explanation / व्याख्या**

Diverse childhoods / विविध बचपन: Childhood differs across social and cultural contexts. Application: Children in a fishing community and an urban neighbourhood experience different daily routines. Cognitive development / संज्ञानात्मक विकास: Growth in reasoning, memory and problem-solving abilities. Application: A child discovers a rule for sorting shapes by their properties.

**MCQ 009 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Diverse childhoods / विविध बचपन and Growth / वृद्धि.**

A. Childhood differs across social and cultural contexts. | Quantitative increase in physical size or measurable bodily characteristics.

B. Quantitative increase in physical size or measurable bodily characteristics. | Childhood differs across social and cultural contexts.

C. An atmosphere where learners can ask questions and make mistakes without humiliation. | Quantitative increase in physical size or measurable bodily characteristics.

D. Childhood differs across social and cultural contexts. | Actively connecting experiences and ideas to develop understanding.

**Correct answer / सही उत्तर: A.** Childhood differs across social and cultural contexts. | Quantitative increase in physical size or measurable bodily characteristics.

**Explanation / व्याख्या**

Diverse childhoods / विविध बचपन: Childhood differs across social and cultural contexts. Application: Children in a fishing community and an urban neighbourhood experience different daily routines. Growth / वृद्धि: Quantitative increase in physical size or measurable bodily characteristics. Application: A teacher records changes in a child's height over a year.

**MCQ 010 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Diverse childhoods / विविध बचपन and Gross motor play / स्थूल गतिक खेल.**

A. Children in a fishing community and an urban neighbourhood experience different daily routines. | Pupils hop, run and balance on a marked path.

B. Children in a fishing community and an urban neighbourhood experience different daily routines. | A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

C. Pupils hop, run and balance on a marked path. | Children in a fishing community and an urban neighbourhood experience different daily routines.

D. One class explores the same idea through tactile, visual and oral materials. | Pupils hop, run and balance on a marked path.

**Correct answer / सही उत्तर: A.** Children in a fishing community and an urban neighbourhood experience different daily routines. | Pupils hop, run and balance on a marked path.

**Explanation / व्याख्या**

Diverse childhoods / विविध बचपन: Childhood differs across social and cultural contexts. Application: Children in a fishing community and an urban neighbourhood experience different daily routines. Gross motor play / स्थूल गतिक खेल: Play involving large muscle movements. Application: Pupils hop, run and balance on a marked path.

**MCQ 011 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Diverse childhoods / विविध बचपन / School culture / विद्यालय संस्कृति)**

A. Diverse childhoods / विविध बचपन → Childhood differs across social and cultural contexts.

B. Diverse childhoods / विविध बचपन → Shared values, routines and relationships within a school.

C. Reinforcement / पुनर्बलन → A visual representation of relationships among concepts.

D. School culture / विद्यालय संस्कृति → A consequence that increases the likelihood of a behaviour recurring.

**Correct answer / सही उत्तर: A.** Diverse childhoods / विविध बचपन → Childhood differs across social and cultural contexts.

**Explanation / व्याख्या**

Diverse childhoods / विविध बचपन: Childhood differs across social and cultural contexts.

Application: Children in a fishing community and an urban neighbourhood experience different daily routines.

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MCQ 012 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Diverse childhoods / विविध बचपन / Experiential learning / अनुभवात्मक अधिगम)**

A. Diverse childhoods / विविध बचपन → Children grow seeds and discuss what changed each day.

B. Experiential learning / अनुभवात्मक अधिगम → A discussion of nourishment and bodily well-being illustrates this sheath.

C. Annamaya kosha / अन्नमय कोश → Before discussing plants, a teacher asks what children know from gardening.

D. Diverse childhoods / विविध बचपन → Children in a fishing community and an urban neighbourhood experience different daily routines.

**Correct answer / सही उत्तर: D.** Diverse childhoods / विविध बचपन → Children in a fishing community and an urban neighbourhood experience different daily routines.

**Explanation / व्याख्या**

Diverse childhoods / विविध बचपन: Childhood differs across social and cultural contexts. Application: Children in a fishing community and an urban neighbourhood experience different daily routines.

**MCQ 013 • CORE PRACTICE · FORM 01**

**Identify the concept described: Cross-border flows of media, ideas and goods shape childhood.**

A. Manomaya kosha / मनोमय कोश

B. Symbolic play / प्रतीकात्मक खेल

C. Physical development / शारीरिक विकास

D. Globalisation / वैश्वीकरण

**Correct answer / सही उत्तर: D.** Globalisation / वैश्वीकरण

**Explanation / व्याख्या**

Globalisation / वैश्वीकरण: Cross-border flows of media, ideas and goods shape childhood.

Application: Children encounter stories and games from other countries through digital media.

**MCQ 014 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Children encounter stories and games from other countries through digital media.**

A. Generalisation / सामान्यीकरण

B. Globalisation / वैश्वीकरण

C. Cooperative play / सहयोगी खेल

D. School culture / विद्यालय संस्कृति

**Correct answer / सही उत्तर: B.** Globalisation / वैश्वीकरण

**Explanation / व्याख्या**

Globalisation / वैश्वीकरण: Cross-border flows of media, ideas and goods shape childhood.

Application: Children encounter stories and games from other countries through digital media.

MCQ 015 • CORE PRACTICE · FORM 03

**Which explanation best defines Globalisation / वैश्वीकरण?**

A. The gap between what a learner can do independently and with assistance.

B. Cross-border flows of media, ideas and goods shape childhood.

C. Play involving large muscle movements.

D. Social messages shape expectations associated with gender.

**Correct answer / सही उत्तर: B.** Cross-border flows of media, ideas and goods shape childhood.

**Explanation / व्याख्या**

Globalisation / वैश्वीकरण: Cross-border flows of media, ideas and goods shape childhood.

Application: Children encounter stories and games from other countries through digital media.

MCQ 016 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Globalisation / वैश्वीकरण?**

A. Children encounter stories and games from other countries through digital media.

B. A discussion of thoughtful judgment illustrates this sheath.

C. Learners link evaporation, clouds and rain using labelled arrows.

D. A pupil solves a harder puzzle with a peer's guidance.

**Correct answer / सही उत्तर: A.** Children encounter stories and games from other countries through digital media.

**Explanation / व्याख्या**

Globalisation / वैश्वीकरण: Cross-border flows of media, ideas and goods shape childhood.

Application: Children encounter stories and games from other countries through digital media.

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**MCQ 017 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Cross-border flows of media, ideas and goods shape childhood. (2) Learning by watching others and their actions.**

A. Peer influence / सहपाठी प्रभाव | Observational learning / अवलोकन अधिगम

B. Globalisation / वैश्वीकरण | School culture / विद्यालय संस्कृति

C. Observational learning / अवलोकन अधिगम | Globalisation / वैश्वीकरण

D. Globalisation / वैश्वीकरण | Observational learning / अवलोकन अधिगम

**Correct answer / सही उत्तर: D.** Globalisation / वैश्वीकरण | Observational learning / अवलोकन अधिगम

**Explanation / व्याख्या**

Globalisation / वैश्वीकरण: Cross-border flows of media, ideas and goods shape childhood.
Application: Children encounter stories and games from other countries through digital media.
Observational learning / अवलोकन अधिगम: Learning by watching others and their actions.
Application: A pupil learns to organise materials by watching a classmate.

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**MCQ 018 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Children encounter stories and games from other countries through digital media. (2) Children sort leaves by shape and compare groups.**

A. Classification / वर्गीकरण | Globalisation / वैश्वीकरण

B. Scaffolding / सहारा देकर सीखना | Classification / वर्गीकरण

C. Globalisation / वैश्वीकरण | Classification / वर्गीकरण

D. Globalisation / वैश्वीकरण | Peer influence / सहपाठी प्रभाव

**Correct answer / सही उत्तर: C.** Globalisation / वैश्वीकरण | Classification / वर्गीकरण

**Explanation / व्याख्या**

Globalisation / वैश्वीकरण: Cross-border flows of media, ideas and goods shape childhood. Application: Children encounter stories and games from other countries through digital media. Classification / वर्गीकरण: Grouping objects or ideas by shared attributes. Application: Children sort leaves by shape and compare groups.

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**MCQ 019 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Globalisation / वैश्वीकरण and Inclusive environment / समावेशी वातावरण.**

A. Cross-border flows of media, ideas and goods shape childhood. | In the Panchakosha framework, the physical or food-dependent sheath.

B. Growth in understanding and expressing meanings through language. | A setting that removes participation barriers for diverse learners.

C. A setting that removes participation barriers for diverse learners. | Cross-border flows of media, ideas and goods shape childhood.

D. Cross-border flows of media, ideas and goods shape childhood. | A setting that removes participation barriers for diverse learners.

**Correct answer / सही उत्तर: D.** Cross-border flows of media, ideas and goods shape childhood. | A setting that removes participation barriers for diverse learners.

**Explanation / व्याख्या**

Globalisation / वैश्वीकरण: Cross-border flows of media, ideas and goods shape childhood. Application: Children encounter stories and games from other countries through digital media. Inclusive environment / समावेशी वातावरण: A setting that removes participation barriers for diverse learners. Application: A teacher rearranges furniture so every pupil can access group activities.

MCQ 020 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Globalisation / वैश्वीकरण and Zone of proximal development / निकटस्थ विकास क्षेत्र.**

A. A teacher attends to bodily, vital, mental, intellectual and inner well-being together. | A pupil solves a harder puzzle with a peer's guidance.

B. Children encounter stories and games from other countries through digital media. | A pupil solves a harder puzzle with a peer's guidance.

C. A pupil solves a harder puzzle with a peer's guidance. | Children encounter stories and games from other countries through digital media.

D. Children encounter stories and games from other countries through digital media. | A discussion of nourishment and bodily well-being illustrates this sheath.

**Correct answer / सही उत्तर: B.** Children encounter stories and games from other countries through digital media. | A pupil solves a harder puzzle with a peer's guidance.

**Explanation / व्याख्या**

Globalisation / वैश्वीकरण: Cross-border flows of media, ideas and goods shape childhood. Application: Children encounter stories and games from other countries through digital media. Zone of proximal development / निकटस्थ विकास क्षेत्र: The gap between what a learner can do independently and with assistance. Application: A pupil solves a harder puzzle with a peer's guidance.

MCQ 021 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Globalisation / वैश्वीकरण / Guided inquiry / निर्देशित अन्वेषण)**

A. Guided inquiry / निर्देशित अन्वेषण → Growth in emotional understanding and social relationships.

B. Globalisation / वैश्वीकरण → Investigating questions with suitable teacher support.

C. Socio-emotional development / सामाजिक-संवेगात्मक विकास → Growth in understanding and expressing meanings through language.

D. Globalisation / वैश्वीकरण → Cross-border flows of media, ideas and goods shape childhood.

**Correct answer / सही उत्तर: D.** Globalisation / वैश्वीकरण → Cross-border flows of media, ideas and goods shape childhood.

**Explanation / व्याख्या**

Globalisation / वैश्वीकरण: Cross-border flows of media, ideas and goods shape childhood.
Application: Children encounter stories and games from other countries through digital media.

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MCQ 022 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Globalisation / वैश्वीकरण / Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प)**

A. Globalisation / वैश्वीकरण → Children encounter stories and games from other countries through digital media.

B. Socialisation / समाजीकरण → A teacher offers prompts while pupils investigate which objects float.

C. Globalisation / वैश्वीकरण → A lesson offers spoken, printed and tactile representations.

D. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प → A child learns to take turns by interacting with family and classmates.

**Correct answer / सही उत्तर: A.** Globalisation / वैश्वीकरण → Children encounter stories and games from other countries through digital media.

**Explanation / व्याख्या**

Globalisation / वैश्वीकरण: Cross-border flows of media, ideas and goods shape childhood. Application: Children encounter stories and games from other countries through digital media.

MCQ 023 • CORE PRACTICE · FORM 01

**Identify the concept described: Children participate in shaping their own experiences.**

A. Annamaya kosha / अन्नमय कोश

B. Child agency / बाल सक्रियता

C. Child protection / बाल संरक्षण

D. Conflict negotiation / विवाद समाधान

**Correct answer / सही उत्तर: B.** Child agency / बाल सक्रियता

**Explanation / व्याख्या**

Child agency / बाल सक्रियता: Children participate in shaping their own experiences. Application: A class discusses and chooses the rules for its reading corner.

**MCQ 024 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A class discusses and chooses the rules for its reading corner.**

A. Reinforcement / पुनर्बलन

B. Concept discrimination / अवधारणा विभेदन

C. Socialisation / समाजीकरण

D. Child agency / बाल सक्रियता

**Correct answer / सही उत्तर: D.** Child agency / बाल सक्रियता

**Explanation / व्याख्या**

Child agency / बाल सक्रियता: Children participate in shaping their own experiences. Application: A class discusses and chooses the rules for its reading corner.

**MCQ 025 • CORE PRACTICE · FORM 03**

**Which explanation best defines Child agency / बाल सक्रियता?**

A. Children participate in shaping their own experiences.

B. In the Panchakosha framework, the sheath associated with discernment and understanding.

C. Adapting teaching to varied learner needs while pursuing meaningful goals.

D. Growth in understanding and expressing meanings through language.

**Correct answer / सही उत्तर: A.** Children participate in shaping their own experiences.

**Explanation / व्याख्या**

Child agency / बाल सक्रियता: Children participate in shaping their own experiences. Application: A class discusses and chooses the rules for its reading corner.

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MCQ 026 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Child agency / बाल सक्रियता?**

A. A playground activity develops movement, communication and cooperation together.

B. A past experience leaves an impression that can be recalled later.

C. A class discusses and chooses the rules for its reading corner.

D. Daily practices of greeting and listening respectfully influence behaviour.

**Correct answer / सही उत्तर: C.** A class discusses and chooses the rules for its reading corner.

**Explanation / व्याख्या**

Child agency / बाल सक्रियता: Children participate in shaping their own experiences. Application: A class discusses and chooses the rules for its reading corner.

MCQ 027 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Children participate in shaping their own experiences. (2) Increasing learners' responsibility and choice in learning.**

A. Concept discrimination / अवधारणा विभेदन | Learner autonomy / शिक्षार्थी स्वायत्तता

B. Child agency / बाल सक्रियता | Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प

C. Child agency / बाल सक्रियता | Learner autonomy / शिक्षार्थी स्वायत्तता

D. Learner autonomy / शिक्षार्थी स्वायत्तता | Child agency / बाल सक्रियता

**Correct answer / सही उत्तर: C.** Child agency / बाल सक्रियता | Learner autonomy / शिक्षार्थी स्वायत्तता

**Explanation / व्याख्या**

Child agency / बाल सक्रियता: Children participate in shaping their own experiences. Application: A class discusses and chooses the rules for its reading corner. Learner autonomy / शिक्षार्थी स्वायत्तता: Increasing learners' responsibility and choice in learning. Application: Pupils select a strategy and explain why it works for their task.

GyanTech Guru Ji

**MCQ 028 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A class discusses and chooses the rules for its reading corner. (2) A discussion of thoughtful judgment illustrates this sheath.**

A. Child agency / बाल सक्रियता | Differentiated instruction / विभेदित शिक्षण

B. Guided inquiry / निर्देशित अन्वेषण | Vijnanamaya kosha / विज्ञानमय कोश

C. Child agency / बाल सक्रियता | Vijnanamaya kosha / विज्ञानमय कोश

D. Vijnanamaya kosha / विज्ञानमय कोश | Child agency / बाल सक्रियता

**Correct answer / सही उत्तर: C.** Child agency / बाल सक्रियता | Vijnanamaya kosha / विज्ञानमय कोश

**Explanation / व्याख्या**

Child agency / बाल सक्रियता: Children participate in shaping their own experiences. Application: A class discusses and chooses the rules for its reading corner. Vijnanamaya kosha / विज्ञानमय कोश: In the Panchakosha framework, the sheath associated with discernment and understanding. Application: A discussion of thoughtful judgment illustrates this sheath.

GyanTech Gu

**MCQ 029 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Child agency / बाल सक्रियता and Reasonable accommodation / उचित समायोजन.**

A. Children participate in shaping their own experiences. | An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

B. An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. | Children participate in shaping their own experiences.

C. Children participate in shaping their own experiences. | Grouping objects or ideas by shared attributes.

D. Safeguarding children from exploitation, abuse and harm. | An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

**Correct answer / सही उत्तर: A.** Children participate in shaping their own experiences. | An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

**Explanation / व्याख्या**

Child agency / बाल सक्रियता: Children participate in shaping their own experiences. Application: A class discusses and chooses the rules for its reading corner. Reasonable accommodation / उचित समायोजन: An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. Application: A pupil with low vision receives large-print materials.

**MCQ 030 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Child agency / बाल सक्रियता and Individualised education plan / व्यक्तिगत शिक्षा योजना.**

A. A child pretends a cardboard box is a bus. | A teacher documents specific reading goals and accommodations for a child.

B. A teacher documents specific reading goals and accommodations for a child. | A class discusses and chooses the rules for its reading corner.

C. A class discusses and chooses the rules for its reading corner. | A teacher documents specific reading goals and accommodations for a child.

D. A class discusses and chooses the rules for its reading corner. | A child gains finer control while cutting paper with scissors.

**Correct answer / सही उत्तर: C.** A class discusses and chooses the rules for its reading corner. | A teacher documents specific reading goals and accommodations for a child.

**Explanation / व्याख्या**

Child agency / बाल सक्रियता: Children participate in shaping their own experiences. Application: A class discusses and chooses the rules for its reading corner. Individualised education plan / व्यक्तिगत शिक्षा योजना: A plan of tailored goals and supports for an individual learner. Application: A teacher documents specific reading goals and accommodations for a child.

**MCQ 031 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Child agency / बाल सक्रियता / Concept discrimination / अवधारणा विभेदन)**

A. Child agency / बाल सक्रियता → Children participate in shaping their own experiences.

B. Socio-emotional development / सामाजिक-संवेगात्मक विकास → The faculty of discernment and reasoning in Indian perspectives of self.

C. Concept discrimination / अवधारणा विभेदन → Growth in emotional understanding and social relationships.

D. Child agency / बाल सक्रियता → Distinguishing examples from non-examples using defining properties.

**Correct answer / सही उत्तर: A.** Child agency / बाल सक्रियता → Children participate in shaping their own experiences.

**Explanation / व्याख्या**

Child agency / बाल सक्रियता: Children participate in shaping their own experiences. Application: A class discusses and chooses the rules for its reading corner.

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**MCQ 032 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Child agency / बाल सक्रियता / Chitta / चित्त)**

A. Individualised education plan / व्यक्तिगत शिक्षा योजना → A learner recognises a friend's distress and responds with empathy.

B. Child agency / बाल सक्रियता → A class discusses and chooses the rules for its reading corner.

C. Chitta / चित्त → A teacher documents specific reading goals and accommodations for a child.

D. Child agency / बाल सक्रियता → A past experience leaves an impression that can be recalled later.

**Correct answer / सही उत्तर: B.** Child agency / बाल सक्रियता → A class discusses and chooses the rules for its reading corner.

**Explanation / व्याख्या**

Child agency / बाल सक्रियता: Children participate in shaping their own experiences. Application: A class discusses and chooses the rules for its reading corner.

MCQ 033 • CORE PRACTICE · FORM 01

**Identify the concept described: Understandings of childhood vary with history and social expectations.**

A. Reasonable accommodation / उचित समायोजन

B. Psychological safety / मनोवैज्ञानिक सुरक्षा

C. Meaning making / अर्थ निर्माण

D. Childhood as a social construct / बचपन का सामाजिक निर्माण

**Correct answer / सही उत्तर: D.** Childhood as a social construct / बचपन का सामाजिक निर्माण

**Explanation / व्याख्या**

Childhood as a social construct / बचपन का सामाजिक निर्माण: Understandings of childhood vary with history and social expectations. Application: A class compares the responsibilities of children in different generations.

MCQ 034 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? A class compares the responsibilities of children in different generations.**

A. Generalisation / सामान्यीकरण

B. Childhood as a social construct / बचपन का सामाजिक निर्माण

C. Vijnanamaya kosha / विज्ञानमय कोश

D. Conflict negotiation / विवाद समाधान

**Correct answer / सही उत्तर: B.** Childhood as a social construct / बचपन का सामाजिक निर्माण

**Explanation / व्याख्या**

Childhood as a social construct / बचपन का सामाजिक निर्माण: Understandings of childhood vary with history and social expectations. Application: A class compares the responsibilities of children in different generations.

MCQ 035 • CORE PRACTICE · FORM 03

**Which explanation best defines Childhood as a social construct / बचपन का सामाजिक निर्माण?**

A. Temporary support adjusted to a learner's needs and gradually withdrawn.

B. Understandings of childhood vary with history and social expectations.

C. Interrelated areas of physical, cognitive, language and social-emotional change.

D. Shared values, routines and relationships within a school.

**Correct answer / सही उत्तर: B.** Understandings of childhood vary with history and social expectations.

**Explanation / व्याख्या**

Childhood as a social construct / बचपन का सामाजिक निर्माण: Understandings of childhood vary with history and social expectations. Application: A class compares the responsibilities of children in different generations.

MCQ 036 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Childhood as a social construct / बचपन का सामाजिक निर्माण?**

A. After sorting several triangles, pupils identify their common features.

B. A playground activity develops movement, communication and cooperation together.

C. A reflection on feelings and mental responses illustrates this sheath.

D. A class compares the responsibilities of children in different generations.

**Correct answer / सही उत्तर: D.** A class compares the responsibilities of children in different generations.

**Explanation / व्याख्या**

Childhood as a social construct / बचपन का सामाजिक निर्माण: Understandings of childhood vary with history and social expectations. Application: A class compares the responsibilities of children in different generations.

**MCQ 037 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Understandings of childhood vary with history and social expectations. (2) An atmosphere where learners can ask questions and make mistakes without humiliation.**

A. Psychological safety / मनोवैज्ञानिक सुरक्षा | Childhood as a social construct / बचपन का सामाजिक निर्माण

B. Childhood as a social construct / बचपन का सामाजिक निर्माण | Psychological safety / मनोवैज्ञानिक सुरक्षा

C. Scaffolding / सहारा देकर सीखना | Psychological safety / मनोवैज्ञानिक सुरक्षा

D. Childhood as a social construct / बचपन का सामाजिक निर्माण | Cooperative play / सहयोगी खेल

**Correct answer / सही उत्तर: B.** Childhood as a social construct / बचपन का सामाजिक निर्माण | Psychological safety / मनोवैज्ञानिक सुरक्षा

**Explanation / व्याख्या**

Childhood as a social construct / बचपन का सामाजिक निर्माण: Understandings of childhood vary with history and social expectations. Application: A class compares the responsibilities of children in different generations. Psychological safety / मनोवैज्ञानिक सुरक्षा: An atmosphere where learners can ask questions and make mistakes without humiliation. Application: A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

**MCQ 038 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A class compares the responsibilities of children in different generations. (2) A group works together to construct a tower.**

A. Psychological safety / मनोवैज्ञानिक सुरक्षा | Cooperative play / सहयोगी खेल

B. Childhood as a social construct / बचपन का सामाजिक निर्माण | Prior knowledge / पूर्व ज्ञान

C. Childhood as a social construct / बचपन का सामाजिक निर्माण | Cooperative play / सहयोगी खेल

D. Cooperative play / सहयोगी खेल | Childhood as a social construct / बचपन का सामाजिक निर्माण

**Correct answer / सही उत्तर: C.** Childhood as a social construct / बचपन का सामाजिक निर्माण | Cooperative play / सहयोगी खेल

**Explanation / व्याख्या**

Childhood as a social construct / बचपन का सामाजिक निर्माण: Understandings of childhood vary with history and social expectations. Application: A class compares the responsibilities of children in different generations. Cooperative play / सहयोगी खेल: Playing with others towards a shared goal. Application: A group works together to construct a tower.

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**MCQ 039 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Childhood as a social construct / बचपन का सामाजिक निर्माण and Concept map / अवधारणा मानचित्र.**

A. Understandings of childhood vary with history and social expectations. | Temporary support adjusted to a learner's needs and gradually withdrawn.

B. Growth in understanding and expressing meanings through language. | A visual representation of relationships among concepts.

C. Understandings of childhood vary with history and social expectations. | A visual representation of relationships among concepts.

D. A visual representation of relationships among concepts. | Understandings of childhood vary with history and social expectations.

**Correct answer / सही उत्तर: C.** Understandings of childhood vary with history and social expectations. | A visual representation of relationships among concepts.

**Explanation / व्याख्या**

Childhood as a social construct / बचपन का सामाजिक निर्माण: Understandings of childhood vary with history and social expectations. Application: A class compares the responsibilities of children in different generations. Concept map / अवधारणा मानचित्र: A visual representation of relationships among concepts. Application: Learners link evaporation, clouds and rain using labelled arrows.

**MCQ 040 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Childhood as a social construct / बचपन का सामाजिक निर्माण and Maturation / परिपक्वता.**

A. A child acquires greater motor control as the nervous system develops. | A class compares the responsibilities of children in different generations.

B. A class compares the responsibilities of children in different generations. | A child acquires greater motor control as the nervous system develops.

C. A class compares the responsibilities of children in different generations. | A learner weighs alternatives before making a considered decision.

D. A teacher attends to bodily, vital, mental, intellectual and inner well-being together. | A child acquires greater motor control as the nervous system develops.

**Correct answer / सही उत्तर: B.** A class compares the responsibilities of children in different generations. | A child acquires greater motor control as the nervous system develops.

**Explanation / व्याख्या**

Childhood as a social construct / बचपन का सामाजिक निर्माण: Understandings of childhood vary with history and social expectations. Application: A class compares the responsibilities of children in different generations. Maturation / परिपक्वता: Biologically influenced changes that contribute to readiness for new abilities. Application: A child acquires greater motor control as the nervous system develops.

**MCQ 041 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Childhood as a social construct / बचपन का सामाजिक निर्माण / Concept discrimination / अवधारणा विभेदन)**

A. Concept discrimination / अवधारणा विभेदन → A five-sheath perspective on holistic human development.

B. Panchakosha / पंचकोश → In the Panchakosha framework, the sheath associated with discernment and understanding.

C. Childhood as a social construct / बचपन का सामाजिक निर्माण → Distinguishing examples from non-examples using defining properties.

D. Childhood as a social construct / बचपन का सामाजिक निर्माण → Understandings of childhood vary with history and social expectations.

**Correct answer / सही उत्तर: D.** Childhood as a social construct / बचपन का सामाजिक निर्माण → Understandings of childhood vary with history and social expectations.

**Explanation / व्याख्या**

Childhood as a social construct / बचपन का सामाजिक निर्माण: Understandings of childhood vary with history and social expectations. Application: A class compares the responsibilities of children in different generations.

**MCQ 042 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Childhood as a social construct / बचपन का सामाजिक निर्माण / Differentiated instruction / विभेदित शिक्षण)**

A. Childhood as a social construct / बचपन का सामाजिक निर्माण → One class explores the same idea through tactile, visual and oral materials.

B. Chitta / चित्त → A child begins using longer sentences to explain an event.

C. Differentiated instruction / विभेदित शिक्षण → A past experience leaves an impression that can be recalled later.

D. Childhood as a social construct / बचपन का सामाजिक निर्माण → A class compares the responsibilities of children in different generations.

**Correct answer / सही उत्तर: D.** Childhood as a social construct / बचपन का सामाजिक निर्माण → A class compares the responsibilities of children in different generations.

**Explanation / व्याख्या**

Childhood as a social construct / बचपन का सामाजिक निर्माण: Understandings of childhood vary with history and social expectations. Application: A class compares the responsibilities of children in different generations.

MCQ 043 • CORE PRACTICE · FORM 01

**Identify the concept described: Children have entitlements to protection, participation, development and survival.**

A. Child rights / बाल अधिकार

B. Zone of proximal development / निकटस्थ विकास क्षेत्र

C. Socialisation / समाजीकरण

D. Language development / भाषा विकास

**Correct answer / सही उत्तर: A.** Child rights / बाल अधिकार

**Explanation / व्याख्या**

Child rights / बाल अधिकार: Children have entitlements to protection, participation, development and survival. Application: A teacher invites pupils to express their views in decisions affecting them.

MCQ 044 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? A teacher invites pupils to express their views in decisions affecting them.**

A. Observational learning / अवलोकन अधिगम

B. Panchakosha / पंचकोश

C. Child rights / बाल अधिकार

D. Free play / मुक्त खेल

**Correct answer / सही उत्तर: C.** Child rights / बाल अधिकार

**Explanation / व्याख्या**

Child rights / बाल अधिकार: Children have entitlements to protection, participation, development and survival. Application: A teacher invites pupils to express their views in decisions affecting them.

MCQ 045 • CORE PRACTICE · FORM 03

**Which explanation best defines Child rights / बाल अधिकार?**

A. Investigating questions with suitable teacher support.

B. An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

C. Children have entitlements to protection, participation, development and survival.

D. Quantitative increase in physical size or measurable bodily characteristics.

**Correct answer / सही उत्तर: C.** Children have entitlements to protection, participation, development and survival.

**Explanation / व्याख्या**

Child rights / बाल अधिकार: Children have entitlements to protection, participation, development and survival. Application: A teacher invites pupils to express their views in decisions affecting them.

MCQ 046 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Child rights / बाल अधिकार?**

A. A teacher invites pupils to express their views in decisions affecting them.

B. Pupils hop, run and balance on a marked path.

C. Children connect a new idea about floating with objects they have seen in water.

D. A teacher rearranges furniture so every pupil can access group activities.

**Correct answer / सही उत्तर: A.** A teacher invites pupils to express their views in decisions affecting them.

**Explanation / व्याख्या**

Child rights / बाल अधिकार: Children have entitlements to protection, participation, development and survival. Application: A teacher invites pupils to express their views in decisions affecting them.

**MCQ 047 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Children have entitlements to protection, participation, development and survival. (2) Growth in emotional understanding and social relationships.**

A. Scaffolding / सहारा देकर सीखना | Socio-emotional development / सामाजिक-संवेगात्मक विकास

B. Socio-emotional development / सामाजिक-संवेगात्मक विकास | Child rights / बाल अधिकार

C. Child rights / बाल अधिकार | Differentiated instruction / विभेदित शिक्षण

D. Child rights / बाल अधिकार | Socio-emotional development / सामाजिक-संवेगात्मक विकास

**Correct answer / सही उत्तर: D.** Child rights / बाल अधिकार | Socio-emotional development / सामाजिक-संवेगात्मक विकास

**Explanation / व्याख्या**

Child rights / बाल अधिकार: Children have entitlements to protection, participation, development and survival. Application: A teacher invites pupils to express their views in decisions affecting them. Socio-emotional development / सामाजिक-संवेगात्मक विकास: Growth in emotional understanding and social relationships. Application: A learner recognises a friend's distress and responds with empathy.

**MCQ 048 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A teacher invites pupils to express their views in decisions affecting them. (2) A pupil learns to organise materials by watching a classmate.**

A. Observational learning / अवलोकन अधिगम | Child rights / बाल अधिकार

B. School culture / विद्यालय संस्कृति | Observational learning / अवलोकन अधिगम

C. Child rights / बाल अधिकार | Observational learning / अवलोकन अधिगम

D. Child rights / बाल अधिकार | Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प

**Correct answer / सही उत्तर: C.** Child rights / बाल अधिकार | Observational learning / अवलोकन अधिगम

**Explanation / व्याख्या**

Child rights / बाल अधिकार: Children have entitlements to protection, participation, development and survival. Application: A teacher invites pupils to express their views in decisions affecting them. Observational learning / अवलोकन अधिगम: Learning by watching others and their actions. Application: A pupil learns to organise materials by watching a classmate.

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**MCQ 049 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Child rights / बाल अधिकार and Concept map / अवधारणा मानचित्र.**

A. A setting that removes participation barriers for diverse learners. | A visual representation of relationships among concepts.

B. Children have entitlements to protection, participation, development and survival. | A visual representation of relationships among concepts.

C. Children have entitlements to protection, participation, development and survival. | An atmosphere where learners can ask questions and make mistakes without humiliation.

D. A visual representation of relationships among concepts. | Children have entitlements to protection, participation, development and survival.

**Correct answer / सही उत्तर: B.** Children have entitlements to protection, participation, development and survival. | A visual representation of relationships among concepts.

**Explanation / व्याख्या**

Child rights / बाल अधिकार: Children have entitlements to protection, participation, development and survival. Application: A teacher invites pupils to express their views in decisions affecting them. Concept map / अवधारणा मानचित्र: A visual representation of relationships among concepts. Application: Learners link evaporation, clouds and rain using labelled arrows.

MCQ 050 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Child rights / बाल अधिकार and Classification / वर्गीकरण.**

A. Children thread large beads and fold paper. | Children sort leaves by shape and compare groups.

B. A teacher invites pupils to express their views in decisions affecting them. | A teacher offers prompts while pupils investigate which objects float.

C. Children sort leaves by shape and compare groups. | A teacher invites pupils to express their views in decisions affecting them.

D. A teacher invites pupils to express their views in decisions affecting them. | Children sort leaves by shape and compare groups.

**Correct answer / सही उत्तर: D.** A teacher invites pupils to express their views in decisions affecting them. | Children sort leaves by shape and compare groups.

**Explanation / व्याख्या**

Child rights / बाल अधिकार: Children have entitlements to protection, participation, development and survival. Application: A teacher invites pupils to express their views in decisions affecting them. Classification / वर्गीकरण: Grouping objects or ideas by shared attributes. Application: Children sort leaves by shape and compare groups.

**MCQ 051 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Child rights / बाल अधिकार / Concept discrimination / अवधारणा विभेदन)**

A. Child rights / बाल अधिकार → Children have entitlements to protection, participation, development and survival.

B. Child rights / बाल अधिकार → Distinguishing examples from non-examples using defining properties.

C. Concept discrimination / अवधारणा विभेदन → Quantitative increase in physical size or measurable bodily characteristics.

D. Growth / वृद्धि → Learning by watching others and their actions.

**Correct answer / सही उत्तर: A.** Child rights / बाल अधिकार → Children have entitlements to protection, participation, development and survival.

**Explanation / व्याख्या**

Child rights / बाल अधिकार: Children have entitlements to protection, participation, development and survival. Application: A teacher invites pupils to express their views in decisions affecting them.

MCQ 052 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Child rights / बाल अधिकार / Growth / वृद्धि)**

A. Concept map / अवधारणा मानचित्र → After sorting several triangles, pupils identify their common features.

B. Child rights / बाल अधिकार → A teacher records changes in a child's height over a year.

C. Child rights / बाल अधिकार → A teacher invites pupils to express their views in decisions affecting them.

D. Growth / वृद्धि → Learners link evaporation, clouds and rain using labelled arrows.

**Correct answer / सही उत्तर: C.** Child rights / बाल अधिकार → A teacher invites pupils to express their views in decisions affecting them.

**Explanation / व्याख्या**

Child rights / बाल अधिकार: Children have entitlements to protection, participation, development and survival. Application: A teacher invites pupils to express their views in decisions affecting them.

MCQ 053 • CORE PRACTICE · FORM 01

**Identify the concept described: Children vary in interests, abilities, experiences and rates of learning.**

A. Child protection / बाल संरक्षण

B. Individual differences / व्यक्तिगत भिन्नताएँ

C. Chitta / चित्त

D. Inclusive environment / समावेशी वातावरण

**Correct answer / सही उत्तर: B.** Individual differences / व्यक्तिगत भिन्नताएँ

**Explanation / व्याख्या**

Individual differences / व्यक्तिगत भिन्नताएँ: Children vary in interests, abilities, experiences and rates of learning. Application: Two pupils use different methods to complete the same task.

**MCQ 054 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Two pupils use different methods to complete the same task.**

A. Vijnanamaya kosha / विज्ञानमय कोश

B. Individual differences / व्यक्तिगत भिन्नताएँ

C. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प

D. Learner autonomy / शिक्षार्थी स्वायत्तता

**Correct answer / सही उत्तर: B.** Individual differences / व्यक्तिगत भिन्नताएँ

**Explanation / व्याख्या**

Individual differences / व्यक्तिगत भिन्नताएँ: Children vary in interests, abilities, experiences and rates of learning. Application: Two pupils use different methods to complete the same task.

**MCQ 055 • CORE PRACTICE · FORM 03**

**Which explanation best defines Individual differences / व्यक्तिगत भिन्नताएँ?**

A. Children vary in interests, abilities, experiences and rates of learning.

B. Social messages shape expectations associated with gender.

C. Using an object or action to represent something else in play.

D. An atmosphere where learners can ask questions and make mistakes without humiliation.

**Correct answer / सही उत्तर: A.** Children vary in interests, abilities, experiences and rates of learning.

**Explanation / व्याख्या**

Individual differences / व्यक्तिगत भिन्नताएँ: Children vary in interests, abilities, experiences and rates of learning. Application: Two pupils use different methods to complete the same task.

**MCQ 056 • CORE PRACTICE · FORM 04**

**Which classroom example best demonstrates Individual differences / व्यक्तिगत भिन्नताएँ?**

A. Learners link evaporation, clouds and rain using labelled arrows.

B. A child begins using longer sentences to explain an event.

C. A pupil with low vision receives large-print materials.

D. Two pupils use different methods to complete the same task.

**Correct answer / सही उत्तर: D.** Two pupils use different methods to complete the same task.

**Explanation / व्याख्या**

Individual differences / व्यक्तिगत भिन्नताएँ: Children vary in interests, abilities, experiences and rates of learning. Application: Two pupils use different methods to complete the same task.

**MCQ 057 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Children vary in interests, abilities, experiences and rates of learning. (2) Actively connecting experiences and ideas to develop understanding.**

A. Individual differences / व्यक्तिगत भिन्नताएँ | Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प

B. Meaning making / अर्थ निर्माण | Individual differences / व्यक्तिगत भिन्नताएँ

C. Symbolic play / प्रतीकात्मक खेल | Meaning making / अर्थ निर्माण

D. Individual differences / व्यक्तिगत भिन्नताएँ | Meaning making / अर्थ निर्माण

**Correct answer / सही उत्तर: D.** Individual differences / व्यक्तिगत भिन्नताएँ | Meaning making / अर्थ निर्माण

**Explanation / व्याख्या**

Individual differences / व्यक्तिगत भिन्नताएँ: Children vary in interests, abilities, experiences and rates of learning. Application: Two pupils use different methods to complete the same task. Meaning making / अर्थ निर्माण: Actively connecting experiences and ideas to develop understanding. Application: Children connect a new idea about floating with objects they have seen in water.

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**MCQ 058 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Two pupils use different methods to complete the same task. (2) A reflection on feelings and mental responses illustrates this sheath.**

A. Individual differences / व्यक्तिगत भिन्नताएँ | Concept discrimination / अवधारणा विभेदन

B. Individual differences / व्यक्तिगत भिन्नताएँ | Manomaya kosha / मनोमय कोश

C. Manomaya kosha / मनोमय कोश | Individual differences / व्यक्तिगत भिन्नताएँ

D. Concept map / अवधारणा मानचित्र | Manomaya kosha / मनोमय कोश

**Correct answer / सही उत्तर: B.** Individual differences / व्यक्तिगत भिन्नताएँ | Manomaya kosha / मनोमय कोश

**Explanation / व्याख्या**

Individual differences / व्यक्तिगत भिन्नताएँ: Children vary in interests, abilities, experiences and rates of learning. Application: Two pupils use different methods to complete the same task. Manomaya kosha / मनोमय कोश: In the Panchakosha framework, the sheath associated with mind and emotions. Application: A reflection on feelings and mental responses illustrates this sheath.

**MCQ 059 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Individual differences / व्यक्तिगत भिन्नताएँ and Learner autonomy / शिक्षार्थी स्वायत्तता.**

A. Increasing learners' responsibility and choice in learning. | Children vary in interests, abilities, experiences and rates of learning.

B. In the Panchakosha framework, the sheath associated with mind and emotions. | Increasing learners' responsibility and choice in learning.

C. Children vary in interests, abilities, experiences and rates of learning. | Increasing learners' responsibility and choice in learning.

D. Children vary in interests, abilities, experiences and rates of learning. | A five-sheath perspective on holistic human development.

**Correct answer / सही उत्तर: C.** Children vary in interests, abilities, experiences and rates of learning. | Increasing learners' responsibility and choice in learning.

**Explanation / व्याख्या**

Individual differences / व्यक्तिगत भिन्नताएँ: Children vary in interests, abilities, experiences and rates of learning. Application: Two pupils use different methods to complete the same task. Learner autonomy / शिक्षार्थी स्वायत्तता: Increasing learners' responsibility and choice in learning. Application: Pupils select a strategy and explain why it works for their task.

**MCQ 060 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Individual differences / व्यक्तिगत भिन्नताएँ and Experiential learning / अनुभवात्मक अधिगम.**

A. Two pupils use different methods to complete the same task. | Learners link evaporation, clouds and rain using labelled arrows.

B. Two pupils use different methods to complete the same task. | Children grow seeds and discuss what changed each day.

C. A teacher challenges the belief that only boys can play cricket. | Children grow seeds and discuss what changed each day.

D. Children grow seeds and discuss what changed each day. | Two pupils use different methods to complete the same task.

**Correct answer / सही उत्तर: B.** Two pupils use different methods to complete the same task. | Children grow seeds and discuss what changed each day.

**Explanation / व्याख्या**

Individual differences / व्यक्तिगत भिन्नताएँ: Children vary in interests, abilities, experiences and rates of learning. Application: Two pupils use different methods to complete the same task. Experiential learning / अनुभवात्मक अधिगम: Learning through experience and reflection. Application: Children grow seeds and discuss what changed each day.

MCQ 061 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Individual differences / व्यक्तिगत भिन्नताएँ / Concept discrimination / अवधारणा विभेदन)**

A. Individual differences / व्यक्तिगत भिन्नताएँ → Children vary in interests, abilities, experiences and rates of learning.

B. Concept discrimination / अवधारणा विभेदन → A consequence that increases the likelihood of a behaviour recurring.

C. Individual differences / व्यक्तिगत भिन्नताएँ → Distinguishing examples from non-examples using defining properties.

D. Reinforcement / पुनर्बलन → Planning flexible ways to access, participate in and demonstrate learning.

**Correct answer / सही उत्तर: A.** Individual differences / व्यक्तिगत भिन्नताएँ → Children vary in interests, abilities, experiences and rates of learning.

**Explanation / व्याख्या**

Individual differences / व्यक्तिगत भिन्नताएँ: Children vary in interests, abilities, experiences and rates of learning. Application: Two pupils use different methods to complete the same task.

MCQ 062 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Individual differences / व्यक्तिगत भिन्नताएँ / Fine motor development / सूक्ष्म गतिक विकास)**

A. Individual differences / व्यक्तिगत भिन्नताएँ → Children thread large beads and fold paper.

B. Fine motor development / सूक्ष्म गतिक विकास → Specific positive feedback encourages a pupil to continue checking work.

C. Individual differences / व्यक्तिगत भिन्नताएँ → Two pupils use different methods to complete the same task.

D. Reinforcement / पुनर्बलन → Pupils explain why a circle is not a triangle.

**Correct answer / सही उत्तर: C.** Individual differences / व्यक्तिगत भिन्नताएँ → Two pupils use different methods to complete the same task.

**Explanation / व्याख्या**

Individual differences / व्यक्तिगत भिन्नताएँ: Children vary in interests, abilities, experiences and rates of learning. Application: Two pupils use different methods to complete the same task.

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 01.01

**Explain Diverse childhoods / विविध बचपन and give one classroom example.**

**Model answer:** Childhood differs across social and cultural contexts. Children in a fishing community and an urban neighbourhood experience different daily routines.

**REVISION 01.02**

**Explain Globalisation / वैश्वीकरण and give one classroom example.**

**Model answer:** Cross-border flows of media, ideas and goods shape childhood. Children encounter stories and games from other countries through digital media.

**REVISION 01.03**

**Explain Child agency / बाल सक्रियता and give one classroom example.**

**Model answer:** Children participate in shaping their own experiences. A class discusses and chooses the rules for its reading corner.

**REVISION 01.04**

**Explain Childhood as a social construct / बचपन का सामाजिक निर्माण and give one classroom example.**

**Model answer:** Understandings of childhood vary with history and social expectations. A class compares the responsibilities of children in different generations.

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**REVISION 01.05**

**Explain Child rights / बाल अधिकार and give one classroom example.**

**Model answer:** Children have entitlements to protection, participation, development and survival. A teacher invites pupils to express their views in decisions affecting them.

**REVISION 01.06**

**Explain Individual differences / व्यक्तिगत भिन्नताएँ and give one classroom example.**

**Model answer:** Children vary in interests, abilities, experiences and rates of learning. Two pupils use different methods to complete the same task.

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CHAPTER 02 • 62 MCQs • 6 REVISION PROMPTS

# Childhood and Socialisation

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Socialisation / समाजीकरण

Learning social norms, values and practices through interaction.

**Classroom example:** A child learns to take turns by interacting with family and classmates.

### Peer influence / सहपाठी प्रभाव

Children's attitudes and actions are shaped by their age-group companions.

**Classroom example:** A learner starts cooperating after observing friends share materials.

### School culture / विद्यालय संस्कृति

Shared values, routines and relationships within a school.

**Classroom example:** Daily practices of greeting and listening respectfully influence behaviour.

### Child protection / बाल संरक्षण

Safeguarding children from exploitation, abuse and harm.

**Classroom example:** A teacher follows the safeguarding procedure after a child discloses abuse.

### Primary socialisation / प्राथमिक समाजीकरण

Early learning of social practices through close relationships.

**Classroom example:** A toddler learns family greetings through everyday interaction.

**Gender socialisation / लैंगिक समाजीकरण**

Social messages shape expectations associated with gender.

**Classroom example:** A teacher challenges the belief that only boys can play cricket.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

**MCQ 063 • NEW CLASSROOM APPLICATION**

**Which classroom activity helps children examine gender stereotypes?**

A. Assign all cleaning work to girls

B. Discuss examples of people of different genders doing varied occupations

C. Separate activities permanently by gender

D. Ask boys to lead every group

**Correct answer / सही उत्तर: B.** Discuss examples of people of different genders doing varied occupations

**Explanation / व्याख्या**

Diverse examples challenge restrictive social expectations.

MCQ 064 • NEW CLASSROOM APPLICATION

**A child is excluded from group games because of a different home language. What is the best response?**

A. Use structured cooperative games with inclusive group roles
B. Ban the child's language
C. Tell the child to play alone
D. Ignore the situation

**Correct answer / सही उत्तर: A.** Use structured cooperative games with inclusive group roles

**Explanation / व्याख्या**
Intentional cooperation supports belonging and positive peer socialisation.

## Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 065 • CORE PRACTICE · FORM 01

**Identify the concept described: Learning social norms, values and practices through interaction.**

A. Experiential learning / अनुभवात्मक अधिगम
B. Developmental domains / विकास के आयाम
C. Inclusive environment / समावेशी वातावरण
D. Socialisation / समाजीकरण

**Correct answer / सही उत्तर: D.** Socialisation / समाजीकरण

**Explanation / व्याख्या**
Socialisation / समाजीकरण: Learning social norms, values and practices through interaction.
Application: A child learns to take turns by interacting with family and classmates.

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**MCQ 066 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A child learns to take turns by interacting with family and classmates.**

A. Developmental domains / विकास के आयाम
B. Language development / भाषा विकास
C. Buddhi / बुद्धि
D. Socialisation / समाजीकरण

**Correct answer / सही उत्तर: D.** Socialisation / समाजीकरण

**Explanation / व्याख्या**
Socialisation / समाजीकरण: Learning social norms, values and practices through interaction.
Application: A child learns to take turns by interacting with family and classmates.

**MCQ 067 • CORE PRACTICE · FORM 03**

**Which explanation best defines Socialisation / समाजीकरण?**

A. Children participate in shaping their own experiences.
B. Playing with others towards a shared goal.
C. Learning social norms, values and practices through interaction.
D. Using an object or action to represent something else in play.

**Correct answer / सही उत्तर: C.** Learning social norms, values and practices through interaction.

**Explanation / व्याख्या**
Socialisation / समाजीकरण: Learning social norms, values and practices through interaction.
Application: A child learns to take turns by interacting with family and classmates.

MCQ 068 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Socialisation / समाजीकरण?**

A. A child learns to take turns by interacting with family and classmates.

B. A pupil with low vision receives large-print materials.

C. Two pupils use different methods to complete the same task.

D. A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

**Correct answer / सही उत्तर: A.** A child learns to take turns by interacting with family and classmates.

**Explanation / व्याख्या**

Socialisation / समाजीकरण: Learning social norms, values and practices through interaction.
Application: A child learns to take turns by interacting with family and classmates.

MCQ 069 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Learning social norms, values and practices through interaction. (2) Actively connecting experiences and ideas to develop understanding.**

A. Socialisation / समाजीकरण | Meaning making / अर्थ निर्माण

B. Manomaya kosha / मनोमय कोश | Meaning making / अर्थ निर्माण

C. Socialisation / समाजीकरण | Symbolic play / प्रतीकात्मक खेल

D. Meaning making / अर्थ निर्माण | Socialisation / समाजीकरण

**Correct answer / सही उत्तर: A.** Socialisation / समाजीकरण | Meaning making / अर्थ निर्माण

**Explanation / व्याख्या**

Socialisation / समाजीकरण: Learning social norms, values and practices through interaction.
Application: A child learns to take turns by interacting with family and classmates. Meaning making / अर्थ निर्माण: Actively connecting experiences and ideas to develop understanding.
Application: Children connect a new idea about floating with objects they have seen in water.

**MCQ 070 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A child learns to take turns by interacting with family and classmates. (2) A child pretends a cardboard box is a bus.**

A. Concept discrimination / अवधारणा विभेदन | Symbolic play / प्रतीकात्मक खेल

B. Socialisation / समाजीकरण | Symbolic play / प्रतीकात्मक खेल

C. Symbolic play / प्रतीकात्मक खेल | Socialisation / समाजीकरण

D. Socialisation / समाजीकरण | Vijnanamaya kosha / विज्ञानमय कोश

**Correct answer / सही उत्तर: B.** Socialisation / समाजीकरण | Symbolic play / प्रतीकात्मक खेल

**Explanation / व्याख्या**

Socialisation / समाजीकरण: Learning social norms, values and practices through interaction. Application: A child learns to take turns by interacting with family and classmates. Symbolic play / प्रतीकात्मक खेल: Using an object or action to represent something else in play. Application: A child pretends a cardboard box is a bus.

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**MCQ 071 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Socialisation / समाजीकरण and Buddhi / बुद्धि.**

A. The faculty of discernment and reasoning in Indian perspectives of self. | Learning social norms, values and practices through interaction.

B. Learning social norms, values and practices through interaction. | The faculty of discernment and reasoning in Indian perspectives of self.

C. Learning social norms, values and practices through interaction. | A setting that removes participation barriers for diverse learners.

D. An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. | The faculty of discernment and reasoning in Indian perspectives of self.

**Correct answer / सही उत्तर: B.** Learning social norms, values and practices through interaction. | The faculty of discernment and reasoning in Indian perspectives of self.

**Explanation / व्याख्या**

Socialisation / समाजीकरण: Learning social norms, values and practices through interaction. Application: A child learns to take turns by interacting with family and classmates. Buddhi / बुद्धि: The faculty of discernment and reasoning in Indian perspectives of self. Application: A learner weighs alternatives before making a considered decision.

**MCQ 072 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Socialisation / समाजीकरण and Physical development / शारीरिक विकास.**

A. A child learns to take turns by interacting with family and classmates. | A child gains finer control while cutting paper with scissors.

B. Pupils select a strategy and explain why it works for their task. | A child gains finer control while cutting paper with scissors.

C. A child learns to take turns by interacting with family and classmates. | A teacher documents specific reading goals and accommodations for a child.

D. A child gains finer control while cutting paper with scissors. | A child learns to take turns by interacting with family and classmates.

**Correct answer / सही उत्तर: A.** A child learns to take turns by interacting with family and classmates. | A child gains finer control while cutting paper with scissors.

**Explanation / व्याख्या**

Socialisation / समाजीकरण: Learning social norms, values and practices through interaction. Application: A child learns to take turns by interacting with family and classmates. Physical development / शारीरिक विकास: Changes in bodily growth and motor capabilities. Application: A child gains finer control while cutting paper with scissors.

MCQ 073 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Socialisation / समाजीकरण / Maturation / परिपक्वता)**

A. Socialisation / समाजीकरण → Learning social norms, values and practices through interaction.

B. Maturation / परिपक्वता → Distinguishing examples from non-examples using defining properties.

C. Socialisation / समाजीकरण → Biologically influenced changes that contribute to readiness for new abilities.

D. Concept discrimination / अवधारणा विभेदन → Planning flexible ways to access, participate in and demonstrate learning.

**Correct answer / सही उत्तर: A.** Socialisation / समाजीकरण → Learning social norms, values and practices through interaction.

**Explanation / व्याख्या**

Socialisation / समाजीकरण: Learning social norms, values and practices through interaction.
Application: A child learns to take turns by interacting with family and classmates.

MCQ 074 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Socialisation / समाजीकरण / Prior knowledge / पूर्व ज्ञान)**

A. Prior knowledge / पूर्व ज्ञान → A pupil solves a harder puzzle with a peer's guidance.

B. Zone of proximal development / निकटस्थ विकास क्षेत्र → A group works together to construct a tower.

C. Socialisation / समाजीकरण → A child learns to take turns by interacting with family and classmates.

D. Socialisation / समाजीकरण → Before discussing plants, a teacher asks what children know from gardening.

**Correct answer / सही उत्तर: C.** Socialisation / समाजीकरण → A child learns to take turns by interacting with family and classmates.

**Explanation / व्याख्या**

Socialisation / समाजीकरण: Learning social norms, values and practices through interaction. Application: A child learns to take turns by interacting with family and classmates.

MCQ 075 • CORE PRACTICE · FORM 01

**Identify the concept described: Children's attitudes and actions are shaped by their age-group companions.**

A. Child agency / बाल सक्रियता

B. Peer influence / सहपाठी प्रभाव

C. Reinforcement / पुनर्बलन

D. Free play / मुक्त खेल

**Correct answer / सही उत्तर: B.** Peer influence / सहपाठी प्रभाव

**Explanation / व्याख्या**

Peer influence / सहपाठी प्रभाव: Children's attitudes and actions are shaped by their age-group companions. Application: A learner starts cooperating after observing friends share materials.

MCQ 076 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? A learner starts cooperating after observing friends share materials.**

A. Peer influence / सहपाठी प्रभाव

B. Globalisation / वैश्वीकरण

C. Maturation / परिपक्वता

D. Symbolic play / प्रतीकात्मक खेल

**Correct answer / सही उत्तर: A.** Peer influence / सहपाठी प्रभाव

**Explanation / व्याख्या**

Peer influence / सहपाठी प्रभाव: Children's attitudes and actions are shaped by their age-group companions. Application: A learner starts cooperating after observing friends share materials.

MCQ 077 • CORE PRACTICE · FORM 03

**Which explanation best defines Peer influence / सहपाठी प्रभाव?**

A. In the Panchakosha framework, the sheath associated with mind and emotions.

B. Children's attitudes and actions are shaped by their age-group companions.

C. Using an object or action to represent something else in play.

D. Interrelated areas of physical, cognitive, language and social-emotional change.

**Correct answer / सही उत्तर: B.** Children's attitudes and actions are shaped by their age-group companions.

**Explanation / व्याख्या**

Peer influence / सहपाठी प्रभाव: Children's attitudes and actions are shaped by their age-group companions. Application: A learner starts cooperating after observing friends share materials.

MCQ 078 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Peer influence / सहपाठी प्रभाव?**

A. A learner starts cooperating after observing friends share materials.

B. A teacher documents specific reading goals and accommodations for a child.

C. A learner recognises a friend's distress and responds with empathy.

D. Two pupils use different methods to complete the same task.

**Correct answer / सही उत्तर: A.** A learner starts cooperating after observing friends share materials.

**Explanation / व्याख्या**

Peer influence / सहपाठी प्रभाव: Children's attitudes and actions are shaped by their age-group companions. Application: A learner starts cooperating after observing friends share materials.

MCQ 079 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Children's attitudes and actions are shaped by their age-group companions. (2) A five-sheath perspective on holistic human development.**

A. Peer influence / सहपाठी प्रभाव | Panchakosha / पंचकोश

B. Peer influence / सहपाठी प्रभाव | Cognitive development / संज्ञानात्मक विकास

C. Panchakosha / पंचकोश | Peer influence / सहपाठी प्रभाव

D. Individualised education plan / व्यक्तिगत शिक्षा योजना | Panchakosha / पंचकोश

**Correct answer / सही उत्तर: A.** Peer influence / सहपाठी प्रभाव | Panchakosha / पंचकोश

**Explanation / व्याख्या**

Peer influence / सहपाठी प्रभाव: Children's attitudes and actions are shaped by their age-group companions. Application: A learner starts cooperating after observing friends share materials. Panchakosha / पंचकोश: A five-sheath perspective on holistic human development. Application: A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

**MCQ 080 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A learner starts cooperating after observing friends share materials. (2) Children choose their own pretend shop game and assign roles.**

A. Peer influence / सहपाठी प्रभाव | Free play / मुक्त खेल

B. Free play / मुक्त खेल | Peer influence / सहपाठी प्रभाव

C. Peer influence / सहपाठी प्रभाव | Physical development / शारीरिक विकास

D. Childhood as a social construct / बचपन का सामाजिक निर्माण | Free play / मुक्त खेल

**Correct answer / सही उत्तर: A.** Peer influence / सहपाठी प्रभाव | Free play / मुक्त खेल

**Explanation / व्याख्या**

Peer influence / सहपाठी प्रभाव: Children's attitudes and actions are shaped by their age-group companions. Application: A learner starts cooperating after observing friends share materials. Free play / मुक्त खेल: Play initiated and directed primarily by children. Application: Children choose their own pretend shop game and assign roles.

GyanTech Guru Ji

**MCQ 081 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Peer influence / सहपाठी प्रभाव and Conflict negotiation / विवाद समाधान.**

A. Children's attitudes and actions are shaped by their age-group companions. | Discussing differences to reach a workable agreement.

B. Interrelated areas of physical, cognitive, language and social-emotional change. | Discussing differences to reach a workable agreement.

C. Discussing differences to reach a workable agreement. | Children's attitudes and actions are shaped by their age-group companions.

D. Children's attitudes and actions are shaped by their age-group companions. | Changes in bodily growth and motor capabilities.

**Correct answer / सही उत्तर: A.** Children's attitudes and actions are shaped by their age-group companions. | Discussing differences to reach a workable agreement.

**Explanation / व्याख्या**

Peer influence / सहपाठी प्रभाव: Children's attitudes and actions are shaped by their age-group companions. Application: A learner starts cooperating after observing friends share materials. Conflict negotiation / विवाद समाधान: Discussing differences to reach a workable agreement. Application: Children agree to alternate turns after disagreeing over a ball.

MCQ 082 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Peer influence / सहपाठी प्रभाव and Reasonable accommodation / उचित समायोजन.**

A. Pupils select a strategy and explain why it works for their task. | A pupil with low vision receives large-print materials.

B. A learner starts cooperating after observing friends share materials. | Two pupils use different methods to complete the same task.

C. A pupil with low vision receives large-print materials. | A learner starts cooperating after observing friends share materials.

D. A learner starts cooperating after observing friends share materials. | A pupil with low vision receives large-print materials.

**Correct answer / सही उत्तर: D.** A learner starts cooperating after observing friends share materials. | A pupil with low vision receives large-print materials.

**Explanation / व्याख्या**

Peer influence / सहपाठी प्रभाव: Children's attitudes and actions are shaped by their age-group companions. Application: A learner starts cooperating after observing friends share materials. Reasonable accommodation / उचित समायोजन: An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. Application: A pupil with low vision receives large-print materials.

MCQ 083 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Peer influence / सहपाठी प्रभाव / Free play / मुक्त खेल)**

A. Peer influence / सहपाठी प्रभाव → Play initiated and directed primarily by children.

B. Peer influence / सहपाठी प्रभाव → Children's attitudes and actions are shaped by their age-group companions.

C. Zone of proximal development / निकटस्थ विकास क्षेत्र → The faculty of discernment and reasoning in Indian perspectives of self.

D. Free play / मुक्त खेल → The gap between what a learner can do independently and with assistance.

**Correct answer / सही उत्तर: B.** Peer influence / सहपाठी प्रभाव → Children's attitudes and actions are shaped by their age-group companions.

**Explanation / व्याख्या**

Peer influence / सहपाठी प्रभाव: Children's attitudes and actions are shaped by their age-group companions. Application: A learner starts cooperating after observing friends share materials.

MCQ 084 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Peer influence / सहपाठी प्रभाव / Cognitive development / संज्ञानात्मक विकास)**

A. Peer influence / सहपाठी प्रभाव → A child discovers a rule for sorting shapes by their properties.

B. Cognitive development / संज्ञानात्मक विकास → Children encounter stories and games from other countries through digital media.

C. Peer influence / सहपाठी प्रभाव → A learner starts cooperating after observing friends share materials.

D. Globalisation / वैश्वीकरण → A class discusses and chooses the rules for its reading corner.

**Correct answer / सही उत्तर: C.** Peer influence / सहपाठी प्रभाव → A learner starts cooperating after observing friends share materials.

**Explanation / व्याख्या**

Peer influence / सहपाठी प्रभाव: Children's attitudes and actions are shaped by their age-group companions. Application: A learner starts cooperating after observing friends share materials.

MCQ 085 • CORE PRACTICE · FORM 01

**Identify the concept described: Shared values, routines and relationships within a school.**

A. Individualised education plan / व्यक्तिगत शिक्षा योजना

B. Child agency / बाल सक्रियता

C. Inclusive environment / समावेशी वातावरण

D. School culture / विद्यालय संस्कृति

**Correct answer / सही उत्तर: D.** School culture / विद्यालय संस्कृति

**Explanation / व्याख्या**

School culture / विद्यालय संस्कृति: Shared values, routines and relationships within a school. Application: Daily practices of greeting and listening respectfully influence behaviour.

**MCQ 086 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Daily practices of greeting and listening respectfully influence behaviour.**

A. Free play / मुक्त खेल

B. School culture / विद्यालय संस्कृति

C. Vijnanamaya kosha / विज्ञानमय कोश

D. Diverse childhoods / विविध बचपन

**Correct answer / सही उत्तर: B.** School culture / विद्यालय संस्कृति

**Explanation / व्याख्या**

School culture / विद्यालय संस्कृति: Shared values, routines and relationships within a school.

Application: Daily practices of greeting and listening respectfully influence behaviour.

**MCQ 087 • CORE PRACTICE · FORM 03**

**Which explanation best defines School culture / विद्यालय संस्कृति?**

A. Shared values, routines and relationships within a school.

B. An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

C. Improved control of small muscles, especially hands and fingers.

D. In the Panchakosha framework, the sheath associated with mind and emotions.

**Correct answer / सही उत्तर: A.** Shared values, routines and relationships within a school.

**Explanation / व्याख्या**

School culture / विद्यालय संस्कृति: Shared values, routines and relationships within a school.

Application: Daily practices of greeting and listening respectfully influence behaviour.

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**MCQ 088 • CORE PRACTICE · FORM 04**

**Which classroom example best demonstrates School culture / विद्यालय संस्कृति?**

A. Before discussing plants, a teacher asks what children know from gardening.

B. Daily practices of greeting and listening respectfully influence behaviour.

C. Children choose their own pretend shop game and assign roles.

D. A reflection on feelings and mental responses illustrates this sheath.

**Correct answer / सही उत्तर: B.** Daily practices of greeting and listening respectfully influence behaviour.

**Explanation / व्याख्या**

School culture / विद्यालय संस्कृति: Shared values, routines and relationships within a school. Application: Daily practices of greeting and listening respectfully influence behaviour.

**MCQ 089 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Shared values, routines and relationships within a school. (2) The gap between what a learner can do independently and with assistance.**

A. Meaning making / अर्थ निर्माण | Zone of proximal development / निकटस्थ विकास क्षेत्र

B. School culture / विद्यालय संस्कृति | Vijnanamaya kosha / विज्ञानमय कोश

C. Zone of proximal development / निकटस्थ विकास क्षेत्र | School culture / विद्यालय संस्कृति

D. School culture / विद्यालय संस्कृति | Zone of proximal development / निकटस्थ विकास क्षेत्र

**Correct answer / सही उत्तर: D.** School culture / विद्यालय संस्कृति | Zone of proximal development / निकटस्थ विकास क्षेत्र

**Explanation / व्याख्या**

School culture / विद्यालय संस्कृति: Shared values, routines and relationships within a school. Application: Daily practices of greeting and listening respectfully influence behaviour. Zone of proximal development / निकटस्थ विकास क्षेत्र: The gap between what a learner can do independently and with assistance. Application: A pupil solves a harder puzzle with a peer's guidance.

**MCQ 090 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Daily practices of greeting and listening respectfully influence behaviour. (2) Specific positive feedback encourages a pupil to continue checking work.**

A. Socio-emotional development / सामाजिक-संवेगात्मक विकास | Reinforcement / पुनर्बलन

B. School culture / विद्यालय संस्कृति | Child agency / बाल सक्रियता

C. School culture / विद्यालय संस्कृति | Reinforcement / पुनर्बलन

D. Reinforcement / पुनर्बलन | School culture / विद्यालय संस्कृति

**Correct answer / सही उत्तर: C.** School culture / विद्यालय संस्कृति | Reinforcement / पुनर्बलन

**Explanation / व्याख्या**

School culture / विद्यालय संस्कृति: Shared values, routines and relationships within a school.
Application: Daily practices of greeting and listening respectfully influence behaviour.
Reinforcement / पुनर्बलन: A consequence that increases the likelihood of a behaviour recurring.
Application: Specific positive feedback encourages a pupil to continue checking work.

GyanTech Guru Ji

**MCQ 091 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for School culture / विद्यालय संस्कृति and Reasonable accommodation / उचित समायोजन.**

A. An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. | Shared values, routines and relationships within a school.

B. In the Panchakosha framework, the physical or food-dependent sheath. | An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

C. Shared values, routines and relationships within a school. | Play initiated and directed primarily by children.

D. Shared values, routines and relationships within a school. | An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

**Correct answer / सही उत्तर: D.** Shared values, routines and relationships within a school. | An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

**Explanation / व्याख्या**

School culture / विद्यालय संस्कृति: Shared values, routines and relationships within a school. Application: Daily practices of greeting and listening respectfully influence behaviour. Reasonable accommodation / उचित समायोजन: An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. Application: A pupil with low vision receives large-print materials.

**MCQ 092 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for School culture / विद्यालय संस्कृति and Prior knowledge / पूर्व ज्ञान.**

A. Specific positive feedback encourages a pupil to continue checking work. | Before discussing plants, a teacher asks what children know from gardening.

B. Daily practices of greeting and listening respectfully influence behaviour. | Before discussing plants, a teacher asks what children know from gardening.

C. Daily practices of greeting and listening respectfully influence behaviour. | A teacher first provides hints for a task and later removes them.

D. Before discussing plants, a teacher asks what children know from gardening. | Daily practices of greeting and listening respectfully influence behaviour.

**Correct answer / सही उत्तर: B.** Daily practices of greeting and listening respectfully influence behaviour. | Before discussing plants, a teacher asks what children know from gardening.

**Explanation / व्याख्या**

School culture / विद्यालय संस्कृति: Shared values, routines and relationships within a school. Application: Daily practices of greeting and listening respectfully influence behaviour. Prior knowledge / पूर्व ज्ञान: Existing understanding on which new learning can be built. Application: Before discussing plants, a teacher asks what children know from gardening.

MCQ 093 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (School culture / विद्यालय संस्कृति / Individualised education plan / व्यक्तिगत शिक्षा योजना)**

A. School culture / विद्यालय संस्कृति → A plan of tailored goals and supports for an individual learner.

B. Chitta / चित्त → Children participate in shaping their own experiences.

C. School culture / विद्यालय संस्कृति → Shared values, routines and relationships within a school.

D. Individualised education plan / व्यक्तिगत शिक्षा योजना → The aspect of mind associated with memory and impressions.

**Correct answer / सही उत्तर: C.** School culture / विद्यालय संस्कृति → Shared values, routines and relationships within a school.

**Explanation / व्याख्या**

School culture / विद्यालय संस्कृति: Shared values, routines and relationships within a school.
Application: Daily practices of greeting and listening respectfully influence behaviour.

MCQ 094 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (School culture / विद्यालय संस्कृति / Language development / भाषा विकास)**

A. School culture / विद्यालय संस्कृति → Daily practices of greeting and listening respectfully influence behaviour.

B. School culture / विद्यालय संस्कृति → A child begins using longer sentences to explain an event.

C. Learner autonomy / शिक्षार्थी स्वायत्तता → A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

D. Language development / भाषा विकास → Pupils select a strategy and explain why it works for their task.

**Correct answer / सही उत्तर: A.** School culture / विद्यालय संस्कृति → Daily practices of greeting and listening respectfully influence behaviour.

**Explanation / व्याख्या**

School culture / विद्यालय संस्कृति: Shared values, routines and relationships within a school.
Application: Daily practices of greeting and listening respectfully influence behaviour.

MCQ 095 • CORE PRACTICE · FORM 01

**Identify the concept described: Safeguarding children from exploitation, abuse and harm.**

A. Inclusive environment / समावेशी वातावरण

B. Meaning making / अर्थ निर्माण

C. Conflict negotiation / विवाद समाधान

D. Child protection / बाल संरक्षण

**Correct answer / सही उत्तर: D.** Child protection / बाल संरक्षण

**Explanation / व्याख्या**

Child protection / बाल संरक्षण: Safeguarding children from exploitation, abuse and harm.
Application: A teacher follows the safeguarding procedure after a child discloses abuse.

**MCQ 096 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A teacher follows the safeguarding procedure after a child discloses abuse.**

A. Zone of proximal development / निकटस्थ विकास क्षेत्र

B. Free play / मुक्त खेल

C. Vijnanamaya kosha / विज्ञानमय कोश

D. Child protection / बाल संरक्षण

**Correct answer / सही उत्तर: D.** Child protection / बाल संरक्षण

**Explanation / व्याख्या**

Child protection / बाल संरक्षण: Safeguarding children from exploitation, abuse and harm.
Application: A teacher follows the safeguarding procedure after a child discloses abuse.

**MCQ 097 • CORE PRACTICE · FORM 03**

**Which explanation best defines Child protection / बाल संरक्षण?**

A. Biologically influenced changes that contribute to readiness for new abilities.

B. Childhood differs across social and cultural contexts.

C. Safeguarding children from exploitation, abuse and harm.

D. Increasing learners' responsibility and choice in learning.

**Correct answer / सही उत्तर: C.** Safeguarding children from exploitation, abuse and harm.

**Explanation / व्याख्या**

Child protection / बाल संरक्षण: Safeguarding children from exploitation, abuse and harm.
Application: A teacher follows the safeguarding procedure after a child discloses abuse.

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MCQ 098 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Child protection / बाल संरक्षण?**

A. A teacher follows the safeguarding procedure after a child discloses abuse.

B. A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

C. Children agree to alternate turns after disagreeing over a ball.

D. A teacher first provides hints for a task and later removes them.

**Correct answer / सही उत्तर: A.** A teacher follows the safeguarding procedure after a child discloses abuse.

**Explanation / व्याख्या**

Child protection / बाल संरक्षण: Safeguarding children from exploitation, abuse and harm. Application: A teacher follows the safeguarding procedure after a child discloses abuse.

MCQ 099 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Safeguarding children from exploitation, abuse and harm. (2) Planning flexible ways to access, participate in and demonstrate learning.**

A. Child protection / बाल संरक्षण | Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प

B. Language development / भाषा विकास | Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प

C. Child protection / बाल संरक्षण | Gross motor play / स्थूल गतिक खेल

D. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प | Child protection / बाल संरक्षण

**Correct answer / सही उत्तर: A.** Child protection / बाल संरक्षण | Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प

**Explanation / व्याख्या**

Child protection / बाल संरक्षण: Safeguarding children from exploitation, abuse and harm. Application: A teacher follows the safeguarding procedure after a child discloses abuse. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प: Planning flexible ways to access, participate in and demonstrate learning. Application: A lesson offers spoken, printed and tactile representations.

**MCQ 100 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A teacher follows the safeguarding procedure after a child discloses abuse. (2) A learner weighs alternatives before making a considered decision.**

A. Buddhi / बुद्धि | Child protection / बाल संरक्षण

B. Child protection / बाल संरक्षण | Diverse childhoods / विविध बचपन

C. Child protection / बाल संरक्षण | Buddhi / बुद्धि

D. Symbolic play / प्रतीकात्मक खेल | Buddhi / बुद्धि

**Correct answer / सही उत्तर: C.** Child protection / बाल संरक्षण | Buddhi / बुद्धि

**Explanation / व्याख्या**

Child protection / बाल संरक्षण: Safeguarding children from exploitation, abuse and harm. Application: A teacher follows the safeguarding procedure after a child discloses abuse. Buddhi / बुद्धि: The faculty of discernment and reasoning in Indian perspectives of self. Application: A learner weighs alternatives before making a considered decision.

GyanTech Guru Ji

**MCQ 101 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Child protection / बाल संरक्षण and Reasonable accommodation / उचित समायोजन.**

A. Safeguarding children from exploitation, abuse and harm. | Investigating questions with suitable teacher support.

B. Safeguarding children from exploitation, abuse and harm. | An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

C. An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. | Safeguarding children from exploitation, abuse and harm.

D. Learning through experience and reflection. | An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

**Correct answer / सही उत्तर: B.** Safeguarding children from exploitation, abuse and harm. | An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

**Explanation / व्याख्या**

Child protection / बाल संरक्षण: Safeguarding children from exploitation, abuse and harm. Application: A teacher follows the safeguarding procedure after a child discloses abuse. Reasonable accommodation / उचित समायोजन: An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. Application: A pupil with low vision receives large-print materials.

**MCQ 102 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Child protection / बाल संरक्षण and Conflict negotiation / विवाद समाधान.**

A. Children agree to alternate turns after disagreeing over a ball. | A teacher follows the safeguarding procedure after a child discloses abuse.

B. A teacher follows the safeguarding procedure after a child discloses abuse. | Children agree to alternate turns after disagreeing over a ball.

C. Learners link evaporation, clouds and rain using labelled arrows. | Children agree to alternate turns after disagreeing over a ball.

D. A teacher follows the safeguarding procedure after a child discloses abuse. | Two pupils use different methods to complete the same task.

**Correct answer / सही उत्तर: B.** A teacher follows the safeguarding procedure after a child discloses abuse. | Children agree to alternate turns after disagreeing over a ball.

**Explanation / व्याख्या**

Child protection / बाल संरक्षण: Safeguarding children from exploitation, abuse and harm. Application: A teacher follows the safeguarding procedure after a child discloses abuse. Conflict negotiation / विवाद समाधान: Discussing differences to reach a workable agreement. Application: Children agree to alternate turns after disagreeing over a ball.

**MCQ 103 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Child protection / बाल संरक्षण / Learner autonomy / शिक्षार्थी स्वायत्तता)**

A. Panchakosha / पंचकोश → Children vary in interests, abilities, experiences and rates of learning.

B. Learner autonomy / शिक्षार्थी स्वायत्तता → A five-sheath perspective on holistic human development.

C. Child protection / बाल संरक्षण → Safeguarding children from exploitation, abuse and harm.

D. Child protection / बाल संरक्षण → Increasing learners' responsibility and choice in learning.

**Correct answer / सही उत्तर: C.** Child protection / बाल संरक्षण → Safeguarding children from exploitation, abuse and harm.

**Explanation / व्याख्या**

Child protection / बाल संरक्षण: Safeguarding children from exploitation, abuse and harm.

Application: A teacher follows the safeguarding procedure after a child discloses abuse.

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**MCQ 104 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Child protection / बाल संरक्षण / Individualised education plan / व्यक्तिगत शिक्षा योजना)**

A. Child protection / बाल संरक्षण → A teacher follows the safeguarding procedure after a child discloses abuse.

B. Child protection / बाल संरक्षण → A teacher documents specific reading goals and accommodations for a child.

C. Conflict negotiation / विवाद समाधान → A learner recognises a friend's distress and responds with empathy.

D. Individualised education plan / व्यक्तिगत शिक्षा योजना → Children agree to alternate turns after disagreeing over a ball.

**Correct answer / सही उत्तर: A.** Child protection / बाल संरक्षण → A teacher follows the safeguarding procedure after a child discloses abuse.

**Explanation / व्याख्या**

Child protection / बाल संरक्षण: Safeguarding children from exploitation, abuse and harm. Application: A teacher follows the safeguarding procedure after a child discloses abuse.

**MCQ 105 • CORE PRACTICE · FORM 01**

**Identify the concept described: Early learning of social practices through close relationships.**

A. Diverse childhoods / विविध बचपन

B. Fine motor development / सूक्ष्म गतिक विकास

C. Maturation / परिपक्वता

D. Primary socialisation / प्राथमिक समाजीकरण

**Correct answer / सही उत्तर: D.** Primary socialisation / प्राथमिक समाजीकरण

**Explanation / व्याख्या**

Primary socialisation / प्राथमिक समाजीकरण: Early learning of social practices through close relationships. Application: A toddler learns family greetings through everyday interaction.

**MCQ 106 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A toddler learns family greetings through everyday interaction.**

A. Primary socialisation / प्राथमिक समाजीकरण

B. Classification / वर्गीकरण

C. Maturation / परिपक्वता

D. Cooperative play / सहयोगी खेल

**Correct answer / सही उत्तर: A.** Primary socialisation / प्राथमिक समाजीकरण

**Explanation / व्याख्या**

Primary socialisation / प्राथमिक समाजीकरण: Early learning of social practices through close relationships. Application: A toddler learns family greetings through everyday interaction.

**MCQ 107 • CORE PRACTICE · FORM 03**

**Which explanation best defines Primary socialisation / प्राथमिक समाजीकरण?**

A. Quantitative increase in physical size or measurable bodily characteristics.

B. Children participate in shaping their own experiences.

C. Early learning of social practices through close relationships.

D. In the Panchakosha framework, the sheath associated with mind and emotions.

**Correct answer / सही उत्तर: C.** Early learning of social practices through close relationships.

**Explanation / व्याख्या**

Primary socialisation / प्राथमिक समाजीकरण: Early learning of social practices through close relationships. Application: A toddler learns family greetings through everyday interaction.

MCQ 108 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Primary socialisation / प्राथमिक समाजीकरण?**

A. Two pupils use different methods to complete the same task.

B. A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

C. A toddler learns family greetings through everyday interaction.

D. A pupil solves a harder puzzle with a peer's guidance.

**Correct answer / सही उत्तर: C.** A toddler learns family greetings through everyday interaction.

**Explanation / व्याख्या**

Primary socialisation / प्राथमिक समाजीकरण: Early learning of social practices through close relationships. Application: A toddler learns family greetings through everyday interaction.

MCQ 109 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Early learning of social practices through close relationships. (2) Playing with others towards a shared goal.**

A. Cooperative play / सहयोगी खेल | Primary socialisation / प्राथमिक समाजीकरण

B. Language development / भाषा विकास | Cooperative play / सहयोगी खेल

C. Primary socialisation / प्राथमिक समाजीकरण | Cooperative play / सहयोगी खेल

D. Primary socialisation / प्राथमिक समाजीकरण | Generalisation / सामान्यीकरण

**Correct answer / सही उत्तर: C.** Primary socialisation / प्राथमिक समाजीकरण | Cooperative play / सहयोगी खेल

**Explanation / व्याख्या**

Primary socialisation / प्राथमिक समाजीकरण: Early learning of social practices through close relationships. Application: A toddler learns family greetings through everyday interaction. Cooperative play / सहयोगी खेल: Playing with others towards a shared goal. Application: A group works together to construct a tower.

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**MCQ 110 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A toddler learns family greetings through everyday interaction. (2) A class discusses and chooses the rules for its reading corner.**

A. Child agency / बाल सक्रियता | Primary socialisation / प्राथमिक समाजीकरण

B. Primary socialisation / प्राथमिक समाजीकरण | Child agency / बाल सक्रियता

C. Primary socialisation / प्राथमिक समाजीकरण | Annamaya kosha / अन्नमय कोश

D. Symbolic play / प्रतीकात्मक खेल | Child agency / बाल सक्रियता

**Correct answer / सही उत्तर: B.** Primary socialisation / प्राथमिक समाजीकरण | Child agency / बाल सक्रियता

**Explanation / व्याख्या**

Primary socialisation / प्राथमिक समाजीकरण: Early learning of social practices through close relationships. Application: A toddler learns family greetings through everyday interaction. Child agency / बाल सक्रियता: Children participate in shaping their own experiences. Application: A class discusses and chooses the rules for its reading corner.

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**MCQ 111 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Primary socialisation / प्राथमिक समाजीकरण and Gross motor play / स्थूल गतिक खेल.**

A. Early learning of social practices through close relationships. | Play involving large muscle movements.

B. Early learning of social practices through close relationships. | Understandings of childhood vary with history and social expectations.

C. Children have entitlements to protection, participation, development and survival. | Play involving large muscle movements.

D. Play involving large muscle movements. | Early learning of social practices through close relationships.

**Correct answer / सही उत्तर: A.** Early learning of social practices through close relationships. | Play involving large muscle movements.

**Explanation / व्याख्या**

Primary socialisation / प्राथमिक समाजीकरण: Early learning of social practices through close relationships. Application: A toddler learns family greetings through everyday interaction. Gross motor play / स्थूल गतिक खेल: Play involving large muscle movements. Application: Pupils hop, run and balance on a marked path.

**MCQ 112 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Primary socialisation / प्राथमिक समाजीकरण and Free play / मुक्त खेल.**

A. Children choose their own pretend shop game and assign roles. | A toddler learns family greetings through everyday interaction.

B. A toddler learns family greetings through everyday interaction. | Children choose their own pretend shop game and assign roles.

C. A toddler learns family greetings through everyday interaction. | A discussion of nourishment and bodily well-being illustrates this sheath.

D. After sorting several triangles, pupils identify their common features. | Children choose their own pretend shop game and assign roles.

**Correct answer / सही उत्तर: B.** A toddler learns family greetings through everyday interaction. | Children choose their own pretend shop game and assign roles.

**Explanation / व्याख्या**

Primary socialisation / प्राथमिक समाजीकरण: Early learning of social practices through close relationships. Application: A toddler learns family greetings through everyday interaction. Free play / मुक्त खेल: Play initiated and directed primarily by children. Application: Children choose their own pretend shop game and assign roles.

MCQ 113 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Primary socialisation / प्राथमिक समाजीकरण / Observational learning / अवलोकन अधिगम)**

A. Primary socialisation / प्राथमिक समाजीकरण → Early learning of social practices through close relationships.

B. Diverse childhoods / विविध बचपन → Playing with others towards a shared goal.

C. Primary socialisation / प्राथमिक समाजीकरण → Learning by watching others and their actions.

D. Observational learning / अवलोकन अधिगम → Childhood differs across social and cultural contexts.

**Correct answer / सही उत्तर: A.** Primary socialisation / प्राथमिक समाजीकरण → Early learning of social practices through close relationships.

**Explanation / व्याख्या**

Primary socialisation / प्राथमिक समाजीकरण: Early learning of social practices through close relationships. Application: A toddler learns family greetings through everyday interaction.

MCQ 114 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Primary socialisation / प्राथमिक समाजीकरण / Observational learning / अवलोकन अधिगम)**

A. Primary socialisation / प्राथमिक समाजीकरण → A pupil learns to organise materials by watching a classmate.

B. Primary socialisation / प्राथमिक समाजीकरण → A toddler learns family greetings through everyday interaction.

C. Observational learning / अवलोकन अधिगम → A teacher records changes in a child's height over a year.

D. Growth / वृद्धि → Children thread large beads and fold paper.

**Correct answer / सही उत्तर: B.** Primary socialisation / प्राथमिक समाजीकरण → A toddler learns family greetings through everyday interaction.

**Explanation / व्याख्या**

Primary socialisation / प्राथमिक समाजीकरण: Early learning of social practices through close relationships. Application: A toddler learns family greetings through everyday interaction.

MCQ 115 • CORE PRACTICE · FORM 01

**Identify the concept described: Social messages shape expectations associated with gender.**

A. Cognitive development / संज्ञानात्मक विकास

B. Reinforcement / पुनर्बलन

C. Panchakosha / पंचकोश

D. Gender socialisation / लैंगिक समाजीकरण

**Correct answer / सही उत्तर: D.** Gender socialisation / लैंगिक समाजीकरण

**Explanation / व्याख्या**

Gender socialisation / लैंगिक समाजीकरण: Social messages shape expectations associated with gender. Application: A teacher challenges the belief that only boys can play cricket.

**MCQ 116 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A teacher challenges the belief that only boys can play cricket.**

A. Gender socialisation / लैंगिक समाजीकरण
B. Free play / मुक्त खेल
C. Language development / भाषा विकास
D. Buddhi / बुद्धि

**Correct answer / सही उत्तर: A.** Gender socialisation / लैंगिक समाजीकरण

**Explanation / व्याख्या**
Gender socialisation / लैंगिक समाजीकरण: Social messages shape expectations associated with gender. Application: A teacher challenges the belief that only boys can play cricket.

**MCQ 117 • CORE PRACTICE · FORM 03**

**Which explanation best defines Gender socialisation / लैंगिक समाजीकरण?**

A. The aspect of mind associated with memory and impressions.
B. Children participate in shaping their own experiences.
C. Growth in reasoning, memory and problem-solving abilities.
D. Social messages shape expectations associated with gender.

**Correct answer / सही उत्तर: D.** Social messages shape expectations associated with gender.

**Explanation / व्याख्या**
Gender socialisation / लैंगिक समाजीकरण: Social messages shape expectations associated with gender. Application: A teacher challenges the belief that only boys can play cricket.

MCQ 118 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Gender socialisation / लैंगिक समाजीकरण?**

A. A teacher challenges the belief that only boys can play cricket.

B. One class explores the same idea through tactile, visual and oral materials.

C. Two pupils use different methods to complete the same task.

D. A child begins using longer sentences to explain an event.

**Correct answer / सही उत्तर: A.** A teacher challenges the belief that only boys can play cricket.

**Explanation / व्याख्या**

Gender socialisation / लैंगिक समाजीकरण: Social messages shape expectations associated with gender. Application: A teacher challenges the belief that only boys can play cricket.

MCQ 119 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Social messages shape expectations associated with gender. (2) The faculty of discernment and reasoning in Indian perspectives of self.**

A. Gender socialisation / लैंगिक समाजीकरण | Buddhi / बुद्धि

B. Gender socialisation / लैंगिक समाजीकरण | Reinforcement / पुनर्बलन

C. Concept map / अवधारणा मानचित्र | Buddhi / बुद्धि

D. Buddhi / बुद्धि | Gender socialisation / लैंगिक समाजीकरण

**Correct answer / सही उत्तर: A.** Gender socialisation / लैंगिक समाजीकरण | Buddhi / बुद्धि

**Explanation / व्याख्या**

Gender socialisation / लैंगिक समाजीकरण: Social messages shape expectations associated with gender. Application: A teacher challenges the belief that only boys can play cricket. Buddhi / बुद्धि: The faculty of discernment and reasoning in Indian perspectives of self. Application: A learner weighs alternatives before making a considered decision.

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**MCQ 120 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A teacher challenges the belief that only boys can play cricket. (2) A discussion of nourishment and bodily well-being illustrates this sheath.**

A. Gender socialisation / लैंगिक समाजीकरण | Free play / मुक्त खेल

B. Annamaya kosha / अन्नमय कोश | Gender socialisation / लैंगिक समाजीकरण

C. Psychological safety / मनोवैज्ञानिक सुरक्षा | Annamaya kosha / अन्नमय कोश

D. Gender socialisation / लैंगिक समाजीकरण | Annamaya kosha / अन्नमय कोश

**Correct answer / सही उत्तर: D.** Gender socialisation / लैंगिक समाजीकरण | Annamaya kosha / अन्नमय कोश

**Explanation / व्याख्या**

Gender socialisation / लैंगिक समाजीकरण: Social messages shape expectations associated with gender. Application: A teacher challenges the belief that only boys can play cricket. Annamaya kosha / अन्नमय कोश: In the Panchakosha framework, the physical or food-dependent sheath. Application: A discussion of nourishment and bodily well-being illustrates this sheath.

**MCQ 121 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Gender socialisation / लैंगिक समाजीकरण and Zone of proximal development / निकटस्थ विकास क्षेत्र.**

A. Changes in bodily growth and motor capabilities. | The gap between what a learner can do independently and with assistance.

B. Social messages shape expectations associated with gender. | The gap between what a learner can do independently and with assistance.

C. The gap between what a learner can do independently and with assistance. | Social messages shape expectations associated with gender.

D. Social messages shape expectations associated with gender. | Play involving large muscle movements.

**Correct answer / सही उत्तर: B.** Social messages shape expectations associated with gender. | The gap between what a learner can do independently and with assistance.

**Explanation / व्याख्या**

Gender socialisation / लैंगिक समाजीकरण: Social messages shape expectations associated with gender. Application: A teacher challenges the belief that only boys can play cricket. Zone of proximal development / निकटस्थ विकास क्षेत्र: The gap between what a learner can do independently and with assistance. Application: A pupil solves a harder puzzle with a peer's guidance.

**MCQ 122 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Gender socialisation / लैंगिक समाजीकरण and Reinforcement / पुनर्बलन.**

A. Specific positive feedback encourages a pupil to continue checking work. | A teacher challenges the belief that only boys can play cricket.

B. A teacher challenges the belief that only boys can play cricket. | Children encounter stories and games from other countries through digital media.

C. A child gains finer control while cutting paper with scissors. | Specific positive feedback encourages a pupil to continue checking work.

D. A teacher challenges the belief that only boys can play cricket. | Specific positive feedback encourages a pupil to continue checking work.

**Correct answer / सही उत्तर: D.** A teacher challenges the belief that only boys can play cricket. | Specific positive feedback encourages a pupil to continue checking work.

**Explanation / व्याख्या**

Gender socialisation / लैंगिक समाजीकरण: Social messages shape expectations associated with gender. Application: A teacher challenges the belief that only boys can play cricket.
Reinforcement / पुनर्बलन: A consequence that increases the likelihood of a behaviour recurring. Application: Specific positive feedback encourages a pupil to continue checking work.

MCQ 123 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Gender socialisation / लैंगिक समाजीकरण / Buddhi / बुद्धि)**

A. Gender socialisation / लैंगिक समाजीकरण → The faculty of discernment and reasoning in Indian perspectives of self.

B. Buddhi / बुद्धि → A consequence that increases the likelihood of a behaviour recurring.

C. Reinforcement / पुनर्बलन → Adapting teaching to varied learner needs while pursuing meaningful goals.

D. Gender socialisation / लैंगिक समाजीकरण → Social messages shape expectations associated with gender.

**Correct answer / सही उत्तर: D.** Gender socialisation / लैंगिक समाजीकरण → Social messages shape expectations associated with gender.

**Explanation / व्याख्या**

Gender socialisation / लैंगिक समाजीकरण: Social messages shape expectations associated with gender. Application: A teacher challenges the belief that only boys can play cricket.

**MCQ 124 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Gender socialisation / लैंगिक समाजीकरण / Reasonable accommodation / उचित समायोजन)**

A. Childhood as a social construct / बचपन का सामाजिक निर्माण → A class discusses and chooses the rules for its reading corner.

B. Gender socialisation / लैंगिक समाजीकरण → A pupil with low vision receives large-print materials.

C. Gender socialisation / लैंगिक समाजीकरण → A teacher challenges the belief that only boys can play cricket.

D. Reasonable accommodation / उचित समायोजन → A class compares the responsibilities of children in different generations.

**Correct answer / सही उत्तर: C.** Gender socialisation / लैंगिक समाजीकरण → A teacher challenges the belief that only boys can play cricket.

**Explanation / व्याख्या**

Gender socialisation / लैंगिक समाजीकरण: Social messages shape expectations associated with gender. Application: A teacher challenges the belief that only boys can play cricket.

## Short-answer revision

Recall the idea before reading the model answer.

**REVISION 02.01**

**Explain Socialisation / समाजीकरण and give one classroom example.**

**Model answer:** Learning social norms, values and practices through interaction. A child learns to take turns by interacting with family and classmates.

**REVISION 02.02**

**Explain Peer influence / सहपाठी प्रभाव and give one classroom example.**

**Model answer:** Children's attitudes and actions are shaped by their age-group companions. A learner starts cooperating after observing friends share materials.

**REVISION 02.03**

**Explain School culture / विद्यालय संस्कृति and give one classroom example.**

**Model answer:** Shared values, routines and relationships within a school. Daily practices of greeting and listening respectfully influence behaviour.

**REVISION 02.04**

**Explain Child protection / बाल संरक्षण and give one classroom example.**

**Model answer:** Safeguarding children from exploitation, abuse and harm. A teacher follows the safeguarding procedure after a child discloses abuse.

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**REVISION 02.05**

**Explain Primary socialisation / प्राथमिक समाजीकरण and give one classroom example.**

**Model answer:** Early learning of social practices through close relationships. A toddler learns family greetings through everyday interaction.

**REVISION 02.06**

**Explain Gender socialisation / लैंगिक समाजीकरण and give one classroom example.**

**Model answer:** Social messages shape expectations associated with gender. A teacher challenges the belief that only boys can play cricket.

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CHAPTER 03 • 62 MCQs • 6 REVISION PROMPTS

# The Indian Concept of Self

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Buddhi / बुद्धि

The faculty of discernment and reasoning in Indian perspectives of self.

**Classroom example:** A learner weighs alternatives before making a considered decision.

### Chitta / चित्त

The aspect of mind associated with memory and impressions.

**Classroom example:** A past experience leaves an impression that can be recalled later.

### Panchakosha / पंचकोश

A five-sheath perspective on holistic human development.

**Classroom example:** A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

### Annamaya kosha / अन्नमय कोश

In the Panchakosha framework, the physical or food-dependent sheath.

**Classroom example:** A discussion of nourishment and bodily well-being illustrates this sheath.

### Manomaya kosha / मनोमय कोश

In the Panchakosha framework, the sheath associated with mind and emotions.

**Classroom example:** A reflection on feelings and mental responses illustrates this sheath.

### Vijnanamaya kosha / विज्ञानमय कोश

In the Panchakosha framework, the sheath associated with discernment and understanding.

**Classroom example:** A discussion of thoughtful judgment illustrates this sheath.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

**MCQ 125 • NEW CLASSROOM APPLICATION**

**A teacher combines physical activity, discussion and quiet reflection. Which view of self does this support?**

A. Learning is entirely memorisation
B. Intelligence is unrelated to emotional life
C. Only physical strength matters
D. An integrated view of bodily, mental and reflective well-being

**Correct answer / सही उत्तर: D.** An integrated view of bodily, mental and reflective well-being

**Explanation / व्याख्या**

Holistic education recognises interconnected dimensions of human experience.

MCQ 126 • NEW CLASSROOM APPLICATION

**Which task most directly encourages reflective self-understanding?**

A. Rank them publicly by personality
B. Require identical personal opinions
C. Ask them to copy a definition of self
D. Ask learners to describe a decision and what they learned from it

**Correct answer / सही उत्तर: D.** Ask learners to describe a decision and what they learned from it

**Explanation / व्याख्या**

Reflection helps learners understand motives, feelings and choices.

## Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 127 • CORE PRACTICE · FORM 01

**Identify the concept described: The faculty of discernment and reasoning in Indian perspectives of self.**

A. Cooperative play / सहयोगी खेल
B. Buddhi / बुद्धि
C. Experiential learning / अनुभवात्मक अधिगम
D. Psychological safety / मनोवैज्ञानिक सुरक्षा

**Correct answer / सही उत्तर: B.** Buddhi / बुद्धि

**Explanation / व्याख्या**

Buddhi / बुद्धि: The faculty of discernment and reasoning in Indian perspectives of self.
Application: A learner weighs alternatives before making a considered decision.

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**MCQ 128 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A learner weighs alternatives before making a considered decision.**

A. Diverse childhoods / विविध बचपन

B. Globalisation / वैश्वीकरण

C. Primary socialisation / प्राथमिक समाजीकरण

D. Buddhi / बुद्धि

**Correct answer / सही उत्तर: D.** Buddhi / बुद्धि

**Explanation / व्याख्या**

Buddhi / बुद्धि: The faculty of discernment and reasoning in Indian perspectives of self.
Application: A learner weighs alternatives before making a considered decision.

**MCQ 129 • CORE PRACTICE · FORM 03**

**Which explanation best defines Buddhi / बुद्धि?**

A. Adapting teaching to varied learner needs while pursuing meaningful goals.

B. The faculty of discernment and reasoning in Indian perspectives of self.

C. A visual representation of relationships among concepts.

D. Improved control of small muscles, especially hands and fingers.

**Correct answer / सही उत्तर: B.** The faculty of discernment and reasoning in Indian perspectives of self.

**Explanation / व्याख्या**

Buddhi / बुद्धि: The faculty of discernment and reasoning in Indian perspectives of self.
Application: A learner weighs alternatives before making a considered decision.

MCQ 130 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Buddhi / बुद्धि?**

A. A learner weighs alternatives before making a considered decision.

B. Pupils hop, run and balance on a marked path.

C. A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

D. A pupil with low vision receives large-print materials.

**Correct answer / सही उत्तर: A.** A learner weighs alternatives before making a considered decision.

**Explanation / व्याख्या**

Buddhi / बुद्धि: The faculty of discernment and reasoning in Indian perspectives of self. Application: A learner weighs alternatives before making a considered decision.

MCQ 131 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) The faculty of discernment and reasoning in Indian perspectives of self. (2) Learning by watching others and their actions.**

A. Buddhi / बुद्धि | Observational learning / अवलोकन अधिगम

B. Observational learning / अवलोकन अधिगम | Buddhi / बुद्धि

C. Cooperative play / सहयोगी खेल | Observational learning / अवलोकन अधिगम

D. Buddhi / बुद्धि | Concept map / अवधारणा मानचित्र

**Correct answer / सही उत्तर: A.** Buddhi / बुद्धि | Observational learning / अवलोकन अधिगम

**Explanation / व्याख्या**

Buddhi / बुद्धि: The faculty of discernment and reasoning in Indian perspectives of self. Application: A learner weighs alternatives before making a considered decision. Observational learning / अवलोकन अधिगम: Learning by watching others and their actions. Application: A pupil learns to organise materials by watching a classmate.

**MCQ 132 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A learner weighs alternatives before making a considered decision. (2) After sorting several triangles, pupils identify their common features.**

A. Generalisation / सामान्यीकरण | Buddhi / बुद्धि

B. Buddhi / बुद्धि | Generalisation / सामान्यीकरण

C. Gender socialisation / लैंगिक समाजीकरण | Generalisation / सामान्यीकरण

D. Buddhi / बुद्धि | Peer influence / सहपाठी प्रभाव

**Correct answer / सही उत्तर: B.** Buddhi / बुद्धि | Generalisation / सामान्यीकरण

**Explanation / व्याख्या**

Buddhi / बुद्धि: The faculty of discernment and reasoning in Indian perspectives of self. Application: A learner weighs alternatives before making a considered decision. Generalisation / सामान्यीकरण: Extending a pattern or idea across relevant examples. Application: After sorting several triangles, pupils identify their common features.

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**MCQ 133 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Buddhi / बुद्धि and Child rights / बाल अधिकार.**

A. The gap between what a learner can do independently and with assistance. | Children have entitlements to protection, participation, development and survival.

B. The faculty of discernment and reasoning in Indian perspectives of self. | Children have entitlements to protection, participation, development and survival.

C. Children have entitlements to protection, participation, development and survival. | The faculty of discernment and reasoning in Indian perspectives of self.

D. The faculty of discernment and reasoning in Indian perspectives of self. | Children's attitudes and actions are shaped by their age-group companions.

**Correct answer / सही उत्तर: B.** The faculty of discernment and reasoning in Indian perspectives of self. | Children have entitlements to protection, participation, development and survival.

**Explanation / व्याख्या**

Buddhi / बुद्धि: The faculty of discernment and reasoning in Indian perspectives of self. Application: A learner weighs alternatives before making a considered decision. Child rights / बाल अधिकार: Children have entitlements to protection, participation, development and survival. Application: A teacher invites pupils to express their views in decisions affecting them.

**MCQ 134 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Buddhi / बुद्धि and School culture / विद्यालय संस्कृति.**

A. A child discovers a rule for sorting shapes by their properties. | Daily practices of greeting and listening respectfully influence behaviour.

B. A learner weighs alternatives before making a considered decision. | Daily practices of greeting and listening respectfully influence behaviour.

C. A learner weighs alternatives before making a considered decision. | A class compares the responsibilities of children in different generations.

D. Daily practices of greeting and listening respectfully influence behaviour. | A learner weighs alternatives before making a considered decision.

**Correct answer / सही उत्तर: B.** A learner weighs alternatives before making a considered decision. | Daily practices of greeting and listening respectfully influence behaviour.

**Explanation / व्याख्या**

Buddhi / बुद्धि: The faculty of discernment and reasoning in Indian perspectives of self. Application: A learner weighs alternatives before making a considered decision. School culture / विद्यालय संस्कृति: Shared values, routines and relationships within a school. Application: Daily practices of greeting and listening respectfully influence behaviour.

**MCQ 135 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Buddhi / बुद्धि / Symbolic play / प्रतीकात्मक खेल)**

A. Symbolic play / प्रतीकात्मक खेल → An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

B. Buddhi / बुद्धि → Using an object or action to represent something else in play.

C. Reasonable accommodation / उचित समायोजन → Safeguarding children from exploitation, abuse and harm.

D. Buddhi / बुद्धि → The faculty of discernment and reasoning in Indian perspectives of self.

**Correct answer / सही उत्तर: D.** Buddhi / बुद्धि → The faculty of discernment and reasoning in Indian perspectives of self.

**Explanation / व्याख्या**

Buddhi / बुद्धि: The faculty of discernment and reasoning in Indian perspectives of self.
Application: A learner weighs alternatives before making a considered decision.

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**MCQ 136 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Buddhi / बुद्धि / Experiential learning / अनुभवात्मक अधिगम)**

A. Experiential learning / अनुभवात्मक अधिगम → A child learns to take turns by interacting with family and classmates.

B. Buddhi / बुद्धि → A learner weighs alternatives before making a considered decision.

C. Socialisation / समाजीकरण → A toddler learns family greetings through everyday interaction.

D. Buddhi / बुद्धि → Children grow seeds and discuss what changed each day.

**Correct answer / सही उत्तर: B.** Buddhi / बुद्धि → A learner weighs alternatives before making a considered decision.

**Explanation / व्याख्या**

Buddhi / बुद्धि: The faculty of discernment and reasoning in Indian perspectives of self. Application: A learner weighs alternatives before making a considered decision.

**MCQ 137 • CORE PRACTICE · FORM 01**

**Identify the concept described: The aspect of mind associated with memory and impressions.**

A. Generalisation / सामान्यीकरण

B. Chitta / चित्त

C. Physical development / शारीरिक विकास

D. Socio-emotional development / सामाजिक-संवेगात्मक विकास

**Correct answer / सही उत्तर: B.** Chitta / चित्त

**Explanation / व्याख्या**

Chitta / चित्त: The aspect of mind associated with memory and impressions. Application: A past experience leaves an impression that can be recalled later.

**MCQ 138 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A past experience leaves an impression that can be recalled later.**

A. Childhood as a social construct / बचपन का सामाजिक निर्माण

B. Chitta / चित्त

C. Developmental domains / विकास के आयाम

D. Observational learning / अवलोकन अधिगम

**Correct answer / सही उत्तर: B.** Chitta / चित्त

**Explanation / व्याख्या**

Chitta / चित्त: The aspect of mind associated with memory and impressions. Application: A past experience leaves an impression that can be recalled later.

**MCQ 139 • CORE PRACTICE · FORM 03**

**Which explanation best defines Chitta / चित्त?**

A. Biologically influenced changes that contribute to readiness for new abilities.

B. An atmosphere where learners can ask questions and make mistakes without humiliation.

C. The aspect of mind associated with memory and impressions.

D. Understandings of childhood vary with history and social expectations.

**Correct answer / सही उत्तर: C.** The aspect of mind associated with memory and impressions.

**Explanation / व्याख्या**

Chitta / चित्त: The aspect of mind associated with memory and impressions. Application: A past experience leaves an impression that can be recalled later.

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MCQ 140 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Chitta / चित्त?**

A. A child gains finer control while cutting paper with scissors.

B. A pupil learns to organise materials by watching a classmate.

C. A past experience leaves an impression that can be recalled later.

D. Learners link evaporation, clouds and rain using labelled arrows.

**Correct answer / सही उत्तर: C.** A past experience leaves an impression that can be recalled later.

**Explanation / व्याख्या**

Chitta / चित्त: The aspect of mind associated with memory and impressions. Application: A past experience leaves an impression that can be recalled later.

MCQ 141 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) The aspect of mind associated with memory and impressions. (2) Actively connecting experiences and ideas to develop understanding.**

A. Chitta / चित्त | Scaffolding / सहारा देकर सीखना

B. Chitta / चित्त | Meaning making / अर्थ निर्माण

C. Childhood as a social construct / बचपन का सामाजिक निर्माण | Meaning making / अर्थ निर्माण

D. Meaning making / अर्थ निर्माण | Chitta / चित्त

**Correct answer / सही उत्तर: B.** Chitta / चित्त | Meaning making / अर्थ निर्माण

**Explanation / व्याख्या**

Chitta / चित्त: The aspect of mind associated with memory and impressions. Application: A past experience leaves an impression that can be recalled later. Meaning making / अर्थ निर्माण: Actively connecting experiences and ideas to develop understanding. Application: Children connect a new idea about floating with objects they have seen in water.

**MCQ 142 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A past experience leaves an impression that can be recalled later. (2) A class discusses and chooses the rules for its reading corner.**

A. Psychological safety / मनोवैज्ञानिक सुरक्षा | Child agency / बाल सक्रियता

B. Chitta / चित्त | Learner autonomy / शिक्षार्थी स्वायत्तता

C. Chitta / चित्त | Child agency / बाल सक्रियता

D. Child agency / बाल सक्रियता | Chitta / चित्त

**Correct answer / सही उत्तर: C.** Chitta / चित्त | Child agency / बाल सक्रियता

**Explanation / व्याख्या**

Chitta / चित्त: The aspect of mind associated with memory and impressions. Application: A past experience leaves an impression that can be recalled later. Child agency / बाल सक्रियता: Children participate in shaping their own experiences. Application: A class discusses and chooses the rules for its reading corner.

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MCQ 143 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Chitta / चित्त and Physical development / शारीरिक विकास.**

A. The aspect of mind associated with memory and impressions. | Changes in bodily growth and motor capabilities.

B. Children's attitudes and actions are shaped by their age-group companions. | Changes in bodily growth and motor capabilities.

C. The aspect of mind associated with memory and impressions. | Shared values, routines and relationships within a school.

D. Changes in bodily growth and motor capabilities. | The aspect of mind associated with memory and impressions.

**Correct answer / सही उत्तर: A.** The aspect of mind associated with memory and impressions. | Changes in bodily growth and motor capabilities.

**Explanation / व्याख्या**

Chitta / चित्त: The aspect of mind associated with memory and impressions. Application: A past experience leaves an impression that can be recalled later. Physical development / शारीरिक विकास: Changes in bodily growth and motor capabilities. Application: A child gains finer control while cutting paper with scissors.

**MCQ 144 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Chitta / चित्त and Reinforcement / पुनर्बलन.**

A. Specific positive feedback encourages a pupil to continue checking work. | A past experience leaves an impression that can be recalled later.

B. A past experience leaves an impression that can be recalled later. | A child gains finer control while cutting paper with scissors.

C. A past experience leaves an impression that can be recalled later. | Specific positive feedback encourages a pupil to continue checking work.

D. Children sort leaves by shape and compare groups. | Specific positive feedback encourages a pupil to continue checking work.

**Correct answer / सही उत्तर: C.** A past experience leaves an impression that can be recalled later. | Specific positive feedback encourages a pupil to continue checking work.

**Explanation / व्याख्या**

Chitta / चित्त: The aspect of mind associated with memory and impressions. Application: A past experience leaves an impression that can be recalled later. Reinforcement / पुनर्बलन: A consequence that increases the likelihood of a behaviour recurring. Application: Specific positive feedback encourages a pupil to continue checking work.

MCQ 145 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Chitta / चित्त / Psychological safety / मनोवैज्ञानिक सुरक्षा)**

A. Chitta / चित्त → An atmosphere where learners can ask questions and make mistakes without humiliation.

B. Diverse childhoods / विविध बचपन → Safeguarding children from exploitation, abuse and harm.

C. Psychological safety / मनोवैज्ञानिक सुरक्षा → Childhood differs across social and cultural contexts.

D. Chitta / चित्त → The aspect of mind associated with memory and impressions.

**Correct answer / सही उत्तर: D.** Chitta / चित्त → The aspect of mind associated with memory and impressions.

**Explanation / व्याख्या**

Chitta / चित्त: The aspect of mind associated with memory and impressions. Application: A past experience leaves an impression that can be recalled later.

MCQ 146 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Chitta / चित्त / Physical development / शारीरिक विकास)**

A. Experiential learning / अनुभवात्मक अधिगम → A child pretends a cardboard box is a bus.

B. Physical development / शारीरिक विकास → Children grow seeds and discuss what changed each day.

C. Chitta / चित्त → A child gains finer control while cutting paper with scissors.

D. Chitta / चित्त → A past experience leaves an impression that can be recalled later.

**Correct answer / सही उत्तर: D.** Chitta / चित्त → A past experience leaves an impression that can be recalled later.

**Explanation / व्याख्या**

Chitta / चित्त: The aspect of mind associated with memory and impressions. Application: A past experience leaves an impression that can be recalled later.

MCQ 147 • CORE PRACTICE · FORM 01

**Identify the concept described: A five-sheath perspective on holistic human development.**

A. Growth / वृद्धि

B. Concept map / अवधारणा मानचित्र

C. Cognitive development / संज्ञानात्मक विकास

D. Panchakosha / पंचकोश

**Correct answer / सही उत्तर: D.** Panchakosha / पंचकोश

**Explanation / व्याख्या**

Panchakosha / पंचकोश: A five-sheath perspective on holistic human development. Application: A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

**MCQ 148 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A teacher attends to bodily, vital, mental, intellectual and inner well-being together.**

A. Panchakosha / पंचकोश

B. Classification / वर्गीकरण

C. Maturation / परिपक्वता

D. Child protection / बाल संरक्षण

**Correct answer / सही उत्तर: A.** Panchakosha / पंचकोश

**Explanation / व्याख्या**

Panchakosha / पंचकोश: A five-sheath perspective on holistic human development. Application: A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

**MCQ 149 • CORE PRACTICE · FORM 03**

**Which explanation best defines Panchakosha / पंचकोश?**

A. A five-sheath perspective on holistic human development.

B. Improved control of small muscles, especially hands and fingers.

C. Shared values, routines and relationships within a school.

D. Existing understanding on which new learning can be built.

**Correct answer / सही उत्तर: A.** A five-sheath perspective on holistic human development.

**Explanation / व्याख्या**

Panchakosha / पंचकोश: A five-sheath perspective on holistic human development. Application: A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

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MCQ 150 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Panchakosha / पंचकोश?**

A. A teacher follows the safeguarding procedure after a child discloses abuse.

B. A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

C. A teacher records changes in a child's height over a year.

D. A teacher first provides hints for a task and later removes them.

**Correct answer / सही उत्तर: B.** A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

**Explanation / व्याख्या**

Panchakosha / पंचकोश: A five-sheath perspective on holistic human development. Application: A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

MCQ 151 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) A five-sheath perspective on holistic human development. (2) Learning social norms, values and practices through interaction.**

A. Meaning making / अर्थ निर्माण | Socialisation / समाजीकरण

B. Socialisation / समाजीकरण | Panchakosha / पंचकोश

C. Panchakosha / पंचकोश | Symbolic play / प्रतीकात्मक खेल

D. Panchakosha / पंचकोश | Socialisation / समाजीकरण

**Correct answer / सही उत्तर: D.** Panchakosha / पंचकोश | Socialisation / समाजीकरण

**Explanation / व्याख्या**

Panchakosha / पंचकोश: A five-sheath perspective on holistic human development. Application: A teacher attends to bodily, vital, mental, intellectual and inner well-being together. Socialisation / समाजीकरण: Learning social norms, values and practices through interaction. Application: A child learns to take turns by interacting with family and classmates.

**MCQ 152 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A teacher attends to bodily, vital, mental, intellectual and inner well-being together. (2) A group works together to construct a tower.**

A. Panchakosha / पंचकोश | Cooperative play / सहयोगी खेल

B. Zone of proximal development / निकटस्थ विकास क्षेत्र | Cooperative play / सहयोगी खेल

C. Panchakosha / पंचकोश | Scaffolding / सहारा देकर सीखना

D. Cooperative play / सहयोगी खेल | Panchakosha / पंचकोश

**Correct answer / सही उत्तर: A.** Panchakosha / पंचकोश | Cooperative play / सहयोगी खेल

**Explanation / व्याख्या**

Panchakosha / पंचकोश: A five-sheath perspective on holistic human development. Application: A teacher attends to bodily, vital, mental, intellectual and inner well-being together. Cooperative play / सहयोगी खेल: Playing with others towards a shared goal. Application: A group works together to construct a tower.

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**MCQ 153 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Panchakosha / पंचकोश and Observational learning / अवलोकन अधिगम.**

A. Extending a pattern or idea across relevant examples. | Learning by watching others and their actions.

B. Learning by watching others and their actions. | A five-sheath perspective on holistic human development.

C. A five-sheath perspective on holistic human development. | A visual representation of relationships among concepts.

D. A five-sheath perspective on holistic human development. | Learning by watching others and their actions.

**Correct answer / सही उत्तर: D.** A five-sheath perspective on holistic human development. | Learning by watching others and their actions.

**Explanation / व्याख्या**

Panchakosha / पंचकोश: A five-sheath perspective on holistic human development. Application: A teacher attends to bodily, vital, mental, intellectual and inner well-being together. Observational learning / अवलोकन अधिगम: Learning by watching others and their actions. Application: A pupil learns to organise materials by watching a classmate.

**MCQ 154 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Panchakosha / पंचकोश and Fine motor development / सूक्ष्म गतिक विकास.**

A. Specific positive feedback encourages a pupil to continue checking work. | Children thread large beads and fold paper.

B. Children thread large beads and fold paper. | A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

C. A teacher attends to bodily, vital, mental, intellectual and inner well-being together. | Children thread large beads and fold paper.

D. A teacher attends to bodily, vital, mental, intellectual and inner well-being together. | A child learns to take turns by interacting with family and classmates.

**Correct answer / सही उत्तर: C.** A teacher attends to bodily, vital, mental, intellectual and inner well-being together. | Children thread large beads and fold paper.

**Explanation / व्याख्या**

Panchakosha / पंचकोश: A five-sheath perspective on holistic human development. Application: A teacher attends to bodily, vital, mental, intellectual and inner well-being together. Fine motor development / सूक्ष्म गतिक विकास: Improved control of small muscles, especially hands and fingers. Application: Children thread large beads and fold paper.

**MCQ 155 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Panchakosha / पंचकोश / Zone of proximal development / निकटस्थ विकास क्षेत्र)**

A. Panchakosha / पंचकोश → A five-sheath perspective on holistic human development.

B. Panchakosha / पंचकोश → The gap between what a learner can do independently and with assistance.

C. Zone of proximal development / निकटस्थ विकास क्षेत्र → Grouping objects or ideas by shared attributes.

D. Classification / वर्गीकरण → An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

**Correct answer / सही उत्तर: A.** Panchakosha / पंचकोश → A five-sheath perspective on holistic human development.

**Explanation / व्याख्या**

Panchakosha / पंचकोश: A five-sheath perspective on holistic human development. Application: A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

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MCQ 156 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Panchakosha / पंचकोश / Cooperative play / सहयोगी खेल)**

A. Primary socialisation / प्राथमिक समाजीकरण → A lesson offers spoken, printed and tactile representations.

B. Panchakosha / पंचकोश → A group works together to construct a tower.

C. Panchakosha / पंचकोश → A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

D. Cooperative play / सहयोगी खेल → A toddler learns family greetings through everyday interaction.

**Correct answer / सही उत्तर: C.** Panchakosha / पंचकोश → A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

**Explanation / व्याख्या**

Panchakosha / पंचकोश: A five-sheath perspective on holistic human development. Application: A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

MCQ 157 • CORE PRACTICE · FORM 01

**Identify the concept described: In the Panchakosha framework, the physical or food-dependent sheath.**

A. Language development / भाषा विकास

B. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प

C. Socio-emotional development / सामाजिक-संवेगात्मक विकास

D. Annamaya kosha / अन्नमय कोश

**Correct answer / सही उत्तर: D.** Annamaya kosha / अन्नमय कोश

**Explanation / व्याख्या**

Annamaya kosha / अन्नमय कोश: In the Panchakosha framework, the physical or food-dependent sheath. Application: A discussion of nourishment and bodily well-being illustrates this sheath.

**MCQ 158 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A discussion of nourishment and bodily well-being illustrates this sheath.**

A. Psychological safety / मनोवैज्ञानिक सुरक्षा

B. Fine motor development / सूक्ष्म गतिक विकास

C. Concept discrimination / अवधारणा विभेदन

D. Annamaya kosha / अन्नमय कोश

**Correct answer / सही उत्तर: D.** Annamaya kosha / अन्नमय कोश

**Explanation / व्याख्या**

Annamaya kosha / अन्नमय कोश: In the Panchakosha framework, the physical or food-dependent sheath. Application: A discussion of nourishment and bodily well-being illustrates this sheath.

**MCQ 159 • CORE PRACTICE · FORM 03**

**Which explanation best defines Annamaya kosha / अन्नमय कोश?**

A. In the Panchakosha framework, the physical or food-dependent sheath.

B. Safeguarding children from exploitation, abuse and harm.

C. Grouping objects or ideas by shared attributes.

D. Discussing differences to reach a workable agreement.

**Correct answer / सही उत्तर: A.** In the Panchakosha framework, the physical or food-dependent sheath.

**Explanation / व्याख्या**

Annamaya kosha / अन्नमय कोश: In the Panchakosha framework, the physical or food-dependent sheath. Application: A discussion of nourishment and bodily well-being illustrates this sheath.

MCQ 160 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Annamaya kosha / अन्नमय कोश?**

A. A teacher rearranges furniture so every pupil can access group activities.

B. Pupils hop, run and balance on a marked path.

C. Children grow seeds and discuss what changed each day.

D. A discussion of nourishment and bodily well-being illustrates this sheath.

**Correct answer / सही उत्तर: D.** A discussion of nourishment and bodily well-being illustrates this sheath.

**Explanation / व्याख्या**

Annamaya kosha / अन्नमय कोश: In the Panchakosha framework, the physical or food-dependent sheath. Application: A discussion of nourishment and bodily well-being illustrates this sheath.

MCQ 161 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) In the Panchakosha framework, the physical or food-dependent sheath. (2) Early learning of social practices through close relationships.**

A. Annamaya kosha / अन्नमय कोश | Observational learning / अवलोकन अधिगम

B. Globalisation / वैश्वीकरण | Primary socialisation / प्राथमिक समाजीकरण

C. Primary socialisation / प्राथमिक समाजीकरण | Annamaya kosha / अन्नमय कोश

D. Annamaya kosha / अन्नमय कोश | Primary socialisation / प्राथमिक समाजीकरण

**Correct answer / सही उत्तर: D.** Annamaya kosha / अन्नमय कोश | Primary socialisation / प्राथमिक समाजीकरण

**Explanation / व्याख्या**

Annamaya kosha / अन्नमय कोश: In the Panchakosha framework, the physical or food-dependent sheath. Application: A discussion of nourishment and bodily well-being illustrates this sheath. Primary socialisation / प्राथमिक समाजीकरण: Early learning of social practices through close relationships. Application: A toddler learns family greetings through everyday interaction.

**MCQ 162 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A discussion of nourishment and bodily well-being illustrates this sheath. (2) A teacher documents specific reading goals and accommodations for a child.**

A. Annamaya kosha / अन्नमय कोश | Scaffolding / सहारा देकर सीखना

B. Conflict negotiation / विवाद समाधान | Individualised education plan / व्यक्तिगत शिक्षा योजना

C. Annamaya kosha / अन्नमय कोश | Individualised education plan / व्यक्तिगत शिक्षा योजना

D. Individualised education plan / व्यक्तिगत शिक्षा योजना | Annamaya kosha / अन्नमय कोश

**Correct answer / सही उत्तर: C.** Annamaya kosha / अन्नमय कोश | Individualised education plan / व्यक्तिगत शिक्षा योजना

**Explanation / व्याख्या**

Annamaya kosha / अन्नमय कोश: In the Panchakosha framework, the physical or food-dependent sheath. Application: A discussion of nourishment and bodily well-being illustrates this sheath. Individualised education plan / व्यक्तिगत शिक्षा योजना: A plan of tailored goals and supports for an individual learner. Application: A teacher documents specific reading goals and accommodations for a child.

MCQ 163 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Annamaya kosha / अन्नमय कोश and Learner autonomy / शिक्षार्थी स्वायत्तता.**

A. In the Panchakosha framework, the physical or food-dependent sheath. | Children's attitudes and actions are shaped by their age-group companions.

B. In the Panchakosha framework, the physical or food-dependent sheath. | Increasing learners' responsibility and choice in learning.

C. Increasing learners' responsibility and choice in learning. | In the Panchakosha framework, the physical or food-dependent sheath.

D. Existing understanding on which new learning can be built. | Increasing learners' responsibility and choice in learning.

**Correct answer / सही उत्तर: B.** In the Panchakosha framework, the physical or food-dependent sheath. | Increasing learners' responsibility and choice in learning.

**Explanation / व्याख्या**

Annamaya kosha / अन्नमय कोश: In the Panchakosha framework, the physical or food-dependent sheath. Application: A discussion of nourishment and bodily well-being illustrates this sheath. Learner autonomy / शिक्षार्थी स्वायत्तता: Increasing learners' responsibility and choice in learning. Application: Pupils select a strategy and explain why it works for their task.

**MCQ 164 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Annamaya kosha / अन्नमय कोश and Developmental domains / विकास के आयाम.**

A. Specific positive feedback encourages a pupil to continue checking work. | A playground activity develops movement, communication and cooperation together.

B. A discussion of nourishment and bodily well-being illustrates this sheath. | A playground activity develops movement, communication and cooperation together.

C. A playground activity develops movement, communication and cooperation together. | A discussion of nourishment and bodily well-being illustrates this sheath.

D. A discussion of nourishment and bodily well-being illustrates this sheath. | Children agree to alternate turns after disagreeing over a ball.

**Correct answer / सही उत्तर: B.** A discussion of nourishment and bodily well-being illustrates this sheath. | A playground activity develops movement, communication and cooperation together.

**Explanation / व्याख्या**

Annamaya kosha / अन्नमय कोश: In the Panchakosha framework, the physical or food-dependent sheath. Application: A discussion of nourishment and bodily well-being illustrates this sheath. Developmental domains / विकास के आयाम: Interrelated areas of physical, cognitive, language and social-emotional change. Application: A playground activity develops movement, communication and cooperation together.

MCQ 165 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Annamaya kosha / अन्नमय कोश / Cooperative play / सहयोगी खेल)**

A. Annamaya kosha / अन्नमय कोश → In the Panchakosha framework, the physical or food-dependent sheath.

B. Cooperative play / सहयोगी खेल → Children's attitudes and actions are shaped by their age-group companions.

C. Annamaya kosha / अन्नमय कोश → Playing with others towards a shared goal.

D. Peer influence / सहपाठी प्रभाव → Children participate in shaping their own experiences.

**Correct answer / सही उत्तर: A.** Annamaya kosha / अन्नमय कोश → In the Panchakosha framework, the physical or food-dependent sheath.

**Explanation / व्याख्या**

Annamaya kosha / अन्नमय कोश: In the Panchakosha framework, the physical or food-dependent sheath. Application: A discussion of nourishment and bodily well-being illustrates this sheath.

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MCQ 166 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Annamaya kosha / अन्नमय कोश / Child agency / बाल सक्रियता)**

A. Annamaya kosha / अन्नमय कोश → A class discusses and chooses the rules for its reading corner.

B. Annamaya kosha / अन्नमय कोश → A discussion of nourishment and bodily well-being illustrates this sheath.

C. Child agency / बाल सक्रियता → A pupil solves a harder puzzle with a peer's guidance.

D. Zone of proximal development / निकटस्थ विकास क्षेत्र → Children sort leaves by shape and compare groups.

**Correct answer / सही उत्तर: B.** Annamaya kosha / अन्नमय कोश → A discussion of nourishment and bodily well-being illustrates this sheath.

**Explanation / व्याख्या**

Annamaya kosha / अन्नमय कोश: In the Panchakosha framework, the physical or food-dependent sheath. Application: A discussion of nourishment and bodily well-being illustrates this sheath.

MCQ 167 • CORE PRACTICE · FORM 01

**Identify the concept described: In the Panchakosha framework, the sheath associated with mind and emotions.**

A. Inclusive environment / समावेशी वातावरण

B. Cooperative play / सहयोगी खेल

C. Manomaya kosha / मनोमय कोश

D. Reasonable accommodation / उचित समायोजन

**Correct answer / सही उत्तर: C.** Manomaya kosha / मनोमय कोश

**Explanation / व्याख्या**

Manomaya kosha / मनोमय कोश: In the Panchakosha framework, the sheath associated with mind and emotions. Application: A reflection on feelings and mental responses illustrates this sheath.

**MCQ 168 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A reflection on feelings and mental responses illustrates this sheath.**

A. Experiential learning / अनुभवात्मक अधिगम

B. Gross motor play / स्थूल गतिक खेल

C. Gender socialisation / लैंगिक समाजीकरण

D. Manomaya kosha / मनोमय कोश

**Correct answer / सही उत्तर: D.** Manomaya kosha / मनोमय कोश

**Explanation / व्याख्या**

Manomaya kosha / मनोमय कोश: In the Panchakosha framework, the sheath associated with mind and emotions. Application: A reflection on feelings and mental responses illustrates this sheath.

**MCQ 169 • CORE PRACTICE · FORM 03**

**Which explanation best defines Manomaya kosha / मनोमय कोश?**

A. Improved control of small muscles, especially hands and fingers.

B. Children vary in interests, abilities, experiences and rates of learning.

C. Distinguishing examples from non-examples using defining properties.

D. In the Panchakosha framework, the sheath associated with mind and emotions.

**Correct answer / सही उत्तर: D.** In the Panchakosha framework, the sheath associated with mind and emotions.

**Explanation / व्याख्या**

Manomaya kosha / मनोमय कोश: In the Panchakosha framework, the sheath associated with mind and emotions. Application: A reflection on feelings and mental responses illustrates this sheath.

MCQ 170 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Manomaya kosha / मनोमय कोश?**

A. A reflection on feelings and mental responses illustrates this sheath.

B. A pupil with low vision receives large-print materials.

C. A child acquires greater motor control as the nervous system develops.

D. A class compares the responsibilities of children in different generations.

**Correct answer / सही उत्तर: A.** A reflection on feelings and mental responses illustrates this sheath.

**Explanation / व्याख्या**

Manomaya kosha / मनोमय कोश: In the Panchakosha framework, the sheath associated with mind and emotions. Application: A reflection on feelings and mental responses illustrates this sheath.

MCQ 171 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) In the Panchakosha framework, the sheath associated with mind and emotions. (2) Existing understanding on which new learning can be built.**

A. Experiential learning / अनुभवात्मक अधिगम | Prior knowledge / पूर्व ज्ञान

B. Manomaya kosha / मनोमय कोश | Reasonable accommodation / उचित समायोजन

C. Prior knowledge / पूर्व ज्ञान | Manomaya kosha / मनोमय कोश

D. Manomaya kosha / मनोमय कोश | Prior knowledge / पूर्व ज्ञान

**Correct answer / सही उत्तर: D.** Manomaya kosha / मनोमय कोश | Prior knowledge / पूर्व ज्ञान

**Explanation / व्याख्या**

Manomaya kosha / मनोमय कोश: In the Panchakosha framework, the sheath associated with mind and emotions. Application: A reflection on feelings and mental responses illustrates this sheath. Prior knowledge / पूर्व ज्ञान: Existing understanding on which new learning can be built. Application: Before discussing plants, a teacher asks what children know from gardening.

**MCQ 172 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A reflection on feelings and mental responses illustrates this sheath. (2) A child gains finer control while cutting paper with scissors.**

A. Symbolic play / प्रतीकात्मक खेल | Physical development / शारीरिक विकास

B. Manomaya kosha / मनोमय कोश | Reinforcement / पुनर्बलन

C. Physical development / शारीरिक विकास | Manomaya kosha / मनोमय कोश

D. Manomaya kosha / मनोमय कोश | Physical development / शारीरिक विकास

**Correct answer / सही उत्तर: D.** Manomaya kosha / मनोमय कोश | Physical development / शारीरिक विकास

**Explanation / व्याख्या**

Manomaya kosha / मनोमय कोश: In the Panchakosha framework, the sheath associated with mind and emotions. Application: A reflection on feelings and mental responses illustrates this sheath. Physical development / शारीरिक विकास: Changes in bodily growth and motor capabilities. Application: A child gains finer control while cutting paper with scissors.

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MCQ 173 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Manomaya kosha / मनोमय कोश and Scaffolding / सहारा देकर सीखना.**

A. Biologically influenced changes that contribute to readiness for new abilities. | Temporary support adjusted to a learner's needs and gradually withdrawn.

B. In the Panchakosha framework, the sheath associated with mind and emotions. | Understandings of childhood vary with history and social expectations.

C. Temporary support adjusted to a learner's needs and gradually withdrawn. | In the Panchakosha framework, the sheath associated with mind and emotions.

D. In the Panchakosha framework, the sheath associated with mind and emotions. | Temporary support adjusted to a learner's needs and gradually withdrawn.

**Correct answer / सही उत्तर: D.** In the Panchakosha framework, the sheath associated with mind and emotions. | Temporary support adjusted to a learner's needs and gradually withdrawn.

**Explanation / व्याख्या**

Manomaya kosha / मनोमय कोश: In the Panchakosha framework, the sheath associated with mind and emotions. Application: A reflection on feelings and mental responses illustrates this sheath. Scaffolding / सहारा देकर सीखना: Temporary support adjusted to a learner's needs and gradually withdrawn. Application: A teacher first provides hints for a task and later removes them.

**MCQ 174 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Manomaya kosha / मनोमय कोश and Reinforcement / पुनर्बलन.**

A. A child begins using longer sentences to explain an event. | Specific positive feedback encourages a pupil to continue checking work.

B. Specific positive feedback encourages a pupil to continue checking work. | A reflection on feelings and mental responses illustrates this sheath.

C. A reflection on feelings and mental responses illustrates this sheath. | Children choose their own pretend shop game and assign roles.

D. A reflection on feelings and mental responses illustrates this sheath. | Specific positive feedback encourages a pupil to continue checking work.

**Correct answer / सही उत्तर: D.** A reflection on feelings and mental responses illustrates this sheath. | Specific positive feedback encourages a pupil to continue checking work.

**Explanation / व्याख्या**

Manomaya kosha / मनोमय कोश: In the Panchakosha framework, the sheath associated with mind and emotions. Application: A reflection on feelings and mental responses illustrates this sheath. Reinforcement / पुनर्बलन: A consequence that increases the likelihood of a behaviour recurring. Application: Specific positive feedback encourages a pupil to continue checking work.

**MCQ 175 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Manomaya kosha / मनोमय कोश / Scaffolding / सहारा देकर सीखना)**

A. Manomaya kosha / मनोमय कोश → In the Panchakosha framework, the sheath associated with mind and emotions.

B. Psychological safety / मनोवैज्ञानिक सुरक्षा → Changes in bodily growth and motor capabilities.

C. Manomaya kosha / मनोमय कोश → Temporary support adjusted to a learner's needs and gradually withdrawn.

D. Scaffolding / सहारा देकर सीखना → An atmosphere where learners can ask questions and make mistakes without humiliation.

**Correct answer / सही उत्तर: A.** Manomaya kosha / मनोमय कोश → In the Panchakosha framework, the sheath associated with mind and emotions.

**Explanation / व्याख्या**

Manomaya kosha / मनोमय कोश: In the Panchakosha framework, the sheath associated with mind and emotions. Application: A reflection on feelings and mental responses illustrates this sheath.

**MCQ 176 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Manomaya kosha / मनोमय कोश / Guided inquiry / निर्देशित अन्वेषण)**

A. Manomaya kosha / मनोमय कोश → A reflection on feelings and mental responses illustrates this sheath.

B. Manomaya kosha / मनोमय कोश → A teacher offers prompts while pupils investigate which objects float.

C. Guided inquiry / निर्देशित अन्वेषण → Children agree to alternate turns after disagreeing over a ball.

D. Conflict negotiation / विवाद समाधान → A class compares the responsibilities of children in different generations.

**Correct answer / सही उत्तर: A.** Manomaya kosha / मनोमय कोश → A reflection on feelings and mental responses illustrates this sheath.

**Explanation / व्याख्या**

Manomaya kosha / मनोमय कोश: In the Panchakosha framework, the sheath associated with mind and emotions. Application: A reflection on feelings and mental responses illustrates this sheath.

**MCQ 177 • CORE PRACTICE · FORM 01**

**Identify the concept described: In the Panchakosha framework, the sheath associated with discernment and understanding.**

A. Vijnanamaya kosha / विज्ञानमय कोश

B. Globalisation / वैश्वीकरण

C. Generalisation / सामान्यीकरण

D. Reinforcement / पुनर्बलन

**Correct answer / सही उत्तर: A.** Vijnanamaya kosha / विज्ञानमय कोश

**Explanation / व्याख्या**

Vijnanamaya kosha / विज्ञानमय कोश: In the Panchakosha framework, the sheath associated with discernment and understanding. Application: A discussion of thoughtful judgment illustrates this sheath.

**MCQ 178 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A discussion of thoughtful judgment illustrates this sheath.**

A. Socio-emotional development / सामाजिक-संवेगात्मक विकास

B. Reinforcement / पुनर्बलन

C. Vijnanamaya kosha / विज्ञानमय कोश

D. School culture / विद्यालय संस्कृति

**Correct answer / सही उत्तर: C.** Vijnanamaya kosha / विज्ञानमय कोश

**Explanation / व्याख्या**

Vijnanamaya kosha / विज्ञानमय कोश: In the Panchakosha framework, the sheath associated with discernment and understanding. Application: A discussion of thoughtful judgment illustrates this sheath.

MCQ 179 • CORE PRACTICE · FORM 03

**Which explanation best defines Vijnanamaya kosha / विज्ञानमय कोश?**

A. A setting that removes participation barriers for diverse learners.

B. Shared values, routines and relationships within a school.

C. In the Panchakosha framework, the sheath associated with discernment and understanding.

D. Biologically influenced changes that contribute to readiness for new abilities.

**Correct answer / सही उत्तर: C.** In the Panchakosha framework, the sheath associated with discernment and understanding.

**Explanation / व्याख्या**

Vijnanamaya kosha / विज्ञानमय कोश: In the Panchakosha framework, the sheath associated with discernment and understanding. Application: A discussion of thoughtful judgment illustrates this sheath.

MCQ 180 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Vijnanamaya kosha / विज्ञानमय कोश?**

A. A pupil solves a harder puzzle with a peer's guidance.

B. A teacher offers prompts while pupils investigate which objects float.

C. Pupils hop, run and balance on a marked path.

D. A discussion of thoughtful judgment illustrates this sheath.

**Correct answer / सही उत्तर: D.** A discussion of thoughtful judgment illustrates this sheath.

**Explanation / व्याख्या**

Vijnanamaya kosha / विज्ञानमय कोश: In the Panchakosha framework, the sheath associated with discernment and understanding. Application: A discussion of thoughtful judgment illustrates this sheath.

**MCQ 181 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) In the Panchakosha framework, the sheath associated with discernment and understanding. (2) Growth in understanding and expressing meanings through language.**

A. Fine motor development / सूक्ष्म गतिक विकास | Language development / भाषा विकास

B. Vijnanamaya kosha / विज्ञानमय कोश | Language development / भाषा विकास

C. Vijnanamaya kosha / विज्ञानमय कोश | Learner autonomy / शिक्षार्थी स्वायत्तता

D. Language development / भाषा विकास | Vijnanamaya kosha / विज्ञानमय कोश

**Correct answer / सही उत्तर: B.** Vijnanamaya kosha / विज्ञानमय कोश | Language development / भाषा विकास

**Explanation / व्याख्या**

Vijnanamaya kosha / विज्ञानमय कोश: In the Panchakosha framework, the sheath associated with discernment and understanding. Application: A discussion of thoughtful judgment illustrates this sheath. Language development / भाषा विकास: Growth in understanding and expressing meanings through language. Application: A child begins using longer sentences to explain an event.

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**MCQ 182 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A discussion of thoughtful judgment illustrates this sheath. (2) A child discovers a rule for sorting shapes by their properties.**

A. Vijnanamaya kosha / विज्ञानमय कोश | School culture / विद्यालय संस्कृति

B. Free play / मुक्त खेल | Cognitive development / संज्ञानात्मक विकास

C. Vijnanamaya kosha / विज्ञानमय कोश | Cognitive development / संज्ञानात्मक विकास

D. Cognitive development / संज्ञानात्मक विकास | Vijnanamaya kosha / विज्ञानमय कोश

**Correct answer / सही उत्तर: C.** Vijnanamaya kosha / विज्ञानमय कोश | Cognitive development / संज्ञानात्मक विकास

**Explanation / व्याख्या**

Vijnanamaya kosha / विज्ञानमय कोश: In the Panchakosha framework, the sheath associated with discernment and understanding. Application: A discussion of thoughtful judgment illustrates this sheath. Cognitive development / संज्ञानात्मक विकास: Growth in reasoning, memory and problem-solving abilities. Application: A child discovers a rule for sorting shapes by their properties.

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**MCQ 183 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Vijnanamaya kosha / विज्ञानमय कोश and Psychological safety / मनोवैज्ञानिक सुरक्षा.**

A. Learning through experience and reflection. | An atmosphere where learners can ask questions and make mistakes without humiliation.

B. In the Panchakosha framework, the sheath associated with discernment and understanding. | An atmosphere where learners can ask questions and make mistakes without humiliation.

C. An atmosphere where learners can ask questions and make mistakes without humiliation. | In the Panchakosha framework, the sheath associated with discernment and understanding.

D. In the Panchakosha framework, the sheath associated with discernment and understanding. | Playing with others towards a shared goal.

**Correct answer / सही उत्तर: B.** In the Panchakosha framework, the sheath associated with discernment and understanding. | An atmosphere where learners can ask questions and make mistakes without humiliation.

**Explanation / व्याख्या**

Vijnanamaya kosha / विज्ञानमय कोश: In the Panchakosha framework, the sheath associated with discernment and understanding. Application: A discussion of thoughtful judgment illustrates this sheath. Psychological safety / मनोवैज्ञानिक सुरक्षा: An atmosphere where learners can ask questions and make mistakes without humiliation. Application: A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

MCQ 184 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Vijnanamaya kosha / विज्ञानमय कोश and Peer influence / सहपाठी प्रभाव.**

A. A learner starts cooperating after observing friends share materials. | A discussion of thoughtful judgment illustrates this sheath.

B. A discussion of thoughtful judgment illustrates this sheath. | A teacher documents specific reading goals and accommodations for a child.

C. After sorting several triangles, pupils identify their common features. | A learner starts cooperating after observing friends share materials.

D. A discussion of thoughtful judgment illustrates this sheath. | A learner starts cooperating after observing friends share materials.

**Correct answer / सही उत्तर: D.** A discussion of thoughtful judgment illustrates this sheath. | A learner starts cooperating after observing friends share materials.

**Explanation / व्याख्या**

Vijnanamaya kosha / विज्ञानमय कोश: In the Panchakosha framework, the sheath associated with discernment and understanding. Application: A discussion of thoughtful judgment illustrates this sheath. Peer influence / सहपाठी प्रभाव: Children's attitudes and actions are shaped by their age-group companions. Application: A learner starts cooperating after observing friends share materials.

**MCQ 185 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Vijnanamaya kosha / विज्ञानमय कोश / Differentiated instruction / विभेदित शिक्षण)**

A. Generalisation / सामान्यीकरण → Learning social norms, values and practices through interaction.

B. Vijnanamaya kosha / विज्ञानमय कोश → In the Panchakosha framework, the sheath associated with discernment and understanding.

C. Differentiated instruction / विभेदित शिक्षण → Extending a pattern or idea across relevant examples.

D. Vijnanamaya kosha / विज्ञानमय कोश → Adapting teaching to varied learner needs while pursuing meaningful goals.

**Correct answer / सही उत्तर: B.** Vijnanamaya kosha / विज्ञानमय कोश → In the Panchakosha framework, the sheath associated with discernment and understanding.

**Explanation / व्याख्या**

Vijnanamaya kosha / विज्ञानमय कोश: In the Panchakosha framework, the sheath associated with discernment and understanding. Application: A discussion of thoughtful judgment illustrates this sheath.

MCQ 186 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Vijnanamaya kosha / विज्ञानमय कोश / Child protection / बाल संरक्षण)**

A. Child protection / बाल संरक्षण → A playground activity develops movement, communication and cooperation together.

B. Vijnanamaya kosha / विज्ञानमय कोश → A teacher follows the safeguarding procedure after a child discloses abuse.

C. Developmental domains / विकास के आयाम → A child pretends a cardboard box is a bus.

D. Vijnanamaya kosha / विज्ञानमय कोश → A discussion of thoughtful judgment illustrates this sheath.

**Correct answer / सही उत्तर: D.** Vijnanamaya kosha / विज्ञानमय कोश → A discussion of thoughtful judgment illustrates this sheath.

**Explanation / व्याख्या**

Vijnanamaya kosha / विज्ञानमय कोश: In the Panchakosha framework, the sheath associated with discernment and understanding. Application: A discussion of thoughtful judgment illustrates this sheath.

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 03.01

**Explain Buddhi / बुद्धि and give one classroom example.**

**Model answer:** The faculty of discernment and reasoning in Indian perspectives of self. A learner weighs alternatives before making a considered decision.

**REVISION 03.02**

**Explain Chitta / चित्त and give one classroom example.**

**Model answer:** The aspect of mind associated with memory and impressions. A past experience leaves an impression that can be recalled later.

**REVISION 03.03**

**Explain Panchakosha / पंचकोश and give one classroom example.**

**Model answer:** A five-sheath perspective on holistic human development. A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

**REVISION 03.04**

**Explain Annamaya kosha / अन्नमय कोश and give one classroom example.**

**Model answer:** In the Panchakosha framework, the physical or food-dependent sheath. A discussion of nourishment and bodily well-being illustrates this sheath.

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**REVISION 03.05**

**Explain Manomaya kosha / मनोमय कोश and give one classroom example.**

**Model answer:** In the Panchakosha framework, the sheath associated with mind and emotions. A reflection on feelings and mental responses illustrates this sheath.

**REVISION 03.06**

**Explain Vijnanamaya kosha / विज्ञानमय कोश and give one classroom example.**

**Model answer:** In the Panchakosha framework, the sheath associated with discernment and understanding. A discussion of thoughtful judgment illustrates this sheath.

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CHAPTER 04 • 72 MCQs • 7 REVISION PROMPTS

# Development

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Physical development / शारीरिक विकास

Changes in bodily growth and motor capabilities.

**Classroom example:** A child gains finer control while cutting paper with scissors.

### Cognitive development / संज्ञानात्मक विकास

Growth in reasoning, memory and problem-solving abilities.

**Classroom example:** A child discovers a rule for sorting shapes by their properties.

### Socio-emotional development / सामाजिक-संवेगात्मक विकास

Growth in emotional understanding and social relationships.

**Classroom example:** A learner recognises a friend's distress and responds with empathy.

### Language development / भाषा विकास

Growth in understanding and expressing meanings through language.

**Classroom example:** A child begins using longer sentences to explain an event.

### Growth / वृद्धि

Quantitative increase in physical size or measurable bodily characteristics.

**Classroom example:** A teacher records changes in a child's height over a year.

### Maturation / परिपक्वता

Biologically influenced changes that contribute to readiness for new abilities.

**Classroom example:** A child acquires greater motor control as the nervous system develops.

### Developmental domains / विकास के आयाम

Interrelated areas of physical, cognitive, language and social-emotional change.

**Classroom example:** A playground activity develops movement, communication and cooperation together.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

**MCQ 187 • NEW CLASSROOM APPLICATION**

**A pupil can solve an oral problem but struggles to write it. What should the teacher do first?**

A. Explore the separate oral and writing skills and provide appropriate support
B. Conclude that the pupil cannot reason
C. Promote the pupil without observation
D. Repeat the same written task as punishment

**Correct answer / सही उत्तर: A.** Explore the separate oral and writing skills and provide appropriate support

**Explanation / व्याख्या**

Different developmental abilities may progress at different rates.

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MCQ 188 • NEW CLASSROOM APPLICATION

**Which example illustrates interaction between maturation and experience?**

A. A child learns without any experience
B. Practice changes every child at the same rate
C. A skill depends exclusively on age
D. A child gains balance as motor systems mature and practices hopping

**Correct answer / सही उत्तर: D.** A child gains balance as motor systems mature and practices hopping

**Explanation / व्याख्या**

Readiness and experience jointly influence development.

## Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 189 • CORE PRACTICE · FORM 01

**Identify the concept described: Changes in bodily growth and motor capabilities.**

A. Symbolic play / प्रतीकात्मक खेल
B. Physical development / शारीरिक विकास
C. Gender socialisation / लैंगिक समाजीकरण
D. Classification / वर्गीकरण

**Correct answer / सही उत्तर: B.** Physical development / शारीरिक विकास

**Explanation / व्याख्या**

Physical development / शारीरिक विकास: Changes in bodily growth and motor capabilities.
Application: A child gains finer control while cutting paper with scissors.

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**MCQ 190 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A child gains finer control while cutting paper with scissors.**

A. Gender socialisation / लैंगिक समाजीकरण
B. Manomaya kosha / मनोमय कोश
C. Physical development / शारीरिक विकास
D. Inclusive environment / समावेशी वातावरण

**Correct answer / सही उत्तर: C.** Physical development / शारीरिक विकास

**Explanation / व्याख्या**

Physical development / शारीरिक विकास: Changes in bodily growth and motor capabilities.
Application: A child gains finer control while cutting paper with scissors.

**MCQ 191 • CORE PRACTICE · FORM 03**

**Which explanation best defines Physical development / शारीरिक विकास?**

A. A setting that removes participation barriers for diverse learners.
B. The gap between what a learner can do independently and with assistance.
C. Changes in bodily growth and motor capabilities.
D. The faculty of discernment and reasoning in Indian perspectives of self.

**Correct answer / सही उत्तर: C.** Changes in bodily growth and motor capabilities.

**Explanation / व्याख्या**

Physical development / शारीरिक विकास: Changes in bodily growth and motor capabilities.
Application: A child gains finer control while cutting paper with scissors.

MCQ 192 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Physical development / शारीरिक विकास?**

A. A child gains finer control while cutting paper with scissors.

B. Two pupils use different methods to complete the same task.

C. A child pretends a cardboard box is a bus.

D. A pupil solves a harder puzzle with a peer's guidance.

**Correct answer / सही उत्तर: A.** A child gains finer control while cutting paper with scissors.

**Explanation / व्याख्या**

Physical development / शारीरिक विकास: Changes in bodily growth and motor capabilities. Application: A child gains finer control while cutting paper with scissors.

MCQ 193 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Changes in bodily growth and motor capabilities. (2) Discussing differences to reach a workable agreement.**

A. Primary socialisation / प्राथमिक समाजीकरण | Conflict negotiation / विवाद समाधान

B. Physical development / शारीरिक विकास | Conflict negotiation / विवाद समाधान

C. Physical development / शारीरिक विकास | Inclusive environment / समावेशी वातावरण

D. Conflict negotiation / विवाद समाधान | Physical development / शारीरिक विकास

**Correct answer / सही उत्तर: B.** Physical development / शारीरिक विकास | Conflict negotiation / विवाद समाधान

**Explanation / व्याख्या**

Physical development / शारीरिक विकास: Changes in bodily growth and motor capabilities. Application: A child gains finer control while cutting paper with scissors. Conflict negotiation / विवाद समाधान: Discussing differences to reach a workable agreement. Application: Children agree to alternate turns after disagreeing over a ball.

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**MCQ 194 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A child gains finer control while cutting paper with scissors. (2) A teacher invites pupils to express their views in decisions affecting them.**

A. Physical development / शारीरिक विकास | Child rights / बाल अधिकार

B. Observational learning / अवलोकन अधिगम | Child rights / बाल अधिकार

C. Child rights / बाल अधिकार | Physical development / शारीरिक विकास

D. Physical development / शारीरिक विकास | Differentiated instruction / विभेदित शिक्षण

**Correct answer / सही उत्तर: A.** Physical development / शारीरिक विकास | Child rights / बाल अधिकार

**Explanation / व्याख्या**

Physical development / शारीरिक विकास: Changes in bodily growth and motor capabilities. Application: A child gains finer control while cutting paper with scissors. Child rights / बाल अधिकार: Children have entitlements to protection, participation, development and survival. Application: A teacher invites pupils to express their views in decisions affecting them.

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MCQ 195 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Physical development / शारीरिक विकास and Meaning making / अर्थ निर्माण.**

A. Changes in bodily growth and motor capabilities. | Actively connecting experiences and ideas to develop understanding.

B. Actively connecting experiences and ideas to develop understanding. | Changes in bodily growth and motor capabilities.

C. Using an object or action to represent something else in play. | Actively connecting experiences and ideas to develop understanding.

D. Changes in bodily growth and motor capabilities. | Adapting teaching to varied learner needs while pursuing meaningful goals.

**Correct answer / सही उत्तर: A.** Changes in bodily growth and motor capabilities. | Actively connecting experiences and ideas to develop understanding.

**Explanation / व्याख्या**

Physical development / शारीरिक विकास: Changes in bodily growth and motor capabilities. Application: A child gains finer control while cutting paper with scissors. Meaning making / अर्थ निर्माण: Actively connecting experiences and ideas to develop understanding. Application: Children connect a new idea about floating with objects they have seen in water.

**MCQ 196 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Physical development / शारीरिक विकास and Inclusive environment / समावेशी वातावरण.**

A. A teacher documents specific reading goals and accommodations for a child. | A teacher rearranges furniture so every pupil can access group activities.

B. A child gains finer control while cutting paper with scissors. | A teacher offers prompts while pupils investigate which objects float.

C. A teacher rearranges furniture so every pupil can access group activities. | A child gains finer control while cutting paper with scissors.

D. A child gains finer control while cutting paper with scissors. | A teacher rearranges furniture so every pupil can access group activities.

**Correct answer / सही उत्तर: D.** A child gains finer control while cutting paper with scissors. | A teacher rearranges furniture so every pupil can access group activities.

**Explanation / व्याख्या**

Physical development / शारीरिक विकास: Changes in bodily growth and motor capabilities. Application: A child gains finer control while cutting paper with scissors. Inclusive environment / समावेशी वातावरण: A setting that removes participation barriers for diverse learners. Application: A teacher rearranges furniture so every pupil can access group activities.

**MCQ 197 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Physical development / शारीरिक विकास / Differentiated instruction / विभेदित शिक्षण)**

A. Differentiated instruction / विभेदित शिक्षण → Grouping objects or ideas by shared attributes.

B. Physical development / शारीरिक विकास → Changes in bodily growth and motor capabilities.

C. Classification / वर्गीकरण → Actively connecting experiences and ideas to develop understanding.

D. Physical development / शारीरिक विकास → Adapting teaching to varied learner needs while pursuing meaningful goals.

**Correct answer / सही उत्तर: B.** Physical development / शारीरिक विकास → Changes in bodily growth and motor capabilities.

**Explanation / व्याख्या**

Physical development / शारीरिक विकास: Changes in bodily growth and motor capabilities.
Application: A child gains finer control while cutting paper with scissors.

**MCQ 198 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Physical development / शारीरिक विकास / Vijnanamaya kosha / विज्ञानमय कोश)**

A. Physical development / शारीरिक विकास → A child gains finer control while cutting paper with scissors.

B. Concept map / अवधारणा मानचित्र → Children grow seeds and discuss what changed each day.

C. Physical development / शारीरिक विकास → A discussion of thoughtful judgment illustrates this sheath.

D. Vijnanamaya kosha / विज्ञानमय कोश → Learners link evaporation, clouds and rain using labelled arrows.

**Correct answer / सही उत्तर: A.** Physical development / शारीरिक विकास → A child gains finer control while cutting paper with scissors.

**Explanation / व्याख्या**

Physical development / शारीरिक विकास: Changes in bodily growth and motor capabilities. Application: A child gains finer control while cutting paper with scissors.

**MCQ 199 • CORE PRACTICE · FORM 01**

**Identify the concept described: Growth in reasoning, memory and problem-solving abilities.**

A. Cognitive development / संज्ञानात्मक विकास

B. Fine motor development / सूक्ष्म गतिक विकास

C. Guided inquiry / निर्देशित अन्वेषण

D. School culture / विद्यालय संस्कृति

**Correct answer / सही उत्तर: A.** Cognitive development / संज्ञानात्मक विकास

**Explanation / व्याख्या**

Cognitive development / संज्ञानात्मक विकास: Growth in reasoning, memory and problem-solving abilities. Application: A child discovers a rule for sorting shapes by their properties.

**MCQ 200 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A child discovers a rule for sorting shapes by their properties.**

A. Observational learning / अवलोकन अधिगम

B. Cognitive development / संज्ञानात्मक विकास

C. Psychological safety / मनोवैज्ञानिक सुरक्षा

D. Concept discrimination / अवधारणा विभेदन

**Correct answer / सही उत्तर: B.** Cognitive development / संज्ञानात्मक विकास

**Explanation / व्याख्या**

Cognitive development / संज्ञानात्मक विकास: Growth in reasoning, memory and problem-solving abilities. Application: A child discovers a rule for sorting shapes by their properties.

**MCQ 201 • CORE PRACTICE · FORM 03**

**Which explanation best defines Cognitive development / संज्ञानात्मक विकास?**

A. The aspect of mind associated with memory and impressions.

B. Growth in reasoning, memory and problem-solving abilities.

C. Cross-border flows of media, ideas and goods shape childhood.

D. Discussing differences to reach a workable agreement.

**Correct answer / सही उत्तर: B.** Growth in reasoning, memory and problem-solving abilities.

**Explanation / व्याख्या**

Cognitive development / संज्ञानात्मक विकास: Growth in reasoning, memory and problem-solving abilities. Application: A child discovers a rule for sorting shapes by their properties.

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MCQ 202 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Cognitive development / संज्ञानात्मक विकास?**

A. A child discovers a rule for sorting shapes by their properties.

B. Children agree to alternate turns after disagreeing over a ball.

C. A teacher documents specific reading goals and accommodations for a child.

D. Children grow seeds and discuss what changed each day.

**Correct answer / सही उत्तर: A.** A child discovers a rule for sorting shapes by their properties.

**Explanation / व्याख्या**

Cognitive development / संज्ञानात्मक विकास: Growth in reasoning, memory and problem-solving abilities. Application: A child discovers a rule for sorting shapes by their properties.

MCQ 203 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Growth in reasoning, memory and problem-solving abilities. (2) Grouping objects or ideas by shared attributes.**

A. Cooperative play / सहयोगी खेल | Classification / वर्गीकरण

B. Cognitive development / संज्ञानात्मक विकास | Classification / वर्गीकरण

C. Cognitive development / संज्ञानात्मक विकास | Chitta / चित्त

D. Classification / वर्गीकरण | Cognitive development / संज्ञानात्मक विकास

**Correct answer / सही उत्तर: B.** Cognitive development / संज्ञानात्मक विकास | Classification / वर्गीकरण

**Explanation / व्याख्या**

Cognitive development / संज्ञानात्मक विकास: Growth in reasoning, memory and problem-solving abilities. Application: A child discovers a rule for sorting shapes by their properties.
Classification / वर्गीकरण: Grouping objects or ideas by shared attributes. Application: Children sort leaves by shape and compare groups.

**MCQ 204 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A child discovers a rule for sorting shapes by their properties. (2) A teacher invites pupils to express their views in decisions affecting them.**

A. Scaffolding / सहारा देकर सीखना | Child rights / बाल अधिकार

B. Cognitive development / संज्ञानात्मक विकास | Prior knowledge / पूर्व ज्ञान

C. Child rights / बाल अधिकार | Cognitive development / संज्ञानात्मक विकास

D. Cognitive development / संज्ञानात्मक विकास | Child rights / बाल अधिकार

**Correct answer / सही उत्तर: D.** Cognitive development / संज्ञानात्मक विकास | Child rights / बाल अधिकार

**Explanation / व्याख्या**

Cognitive development / संज्ञानात्मक विकास: Growth in reasoning, memory and problem-solving abilities. Application: A child discovers a rule for sorting shapes by their properties. Child rights / बाल अधिकार: Children have entitlements to protection, participation, development and survival. Application: A teacher invites pupils to express their views in decisions affecting them.

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**MCQ 205 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Cognitive development / संज्ञानात्मक विकास and Reasonable accommodation / उचित समायोजन.**

A. Growth in reasoning, memory and problem-solving abilities. | Social messages shape expectations associated with gender.

B. Growth in reasoning, memory and problem-solving abilities. | An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

C. Children participate in shaping their own experiences. | An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

D. An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. | Growth in reasoning, memory and problem-solving abilities.

**Correct answer / सही उत्तर: B.** Growth in reasoning, memory and problem-solving abilities. | An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

**Explanation / व्याख्या**

Cognitive development / संज्ञानात्मक विकास: Growth in reasoning, memory and problem-solving abilities. Application: A child discovers a rule for sorting shapes by their properties. Reasonable accommodation / उचित समायोजन: An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. Application: A pupil with low vision receives large-print materials.

**MCQ 206 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Cognitive development / संज्ञानात्मक विकास and Generalisation / सामान्यीकरण.**

A. A child discovers a rule for sorting shapes by their properties. | After sorting several triangles, pupils identify their common features.

B. A child discovers a rule for sorting shapes by their properties. | Children grow seeds and discuss what changed each day.

C. After sorting several triangles, pupils identify their common features. | A child discovers a rule for sorting shapes by their properties.

D. A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning. | After sorting several triangles, pupils identify their common features.

**Correct answer / सही उत्तर: A.** A child discovers a rule for sorting shapes by their properties. | After sorting several triangles, pupils identify their common features.

**Explanation / व्याख्या**

Cognitive development / संज्ञानात्मक विकास: Growth in reasoning, memory and problem-solving abilities. Application: A child discovers a rule for sorting shapes by their properties. Generalisation / सामान्यीकरण: Extending a pattern or idea across relevant examples. Application: After sorting several triangles, pupils identify their common features.

**MCQ 207 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Cognitive development / संज्ञानात्मक विकास / Observational learning / अवलोकन अधिगम)**

A. Cognitive development / संज्ञानात्मक विकास → Growth in reasoning, memory and problem-solving abilities.

B. Observational learning / अवलोकन अधिगम → Adapting teaching to varied learner needs while pursuing meaningful goals.

C. Differentiated instruction / विभेदित शिक्षण → A five-sheath perspective on holistic human development.

D. Cognitive development / संज्ञानात्मक विकास → Learning by watching others and their actions.

**Correct answer / सही उत्तर: A.** Cognitive development / संज्ञानात्मक विकास → Growth in reasoning, memory and problem-solving abilities.

**Explanation / व्याख्या**

Cognitive development / संज्ञानात्मक विकास: Growth in reasoning, memory and problem-solving abilities. Application: A child discovers a rule for sorting shapes by their properties.

MCQ 208 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Cognitive development / संज्ञानात्मक विकास / Buddhi / बुद्धि)**

A. Scaffolding / सहारा देकर सीखना → Children sort leaves by shape and compare groups.

B. Buddhi / बुद्धि → A teacher first provides hints for a task and later removes them.

C. Cognitive development / संज्ञानात्मक विकास → A child discovers a rule for sorting shapes by their properties.

D. Cognitive development / संज्ञानात्मक विकास → A learner weighs alternatives before making a considered decision.

**Correct answer / सही उत्तर: C.** Cognitive development / संज्ञानात्मक विकास → A child discovers a rule for sorting shapes by their properties.

**Explanation / व्याख्या**

Cognitive development / संज्ञानात्मक विकास: Growth in reasoning, memory and problem-solving abilities. Application: A child discovers a rule for sorting shapes by their properties.

MCQ 209 • CORE PRACTICE · FORM 01

**Identify the concept described: Growth in emotional understanding and social relationships.**

A. School culture / विद्यालय संस्कृति

B. Prior knowledge / पूर्व ज्ञान

C. Peer influence / सहपाठी प्रभाव

D. Socio-emotional development / सामाजिक-संवेगात्मक विकास

**Correct answer / सही उत्तर: D.** Socio-emotional development / सामाजिक-संवेगात्मक विकास

**Explanation / व्याख्या**

Socio-emotional development / सामाजिक-संवेगात्मक विकास: Growth in emotional understanding and social relationships. Application: A learner recognises a friend's distress and responds with empathy.

**MCQ 210 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A learner recognises a friend's distress and responds with empathy.**

A. Prior knowledge / पूर्व ज्ञान

B. Socio-emotional development / सामाजिक-संवेगात्मक विकास

C. Cooperative play / सहयोगी खेल

D. Chitta / चित्त

**Correct answer / सही उत्तर: B.** Socio-emotional development / सामाजिक-संवेगात्मक विकास

**Explanation / व्याख्या**

Socio-emotional development / सामाजिक-संवेगात्मक विकास: Growth in emotional understanding and social relationships. Application: A learner recognises a friend's distress and responds with empathy.

**MCQ 211 • CORE PRACTICE · FORM 03**

**Which explanation best defines Socio-emotional development / सामाजिक-संवेगात्मक विकास?**

A. Children's attitudes and actions are shaped by their age-group companions.

B. Growth in emotional understanding and social relationships.

C. Social messages shape expectations associated with gender.

D. Children vary in interests, abilities, experiences and rates of learning.

**Correct answer / सही उत्तर: B.** Growth in emotional understanding and social relationships.

**Explanation / व्याख्या**

Socio-emotional development / सामाजिक-संवेगात्मक विकास: Growth in emotional understanding and social relationships. Application: A learner recognises a friend's distress and responds with empathy.

MCQ 212 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Socio-emotional development / सामाजिक-संवेगात्मक विकास?**

A. A learner recognises a friend's distress and responds with empathy.

B. A class discusses and chooses the rules for its reading corner.

C. A discussion of thoughtful judgment illustrates this sheath.

D. A teacher challenges the belief that only boys can play cricket.

**Correct answer / सही उत्तर: A.** A learner recognises a friend's distress and responds with empathy.

**Explanation / व्याख्या**

Socio-emotional development / सामाजिक-संवेगात्मक विकास: Growth in emotional understanding and social relationships. Application: A learner recognises a friend's distress and responds with empathy.

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**MCQ 213 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Growth in emotional understanding and social relationships. (2) Children's attitudes and actions are shaped by their age-group companions.**

A. Zone of proximal development / निकटस्थ विकास क्षेत्र | Peer influence / सहपाठी प्रभाव

B. Socio-emotional development / सामाजिक-संवेगात्मक विकास | Concept discrimination / अवधारणा विभेदन

C. Socio-emotional development / सामाजिक-संवेगात्मक विकास | Peer influence / सहपाठी प्रभाव

D. Peer influence / सहपाठी प्रभाव | Socio-emotional development / सामाजिक-संवेगात्मक विकास

**Correct answer / सही उत्तर: C.** Socio-emotional development / सामाजिक-संवेगात्मक विकास | Peer influence / सहपाठी प्रभाव

**Explanation / व्याख्या**

Socio-emotional development / सामाजिक-संवेगात्मक विकास: Growth in emotional understanding and social relationships. Application: A learner recognises a friend's distress and responds with empathy. Peer influence / सहपाठी प्रभाव: Children's attitudes and actions are shaped by their age-group companions. Application: A learner starts cooperating after observing friends share materials.

**MCQ 214 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A learner recognises a friend's distress and responds with empathy. (2) A pupil solves a harder puzzle with a peer's guidance.**

A. Socio-emotional development / सामाजिक-संवेगात्मक विकास | Zone of proximal development / निकटस्थ विकास क्षेत्र

B. Child agency / बाल सक्रियता | Zone of proximal development / निकटस्थ विकास क्षेत्र

C. Zone of proximal development / निकटस्थ विकास क्षेत्र | Socio-emotional development / सामाजिक-संवेगात्मक विकास

D. Socio-emotional development / सामाजिक-संवेगात्मक विकास | Individual differences / व्यक्तिगत भिन्नताएँ

**Correct answer / सही उत्तर: A.** Socio-emotional development / सामाजिक-संवेगात्मक विकास | Zone of proximal development / निकटस्थ विकास क्षेत्र

**Explanation / व्याख्या**

Socio-emotional development / सामाजिक-संवेगात्मक विकास: Growth in emotional understanding and social relationships. Application: A learner recognises a friend's distress and responds with empathy. Zone of proximal development / निकटस्थ विकास क्षेत्र: The gap between what a learner can do independently and with assistance. Application: A pupil solves a harder puzzle with a peer's guidance.

**MCQ 215 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Socio-emotional development / सामाजिक-संवेगात्मक विकास and Gross motor play / स्थूल गतिक खेल.**

A. Growth in emotional understanding and social relationships. | An atmosphere where learners can ask questions and make mistakes without humiliation.

B. Play involving large muscle movements. | Growth in emotional understanding and social relationships.

C. Planning flexible ways to access, participate in and demonstrate learning. | Play involving large muscle movements.

D. Growth in emotional understanding and social relationships. | Play involving large muscle movements.

**Correct answer / सही उत्तर: D.** Growth in emotional understanding and social relationships. | Play involving large muscle movements.

**Explanation / व्याख्या**

Socio-emotional development / सामाजिक-संवेगात्मक विकास: Growth in emotional understanding and social relationships. Application: A learner recognises a friend's distress and responds with empathy. Gross motor play / स्थूल गतिक खेल: Play involving large muscle movements. Application: Pupils hop, run and balance on a marked path.

**MCQ 216 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Socio-emotional development / सामाजिक-संवेगात्मक विकास and Panchakosha / पंचकोश.**

A. A learner recognises a friend's distress and responds with empathy. | A pupil learns to organise materials by watching a classmate.

B. A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning. | A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

C. A teacher attends to bodily, vital, mental, intellectual and inner well-being together. | A learner recognises a friend's distress and responds with empathy.

D. A learner recognises a friend's distress and responds with empathy. | A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

**Correct answer / सही उत्तर: D.** A learner recognises a friend's distress and responds with empathy. | A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

**Explanation / व्याख्या**

Socio-emotional development / सामाजिक-संवेगात्मक विकास: Growth in emotional understanding and social relationships. Application: A learner recognises a friend's distress and responds with empathy. Panchakosha / पंचकोश: A five-sheath perspective on holistic human development. Application: A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

**MCQ 217 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Socio-emotional development / सामाजिक-संवेगात्मक विकास / Meaning making / अर्थ निर्माण)**

A. Socio-emotional development / सामाजिक-संवेगात्मक विकास → Growth in emotional understanding and social relationships.

B. Reasonable accommodation / उचित समायोजन → A five-sheath perspective on holistic human development.

C. Meaning making / अर्थ निर्माण → An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

D. Socio-emotional development / सामाजिक-संवेगात्मक विकास → Actively connecting experiences and ideas to develop understanding.

**Correct answer / सही उत्तर: A.** Socio-emotional development / सामाजिक-संवेगात्मक विकास → Growth in emotional understanding and social relationships.

**Explanation / व्याख्या**

Socio-emotional development / सामाजिक-संवेगात्मक विकास: Growth in emotional understanding and social relationships. Application: A learner recognises a friend's distress and responds with empathy.

MCQ 218 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Socio-emotional development / सामाजिक-संवेगात्मक विकास / Reinforcement / पुनर्बलन)**

A. Reinforcement / पुनर्बलन → Daily practices of greeting and listening respectfully influence behaviour.

B. Socio-emotional development / सामाजिक-संवेगात्मक विकास → Specific positive feedback encourages a pupil to continue checking work.

C. School culture / विद्यालय संस्कृति → After sorting several triangles, pupils identify their common features.

D. Socio-emotional development / सामाजिक-संवेगात्मक विकास → A learner recognises a friend's distress and responds with empathy.

**Correct answer / सही उत्तर: D.** Socio-emotional development / सामाजिक-संवेगात्मक विकास → A learner recognises a friend's distress and responds with empathy.

**Explanation / व्याख्या**

Socio-emotional development / सामाजिक-संवेगात्मक विकास: Growth in emotional understanding and social relationships. Application: A learner recognises a friend's distress and responds with empathy.

**MCQ 219 • CORE PRACTICE · FORM 01**

**Identify the concept described: Growth in understanding and expressing meanings through language.**

A. Language development / भाषा विकास

B. Inclusive environment / समावेशी वातावरण

C. Prior knowledge / पूर्व ज्ञान

D. Cooperative play / सहयोगी खेल

**Correct answer / सही उत्तर: A.** Language development / भाषा विकास

**Explanation / व्याख्या**

Language development / भाषा विकास: Growth in understanding and expressing meanings through language. Application: A child begins using longer sentences to explain an event.

**MCQ 220 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A child begins using longer sentences to explain an event.**

A. Guided inquiry / निर्देशित अन्वेषण

B. Classification / वर्गीकरण

C. Panchakosha / पंचकोश

D. Language development / भाषा विकास

**Correct answer / सही उत्तर: D.** Language development / भाषा विकास

**Explanation / व्याख्या**

Language development / भाषा विकास: Growth in understanding and expressing meanings through language. Application: A child begins using longer sentences to explain an event.

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**MCQ 221 • CORE PRACTICE · FORM 03**

**Which explanation best defines Language development / भाषा विकास?**

A. Growth in understanding and expressing meanings through language.

B. The faculty of discernment and reasoning in Indian perspectives of self.

C. Cross-border flows of media, ideas and goods shape childhood.

D. A consequence that increases the likelihood of a behaviour recurring.

**Correct answer / सही उत्तर: A.** Growth in understanding and expressing meanings through language.

**Explanation / व्याख्या**

Language development / भाषा विकास: Growth in understanding and expressing meanings through language. Application: A child begins using longer sentences to explain an event.

**MCQ 222 • CORE PRACTICE · FORM 04**

**Which classroom example best demonstrates Language development / भाषा विकास?**

A. A child begins using longer sentences to explain an event.

B. A teacher challenges the belief that only boys can play cricket.

C. Children thread large beads and fold paper.

D. A teacher first provides hints for a task and later removes them.

**Correct answer / सही उत्तर: A.** A child begins using longer sentences to explain an event.

**Explanation / व्याख्या**

Language development / भाषा विकास: Growth in understanding and expressing meanings through language. Application: A child begins using longer sentences to explain an event.

MCQ 223 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Growth in understanding and expressing meanings through language. (2) A consequence that increases the likelihood of a behaviour recurring.**

A. Reinforcement / पुनर्बलन | Language development / भाषा विकास

B. Language development / भाषा विकास | Reinforcement / पुनर्बलन

C. Language development / भाषा विकास | Individualised education plan / व्यक्तिगत शिक्षा योजना

D. Panchakosha / पंचकोश | Reinforcement / पुनर्बलन

**Correct answer / सही उत्तर: B.** Language development / भाषा विकास | Reinforcement / पुनर्बलन

**Explanation / व्याख्या**

Language development / भाषा विकास: Growth in understanding and expressing meanings through language. Application: A child begins using longer sentences to explain an event. Reinforcement / पुनर्बलन: A consequence that increases the likelihood of a behaviour recurring. Application: Specific positive feedback encourages a pupil to continue checking work.

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**MCQ 224 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A child begins using longer sentences to explain an event. (2) A teacher follows the safeguarding procedure after a child discloses abuse.**

A. Language development / भाषा विकास | Buddhi / बुद्धि

B. Language development / भाषा विकास | Child protection / बाल संरक्षण

C. Child protection / बाल संरक्षण | Language development / भाषा विकास

D. Panchakosha / पंचकोश | Child protection / बाल संरक्षण

**Correct answer / सही उत्तर: B.** Language development / भाषा विकास | Child protection / बाल संरक्षण

**Explanation / व्याख्या**

Language development / भाषा विकास: Growth in understanding and expressing meanings through language. Application: A child begins using longer sentences to explain an event. Child protection / बाल संरक्षण: Safeguarding children from exploitation, abuse and harm. Application: A teacher follows the safeguarding procedure after a child discloses abuse.

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MCQ 225 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Language development / भाषा विकास and Child agency / बाल सक्रियता.**

A. Growth in understanding and expressing meanings through language. | Children participate in shaping their own experiences.

B. Growth in understanding and expressing meanings through language. | Adapting teaching to varied learner needs while pursuing meaningful goals.

C. Early learning of social practices through close relationships. | Children participate in shaping their own experiences.

D. Children participate in shaping their own experiences. | Growth in understanding and expressing meanings through language.

**Correct answer / सही उत्तर: A.** Growth in understanding and expressing meanings through language. | Children participate in shaping their own experiences.

**Explanation / व्याख्या**

Language development / भाषा विकास: Growth in understanding and expressing meanings through language. Application: A child begins using longer sentences to explain an event. Child agency / बाल सक्रियता: Children participate in shaping their own experiences. Application: A class discusses and chooses the rules for its reading corner.

MCQ 226 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Language development / भाषा विकास and Gross motor play / स्थूल गतिक खेल.**

A. A child begins using longer sentences to explain an event. | Children connect a new idea about floating with objects they have seen in water.

B. A toddler learns family greetings through everyday interaction. | Pupils hop, run and balance on a marked path.

C. A child begins using longer sentences to explain an event. | Pupils hop, run and balance on a marked path.

D. Pupils hop, run and balance on a marked path. | A child begins using longer sentences to explain an event.

**Correct answer / सही उत्तर: C.** A child begins using longer sentences to explain an event. | Pupils hop, run and balance on a marked path.

**Explanation / व्याख्या**

Language development / भाषा विकास: Growth in understanding and expressing meanings through language. Application: A child begins using longer sentences to explain an event. Gross motor play / स्थूल गतिक खेल: Play involving large muscle movements. Application: Pupils hop, run and balance on a marked path.

MCQ 227 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Language development / भाषा विकास / Buddhi / बुद्धि)**

A. Language development / भाषा विकास → Growth in understanding and expressing meanings through language.

B. Language development / भाषा विकास → The faculty of discernment and reasoning in Indian perspectives of self.

C. Buddhi / बुद्धि → Play initiated and directed primarily by children.

D. Free play / मुक्त खेल → Understandings of childhood vary with history and social expectations.

**Correct answer / सही उत्तर: A.** Language development / भाषा विकास → Growth in understanding and expressing meanings through language.

**Explanation / व्याख्या**

Language development / भाषा विकास: Growth in understanding and expressing meanings through language. Application: A child begins using longer sentences to explain an event.

MCQ 228 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Language development / भाषा विकास / Primary socialisation / प्राथमिक समाजीकरण)**

A. Primary socialisation / प्राथमिक समाजीकरण → Children connect a new idea about floating with objects they have seen in water.

B. Language development / भाषा विकास → A toddler learns family greetings through everyday interaction.

C. Language development / भाषा विकास → A child begins using longer sentences to explain an event.

D. Meaning making / अर्थ निर्माण → A discussion of thoughtful judgment illustrates this sheath.

**Correct answer / सही उत्तर: C.** Language development / भाषा विकास → A child begins using longer sentences to explain an event.

**Explanation / व्याख्या**

Language development / भाषा विकास: Growth in understanding and expressing meanings through language. Application: A child begins using longer sentences to explain an event.

MCQ 229 • CORE PRACTICE · FORM 01

**Identify the concept described: Quantitative increase in physical size or measurable bodily characteristics.**

A. Growth / वृद्धि

B. Psychological safety / मनोवैज्ञानिक सुरक्षा

C. Manomaya kosha / मनोमय कोश

D. Prior knowledge / पूर्व ज्ञान

**Correct answer / सही उत्तर: A.** Growth / वृद्धि

**Explanation / व्याख्या**

Growth / वृद्धि: Quantitative increase in physical size or measurable bodily characteristics. Application: A teacher records changes in a child's height over a year.

**MCQ 230 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A teacher records changes in a child's height over a year.**

A. Childhood as a social construct / बचपन का सामाजिक निर्माण

B. Free play / मुक्त खेल

C. Concept discrimination / अवधारणा विभेदन

D. Growth / वृद्धि

**Correct answer / सही उत्तर: D.** Growth / वृद्धि

**Explanation / व्याख्या**

Growth / वृद्धि: Quantitative increase in physical size or measurable bodily characteristics.

Application: A teacher records changes in a child's height over a year.

**MCQ 231 • CORE PRACTICE · FORM 03**

**Which explanation best defines Growth / वृद्धि?**

A. An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

B. Distinguishing examples from non-examples using defining properties.

C. Quantitative increase in physical size or measurable bodily characteristics.

D. A setting that removes participation barriers for diverse learners.

**Correct answer / सही उत्तर: C.** Quantitative increase in physical size or measurable bodily characteristics.

**Explanation / व्याख्या**

Growth / वृद्धि: Quantitative increase in physical size or measurable bodily characteristics.

Application: A teacher records changes in a child's height over a year.

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MCQ 232 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Growth / वृद्धि?**

A. A teacher first provides hints for a task and later removes them.

B. A teacher invites pupils to express their views in decisions affecting them.

C. Children encounter stories and games from other countries through digital media.

D. A teacher records changes in a child's height over a year.

**Correct answer / सही उत्तर: D.** A teacher records changes in a child's height over a year.

**Explanation / व्याख्या**

Growth / वृद्धि: Quantitative increase in physical size or measurable bodily characteristics. Application: A teacher records changes in a child's height over a year.

MCQ 233 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Quantitative increase in physical size or measurable bodily characteristics. (2) Increasing learners' responsibility and choice in learning.**

A. Growth / वृद्धि | Annamaya kosha / अन्नमय कोश

B. Individualised education plan / व्यक्तिगत शिक्षा योजना | Learner autonomy / शिक्षार्थी स्वायत्तता

C. Learner autonomy / शिक्षार्थी स्वायत्तता | Growth / वृद्धि

D. Growth / वृद्धि | Learner autonomy / शिक्षार्थी स्वायत्तता

**Correct answer / सही उत्तर: D.** Growth / वृद्धि | Learner autonomy / शिक्षार्थी स्वायत्तता

**Explanation / व्याख्या**

Growth / वृद्धि: Quantitative increase in physical size or measurable bodily characteristics. Application: A teacher records changes in a child's height over a year. Learner autonomy / शिक्षार्थी स्वायत्तता: Increasing learners' responsibility and choice in learning. Application: Pupils select a strategy and explain why it works for their task.

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**MCQ 234 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A teacher records changes in a child's height over a year. (2) A teacher invites pupils to express their views in decisions affecting them.**

A. Child rights / बाल अधिकार | Growth / वृद्धि

B. Growth / वृद्धि | Child rights / बाल अधिकार

C. Scaffolding / सहारा देकर सीखना | Child rights / बाल अधिकार

D. Growth / वृद्धि | Fine motor development / सूक्ष्म गतिक विकास

**Correct answer / सही उत्तर: B.** Growth / वृद्धि | Child rights / बाल अधिकार

**Explanation / व्याख्या**

Growth / वृद्धि: Quantitative increase in physical size or measurable bodily characteristics. Application: A teacher records changes in a child's height over a year. Child rights / बाल अधिकार: Children have entitlements to protection, participation, development and survival. Application: A teacher invites pupils to express their views in decisions affecting them.

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MCQ 235 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Growth / वृद्धि and Concept map / अवधारणा मानचित्र.**

A. Quantitative increase in physical size or measurable bodily characteristics. | Temporary support adjusted to a learner's needs and gradually withdrawn.

B. Quantitative increase in physical size or measurable bodily characteristics. | A visual representation of relationships among concepts.

C. A visual representation of relationships among concepts. | Quantitative increase in physical size or measurable bodily characteristics.

D. A setting that removes participation barriers for diverse learners. | A visual representation of relationships among concepts.

**Correct answer / सही उत्तर: B.** Quantitative increase in physical size or measurable bodily characteristics. | A visual representation of relationships among concepts.

**Explanation / व्याख्या**

Growth / वृद्धि: Quantitative increase in physical size or measurable bodily characteristics. Application: A teacher records changes in a child's height over a year. Concept map / अवधारणा मानचित्र: A visual representation of relationships among concepts. Application: Learners link evaporation, clouds and rain using labelled arrows.

**MCQ 236 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Growth / वृद्धि and Symbolic play / प्रतीकात्मक खेल.**

A. Children encounter stories and games from other countries through digital media. | A child pretends a cardboard box is a bus.

B. A child pretends a cardboard box is a bus. | A teacher records changes in a child's height over a year.

C. A teacher records changes in a child's height over a year. | A pupil with low vision receives large-print materials.

D. A teacher records changes in a child's height over a year. | A child pretends a cardboard box is a bus.

**Correct answer / सही उत्तर: D.** A teacher records changes in a child's height over a year. | A child pretends a cardboard box is a bus.

**Explanation / व्याख्या**

Growth / वृद्धि: Quantitative increase in physical size or measurable bodily characteristics. Application: A teacher records changes in a child's height over a year. Symbolic play / प्रतीकात्मक खेल: Using an object or action to represent something else in play. Application: A child pretends a cardboard box is a bus.

MCQ 237 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Growth / वृद्धि / Observational learning / अवलोकन अधिगम)**

A. Growth / वृद्धि → Learning by watching others and their actions.

B. Vijnanamaya kosha / विज्ञानमय कोश → Cross-border flows of media, ideas and goods shape childhood.

C. Observational learning / अवलोकन अधिगम → In the Panchakosha framework, the sheath associated with discernment and understanding.

D. Growth / वृद्धि → Quantitative increase in physical size or measurable bodily characteristics.

**Correct answer / सही उत्तर: D.** Growth / वृद्धि → Quantitative increase in physical size or measurable bodily characteristics.

**Explanation / व्याख्या**

Growth / वृद्धि: Quantitative increase in physical size or measurable bodily characteristics.
Application: A teacher records changes in a child's height over a year.

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MCQ 238 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Growth / वृद्धि / Generalisation / सामान्यीकरण)**

A. Growth / वृद्धि → After sorting several triangles, pupils identify their common features.

B. Generalisation / सामान्यीकरण → A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

C. Growth / वृद्धि → A teacher records changes in a child's height over a year.

D. Panchakosha / पंचकोश → Children agree to alternate turns after disagreeing over a ball.

**Correct answer / सही उत्तर: C.** Growth / वृद्धि → A teacher records changes in a child's height over a year.

**Explanation / व्याख्या**

Growth / वृद्धि: Quantitative increase in physical size or measurable bodily characteristics. Application: A teacher records changes in a child's height over a year.

MCQ 239 • CORE PRACTICE · FORM 01

**Identify the concept described: Biologically influenced changes that contribute to readiness for new abilities.**

A. Generalisation / सामान्यीकरण

B. Maturation / परिपक्वता

C. Cooperative play / सहयोगी खेल

D. Conflict negotiation / विवाद समाधान

**Correct answer / सही उत्तर: B.** Maturation / परिपक्वता

**Explanation / व्याख्या**

Maturation / परिपक्वता: Biologically influenced changes that contribute to readiness for new abilities. Application: A child acquires greater motor control as the nervous system develops.

**MCQ 240 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A child acquires greater motor control as the nervous system develops.**

A. Annamaya kosha / अन्नमय कोश

B. Inclusive environment / समावेशी वातावरण

C. Maturation / परिपक्वता

D. Classification / वर्गीकरण

**Correct answer / सही उत्तर: C.** Maturation / परिपक्वता

**Explanation / व्याख्या**

Maturation / परिपक्वता: Biologically influenced changes that contribute to readiness for new abilities. Application: A child acquires greater motor control as the nervous system develops.

**MCQ 241 • CORE PRACTICE · FORM 03**

**Which explanation best defines Maturation / परिपक्वता?**

A. Biologically influenced changes that contribute to readiness for new abilities.

B. Grouping objects or ideas by shared attributes.

C. Playing with others towards a shared goal.

D. In the Panchakosha framework, the sheath associated with discernment and understanding.

**Correct answer / सही उत्तर: A.** Biologically influenced changes that contribute to readiness for new abilities.

**Explanation / व्याख्या**

Maturation / परिपक्वता: Biologically influenced changes that contribute to readiness for new abilities. Application: A child acquires greater motor control as the nervous system develops.

MCQ 242 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Maturation / परिपक्वता?**

A. Children connect a new idea about floating with objects they have seen in water.

B. A pupil solves a harder puzzle with a peer's guidance.

C. Pupils hop, run and balance on a marked path.

D. A child acquires greater motor control as the nervous system develops.

**Correct answer / सही उत्तर: D.** A child acquires greater motor control as the nervous system develops.

**Explanation / व्याख्या**

Maturation / परिपक्वता: Biologically influenced changes that contribute to readiness for new abilities. Application: A child acquires greater motor control as the nervous system develops.

MCQ 243 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Biologically influenced changes that contribute to readiness for new abilities. (2) Children participate in shaping their own experiences.**

A. Maturation / परिपक्वता | Child agency / बाल सक्रियता

B. Maturation / परिपक्वता | Cooperative play / सहयोगी खेल

C. Child agency / बाल सक्रियता | Maturation / परिपक्वता

D. Conflict negotiation / विवाद समाधान | Child agency / बाल सक्रियता

**Correct answer / सही उत्तर: A.** Maturation / परिपक्वता | Child agency / बाल सक्रियता

**Explanation / व्याख्या**

Maturation / परिपक्वता: Biologically influenced changes that contribute to readiness for new abilities. Application: A child acquires greater motor control as the nervous system develops. Child agency / बाल सक्रियता: Children participate in shaping their own experiences. Application: A class discusses and chooses the rules for its reading corner.

**MCQ 244 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A child acquires greater motor control as the nervous system develops. (2) Pupils explain why a circle is not a triangle.**

A. Concept discrimination / अवधारणा विभेदन | Maturation / परिपक्वता

B. Differentiated instruction / विभेदित शिक्षण | Concept discrimination / अवधारणा विभेदन

C. Maturation / परिपक्वता | Psychological safety / मनोवैज्ञानिक सुरक्षा

D. Maturation / परिपक्वता | Concept discrimination / अवधारणा विभेदन

**Correct answer / सही उत्तर: D.** Maturation / परिपक्वता | Concept discrimination / अवधारणा विभेदन

**Explanation / व्याख्या**

Maturation / परिपक्वता: Biologically influenced changes that contribute to readiness for new abilities. Application: A child acquires greater motor control as the nervous system develops. Concept discrimination / अवधारणा विभेदन: Distinguishing examples from non-examples using defining properties. Application: Pupils explain why a circle is not a triangle.

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**MCQ 245 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Maturation / परिपक्वता and Inclusive environment / समावेशी वातावरण.**

A. A setting that removes participation barriers for diverse learners. | Biologically influenced changes that contribute to readiness for new abilities.

B. Planning flexible ways to access, participate in and demonstrate learning. | A setting that removes participation barriers for diverse learners.

C. Biologically influenced changes that contribute to readiness for new abilities. | Play involving large muscle movements.

D. Biologically influenced changes that contribute to readiness for new abilities. | A setting that removes participation barriers for diverse learners.

**Correct answer / सही उत्तर: D.** Biologically influenced changes that contribute to readiness for new abilities. | A setting that removes participation barriers for diverse learners.

**Explanation / व्याख्या**

Maturation / परिपक्वता: Biologically influenced changes that contribute to readiness for new abilities. Application: A child acquires greater motor control as the nervous system develops. Inclusive environment / समावेशी वातावरण: A setting that removes participation barriers for diverse learners. Application: A teacher rearranges furniture so every pupil can access group activities.

MCQ 246 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Maturation / परिपक्वता and Vijnanamaya kosha / विज्ञानमय कोश.**

A. A child acquires greater motor control as the nervous system develops. | A discussion of thoughtful judgment illustrates this sheath.

B. Pupils explain why a circle is not a triangle. | A discussion of thoughtful judgment illustrates this sheath.

C. A discussion of thoughtful judgment illustrates this sheath. | A child acquires greater motor control as the nervous system develops.

D. A child acquires greater motor control as the nervous system develops. | A teacher follows the safeguarding procedure after a child discloses abuse.

**Correct answer / सही उत्तर: A.** A child acquires greater motor control as the nervous system develops. | A discussion of thoughtful judgment illustrates this sheath.

**Explanation / व्याख्या**

Maturation / परिपक्वता: Biologically influenced changes that contribute to readiness for new abilities. Application: A child acquires greater motor control as the nervous system develops. Vijnanamaya kosha / विज्ञानमय कोश: In the Panchakosha framework, the sheath associated with discernment and understanding. Application: A discussion of thoughtful judgment illustrates this sheath.

**MCQ 247 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Maturation / परिपक्वता / Reinforcement / पुनर्बलन)**

A. Childhood as a social construct / बचपन का सामाजिक निर्माण → In the Panchakosha framework, the sheath associated with mind and emotions.

B. Maturation / परिपक्वता → A consequence that increases the likelihood of a behaviour recurring.

C. Maturation / परिपक्वता → Biologically influenced changes that contribute to readiness for new abilities.

D. Reinforcement / पुनर्बलन → Understandings of childhood vary with history and social expectations.

**Correct answer / सही उत्तर: C.** Maturation / परिपक्वता → Biologically influenced changes that contribute to readiness for new abilities.

**Explanation / व्याख्या**

Maturation / परिपक्वता: Biologically influenced changes that contribute to readiness for new abilities. Application: A child acquires greater motor control as the nervous system develops.

MCQ 248 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Maturation / परिपक्वता / Child protection / बाल संरक्षण)**

A. Child protection / बाल संरक्षण → Two pupils use different methods to complete the same task.

B. Maturation / परिपक्वता → A child acquires greater motor control as the nervous system develops.

C. Individual differences / व्यक्तिगत भिन्नताएँ → A pupil learns to organise materials by watching a classmate.

D. Maturation / परिपक्वता → A teacher follows the safeguarding procedure after a child discloses abuse.

**Correct answer / सही उत्तर: B.** Maturation / परिपक्वता → A child acquires greater motor control as the nervous system develops.

**Explanation / व्याख्या**

Maturation / परिपक्वता: Biologically influenced changes that contribute to readiness for new abilities. Application: A child acquires greater motor control as the nervous system develops.

MCQ 249 • CORE PRACTICE · FORM 01

**Identify the concept described: Interrelated areas of physical, cognitive, language and social-emotional change.**

A. Developmental domains / विकास के आयाम

B. School culture / विद्यालय संस्कृति

C. Panchakosha / पंचकोश

D. Globalisation / वैश्वीकरण

**Correct answer / सही उत्तर: A.** Developmental domains / विकास के आयाम

**Explanation / व्याख्या**

Developmental domains / विकास के आयाम: Interrelated areas of physical, cognitive, language and social-emotional change. Application: A playground activity develops movement, communication and cooperation together.

MCQ 250 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? A playground activity develops movement, communication and cooperation together.**

A. Peer influence / सहपाठी प्रभाव

B. Developmental domains / विकास के आयाम

C. Guided inquiry / निर्देशित अन्वेषण

D. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प

**Correct answer / सही उत्तर: B.** Developmental domains / विकास के आयाम

**Explanation / व्याख्या**

Developmental domains / विकास के आयाम: Interrelated areas of physical, cognitive, language and social-emotional change. Application: A playground activity develops movement, communication and cooperation together.

MCQ 251 • CORE PRACTICE · FORM 03

**Which explanation best defines Developmental domains / विकास के आयाम?**

A. Interrelated areas of physical, cognitive, language and social-emotional change.

B. Childhood differs across social and cultural contexts.

C. Distinguishing examples from non-examples using defining properties.

D. Early learning of social practices through close relationships.

**Correct answer / सही उत्तर: A.** Interrelated areas of physical, cognitive, language and social-emotional change.

**Explanation / व्याख्या**

Developmental domains / विकास के आयाम: Interrelated areas of physical, cognitive, language and social-emotional change. Application: A playground activity develops movement, communication and cooperation together.

MCQ 252 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Developmental domains / विकास के आयाम?**

A. A child learns to take turns by interacting with family and classmates.

B. A playground activity develops movement, communication and cooperation together.

C. A teacher rearranges furniture so every pupil can access group activities.

D. A child pretends a cardboard box is a bus.

**Correct answer / सही उत्तर: B.** A playground activity develops movement, communication and cooperation together.

**Explanation / व्याख्या**

Developmental domains / विकास के आयाम: Interrelated areas of physical, cognitive, language and social-emotional change. Application: A playground activity develops movement, communication and cooperation together.

**MCQ 253 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Interrelated areas of physical, cognitive, language and social-emotional change. (2) A visual representation of relationships among concepts.**

A. Concept map / अवधारणा मानचित्र | Developmental domains / विकास के आयाम

B. Chitta / चित्त | Concept map / अवधारणा मानचित्र

C. Developmental domains / विकास के आयाम | Concept map / अवधारणा मानचित्र

D. Developmental domains / विकास के आयाम | Zone of proximal development / निकटस्थ विकास क्षेत्र

**Correct answer / सही उत्तर: C.** Developmental domains / विकास के आयाम | Concept map / अवधारणा मानचित्र

**Explanation / व्याख्या**

Developmental domains / विकास के आयाम: Interrelated areas of physical, cognitive, language and social-emotional change. Application: A playground activity develops movement, communication and cooperation together. Concept map / अवधारणा मानचित्र: A visual representation of relationships among concepts. Application: Learners link evaporation, clouds and rain using labelled arrows.

**MCQ 254 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A playground activity develops movement, communication and cooperation together. (2) A child pretends a cardboard box is a bus.**

A. Developmental domains / विकास के आयाम | Symbolic play / प्रतीकात्मक खेल

B. Symbolic play / प्रतीकात्मक खेल | Developmental domains / विकास के आयाम

C. Generalisation / सामान्यीकरण | Symbolic play / प्रतीकात्मक खेल

D. Developmental domains / विकास के आयाम | Globalisation / वैश्वीकरण

**Correct answer / सही उत्तर: A.** Developmental domains / विकास के आयाम | Symbolic play / प्रतीकात्मक खेल

**Explanation / व्याख्या**

Developmental domains / विकास के आयाम: Interrelated areas of physical, cognitive, language and social-emotional change. Application: A playground activity develops movement, communication and cooperation together. Symbolic play / प्रतीकात्मक खेल: Using an object or action to represent something else in play. Application: A child pretends a cardboard box is a bus.

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MCQ 255 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Developmental domains / विकास के आयाम and Guided inquiry / निर्देशित अन्वेषण.**

A. Investigating questions with suitable teacher support. | Interrelated areas of physical, cognitive, language and social-emotional change.

B. An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. | Investigating questions with suitable teacher support.

C. Interrelated areas of physical, cognitive, language and social-emotional change. | Investigating questions with suitable teacher support.

D. Interrelated areas of physical, cognitive, language and social-emotional change. | Early learning of social practices through close relationships.

**Correct answer / सही उत्तर: C.** Interrelated areas of physical, cognitive, language and social-emotional change. | Investigating questions with suitable teacher support.

**Explanation / व्याख्या**

Developmental domains / विकास के आयाम: Interrelated areas of physical, cognitive, language and social-emotional change. Application: A playground activity develops movement, communication and cooperation together. Guided inquiry / निर्देशित अन्वेषण: Investigating questions with suitable teacher support. Application: A teacher offers prompts while pupils investigate which objects float.

MCQ 256 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Developmental domains / विकास के आयाम and Socialisation / समाजीकरण.**

A. A teacher first provides hints for a task and later removes them. | A child learns to take turns by interacting with family and classmates.

B. A child learns to take turns by interacting with family and classmates. | A playground activity develops movement, communication and cooperation together.

C. A playground activity develops movement, communication and cooperation together. | A child learns to take turns by interacting with family and classmates.

D. A playground activity develops movement, communication and cooperation together. | A discussion of nourishment and bodily well-being illustrates this sheath.

**Correct answer / सही उत्तर: C.** A playground activity develops movement, communication and cooperation together. | A child learns to take turns by interacting with family and classmates.

**Explanation / व्याख्या**

Developmental domains / विकास के आयाम: Interrelated areas of physical, cognitive, language and social-emotional change. Application: A playground activity develops movement, communication and cooperation together. Socialisation / समाजीकरण: Learning social norms, values and practices through interaction. Application: A child learns to take turns by interacting with family and classmates.

**MCQ 257 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Developmental domains / विकास के आयाम / Prior knowledge / पूर्व ज्ञान)**

A. Experiential learning / अनुभवात्मक अधिगम → Planning flexible ways to access, participate in and demonstrate learning.

B. Developmental domains / विकास के आयाम → Existing understanding on which new learning can be built.

C. Developmental domains / विकास के आयाम → Interrelated areas of physical, cognitive, language and social-emotional change.

D. Prior knowledge / पूर्व ज्ञान → Learning through experience and reflection.

**Correct answer / सही उत्तर: C.** Developmental domains / विकास के आयाम → Interrelated areas of physical, cognitive, language and social-emotional change.

**Explanation / व्याख्या**

Developmental domains / विकास के आयाम: Interrelated areas of physical, cognitive, language and social-emotional change. Application: A playground activity develops movement, communication and cooperation together.

MCQ 258 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Developmental domains / विकास के आयाम / Reinforcement / पुनर्बलन)**

A. Developmental domains / विकास के आयाम → Specific positive feedback encourages a pupil to continue checking work.

B. Concept discrimination / अवधारणा विभेदन → Children encounter stories and games from other countries through digital media.

C. Reinforcement / पुनर्बलन → Pupils explain why a circle is not a triangle.

D. Developmental domains / विकास के आयाम → A playground activity develops movement, communication and cooperation together.

**Correct answer / सही उत्तर: D.** Developmental domains / विकास के आयाम → A playground activity develops movement, communication and cooperation together.

**Explanation / व्याख्या**

Developmental domains / विकास के आयाम: Interrelated areas of physical, cognitive, language and social-emotional change. Application: A playground activity develops movement, communication and cooperation together.

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 04.01

**Explain Physical development / शारीरिक विकास and give one classroom example.**

**Model answer:** Changes in bodily growth and motor capabilities. A child gains finer control while cutting paper with scissors.

**REVISION 04.02**

**Explain Cognitive development / संज्ञानात्मक विकास and give one classroom example.**

**Model answer:** Growth in reasoning, memory and problem-solving abilities. A child discovers a rule for sorting shapes by their properties.

**REVISION 04.03**

**Explain Socio-emotional development / सामाजिक-संवेगात्मक विकास and give one classroom example.**

**Model answer:** Growth in emotional understanding and social relationships. A learner recognises a friend's distress and responds with empathy.

**REVISION 04.04**

**Explain Language development / भाषा विकास and give one classroom example.**

**Model answer:** Growth in understanding and expressing meanings through language. A child begins using longer sentences to explain an event.

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**REVISION 04.05**

**Explain Growth / वृद्धि and give one classroom example.**

**Model answer:** Quantitative increase in physical size or measurable bodily characteristics. A teacher records changes in a child's height over a year.

**REVISION 04.06**

**Explain Maturation / परिपक्वता and give one classroom example.**

**Model answer:** Biologically influenced changes that contribute to readiness for new abilities. A child acquires greater motor control as the nervous system develops.

**REVISION 04.07**

**Explain Developmental domains / विकास के आयाम and give one classroom example.**

**Model answer:** Interrelated areas of physical, cognitive, language and social-emotional change. A playground activity develops movement, communication and cooperation together.

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CHAPTER 05 • 62 MCQs • 6 REVISION PROMPTS

# Play and Development

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Symbolic play / प्रतीकात्मक खेल

Using an object or action to represent something else in play.

**Classroom example:** A child pretends a cardboard box is a bus.

### Cooperative play / सहयोगी खेल

Playing with others towards a shared goal.

**Classroom example:** A group works together to construct a tower.

### Conflict negotiation / विवाद समाधान

Discussing differences to reach a workable agreement.

**Classroom example:** Children agree to alternate turns after disagreeing over a ball.

### Free play / मुक्त खेल

Play initiated and directed primarily by children.

**Classroom example:** Children choose their own pretend shop game and assign roles.

### Gross motor play / स्थूल गतिक खेल

Play involving large muscle movements.

**Classroom example:** Pupils hop, run and balance on a marked path.

**Fine motor development / सूक्ष्म गतिक विकास**

Improved control of small muscles, especially hands and fingers.

**Classroom example:** Children thread large beads and fold paper.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

**MCQ 259 • NEW CLASSROOM APPLICATION**

**Children use stones as pretend money in a shop game. What is being demonstrated?**

A. Symbolic representation
B. Physical maturation alone
C. Rote reproduction
D. Summative assessment

**Correct answer / सही उत्तर: A.** Symbolic representation

**Explanation / व्याख्या**

An object stands for another object or idea during pretend play.

**MCQ 260 • NEW CLASSROOM APPLICATION**

**How should a teacher respond when children invent a new safe game?**

A. Dictate every movement
B. Replace the game with worksheets
C. Stop all peer interaction
D. Observe, ask questions and let children negotiate rules

**Correct answer / सही उत्तर: D.** Observe, ask questions and let children negotiate rules

**Explanation / व्याख्या**

Guided observation can support autonomy, language and cooperation without removing play's child-led character.

## Core question bank

Ten related practice formats; core concepts recur for revision.

**MCQ 261 • CORE PRACTICE · FORM 01**

**Identify the concept described: Using an object or action to represent something else in play.**

A. Vijnanamaya kosha / विज्ञानमय कोश

B. Symbolic play / प्रतीकात्मक खेल

C. Generalisation / सामान्यीकरण

D. Gender socialisation / लैंगिक समाजीकरण

**Correct answer / सही उत्तर: B.** Symbolic play / प्रतीकात्मक खेल

**Explanation / व्याख्या**

Symbolic play / प्रतीकात्मक खेल: Using an object or action to represent something else in play.
Application: A child pretends a cardboard box is a bus.

**MCQ 262 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A child pretends a cardboard box is a bus.**

A. Childhood as a social construct / बचपन का सामाजिक निर्माण

B. Chitta / चित्त

C. Symbolic play / प्रतीकात्मक खेल

D. Developmental domains / विकास के आयाम

**Correct answer / सही उत्तर: C.** Symbolic play / प्रतीकात्मक खेल

**Explanation / व्याख्या**

Symbolic play / प्रतीकात्मक खेल: Using an object or action to represent something else in play.
Application: A child pretends a cardboard box is a bus.

MCQ 263 • CORE PRACTICE · FORM 03

**Which explanation best defines Symbolic play / प्रतीकात्मक खेल?**

A. Planning flexible ways to access, participate in and demonstrate learning.
B. Using an object or action to represent something else in play.
C. Childhood differs across social and cultural contexts.
D. Biologically influenced changes that contribute to readiness for new abilities.

**Correct answer / सही उत्तर: B.** Using an object or action to represent something else in play.

**Explanation / व्याख्या**

Symbolic play / प्रतीकात्मक खेल: Using an object or action to represent something else in play.
Application: A child pretends a cardboard box is a bus.

MCQ 264 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Symbolic play / प्रतीकात्मक खेल?**

A. A class compares the responsibilities of children in different generations.
B. Daily practices of greeting and listening respectfully influence behaviour.
C. A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.
D. A child pretends a cardboard box is a bus.

**Correct answer / सही उत्तर: D.** A child pretends a cardboard box is a bus.

**Explanation / व्याख्या**

Symbolic play / प्रतीकात्मक खेल: Using an object or action to represent something else in play.
Application: A child pretends a cardboard box is a bus.

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MCQ 265 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Using an object or action to represent something else in play. (2) Children participate in shaping their own experiences.**

A. Symbolic play / प्रतीकात्मक खेल | Child agency / बाल सक्रियता

B. Socio-emotional development / सामाजिक-संवेगात्मक विकास | Child agency / बाल सक्रियता

C. Child agency / बाल सक्रियता | Symbolic play / प्रतीकात्मक खेल

D. Symbolic play / प्रतीकात्मक खेल | Annamaya kosha / अन्नमय कोश

**Correct answer / सही उत्तर: A.** Symbolic play / प्रतीकात्मक खेल | Child agency / बाल सक्रियता

**Explanation / व्याख्या**

Symbolic play / प्रतीकात्मक खेल: Using an object or action to represent something else in play. Application: A child pretends a cardboard box is a bus. Child agency / बाल सक्रियता: Children participate in shaping their own experiences. Application: A class discusses and chooses the rules for its reading corner.

MCQ 266 • CORE PRACTICE · FORM 06

**Match the situations to concepts, in order. (1) A child pretends a cardboard box is a bus. (2) A child discovers a rule for sorting shapes by their properties.**

A. Symbolic play / प्रतीकात्मक खेल | Cognitive development / संज्ञानात्मक विकास

B. Cognitive development / संज्ञानात्मक विकास | Symbolic play / प्रतीकात्मक खेल

C. Globalisation / वैश्वीकरण | Cognitive development / संज्ञानात्मक विकास

D. Symbolic play / प्रतीकात्मक खेल | Diverse childhoods / विविध बचपन

**Correct answer / सही उत्तर: A.** Symbolic play / प्रतीकात्मक खेल | Cognitive development / संज्ञानात्मक विकास

**Explanation / व्याख्या**

Symbolic play / प्रतीकात्मक खेल: Using an object or action to represent something else in play. Application: A child pretends a cardboard box is a bus. Cognitive development / संज्ञानात्मक विकास: Growth in reasoning, memory and problem-solving abilities. Application: A child discovers a rule for sorting shapes by their properties.

MCQ 267 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Symbolic play / प्रतीकात्मक खेल and Growth / वृद्धि.**

A. Using an object or action to represent something else in play. | Quantitative increase in physical size or measurable bodily characteristics.

B. A visual representation of relationships among concepts. | Quantitative increase in physical size or measurable bodily characteristics.

C. Using an object or action to represent something else in play. | Extending a pattern or idea across relevant examples.

D. Quantitative increase in physical size or measurable bodily characteristics. | Using an object or action to represent something else in play.

**Correct answer / सही उत्तर: A.** Using an object or action to represent something else in play. | Quantitative increase in physical size or measurable bodily characteristics.

**Explanation / व्याख्या**

Symbolic play / प्रतीकात्मक खेल: Using an object or action to represent something else in play. Application: A child pretends a cardboard box is a bus. Growth / वृद्धि: Quantitative increase in physical size or measurable bodily characteristics. Application: A teacher records changes in a child's height over a year.

**MCQ 268 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Symbolic play / प्रतीकात्मक खेल and Physical development / शारीरिक विकास.**

A. A child pretends a cardboard box is a bus. | A child gains finer control while cutting paper with scissors.

B. A child gains finer control while cutting paper with scissors. | A child pretends a cardboard box is a bus.

C. A teacher documents specific reading goals and accommodations for a child. | A child gains finer control while cutting paper with scissors.

D. A child pretends a cardboard box is a bus. | A pupil with low vision receives large-print materials.

**Correct answer / सही उत्तर: A.** A child pretends a cardboard box is a bus. | A child gains finer control while cutting paper with scissors.

**Explanation / व्याख्या**

Symbolic play / प्रतीकात्मक खेल: Using an object or action to represent something else in play. Application: A child pretends a cardboard box is a bus. Physical development / शारीरिक विकास: Changes in bodily growth and motor capabilities. Application: A child gains finer control while cutting paper with scissors.

**MCQ 269 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Symbolic play / प्रतीकात्मक खेल / Panchakosha / पंचकोश)**

A. Experiential learning / अनुभवात्मक अधिगम → Learning social norms, values and practices through interaction.

B. Symbolic play / प्रतीकात्मक खेल → A five-sheath perspective on holistic human development.

C. Panchakosha / पंचकोश → Learning through experience and reflection.

D. Symbolic play / प्रतीकात्मक खेल → Using an object or action to represent something else in play.

**Correct answer / सही उत्तर: D.** Symbolic play / प्रतीकात्मक खेल → Using an object or action to represent something else in play.

**Explanation / व्याख्या**

Symbolic play / प्रतीकात्मक खेल: Using an object or action to represent something else in play.
Application: A child pretends a cardboard box is a bus.

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MCQ 270 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Symbolic play / प्रतीकात्मक खेल / Scaffolding / सहारा देकर सीखना)**

A. Scaffolding / सहारा देकर सीखना → A child acquires greater motor control as the nervous system develops.

B. Maturation / परिपक्वता → A class compares the responsibilities of children in different generations.

C. Symbolic play / प्रतीकात्मक खेल → A teacher first provides hints for a task and later removes them.

D. Symbolic play / प्रतीकात्मक खेल → A child pretends a cardboard box is a bus.

**Correct answer / सही उत्तर: D.** Symbolic play / प्रतीकात्मक खेल → A child pretends a cardboard box is a bus.

**Explanation / व्याख्या**

Symbolic play / प्रतीकात्मक खेल: Using an object or action to represent something else in play. Application: A child pretends a cardboard box is a bus.

MCQ 271 • CORE PRACTICE · FORM 01

**Identify the concept described: Playing with others towards a shared goal.**

A. Cooperative play / सहयोगी खेल

B. Growth / वृद्धि

C. Scaffolding / सहारा देकर सीखना

D. Learner autonomy / शिक्षार्थी स्वायत्तता

**Correct answer / सही उत्तर: A.** Cooperative play / सहयोगी खेल

**Explanation / व्याख्या**

Cooperative play / सहयोगी खेल: Playing with others towards a shared goal. Application: A group works together to construct a tower.

**MCQ 272 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A group works together to construct a tower.**

A. Individual differences / व्यक्तिगत भिन्नताएँ
B. Peer influence / सहपाठी प्रभाव
C. Individualised education plan / व्यक्तिगत शिक्षा योजना
D. Cooperative play / सहयोगी खेल

**Correct answer / सही उत्तर: D.** Cooperative play / सहयोगी खेल

**Explanation / व्याख्या**
Cooperative play / सहयोगी खेल: Playing with others towards a shared goal. Application: A group works together to construct a tower.

**MCQ 273 • CORE PRACTICE · FORM 03**

**Which explanation best defines Cooperative play / सहयोगी खेल?**

A. Early learning of social practices through close relationships.
B. Children participate in shaping their own experiences.
C. Playing with others towards a shared goal.
D. A consequence that increases the likelihood of a behaviour recurring.

**Correct answer / सही उत्तर: C.** Playing with others towards a shared goal.

**Explanation / व्याख्या**
Cooperative play / सहयोगी खेल: Playing with others towards a shared goal. Application: A group works together to construct a tower.

MCQ 274 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Cooperative play / सहयोगी खेल?**

A. A learner weighs alternatives before making a considered decision.

B. A group works together to construct a tower.

C. A child discovers a rule for sorting shapes by their properties.

D. A class compares the responsibilities of children in different generations.

**Correct answer / सही उत्तर: B.** A group works together to construct a tower.

**Explanation / व्याख्या**

Cooperative play / सहयोगी खेल: Playing with others towards a shared goal. Application: A group works together to construct a tower.

MCQ 275 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Playing with others towards a shared goal. (2) Learning social norms, values and practices through interaction.**

A. Socialisation / समाजीकरण | Cooperative play / सहयोगी खेल

B. Cooperative play / सहयोगी खेल | Individualised education plan / व्यक्तिगत शिक्षा योजना

C. Child agency / बाल सक्रियता | Socialisation / समाजीकरण

D. Cooperative play / सहयोगी खेल | Socialisation / समाजीकरण

**Correct answer / सही उत्तर: D.** Cooperative play / सहयोगी खेल | Socialisation / समाजीकरण

**Explanation / व्याख्या**

Cooperative play / सहयोगी खेल: Playing with others towards a shared goal. Application: A group works together to construct a tower. Socialisation / समाजीकरण: Learning social norms, values and practices through interaction. Application: A child learns to take turns by interacting with family and classmates.

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**MCQ 276 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A group works together to construct a tower. (2) A teacher challenges the belief that only boys can play cricket.**

A. Zone of proximal development / निकटस्थ विकास क्षेत्र | Gender socialisation / लैंगिक समाजीकरण

B. Gender socialisation / लैंगिक समाजीकरण | Cooperative play / सहयोगी खेल

C. Cooperative play / सहयोगी खेल | Gender socialisation / लैंगिक समाजीकरण

D. Cooperative play / सहयोगी खेल | Observational learning / अवलोकन अधिगम

**Correct answer / सही उत्तर: C.** Cooperative play / सहयोगी खेल | Gender socialisation / लैंगिक समाजीकरण

**Explanation / व्याख्या**

Cooperative play / सहयोगी खेल: Playing with others towards a shared goal. Application: A group works together to construct a tower. Gender socialisation / लैंगिक समाजीकरण: Social messages shape expectations associated with gender. Application: A teacher challenges the belief that only boys can play cricket.

MCQ 277 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Cooperative play / सहयोगी खेल and Growth / वृद्धि.**

A. Playing with others towards a shared goal. | Safeguarding children from exploitation, abuse and harm.

B. Quantitative increase in physical size or measurable bodily characteristics. | Playing with others towards a shared goal.

C. Playing with others towards a shared goal. | Quantitative increase in physical size or measurable bodily characteristics.

D. In the Panchakosha framework, the physical or food-dependent sheath. | Quantitative increase in physical size or measurable bodily characteristics.

**Correct answer / सही उत्तर: C.** Playing with others towards a shared goal. | Quantitative increase in physical size or measurable bodily characteristics.

**Explanation / व्याख्या**

Cooperative play / सहयोगी खेल: Playing with others towards a shared goal. Application: A group works together to construct a tower. Growth / वृद्धि: Quantitative increase in physical size or measurable bodily characteristics. Application: A teacher records changes in a child's height over a year.

**MCQ 278 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Cooperative play / सहयोगी खेल and Panchakosha / पंचकोश.**

A. A child acquires greater motor control as the nervous system develops. | A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

B. A group works together to construct a tower. | A playground activity develops movement, communication and cooperation together.

C. A group works together to construct a tower. | A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

D. A teacher attends to bodily, vital, mental, intellectual and inner well-being together. | A group works together to construct a tower.

**Correct answer / सही उत्तर: C.** A group works together to construct a tower. | A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

**Explanation / व्याख्या**

Cooperative play / सहयोगी खेल: Playing with others towards a shared goal. Application: A group works together to construct a tower. Panchakosha / पंचकोश: A five-sheath perspective on holistic human development. Application: A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

MCQ 279 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Cooperative play / सहयोगी खेल / Child rights / बाल अधिकार)**

A. Cooperative play / सहयोगी खेल → Playing with others towards a shared goal.

B. Child rights / बाल अधिकार → A five-sheath perspective on holistic human development.

C. Panchakosha / पंचकोश → Interrelated areas of physical, cognitive, language and social-emotional change.

D. Cooperative play / सहयोगी खेल → Children have entitlements to protection, participation, development and survival.

**Correct answer / सही उत्तर: A.** Cooperative play / सहयोगी खेल → Playing with others towards a shared goal.

**Explanation / व्याख्या**

Cooperative play / सहयोगी खेल: Playing with others towards a shared goal. Application: A group works together to construct a tower.

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MCQ 280 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Cooperative play / सहयोगी खेल / Annamaya kosha / अन्नमय कोश)**

A. Cooperative play / सहयोगी खेल → A group works together to construct a tower.

B. Annamaya kosha / अन्नमय कोश → Specific positive feedback encourages a pupil to continue checking work.

C. Cooperative play / सहयोगी खेल → A discussion of nourishment and bodily well-being illustrates this sheath.

D. Reinforcement / पुनर्बलन → Children sort leaves by shape and compare groups.

**Correct answer / सही उत्तर: A.** Cooperative play / सहयोगी खेल → A group works together to construct a tower.

**Explanation / व्याख्या**

Cooperative play / सहयोगी खेल: Playing with others towards a shared goal. Application: A group works together to construct a tower.

MCQ 281 • CORE PRACTICE · FORM 01

**Identify the concept described: Discussing differences to reach a workable agreement.**

A. Diverse childhoods / विविध बचपन

B. Conflict negotiation / विवाद समाधान

C. Manomaya kosha / मनोमय कोश

D. Gender socialisation / लैंगिक समाजीकरण

**Correct answer / सही उत्तर: B.** Conflict negotiation / विवाद समाधान

**Explanation / व्याख्या**

Conflict negotiation / विवाद समाधान: Discussing differences to reach a workable agreement. Application: Children agree to alternate turns after disagreeing over a ball.

**MCQ 282 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Children agree to alternate turns after disagreeing over a ball.**

A. Conflict negotiation / विवाद समाधान

B. Primary socialisation / प्राथमिक समाजीकरण

C. Growth / वृद्धि

D. Buddhi / बुद्धि

**Correct answer / सही उत्तर: A.** Conflict negotiation / विवाद समाधान

**Explanation / व्याख्या**

Conflict negotiation / विवाद समाधान: Discussing differences to reach a workable agreement.
Application: Children agree to alternate turns after disagreeing over a ball.

**MCQ 283 • CORE PRACTICE · FORM 03**

**Which explanation best defines Conflict negotiation / विवाद समाधान?**

A. Learning through experience and reflection.

B. The aspect of mind associated with memory and impressions.

C. Growth in understanding and expressing meanings through language.

D. Discussing differences to reach a workable agreement.

**Correct answer / सही उत्तर: D.** Discussing differences to reach a workable agreement.

**Explanation / व्याख्या**

Conflict negotiation / विवाद समाधान: Discussing differences to reach a workable agreement.
Application: Children agree to alternate turns after disagreeing over a ball.

MCQ 284 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Conflict negotiation / विवाद समाधान?**

A. A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

B. A lesson offers spoken, printed and tactile representations.

C. Children agree to alternate turns after disagreeing over a ball.

D. A past experience leaves an impression that can be recalled later.

**Correct answer / सही उत्तर: C.** Children agree to alternate turns after disagreeing over a ball.

**Explanation / व्याख्या**

Conflict negotiation / विवाद समाधान: Discussing differences to reach a workable agreement. Application: Children agree to alternate turns after disagreeing over a ball.

MCQ 285 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Discussing differences to reach a workable agreement. (2) In the Panchakosha framework, the physical or food-dependent sheath.**

A. Annamaya kosha / अन्नमय कोश | Conflict negotiation / विवाद समाधान

B. Conflict negotiation / विवाद समाधान | Annamaya kosha / अन्नमय कोश

C. Conflict negotiation / विवाद समाधान | School culture / विद्यालय संस्कृति

D. Learner autonomy / शिक्षार्थी स्वायत्तता | Annamaya kosha / अन्नमय कोश

**Correct answer / सही उत्तर: B.** Conflict negotiation / विवाद समाधान | Annamaya kosha / अन्नमय कोश

**Explanation / व्याख्या**

Conflict negotiation / विवाद समाधान: Discussing differences to reach a workable agreement. Application: Children agree to alternate turns after disagreeing over a ball. Annamaya kosha / अन्नमय कोश: In the Panchakosha framework, the physical or food-dependent sheath. Application: A discussion of nourishment and bodily well-being illustrates this sheath.

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**MCQ 286 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Children agree to alternate turns after disagreeing over a ball. (2) Children in a fishing community and an urban neighbourhood experience different daily routines.**

A. Conflict negotiation / विवाद समाधान | Diverse childhoods / विविध बचपन

B. Conflict negotiation / विवाद समाधान | Experiential learning / अनुभवात्मक अधिगम

C. Individualised education plan / व्यक्तिगत शिक्षा योजना | Diverse childhoods / विविध बचपन

D. Diverse childhoods / विविध बचपन | Conflict negotiation / विवाद समाधान

**Correct answer / सही उत्तर: A.** Conflict negotiation / विवाद समाधान | Diverse childhoods / विविध बचपन

**Explanation / व्याख्या**

Conflict negotiation / विवाद समाधान: Discussing differences to reach a workable agreement. Application: Children agree to alternate turns after disagreeing over a ball. Diverse childhoods / विविध बचपन: Childhood differs across social and cultural contexts. Application: Children in a fishing community and an urban neighbourhood experience different daily routines.

MCQ 287 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Conflict negotiation / विवाद समाधान and Reasonable accommodation / उचित समायोजन.**

A. Discussing differences to reach a workable agreement. | The gap between what a learner can do independently and with assistance.

B. Investigating questions with suitable teacher support. | An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

C. Discussing differences to reach a workable agreement. | An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

D. An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. | Discussing differences to reach a workable agreement.

**Correct answer / सही उत्तर: C.** Discussing differences to reach a workable agreement. | An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

**Explanation / व्याख्या**

Conflict negotiation / विवाद समाधान: Discussing differences to reach a workable agreement. Application: Children agree to alternate turns after disagreeing over a ball. Reasonable accommodation / उचित समायोजन: An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. Application: A pupil with low vision receives large-print materials.

MCQ 288 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Conflict negotiation / विवाद समाधान and Child rights / बाल अधिकार.**

A. A teacher attends to bodily, vital, mental, intellectual and inner well-being together. | A teacher invites pupils to express their views in decisions affecting them.

B. Children agree to alternate turns after disagreeing over a ball. | A discussion of nourishment and bodily well-being illustrates this sheath.

C. Children agree to alternate turns after disagreeing over a ball. | A teacher invites pupils to express their views in decisions affecting them.

D. A teacher invites pupils to express their views in decisions affecting them. | Children agree to alternate turns after disagreeing over a ball.

**Correct answer / सही उत्तर: C.** Children agree to alternate turns after disagreeing over a ball. | A teacher invites pupils to express their views in decisions affecting them.

**Explanation / व्याख्या**

Conflict negotiation / विवाद समाधान: Discussing differences to reach a workable agreement. Application: Children agree to alternate turns after disagreeing over a ball. Child rights / बाल अधिकार: Children have entitlements to protection, participation, development and survival. Application: A teacher invites pupils to express their views in decisions affecting them.

MCQ 289 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Conflict negotiation / विवाद समाधान / Physical development / शारीरिक विकास)**

A. Experiential learning / अनुभवात्मक अधिगम → Increasing learners' responsibility and choice in learning.

B. Conflict negotiation / विवाद समाधान → Changes in bodily growth and motor capabilities.

C. Physical development / शारीरिक विकास → Learning through experience and reflection.

D. Conflict negotiation / विवाद समाधान → Discussing differences to reach a workable agreement.

**Correct answer / सही उत्तर: D.** Conflict negotiation / विवाद समाधान → Discussing differences to reach a workable agreement.

**Explanation / व्याख्या**

Conflict negotiation / विवाद समाधान: Discussing differences to reach a workable agreement.
Application: Children agree to alternate turns after disagreeing over a ball.

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MCQ 290 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Conflict negotiation / विवाद समाधान / Diverse childhoods / विविध बचपन)**

A. Diverse childhoods / विविध बचपन → Children sort leaves by shape and compare groups.

B. Conflict negotiation / विवाद समाधान → Children agree to alternate turns after disagreeing over a ball.

C. Classification / वर्गीकरण → Children grow seeds and discuss what changed each day.

D. Conflict negotiation / विवाद समाधान → Children in a fishing community and an urban neighbourhood experience different daily routines.

**Correct answer / सही उत्तर: B.** Conflict negotiation / विवाद समाधान → Children agree to alternate turns after disagreeing over a ball.

**Explanation / व्याख्या**

Conflict negotiation / विवाद समाधान: Discussing differences to reach a workable agreement. Application: Children agree to alternate turns after disagreeing over a ball.

MCQ 291 • CORE PRACTICE · FORM 01

**Identify the concept described: Play initiated and directed primarily by children.**

A. Inclusive environment / समावेशी वातावरण

B. Panchakosha / पंचकोश

C. Classification / वर्गीकरण

D. Free play / मुक्त खेल

**Correct answer / सही उत्तर: D.** Free play / मुक्त खेल

**Explanation / व्याख्या**

Free play / मुक्त खेल: Play initiated and directed primarily by children. Application: Children choose their own pretend shop game and assign roles.

**MCQ 292 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Children choose their own pretend shop game and assign roles.**

A. Reasonable accommodation / उचित समायोजन

B. Free play / मुक्त खेल

C. Cognitive development / संज्ञानात्मक विकास

D. Buddhi / बुद्धि

**Correct answer / सही उत्तर: B.** Free play / मुक्त खेल

**Explanation / व्याख्या**

Free play / मुक्त खेल: Play initiated and directed primarily by children. Application: Children choose their own pretend shop game and assign roles.

**MCQ 293 • CORE PRACTICE · FORM 03**

**Which explanation best defines Free play / मुक्त खेल?**

A. Play initiated and directed primarily by children.

B. An atmosphere where learners can ask questions and make mistakes without humiliation.

C. In the Panchakosha framework, the physical or food-dependent sheath.

D. Growth in emotional understanding and social relationships.

**Correct answer / सही उत्तर: A.** Play initiated and directed primarily by children.

**Explanation / व्याख्या**

Free play / मुक्त खेल: Play initiated and directed primarily by children. Application: Children choose their own pretend shop game and assign roles.

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MCQ 294 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Free play / मुक्त खेल?**

A. A discussion of thoughtful judgment illustrates this sheath.

B. Children choose their own pretend shop game and assign roles.

C. After sorting several triangles, pupils identify their common features.

D. One class explores the same idea through tactile, visual and oral materials.

**Correct answer / सही उत्तर: B.** Children choose their own pretend shop game and assign roles.

**Explanation / व्याख्या**

Free play / मुक्त खेल: Play initiated and directed primarily by children. Application: Children choose their own pretend shop game and assign roles.

MCQ 295 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Play initiated and directed primarily by children. (2) Growth in reasoning, memory and problem-solving abilities.**

A. Experiential learning / अनुभवात्मक अधिगम | Cognitive development / संज्ञानात्मक विकास

B. Free play / मुक्त खेल | Differentiated instruction / विभेदित शिक्षण

C. Cognitive development / संज्ञानात्मक विकास | Free play / मुक्त खेल

D. Free play / मुक्त खेल | Cognitive development / संज्ञानात्मक विकास

**Correct answer / सही उत्तर: D.** Free play / मुक्त खेल | Cognitive development / संज्ञानात्मक विकास

**Explanation / व्याख्या**

Free play / मुक्त खेल: Play initiated and directed primarily by children. Application: Children choose their own pretend shop game and assign roles. Cognitive development / संज्ञानात्मक विकास: Growth in reasoning, memory and problem-solving abilities. Application: A child discovers a rule for sorting shapes by their properties.

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**MCQ 296 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Children choose their own pretend shop game and assign roles. (2) Children connect a new idea about floating with objects they have seen in water.**

A. Child protection / बाल संरक्षण | Meaning making / अर्थ निर्माण

B. Meaning making / अर्थ निर्माण | Free play / मुक्त खेल

C. Free play / मुक्त खेल | Meaning making / अर्थ निर्माण

D. Free play / मुक्त खेल | Child rights / बाल अधिकार

**Correct answer / सही उत्तर: C.** Free play / मुक्त खेल | Meaning making / अर्थ निर्माण

**Explanation / व्याख्या**

Free play / मुक्त खेल: Play initiated and directed primarily by children. Application: Children choose their own pretend shop game and assign roles. Meaning making / अर्थ निर्माण: Actively connecting experiences and ideas to develop understanding. Application: Children connect a new idea about floating with objects they have seen in water.

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**MCQ 297 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Free play / मुक्त खेल and Gender socialisation / लैंगिक समाजीकरण.**

A. Social messages shape expectations associated with gender. | Play initiated and directed primarily by children.

B. Play initiated and directed primarily by children. | Social messages shape expectations associated with gender.

C. Play initiated and directed primarily by children. | Distinguishing examples from non-examples using defining properties.

D. Learning by watching others and their actions. | Social messages shape expectations associated with gender.

**Correct answer / सही उत्तर: B.** Play initiated and directed primarily by children. | Social messages shape expectations associated with gender.

**Explanation / व्याख्या**

Free play / मुक्त खेल: Play initiated and directed primarily by children. Application: Children choose their own pretend shop game and assign roles. Gender socialisation / लैंगिक समाजीकरण: Social messages shape expectations associated with gender. Application: A teacher challenges the belief that only boys can play cricket.

MCQ 298 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Free play / मुक्त खेल and Buddhi / बुद्धि.**

A. Children choose their own pretend shop game and assign roles. | After sorting several triangles, pupils identify their common features.

B. Children choose their own pretend shop game and assign roles. | A learner weighs alternatives before making a considered decision.

C. A toddler learns family greetings through everyday interaction. | A learner weighs alternatives before making a considered decision.

D. A learner weighs alternatives before making a considered decision. | Children choose their own pretend shop game and assign roles.

**Correct answer / सही उत्तर: B.** Children choose their own pretend shop game and assign roles. | A learner weighs alternatives before making a considered decision.

**Explanation / व्याख्या**

Free play / मुक्त खेल: Play initiated and directed primarily by children. Application: Children choose their own pretend shop game and assign roles. Buddhi / बुद्धि: The faculty of discernment and reasoning in Indian perspectives of self. Application: A learner weighs alternatives before making a considered decision.

MCQ 299 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Free play / मुक्त खेल / Experiential learning / अनुभवात्मक अधिगम)**

A. Free play / मुक्त खेल → Learning through experience and reflection.

B. Experiential learning / अनुभवात्मक अधिगम → Children vary in interests, abilities, experiences and rates of learning.

C. Individual differences / व्यक्तिगत भिन्नताएँ → Planning flexible ways to access, participate in and demonstrate learning.

D. Free play / मुक्त खेल → Play initiated and directed primarily by children.

**Correct answer / सही उत्तर: D.** Free play / मुक्त खेल → Play initiated and directed primarily by children.

**Explanation / व्याख्या**

Free play / मुक्त खेल: Play initiated and directed primarily by children. Application: Children choose their own pretend shop game and assign roles.

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MCQ 300 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Free play / मुक्त खेल / Globalisation / वैश्वीकरण)**

A. Free play / मुक्त खेल → Children choose their own pretend shop game and assign roles.

B. Cognitive development / संज्ञानात्मक विकास → A discussion of nourishment and bodily well-being illustrates this sheath.

C. Globalisation / वैश्वीकरण → A child discovers a rule for sorting shapes by their properties.

D. Free play / मुक्त खेल → Children encounter stories and games from other countries through digital media.

**Correct answer / सही उत्तर: A.** Free play / मुक्त खेल → Children choose their own pretend shop game and assign roles.

**Explanation / व्याख्या**

Free play / मुक्त खेल: Play initiated and directed primarily by children. Application: Children choose their own pretend shop game and assign roles.

MCQ 301 • CORE PRACTICE · FORM 01

**Identify the concept described: Play involving large muscle movements.**

A. Meaning making / अर्थ निर्माण

B. Gross motor play / स्थूल गतिक खेल

C. Observational learning / अवलोकन अधिगम

D. Reasonable accommodation / उचित समायोजन

**Correct answer / सही उत्तर: B.** Gross motor play / स्थूल गतिक खेल

**Explanation / व्याख्या**

Gross motor play / स्थूल गतिक खेल: Play involving large muscle movements. Application: Pupils hop, run and balance on a marked path.

**MCQ 302 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Pupils hop, run and balance on a marked path.**

A. Guided inquiry / निर्देशित अन्वेषण

B. Individualised education plan / व्यक्तिगत शिक्षा योजना

C. Gross motor play / स्थूल गतिक खेल

D. Language development / भाषा विकास

**Correct answer / सही उत्तर: C.** Gross motor play / स्थूल गतिक खेल

**Explanation / व्याख्या**

Gross motor play / स्थूल गतिक खेल: Play involving large muscle movements. Application: Pupils hop, run and balance on a marked path.

**MCQ 303 • CORE PRACTICE · FORM 03**

**Which explanation best defines Gross motor play / स्थूल गतिक खेल?**

A. Distinguishing examples from non-examples using defining properties.

B. Play involving large muscle movements.

C. Interrelated areas of physical, cognitive, language and social-emotional change.

D. In the Panchakosha framework, the physical or food-dependent sheath.

**Correct answer / सही उत्तर: B.** Play involving large muscle movements.

**Explanation / व्याख्या**

Gross motor play / स्थूल गतिक खेल: Play involving large muscle movements. Application: Pupils hop, run and balance on a marked path.

MCQ 304 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Gross motor play / स्थूल गतिक खेल?**

A. Pupils hop, run and balance on a marked path.

B. A teacher rearranges furniture so every pupil can access group activities.

C. Two pupils use different methods to complete the same task.

D. Specific positive feedback encourages a pupil to continue checking work.

**Correct answer / सही उत्तर: A.** Pupils hop, run and balance on a marked path.

**Explanation / व्याख्या**

Gross motor play / स्थूल गतिक खेल: Play involving large muscle movements. Application: Pupils hop, run and balance on a marked path.

MCQ 305 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Play involving large muscle movements. (2) Grouping objects or ideas by shared attributes.**

A. Classification / वर्गीकरण | Gross motor play / स्थूल गतिक खेल

B. Gross motor play / स्थूल गतिक खेल | Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प

C. Gross motor play / स्थूल गतिक खेल | Classification / वर्गीकरण

D. Language development / भाषा विकास | Classification / वर्गीकरण

**Correct answer / सही उत्तर: C.** Gross motor play / स्थूल गतिक खेल | Classification / वर्गीकरण

**Explanation / व्याख्या**

Gross motor play / स्थूल गतिक खेल: Play involving large muscle movements. Application: Pupils hop, run and balance on a marked path. Classification / वर्गीकरण: Grouping objects or ideas by shared attributes. Application: Children sort leaves by shape and compare groups.

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MCQ 306 • CORE PRACTICE · FORM 06

**Match the situations to concepts, in order. (1) Pupils hop, run and balance on a marked path. (2) A learner recognises a friend's distress and responds with empathy.**

A. Gross motor play / स्थूल गतिक खेल | Socio-emotional development / सामाजिक-संवेगात्मक विकास

B. Socio-emotional development / सामाजिक-संवेगात्मक विकास | Gross motor play / स्थूल गतिक खेल

C. Gross motor play / स्थूल गतिक खेल | Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प

D. Guided inquiry / निर्देशित अन्वेषण | Socio-emotional development / सामाजिक-संवेगात्मक विकास

**Correct answer / सही उत्तर: A.** Gross motor play / स्थूल गतिक खेल | Socio-emotional development / सामाजिक-संवेगात्मक विकास

**Explanation / व्याख्या**

Gross motor play / स्थूल गतिक खेल: Play involving large muscle movements. Application: Pupils hop, run and balance on a marked path. Socio-emotional development / सामाजिक-संवेगात्मक विकास: Growth in emotional understanding and social relationships. Application: A learner recognises a friend's distress and responds with empathy.

**MCQ 307 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Gross motor play / स्थूल गतिक खेल and Experiential learning / अनुभवात्मक अधिगम.**

A. Learning through experience and reflection. | Play involving large muscle movements.

B. Play involving large muscle movements. | Learning through experience and reflection.

C. Play involving large muscle movements. | Learning social norms, values and practices through interaction.

D. Growth in reasoning, memory and problem-solving abilities. | Learning through experience and reflection.

**Correct answer / सही उत्तर: B.** Play involving large muscle movements. | Learning through experience and reflection.

**Explanation / व्याख्या**

Gross motor play / स्थूल गतिक खेल: Play involving large muscle movements. Application: Pupils hop, run and balance on a marked path. Experiential learning / अनुभवात्मक अधिगम: Learning through experience and reflection. Application: Children grow seeds and discuss what changed each day.

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MCQ 308 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Gross motor play / स्थूल गतिक खेल and Meaning making / अर्थ निर्माण.**

A. Children connect a new idea about floating with objects they have seen in water. | Pupils hop, run and balance on a marked path.

B. A reflection on feelings and mental responses illustrates this sheath. | Children connect a new idea about floating with objects they have seen in water.

C. Pupils hop, run and balance on a marked path. | A learner weighs alternatives before making a considered decision.

D. Pupils hop, run and balance on a marked path. | Children connect a new idea about floating with objects they have seen in water.

**Correct answer / सही उत्तर: D.** Pupils hop, run and balance on a marked path. | Children connect a new idea about floating with objects they have seen in water.

**Explanation / व्याख्या**

Gross motor play / स्थूल गतिक खेल: Play involving large muscle movements. Application: Pupils hop, run and balance on a marked path. Meaning making / अर्थ निर्माण: Actively connecting experiences and ideas to develop understanding. Application: Children connect a new idea about floating with objects they have seen in water.

MCQ 309 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Gross motor play / स्थूल गतिक खेल / Child protection / बाल संरक्षण)**

A. Gross motor play / स्थूल गतिक खेल → Safeguarding children from exploitation, abuse and harm.

B. Learner autonomy / शिक्षार्थी स्वायत्तता → Children have entitlements to protection, participation, development and survival.

C. Child protection / बाल संरक्षण → Increasing learners' responsibility and choice in learning.

D. Gross motor play / स्थूल गतिक खेल → Play involving large muscle movements.

**Correct answer / सही उत्तर: D.** Gross motor play / स्थूल गतिक खेल → Play involving large muscle movements.

**Explanation / व्याख्या**

Gross motor play / स्थूल गतिक खेल: Play involving large muscle movements. Application: Pupils hop, run and balance on a marked path.

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MCQ 310 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Gross motor play / स्थूल गतिक खेल / Psychological safety / मनोवैज्ञानिक सुरक्षा)**

A. Psychological safety / मनोवैज्ञानिक सुरक्षा → A playground activity develops movement, communication and cooperation together.

B. Gross motor play / स्थूल गतिक खेल → A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

C. Developmental domains / विकास के आयाम → A teacher follows the safeguarding procedure after a child discloses abuse.

D. Gross motor play / स्थूल गतिक खेल → Pupils hop, run and balance on a marked path.

**Correct answer / सही उत्तर: D.** Gross motor play / स्थूल गतिक खेल → Pupils hop, run and balance on a marked path.

**Explanation / व्याख्या**

Gross motor play / स्थूल गतिक खेल: Play involving large muscle movements. Application: Pupils hop, run and balance on a marked path.

MCQ 311 • CORE PRACTICE · FORM 01

**Identify the concept described: Improved control of small muscles, especially hands and fingers.**

A. Child agency / बाल सक्रियता

B. Fine motor development / सूक्ष्म गतिक विकास

C. Developmental domains / विकास के आयाम

D. Inclusive environment / समावेशी वातावरण

**Correct answer / सही उत्तर: B.** Fine motor development / सूक्ष्म गतिक विकास

**Explanation / व्याख्या**

Fine motor development / सूक्ष्म गतिक विकास: Improved control of small muscles, especially hands and fingers. Application: Children thread large beads and fold paper.

MCQ 312 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? Children thread large beads and fold paper.**

A. Panchakosha / पंचकोश

B. Fine motor development / सूक्ष्म गतिक विकास

C. Childhood as a social construct / बचपन का सामाजिक निर्माण

D. Primary socialisation / प्राथमिक समाजीकरण

**Correct answer / सही उत्तर: B.** Fine motor development / सूक्ष्म गतिक विकास

**Explanation / व्याख्या**

Fine motor development / सूक्ष्म गतिक विकास: Improved control of small muscles, especially hands and fingers. Application: Children thread large beads and fold paper.

MCQ 313 • CORE PRACTICE · FORM 03

**Which explanation best defines Fine motor development / सूक्ष्म गतिक विकास?**

A. An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

B. A visual representation of relationships among concepts.

C. Quantitative increase in physical size or measurable bodily characteristics.

D. Improved control of small muscles, especially hands and fingers.

**Correct answer / सही उत्तर: D.** Improved control of small muscles, especially hands and fingers.

**Explanation / व्याख्या**

Fine motor development / सूक्ष्म गतिक विकास: Improved control of small muscles, especially hands and fingers. Application: Children thread large beads and fold paper.

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MCQ 314 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Fine motor development / सूक्ष्म गतिक विकास?**

A. Children thread large beads and fold paper.

B. A child acquires greater motor control as the nervous system develops.

C. Two pupils use different methods to complete the same task.

D. A learner weighs alternatives before making a considered decision.

**Correct answer / सही उत्तर: A.** Children thread large beads and fold paper.

**Explanation / व्याख्या**

Fine motor development / सूक्ष्म गतिक विकास: Improved control of small muscles, especially hands and fingers. Application: Children thread large beads and fold paper.

MCQ 315 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Improved control of small muscles, especially hands and fingers. (2) Learning through experience and reflection.**

A. Experiential learning / अनुभवात्मक अधिगम | Fine motor development / सूक्ष्म गतिक विकास

B. Fine motor development / सूक्ष्म गतिक विकास | Childhood as a social construct / बचपन का सामाजिक निर्माण

C. Fine motor development / सूक्ष्म गतिक विकास | Experiential learning / अनुभवात्मक अधिगम

D. Cognitive development / संज्ञानात्मक विकास | Experiential learning / अनुभवात्मक अधिगम

**Correct answer / सही उत्तर: C.** Fine motor development / सूक्ष्म गतिक विकास | Experiential learning / अनुभवात्मक अधिगम

**Explanation / व्याख्या**

Fine motor development / सूक्ष्म गतिक विकास: Improved control of small muscles, especially hands and fingers. Application: Children thread large beads and fold paper. Experiential learning / अनुभवात्मक अधिगम: Learning through experience and reflection. Application: Children grow seeds and discuss what changed each day.

**MCQ 316 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Children thread large beads and fold paper. (2) Pupils explain why a circle is not a triangle.**

A. Physical development / शारीरिक विकास | Concept discrimination / अवधारणा विभेदन

B. Concept discrimination / अवधारणा विभेदन | Fine motor development / सूक्ष्म गतिक विकास

C. Fine motor development / सूक्ष्म गतिक विकास | Concept discrimination / अवधारणा विभेदन

D. Fine motor development / सूक्ष्म गतिक विकास | Vijnanamaya kosha / विज्ञानमय कोश

**Correct answer / सही उत्तर: C.** Fine motor development / सूक्ष्म गतिक विकास | Concept discrimination / अवधारणा विभेदन

**Explanation / व्याख्या**

Fine motor development / सूक्ष्म गतिक विकास: Improved control of small muscles, especially hands and fingers. Application: Children thread large beads and fold paper. Concept discrimination / अवधारणा विभेदन: Distinguishing examples from non-examples using defining properties. Application: Pupils explain why a circle is not a triangle.

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**MCQ 317 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Fine motor development / सूक्ष्म गतिक विकास and Prior knowledge / पूर्व ज्ञान.**

A. Improved control of small muscles, especially hands and fingers. | Existing understanding on which new learning can be built.

B. Existing understanding on which new learning can be built. | Improved control of small muscles, especially hands and fingers.

C. Improved control of small muscles, especially hands and fingers. | Cross-border flows of media, ideas and goods shape childhood.

D. The aspect of mind associated with memory and impressions. | Existing understanding on which new learning can be built.

**Correct answer / सही उत्तर: A.** Improved control of small muscles, especially hands and fingers. | Existing understanding on which new learning can be built.

**Explanation / व्याख्या**

Fine motor development / सूक्ष्म गतिक विकास: Improved control of small muscles, especially hands and fingers. Application: Children thread large beads and fold paper. Prior knowledge / पूर्व ज्ञान: Existing understanding on which new learning can be built. Application: Before discussing plants, a teacher asks what children know from gardening.

**MCQ 318 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Fine motor development / सूक्ष्म गतिक विकास and Individual differences / व्यक्तिगत भिन्नताएँ.**

A. Two pupils use different methods to complete the same task. | Children thread large beads and fold paper.

B. Children thread large beads and fold paper. | Two pupils use different methods to complete the same task.

C. Before discussing plants, a teacher asks what children know from gardening. | Two pupils use different methods to complete the same task.

D. Children thread large beads and fold paper. | A child acquires greater motor control as the nervous system develops.

**Correct answer / सही उत्तर: B.** Children thread large beads and fold paper. | Two pupils use different methods to complete the same task.

**Explanation / व्याख्या**

Fine motor development / सूक्ष्म गतिक विकास: Improved control of small muscles, especially hands and fingers. Application: Children thread large beads and fold paper. Individual differences / व्यक्तिगत भिन्नताएँ: Children vary in interests, abilities, experiences and rates of learning. Application: Two pupils use different methods to complete the same task.

MCQ 319 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Fine motor development / सूक्ष्म गतिक विकास / Individualised education plan / व्यक्तिगत शिक्षा योजना)**

A. Individualised education plan / व्यक्तिगत शिक्षा योजना → Cross-border flows of media, ideas and goods shape childhood.

B. Fine motor development / सूक्ष्म गतिक विकास → Improved control of small muscles, especially hands and fingers.

C. Globalisation / वैश्वीकरण → A visual representation of relationships among concepts.

D. Fine motor development / सूक्ष्म गतिक विकास → A plan of tailored goals and supports for an individual learner.

**Correct answer / सही उत्तर: B.** Fine motor development / सूक्ष्म गतिक विकास → Improved control of small muscles, especially hands and fingers.

**Explanation / व्याख्या**

Fine motor development / सूक्ष्म गतिक विकास: Improved control of small muscles, especially hands and fingers. Application: Children thread large beads and fold paper.

MCQ 320 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Fine motor development / सूक्ष्म गतिक विकास / Differentiated instruction / विभेदित शिक्षण)**

A. Concept discrimination / अवधारणा विभेदन → A discussion of nourishment and bodily well-being illustrates this sheath.

B. Differentiated instruction / विभेदित शिक्षण → Pupils explain why a circle is not a triangle.

C. Fine motor development / सूक्ष्म गतिक विकास → One class explores the same idea through tactile, visual and oral materials.

D. Fine motor development / सूक्ष्म गतिक विकास → Children thread large beads and fold paper.

**Correct answer / सही उत्तर: D.** Fine motor development / सूक्ष्म गतिक विकास → Children thread large beads and fold paper.

**Explanation / व्याख्या**

Fine motor development / सूक्ष्म गतिक विकास: Improved control of small muscles, especially hands and fingers. Application: Children thread large beads and fold paper.

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 05.01

**Explain Symbolic play / प्रतीकात्मक खेल and give one classroom example.**

**Model answer:** Using an object or action to represent something else in play. A child pretends a cardboard box is a bus.

**REVISION 05.02**

**Explain Cooperative play / सहयोगी खेल and give one classroom example.**

**Model answer:** Playing with others towards a shared goal. A group works together to construct a tower.

**REVISION 05.03**

**Explain Conflict negotiation / विवाद समाधान and give one classroom example.**

**Model answer:** Discussing differences to reach a workable agreement. Children agree to alternate turns after disagreeing over a ball.

**REVISION 05.04**

**Explain Free play / मुक्त खेल and give one classroom example.**

**Model answer:** Play initiated and directed primarily by children. Children choose their own pretend shop game and assign roles.

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**REVISION 05.05**

**Explain Gross motor play / स्थूल गतिक खेल and give one classroom example.**

**Model answer:** Play involving large muscle movements. Pupils hop, run and balance on a marked path.

**REVISION 05.06**

**Explain Fine motor development / सूक्ष्म गतिक विकास and give one classroom example.**

**Model answer:** Improved control of small muscles, especially hands and fingers. Children thread large beads and fold paper.

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CHAPTER 06 • 62 MCQs • 6 REVISION PROMPTS

# Concept Formation

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Prior knowledge / पूर्व ज्ञान

Existing understanding on which new learning can be built.

**Classroom example:** Before discussing plants, a teacher asks what children know from gardening.

### Concept map / अवधारणा मानचित्र

A visual representation of relationships among concepts.

**Classroom example:** Learners link evaporation, clouds and rain using labelled arrows.

### Meaning making / अर्थ निर्माण

Actively connecting experiences and ideas to develop understanding.

**Classroom example:** Children connect a new idea about floating with objects they have seen in water.

### Classification / वर्गीकरण

Grouping objects or ideas by shared attributes.

**Classroom example:** Children sort leaves by shape and compare groups.

### Generalisation / सामान्यीकरण

Extending a pattern or idea across relevant examples.

**Classroom example:** After sorting several triangles, pupils identify their common features.

**Concept discrimination / अवधारणा विभेदन**

Distinguishing examples from non-examples using defining properties.

**Classroom example:** Pupils explain why a circle is not a triangle.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

**MCQ 321 • NEW CLASSROOM APPLICATION**

**A learner recognises triangles in different orientations after examining varied examples. What has improved?**

A. Ability to memorise a single picture

B. Unrelated motor reflexes

C. Handwriting speed

D. Recognition of defining attributes rather than surface appearance

**Correct answer / सही उत्तर: D.** Recognition of defining attributes rather than surface appearance

**Explanation / व्याख्या**

Examples and non-examples support abstraction and generalisation.

MCQ 322 • NEW CLASSROOM APPLICATION

**A pupil calls every four-sided shape a square. What would help most?**

A. Compare squares with rectangles and other quadrilaterals using their properties
B. Repeat the word square ten times
C. Avoid discussing incorrect answers
D. Give only square examples

**Correct answer / सही उत्तर: A.** Compare squares with rectangles and other quadrilaterals using their properties

**Explanation / व्याख्या**

Contrasting examples reveal which properties distinguish the concept.

## Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 323 • CORE PRACTICE · FORM 01

**Identify the concept described: Existing understanding on which new learning can be built.**

A. Socio-emotional development / सामाजिक-संवेगात्मक विकास
B. Prior knowledge / पूर्व ज्ञान
C. Growth / वृद्धि
D. Peer influence / सहपाठी प्रभाव

**Correct answer / सही उत्तर: B.** Prior knowledge / पूर्व ज्ञान

**Explanation / व्याख्या**

Prior knowledge / पूर्व ज्ञान: Existing understanding on which new learning can be built.
Application: Before discussing plants, a teacher asks what children know from gardening.

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**MCQ 324 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Before discussing plants, a teacher asks what children know from gardening.**

A. Guided inquiry / निर्देशित अन्वेषण

B. Prior knowledge / पूर्व ज्ञान

C. Socialisation / समाजीकरण

D. Observational learning / अवलोकन अधिगम

**Correct answer / सही उत्तर: B.** Prior knowledge / पूर्व ज्ञान

**Explanation / व्याख्या**

Prior knowledge / पूर्व ज्ञान: Existing understanding on which new learning can be built.

Application: Before discussing plants, a teacher asks what children know from gardening.

**MCQ 325 • CORE PRACTICE · FORM 03**

**Which explanation best defines Prior knowledge / पूर्व ज्ञान?**

A. In the Panchakosha framework, the sheath associated with mind and emotions.

B. Existing understanding on which new learning can be built.

C. A five-sheath perspective on holistic human development.

D. Interrelated areas of physical, cognitive, language and social-emotional change.

**Correct answer / सही उत्तर: B.** Existing understanding on which new learning can be built.

**Explanation / व्याख्या**

Prior knowledge / पूर्व ज्ञान: Existing understanding on which new learning can be built.

Application: Before discussing plants, a teacher asks what children know from gardening.

MCQ 326 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Prior knowledge / पूर्व ज्ञान?**

A. A playground activity develops movement, communication and cooperation together.

B. Before discussing plants, a teacher asks what children know from gardening.

C. A learner starts cooperating after observing friends share materials.

D. A teacher challenges the belief that only boys can play cricket.

**Correct answer / सही उत्तर: B.** Before discussing plants, a teacher asks what children know from gardening.

**Explanation / व्याख्या**

Prior knowledge / पूर्व ज्ञान: Existing understanding on which new learning can be built.
Application: Before discussing plants, a teacher asks what children know from gardening.

MCQ 327 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Existing understanding on which new learning can be built. (2) Learning by watching others and their actions.**

A. Prior knowledge / पूर्व ज्ञान | Buddhi / बुद्धि

B. Prior knowledge / पूर्व ज्ञान | Observational learning / अवलोकन अधिगम

C. Individual differences / व्यक्तिगत भिन्नताएँ | Observational learning / अवलोकन अधिगम

D. Observational learning / अवलोकन अधिगम | Prior knowledge / पूर्व ज्ञान

**Correct answer / सही उत्तर: B.** Prior knowledge / पूर्व ज्ञान | Observational learning / अवलोकन अधिगम

**Explanation / व्याख्या**

Prior knowledge / पूर्व ज्ञान: Existing understanding on which new learning can be built.
Application: Before discussing plants, a teacher asks what children know from gardening.
Observational learning / अवलोकन अधिगम: Learning by watching others and their actions.
Application: A pupil learns to organise materials by watching a classmate.

**MCQ 328 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Before discussing plants, a teacher asks what children know from gardening. (2) A child learns to take turns by interacting with family and classmates.**

A. Prior knowledge / पूर्व ज्ञान | Annamaya kosha / अन्नमय कोश

B. Developmental domains / विकास के आयाम | Socialisation / समाजीकरण

C. Prior knowledge / पूर्व ज्ञान | Socialisation / समाजीकरण

D. Socialisation / समाजीकरण | Prior knowledge / पूर्व ज्ञान

**Correct answer / सही उत्तर: C.** Prior knowledge / पूर्व ज्ञान | Socialisation / समाजीकरण

**Explanation / व्याख्या**

Prior knowledge / पूर्व ज्ञान: Existing understanding on which new learning can be built.
Application: Before discussing plants, a teacher asks what children know from gardening.
Socialisation / समाजीकरण: Learning social norms, values and practices through interaction.
Application: A child learns to take turns by interacting with family and classmates.

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**MCQ 329 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Prior knowledge / पूर्व ज्ञान and Gender socialisation / लैंगिक समाजीकरण.**

A. Existing understanding on which new learning can be built. | Discussing differences to reach a workable agreement.

B. The faculty of discernment and reasoning in Indian perspectives of self. | Social messages shape expectations associated with gender.

C. Social messages shape expectations associated with gender. | Existing understanding on which new learning can be built.

D. Existing understanding on which new learning can be built. | Social messages shape expectations associated with gender.

**Correct answer / सही उत्तर: D.** Existing understanding on which new learning can be built. | Social messages shape expectations associated with gender.

**Explanation / व्याख्या**

Prior knowledge / पूर्व ज्ञान: Existing understanding on which new learning can be built.
Application: Before discussing plants, a teacher asks what children know from gardening. Gender socialisation / लैंगिक समाजीकरण: Social messages shape expectations associated with gender.
Application: A teacher challenges the belief that only boys can play cricket.

MCQ 330 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Prior knowledge / पूर्व ज्ञान and Child protection / बाल संरक्षण.**

A. A teacher follows the safeguarding procedure after a child discloses abuse. | Before discussing plants, a teacher asks what children know from gardening.

B. Before discussing plants, a teacher asks what children know from gardening. | A teacher follows the safeguarding procedure after a child discloses abuse.

C. Before discussing plants, a teacher asks what children know from gardening. | Children agree to alternate turns after disagreeing over a ball.

D. Children encounter stories and games from other countries through digital media. | A teacher follows the safeguarding procedure after a child discloses abuse.

**Correct answer / सही उत्तर: B.** Before discussing plants, a teacher asks what children know from gardening. | A teacher follows the safeguarding procedure after a child discloses abuse.

**Explanation / व्याख्या**

Prior knowledge / पूर्व ज्ञान: Existing understanding on which new learning can be built. Application: Before discussing plants, a teacher asks what children know from gardening. Child protection / बाल संरक्षण: Safeguarding children from exploitation, abuse and harm. Application: A teacher follows the safeguarding procedure after a child discloses abuse.

MCQ 331 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Prior knowledge / पूर्व ज्ञान / Diverse childhoods / विविध बचपन)**

A. Diverse childhoods / विविध बचपन → Interrelated areas of physical, cognitive, language and social-emotional change.

B. Developmental domains / विकास के आयाम → Learning by watching others and their actions.

C. Prior knowledge / पूर्व ज्ञान → Childhood differs across social and cultural contexts.

D. Prior knowledge / पूर्व ज्ञान → Existing understanding on which new learning can be built.

**Correct answer / सही उत्तर: D.** Prior knowledge / पूर्व ज्ञान → Existing understanding on which new learning can be built.

**Explanation / व्याख्या**

Prior knowledge / पूर्व ज्ञान: Existing understanding on which new learning can be built.

Application: Before discussing plants, a teacher asks what children know from gardening.

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MCQ 332 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Prior knowledge / पूर्व ज्ञान / Primary socialisation / प्राथमिक समाजीकरण)**

A. Primary socialisation / प्राथमिक समाजीकरण → A teacher first provides hints for a task and later removes them.

B. Prior knowledge / पूर्व ज्ञान → Before discussing plants, a teacher asks what children know from gardening.

C. Scaffolding / सहारा देकर सीखना → A pupil learns to organise materials by watching a classmate.

D. Prior knowledge / पूर्व ज्ञान → A toddler learns family greetings through everyday interaction.

**Correct answer / सही उत्तर: B.** Prior knowledge / पूर्व ज्ञान → Before discussing plants, a teacher asks what children know from gardening.

**Explanation / व्याख्या**

Prior knowledge / पूर्व ज्ञान: Existing understanding on which new learning can be built.
Application: Before discussing plants, a teacher asks what children know from gardening.

MCQ 333 • CORE PRACTICE · FORM 01

**Identify the concept described: A visual representation of relationships among concepts.**

A. Concept map / अवधारणा मानचित्र

B. Fine motor development / सूक्ष्म गतिक विकास

C. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प

D. Annamaya kosha / अन्नमय कोश

**Correct answer / सही उत्तर: A.** Concept map / अवधारणा मानचित्र

**Explanation / व्याख्या**

Concept map / अवधारणा मानचित्र: A visual representation of relationships among concepts.
Application: Learners link evaporation, clouds and rain using labelled arrows.

**MCQ 334 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Learners link evaporation, clouds and rain using labelled arrows.**

A. Manomaya kosha / मनोमय कोश

B. Concept map / अवधारणा मानचित्र

C. Reasonable accommodation / उचित समायोजन

D. Conflict negotiation / विवाद समाधान

**Correct answer / सही उत्तर: B.** Concept map / अवधारणा मानचित्र

**Explanation / व्याख्या**

Concept map / अवधारणा मानचित्र: A visual representation of relationships among concepts.

Application: Learners link evaporation, clouds and rain using labelled arrows.

**MCQ 335 • CORE PRACTICE · FORM 03**

**Which explanation best defines Concept map / अवधारणा मानचित्र?**

A. A visual representation of relationships among concepts.

B. Play initiated and directed primarily by children.

C. Changes in bodily growth and motor capabilities.

D. Investigating questions with suitable teacher support.

**Correct answer / सही उत्तर: A.** A visual representation of relationships among concepts.

**Explanation / व्याख्या**

Concept map / अवधारणा मानचित्र: A visual representation of relationships among concepts.

Application: Learners link evaporation, clouds and rain using labelled arrows.

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**MCQ 336 • CORE PRACTICE · FORM 04**

**Which classroom example best demonstrates Concept map / अवधारणा मानचित्र?**

A. Pupils hop, run and balance on a marked path.

B. A teacher first provides hints for a task and later removes them.

C. Learners link evaporation, clouds and rain using labelled arrows.

D. A toddler learns family greetings through everyday interaction.

**Correct answer / सही उत्तर: C.** Learners link evaporation, clouds and rain using labelled arrows.

**Explanation / व्याख्या**

Concept map / अवधारणा मानचित्र: A visual representation of relationships among concepts. Application: Learners link evaporation, clouds and rain using labelled arrows.

**MCQ 337 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) A visual representation of relationships among concepts. (2) Growth in reasoning, memory and problem-solving abilities.**

A. Cognitive development / संज्ञानात्मक विकास | Concept map / अवधारणा मानचित्र

B. Concept map / अवधारणा मानचित्र | Cognitive development / संज्ञानात्मक विकास

C. Primary socialisation / प्राथमिक समाजीकरण | Cognitive development / संज्ञानात्मक विकास

D. Concept map / अवधारणा मानचित्र | Diverse childhoods / विविध बचपन

**Correct answer / सही उत्तर: B.** Concept map / अवधारणा मानचित्र | Cognitive development / संज्ञानात्मक विकास

**Explanation / व्याख्या**

Concept map / अवधारणा मानचित्र: A visual representation of relationships among concepts. Application: Learners link evaporation, clouds and rain using labelled arrows. Cognitive development / संज्ञानात्मक विकास: Growth in reasoning, memory and problem-solving abilities. Application: A child discovers a rule for sorting shapes by their properties.

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**MCQ 338 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Learners link evaporation, clouds and rain using labelled arrows. (2) A child learns to take turns by interacting with family and classmates.**

A. Socialisation / समाजीकरण | Concept map / अवधारणा मानचित्र

B. Concept map / अवधारणा मानचित्र | Socialisation / समाजीकरण

C. Individual differences / व्यक्तिगत भिन्नताएँ | Socialisation / समाजीकरण

D. Concept map / अवधारणा मानचित्र | Guided inquiry / निर्देशित अन्वेषण

**Correct answer / सही उत्तर: B.** Concept map / अवधारणा मानचित्र | Socialisation / समाजीकरण

**Explanation / व्याख्या**

Concept map / अवधारणा मानचित्र: A visual representation of relationships among concepts. Application: Learners link evaporation, clouds and rain using labelled arrows. Socialisation / समाजीकरण: Learning social norms, values and practices through interaction. Application: A child learns to take turns by interacting with family and classmates.

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MCQ 339 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Concept map / अवधारणा मानचित्र and Language development / भाषा विकास.**

A. In the Panchakosha framework, the sheath associated with mind and emotions. | Growth in understanding and expressing meanings through language.

B. Growth in understanding and expressing meanings through language. | A visual representation of relationships among concepts.

C. A visual representation of relationships among concepts. | Growth in understanding and expressing meanings through language.

D. A visual representation of relationships among concepts. | Increasing learners' responsibility and choice in learning.

**Correct answer / सही उत्तर: C.** A visual representation of relationships among concepts. | Growth in understanding and expressing meanings through language.

**Explanation / व्याख्या**

Concept map / अवधारणा मानचित्र: A visual representation of relationships among concepts. Application: Learners link evaporation, clouds and rain using labelled arrows. Language development / भाषा विकास: Growth in understanding and expressing meanings through language. Application: A child begins using longer sentences to explain an event.

MCQ 340 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Concept map / अवधारणा मानचित्र and Developmental domains / विकास के आयाम.**

A. A lesson offers spoken, printed and tactile representations. | A playground activity develops movement, communication and cooperation together.

B. Learners link evaporation, clouds and rain using labelled arrows. | A teacher challenges the belief that only boys can play cricket.

C. Learners link evaporation, clouds and rain using labelled arrows. | A playground activity develops movement, communication and cooperation together.

D. A playground activity develops movement, communication and cooperation together. | Learners link evaporation, clouds and rain using labelled arrows.

**Correct answer / सही उत्तर: C.** Learners link evaporation, clouds and rain using labelled arrows. | A playground activity develops movement, communication and cooperation together.

**Explanation / व्याख्या**

Concept map / अवधारणा मानचित्र: A visual representation of relationships among concepts. Application: Learners link evaporation, clouds and rain using labelled arrows. Developmental domains / विकास के आयाम: Interrelated areas of physical, cognitive, language and social-emotional change. Application: A playground activity develops movement, communication and cooperation together.

**MCQ 341 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Concept map / अवधारणा मानचित्र / Annamaya kosha / अन्नमय कोश)**

A. Concept map / अवधारणा मानचित्र → In the Panchakosha framework, the physical or food-dependent sheath.

B. Annamaya kosha / अन्नमय कोश → Learning by watching others and their actions.

C. Observational learning / अवलोकन अधिगम → Childhood differs across social and cultural contexts.

D. Concept map / अवधारणा मानचित्र → A visual representation of relationships among concepts.

**Correct answer / सही उत्तर: D.** Concept map / अवधारणा मानचित्र → A visual representation of relationships among concepts.

**Explanation / व्याख्या**

Concept map / अवधारणा मानचित्र: A visual representation of relationships among concepts.
Application: Learners link evaporation, clouds and rain using labelled arrows.

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MCQ 342 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Concept map / अवधारणा मानचित्र / Psychological safety / मनोवैज्ञानिक सुरक्षा)**

A. Psychological safety / मनोवैज्ञानिक सुरक्षा → A lesson offers spoken, printed and tactile representations.

B. Concept map / अवधारणा मानचित्र → Learners link evaporation, clouds and rain using labelled arrows.

C. Concept map / अवधारणा मानचित्र → A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

D. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प → A discussion of nourishment and bodily well-being illustrates this sheath.

**Correct answer / सही उत्तर: B.** Concept map / अवधारणा मानचित्र → Learners link evaporation, clouds and rain using labelled arrows.

**Explanation / व्याख्या**

Concept map / अवधारणा मानचित्र: A visual representation of relationships among concepts.
Application: Learners link evaporation, clouds and rain using labelled arrows.

**MCQ 343 • CORE PRACTICE · FORM 01**

**Identify the concept described: Actively connecting experiences and ideas to develop understanding.**

A. Child protection / बाल संरक्षण

B. Meaning making / अर्थ निर्माण

C. Socio-emotional development / सामाजिक-संवेगात्मक विकास

D. Experiential learning / अनुभवात्मक अधिगम

**Correct answer / सही उत्तर: B.** Meaning making / अर्थ निर्माण

**Explanation / व्याख्या**

Meaning making / अर्थ निर्माण: Actively connecting experiences and ideas to develop understanding. Application: Children connect a new idea about floating with objects they have seen in water.

**MCQ 344 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Children connect a new idea about floating with objects they have seen in water.**

A. Meaning making / अर्थ निर्माण

B. Symbolic play / प्रतीकात्मक खेल

C. Panchakosha / पंचकोश

D. Peer influence / सहपाठी प्रभाव

**Correct answer / सही उत्तर: A.** Meaning making / अर्थ निर्माण

**Explanation / व्याख्या**

Meaning making / अर्थ निर्माण: Actively connecting experiences and ideas to develop understanding. Application: Children connect a new idea about floating with objects they have seen in water.

MCQ 345 • CORE PRACTICE · FORM 03

**Which explanation best defines Meaning making / अर्थ निर्माण?**

A. Using an object or action to represent something else in play.

B. The gap between what a learner can do independently and with assistance.

C. Children have entitlements to protection, participation, development and survival.

D. Actively connecting experiences and ideas to develop understanding.

**Correct answer / सही उत्तर: D.** Actively connecting experiences and ideas to develop understanding.

**Explanation / व्याख्या**

Meaning making / अर्थ निर्माण: Actively connecting experiences and ideas to develop understanding. Application: Children connect a new idea about floating with objects they have seen in water.

MCQ 346 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Meaning making / अर्थ निर्माण?**

A. Pupils hop, run and balance on a marked path.

B. A pupil solves a harder puzzle with a peer's guidance.

C. A discussion of thoughtful judgment illustrates this sheath.

D. Children connect a new idea about floating with objects they have seen in water.

**Correct answer / सही उत्तर: D.** Children connect a new idea about floating with objects they have seen in water.

**Explanation / व्याख्या**

Meaning making / अर्थ निर्माण: Actively connecting experiences and ideas to develop understanding. Application: Children connect a new idea about floating with objects they have seen in water.

MCQ 347 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Actively connecting experiences and ideas to develop understanding. (2) The gap between what a learner can do independently and with assistance.**

A. Meaning making / अर्थ निर्माण | Zone of proximal development / निकटस्थ विकास क्षेत्र

B. Zone of proximal development / निकटस्थ विकास क्षेत्र | Meaning making / अर्थ निर्माण

C. Conflict negotiation / विवाद समाधान | Zone of proximal development / निकटस्थ विकास क्षेत्र

D. Meaning making / अर्थ निर्माण | Buddhi / बुद्धि

**Correct answer / सही उत्तर: A.** Meaning making / अर्थ निर्माण | Zone of proximal development / निकटस्थ विकास क्षेत्र

**Explanation / व्याख्या**

Meaning making / अर्थ निर्माण: Actively connecting experiences and ideas to develop understanding. Application: Children connect a new idea about floating with objects they have seen in water. Zone of proximal development / निकटस्थ विकास क्षेत्र: The gap between what a learner can do independently and with assistance. Application: A pupil solves a harder puzzle with a peer's guidance.

**MCQ 348 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Children connect a new idea about floating with objects they have seen in water. (2) A group works together to construct a tower.**

A. Manomaya kosha / मनोमय कोश | Cooperative play / सहयोगी खेल

B. Meaning making / अर्थ निर्माण | Cooperative play / सहयोगी खेल

C. Cooperative play / सहयोगी खेल | Meaning making / अर्थ निर्माण

D. Meaning making / अर्थ निर्माण | Inclusive environment / समावेशी वातावरण

**Correct answer / सही उत्तर: B.** Meaning making / अर्थ निर्माण | Cooperative play / सहयोगी खेल

**Explanation / व्याख्या**

Meaning making / अर्थ निर्माण: Actively connecting experiences and ideas to develop understanding. Application: Children connect a new idea about floating with objects they have seen in water. Cooperative play / सहयोगी खेल: Playing with others towards a shared goal. Application: A group works together to construct a tower.

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MCQ 349 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Meaning making / अर्थ निर्माण and Language development / भाषा विकास.**

A. A setting that removes participation barriers for diverse learners. | Growth in understanding and expressing meanings through language.

B. Growth in understanding and expressing meanings through language. | Actively connecting experiences and ideas to develop understanding.

C. Actively connecting experiences and ideas to develop understanding. | Safeguarding children from exploitation, abuse and harm.

D. Actively connecting experiences and ideas to develop understanding. | Growth in understanding and expressing meanings through language.

**Correct answer / सही उत्तर: D.** Actively connecting experiences and ideas to develop understanding. | Growth in understanding and expressing meanings through language.

**Explanation / व्याख्या**

Meaning making / अर्थ निर्माण: Actively connecting experiences and ideas to develop understanding. Application: Children connect a new idea about floating with objects they have seen in water. Language development / भाषा विकास: Growth in understanding and expressing meanings through language. Application: A child begins using longer sentences to explain an event.

MCQ 350 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Meaning making / अर्थ निर्माण and Chitta / चित्त.**

A. Children connect a new idea about floating with objects they have seen in water. | A past experience leaves an impression that can be recalled later.

B. Children connect a new idea about floating with objects they have seen in water. | A toddler learns family greetings through everyday interaction.

C. A past experience leaves an impression that can be recalled later. | Children connect a new idea about floating with objects they have seen in water.

D. Pupils select a strategy and explain why it works for their task. | A past experience leaves an impression that can be recalled later.

**Correct answer / सही उत्तर: A.** Children connect a new idea about floating with objects they have seen in water. | A past experience leaves an impression that can be recalled later.

**Explanation / व्याख्या**

Meaning making / अर्थ निर्माण: Actively connecting experiences and ideas to develop understanding. Application: Children connect a new idea about floating with objects they have seen in water. Chitta / चित्त: The aspect of mind associated with memory and impressions. Application: A past experience leaves an impression that can be recalled later.

MCQ 351 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Meaning making / अर्थ निर्माण / Free play / मुक्त खेल)**

A. Free play / मुक्त खेल → Growth in understanding and expressing meanings through language.

B. Language development / भाषा विकास → In the Panchakosha framework, the sheath associated with discernment and understanding.

C. Meaning making / अर्थ निर्माण → Actively connecting experiences and ideas to develop understanding.

D. Meaning making / अर्थ निर्माण → Play initiated and directed primarily by children.

**Correct answer / सही उत्तर: C.** Meaning making / अर्थ निर्माण → Actively connecting experiences and ideas to develop understanding.

**Explanation / व्याख्या**

Meaning making / अर्थ निर्माण: Actively connecting experiences and ideas to develop understanding. Application: Children connect a new idea about floating with objects they have seen in water.

MCQ 352 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Meaning making / अर्थ निर्माण / Panchakosha / पंचकोश)**

A. Meaning making / अर्थ निर्माण → Children connect a new idea about floating with objects they have seen in water.

B. Panchakosha / पंचकोश → A teacher challenges the belief that only boys can play cricket.

C. Meaning making / अर्थ निर्माण → A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

D. Gender socialisation / लैंगिक समाजीकरण → A teacher first provides hints for a task and later removes them.

**Correct answer / सही उत्तर: A.** Meaning making / अर्थ निर्माण → Children connect a new idea about floating with objects they have seen in water.

**Explanation / व्याख्या**

Meaning making / अर्थ निर्माण: Actively connecting experiences and ideas to develop understanding. Application: Children connect a new idea about floating with objects they have seen in water.

MCQ 353 • CORE PRACTICE · FORM 01

**Identify the concept described: Grouping objects or ideas by shared attributes.**

A. Fine motor development / सूक्ष्म गतिक विकास

B. Classification / वर्गीकरण

C. Buddhi / बुद्धि

D. Reasonable accommodation / उचित समायोजन

**Correct answer / सही उत्तर: B.** Classification / वर्गीकरण

**Explanation / व्याख्या**

Classification / वर्गीकरण: Grouping objects or ideas by shared attributes. Application: Children sort leaves by shape and compare groups.

MCQ 354 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? Children sort leaves by shape and compare groups.**

A. Classification / वर्गीकरण

B. Chitta / चित्त

C. Primary socialisation / प्राथमिक समाजीकरण

D. Conflict negotiation / विवाद समाधान

**Correct answer / सही उत्तर: A.** Classification / वर्गीकरण

**Explanation / व्याख्या**

Classification / वर्गीकरण: Grouping objects or ideas by shared attributes. Application: Children sort leaves by shape and compare groups.

MCQ 355 • CORE PRACTICE · FORM 03

**Which explanation best defines Classification / वर्गीकरण?**

A. Playing with others towards a shared goal.

B. Investigating questions with suitable teacher support.

C. Planning flexible ways to access, participate in and demonstrate learning.

D. Grouping objects or ideas by shared attributes.

**Correct answer / सही उत्तर: D.** Grouping objects or ideas by shared attributes.

**Explanation / व्याख्या**

Classification / वर्गीकरण: Grouping objects or ideas by shared attributes. Application: Children sort leaves by shape and compare groups.

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MCQ 356 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Classification / वर्गीकरण?**

A. A teacher offers prompts while pupils investigate which objects float.

B. A learner starts cooperating after observing friends share materials.

C. Children sort leaves by shape and compare groups.

D. A learner weighs alternatives before making a considered decision.

**Correct answer / सही उत्तर: C.** Children sort leaves by shape and compare groups.

**Explanation / व्याख्या**

Classification / वर्गीकरण: Grouping objects or ideas by shared attributes. Application: Children sort leaves by shape and compare groups.

MCQ 357 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Grouping objects or ideas by shared attributes. (2) Increasing learners' responsibility and choice in learning.**

A. Classification / वर्गीकरण | Learner autonomy / शिक्षार्थी स्वायत्तता

B. Physical development / शारीरिक विकास | Learner autonomy / शिक्षार्थी स्वायत्तता

C. Classification / वर्गीकरण | Child protection / बाल संरक्षण

D. Learner autonomy / शिक्षार्थी स्वायत्तता | Classification / वर्गीकरण

**Correct answer / सही उत्तर: A.** Classification / वर्गीकरण | Learner autonomy / शिक्षार्थी स्वायत्तता

**Explanation / व्याख्या**

Classification / वर्गीकरण: Grouping objects or ideas by shared attributes. Application: Children sort leaves by shape and compare groups. Learner autonomy / शिक्षार्थी स्वायत्तता: Increasing learners' responsibility and choice in learning. Application: Pupils select a strategy and explain why it works for their task.

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**MCQ 358 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Children sort leaves by shape and compare groups. (2) A reflection on feelings and mental responses illustrates this sheath.**

A. Manomaya kosha / मनोमय कोश | Classification / वर्गीकरण

B. Classification / वर्गीकरण | Manomaya kosha / मनोमय कोश

C. Classification / वर्गीकरण | Primary socialisation / प्राथमिक समाजीकरण

D. Experiential learning / अनुभवात्मक अधिगम | Manomaya kosha / मनोमय कोश

**Correct answer / सही उत्तर: B.** Classification / वर्गीकरण | Manomaya kosha / मनोमय कोश

**Explanation / व्याख्या**

Classification / वर्गीकरण: Grouping objects or ideas by shared attributes. Application: Children sort leaves by shape and compare groups. Manomaya kosha / मनोमय कोश: In the Panchakosha framework, the sheath associated with mind and emotions. Application: A reflection on feelings and mental responses illustrates this sheath.

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**MCQ 359 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Classification / वर्गीकरण and Differentiated instruction / विभेदित शिक्षण.**

A. Adapting teaching to varied learner needs while pursuing meaningful goals. | Grouping objects or ideas by shared attributes.

B. Grouping objects or ideas by shared attributes. | Safeguarding children from exploitation, abuse and harm.

C. Grouping objects or ideas by shared attributes. | Adapting teaching to varied learner needs while pursuing meaningful goals.

D. Learning social norms, values and practices through interaction. | Adapting teaching to varied learner needs while pursuing meaningful goals.

**Correct answer / सही उत्तर: C.** Grouping objects or ideas by shared attributes. | Adapting teaching to varied learner needs while pursuing meaningful goals.

**Explanation / व्याख्या**

Classification / वर्गीकरण: Grouping objects or ideas by shared attributes. Application: Children sort leaves by shape and compare groups. Differentiated instruction / विभेदित शिक्षण: Adapting teaching to varied learner needs while pursuing meaningful goals. Application: One class explores the same idea through tactile, visual and oral materials.

MCQ 360 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Classification / वर्गीकरण and Manomaya kosha / मनोमय कोश.**

A. A reflection on feelings and mental responses illustrates this sheath. | Children sort leaves by shape and compare groups.

B. Children sort leaves by shape and compare groups. | A teacher offers prompts while pupils investigate which objects float.

C. Children sort leaves by shape and compare groups. | A reflection on feelings and mental responses illustrates this sheath.

D. A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning. | A reflection on feelings and mental responses illustrates this sheath.

**Correct answer / सही उत्तर: C.** Children sort leaves by shape and compare groups. | A reflection on feelings and mental responses illustrates this sheath.

**Explanation / व्याख्या**

Classification / वर्गीकरण: Grouping objects or ideas by shared attributes. Application: Children sort leaves by shape and compare groups. Manomaya kosha / मनोमय कोश: In the Panchakosha framework, the sheath associated with mind and emotions. Application: A reflection on feelings and mental responses illustrates this sheath.

MCQ 361 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Classification / वर्गीकरण / Language development / भाषा विकास)**

A. Classification / वर्गीकरण → Growth in understanding and expressing meanings through language.

B. Language development / भाषा विकास → A five-sheath perspective on holistic human development.

C. Classification / वर्गीकरण → Grouping objects or ideas by shared attributes.

D. Panchakosha / पंचकोश → Shared values, routines and relationships within a school.

**Correct answer / सही उत्तर: C.** Classification / वर्गीकरण → Grouping objects or ideas by shared attributes.

**Explanation / व्याख्या**

Classification / वर्गीकरण: Grouping objects or ideas by shared attributes. Application: Children sort leaves by shape and compare groups.

**MCQ 362 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Classification / वर्गीकरण / Developmental domains / विकास के आयाम)**

A. Individual differences / व्यक्तिगत भिन्नताएँ → Pupils select a strategy and explain why it works for their task.

B. Classification / वर्गीकरण → A playground activity develops movement, communication and cooperation together.

C. Developmental domains / विकास के आयाम → Two pupils use different methods to complete the same task.

D. Classification / वर्गीकरण → Children sort leaves by shape and compare groups.

**Correct answer / सही उत्तर: D.** Classification / वर्गीकरण → Children sort leaves by shape and compare groups.

**Explanation / व्याख्या**

Classification / वर्गीकरण: Grouping objects or ideas by shared attributes. Application: Children sort leaves by shape and compare groups.

**MCQ 363 • CORE PRACTICE · FORM 01**

**Identify the concept described: Extending a pattern or idea across relevant examples.**

A. Gross motor play / स्थूल गतिक खेल

B. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प

C. Individual differences / व्यक्तिगत भिन्नताएँ

D. Generalisation / सामान्यीकरण

**Correct answer / सही उत्तर: D.** Generalisation / सामान्यीकरण

**Explanation / व्याख्या**

Generalisation / सामान्यीकरण: Extending a pattern or idea across relevant examples. Application: After sorting several triangles, pupils identify their common features.

**MCQ 364 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? After sorting several triangles, pupils identify their common features.**

A. Zone of proximal development / निकटस्थ विकास क्षेत्र

B. Generalisation / सामान्यीकरण

C. Individual differences / व्यक्तिगत भिन्नताएँ

D. Symbolic play / प्रतीकात्मक खेल

**Correct answer / सही उत्तर: B.** Generalisation / सामान्यीकरण

**Explanation / व्याख्या**

Generalisation / सामान्यीकरण: Extending a pattern or idea across relevant examples. Application: After sorting several triangles, pupils identify their common features.

**MCQ 365 • CORE PRACTICE · FORM 03**

**Which explanation best defines Generalisation / सामान्यीकरण?**

A. Extending a pattern or idea across relevant examples.

B. A setting that removes participation barriers for diverse learners.

C. Cross-border flows of media, ideas and goods shape childhood.

D. An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

**Correct answer / सही उत्तर: A.** Extending a pattern or idea across relevant examples.

**Explanation / व्याख्या**

Generalisation / सामान्यीकरण: Extending a pattern or idea across relevant examples. Application: After sorting several triangles, pupils identify their common features.

MCQ 366 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Generalisation / सामान्यीकरण?**

A. A child acquires greater motor control as the nervous system develops.

B. After sorting several triangles, pupils identify their common features.

C. A teacher rearranges furniture so every pupil can access group activities.

D. Pupils hop, run and balance on a marked path.

**Correct answer / सही उत्तर: B.** After sorting several triangles, pupils identify their common features.

**Explanation / व्याख्या**

Generalisation / सामान्यीकरण: Extending a pattern or idea across relevant examples. Application: After sorting several triangles, pupils identify their common features.

MCQ 367 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Extending a pattern or idea across relevant examples. (2) An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.**

A. Generalisation / सामान्यीकरण | Reasonable accommodation / उचित समायोजन

B. Generalisation / सामान्यीकरण | Observational learning / अवलोकन अधिगम

C. Reasonable accommodation / उचित समायोजन | Generalisation / सामान्यीकरण

D. Chitta / चित्त | Reasonable accommodation / उचित समायोजन

**Correct answer / सही उत्तर: A.** Generalisation / सामान्यीकरण | Reasonable accommodation / उचित समायोजन

**Explanation / व्याख्या**

Generalisation / सामान्यीकरण: Extending a pattern or idea across relevant examples. Application: After sorting several triangles, pupils identify their common features. Reasonable accommodation / उचित समायोजन: An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. Application: A pupil with low vision receives large-print materials.

**MCQ 368 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) After sorting several triangles, pupils identify their common features. (2) A class discusses and chooses the rules for its reading corner.**

A. Child protection / बाल संरक्षण | Child agency / बाल सक्रियता

B. Child agency / बाल सक्रियता | Generalisation / सामान्यीकरण

C. Generalisation / सामान्यीकरण | Child agency / बाल सक्रियता

D. Generalisation / सामान्यीकरण | Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प

**Correct answer / सही उत्तर: C.** Generalisation / सामान्यीकरण | Child agency / बाल सक्रियता

**Explanation / व्याख्या**

Generalisation / सामान्यीकरण: Extending a pattern or idea across relevant examples. Application: After sorting several triangles, pupils identify their common features. Child agency / बाल सक्रियता: Children participate in shaping their own experiences. Application: A class discusses and chooses the rules for its reading corner.

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**MCQ 369 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Generalisation / सामान्यीकरण and Cognitive development / संज्ञानात्मक विकास.**

A. Extending a pattern or idea across relevant examples. | The gap between what a learner can do independently and with assistance.

B. Children vary in interests, abilities, experiences and rates of learning. | Growth in reasoning, memory and problem-solving abilities.

C. Growth in reasoning, memory and problem-solving abilities. | Extending a pattern or idea across relevant examples.

D. Extending a pattern or idea across relevant examples. | Growth in reasoning, memory and problem-solving abilities.

**Correct answer / सही उत्तर: D.** Extending a pattern or idea across relevant examples. | Growth in reasoning, memory and problem-solving abilities.

**Explanation / व्याख्या**

Generalisation / सामान्यीकरण: Extending a pattern or idea across relevant examples. Application: After sorting several triangles, pupils identify their common features. Cognitive development / संज्ञानात्मक विकास: Growth in reasoning, memory and problem-solving abilities. Application: A child discovers a rule for sorting shapes by their properties.

MCQ 370 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Generalisation / सामान्यीकरण and Experiential learning / अनुभवात्मक अधिगम.**

A. After sorting several triangles, pupils identify their common features. | Children grow seeds and discuss what changed each day.

B. Children grow seeds and discuss what changed each day. | After sorting several triangles, pupils identify their common features.

C. After sorting several triangles, pupils identify their common features. | A pupil with low vision receives large-print materials.

D. Children choose their own pretend shop game and assign roles. | Children grow seeds and discuss what changed each day.

**Correct answer / सही उत्तर: A.** After sorting several triangles, pupils identify their common features. | Children grow seeds and discuss what changed each day.

**Explanation / व्याख्या**

Generalisation / सामान्यीकरण: Extending a pattern or idea across relevant examples. Application: After sorting several triangles, pupils identify their common features. Experiential learning / अनुभवात्मक अधिगम: Learning through experience and reflection. Application: Children grow seeds and discuss what changed each day.

MCQ 371 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Generalisation / सामान्यीकरण / Zone of proximal development / निकटस्थ विकास क्षेत्र)**

A. Generalisation / सामान्यीकरण → Extending a pattern or idea across relevant examples.

B. Zone of proximal development / निकटस्थ विकास क्षेत्र → The aspect of mind associated with memory and impressions.

C. Chitta / चित्त → Adapting teaching to varied learner needs while pursuing meaningful goals.

D. Generalisation / सामान्यीकरण → The gap between what a learner can do independently and with assistance.

**Correct answer / सही उत्तर: A.** Generalisation / सामान्यीकरण → Extending a pattern or idea across relevant examples.

**Explanation / व्याख्या**

Generalisation / सामान्यीकरण: Extending a pattern or idea across relevant examples. Application: After sorting several triangles, pupils identify their common features.

MCQ 372 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Generalisation / सामान्यीकरण / Free play / मुक्त खेल)**

A. Generalisation / सामान्यीकरण → After sorting several triangles, pupils identify their common features.

B. Scaffolding / सहारा देकर सीखना → A past experience leaves an impression that can be recalled later.

C. Generalisation / सामान्यीकरण → Children choose their own pretend shop game and assign roles.

D. Free play / मुक्त खेल → A teacher first provides hints for a task and later removes them.

**Correct answer / सही उत्तर: A.** Generalisation / सामान्यीकरण → After sorting several triangles, pupils identify their common features.

**Explanation / व्याख्या**

Generalisation / सामान्यीकरण: Extending a pattern or idea across relevant examples. Application: After sorting several triangles, pupils identify their common features.

MCQ 373 • CORE PRACTICE · FORM 01

**Identify the concept described: Distinguishing examples from non-examples using defining properties.**

A. Individual differences / व्यक्तिगत भिन्नताएँ

B. Concept discrimination / अवधारणा विभेदन

C. Buddhi / बुद्धि

D. Child protection / बाल संरक्षण

**Correct answer / सही उत्तर: B.** Concept discrimination / अवधारणा विभेदन

**Explanation / व्याख्या**

Concept discrimination / अवधारणा विभेदन: Distinguishing examples from non-examples using defining properties. Application: Pupils explain why a circle is not a triangle.

**MCQ 374 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Pupils explain why a circle is not a triangle.**

A. Free play / मुक्त खेल

B. Individual differences / व्यक्तिगत भिन्नताएँ

C. Child protection / बाल संरक्षण

D. Concept discrimination / अवधारणा विभेदन

**Correct answer / सही उत्तर: D.** Concept discrimination / अवधारणा विभेदन

**Explanation / व्याख्या**

Concept discrimination / अवधारणा विभेदन: Distinguishing examples from non-examples using defining properties. Application: Pupils explain why a circle is not a triangle.

**MCQ 375 • CORE PRACTICE · FORM 03**

**Which explanation best defines Concept discrimination / अवधारणा विभेदन?**

A. Quantitative increase in physical size or measurable bodily characteristics.

B. Distinguishing examples from non-examples using defining properties.

C. Playing with others towards a shared goal.

D. The faculty of discernment and reasoning in Indian perspectives of self.

**Correct answer / सही उत्तर: B.** Distinguishing examples from non-examples using defining properties.

**Explanation / व्याख्या**

Concept discrimination / अवधारणा विभेदन: Distinguishing examples from non-examples using defining properties. Application: Pupils explain why a circle is not a triangle.

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MCQ 376 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Concept discrimination / अवधारणा विभेदन?**

A. Pupils explain why a circle is not a triangle.

B. A group works together to construct a tower.

C. Daily practices of greeting and listening respectfully influence behaviour.

D. A pupil learns to organise materials by watching a classmate.

**Correct answer / सही उत्तर: A.** Pupils explain why a circle is not a triangle.

**Explanation / व्याख्या**

Concept discrimination / अवधारणा विभेदन: Distinguishing examples from non-examples using defining properties. Application: Pupils explain why a circle is not a triangle.

MCQ 377 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Distinguishing examples from non-examples using defining properties. (2) A plan of tailored goals and supports for an individual learner.**

A. Individualised education plan / व्यक्तिगत शिक्षा योजना | Concept discrimination / अवधारणा विभेदन

B. Concept discrimination / अवधारणा विभेदन | Individualised education plan / व्यक्तिगत शिक्षा योजना

C. Concept discrimination / अवधारणा विभेदन | Symbolic play / प्रतीकात्मक खेल

D. Globalisation / वैश्वीकरण | Individualised education plan / व्यक्तिगत शिक्षा योजना

**Correct answer / सही उत्तर: B.** Concept discrimination / अवधारणा विभेदन | Individualised education plan / व्यक्तिगत शिक्षा योजना

**Explanation / व्याख्या**

Concept discrimination / अवधारणा विभेदन: Distinguishing examples from non-examples using defining properties. Application: Pupils explain why a circle is not a triangle. Individualised education plan / व्यक्तिगत शिक्षा योजना: A plan of tailored goals and supports for an individual learner. Application: A teacher documents specific reading goals and accommodations for a child.

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**MCQ 378 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Pupils explain why a circle is not a triangle. (2) Daily practices of greeting and listening respectfully influence behaviour.**

A. Concept discrimination / अवधारणा विभेदन | Childhood as a social construct / बचपन का सामाजिक निर्माण

B. School culture / विद्यालय संस्कृति | Concept discrimination / अवधारणा विभेदन

C. Manomaya kosha / मनोमय कोश | School culture / विद्यालय संस्कृति

D. Concept discrimination / अवधारणा विभेदन | School culture / विद्यालय संस्कृति

**Correct answer / सही उत्तर: D.** Concept discrimination / अवधारणा विभेदन | School culture / विद्यालय संस्कृति

**Explanation / व्याख्या**

Concept discrimination / अवधारणा विभेदन: Distinguishing examples from non-examples using defining properties. Application: Pupils explain why a circle is not a triangle. School culture / विद्यालय संस्कृति: Shared values, routines and relationships within a school. Application: Daily practices of greeting and listening respectfully influence behaviour.

MCQ 379 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Concept discrimination / अवधारणा विभेदन and Panchakosha / पंचकोश.**

A. Distinguishing examples from non-examples using defining properties. | A five-sheath perspective on holistic human development.

B. Biologically influenced changes that contribute to readiness for new abilities. | A five-sheath perspective on holistic human development.

C. A five-sheath perspective on holistic human development. | Distinguishing examples from non-examples using defining properties.

D. Distinguishing examples from non-examples using defining properties. | A plan of tailored goals and supports for an individual learner.

**Correct answer / सही उत्तर: A.** Distinguishing examples from non-examples using defining properties. | A five-sheath perspective on holistic human development.

**Explanation / व्याख्या**

Concept discrimination / अवधारणा विभेदन: Distinguishing examples from non-examples using defining properties. Application: Pupils explain why a circle is not a triangle. Panchakosha / पंचकोश: A five-sheath perspective on holistic human development. Application: A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

**MCQ 380 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Concept discrimination / अवधारणा विभेदन and Primary socialisation / प्राथमिक समाजीकरण.**

A. A toddler learns family greetings through everyday interaction. | Pupils explain why a circle is not a triangle.

B. Pupils explain why a circle is not a triangle. | A class discusses and chooses the rules for its reading corner.

C. A teacher documents specific reading goals and accommodations for a child. | A toddler learns family greetings through everyday interaction.

D. Pupils explain why a circle is not a triangle. | A toddler learns family greetings through everyday interaction.

**Correct answer / सही उत्तर: D.** Pupils explain why a circle is not a triangle. | A toddler learns family greetings through everyday interaction.

**Explanation / व्याख्या**

Concept discrimination / अवधारणा विभेदन: Distinguishing examples from non-examples using defining properties. Application: Pupils explain why a circle is not a triangle. Primary socialisation / प्राथमिक समाजीकरण: Early learning of social practices through close relationships. Application: A toddler learns family greetings through everyday interaction.

**MCQ 381 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Concept discrimination / अवधारणा विभेदन / Maturation / परिपक्वता)**

A. Concept discrimination / अवधारणा विभेदन → Biologically influenced changes that contribute to readiness for new abilities.

B. Concept discrimination / अवधारणा विभेदन → Distinguishing examples from non-examples using defining properties.

C. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प → Play initiated and directed primarily by children.

D. Maturation / परिपक्वता → Planning flexible ways to access, participate in and demonstrate learning.

**Correct answer / सही उत्तर: B.** Concept discrimination / अवधारणा विभेदन → Distinguishing examples from non-examples using defining properties.

**Explanation / व्याख्या**

Concept discrimination / अवधारणा विभेदन: Distinguishing examples from non-examples using defining properties. Application: Pupils explain why a circle is not a triangle.

MCQ 382 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Concept discrimination / अवधारणा विभेदन / Observational learning / अवलोकन अधिगम)**

A. Concept discrimination / अवधारणा विभेदन → A pupil learns to organise materials by watching a classmate.

B. Concept discrimination / अवधारणा विभेदन → Pupils explain why a circle is not a triangle.

C. Annamaya kosha / अन्नमय कोश → A learner starts cooperating after observing friends share materials.

D. Observational learning / अवलोकन अधिगम → A discussion of nourishment and bodily well-being illustrates this sheath.

**Correct answer / सही उत्तर: B.** Concept discrimination / अवधारणा विभेदन → Pupils explain why a circle is not a triangle.

**Explanation / व्याख्या**

Concept discrimination / अवधारणा विभेदन: Distinguishing examples from non-examples using defining properties. Application: Pupils explain why a circle is not a triangle.

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 06.01

**Explain Prior knowledge / पूर्व ज्ञान and give one classroom example.**

**Model answer:** Existing understanding on which new learning can be built. Before discussing plants, a teacher asks what children know from gardening.

**REVISION 06.02**

**Explain Concept map / अवधारणा मानचित्र and give one classroom example.**

**Model answer:** A visual representation of relationships among concepts. Learners link evaporation, clouds and rain using labelled arrows.

**REVISION 06.03**

**Explain Meaning making / अर्थ निर्माण and give one classroom example.**

**Model answer:** Actively connecting experiences and ideas to develop understanding. Children connect a new idea about floating with objects they have seen in water.

**REVISION 06.04**

**Explain Classification / वर्गीकरण and give one classroom example.**

**Model answer:** Grouping objects or ideas by shared attributes. Children sort leaves by shape and compare groups.

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**REVISION 06.05**

**Explain Generalisation / सामान्यीकरण and give one classroom example.**

**Model answer:** Extending a pattern or idea across relevant examples. After sorting several triangles, pupils identify their common features.

**REVISION 06.06**

**Explain Concept discrimination / अवधारणा विभेदन and give one classroom example.**

**Model answer:** Distinguishing examples from non-examples using defining properties. Pupils explain why a circle is not a triangle.

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CHAPTER 07 • 72 MCQs • 7 REVISION PROMPTS

# Learning Theories

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Experiential learning / अनुभवात्मक अधिगम

Learning through experience and reflection.

**Classroom example:** Children grow seeds and discuss what changed each day.

### Guided inquiry / निर्देशित अन्वेषण

Investigating questions with suitable teacher support.

**Classroom example:** A teacher offers prompts while pupils investigate which objects float.

### Learner autonomy / शिक्षार्थी स्वायत्तता

Increasing learners' responsibility and choice in learning.

**Classroom example:** Pupils select a strategy and explain why it works for their task.

### Scaffolding / सहारा देकर सीखना

Temporary support adjusted to a learner's needs and gradually withdrawn.

**Classroom example:** A teacher first provides hints for a task and later removes them.

### Zone of proximal development / निकटस्थ विकास क्षेत्र

The gap between what a learner can do independently and with assistance.

**Classroom example:** A pupil solves a harder puzzle with a peer's guidance.

### Observational learning / अवलोकन अधिगम

Learning by watching others and their actions.

**Classroom example:** A pupil learns to organise materials by watching a classmate.

### Reinforcement / पुनर्बलन

A consequence that increases the likelihood of a behaviour recurring.

**Classroom example:** Specific positive feedback encourages a pupil to continue checking work.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

**MCQ 383 • NEW CLASSROOM APPLICATION**

**A child solves a puzzle with hints but not alone. What should happen as competence grows?**

A. Give the completed puzzle each time
B. Gradually remove the hints
C. Stop the child from trying independently
D. Increase help permanently

**Correct answer / सही उत्तर: B.** Gradually remove the hints

**Explanation / व्याख्या**

Scaffolding is temporary support adjusted to emerging independence.

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MCQ 384 • NEW CLASSROOM APPLICATION

**Which approach best reveals children's prior understanding of shadows?**

A. Ask for predictions and then compare them with observations
B. Mark all predictions wrong
C. Provide the definition before any discussion
D. Avoid experiments until definitions are memorised

**Correct answer / सही उत्तर: A.** Ask for predictions and then compare them with observations

**Explanation / व्याख्या**

Learners build and revise ideas through experience and reflection.

## Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 385 • CORE PRACTICE · FORM 01

**Identify the concept described: Learning through experience and reflection.**

A. Meaning making / अर्थ निर्माण
B. Developmental domains / विकास के आयाम
C. Reasonable accommodation / उचित समायोजन
D. Experiential learning / अनुभवात्मक अधिगम

**Correct answer / सही उत्तर: D.** Experiential learning / अनुभवात्मक अधिगम

**Explanation / व्याख्या**

Experiential learning / अनुभवात्मक अधिगम: Learning through experience and reflection. Application: Children grow seeds and discuss what changed each day.

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**MCQ 386 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Children grow seeds and discuss what changed each day.**

A. Chitta / चित्त

B. Cooperative play / सहयोगी खेल

C. Experiential learning / अनुभवात्मक अधिगम

D. Annamaya kosha / अन्नमय कोश

**Correct answer / सही उत्तर: C.** Experiential learning / अनुभवात्मक अधिगम

**Explanation / व्याख्या**

Experiential learning / अनुभवात्मक अधिगम: Learning through experience and reflection. Application: Children grow seeds and discuss what changed each day.

**MCQ 387 • CORE PRACTICE · FORM 03**

**Which explanation best defines Experiential learning / अनुभवात्मक अधिगम?**

A. Interrelated areas of physical, cognitive, language and social-emotional change.

B. Children vary in interests, abilities, experiences and rates of learning.

C. Learning through experience and reflection.

D. Using an object or action to represent something else in play.

**Correct answer / सही उत्तर: C.** Learning through experience and reflection.

**Explanation / व्याख्या**

Experiential learning / अनुभवात्मक अधिगम: Learning through experience and reflection. Application: Children grow seeds and discuss what changed each day.

MCQ 388 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Experiential learning / अनुभवात्मक अधिगम?**

A. One class explores the same idea through tactile, visual and oral materials.

B. Children grow seeds and discuss what changed each day.

C. After sorting several triangles, pupils identify their common features.

D. Daily practices of greeting and listening respectfully influence behaviour.

**Correct answer / सही उत्तर: B.** Children grow seeds and discuss what changed each day.

**Explanation / व्याख्या**

Experiential learning / अनुभवात्मक अधिगम: Learning through experience and reflection. Application: Children grow seeds and discuss what changed each day.

MCQ 389 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Learning through experience and reflection. (2) Children vary in interests, abilities, experiences and rates of learning.**

A. Experiential learning / अनुभवात्मक अधिगम | Language development / भाषा विकास

B. Experiential learning / अनुभवात्मक अधिगम | Individual differences / व्यक्तिगत भिन्नताएँ

C. Individual differences / व्यक्तिगत भिन्नताएँ | Experiential learning / अनुभवात्मक अधिगम

D. Prior knowledge / पूर्व ज्ञान | Individual differences / व्यक्तिगत भिन्नताएँ

**Correct answer / सही उत्तर: B.** Experiential learning / अनुभवात्मक अधिगम | Individual differences / व्यक्तिगत भिन्नताएँ

**Explanation / व्याख्या**

Experiential learning / अनुभवात्मक अधिगम: Learning through experience and reflection. Application: Children grow seeds and discuss what changed each day. Individual differences / व्यक्तिगत भिन्नताएँ: Children vary in interests, abilities, experiences and rates of learning. Application: Two pupils use different methods to complete the same task.

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**MCQ 390 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Children grow seeds and discuss what changed each day. (2) One class explores the same idea through tactile, visual and oral materials.**

A. Differentiated instruction / विभेदित शिक्षण | Experiential learning / अनुभवात्मक अधिगम

B. Experiential learning / अनुभवात्मक अधिगम | Differentiated instruction / विभेदित शिक्षण

C. Inclusive environment / समावेशी वातावरण | Differentiated instruction / विभेदित शिक्षण

D. Experiential learning / अनुभवात्मक अधिगम | Peer influence / सहपाठी प्रभाव

**Correct answer / सही उत्तर: B.** Experiential learning / अनुभवात्मक अधिगम | Differentiated instruction / विभेदित शिक्षण

**Explanation / व्याख्या**

Experiential learning / अनुभवात्मक अधिगम: Learning through experience and reflection. Application: Children grow seeds and discuss what changed each day. Differentiated instruction / विभेदित शिक्षण: Adapting teaching to varied learner needs while pursuing meaningful goals. Application: One class explores the same idea through tactile, visual and oral materials.

**MCQ 391 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Experiential learning / अनुभवात्मक अधिगम and Concept map / अवधारणा मानचित्र.**

A. Learning through experience and reflection. | An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

B. Children's attitudes and actions are shaped by their age-group companions. | A visual representation of relationships among concepts.

C. A visual representation of relationships among concepts. | Learning through experience and reflection.

D. Learning through experience and reflection. | A visual representation of relationships among concepts.

**Correct answer / सही उत्तर: D.** Learning through experience and reflection. | A visual representation of relationships among concepts.

**Explanation / व्याख्या**

Experiential learning / अनुभवात्मक अधिगम: Learning through experience and reflection. Application: Children grow seeds and discuss what changed each day. Concept map / अवधारणा मानचित्र: A visual representation of relationships among concepts. Application: Learners link evaporation, clouds and rain using labelled arrows.

**MCQ 392 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Experiential learning / अनुभवात्मक अधिगम and Concept discrimination / अवधारणा विभेदन.**

A. Children grow seeds and discuss what changed each day. | Pupils explain why a circle is not a triangle.

B. Pupils explain why a circle is not a triangle. | Children grow seeds and discuss what changed each day.

C. Children thread large beads and fold paper. | Pupils explain why a circle is not a triangle.

D. Children grow seeds and discuss what changed each day. | A toddler learns family greetings through everyday interaction.

**Correct answer / सही उत्तर: A.** Children grow seeds and discuss what changed each day. | Pupils explain why a circle is not a triangle.

**Explanation / व्याख्या**

Experiential learning / अनुभवात्मक अधिगम: Learning through experience and reflection. Application: Children grow seeds and discuss what changed each day. Concept discrimination / अवधारणा विभेदन: Distinguishing examples from non-examples using defining properties. Application: Pupils explain why a circle is not a triangle.

MCQ 393 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Experiential learning / अनुभवात्मक अधिगम / Reasonable accommodation / उचित समायोजन)**

A. Reasonable accommodation / उचित समायोजन → The faculty of discernment and reasoning in Indian perspectives of self.

B. Experiential learning / अनुभवात्मक अधिगम → An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

C. Buddhi / बुद्धि → Growth in reasoning, memory and problem-solving abilities.

D. Experiential learning / अनुभवात्मक अधिगम → Learning through experience and reflection.

**Correct answer / सही उत्तर: D.** Experiential learning / अनुभवात्मक अधिगम → Learning through experience and reflection.

**Explanation / व्याख्या**

Experiential learning / अनुभवात्मक अधिगम: Learning through experience and reflection. Application: Children grow seeds and discuss what changed each day.

MCQ 394 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Experiential learning / अनुभवात्मक अधिगम / Child rights / बाल अधिकार)**

A. Maturation / परिपक्वता → A past experience leaves an impression that can be recalled later.

B. Experiential learning / अनुभवात्मक अधिगम → A teacher invites pupils to express their views in decisions affecting them.

C. Child rights / बाल अधिकार → A child acquires greater motor control as the nervous system develops.

D. Experiential learning / अनुभवात्मक अधिगम → Children grow seeds and discuss what changed each day.

**Correct answer / सही उत्तर: D.** Experiential learning / अनुभवात्मक अधिगम → Children grow seeds and discuss what changed each day.

**Explanation / व्याख्या**

Experiential learning / अनुभवात्मक अधिगम: Learning through experience and reflection. Application: Children grow seeds and discuss what changed each day.

MCQ 395 • CORE PRACTICE · FORM 01

**Identify the concept described: Investigating questions with suitable teacher support.**

A. Childhood as a social construct / बचपन का सामाजिक निर्माण

B. Free play / मुक्त खेल

C. Socio-emotional development / सामाजिक-संवेगात्मक विकास

D. Guided inquiry / निर्देशित अन्वेषण

**Correct answer / सही उत्तर: D.** Guided inquiry / निर्देशित अन्वेषण

**Explanation / व्याख्या**

Guided inquiry / निर्देशित अन्वेषण: Investigating questions with suitable teacher support. Application: A teacher offers prompts while pupils investigate which objects float.

MCQ 396 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? A teacher offers prompts while pupils investigate which objects float.**

A. Vijnanamaya kosha / विज्ञानमय कोश

B. Concept map / अवधारणा मानचित्र

C. Guided inquiry / निर्देशित अन्वेषण

D. Child rights / बाल अधिकार

**Correct answer / सही उत्तर: C.** Guided inquiry / निर्देशित अन्वेषण

**Explanation / व्याख्या**

Guided inquiry / निर्देशित अन्वेषण: Investigating questions with suitable teacher support.

Application: A teacher offers prompts while pupils investigate which objects float.

MCQ 397 • CORE PRACTICE · FORM 03

**Which explanation best defines Guided inquiry / निर्देशित अन्वेषण?**

A. A setting that removes participation barriers for diverse learners.

B. Play involving large muscle movements.

C. Interrelated areas of physical, cognitive, language and social-emotional change.

D. Investigating questions with suitable teacher support.

**Correct answer / सही उत्तर: D.** Investigating questions with suitable teacher support.

**Explanation / व्याख्या**

Guided inquiry / निर्देशित अन्वेषण: Investigating questions with suitable teacher support.

Application: A teacher offers prompts while pupils investigate which objects float.

**MCQ 398 • CORE PRACTICE · FORM 04**

**Which classroom example best demonstrates Guided inquiry / निर्देशित अन्वेषण?**

A. A teacher offers prompts while pupils investigate which objects float.

B. A child begins using longer sentences to explain an event.

C. A pupil with low vision receives large-print materials.

D. A discussion of nourishment and bodily well-being illustrates this sheath.

**Correct answer / सही उत्तर: A.** A teacher offers prompts while pupils investigate which objects float.

**Explanation / व्याख्या**

Guided inquiry / निर्देशित अन्वेषण: Investigating questions with suitable teacher support. Application: A teacher offers prompts while pupils investigate which objects float.

**MCQ 399 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Investigating questions with suitable teacher support. (2) Children vary in interests, abilities, experiences and rates of learning.**

A. Guided inquiry / निर्देशित अन्वेषण | Individual differences / व्यक्तिगत भिन्नताएँ

B. Inclusive environment / समावेशी वातावरण | Individual differences / व्यक्तिगत भिन्नताएँ

C. Guided inquiry / निर्देशित अन्वेषण | Meaning making / अर्थ निर्माण

D. Individual differences / व्यक्तिगत भिन्नताएँ | Guided inquiry / निर्देशित अन्वेषण

**Correct answer / सही उत्तर: A.** Guided inquiry / निर्देशित अन्वेषण | Individual differences / व्यक्तिगत भिन्नताएँ

**Explanation / व्याख्या**

Guided inquiry / निर्देशित अन्वेषण: Investigating questions with suitable teacher support. Application: A teacher offers prompts while pupils investigate which objects float. Individual differences / व्यक्तिगत भिन्नताएँ: Children vary in interests, abilities, experiences and rates of learning. Application: Two pupils use different methods to complete the same task.

**MCQ 400 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A teacher offers prompts while pupils investigate which objects float. (2) A class discusses and chooses the rules for its reading corner.**

A. Child agency / बाल सक्रियता | Guided inquiry / निर्देशित अन्वेषण

B. Guided inquiry / निर्देशित अन्वेषण | Child agency / बाल सक्रियता

C. Guided inquiry / निर्देशित अन्वेषण | Concept map / अवधारणा मानचित्र

D. Primary socialisation / प्राथमिक समाजीकरण | Child agency / बाल सक्रियता

**Correct answer / सही उत्तर: B.** Guided inquiry / निर्देशित अन्वेषण | Child agency / बाल सक्रियता

**Explanation / व्याख्या**

Guided inquiry / निर्देशित अन्वेषण: Investigating questions with suitable teacher support. Application: A teacher offers prompts while pupils investigate which objects float. Child agency / बाल सक्रियता: Children participate in shaping their own experiences. Application: A class discusses and chooses the rules for its reading corner.

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**MCQ 401 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Guided inquiry / निर्देशित अन्वेषण and Diverse childhoods / विविध बचपन.**

A. Childhood differs across social and cultural contexts. | Investigating questions with suitable teacher support.

B. In the Panchakosha framework, the physical or food-dependent sheath. | Childhood differs across social and cultural contexts.

C. Investigating questions with suitable teacher support. | Childhood differs across social and cultural contexts.

D. Investigating questions with suitable teacher support. | Existing understanding on which new learning can be built.

**Correct answer / सही उत्तर: C.** Investigating questions with suitable teacher support. | Childhood differs across social and cultural contexts.

**Explanation / व्याख्या**

Guided inquiry / निर्देशित अन्वेषण: Investigating questions with suitable teacher support. Application: A teacher offers prompts while pupils investigate which objects float. Diverse childhoods / विविध बचपन: Childhood differs across social and cultural contexts. Application: Children in a fishing community and an urban neighbourhood experience different daily routines.

**MCQ 402 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Guided inquiry / निर्देशित अन्वेषण and Classification / वर्गीकरण.**

A. A teacher offers prompts while pupils investigate which objects float. | Children sort leaves by shape and compare groups.

B. Pupils hop, run and balance on a marked path. | Children sort leaves by shape and compare groups.

C. Children sort leaves by shape and compare groups. | A teacher offers prompts while pupils investigate which objects float.

D. A teacher offers prompts while pupils investigate which objects float. | A reflection on feelings and mental responses illustrates this sheath.

**Correct answer / सही उत्तर: A.** A teacher offers prompts while pupils investigate which objects float. | Children sort leaves by shape and compare groups.

**Explanation / व्याख्या**

Guided inquiry / निर्देशित अन्वेषण: Investigating questions with suitable teacher support. Application: A teacher offers prompts while pupils investigate which objects float. Classification / वर्गीकरण: Grouping objects or ideas by shared attributes. Application: Children sort leaves by shape and compare groups.

MCQ 403 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Guided inquiry / निर्देशित अन्वेषण / Diverse childhoods / विविध बचपन)**

A. Guided inquiry / निर्देशित अन्वेषण → Childhood differs across social and cultural contexts.

B. Maturation / परिपक्वता → In the Panchakosha framework, the physical or food-dependent sheath.

C. Diverse childhoods / विविध बचपन → Biologically influenced changes that contribute to readiness for new abilities.

D. Guided inquiry / निर्देशित अन्वेषण → Investigating questions with suitable teacher support.

**Correct answer / सही उत्तर: D.** Guided inquiry / निर्देशित अन्वेषण → Investigating questions with suitable teacher support.

**Explanation / व्याख्या**

Guided inquiry / निर्देशित अन्वेषण: Investigating questions with suitable teacher support.
Application: A teacher offers prompts while pupils investigate which objects float.

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MCQ 404 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Guided inquiry / निर्देशित अन्वेषण / Primary socialisation / प्राथमिक समाजीकरण)**

A. Gross motor play / स्थूल गतिक खेल → A child discovers a rule for sorting shapes by their properties.

B. Primary socialisation / प्राथमिक समाजीकरण → Pupils hop, run and balance on a marked path.

C. Guided inquiry / निर्देशित अन्वेषण → A teacher offers prompts while pupils investigate which objects float.

D. Guided inquiry / निर्देशित अन्वेषण → A toddler learns family greetings through everyday interaction.

**Correct answer / सही उत्तर: C.** Guided inquiry / निर्देशित अन्वेषण → A teacher offers prompts while pupils investigate which objects float.

**Explanation / व्याख्या**

Guided inquiry / निर्देशित अन्वेषण: Investigating questions with suitable teacher support.
Application: A teacher offers prompts while pupils investigate which objects float.

MCQ 405 • CORE PRACTICE · FORM 01

**Identify the concept described: Increasing learners' responsibility and choice in learning.**

A. Learner autonomy / शिक्षार्थी स्वायत्तता

B. Fine motor development / सूक्ष्म गतिक विकास

C. Prior knowledge / पूर्व ज्ञान

D. Socio-emotional development / सामाजिक-संवेगात्मक विकास

**Correct answer / सही उत्तर: A.** Learner autonomy / शिक्षार्थी स्वायत्तता

**Explanation / व्याख्या**

Learner autonomy / शिक्षार्थी स्वायत्तता: Increasing learners' responsibility and choice in learning.
Application: Pupils select a strategy and explain why it works for their task.

**MCQ 406 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Pupils select a strategy and explain why it works for their task.**

A. Individualised education plan / व्यक्तिगत शिक्षा योजना

B. Child protection / बाल संरक्षण

C. Symbolic play / प्रतीकात्मक खेल

D. Learner autonomy / शिक्षार्थी स्वायत्तता

**Correct answer / सही उत्तर: D.** Learner autonomy / शिक्षार्थी स्वायत्तता

**Explanation / व्याख्या**

Learner autonomy / शिक्षार्थी स्वायत्तता: Increasing learners' responsibility and choice in learning.
Application: Pupils select a strategy and explain why it works for their task.

**MCQ 407 • CORE PRACTICE · FORM 03**

**Which explanation best defines Learner autonomy / शिक्षार्थी स्वायत्तता?**

A. Increasing learners' responsibility and choice in learning.

B. A setting that removes participation barriers for diverse learners.

C. Children have entitlements to protection, participation, development and survival.

D. Early learning of social practices through close relationships.

**Correct answer / सही उत्तर: A.** Increasing learners' responsibility and choice in learning.

**Explanation / व्याख्या**

Learner autonomy / शिक्षार्थी स्वायत्तता: Increasing learners' responsibility and choice in learning.
Application: Pupils select a strategy and explain why it works for their task.

MCQ 408 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Learner autonomy / शिक्षार्थी स्वायत्तता?**

A. Pupils select a strategy and explain why it works for their task.

B. Children choose their own pretend shop game and assign roles.

C. A class discusses and chooses the rules for its reading corner.

D. Children connect a new idea about floating with objects they have seen in water.

**Correct answer / सही उत्तर: A.** Pupils select a strategy and explain why it works for their task.

**Explanation / व्याख्या**

Learner autonomy / शिक्षार्थी स्वायत्तता: Increasing learners' responsibility and choice in learning. Application: Pupils select a strategy and explain why it works for their task.

MCQ 409 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Increasing learners' responsibility and choice in learning. (2) Biologically influenced changes that contribute to readiness for new abilities.**

A. Learner autonomy / शिक्षार्थी स्वायत्तता | Maturation / परिपक्वता

B. Peer influence / सहपाठी प्रभाव | Maturation / परिपक्वता

C. Maturation / परिपक्वता | Learner autonomy / शिक्षार्थी स्वायत्तता

D. Learner autonomy / शिक्षार्थी स्वायत्तता | Meaning making / अर्थ निर्माण

**Correct answer / सही उत्तर: A.** Learner autonomy / शिक्षार्थी स्वायत्तता | Maturation / परिपक्वता

**Explanation / व्याख्या**

Learner autonomy / शिक्षार्थी स्वायत्तता: Increasing learners' responsibility and choice in learning. Application: Pupils select a strategy and explain why it works for their task. Maturation / परिपक्वता: Biologically influenced changes that contribute to readiness for new abilities. Application: A child acquires greater motor control as the nervous system develops.

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**MCQ 410 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Pupils select a strategy and explain why it works for their task. (2) A teacher follows the safeguarding procedure after a child discloses abuse.**

A. Learner autonomy / शिक्षार्थी स्वायत्तता | Child protection / बाल संरक्षण

B. Fine motor development / सूक्ष्म गतिक विकास | Child protection / बाल संरक्षण

C. Learner autonomy / शिक्षार्थी स्वायत्तता | Concept discrimination / अवधारणा विभेदन

D. Child protection / बाल संरक्षण | Learner autonomy / शिक्षार्थी स्वायत्तता

**Correct answer / सही उत्तर: A.** Learner autonomy / शिक्षार्थी स्वायत्तता | Child protection / बाल संरक्षण

**Explanation / व्याख्या**

Learner autonomy / शिक्षार्थी स्वायत्तता: Increasing learners' responsibility and choice in learning. Application: Pupils select a strategy and explain why it works for their task. Child protection / बाल संरक्षण: Safeguarding children from exploitation, abuse and harm. Application: A teacher follows the safeguarding procedure after a child discloses abuse.

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**MCQ 411 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Learner autonomy / शिक्षार्थी स्वायत्तता and Inclusive environment / समावेशी वातावरण.**

A. Increasing learners' responsibility and choice in learning. | Children's attitudes and actions are shaped by their age-group companions.

B. Understandings of childhood vary with history and social expectations. | A setting that removes participation barriers for diverse learners.

C. Increasing learners' responsibility and choice in learning. | A setting that removes participation barriers for diverse learners.

D. A setting that removes participation barriers for diverse learners. | Increasing learners' responsibility and choice in learning.

**Correct answer / सही उत्तर: C.** Increasing learners' responsibility and choice in learning. | A setting that removes participation barriers for diverse learners.

**Explanation / व्याख्या**

Learner autonomy / शिक्षार्थी स्वायत्तता: Increasing learners' responsibility and choice in learning. Application: Pupils select a strategy and explain why it works for their task. Inclusive environment / समावेशी वातावरण: A setting that removes participation barriers for diverse learners. Application: A teacher rearranges furniture so every pupil can access group activities.

MCQ 412 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Learner autonomy / शिक्षार्थी स्वायत्तता and Concept map / अवधारणा मानचित्र.**

A. Pupils select a strategy and explain why it works for their task. | Learners link evaporation, clouds and rain using labelled arrows.

B. Pupils hop, run and balance on a marked path. | Learners link evaporation, clouds and rain using labelled arrows.

C. Learners link evaporation, clouds and rain using labelled arrows. | Pupils select a strategy and explain why it works for their task.

D. Pupils select a strategy and explain why it works for their task. | A past experience leaves an impression that can be recalled later.

**Correct answer / सही उत्तर: A.** Pupils select a strategy and explain why it works for their task. | Learners link evaporation, clouds and rain using labelled arrows.

**Explanation / व्याख्या**

Learner autonomy / शिक्षार्थी स्वायत्तता: Increasing learners' responsibility and choice in learning. Application: Pupils select a strategy and explain why it works for their task. Concept map / अवधारणा मानचित्र: A visual representation of relationships among concepts. Application: Learners link evaporation, clouds and rain using labelled arrows.

MCQ 413 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Learner autonomy / शिक्षार्थी स्वायत्तता / Generalisation / सामान्यीकरण)**

A. Learner autonomy / शिक्षार्थी स्वायत्तता → Increasing learners' responsibility and choice in learning.

B. Learner autonomy / शिक्षार्थी स्वायत्तता → Extending a pattern or idea across relevant examples.

C. Generalisation / सामान्यीकरण → An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

D. Reasonable accommodation / उचित समायोजन → Growth in emotional understanding and social relationships.

**Correct answer / सही उत्तर: A.** Learner autonomy / शिक्षार्थी स्वायत्तता → Increasing learners' responsibility and choice in learning.

**Explanation / व्याख्या**

Learner autonomy / शिक्षार्थी स्वायत्तता: Increasing learners' responsibility and choice in learning. Application: Pupils select a strategy and explain why it works for their task.

MCQ 414 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Learner autonomy / शिक्षार्थी स्वायत्तता / Manomaya kosha / मनोमय कोश)**

A. Learner autonomy / शिक्षार्थी स्वायत्तता → Pupils select a strategy and explain why it works for their task.

B. Globalisation / वैश्वीकरण → Children choose their own pretend shop game and assign roles.

C. Manomaya kosha / मनोमय कोश → Children encounter stories and games from other countries through digital media.

D. Learner autonomy / शिक्षार्थी स्वायत्तता → A reflection on feelings and mental responses illustrates this sheath.

**Correct answer / सही उत्तर: A.** Learner autonomy / शिक्षार्थी स्वायत्तता → Pupils select a strategy and explain why it works for their task.

**Explanation / व्याख्या**

Learner autonomy / शिक्षार्थी स्वायत्तता: Increasing learners' responsibility and choice in learning. Application: Pupils select a strategy and explain why it works for their task.

MCQ 415 • CORE PRACTICE · FORM 01

**Identify the concept described: Temporary support adjusted to a learner's needs and gradually withdrawn.**

A. Prior knowledge / पूर्व ज्ञान

B. Panchakosha / पंचकोश

C. Scaffolding / सहारा देकर सीखना

D. Differentiated instruction / विभेदित शिक्षण

**Correct answer / सही उत्तर: C.** Scaffolding / सहारा देकर सीखना

**Explanation / व्याख्या**

Scaffolding / सहारा देकर सीखना: Temporary support adjusted to a learner's needs and gradually withdrawn. Application: A teacher first provides hints for a task and later removes them.

MCQ 416 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? A teacher first provides hints for a task and later removes them.**

A. Gross motor play / स्थूल गतिक खेल
B. Generalisation / सामान्यीकरण
C. Buddhi / बुद्धि
D. Scaffolding / सहारा देकर सीखना

**Correct answer / सही उत्तर: D.** Scaffolding / सहारा देकर सीखना

**Explanation / व्याख्या**
Scaffolding / सहारा देकर सीखना: Temporary support adjusted to a learner's needs and gradually withdrawn. Application: A teacher first provides hints for a task and later removes them.

MCQ 417 • CORE PRACTICE · FORM 03

**Which explanation best defines Scaffolding / सहारा देकर सीखना?**

A. Playing with others towards a shared goal.
B. Temporary support adjusted to a learner's needs and gradually withdrawn.
C. Children's attitudes and actions are shaped by their age-group companions.
D. A visual representation of relationships among concepts.

**Correct answer / सही उत्तर: B.** Temporary support adjusted to a learner's needs and gradually withdrawn.

**Explanation / व्याख्या**
Scaffolding / सहारा देकर सीखना: Temporary support adjusted to a learner's needs and gradually withdrawn. Application: A teacher first provides hints for a task and later removes them.

MCQ 418 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Scaffolding / सहारा देकर सीखना?**

A. Children choose their own pretend shop game and assign roles.

B. A learner starts cooperating after observing friends share materials.

C. Before discussing plants, a teacher asks what children know from gardening.

D. A teacher first provides hints for a task and later removes them.

**Correct answer / सही उत्तर: D.** A teacher first provides hints for a task and later removes them.

**Explanation / व्याख्या**

Scaffolding / सहारा देकर सीखना: Temporary support adjusted to a learner's needs and gradually withdrawn. Application: A teacher first provides hints for a task and later removes them.

MCQ 419 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Temporary support adjusted to a learner's needs and gradually withdrawn. (2) Interrelated areas of physical, cognitive, language and social-emotional change.**

A. Scaffolding / सहारा देकर सीखना | Developmental domains / विकास के आयाम

B. Developmental domains / विकास के आयाम | Scaffolding / सहारा देकर सीखना

C. Free play / मुक्त खेल | Developmental domains / विकास के आयाम

D. Scaffolding / सहारा देकर सीखना | Inclusive environment / समावेशी वातावरण

**Correct answer / सही उत्तर: A.** Scaffolding / सहारा देकर सीखना | Developmental domains / विकास के आयाम

**Explanation / व्याख्या**

Scaffolding / सहारा देकर सीखना: Temporary support adjusted to a learner's needs and gradually withdrawn. Application: A teacher first provides hints for a task and later removes them. Developmental domains / विकास के आयाम: Interrelated areas of physical, cognitive, language and social-emotional change. Application: A playground activity develops movement, communication and cooperation together.

**MCQ 420 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A teacher first provides hints for a task and later removes them. (2) A teacher challenges the belief that only boys can play cricket.**

A. Scaffolding / सहारा देकर सीखना | Gross motor play / स्थूल गतिक खेल

B. Gender socialisation / लैंगिक समाजीकरण | Scaffolding / सहारा देकर सीखना

C. Growth / वृद्धि | Gender socialisation / लैंगिक समाजीकरण

D. Scaffolding / सहारा देकर सीखना | Gender socialisation / लैंगिक समाजीकरण

**Correct answer / सही उत्तर: D.** Scaffolding / सहारा देकर सीखना | Gender socialisation / लैंगिक समाजीकरण

**Explanation / व्याख्या**

Scaffolding / सहारा देकर सीखना: Temporary support adjusted to a learner's needs and gradually withdrawn. Application: A teacher first provides hints for a task and later removes them. Gender socialisation / लैंगिक समाजीकरण: Social messages shape expectations associated with gender. Application: A teacher challenges the belief that only boys can play cricket.

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MCQ 421 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Scaffolding / सहारा देकर सीखना and Vijnanamaya kosha / विज्ञानमय कोश.**

A. Temporary support adjusted to a learner's needs and gradually withdrawn. | Children vary in interests, abilities, experiences and rates of learning.

B. Temporary support adjusted to a learner's needs and gradually withdrawn. | In the Panchakosha framework, the sheath associated with discernment and understanding.

C. Shared values, routines and relationships within a school. | In the Panchakosha framework, the sheath associated with discernment and understanding.

D. In the Panchakosha framework, the sheath associated with discernment and understanding. | Temporary support adjusted to a learner's needs and gradually withdrawn.

**Correct answer / सही उत्तर: B.** Temporary support adjusted to a learner's needs and gradually withdrawn. | In the Panchakosha framework, the sheath associated with discernment and understanding.

**Explanation / व्याख्या**

Scaffolding / सहारा देकर सीखना: Temporary support adjusted to a learner's needs and gradually withdrawn. Application: A teacher first provides hints for a task and later removes them. Vijnanamaya kosha / विज्ञानमय कोश: In the Panchakosha framework, the sheath associated with discernment and understanding. Application: A discussion of thoughtful judgment illustrates this sheath.

MCQ 422 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Scaffolding / सहारा देकर सीखना and Language development / भाषा विकास.**

A. A child begins using longer sentences to explain an event. | A teacher first provides hints for a task and later removes them.

B. A pupil with low vision receives large-print materials. | A child begins using longer sentences to explain an event.

C. A teacher first provides hints for a task and later removes them. | A class discusses and chooses the rules for its reading corner.

D. A teacher first provides hints for a task and later removes them. | A child begins using longer sentences to explain an event.

**Correct answer / सही उत्तर: D.** A teacher first provides hints for a task and later removes them. | A child begins using longer sentences to explain an event.

**Explanation / व्याख्या**

Scaffolding / सहारा देकर सीखना: Temporary support adjusted to a learner's needs and gradually withdrawn. Application: A teacher first provides hints for a task and later removes them. Language development / भाषा विकास: Growth in understanding and expressing meanings through language. Application: A child begins using longer sentences to explain an event.

MCQ 423 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Scaffolding / सहारा देकर सीखना / Child protection / बाल संरक्षण)**

A. Child protection / बाल संरक्षण → Adapting teaching to varied learner needs while pursuing meaningful goals.

B. Scaffolding / सहारा देकर सीखना → Safeguarding children from exploitation, abuse and harm.

C. Scaffolding / सहारा देकर सीखना → Temporary support adjusted to a learner's needs and gradually withdrawn.

D. Differentiated instruction / विभेदित शिक्षण → A setting that removes participation barriers for diverse learners.

**Correct answer / सही उत्तर: C.** Scaffolding / सहारा देकर सीखना → Temporary support adjusted to a learner's needs and gradually withdrawn.

**Explanation / व्याख्या**

Scaffolding / सहारा देकर सीखना: Temporary support adjusted to a learner's needs and gradually withdrawn. Application: A teacher first provides hints for a task and later removes them.

MCQ 424 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Scaffolding / सहारा देकर सीखना / Psychological safety / मनोवैज्ञानिक सुरक्षा)**

A. Scaffolding / सहारा देकर सीखना → A teacher first provides hints for a task and later removes them.

B. Scaffolding / सहारा देकर सीखना → A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

C. Classification / वर्गीकरण → Before discussing plants, a teacher asks what children know from gardening.

D. Psychological safety / मनोवैज्ञानिक सुरक्षा → Children sort leaves by shape and compare groups.

**Correct answer / सही उत्तर: A.** Scaffolding / सहारा देकर सीखना → A teacher first provides hints for a task and later removes them.

**Explanation / व्याख्या**

Scaffolding / सहारा देकर सीखना: Temporary support adjusted to a learner's needs and gradually withdrawn. Application: A teacher first provides hints for a task and later removes them.

MCQ 425 • CORE PRACTICE · FORM 01

**Identify the concept described: The gap between what a learner can do independently and with assistance.**

A. Fine motor development / सूक्ष्म गतिक विकास

B. Concept discrimination / अवधारणा विभेदन

C. School culture / विद्यालय संस्कृति

D. Zone of proximal development / निकटस्थ विकास क्षेत्र

**Correct answer / सही उत्तर: D.** Zone of proximal development / निकटस्थ विकास क्षेत्र

**Explanation / व्याख्या**

Zone of proximal development / निकटस्थ विकास क्षेत्र: The gap between what a learner can do independently and with assistance. Application: A pupil solves a harder puzzle with a peer's guidance.

MCQ 426 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? A pupil solves a harder puzzle with a peer's guidance.**

A. Vijnanamaya kosha / विज्ञानमय कोश

B. Zone of proximal development / निकटस्थ विकास क्षेत्र

C. Child rights / बाल अधिकार

D. Classification / वर्गीकरण

**Correct answer / सही उत्तर: B.** Zone of proximal development / निकटस्थ विकास क्षेत्र

**Explanation / व्याख्या**

Zone of proximal development / निकटस्थ विकास क्षेत्र: The gap between what a learner can do independently and with assistance. Application: A pupil solves a harder puzzle with a peer's guidance.

MCQ 427 • CORE PRACTICE · FORM 03

**Which explanation best defines Zone of proximal development / निकटस्थ विकास क्षेत्र?**

A. Interrelated areas of physical, cognitive, language and social-emotional change.

B. Safeguarding children from exploitation, abuse and harm.

C. The gap between what a learner can do independently and with assistance.

D. An atmosphere where learners can ask questions and make mistakes without humiliation.

**Correct answer / सही उत्तर: C.** The gap between what a learner can do independently and with assistance.

**Explanation / व्याख्या**

Zone of proximal development / निकटस्थ विकास क्षेत्र: The gap between what a learner can do independently and with assistance. Application: A pupil solves a harder puzzle with a peer's guidance.

MCQ 428 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Zone of proximal development / निकटस्थ विकास क्षेत्र?**

A. A teacher follows the safeguarding procedure after a child discloses abuse.

B. Children encounter stories and games from other countries through digital media.

C. A child pretends a cardboard box is a bus.

D. A pupil solves a harder puzzle with a peer's guidance.

**Correct answer / सही उत्तर: D.** A pupil solves a harder puzzle with a peer's guidance.

**Explanation / व्याख्या**

Zone of proximal development / निकटस्थ विकास क्षेत्र: The gap between what a learner can do independently and with assistance. Application: A pupil solves a harder puzzle with a peer's guidance.

MCQ 429 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) The gap between what a learner can do independently and with assistance. (2) Growth in emotional understanding and social relationships.**

A. Zone of proximal development / निकटस्थ विकास क्षेत्र | Socio-emotional development / सामाजिक-संवेगात्मक विकास

B. Socio-emotional development / सामाजिक-संवेगात्मक विकास | Zone of proximal development / निकटस्थ विकास क्षेत्र

C. Zone of proximal development / निकटस्थ विकास क्षेत्र | Reasonable accommodation / उचित समायोजन

D. Child agency / बाल सक्रियता | Socio-emotional development / सामाजिक-संवेगात्मक विकास

**Correct answer / सही उत्तर: A.** Zone of proximal development / निकटस्थ विकास क्षेत्र | Socio-emotional development / सामाजिक-संवेगात्मक विकास

**Explanation / व्याख्या**

Zone of proximal development / निकटस्थ विकास क्षेत्र: The gap between what a learner can do independently and with assistance. Application: A pupil solves a harder puzzle with a peer's guidance. Socio-emotional development / सामाजिक-संवेगात्मक विकास: Growth in emotional understanding and social relationships. Application: A learner recognises a friend's distress and responds with empathy.

MCQ 430 • CORE PRACTICE · FORM 06

**Match the situations to concepts, in order. (1) A pupil solves a harder puzzle with a peer's guidance. (2) One class explores the same idea through tactile, visual and oral materials.**

A. Concept discrimination / अवधारणा विभेदन | Differentiated instruction / विभेदित शिक्षण

B. Zone of proximal development / निकटस्थ विकास क्षेत्र | Differentiated instruction / विभेदित शिक्षण

C. Differentiated instruction / विभेदित शिक्षण | Zone of proximal development / निकटस्थ विकास क्षेत्र

D. Zone of proximal development / निकटस्थ विकास क्षेत्र | Gross motor play / स्थूल गतिक खेल

**Correct answer / सही उत्तर: B.** Zone of proximal development / निकटस्थ विकास क्षेत्र | Differentiated instruction / विभेदित शिक्षण

**Explanation / व्याख्या**

Zone of proximal development / निकटस्थ विकास क्षेत्र: The gap between what a learner can do independently and with assistance. Application: A pupil solves a harder puzzle with a peer's guidance. Differentiated instruction / विभेदित शिक्षण: Adapting teaching to varied learner needs while pursuing meaningful goals. Application: One class explores the same idea through tactile, visual and oral materials.

MCQ 431 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Zone of proximal development / निकटस्थ विकास क्षेत्र and Buddhi / बुद्धि.**

A. The gap between what a learner can do independently and with assistance. | The faculty of discernment and reasoning in Indian perspectives of self.

B. The gap between what a learner can do independently and with assistance. | Planning flexible ways to access, participate in and demonstrate learning.

C. The faculty of discernment and reasoning in Indian perspectives of self. | The gap between what a learner can do independently and with assistance.

D. Actively connecting experiences and ideas to develop understanding. | The faculty of discernment and reasoning in Indian perspectives of self.

**Correct answer / सही उत्तर: A.** The gap between what a learner can do independently and with assistance. | The faculty of discernment and reasoning in Indian perspectives of self.

**Explanation / व्याख्या**

Zone of proximal development / निकटस्थ विकास क्षेत्र: The gap between what a learner can do independently and with assistance. Application: A pupil solves a harder puzzle with a peer's guidance. Buddhi / बुद्धि: The faculty of discernment and reasoning in Indian perspectives of self. Application: A learner weighs alternatives before making a considered decision.

MCQ 432 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Zone of proximal development / निकटस्थ विकास क्षेत्र and Inclusive environment / समावेशी वातावरण.**

A. Children connect a new idea about floating with objects they have seen in water. | A teacher rearranges furniture so every pupil can access group activities.

B. A pupil solves a harder puzzle with a peer's guidance. | A teacher rearranges furniture so every pupil can access group activities.

C. A teacher rearranges furniture so every pupil can access group activities. | A pupil solves a harder puzzle with a peer's guidance.

D. A pupil solves a harder puzzle with a peer's guidance. | Before discussing plants, a teacher asks what children know from gardening.

**Correct answer / सही उत्तर: B.** A pupil solves a harder puzzle with a peer's guidance. | A teacher rearranges furniture so every pupil can access group activities.

**Explanation / व्याख्या**

Zone of proximal development / निकटस्थ विकास क्षेत्र: The gap between what a learner can do independently and with assistance. Application: A pupil solves a harder puzzle with a peer's guidance. Inclusive environment / समावेशी वातावरण: A setting that removes participation barriers for diverse learners. Application: A teacher rearranges furniture so every pupil can access group activities.

**MCQ 433 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Zone of proximal development / निकटस्थ विकास क्षेत्र / Physical development / शारीरिक विकास)**

A. Generalisation / सामान्यीकरण → A plan of tailored goals and supports for an individual learner.

B. Physical development / शारीरिक विकास → Extending a pattern or idea across relevant examples.

C. Zone of proximal development / निकटस्थ विकास क्षेत्र → The gap between what a learner can do independently and with assistance.

D. Zone of proximal development / निकटस्थ विकास क्षेत्र → Changes in bodily growth and motor capabilities.

**Correct answer / सही उत्तर: C.** Zone of proximal development / निकटस्थ विकास क्षेत्र → The gap between what a learner can do independently and with assistance.

**Explanation / व्याख्या**

Zone of proximal development / निकटस्थ विकास क्षेत्र: The gap between what a learner can do independently and with assistance. Application: A pupil solves a harder puzzle with a peer's guidance.

MCQ 434 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Zone of proximal development / निकटस्थ विकास क्षेत्र / Vijnanamaya kosha / विज्ञानमय कोश)**

A. Vijnanamaya kosha / विज्ञानमय कोश → Children encounter stories and games from other countries through digital media.

B. Globalisation / वैश्वीकरण → A pupil with low vision receives large-print materials.

C. Zone of proximal development / निकटस्थ विकास क्षेत्र → A pupil solves a harder puzzle with a peer's guidance.

D. Zone of proximal development / निकटस्थ विकास क्षेत्र → A discussion of thoughtful judgment illustrates this sheath.

**Correct answer / सही उत्तर: C.** Zone of proximal development / निकटस्थ विकास क्षेत्र → A pupil solves a harder puzzle with a peer's guidance.

**Explanation / व्याख्या**

Zone of proximal development / निकटस्थ विकास क्षेत्र: The gap between what a learner can do independently and with assistance. Application: A pupil solves a harder puzzle with a peer's guidance.

MCQ 435 • CORE PRACTICE · FORM 01

**Identify the concept described: Learning by watching others and their actions.**

A. Language development / भाषा विकास

B. Annamaya kosha / अन्नमय कोश

C. Meaning making / अर्थ निर्माण

D. Observational learning / अवलोकन अधिगम

**Correct answer / सही उत्तर: D.** Observational learning / अवलोकन अधिगम

**Explanation / व्याख्या**

Observational learning / अवलोकन अधिगम: Learning by watching others and their actions. Application: A pupil learns to organise materials by watching a classmate.

**MCQ 436 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A pupil learns to organise materials by watching a classmate.**

A. Generalisation / सामान्यीकरण

B. Vijnanamaya kosha / विज्ञानमय कोश

C. Chitta / चित्त

D. Observational learning / अवलोकन अधिगम

**Correct answer / सही उत्तर: D.** Observational learning / अवलोकन अधिगम

**Explanation / व्याख्या**

Observational learning / अवलोकन अधिगम: Learning by watching others and their actions.

Application: A pupil learns to organise materials by watching a classmate.

**MCQ 437 • CORE PRACTICE · FORM 03**

**Which explanation best defines Observational learning / अवलोकन अधिगम?**

A. Learning by watching others and their actions.

B. Childhood differs across social and cultural contexts.

C. Biologically influenced changes that contribute to readiness for new abilities.

D. An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

**Correct answer / सही उत्तर: A.** Learning by watching others and their actions.

**Explanation / व्याख्या**

Observational learning / अवलोकन अधिगम: Learning by watching others and their actions.

Application: A pupil learns to organise materials by watching a classmate.

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MCQ 438 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Observational learning / अवलोकन अधिगम?**

A. Children agree to alternate turns after disagreeing over a ball.

B. Children sort leaves by shape and compare groups.

C. Pupils hop, run and balance on a marked path.

D. A pupil learns to organise materials by watching a classmate.

**Correct answer / सही उत्तर: D.** A pupil learns to organise materials by watching a classmate.

**Explanation / व्याख्या**

Observational learning / अवलोकन अधिगम: Learning by watching others and their actions. Application: A pupil learns to organise materials by watching a classmate.

MCQ 439 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Learning by watching others and their actions. (2) Discussing differences to reach a workable agreement.**

A. Observational learning / अवलोकन अधिगम | Conflict negotiation / विवाद समाधान

B. Conflict negotiation / विवाद समाधान | Observational learning / अवलोकन अधिगम

C. Observational learning / अवलोकन अधिगम | Developmental domains / विकास के आयाम

D. Socio-emotional development / सामाजिक-संवेगात्मक विकास | Conflict negotiation / विवाद समाधान

**Correct answer / सही उत्तर: A.** Observational learning / अवलोकन अधिगम | Conflict negotiation / विवाद समाधान

**Explanation / व्याख्या**

Observational learning / अवलोकन अधिगम: Learning by watching others and their actions. Application: A pupil learns to organise materials by watching a classmate. Conflict negotiation / विवाद समाधान: Discussing differences to reach a workable agreement. Application: Children agree to alternate turns after disagreeing over a ball.

**MCQ 440 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A pupil learns to organise materials by watching a classmate. (2) A teacher rearranges furniture so every pupil can access group activities.**

A. Inclusive environment / समावेशी वातावरण | Observational learning / अवलोकन अधिगम

B. Observational learning / अवलोकन अधिगम | Inclusive environment / समावेशी वातावरण

C. Observational learning / अवलोकन अधिगम | Maturation / परिपक्वता

D. Generalisation / सामान्यीकरण | Inclusive environment / समावेशी वातावरण

**Correct answer / सही उत्तर: B.** Observational learning / अवलोकन अधिगम | Inclusive environment / समावेशी वातावरण

**Explanation / व्याख्या**

Observational learning / अवलोकन अधिगम: Learning by watching others and their actions. Application: A pupil learns to organise materials by watching a classmate. Inclusive environment / समावेशी वातावरण: A setting that removes participation barriers for diverse learners. Application: A teacher rearranges furniture so every pupil can access group activities.

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**MCQ 441 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Observational learning / अवलोकन अधिगम and Buddhi / बुद्धि.**

A. Social messages shape expectations associated with gender. | The faculty of discernment and reasoning in Indian perspectives of self.

B. Learning by watching others and their actions. | The faculty of discernment and reasoning in Indian perspectives of self.

C. The faculty of discernment and reasoning in Indian perspectives of self. | Learning by watching others and their actions.

D. Learning by watching others and their actions. | Shared values, routines and relationships within a school.

**Correct answer / सही उत्तर: B.** Learning by watching others and their actions. | The faculty of discernment and reasoning in Indian perspectives of self.

**Explanation / व्याख्या**

Observational learning / अवलोकन अधिगम: Learning by watching others and their actions. Application: A pupil learns to organise materials by watching a classmate. Buddhi / बुद्धि: The faculty of discernment and reasoning in Indian perspectives of self. Application: A learner weighs alternatives before making a considered decision.

MCQ 442 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Observational learning / अवलोकन अधिगम and Child rights / बाल अधिकार.**

A. A teacher records changes in a child's height over a year. | A teacher invites pupils to express their views in decisions affecting them.

B. A pupil learns to organise materials by watching a classmate. | A teacher invites pupils to express their views in decisions affecting them.

C. A pupil learns to organise materials by watching a classmate. | Learners link evaporation, clouds and rain using labelled arrows.

D. A teacher invites pupils to express their views in decisions affecting them. | A pupil learns to organise materials by watching a classmate.

**Correct answer / सही उत्तर: B.** A pupil learns to organise materials by watching a classmate. | A teacher invites pupils to express their views in decisions affecting them.

**Explanation / व्याख्या**

Observational learning / अवलोकन अधिगम: Learning by watching others and their actions. Application: A pupil learns to organise materials by watching a classmate. Child rights / बाल अधिकार: Children have entitlements to protection, participation, development and survival. Application: A teacher invites pupils to express their views in decisions affecting them.

**MCQ 443 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Observational learning / अवलोकन अधिगम / Individual differences / व्यक्तिगत भिन्नताएँ)**

A. Observational learning / अवलोकन अधिगम → Learning by watching others and their actions.

B. Vijnanamaya kosha / विज्ञानमय कोश → Discussing differences to reach a workable agreement.

C. Individual differences / व्यक्तिगत भिन्नताएँ → In the Panchakosha framework, the sheath associated with discernment and understanding.

D. Observational learning / अवलोकन अधिगम → Children vary in interests, abilities, experiences and rates of learning.

**Correct answer / सही उत्तर: A.** Observational learning / अवलोकन अधिगम → Learning by watching others and their actions.

**Explanation / व्याख्या**

Observational learning / अवलोकन अधिगम: Learning by watching others and their actions.
Application: A pupil learns to organise materials by watching a classmate.

MCQ 444 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Observational learning / अवलोकन अधिगम / Buddhi / बुद्धि)**

A. Child rights / बाल अधिकार → A teacher documents specific reading goals and accommodations for a child.

B. Observational learning / अवलोकन अधिगम → A pupil learns to organise materials by watching a classmate.

C. Observational learning / अवलोकन अधिगम → A learner weighs alternatives before making a considered decision.

D. Buddhi / बुद्धि → A teacher invites pupils to express their views in decisions affecting them.

**Correct answer / सही उत्तर: B.** Observational learning / अवलोकन अधिगम → A pupil learns to organise materials by watching a classmate.

**Explanation / व्याख्या**

Observational learning / अवलोकन अधिगम: Learning by watching others and their actions.
Application: A pupil learns to organise materials by watching a classmate.

MCQ 445 • CORE PRACTICE · FORM 01

**Identify the concept described: A consequence that increases the likelihood of a behaviour recurring.**

A. Chitta / चित्त

B. Reinforcement / पुनर्बलन

C. Free play / मुक्त खेल

D. Socialisation / समाजीकरण

**Correct answer / सही उत्तर: B.** Reinforcement / पुनर्बलन

**Explanation / व्याख्या**

Reinforcement / पुनर्बलन: A consequence that increases the likelihood of a behaviour recurring.
Application: Specific positive feedback encourages a pupil to continue checking work.

**MCQ 446 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Specific positive feedback encourages a pupil to continue checking work.**

A. Inclusive environment / समावेशी वातावरण

B. Symbolic play / प्रतीकात्मक खेल

C. Generalisation / सामान्यीकरण

D. Reinforcement / पुनर्बलन

**Correct answer / सही उत्तर: D.** Reinforcement / पुनर्बलन

**Explanation / व्याख्या**

Reinforcement / पुनर्बलन: A consequence that increases the likelihood of a behaviour recurring.

Application: Specific positive feedback encourages a pupil to continue checking work.

**MCQ 447 • CORE PRACTICE · FORM 03**

**Which explanation best defines Reinforcement / पुनर्बलन?**

A. Actively connecting experiences and ideas to develop understanding.

B. Planning flexible ways to access, participate in and demonstrate learning.

C. Understandings of childhood vary with history and social expectations.

D. A consequence that increases the likelihood of a behaviour recurring.

**Correct answer / सही उत्तर: D.** A consequence that increases the likelihood of a behaviour recurring.

**Explanation / व्याख्या**

Reinforcement / पुनर्बलन: A consequence that increases the likelihood of a behaviour recurring.

Application: Specific positive feedback encourages a pupil to continue checking work.

MCQ 448 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Reinforcement / पुनर्बलन?**

A. A child discovers a rule for sorting shapes by their properties.

B. A lesson offers spoken, printed and tactile representations.

C. Specific positive feedback encourages a pupil to continue checking work.

D. A child begins using longer sentences to explain an event.

**Correct answer / सही उत्तर: C.** Specific positive feedback encourages a pupil to continue checking work.

**Explanation / व्याख्या**

Reinforcement / पुनर्बलन: A consequence that increases the likelihood of a behaviour recurring. Application: Specific positive feedback encourages a pupil to continue checking work.

MCQ 449 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) A consequence that increases the likelihood of a behaviour recurring. (2) Growth in understanding and expressing meanings through language.**

A. Reinforcement / पुनर्बलन | Language development / भाषा विकास

B. Conflict negotiation / विवाद समाधान | Language development / भाषा विकास

C. Language development / भाषा विकास | Reinforcement / पुनर्बलन

D. Reinforcement / पुनर्बलन | Vijnanamaya kosha / विज्ञानमय कोश

**Correct answer / सही उत्तर: A.** Reinforcement / पुनर्बलन | Language development / भाषा विकास

**Explanation / व्याख्या**

Reinforcement / पुनर्बलन: A consequence that increases the likelihood of a behaviour recurring. Application: Specific positive feedback encourages a pupil to continue checking work. Language development / भाषा विकास: Growth in understanding and expressing meanings through language. Application: A child begins using longer sentences to explain an event.

**MCQ 450 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Specific positive feedback encourages a pupil to continue checking work. (2) A class discusses and chooses the rules for its reading corner.**

A. Child agency / बाल सक्रियता | Reinforcement / पुनर्बलन

B. Reinforcement / पुनर्बलन | Child agency / बाल सक्रियता

C. Reinforcement / पुनर्बलन | Language development / भाषा विकास

D. Socio-emotional development / सामाजिक-संवेगात्मक विकास | Child agency / बाल सक्रियता

**Correct answer / सही उत्तर: B.** Reinforcement / पुनर्बलन | Child agency / बाल सक्रियता

**Explanation / व्याख्या**

Reinforcement / पुनर्बलन: A consequence that increases the likelihood of a behaviour recurring. Application: Specific positive feedback encourages a pupil to continue checking work. Child agency / बाल सक्रियता: Children participate in shaping their own experiences. Application: A class discusses and chooses the rules for its reading corner.

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**MCQ 451 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Reinforcement / पुनर्बलन and Annamaya kosha / अन्नमय कोश.**

A. A consequence that increases the likelihood of a behaviour recurring. | In the Panchakosha framework, the physical or food-dependent sheath.

B. In the Panchakosha framework, the physical or food-dependent sheath. | A consequence that increases the likelihood of a behaviour recurring.

C. Quantitative increase in physical size or measurable bodily characteristics. | In the Panchakosha framework, the physical or food-dependent sheath.

D. A consequence that increases the likelihood of a behaviour recurring. | A plan of tailored goals and supports for an individual learner.

**Correct answer / सही उत्तर: A.** A consequence that increases the likelihood of a behaviour recurring. | In the Panchakosha framework, the physical or food-dependent sheath.

**Explanation / व्याख्या**

Reinforcement / पुनर्बलन: A consequence that increases the likelihood of a behaviour recurring. Application: Specific positive feedback encourages a pupil to continue checking work. Annamaya kosha / अन्नमय कोश: In the Panchakosha framework, the physical or food-dependent sheath. Application: A discussion of nourishment and bodily well-being illustrates this sheath.

**MCQ 452 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Reinforcement / पुनर्बलन and Generalisation / सामान्यीकरण.**

A. Specific positive feedback encourages a pupil to continue checking work. | A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

B. Children choose their own pretend shop game and assign roles. | After sorting several triangles, pupils identify their common features.

C. After sorting several triangles, pupils identify their common features. | Specific positive feedback encourages a pupil to continue checking work.

D. Specific positive feedback encourages a pupil to continue checking work. | After sorting several triangles, pupils identify their common features.

**Correct answer / सही उत्तर: D.** Specific positive feedback encourages a pupil to continue checking work. | After sorting several triangles, pupils identify their common features.

**Explanation / व्याख्या**

Reinforcement / पुनर्बलन: A consequence that increases the likelihood of a behaviour recurring. Application: Specific positive feedback encourages a pupil to continue checking work. Generalisation / सामान्यीकरण: Extending a pattern or idea across relevant examples. Application: After sorting several triangles, pupils identify their common features.

MCQ 453 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Reinforcement / पुनर्बलन / Growth / वृद्धि)**

A. Diverse childhoods / विविध बचपन → Improved control of small muscles, especially hands and fingers.

B. Reinforcement / पुनर्बलन → A consequence that increases the likelihood of a behaviour recurring.

C. Reinforcement / पुनर्बलन → Quantitative increase in physical size or measurable bodily characteristics.

D. Growth / वृद्धि → Childhood differs across social and cultural contexts.

**Correct answer / सही उत्तर: B.** Reinforcement / पुनर्बलन → A consequence that increases the likelihood of a behaviour recurring.

**Explanation / व्याख्या**

Reinforcement / पुनर्बलन: A consequence that increases the likelihood of a behaviour recurring.
Application: Specific positive feedback encourages a pupil to continue checking work.

MCQ 454 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Reinforcement / पुनर्बलन / Cooperative play / सहयोगी खेल)**

A. Reinforcement / पुनर्बलन → Specific positive feedback encourages a pupil to continue checking work.

B. Reinforcement / पुनर्बलन → A group works together to construct a tower.

C. Cooperative play / सहयोगी खेल → A child gains finer control while cutting paper with scissors.

D. Physical development / शारीरिक विकास → Two pupils use different methods to complete the same task.

**Correct answer / सही उत्तर: A.** Reinforcement / पुनर्बलन → Specific positive feedback encourages a pupil to continue checking work.

**Explanation / व्याख्या**

Reinforcement / पुनर्बलन: A consequence that increases the likelihood of a behaviour recurring.
Application: Specific positive feedback encourages a pupil to continue checking work.

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 07.01

**Explain Experiential learning / अनुभवात्मक अधिगम and give one classroom example.**

**Model answer:** Learning through experience and reflection. Children grow seeds and discuss what changed each day.

**REVISION 07.02**

**Explain Guided inquiry / निर्देशित अन्वेषण and give one classroom example.**

**Model answer:** Investigating questions with suitable teacher support. A teacher offers prompts while pupils investigate which objects float.

**REVISION 07.03**

**Explain Learner autonomy / शिक्षार्थी स्वायत्तता and give one classroom example.**

**Model answer:** Increasing learners' responsibility and choice in learning. Pupils select a strategy and explain why it works for their task.

**REVISION 07.04**

**Explain Scaffolding / सहारा देकर सीखना and give one classroom example.**

**Model answer:** Temporary support adjusted to a learner's needs and gradually withdrawn. A teacher first provides hints for a task and later removes them.

GyanTech Guru Ji

**REVISION 07.05**

**Explain Zone of proximal development / निकटस्थ विकास क्षेत्र and give one classroom example.**

**Model answer:** The gap between what a learner can do independently and with assistance. A pupil solves a harder puzzle with a peer's guidance.

**REVISION 07.06**

**Explain Observational learning / अवलोकन अधिगम and give one classroom example.**

**Model answer:** Learning by watching others and their actions. A pupil learns to organise materials by watching a classmate.

**REVISION 07.07**

**Explain Reinforcement / पुनर्बलन and give one classroom example.**

**Model answer:** A consequence that increases the likelihood of a behaviour recurring. Specific positive feedback encourages a pupil to continue checking work.

GyanTech Guru Ji

CHAPTER 08 • 42 MCQs • 4 REVISION PROMPTS

# Learning by Children with Special Needs

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Individualised education plan / व्यक्तिगत शिक्षा योजना

A plan of tailored goals and supports for an individual learner.

**Classroom example:** A teacher documents specific reading goals and accommodations for a child.

### Differentiated instruction / विभेदित शिक्षण

Adapting teaching to varied learner needs while pursuing meaningful goals.

**Classroom example:** One class explores the same idea through tactile, visual and oral materials.

### Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प

Planning flexible ways to access, participate in and demonstrate learning.

**Classroom example:** A lesson offers spoken, printed and tactile representations.

### Reasonable accommodation / उचित समायोजन

An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

**Classroom example:** A pupil with low vision receives large-print materials.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

### MCQ 455 • NEW CLASSROOM APPLICATION

**A pupil with low vision joins a map-reading lesson. Which adjustment is appropriate?**

A. Lower every learning outcome automatically
B. Ask peers to complete the work for the pupil
C. Exclude the pupil from maps
D. Offer high-contrast or tactile maps and verbal descriptions

**Correct answer / सही उत्तर: D.** Offer high-contrast or tactile maps and verbal descriptions

**Explanation / व्याख्या**

Accessible representations preserve participation and meaningful learning goals.

### MCQ 456 • NEW CLASSROOM APPLICATION

**When a child repeatedly struggles with a task, what is a useful first step?**

A. Publicly label the child
B. Remove all challenging work
C. Diagnose a disability from one score
D. Observe the barriers and adapt instruction before drawing conclusions

**Correct answer / सही उत्तर: D.** Observe the barriers and adapt instruction before drawing conclusions

**Explanation / व्याख्या**

Evidence-based observation and targeted support avoid premature labelling.

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## Core question bank

Ten related practice formats; core concepts recur for revision.

**MCQ 457 • CORE PRACTICE · FORM 01**

**Identify the concept described: A plan of tailored goals and supports for an individual learner.**

A. Experiential learning / अनुभवात्मक अधिगम

B. Classification / वर्गीकरण

C. Individualised education plan / व्यक्तिगत शिक्षा योजना

D. Peer influence / सहपाठी प्रभाव

**Correct answer / सही उत्तर: C.** Individualised education plan / व्यक्तिगत शिक्षा योजना

**Explanation / व्याख्या**

Individualised education plan / व्यक्तिगत शिक्षा योजना: A plan of tailored goals and supports for an individual learner. Application: A teacher documents specific reading goals and accommodations for a child.

**MCQ 458 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A teacher documents specific reading goals and accommodations for a child.**

A. Individualised education plan / व्यक्तिगत शिक्षा योजना

B. Diverse childhoods / विविध बचपन

C. Maturation / परिपक्वता

D. Manomaya kosha / मनोमय कोश

**Correct answer / सही उत्तर: A.** Individualised education plan / व्यक्तिगत शिक्षा योजना

**Explanation / व्याख्या**

Individualised education plan / व्यक्तिगत शिक्षा योजना: A plan of tailored goals and supports for an individual learner. Application: A teacher documents specific reading goals and accommodations for a child.

MCQ 459 • CORE PRACTICE · FORM 03

**Which explanation best defines Individualised education plan / व्यक्तिगत शिक्षा योजना?**

A. A plan of tailored goals and supports for an individual learner.
B. The faculty of discernment and reasoning in Indian perspectives of self.
C. Children's attitudes and actions are shaped by their age-group companions.
D. Grouping objects or ideas by shared attributes.

**Correct answer / सही उत्तर: A.** A plan of tailored goals and supports for an individual learner.

**Explanation / व्याख्या**

Individualised education plan / व्यक्तिगत शिक्षा योजना: A plan of tailored goals and supports for an individual learner. Application: A teacher documents specific reading goals and accommodations for a child.

MCQ 460 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Individualised education plan / व्यक्तिगत शिक्षा योजना?**

A. Pupils select a strategy and explain why it works for their task.
B. A teacher documents specific reading goals and accommodations for a child.
C. A past experience leaves an impression that can be recalled later.
D. Daily practices of greeting and listening respectfully influence behaviour.

**Correct answer / सही उत्तर: B.** A teacher documents specific reading goals and accommodations for a child.

**Explanation / व्याख्या**

Individualised education plan / व्यक्तिगत शिक्षा योजना: A plan of tailored goals and supports for an individual learner. Application: A teacher documents specific reading goals and accommodations for a child.

**MCQ 461 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) A plan of tailored goals and supports for an individual learner. (2) Children have entitlements to protection, participation, development and survival.**

A. Individualised education plan / व्यक्तिगत शिक्षा योजना | Child rights / बाल अधिकार

B. Individualised education plan / व्यक्तिगत शिक्षा योजना | Classification / वर्गीकरण

C. Child rights / बाल अधिकार | Individualised education plan / व्यक्तिगत शिक्षा योजना

D. Manomaya kosha / मनोमय कोश | Child rights / बाल अधिकार

**Correct answer / सही उत्तर: A.** Individualised education plan / व्यक्तिगत शिक्षा योजना | Child rights / बाल अधिकार

**Explanation / व्याख्या**

Individualised education plan / व्यक्तिगत शिक्षा योजना: A plan of tailored goals and supports for an individual learner. Application: A teacher documents specific reading goals and accommodations for a child. Child rights / बाल अधिकार: Children have entitlements to protection, participation, development and survival. Application: A teacher invites pupils to express their views in decisions affecting them.

**MCQ 462 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A teacher documents specific reading goals and accommodations for a child. (2) A teacher rearranges furniture so every pupil can access group activities.**

A. Individualised education plan / व्यक्तिगत शिक्षा योजना | Diverse childhoods / विविध बचपन

B. Individualised education plan / व्यक्तिगत शिक्षा योजना | Inclusive environment / समावेशी वातावरण

C. Developmental domains / विकास के आयाम | Inclusive environment / समावेशी वातावरण

D. Inclusive environment / समावेशी वातावरण | Individualised education plan / व्यक्तिगत शिक्षा योजना

**Correct answer / सही उत्तर: B.** Individualised education plan / व्यक्तिगत शिक्षा योजना | Inclusive environment / समावेशी वातावरण

**Explanation / व्याख्या**

Individualised education plan / व्यक्तिगत शिक्षा योजना: A plan of tailored goals and supports for an individual learner. Application: A teacher documents specific reading goals and accommodations for a child. Inclusive environment / समावेशी वातावरण: A setting that removes participation barriers for diverse learners. Application: A teacher rearranges furniture so every pupil can access group activities.

MCQ 463 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Individualised education plan / व्यक्तिगत शिक्षा योजना and Zone of proximal development / निकटस्थ विकास क्षेत्र.**

A. A plan of tailored goals and supports for an individual learner. | The gap between what a learner can do independently and with assistance.

B. A plan of tailored goals and supports for an individual learner. | Social messages shape expectations associated with gender.

C. The gap between what a learner can do independently and with assistance. | A plan of tailored goals and supports for an individual learner.

D. Safeguarding children from exploitation, abuse and harm. | The gap between what a learner can do independently and with assistance.

**Correct answer / सही उत्तर: A.** A plan of tailored goals and supports for an individual learner. | The gap between what a learner can do independently and with assistance.

**Explanation / व्याख्या**

Individualised education plan / व्यक्तिगत शिक्षा योजना: A plan of tailored goals and supports for an individual learner. Application: A teacher documents specific reading goals and accommodations for a child. Zone of proximal development / निकटस्थ विकास क्षेत्र: The gap between what a learner can do independently and with assistance. Application: A pupil solves a harder puzzle with a peer's guidance.

**MCQ 464 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Individualised education plan / व्यक्तिगत शिक्षा योजना and Psychological safety / मनोवैज्ञानिक सुरक्षा.**

A. Children encounter stories and games from other countries through digital media. | A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

B. A teacher documents specific reading goals and accommodations for a child. | A teacher attends to bodily, vital, mental, intellectual and inner well-being together.

C. A teacher documents specific reading goals and accommodations for a child. | A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

D. A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning. | A teacher documents specific reading goals and accommodations for a child.

**Correct answer / सही उत्तर: C.** A teacher documents specific reading goals and accommodations for a child. | A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

**Explanation / व्याख्या**

Individualised education plan / व्यक्तिगत शिक्षा योजना: A plan of tailored goals and supports for an individual learner. Application: A teacher documents specific reading goals and accommodations for a child. Psychological safety / मनोवैज्ञानिक सुरक्षा: An atmosphere where learners can ask questions and make mistakes without humiliation. Application: A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

MCQ 465 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Individualised education plan / व्यक्तिगत शिक्षा योजना / Peer influence / सहपाठी प्रभाव)**

A. Individualised education plan / व्यक्तिगत शिक्षा योजना → Children's attitudes and actions are shaped by their age-group companions.

B. Peer influence / सहपाठी प्रभाव → A visual representation of relationships among concepts.

C. Concept map / अवधारणा मानचित्र → An atmosphere where learners can ask questions and make mistakes without humiliation.

D. Individualised education plan / व्यक्तिगत शिक्षा योजना → A plan of tailored goals and supports for an individual learner.

**Correct answer / सही उत्तर: D.** Individualised education plan / व्यक्तिगत शिक्षा योजना → A plan of tailored goals and supports for an individual learner.

**Explanation / व्याख्या**

Individualised education plan / व्यक्तिगत शिक्षा योजना: A plan of tailored goals and supports for an individual learner. Application: A teacher documents specific reading goals and accommodations for a child.

**MCQ 466 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Individualised education plan / व्यक्तिगत शिक्षा योजना / Diverse childhoods / विविध बचपन)**

A. Diverse childhoods / विविध बचपन → Pupils select a strategy and explain why it works for their task.

B. Individualised education plan / व्यक्तिगत शिक्षा योजना → Children in a fishing community and an urban neighbourhood experience different daily routines.

C. Learner autonomy / शिक्षार्थी स्वायत्तता → Children agree to alternate turns after disagreeing over a ball.

D. Individualised education plan / व्यक्तिगत शिक्षा योजना → A teacher documents specific reading goals and accommodations for a child.

**Correct answer / सही उत्तर: D.** Individualised education plan / व्यक्तिगत शिक्षा योजना → A teacher documents specific reading goals and accommodations for a child.

**Explanation / व्याख्या**

Individualised education plan / व्यक्तिगत शिक्षा योजना: A plan of tailored goals and supports for an individual learner. Application: A teacher documents specific reading goals and accommodations for a child.

**MCQ 467 • CORE PRACTICE · FORM 01**

**Identify the concept described: Adapting teaching to varied learner needs while pursuing meaningful goals.**

A. Reinforcement / पुनर्बलन

B. Differentiated instruction / विभेदित शिक्षण

C. Classification / वर्गीकरण

D. Vijnanamaya kosha / विज्ञानमय कोश

**Correct answer / सही उत्तर: B.** Differentiated instruction / विभेदित शिक्षण

**Explanation / व्याख्या**

Differentiated instruction / विभेदित शिक्षण: Adapting teaching to varied learner needs while pursuing meaningful goals. Application: One class explores the same idea through tactile, visual and oral materials.

**MCQ 468 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? One class explores the same idea through tactile, visual and oral materials.**

A. Child rights / बाल अधिकार

B. Differentiated instruction / विभेदित शिक्षण

C. Maturation / परिपक्वता

D. Generalisation / सामान्यीकरण

**Correct answer / सही उत्तर: B.** Differentiated instruction / विभेदित शिक्षण

**Explanation / व्याख्या**

Differentiated instruction / विभेदित शिक्षण: Adapting teaching to varied learner needs while pursuing meaningful goals. Application: One class explores the same idea through tactile, visual and oral materials.

**MCQ 469 • CORE PRACTICE · FORM 03**

**Which explanation best defines Differentiated instruction / विभेदित शिक्षण?**

A. Adapting teaching to varied learner needs while pursuing meaningful goals.

B. The gap between what a learner can do independently and with assistance.

C. Changes in bodily growth and motor capabilities.

D. Biologically influenced changes that contribute to readiness for new abilities.

**Correct answer / सही उत्तर: A.** Adapting teaching to varied learner needs while pursuing meaningful goals.

**Explanation / व्याख्या**

Differentiated instruction / विभेदित शिक्षण: Adapting teaching to varied learner needs while pursuing meaningful goals. Application: One class explores the same idea through tactile, visual and oral materials.

**MCQ 470 • CORE PRACTICE · FORM 04**

**Which classroom example best demonstrates Differentiated instruction / विभेदित शिक्षण?**

A. Children choose their own pretend shop game and assign roles.

B. Pupils select a strategy and explain why it works for their task.

C. One class explores the same idea through tactile, visual and oral materials.

D. A class discusses and chooses the rules for its reading corner.

**Correct answer / सही उत्तर: C.** One class explores the same idea through tactile, visual and oral materials.

**Explanation / व्याख्या**

Differentiated instruction / विभेदित शिक्षण: Adapting teaching to varied learner needs while pursuing meaningful goals. Application: One class explores the same idea through tactile, visual and oral materials.

**MCQ 471 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Adapting teaching to varied learner needs while pursuing meaningful goals. (2) Temporary support adjusted to a learner's needs and gradually withdrawn.**

A. Physical development / शारीरिक विकास | Scaffolding / सहारा देकर सीखना

B. Differentiated instruction / विभेदित शिक्षण | Scaffolding / सहारा देकर सीखना

C. Scaffolding / सहारा देकर सीखना | Differentiated instruction / विभेदित शिक्षण

D. Differentiated instruction / विभेदित शिक्षण | Language development / भाषा विकास

**Correct answer / सही उत्तर: B.** Differentiated instruction / विभेदित शिक्षण | Scaffolding / सहारा देकर सीखना

**Explanation / व्याख्या**

Differentiated instruction / विभेदित शिक्षण: Adapting teaching to varied learner needs while pursuing meaningful goals. Application: One class explores the same idea through tactile, visual and oral materials. Scaffolding / सहारा देकर सीखना: Temporary support adjusted to a learner's needs and gradually withdrawn. Application: A teacher first provides hints for a task and later removes them.

MCQ 472 • CORE PRACTICE · FORM 06

**Match the situations to concepts, in order. (1) One class explores the same idea through tactile, visual and oral materials. (2) Specific positive feedback encourages a pupil to continue checking work.**

A. Reinforcement / पुनर्बलन | Differentiated instruction / विभेदित शिक्षण

B. Differentiated instruction / विभेदित शिक्षण | Fine motor development / सूक्ष्म गतिक विकास

C. Differentiated instruction / विभेदित शिक्षण | Reinforcement / पुनर्बलन

D. Prior knowledge / पूर्व ज्ञान | Reinforcement / पुनर्बलन

**Correct answer / सही उत्तर: C.** Differentiated instruction / विभेदित शिक्षण | Reinforcement / पुनर्बलन

**Explanation / व्याख्या**

Differentiated instruction / विभेदित शिक्षण: Adapting teaching to varied learner needs while pursuing meaningful goals. Application: One class explores the same idea through tactile, visual and oral materials. Reinforcement / पुनर्बलन: A consequence that increases the likelihood of a behaviour recurring. Application: Specific positive feedback encourages a pupil to continue checking work.

MCQ 473 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Differentiated instruction / विभेदित शिक्षण and Meaning making / अर्थ निर्माण.**

A. Actively connecting experiences and ideas to develop understanding. | Adapting teaching to varied learner needs while pursuing meaningful goals.

B. An atmosphere where learners can ask questions and make mistakes without humiliation. | Actively connecting experiences and ideas to develop understanding.

C. Adapting teaching to varied learner needs while pursuing meaningful goals. | Using an object or action to represent something else in play.

D. Adapting teaching to varied learner needs while pursuing meaningful goals. | Actively connecting experiences and ideas to develop understanding.

**Correct answer / सही उत्तर: D.** Adapting teaching to varied learner needs while pursuing meaningful goals. | Actively connecting experiences and ideas to develop understanding.

**Explanation / व्याख्या**

Differentiated instruction / विभेदित शिक्षण: Adapting teaching to varied learner needs while pursuing meaningful goals. Application: One class explores the same idea through tactile, visual and oral materials. Meaning making / अर्थ निर्माण: Actively connecting experiences and ideas to develop understanding. Application: Children connect a new idea about floating with objects they have seen in water.

MCQ 474 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Differentiated instruction / विभेदित शिक्षण and Maturation / परिपक्वता.**

A. One class explores the same idea through tactile, visual and oral materials. | A child acquires greater motor control as the nervous system develops.

B. One class explores the same idea through tactile, visual and oral materials. | A teacher rearranges furniture so every pupil can access group activities.

C. Children thread large beads and fold paper. | A child acquires greater motor control as the nervous system develops.

D. A child acquires greater motor control as the nervous system develops. | One class explores the same idea through tactile, visual and oral materials.

**Correct answer / सही उत्तर: A.** One class explores the same idea through tactile, visual and oral materials. | A child acquires greater motor control as the nervous system develops.

**Explanation / व्याख्या**

Differentiated instruction / विभेदित शिक्षण: Adapting teaching to varied learner needs while pursuing meaningful goals. Application: One class explores the same idea through tactile, visual and oral materials. Maturation / परिपक्वता: Biologically influenced changes that contribute to readiness for new abilities. Application: A child acquires greater motor control as the nervous system develops.

MCQ 475 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Differentiated instruction / विभेदित शिक्षण / Child agency / बाल सक्रियता)**

A. Gross motor play / स्थूल गतिक खेल → Learning social norms, values and practices through interaction.

B. Differentiated instruction / विभेदित शिक्षण → Children participate in shaping their own experiences.

C. Child agency / बाल सक्रियता → Play involving large muscle movements.

D. Differentiated instruction / विभेदित शिक्षण → Adapting teaching to varied learner needs while pursuing meaningful goals.

**Correct answer / सही उत्तर: D.** Differentiated instruction / विभेदित शिक्षण → Adapting teaching to varied learner needs while pursuing meaningful goals.

**Explanation / व्याख्या**

Differentiated instruction / विभेदित शिक्षण: Adapting teaching to varied learner needs while pursuing meaningful goals. Application: One class explores the same idea through tactile, visual and oral materials.

MCQ 476 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Differentiated instruction / विभेदित शिक्षण / Primary socialisation / प्राथमिक समाजीकरण)**

A. Primary socialisation / प्राथमिक समाजीकरण → A teacher records changes in a child's height over a year.

B. Differentiated instruction / विभेदित शिक्षण → A toddler learns family greetings through everyday interaction.

C. Differentiated instruction / विभेदित शिक्षण → One class explores the same idea through tactile, visual and oral materials.

D. Growth / वृद्धि → A learner recognises a friend's distress and responds with empathy.

**Correct answer / सही उत्तर: C.** Differentiated instruction / विभेदित शिक्षण → One class explores the same idea through tactile, visual and oral materials.

**Explanation / व्याख्या**

Differentiated instruction / विभेदित शिक्षण: Adapting teaching to varied learner needs while pursuing meaningful goals. Application: One class explores the same idea through tactile, visual and oral materials.

**MCQ 477 • CORE PRACTICE · FORM 01**

**Identify the concept described: Planning flexible ways to access, participate in and demonstrate learning.**

A. Panchakosha / पंचकोश

B. Childhood as a social construct / बचपन का सामाजिक निर्माण

C. Zone of proximal development / निकटस्थ विकास क्षेत्र

D. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प

**Correct answer / सही उत्तर: D.** Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प

**Explanation / व्याख्या**

Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प: Planning flexible ways to access, participate in and demonstrate learning. Application: A lesson offers spoken, printed and tactile representations.

**MCQ 478 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A lesson offers spoken, printed and tactile representations.**

A. School culture / विद्यालय संस्कृति

B. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प

C. Scaffolding / सहारा देकर सीखना

D. Manomaya kosha / मनोमय कोश

**Correct answer / सही उत्तर: B.** Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प

**Explanation / व्याख्या**

Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प: Planning flexible ways to access, participate in and demonstrate learning. Application: A lesson offers spoken, printed and tactile representations.

MCQ 479 • CORE PRACTICE · FORM 03

**Which explanation best defines Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प?**

A. Playing with others towards a shared goal.

B. Planning flexible ways to access, participate in and demonstrate learning.

C. Discussing differences to reach a workable agreement.

D. Temporary support adjusted to a learner's needs and gradually withdrawn.

**Correct answer / सही उत्तर: B.** Planning flexible ways to access, participate in and demonstrate learning.

**Explanation / व्याख्या**

Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प: Planning flexible ways to access, participate in and demonstrate learning. Application: A lesson offers spoken, printed and tactile representations.

MCQ 480 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प?**

A. A playground activity develops movement, communication and cooperation together.

B. A child learns to take turns by interacting with family and classmates.

C. A past experience leaves an impression that can be recalled later.

D. A lesson offers spoken, printed and tactile representations.

**Correct answer / सही उत्तर: D.** A lesson offers spoken, printed and tactile representations.

**Explanation / व्याख्या**

Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प: Planning flexible ways to access, participate in and demonstrate learning. Application: A lesson offers spoken, printed and tactile representations.

**MCQ 481 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Planning flexible ways to access, participate in and demonstrate learning. (2) Interrelated areas of physical, cognitive, language and social-emotional change.**

A. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प | Developmental domains / विकास के आयाम

B. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प | Annamaya kosha / अन्नमय कोश

C. Manomaya kosha / मनोमय कोश | Developmental domains / विकास के आयाम

D. Developmental domains / विकास के आयाम | Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प

**Correct answer / सही उत्तर: A.** Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प | Developmental domains / विकास के आयाम

**Explanation / व्याख्या**

Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प: Planning flexible ways to access, participate in and demonstrate learning. Application: A lesson offers spoken, printed and tactile representations. Developmental domains / विकास के आयाम: Interrelated areas of physical, cognitive, language and social-emotional change. Application: A playground activity develops movement, communication and cooperation together.

MCQ 482 • CORE PRACTICE · FORM 06

**Match the situations to concepts, in order. (1) A lesson offers spoken, printed and tactile representations. (2) Children agree to alternate turns after disagreeing over a ball.**

A. Buddhi / बुद्धि | Conflict negotiation / विवाद समाधान

B. Conflict negotiation / विवाद समाधान | Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प

C. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प | Conflict negotiation / विवाद समाधान

D. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प | Vijnanamaya kosha / विज्ञानमय कोश

**Correct answer / सही उत्तर: C.** Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प | Conflict negotiation / विवाद समाधान

**Explanation / व्याख्या**

Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प: Planning flexible ways to access, participate in and demonstrate learning. Application: A lesson offers spoken, printed and tactile representations. Conflict negotiation / विवाद समाधान: Discussing differences to reach a workable agreement. Application: Children agree to alternate turns after disagreeing over a ball.

MCQ 483 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प and Cooperative play / सहयोगी खेल.**

A. Planning flexible ways to access, participate in and demonstrate learning. | Playing with others towards a shared goal.

B. Understandings of childhood vary with history and social expectations. | Playing with others towards a shared goal.

C. Playing with others towards a shared goal. | Planning flexible ways to access, participate in and demonstrate learning.

D. Planning flexible ways to access, participate in and demonstrate learning. | Temporary support adjusted to a learner's needs and gradually withdrawn.

**Correct answer / सही उत्तर: A.** Planning flexible ways to access, participate in and demonstrate learning. | Playing with others towards a shared goal.

**Explanation / व्याख्या**

Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प: Planning flexible ways to access, participate in and demonstrate learning. Application: A lesson offers spoken, printed and tactile representations. Cooperative play / सहयोगी खेल: Playing with others towards a shared goal. Application: A group works together to construct a tower.

**MCQ 484 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प and Gross motor play / स्थूल गतिक खेल.**

A. A lesson offers spoken, printed and tactile representations. | Before discussing plants, a teacher asks what children know from gardening.

B. A child learns to take turns by interacting with family and classmates. | Pupils hop, run and balance on a marked path.

C. A lesson offers spoken, printed and tactile representations. | Pupils hop, run and balance on a marked path.

D. Pupils hop, run and balance on a marked path. | A lesson offers spoken, printed and tactile representations.

**Correct answer / सही उत्तर: C.** A lesson offers spoken, printed and tactile representations. | Pupils hop, run and balance on a marked path.

**Explanation / व्याख्या**

Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प: Planning flexible ways to access, participate in and demonstrate learning. Application: A lesson offers spoken, printed and tactile representations. Gross motor play / स्थूल गतिक खेल: Play involving large muscle movements. Application: Pupils hop, run and balance on a marked path.

MCQ 485 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प / Growth / वृद्धि)**

A. Child protection / बाल संरक्षण → Childhood differs across social and cultural contexts.

B. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प → Planning flexible ways to access, participate in and demonstrate learning.

C. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प → Quantitative increase in physical size or measurable bodily characteristics.

D. Growth / वृद्धि → Safeguarding children from exploitation, abuse and harm.

**Correct answer / सही उत्तर: B.** Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प → Planning flexible ways to access, participate in and demonstrate learning.

**Explanation / व्याख्या**

Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प: Planning flexible ways to access, participate in and demonstrate learning. Application: A lesson offers spoken, printed and tactile representations.

**MCQ 486 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प / Conflict negotiation / विवाद समाधान)**

A. Primary socialisation / प्राथमिक समाजीकरण → A playground activity develops movement, communication and cooperation together.

B. Conflict negotiation / विवाद समाधान → A toddler learns family greetings through everyday interaction.

C. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प → Children agree to alternate turns after disagreeing over a ball.

D. Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प → A lesson offers spoken, printed and tactile representations.

**Correct answer / सही उत्तर: D.** Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प → A lesson offers spoken, printed and tactile representations.

**Explanation / व्याख्या**

Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प: Planning flexible ways to access, participate in and demonstrate learning. Application: A lesson offers spoken, printed and tactile representations.

**MCQ 487 • CORE PRACTICE · FORM 01**

**Identify the concept described: An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.**

A. Reasonable accommodation / उचित समायोजन

B. Cognitive development / संज्ञानात्मक विकास

C. Observational learning / अवलोकन अधिगम

D. Chitta / चित्त

**Correct answer / सही उत्तर: A.** Reasonable accommodation / उचित समायोजन

**Explanation / व्याख्या**

Reasonable accommodation / उचित समायोजन: An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. Application: A pupil with low vision receives large-print materials.

**MCQ 488 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A pupil with low vision receives large-print materials.**

A. Reasonable accommodation / उचित समायोजन

B. Cooperative play / सहयोगी खेल

C. Globalisation / वैश्वीकरण

D. Language development / भाषा विकास

**Correct answer / सही उत्तर: A.** Reasonable accommodation / उचित समायोजन

**Explanation / व्याख्या**

Reasonable accommodation / उचित समायोजन: An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. Application: A pupil with low vision receives large-print materials.

MCQ 489 • CORE PRACTICE · FORM 03

**Which explanation best defines Reasonable accommodation / उचित समायोजन?**

A. Actively connecting experiences and ideas to develop understanding.

B. Play initiated and directed primarily by children.

C. An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

D. Playing with others towards a shared goal.

**Correct answer / सही उत्तर: C.** An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

**Explanation / व्याख्या**

Reasonable accommodation / उचित समायोजन: An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. Application: A pupil with low vision receives large-print materials.

MCQ 490 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Reasonable accommodation / उचित समायोजन?**

A. A teacher rearranges furniture so every pupil can access group activities.

B. Children choose their own pretend shop game and assign roles.

C. Pupils explain why a circle is not a triangle.

D. A pupil with low vision receives large-print materials.

**Correct answer / सही उत्तर: D.** A pupil with low vision receives large-print materials.

**Explanation / व्याख्या**

Reasonable accommodation / उचित समायोजन: An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. Application: A pupil with low vision receives large-print materials.

**MCQ 491 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. (2) Play involving large muscle movements.**

A. Gross motor play / स्थूल गतिक खेल | Reasonable accommodation / उचित समायोजन

B. Reasonable accommodation / उचित समायोजन | Socio-emotional development / सामाजिक-संवेगात्मक विकास

C. Experiential learning / अनुभवात्मक अधिगम | Gross motor play / स्थूल गतिक खेल

D. Reasonable accommodation / उचित समायोजन | Gross motor play / स्थूल गतिक खेल

**Correct answer / सही उत्तर: D.** Reasonable accommodation / उचित समायोजन | Gross motor play / स्थूल गतिक खेल

**Explanation / व्याख्या**

Reasonable accommodation / उचित समायोजन: An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. Application: A pupil with low vision receives large-print materials. Gross motor play / स्थूल गतिक खेल: Play involving large muscle movements. Application: Pupils hop, run and balance on a marked path.

**MCQ 492 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A pupil with low vision receives large-print materials. (2) A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.**

A. Reasonable accommodation / उचित समायोजन | Gross motor play / स्थूल गतिक खेल

B. Psychological safety / मनोवैज्ञानिक सुरक्षा | Reasonable accommodation / उचित समायोजन

C. Reasonable accommodation / उचित समायोजन | Psychological safety / मनोवैज्ञानिक सुरक्षा

D. Diverse childhoods / विविध बचपन | Psychological safety / मनोवैज्ञानिक सुरक्षा

**Correct answer / सही उत्तर: C.** Reasonable accommodation / उचित समायोजन | Psychological safety / मनोवैज्ञानिक सुरक्षा

**Explanation / व्याख्या**

Reasonable accommodation / उचित समायोजन: An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. Application: A pupil with low vision receives large-print materials. Psychological safety / मनोवैज्ञानिक सुरक्षा: An atmosphere where learners can ask questions and make mistakes without humiliation. Application: A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

**MCQ 493 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Reasonable accommodation / उचित समायोजन and Maturation / परिपक्वता.**

A. Children's attitudes and actions are shaped by their age-group companions. | Biologically influenced changes that contribute to readiness for new abilities.

B. An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. | Biologically influenced changes that contribute to readiness for new abilities.

C. An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. | Grouping objects or ideas by shared attributes.

D. Biologically influenced changes that contribute to readiness for new abilities. | An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

**Correct answer / सही उत्तर: B.** An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. | Biologically influenced changes that contribute to readiness for new abilities.

**Explanation / व्याख्या**

Reasonable accommodation / उचित समायोजन: An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. Application: A pupil with low vision receives large-print materials. Maturation / परिपक्वता: Biologically influenced changes that contribute to readiness for new abilities. Application: A child acquires greater motor control as the nervous system develops.

MCQ 494 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Reasonable accommodation / उचित समायोजन and Maturation / परिपक्वता.**

A. Specific positive feedback encourages a pupil to continue checking work. | A child acquires greater motor control as the nervous system develops.

B. A pupil with low vision receives large-print materials. | A child acquires greater motor control as the nervous system develops.

C. A pupil with low vision receives large-print materials. | A past experience leaves an impression that can be recalled later.

D. A child acquires greater motor control as the nervous system develops. | A pupil with low vision receives large-print materials.

**Correct answer / सही उत्तर: B.** A pupil with low vision receives large-print materials. | A child acquires greater motor control as the nervous system develops.

**Explanation / व्याख्या**

Reasonable accommodation / उचित समायोजन: An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. Application: A pupil with low vision receives large-print materials. Maturation / परिपक्वता: Biologically influenced changes that contribute to readiness for new abilities. Application: A child acquires greater motor control as the nervous system develops.

MCQ 495 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Reasonable accommodation / उचित समायोजन / Conflict negotiation / विवाद समाधान)**

A. Conflict negotiation / विवाद समाधान → Increasing learners' responsibility and choice in learning.

B. Learner autonomy / शिक्षार्थी स्वायत्तता → Changes in bodily growth and motor capabilities.

C. Reasonable accommodation / उचित समायोजन → An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

D. Reasonable accommodation / उचित समायोजन → Discussing differences to reach a workable agreement.

**Correct answer / सही उत्तर: C.** Reasonable accommodation / उचित समायोजन → An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily.

**Explanation / व्याख्या**

Reasonable accommodation / उचित समायोजन: An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. Application: A pupil with low vision receives large-print materials.

MCQ 496 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Reasonable accommodation / उचित समायोजन / Psychological safety / मनोवैज्ञानिक सुरक्षा)**

A. Child protection / बाल संरक्षण → Learners link evaporation, clouds and rain using labelled arrows.

B. Psychological safety / मनोवैज्ञानिक सुरक्षा → A teacher follows the safeguarding procedure after a child discloses abuse.

C. Reasonable accommodation / उचित समायोजन → A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

D. Reasonable accommodation / उचित समायोजन → A pupil with low vision receives large-print materials.

**Correct answer / सही उत्तर: D.** Reasonable accommodation / उचित समायोजन → A pupil with low vision receives large-print materials.

**Explanation / व्याख्या**

Reasonable accommodation / उचित समायोजन: An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. Application: A pupil with low vision receives large-print materials.

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 08.01

**Explain Individualised education plan / व्यक्तिगत शिक्षा योजना and give one classroom example.**

**Model answer:** A plan of tailored goals and supports for an individual learner. A teacher documents specific reading goals and accommodations for a child.

**REVISION 08.02**

**Explain Differentiated instruction / विभेदित शिक्षण and give one classroom example.**

**Model answer:** Adapting teaching to varied learner needs while pursuing meaningful goals. One class explores the same idea through tactile, visual and oral materials.

**REVISION 08.03**

**Explain Universal design for learning / अधिगम का सार्वभौमिक अभिकल्प and give one classroom example.**

**Model answer:** Planning flexible ways to access, participate in and demonstrate learning. A lesson offers spoken, printed and tactile representations.

**REVISION 08.04**

**Explain Reasonable accommodation / उचित समायोजन and give one classroom example.**

**Model answer:** An adjustment that removes an individual barrier without changing the intended learning goal unnecessarily. A pupil with low vision receives large-print materials.

GyanTech Guru Ji

CHAPTER 09 • 22 MCQs • 2 REVISION PROMPTS

# Learner Friendly Environment

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Inclusive environment / समावेशी वातावरण

A setting that removes participation barriers for diverse learners.

**Classroom example:** A teacher rearranges furniture so every pupil can access group activities.

### Psychological safety / मनोवैज्ञानिक सुरक्षा

An atmosphere where learners can ask questions and make mistakes without humiliation.

**Classroom example:** A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

MCQ 497 • NEW CLASSROOM APPLICATION

**What should a teacher say after a thoughtful but incorrect answer?**

A. You are permanently weak in this subject

B. Let's examine how you arrived at that idea

C. Never answer again unless certain

D. Everyone should laugh at this error

**Correct answer / सही उत्तर: B.** Let's examine how you arrived at that idea

**Explanation / व्याख्या**

Respectful discussion of mistakes encourages risk-taking and learning.

MCQ 498 • NEW CLASSROOM APPLICATION

**Which classroom arrangement supports participation?**

A. Materials placed beyond children's reach
B. Clear pathways, reachable resources and flexible seating
C. One fixed seating arrangement regardless of needs
D. A rule that prevents pupils asking for help

**Correct answer / सही उत्तर: B.** Clear pathways, reachable resources and flexible seating

**Explanation / व्याख्या**

Accessibility involves physical access as well as social and emotional inclusion.

## Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 499 • CORE PRACTICE · FORM 01

**Identify the concept described: A setting that removes participation barriers for diverse learners.**

A. Peer influence / सहपाठी प्रभाव
B. Physical development / शारीरिक विकास
C. Zone of proximal development / निकटस्थ विकास क्षेत्र
D. Inclusive environment / समावेशी वातावरण

**Correct answer / सही उत्तर: D.** Inclusive environment / समावेशी वातावरण

**Explanation / व्याख्या**

Inclusive environment / समावेशी वातावरण: A setting that removes participation barriers for diverse learners. Application: A teacher rearranges furniture so every pupil can access group activities.

GyanTech Guru Ji

**MCQ 500 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A teacher rearranges furniture so every pupil can access group activities.**

A. Maturation / परिपक्वता

B. Zone of proximal development / निकटस्थ विकास क्षेत्र

C. Inclusive environment / समावेशी वातावरण

D. Classification / वर्गीकरण

**Correct answer / सही उत्तर: C.** Inclusive environment / समावेशी वातावरण

**Explanation / व्याख्या**

Inclusive environment / समावेशी वातावरण: A setting that removes participation barriers for diverse learners. Application: A teacher rearranges furniture so every pupil can access group activities.

**MCQ 501 • CORE PRACTICE · FORM 03**

**Which explanation best defines Inclusive environment / समावेशी वातावरण?**

A. A setting that removes participation barriers for diverse learners.

B. A visual representation of relationships among concepts.

C. Understandings of childhood vary with history and social expectations.

D. Adapting teaching to varied learner needs while pursuing meaningful goals.

**Correct answer / सही उत्तर: A.** A setting that removes participation barriers for diverse learners.

**Explanation / व्याख्या**

Inclusive environment / समावेशी वातावरण: A setting that removes participation barriers for diverse learners. Application: A teacher rearranges furniture so every pupil can access group activities.

MCQ 502 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Inclusive environment / समावेशी वातावरण?**

A. After sorting several triangles, pupils identify their common features.

B. Pupils hop, run and balance on a marked path.

C. Children in a fishing community and an urban neighbourhood experience different daily routines.

D. A teacher rearranges furniture so every pupil can access group activities.

**Correct answer / सही उत्तर: D.** A teacher rearranges furniture so every pupil can access group activities.

**Explanation / व्याख्या**

Inclusive environment / समावेशी वातावरण: A setting that removes participation barriers for diverse learners. Application: A teacher rearranges furniture so every pupil can access group activities.

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**MCQ 503 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) A setting that removes participation barriers for diverse learners. (2) In the Panchakosha framework, the sheath associated with discernment and understanding.**

A. Vijnanamaya kosha / विज्ञानमय कोश | Inclusive environment / समावेशी वातावरण

B. Fine motor development / सूक्ष्म गतिक विकास | Vijnanamaya kosha / विज्ञानमय कोश

C. Inclusive environment / समावेशी वातावरण | Vijnanamaya kosha / विज्ञानमय कोश

D. Inclusive environment / समावेशी वातावरण | Reasonable accommodation / उचित समायोजन

**Correct answer / सही उत्तर: C.** Inclusive environment / समावेशी वातावरण | Vijnanamaya kosha / विज्ञानमय कोश

**Explanation / व्याख्या**

Inclusive environment / समावेशी वातावरण: A setting that removes participation barriers for diverse learners. Application: A teacher rearranges furniture so every pupil can access group activities. Vijnanamaya kosha / विज्ञानमय कोश: In the Panchakosha framework, the sheath associated with discernment and understanding. Application: A discussion of thoughtful judgment illustrates this sheath.

**MCQ 504 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A teacher rearranges furniture so every pupil can access group activities. (2) A teacher first provides hints for a task and later removes them.**

A. Inclusive environment / समावेशी वातावरण | Peer influence / सहपाठी प्रभाव

B. Cooperative play / सहयोगी खेल | Scaffolding / सहारा देकर सीखना

C. Scaffolding / सहारा देकर सीखना | Inclusive environment / समावेशी वातावरण

D. Inclusive environment / समावेशी वातावरण | Scaffolding / सहारा देकर सीखना

**Correct answer / सही उत्तर: D.** Inclusive environment / समावेशी वातावरण | Scaffolding / सहारा देकर सीखना

**Explanation / व्याख्या**

Inclusive environment / समावेशी वातावरण: A setting that removes participation barriers for diverse learners. Application: A teacher rearranges furniture so every pupil can access group activities. Scaffolding / सहारा देकर सीखना: Temporary support adjusted to a learner's needs and gradually withdrawn. Application: A teacher first provides hints for a task and later removes them.

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**MCQ 505 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Inclusive environment / समावेशी वातावरण and Individual differences / व्यक्तिगत भिन्नताएँ.**

A. Children vary in interests, abilities, experiences and rates of learning. | A setting that removes participation barriers for diverse learners.

B. A setting that removes participation barriers for diverse learners. | Early learning of social practices through close relationships.

C. A five-sheath perspective on holistic human development. | Children vary in interests, abilities, experiences and rates of learning.

D. A setting that removes participation barriers for diverse learners. | Children vary in interests, abilities, experiences and rates of learning.

**Correct answer / सही उत्तर: D.** A setting that removes participation barriers for diverse learners. | Children vary in interests, abilities, experiences and rates of learning.

**Explanation / व्याख्या**

Inclusive environment / समावेशी वातावरण: A setting that removes participation barriers for diverse learners. Application: A teacher rearranges furniture so every pupil can access group activities. Individual differences / व्यक्तिगत भिन्नताएँ: Children vary in interests, abilities, experiences and rates of learning. Application: Two pupils use different methods to complete the same task.

**MCQ 506 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Inclusive environment / समावेशी वातावरण and Chitta / चित्त.**

A. A past experience leaves an impression that can be recalled later. | A teacher rearranges furniture so every pupil can access group activities.

B. A child begins using longer sentences to explain an event. | A past experience leaves an impression that can be recalled later.

C. A teacher rearranges furniture so every pupil can access group activities. | A past experience leaves an impression that can be recalled later.

D. A teacher rearranges furniture so every pupil can access group activities. | A class compares the responsibilities of children in different generations.

**Correct answer / सही उत्तर: C.** A teacher rearranges furniture so every pupil can access group activities. | A past experience leaves an impression that can be recalled later.

**Explanation / व्याख्या**

Inclusive environment / समावेशी वातावरण: A setting that removes participation barriers for diverse learners. Application: A teacher rearranges furniture so every pupil can access group activities. Chitta / चित्त: The aspect of mind associated with memory and impressions. Application: A past experience leaves an impression that can be recalled later.

MCQ 507 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Inclusive environment / समावेशी वातावरण / Peer influence / सहपाठी प्रभाव)**

A. Concept map / अवधारणा मानचित्र → Children have entitlements to protection, participation, development and survival.

B. Inclusive environment / समावेशी वातावरण → A setting that removes participation barriers for diverse learners.

C. Peer influence / सहपाठी प्रभाव → A visual representation of relationships among concepts.

D. Inclusive environment / समावेशी वातावरण → Children's attitudes and actions are shaped by their age-group companions.

**Correct answer / सही उत्तर: B.** Inclusive environment / समावेशी वातावरण → A setting that removes participation barriers for diverse learners.

**Explanation / व्याख्या**

Inclusive environment / समावेशी वातावरण: A setting that removes participation barriers for diverse learners. Application: A teacher rearranges furniture so every pupil can access group activities.

MCQ 508 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Inclusive environment / समावेशी वातावरण / Reinforcement / पुनर्बलन)**

A. Reinforcement / पुनर्बलन → A child discovers a rule for sorting shapes by their properties.

B. Inclusive environment / समावेशी वातावरण → Specific positive feedback encourages a pupil to continue checking work.

C. Inclusive environment / समावेशी वातावरण → A teacher rearranges furniture so every pupil can access group activities.

D. Cognitive development / संज्ञानात्मक विकास → A learner recognises a friend's distress and responds with empathy.

**Correct answer / सही उत्तर: C.** Inclusive environment / समावेशी वातावरण → A teacher rearranges furniture so every pupil can access group activities.

**Explanation / व्याख्या**

Inclusive environment / समावेशी वातावरण: A setting that removes participation barriers for diverse learners. Application: A teacher rearranges furniture so every pupil can access group activities.

MCQ 509 • CORE PRACTICE · FORM 01

**Identify the concept described: An atmosphere where learners can ask questions and make mistakes without humiliation.**

A. Psychological safety / मनोवैज्ञानिक सुरक्षा

B. Gross motor play / स्थूल गतिक खेल

C. Physical development / शारीरिक विकास

D. Panchakosha / पंचकोश

**Correct answer / सही उत्तर: A.** Psychological safety / मनोवैज्ञानिक सुरक्षा

**Explanation / व्याख्या**

Psychological safety / मनोवैज्ञानिक सुरक्षा: An atmosphere where learners can ask questions and make mistakes without humiliation. Application: A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

MCQ 510 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.**

A. Psychological safety / मनोवैज्ञानिक सुरक्षा

B. School culture / विद्यालय संस्कृति

C. Prior knowledge / पूर्व ज्ञान

D. Reinforcement / पुनर्बलन

**Correct answer / सही उत्तर: A.** Psychological safety / मनोवैज्ञानिक सुरक्षा

**Explanation / व्याख्या**

Psychological safety / मनोवैज्ञानिक सुरक्षा: An atmosphere where learners can ask questions and make mistakes without humiliation. Application: A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

MCQ 511 • CORE PRACTICE · FORM 03

**Which explanation best defines Psychological safety / मनोवैज्ञानिक सुरक्षा?**

A. Play involving large muscle movements.

B. An atmosphere where learners can ask questions and make mistakes without humiliation.

C. Learning through experience and reflection.

D. Changes in bodily growth and motor capabilities.

**Correct answer / सही उत्तर: B.** An atmosphere where learners can ask questions and make mistakes without humiliation.

**Explanation / व्याख्या**

Psychological safety / मनोवैज्ञानिक सुरक्षा: An atmosphere where learners can ask questions and make mistakes without humiliation. Application: A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

MCQ 512 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Psychological safety / मनोवैज्ञानिक सुरक्षा?**

A. One class explores the same idea through tactile, visual and oral materials.

B. A learner weighs alternatives before making a considered decision.

C. A learner starts cooperating after observing friends share materials.

D. A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

**Correct answer / सही उत्तर: D.** A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

**Explanation / व्याख्या**

Psychological safety / मनोवैज्ञानिक सुरक्षा: An atmosphere where learners can ask questions and make mistakes without humiliation. Application: A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

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MCQ 513 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) An atmosphere where learners can ask questions and make mistakes without humiliation. (2) Interrelated areas of physical, cognitive, language and social-emotional change.**

A. Psychological safety / मनोवैज्ञानिक सुरक्षा | Developmental domains / विकास के आयाम

B. Psychological safety / मनोवैज्ञानिक सुरक्षा | Concept map / अवधारणा मानचित्र

C. Developmental domains / विकास के आयाम | Psychological safety / मनोवैज्ञानिक सुरक्षा

D. Learner autonomy / शिक्षार्थी स्वायत्तता | Developmental domains / विकास के आयाम

**Correct answer / सही उत्तर: A.** Psychological safety / मनोवैज्ञानिक सुरक्षा | Developmental domains / विकास के आयाम

**Explanation / व्याख्या**

Psychological safety / मनोवैज्ञानिक सुरक्षा: An atmosphere where learners can ask questions and make mistakes without humiliation. Application: A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning. Developmental domains / विकास के आयाम: Interrelated areas of physical, cognitive, language and social-emotional change. Application: A playground activity develops movement, communication and cooperation together.

**MCQ 514 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning. (2) Pupils hop, run and balance on a marked path.**

A. Psychological safety / मनोवैज्ञानिक सुरक्षा | Socio-emotional development / सामाजिक-संवेगात्मक विकास

B. Gross motor play / स्थूल गतिक खेल | Psychological safety / मनोवैज्ञानिक सुरक्षा

C. Psychological safety / मनोवैज्ञानिक सुरक्षा | Gross motor play / स्थूल गतिक खेल

D. Growth / वृद्धि | Gross motor play / स्थूल गतिक खेल

**Correct answer / सही उत्तर: C.** Psychological safety / मनोवैज्ञानिक सुरक्षा | Gross motor play / स्थूल गतिक खेल

**Explanation / व्याख्या**

Psychological safety / मनोवैज्ञानिक सुरक्षा: An atmosphere where learners can ask questions and make mistakes without humiliation. Application: A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning. Gross motor play / स्थूल गतिक खेल: Play involving large muscle movements. Application: Pupils hop, run and balance on a marked path.

MCQ 515 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Psychological safety / मनोवैज्ञानिक सुरक्षा and Buddhi / बुद्धि.**

A. An atmosphere where learners can ask questions and make mistakes without humiliation. | Interrelated areas of physical, cognitive, language and social-emotional change.

B. A consequence that increases the likelihood of a behaviour recurring. | The faculty of discernment and reasoning in Indian perspectives of self.

C. An atmosphere where learners can ask questions and make mistakes without humiliation. | The faculty of discernment and reasoning in Indian perspectives of self.

D. The faculty of discernment and reasoning in Indian perspectives of self. | An atmosphere where learners can ask questions and make mistakes without humiliation.

**Correct answer / सही उत्तर: C.** An atmosphere where learners can ask questions and make mistakes without humiliation. | The faculty of discernment and reasoning in Indian perspectives of self.

**Explanation / व्याख्या**

Psychological safety / मनोवैज्ञानिक सुरक्षा: An atmosphere where learners can ask questions and make mistakes without humiliation. Application: A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning. Buddhi / बुद्धि: The faculty of discernment and reasoning in Indian perspectives of self. Application: A learner weighs alternatives before making a considered decision.

**MCQ 516 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Psychological safety / मनोवैज्ञानिक सुरक्षा and Gross motor play / स्थूल गतिक खेल.**

A. A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning. | A child begins using longer sentences to explain an event.

B. A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning. | Pupils hop, run and balance on a marked path.

C. Pupils hop, run and balance on a marked path. | A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

D. Children in a fishing community and an urban neighbourhood experience different daily routines. | Pupils hop, run and balance on a marked path.

**Correct answer / सही उत्तर: B.** A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning. | Pupils hop, run and balance on a marked path.

**Explanation / व्याख्या**

Psychological safety / मनोवैज्ञानिक सुरक्षा: An atmosphere where learners can ask questions and make mistakes without humiliation. Application: A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning. Gross motor play / स्थूल गतिक खेल: Play involving large muscle movements. Application: Pupils hop, run and balance on a marked path.

**MCQ 517 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Psychological safety / मनोवैज्ञानिक सुरक्षा / Concept map / अवधारणा मानचित्र)**

A. Psychological safety / मनोवैज्ञानिक सुरक्षा → A visual representation of relationships among concepts.

B. Concept map / अवधारणा मानचित्र → Children participate in shaping their own experiences.

C. Child agency / बाल सक्रियता → Changes in bodily growth and motor capabilities.

D. Psychological safety / मनोवैज्ञानिक सुरक्षा → An atmosphere where learners can ask questions and make mistakes without humiliation.

**Correct answer / सही उत्तर: D.** Psychological safety / मनोवैज्ञानिक सुरक्षा → An atmosphere where learners can ask questions and make mistakes without humiliation.

**Explanation / व्याख्या**

Psychological safety / मनोवैज्ञानिक सुरक्षा: An atmosphere where learners can ask questions and make mistakes without humiliation. Application: A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

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MCQ 518 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Psychological safety / मनोवैज्ञानिक सुरक्षा / Vijnanamaya kosha / विज्ञानमय कोश)**

A. Psychological safety / मनोवैज्ञानिक सुरक्षा → A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

B. Cooperative play / सहयोगी खेल → A child pretends a cardboard box is a bus.

C. Psychological safety / मनोवैज्ञानिक सुरक्षा → A discussion of thoughtful judgment illustrates this sheath.

D. Vijnanamaya kosha / विज्ञानमय कोश → A group works together to construct a tower.

**Correct answer / सही उत्तर: A.** Psychological safety / मनोवैज्ञानिक सुरक्षा → A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

**Explanation / व्याख्या**

Psychological safety / मनोवैज्ञानिक सुरक्षा: An atmosphere where learners can ask questions and make mistakes without humiliation. Application: A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 09.01

**Explain Inclusive environment / समावेशी वातावरण and give one classroom example.**

**Model answer:** A setting that removes participation barriers for diverse learners. A teacher rearranges furniture so every pupil can access group activities.

**REVISION 09.02**

**Explain Psychological safety / मनोवैज्ञानिक सुरक्षा and give one classroom example.**

**Model answer:** An atmosphere where learners can ask questions and make mistakes without humiliation. A teacher thanks a pupil for sharing an incorrect answer and investigates the reasoning.

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COURSE 02
NIOS BRIDGE COURSE • INDEPENDENT PRACTICE EDITION 2026–27

# Curriculum, Pedagogy and Assessment

## पाठ्यचर्या, शिक्षाशास्त्र एवं आकलन

Guru Ji

**518 MCQs + 50 short-answer prompts**

9 chapter groups • 18 new classroom-based MCQs • spacious single-column layout

**Study • Practise • Reflect**
Chapter-wise concept revision, practical classroom application and explained answers. This is supplementary preparation material, not an official NIOS publication or verified previous-year paper.

COURSE ROADMAP

# Contents & chapter coverage

MCQ count includes original practice variants and new application questions.


| | | |
|---|---|---|
| 01 | Curriculum | 62 MCQs |
| 02 | Curricular Issues and Concerns | 62 MCQs |
| 03 | Creative and Child-Friendly Learning Environment | 62 MCQs |
| 04 | Learning Resources | 62 MCQs |
| 05 | Role of Teachers in Curriculum Evaluation | 62 MCQs |
| 06 | Effective Teaching at Foundational and Preparatory Stage | 62 MCQs |
| 07 | Learning through Play | 52 MCQs |
| 08 | Assessment | 42 MCQs |
| 09 | Tools and Techniques of Assessment | 52 MCQs |


**Coverage and source note.** This revised edition retains the chapter catalogue and 300 core concepts from the earlier question bank and its companion website. It adds independent pedagogical practice questions. Official reference: bridge.nios.ac.in and its course details. Individual NIOS chapter PDFs were not available for full inspection in the earlier research; this is not an exhaustive or independently verified PDF-by-PDF mapping. Language-I is predominantly Hindi; other courses are predominantly English with Hindi concept labels. Language-II reading assessment and curricular alignment are supplementary chapter groupings retained from the earlier edition.

CHAPTER 01 • 62 MCQs • 6 REVISION PROMPTS

# Curriculum

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Curriculum / पाठ्यचर्या

The planned set of learning experiences offered by an educational programme.

**Classroom example:** A school coordinates activities, content and assessment across a year.

### Curricular goal / पाठ्यचर्या लक्ष्य

A broad educational aim guiding learning across a stage.

**Classroom example:** A framework aims to develop children's effective communication.

### Competency / दक्षता

A capacity to apply knowledge, skills and dispositions in meaningful contexts.

**Classroom example:** A pupil uses number sense to compare quantities in a shop activity.

### Learning outcome / अधिगम प्रतिफल

An observable expectation of what a learner can demonstrate.

**Classroom example:** After a lesson, children can identify three local plants.

### Syllabus / पाठ्यक्रम

A specified outline of content or topics for a course.

**Classroom example:** A teacher consults the prescribed topic sequence before planning a unit.

**Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या**

Unstated values and norms conveyed through everyday school practices.

**Classroom example:** Who gets to lead group work communicates implicit expectations.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

**MCQ 001 • NEW CLASSROOM APPLICATION**

### Which statement distinguishes curriculum from syllabus?

A. Curriculum is only the timetable

B. Syllabus includes every informal experience

C. They always mean exactly the same thing

D. Curriculum includes planned learning experiences and assessment; a syllabus specifies content more narrowly

**Correct answer / सही उत्तर: D.** Curriculum includes planned learning experiences and assessment; a syllabus specifies content more narrowly

**Explanation / व्याख्या**

Curriculum is the broader educational plan, of which content is one component.

MCQ 002 • NEW CLASSROOM APPLICATION

**A teacher always gives leadership roles to the highest scorers. What may children learn implicitly?**

A. That status depends on marks
B. That assessment is unnecessary
C. That all participation is valued equally
D. That leadership is equally distributed

**Correct answer / सही उत्तर: A.** That status depends on marks

**Explanation / व्याख्या**
Unstated routines communicate values and expectations.

## Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 003 • CORE PRACTICE · FORM 01

**Identify the concept described: The planned set of learning experiences offered by an educational programme.**

A. Curriculum / पाठ्यचर्या
B. Equity / समता
C. Child-friendly environment / बाल-अनुकूल वातावरण
D. Checklist / जाँच सूची

**Correct answer / सही उत्तर: A.** Curriculum / पाठ्यचर्या

**Explanation / व्याख्या**
Curriculum / पाठ्यचर्या: The planned set of learning experiences offered by an educational programme. Application: A school coordinates activities, content and assessment across a year.

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**MCQ 004 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A school coordinates activities, content and assessment across a year.**

A. Curriculum / पाठ्यचर्या
B. Social inclusion / सामाजिक समावेशन
C. Digital accessibility / डिजिटल सुगम्यता
D. Guided play / निर्देशित खेल

**Correct answer / सही उत्तर: A.** Curriculum / पाठ्यचर्या

**Explanation / व्याख्या**
Curriculum / पाठ्यचर्या: The planned set of learning experiences offered by an educational programme. Application: A school coordinates activities, content and assessment across a year.

**MCQ 005 • CORE PRACTICE · FORM 03**

**Which explanation best defines Curriculum / पाठ्यचर्या?**

A. Ensuring meaningful participation regardless of social background.
B. Arranging space to support different tasks and participation needs.
C. Systematically noticing children's learning during play.
D. The planned set of learning experiences offered by an educational programme.

**Correct answer / सही उत्तर: D.** The planned set of learning experiences offered by an educational programme.

**Explanation / व्याख्या**
Curriculum / पाठ्यचर्या: The planned set of learning experiences offered by an educational programme. Application: A school coordinates activities, content and assessment across a year.

MCQ 006 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Curriculum / पाठ्यचर्या?**

A. A school coordinates activities, content and assessment across a year.

B. A storytelling rubric describes clarity, sequence and expression.

C. Children act as customers and shopkeepers.

D. An end-of-unit task evaluates what pupils have achieved.

**Correct answer / सही उत्तर: A.** A school coordinates activities, content and assessment across a year.

**Explanation / व्याख्या**

Curriculum / पाठ्यचर्या: The planned set of learning experiences offered by an educational programme. Application: A school coordinates activities, content and assessment across a year.

MCQ 007 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) The planned set of learning experiences offered by an educational programme. (2) Gathering evidence during learning to improve teaching and learning.**

A. Formative assessment / निर्माणात्मक आकलन | Curriculum / पाठ्यचर्या

B. Curriculum / पाठ्यचर्या | Formative assessment / निर्माणात्मक आकलन

C. Curriculum / पाठ्यचर्या | Jaadui Pitara / जादुई पिटारा

D. Differentiation / विभेदित शिक्षण | Formative assessment / निर्माणात्मक आकलन

**Correct answer / सही उत्तर: B.** Curriculum / पाठ्यचर्या | Formative assessment / निर्माणात्मक आकलन

**Explanation / व्याख्या**

Curriculum / पाठ्यचर्या: The planned set of learning experiences offered by an educational programme. Application: A school coordinates activities, content and assessment across a year. Formative assessment / निर्माणात्मक आकलन: Gathering evidence during learning to improve teaching and learning. Application: A teacher adjusts tomorrow's instruction after checking today's responses.

**MCQ 008 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A school coordinates activities, content and assessment across a year. (2) An end-of-unit task evaluates what pupils have achieved.**

A. Curriculum / पाठ्यचर्या | Gender equity / लैंगिक समानता

B. Anecdotal record / उपाख्यानात्मक अभिलेख | Summative assessment / संकलनात्मक आकलन

C. Summative assessment / संकलनात्मक आकलन | Curriculum / पाठ्यचर्या

D. Curriculum / पाठ्यचर्या | Summative assessment / संकलनात्मक आकलन

**Correct answer / सही उत्तर: D.** Curriculum / पाठ्यचर्या | Summative assessment / संकलनात्मक आकलन

**Explanation / व्याख्या**

Curriculum / पाठ्यचर्या: The planned set of learning experiences offered by an educational programme. Application: A school coordinates activities, content and assessment across a year. Summative assessment / संकलनात्मक आकलन: Judging learning at the end of a defined instructional period. Application: An end-of-unit task evaluates what pupils have achieved.

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**MCQ 009 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Curriculum / पाठ्यचर्या and Holistic progress card / समग्र प्रगति पत्र.**

A. Organising learning with children of different ages together. | A multidimensional report of progress across learning domains.

B. The planned set of learning experiences offered by an educational programme. | A multidimensional report of progress across learning domains.

C. A multidimensional report of progress across learning domains. | The planned set of learning experiences offered by an educational programme.

D. The planned set of learning experiences offered by an educational programme. | Objects or representations selected to make learning accessible.

**Correct answer / सही उत्तर: B.** The planned set of learning experiences offered by an educational programme. | A multidimensional report of progress across learning domains.

**Explanation / व्याख्या**

Curriculum / पाठ्यचर्या: The planned set of learning experiences offered by an educational programme. Application: A school coordinates activities, content and assessment across a year. Holistic progress card / समग्र प्रगति पत्र: A multidimensional report of progress across learning domains. Application: A report includes academic, social, physical and creative development evidence.

**MCQ 010 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Curriculum / पाठ्यचर्या and Checklist / जाँच सूची.**

A. An end-of-unit task evaluates what pupils have achieved. | A teacher ticks whether a pupil uses an appropriate measurement unit.

B. A teacher ticks whether a pupil uses an appropriate measurement unit. | A school coordinates activities, content and assessment across a year.

C. A school coordinates activities, content and assessment across a year. | A pupil receives accessible learning material to participate in the same activity.

D. A school coordinates activities, content and assessment across a year. | A teacher ticks whether a pupil uses an appropriate measurement unit.

**Correct answer / सही उत्तर: D.** A school coordinates activities, content and assessment across a year. | A teacher ticks whether a pupil uses an appropriate measurement unit.

**Explanation / व्याख्या**

Curriculum / पाठ्यचर्या: The planned set of learning experiences offered by an educational programme. Application: A school coordinates activities, content and assessment across a year. Checklist / जाँच सूची: A list used to record whether specified behaviours or criteria are present. Application: A teacher ticks whether a pupil uses an appropriate measurement unit.

**MCQ 011 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Curriculum / पाठ्यचर्या / Reflective practice / चिंतनशील अभ्यास)**

A. Curriculum / पाठ्यचर्या → Examining teaching evidence to improve future decisions.

B. Curriculum / पाठ्यचर्या → The planned set of learning experiences offered by an educational programme.

C. Reflective practice / चिंतनशील अभ्यास → Planning that responds to children's developing interests and questions.

D. Emergent curriculum / उभरती पाठ्यचर्या → Identifying specific strengths, difficulties and misconceptions to guide instruction.

**Correct answer / सही उत्तर: B.** Curriculum / पाठ्यचर्या → The planned set of learning experiences offered by an educational programme.

**Explanation / व्याख्या**

Curriculum / पाठ्यचर्या: The planned set of learning experiences offered by an educational programme. Application: A school coordinates activities, content and assessment across a year.

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**MCQ 012 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Curriculum / पाठ्यचर्या / Play observation / खेल अवलोकन)**

A. Curriculum / पाठ्यचर्या → A teacher records how children negotiate turns during a game.

B. Play observation / खेल अवलोकन → Desks move into small groups for discussion and then a circle for sharing.

C. Curriculum / पाठ्यचर्या → A school coordinates activities, content and assessment across a year.

D. Flexible seating / लचीली बैठक व्यवस्था → A teacher combines stories, songs and manipulatives for early learners.

**Correct answer / सही उत्तर: C.** Curriculum / पाठ्यचर्या → A school coordinates activities, content and assessment across a year.

**Explanation / व्याख्या**

Curriculum / पाठ्यचर्या: The planned set of learning experiences offered by an educational programme. Application: A school coordinates activities, content and assessment across a year.

**MCQ 013 • CORE PRACTICE · FORM 01**

**Identify the concept described: A broad educational aim guiding learning across a stage.**

A. Local contextualisation / स्थानीय संदर्भीकरण

B. Project-based learning / परियोजना आधारित अधिगम

C. Digital accessibility / डिजिटल सुगम्यता

D. Curricular goal / पाठ्यचर्या लक्ष्य

**Correct answer / सही उत्तर: D.** Curricular goal / पाठ्यचर्या लक्ष्य

**Explanation / व्याख्या**

Curricular goal / पाठ्यचर्या लक्ष्य: A broad educational aim guiding learning across a stage. Application: A framework aims to develop children's effective communication.

**MCQ 014 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A framework aims to develop children's effective communication.**

A. Curricular goal / पाठ्यचर्या लक्ष्य
B. Multi-age grouping / बहु-आयु समूह
C. Play-based pedagogy / खेल आधारित शिक्षाशास्त्र
D. Emergent curriculum / उभरती पाठ्यचर्या

**Correct answer / सही उत्तर: A.** Curricular goal / पाठ्यचर्या लक्ष्य

**Explanation / व्याख्या**

Curricular goal / पाठ्यचर्या लक्ष्य: A broad educational aim guiding learning across a stage.
Application: A framework aims to develop children's effective communication.

**MCQ 015 • CORE PRACTICE · FORM 03**

**Which explanation best defines Curricular goal / पाठ्यचर्या लक्ष्य?**

A. Arranging space to support different tasks and participation needs.
B. Ensuring meaningful participation regardless of social background.
C. A digital platform offering educational content and resources in India.
D. A broad educational aim guiding learning across a stage.

**Correct answer / सही उत्तर: D.** A broad educational aim guiding learning across a stage.

**Explanation / व्याख्या**

Curricular goal / पाठ्यचर्या लक्ष्य: A broad educational aim guiding learning across a stage.
Application: A framework aims to develop children's effective communication.

MCQ 016 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Curricular goal / पाठ्यचर्या लक्ष्य?**

A. Children practise counting by running a pretend market.

B. Children work on the same goal using different levels of scaffolding.

C. A framework aims to develop children's effective communication.

D. Desks move into small groups for discussion and then a circle for sharing.

**Correct answer / सही उत्तर: C.** A framework aims to develop children's effective communication.

**Explanation / व्याख्या**

Curricular goal / पाठ्यचर्या लक्ष्य: A broad educational aim guiding learning across a stage. Application: A framework aims to develop children's effective communication.

MCQ 017 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) A broad educational aim guiding learning across a stage. (2) Planning that responds to children's developing interests and questions.**

A. Curricular goal / पाठ्यचर्या लक्ष्य | Outdoor learning / बाहरी अधिगम

B. Holistic progress card / समग्र प्रगति पत्र | Emergent curriculum / उभरती पाठ्यचर्या

C. Curricular goal / पाठ्यचर्या लक्ष्य | Emergent curriculum / उभरती पाठ्यचर्या

D. Emergent curriculum / उभरती पाठ्यचर्या | Curricular goal / पाठ्यचर्या लक्ष्य

**Correct answer / सही उत्तर: C.** Curricular goal / पाठ्यचर्या लक्ष्य | Emergent curriculum / उभरती पाठ्यचर्या

**Explanation / व्याख्या**

Curricular goal / पाठ्यचर्या लक्ष्य: A broad educational aim guiding learning across a stage. Application: A framework aims to develop children's effective communication. Emergent curriculum / उभरती पाठ्यचर्या: Planning that responds to children's developing interests and questions. Application: Interest in butterflies leads the teacher to plan further observation activities.

**MCQ 018 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A framework aims to develop children's effective communication. (2) Water becomes the focus of stories, measurement and environmental exploration.**

A. Curricular goal / पाठ्यचर्या लक्ष्य | Theme-based approach / विषयवस्तु आधारित उपागम

B. Gender equity / लैंगिक समानता | Theme-based approach / विषयवस्तु आधारित उपागम

C. Theme-based approach / विषयवस्तु आधारित उपागम | Curricular goal / पाठ्यचर्या लक्ष्य

D. Curricular goal / पाठ्यचर्या लक्ष्य | Rubric / मानदंड तालिका

**Correct answer / सही उत्तर: A.** Curricular goal / पाठ्यचर्या लक्ष्य | Theme-based approach / विषयवस्तु आधारित उपागम

**Explanation / व्याख्या**

Curricular goal / पाठ्यचर्या लक्ष्य: A broad educational aim guiding learning across a stage. Application: A framework aims to develop children's effective communication. Theme-based approach / विषयवस्तु आधारित उपागम: Organising related learning experiences around a common theme. Application: Water becomes the focus of stories, measurement and environmental exploration.

**MCQ 019 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Curricular goal / पाठ्यचर्या लक्ष्य and Assessment for learning / सीखने के लिए आकलन.**

A. Using evidence during learning to inform feedback and next steps. | A broad educational aim guiding learning across a stage.

B. A broad educational aim guiding learning across a stage. | Using evidence during learning to inform feedback and next steps.

C. A broad educational aim guiding learning across a stage. | Play with child agency and adult support toward a learning goal.

D. Local people, places or materials that enrich learning. | Using evidence during learning to inform feedback and next steps.

**Correct answer / सही उत्तर: B.** A broad educational aim guiding learning across a stage. | Using evidence during learning to inform feedback and next steps.

**Explanation / व्याख्या**

Curricular goal / पाठ्यचर्या लक्ष्य: A broad educational aim guiding learning across a stage. Application: A framework aims to develop children's effective communication. Assessment for learning / सीखने के लिए आकलन: Using evidence during learning to inform feedback and next steps. Application: An exit response guides the next day's teaching.

**MCQ 020 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Curricular goal / पाठ्यचर्या लक्ष्य and Portfolio / पोर्टफोलियो.**

A. A teacher combines stories, songs and manipulatives for early learners. | Early and later writing samples are kept with feedback and reflection.

B. Early and later writing samples are kept with feedback and reflection. | A framework aims to develop children's effective communication.

C. A framework aims to develop children's effective communication. | Early and later writing samples are kept with feedback and reflection.

D. A framework aims to develop children's effective communication. | An end-of-unit task evaluates what pupils have achieved.

**Correct answer / सही उत्तर: C.** A framework aims to develop children's effective communication. | Early and later writing samples are kept with feedback and reflection.

**Explanation / व्याख्या**

Curricular goal / पाठ्यचर्या लक्ष्य: A broad educational aim guiding learning across a stage. Application: A framework aims to develop children's effective communication. Portfolio / पोर्टफोलियो: A purposeful collection of learner work showing development over time. Application: Early and later writing samples are kept with feedback and reflection.

MCQ 021 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Curricular goal / पाठ्यचर्या लक्ष्य / Local contextualisation / स्थानीय संदर्भीकरण)**

A. Curricular goal / पाठ्यचर्या लक्ष्य → Adapting learning to familiar surroundings while retaining learning goals.

B. Curricular goal / पाठ्यचर्या लक्ष्य → A broad educational aim guiding learning across a stage.

C. Summative assessment / संकलनात्मक आकलन → A stage building on foundational learning through interactive and increasingly structured experiences.

D. Local contextualisation / स्थानीय संदर्भीकरण → Judging learning at the end of a defined instructional period.

**Correct answer / सही उत्तर: B.** Curricular goal / पाठ्यचर्या लक्ष्य → A broad educational aim guiding learning across a stage.

**Explanation / व्याख्या**

Curricular goal / पाठ्यचर्या लक्ष्य: A broad educational aim guiding learning across a stage.
Application: A framework aims to develop children's effective communication.

**MCQ 022 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Curricular goal / पाठ्यचर्या लक्ष्य / Resource evaluation / संसाधन मूल्यांकन)**

A. Play-based pedagogy / खेल आधारित शिक्षाशास्त्र → A teacher reviews whether activities helped children demonstrate intended outcomes.

B. Curricular goal / पाठ्यचर्या लक्ष्य → A teacher checks whether a storybook reinforces stereotypes.

C. Curricular goal / पाठ्यचर्या लक्ष्य → A framework aims to develop children's effective communication.

D. Resource evaluation / संसाधन मूल्यांकन → Children practise counting by running a pretend market.

**Correct answer / सही उत्तर: C.** Curricular goal / पाठ्यचर्या लक्ष्य → A framework aims to develop children's effective communication.

**Explanation / व्याख्या**

Curricular goal / पाठ्यचर्या लक्ष्य: A broad educational aim guiding learning across a stage. Application: A framework aims to develop children's effective communication.

**MCQ 023 • CORE PRACTICE · FORM 01**

**Identify the concept described: A capacity to apply knowledge, skills and dispositions in meaningful contexts.**

A. Reflective practice / चिंतनशील अभ्यास

B. Competency / दक्षता

C. Activity areas / गतिविधि क्षेत्र

D. Foundational stage / बुनियादी चरण

**Correct answer / सही उत्तर: B.** Competency / दक्षता

**Explanation / व्याख्या**

Competency / दक्षता: A capacity to apply knowledge, skills and dispositions in meaningful contexts. Application: A pupil uses number sense to compare quantities in a shop activity.

**MCQ 024 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A pupil uses number sense to compare quantities in a shop activity.**

A. Competency / दक्षता

B. Community resource / सामुदायिक संसाधन

C. Formative assessment / निर्माणात्मक आकलन

D. Outdoor learning / बाहरी अधिगम

**Correct answer / सही उत्तर: A.** Competency / दक्षता

**Explanation / व्याख्या**

Competency / दक्षता: A capacity to apply knowledge, skills and dispositions in meaningful contexts. Application: A pupil uses number sense to compare quantities in a shop activity.

**MCQ 025 • CORE PRACTICE · FORM 03**

**Which explanation best defines Competency / दक्षता?**

A. Judging learning at the end of a defined instructional period.

B. A capacity to apply knowledge, skills and dispositions in meaningful contexts.

C. Teachers jointly design and improve learning experiences.

D. Designing digital resources so learners with varied needs can use them.

**Correct answer / सही उत्तर: B.** A capacity to apply knowledge, skills and dispositions in meaningful contexts.

**Explanation / व्याख्या**

Competency / दक्षता: A capacity to apply knowledge, skills and dispositions in meaningful contexts. Application: A pupil uses number sense to compare quantities in a shop activity.

MCQ 026 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Competency / दक्षता?**

A. A video includes captions and readable text.

B. A pupil uses number sense to compare quantities in a shop activity.

C. An exit response guides the next day's teaching.

D. Children work on the same goal using different levels of scaffolding.

**Correct answer / सही उत्तर: B.** A pupil uses number sense to compare quantities in a shop activity.

**Explanation / व्याख्या**

Competency / दक्षता: A capacity to apply knowledge, skills and dispositions in meaningful contexts. Application: A pupil uses number sense to compare quantities in a shop activity.

MCQ 027 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) A capacity to apply knowledge, skills and dispositions in meaningful contexts. (2) Identifying specific strengths, difficulties and misconceptions to guide instruction.**

A. Classroom routines / कक्षा दिनचर्या | Diagnostic assessment / निदानात्मक आकलन

B. Competency / दक्षता | Diagnostic assessment / निदानात्मक आकलन

C. Diagnostic assessment / निदानात्मक आकलन | Competency / दक्षता

D. Competency / दक्षता | Curriculum evaluation / पाठ्यचर्या मूल्यांकन

**Correct answer / सही उत्तर: B.** Competency / दक्षता | Diagnostic assessment / निदानात्मक आकलन

**Explanation / व्याख्या**

Competency / दक्षता: A capacity to apply knowledge, skills and dispositions in meaningful contexts. Application: A pupil uses number sense to compare quantities in a shop activity. Diagnostic assessment / निदानात्मक आकलन: Identifying specific strengths, difficulties and misconceptions to guide instruction. Application: A teacher investigates why a pupil reverses place-value digits.

**MCQ 028 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A pupil uses number sense to compare quantities in a shop activity. (2) Desks move into small groups for discussion and then a circle for sharing.**

A. Competency / दक्षता | Formative assessment / निर्माणात्मक आकलन

B. Flexible seating / लचीली बैठक व्यवस्था | Competency / दक्षता

C. Competency / दक्षता | Flexible seating / लचीली बैठक व्यवस्था

D. Emergent curriculum / उभरती पाठ्यचर्या | Flexible seating / लचीली बैठक व्यवस्था

**Correct answer / सही उत्तर: C.** Competency / दक्षता | Flexible seating / लचीली बैठक व्यवस्था

**Explanation / व्याख्या**

Competency / दक्षता: A capacity to apply knowledge, skills and dispositions in meaningful contexts. Application: A pupil uses number sense to compare quantities in a shop activity. Flexible seating / लचीली बैठक व्यवस्था: Arranging space to support different tasks and participation needs. Application: Desks move into small groups for discussion and then a circle for sharing.

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**MCQ 029 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Competency / दक्षता and Anecdotal record / उपाख्यानात्मक अभिलेख.**

A. A capacity to apply knowledge, skills and dispositions in meaningful contexts. | A brief factual account of significant observed behaviour.

B. A capacity to apply knowledge, skills and dispositions in meaningful contexts. | Collaborating with families to support children's learning.

C. The early schooling stage emphasising play, interaction and foundational abilities. | A brief factual account of significant observed behaviour.

D. A brief factual account of significant observed behaviour. | A capacity to apply knowledge, skills and dispositions in meaningful contexts.

**Correct answer / सही उत्तर: A.** A capacity to apply knowledge, skills and dispositions in meaningful contexts. | A brief factual account of significant observed behaviour.

**Explanation / व्याख्या**

Competency / दक्षता: A capacity to apply knowledge, skills and dispositions in meaningful contexts. Application: A pupil uses number sense to compare quantities in a shop activity. Anecdotal record / उपाख्यानात्मक अभिलेख: A brief factual account of significant observed behaviour. Application: A teacher notes how a child solved a disagreement during group work.

**MCQ 030 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Competency / दक्षता and Guided play / निर्देशित खेल.**

A. A pupil uses number sense to compare quantities in a shop activity. | A teacher uses bottle caps to demonstrate equal grouping.

B. A teacher adds counting prompts to a child-led shop game. | A pupil uses number sense to compare quantities in a shop activity.

C. A pupil uses number sense to compare quantities in a shop activity. | A teacher adds counting prompts to a child-led shop game.

D. Children know how to collect and return shared materials. | A teacher adds counting prompts to a child-led shop game.

**Correct answer / सही उत्तर: C.** A pupil uses number sense to compare quantities in a shop activity. | A teacher adds counting prompts to a child-led shop game.

**Explanation / व्याख्या**

Competency / दक्षता: A capacity to apply knowledge, skills and dispositions in meaningful contexts. Application: A pupil uses number sense to compare quantities in a shop activity. Guided play / निर्देशित खेल: Play with child agency and adult support toward a learning goal. Application: A teacher adds counting prompts to a child-led shop game.

**MCQ 031 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Competency / दक्षता / Anecdotal record / उपाख्यानात्मक अभिलेख)**

A. DIKSHA / दीक्षा → Judging learning at the end of a defined instructional period.

B. Competency / दक्षता → A capacity to apply knowledge, skills and dispositions in meaningful contexts.

C. Competency / दक्षता → A brief factual account of significant observed behaviour.

D. Anecdotal record / उपाख्यानात्मक अभिलेख → A digital platform offering educational content and resources in India.

**Correct answer / सही उत्तर: B.** Competency / दक्षता → A capacity to apply knowledge, skills and dispositions in meaningful contexts.

**Explanation / व्याख्या**

Competency / दक्षता: A capacity to apply knowledge, skills and dispositions in meaningful contexts. Application: A pupil uses number sense to compare quantities in a shop activity.

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MCQ 032 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Competency / दक्षता / Anecdotal record / उपाख्यानात्मक अभिलेख)**

A. Anecdotal record / उपाख्यानात्मक अभिलेख → A teacher investigates why a pupil reverses place-value digits.

B. Competency / दक्षता → A teacher notes how a child solved a disagreement during group work.

C. Competency / दक्षता → A pupil uses number sense to compare quantities in a shop activity.

D. Diagnostic assessment / निदानात्मक आकलन → Children discuss a concept in home languages before sharing it in class.

**Correct answer / सही उत्तर: C.** Competency / दक्षता → A pupil uses number sense to compare quantities in a shop activity.

**Explanation / व्याख्या**

Competency / दक्षता: A capacity to apply knowledge, skills and dispositions in meaningful contexts. Application: A pupil uses number sense to compare quantities in a shop activity.

MCQ 033 • CORE PRACTICE · FORM 01

**Identify the concept described: An observable expectation of what a learner can demonstrate.**

A. Diagnostic assessment / निदानात्मक आकलन

B. Guided play / निर्देशित खेल

C. Anecdotal record / उपाख्यानात्मक अभिलेख

D. Learning outcome / अधिगम प्रतिफल

**Correct answer / सही उत्तर: D.** Learning outcome / अधिगम प्रतिफल

**Explanation / व्याख्या**

Learning outcome / अधिगम प्रतिफल: An observable expectation of what a learner can demonstrate. Application: After a lesson, children can identify three local plants.

**MCQ 034 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? After a lesson, children can identify three local plants.**

A. Learning outcome / अधिगम प्रतिफल

B. Reflective practice / चिंतनशील अभ्यास

C. Summative assessment / संकलनात्मक आकलन

D. Dramatic play / नाटकीय खेल

**Correct answer / सही उत्तर: A.** Learning outcome / अधिगम प्रतिफल

**Explanation / व्याख्या**

Learning outcome / अधिगम प्रतिफल: An observable expectation of what a learner can demonstrate.
Application: After a lesson, children can identify three local plants.

**MCQ 035 • CORE PRACTICE · FORM 03**

**Which explanation best defines Learning outcome / अधिगम प्रतिफल?**

A. Judging how effectively planned learning experiences meet their goals.

B. A tool describing criteria and levels of performance.

C. Collaborating with families to support children's learning.

D. An observable expectation of what a learner can demonstrate.

**Correct answer / सही उत्तर: D.** An observable expectation of what a learner can demonstrate.

**Explanation / व्याख्या**

Learning outcome / अधिगम प्रतिफल: An observable expectation of what a learner can demonstrate.
Application: After a lesson, children can identify three local plants.

GyanTech Guru Ji

MCQ 036 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Learning outcome / अधिगम प्रतिफल?**

A. After a lesson, children can identify three local plants.

B. Early and later writing samples are kept with feedback and reflection.

C. A teacher checks whether a storybook reinforces stereotypes.

D. Children act as customers and shopkeepers.

**Correct answer / सही उत्तर: A.** After a lesson, children can identify three local plants.

**Explanation / व्याख्या**

Learning outcome / अधिगम प्रतिफल: An observable expectation of what a learner can demonstrate. Application: After a lesson, children can identify three local plants.

MCQ 037 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) An observable expectation of what a learner can demonstrate. (2) Using meaningful play to support learning and development.**

A. Foundational stage / बुनियादी चरण | Play-based pedagogy / खेल आधारित शिक्षाशास्त्र

B. Learning outcome / अधिगम प्रतिफल | Theme-based approach / विषयवस्तु आधारित उपागम

C. Learning outcome / अधिगम प्रतिफल | Play-based pedagogy / खेल आधारित शिक्षाशास्त्र

D. Play-based pedagogy / खेल आधारित शिक्षाशास्त्र | Learning outcome / अधिगम प्रतिफल

**Correct answer / सही उत्तर: C.** Learning outcome / अधिगम प्रतिफल | Play-based pedagogy / खेल आधारित शिक्षाशास्त्र

**Explanation / व्याख्या**

Learning outcome / अधिगम प्रतिफल: An observable expectation of what a learner can demonstrate. Application: After a lesson, children can identify three local plants. Play-based pedagogy / खेल आधारित शिक्षाशास्त्र: Using meaningful play to support learning and development. Application: Children practise counting by running a pretend market.

GyanTech Guru Ji

**MCQ 038 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) After a lesson, children can identify three local plants. (2) Local objects are used to teach sorting and counting.**

A. Learning outcome / अधिगम प्रतिफल | Learning resource / अधिगम संसाधन

B. Learning resource / अधिगम संसाधन | Learning outcome / अधिगम प्रतिफल

C. Learning outcome / अधिगम प्रतिफल | Multi-age grouping / बहु-आयु समूह

D. Emergent curriculum / उभरती पाठ्यचर्या | Learning resource / अधिगम संसाधन

**Correct answer / सही उत्तर: A.** Learning outcome / अधिगम प्रतिफल | Learning resource / अधिगम संसाधन

**Explanation / व्याख्या**

Learning outcome / अधिगम प्रतिफल: An observable expectation of what a learner can demonstrate. Application: After a lesson, children can identify three local plants. Learning resource / अधिगम संसाधन: Material or human support selected to facilitate learning. Application: Local objects are used to teach sorting and counting.

**MCQ 039 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Learning outcome / अधिगम प्रतिफल and Dramatic play / नाटकीय खेल.**

A. A learning space with meaningful visible written language. | Pretending and role enactment to explore situations and ideas.

B. Pretending and role enactment to explore situations and ideas. | An observable expectation of what a learner can demonstrate.

C. An observable expectation of what a learner can demonstrate. | Collaborating with families to support children's learning.

D. An observable expectation of what a learner can demonstrate. | Pretending and role enactment to explore situations and ideas.

**Correct answer / सही उत्तर: D.** An observable expectation of what a learner can demonstrate. | Pretending and role enactment to explore situations and ideas.

**Explanation / व्याख्या**

Learning outcome / अधिगम प्रतिफल: An observable expectation of what a learner can demonstrate. Application: After a lesson, children can identify three local plants. Dramatic play / नाटकीय खेल: Pretending and role enactment to explore situations and ideas. Application: Children act as customers and shopkeepers.

**MCQ 040 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Learning outcome / अधिगम प्रतिफल and Play observation / खेल अवलोकन.**

A. After a lesson, children can identify three local plants. | A teacher selects a relevant digital learning module for class preparation.

B. A teacher records how children negotiate turns during a game. | After a lesson, children can identify three local plants.

C. A neighbourhood artisan demonstrates a traditional craft. | A teacher records how children negotiate turns during a game.

D. After a lesson, children can identify three local plants. | A teacher records how children negotiate turns during a game.

**Correct answer / सही उत्तर: D.** After a lesson, children can identify three local plants. | A teacher records how children negotiate turns during a game.

**Explanation / व्याख्या**

Learning outcome / अधिगम प्रतिफल: An observable expectation of what a learner can demonstrate. Application: After a lesson, children can identify three local plants. Play observation / खेल अवलोकन: Systematically noticing children's learning during play. Application: A teacher records how children negotiate turns during a game.

**MCQ 041 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Learning outcome / अधिगम प्रतिफल / Teaching-learning material / शिक्षण अधिगम सामग्री)**

A. Teaching-learning material / शिक्षण अधिगम सामग्री → A safe, welcoming space that supports children's participation.

B. Learning outcome / अधिगम प्रतिफल → Objects or representations selected to make learning accessible.

C. Learning outcome / अधिगम प्रतिफल → An observable expectation of what a learner can demonstrate.

D. Child-friendly environment / बाल-अनुकूल वातावरण → Judging how effectively planned learning experiences meet their goals.

**Correct answer / सही उत्तर: C.** Learning outcome / अधिगम प्रतिफल → An observable expectation of what a learner can demonstrate.

**Explanation / व्याख्या**

Learning outcome / अधिगम प्रतिफल: An observable expectation of what a learner can demonstrate.
Application: After a lesson, children can identify three local plants.

**MCQ 042 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Learning outcome / अधिगम प्रतिफल / Preparatory stage / प्रारंभिक तैयारी चरण)**

A. Rubric / मानदंड तालिका → A teacher adds counting prompts to a child-led shop game.

B. Preparatory stage / प्रारंभिक तैयारी चरण → A storytelling rubric describes clarity, sequence and expression.

C. Learning outcome / अधिगम प्रतिफल → Pupils explore a topic through reading, discussion and hands-on tasks.

D. Learning outcome / अधिगम प्रतिफल → After a lesson, children can identify three local plants.

**Correct answer / सही उत्तर: D.** Learning outcome / अधिगम प्रतिफल → After a lesson, children can identify three local plants.

**Explanation / व्याख्या**

Learning outcome / अधिगम प्रतिफल: An observable expectation of what a learner can demonstrate. Application: After a lesson, children can identify three local plants.

**MCQ 043 • CORE PRACTICE · FORM 01**

**Identify the concept described: A specified outline of content or topics for a course.**

A. Learning resource / अधिगम संसाधन

B. Jaadui Pitara / जादुई पिटारा

C. Syllabus / पाठ्यक्रम

D. Project-based learning / परियोजना आधारित अधिगम

**Correct answer / सही उत्तर: C.** Syllabus / पाठ्यक्रम

**Explanation / व्याख्या**

Syllabus / पाठ्यक्रम: A specified outline of content or topics for a course. Application: A teacher consults the prescribed topic sequence before planning a unit.

**MCQ 044 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A teacher consults the prescribed topic sequence before planning a unit.**

A. Foundational stage / बुनियादी चरण

B. Rubric / मानदंड तालिका

C. Teaching-learning material / शिक्षण अधिगम सामग्री

D. Syllabus / पाठ्यक्रम

**Correct answer / सही उत्तर: D.** Syllabus / पाठ्यक्रम

**Explanation / व्याख्या**

Syllabus / पाठ्यक्रम: A specified outline of content or topics for a course. Application: A teacher consults the prescribed topic sequence before planning a unit.

**MCQ 045 • CORE PRACTICE · FORM 03**

**Which explanation best defines Syllabus / पाठ्यक्रम?**

A. Using narratives to engage children and develop understanding.

B. Judging how effectively planned learning experiences meet their goals.

C. Ensuring meaningful participation regardless of social background.

D. A specified outline of content or topics for a course.

**Correct answer / सही उत्तर: D.** A specified outline of content or topics for a course.

**Explanation / व्याख्या**

Syllabus / पाठ्यक्रम: A specified outline of content or topics for a course. Application: A teacher consults the prescribed topic sequence before planning a unit.

MCQ 046 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Syllabus / पाठ्यक्रम?**

A. Children discuss a concept in home languages before sharing it in class.

B. Desks move into small groups for discussion and then a circle for sharing.

C. A teacher adjusts tomorrow's instruction after checking today's responses.

D. A teacher consults the prescribed topic sequence before planning a unit.

**Correct answer / सही उत्तर: D.** A teacher consults the prescribed topic sequence before planning a unit.

**Explanation / व्याख्या**

Syllabus / पाठ्यक्रम: A specified outline of content or topics for a course. Application: A teacher consults the prescribed topic sequence before planning a unit.

MCQ 047 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) A specified outline of content or topics for a course. (2) Organising learning with children of different ages together.**

A. Multi-age grouping / बहु-आयु समूह | Syllabus / पाठ्यक्रम

B. Storytelling / कहानी कथन | Multi-age grouping / बहु-आयु समूह

C. Syllabus / पाठ्यक्रम | Multi-age grouping / बहु-आयु समूह

D. Syllabus / पाठ्यक्रम | Preparatory stage / प्रारंभिक तैयारी चरण

**Correct answer / सही उत्तर: C.** Syllabus / पाठ्यक्रम | Multi-age grouping / बहु-आयु समूह

**Explanation / व्याख्या**

Syllabus / पाठ्यक्रम: A specified outline of content or topics for a course. Application: A teacher consults the prescribed topic sequence before planning a unit. Multi-age grouping / बहु-आयु समूह: Organising learning with children of different ages together. Application: Older and younger pupils collaborate on a shared task with adapted roles.

**MCQ 048 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A teacher consults the prescribed topic sequence before planning a unit. (2) A teacher uses bottle caps to demonstrate equal grouping.**

A. Child-friendly environment / बाल-अनुकूल वातावरण | Teaching-learning material / शिक्षण अधिगम सामग्री

B. Syllabus / पाठ्यक्रम | Anecdotal record / उपाख्यानात्मक अभिलेख

C. Teaching-learning material / शिक्षण अधिगम सामग्री | Syllabus / पाठ्यक्रम

D. Syllabus / पाठ्यक्रम | Teaching-learning material / शिक्षण अधिगम सामग्री

**Correct answer / सही उत्तर: D.** Syllabus / पाठ्यक्रम | Teaching-learning material / शिक्षण अधिगम सामग्री

**Explanation / व्याख्या**

Syllabus / पाठ्यक्रम: A specified outline of content or topics for a course. Application: A teacher consults the prescribed topic sequence before planning a unit. Teaching-learning material / शिक्षण अधिगम सामग्री: Objects or representations selected to make learning accessible. Application: A teacher uses bottle caps to demonstrate equal grouping.

**MCQ 049 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Syllabus / पाठ्यक्रम and Jaadui Pitara / जादुई पिटारा.**

A. A play-oriented collection of resources for foundational learning. | A specified outline of content or topics for a course.

B. A specified outline of content or topics for a course. | A purposeful collection of learner work showing development over time.

C. A specified outline of content or topics for a course. | A play-oriented collection of resources for foundational learning.

D. Systematically noticing children's learning during play. | A play-oriented collection of resources for foundational learning.

**Correct answer / सही उत्तर: C.** A specified outline of content or topics for a course. | A play-oriented collection of resources for foundational learning.

**Explanation / व्याख्या**

Syllabus / पाठ्यक्रम: A specified outline of content or topics for a course. Application: A teacher consults the prescribed topic sequence before planning a unit. Jaadui Pitara / जादुई पिटारा: A play-oriented collection of resources for foundational learning. Application: A teacher uses puppets, toys and story materials for early learning.

MCQ 050 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Syllabus / पाठ्यक्रम and Digital accessibility / डिजिटल सुगम्यता.**

A. A video includes captions and readable text. | A teacher consults the prescribed topic sequence before planning a unit.

B. A teacher consults the prescribed topic sequence before planning a unit. | An exit response guides the next day's teaching.

C. A teacher consults the prescribed topic sequence before planning a unit. | A video includes captions and readable text.

D. Desks move into small groups for discussion and then a circle for sharing. | A video includes captions and readable text.

**Correct answer / सही उत्तर: C.** A teacher consults the prescribed topic sequence before planning a unit. | A video includes captions and readable text.

**Explanation / व्याख्या**

Syllabus / पाठ्यक्रम: A specified outline of content or topics for a course. Application: A teacher consults the prescribed topic sequence before planning a unit. Digital accessibility / डिजिटल सुगम्यता: Designing digital resources so learners with varied needs can use them. Application: A video includes captions and readable text.

**MCQ 051 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Syllabus / पाठ्यक्रम / Preparatory stage / प्रारंभिक तैयारी चरण)**

A. Syllabus / पाठ्यक्रम → A specified outline of content or topics for a course.

B. Preparatory stage / प्रारंभिक तैयारी चरण → Use of multiple languages as resources for learning.

C. Multilingualism / बहुभाषिकता → Adapting learning to familiar surroundings while retaining learning goals.

D. Syllabus / पाठ्यक्रम → A stage building on foundational learning through interactive and increasingly structured experiences.

**Correct answer / सही उत्तर: A.** Syllabus / पाठ्यक्रम → A specified outline of content or topics for a course.

**Explanation / व्याख्या**

Syllabus / पाठ्यक्रम: A specified outline of content or topics for a course. Application: A teacher consults the prescribed topic sequence before planning a unit.

GyanTech

MCQ 052 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Syllabus / पाठ्यक्रम / Diagnostic assessment / निदानात्मक आकलन)**

A. Rubric / मानदंड तालिका → Older and younger pupils collaborate on a shared task with adapted roles.

B. Diagnostic assessment / निदानात्मक आकलन → A storytelling rubric describes clarity, sequence and expression.

C. Syllabus / पाठ्यक्रम → A teacher consults the prescribed topic sequence before planning a unit.

D. Syllabus / पाठ्यक्रम → A teacher investigates why a pupil reverses place-value digits.

**Correct answer / सही उत्तर: C.** Syllabus / पाठ्यक्रम → A teacher consults the prescribed topic sequence before planning a unit.

**Explanation / व्याख्या**

Syllabus / पाठ्यक्रम: A specified outline of content or topics for a course. Application: A teacher consults the prescribed topic sequence before planning a unit.

MCQ 053 • CORE PRACTICE · FORM 01

**Identify the concept described: Unstated values and norms conveyed through everyday school practices.**

A. Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या

B. Learning resource / अधिगम संसाधन

C. Local contextualisation / स्थानीय संदर्भीकरण

D. Preparatory stage / प्रारंभिक तैयारी चरण

**Correct answer / सही उत्तर: A.** Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या

**Explanation / व्याख्या**

Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या: Unstated values and norms conveyed through everyday school practices. Application: Who gets to lead group work communicates implicit expectations.

**MCQ 054 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Who gets to lead group work communicates implicit expectations.**

A. Preparatory stage / प्रारंभिक तैयारी चरण

B. Teaching-learning material / शिक्षण अधिगम सामग्री

C. Resource evaluation / संसाधन मूल्यांकन

D. Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या

**Correct answer / सही उत्तर: D.** Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या

**Explanation / व्याख्या**

Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या: Unstated values and norms conveyed through everyday school practices. Application: Who gets to lead group work communicates implicit expectations.

**MCQ 055 • CORE PRACTICE · FORM 03**

**Which explanation best defines Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या?**

A. Unstated values and norms conveyed through everyday school practices.

B. Adapting learning to familiar surroundings while retaining learning goals.

C. Pretending and role enactment to explore situations and ideas.

D. Organising learning with children of different ages together.

**Correct answer / सही उत्तर: A.** Unstated values and norms conveyed through everyday school practices.

**Explanation / व्याख्या**

Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या: Unstated values and norms conveyed through everyday school practices. Application: Who gets to lead group work communicates implicit expectations.

**MCQ 056 • CORE PRACTICE · FORM 04**

**Which classroom example best demonstrates Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या?**

A. Who gets to lead group work communicates implicit expectations.

B. Children work on the same goal using different levels of scaffolding.

C. A lesson on measurement uses locally available containers.

D. A teacher turns a learning outcome into a meaningful activity.

**Correct answer / सही उत्तर: A.** Who gets to lead group work communicates implicit expectations.

**Explanation / व्याख्या**

Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या: Unstated values and norms conveyed through everyday school practices. Application: Who gets to lead group work communicates implicit expectations.

**MCQ 057 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Unstated values and norms conveyed through everyday school practices. (2) Predictable practices that support safety, independence and time use.**

A. Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या | Learning resource / अधिगम संसाधन

B. Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या | Classroom routines / कक्षा दिनचर्या

C. Classroom routines / कक्षा दिनचर्या | Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या

D. Community resource / सामुदायिक संसाधन | Classroom routines / कक्षा दिनचर्या

**Correct answer / सही उत्तर: B.** Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या | Classroom routines / कक्षा दिनचर्या

**Explanation / व्याख्या**

Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या: Unstated values and norms conveyed through everyday school practices. Application: Who gets to lead group work communicates implicit expectations. Classroom routines / कक्षा दिनचर्या: Predictable practices that support safety, independence and time use. Application: Children know how to collect and return shared materials.

**MCQ 058 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Who gets to lead group work communicates implicit expectations. (2) A teacher combines stories, songs and manipulatives for early learners.**

A. Foundational stage / बुनियादी चरण | Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या

B. Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या | Local contextualisation / स्थानीय संदर्भीकरण

C. Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या | Foundational stage / बुनियादी चरण

D. Resource evaluation / संसाधन मूल्यांकन | Foundational stage / बुनियादी चरण

**Correct answer / सही उत्तर: C.** Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या | Foundational stage / बुनियादी चरण

**Explanation / व्याख्या**

Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या: Unstated values and norms conveyed through everyday school practices. Application: Who gets to lead group work communicates implicit expectations. Foundational stage / बुनियादी चरण: The early schooling stage emphasising play, interaction and foundational abilities. Application: A teacher combines stories, songs and manipulatives for early learners.

**MCQ 059 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या and Play observation / खेल अवलोकन.**

A. Unstated values and norms conveyed through everyday school practices. | Organising learning with children of different ages together.

B. Adapting tasks, supports or representations according to learner needs. | Systematically noticing children's learning during play.

C. Unstated values and norms conveyed through everyday school practices. | Systematically noticing children's learning during play.

D. Systematically noticing children's learning during play. | Unstated values and norms conveyed through everyday school practices.

**Correct answer / सही उत्तर: C.** Unstated values and norms conveyed through everyday school practices. | Systematically noticing children's learning during play.

**Explanation / व्याख्या**

Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या: Unstated values and norms conveyed through everyday school practices. Application: Who gets to lead group work communicates implicit expectations. Play observation / खेल अवलोकन: Systematically noticing children's learning during play. Application: A teacher records how children negotiate turns during a game.

**MCQ 060 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या and Curriculum transaction / पाठ्यचर्या क्रियान्वयन.**

A. A teacher turns a learning outcome into a meaningful activity. | Who gets to lead group work communicates implicit expectations.

B. A teacher narrates a story and invites children to predict what happens next. | A teacher turns a learning outcome into a meaningful activity.

C. Who gets to lead group work communicates implicit expectations. | Children know how to collect and return shared materials.

D. Who gets to lead group work communicates implicit expectations. | A teacher turns a learning outcome into a meaningful activity.

**Correct answer / सही उत्तर: D.** Who gets to lead group work communicates implicit expectations. | A teacher turns a learning outcome into a meaningful activity.

**Explanation / व्याख्या**

Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या: Unstated values and norms conveyed through everyday school practices. Application: Who gets to lead group work communicates implicit expectations. Curriculum transaction / पाठ्यचर्या क्रियान्वयन: Putting curriculum intentions into actual classroom learning experiences. Application: A teacher turns a learning outcome into a meaningful activity.

**MCQ 061 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या / Collaborative planning / सहयोगी योजना)**

A. Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या → Unstated values and norms conveyed through everyday school practices.

B. Community resource / सामुदायिक संसाधन → Predictable practices that support safety, independence and time use.

C. Collaborative planning / सहयोगी योजना → Local people, places or materials that enrich learning.

D. Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या → Teachers jointly design and improve learning experiences.

**Correct answer / सही उत्तर: A.** Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या → Unstated values and norms conveyed through everyday school practices.

**Explanation / व्याख्या**

Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या: Unstated values and norms conveyed through everyday school practices. Application: Who gets to lead group work communicates implicit expectations.

MCQ 062 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या / Family partnership / परिवार सहभागिता)**

A. Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या → Who gets to lead group work communicates implicit expectations.

B. Family partnership / परिवार सहभागिता → A teacher notes how a child solved a disagreement during group work.

C. Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या → A teacher invites caregivers to share home storytelling practices.

D. Anecdotal record / उपाख्यानात्मक अभिलेख → A teacher adjusts tomorrow's instruction after checking today's responses.

**Correct answer / सही उत्तर: A.** Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या → Who gets to lead group work communicates implicit expectations.

**Explanation / व्याख्या**

Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या: Unstated values and norms conveyed through everyday school practices. Application: Who gets to lead group work communicates implicit expectations.

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 01.01

**Explain Curriculum / पाठ्यचर्या and give one classroom example.**

**Model answer:** The planned set of learning experiences offered by an educational programme. A school coordinates activities, content and assessment across a year.

**REVISION 01.02**

**Explain Curricular goal / पाठ्यचर्या लक्ष्य and give one classroom example.**

**Model answer:** A broad educational aim guiding learning across a stage. A framework aims to develop children's effective communication.

**REVISION 01.03**

**Explain Competency / दक्षता and give one classroom example.**

**Model answer:** A capacity to apply knowledge, skills and dispositions in meaningful contexts. A pupil uses number sense to compare quantities in a shop activity.

**REVISION 01.04**

**Explain Learning outcome / अधिगम प्रतिफल and give one classroom example.**

**Model answer:** An observable expectation of what a learner can demonstrate. After a lesson, children can identify three local plants.

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**REVISION 01.05**

**Explain Syllabus / पाठ्यक्रम and give one classroom example.**

**Model answer:** A specified outline of content or topics for a course. A teacher consults the prescribed topic sequence before planning a unit.

**REVISION 01.06**

**Explain Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या and give one classroom example.**

**Model answer:** Unstated values and norms conveyed through everyday school practices. Who gets to lead group work communicates implicit expectations.

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CHAPTER 02 • 62 MCQs • 6 REVISION PROMPTS

# Curricular Issues and Concerns

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Multilingualism / बहुभाषिकता

Use of multiple languages as resources for learning.

**Classroom example:** Children discuss a concept in home languages before sharing it in class.

### Gender equity / लैंगिक समानता

Fair learning opportunities irrespective of gender.

**Classroom example:** A teacher rotates leadership roles among children of all genders.

### Multi-age grouping / बहु-आयु समूह

Organising learning with children of different ages together.

**Classroom example:** Older and younger pupils collaborate on a shared task with adapted roles.

### Equity / समता

Providing appropriate support in response to different barriers and needs.

**Classroom example:** A pupil receives accessible learning material to participate in the same activity.

### Social inclusion / सामाजिक समावेशन

Ensuring meaningful participation regardless of social background.

**Classroom example:** A group task includes children from different communities as equal contributors.

**Local contextualisation / स्थानीय संदर्भीकरण**

Adapting learning to familiar surroundings while retaining learning goals.

**Classroom example:** A lesson on measurement uses locally available containers.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

**MCQ 063 • NEW CLASSROOM APPLICATION**

### Which provision demonstrates equity rather than merely identical treatment?

A. Additional accessible materials for pupils who need them
B. Excluding learners who need support
C. Exactly the same materials regardless of access
D. One uniform speed for every pupil

**Correct answer / सही उत्तर: A.** Additional accessible materials for pupils who need them

**Explanation / व्याख्या**

Equity addresses differing barriers to meaningful participation.

**MCQ 064 • NEW CLASSROOM APPLICATION**

### How can a lesson on transport become culturally relevant?

A. Test definitions without examples
B. Use children's local travel experiences as starting points
C. Avoid discussing home experiences
D. Use only unfamiliar foreign examples

**Correct answer / सही उत्तर: B.** Use children's local travel experiences as starting points

**Explanation / व्याख्या**

Connecting learning with lived contexts improves relevance and understanding.

## Core question bank

Ten related practice formats; core concepts recur for revision.

**MCQ 065 • CORE PRACTICE · FORM 01**

**Identify the concept described: Use of multiple languages as resources for learning.**

A. Child-friendly environment / बाल-अनुकूल वातावरण

B. Resource evaluation / संसाधन मूल्यांकन

C. Rubric / मानदंड तालिका

D. Multilingualism / बहुभाषिकता

**Correct answer / सही उत्तर: D.** Multilingualism / बहुभाषिकता

**Explanation / व्याख्या**

Multilingualism / बहुभाषिकता: Use of multiple languages as resources for learning. Application: Children discuss a concept in home languages before sharing it in class.

**MCQ 066 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Children discuss a concept in home languages before sharing it in class.**

A. Collaborative planning / सहयोगी योजना

B. Guided play / निर्देशित खेल

C. Multilingualism / बहुभाषिकता

D. Curriculum / पाठ्यचर्या

**Correct answer / सही उत्तर: C.** Multilingualism / बहुभाषिकता

**Explanation / व्याख्या**

Multilingualism / बहुभाषिकता: Use of multiple languages as resources for learning. Application: Children discuss a concept in home languages before sharing it in class.

MCQ 067 • CORE PRACTICE · FORM 03

**Which explanation best defines Multilingualism / बहुभाषिकता?**

A. Use of multiple languages as resources for learning.
B. Collaborating with families to support children's learning.
C. A tool describing criteria and levels of performance.
D. Using meaningful play to support learning and development.

**Correct answer / सही उत्तर: A.** Use of multiple languages as resources for learning.

**Explanation / व्याख्या**

Multilingualism / बहुभाषिकता: Use of multiple languages as resources for learning. Application: Children discuss a concept in home languages before sharing it in class.

MCQ 068 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Multilingualism / बहुभाषिकता?**

A. An end-of-unit task evaluates what pupils have achieved.
B. Two teachers compare lesson evidence and refine next week's tasks.
C. Children discuss a concept in home languages before sharing it in class.
D. A framework aims to develop children's effective communication.

**Correct answer / सही उत्तर: C.** Children discuss a concept in home languages before sharing it in class.

**Explanation / व्याख्या**

Multilingualism / बहुभाषिकता: Use of multiple languages as resources for learning. Application: Children discuss a concept in home languages before sharing it in class.

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MCQ 069 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Use of multiple languages as resources for learning. (2) Collaborating with families to support children's learning.**

A. Multilingualism / बहुभाषिकता | Syllabus / पाठ्यक्रम

B. Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या | Family partnership / परिवार सहभागिता

C. Family partnership / परिवार सहभागिता | Multilingualism / बहुभाषिकता

D. Multilingualism / बहुभाषिकता | Family partnership / परिवार सहभागिता

**Correct answer / सही उत्तर: D.** Multilingualism / बहुभाषिकता | Family partnership / परिवार सहभागिता

**Explanation / व्याख्या**

Multilingualism / बहुभाषिकता: Use of multiple languages as resources for learning. Application: Children discuss a concept in home languages before sharing it in class. Family partnership / परिवार सहभागिता: Collaborating with families to support children's learning. Application: A teacher invites caregivers to share home storytelling practices.

**MCQ 070 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Children discuss a concept in home languages before sharing it in class. (2) A framework aims to develop children's effective communication.**

A. Guided play / निर्देशित खेल | Curricular goal / पाठ्यचर्या लक्ष्य

B. Multilingualism / बहुभाषिकता | Curricular goal / पाठ्यचर्या लक्ष्य

C. Multilingualism / बहुभाषिकता | Teaching-learning material / शिक्षण अधिगम सामग्री

D. Curricular goal / पाठ्यचर्या लक्ष्य | Multilingualism / बहुभाषिकता

**Correct answer / सही उत्तर: B.** Multilingualism / बहुभाषिकता | Curricular goal / पाठ्यचर्या लक्ष्य

**Explanation / व्याख्या**

Multilingualism / बहुभाषिकता: Use of multiple languages as resources for learning. Application: Children discuss a concept in home languages before sharing it in class. Curricular goal / पाठ्यचर्या लक्ष्य: A broad educational aim guiding learning across a stage. Application: A framework aims to develop children's effective communication.

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**MCQ 071 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Multilingualism / बहुभाषिकता and Teaching-learning material / शिक्षण अधिगम सामग्री.**

A. Objects or representations selected to make learning accessible. | Use of multiple languages as resources for learning.

B. Use of multiple languages as resources for learning. | Objects or representations selected to make learning accessible.

C. A multidimensional report of progress across learning domains. | Objects or representations selected to make learning accessible.

D. Use of multiple languages as resources for learning. | A list used to record whether specified behaviours or criteria are present.

**Correct answer / सही उत्तर:**

**B.** Use of multiple languages as resources for learning. | Objects or representations selected to make learning accessible.

**Explanation / व्याख्या**

Multilingualism / बहुभाषिकता: Use of multiple languages as resources for learning. Application: Children discuss a concept in home languages before sharing it in class. Teaching-learning material / शिक्षण अधिगम सामग्री: Objects or representations selected to make learning accessible. Application: A teacher uses bottle caps to demonstrate equal grouping.

**MCQ 072 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Multilingualism / बहुभाषिकता and DIKSHA / दीक्षा.**

A. Children discuss a concept in home languages before sharing it in class. | A teacher selects a relevant digital learning module for class preparation.

B. Children discuss a concept in home languages before sharing it in class. | A teacher notes how a child solved a disagreement during group work.

C. A teacher consults the prescribed topic sequence before planning a unit. | A teacher selects a relevant digital learning module for class preparation.

D. A teacher selects a relevant digital learning module for class preparation. | Children discuss a concept in home languages before sharing it in class.

**Correct answer / सही उत्तर: A.** Children discuss a concept in home languages before sharing it in class. | A teacher selects a relevant digital learning module for class preparation.

**Explanation / व्याख्या**

Multilingualism / बहुभाषिकता: Use of multiple languages as resources for learning. Application: Children discuss a concept in home languages before sharing it in class. DIKSHA / दीक्षा: A digital platform offering educational content and resources in India. Application: A teacher selects a relevant digital learning module for class preparation.

MCQ 073 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Multilingualism / बहुभाषिकता / Child-friendly environment / बाल-अनुकूल वातावरण)**

A. Multilingualism / बहुभाषिकता → A safe, welcoming space that supports children's participation.

B. Multilingualism / बहुभाषिकता → Use of multiple languages as resources for learning.

C. Theme-based approach / विषयवस्तु आधारित उपागम → A tool describing criteria and levels of performance.

D. Child-friendly environment / बाल-अनुकूल वातावरण → Organising related learning experiences around a common theme.

**Correct answer / सही उत्तर: B.** Multilingualism / बहुभाषिकता → Use of multiple languages as resources for learning.

**Explanation / व्याख्या**

Multilingualism / बहुभाषिकता: Use of multiple languages as resources for learning. Application: Children discuss a concept in home languages before sharing it in class.

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MCQ 074 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Multilingualism / बहुभाषिकता / Resource evaluation / संसाधन मूल्यांकन)**

A. Multilingualism / बहुभाषिकता → A teacher checks whether a storybook reinforces stereotypes.

B. Collaborative planning / सहयोगी योजना → A framework aims to develop children's effective communication.

C. Resource evaluation / संसाधन मूल्यांकन → Two teachers compare lesson evidence and refine next week's tasks.

D. Multilingualism / बहुभाषिकता → Children discuss a concept in home languages before sharing it in class.

**Correct answer / सही उत्तर: D.** Multilingualism / बहुभाषिकता → Children discuss a concept in home languages before sharing it in class.

**Explanation / व्याख्या**

Multilingualism / बहुभाषिकता: Use of multiple languages as resources for learning. Application: Children discuss a concept in home languages before sharing it in class.

MCQ 075 • CORE PRACTICE · FORM 01

**Identify the concept described: Fair learning opportunities irrespective of gender.**

A. Anecdotal record / उपाख्यानात्मक अभिलेख

B. Gender equity / लैंगिक समानता

C. Jaadui Pitara / जादुई पिटारा

D. Preparatory stage / प्रारंभिक तैयारी चरण

**Correct answer / सही उत्तर: B.** Gender equity / लैंगिक समानता

**Explanation / व्याख्या**

Gender equity / लैंगिक समानता: Fair learning opportunities irrespective of gender. Application: A teacher rotates leadership roles among children of all genders.

MCQ 076 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? A teacher rotates leadership roles among children of all genders.**

A. Gender equity / लैंगिक समानता
B. Project-based learning / परियोजना आधारित अधिगम
C. Curricular goal / पाठ्यचर्या लक्ष्य
D. Family partnership / परिवार सहभागिता

**Correct answer / सही उत्तर: A.** Gender equity / लैंगिक समानता

**Explanation / व्याख्या**
Gender equity / लैंगिक समानता: Fair learning opportunities irrespective of gender. Application: A teacher rotates leadership roles among children of all genders.

MCQ 077 • CORE PRACTICE · FORM 03

**Which explanation best defines Gender equity / लैंगिक समानता?**

A. Fair learning opportunities irrespective of gender.
B. A specified outline of content or topics for a course.
C. The planned set of learning experiences offered by an educational programme.
D. Classroom spaces organised for specific kinds of exploration.

**Correct answer / सही उत्तर: A.** Fair learning opportunities irrespective of gender.

**Explanation / व्याख्या**
Gender equity / लैंगिक समानता: Fair learning opportunities irrespective of gender. Application: A teacher rotates leadership roles among children of all genders.

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MCQ 078 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Gender equity / लैंगिक समानता?**

A. A teacher records how children negotiate turns during a game.

B. A teacher rotates leadership roles among children of all genders.

C. A teacher turns a learning outcome into a meaningful activity.

D. A framework aims to develop children's effective communication.

**Correct answer / सही उत्तर: B.** A teacher rotates leadership roles among children of all genders.

**Explanation / व्याख्या**

Gender equity / लैंगिक समानता: Fair learning opportunities irrespective of gender. Application: A teacher rotates leadership roles among children of all genders.

MCQ 079 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Fair learning opportunities irrespective of gender. (2) Using meaningful play to support learning and development.**

A. Gender equity / लैंगिक समानता | Formative assessment / निर्माणात्मक आकलन

B. Gender equity / लैंगिक समानता | Play-based pedagogy / खेल आधारित शिक्षाशास्त्र

C. Play-based pedagogy / खेल आधारित शिक्षाशास्त्र | Gender equity / लैंगिक समानता

D. Digital accessibility / डिजिटल सुगम्यता | Play-based pedagogy / खेल आधारित शिक्षाशास्त्र

**Correct answer / सही उत्तर: B.** Gender equity / लैंगिक समानता | Play-based pedagogy / खेल आधारित शिक्षाशास्त्र

**Explanation / व्याख्या**

Gender equity / लैंगिक समानता: Fair learning opportunities irrespective of gender. Application: A teacher rotates leadership roles among children of all genders. Play-based pedagogy / खेल आधारित शिक्षाशास्त्र: Using meaningful play to support learning and development. Application: Children practise counting by running a pretend market.

**MCQ 080 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A teacher rotates leadership roles among children of all genders. (2) A teacher reviews whether activities helped children demonstrate intended outcomes.**

A. Gender equity / लैंगिक समानता | Project-based learning / परियोजना आधारित अधिगम

B. Curriculum evaluation / पाठ्यचर्या मूल्यांकन | Gender equity / लैंगिक समानता

C. Gender equity / लैंगिक समानता | Curriculum evaluation / पाठ्यचर्या मूल्यांकन

D. Holistic progress card / समग्र प्रगति पत्र | Curriculum evaluation / पाठ्यचर्या मूल्यांकन

**Correct answer / सही उत्तर: C.** Gender equity / लैंगिक समानता | Curriculum evaluation / पाठ्यचर्या मूल्यांकन

**Explanation / व्याख्या**

Gender equity / लैंगिक समानता: Fair learning opportunities irrespective of gender. Application: A teacher rotates leadership roles among children of all genders. Curriculum evaluation / पाठ्यचर्या मूल्यांकन: Judging how effectively planned learning experiences meet their goals. Application: A teacher reviews whether activities helped children demonstrate intended outcomes.

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**MCQ 081 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Gender equity / लैंगिक समानता and Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या.**

A. Fair learning opportunities irrespective of gender. | Putting curriculum intentions into actual classroom learning experiences.

B. Fair learning opportunities irrespective of gender. | Unstated values and norms conveyed through everyday school practices.

C. Unstated values and norms conveyed through everyday school practices. | Fair learning opportunities irrespective of gender.

D. Play with child agency and adult support toward a learning goal. | Unstated values and norms conveyed through everyday school practices.

**Correct answer / सही उत्तर: B.** Fair learning opportunities irrespective of gender. | Unstated values and norms conveyed through everyday school practices.

**Explanation / व्याख्या**

Gender equity / लैंगिक समानता: Fair learning opportunities irrespective of gender. Application: A teacher rotates leadership roles among children of all genders. Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या: Unstated values and norms conveyed through everyday school practices. Application: Who gets to lead group work communicates implicit expectations.

MCQ 082 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Gender equity / लैंगिक समानता and Formative assessment / निर्माणात्मक आकलन.**

A. A teacher consults the prescribed topic sequence before planning a unit. | A teacher adjusts tomorrow's instruction after checking today's responses.

B. A teacher rotates leadership roles among children of all genders. | A teacher adjusts tomorrow's instruction after checking today's responses.

C. A teacher rotates leadership roles among children of all genders. | A pupil uses number sense to compare quantities in a shop activity.

D. A teacher adjusts tomorrow's instruction after checking today's responses. | A teacher rotates leadership roles among children of all genders.

**Correct answer / सही उत्तर: B.** A teacher rotates leadership roles among children of all genders. | A teacher adjusts tomorrow's instruction after checking today's responses.

**Explanation / व्याख्या**

Gender equity / लैंगिक समानता: Fair learning opportunities irrespective of gender. Application: A teacher rotates leadership roles among children of all genders. Formative assessment / निर्माणात्मक आकलन: Gathering evidence during learning to improve teaching and learning. Application: A teacher adjusts tomorrow's instruction after checking today's responses.

MCQ 083 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Gender equity / लैंगिक समानता / Differentiation / विभेदित शिक्षण)**

A. Gender equity / लैंगिक समानता → Adapting tasks, supports or representations according to learner needs.

B. Differentiation / विभेदित शिक्षण → Using narratives to engage children and develop understanding.

C. Gender equity / लैंगिक समानता → Fair learning opportunities irrespective of gender.

D. Storytelling / कहानी कथन → Arranging space to support different tasks and participation needs.

**Correct answer / सही उत्तर: C.** Gender equity / लैंगिक समानता → Fair learning opportunities irrespective of gender.

**Explanation / व्याख्या**

Gender equity / लैंगिक समानता: Fair learning opportunities irrespective of gender. Application: A teacher rotates leadership roles among children of all genders.

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MCQ 084 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Gender equity / लैंगिक समानता / Formative assessment / निर्माणात्मक आकलन)**

A. Gender equity / लैंगिक समानता → A teacher adjusts tomorrow's instruction after checking today's responses.

B. Formative assessment / निर्माणात्मक आकलन → A teacher narrates a story and invites children to predict what happens next.

C. Gender equity / लैंगिक समानता → A teacher rotates leadership roles among children of all genders.

D. Storytelling / कहानी कथन → Children work on the same goal using different levels of scaffolding.

**Correct answer / सही उत्तर: C.** Gender equity / लैंगिक समानता → A teacher rotates leadership roles among children of all genders.

**Explanation / व्याख्या**

Gender equity / लैंगिक समानता: Fair learning opportunities irrespective of gender. Application: A teacher rotates leadership roles among children of all genders.

MCQ 085 • CORE PRACTICE · FORM 01

**Identify the concept described: Organising learning with children of different ages together.**

A. Collaborative planning / सहयोगी योजना

B. Multi-age grouping / बहु-आयु समूह

C. Learning outcome / अधिगम प्रतिफल

D. Holistic progress card / समग्र प्रगति पत्र

**Correct answer / सही उत्तर: B.** Multi-age grouping / बहु-आयु समूह

**Explanation / व्याख्या**

Multi-age grouping / बहु-आयु समूह: Organising learning with children of different ages together. Application: Older and younger pupils collaborate on a shared task with adapted roles.

**MCQ 086 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Older and younger pupils collaborate on a shared task with adapted roles.**

A. Multi-age grouping / बहु-आयु समूह

B. Checklist / जाँच सूची

C. Play-based pedagogy / खेल आधारित शिक्षाशास्त्र

D. Curriculum / पाठ्यचर्या

**Correct answer / सही उत्तर: A.** Multi-age grouping / बहु-आयु समूह

**Explanation / व्याख्या**

Multi-age grouping / बहु-आयु समूह: Organising learning with children of different ages together.
Application: Older and younger pupils collaborate on a shared task with adapted roles.

**MCQ 087 • CORE PRACTICE · FORM 03**

**Which explanation best defines Multi-age grouping / बहु-आयु समूह?**

A. Organising learning with children of different ages together.

B. A stage building on foundational learning through interactive and increasingly structured experiences.

C. A safe, welcoming space that supports children's participation.

D. Judging how effectively planned learning experiences meet their goals.

**Correct answer / सही उत्तर: A.** Organising learning with children of different ages together.

**Explanation / व्याख्या**

Multi-age grouping / बहु-आयु समूह: Organising learning with children of different ages together.
Application: Older and younger pupils collaborate on a shared task with adapted roles.

MCQ 088 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Multi-age grouping / बहु-आयु समूह?**

A. Children practise counting by running a pretend market.

B. Early and later writing samples are kept with feedback and reflection.

C. Older and younger pupils collaborate on a shared task with adapted roles.

D. Pupils explore a topic through reading, discussion and hands-on tasks.

**Correct answer / सही उत्तर: C.** Older and younger pupils collaborate on a shared task with adapted roles.

**Explanation / व्याख्या**

Multi-age grouping / बहु-आयु समूह: Organising learning with children of different ages together. Application: Older and younger pupils collaborate on a shared task with adapted roles.

MCQ 089 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Organising learning with children of different ages together. (2) A multidimensional report of progress across learning domains.**

A. Multi-age grouping / बहु-आयु समूह | Holistic progress card / समग्र प्रगति पत्र

B. Holistic progress card / समग्र प्रगति पत्र | Multi-age grouping / बहु-आयु समूह

C. Multi-age grouping / बहु-आयु समूह | Learning resource / अधिगम संसाधन

D. Assessment for learning / सीखने के लिए आकलन | Holistic progress card / समग्र प्रगति पत्र

**Correct answer / सही उत्तर: A.** Multi-age grouping / बहु-आयु समूह | Holistic progress card / समग्र प्रगति पत्र

**Explanation / व्याख्या**

Multi-age grouping / बहु-आयु समूह: Organising learning with children of different ages together. Application: Older and younger pupils collaborate on a shared task with adapted roles. Holistic progress card / समग्र प्रगति पत्र: A multidimensional report of progress across learning domains. Application: A report includes academic, social, physical and creative development evidence.

**MCQ 090 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Older and younger pupils collaborate on a shared task with adapted roles. (2) Water becomes the focus of stories, measurement and environmental exploration.**

A. Multi-age grouping / बहु-आयु समूह | DIKSHA / दीक्षा

B. Diagnostic assessment / निदानात्मक आकलन | Theme-based approach / विषयवस्तु आधारित उपागम

C. Multi-age grouping / बहु-आयु समूह | Theme-based approach / विषयवस्तु आधारित उपागम

D. Theme-based approach / विषयवस्तु आधारित उपागम | Multi-age grouping / बहु-आयु समूह

**Correct answer / सही उत्तर: C.** Multi-age grouping / बहु-आयु समूह | Theme-based approach / विषयवस्तु आधारित उपागम

**Explanation / व्याख्या**

Multi-age grouping / बहु-आयु समूह: Organising learning with children of different ages together. Application: Older and younger pupils collaborate on a shared task with adapted roles. Theme-based approach / विषयवस्तु आधारित उपागम: Organising related learning experiences around a common theme. Application: Water becomes the focus of stories, measurement and environmental exploration.

MCQ 091 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Multi-age grouping / बहु-आयु समूह and Assessment for learning / सीखने के लिए आकलन.**

A. Organising learning with children of different ages together. | Using evidence during learning to inform feedback and next steps.

B. Using evidence during learning to inform feedback and next steps. | Organising learning with children of different ages together.

C. A broad educational aim guiding learning across a stage. | Using evidence during learning to inform feedback and next steps.

D. Organising learning with children of different ages together. | Judging resources for relevance, accuracy, inclusion and suitability.

**Correct answer / सही उत्तर: A.** Organising learning with children of different ages together. | Using evidence during learning to inform feedback and next steps.

**Explanation / व्याख्या**

Multi-age grouping / बहु-आयु समूह: Organising learning with children of different ages together. Application: Older and younger pupils collaborate on a shared task with adapted roles. Assessment for learning / सीखने के लिए आकलन: Using evidence during learning to inform feedback and next steps. Application: An exit response guides the next day's teaching.

**MCQ 092 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Multi-age grouping / बहु-आयु समूह and Classroom routines / कक्षा दिनचर्या.**

A. Older and younger pupils collaborate on a shared task with adapted roles. | Interest in butterflies leads the teacher to plan further observation activities.

B. Older and younger pupils collaborate on a shared task with adapted roles. | Children know how to collect and return shared materials.

C. A teacher checks whether a storybook reinforces stereotypes. | Children know how to collect and return shared materials.

D. Children know how to collect and return shared materials. | Older and younger pupils collaborate on a shared task with adapted roles.

**Correct answer / सही उत्तर: B.** Older and younger pupils collaborate on a shared task with adapted roles. | Children know how to collect and return shared materials.

**Explanation / व्याख्या**

Multi-age grouping / बहु-आयु समूह: Organising learning with children of different ages together. Application: Older and younger pupils collaborate on a shared task with adapted roles. Classroom routines / कक्षा दिनचर्या: Predictable practices that support safety, independence and time use. Application: Children know how to collect and return shared materials.

**MCQ 093 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Multi-age grouping / बहु-आयु समूह / Preparatory stage / प्रारंभिक तैयारी चरण)**

A. Play observation / खेल अवलोकन → Identifying specific strengths, difficulties and misconceptions to guide instruction.

B. Preparatory stage / प्रारंभिक तैयारी चरण → Systematically noticing children's learning during play.

C. Multi-age grouping / बहु-आयु समूह → A stage building on foundational learning through interactive and increasingly structured experiences.

D. Multi-age grouping / बहु-आयु समूह → Organising learning with children of different ages together.

**Correct answer / सही उत्तर: D.** Multi-age grouping / बहु-आयु समूह → Organising learning with children of different ages together.

**Explanation / व्याख्या**

Multi-age grouping / बहु-आयु समूह: Organising learning with children of different ages together. Application: Older and younger pupils collaborate on a shared task with adapted roles.

MCQ 094 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Multi-age grouping / बहु-आयु समूह / Rubric / मानदंड तालिका)**

A. Multi-age grouping / बहु-आयु समूह → A storytelling rubric describes clarity, sequence and expression.

B. DIKSHA / दीक्षा → A video includes captions and readable text.

C. Rubric / मानदंड तालिका → A teacher selects a relevant digital learning module for class preparation.

D. Multi-age grouping / बहु-आयु समूह → Older and younger pupils collaborate on a shared task with adapted roles.

**Correct answer / सही उत्तर: D.** Multi-age grouping / बहु-आयु समूह → Older and younger pupils collaborate on a shared task with adapted roles.

**Explanation / व्याख्या**

Multi-age grouping / बहु-आयु समूह: Organising learning with children of different ages together.
Application: Older and younger pupils collaborate on a shared task with adapted roles.

MCQ 095 • CORE PRACTICE · FORM 01

**Identify the concept described: Providing appropriate support in response to different barriers and needs.**

A. Assessment for learning / सीखने के लिए आकलन

B. Equity / समता

C. Classroom routines / कक्षा दिनचर्या

D. Emergent curriculum / उभरती पाठ्यचर्या

**Correct answer / सही उत्तर: B.** Equity / समता

**Explanation / व्याख्या**

Equity / समता: Providing appropriate support in response to different barriers and needs.
Application: A pupil receives accessible learning material to participate in the same activity.

**MCQ 096 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A pupil receives accessible learning material to participate in the same activity.**

A. Equity / समता

B. Play observation / खेल अवलोकन

C. Dramatic play / नाटकीय खेल

D. Activity areas / गतिविधि क्षेत्र

**Correct answer / सही उत्तर: A.** Equity / समता

**Explanation / व्याख्या**

Equity / समता: Providing appropriate support in response to different barriers and needs.

Application: A pupil receives accessible learning material to participate in the same activity.

**MCQ 097 • CORE PRACTICE · FORM 03**

**Which explanation best defines Equity / समता?**

A. Judging how effectively planned learning experiences meet their goals.

B. A specified outline of content or topics for a course.

C. Providing appropriate support in response to different barriers and needs.

D. A brief factual account of significant observed behaviour.

**Correct answer / सही उत्तर: C.** Providing appropriate support in response to different barriers and needs.

**Explanation / व्याख्या**

Equity / समता: Providing appropriate support in response to different barriers and needs.

Application: A pupil receives accessible learning material to participate in the same activity.

MCQ 098 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Equity / समता?**

A. A pupil receives accessible learning material to participate in the same activity.

B. A teacher adjusts tomorrow's instruction after checking today's responses.

C. Children can access materials independently without fear of ridicule.

D. A video includes captions and readable text.

**Correct answer / सही उत्तर: A.** A pupil receives accessible learning material to participate in the same activity.

**Explanation / व्याख्या**

Equity / समता: Providing appropriate support in response to different barriers and needs.
Application: A pupil receives accessible learning material to participate in the same activity.

MCQ 099 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Providing appropriate support in response to different barriers and needs. (2) A digital platform offering educational content and resources in India.**

A. Summative assessment / संकलनात्मक आकलन | DIKSHA / दीक्षा

B. Equity / समता | DIKSHA / दीक्षा

C. Equity / समता | Assessment for learning / सीखने के लिए आकलन

D. DIKSHA / दीक्षा | Equity / समता

**Correct answer / सही उत्तर: B.** Equity / समता | DIKSHA / दीक्षा

**Explanation / व्याख्या**

Equity / समता: Providing appropriate support in response to different barriers and needs.
Application: A pupil receives accessible learning material to participate in the same activity.
DIKSHA / दीक्षा: A digital platform offering educational content and resources in India. Application: A teacher selects a relevant digital learning module for class preparation.

**MCQ 100 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A pupil receives accessible learning material to participate in the same activity. (2) A report includes academic, social, physical and creative development evidence.**

A. Equity / समता | Foundational stage / बुनियादी चरण

B. Holistic progress card / समग्र प्रगति पत्र | Equity / समता

C. Equity / समता | Holistic progress card / समग्र प्रगति पत्र

D. Digital accessibility / डिजिटल सुगम्यता | Holistic progress card / समग्र प्रगति पत्र

**Correct answer / सही उत्तर: C.** Equity / समता | Holistic progress card / समग्र प्रगति पत्र

**Explanation / व्याख्या**

Equity / समता: Providing appropriate support in response to different barriers and needs. Application: A pupil receives accessible learning material to participate in the same activity. Holistic progress card / समग्र प्रगति पत्र: A multidimensional report of progress across learning domains. Application: A report includes academic, social, physical and creative development evidence.

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**MCQ 101 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Equity / समता and Foundational stage / बुनियादी चरण.**

A. Providing appropriate support in response to different barriers and needs. | The early schooling stage emphasising play, interaction and foundational abilities.

B. Providing appropriate support in response to different barriers and needs. | Identifying specific strengths, difficulties and misconceptions to guide instruction.

C. The early schooling stage emphasising play, interaction and foundational abilities. | Providing appropriate support in response to different barriers and needs.

D. Judging learning at the end of a defined instructional period. | The early schooling stage emphasising play, interaction and foundational abilities.

**Correct answer / सही उत्तर: A.** Providing appropriate support in response to different barriers and needs. | The early schooling stage emphasising play, interaction and foundational abilities.

**Explanation / व्याख्या**

Equity / समता: Providing appropriate support in response to different barriers and needs. Application: A pupil receives accessible learning material to participate in the same activity. Foundational stage / बुनियादी चरण: The early schooling stage emphasising play, interaction and foundational abilities. Application: A teacher combines stories, songs and manipulatives for early learners.

MCQ 102 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Equity / समता and Child-friendly environment / बाल-अनुकूल वातावरण.**

A. A pupil receives accessible learning material to participate in the same activity. | A teacher notes how a child solved a disagreement during group work.

B. A framework aims to develop children's effective communication. | Children can access materials independently without fear of ridicule.

C. A pupil receives accessible learning material to participate in the same activity. | Children can access materials independently without fear of ridicule.

D. Children can access materials independently without fear of ridicule. | A pupil receives accessible learning material to participate in the same activity.

**Correct answer / सही उत्तर: C.** A pupil receives accessible learning material to participate in the same activity. | Children can access materials independently without fear of ridicule.

**Explanation / व्याख्या**

Equity / समता: Providing appropriate support in response to different barriers and needs. Application: A pupil receives accessible learning material to participate in the same activity. Child-friendly environment / बाल-अनुकूल वातावरण: A safe, welcoming space that supports children's participation. Application: Children can access materials independently without fear of ridicule.

**MCQ 103 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Equity / समता / Teaching-learning material / शिक्षण अधिगम सामग्री)**

A. Equity / समता → Providing appropriate support in response to different barriers and needs.

B. Teaching-learning material / शिक्षण अधिगम सामग्री → A specified outline of content or topics for a course.

C. Syllabus / पाठ्यक्रम → Pretending and role enactment to explore situations and ideas.

D. Equity / समता → Objects or representations selected to make learning accessible.

**Correct answer / सही उत्तर: A.** Equity / समता → Providing appropriate support in response to different barriers and needs.

**Explanation / व्याख्या**

Equity / समता: Providing appropriate support in response to different barriers and needs.

Application: A pupil receives accessible learning material to participate in the same activity.

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**MCQ 104 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Equity / समता / Differentiation / विभेदित शिक्षण)**

A. Equity / समता → Children work on the same goal using different levels of scaffolding.

B. DIKSHA / दीक्षा → A teacher turns a learning outcome into a meaningful activity.

C. Equity / समता → A pupil receives accessible learning material to participate in the same activity.

D. Differentiation / विभेदित शिक्षण → A teacher selects a relevant digital learning module for class preparation.

**Correct answer / सही उत्तर: C.** Equity / समता → A pupil receives accessible learning material to participate in the same activity.

**Explanation / व्याख्या**

Equity / समता: Providing appropriate support in response to different barriers and needs. Application: A pupil receives accessible learning material to participate in the same activity.

**MCQ 105 • CORE PRACTICE · FORM 01**

**Identify the concept described: Ensuring meaningful participation regardless of social background.**

A. Emergent curriculum / उभरती पाठ्यचर्या

B. Syllabus / पाठ्यक्रम

C. Community resource / सामुदायिक संसाधन

D. Social inclusion / सामाजिक समावेशन

**Correct answer / सही उत्तर: D.** Social inclusion / सामाजिक समावेशन

**Explanation / व्याख्या**

Social inclusion / सामाजिक समावेशन: Ensuring meaningful participation regardless of social background. Application: A group task includes children from different communities as equal contributors.

**MCQ 106 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A group task includes children from different communities as equal contributors.**

A. Foundational stage / बुनियादी चरण
B. Digital accessibility / डिजिटल सुगम्यता
C. Play-based pedagogy / खेल आधारित शिक्षाशास्त्र
D. Social inclusion / सामाजिक समावेशन

**Correct answer / सही उत्तर: D.** Social inclusion / सामाजिक समावेशन

**Explanation / व्याख्या**
Social inclusion / सामाजिक समावेशन: Ensuring meaningful participation regardless of social background. Application: A group task includes children from different communities as equal contributors.

**MCQ 107 • CORE PRACTICE · FORM 03**

**Which explanation best defines Social inclusion / सामाजिक समावेशन?**

A. The early schooling stage emphasising play, interaction and foundational abilities.
B. A digital platform offering educational content and resources in India.
C. Ensuring meaningful participation regardless of social background.
D. Using meaningful play to support learning and development.

**Correct answer / सही उत्तर: C.** Ensuring meaningful participation regardless of social background.

**Explanation / व्याख्या**
Social inclusion / सामाजिक समावेशन: Ensuring meaningful participation regardless of social background. Application: A group task includes children from different communities as equal contributors.

MCQ 108 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Social inclusion / सामाजिक समावेशन?**

A. A teacher notes how a child solved a disagreement during group work.

B. A group task includes children from different communities as equal contributors.

C. A teacher adds counting prompts to a child-led shop game.

D. An end-of-unit task evaluates what pupils have achieved.

**Correct answer / सही उत्तर: B.** A group task includes children from different communities as equal contributors.

**Explanation / व्याख्या**

Social inclusion / सामाजिक समावेशन: Ensuring meaningful participation regardless of social background. Application: A group task includes children from different communities as equal contributors.

MCQ 109 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Ensuring meaningful participation regardless of social background. (2) Systematically noticing children's learning during play.**

A. Social inclusion / सामाजिक समावेशन | Play observation / खेल अवलोकन

B. Community resource / सामुदायिक संसाधन | Play observation / खेल अवलोकन

C. Play observation / खेल अवलोकन | Social inclusion / सामाजिक समावेशन

D. Social inclusion / सामाजिक समावेशन | Competency / दक्षता

**Correct answer / सही उत्तर: A.** Social inclusion / सामाजिक समावेशन | Play observation / खेल अवलोकन

**Explanation / व्याख्या**

Social inclusion / सामाजिक समावेशन: Ensuring meaningful participation regardless of social background. Application: A group task includes children from different communities as equal contributors. Play observation / खेल अवलोकन: Systematically noticing children's learning during play. Application: A teacher records how children negotiate turns during a game.

**MCQ 110 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A group task includes children from different communities as equal contributors. (2) A video includes captions and readable text.**

A. Social inclusion / सामाजिक समावेशन | Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या

B. Digital accessibility / डिजिटल सुगम्यता | Social inclusion / सामाजिक समावेशन

C. Play-based pedagogy / खेल आधारित शिक्षाशास्त्र | Digital accessibility / डिजिटल सुगम्यता

D. Social inclusion / सामाजिक समावेशन | Digital accessibility / डिजिटल सुगम्यता

**Correct answer / सही उत्तर: D.** Social inclusion / सामाजिक समावेशन | Digital accessibility / डिजिटल सुगम्यता

**Explanation / व्याख्या**

Social inclusion / सामाजिक समावेशन: Ensuring meaningful participation regardless of social background. Application: A group task includes children from different communities as equal contributors. Digital accessibility / डिजिटल सुगम्यता: Designing digital resources so learners with varied needs can use them. Application: A video includes captions and readable text.

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**MCQ 111 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Social inclusion / सामाजिक समावेशन and Holistic progress card / समग्र प्रगति पत्र.**

A. Judging resources for relevance, accuracy, inclusion and suitability. | A multidimensional report of progress across learning domains.

B. A multidimensional report of progress across learning domains. | Ensuring meaningful participation regardless of social background.

C. Ensuring meaningful participation regardless of social background. | A multidimensional report of progress across learning domains.

D. Ensuring meaningful participation regardless of social background. | Adapting tasks, supports or representations according to learner needs.

**Correct answer / सही उत्तर: C.** Ensuring meaningful participation regardless of social background. | A multidimensional report of progress across learning domains.

**Explanation / व्याख्या**

Social inclusion / सामाजिक समावेशन: Ensuring meaningful participation regardless of social background. Application: A group task includes children from different communities as equal contributors. Holistic progress card / समग्र प्रगति पत्र: A multidimensional report of progress across learning domains. Application: A report includes academic, social, physical and creative development evidence.

**MCQ 112 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Social inclusion / सामाजिक समावेशन and Curricular goal / पाठ्यचर्या लक्ष्य.**

A. A room has accessible reading, art and construction corners. | A framework aims to develop children's effective communication.

B. A framework aims to develop children's effective communication. | A group task includes children from different communities as equal contributors.

C. A group task includes children from different communities as equal contributors. | A framework aims to develop children's effective communication.

D. A group task includes children from different communities as equal contributors. | A video includes captions and readable text.

**Correct answer / सही उत्तर: C.** A group task includes children from different communities as equal contributors. | A framework aims to develop children's effective communication.

**Explanation / व्याख्या**

Social inclusion / सामाजिक समावेशन: Ensuring meaningful participation regardless of social background. Application: A group task includes children from different communities as equal contributors. Curricular goal / पाठ्यचर्या लक्ष्य: A broad educational aim guiding learning across a stage. Application: A framework aims to develop children's effective communication.

**MCQ 113 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Social inclusion / सामाजिक समावेशन / Curriculum transaction / पाठ्यचर्या क्रियान्वयन)**

A. Social inclusion / सामाजिक समावेशन → Ensuring meaningful participation regardless of social background.

B. Preparatory stage / प्रारंभिक तैयारी चरण → Collaborating with families to support children's learning.

C. Curriculum transaction / पाठ्यचर्या क्रियान्वयन → A stage building on foundational learning through interactive and increasingly structured experiences.

D. Social inclusion / सामाजिक समावेशन → Putting curriculum intentions into actual classroom learning experiences.

**Correct answer / सही उत्तर: A.** Social inclusion / सामाजिक समावेशन → Ensuring meaningful participation regardless of social background.

**Explanation / व्याख्या**

Social inclusion / सामाजिक समावेशन: Ensuring meaningful participation regardless of social background. Application: A group task includes children from different communities as equal contributors.

**MCQ 114 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Social inclusion / सामाजिक समावेशन / Curricular goal / पाठ्यचर्या लक्ष्य)**

A. Social inclusion / सामाजिक समावेशन → A group task includes children from different communities as equal contributors.

B. Curricular goal / पाठ्यचर्या लक्ष्य → Interest in butterflies leads the teacher to plan further observation activities.

C. Emergent curriculum / उभरती पाठ्यचर्या → Children know how to collect and return shared materials.

D. Social inclusion / सामाजिक समावेशन → A framework aims to develop children's effective communication.

**Correct answer / सही उत्तर: A.** Social inclusion / सामाजिक समावेशन → A group task includes children from different communities as equal contributors.

**Explanation / व्याख्या**

Social inclusion / सामाजिक समावेशन: Ensuring meaningful participation regardless of social background. Application: A group task includes children from different communities as equal contributors.

**MCQ 115 • CORE PRACTICE · FORM 01**

**Identify the concept described: Adapting learning to familiar surroundings while retaining learning goals.**

A. Flexible seating / लचीली बैठक व्यवस्था

B. Project-based learning / परियोजना आधारित अधिगम

C. Local contextualisation / स्थानीय संदर्भीकरण

D. Summative assessment / संकलनात्मक आकलन

**Correct answer / सही उत्तर: C.** Local contextualisation / स्थानीय संदर्भीकरण

**Explanation / व्याख्या**

Local contextualisation / स्थानीय संदर्भीकरण: Adapting learning to familiar surroundings while retaining learning goals. Application: A lesson on measurement uses locally available containers.

**MCQ 116 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A lesson on measurement uses locally available containers.**

A. Anecdotal record / उपाख्यानात्मक अभिलेख

B. Storytelling / कहानी कथन

C. DIKSHA / दीक्षा

D. Local contextualisation / स्थानीय संदर्भीकरण

**Correct answer / सही उत्तर: D.** Local contextualisation / स्थानीय संदर्भीकरण

**Explanation / व्याख्या**

Local contextualisation / स्थानीय संदर्भीकरण: Adapting learning to familiar surroundings while retaining learning goals. Application: A lesson on measurement uses locally available containers.

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MCQ 117 • CORE PRACTICE · FORM 03

**Which explanation best defines Local contextualisation / स्थानीय संदर्भीकरण?**

A. Teachers jointly design and improve learning experiences.

B. A brief factual account of significant observed behaviour.

C. Adapting learning to familiar surroundings while retaining learning goals.

D. Collaborating with families to support children's learning.

**Correct answer / सही उत्तर: C.** Adapting learning to familiar surroundings while retaining learning goals.

**Explanation / व्याख्या**

Local contextualisation / स्थानीय संदर्भीकरण: Adapting learning to familiar surroundings while retaining learning goals. Application: A lesson on measurement uses locally available containers.

MCQ 118 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Local contextualisation / स्थानीय संदर्भीकरण?**

A. A lesson on measurement uses locally available containers.

B. Children can access materials independently without fear of ridicule.

C. Labels, pupil messages and accessible books are displayed at eye level.

D. A teacher reviews whether activities helped children demonstrate intended outcomes.

**Correct answer / सही उत्तर: A.** A lesson on measurement uses locally available containers.

**Explanation / व्याख्या**

Local contextualisation / स्थानीय संदर्भीकरण: Adapting learning to familiar surroundings while retaining learning goals. Application: A lesson on measurement uses locally available containers.

**MCQ 119 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Adapting learning to familiar surroundings while retaining learning goals. (2) A list used to record whether specified behaviours or criteria are present.**

A. Checklist / जाँच सूची | Local contextualisation / स्थानीय संदर्भीकरण

B. Local contextualisation / स्थानीय संदर्भीकरण | Checklist / जाँच सूची

C. Syllabus / पाठ्यक्रम | Checklist / जाँच सूची

D. Local contextualisation / स्थानीय संदर्भीकरण | Child-friendly environment / बाल-अनुकूल वातावरण

**Correct answer / सही उत्तर: B.** Local contextualisation / स्थानीय संदर्भीकरण | Checklist / जाँच सूची

**Explanation / व्याख्या**

Local contextualisation / स्थानीय संदर्भीकरण: Adapting learning to familiar surroundings while retaining learning goals. Application: A lesson on measurement uses locally available containers. Checklist / जाँच सूची: A list used to record whether specified behaviours or criteria are present. Application: A teacher ticks whether a pupil uses an appropriate measurement unit.

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**MCQ 120 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A lesson on measurement uses locally available containers. (2) Children practise counting by running a pretend market.**

A. Local contextualisation / स्थानीय संदर्भीकरण | Summative assessment / संकलनात्मक आकलन

B. Local contextualisation / स्थानीय संदर्भीकरण | Play-based pedagogy / खेल आधारित शिक्षाशास्त्र

C. Family partnership / परिवार सहभागिता | Play-based pedagogy / खेल आधारित शिक्षाशास्त्र

D. Play-based pedagogy / खेल आधारित शिक्षाशास्त्र | Local contextualisation / स्थानीय संदर्भीकरण

**Correct answer / सही उत्तर: B.** Local contextualisation / स्थानीय संदर्भीकरण | Play-based pedagogy / खेल आधारित शिक्षाशास्त्र

**Explanation / व्याख्या**

Local contextualisation / स्थानीय संदर्भीकरण: Adapting learning to familiar surroundings while retaining learning goals. Application: A lesson on measurement uses locally available containers. Play-based pedagogy / खेल आधारित शिक्षाशास्त्र: Using meaningful play to support learning and development. Application: Children practise counting by running a pretend market.

**MCQ 121 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Local contextualisation / स्थानीय संदर्भीकरण and Project-based learning / परियोजना आधारित अधिगम.**

A. A specified outline of content or topics for a course. | Extended purposeful investigation resulting in a meaningful product or outcome.

B. Adapting learning to familiar surroundings while retaining learning goals. | Extended purposeful investigation resulting in a meaningful product or outcome.

C. Adapting learning to familiar surroundings while retaining learning goals. | The planned set of learning experiences offered by an educational programme.

D. Extended purposeful investigation resulting in a meaningful product or outcome. | Adapting learning to familiar surroundings while retaining learning goals.

**Correct answer / सही उत्तर: B.** Adapting learning to familiar surroundings while retaining learning goals. | Extended purposeful investigation resulting in a meaningful product or outcome.

**Explanation / व्याख्या**

Local contextualisation / स्थानीय संदर्भीकरण: Adapting learning to familiar surroundings while retaining learning goals. Application: A lesson on measurement uses locally available containers. Project-based learning / परियोजना आधारित अधिगम: Extended purposeful investigation resulting in a meaningful product or outcome. Application: Groups investigate school waste and present a plan to reduce it.

MCQ 122 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Local contextualisation / स्थानीय संदर्भीकरण and Anecdotal record / उपाख्यानात्मक अभिलेख.**

A. A lesson on measurement uses locally available containers. | A teacher notes how a child solved a disagreement during group work.

B. A teacher notes how a child solved a disagreement during group work. | A lesson on measurement uses locally available containers.

C. An exit response guides the next day's teaching. | A teacher notes how a child solved a disagreement during group work.

D. A lesson on measurement uses locally available containers. | Desks move into small groups for discussion and then a circle for sharing.

**Correct answer / सही उत्तर: A.** A lesson on measurement uses locally available containers. | A teacher notes how a child solved a disagreement during group work.

**Explanation / व्याख्या**

Local contextualisation / स्थानीय संदर्भीकरण: Adapting learning to familiar surroundings while retaining learning goals. Application: A lesson on measurement uses locally available containers. Anecdotal record / उपाख्यानात्मक अभिलेख: A brief factual account of significant observed behaviour. Application: A teacher notes how a child solved a disagreement during group work.

**MCQ 123 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Local contextualisation / स्थानीय संदर्भीकरण / Curriculum evaluation / पाठ्यचर्या मूल्यांकन)**

A. Curriculum evaluation / पाठ्यचर्या मूल्यांकन → Arranging space to support different tasks and participation needs.

B. Flexible seating / लचीली बैठक व्यवस्था → A tool describing criteria and levels of performance.

C. Local contextualisation / स्थानीय संदर्भीकरण → Judging how effectively planned learning experiences meet their goals.

D. Local contextualisation / स्थानीय संदर्भीकरण → Adapting learning to familiar surroundings while retaining learning goals.

**Correct answer / सही उत्तर: D.** Local contextualisation / स्थानीय संदर्भीकरण → Adapting learning to familiar surroundings while retaining learning goals.

**Explanation / व्याख्या**

Local contextualisation / स्थानीय संदर्भीकरण: Adapting learning to familiar surroundings while retaining learning goals. Application: A lesson on measurement uses locally available containers.

MCQ 124 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Local contextualisation / स्थानीय संदर्भीकरण / Competency / दक्षता)**

A. Competency / दक्षता → Children practise counting by running a pretend market.

B. Local contextualisation / स्थानीय संदर्भीकरण → A lesson on measurement uses locally available containers.

C. Local contextualisation / स्थानीय संदर्भीकरण → A pupil uses number sense to compare quantities in a shop activity.

D. Play-based pedagogy / खेल आधारित शिक्षाशास्त्र → Local objects are used to teach sorting and counting.

**Correct answer / सही उत्तर: B.** Local contextualisation / स्थानीय संदर्भीकरण → A lesson on measurement uses locally available containers.

**Explanation / व्याख्या**

Local contextualisation / स्थानीय संदर्भीकरण: Adapting learning to familiar surroundings while retaining learning goals. Application: A lesson on measurement uses locally available containers.

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 02.01

**Explain Multilingualism / बहुभाषिकता and give one classroom example.**

**Model answer:** Use of multiple languages as resources for learning. Children discuss a concept in home languages before sharing it in class.

**REVISION 02.02**

**Explain Gender equity / लैंगिक समानता and give one classroom example.**

**Model answer:** Fair learning opportunities irrespective of gender. A teacher rotates leadership roles among children of all genders.

**REVISION 02.03**

**Explain Multi-age grouping / बहु-आयु समूह and give one classroom example.**

**Model answer:** Organising learning with children of different ages together. Older and younger pupils collaborate on a shared task with adapted roles.

**REVISION 02.04**

**Explain Equity / समता and give one classroom example.**

**Model answer:** Providing appropriate support in response to different barriers and needs. A pupil receives accessible learning material to participate in the same activity.

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**REVISION 02.05**

**Explain Social inclusion / सामाजिक समावेशन and give one classroom example.**

**Model answer:** Ensuring meaningful participation regardless of social background. A group task includes children from different communities as equal contributors.

**REVISION 02.06**

**Explain Local contextualisation / स्थानीय संदर्भीकरण and give one classroom example.**

**Model answer:** Adapting learning to familiar surroundings while retaining learning goals. A lesson on measurement uses locally available containers.

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CHAPTER 03 • 62 MCQs • 6 REVISION PROMPTS

# Creative and Child-Friendly Learning Environment

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Activity areas / गतिविधि क्षेत्र

Classroom spaces organised for specific kinds of exploration.

**Classroom example:** A room has accessible reading, art and construction corners.

### Outdoor learning / बाहरी अधिगम

Using outdoor spaces for purposeful learning experiences.

**Classroom example:** Pupils observe shadows and plants in the school courtyard.

### Child-friendly environment / बाल-अनुकूल वातावरण

A safe, welcoming space that supports children's participation.

**Classroom example:** Children can access materials independently without fear of ridicule.

### Flexible seating / लचीली बैठक व्यवस्था

Arranging space to support different tasks and participation needs.

**Classroom example:** Desks move into small groups for discussion and then a circle for sharing.

### Print-rich environment / मुद्रण समृद्ध वातावरण

A learning space with meaningful visible written language.

**Classroom example:** Labels, pupil messages and accessible books are displayed at eye level.

**Classroom routines / कक्षा दिनचर्या**

Predictable practices that support safety, independence and time use.

**Classroom example:** Children know how to collect and return shared materials.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

**MCQ 125 • NEW CLASSROOM APPLICATION**

### Which task allows divergent thinking?

A. Select only the teacher's solution
B. Repeat a single answer in chorus
C. Design different uses for a discarded cardboard box
D. Copy one prescribed design exactly

**Correct answer / सही उत्तर: C.** Design different uses for a discarded cardboard box

**Explanation / व्याख्या**

Open-ended tasks encourage multiple reasoned responses.

**MCQ 126 • NEW CLASSROOM APPLICATION**

### What helps children feel safe to ask questions?

A. Predictable routines and respectful responses to doubts
B. Changing rules without explanation
C. Public humiliation for errors
D. Rewarding silence only

**Correct answer / सही उत्तर: A.** Predictable routines and respectful responses to doubts

**Explanation / व्याख्या**

Emotional security supports engagement and participation.

## Core question bank

Ten related practice formats; core concepts recur for revision.

**MCQ 127 • CORE PRACTICE · FORM 01**

**Identify the concept described: Classroom spaces organised for specific kinds of exploration.**

A. Reflective practice / चिंतनशील अभ्यास

B. Syllabus / पाठ्यक्रम

C. Activity areas / गतिविधि क्षेत्र

D. Learning resource / अधिगम संसाधन

**Correct answer / सही उत्तर: C.** Activity areas / गतिविधि क्षेत्र

**Explanation / व्याख्या**

Activity areas / गतिविधि क्षेत्र: Classroom spaces organised for specific kinds of exploration.

Application: A room has accessible reading, art and construction corners.

**MCQ 128 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A room has accessible reading, art and construction corners.**

A. Emergent curriculum / उभरती पाठ्यचर्या

B. Activity areas / गतिविधि क्षेत्र

C. Formative assessment / निर्माणात्मक आकलन

D. Curriculum transaction / पाठ्यचर्या क्रियान्वयन

**Correct answer / सही उत्तर: B.** Activity areas / गतिविधि क्षेत्र

**Explanation / व्याख्या**

Activity areas / गतिविधि क्षेत्र: Classroom spaces organised for specific kinds of exploration.

Application: A room has accessible reading, art and construction corners.

MCQ 129 • CORE PRACTICE · FORM 03

**Which explanation best defines Activity areas / गतिविधि क्षेत्र?**

A. Using meaningful play to support learning and development.

B. Objects or representations selected to make learning accessible.

C. Fair learning opportunities irrespective of gender.

D. Classroom spaces organised for specific kinds of exploration.

**Correct answer / सही उत्तर: D.** Classroom spaces organised for specific kinds of exploration.

**Explanation / व्याख्या**

Activity areas / गतिविधि क्षेत्र: Classroom spaces organised for specific kinds of exploration.

Application: A room has accessible reading, art and construction corners.

MCQ 130 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Activity areas / गतिविधि क्षेत्र?**

A. A room has accessible reading, art and construction corners.

B. A teacher consults the prescribed topic sequence before planning a unit.

C. A group task includes children from different communities as equal contributors.

D. Children practise counting by running a pretend market.

**Correct answer / सही उत्तर: A.** A room has accessible reading, art and construction corners.

**Explanation / व्याख्या**

Activity areas / गतिविधि क्षेत्र: Classroom spaces organised for specific kinds of exploration.

Application: A room has accessible reading, art and construction corners.

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**MCQ 131 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Classroom spaces organised for specific kinds of exploration. (2) A brief factual account of significant observed behaviour.**

A. Anecdotal record / उपाख्यानात्मक अभिलेख | Activity areas / गतिविधि क्षेत्र

B. Activity areas / गतिविधि क्षेत्र | Assessment for learning / सीखने के लिए आकलन

C. Activity areas / गतिविधि क्षेत्र | Anecdotal record / उपाख्यानात्मक अभिलेख

D. Curriculum evaluation / पाठ्यचर्या मूल्यांकन | Anecdotal record / उपाख्यानात्मक अभिलेख

**Correct answer / सही उत्तर: C.** Activity areas / गतिविधि क्षेत्र | Anecdotal record / उपाख्यानात्मक अभिलेख

**Explanation / व्याख्या**

Activity areas / गतिविधि क्षेत्र: Classroom spaces organised for specific kinds of exploration. Application: A room has accessible reading, art and construction corners. Anecdotal record / उपाख्यानात्मक अभिलेख: A brief factual account of significant observed behaviour. Application: A teacher notes how a child solved a disagreement during group work.

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**MCQ 132 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A room has accessible reading, art and construction corners. (2) Children work on the same goal using different levels of scaffolding.**

A. Activity areas / गतिविधि क्षेत्र | Differentiation / विभेदित शिक्षण

B. Differentiation / विभेदित शिक्षण | Activity areas / गतिविधि क्षेत्र

C. Activity areas / गतिविधि क्षेत्र | Curriculum / पाठ्यचर्या

D. Syllabus / पाठ्यक्रम | Differentiation / विभेदित शिक्षण

**Correct answer / सही उत्तर: A.** Activity areas / गतिविधि क्षेत्र | Differentiation / विभेदित शिक्षण

**Explanation / व्याख्या**

Activity areas / गतिविधि क्षेत्र: Classroom spaces organised for specific kinds of exploration. Application: A room has accessible reading, art and construction corners. Differentiation / विभेदित शिक्षण: Adapting tasks, supports or representations according to learner needs. Application: Children work on the same goal using different levels of scaffolding.

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MCQ 133 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Activity areas / गतिविधि क्षेत्र and Dramatic play / नाटकीय खेल.**

A. Pretending and role enactment to explore situations and ideas. | Classroom spaces organised for specific kinds of exploration.

B. Classroom spaces organised for specific kinds of exploration. | Objects or representations selected to make learning accessible.

C. Classroom spaces organised for specific kinds of exploration. | Pretending and role enactment to explore situations and ideas.

D. A capacity to apply knowledge, skills and dispositions in meaningful contexts. | Pretending and role enactment to explore situations and ideas.

**Correct answer / सही उत्तर: C.** Classroom spaces organised for specific kinds of exploration. | Pretending and role enactment to explore situations and ideas.

**Explanation / व्याख्या**

Activity areas / गतिविधि क्षेत्र: Classroom spaces organised for specific kinds of exploration. Application: A room has accessible reading, art and construction corners. Dramatic play / नाटकीय खेल: Pretending and role enactment to explore situations and ideas. Application: Children act as customers and shopkeepers.

**MCQ 134 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Activity areas / गतिविधि क्षेत्र and Reflective practice / चिंतनशील अभ्यास.**

A. A room has accessible reading, art and construction corners. | After class, a teacher notes why group instructions were unclear.

B. After class, a teacher notes why group instructions were unclear. | A room has accessible reading, art and construction corners.

C. A teacher adds counting prompts to a child-led shop game. | After class, a teacher notes why group instructions were unclear.

D. A room has accessible reading, art and construction corners. | After a lesson, children can identify three local plants.

**Correct answer / सही उत्तर: A.** A room has accessible reading, art and construction corners. | After class, a teacher notes why group instructions were unclear.

**Explanation / व्याख्या**

Activity areas / गतिविधि क्षेत्र: Classroom spaces organised for specific kinds of exploration. Application: A room has accessible reading, art and construction corners. Reflective practice / चिंतनशील अभ्यास: Examining teaching evidence to improve future decisions. Application: After class, a teacher notes why group instructions were unclear.

**MCQ 135 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Activity areas / गतिविधि क्षेत्र / Project-based learning / परियोजना आधारित अधिगम)**

A. Activity areas / गतिविधि क्षेत्र → Classroom spaces organised for specific kinds of exploration.

B. Play-based pedagogy / खेल आधारित शिक्षाशास्त्र → Objects or representations selected to make learning accessible.

C. Activity areas / गतिविधि क्षेत्र → Extended purposeful investigation resulting in a meaningful product or outcome.

D. Project-based learning / परियोजना आधारित अधिगम → Using meaningful play to support learning and development.

**Correct answer / सही उत्तर: A.** Activity areas / गतिविधि क्षेत्र → Classroom spaces organised for specific kinds of exploration.

**Explanation / व्याख्या**

Activity areas / गतिविधि क्षेत्र: Classroom spaces organised for specific kinds of exploration.
Application: A room has accessible reading, art and construction corners.

MCQ 136 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Activity areas / गतिविधि क्षेत्र / Social inclusion / सामाजिक समावेशन)**

A. Activity areas / गतिविधि क्षेत्र → A group task includes children from different communities as equal contributors.

B. Social inclusion / सामाजिक समावेशन → Children act as customers and shopkeepers.

C. Activity areas / गतिविधि क्षेत्र → A room has accessible reading, art and construction corners.

D. Dramatic play / नाटकीय खेल → A storytelling rubric describes clarity, sequence and expression.

**Correct answer / सही उत्तर: C.** Activity areas / गतिविधि क्षेत्र → A room has accessible reading, art and construction corners.

**Explanation / व्याख्या**

Activity areas / गतिविधि क्षेत्र: Classroom spaces organised for specific kinds of exploration.
Application: A room has accessible reading, art and construction corners.

MCQ 137 • CORE PRACTICE · FORM 01

**Identify the concept described: Using outdoor spaces for purposeful learning experiences.**

A. Community resource / सामुदायिक संसाधन

B. Learning outcome / अधिगम प्रतिफल

C. Outdoor learning / बाहरी अधिगम

D. Reflective practice / चिंतनशील अभ्यास

**Correct answer / सही उत्तर: C.** Outdoor learning / बाहरी अधिगम

**Explanation / व्याख्या**

Outdoor learning / बाहरी अधिगम: Using outdoor spaces for purposeful learning experiences.
Application: Pupils observe shadows and plants in the school courtyard.

**MCQ 138 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Pupils observe shadows and plants in the school courtyard.**

A. Reflective practice / चिंतनशील अभ्यास
B. Family partnership / परिवार सहभागिता
C. Learning outcome / अधिगम प्रतिफल
D. Outdoor learning / बाहरी अधिगम

**Correct answer / सही उत्तर: D.** Outdoor learning / बाहरी अधिगम

**Explanation / व्याख्या**

Outdoor learning / बाहरी अधिगम: Using outdoor spaces for purposeful learning experiences.
Application: Pupils observe shadows and plants in the school courtyard.

**MCQ 139 • CORE PRACTICE · FORM 03**

**Which explanation best defines Outdoor learning / बाहरी अधिगम?**

A. Using outdoor spaces for purposeful learning experiences.
B. Ensuring meaningful participation regardless of social background.
C. Teachers jointly design and improve learning experiences.
D. Systematically noticing children's learning during play.

**Correct answer / सही उत्तर: A.** Using outdoor spaces for purposeful learning experiences.

**Explanation / व्याख्या**

Outdoor learning / बाहरी अधिगम: Using outdoor spaces for purposeful learning experiences.
Application: Pupils observe shadows and plants in the school courtyard.

MCQ 140 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Outdoor learning / बाहरी अधिगम?**

A. Pupils explore a topic through reading, discussion and hands-on tasks.

B. An exit response guides the next day's teaching.

C. Pupils observe shadows and plants in the school courtyard.

D. A teacher uses puppets, toys and story materials for early learning.

**Correct answer / सही उत्तर: C.** Pupils observe shadows and plants in the school courtyard.

**Explanation / व्याख्या**

Outdoor learning / बाहरी अधिगम: Using outdoor spaces for purposeful learning experiences.
Application: Pupils observe shadows and plants in the school courtyard.

MCQ 141 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Using outdoor spaces for purposeful learning experiences. (2) Designing digital resources so learners with varied needs can use them.**

A. Outdoor learning / बाहरी अधिगम | Reflective practice / चिंतनशील अभ्यास

B. Storytelling / कहानी कथन | Digital accessibility / डिजिटल सुगम्यता

C. Outdoor learning / बाहरी अधिगम | Digital accessibility / डिजिटल सुगम्यता

D. Digital accessibility / डिजिटल सुगम्यता | Outdoor learning / बाहरी अधिगम

**Correct answer / सही उत्तर: C.** Outdoor learning / बाहरी अधिगम | Digital accessibility / डिजिटल सुगम्यता

**Explanation / व्याख्या**

Outdoor learning / बाहरी अधिगम: Using outdoor spaces for purposeful learning experiences.
Application: Pupils observe shadows and plants in the school courtyard. Digital accessibility / डिजिटल सुगम्यता: Designing digital resources so learners with varied needs can use them.
Application: A video includes captions and readable text.

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**MCQ 142 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Pupils observe shadows and plants in the school courtyard. (2) A school coordinates activities, content and assessment across a year.**

A. Outdoor learning / बाहरी अधिगम | Teaching-learning material / शिक्षण अधिगम सामग्री

B. Curriculum / पाठ्यचर्या | Outdoor learning / बाहरी अधिगम

C. Gender equity / लैंगिक समानता | Curriculum / पाठ्यचर्या

D. Outdoor learning / बाहरी अधिगम | Curriculum / पाठ्यचर्या

**Correct answer / सही उत्तर: D.** Outdoor learning / बाहरी अधिगम | Curriculum / पाठ्यचर्या

**Explanation / व्याख्या**

Outdoor learning / बाहरी अधिगम: Using outdoor spaces for purposeful learning experiences. Application: Pupils observe shadows and plants in the school courtyard. Curriculum / पाठ्यचर्या: The planned set of learning experiences offered by an educational programme. Application: A school coordinates activities, content and assessment across a year.

**MCQ 143 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Outdoor learning / बाहरी अधिगम and Resource evaluation / संसाधन मूल्यांकन.**

A. Using outdoor spaces for purposeful learning experiences. | Using narratives to engage children and develop understanding.

B. Systematically noticing children's learning during play. | Judging resources for relevance, accuracy, inclusion and suitability.

C. Judging resources for relevance, accuracy, inclusion and suitability. | Using outdoor spaces for purposeful learning experiences.

D. Using outdoor spaces for purposeful learning experiences. | Judging resources for relevance, accuracy, inclusion and suitability.

**Correct answer / सही उत्तर: D.** Using outdoor spaces for purposeful learning experiences. | Judging resources for relevance, accuracy, inclusion and suitability.

**Explanation / व्याख्या**

Outdoor learning / बाहरी अधिगम: Using outdoor spaces for purposeful learning experiences. Application: Pupils observe shadows and plants in the school courtyard. Resource evaluation / संसाधन मूल्यांकन: Judging resources for relevance, accuracy, inclusion and suitability. Application: A teacher checks whether a storybook reinforces stereotypes.

**MCQ 144 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Outdoor learning / बाहरी अधिगम and Summative assessment / संकलनात्मक आकलन.**

A. Pupils observe shadows and plants in the school courtyard. | A teacher reviews whether activities helped children demonstrate intended outcomes.

B. A pupil receives accessible learning material to participate in the same activity. | An end-of-unit task evaluates what pupils have achieved.

C. An end-of-unit task evaluates what pupils have achieved. | Pupils observe shadows and plants in the school courtyard.

D. Pupils observe shadows and plants in the school courtyard. | An end-of-unit task evaluates what pupils have achieved.

**Correct answer / सही उत्तर: D.** Pupils observe shadows and plants in the school courtyard. | An end-of-unit task evaluates what pupils have achieved.

**Explanation / व्याख्या**

Outdoor learning / बाहरी अधिगम: Using outdoor spaces for purposeful learning experiences. Application: Pupils observe shadows and plants in the school courtyard. Summative assessment / संकलनात्मक आकलन: Judging learning at the end of a defined instructional period. Application: An end-of-unit task evaluates what pupils have achieved.

**MCQ 145 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Outdoor learning / बाहरी अधिगम / Curriculum transaction / पाठ्यचर्या क्रियान्वयन)**

A. Social inclusion / सामाजिक समावेशन → A specified outline of content or topics for a course.

B. Outdoor learning / बाहरी अधिगम → Using outdoor spaces for purposeful learning experiences.

C. Curriculum transaction / पाठ्यचर्या क्रियान्वयन → Ensuring meaningful participation regardless of social background.

D. Outdoor learning / बाहरी अधिगम → Putting curriculum intentions into actual classroom learning experiences.

**Correct answer / सही उत्तर: B.** Outdoor learning / बाहरी अधिगम → Using outdoor spaces for purposeful learning experiences.

**Explanation / व्याख्या**

Outdoor learning / बाहरी अधिगम: Using outdoor spaces for purposeful learning experiences.
Application: Pupils observe shadows and plants in the school courtyard.

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**MCQ 146 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Outdoor learning / बाहरी अधिगम / Checklist / जाँच सूची)**

A. Competency / दक्षता → A teacher adjusts tomorrow's instruction after checking today's responses.

B. Outdoor learning / बाहरी अधिगम → A teacher ticks whether a pupil uses an appropriate measurement unit.

C. Outdoor learning / बाहरी अधिगम → Pupils observe shadows and plants in the school courtyard.

D. Checklist / जाँच सूची → A pupil uses number sense to compare quantities in a shop activity.

**Correct answer / सही उत्तर: C.** Outdoor learning / बाहरी अधिगम → Pupils observe shadows and plants in the school courtyard.

**Explanation / व्याख्या**

Outdoor learning / बाहरी अधिगम: Using outdoor spaces for purposeful learning experiences.
Application: Pupils observe shadows and plants in the school courtyard.

MCQ 147 • CORE PRACTICE · FORM 01

**Identify the concept described: A safe, welcoming space that supports children's participation.**

A. Collaborative planning / सहयोगी योजना

B. Curricular goal / पाठ्यचर्या लक्ष्य

C. Dramatic play / नाटकीय खेल

D. Child-friendly environment / बाल-अनुकूल वातावरण

**Correct answer / सही उत्तर: D.** Child-friendly environment / बाल-अनुकूल वातावरण

**Explanation / व्याख्या**

Child-friendly environment / बाल-अनुकूल वातावरण: A safe, welcoming space that supports children's participation. Application: Children can access materials independently without fear of ridicule.

MCQ 148 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? Children can access materials independently without fear of ridicule.**

A. Guided play / निर्देशित खेल

B. Curriculum transaction / पाठ्यचर्या क्रियान्वयन

C. Child-friendly environment / बाल-अनुकूल वातावरण

D. Family partnership / परिवार सहभागिता

**Correct answer / सही उत्तर: C.** Child-friendly environment / बाल-अनुकूल वातावरण

**Explanation / व्याख्या**

Child-friendly environment / बाल-अनुकूल वातावरण: A safe, welcoming space that supports children's participation. Application: Children can access materials independently without fear of ridicule.

**MCQ 149 • CORE PRACTICE · FORM 03**

**Which explanation best defines Child-friendly environment / बाल-अनुकूल वातावरण?**

A. A list used to record whether specified behaviours or criteria are present.

B. A digital platform offering educational content and resources in India.

C. A safe, welcoming space that supports children's participation.

D. Using meaningful play to support learning and development.

**Correct answer / सही उत्तर: C.** A safe, welcoming space that supports children's participation.

**Explanation / व्याख्या**

Child-friendly environment / बाल-अनुकूल वातावरण: A safe, welcoming space that supports children's participation. Application: Children can access materials independently without fear of ridicule.

**MCQ 150 • CORE PRACTICE · FORM 04**

**Which classroom example best demonstrates Child-friendly environment / बाल-अनुकूल वातावरण?**

A. Children can access materials independently without fear of ridicule.

B. A lesson on measurement uses locally available containers.

C. Early and later writing samples are kept with feedback and reflection.

D. Children work on the same goal using different levels of scaffolding.

**Correct answer / सही उत्तर: A.** Children can access materials independently without fear of ridicule.

**Explanation / व्याख्या**

Child-friendly environment / बाल-अनुकूल वातावरण: A safe, welcoming space that supports children's participation. Application: Children can access materials independently without fear of ridicule.

**MCQ 151 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) A safe, welcoming space that supports children's participation. (2) Fair learning opportunities irrespective of gender.**

A. Digital accessibility / डिजिटल सुगम्यता | Gender equity / लैंगिक समानता

B. Child-friendly environment / बाल-अनुकूल वातावरण | Gender equity / लैंगिक समानता

C. Child-friendly environment / बाल-अनुकूल वातावरण | Theme-based approach / विषयवस्तु आधारित उपागम

D. Gender equity / लैंगिक समानता | Child-friendly environment / बाल-अनुकूल वातावरण

**Correct answer / सही उत्तर: B.** Child-friendly environment / बाल-अनुकूल वातावरण | Gender equity / लैंगिक समानता

**Explanation / व्याख्या**

Child-friendly environment / बाल-अनुकूल वातावरण: A safe, welcoming space that supports children's participation. Application: Children can access materials independently without fear of ridicule. Gender equity / लैंगिक समानता: Fair learning opportunities irrespective of gender. Application: A teacher rotates leadership roles among children of all genders.

**MCQ 152 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Children can access materials independently without fear of ridicule. (2) A teacher reviews whether activities helped children demonstrate intended outcomes.**

A. Curriculum evaluation / पाठ्यचर्या मूल्यांकन | Child-friendly environment / बाल-अनुकूल वातावरण

B. Guided play / निर्देशित खेल | Curriculum evaluation / पाठ्यचर्या मूल्यांकन

C. Child-friendly environment / बाल-अनुकूल वातावरण | Curriculum evaluation / पाठ्यचर्या मूल्यांकन

D. Child-friendly environment / बाल-अनुकूल वातावरण | Summative assessment / संकलनात्मक आकलन

**Correct answer / सही उत्तर: C.** Child-friendly environment / बाल-अनुकूल वातावरण | Curriculum evaluation / पाठ्यचर्या मूल्यांकन

**Explanation / व्याख्या**

Child-friendly environment / बाल-अनुकूल वातावरण: A safe, welcoming space that supports children's participation. Application: Children can access materials independently without fear of ridicule. Curriculum evaluation / पाठ्यचर्या मूल्यांकन: Judging how effectively planned learning experiences meet their goals. Application: A teacher reviews whether activities helped children demonstrate intended outcomes.

**MCQ 153 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Child-friendly environment / बाल-अनुकूल वातावरण and Equity / समता.**

A. A safe, welcoming space that supports children's participation. | Designing digital resources so learners with varied needs can use them.

B. Examining teaching evidence to improve future decisions. | Providing appropriate support in response to different barriers and needs.

C. A safe, welcoming space that supports children's participation. | Providing appropriate support in response to different barriers and needs.

D. Providing appropriate support in response to different barriers and needs. | A safe, welcoming space that supports children's participation.

**Correct answer / सही उत्तर: C.** A safe, welcoming space that supports children's participation. | Providing appropriate support in response to different barriers and needs.

**Explanation / व्याख्या**

Child-friendly environment / बाल-अनुकूल वातावरण: A safe, welcoming space that supports children's participation. Application: Children can access materials independently without fear of ridicule. Equity / समता: Providing appropriate support in response to different barriers and needs. Application: A pupil receives accessible learning material to participate in the same activity.

**MCQ 154 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Child-friendly environment / बाल-अनुकूल वातावरण and Curriculum transaction / पाठ्यचर्या क्रियान्वयन.**

A. Children can access materials independently without fear of ridicule. | Older and younger pupils collaborate on a shared task with adapted roles.

B. A video includes captions and readable text. | A teacher turns a learning outcome into a meaningful activity.

C. Children can access materials independently without fear of ridicule. | A teacher turns a learning outcome into a meaningful activity.

D. A teacher turns a learning outcome into a meaningful activity. | Children can access materials independently without fear of ridicule.

**Correct answer / सही उत्तर: C.** Children can access materials independently without fear of ridicule. | A teacher turns a learning outcome into a meaningful activity.

**Explanation / व्याख्या**

Child-friendly environment / बाल-अनुकूल वातावरण: A safe, welcoming space that supports children's participation. Application: Children can access materials independently without fear of ridicule. Curriculum transaction / पाठ्यचर्या क्रियान्वयन: Putting curriculum intentions into actual classroom learning experiences. Application: A teacher turns a learning outcome into a meaningful activity.

**MCQ 155 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Child-friendly environment / बाल-अनुकूल वातावरण / Play-based pedagogy / खेल आधारित शिक्षाशास्त्र)**

A. Play-based pedagogy / खेल आधारित शिक्षाशास्त्र → Adapting learning to familiar surroundings while retaining learning goals.

B. Local contextualisation / स्थानीय संदर्भीकरण → Examining teaching evidence to improve future decisions.

C. Child-friendly environment / बाल-अनुकूल वातावरण → Using meaningful play to support learning and development.

D. Child-friendly environment / बाल-अनुकूल वातावरण → A safe, welcoming space that supports children's participation.

**Correct answer / सही उत्तर: D.** Child-friendly environment / बाल-अनुकूल वातावरण → A safe, welcoming space that supports children's participation.

**Explanation / व्याख्या**

Child-friendly environment / बाल-अनुकूल वातावरण: A safe, welcoming space that supports children's participation. Application: Children can access materials independently without fear of ridicule.

**MCQ 156 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Child-friendly environment / बाल-अनुकूल वातावरण / Summative assessment / संकलनात्मक आकलन)**

A. Competency / दक्षता → A teacher notes how a child solved a disagreement during group work.

B. Child-friendly environment / बाल-अनुकूल वातावरण → An end-of-unit task evaluates what pupils have achieved.

C. Summative assessment / संकलनात्मक आकलन → A pupil uses number sense to compare quantities in a shop activity.

D. Child-friendly environment / बाल-अनुकूल वातावरण → Children can access materials independently without fear of ridicule.

**Correct answer / सही उत्तर: D.** Child-friendly environment / बाल-अनुकूल वातावरण → Children can access materials independently without fear of ridicule.

**Explanation / व्याख्या**

Child-friendly environment / बाल-अनुकूल वातावरण: A safe, welcoming space that supports children's participation. Application: Children can access materials independently without fear of ridicule.

**MCQ 157 • CORE PRACTICE · FORM 01**

**Identify the concept described: Arranging space to support different tasks and participation needs.**

A. Flexible seating / लचीली बैठक व्यवस्था

B. Diagnostic assessment / निदानात्मक आकलन

C. Teaching-learning material / शिक्षण अधिगम सामग्री

D. Dramatic play / नाटकीय खेल

**Correct answer / सही उत्तर: A.** Flexible seating / लचीली बैठक व्यवस्था

**Explanation / व्याख्या**

Flexible seating / लचीली बैठक व्यवस्था: Arranging space to support different tasks and participation needs. Application: Desks move into small groups for discussion and then a circle for sharing.

**MCQ 158 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Desks move into small groups for discussion and then a circle for sharing.**

A. Anecdotal record / उपाख्यानात्मक अभिलेख

B. Flexible seating / लचीली बैठक व्यवस्था

C. Differentiation / विभेदित शिक्षण

D. Learning resource / अधिगम संसाधन

**Correct answer / सही उत्तर: B.** Flexible seating / लचीली बैठक व्यवस्था

**Explanation / व्याख्या**

Flexible seating / लचीली बैठक व्यवस्था: Arranging space to support different tasks and participation needs. Application: Desks move into small groups for discussion and then a circle for sharing.

**MCQ 159 • CORE PRACTICE · FORM 03**

**Which explanation best defines Flexible seating / लचीली बैठक व्यवस्था?**

A. A broad educational aim guiding learning across a stage.

B. Putting curriculum intentions into actual classroom learning experiences.

C. Use of multiple languages as resources for learning.

D. Arranging space to support different tasks and participation needs.

**Correct answer / सही उत्तर: D.** Arranging space to support different tasks and participation needs.

**Explanation / व्याख्या**

Flexible seating / लचीली बैठक व्यवस्था: Arranging space to support different tasks and participation needs. Application: Desks move into small groups for discussion and then a circle for sharing.

**MCQ 160 • CORE PRACTICE · FORM 04**

**Which classroom example best demonstrates Flexible seating / लचीली बैठक व्यवस्था?**

A. Desks move into small groups for discussion and then a circle for sharing.

B. After a lesson, children can identify three local plants.

C. A teacher invites caregivers to share home storytelling practices.

D. A group task includes children from different communities as equal contributors.

**Correct answer / सही उत्तर: A.** Desks move into small groups for discussion and then a circle for sharing.

**Explanation / व्याख्या**

Flexible seating / लचीली बैठक व्यवस्था: Arranging space to support different tasks and participation needs. Application: Desks move into small groups for discussion and then a circle for sharing.

**MCQ 161 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Arranging space to support different tasks and participation needs. (2) A tool describing criteria and levels of performance.**

A. Flexible seating / लचीली बैठक व्यवस्था | Rubric / मानदंड तालिका

B. Flexible seating / लचीली बैठक व्यवस्था | Local contextualisation / स्थानीय संदर्भीकरण

C. Rubric / मानदंड तालिका | Flexible seating / लचीली बैठक व्यवस्था

D. Summative assessment / संकलनात्मक आकलन | Rubric / मानदंड तालिका

**Correct answer / सही उत्तर: A.** Flexible seating / लचीली बैठक व्यवस्था | Rubric / मानदंड तालिका

**Explanation / व्याख्या**

Flexible seating / लचीली बैठक व्यवस्था: Arranging space to support different tasks and participation needs. Application: Desks move into small groups for discussion and then a circle for sharing. Rubric / मानदंड तालिका: A tool describing criteria and levels of performance. Application: A storytelling rubric describes clarity, sequence and expression.

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**MCQ 162 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Desks move into small groups for discussion and then a circle for sharing. (2) After a lesson, children can identify three local plants.**

A. DIKSHA / दीक्षा | Learning outcome / अधिगम प्रतिफल

B. Flexible seating / लचीली बैठक व्यवस्था | Learning outcome / अधिगम प्रतिफल

C. Learning outcome / अधिगम प्रतिफल | Flexible seating / लचीली बैठक व्यवस्था

D. Flexible seating / लचीली बैठक व्यवस्था | Jaadui Pitara / जादुई पिटारा

**Correct answer / सही उत्तर: B.** Flexible seating / लचीली बैठक व्यवस्था | Learning outcome / अधिगम प्रतिफल

**Explanation / व्याख्या**

Flexible seating / लचीली बैठक व्यवस्था: Arranging space to support different tasks and participation needs. Application: Desks move into small groups for discussion and then a circle for sharing. Learning outcome / अधिगम प्रतिफल: An observable expectation of what a learner can demonstrate. Application: After a lesson, children can identify three local plants.

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**MCQ 163 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Flexible seating / लचीली बैठक व्यवस्था and Dramatic play / नाटकीय खेल.**

A. Pretending and role enactment to explore situations and ideas. | Arranging space to support different tasks and participation needs.

B. Arranging space to support different tasks and participation needs. | Planning that responds to children's developing interests and questions.

C. A brief factual account of significant observed behaviour. | Pretending and role enactment to explore situations and ideas.

D. Arranging space to support different tasks and participation needs. | Pretending and role enactment to explore situations and ideas.

**Correct answer / सही उत्तर: D.** Arranging space to support different tasks and participation needs. | Pretending and role enactment to explore situations and ideas.

**Explanation / व्याख्या**

Flexible seating / लचीली बैठक व्यवस्था: Arranging space to support different tasks and participation needs. Application: Desks move into small groups for discussion and then a circle for sharing. Dramatic play / नाटकीय खेल: Pretending and role enactment to explore situations and ideas. Application: Children act as customers and shopkeepers.

MCQ 164 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Flexible seating / लचीली बैठक व्यवस्था and Learning resource / अधिगम संसाधन.**

A. Desks move into small groups for discussion and then a circle for sharing. | Local objects are used to teach sorting and counting.

B. Desks move into small groups for discussion and then a circle for sharing. | A teacher adds counting prompts to a child-led shop game.

C. Local objects are used to teach sorting and counting. | Desks move into small groups for discussion and then a circle for sharing.

D. A pupil receives accessible learning material to participate in the same activity. | Local objects are used to teach sorting and counting.

**Correct answer / सही उत्तर: A.** Desks move into small groups for discussion and then a circle for sharing. | Local objects are used to teach sorting and counting.

**Explanation / व्याख्या**

Flexible seating / लचीली बैठक व्यवस्था: Arranging space to support different tasks and participation needs. Application: Desks move into small groups for discussion and then a circle for sharing. Learning resource / अधिगम संसाधन: Material or human support selected to facilitate learning. Application: Local objects are used to teach sorting and counting.

**MCQ 165 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Flexible seating / लचीली बैठक व्यवस्था / Jaadui Pitara / जादुई पिटारा)**

A. Learning outcome / अधिगम प्रतिफल → Judging learning at the end of a defined instructional period.

B. Flexible seating / लचीली बैठक व्यवस्था → Arranging space to support different tasks and participation needs.

C. Flexible seating / लचीली बैठक व्यवस्था → A play-oriented collection of resources for foundational learning.

D. Jaadui Pitara / जादुई पिटारा → An observable expectation of what a learner can demonstrate.

**Correct answer / सही उत्तर: B.** Flexible seating / लचीली बैठक व्यवस्था → Arranging space to support different tasks and participation needs.

**Explanation / व्याख्या**

Flexible seating / लचीली बैठक व्यवस्था: Arranging space to support different tasks and participation needs. Application: Desks move into small groups for discussion and then a circle for sharing.

**MCQ 166 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Flexible seating / लचीली बैठक व्यवस्था / Play-based pedagogy / खेल आधारित शिक्षाशास्त्र)**

A. Flexible seating / लचीली बैठक व्यवस्था → Children practise counting by running a pretend market.

B. Flexible seating / लचीली बैठक व्यवस्था → Desks move into small groups for discussion and then a circle for sharing.

C. Resource evaluation / संसाधन मूल्यांकन → Two teachers compare lesson evidence and refine next week's tasks.

D. Play-based pedagogy / खेल आधारित शिक्षाशास्त्र → A teacher checks whether a storybook reinforces stereotypes.

**Correct answer / सही उत्तर: B.** Flexible seating / लचीली बैठक व्यवस्था → Desks move into small groups for discussion and then a circle for sharing.

**Explanation / व्याख्या**

Flexible seating / लचीली बैठक व्यवस्था: Arranging space to support different tasks and participation needs. Application: Desks move into small groups for discussion and then a circle for sharing.

**MCQ 167 • CORE PRACTICE · FORM 01**

**Identify the concept described: A learning space with meaningful visible written language.**

A. Collaborative planning / सहयोगी योजना

B. Storytelling / कहानी कथन

C. Print-rich environment / मुद्रण समृद्ध वातावरण

D. Formative assessment / निर्माणात्मक आकलन

**Correct answer / सही उत्तर: C.** Print-rich environment / मुद्रण समृद्ध वातावरण

**Explanation / व्याख्या**

Print-rich environment / मुद्रण समृद्ध वातावरण: A learning space with meaningful visible written language. Application: Labels, pupil messages and accessible books are displayed at eye level.

**MCQ 168 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Labels, pupil messages and accessible books are displayed at eye level.**

A. Diagnostic assessment / निदानात्मक आकलन

B. Print-rich environment / मुद्रण समृद्ध वातावरण

C. Teaching-learning material / शिक्षण अधिगम सामग्री

D. Curriculum / पाठ्यचर्या

**Correct answer / सही उत्तर: B.** Print-rich environment / मुद्रण समृद्ध वातावरण

**Explanation / व्याख्या**

Print-rich environment / मुद्रण समृद्ध वातावरण: A learning space with meaningful visible written language. Application: Labels, pupil messages and accessible books are displayed at eye level.

**MCQ 169 • CORE PRACTICE · FORM 03**

**Which explanation best defines Print-rich environment / मुद्रण समृद्ध वातावरण?**

A. A digital platform offering educational content and resources in India.

B. An observable expectation of what a learner can demonstrate.

C. A brief factual account of significant observed behaviour.

D. A learning space with meaningful visible written language.

**Correct answer / सही उत्तर: D.** A learning space with meaningful visible written language.

**Explanation / व्याख्या**

Print-rich environment / मुद्रण समृद्ध वातावरण: A learning space with meaningful visible written language. Application: Labels, pupil messages and accessible books are displayed at eye level.

MCQ 170 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Print-rich environment / मुद्रण समृद्ध वातावरण?**

A. Labels, pupil messages and accessible books are displayed at eye level.

B. Older and younger pupils collaborate on a shared task with adapted roles.

C. A pupil uses number sense to compare quantities in a shop activity.

D. A teacher invites caregivers to share home storytelling practices.

**Correct answer / सही उत्तर: A.** Labels, pupil messages and accessible books are displayed at eye level.

**Explanation / व्याख्या**

Print-rich environment / मुद्रण समृद्ध वातावरण: A learning space with meaningful visible written language. Application: Labels, pupil messages and accessible books are displayed at eye level.

MCQ 171 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) A learning space with meaningful visible written language. (2) Using meaningful play to support learning and development.**

A. Play-based pedagogy / खेल आधारित शिक्षाशास्त्र | Print-rich environment / मुद्रण समृद्ध वातावरण

B. Print-rich environment / मुद्रण समृद्ध वातावरण | Multi-age grouping / बहु-आयु समूह

C. Print-rich environment / मुद्रण समृद्ध वातावरण | Play-based pedagogy / खेल आधारित शिक्षाशास्त्र

D. Foundational stage / बुनियादी चरण | Play-based pedagogy / खेल आधारित शिक्षाशास्त्र

**Correct answer / सही उत्तर: C.** Print-rich environment / मुद्रण समृद्ध वातावरण | Play-based pedagogy / खेल आधारित शिक्षाशास्त्र

**Explanation / व्याख्या**

Print-rich environment / मुद्रण समृद्ध वातावरण: A learning space with meaningful visible written language. Application: Labels, pupil messages and accessible books are displayed at eye level. Play-based pedagogy / खेल आधारित शिक्षाशास्त्र: Using meaningful play to support learning and development. Application: Children practise counting by running a pretend market.

**MCQ 172 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Labels, pupil messages and accessible books are displayed at eye level. (2) Groups investigate school waste and present a plan to reduce it.**

A. Multi-age grouping / बहु-आयु समूह | Project-based learning / परियोजना आधारित अधिगम

B. Print-rich environment / मुद्रण समृद्ध वातावरण | Local contextualisation / स्थानीय संदर्भीकरण

C. Project-based learning / परियोजना आधारित अधिगम | Print-rich environment / मुद्रण समृद्ध वातावरण

D. Print-rich environment / मुद्रण समृद्ध वातावरण | Project-based learning / परियोजना आधारित अधिगम

**Correct answer / सही उत्तर: D.** Print-rich environment / मुद्रण समृद्ध वातावरण | Project-based learning / परियोजना आधारित अधिगम

**Explanation / व्याख्या**

Print-rich environment / मुद्रण समृद्ध वातावरण: A learning space with meaningful visible written language. Application: Labels, pupil messages and accessible books are displayed at eye level. Project-based learning / परियोजना आधारित अधिगम: Extended purposeful investigation resulting in a meaningful product or outcome. Application: Groups investigate school waste and present a plan to reduce it.

**MCQ 173 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Print-rich environment / मुद्रण समृद्ध वातावरण and Foundational stage / बुनियादी चरण.**

A. A learning space with meaningful visible written language. | A play-oriented collection of resources for foundational learning.

B. A specified outline of content or topics for a course. | The early schooling stage emphasising play, interaction and foundational abilities.

C. A learning space with meaningful visible written language. | The early schooling stage emphasising play, interaction and foundational abilities.

D. The early schooling stage emphasising play, interaction and foundational abilities. | A learning space with meaningful visible written language.

**Correct answer / सही उत्तर: C.** A learning space with meaningful visible written language. | The early schooling stage emphasising play, interaction and foundational abilities.

**Explanation / व्याख्या**

Print-rich environment / मुद्रण समृद्ध वातावरण: A learning space with meaningful visible written language. Application: Labels, pupil messages and accessible books are displayed at eye level. Foundational stage / बुनियादी चरण: The early schooling stage emphasising play, interaction and foundational abilities. Application: A teacher combines stories, songs and manipulatives for early learners.

**MCQ 174 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Print-rich environment / मुद्रण समृद्ध वातावरण and Local contextualisation / स्थानीय संदर्भीकरण.**

A. A teacher reviews whether activities helped children demonstrate intended outcomes. | A lesson on measurement uses locally available containers.

B. Labels, pupil messages and accessible books are displayed at eye level. | A teacher notes how a child solved a disagreement during group work.

C. A lesson on measurement uses locally available containers. | Labels, pupil messages and accessible books are displayed at eye level.

D. Labels, pupil messages and accessible books are displayed at eye level. | A lesson on measurement uses locally available containers.

**Correct answer / सही उत्तर: D.** Labels, pupil messages and accessible books are displayed at eye level. | A lesson on measurement uses locally available containers.

**Explanation / व्याख्या**

Print-rich environment / मुद्रण समृद्ध वातावरण: A learning space with meaningful visible written language. Application: Labels, pupil messages and accessible books are displayed at eye level. Local contextualisation / स्थानीय संदर्भीकरण: Adapting learning to familiar surroundings while retaining learning goals. Application: A lesson on measurement uses locally available containers.

**MCQ 175 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Print-rich environment / मुद्रण समृद्ध वातावरण / Play-based pedagogy / खेल आधारित शिक्षाशास्त्र)**

A. Play-based pedagogy / खेल आधारित शिक्षाशास्त्र → Local people, places or materials that enrich learning.

B. Print-rich environment / मुद्रण समृद्ध वातावरण → Using meaningful play to support learning and development.

C. Print-rich environment / मुद्रण समृद्ध वातावरण → A learning space with meaningful visible written language.

D. Community resource / सामुदायिक संसाधन → A digital platform offering educational content and resources in India.

**Correct answer / सही उत्तर: C.** Print-rich environment / मुद्रण समृद्ध वातावरण → A learning space with meaningful visible written language.

**Explanation / व्याख्या**

Print-rich environment / मुद्रण समृद्ध वातावरण: A learning space with meaningful visible written language. Application: Labels, pupil messages and accessible books are displayed at eye level.

MCQ 176 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Print-rich environment / मुद्रण समृद्ध वातावरण / Differentiation / विभेदित शिक्षण)**

A. Print-rich environment / मुद्रण समृद्ध वातावरण → Labels, pupil messages and accessible books are displayed at eye level.

B. Multilingualism / बहुभाषिकता → A teacher consults the prescribed topic sequence before planning a unit.

C. Print-rich environment / मुद्रण समृद्ध वातावरण → Children work on the same goal using different levels of scaffolding.

D. Differentiation / विभेदित शिक्षण → Children discuss a concept in home languages before sharing it in class.

**Correct answer / सही उत्तर: A.** Print-rich environment / मुद्रण समृद्ध वातावरण → Labels, pupil messages and accessible books are displayed at eye level.

**Explanation / व्याख्या**

Print-rich environment / मुद्रण समृद्ध वातावरण: A learning space with meaningful visible written language. Application: Labels, pupil messages and accessible books are displayed at eye level.

MCQ 177 • CORE PRACTICE · FORM 01

**Identify the concept described: Predictable practices that support safety, independence and time use.**

A. Classroom routines / कक्षा दिनचर्या

B. Formative assessment / निर्माणात्मक आकलन

C. DIKSHA / दीक्षा

D. Foundational stage / बुनियादी चरण

**Correct answer / सही उत्तर: A.** Classroom routines / कक्षा दिनचर्या

**Explanation / व्याख्या**

Classroom routines / कक्षा दिनचर्या: Predictable practices that support safety, independence and time use. Application: Children know how to collect and return shared materials.

**MCQ 178 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Children know how to collect and return shared materials.**

A. Checklist / जाँच सूची

B. Classroom routines / कक्षा दिनचर्या

C. Multilingualism / बहुभाषिकता

D. Digital accessibility / डिजिटल सुगम्यता

**Correct answer / सही उत्तर: B.** Classroom routines / कक्षा दिनचर्या

**Explanation / व्याख्या**

Classroom routines / कक्षा दिनचर्या: Predictable practices that support safety, independence and time use. Application: Children know how to collect and return shared materials.

**MCQ 179 • CORE PRACTICE · FORM 03**

**Which explanation best defines Classroom routines / कक्षा दिनचर्या?**

A. Adapting learning to familiar surroundings while retaining learning goals.

B. Local people, places or materials that enrich learning.

C. Predictable practices that support safety, independence and time use.

D. Judging how effectively planned learning experiences meet their goals.

**Correct answer / सही उत्तर: C.** Predictable practices that support safety, independence and time use.

**Explanation / व्याख्या**

Classroom routines / कक्षा दिनचर्या: Predictable practices that support safety, independence and time use. Application: Children know how to collect and return shared materials.

GyanTech Guru Ji

MCQ 180 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Classroom routines / कक्षा दिनचर्या?**

A. Children know how to collect and return shared materials.

B. A teacher selects a relevant digital learning module for class preparation.

C. A teacher adjusts tomorrow's instruction after checking today's responses.

D. Children practise counting by running a pretend market.

**Correct answer / सही उत्तर: A.** Children know how to collect and return shared materials.

**Explanation / व्याख्या**

Classroom routines / कक्षा दिनचर्या: Predictable practices that support safety, independence and time use. Application: Children know how to collect and return shared materials.

MCQ 181 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Predictable practices that support safety, independence and time use. (2) Providing appropriate support in response to different barriers and needs.**

A. Equity / समता | Classroom routines / कक्षा दिनचर्या

B. Classroom routines / कक्षा दिनचर्या | Collaborative planning / सहयोगी योजना

C. Classroom routines / कक्षा दिनचर्या | Equity / समता

D. Family partnership / परिवार सहभागिता | Equity / समता

**Correct answer / सही उत्तर: C.** Classroom routines / कक्षा दिनचर्या | Equity / समता

**Explanation / व्याख्या**

Classroom routines / कक्षा दिनचर्या: Predictable practices that support safety, independence and time use. Application: Children know how to collect and return shared materials. Equity / समता: Providing appropriate support in response to different barriers and needs. Application: A pupil receives accessible learning material to participate in the same activity.

**MCQ 182 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Children know how to collect and return shared materials. (2) Pupils explore a topic through reading, discussion and hands-on tasks.**

A. Classroom routines / कक्षा दिनचर्या | Curriculum evaluation / पाठ्यचर्या मूल्यांकन

B. Multilingualism / बहुभाषिकता | Preparatory stage / प्रारंभिक तैयारी चरण

C. Preparatory stage / प्रारंभिक तैयारी चरण | Classroom routines / कक्षा दिनचर्या

D. Classroom routines / कक्षा दिनचर्या | Preparatory stage / प्रारंभिक तैयारी चरण

**Correct answer / सही उत्तर: D.** Classroom routines / कक्षा दिनचर्या | Preparatory stage / प्रारंभिक तैयारी चरण

**Explanation / व्याख्या**

Classroom routines / कक्षा दिनचर्या: Predictable practices that support safety, independence and time use. Application: Children know how to collect and return shared materials. Preparatory stage / प्रारंभिक तैयारी चरण: A stage building on foundational learning through interactive and increasingly structured experiences. Application: Pupils explore a topic through reading, discussion and hands-on tasks.

**MCQ 183 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Classroom routines / कक्षा दिनचर्या and Summative assessment / संकलनात्मक आकलन.**

A. Predictable practices that support safety, independence and time use. | A multidimensional report of progress across learning domains.

B. Judging learning at the end of a defined instructional period. | Predictable practices that support safety, independence and time use.

C. Systematically noticing children's learning during play. | Judging learning at the end of a defined instructional period.

D. Predictable practices that support safety, independence and time use. | Judging learning at the end of a defined instructional period.

**Correct answer / सही उत्तर: D.** Predictable practices that support safety, independence and time use. | Judging learning at the end of a defined instructional period.

**Explanation / व्याख्या**

Classroom routines / कक्षा दिनचर्या: Predictable practices that support safety, independence and time use. Application: Children know how to collect and return shared materials. Summative assessment / संकलनात्मक आकलन: Judging learning at the end of a defined instructional period. Application: An end-of-unit task evaluates what pupils have achieved.

**MCQ 184 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Classroom routines / कक्षा दिनचर्या and Holistic progress card / समग्र प्रगति पत्र.**

A. Children know how to collect and return shared materials. | A report includes academic, social, physical and creative development evidence.

B. A report includes academic, social, physical and creative development evidence. | Children know how to collect and return shared materials.

C. A video includes captions and readable text. | A report includes academic, social, physical and creative development evidence.

D. Children know how to collect and return shared materials. | A pupil receives accessible learning material to participate in the same activity.

**Correct answer / सही उत्तर: A.** Children know how to collect and return shared materials. | A report includes academic, social, physical and creative development evidence.

**Explanation / व्याख्या**

Classroom routines / कक्षा दिनचर्या: Predictable practices that support safety, independence and time use. Application: Children know how to collect and return shared materials. Holistic progress card / समग्र प्रगति पत्र: A multidimensional report of progress across learning domains. Application: A report includes academic, social, physical and creative development evidence.

**MCQ 185 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Classroom routines / कक्षा दिनचर्या / Guided play / निर्देशित खेल)**

A. Classroom routines / कक्षा दिनचर्या → Predictable practices that support safety, independence and time use.

B. Summative assessment / संकलनात्मक आकलन → Material or human support selected to facilitate learning.

C. Guided play / निर्देशित खेल → Judging learning at the end of a defined instructional period.

D. Classroom routines / कक्षा दिनचर्या → Play with child agency and adult support toward a learning goal.

**Correct answer / सही उत्तर: A.** Classroom routines / कक्षा दिनचर्या → Predictable practices that support safety, independence and time use.

**Explanation / व्याख्या**

Classroom routines / कक्षा दिनचर्या: Predictable practices that support safety, independence and time use. Application: Children know how to collect and return shared materials.

MCQ 186 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Classroom routines / कक्षा दिनचर्या / Diagnostic assessment / निदानात्मक आकलन)**

A. Collaborative planning / सहयोगी योजना → Children practise counting by running a pretend market.

B. Diagnostic assessment / निदानात्मक आकलन → Two teachers compare lesson evidence and refine next week's tasks.

C. Classroom routines / कक्षा दिनचर्या → A teacher investigates why a pupil reverses place-value digits.

D. Classroom routines / कक्षा दिनचर्या → Children know how to collect and return shared materials.

**Correct answer / सही उत्तर: D.** Classroom routines / कक्षा दिनचर्या → Children know how to collect and return shared materials.

**Explanation / व्याख्या**

Classroom routines / कक्षा दिनचर्या: Predictable practices that support safety, independence and time use. Application: Children know how to collect and return shared materials.

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 03.01

**Explain Activity areas / गतिविधि क्षेत्र and give one classroom example.**

**Model answer:** Classroom spaces organised for specific kinds of exploration. A room has accessible reading, art and construction corners.

**REVISION 03.02**

**Explain Outdoor learning / बाहरी अधिगम and give one classroom example.**

**Model answer:** Using outdoor spaces for purposeful learning experiences. Pupils observe shadows and plants in the school courtyard.

**REVISION 03.03**

**Explain Child-friendly environment / बाल-अनुकूल वातावरण and give one classroom example.**

**Model answer:** A safe, welcoming space that supports children's participation. Children can access materials independently without fear of ridicule.

**REVISION 03.04**

**Explain Flexible seating / लचीली बैठक व्यवस्था and give one classroom example.**

**Model answer:** Arranging space to support different tasks and participation needs. Desks move into small groups for discussion and then a circle for sharing.

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**REVISION 03.05**

**Explain Print-rich environment / मुद्रण समृद्ध वातावरण and give one classroom example.**

**Model answer:** A learning space with meaningful visible written language. Labels, pupil messages and accessible books are displayed at eye level.

**REVISION 03.06**

**Explain Classroom routines / कक्षा दिनचर्या and give one classroom example.**

**Model answer:** Predictable practices that support safety, independence and time use. Children know how to collect and return shared materials.

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CHAPTER 04 • 62 MCQs • 6 REVISION PROMPTS

# Learning Resources

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Learning resource / अधिगम संसाधन

Material or human support selected to facilitate learning.

**Classroom example:** Local objects are used to teach sorting and counting.

### Family partnership / परिवार सहभागिता

Collaborating with families to support children's learning.

**Classroom example:** A teacher invites caregivers to share home storytelling practices.

### Community resource / सामुदायिक संसाधन

Local people, places or materials that enrich learning.

**Classroom example:** A neighbourhood artisan demonstrates a traditional craft.

### Teaching-learning material / शिक्षण अधिगम सामग्री

Objects or representations selected to make learning accessible.

**Classroom example:** A teacher uses bottle caps to demonstrate equal grouping.

### Digital accessibility / डिजिटल सुगम्यता

Designing digital resources so learners with varied needs can use them.

**Classroom example:** A video includes captions and readable text.

**Resource evaluation / संसाधन मूल्यांकन**

Judging resources for relevance, accuracy, inclusion and suitability.

**Classroom example:** A teacher checks whether a storybook reinforces stereotypes.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

**MCQ 187 • NEW CLASSROOM APPLICATION**

**What is the most important criterion when choosing a learning resource?**

A. Its popularity on social media
B. Its price alone
C. Its suitability for the intended outcome and learner needs
D. Its decorative appearance only

**Correct answer / सही उत्तर: C.** Its suitability for the intended outcome and learner needs

**Explanation / व्याख्या**

Resources are useful when they support learning goals and accessibility.

**MCQ 188 • NEW CLASSROOM APPLICATION**

**Which resource could support a lesson about occupations?**

A. Interviews with consenting local community workers
B. An unrelated expensive poster
C. A single copied paragraph as the only activity
D. A list of words without context

**Correct answer / सही उत्तर: A.** Interviews with consenting local community workers

**Explanation / व्याख्या**

Community resources connect curriculum to real experience.

## Core question bank

Ten related practice formats; core concepts recur for revision.

**MCQ 189 • CORE PRACTICE · FORM 01**

**Identify the concept described: Material or human support selected to facilitate learning.**

A. Rubric / मानदंड तालिका

B. Dramatic play / नाटकीय खेल

C. Jaadui Pitara / जादुई पिटारा

D. Learning resource / अधिगम संसाधन

**Correct answer / सही उत्तर: D.** Learning resource / अधिगम संसाधन

**Explanation / व्याख्या**

Learning resource / अधिगम संसाधन: Material or human support selected to facilitate learning.
Application: Local objects are used to teach sorting and counting.

**MCQ 190 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Local objects are used to teach sorting and counting.**

A. Learning resource / अधिगम संसाधन

B. Print-rich environment / मुद्रण समृद्ध वातावरण

C. Reflective practice / चिंतनशील अभ्यास

D. Project-based learning / परियोजना आधारित अधिगम

**Correct answer / सही उत्तर: A.** Learning resource / अधिगम संसाधन

**Explanation / व्याख्या**

Learning resource / अधिगम संसाधन: Material or human support selected to facilitate learning.
Application: Local objects are used to teach sorting and counting.

MCQ 191 • CORE PRACTICE · FORM 03

**Which explanation best defines Learning resource / अधिगम संसाधन?**

A. Organising learning with children of different ages together.
B. Identifying specific strengths, difficulties and misconceptions to guide instruction.
C. Using meaningful play to support learning and development.
D. Material or human support selected to facilitate learning.

**Correct answer / सही उत्तर: D.** Material or human support selected to facilitate learning.

**Explanation / व्याख्या**

Learning resource / अधिगम संसाधन: Material or human support selected to facilitate learning.
Application: Local objects are used to teach sorting and counting.

MCQ 192 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Learning resource / अधिगम संसाधन?**

A. A pupil receives accessible learning material to participate in the same activity.
B. Pupils explore a topic through reading, discussion and hands-on tasks.
C. Children know how to collect and return shared materials.
D. Local objects are used to teach sorting and counting.

**Correct answer / सही उत्तर: D.** Local objects are used to teach sorting and counting.

**Explanation / व्याख्या**

Learning resource / अधिगम संसाधन: Material or human support selected to facilitate learning.
Application: Local objects are used to teach sorting and counting.

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**MCQ 193 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Material or human support selected to facilitate learning. (2) Planning that responds to children's developing interests and questions.**

A. Learning resource / अधिगम संसाधन | Emergent curriculum / उभरती पाठ्यचर्या

B. Emergent curriculum / उभरती पाठ्यचर्या | Learning resource / अधिगम संसाधन

C. Learning resource / अधिगम संसाधन | Curriculum evaluation / पाठ्यचर्या मूल्यांकन

D. Storytelling / कहानी कथन | Emergent curriculum / उभरती पाठ्यचर्या

**Correct answer / सही उत्तर: A.** Learning resource / अधिगम संसाधन | Emergent curriculum / उभरती पाठ्यचर्या

**Explanation / व्याख्या**

Learning resource / अधिगम संसाधन: Material or human support selected to facilitate learning. Application: Local objects are used to teach sorting and counting. Emergent curriculum / उभरती पाठ्यचर्या: Planning that responds to children's developing interests and questions. Application: Interest in butterflies leads the teacher to plan further observation activities.

**MCQ 194 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Local objects are used to teach sorting and counting. (2) A school coordinates activities, content and assessment across a year.**

A. Learning resource / अधिगम संसाधन | Curriculum / पाठ्यचर्या

B. Curriculum evaluation / पाठ्यचर्या मूल्यांकन | Curriculum / पाठ्यचर्या

C. Curriculum / पाठ्यचर्या | Learning resource / अधिगम संसाधन

D. Learning resource / अधिगम संसाधन | Jaadui Pitara / जादुई पिटारा

**Correct answer / सही उत्तर: A.** Learning resource / अधिगम संसाधन | Curriculum / पाठ्यचर्या

**Explanation / व्याख्या**

Learning resource / अधिगम संसाधन: Material or human support selected to facilitate learning. Application: Local objects are used to teach sorting and counting. Curriculum / पाठ्यचर्या: The planned set of learning experiences offered by an educational programme. Application: A school coordinates activities, content and assessment across a year.

MCQ 195 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Learning resource / अधिगम संसाधन and Curriculum evaluation / पाठ्यचर्या मूल्यांकन.**

A. Material or human support selected to facilitate learning. | Judging how effectively planned learning experiences meet their goals.

B. Pretending and role enactment to explore situations and ideas. | Judging how effectively planned learning experiences meet their goals.

C. Judging how effectively planned learning experiences meet their goals. | Material or human support selected to facilitate learning.

D. Material or human support selected to facilitate learning. | A capacity to apply knowledge, skills and dispositions in meaningful contexts.

**Correct answer / सही उत्तर: A.** Material or human support selected to facilitate learning. | Judging how effectively planned learning experiences meet their goals.

**Explanation / व्याख्या**

Learning resource / अधिगम संसाधन: Material or human support selected to facilitate learning. Application: Local objects are used to teach sorting and counting. Curriculum evaluation / पाठ्यचर्या मूल्यांकन: Judging how effectively planned learning experiences meet their goals. Application: A teacher reviews whether activities helped children demonstrate intended outcomes.

**MCQ 196 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Learning resource / अधिगम संसाधन and Guided play / निर्देशित खेल.**

A. Local objects are used to teach sorting and counting. | Children can access materials independently without fear of ridicule.

B. A teacher adds counting prompts to a child-led shop game. | Local objects are used to teach sorting and counting.

C. Local objects are used to teach sorting and counting. | A teacher adds counting prompts to a child-led shop game.

D. A teacher reviews whether activities helped children demonstrate intended outcomes. | A teacher adds counting prompts to a child-led shop game.

**Correct answer / सही उत्तर: C.** Local objects are used to teach sorting and counting. | A teacher adds counting prompts to a child-led shop game.

**Explanation / व्याख्या**

Learning resource / अधिगम संसाधन: Material or human support selected to facilitate learning. Application: Local objects are used to teach sorting and counting. Guided play / निर्देशित खेल: Play with child agency and adult support toward a learning goal. Application: A teacher adds counting prompts to a child-led shop game.

**MCQ 197 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Learning resource / अधिगम संसाधन / Preparatory stage / प्रारंभिक तैयारी चरण)**

A. Curriculum evaluation / पाठ्यचर्या मूल्यांकन → Using narratives to engage children and develop understanding.

B. Learning resource / अधिगम संसाधन → A stage building on foundational learning through interactive and increasingly structured experiences.

C. Learning resource / अधिगम संसाधन → Material or human support selected to facilitate learning.

D. Preparatory stage / प्रारंभिक तैयारी चरण → Judging how effectively planned learning experiences meet their goals.

**Correct answer / सही उत्तर: C.** Learning resource / अधिगम संसाधन → Material or human support selected to facilitate learning.

**Explanation / व्याख्या**

Learning resource / अधिगम संसाधन: Material or human support selected to facilitate learning.
Application: Local objects are used to teach sorting and counting.

**MCQ 198 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Learning resource / अधिगम संसाधन / Portfolio / पोर्टफोलियो)**

A. Portfolio / पोर्टफोलियो → Children act as customers and shopkeepers.

B. Learning resource / अधिगम संसाधन → Early and later writing samples are kept with feedback and reflection.

C. Learning resource / अधिगम संसाधन → Local objects are used to teach sorting and counting.

D. Dramatic play / नाटकीय खेल → Desks move into small groups for discussion and then a circle for sharing.

**Correct answer / सही उत्तर: C.** Learning resource / अधिगम संसाधन → Local objects are used to teach sorting and counting.

**Explanation / व्याख्या**

Learning resource / अधिगम संसाधन: Material or human support selected to facilitate learning.
Application: Local objects are used to teach sorting and counting.

**MCQ 199 • CORE PRACTICE · FORM 01**

**Identify the concept described: Collaborating with families to support children's learning.**

A. Holistic progress card / समग्र प्रगति पत्र

B. Curriculum evaluation / पाठ्यचर्या मूल्यांकन

C. Family partnership / परिवार सहभागिता

D. Diagnostic assessment / निदानात्मक आकलन

**Correct answer / सही उत्तर: C.** Family partnership / परिवार सहभागिता

**Explanation / व्याख्या**

Family partnership / परिवार सहभागिता: Collaborating with families to support children's learning.
Application: A teacher invites caregivers to share home storytelling practices.

**MCQ 200 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A teacher invites caregivers to share home storytelling practices.**

A. Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या

B. Family partnership / परिवार सहभागिता

C. Curriculum evaluation / पाठ्यचर्या मूल्यांकन

D. Differentiation / विभेदित शिक्षण

**Correct answer / सही उत्तर: B.** Family partnership / परिवार सहभागिता

**Explanation / व्याख्या**

Family partnership / परिवार सहभागिता: Collaborating with families to support children's learning.
Application: A teacher invites caregivers to share home storytelling practices.

**MCQ 201 • CORE PRACTICE · FORM 03**

**Which explanation best defines Family partnership / परिवार सहभागिता?**

A. Using narratives to engage children and develop understanding.

B. Collaborating with families to support children's learning.

C. Extended purposeful investigation resulting in a meaningful product or outcome.

D. Ensuring meaningful participation regardless of social background.

**Correct answer / सही उत्तर: B.** Collaborating with families to support children's learning.

**Explanation / व्याख्या**

Family partnership / परिवार सहभागिता: Collaborating with families to support children's learning.
Application: A teacher invites caregivers to share home storytelling practices.

MCQ 202 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Family partnership / परिवार सहभागिता?**

A. Pupils observe shadows and plants in the school courtyard.

B. A report includes academic, social, physical and creative development evidence.

C. A teacher invites caregivers to share home storytelling practices.

D. A teacher selects a relevant digital learning module for class preparation.

**Correct answer / सही उत्तर: C.** A teacher invites caregivers to share home storytelling practices.

**Explanation / व्याख्या**

Family partnership / परिवार सहभागिता: Collaborating with families to support children's learning. Application: A teacher invites caregivers to share home storytelling practices.

MCQ 203 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Collaborating with families to support children's learning. (2) A learning space with meaningful visible written language.**

A. Gender equity / लैंगिक समानता | Print-rich environment / मुद्रण समृद्ध वातावरण

B. Family partnership / परिवार सहभागिता | Print-rich environment / मुद्रण समृद्ध वातावरण

C. Family partnership / परिवार सहभागिता | Curriculum / पाठ्यचर्या

D. Print-rich environment / मुद्रण समृद्ध वातावरण | Family partnership / परिवार सहभागिता

**Correct answer / सही उत्तर: B.** Family partnership / परिवार सहभागिता | Print-rich environment / मुद्रण समृद्ध वातावरण

**Explanation / व्याख्या**

Family partnership / परिवार सहभागिता: Collaborating with families to support children's learning. Application: A teacher invites caregivers to share home storytelling practices. Print-rich environment / मुद्रण समृद्ध वातावरण: A learning space with meaningful visible written language. Application: Labels, pupil messages and accessible books are displayed at eye level.

**MCQ 204 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A teacher invites caregivers to share home storytelling practices. (2) Early and later writing samples are kept with feedback and reflection.**

A. Portfolio / पोर्टफोलियो | Family partnership / परिवार सहभागिता

B. Family partnership / परिवार सहभागिता | Portfolio / पोर्टफोलियो

C. Family partnership / परिवार सहभागिता | Curriculum / पाठ्यचर्या

D. Curricular goal / पाठ्यचर्या लक्ष्य | Portfolio / पोर्टफोलियो

**Correct answer / सही उत्तर: B.** Family partnership / परिवार सहभागिता | Portfolio / पोर्टफोलियो

**Explanation / व्याख्या**

Family partnership / परिवार सहभागिता: Collaborating with families to support children's learning. Application: A teacher invites caregivers to share home storytelling practices. Portfolio / पोर्टफोलियो: A purposeful collection of learner work showing development over time. Application: Early and later writing samples are kept with feedback and reflection.

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**MCQ 205 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Family partnership / परिवार सहभागिता and Print-rich environment / मुद्रण समृद्ध वातावरण.**

A. Collaborating with families to support children's learning. | Teachers jointly design and improve learning experiences.

B. A learning space with meaningful visible written language. | Collaborating with families to support children's learning.

C. Collaborating with families to support children's learning. | A learning space with meaningful visible written language.

D. Fair learning opportunities irrespective of gender. | A learning space with meaningful visible written language.

**Correct answer / सही उत्तर: C.** Collaborating with families to support children's learning. | A learning space with meaningful visible written language.

**Explanation / व्याख्या**

Family partnership / परिवार सहभागिता: Collaborating with families to support children's learning. Application: A teacher invites caregivers to share home storytelling practices. Print-rich environment / मुद्रण समृद्ध वातावरण: A learning space with meaningful visible written language. Application: Labels, pupil messages and accessible books are displayed at eye level.

**MCQ 206 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Family partnership / परिवार सहभागिता and Diagnostic assessment / निदानात्मक आकलन.**

A. A teacher investigates why a pupil reverses place-value digits. | A teacher invites caregivers to share home storytelling practices.

B. A teacher invites caregivers to share home storytelling practices. | After class, a teacher notes why group instructions were unclear.

C. A teacher turns a learning outcome into a meaningful activity. | A teacher investigates why a pupil reverses place-value digits.

D. A teacher invites caregivers to share home storytelling practices. | A teacher investigates why a pupil reverses place-value digits.

**Correct answer / सही उत्तर: D.** A teacher invites caregivers to share home storytelling practices. | A teacher investigates why a pupil reverses place-value digits.

**Explanation / व्याख्या**

Family partnership / परिवार सहभागिता: Collaborating with families to support children's learning. Application: A teacher invites caregivers to share home storytelling practices. Diagnostic assessment / निदानात्मक आकलन: Identifying specific strengths, difficulties and misconceptions to guide instruction. Application: A teacher investigates why a pupil reverses place-value digits.

**MCQ 207 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Family partnership / परिवार सहभागिता / Assessment for learning / सीखने के लिए आकलन)**

A. Assessment for learning / सीखने के लिए आकलन → Teachers jointly design and improve learning experiences.

B. Family partnership / परिवार सहभागिता → Collaborating with families to support children's learning.

C. Family partnership / परिवार सहभागिता → Using evidence during learning to inform feedback and next steps.

D. Collaborative planning / सहयोगी योजना → Use of multiple languages as resources for learning.

**Correct answer / सही उत्तर: B.** Family partnership / परिवार सहभागिता → Collaborating with families to support children's learning.

**Explanation / व्याख्या**

Family partnership / परिवार सहभागिता: Collaborating with families to support children's learning.
Application: A teacher invites caregivers to share home storytelling practices.

**MCQ 208 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Family partnership / परिवार सहभागिता / Competency / दक्षता)**

A. Competency / दक्षता → An end-of-unit task evaluates what pupils have achieved.

B. Summative assessment / संकलनात्मक आकलन → Older and younger pupils collaborate on a shared task with adapted roles.

C. Family partnership / परिवार सहभागिता → A pupil uses number sense to compare quantities in a shop activity.

D. Family partnership / परिवार सहभागिता → A teacher invites caregivers to share home storytelling practices.

**Correct answer / सही उत्तर: D.** Family partnership / परिवार सहभागिता → A teacher invites caregivers to share home storytelling practices.

**Explanation / व्याख्या**

Family partnership / परिवार सहभागिता: Collaborating with families to support children's learning.
Application: A teacher invites caregivers to share home storytelling practices.

**MCQ 209 • CORE PRACTICE · FORM 01**

**Identify the concept described: Local people, places or materials that enrich learning.**

A. Equity / समता

B. Curriculum transaction / पाठ्यचर्या क्रियान्वयन

C. Community resource / सामुदायिक संसाधन

D. Portfolio / पोर्टफोलियो

**Correct answer / सही उत्तर: C.** Community resource / सामुदायिक संसाधन

**Explanation / व्याख्या**

Community resource / सामुदायिक संसाधन: Local people, places or materials that enrich learning.
Application: A neighbourhood artisan demonstrates a traditional craft.

**MCQ 210 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A neighbourhood artisan demonstrates a traditional craft.**

A. Community resource / सामुदायिक संसाधन
B. Collaborative planning / सहयोगी योजना
C. Assessment for learning / सीखने के लिए आकलन
D. Curriculum / पाठ्यचर्या

**Correct answer / सही उत्तर: A.** Community resource / सामुदायिक संसाधन

**Explanation / व्याख्या**

Community resource / सामुदायिक संसाधन: Local people, places or materials that enrich learning.
Application: A neighbourhood artisan demonstrates a traditional craft.

**MCQ 211 • CORE PRACTICE · FORM 03**

**Which explanation best defines Community resource / सामुदायिक संसाधन?**

A. A tool describing criteria and levels of performance.
B. Using outdoor spaces for purposeful learning experiences.
C. Fair learning opportunities irrespective of gender.
D. Local people, places or materials that enrich learning.

**Correct answer / सही उत्तर: D.** Local people, places or materials that enrich learning.

**Explanation / व्याख्या**

Community resource / सामुदायिक संसाधन: Local people, places or materials that enrich learning.
Application: A neighbourhood artisan demonstrates a traditional craft.

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MCQ 212 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Community resource / सामुदायिक संसाधन?**

A. Pupils explore a topic through reading, discussion and hands-on tasks.

B. Interest in butterflies leads the teacher to plan further observation activities.

C. A neighbourhood artisan demonstrates a traditional craft.

D. A teacher ticks whether a pupil uses an appropriate measurement unit.

**Correct answer / सही उत्तर: C.** A neighbourhood artisan demonstrates a traditional craft.

**Explanation / व्याख्या**

Community resource / सामुदायिक संसाधन: Local people, places or materials that enrich learning. Application: A neighbourhood artisan demonstrates a traditional craft.

MCQ 213 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Local people, places or materials that enrich learning. (2) Systematically noticing children's learning during play.**

A. Play observation / खेल अवलोकन | Community resource / सामुदायिक संसाधन

B. Formative assessment / निर्माणात्मक आकलन | Play observation / खेल अवलोकन

C. Community resource / सामुदायिक संसाधन | Competency / दक्षता

D. Community resource / सामुदायिक संसाधन | Play observation / खेल अवलोकन

**Correct answer / सही उत्तर: D.** Community resource / सामुदायिक संसाधन | Play observation / खेल अवलोकन

**Explanation / व्याख्या**

Community resource / सामुदायिक संसाधन: Local people, places or materials that enrich learning. Application: A neighbourhood artisan demonstrates a traditional craft. Play observation / खेल अवलोकन: Systematically noticing children's learning during play. Application: A teacher records how children negotiate turns during a game.

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**MCQ 214 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A neighbourhood artisan demonstrates a traditional craft. (2) A teacher reviews whether activities helped children demonstrate intended outcomes.**

A. Curriculum evaluation / पाठ्यचर्या मूल्यांकन | Community resource / सामुदायिक संसाधन

B. Community resource / सामुदायिक संसाधन | Portfolio / पोर्टफोलियो

C. Curricular goal / पाठ्यचर्या लक्ष्य | Curriculum evaluation / पाठ्यचर्या मूल्यांकन

D. Community resource / सामुदायिक संसाधन | Curriculum evaluation / पाठ्यचर्या मूल्यांकन

**Correct answer / सही उत्तर: D.** Community resource / सामुदायिक संसाधन | Curriculum evaluation / पाठ्यचर्या मूल्यांकन

**Explanation / व्याख्या**

Community resource / सामुदायिक संसाधन: Local people, places or materials that enrich learning. Application: A neighbourhood artisan demonstrates a traditional craft. Curriculum evaluation / पाठ्यचर्या मूल्यांकन: Judging how effectively planned learning experiences meet their goals. Application: A teacher reviews whether activities helped children demonstrate intended outcomes.

**MCQ 215 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Community resource / सामुदायिक संसाधन and Multilingualism / बहुभाषिकता.**

A. A capacity to apply knowledge, skills and dispositions in meaningful contexts. | Use of multiple languages as resources for learning.

B. Local people, places or materials that enrich learning. | Use of multiple languages as resources for learning.

C. Local people, places or materials that enrich learning. | A tool describing criteria and levels of performance.

D. Use of multiple languages as resources for learning. | Local people, places or materials that enrich learning.

**Correct answer / सही उत्तर: B.** Local people, places or materials that enrich learning. | Use of multiple languages as resources for learning.

**Explanation / व्याख्या**

Community resource / सामुदायिक संसाधन: Local people, places or materials that enrich learning. Application: A neighbourhood artisan demonstrates a traditional craft. Multilingualism / बहुभाषिकता: Use of multiple languages as resources for learning. Application: Children discuss a concept in home languages before sharing it in class.

**MCQ 216 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Community resource / सामुदायिक संसाधन and Dramatic play / नाटकीय खेल.**

A. Children act as customers and shopkeepers. | A neighbourhood artisan demonstrates a traditional craft.

B. A neighbourhood artisan demonstrates a traditional craft. | Children act as customers and shopkeepers.

C. A neighbourhood artisan demonstrates a traditional craft. | Children discuss a concept in home languages before sharing it in class.

D. Children know how to collect and return shared materials. | Children act as customers and shopkeepers.

**Correct answer / सही उत्तर: B.** A neighbourhood artisan demonstrates a traditional craft. | Children act as customers and shopkeepers.

**Explanation / व्याख्या**

Community resource / सामुदायिक संसाधन: Local people, places or materials that enrich learning. Application: A neighbourhood artisan demonstrates a traditional craft. Dramatic play / नाटकीय खेल: Pretending and role enactment to explore situations and ideas. Application: Children act as customers and shopkeepers.

**MCQ 217 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Community resource / सामुदायिक संसाधन / Local contextualisation / स्थानीय संदर्भीकरण)**

A. Local contextualisation / स्थानीय संदर्भीकरण → A purposeful collection of learner work showing development over time.

B. Community resource / सामुदायिक संसाधन → Adapting learning to familiar surroundings while retaining learning goals.

C. Portfolio / पोर्टफोलियो → The early schooling stage emphasising play, interaction and foundational abilities.

D. Community resource / सामुदायिक संसाधन → Local people, places or materials that enrich learning.

**Correct answer / सही उत्तर: D.** Community resource / सामुदायिक संसाधन → Local people, places or materials that enrich learning.

**Explanation / व्याख्या**

Community resource / सामुदायिक संसाधन: Local people, places or materials that enrich learning. Application: A neighbourhood artisan demonstrates a traditional craft.

MCQ 218 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Community resource / सामुदायिक संसाधन / Learning outcome / अधिगम प्रतिफल)**

A. Learning outcome / अधिगम प्रतिफल → Children act as customers and shopkeepers.

B. Dramatic play / नाटकीय खेल → Pupils observe shadows and plants in the school courtyard.

C. Community resource / सामुदायिक संसाधन → A neighbourhood artisan demonstrates a traditional craft.

D. Community resource / सामुदायिक संसाधन → After a lesson, children can identify three local plants.

**Correct answer / सही उत्तर: C.** Community resource / सामुदायिक संसाधन → A neighbourhood artisan demonstrates a traditional craft.

**Explanation / व्याख्या**

Community resource / सामुदायिक संसाधन: Local people, places or materials that enrich learning. Application: A neighbourhood artisan demonstrates a traditional craft.

MCQ 219 • CORE PRACTICE · FORM 01

**Identify the concept described: Objects or representations selected to make learning accessible.**

A. Activity areas / गतिविधि क्षेत्र

B. Curriculum transaction / पाठ्यचर्या क्रियान्वयन

C. Assessment for learning / सीखने के लिए आकलन

D. Teaching-learning material / शिक्षण अधिगम सामग्री

**Correct answer / सही उत्तर: D.** Teaching-learning material / शिक्षण अधिगम सामग्री

**Explanation / व्याख्या**

Teaching-learning material / शिक्षण अधिगम सामग्री: Objects or representations selected to make learning accessible. Application: A teacher uses bottle caps to demonstrate equal grouping.

**MCQ 220 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A teacher uses bottle caps to demonstrate equal grouping.**

A. Child-friendly environment / बाल-अनुकूल वातावरण

B. Curriculum evaluation / पाठ्यचर्या मूल्यांकन

C. Teaching-learning material / शिक्षण अधिगम सामग्री

D. Curricular goal / पाठ्यचर्या लक्ष्य

**Correct answer / सही उत्तर: C.** Teaching-learning material / शिक्षण अधिगम सामग्री

**Explanation / व्याख्या**

Teaching-learning material / शिक्षण अधिगम सामग्री: Objects or representations selected to make learning accessible. Application: A teacher uses bottle caps to demonstrate equal grouping.

**MCQ 221 • CORE PRACTICE · FORM 03**

**Which explanation best defines Teaching-learning material / शिक्षण अधिगम सामग्री?**

A. Providing appropriate support in response to different barriers and needs.

B. Examining teaching evidence to improve future decisions.

C. Objects or representations selected to make learning accessible.

D. Predictable practices that support safety, independence and time use.

**Correct answer / सही उत्तर: C.** Objects or representations selected to make learning accessible.

**Explanation / व्याख्या**

Teaching-learning material / शिक्षण अधिगम सामग्री: Objects or representations selected to make learning accessible. Application: A teacher uses bottle caps to demonstrate equal grouping.

MCQ 222 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Teaching-learning material / शिक्षण अधिगम सामग्री?**

A. Interest in butterflies leads the teacher to plan further observation activities.

B. A teacher turns a learning outcome into a meaningful activity.

C. Labels, pupil messages and accessible books are displayed at eye level.

D. A teacher uses bottle caps to demonstrate equal grouping.

**Correct answer / सही उत्तर: D.** A teacher uses bottle caps to demonstrate equal grouping.

**Explanation / व्याख्या**

Teaching-learning material / शिक्षण अधिगम सामग्री: Objects or representations selected to make learning accessible. Application: A teacher uses bottle caps to demonstrate equal grouping.

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**MCQ 223 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Objects or representations selected to make learning accessible. (2) Adapting learning to familiar surroundings while retaining learning goals.**

A. Local contextualisation / स्थानीय संदर्भीकरण | Teaching-learning material / शिक्षण अधिगम सामग्री

B. Teaching-learning material / शिक्षण अधिगम सामग्री | Local contextualisation / स्थानीय संदर्भीकरण

C. Competency / दक्षता | Local contextualisation / स्थानीय संदर्भीकरण

D. Teaching-learning material / शिक्षण अधिगम सामग्री | Formative assessment / निर्माणात्मक आकलन

**Correct answer / सही उत्तर: B.** Teaching-learning material / शिक्षण अधिगम सामग्री | Local contextualisation / स्थानीय संदर्भीकरण

**Explanation / व्याख्या**

Teaching-learning material / शिक्षण अधिगम सामग्री: Objects or representations selected to make learning accessible. Application: A teacher uses bottle caps to demonstrate equal grouping. Local contextualisation / स्थानीय संदर्भीकरण: Adapting learning to familiar surroundings while retaining learning goals. Application: A lesson on measurement uses locally available containers.

**MCQ 224 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A teacher uses bottle caps to demonstrate equal grouping. (2) A lesson on measurement uses locally available containers.**

A. Local contextualisation / स्थानीय संदर्भीकरण | Teaching-learning material / शिक्षण अधिगम सामग्री

B. Teaching-learning material / शिक्षण अधिगम सामग्री | Local contextualisation / स्थानीय संदर्भीकरण

C. Summative assessment / संकलनात्मक आकलन | Local contextualisation / स्थानीय संदर्भीकरण

D. Teaching-learning material / शिक्षण अधिगम सामग्री | Competency / दक्षता

**Correct answer / सही उत्तर: B.** Teaching-learning material / शिक्षण अधिगम सामग्री | Local contextualisation / स्थानीय संदर्भीकरण

**Explanation / व्याख्या**

Teaching-learning material / शिक्षण अधिगम सामग्री: Objects or representations selected to make learning accessible. Application: A teacher uses bottle caps to demonstrate equal grouping. Local contextualisation / स्थानीय संदर्भीकरण: Adapting learning to familiar surroundings while retaining learning goals. Application: A lesson on measurement uses locally available containers.

MCQ 225 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Teaching-learning material / शिक्षण अधिगम सामग्री and DIKSHA / दीक्षा.**

A. Objects or representations selected to make learning accessible. | Adapting learning to familiar surroundings while retaining learning goals.

B. Objects or representations selected to make learning accessible. | A digital platform offering educational content and resources in India.

C. Gathering evidence during learning to improve teaching and learning. | A digital platform offering educational content and resources in India.

D. A digital platform offering educational content and resources in India. | Objects or representations selected to make learning accessible.

**Correct answer / सही उत्तर: B.** Objects or representations selected to make learning accessible. | A digital platform offering educational content and resources in India.

**Explanation / व्याख्या**

Teaching-learning material / शिक्षण अधिगम सामग्री: Objects or representations selected to make learning accessible. Application: A teacher uses bottle caps to demonstrate equal grouping. DIKSHA / दीक्षा: A digital platform offering educational content and resources in India. Application: A teacher selects a relevant digital learning module for class preparation.

**MCQ 226 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Teaching-learning material / शिक्षण अधिगम सामग्री and Equity / समता.**

A. A teacher consults the prescribed topic sequence before planning a unit. | A pupil receives accessible learning material to participate in the same activity.

B. A teacher uses bottle caps to demonstrate equal grouping. | A pupil receives accessible learning material to participate in the same activity.

C. A pupil receives accessible learning material to participate in the same activity. | A teacher uses bottle caps to demonstrate equal grouping.

D. A teacher uses bottle caps to demonstrate equal grouping. | After a lesson, children can identify three local plants.

**Correct answer / सही उत्तर: B.** A teacher uses bottle caps to demonstrate equal grouping. | A pupil receives accessible learning material to participate in the same activity.

**Explanation / व्याख्या**

Teaching-learning material / शिक्षण अधिगम सामग्री: Objects or representations selected to make learning accessible. Application: A teacher uses bottle caps to demonstrate equal grouping. Equity / समता: Providing appropriate support in response to different barriers and needs. Application: A pupil receives accessible learning material to participate in the same activity.

**MCQ 227 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Teaching-learning material / शिक्षण अधिगम सामग्री / Curriculum transaction / पाठ्यचर्या क्रियान्वयन)**

A. Teaching-learning material / शिक्षण अधिगम सामग्री → Objects or representations selected to make learning accessible.

B. Curriculum transaction / पाठ्यचर्या क्रियान्वयन → Adapting tasks, supports or representations according to learner needs.

C. Teaching-learning material / शिक्षण अधिगम सामग्री → Putting curriculum intentions into actual classroom learning experiences.

D. Differentiation / विभेदित शिक्षण → Systematically noticing children's learning during play.

**Correct answer / सही उत्तर: A.** Teaching-learning material / शिक्षण अधिगम सामग्री → Objects or representations selected to make learning accessible.

**Explanation / व्याख्या**

Teaching-learning material / शिक्षण अधिगम सामग्री: Objects or representations selected to make learning accessible. Application: A teacher uses bottle caps to demonstrate equal grouping.

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**MCQ 228 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Teaching-learning material / शिक्षण अधिगम सामग्री / Child-friendly environment / बाल-अनुकूल वातावरण)**

A. Teaching-learning material / शिक्षण अधिगम सामग्री → A teacher uses bottle caps to demonstrate equal grouping.

B. Teaching-learning material / शिक्षण अधिगम सामग्री → Children can access materials independently without fear of ridicule.

C. Multi-age grouping / बहु-आयु समूह → A teacher ticks whether a pupil uses an appropriate measurement unit.

D. Child-friendly environment / बाल-अनुकूल वातावरण → Older and younger pupils collaborate on a shared task with adapted roles.

**Correct answer / सही उत्तर: A.** Teaching-learning material / शिक्षण अधिगम सामग्री → A teacher uses bottle caps to demonstrate equal grouping.

**Explanation / व्याख्या**

Teaching-learning material / शिक्षण अधिगम सामग्री: Objects or representations selected to make learning accessible. Application: A teacher uses bottle caps to demonstrate equal grouping.

**MCQ 229 • CORE PRACTICE · FORM 01**

**Identify the concept described: Designing digital resources so learners with varied needs can use them.**

A. Dramatic play / नाटकीय खेल

B. Digital accessibility / डिजिटल सुगम्यता

C. Multi-age grouping / बहु-आयु समूह

D. DIKSHA / दीक्षा

**Correct answer / सही उत्तर: B.** Digital accessibility / डिजिटल सुगम्यता

**Explanation / व्याख्या**

Digital accessibility / डिजिटल सुगम्यता: Designing digital resources so learners with varied needs can use them. Application: A video includes captions and readable text.

**MCQ 230 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A video includes captions and readable text.**

A. Diagnostic assessment / निदानात्मक आकलन

B. Competency / दक्षता

C. Print-rich environment / मुद्रण समृद्ध वातावरण

D. Digital accessibility / डिजिटल सुगम्यता

**Correct answer / सही उत्तर: D.** Digital accessibility / डिजिटल सुगम्यता

**Explanation / व्याख्या**

Digital accessibility / डिजिटल सुगम्यता: Designing digital resources so learners with varied needs can use them. Application: A video includes captions and readable text.

**MCQ 231 • CORE PRACTICE · FORM 03**

**Which explanation best defines Digital accessibility / डिजिटल सुगम्यता?**

A. A digital platform offering educational content and resources in India.

B. Identifying specific strengths, difficulties and misconceptions to guide instruction.

C. Fair learning opportunities irrespective of gender.

D. Designing digital resources so learners with varied needs can use them.

**Correct answer / सही उत्तर: D.** Designing digital resources so learners with varied needs can use them.

**Explanation / व्याख्या**

Digital accessibility / डिजिटल सुगम्यता: Designing digital resources so learners with varied needs can use them. Application: A video includes captions and readable text.

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MCQ 232 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Digital accessibility / डिजिटल सुगम्यता?**

A. A video includes captions and readable text.

B. Children know how to collect and return shared materials.

C. A teacher consults the prescribed topic sequence before planning a unit.

D. Groups investigate school waste and present a plan to reduce it.

**Correct answer / सही उत्तर: A.** A video includes captions and readable text.

**Explanation / व्याख्या**

Digital accessibility / डिजिटल सुगम्यता: Designing digital resources so learners with varied needs can use them. Application: A video includes captions and readable text.

MCQ 233 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Designing digital resources so learners with varied needs can use them. (2) Organising related learning experiences around a common theme.**

A. Theme-based approach / विषयवस्तु आधारित उपागम | Digital accessibility / डिजिटल सुगम्यता

B. Digital accessibility / डिजिटल सुगम्यता | Theme-based approach / विषयवस्तु आधारित उपागम

C. Digital accessibility / डिजिटल सुगम्यता | Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या

D. Child-friendly environment / बाल-अनुकूल वातावरण | Theme-based approach / विषयवस्तु आधारित उपागम

**Correct answer / सही उत्तर: B.** Digital accessibility / डिजिटल सुगम्यता | Theme-based approach / विषयवस्तु आधारित उपागम

**Explanation / व्याख्या**

Digital accessibility / डिजिटल सुगम्यता: Designing digital resources so learners with varied needs can use them. Application: A video includes captions and readable text. Theme-based approach / विषयवस्तु आधारित उपागम: Organising related learning experiences around a common theme. Application: Water becomes the focus of stories, measurement and environmental exploration.

**MCQ 234 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A video includes captions and readable text. (2) Children act as customers and shopkeepers.**

A. Dramatic play / नाटकीय खेल | Digital accessibility / डिजिटल सुगम्यता

B. Digital accessibility / डिजिटल सुगम्यता | Dramatic play / नाटकीय खेल

C. DIKSHA / दीक्षा | Dramatic play / नाटकीय खेल

D. Digital accessibility / डिजिटल सुगम्यता | Assessment for learning / सीखने के लिए आकलन

**Correct answer / सही उत्तर: B.** Digital accessibility / डिजिटल सुगम्यता | Dramatic play / नाटकीय खेल

**Explanation / व्याख्या**

Digital accessibility / डिजिटल सुगम्यता: Designing digital resources so learners with varied needs can use them. Application: A video includes captions and readable text. Dramatic play / नाटकीय खेल: Pretending and role enactment to explore situations and ideas. Application: Children act as customers and shopkeepers.

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MCQ 235 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Digital accessibility / डिजिटल सुगम्यता and Social inclusion / सामाजिक समावेशन.**

A. Ensuring meaningful participation regardless of social background. | Designing digital resources so learners with varied needs can use them.

B. Designing digital resources so learners with varied needs can use them. | Ensuring meaningful participation regardless of social background.

C. Adapting tasks, supports or representations according to learner needs. | Ensuring meaningful participation regardless of social background.

D. Designing digital resources so learners with varied needs can use them. | Systematically noticing children's learning during play.

**Correct answer / सही उत्तर: B.** Designing digital resources so learners with varied needs can use them. | Ensuring meaningful participation regardless of social background.

**Explanation / व्याख्या**

Digital accessibility / डिजिटल सुगम्यता: Designing digital resources so learners with varied needs can use them. Application: A video includes captions and readable text. Social inclusion / सामाजिक समावेशन: Ensuring meaningful participation regardless of social background. Application: A group task includes children from different communities as equal contributors.

**MCQ 236 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Digital accessibility / डिजिटल सुगम्यता and Reflective practice / चिंतनशील अभ्यास.**

A. A video includes captions and readable text. | A teacher combines stories, songs and manipulatives for early learners.

B. Children can access materials independently without fear of ridicule. | After class, a teacher notes why group instructions were unclear.

C. A video includes captions and readable text. | After class, a teacher notes why group instructions were unclear.

D. After class, a teacher notes why group instructions were unclear. | A video includes captions and readable text.

**Correct answer / सही उत्तर: C.** A video includes captions and readable text. | After class, a teacher notes why group instructions were unclear.

**Explanation / व्याख्या**

Digital accessibility / डिजिटल सुगम्यता: Designing digital resources so learners with varied needs can use them. Application: A video includes captions and readable text. Reflective practice / चिंतनशील अभ्यास: Examining teaching evidence to improve future decisions. Application: After class, a teacher notes why group instructions were unclear.

MCQ 237 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Digital accessibility / डिजिटल सुगम्यता / Play-based pedagogy / खेल आधारित शिक्षाशास्त्र)**

A. Digital accessibility / डिजिटल सुगम्यता → Using meaningful play to support learning and development.

B. Digital accessibility / डिजिटल सुगम्यता → Designing digital resources so learners with varied needs can use them.

C. Play-based pedagogy / खेल आधारित शिक्षाशास्त्र → Fair learning opportunities irrespective of gender.

D. Gender equity / लैंगिक समानता → The planned set of learning experiences offered by an educational programme.

**Correct answer / सही उत्तर: B.** Digital accessibility / डिजिटल सुगम्यता → Designing digital resources so learners with varied needs can use them.

**Explanation / व्याख्या**

Digital accessibility / डिजिटल सुगम्यता: Designing digital resources so learners with varied needs can use them. Application: A video includes captions and readable text.

**MCQ 238 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Digital accessibility / डिजिटल सुगम्यता / Project-based learning / परियोजना आधारित अधिगम)**

A. Digital accessibility / डिजिटल सुगम्यता → Groups investigate school waste and present a plan to reduce it.

B. Digital accessibility / डिजिटल सुगम्यता → A video includes captions and readable text.

C. Project-based learning / परियोजना आधारित अधिगम → A lesson on measurement uses locally available containers.

D. Local contextualisation / स्थानीय संदर्भीकरण → A teacher ticks whether a pupil uses an appropriate measurement unit.

**Correct answer / सही उत्तर: B.** Digital accessibility / डिजिटल सुगम्यता → A video includes captions and readable text.

**Explanation / व्याख्या**

Digital accessibility / डिजिटल सुगम्यता: Designing digital resources so learners with varied needs can use them. Application: A video includes captions and readable text.

**MCQ 239 • CORE PRACTICE · FORM 01**

**Identify the concept described: Judging resources for relevance, accuracy, inclusion and suitability.**

A. DIKSHA / दीक्षा

B. Activity areas / गतिविधि क्षेत्र

C. Diagnostic assessment / निदानात्मक आकलन

D. Resource evaluation / संसाधन मूल्यांकन

**Correct answer / सही उत्तर: D.** Resource evaluation / संसाधन मूल्यांकन

**Explanation / व्याख्या**

Resource evaluation / संसाधन मूल्यांकन: Judging resources for relevance, accuracy, inclusion and suitability. Application: A teacher checks whether a storybook reinforces stereotypes.

**MCQ 240 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A teacher checks whether a storybook reinforces stereotypes.**

A. Classroom routines / कक्षा दिनचर्या

B. Resource evaluation / संसाधन मूल्यांकन

C. Diagnostic assessment / निदानात्मक आकलन

D. Guided play / निर्देशित खेल

**Correct answer / सही उत्तर: B.** Resource evaluation / संसाधन मूल्यांकन

**Explanation / व्याख्या**

Resource evaluation / संसाधन मूल्यांकन: Judging resources for relevance, accuracy, inclusion and suitability. Application: A teacher checks whether a storybook reinforces stereotypes.

**MCQ 241 • CORE PRACTICE · FORM 03**

**Which explanation best defines Resource evaluation / संसाधन मूल्यांकन?**

A. Using narratives to engage children and develop understanding.

B. Identifying specific strengths, difficulties and misconceptions to guide instruction.

C. Judging resources for relevance, accuracy, inclusion and suitability.

D. A brief factual account of significant observed behaviour.

**Correct answer / सही उत्तर: C.** Judging resources for relevance, accuracy, inclusion and suitability.

**Explanation / व्याख्या**

Resource evaluation / संसाधन मूल्यांकन: Judging resources for relevance, accuracy, inclusion and suitability. Application: A teacher checks whether a storybook reinforces stereotypes.

MCQ 242 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Resource evaluation / संसाधन मूल्यांकन?**

A. Older and younger pupils collaborate on a shared task with adapted roles.

B. A teacher checks whether a storybook reinforces stereotypes.

C. Groups investigate school waste and present a plan to reduce it.

D. A teacher narrates a story and invites children to predict what happens next.

**Correct answer / सही उत्तर: B.** A teacher checks whether a storybook reinforces stereotypes.

**Explanation / व्याख्या**

Resource evaluation / संसाधन मूल्यांकन: Judging resources for relevance, accuracy, inclusion and suitability. Application: A teacher checks whether a storybook reinforces stereotypes.

MCQ 243 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Judging resources for relevance, accuracy, inclusion and suitability. (2) A broad educational aim guiding learning across a stage.**

A. Resource evaluation / संसाधन मूल्यांकन | Holistic progress card / समग्र प्रगति पत्र

B. Resource evaluation / संसाधन मूल्यांकन | Curricular goal / पाठ्यचर्या लक्ष्य

C. Curricular goal / पाठ्यचर्या लक्ष्य | Resource evaluation / संसाधन मूल्यांकन

D. Collaborative planning / सहयोगी योजना | Curricular goal / पाठ्यचर्या लक्ष्य

**Correct answer / सही उत्तर: B.** Resource evaluation / संसाधन मूल्यांकन | Curricular goal / पाठ्यचर्या लक्ष्य

**Explanation / व्याख्या**

Resource evaluation / संसाधन मूल्यांकन: Judging resources for relevance, accuracy, inclusion and suitability. Application: A teacher checks whether a storybook reinforces stereotypes. Curricular goal / पाठ्यचर्या लक्ष्य: A broad educational aim guiding learning across a stage. Application: A framework aims to develop children's effective communication.

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**MCQ 244 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A teacher checks whether a storybook reinforces stereotypes. (2) Groups investigate school waste and present a plan to reduce it.**

A. Project-based learning / परियोजना आधारित अधिगम | Resource evaluation / संसाधन मूल्यांकन

B. Social inclusion / सामाजिक समावेशन | Project-based learning / परियोजना आधारित अधिगम

C. Resource evaluation / संसाधन मूल्यांकन | Project-based learning / परियोजना आधारित अधिगम

D. Resource evaluation / संसाधन मूल्यांकन | Play observation / खेल अवलोकन

**Correct answer / सही उत्तर: C.** Resource evaluation / संसाधन मूल्यांकन | Project-based learning / परियोजना आधारित अधिगम

**Explanation / व्याख्या**

Resource evaluation / संसाधन मूल्यांकन: Judging resources for relevance, accuracy, inclusion and suitability. Application: A teacher checks whether a storybook reinforces stereotypes. Project-based learning / परियोजना आधारित अधिगम: Extended purposeful investigation resulting in a meaningful product or outcome. Application: Groups investigate school waste and present a plan to reduce it.

MCQ 245 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Resource evaluation / संसाधन मूल्यांकन and Curriculum / पाठ्यचर्या.**

A. The planned set of learning experiences offered by an educational programme. | Judging resources for relevance, accuracy, inclusion and suitability.

B. Planning that responds to children's developing interests and questions. | The planned set of learning experiences offered by an educational programme.

C. Judging resources for relevance, accuracy, inclusion and suitability. | The planned set of learning experiences offered by an educational programme.

D. Judging resources for relevance, accuracy, inclusion and suitability. | Systematically noticing children's learning during play.

**Correct answer / सही उत्तर: C.** Judging resources for relevance, accuracy, inclusion and suitability. | The planned set of learning experiences offered by an educational programme.

**Explanation / व्याख्या**

Resource evaluation / संसाधन मूल्यांकन: Judging resources for relevance, accuracy, inclusion and suitability. Application: A teacher checks whether a storybook reinforces stereotypes. Curriculum / पाठ्यचर्या: The planned set of learning experiences offered by an educational programme. Application: A school coordinates activities, content and assessment across a year.

MCQ 246 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Resource evaluation / संसाधन मूल्यांकन and Multi-age grouping / बहु-आयु समूह.**

A. Older and younger pupils collaborate on a shared task with adapted roles. | A teacher checks whether a storybook reinforces stereotypes.

B. A teacher checks whether a storybook reinforces stereotypes. | Older and younger pupils collaborate on a shared task with adapted roles.

C. A teacher checks whether a storybook reinforces stereotypes. | Interest in butterflies leads the teacher to plan further observation activities.

D. A teacher consults the prescribed topic sequence before planning a unit. | Older and younger pupils collaborate on a shared task with adapted roles.

**Correct answer / सही उत्तर: B.** A teacher checks whether a storybook reinforces stereotypes. | Older and younger pupils collaborate on a shared task with adapted roles.

**Explanation / व्याख्या**

Resource evaluation / संसाधन मूल्यांकन: Judging resources for relevance, accuracy, inclusion and suitability. Application: A teacher checks whether a storybook reinforces stereotypes. Multi-age grouping / बहु-आयु समूह: Organising learning with children of different ages together. Application: Older and younger pupils collaborate on a shared task with adapted roles.

**MCQ 247 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Resource evaluation / संसाधन मूल्यांकन / Multi-age grouping / बहु-आयु समूह)**

A. Multi-age grouping / बहु-आयु समूह → Extended purposeful investigation resulting in a meaningful product or outcome.

B. Project-based learning / परियोजना आधारित अधिगम → A specified outline of content or topics for a course.

C. Resource evaluation / संसाधन मूल्यांकन → Organising learning with children of different ages together.

D. Resource evaluation / संसाधन मूल्यांकन → Judging resources for relevance, accuracy, inclusion and suitability.

**Correct answer / सही उत्तर: D.** Resource evaluation / संसाधन मूल्यांकन → Judging resources for relevance, accuracy, inclusion and suitability.

**Explanation / व्याख्या**

Resource evaluation / संसाधन मूल्यांकन: Judging resources for relevance, accuracy, inclusion and suitability. Application: A teacher checks whether a storybook reinforces stereotypes.

MCQ 248 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Resource evaluation / संसाधन मूल्यांकन / Gender equity / लैंगिक समानता)**

A. Activity areas / गतिविधि क्षेत्र → Desks move into small groups for discussion and then a circle for sharing.

B. Resource evaluation / संसाधन मूल्यांकन → A teacher rotates leadership roles among children of all genders.

C. Resource evaluation / संसाधन मूल्यांकन → A teacher checks whether a storybook reinforces stereotypes.

D. Gender equity / लैंगिक समानता → A room has accessible reading, art and construction corners.

**Correct answer / सही उत्तर: C.** Resource evaluation / संसाधन मूल्यांकन → A teacher checks whether a storybook reinforces stereotypes.

**Explanation / व्याख्या**

Resource evaluation / संसाधन मूल्यांकन: Judging resources for relevance, accuracy, inclusion and suitability. Application: A teacher checks whether a storybook reinforces stereotypes.

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 04.01

**Explain Learning resource / अधिगम संसाधन and give one classroom example.**

**Model answer:** Material or human support selected to facilitate learning. Local objects are used to teach sorting and counting.

**REVISION 04.02**

**Explain Family partnership / परिवार सहभागिता and give one classroom example.**

**Model answer:** Collaborating with families to support children's learning. A teacher invites caregivers to share home storytelling practices.

**REVISION 04.03**

**Explain Community resource / सामुदायिक संसाधन and give one classroom example.**

**Model answer:** Local people, places or materials that enrich learning. A neighbourhood artisan demonstrates a traditional craft.

**REVISION 04.04**

**Explain Teaching-learning material / शिक्षण अधिगम सामग्री and give one classroom example.**

**Model answer:** Objects or representations selected to make learning accessible. A teacher uses bottle caps to demonstrate equal grouping.

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**REVISION 04.05**

**Explain Digital accessibility / डिजिटल सुगम्यता and give one classroom example.**

**Model answer:** Designing digital resources so learners with varied needs can use them. A video includes captions and readable text.

**REVISION 04.06**

**Explain Resource evaluation / संसाधन मूल्यांकन and give one classroom example.**

**Model answer:** Judging resources for relevance, accuracy, inclusion and suitability. A teacher checks whether a storybook reinforces stereotypes.

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CHAPTER 05 • 62 MCQs • 6 REVISION PROMPTS

# Role of Teachers in Curriculum Evaluation

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Curriculum evaluation / पाठ्यचर्या मूल्यांकन

Judging how effectively planned learning experiences meet their goals.

**Classroom example:** A teacher reviews whether activities helped children demonstrate intended outcomes.

### DIKSHA / दीक्षा

A digital platform offering educational content and resources in India.

**Classroom example:** A teacher selects a relevant digital learning module for class preparation.

### Jaadui Pitara / जादुई पिटारा

A play-oriented collection of resources for foundational learning.

**Classroom example:** A teacher uses puppets, toys and story materials for early learning.

### Reflective practice / चिंतनशील अभ्यास

Examining teaching evidence to improve future decisions.

**Classroom example:** After class, a teacher notes why group instructions were unclear.

### Curriculum transaction / पाठ्यचर्या क्रियान्वयन

Putting curriculum intentions into actual classroom learning experiences.

**Classroom example:** A teacher turns a learning outcome into a meaningful activity.

**Collaborative planning / सहयोगी योजना**

Teachers jointly design and improve learning experiences.

**Classroom example:** Two teachers compare lesson evidence and refine next week's tasks.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

**MCQ 249 • NEW CLASSROOM APPLICATION**

### Which evidence best supports evaluating a unit?

A. Student work, observations and outcome-aligned assessment together
B. Only teacher satisfaction
C. Only textbook page completion
D. Only attendance totals

**Correct answer / सही उत्तर: A.** Student work, observations and outcome-aligned assessment together

**Explanation / व्याख्या**

Multiple sources provide a richer picture of curriculum effectiveness.

**MCQ 250 • NEW CLASSROOM APPLICATION**

### If most pupils misunderstand an idea after a unit, what should a teacher do?

A. Repeat the same test without changes
B. Remove the learning goal
C. Blame the whole class
D. Review the teaching sequence and adapt it using evidence

**Correct answer / सही उत्तर: D.** Review the teaching sequence and adapt it using evidence

**Explanation / व्याख्या**

Curriculum evaluation should inform improvement, not merely blame.

## Core question bank

Ten related practice formats; core concepts recur for revision.

**MCQ 251 • CORE PRACTICE · FORM 01**

**Identify the concept described: Judging how effectively planned learning experiences meet their goals.**

A. Formative assessment / निर्माणात्मक आकलन

B. Assessment for learning / सीखने के लिए आकलन

C. Curriculum evaluation / पाठ्यचर्या मूल्यांकन

D. Syllabus / पाठ्यक्रम

**Correct answer / सही उत्तर: C.** Curriculum evaluation / पाठ्यचर्या मूल्यांकन

**Explanation / व्याख्या**

Curriculum evaluation / पाठ्यचर्या मूल्यांकन: Judging how effectively planned learning experiences meet their goals. Application: A teacher reviews whether activities helped children demonstrate intended outcomes.

**MCQ 252 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A teacher reviews whether activities helped children demonstrate intended outcomes.**

A. Guided play / निर्देशित खेल

B. Play observation / खेल अवलोकन

C. Curriculum evaluation / पाठ्यचर्या मूल्यांकन

D. Multi-age grouping / बहु-आयु समूह

**Correct answer / सही उत्तर: C.** Curriculum evaluation / पाठ्यचर्या मूल्यांकन

**Explanation / व्याख्या**

Curriculum evaluation / पाठ्यचर्या मूल्यांकन: Judging how effectively planned learning experiences meet their goals. Application: A teacher reviews whether activities helped children demonstrate intended outcomes.

MCQ 253 • CORE PRACTICE · FORM 03

**Which explanation best defines Curriculum evaluation / पाठ्यचर्या मूल्यांकन?**

A. Providing appropriate support in response to different barriers and needs.

B. The early schooling stage emphasising play, interaction and foundational abilities.

C. Identifying specific strengths, difficulties and misconceptions to guide instruction.

D. Judging how effectively planned learning experiences meet their goals.

**Correct answer / सही उत्तर: D.** Judging how effectively planned learning experiences meet their goals.

**Explanation / व्याख्या**

Curriculum evaluation / पाठ्यचर्या मूल्यांकन: Judging how effectively planned learning experiences meet their goals. Application: A teacher reviews whether activities helped children demonstrate intended outcomes.

MCQ 254 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Curriculum evaluation / पाठ्यचर्या मूल्यांकन?**

A. A report includes academic, social, physical and creative development evidence.

B. A neighbourhood artisan demonstrates a traditional craft.

C. A teacher investigates why a pupil reverses place-value digits.

D. A teacher reviews whether activities helped children demonstrate intended outcomes.

**Correct answer / सही उत्तर: D.** A teacher reviews whether activities helped children demonstrate intended outcomes.

**Explanation / व्याख्या**

Curriculum evaluation / पाठ्यचर्या मूल्यांकन: Judging how effectively planned learning experiences meet their goals. Application: A teacher reviews whether activities helped children demonstrate intended outcomes.

**MCQ 255 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Judging how effectively planned learning experiences meet their goals. (2) Fair learning opportunities irrespective of gender.**

A. Curriculum evaluation / पाठ्यचर्या मूल्यांकन | Gender equity / लैंगिक समानता

B. Gender equity / लैंगिक समानता | Curriculum evaluation / पाठ्यचर्या मूल्यांकन

C. Curriculum evaluation / पाठ्यचर्या मूल्यांकन | Holistic progress card / समग्र प्रगति पत्र

D. Differentiation / विभेदित शिक्षण | Gender equity / लैंगिक समानता

**Correct answer / सही उत्तर: A.** Curriculum evaluation / पाठ्यचर्या मूल्यांकन | Gender equity / लैंगिक समानता

**Explanation / व्याख्या**

Curriculum evaluation / पाठ्यचर्या मूल्यांकन: Judging how effectively planned learning experiences meet their goals. Application: A teacher reviews whether activities helped children demonstrate intended outcomes. Gender equity / लैंगिक समानता: Fair learning opportunities irrespective of gender. Application: A teacher rotates leadership roles among children of all genders.

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**MCQ 256 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A teacher reviews whether activities helped children demonstrate intended outcomes. (2) Local objects are used to teach sorting and counting.**

A. Gender equity / लैंगिक समानता | Learning resource / अधिगम संसाधन

B. Curriculum evaluation / पाठ्यचर्या मूल्यांकन | Learning resource / अधिगम संसाधन

C. Learning resource / अधिगम संसाधन | Curriculum evaluation / पाठ्यचर्या मूल्यांकन

D. Curriculum evaluation / पाठ्यचर्या मूल्यांकन | Curricular goal / पाठ्यचर्या लक्ष्य

**Correct answer / सही उत्तर: B.** Curriculum evaluation / पाठ्यचर्या मूल्यांकन | Learning resource / अधिगम संसाधन

**Explanation / व्याख्या**

Curriculum evaluation / पाठ्यचर्या मूल्यांकन: Judging how effectively planned learning experiences meet their goals. Application: A teacher reviews whether activities helped children demonstrate intended outcomes. Learning resource / अधिगम संसाधन: Material or human support selected to facilitate learning. Application: Local objects are used to teach sorting and counting.

**MCQ 257 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Curriculum evaluation / पाठ्यचर्या मूल्यांकन and Theme-based approach / विषयवस्तु आधारित उपागम.**

A. Organising related learning experiences around a common theme. | Judging how effectively planned learning experiences meet their goals.

B. Judging how effectively planned learning experiences meet their goals. | Play with child agency and adult support toward a learning goal.

C. Judging how effectively planned learning experiences meet their goals. | Organising related learning experiences around a common theme.

D. Organising learning with children of different ages together. | Organising related learning experiences around a common theme.

**Correct answer / सही उत्तर: C.** Judging how effectively planned learning experiences meet their goals. | Organising related learning experiences around a common theme.

**Explanation / व्याख्या**

Curriculum evaluation / पाठ्यचर्या मूल्यांकन: Judging how effectively planned learning experiences meet their goals. Application: A teacher reviews whether activities helped children demonstrate intended outcomes. Theme-based approach / विषयवस्तु आधारित उपागम: Organising related learning experiences around a common theme. Application: Water becomes the focus of stories, measurement and environmental exploration.

**MCQ 258 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Curriculum evaluation / पाठ्यचर्या मूल्यांकन and Activity areas / गतिविधि क्षेत्र.**

A. A video includes captions and readable text. | A room has accessible reading, art and construction corners.

B. A teacher reviews whether activities helped children demonstrate intended outcomes. | A room has accessible reading, art and construction corners.

C. A teacher reviews whether activities helped children demonstrate intended outcomes. | A pupil uses number sense to compare quantities in a shop activity.

D. A room has accessible reading, art and construction corners. | A teacher reviews whether activities helped children demonstrate intended outcomes.

**Correct answer / सही उत्तर: B.** A teacher reviews whether activities helped children demonstrate intended outcomes. | A room has accessible reading, art and construction corners.

**Explanation / व्याख्या**

Curriculum evaluation / पाठ्यचर्या मूल्यांकन: Judging how effectively planned learning experiences meet their goals. Application: A teacher reviews whether activities helped children demonstrate intended outcomes. Activity areas / गतिविधि क्षेत्र: Classroom spaces organised for specific kinds of exploration. Application: A room has accessible reading, art and construction corners.

**MCQ 259 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Curriculum evaluation / पाठ्यचर्या मूल्यांकन / Formative assessment / निर्माणात्मक आकलन)**

A. Formative assessment / निर्माणात्मक आकलन → Organising learning with children of different ages together.

B. Curriculum evaluation / पाठ्यचर्या मूल्यांकन → Gathering evidence during learning to improve teaching and learning.

C. Curriculum evaluation / पाठ्यचर्या मूल्यांकन → Judging how effectively planned learning experiences meet their goals.

D. Multi-age grouping / बहु-आयु समूह → Material or human support selected to facilitate learning.

**Correct answer / सही उत्तर: C.** Curriculum evaluation / पाठ्यचर्या मूल्यांकन → Judging how effectively planned learning experiences meet their goals.

**Explanation / व्याख्या**

Curriculum evaluation / पाठ्यचर्या मूल्यांकन: Judging how effectively planned learning experiences meet their goals. Application: A teacher reviews whether activities helped children demonstrate intended outcomes.

MCQ 260 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Curriculum evaluation / पाठ्यचर्या मूल्यांकन / Competency / दक्षता)**

A. Rubric / मानदंड तालिका → A teacher narrates a story and invites children to predict what happens next.

B. Competency / दक्षता → A storytelling rubric describes clarity, sequence and expression.

C. Curriculum evaluation / पाठ्यचर्या मूल्यांकन → A teacher reviews whether activities helped children demonstrate intended outcomes.

D. Curriculum evaluation / पाठ्यचर्या मूल्यांकन → A pupil uses number sense to compare quantities in a shop activity.

**Correct answer / सही उत्तर: C.** Curriculum evaluation / पाठ्यचर्या मूल्यांकन → A teacher reviews whether activities helped children demonstrate intended outcomes.

**Explanation / व्याख्या**

Curriculum evaluation / पाठ्यचर्या मूल्यांकन: Judging how effectively planned learning experiences meet their goals. Application: A teacher reviews whether activities helped children demonstrate intended outcomes.

MCQ 261 • CORE PRACTICE · FORM 01

**Identify the concept described: A digital platform offering educational content and resources in India.**

A. Competency / दक्षता

B. Child-friendly environment / बाल-अनुकूल वातावरण

C. DIKSHA / दीक्षा

D. Rubric / मानदंड तालिका

**Correct answer / सही उत्तर: C.** DIKSHA / दीक्षा

**Explanation / व्याख्या**

DIKSHA / दीक्षा: A digital platform offering educational content and resources in India. Application: A teacher selects a relevant digital learning module for class preparation.

**MCQ 262 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A teacher selects a relevant digital learning module for class preparation.**

A. DIKSHA / दीक्षा

B. Theme-based approach / विषयवस्तु आधारित उपागम

C. Digital accessibility / डिजिटल सुगम्यता

D. Print-rich environment / मुद्रण समृद्ध वातावरण

**Correct answer / सही उत्तर: A.** DIKSHA / दीक्षा

**Explanation / व्याख्या**

DIKSHA / दीक्षा: A digital platform offering educational content and resources in India. Application: A teacher selects a relevant digital learning module for class preparation.

**MCQ 263 • CORE PRACTICE · FORM 03**

**Which explanation best defines DIKSHA / दीक्षा?**

A. A digital platform offering educational content and resources in India.

B. Using evidence during learning to inform feedback and next steps.

C. Material or human support selected to facilitate learning.

D. Pretending and role enactment to explore situations and ideas.

**Correct answer / सही उत्तर: A.** A digital platform offering educational content and resources in India.

**Explanation / व्याख्या**

DIKSHA / दीक्षा: A digital platform offering educational content and resources in India. Application: A teacher selects a relevant digital learning module for class preparation.

MCQ 264 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates DIKSHA / दीक्षा?**

A. A teacher checks whether a storybook reinforces stereotypes.

B. A teacher notes how a child solved a disagreement during group work.

C. A teacher records how children negotiate turns during a game.

D. A teacher selects a relevant digital learning module for class preparation.

**Correct answer / सही उत्तर: D.** A teacher selects a relevant digital learning module for class preparation.

**Explanation / व्याख्या**

DIKSHA / दीक्षा: A digital platform offering educational content and resources in India. Application: A teacher selects a relevant digital learning module for class preparation.

MCQ 265 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) A digital platform offering educational content and resources in India. (2) A learning space with meaningful visible written language.**

A. DIKSHA / दीक्षा | Play observation / खेल अवलोकन

B. DIKSHA / दीक्षा | Print-rich environment / मुद्रण समृद्ध वातावरण

C. Resource evaluation / संसाधन मूल्यांकन | Print-rich environment / मुद्रण समृद्ध वातावरण

D. Print-rich environment / मुद्रण समृद्ध वातावरण | DIKSHA / दीक्षा

**Correct answer / सही उत्तर: B.** DIKSHA / दीक्षा | Print-rich environment / मुद्रण समृद्ध वातावरण

**Explanation / व्याख्या**

DIKSHA / दीक्षा: A digital platform offering educational content and resources in India. Application: A teacher selects a relevant digital learning module for class preparation. Print-rich environment / मुद्रण समृद्ध वातावरण: A learning space with meaningful visible written language. Application: Labels, pupil messages and accessible books are displayed at eye level.

**MCQ 266 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A teacher selects a relevant digital learning module for class preparation. (2) A neighbourhood artisan demonstrates a traditional craft.**

A. Community resource / सामुदायिक संसाधन | DIKSHA / दीक्षा

B. DIKSHA / दीक्षा | Community resource / सामुदायिक संसाधन

C. Competency / दक्षता | Community resource / सामुदायिक संसाधन

D. DIKSHA / दीक्षा | Foundational stage / बुनियादी चरण

**Correct answer / सही उत्तर: B.** DIKSHA / दीक्षा | Community resource / सामुदायिक संसाधन

**Explanation / व्याख्या**

DIKSHA / दीक्षा: A digital platform offering educational content and resources in India. Application: A teacher selects a relevant digital learning module for class preparation. Community resource / सामुदायिक संसाधन: Local people, places or materials that enrich learning. Application: A neighbourhood artisan demonstrates a traditional craft.

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**MCQ 267 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for DIKSHA / दीक्षा and Summative assessment / संकलनात्मक आकलन.**

A. A digital platform offering educational content and resources in India. | Judging learning at the end of a defined instructional period.

B. A digital platform offering educational content and resources in India. | A stage building on foundational learning through interactive and increasingly structured experiences.

C. Using narratives to engage children and develop understanding. | Judging learning at the end of a defined instructional period.

D. Judging learning at the end of a defined instructional period. | A digital platform offering educational content and resources in India.

**Correct answer / सही उत्तर: A.** A digital platform offering educational content and resources in India. | Judging learning at the end of a defined instructional period.

**Explanation / व्याख्या**

DIKSHA / दीक्षा: A digital platform offering educational content and resources in India. Application: A teacher selects a relevant digital learning module for class preparation. Summative assessment / संकलनात्मक आकलन: Judging learning at the end of a defined instructional period. Application: An end-of-unit task evaluates what pupils have achieved.

**MCQ 268 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for DIKSHA / दीक्षा and Differentiation / विभेदित शिक्षण.**

A. A pupil uses number sense to compare quantities in a shop activity. | Children work on the same goal using different levels of scaffolding.

B. A teacher selects a relevant digital learning module for class preparation. | Children work on the same goal using different levels of scaffolding.

C. Children work on the same goal using different levels of scaffolding. | A teacher selects a relevant digital learning module for class preparation.

D. A teacher selects a relevant digital learning module for class preparation. | After a lesson, children can identify three local plants.

**Correct answer / सही उत्तर: B.** A teacher selects a relevant digital learning module for class preparation. | Children work on the same goal using different levels of scaffolding.

**Explanation / व्याख्या**

DIKSHA / दीक्षा: A digital platform offering educational content and resources in India. Application: A teacher selects a relevant digital learning module for class preparation. Differentiation / विभेदित शिक्षण: Adapting tasks, supports or representations according to learner needs. Application: Children work on the same goal using different levels of scaffolding.

**MCQ 269 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (DIKSHA / दीक्षा / Syllabus / पाठ्यक्रम)**

A. Flexible seating / लचीली बैठक व्यवस्था → Ensuring meaningful participation regardless of social background.

B. DIKSHA / दीक्षा → A digital platform offering educational content and resources in India.

C. DIKSHA / दीक्षा → A specified outline of content or topics for a course.

D. Syllabus / पाठ्यक्रम → Arranging space to support different tasks and participation needs.

**Correct answer / सही उत्तर: B.** DIKSHA / दीक्षा → A digital platform offering educational content and resources in India.

**Explanation / व्याख्या**

DIKSHA / दीक्षा: A digital platform offering educational content and resources in India. Application: A teacher selects a relevant digital learning module for class preparation.

**MCQ 270 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (DIKSHA / दीक्षा / Guided play / निर्देशित खेल)**

A. DIKSHA / दीक्षा → A teacher adds counting prompts to a child-led shop game.

B. Guided play / निर्देशित खेल → A teacher checks whether a storybook reinforces stereotypes.

C. Resource evaluation / संसाधन मूल्यांकन → A teacher rotates leadership roles among children of all genders.

D. DIKSHA / दीक्षा → A teacher selects a relevant digital learning module for class preparation.

**Correct answer / सही उत्तर: D.** DIKSHA / दीक्षा → A teacher selects a relevant digital learning module for class preparation.

**Explanation / व्याख्या**

DIKSHA / दीक्षा: A digital platform offering educational content and resources in India. Application: A teacher selects a relevant digital learning module for class preparation.

**MCQ 271 • CORE PRACTICE · FORM 01**

**Identify the concept described: A play-oriented collection of resources for foundational learning.**

A. Jaadui Pitara / जादुई पिटारा

B. Emergent curriculum / उभरती पाठ्यचर्या

C. Play-based pedagogy / खेल आधारित शिक्षाशास्त्र

D. Holistic progress card / समग्र प्रगति पत्र

**Correct answer / सही उत्तर: A.** Jaadui Pitara / जादुई पिटारा

**Explanation / व्याख्या**

Jaadui Pitara / जादुई पिटारा: A play-oriented collection of resources for foundational learning.
Application: A teacher uses puppets, toys and story materials for early learning.

**MCQ 272 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A teacher uses puppets, toys and story materials for early learning.**

A. Jaadui Pitara / जादुई पिटारा

B. Local contextualisation / स्थानीय संदर्भीकरण

C. Preparatory stage / प्रारंभिक तैयारी चरण

D. Curriculum / पाठ्यचर्या

**Correct answer / सही उत्तर: A.** Jaadui Pitara / जादुई पिटारा

**Explanation / व्याख्या**

Jaadui Pitara / जादुई पिटारा: A play-oriented collection of resources for foundational learning.
Application: A teacher uses puppets, toys and story materials for early learning.

MCQ 273 • CORE PRACTICE · FORM 03

**Which explanation best defines Jaadui Pitara / जादुई पिटारा?**

A. A play-oriented collection of resources for foundational learning.

B. A safe, welcoming space that supports children's participation.

C. Unstated values and norms conveyed through everyday school practices.

D. Using meaningful play to support learning and development.

**Correct answer / सही उत्तर: A.** A play-oriented collection of resources for foundational learning.

**Explanation / व्याख्या**

Jaadui Pitara / जादुई पिटारा: A play-oriented collection of resources for foundational learning.
Application: A teacher uses puppets, toys and story materials for early learning.

MCQ 274 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Jaadui Pitara / जादुई पिटारा?**

A. A teacher checks whether a storybook reinforces stereotypes.

B. A group task includes children from different communities as equal contributors.

C. A teacher uses puppets, toys and story materials for early learning.

D. Pupils observe shadows and plants in the school courtyard.

**Correct answer / सही उत्तर: C.** A teacher uses puppets, toys and story materials for early learning.

**Explanation / व्याख्या**

Jaadui Pitara / जादुई पिटारा: A play-oriented collection of resources for foundational learning.
Application: A teacher uses puppets, toys and story materials for early learning.

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MCQ 275 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) A play-oriented collection of resources for foundational learning. (2) Fair learning opportunities irrespective of gender.**

A. Jaadui Pitara / जादुई पिटारा | Gender equity / लैंगिक समानता

B. Jaadui Pitara / जादुई पिटारा | Child-friendly environment / बाल-अनुकूल वातावरण

C. Gender equity / लैंगिक समानता | Jaadui Pitara / जादुई पिटारा

D. Learning outcome / अधिगम प्रतिफल | Gender equity / लैंगिक समानता

**Correct answer / सही उत्तर: A.** Jaadui Pitara / जादुई पिटारा | Gender equity / लैंगिक समानता

**Explanation / व्याख्या**

Jaadui Pitara / जादुई पिटारा: A play-oriented collection of resources for foundational learning. Application: A teacher uses puppets, toys and story materials for early learning. Gender equity / लैंगिक समानता: Fair learning opportunities irrespective of gender. Application: A teacher rotates leadership roles among children of all genders.

MCQ 276 • CORE PRACTICE · FORM 06

**Match the situations to concepts, in order. (1) A teacher uses puppets, toys and story materials for early learning. (2) An end-of-unit task evaluates what pupils have achieved.**

A. Jaadui Pitara / जादुई पिटारा | Summative assessment / संकलनात्मक आकलन

B. Summative assessment / संकलनात्मक आकलन | Jaadui Pitara / जादुई पिटारा

C. Equity / समता | Summative assessment / संकलनात्मक आकलन

D. Jaadui Pitara / जादुई पिटारा | Guided play / निर्देशित खेल

**Correct answer / सही उत्तर: A.** Jaadui Pitara / जादुई पिटारा | Summative assessment / संकलनात्मक आकलन

**Explanation / व्याख्या**

Jaadui Pitara / जादुई पिटारा: A play-oriented collection of resources for foundational learning. Application: A teacher uses puppets, toys and story materials for early learning. Summative assessment / संकलनात्मक आकलन: Judging learning at the end of a defined instructional period. Application: An end-of-unit task evaluates what pupils have achieved.

**MCQ 277 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Jaadui Pitara / जादुई पिटारा and Assessment for learning / सीखने के लिए आकलन.**

A. Play with child agency and adult support toward a learning goal. | Using evidence during learning to inform feedback and next steps.

B. Using evidence during learning to inform feedback and next steps. | A play-oriented collection of resources for foundational learning.

C. A play-oriented collection of resources for foundational learning. | Using evidence during learning to inform feedback and next steps.

D. A play-oriented collection of resources for foundational learning. | Extended purposeful investigation resulting in a meaningful product or outcome.

**Correct answer / सही उत्तर: C.** A play-oriented collection of resources for foundational learning. | Using evidence during learning to inform feedback and next steps.

**Explanation / व्याख्या**

Jaadui Pitara / जादुई पिटारा: A play-oriented collection of resources for foundational learning. Application: A teacher uses puppets, toys and story materials for early learning. Assessment for learning / सीखने के लिए आकलन: Using evidence during learning to inform feedback and next steps. Application: An exit response guides the next day's teaching.

**MCQ 278 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Jaadui Pitara / जादुई पिटारा and Multi-age grouping / बहु-आयु समूह.**

A. A teacher uses puppets, toys and story materials for early learning. | Labels, pupil messages and accessible books are displayed at eye level.

B. A teacher uses puppets, toys and story materials for early learning. | Older and younger pupils collaborate on a shared task with adapted roles.

C. Older and younger pupils collaborate on a shared task with adapted roles. | A teacher uses puppets, toys and story materials for early learning.

D. Early and later writing samples are kept with feedback and reflection. | Older and younger pupils collaborate on a shared task with adapted roles.

**Correct answer / सही उत्तर: B.** A teacher uses puppets, toys and story materials for early learning. | Older and younger pupils collaborate on a shared task with adapted roles.

**Explanation / व्याख्या**

Jaadui Pitara / जादुई पिटारा: A play-oriented collection of resources for foundational learning. Application: A teacher uses puppets, toys and story materials for early learning. Multi-age grouping / बहु-आयु समूह: Organising learning with children of different ages together. Application: Older and younger pupils collaborate on a shared task with adapted roles.

MCQ 279 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Jaadui Pitara / जादुई पिटारा / Dramatic play / नाटकीय खेल)**

A. Jaadui Pitara / जादुई पिटारा → A play-oriented collection of resources for foundational learning.

B. Jaadui Pitara / जादुई पिटारा → Pretending and role enactment to explore situations and ideas.

C. Outdoor learning / बाहरी अधिगम → A safe, welcoming space that supports children's participation.

D. Dramatic play / नाटकीय खेल → Using outdoor spaces for purposeful learning experiences.

**Correct answer / सही उत्तर: A.** Jaadui Pitara / जादुई पिटारा → A play-oriented collection of resources for foundational learning.

**Explanation / व्याख्या**

Jaadui Pitara / जादुई पिटारा: A play-oriented collection of resources for foundational learning. Application: A teacher uses puppets, toys and story materials for early learning.

MCQ 280 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Jaadui Pitara / जादुई पिटारा / Assessment for learning / सीखने के लिए आकलन)**

A. Jaadui Pitara / जादुई पिटारा → A teacher uses puppets, toys and story materials for early learning.

B. Anecdotal record / उपाख्यानात्मक अभिलेख → Pupils observe shadows and plants in the school courtyard.

C. Jaadui Pitara / जादुई पिटारा → An exit response guides the next day's teaching.

D. Assessment for learning / सीखने के लिए आकलन → A teacher notes how a child solved a disagreement during group work.

**Correct answer / सही उत्तर: A.** Jaadui Pitara / जादुई पिटारा → A teacher uses puppets, toys and story materials for early learning.

**Explanation / व्याख्या**

Jaadui Pitara / जादुई पिटारा: A play-oriented collection of resources for foundational learning.
Application: A teacher uses puppets, toys and story materials for early learning.

MCQ 281 • CORE PRACTICE · FORM 01

**Identify the concept described: Examining teaching evidence to improve future decisions.**

A. Anecdotal record / उपाख्यानात्मक अभिलेख

B. Child-friendly environment / बाल-अनुकूल वातावरण

C. Storytelling / कहानी कथन

D. Reflective practice / चिंतनशील अभ्यास

**Correct answer / सही उत्तर: D.** Reflective practice / चिंतनशील अभ्यास

**Explanation / व्याख्या**

Reflective practice / चिंतनशील अभ्यास: Examining teaching evidence to improve future decisions.
Application: After class, a teacher notes why group instructions were unclear.

**MCQ 282 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? After class, a teacher notes why group instructions were unclear.**

A. Reflective practice / चिंतनशील अभ्यास

B. Equity / समता

C. Differentiation / विभेदित शिक्षण

D. Storytelling / कहानी कथन

**Correct answer / सही उत्तर: A.** Reflective practice / चिंतनशील अभ्यास

**Explanation / व्याख्या**

Reflective practice / चिंतनशील अभ्यास: Examining teaching evidence to improve future decisions.
Application: After class, a teacher notes why group instructions were unclear.

**MCQ 283 • CORE PRACTICE · FORM 03**

**Which explanation best defines Reflective practice / चिंतनशील अभ्यास?**

A. Using narratives to engage children and develop understanding.

B. Examining teaching evidence to improve future decisions.

C. A multidimensional report of progress across learning domains.

D. A specified outline of content or topics for a course.

**Correct answer / सही उत्तर: B.** Examining teaching evidence to improve future decisions.

**Explanation / व्याख्या**

Reflective practice / चिंतनशील अभ्यास: Examining teaching evidence to improve future decisions.
Application: After class, a teacher notes why group instructions were unclear.

MCQ 284 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Reflective practice / चिंतनशील अभ्यास?**

A. Children work on the same goal using different levels of scaffolding.

B. A teacher investigates why a pupil reverses place-value digits.

C. An end-of-unit task evaluates what pupils have achieved.

D. After class, a teacher notes why group instructions were unclear.

**Correct answer / सही उत्तर: D.** After class, a teacher notes why group instructions were unclear.

**Explanation / व्याख्या**

Reflective practice / चिंतनशील अभ्यास: Examining teaching evidence to improve future decisions. Application: After class, a teacher notes why group instructions were unclear.

MCQ 285 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Examining teaching evidence to improve future decisions. (2) Play with child agency and adult support toward a learning goal.**

A. Guided play / निर्देशित खेल | Reflective practice / चिंतनशील अभ्यास

B. Reflective practice / चिंतनशील अभ्यास | Formative assessment / निर्माणात्मक आकलन

C. Family partnership / परिवार सहभागिता | Guided play / निर्देशित खेल

D. Reflective practice / चिंतनशील अभ्यास | Guided play / निर्देशित खेल

**Correct answer / सही उत्तर: D.** Reflective practice / चिंतनशील अभ्यास | Guided play / निर्देशित खेल

**Explanation / व्याख्या**

Reflective practice / चिंतनशील अभ्यास: Examining teaching evidence to improve future decisions. Application: After class, a teacher notes why group instructions were unclear. Guided play / निर्देशित खेल: Play with child agency and adult support toward a learning goal. Application: A teacher adds counting prompts to a child-led shop game.

**MCQ 286 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) After class, a teacher notes why group instructions were unclear. (2) A lesson on measurement uses locally available containers.**

A. Local contextualisation / स्थानीय संदर्भीकरण | Reflective practice / चिंतनशील अभ्यास

B. Reflective practice / चिंतनशील अभ्यास | Syllabus / पाठ्यक्रम

C. Play observation / खेल अवलोकन | Local contextualisation / स्थानीय संदर्भीकरण

D. Reflective practice / चिंतनशील अभ्यास | Local contextualisation / स्थानीय संदर्भीकरण

**Correct answer / सही उत्तर: D.** Reflective practice / चिंतनशील अभ्यास | Local contextualisation / स्थानीय संदर्भीकरण

**Explanation / व्याख्या**

Reflective practice / चिंतनशील अभ्यास: Examining teaching evidence to improve future decisions. Application: After class, a teacher notes why group instructions were unclear. Local contextualisation / स्थानीय संदर्भीकरण: Adapting learning to familiar surroundings while retaining learning goals. Application: A lesson on measurement uses locally available containers.

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**MCQ 287 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Reflective practice / चिंतनशील अभ्यास and Community resource / सामुदायिक संसाधन.**

A. Examining teaching evidence to improve future decisions. | Local people, places or materials that enrich learning.

B. Examining teaching evidence to improve future decisions. | Planning that responds to children's developing interests and questions.

C. Providing appropriate support in response to different barriers and needs. | Local people, places or materials that enrich learning.

D. Local people, places or materials that enrich learning. | Examining teaching evidence to improve future decisions.

**Correct answer / सही उत्तर: A.** Examining teaching evidence to improve future decisions. | Local people, places or materials that enrich learning.

**Explanation / व्याख्या**

Reflective practice / चिंतनशील अभ्यास: Examining teaching evidence to improve future decisions. Application: After class, a teacher notes why group instructions were unclear. Community resource / सामुदायिक संसाधन: Local people, places or materials that enrich learning. Application: A neighbourhood artisan demonstrates a traditional craft.

**MCQ 288 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Reflective practice / चिंतनशील अभ्यास and Checklist / जाँच सूची.**

A. Older and younger pupils collaborate on a shared task with adapted roles. | A teacher ticks whether a pupil uses an appropriate measurement unit.

B. A teacher ticks whether a pupil uses an appropriate measurement unit. | After class, a teacher notes why group instructions were unclear.

C. After class, a teacher notes why group instructions were unclear. | A teacher ticks whether a pupil uses an appropriate measurement unit.

D. After class, a teacher notes why group instructions were unclear. | A framework aims to develop children's effective communication.

**Correct answer / सही उत्तर: C.** After class, a teacher notes why group instructions were unclear. | A teacher ticks whether a pupil uses an appropriate measurement unit.

**Explanation / व्याख्या**

Reflective practice / चिंतनशील अभ्यास: Examining teaching evidence to improve future decisions. Application: After class, a teacher notes why group instructions were unclear. Checklist / जाँच सूची: A list used to record whether specified behaviours or criteria are present. Application: A teacher ticks whether a pupil uses an appropriate measurement unit.

MCQ 289 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Reflective practice / चिंतनशील अभ्यास / Equity / समता)**

A. Reflective practice / चिंतनशील अभ्यास → Providing appropriate support in response to different barriers and needs.

B. Equity / समता → A learning space with meaningful visible written language.

C. Reflective practice / चिंतनशील अभ्यास → Examining teaching evidence to improve future decisions.

D. Print-rich environment / मुद्रण समृद्ध वातावरण → The planned set of learning experiences offered by an educational programme.

**Correct answer / सही उत्तर: C.** Reflective practice / चिंतनशील अभ्यास → Examining teaching evidence to improve future decisions.

**Explanation / व्याख्या**

Reflective practice / चिंतनशील अभ्यास: Examining teaching evidence to improve future decisions. Application: After class, a teacher notes why group instructions were unclear.

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MCQ 290 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Reflective practice / चिंतनशील अभ्यास / Theme-based approach / विषयवस्तु आधारित उपागम)**

A. Theme-based approach / विषयवस्तु आधारित उपागम → A teacher ticks whether a pupil uses an appropriate measurement unit.

B. Checklist / जाँच सूची → A teacher rotates leadership roles among children of all genders.

C. Reflective practice / चिंतनशील अभ्यास → Water becomes the focus of stories, measurement and environmental exploration.

D. Reflective practice / चिंतनशील अभ्यास → After class, a teacher notes why group instructions were unclear.

**Correct answer / सही उत्तर: D.** Reflective practice / चिंतनशील अभ्यास → After class, a teacher notes why group instructions were unclear.

**Explanation / व्याख्या**

Reflective practice / चिंतनशील अभ्यास: Examining teaching evidence to improve future decisions. Application: After class, a teacher notes why group instructions were unclear.

MCQ 291 • CORE PRACTICE · FORM 01

**Identify the concept described: Putting curriculum intentions into actual classroom learning experiences.**

A. Teaching-learning material / शिक्षण अधिगम सामग्री

B. Curriculum transaction / पाठ्यचर्या क्रियान्वयन

C. Anecdotal record / उपाख्यानात्मक अभिलेख

D. Project-based learning / परियोजना आधारित अधिगम

**Correct answer / सही उत्तर: B.** Curriculum transaction / पाठ्यचर्या क्रियान्वयन

**Explanation / व्याख्या**

Curriculum transaction / पाठ्यचर्या क्रियान्वयन: Putting curriculum intentions into actual classroom learning experiences. Application: A teacher turns a learning outcome into a meaningful activity.

**MCQ 292 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A teacher turns a learning outcome into a meaningful activity.**

A. Multi-age grouping / बहु-आयु समूह

B. Curriculum transaction / पाठ्यचर्या क्रियान्वयन

C. Child-friendly environment / बाल-अनुकूल वातावरण

D. Emergent curriculum / उभरती पाठ्यचर्या

**Correct answer / सही उत्तर: B.** Curriculum transaction / पाठ्यचर्या क्रियान्वयन

**Explanation / व्याख्या**

Curriculum transaction / पाठ्यचर्या क्रियान्वयन: Putting curriculum intentions into actual classroom learning experiences. Application: A teacher turns a learning outcome into a meaningful activity.

**MCQ 293 • CORE PRACTICE · FORM 03**

**Which explanation best defines Curriculum transaction / पाठ्यचर्या क्रियान्वयन?**

A. A purposeful collection of learner work showing development over time.

B. Putting curriculum intentions into actual classroom learning experiences.

C. Using evidence during learning to inform feedback and next steps.

D. Adapting learning to familiar surroundings while retaining learning goals.

**Correct answer / सही उत्तर: B.** Putting curriculum intentions into actual classroom learning experiences.

**Explanation / व्याख्या**

Curriculum transaction / पाठ्यचर्या क्रियान्वयन: Putting curriculum intentions into actual classroom learning experiences. Application: A teacher turns a learning outcome into a meaningful activity.

MCQ 294 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Curriculum transaction / पाठ्यचर्या क्रियान्वयन?**

A. Interest in butterflies leads the teacher to plan further observation activities.

B. A pupil receives accessible learning material to participate in the same activity.

C. Desks move into small groups for discussion and then a circle for sharing.

D. A teacher turns a learning outcome into a meaningful activity.

**Correct answer / सही उत्तर: D.** A teacher turns a learning outcome into a meaningful activity.

**Explanation / व्याख्या**

Curriculum transaction / पाठ्यचर्या क्रियान्वयन: Putting curriculum intentions into actual classroom learning experiences. Application: A teacher turns a learning outcome into a meaningful activity.

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**MCQ 295 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Putting curriculum intentions into actual classroom learning experiences. (2) Organising related learning experiences around a common theme.**

A. Theme-based approach / विषयवस्तु आधारित उपागम | Curriculum transaction / पाठ्यचर्या क्रियान्वयन

B. Holistic progress card / समग्र प्रगति पत्र | Theme-based approach / विषयवस्तु आधारित उपागम

C. Curriculum transaction / पाठ्यचर्या क्रियान्वयन | Storytelling / कहानी कथन

D. Curriculum transaction / पाठ्यचर्या क्रियान्वयन | Theme-based approach / विषयवस्तु आधारित उपागम

**Correct answer / सही उत्तर: D.** Curriculum transaction / पाठ्यचर्या क्रियान्वयन | Theme-based approach / विषयवस्तु आधारित उपागम

**Explanation / व्याख्या**

Curriculum transaction / पाठ्यचर्या क्रियान्वयन: Putting curriculum intentions into actual classroom learning experiences. Application: A teacher turns a learning outcome into a meaningful activity. Theme-based approach / विषयवस्तु आधारित उपागम: Organising related learning experiences around a common theme. Application: Water becomes the focus of stories, measurement and environmental exploration.

**MCQ 296 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A teacher turns a learning outcome into a meaningful activity. (2) A teacher invites caregivers to share home storytelling practices.**

A. Family partnership / परिवार सहभागिता | Curriculum transaction / पाठ्यचर्या क्रियान्वयन

B. Preparatory stage / प्रारंभिक तैयारी चरण | Family partnership / परिवार सहभागिता

C. Curriculum transaction / पाठ्यचर्या क्रियान्वयन | Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या

D. Curriculum transaction / पाठ्यचर्या क्रियान्वयन | Family partnership / परिवार सहभागिता

**Correct answer / सही उत्तर: D.** Curriculum transaction / पाठ्यचर्या क्रियान्वयन | Family partnership / परिवार सहभागिता

**Explanation / व्याख्या**

Curriculum transaction / पाठ्यचर्या क्रियान्वयन: Putting curriculum intentions into actual classroom learning experiences. Application: A teacher turns a learning outcome into a meaningful activity. Family partnership / परिवार सहभागिता: Collaborating with families to support children's learning. Application: A teacher invites caregivers to share home storytelling practices.

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MCQ 297 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Curriculum transaction / पाठ्यचर्या क्रियान्वयन and Holistic progress card / समग्र प्रगति पत्र.**

A. Identifying specific strengths, difficulties and misconceptions to guide instruction. | A multidimensional report of progress across learning domains.

B. Putting curriculum intentions into actual classroom learning experiences. | A multidimensional report of progress across learning domains.

C. Putting curriculum intentions into actual classroom learning experiences. | Systematically noticing children's learning during play.

D. A multidimensional report of progress across learning domains. | Putting curriculum intentions into actual classroom learning experiences.

**Correct answer / सही उत्तर: B.** Putting curriculum intentions into actual classroom learning experiences. | A multidimensional report of progress across learning domains.

**Explanation / व्याख्या**

Curriculum transaction / पाठ्यचर्या क्रियान्वयन: Putting curriculum intentions into actual classroom learning experiences. Application: A teacher turns a learning outcome into a meaningful activity. Holistic progress card / समग्र प्रगति पत्र: A multidimensional report of progress across learning domains. Application: A report includes academic, social, physical and creative development evidence.

**MCQ 298 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Curriculum transaction / पाठ्यचर्या क्रियान्वयन and Anecdotal record / उपाख्यानात्मक अभिलेख.**

A. A teacher turns a learning outcome into a meaningful activity. | A teacher notes how a child solved a disagreement during group work.

B. Children practise counting by running a pretend market. | A teacher notes how a child solved a disagreement during group work.

C. A teacher notes how a child solved a disagreement during group work. | A teacher turns a learning outcome into a meaningful activity.

D. A teacher turns a learning outcome into a meaningful activity. | A lesson on measurement uses locally available containers.

**Correct answer / सही उत्तर: A.** A teacher turns a learning outcome into a meaningful activity. | A teacher notes how a child solved a disagreement during group work.

**Explanation / व्याख्या**

Curriculum transaction / पाठ्यचर्या क्रियान्वयन: Putting curriculum intentions into actual classroom learning experiences. Application: A teacher turns a learning outcome into a meaningful activity. Anecdotal record / उपाख्यानात्मक अभिलेख: A brief factual account of significant observed behaviour. Application: A teacher notes how a child solved a disagreement during group work.

**MCQ 299 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Curriculum transaction / पाठ्यचर्या क्रियान्वयन / Foundational stage / बुनियादी चरण)**

A. Curriculum transaction / पाठ्यचर्या क्रियान्वयन → Putting curriculum intentions into actual classroom learning experiences.

B. Curriculum transaction / पाठ्यचर्या क्रियान्वयन → The early schooling stage emphasising play, interaction and foundational abilities.

C. Foundational stage / बुनियादी चरण → A capacity to apply knowledge, skills and dispositions in meaningful contexts.

D. Competency / दक्षता → Ensuring meaningful participation regardless of social background.

**Correct answer / सही उत्तर: A.** Curriculum transaction / पाठ्यचर्या क्रियान्वयन → Putting curriculum intentions into actual classroom learning experiences.

**Explanation / व्याख्या**

Curriculum transaction / पाठ्यचर्या क्रियान्वयन: Putting curriculum intentions into actual classroom learning experiences. Application: A teacher turns a learning outcome into a meaningful activity.

MCQ 300 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Curriculum transaction / पाठ्यचर्या क्रियान्वयन / Play observation / खेल अवलोकन)**

A. Teaching-learning material / शिक्षण अधिगम सामग्री → A teacher ticks whether a pupil uses an appropriate measurement unit.

B. Curriculum transaction / पाठ्यचर्या क्रियान्वयन → A teacher turns a learning outcome into a meaningful activity.

C. Play observation / खेल अवलोकन → A teacher uses bottle caps to demonstrate equal grouping.

D. Curriculum transaction / पाठ्यचर्या क्रियान्वयन → A teacher records how children negotiate turns during a game.

**Correct answer / सही उत्तर: B.** Curriculum transaction / पाठ्यचर्या क्रियान्वयन → A teacher turns a learning outcome into a meaningful activity.

**Explanation / व्याख्या**

Curriculum transaction / पाठ्यचर्या क्रियान्वयन: Putting curriculum intentions into actual classroom learning experiences. Application: A teacher turns a learning outcome into a meaningful activity.

MCQ 301 • CORE PRACTICE · FORM 01

**Identify the concept described: Teachers jointly design and improve learning experiences.**

A. Collaborative planning / सहयोगी योजना

B. Rubric / मानदंड तालिका

C. Foundational stage / बुनियादी चरण

D. Local contextualisation / स्थानीय संदर्भीकरण

**Correct answer / सही उत्तर: A.** Collaborative planning / सहयोगी योजना

**Explanation / व्याख्या**

Collaborative planning / सहयोगी योजना: Teachers jointly design and improve learning experiences. Application: Two teachers compare lesson evidence and refine next week's tasks.

**MCQ 302 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Two teachers compare lesson evidence and refine next week's tasks.**

A. Collaborative planning / सहयोगी योजना

B. Holistic progress card / समग्र प्रगति पत्र

C. Theme-based approach / विषयवस्तु आधारित उपागम

D. Guided play / निर्देशित खेल

**Correct answer / सही उत्तर: A.** Collaborative planning / सहयोगी योजना

**Explanation / व्याख्या**

Collaborative planning / सहयोगी योजना: Teachers jointly design and improve learning experiences.
Application: Two teachers compare lesson evidence and refine next week's tasks.

**MCQ 303 • CORE PRACTICE · FORM 03**

**Which explanation best defines Collaborative planning / सहयोगी योजना?**

A. Judging learning at the end of a defined instructional period.

B. Predictable practices that support safety, independence and time use.

C. Teachers jointly design and improve learning experiences.

D. The early schooling stage emphasising play, interaction and foundational abilities.

**Correct answer / सही उत्तर: C.** Teachers jointly design and improve learning experiences.

**Explanation / व्याख्या**

Collaborative planning / सहयोगी योजना: Teachers jointly design and improve learning experiences.
Application: Two teachers compare lesson evidence and refine next week's tasks.

MCQ 304 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Collaborative planning / सहयोगी योजना?**

A. Labels, pupil messages and accessible books are displayed at eye level.

B. Local objects are used to teach sorting and counting.

C. Two teachers compare lesson evidence and refine next week's tasks.

D. Pupils explore a topic through reading, discussion and hands-on tasks.

**Correct answer / सही उत्तर: C.** Two teachers compare lesson evidence and refine next week's tasks.

**Explanation / व्याख्या**

Collaborative planning / सहयोगी योजना: Teachers jointly design and improve learning experiences. Application: Two teachers compare lesson evidence and refine next week's tasks.

MCQ 305 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Teachers jointly design and improve learning experiences. (2) The early schooling stage emphasising play, interaction and foundational abilities.**

A. Portfolio / पोर्टफोलियो | Foundational stage / बुनियादी चरण

B. Foundational stage / बुनियादी चरण | Collaborative planning / सहयोगी योजना

C. Collaborative planning / सहयोगी योजना | Foundational stage / बुनियादी चरण

D. Collaborative planning / सहयोगी योजना | Multilingualism / बहुभाषिकता

**Correct answer / सही उत्तर: C.** Collaborative planning / सहयोगी योजना | Foundational stage / बुनियादी चरण

**Explanation / व्याख्या**

Collaborative planning / सहयोगी योजना: Teachers jointly design and improve learning experiences. Application: Two teachers compare lesson evidence and refine next week's tasks. Foundational stage / बुनियादी चरण: The early schooling stage emphasising play, interaction and foundational abilities. Application: A teacher combines stories, songs and manipulatives for early learners.

**MCQ 306 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Two teachers compare lesson evidence and refine next week's tasks. (2) Early and later writing samples are kept with feedback and reflection.**

A. Portfolio / पोर्टफोलियो | Collaborative planning / सहयोगी योजना

B. Collaborative planning / सहयोगी योजना | Portfolio / पोर्टफोलियो

C. Curriculum / पाठ्यचर्या | Portfolio / पोर्टफोलियो

D. Collaborative planning / सहयोगी योजना | Play-based pedagogy / खेल आधारित शिक्षाशास्त्र

**Correct answer / सही उत्तर: B.** Collaborative planning / सहयोगी योजना | Portfolio / पोर्टफोलियो

**Explanation / व्याख्या**

Collaborative planning / सहयोगी योजना: Teachers jointly design and improve learning experiences. Application: Two teachers compare lesson evidence and refine next week's tasks. Portfolio / पोर्टफोलियो: A purposeful collection of learner work showing development over time. Application: Early and later writing samples are kept with feedback and reflection.

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MCQ 307 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Collaborative planning / सहयोगी योजना and Community resource / सामुदायिक संसाधन.**

A. Teachers jointly design and improve learning experiences. | Local people, places or materials that enrich learning.

B. A multidimensional report of progress across learning domains. | Local people, places or materials that enrich learning.

C. Teachers jointly design and improve learning experiences. | Predictable practices that support safety, independence and time use.

D. Local people, places or materials that enrich learning. | Teachers jointly design and improve learning experiences.

**Correct answer / सही उत्तर: A.** Teachers jointly design and improve learning experiences. | Local people, places or materials that enrich learning.

**Explanation / व्याख्या**

Collaborative planning / सहयोगी योजना: Teachers jointly design and improve learning experiences. Application: Two teachers compare lesson evidence and refine next week's tasks. Community resource / सामुदायिक संसाधन: Local people, places or materials that enrich learning. Application: A neighbourhood artisan demonstrates a traditional craft.

**MCQ 308 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Collaborative planning / सहयोगी योजना and Storytelling / कहानी कथन.**

A. Two teachers compare lesson evidence and refine next week's tasks. | A teacher narrates a story and invites children to predict what happens next.

B. Two teachers compare lesson evidence and refine next week's tasks. | Children discuss a concept in home languages before sharing it in class.

C. A teacher investigates why a pupil reverses place-value digits. | A teacher narrates a story and invites children to predict what happens next.

D. A teacher narrates a story and invites children to predict what happens next. | Two teachers compare lesson evidence and refine next week's tasks.

**Correct answer / सही उत्तर: A.** Two teachers compare lesson evidence and refine next week's tasks. | A teacher narrates a story and invites children to predict what happens next.

**Explanation / व्याख्या**

Collaborative planning / सहयोगी योजना: Teachers jointly design and improve learning experiences. Application: Two teachers compare lesson evidence and refine next week's tasks. Storytelling / कहानी कथन: Using narratives to engage children and develop understanding. Application: A teacher narrates a story and invites children to predict what happens next.

**MCQ 309 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Collaborative planning / सहयोगी योजना / Child-friendly environment / बाल-अनुकूल वातावरण)**

A. Collaborative planning / सहयोगी योजना → Teachers jointly design and improve learning experiences.

B. Collaborative planning / सहयोगी योजना → A safe, welcoming space that supports children's participation.

C. Formative assessment / निर्माणात्मक आकलन → A purposeful collection of learner work showing development over time.

D. Child-friendly environment / बाल-अनुकूल वातावरण → Gathering evidence during learning to improve teaching and learning.

**Correct answer / सही उत्तर: A.** Collaborative planning / सहयोगी योजना → Teachers jointly design and improve learning experiences.

**Explanation / व्याख्या**

Collaborative planning / सहयोगी योजना: Teachers jointly design and improve learning experiences. Application: Two teachers compare lesson evidence and refine next week's tasks.

MCQ 310 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Collaborative planning / सहयोगी योजना / Checklist / जाँच सूची)**

A. Collaborative planning / सहयोगी योजना → A teacher ticks whether a pupil uses an appropriate measurement unit.

B. Collaborative planning / सहयोगी योजना → Two teachers compare lesson evidence and refine next week's tasks.

C. Curricular goal / पाठ्यचर्या लक्ष्य → A teacher rotates leadership roles among children of all genders.

D. Checklist / जाँच सूची → A framework aims to develop children's effective communication.

**Correct answer / सही उत्तर: B.** Collaborative planning / सहयोगी योजना → Two teachers compare lesson evidence and refine next week's tasks.

**Explanation / व्याख्या**

Collaborative planning / सहयोगी योजना: Teachers jointly design and improve learning experiences. Application: Two teachers compare lesson evidence and refine next week's tasks.

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 05.01

**Explain Curriculum evaluation / पाठ्यचर्या मूल्यांकन and give one classroom example.**

**Model answer:** Judging how effectively planned learning experiences meet their goals. A teacher reviews whether activities helped children demonstrate intended outcomes.

**REVISION 05.02**

**Explain DIKSHA / दीक्षा and give one classroom example.**

**Model answer:** A digital platform offering educational content and resources in India. A teacher selects a relevant digital learning module for class preparation.

**REVISION 05.03**

**Explain Jaadui Pitara / जादुई पिटारा and give one classroom example.**

**Model answer:** A play-oriented collection of resources for foundational learning. A teacher uses puppets, toys and story materials for early learning.

**REVISION 05.04**

**Explain Reflective practice / चिंतनशील अभ्यास and give one classroom example.**

**Model answer:** Examining teaching evidence to improve future decisions. After class, a teacher notes why group instructions were unclear.

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**REVISION 05.05**

**Explain Curriculum transaction / पाठ्यचर्या क्रियान्वयन and give one classroom example.**

**Model answer:** Putting curriculum intentions into actual classroom learning experiences. A teacher turns a learning outcome into a meaningful activity.

**REVISION 05.06**

**Explain Collaborative planning / सहयोगी योजना and give one classroom example.**

**Model answer:** Teachers jointly design and improve learning experiences. Two teachers compare lesson evidence and refine next week's tasks.

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CHAPTER 06 • 62 MCQs • 6 REVISION PROMPTS

# Effective Teaching at Foundational and Preparatory Stage

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Theme-based approach / विषयवस्तु आधारित उपागम

Organising related learning experiences around a common theme.

**Classroom example:** Water becomes the focus of stories, measurement and environmental exploration.

### Project-based learning / परियोजना आधारित अधिगम

Extended purposeful investigation resulting in a meaningful product or outcome.

**Classroom example:** Groups investigate school waste and present a plan to reduce it.

### Emergent curriculum / उभरती पाठ्यचर्या

Planning that responds to children's developing interests and questions.

**Classroom example:** Interest in butterflies leads the teacher to plan further observation activities.

### Foundational stage / बुनियादी चरण

The early schooling stage emphasising play, interaction and foundational abilities.

**Classroom example:** A teacher combines stories, songs and manipulatives for early learners.

### Preparatory stage / प्रारंभिक तैयारी चरण

A stage building on foundational learning through interactive and increasingly structured experiences.

**Classroom example:** Pupils explore a topic through reading, discussion and hands-on tasks.

### Differentiation / विभेदित शिक्षण

Adapting tasks, supports or representations according to learner needs.

**Classroom example:** Children work on the same goal using different levels of scaffolding.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

**MCQ 311 • NEW CLASSROOM APPLICATION**

**Which activity suits young learners developing number sense?**

A. Copy numbers for the entire period
B. Count, move and compare familiar objects
C. Memorise lengthy abstract proofs
D. Avoid speaking during mathematics

**Correct answer / सही उत्तर: B.** Count, move and compare familiar objects

**Explanation / व्याख्या**

Hands-on exploration supports foundational conceptual understanding.

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MCQ 312 • NEW CLASSROOM APPLICATION

**In a mixed-readiness group, what is appropriate?**

A. Separate learners permanently by first test score
B. Provide tasks with varied support toward a shared learning goal
C. Give no work to struggling pupils
D. Use a single pace as a measure of ability

**Correct answer / सही उत्तर: B.** Provide tasks with varied support toward a shared learning goal

**Explanation / व्याख्या**

Differentiated teaching adjusts support while maintaining meaningful expectations.

## Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 313 • CORE PRACTICE · FORM 01

**Identify the concept described: Organising related learning experiences around a common theme.**

A. Classroom routines / कक्षा दिनचर्या
B. Curriculum evaluation / पाठ्यचर्या मूल्यांकन
C. Theme-based approach / विषयवस्तु आधारित उपागम
D. Multilingualism / बहुभाषिकता

**Correct answer / सही उत्तर: C.** Theme-based approach / विषयवस्तु आधारित उपागम

**Explanation / व्याख्या**

Theme-based approach / विषयवस्तु आधारित उपागम: Organising related learning experiences around a common theme. Application: Water becomes the focus of stories, measurement and environmental exploration.

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MCQ 314 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? Water becomes the focus of stories, measurement and environmental exploration.**

A. Multi-age grouping / बहु-आयु समूह

B. Theme-based approach / विषयवस्तु आधारित उपागम

C. Learning outcome / अधिगम प्रतिफल

D. DIKSHA / दीक्षा

**Correct answer / सही उत्तर: B.** Theme-based approach / विषयवस्तु आधारित उपागम

**Explanation / व्याख्या**

Theme-based approach / विषयवस्तु आधारित उपागम: Organising related learning experiences around a common theme. Application: Water becomes the focus of stories, measurement and environmental exploration.

MCQ 315 • CORE PRACTICE · FORM 03

**Which explanation best defines Theme-based approach / विषयवस्तु आधारित उपागम?**

A. Using meaningful play to support learning and development.

B. Organising related learning experiences around a common theme.

C. Organising learning with children of different ages together.

D. Objects or representations selected to make learning accessible.

**Correct answer / सही उत्तर: B.** Organising related learning experiences around a common theme.

**Explanation / व्याख्या**

Theme-based approach / विषयवस्तु आधारित उपागम: Organising related learning experiences around a common theme. Application: Water becomes the focus of stories, measurement and environmental exploration.

MCQ 316 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Theme-based approach / विषयवस्तु आधारित उपागम?**

A. Children discuss a concept in home languages before sharing it in class.

B. Water becomes the focus of stories, measurement and environmental exploration.

C. A school coordinates activities, content and assessment across a year.

D. A pupil uses number sense to compare quantities in a shop activity.

**Correct answer / सही उत्तर: B.** Water becomes the focus of stories, measurement and environmental exploration.

**Explanation / व्याख्या**

Theme-based approach / विषयवस्तु आधारित उपागम: Organising related learning experiences around a common theme. Application: Water becomes the focus of stories, measurement and environmental exploration.

GyanTech Guru Ji

**MCQ 317 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Organising related learning experiences around a common theme. (2) Judging resources for relevance, accuracy, inclusion and suitability.**

A. Gender equity / लैंगिक समानता | Resource evaluation / संसाधन मूल्यांकन

B. Theme-based approach / विषयवस्तु आधारित उपागम | Print-rich environment / मुद्रण समृद्ध वातावरण

C. Resource evaluation / संसाधन मूल्यांकन | Theme-based approach / विषयवस्तु आधारित उपागम

D. Theme-based approach / विषयवस्तु आधारित उपागम | Resource evaluation / संसाधन मूल्यांकन

**Correct answer / सही उत्तर: D.** Theme-based approach / विषयवस्तु आधारित उपागम | Resource evaluation / संसाधन मूल्यांकन

**Explanation / व्याख्या**

Theme-based approach / विषयवस्तु आधारित उपागम: Organising related learning experiences around a common theme. Application: Water becomes the focus of stories, measurement and environmental exploration. Resource evaluation / संसाधन मूल्यांकन: Judging resources for relevance, accuracy, inclusion and suitability. Application: A teacher checks whether a storybook reinforces stereotypes.

**MCQ 318 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Water becomes the focus of stories, measurement and environmental exploration. (2) A teacher adjusts tomorrow's instruction after checking today's responses.**

A. Formative assessment / निर्माणात्मक आकलन | Theme-based approach / विषयवस्तु आधारित उपागम

B. Local contextualisation / स्थानीय संदर्भीकरण | Formative assessment / निर्माणात्मक आकलन

C. Theme-based approach / विषयवस्तु आधारित उपागम | Outdoor learning / बाहरी अधिगम

D. Theme-based approach / विषयवस्तु आधारित उपागम | Formative assessment / निर्माणात्मक आकलन

**Correct answer / सही उत्तर: D.** Theme-based approach / विषयवस्तु आधारित उपागम | Formative assessment / निर्माणात्मक आकलन

**Explanation / व्याख्या**

Theme-based approach / विषयवस्तु आधारित उपागम: Organising related learning experiences around a common theme. Application: Water becomes the focus of stories, measurement and environmental exploration. Formative assessment / निर्माणात्मक आकलन: Gathering evidence during learning to improve teaching and learning. Application: A teacher adjusts tomorrow's instruction after checking today's responses.

**MCQ 319 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Theme-based approach / विषयवस्तु आधारित उपागम and Teaching-learning material / शिक्षण अधिगम सामग्री.**

A. A learning space with meaningful visible written language. | Objects or representations selected to make learning accessible.

B. Objects or representations selected to make learning accessible. | Organising related learning experiences around a common theme.

C. Organising related learning experiences around a common theme. | Using outdoor spaces for purposeful learning experiences.

D. Organising related learning experiences around a common theme. | Objects or representations selected to make learning accessible.

**Correct answer / सही उत्तर: D.** Organising related learning experiences around a common theme. | Objects or representations selected to make learning accessible.

**Explanation / व्याख्या**

Theme-based approach / विषयवस्तु आधारित उपागम: Organising related learning experiences around a common theme. Application: Water becomes the focus of stories, measurement and environmental exploration. Teaching-learning material / शिक्षण अधिगम सामग्री: Objects or representations selected to make learning accessible. Application: A teacher uses bottle caps to demonstrate equal grouping.

**MCQ 320 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Theme-based approach / विषयवस्तु आधारित उपागम and Teaching-learning material / शिक्षण अधिगम सामग्री.**

A. Water becomes the focus of stories, measurement and environmental exploration. | A teacher uses bottle caps to demonstrate equal grouping.

B. Children can access materials independently without fear of ridicule. | A teacher uses bottle caps to demonstrate equal grouping.

C. A teacher uses bottle caps to demonstrate equal grouping. | Water becomes the focus of stories, measurement and environmental exploration.

D. Water becomes the focus of stories, measurement and environmental exploration. | Older and younger pupils collaborate on a shared task with adapted roles.

**Correct answer / सही उत्तर: A.** Water becomes the focus of stories, measurement and environmental exploration. | A teacher uses bottle caps to demonstrate equal grouping.

**Explanation / व्याख्या**

Theme-based approach / विषयवस्तु आधारित उपागम: Organising related learning experiences around a common theme. Application: Water becomes the focus of stories, measurement and environmental exploration. Teaching-learning material / शिक्षण अधिगम सामग्री: Objects or representations selected to make learning accessible. Application: A teacher uses bottle caps to demonstrate equal grouping.

**MCQ 321 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Theme-based approach / विषयवस्तु आधारित उपागम / Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या)**

A. Theme-based approach / विषयवस्तु आधारित उपागम → Organising related learning experiences around a common theme.

B. Assessment for learning / सीखने के लिए आकलन → A learning space with meaningful visible written language.

C. Theme-based approach / विषयवस्तु आधारित उपागम → Unstated values and norms conveyed through everyday school practices.

D. Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या → Using evidence during learning to inform feedback and next steps.

**Correct answer / सही उत्तर: A.** Theme-based approach / विषयवस्तु आधारित उपागम → Organising related learning experiences around a common theme.

**Explanation / व्याख्या**

Theme-based approach / विषयवस्तु आधारित उपागम: Organising related learning experiences around a common theme. Application: Water becomes the focus of stories, measurement and environmental exploration.

**MCQ 322 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Theme-based approach / विषयवस्तु आधारित उपागम / Gender equity / लैंगिक समानता)**

A. Storytelling / कहानी कथन → After class, a teacher notes why group instructions were unclear.

B. Theme-based approach / विषयवस्तु आधारित उपागम → Water becomes the focus of stories, measurement and environmental exploration.

C. Gender equity / लैंगिक समानता → A teacher narrates a story and invites children to predict what happens next.

D. Theme-based approach / विषयवस्तु आधारित उपागम → A teacher rotates leadership roles among children of all genders.

**Correct answer / सही उत्तर: B.** Theme-based approach / विषयवस्तु आधारित उपागम → Water becomes the focus of stories, measurement and environmental exploration.

**Explanation / व्याख्या**

Theme-based approach / विषयवस्तु आधारित उपागम: Organising related learning experiences around a common theme. Application: Water becomes the focus of stories, measurement and environmental exploration.

**MCQ 323 • CORE PRACTICE · FORM 01**

**Identify the concept described: Extended purposeful investigation resulting in a meaningful product or outcome.**

A. Curricular goal / पाठ्यचर्या लक्ष्य

B. Project-based learning / परियोजना आधारित अधिगम

C. Activity areas / गतिविधि क्षेत्र

D. DIKSHA / दीक्षा

**Correct answer / सही उत्तर: B.** Project-based learning / परियोजना आधारित अधिगम

**Explanation / व्याख्या**

Project-based learning / परियोजना आधारित अधिगम: Extended purposeful investigation resulting in a meaningful product or outcome. Application: Groups investigate school waste and present a plan to reduce it.

**MCQ 324 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Groups investigate school waste and present a plan to reduce it.**

A. Resource evaluation / संसाधन मूल्यांकन

B. Gender equity / लैंगिक समानता

C. Child-friendly environment / बाल-अनुकूल वातावरण

D. Project-based learning / परियोजना आधारित अधिगम

**Correct answer / सही उत्तर: D.** Project-based learning / परियोजना आधारित अधिगम

**Explanation / व्याख्या**

Project-based learning / परियोजना आधारित अधिगम: Extended purposeful investigation resulting in a meaningful product or outcome. Application: Groups investigate school waste and present a plan to reduce it.

MCQ 325 • CORE PRACTICE · FORM 03

**Which explanation best defines Project-based learning / परियोजना आधारित अधिगम?**

A. Extended purposeful investigation resulting in a meaningful product or outcome.
B. Judging resources for relevance, accuracy, inclusion and suitability.
C. Gathering evidence during learning to improve teaching and learning.
D. Objects or representations selected to make learning accessible.

**Correct answer / सही उत्तर: A.** Extended purposeful investigation resulting in a meaningful product or outcome.

**Explanation / व्याख्या**

Project-based learning / परियोजना आधारित अधिगम: Extended purposeful investigation resulting in a meaningful product or outcome. Application: Groups investigate school waste and present a plan to reduce it.

MCQ 326 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Project-based learning / परियोजना आधारित अधिगम?**

A. Local objects are used to teach sorting and counting.
B. Early and later writing samples are kept with feedback and reflection.
C. A teacher adjusts tomorrow's instruction after checking today's responses.
D. Groups investigate school waste and present a plan to reduce it.

**Correct answer / सही उत्तर: D.** Groups investigate school waste and present a plan to reduce it.

**Explanation / व्याख्या**

Project-based learning / परियोजना आधारित अधिगम: Extended purposeful investigation resulting in a meaningful product or outcome. Application: Groups investigate school waste and present a plan to reduce it.

**MCQ 327 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Extended purposeful investigation resulting in a meaningful product or outcome. (2) Putting curriculum intentions into actual classroom learning experiences.**

A. Syllabus / पाठ्यक्रम | Curriculum transaction / पाठ्यचर्या क्रियान्वयन

B. Project-based learning / परियोजना आधारित अधिगम | Diagnostic assessment / निदानात्मक आकलन

C. Project-based learning / परियोजना आधारित अधिगम | Curriculum transaction / पाठ्यचर्या क्रियान्वयन

D. Curriculum transaction / पाठ्यचर्या क्रियान्वयन | Project-based learning / परियोजना आधारित अधिगम

**Correct answer / सही उत्तर: C.** Project-based learning / परियोजना आधारित अधिगम | Curriculum transaction / पाठ्यचर्या क्रियान्वयन

**Explanation / व्याख्या**

Project-based learning / परियोजना आधारित अधिगम: Extended purposeful investigation resulting in a meaningful product or outcome. Application: Groups investigate school waste and present a plan to reduce it. Curriculum transaction / पाठ्यचर्या क्रियान्वयन: Putting curriculum intentions into actual classroom learning experiences. Application: A teacher turns a learning outcome into a meaningful activity.

**MCQ 328 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Groups investigate school waste and present a plan to reduce it. (2) Children can access materials independently without fear of ridicule.**

A. Learning resource / अधिगम संसाधन | Child-friendly environment / बाल-अनुकूल वातावरण

B. Project-based learning / परियोजना आधारित अधिगम | Child-friendly environment / बाल-अनुकूल वातावरण

C. Project-based learning / परियोजना आधारित अधिगम | Jaadui Pitara / जादुई पिटारा

D. Child-friendly environment / बाल-अनुकूल वातावरण | Project-based learning / परियोजना आधारित अधिगम

**Correct answer / सही उत्तर: B.** Project-based learning / परियोजना आधारित अधिगम | Child-friendly environment / बाल-अनुकूल वातावरण

**Explanation / व्याख्या**

Project-based learning / परियोजना आधारित अधिगम: Extended purposeful investigation resulting in a meaningful product or outcome. Application: Groups investigate school waste and present a plan to reduce it. Child-friendly environment / बाल-अनुकूल वातावरण: A safe, welcoming space that supports children's participation. Application: Children can access materials independently without fear of ridicule.

MCQ 329 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Project-based learning / परियोजना आधारित अधिगम and Curriculum transaction / पाठ्यचर्या क्रियान्वयन.**

A. Extended purposeful investigation resulting in a meaningful product or outcome. | Putting curriculum intentions into actual classroom learning experiences.

B. A purposeful collection of learner work showing development over time. | Putting curriculum intentions into actual classroom learning experiences.

C. Extended purposeful investigation resulting in a meaningful product or outcome. | Ensuring meaningful participation regardless of social background.

D. Putting curriculum intentions into actual classroom learning experiences. | Extended purposeful investigation resulting in a meaningful product or outcome.

**Correct answer / सही उत्तर: A.** Extended purposeful investigation resulting in a meaningful product or outcome. | Putting curriculum intentions into actual classroom learning experiences.

**Explanation / व्याख्या**

Project-based learning / परियोजना आधारित अधिगम: Extended purposeful investigation resulting in a meaningful product or outcome. Application: Groups investigate school waste and present a plan to reduce it. Curriculum transaction / पाठ्यचर्या क्रियान्वयन: Putting curriculum intentions into actual classroom learning experiences. Application: A teacher turns a learning outcome into a meaningful activity.

MCQ 330 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Project-based learning / परियोजना आधारित अधिगम and Syllabus / पाठ्यक्रम.**

A. Groups investigate school waste and present a plan to reduce it. | A teacher consults the prescribed topic sequence before planning a unit.

B. Groups investigate school waste and present a plan to reduce it. | An exit response guides the next day's teaching.

C. A teacher selects a relevant digital learning module for class preparation. | A teacher consults the prescribed topic sequence before planning a unit.

D. A teacher consults the prescribed topic sequence before planning a unit. | Groups investigate school waste and present a plan to reduce it.

**Correct answer / सही उत्तर: A.** Groups investigate school waste and present a plan to reduce it. | A teacher consults the prescribed topic sequence before planning a unit.

**Explanation / व्याख्या**

Project-based learning / परियोजना आधारित अधिगम: Extended purposeful investigation resulting in a meaningful product or outcome. Application: Groups investigate school waste and present a plan to reduce it. Syllabus / पाठ्यक्रम: A specified outline of content or topics for a course. Application: A teacher consults the prescribed topic sequence before planning a unit.

**MCQ 331 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Project-based learning / परियोजना आधारित अधिगम / Multilingualism / बहुभाषिकता)**

A. Digital accessibility / डिजिटल सुगम्यता → Play with child agency and adult support toward a learning goal.

B. Multilingualism / बहुभाषिकता → Designing digital resources so learners with varied needs can use them.

C. Project-based learning / परियोजना आधारित अधिगम → Extended purposeful investigation resulting in a meaningful product or outcome.

D. Project-based learning / परियोजना आधारित अधिगम → Use of multiple languages as resources for learning.

**Correct answer / सही उत्तर: C.** Project-based learning / परियोजना आधारित अधिगम → Extended purposeful investigation resulting in a meaningful product or outcome.

**Explanation / व्याख्या**

Project-based learning / परियोजना आधारित अधिगम: Extended purposeful investigation resulting in a meaningful product or outcome. Application: Groups investigate school waste and present a plan to reduce it.

**MCQ 332 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Project-based learning / परियोजना आधारित अधिगम / Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या)**

A. Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या → Older and younger pupils collaborate on a shared task with adapted roles.

B. Multi-age grouping / बहु-आयु समूह → A teacher narrates a story and invites children to predict what happens next.

C. Project-based learning / परियोजना आधारित अधिगम → Groups investigate school waste and present a plan to reduce it.

D. Project-based learning / परियोजना आधारित अधिगम → Who gets to lead group work communicates implicit expectations.

**Correct answer / सही उत्तर: C.** Project-based learning / परियोजना आधारित अधिगम → Groups investigate school waste and present a plan to reduce it.

**Explanation / व्याख्या**

Project-based learning / परियोजना आधारित अधिगम: Extended purposeful investigation resulting in a meaningful product or outcome. Application: Groups investigate school waste and present a plan to reduce it.

MCQ 333 • CORE PRACTICE · FORM 01

**Identify the concept described: Planning that responds to children's developing interests and questions.**

A. Emergent curriculum / उभरती पाठ्यचर्या

B. Competency / दक्षता

C. Play-based pedagogy / खेल आधारित शिक्षाशास्त्र

D. Diagnostic assessment / निदानात्मक आकलन

**Correct answer / सही उत्तर: A.** Emergent curriculum / उभरती पाठ्यचर्या

**Explanation / व्याख्या**

Emergent curriculum / उभरती पाठ्यचर्या: Planning that responds to children's developing interests and questions. Application: Interest in butterflies leads the teacher to plan further observation activities.

MCQ 334 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? Interest in butterflies leads the teacher to plan further observation activities.**

A. Emergent curriculum / उभरती पाठ्यचर्या

B. Classroom routines / कक्षा दिनचर्या

C. Equity / समता

D. Play-based pedagogy / खेल आधारित शिक्षाशास्त्र

**Correct answer / सही उत्तर: A.** Emergent curriculum / उभरती पाठ्यचर्या

**Explanation / व्याख्या**

Emergent curriculum / उभरती पाठ्यचर्या: Planning that responds to children's developing interests and questions. Application: Interest in butterflies leads the teacher to plan further observation activities.

MCQ 335 • CORE PRACTICE · FORM 03

**Which explanation best defines Emergent curriculum / उभरती पाठ्यचर्या?**

A. Teachers jointly design and improve learning experiences.
B. Collaborating with families to support children's learning.
C. A play-oriented collection of resources for foundational learning.
D. Planning that responds to children's developing interests and questions.

**Correct answer / सही उत्तर: D.** Planning that responds to children's developing interests and questions.

**Explanation / व्याख्या**

Emergent curriculum / उभरती पाठ्यचर्या: Planning that responds to children's developing interests and questions. Application: Interest in butterflies leads the teacher to plan further observation activities.

MCQ 336 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Emergent curriculum / उभरती पाठ्यचर्या?**

A. A teacher narrates a story and invites children to predict what happens next.
B. A group task includes children from different communities as equal contributors.
C. Interest in butterflies leads the teacher to plan further observation activities.
D. A teacher rotates leadership roles among children of all genders.

**Correct answer / सही उत्तर: C.** Interest in butterflies leads the teacher to plan further observation activities.

**Explanation / व्याख्या**

Emergent curriculum / उभरती पाठ्यचर्या: Planning that responds to children's developing interests and questions. Application: Interest in butterflies leads the teacher to plan further observation activities.

**MCQ 337 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Planning that responds to children's developing interests and questions. (2) Using meaningful play to support learning and development.**

A. Emergent curriculum / उभरती पाठ्यचर्या | Play-based pedagogy / खेल आधारित शिक्षाशास्त्र

B. Learning outcome / अधिगम प्रतिफल | Play-based pedagogy / खेल आधारित शिक्षाशास्त्र

C. Emergent curriculum / उभरती पाठ्यचर्या | Syllabus / पाठ्यक्रम

D. Play-based pedagogy / खेल आधारित शिक्षाशास्त्र | Emergent curriculum / उभरती पाठ्यचर्या

**Correct answer / सही उत्तर: A.** Emergent curriculum / उभरती पाठ्यचर्या | Play-based pedagogy / खेल आधारित शिक्षाशास्त्र

**Explanation / व्याख्या**

Emergent curriculum / उभरती पाठ्यचर्या: Planning that responds to children's developing interests and questions. Application: Interest in butterflies leads the teacher to plan further observation activities. Play-based pedagogy / खेल आधारित शिक्षाशास्त्र: Using meaningful play to support learning and development. Application: Children practise counting by running a pretend market.

GyanTech Guru Ji

**MCQ 338 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Interest in butterflies leads the teacher to plan further observation activities. (2) Labels, pupil messages and accessible books are displayed at eye level.**

A. Print-rich environment / मुद्रण समृद्ध वातावरण | Emergent curriculum / उभरती पाठ्यचर्या

B. Summative assessment / संकलनात्मक आकलन | Print-rich environment / मुद्रण समृद्ध वातावरण

C. Emergent curriculum / उभरती पाठ्यचर्या | Print-rich environment / मुद्रण समृद्ध वातावरण

D. Emergent curriculum / उभरती पाठ्यचर्या | Checklist / जाँच सूची

**Correct answer / सही उत्तर: C.** Emergent curriculum / उभरती पाठ्यचर्या | Print-rich environment / मुद्रण समृद्ध वातावरण

**Explanation / व्याख्या**

Emergent curriculum / उभरती पाठ्यचर्या: Planning that responds to children's developing interests and questions. Application: Interest in butterflies leads the teacher to plan further observation activities. Print-rich environment / मुद्रण समृद्ध वातावरण: A learning space with meaningful visible written language. Application: Labels, pupil messages and accessible books are displayed at eye level.

MCQ 339 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Emergent curriculum / उभरती पाठ्यचर्या and Community resource / सामुदायिक संसाधन.**

A. Identifying specific strengths, difficulties and misconceptions to guide instruction. | Local people, places or materials that enrich learning.

B. Planning that responds to children's developing interests and questions. | Local people, places or materials that enrich learning.

C. Planning that responds to children's developing interests and questions. | Organising learning with children of different ages together.

D. Local people, places or materials that enrich learning. | Planning that responds to children's developing interests and questions.

**Correct answer / सही उत्तर: B.** Planning that responds to children's developing interests and questions. | Local people, places or materials that enrich learning.

**Explanation / व्याख्या**

Emergent curriculum / उभरती पाठ्यचर्या: Planning that responds to children's developing interests and questions. Application: Interest in butterflies leads the teacher to plan further observation activities. Community resource / सामुदायिक संसाधन: Local people, places or materials that enrich learning. Application: A neighbourhood artisan demonstrates a traditional craft.

**MCQ 340 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Emergent curriculum / उभरती पाठ्यचर्या and Collaborative planning / सहयोगी योजना.**

A. Interest in butterflies leads the teacher to plan further observation activities. | Children discuss a concept in home languages before sharing it in class.

B. An end-of-unit task evaluates what pupils have achieved. | Two teachers compare lesson evidence and refine next week's tasks.

C. Interest in butterflies leads the teacher to plan further observation activities. | Two teachers compare lesson evidence and refine next week's tasks.

D. Two teachers compare lesson evidence and refine next week's tasks. | Interest in butterflies leads the teacher to plan further observation activities.

**Correct answer / सही उत्तर: C.** Interest in butterflies leads the teacher to plan further observation activities. | Two teachers compare lesson evidence and refine next week's tasks.

**Explanation / व्याख्या**

Emergent curriculum / उभरती पाठ्यचर्या: Planning that responds to children's developing interests and questions. Application: Interest in butterflies leads the teacher to plan further observation activities. Collaborative planning / सहयोगी योजना: Teachers jointly design and improve learning experiences. Application: Two teachers compare lesson evidence and refine next week's tasks.

MCQ 341 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Emergent curriculum / उभरती पाठ्यचर्या / DIKSHA / दीक्षा)**

A. Social inclusion / सामाजिक समावेशन → Judging learning at the end of a defined instructional period.

B. Emergent curriculum / उभरती पाठ्यचर्या → A digital platform offering educational content and resources in India.

C. DIKSHA / दीक्षा → Ensuring meaningful participation regardless of social background.

D. Emergent curriculum / उभरती पाठ्यचर्या → Planning that responds to children's developing interests and questions.

**Correct answer / सही उत्तर: D.** Emergent curriculum / उभरती पाठ्यचर्या → Planning that responds to children's developing interests and questions.

**Explanation / व्याख्या**

Emergent curriculum / उभरती पाठ्यचर्या: Planning that responds to children's developing interests and questions. Application: Interest in butterflies leads the teacher to plan further observation activities.

MCQ 342 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Emergent curriculum / उभरती पाठ्यचर्या / Syllabus / पाठ्यक्रम)**

A. Syllabus / पाठ्यक्रम → A teacher uses bottle caps to demonstrate equal grouping.

B. Emergent curriculum / उभरती पाठ्यचर्या → A teacher consults the prescribed topic sequence before planning a unit.

C. Emergent curriculum / उभरती पाठ्यचर्या → Interest in butterflies leads the teacher to plan further observation activities.

D. Teaching-learning material / शिक्षण अधिगम सामग्री → After class, a teacher notes why group instructions were unclear.

**Correct answer / सही उत्तर: C.** Emergent curriculum / उभरती पाठ्यचर्या → Interest in butterflies leads the teacher to plan further observation activities.

**Explanation / व्याख्या**

Emergent curriculum / उभरती पाठ्यचर्या: Planning that responds to children's developing interests and questions. Application: Interest in butterflies leads the teacher to plan further observation activities.

**MCQ 343 • CORE PRACTICE · FORM 01**

**Identify the concept described: The early schooling stage emphasising play, interaction and foundational abilities.**

A. Foundational stage / बुनियादी चरण

B. Classroom routines / कक्षा दिनचर्या

C. Curriculum / पाठ्यचर्या

D. Rubric / मानदंड तालिका

**Correct answer / सही उत्तर: A.** Foundational stage / बुनियादी चरण

**Explanation / व्याख्या**

Foundational stage / बुनियादी चरण: The early schooling stage emphasising play, interaction and foundational abilities. Application: A teacher combines stories, songs and manipulatives for early learners.

**MCQ 344 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A teacher combines stories, songs and manipulatives for early learners.**

A. Digital accessibility / डिजिटल सुगम्यता

B. Summative assessment / संकलनात्मक आकलन

C. Play-based pedagogy / खेल आधारित शिक्षाशास्त्र

D. Foundational stage / बुनियादी चरण

**Correct answer / सही उत्तर: D.** Foundational stage / बुनियादी चरण

**Explanation / व्याख्या**

Foundational stage / बुनियादी चरण: The early schooling stage emphasising play, interaction and foundational abilities. Application: A teacher combines stories, songs and manipulatives for early learners.

MCQ 345 • CORE PRACTICE · FORM 03

**Which explanation best defines Foundational stage / बुनियादी चरण?**

A. The early schooling stage emphasising play, interaction and foundational abilities.
B. Using narratives to engage children and develop understanding.
C. Organising learning with children of different ages together.
D. Gathering evidence during learning to improve teaching and learning.

**Correct answer / सही उत्तर: A.** The early schooling stage emphasising play, interaction and foundational abilities.

**Explanation / व्याख्या**

Foundational stage / बुनियादी चरण: The early schooling stage emphasising play, interaction and foundational abilities. Application: A teacher combines stories, songs and manipulatives for early learners.

MCQ 346 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Foundational stage / बुनियादी चरण?**

A. An end-of-unit task evaluates what pupils have achieved.
B. A teacher records how children negotiate turns during a game.
C. A teacher combines stories, songs and manipulatives for early learners.
D. Older and younger pupils collaborate on a shared task with adapted roles.

**Correct answer / सही उत्तर: C.** A teacher combines stories, songs and manipulatives for early learners.

**Explanation / व्याख्या**

Foundational stage / बुनियादी चरण: The early schooling stage emphasising play, interaction and foundational abilities. Application: A teacher combines stories, songs and manipulatives for early learners.

**MCQ 347 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) The early schooling stage emphasising play, interaction and foundational abilities. (2) Play with child agency and adult support toward a learning goal.**

A. Guided play / निर्देशित खेल | Foundational stage / बुनियादी चरण

B. Foundational stage / बुनियादी चरण | Digital accessibility / डिजिटल सुगम्यता

C. Curriculum transaction / पाठ्यचर्या क्रियान्वयन | Guided play / निर्देशित खेल

D. Foundational stage / बुनियादी चरण | Guided play / निर्देशित खेल

**Correct answer / सही उत्तर: D.** Foundational stage / बुनियादी चरण | Guided play / निर्देशित खेल

**Explanation / व्याख्या**

Foundational stage / बुनियादी चरण: The early schooling stage emphasising play, interaction and foundational abilities. Application: A teacher combines stories, songs and manipulatives for early learners. Guided play / निर्देशित खेल: Play with child agency and adult support toward a learning goal. Application: A teacher adds counting prompts to a child-led shop game.

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**MCQ 348 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A teacher combines stories, songs and manipulatives for early learners. (2) A framework aims to develop children's effective communication.**

A. Foundational stage / बुनियादी चरण | Rubric / मानदंड तालिका

B. Curricular goal / पाठ्यचर्या लक्ष्य | Foundational stage / बुनियादी चरण

C. Classroom routines / कक्षा दिनचर्या | Curricular goal / पाठ्यचर्या लक्ष्य

D. Foundational stage / बुनियादी चरण | Curricular goal / पाठ्यचर्या लक्ष्य

**Correct answer / सही उत्तर: D.** Foundational stage / बुनियादी चरण | Curricular goal / पाठ्यचर्या लक्ष्य

**Explanation / व्याख्या**

Foundational stage / बुनियादी चरण: The early schooling stage emphasising play, interaction and foundational abilities. Application: A teacher combines stories, songs and manipulatives for early learners. Curricular goal / पाठ्यचर्या लक्ष्य: A broad educational aim guiding learning across a stage. Application: A framework aims to develop children's effective communication.

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**MCQ 349 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Foundational stage / बुनियादी चरण and Holistic progress card / समग्र प्रगति पत्र.**

A. A multidimensional report of progress across learning domains. | The early schooling stage emphasising play, interaction and foundational abilities.

B. The early schooling stage emphasising play, interaction and foundational abilities. | A digital platform offering educational content and resources in India.

C. Pretending and role enactment to explore situations and ideas. | A multidimensional report of progress across learning domains.

D. The early schooling stage emphasising play, interaction and foundational abilities. | A multidimensional report of progress across learning domains.

**Correct answer / सही उत्तर: D.** The early schooling stage emphasising play, interaction and foundational abilities. | A multidimensional report of progress across learning domains.

**Explanation / व्याख्या**

Foundational stage / बुनियादी चरण: The early schooling stage emphasising play, interaction and foundational abilities. Application: A teacher combines stories, songs and manipulatives for early learners. Holistic progress card / समग्र प्रगति पत्र: A multidimensional report of progress across learning domains. Application: A report includes academic, social, physical and creative development evidence.

**MCQ 350 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Foundational stage / बुनियादी चरण and Family partnership / परिवार सहभागिता.**

A. A teacher combines stories, songs and manipulatives for early learners. | Children can access materials independently without fear of ridicule.

B. A teacher consults the prescribed topic sequence before planning a unit. | A teacher invites caregivers to share home storytelling practices.

C. A teacher combines stories, songs and manipulatives for early learners. | A teacher invites caregivers to share home storytelling practices.

D. A teacher invites caregivers to share home storytelling practices. | A teacher combines stories, songs and manipulatives for early learners.

**Correct answer / सही उत्तर: C.** A teacher combines stories, songs and manipulatives for early learners. | A teacher invites caregivers to share home storytelling practices.

**Explanation / व्याख्या**

Foundational stage / बुनियादी चरण: The early schooling stage emphasising play, interaction and foundational abilities. Application: A teacher combines stories, songs and manipulatives for early learners. Family partnership / परिवार सहभागिता: Collaborating with families to support children's learning. Application: A teacher invites caregivers to share home storytelling practices.

**MCQ 351 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Foundational stage / बुनियादी चरण / Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या)**

A. Foundational stage / बुनियादी चरण → Unstated values and norms conveyed through everyday school practices.

B. Foundational stage / बुनियादी चरण → The early schooling stage emphasising play, interaction and foundational abilities.

C. Dramatic play / नाटकीय खेल → Using meaningful play to support learning and development.

D. Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या → Pretending and role enactment to explore situations and ideas.

**Correct answer / सही उत्तर: B.** Foundational stage / बुनियादी चरण → The early schooling stage emphasising play, interaction and foundational abilities.

**Explanation / व्याख्या**

Foundational stage / बुनियादी चरण: The early schooling stage emphasising play, interaction and foundational abilities. Application: A teacher combines stories, songs and manipulatives for early learners.

MCQ 352 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Foundational stage / बुनियादी चरण / Play-based pedagogy / खेल आधारित शिक्षाशास्त्र)**

A. Play-based pedagogy / खेल आधारित शिक्षाशास्त्र → Older and younger pupils collaborate on a shared task with adapted roles.

B. Multi-age grouping / बहु-आयु समूह → A neighbourhood artisan demonstrates a traditional craft.

C. Foundational stage / बुनियादी चरण → A teacher combines stories, songs and manipulatives for early learners.

D. Foundational stage / बुनियादी चरण → Children practise counting by running a pretend market.

**Correct answer / सही उत्तर: C.** Foundational stage / बुनियादी चरण → A teacher combines stories, songs and manipulatives for early learners.

**Explanation / व्याख्या**

Foundational stage / बुनियादी चरण: The early schooling stage emphasising play, interaction and foundational abilities. Application: A teacher combines stories, songs and manipulatives for early learners.

**MCQ 353 • CORE PRACTICE · FORM 01**

**Identify the concept described: A stage building on foundational learning through interactive and increasingly structured experiences.**

A. Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या

B. Preparatory stage / प्रारंभिक तैयारी चरण

C. Flexible seating / लचीली बैठक व्यवस्था

D. Storytelling / कहानी कथन

**Correct answer / सही उत्तर: B.** Preparatory stage / प्रारंभिक तैयारी चरण

**Explanation / व्याख्या**

Preparatory stage / प्रारंभिक तैयारी चरण: A stage building on foundational learning through interactive and increasingly structured experiences. Application: Pupils explore a topic through reading, discussion and hands-on tasks.

**MCQ 354 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Pupils explore a topic through reading, discussion and hands-on tasks.**

A. Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या

B. Activity areas / गतिविधि क्षेत्र

C. Preparatory stage / प्रारंभिक तैयारी चरण

D. Collaborative planning / सहयोगी योजना

**Correct answer / सही उत्तर: C.** Preparatory stage / प्रारंभिक तैयारी चरण

**Explanation / व्याख्या**

Preparatory stage / प्रारंभिक तैयारी चरण: A stage building on foundational learning through interactive and increasingly structured experiences. Application: Pupils explore a topic through reading, discussion and hands-on tasks.

MCQ 355 • CORE PRACTICE · FORM 03

**Which explanation best defines Preparatory stage / प्रारंभिक तैयारी चरण?**

A. A learning space with meaningful visible written language.

B. A play-oriented collection of resources for foundational learning.

C. A stage building on foundational learning through interactive and increasingly structured experiences.

D. Fair learning opportunities irrespective of gender.

**Correct answer / सही उत्तर: C.** A stage building on foundational learning through interactive and increasingly structured experiences.

**Explanation / व्याख्या**

Preparatory stage / प्रारंभिक तैयारी चरण: A stage building on foundational learning through interactive and increasingly structured experiences. Application: Pupils explore a topic through reading, discussion and hands-on tasks.

MCQ 356 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Preparatory stage / प्रारंभिक तैयारी चरण?**

A. An end-of-unit task evaluates what pupils have achieved.

B. Early and later writing samples are kept with feedback and reflection.

C. A teacher invites caregivers to share home storytelling practices.

D. Pupils explore a topic through reading, discussion and hands-on tasks.

**Correct answer / सही उत्तर: D.** Pupils explore a topic through reading, discussion and hands-on tasks.

**Explanation / व्याख्या**

Preparatory stage / प्रारंभिक तैयारी चरण: A stage building on foundational learning through interactive and increasingly structured experiences. Application: Pupils explore a topic through reading, discussion and hands-on tasks.

**MCQ 357 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) A stage building on foundational learning through interactive and increasingly structured experiences. (2) Objects or representations selected to make learning accessible.**

A. Preparatory stage / प्रारंभिक तैयारी चरण | Teaching-learning material / शिक्षण अधिगम सामग्री

B. Preparatory stage / प्रारंभिक तैयारी चरण | Jaadui Pitara / जादुई पिटारा

C. Diagnostic assessment / निदानात्मक आकलन | Teaching-learning material / शिक्षण अधिगम सामग्री

D. Teaching-learning material / शिक्षण अधिगम सामग्री | Preparatory stage / प्रारंभिक तैयारी चरण

**Correct answer / सही उत्तर: A.** Preparatory stage / प्रारंभिक तैयारी चरण | Teaching-learning material / शिक्षण अधिगम सामग्री

**Explanation / व्याख्या**

Preparatory stage / प्रारंभिक तैयारी चरण: A stage building on foundational learning through interactive and increasingly structured experiences. Application: Pupils explore a topic through reading, discussion and hands-on tasks. Teaching-learning material / शिक्षण अधिगम सामग्री: Objects or representations selected to make learning accessible. Application: A teacher uses bottle caps to demonstrate equal grouping.

**MCQ 358 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Pupils explore a topic through reading, discussion and hands-on tasks. (2) Early and later writing samples are kept with feedback and reflection.**

A. Preparatory stage / प्रारंभिक तैयारी चरण | Learning outcome / अधिगम प्रतिफल

B. Outdoor learning / बाहरी अधिगम | Portfolio / पोर्टफोलियो

C. Portfolio / पोर्टफोलियो | Preparatory stage / प्रारंभिक तैयारी चरण

D. Preparatory stage / प्रारंभिक तैयारी चरण | Portfolio / पोर्टफोलियो

**Correct answer / सही उत्तर: D.** Preparatory stage / प्रारंभिक तैयारी चरण | Portfolio / पोर्टफोलियो

**Explanation / व्याख्या**

Preparatory stage / प्रारंभिक तैयारी चरण: A stage building on foundational learning through interactive and increasingly structured experiences. Application: Pupils explore a topic through reading, discussion and hands-on tasks. Portfolio / पोर्टफोलियो: A purposeful collection of learner work showing development over time. Application: Early and later writing samples are kept with feedback and reflection.

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**MCQ 359 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Preparatory stage / प्रारंभिक तैयारी चरण and Storytelling / कहानी कथन.**

A. A stage building on foundational learning through interactive and increasingly structured experiences. | Using evidence during learning to inform feedback and next steps.

B. A purposeful collection of learner work showing development over time. | Using narratives to engage children and develop understanding.

C. Using narratives to engage children and develop understanding. | A stage building on foundational learning through interactive and increasingly structured experiences.

D. A stage building on foundational learning through interactive and increasingly structured experiences. | Using narratives to engage children and develop understanding.

**Correct answer / सही उत्तर: D.** A stage building on foundational learning through interactive and increasingly structured experiences. | Using narratives to engage children and develop understanding.

**Explanation / व्याख्या**

Preparatory stage / प्रारंभिक तैयारी चरण: A stage building on foundational learning through interactive and increasingly structured experiences. Application: Pupils explore a topic through reading, discussion and hands-on tasks. Storytelling / कहानी कथन: Using narratives to engage children and develop understanding. Application: A teacher narrates a story and invites children to predict what happens next.

MCQ 360 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Preparatory stage / प्रारंभिक तैयारी चरण and Jaadui Pitara / जादुई पिटारा.**

A. A room has accessible reading, art and construction corners. | A teacher uses puppets, toys and story materials for early learning.

B. A teacher uses puppets, toys and story materials for early learning. | Pupils explore a topic through reading, discussion and hands-on tasks.

C. Pupils explore a topic through reading, discussion and hands-on tasks. | A framework aims to develop children's effective communication.

D. Pupils explore a topic through reading, discussion and hands-on tasks. | A teacher uses puppets, toys and story materials for early learning.

**Correct answer / सही उत्तर: D.** Pupils explore a topic through reading, discussion and hands-on tasks. | A teacher uses puppets, toys and story materials for early learning.

**Explanation / व्याख्या**

Preparatory stage / प्रारंभिक तैयारी चरण: A stage building on foundational learning through interactive and increasingly structured experiences. Application: Pupils explore a topic through reading, discussion and hands-on tasks. Jaadui Pitara / जादुई पिटारा: A play-oriented collection of resources for foundational learning. Application: A teacher uses puppets, toys and story materials for early learning.

MCQ 361 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Preparatory stage / प्रारंभिक तैयारी चरण / DIKSHA / दीक्षा)**

A. Preparatory stage / प्रारंभिक तैयारी चरण → A stage building on foundational learning through interactive and increasingly structured experiences.

B. DIKSHA / दीक्षा → Designing digital resources so learners with varied needs can use them.

C. Preparatory stage / प्रारंभिक तैयारी चरण → A digital platform offering educational content and resources in India.

D. Digital accessibility / डिजिटल सुगम्यता → A tool describing criteria and levels of performance.

**Correct answer / सही उत्तर: A.** Preparatory stage / प्रारंभिक तैयारी चरण → A stage building on foundational learning through interactive and increasingly structured experiences.

**Explanation / व्याख्या**

Preparatory stage / प्रारंभिक तैयारी चरण: A stage building on foundational learning through interactive and increasingly structured experiences. Application: Pupils explore a topic through reading, discussion and hands-on tasks.

MCQ 362 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Preparatory stage / प्रारंभिक तैयारी चरण / Curriculum / पाठ्यचर्या)**

A. Curriculum / पाठ्यचर्या → A teacher checks whether a storybook reinforces stereotypes.

B. Preparatory stage / प्रारंभिक तैयारी चरण → Pupils explore a topic through reading, discussion and hands-on tasks.

C. Resource evaluation / संसाधन मूल्यांकन → An exit response guides the next day's teaching.

D. Preparatory stage / प्रारंभिक तैयारी चरण → A school coordinates activities, content and assessment across a year.

**Correct answer / सही उत्तर: B.** Preparatory stage / प्रारंभिक तैयारी चरण → Pupils explore a topic through reading, discussion and hands-on tasks.

**Explanation / व्याख्या**

Preparatory stage / प्रारंभिक तैयारी चरण: A stage building on foundational learning through interactive and increasingly structured experiences. Application: Pupils explore a topic through reading, discussion and hands-on tasks.

MCQ 363 • CORE PRACTICE · FORM 01

**Identify the concept described: Adapting tasks, supports or representations according to learner needs.**

A. Summative assessment / संकलनात्मक आकलन

B. Differentiation / विभेदित शिक्षण

C. Classroom routines / कक्षा दिनचर्या

D. Curriculum evaluation / पाठ्यचर्या मूल्यांकन

**Correct answer / सही उत्तर: B.** Differentiation / विभेदित शिक्षण

**Explanation / व्याख्या**

Differentiation / विभेदित शिक्षण: Adapting tasks, supports or representations according to learner needs. Application: Children work on the same goal using different levels of scaffolding.

**MCQ 364 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Children work on the same goal using different levels of scaffolding.**

A. Guided play / निर्देशित खेल

B. Curriculum transaction / पाठ्यचर्या क्रियान्वयन

C. Resource evaluation / संसाधन मूल्यांकन

D. Differentiation / विभेदित शिक्षण

**Correct answer / सही उत्तर: D.** Differentiation / विभेदित शिक्षण

**Explanation / व्याख्या**

Differentiation / विभेदित शिक्षण: Adapting tasks, supports or representations according to learner needs. Application: Children work on the same goal using different levels of scaffolding.

**MCQ 365 • CORE PRACTICE · FORM 03**

**Which explanation best defines Differentiation / विभेदित शिक्षण?**

A. A learning space with meaningful visible written language.

B. Unstated values and norms conveyed through everyday school practices.

C. Teachers jointly design and improve learning experiences.

D. Adapting tasks, supports or representations according to learner needs.

**Correct answer / सही उत्तर: D.** Adapting tasks, supports or representations according to learner needs.

**Explanation / व्याख्या**

Differentiation / विभेदित शिक्षण: Adapting tasks, supports or representations according to learner needs. Application: Children work on the same goal using different levels of scaffolding.

MCQ 366 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Differentiation / विभेदित शिक्षण?**

A. Pupils observe shadows and plants in the school courtyard.

B. Who gets to lead group work communicates implicit expectations.

C. Children work on the same goal using different levels of scaffolding.

D. A teacher notes how a child solved a disagreement during group work.

**Correct answer / सही उत्तर: C.** Children work on the same goal using different levels of scaffolding.

**Explanation / व्याख्या**

Differentiation / विभेदित शिक्षण: Adapting tasks, supports or representations according to learner needs. Application: Children work on the same goal using different levels of scaffolding.

MCQ 367 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Adapting tasks, supports or representations according to learner needs. (2) Fair learning opportunities irrespective of gender.**

A. Differentiation / विभेदित शिक्षण | Reflective practice / चिंतनशील अभ्यास

B. Differentiation / विभेदित शिक्षण | Gender equity / लैंगिक समानता

C. Gender equity / लैंगिक समानता | Differentiation / विभेदित शिक्षण

D. Syllabus / पाठ्यक्रम | Gender equity / लैंगिक समानता

**Correct answer / सही उत्तर: B.** Differentiation / विभेदित शिक्षण | Gender equity / लैंगिक समानता

**Explanation / व्याख्या**

Differentiation / विभेदित शिक्षण: Adapting tasks, supports or representations according to learner needs. Application: Children work on the same goal using different levels of scaffolding. Gender equity / लैंगिक समानता: Fair learning opportunities irrespective of gender. Application: A teacher rotates leadership roles among children of all genders.

MCQ 368 • CORE PRACTICE · FORM 06

**Match the situations to concepts, in order. (1) Children work on the same goal using different levels of scaffolding. (2) A teacher uses puppets, toys and story materials for early learning.**

A. Jaadui Pitara / जादुई पिटारा | Differentiation / विभेदित शिक्षण

B. Flexible seating / लचीली बैठक व्यवस्था | Jaadui Pitara / जादुई पिटारा

C. Differentiation / विभेदित शिक्षण | Curriculum / पाठ्यचर्या

D. Differentiation / विभेदित शिक्षण | Jaadui Pitara / जादुई पिटारा

**Correct answer / सही उत्तर: D.** Differentiation / विभेदित शिक्षण | Jaadui Pitara / जादुई पिटारा

**Explanation / व्याख्या**

Differentiation / विभेदित शिक्षण: Adapting tasks, supports or representations according to learner needs. Application: Children work on the same goal using different levels of scaffolding. Jaadui Pitara / जादुई पिटारा: A play-oriented collection of resources for foundational learning. Application: A teacher uses puppets, toys and story materials for early learning.

MCQ 369 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Differentiation / विभेदित शिक्षण and Digital accessibility / डिजिटल सुगम्यता.**

A. Play with child agency and adult support toward a learning goal. | Designing digital resources so learners with varied needs can use them.

B. Adapting tasks, supports or representations according to learner needs. | Designing digital resources so learners with varied needs can use them.

C. Adapting tasks, supports or representations according to learner needs. | A brief factual account of significant observed behaviour.

D. Designing digital resources so learners with varied needs can use them. | Adapting tasks, supports or representations according to learner needs.

**Correct answer / सही उत्तर: B.** Adapting tasks, supports or representations according to learner needs. | Designing digital resources so learners with varied needs can use them.

**Explanation / व्याख्या**

Differentiation / विभेदित शिक्षण: Adapting tasks, supports or representations according to learner needs. Application: Children work on the same goal using different levels of scaffolding. Digital accessibility / डिजिटल सुगम्यता: Designing digital resources so learners with varied needs can use them. Application: A video includes captions and readable text.

MCQ 370 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Differentiation / विभेदित शिक्षण and Local contextualisation / स्थानीय संदर्भीकरण.**

A. A teacher narrates a story and invites children to predict what happens next. | A lesson on measurement uses locally available containers.

B. Children work on the same goal using different levels of scaffolding. | A lesson on measurement uses locally available containers.

C. Children work on the same goal using different levels of scaffolding. | Pupils observe shadows and plants in the school courtyard.

D. A lesson on measurement uses locally available containers. | Children work on the same goal using different levels of scaffolding.

**Correct answer / सही उत्तर: B.** Children work on the same goal using different levels of scaffolding. | A lesson on measurement uses locally available containers.

**Explanation / व्याख्या**

Differentiation / विभेदित शिक्षण: Adapting tasks, supports or representations according to learner needs. Application: Children work on the same goal using different levels of scaffolding. Local contextualisation / स्थानीय संदर्भीकरण: Adapting learning to familiar surroundings while retaining learning goals. Application: A lesson on measurement uses locally available containers.

MCQ 371 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Differentiation / विभेदित शिक्षण / Competency / दक्षता)**

A. Family partnership / परिवार सहभागिता → Play with child agency and adult support toward a learning goal.

B. Competency / दक्षता → Collaborating with families to support children's learning.

C. Differentiation / विभेदित शिक्षण → Adapting tasks, supports or representations according to learner needs.

D. Differentiation / विभेदित शिक्षण → A capacity to apply knowledge, skills and dispositions in meaningful contexts.

**Correct answer / सही उत्तर: C.** Differentiation / विभेदित शिक्षण → Adapting tasks, supports or representations according to learner needs.

**Explanation / व्याख्या**

Differentiation / विभेदित शिक्षण: Adapting tasks, supports or representations according to learner needs. Application: Children work on the same goal using different levels of scaffolding.

MCQ 372 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Differentiation / विभेदित शिक्षण / Formative assessment / निर्माणात्मक आकलन)**

A. Differentiation / विभेदित शिक्षण → Children work on the same goal using different levels of scaffolding.

B. Curriculum / पाठ्यचर्या → A teacher checks whether a storybook reinforces stereotypes.

C. Differentiation / विभेदित शिक्षण → A teacher adjusts tomorrow's instruction after checking today's responses.

D. Formative assessment / निर्माणात्मक आकलन → A school coordinates activities, content and assessment across a year.

**Correct answer / सही उत्तर: A.** Differentiation / विभेदित शिक्षण → Children work on the same goal using different levels of scaffolding.

**Explanation / व्याख्या**

Differentiation / विभेदित शिक्षण: Adapting tasks, supports or representations according to learner needs. Application: Children work on the same goal using different levels of scaffolding.

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 06.01

**Explain Theme-based approach / विषयवस्तु आधारित उपागम and give one classroom example.**

**Model answer:** Organising related learning experiences around a common theme. Water becomes the focus of stories, measurement and environmental exploration.

**REVISION 06.02**

**Explain Project-based learning / परियोजना आधारित अधिगम and give one classroom example.**

**Model answer:** Extended purposeful investigation resulting in a meaningful product or outcome. Groups investigate school waste and present a plan to reduce it.

**REVISION 06.03**

**Explain Emergent curriculum / उभरती पाठ्यचर्या and give one classroom example.**

**Model answer:** Planning that responds to children's developing interests and questions. Interest in butterflies leads the teacher to plan further observation activities.

**REVISION 06.04**

**Explain Foundational stage / बुनियादी चरण and give one classroom example.**

**Model answer:** The early schooling stage emphasising play, interaction and foundational abilities. A teacher combines stories, songs and manipulatives for early learners.

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**REVISION 06.05**

**Explain Preparatory stage / प्रारंभिक तैयारी चरण and give one classroom example.**

**Model answer:** A stage building on foundational learning through interactive and increasingly structured experiences. Pupils explore a topic through reading, discussion and hands-on tasks.

**REVISION 06.06**

**Explain Differentiation / विभेदित शिक्षण and give one classroom example.**

**Model answer:** Adapting tasks, supports or representations according to learner needs. Children work on the same goal using different levels of scaffolding.

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CHAPTER 07 • 52 MCQs • 5 REVISION PROMPTS

# Learning through Play

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Play-based pedagogy / खेल आधारित शिक्षाशास्त्र

Using meaningful play to support learning and development.

**Classroom example:** Children practise counting by running a pretend market.

### Storytelling / कहानी कथन

Using narratives to engage children and develop understanding.

**Classroom example:** A teacher narrates a story and invites children to predict what happens next.

### Guided play / निर्देशित खेल

Play with child agency and adult support toward a learning goal.

**Classroom example:** A teacher adds counting prompts to a child-led shop game.

### Dramatic play / नाटकीय खेल

Pretending and role enactment to explore situations and ideas.

**Classroom example:** Children act as customers and shopkeepers.

### Play observation / खेल अवलोकन

Systematically noticing children's learning during play.

**Classroom example:** A teacher records how children negotiate turns during a game.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

### MCQ 373 • NEW CLASSROOM APPLICATION

**Which play activity naturally integrates language and mathematics?**

A. Copying a paragraph about a market silently
B. Memorising price lists without context
C. Watching the teacher count alone
D. A pretend market with labels, prices and dialogue

**Correct answer / सही उत्तर: D.** A pretend market with labels, prices and dialogue

**Explanation / व्याख्या**

Meaningful play brings communication and quantitative reasoning together.

### MCQ 374 • NEW CLASSROOM APPLICATION

**What distinguishes guided play from a fully scripted exercise?**

A. Every action is dictated by the teacher
B. Children make choices within a purposeful learning environment
C. Children must produce identical responses
D. No learning purpose exists

**Correct answer / सही उत्तर: B.** Children make choices within a purposeful learning environment

**Explanation / व्याख्या**

Guided play balances agency and learning intentions.

## Core question bank

Ten related practice formats; core concepts recur for revision.

### MCQ 375 • CORE PRACTICE · FORM 01

**Identify the concept described: Using meaningful play to support learning and development.**

A. Social inclusion / सामाजिक समावेशन

B. Classroom routines / कक्षा दिनचर्या

C. Family partnership / परिवार सहभागिता

D. Play-based pedagogy / खेल आधारित शिक्षाशास्त्र

**Correct answer / सही उत्तर: D.** Play-based pedagogy / खेल आधारित शिक्षाशास्त्र

**Explanation / व्याख्या**

Play-based pedagogy / खेल आधारित शिक्षाशास्त्र: Using meaningful play to support learning and development. Application: Children practise counting by running a pretend market.

### MCQ 376 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? Children practise counting by running a pretend market.**

A. Family partnership / परिवार सहभागिता

B. Play-based pedagogy / खेल आधारित शिक्षाशास्त्र

C. Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या

D. Anecdotal record / उपाख्यानात्मक अभिलेख

**Correct answer / सही उत्तर: B.** Play-based pedagogy / खेल आधारित शिक्षाशास्त्र

**Explanation / व्याख्या**

Play-based pedagogy / खेल आधारित शिक्षाशास्त्र: Using meaningful play to support learning and development. Application: Children practise counting by running a pretend market.

MCQ 377 • CORE PRACTICE · FORM 03

**Which explanation best defines Play-based pedagogy / खेल आधारित शिक्षाशास्त्र?**

A. A learning space with meaningful visible written language.
B. The planned set of learning experiences offered by an educational programme.
C. Using meaningful play to support learning and development.
D. A multidimensional report of progress across learning domains.

**Correct answer / सही उत्तर: C.** Using meaningful play to support learning and development.

**Explanation / व्याख्या**
Play-based pedagogy / खेल आधारित शिक्षाशास्त्र: Using meaningful play to support learning and development. Application: Children practise counting by running a pretend market.

MCQ 378 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Play-based pedagogy / खेल आधारित शिक्षाशास्त्र?**

A. Children practise counting by running a pretend market.
B. Water becomes the focus of stories, measurement and environmental exploration.
C. After a lesson, children can identify three local plants.
D. A lesson on measurement uses locally available containers.

**Correct answer / सही उत्तर: A.** Children practise counting by running a pretend market.

**Explanation / व्याख्या**
Play-based pedagogy / खेल आधारित शिक्षाशास्त्र: Using meaningful play to support learning and development. Application: Children practise counting by running a pretend market.

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**MCQ 379 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Using meaningful play to support learning and development. (2) A tool describing criteria and levels of performance.**

A. Digital accessibility / डिजिटल सुगम्यता | Rubric / मानदंड तालिका

B. Play-based pedagogy / खेल आधारित शिक्षाशास्त्र | Reflective practice / चिंतनशील अभ्यास

C. Rubric / मानदंड तालिका | Play-based pedagogy / खेल आधारित शिक्षाशास्त्र

D. Play-based pedagogy / खेल आधारित शिक्षाशास्त्र | Rubric / मानदंड तालिका

**Correct answer / सही उत्तर: D.** Play-based pedagogy / खेल आधारित शिक्षाशास्त्र | Rubric / मानदंड तालिका

**Explanation / व्याख्या**

Play-based pedagogy / खेल आधारित शिक्षाशास्त्र: Using meaningful play to support learning and development. Application: Children practise counting by running a pretend market. Rubric / मानदंड तालिका: A tool describing criteria and levels of performance. Application: A storytelling rubric describes clarity, sequence and expression.

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**MCQ 380 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Children practise counting by running a pretend market. (2) A school coordinates activities, content and assessment across a year.**

A. Play-based pedagogy / खेल आधारित शिक्षाशास्त्र | Multilingualism / बहुभाषिकता

B. Curriculum / पाठ्यचर्या | Play-based pedagogy / खेल आधारित शिक्षाशास्त्र

C. Assessment for learning / सीखने के लिए आकलन | Curriculum / पाठ्यचर्या

D. Play-based pedagogy / खेल आधारित शिक्षाशास्त्र | Curriculum / पाठ्यचर्या

**Correct answer / सही उत्तर: D.** Play-based pedagogy / खेल आधारित शिक्षाशास्त्र | Curriculum / पाठ्यचर्या

**Explanation / व्याख्या**

Play-based pedagogy / खेल आधारित शिक्षाशास्त्र: Using meaningful play to support learning and development. Application: Children practise counting by running a pretend market. Curriculum / पाठ्यचर्या: The planned set of learning experiences offered by an educational programme. Application: A school coordinates activities, content and assessment across a year.

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**MCQ 381 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Play-based pedagogy / खेल आधारित शिक्षाशास्त्र and Multi-age grouping / बहु-आयु समूह.**

A. Organising learning with children of different ages together. | Using meaningful play to support learning and development.

B. Using meaningful play to support learning and development. | An observable expectation of what a learner can demonstrate.

C. Judging how effectively planned learning experiences meet their goals. | Organising learning with children of different ages together.

D. Using meaningful play to support learning and development. | Organising learning with children of different ages together.

**Correct answer / सही उत्तर: D.** Using meaningful play to support learning and development. | Organising learning with children of different ages together.

**Explanation / व्याख्या**

Play-based pedagogy / खेल आधारित शिक्षाशास्त्र: Using meaningful play to support learning and development. Application: Children practise counting by running a pretend market. Multi-age grouping / बहु-आयु समूह: Organising learning with children of different ages together. Application: Older and younger pupils collaborate on a shared task with adapted roles.

**MCQ 382 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Play-based pedagogy / खेल आधारित शिक्षाशास्त्र and Project-based learning / परियोजना आधारित अधिगम.**

A. Groups investigate school waste and present a plan to reduce it. | Children practise counting by running a pretend market.

B. Children practise counting by running a pretend market. | A teacher uses bottle caps to demonstrate equal grouping.

C. Early and later writing samples are kept with feedback and reflection. | Groups investigate school waste and present a plan to reduce it.

D. Children practise counting by running a pretend market. | Groups investigate school waste and present a plan to reduce it.

**Correct answer / सही उत्तर: D.** Children practise counting by running a pretend market. | Groups investigate school waste and present a plan to reduce it.

**Explanation / व्याख्या**

Play-based pedagogy / खेल आधारित शिक्षाशास्त्र: Using meaningful play to support learning and development. Application: Children practise counting by running a pretend market. Project-based learning / परियोजना आधारित अधिगम: Extended purposeful investigation resulting in a meaningful product or outcome. Application: Groups investigate school waste and present a plan to reduce it.

MCQ 383 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Play-based pedagogy / खेल आधारित शिक्षाशास्त्र / Collaborative planning / सहयोगी योजना)**

A. Collaborative planning / सहयोगी योजना → A brief factual account of significant observed behaviour.

B. Play-based pedagogy / खेल आधारित शिक्षाशास्त्र → Using meaningful play to support learning and development.

C. Play-based pedagogy / खेल आधारित शिक्षाशास्त्र → Teachers jointly design and improve learning experiences.

D. Anecdotal record / उपाख्यानात्मक अभिलेख → Planning that responds to children's developing interests and questions.

**Correct answer / सही उत्तर: B.** Play-based pedagogy / खेल आधारित शिक्षाशास्त्र → Using meaningful play to support learning and development.

**Explanation / व्याख्या**

Play-based pedagogy / खेल आधारित शिक्षाशास्त्र: Using meaningful play to support learning and development. Application: Children practise counting by running a pretend market.

**MCQ 384 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Play-based pedagogy / खेल आधारित शिक्षाशास्त्र / Project-based learning / परियोजना आधारित अधिगम)**

A. Project-based learning / परियोजना आधारित अधिगम → A pupil receives accessible learning material to participate in the same activity.

B. Equity / समता → A teacher rotates leadership roles among children of all genders.

C. Play-based pedagogy / खेल आधारित शिक्षाशास्त्र → Children practise counting by running a pretend market.

D. Play-based pedagogy / खेल आधारित शिक्षाशास्त्र → Groups investigate school waste and present a plan to reduce it.

**Correct answer / सही उत्तर: C.** Play-based pedagogy / खेल आधारित शिक्षाशास्त्र → Children practise counting by running a pretend market.

**Explanation / व्याख्या**

Play-based pedagogy / खेल आधारित शिक्षाशास्त्र: Using meaningful play to support learning and development. Application: Children practise counting by running a pretend market.

**MCQ 385 • CORE PRACTICE · FORM 01**

**Identify the concept described: Using narratives to engage children and develop understanding.**

A. Resource evaluation / संसाधन मूल्यांकन

B. Storytelling / कहानी कथन

C. Learning resource / अधिगम संसाधन

D. Child-friendly environment / बाल-अनुकूल वातावरण

**Correct answer / सही उत्तर: B.** Storytelling / कहानी कथन

**Explanation / व्याख्या**

Storytelling / कहानी कथन: Using narratives to engage children and develop understanding. Application: A teacher narrates a story and invites children to predict what happens next.

**MCQ 386 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A teacher narrates a story and invites children to predict what happens next.**

A. Curriculum evaluation / पाठ्यचर्या मूल्यांकन

B. Child-friendly environment / बाल-अनुकूल वातावरण

C. Storytelling / कहानी कथन

D. Curricular goal / पाठ्यचर्या लक्ष्य

**Correct answer / सही उत्तर: C.** Storytelling / कहानी कथन

**Explanation / व्याख्या**

Storytelling / कहानी कथन: Using narratives to engage children and develop understanding.

Application: A teacher narrates a story and invites children to predict what happens next.

**MCQ 387 • CORE PRACTICE · FORM 03**

**Which explanation best defines Storytelling / कहानी कथन?**

A. Arranging space to support different tasks and participation needs.

B. Using narratives to engage children and develop understanding.

C. Predictable practices that support safety, independence and time use.

D. A capacity to apply knowledge, skills and dispositions in meaningful contexts.

**Correct answer / सही उत्तर: B.** Using narratives to engage children and develop understanding.

**Explanation / व्याख्या**

Storytelling / कहानी कथन: Using narratives to engage children and develop understanding.

Application: A teacher narrates a story and invites children to predict what happens next.

MCQ 388 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Storytelling / कहानी कथन?**

A. A teacher narrates a story and invites children to predict what happens next.

B. Desks move into small groups for discussion and then a circle for sharing.

C. A group task includes children from different communities as equal contributors.

D. Labels, pupil messages and accessible books are displayed at eye level.

**Correct answer / सही उत्तर: A.** A teacher narrates a story and invites children to predict what happens next.

**Explanation / व्याख्या**

Storytelling / कहानी कथन: Using narratives to engage children and develop understanding.
Application: A teacher narrates a story and invites children to predict what happens next.

MCQ 389 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Using narratives to engage children and develop understanding. (2) Using outdoor spaces for purposeful learning experiences.**

A. Holistic progress card / समग्र प्रगति पत्र | Outdoor learning / बाहरी अधिगम

B. Storytelling / कहानी कथन | Learning outcome / अधिगम प्रतिफल

C. Outdoor learning / बाहरी अधिगम | Storytelling / कहानी कथन

D. Storytelling / कहानी कथन | Outdoor learning / बाहरी अधिगम

**Correct answer / सही उत्तर: D.** Storytelling / कहानी कथन | Outdoor learning / बाहरी अधिगम

**Explanation / व्याख्या**

Storytelling / कहानी कथन: Using narratives to engage children and develop understanding.
Application: A teacher narrates a story and invites children to predict what happens next.
Outdoor learning / बाहरी अधिगम: Using outdoor spaces for purposeful learning experiences.
Application: Pupils observe shadows and plants in the school courtyard.

**MCQ 390 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A teacher narrates a story and invites children to predict what happens next. (2) A teacher rotates leadership roles among children of all genders.**

A. Print-rich environment / मुद्रण समृद्ध वातावरण | Gender equity / लैंगिक समानता

B. Storytelling / कहानी कथन | Gender equity / लैंगिक समानता

C. Gender equity / लैंगिक समानता | Storytelling / कहानी कथन

D. Storytelling / कहानी कथन | Flexible seating / लचीली बैठक व्यवस्था

**Correct answer / सही उत्तर: B.** Storytelling / कहानी कथन | Gender equity / लैंगिक समानता

**Explanation / व्याख्या**

Storytelling / कहानी कथन: Using narratives to engage children and develop understanding. Application: A teacher narrates a story and invites children to predict what happens next. Gender equity / लैंगिक समानता: Fair learning opportunities irrespective of gender. Application: A teacher rotates leadership roles among children of all genders.

GyanTech Guru Ji

**MCQ 391 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Storytelling / कहानी कथन and Formative assessment / निर्माणात्मक आकलन.**

A. Using narratives to engage children and develop understanding. | Organising learning with children of different ages together.

B. Ensuring meaningful participation regardless of social background. | Gathering evidence during learning to improve teaching and learning.

C. Using narratives to engage children and develop understanding. | Gathering evidence during learning to improve teaching and learning.

D. Gathering evidence during learning to improve teaching and learning. | Using narratives to engage children and develop understanding.

**Correct answer / सही उत्तर: C.** Using narratives to engage children and develop understanding. | Gathering evidence during learning to improve teaching and learning.

**Explanation / व्याख्या**

Storytelling / कहानी कथन: Using narratives to engage children and develop understanding. Application: A teacher narrates a story and invites children to predict what happens next. Formative assessment / निर्माणात्मक आकलन: Gathering evidence during learning to improve teaching and learning. Application: A teacher adjusts tomorrow's instruction after checking today's responses.

**MCQ 392 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Storytelling / कहानी कथन and Assessment for learning / सीखने के लिए आकलन.**

A. A pupil receives accessible learning material to participate in the same activity. | An exit response guides the next day's teaching.

B. An exit response guides the next day's teaching. | A teacher narrates a story and invites children to predict what happens next.

C. A teacher narrates a story and invites children to predict what happens next. | An exit response guides the next day's teaching.

D. A teacher narrates a story and invites children to predict what happens next. | A teacher reviews whether activities helped children demonstrate intended outcomes.

**Correct answer / सही उत्तर: C.** A teacher narrates a story and invites children to predict what happens next. | An exit response guides the next day's teaching.

**Explanation / व्याख्या**

Storytelling / कहानी कथन: Using narratives to engage children and develop understanding. Application: A teacher narrates a story and invites children to predict what happens next. Assessment for learning / सीखने के लिए आकलन: Using evidence during learning to inform feedback and next steps. Application: An exit response guides the next day's teaching.

**MCQ 393 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Storytelling / कहानी कथन / Learning outcome / अधिगम प्रतिफल)**

A. Storytelling / कहानी कथन → Using narratives to engage children and develop understanding.

B. Storytelling / कहानी कथन → An observable expectation of what a learner can demonstrate.

C. Learning outcome / अधिगम प्रतिफल → Teachers jointly design and improve learning experiences.

D. Collaborative planning / सहयोगी योजना → Arranging space to support different tasks and participation needs.

**Correct answer / सही उत्तर: A.** Storytelling / कहानी कथन → Using narratives to engage children and develop understanding.

**Explanation / व्याख्या**

Storytelling / कहानी कथन: Using narratives to engage children and develop understanding.
Application: A teacher narrates a story and invites children to predict what happens next.

MCQ 394 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Storytelling / कहानी कथन / Social inclusion / सामाजिक समावेशन)**

A. Outdoor learning / बाहरी अधिगम → Water becomes the focus of stories, measurement and environmental exploration.

B. Storytelling / कहानी कथन → A group task includes children from different communities as equal contributors.

C. Storytelling / कहानी कथन → A teacher narrates a story and invites children to predict what happens next.

D. Social inclusion / सामाजिक समावेशन → Pupils observe shadows and plants in the school courtyard.

**Correct answer / सही उत्तर: C.** Storytelling / कहानी कथन → A teacher narrates a story and invites children to predict what happens next.

**Explanation / व्याख्या**

Storytelling / कहानी कथन: Using narratives to engage children and develop understanding.
Application: A teacher narrates a story and invites children to predict what happens next.

MCQ 395 • CORE PRACTICE · FORM 01

**Identify the concept described: Play with child agency and adult support toward a learning goal.**

A. Competency / दक्षता

B. Child-friendly environment / बाल-अनुकूल वातावरण

C. Local contextualisation / स्थानीय संदर्भीकरण

D. Guided play / निर्देशित खेल

**Correct answer / सही उत्तर: D.** Guided play / निर्देशित खेल

**Explanation / व्याख्या**

Guided play / निर्देशित खेल: Play with child agency and adult support toward a learning goal.
Application: A teacher adds counting prompts to a child-led shop game.

MCQ 396 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? A teacher adds counting prompts to a child-led shop game.**

A. Resource evaluation / संसाधन मूल्यांकन

B. Outdoor learning / बाहरी अधिगम

C. Competency / दक्षता

D. Guided play / निर्देशित खेल

**Correct answer / सही उत्तर: D.** Guided play / निर्देशित खेल

**Explanation / व्याख्या**

Guided play / निर्देशित खेल: Play with child agency and adult support toward a learning goal.
Application: A teacher adds counting prompts to a child-led shop game.

MCQ 397 • CORE PRACTICE · FORM 03

**Which explanation best defines Guided play / निर्देशित खेल?**

A. A digital platform offering educational content and resources in India.

B. Judging learning at the end of a defined instructional period.

C. Adapting learning to familiar surroundings while retaining learning goals.

D. Play with child agency and adult support toward a learning goal.

**Correct answer / सही उत्तर: D.** Play with child agency and adult support toward a learning goal.

**Explanation / व्याख्या**

Guided play / निर्देशित खेल: Play with child agency and adult support toward a learning goal.
Application: A teacher adds counting prompts to a child-led shop game.

MCQ 398 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Guided play / निर्देशित खेल?**

A. An exit response guides the next day's teaching.

B. A teacher adds counting prompts to a child-led shop game.

C. A group task includes children from different communities as equal contributors.

D. Labels, pupil messages and accessible books are displayed at eye level.

**Correct answer / सही उत्तर: B.** A teacher adds counting prompts to a child-led shop game.

**Explanation / व्याख्या**

Guided play / निर्देशित खेल: Play with child agency and adult support toward a learning goal. Application: A teacher adds counting prompts to a child-led shop game.

MCQ 399 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Play with child agency and adult support toward a learning goal. (2) A digital platform offering educational content and resources in India.**

A. DIKSHA / दीक्षा | Guided play / निर्देशित खेल

B. Guided play / निर्देशित खेल | Teaching-learning material / शिक्षण अधिगम सामग्री

C. Social inclusion / सामाजिक समावेशन | DIKSHA / दीक्षा

D. Guided play / निर्देशित खेल | DIKSHA / दीक्षा

**Correct answer / सही उत्तर: D.** Guided play / निर्देशित खेल | DIKSHA / दीक्षा

**Explanation / व्याख्या**

Guided play / निर्देशित खेल: Play with child agency and adult support toward a learning goal. Application: A teacher adds counting prompts to a child-led shop game. DIKSHA / दीक्षा: A digital platform offering educational content and resources in India. Application: A teacher selects a relevant digital learning module for class preparation.

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**MCQ 400 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A teacher adds counting prompts to a child-led shop game. (2) A video includes captions and readable text.**

A. Guided play / निर्देशित खेल | Outdoor learning / बाहरी अधिगम

B. Classroom routines / कक्षा दिनचर्या | Digital accessibility / डिजिटल सुगम्यता

C. Digital accessibility / डिजिटल सुगम्यता | Guided play / निर्देशित खेल

D. Guided play / निर्देशित खेल | Digital accessibility / डिजिटल सुगम्यता

**Correct answer / सही उत्तर: D.** Guided play / निर्देशित खेल | Digital accessibility / डिजिटल सुगम्यता

**Explanation / व्याख्या**

Guided play / निर्देशित खेल: Play with child agency and adult support toward a learning goal. Application: A teacher adds counting prompts to a child-led shop game. Digital accessibility / डिजिटल सुगम्यता: Designing digital resources so learners with varied needs can use them. Application: A video includes captions and readable text.

GyanTech Guru Ji

**MCQ 401 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Guided play / निर्देशित खेल and DIKSHA / दीक्षा.**

A. Play with child agency and adult support toward a learning goal. | A digital platform offering educational content and resources in India.

B. Adapting tasks, supports or representations according to learner needs. | A digital platform offering educational content and resources in India.

C. A digital platform offering educational content and resources in India. | Play with child agency and adult support toward a learning goal.

D. Play with child agency and adult support toward a learning goal. | A multidimensional report of progress across learning domains.

**Correct answer / सही उत्तर: A.** Play with child agency and adult support toward a learning goal. | A digital platform offering educational content and resources in India.

**Explanation / व्याख्या**

Guided play / निर्देशित खेल: Play with child agency and adult support toward a learning goal. Application: A teacher adds counting prompts to a child-led shop game. DIKSHA / दीक्षा: A digital platform offering educational content and resources in India. Application: A teacher selects a relevant digital learning module for class preparation.

**MCQ 402 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Guided play / निर्देशित खेल and Curriculum / पाठ्यचर्या.**

A. A teacher adds counting prompts to a child-led shop game. | A school coordinates activities, content and assessment across a year.

B. A teacher adds counting prompts to a child-led shop game. | An exit response guides the next day's teaching.

C. A school coordinates activities, content and assessment across a year. | A teacher adds counting prompts to a child-led shop game.

D. A video includes captions and readable text. | A school coordinates activities, content and assessment across a year.

**Correct answer / सही उत्तर: A.** A teacher adds counting prompts to a child-led shop game. | A school coordinates activities, content and assessment across a year.

**Explanation / व्याख्या**

Guided play / निर्देशित खेल: Play with child agency and adult support toward a learning goal. Application: A teacher adds counting prompts to a child-led shop game. Curriculum / पाठ्यचर्या: The planned set of learning experiences offered by an educational programme. Application: A school coordinates activities, content and assessment across a year.

**MCQ 403 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Guided play / निर्देशित खेल / Digital accessibility / डिजिटल सुगम्यता)**

A. Local contextualisation / स्थानीय संदर्भीकरण → The planned set of learning experiences offered by an educational programme.

B. Guided play / निर्देशित खेल → Designing digital resources so learners with varied needs can use them.

C. Guided play / निर्देशित खेल → Play with child agency and adult support toward a learning goal.

D. Digital accessibility / डिजिटल सुगम्यता → Adapting learning to familiar surroundings while retaining learning goals.

**Correct answer / सही उत्तर: C.** Guided play / निर्देशित खेल → Play with child agency and adult support toward a learning goal.

**Explanation / व्याख्या**

Guided play / निर्देशित खेल: Play with child agency and adult support toward a learning goal.
Application: A teacher adds counting prompts to a child-led shop game.

MCQ 404 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Guided play / निर्देशित खेल / Diagnostic assessment / निदानात्मक आकलन)**

A. Diagnostic assessment / निदानात्मक आकलन → Two teachers compare lesson evidence and refine next week's tasks.

B. Collaborative planning / सहयोगी योजना → A report includes academic, social, physical and creative development evidence.

C. Guided play / निर्देशित खेल → A teacher adds counting prompts to a child-led shop game.

D. Guided play / निर्देशित खेल → A teacher investigates why a pupil reverses place-value digits.

**Correct answer / सही उत्तर: C.** Guided play / निर्देशित खेल → A teacher adds counting prompts to a child-led shop game.

**Explanation / व्याख्या**

Guided play / निर्देशित खेल: Play with child agency and adult support toward a learning goal.
Application: A teacher adds counting prompts to a child-led shop game.

MCQ 405 • CORE PRACTICE · FORM 01

**Identify the concept described: Pretending and role enactment to explore situations and ideas.**

A. Local contextualisation / स्थानीय संदर्भीकरण

B. Anecdotal record / उपाख्यानात्मक अभिलेख

C. Collaborative planning / सहयोगी योजना

D. Dramatic play / नाटकीय खेल

**Correct answer / सही उत्तर: D.** Dramatic play / नाटकीय खेल

**Explanation / व्याख्या**

Dramatic play / नाटकीय खेल: Pretending and role enactment to explore situations and ideas.
Application: Children act as customers and shopkeepers.

**MCQ 406 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Children act as customers and shopkeepers.**

A. Gender equity / लैंगिक समानता

B. Community resource / सामुदायिक संसाधन

C. Dramatic play / नाटकीय खेल

D. Reflective practice / चिंतनशील अभ्यास

**Correct answer / सही उत्तर: C.** Dramatic play / नाटकीय खेल

**Explanation / व्याख्या**

Dramatic play / नाटकीय खेल: Pretending and role enactment to explore situations and ideas.
Application: Children act as customers and shopkeepers.

**MCQ 407 • CORE PRACTICE · FORM 03**

**Which explanation best defines Dramatic play / नाटकीय खेल?**

A. Classroom spaces organised for specific kinds of exploration.

B. An observable expectation of what a learner can demonstrate.

C. Examining teaching evidence to improve future decisions.

D. Pretending and role enactment to explore situations and ideas.

**Correct answer / सही उत्तर: D.** Pretending and role enactment to explore situations and ideas.

**Explanation / व्याख्या**

Dramatic play / नाटकीय खेल: Pretending and role enactment to explore situations and ideas.
Application: Children act as customers and shopkeepers.

MCQ 408 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Dramatic play / नाटकीय खेल?**

A. A pupil receives accessible learning material to participate in the same activity.

B. A video includes captions and readable text.

C. A storytelling rubric describes clarity, sequence and expression.

D. Children act as customers and shopkeepers.

**Correct answer / सही उत्तर: D.** Children act as customers and shopkeepers.

**Explanation / व्याख्या**

Dramatic play / नाटकीय खेल: Pretending and role enactment to explore situations and ideas. Application: Children act as customers and shopkeepers.

MCQ 409 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Pretending and role enactment to explore situations and ideas. (2) A tool describing criteria and levels of performance.**

A. Syllabus / पाठ्यक्रम | Rubric / मानदंड तालिका

B. Dramatic play / नाटकीय खेल | Rubric / मानदंड तालिका

C. Rubric / मानदंड तालिका | Dramatic play / नाटकीय खेल

D. Dramatic play / नाटकीय खेल | Learning resource / अधिगम संसाधन

**Correct answer / सही उत्तर: B.** Dramatic play / नाटकीय खेल | Rubric / मानदंड तालिका

**Explanation / व्याख्या**

Dramatic play / नाटकीय खेल: Pretending and role enactment to explore situations and ideas. Application: Children act as customers and shopkeepers. Rubric / मानदंड तालिका: A tool describing criteria and levels of performance. Application: A storytelling rubric describes clarity, sequence and expression.

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**MCQ 410 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Children act as customers and shopkeepers. (2) A teacher turns a learning outcome into a meaningful activity.**

A. Curriculum transaction / पाठ्यचर्या क्रियान्वयन | Dramatic play / नाटकीय खेल

B. Dramatic play / नाटकीय खेल | Curriculum transaction / पाठ्यचर्या क्रियान्वयन

C. Dramatic play / नाटकीय खेल | Emergent curriculum / उभरती पाठ्यचर्या

D. Resource evaluation / संसाधन मूल्यांकन | Curriculum transaction / पाठ्यचर्या क्रियान्वयन

**Correct answer / सही उत्तर: B.** Dramatic play / नाटकीय खेल | Curriculum transaction / पाठ्यचर्या क्रियान्वयन

**Explanation / व्याख्या**

Dramatic play / नाटकीय खेल: Pretending and role enactment to explore situations and ideas. Application: Children act as customers and shopkeepers. Curriculum transaction / पाठ्यचर्या क्रियान्वयन: Putting curriculum intentions into actual classroom learning experiences. Application: A teacher turns a learning outcome into a meaningful activity.

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**MCQ 411 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Dramatic play / नाटकीय खेल and Jaadui Pitara / जादुई पिटारा.**

A. Pretending and role enactment to explore situations and ideas. | A play-oriented collection of resources for foundational learning.

B. A play-oriented collection of resources for foundational learning. | Pretending and role enactment to explore situations and ideas.

C. A list used to record whether specified behaviours or criteria are present. | A play-oriented collection of resources for foundational learning.

D. Pretending and role enactment to explore situations and ideas. | Ensuring meaningful participation regardless of social background.

**Correct answer / सही उत्तर: A.** Pretending and role enactment to explore situations and ideas. | A play-oriented collection of resources for foundational learning.

**Explanation / व्याख्या**

Dramatic play / नाटकीय खेल: Pretending and role enactment to explore situations and ideas. Application: Children act as customers and shopkeepers. Jaadui Pitara / जादुई पिटारा: A play-oriented collection of resources for foundational learning. Application: A teacher uses puppets, toys and story materials for early learning.

MCQ 412 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Dramatic play / नाटकीय खेल and Formative assessment / निर्माणात्मक आकलन.**

A. Children act as customers and shopkeepers. | After class, a teacher notes why group instructions were unclear.

B. A teacher adjusts tomorrow's instruction after checking today's responses. | Children act as customers and shopkeepers.

C. Children act as customers and shopkeepers. | A teacher adjusts tomorrow's instruction after checking today's responses.

D. A video includes captions and readable text. | A teacher adjusts tomorrow's instruction after checking today's responses.

**Correct answer / सही उत्तर: C.** Children act as customers and shopkeepers. | A teacher adjusts tomorrow's instruction after checking today's responses.

**Explanation / व्याख्या**

Dramatic play / नाटकीय खेल: Pretending and role enactment to explore situations and ideas. Application: Children act as customers and shopkeepers. Formative assessment / निर्माणात्मक आकलन: Gathering evidence during learning to improve teaching and learning. Application: A teacher adjusts tomorrow's instruction after checking today's responses.

MCQ 413 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Dramatic play / नाटकीय खेल / Community resource / सामुदायिक संसाधन)**

A. Rubric / मानदंड तालिका → Judging learning at the end of a defined instructional period.

B. Community resource / सामुदायिक संसाधन → A tool describing criteria and levels of performance.

C. Dramatic play / नाटकीय खेल → Local people, places or materials that enrich learning.

D. Dramatic play / नाटकीय खेल → Pretending and role enactment to explore situations and ideas.

**Correct answer / सही उत्तर: D.** Dramatic play / नाटकीय खेल → Pretending and role enactment to explore situations and ideas.

**Explanation / व्याख्या**

Dramatic play / नाटकीय खेल: Pretending and role enactment to explore situations and ideas. Application: Children act as customers and shopkeepers.

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MCQ 414 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Dramatic play / नाटकीय खेल / Print-rich environment / मुद्रण समृद्ध वातावरण)**

A. Print-rich environment / मुद्रण समृद्ध वातावरण → A storytelling rubric describes clarity, sequence and expression.

B. Dramatic play / नाटकीय खेल → Children act as customers and shopkeepers.

C. Rubric / मानदंड तालिका → After a lesson, children can identify three local plants.

D. Dramatic play / नाटकीय खेल → Labels, pupil messages and accessible books are displayed at eye level.

**Correct answer / सही उत्तर: B.** Dramatic play / नाटकीय खेल → Children act as customers and shopkeepers.

**Explanation / व्याख्या**

Dramatic play / नाटकीय खेल: Pretending and role enactment to explore situations and ideas.
Application: Children act as customers and shopkeepers.

MCQ 415 • CORE PRACTICE · FORM 01

**Identify the concept described: Systematically noticing children's learning during play.**

A. Print-rich environment / मुद्रण समृद्ध वातावरण

B. Curriculum / पाठ्यचर्या

C. Community resource / सामुदायिक संसाधन

D. Play observation / खेल अवलोकन

**Correct answer / सही उत्तर: D.** Play observation / खेल अवलोकन

**Explanation / व्याख्या**

Play observation / खेल अवलोकन: Systematically noticing children's learning during play.
Application: A teacher records how children negotiate turns during a game.

**MCQ 416 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A teacher records how children negotiate turns during a game.**

A. DIKSHA / दीक्षा

B. Play observation / खेल अवलोकन

C. Digital accessibility / डिजिटल सुगम्यता

D. Gender equity / लैंगिक समानता

**Correct answer / सही उत्तर: B.** Play observation / खेल अवलोकन

**Explanation / व्याख्या**

Play observation / खेल अवलोकन: Systematically noticing children's learning during play.
Application: A teacher records how children negotiate turns during a game.

**MCQ 417 • CORE PRACTICE · FORM 03**

**Which explanation best defines Play observation / खेल अवलोकन?**

A. Extended purposeful investigation resulting in a meaningful product or outcome.

B. Using outdoor spaces for purposeful learning experiences.

C. A play-oriented collection of resources for foundational learning.

D. Systematically noticing children's learning during play.

**Correct answer / सही उत्तर: D.** Systematically noticing children's learning during play.

**Explanation / व्याख्या**

Play observation / खेल अवलोकन: Systematically noticing children's learning during play.
Application: A teacher records how children negotiate turns during a game.

MCQ 418 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Play observation / खेल अवलोकन?**

A. A teacher records how children negotiate turns during a game.

B. A teacher ticks whether a pupil uses an appropriate measurement unit.

C. After class, a teacher notes why group instructions were unclear.

D. A teacher combines stories, songs and manipulatives for early learners.

**Correct answer / सही उत्तर: A.** A teacher records how children negotiate turns during a game.

**Explanation / व्याख्या**

Play observation / खेल अवलोकन: Systematically noticing children's learning during play.
Application: A teacher records how children negotiate turns during a game.

MCQ 419 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Systematically noticing children's learning during play. (2) Judging learning at the end of a defined instructional period.**

A. Summative assessment / संकलनात्मक आकलन | Play observation / खेल अवलोकन

B. Play observation / खेल अवलोकन | Summative assessment / संकलनात्मक आकलन

C. Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या | Summative assessment / संकलनात्मक आकलन

D. Play observation / खेल अवलोकन | Multi-age grouping / बहु-आयु समूह

**Correct answer / सही उत्तर: B.** Play observation / खेल अवलोकन | Summative assessment / संकलनात्मक आकलन

**Explanation / व्याख्या**

Play observation / खेल अवलोकन: Systematically noticing children's learning during play.
Application: A teacher records how children negotiate turns during a game. Summative assessment / संकलनात्मक आकलन: Judging learning at the end of a defined instructional period.
Application: An end-of-unit task evaluates what pupils have achieved.

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**MCQ 420 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A teacher records how children negotiate turns during a game. (2) A teacher turns a learning outcome into a meaningful activity.**

A. Local contextualisation / स्थानीय संदर्भीकरण | Curriculum transaction / पाठ्यचर्या क्रियान्वयन

B. Curriculum transaction / पाठ्यचर्या क्रियान्वयन | Play observation / खेल अवलोकन

C. Play observation / खेल अवलोकन | Learning outcome / अधिगम प्रतिफल

D. Play observation / खेल अवलोकन | Curriculum transaction / पाठ्यचर्या क्रियान्वयन

**Correct answer / सही उत्तर: D.** Play observation / खेल अवलोकन | Curriculum transaction / पाठ्यचर्या क्रियान्वयन

**Explanation / व्याख्या**

Play observation / खेल अवलोकन: Systematically noticing children's learning during play. Application: A teacher records how children negotiate turns during a game. Curriculum transaction / पाठ्यचर्या क्रियान्वयन: Putting curriculum intentions into actual classroom learning experiences. Application: A teacher turns a learning outcome into a meaningful activity.

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MCQ 421 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Play observation / खेल अवलोकन and Collaborative planning / सहयोगी योजना.**

A. Systematically noticing children's learning during play. | Designing digital resources so learners with varied needs can use them.

B. Systematically noticing children's learning during play. | Teachers jointly design and improve learning experiences.

C. Teachers jointly design and improve learning experiences. | Systematically noticing children's learning during play.

D. Fair learning opportunities irrespective of gender. | Teachers jointly design and improve learning experiences.

**Correct answer / सही उत्तर: B.** Systematically noticing children's learning during play. | Teachers jointly design and improve learning experiences.

**Explanation / व्याख्या**

Play observation / खेल अवलोकन: Systematically noticing children's learning during play. Application: A teacher records how children negotiate turns during a game. Collaborative planning / सहयोगी योजना: Teachers jointly design and improve learning experiences. Application: Two teachers compare lesson evidence and refine next week's tasks.

MCQ 422 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Play observation / खेल अवलोकन and Differentiation / विभेदित शिक्षण.**

A. A teacher turns a learning outcome into a meaningful activity. | Children work on the same goal using different levels of scaffolding.

B. A teacher records how children negotiate turns during a game. | A group task includes children from different communities as equal contributors.

C. Children work on the same goal using different levels of scaffolding. | A teacher records how children negotiate turns during a game.

D. A teacher records how children negotiate turns during a game. | Children work on the same goal using different levels of scaffolding.

**Correct answer / सही उत्तर: D.** A teacher records how children negotiate turns during a game. | Children work on the same goal using different levels of scaffolding.

**Explanation / व्याख्या**

Play observation / खेल अवलोकन: Systematically noticing children's learning during play. Application: A teacher records how children negotiate turns during a game. Differentiation / विभेदित शिक्षण: Adapting tasks, supports or representations according to learner needs. Application: Children work on the same goal using different levels of scaffolding.

MCQ 423 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Play observation / खेल अवलोकन / Curriculum evaluation / पाठ्यचर्या मूल्यांकन)**

A. Play observation / खेल अवलोकन → Systematically noticing children's learning during play.

B. Gender equity / लैंगिक समानता → A specified outline of content or topics for a course.

C. Curriculum evaluation / पाठ्यचर्या मूल्यांकन → Fair learning opportunities irrespective of gender.

D. Play observation / खेल अवलोकन → Judging how effectively planned learning experiences meet their goals.

**Correct answer / सही उत्तर: A.** Play observation / खेल अवलोकन → Systematically noticing children's learning during play.

**Explanation / व्याख्या**

Play observation / खेल अवलोकन: Systematically noticing children's learning during play.

Application: A teacher records how children negotiate turns during a game.

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MCQ 424 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Play observation / खेल अवलोकन / Assessment for learning / सीखने के लिए आकलन)**

A. Play observation / खेल अवलोकन → An exit response guides the next day's teaching.

B. Curricular goal / पाठ्यचर्या लक्ष्य → Water becomes the focus of stories, measurement and environmental exploration.

C. Assessment for learning / सीखने के लिए आकलन → A framework aims to develop children's effective communication.

D. Play observation / खेल अवलोकन → A teacher records how children negotiate turns during a game.

**Correct answer / सही उत्तर: D.** Play observation / खेल अवलोकन → A teacher records how children negotiate turns during a game.

**Explanation / व्याख्या**

Play observation / खेल अवलोकन: Systematically noticing children's learning during play.
Application: A teacher records how children negotiate turns during a game.

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 07.01

**Explain Play-based pedagogy / खेल आधारित शिक्षाशास्त्र and give one classroom example.**

**Model answer:** Using meaningful play to support learning and development. Children practise counting by running a pretend market.

**REVISION 07.02**

**Explain Storytelling / कहानी कथन and give one classroom example.**

**Model answer:** Using narratives to engage children and develop understanding. A teacher narrates a story and invites children to predict what happens next.

**REVISION 07.03**

**Explain Guided play / निर्देशित खेल and give one classroom example.**

**Model answer:** Play with child agency and adult support toward a learning goal. A teacher adds counting prompts to a child-led shop game.

**REVISION 07.04**

**Explain Dramatic play / नाटकीय खेल and give one classroom example.**

**Model answer:** Pretending and role enactment to explore situations and ideas. Children act as customers and shopkeepers.

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**REVISION 07.05**

**Explain Play observation / खेल अवलोकन and give one classroom example.**

**Model answer:** Systematically noticing children's learning during play. A teacher records how children negotiate turns during a game.

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CHAPTER 08 • 42 MCQs • 4 REVISION PROMPTS

# Assessment

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Formative assessment / निर्माणात्मक आकलन

Gathering evidence during learning to improve teaching and learning.

**Classroom example:** A teacher adjusts tomorrow's instruction after checking today's responses.

### Summative assessment / संकलनात्मक आकलन

Judging learning at the end of a defined instructional period.

**Classroom example:** An end-of-unit task evaluates what pupils have achieved.

### Diagnostic assessment / निदानात्मक आकलन

Identifying specific strengths, difficulties and misconceptions to guide instruction.

**Classroom example:** A teacher investigates why a pupil reverses place-value digits.

### Assessment for learning / सीखने के लिए आकलन

Using evidence during learning to inform feedback and next steps.

**Classroom example:** An exit response guides the next day's teaching.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

### MCQ 425 • NEW CLASSROOM APPLICATION

**Which action uses assessment formatively?**

A. Publish a ranking without feedback
B. Record scores only after the course ends
C. Ignore responses until the next term
D. Adjust tomorrow's lesson after reviewing exit tickets

**Correct answer / सही उत्तर: D.** Adjust tomorrow's lesson after reviewing exit tickets

**Explanation / व्याख्या**

Formative assessment provides evidence to improve ongoing learning.

### MCQ 426 • NEW CLASSROOM APPLICATION

**An assessment aims to measure listening comprehension. Which task is most aligned?**

A. Respond appropriately to an orally presented story
B. Copy a passage from the board
C. Recite unrelated spellings
D. Write a long essay scored only for handwriting

**Correct answer / सही उत्तर: A.** Respond appropriately to an orally presented story

**Explanation / व्याख्या**

Validity depends on whether evidence supports the intended interpretation.

## Core question bank

Ten related practice formats; core concepts recur for revision.

**MCQ 427 • CORE PRACTICE · FORM 01**

**Identify the concept described: Gathering evidence during learning to improve teaching and learning.**

A. Formative assessment / निर्माणात्मक आकलन

B. Equity / समता

C. Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या

D. Community resource / सामुदायिक संसाधन

**Correct answer / सही उत्तर: A.** Formative assessment / निर्माणात्मक आकलन

**Explanation / व्याख्या**

Formative assessment / निर्माणात्मक आकलन: Gathering evidence during learning to improve teaching and learning. Application: A teacher adjusts tomorrow's instruction after checking today's responses.

**MCQ 428 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A teacher adjusts tomorrow's instruction after checking today's responses.**

A. Teaching-learning material / शिक्षण अधिगम सामग्री

B. Formative assessment / निर्माणात्मक आकलन

C. Reflective practice / चिंतनशील अभ्यास

D. Guided play / निर्देशित खेल

**Correct answer / सही उत्तर: B.** Formative assessment / निर्माणात्मक आकलन

**Explanation / व्याख्या**

Formative assessment / निर्माणात्मक आकलन: Gathering evidence during learning to improve teaching and learning. Application: A teacher adjusts tomorrow's instruction after checking today's responses.

MCQ 429 • CORE PRACTICE · FORM 03

**Which explanation best defines Formative assessment / निर्माणात्मक आकलन?**

A. A tool describing criteria and levels of performance.

B. Systematically noticing children's learning during play.

C. A stage building on foundational learning through interactive and increasingly structured experiences.

D. Gathering evidence during learning to improve teaching and learning.

**Correct answer / सही उत्तर: D.** Gathering evidence during learning to improve teaching and learning.

**Explanation / व्याख्या**

Formative assessment / निर्माणात्मक आकलन: Gathering evidence during learning to improve teaching and learning. Application: A teacher adjusts tomorrow's instruction after checking today's responses.

MCQ 430 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Formative assessment / निर्माणात्मक आकलन?**

A. Two teachers compare lesson evidence and refine next week's tasks.

B. After class, a teacher notes why group instructions were unclear.

C. A teacher adjusts tomorrow's instruction after checking today's responses.

D. A teacher consults the prescribed topic sequence before planning a unit.

**Correct answer / सही उत्तर: C.** A teacher adjusts tomorrow's instruction after checking today's responses.

**Explanation / व्याख्या**

Formative assessment / निर्माणात्मक आकलन: Gathering evidence during learning to improve teaching and learning. Application: A teacher adjusts tomorrow's instruction after checking today's responses.

**MCQ 431 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Gathering evidence during learning to improve teaching and learning. (2) A specified outline of content or topics for a course.**

A. Formative assessment / निर्माणात्मक आकलन | Syllabus / पाठ्यक्रम

B. Classroom routines / कक्षा दिनचर्या | Syllabus / पाठ्यक्रम

C. Formative assessment / निर्माणात्मक आकलन | Equity / समता

D. Syllabus / पाठ्यक्रम | Formative assessment / निर्माणात्मक आकलन

**Correct answer / सही उत्तर: A.** Formative assessment / निर्माणात्मक आकलन | Syllabus / पाठ्यक्रम

**Explanation / व्याख्या**

Formative assessment / निर्माणात्मक आकलन: Gathering evidence during learning to improve teaching and learning. Application: A teacher adjusts tomorrow's instruction after checking today's responses. Syllabus / पाठ्यक्रम: A specified outline of content or topics for a course. Application: A teacher consults the prescribed topic sequence before planning a unit.

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**MCQ 432 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A teacher adjusts tomorrow's instruction after checking today's responses. (2) Older and younger pupils collaborate on a shared task with adapted roles.**

A. Jaadui Pitara / जादुई पिटारा | Multi-age grouping / बहु-आयु समूह

B. Formative assessment / निर्माणात्मक आकलन | Multi-age grouping / बहु-आयु समूह

C. Formative assessment / निर्माणात्मक आकलन | Checklist / जाँच सूची

D. Multi-age grouping / बहु-आयु समूह | Formative assessment / निर्माणात्मक आकलन

**Correct answer / सही उत्तर: B.** Formative assessment / निर्माणात्मक आकलन | Multi-age grouping / बहु-आयु समूह

**Explanation / व्याख्या**

Formative assessment / निर्माणात्मक आकलन: Gathering evidence during learning to improve teaching and learning. Application: A teacher adjusts tomorrow's instruction after checking today's responses. Multi-age grouping / बहु-आयु समूह: Organising learning with children of different ages together. Application: Older and younger pupils collaborate on a shared task with adapted roles.

MCQ 433 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Formative assessment / निर्माणात्मक आकलन and Holistic progress card / समग्र प्रगति पत्र.**

A. Extended purposeful investigation resulting in a meaningful product or outcome. | A multidimensional report of progress across learning domains.

B. A multidimensional report of progress across learning domains. | Gathering evidence during learning to improve teaching and learning.

C. Gathering evidence during learning to improve teaching and learning. | A multidimensional report of progress across learning domains.

D. Gathering evidence during learning to improve teaching and learning. | Adapting tasks, supports or representations according to learner needs.

**Correct answer / सही उत्तर: C.** Gathering evidence during learning to improve teaching and learning. | A multidimensional report of progress across learning domains.

**Explanation / व्याख्या**

Formative assessment / निर्माणात्मक आकलन: Gathering evidence during learning to improve teaching and learning. Application: A teacher adjusts tomorrow's instruction after checking today's responses. Holistic progress card / समग्र प्रगति पत्र: A multidimensional report of progress across learning domains. Application: A report includes academic, social, physical and creative development evidence.

MCQ 434 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Formative assessment / निर्माणात्मक आकलन and Differentiation / विभेदित शिक्षण.**

A. A group task includes children from different communities as equal contributors. | Children work on the same goal using different levels of scaffolding.

B. A teacher adjusts tomorrow's instruction after checking today's responses. | Children work on the same goal using different levels of scaffolding.

C. Children work on the same goal using different levels of scaffolding. | A teacher adjusts tomorrow's instruction after checking today's responses.

D. A teacher adjusts tomorrow's instruction after checking today's responses. | A teacher reviews whether activities helped children demonstrate intended outcomes.

**Correct answer / सही उत्तर: B.** A teacher adjusts tomorrow's instruction after checking today's responses. | Children work on the same goal using different levels of scaffolding.

**Explanation / व्याख्या**

Formative assessment / निर्माणात्मक आकलन: Gathering evidence during learning to improve teaching and learning. Application: A teacher adjusts tomorrow's instruction after checking today's responses. Differentiation / विभेदित शिक्षण: Adapting tasks, supports or representations according to learner needs. Application: Children work on the same goal using different levels of scaffolding.

MCQ 435 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Formative assessment / निर्माणात्मक आकलन / Guided play / निर्देशित खेल)**

A. Formative assessment / निर्माणात्मक आकलन → Play with child agency and adult support toward a learning goal.

B. Formative assessment / निर्माणात्मक आकलन → Gathering evidence during learning to improve teaching and learning.

C. Learning outcome / अधिगम प्रतिफल → Judging resources for relevance, accuracy, inclusion and suitability.

D. Guided play / निर्देशित खेल → An observable expectation of what a learner can demonstrate.

**Correct answer / सही उत्तर: B.** Formative assessment / निर्माणात्मक आकलन → Gathering evidence during learning to improve teaching and learning.

**Explanation / व्याख्या**

Formative assessment / निर्माणात्मक आकलन: Gathering evidence during learning to improve teaching and learning. Application: A teacher adjusts tomorrow's instruction after checking today's responses.

**MCQ 436 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Formative assessment / निर्माणात्मक आकलन / Activity areas / गतिविधि क्षेत्र)**

A. Formative assessment / निर्माणात्मक आकलन → A room has accessible reading, art and construction corners.

B. Activity areas / गतिविधि क्षेत्र → Children work on the same goal using different levels of scaffolding.

C. Formative assessment / निर्माणात्मक आकलन → A teacher adjusts tomorrow's instruction after checking today's responses.

D. Differentiation / विभेदित शिक्षण → A teacher invites caregivers to share home storytelling practices.

**Correct answer / सही उत्तर: C.** Formative assessment / निर्माणात्मक आकलन → A teacher adjusts tomorrow's instruction after checking today's responses.

**Explanation / व्याख्या**

Formative assessment / निर्माणात्मक आकलन: Gathering evidence during learning to improve teaching and learning. Application: A teacher adjusts tomorrow's instruction after checking today's responses.

**MCQ 437 • CORE PRACTICE · FORM 01**

**Identify the concept described: Judging learning at the end of a defined instructional period.**

A. Dramatic play / नाटकीय खेल

B. Summative assessment / संकलनात्मक आकलन

C. DIKSHA / दीक्षा

D. Holistic progress card / समग्र प्रगति पत्र

**Correct answer / सही उत्तर: B.** Summative assessment / संकलनात्मक आकलन

**Explanation / व्याख्या**

Summative assessment / संकलनात्मक आकलन: Judging learning at the end of a defined instructional period. Application: An end-of-unit task evaluates what pupils have achieved.

**MCQ 438 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? An end-of-unit task evaluates what pupils have achieved.**

A. Storytelling / कहानी कथन

B. Resource evaluation / संसाधन मूल्यांकन

C. Curriculum evaluation / पाठ्यचर्या मूल्यांकन

D. Summative assessment / संकलनात्मक आकलन

**Correct answer / सही उत्तर: D.** Summative assessment / संकलनात्मक आकलन

**Explanation / व्याख्या**

Summative assessment / संकलनात्मक आकलन: Judging learning at the end of a defined instructional period. Application: An end-of-unit task evaluates what pupils have achieved.

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MCQ 439 • CORE PRACTICE · FORM 03

**Which explanation best defines Summative assessment / संकलनात्मक आकलन?**

A. A purposeful collection of learner work showing development over time.
B. Adapting learning to familiar surroundings while retaining learning goals.
C. A digital platform offering educational content and resources in India.
D. Judging learning at the end of a defined instructional period.

**Correct answer / सही उत्तर: D.** Judging learning at the end of a defined instructional period.

**Explanation / व्याख्या**

Summative assessment / संकलनात्मक आकलन: Judging learning at the end of a defined instructional period. Application: An end-of-unit task evaluates what pupils have achieved.

MCQ 440 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Summative assessment / संकलनात्मक आकलन?**

A. A room has accessible reading, art and construction corners.
B. An end-of-unit task evaluates what pupils have achieved.
C. A framework aims to develop children's effective communication.
D. A teacher ticks whether a pupil uses an appropriate measurement unit.

**Correct answer / सही उत्तर: B.** An end-of-unit task evaluates what pupils have achieved.

**Explanation / व्याख्या**

Summative assessment / संकलनात्मक आकलन: Judging learning at the end of a defined instructional period. Application: An end-of-unit task evaluates what pupils have achieved.

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**MCQ 441 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Judging learning at the end of a defined instructional period. (2) Using outdoor spaces for purposeful learning experiences.**

A. Summative assessment / संकलनात्मक आकलन | Curricular goal / पाठ्यचर्या लक्ष्य

B. Outdoor learning / बाहरी अधिगम | Summative assessment / संकलनात्मक आकलन

C. Holistic progress card / समग्र प्रगति पत्र | Outdoor learning / बाहरी अधिगम

D. Summative assessment / संकलनात्मक आकलन | Outdoor learning / बाहरी अधिगम

**Correct answer / सही उत्तर: D.** Summative assessment / संकलनात्मक आकलन | Outdoor learning / बाहरी अधिगम

**Explanation / व्याख्या**

Summative assessment / संकलनात्मक आकलन: Judging learning at the end of a defined instructional period. Application: An end-of-unit task evaluates what pupils have achieved. Outdoor learning / बाहरी अधिगम: Using outdoor spaces for purposeful learning experiences. Application: Pupils observe shadows and plants in the school courtyard.

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**MCQ 442 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) An end-of-unit task evaluates what pupils have achieved. (2) A teacher uses bottle caps to demonstrate equal grouping.**

A. Summative assessment / संकलनात्मक आकलन | Equity / समता

B. Multi-age grouping / बहु-आयु समूह | Teaching-learning material / शिक्षण अधिगम सामग्री

C. Summative assessment / संकलनात्मक आकलन | Teaching-learning material / शिक्षण अधिगम सामग्री

D. Teaching-learning material / शिक्षण अधिगम सामग्री | Summative assessment / संकलनात्मक आकलन

**Correct answer / सही उत्तर: C.** Summative assessment / संकलनात्मक आकलन | Teaching-learning material / शिक्षण अधिगम सामग्री

**Explanation / व्याख्या**

Summative assessment / संकलनात्मक आकलन: Judging learning at the end of a defined instructional period. Application: An end-of-unit task evaluates what pupils have achieved. Teaching-learning material / शिक्षण अधिगम सामग्री: Objects or representations selected to make learning accessible. Application: A teacher uses bottle caps to demonstrate equal grouping.

**MCQ 443 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Summative assessment / संकलनात्मक आकलन and Play-based pedagogy / खेल आधारित शिक्षाशास्त्र.**

A. Judging learning at the end of a defined instructional period. | Using meaningful play to support learning and development.

B. Using meaningful play to support learning and development. | Judging learning at the end of a defined instructional period.

C. Judging learning at the end of a defined instructional period. | Extended purposeful investigation resulting in a meaningful product or outcome.

D. A safe, welcoming space that supports children's participation. | Using meaningful play to support learning and development.

**Correct answer / सही उत्तर: A.** Judging learning at the end of a defined instructional period. | Using meaningful play to support learning and development.

**Explanation / व्याख्या**

Summative assessment / संकलनात्मक आकलन: Judging learning at the end of a defined instructional period. Application: An end-of-unit task evaluates what pupils have achieved. Play-based pedagogy / खेल आधारित शिक्षाशास्त्र: Using meaningful play to support learning and development. Application: Children practise counting by running a pretend market.

MCQ 444 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Summative assessment / संकलनात्मक आकलन and Rubric / मानदंड तालिका.**

A. A storytelling rubric describes clarity, sequence and expression. | An end-of-unit task evaluates what pupils have achieved.

B. A teacher turns a learning outcome into a meaningful activity. | A storytelling rubric describes clarity, sequence and expression.

C. An end-of-unit task evaluates what pupils have achieved. | A storytelling rubric describes clarity, sequence and expression.

D. An end-of-unit task evaluates what pupils have achieved. | Pupils explore a topic through reading, discussion and hands-on tasks.

**Correct answer / सही उत्तर: C.** An end-of-unit task evaluates what pupils have achieved. | A storytelling rubric describes clarity, sequence and expression.

**Explanation / व्याख्या**

Summative assessment / संकलनात्मक आकलन: Judging learning at the end of a defined instructional period. Application: An end-of-unit task evaluates what pupils have achieved. Rubric / मानदंड तालिका: A tool describing criteria and levels of performance. Application: A storytelling rubric describes clarity, sequence and expression.

**MCQ 445 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Summative assessment / संकलनात्मक आकलन / Holistic progress card / समग्र प्रगति पत्र)**

A. Summative assessment / संकलनात्मक आकलन → A multidimensional report of progress across learning domains.

B. Foundational stage / बुनियादी चरण → An observable expectation of what a learner can demonstrate.

C. Holistic progress card / समग्र प्रगति पत्र → The early schooling stage emphasising play, interaction and foundational abilities.

D. Summative assessment / संकलनात्मक आकलन → Judging learning at the end of a defined instructional period.

**Correct answer / सही उत्तर: D.** Summative assessment / संकलनात्मक आकलन → Judging learning at the end of a defined instructional period.

**Explanation / व्याख्या**

Summative assessment / संकलनात्मक आकलन: Judging learning at the end of a defined instructional period. Application: An end-of-unit task evaluates what pupils have achieved.

MCQ 446 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Summative assessment / संकलनात्मक आकलन / Learning resource / अधिगम संसाधन)**

A. Summative assessment / संकलनात्मक आकलन → An end-of-unit task evaluates what pupils have achieved.

B. Flexible seating / लचीली बैठक व्यवस्था → A teacher narrates a story and invites children to predict what happens next.

C. Summative assessment / संकलनात्मक आकलन → Local objects are used to teach sorting and counting.

D. Learning resource / अधिगम संसाधन → Desks move into small groups for discussion and then a circle for sharing.

**Correct answer / सही उत्तर: A.** Summative assessment / संकलनात्मक आकलन → An end-of-unit task evaluates what pupils have achieved.

**Explanation / व्याख्या**

Summative assessment / संकलनात्मक आकलन: Judging learning at the end of a defined instructional period. Application: An end-of-unit task evaluates what pupils have achieved.

MCQ 447 • CORE PRACTICE · FORM 01

**Identify the concept described: Identifying specific strengths, difficulties and misconceptions to guide instruction.**

A. Competency / दक्षता

B. Multilingualism / बहुभाषिकता

C. Diagnostic assessment / निदानात्मक आकलन

D. Play-based pedagogy / खेल आधारित शिक्षाशास्त्र

**Correct answer / सही उत्तर: C.** Diagnostic assessment / निदानात्मक आकलन

**Explanation / व्याख्या**

Diagnostic assessment / निदानात्मक आकलन: Identifying specific strengths, difficulties and misconceptions to guide instruction. Application: A teacher investigates why a pupil reverses place-value digits.

MCQ 448 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? A teacher investigates why a pupil reverses place-value digits.**

A. Preparatory stage / प्रारंभिक तैयारी चरण

B. Diagnostic assessment / निदानात्मक आकलन

C. Activity areas / गतिविधि क्षेत्र

D. Play-based pedagogy / खेल आधारित शिक्षाशास्त्र

**Correct answer / सही उत्तर: B.** Diagnostic assessment / निदानात्मक आकलन

**Explanation / व्याख्या**

Diagnostic assessment / निदानात्मक आकलन: Identifying specific strengths, difficulties and misconceptions to guide instruction. Application: A teacher investigates why a pupil reverses place-value digits.

MCQ 449 • CORE PRACTICE · FORM 03

**Which explanation best defines Diagnostic assessment / निदानात्मक आकलन?**

A. Pretending and role enactment to explore situations and ideas.

B. Identifying specific strengths, difficulties and misconceptions to guide instruction.

C. Predictable practices that support safety, independence and time use.

D. A play-oriented collection of resources for foundational learning.

**Correct answer / सही उत्तर: B.** Identifying specific strengths, difficulties and misconceptions to guide instruction.

**Explanation / व्याख्या**

Diagnostic assessment / निदानात्मक आकलन: Identifying specific strengths, difficulties and misconceptions to guide instruction. Application: A teacher investigates why a pupil reverses place-value digits.

MCQ 450 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Diagnostic assessment / निदानात्मक आकलन?**

A. A teacher notes how a child solved a disagreement during group work.

B. A teacher turns a learning outcome into a meaningful activity.

C. A teacher investigates why a pupil reverses place-value digits.

D. A teacher adds counting prompts to a child-led shop game.

**Correct answer / सही उत्तर: C.** A teacher investigates why a pupil reverses place-value digits.

**Explanation / व्याख्या**

Diagnostic assessment / निदानात्मक आकलन: Identifying specific strengths, difficulties and misconceptions to guide instruction. Application: A teacher investigates why a pupil reverses place-value digits.

**MCQ 451 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Identifying specific strengths, difficulties and misconceptions to guide instruction. (2) A learning space with meaningful visible written language.**

A. Diagnostic assessment / निदानात्मक आकलन | Print-rich environment / मुद्रण समृद्ध वातावरण

B. Diagnostic assessment / निदानात्मक आकलन | Community resource / सामुदायिक संसाधन

C. Play observation / खेल अवलोकन | Print-rich environment / मुद्रण समृद्ध वातावरण

D. Print-rich environment / मुद्रण समृद्ध वातावरण | Diagnostic assessment / निदानात्मक आकलन

**Correct answer / सही उत्तर: A.** Diagnostic assessment / निदानात्मक आकलन | Print-rich environment / मुद्रण समृद्ध वातावरण

**Explanation / व्याख्या**

Diagnostic assessment / निदानात्मक आकलन: Identifying specific strengths, difficulties and misconceptions to guide instruction. Application: A teacher investigates why a pupil reverses place-value digits. Print-rich environment / मुद्रण समृद्ध वातावरण: A learning space with meaningful visible written language. Application: Labels, pupil messages and accessible books are displayed at eye level.

**MCQ 452 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A teacher investigates why a pupil reverses place-value digits. (2) A storytelling rubric describes clarity, sequence and expression.**

A. Rubric / मानदंड तालिका | Diagnostic assessment / निदानात्मक आकलन

B. Multilingualism / बहुभाषिकता | Rubric / मानदंड तालिका

C. Diagnostic assessment / निदानात्मक आकलन | Rubric / मानदंड तालिका

D. Diagnostic assessment / निदानात्मक आकलन | Play-based pedagogy / खेल आधारित शिक्षाशास्त्र

**Correct answer / सही उत्तर: C.** Diagnostic assessment / निदानात्मक आकलन | Rubric / मानदंड तालिका

**Explanation / व्याख्या**

Diagnostic assessment / निदानात्मक आकलन: Identifying specific strengths, difficulties and misconceptions to guide instruction. Application: A teacher investigates why a pupil reverses place-value digits. Rubric / मानदंड तालिका: A tool describing criteria and levels of performance. Application: A storytelling rubric describes clarity, sequence and expression.

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**MCQ 453 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Diagnostic assessment / निदानात्मक आकलन and Holistic progress card / समग्र प्रगति पत्र.**

A. A multidimensional report of progress across learning domains. | Identifying specific strengths, difficulties and misconceptions to guide instruction.

B. An observable expectation of what a learner can demonstrate. | A multidimensional report of progress across learning domains.

C. Identifying specific strengths, difficulties and misconceptions to guide instruction. | A multidimensional report of progress across learning domains.

D. Identifying specific strengths, difficulties and misconceptions to guide instruction. | Classroom spaces organised for specific kinds of exploration.

**Correct answer / सही उत्तर: C.** Identifying specific strengths, difficulties and misconceptions to guide instruction. | A multidimensional report of progress across learning domains.

**Explanation / व्याख्या**

Diagnostic assessment / निदानात्मक आकलन: Identifying specific strengths, difficulties and misconceptions to guide instruction. Application: A teacher investigates why a pupil reverses place-value digits. Holistic progress card / समग्र प्रगति पत्र: A multidimensional report of progress across learning domains. Application: A report includes academic, social, physical and creative development evidence.

**MCQ 454 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Diagnostic assessment / निदानात्मक आकलन and Preparatory stage / प्रारंभिक तैयारी चरण.**

A. A teacher adds counting prompts to a child-led shop game. | Pupils explore a topic through reading, discussion and hands-on tasks.

B. Pupils explore a topic through reading, discussion and hands-on tasks. | A teacher investigates why a pupil reverses place-value digits.

C. A teacher investigates why a pupil reverses place-value digits. | A teacher rotates leadership roles among children of all genders.

D. A teacher investigates why a pupil reverses place-value digits. | Pupils explore a topic through reading, discussion and hands-on tasks.

**Correct answer / सही उत्तर: D.** A teacher investigates why a pupil reverses place-value digits. | Pupils explore a topic through reading, discussion and hands-on tasks.

**Explanation / व्याख्या**

Diagnostic assessment / निदानात्मक आकलन: Identifying specific strengths, difficulties and misconceptions to guide instruction. Application: A teacher investigates why a pupil reverses place-value digits. Preparatory stage / प्रारंभिक तैयारी चरण: A stage building on foundational learning through interactive and increasingly structured experiences. Application: Pupils explore a topic through reading, discussion and hands-on tasks.

**MCQ 455 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Diagnostic assessment / निदानात्मक आकलन / Preparatory stage / प्रारंभिक तैयारी चरण)**

A. Flexible seating / लचीली बैठक व्यवस्था → Objects or representations selected to make learning accessible.

B. Diagnostic assessment / निदानात्मक आकलन → A stage building on foundational learning through interactive and increasingly structured experiences.

C. Diagnostic assessment / निदानात्मक आकलन → Identifying specific strengths, difficulties and misconceptions to guide instruction.

D. Preparatory stage / प्रारंभिक तैयारी चरण → Arranging space to support different tasks and participation needs.

**Correct answer / सही उत्तर: C.** Diagnostic assessment / निदानात्मक आकलन → Identifying specific strengths, difficulties and misconceptions to guide instruction.

**Explanation / व्याख्या**

Diagnostic assessment / निदानात्मक आकलन: Identifying specific strengths, difficulties and misconceptions to guide instruction. Application: A teacher investigates why a pupil reverses place-value digits.

**MCQ 456 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Diagnostic assessment / निदानात्मक आकलन / Teaching-learning material / शिक्षण अधिगम सामग्री)**

A. Teaching-learning material / शिक्षण अधिगम सामग्री → Early and later writing samples are kept with feedback and reflection.

B. Diagnostic assessment / निदानात्मक आकलन → A teacher investigates why a pupil reverses place-value digits.

C. Diagnostic assessment / निदानात्मक आकलन → A teacher uses bottle caps to demonstrate equal grouping.

D. Portfolio / पोर्टफोलियो → A teacher uses puppets, toys and story materials for early learning.

**Correct answer / सही उत्तर: B.** Diagnostic assessment / निदानात्मक आकलन → A teacher investigates why a pupil reverses place-value digits.

**Explanation / व्याख्या**

Diagnostic assessment / निदानात्मक आकलन: Identifying specific strengths, difficulties and misconceptions to guide instruction. Application: A teacher investigates why a pupil reverses place-value digits.

**MCQ 457 • CORE PRACTICE · FORM 01**

**Identify the concept described: Using evidence during learning to inform feedback and next steps.**

A. Reflective practice / चिंतनशील अभ्यास

B. Curriculum / पाठ्यचर्या

C. Assessment for learning / सीखने के लिए आकलन

D. Local contextualisation / स्थानीय संदर्भीकरण

**Correct answer / सही उत्तर: C.** Assessment for learning / सीखने के लिए आकलन

**Explanation / व्याख्या**

Assessment for learning / सीखने के लिए आकलन: Using evidence during learning to inform feedback and next steps. Application: An exit response guides the next day's teaching.

**MCQ 458 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? An exit response guides the next day's teaching.**

A. DIKSHA / दीक्षा

B. Digital accessibility / डिजिटल सुगम्यता

C. Assessment for learning / सीखने के लिए आकलन

D. Competency / दक्षता

**Correct answer / सही उत्तर: C.** Assessment for learning / सीखने के लिए आकलन

**Explanation / व्याख्या**

Assessment for learning / सीखने के लिए आकलन: Using evidence during learning to inform feedback and next steps. Application: An exit response guides the next day's teaching.

MCQ 459 • CORE PRACTICE · FORM 03

**Which explanation best defines Assessment for learning / सीखने के लिए आकलन?**

A. Objects or representations selected to make learning accessible.

B. Using evidence during learning to inform feedback and next steps.

C. Adapting learning to familiar surroundings while retaining learning goals.

D. Material or human support selected to facilitate learning.

**Correct answer / सही उत्तर: B.** Using evidence during learning to inform feedback and next steps.

**Explanation / व्याख्या**

Assessment for learning / सीखने के लिए आकलन: Using evidence during learning to inform feedback and next steps. Application: An exit response guides the next day's teaching.

MCQ 460 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Assessment for learning / सीखने के लिए आकलन?**

A. Pupils observe shadows and plants in the school courtyard.

B. A teacher narrates a story and invites children to predict what happens next.

C. A teacher turns a learning outcome into a meaningful activity.

D. An exit response guides the next day's teaching.

**Correct answer / सही उत्तर: D.** An exit response guides the next day's teaching.

**Explanation / व्याख्या**

Assessment for learning / सीखने के लिए आकलन: Using evidence during learning to inform feedback and next steps. Application: An exit response guides the next day's teaching.

**MCQ 461 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Using evidence during learning to inform feedback and next steps. (2) Predictable practices that support safety, independence and time use.**

A. Assessment for learning / सीखने के लिए आकलन | Classroom routines / कक्षा दिनचर्या

B. Assessment for learning / सीखने के लिए आकलन | Play observation / खेल अवलोकन

C. Competency / दक्षता | Classroom routines / कक्षा दिनचर्या

D. Classroom routines / कक्षा दिनचर्या | Assessment for learning / सीखने के लिए आकलन

**Correct answer / सही उत्तर: A.** Assessment for learning / सीखने के लिए आकलन | Classroom routines / कक्षा दिनचर्या

**Explanation / व्याख्या**

Assessment for learning / सीखने के लिए आकलन: Using evidence during learning to inform feedback and next steps. Application: An exit response guides the next day's teaching. Classroom routines / कक्षा दिनचर्या: Predictable practices that support safety, independence and time use. Application: Children know how to collect and return shared materials.

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**MCQ 462 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) An exit response guides the next day's teaching. (2) A storytelling rubric describes clarity, sequence and expression.**

A. Assessment for learning / सीखने के लिए आकलन | Rubric / मानदंड तालिका

B. Assessment for learning / सीखने के लिए आकलन | Local contextualisation / स्थानीय संदर्भीकरण

C. Rubric / मानदंड तालिका | Assessment for learning / सीखने के लिए आकलन

D. Dramatic play / नाटकीय खेल | Rubric / मानदंड तालिका

**Correct answer / सही उत्तर: A.** Assessment for learning / सीखने के लिए आकलन | Rubric / मानदंड तालिका

**Explanation / व्याख्या**

Assessment for learning / सीखने के लिए आकलन: Using evidence during learning to inform feedback and next steps. Application: An exit response guides the next day's teaching. Rubric / मानदंड तालिका: A tool describing criteria and levels of performance. Application: A storytelling rubric describes clarity, sequence and expression.

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MCQ 463 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Assessment for learning / सीखने के लिए आकलन and Storytelling / कहानी कथन.**

A. Adapting tasks, supports or representations according to learner needs. | Using narratives to engage children and develop understanding.

B. Using evidence during learning to inform feedback and next steps. | Using narratives to engage children and develop understanding.

C. Using narratives to engage children and develop understanding. | Using evidence during learning to inform feedback and next steps.

D. Using evidence during learning to inform feedback and next steps. | Extended purposeful investigation resulting in a meaningful product or outcome.

**Correct answer / सही उत्तर: B.** Using evidence during learning to inform feedback and next steps. | Using narratives to engage children and develop understanding.

**Explanation / व्याख्या**

Assessment for learning / सीखने के लिए आकलन: Using evidence during learning to inform feedback and next steps. Application: An exit response guides the next day's teaching. Storytelling / कहानी कथन: Using narratives to engage children and develop understanding. Application: A teacher narrates a story and invites children to predict what happens next.

MCQ 464 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Assessment for learning / सीखने के लिए आकलन and Curriculum transaction / पाठ्यचर्या क्रियान्वयन.**

A. An exit response guides the next day's teaching. | Children know how to collect and return shared materials.

B. An exit response guides the next day's teaching. | A teacher turns a learning outcome into a meaningful activity.

C. Local objects are used to teach sorting and counting. | A teacher turns a learning outcome into a meaningful activity.

D. A teacher turns a learning outcome into a meaningful activity. | An exit response guides the next day's teaching.

**Correct answer / सही उत्तर: B.** An exit response guides the next day's teaching. | A teacher turns a learning outcome into a meaningful activity.

**Explanation / व्याख्या**

Assessment for learning / सीखने के लिए आकलन: Using evidence during learning to inform feedback and next steps. Application: An exit response guides the next day's teaching. Curriculum transaction / पाठ्यचर्या क्रियान्वयन: Putting curriculum intentions into actual classroom learning experiences. Application: A teacher turns a learning outcome into a meaningful activity.

MCQ 465 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Assessment for learning / सीखने के लिए आकलन / Multi-age grouping / बहु-आयु समूह)**

A. Assessment for learning / सीखने के लिए आकलन → Organising learning with children of different ages together.

B. Foundational stage / बुनियादी चरण → Unstated values and norms conveyed through everyday school practices.

C. Multi-age grouping / बहु-आयु समूह → The early schooling stage emphasising play, interaction and foundational abilities.

D. Assessment for learning / सीखने के लिए आकलन → Using evidence during learning to inform feedback and next steps.

**Correct answer / सही उत्तर: D.** Assessment for learning / सीखने के लिए आकलन → Using evidence during learning to inform feedback and next steps.

**Explanation / व्याख्या**

Assessment for learning / सीखने के लिए आकलन: Using evidence during learning to inform feedback and next steps. Application: An exit response guides the next day's teaching.

MCQ 466 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Assessment for learning / सीखने के लिए आकलन / Theme-based approach / विषयवस्तु आधारित उपागम)**

A. Theme-based approach / विषयवस्तु आधारित उपागम → Children practise counting by running a pretend market.

B. Play-based pedagogy / खेल आधारित शिक्षाशास्त्र → A storytelling rubric describes clarity, sequence and expression.

C. Assessment for learning / सीखने के लिए आकलन → An exit response guides the next day's teaching.

D. Assessment for learning / सीखने के लिए आकलन → Water becomes the focus of stories, measurement and environmental exploration.

**Correct answer / सही उत्तर: C.** Assessment for learning / सीखने के लिए आकलन → An exit response guides the next day's teaching.

**Explanation / व्याख्या**

Assessment for learning / सीखने के लिए आकलन: Using evidence during learning to inform feedback and next steps. Application: An exit response guides the next day's teaching.

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 08.01

**Explain Formative assessment / निर्माणात्मक आकलन and give one classroom example.**

**Model answer:** Gathering evidence during learning to improve teaching and learning. A teacher adjusts tomorrow's instruction after checking today's responses.

**REVISION 08.02**

**Explain Summative assessment / संकलनात्मक आकलन and give one classroom example.**

**Model answer:** Judging learning at the end of a defined instructional period. An end-of-unit task evaluates what pupils have achieved.

**REVISION 08.03**

**Explain Diagnostic assessment / निदानात्मक आकलन and give one classroom example.**

**Model answer:** Identifying specific strengths, difficulties and misconceptions to guide instruction. A teacher investigates why a pupil reverses place-value digits.

**REVISION 08.04**

**Explain Assessment for learning / सीखने के लिए आकलन and give one classroom example.**

**Model answer:** Using evidence during learning to inform feedback and next steps. An exit response guides the next day's teaching.

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CHAPTER 09 • 52 MCQs • 5 REVISION PROMPTS

# Tools and Techniques of Assessment

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Portfolio / पोर्टफोलियो

A purposeful collection of learner work showing development over time.

**Classroom example:** Early and later writing samples are kept with feedback and reflection.

### Anecdotal record / उपाख्यानात्मक अभिलेख

A brief factual account of significant observed behaviour.

**Classroom example:** A teacher notes how a child solved a disagreement during group work.

### Holistic progress card / समग्र प्रगति पत्र

A multidimensional report of progress across learning domains.

**Classroom example:** A report includes academic, social, physical and creative development evidence.

### Rubric / मानदंड तालिका

A tool describing criteria and levels of performance.

**Classroom example:** A storytelling rubric describes clarity, sequence and expression.

### Checklist / जाँच सूची

A list used to record whether specified behaviours or criteria are present.

**Classroom example:** A teacher ticks whether a pupil uses an appropriate measurement unit.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

### MCQ 467 • NEW CLASSROOM APPLICATION

**Which feature makes an analytic rubric useful?**

A. A count of attendance days
B. Separate criteria with descriptions of performance levels
C. Only a list of pupil names
D. One unexplained overall mark

**Correct answer / सही उत्तर: B.** Separate criteria with descriptions of performance levels

**Explanation / व्याख्या**

Analytic rubrics make dimensions of quality and feedback explicit.

### MCQ 468 • NEW CLASSROOM APPLICATION

**What belongs in an effective anecdotal record?**

A. A guess about family income
B. A score without context
C. A permanent personality judgement
D. Date, context and observable behaviour

**Correct answer / सही उत्तर: D.** Date, context and observable behaviour

**Explanation / व्याख्या**

Records should distinguish observed evidence from interpretation.

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## Core question bank

Ten related practice formats; core concepts recur for revision.

**MCQ 469 • CORE PRACTICE · FORM 01**

**Identify the concept described: A purposeful collection of learner work showing development over time.**

A. Curricular goal / पाठ्यचर्या लक्ष्य

B. Portfolio / पोर्टफोलियो

C. Gender equity / लैंगिक समानता

D. Curriculum evaluation / पाठ्यचर्या मूल्यांकन

**Correct answer / सही उत्तर: B.** Portfolio / पोर्टफोलियो

**Explanation / व्याख्या**

Portfolio / पोर्टफोलियो: A purposeful collection of learner work showing development over time.
Application: Early and later writing samples are kept with feedback and reflection.

**MCQ 470 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Early and later writing samples are kept with feedback and reflection.**

A. Foundational stage / बुनियादी चरण

B. Assessment for learning / सीखने के लिए आकलन

C. Portfolio / पोर्टफोलियो

D. Play-based pedagogy / खेल आधारित शिक्षाशास्त्र

**Correct answer / सही उत्तर: C.** Portfolio / पोर्टफोलियो

**Explanation / व्याख्या**

Portfolio / पोर्टफोलियो: A purposeful collection of learner work showing development over time.
Application: Early and later writing samples are kept with feedback and reflection.

MCQ 471 • CORE PRACTICE · FORM 03

**Which explanation best defines Portfolio / पोर्टफोलियो?**

A. A purposeful collection of learner work showing development over time.
B. A broad educational aim guiding learning across a stage.
C. A digital platform offering educational content and resources in India.
D. Predictable practices that support safety, independence and time use.

**Correct answer / सही उत्तर: A.** A purposeful collection of learner work showing development over time.

**Explanation / व्याख्या**
Portfolio / पोर्टफोलियो: A purposeful collection of learner work showing development over time.
Application: Early and later writing samples are kept with feedback and reflection.

MCQ 472 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Portfolio / पोर्टफोलियो?**

A. A teacher adds counting prompts to a child-led shop game.
B. Early and later writing samples are kept with feedback and reflection.
C. Who gets to lead group work communicates implicit expectations.
D. A teacher records how children negotiate turns during a game.

**Correct answer / सही उत्तर: B.** Early and later writing samples are kept with feedback and reflection.

**Explanation / व्याख्या**
Portfolio / पोर्टफोलियो: A purposeful collection of learner work showing development over time.
Application: Early and later writing samples are kept with feedback and reflection.

**MCQ 473 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) A purposeful collection of learner work showing development over time. (2) Material or human support selected to facilitate learning.**

A. Portfolio / पोर्टफोलियो | Syllabus / पाठ्यक्रम

B. Learning resource / अधिगम संसाधन | Portfolio / पोर्टफोलियो

C. Reflective practice / चिंतनशील अभ्यास | Learning resource / अधिगम संसाधन

D. Portfolio / पोर्टफोलियो | Learning resource / अधिगम संसाधन

**Correct answer / सही उत्तर: D.** Portfolio / पोर्टफोलियो | Learning resource / अधिगम संसाधन

**Explanation / व्याख्या**

Portfolio / पोर्टफोलियो: A purposeful collection of learner work showing development over time. Application: Early and later writing samples are kept with feedback and reflection. Learning resource / अधिगम संसाधन: Material or human support selected to facilitate learning. Application: Local objects are used to teach sorting and counting.

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**MCQ 474 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Early and later writing samples are kept with feedback and reflection. (2) Interest in butterflies leads the teacher to plan further observation activities.**

A. Play observation / खेल अवलोकन | Emergent curriculum / उभरती पाठ्यचर्या

B. Portfolio / पोर्टफोलियो | Emergent curriculum / उभरती पाठ्यचर्या

C. Portfolio / पोर्टफोलियो | Multi-age grouping / बहु-आयु समूह

D. Emergent curriculum / उभरती पाठ्यचर्या | Portfolio / पोर्टफोलियो

**Correct answer / सही उत्तर: B.** Portfolio / पोर्टफोलियो | Emergent curriculum / उभरती पाठ्यचर्या

**Explanation / व्याख्या**

Portfolio / पोर्टफोलियो: A purposeful collection of learner work showing development over time. Application: Early and later writing samples are kept with feedback and reflection. Emergent curriculum / उभरती पाठ्यचर्या: Planning that responds to children's developing interests and questions. Application: Interest in butterflies leads the teacher to plan further observation activities.

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MCQ 475 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Portfolio / पोर्टफोलियो and Differentiation / विभेदित शिक्षण.**

A. Adapting tasks, supports or representations according to learner needs. | A purposeful collection of learner work showing development over time.

B. A purposeful collection of learner work showing development over time. | Adapting tasks, supports or representations according to learner needs.

C. A purposeful collection of learner work showing development over time. | Judging how effectively planned learning experiences meet their goals.

D. A broad educational aim guiding learning across a stage. | Adapting tasks, supports or representations according to learner needs.

**Correct answer / सही उत्तर: B.** A purposeful collection of learner work showing development over time. | Adapting tasks, supports or representations according to learner needs.

**Explanation / व्याख्या**

Portfolio / पोर्टफोलियो: A purposeful collection of learner work showing development over time. Application: Early and later writing samples are kept with feedback and reflection. Differentiation / विभेदित शिक्षण: Adapting tasks, supports or representations according to learner needs. Application: Children work on the same goal using different levels of scaffolding.

**MCQ 476 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Portfolio / पोर्टफोलियो and Digital accessibility / डिजिटल सुगम्यता.**

A. Early and later writing samples are kept with feedback and reflection. | A video includes captions and readable text.

B. A video includes captions and readable text. | Early and later writing samples are kept with feedback and reflection.

C. Pupils explore a topic through reading, discussion and hands-on tasks. | A video includes captions and readable text.

D. Early and later writing samples are kept with feedback and reflection. | Groups investigate school waste and present a plan to reduce it.

**Correct answer / सही उत्तर: A.** Early and later writing samples are kept with feedback and reflection. | A video includes captions and readable text.

**Explanation / व्याख्या**

Portfolio / पोर्टफोलियो: A purposeful collection of learner work showing development over time. Application: Early and later writing samples are kept with feedback and reflection. Digital accessibility / डिजिटल सुगम्यता: Designing digital resources so learners with varied needs can use them. Application: A video includes captions and readable text.

MCQ 477 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Portfolio / पोर्टफोलियो / Foundational stage / बुनियादी चरण)**

A. Portfolio / पोर्टफोलियो → The early schooling stage emphasising play, interaction and foundational abilities.

B. Child-friendly environment / बाल-अनुकूल वातावरण → Material or human support selected to facilitate learning.

C. Portfolio / पोर्टफोलियो → A purposeful collection of learner work showing development over time.

D. Foundational stage / बुनियादी चरण → A safe, welcoming space that supports children's participation.

**Correct answer / सही उत्तर: C.** Portfolio / पोर्टफोलियो → A purposeful collection of learner work showing development over time.

**Explanation / व्याख्या**

Portfolio / पोर्टफोलियो: A purposeful collection of learner work showing development over time.
Application: Early and later writing samples are kept with feedback and reflection.

**MCQ 478 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Portfolio / पोर्टफोलियो / Competency / दक्षता)**

A. Portfolio / पोर्टफोलियो → A pupil uses number sense to compare quantities in a shop activity.

B. Reflective practice / चिंतनशील अभ्यास → Pupils observe shadows and plants in the school courtyard.

C. Competency / दक्षता → After class, a teacher notes why group instructions were unclear.

D. Portfolio / पोर्टफोलियो → Early and later writing samples are kept with feedback and reflection.

**Correct answer / सही उत्तर: D.** Portfolio / पोर्टफोलियो → Early and later writing samples are kept with feedback and reflection.

**Explanation / व्याख्या**

Portfolio / पोर्टफोलियो: A purposeful collection of learner work showing development over time. Application: Early and later writing samples are kept with feedback and reflection.

**MCQ 479 • CORE PRACTICE · FORM 01**

**Identify the concept described: A brief factual account of significant observed behaviour.**

A. Digital accessibility / डिजिटल सुगम्यता

B. Jaadui Pitara / जादुई पिटारा

C. Formative assessment / निर्माणात्मक आकलन

D. Anecdotal record / उपाख्यानात्मक अभिलेख

**Correct answer / सही उत्तर: D.** Anecdotal record / उपाख्यानात्मक अभिलेख

**Explanation / व्याख्या**

Anecdotal record / उपाख्यानात्मक अभिलेख: A brief factual account of significant observed behaviour. Application: A teacher notes how a child solved a disagreement during group work.

**MCQ 480 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A teacher notes how a child solved a disagreement during group work.**

A. Print-rich environment / मुद्रण समृद्ध वातावरण

B. Community resource / सामुदायिक संसाधन

C. Anecdotal record / उपाख्यानात्मक अभिलेख

D. Play observation / खेल अवलोकन

**Correct answer / सही उत्तर: C.** Anecdotal record / उपाख्यानात्मक अभिलेख

**Explanation / व्याख्या**

Anecdotal record / उपाख्यानात्मक अभिलेख: A brief factual account of significant observed behaviour. Application: A teacher notes how a child solved a disagreement during group work.

**MCQ 481 • CORE PRACTICE · FORM 03**

**Which explanation best defines Anecdotal record / उपाख्यानात्मक अभिलेख?**

A. Using evidence during learning to inform feedback and next steps.

B. Judging resources for relevance, accuracy, inclusion and suitability.

C. The early schooling stage emphasising play, interaction and foundational abilities.

D. A brief factual account of significant observed behaviour.

**Correct answer / सही उत्तर: D.** A brief factual account of significant observed behaviour.

**Explanation / व्याख्या**

Anecdotal record / उपाख्यानात्मक अभिलेख: A brief factual account of significant observed behaviour. Application: A teacher notes how a child solved a disagreement during group work.

MCQ 482 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Anecdotal record / उपाख्यानात्मक अभिलेख?**

A. A pupil uses number sense to compare quantities in a shop activity.

B. Water becomes the focus of stories, measurement and environmental exploration.

C. A teacher notes how a child solved a disagreement during group work.

D. A teacher rotates leadership roles among children of all genders.

**Correct answer / सही उत्तर: C.** A teacher notes how a child solved a disagreement during group work.

**Explanation / व्याख्या**

Anecdotal record / उपाख्यानात्मक अभिलेख: A brief factual account of significant observed behaviour. Application: A teacher notes how a child solved a disagreement during group work.

MCQ 483 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) A brief factual account of significant observed behaviour. (2) A broad educational aim guiding learning across a stage.**

A. Anecdotal record / उपाख्यानात्मक अभिलेख | Digital accessibility / डिजिटल सुगम्यता

B. Multi-age grouping / बहु-आयु समूह | Curricular goal / पाठ्यचर्या लक्ष्य

C. Curricular goal / पाठ्यचर्या लक्ष्य | Anecdotal record / उपाख्यानात्मक अभिलेख

D. Anecdotal record / उपाख्यानात्मक अभिलेख | Curricular goal / पाठ्यचर्या लक्ष्य

**Correct answer / सही उत्तर: D.** Anecdotal record / उपाख्यानात्मक अभिलेख | Curricular goal / पाठ्यचर्या लक्ष्य

**Explanation / व्याख्या**

Anecdotal record / उपाख्यानात्मक अभिलेख: A brief factual account of significant observed behaviour. Application: A teacher notes how a child solved a disagreement during group work. Curricular goal / पाठ्यचर्या लक्ष्य: A broad educational aim guiding learning across a stage. Application: A framework aims to develop children's effective communication.

**MCQ 484 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A teacher notes how a child solved a disagreement during group work. (2) An exit response guides the next day's teaching.**

A. Equity / समता | Assessment for learning / सीखने के लिए आकलन

B. Assessment for learning / सीखने के लिए आकलन | Anecdotal record / उपाख्यानात्मक अभिलेख

C. Anecdotal record / उपाख्यानात्मक अभिलेख | Preparatory stage / प्रारंभिक तैयारी चरण

D. Anecdotal record / उपाख्यानात्मक अभिलेख | Assessment for learning / सीखने के लिए आकलन

**Correct answer / सही उत्तर: D.** Anecdotal record / उपाख्यानात्मक अभिलेख | Assessment for learning / सीखने के लिए आकलन

**Explanation / व्याख्या**

Anecdotal record / उपाख्यानात्मक अभिलेख: A brief factual account of significant observed behaviour. Application: A teacher notes how a child solved a disagreement during group work. Assessment for learning / सीखने के लिए आकलन: Using evidence during learning to inform feedback and next steps. Application: An exit response guides the next day's teaching.

MCQ 485 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Anecdotal record / उपाख्यानात्मक अभिलेख and Emergent curriculum / उभरती पाठ्यचर्या.**

A. A brief factual account of significant observed behaviour. | Planning that responds to children's developing interests and questions.

B. Ensuring meaningful participation regardless of social background. | Planning that responds to children's developing interests and questions.

C. Planning that responds to children's developing interests and questions. | A brief factual account of significant observed behaviour.

D. A brief factual account of significant observed behaviour. | Use of multiple languages as resources for learning.

**Correct answer / सही उत्तर: A.** A brief factual account of significant observed behaviour. | Planning that responds to children's developing interests and questions.

**Explanation / व्याख्या**

Anecdotal record / उपाख्यानात्मक अभिलेख: A brief factual account of significant observed behaviour. Application: A teacher notes how a child solved a disagreement during group work. Emergent curriculum / उभरती पाठ्यचर्या: Planning that responds to children's developing interests and questions. Application: Interest in butterflies leads the teacher to plan further observation activities.

MCQ 486 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Anecdotal record / उपाख्यानात्मक अभिलेख and Formative assessment / निर्माणात्मक आकलन.**

A. Pupils observe shadows and plants in the school courtyard. | A teacher adjusts tomorrow's instruction after checking today's responses.

B. A teacher adjusts tomorrow's instruction after checking today's responses. | A teacher notes how a child solved a disagreement during group work.

C. A teacher notes how a child solved a disagreement during group work. | After a lesson, children can identify three local plants.

D. A teacher notes how a child solved a disagreement during group work. | A teacher adjusts tomorrow's instruction after checking today's responses.

**Correct answer / सही उत्तर: D.** A teacher notes how a child solved a disagreement during group work. | A teacher adjusts tomorrow's instruction after checking today's responses.

**Explanation / व्याख्या**

Anecdotal record / उपाख्यानात्मक अभिलेख: A brief factual account of significant observed behaviour. Application: A teacher notes how a child solved a disagreement during group work. Formative assessment / निर्माणात्मक आकलन: Gathering evidence during learning to improve teaching and learning. Application: A teacher adjusts tomorrow's instruction after checking today's responses.

**MCQ 487 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Anecdotal record / उपाख्यानात्मक अभिलेख / Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या)**

A. Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या → A digital platform offering educational content and resources in India.

B. Anecdotal record / उपाख्यानात्मक अभिलेख → Unstated values and norms conveyed through everyday school practices.

C. DIKSHA / दीक्षा → The early schooling stage emphasising play, interaction and foundational abilities.

D. Anecdotal record / उपाख्यानात्मक अभिलेख → A brief factual account of significant observed behaviour.

**Correct answer / सही उत्तर: D.** Anecdotal record / उपाख्यानात्मक अभिलेख → A brief factual account of significant observed behaviour.

**Explanation / व्याख्या**

Anecdotal record / उपाख्यानात्मक अभिलेख: A brief factual account of significant observed behaviour. Application: A teacher notes how a child solved a disagreement during group work.

**MCQ 488 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Anecdotal record / उपाख्यानात्मक अभिलेख / Collaborative planning / सहयोगी योजना)**

A. Teaching-learning material / शिक्षण अधिगम सामग्री → A teacher combines stories, songs and manipulatives for early learners.

B. Anecdotal record / उपाख्यानात्मक अभिलेख → A teacher notes how a child solved a disagreement during group work.

C. Collaborative planning / सहयोगी योजना → A teacher uses bottle caps to demonstrate equal grouping.

D. Anecdotal record / उपाख्यानात्मक अभिलेख → Two teachers compare lesson evidence and refine next week's tasks.

**Correct answer / सही उत्तर: B.** Anecdotal record / उपाख्यानात्मक अभिलेख → A teacher notes how a child solved a disagreement during group work.

**Explanation / व्याख्या**

Anecdotal record / उपाख्यानात्मक अभिलेख: A brief factual account of significant observed behaviour. Application: A teacher notes how a child solved a disagreement during group work.

**MCQ 489 • CORE PRACTICE · FORM 01**

**Identify the concept described: A multidimensional report of progress across learning domains.**

A. Guided play / निर्देशित खेल

B. Multi-age grouping / बहु-आयु समूह

C. Holistic progress card / समग्र प्रगति पत्र

D. Diagnostic assessment / निदानात्मक आकलन

**Correct answer / सही उत्तर: C.** Holistic progress card / समग्र प्रगति पत्र

**Explanation / व्याख्या**

Holistic progress card / समग्र प्रगति पत्र: A multidimensional report of progress across learning domains. Application: A report includes academic, social, physical and creative development evidence.

**MCQ 490 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A report includes academic, social, physical and creative development evidence.**

A. Guided play / निर्देशित खेल

B. Family partnership / परिवार सहभागिता

C. Equity / समता

D. Holistic progress card / समग्र प्रगति पत्र

**Correct answer / सही उत्तर: D.** Holistic progress card / समग्र प्रगति पत्र

**Explanation / व्याख्या**

Holistic progress card / समग्र प्रगति पत्र: A multidimensional report of progress across learning domains. Application: A report includes academic, social, physical and creative development evidence.

MCQ 491 • CORE PRACTICE · FORM 03

**Which explanation best defines Holistic progress card / समग्र प्रगति पत्र?**

A. Local people, places or materials that enrich learning.

B. Systematically noticing children's learning during play.

C. Adapting learning to familiar surroundings while retaining learning goals.

D. A multidimensional report of progress across learning domains.

**Correct answer / सही उत्तर: D.** A multidimensional report of progress across learning domains.

**Explanation / व्याख्या**

Holistic progress card / समग्र प्रगति पत्र: A multidimensional report of progress across learning domains. Application: A report includes academic, social, physical and creative development evidence.

MCQ 492 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Holistic progress card / समग्र प्रगति पत्र?**

A. Two teachers compare lesson evidence and refine next week's tasks.

B. A report includes academic, social, physical and creative development evidence.

C. A teacher uses puppets, toys and story materials for early learning.

D. A teacher uses bottle caps to demonstrate equal grouping.

**Correct answer / सही उत्तर: B.** A report includes academic, social, physical and creative development evidence.

**Explanation / व्याख्या**

Holistic progress card / समग्र प्रगति पत्र: A multidimensional report of progress across learning domains. Application: A report includes academic, social, physical and creative development evidence.

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**MCQ 493 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) A multidimensional report of progress across learning domains. (2) Arranging space to support different tasks and participation needs.**

A. Social inclusion / सामाजिक समावेशन | Flexible seating / लचीली बैठक व्यवस्था

B. Holistic progress card / समग्र प्रगति पत्र | Flexible seating / लचीली बैठक व्यवस्था

C. Flexible seating / लचीली बैठक व्यवस्था | Holistic progress card / समग्र प्रगति पत्र

D. Holistic progress card / समग्र प्रगति पत्र | Dramatic play / नाटकीय खेल

**Correct answer / सही उत्तर: B.** Holistic progress card / समग्र प्रगति पत्र | Flexible seating / लचीली बैठक व्यवस्था

**Explanation / व्याख्या**

Holistic progress card / समग्र प्रगति पत्र: A multidimensional report of progress across learning domains. Application: A report includes academic, social, physical and creative development evidence. Flexible seating / लचीली बैठक व्यवस्था: Arranging space to support different tasks and participation needs. Application: Desks move into small groups for discussion and then a circle for sharing.

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**MCQ 494 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A report includes academic, social, physical and creative development evidence. (2) Children discuss a concept in home languages before sharing it in class.**

A. Holistic progress card / समग्र प्रगति पत्र | Family partnership / परिवार सहभागिता

B. Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या | Multilingualism / बहुभाषिकता

C. Holistic progress card / समग्र प्रगति पत्र | Multilingualism / बहुभाषिकता

D. Multilingualism / बहुभाषिकता | Holistic progress card / समग्र प्रगति पत्र

**Correct answer / सही उत्तर: C.** Holistic progress card / समग्र प्रगति पत्र | Multilingualism / बहुभाषिकता

**Explanation / व्याख्या**

Holistic progress card / समग्र प्रगति पत्र: A multidimensional report of progress across learning domains. Application: A report includes academic, social, physical and creative development evidence. Multilingualism / बहुभाषिकता: Use of multiple languages as resources for learning. Application: Children discuss a concept in home languages before sharing it in class.

GyanTech

**MCQ 495 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Holistic progress card / समग्र प्रगति पत्र and Jaadui Pitara / जादुई पिटारा.**

A. A multidimensional report of progress across learning domains. | Judging resources for relevance, accuracy, inclusion and suitability.

B. Identifying specific strengths, difficulties and misconceptions to guide instruction. | A play-oriented collection of resources for foundational learning.

C. A multidimensional report of progress across learning domains. | A play-oriented collection of resources for foundational learning.

D. A play-oriented collection of resources for foundational learning. | A multidimensional report of progress across learning domains.

**Correct answer / सही उत्तर: C.** A multidimensional report of progress across learning domains. | A play-oriented collection of resources for foundational learning.

**Explanation / व्याख्या**

Holistic progress card / समग्र प्रगति पत्र: A multidimensional report of progress across learning domains. Application: A report includes academic, social, physical and creative development evidence. Jaadui Pitara / जादुई पिटारा: A play-oriented collection of resources for foundational learning. Application: A teacher uses puppets, toys and story materials for early learning.

**MCQ 496 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Holistic progress card / समग्र प्रगति पत्र and Learning outcome / अधिगम प्रतिफल.**

A. After a lesson, children can identify three local plants. | A report includes academic, social, physical and creative development evidence.

B. A report includes academic, social, physical and creative development evidence. | After a lesson, children can identify three local plants.

C. A report includes academic, social, physical and creative development evidence. | A teacher uses bottle caps to demonstrate equal grouping.

D. Older and younger pupils collaborate on a shared task with adapted roles. | After a lesson, children can identify three local plants.

**Correct answer / सही उत्तर: B.** A report includes academic, social, physical and creative development evidence. | After a lesson, children can identify three local plants.

**Explanation / व्याख्या**

Holistic progress card / समग्र प्रगति पत्र: A multidimensional report of progress across learning domains. Application: A report includes academic, social, physical and creative development evidence. Learning outcome / अधिगम प्रतिफल: An observable expectation of what a learner can demonstrate. Application: After a lesson, children can identify three local plants.

MCQ 497 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Holistic progress card / समग्र प्रगति पत्र / Syllabus / पाठ्यक्रम)**

A. Holistic progress card / समग्र प्रगति पत्र → A specified outline of content or topics for a course.

B. Holistic progress card / समग्र प्रगति पत्र → A multidimensional report of progress across learning domains.

C. Syllabus / पाठ्यक्रम → Arranging space to support different tasks and participation needs.

D. Flexible seating / लचीली बैठक व्यवस्था → Collaborating with families to support children's learning.

**Correct answer / सही उत्तर: B.** Holistic progress card / समग्र प्रगति पत्र → A multidimensional report of progress across learning domains.

**Explanation / व्याख्या**

Holistic progress card / समग्र प्रगति पत्र: A multidimensional report of progress across learning domains. Application: A report includes academic, social, physical and creative development evidence.

MCQ 498 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Holistic progress card / समग्र प्रगति पत्र / Formative assessment / निर्माणात्मक आकलन)**

A. Holistic progress card / समग्र प्रगति पत्र → A teacher adjusts tomorrow's instruction after checking today's responses.

B. Formative assessment / निर्माणात्मक आकलन → Two teachers compare lesson evidence and refine next week's tasks.

C. Collaborative planning / सहयोगी योजना → Children act as customers and shopkeepers.

D. Holistic progress card / समग्र प्रगति पत्र → A report includes academic, social, physical and creative development evidence.

**Correct answer / सही उत्तर: D.** Holistic progress card / समग्र प्रगति पत्र → A report includes academic, social, physical and creative development evidence.

**Explanation / व्याख्या**

Holistic progress card / समग्र प्रगति पत्र: A multidimensional report of progress across learning domains. Application: A report includes academic, social, physical and creative development evidence.

MCQ 499 • CORE PRACTICE · FORM 01

**Identify the concept described: A tool describing criteria and levels of performance.**

A. Project-based learning / परियोजना आधारित अधिगम

B. Play-based pedagogy / खेल आधारित शिक्षाशास्त्र

C. Rubric / मानदंड तालिका

D. Theme-based approach / विषयवस्तु आधारित उपागम

**Correct answer / सही उत्तर: C.** Rubric / मानदंड तालिका

**Explanation / व्याख्या**

Rubric / मानदंड तालिका: A tool describing criteria and levels of performance. Application: A storytelling rubric describes clarity, sequence and expression.

**MCQ 500 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A storytelling rubric describes clarity, sequence and expression.**

A. Flexible seating / लचीली बैठक व्यवस्था

B. Equity / समता

C. Foundational stage / बुनियादी चरण

D. Rubric / मानदंड तालिका

**Correct answer / सही उत्तर: D.** Rubric / मानदंड तालिका

**Explanation / व्याख्या**

Rubric / मानदंड तालिका: A tool describing criteria and levels of performance. Application: A storytelling rubric describes clarity, sequence and expression.

**MCQ 501 • CORE PRACTICE · FORM 03**

**Which explanation best defines Rubric / मानदंड तालिका?**

A. A tool describing criteria and levels of performance.

B. Using meaningful play to support learning and development.

C. Systematically noticing children's learning during play.

D. Material or human support selected to facilitate learning.

**Correct answer / सही उत्तर: A.** A tool describing criteria and levels of performance.

**Explanation / व्याख्या**

Rubric / मानदंड तालिका: A tool describing criteria and levels of performance. Application: A storytelling rubric describes clarity, sequence and expression.

MCQ 502 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Rubric / मानदंड तालिका?**

A. A group task includes children from different communities as equal contributors.

B. Children can access materials independently without fear of ridicule.

C. A teacher reviews whether activities helped children demonstrate intended outcomes.

D. A storytelling rubric describes clarity, sequence and expression.

**Correct answer / सही उत्तर: D.** A storytelling rubric describes clarity, sequence and expression.

**Explanation / व्याख्या**

Rubric / मानदंड तालिका: A tool describing criteria and levels of performance. Application: A storytelling rubric describes clarity, sequence and expression.

MCQ 503 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) A tool describing criteria and levels of performance. (2) Play with child agency and adult support toward a learning goal.**

A. Rubric / मानदंड तालिका | Syllabus / पाठ्यक्रम

B. Rubric / मानदंड तालिका | Guided play / निर्देशित खेल

C. Competency / दक्षता | Guided play / निर्देशित खेल

D. Guided play / निर्देशित खेल | Rubric / मानदंड तालिका

**Correct answer / सही उत्तर: B.** Rubric / मानदंड तालिका | Guided play / निर्देशित खेल

**Explanation / व्याख्या**

Rubric / मानदंड तालिका: A tool describing criteria and levels of performance. Application: A storytelling rubric describes clarity, sequence and expression. Guided play / निर्देशित खेल: Play with child agency and adult support toward a learning goal. Application: A teacher adds counting prompts to a child-led shop game.

GyanTech Guru Ji

**MCQ 504 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A storytelling rubric describes clarity, sequence and expression. (2) A teacher checks whether a storybook reinforces stereotypes.**

A. Rubric / मानदंड तालिका | Multi-age grouping / बहु-आयु समूह

B. Rubric / मानदंड तालिका | Resource evaluation / संसाधन मूल्यांकन

C. Resource evaluation / संसाधन मूल्यांकन | Rubric / मानदंड तालिका

D. Social inclusion / सामाजिक समावेशन | Resource evaluation / संसाधन मूल्यांकन

**Correct answer / सही उत्तर: B.** Rubric / मानदंड तालिका | Resource evaluation / संसाधन मूल्यांकन

**Explanation / व्याख्या**

Rubric / मानदंड तालिका: A tool describing criteria and levels of performance. Application: A storytelling rubric describes clarity, sequence and expression. Resource evaluation / संसाधन मूल्यांकन: Judging resources for relevance, accuracy, inclusion and suitability. Application: A teacher checks whether a storybook reinforces stereotypes.

GyanTech Guru Ji

MCQ 505 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Rubric / मानदंड तालिका and Flexible seating / लचीली बैठक व्यवस्था.**

A. A play-oriented collection of resources for foundational learning. | Arranging space to support different tasks and participation needs.

B. A tool describing criteria and levels of performance. | Local people, places or materials that enrich learning.

C. A tool describing criteria and levels of performance. | Arranging space to support different tasks and participation needs.

D. Arranging space to support different tasks and participation needs. | A tool describing criteria and levels of performance.

**Correct answer / सही उत्तर: C.** A tool describing criteria and levels of performance. | Arranging space to support different tasks and participation needs.

**Explanation / व्याख्या**

Rubric / मानदंड तालिका: A tool describing criteria and levels of performance. Application: A storytelling rubric describes clarity, sequence and expression. Flexible seating / लचीली बैठक व्यवस्था: Arranging space to support different tasks and participation needs. Application: Desks move into small groups for discussion and then a circle for sharing.

MCQ 506 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Rubric / मानदंड तालिका and Diagnostic assessment / निदानात्मक आकलन.**

A. A storytelling rubric describes clarity, sequence and expression. | Children discuss a concept in home languages before sharing it in class.

B. A storytelling rubric describes clarity, sequence and expression. | A teacher investigates why a pupil reverses place-value digits.

C. A teacher investigates why a pupil reverses place-value digits. | A storytelling rubric describes clarity, sequence and expression.

D. A pupil receives accessible learning material to participate in the same activity. | A teacher investigates why a pupil reverses place-value digits.

**Correct answer / सही उत्तर: B.** A storytelling rubric describes clarity, sequence and expression. | A teacher investigates why a pupil reverses place-value digits.

**Explanation / व्याख्या**

Rubric / मानदंड तालिका: A tool describing criteria and levels of performance. Application: A storytelling rubric describes clarity, sequence and expression. Diagnostic assessment / निदानात्मक आकलन: Identifying specific strengths, difficulties and misconceptions to guide instruction. Application: A teacher investigates why a pupil reverses place-value digits.

MCQ 507 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Rubric / मानदंड तालिका / Print-rich environment / मुद्रण समृद्ध वातावरण)**

A. Print-rich environment / मुद्रण समृद्ध वातावरण → Organising related learning experiences around a common theme.

B. Rubric / मानदंड तालिका → A learning space with meaningful visible written language.

C. Rubric / मानदंड तालिका → A tool describing criteria and levels of performance.

D. Theme-based approach / विषयवस्तु आधारित उपागम → Play with child agency and adult support toward a learning goal.

**Correct answer / सही उत्तर: C.** Rubric / मानदंड तालिका → A tool describing criteria and levels of performance.

**Explanation / व्याख्या**

Rubric / मानदंड तालिका: A tool describing criteria and levels of performance. Application: A storytelling rubric describes clarity, sequence and expression.

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**MCQ 508 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Rubric / मानदंड तालिका / Reflective practice / चिंतनशील अभ्यास)**

A. Reflective practice / चिंतनशील अभ्यास → Local objects are used to teach sorting and counting.

B. Rubric / मानदंड तालिका → After class, a teacher notes why group instructions were unclear.

C. Rubric / मानदंड तालिका → A storytelling rubric describes clarity, sequence and expression.

D. Learning resource / अधिगम संसाधन → A pupil uses number sense to compare quantities in a shop activity.

**Correct answer / सही उत्तर: C.** Rubric / मानदंड तालिका → A storytelling rubric describes clarity, sequence and expression.

**Explanation / व्याख्या**

Rubric / मानदंड तालिका: A tool describing criteria and levels of performance. Application: A storytelling rubric describes clarity, sequence and expression.

**MCQ 509 • CORE PRACTICE · FORM 01**

**Identify the concept described: A list used to record whether specified behaviours or criteria are present.**

A. Preparatory stage / प्रारंभिक तैयारी चरण

B. Checklist / जाँच सूची

C. Multilingualism / बहुभाषिकता

D. Curriculum transaction / पाठ्यचर्या क्रियान्वयन

**Correct answer / सही उत्तर: B.** Checklist / जाँच सूची

**Explanation / व्याख्या**

Checklist / जाँच सूची: A list used to record whether specified behaviours or criteria are present. Application: A teacher ticks whether a pupil uses an appropriate measurement unit.

**MCQ 510 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A teacher ticks whether a pupil uses an appropriate measurement unit.**

A. Hidden curriculum / अप्रत्यक्ष पाठ्यचर्या

B. Curriculum transaction / पाठ्यचर्या क्रियान्वयन

C. Checklist / जाँच सूची

D. Gender equity / लैंगिक समानता

**Correct answer / सही उत्तर: C.** Checklist / जाँच सूची

**Explanation / व्याख्या**

Checklist / जाँच सूची: A list used to record whether specified behaviours or criteria are present.
Application: A teacher ticks whether a pupil uses an appropriate measurement unit.

**MCQ 511 • CORE PRACTICE · FORM 03**

**Which explanation best defines Checklist / जाँच सूची?**

A. Objects or representations selected to make learning accessible.

B. Judging how effectively planned learning experiences meet their goals.

C. A list used to record whether specified behaviours or criteria are present.

D. A stage building on foundational learning through interactive and increasingly structured experiences.

**Correct answer / सही उत्तर: C.** A list used to record whether specified behaviours or criteria are present.

**Explanation / व्याख्या**

Checklist / जाँच सूची: A list used to record whether specified behaviours or criteria are present.
Application: A teacher ticks whether a pupil uses an appropriate measurement unit.

MCQ 512 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Checklist / जाँच सूची?**

A. Older and younger pupils collaborate on a shared task with adapted roles.

B. A teacher ticks whether a pupil uses an appropriate measurement unit.

C. A neighbourhood artisan demonstrates a traditional craft.

D. Two teachers compare lesson evidence and refine next week's tasks.

**Correct answer / सही उत्तर: B.** A teacher ticks whether a pupil uses an appropriate measurement unit.

**Explanation / व्याख्या**

Checklist / जाँच सूची: A list used to record whether specified behaviours or criteria are present.
Application: A teacher ticks whether a pupil uses an appropriate measurement unit.

MCQ 513 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) A list used to record whether specified behaviours or criteria are present. (2) Using meaningful play to support learning and development.**

A. Checklist / जाँच सूची | Family partnership / परिवार सहभागिता

B. Checklist / जाँच सूची | Play-based pedagogy / खेल आधारित शिक्षाशास्त्र

C. Teaching-learning material / शिक्षण अधिगम सामग्री | Play-based pedagogy / खेल आधारित शिक्षाशास्त्र

D. Play-based pedagogy / खेल आधारित शिक्षाशास्त्र | Checklist / जाँच सूची

**Correct answer / सही उत्तर: B.** Checklist / जाँच सूची | Play-based pedagogy / खेल आधारित शिक्षाशास्त्र

**Explanation / व्याख्या**

Checklist / जाँच सूची: A list used to record whether specified behaviours or criteria are present.
Application: A teacher ticks whether a pupil uses an appropriate measurement unit. Play-based pedagogy / खेल आधारित शिक्षाशास्त्र: Using meaningful play to support learning and development.
Application: Children practise counting by running a pretend market.

**MCQ 514 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A teacher ticks whether a pupil uses an appropriate measurement unit. (2) A room has accessible reading, art and construction corners.**

A. Activity areas / गतिविधि क्षेत्र | Checklist / जाँच सूची

B. Checklist / जाँच सूची | Competency / दक्षता

C. Collaborative planning / सहयोगी योजना | Activity areas / गतिविधि क्षेत्र

D. Checklist / जाँच सूची | Activity areas / गतिविधि क्षेत्र

**Correct answer / सही उत्तर: D.** Checklist / जाँच सूची | Activity areas / गतिविधि क्षेत्र

**Explanation / व्याख्या**

Checklist / जाँच सूची: A list used to record whether specified behaviours or criteria are present. Application: A teacher ticks whether a pupil uses an appropriate measurement unit. Activity areas / गतिविधि क्षेत्र: Classroom spaces organised for specific kinds of exploration. Application: A room has accessible reading, art and construction corners.

GyanTech Guru Ji

MCQ 515 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Checklist / जाँच सूची and Summative assessment / संकलनात्मक आकलन.**

A. A list used to record whether specified behaviours or criteria are present. | Judging learning at the end of a defined instructional period.

B. A list used to record whether specified behaviours or criteria are present. | Fair learning opportunities irrespective of gender.

C. Judging learning at the end of a defined instructional period. | A list used to record whether specified behaviours or criteria are present.

D. Using narratives to engage children and develop understanding. | Judging learning at the end of a defined instructional period.

**Correct answer / सही उत्तर: A.** A list used to record whether specified behaviours or criteria are present. | Judging learning at the end of a defined instructional period.

**Explanation / व्याख्या**

Checklist / जाँच सूची: A list used to record whether specified behaviours or criteria are present. Application: A teacher ticks whether a pupil uses an appropriate measurement unit. Summative assessment / संकलनात्मक आकलन: Judging learning at the end of a defined instructional period. Application: An end-of-unit task evaluates what pupils have achieved.

MCQ 516 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Checklist / जाँच सूची and Digital accessibility / डिजिटल सुगम्यता.**

A. A teacher ticks whether a pupil uses an appropriate measurement unit. | A video includes captions and readable text.

B. A video includes captions and readable text. | A teacher ticks whether a pupil uses an appropriate measurement unit.

C. A teacher ticks whether a pupil uses an appropriate measurement unit. | A teacher narrates a story and invites children to predict what happens next.

D. Desks move into small groups for discussion and then a circle for sharing. | A video includes captions and readable text.

**Correct answer / सही उत्तर: A.** A teacher ticks whether a pupil uses an appropriate measurement unit. | A video includes captions and readable text.

**Explanation / व्याख्या**

Checklist / जाँच सूची: A list used to record whether specified behaviours or criteria are present. Application: A teacher ticks whether a pupil uses an appropriate measurement unit. Digital accessibility / डिजिटल सुगम्यता: Designing digital resources so learners with varied needs can use them. Application: A video includes captions and readable text.

MCQ 517 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Checklist / जाँच सूची / Social inclusion / सामाजिक समावेशन)**

A. Digital accessibility / डिजिटल सुगम्यता → A specified outline of content or topics for a course.

B. Social inclusion / सामाजिक समावेशन → Designing digital resources so learners with varied needs can use them.

C. Checklist / जाँच सूची → Ensuring meaningful participation regardless of social background.

D. Checklist / जाँच सूची → A list used to record whether specified behaviours or criteria are present.

**Correct answer / सही उत्तर: D.** Checklist / जाँच सूची → A list used to record whether specified behaviours or criteria are present.

**Explanation / व्याख्या**

Checklist / जाँच सूची: A list used to record whether specified behaviours or criteria are present.
Application: A teacher ticks whether a pupil uses an appropriate measurement unit.

MCQ 518 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Checklist / जाँच सूची / Learning outcome / अधिगम प्रतिफल)**

A. Learning outcome / अधिगम प्रतिफल → After class, a teacher notes why group instructions were unclear.

B. Reflective practice / चिंतनशील अभ्यास → A video includes captions and readable text.

C. Checklist / जाँच सूची → After a lesson, children can identify three local plants.

D. Checklist / जाँच सूची → A teacher ticks whether a pupil uses an appropriate measurement unit.

**Correct answer / सही उत्तर: D.** Checklist / जाँच सूची → A teacher ticks whether a pupil uses an appropriate measurement unit.

**Explanation / व्याख्या**

Checklist / जाँच सूची: A list used to record whether specified behaviours or criteria are present.
Application: A teacher ticks whether a pupil uses an appropriate measurement unit.

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 09.01

**Explain Portfolio / पोर्टफोलियो and give one classroom example.**

**Model answer:** A purposeful collection of learner work showing development over time. Early and later writing samples are kept with feedback and reflection.

**REVISION 09.02**

**Explain Anecdotal record / उपाख्यानात्मक अभिलेख and give one classroom example.**

**Model answer:** A brief factual account of significant observed behaviour. A teacher notes how a child solved a disagreement during group work.

**REVISION 09.03**

**Explain Holistic progress card / समग्र प्रगति पत्र and give one classroom example.**

**Model answer:** A multidimensional report of progress across learning domains. A report includes academic, social, physical and creative development evidence.

**REVISION 09.04**

**Explain Rubric / मानदंड तालिका and give one classroom example.**

**Model answer:** A tool describing criteria and levels of performance. A storytelling rubric describes clarity, sequence and expression.

GyanTech Guru Ji

**REVISION 09.05**

**Explain Checklist / जाँच सूची and give one classroom example.**

**Model answer:** A list used to record whether specified behaviours or criteria are present. A teacher ticks whether a pupil uses an appropriate measurement unit.

GyanTech Guru Ji

COURSE 03
NIOS BRIDGE COURSE • INDEPENDENT PRACTICE EDITION 2026–27

# Pedagogy of Language-I (Hindi / Regional Language)

## भाषा-I का शिक्षाशास्त्र

Guru Ji

**522 MCQs + 50 short-answer prompts**

11 chapter groups • 22 new classroom-based MCQs • spacious single-column layout

**Study • Practise • Reflect**
Chapter-wise concept revision, practical classroom application and explained answers. This is supplementary preparation material, not an official NIOS publication or verified previous-year paper.

COURSE ROADMAP

# Contents & chapter coverage

MCQ count includes original practice variants and new application questions.


| | | |
|---|---|---|
| 01 | भाषा शिक्षा: नीतियाँ एवं बहुभाषिकता | 42 MCQs |
| 02 | उदयीमान साक्षरता | 52 MCQs |
| 03 | चार ब्लॉक मॉडल एवं मौखिक भाषा | 62 MCQs |
| 04 | शब्द पहचान | 62 MCQs |
| 05 | पढ़ना एवं संसाधन | 82 MCQs |
| 06 | लेखन कौशल | 72 MCQs |
| 07 | इकाई एवं पाठ योजना | 32 MCQs |
| 08 | मौखिक भाषा का आकलन | 32 MCQs |
| 09 | पठन का आकलन | 32 MCQs |
| 10 | लेखन का आकलन | 32 MCQs |
| 11 | आकलन के अन्य पक्ष | 22 MCQs |


**Coverage and source note.** This revised edition retains the chapter catalogue and 300 core concepts from the earlier question bank and its companion website. It adds independent pedagogical practice questions. Official reference: bridge.nios.ac.in and its course details. Individual NIOS chapter PDFs were not available for full inspection in the earlier research; this is not an exhaustive or independently verified PDF-by-PDF mapping. Language-I is predominantly Hindi; other courses are predominantly English with Hindi concept labels. Language-II reading assessment and curricular alignment are supplementary chapter groupings retained from the earlier edition.

GyanTech Guru Ji

CHAPTER 01 • 42 MCQs • 4 REVISION PROMPTS

# भाषा शिक्षा: नीतियाँ एवं बहुभाषिकता

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### बहुभाषिकता / Multilingualism

कक्षा में अनेक भाषाओं का सीखने के संसाधन के रूप में उपयोग।

**उदाहरण:** बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है।

### मातृभाषा / Home language

बच्चे के घर और प्रारंभिक सामाजिक परिवेश में सीखी जाने वाली भाषा।

**उदाहरण:** एक बालक परिवार के साथ भोजपुरी में सहज संवाद करता है।

### भाषायी विविधता / Linguistic diversity

समूह में भाषा और बोलियों की विविधता को स्वीकार करना।

**उदाहरण:** शिक्षक अलग-अलग बोलियों में कही गई कहावतों पर चर्चा कराता है।

### भाषा सेतु / Language bridging

परिचित भाषा के सहारे नई भाषा की समझ बनाना।

**उदाहरण:** बच्चे स्थानीय शब्दों को मानक हिंदी के शब्दों से जोड़ते हैं।

## New classroom-based questions

Apply concepts to realistic teaching decisions.

**MCQ 001 • NEW CLASSROOM APPLICATION**

**बहुभाषी कक्षा में नए पाठ की शुरुआत कैसे करें?**

A. घर की भाषा पर रोक लगाएँ

B. बच्चों की परिचित भाषाओं और अनुभवों को पाठ से जोड़ें

C. सभी बच्चों को चुप रखें

D. केवल कठिन शब्द लिखवाएँ

Correct answer / **सही उत्तर:** B. बच्चों की परिचित भाषाओं और अनुभवों को पाठ से जोड़ें

Explanation / **व्याख्या**

परिचित भाषा नए अर्थ के निर्माण में सहायक होती है।

**MCQ 002 • NEW CLASSROOM APPLICATION**

**किस कार्य से भाषाओं के प्रति सम्मान बढ़ता है?**

A. घर की भाषा छिपाने को कहना

B. अलग-अलग भाषाओं में अभिवादन साझा करना

C. एक बोली का मजाक बनाना

D. एक ही उच्चारण को बुद्धिमत्ता का माप मानना

Correct answer / **सही उत्तर:** B. अलग-अलग भाषाओं में अभिवादन साझा करना

Explanation / **व्याख्या**

भाषायी विविधता को संसाधन मानना समावेशी वातावरण बनाता है।

## Core question bank

Ten related practice formats; core concepts recur for revision.

**MCQ 003 • CORE PRACTICE · FORM 01**

**सही अवधारणा पहचानें: कक्षा में अनेक भाषाओं का सीखने के संसाधन के रूप में उपयोग।**

A. अपसंकैत विश्लेषण / Miscue analysis

B. बहुभाषिकता / Multilingualism

C. लेखन रूब्रिक / Writing rubric

D. स्वतंत्र लेखन / Independent writing

**Correct answer / सही उत्तर: B.** बहुभाषिकता / Multilingualism

**Explanation / व्याख्या**

बहुभाषिकता / Multilingualism: कक्षा में अनेक भाषाओं का सीखने के संसाधन के रूप में उपयोग। उदाहरण: बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है।

**MCQ 004 • CORE PRACTICE · FORM 02**

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है।**

A. ध्वन्यात्मक जागरूकता / Phonological awareness

B. बहुभाषिकता / Multilingualism

C. पठन प्रवाह / Reading fluency

D. उदयीमान साक्षरता / Emergent literacy

**Correct answer / सही उत्तर: B.** बहुभाषिकता / Multilingualism

**Explanation / व्याख्या**

बहुभाषिकता / Multilingualism: कक्षा में अनेक भाषाओं का सीखने के संसाधन के रूप में उपयोग। उदाहरण: बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है।

MCQ 005 • CORE PRACTICE · FORM 03

**बहुभाषिकता / Multilingualism का सबसे सटीक अर्थ क्या है?**

A. मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल।

B. लिखित भाषा की दिशा, प्रयोजन और पुस्तक की बनावट को समझना।

C. कक्षा में अनेक भाषाओं का सीखने के संसाधन के रूप में उपयोग।

D. बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना।

Correct answer / **सही उत्तर:** C. कक्षा में अनेक भाषाओं का सीखने के संसाधन के रूप में उपयोग।

Explanation / **व्याख्या**

बहुभाषिकता / Multilingualism: कक्षा में अनेक भाषाओं का सीखने के संसाधन के रूप में उपयोग। उदाहरण: बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है।

MCQ 006 • CORE PRACTICE · FORM 04

**बहुभाषिकता / Multilingualism का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. बच्चा अपने नाम में आए अक्षरों को पहचानता है।

B. शिक्षक एक सप्ताह में कहानी, कविता और लेखन को एक विषय से जोड़ता है।

C. बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है।

D. बच्चा कहानी सुनकर उसके पात्र के बारे में प्रश्न का उत्तर देता है।

Correct answer / **सही उत्तर:** C. बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है।

Explanation / **व्याख्या**

बहुभाषिकता / Multilingualism: कक्षा में अनेक भाषाओं का सीखने के संसाधन के रूप में उपयोग। उदाहरण: बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है।

MCQ 007 • CORE PRACTICE · FORM 05

**दोनों विवरणों को सही क्रम में पहचानें। (1) कक्षा में अनेक भाषाओं का सीखने के संसाधन के रूप में उपयोग। (2) शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है।**

A. उदयीमान साक्षरता / Emergent literacy | निर्देशित पठन / Guided reading

B. बहुभाषिकता / Multilingualism | मौखिक प्रवाह / Oral fluency

C. बहुभाषिकता / Multilingualism | निर्देशित पठन / Guided reading

D. निर्देशित पठन / Guided reading | बहुभाषिकता / Multilingualism

**Correct answer / सही उत्तर: C.** बहुभाषिकता / Multilingualism | निर्देशित पठन / Guided reading

**Explanation / व्याख्या**

बहुभाषिकता / Multilingualism: कक्षा में अनेक भाषाओं का सीखने के संसाधन के रूप में उपयोग। उदाहरण: बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है। निर्देशित पठन / Guided reading: शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है। उदाहरण: समान पठन स्तर वाले समूह को शिक्षक संकेत देता है।

MCQ 008 • CORE PRACTICE · FORM 06

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है। (2) बच्चे पुस्तकालय के लिए सूचना पत्र लिखते हैं।**

A. बहुभाषिकता / Multilingualism | उद्देश्यपूर्ण लेखन / Purposeful writing

B. ध्वनि-आकृति संबंध / Sound-symbol association | उद्देश्यपूर्ण लेखन / Purposeful writing

C. बहुभाषिकता / Multilingualism | चित्र वर्णन / Picture description

D. उद्देश्यपूर्ण लेखन / Purposeful writing | बहुभाषिकता / Multilingualism

**Correct answer / सही उत्तर: A.** बहुभाषिकता / Multilingualism | उद्देश्यपूर्ण लेखन / Purposeful writing

**Explanation / व्याख्या**

बहुभाषिकता / Multilingualism: कक्षा में अनेक भाषाओं का सीखने के संसाधन के रूप में उपयोग। उदाहरण: बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है। उद्देश्यपूर्ण लेखन / Purposeful writing: वास्तविक पाठक या उद्देश्य को ध्यान में रखकर लिखना। उदाहरण: बच्चे पुस्तकालय के लिए सूचना पत्र लिखते हैं।

MCQ 009 • CORE PRACTICE · FORM 07

**बहुभाषिकता / Multilingualism और उद्देश्यपूर्ण लेखन / Purposeful writing के सही अर्थ क्रम से चुनें।**

A. कक्षा में अनेक भाषाओं का सीखने के संसाधन के रूप में उपयोग। | वास्तविक पाठक या उद्देश्य को ध्यान में रखकर लिखना।

B. ध्यान से सुनकर अर्थ समझना और उचित प्रतिक्रिया देना। | वास्तविक पाठक या उद्देश्य को ध्यान में रखकर लिखना।

C. कक्षा में अनेक भाषाओं का सीखने के संसाधन के रूप में उपयोग। | बोलने और सुनने के प्रदर्शन के स्तरों का मानदंड आधारित वर्णन।

D. वास्तविक पाठक या उद्देश्य को ध्यान में रखकर लिखना। | कक्षा में अनेक भाषाओं का सीखने के संसाधन के रूप में उपयोग।

**Correct answer / सही उत्तर: A.** कक्षा में अनेक भाषाओं का सीखने के संसाधन के रूप में उपयोग। | वास्तविक पाठक या उद्देश्य को ध्यान में रखकर लिखना।

**Explanation / व्याख्या**

बहुभाषिकता / Multilingualism: कक्षा में अनेक भाषाओं का सीखने के संसाधन के रूप में उपयोग। उदाहरण: बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है। उद्देश्यपूर्ण लेखन / Purposeful writing: वास्तविक पाठक या उद्देश्य को ध्यान में रखकर लिखना। उदाहरण: बच्चे पुस्तकालय के लिए सूचना पत्र लिखते हैं।

MCQ 010 • CORE PRACTICE · FORM 08

**बहुभाषिकता / Multilingualism और चार ब्लॉक मॉडल / Four-block model के उदाहरण सही क्रम में चुनें।**

A. बच्चे अवकाश में स्वयं बाल-पत्रिका या कहानी की पुस्तक चुनते हैं। | एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं।

B. बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है। | शिक्षक एक सप्ताह में कहानी, कविता और लेखन को एक विषय से जोड़ता है।

C. एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं। | बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है।

D. बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है। | एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं।

**Correct answer / सही उत्तर: D.** बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है। | एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं।

**Explanation / व्याख्या**

बहुभाषिकता / Multilingualism: कक्षा में अनेक भाषाओं का सीखने के संसाधन के रूप में उपयोग। उदाहरण: बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है। चार ब्लॉक मॉडल / Four-block model: मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल। उदाहरण: एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं।

MCQ 011 • CORE PRACTICE · FORM 09

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (बहुभाषिकता / Multilingualism / शाब्दिक बोध / Literal comprehension)**

A. प्रारूप लेखन / Drafting → स्वाभाविक संवाद में भाषा प्रयोग के प्रमाण देखना और दर्ज करना।

B. शाब्दिक बोध / Literal comprehension → विचारों को पहली लिखित रूपरेखा में व्यक्त करना।

C. बहुभाषिकता / Multilingualism → पाठ में स्पष्ट रूप से लिखी जानकारी को पहचानना।

D. बहुभाषिकता / Multilingualism → कक्षा में अनेक भाषाओं का सीखने के संसाधन के रूप में उपयोग।

**Correct answer / सही उत्तर: D.** बहुभाषिकता / Multilingualism → कक्षा में अनेक भाषाओं का सीखने के संसाधन के रूप में उपयोग।

**Explanation / व्याख्या**

बहुभाषिकता / Multilingualism: कक्षा में अनेक भाषाओं का सीखने के संसाधन के रूप में उपयोग। उदाहरण: बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है।

MCQ 012 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (बहुभाषिकता / Multilingualism / आदर्श लेखन / Modelled writing)**

A. बहुभाषिकता / Multilingualism → शिक्षक बोर्ड पर पत्र लिखते हुए शब्द चयन समझाता है।

B. आदर्श लेखन / Modelled writing → बच्चा प्रश्नवाचक वाक्य के अंत में प्रश्नचिह्न लगाता है।

C. बहुभाषिकता / Multilingualism → बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है।

D. विराम-चिह्न / Punctuation → बालक रुकावटों को संभालते हुए अनुभव स्पष्ट रूप से सुनाता है।

**Correct answer / सही उत्तर: C.** बहुभाषिकता / Multilingualism → बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है।

**Explanation / व्याख्या**

बहुभाषिकता / Multilingualism: कक्षा में अनेक भाषाओं का सीखने के संसाधन के रूप में उपयोग। उदाहरण: बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है।

MCQ 013 • CORE PRACTICE · FORM 01

**सही अवधारणा पहचानें: बच्चे के घर और प्रारंभिक सामाजिक परिवेश में सीखी जाने वाली भाषा।**

A. मातृभाषा / Home language

B. संदर्भ में व्याकरण / Grammar in context

C. ध्वनि-आकृति संबंध / Sound-symbol association

D. बारी-बारी बोलना / Turn-taking

**Correct answer / सही उत्तर: A.** मातृभाषा / Home language

**Explanation / व्याख्या**

मातृभाषा / Home language: बच्चे के घर और प्रारंभिक सामाजिक परिवेश में सीखी जाने वाली भाषा। उदाहरण: एक बालक परिवार के साथ भोजपुरी में सहज संवाद करता है।

MCQ 014 • CORE PRACTICE · FORM 02

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? एक बालक परिवार के साथ भोजपुरी में सहज संवाद करता है।**

A. पोर्टफोलियो / Portfolio

B. मातृभाषा / Home language

C. निर्देशित पठन / Guided reading

D. मुद्रित सामग्री की समझ / Print awareness

**Correct answer / सही उत्तर: B.** मातृभाषा / Home language

**Explanation / व्याख्या**

मातृभाषा / Home language: बच्चे के घर और प्रारंभिक सामाजिक परिवेश में सीखी जाने वाली भाषा। उदाहरण: एक बालक परिवार के साथ भोजपुरी में सहज संवाद करता है।

GyanTech Guru Ji

MCQ 015 • CORE PRACTICE · FORM 03

**मातृभाषा / Home language का सबसे सटीक अर्थ क्या है?**

A. बच्चे के घर और प्रारंभिक सामाजिक परिवेश में सीखी जाने वाली भाषा।

B. औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ।

C. शिक्षक सोचते हुए लेखन प्रक्रिया का उदाहरण प्रस्तुत करता है।

D. समय के साथ बच्चे के काम के चुने हुए प्रमाणों का संग्रह।

Correct answer / **सही उत्तर:** A. बच्चे के घर और प्रारंभिक सामाजिक परिवेश में सीखी जाने वाली भाषा।

Explanation / **व्याख्या**

मातृभाषा / Home language: बच्चे के घर और प्रारंभिक सामाजिक परिवेश में सीखी जाने वाली भाषा। उदाहरण: एक बालक परिवार के साथ भोजपुरी में सहज संवाद करता है।

MCQ 016 • CORE PRACTICE · FORM 04

**मातृभाषा / Home language का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं।

B. एक बालक परिवार के साथ भोजपुरी में सहज संवाद करता है।

C. बच्चे सुनी हुई कहानी की घटनाओं का क्रम बताते हैं।

D. कहानी पढ़ने के बाद बच्चे नए शब्दों का वाक्यों में उपयोग करते हैं।

Correct answer / **सही उत्तर:** B. एक बालक परिवार के साथ भोजपुरी में सहज संवाद करता है।

Explanation / **व्याख्या**

मातृभाषा / Home language: बच्चे के घर और प्रारंभिक सामाजिक परिवेश में सीखी जाने वाली भाषा। उदाहरण: एक बालक परिवार के साथ भोजपुरी में सहज संवाद करता है।

GyanTech Guru Ji

MCQ 017 • CORE PRACTICE · FORM 05

**दोनों विवरणों को सही क्रम में पहचानें। (1) बच्चे के घर और प्रारंभिक सामाजिक परिवेश में सीखी जाने वाली भाषा। (2) पाठ पढ़ने से पहले पूर्वज्ञान और रुचि सक्रिय करना।**

A. पठन-पूर्व गतिविधि / Pre-reading activity | मातृभाषा / Home language

B. मातृभाषा / Home language | सक्रिय श्रवण / Active listening

C. मातृभाषा / Home language | पठन-पूर्व गतिविधि / Pre-reading activity

D. मात्रा बोध / Matra awareness | पठन-पूर्व गतिविधि / Pre-reading activity

**Correct answer / सही उत्तर: C.** मातृभाषा / Home language | पठन-पूर्व गतिविधि / Pre-reading activity

**Explanation / व्याख्या**

मातृभाषा / Home language: बच्चे के घर और प्रारंभिक सामाजिक परिवेश में सीखी जाने वाली भाषा। उदाहरण: एक बालक परिवार के साथ भोजपुरी में सहज संवाद करता है। पठन-पूर्व गतिविधि / Pre-reading activity: पाठ पढ़ने से पहले पूर्वज्ञान और रुचि सक्रिय करना। उदाहरण: शीर्षक देखकर बच्चे कहानी के विषय का अनुमान लगाते हैं।

MCQ 018 • CORE PRACTICE · FORM 06

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) एक बालक परिवार के साथ भोजपुरी में सहज संवाद करता है। (2) बच्चा क की ध्वनि को लिखित अक्षर क से मिलाता है।**

A. ध्वनि-आकृति संबंध / Sound-symbol association | मातृभाषा / Home language

B. मौखिक अवलोकन / Oral observation | ध्वनि-आकृति संबंध / Sound-symbol association

C. मातृभाषा / Home language | ध्वनि-आकृति संबंध / Sound-symbol association

D. मातृभाषा / Home language | पठन-पूर्व गतिविधि / Pre-reading activity

**Correct answer / सही उत्तर: C.** मातृभाषा / Home language | ध्वनि-आकृति संबंध / Sound-symbol association

**Explanation / व्याख्या**

मातृभाषा / Home language: बच्चे के घर और प्रारंभिक सामाजिक परिवेश में सीखी जाने वाली भाषा। उदाहरण: एक बालक परिवार के साथ भोजपुरी में सहज संवाद करता है। ध्वनि-आकृति संबंध / Sound-symbol association: बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना। उदाहरण: बच्चा क की ध्वनि को लिखित अक्षर क से मिलाता है।

**MCQ 019 • CORE PRACTICE · FORM 07**

**मातृभाषा / Home language और निर्देशित पठन / Guided reading के सही अर्थ क्रम से चुनें।**

A. बच्चे के घर और प्रारंभिक सामाजिक परिवेश में सीखी जाने वाली भाषा। | शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है।

B. बच्चे के घर और प्रारंभिक सामाजिक परिवेश में सीखी जाने वाली भाषा। | वास्तविक पाठक या उद्देश्य को ध्यान में रखकर लिखना।

C. नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी। | शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है।

D. शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है। | बच्चे के घर और प्रारंभिक सामाजिक परिवेश में सीखी जाने वाली भाषा।

**Correct answer / सही उत्तर: A.** बच्चे के घर और प्रारंभिक सामाजिक परिवेश में सीखी जाने वाली भाषा। | शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है।

**Explanation / व्याख्या**

मातृभाषा / Home language: बच्चे के घर और प्रारंभिक सामाजिक परिवेश में सीखी जाने वाली भाषा। उदाहरण: एक बालक परिवार के साथ भोजपुरी में सहज संवाद करता है। निर्देशित पठन / Guided reading: शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है। उदाहरण: समान पठन स्तर वाले समूह को शिक्षक संकेत देता है।

MCQ 020 • CORE PRACTICE · FORM 08

**मातृभाषा / Home language और निर्देशित पठन / Guided reading के उदाहरण सही क्रम में चुनें।**

A. बच्चे कल और काल के उच्चारण में अंतर बताते हैं। | समान पठन स्तर वाले समूह को शिक्षक संकेत देता है।

B. एक बालक परिवार के साथ भोजपुरी में सहज संवाद करता है। | समान पठन स्तर वाले समूह को शिक्षक संकेत देता है।

C. समान पठन स्तर वाले समूह को शिक्षक संकेत देता है। | एक बालक परिवार के साथ भोजपुरी में सहज संवाद करता है।

D. एक बालक परिवार के साथ भोजपुरी में सहज संवाद करता है। | बच्चे समान तुक वाले शब्द ढूँढते हैं।

**Correct answer / सही उत्तर: B.** एक बालक परिवार के साथ भोजपुरी में सहज संवाद करता है। | समान पठन स्तर वाले समूह को शिक्षक संकेत देता है।

**Explanation / व्याख्या**

मातृभाषा / Home language: बच्चे के घर और प्रारंभिक सामाजिक परिवेश में सीखी जाने वाली भाषा। उदाहरण: एक बालक परिवार के साथ भोजपुरी में सहज संवाद करता है। निर्देशित पठन / Guided reading: शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है। उदाहरण: समान पठन स्तर वाले समूह को शिक्षक संकेत देता है।

MCQ 021 • CORE PRACTICE · FORM 09

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (मातृभाषा / Home language / पठन प्रवाह / Reading fluency)**

A. मातृभाषा / Home language → उचित गति, सटीकता और अभिव्यक्ति के साथ पढ़ना।

B. पठन प्रवाह / Reading fluency → कहानी के अर्थ, घटनाओं और पात्रों को सुनकर समझना।

C. मातृभाषा / Home language → बच्चे के घर और प्रारंभिक सामाजिक परिवेश में सीखी जाने वाली भाषा।

D. कहानी सुनना / Story listening → पाठ में स्पष्ट रूप से लिखी जानकारी को पहचानना।

**Correct answer / सही उत्तर: C.** मातृभाषा / Home language → बच्चे के घर और प्रारंभिक सामाजिक परिवेश में सीखी जाने वाली भाषा।

**Explanation / व्याख्या**

मातृभाषा / Home language: बच्चे के घर और प्रारंभिक सामाजिक परिवेश में सीखी जाने वाली भाषा। उदाहरण: एक बालक परिवार के साथ भोजपुरी में सहज संवाद करता है।

MCQ 022 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (मातृभाषा / Home language / संशोधन / Revision)**

A. चार ब्लॉक मॉडल / Four-block model → यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है।

B. मातृभाषा / Home language → बच्चा कहानी का अंत बदलकर उसे अधिक समझने योग्य बनाता है।

C. संशोधन / Revision → एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं।

D. मातृभाषा / Home language → एक बालक परिवार के साथ भोजपुरी में सहज संवाद करता है।

**Correct answer / सही उत्तर: D.** मातृभाषा / Home language → एक बालक परिवार के साथ भोजपुरी में सहज संवाद करता है।

**Explanation / व्याख्या**

मातृभाषा / Home language: बच्चे के घर और प्रारंभिक सामाजिक परिवेश में सीखी जाने वाली भाषा। उदाहरण: एक बालक परिवार के साथ भोजपुरी में सहज संवाद करता है।

MCQ 023 • CORE PRACTICE · FORM 01

**सही अवधारणा पहचानें: समूह में भाषा और बोलियों की विविधता को स्वीकार करना।**

A. मौखिक अवलोकन / Oral observation

B. उद्देश्यपूर्ण लेखन / Purposeful writing

C. भाषायी विविधता / Linguistic diversity

D. सक्रिय श्रवण / Active listening

**Correct answer / सही उत्तर: C.** भाषायी विविधता / Linguistic diversity

**Explanation / व्याख्या**

भाषायी विविधता / Linguistic diversity: समूह में भाषा और बोलियों की विविधता को स्वीकार करना। उदाहरण: शिक्षक अलग-अलग बोलियों में कही गई कहावतों पर चर्चा कराता है।

MCQ 024 • CORE PRACTICE · FORM 02

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? शिक्षक अलग-अलग बोलियों में कही गई कहावतों पर चर्चा कराता है।**

A. अपसंकैत विश्लेषण / Miscue analysis

B. भूमिका निर्वाह / Role play

C. मौखिक प्रवाह / Oral fluency

D. भाषायी विविधता / Linguistic diversity

Correct answer / **सही उत्तर: D.** भाषायी विविधता / Linguistic diversity

**Explanation / व्याख्या**

भाषायी विविधता / Linguistic diversity: समूह में भाषा और बोलियों की विविधता को स्वीकार करना। उदाहरण: शिक्षक अलग-अलग बोलियों में कही गई कहावतों पर चर्चा कराता है।

MCQ 025 • CORE PRACTICE · FORM 03

**भाषायी विविधता / Linguistic diversity का सबसे सटीक अर्थ क्या है?**

A. समूह में भाषा और बोलियों की विविधता को स्वीकार करना।

B. बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना।

C. लिपि के अक्षरों को पहचानना और अलग करना।

D. लिखित अभिव्यक्ति में ठहराव और अर्थ स्पष्ट करने वाले चिह्न।

Correct answer / **सही उत्तर: A.** समूह में भाषा और बोलियों की विविधता को स्वीकार करना।

**Explanation / व्याख्या**

भाषायी विविधता / Linguistic diversity: समूह में भाषा और बोलियों की विविधता को स्वीकार करना। उदाहरण: शिक्षक अलग-अलग बोलियों में कही गई कहावतों पर चर्चा कराता है।

GyanTech Guru Ji

MCQ 026 • CORE PRACTICE · FORM 04

**भाषायी विविधता / Linguistic diversity का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. बच्चा अंतिम प्रति से पहले गलत मात्राएँ ठीक करता है।

B. शिक्षक अलग-अलग बोलियों में कही गई कहावतों पर चर्चा कराता है।

C. बच्चा कहानी में पात्र के निर्णय का कारण बताता है।

D. शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है।

Correct answer / **सही उत्तर:** B. शिक्षक अलग-अलग बोलियों में कही गई कहावतों पर चर्चा कराता है।

Explanation / **व्याख्या**

भाषायी विविधता / Linguistic diversity: समूह में भाषा और बोलियों की विविधता को स्वीकार करना। उदाहरण: शिक्षक अलग-अलग बोलियों में कही गई कहावतों पर चर्चा कराता है।

MCQ 027 • CORE PRACTICE · FORM 05

**दोनों विवरणों को सही क्रम में पहचानें। (1) समूह में भाषा और बोलियों की विविधता को स्वीकार करना। (2) लिपि के अक्षरों को पहचानना और अलग करना।**

A. अक्षर पहचान / Letter recognition | भाषायी विविधता / Linguistic diversity

B. भाषायी विविधता / Linguistic diversity | संपादन / Editing

C. मौखिक प्रवाह / Oral fluency | अक्षर पहचान / Letter recognition

D. भाषायी विविधता / Linguistic diversity | अक्षर पहचान / Letter recognition

Correct answer / **सही उत्तर:** D. भाषायी विविधता / Linguistic diversity | अक्षर पहचान / Letter recognition

Explanation / **व्याख्या**

भाषायी विविधता / Linguistic diversity: समूह में भाषा और बोलियों की विविधता को स्वीकार करना। उदाहरण: शिक्षक अलग-अलग बोलियों में कही गई कहावतों पर चर्चा कराता है। अक्षर पहचान / Letter recognition: लिपि के अक्षरों को पहचानना और अलग करना। उदाहरण: बच्चा अपने नाम में आए अक्षरों को पहचानता है।

GyanTech Guru Ji

MCQ 028 • CORE PRACTICE · FORM 06

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) शिक्षक अलग-अलग बोलियों में कही गई कहावतों पर चर्चा कराता है। (2) बच्चा चित्रों के सहारे कहानी फिर से सुनाता है।**

A. भाषायी विविधता / Linguistic diversity | कहानी पुनर्कथन / Story retelling

B. ध्वन्यात्मक जागरूकता / Phonological awareness | कहानी पुनर्कथन / Story retelling

C. भाषायी विविधता / Linguistic diversity | साझा लेखन / Shared writing

D. कहानी पुनर्कथन / Story retelling | भाषायी विविधता / Linguistic diversity

Correct answer / **सही उत्तर: A.** भाषायी विविधता / Linguistic diversity | कहानी पुनर्कथन / Story retelling

Explanation / **व्याख्या**

भाषायी विविधता / Linguistic diversity: समूह में भाषा और बोलियों की विविधता को स्वीकार करना। उदाहरण: शिक्षक अलग-अलग बोलियों में कही गई कहावतों पर चर्चा कराता है। कहानी पुनर्कथन / Story retelling: सुनी या पढ़ी कहानी को अपने शब्दों में क्रम से कहना। उदाहरण: बच्चा चित्रों के सहारे कहानी फिर से सुनाता है।

MCQ 029 • CORE PRACTICE · FORM 07

**भाषायी विविधता / Linguistic diversity और ध्वनि-आकृति संबंध / Sound-symbol association के सही अर्थ क्रम से चुनें।**

A. बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना। | समूह में भाषा और बोलियों की विविधता को स्वीकार करना।

B. कक्षा में सुलभ विविध पठन सामग्री के लिए निर्धारित स्थान। | बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना।

C. समूह में भाषा और बोलियों की विविधता को स्वीकार करना। | बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना।

D. समूह में भाषा और बोलियों की विविधता को स्वीकार करना। | पढ़ने के बाद पाठ के अर्थ पर चिंतन या प्रतिक्रिया करना।

Correct answer / **सही उत्तर: C.** समूह में भाषा और बोलियों की विविधता को स्वीकार करना। | बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना।

Explanation / **व्याख्या**

भाषायी विविधता / Linguistic diversity: समूह में भाषा और बोलियों की विविधता को स्वीकार करना। उदाहरण: शिक्षक अलग-अलग बोलियों में कही गई कहावतों पर चर्चा कराता है। ध्वनि-आकृति संबंध / Sound-symbol association: बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना। उदाहरण: बच्चा क की ध्वनि को लिखित अक्षर क से मिलाता है।

**MCQ 030 • CORE PRACTICE · FORM 08**

**भाषायी विविधता / Linguistic diversity और संशोधन / Revision के उदाहरण सही क्रम में चुनें।**

A. बच्चा कहानी का अंत बदलकर उसे अधिक समझने योग्य बनाता है। | शिक्षक अलग-अलग बोलियों में कही गई कहावतों पर चर्चा कराता है।

B. शिक्षक अलग-अलग बोलियों में कही गई कहावतों पर चर्चा कराता है। | बच्चा कहानी का अंत बदलकर उसे अधिक समझने योग्य बनाता है।

C. शिक्षक अलग-अलग बोलियों में कही गई कहावतों पर चर्चा कराता है। | बच्चा क की ध्वनि को लिखित अक्षर क से मिलाता है।

D. यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है। | बच्चा कहानी का अंत बदलकर उसे अधिक समझने योग्य बनाता है।

**Correct answer / सही उत्तर: B.** शिक्षक अलग-अलग बोलियों में कही गई कहावतों पर चर्चा कराता है। | बच्चा कहानी का अंत बदलकर उसे अधिक समझने योग्य बनाता है।

**Explanation / व्याख्या**

भाषायी विविधता / Linguistic diversity: समूह में भाषा और बोलियों की विविधता को स्वीकार करना। उदाहरण: शिक्षक अलग-अलग बोलियों में कही गई कहावतों पर चर्चा कराता है। संशोधन / Revision: लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना। उदाहरण: बच्चा कहानी का अंत बदलकर उसे अधिक समझने योग्य बनाता है।

MCQ 031 • CORE PRACTICE · FORM 09

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (भाषायी विविधता / Linguistic diversity / चार ब्लॉक मॉडल / Four-block model)**

A. भाषायी विविधता / Linguistic diversity → मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल।

B. चार ब्लॉक मॉडल / Four-block model → लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना।

C. संशोधन / Revision → पाठ में स्पष्ट रूप से लिखी जानकारी को पहचानना।

D. भाषायी विविधता / Linguistic diversity → समूह में भाषा और बोलियों की विविधता को स्वीकार करना।

**Correct answer / सही उत्तर: D.** भाषायी विविधता / Linguistic diversity → समूह में भाषा और बोलियों की विविधता को स्वीकार करना।

**Explanation / व्याख्या**

भाषायी विविधता / Linguistic diversity: समूह में भाषा और बोलियों की विविधता को स्वीकार करना। उदाहरण: शिक्षक अलग-अलग बोलियों में कही गई कहावतों पर चर्चा कराता है।

MCQ 032 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (भाषायी विविधता / Linguistic diversity / अक्षर पहचान / Letter recognition)**

A. भाषायी विविधता / Linguistic diversity → शिक्षक अलग-अलग बोलियों में कही गई कहावतों पर चर्चा कराता है।

B. बारी-बारी बोलना / Turn-taking → बच्चा कहानी का अंत बदलकर उसे अधिक समझने योग्य बनाता है।

C. अक्षर पहचान / Letter recognition → जोड़ी में बच्चे एक-दूसरे की बात पूरी होने तक प्रतीक्षा करते हैं।

D. भाषायी विविधता / Linguistic diversity → बच्चा अपने नाम में आए अक्षरों को पहचानता है।

**Correct answer / सही उत्तर: A.** भाषायी विविधता / Linguistic diversity → शिक्षक अलग-अलग बोलियों में कही गई कहावतों पर चर्चा कराता है।

**Explanation / व्याख्या**

भाषायी विविधता / Linguistic diversity: समूह में भाषा और बोलियों की विविधता को स्वीकार करना। उदाहरण: शिक्षक अलग-अलग बोलियों में कही गई कहावतों पर चर्चा कराता है।

MCQ 033 • CORE PRACTICE · FORM 01

**सही अवधारणा पहचानें: परिचित भाषा के सहारे नई भाषा की समझ बनाना।**

A. संपादन / Editing

B. मौखिक प्रवाह / Oral fluency

C. भाषा सेतु / Language bridging

D. मुद्रित सामग्री की समझ / Print awareness

Correct answer / **सही उत्तर: C.** भाषा सेतु / Language bridging

Explanation / **व्याख्या**

भाषा सेतु / Language bridging: परिचित भाषा के सहारे नई भाषा की समझ बनाना। उदाहरण: बच्चे स्थानीय शब्दों को मानक हिंदी के शब्दों से जोड़ते हैं।

MCQ 034 • CORE PRACTICE · FORM 02

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? बच्चे स्थानीय शब्दों को मानक हिंदी के शब्दों से जोड़ते हैं।**

A. आदर्श लेखन / Modelled writing

B. स्व-संशोधन / Self-correction

C. भाषा सेतु / Language bridging

D. चार ब्लॉक मॉडल / Four-block model

Correct answer / **सही उत्तर: C.** भाषा सेतु / Language bridging

Explanation / **व्याख्या**

भाषा सेतु / Language bridging: परिचित भाषा के सहारे नई भाषा की समझ बनाना। उदाहरण: बच्चे स्थानीय शब्दों को मानक हिंदी के शब्दों से जोड़ते हैं।

GyanTech Guru Ji

MCQ 035 • CORE PRACTICE · FORM 03

**भाषा सेतु / Language bridging का सबसे सटीक अर्थ क्या है?**

A. नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी।

B. परिचित भाषा के सहारे नई भाषा की समझ बनाना।

C. शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है।

D. वास्तविक पाठक या उद्देश्य को ध्यान में रखकर लिखना।

Correct answer / **सही उत्तर:** B. परिचित भाषा के सहारे नई भाषा की समझ बनाना।

Explanation / **व्याख्या**

भाषा सेतु / Language bridging: परिचित भाषा के सहारे नई भाषा की समझ बनाना। उदाहरण: बच्चे स्थानीय शब्दों को मानक हिंदी के शब्दों से जोड़ते हैं।

MCQ 036 • CORE PRACTICE · FORM 04

**भाषा सेतु / Language bridging का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. बच्चे स्थानीय शब्दों को मानक हिंदी के शब्दों से जोड़ते हैं।

B. शिक्षक एक सप्ताह में कहानी, कविता और लेखन को एक विषय से जोड़ता है।

C. शीर्षक देखकर बच्चे कहानी के विषय का अनुमान लगाते हैं।

D. बच्चा दोबारा पढ़कर अपने वाक्य में छूटा शब्द जोड़ता है।

Correct answer / **सही उत्तर:** A. बच्चे स्थानीय शब्दों को मानक हिंदी के शब्दों से जोड़ते हैं।

Explanation / **व्याख्या**

भाषा सेतु / Language bridging: परिचित भाषा के सहारे नई भाषा की समझ बनाना। उदाहरण: बच्चे स्थानीय शब्दों को मानक हिंदी के शब्दों से जोड़ते हैं।

**MCQ 037 • CORE PRACTICE · FORM 05**

**दोनों विवरणों को सही क्रम में पहचानें। (1) परिचित भाषा के सहारे नई भाषा की समझ बनाना। (2) समझे और प्रयोग किए जाने वाले शब्दों का संग्रह।**

A. मुद्रित सामग्री की समझ / Print awareness | शब्द भंडार / Vocabulary

B. भाषा सेतु / Language bridging | शब्द भंडार / Vocabulary

C. शब्द भंडार / Vocabulary | भाषा सेतु / Language bridging

D. भाषा सेतु / Language bridging | उदयीमान साक्षरता / Emergent literacy

**Correct answer / सही उत्तर: B.** भाषा सेतु / Language bridging | शब्द भंडार / Vocabulary

**Explanation / व्याख्या**

भाषा सेतु / Language bridging: परिचित भाषा के सहारे नई भाषा की समझ बनाना। उदाहरण: बच्चे स्थानीय शब्दों को मानक हिंदी के शब्दों से जोड़ते हैं। शब्द भंडार / Vocabulary: समझे और प्रयोग किए जाने वाले शब्दों का संग्रह। उदाहरण: कहानी पढ़ने के बाद बच्चे नए शब्दों का वाक्यों में उपयोग करते हैं।

**MCQ 038 • CORE PRACTICE · FORM 06**

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) बच्चे स्थानीय शब्दों को मानक हिंदी के शब्दों से जोड़ते हैं। (2) शिक्षक अनुच्छेद का मूल्यांकन विचारों की स्पष्टता और क्रम से करता है।**

A. भाषा सेतु / Language bridging | संदर्भ संकेत / Context clues

B. भाषा सेतु / Language bridging | लेखन रूब्रिक / Writing rubric

C. लेखन रूब्रिक / Writing rubric | भाषा सेतु / Language bridging

D. कहानी सुनना / Story listening | लेखन रूब्रिक / Writing rubric

**Correct answer / सही उत्तर: B.** भाषा सेतु / Language bridging | लेखन रूब्रिक / Writing rubric

**Explanation / व्याख्या**

भाषा सेतु / Language bridging: परिचित भाषा के सहारे नई भाषा की समझ बनाना। उदाहरण: बच्चे स्थानीय शब्दों को मानक हिंदी के शब्दों से जोड़ते हैं। लेखन रूब्रिक / Writing rubric: लेखन के विचार, संगठन और भाषा के स्तरों का मानदंड आधारित वर्णन। उदाहरण: शिक्षक अनुच्छेद का मूल्यांकन विचारों की स्पष्टता और क्रम से करता है।

**MCQ 039 • CORE PRACTICE · FORM 07**

**भाषा सेतु / Language bridging और पठन प्रवाह / Reading fluency के सही अर्थ क्रम से चुनें।**

A. परिचित भाषा के सहारे नई भाषा की समझ बनाना। | उचित गति, सटीकता और अभिव्यक्ति के साथ पढ़ना।

B. परिचित भाषा के सहारे नई भाषा की समझ बनाना। | मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल।

C. उचित गति, सटीकता और अभिव्यक्ति के साथ पढ़ना। | परिचित भाषा के सहारे नई भाषा की समझ बनाना।

D. कई संबंधित पाठों को लक्ष्यों के अनुसार व्यवस्थित करने की योजना। | उचित गति, सटीकता और अभिव्यक्ति के साथ पढ़ना।

**Correct answer / सही उत्तर: A.** परिचित भाषा के सहारे नई भाषा की समझ बनाना। | उचित गति, सटीकता और अभिव्यक्ति के साथ पढ़ना।

**Explanation / व्याख्या**

भाषा सेतु / Language bridging: परिचित भाषा के सहारे नई भाषा की समझ बनाना। उदाहरण: बच्चे स्थानीय शब्दों को मानक हिंदी के शब्दों से जोड़ते हैं। पठन प्रवाह / Reading fluency: उचित गति, सटीकता और अभिव्यक्ति के साथ पढ़ना। उदाहरण: बच्चा संवाद पढ़ते समय भाव और विराम का ध्यान रखता है।

MCQ 040 • CORE PRACTICE · FORM 08

**भाषा सेतु / Language bridging और भाषायी दक्षता / Language competency के उदाहरण सही क्रम में चुनें।**

A. बच्चे स्थानीय शब्दों को मानक हिंदी के शब्दों से जोड़ते हैं। | शिक्षक देखता है कि बच्चा लिखे शब्द की जगह समान अर्थ का शब्द पढ़ता है।

B. बालिका अपने अनुभव को सुनने वालों के लिए स्पष्ट रूप में व्यक्त करती है। | बच्चे स्थानीय शब्दों को मानक हिंदी के शब्दों से जोड़ते हैं।

C. बच्चे स्थानीय शब्दों को मानक हिंदी के शब्दों से जोड़ते हैं। | बालिका अपने अनुभव को सुनने वालों के लिए स्पष्ट रूप में व्यक्त करती है।

D. यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है। | बालिका अपने अनुभव को सुनने वालों के लिए स्पष्ट रूप में व्यक्त करती है।

**Correct answer / सही उत्तर: C.** बच्चे स्थानीय शब्दों को मानक हिंदी के शब्दों से जोड़ते हैं। | बालिका अपने अनुभव को सुनने वालों के लिए स्पष्ट रूप में व्यक्त करती है।

**Explanation / व्याख्या**

भाषा सेतु / Language bridging: परिचित भाषा के सहारे नई भाषा की समझ बनाना। उदाहरण: बच्चे स्थानीय शब्दों को मानक हिंदी के शब्दों से जोड़ते हैं। भाषायी दक्षता / Language competency: अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता। उदाहरण: बालिका अपने अनुभव को सुनने वालों के लिए स्पष्ट रूप में व्यक्त करती है।

MCQ 041 • CORE PRACTICE · FORM 09

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (भाषा सेतु / Language bridging / अक्षर पहचान / Letter recognition)**

A. स्वतंत्र लेखन / Independent writing → मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल।

B. भाषा सेतु / Language bridging → लिपि के अक्षरों को पहचानना और अलग करना।

C. अक्षर पहचान / Letter recognition → शिक्षार्थी स्वयं अर्थपूर्ण लिखित अभिव्यक्ति करता है।

D. भाषा सेतु / Language bridging → परिचित भाषा के सहारे नई भाषा की समझ बनाना।

**Correct answer / सही उत्तर: D.** भाषा सेतु / Language bridging → परिचित भाषा के सहारे नई भाषा की समझ बनाना।

**Explanation / व्याख्या**

भाषा सेतु / Language bridging: परिचित भाषा के सहारे नई भाषा की समझ बनाना। उदाहरण: बच्चे स्थानीय शब्दों को मानक हिंदी के शब्दों से जोड़ते हैं।

MCQ 042 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (भाषा सेतु / Language bridging / अपसंकेत विश्लेषण / Miscue analysis)**

A. भाषा सेतु / Language bridging → बच्चे स्थानीय शब्दों को मानक हिंदी के शब्दों से जोड़ते हैं।

B. अपसंकेत विश्लेषण / Miscue analysis → बच्चे अवकाश में स्वयं बाल-पत्रिका या कहानी की पुस्तक चुनते हैं।

C. भाषा सेतु / Language bridging → शिक्षक देखता है कि बच्चा लिखे शब्द की जगह समान अर्थ का शब्द पढ़ता है।

D. पठन कोना / Reading corner → बच्चा पुस्तक का मुखपृष्ठ पहचानता है और पढ़ने की दिशा बताता है।

**Correct answer / सही उत्तर: A.** भाषा सेतु / Language bridging → बच्चे स्थानीय शब्दों को मानक हिंदी के शब्दों से जोड़ते हैं।

**Explanation / व्याख्या**

भाषा सेतु / Language bridging: परिचित भाषा के सहारे नई भाषा की समझ बनाना। उदाहरण: बच्चे स्थानीय शब्दों को मानक हिंदी के शब्दों से जोड़ते हैं।

## Short-answer revision

Recall the idea before reading the model answer.

**REVISION 01.01**

**बहुभाषिकता / Multilingualism को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** कक्षा में अनेक भाषाओं का सीखने के संसाधन के रूप में उपयोग। बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है।

**REVISION 01.02**

**मातृभाषा / Home language को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** बच्चे के घर और प्रारंभिक सामाजिक परिवेश में सीखी जाने वाली भाषा। एक बालक परिवार के साथ भोजपुरी में सहज संवाद करता है।

**REVISION 01.03**

**भाषायी विविधता / Linguistic diversity को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** समूह में भाषा और बोलियों की विविधता को स्वीकार करना। शिक्षक अलग-अलग बोलियों में कही गई कहावतों पर चर्चा कराता है।

GyanTech Guru Ji

**REVISION 01.04**

**भाषा सेतु / Language bridging को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** परिचित भाषा के सहारे नई भाषा की समझ बनाना। बच्चे स्थानीय शब्दों को मानक हिंदी के शब्दों से जोड़ते हैं।

GyanTech Guru Ji

CHAPTER 02 • 52 MCQs • 5 REVISION PROMPTS

# उदयीमान साक्षरता

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### उदयीमान साक्षरता / Emergent literacy

औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ।

**उदाहरण:** बच्चा चित्र देखकर कहानी बनाता है और लिखने जैसी आकृतियाँ बनाता है।

### भाषायी दक्षता / Language competency

अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता।

**उदाहरण:** बालिका अपने अनुभव को सुनने वालों के लिए स्पष्ट रूप में व्यक्त करती है।

### मुद्रित सामग्री की समझ / Print awareness

लिखित भाषा की दिशा, प्रयोजन और पुस्तक की बनावट को समझना।

**उदाहरण:** बच्चा पुस्तक का मुखपृष्ठ पहचानता है और पढ़ने की दिशा बताता है।

### कहानी सुनना / Story listening

कहानी के अर्थ, घटनाओं और पात्रों को सुनकर समझना।

**उदाहरण:** बच्चे सुनी हुई कहानी की घटनाओं का क्रम बताते हैं।

### ध्वनि खेल / Sound play

भाषा की ध्वनियों और तुकों को खेल के माध्यम से पहचानना।

**उदाहरण:** बच्चे समान तुक वाले शब्द ढूँढते हैं।

## New classroom-based questions

Apply concepts to realistic teaching decisions.

**MCQ 043 • NEW CLASSROOM APPLICATION**

**उदयीमान साक्षरता का प्रमाण कौन-सा है?**

A. बच्चा केवल वर्णमाला की नकल करता है

B. बच्चा पुस्तक का शीर्षक दिखाता और चित्र से कहानी का अनुमान लगाता है

C. बच्चा पुस्तक छूने से बचता है

D. बच्चा लंबा निबंध बिना गलती लिखता है

**Correct answer / सही उत्तर:** B. बच्चा पुस्तक का शीर्षक दिखाता और चित्र से कहानी का अनुमान लगाता है

**Explanation / व्याख्या**

औपचारिक पठन से पहले भी बच्चे मुद्रित सामग्री के उपयोग और अर्थ को समझते हैं।

**MCQ 044 • NEW CLASSROOM APPLICATION**

**तुक पहचानने के लिए उचित गतिविधि क्या है?**

A. कठिन वर्तनी का दंड देना

B. नाव और भाव जैसे शब्द बोलकर समान अंतिम ध्वनि पहचानना

C. केवल व्याकरण की परिभाषा रटाना

D. चित्रों को बिना चर्चा रंगना

**Correct answer / सही उत्तर:** B. नाव और भाव जैसे शब्द बोलकर समान अंतिम ध्वनि पहचानना

**Explanation / व्याख्या**

तुक की मौखिक पहचान ध्वनि जागरूकता विकसित करती है।

## Core question bank

Ten related practice formats; core concepts recur for revision.

**MCQ 045 • CORE PRACTICE · FORM 01**

**सही अवधारणा पहचानें: औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ।**

A. उदयीमान साक्षरता / Emergent literacy

B. पूर्वज्ञान / Prior knowledge

C. मात्रा बोध / Matra awareness

D. बारी-बारी बोलना / Turn-taking

**Correct answer / सही उत्तर: A.** उदयीमान साक्षरता / Emergent literacy

**Explanation / व्याख्या**

उदयीमान साक्षरता / Emergent literacy: औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ। उदाहरण: बच्चा चित्र देखकर कहानी बनाता है और लिखने जैसी आकृतियाँ बनाता है।

**MCQ 046 • CORE PRACTICE · FORM 02**

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? बच्चा चित्र देखकर कहानी बनाता है और लिखने जैसी आकृतियाँ बनाता है।**

A. ध्वनि-आकृति संबंध / Sound-symbol association

B. स्व-संशोधन / Self-correction

C. भाषायी विविधता / Linguistic diversity

D. उदयीमान साक्षरता / Emergent literacy

**Correct answer / सही उत्तर: D.** उदयीमान साक्षरता / Emergent literacy

**Explanation / व्याख्या**

उदयीमान साक्षरता / Emergent literacy: औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ। उदाहरण: बच्चा चित्र देखकर कहानी बनाता है और लिखने जैसी आकृतियाँ बनाता है।

MCQ 047 • CORE PRACTICE · FORM 03

**उदयीमान साक्षरता / Emergent literacy का सबसे सटीक अर्थ क्या है?**

A. परिचित भाषा के सहारे नई भाषा की समझ बनाना।

B. पाठ पढ़ने से पहले पूर्वज्ञान और रुचि सक्रिय करना।

C. औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ।

D. सुनी या पढ़ी कहानी को अपने शब्दों में क्रम से कहना।

Correct answer / **सही उत्तर: C.** औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ।

Explanation / **व्याख्या**

उदयीमान साक्षरता / Emergent literacy: औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ। उदाहरण: बच्चा चित्र देखकर कहानी बनाता है और लिखने जैसी आकृतियाँ बनाता है।

MCQ 048 • CORE PRACTICE · FORM 04

**उदयीमान साक्षरता / Emergent literacy का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. बच्चा चित्र देखकर कहानी बनाता है और लिखने जैसी आकृतियाँ बनाता है।

B. कहानी पढ़ने के बाद बच्चे नए शब्दों का वाक्यों में उपयोग करते हैं।

C. बच्चे अपने लिखे पत्र में क्रिया के रूपों की उपयुक्तता देखते हैं।

D. बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है।

Correct answer / **सही उत्तर: A.** बच्चा चित्र देखकर कहानी बनाता है और लिखने जैसी आकृतियाँ बनाता है।

Explanation / **व्याख्या**

उदयीमान साक्षरता / Emergent literacy: औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ। उदाहरण: बच्चा चित्र देखकर कहानी बनाता है और लिखने जैसी आकृतियाँ बनाता है।

GyanTech Guru Ji

**MCQ 049 • CORE PRACTICE · FORM 05**

**दोनों विवरणों को सही क्रम में पहचानें। (1) औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ। (2) पढ़ते समय हुए बदलावों या त्रुटियों का विश्लेषण।**

A. उदयीमान साक्षरता / Emergent literacy | शब्द भंडार / Vocabulary

B. अपसंकैत विश्लेषण / Miscue analysis | उदयीमान साक्षरता / Emergent literacy

C. पूर्वज्ञान / Prior knowledge | अपसंकैत विश्लेषण / Miscue analysis

D. उदयीमान साक्षरता / Emergent literacy | अपसंकैत विश्लेषण / Miscue analysis

**Correct answer / सही उत्तर: D.** उदयीमान साक्षरता / Emergent literacy | अपसंकैत विश्लेषण / Miscue analysis

**Explanation / व्याख्या**

उदयीमान साक्षरता / Emergent literacy: औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ। उदाहरण: बच्चा चित्र देखकर कहानी बनाता है और लिखने जैसी आकृतियाँ बनाता है। अपसंकैत विश्लेषण / Miscue analysis: पढ़ते समय हुए बदलावों या त्रुटियों का विश्लेषण। उदाहरण: शिक्षक देखता है कि बच्चा लिखे शब्द की जगह समान अर्थ का शब्द पढ़ता है।

GyanTech Guru Ji

**MCQ 050 • CORE PRACTICE · FORM 06**

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) बच्चा चित्र देखकर कहानी बनाता है और लिखने जैसी आकृतियाँ बनाता है। (2) शिक्षक समूह चर्चा में बच्चे के योगदान को नोट करता है।**

A. बहुभाषिकता / Multilingualism | मौखिक अवलोकन / Oral observation

B. उदयीमान साक्षरता / Emergent literacy | मौखिक अवलोकन / Oral observation

C. मौखिक अवलोकन / Oral observation | उदयीमान साक्षरता / Emergent literacy

D. उदयीमान साक्षरता / Emergent literacy | भाषायी विविधता / Linguistic diversity

**Correct answer / सही उत्तर: B.** उदयीमान साक्षरता / Emergent literacy | मौखिक अवलोकन / Oral observation

**Explanation / व्याख्या**

उदयीमान साक्षरता / Emergent literacy: औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ। उदाहरण: बच्चा चित्र देखकर कहानी बनाता है और लिखने जैसी आकृतियाँ बनाता है। मौखिक अवलोकन / Oral observation: स्वाभाविक संवाद में भाषा प्रयोग के प्रमाण देखना और दर्ज करना। उदाहरण: शिक्षक समूह चर्चा में बच्चे के योगदान को नोट करता है।

GyanTech Guru Ji

**MCQ 051 • CORE PRACTICE · FORM 07**

**उदयीमान साक्षरता / Emergent literacy और चित्र वर्णन / Picture description के सही अर्थ क्रम से चुनें।**

A. विचारों को पहली लिखित रूपरेखा में व्यक्त करना। | चित्र के आधार पर मौखिक अभिव्यक्ति का अभ्यास।

B. औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ। | लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना।

C. औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ। | चित्र के आधार पर मौखिक अभिव्यक्ति का अभ्यास।

D. चित्र के आधार पर मौखिक अभिव्यक्ति का अभ्यास। | औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ।

**Correct answer / सही उत्तर: C.** औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ। | चित्र के आधार पर मौखिक अभिव्यक्ति का अभ्यास।

**Explanation / व्याख्या**

उदयीमान साक्षरता / Emergent literacy: औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ। उदाहरण: बच्चा चित्र देखकर कहानी बनाता है और लिखने जैसी आकृतियाँ बनाता है। चित्र वर्णन / Picture description: चित्र के आधार पर मौखिक अभिव्यक्ति का अभ्यास। उदाहरण: बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं।

**MCQ 052 • CORE PRACTICE · FORM 08**

**उदयीमान साक्षरता / Emergent literacy और पठन-पूर्व गतिविधि / Pre-reading activity के उदाहरण सही क्रम में चुनें।**

A. शिक्षक अनुच्छेद का मूल्यांकन विचारों की स्पष्टता और क्रम से करता है। | शीर्षक देखकर बच्चे कहानी के विषय का अनुमान लगाते हैं।

B. बच्चा चित्र देखकर कहानी बनाता है और लिखने जैसी आकृतियाँ बनाता है। | बच्चा कहानी का अंत बदलकर उसे अधिक समझने योग्य बनाता है।

C. बच्चा चित्र देखकर कहानी बनाता है और लिखने जैसी आकृतियाँ बनाता है। | शीर्षक देखकर बच्चे कहानी के विषय का अनुमान लगाते हैं।

D. शीर्षक देखकर बच्चे कहानी के विषय का अनुमान लगाते हैं। | बच्चा चित्र देखकर कहानी बनाता है और लिखने जैसी आकृतियाँ बनाता है।

**Correct answer / सही उत्तर: C.** बच्चा चित्र देखकर कहानी बनाता है और लिखने जैसी आकृतियाँ बनाता है। | शीर्षक देखकर बच्चे कहानी के विषय का अनुमान लगाते हैं।

**Explanation / व्याख्या**

उदयीमान साक्षरता / Emergent literacy: औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ। उदाहरण: बच्चा चित्र देखकर कहानी बनाता है और लिखने जैसी आकृतियाँ बनाता है। पठन-पूर्व गतिविधि / Pre-reading activity: पाठ पढ़ने से पहले पूर्वज्ञान और रुचि सक्रिय करना। उदाहरण: शीर्षक देखकर बच्चे कहानी के विषय का अनुमान लगाते हैं।

MCQ 053 • CORE PRACTICE · FORM 09

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (उदयीमान साक्षरता / Emergent literacy / संदर्भ में व्याकरण / Grammar in context)**

A. उदयीमान साक्षरता / Emergent literacy → औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ।

B. संदर्भ में व्याकरण / Grammar in context → लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना।

C. उदयीमान साक्षरता / Emergent literacy → भाषा के वास्तविक प्रयोग से व्याकरण की समझ विकसित करना।

D. संशोधन / Revision → स्वाभाविक संवाद में भाषा प्रयोग के प्रमाण देखना और दर्ज करना।

**Correct answer / सही उत्तर: A.** उदयीमान साक्षरता / Emergent literacy → औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ।

**Explanation / व्याख्या**

उदयीमान साक्षरता / Emergent literacy: औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ। उदाहरण: बच्चा चित्र देखकर कहानी बनाता है और लिखने जैसी आकृतियाँ बनाता है।

GyanTech

MCQ 054 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (उदयीमान साक्षरता / Emergent literacy / उद्देश्यपूर्ण लेखन / Purposeful writing)**

A. उद्देश्यपूर्ण लेखन / Purposeful writing → बच्चा पात्र की कही बात से उसके मनोभाव का अनुमान लगाता है।

B. अनुमानात्मक बोध / Inferential comprehension → बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं।

C. उदयीमान साक्षरता / Emergent literacy → बच्चा चित्र देखकर कहानी बनाता है और लिखने जैसी आकृतियाँ बनाता है।

D. उदयीमान साक्षरता / Emergent literacy → बच्चे पुस्तकालय के लिए सूचना पत्र लिखते हैं।

**Correct answer / सही उत्तर: C.** उदयीमान साक्षरता / Emergent literacy → बच्चा चित्र देखकर कहानी बनाता है और लिखने जैसी आकृतियाँ बनाता है।

**Explanation / व्याख्या**

उदयीमान साक्षरता / Emergent literacy: औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ। उदाहरण: बच्चा चित्र देखकर कहानी बनाता है और लिखने जैसी आकृतियाँ बनाता है।

MCQ 055 • CORE PRACTICE · FORM 01

**सही अवधारणा पहचानें: अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता।**

A. सक्रिय श्रवण / Active listening

B. मौन पठन / Silent reading

C. प्रारूप लेखन / Drafting

D. भाषायी दक्षता / Language competency

**Correct answer / सही उत्तर: D.** भाषायी दक्षता / Language competency

**Explanation / व्याख्या**

भाषायी दक्षता / Language competency: अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता। उदाहरण: बालिका अपने अनुभव को सुनने वालों के लिए स्पष्ट रूप में व्यक्त करती है।

MCQ 056 • CORE PRACTICE · FORM 02

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? बालिका अपने अनुभव को सुनने वालों के लिए स्पष्ट रूप में व्यक्त करती है।**

A. लेखन रूब्रिक / Writing rubric

B. बारी-बारी बोलना / Turn-taking

C. भाषायी दक्षता / Language competency

D. सक्रिय श्रवण / Active listening

Correct answer / **सही उत्तर:** C. भाषायी दक्षता / Language competency

Explanation / **व्याख्या**

भाषायी दक्षता / Language competency: अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता। उदाहरण: बालिका अपने अनुभव को सुनने वालों के लिए स्पष्ट रूप में व्यक्त करती है।

MCQ 057 • CORE PRACTICE · FORM 03

**भाषायी दक्षता / Language competency का सबसे सटीक अर्थ क्या है?**

A. ध्यान से सुनकर अर्थ समझना और उचित प्रतिक्रिया देना।

B. अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना।

C. अपनी त्रुटि पहचानकर स्वयं सुधार करना।

D. अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता।

Correct answer / **सही उत्तर:** D. अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता।

Explanation / **व्याख्या**

भाषायी दक्षता / Language competency: अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता। उदाहरण: बालिका अपने अनुभव को सुनने वालों के लिए स्पष्ट रूप में व्यक्त करती है।

MCQ 058 • CORE PRACTICE · FORM 04

**भाषायी दक्षता / Language competency का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. बच्चा कहानी की तीन घटनाएँ सही क्रम में बताता है।

B. जोड़ी में बच्चे एक-दूसरे की बात पूरी होने तक प्रतीक्षा करते हैं।

C. बच्चा अपने अनुभव पर पहला अनुच्छेद लिखता है।

D. बालिका अपने अनुभव को सुनने वालों के लिए स्पष्ट रूप में व्यक्त करती है।

**Correct answer / सही उत्तर: D.** बालिका अपने अनुभव को सुनने वालों के लिए स्पष्ट रूप में व्यक्त करती है।

**Explanation / व्याख्या**

भाषायी दक्षता / Language competency: अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता। उदाहरण: बालिका अपने अनुभव को सुनने वालों के लिए स्पष्ट रूप में व्यक्त करती है।

MCQ 059 • CORE PRACTICE · FORM 05

**दोनों विवरणों को सही क्रम में पहचानें। (1) अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता। (2) कक्षा में सुलभ विविध पठन सामग्री के लिए निर्धारित स्थान।**

A. भाषायी दक्षता / Language competency | अनुमानात्मक बोध / Inferential comprehension

B. ध्वन्यात्मक जागरूकता / Phonological awareness | पठन कोना / Reading corner

C. पठन कोना / Reading corner | भाषायी दक्षता / Language competency

D. भाषायी दक्षता / Language competency | पठन कोना / Reading corner

**Correct answer / सही उत्तर: D.** भाषायी दक्षता / Language competency | पठन कोना / Reading corner

**Explanation / व्याख्या**

भाषायी दक्षता / Language competency: अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता। उदाहरण: बालिका अपने अनुभव को सुनने वालों के लिए स्पष्ट रूप में व्यक्त करती है। पठन कोना / Reading corner: कक्षा में सुलभ विविध पठन सामग्री के लिए निर्धारित स्थान। उदाहरण: बच्चे अवकाश में स्वयं बाल-पत्रिका या कहानी की पुस्तक चुनते हैं।

**MCQ 060 • CORE PRACTICE · FORM 06**

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) बालिका अपने अनुभव को सुनने वालों के लिए स्पष्ट रूप में व्यक्त करती है। (2) बच्चा चित्रों के सहारे कहानी फिर से सुनाता है।**

A. भाषायी दक्षता / Language competency | कहानी पुनर्कथन / Story retelling

B. कहानी पुनर्कथन / Story retelling | भाषायी दक्षता / Language competency

C. भाषायी दक्षता / Language competency | मौखिक अवलोकन / Oral observation

D. संशोधन / Revision | कहानी पुनर्कथन / Story retelling

**Correct answer / सही उत्तर: A.** भाषायी दक्षता / Language competency | कहानी पुनर्कथन / Story retelling

**Explanation / व्याख्या**

भाषायी दक्षता / Language competency: अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता। उदाहरण: बालिका अपने अनुभव को सुनने वालों के लिए स्पष्ट रूप में व्यक्त करती है। कहानी पुनर्कथन / Story retelling: सुनी या पढ़ी कहानी को अपने शब्दों में क्रम से कहना। उदाहरण: बच्चा चित्रों के सहारे कहानी फिर से सुनाता है।

GyanTech Guru Ji

MCQ 061 • CORE PRACTICE · FORM 07

**भाषायी दक्षता / Language competency और मात्रा बोध / Matra awareness के सही अर्थ क्रम से चुनें।**

A. अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता। | शिक्षार्थी स्वयं अर्थपूर्ण लिखित अभिव्यक्ति करता है।

B. अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता। | अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना।

C. वास्तविक पाठक या उद्देश्य को ध्यान में रखकर लिखना। | अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना।

D. अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना। | अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता।

**Correct answer / सही उत्तर: B.** अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता। | अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना।

**Explanation / व्याख्या**

भाषायी दक्षता / Language competency: अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता। उदाहरण: बालिका अपने अनुभव को सुनने वालों के लिए स्पष्ट रूप में व्यक्त करती है। मात्रा बोध / Matra awareness: अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना। उदाहरण: बच्चे कल और काल के उच्चारण में अंतर बताते हैं।

MCQ 062 • CORE PRACTICE · FORM 08

**भाषायी दक्षता / Language competency और मात्रा बोध / Matra awareness के उदाहरण सही क्रम में चुनें।**

A. दो बच्चे दुकानदार और ग्राहक बनकर बातचीत करते हैं। | बच्चे कल और काल के उच्चारण में अंतर बताते हैं।

B. बालिका अपने अनुभव को सुनने वालों के लिए स्पष्ट रूप में व्यक्त करती है। | शीर्षक देखकर बच्चे कहानी के विषय का अनुमान लगाते हैं।

C. बालिका अपने अनुभव को सुनने वालों के लिए स्पष्ट रूप में व्यक्त करती है। | बच्चे कल और काल के उच्चारण में अंतर बताते हैं।

D. बच्चे कल और काल के उच्चारण में अंतर बताते हैं। | बालिका अपने अनुभव को सुनने वालों के लिए स्पष्ट रूप में व्यक्त करती है।

**Correct answer / सही उत्तर: C.** बालिका अपने अनुभव को सुनने वालों के लिए स्पष्ट रूप में व्यक्त करती है। | बच्चे कल और काल के उच्चारण में अंतर बताते हैं।

**Explanation / व्याख्या**

भाषायी दक्षता / Language competency: अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता। उदाहरण: बालिका अपने अनुभव को सुनने वालों के लिए स्पष्ट रूप में व्यक्त करती है। मात्रा बोध / Matra awareness: अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना। उदाहरण: बच्चे कल और काल के उच्चारण में अंतर बताते हैं।

MCQ 063 • CORE PRACTICE · FORM 09

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (भाषायी दक्षता / Language competency / बारी-बारी बोलना / Turn-taking)**

A. स्वतंत्र लेखन / Independent writing → बच्चे के घर और प्रारंभिक सामाजिक परिवेश में सीखी जाने वाली भाषा।

B. बारी-बारी बोलना / Turn-taking → शिक्षार्थी स्वयं अर्थपूर्ण लिखित अभिव्यक्ति करता है।

C. भाषायी दक्षता / Language competency → अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता।

D. भाषायी दक्षता / Language competency → संवाद में अपनी और दूसरों की बोलने की बारी का ध्यान रखना।

**Correct answer / सही उत्तर: C.** भाषायी दक्षता / Language competency → अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता।

**Explanation / व्याख्या**

भाषायी दक्षता / Language competency: अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता। उदाहरण: बालिका अपने अनुभव को सुनने वालों के लिए स्पष्ट रूप में व्यक्त करती है।

MCQ 064 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (भाषायी दक्षता / Language competency / पठन प्रवाह / Reading fluency)**

A. भाषायी दक्षता / Language competency → बालिका अपने अनुभव को सुनने वालों के लिए स्पष्ट रूप में व्यक्त करती है।

B. भाषायी दक्षता / Language competency → बच्चा संवाद पढ़ते समय भाव और विराम का ध्यान रखता है।

C. मातृभाषा / Home language → बच्चा पात्र की कही बात से उसके मनोभाव का अनुमान लगाता है।

D. पठन प्रवाह / Reading fluency → एक बालक परिवार के साथ भोजपुरी में सहज संवाद करता है।

**Correct answer / सही उत्तर: A.** भाषायी दक्षता / Language competency → बालिका अपने अनुभव को सुनने वालों के लिए स्पष्ट रूप में व्यक्त करती है।

**Explanation / व्याख्या**

भाषायी दक्षता / Language competency: अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता। उदाहरण: बालिका अपने अनुभव को सुनने वालों के लिए स्पष्ट रूप में व्यक्त करती है।

MCQ 065 • CORE PRACTICE · FORM 01

**सही अवधारणा पहचानें: लिखित भाषा की दिशा, प्रयोजन और पुस्तक की बनावट को समझना।**

A. स्वतंत्र लेखन / Independent writing

B. शब्द भंडार / Vocabulary

C. मुद्रित सामग्री की समझ / Print awareness

D. कहानी पुनर्कथन / Story retelling

Correct answer / **सही उत्तर: C.** मुद्रित सामग्री की समझ / Print awareness

Explanation / **व्याख्या**

मुद्रित सामग्री की समझ / Print awareness: लिखित भाषा की दिशा, प्रयोजन और पुस्तक की बनावट को समझना। उदाहरण: बच्चा पुस्तक का मुखपृष्ठ पहचानता है और पढ़ने की दिशा बताता है।

MCQ 066 • CORE PRACTICE · FORM 02

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? बच्चा पुस्तक का मुखपृष्ठ पहचानता है और पढ़ने की दिशा बताता है।**

A. मुद्रित सामग्री की समझ / Print awareness

B. सक्रिय श्रवण / Active listening

C. संशोधन / Revision

D. साझा पठन / Shared reading

Correct answer / **सही उत्तर: A.** मुद्रित सामग्री की समझ / Print awareness

Explanation / **व्याख्या**

मुद्रित सामग्री की समझ / Print awareness: लिखित भाषा की दिशा, प्रयोजन और पुस्तक की बनावट को समझना। उदाहरण: बच्चा पुस्तक का मुखपृष्ठ पहचानता है और पढ़ने की दिशा बताता है।

GyanTech Guru Ji

MCQ 067 • CORE PRACTICE · FORM 03

**मुद्रित सामग्री की समझ / Print awareness का सबसे सटीक अर्थ क्या है?**

A. लिखित अभिव्यक्ति में ठहराव और अर्थ स्पष्ट करने वाले चिह्न।

B. लिखित भाषा की दिशा, प्रयोजन और पुस्तक की बनावट को समझना।

C. लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना।

D. मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल।

Correct answer / **सही उत्तर: B.** लिखित भाषा की दिशा, प्रयोजन और पुस्तक की बनावट को समझना।

Explanation / **व्याख्या**

मुद्रित सामग्री की समझ / Print awareness: लिखित भाषा की दिशा, प्रयोजन और पुस्तक की बनावट को समझना।
उदाहरण: बच्चा पुस्तक का मुखपृष्ठ पहचानता है और पढ़ने की दिशा बताता है।

MCQ 068 • CORE PRACTICE · FORM 04

**मुद्रित सामग्री की समझ / Print awareness का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. बच्चा अपने नाम में आए अक्षरों को पहचानता है।

B. शिक्षक अलग-अलग बोलियों में कही गई कहावतों पर चर्चा कराता है।

C. बच्चा पुस्तक का मुखपृष्ठ पहचानता है और पढ़ने की दिशा बताता है।

D. बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है।

Correct answer / **सही उत्तर: C.** बच्चा पुस्तक का मुखपृष्ठ पहचानता है और पढ़ने की दिशा बताता है।

Explanation / **व्याख्या**

मुद्रित सामग्री की समझ / Print awareness: लिखित भाषा की दिशा, प्रयोजन और पुस्तक की बनावट को समझना।
उदाहरण: बच्चा पुस्तक का मुखपृष्ठ पहचानता है और पढ़ने की दिशा बताता है।

GyanTech Guru Ji

MCQ 069 • CORE PRACTICE · FORM 05

**दोनों विवरणों को सही क्रम में पहचानें। (1) लिखित भाषा की दिशा, प्रयोजन और पुस्तक की बनावट को समझना। (2) लेखन के विचार, संगठन और भाषा के स्तरों का मानदंड आधारित वर्णन।**

A. मुद्रित सामग्री की समझ / Print awareness | चित्र वर्णन / Picture description

B. मुद्रित सामग्री की समझ / Print awareness | लेखन रूब्रिक / Writing rubric

C. अपसंकैत विश्लेषण / Miscue analysis | लेखन रूब्रिक / Writing rubric

D. लेखन रूब्रिक / Writing rubric | मुद्रित सामग्री की समझ / Print awareness

**Correct answer / सही उत्तर: B.** मुद्रित सामग्री की समझ / Print awareness | लेखन रूब्रिक / Writing rubric

**Explanation / व्याख्या**

मुद्रित सामग्री की समझ / Print awareness: लिखित भाषा की दिशा, प्रयोजन और पुस्तक की बनावट को समझना। उदाहरण: बच्चा पुस्तक का मुखपृष्ठ पहचानता है और पढ़ने की दिशा बताता है। लेखन रूब्रिक / Writing rubric: लेखन के विचार, संगठन और भाषा के स्तरों का मानदंड आधारित वर्णन। उदाहरण: शिक्षक अनुच्छेद का मूल्यांकन विचारों की स्पष्टता और क्रम से करता है।

GyanTech Guru Ji

**MCQ 070 • CORE PRACTICE · FORM 06**

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) बच्चा पुस्तक का मुखपृष्ठ पहचानता है और पढ़ने की दिशा बताता है। (2) जोड़ी में बच्चे एक-दूसरे की बात पूरी होने तक प्रतीक्षा करते हैं।**

A. मुद्रित सामग्री की समझ / Print awareness | पठन कोना / Reading corner

B. बारी-बारी बोलना / Turn-taking | मुद्रित सामग्री की समझ / Print awareness

C. पूर्वज्ञान / Prior knowledge | बारी-बारी बोलना / Turn-taking

D. मुद्रित सामग्री की समझ / Print awareness | बारी-बारी बोलना / Turn-taking

**Correct answer / सही उत्तर: D.** मुद्रित सामग्री की समझ / Print awareness | बारी-बारी बोलना / Turn-taking

**Explanation / व्याख्या**

मुद्रित सामग्री की समझ / Print awareness: लिखित भाषा की दिशा, प्रयोजन और पुस्तक की बनावट को समझना। उदाहरण: बच्चा पुस्तक का मुखपृष्ठ पहचानता है और पढ़ने की दिशा बताता है। बारी-बारी बोलना / Turn-taking: संवाद में अपनी और दूसरों की बोलने की बारी का ध्यान रखना। उदाहरण: जोड़ी में बच्चे एक-दूसरे की बात पूरी होने तक प्रतीक्षा करते हैं।

MCQ 071 • CORE PRACTICE · FORM 07

**मुद्रित सामग्री की समझ / Print awareness और संशोधन / Revision के सही अर्थ क्रम से चुनें।**

A. लिखित अभिव्यक्ति में ठहराव और अर्थ स्पष्ट करने वाले चिह्न। | लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना।

B. लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना। | लिखित भाषा की दिशा, प्रयोजन और पुस्तक की बनावट को समझना।

C. लिखित भाषा की दिशा, प्रयोजन और पुस्तक की बनावट को समझना। | लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना।

D. लिखित भाषा की दिशा, प्रयोजन और पुस्तक की बनावट को समझना। | लिपि के अक्षरों को पहचानना और अलग करना।

**Correct answer / सही उत्तर: C.** लिखित भाषा की दिशा, प्रयोजन और पुस्तक की बनावट को समझना। | लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना।

**Explanation / व्याख्या**

मुद्रित सामग्री की समझ / Print awareness: लिखित भाषा की दिशा, प्रयोजन और पुस्तक की बनावट को समझना। उदाहरण: बच्चा पुस्तक का मुखपृष्ठ पहचानता है और पढ़ने की दिशा बताता है। संशोधन / Revision: लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना। उदाहरण: बच्चा कहानी का अंत बदलकर उसे अधिक समझने योग्य बनाता है।

MCQ 072 • CORE PRACTICE · FORM 08

**मुद्रित सामग्री की समझ / Print awareness और शाब्दिक बोध / Literal comprehension के उदाहरण सही क्रम में चुनें।**

A. बच्चा पुस्तक का मुखपृष्ठ पहचानता है और पढ़ने की दिशा बताता है। | शिक्षक एक सप्ताह में कहानी, कविता और लेखन को एक विषय से जोड़ता है।

B. बच्चा पुस्तक का मुखपृष्ठ पहचानता है और पढ़ने की दिशा बताता है। | बच्चा कहानी में बताए गए स्थान का नाम देता है।

C. बच्चा कहानी में बताए गए स्थान का नाम देता है। | बच्चा पुस्तक का मुखपृष्ठ पहचानता है और पढ़ने की दिशा बताता है।

D. बच्चा क की ध्वनि को लिखित अक्षर क से मिलाता है। | बच्चा कहानी में बताए गए स्थान का नाम देता है।

**Correct answer / सही उत्तर: B.** बच्चा पुस्तक का मुखपृष्ठ पहचानता है और पढ़ने की दिशा बताता है। | बच्चा कहानी में बताए गए स्थान का नाम देता है।

**Explanation / व्याख्या**

मुद्रित सामग्री की समझ / Print awareness: लिखित भाषा की दिशा, प्रयोजन और पुस्तक की बनावट को समझना। उदाहरण: बच्चा पुस्तक का मुखपृष्ठ पहचानता है और पढ़ने की दिशा बताता है। शाब्दिक बोध / Literal comprehension: पाठ में स्पष्ट रूप से लिखी जानकारी को पहचानना। उदाहरण: बच्चा कहानी में बताए गए स्थान का नाम देता है।

MCQ 073 • CORE PRACTICE · FORM 09

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (मुद्रित सामग्री की समझ / Print awareness / पठन-पश्चात गतिविधि / Post-reading activity)**

A. पठन-पश्चात गतिविधि / Post-reading activity → शिक्षक सोचते हुए लेखन प्रक्रिया का उदाहरण प्रस्तुत करता है।

B. मुद्रित सामग्री की समझ / Print awareness → पढ़ने के बाद पाठ के अर्थ पर चिंतन या प्रतिक्रिया करना।

C. मुद्रित सामग्री की समझ / Print awareness → लिखित भाषा की दिशा, प्रयोजन और पुस्तक की बनावट को समझना।

D. आदर्श लेखन / Modelled writing → ध्यान से सुनकर अर्थ समझना और उचित प्रतिक्रिया देना।

**Correct answer / सही उत्तर: C.** मुद्रित सामग्री की समझ / Print awareness → लिखित भाषा की दिशा, प्रयोजन और पुस्तक की बनावट को समझना।

**Explanation / व्याख्या**

मुद्रित सामग्री की समझ / Print awareness: लिखित भाषा की दिशा, प्रयोजन और पुस्तक की बनावट को समझना। उदाहरण: बच्चा पुस्तक का मुखपृष्ठ पहचानता है और पढ़ने की दिशा बताता है।

MCQ 074 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (मुद्रित सामग्री की समझ / Print awareness / संदर्भ संकेत / Context clues)**

A. मुद्रित सामग्री की समझ / Print awareness → बच्चा पुस्तक का मुखपृष्ठ पहचानता है और पढ़ने की दिशा बताता है।

B. मुद्रित सामग्री की समझ / Print awareness → बच्चा कहानी की घटना से अनजान शब्द का अर्थ अनुमानित करता है।

C. संदर्भ संकेत / Context clues → शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है।

D. मौखिक आकलन रूब्रिक / Oral assessment rubric → बच्चा चित्रों के सहारे कहानी फिर से सुनाता है।

**Correct answer / सही उत्तर: A.** मुद्रित सामग्री की समझ / Print awareness → बच्चा पुस्तक का मुखपृष्ठ पहचानता है और पढ़ने की दिशा बताता है।

**Explanation / व्याख्या**

मुद्रित सामग्री की समझ / Print awareness: लिखित भाषा की दिशा, प्रयोजन और पुस्तक की बनावट को समझना। उदाहरण: बच्चा पुस्तक का मुखपृष्ठ पहचानता है और पढ़ने की दिशा बताता है।

MCQ 075 • CORE PRACTICE · FORM 01

**सही अवधारणा पहचानें: कहानी के अर्थ, घटनाओं और पात्रों को सुनकर समझना।**

A. अक्षर पहचान / Letter recognition

B. कहानी सुनना / Story listening

C. साझा लेखन / Shared writing

D. भाषा सेतु / Language bridging

**Correct answer / सही उत्तर: B.** कहानी सुनना / Story listening

**Explanation / व्याख्या**

कहानी सुनना / Story listening: कहानी के अर्थ, घटनाओं और पात्रों को सुनकर समझना। उदाहरण: बच्चे सुनी हुई कहानी की घटनाओं का क्रम बताते हैं।

MCQ 076 • CORE PRACTICE · FORM 02

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? बच्चे सुनी हुई कहानी की घटनाओं का क्रम बताते हैं।**

A. अधिगम प्रतिफल / Learning outcome

B. विराम-चिह्न / Punctuation

C. कहानी सुनना / Story listening

D. सक्रिय श्रवण / Active listening

Correct answer / **सही उत्तर: C.** कहानी सुनना / Story listening

Explanation / **व्याख्या**

कहानी सुनना / Story listening: कहानी के अर्थ, घटनाओं और पात्रों को सुनकर समझना। उदाहरण: बच्चे सुनी हुई कहानी की घटनाओं का क्रम बताते हैं।

MCQ 077 • CORE PRACTICE · FORM 03

**कहानी सुनना / Story listening का सबसे सटीक अर्थ क्या है?**

A. चित्र के आधार पर मौखिक अभिव्यक्ति का अभ्यास।

B. बोली गई भाषा की ध्वनि संरचना के प्रति जागरूकता।

C. कहानी के अर्थ, घटनाओं और पात्रों को सुनकर समझना।

D. पढ़ी सामग्री से अर्थ निकालना और उसे समझकर प्रतिक्रिया देना।

Correct answer / **सही उत्तर: C.** कहानी के अर्थ, घटनाओं और पात्रों को सुनकर समझना।

Explanation / **व्याख्या**

कहानी सुनना / Story listening: कहानी के अर्थ, घटनाओं और पात्रों को सुनकर समझना। उदाहरण: बच्चे सुनी हुई कहानी की घटनाओं का क्रम बताते हैं।

MCQ 078 • CORE PRACTICE · FORM 04

**कहानी सुनना / Story listening का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. बच्चे सुनी हुई कहानी की घटनाओं का क्रम बताते हैं।

B. कहानी पढ़ने के बाद बच्चे नए शब्दों का वाक्यों में उपयोग करते हैं।

C. यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है।

D. समान पठन स्तर वाले समूह को शिक्षक संकेत देता है।

**Correct answer / सही उत्तर: A.** बच्चे सुनी हुई कहानी की घटनाओं का क्रम बताते हैं।

**Explanation / व्याख्या**

कहानी सुनना / Story listening: कहानी के अर्थ, घटनाओं और पात्रों को सुनकर समझना। उदाहरण: बच्चे सुनी हुई कहानी की घटनाओं का क्रम बताते हैं।

MCQ 079 • CORE PRACTICE · FORM 05

**दोनों विवरणों को सही क्रम में पहचानें। (1) कहानी के अर्थ, घटनाओं और पात्रों को सुनकर समझना। (2) बोलने और सुनने के प्रदर्शन के स्तरों का मानदंड आधारित वर्णन।**

A. कहानी सुनना / Story listening | मौखिक आकलन रूब्रिक / Oral assessment rubric

B. निर्देशित पठन / Guided reading | मौखिक आकलन रूब्रिक / Oral assessment rubric

C. कहानी सुनना / Story listening | अपसंकैत विश्लेषण / Miscue analysis

D. मौखिक आकलन रूब्रिक / Oral assessment rubric | कहानी सुनना / Story listening

**Correct answer / सही उत्तर: A.** कहानी सुनना / Story listening | मौखिक आकलन रूब्रिक / Oral assessment rubric

**Explanation / व्याख्या**

कहानी सुनना / Story listening: कहानी के अर्थ, घटनाओं और पात्रों को सुनकर समझना। उदाहरण: बच्चे सुनी हुई कहानी की घटनाओं का क्रम बताते हैं। मौखिक आकलन रूब्रिक / Oral assessment rubric: बोलने और सुनने के प्रदर्शन के स्तरों का मानदंड आधारित वर्णन। उदाहरण: शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है।

MCQ 080 • CORE PRACTICE · FORM 06

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) बच्चे सुनी हुई कहानी की घटनाओं का क्रम बताते हैं। (2) एक बालक परिवार के साथ भोजपुरी में सहज संवाद करता है।**

A. कहानी सुनना / Story listening | पोर्टफोलियो / Portfolio

B. कहानी सुनना / Story listening | मातृभाषा / Home language

C. संशोधन / Revision | मातृभाषा / Home language

D. मातृभाषा / Home language | कहानी सुनना / Story listening

**Correct answer / सही उत्तर: B.** कहानी सुनना / Story listening | मातृभाषा / Home language

**Explanation / व्याख्या**

कहानी सुनना / Story listening: कहानी के अर्थ, घटनाओं और पात्रों को सुनकर समझना। उदाहरण: बच्चे सुनी हुई कहानी की घटनाओं का क्रम बताते हैं। मातृभाषा / Home language: बच्चे के घर और प्रारंभिक सामाजिक परिवेश में सीखी जाने वाली भाषा। उदाहरण: एक बालक परिवार के साथ भोजपुरी में सहज संवाद करता है।

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**MCQ 081 • CORE PRACTICE · FORM 07**

**कहानी सुनना / Story listening और मातृभाषा / Home language के सही अर्थ क्रम से चुनें।**

A. कहानी के अर्थ, घटनाओं और पात्रों को सुनकर समझना। | लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना।

B. पाठ के संकेतों से अप्रत्यक्ष अर्थ या कारण समझना। | बच्चे के घर और प्रारंभिक सामाजिक परिवेश में सीखी जाने वाली भाषा।

C. बच्चे के घर और प्रारंभिक सामाजिक परिवेश में सीखी जाने वाली भाषा। | कहानी के अर्थ, घटनाओं और पात्रों को सुनकर समझना।

D. कहानी के अर्थ, घटनाओं और पात्रों को सुनकर समझना। | बच्चे के घर और प्रारंभिक सामाजिक परिवेश में सीखी जाने वाली भाषा।

**Correct answer / सही उत्तर: D.** कहानी के अर्थ, घटनाओं और पात्रों को सुनकर समझना। | बच्चे के घर और प्रारंभिक सामाजिक परिवेश में सीखी जाने वाली भाषा।

**Explanation / व्याख्या**

कहानी सुनना / Story listening: कहानी के अर्थ, घटनाओं और पात्रों को सुनकर समझना। उदाहरण: बच्चे सुनी हुई कहानी की घटनाओं का क्रम बताते हैं। मातृभाषा / Home language: बच्चे के घर और प्रारंभिक सामाजिक परिवेश में सीखी जाने वाली भाषा। उदाहरण: एक बालक परिवार के साथ भोजपुरी में सहज संवाद करता है।

**MCQ 082 • CORE PRACTICE · FORM 08**

**कहानी सुनना / Story listening और साझा पठन / Shared reading के उदाहरण सही क्रम में चुनें।**

A. बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है। | बच्चे सुनी हुई कहानी की घटनाओं का क्रम बताते हैं।

B. बच्चे सुनी हुई कहानी की घटनाओं का क्रम बताते हैं। | जोड़ी में बच्चे एक-दूसरे की बात पूरी होने तक प्रतीक्षा करते हैं।

C. बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं। | बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है।

D. बच्चे सुनी हुई कहानी की घटनाओं का क्रम बताते हैं। | बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है।

**Correct answer / सही उत्तर: D.** बच्चे सुनी हुई कहानी की घटनाओं का क्रम बताते हैं। | बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है।

**Explanation / व्याख्या**

कहानी सुनना / Story listening: कहानी के अर्थ, घटनाओं और पात्रों को सुनकर समझना। उदाहरण: बच्चे सुनी हुई कहानी की घटनाओं का क्रम बताते हैं। साझा पठन / Shared reading: शिक्षक और बच्चे एक ही पाठ को मिलकर पढ़ते हैं। उदाहरण: बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है।

MCQ 083 • CORE PRACTICE · FORM 09

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (कहानी सुनना / Story listening / पूर्वज्ञान / Prior knowledge)**

A. पूर्वज्ञान / Prior knowledge → ध्यान से सुनकर अर्थ समझना और उचित प्रतिक्रिया देना।

B. कहानी सुनना / Story listening → कहानी के अर्थ, घटनाओं और पात्रों को सुनकर समझना।

C. सक्रिय श्रवण / Active listening → उचित गति, सटीकता और अभिव्यक्ति के साथ पढ़ना।

D. कहानी सुनना / Story listening → नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी।

**Correct answer / सही उत्तर: B.** कहानी सुनना / Story listening → कहानी के अर्थ, घटनाओं और पात्रों को सुनकर समझना।

**Explanation / व्याख्या**

कहानी सुनना / Story listening: कहानी के अर्थ, घटनाओं और पात्रों को सुनकर समझना। उदाहरण: बच्चे सुनी हुई कहानी की घटनाओं का क्रम बताते हैं।

MCQ 084 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (कहानी सुनना / Story listening / बारी-बारी बोलना / Turn-taking)**

A. अक्षर पहचान / Letter recognition → बच्चा कहानी का अंत बदलकर उसे अधिक समझने योग्य बनाता है।

B. बारी-बारी बोलना / Turn-taking → बच्चा अपने नाम में आए अक्षरों को पहचानता है।

C. कहानी सुनना / Story listening → बच्चे सुनी हुई कहानी की घटनाओं का क्रम बताते हैं।

D. कहानी सुनना / Story listening → जोड़ी में बच्चे एक-दूसरे की बात पूरी होने तक प्रतीक्षा करते हैं।

**Correct answer / सही उत्तर: C.** कहानी सुनना / Story listening → बच्चे सुनी हुई कहानी की घटनाओं का क्रम बताते हैं।

**Explanation / व्याख्या**

कहानी सुनना / Story listening: कहानी के अर्थ, घटनाओं और पात्रों को सुनकर समझना। उदाहरण: बच्चे सुनी हुई कहानी की घटनाओं का क्रम बताते हैं।

MCQ 085 • CORE PRACTICE · FORM 01

**सही अवधारणा पहचानें: भाषा की ध्वनियों और तुकों को खेल के माध्यम से पहचानना।**

A. उद्देश्यपूर्ण लेखन / Purposeful writing

B. पूर्वज्ञान / Prior knowledge

C. लेखन रूब्रिक / Writing rubric

D. ध्वनि खेल / Sound play

**Correct answer / सही उत्तर: D.** ध्वनि खेल / Sound play

**Explanation / व्याख्या**

ध्वनि खेल / Sound play: भाषा की ध्वनियों और तुकों को खेल के माध्यम से पहचानना। उदाहरण: बच्चे समान तुक वाले शब्द ढूँढते हैं।

MCQ 086 • CORE PRACTICE · FORM 02

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? बच्चे समान तुक वाले शब्द ढूँढते हैं।**

A. ध्वनि खेल / Sound play

B. पूर्वज्ञान / Prior knowledge

C. चार ब्लॉक मॉडल / Four-block model

D. मौखिक प्रवाह / Oral fluency

**Correct answer / सही उत्तर: A.** ध्वनि खेल / Sound play

**Explanation / व्याख्या**

ध्वनि खेल / Sound play: भाषा की ध्वनियों और तुकों को खेल के माध्यम से पहचानना। उदाहरण: बच्चे समान तुक वाले शब्द ढूँढते हैं।

GyanTech Guru Ji

MCQ 087 • CORE PRACTICE · FORM 03

**ध्वनि खेल / Sound play का सबसे सटीक अर्थ क्या है?**

A. उचित गति और निरंतरता के साथ अर्थपूर्ण बोलने की क्षमता।

B. वास्तविक पाठक या उद्देश्य को ध्यान में रखकर लिखना।

C. लेखन के विचार, संगठन और भाषा के स्तरों का मानदंड आधारित वर्णन।

D. भाषा की ध्वनियों और तुकों को खेल के माध्यम से पहचानना।

Correct answer / **सही उत्तर:** D. भाषा की ध्वनियों और तुकों को खेल के माध्यम से पहचानना।

Explanation / **व्याख्या**

ध्वनि खेल / Sound play: भाषा की ध्वनियों और तुकों को खेल के माध्यम से पहचानना। उदाहरण: बच्चे समान तुक वाले शब्द ढूँढते हैं।

MCQ 088 • CORE PRACTICE · FORM 04

**ध्वनि खेल / Sound play का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. बच्चे समान तुक वाले शब्द ढूँढते हैं।

B. बच्चा कहानी की घटना से अनजान शब्द का अर्थ अनुमानित करता है।

C. शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है।

D. पहली और संशोधित रचना को दिनांक सहित रखा जाता है।

Correct answer / **सही उत्तर:** A. बच्चे समान तुक वाले शब्द ढूँढते हैं।

Explanation / **व्याख्या**

ध्वनि खेल / Sound play: भाषा की ध्वनियों और तुकों को खेल के माध्यम से पहचानना। उदाहरण: बच्चे समान तुक वाले शब्द ढूँढते हैं।

MCQ 089 • CORE PRACTICE · FORM 05

**दोनों विवरणों को सही क्रम में पहचानें। (1) भाषा की ध्वनियों और तुकों को खेल के माध्यम से पहचानना। (2) पाठ के संकेतों से अप्रत्यक्ष अर्थ या कारण समझना।**

A. संदर्भ में व्याकरण / Grammar in context | अनुमानात्मक बोध / Inferential comprehension

B. अनुमानात्मक बोध / Inferential comprehension | ध्वनि खेल / Sound play

C. ध्वनि खेल / Sound play | पठन प्रवाह / Reading fluency

D. ध्वनि खेल / Sound play | अनुमानात्मक बोध / Inferential comprehension

**Correct answer / सही उत्तर: D.** ध्वनि खेल / Sound play | अनुमानात्मक बोध / Inferential comprehension

**Explanation / व्याख्या**

ध्वनि खेल / Sound play: भाषा की ध्वनियों और तुकों को खेल के माध्यम से पहचानना। उदाहरण: बच्चे समान तुक वाले शब्द ढूँढते हैं। अनुमानात्मक बोध / Inferential comprehension: पाठ के संकेतों से अप्रत्यक्ष अर्थ या कारण समझना। उदाहरण: बच्चा पात्र की कही बात से उसके मनोभाव का अनुमान लगाता है।

MCQ 090 • CORE PRACTICE · FORM 06

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) बच्चे समान तुक वाले शब्द ढूँढते हैं। (2) बच्चे स्थानीय शब्दों को मानक हिंदी के शब्दों से जोड़ते हैं।**

A. ध्वनि खेल / Sound play | भाषा सेतु / Language bridging

B. ध्वनि खेल / Sound play | अनुमानात्मक बोध / Inferential comprehension

C. उद्देश्यपूर्ण लेखन / Purposeful writing | भाषा सेतु / Language bridging

D. भाषा सेतु / Language bridging | ध्वनि खेल / Sound play

**Correct answer / सही उत्तर: A.** ध्वनि खेल / Sound play | भाषा सेतु / Language bridging

**Explanation / व्याख्या**

ध्वनि खेल / Sound play: भाषा की ध्वनियों और तुकों को खेल के माध्यम से पहचानना। उदाहरण: बच्चे समान तुक वाले शब्द ढूँढते हैं। भाषा सेतु / Language bridging: परिचित भाषा के सहारे नई भाषा की समझ बनाना। उदाहरण: बच्चे स्थानीय शब्दों को मानक हिंदी के शब्दों से जोड़ते हैं।

**MCQ 091 • CORE PRACTICE · FORM 07**

**ध्वनि खेल / Sound play और पूर्वज्ञान / Prior knowledge के सही अर्थ क्रम से चुनें।**

A. नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी। | भाषा की ध्वनियों और तुकों को खेल के माध्यम से पहचानना।

B. भाषा की ध्वनियों और तुकों को खेल के माध्यम से पहचानना। | पढ़ी सामग्री से अर्थ निकालना और उसे समझकर प्रतिक्रिया देना।

C. कक्षा में अनेक भाषाओं का सीखने के संसाधन के रूप में उपयोग। | नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी।

D. भाषा की ध्वनियों और तुकों को खेल के माध्यम से पहचानना। | नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी।

**Correct answer / सही उत्तर: D.** भाषा की ध्वनियों और तुकों को खेल के माध्यम से पहचानना। | नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी।

**Explanation / व्याख्या**

ध्वनि खेल / Sound play: भाषा की ध्वनियों और तुकों को खेल के माध्यम से पहचानना। उदाहरण: बच्चे समान तुक वाले शब्द ढूँढते हैं। पूर्वज्ञान / Prior knowledge: नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी। उदाहरण: यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है।

MCQ 092 • CORE PRACTICE · FORM 08

**ध्वनि खेल / Sound play और सक्रिय श्रवण / Active listening के उदाहरण सही क्रम में चुनें।**

A. बच्चा कहानी सुनकर उसके पात्र के बारे में प्रश्न का उत्तर देता है। | बच्चे समान तुक वाले शब्द ढूँढते हैं।

B. बच्चे समान तुक वाले शब्द ढूँढते हैं। | बच्चा कहानी सुनकर उसके पात्र के बारे में प्रश्न का उत्तर देता है।

C. बच्चे समान तुक वाले शब्द ढूँढते हैं। | बच्चा अपने अनुभव पर पहला अनुच्छेद लिखता है।

D. बच्चा कहानी में पात्र के निर्णय का कारण बताता है। | बच्चा कहानी सुनकर उसके पात्र के बारे में प्रश्न का उत्तर देता है।

**Correct answer / सही उत्तर: B.** बच्चे समान तुक वाले शब्द ढूँढते हैं। | बच्चा कहानी सुनकर उसके पात्र के बारे में प्रश्न का उत्तर देता है।

**Explanation / व्याख्या**

ध्वनि खेल / Sound play: भाषा की ध्वनियों और तुकों को खेल के माध्यम से पहचानना। उदाहरण: बच्चे समान तुक वाले शब्द ढूँढते हैं। सक्रिय श्रवण / Active listening: ध्यान से सुनकर अर्थ समझना और उचित प्रतिक्रिया देना। उदाहरण: बच्चा कहानी सुनकर उसके पात्र के बारे में प्रश्न का उत्तर देता है।

MCQ 093 • CORE PRACTICE · FORM 09

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (ध्वनि खेल / Sound play / निर्देशित पठन / Guided reading)**

A. ध्वनि खेल / Sound play → शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है।

B. भूमिका निर्वाह / Role play → पाठ के संकेतों से अप्रत्यक्ष अर्थ या कारण समझना।

C. निर्देशित पठन / Guided reading → किसी परिस्थिति में पात्र की भूमिका निभाकर संवाद करना।

D. ध्वनि खेल / Sound play → भाषा की ध्वनियों और तुकों को खेल के माध्यम से पहचानना।

**Correct answer / सही उत्तर: D.** ध्वनि खेल / Sound play → भाषा की ध्वनियों और तुकों को खेल के माध्यम से पहचानना।

**Explanation / व्याख्या**

ध्वनि खेल / Sound play: भाषा की ध्वनियों और तुकों को खेल के माध्यम से पहचानना। उदाहरण: बच्चे समान तुक वाले शब्द ढूँढते हैं।

MCQ 094 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (ध्वनि खेल / Sound play / पठन कोना / Reading corner)**

A. पठन कोना / Reading corner → यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है।

B. ध्वनि खेल / Sound play → बच्चे अवकाश में स्वयं बाल-पत्रिका या कहानी की पुस्तक चुनते हैं।

C. पूर्वज्ञान / Prior knowledge → बच्चा प्रश्नवाचक वाक्य के अंत में प्रश्नचिह्न लगाता है।

D. ध्वनि खेल / Sound play → बच्चे समान तुक वाले शब्द ढूँढते हैं।

**Correct answer / सही उत्तर: D.** ध्वनि खेल / Sound play → बच्चे समान तुक वाले शब्द ढूँढते हैं।

**Explanation / व्याख्या**

ध्वनि खेल / Sound play: भाषा की ध्वनियों और तुकों को खेल के माध्यम से पहचानना। उदाहरण: बच्चे समान तुक वाले शब्द ढूँढते हैं।

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 02.01

**उदयीमान साक्षरता / Emergent literacy को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ। बच्चा चित्र देखकर कहानी बनाता है और लिखने जैसी आकृतियाँ बनाता है।

**REVISION 02.02**

**भाषायी दक्षता / Language competency को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता। बालिका अपने अनुभव को सुनने वालों के लिए स्पष्ट रूप में व्यक्त करती है।

**REVISION 02.03**

**मुद्रित सामग्री की समझ / Print awareness को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** लिखित भाषा की दिशा, प्रयोजन और पुस्तक की बनावट को समझना। बच्चा पुस्तक का मुखपृष्ठ पहचानता है और पढ़ने की दिशा बताता है।

**REVISION 02.04**

**कहानी सुनना / Story listening को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** कहानी के अर्थ, घटनाओं और पात्रों को सुनकर समझना। बच्चे सुनी हुई कहानी की घटनाओं का क्रम बताते हैं।

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**REVISION 02.05**

**ध्वनि खेल / Sound play को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** भाषा की ध्वनियों और तुकों को खेल के माध्यम से पहचानना। बच्चे समान तुक वाले शब्द ढूँढते हैं।

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CHAPTER 03 • 62 MCQs • 6 REVISION PROMPTS

# चार ब्लॉक मॉडल एवं मौखिक भाषा

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### चार ब्लॉक मॉडल / Four-block model

मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल।

**उदाहरण:** एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं।

### सक्रिय श्रवण / Active listening

ध्यान से सुनकर अर्थ समझना और उचित प्रतिक्रिया देना।

**उदाहरण:** बच्चा कहानी सुनकर उसके पात्र के बारे में प्रश्न का उत्तर देता है।

### भूमिका निर्वाह / Role play

किसी परिस्थिति में पात्र की भूमिका निभाकर संवाद करना।

**उदाहरण:** दो बच्चे दुकानदार और ग्राहक बनकर बातचीत करते हैं।

### चित्र वर्णन / Picture description

चित्र के आधार पर मौखिक अभिव्यक्ति का अभ्यास।

**उदाहरण:** बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं।

### बारी-बारी बोलना / Turn-taking

संवाद में अपनी और दूसरों की बोलने की बारी का ध्यान रखना।

**उदाहरण:** जोड़ी में बच्चे एक-दूसरे की बात पूरी होने तक प्रतीक्षा करते हैं।

**कहानी पुनर्कथन / Story retelling**

सुनी या पढ़ी कहानी को अपने शब्दों में क्रम से कहना।

**उदाहरण:** बच्चा चित्रों के सहारे कहानी फिर से सुनाता है।

## New classroom-based questions

Apply concepts to realistic teaching decisions.

**MCQ 095 • NEW CLASSROOM APPLICATION**

### चित्र चर्चा में शिक्षक की उपयुक्त भूमिका क्या है?

A. हर उत्तर स्वयं देना

B. बच्चों की बात बीच में रोकना

C. खुले प्रश्न पूछकर बच्चों को विस्तृत उत्तर देने का अवसर देना

D. केवल हाँ या नहीं की अनुमति देना

Correct answer / **सही उत्तर:** C. खुले प्रश्न पूछकर बच्चों को विस्तृत उत्तर देने का अवसर देना

Explanation / **व्याख्या**

खुले संवाद से शब्दावली और विचार व्यक्त करने की क्षमता बढ़ती है।

**MCQ 096 • NEW CLASSROOM APPLICATION**

### चार ब्लॉक दृष्टिकोण में विविध गतिविधियाँ क्यों रखी जाती हैं?

A. सभी पाठों को परीक्षा में बदलने के लिए

B. पढ़ने, लिखने, शब्द कार्य और स्वतंत्र अभ्यास के अवसर देने के लिए

C. केवल वर्तनी याद करवाने के लिए

D. पुस्तकें हटाने के लिए

Correct answer / **सही उत्तर:** B. पढ़ने, लिखने, शब्द कार्य और स्वतंत्र अभ्यास के अवसर देने के लिए

Explanation / **व्याख्या**

विविध और परस्पर जुड़े अनुभव भाषा सीखने का संतुलन बनाते हैं।

## Core question bank

Ten related practice formats; core concepts recur for revision.

**MCQ 097 • CORE PRACTICE · FORM 01**

**सही अवधारणा पहचानें: मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल।**

A. लेखन रूब्रिक / Writing rubric

B. उदयीमान साक्षरता / Emergent literacy

C. अनुमानात्मक बोध / Inferential comprehension

D. चार ब्लॉक मॉडल / Four-block model

**Correct answer / सही उत्तर: D.** चार ब्लॉक मॉडल / Four-block model

**Explanation / व्याख्या**

चार ब्लॉक मॉडल / Four-block model: मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल।
उदाहरण: एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं।

**MCQ 098 • CORE PRACTICE · FORM 02**

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं।**

A. उदयीमान साक्षरता / Emergent literacy

B. संदर्भ संकेत / Context clues

C. पोर्टफोलियो / Portfolio

D. चार ब्लॉक मॉडल / Four-block model

**Correct answer / सही उत्तर: D.** चार ब्लॉक मॉडल / Four-block model

**Explanation / व्याख्या**

चार ब्लॉक मॉडल / Four-block model: मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल।
उदाहरण: एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं।

MCQ 099 • CORE PRACTICE · FORM 03

**चार ब्लॉक मॉडल / Four-block model का सबसे सटीक अर्थ क्या है?**

A. स्वाभाविक संवाद में भाषा प्रयोग के प्रमाण देखना और दर्ज करना।

B. पाठ के संकेतों से अप्रत्यक्ष अर्थ या कारण समझना।

C. अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना।

D. मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल।

Correct answer / **सही उत्तर: D.** मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल।

Explanation / **व्याख्या**

चार ब्लॉक मॉडल / Four-block model: मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल।
उदाहरण: एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं।

MCQ 100 • CORE PRACTICE · FORM 04

**चार ब्लॉक मॉडल / Four-block model का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. शिक्षक देखता है कि बच्चा लिखे शब्द की जगह समान अर्थ का शब्द पढ़ता है।

B. एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं।

C. बच्चे स्थानीय शब्दों को मानक हिंदी के शब्दों से जोड़ते हैं।

D. बच्चे अपने लिखे पत्र में क्रिया के रूपों की उपयुक्तता देखते हैं।

Correct answer / **सही उत्तर: B.** एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं।

Explanation / **व्याख्या**

चार ब्लॉक मॉडल / Four-block model: मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल।
उदाहरण: एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं।

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MCQ 101 • CORE PRACTICE · FORM 05

**दोनों विवरणों को सही क्रम में पहचानें। (1) मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल। (2) अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता।**

A. चार ब्लॉक मॉडल / Four-block model | स्वतंत्र लेखन / Independent writing

B. मातृभाषा / Home language | भाषायी दक्षता / Language competency

C. चार ब्लॉक मॉडल / Four-block model | भाषायी दक्षता / Language competency

D. भाषायी दक्षता / Language competency | चार ब्लॉक मॉडल / Four-block model

**Correct answer / सही उत्तर: C.** चार ब्लॉक मॉडल / Four-block model | भाषायी दक्षता / Language competency

**Explanation / व्याख्या**

चार ब्लॉक मॉडल / Four-block model: मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल। उदाहरण: एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं। भाषायी दक्षता / Language competency: अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता। उदाहरण: बालिका अपने अनुभव को सुनने वालों के लिए स्पष्ट रूप में व्यक्त करती है।

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**MCQ 102 • CORE PRACTICE · FORM 06**

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं। (2) कहानी पढ़ने के बाद बच्चे नए शब्दों का वाक्यों में उपयोग करते हैं।**

A. शब्द भंडार / Vocabulary | चार ब्लॉक मॉडल / Four-block model

B. चार ब्लॉक मॉडल / Four-block model | शब्द भंडार / Vocabulary

C. मौखिक प्रवाह / Oral fluency | शब्द भंडार / Vocabulary

D. चार ब्लॉक मॉडल / Four-block model | मातृभाषा / Home language

**Correct answer / सही उत्तर: B.** चार ब्लॉक मॉडल / Four-block model | शब्द भंडार / Vocabulary

**Explanation / व्याख्या**

चार ब्लॉक मॉडल / Four-block model: मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल। उदाहरण: एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं। शब्द भंडार / Vocabulary: समझे और प्रयोग किए जाने वाले शब्दों का संग्रह। उदाहरण: कहानी पढ़ने के बाद बच्चे नए शब्दों का वाक्यों में उपयोग करते हैं।

**MCQ 103 • CORE PRACTICE · FORM 07**

**चार ब्लॉक मॉडल / Four-block model और लेखन रूब्रिक / Writing rubric के सही अर्थ क्रम से चुनें।**

A. औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ। | लेखन के विचार, संगठन और भाषा के स्तरों का मानदंड आधारित वर्णन।

B. मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल। | लेखन के विचार, संगठन और भाषा के स्तरों का मानदंड आधारित वर्णन।

C. लेखन के विचार, संगठन और भाषा के स्तरों का मानदंड आधारित वर्णन। | मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल।

D. मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल। | लिपि के अक्षरों को पहचानना और अलग करना।

**Correct answer / सही उत्तर: B.** मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल। | लेखन के विचार, संगठन और भाषा के स्तरों का मानदंड आधारित वर्णन।

**Explanation / व्याख्या**

चार ब्लॉक मॉडल / Four-block model: मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल। उदाहरण: एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं। लेखन रूब्रिक / Writing rubric: लेखन के विचार, संगठन और भाषा के स्तरों का मानदंड आधारित वर्णन। उदाहरण: शिक्षक अनुच्छेद का मूल्यांकन विचारों की स्पष्टता और क्रम से करता है।

**MCQ 104 • CORE PRACTICE · FORM 08**

**चार ब्लॉक मॉडल / Four-block model और आदर्श लेखन / Modelled writing के उदाहरण सही क्रम में चुनें।**

A. एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं। | बच्चा समान तुक वाले शब्दों को पहचानता है।

B. बच्चा कहानी में पात्र के निर्णय का कारण बताता है। | शिक्षक बोर्ड पर पत्र लिखते हुए शब्द चयन समझाता है।

C. शिक्षक बोर्ड पर पत्र लिखते हुए शब्द चयन समझाता है। | एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं।

D. एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं। | शिक्षक बोर्ड पर पत्र लिखते हुए शब्द चयन समझाता है।

**Correct answer / सही उत्तर: D.** एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं। | शिक्षक बोर्ड पर पत्र लिखते हुए शब्द चयन समझाता है।

**Explanation / व्याख्या**

चार ब्लॉक मॉडल / Four-block model: मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल। उदाहरण: एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं। आदर्श लेखन / Modelled writing: शिक्षक सोचते हुए लेखन प्रक्रिया का उदाहरण प्रस्तुत करता है। उदाहरण: शिक्षक बोर्ड पर पत्र लिखते हुए शब्द चयन समझाता है।

**MCQ 105 • CORE PRACTICE · FORM 09**

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (चार ब्लॉक मॉडल / Four-block model / मौखिक आकलन रूब्रिक / Oral assessment rubric)**

A. चार ब्लॉक मॉडल / Four-block model → मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल।

B. मौखिक आकलन रूब्रिक / Oral assessment rubric → बोली गई भाषा की ध्वनि संरचना के प्रति जागरूकता।

C. ध्वन्यात्मक जागरूकता / Phonological awareness → विचारों को पहली लिखित रूपरेखा में व्यक्त करना।

D. चार ब्लॉक मॉडल / Four-block model → बोलने और सुनने के प्रदर्शन के स्तरों का मानदंड आधारित वर्णन।

**Correct answer / सही उत्तर: A.** चार ब्लॉक मॉडल / Four-block model → मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल।

**Explanation / व्याख्या**

चार ब्लॉक मॉडल / Four-block model: मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल।
उदाहरण: एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं।

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MCQ 106 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (चार ब्लॉक मॉडल / Four-block model / पोर्टफोलियो / Portfolio)**

A. पोर्टफोलियो / Portfolio → शीर्षक देखकर बच्चे कहानी के विषय का अनुमान लगाते हैं।

B. चार ब्लॉक मॉडल / Four-block model → एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं।

C. चार ब्लॉक मॉडल / Four-block model → पहली और संशोधित रचना को दिनांक सहित रखा जाता है।

D. पठन-पूर्व गतिविधि / Pre-reading activity → शिक्षक समूह चर्चा में बच्चे के योगदान को नोट करता है।

**Correct answer / सही उत्तर: B.** चार ब्लॉक मॉडल / Four-block model → एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं।

**Explanation / व्याख्या**

चार ब्लॉक मॉडल / Four-block model: मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल। उदाहरण: एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं।

MCQ 107 • CORE PRACTICE · FORM 01

**सही अवधारणा पहचानें: ध्यान से सुनकर अर्थ समझना और उचित प्रतिक्रिया देना।**

A. इकाई योजना / Unit plan

B. प्रारूप लेखन / Drafting

C. पठन कोना / Reading corner

D. सक्रिय श्रवण / Active listening

**Correct answer / सही उत्तर: D.** सक्रिय श्रवण / Active listening

**Explanation / व्याख्या**

सक्रिय श्रवण / Active listening: ध्यान से सुनकर अर्थ समझना और उचित प्रतिक्रिया देना। उदाहरण: बच्चा कहानी सुनकर उसके पात्र के बारे में प्रश्न का उत्तर देता है।

MCQ 108 • CORE PRACTICE · FORM 02

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? बच्चा कहानी सुनकर उसके पात्र के बारे में प्रश्न का उत्तर देता है।**

A. निर्देशित पठन / Guided reading

B. सक्रिय श्रवण / Active listening

C. इकाई योजना / Unit plan

D. ध्वनि-आकृति संबंध / Sound-symbol association

Correct answer / **सही उत्तर:** B. सक्रिय श्रवण / Active listening

Explanation / **व्याख्या**

सक्रिय श्रवण / Active listening: ध्यान से सुनकर अर्थ समझना और उचित प्रतिक्रिया देना। उदाहरण: बच्चा कहानी सुनकर उसके पात्र के बारे में प्रश्न का उत्तर देता है।

MCQ 109 • CORE PRACTICE · FORM 03

**सक्रिय श्रवण / Active listening का सबसे सटीक अर्थ क्या है?**

A. विचारों को पहली लिखित रूपरेखा में व्यक्त करना।

B. पाठ के संकेतों से अप्रत्यक्ष अर्थ या कारण समझना।

C. स्वाभाविक संवाद में भाषा प्रयोग के प्रमाण देखना और दर्ज करना।

D. ध्यान से सुनकर अर्थ समझना और उचित प्रतिक्रिया देना।

Correct answer / **सही उत्तर:** D. ध्यान से सुनकर अर्थ समझना और उचित प्रतिक्रिया देना।

Explanation / **व्याख्या**

सक्रिय श्रवण / Active listening: ध्यान से सुनकर अर्थ समझना और उचित प्रतिक्रिया देना। उदाहरण: बच्चा कहानी सुनकर उसके पात्र के बारे में प्रश्न का उत्तर देता है।

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**MCQ 110 • CORE PRACTICE · FORM 04**

**सक्रिय श्रवण / Active listening का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. बच्चा कहानी सुनकर उसके पात्र के बारे में प्रश्न का उत्तर देता है।

B. बच्चे अपने लिखे पत्र में क्रिया के रूपों की उपयुक्तता देखते हैं।

C. बच्चे समान तुक वाले शब्द ढूँढते हैं।

D. बच्चा कहानी की घटना से अनजान शब्द का अर्थ अनुमानित करता है।

**Correct answer / सही उत्तर: A.** बच्चा कहानी सुनकर उसके पात्र के बारे में प्रश्न का उत्तर देता है।

**Explanation / व्याख्या**

सक्रिय श्रवण / Active listening: ध्यान से सुनकर अर्थ समझना और उचित प्रतिक्रिया देना। उदाहरण: बच्चा कहानी सुनकर उसके पात्र के बारे में प्रश्न का उत्तर देता है।

**MCQ 111 • CORE PRACTICE · FORM 05**

**दोनों विवरणों को सही क्रम में पहचानें। (1) ध्यान से सुनकर अर्थ समझना और उचित प्रतिक्रिया देना। (2) बच्चे के घर और प्रारंभिक सामाजिक परिवेश में सीखी जाने वाली भाषा।**

A. सक्रिय श्रवण / Active listening | विराम-चिह्न / Punctuation

B. मातृभाषा / Home language | सक्रिय श्रवण / Active listening

C. सक्रिय श्रवण / Active listening | मातृभाषा / Home language

D. ध्वन्यात्मक जागरूकता / Phonological awareness | मातृभाषा / Home language

**Correct answer / सही उत्तर: C.** सक्रिय श्रवण / Active listening | मातृभाषा / Home language

**Explanation / व्याख्या**

सक्रिय श्रवण / Active listening: ध्यान से सुनकर अर्थ समझना और उचित प्रतिक्रिया देना। उदाहरण: बच्चा कहानी सुनकर उसके पात्र के बारे में प्रश्न का उत्तर देता है। मातृभाषा / Home language: बच्चे के घर और प्रारंभिक सामाजिक परिवेश में सीखी जाने वाली भाषा। उदाहरण: एक बालक परिवार के साथ भोजपुरी में सहज संवाद करता है।

MCQ 112 • CORE PRACTICE · FORM 06

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) बच्चा कहानी सुनकर उसके पात्र के बारे में प्रश्न का उत्तर देता है। (2) बच्चा कहानी की घटना से अनजान शब्द का अर्थ अनुमानित करता है।**

A. सक्रिय श्रवण / Active listening | मौन पठन / Silent reading

B. संदर्भ संकेत / Context clues | सक्रिय श्रवण / Active listening

C. सक्रिय श्रवण / Active listening | संदर्भ संकेत / Context clues

D. कहानी सुनना / Story listening | संदर्भ संकेत / Context clues

**Correct answer / सही उत्तर: C.** सक्रिय श्रवण / Active listening | संदर्भ संकेत / Context clues

**Explanation / व्याख्या**

सक्रिय श्रवण / Active listening: ध्यान से सुनकर अर्थ समझना और उचित प्रतिक्रिया देना। उदाहरण: बच्चा कहानी सुनकर उसके पात्र के बारे में प्रश्न का उत्तर देता है। संदर्भ संकेत / Context clues: वाक्य या पाठ के आसपास की जानकारी से शब्द का अर्थ समझना। उदाहरण: बच्चा कहानी की घटना से अनजान शब्द का अर्थ अनुमानित करता है।

GyanTech Guru Ji

MCQ 113 • CORE PRACTICE · FORM 07

**सक्रिय श्रवण / Active listening और पूर्वज्ञान / Prior knowledge के सही अर्थ क्रम से चुनें।**

A. बच्चे के घर और प्रारंभिक सामाजिक परिवेश में सीखी जाने वाली भाषा। | नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी।

B. नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी। | ध्यान से सुनकर अर्थ समझना और उचित प्रतिक्रिया देना।

C. ध्यान से सुनकर अर्थ समझना और उचित प्रतिक्रिया देना। | लिखित अभिव्यक्ति में ठहराव और अर्थ स्पष्ट करने वाले चिह्न।

D. ध्यान से सुनकर अर्थ समझना और उचित प्रतिक्रिया देना। | नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी।

**Correct answer / सही उत्तर: D.** ध्यान से सुनकर अर्थ समझना और उचित प्रतिक्रिया देना। | नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी।

**Explanation / व्याख्या**

सक्रिय श्रवण / Active listening: ध्यान से सुनकर अर्थ समझना और उचित प्रतिक्रिया देना। उदाहरण: बच्चा कहानी सुनकर उसके पात्र के बारे में प्रश्न का उत्तर देता है। पूर्वज्ञान / Prior knowledge: नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी। उदाहरण: यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है।

MCQ 114 • CORE PRACTICE · FORM 08

**सक्रिय श्रवण / Active listening और कहानी सुनना / Story listening के उदाहरण सही क्रम में चुनें।**

A. बच्चा अपने अनुभव पर पहला अनुच्छेद लिखता है। | बच्चे सुनी हुई कहानी की घटनाओं का क्रम बताते हैं।

B. बच्चे सुनी हुई कहानी की घटनाओं का क्रम बताते हैं। | बच्चा कहानी सुनकर उसके पात्र के बारे में प्रश्न का उत्तर देता है।

C. बच्चा कहानी सुनकर उसके पात्र के बारे में प्रश्न का उत्तर देता है। | बच्चे सुनी हुई कहानी की घटनाओं का क्रम बताते हैं।

D. बच्चा कहानी सुनकर उसके पात्र के बारे में प्रश्न का उत्तर देता है। | शिक्षक अलग-अलग बोलियों में कही गई कहावतों पर चर्चा कराता है।

**Correct answer / सही उत्तर: C.** बच्चा कहानी सुनकर उसके पात्र के बारे में प्रश्न का उत्तर देता है। | बच्चे सुनी हुई कहानी की घटनाओं का क्रम बताते हैं।

**Explanation / व्याख्या**

सक्रिय श्रवण / Active listening: ध्यान से सुनकर अर्थ समझना और उचित प्रतिक्रिया देना। उदाहरण: बच्चा कहानी सुनकर उसके पात्र के बारे में प्रश्न का उत्तर देता है। कहानी सुनना / Story listening: कहानी के अर्थ, घटनाओं और पात्रों को सुनकर समझना। उदाहरण: बच्चे सुनी हुई कहानी की घटनाओं का क्रम बताते हैं।

MCQ 115 • CORE PRACTICE · FORM 09

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (सक्रिय श्रवण / Active listening / पठन-पश्चात गतिविधि / Post-reading activity)**

A. मौखिक प्रवाह / Oral fluency → बोली गई भाषा की ध्वनि संरचना के प्रति जागरूकता।

B. सक्रिय श्रवण / Active listening → पढ़ने के बाद पाठ के अर्थ पर चिंतन या प्रतिक्रिया करना।

C. पठन-पश्चात गतिविधि / Post-reading activity → उचित गति और निरंतरता के साथ अर्थपूर्ण बोलने की क्षमता।

D. सक्रिय श्रवण / Active listening → ध्यान से सुनकर अर्थ समझना और उचित प्रतिक्रिया देना।

**Correct answer / सही उत्तर: D.** सक्रिय श्रवण / Active listening → ध्यान से सुनकर अर्थ समझना और उचित प्रतिक्रिया देना।

**Explanation / व्याख्या**

सक्रिय श्रवण / Active listening: ध्यान से सुनकर अर्थ समझना और उचित प्रतिक्रिया देना। उदाहरण: बच्चा कहानी सुनकर उसके पात्र के बारे में प्रश्न का उत्तर देता है।

MCQ 116 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (सक्रिय श्रवण / Active listening / इकाई योजना / Unit plan)**

A. सक्रिय श्रवण / Active listening → शिक्षक एक सप्ताह में कहानी, कविता और लेखन को एक विषय से जोड़ता है।

B. इकाई योजना / Unit plan → बच्चा कहानी में पात्र के निर्णय का कारण बताता है।

C. सक्रिय श्रवण / Active listening → बच्चा कहानी सुनकर उसके पात्र के बारे में प्रश्न का उत्तर देता है।

D. पठन बोध / Reading comprehension → बच्चे समान तुक वाले शब्द ढूँढते हैं।

**Correct answer / सही उत्तर: C.** सक्रिय श्रवण / Active listening → बच्चा कहानी सुनकर उसके पात्र के बारे में प्रश्न का उत्तर देता है।

**Explanation / व्याख्या**

सक्रिय श्रवण / Active listening: ध्यान से सुनकर अर्थ समझना और उचित प्रतिक्रिया देना। उदाहरण: बच्चा कहानी सुनकर उसके पात्र के बारे में प्रश्न का उत्तर देता है।

MCQ 117 • CORE PRACTICE · FORM 01

**सही अवधारणा पहचानें: किसी परिस्थिति में पात्र की भूमिका निभाकर संवाद करना।**

A. स्वतंत्र लेखन / Independent writing

B. भाषा सेतु / Language bridging

C. अधिगम प्रतिफल / Learning outcome

D. भूमिका निर्वाह / Role play

**Correct answer / सही उत्तर: D.** भूमिका निर्वाह / Role play

**Explanation / व्याख्या**

भूमिका निर्वाह / Role play: किसी परिस्थिति में पात्र की भूमिका निभाकर संवाद करना। उदाहरण: दो बच्चे दुकानदार और ग्राहक बनकर बातचीत करते हैं।

MCQ 118 • CORE PRACTICE · FORM 02

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? दो बच्चे दुकानदार और ग्राहक बनकर बातचीत करते हैं।**

A. बहुभाषिकता / Multilingualism

B. मुद्रित सामग्री की समझ / Print awareness

C. भूमिका निर्वाह / Role play

D. अक्षर पहचान / Letter recognition

**Correct answer / सही उत्तर: C.** भूमिका निर्वाह / Role play

**Explanation / व्याख्या**

भूमिका निर्वाह / Role play: किसी परिस्थिति में पात्र की भूमिका निभाकर संवाद करना। उदाहरण: दो बच्चे दुकानदार और ग्राहक बनकर बातचीत करते हैं।

GyanTech Guru Ji

MCQ 119 • CORE PRACTICE · FORM 03

**भूमिका निर्वाह / Role play का सबसे सटीक अर्थ क्या है?**

A. बोलने और सुनने के प्रदर्शन के स्तरों का मानदंड आधारित वर्णन।

B. विचारों को पहली लिखित रूपरेखा में व्यक्त करना।

C. किसी परिस्थिति में पात्र की भूमिका निभाकर संवाद करना।

D. वाक्य या पाठ के आसपास की जानकारी से शब्द का अर्थ समझना।

Correct answer / **सही उत्तर:** C. किसी परिस्थिति में पात्र की भूमिका निभाकर संवाद करना।

Explanation / **व्याख्या**

भूमिका निर्वाह / Role play: किसी परिस्थिति में पात्र की भूमिका निभाकर संवाद करना। उदाहरण: दो बच्चे दुकानदार और ग्राहक बनकर बातचीत करते हैं।

MCQ 120 • CORE PRACTICE · FORM 04

**भूमिका निर्वाह / Role play का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. दो बच्चे दुकानदार और ग्राहक बनकर बातचीत करते हैं।

B. शिक्षक बोर्ड पर पत्र लिखते हुए शब्द चयन समझाता है।

C. बालिका अपने अनुभव को सुनने वालों के लिए स्पष्ट रूप में व्यक्त करती है।

D. शिक्षक देखता है कि बच्चा लिखे शब्द की जगह समान अर्थ का शब्द पढ़ता है।

Correct answer / **सही उत्तर:** A. दो बच्चे दुकानदार और ग्राहक बनकर बातचीत करते हैं।

Explanation / **व्याख्या**

भूमिका निर्वाह / Role play: किसी परिस्थिति में पात्र की भूमिका निभाकर संवाद करना। उदाहरण: दो बच्चे दुकानदार और ग्राहक बनकर बातचीत करते हैं।

**MCQ 121 • CORE PRACTICE · FORM 05**

**दोनों विवरणों को सही क्रम में पहचानें। (1) किसी परिस्थिति में पात्र की भूमिका निभाकर संवाद करना। (2) विचारों को पहली लिखित रूपरेखा में व्यक्त करना।**

A. भूमिका निर्वाह / Role play | प्रारूप लेखन / Drafting

B. प्रारूप लेखन / Drafting | भूमिका निर्वाह / Role play

C. भूमिका निर्वाह / Role play | उदयीमान साक्षरता / Emergent literacy

D. शाब्दिक बोध / Literal comprehension | प्रारूप लेखन / Drafting

**Correct answer / सही उत्तर: A.** भूमिका निर्वाह / Role play | प्रारूप लेखन / Drafting

**Explanation / व्याख्या**

भूमिका निर्वाह / Role play: किसी परिस्थिति में पात्र की भूमिका निभाकर संवाद करना। उदाहरण: दो बच्चे दुकानदार और ग्राहक बनकर बातचीत करते हैं। प्रारूप लेखन / Drafting: विचारों को पहली लिखित रूपरेखा में व्यक्त करना। उदाहरण: बच्चा अपने अनुभव पर पहला अनुच्छेद लिखता है।

**MCQ 122 • CORE PRACTICE · FORM 06**

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) दो बच्चे दुकानदार और ग्राहक बनकर बातचीत करते हैं। (2) बच्चा अपने अनुभव पर पहला अनुच्छेद लिखता है।**

A. भूमिका निर्वाह / Role play | प्रारूप लेखन / Drafting

B. भूमिका निर्वाह / Role play | साझा पठन / Shared reading

C. प्रारूप लेखन / Drafting | भूमिका निर्वाह / Role play

D. भाषायी विविधता / Linguistic diversity | प्रारूप लेखन / Drafting

**Correct answer / सही उत्तर: A.** भूमिका निर्वाह / Role play | प्रारूप लेखन / Drafting

**Explanation / व्याख्या**

भूमिका निर्वाह / Role play: किसी परिस्थिति में पात्र की भूमिका निभाकर संवाद करना। उदाहरण: दो बच्चे दुकानदार और ग्राहक बनकर बातचीत करते हैं। प्रारूप लेखन / Drafting: विचारों को पहली लिखित रूपरेखा में व्यक्त करना। उदाहरण: बच्चा अपने अनुभव पर पहला अनुच्छेद लिखता है।

**MCQ 123 • CORE PRACTICE · FORM 07**

**भूमिका निर्वाह / Role play और स्वतंत्र लेखन / Independent writing के सही अर्थ क्रम से चुनें।**

A. शिक्षार्थी स्वयं अर्थपूर्ण लिखित अभिव्यक्ति करता है। | किसी परिस्थिति में पात्र की भूमिका निभाकर संवाद करना।

B. किसी परिस्थिति में पात्र की भूमिका निभाकर संवाद करना। | औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ।

C. परिचित भाषा के सहारे नई भाषा की समझ बनाना। | शिक्षार्थी स्वयं अर्थपूर्ण लिखित अभिव्यक्ति करता है।

D. किसी परिस्थिति में पात्र की भूमिका निभाकर संवाद करना। | शिक्षार्थी स्वयं अर्थपूर्ण लिखित अभिव्यक्ति करता है।

**Correct answer / सही उत्तर: D.** किसी परिस्थिति में पात्र की भूमिका निभाकर संवाद करना। | शिक्षार्थी स्वयं अर्थपूर्ण लिखित अभिव्यक्ति करता है।

**Explanation / व्याख्या**

भूमिका निर्वाह / Role play: किसी परिस्थिति में पात्र की भूमिका निभाकर संवाद करना। उदाहरण: दो बच्चे दुकानदार और ग्राहक बनकर बातचीत करते हैं। स्वतंत्र लेखन / Independent writing: शिक्षार्थी स्वयं अर्थपूर्ण लिखित अभिव्यक्ति करता है। उदाहरण: बालिका अपने अनुभव पर बिना निर्देशित वाक्यों के डायरी लिखती है।

MCQ 124 • CORE PRACTICE · FORM 08

**भूमिका निर्वाह / Role play और ध्वन्यात्मक जागरूकता / Phonological awareness के उदाहरण सही क्रम में चुनें।**

A. बच्चा समान तुक वाले शब्दों को पहचानता है। | दो बच्चे दुकानदार और ग्राहक बनकर बातचीत करते हैं।

B. दो बच्चे दुकानदार और ग्राहक बनकर बातचीत करते हैं। | बच्चा दोबारा पढ़कर अपने वाक्य में छूटा शब्द जोड़ता है।

C. बच्चे पुस्तकालय के लिए सूचना पत्र लिखते हैं। | बच्चा समान तुक वाले शब्दों को पहचानता है।

D. दो बच्चे दुकानदार और ग्राहक बनकर बातचीत करते हैं। | बच्चा समान तुक वाले शब्दों को पहचानता है।

**Correct answer / सही उत्तर: D.** दो बच्चे दुकानदार और ग्राहक बनकर बातचीत करते हैं। | बच्चा समान तुक वाले शब्दों को पहचानता है।

**Explanation / व्याख्या**

भूमिका निर्वाह / Role play: किसी परिस्थिति में पात्र की भूमिका निभाकर संवाद करना। उदाहरण: दो बच्चे दुकानदार और ग्राहक बनकर बातचीत करते हैं। ध्वन्यात्मक जागरूकता / Phonological awareness: बोली गई भाषा की ध्वनि संरचना के प्रति जागरूकता। उदाहरण: बच्चा समान तुक वाले शब्दों को पहचानता है।

MCQ 125 • CORE PRACTICE · FORM 09

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (भूमिका निर्वाह / Role play / प्रारूप लेखन / Drafting)**

A. प्रारूप लेखन / Drafting → कक्षा में अनेक भाषाओं का सीखने के संसाधन के रूप में उपयोग।

B. भूमिका निर्वाह / Role play → विचारों को पहली लिखित रूपरेखा में व्यक्त करना।

C. भूमिका निर्वाह / Role play → किसी परिस्थिति में पात्र की भूमिका निभाकर संवाद करना।

D. बहुभाषिकता / Multilingualism → सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार।

**Correct answer / सही उत्तर: C.** भूमिका निर्वाह / Role play → किसी परिस्थिति में पात्र की भूमिका निभाकर संवाद करना।

**Explanation / व्याख्या**

भूमिका निर्वाह / Role play: किसी परिस्थिति में पात्र की भूमिका निभाकर संवाद करना। उदाहरण: दो बच्चे दुकानदार और ग्राहक बनकर बातचीत करते हैं।

MCQ 126 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (भूमिका निर्वाह / Role play / साझा लेखन / Shared writing)**

A. भूमिका निर्वाह / Role play → दो बच्चे दुकानदार और ग्राहक बनकर बातचीत करते हैं।

B. साझा लेखन / Shared writing → बच्चा प्रश्नवाचक वाक्य के अंत में प्रश्नचिह्न लगाता है।

C. विराम-चिह्न / Punctuation → बच्चा कहानी में पात्र के निर्णय का कारण बताता है।

D. भूमिका निर्वाह / Role play → कक्षा कहानी के वाक्य सुझाती है और शिक्षक उन्हें लिखता है।

**Correct answer / सही उत्तर: A.** भूमिका निर्वाह / Role play → दो बच्चे दुकानदार और ग्राहक बनकर बातचीत करते हैं।

**Explanation / व्याख्या**

भूमिका निर्वाह / Role play: किसी परिस्थिति में पात्र की भूमिका निभाकर संवाद करना। उदाहरण: दो बच्चे दुकानदार और ग्राहक बनकर बातचीत करते हैं।

MCQ 127 • CORE PRACTICE · FORM 01

**सही अवधारणा पहचानें: चित्र के आधार पर मौखिक अभिव्यक्ति का अभ्यास।**

A. चित्र वर्णन / Picture description

B. मुद्रित सामग्री की समझ / Print awareness

C. ध्वन्यात्मक जागरूकता / Phonological awareness

D. मौखिक अवलोकन / Oral observation

**Correct answer / सही उत्तर: A.** चित्र वर्णन / Picture description

**Explanation / व्याख्या**

चित्र वर्णन / Picture description: चित्र के आधार पर मौखिक अभिव्यक्ति का अभ्यास। उदाहरण: बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं।

MCQ 128 • CORE PRACTICE · FORM 02

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं।**

A. पठन कोना / Reading corner

B. मौखिक अवलोकन / Oral observation

C. प्रारूप लेखन / Drafting

D. चित्र वर्णन / Picture description

Correct answer / **सही उत्तर: D.** चित्र वर्णन / Picture description

**Explanation / व्याख्या**

चित्र वर्णन / Picture description: चित्र के आधार पर मौखिक अभिव्यक्ति का अभ्यास। उदाहरण: बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं।

MCQ 129 • CORE PRACTICE · FORM 03

**चित्र वर्णन / Picture description का सबसे सटीक अर्थ क्या है?**

A. चित्र के आधार पर मौखिक अभिव्यक्ति का अभ्यास।

B. आवाज किए बिना अर्थ समझते हुए पढ़ना।

C. बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना।

D. स्वाभाविक संवाद में भाषा प्रयोग के प्रमाण देखना और दर्ज करना।

Correct answer / **सही उत्तर: A.** चित्र के आधार पर मौखिक अभिव्यक्ति का अभ्यास।

**Explanation / व्याख्या**

चित्र वर्णन / Picture description: चित्र के आधार पर मौखिक अभिव्यक्ति का अभ्यास। उदाहरण: बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं।

GyanTech Guru Ji

**MCQ 130 • CORE PRACTICE · FORM 04**

**चित्र वर्णन / Picture description का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं।

B. शिक्षक एक सप्ताह में कहानी, कविता और लेखन को एक विषय से जोड़ता है।

C. बच्चे कल और काल के उच्चारण में अंतर बताते हैं।

D. बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है।

**Correct answer / सही उत्तर: A.** बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं।

**Explanation / व्याख्या**

चित्र वर्णन / Picture description: चित्र के आधार पर मौखिक अभिव्यक्ति का अभ्यास। उदाहरण: बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं।

**MCQ 131 • CORE PRACTICE · FORM 05**

**दोनों विवरणों को सही क्रम में पहचानें। (1) चित्र के आधार पर मौखिक अभिव्यक्ति का अभ्यास। (2) नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी।**

A. चित्र वर्णन / Picture description | पूर्वज्ञान / Prior knowledge

B. चित्र वर्णन / Picture description | मात्रा बोध / Matra awareness

C. मौखिक प्रवाह / Oral fluency | पूर्वज्ञान / Prior knowledge

D. पूर्वज्ञान / Prior knowledge | चित्र वर्णन / Picture description

**Correct answer / सही उत्तर: A.** चित्र वर्णन / Picture description | पूर्वज्ञान / Prior knowledge

**Explanation / व्याख्या**

चित्र वर्णन / Picture description: चित्र के आधार पर मौखिक अभिव्यक्ति का अभ्यास। उदाहरण: बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं। पूर्वज्ञान / Prior knowledge: नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी। उदाहरण: यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है।

MCQ 132 • CORE PRACTICE · FORM 06

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं। (2) पहली और संशोधित रचना को दिनांक सहित रखा जाता है।**

A. पोर्टफोलियो / Portfolio | चित्र वर्णन / Picture description

B. चित्र वर्णन / Picture description | पोर्टफोलियो / Portfolio

C. ध्वनि खेल / Sound play | पोर्टफोलियो / Portfolio

D. चित्र वर्णन / Picture description | स्वतंत्र लेखन / Independent writing

Correct answer / **सही उत्तर:** B. चित्र वर्णन / Picture description | पोर्टफोलियो / Portfolio

Explanation / **व्याख्या**

चित्र वर्णन / Picture description: चित्र के आधार पर मौखिक अभिव्यक्ति का अभ्यास। उदाहरण: बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं। पोर्टफोलियो / Portfolio: समय के साथ बच्चे के काम के चुने हुए प्रमाणों का संग्रह। उदाहरण: पहली और संशोधित रचना को दिनांक सहित रखा जाता है।

MCQ 133 • CORE PRACTICE · FORM 07

**चित्र वर्णन / Picture description और ध्वनि-आकृति संबंध / Sound-symbol association के सही अर्थ क्रम से चुनें।**

A. चित्र के आधार पर मौखिक अभिव्यक्ति का अभ्यास। | लिखित अभिव्यक्ति में ठहराव और अर्थ स्पष्ट करने वाले चिह्न।

B. पाठ पढ़ने से पहले पूर्वज्ञान और रुचि सक्रिय करना। | बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना।

C. चित्र के आधार पर मौखिक अभिव्यक्ति का अभ्यास। | बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना।

D. बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना। | चित्र के आधार पर मौखिक अभिव्यक्ति का अभ्यास।

Correct answer / **सही उत्तर:** C. चित्र के आधार पर मौखिक अभिव्यक्ति का अभ्यास। | बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना।

Explanation / **व्याख्या**

चित्र वर्णन / Picture description: चित्र के आधार पर मौखिक अभिव्यक्ति का अभ्यास। उदाहरण: बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं। ध्वनि-आकृति संबंध / Sound-symbol association: बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना। उदाहरण: बच्चा क की ध्वनि को लिखित अक्षर क से मिलाता है।

**MCQ 134 • CORE PRACTICE · FORM 08**

**चित्र वर्णन / Picture description और विराम-चिह्न / Punctuation के उदाहरण सही क्रम में चुनें।**

A. बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं। | बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है।

B. बच्चा प्रश्नवाचक वाक्य के अंत में प्रश्नचिह्न लगाता है। | बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं।

C. बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है। | बच्चा प्रश्नवाचक वाक्य के अंत में प्रश्नचिह्न लगाता है।

D. बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं। | बच्चा प्रश्नवाचक वाक्य के अंत में प्रश्नचिह्न लगाता है।

**Correct answer / सही उत्तर: D.** बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं। | बच्चा प्रश्नवाचक वाक्य के अंत में प्रश्नचिह्न लगाता है।

**Explanation / व्याख्या**

चित्र वर्णन / Picture description: चित्र के आधार पर मौखिक अभिव्यक्ति का अभ्यास। उदाहरण: बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं। विराम-चिह्न / Punctuation: लिखित अभिव्यक्ति में ठहराव और अर्थ स्पष्ट करने वाले चिह्न। उदाहरण: बच्चा प्रश्नवाचक वाक्य के अंत में प्रश्नचिह्न लगाता है।

MCQ 135 • CORE PRACTICE · FORM 09

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (चित्र वर्णन / Picture description / आदर्श लेखन / Modelled writing)**

A. चित्र वर्णन / Picture description → चित्र के आधार पर मौखिक अभिव्यक्ति का अभ्यास।

B. पठन-पूर्व गतिविधि / Pre-reading activity → लिखित अभिव्यक्ति में ठहराव और अर्थ स्पष्ट करने वाले चिह्न।

C. आदर्श लेखन / Modelled writing → पाठ पढ़ने से पहले पूर्वज्ञान और रुचि सक्रिय करना।

D. चित्र वर्णन / Picture description → शिक्षक सोचते हुए लेखन प्रक्रिया का उदाहरण प्रस्तुत करता है।

**Correct answer / सही उत्तर: A.** चित्र वर्णन / Picture description → चित्र के आधार पर मौखिक अभिव्यक्ति का अभ्यास।

**Explanation / व्याख्या**

चित्र वर्णन / Picture description: चित्र के आधार पर मौखिक अभिव्यक्ति का अभ्यास। उदाहरण: बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं।

MCQ 136 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (चित्र वर्णन / Picture description / मौखिक प्रवाह / Oral fluency)**

A. मौखिक प्रवाह / Oral fluency → बच्चा अंतिम प्रति से पहले गलत मात्राएँ ठीक करता है।

B. संपादन / Editing → शिक्षक अलग-अलग बोलियों में कही गई कहावतों पर चर्चा कराता है।

C. चित्र वर्णन / Picture description → बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं।

D. चित्र वर्णन / Picture description → बालक रुकावटों को संभालते हुए अनुभव स्पष्ट रूप से सुनाता है।

**Correct answer / सही उत्तर: C.** चित्र वर्णन / Picture description → बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं।

**Explanation / व्याख्या**

चित्र वर्णन / Picture description: चित्र के आधार पर मौखिक अभिव्यक्ति का अभ्यास। उदाहरण: बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं।

MCQ 137 • CORE PRACTICE · FORM 01

**सही अवधारणा पहचानें: संवाद में अपनी और दूसरों की बोलने की बारी का ध्यान रखना।**

A. साझा पठन / Shared reading

B. बारी-बारी बोलना / Turn-taking

C. अपसंकैत विश्लेषण / Miscue analysis

D. ध्वनि खेल / Sound play

**Correct answer / सही उत्तर: B.** बारी-बारी बोलना / Turn-taking

**Explanation / व्याख्या**

बारी-बारी बोलना / Turn-taking: संवाद में अपनी और दूसरों की बोलने की बारी का ध्यान रखना। उदाहरण: जोड़ी में बच्चे एक-दूसरे की बात पूरी होने तक प्रतीक्षा करते हैं।

MCQ 138 • CORE PRACTICE · FORM 02

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? जोड़ी में बच्चे एक-दूसरे की बात पूरी होने तक प्रतीक्षा करते हैं।**

A. मौखिक अवलोकन / Oral observation

B. संदर्भ संकेत / Context clues

C. बारी-बारी बोलना / Turn-taking

D. मौन पठन / Silent reading

**Correct answer / सही उत्तर: C.** बारी-बारी बोलना / Turn-taking

**Explanation / व्याख्या**

बारी-बारी बोलना / Turn-taking: संवाद में अपनी और दूसरों की बोलने की बारी का ध्यान रखना। उदाहरण: जोड़ी में बच्चे एक-दूसरे की बात पूरी होने तक प्रतीक्षा करते हैं।

GyanTech Guru Ji

MCQ 139 • CORE PRACTICE · FORM 03

**बारी-बारी बोलना / Turn-taking का सबसे सटीक अर्थ क्या है?**

A. बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना।

B. संवाद में अपनी और दूसरों की बोलने की बारी का ध्यान रखना।

C. पढ़ी सामग्री से अर्थ निकालना और उसे समझकर प्रतिक्रिया देना।

D. समय के साथ बच्चे के काम के चुने हुए प्रमाणों का संग्रह।

Correct answer / **सही उत्तर:** B. संवाद में अपनी और दूसरों की बोलने की बारी का ध्यान रखना।

Explanation / **व्याख्या**

बारी-बारी बोलना / Turn-taking: संवाद में अपनी और दूसरों की बोलने की बारी का ध्यान रखना। उदाहरण: जोड़ी में बच्चे एक-दूसरे की बात पूरी होने तक प्रतीक्षा करते हैं।

MCQ 140 • CORE PRACTICE · FORM 04

**बारी-बारी बोलना / Turn-taking का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. बच्चा क की ध्वनि को लिखित अक्षर क से मिलाता है।

B. पहली और संशोधित रचना को दिनांक सहित रखा जाता है।

C. यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है।

D. जोड़ी में बच्चे एक-दूसरे की बात पूरी होने तक प्रतीक्षा करते हैं।

Correct answer / **सही उत्तर:** D. जोड़ी में बच्चे एक-दूसरे की बात पूरी होने तक प्रतीक्षा करते हैं।

Explanation / **व्याख्या**

बारी-बारी बोलना / Turn-taking: संवाद में अपनी और दूसरों की बोलने की बारी का ध्यान रखना। उदाहरण: जोड़ी में बच्चे एक-दूसरे की बात पूरी होने तक प्रतीक्षा करते हैं।

**MCQ 141 • CORE PRACTICE · FORM 05**

**दोनों विवरणों को सही क्रम में पहचानें। (1) संवाद में अपनी और दूसरों की बोलने की बारी का ध्यान रखना। (2) शिक्षार्थी स्वयं अर्थपूर्ण लिखित अभिव्यक्ति करता है।**

A. बारी-बारी बोलना / Turn-taking | मौखिक प्रवाह / Oral fluency

B. बारी-बारी बोलना / Turn-taking | स्वतंत्र लेखन / Independent writing

C. स्वतंत्र लेखन / Independent writing | बारी-बारी बोलना / Turn-taking

D. मौखिक अवलोकन / Oral observation | स्वतंत्र लेखन / Independent writing

**Correct answer / सही उत्तर: B.** बारी-बारी बोलना / Turn-taking | स्वतंत्र लेखन / Independent writing

**Explanation / व्याख्या**

बारी-बारी बोलना / Turn-taking: संवाद में अपनी और दूसरों की बोलने की बारी का ध्यान रखना। उदाहरण: जोड़ी में बच्चे एक-दूसरे की बात पूरी होने तक प्रतीक्षा करते हैं। स्वतंत्र लेखन / Independent writing: शिक्षार्थी स्वयं अर्थपूर्ण लिखित अभिव्यक्ति करता है। उदाहरण: बालिका अपने अनुभव पर बिना निर्देशित वाक्यों के डायरी लिखती है।

**MCQ 142 • CORE PRACTICE · FORM 06**

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) जोड़ी में बच्चे एक-दूसरे की बात पूरी होने तक प्रतीक्षा करते हैं। (2) बच्चा पुस्तक का मुखपृष्ठ पहचानता है और पढ़ने की दिशा बताता है।**

A. बारी-बारी बोलना / Turn-taking | मुद्रित सामग्री की समझ / Print awareness

B. निर्देशित पठन / Guided reading | मुद्रित सामग्री की समझ / Print awareness

C. मुद्रित सामग्री की समझ / Print awareness | बारी-बारी बोलना / Turn-taking

D. बारी-बारी बोलना / Turn-taking | संशोधन / Revision

**Correct answer / सही उत्तर: A.** बारी-बारी बोलना / Turn-taking | मुद्रित सामग्री की समझ / Print awareness

**Explanation / व्याख्या**

बारी-बारी बोलना / Turn-taking: संवाद में अपनी और दूसरों की बोलने की बारी का ध्यान रखना। उदाहरण: जोड़ी में बच्चे एक-दूसरे की बात पूरी होने तक प्रतीक्षा करते हैं। मुद्रित सामग्री की समझ / Print awareness: लिखित भाषा की दिशा, प्रयोजन और पुस्तक की बनावट को समझना। उदाहरण: बच्चा पुस्तक का मुखपृष्ठ पहचानता है और पढ़ने की दिशा बताता है।

MCQ 143 • CORE PRACTICE · FORM 07

**बारी-बारी बोलना / Turn-taking और संदर्भ में व्याकरण / Grammar in context के सही अर्थ क्रम से चुनें।**

A. आवाज किए बिना अर्थ समझते हुए पढ़ना। | भाषा के वास्तविक प्रयोग से व्याकरण की समझ विकसित करना।

B. भाषा के वास्तविक प्रयोग से व्याकरण की समझ विकसित करना। | संवाद में अपनी और दूसरों की बोलने की बारी का ध्यान रखना।

C. संवाद में अपनी और दूसरों की बोलने की बारी का ध्यान रखना। | शिक्षक और बच्चे मिलकर पाठ की रचना करते हैं।

D. संवाद में अपनी और दूसरों की बोलने की बारी का ध्यान रखना। | भाषा के वास्तविक प्रयोग से व्याकरण की समझ विकसित करना।

**Correct answer / सही उत्तर: D.** संवाद में अपनी और दूसरों की बोलने की बारी का ध्यान रखना। | भाषा के वास्तविक प्रयोग से व्याकरण की समझ विकसित करना।

**Explanation / व्याख्या**

बारी-बारी बोलना / Turn-taking: संवाद में अपनी और दूसरों की बोलने की बारी का ध्यान रखना। उदाहरण: जोड़ी में बच्चे एक-दूसरे की बात पूरी होने तक प्रतीक्षा करते हैं। संदर्भ में व्याकरण / Grammar in context: भाषा के वास्तविक प्रयोग से व्याकरण की समझ विकसित करना। उदाहरण: बच्चे अपने लिखे पत्र में क्रिया के रूपों की उपयुक्तता देखते हैं।

**MCQ 144 • CORE PRACTICE · FORM 08**

**बारी-बारी बोलना / Turn-taking और बहुभाषिकता / Multilingualism के उदाहरण सही क्रम में चुनें।**

A. जोड़ी में बच्चे एक-दूसरे की बात पूरी होने तक प्रतीक्षा करते हैं। | बच्चे कहानी का वैकल्पिक अंत बताते हैं।

B. जोड़ी में बच्चे एक-दूसरे की बात पूरी होने तक प्रतीक्षा करते हैं। | बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है।

C. बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है। | जोड़ी में बच्चे एक-दूसरे की बात पूरी होने तक प्रतीक्षा करते हैं।

D. यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है। | बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है।

**Correct answer / सही उत्तर: B.** जोड़ी में बच्चे एक-दूसरे की बात पूरी होने तक प्रतीक्षा करते हैं। | बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है।

**Explanation / व्याख्या**

बारी-बारी बोलना / Turn-taking: संवाद में अपनी और दूसरों की बोलने की बारी का ध्यान रखना। उदाहरण: जोड़ी में बच्चे एक-दूसरे की बात पूरी होने तक प्रतीक्षा करते हैं। बहुभाषिकता / Multilingualism: कक्षा में अनेक भाषाओं का सीखने के संसाधन के रूप में उपयोग। उदाहरण: बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है।

MCQ 145 • CORE PRACTICE · FORM 09

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (बारी-बारी बोलना / Turn-taking / भाषायी विविधता / Linguistic diversity)**

A. इकाई योजना / Unit plan → पाठ में स्पष्ट रूप से लिखी जानकारी को पहचानना।

B. बारी-बारी बोलना / Turn-taking → समूह में भाषा और बोलियों की विविधता को स्वीकार करना।

C. बारी-बारी बोलना / Turn-taking → संवाद में अपनी और दूसरों की बोलने की बारी का ध्यान रखना।

D. भाषायी विविधता / Linguistic diversity → कई संबंधित पाठों को लक्ष्यों के अनुसार व्यवस्थित करने की योजना।

**Correct answer / सही उत्तर: C.** बारी-बारी बोलना / Turn-taking → संवाद में अपनी और दूसरों की बोलने की बारी का ध्यान रखना।

**Explanation / व्याख्या**

बारी-बारी बोलना / Turn-taking: संवाद में अपनी और दूसरों की बोलने की बारी का ध्यान रखना। उदाहरण: जोड़ी में बच्चे एक-दूसरे की बात पूरी होने तक प्रतीक्षा करते हैं।

MCQ 146 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (बारी-बारी बोलना / Turn-taking / अपसंकैत विश्लेषण / Miscue analysis)**

A. अपसंकैत विश्लेषण / Miscue analysis → एक बालक परिवार के साथ भोजपुरी में सहज संवाद करता है।

B. बारी-बारी बोलना / Turn-taking → जोड़ी में बच्चे एक-दूसरे की बात पूरी होने तक प्रतीक्षा करते हैं।

C. मातृभाषा / Home language → बच्चा समान तुक वाले शब्दों को पहचानता है।

D. बारी-बारी बोलना / Turn-taking → शिक्षक देखता है कि बच्चा लिखे शब्द की जगह समान अर्थ का शब्द पढ़ता है।

**Correct answer / सही उत्तर: B.** बारी-बारी बोलना / Turn-taking → जोड़ी में बच्चे एक-दूसरे की बात पूरी होने तक प्रतीक्षा करते हैं।

**Explanation / व्याख्या**

बारी-बारी बोलना / Turn-taking: संवाद में अपनी और दूसरों की बोलने की बारी का ध्यान रखना। उदाहरण: जोड़ी में बच्चे एक-दूसरे की बात पूरी होने तक प्रतीक्षा करते हैं।

MCQ 147 • CORE PRACTICE · FORM 01

**सही अवधारणा पहचानें: सुनी या पढ़ी कहानी को अपने शब्दों में क्रम से कहना।**

A. अनुमानात्मक बोध / Inferential comprehension

B. शब्द भंडार / Vocabulary

C. पठन कोना / Reading corner

D. कहानी पुनर्कथन / Story retelling

**Correct answer / सही उत्तर: D.** कहानी पुनर्कथन / Story retelling

**Explanation / व्याख्या**

कहानी पुनर्कथन / Story retelling: सुनी या पढ़ी कहानी को अपने शब्दों में क्रम से कहना। उदाहरण: बच्चा चित्रों के सहारे कहानी फिर से सुनाता है।

MCQ 148 • CORE PRACTICE · FORM 02

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? बच्चा चित्रों के सहारे कहानी फिर से सुनाता है।**

A. कहानी पुनर्कथन / Story retelling

B. इकाई योजना / Unit plan

C. मौखिक आकलन रूब्रिक / Oral assessment rubric

D. लेखन रूब्रिक / Writing rubric

**Correct answer / सही उत्तर: A.** कहानी पुनर्कथन / Story retelling

**Explanation / व्याख्या**

कहानी पुनर्कथन / Story retelling: सुनी या पढ़ी कहानी को अपने शब्दों में क्रम से कहना। उदाहरण: बच्चा चित्रों के सहारे कहानी फिर से सुनाता है।

GyanTech Guru Ji

MCQ 149 • CORE PRACTICE · FORM 03

**कहानी पुनर्कथन / Story retelling का सबसे सटीक अर्थ क्या है?**

A. सुनी या पढ़ी कहानी को अपने शब्दों में क्रम से कहना।

B. औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ।

C. समूह में भाषा और बोलियों की विविधता को स्वीकार करना।

D. स्वाभाविक संवाद में भाषा प्रयोग के प्रमाण देखना और दर्ज करना।

Correct answer / **सही उत्तर:** A. सुनी या पढ़ी कहानी को अपने शब्दों में क्रम से कहना।

Explanation / **व्याख्या**

कहानी पुनर्कथन / Story retelling: सुनी या पढ़ी कहानी को अपने शब्दों में क्रम से कहना। उदाहरण: बच्चा चित्रों के सहारे कहानी फिर से सुनाता है।

MCQ 150 • CORE PRACTICE · FORM 04

**कहानी पुनर्कथन / Story retelling का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है।

B. शिक्षक देखता है कि बच्चा लिखे शब्द की जगह समान अर्थ का शब्द पढ़ता है।

C. बच्चा समान तुक वाले शब्दों को पहचानता है।

D. बच्चा चित्रों के सहारे कहानी फिर से सुनाता है।

Correct answer / **सही उत्तर:** D. बच्चा चित्रों के सहारे कहानी फिर से सुनाता है।

Explanation / **व्याख्या**

कहानी पुनर्कथन / Story retelling: सुनी या पढ़ी कहानी को अपने शब्दों में क्रम से कहना। उदाहरण: बच्चा चित्रों के सहारे कहानी फिर से सुनाता है।

**MCQ 151 • CORE PRACTICE · FORM 05**

**दोनों विवरणों को सही क्रम में पहचानें। (1) सुनी या पढ़ी कहानी को अपने शब्दों में क्रम से कहना। (2) शिक्षक और बच्चे एक ही पाठ को मिलकर पढ़ते हैं।**

A. कहानी पुनर्कथन / Story retelling | अधिगम प्रतिफल / Learning outcome

B. साझा पठन / Shared reading | कहानी पुनर्कथन / Story retelling

C. कहानी पुनर्कथन / Story retelling | साझा पठन / Shared reading

D. भाषा सेतु / Language bridging | साझा पठन / Shared reading

**Correct answer / सही उत्तर: C.** कहानी पुनर्कथन / Story retelling | साझा पठन / Shared reading

**Explanation / व्याख्या**

कहानी पुनर्कथन / Story retelling: सुनी या पढ़ी कहानी को अपने शब्दों में क्रम से कहना। उदाहरण: बच्चा चित्रों के सहारे कहानी फिर से सुनाता है। साझा पठन / Shared reading: शिक्षक और बच्चे एक ही पाठ को मिलकर पढ़ते हैं। उदाहरण: बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है।

**MCQ 152 • CORE PRACTICE · FORM 06**

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) बच्चा चित्रों के सहारे कहानी फिर से सुनाता है। (2) बच्चा दोबारा पढ़कर अपने वाक्य में छूटा शब्द जोड़ता है।**

A. कहानी पुनर्कथन / Story retelling | स्व-संशोधन / Self-correction

B. कहानी पुनर्कथन / Story retelling | पूर्वज्ञान / Prior knowledge

C. स्व-संशोधन / Self-correction | कहानी पुनर्कथन / Story retelling

D. निर्देशित पठन / Guided reading | स्व-संशोधन / Self-correction

**Correct answer / सही उत्तर: A.** कहानी पुनर्कथन / Story retelling | स्व-संशोधन / Self-correction

**Explanation / व्याख्या**

कहानी पुनर्कथन / Story retelling: सुनी या पढ़ी कहानी को अपने शब्दों में क्रम से कहना। उदाहरण: बच्चा चित्रों के सहारे कहानी फिर से सुनाता है। स्व-संशोधन / Self-correction: अपनी त्रुटि पहचानकर स्वयं सुधार करना। उदाहरण: बच्चा दोबारा पढ़कर अपने वाक्य में छूटा शब्द जोड़ता है।

MCQ 153 • CORE PRACTICE · FORM 07

**कहानी पुनर्कथन / Story retelling और पठन कोना / Reading corner के सही अर्थ क्रम से चुनें।**

A. कक्षा में सुलभ विविध पठन सामग्री के लिए निर्धारित स्थान। | सुनी या पढ़ी कहानी को अपने शब्दों में क्रम से कहना।

B. सुनी या पढ़ी कहानी को अपने शब्दों में क्रम से कहना। | कक्षा में सुलभ विविध पठन सामग्री के लिए निर्धारित स्थान।

C. स्वाभाविक संवाद में भाषा प्रयोग के प्रमाण देखना और दर्ज करना। | कक्षा में सुलभ विविध पठन सामग्री के लिए निर्धारित स्थान।

D. सुनी या पढ़ी कहानी को अपने शब्दों में क्रम से कहना। | अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना।

Correct answer / **सही उत्तर:** B. सुनी या पढ़ी कहानी को अपने शब्दों में क्रम से कहना। | कक्षा में सुलभ विविध पठन सामग्री के लिए निर्धारित स्थान।

Explanation / **व्याख्या**

कहानी पुनर्कथन / Story retelling: सुनी या पढ़ी कहानी को अपने शब्दों में क्रम से कहना। उदाहरण: बच्चा चित्रों के सहारे कहानी फिर से सुनाता है। पठन कोना / Reading corner: कक्षा में सुलभ विविध पठन सामग्री के लिए निर्धारित स्थान। उदाहरण: बच्चे अवकाश में स्वयं बाल-पत्रिका या कहानी की पुस्तक चुनते हैं।

MCQ 154 • CORE PRACTICE · FORM 08

**कहानी पुनर्कथन / Story retelling और पठन बोध / Reading comprehension के उदाहरण सही क्रम में चुनें।**

A. बच्चा चित्रों के सहारे कहानी फिर से सुनाता है। | शिक्षक समूह चर्चा में बच्चे के योगदान को नोट करता है।

B. बच्चा कहानी में पात्र के निर्णय का कारण बताता है। | बच्चा चित्रों के सहारे कहानी फिर से सुनाता है।

C. बच्चा चित्रों के सहारे कहानी फिर से सुनाता है। | बच्चा कहानी में पात्र के निर्णय का कारण बताता है।

D. शिक्षक देखता है कि बच्चा लिखे शब्द की जगह समान अर्थ का शब्द पढ़ता है। | बच्चा कहानी में पात्र के निर्णय का कारण बताता है।

**Correct answer / सही उत्तर: C.** बच्चा चित्रों के सहारे कहानी फिर से सुनाता है। | बच्चा कहानी में पात्र के निर्णय का कारण बताता है।

**Explanation / व्याख्या**

कहानी पुनर्कथन / Story retelling: सुनी या पढ़ी कहानी को अपने शब्दों में क्रम से कहना। उदाहरण: बच्चा चित्रों के सहारे कहानी फिर से सुनाता है। पठन बोध / Reading comprehension: पढ़ी सामग्री से अर्थ निकालना और उसे समझकर प्रतिक्रिया देना। उदाहरण: बच्चा कहानी में पात्र के निर्णय का कारण बताता है।

MCQ 155 • CORE PRACTICE · FORM 09

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (कहानी पुनर्कथन / Story retelling / अधिगम प्रतिफल / Learning outcome)**

A. अधिगम प्रतिफल / Learning outcome → समूह में भाषा और बोलियों की विविधता को स्वीकार करना।

B. कहानी पुनर्कथन / Story retelling → सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार।

C. कहानी पुनर्कथन / Story retelling → सुनी या पढ़ी कहानी को अपने शब्दों में क्रम से कहना।

D. भाषायी विविधता / Linguistic diversity → पढ़ी सामग्री से अर्थ निकालना और उसे समझकर प्रतिक्रिया देना।

**Correct answer / सही उत्तर: C.** कहानी पुनर्कथन / Story retelling → सुनी या पढ़ी कहानी को अपने शब्दों में क्रम से कहना।

**Explanation / व्याख्या**

कहानी पुनर्कथन / Story retelling: सुनी या पढ़ी कहानी को अपने शब्दों में क्रम से कहना। उदाहरण: बच्चा चित्रों के सहारे कहानी फिर से सुनाता है।

MCQ 156 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (कहानी पुनर्कथन / Story retelling / भाषा सेतु / Language bridging)**

A. प्रारूप लेखन / Drafting → शिक्षक देखता है कि बच्चा लिखे शब्द की जगह समान अर्थ का शब्द पढ़ता है।

B. कहानी पुनर्कथन / Story retelling → बच्चे स्थानीय शब्दों को मानक हिंदी के शब्दों से जोड़ते हैं।

C. भाषा सेतु / Language bridging → बच्चा अपने अनुभव पर पहला अनुच्छेद लिखता है।

D. कहानी पुनर्कथन / Story retelling → बच्चा चित्रों के सहारे कहानी फिर से सुनाता है।

**Correct answer / सही उत्तर: D.** कहानी पुनर्कथन / Story retelling → बच्चा चित्रों के सहारे कहानी फिर से सुनाता है।

**Explanation / व्याख्या**

कहानी पुनर्कथन / Story retelling: सुनी या पढ़ी कहानी को अपने शब्दों में क्रम से कहना। उदाहरण: बच्चा चित्रों के सहारे कहानी फिर से सुनाता है।

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 03.01

**चार ब्लॉक मॉडल / Four-block model को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल। एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं।

**REVISION 03.02**

**सक्रिय श्रवण / Active listening को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** ध्यान से सुनकर अर्थ समझना और उचित प्रतिक्रिया देना। बच्चा कहानी सुनकर उसके पात्र के बारे में प्रश्न का उत्तर देता है।

**REVISION 03.03**

**भूमिका निर्वाह / Role play को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** किसी परिस्थिति में पात्र की भूमिका निभाकर संवाद करना। दो बच्चे दुकानदार और ग्राहक बनकर बातचीत करते हैं।

**REVISION 03.04**

**चित्र वर्णन / Picture description को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** चित्र के आधार पर मौखिक अभिव्यक्ति का अभ्यास। बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं।

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**REVISION 03.05**

**बारी-बारी बोलना / Turn-taking को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** संवाद में अपनी और दूसरों की बोलने की बारी का ध्यान रखना। जोड़ी में बच्चे एक-दूसरे की बात पूरी होने तक प्रतीक्षा करते हैं।

**REVISION 03.06**

**कहानी पुनर्कथन / Story retelling को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** सुनी या पढ़ी कहानी को अपने शब्दों में क्रम से कहना। बच्चा चित्रों के सहारे कहानी फिर से सुनाता है।

GyanTech Guru Ji

CHAPTER 04 • 62 MCQs • 6 REVISION PROMPTS

# शब्द पहचान

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### ध्वन्यात्मक जागरूकता / Phonological awareness

बोली गई भाषा की ध्वनि संरचना के प्रति जागरूकता।

**उदाहरण:** बच्चा समान तुक वाले शब्दों को पहचानता है।

### ध्वनि-आकृति संबंध / Sound-symbol association

बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना।

**उदाहरण:** बच्चा क की ध्वनि को लिखित अक्षर क से मिलाता है।

### शब्द भंडार / Vocabulary

समझे और प्रयोग किए जाने वाले शब्दों का संग्रह।

**उदाहरण:** कहानी पढ़ने के बाद बच्चे नए शब्दों का वाक्यों में उपयोग करते हैं।

### अक्षर पहचान / Letter recognition

लिपि के अक्षरों को पहचानना और अलग करना।

**उदाहरण:** बच्चा अपने नाम में आए अक्षरों को पहचानता है।

### मात्रा बोध / Matra awareness

अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना।

**उदाहरण:** बच्चे कल और काल के उच्चारण में अंतर बताते हैं।

**संदर्भ संकेत / Context clues**

वाक्य या पाठ के आसपास की जानकारी से शब्द का अर्थ समझना।

**उदाहरण:** बच्चा कहानी की घटना से अनजान शब्द का अर्थ अनुमानित करता है।

## New classroom-based questions

Apply concepts to realistic teaching decisions.

**MCQ 157 • NEW CLASSROOM APPLICATION**

**अपरिचित शब्द पहचानने के लिए कौन-सा सहारा उपयोगी है?**

A. शब्द को हमेशा छोड़ देना

B. बिना देखे हर शब्द का अनुमान लगाना

C. अक्षर-ध्वनि संबंध और वाक्य के अर्थ दोनों पर ध्यान देना

D. केवल शब्द की लंबाई गिनना

Correct answer / **सही उत्तर:** C. अक्षर-ध्वनि संबंध और वाक्य के अर्थ दोनों पर ध्यान देना

Explanation / **व्याख्या**

ध्वनि और अर्थ के संकेत मिलकर पठन में सहायता करते हैं।

**MCQ 158 • NEW CLASSROOM APPLICATION**

**नया शब्द सिखाने की बेहतर विधि क्या है?**

A. सिर्फ अक्षरों की संख्या पूछना

B. संदर्भ में अर्थ समझाकर उसे नए वाक्य में उपयोग कराना

C. एक बार शब्द लिखकर छोड़ देना

D. अर्थ बताए बिना परीक्षा लेना

Correct answer / **सही उत्तर:** B. संदर्भ में अर्थ समझाकर उसे नए वाक्य में उपयोग कराना

Explanation / **व्याख्या**

सार्थक संदर्भ और उपयोग शब्द ज्ञान को गहरा करते हैं।

## Core question bank

Ten related practice formats; core concepts recur for revision.

**MCQ 159 • CORE PRACTICE · FORM 01**

**सही अवधारणा पहचानें: बोली गई भाषा की ध्वनि संरचना के प्रति जागरूकता।**

A. मातृभाषा / Home language

B. प्रारूप लेखन / Drafting

C. ध्वन्यात्मक जागरूकता / Phonological awareness

D. पठन-पूर्व गतिविधि / Pre-reading activity

**Correct answer / सही उत्तर: C.** ध्वन्यात्मक जागरूकता / Phonological awareness

**Explanation / व्याख्या**

ध्वन्यात्मक जागरूकता / Phonological awareness: बोली गई भाषा की ध्वनि संरचना के प्रति जागरूकता। उदाहरण: बच्चा समान तुक वाले शब्दों को पहचानता है।

**MCQ 160 • CORE PRACTICE · FORM 02**

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? बच्चा समान तुक वाले शब्दों को पहचानता है।**

A. ध्वन्यात्मक जागरूकता / Phonological awareness

B. चार ब्लॉक मॉडल / Four-block model

C. बहुभाषिकता / Multilingualism

D. मुद्रित सामग्री की समझ / Print awareness

**Correct answer / सही उत्तर: A.** ध्वन्यात्मक जागरूकता / Phonological awareness

**Explanation / व्याख्या**

ध्वन्यात्मक जागरूकता / Phonological awareness: बोली गई भाषा की ध्वनि संरचना के प्रति जागरूकता। उदाहरण: बच्चा समान तुक वाले शब्दों को पहचानता है।

MCQ 161 • CORE PRACTICE · FORM 03

**ध्वन्यात्मक जागरूकता / Phonological awareness का सबसे सटीक अर्थ क्या है?**

A. भाषा के वास्तविक प्रयोग से व्याकरण की समझ विकसित करना।

B. बोली गई भाषा की ध्वनि संरचना के प्रति जागरूकता।

C. लेखन में वर्तनी, विराम और व्याकरण संबंधी त्रुटियों को सुधारना।

D. पाठ के संकेतों से अप्रत्यक्ष अर्थ या कारण समझना।

Correct answer / **सही उत्तर:** B. बोली गई भाषा की ध्वनि संरचना के प्रति जागरूकता।

Explanation / **व्याख्या**

ध्वन्यात्मक जागरूकता / Phonological awareness: बोली गई भाषा की ध्वनि संरचना के प्रति जागरूकता। उदाहरण: बच्चा समान तुक वाले शब्दों को पहचानता है।

MCQ 162 • CORE PRACTICE · FORM 04

**ध्वन्यात्मक जागरूकता / Phonological awareness का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. बालिका अपने अनुभव को सुनने वालों के लिए स्पष्ट रूप में व्यक्त करती है।

B. बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं।

C. बच्चे कहानी का वैकल्पिक अंत बताते हैं।

D. बच्चा समान तुक वाले शब्दों को पहचानता है।

Correct answer / **सही उत्तर:** D. बच्चा समान तुक वाले शब्दों को पहचानता है।

Explanation / **व्याख्या**

ध्वन्यात्मक जागरूकता / Phonological awareness: बोली गई भाषा की ध्वनि संरचना के प्रति जागरूकता। उदाहरण: बच्चा समान तुक वाले शब्दों को पहचानता है।

MCQ 163 • CORE PRACTICE · FORM 05

**दोनों विवरणों को सही क्रम में पहचानें। (1) बोली गई भाषा की ध्वनि संरचना के प्रति जागरूकता। (2) लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना।**

A. संशोधन / Revision | ध्वन्यात्मक जागरूकता / Phonological awareness

B. ध्वन्यात्मक जागरूकता / Phonological awareness | कहानी सुनना / Story listening

C. चित्र वर्णन / Picture description | संशोधन / Revision

D. ध्वन्यात्मक जागरूकता / Phonological awareness | संशोधन / Revision

**Correct answer / सही उत्तर: D.** ध्वन्यात्मक जागरूकता / Phonological awareness | संशोधन / Revision

**Explanation / व्याख्या**

ध्वन्यात्मक जागरूकता / Phonological awareness: बोली गई भाषा की ध्वनि संरचना के प्रति जागरूकता। उदाहरण: बच्चा समान तुक वाले शब्दों को पहचानता है। संशोधन / Revision: लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना। उदाहरण: बच्चा कहानी का अंत बदलकर उसे अधिक समझने योग्य बनाता है।

MCQ 164 • CORE PRACTICE · FORM 06

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) बच्चा समान तुक वाले शब्दों को पहचानता है। (2) कक्षा कहानी के वाक्य सुझाती है और शिक्षक उन्हें लिखता है।**

A. ध्वन्यात्मक जागरूकता / Phonological awareness | विराम-चिह्न / Punctuation

B. साझा लेखन / Shared writing | ध्वन्यात्मक जागरूकता / Phonological awareness

C. ध्वन्यात्मक जागरूकता / Phonological awareness | साझा लेखन / Shared writing

D. पठन प्रवाह / Reading fluency | साझा लेखन / Shared writing

**Correct answer / सही उत्तर: C.** ध्वन्यात्मक जागरूकता / Phonological awareness | साझा लेखन / Shared writing

**Explanation / व्याख्या**

ध्वन्यात्मक जागरूकता / Phonological awareness: बोली गई भाषा की ध्वनि संरचना के प्रति जागरूकता। उदाहरण: बच्चा समान तुक वाले शब्दों को पहचानता है। साझा लेखन / Shared writing: शिक्षक और बच्चे मिलकर पाठ की रचना करते हैं। उदाहरण: कक्षा कहानी के वाक्य सुझाती है और शिक्षक उन्हें लिखता है।

MCQ 165 • CORE PRACTICE · FORM 07

**ध्वन्यात्मक जागरूकता / Phonological awareness और संपादन / Editing के सही अर्थ क्रम से चुनें।**

A. बोली गई भाषा की ध्वनि संरचना के प्रति जागरूकता। | लेखन में वर्तनी, विराम और व्याकरण संबंधी त्रुटियों को सुधारना।

B. लेखन के विचार, संगठन और भाषा के स्तरों का मानदंड आधारित वर्णन। | लेखन में वर्तनी, विराम और व्याकरण संबंधी त्रुटियों को सुधारना।

C. बोली गई भाषा की ध्वनि संरचना के प्रति जागरूकता। | किसी परिस्थिति में पात्र की भूमिका निभाकर संवाद करना।

D. लेखन में वर्तनी, विराम और व्याकरण संबंधी त्रुटियों को सुधारना। | बोली गई भाषा की ध्वनि संरचना के प्रति जागरूकता।

Correct answer / **सही उत्तर: A.** बोली गई भाषा की ध्वनि संरचना के प्रति जागरूकता। | लेखन में वर्तनी, विराम और व्याकरण संबंधी त्रुटियों को सुधारना।

**Explanation / व्याख्या**

ध्वन्यात्मक जागरूकता / Phonological awareness: बोली गई भाषा की ध्वनि संरचना के प्रति जागरूकता। उदाहरण: बच्चा समान तुक वाले शब्दों को पहचानता है। संपादन / Editing: लेखन में वर्तनी, विराम और व्याकरण संबंधी त्रुटियों को सुधारना। उदाहरण: बच्चा अंतिम प्रति से पहले गलत मात्राएँ ठीक करता है।

MCQ 166 • CORE PRACTICE · FORM 08

**ध्वन्यात्मक जागरूकता / Phonological awareness और लेखन रूब्रिक / Writing rubric के उदाहरण सही क्रम में चुनें।**

A. बच्चा समान तुक वाले शब्दों को पहचानता है। | यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है।

B. शिक्षक अनुच्छेद का मूल्यांकन विचारों की स्पष्टता और क्रम से करता है। | बच्चा समान तुक वाले शब्दों को पहचानता है।

C. शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है। | शिक्षक अनुच्छेद का मूल्यांकन विचारों की स्पष्टता और क्रम से करता है।

D. बच्चा समान तुक वाले शब्दों को पहचानता है। | शिक्षक अनुच्छेद का मूल्यांकन विचारों की स्पष्टता और क्रम से करता है।

**Correct answer / सही उत्तर: D.** बच्चा समान तुक वाले शब्दों को पहचानता है। | शिक्षक अनुच्छेद का मूल्यांकन विचारों की स्पष्टता और क्रम से करता है।

**Explanation / व्याख्या**

ध्वन्यात्मक जागरूकता / Phonological awareness: बोली गई भाषा की ध्वनि संरचना के प्रति जागरूकता। उदाहरण: बच्चा समान तुक वाले शब्दों को पहचानता है। लेखन रूब्रिक / Writing rubric: लेखन के विचार, संगठन और भाषा के स्तरों का मानदंड आधारित वर्णन। उदाहरण: शिक्षक अनुच्छेद का मूल्यांकन विचारों की स्पष्टता और क्रम से करता है।

**MCQ 167 • CORE PRACTICE · FORM 09**

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (ध्वन्यात्मक जागरूकता / Phonological awareness / पठन बोध / Reading comprehension)**

A. पठन बोध / Reading comprehension → बोलने और सुनने के प्रदर्शन के स्तरों का मानदंड आधारित वर्णन।

B. मौखिक आकलन रूब्रिक / Oral assessment rubric → बच्चे के घर और प्रारंभिक सामाजिक परिवेश में सीखी जाने वाली भाषा।

C. ध्वन्यात्मक जागरूकता / Phonological awareness → पढ़ी सामग्री से अर्थ निकालना और उसे समझकर प्रतिक्रिया देना।

D. ध्वन्यात्मक जागरूकता / Phonological awareness → बोली गई भाषा की ध्वनि संरचना के प्रति जागरूकता।

**Correct answer / सही उत्तर: D.** ध्वन्यात्मक जागरूकता / Phonological awareness → बोली गई भाषा की ध्वनि संरचना के प्रति जागरूकता।

**Explanation / व्याख्या**

ध्वन्यात्मक जागरूकता / Phonological awareness: बोली गई भाषा की ध्वनि संरचना के प्रति जागरूकता। उदाहरण: बच्चा समान तुक वाले शब्दों को पहचानता है।

MCQ 168 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (ध्वन्यात्मक जागरूकता / Phonological awareness / अनुमानात्मक बोध / Inferential comprehension)**

A. साझा पठन / Shared reading → बच्चा चित्र देखकर कहानी बनाता है और लिखने जैसी आकृतियाँ बनाता है।

B. अनुमानात्मक बोध / Inferential comprehension → बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है।

C. ध्वन्यात्मक जागरूकता / Phonological awareness → बच्चा समान तुक वाले शब्दों को पहचानता है।

D. ध्वन्यात्मक जागरूकता / Phonological awareness → बच्चा पात्र की कही बात से उसके मनोभाव का अनुमान लगाता है।

**Correct answer / सही उत्तर: C.** ध्वन्यात्मक जागरूकता / Phonological awareness → बच्चा समान तुक वाले शब्दों को पहचानता है।

**Explanation / व्याख्या**

ध्वन्यात्मक जागरूकता / Phonological awareness: बोली गई भाषा की ध्वनि संरचना के प्रति जागरूकता। उदाहरण: बच्चा समान तुक वाले शब्दों को पहचानता है।

MCQ 169 • CORE PRACTICE · FORM 01

**सही अवधारणा पहचानें: बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना।**

A. लेखन रूब्रिक / Writing rubric

B. अधिगम प्रतिफल / Learning outcome

C. पठन-पूर्व गतिविधि / Pre-reading activity

D. ध्वनि-आकृति संबंध / Sound-symbol association

**Correct answer / सही उत्तर: D.** ध्वनि-आकृति संबंध / Sound-symbol association

**Explanation / व्याख्या**

ध्वनि-आकृति संबंध / Sound-symbol association: बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना। उदाहरण: बच्चा क की ध्वनि को लिखित अक्षर क से मिलाता है।

MCQ 170 • CORE PRACTICE · FORM 02

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? बच्चा क की ध्वनि को लिखित अक्षर क से मिलाता है।**

A. भाषा सेतु / Language bridging

B. ध्वनि-आकृति संबंध / Sound-symbol association

C. मौन पठन / Silent reading

D. अनुमानात्मक बोध / Inferential comprehension

Correct answer / **सही उत्तर:** B. ध्वनि-आकृति संबंध / Sound-symbol association

Explanation / **व्याख्या**

ध्वनि-आकृति संबंध / Sound-symbol association: बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना। उदाहरण: बच्चा क की ध्वनि को लिखित अक्षर क से मिलाता है।

MCQ 171 • CORE PRACTICE · FORM 03

**ध्वनि-आकृति संबंध / Sound-symbol association का सबसे सटीक अर्थ क्या है?**

A. अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता।

B. बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना।

C. अपनी त्रुटि पहचानकर स्वयं सुधार करना।

D. चित्र के आधार पर मौखिक अभिव्यक्ति का अभ्यास।

Correct answer / **सही उत्तर:** B. बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना।

Explanation / **व्याख्या**

ध्वनि-आकृति संबंध / Sound-symbol association: बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना। उदाहरण: बच्चा क की ध्वनि को लिखित अक्षर क से मिलाता है।

MCQ 172 • CORE PRACTICE · FORM 04

**ध्वनि-आकृति संबंध / Sound-symbol association का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. बच्चा क की ध्वनि को लिखित अक्षर क से मिलाता है।

B. बच्चा कहानी में बताए गए स्थान का नाम देता है।

C. बच्चा प्रश्नवाचक वाक्य के अंत में प्रश्नचिह्न लगाता है।

D. बच्चा चुपचाप अनुच्छेद पढ़कर प्रश्नों के उत्तर देता है।

**Correct answer / सही उत्तर: A.** बच्चा क की ध्वनि को लिखित अक्षर क से मिलाता है।

**Explanation / व्याख्या**

ध्वनि-आकृति संबंध / Sound-symbol association: बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना। उदाहरण: बच्चा क की ध्वनि को लिखित अक्षर क से मिलाता है।

MCQ 173 • CORE PRACTICE · FORM 05

**दोनों विवरणों को सही क्रम में पहचानें। (1) बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना। (2) शिक्षक और बच्चे एक ही पाठ को मिलकर पढ़ते हैं।**

A. ध्वनि-आकृति संबंध / Sound-symbol association | स्वतंत्र लेखन / Independent writing

B. ध्वनि-आकृति संबंध / Sound-symbol association | साझा पठन / Shared reading

C. भाषा सेतु / Language bridging | साझा पठन / Shared reading

D. साझा पठन / Shared reading | ध्वनि-आकृति संबंध / Sound-symbol association

**Correct answer / सही उत्तर: B.** ध्वनि-आकृति संबंध / Sound-symbol association | साझा पठन / Shared reading

**Explanation / व्याख्या**

ध्वनि-आकृति संबंध / Sound-symbol association: बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना। उदाहरण: बच्चा क की ध्वनि को लिखित अक्षर क से मिलाता है। साझा पठन / Shared reading: शिक्षक और बच्चे एक ही पाठ को मिलकर पढ़ते हैं। उदाहरण: बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है।

**MCQ 174 • CORE PRACTICE · FORM 06**

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) बच्चा क की ध्वनि को लिखित अक्षर क से मिलाता है। (2) बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है।**

A. चित्र वर्णन / Picture description | बहुभाषिकता / Multilingualism

B. बहुभाषिकता / Multilingualism | ध्वनि-आकृति संबंध / Sound-symbol association

C. ध्वनि-आकृति संबंध / Sound-symbol association | मुद्रित सामग्री की समझ / Print awareness

D. ध्वनि-आकृति संबंध / Sound-symbol association | बहुभाषिकता / Multilingualism

**Correct answer / सही उत्तर: D.** ध्वनि-आकृति संबंध / Sound-symbol association | बहुभाषिकता / Multilingualism

**Explanation / व्याख्या**

ध्वनि-आकृति संबंध / Sound-symbol association: बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना। उदाहरण: बच्चा क की ध्वनि को लिखित अक्षर क से मिलाता है। बहुभाषिकता / Multilingualism: कक्षा में अनेक भाषाओं का सीखने के संसाधन के रूप में उपयोग। उदाहरण: बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है।

MCQ 175 • CORE PRACTICE · FORM 07

**ध्वनि-आकृति संबंध / Sound-symbol association और बारी-बारी बोलना / Turn-taking के सही अर्थ क्रम से चुनें।**

A. संवाद में अपनी और दूसरों की बोलने की बारी का ध्यान रखना। | बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना।

B. बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना। | कई संबंधित पाठों को लक्ष्यों के अनुसार व्यवस्थित करने की योजना।

C. बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना। | संवाद में अपनी और दूसरों की बोलने की बारी का ध्यान रखना।

D. शिक्षक सोचते हुए लेखन प्रक्रिया का उदाहरण प्रस्तुत करता है। | संवाद में अपनी और दूसरों की बोलने की बारी का ध्यान रखना।

**Correct answer / सही उत्तर: C.** बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना। | संवाद में अपनी और दूसरों की बोलने की बारी का ध्यान रखना।

**Explanation / व्याख्या**

ध्वनि-आकृति संबंध / Sound-symbol association: बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना। उदाहरण: बच्चा क की ध्वनि को लिखित अक्षर क से मिलाता है। बारी-बारी बोलना / Turn-taking: संवाद में अपनी और दूसरों की बोलने की बारी का ध्यान रखना। उदाहरण: जोड़ी में बच्चे एक-दूसरे की बात पूरी होने तक प्रतीक्षा करते हैं।

MCQ 176 • CORE PRACTICE · FORM 08

**ध्वनि-आकृति संबंध / Sound-symbol association और मौन पठन / Silent reading के उदाहरण सही क्रम में चुनें।**

A. बच्चा पुस्तक का मुखपृष्ठ पहचानता है और पढ़ने की दिशा बताता है। | बच्चा चुपचाप अनुच्छेद पढ़कर प्रश्नों के उत्तर देता है।

B. बच्चा चुपचाप अनुच्छेद पढ़कर प्रश्नों के उत्तर देता है। | बच्चा क की ध्वनि को लिखित अक्षर क से मिलाता है।

C. बच्चा क की ध्वनि को लिखित अक्षर क से मिलाता है। | बच्चा चुपचाप अनुच्छेद पढ़कर प्रश्नों के उत्तर देता है।

D. बच्चा क की ध्वनि को लिखित अक्षर क से मिलाता है। | शिक्षक देखता है कि बच्चा लिखे शब्द की जगह समान अर्थ का शब्द पढ़ता है।

**Correct answer / सही उत्तर: C.** बच्चा क की ध्वनि को लिखित अक्षर क से मिलाता है। | बच्चा चुपचाप अनुच्छेद पढ़कर प्रश्नों के उत्तर देता है।

**Explanation / व्याख्या**

ध्वनि-आकृति संबंध / Sound-symbol association: बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना। उदाहरण: बच्चा क की ध्वनि को लिखित अक्षर क से मिलाता है। मौन पठन / Silent reading: आवाज किए बिना अर्थ समझते हुए पढ़ना। उदाहरण: बच्चा चुपचाप अनुच्छेद पढ़कर प्रश्नों के उत्तर देता है।

MCQ 177 • CORE PRACTICE · FORM 09

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (ध्वनि-आकृति संबंध / Sound-symbol association / अपसंकैत विश्लेषण / Miscue analysis)**

A. अपसंकैत विश्लेषण / Miscue analysis → उचित गति, सटीकता और अभिव्यक्ति के साथ पढ़ना।

B. ध्वनि-आकृति संबंध / Sound-symbol association → पढ़ते समय हुए बदलावों या त्रुटियों का विश्लेषण।

C. पठन प्रवाह / Reading fluency → स्वाभाविक संवाद में भाषा प्रयोग के प्रमाण देखना और दर्ज करना।

D. ध्वनि-आकृति संबंध / Sound-symbol association → बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना।

**Correct answer / सही उत्तर: D.** ध्वनि-आकृति संबंध / Sound-symbol association → बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना।

**Explanation / व्याख्या**

ध्वनि-आकृति संबंध / Sound-symbol association: बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना। उदाहरण: बच्चा क की ध्वनि को लिखित अक्षर क से मिलाता है।

MCQ 178 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (ध्वनि-आकृति संबंध / Sound-symbol association / अधिगम प्रतिफल / Learning outcome)**

A. ध्वनि-आकृति संबंध / Sound-symbol association → बच्चा कहानी की तीन घटनाएँ सही क्रम में बताता है।

B. अधिगम प्रतिफल / Learning outcome → बच्चा कहानी का अंत बदलकर उसे अधिक समझने योग्य बनाता है।

C. संशोधन / Revision → बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं।

D. ध्वनि-आकृति संबंध / Sound-symbol association → बच्चा क की ध्वनि को लिखित अक्षर क से मिलाता है।

**Correct answer / सही उत्तर: D.** ध्वनि-आकृति संबंध / Sound-symbol association → बच्चा क की ध्वनि को लिखित अक्षर क से मिलाता है।

**Explanation / व्याख्या**

ध्वनि-आकृति संबंध / Sound-symbol association: बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना। उदाहरण: बच्चा क की ध्वनि को लिखित अक्षर क से मिलाता है।

MCQ 179 • CORE PRACTICE · FORM 01

**सही अवधारणा पहचानें: समझे और प्रयोग किए जाने वाले शब्दों का संग्रह।**

A. मौखिक प्रवाह / Oral fluency

B. संशोधन / Revision

C. शब्द भंडार / Vocabulary

D. मुद्रित सामग्री की समझ / Print awareness

**Correct answer / सही उत्तर: C.** शब्द भंडार / Vocabulary

**Explanation / व्याख्या**

शब्द भंडार / Vocabulary: समझे और प्रयोग किए जाने वाले शब्दों का संग्रह। उदाहरण: कहानी पढ़ने के बाद बच्चे नए शब्दों का वाक्यों में उपयोग करते हैं।

MCQ 180 • CORE PRACTICE · FORM 02

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? कहानी पढ़ने के बाद बच्चे नए शब्दों का वाक्यों में उपयोग करते हैं।**

A. संदर्भ में व्याकरण / Grammar in context

B. मौखिक आकलन रूब्रिक / Oral assessment rubric

C. पोर्टफोलियो / Portfolio

D. शब्द भंडार / Vocabulary

**Correct answer / सही उत्तर: D.** शब्द भंडार / Vocabulary

**Explanation / व्याख्या**

शब्द भंडार / Vocabulary: समझे और प्रयोग किए जाने वाले शब्दों का संग्रह। उदाहरण: कहानी पढ़ने के बाद बच्चे नए शब्दों का वाक्यों में उपयोग करते हैं।

GyanTech Guru Ji

MCQ 181 • CORE PRACTICE · FORM 03

**शब्द भंडार / Vocabulary का सबसे सटीक अर्थ क्या है?**

A. ध्यान से सुनकर अर्थ समझना और उचित प्रतिक्रिया देना।

B. समझे और प्रयोग किए जाने वाले शब्दों का संग्रह।

C. अपनी त्रुटि पहचानकर स्वयं सुधार करना।

D. लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना।

Correct answer / **सही उत्तर:** B. समझे और प्रयोग किए जाने वाले शब्दों का संग्रह।

Explanation / **व्याख्या**

शब्द भंडार / Vocabulary: समझे और प्रयोग किए जाने वाले शब्दों का संग्रह। उदाहरण: कहानी पढ़ने के बाद बच्चे नए शब्दों का वाक्यों में उपयोग करते हैं।

MCQ 182 • CORE PRACTICE · FORM 04

**शब्द भंडार / Vocabulary का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. कहानी पढ़ने के बाद बच्चे नए शब्दों का वाक्यों में उपयोग करते हैं।

B. बच्चे अवकाश में स्वयं बाल-पत्रिका या कहानी की पुस्तक चुनते हैं।

C. बच्चा अंतिम प्रति से पहले गलत मात्राएँ ठीक करता है।

D. बच्चा चित्र देखकर कहानी बनाता है और लिखने जैसी आकृतियाँ बनाता है।

Correct answer / **सही उत्तर:** A. कहानी पढ़ने के बाद बच्चे नए शब्दों का वाक्यों में उपयोग करते हैं।

Explanation / **व्याख्या**

शब्द भंडार / Vocabulary: समझे और प्रयोग किए जाने वाले शब्दों का संग्रह। उदाहरण: कहानी पढ़ने के बाद बच्चे नए शब्दों का वाक्यों में उपयोग करते हैं।

**MCQ 183 • CORE PRACTICE · FORM 05**

**दोनों विवरणों को सही क्रम में पहचानें। (1) समझे और प्रयोग किए जाने वाले शब्दों का संग्रह। (2) लिखित भाषा की दिशा, प्रयोजन और पुस्तक की बनावट को समझना।**

A. शब्द भंडार / Vocabulary | कहानी पुनर्कथन / Story retelling

B. शब्द भंडार / Vocabulary | मुद्रित सामग्री की समझ / Print awareness

C. अनुमानात्मक बोध / Inferential comprehension | मुद्रित सामग्री की समझ / Print awareness

D. मुद्रित सामग्री की समझ / Print awareness | शब्द भंडार / Vocabulary

**Correct answer / सही उत्तर: B.** शब्द भंडार / Vocabulary | मुद्रित सामग्री की समझ / Print awareness

**Explanation / व्याख्या**

शब्द भंडार / Vocabulary: समझे और प्रयोग किए जाने वाले शब्दों का संग्रह। उदाहरण: कहानी पढ़ने के बाद बच्चे नए शब्दों का वाक्यों में उपयोग करते हैं। मुद्रित सामग्री की समझ / Print awareness: लिखित भाषा की दिशा, प्रयोजन और पुस्तक की बनावट को समझना। उदाहरण: बच्चा पुस्तक का मुखपृष्ठ पहचानता है और पढ़ने की दिशा बताता है।

**MCQ 184 • CORE PRACTICE · FORM 06**

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) कहानी पढ़ने के बाद बच्चे नए शब्दों का वाक्यों में उपयोग करते हैं। (2) शिक्षक अनुच्छेद का मूल्यांकन विचारों की स्पष्टता और क्रम से करता है।**

A. शब्द भंडार / Vocabulary | भाषा सेतु / Language bridging

B. लेखन रूब्रिक / Writing rubric | शब्द भंडार / Vocabulary

C. मौखिक प्रवाह / Oral fluency | लेखन रूब्रिक / Writing rubric

D. शब्द भंडार / Vocabulary | लेखन रूब्रिक / Writing rubric

**Correct answer / सही उत्तर: D.** शब्द भंडार / Vocabulary | लेखन रूब्रिक / Writing rubric

**Explanation / व्याख्या**

शब्द भंडार / Vocabulary: समझे और प्रयोग किए जाने वाले शब्दों का संग्रह। उदाहरण: कहानी पढ़ने के बाद बच्चे नए शब्दों का वाक्यों में उपयोग करते हैं। लेखन रूब्रिक / Writing rubric: लेखन के विचार, संगठन और भाषा के स्तरों का मानदंड आधारित वर्णन। उदाहरण: शिक्षक अनुच्छेद का मूल्यांकन विचारों की स्पष्टता और क्रम से करता है।

**MCQ 185 • CORE PRACTICE · FORM 07**

**शब्द भंडार / Vocabulary और मौन पठन / Silent reading के सही अर्थ क्रम से चुनें।**

A. समझे और प्रयोग किए जाने वाले शब्दों का संग्रह। | आवाज किए बिना अर्थ समझते हुए पढ़ना।

B. सुनी या पढ़ी कहानी को अपने शब्दों में क्रम से कहना। | आवाज किए बिना अर्थ समझते हुए पढ़ना।

C. समझे और प्रयोग किए जाने वाले शब्दों का संग्रह। | शिक्षक सोचते हुए लेखन प्रक्रिया का उदाहरण प्रस्तुत करता है।

D. आवाज किए बिना अर्थ समझते हुए पढ़ना। | समझे और प्रयोग किए जाने वाले शब्दों का संग्रह।

**Correct answer / सही उत्तर: A.** समझे और प्रयोग किए जाने वाले शब्दों का संग्रह। | आवाज किए बिना अर्थ समझते हुए पढ़ना।

**Explanation / व्याख्या**

शब्द भंडार / Vocabulary: समझे और प्रयोग किए जाने वाले शब्दों का संग्रह। उदाहरण: कहानी पढ़ने के बाद बच्चे नए शब्दों का वाक्यों में उपयोग करते हैं। मौन पठन / Silent reading: आवाज किए बिना अर्थ समझते हुए पढ़ना। उदाहरण: बच्चा चुपचाप अनुच्छेद पढ़कर प्रश्नों के उत्तर देता है।

**MCQ 186 • CORE PRACTICE · FORM 08**

**शब्द भंडार / Vocabulary और पोर्टफोलियो / Portfolio के उदाहरण सही क्रम में चुनें।**

A. बच्चा अपने अनुभव पर पहला अनुच्छेद लिखता है। | पहली और संशोधित रचना को दिनांक सहित रखा जाता है।

B. कहानी पढ़ने के बाद बच्चे नए शब्दों का वाक्यों में उपयोग करते हैं। | बच्चा संवाद पढ़ते समय भाव और विराम का ध्यान रखता है।

C. पहली और संशोधित रचना को दिनांक सहित रखा जाता है। | कहानी पढ़ने के बाद बच्चे नए शब्दों का वाक्यों में उपयोग करते हैं।

D. कहानी पढ़ने के बाद बच्चे नए शब्दों का वाक्यों में उपयोग करते हैं। | पहली और संशोधित रचना को दिनांक सहित रखा जाता है।

**Correct answer / सही उत्तर: D.** कहानी पढ़ने के बाद बच्चे नए शब्दों का वाक्यों में उपयोग करते हैं। | पहली और संशोधित रचना को दिनांक सहित रखा जाता है।

**Explanation / व्याख्या**

शब्द भंडार / Vocabulary: समझे और प्रयोग किए जाने वाले शब्दों का संग्रह। उदाहरण: कहानी पढ़ने के बाद बच्चे नए शब्दों का वाक्यों में उपयोग करते हैं। पोर्टफोलियो / Portfolio: समय के साथ बच्चे के काम के चुने हुए प्रमाणों का संग्रह। उदाहरण: पहली और संशोधित रचना को दिनांक सहित रखा जाता है।

MCQ 187 • CORE PRACTICE · FORM 09

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (शब्द भंडार / Vocabulary / शाब्दिक बोध / Literal comprehension)**

A. शब्द भंडार / Vocabulary → समझे और प्रयोग किए जाने वाले शब्दों का संग्रह।

B. शाब्दिक बोध / Literal comprehension → लेखन में वर्तनी, विराम और व्याकरण संबंधी त्रुटियों को सुधारना।

C. शब्द भंडार / Vocabulary → पाठ में स्पष्ट रूप से लिखी जानकारी को पहचानना।

D. संपादन / Editing → ध्यान से सुनकर अर्थ समझना और उचित प्रतिक्रिया देना।

**Correct answer / सही उत्तर: A.** शब्द भंडार / Vocabulary → समझे और प्रयोग किए जाने वाले शब्दों का संग्रह।

**Explanation / व्याख्या**

शब्द भंडार / Vocabulary: समझे और प्रयोग किए जाने वाले शब्दों का संग्रह। उदाहरण: कहानी पढ़ने के बाद बच्चे नए शब्दों का वाक्यों में उपयोग करते हैं।

MCQ 188 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (शब्द भंडार / Vocabulary / मौखिक अवलोकन / Oral observation)**

A. शब्द भंडार / Vocabulary → कहानी पढ़ने के बाद बच्चे नए शब्दों का वाक्यों में उपयोग करते हैं।

B. शब्द भंडार / Vocabulary → शिक्षक समूह चर्चा में बच्चे के योगदान को नोट करता है।

C. कहानी पुनर्कथन / Story retelling → शिक्षक अनुच्छेद का मूल्यांकन विचारों की स्पष्टता और क्रम से करता है।

D. मौखिक अवलोकन / Oral observation → बच्चा चित्रों के सहारे कहानी फिर से सुनाता है।

**Correct answer / सही उत्तर: A.** शब्द भंडार / Vocabulary → कहानी पढ़ने के बाद बच्चे नए शब्दों का वाक्यों में उपयोग करते हैं।

**Explanation / व्याख्या**

शब्द भंडार / Vocabulary: समझे और प्रयोग किए जाने वाले शब्दों का संग्रह। उदाहरण: कहानी पढ़ने के बाद बच्चे नए शब्दों का वाक्यों में उपयोग करते हैं।

MCQ 189 • CORE PRACTICE · FORM 01

**सही अवधारणा पहचानें: लिपि के अक्षरों को पहचानना और अलग करना।**

A. पोर्टफोलियो / Portfolio

B. संशोधन / Revision

C. अक्षर पहचान / Letter recognition

D. पूर्वज्ञान / Prior knowledge

**Correct answer / सही उत्तर: C.** अक्षर पहचान / Letter recognition

**Explanation / व्याख्या**

अक्षर पहचान / Letter recognition: लिपि के अक्षरों को पहचानना और अलग करना। उदाहरण: बच्चा अपने नाम में आए अक्षरों को पहचानता है।

MCQ 190 • CORE PRACTICE · FORM 02

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? बच्चा अपने नाम में आए अक्षरों को पहचानता है।**

A. संदर्भ में व्याकरण / Grammar in context

B. मौन पठन / Silent reading

C. अक्षर पहचान / Letter recognition

D. भूमिका निर्वाह / Role play

**Correct answer / सही उत्तर: C.** अक्षर पहचान / Letter recognition

**Explanation / व्याख्या**

अक्षर पहचान / Letter recognition: लिपि के अक्षरों को पहचानना और अलग करना। उदाहरण: बच्चा अपने नाम में आए अक्षरों को पहचानता है।

GyanTech Guru Ji

MCQ 191 • CORE PRACTICE · FORM 03

**अक्षर पहचान / Letter recognition का सबसे सटीक अर्थ क्या है?**

A. अपनी त्रुटि पहचानकर स्वयं सुधार करना।

B. सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार।

C. लिपि के अक्षरों को पहचानना और अलग करना।

D. शिक्षार्थी स्वयं अर्थपूर्ण लिखित अभिव्यक्ति करता है।

Correct answer / **सही उत्तर:** C. लिपि के अक्षरों को पहचानना और अलग करना।

Explanation / **व्याख्या**

अक्षर पहचान / Letter recognition: लिपि के अक्षरों को पहचानना और अलग करना। उदाहरण: बच्चा अपने नाम में आए अक्षरों को पहचानता है।

MCQ 192 • CORE PRACTICE · FORM 04

**अक्षर पहचान / Letter recognition का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. बच्चे समान तुक वाले शब्द ढूँढते हैं।

B. बच्चे अवकाश में स्वयं बाल-पत्रिका या कहानी की पुस्तक चुनते हैं।

C. बच्चा अपने नाम में आए अक्षरों को पहचानता है।

D. शिक्षक एक सप्ताह में कहानी, कविता और लेखन को एक विषय से जोड़ता है।

Correct answer / **सही उत्तर:** C. बच्चा अपने नाम में आए अक्षरों को पहचानता है।

Explanation / **व्याख्या**

अक्षर पहचान / Letter recognition: लिपि के अक्षरों को पहचानना और अलग करना। उदाहरण: बच्चा अपने नाम में आए अक्षरों को पहचानता है।

GyanTech Guru Ji

MCQ 193 • CORE PRACTICE · FORM 05

**दोनों विवरणों को सही क्रम में पहचानें। (1) लिपि के अक्षरों को पहचानना और अलग करना। (2) पढ़ी सामग्री से अर्थ निकालना और उसे समझकर प्रतिक्रिया देना।**

A. अक्षर पहचान / Letter recognition | मौखिक अवलोकन / Oral observation

B. पूर्वज्ञान / Prior knowledge | पठन बोध / Reading comprehension

C. पठन बोध / Reading comprehension | अक्षर पहचान / Letter recognition

D. अक्षर पहचान / Letter recognition | पठन बोध / Reading comprehension

**Correct answer / सही उत्तर: D.** अक्षर पहचान / Letter recognition | पठन बोध / Reading comprehension

**Explanation / व्याख्या**

अक्षर पहचान / Letter recognition: लिपि के अक्षरों को पहचानना और अलग करना। उदाहरण: बच्चा अपने नाम में आए अक्षरों को पहचानता है। पठन बोध / Reading comprehension: पढ़ी सामग्री से अर्थ निकालना और उसे समझकर प्रतिक्रिया देना। उदाहरण: बच्चा कहानी में पात्र के निर्णय का कारण बताता है।

MCQ 194 • CORE PRACTICE · FORM 06

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) बच्चा अपने नाम में आए अक्षरों को पहचानता है। (2) बच्चा कहानी का अंत बदलकर उसे अधिक समझने योग्य बनाता है।**

A. पठन-पूर्व गतिविधि / Pre-reading activity | संशोधन / Revision

B. अक्षर पहचान / Letter recognition | संशोधन / Revision

C. संशोधन / Revision | अक्षर पहचान / Letter recognition

D. अक्षर पहचान / Letter recognition | भूमिका निर्वाह / Role play

**Correct answer / सही उत्तर: B.** अक्षर पहचान / Letter recognition | संशोधन / Revision

**Explanation / व्याख्या**

अक्षर पहचान / Letter recognition: लिपि के अक्षरों को पहचानना और अलग करना। उदाहरण: बच्चा अपने नाम में आए अक्षरों को पहचानता है। संशोधन / Revision: लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना। उदाहरण: बच्चा कहानी का अंत बदलकर उसे अधिक समझने योग्य बनाता है।

MCQ 195 • CORE PRACTICE · FORM 07

**अक्षर पहचान / Letter recognition और अपसंकैत विश्लेषण / Miscue analysis के सही अर्थ क्रम से चुनें।**

A. लिपि के अक्षरों को पहचानना और अलग करना। | परिचित भाषा के सहारे नई भाषा की समझ बनाना।

B. पाठ पढ़ने से पहले पूर्वज्ञान और रुचि सक्रिय करना। | पढ़ते समय हुए बदलावों या त्रुटियों का विश्लेषण।

C. लिपि के अक्षरों को पहचानना और अलग करना। | पढ़ते समय हुए बदलावों या त्रुटियों का विश्लेषण।

D. पढ़ते समय हुए बदलावों या त्रुटियों का विश्लेषण। | लिपि के अक्षरों को पहचानना और अलग करना।

**Correct answer / सही उत्तर: C.** लिपि के अक्षरों को पहचानना और अलग करना। | पढ़ते समय हुए बदलावों या त्रुटियों का विश्लेषण।

**Explanation / व्याख्या**

अक्षर पहचान / Letter recognition: लिपि के अक्षरों को पहचानना और अलग करना। उदाहरण: बच्चा अपने नाम में आए अक्षरों को पहचानता है। अपसंकैत विश्लेषण / Miscue analysis: पढ़ते समय हुए बदलावों या त्रुटियों का विश्लेषण। उदाहरण: शिक्षक देखता है कि बच्चा लिखे शब्द की जगह समान अर्थ का शब्द पढ़ता है।

MCQ 196 • CORE PRACTICE · FORM 08

**अक्षर पहचान / Letter recognition और शाब्दिक बोध / Literal comprehension के उदाहरण सही क्रम में चुनें।**

A. बच्चा कहानी में बताए गए स्थान का नाम देता है। | बच्चा अपने नाम में आए अक्षरों को पहचानता है।

B. बच्चा अपने नाम में आए अक्षरों को पहचानता है। | शिक्षक अलग-अलग बोलियों में कही गई कहावतों पर चर्चा कराता है।

C. बच्चा अपने नाम में आए अक्षरों को पहचानता है। | बच्चा कहानी में बताए गए स्थान का नाम देता है।

D. बच्चे सुनी हुई कहानी की घटनाओं का क्रम बताते हैं। | बच्चा कहानी में बताए गए स्थान का नाम देता है।

**Correct answer / सही उत्तर: C.** बच्चा अपने नाम में आए अक्षरों को पहचानता है। | बच्चा कहानी में बताए गए स्थान का नाम देता है।

**Explanation / व्याख्या**

अक्षर पहचान / Letter recognition: लिपि के अक्षरों को पहचानना और अलग करना। उदाहरण: बच्चा अपने नाम में आए अक्षरों को पहचानता है। शाब्दिक बोध / Literal comprehension: पाठ में स्पष्ट रूप से लिखी जानकारी को पहचानना। उदाहरण: बच्चा कहानी में बताए गए स्थान का नाम देता है।

MCQ 197 • CORE PRACTICE · FORM 09

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (अक्षर पहचान / Letter recognition / भाषा सेतु / Language bridging)**

A. अक्षर पहचान / Letter recognition → लिपि के अक्षरों को पहचानना और अलग करना।

B. भाषा सेतु / Language bridging → सुनी या पढ़ी कहानी को अपने शब्दों में क्रम से कहना।

C. अक्षर पहचान / Letter recognition → परिचित भाषा के सहारे नई भाषा की समझ बनाना।

D. कहानी पुनर्कथन / Story retelling → पढ़ने के बाद पाठ के अर्थ पर चिंतन या प्रतिक्रिया करना।

**Correct answer / सही उत्तर: A.** अक्षर पहचान / Letter recognition → लिपि के अक्षरों को पहचानना और अलग करना।

**Explanation / व्याख्या**

अक्षर पहचान / Letter recognition: लिपि के अक्षरों को पहचानना और अलग करना। उदाहरण: बच्चा अपने नाम में आए अक्षरों को पहचानता है।

MCQ 198 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (अक्षर पहचान / Letter recognition / पठन कोना / Reading corner)**

A. पठन कोना / Reading corner → शिक्षक अलग-अलग बोलियों में कही गई कहावतों पर चर्चा कराता है।

B. अक्षर पहचान / Letter recognition → बच्चे अवकाश में स्वयं बाल-पत्रिका या कहानी की पुस्तक चुनते हैं।

C. भाषायी विविधता / Linguistic diversity → बच्चा पुस्तक का मुखपृष्ठ पहचानता है और पढ़ने की दिशा बताता है।

D. अक्षर पहचान / Letter recognition → बच्चा अपने नाम में आए अक्षरों को पहचानता है।

**Correct answer / सही उत्तर: D.** अक्षर पहचान / Letter recognition → बच्चा अपने नाम में आए अक्षरों को पहचानता है।

**Explanation / व्याख्या**

अक्षर पहचान / Letter recognition: लिपि के अक्षरों को पहचानना और अलग करना। उदाहरण: बच्चा अपने नाम में आए अक्षरों को पहचानता है।

MCQ 199 • CORE PRACTICE · FORM 01

**सही अवधारणा पहचानें: अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना।**

A. मौखिक प्रवाह / Oral fluency

B. मात्रा बोध / Matra awareness

C. पोर्टफोलियो / Portfolio

D. उदयीमान साक्षरता / Emergent literacy

**Correct answer / सही उत्तर: B.** मात्रा बोध / Matra awareness

**Explanation / व्याख्या**

मात्रा बोध / Matra awareness: अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना। उदाहरण: बच्चे कल और काल के उच्चारण में अंतर बताते हैं।

MCQ 200 • CORE PRACTICE · FORM 02

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? बच्चे कल और काल के उच्चारण में अंतर बताते हैं।**

A. स्व-संशोधन / Self-correction

B. आदर्श लेखन / Modelled writing

C. मात्रा बोध / Matra awareness

D. निर्देशित पठन / Guided reading

Correct answer / **सही उत्तर:** C. मात्रा बोध / Matra awareness

Explanation / **व्याख्या**

मात्रा बोध / Matra awareness: अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना। उदाहरण: बच्चे कल और काल के उच्चारण में अंतर बताते हैं।

MCQ 201 • CORE PRACTICE · FORM 03

**मात्रा बोध / Matra awareness का सबसे सटीक अर्थ क्या है?**

A. भाषा की ध्वनियों और तुकों को खेल के माध्यम से पहचानना।

B. बच्चे के घर और प्रारंभिक सामाजिक परिवेश में सीखी जाने वाली भाषा।

C. अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना।

D. ध्यान से सुनकर अर्थ समझना और उचित प्रतिक्रिया देना।

Correct answer / **सही उत्तर:** C. अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना।

Explanation / **व्याख्या**

मात्रा बोध / Matra awareness: अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना। उदाहरण: बच्चे कल और काल के उच्चारण में अंतर बताते हैं।

**MCQ 202 • CORE PRACTICE · FORM 04**

**मात्रा बोध / Matra awareness का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. शिक्षक अलग-अलग बोलियों में कही गई कहावतों पर चर्चा कराता है।

B. बालक रुकावटों को संभालते हुए अनुभव स्पष्ट रूप से सुनाता है।

C. बच्चा चित्रों के सहारे कहानी फिर से सुनाता है।

D. बच्चे कल और काल के उच्चारण में अंतर बताते हैं।

**Correct answer / सही उत्तर: D.** बच्चे कल और काल के उच्चारण में अंतर बताते हैं।

**Explanation / व्याख्या**

मात्रा बोध / Matra awareness: अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना। उदाहरण: बच्चे कल और काल के उच्चारण में अंतर बताते हैं।

**MCQ 203 • CORE PRACTICE · FORM 05**

**दोनों विवरणों को सही क्रम में पहचानें। (1) अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना। (2) अपनी त्रुटि पहचानकर स्वयं सुधार करना।**

A. मात्रा बोध / Matra awareness | अधिगम प्रतिफल / Learning outcome

B. स्व-संशोधन / Self-correction | मात्रा बोध / Matra awareness

C. कहानी सुनना / Story listening | स्व-संशोधन / Self-correction

D. मात्रा बोध / Matra awareness | स्व-संशोधन / Self-correction

**Correct answer / सही उत्तर: D.** मात्रा बोध / Matra awareness | स्व-संशोधन / Self-correction

**Explanation / व्याख्या**

मात्रा बोध / Matra awareness: अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना। उदाहरण: बच्चे कल और काल के उच्चारण में अंतर बताते हैं। स्व-संशोधन / Self-correction: अपनी त्रुटि पहचानकर स्वयं सुधार करना। उदाहरण: बच्चा दोबारा पढ़कर अपने वाक्य में छूटा शब्द जोड़ता है।

GyanTech Guru Ji

**MCQ 204 • CORE PRACTICE · FORM 06**

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) बच्चे कल और काल के उच्चारण में अंतर बताते हैं। (2) बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है।**

A. मात्रा बोध / Matra awareness | उद्देश्यपूर्ण लेखन / Purposeful writing

B. पूर्वज्ञान / Prior knowledge | बहुभाषिकता / Multilingualism

C. बहुभाषिकता / Multilingualism | मात्रा बोध / Matra awareness

D. मात्रा बोध / Matra awareness | बहुभाषिकता / Multilingualism

**Correct answer / सही उत्तर: D.** मात्रा बोध / Matra awareness | बहुभाषिकता / Multilingualism

**Explanation / व्याख्या**

मात्रा बोध / Matra awareness: अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना। उदाहरण: बच्चे कल और काल के उच्चारण में अंतर बताते हैं। बहुभाषिकता / Multilingualism: कक्षा में अनेक भाषाओं का सीखने के संसाधन के रूप में उपयोग। उदाहरण: बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है।

GyanTech Guru Ji

MCQ 205 • CORE PRACTICE · FORM 07

**मात्रा बोध / Matra awareness और भाषायी दक्षता / Language competency के सही अर्थ क्रम से चुनें।**

A. अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना। | सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार।

B. अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता। | अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना।

C. भाषा के वास्तविक प्रयोग से व्याकरण की समझ विकसित करना। | अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता।

D. अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना। | अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता।

**Correct answer / सही उत्तर: D.** अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना। | अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता।

**Explanation / व्याख्या**

मात्रा बोध / Matra awareness: अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना। उदाहरण: बच्चे कल और काल के उच्चारण में अंतर बताते हैं। भाषायी दक्षता / Language competency: अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता। उदाहरण: बालिका अपने अनुभव को सुनने वालों के लिए स्पष्ट रूप में व्यक्त करती है।

MCQ 206 • CORE PRACTICE · FORM 08

**मात्रा बोध / Matra awareness और आदर्श लेखन / Modelled writing के उदाहरण सही क्रम में चुनें।**

A. बच्चे कल और काल के उच्चारण में अंतर बताते हैं। | बच्चे अपने लिखे पत्र में क्रिया के रूपों की उपयुक्तता देखते हैं।

B. शिक्षक बोर्ड पर पत्र लिखते हुए शब्द चयन समझाता है। | बच्चे कल और काल के उच्चारण में अंतर बताते हैं।

C. बच्चा कहानी सुनकर उसके पात्र के बारे में प्रश्न का उत्तर देता है। | शिक्षक बोर्ड पर पत्र लिखते हुए शब्द चयन समझाता है।

D. बच्चे कल और काल के उच्चारण में अंतर बताते हैं। | शिक्षक बोर्ड पर पत्र लिखते हुए शब्द चयन समझाता है।

**Correct answer / सही उत्तर: D.** बच्चे कल और काल के उच्चारण में अंतर बताते हैं। | शिक्षक बोर्ड पर पत्र लिखते हुए शब्द चयन समझाता है।

**Explanation / व्याख्या**

मात्रा बोध / Matra awareness: अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना। उदाहरण: बच्चे कल और काल के उच्चारण में अंतर बताते हैं। आदर्श लेखन / Modelled writing: शिक्षक सोचते हुए लेखन प्रक्रिया का उदाहरण प्रस्तुत करता है। उदाहरण: शिक्षक बोर्ड पर पत्र लिखते हुए शब्द चयन समझाता है।

MCQ 207 • CORE PRACTICE · FORM 09

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (मात्रा बोध / Matra awareness / पोर्टफोलियो / Portfolio)**

A. मात्रा बोध / Matra awareness → अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना।

B. पोर्टफोलियो / Portfolio → समूह में भाषा और बोलियों की विविधता को स्वीकार करना।

C. भाषायी विविधता / Linguistic diversity → लेखन के विचार, संगठन और भाषा के स्तरों का मानदंड आधारित वर्णन।

D. मात्रा बोध / Matra awareness → समय के साथ बच्चे के काम के चुने हुए प्रमाणों का संग्रह।

**Correct answer / सही उत्तर: A.** मात्रा बोध / Matra awareness → अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना।

**Explanation / व्याख्या**

मात्रा बोध / Matra awareness: अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना। उदाहरण: बच्चे कल और काल के उच्चारण में अंतर बताते हैं।

MCQ 208 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (मात्रा बोध / Matra awareness / पठन कोना / Reading corner)**

A. मात्रा बोध / Matra awareness → बच्चे कल और काल के उच्चारण में अंतर बताते हैं।

B. मात्रा बोध / Matra awareness → बच्चे अवकाश में स्वयं बाल-पत्रिका या कहानी की पुस्तक चुनते हैं।

C. पठन कोना / Reading corner → बच्चा अंतिम प्रति से पहले गलत मात्राएँ ठीक करता है।

D. संपादन / Editing → शिक्षक अनुच्छेद का मूल्यांकन विचारों की स्पष्टता और क्रम से करता है।

**Correct answer / सही उत्तर: A.** मात्रा बोध / Matra awareness → बच्चे कल और काल के उच्चारण में अंतर बताते हैं।

**Explanation / व्याख्या**

मात्रा बोध / Matra awareness: अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना। उदाहरण: बच्चे कल और काल के उच्चारण में अंतर बताते हैं।

**MCQ 209 • CORE PRACTICE · FORM 01**

**सही अवधारणा पहचानें: वाक्य या पाठ के आसपास की जानकारी से शब्द का अर्थ समझना।**

A. सक्रिय श्रवण / Active listening

B. संदर्भ संकेत / Context clues

C. चार ब्लॉक मॉडल / Four-block model

D. बहुभाषिकता / Multilingualism

**Correct answer / सही उत्तर: B.** संदर्भ संकेत / Context clues

**Explanation / व्याख्या**

संदर्भ संकेत / Context clues: वाक्य या पाठ के आसपास की जानकारी से शब्द का अर्थ समझना। उदाहरण: बच्चा कहानी की घटना से अनजान शब्द का अर्थ अनुमानित करता है।

**MCQ 210 • CORE PRACTICE · FORM 02**

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? बच्चा कहानी की घटना से अनजान शब्द का अर्थ अनुमानित करता है।**

A. प्रारूप लेखन / Drafting

B. कहानी पुनर्कथन / Story retelling

C. संदर्भ संकेत / Context clues

D. चित्र वर्णन / Picture description

**Correct answer / सही उत्तर: C.** संदर्भ संकेत / Context clues

**Explanation / व्याख्या**

संदर्भ संकेत / Context clues: वाक्य या पाठ के आसपास की जानकारी से शब्द का अर्थ समझना। उदाहरण: बच्चा कहानी की घटना से अनजान शब्द का अर्थ अनुमानित करता है।

GyanTech Guru Ji

MCQ 211 • CORE PRACTICE · FORM 03

**संदर्भ संकेत / Context clues का सबसे सटीक अर्थ क्या है?**

A. वाक्य या पाठ के आसपास की जानकारी से शब्द का अर्थ समझना।

B. समय के साथ बच्चे के काम के चुने हुए प्रमाणों का संग्रह।

C. लिखित भाषा की दिशा, प्रयोजन और पुस्तक की बनावट को समझना।

D. समूह में भाषा और बोलियों की विविधता को स्वीकार करना।

Correct answer / **सही उत्तर:** A. वाक्य या पाठ के आसपास की जानकारी से शब्द का अर्थ समझना।

Explanation / **व्याख्या**

संदर्भ संकेत / Context clues: वाक्य या पाठ के आसपास की जानकारी से शब्द का अर्थ समझना। उदाहरण: बच्चा कहानी की घटना से अनजान शब्द का अर्थ अनुमानित करता है।

MCQ 212 • CORE PRACTICE · FORM 04

**संदर्भ संकेत / Context clues का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. शिक्षक बोर्ड पर पत्र लिखते हुए शब्द चयन समझाता है।

B. जोड़ी में बच्चे एक-दूसरे की बात पूरी होने तक प्रतीक्षा करते हैं।

C. यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है।

D. बच्चा कहानी की घटना से अनजान शब्द का अर्थ अनुमानित करता है।

Correct answer / **सही उत्तर:** D. बच्चा कहानी की घटना से अनजान शब्द का अर्थ अनुमानित करता है।

Explanation / **व्याख्या**

संदर्भ संकेत / Context clues: वाक्य या पाठ के आसपास की जानकारी से शब्द का अर्थ समझना। उदाहरण: बच्चा कहानी की घटना से अनजान शब्द का अर्थ अनुमानित करता है।

**MCQ 213 • CORE PRACTICE · FORM 05**

**दोनों विवरणों को सही क्रम में पहचानें। (1) वाक्य या पाठ के आसपास की जानकारी से शब्द का अर्थ समझना। (2) शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है।**

A. संदर्भ संकेत / Context clues | कहानी पुनर्कथन / Story retelling

B. संदर्भ संकेत / Context clues | निर्देशित पठन / Guided reading

C. निर्देशित पठन / Guided reading | संदर्भ संकेत / Context clues

D. मौखिक अवलोकन / Oral observation | निर्देशित पठन / Guided reading

**Correct answer / सही उत्तर: B.** संदर्भ संकेत / Context clues | निर्देशित पठन / Guided reading

**Explanation / व्याख्या**

संदर्भ संकेत / Context clues: वाक्य या पाठ के आसपास की जानकारी से शब्द का अर्थ समझना। उदाहरण: बच्चा कहानी की घटना से अनजान शब्द का अर्थ अनुमानित करता है। निर्देशित पठन / Guided reading: शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है। उदाहरण: समान पठन स्तर वाले समूह को शिक्षक संकेत देता है।

**MCQ 214 • CORE PRACTICE · FORM 06**

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) बच्चा कहानी की घटना से अनजान शब्द का अर्थ अनुमानित करता है। (2) बच्चा प्रश्नवाचक वाक्य के अंत में प्रश्नचिह्न लगाता है।**

A. संदर्भ संकेत / Context clues | सक्रिय श्रवण / Active listening

B. संदर्भ संकेत / Context clues | विराम-चिह्न / Punctuation

C. विराम-चिह्न / Punctuation | संदर्भ संकेत / Context clues

D. आदर्श लेखन / Modelled writing | विराम-चिह्न / Punctuation

**Correct answer / सही उत्तर: B.** संदर्भ संकेत / Context clues | विराम-चिह्न / Punctuation

**Explanation / व्याख्या**

संदर्भ संकेत / Context clues: वाक्य या पाठ के आसपास की जानकारी से शब्द का अर्थ समझना। उदाहरण: बच्चा कहानी की घटना से अनजान शब्द का अर्थ अनुमानित करता है। विराम-चिह्न / Punctuation: लिखित अभिव्यक्ति में ठहराव और अर्थ स्पष्ट करने वाले चिह्न। उदाहरण: बच्चा प्रश्नवाचक वाक्य के अंत में प्रश्नचिह्न लगाता है।

MCQ 215 • CORE PRACTICE · FORM 07

**संदर्भ संकेत / Context clues और बारी-बारी बोलना / Turn-taking के सही अर्थ क्रम से चुनें।**

A. वाक्य या पाठ के आसपास की जानकारी से शब्द का अर्थ समझना। | संवाद में अपनी और दूसरों की बोलने की बारी का ध्यान रखना।

B. संवाद में अपनी और दूसरों की बोलने की बारी का ध्यान रखना। | वाक्य या पाठ के आसपास की जानकारी से शब्द का अर्थ समझना।

C. वाक्य या पाठ के आसपास की जानकारी से शब्द का अर्थ समझना। | आवाज किए बिना अर्थ समझते हुए पढ़ना।

D. पढ़ी सामग्री से अर्थ निकालना और उसे समझकर प्रतिक्रिया देना। | संवाद में अपनी और दूसरों की बोलने की बारी का ध्यान रखना।

**Correct answer / सही उत्तर: A.** वाक्य या पाठ के आसपास की जानकारी से शब्द का अर्थ समझना। | संवाद में अपनी और दूसरों की बोलने की बारी का ध्यान रखना।

**Explanation / व्याख्या**

संदर्भ संकेत / Context clues: वाक्य या पाठ के आसपास की जानकारी से शब्द का अर्थ समझना। उदाहरण: बच्चा कहानी की घटना से अनजान शब्द का अर्थ अनुमानित करता है। बारी-बारी बोलना / Turn-taking: संवाद में अपनी और दूसरों की बोलने की बारी का ध्यान रखना। उदाहरण: जोड़ी में बच्चे एक-दूसरे की बात पूरी होने तक प्रतीक्षा करते हैं।

**MCQ 216 • CORE PRACTICE · FORM 08**

**संदर्भ संकेत / Context clues और साझा पठन / Shared reading के उदाहरण सही क्रम में चुनें।**

A. बच्चा कहानी की घटना से अनजान शब्द का अर्थ अनुमानित करता है। | बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है।

B. बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है। | बच्चा कहानी की घटना से अनजान शब्द का अर्थ अनुमानित करता है।

C. शिक्षक अनुच्छेद का मूल्यांकन विचारों की स्पष्टता और क्रम से करता है। | बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है।

D. बच्चा कहानी की घटना से अनजान शब्द का अर्थ अनुमानित करता है। | बच्चा चित्र देखकर कहानी बनाता है और लिखने जैसी आकृतियाँ बनाता है।

**Correct answer / सही उत्तर: A.** बच्चा कहानी की घटना से अनजान शब्द का अर्थ अनुमानित करता है। | बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है।

**Explanation / व्याख्या**

संदर्भ संकेत / Context clues: वाक्य या पाठ के आसपास की जानकारी से शब्द का अर्थ समझना। उदाहरण: बच्चा कहानी की घटना से अनजान शब्द का अर्थ अनुमानित करता है। साझा पठन / Shared reading: शिक्षक और बच्चे एक ही पाठ को मिलकर पढ़ते हैं। उदाहरण: बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है।

MCQ 217 • CORE PRACTICE · FORM 09

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (संदर्भ संकेत / Context clues / पूर्वज्ञान / Prior knowledge)**

A. पूर्वज्ञान / Prior knowledge → उचित गति, सटीकता और अभिव्यक्ति के साथ पढ़ना।

B. संदर्भ संकेत / Context clues → नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी।

C. पठन प्रवाह / Reading fluency → लेखन के विचार, संगठन और भाषा के स्तरों का मानदंड आधारित वर्णन।

D. संदर्भ संकेत / Context clues → वाक्य या पाठ के आसपास की जानकारी से शब्द का अर्थ समझना।

**Correct answer / सही उत्तर: D.** संदर्भ संकेत / Context clues → वाक्य या पाठ के आसपास की जानकारी से शब्द का अर्थ समझना।

**Explanation / व्याख्या**

संदर्भ संकेत / Context clues: वाक्य या पाठ के आसपास की जानकारी से शब्द का अर्थ समझना। उदाहरण: बच्चा कहानी की घटना से अनजान शब्द का अर्थ अनुमानित करता है।

MCQ 218 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (संदर्भ संकेत / Context clues / मौन पठन / Silent reading)**

A. कहानी पुनर्कथन / Story retelling → बालिका अपने अनुभव पर बिना निर्देशित वाक्यों के डायरी लिखती है।

B. संदर्भ संकेत / Context clues → बच्चा चुपचाप अनुच्छेद पढ़कर प्रश्नों के उत्तर देता है।

C. संदर्भ संकेत / Context clues → बच्चा कहानी की घटना से अनजान शब्द का अर्थ अनुमानित करता है।

D. मौन पठन / Silent reading → बच्चा चित्रों के सहारे कहानी फिर से सुनाता है।

**Correct answer / सही उत्तर: C.** संदर्भ संकेत / Context clues → बच्चा कहानी की घटना से अनजान शब्द का अर्थ अनुमानित करता है।

**Explanation / व्याख्या**

संदर्भ संकेत / Context clues: वाक्य या पाठ के आसपास की जानकारी से शब्द का अर्थ समझना। उदाहरण: बच्चा कहानी की घटना से अनजान शब्द का अर्थ अनुमानित करता है।

## Short-answer revision

Recall the idea before reading the model answer.

**REVISION 04.01**

**ध्वन्यात्मक जागरूकता / Phonological awareness को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** बोली गई भाषा की ध्वनि संरचना के प्रति जागरूकता। बच्चा समान तुक वाले शब्दों को पहचानता है।

**REVISION 04.02**

**ध्वनि-आकृति संबंध / Sound-symbol association को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना। बच्चा क की ध्वनि को लिखित अक्षर क से मिलाता है।

**REVISION 04.03**

**शब्द भंडार / Vocabulary को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** समझे और प्रयोग किए जाने वाले शब्दों का संग्रह। कहानी पढ़ने के बाद बच्चे नए शब्दों का वाक्यों में उपयोग करते हैं।

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**REVISION 04.04**

**अक्षर पहचान / Letter recognition को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** लिपि के अक्षरों को पहचानना और अलग करना। बच्चा अपने नाम में आए अक्षरों को पहचानता है।

**REVISION 04.05**

**मात्रा बोध / Matra awareness को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना। बच्चे कल और काल के उच्चारण में अंतर बताते हैं।

**REVISION 04.06**

**संदर्भ संकेत / Context clues को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** वाक्य या पाठ के आसपास की जानकारी से शब्द का अर्थ समझना। बच्चा कहानी की घटना से अनजान शब्द का अर्थ अनुमानित करता है।

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CHAPTER 05 • 82 MCQs • 8 REVISION PROMPTS

# पढ़ना एवं संसाधन

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### साझा पठन / Shared reading

शिक्षक और बच्चे एक ही पाठ को मिलकर पढ़ते हैं।

**उदाहरण:** बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है।

### निर्देशित पठन / Guided reading

शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है।

**उदाहरण:** समान पठन स्तर वाले समूह को शिक्षक संकेत देता है।

### मौन पठन / Silent reading

आवाज किए बिना अर्थ समझते हुए पढ़ना।

**उदाहरण:** बच्चा चुपचाप अनुच्छेद पढ़कर प्रश्नों के उत्तर देता है।

### पठन-पूर्व गतिविधि / Pre-reading activity

पाठ पढ़ने से पहले पूर्वज्ञान और रुचि सक्रिय करना।

**उदाहरण:** शीर्षक देखकर बच्चे कहानी के विषय का अनुमान लगाते हैं।

### पठन कोना / Reading corner

कक्षा में सुलभ विविध पठन सामग्री के लिए निर्धारित स्थान।

**उदाहरण:** बच्चे अवकाश में स्वयं बाल-पत्रिका या कहानी की पुस्तक चुनते हैं।

**पठन बोध / Reading comprehension**

पढ़ी सामग्री से अर्थ निकालना और उसे समझकर प्रतिक्रिया देना।

**उदाहरण:** बच्चा कहानी में पात्र के निर्णय का कारण बताता है।

**पठन प्रवाह / Reading fluency**

उचित गति, सटीकता और अभिव्यक्ति के साथ पढ़ना।

**उदाहरण:** बच्चा संवाद पढ़ते समय भाव और विराम का ध्यान रखता है।

**पठन-पश्चात गतिविधि / Post-reading activity**

पढ़ने के बाद पाठ के अर्थ पर चिंतन या प्रतिक्रिया करना।

**उदाहरण:** बच्चे कहानी का वैकल्पिक अंत बताते हैं।

## New classroom-based questions

Apply concepts to realistic teaching decisions.

**MCQ 219 • NEW CLASSROOM APPLICATION**

**कहानी पढ़ने के बाद अनुमान आधारित प्रश्न कौन-सा है?**

A. पहली पंक्ति की नकल करो

B. शीर्षक में कितने अक्षर हैं?

C. पुस्तक का रंग क्या है?

D. पात्र ने घर लौटने का निर्णय क्यों लिया होगा?

Correct answer / **सही उत्तर:** D. पात्र ने घर लौटने का निर्णय क्यों लिया होगा?

Explanation / **व्याख्या**

अनुमान पाठ के संकेतों और पूर्व ज्ञान को जोड़ता है।

GyanTech Guru Ji

MCQ 220 • NEW CLASSROOM APPLICATION

**कक्षा पुस्तकालय में किस तरह की सामग्री रखनी चाहिए?**

A. अलग रुचि और पठन स्तरों की विविध सुलभ पुस्तकें

B. सिर्फ परीक्षा की उत्तर कुंजी

C. ऐसी पुस्तकें जिन्हें छूना मना हो

D. केवल एक कठिन पुस्तक

Correct answer / **सही उत्तर: A.** अलग रुचि और पठन स्तरों की विविध सुलभ पुस्तकें

Explanation / **व्याख्या**

विविध पुस्तकें स्वतंत्र पठन और रुचि को बढ़ावा देती हैं।

## Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 221 • CORE PRACTICE · FORM 01

**सही अवधारणा पहचानें: शिक्षक और बच्चे एक ही पाठ को मिलकर पढ़ते हैं।**

A. अनुमानात्मक बोध / Inferential comprehension

B. संपादन / Editing

C. साझा पठन / Shared reading

D. स्व-संशोधन / Self-correction

Correct answer / **सही उत्तर: C.** साझा पठन / Shared reading

Explanation / **व्याख्या**

साझा पठन / Shared reading: शिक्षक और बच्चे एक ही पाठ को मिलकर पढ़ते हैं। उदाहरण: बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है।

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MCQ 222 • CORE PRACTICE · FORM 02

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है।**

A. मात्रा बोध / Matra awareness

B. चार ब्लॉक मॉडल / Four-block model

C. साझा पठन / Shared reading

D. मौखिक आकलन रूब्रिक / Oral assessment rubric

Correct answer / **सही उत्तर:** C. साझा पठन / Shared reading

Explanation / **व्याख्या**

साझा पठन / Shared reading: शिक्षक और बच्चे एक ही पाठ को मिलकर पढ़ते हैं। उदाहरण: बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है।

MCQ 223 • CORE PRACTICE · FORM 03

**साझा पठन / Shared reading का सबसे सटीक अर्थ क्या है?**

A. कई संबंधित पाठों को लक्ष्यों के अनुसार व्यवस्थित करने की योजना।

B. स्वाभाविक संवाद में भाषा प्रयोग के प्रमाण देखना और दर्ज करना।

C. विचारों को पहली लिखित रूपरेखा में व्यक्त करना।

D. शिक्षक और बच्चे एक ही पाठ को मिलकर पढ़ते हैं।

Correct answer / **सही उत्तर:** D. शिक्षक और बच्चे एक ही पाठ को मिलकर पढ़ते हैं।

Explanation / **व्याख्या**

साझा पठन / Shared reading: शिक्षक और बच्चे एक ही पाठ को मिलकर पढ़ते हैं। उदाहरण: बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है।

MCQ 224 • CORE PRACTICE · FORM 04

**साझा पठन / Shared reading का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. बच्चा दोबारा पढ़कर अपने वाक्य में छूटा शब्द जोड़ता है।

B. बच्चे पुस्तकालय के लिए सूचना पत्र लिखते हैं।

C. बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है।

D. बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है।

**Correct answer / सही उत्तर: C.** बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है।

**Explanation / व्याख्या**

साझा पठन / Shared reading: शिक्षक और बच्चे एक ही पाठ को मिलकर पढ़ते हैं। उदाहरण: बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है।

MCQ 225 • CORE PRACTICE · FORM 05

**दोनों विवरणों को सही क्रम में पहचानें। (1) शिक्षक और बच्चे एक ही पाठ को मिलकर पढ़ते हैं। (2) अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता।**

A. साझा पठन / Shared reading | मौखिक प्रवाह / Oral fluency

B. भाषायी दक्षता / Language competency | साझा पठन / Shared reading

C. शाब्दिक बोध / Literal comprehension | भाषायी दक्षता / Language competency

D. साझा पठन / Shared reading | भाषायी दक्षता / Language competency

**Correct answer / सही उत्तर: D.** साझा पठन / Shared reading | भाषायी दक्षता / Language competency

**Explanation / व्याख्या**

साझा पठन / Shared reading: शिक्षक और बच्चे एक ही पाठ को मिलकर पढ़ते हैं। उदाहरण: बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है। भाषायी दक्षता / Language competency: अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता। उदाहरण: बालिका अपने अनुभव को सुनने वालों के लिए स्पष्ट रूप में व्यक्त करती है।

**MCQ 226 • CORE PRACTICE · FORM 06**

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है। (2) कक्षा कहानी के वाक्य सुझाती है और शिक्षक उन्हें लिखता है।**

A. मौखिक आकलन रूब्रिक / Oral assessment rubric | साझा लेखन / Shared writing

B. साझा पठन / Shared reading | साझा लेखन / Shared writing

C. साझा लेखन / Shared writing | साझा पठन / Shared reading

D. साझा पठन / Shared reading | अपसंकैत विश्लेषण / Miscue analysis

**Correct answer / सही उत्तर: B.** साझा पठन / Shared reading | साझा लेखन / Shared writing

**Explanation / व्याख्या**

साझा पठन / Shared reading: शिक्षक और बच्चे एक ही पाठ को मिलकर पढ़ते हैं। उदाहरण: बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है। साझा लेखन / Shared writing: शिक्षक और बच्चे मिलकर पाठ की रचना करते हैं। उदाहरण: कक्षा कहानी के वाक्य सुझाती है और शिक्षक उन्हें लिखता है।

GyanTech Guru Ji

**MCQ 227 • CORE PRACTICE · FORM 07**

**साझा पठन / Shared reading और उदयीमान साक्षरता / Emergent literacy के सही अर्थ क्रम से चुनें।**

A. शिक्षक और बच्चे एक ही पाठ को मिलकर पढ़ते हैं। | विचारों को पहली लिखित रूपरेखा में व्यक्त करना।

B. औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ। | शिक्षक और बच्चे एक ही पाठ को मिलकर पढ़ते हैं।

C. सुनी या पढ़ी कहानी को अपने शब्दों में क्रम से कहना। | औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ।

D. शिक्षक और बच्चे एक ही पाठ को मिलकर पढ़ते हैं। | औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ।

**Correct answer / सही उत्तर: D.** शिक्षक और बच्चे एक ही पाठ को मिलकर पढ़ते हैं। | औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ।

**Explanation / व्याख्या**

साझा पठन / Shared reading: शिक्षक और बच्चे एक ही पाठ को मिलकर पढ़ते हैं। उदाहरण: बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है। उदयीमान साक्षरता / Emergent literacy: औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ। उदाहरण: बच्चा चित्र देखकर कहानी बनाता है और लिखने जैसी आकृतियाँ बनाता है।

MCQ 228 • CORE PRACTICE · FORM 08

**साझा पठन / Shared reading और ध्वन्यात्मक जागरूकता / Phonological awareness के उदाहरण सही क्रम में चुनें।**

A. बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है। | बच्चा समान तुक वाले शब्दों को पहचानता है।

B. बच्चा समान तुक वाले शब्दों को पहचानता है। | बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है।

C. बच्चा चित्र देखकर कहानी बनाता है और लिखने जैसी आकृतियाँ बनाता है। | बच्चा समान तुक वाले शब्दों को पहचानता है।

D. बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है। | कक्षा कहानी के वाक्य सुझाती है और शिक्षक उन्हें लिखता है।

**Correct answer / सही उत्तर: A.** बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है। | बच्चा समान तुक वाले शब्दों को पहचानता है।

**Explanation / व्याख्या**

साझा पठन / Shared reading: शिक्षक और बच्चे एक ही पाठ को मिलकर पढ़ते हैं। उदाहरण: बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है। ध्वन्यात्मक जागरूकता / Phonological awareness: बोली गई भाषा की ध्वनि संरचना के प्रति जागरूकता। उदाहरण: बच्चा समान तुक वाले शब्दों को पहचानता है।

MCQ 229 • CORE PRACTICE · FORM 09

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (साझा पठन / Shared reading / संशोधन / Revision)**

A. संशोधन / Revision → सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार।

B. अधिगम प्रतिफल / Learning outcome → अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना।

C. साझा पठन / Shared reading → लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना।

D. साझा पठन / Shared reading → शिक्षक और बच्चे एक ही पाठ को मिलकर पढ़ते हैं।

**Correct answer / सही उत्तर: D.** साझा पठन / Shared reading → शिक्षक और बच्चे एक ही पाठ को मिलकर पढ़ते हैं।

**Explanation / व्याख्या**

साझा पठन / Shared reading: शिक्षक और बच्चे एक ही पाठ को मिलकर पढ़ते हैं। उदाहरण: बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है।

MCQ 230 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (साझा पठन / Shared reading / अधिगम प्रतिफल / Learning outcome)**

A. साझा पठन / Shared reading → बच्चा कहानी की तीन घटनाएँ सही क्रम में बताता है।

B. अधिगम प्रतिफल / Learning outcome → एक बालक परिवार के साथ भोजपुरी में सहज संवाद करता है।

C. मातृभाषा / Home language → बच्चा अंतिम प्रति से पहले गलत मात्राएँ ठीक करता है।

D. साझा पठन / Shared reading → बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है।

**Correct answer / सही उत्तर: D.** साझा पठन / Shared reading → बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है।

**Explanation / व्याख्या**

साझा पठन / Shared reading: शिक्षक और बच्चे एक ही पाठ को मिलकर पढ़ते हैं। उदाहरण: बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है।

MCQ 231 • CORE PRACTICE · FORM 01

**सही अवधारणा पहचानें: शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है।**

A. संशोधन / Revision

B. कहानी पुनर्कथन / Story retelling

C. निर्देशित पठन / Guided reading

D. अनुमानात्मक बोध / Inferential comprehension

**Correct answer / सही उत्तर: C.** निर्देशित पठन / Guided reading

**Explanation / व्याख्या**

निर्देशित पठन / Guided reading: शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है। उदाहरण: समान पठन स्तर वाले समूह को शिक्षक संकेत देता है।

MCQ 232 • CORE PRACTICE · FORM 02

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? समान पठन स्तर वाले समूह को शिक्षक संकेत देता है।**

A. उदयीमान साक्षरता / Emergent literacy

B. भूमिका निर्वाह / Role play

C. निर्देशित पठन / Guided reading

D. संशोधन / Revision

Correct answer / **सही उत्तर:** C. निर्देशित पठन / Guided reading

Explanation / **व्याख्या**

निर्देशित पठन / Guided reading: शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है। उदाहरण: समान पठन स्तर वाले समूह को शिक्षक संकेत देता है।

MCQ 233 • CORE PRACTICE · FORM 03

**निर्देशित पठन / Guided reading का सबसे सटीक अर्थ क्या है?**

A. शिक्षार्थी स्वयं अर्थपूर्ण लिखित अभिव्यक्ति करता है।

B. सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार।

C. पढ़ते समय हुए बदलावों या त्रुटियों का विश्लेषण।

D. शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है।

Correct answer / **सही उत्तर:** D. शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है।

Explanation / **व्याख्या**

निर्देशित पठन / Guided reading: शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है। उदाहरण: समान पठन स्तर वाले समूह को शिक्षक संकेत देता है।

GyanTech Guru Ji

MCQ 234 • CORE PRACTICE · FORM 04

**निर्देशित पठन / Guided reading का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. बच्चा समान तुक वाले शब्दों को पहचानता है।

B. समान पठन स्तर वाले समूह को शिक्षक संकेत देता है।

C. बच्चा अपने अनुभव पर पहला अनुच्छेद लिखता है।

D. बच्चा पात्र की कही बात से उसके मनोभाव का अनुमान लगाता है।

**Correct answer / सही उत्तर: B.** समान पठन स्तर वाले समूह को शिक्षक संकेत देता है।

**Explanation / व्याख्या**

निर्देशित पठन / Guided reading: शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है। उदाहरण: समान पठन स्तर वाले समूह को शिक्षक संकेत देता है।

MCQ 235 • CORE PRACTICE · FORM 05

**दोनों विवरणों को सही क्रम में पहचानें। (1) शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है। (2) सुनी या पढ़ी कहानी को अपने शब्दों में क्रम से कहना।**

A. कहानी पुनर्कथन / Story retelling | निर्देशित पठन / Guided reading

B. निर्देशित पठन / Guided reading | कहानी पुनर्कथन / Story retelling

C. निर्देशित पठन / Guided reading | स्वतंत्र लेखन / Independent writing

D. आदर्श लेखन / Modelled writing | कहानी पुनर्कथन / Story retelling

**Correct answer / सही उत्तर: B.** निर्देशित पठन / Guided reading | कहानी पुनर्कथन / Story retelling

**Explanation / व्याख्या**

निर्देशित पठन / Guided reading: शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है। उदाहरण: समान पठन स्तर वाले समूह को शिक्षक संकेत देता है। कहानी पुनर्कथन / Story retelling: सुनी या पढ़ी कहानी को अपने शब्दों में क्रम से कहना। उदाहरण: बच्चा चित्रों के सहारे कहानी फिर से सुनाता है।

MCQ 236 • CORE PRACTICE · FORM 06

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) समान पठन स्तर वाले समूह को शिक्षक संकेत देता है। (2) बालिका अपने अनुभव पर बिना निर्देशित वाक्यों के डायरी लिखती है।**

A. निर्देशित पठन / Guided reading | लेखन रूब्रिक / Writing rubric

B. इकाई योजना / Unit plan | स्वतंत्र लेखन / Independent writing

C. निर्देशित पठन / Guided reading | स्वतंत्र लेखन / Independent writing

D. स्वतंत्र लेखन / Independent writing | निर्देशित पठन / Guided reading

**Correct answer / सही उत्तर: C.** निर्देशित पठन / Guided reading | स्वतंत्र लेखन / Independent writing

**Explanation / व्याख्या**

निर्देशित पठन / Guided reading: शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है। उदाहरण: समान पठन स्तर वाले समूह को शिक्षक संकेत देता है। स्वतंत्र लेखन / Independent writing: शिक्षार्थी स्वयं अर्थपूर्ण लिखित अभिव्यक्ति करता है। उदाहरण: बालिका अपने अनुभव पर बिना निर्देशित वाक्यों के डायरी लिखती है।

MCQ 237 • CORE PRACTICE · FORM 07

**निर्देशित पठन / Guided reading और संशोधन / Revision के सही अर्थ क्रम से चुनें।**

A. अपनी त्रुटि पहचानकर स्वयं सुधार करना। | लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना।

B. शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है। | लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना।

C. लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना। | शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है।

D. शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है। | वाक्य या पाठ के आसपास की जानकारी से शब्द का अर्थ समझना।

**Correct answer / सही उत्तर: B.** शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है। | लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना।

**Explanation / व्याख्या**

निर्देशित पठन / Guided reading: शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है। उदाहरण: समान पठन स्तर वाले समूह को शिक्षक संकेत देता है। संशोधन / Revision: लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना। उदाहरण: बच्चा कहानी का अंत बदलकर उसे अधिक समझने योग्य बनाता है।

MCQ 238 • CORE PRACTICE · FORM 08

**निर्देशित पठन / Guided reading और चित्र वर्णन / Picture description के उदाहरण सही क्रम में चुनें।**

A. बच्चा कहानी का अंत बदलकर उसे अधिक समझने योग्य बनाता है। | बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं।

B. समान पठन स्तर वाले समूह को शिक्षक संकेत देता है। | बच्चे सुनी हुई कहानी की घटनाओं का क्रम बताते हैं।

C. समान पठन स्तर वाले समूह को शिक्षक संकेत देता है। | बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं।

D. बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं। | समान पठन स्तर वाले समूह को शिक्षक संकेत देता है।

**Correct answer / सही उत्तर: C.** समान पठन स्तर वाले समूह को शिक्षक संकेत देता है। | बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं।

**Explanation / व्याख्या**

निर्देशित पठन / Guided reading: शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है। उदाहरण: समान पठन स्तर वाले समूह को शिक्षक संकेत देता है। चित्र वर्णन / Picture description: चित्र के आधार पर मौखिक अभिव्यक्ति का अभ्यास। उदाहरण: बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं।

**MCQ 239 • CORE PRACTICE · FORM 09**

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (निर्देशित पठन / Guided reading / संदर्भ में व्याकरण / Grammar in context)**

A. उदयीमान साक्षरता / Emergent literacy → अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना।

B. निर्देशित पठन / Guided reading → शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है।

C. संदर्भ में व्याकरण / Grammar in context → औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ।

D. निर्देशित पठन / Guided reading → भाषा के वास्तविक प्रयोग से व्याकरण की समझ विकसित करना।

**Correct answer / सही उत्तर: B.** निर्देशित पठन / Guided reading → शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है।

**Explanation / व्याख्या**

निर्देशित पठन / Guided reading: शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है। उदाहरण: समान पठन स्तर वाले समूह को शिक्षक संकेत देता है।

GyanTech Guru Ji

MCQ 240 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (निर्देशित पठन / Guided reading / आदर्श लेखन / Modelled writing)**

A. निर्देशित पठन / Guided reading → शिक्षक बोर्ड पर पत्र लिखते हुए शब्द चयन समझाता है।

B. मौखिक आकलन रूब्रिक / Oral assessment rubric → यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है।

C. निर्देशित पठन / Guided reading → समान पठन स्तर वाले समूह को शिक्षक संकेत देता है।

D. आदर्श लेखन / Modelled writing → शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है।

**Correct answer / सही उत्तर: C.** निर्देशित पठन / Guided reading → समान पठन स्तर वाले समूह को शिक्षक संकेत देता है।

**Explanation / व्याख्या**

निर्देशित पठन / Guided reading: शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है। उदाहरण: समान पठन स्तर वाले समूह को शिक्षक संकेत देता है।

MCQ 241 • CORE PRACTICE · FORM 01

**सही अवधारणा पहचानें: आवाज किए बिना अर्थ समझते हुए पढ़ना।**

A. संशोधन / Revision

B. लेखन रूब्रिक / Writing rubric

C. चित्र वर्णन / Picture description

D. मौन पठन / Silent reading

**Correct answer / सही उत्तर: D.** मौन पठन / Silent reading

**Explanation / व्याख्या**

मौन पठन / Silent reading: आवाज किए बिना अर्थ समझते हुए पढ़ना। उदाहरण: बच्चा चुपचाप अनुच्छेद पढ़कर प्रश्नों के उत्तर देता है।

MCQ 242 • CORE PRACTICE · FORM 02

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? बच्चा चुपचाप अनुच्छेद पढ़कर प्रश्नों के उत्तर देता है।**

A. बहुभाषिकता / Multilingualism

B. मौखिक अवलोकन / Oral observation

C. मौन पठन / Silent reading

D. भूमिका निर्वाह / Role play

Correct answer / **सही उत्तर: C.** मौन पठन / Silent reading

Explanation / **व्याख्या**

मौन पठन / Silent reading: आवाज किए बिना अर्थ समझते हुए पढ़ना। उदाहरण: बच्चा चुपचाप अनुच्छेद पढ़कर प्रश्नों के उत्तर देता है।

MCQ 243 • CORE PRACTICE · FORM 03

**मौन पठन / Silent reading का सबसे सटीक अर्थ क्या है?**

A. परिचित भाषा के सहारे नई भाषा की समझ बनाना।

B. मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल।

C. आवाज किए बिना अर्थ समझते हुए पढ़ना।

D. लिखित भाषा की दिशा, प्रयोजन और पुस्तक की बनावट को समझना।

Correct answer / **सही उत्तर: C.** आवाज किए बिना अर्थ समझते हुए पढ़ना।

Explanation / **व्याख्या**

मौन पठन / Silent reading: आवाज किए बिना अर्थ समझते हुए पढ़ना। उदाहरण: बच्चा चुपचाप अनुच्छेद पढ़कर प्रश्नों के उत्तर देता है।

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MCQ 244 • CORE PRACTICE · FORM 04

**मौन पठन / Silent reading का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. बच्चा चुपचाप अनुच्छेद पढ़कर प्रश्नों के उत्तर देता है।

B. बच्चा समान तुक वाले शब्दों को पहचानता है।

C. एक बालक परिवार के साथ भोजपुरी में सहज संवाद करता है।

D. बच्चा कहानी में बताए गए स्थान का नाम देता है।

**Correct answer / सही उत्तर: A.** बच्चा चुपचाप अनुच्छेद पढ़कर प्रश्नों के उत्तर देता है।

**Explanation / व्याख्या**

मौन पठन / Silent reading: आवाज किए बिना अर्थ समझते हुए पढ़ना। उदाहरण: बच्चा चुपचाप अनुच्छेद पढ़कर प्रश्नों के उत्तर देता है।

MCQ 245 • CORE PRACTICE · FORM 05

**दोनों विवरणों को सही क्रम में पहचानें। (1) आवाज किए बिना अर्थ समझते हुए पढ़ना। (2) उचित गति और निरंतरता के साथ अर्थपूर्ण बोलने की क्षमता।**

A. मौखिक प्रवाह / Oral fluency | मौन पठन / Silent reading

B. मौन पठन / Silent reading | मौखिक प्रवाह / Oral fluency

C. मौन पठन / Silent reading | कहानी पुनर्कथन / Story retelling

D. उद्देश्यपूर्ण लेखन / Purposeful writing | मौखिक प्रवाह / Oral fluency

**Correct answer / सही उत्तर: B.** मौन पठन / Silent reading | मौखिक प्रवाह / Oral fluency

**Explanation / व्याख्या**

मौन पठन / Silent reading: आवाज किए बिना अर्थ समझते हुए पढ़ना। उदाहरण: बच्चा चुपचाप अनुच्छेद पढ़कर प्रश्नों के उत्तर देता है। मौखिक प्रवाह / Oral fluency: उचित गति और निरंतरता के साथ अर्थपूर्ण बोलने की क्षमता। उदाहरण: बालक रुकावटों को संभालते हुए अनुभव स्पष्ट रूप से सुनाता है।

**MCQ 246 • CORE PRACTICE · FORM 06**

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) बच्चा चुपचाप अनुच्छेद पढ़कर प्रश्नों के उत्तर देता है। (2) बालक रुकावटों को संभालते हुए अनुभव स्पष्ट रूप से सुनाता है।**

A. मौखिक प्रवाह / Oral fluency | मौन पठन / Silent reading

B. मौन पठन / Silent reading | मौखिक प्रवाह / Oral fluency

C. स्व-संशोधन / Self-correction | मौखिक प्रवाह / Oral fluency

D. मौन पठन / Silent reading | उदयीमान साक्षरता / Emergent literacy

**Correct answer / सही उत्तर: B.** मौन पठन / Silent reading | मौखिक प्रवाह / Oral fluency

**Explanation / व्याख्या**

मौन पठन / Silent reading: आवाज किए बिना अर्थ समझते हुए पढ़ना। उदाहरण: बच्चा चुपचाप अनुच्छेद पढ़कर प्रश्नों के उत्तर देता है। मौखिक प्रवाह / Oral fluency: उचित गति और निरंतरता के साथ अर्थपूर्ण बोलने की क्षमता। उदाहरण: बालक रुकावटों को संभालते हुए अनुभव स्पष्ट रूप से सुनाता है।

**MCQ 247 • CORE PRACTICE · FORM 07**

**मौन पठन / Silent reading और स्व-संशोधन / Self-correction के सही अर्थ क्रम से चुनें।**

A. अपनी त्रुटि पहचानकर स्वयं सुधार करना। | आवाज किए बिना अर्थ समझते हुए पढ़ना।

B. आवाज किए बिना अर्थ समझते हुए पढ़ना। | अपनी त्रुटि पहचानकर स्वयं सुधार करना।

C. लिखित भाषा की दिशा, प्रयोजन और पुस्तक की बनावट को समझना। | अपनी त्रुटि पहचानकर स्वयं सुधार करना।

D. आवाज किए बिना अर्थ समझते हुए पढ़ना। | वाक्य या पाठ के आसपास की जानकारी से शब्द का अर्थ समझना।

**Correct answer / सही उत्तर: B.** आवाज किए बिना अर्थ समझते हुए पढ़ना। | अपनी त्रुटि पहचानकर स्वयं सुधार करना।

**Explanation / व्याख्या**

मौन पठन / Silent reading: आवाज किए बिना अर्थ समझते हुए पढ़ना। उदाहरण: बच्चा चुपचाप अनुच्छेद पढ़कर प्रश्नों के उत्तर देता है। स्व-संशोधन / Self-correction: अपनी त्रुटि पहचानकर स्वयं सुधार करना। उदाहरण: बच्चा दोबारा पढ़कर अपने वाक्य में छूटा शब्द जोड़ता है।

**MCQ 248 • CORE PRACTICE · FORM 08**

**मौन पठन / Silent reading और पोर्टफोलियो / Portfolio के उदाहरण सही क्रम में चुनें।**

A. पहली और संशोधित रचना को दिनांक सहित रखा जाता है। | बच्चा चुपचाप अनुच्छेद पढ़कर प्रश्नों के उत्तर देता है।

B. बच्चा चुपचाप अनुच्छेद पढ़कर प्रश्नों के उत्तर देता है। | पहली और संशोधित रचना को दिनांक सहित रखा जाता है।

C. बच्चा चुपचाप अनुच्छेद पढ़कर प्रश्नों के उत्तर देता है। | जोड़ी में बच्चे एक-दूसरे की बात पूरी होने तक प्रतीक्षा करते हैं।

D. एक बालक परिवार के साथ भोजपुरी में सहज संवाद करता है। | पहली और संशोधित रचना को दिनांक सहित रखा जाता है।

**Correct answer / सही उत्तर: B.** बच्चा चुपचाप अनुच्छेद पढ़कर प्रश्नों के उत्तर देता है। | पहली और संशोधित रचना को दिनांक सहित रखा जाता है।

**Explanation / व्याख्या**

मौन पठन / Silent reading: आवाज किए बिना अर्थ समझते हुए पढ़ना। उदाहरण: बच्चा चुपचाप अनुच्छेद पढ़कर प्रश्नों के उत्तर देता है। पोर्टफोलियो / Portfolio: समय के साथ बच्चे के काम के चुने हुए प्रमाणों का संग्रह। उदाहरण: पहली और संशोधित रचना को दिनांक सहित रखा जाता है।

**MCQ 249 • CORE PRACTICE · FORM 09**

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (मौन पठन / Silent reading / चित्र वर्णन / Picture description)**

A. मौन पठन / Silent reading → आवाज किए बिना अर्थ समझते हुए पढ़ना।

B. चित्र वर्णन / Picture description → पाठ के संकेतों से अप्रत्यक्ष अर्थ या कारण समझना।

C. अनुमानात्मक बोध / Inferential comprehension → बोली गई भाषा की ध्वनि संरचना के प्रति जागरूकता।

D. मौन पठन / Silent reading → चित्र के आधार पर मौखिक अभिव्यक्ति का अभ्यास।

**Correct answer / सही उत्तर: A.** मौन पठन / Silent reading → आवाज किए बिना अर्थ समझते हुए पढ़ना।

**Explanation / व्याख्या**

मौन पठन / Silent reading: आवाज किए बिना अर्थ समझते हुए पढ़ना। उदाहरण: बच्चा चुपचाप अनुच्छेद पढ़कर प्रश्नों के उत्तर देता है।

**MCQ 250 • CORE PRACTICE · FORM 10**

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (मौन पठन / Silent reading / मातृभाषा / Home language)**

A. लेखन रूब्रिक / Writing rubric → शिक्षक बोर्ड पर पत्र लिखते हुए शब्द चयन समझाता है।

B. मातृभाषा / Home language → शिक्षक अनुच्छेद का मूल्यांकन विचारों की स्पष्टता और क्रम से करता है।

C. मौन पठन / Silent reading → एक बालक परिवार के साथ भोजपुरी में सहज संवाद करता है।

D. मौन पठन / Silent reading → बच्चा चुपचाप अनुच्छेद पढ़कर प्रश्नों के उत्तर देता है।

**Correct answer / सही उत्तर: D.** मौन पठन / Silent reading → बच्चा चुपचाप अनुच्छेद पढ़कर प्रश्नों के उत्तर देता है।

**Explanation / व्याख्या**

मौन पठन / Silent reading: आवाज किए बिना अर्थ समझते हुए पढ़ना। उदाहरण: बच्चा चुपचाप अनुच्छेद पढ़कर प्रश्नों के उत्तर देता है।

**MCQ 251 • CORE PRACTICE · FORM 01**

**सही अवधारणा पहचानें: पाठ पढ़ने से पहले पूर्वज्ञान और रुचि सक्रिय करना।**

A. पठन-पूर्व गतिविधि / Pre-reading activity

B. शाब्दिक बोध / Literal comprehension

C. ध्वन्यात्मक जागरूकता / Phonological awareness

D. मौखिक प्रवाह / Oral fluency

**Correct answer / सही उत्तर: A.** पठन-पूर्व गतिविधि / Pre-reading activity

**Explanation / व्याख्या**

पठन-पूर्व गतिविधि / Pre-reading activity: पाठ पढ़ने से पहले पूर्वज्ञान और रुचि सक्रिय करना। उदाहरण: शीर्षक देखकर बच्चे कहानी के विषय का अनुमान लगाते हैं।

**MCQ 252 • CORE PRACTICE · FORM 02**

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? शीर्षक देखकर बच्चे कहानी के विषय का अनुमान लगाते हैं।**

A. पठन-पूर्व गतिविधि / Pre-reading activity

B. स्व-संशोधन / Self-correction

C. मात्रा बोध / Matra awareness

D. पूर्वज्ञान / Prior knowledge

**Correct answer / सही उत्तर: A.** पठन-पूर्व गतिविधि / Pre-reading activity

**Explanation / व्याख्या**

पठन-पूर्व गतिविधि / Pre-reading activity: पाठ पढ़ने से पहले पूर्वज्ञान और रुचि सक्रिय करना। उदाहरण: शीर्षक देखकर बच्चे कहानी के विषय का अनुमान लगाते हैं।

GyanTech Guru Ji

MCQ 253 • CORE PRACTICE · FORM 03

**पठन-पूर्व गतिविधि / Pre-reading activity का सबसे सटीक अर्थ क्या है?**

A. बच्चे के घर और प्रारंभिक सामाजिक परिवेश में सीखी जाने वाली भाषा।

B. पाठ पढ़ने से पहले पूर्वज्ञान और रुचि सक्रिय करना।

C. लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना।

D. औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ।

Correct answer / **सही उत्तर:** B. पाठ पढ़ने से पहले पूर्वज्ञान और रुचि सक्रिय करना।

Explanation / **व्याख्या**

पठन-पूर्व गतिविधि / Pre-reading activity: पाठ पढ़ने से पहले पूर्वज्ञान और रुचि सक्रिय करना। उदाहरण: शीर्षक देखकर बच्चे कहानी के विषय का अनुमान लगाते हैं।

MCQ 254 • CORE PRACTICE · FORM 04

**पठन-पूर्व गतिविधि / Pre-reading activity का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. शिक्षक देखता है कि बच्चा लिखे शब्द की जगह समान अर्थ का शब्द पढ़ता है।

B. बच्चा दोबारा पढ़कर अपने वाक्य में छूटा शब्द जोड़ता है।

C. शीर्षक देखकर बच्चे कहानी के विषय का अनुमान लगाते हैं।

D. बच्चे सुनी हुई कहानी की घटनाओं का क्रम बताते हैं।

Correct answer / **सही उत्तर:** C. शीर्षक देखकर बच्चे कहानी के विषय का अनुमान लगाते हैं।

Explanation / **व्याख्या**

पठन-पूर्व गतिविधि / Pre-reading activity: पाठ पढ़ने से पहले पूर्वज्ञान और रुचि सक्रिय करना। उदाहरण: शीर्षक देखकर बच्चे कहानी के विषय का अनुमान लगाते हैं।

MCQ 255 • CORE PRACTICE · FORM 05

**दोनों विवरणों को सही क्रम में पहचानें। (1) पाठ पढ़ने से पहले पूर्वज्ञान और रुचि सक्रिय करना। (2) नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी।**

A. पठन-पूर्व गतिविधि / Pre-reading activity | उदयीमान साक्षरता / Emergent literacy

B. पूर्वज्ञान / Prior knowledge | पठन-पूर्व गतिविधि / Pre-reading activity

C. मौखिक प्रवाह / Oral fluency | पूर्वज्ञान / Prior knowledge

D. पठन-पूर्व गतिविधि / Pre-reading activity | पूर्वज्ञान / Prior knowledge

**Correct answer / सही उत्तर: D.** पठन-पूर्व गतिविधि / Pre-reading activity | पूर्वज्ञान / Prior knowledge

**Explanation / व्याख्या**

पठन-पूर्व गतिविधि / Pre-reading activity: पाठ पढ़ने से पहले पूर्वज्ञान और रुचि सक्रिय करना। उदाहरण: शीर्षक देखकर बच्चे कहानी के विषय का अनुमान लगाते हैं। पूर्वज्ञान / Prior knowledge: नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी। उदाहरण: यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है।

MCQ 256 • CORE PRACTICE · FORM 06

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) शीर्षक देखकर बच्चे कहानी के विषय का अनुमान लगाते हैं। (2) दो बच्चे दुकानदार और ग्राहक बनकर बातचीत करते हैं।**

A. भूमिका निर्वाह / Role play | पठन-पूर्व गतिविधि / Pre-reading activity

B. लेखन रूब्रिक / Writing rubric | भूमिका निर्वाह / Role play

C. पठन-पूर्व गतिविधि / Pre-reading activity | भूमिका निर्वाह / Role play

D. पठन-पूर्व गतिविधि / Pre-reading activity | भाषा सेतु / Language bridging

**Correct answer / सही उत्तर: C.** पठन-पूर्व गतिविधि / Pre-reading activity | भूमिका निर्वाह / Role play

**Explanation / व्याख्या**

पठन-पूर्व गतिविधि / Pre-reading activity: पाठ पढ़ने से पहले पूर्वज्ञान और रुचि सक्रिय करना। उदाहरण: शीर्षक देखकर बच्चे कहानी के विषय का अनुमान लगाते हैं। भूमिका निर्वाह / Role play: किसी परिस्थिति में पात्र की भूमिका निभाकर संवाद करना। उदाहरण: दो बच्चे दुकानदार और ग्राहक बनकर बातचीत करते हैं।

MCQ 257 • CORE PRACTICE · FORM 07

**पठन-पूर्व गतिविधि / Pre-reading activity और चार ब्लॉक मॉडल / Four-block model के सही अर्थ क्रम से चुनें।**

A. पाठ पढ़ने से पहले पूर्वज्ञान और रुचि सक्रिय करना। | मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल।

B. मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल। | पाठ पढ़ने से पहले पूर्वज्ञान और रुचि सक्रिय करना।

C. समूह में भाषा और बोलियों की विविधता को स्वीकार करना। | मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल।

D. पाठ पढ़ने से पहले पूर्वज्ञान और रुचि सक्रिय करना। | विचारों को पहली लिखित रूपरेखा में व्यक्त करना।

**Correct answer / सही उत्तर: A.** पाठ पढ़ने से पहले पूर्वज्ञान और रुचि सक्रिय करना। | मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल।

**Explanation / व्याख्या**

पठन-पूर्व गतिविधि / Pre-reading activity: पाठ पढ़ने से पहले पूर्वज्ञान और रुचि सक्रिय करना। उदाहरण: शीर्षक देखकर बच्चे कहानी के विषय का अनुमान लगाते हैं। चार ब्लॉक मॉडल / Four-block model: मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल। उदाहरण: एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं।

MCQ 258 • CORE PRACTICE · FORM 08

**पठन-पूर्व गतिविधि / Pre-reading activity और बहुभाषिकता / Multilingualism के उदाहरण सही क्रम में चुनें।**

A. शीर्षक देखकर बच्चे कहानी के विषय का अनुमान लगाते हैं। | बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है।

B. बच्चा प्रश्नवाचक वाक्य के अंत में प्रश्नचिह्न लगाता है। | बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है।

C. शीर्षक देखकर बच्चे कहानी के विषय का अनुमान लगाते हैं। | बच्चे कल और काल के उच्चारण में अंतर बताते हैं।

D. बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है। | शीर्षक देखकर बच्चे कहानी के विषय का अनुमान लगाते हैं।

**Correct answer / सही उत्तर: A.** शीर्षक देखकर बच्चे कहानी के विषय का अनुमान लगाते हैं। | बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है।

**Explanation / व्याख्या**

पठन-पूर्व गतिविधि / Pre-reading activity: पाठ पढ़ने से पहले पूर्वज्ञान और रुचि सक्रिय करना। उदाहरण: शीर्षक देखकर बच्चे कहानी के विषय का अनुमान लगाते हैं। बहुभाषिकता / Multilingualism: कक्षा में अनेक भाषाओं का सीखने के संसाधन के रूप में उपयोग। उदाहरण: बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है।

MCQ 259 • CORE PRACTICE · FORM 09

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (पठन-पूर्व गतिविधि / Pre-reading activity / चार ब्लॉक मॉडल / Four-block model)**

A. पठन-पूर्व गतिविधि / Pre-reading activity → मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल।

B. पठन-पूर्व गतिविधि / Pre-reading activity → पाठ पढ़ने से पहले पूर्वज्ञान और रुचि सक्रिय करना।

C. चार ब्लॉक मॉडल / Four-block model → अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना।

D. मात्रा बोध / Matra awareness → शिक्षक सोचते हुए लेखन प्रक्रिया का उदाहरण प्रस्तुत करता है।

**Correct answer / सही उत्तर: B.** पठन-पूर्व गतिविधि / Pre-reading activity → पाठ पढ़ने से पहले पूर्वज्ञान और रुचि सक्रिय करना।

**Explanation / व्याख्या**

पठन-पूर्व गतिविधि / Pre-reading activity: पाठ पढ़ने से पहले पूर्वज्ञान और रुचि सक्रिय करना। उदाहरण: शीर्षक देखकर बच्चे कहानी के विषय का अनुमान लगाते हैं।

MCQ 260 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (पठन-पूर्व गतिविधि / Pre-reading activity / संदर्भ में व्याकरण / Grammar in context)**

A. संदर्भ में व्याकरण / Grammar in context → बच्चे कल और काल के उच्चारण में अंतर बताते हैं।

B. पठन-पूर्व गतिविधि / Pre-reading activity → बच्चे अपने लिखे पत्र में क्रिया के रूपों की उपयुक्तता देखते हैं।

C. पठन-पूर्व गतिविधि / Pre-reading activity → शीर्षक देखकर बच्चे कहानी के विषय का अनुमान लगाते हैं।

D. मात्रा बोध / Matra awareness → बालक रुकावटों को संभालते हुए अनुभव स्पष्ट रूप से सुनाता है।

**Correct answer / सही उत्तर: C.** पठन-पूर्व गतिविधि / Pre-reading activity → शीर्षक देखकर बच्चे कहानी के विषय का अनुमान लगाते हैं।

**Explanation / व्याख्या**

पठन-पूर्व गतिविधि / Pre-reading activity: पाठ पढ़ने से पहले पूर्वज्ञान और रुचि सक्रिय करना। उदाहरण: शीर्षक देखकर बच्चे कहानी के विषय का अनुमान लगाते हैं।

MCQ 261 • CORE PRACTICE · FORM 01

**सही अवधारणा पहचानें: कक्षा में सुलभ विविध पठन सामग्री के लिए निर्धारित स्थान।**

A. पठन कोना / Reading corner

B. स्वतंत्र लेखन / Independent writing

C. मौखिक आकलन रूब्रिक / Oral assessment rubric

D. पूर्वज्ञान / Prior knowledge

**Correct answer / सही उत्तर: A.** पठन कोना / Reading corner

**Explanation / व्याख्या**

पठन कोना / Reading corner: कक्षा में सुलभ विविध पठन सामग्री के लिए निर्धारित स्थान। उदाहरण: बच्चे अवकाश में स्वयं बाल-पत्रिका या कहानी की पुस्तक चुनते हैं।

MCQ 262 • CORE PRACTICE · FORM 02

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? बच्चे अवकाश में स्वयं बाल-पत्रिका या कहानी की पुस्तक चुनते हैं।**

A. पठन कोना / Reading corner

B. विराम-चिह्न / Punctuation

C. कहानी पुनर्कथन / Story retelling

D. मुद्रित सामग्री की समझ / Print awareness

**Correct answer / सही उत्तर: A.** पठन कोना / Reading corner

**Explanation / व्याख्या**

पठन कोना / Reading corner: कक्षा में सुलभ विविध पठन सामग्री के लिए निर्धारित स्थान। उदाहरण: बच्चे अवकाश में स्वयं बाल-पत्रिका या कहानी की पुस्तक चुनते हैं।

GyanTech Guru Ji

MCQ 263 • CORE PRACTICE · FORM 03

**पठन कोना / Reading corner का सबसे सटीक अर्थ क्या है?**

A. समूह में भाषा और बोलियों की विविधता को स्वीकार करना।

B. पाठ के संकेतों से अप्रत्यक्ष अर्थ या कारण समझना।

C. औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ।

D. कक्षा में सुलभ विविध पठन सामग्री के लिए निर्धारित स्थान।

Correct answer / **सही उत्तर:** D. कक्षा में सुलभ विविध पठन सामग्री के लिए निर्धारित स्थान।

Explanation / **व्याख्या**

पठन कोना / Reading corner: कक्षा में सुलभ विविध पठन सामग्री के लिए निर्धारित स्थान। उदाहरण: बच्चे अवकाश में स्वयं बाल-पत्रिका या कहानी की पुस्तक चुनते हैं।

MCQ 264 • CORE PRACTICE · FORM 04

**पठन कोना / Reading corner का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. बच्चा पुस्तक का मुखपृष्ठ पहचानता है और पढ़ने की दिशा बताता है।

B. बच्चे स्थानीय शब्दों को मानक हिंदी के शब्दों से जोड़ते हैं।

C. शिक्षक बोर्ड पर पत्र लिखते हुए शब्द चयन समझाता है।

D. बच्चे अवकाश में स्वयं बाल-पत्रिका या कहानी की पुस्तक चुनते हैं।

Correct answer / **सही उत्तर:** D. बच्चे अवकाश में स्वयं बाल-पत्रिका या कहानी की पुस्तक चुनते हैं।

Explanation / **व्याख्या**

पठन कोना / Reading corner: कक्षा में सुलभ विविध पठन सामग्री के लिए निर्धारित स्थान। उदाहरण: बच्चे अवकाश में स्वयं बाल-पत्रिका या कहानी की पुस्तक चुनते हैं।

MCQ 265 • CORE PRACTICE · FORM 05

**दोनों विवरणों को सही क्रम में पहचानें। (1) कक्षा में सुलभ विविध पठन सामग्री के लिए निर्धारित स्थान। (2) पाठ के संकेतों से अप्रत्यक्ष अर्थ या कारण समझना।**

A. साझा लेखन / Shared writing | अनुमानात्मक बोध / Inferential comprehension

B. अनुमानात्मक बोध / Inferential comprehension | पठन कोना / Reading corner

C. पठन कोना / Reading corner | लेखन रूब्रिक / Writing rubric

D. पठन कोना / Reading corner | अनुमानात्मक बोध / Inferential comprehension

**Correct answer / सही उत्तर: D.** पठन कोना / Reading corner | अनुमानात्मक बोध / Inferential comprehension

**Explanation / व्याख्या**

पठन कोना / Reading corner: कक्षा में सुलभ विविध पठन सामग्री के लिए निर्धारित स्थान। उदाहरण: बच्चे अवकाश में स्वयं बाल-पत्रिका या कहानी की पुस्तक चुनते हैं। अनुमानात्मक बोध / Inferential comprehension: पाठ के संकेतों से अप्रत्यक्ष अर्थ या कारण समझना। उदाहरण: बच्चा पात्र की कही बात से उसके मनोभाव का अनुमान लगाता है।

MCQ 266 • CORE PRACTICE · FORM 06

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) बच्चे अवकाश में स्वयं बाल-पत्रिका या कहानी की पुस्तक चुनते हैं। (2) बच्चा पात्र की कही बात से उसके मनोभाव का अनुमान लगाता है।**

A. पठन कोना / Reading corner | मौखिक प्रवाह / Oral fluency

B. अनुमानात्मक बोध / Inferential comprehension | पठन कोना / Reading corner

C. पठन कोना / Reading corner | अनुमानात्मक बोध / Inferential comprehension

D. कहानी पुनर्कथन / Story retelling | अनुमानात्मक बोध / Inferential comprehension

**Correct answer / सही उत्तर: C.** पठन कोना / Reading corner | अनुमानात्मक बोध / Inferential comprehension

**Explanation / व्याख्या**

पठन कोना / Reading corner: कक्षा में सुलभ विविध पठन सामग्री के लिए निर्धारित स्थान। उदाहरण: बच्चे अवकाश में स्वयं बाल-पत्रिका या कहानी की पुस्तक चुनते हैं। अनुमानात्मक बोध / Inferential comprehension: पाठ के संकेतों से अप्रत्यक्ष अर्थ या कारण समझना। उदाहरण: बच्चा पात्र की कही बात से उसके मनोभाव का अनुमान लगाता है।

MCQ 267 • CORE PRACTICE · FORM 07

**पठन कोना / Reading corner और संदर्भ संकेत / Context clues के सही अर्थ क्रम से चुनें।**

A. कक्षा में सुलभ विविध पठन सामग्री के लिए निर्धारित स्थान। | वाक्य या पाठ के आसपास की जानकारी से शब्द का अर्थ समझना।

B. वाक्य या पाठ के आसपास की जानकारी से शब्द का अर्थ समझना। | कक्षा में सुलभ विविध पठन सामग्री के लिए निर्धारित स्थान।

C. कक्षा में सुलभ विविध पठन सामग्री के लिए निर्धारित स्थान। | शिक्षक और बच्चे मिलकर पाठ की रचना करते हैं।

D. परिचित भाषा के सहारे नई भाषा की समझ बनाना। | वाक्य या पाठ के आसपास की जानकारी से शब्द का अर्थ समझना।

**Correct answer / सही उत्तर: A.** कक्षा में सुलभ विविध पठन सामग्री के लिए निर्धारित स्थान। | वाक्य या पाठ के आसपास की जानकारी से शब्द का अर्थ समझना।

**Explanation / व्याख्या**

पठन कोना / Reading corner: कक्षा में सुलभ विविध पठन सामग्री के लिए निर्धारित स्थान। उदाहरण: बच्चे अवकाश में स्वयं बाल-पत्रिका या कहानी की पुस्तक चुनते हैं। संदर्भ संकेत / Context clues: वाक्य या पाठ के आसपास की जानकारी से शब्द का अर्थ समझना। उदाहरण: बच्चा कहानी की घटना से अनजान शब्द का अर्थ अनुमानित करता है।

MCQ 268 • CORE PRACTICE · FORM 08

**पठन कोना / Reading corner और अनुमानात्मक बोध / Inferential comprehension के उदाहरण सही क्रम में चुनें।**

A. बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है। | बच्चा पात्र की कही बात से उसके मनोभाव का अनुमान लगाता है।

B. बच्चे अवकाश में स्वयं बाल-पत्रिका या कहानी की पुस्तक चुनते हैं। | बच्चे अपने लिखे पत्र में क्रिया के रूपों की उपयुक्तता देखते हैं।

C. बच्चा पात्र की कही बात से उसके मनोभाव का अनुमान लगाता है। | बच्चे अवकाश में स्वयं बाल-पत्रिका या कहानी की पुस्तक चुनते हैं।

D. बच्चे अवकाश में स्वयं बाल-पत्रिका या कहानी की पुस्तक चुनते हैं। | बच्चा पात्र की कही बात से उसके मनोभाव का अनुमान लगाता है।

**Correct answer / सही उत्तर: D.** बच्चे अवकाश में स्वयं बाल-पत्रिका या कहानी की पुस्तक चुनते हैं। | बच्चा पात्र की कही बात से उसके मनोभाव का अनुमान लगाता है।

**Explanation / व्याख्या**

पठन कोना / Reading corner: कक्षा में सुलभ विविध पठन सामग्री के लिए निर्धारित स्थान। उदाहरण: बच्चे अवकाश में स्वयं बाल-पत्रिका या कहानी की पुस्तक चुनते हैं। अनुमानात्मक बोध / Inferential comprehension: पाठ के संकेतों से अप्रत्यक्ष अर्थ या कारण समझना। उदाहरण: बच्चा पात्र की कही बात से उसके मनोभाव का अनुमान लगाता है।

MCQ 269 • CORE PRACTICE · FORM 09

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (पठन कोना / Reading corner / मौखिक प्रवाह / Oral fluency)**

A. उदयीमान साक्षरता / Emergent literacy → शिक्षक सोचते हुए लेखन प्रक्रिया का उदाहरण प्रस्तुत करता है।

B. पठन कोना / Reading corner → कक्षा में सुलभ विविध पठन सामग्री के लिए निर्धारित स्थान।

C. मौखिक प्रवाह / Oral fluency → औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ।

D. पठन कोना / Reading corner → उचित गति और निरंतरता के साथ अर्थपूर्ण बोलने की क्षमता।

**Correct answer / सही उत्तर: B.** पठन कोना / Reading corner → कक्षा में सुलभ विविध पठन सामग्री के लिए निर्धारित स्थान।

**Explanation / व्याख्या**

पठन कोना / Reading corner: कक्षा में सुलभ विविध पठन सामग्री के लिए निर्धारित स्थान। उदाहरण: बच्चे अवकाश में स्वयं बाल-पत्रिका या कहानी की पुस्तक चुनते हैं।

MCQ 270 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (पठन कोना / Reading corner / चित्र वर्णन / Picture description)**

A. पठन कोना / Reading corner → बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं।

B. चित्र वर्णन / Picture description → बच्चे स्थानीय शब्दों को मानक हिंदी के शब्दों से जोड़ते हैं।

C. पठन कोना / Reading corner → बच्चे अवकाश में स्वयं बाल-पत्रिका या कहानी की पुस्तक चुनते हैं।

D. भाषा सेतु / Language bridging → बच्चा क की ध्वनि को लिखित अक्षर क से मिलाता है।

**Correct answer / सही उत्तर: C.** पठन कोना / Reading corner → बच्चे अवकाश में स्वयं बाल-पत्रिका या कहानी की पुस्तक चुनते हैं।

**Explanation / व्याख्या**

पठन कोना / Reading corner: कक्षा में सुलभ विविध पठन सामग्री के लिए निर्धारित स्थान। उदाहरण: बच्चे अवकाश में स्वयं बाल-पत्रिका या कहानी की पुस्तक चुनते हैं।

MCQ 271 • CORE PRACTICE · FORM 01

**सही अवधारणा पहचानें: पढ़ी सामग्री से अर्थ निकालना और उसे समझकर प्रतिक्रिया देना।**

A. संपादन / Editing

B. पोर्टफोलियो / Portfolio

C. पठन बोध / Reading comprehension

D. ध्वनि-आकृति संबंध / Sound-symbol association

**Correct answer / सही उत्तर: C.** पठन बोध / Reading comprehension

**Explanation / व्याख्या**

पठन बोध / Reading comprehension: पढ़ी सामग्री से अर्थ निकालना और उसे समझकर प्रतिक्रिया देना। उदाहरण: बच्चा कहानी में पात्र के निर्णय का कारण बताता है।

MCQ 272 • CORE PRACTICE · FORM 02

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? बच्चा कहानी में पात्र के निर्णय का कारण बताता है।**

A. स्व-संशोधन / Self-correction

B. संदर्भ संकेत / Context clues

C. भाषायी दक्षता / Language competency

D. पठन बोध / Reading comprehension

**Correct answer / सही उत्तर: D.** पठन बोध / Reading comprehension

**Explanation / व्याख्या**

पठन बोध / Reading comprehension: पढ़ी सामग्री से अर्थ निकालना और उसे समझकर प्रतिक्रिया देना। उदाहरण: बच्चा कहानी में पात्र के निर्णय का कारण बताता है।

GyanTech Guru Ji

MCQ 273 • CORE PRACTICE · FORM 03

**पठन बोध / Reading comprehension का सबसे सटीक अर्थ क्या है?**

A. बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना।

B. पढ़ी सामग्री से अर्थ निकालना और उसे समझकर प्रतिक्रिया देना।

C. बच्चे के घर और प्रारंभिक सामाजिक परिवेश में सीखी जाने वाली भाषा।

D. लेखन के विचार, संगठन और भाषा के स्तरों का मानदंड आधारित वर्णन।

Correct answer / **सही उत्तर:** B. पढ़ी सामग्री से अर्थ निकालना और उसे समझकर प्रतिक्रिया देना।

Explanation / **व्याख्या**

पठन बोध / Reading comprehension: पढ़ी सामग्री से अर्थ निकालना और उसे समझकर प्रतिक्रिया देना। उदाहरण: बच्चा कहानी में पात्र के निर्णय का कारण बताता है।

MCQ 274 • CORE PRACTICE · FORM 04

**पठन बोध / Reading comprehension का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. बच्चा अपने नाम में आए अक्षरों को पहचानता है।

B. बच्चा कहानी में पात्र के निर्णय का कारण बताता है।

C. पहली और संशोधित रचना को दिनांक सहित रखा जाता है।

D. बालक रुकावटों को संभालते हुए अनुभव स्पष्ट रूप से सुनाता है।

Correct answer / **सही उत्तर:** B. बच्चा कहानी में पात्र के निर्णय का कारण बताता है।

Explanation / **व्याख्या**

पठन बोध / Reading comprehension: पढ़ी सामग्री से अर्थ निकालना और उसे समझकर प्रतिक्रिया देना। उदाहरण: बच्चा कहानी में पात्र के निर्णय का कारण बताता है।

GyanTech Guru Ji

MCQ 275 • CORE PRACTICE · FORM 05

**दोनों विवरणों को सही क्रम में पहचानें। (1) पढ़ी सामग्री से अर्थ निकालना और उसे समझकर प्रतिक्रिया देना। (2) लेखन में वर्तनी, विराम और व्याकरण संबंधी त्रुटियों को सुधारना।**

A. संपादन / Editing | पठन बोध / Reading comprehension

B. विराम-चिह्न / Punctuation | संपादन / Editing

C. पठन बोध / Reading comprehension | संपादन / Editing

D. पठन बोध / Reading comprehension | चित्र वर्णन / Picture description

**Correct answer / सही उत्तर: C.** पठन बोध / Reading comprehension | संपादन / Editing

**Explanation / व्याख्या**

पठन बोध / Reading comprehension: पढ़ी सामग्री से अर्थ निकालना और उसे समझकर प्रतिक्रिया देना। उदाहरण: बच्चा कहानी में पात्र के निर्णय का कारण बताता है। संपादन / Editing: लेखन में वर्तनी, विराम और व्याकरण संबंधी त्रुटियों को सुधारना। उदाहरण: बच्चा अंतिम प्रति से पहले गलत मात्राएँ ठीक करता है।

MCQ 276 • CORE PRACTICE · FORM 06

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) बच्चा कहानी में पात्र के निर्णय का कारण बताता है। (2) बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं।**

A. पठन बोध / Reading comprehension | संदर्भ में व्याकरण / Grammar in context

B. चित्र वर्णन / Picture description | पठन बोध / Reading comprehension

C. प्रारूप लेखन / Drafting | चित्र वर्णन / Picture description

D. पठन बोध / Reading comprehension | चित्र वर्णन / Picture description

**Correct answer / सही उत्तर: D.** पठन बोध / Reading comprehension | चित्र वर्णन / Picture description

**Explanation / व्याख्या**

पठन बोध / Reading comprehension: पढ़ी सामग्री से अर्थ निकालना और उसे समझकर प्रतिक्रिया देना। उदाहरण: बच्चा कहानी में पात्र के निर्णय का कारण बताता है। चित्र वर्णन / Picture description: चित्र के आधार पर मौखिक अभिव्यक्ति का अभ्यास। उदाहरण: बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं।

MCQ 277 • CORE PRACTICE · FORM 07

**पठन बोध / Reading comprehension और अधिगम प्रतिफल / Learning outcome के सही अर्थ क्रम से चुनें।**

A. वाक्य या पाठ के आसपास की जानकारी से शब्द का अर्थ समझना। | सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार।

B. पढ़ी सामग्री से अर्थ निकालना और उसे समझकर प्रतिक्रिया देना। | सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार।

C. सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार। | पढ़ी सामग्री से अर्थ निकालना और उसे समझकर प्रतिक्रिया देना।

D. पढ़ी सामग्री से अर्थ निकालना और उसे समझकर प्रतिक्रिया देना। | लेखन में वर्तनी, विराम और व्याकरण संबंधी त्रुटियों को सुधारना।

**Correct answer / सही उत्तर: B.** पढ़ी सामग्री से अर्थ निकालना और उसे समझकर प्रतिक्रिया देना। | सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार।

**Explanation / व्याख्या**

पठन बोध / Reading comprehension: पढ़ी सामग्री से अर्थ निकालना और उसे समझकर प्रतिक्रिया देना। उदाहरण: बच्चा कहानी में पात्र के निर्णय का कारण बताता है। अधिगम प्रतिफल / Learning outcome: सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार। उदाहरण: बच्चा कहानी की तीन घटनाएँ सही क्रम में बताता है।

MCQ 278 • CORE PRACTICE · FORM 08

**पठन बोध / Reading comprehension और मातृभाषा / Home language के उदाहरण सही क्रम में चुनें।**

A. बच्चा कहानी में पात्र के निर्णय का कारण बताता है। | बच्चा कहानी सुनकर उसके पात्र के बारे में प्रश्न का उत्तर देता है।

B. बच्चा दोबारा पढ़कर अपने वाक्य में छूटा शब्द जोड़ता है। | एक बालक परिवार के साथ भोजपुरी में सहज संवाद करता है।

C. एक बालक परिवार के साथ भोजपुरी में सहज संवाद करता है। | बच्चा कहानी में पात्र के निर्णय का कारण बताता है।

D. बच्चा कहानी में पात्र के निर्णय का कारण बताता है। | एक बालक परिवार के साथ भोजपुरी में सहज संवाद करता है।

**Correct answer / सही उत्तर: D.** बच्चा कहानी में पात्र के निर्णय का कारण बताता है। | एक बालक परिवार के साथ भोजपुरी में सहज संवाद करता है।

**Explanation / व्याख्या**

पठन बोध / Reading comprehension: पढ़ी सामग्री से अर्थ निकालना और उसे समझकर प्रतिक्रिया देना। उदाहरण: बच्चा कहानी में पात्र के निर्णय का कारण बताता है। मातृभाषा / Home language: बच्चे के घर और प्रारंभिक सामाजिक परिवेश में सीखी जाने वाली भाषा। उदाहरण: एक बालक परिवार के साथ भोजपुरी में सहज संवाद करता है।

MCQ 279 • CORE PRACTICE · FORM 09

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (पठन बोध / Reading comprehension / शाब्दिक बोध / Literal comprehension)**

A. शाब्दिक बोध / Literal comprehension → उचित गति और निरंतरता के साथ अर्थपूर्ण बोलने की क्षमता।

B. मौखिक प्रवाह / Oral fluency → लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना।

C. पठन बोध / Reading comprehension → पढ़ी सामग्री से अर्थ निकालना और उसे समझकर प्रतिक्रिया देना।

D. पठन बोध / Reading comprehension → पाठ में स्पष्ट रूप से लिखी जानकारी को पहचानना।

**Correct answer / सही उत्तर: C.** पठन बोध / Reading comprehension → पढ़ी सामग्री से अर्थ निकालना और उसे समझकर प्रतिक्रिया देना।

**Explanation / व्याख्या**

पठन बोध / Reading comprehension: पढ़ी सामग्री से अर्थ निकालना और उसे समझकर प्रतिक्रिया देना। उदाहरण: बच्चा कहानी में पात्र के निर्णय का कारण बताता है।

MCQ 280 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (पठन बोध / Reading comprehension / आदर्श लेखन / Modelled writing)**

A. अपसंकैत विश्लेषण / Miscue analysis → बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है।

B. पठन बोध / Reading comprehension → बच्चा कहानी में पात्र के निर्णय का कारण बताता है।

C. पठन बोध / Reading comprehension → शिक्षक बोर्ड पर पत्र लिखते हुए शब्द चयन समझाता है।

D. आदर्श लेखन / Modelled writing → शिक्षक देखता है कि बच्चा लिखे शब्द की जगह समान अर्थ का शब्द पढ़ता है।

**Correct answer / सही उत्तर: B.** पठन बोध / Reading comprehension → बच्चा कहानी में पात्र के निर्णय का कारण बताता है।

**Explanation / व्याख्या**

पठन बोध / Reading comprehension: पढ़ी सामग्री से अर्थ निकालना और उसे समझकर प्रतिक्रिया देना। उदाहरण: बच्चा कहानी में पात्र के निर्णय का कारण बताता है।

MCQ 281 • CORE PRACTICE · FORM 01

**सही अवधारणा पहचानें: उचित गति, सटीकता और अभिव्यक्ति के साथ पढ़ना।**

A. अपसंकैत विश्लेषण / Miscue analysis

B. पठन प्रवाह / Reading fluency

C. अक्षर पहचान / Letter recognition

D. मौखिक प्रवाह / Oral fluency

**Correct answer / सही उत्तर: B.** पठन प्रवाह / Reading fluency

**Explanation / व्याख्या**

पठन प्रवाह / Reading fluency: उचित गति, सटीकता और अभिव्यक्ति के साथ पढ़ना। उदाहरण: बच्चा संवाद पढ़ते समय भाव और विराम का ध्यान रखता है।

MCQ 282 • CORE PRACTICE · FORM 02

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? बच्चा संवाद पढ़ते समय भाव और विराम का ध्यान रखता है।**

A. संशोधन / Revision

B. चार ब्लॉक मॉडल / Four-block model

C. शब्द भंडार / Vocabulary

D. पठन प्रवाह / Reading fluency

**Correct answer / सही उत्तर: D.** पठन प्रवाह / Reading fluency

**Explanation / व्याख्या**

पठन प्रवाह / Reading fluency: उचित गति, सटीकता और अभिव्यक्ति के साथ पढ़ना। उदाहरण: बच्चा संवाद पढ़ते समय भाव और विराम का ध्यान रखता है।

GyanTech Guru Ji

MCQ 283 • CORE PRACTICE · FORM 03

**पठन प्रवाह / Reading fluency का सबसे सटीक अर्थ क्या है?**

A. सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार।

B. लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना।

C. संवाद में अपनी और दूसरों की बोलने की बारी का ध्यान रखना।

D. उचित गति, सटीकता और अभिव्यक्ति के साथ पढ़ना।

Correct answer / **सही उत्तर:** D. उचित गति, सटीकता और अभिव्यक्ति के साथ पढ़ना।

Explanation / **व्याख्या**

पठन प्रवाह / Reading fluency: उचित गति, सटीकता और अभिव्यक्ति के साथ पढ़ना। उदाहरण: बच्चा संवाद पढ़ते समय भाव और विराम का ध्यान रखता है।

MCQ 284 • CORE PRACTICE · FORM 04

**पठन प्रवाह / Reading fluency का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. बच्चा अंतिम प्रति से पहले गलत मात्राएँ ठीक करता है।

B. बच्चा संवाद पढ़ते समय भाव और विराम का ध्यान रखता है।

C. बच्चा कहानी में बताए गए स्थान का नाम देता है।

D. बच्चा क की ध्वनि को लिखित अक्षर क से मिलाता है।

Correct answer / **सही उत्तर:** B. बच्चा संवाद पढ़ते समय भाव और विराम का ध्यान रखता है।

Explanation / **व्याख्या**

पठन प्रवाह / Reading fluency: उचित गति, सटीकता और अभिव्यक्ति के साथ पढ़ना। उदाहरण: बच्चा संवाद पढ़ते समय भाव और विराम का ध्यान रखता है।

GyanTech Guru Ji

**MCQ 285 • CORE PRACTICE · FORM 05**

**दोनों विवरणों को सही क्रम में पहचानें। (1) उचित गति, सटीकता और अभिव्यक्ति के साथ पढ़ना। (2) पाठ में स्पष्ट रूप से लिखी जानकारी को पहचानना।**

A. बहुभाषिकता / Multilingualism | शाब्दिक बोध / Literal comprehension

B. शाब्दिक बोध / Literal comprehension | पठन प्रवाह / Reading fluency

C. पठन प्रवाह / Reading fluency | कहानी सुनना / Story listening

D. पठन प्रवाह / Reading fluency | शाब्दिक बोध / Literal comprehension

**Correct answer / सही उत्तर: D.** पठन प्रवाह / Reading fluency | शाब्दिक बोध / Literal comprehension

**Explanation / व्याख्या**

पठन प्रवाह / Reading fluency: उचित गति, सटीकता और अभिव्यक्ति के साथ पढ़ना। उदाहरण: बच्चा संवाद पढ़ते समय भाव और विराम का ध्यान रखता है। शाब्दिक बोध / Literal comprehension: पाठ में स्पष्ट रूप से लिखी जानकारी को पहचानना। उदाहरण: बच्चा कहानी में बताए गए स्थान का नाम देता है।

**MCQ 286 • CORE PRACTICE · FORM 06**

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) बच्चा संवाद पढ़ते समय भाव और विराम का ध्यान रखता है। (2) बच्चा प्रश्नवाचक वाक्य के अंत में प्रश्नचिह्न लगाता है।**

A. पठन प्रवाह / Reading fluency | विराम-चिह्न / Punctuation

B. पठन प्रवाह / Reading fluency | स्व-संशोधन / Self-correction

C. शाब्दिक बोध / Literal comprehension | विराम-चिह्न / Punctuation

D. विराम-चिह्न / Punctuation | पठन प्रवाह / Reading fluency

**Correct answer / सही उत्तर: A.** पठन प्रवाह / Reading fluency | विराम-चिह्न / Punctuation

**Explanation / व्याख्या**

पठन प्रवाह / Reading fluency: उचित गति, सटीकता और अभिव्यक्ति के साथ पढ़ना। उदाहरण: बच्चा संवाद पढ़ते समय भाव और विराम का ध्यान रखता है। विराम-चिह्न / Punctuation: लिखित अभिव्यक्ति में ठहराव और अर्थ स्पष्ट करने वाले चिह्न। उदाहरण: बच्चा प्रश्नवाचक वाक्य के अंत में प्रश्नचिह्न लगाता है।

MCQ 287 • CORE PRACTICE · FORM 07

**पठन प्रवाह / Reading fluency और चार ब्लॉक मॉडल / Four-block model के सही अर्थ क्रम से चुनें।**

A. लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना। | मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल।

B. उचित गति, सटीकता और अभिव्यक्ति के साथ पढ़ना। | मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल।

C. मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल। | उचित गति, सटीकता और अभिव्यक्ति के साथ पढ़ना।

D. उचित गति, सटीकता और अभिव्यक्ति के साथ पढ़ना। | समूह में भाषा और बोलियों की विविधता को स्वीकार करना।

**Correct answer / सही उत्तर: B.** उचित गति, सटीकता और अभिव्यक्ति के साथ पढ़ना। | मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल।

**Explanation / व्याख्या**

पठन प्रवाह / Reading fluency: उचित गति, सटीकता और अभिव्यक्ति के साथ पढ़ना। उदाहरण: बच्चा संवाद पढ़ते समय भाव और विराम का ध्यान रखता है। चार ब्लॉक मॉडल / Four-block model: मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल। उदाहरण: एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं।

MCQ 288 • CORE PRACTICE · FORM 08

**पठन प्रवाह / Reading fluency और साझा लेखन / Shared writing के उदाहरण सही क्रम में चुनें।**

A. कक्षा कहानी के वाक्य सुझाती है और शिक्षक उन्हें लिखता है। | बच्चा संवाद पढ़ते समय भाव और विराम का ध्यान रखता है।

B. बच्चे समान तुक वाले शब्द ढूँढते हैं। | कक्षा कहानी के वाक्य सुझाती है और शिक्षक उन्हें लिखता है।

C. बच्चा संवाद पढ़ते समय भाव और विराम का ध्यान रखता है। | कक्षा कहानी के वाक्य सुझाती है और शिक्षक उन्हें लिखता है।

D. बच्चा संवाद पढ़ते समय भाव और विराम का ध्यान रखता है। | पहली और संशोधित रचना को दिनांक सहित रखा जाता है।

**Correct answer / सही उत्तर: C.** बच्चा संवाद पढ़ते समय भाव और विराम का ध्यान रखता है। | कक्षा कहानी के वाक्य सुझाती है और शिक्षक उन्हें लिखता है।

**Explanation / व्याख्या**

पठन प्रवाह / Reading fluency: उचित गति, सटीकता और अभिव्यक्ति के साथ पढ़ना। उदाहरण: बच्चा संवाद पढ़ते समय भाव और विराम का ध्यान रखता है। साझा लेखन / Shared writing: शिक्षक और बच्चे मिलकर पाठ की रचना करते हैं। उदाहरण: कक्षा कहानी के वाक्य सुझाती है और शिक्षक उन्हें लिखता है।

MCQ 289 • CORE PRACTICE · FORM 09

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (पठन प्रवाह / Reading fluency / संशोधन / Revision)**

A. संशोधन / Revision → बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना।

B. ध्वनि-आकृति संबंध / Sound-symbol association → पाठ के संकेतों से अप्रत्यक्ष अर्थ या कारण समझना।

C. पठन प्रवाह / Reading fluency → लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना।

D. पठन प्रवाह / Reading fluency → उचित गति, सटीकता और अभिव्यक्ति के साथ पढ़ना।

**Correct answer / सही उत्तर: D.** पठन प्रवाह / Reading fluency → उचित गति, सटीकता और अभिव्यक्ति के साथ पढ़ना।

**Explanation / व्याख्या**

पठन प्रवाह / Reading fluency: उचित गति, सटीकता और अभिव्यक्ति के साथ पढ़ना। उदाहरण: बच्चा संवाद पढ़ते समय भाव और विराम का ध्यान रखता है।

MCQ 290 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (पठन प्रवाह / Reading fluency / स्व-संशोधन / Self-correction)**

A. कहानी सुनना / Story listening → बच्चा प्रश्नवाचक वाक्य के अंत में प्रश्नचिह्न लगाता है।

B. पठन प्रवाह / Reading fluency → बच्चा दोबारा पढ़कर अपने वाक्य में छूटा शब्द जोड़ता है।

C. स्व-संशोधन / Self-correction → बच्चे सुनी हुई कहानी की घटनाओं का क्रम बताते हैं।

D. पठन प्रवाह / Reading fluency → बच्चा संवाद पढ़ते समय भाव और विराम का ध्यान रखता है।

**Correct answer / सही उत्तर: D.** पठन प्रवाह / Reading fluency → बच्चा संवाद पढ़ते समय भाव और विराम का ध्यान रखता है।

**Explanation / व्याख्या**

पठन प्रवाह / Reading fluency: उचित गति, सटीकता और अभिव्यक्ति के साथ पढ़ना। उदाहरण: बच्चा संवाद पढ़ते समय भाव और विराम का ध्यान रखता है।

MCQ 291 • CORE PRACTICE · FORM 01

**सही अवधारणा पहचानें: पढ़ने के बाद पाठ के अर्थ पर चिंतन या प्रतिक्रिया करना।**

A. बारी-बारी बोलना / Turn-taking

B. पठन-पश्चात गतिविधि / Post-reading activity

C. संदर्भ में व्याकरण / Grammar in context

D. संदर्भ संकेत / Context clues

**Correct answer / सही उत्तर: B.** पठन-पश्चात गतिविधि / Post-reading activity

**Explanation / व्याख्या**

पठन-पश्चात गतिविधि / Post-reading activity: पढ़ने के बाद पाठ के अर्थ पर चिंतन या प्रतिक्रिया करना। उदाहरण: बच्चे कहानी का वैकल्पिक अंत बताते हैं।

MCQ 292 • CORE PRACTICE · FORM 02

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? बच्चे कहानी का वैकल्पिक अंत बताते हैं।**

A. पोर्टफोलियो / Portfolio

B. पठन-पश्चात गतिविधि / Post-reading activity

C. संदर्भ संकेत / Context clues

D. भाषायी दक्षता / Language competency

**Correct answer / सही उत्तर: B.** पठन-पश्चात गतिविधि / Post-reading activity

**Explanation / व्याख्या**

पठन-पश्चात गतिविधि / Post-reading activity: पढ़ने के बाद पाठ के अर्थ पर चिंतन या प्रतिक्रिया करना। उदाहरण: बच्चे कहानी का वैकल्पिक अंत बताते हैं।

MCQ 293 • CORE PRACTICE · FORM 03

**पठन-पश्चात गतिविधि / Post-reading activity का सबसे सटीक अर्थ क्या है?**

A. मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल।

B. बच्चे के घर और प्रारंभिक सामाजिक परिवेश में सीखी जाने वाली भाषा।

C. पढ़ने के बाद पाठ के अर्थ पर चिंतन या प्रतिक्रिया करना।

D. लिखित अभिव्यक्ति में ठहराव और अर्थ स्पष्ट करने वाले चिह्न।

**Correct answer / सही उत्तर: C.** पढ़ने के बाद पाठ के अर्थ पर चिंतन या प्रतिक्रिया करना।

**Explanation / व्याख्या**

पठन-पश्चात गतिविधि / Post-reading activity: पढ़ने के बाद पाठ के अर्थ पर चिंतन या प्रतिक्रिया करना। उदाहरण: बच्चे कहानी का वैकल्पिक अंत बताते हैं।

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MCQ 294 • CORE PRACTICE · FORM 04

**पठन-पश्चात गतिविधि / Post-reading activity का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. शिक्षक अलग-अलग बोलियों में कही गई कहावतों पर चर्चा कराता है।

B. बच्चे कहानी का वैकल्पिक अंत बताते हैं।

C. बालिका अपने अनुभव को सुनने वालों के लिए स्पष्ट रूप में व्यक्त करती है।

D. बच्चा समान तुक वाले शब्दों को पहचानता है।

Correct answer / **सही उत्तर: B.** बच्चे कहानी का वैकल्पिक अंत बताते हैं।

Explanation / **व्याख्या**

पठन-पश्चात गतिविधि / Post-reading activity: पढ़ने के बाद पाठ के अर्थ पर चिंतन या प्रतिक्रिया करना। उदाहरण: बच्चे कहानी का वैकल्पिक अंत बताते हैं।

MCQ 295 • CORE PRACTICE · FORM 05

**दोनों विवरणों को सही क्रम में पहचानें। (1) पढ़ने के बाद पाठ के अर्थ पर चिंतन या प्रतिक्रिया करना। (2) अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता।**

A. पठन-पश्चात गतिविधि / Post-reading activity | भाषायी दक्षता / Language competency

B. लेखन रूब्रिक / Writing rubric | भाषायी दक्षता / Language competency

C. पठन-पश्चात गतिविधि / Post-reading activity | चार ब्लॉक मॉडल / Four-block model

D. भाषायी दक्षता / Language competency | पठन-पश्चात गतिविधि / Post-reading activity

Correct answer / **सही उत्तर: A.** पठन-पश्चात गतिविधि / Post-reading activity | भाषायी दक्षता / Language competency

Explanation / **व्याख्या**

पठन-पश्चात गतिविधि / Post-reading activity: पढ़ने के बाद पाठ के अर्थ पर चिंतन या प्रतिक्रिया करना। उदाहरण: बच्चे कहानी का वैकल्पिक अंत बताते हैं। भाषायी दक्षता / Language competency: अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता। उदाहरण: बालिका अपने अनुभव को सुनने वालों के लिए स्पष्ट रूप में व्यक्त करती है।

GyanTech Guru Ji

MCQ 296 • CORE PRACTICE · FORM 06

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) बच्चे कहानी का वैकल्पिक अंत बताते हैं। (2) बच्चे सुनी हुई कहानी की घटनाओं का क्रम बताते हैं।**

A. पठन-पश्चात गतिविधि / Post-reading activity | कहानी सुनना / Story listening

B. पठन-पश्चात गतिविधि / Post-reading activity | लेखन रूब्रिक / Writing rubric

C. कहानी सुनना / Story listening | पठन-पश्चात गतिविधि / Post-reading activity

D. प्रारूप लेखन / Drafting | कहानी सुनना / Story listening

**Correct answer / सही उत्तर: A.** पठन-पश्चात गतिविधि / Post-reading activity | कहानी सुनना / Story listening

**Explanation / व्याख्या**

पठन-पश्चात गतिविधि / Post-reading activity: पढ़ने के बाद पाठ के अर्थ पर चिंतन या प्रतिक्रिया करना। उदाहरण: बच्चे कहानी का वैकल्पिक अंत बताते हैं। कहानी सुनना / Story listening: कहानी के अर्थ, घटनाओं और पात्रों को सुनकर समझना। उदाहरण: बच्चे सुनी हुई कहानी की घटनाओं का क्रम बताते हैं।

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MCQ 297 • CORE PRACTICE · FORM 07

**पठन-पश्चात गतिविधि / Post-reading activity और उदयीमान साक्षरता / Emergent literacy के सही अर्थ क्रम से चुनें।**

A. पढ़ने के बाद पाठ के अर्थ पर चिंतन या प्रतिक्रिया करना। | औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ।

B. पढ़ने के बाद पाठ के अर्थ पर चिंतन या प्रतिक्रिया करना। | बच्चे के घर और प्रारंभिक सामाजिक परिवेश में सीखी जाने वाली भाषा।

C. औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ। | पढ़ने के बाद पाठ के अर्थ पर चिंतन या प्रतिक्रिया करना।

D. लेखन के विचार, संगठन और भाषा के स्तरों का मानदंड आधारित वर्णन। | औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ।

**Correct answer / सही उत्तर: A.** पढ़ने के बाद पाठ के अर्थ पर चिंतन या प्रतिक्रिया करना। | औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ।

**Explanation / व्याख्या**

पठन-पश्चात गतिविधि / Post-reading activity: पढ़ने के बाद पाठ के अर्थ पर चिंतन या प्रतिक्रिया करना। उदाहरण: बच्चे कहानी का वैकल्पिक अंत बताते हैं। उदयीमान साक्षरता / Emergent literacy: औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ। उदाहरण: बच्चा चित्र देखकर कहानी बनाता है और लिखने जैसी आकृतियाँ बनाता है।

MCQ 298 • CORE PRACTICE · FORM 08

**पठन-पश्चात गतिविधि / Post-reading activity और शाब्दिक बोध / Literal comprehension के उदाहरण सही क्रम में चुनें।**

A. बच्चे कहानी का वैकल्पिक अंत बताते हैं। | शिक्षक बोर्ड पर पत्र लिखते हुए शब्द चयन समझाता है।

B. बच्चा प्रश्नवाचक वाक्य के अंत में प्रश्नचिह्न लगाता है। | बच्चा कहानी में बताए गए स्थान का नाम देता है।

C. बच्चे कहानी का वैकल्पिक अंत बताते हैं। | बच्चा कहानी में बताए गए स्थान का नाम देता है।

D. बच्चा कहानी में बताए गए स्थान का नाम देता है। | बच्चे कहानी का वैकल्पिक अंत बताते हैं।

**Correct answer / सही उत्तर: C.** बच्चे कहानी का वैकल्पिक अंत बताते हैं। | बच्चा कहानी में बताए गए स्थान का नाम देता है।

**Explanation / व्याख्या**

पठन-पश्चात गतिविधि / Post-reading activity: पढ़ने के बाद पाठ के अर्थ पर चिंतन या प्रतिक्रिया करना। उदाहरण: बच्चे कहानी का वैकल्पिक अंत बताते हैं। शाब्दिक बोध / Literal comprehension: पाठ में स्पष्ट रूप से लिखी जानकारी को पहचानना। उदाहरण: बच्चा कहानी में बताए गए स्थान का नाम देता है।

**MCQ 299 • CORE PRACTICE · FORM 09**

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (पठन-पश्चात गतिविधि / Post-reading activity / मात्रा बोध / Matra awareness)**

A. पठन-पश्चात गतिविधि / Post-reading activity → अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना।

B. मुद्रित सामग्री की समझ / Print awareness → नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी।

C. पठन-पश्चात गतिविधि / Post-reading activity → पढ़ने के बाद पाठ के अर्थ पर चिंतन या प्रतिक्रिया करना।

D. मात्रा बोध / Matra awareness → लिखित भाषा की दिशा, प्रयोजन और पुस्तक की बनावट को समझना।

**Correct answer / सही उत्तर: C.** पठन-पश्चात गतिविधि / Post-reading activity → पढ़ने के बाद पाठ के अर्थ पर चिंतन या प्रतिक्रिया करना।

**Explanation / व्याख्या**

पठन-पश्चात गतिविधि / Post-reading activity: पढ़ने के बाद पाठ के अर्थ पर चिंतन या प्रतिक्रिया करना। उदाहरण: बच्चे कहानी का वैकल्पिक अंत बताते हैं।

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MCQ 300 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (पठन-पश्चात गतिविधि / Post-reading activity / अनुमानात्मक बोध / Inferential comprehension)**

A. स्वतंत्र लेखन / Independent writing → बच्चे स्थानीय शब्दों को मानक हिंदी के शब्दों से जोड़ते हैं।

B. अनुमानात्मक बोध / Inferential comprehension → बालिका अपने अनुभव पर बिना निर्देशित वाक्यों के डायरी लिखती है।

C. पठन-पश्चात गतिविधि / Post-reading activity → बच्चा पात्र की कही बात से उसके मनोभाव का अनुमान लगाता है।

D. पठन-पश्चात गतिविधि / Post-reading activity → बच्चे कहानी का वैकल्पिक अंत बताते हैं।

**Correct answer / सही उत्तर: D.** पठन-पश्चात गतिविधि / Post-reading activity → बच्चे कहानी का वैकल्पिक अंत बताते हैं।

**Explanation / व्याख्या**

पठन-पश्चात गतिविधि / Post-reading activity: पढ़ने के बाद पाठ के अर्थ पर चिंतन या प्रतिक्रिया करना। उदाहरण: बच्चे कहानी का वैकल्पिक अंत बताते हैं।

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 05.01

**साझा पठन / Shared reading को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** शिक्षक और बच्चे एक ही पाठ को मिलकर पढ़ते हैं। बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है।

**REVISION 05.02**

**निर्देशित पठन / Guided reading को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है। समान पठन स्तर वाले समूह को शिक्षक संकेत देता है।

**REVISION 05.03**

**मौन पठन / Silent reading को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** आवाज किए बिना अर्थ समझते हुए पढ़ना। बच्चा चुपचाप अनुच्छेद पढ़कर प्रश्नों के उत्तर देता है।

**REVISION 05.04**

**पठन-पूर्व गतिविधि / Pre-reading activity को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** पाठ पढ़ने से पहले पूर्वज्ञान और रुचि सक्रिय करना। शीर्षक देखकर बच्चे कहानी के विषय का अनुमान लगाते हैं।

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**REVISION 05.05**

**पठन कोना / Reading corner को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** कक्षा में सुलभ विविध पठन सामग्री के लिए निर्धारित स्थान। बच्चे अवकाश में स्वयं बाल-पत्रिका या कहानी की पुस्तक चुनते हैं।

**REVISION 05.06**

**पठन बोध / Reading comprehension को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** पढ़ी सामग्री से अर्थ निकालना और उसे समझकर प्रतिक्रिया देना। बच्चा कहानी में पात्र के निर्णय का कारण बताता है।

**REVISION 05.07**

**पठन प्रवाह / Reading fluency को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** उचित गति, सटीकता और अभिव्यक्ति के साथ पढ़ना। बच्चा संवाद पढ़ते समय भाव और विराम का ध्यान रखता है।

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**REVISION 05.08**

**पठन-पश्चात गतिविधि / Post-reading activity को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** पढ़ने के बाद पाठ के अर्थ पर चिंतन या प्रतिक्रिया करना। बच्चे कहानी का वैकल्पिक अंत बताते हैं।

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CHAPTER 06 • 72 MCQs • 7 REVISION PROMPTS

# लेखन कौशल

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### आदर्श लेखन / Modelled writing

शिक्षक सोचते हुए लेखन प्रक्रिया का उदाहरण प्रस्तुत करता है।

**उदाहरण:** शिक्षक बोर्ड पर पत्र लिखते हुए शब्द चयन समझाता है।

### साझा लेखन / Shared writing

शिक्षक और बच्चे मिलकर पाठ की रचना करते हैं।

**उदाहरण:** कक्षा कहानी के वाक्य सुझाती है और शिक्षक उन्हें लिखता है।

### स्वतंत्र लेखन / Independent writing

शिक्षार्थी स्वयं अर्थपूर्ण लिखित अभिव्यक्ति करता है।

**उदाहरण:** बालिका अपने अनुभव पर बिना निर्देशित वाक्यों के डायरी लिखती है।

### संशोधन / Revision

लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना।

**उदाहरण:** बच्चा कहानी का अंत बदलकर उसे अधिक समझने योग्य बनाता है।

### प्रारूप लेखन / Drafting

विचारों को पहली लिखित रूपरेखा में व्यक्त करना।

**उदाहरण:** बच्चा अपने अनुभव पर पहला अनुच्छेद लिखता है।

**संपादन / Editing**

लेखन में वर्तनी, विराम और व्याकरण संबंधी त्रुटियों को सुधारना।

**उदाहरण:** बच्चा अंतिम प्रति से पहले गलत मात्राएँ ठीक करता है।

**उद्देश्यपूर्ण लेखन / Purposeful writing**

वास्तविक पाठक या उद्देश्य को ध्यान में रखकर लिखना।

**उदाहरण:** बच्चे पुस्तकालय के लिए सूचना पत्र लिखते हैं।

## New classroom-based questions

Apply concepts to realistic teaching decisions.

**MCQ 301 • NEW CLASSROOM APPLICATION**

**पहला मसौदा बनने के बाद कौन-सा कदम उचित है?**

A. मसौदा तुरंत फेंक देना

B. सभी गलतियों पर दंड देना

C. विचारों को स्पष्ट करने के लिए पुनरीक्षण करना

D. अगले लेखन पर प्रतिबंध लगाना

Correct answer / **सही उत्तर:** C. विचारों को स्पष्ट करने के लिए पुनरीक्षण करना

Explanation / **व्याख्या**

पुनरीक्षण लेखन की विषयवस्तु और संगठन सुधारता है।

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MCQ 302 • NEW CLASSROOM APPLICATION

**लेखन अभ्यास में बच्चों को किस प्रकार का अवसर देना चाहिए?**

A. केवल शिक्षक के वाक्य की नकल

B. अपने अनुभव पर लिखने और उसे साझा करने का अवसर

C. हर बच्चे से एक ही कहानी

D. सिर्फ अक्षरों की गिनती

Correct answer / **सही उत्तर:** B. अपने अनुभव पर लिखने और उसे साझा करने का अवसर

Explanation / **व्याख्या**

व्यक्तिगत अभिव्यक्ति से उद्देश्यपूर्ण लेखन और आत्मविश्वास बढ़ता है।

## Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 303 • CORE PRACTICE · FORM 01

**सही अवधारणा पहचानें: शिक्षक सोचते हुए लेखन प्रक्रिया का उदाहरण प्रस्तुत करता है।**

A. आदर्श लेखन / Modelled writing

B. भूमिका निर्वाह / Role play

C. संदर्भ संकेत / Context clues

D. पोर्टफोलियो / Portfolio

Correct answer / **सही उत्तर:** A. आदर्श लेखन / Modelled writing

Explanation / **व्याख्या**

आदर्श लेखन / Modelled writing: शिक्षक सोचते हुए लेखन प्रक्रिया का उदाहरण प्रस्तुत करता है। उदाहरण: शिक्षक बोर्ड पर पत्र लिखते हुए शब्द चयन समझाता है।

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MCQ 304 • CORE PRACTICE · FORM 02

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? शिक्षक बोर्ड पर पत्र लिखते हुए शब्द चयन समझाता है।**

A. आदर्श लेखन / Modelled writing

B. पठन कोना / Reading corner

C. ध्वनि-आकृति संबंध / Sound-symbol association

D. भाषायी दक्षता / Language competency

Correct answer / **सही उत्तर: A.** आदर्श लेखन / Modelled writing

**Explanation / व्याख्या**

आदर्श लेखन / Modelled writing: शिक्षक सोचते हुए लेखन प्रक्रिया का उदाहरण प्रस्तुत करता है। उदाहरण: शिक्षक बोर्ड पर पत्र लिखते हुए शब्द चयन समझाता है।

MCQ 305 • CORE PRACTICE · FORM 03

**आदर्श लेखन / Modelled writing का सबसे सटीक अर्थ क्या है?**

A. ध्यान से सुनकर अर्थ समझना और उचित प्रतिक्रिया देना।

B. किसी परिस्थिति में पात्र की भूमिका निभाकर संवाद करना।

C. आवाज किए बिना अर्थ समझते हुए पढ़ना।

D. शिक्षक सोचते हुए लेखन प्रक्रिया का उदाहरण प्रस्तुत करता है।

Correct answer / **सही उत्तर: D.** शिक्षक सोचते हुए लेखन प्रक्रिया का उदाहरण प्रस्तुत करता है।

**Explanation / व्याख्या**

आदर्श लेखन / Modelled writing: शिक्षक सोचते हुए लेखन प्रक्रिया का उदाहरण प्रस्तुत करता है। उदाहरण: शिक्षक बोर्ड पर पत्र लिखते हुए शब्द चयन समझाता है।

GyanTech Guru Ji

**MCQ 306 • CORE PRACTICE · FORM 04**

**आदर्श लेखन / Modelled writing का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. बच्चा अपने नाम में आए अक्षरों को पहचानता है।

B. बच्चा चित्रों के सहारे कहानी फिर से सुनाता है।

C. शिक्षक बोर्ड पर पत्र लिखते हुए शब्द चयन समझाता है।

D. शिक्षक समूह चर्चा में बच्चे के योगदान को नोट करता है।

**Correct answer / सही उत्तर: C.** शिक्षक बोर्ड पर पत्र लिखते हुए शब्द चयन समझाता है।

**Explanation / व्याख्या**

आदर्श लेखन / Modelled writing: शिक्षक सोचते हुए लेखन प्रक्रिया का उदाहरण प्रस्तुत करता है। उदाहरण: शिक्षक बोर्ड पर पत्र लिखते हुए शब्द चयन समझाता है।

**MCQ 307 • CORE PRACTICE · FORM 05**

**दोनों विवरणों को सही क्रम में पहचानें। (1) शिक्षक सोचते हुए लेखन प्रक्रिया का उदाहरण प्रस्तुत करता है। (2) कहानी के अर्थ, घटनाओं और पात्रों को सुनकर समझना।**

A. आदर्श लेखन / Modelled writing | कहानी सुनना / Story listening

B. चित्र वर्णन / Picture description | कहानी सुनना / Story listening

C. कहानी सुनना / Story listening | आदर्श लेखन / Modelled writing

D. आदर्श लेखन / Modelled writing | शब्द भंडार / Vocabulary

**Correct answer / सही उत्तर: A.** आदर्श लेखन / Modelled writing | कहानी सुनना / Story listening

**Explanation / व्याख्या**

आदर्श लेखन / Modelled writing: शिक्षक सोचते हुए लेखन प्रक्रिया का उदाहरण प्रस्तुत करता है। उदाहरण: शिक्षक बोर्ड पर पत्र लिखते हुए शब्द चयन समझाता है। कहानी सुनना / Story listening: कहानी के अर्थ, घटनाओं और पात्रों को सुनकर समझना। उदाहरण: बच्चे सुनी हुई कहानी की घटनाओं का क्रम बताते हैं।

**MCQ 308 • CORE PRACTICE · FORM 06**

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) शिक्षक बोर्ड पर पत्र लिखते हुए शब्द चयन समझाता है। (2) बच्चा समान तुक वाले शब्दों को पहचानता है।**

A. भाषायी विविधता / Linguistic diversity | ध्वन्यात्मक जागरूकता / Phonological awareness

B. आदर्श लेखन / Modelled writing | ध्वन्यात्मक जागरूकता / Phonological awareness

C. आदर्श लेखन / Modelled writing | साझा पठन / Shared reading

D. ध्वन्यात्मक जागरूकता / Phonological awareness | आदर्श लेखन / Modelled writing

**Correct answer / सही उत्तर: B.** आदर्श लेखन / Modelled writing | ध्वन्यात्मक जागरूकता / Phonological awareness

**Explanation / व्याख्या**

आदर्श लेखन / Modelled writing: शिक्षक सोचते हुए लेखन प्रक्रिया का उदाहरण प्रस्तुत करता है। उदाहरण: शिक्षक बोर्ड पर पत्र लिखते हुए शब्द चयन समझाता है। ध्वन्यात्मक जागरूकता / Phonological awareness: बोली गई भाषा की ध्वनि संरचना के प्रति जागरूकता। उदाहरण: बच्चा समान तुक वाले शब्दों को पहचानता है।

GyanTech Guru Ji

MCQ 309 • CORE PRACTICE · FORM 07

**आदर्श लेखन / Modelled writing और मात्रा बोध / Matra awareness के सही अर्थ क्रम से चुनें।**

A. अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना। | शिक्षक सोचते हुए लेखन प्रक्रिया का उदाहरण प्रस्तुत करता है।

B. शिक्षक सोचते हुए लेखन प्रक्रिया का उदाहरण प्रस्तुत करता है। | बोलने और सुनने के प्रदर्शन के स्तरों का मानदंड आधारित वर्णन।

C. शिक्षक सोचते हुए लेखन प्रक्रिया का उदाहरण प्रस्तुत करता है। | अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना।

D. कई संबंधित पाठों को लक्ष्यों के अनुसार व्यवस्थित करने की योजना। | अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना।

**Correct answer / सही उत्तर: C.** शिक्षक सोचते हुए लेखन प्रक्रिया का उदाहरण प्रस्तुत करता है। | अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना।

**Explanation / व्याख्या**

आदर्श लेखन / Modelled writing: शिक्षक सोचते हुए लेखन प्रक्रिया का उदाहरण प्रस्तुत करता है। उदाहरण: शिक्षक बोर्ड पर पत्र लिखते हुए शब्द चयन समझाता है। मात्रा बोध / Matra awareness: अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना। उदाहरण: बच्चे कल और काल के उच्चारण में अंतर बताते हैं।

MCQ 310 • CORE PRACTICE · FORM 08

**आदर्श लेखन / Modelled writing और चार ब्लॉक मॉडल / Four-block model के उदाहरण सही क्रम में चुनें।**

A. शिक्षक बोर्ड पर पत्र लिखते हुए शब्द चयन समझाता है। | एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं।

B. शिक्षक बोर्ड पर पत्र लिखते हुए शब्द चयन समझाता है। | शिक्षक समूह चर्चा में बच्चे के योगदान को नोट करता है।

C. बच्चे समान तुक वाले शब्द ढूँढते हैं। | एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं।

D. एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं। | शिक्षक बोर्ड पर पत्र लिखते हुए शब्द चयन समझाता है।

**Correct answer / सही उत्तर: A.** शिक्षक बोर्ड पर पत्र लिखते हुए शब्द चयन समझाता है। | एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं।

**Explanation / व्याख्या**

आदर्श लेखन / Modelled writing: शिक्षक सोचते हुए लेखन प्रक्रिया का उदाहरण प्रस्तुत करता है। उदाहरण: शिक्षक बोर्ड पर पत्र लिखते हुए शब्द चयन समझाता है। चार ब्लॉक मॉडल / Four-block model: मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल। उदाहरण: एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं।

MCQ 311 • CORE PRACTICE · FORM 09

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (आदर्श लेखन / Modelled writing / पोर्टफोलियो / Portfolio)**

A. आदर्श लेखन / Modelled writing → शिक्षक सोचते हुए लेखन प्रक्रिया का उदाहरण प्रस्तुत करता है।

B. पोर्टफोलियो / Portfolio → किसी परिस्थिति में पात्र की भूमिका निभाकर संवाद करना।

C. आदर्श लेखन / Modelled writing → समय के साथ बच्चे के काम के चुने हुए प्रमाणों का संग्रह।

D. भूमिका निर्वाह / Role play → संवाद में अपनी और दूसरों की बोलने की बारी का ध्यान रखना।

**Correct answer / सही उत्तर: A.** आदर्श लेखन / Modelled writing → शिक्षक सोचते हुए लेखन प्रक्रिया का उदाहरण प्रस्तुत करता है।

**Explanation / व्याख्या**

आदर्श लेखन / Modelled writing: शिक्षक सोचते हुए लेखन प्रक्रिया का उदाहरण प्रस्तुत करता है। उदाहरण: शिक्षक बोर्ड पर पत्र लिखते हुए शब्द चयन समझाता है।

MCQ 312 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (आदर्श लेखन / Modelled writing / साझा पठन / Shared reading)**

A. साझा पठन / Shared reading → बच्चा दोबारा पढ़कर अपने वाक्य में छूटा शब्द जोड़ता है।

B. आदर्श लेखन / Modelled writing → शिक्षक बोर्ड पर पत्र लिखते हुए शब्द चयन समझाता है।

C. आदर्श लेखन / Modelled writing → बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है।

D. स्व-संशोधन / Self-correction → बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है।

**Correct answer / सही उत्तर: B.** आदर्श लेखन / Modelled writing → शिक्षक बोर्ड पर पत्र लिखते हुए शब्द चयन समझाता है।

**Explanation / व्याख्या**

आदर्श लेखन / Modelled writing: शिक्षक सोचते हुए लेखन प्रक्रिया का उदाहरण प्रस्तुत करता है। उदाहरण: शिक्षक बोर्ड पर पत्र लिखते हुए शब्द चयन समझाता है।

MCQ 313 • CORE PRACTICE · FORM 01

**सही अवधारणा पहचानें: शिक्षक और बच्चे मिलकर पाठ की रचना करते हैं।**

A. साझा लेखन / Shared writing

B. पोर्टफोलियो / Portfolio

C. चित्र वर्णन / Picture description

D. कहानी पुनर्कथन / Story retelling

**Correct answer / सही उत्तर: A.** साझा लेखन / Shared writing

**Explanation / व्याख्या**

साझा लेखन / Shared writing: शिक्षक और बच्चे मिलकर पाठ की रचना करते हैं। उदाहरण: कक्षा कहानी के वाक्य सुझाती है और शिक्षक उन्हें लिखता है।

MCQ 314 • CORE PRACTICE · FORM 02

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? कक्षा कहानी के वाक्य सुझाती है और शिक्षक उन्हें लिखता है।**

A. पठन-पूर्व गतिविधि / Pre-reading activity

B. भाषा सेतु / Language bridging

C. साझा लेखन / Shared writing

D. संदर्भ में व्याकरण / Grammar in context

**Correct answer / सही उत्तर: C.** साझा लेखन / Shared writing

**Explanation / व्याख्या**

साझा लेखन / Shared writing: शिक्षक और बच्चे मिलकर पाठ की रचना करते हैं। उदाहरण: कक्षा कहानी के वाक्य सुझाती है और शिक्षक उन्हें लिखता है।

GyanTech Guru Ji

MCQ 315 • CORE PRACTICE · FORM 03

**साझा लेखन / Shared writing का सबसे सटीक अर्थ क्या है?**

A. लिपि के अक्षरों को पहचानना और अलग करना।

B. नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी।

C. शिक्षक और बच्चे मिलकर पाठ की रचना करते हैं।

D. पाठ के संकेतों से अप्रत्यक्ष अर्थ या कारण समझना।

Correct answer / **सही उत्तर:** C. शिक्षक और बच्चे मिलकर पाठ की रचना करते हैं।

Explanation / **व्याख्या**

साझा लेखन / Shared writing: शिक्षक और बच्चे मिलकर पाठ की रचना करते हैं। उदाहरण: कक्षा कहानी के वाक्य सुझाती है और शिक्षक उन्हें लिखता है।

MCQ 316 • CORE PRACTICE · FORM 04

**साझा लेखन / Shared writing का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. बच्चा चित्र देखकर कहानी बनाता है और लिखने जैसी आकृतियाँ बनाता है।

B. बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है।

C. शिक्षक अनुच्छेद का मूल्यांकन विचारों की स्पष्टता और क्रम से करता है।

D. कक्षा कहानी के वाक्य सुझाती है और शिक्षक उन्हें लिखता है।

Correct answer / **सही उत्तर:** D. कक्षा कहानी के वाक्य सुझाती है और शिक्षक उन्हें लिखता है।

Explanation / **व्याख्या**

साझा लेखन / Shared writing: शिक्षक और बच्चे मिलकर पाठ की रचना करते हैं। उदाहरण: कक्षा कहानी के वाक्य सुझाती है और शिक्षक उन्हें लिखता है।

MCQ 317 • CORE PRACTICE · FORM 05

**दोनों विवरणों को सही क्रम में पहचानें। (1) शिक्षक और बच्चे मिलकर पाठ की रचना करते हैं। (2) औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ।**

A. साझा लेखन / Shared writing | उदयीमान साक्षरता / Emergent literacy

B. उदयीमान साक्षरता / Emergent literacy | साझा लेखन / Shared writing

C. साझा लेखन / Shared writing | संदर्भ संकेत / Context clues

D. भूमिका निर्वाह / Role play | उदयीमान साक्षरता / Emergent literacy

**Correct answer / सही उत्तर: A.** साझा लेखन / Shared writing | उदयीमान साक्षरता / Emergent literacy

**Explanation / व्याख्या**

साझा लेखन / Shared writing: शिक्षक और बच्चे मिलकर पाठ की रचना करते हैं। उदाहरण: कक्षा कहानी के वाक्य सुझाती है और शिक्षक उन्हें लिखता है। उदयीमान साक्षरता / Emergent literacy: औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ। उदाहरण: बच्चा चित्र देखकर कहानी बनाता है और लिखने जैसी आकृतियाँ बनाता है।

MCQ 318 • CORE PRACTICE · FORM 06

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) कक्षा कहानी के वाक्य सुझाती है और शिक्षक उन्हें लिखता है। (2) समान पठन स्तर वाले समूह को शिक्षक संकेत देता है।**

A. निर्देशित पठन / Guided reading | साझा लेखन / Shared writing

B. साझा लेखन / Shared writing | निर्देशित पठन / Guided reading

C. साझा लेखन / Shared writing | ध्वनि खेल / Sound play

D. संदर्भ में व्याकरण / Grammar in context | निर्देशित पठन / Guided reading

**Correct answer / सही उत्तर: B.** साझा लेखन / Shared writing | निर्देशित पठन / Guided reading

**Explanation / व्याख्या**

साझा लेखन / Shared writing: शिक्षक और बच्चे मिलकर पाठ की रचना करते हैं। उदाहरण: कक्षा कहानी के वाक्य सुझाती है और शिक्षक उन्हें लिखता है। निर्देशित पठन / Guided reading: शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है। उदाहरण: समान पठन स्तर वाले समूह को शिक्षक संकेत देता है।

**MCQ 319 • CORE PRACTICE · FORM 07**

**साझा लेखन / Shared writing और कहानी सुनना / Story listening के सही अर्थ क्रम से चुनें।**

A. कहानी के अर्थ, घटनाओं और पात्रों को सुनकर समझना। | शिक्षक और बच्चे मिलकर पाठ की रचना करते हैं।

B. शिक्षक और बच्चे मिलकर पाठ की रचना करते हैं। | कई संबंधित पाठों को लक्ष्यों के अनुसार व्यवस्थित करने की योजना।

C. शिक्षक और बच्चे मिलकर पाठ की रचना करते हैं। | कहानी के अर्थ, घटनाओं और पात्रों को सुनकर समझना।

D. अपनी त्रुटि पहचानकर स्वयं सुधार करना। | कहानी के अर्थ, घटनाओं और पात्रों को सुनकर समझना।

**Correct answer / सही उत्तर: C.** शिक्षक और बच्चे मिलकर पाठ की रचना करते हैं। | कहानी के अर्थ, घटनाओं और पात्रों को सुनकर समझना।

**Explanation / व्याख्या**

साझा लेखन / Shared writing: शिक्षक और बच्चे मिलकर पाठ की रचना करते हैं। उदाहरण: कक्षा कहानी के वाक्य सुझाती है और शिक्षक उन्हें लिखता है। कहानी सुनना / Story listening: कहानी के अर्थ, घटनाओं और पात्रों को सुनकर समझना। उदाहरण: बच्चे सुनी हुई कहानी की घटनाओं का क्रम बताते हैं।

GyanTech Guru Ji

MCQ 320 • CORE PRACTICE · FORM 08

**साझा लेखन / Shared writing और पूर्वज्ञान / Prior knowledge के उदाहरण सही क्रम में चुनें।**

A. कक्षा कहानी के वाक्य सुझाती है और शिक्षक उन्हें लिखता है। | यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है।

B. बालक रुकावटों को संभालते हुए अनुभव स्पष्ट रूप से सुनाता है। | यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है।

C. कक्षा कहानी के वाक्य सुझाती है और शिक्षक उन्हें लिखता है। | बच्चा चित्र देखकर कहानी बनाता है और लिखने जैसी आकृतियाँ बनाता है।

D. यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है। | कक्षा कहानी के वाक्य सुझाती है और शिक्षक उन्हें लिखता है।

**Correct answer / सही उत्तर: A.** कक्षा कहानी के वाक्य सुझाती है और शिक्षक उन्हें लिखता है। | यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है।

**Explanation / व्याख्या**

साझा लेखन / Shared writing: शिक्षक और बच्चे मिलकर पाठ की रचना करते हैं। उदाहरण: कक्षा कहानी के वाक्य सुझाती है और शिक्षक उन्हें लिखता है। पूर्वज्ञान / Prior knowledge: नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी। उदाहरण: यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है।

**MCQ 321 • CORE PRACTICE · FORM 09**

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (साझा लेखन / Shared writing / अधिगम प्रतिफल / Learning outcome)**

A. साझा लेखन / Shared writing → सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार।

B. साझा लेखन / Shared writing → शिक्षक और बच्चे मिलकर पाठ की रचना करते हैं।

C. अधिगम प्रतिफल / Learning outcome → मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल।

D. चार ब्लॉक मॉडल / Four-block model → समय के साथ बच्चे के काम के चुने हुए प्रमाणों का संग्रह।

**Correct answer / सही उत्तर: B.** साझा लेखन / Shared writing → शिक्षक और बच्चे मिलकर पाठ की रचना करते हैं।

**Explanation / व्याख्या**

साझा लेखन / Shared writing: शिक्षक और बच्चे मिलकर पाठ की रचना करते हैं। उदाहरण: कक्षा कहानी के वाक्य सुझाती है और शिक्षक उन्हें लिखता है।

**MCQ 322 • CORE PRACTICE · FORM 10**

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (साझा लेखन / Shared writing / पठन-पूर्व गतिविधि / Pre-reading activity)**

A. साझा लेखन / Shared writing → कक्षा कहानी के वाक्य सुझाती है और शिक्षक उन्हें लिखता है।

B. मौखिक प्रवाह / Oral fluency → बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं।

C. पठन-पूर्व गतिविधि / Pre-reading activity → बालक रुकावटों को संभालते हुए अनुभव स्पष्ट रूप से सुनाता है।

D. साझा लेखन / Shared writing → शीर्षक देखकर बच्चे कहानी के विषय का अनुमान लगाते हैं।

**Correct answer / सही उत्तर: A.** साझा लेखन / Shared writing → कक्षा कहानी के वाक्य सुझाती है और शिक्षक उन्हें लिखता है।

**Explanation / व्याख्या**

साझा लेखन / Shared writing: शिक्षक और बच्चे मिलकर पाठ की रचना करते हैं। उदाहरण: कक्षा कहानी के वाक्य सुझाती है और शिक्षक उन्हें लिखता है।

MCQ 323 • CORE PRACTICE · FORM 01

**सही अवधारणा पहचानें: शिक्षार्थी स्वयं अर्थपूर्ण लिखित अभिव्यक्ति करता है।**

A. इकाई योजना / Unit plan

B. मात्रा बोध / Matra awareness

C. विराम-चिह्न / Punctuation

D. स्वतंत्र लेखन / Independent writing

**Correct answer / सही उत्तर: D.** स्वतंत्र लेखन / Independent writing

**Explanation / व्याख्या**

स्वतंत्र लेखन / Independent writing: शिक्षार्थी स्वयं अर्थपूर्ण लिखित अभिव्यक्ति करता है। उदाहरण: बालिका अपने अनुभव पर बिना निर्देशित वाक्यों के डायरी लिखती है।

MCQ 324 • CORE PRACTICE · FORM 02

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? बालिका अपने अनुभव पर बिना निर्देशित वाक्यों के डायरी लिखती है।**

A. ध्वनि खेल / Sound play

B. स्वतंत्र लेखन / Independent writing

C. मौखिक अवलोकन / Oral observation

D. ध्वनि-आकृति संबंध / Sound-symbol association

**Correct answer / सही उत्तर: B.** स्वतंत्र लेखन / Independent writing

**Explanation / व्याख्या**

स्वतंत्र लेखन / Independent writing: शिक्षार्थी स्वयं अर्थपूर्ण लिखित अभिव्यक्ति करता है। उदाहरण: बालिका अपने अनुभव पर बिना निर्देशित वाक्यों के डायरी लिखती है।

GyanTech Guru Ji

MCQ 325 • CORE PRACTICE · FORM 03

**स्वतंत्र लेखन / Independent writing का सबसे सटीक अर्थ क्या है?**

A. लिखित भाषा की दिशा, प्रयोजन और पुस्तक की बनावट को समझना।

B. किसी परिस्थिति में पात्र की भूमिका निभाकर संवाद करना।

C. कक्षा में सुलभ विविध पठन सामग्री के लिए निर्धारित स्थान।

D. शिक्षार्थी स्वयं अर्थपूर्ण लिखित अभिव्यक्ति करता है।

Correct answer / **सही उत्तर:** D. शिक्षार्थी स्वयं अर्थपूर्ण लिखित अभिव्यक्ति करता है।

Explanation / **व्याख्या**

स्वतंत्र लेखन / Independent writing: शिक्षार्थी स्वयं अर्थपूर्ण लिखित अभिव्यक्ति करता है। उदाहरण: बालिका अपने अनुभव पर बिना निर्देशित वाक्यों के डायरी लिखती है।

MCQ 326 • CORE PRACTICE · FORM 04

**स्वतंत्र लेखन / Independent writing का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. जोड़ी में बच्चे एक-दूसरे की बात पूरी होने तक प्रतीक्षा करते हैं।

B. बालिका अपने अनुभव पर बिना निर्देशित वाक्यों के डायरी लिखती है।

C. समान पठन स्तर वाले समूह को शिक्षक संकेत देता है।

D. बच्चा कहानी सुनकर उसके पात्र के बारे में प्रश्न का उत्तर देता है।

Correct answer / **सही उत्तर:** B. बालिका अपने अनुभव पर बिना निर्देशित वाक्यों के डायरी लिखती है।

Explanation / **व्याख्या**

स्वतंत्र लेखन / Independent writing: शिक्षार्थी स्वयं अर्थपूर्ण लिखित अभिव्यक्ति करता है। उदाहरण: बालिका अपने अनुभव पर बिना निर्देशित वाक्यों के डायरी लिखती है।

**MCQ 327 • CORE PRACTICE · FORM 05**

**दोनों विवरणों को सही क्रम में पहचानें। (1) शिक्षार्थी स्वयं अर्थपूर्ण लिखित अभिव्यक्ति करता है। (2) बच्चे के घर और प्रारंभिक सामाजिक परिवेश में सीखी जाने वाली भाषा।**

A. मातृभाषा / Home language | स्वतंत्र लेखन / Independent writing

B. स्वतंत्र लेखन / Independent writing | मौन पठन / Silent reading

C. अधिगम प्रतिफल / Learning outcome | मातृभाषा / Home language

D. स्वतंत्र लेखन / Independent writing | मातृभाषा / Home language

**Correct answer / सही उत्तर: D.** स्वतंत्र लेखन / Independent writing | मातृभाषा / Home language

**Explanation / व्याख्या**

स्वतंत्र लेखन / Independent writing: शिक्षार्थी स्वयं अर्थपूर्ण लिखित अभिव्यक्ति करता है। उदाहरण: बालिका अपने अनुभव पर बिना निर्देशित वाक्यों के डायरी लिखती है। मातृभाषा / Home language: बच्चे के घर और प्रारंभिक सामाजिक परिवेश में सीखी जाने वाली भाषा। उदाहरण: एक बालक परिवार के साथ भोजपुरी में सहज संवाद करता है।

GyanTech Gu

MCQ 328 • CORE PRACTICE · FORM 06

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) बालिका अपने अनुभव पर बिना निर्देशित वाक्यों के डायरी लिखती है। (2) एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं।**

A. स्वतंत्र लेखन / Independent writing | चार ब्लॉक मॉडल / Four-block model

B. चार ब्लॉक मॉडल / Four-block model | स्वतंत्र लेखन / Independent writing

C. स्वतंत्र लेखन / Independent writing | पठन प्रवाह / Reading fluency

D. साझा पठन / Shared reading | चार ब्लॉक मॉडल / Four-block model

**Correct answer / सही उत्तर: A.** स्वतंत्र लेखन / Independent writing | चार ब्लॉक मॉडल / Four-block model

**Explanation / व्याख्या**

स्वतंत्र लेखन / Independent writing: शिक्षार्थी स्वयं अर्थपूर्ण लिखित अभिव्यक्ति करता है। उदाहरण: बालिका अपने अनुभव पर बिना निर्देशित वाक्यों के डायरी लिखती है। चार ब्लॉक मॉडल / Four-block model: मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल। उदाहरण: एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं।

**MCQ 329 • CORE PRACTICE · FORM 07**

**स्वतंत्र लेखन / Independent writing और ध्वनि खेल / Sound play के सही अर्थ क्रम से चुनें।**

A. शिक्षार्थी स्वयं अर्थपूर्ण लिखित अभिव्यक्ति करता है। | भाषा की ध्वनियों और तुकों को खेल के माध्यम से पहचानना।

B. ध्यान से सुनकर अर्थ समझना और उचित प्रतिक्रिया देना। | भाषा की ध्वनियों और तुकों को खेल के माध्यम से पहचानना।

C. शिक्षार्थी स्वयं अर्थपूर्ण लिखित अभिव्यक्ति करता है। | पढ़ते समय हुए बदलावों या त्रुटियों का विश्लेषण।

D. भाषा की ध्वनियों और तुकों को खेल के माध्यम से पहचानना। | शिक्षार्थी स्वयं अर्थपूर्ण लिखित अभिव्यक्ति करता है।

**Correct answer / सही उत्तर: A.** शिक्षार्थी स्वयं अर्थपूर्ण लिखित अभिव्यक्ति करता है। | भाषा की ध्वनियों और तुकों को खेल के माध्यम से पहचानना।

**Explanation / व्याख्या**

स्वतंत्र लेखन / Independent writing: शिक्षार्थी स्वयं अर्थपूर्ण लिखित अभिव्यक्ति करता है। उदाहरण: बालिका अपने अनुभव पर बिना निर्देशित वाक्यों के डायरी लिखती है। ध्वनि खेल / Sound play: भाषा की ध्वनियों और तुकों को खेल के माध्यम से पहचानना। उदाहरण: बच्चे समान तुक वाले शब्द ढूँढते हैं।

MCQ 330 • CORE PRACTICE · FORM 08

**स्वतंत्र लेखन / Independent writing और ध्वनि खेल / Sound play के उदाहरण सही क्रम में चुनें।**

A. बच्चे समान तुक वाले शब्द ढूँढते हैं। | बालिका अपने अनुभव पर बिना निर्देशित वाक्यों के डायरी लिखती है।

B. बालिका अपने अनुभव पर बिना निर्देशित वाक्यों के डायरी लिखती है। | शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है।

C. बालिका अपने अनुभव पर बिना निर्देशित वाक्यों के डायरी लिखती है। | बच्चे समान तुक वाले शब्द ढूँढते हैं।

D. एक बालक परिवार के साथ भोजपुरी में सहज संवाद करता है। | बच्चे समान तुक वाले शब्द ढूँढते हैं।

**Correct answer / सही उत्तर: C.** बालिका अपने अनुभव पर बिना निर्देशित वाक्यों के डायरी लिखती है। | बच्चे समान तुक वाले शब्द ढूँढते हैं।

**Explanation / व्याख्या**

स्वतंत्र लेखन / Independent writing: शिक्षार्थी स्वयं अर्थपूर्ण लिखित अभिव्यक्ति करता है। उदाहरण: बालिका अपने अनुभव पर बिना निर्देशित वाक्यों के डायरी लिखती है। ध्वनि खेल / Sound play: भाषा की ध्वनियों और तुकों को खेल के माध्यम से पहचानना। उदाहरण: बच्चे समान तुक वाले शब्द ढूँढते हैं।

MCQ 331 • CORE PRACTICE · FORM 09

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (स्वतंत्र लेखन / Independent writing / शाब्दिक बोध / Literal comprehension)**

A. शाब्दिक बोध / Literal comprehension → बोली गई भाषा की ध्वनि संरचना के प्रति जागरूकता।

B. ध्वन्यात्मक जागरूकता / Phonological awareness → बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना।

C. स्वतंत्र लेखन / Independent writing → शिक्षार्थी स्वयं अर्थपूर्ण लिखित अभिव्यक्ति करता है।

D. स्वतंत्र लेखन / Independent writing → पाठ में स्पष्ट रूप से लिखी जानकारी को पहचानना।

**Correct answer / सही उत्तर: C.** स्वतंत्र लेखन / Independent writing → शिक्षार्थी स्वयं अर्थपूर्ण लिखित अभिव्यक्ति करता है।

**Explanation / व्याख्या**

स्वतंत्र लेखन / Independent writing: शिक्षार्थी स्वयं अर्थपूर्ण लिखित अभिव्यक्ति करता है। उदाहरण: बालिका अपने अनुभव पर बिना निर्देशित वाक्यों के डायरी लिखती है।

MCQ 332 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (स्वतंत्र लेखन / Independent writing / इकाई योजना / Unit plan)**

A. मौखिक आकलन रूब्रिक / Oral assessment rubric → दो बच्चे दुकानदार और ग्राहक बनकर बातचीत करते हैं।

B. इकाई योजना / Unit plan → शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है।

C. स्वतंत्र लेखन / Independent writing → बालिका अपने अनुभव पर बिना निर्देशित वाक्यों के डायरी लिखती है।

D. स्वतंत्र लेखन / Independent writing → शिक्षक एक सप्ताह में कहानी, कविता और लेखन को एक विषय से जोड़ता है।

**Correct answer / सही उत्तर: C.** स्वतंत्र लेखन / Independent writing → बालिका अपने अनुभव पर बिना निर्देशित वाक्यों के डायरी लिखती है।

**Explanation / व्याख्या**

स्वतंत्र लेखन / Independent writing: शिक्षार्थी स्वयं अर्थपूर्ण लिखित अभिव्यक्ति करता है। उदाहरण: बालिका अपने अनुभव पर बिना निर्देशित वाक्यों के डायरी लिखती है।

MCQ 333 • CORE PRACTICE · FORM 01

**सही अवधारणा पहचानें: लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना।**

A. संशोधन / Revision

B. चित्र वर्णन / Picture description

C. संदर्भ में व्याकरण / Grammar in context

D. उदयीमान साक्षरता / Emergent literacy

**Correct answer / सही उत्तर: A.** संशोधन / Revision

**Explanation / व्याख्या**

संशोधन / Revision: लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना। उदाहरण: बच्चा कहानी का अंत बदलकर उसे अधिक समझने योग्य बनाता है।

MCQ 334 • CORE PRACTICE · FORM 02

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? बच्चा कहानी का अंत बदलकर उसे अधिक समझने योग्य बनाता है।**

A. अधिगम प्रतिफल / Learning outcome

B. संशोधन / Revision

C. ध्वन्यात्मक जागरूकता / Phonological awareness

D. पठन बोध / Reading comprehension

Correct answer / **सही उत्तर:** B. संशोधन / Revision

Explanation / **व्याख्या**

संशोधन / Revision: लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना। उदाहरण: बच्चा कहानी का अंत बदलकर उसे अधिक समझने योग्य बनाता है।

MCQ 335 • CORE PRACTICE · FORM 03

**संशोधन / Revision का सबसे सटीक अर्थ क्या है?**

A. बोलने और सुनने के प्रदर्शन के स्तरों का मानदंड आधारित वर्णन।

B. भाषा के वास्तविक प्रयोग से व्याकरण की समझ विकसित करना।

C. कक्षा में अनेक भाषाओं का सीखने के संसाधन के रूप में उपयोग।

D. लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना।

Correct answer / **सही उत्तर:** D. लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना।

Explanation / **व्याख्या**

संशोधन / Revision: लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना। उदाहरण: बच्चा कहानी का अंत बदलकर उसे अधिक समझने योग्य बनाता है।

MCQ 336 • CORE PRACTICE · FORM 04

**संशोधन / Revision का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. बच्चा पात्र की कही बात से उसके मनोभाव का अनुमान लगाता है।

B. बच्चा कहानी का अंत बदलकर उसे अधिक समझने योग्य बनाता है।

C. बच्चा चित्रों के सहारे कहानी फिर से सुनाता है।

D. कहानी पढ़ने के बाद बच्चे नए शब्दों का वाक्यों में उपयोग करते हैं।

**Correct answer / सही उत्तर: B.** बच्चा कहानी का अंत बदलकर उसे अधिक समझने योग्य बनाता है।

**Explanation / व्याख्या**

संशोधन / Revision: लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना। उदाहरण: बच्चा कहानी का अंत बदलकर उसे अधिक समझने योग्य बनाता है।

MCQ 337 • CORE PRACTICE · FORM 05

**दोनों विवरणों को सही क्रम में पहचानें। (1) लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना। (2) किसी परिस्थिति में पात्र की भूमिका निभाकर संवाद करना।**

A. संशोधन / Revision | ध्वन्यात्मक जागरूकता / Phonological awareness

B. संशोधन / Revision | भूमिका निर्वाह / Role play

C. पठन-पश्चात गतिविधि / Post-reading activity | भूमिका निर्वाह / Role play

D. भूमिका निर्वाह / Role play | संशोधन / Revision

**Correct answer / सही उत्तर: B.** संशोधन / Revision | भूमिका निर्वाह / Role play

**Explanation / व्याख्या**

संशोधन / Revision: लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना। उदाहरण: बच्चा कहानी का अंत बदलकर उसे अधिक समझने योग्य बनाता है। भूमिका निर्वाह / Role play: किसी परिस्थिति में पात्र की भूमिका निभाकर संवाद करना। उदाहरण: दो बच्चे दुकानदार और ग्राहक बनकर बातचीत करते हैं।

MCQ 338 • CORE PRACTICE · FORM 06

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) बच्चा कहानी का अंत बदलकर उसे अधिक समझने योग्य बनाता है। (2) बच्चा चुपचाप अनुच्छेद पढ़कर प्रश्नों के उत्तर देता है।**

A. मौन पठन / Silent reading | संशोधन / Revision

B. संशोधन / Revision | सक्रिय श्रवण / Active listening

C. अक्षर पहचान / Letter recognition | मौन पठन / Silent reading

D. संशोधन / Revision | मौन पठन / Silent reading

**Correct answer / सही उत्तर: D.** संशोधन / Revision | मौन पठन / Silent reading

**Explanation / व्याख्या**

संशोधन / Revision: लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना। उदाहरण: बच्चा कहानी का अंत बदलकर उसे अधिक समझने योग्य बनाता है। मौन पठन / Silent reading: आवाज किए बिना अर्थ समझते हुए पढ़ना। उदाहरण: बच्चा चुपचाप अनुच्छेद पढ़कर प्रश्नों के उत्तर देता है।

MCQ 339 • CORE PRACTICE · FORM 07

**संशोधन / Revision और पठन-पश्चात गतिविधि / Post-reading activity के सही अर्थ क्रम से चुनें।**

A. पढ़ने के बाद पाठ के अर्थ पर चिंतन या प्रतिक्रिया करना। | लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना।

B. बोलने और सुनने के प्रदर्शन के स्तरों का मानदंड आधारित वर्णन। | पढ़ने के बाद पाठ के अर्थ पर चिंतन या प्रतिक्रिया करना।

C. लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना। | पढ़ने के बाद पाठ के अर्थ पर चिंतन या प्रतिक्रिया करना।

D. लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना। | चित्र के आधार पर मौखिक अभिव्यक्ति का अभ्यास।

**Correct answer / सही उत्तर: C.** लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना। | पढ़ने के बाद पाठ के अर्थ पर चिंतन या प्रतिक्रिया करना।

**Explanation / व्याख्या**

संशोधन / Revision: लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना। उदाहरण: बच्चा कहानी का अंत बदलकर उसे अधिक समझने योग्य बनाता है। पठन-पश्चात गतिविधि / Post-reading activity: पढ़ने के बाद पाठ के अर्थ पर चिंतन या प्रतिक्रिया करना। उदाहरण: बच्चे कहानी का वैकल्पिक अंत बताते हैं।

MCQ 340 • CORE PRACTICE · FORM 08

**संशोधन / Revision और मौखिक अवलोकन / Oral observation के उदाहरण सही क्रम में चुनें।**

A. बच्चा कहानी का अंत बदलकर उसे अधिक समझने योग्य बनाता है। | बच्चा दोबारा पढ़कर अपने वाक्य में छूटा शब्द जोड़ता है।

B. बच्चा चित्रों के सहारे कहानी फिर से सुनाता है। | शिक्षक समूह चर्चा में बच्चे के योगदान को नोट करता है।

C. बच्चा कहानी का अंत बदलकर उसे अधिक समझने योग्य बनाता है। | शिक्षक समूह चर्चा में बच्चे के योगदान को नोट करता है।

D. शिक्षक समूह चर्चा में बच्चे के योगदान को नोट करता है। | बच्चा कहानी का अंत बदलकर उसे अधिक समझने योग्य बनाता है।

**Correct answer / सही उत्तर: C.** बच्चा कहानी का अंत बदलकर उसे अधिक समझने योग्य बनाता है। | शिक्षक समूह चर्चा में बच्चे के योगदान को नोट करता है।

**Explanation / व्याख्या**

संशोधन / Revision: लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना। उदाहरण: बच्चा कहानी का अंत बदलकर उसे अधिक समझने योग्य बनाता है। मौखिक अवलोकन / Oral observation: स्वाभाविक संवाद में भाषा प्रयोग के प्रमाण देखना और दर्ज करना। उदाहरण: शिक्षक समूह चर्चा में बच्चे के योगदान को नोट करता है।

**MCQ 341 • CORE PRACTICE · FORM 09**

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (संशोधन / Revision / ध्वनि-आकृति संबंध / Sound-symbol association)**

A. ध्वनि-आकृति संबंध / Sound-symbol association → कहानी के अर्थ, घटनाओं और पात्रों को सुनकर समझना।

B. कहानी सुनना / Story listening → नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी।

C. संशोधन / Revision → बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना।

D. संशोधन / Revision → लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना।

**Correct answer / सही उत्तर: D.** संशोधन / Revision → लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना।

**Explanation / व्याख्या**

संशोधन / Revision: लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना। उदाहरण: बच्चा कहानी का अंत बदलकर उसे अधिक समझने योग्य बनाता है।

**MCQ 342 • CORE PRACTICE · FORM 10**

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (संशोधन / Revision / मात्रा बोध / Matra awareness)**

A. संशोधन / Revision → बच्चा कहानी का अंत बदलकर उसे अधिक समझने योग्य बनाता है।

B. पठन प्रवाह / Reading fluency → बच्चा कहानी में पात्र के निर्णय का कारण बताता है।

C. मात्रा बोध / Matra awareness → बच्चा संवाद पढ़ते समय भाव और विराम का ध्यान रखता है।

D. संशोधन / Revision → बच्चे कल और काल के उच्चारण में अंतर बताते हैं।

**Correct answer / सही उत्तर: A.** संशोधन / Revision → बच्चा कहानी का अंत बदलकर उसे अधिक समझने योग्य बनाता है।

**Explanation / व्याख्या**

संशोधन / Revision: लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना। उदाहरण: बच्चा कहानी का अंत बदलकर उसे अधिक समझने योग्य बनाता है।

MCQ 343 • CORE PRACTICE · FORM 01

**सही अवधारणा पहचानें: विचारों को पहली लिखित रूपरेखा में व्यक्त करना।**

A. अधिगम प्रतिफल / Learning outcome

B. प्रारूप लेखन / Drafting

C. साझा पठन / Shared reading

D. सक्रिय श्रवण / Active listening

**Correct answer / सही उत्तर: B.** प्रारूप लेखन / Drafting

**Explanation / व्याख्या**

प्रारूप लेखन / Drafting: विचारों को पहली लिखित रूपरेखा में व्यक्त करना। उदाहरण: बच्चा अपने अनुभव पर पहला अनुच्छेद लिखता है।

MCQ 344 • CORE PRACTICE · FORM 02

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? बच्चा अपने अनुभव पर पहला अनुच्छेद लिखता है।**

A. अक्षर पहचान / Letter recognition

B. प्रारूप लेखन / Drafting

C. सक्रिय श्रवण / Active listening

D. अपसंकैत विश्लेषण / Miscue analysis

**Correct answer / सही उत्तर: B.** प्रारूप लेखन / Drafting

**Explanation / व्याख्या**

प्रारूप लेखन / Drafting: विचारों को पहली लिखित रूपरेखा में व्यक्त करना। उदाहरण: बच्चा अपने अनुभव पर पहला अनुच्छेद लिखता है।

GyanTech Guru Ji

MCQ 345 • CORE PRACTICE · FORM 03

**प्रारूप लेखन / Drafting का सबसे सटीक अर्थ क्या है?**

A. कक्षा में सुलभ विविध पठन सामग्री के लिए निर्धारित स्थान।

B. पढ़ते समय हुए बदलावों या त्रुटियों का विश्लेषण।

C. औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ।

D. विचारों को पहली लिखित रूपरेखा में व्यक्त करना।

Correct answer / **सही उत्तर:** D. विचारों को पहली लिखित रूपरेखा में व्यक्त करना।

Explanation / **व्याख्या**

प्रारूप लेखन / Drafting: विचारों को पहली लिखित रूपरेखा में व्यक्त करना। उदाहरण: बच्चा अपने अनुभव पर पहला अनुच्छेद लिखता है।

MCQ 346 • CORE PRACTICE · FORM 04

**प्रारूप लेखन / Drafting का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. बालक रुकावटों को संभालते हुए अनुभव स्पष्ट रूप से सुनाता है।

B. बच्चा अपने अनुभव पर पहला अनुच्छेद लिखता है।

C. बच्चा क की ध्वनि को लिखित अक्षर क से मिलाता है।

D. बच्चे स्थानीय शब्दों को मानक हिंदी के शब्दों से जोड़ते हैं।

Correct answer / **सही उत्तर:** B. बच्चा अपने अनुभव पर पहला अनुच्छेद लिखता है।

Explanation / **व्याख्या**

प्रारूप लेखन / Drafting: विचारों को पहली लिखित रूपरेखा में व्यक्त करना। उदाहरण: बच्चा अपने अनुभव पर पहला अनुच्छेद लिखता है।

MCQ 347 • CORE PRACTICE · FORM 05

**दोनों विवरणों को सही क्रम में पहचानें। (1) विचारों को पहली लिखित रूपरेखा में व्यक्त करना। (2) बोलने और सुनने के प्रदर्शन के स्तरों का मानदंड आधारित वर्णन।**

A. मौखिक आकलन रूब्रिक / Oral assessment rubric | प्रारूप लेखन / Drafting

B. सक्रिय श्रवण / Active listening | मौखिक आकलन रूब्रिक / Oral assessment rubric

C. प्रारूप लेखन / Drafting | अधिगम प्रतिफल / Learning outcome

D. प्रारूप लेखन / Drafting | मौखिक आकलन रूब्रिक / Oral assessment rubric

**Correct answer / सही उत्तर: D.** प्रारूप लेखन / Drafting | मौखिक आकलन रूब्रिक / Oral assessment rubric

**Explanation / व्याख्या**

प्रारूप लेखन / Drafting: विचारों को पहली लिखित रूपरेखा में व्यक्त करना। उदाहरण: बच्चा अपने अनुभव पर पहला अनुच्छेद लिखता है। मौखिक आकलन रूब्रिक / Oral assessment rubric: बोलने और सुनने के प्रदर्शन के स्तरों का मानदंड आधारित वर्णन। उदाहरण: शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है।

MCQ 348 • CORE PRACTICE · FORM 06

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) बच्चा अपने अनुभव पर पहला अनुच्छेद लिखता है। (2) बच्चा प्रश्नवाचक वाक्य के अंत में प्रश्नचिह्न लगाता है।**

A. प्रारूप लेखन / Drafting | विराम-चिह्न / Punctuation

B. मौखिक आकलन रूब्रिक / Oral assessment rubric | विराम-चिह्न / Punctuation

C. विराम-चिह्न / Punctuation | प्रारूप लेखन / Drafting

D. प्रारूप लेखन / Drafting | उदयीमान साक्षरता / Emergent literacy

**Correct answer / सही उत्तर: A.** प्रारूप लेखन / Drafting | विराम-चिह्न / Punctuation

**Explanation / व्याख्या**

प्रारूप लेखन / Drafting: विचारों को पहली लिखित रूपरेखा में व्यक्त करना। उदाहरण: बच्चा अपने अनुभव पर पहला अनुच्छेद लिखता है। विराम-चिह्न / Punctuation: लिखित अभिव्यक्ति में ठहराव और अर्थ स्पष्ट करने वाले चिह्न। उदाहरण: बच्चा प्रश्नवाचक वाक्य के अंत में प्रश्नचिह्न लगाता है।

**MCQ 349 • CORE PRACTICE · FORM 07**

**प्रारूप लेखन / Drafting और इकाई योजना / Unit plan के सही अर्थ क्रम से चुनें।**

A. कई संबंधित पाठों को लक्ष्यों के अनुसार व्यवस्थित करने की योजना। | विचारों को पहली लिखित रूपरेखा में व्यक्त करना।

B. विचारों को पहली लिखित रूपरेखा में व्यक्त करना। | कई संबंधित पाठों को लक्ष्यों के अनुसार व्यवस्थित करने की योजना।

C. विचारों को पहली लिखित रूपरेखा में व्यक्त करना। | लेखन के विचार, संगठन और भाषा के स्तरों का मानदंड आधारित वर्णन।

D. अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता। | कई संबंधित पाठों को लक्ष्यों के अनुसार व्यवस्थित करने की योजना।

**Correct answer / सही उत्तर: B.** विचारों को पहली लिखित रूपरेखा में व्यक्त करना। | कई संबंधित पाठों को लक्ष्यों के अनुसार व्यवस्थित करने की योजना।

**Explanation / व्याख्या**

प्रारूप लेखन / Drafting: विचारों को पहली लिखित रूपरेखा में व्यक्त करना। उदाहरण: बच्चा अपने अनुभव पर पहला अनुच्छेद लिखता है। इकाई योजना / Unit plan: कई संबंधित पाठों को लक्ष्यों के अनुसार व्यवस्थित करने की योजना। उदाहरण: शिक्षक एक सप्ताह में कहानी, कविता और लेखन को एक विषय से जोड़ता है।

**MCQ 350 • CORE PRACTICE · FORM 08**

**प्रारूप लेखन / Drafting और साझा पठन / Shared reading के उदाहरण सही क्रम में चुनें।**

A. बच्चा अपने अनुभव पर पहला अनुच्छेद लिखता है। | बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है।

B. बच्चा कहानी की घटना से अनजान शब्द का अर्थ अनुमानित करता है। | बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है।

C. बच्चा अपने अनुभव पर पहला अनुच्छेद लिखता है। | बच्चा क की ध्वनि को लिखित अक्षर क से मिलाता है।

D. बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है। | बच्चा अपने अनुभव पर पहला अनुच्छेद लिखता है।

**Correct answer / सही उत्तर: A.** बच्चा अपने अनुभव पर पहला अनुच्छेद लिखता है। | बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है।

**Explanation / व्याख्या**

प्रारूप लेखन / Drafting: विचारों को पहली लिखित रूपरेखा में व्यक्त करना। उदाहरण: बच्चा अपने अनुभव पर पहला अनुच्छेद लिखता है। साझा पठन / Shared reading: शिक्षक और बच्चे एक ही पाठ को मिलकर पढ़ते हैं। उदाहरण: बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है।

MCQ 351 • CORE PRACTICE · FORM 09

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (प्रारूप लेखन / Drafting / पूर्वज्ञान / Prior knowledge)**

A. प्रारूप लेखन / Drafting → विचारों को पहली लिखित रूपरेखा में व्यक्त करना।

B. पूर्वज्ञान / Prior knowledge → समूह में भाषा और बोलियों की विविधता को स्वीकार करना।

C. भाषायी विविधता / Linguistic diversity → शिक्षक और बच्चे एक ही पाठ को मिलकर पढ़ते हैं।

D. प्रारूप लेखन / Drafting → नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी।

**Correct answer / सही उत्तर: A.** प्रारूप लेखन / Drafting → विचारों को पहली लिखित रूपरेखा में व्यक्त करना।

**Explanation / व्याख्या**

प्रारूप लेखन / Drafting: विचारों को पहली लिखित रूपरेखा में व्यक्त करना। उदाहरण: बच्चा अपने अनुभव पर पहला अनुच्छेद लिखता है।

MCQ 352 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (प्रारूप लेखन / Drafting / उदयीमान साक्षरता / Emergent literacy)**

A. उदयीमान साक्षरता / Emergent literacy → एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं।

B. चार ब्लॉक मॉडल / Four-block model → पहली और संशोधित रचना को दिनांक सहित रखा जाता है।

C. प्रारूप लेखन / Drafting → बच्चा अपने अनुभव पर पहला अनुच्छेद लिखता है।

D. प्रारूप लेखन / Drafting → बच्चा चित्र देखकर कहानी बनाता है और लिखने जैसी आकृतियाँ बनाता है।

**Correct answer / सही उत्तर: C.** प्रारूप लेखन / Drafting → बच्चा अपने अनुभव पर पहला अनुच्छेद लिखता है।

**Explanation / व्याख्या**

प्रारूप लेखन / Drafting: विचारों को पहली लिखित रूपरेखा में व्यक्त करना। उदाहरण: बच्चा अपने अनुभव पर पहला अनुच्छेद लिखता है।

MCQ 353 • CORE PRACTICE · FORM 01

**सही अवधारणा पहचानें: लेखन में वर्तनी, विराम और व्याकरण संबंधी त्रुटियों को सुधारना।**

A. संपादन / Editing

B. बारी-बारी बोलना / Turn-taking

C. इकाई योजना / Unit plan

D. निर्देशित पठन / Guided reading

Correct answer / **सही उत्तर: A.** संपादन / Editing

**Explanation / व्याख्या**

संपादन / Editing: लेखन में वर्तनी, विराम और व्याकरण संबंधी त्रुटियों को सुधारना। उदाहरण: बच्चा अंतिम प्रति से पहले गलत मात्राएँ ठीक करता है।

MCQ 354 • CORE PRACTICE · FORM 02

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? बच्चा अंतिम प्रति से पहले गलत मात्राएँ ठीक करता है।**

A. संपादन / Editing

B. बहुभाषिकता / Multilingualism

C. भाषायी दक्षता / Language competency

D. मौखिक अवलोकन / Oral observation

Correct answer / **सही उत्तर: A.** संपादन / Editing

**Explanation / व्याख्या**

संपादन / Editing: लेखन में वर्तनी, विराम और व्याकरण संबंधी त्रुटियों को सुधारना। उदाहरण: बच्चा अंतिम प्रति से पहले गलत मात्राएँ ठीक करता है।

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MCQ 355 • CORE PRACTICE · FORM 03

**संपादन / Editing का सबसे सटीक अर्थ क्या है?**

A. नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी।

B. भाषा के वास्तविक प्रयोग से व्याकरण की समझ विकसित करना।

C. पाठ के संकेतों से अप्रत्यक्ष अर्थ या कारण समझना।

D. लेखन में वर्तनी, विराम और व्याकरण संबंधी त्रुटियों को सुधारना।

Correct answer / **सही उत्तर:** D. लेखन में वर्तनी, विराम और व्याकरण संबंधी त्रुटियों को सुधारना।

Explanation / **व्याख्या**

संपादन / Editing: लेखन में वर्तनी, विराम और व्याकरण संबंधी त्रुटियों को सुधारना। उदाहरण: बच्चा अंतिम प्रति से पहले गलत मात्राएँ ठीक करता है।

MCQ 356 • CORE PRACTICE · FORM 04

**संपादन / Editing का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. बच्चे अपने लिखे पत्र में क्रिया के रूपों की उपयुक्तता देखते हैं।

B. बच्चा अंतिम प्रति से पहले गलत मात्राएँ ठीक करता है।

C. बच्चा कहानी सुनकर उसके पात्र के बारे में प्रश्न का उत्तर देता है।

D. बच्चा संवाद पढ़ते समय भाव और विराम का ध्यान रखता है।

Correct answer / **सही उत्तर:** B. बच्चा अंतिम प्रति से पहले गलत मात्राएँ ठीक करता है।

Explanation / **व्याख्या**

संपादन / Editing: लेखन में वर्तनी, विराम और व्याकरण संबंधी त्रुटियों को सुधारना। उदाहरण: बच्चा अंतिम प्रति से पहले गलत मात्राएँ ठीक करता है।

MCQ 357 • CORE PRACTICE · FORM 05

**दोनों विवरणों को सही क्रम में पहचानें। (1) लेखन में वर्तनी, विराम और व्याकरण संबंधी त्रुटियों को सुधारना। (2) ध्यान से सुनकर अर्थ समझना और उचित प्रतिक्रिया देना।**

A. संपादन / Editing | भाषा सेतु / Language bridging

B. संपादन / Editing | सक्रिय श्रवण / Active listening

C. मुद्रित सामग्री की समझ / Print awareness | सक्रिय श्रवण / Active listening

D. सक्रिय श्रवण / Active listening | संपादन / Editing

Correct answer / **सही उत्तर:** B. संपादन / Editing | सक्रिय श्रवण / Active listening

Explanation / **व्याख्या**

संपादन / Editing: लेखन में वर्तनी, विराम और व्याकरण संबंधी त्रुटियों को सुधारना। उदाहरण: बच्चा अंतिम प्रति से पहले गलत मात्राएँ ठीक करता है। सक्रिय श्रवण / Active listening: ध्यान से सुनकर अर्थ समझना और उचित प्रतिक्रिया देना। उदाहरण: बच्चा कहानी सुनकर उसके पात्र के बारे में प्रश्न का उत्तर देता है।

MCQ 358 • CORE PRACTICE · FORM 06

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) बच्चा अंतिम प्रति से पहले गलत मात्राएँ ठीक करता है। (2) बालिका अपने अनुभव को सुनने वालों के लिए स्पष्ट रूप में व्यक्त करती है।**

A. भूमिका निर्वाह / Role play | भाषायी दक्षता / Language competency

B. भाषायी दक्षता / Language competency | संपादन / Editing

C. संपादन / Editing | भाषायी दक्षता / Language competency

D. संपादन / Editing | बारी-बारी बोलना / Turn-taking

Correct answer / **सही उत्तर:** C. संपादन / Editing | भाषायी दक्षता / Language competency

Explanation / **व्याख्या**

संपादन / Editing: लेखन में वर्तनी, विराम और व्याकरण संबंधी त्रुटियों को सुधारना। उदाहरण: बच्चा अंतिम प्रति से पहले गलत मात्राएँ ठीक करता है। भाषायी दक्षता / Language competency: अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता। उदाहरण: बालिका अपने अनुभव को सुनने वालों के लिए स्पष्ट रूप में व्यक्त करती है।

MCQ 359 • CORE PRACTICE · FORM 07

**संपादन / Editing और मौखिक आकलन रूब्रिक / Oral assessment rubric के सही अर्थ क्रम से चुनें।**

A. लिखित अभिव्यक्ति में ठहराव और अर्थ स्पष्ट करने वाले चिह्न। | बोलने और सुनने के प्रदर्शन के स्तरों का मानदंड आधारित वर्णन।

B. लेखन में वर्तनी, विराम और व्याकरण संबंधी त्रुटियों को सुधारना। | बोलने और सुनने के प्रदर्शन के स्तरों का मानदंड आधारित वर्णन।

C. लेखन में वर्तनी, विराम और व्याकरण संबंधी त्रुटियों को सुधारना। | पाठ में स्पष्ट रूप से लिखी जानकारी को पहचानना।

D. बोलने और सुनने के प्रदर्शन के स्तरों का मानदंड आधारित वर्णन। | लेखन में वर्तनी, विराम और व्याकरण संबंधी त्रुटियों को सुधारना।

**Correct answer / सही उत्तर: B.** लेखन में वर्तनी, विराम और व्याकरण संबंधी त्रुटियों को सुधारना। | बोलने और सुनने के प्रदर्शन के स्तरों का मानदंड आधारित वर्णन।

**Explanation / व्याख्या**

संपादन / Editing: लेखन में वर्तनी, विराम और व्याकरण संबंधी त्रुटियों को सुधारना। उदाहरण: बच्चा अंतिम प्रति से पहले गलत मात्राएँ ठीक करता है। मौखिक आकलन रूब्रिक / Oral assessment rubric: बोलने और सुनने के प्रदर्शन के स्तरों का मानदंड आधारित वर्णन। उदाहरण: शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है।

MCQ 360 • CORE PRACTICE · FORM 08

**संपादन / Editing और अपसंकैत विश्लेषण / Miscue analysis के उदाहरण सही क्रम में चुनें।**

A. शिक्षक देखता है कि बच्चा लिखे शब्द की जगह समान अर्थ का शब्द पढ़ता है। | बच्चा अंतिम प्रति से पहले गलत मात्राएँ ठीक करता है।

B. बच्चा अंतिम प्रति से पहले गलत मात्राएँ ठीक करता है। | शिक्षक देखता है कि बच्चा लिखे शब्द की जगह समान अर्थ का शब्द पढ़ता है।

C. बच्चा प्रश्नवाचक वाक्य के अंत में प्रश्नचिह्न लगाता है। | शिक्षक देखता है कि बच्चा लिखे शब्द की जगह समान अर्थ का शब्द पढ़ता है।

D. बच्चा अंतिम प्रति से पहले गलत मात्राएँ ठीक करता है। | शिक्षक अलग-अलग बोलियों में कही गई कहावतों पर चर्चा कराता है।

**Correct answer / सही उत्तर: B.** बच्चा अंतिम प्रति से पहले गलत मात्राएँ ठीक करता है। | शिक्षक देखता है कि बच्चा लिखे शब्द की जगह समान अर्थ का शब्द पढ़ता है।

**Explanation / व्याख्या**

संपादन / Editing: लेखन में वर्तनी, विराम और व्याकरण संबंधी त्रुटियों को सुधारना। उदाहरण: बच्चा अंतिम प्रति से पहले गलत मात्राएँ ठीक करता है। अपसंकैत विश्लेषण / Miscue analysis: पढ़ते समय हुए बदलावों या त्रुटियों का विश्लेषण। उदाहरण: शिक्षक देखता है कि बच्चा लिखे शब्द की जगह समान अर्थ का शब्द पढ़ता है।

**MCQ 361 • CORE PRACTICE · FORM 09**

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (संपादन / Editing / पूर्वज्ञान / Prior knowledge)**

A. संपादन / Editing → नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी।

B. पूर्वज्ञान / Prior knowledge → पढ़ी सामग्री से अर्थ निकालना और उसे समझकर प्रतिक्रिया देना।

C. पठन बोध / Reading comprehension → समझे और प्रयोग किए जाने वाले शब्दों का संग्रह।

D. संपादन / Editing → लेखन में वर्तनी, विराम और व्याकरण संबंधी त्रुटियों को सुधारना।

**Correct answer / सही उत्तर: D.** संपादन / Editing → लेखन में वर्तनी, विराम और व्याकरण संबंधी त्रुटियों को सुधारना।

**Explanation / व्याख्या**

संपादन / Editing: लेखन में वर्तनी, विराम और व्याकरण संबंधी त्रुटियों को सुधारना। उदाहरण: बच्चा अंतिम प्रति से पहले गलत मात्राएँ ठीक करता है।

**MCQ 362 • CORE PRACTICE · FORM 10**

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (संपादन / Editing / संदर्भ में व्याकरण / Grammar in context)**

A. संपादन / Editing → बच्चे अपने लिखे पत्र में क्रिया के रूपों की उपयुक्तता देखते हैं।

B. संदर्भ में व्याकरण / Grammar in context → बच्चा संवाद पढ़ते समय भाव और विराम का ध्यान रखता है।

C. संपादन / Editing → बच्चा अंतिम प्रति से पहले गलत मात्राएँ ठीक करता है।

D. पठन प्रवाह / Reading fluency → बच्चा दोबारा पढ़कर अपने वाक्य में छूटा शब्द जोड़ता है।

**Correct answer / सही उत्तर: C.** संपादन / Editing → बच्चा अंतिम प्रति से पहले गलत मात्राएँ ठीक करता है।

**Explanation / व्याख्या**

संपादन / Editing: लेखन में वर्तनी, विराम और व्याकरण संबंधी त्रुटियों को सुधारना। उदाहरण: बच्चा अंतिम प्रति से पहले गलत मात्राएँ ठीक करता है।

MCQ 363 • CORE PRACTICE · FORM 01

**सही अवधारणा पहचानें: वास्तविक पाठक या उद्देश्य को ध्यान में रखकर लिखना।**

A. उद्देश्यपूर्ण लेखन / Purposeful writing

B. संदर्भ संकेत / Context clues

C. मातृभाषा / Home language

D. अनुमानात्मक बोध / Inferential comprehension

**Correct answer / सही उत्तर: A.** उद्देश्यपूर्ण लेखन / Purposeful writing

**Explanation / व्याख्या**

उद्देश्यपूर्ण लेखन / Purposeful writing: वास्तविक पाठक या उद्देश्य को ध्यान में रखकर लिखना। उदाहरण: बच्चे पुस्तकालय के लिए सूचना पत्र लिखते हैं।

MCQ 364 • CORE PRACTICE · FORM 02

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? बच्चे पुस्तकालय के लिए सूचना पत्र लिखते हैं।**

A. उद्देश्यपूर्ण लेखन / Purposeful writing

B. कहानी सुनना / Story listening

C. चार ब्लॉक मॉडल / Four-block model

D. इकाई योजना / Unit plan

**Correct answer / सही उत्तर: A.** उद्देश्यपूर्ण लेखन / Purposeful writing

**Explanation / व्याख्या**

उद्देश्यपूर्ण लेखन / Purposeful writing: वास्तविक पाठक या उद्देश्य को ध्यान में रखकर लिखना। उदाहरण: बच्चे पुस्तकालय के लिए सूचना पत्र लिखते हैं।

GyanTech Guru Ji

MCQ 365 • CORE PRACTICE · FORM 03

**उद्देश्यपूर्ण लेखन / Purposeful writing का सबसे सटीक अर्थ क्या है?**

A. लेखन के विचार, संगठन और भाषा के स्तरों का मानदंड आधारित वर्णन।

B. वास्तविक पाठक या उद्देश्य को ध्यान में रखकर लिखना।

C. बोलने और सुनने के प्रदर्शन के स्तरों का मानदंड आधारित वर्णन।

D. संवाद में अपनी और दूसरों की बोलने की बारी का ध्यान रखना।

Correct answer / **सही उत्तर:** B. वास्तविक पाठक या उद्देश्य को ध्यान में रखकर लिखना।

Explanation / **व्याख्या**
उद्देश्यपूर्ण लेखन / Purposeful writing: वास्तविक पाठक या उद्देश्य को ध्यान में रखकर लिखना। उदाहरण: बच्चे पुस्तकालय के लिए सूचना पत्र लिखते हैं।

MCQ 366 • CORE PRACTICE · FORM 04

**उद्देश्यपूर्ण लेखन / Purposeful writing का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. बच्चे पुस्तकालय के लिए सूचना पत्र लिखते हैं।

B. शिक्षक समूह चर्चा में बच्चे के योगदान को नोट करता है।

C. बच्चा चित्रों के सहारे कहानी फिर से सुनाता है।

D. बच्चा कहानी की तीन घटनाएँ सही क्रम में बताता है।

Correct answer / **सही उत्तर:** A. बच्चे पुस्तकालय के लिए सूचना पत्र लिखते हैं।

Explanation / **व्याख्या**
उद्देश्यपूर्ण लेखन / Purposeful writing: वास्तविक पाठक या उद्देश्य को ध्यान में रखकर लिखना। उदाहरण: बच्चे पुस्तकालय के लिए सूचना पत्र लिखते हैं।

**MCQ 367 • CORE PRACTICE · FORM 05**

**दोनों विवरणों को सही क्रम में पहचानें। (1) वास्तविक पाठक या उद्देश्य को ध्यान में रखकर लिखना। (2) उचित गति और निरंतरता के साथ अर्थपूर्ण बोलने की क्षमता।**

A. कहानी पुनर्कथन / Story retelling | मौखिक प्रवाह / Oral fluency

B. उद्देश्यपूर्ण लेखन / Purposeful writing | मौखिक प्रवाह / Oral fluency

C. उद्देश्यपूर्ण लेखन / Purposeful writing | मातृभाषा / Home language

D. मौखिक प्रवाह / Oral fluency | उद्देश्यपूर्ण लेखन / Purposeful writing

**Correct answer / सही उत्तर: B.** उद्देश्यपूर्ण लेखन / Purposeful writing | मौखिक प्रवाह / Oral fluency

**Explanation / व्याख्या**

उद्देश्यपूर्ण लेखन / Purposeful writing: वास्तविक पाठक या उद्देश्य को ध्यान में रखकर लिखना। उदाहरण: बच्चे पुस्तकालय के लिए सूचना पत्र लिखते हैं। मौखिक प्रवाह / Oral fluency: उचित गति और निरंतरता के साथ अर्थपूर्ण बोलने की क्षमता। उदाहरण: बालक रुकावटों को संभालते हुए अनुभव स्पष्ट रूप से सुनाता है।

**MCQ 368 • CORE PRACTICE · FORM 06**

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) बच्चे पुस्तकालय के लिए सूचना पत्र लिखते हैं। (2) बालिका अपने अनुभव को सुनने वालों के लिए स्पष्ट रूप में व्यक्त करती है।**

A. मौखिक अवलोकन / Oral observation | भाषायी दक्षता / Language competency

B. उद्देश्यपूर्ण लेखन / Purposeful writing | चार ब्लॉक मॉडल / Four-block model

C. उद्देश्यपूर्ण लेखन / Purposeful writing | भाषायी दक्षता / Language competency

D. भाषायी दक्षता / Language competency | उद्देश्यपूर्ण लेखन / Purposeful writing

**Correct answer / सही उत्तर: C.** उद्देश्यपूर्ण लेखन / Purposeful writing | भाषायी दक्षता / Language competency

**Explanation / व्याख्या**

उद्देश्यपूर्ण लेखन / Purposeful writing: वास्तविक पाठक या उद्देश्य को ध्यान में रखकर लिखना। उदाहरण: बच्चे पुस्तकालय के लिए सूचना पत्र लिखते हैं। भाषायी दक्षता / Language competency: अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता। उदाहरण: बालिका अपने अनुभव को सुनने वालों के लिए स्पष्ट रूप में व्यक्त करती है।

MCQ 369 • CORE PRACTICE · FORM 07

**उद्देश्यपूर्ण लेखन / Purposeful writing और पूर्वज्ञान / Prior knowledge के सही अर्थ क्रम से चुनें।**

A. नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी। | वास्तविक पाठक या उद्देश्य को ध्यान में रखकर लिखना।

B. पाठ पढ़ने से पहले पूर्वज्ञान और रुचि सक्रिय करना। | नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी।

C. वास्तविक पाठक या उद्देश्य को ध्यान में रखकर लिखना। | नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी।

D. वास्तविक पाठक या उद्देश्य को ध्यान में रखकर लिखना। | पढ़ने के बाद पाठ के अर्थ पर चिंतन या प्रतिक्रिया करना।

**Correct answer / सही उत्तर: C.** वास्तविक पाठक या उद्देश्य को ध्यान में रखकर लिखना। | नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी।

**Explanation / व्याख्या**

उद्देश्यपूर्ण लेखन / Purposeful writing: वास्तविक पाठक या उद्देश्य को ध्यान में रखकर लिखना। उदाहरण: बच्चे पुस्तकालय के लिए सूचना पत्र लिखते हैं। पूर्वज्ञान / Prior knowledge: नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी। उदाहरण: यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है।

MCQ 370 • CORE PRACTICE · FORM 08

**उद्देश्यपूर्ण लेखन / Purposeful writing और पठन बोध / Reading comprehension के उदाहरण सही क्रम में चुनें।**

A. बच्चा कहानी की घटना से अनजान शब्द का अर्थ अनुमानित करता है। | बच्चा कहानी में पात्र के निर्णय का कारण बताता है।

B. बच्चे पुस्तकालय के लिए सूचना पत्र लिखते हैं। | बच्चा कहानी में पात्र के निर्णय का कारण बताता है।

C. बच्चे पुस्तकालय के लिए सूचना पत्र लिखते हैं। | बच्चा समान तुक वाले शब्दों को पहचानता है।

D. बच्चा कहानी में पात्र के निर्णय का कारण बताता है। | बच्चे पुस्तकालय के लिए सूचना पत्र लिखते हैं।

**Correct answer / सही उत्तर: B.** बच्चे पुस्तकालय के लिए सूचना पत्र लिखते हैं। | बच्चा कहानी में पात्र के निर्णय का कारण बताता है।

**Explanation / व्याख्या**

उद्देश्यपूर्ण लेखन / Purposeful writing: वास्तविक पाठक या उद्देश्य को ध्यान में रखकर लिखना। उदाहरण: बच्चे पुस्तकालय के लिए सूचना पत्र लिखते हैं। पठन बोध / Reading comprehension: पढ़ी सामग्री से अर्थ निकालना और उसे समझकर प्रतिक्रिया देना। उदाहरण: बच्चा कहानी में पात्र के निर्णय का कारण बताता है।

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MCQ 371 • CORE PRACTICE · FORM 09

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (उद्देश्यपूर्ण लेखन / Purposeful writing / सक्रिय श्रवण / Active listening)**

A. उद्देश्यपूर्ण लेखन / Purposeful writing → ध्यान से सुनकर अर्थ समझना और उचित प्रतिक्रिया देना।

B. अधिगम प्रतिफल / Learning outcome → औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ।

C. उद्देश्यपूर्ण लेखन / Purposeful writing → वास्तविक पाठक या उद्देश्य को ध्यान में रखकर लिखना।

D. सक्रिय श्रवण / Active listening → सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार।

**Correct answer / सही उत्तर: C.** उद्देश्यपूर्ण लेखन / Purposeful writing → वास्तविक पाठक या उद्देश्य को ध्यान में रखकर लिखना।

**Explanation / व्याख्या**

उद्देश्यपूर्ण लेखन / Purposeful writing: वास्तविक पाठक या उद्देश्य को ध्यान में रखकर लिखना। उदाहरण: बच्चे पुस्तकालय के लिए सूचना पत्र लिखते हैं।

MCQ 372 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (उद्देश्यपूर्ण लेखन / Purposeful writing / अधिगम प्रतिफल / Learning outcome)**

A. उद्देश्यपूर्ण लेखन / Purposeful writing → बच्चा कहानी की तीन घटनाएँ सही क्रम में बताता है।

B. अधिगम प्रतिफल / Learning outcome → कहानी पढ़ने के बाद बच्चे नए शब्दों का वाक्यों में उपयोग करते हैं।

C. शब्द भंडार / Vocabulary → बच्चे स्थानीय शब्दों को मानक हिंदी के शब्दों से जोड़ते हैं।

D. उद्देश्यपूर्ण लेखन / Purposeful writing → बच्चे पुस्तकालय के लिए सूचना पत्र लिखते हैं।

**Correct answer / सही उत्तर: D.** उद्देश्यपूर्ण लेखन / Purposeful writing → बच्चे पुस्तकालय के लिए सूचना पत्र लिखते हैं।

**Explanation / व्याख्या**

उद्देश्यपूर्ण लेखन / Purposeful writing: वास्तविक पाठक या उद्देश्य को ध्यान में रखकर लिखना। उदाहरण: बच्चे पुस्तकालय के लिए सूचना पत्र लिखते हैं।

## Short-answer revision

Recall the idea before reading the model answer.

**REVISION 06.01**

**आदर्श लेखन / Modelled writing को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** शिक्षक सोचते हुए लेखन प्रक्रिया का उदाहरण प्रस्तुत करता है। शिक्षक बोर्ड पर पत्र लिखते हुए शब्द चयन समझाता है।

**REVISION 06.02**

**साझा लेखन / Shared writing को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** शिक्षक और बच्चे मिलकर पाठ की रचना करते हैं। कक्षा कहानी के वाक्य सुझाती है और शिक्षक उन्हें लिखता है।

**REVISION 06.03**

**स्वतंत्र लेखन / Independent writing को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** शिक्षार्थी स्वयं अर्थपूर्ण लिखित अभिव्यक्ति करता है। बालिका अपने अनुभव पर बिना निर्देशित वाक्यों के डायरी लिखती है।

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**REVISION 06.04**

**संशोधन / Revision को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना। बच्चा कहानी का अंत बदलकर उसे अधिक समझने योग्य बनाता है।

**REVISION 06.05**

**प्रारूप लेखन / Drafting को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** विचारों को पहली लिखित रूपरेखा में व्यक्त करना। बच्चा अपने अनुभव पर पहला अनुच्छेद लिखता है।

**REVISION 06.06**

**संपादन / Editing को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** लेखन में वर्तनी, विराम और व्याकरण संबंधी त्रुटियों को सुधारना। बच्चा अंतिम प्रति से पहले गलत मात्राएँ ठीक करता है।

GyanTech Guru Ji

**REVISION 06.07**

**उद्देश्यपूर्ण लेखन / Purposeful writing को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** वास्तविक पाठक या उद्देश्य को ध्यान में रखकर लिखना। बच्चे पुस्तकालय के लिए सूचना पत्र लिखते हैं।

GyanTech Guru Ji

CHAPTER 07 • 32 MCQs • 3 REVISION PROMPTS

# इकाई एवं पाठ योजना

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### इकाई योजना / Unit plan

कई संबंधित पाठों को लक्ष्यों के अनुसार व्यवस्थित करने की योजना।

**उदाहरण:** शिक्षक एक सप्ताह में कहानी, कविता और लेखन को एक विषय से जोड़ता है।

### अधिगम प्रतिफल / Learning outcome

सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार।

**उदाहरण:** बच्चा कहानी की तीन घटनाएँ सही क्रम में बताता है।

### पूर्वज्ञान / Prior knowledge

नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी।

**उदाहरण:** यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है।

## New classroom-based questions

Apply concepts to realistic teaching decisions.

**MCQ 373 • NEW CLASSROOM APPLICATION**

**पठन बोध के पाठ का मापने योग्य प्रतिफल क्या है?**

A. कक्षा में पुस्तक होगी

B. शिक्षक पाठ पूरा करेगा

C. बच्चा कहानी की दो प्रमुख घटनाएँ क्रम से बता सकेगा

D. बच्चा हमेशा अच्छा बनेगा

**Correct answer / सही उत्तर: C.** बच्चा कहानी की दो प्रमुख घटनाएँ क्रम से बता सकेगा

**Explanation / व्याख्या**

प्रतिफल में सीखने वाले की देखी जा सकने वाली क्षमता स्पष्ट होती है।

**MCQ 374 • NEW CLASSROOM APPLICATION**

**यदि आधी कक्षा पाठ नहीं समझती तो शिक्षक क्या करे?**

A. सभी को असफल घोषित करें

B. छोटे समूह और अतिरिक्त उदाहरणों से योजना बदलें

C. पाठ छोड़कर केवल परीक्षा लें

D. उसी योजना को बिना बदलाव दोहराएँ

**Correct answer / सही उत्तर: B.** छोटे समूह और अतिरिक्त उदाहरणों से योजना बदलें

**Explanation / व्याख्या**

योजना लचीली होनी चाहिए और आकलन के प्रमाण से सुधरनी चाहिए।

## Core question bank

Ten related practice formats; core concepts recur for revision.

**MCQ 375 • CORE PRACTICE · FORM 01**

**सही अवधारणा पहचानें: कई संबंधित पाठों को लक्ष्यों के अनुसार व्यवस्थित करने की योजना।**

A. शाब्दिक बोध / Literal comprehension

B. इकाई योजना / Unit plan

C. आदर्श लेखन / Modelled writing

D. अनुमानात्मक बोध / Inferential comprehension

**Correct answer / सही उत्तर: B.** इकाई योजना / Unit plan

**Explanation / व्याख्या**

इकाई योजना / Unit plan: कई संबंधित पाठों को लक्ष्यों के अनुसार व्यवस्थित करने की योजना। उदाहरण: शिक्षक एक सप्ताह में कहानी, कविता और लेखन को एक विषय से जोड़ता है।

**MCQ 376 • CORE PRACTICE · FORM 02**

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? शिक्षक एक सप्ताह में कहानी, कविता और लेखन को एक विषय से जोड़ता है।**

A. भाषायी विविधता / Linguistic diversity

B. इकाई योजना / Unit plan

C. सक्रिय श्रवण / Active listening

D. मात्रा बोध / Matra awareness

**Correct answer / सही उत्तर: B.** इकाई योजना / Unit plan

**Explanation / व्याख्या**

इकाई योजना / Unit plan: कई संबंधित पाठों को लक्ष्यों के अनुसार व्यवस्थित करने की योजना। उदाहरण: शिक्षक एक सप्ताह में कहानी, कविता और लेखन को एक विषय से जोड़ता है।

MCQ 377 • CORE PRACTICE · FORM 03

**इकाई योजना / Unit plan का सबसे सटीक अर्थ क्या है?**

A. कई संबंधित पाठों को लक्ष्यों के अनुसार व्यवस्थित करने की योजना।

B. किसी परिस्थिति में पात्र की भूमिका निभाकर संवाद करना।

C. अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता।

D. उचित गति और निरंतरता के साथ अर्थपूर्ण बोलने की क्षमता।

Correct answer / **सही उत्तर: A.** कई संबंधित पाठों को लक्ष्यों के अनुसार व्यवस्थित करने की योजना।

Explanation / **व्याख्या**

इकाई योजना / Unit plan: कई संबंधित पाठों को लक्ष्यों के अनुसार व्यवस्थित करने की योजना। उदाहरण: शिक्षक एक सप्ताह में कहानी, कविता और लेखन को एक विषय से जोड़ता है।

MCQ 378 • CORE PRACTICE · FORM 04

**इकाई योजना / Unit plan का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. शिक्षक देखता है कि बच्चा लिखे शब्द की जगह समान अर्थ का शब्द पढ़ता है।

B. शिक्षक बोर्ड पर पत्र लिखते हुए शब्द चयन समझाता है।

C. शिक्षक एक सप्ताह में कहानी, कविता और लेखन को एक विषय से जोड़ता है।

D. कक्षा कहानी के वाक्य सुझाती है और शिक्षक उन्हें लिखता है।

Correct answer / **सही उत्तर: C.** शिक्षक एक सप्ताह में कहानी, कविता और लेखन को एक विषय से जोड़ता है।

Explanation / **व्याख्या**

इकाई योजना / Unit plan: कई संबंधित पाठों को लक्ष्यों के अनुसार व्यवस्थित करने की योजना। उदाहरण: शिक्षक एक सप्ताह में कहानी, कविता और लेखन को एक विषय से जोड़ता है।

**MCQ 379 • CORE PRACTICE · FORM 05**

**दोनों विवरणों को सही क्रम में पहचानें। (1) कई संबंधित पाठों को लक्ष्यों के अनुसार व्यवस्थित करने की योजना। (2) लेखन में वर्तनी, विराम और व्याकरण संबंधी त्रुटियों को सुधारना।**

A. संपादन / Editing | इकाई योजना / Unit plan

B. इकाई योजना / Unit plan | संपादन / Editing

C. कहानी पुनर्कथन / Story retelling | संपादन / Editing

D. इकाई योजना / Unit plan | शाब्दिक बोध / Literal comprehension

**Correct answer / सही उत्तर:** B. इकाई योजना / Unit plan | संपादन / Editing

**Explanation / व्याख्या**

इकाई योजना / Unit plan: कई संबंधित पाठों को लक्ष्यों के अनुसार व्यवस्थित करने की योजना। उदाहरण: शिक्षक एक सप्ताह में कहानी, कविता और लेखन को एक विषय से जोड़ता है। संपादन / Editing: लेखन में वर्तनी, विराम और व्याकरण संबंधी त्रुटियों को सुधारना। उदाहरण: बच्चा अंतिम प्रति से पहले गलत मात्राएँ ठीक करता है।

**MCQ 380 • CORE PRACTICE · FORM 06**

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) शिक्षक एक सप्ताह में कहानी, कविता और लेखन को एक विषय से जोड़ता है। (2) बच्चे कल और काल के उच्चारण में अंतर बताते हैं।**

A. साझा लेखन / Shared writing | मात्रा बोध / Matra awareness

B. इकाई योजना / Unit plan | मात्रा बोध / Matra awareness

C. इकाई योजना / Unit plan | बहुभाषिकता / Multilingualism

D. मात्रा बोध / Matra awareness | इकाई योजना / Unit plan

**Correct answer / सही उत्तर:** B. इकाई योजना / Unit plan | मात्रा बोध / Matra awareness

**Explanation / व्याख्या**

इकाई योजना / Unit plan: कई संबंधित पाठों को लक्ष्यों के अनुसार व्यवस्थित करने की योजना। उदाहरण: शिक्षक एक सप्ताह में कहानी, कविता और लेखन को एक विषय से जोड़ता है। मात्रा बोध / Matra awareness: अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना। उदाहरण: बच्चे कल और काल के उच्चारण में अंतर बताते हैं।

MCQ 381 • CORE PRACTICE · FORM 07

**इकाई योजना / Unit plan और अक्षर पहचान / Letter recognition के सही अर्थ क्रम से चुनें।**

A. शिक्षक और बच्चे एक ही पाठ को मिलकर पढ़ते हैं। | लिपि के अक्षरों को पहचानना और अलग करना।

B. लिपि के अक्षरों को पहचानना और अलग करना। | कई संबंधित पाठों को लक्ष्यों के अनुसार व्यवस्थित करने की योजना।

C. कई संबंधित पाठों को लक्ष्यों के अनुसार व्यवस्थित करने की योजना। | लिपि के अक्षरों को पहचानना और अलग करना।

D. कई संबंधित पाठों को लक्ष्यों के अनुसार व्यवस्थित करने की योजना। | उचित गति और निरंतरता के साथ अर्थपूर्ण बोलने की क्षमता।

**Correct answer / सही उत्तर: C.** कई संबंधित पाठों को लक्ष्यों के अनुसार व्यवस्थित करने की योजना। | लिपि के अक्षरों को पहचानना और अलग करना।

**Explanation / व्याख्या**

इकाई योजना / Unit plan: कई संबंधित पाठों को लक्ष्यों के अनुसार व्यवस्थित करने की योजना। उदाहरण: शिक्षक एक सप्ताह में कहानी, कविता और लेखन को एक विषय से जोड़ता है। अक्षर पहचान / Letter recognition: लिपि के अक्षरों को पहचानना और अलग करना। उदाहरण: बच्चा अपने नाम में आए अक्षरों को पहचानता है।

MCQ 382 • CORE PRACTICE · FORM 08

**इकाई योजना / Unit plan और मुद्रित सामग्री की समझ / Print awareness के उदाहरण सही क्रम में चुनें।**

A. शिक्षक एक सप्ताह में कहानी, कविता और लेखन को एक विषय से जोड़ता है। | बच्चा पुस्तक का मुखपृष्ठ पहचानता है और पढ़ने की दिशा बताता है।

B. जोड़ी में बच्चे एक-दूसरे की बात पूरी होने तक प्रतीक्षा करते हैं। | बच्चा पुस्तक का मुखपृष्ठ पहचानता है और पढ़ने की दिशा बताता है।

C. बच्चा पुस्तक का मुखपृष्ठ पहचानता है और पढ़ने की दिशा बताता है। | शिक्षक एक सप्ताह में कहानी, कविता और लेखन को एक विषय से जोड़ता है।

D. शिक्षक एक सप्ताह में कहानी, कविता और लेखन को एक विषय से जोड़ता है। | बच्चा चित्रों के सहारे कहानी फिर से सुनाता है।

**Correct answer / सही उत्तर: A.** शिक्षक एक सप्ताह में कहानी, कविता और लेखन को एक विषय से जोड़ता है। | बच्चा पुस्तक का मुखपृष्ठ पहचानता है और पढ़ने की दिशा बताता है।

**Explanation / व्याख्या**

इकाई योजना / Unit plan: कई संबंधित पाठों को लक्ष्यों के अनुसार व्यवस्थित करने की योजना। उदाहरण: शिक्षक एक सप्ताह में कहानी, कविता और लेखन को एक विषय से जोड़ता है। मुद्रित सामग्री की समझ / Print awareness: लिखित भाषा की दिशा, प्रयोजन और पुस्तक की बनावट को समझना। उदाहरण: बच्चा पुस्तक का मुखपृष्ठ पहचानता है और पढ़ने की दिशा बताता है।

MCQ 383 • CORE PRACTICE · FORM 09

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (इकाई योजना / Unit plan / अक्षर पहचान / Letter recognition)**

A. अक्षर पहचान / Letter recognition → वास्तविक पाठक या उद्देश्य को ध्यान में रखकर लिखना।

B. इकाई योजना / Unit plan → लिपि के अक्षरों को पहचानना और अलग करना।

C. इकाई योजना / Unit plan → कई संबंधित पाठों को लक्ष्यों के अनुसार व्यवस्थित करने की योजना।

D. उद्देश्यपूर्ण लेखन / Purposeful writing → पढ़ते समय हुए बदलावों या त्रुटियों का विश्लेषण।

**Correct answer / सही उत्तर: C.** इकाई योजना / Unit plan → कई संबंधित पाठों को लक्ष्यों के अनुसार व्यवस्थित करने की योजना।

**Explanation / व्याख्या**

इकाई योजना / Unit plan: कई संबंधित पाठों को लक्ष्यों के अनुसार व्यवस्थित करने की योजना। उदाहरण: शिक्षक एक सप्ताह में कहानी, कविता और लेखन को एक विषय से जोड़ता है।

MCQ 384 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (इकाई योजना / Unit plan / ध्वनि खेल / Sound play)**

A. ध्वन्यात्मक जागरूकता / Phonological awareness → बच्चा प्रश्नवाचक वाक्य के अंत में प्रश्नचिह्न लगाता है।

B. इकाई योजना / Unit plan → शिक्षक एक सप्ताह में कहानी, कविता और लेखन को एक विषय से जोड़ता है।

C. इकाई योजना / Unit plan → बच्चे समान तुक वाले शब्द ढूँढते हैं।

D. ध्वनि खेल / Sound play → बच्चा समान तुक वाले शब्दों को पहचानता है।

**Correct answer / सही उत्तर: B.** इकाई योजना / Unit plan → शिक्षक एक सप्ताह में कहानी, कविता और लेखन को एक विषय से जोड़ता है।

**Explanation / व्याख्या**

इकाई योजना / Unit plan: कई संबंधित पाठों को लक्ष्यों के अनुसार व्यवस्थित करने की योजना। उदाहरण: शिक्षक एक सप्ताह में कहानी, कविता और लेखन को एक विषय से जोड़ता है।

MCQ 385 • CORE PRACTICE · FORM 01

**सही अवधारणा पहचानें: सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार।**

A. मौखिक प्रवाह / Oral fluency

B. संदर्भ में व्याकरण / Grammar in context

C. प्रारूप लेखन / Drafting

D. अधिगम प्रतिफल / Learning outcome

**Correct answer / सही उत्तर: D.** अधिगम प्रतिफल / Learning outcome

**Explanation / व्याख्या**

अधिगम प्रतिफल / Learning outcome: सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार। उदाहरण: बच्चा कहानी की तीन घटनाएँ सही क्रम में बताता है।

MCQ 386 • CORE PRACTICE · FORM 02

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? बच्चा कहानी की तीन घटनाएँ सही क्रम में बताता है।**

A. अधिगम प्रतिफल / Learning outcome

B. ध्वन्यात्मक जागरूकता / Phonological awareness

C. पठन बोध / Reading comprehension

D. सक्रिय श्रवण / Active listening

**Correct answer / सही उत्तर: A.** अधिगम प्रतिफल / Learning outcome

**Explanation / व्याख्या**

अधिगम प्रतिफल / Learning outcome: सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार। उदाहरण: बच्चा कहानी की तीन घटनाएँ सही क्रम में बताता है।

GyanTech Guru Ji

MCQ 387 • CORE PRACTICE · FORM 03

**अधिगम प्रतिफल / Learning outcome का सबसे सटीक अर्थ क्या है?**

A. लेखन में वर्तनी, विराम और व्याकरण संबंधी त्रुटियों को सुधारना।

B. समूह में भाषा और बोलियों की विविधता को स्वीकार करना।

C. सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार।

D. ध्यान से सुनकर अर्थ समझना और उचित प्रतिक्रिया देना।

Correct answer / **सही उत्तर:** C. सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार।

Explanation / **व्याख्या**

अधिगम प्रतिफल / Learning outcome: सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार। उदाहरण: बच्चा कहानी की तीन घटनाएँ सही क्रम में बताता है।

MCQ 388 • CORE PRACTICE · FORM 04

**अधिगम प्रतिफल / Learning outcome का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. बच्चा कहानी की तीन घटनाएँ सही क्रम में बताता है।

B. बच्चा चित्र देखकर कहानी बनाता है और लिखने जैसी आकृतियाँ बनाता है।

C. बच्चा समान तुक वाले शब्दों को पहचानता है।

D. बच्चा पुस्तक का मुखपृष्ठ पहचानता है और पढ़ने की दिशा बताता है।

Correct answer / **सही उत्तर:** A. बच्चा कहानी की तीन घटनाएँ सही क्रम में बताता है।

Explanation / **व्याख्या**

अधिगम प्रतिफल / Learning outcome: सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार। उदाहरण: बच्चा कहानी की तीन घटनाएँ सही क्रम में बताता है।

GyanTech Guru Ji

MCQ 389 • CORE PRACTICE · FORM 05

**दोनों विवरणों को सही क्रम में पहचानें। (1) सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार। (2) पाठ में स्पष्ट रूप से लिखी जानकारी को पहचानना।**

A. शाब्दिक बोध / Literal comprehension | अधिगम प्रतिफल / Learning outcome

B. अधिगम प्रतिफल / Learning outcome | मौखिक प्रवाह / Oral fluency

C. अधिगम प्रतिफल / Learning outcome | शाब्दिक बोध / Literal comprehension

D. पठन प्रवाह / Reading fluency | शाब्दिक बोध / Literal comprehension

**Correct answer / सही उत्तर: C.** अधिगम प्रतिफल / Learning outcome | शाब्दिक बोध / Literal comprehension

**Explanation / व्याख्या**

अधिगम प्रतिफल / Learning outcome: सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार। उदाहरण: बच्चा कहानी की तीन घटनाएँ सही क्रम में बताता है। शाब्दिक बोध / Literal comprehension: पाठ में स्पष्ट रूप से लिखी जानकारी को पहचानना। उदाहरण: बच्चा कहानी में बताए गए स्थान का नाम देता है।

MCQ 390 • CORE PRACTICE · FORM 06

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) बच्चा कहानी की तीन घटनाएँ सही क्रम में बताता है। (2) बच्चे अवकाश में स्वयं बाल-पत्रिका या कहानी की पुस्तक चुनते हैं।**

A. अधिगम प्रतिफल / Learning outcome | पठन कोना / Reading corner

B. अधिगम प्रतिफल / Learning outcome | प्रारूप लेखन / Drafting

C. पठन कोना / Reading corner | अधिगम प्रतिफल / Learning outcome

D. स्व-संशोधन / Self-correction | पठन कोना / Reading corner

**Correct answer / सही उत्तर: A.** अधिगम प्रतिफल / Learning outcome | पठन कोना / Reading corner

**Explanation / व्याख्या**

अधिगम प्रतिफल / Learning outcome: सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार। उदाहरण: बच्चा कहानी की तीन घटनाएँ सही क्रम में बताता है। पठन कोना / Reading corner: कक्षा में सुलभ विविध पठन सामग्री के लिए निर्धारित स्थान। उदाहरण: बच्चे अवकाश में स्वयं बाल-पत्रिका या कहानी की पुस्तक चुनते हैं।

MCQ 391 • CORE PRACTICE · FORM 07

**अधिगम प्रतिफल / Learning outcome और साझा पठन / Shared reading के सही अर्थ क्रम से चुनें।**

A. सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार। | अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना।

B. समूह में भाषा और बोलियों की विविधता को स्वीकार करना। | शिक्षक और बच्चे एक ही पाठ को मिलकर पढ़ते हैं।

C. शिक्षक और बच्चे एक ही पाठ को मिलकर पढ़ते हैं। | सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार।

D. सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार। | शिक्षक और बच्चे एक ही पाठ को मिलकर पढ़ते हैं।

**Correct answer / सही उत्तर: D.** सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार। | शिक्षक और बच्चे एक ही पाठ को मिलकर पढ़ते हैं।

**Explanation / व्याख्या**

अधिगम प्रतिफल / Learning outcome: सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार। उदाहरण: बच्चा कहानी की तीन घटनाएँ सही क्रम में बताता है। साझा पठन / Shared reading: शिक्षक और बच्चे एक ही पाठ को मिलकर पढ़ते हैं। उदाहरण: बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है।

MCQ 392 • CORE PRACTICE · FORM 08

**अधिगम प्रतिफल / Learning outcome और कहानी पुनर्कथन / Story retelling के उदाहरण सही क्रम में चुनें।**

A. बच्चा चित्रों के सहारे कहानी फिर से सुनाता है। | बच्चा कहानी की तीन घटनाएँ सही क्रम में बताता है।

B. बच्चा कहानी की तीन घटनाएँ सही क्रम में बताता है। | शिक्षक बोर्ड पर पत्र लिखते हुए शब्द चयन समझाता है।

C. बच्चा कहानी की तीन घटनाएँ सही क्रम में बताता है। | बच्चा चित्रों के सहारे कहानी फिर से सुनाता है।

D. शिक्षक अलग-अलग बोलियों में कही गई कहावतों पर चर्चा कराता है। | बच्चा चित्रों के सहारे कहानी फिर से सुनाता है।

**Correct answer / सही उत्तर: C.** बच्चा कहानी की तीन घटनाएँ सही क्रम में बताता है। | बच्चा चित्रों के सहारे कहानी फिर से सुनाता है।

**Explanation / व्याख्या**

अधिगम प्रतिफल / Learning outcome: सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार। उदाहरण: बच्चा कहानी की तीन घटनाएँ सही क्रम में बताता है। कहानी पुनर्कथन / Story retelling: सुनी या पढ़ी कहानी को अपने शब्दों में क्रम से कहना। उदाहरण: बच्चा चित्रों के सहारे कहानी फिर से सुनाता है।

GyanTech

MCQ 393 • CORE PRACTICE · FORM 09

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (अधिगम प्रतिफल / Learning outcome / निर्देशित पठन / Guided reading)**

A. संपादन / Editing → बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना।

B. निर्देशित पठन / Guided reading → लेखन में वर्तनी, विराम और व्याकरण संबंधी त्रुटियों को सुधारना।

C. अधिगम प्रतिफल / Learning outcome → सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार।

D. अधिगम प्रतिफल / Learning outcome → शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है।

**Correct answer / सही उत्तर: C.** अधिगम प्रतिफल / Learning outcome → सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार।

**Explanation / व्याख्या**

अधिगम प्रतिफल / Learning outcome: सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार। उदाहरण: बच्चा कहानी की तीन घटनाएँ सही क्रम में बताता है।

GyanTech Guru Ji

MCQ 394 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (अधिगम प्रतिफल / Learning outcome / उदयीमान साक्षरता / Emergent literacy)**

A. भाषायी विविधता / Linguistic diversity → बच्चा कहानी में बताए गए स्थान का नाम देता है।

B. उदयीमान साक्षरता / Emergent literacy → शिक्षक अलग-अलग बोलियों में कही गई कहावतों पर चर्चा कराता है।

C. अधिगम प्रतिफल / Learning outcome → बच्चा कहानी की तीन घटनाएँ सही क्रम में बताता है।

D. अधिगम प्रतिफल / Learning outcome → बच्चा चित्र देखकर कहानी बनाता है और लिखने जैसी आकृतियाँ बनाता है।

**Correct answer / सही उत्तर: C.** अधिगम प्रतिफल / Learning outcome → बच्चा कहानी की तीन घटनाएँ सही क्रम में बताता है।

**Explanation / व्याख्या**

अधिगम प्रतिफल / Learning outcome: सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार। उदाहरण: बच्चा कहानी की तीन घटनाएँ सही क्रम में बताता है।

MCQ 395 • CORE PRACTICE · FORM 01

**सही अवधारणा पहचानें: नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी।**

A. मुद्रित सामग्री की समझ / Print awareness

B. मातृभाषा / Home language

C. ध्वनि-आकृति संबंध / Sound-symbol association

D. पूर्वज्ञान / Prior knowledge

**Correct answer / सही उत्तर: D.** पूर्वज्ञान / Prior knowledge

**Explanation / व्याख्या**

पूर्वज्ञान / Prior knowledge: नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी। उदाहरण: यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है।

MCQ 396 • CORE PRACTICE · FORM 02

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है।**

A. पूर्वज्ञान / Prior knowledge

B. लेखन रूब्रिक / Writing rubric

C. चित्र वर्णन / Picture description

D. मात्रा बोध / Matra awareness

Correct answer / **सही उत्तर: A.** पूर्वज्ञान / Prior knowledge

Explanation / **व्याख्या**

पूर्वज्ञान / Prior knowledge: नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी। उदाहरण: यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है।

MCQ 397 • CORE PRACTICE · FORM 03

**पूर्वज्ञान / Prior knowledge का सबसे सटीक अर्थ क्या है?**

A. औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ।

B. समूह में भाषा और बोलियों की विविधता को स्वीकार करना।

C. नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी।

D. स्वाभाविक संवाद में भाषा प्रयोग के प्रमाण देखना और दर्ज करना।

Correct answer / **सही उत्तर: C.** नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी।

Explanation / **व्याख्या**

पूर्वज्ञान / Prior knowledge: नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी। उदाहरण: यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है।

**MCQ 398 • CORE PRACTICE · FORM 04**

**पूर्वज्ञान / Prior knowledge का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. बच्चे सुनी हुई कहानी की घटनाओं का क्रम बताते हैं।

B. बच्चा अंतिम प्रति से पहले गलत मात्राएँ ठीक करता है।

C. यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है।

D. बच्चा प्रश्नवाचक वाक्य के अंत में प्रश्नचिह्न लगाता है।

**Correct answer / सही उत्तर: C.** यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है।

**Explanation / व्याख्या**

पूर्वज्ञान / Prior knowledge: नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी। उदाहरण: यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है।

**MCQ 399 • CORE PRACTICE · FORM 05**

**दोनों विवरणों को सही क्रम में पहचानें। (1) नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी। (2) शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है।**

A. पूर्वज्ञान / Prior knowledge | निर्देशित पठन / Guided reading

B. निर्देशित पठन / Guided reading | पूर्वज्ञान / Prior knowledge

C. साझा लेखन / Shared writing | निर्देशित पठन / Guided reading

D. पूर्वज्ञान / Prior knowledge | अनुमानात्मक बोध / Inferential comprehension

**Correct answer / सही उत्तर: A.** पूर्वज्ञान / Prior knowledge | निर्देशित पठन / Guided reading

**Explanation / व्याख्या**

पूर्वज्ञान / Prior knowledge: नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी। उदाहरण: यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है। निर्देशित पठन / Guided reading: शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है। उदाहरण: समान पठन स्तर वाले समूह को शिक्षक संकेत देता है।

MCQ 400 • CORE PRACTICE · FORM 06

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है। (2) बच्चा अंतिम प्रति से पहले गलत मात्राएँ ठीक करता है।**

A. पूर्वज्ञान / Prior knowledge | संपादन / Editing

B. पूर्वज्ञान / Prior knowledge | अक्षर पहचान / Letter recognition

C. संपादन / Editing | पूर्वज्ञान / Prior knowledge

D. मौखिक प्रवाह / Oral fluency | संपादन / Editing

**Correct answer / सही उत्तर: A.** पूर्वज्ञान / Prior knowledge | संपादन / Editing

**Explanation / व्याख्या**

पूर्वज्ञान / Prior knowledge: नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी। उदाहरण: यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है। संपादन / Editing: लेखन में वर्तनी, विराम और व्याकरण संबंधी त्रुटियों को सुधारना। उदाहरण: बच्चा अंतिम प्रति से पहले गलत मात्राएँ ठीक करता है।

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MCQ 401 • CORE PRACTICE · FORM 07

**पूर्वज्ञान / Prior knowledge और मुद्रित सामग्री की समझ / Print awareness के सही अर्थ क्रम से चुनें।**

A. नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी। | लिखित भाषा की दिशा, प्रयोजन और पुस्तक की बनावट को समझना।

B. बोलने और सुनने के प्रदर्शन के स्तरों का मानदंड आधारित वर्णन। | लिखित भाषा की दिशा, प्रयोजन और पुस्तक की बनावट को समझना।

C. लिखित भाषा की दिशा, प्रयोजन और पुस्तक की बनावट को समझना। | नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी।

D. नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी। | शिक्षार्थी स्वयं अर्थपूर्ण लिखित अभिव्यक्ति करता है।

**Correct answer / सही उत्तर: A.** नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी। | लिखित भाषा की दिशा, प्रयोजन और पुस्तक की बनावट को समझना।

**Explanation / व्याख्या**

पूर्वज्ञान / Prior knowledge: नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी। उदाहरण: यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है। मुद्रित सामग्री की समझ / Print awareness: लिखित भाषा की दिशा, प्रयोजन और पुस्तक की बनावट को समझना। उदाहरण: बच्चा पुस्तक का मुखपृष्ठ पहचानता है और पढ़ने की दिशा बताता है।

MCQ 402 • CORE PRACTICE · FORM 08

**पूर्वज्ञान / Prior knowledge और उदयीमान साक्षरता / Emergent literacy के उदाहरण सही क्रम में चुनें।**

A. बच्चा चित्र देखकर कहानी बनाता है और लिखने जैसी आकृतियाँ बनाता है। | यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है।

B. जोड़ी में बच्चे एक-दूसरे की बात पूरी होने तक प्रतीक्षा करते हैं। | बच्चा चित्र देखकर कहानी बनाता है और लिखने जैसी आकृतियाँ बनाता है।

C. यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है। | बच्चा चित्र देखकर कहानी बनाता है और लिखने जैसी आकृतियाँ बनाता है।

D. यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है। | बच्चा कहानी में पात्र के निर्णय का कारण बताता है।

**Correct answer / सही उत्तर: C.** यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है। | बच्चा चित्र देखकर कहानी बनाता है और लिखने जैसी आकृतियाँ बनाता है।

**Explanation / व्याख्या**

पूर्वज्ञान / Prior knowledge: नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी। उदाहरण: यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है। उदयीमान साक्षरता / Emergent literacy: औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ। उदाहरण: बच्चा चित्र देखकर कहानी बनाता है और लिखने जैसी आकृतियाँ बनाता है।

MCQ 403 • CORE PRACTICE · FORM 09

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (पूर्वज्ञान / Prior knowledge / पठन-पश्चात गतिविधि / Post-reading activity)**

A. पूर्वज्ञान / Prior knowledge → पढ़ने के बाद पाठ के अर्थ पर चिंतन या प्रतिक्रिया करना।

B. उद्देश्यपूर्ण लेखन / Purposeful writing → भाषा की ध्वनियों और तुकों को खेल के माध्यम से पहचानना।

C. पठन-पश्चात गतिविधि / Post-reading activity → वास्तविक पाठक या उद्देश्य को ध्यान में रखकर लिखना।

D. पूर्वज्ञान / Prior knowledge → नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी।

**Correct answer / सही उत्तर: D.** पूर्वज्ञान / Prior knowledge → नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी।

**Explanation / व्याख्या**

पूर्वज्ञान / Prior knowledge: नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी। उदाहरण: यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है।

MCQ 404 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (पूर्वज्ञान / Prior knowledge / संपादन / Editing)**

A. संपादन / Editing → बच्चे अवकाश में स्वयं बाल-पत्रिका या कहानी की पुस्तक चुनते हैं।

B. पूर्वज्ञान / Prior knowledge → यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है।

C. पठन कोना / Reading corner → बच्चा दोबारा पढ़कर अपने वाक्य में छूटा शब्द जोड़ता है।

D. पूर्वज्ञान / Prior knowledge → बच्चा अंतिम प्रति से पहले गलत मात्राएँ ठीक करता है।

**Correct answer / सही उत्तर: B.** पूर्वज्ञान / Prior knowledge → यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है।

**Explanation / व्याख्या**

पूर्वज्ञान / Prior knowledge: नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी। उदाहरण: यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है।

## Short-answer revision

Recall the idea before reading the model answer.

**REVISION 07.01**

**इकाई योजना / Unit plan को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** कई संबंधित पाठों को लक्ष्यों के अनुसार व्यवस्थित करने की योजना। शिक्षक एक सप्ताह में कहानी, कविता और लेखन को एक विषय से जोड़ता है।

**REVISION 07.02**

**अधिगम प्रतिफल / Learning outcome को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार। बच्चा कहानी की तीन घटनाएँ सही क्रम में बताता है।

**REVISION 07.03**

**पूर्वज्ञान / Prior knowledge को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी। यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है।

GyanTech Guru Ji

CHAPTER 08 • 32 MCQs • 3 REVISION PROMPTS

# मौखिक भाषा का आकलन

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### मौखिक प्रवाह / Oral fluency

उचित गति और निरंतरता के साथ अर्थपूर्ण बोलने की क्षमता।

**उदाहरण:** बालक रुकावटों को संभालते हुए अनुभव स्पष्ट रूप से सुनाता है।

### मौखिक आकलन रूब्रिक / Oral assessment rubric

बोलने और सुनने के प्रदर्शन के स्तरों का मानदंड आधारित वर्णन।

**उदाहरण:** शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है।

### मौखिक अवलोकन / Oral observation

स्वाभाविक संवाद में भाषा प्रयोग के प्रमाण देखना और दर्ज करना।

**उदाहरण:** शिक्षक समूह चर्चा में बच्चे के योगदान को नोट करता है।

## New classroom-based questions

Apply concepts to realistic teaching decisions.

### MCQ 405 • NEW CLASSROOM APPLICATION

**निर्देश सुनने की क्षमता का प्रमाण कैसे लें?**

A. वर्तनी का अंक दें

B. केवल लिखावट देखें

C. बच्चे से सुने हुए सरल निर्देश के अनुसार कार्य कराएँ

D. पुस्तक का वजन पूछें

**Correct answer / सही उत्तर: C.** बच्चे से सुने हुए सरल निर्देश के अनुसार कार्य कराएँ

**Explanation / व्याख्या**

कार्य का प्रदर्शन श्रवण बोध का प्रत्यक्ष प्रमाण देता है।

### MCQ 406 • NEW CLASSROOM APPLICATION

**कहानी सुनाने के आकलन में किस मानदंड का उपयोग करें?**

A. कपड़ों का रंग

B. केवल आवाज की ऊँचाई

C. केवल बैठने की जगह

D. घटनाओं का क्रम और विचार की स्पष्टता

**Correct answer / सही उत्तर: D.** घटनाओं का क्रम और विचार की स्पष्टता

**Explanation / व्याख्या**

मानदंड मौखिक भाषा के निर्धारित प्रतिफल से जुड़े होने चाहिए।

## Core question bank

Ten related practice formats; core concepts recur for revision.

**MCQ 407 • CORE PRACTICE · FORM 01**

**सही अवधारणा पहचानें: उचित गति और निरंतरता के साथ अर्थपूर्ण बोलने की क्षमता।**

A. विराम-चिह्न / Punctuation

B. भाषा सेतु / Language bridging

C. संदर्भ में व्याकरण / Grammar in context

D. मौखिक प्रवाह / Oral fluency

**Correct answer / सही उत्तर: D.** मौखिक प्रवाह / Oral fluency

**Explanation / व्याख्या**

मौखिक प्रवाह / Oral fluency: उचित गति और निरंतरता के साथ अर्थपूर्ण बोलने की क्षमता। उदाहरण: बालक रुकावटों को संभालते हुए अनुभव स्पष्ट रूप से सुनाता है।

**MCQ 408 • CORE PRACTICE · FORM 02**

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? बालक रुकावटों को संभालते हुए अनुभव स्पष्ट रूप से सुनाता है।**

A. अनुमानात्मक बोध / Inferential comprehension

B. चार ब्लॉक मॉडल / Four-block model

C. मौखिक प्रवाह / Oral fluency

D. मात्रा बोध / Matra awareness

**Correct answer / सही उत्तर: C.** मौखिक प्रवाह / Oral fluency

**Explanation / व्याख्या**

मौखिक प्रवाह / Oral fluency: उचित गति और निरंतरता के साथ अर्थपूर्ण बोलने की क्षमता। उदाहरण: बालक रुकावटों को संभालते हुए अनुभव स्पष्ट रूप से सुनाता है।

MCQ 409 • CORE PRACTICE · FORM 03

**मौखिक प्रवाह / Oral fluency का सबसे सटीक अर्थ क्या है?**

A. उचित गति और निरंतरता के साथ अर्थपूर्ण बोलने की क्षमता।

B. चित्र के आधार पर मौखिक अभिव्यक्ति का अभ्यास।

C. समय के साथ बच्चे के काम के चुने हुए प्रमाणों का संग्रह।

D. सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार।

Correct answer / **सही उत्तर: A.** उचित गति और निरंतरता के साथ अर्थपूर्ण बोलने की क्षमता।

Explanation / **व्याख्या**

मौखिक प्रवाह / Oral fluency: उचित गति और निरंतरता के साथ अर्थपूर्ण बोलने की क्षमता। उदाहरण: बालक रुकावटों को संभालते हुए अनुभव स्पष्ट रूप से सुनाता है।

MCQ 410 • CORE PRACTICE · FORM 04

**मौखिक प्रवाह / Oral fluency का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. दो बच्चे दुकानदार और ग्राहक बनकर बातचीत करते हैं।

B. बालक रुकावटों को संभालते हुए अनुभव स्पष्ट रूप से सुनाता है।

C. बच्चे स्थानीय शब्दों को मानक हिंदी के शब्दों से जोड़ते हैं।

D. बच्चे समान तुक वाले शब्द ढूँढते हैं।

Correct answer / **सही उत्तर: B.** बालक रुकावटों को संभालते हुए अनुभव स्पष्ट रूप से सुनाता है।

Explanation / **व्याख्या**

मौखिक प्रवाह / Oral fluency: उचित गति और निरंतरता के साथ अर्थपूर्ण बोलने की क्षमता। उदाहरण: बालक रुकावटों को संभालते हुए अनुभव स्पष्ट रूप से सुनाता है।

**MCQ 411 • CORE PRACTICE · FORM 05**

**दोनों विवरणों को सही क्रम में पहचानें। (1) उचित गति और निरंतरता के साथ अर्थपूर्ण बोलने की क्षमता। (2) नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी।**

A. पूर्वज्ञान / Prior knowledge | मौखिक प्रवाह / Oral fluency

B. मौखिक प्रवाह / Oral fluency | शब्द भंडार / Vocabulary

C. मौखिक प्रवाह / Oral fluency | पूर्वज्ञान / Prior knowledge

D. भाषा सेतु / Language bridging | पूर्वज्ञान / Prior knowledge

**Correct answer / सही उत्तर: C.** मौखिक प्रवाह / Oral fluency | पूर्वज्ञान / Prior knowledge

**Explanation / व्याख्या**

मौखिक प्रवाह / Oral fluency: उचित गति और निरंतरता के साथ अर्थपूर्ण बोलने की क्षमता। उदाहरण: बालक रुकावटों को संभालते हुए अनुभव स्पष्ट रूप से सुनाता है। पूर्वज्ञान / Prior knowledge: नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी। उदाहरण: यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है।

**MCQ 412 • CORE PRACTICE · FORM 06**

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) बालक रुकावटों को संभालते हुए अनुभव स्पष्ट रूप से सुनाता है। (2) शिक्षक देखता है कि बच्चा लिखे शब्द की जगह समान अर्थ का शब्द पढ़ता है।**

A. मौखिक प्रवाह / Oral fluency | अपसंकैत विश्लेषण / Miscue analysis

B. कहानी पुनर्कथन / Story retelling | अपसंकैत विश्लेषण / Miscue analysis

C. मौखिक प्रवाह / Oral fluency | मौन पठन / Silent reading

D. अपसंकैत विश्लेषण / Miscue analysis | मौखिक प्रवाह / Oral fluency

**Correct answer / सही उत्तर: A.** मौखिक प्रवाह / Oral fluency | अपसंकैत विश्लेषण / Miscue analysis

**Explanation / व्याख्या**

मौखिक प्रवाह / Oral fluency: उचित गति और निरंतरता के साथ अर्थपूर्ण बोलने की क्षमता। उदाहरण: बालक रुकावटों को संभालते हुए अनुभव स्पष्ट रूप से सुनाता है। अपसंकैत विश्लेषण / Miscue analysis: पढ़ते समय हुए बदलावों या त्रुटियों का विश्लेषण। उदाहरण: शिक्षक देखता है कि बच्चा लिखे शब्द की जगह समान अर्थ का शब्द पढ़ता है।

MCQ 413 • CORE PRACTICE · FORM 07

**मौखिक प्रवाह / Oral fluency और कहानी पुनर्कथन / Story retelling के सही अर्थ क्रम से चुनें।**

A. भाषा की ध्वनियों और तुकों को खेल के माध्यम से पहचानना। | सुनी या पढ़ी कहानी को अपने शब्दों में क्रम से कहना।

B. उचित गति और निरंतरता के साथ अर्थपूर्ण बोलने की क्षमता। | लिपि के अक्षरों को पहचानना और अलग करना।

C. उचित गति और निरंतरता के साथ अर्थपूर्ण बोलने की क्षमता। | सुनी या पढ़ी कहानी को अपने शब्दों में क्रम से कहना।

D. सुनी या पढ़ी कहानी को अपने शब्दों में क्रम से कहना। | उचित गति और निरंतरता के साथ अर्थपूर्ण बोलने की क्षमता।

**Correct answer / सही उत्तर: C.** उचित गति और निरंतरता के साथ अर्थपूर्ण बोलने की क्षमता। | सुनी या पढ़ी कहानी को अपने शब्दों में क्रम से कहना।

**Explanation / व्याख्या**

मौखिक प्रवाह / Oral fluency: उचित गति और निरंतरता के साथ अर्थपूर्ण बोलने की क्षमता। उदाहरण: बालक रुकावटों को संभालते हुए अनुभव स्पष्ट रूप से सुनाता है। कहानी पुनर्कथन / Story retelling: सुनी या पढ़ी कहानी को अपने शब्दों में क्रम से कहना। उदाहरण: बच्चा चित्रों के सहारे कहानी फिर से सुनाता है।

MCQ 414 • CORE PRACTICE · FORM 08

**मौखिक प्रवाह / Oral fluency और संदर्भ में व्याकरण / Grammar in context के उदाहरण सही क्रम में चुनें।**

A. बच्चे अपने लिखे पत्र में क्रिया के रूपों की उपयुक्तता देखते हैं। | बालक रुकावटों को संभालते हुए अनुभव स्पष्ट रूप से सुनाता है।

B. बालक रुकावटों को संभालते हुए अनुभव स्पष्ट रूप से सुनाता है। | समान पठन स्तर वाले समूह को शिक्षक संकेत देता है।

C. बच्चा क की ध्वनि को लिखित अक्षर क से मिलाता है। | बच्चे अपने लिखे पत्र में क्रिया के रूपों की उपयुक्तता देखते हैं।

D. बालक रुकावटों को संभालते हुए अनुभव स्पष्ट रूप से सुनाता है। | बच्चे अपने लिखे पत्र में क्रिया के रूपों की उपयुक्तता देखते हैं।

**Correct answer / सही उत्तर: D.** बालक रुकावटों को संभालते हुए अनुभव स्पष्ट रूप से सुनाता है। | बच्चे अपने लिखे पत्र में क्रिया के रूपों की उपयुक्तता देखते हैं।

**Explanation / व्याख्या**

मौखिक प्रवाह / Oral fluency: उचित गति और निरंतरता के साथ अर्थपूर्ण बोलने की क्षमता। उदाहरण: बालक रुकावटों को संभालते हुए अनुभव स्पष्ट रूप से सुनाता है। संदर्भ में व्याकरण / Grammar in context: भाषा के वास्तविक प्रयोग से व्याकरण की समझ विकसित करना। उदाहरण: बच्चे अपने लिखे पत्र में क्रिया के रूपों की उपयुक्तता देखते हैं।

MCQ 415 • CORE PRACTICE · FORM 09

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (मौखिक प्रवाह / Oral fluency / चित्र वर्णन / Picture description)**

A. मौखिक प्रवाह / Oral fluency → चित्र के आधार पर मौखिक अभिव्यक्ति का अभ्यास।

B. मौखिक प्रवाह / Oral fluency → उचित गति और निरंतरता के साथ अर्थपूर्ण बोलने की क्षमता।

C. चित्र वर्णन / Picture description → लेखन के विचार, संगठन और भाषा के स्तरों का मानदंड आधारित वर्णन।

D. लेखन रूब्रिक / Writing rubric → कई संबंधित पाठों को लक्ष्यों के अनुसार व्यवस्थित करने की योजना।

**Correct answer / सही उत्तर: B.** मौखिक प्रवाह / Oral fluency → उचित गति और निरंतरता के साथ अर्थपूर्ण बोलने की क्षमता।

**Explanation / व्याख्या**

मौखिक प्रवाह / Oral fluency: उचित गति और निरंतरता के साथ अर्थपूर्ण बोलने की क्षमता। उदाहरण: बालक रुकावटों को संभालते हुए अनुभव स्पष्ट रूप से सुनाता है।

MCQ 416 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (मौखिक प्रवाह / Oral fluency / निर्देशित पठन / Guided reading)**

A. मौखिक प्रवाह / Oral fluency → समान पठन स्तर वाले समूह को शिक्षक संकेत देता है।

B. निर्देशित पठन / Guided reading → बच्चे समान तुक वाले शब्द ढूँढते हैं।

C. मौखिक प्रवाह / Oral fluency → बालक रुकावटों को संभालते हुए अनुभव स्पष्ट रूप से सुनाता है।

D. ध्वनि खेल / Sound play → बच्चा कहानी में बताए गए स्थान का नाम देता है।

**Correct answer / सही उत्तर: C.** मौखिक प्रवाह / Oral fluency → बालक रुकावटों को संभालते हुए अनुभव स्पष्ट रूप से सुनाता है।

**Explanation / व्याख्या**

मौखिक प्रवाह / Oral fluency: उचित गति और निरंतरता के साथ अर्थपूर्ण बोलने की क्षमता। उदाहरण: बालक रुकावटों को संभालते हुए अनुभव स्पष्ट रूप से सुनाता है।

**MCQ 417 • CORE PRACTICE · FORM 01**

**सही अवधारणा पहचानें: बोलने और सुनने के प्रदर्शन के स्तरों का मानदंड आधारित वर्णन।**

A. कहानी सुनना / Story listening

B. शाब्दिक बोध / Literal comprehension

C. भाषायी विविधता / Linguistic diversity

D. मौखिक आकलन रूब्रिक / Oral assessment rubric

**Correct answer / सही उत्तर: D.** मौखिक आकलन रूब्रिक / Oral assessment rubric

**Explanation / व्याख्या**

मौखिक आकलन रूब्रिक / Oral assessment rubric: बोलने और सुनने के प्रदर्शन के स्तरों का मानदंड आधारित वर्णन। उदाहरण: शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है।

**MCQ 418 • CORE PRACTICE · FORM 02**

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है।**

A. मौखिक आकलन रूब्रिक / Oral assessment rubric

B. ध्वन्यात्मक जागरूकता / Phonological awareness

C. मौन पठन / Silent reading

D. संपादन / Editing

**Correct answer / सही उत्तर: A.** मौखिक आकलन रूब्रिक / Oral assessment rubric

**Explanation / व्याख्या**

मौखिक आकलन रूब्रिक / Oral assessment rubric: बोलने और सुनने के प्रदर्शन के स्तरों का मानदंड आधारित वर्णन। उदाहरण: शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है।

GyanTech Guru Ji

MCQ 419 • CORE PRACTICE · FORM 03

**मौखिक आकलन रूब्रिक / Oral assessment rubric का सबसे सटीक अर्थ क्या है?**

A. वाक्य या पाठ के आसपास की जानकारी से शब्द का अर्थ समझना।

B. चित्र के आधार पर मौखिक अभिव्यक्ति का अभ्यास।

C. बोलने और सुनने के प्रदर्शन के स्तरों का मानदंड आधारित वर्णन।

D. कक्षा में अनेक भाषाओं का सीखने के संसाधन के रूप में उपयोग।

Correct answer / **सही उत्तर: C.** बोलने और सुनने के प्रदर्शन के स्तरों का मानदंड आधारित वर्णन।

Explanation / **व्याख्या**

मौखिक आकलन रूब्रिक / Oral assessment rubric: बोलने और सुनने के प्रदर्शन के स्तरों का मानदंड आधारित वर्णन। उदाहरण: शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है।

MCQ 420 • CORE PRACTICE · FORM 04

**मौखिक आकलन रूब्रिक / Oral assessment rubric का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है।

B. बालिका अपने अनुभव को सुनने वालों के लिए स्पष्ट रूप में व्यक्त करती है।

C. बच्चा पात्र की कही बात से उसके मनोभाव का अनुमान लगाता है।

D. बच्चा कहानी में बताए गए स्थान का नाम देता है।

Correct answer / **सही उत्तर: A.** शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है।

Explanation / **व्याख्या**

मौखिक आकलन रूब्रिक / Oral assessment rubric: बोलने और सुनने के प्रदर्शन के स्तरों का मानदंड आधारित वर्णन। उदाहरण: शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है।

**MCQ 421 • CORE PRACTICE · FORM 05**

**दोनों विवरणों को सही क्रम में पहचानें। (1) बोलने और सुनने के प्रदर्शन के स्तरों का मानदंड आधारित वर्णन। (2) बोली गई भाषा की ध्वनि संरचना के प्रति जागरूकता।**

A. मौखिक आकलन रूब्रिक / Oral assessment rubric | पूर्वज्ञान / Prior knowledge

B. साझा लेखन / Shared writing | ध्वन्यात्मक जागरूकता / Phonological awareness

C. मौखिक आकलन रूब्रिक / Oral assessment rubric | ध्वन्यात्मक जागरूकता / Phonological awareness

D. ध्वन्यात्मक जागरूकता / Phonological awareness | मौखिक आकलन रूब्रिक / Oral assessment rubric

**Correct answer / सही उत्तर: C.** मौखिक आकलन रूब्रिक / Oral assessment rubric | ध्वन्यात्मक जागरूकता / Phonological awareness

**Explanation / व्याख्या**

मौखिक आकलन रूब्रिक / Oral assessment rubric: बोलने और सुनने के प्रदर्शन के स्तरों का मानदंड आधारित वर्णन। उदाहरण: शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है। ध्वन्यात्मक जागरूकता / Phonological awareness: बोली गई भाषा की ध्वनि संरचना के प्रति जागरूकता। उदाहरण: बच्चा समान तुक वाले शब्दों को पहचानता है।

MCQ 422 • CORE PRACTICE · FORM 06

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है। (2) बालिका अपने अनुभव को सुनने वालों के लिए स्पष्ट रूप में व्यक्त करती है।**

A. विराम-चिह्न / Punctuation | भाषायी दक्षता / Language competency

B. भाषायी दक्षता / Language competency | मौखिक आकलन रूब्रिक / Oral assessment rubric

C. मौखिक आकलन रूब्रिक / Oral assessment rubric | भाषायी दक्षता / Language competency

D. मौखिक आकलन रूब्रिक / Oral assessment rubric | चित्र वर्णन / Picture description

**Correct answer / सही उत्तर: C.** मौखिक आकलन रूब्रिक / Oral assessment rubric | भाषायी दक्षता / Language competency

**Explanation / व्याख्या**

मौखिक आकलन रूब्रिक / Oral assessment rubric: बोलने और सुनने के प्रदर्शन के स्तरों का मानदंड आधारित वर्णन। उदाहरण: शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है। भाषायी दक्षता / Language competency: अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता। उदाहरण: बालिका अपने अनुभव को सुनने वालों के लिए स्पष्ट रूप में व्यक्त करती है।

MCQ 423 • CORE PRACTICE · FORM 07

**मौखिक आकलन रूब्रिक / Oral assessment rubric और निर्देशित पठन / Guided reading के सही अर्थ क्रम से चुनें।**

A. बोलने और सुनने के प्रदर्शन के स्तरों का मानदंड आधारित वर्णन। | शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है।

B. लिखित भाषा की दिशा, प्रयोजन और पुस्तक की बनावट को समझना। | शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है।

C. बोलने और सुनने के प्रदर्शन के स्तरों का मानदंड आधारित वर्णन। | ध्यान से सुनकर अर्थ समझना और उचित प्रतिक्रिया देना।

D. शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है। | बोलने और सुनने के प्रदर्शन के स्तरों का मानदंड आधारित वर्णन।

**Correct answer / सही उत्तर: A.** बोलने और सुनने के प्रदर्शन के स्तरों का मानदंड आधारित वर्णन। | शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है।

**Explanation / व्याख्या**

मौखिक आकलन रूब्रिक / Oral assessment rubric: बोलने और सुनने के प्रदर्शन के स्तरों का मानदंड आधारित वर्णन। उदाहरण: शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है। निर्देशित पठन / Guided reading: शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है। उदाहरण: समान पठन स्तर वाले समूह को शिक्षक संकेत देता है।

MCQ 424 • CORE PRACTICE · FORM 08

**मौखिक आकलन रूब्रिक / Oral assessment rubric और सक्रिय श्रवण / Active listening के उदाहरण सही क्रम में चुनें।**

A. बच्चा कहानी सुनकर उसके पात्र के बारे में प्रश्न का उत्तर देता है। | शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है।

B. शिक्षक अनुच्छेद का मूल्यांकन विचारों की स्पष्टता और क्रम से करता है। | बच्चा कहानी सुनकर उसके पात्र के बारे में प्रश्न का उत्तर देता है।

C. शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है। | बच्चा अपने नाम में आए अक्षरों को पहचानता है।

D. शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है। | बच्चा कहानी सुनकर उसके पात्र के बारे में प्रश्न का उत्तर देता है।

Correct answer / **सही उत्तर:** D. शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है। | बच्चा कहानी सुनकर उसके पात्र के बारे में प्रश्न का उत्तर देता है।

Explanation / **व्याख्या**

मौखिक आकलन रूब्रिक / Oral assessment rubric: बोलने और सुनने के प्रदर्शन के स्तरों का मानदंड आधारित वर्णन। उदाहरण: शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है। सक्रिय श्रवण / Active listening: ध्यान से सुनकर अर्थ समझना और उचित प्रतिक्रिया देना। उदाहरण: बच्चा कहानी सुनकर उसके पात्र के बारे में प्रश्न का उत्तर देता है।

MCQ 425 • CORE PRACTICE · FORM 09

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (मौखिक आकलन रूब्रिक / Oral assessment rubric / बहुभाषिकता / Multilingualism)**

A. स्वतंत्र लेखन / Independent writing → पढ़ने के बाद पाठ के अर्थ पर चिंतन या प्रतिक्रिया करना।

B. मौखिक आकलन रूब्रिक / Oral assessment rubric → बोलने और सुनने के प्रदर्शन के स्तरों का मानदंड आधारित वर्णन।

C. बहुभाषिकता / Multilingualism → शिक्षार्थी स्वयं अर्थपूर्ण लिखित अभिव्यक्ति करता है।

D. मौखिक आकलन रूब्रिक / Oral assessment rubric → कक्षा में अनेक भाषाओं का सीखने के संसाधन के रूप में उपयोग।

**Correct answer / सही उत्तर: B.** मौखिक आकलन रूब्रिक / Oral assessment rubric → बोलने और सुनने के प्रदर्शन के स्तरों का मानदंड आधारित वर्णन।

**Explanation / व्याख्या**

मौखिक आकलन रूब्रिक / Oral assessment rubric: बोलने और सुनने के प्रदर्शन के स्तरों का मानदंड आधारित वर्णन। उदाहरण: शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है।

GyanTech

MCQ 426 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (मौखिक आकलन रूब्रिक / Oral assessment rubric / पठन-पूर्व गतिविधि / Pre-reading activity)**

A. मौखिक आकलन रूब्रिक / Oral assessment rubric → शीर्षक देखकर बच्चे कहानी के विषय का अनुमान लगाते हैं।

B. पठन-पूर्व गतिविधि / Pre-reading activity → एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं।

C. मौखिक आकलन रूब्रिक / Oral assessment rubric → शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है।

D. चार ब्लॉक मॉडल / Four-block model → बच्चा कहानी का अंत बदलकर उसे अधिक समझने योग्य बनाता है।

**Correct answer / सही उत्तर: C.** मौखिक आकलन रूब्रिक / Oral assessment rubric → शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है।

**Explanation / व्याख्या**

मौखिक आकलन रूब्रिक / Oral assessment rubric: बोलने और सुनने के प्रदर्शन के स्तरों का मानदंड आधारित वर्णन। उदाहरण: शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है।

MCQ 427 • CORE PRACTICE · FORM 01

**सही अवधारणा पहचानें: स्वाभाविक संवाद में भाषा प्रयोग के प्रमाण देखना और दर्ज करना।**

A. मौखिक अवलोकन / Oral observation

B. चित्र वर्णन / Picture description

C. पठन-पूर्व गतिविधि / Pre-reading activity

D. संपादन / Editing

**Correct answer / सही उत्तर: A.** मौखिक अवलोकन / Oral observation

**Explanation / व्याख्या**

मौखिक अवलोकन / Oral observation: स्वाभाविक संवाद में भाषा प्रयोग के प्रमाण देखना और दर्ज करना। उदाहरण: शिक्षक समूह चर्चा में बच्चे के योगदान को नोट करता है।

MCQ 428 • CORE PRACTICE · FORM 02

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? शिक्षक समूह चर्चा में बच्चे के योगदान को नोट करता है।**

A. उद्देश्यपूर्ण लेखन / Purposeful writing

B. मौखिक अवलोकन / Oral observation

C. पूर्वज्ञान / Prior knowledge

D. सक्रिय श्रवण / Active listening

Correct answer / **सही उत्तर:** B. मौखिक अवलोकन / Oral observation

**Explanation / व्याख्या**

मौखिक अवलोकन / Oral observation: स्वाभाविक संवाद में भाषा प्रयोग के प्रमाण देखना और दर्ज करना। उदाहरण: शिक्षक समूह चर्चा में बच्चे के योगदान को नोट करता है।

MCQ 429 • CORE PRACTICE · FORM 03

**मौखिक अवलोकन / Oral observation का सबसे सटीक अर्थ क्या है?**

A. आवाज किए बिना अर्थ समझते हुए पढ़ना।

B. शिक्षक और बच्चे मिलकर पाठ की रचना करते हैं।

C. अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता।

D. स्वाभाविक संवाद में भाषा प्रयोग के प्रमाण देखना और दर्ज करना।

Correct answer / **सही उत्तर:** D. स्वाभाविक संवाद में भाषा प्रयोग के प्रमाण देखना और दर्ज करना।

**Explanation / व्याख्या**

मौखिक अवलोकन / Oral observation: स्वाभाविक संवाद में भाषा प्रयोग के प्रमाण देखना और दर्ज करना। उदाहरण: शिक्षक समूह चर्चा में बच्चे के योगदान को नोट करता है।

MCQ 430 • CORE PRACTICE · FORM 04

**मौखिक अवलोकन / Oral observation का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. बच्चे अपने लिखे पत्र में क्रिया के रूपों की उपयुक्तता देखते हैं।

B. बच्चा कहानी सुनकर उसके पात्र के बारे में प्रश्न का उत्तर देता है।

C. शिक्षक समूह चर्चा में बच्चे के योगदान को नोट करता है।

D. कक्षा कहानी के वाक्य सुझाती है और शिक्षक उन्हें लिखता है।

Correct answer / **सही उत्तर: C.** शिक्षक समूह चर्चा में बच्चे के योगदान को नोट करता है।

Explanation / **व्याख्या**

मौखिक अवलोकन / Oral observation: स्वाभाविक संवाद में भाषा प्रयोग के प्रमाण देखना और दर्ज करना। उदाहरण: शिक्षक समूह चर्चा में बच्चे के योगदान को नोट करता है।

MCQ 431 • CORE PRACTICE · FORM 05

**दोनों विवरणों को सही क्रम में पहचानें। (1) स्वाभाविक संवाद में भाषा प्रयोग के प्रमाण देखना और दर्ज करना। (2) भाषा की ध्वनियों और तुकों को खेल के माध्यम से पहचानना।**

A. साझा लेखन / Shared writing | ध्वनि खेल / Sound play

B. ध्वनि खेल / Sound play | मौखिक अवलोकन / Oral observation

C. मौखिक अवलोकन / Oral observation | ध्वनि खेल / Sound play

D. मौखिक अवलोकन / Oral observation | पूर्वज्ञान / Prior knowledge

Correct answer / **सही उत्तर: C.** मौखिक अवलोकन / Oral observation | ध्वनि खेल / Sound play

Explanation / **व्याख्या**

मौखिक अवलोकन / Oral observation: स्वाभाविक संवाद में भाषा प्रयोग के प्रमाण देखना और दर्ज करना। उदाहरण: शिक्षक समूह चर्चा में बच्चे के योगदान को नोट करता है। ध्वनि खेल / Sound play: भाषा की ध्वनियों और तुकों को खेल के माध्यम से पहचानना। उदाहरण: बच्चे समान तुक वाले शब्द ढूँढते हैं।

MCQ 432 • CORE PRACTICE · FORM 06

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) शिक्षक समूह चर्चा में बच्चे के योगदान को नोट करता है। (2) बालिका अपने अनुभव को सुनने वालों के लिए स्पष्ट रूप में व्यक्त करती है।**

A. मौखिक अवलोकन / Oral observation | भाषायी दक्षता / Language competency

B. मौखिक अवलोकन / Oral observation | मातृभाषा / Home language

C. भाषायी दक्षता / Language competency | मौखिक अवलोकन / Oral observation

D. बारी-बारी बोलना / Turn-taking | भाषायी दक्षता / Language competency

**Correct answer / सही उत्तर: A.** मौखिक अवलोकन / Oral observation | भाषायी दक्षता / Language competency

**Explanation / व्याख्या**

मौखिक अवलोकन / Oral observation: स्वाभाविक संवाद में भाषा प्रयोग के प्रमाण देखना और दर्ज करना। उदाहरण: शिक्षक समूह चर्चा में बच्चे के योगदान को नोट करता है। भाषायी दक्षता / Language competency: अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता। उदाहरण: बालिका अपने अनुभव को सुनने वालों के लिए स्पष्ट रूप में व्यक्त करती है।

MCQ 433 • CORE PRACTICE · FORM 07

**मौखिक अवलोकन / Oral observation और ध्वन्यात्मक जागरूकता / Phonological awareness के सही अर्थ क्रम से चुनें।**

A. बोली गई भाषा की ध्वनि संरचना के प्रति जागरूकता। | स्वाभाविक संवाद में भाषा प्रयोग के प्रमाण देखना और दर्ज करना।

B. स्वाभाविक संवाद में भाषा प्रयोग के प्रमाण देखना और दर्ज करना। | भाषा के वास्तविक प्रयोग से व्याकरण की समझ विकसित करना।

C. सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार। | बोली गई भाषा की ध्वनि संरचना के प्रति जागरूकता।

D. स्वाभाविक संवाद में भाषा प्रयोग के प्रमाण देखना और दर्ज करना। | बोली गई भाषा की ध्वनि संरचना के प्रति जागरूकता।

**Correct answer / सही उत्तर: D.** स्वाभाविक संवाद में भाषा प्रयोग के प्रमाण देखना और दर्ज करना। | बोली गई भाषा की ध्वनि संरचना के प्रति जागरूकता।

**Explanation / व्याख्या**

मौखिक अवलोकन / Oral observation: स्वाभाविक संवाद में भाषा प्रयोग के प्रमाण देखना और दर्ज करना। उदाहरण: शिक्षक समूह चर्चा में बच्चे के योगदान को नोट करता है। ध्वन्यात्मक जागरूकता / Phonological awareness: बोली गई भाषा की ध्वनि संरचना के प्रति जागरूकता। उदाहरण: बच्चा समान तुक वाले शब्दों को पहचानता है।

MCQ 434 • CORE PRACTICE · FORM 08

**मौखिक अवलोकन / Oral observation और पोर्टफोलियो / Portfolio के उदाहरण सही क्रम में चुनें।**

A. बच्चा संवाद पढ़ते समय भाव और विराम का ध्यान रखता है। | पहली और संशोधित रचना को दिनांक सहित रखा जाता है।

B. शिक्षक समूह चर्चा में बच्चे के योगदान को नोट करता है। | यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है।

C. शिक्षक समूह चर्चा में बच्चे के योगदान को नोट करता है। | पहली और संशोधित रचना को दिनांक सहित रखा जाता है।

D. पहली और संशोधित रचना को दिनांक सहित रखा जाता है। | शिक्षक समूह चर्चा में बच्चे के योगदान को नोट करता है।

**Correct answer / सही उत्तर: C.** शिक्षक समूह चर्चा में बच्चे के योगदान को नोट करता है। | पहली और संशोधित रचना को दिनांक सहित रखा जाता है।

**Explanation / व्याख्या**

मौखिक अवलोकन / Oral observation: स्वाभाविक संवाद में भाषा प्रयोग के प्रमाण देखना और दर्ज करना। उदाहरण: शिक्षक समूह चर्चा में बच्चे के योगदान को नोट करता है। पोर्टफोलियो / Portfolio: समय के साथ बच्चे के काम के चुने हुए प्रमाणों का संग्रह। उदाहरण: पहली और संशोधित रचना को दिनांक सहित रखा जाता है।

MCQ 435 • CORE PRACTICE · FORM 09

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (मौखिक अवलोकन / Oral observation / ध्वनि खेल / Sound play)**

A. मौखिक अवलोकन / Oral observation → भाषा की ध्वनियों और तुकों को खेल के माध्यम से पहचानना।

B. ध्वनि खेल / Sound play → लिपि के अक्षरों को पहचानना और अलग करना।

C. अक्षर पहचान / Letter recognition → समूह में भाषा और बोलियों की विविधता को स्वीकार करना।

D. मौखिक अवलोकन / Oral observation → स्वाभाविक संवाद में भाषा प्रयोग के प्रमाण देखना और दर्ज करना।

**Correct answer / सही उत्तर: D.** मौखिक अवलोकन / Oral observation → स्वाभाविक संवाद में भाषा प्रयोग के प्रमाण देखना और दर्ज करना।

**Explanation / व्याख्या**

मौखिक अवलोकन / Oral observation: स्वाभाविक संवाद में भाषा प्रयोग के प्रमाण देखना और दर्ज करना। उदाहरण: शिक्षक समूह चर्चा में बच्चे के योगदान को नोट करता है।

MCQ 436 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (मौखिक अवलोकन / Oral observation / संशोधन / Revision)**

A. मौखिक अवलोकन / Oral observation → बच्चा कहानी का अंत बदलकर उसे अधिक समझने योग्य बनाता है।

B. संशोधन / Revision → बच्चा संवाद पढ़ते समय भाव और विराम का ध्यान रखता है।

C. पठन प्रवाह / Reading fluency → शिक्षक अनुच्छेद का मूल्यांकन विचारों की स्पष्टता और क्रम से करता है।

D. मौखिक अवलोकन / Oral observation → शिक्षक समूह चर्चा में बच्चे के योगदान को नोट करता है।

**Correct answer / सही उत्तर: D.** मौखिक अवलोकन / Oral observation → शिक्षक समूह चर्चा में बच्चे के योगदान को नोट करता है।

**Explanation / व्याख्या**

मौखिक अवलोकन / Oral observation: स्वाभाविक संवाद में भाषा प्रयोग के प्रमाण देखना और दर्ज करना। उदाहरण: शिक्षक समूह चर्चा में बच्चे के योगदान को नोट करता है।

## Short-answer revision

Recall the idea before reading the model answer.

**REVISION 08.01**

**मौखिक प्रवाह / Oral fluency को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** उचित गति और निरंतरता के साथ अर्थपूर्ण बोलने की क्षमता। बालक रुकावटों को संभालते हुए अनुभव स्पष्ट रूप से सुनाता है।

**REVISION 08.02**

**मौखिक आकलन रूब्रिक / Oral assessment rubric को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** बोलने और सुनने के प्रदर्शन के स्तरों का मानदंड आधारित वर्णन। शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है।

**REVISION 08.03**

**मौखिक अवलोकन / Oral observation को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** स्वाभाविक संवाद में भाषा प्रयोग के प्रमाण देखना और दर्ज करना। शिक्षक समूह चर्चा में बच्चे के योगदान को नोट करता है।

GyanTech Guru Ji

CHAPTER 09 • 32 MCQs • 3 REVISION PROMPTS

# पठन का आकलन

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### अपसंकेत विश्लेषण / Miscue analysis

पढ़ते समय हुए बदलावों या त्रुटियों का विश्लेषण।

**उदाहरण:** शिक्षक देखता है कि बच्चा लिखे शब्द की जगह समान अर्थ का शब्द पढ़ता है।

### शाब्दिक बोध / Literal comprehension

पाठ में स्पष्ट रूप से लिखी जानकारी को पहचानना।

**उदाहरण:** बच्चा कहानी में बताए गए स्थान का नाम देता है।

### अनुमानात्मक बोध / Inferential comprehension

पाठ के संकेतों से अप्रत्यक्ष अर्थ या कारण समझना।

**उदाहरण:** बच्चा पात्र की कही बात से उसके मनोभाव का अनुमान लगाता है।

## New classroom-based questions

Apply concepts to realistic teaching decisions.

### MCQ 437 • NEW CLASSROOM APPLICATION

**बच्चा अर्थ के अनुकूल दूसरा शब्द पढ़ देता है। शिक्षक को क्या करना चाहिए?**

A. हर त्रुटि को समान मानना

B. केवल कुल शब्द गिनना

C. बच्चे को पढ़ने से रोकना

D. त्रुटि का प्रकार नोट करके ध्वनि और अर्थ के उपयोग को समझना

Correct answer / **सही उत्तर:** D. त्रुटि का प्रकार नोट करके ध्वनि और अर्थ के उपयोग को समझना

Explanation / **व्याख्या**

त्रुटि विश्लेषण पठन रणनीति समझने में मदद करता है।

### MCQ 438 • NEW CLASSROOM APPLICATION

**पठन प्रवाह में कौन-से घटक शामिल हैं?**

A. केवल सबसे तेज गति

B. केवल लिखावट

C. शुद्धता, उपयुक्त गति और अभिव्यक्ति

D. सिर्फ अक्षर की लंबाई

Correct answer / **सही उत्तर:** C. शुद्धता, उपयुक्त गति और अभिव्यक्ति

Explanation / **व्याख्या**

अर्थपूर्ण पठन में शुद्धता और अभिव्यक्ति भी महत्वपूर्ण हैं।

## Core question bank

Ten related practice formats; core concepts recur for revision.

**MCQ 439 • CORE PRACTICE · FORM 01**

**सही अवधारणा पहचानें: पढ़ते समय हुए बदलावों या त्रुटियों का विश्लेषण।**

A. उद्देश्यपूर्ण लेखन / Purposeful writing

B. बारी-बारी बोलना / Turn-taking

C. अपसंकैत विश्लेषण / Miscue analysis

D. स्व-संशोधन / Self-correction

**Correct answer / सही उत्तर: C.** अपसंकैत विश्लेषण / Miscue analysis

**Explanation / व्याख्या**

अपसंकैत विश्लेषण / Miscue analysis: पढ़ते समय हुए बदलावों या त्रुटियों का विश्लेषण। उदाहरण: शिक्षक देखता है कि बच्चा लिखे शब्द की जगह समान अर्थ का शब्द पढ़ता है।

**MCQ 440 • CORE PRACTICE · FORM 02**

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? शिक्षक देखता है कि बच्चा लिखे शब्द की जगह समान अर्थ का शब्द पढ़ता है।**

A. अधिगम प्रतिफल / Learning outcome

B. मात्रा बोध / Matra awareness

C. संदर्भ में व्याकरण / Grammar in context

D. अपसंकैत विश्लेषण / Miscue analysis

**Correct answer / सही उत्तर: D.** अपसंकैत विश्लेषण / Miscue analysis

**Explanation / व्याख्या**

अपसंकैत विश्लेषण / Miscue analysis: पढ़ते समय हुए बदलावों या त्रुटियों का विश्लेषण। उदाहरण: शिक्षक देखता है कि बच्चा लिखे शब्द की जगह समान अर्थ का शब्द पढ़ता है।

MCQ 441 • CORE PRACTICE · FORM 03

**अपसंकैत विश्लेषण / Miscue analysis का सबसे सटीक अर्थ क्या है?**

A. लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना।

B. कक्षा में अनेक भाषाओं का सीखने के संसाधन के रूप में उपयोग।

C. पढ़ते समय हुए बदलावों या त्रुटियों का विश्लेषण।

D. लिखित अभिव्यक्ति में ठहराव और अर्थ स्पष्ट करने वाले चिह्न।

Correct answer / **सही उत्तर:** C. पढ़ते समय हुए बदलावों या त्रुटियों का विश्लेषण।

Explanation / **व्याख्या**

अपसंकैत विश्लेषण / Miscue analysis: पढ़ते समय हुए बदलावों या त्रुटियों का विश्लेषण। उदाहरण: शिक्षक देखता है कि बच्चा लिखे शब्द की जगह समान अर्थ का शब्द पढ़ता है।

MCQ 442 • CORE PRACTICE · FORM 04

**अपसंकैत विश्लेषण / Miscue analysis का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. बच्चा चुपचाप अनुच्छेद पढ़कर प्रश्नों के उत्तर देता है।

B. बालक रुकावटों को संभालते हुए अनुभव स्पष्ट रूप से सुनाता है।

C. बच्चे सुनी हुई कहानी की घटनाओं का क्रम बताते हैं।

D. शिक्षक देखता है कि बच्चा लिखे शब्द की जगह समान अर्थ का शब्द पढ़ता है।

Correct answer / **सही उत्तर:** D. शिक्षक देखता है कि बच्चा लिखे शब्द की जगह समान अर्थ का शब्द पढ़ता है।

Explanation / **व्याख्या**

अपसंकैत विश्लेषण / Miscue analysis: पढ़ते समय हुए बदलावों या त्रुटियों का विश्लेषण। उदाहरण: शिक्षक देखता है कि बच्चा लिखे शब्द की जगह समान अर्थ का शब्द पढ़ता है।

MCQ 443 • CORE PRACTICE · FORM 05

**दोनों विवरणों को सही क्रम में पहचानें। (1) पढ़ते समय हुए बदलावों या त्रुटियों का विश्लेषण। (2) अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना।**

A. मात्रा बोध / Matra awareness | अपसंकैत विश्लेषण / Miscue analysis

B. अपसंकैत विश्लेषण / Miscue analysis | मात्रा बोध / Matra awareness

C. अपसंकैत विश्लेषण / Miscue analysis | संशोधन / Revision

D. पठन-पश्चात गतिविधि / Post-reading activity | मात्रा बोध / Matra awareness

**Correct answer / सही उत्तर: B.** अपसंकैत विश्लेषण / Miscue analysis | मात्रा बोध / Matra awareness

**Explanation / व्याख्या**

अपसंकैत विश्लेषण / Miscue analysis: पढ़ते समय हुए बदलावों या त्रुटियों का विश्लेषण। उदाहरण: शिक्षक देखता है कि बच्चा लिखे शब्द की जगह समान अर्थ का शब्द पढ़ता है। मात्रा बोध / Matra awareness: अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना। उदाहरण: बच्चे कल और काल के उच्चारण में अंतर बताते हैं।

MCQ 444 • CORE PRACTICE · FORM 06

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) शिक्षक देखता है कि बच्चा लिखे शब्द की जगह समान अर्थ का शब्द पढ़ता है। (2) बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है।**

A. अपसंकैत विश्लेषण / Miscue analysis | बहुभाषिकता / Multilingualism

B. अपसंकैत विश्लेषण / Miscue analysis | स्व-संशोधन / Self-correction

C. बहुभाषिकता / Multilingualism | अपसंकैत विश्लेषण / Miscue analysis

D. इकाई योजना / Unit plan | बहुभाषिकता / Multilingualism

**Correct answer / सही उत्तर: A.** अपसंकैत विश्लेषण / Miscue analysis | बहुभाषिकता / Multilingualism

**Explanation / व्याख्या**

अपसंकैत विश्लेषण / Miscue analysis: पढ़ते समय हुए बदलावों या त्रुटियों का विश्लेषण। उदाहरण: शिक्षक देखता है कि बच्चा लिखे शब्द की जगह समान अर्थ का शब्द पढ़ता है। बहुभाषिकता / Multilingualism: कक्षा में अनेक भाषाओं का सीखने के संसाधन के रूप में उपयोग। उदाहरण: बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है।

MCQ 445 • CORE PRACTICE · FORM 07

**अपसंकैत विश्लेषण / Miscue analysis और पठन-पश्चात गतिविधि / Post-reading activity के सही अर्थ क्रम से चुनें।**

A. पढ़ते समय हुए बदलावों या त्रुटियों का विश्लेषण। | समूह में भाषा और बोलियों की विविधता को स्वीकार करना।

B. कई संबंधित पाठों को लक्ष्यों के अनुसार व्यवस्थित करने की योजना। | पढ़ने के बाद पाठ के अर्थ पर चिंतन या प्रतिक्रिया करना।

C. पढ़ने के बाद पाठ के अर्थ पर चिंतन या प्रतिक्रिया करना। | पढ़ते समय हुए बदलावों या त्रुटियों का विश्लेषण।

D. पढ़ते समय हुए बदलावों या त्रुटियों का विश्लेषण। | पढ़ने के बाद पाठ के अर्थ पर चिंतन या प्रतिक्रिया करना।

**Correct answer / सही उत्तर: D.** पढ़ते समय हुए बदलावों या त्रुटियों का विश्लेषण। | पढ़ने के बाद पाठ के अर्थ पर चिंतन या प्रतिक्रिया करना।

**Explanation / व्याख्या**

अपसंकैत विश्लेषण / Miscue analysis: पढ़ते समय हुए बदलावों या त्रुटियों का विश्लेषण। उदाहरण: शिक्षक देखता है कि बच्चा लिखे शब्द की जगह समान अर्थ का शब्द पढ़ता है। पठन-पश्चात गतिविधि / Post-reading activity: पढ़ने के बाद पाठ के अर्थ पर चिंतन या प्रतिक्रिया करना। उदाहरण: बच्चे कहानी का वैकल्पिक अंत बताते हैं।

GyanTech

MCQ 446 • CORE PRACTICE · FORM 08

**अपसंकैत विश्लेषण / Miscue analysis और चार ब्लॉक मॉडल / Four-block model के उदाहरण सही क्रम में चुनें।**

A. शिक्षक देखता है कि बच्चा लिखे शब्द की जगह समान अर्थ का शब्द पढ़ता है। | एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं।

B. एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं। | शिक्षक देखता है कि बच्चा लिखे शब्द की जगह समान अर्थ का शब्द पढ़ता है।

C. शिक्षक देखता है कि बच्चा लिखे शब्द की जगह समान अर्थ का शब्द पढ़ता है। | शिक्षक अलग-अलग बोलियों में कही गई कहावतों पर चर्चा कराता है।

D. बच्चे अपने लिखे पत्र में क्रिया के रूपों की उपयुक्तता देखते हैं। | एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं।

**Correct answer / सही उत्तर: A.** शिक्षक देखता है कि बच्चा लिखे शब्द की जगह समान अर्थ का शब्द पढ़ता है। | एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं।

**Explanation / व्याख्या**

अपसंकैत विश्लेषण / Miscue analysis: पढ़ते समय हुए बदलावों या त्रुटियों का विश्लेषण। उदाहरण: शिक्षक देखता है कि बच्चा लिखे शब्द की जगह समान अर्थ का शब्द पढ़ता है। चार ब्लॉक मॉडल / Four-block model: मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल। उदाहरण: एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं।

MCQ 447 • CORE PRACTICE · FORM 09

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (अपसंकैत विश्लेषण / Miscue analysis / ध्वनि-आकृति संबंध / Sound-symbol association)**

A. अपसंकैत विश्लेषण / Miscue analysis → बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना।

B. अपसंकैत विश्लेषण / Miscue analysis → पढ़ते समय हुए बदलावों या त्रुटियों का विश्लेषण।

C. ध्वनि-आकृति संबंध / Sound-symbol association → सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार।

D. अधिगम प्रतिफल / Learning outcome → कई संबंधित पाठों को लक्ष्यों के अनुसार व्यवस्थित करने की योजना।

**Correct answer / सही उत्तर: B.** अपसंकैत विश्लेषण / Miscue analysis → पढ़ते समय हुए बदलावों या त्रुटियों का विश्लेषण।

**Explanation / व्याख्या**

अपसंकैत विश्लेषण / Miscue analysis: पढ़ते समय हुए बदलावों या त्रुटियों का विश्लेषण। उदाहरण: शिक्षक देखता है कि बच्चा लिखे शब्द की जगह समान अर्थ का शब्द पढ़ता है।

GyanTech

MCQ 448 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (अपसंकैत विश्लेषण / Miscue analysis / शब्द भंडार / Vocabulary)**

A. अपसंकैत विश्लेषण / Miscue analysis → कहानी पढ़ने के बाद बच्चे नए शब्दों का वाक्यों में उपयोग करते हैं।

B. अपसंकैत विश्लेषण / Miscue analysis → शिक्षक देखता है कि बच्चा लिखे शब्द की जगह समान अर्थ का शब्द पढ़ता है।

C. पूर्वज्ञान / Prior knowledge → बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं।

D. शब्द भंडार / Vocabulary → यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है।

**Correct answer / सही उत्तर: B.** अपसंकैत विश्लेषण / Miscue analysis → शिक्षक देखता है कि बच्चा लिखे शब्द की जगह समान अर्थ का शब्द पढ़ता है।

**Explanation / व्याख्या**

अपसंकैत विश्लेषण / Miscue analysis: पढ़ते समय हुए बदलावों या त्रुटियों का विश्लेषण। उदाहरण: शिक्षक देखता है कि बच्चा लिखे शब्द की जगह समान अर्थ का शब्द पढ़ता है।

MCQ 449 • CORE PRACTICE · FORM 01

**सही अवधारणा पहचानें: पाठ में स्पष्ट रूप से लिखी जानकारी को पहचानना।**

A. मातृभाषा / Home language

B. भूमिका निर्वाह / Role play

C. मौखिक आकलन रूब्रिक / Oral assessment rubric

D. शाब्दिक बोध / Literal comprehension

**Correct answer / सही उत्तर: D.** शाब्दिक बोध / Literal comprehension

**Explanation / व्याख्या**

शाब्दिक बोध / Literal comprehension: पाठ में स्पष्ट रूप से लिखी जानकारी को पहचानना। उदाहरण: बच्चा कहानी में बताए गए स्थान का नाम देता है।

**MCQ 450 • CORE PRACTICE · FORM 02**

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? बच्चा कहानी में बताए गए स्थान का नाम देता है।**

A. कहानी पुनर्कथन / Story retelling

B. शाब्दिक बोध / Literal comprehension

C. बहुभाषिकता / Multilingualism

D. पठन-पश्चात गतिविधि / Post-reading activity

**Correct answer / सही उत्तर: B.** शाब्दिक बोध / Literal comprehension

**Explanation / व्याख्या**

शाब्दिक बोध / Literal comprehension: पाठ में स्पष्ट रूप से लिखी जानकारी को पहचानना। उदाहरण: बच्चा कहानी में बताए गए स्थान का नाम देता है।

**MCQ 451 • CORE PRACTICE · FORM 03**

**शाब्दिक बोध / Literal comprehension का सबसे सटीक अर्थ क्या है?**

A. अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता।

B. शिक्षार्थी स्वयं अर्थपूर्ण लिखित अभिव्यक्ति करता है।

C. पाठ में स्पष्ट रूप से लिखी जानकारी को पहचानना।

D. मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल।

**Correct answer / सही उत्तर: C.** पाठ में स्पष्ट रूप से लिखी जानकारी को पहचानना।

**Explanation / व्याख्या**

शाब्दिक बोध / Literal comprehension: पाठ में स्पष्ट रूप से लिखी जानकारी को पहचानना। उदाहरण: बच्चा कहानी में बताए गए स्थान का नाम देता है।

GyanTech Guru Ji

MCQ 452 • CORE PRACTICE · FORM 04

**शाब्दिक बोध / Literal comprehension का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. बच्चा अपने अनुभव पर पहला अनुच्छेद लिखता है।

B. शिक्षक अनुच्छेद का मूल्यांकन विचारों की स्पष्टता और क्रम से करता है।

C. पहली और संशोधित रचना को दिनांक सहित रखा जाता है।

D. बच्चा कहानी में बताए गए स्थान का नाम देता है।

**Correct answer / सही उत्तर: D.** बच्चा कहानी में बताए गए स्थान का नाम देता है।

**Explanation / व्याख्या**

शाब्दिक बोध / Literal comprehension: पाठ में स्पष्ट रूप से लिखी जानकारी को पहचानना। उदाहरण: बच्चा कहानी में बताए गए स्थान का नाम देता है।

MCQ 453 • CORE PRACTICE · FORM 05

**दोनों विवरणों को सही क्रम में पहचानें। (1) पाठ में स्पष्ट रूप से लिखी जानकारी को पहचानना। (2) भाषा की ध्वनियों और तुकों को खेल के माध्यम से पहचानना।**

A. शाब्दिक बोध / Literal comprehension | साझा पठन / Shared reading

B. सक्रिय श्रवण / Active listening | ध्वनि खेल / Sound play

C. ध्वनि खेल / Sound play | शाब्दिक बोध / Literal comprehension

D. शाब्दिक बोध / Literal comprehension | ध्वनि खेल / Sound play

**Correct answer / सही उत्तर: D.** शाब्दिक बोध / Literal comprehension | ध्वनि खेल / Sound play

**Explanation / व्याख्या**

शाब्दिक बोध / Literal comprehension: पाठ में स्पष्ट रूप से लिखी जानकारी को पहचानना। उदाहरण: बच्चा कहानी में बताए गए स्थान का नाम देता है। ध्वनि खेल / Sound play: भाषा की ध्वनियों और तुकों को खेल के माध्यम से पहचानना। उदाहरण: बच्चे समान तुक वाले शब्द ढूँढते हैं।

MCQ 454 • CORE PRACTICE · FORM 06

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) बच्चा कहानी में बताए गए स्थान का नाम देता है। (2) बच्चे सुनी हुई कहानी की घटनाओं का क्रम बताते हैं।**

A. कहानी सुनना / Story listening | शाब्दिक बोध / Literal comprehension

B. शाब्दिक बोध / Literal comprehension | अक्षर पहचान / Letter recognition

C. विराम-चिह्न / Punctuation | कहानी सुनना / Story listening

D. शाब्दिक बोध / Literal comprehension | कहानी सुनना / Story listening

Correct answer / **सही उत्तर: D.** शाब्दिक बोध / Literal comprehension | कहानी सुनना / Story listening

**Explanation / व्याख्या**

शाब्दिक बोध / Literal comprehension: पाठ में स्पष्ट रूप से लिखी जानकारी को पहचानना। उदाहरण: बच्चा कहानी में बताए गए स्थान का नाम देता है। कहानी सुनना / Story listening: कहानी के अर्थ, घटनाओं और पात्रों को सुनकर समझना। उदाहरण: बच्चे सुनी हुई कहानी की घटनाओं का क्रम बताते हैं।

MCQ 455 • CORE PRACTICE · FORM 07

**शाब्दिक बोध / Literal comprehension और भाषा सेतु / Language bridging के सही अर्थ क्रम से चुनें।**

A. अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता। | परिचित भाषा के सहारे नई भाषा की समझ बनाना।

B. पाठ में स्पष्ट रूप से लिखी जानकारी को पहचानना। | परिचित भाषा के सहारे नई भाषा की समझ बनाना।

C. परिचित भाषा के सहारे नई भाषा की समझ बनाना। | पाठ में स्पष्ट रूप से लिखी जानकारी को पहचानना।

D. पाठ में स्पष्ट रूप से लिखी जानकारी को पहचानना। | चित्र के आधार पर मौखिक अभिव्यक्ति का अभ्यास।

Correct answer / **सही उत्तर: B.** पाठ में स्पष्ट रूप से लिखी जानकारी को पहचानना। | परिचित भाषा के सहारे नई भाषा की समझ बनाना।

**Explanation / व्याख्या**

शाब्दिक बोध / Literal comprehension: पाठ में स्पष्ट रूप से लिखी जानकारी को पहचानना। उदाहरण: बच्चा कहानी में बताए गए स्थान का नाम देता है। भाषा सेतु / Language bridging: परिचित भाषा के सहारे नई भाषा की समझ बनाना। उदाहरण: बच्चे स्थानीय शब्दों को मानक हिंदी के शब्दों से जोड़ते हैं।

MCQ 456 • CORE PRACTICE · FORM 08

**शाब्दिक बोध / Literal comprehension और ध्वनि-आकृति संबंध / Sound-symbol association के उदाहरण सही क्रम में चुनें।**

A. बच्चा कहानी में बताए गए स्थान का नाम देता है। | बच्चा क की ध्वनि को लिखित अक्षर क से मिलाता है।

B. बालिका अपने अनुभव को सुनने वालों के लिए स्पष्ट रूप में व्यक्त करती है। | बच्चा क की ध्वनि को लिखित अक्षर क से मिलाता है।

C. बच्चा क की ध्वनि को लिखित अक्षर क से मिलाता है। | बच्चा कहानी में बताए गए स्थान का नाम देता है।

D. बच्चा कहानी में बताए गए स्थान का नाम देता है। | बच्चा कहानी में पात्र के निर्णय का कारण बताता है।

**Correct answer / सही उत्तर: A.** बच्चा कहानी में बताए गए स्थान का नाम देता है। | बच्चा क की ध्वनि को लिखित अक्षर क से मिलाता है।

**Explanation / व्याख्या**

शाब्दिक बोध / Literal comprehension: पाठ में स्पष्ट रूप से लिखी जानकारी को पहचानना। उदाहरण: बच्चा कहानी में बताए गए स्थान का नाम देता है। ध्वनि-आकृति संबंध / Sound-symbol association: बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना। उदाहरण: बच्चा क की ध्वनि को लिखित अक्षर क से मिलाता है।

GyanTech

MCQ 457 • CORE PRACTICE · FORM 09

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (शाब्दिक बोध / Literal comprehension / ध्वनि-आकृति संबंध / Sound-symbol association)**

A. शाब्दिक बोध / Literal comprehension → पाठ में स्पष्ट रूप से लिखी जानकारी को पहचानना।

B. ध्वनि-आकृति संबंध / Sound-symbol association → कई संबंधित पाठों को लक्ष्यों के अनुसार व्यवस्थित करने की योजना।

C. इकाई योजना / Unit plan → अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता।

D. शाब्दिक बोध / Literal comprehension → बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना।

**Correct answer / सही उत्तर: A.** शाब्दिक बोध / Literal comprehension → पाठ में स्पष्ट रूप से लिखी जानकारी को पहचानना।

**Explanation / व्याख्या**

शाब्दिक बोध / Literal comprehension: पाठ में स्पष्ट रूप से लिखी जानकारी को पहचानना। उदाहरण: बच्चा कहानी में बताए गए स्थान का नाम देता है।

MCQ 458 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (शाब्दिक बोध / Literal comprehension / स्व-संशोधन / Self-correction)**

A. शाब्दिक बोध / Literal comprehension → बच्चा दोबारा पढ़कर अपने वाक्य में छूटा शब्द जोड़ता है।

B. स्व-संशोधन / Self-correction → बच्चा अपने नाम में आए अक्षरों को पहचानता है।

C. अक्षर पहचान / Letter recognition → बड़े चार्ट पर लिखी कविता पूरी कक्षा शिक्षक के साथ पढ़ती है।

D. शाब्दिक बोध / Literal comprehension → बच्चा कहानी में बताए गए स्थान का नाम देता है।

**Correct answer / सही उत्तर: D.** शाब्दिक बोध / Literal comprehension → बच्चा कहानी में बताए गए स्थान का नाम देता है।

**Explanation / व्याख्या**

शाब्दिक बोध / Literal comprehension: पाठ में स्पष्ट रूप से लिखी जानकारी को पहचानना। उदाहरण: बच्चा कहानी में बताए गए स्थान का नाम देता है।

MCQ 459 • CORE PRACTICE · FORM 01

**सही अवधारणा पहचानें: पाठ के संकेतों से अप्रत्यक्ष अर्थ या कारण समझना।**

A. साझा पठन / Shared reading

B. स्व-संशोधन / Self-correction

C. इकाई योजना / Unit plan

D. अनुमानात्मक बोध / Inferential comprehension

**Correct answer / सही उत्तर: D.** अनुमानात्मक बोध / Inferential comprehension

**Explanation / व्याख्या**

अनुमानात्मक बोध / Inferential comprehension: पाठ के संकेतों से अप्रत्यक्ष अर्थ या कारण समझना। उदाहरण: बच्चा पात्र की कही बात से उसके मनोभाव का अनुमान लगाता है।

MCQ 460 • CORE PRACTICE · FORM 02

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? बच्चा पात्र की कही बात से उसके मनोभाव का अनुमान लगाता है।**

A. अधिगम प्रतिफल / Learning outcome

B. कहानी सुनना / Story listening

C. मातृभाषा / Home language

D. अनुमानात्मक बोध / Inferential comprehension

**Correct answer / सही उत्तर: D.** अनुमानात्मक बोध / Inferential comprehension

**Explanation / व्याख्या**

अनुमानात्मक बोध / Inferential comprehension: पाठ के संकेतों से अप्रत्यक्ष अर्थ या कारण समझना। उदाहरण: बच्चा पात्र की कही बात से उसके मनोभाव का अनुमान लगाता है।

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MCQ 461 • CORE PRACTICE · FORM 03

**अनुमानात्मक बोध / Inferential comprehension का सबसे सटीक अर्थ क्या है?**

A. आवाज किए बिना अर्थ समझते हुए पढ़ना।

B. सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार।

C. विचारों को पहली लिखित रूपरेखा में व्यक्त करना।

D. पाठ के संकेतों से अप्रत्यक्ष अर्थ या कारण समझना।

Correct answer / **सही उत्तर:** D. पाठ के संकेतों से अप्रत्यक्ष अर्थ या कारण समझना।

Explanation / **व्याख्या**

अनुमानात्मक बोध / Inferential comprehension: पाठ के संकेतों से अप्रत्यक्ष अर्थ या कारण समझना। उदाहरण: बच्चा पात्र की कही बात से उसके मनोभाव का अनुमान लगाता है।

MCQ 462 • CORE PRACTICE · FORM 04

**अनुमानात्मक बोध / Inferential comprehension का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. जोड़ी में बच्चे एक-दूसरे की बात पूरी होने तक प्रतीक्षा करते हैं।

B. शिक्षक एक सप्ताह में कहानी, कविता और लेखन को एक विषय से जोड़ता है।

C. बच्चा पात्र की कही बात से उसके मनोभाव का अनुमान लगाता है।

D. शिक्षक समूह चर्चा में बच्चे के योगदान को नोट करता है।

Correct answer / **सही उत्तर:** C. बच्चा पात्र की कही बात से उसके मनोभाव का अनुमान लगाता है।

Explanation / **व्याख्या**

अनुमानात्मक बोध / Inferential comprehension: पाठ के संकेतों से अप्रत्यक्ष अर्थ या कारण समझना। उदाहरण: बच्चा पात्र की कही बात से उसके मनोभाव का अनुमान लगाता है।

MCQ 463 • CORE PRACTICE · FORM 05

**दोनों विवरणों को सही क्रम में पहचानें। (1) पाठ के संकेतों से अप्रत्यक्ष अर्थ या कारण समझना। (2) चित्र के आधार पर मौखिक अभिव्यक्ति का अभ्यास।**

A. चित्र वर्णन / Picture description | अनुमानात्मक बोध / Inferential comprehension

B. उदयीमान साक्षरता / Emergent literacy | चित्र वर्णन / Picture description

C. अनुमानात्मक बोध / Inferential comprehension | संदर्भ संकेत / Context clues

D. अनुमानात्मक बोध / Inferential comprehension | चित्र वर्णन / Picture description

**Correct answer / सही उत्तर: D.** अनुमानात्मक बोध / Inferential comprehension | चित्र वर्णन / Picture description

**Explanation / व्याख्या**

अनुमानात्मक बोध / Inferential comprehension: पाठ के संकेतों से अप्रत्यक्ष अर्थ या कारण समझना। उदाहरण: बच्चा पात्र की कही बात से उसके मनोभाव का अनुमान लगाता है। चित्र वर्णन / Picture description: चित्र के आधार पर मौखिक अभिव्यक्ति का अभ्यास। उदाहरण: बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं।

MCQ 464 • CORE PRACTICE · FORM 06

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) बच्चा पात्र की कही बात से उसके मनोभाव का अनुमान लगाता है। (2) बच्चा चित्रों के सहारे कहानी फिर से सुनाता है।**

A. मौखिक प्रवाह / Oral fluency | कहानी पुनर्कथन / Story retelling

B. कहानी पुनर्कथन / Story retelling | अनुमानात्मक बोध / Inferential comprehension

C. अनुमानात्मक बोध / Inferential comprehension | कहानी पुनर्कथन / Story retelling

D. अनुमानात्मक बोध / Inferential comprehension | निर्देशित पठन / Guided reading

**Correct answer / सही उत्तर: C.** अनुमानात्मक बोध / Inferential comprehension | कहानी पुनर्कथन / Story retelling

**Explanation / व्याख्या**

अनुमानात्मक बोध / Inferential comprehension: पाठ के संकेतों से अप्रत्यक्ष अर्थ या कारण समझना। उदाहरण: बच्चा पात्र की कही बात से उसके मनोभाव का अनुमान लगाता है। कहानी पुनर्कथन / Story retelling: सुनी या पढ़ी कहानी को अपने शब्दों में क्रम से कहना। उदाहरण: बच्चा चित्रों के सहारे कहानी फिर से सुनाता है।

MCQ 465 • CORE PRACTICE · FORM 07

**अनुमानात्मक बोध / Inferential comprehension और स्व-संशोधन / Self-correction के सही अर्थ क्रम से चुनें।**

A. पाठ के संकेतों से अप्रत्यक्ष अर्थ या कारण समझना। | अपनी त्रुटि पहचानकर स्वयं सुधार करना।

B. पाठ के संकेतों से अप्रत्यक्ष अर्थ या कारण समझना। | लिखित भाषा की दिशा, प्रयोजन और पुस्तक की बनावट को समझना।

C. समूह में भाषा और बोलियों की विविधता को स्वीकार करना। | अपनी त्रुटि पहचानकर स्वयं सुधार करना।

D. अपनी त्रुटि पहचानकर स्वयं सुधार करना। | पाठ के संकेतों से अप्रत्यक्ष अर्थ या कारण समझना।

**Correct answer / सही उत्तर: A.** पाठ के संकेतों से अप्रत्यक्ष अर्थ या कारण समझना। | अपनी त्रुटि पहचानकर स्वयं सुधार करना।

**Explanation / व्याख्या**

अनुमानात्मक बोध / Inferential comprehension: पाठ के संकेतों से अप्रत्यक्ष अर्थ या कारण समझना। उदाहरण: बच्चा पात्र की कही बात से उसके मनोभाव का अनुमान लगाता है। स्व-संशोधन / Self-correction: अपनी त्रुटि पहचानकर स्वयं सुधार करना। उदाहरण: बच्चा दोबारा पढ़कर अपने वाक्य में छूटा शब्द जोड़ता है।

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**MCQ 466 • CORE PRACTICE · FORM 08**

**अनुमानात्मक बोध / Inferential comprehension और मौखिक आकलन रूब्रिक / Oral assessment rubric के उदाहरण सही क्रम में चुनें।**

A. बच्चा पात्र की कही बात से उसके मनोभाव का अनुमान लगाता है। | शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है।

B. शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है। | बच्चा पात्र की कही बात से उसके मनोभाव का अनुमान लगाता है।

C. बालिका अपने अनुभव पर बिना निर्देशित वाक्यों के डायरी लिखती है। | शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है।

D. बच्चा पात्र की कही बात से उसके मनोभाव का अनुमान लगाता है। | एक बालक परिवार के साथ भोजपुरी में सहज संवाद करता है।

**Correct answer / सही उत्तर: A.** बच्चा पात्र की कही बात से उसके मनोभाव का अनुमान लगाता है। | शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है।

**Explanation / व्याख्या**

अनुमानात्मक बोध / Inferential comprehension: पाठ के संकेतों से अप्रत्यक्ष अर्थ या कारण समझना। उदाहरण: बच्चा पात्र की कही बात से उसके मनोभाव का अनुमान लगाता है। मौखिक आकलन रूब्रिक / Oral assessment rubric: बोलने और सुनने के प्रदर्शन के स्तरों का मानदंड आधारित वर्णन। उदाहरण: शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है।

MCQ 467 • CORE PRACTICE · FORM 09

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (अनुमानात्मक बोध / Inferential comprehension / संशोधन / Revision)**

A. अनुमानात्मक बोध / Inferential comprehension → पाठ के संकेतों से अप्रत्यक्ष अर्थ या कारण समझना।

B. संशोधन / Revision → औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ।

C. अनुमानात्मक बोध / Inferential comprehension → लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना।

D. उदयीमान साक्षरता / Emergent literacy → बोली गई भाषा की ध्वनि संरचना के प्रति जागरूकता।

**Correct answer / सही उत्तर: A.** अनुमानात्मक बोध / Inferential comprehension → पाठ के संकेतों से अप्रत्यक्ष अर्थ या कारण समझना।

**Explanation / व्याख्या**

अनुमानात्मक बोध / Inferential comprehension: पाठ के संकेतों से अप्रत्यक्ष अर्थ या कारण समझना। उदाहरण: बच्चा पात्र की कही बात से उसके मनोभाव का अनुमान लगाता है।

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MCQ 468 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (अनुमानात्मक बोध / Inferential comprehension / स्व-संशोधन / Self-correction)**

A. ध्वनि-आकृति संबंध / Sound-symbol association → बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है।

B. अनुमानात्मक बोध / Inferential comprehension → बच्चा पात्र की कही बात से उसके मनोभाव का अनुमान लगाता है।

C. अनुमानात्मक बोध / Inferential comprehension → बच्चा दोबारा पढ़कर अपने वाक्य में छूटा शब्द जोड़ता है।

D. स्व-संशोधन / Self-correction → बच्चा क की ध्वनि को लिखित अक्षर क से मिलाता है।

**Correct answer / सही उत्तर: B.** अनुमानात्मक बोध / Inferential comprehension → बच्चा पात्र की कही बात से उसके मनोभाव का अनुमान लगाता है।

**Explanation / व्याख्या**

अनुमानात्मक बोध / Inferential comprehension: पाठ के संकेतों से अप्रत्यक्ष अर्थ या कारण समझना। उदाहरण: बच्चा पात्र की कही बात से उसके मनोभाव का अनुमान लगाता है।

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 09.01

**अपसंकैत विश्लेषण / Miscue analysis को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** पढ़ते समय हुए बदलावों या त्रुटियों का विश्लेषण। शिक्षक देखता है कि बच्चा लिखे शब्द की जगह समान अर्थ का शब्द पढ़ता है।

**REVISION 09.02**

**शाब्दिक बोध / Literal comprehension को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** पाठ में स्पष्ट रूप से लिखी जानकारी को पहचानना। बच्चा कहानी में बताए गए स्थान का नाम देता है।

**REVISION 09.03**

**अनुमानात्मक बोध / Inferential comprehension को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** पाठ के संकेतों से अप्रत्यक्ष अर्थ या कारण समझना। बच्चा पात्र की कही बात से उसके मनोभाव का अनुमान लगाता है।

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CHAPTER 10 • 32 MCQs • 3 REVISION PROMPTS

# लेखन का आकलन

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### संदर्भ में व्याकरण / Grammar in context

भाषा के वास्तविक प्रयोग से व्याकरण की समझ विकसित करना।

**उदाहरण:** बच्चे अपने लिखे पत्र में क्रिया के रूपों की उपयुक्तता देखते हैं।

### विराम-चिह्न / Punctuation

लिखित अभिव्यक्ति में ठहराव और अर्थ स्पष्ट करने वाले चिह्न।

**उदाहरण:** बच्चा प्रश्नवाचक वाक्य के अंत में प्रश्नचिह्न लगाता है।

### लेखन रूब्रिक / Writing rubric

लेखन के विचार, संगठन और भाषा के स्तरों का मानदंड आधारित वर्णन।

**उदाहरण:** शिक्षक अनुच्छेद का मूल्यांकन विचारों की स्पष्टता और क्रम से करता है।

## New classroom-based questions

Apply concepts to realistic teaching decisions.

**MCQ 469 • NEW CLASSROOM APPLICATION**

**एक कहानी के आकलन में क्या देखना चाहिए?**

A. केवल पन्नों की संख्या

B. लेखक का रोल नंबर

C. केवल स्याही का रंग

D. विचार, संगठन, भाषा और प्रयोजन के अनुसार मानदंड

Correct answer / **सही उत्तर:** D. विचार, संगठन, भाषा और प्रयोजन के अनुसार मानदंड

Explanation / **व्याख्या**

रचना की गुणवत्ता कई आयामों से समझी जाती है।

**MCQ 470 • NEW CLASSROOM APPLICATION**

**कौन-सी प्रतिक्रिया अधिक उपयोगी है?**

A. बहुत खराब, कुछ नहीं हो सकता

B. तुम्हारी शुरुआत स्पष्ट है; अगली बार घटना का कारण भी लिखो

C. अन्य बच्चे से तुलना

D. सिर्फ गलत का निशान

Correct answer / **सही उत्तर:** B. तुम्हारी शुरुआत स्पष्ट है; अगली बार घटना का कारण भी लिखो

Explanation / **व्याख्या**

विशिष्ट और क्रियान्वयन योग्य प्रतिक्रिया सुधार की दिशा देती है।

## Core question bank

Ten related practice formats; core concepts recur for revision.

**MCQ 471 • CORE PRACTICE · FORM 01**

**सही अवधारणा पहचानें: भाषा के वास्तविक प्रयोग से व्याकरण की समझ विकसित करना।**

A. संदर्भ में व्याकरण / Grammar in context

B. भाषायी दक्षता / Language competency

C. अनुमानात्मक बोध / Inferential comprehension

D. पठन-पश्चात गतिविधि / Post-reading activity

**Correct answer / सही उत्तर: A.** संदर्भ में व्याकरण / Grammar in context

**Explanation / व्याख्या**

संदर्भ में व्याकरण / Grammar in context: भाषा के वास्तविक प्रयोग से व्याकरण की समझ विकसित करना। उदाहरण: बच्चे अपने लिखे पत्र में क्रिया के रूपों की उपयुक्तता देखते हैं।

**MCQ 472 • CORE PRACTICE · FORM 02**

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? बच्चे अपने लिखे पत्र में क्रिया के रूपों की उपयुक्तता देखते हैं।**

A. संदर्भ में व्याकरण / Grammar in context

B. ध्वनि-आकृति संबंध / Sound-symbol association

C. भाषायी विविधता / Linguistic diversity

D. भूमिका निर्वाह / Role play

**Correct answer / सही उत्तर: A.** संदर्भ में व्याकरण / Grammar in context

**Explanation / व्याख्या**

संदर्भ में व्याकरण / Grammar in context: भाषा के वास्तविक प्रयोग से व्याकरण की समझ विकसित करना। उदाहरण: बच्चे अपने लिखे पत्र में क्रिया के रूपों की उपयुक्तता देखते हैं।

MCQ 473 • CORE PRACTICE · FORM 03

**संदर्भ में व्याकरण / Grammar in context का सबसे सटीक अर्थ क्या है?**

A. शिक्षक और बच्चे एक ही पाठ को मिलकर पढ़ते हैं।

B. औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ।

C. बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना।

D. भाषा के वास्तविक प्रयोग से व्याकरण की समझ विकसित करना।

Correct answer / **सही उत्तर:** D. भाषा के वास्तविक प्रयोग से व्याकरण की समझ विकसित करना।

Explanation / **व्याख्या**

संदर्भ में व्याकरण / Grammar in context: भाषा के वास्तविक प्रयोग से व्याकरण की समझ विकसित करना। उदाहरण: बच्चे अपने लिखे पत्र में क्रिया के रूपों की उपयुक्तता देखते हैं।

MCQ 474 • CORE PRACTICE · FORM 04

**संदर्भ में व्याकरण / Grammar in context का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. बच्चे स्थानीय शब्दों को मानक हिंदी के शब्दों से जोड़ते हैं।

B. शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है।

C. शिक्षक एक सप्ताह में कहानी, कविता और लेखन को एक विषय से जोड़ता है।

D. बच्चे अपने लिखे पत्र में क्रिया के रूपों की उपयुक्तता देखते हैं।

Correct answer / **सही उत्तर:** D. बच्चे अपने लिखे पत्र में क्रिया के रूपों की उपयुक्तता देखते हैं।

Explanation / **व्याख्या**

संदर्भ में व्याकरण / Grammar in context: भाषा के वास्तविक प्रयोग से व्याकरण की समझ विकसित करना। उदाहरण: बच्चे अपने लिखे पत्र में क्रिया के रूपों की उपयुक्तता देखते हैं।

MCQ 475 • CORE PRACTICE · FORM 05

**दोनों विवरणों को सही क्रम में पहचानें। (1) भाषा के वास्तविक प्रयोग से व्याकरण की समझ विकसित करना। (2) बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना।**

A. संदर्भ में व्याकरण / Grammar in context | पठन-पश्चात गतिविधि / Post-reading activity

B. भाषायी दक्षता / Language competency | ध्वनि-आकृति संबंध / Sound-symbol association

C. ध्वनि-आकृति संबंध / Sound-symbol association | संदर्भ में व्याकरण / Grammar in context

D. संदर्भ में व्याकरण / Grammar in context | ध्वनि-आकृति संबंध / Sound-symbol association

**Correct answer / सही उत्तर: D.** संदर्भ में व्याकरण / Grammar in context | ध्वनि-आकृति संबंध / Sound-symbol association

**Explanation / व्याख्या**

संदर्भ में व्याकरण / Grammar in context: भाषा के वास्तविक प्रयोग से व्याकरण की समझ विकसित करना। उदाहरण: बच्चे अपने लिखे पत्र में क्रिया के रूपों की उपयुक्तता देखते हैं। ध्वनि-आकृति संबंध / Sound-symbol association: बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना। उदाहरण: बच्चा क की ध्वनि को लिखित अक्षर क से मिलाता है।

MCQ 476 • CORE PRACTICE · FORM 06

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) बच्चे अपने लिखे पत्र में क्रिया के रूपों की उपयुक्तता देखते हैं। (2) बच्चा अंतिम प्रति से पहले गलत मात्राएँ ठीक करता है।**

A. मुद्रित सामग्री की समझ / Print awareness | संपादन / Editing

B. संदर्भ में व्याकरण / Grammar in context | संपादन / Editing

C. संदर्भ में व्याकरण / Grammar in context | चार ब्लॉक मॉडल / Four-block model

D. संपादन / Editing | संदर्भ में व्याकरण / Grammar in context

**Correct answer / सही उत्तर: B.** संदर्भ में व्याकरण / Grammar in context | संपादन / Editing

**Explanation / व्याख्या**

संदर्भ में व्याकरण / Grammar in context: भाषा के वास्तविक प्रयोग से व्याकरण की समझ विकसित करना। उदाहरण: बच्चे अपने लिखे पत्र में क्रिया के रूपों की उपयुक्तता देखते हैं। संपादन / Editing: लेखन में वर्तनी, विराम और व्याकरण संबंधी त्रुटियों को सुधारना। उदाहरण: बच्चा अंतिम प्रति से पहले गलत मात्राएँ ठीक करता है।

MCQ 477 • CORE PRACTICE · FORM 07

**संदर्भ में व्याकरण / Grammar in context और अधिगम प्रतिफल / Learning outcome के सही अर्थ क्रम से चुनें।**

A. भाषा के वास्तविक प्रयोग से व्याकरण की समझ विकसित करना। | शिक्षक और बच्चे एक ही पाठ को मिलकर पढ़ते हैं।

B. सुनी या पढ़ी कहानी को अपने शब्दों में क्रम से कहना। | सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार।

C. सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार। | भाषा के वास्तविक प्रयोग से व्याकरण की समझ विकसित करना।

D. भाषा के वास्तविक प्रयोग से व्याकरण की समझ विकसित करना। | सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार।

**Correct answer / सही उत्तर: D.** भाषा के वास्तविक प्रयोग से व्याकरण की समझ विकसित करना। | सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार।

**Explanation / व्याख्या**

संदर्भ में व्याकरण / Grammar in context: भाषा के वास्तविक प्रयोग से व्याकरण की समझ विकसित करना। उदाहरण: बच्चे अपने लिखे पत्र में क्रिया के रूपों की उपयुक्तता देखते हैं। अधिगम प्रतिफल / Learning outcome: सीखने के बाद बच्चे द्वारा दिखाया जा सकने वाला स्पष्ट व्यवहार। उदाहरण: बच्चा कहानी की तीन घटनाएँ सही क्रम में बताता है।

MCQ 478 • CORE PRACTICE · FORM 08

**संदर्भ में व्याकरण / Grammar in context और संपादन / Editing के उदाहरण सही क्रम में चुनें।**

A. बच्चे अपने लिखे पत्र में क्रिया के रूपों की उपयुक्तता देखते हैं। | बच्चा अंतिम प्रति से पहले गलत मात्राएँ ठीक करता है।

B. बच्चा चुपचाप अनुच्छेद पढ़कर प्रश्नों के उत्तर देता है। | बच्चा अंतिम प्रति से पहले गलत मात्राएँ ठीक करता है।

C. बच्चा अंतिम प्रति से पहले गलत मात्राएँ ठीक करता है। | बच्चे अपने लिखे पत्र में क्रिया के रूपों की उपयुक्तता देखते हैं।

D. बच्चे अपने लिखे पत्र में क्रिया के रूपों की उपयुक्तता देखते हैं। | बच्चा पुस्तक का मुखपृष्ठ पहचानता है और पढ़ने की दिशा बताता है।

**Correct answer / सही उत्तर: A.** बच्चे अपने लिखे पत्र में क्रिया के रूपों की उपयुक्तता देखते हैं। | बच्चा अंतिम प्रति से पहले गलत मात्राएँ ठीक करता है।

**Explanation / व्याख्या**

संदर्भ में व्याकरण / Grammar in context: भाषा के वास्तविक प्रयोग से व्याकरण की समझ विकसित करना। उदाहरण: बच्चे अपने लिखे पत्र में क्रिया के रूपों की उपयुक्तता देखते हैं। संपादन / Editing: लेखन में वर्तनी, विराम और व्याकरण संबंधी त्रुटियों को सुधारना। उदाहरण: बच्चा अंतिम प्रति से पहले गलत मात्राएँ ठीक करता है।

MCQ 479 • CORE PRACTICE · FORM 09

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (संदर्भ में व्याकरण / Grammar in context / साझा पठन / Shared reading)**

A. संदर्भ में व्याकरण / Grammar in context → शिक्षक और बच्चे एक ही पाठ को मिलकर पढ़ते हैं।

B. साझा पठन / Shared reading → कक्षा में अनेक भाषाओं का सीखने के संसाधन के रूप में उपयोग।

C. संदर्भ में व्याकरण / Grammar in context → भाषा के वास्तविक प्रयोग से व्याकरण की समझ विकसित करना।

D. बहुभाषिकता / Multilingualism → पढ़ते समय हुए बदलावों या त्रुटियों का विश्लेषण।

**Correct answer / सही उत्तर: C.** संदर्भ में व्याकरण / Grammar in context → भाषा के वास्तविक प्रयोग से व्याकरण की समझ विकसित करना।

**Explanation / व्याख्या**

संदर्भ में व्याकरण / Grammar in context: भाषा के वास्तविक प्रयोग से व्याकरण की समझ विकसित करना। उदाहरण: बच्चे अपने लिखे पत्र में क्रिया के रूपों की उपयुक्तता देखते हैं।

MCQ 480 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (संदर्भ में व्याकरण / Grammar in context / स्व-संशोधन / Self-correction)**

A. स्व-संशोधन / Self-correction → शिक्षक समूह चर्चा में बच्चे के योगदान को नोट करता है।

B. मौखिक अवलोकन / Oral observation → बच्चे स्थानीय शब्दों को मानक हिंदी के शब्दों से जोड़ते हैं।

C. संदर्भ में व्याकरण / Grammar in context → बच्चे अपने लिखे पत्र में क्रिया के रूपों की उपयुक्तता देखते हैं।

D. संदर्भ में व्याकरण / Grammar in context → बच्चा दोबारा पढ़कर अपने वाक्य में छूटा शब्द जोड़ता है।

**Correct answer / सही उत्तर: C.** संदर्भ में व्याकरण / Grammar in context → बच्चे अपने लिखे पत्र में क्रिया के रूपों की उपयुक्तता देखते हैं।

**Explanation / व्याख्या**

संदर्भ में व्याकरण / Grammar in context: भाषा के वास्तविक प्रयोग से व्याकरण की समझ विकसित करना। उदाहरण: बच्चे अपने लिखे पत्र में क्रिया के रूपों की उपयुक्तता देखते हैं।

MCQ 481 • CORE PRACTICE · FORM 01

**सही अवधारणा पहचानें: लिखित अभिव्यक्ति में ठहराव और अर्थ स्पष्ट करने वाले चिह्न।**

A. पूर्वज्ञान / Prior knowledge

B. कहानी सुनना / Story listening

C. निर्देशित पठन / Guided reading

D. विराम-चिह्न / Punctuation

**Correct answer / सही उत्तर: D.** विराम-चिह्न / Punctuation

**Explanation / व्याख्या**

विराम-चिह्न / Punctuation: लिखित अभिव्यक्ति में ठहराव और अर्थ स्पष्ट करने वाले चिह्न। उदाहरण: बच्चा प्रश्नवाचक वाक्य के अंत में प्रश्नचिह्न लगाता है।

MCQ 482 • CORE PRACTICE · FORM 02

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? बच्चा प्रश्नवाचक वाक्य के अंत में प्रश्नचिह्न लगाता है।**

A. चार ब्लॉक मॉडल / Four-block model

B. विराम-चिह्न / Punctuation

C. उदयीमान साक्षरता / Emergent literacy

D. साझा लेखन / Shared writing

**Correct answer / सही उत्तर: B.** विराम-चिह्न / Punctuation

**Explanation / व्याख्या**

विराम-चिह्न / Punctuation: लिखित अभिव्यक्ति में ठहराव और अर्थ स्पष्ट करने वाले चिह्न। उदाहरण: बच्चा प्रश्नवाचक वाक्य के अंत में प्रश्नचिह्न लगाता है।

GyanTech Guru Ji

MCQ 483 • CORE PRACTICE · FORM 03

**विराम-चिह्न / Punctuation का सबसे सटीक अर्थ क्या है?**

A. लिखित भाषा की दिशा, प्रयोजन और पुस्तक की बनावट को समझना।

B. अर्थपूर्ण परिस्थितियों में भाषा का उपयोग करने की क्षमता।

C. किसी परिस्थिति में पात्र की भूमिका निभाकर संवाद करना।

D. लिखित अभिव्यक्ति में ठहराव और अर्थ स्पष्ट करने वाले चिह्न।

Correct answer / **सही उत्तर:** D. लिखित अभिव्यक्ति में ठहराव और अर्थ स्पष्ट करने वाले चिह्न।

Explanation / **व्याख्या**

विराम-चिह्न / Punctuation: लिखित अभिव्यक्ति में ठहराव और अर्थ स्पष्ट करने वाले चिह्न। उदाहरण: बच्चा प्रश्नवाचक वाक्य के अंत में प्रश्नचिह्न लगाता है।

MCQ 484 • CORE PRACTICE · FORM 04

**विराम-चिह्न / Punctuation का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. बच्चा दोबारा पढ़कर अपने वाक्य में छूटा शब्द जोड़ता है।

B. बच्चा अपने नाम में आए अक्षरों को पहचानता है।

C. बच्चा प्रश्नवाचक वाक्य के अंत में प्रश्नचिह्न लगाता है।

D. बच्चा चुपचाप अनुच्छेद पढ़कर प्रश्नों के उत्तर देता है।

Correct answer / **सही उत्तर:** C. बच्चा प्रश्नवाचक वाक्य के अंत में प्रश्नचिह्न लगाता है।

Explanation / **व्याख्या**

विराम-चिह्न / Punctuation: लिखित अभिव्यक्ति में ठहराव और अर्थ स्पष्ट करने वाले चिह्न। उदाहरण: बच्चा प्रश्नवाचक वाक्य के अंत में प्रश्नचिह्न लगाता है।

**MCQ 485 • CORE PRACTICE · FORM 05**

**दोनों विवरणों को सही क्रम में पहचानें। (1) लिखित अभिव्यक्ति में ठहराव और अर्थ स्पष्ट करने वाले चिह्न। (2) शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है।**

A. विराम-चिह्न / Punctuation | इकाई योजना / Unit plan

B. निर्देशित पठन / Guided reading | विराम-चिह्न / Punctuation

C. भूमिका निर्वाह / Role play | निर्देशित पठन / Guided reading

D. विराम-चिह्न / Punctuation | निर्देशित पठन / Guided reading

**Correct answer / सही उत्तर: D.** विराम-चिह्न / Punctuation | निर्देशित पठन / Guided reading

**Explanation / व्याख्या**

विराम-चिह्न / Punctuation: लिखित अभिव्यक्ति में ठहराव और अर्थ स्पष्ट करने वाले चिह्न। उदाहरण: बच्चा प्रश्नवाचक वाक्य के अंत में प्रश्नचिह्न लगाता है। निर्देशित पठन / Guided reading: शिक्षक छोटे समूह की जरूरत के अनुसार पठन में सहायता देता है। उदाहरण: समान पठन स्तर वाले समूह को शिक्षक संकेत देता है।

**MCQ 486 • CORE PRACTICE · FORM 06**

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) बच्चा प्रश्नवाचक वाक्य के अंत में प्रश्नचिह्न लगाता है। (2) बच्चा अंतिम प्रति से पहले गलत मात्राएँ ठीक करता है।**

A. भूमिका निर्वाह / Role play | संपादन / Editing

B. संपादन / Editing | विराम-चिह्न / Punctuation

C. विराम-चिह्न / Punctuation | संपादन / Editing

D. विराम-चिह्न / Punctuation | ध्वनि खेल / Sound play

**Correct answer / सही उत्तर: C.** विराम-चिह्न / Punctuation | संपादन / Editing

**Explanation / व्याख्या**

विराम-चिह्न / Punctuation: लिखित अभिव्यक्ति में ठहराव और अर्थ स्पष्ट करने वाले चिह्न। उदाहरण: बच्चा प्रश्नवाचक वाक्य के अंत में प्रश्नचिह्न लगाता है। संपादन / Editing: लेखन में वर्तनी, विराम और व्याकरण संबंधी त्रुटियों को सुधारना। उदाहरण: बच्चा अंतिम प्रति से पहले गलत मात्राएँ ठीक करता है।

MCQ 487 • CORE PRACTICE · FORM 07

**विराम-चिह्न / Punctuation और शाब्दिक बोध / Literal comprehension के सही अर्थ क्रम से चुनें।**

A. लिखित अभिव्यक्ति में ठहराव और अर्थ स्पष्ट करने वाले चिह्न। | पाठ में स्पष्ट रूप से लिखी जानकारी को पहचानना।

B. पाठ में स्पष्ट रूप से लिखी जानकारी को पहचानना। | लिखित अभिव्यक्ति में ठहराव और अर्थ स्पष्ट करने वाले चिह्न।

C. लिखित अभिव्यक्ति में ठहराव और अर्थ स्पष्ट करने वाले चिह्न। | कई संबंधित पाठों को लक्ष्यों के अनुसार व्यवस्थित करने की योजना।

D. बच्चे के घर और प्रारंभिक सामाजिक परिवेश में सीखी जाने वाली भाषा। | पाठ में स्पष्ट रूप से लिखी जानकारी को पहचानना।

**Correct answer / सही उत्तर: A.** लिखित अभिव्यक्ति में ठहराव और अर्थ स्पष्ट करने वाले चिह्न। | पाठ में स्पष्ट रूप से लिखी जानकारी को पहचानना।

**Explanation / व्याख्या**

विराम-चिह्न / Punctuation: लिखित अभिव्यक्ति में ठहराव और अर्थ स्पष्ट करने वाले चिह्न। उदाहरण: बच्चा प्रश्नवाचक वाक्य के अंत में प्रश्नचिह्न लगाता है। शाब्दिक बोध / Literal comprehension: पाठ में स्पष्ट रूप से लिखी जानकारी को पहचानना। उदाहरण: बच्चा कहानी में बताए गए स्थान का नाम देता है।

MCQ 488 • CORE PRACTICE · FORM 08

**विराम-चिह्न / Punctuation और चित्र वर्णन / Picture description के उदाहरण सही क्रम में चुनें।**

A. बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं। | बच्चा प्रश्नवाचक वाक्य के अंत में प्रश्नचिह्न लगाता है।

B. बच्चा प्रश्नवाचक वाक्य के अंत में प्रश्नचिह्न लगाता है। | बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं।

C. बच्चा प्रश्नवाचक वाक्य के अंत में प्रश्नचिह्न लगाता है। | बच्चा कहानी की घटना से अनजान शब्द का अर्थ अनुमानित करता है।

D. बालिका अपने अनुभव पर बिना निर्देशित वाक्यों के डायरी लिखती है। | बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं।

**Correct answer / सही उत्तर: B.** बच्चा प्रश्नवाचक वाक्य के अंत में प्रश्नचिह्न लगाता है। | बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं।

**Explanation / व्याख्या**

विराम-चिह्न / Punctuation: लिखित अभिव्यक्ति में ठहराव और अर्थ स्पष्ट करने वाले चिह्न। उदाहरण: बच्चा प्रश्नवाचक वाक्य के अंत में प्रश्नचिह्न लगाता है। चित्र वर्णन / Picture description: चित्र के आधार पर मौखिक अभिव्यक्ति का अभ्यास। उदाहरण: बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं।

MCQ 489 • CORE PRACTICE · FORM 09

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (विराम-चिह्न / Punctuation / साझा पठन / Shared reading)**

A. विराम-चिह्न / Punctuation → लिखित अभिव्यक्ति में ठहराव और अर्थ स्पष्ट करने वाले चिह्न।

B. साझा पठन / Shared reading → बोलने और सुनने के प्रदर्शन के स्तरों का मानदंड आधारित वर्णन।

C. विराम-चिह्न / Punctuation → शिक्षक और बच्चे एक ही पाठ को मिलकर पढ़ते हैं।

D. मौखिक आकलन रूब्रिक / Oral assessment rubric → औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ।

**Correct answer / सही उत्तर: A.** विराम-चिह्न / Punctuation → लिखित अभिव्यक्ति में ठहराव और अर्थ स्पष्ट करने वाले चिह्न।

**Explanation / व्याख्या**

विराम-चिह्न / Punctuation: लिखित अभिव्यक्ति में ठहराव और अर्थ स्पष्ट करने वाले चिह्न। उदाहरण: बच्चा प्रश्नवाचक वाक्य के अंत में प्रश्नचिह्न लगाता है।

MCQ 490 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (विराम-चिह्न / Punctuation / अधिगम प्रतिफल / Learning outcome)**

A. विराम-चिह्न / Punctuation → बच्चा कहानी की तीन घटनाएँ सही क्रम में बताता है।

B. विराम-चिह्न / Punctuation → बच्चा प्रश्नवाचक वाक्य के अंत में प्रश्नचिह्न लगाता है।

C. अधिगम प्रतिफल / Learning outcome → एक बालक परिवार के साथ भोजपुरी में सहज संवाद करता है।

D. मातृभाषा / Home language → बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं।

**Correct answer / सही उत्तर: B.** विराम-चिह्न / Punctuation → बच्चा प्रश्नवाचक वाक्य के अंत में प्रश्नचिह्न लगाता है।

**Explanation / व्याख्या**

विराम-चिह्न / Punctuation: लिखित अभिव्यक्ति में ठहराव और अर्थ स्पष्ट करने वाले चिह्न। उदाहरण: बच्चा प्रश्नवाचक वाक्य के अंत में प्रश्नचिह्न लगाता है।

**MCQ 491 • CORE PRACTICE · FORM 01**

**सही अवधारणा पहचानें: लेखन के विचार, संगठन और भाषा के स्तरों का मानदंड आधारित वर्णन।**

A. संशोधन / Revision

B. निर्देशित पठन / Guided reading

C. अक्षर पहचान / Letter recognition

D. लेखन रूब्रिक / Writing rubric

**Correct answer / सही उत्तर: D.** लेखन रूब्रिक / Writing rubric

**Explanation / व्याख्या**

लेखन रूब्रिक / Writing rubric: लेखन के विचार, संगठन और भाषा के स्तरों का मानदंड आधारित वर्णन। उदाहरण: शिक्षक अनुच्छेद का मूल्यांकन विचारों की स्पष्टता और क्रम से करता है।

**MCQ 492 • CORE PRACTICE · FORM 02**

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? शिक्षक अनुच्छेद का मूल्यांकन विचारों की स्पष्टता और क्रम से करता है।**

A. लेखन रूब्रिक / Writing rubric

B. कहानी सुनना / Story listening

C. अक्षर पहचान / Letter recognition

D. भूमिका निर्वाह / Role play

**Correct answer / सही उत्तर: A.** लेखन रूब्रिक / Writing rubric

**Explanation / व्याख्या**

लेखन रूब्रिक / Writing rubric: लेखन के विचार, संगठन और भाषा के स्तरों का मानदंड आधारित वर्णन। उदाहरण: शिक्षक अनुच्छेद का मूल्यांकन विचारों की स्पष्टता और क्रम से करता है।

GyanTech Guru Ji

MCQ 493 • CORE PRACTICE · FORM 03

**लेखन रूब्रिक / Writing rubric का सबसे सटीक अर्थ क्या है?**

A. लेखन के विचार, संगठन और भाषा के स्तरों का मानदंड आधारित वर्णन।

B. पाठ में स्पष्ट रूप से लिखी जानकारी को पहचानना।

C. कक्षा में अनेक भाषाओं का सीखने के संसाधन के रूप में उपयोग।

D. लिखे हुए मसौदे में अर्थ, क्रम और स्पष्टता सुधारना।

Correct answer / **सही उत्तर: A.** लेखन के विचार, संगठन और भाषा के स्तरों का मानदंड आधारित वर्णन।

Explanation / **व्याख्या**

लेखन रूब्रिक / Writing rubric: लेखन के विचार, संगठन और भाषा के स्तरों का मानदंड आधारित वर्णन। उदाहरण: शिक्षक अनुच्छेद का मूल्यांकन विचारों की स्पष्टता और क्रम से करता है।

MCQ 494 • CORE PRACTICE · FORM 04

**लेखन रूब्रिक / Writing rubric का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. शिक्षक अनुच्छेद का मूल्यांकन विचारों की स्पष्टता और क्रम से करता है।

B. बच्चा कहानी में बताए गए स्थान का नाम देता है।

C. बच्चा क की ध्वनि को लिखित अक्षर क से मिलाता है।

D. शीर्षक देखकर बच्चे कहानी के विषय का अनुमान लगाते हैं।

Correct answer / **सही उत्तर: A.** शिक्षक अनुच्छेद का मूल्यांकन विचारों की स्पष्टता और क्रम से करता है।

Explanation / **व्याख्या**

लेखन रूब्रिक / Writing rubric: लेखन के विचार, संगठन और भाषा के स्तरों का मानदंड आधारित वर्णन। उदाहरण: शिक्षक अनुच्छेद का मूल्यांकन विचारों की स्पष्टता और क्रम से करता है।

**MCQ 495 • CORE PRACTICE · FORM 05**

**दोनों विवरणों को सही क्रम में पहचानें। (1) लेखन के विचार, संगठन और भाषा के स्तरों का मानदंड आधारित वर्णन। (2) नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी।**

A. लेखन रूब्रिक / Writing rubric | पूर्वज्ञान / Prior knowledge

B. लेखन रूब्रिक / Writing rubric | साझा पठन / Shared reading

C. शब्द भंडार / Vocabulary | पूर्वज्ञान / Prior knowledge

D. पूर्वज्ञान / Prior knowledge | लेखन रूब्रिक / Writing rubric

**Correct answer / सही उत्तर: A.** लेखन रूब्रिक / Writing rubric | पूर्वज्ञान / Prior knowledge

**Explanation / व्याख्या**

लेखन रूब्रिक / Writing rubric: लेखन के विचार, संगठन और भाषा के स्तरों का मानदंड आधारित वर्णन। उदाहरण: शिक्षक अनुच्छेद का मूल्यांकन विचारों की स्पष्टता और क्रम से करता है। पूर्वज्ञान / Prior knowledge: नई सीख से पहले बच्चे के पास मौजूद अनुभव और जानकारी। उदाहरण: यात्रा की कहानी से पहले शिक्षक बच्चों के यात्रा अनुभव पूछता है।

**MCQ 496 • CORE PRACTICE · FORM 06**

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) शिक्षक अनुच्छेद का मूल्यांकन विचारों की स्पष्टता और क्रम से करता है। (2) बच्चे पुस्तकालय के लिए सूचना पत्र लिखते हैं।**

A. लेखन रूब्रिक / Writing rubric | अपसंकैत विश्लेषण / Miscue analysis

B. लेखन रूब्रिक / Writing rubric | उद्देश्यपूर्ण लेखन / Purposeful writing

C. भाषायी विविधता / Linguistic diversity | उद्देश्यपूर्ण लेखन / Purposeful writing

D. उद्देश्यपूर्ण लेखन / Purposeful writing | लेखन रूब्रिक / Writing rubric

**Correct answer / सही उत्तर: B.** लेखन रूब्रिक / Writing rubric | उद्देश्यपूर्ण लेखन / Purposeful writing

**Explanation / व्याख्या**

लेखन रूब्रिक / Writing rubric: लेखन के विचार, संगठन और भाषा के स्तरों का मानदंड आधारित वर्णन। उदाहरण: शिक्षक अनुच्छेद का मूल्यांकन विचारों की स्पष्टता और क्रम से करता है। उद्देश्यपूर्ण लेखन / Purposeful writing: वास्तविक पाठक या उद्देश्य को ध्यान में रखकर लिखना। उदाहरण: बच्चे पुस्तकालय के लिए सूचना पत्र लिखते हैं।

MCQ 497 • CORE PRACTICE · FORM 07

**लेखन रूब्रिक / Writing rubric और इकाई योजना / Unit plan के सही अर्थ क्रम से चुनें।**

A. लेखन के विचार, संगठन और भाषा के स्तरों का मानदंड आधारित वर्णन। | कई संबंधित पाठों को लक्ष्यों के अनुसार व्यवस्थित करने की योजना।

B. कई संबंधित पाठों को लक्ष्यों के अनुसार व्यवस्थित करने की योजना। | लेखन के विचार, संगठन और भाषा के स्तरों का मानदंड आधारित वर्णन।

C. लेखन के विचार, संगठन और भाषा के स्तरों का मानदंड आधारित वर्णन। | कहानी के अर्थ, घटनाओं और पात्रों को सुनकर समझना।

D. भाषा की ध्वनियों और तुकों को खेल के माध्यम से पहचानना। | कई संबंधित पाठों को लक्ष्यों के अनुसार व्यवस्थित करने की योजना।

Correct answer / **सही उत्तर: A.** लेखन के विचार, संगठन और भाषा के स्तरों का मानदंड आधारित वर्णन। | कई संबंधित पाठों को लक्ष्यों के अनुसार व्यवस्थित करने की योजना।

**Explanation / व्याख्या**

लेखन रूब्रिक / Writing rubric: लेखन के विचार, संगठन और भाषा के स्तरों का मानदंड आधारित वर्णन। उदाहरण: शिक्षक अनुच्छेद का मूल्यांकन विचारों की स्पष्टता और क्रम से करता है। इकाई योजना / Unit plan: कई संबंधित पाठों को लक्ष्यों के अनुसार व्यवस्थित करने की योजना। उदाहरण: शिक्षक एक सप्ताह में कहानी, कविता और लेखन को एक विषय से जोड़ता है।

MCQ 498 • CORE PRACTICE · FORM 08

**लेखन रूब्रिक / Writing rubric और भूमिका निर्वाह / Role play के उदाहरण सही क्रम में चुनें।**

A. शिक्षक अनुच्छेद का मूल्यांकन विचारों की स्पष्टता और क्रम से करता है। | बालक रुकावटों को संभालते हुए अनुभव स्पष्ट रूप से सुनाता है।

B. बच्चा क की ध्वनि को लिखित अक्षर क से मिलाता है। | दो बच्चे दुकानदार और ग्राहक बनकर बातचीत करते हैं।

C. दो बच्चे दुकानदार और ग्राहक बनकर बातचीत करते हैं। | शिक्षक अनुच्छेद का मूल्यांकन विचारों की स्पष्टता और क्रम से करता है।

D. शिक्षक अनुच्छेद का मूल्यांकन विचारों की स्पष्टता और क्रम से करता है। | दो बच्चे दुकानदार और ग्राहक बनकर बातचीत करते हैं।

**Correct answer / सही उत्तर: D.** शिक्षक अनुच्छेद का मूल्यांकन विचारों की स्पष्टता और क्रम से करता है। | दो बच्चे दुकानदार और ग्राहक बनकर बातचीत करते हैं।

**Explanation / व्याख्या**

लेखन रूब्रिक / Writing rubric: लेखन के विचार, संगठन और भाषा के स्तरों का मानदंड आधारित वर्णन। उदाहरण: शिक्षक अनुच्छेद का मूल्यांकन विचारों की स्पष्टता और क्रम से करता है। भूमिका निर्वाह / Role play: किसी परिस्थिति में पात्र की भूमिका निभाकर संवाद करना। उदाहरण: दो बच्चे दुकानदार और ग्राहक बनकर बातचीत करते हैं।

MCQ 499 • CORE PRACTICE · FORM 09

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (लेखन रूब्रिक / Writing rubric / पठन कोना / Reading corner)**

A. ध्वन्यात्मक जागरूकता / Phonological awareness → मौखिक भाषा, शब्द-पहचान, पठन और लेखन को जोड़ने वाला मॉडल।

B. लेखन रूब्रिक / Writing rubric → कक्षा में सुलभ विविध पठन सामग्री के लिए निर्धारित स्थान।

C. पठन कोना / Reading corner → बोली गई भाषा की ध्वनि संरचना के प्रति जागरूकता।

D. लेखन रूब्रिक / Writing rubric → लेखन के विचार, संगठन और भाषा के स्तरों का मानदंड आधारित वर्णन।

**Correct answer / सही उत्तर: D.** लेखन रूब्रिक / Writing rubric → लेखन के विचार, संगठन और भाषा के स्तरों का मानदंड आधारित वर्णन।

**Explanation / व्याख्या**

लेखन रूब्रिक / Writing rubric: लेखन के विचार, संगठन और भाषा के स्तरों का मानदंड आधारित वर्णन। उदाहरण: शिक्षक अनुच्छेद का मूल्यांकन विचारों की स्पष्टता और क्रम से करता है।

MCQ 500 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (लेखन रूब्रिक / Writing rubric / स्वतंत्र लेखन / Independent writing)**

A. पठन-पश्चात गतिविधि / Post-reading activity → बच्चा कहानी सुनकर उसके पात्र के बारे में प्रश्न का उत्तर देता है।

B. लेखन रूब्रिक / Writing rubric → शिक्षक अनुच्छेद का मूल्यांकन विचारों की स्पष्टता और क्रम से करता है।

C. स्वतंत्र लेखन / Independent writing → बच्चे कहानी का वैकल्पिक अंत बताते हैं।

D. लेखन रूब्रिक / Writing rubric → बालिका अपने अनुभव पर बिना निर्देशित वाक्यों के डायरी लिखती है।

**Correct answer / सही उत्तर: B.** लेखन रूब्रिक / Writing rubric → शिक्षक अनुच्छेद का मूल्यांकन विचारों की स्पष्टता और क्रम से करता है।

**Explanation / व्याख्या**

लेखन रूब्रिक / Writing rubric: लेखन के विचार, संगठन और भाषा के स्तरों का मानदंड आधारित वर्णन। उदाहरण: शिक्षक अनुच्छेद का मूल्यांकन विचारों की स्पष्टता और क्रम से करता है।

## Short-answer revision

Recall the idea before reading the model answer.

**REVISION 10.01**

**संदर्भ में व्याकरण / Grammar in context को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** भाषा के वास्तविक प्रयोग से व्याकरण की समझ विकसित करना। बच्चे अपने लिखे पत्र में क्रिया के रूपों की उपयुक्तता देखते हैं।

**REVISION 10.02**

**विराम-चिह्न / Punctuation को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** लिखित अभिव्यक्ति में ठहराव और अर्थ स्पष्ट करने वाले चिह्न। बच्चा प्रश्नवाचक वाक्य के अंत में प्रश्नचिह्न लगाता है।

**REVISION 10.03**

**लेखन रूब्रिक / Writing rubric को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** लेखन के विचार, संगठन और भाषा के स्तरों का मानदंड आधारित वर्णन। शिक्षक अनुच्छेद का मूल्यांकन विचारों की स्पष्टता और क्रम से करता है।

GyanTech Guru Ji

CHAPTER 11 • 22 MCQs • 2 REVISION PROMPTS

# आकलन के अन्य पक्ष

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### स्व-संशोधन / Self-correction

अपनी त्रुटि पहचानकर स्वयं सुधार करना।

**उदाहरण:** बच्चा दोबारा पढ़कर अपने वाक्य में छूटा शब्द जोड़ता है।

### पोर्टफोलियो / Portfolio

समय के साथ बच्चे के काम के चुने हुए प्रमाणों का संग्रह।

**उदाहरण:** पहली और संशोधित रचना को दिनांक सहित रखा जाता है।

## New classroom-based questions

Apply concepts to realistic teaching decisions.

MCQ 501 • NEW CLASSROOM APPLICATION

**किस संग्रह से समय के साथ प्रगति दिखेगी?**

A. दिनांक सहित शुरुआती और संशोधित लेखन नमूने

B. बिना नाम के यादृच्छिक चित्र

C. केवल सबसे सुंदर पन्ना

D. केवल उपस्थिति रजिस्टर

Correct answer / **सही उत्तर:** A. दिनांक सहित शुरुआती और संशोधित लेखन नमूने

Explanation / **व्याख्या**

क्रमबद्ध प्रमाण प्रगति का विश्लेषण संभव बनाते हैं।

MCQ 502 • NEW CLASSROOM APPLICATION

**बच्चे को अपने पठन लक्ष्य की समीक्षा कैसे कराएँ?**

A. लक्ष्य कभी न बताएँ

B. सरल जाँच सूची से अपनी प्रगति और अगला लक्ष्य लिखवाएँ

C. सभी अंक शिक्षक छिपा लें

D. केवल दूसरे बच्चे को अंक देने दें

Correct answer / **सही उत्तर:** B. सरल जाँच सूची से अपनी प्रगति और अगला लक्ष्य लिखवाएँ

Explanation / **व्याख्या**

स्व-आकलन सीखने की जिम्मेदारी और लक्ष्य निर्धारण बढ़ाता है।

## Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 503 • CORE PRACTICE · FORM 01

**सही अवधारणा पहचानें: अपनी त्रुटि पहचानकर स्वयं सुधार करना।**

A. कहानी सुनना / Story listening

B. भाषा सेतु / Language bridging

C. स्व-संशोधन / Self-correction

D. संदर्भ संकेत / Context clues

Correct answer / **सही उत्तर:** C. स्व-संशोधन / Self-correction

Explanation / **व्याख्या**

स्व-संशोधन / Self-correction: अपनी त्रुटि पहचानकर स्वयं सुधार करना। उदाहरण: बच्चा दोबारा पढ़कर अपने वाक्य में छूटा शब्द जोड़ता है।

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MCQ 504 • CORE PRACTICE · FORM 02

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? बच्चा दोबारा पढ़कर अपने वाक्य में छूटा शब्द जोड़ता है।**

A. शाब्दिक बोध / Literal comprehension

B. स्व-संशोधन / Self-correction

C. ध्वनि खेल / Sound play

D. निर्देशित पठन / Guided reading

Correct answer / **सही उत्तर:** B. स्व-संशोधन / Self-correction

**Explanation / व्याख्या**

स्व-संशोधन / Self-correction: अपनी त्रुटि पहचानकर स्वयं सुधार करना। उदाहरण: बच्चा दोबारा पढ़कर अपने वाक्य में छूटा शब्द जोड़ता है।

MCQ 505 • CORE PRACTICE · FORM 03

**स्व-संशोधन / Self-correction का सबसे सटीक अर्थ क्या है?**

A. संवाद में अपनी और दूसरों की बोलने की बारी का ध्यान रखना।

B. समूह में भाषा और बोलियों की विविधता को स्वीकार करना।

C. अपनी त्रुटि पहचानकर स्वयं सुधार करना।

D. पाठ पढ़ने से पहले पूर्वज्ञान और रुचि सक्रिय करना।

Correct answer / **सही उत्तर:** C. अपनी त्रुटि पहचानकर स्वयं सुधार करना।

**Explanation / व्याख्या**

स्व-संशोधन / Self-correction: अपनी त्रुटि पहचानकर स्वयं सुधार करना। उदाहरण: बच्चा दोबारा पढ़कर अपने वाक्य में छूटा शब्द जोड़ता है।

GyanTech Guru Ji

MCQ 506 • CORE PRACTICE · FORM 04

**स्व-संशोधन / Self-correction का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. बच्चा दोबारा पढ़कर अपने वाक्य में छूटा शब्द जोड़ता है।

B. शिक्षक समूह चर्चा में बच्चे के योगदान को नोट करता है।

C. जोड़ी में बच्चे एक-दूसरे की बात पूरी होने तक प्रतीक्षा करते हैं।

D. कक्षा कहानी के वाक्य सुझाती है और शिक्षक उन्हें लिखता है।

Correct answer / **सही उत्तर: A.** बच्चा दोबारा पढ़कर अपने वाक्य में छूटा शब्द जोड़ता है।

**Explanation / व्याख्या**

स्व-संशोधन / Self-correction: अपनी त्रुटि पहचानकर स्वयं सुधार करना। उदाहरण: बच्चा दोबारा पढ़कर अपने वाक्य में छूटा शब्द जोड़ता है।

MCQ 507 • CORE PRACTICE · FORM 05

**दोनों विवरणों को सही क्रम में पहचानें। (1) अपनी त्रुटि पहचानकर स्वयं सुधार करना। (2) चित्र के आधार पर मौखिक अभिव्यक्ति का अभ्यास।**

A. चित्र वर्णन / Picture description | स्व-संशोधन / Self-correction

B. स्व-संशोधन / Self-correction | चित्र वर्णन / Picture description

C. मौन पठन / Silent reading | चित्र वर्णन / Picture description

D. स्व-संशोधन / Self-correction | प्रारूप लेखन / Drafting

Correct answer / **सही उत्तर: B.** स्व-संशोधन / Self-correction | चित्र वर्णन / Picture description

**Explanation / व्याख्या**

स्व-संशोधन / Self-correction: अपनी त्रुटि पहचानकर स्वयं सुधार करना। उदाहरण: बच्चा दोबारा पढ़कर अपने वाक्य में छूटा शब्द जोड़ता है। चित्र वर्णन / Picture description: चित्र के आधार पर मौखिक अभिव्यक्ति का अभ्यास। उदाहरण: बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं।

MCQ 508 • CORE PRACTICE · FORM 06

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) बच्चा दोबारा पढ़कर अपने वाक्य में छूटा शब्द जोड़ता है। (2) बच्चा समान तुक वाले शब्दों को पहचानता है।**

A. बारी-बारी बोलना / Turn-taking | ध्वन्यात्मक जागरूकता / Phonological awareness

B. स्व-संशोधन / Self-correction | चित्र वर्णन / Picture description

C. स्व-संशोधन / Self-correction | ध्वन्यात्मक जागरूकता / Phonological awareness

D. ध्वन्यात्मक जागरूकता / Phonological awareness | स्व-संशोधन / Self-correction

**Correct answer / सही उत्तर: C.** स्व-संशोधन / Self-correction | ध्वन्यात्मक जागरूकता / Phonological awareness

**Explanation / व्याख्या**

स्व-संशोधन / Self-correction: अपनी त्रुटि पहचानकर स्वयं सुधार करना। उदाहरण: बच्चा दोबारा पढ़कर अपने वाक्य में छूटा शब्द जोड़ता है। ध्वन्यात्मक जागरूकता / Phonological awareness: बोली गई भाषा की ध्वनि संरचना के प्रति जागरूकता। उदाहरण: बच्चा समान तुक वाले शब्दों को पहचानता है।

MCQ 509 • CORE PRACTICE · FORM 07

**स्व-संशोधन / Self-correction और पठन-पश्चात गतिविधि / Post-reading activity के सही अर्थ क्रम से चुनें।**

A. पढ़ने के बाद पाठ के अर्थ पर चिंतन या प्रतिक्रिया करना। | अपनी त्रुटि पहचानकर स्वयं सुधार करना।

B. ध्यान से सुनकर अर्थ समझना और उचित प्रतिक्रिया देना। | पढ़ने के बाद पाठ के अर्थ पर चिंतन या प्रतिक्रिया करना।

C. अपनी त्रुटि पहचानकर स्वयं सुधार करना। | पढ़ने के बाद पाठ के अर्थ पर चिंतन या प्रतिक्रिया करना।

D. अपनी त्रुटि पहचानकर स्वयं सुधार करना। | बोली गई ध्वनि को उसके लिखित चिह्न से जोड़ना।

**Correct answer / सही उत्तर: C.** अपनी त्रुटि पहचानकर स्वयं सुधार करना। | पढ़ने के बाद पाठ के अर्थ पर चिंतन या प्रतिक्रिया करना।

**Explanation / व्याख्या**

स्व-संशोधन / Self-correction: अपनी त्रुटि पहचानकर स्वयं सुधार करना। उदाहरण: बच्चा दोबारा पढ़कर अपने वाक्य में छूटा शब्द जोड़ता है। पठन-पश्चात गतिविधि / Post-reading activity: पढ़ने के बाद पाठ के अर्थ पर चिंतन या प्रतिक्रिया करना। उदाहरण: बच्चे कहानी का वैकल्पिक अंत बताते हैं।

MCQ 510 • CORE PRACTICE · FORM 08

**स्व-संशोधन / Self-correction और मौखिक आकलन रूब्रिक / Oral assessment rubric के उदाहरण सही क्रम में चुनें।**

A. एक भाषा कक्षा में बातचीत, अक्षर-शब्द कार्य, कहानी पढ़ना और लेखन चारों होते हैं। | शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है।

B. शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है। | बच्चा दोबारा पढ़कर अपने वाक्य में छूटा शब्द जोड़ता है।

C. बच्चा दोबारा पढ़कर अपने वाक्य में छूटा शब्द जोड़ता है। | बच्चे स्थानीय शब्दों को मानक हिंदी के शब्दों से जोड़ते हैं।

D. बच्चा दोबारा पढ़कर अपने वाक्य में छूटा शब्द जोड़ता है। | शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है।

**Correct answer / सही उत्तर: D.** बच्चा दोबारा पढ़कर अपने वाक्य में छूटा शब्द जोड़ता है। | शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है।

**Explanation / व्याख्या**

स्व-संशोधन / Self-correction: अपनी त्रुटि पहचानकर स्वयं सुधार करना। उदाहरण: बच्चा दोबारा पढ़कर अपने वाक्य में छूटा शब्द जोड़ता है। मौखिक आकलन रूब्रिक / Oral assessment rubric: बोलने और सुनने के प्रदर्शन के स्तरों का मानदंड आधारित वर्णन। उदाहरण: शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है।

MCQ 511 • CORE PRACTICE · FORM 09

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (स्व-संशोधन / Self-correction / स्वतंत्र लेखन / Independent writing)**

A. स्व-संशोधन / Self-correction → अपनी त्रुटि पहचानकर स्वयं सुधार करना।

B. स्व-संशोधन / Self-correction → शिक्षार्थी स्वयं अर्थपूर्ण लिखित अभिव्यक्ति करता है।

C. स्वतंत्र लेखन / Independent writing → बोली गई भाषा की ध्वनि संरचना के प्रति जागरूकता।

D. ध्वन्यात्मक जागरूकता / Phonological awareness → कई संबंधित पाठों को लक्ष्यों के अनुसार व्यवस्थित करने की योजना।

**Correct answer / सही उत्तर: A.** स्व-संशोधन / Self-correction → अपनी त्रुटि पहचानकर स्वयं सुधार करना।

**Explanation / व्याख्या**

स्व-संशोधन / Self-correction: अपनी त्रुटि पहचानकर स्वयं सुधार करना। उदाहरण: बच्चा दोबारा पढ़कर अपने वाक्य में छूटा शब्द जोड़ता है।

MCQ 512 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (स्व-संशोधन / Self-correction / अधिगम प्रतिफल / Learning outcome)**

A. स्व-संशोधन / Self-correction → बच्चा कहानी की तीन घटनाएँ सही क्रम में बताता है।

B. अधिगम प्रतिफल / Learning outcome → एक बालक परिवार के साथ भोजपुरी में सहज संवाद करता है।

C. मातृभाषा / Home language → शिक्षक अनुच्छेद का मूल्यांकन विचारों की स्पष्टता और क्रम से करता है।

D. स्व-संशोधन / Self-correction → बच्चा दोबारा पढ़कर अपने वाक्य में छूटा शब्द जोड़ता है।

**Correct answer / सही उत्तर: D.** स्व-संशोधन / Self-correction → बच्चा दोबारा पढ़कर अपने वाक्य में छूटा शब्द जोड़ता है।

**Explanation / व्याख्या**

स्व-संशोधन / Self-correction: अपनी त्रुटि पहचानकर स्वयं सुधार करना। उदाहरण: बच्चा दोबारा पढ़कर अपने वाक्य में छूटा शब्द जोड़ता है।

MCQ 513 • CORE PRACTICE · FORM 01

**सही अवधारणा पहचानें: समय के साथ बच्चे के काम के चुने हुए प्रमाणों का संग्रह।**

A. पोर्टफोलियो / Portfolio

B. साझा पठन / Shared reading

C. पठन बोध / Reading comprehension

D. संपादन / Editing

Correct answer / **सही उत्तर: A.** पोर्टफोलियो / Portfolio

Explanation / **व्याख्या**

पोर्टफोलियो / Portfolio: समय के साथ बच्चे के काम के चुने हुए प्रमाणों का संग्रह। उदाहरण: पहली और संशोधित रचना को दिनांक सहित रखा जाता है।

MCQ 514 • CORE PRACTICE · FORM 02

**इस कक्षा उदाहरण से कौन-सी अवधारणा स्पष्ट होती है? पहली और संशोधित रचना को दिनांक सहित रखा जाता है।**

A. पोर्टफोलियो / Portfolio

B. पठन प्रवाह / Reading fluency

C. मात्रा बोध / Matra awareness

D. बारी-बारी बोलना / Turn-taking

Correct answer / **सही उत्तर: A.** पोर्टफोलियो / Portfolio

Explanation / **व्याख्या**

पोर्टफोलियो / Portfolio: समय के साथ बच्चे के काम के चुने हुए प्रमाणों का संग्रह। उदाहरण: पहली और संशोधित रचना को दिनांक सहित रखा जाता है।

GyanTech Guru Ji

MCQ 515 • CORE PRACTICE · FORM 03

**पोर्टफोलियो / Portfolio का सबसे सटीक अर्थ क्या है?**

A. समय के साथ बच्चे के काम के चुने हुए प्रमाणों का संग्रह।

B. समझे और प्रयोग किए जाने वाले शब्दों का संग्रह।

C. शिक्षक और बच्चे एक ही पाठ को मिलकर पढ़ते हैं।

D. लिखित भाषा की दिशा, प्रयोजन और पुस्तक की बनावट को समझना।

Correct answer / **सही उत्तर: A.** समय के साथ बच्चे के काम के चुने हुए प्रमाणों का संग्रह।

Explanation / **व्याख्या**
पोर्टफोलियो / Portfolio: समय के साथ बच्चे के काम के चुने हुए प्रमाणों का संग्रह। उदाहरण: पहली और संशोधित रचना को दिनांक सहित रखा जाता है।

MCQ 516 • CORE PRACTICE · FORM 04

**पोर्टफोलियो / Portfolio का सबसे उपयुक्त व्यावहारिक उदाहरण चुनें।**

A. बच्चे पुस्तकालय के लिए सूचना पत्र लिखते हैं।

B. बच्चे सुनी हुई कहानी की घटनाओं का क्रम बताते हैं।

C. पहली और संशोधित रचना को दिनांक सहित रखा जाता है।

D. बच्चे कल और काल के उच्चारण में अंतर बताते हैं।

Correct answer / **सही उत्तर: C.** पहली और संशोधित रचना को दिनांक सहित रखा जाता है।

Explanation / **व्याख्या**
पोर्टफोलियो / Portfolio: समय के साथ बच्चे के काम के चुने हुए प्रमाणों का संग्रह। उदाहरण: पहली और संशोधित रचना को दिनांक सहित रखा जाता है।

GyanTech Guru Ji

MCQ 517 • CORE PRACTICE · FORM 05

**दोनों विवरणों को सही क्रम में पहचानें। (1) समय के साथ बच्चे के काम के चुने हुए प्रमाणों का संग्रह। (2) विचारों को पहली लिखित रूपरेखा में व्यक्त करना।**

A. प्रारूप लेखन / Drafting | पोर्टफोलियो / Portfolio

B. पोर्टफोलियो / Portfolio | प्रारूप लेखन / Drafting

C. मातृभाषा / Home language | प्रारूप लेखन / Drafting

D. पोर्टफोलियो / Portfolio | संदर्भ संकेत / Context clues

**Correct answer / सही उत्तर: B.** पोर्टफोलियो / Portfolio | प्रारूप लेखन / Drafting

**Explanation / व्याख्या**

पोर्टफोलियो / Portfolio: समय के साथ बच्चे के काम के चुने हुए प्रमाणों का संग्रह। उदाहरण: पहली और संशोधित रचना को दिनांक सहित रखा जाता है। प्रारूप लेखन / Drafting: विचारों को पहली लिखित रूपरेखा में व्यक्त करना। उदाहरण: बच्चा अपने अनुभव पर पहला अनुच्छेद लिखता है।

MCQ 518 • CORE PRACTICE · FORM 06

**दोनों उदाहरणों की अवधारणाएँ सही क्रम में चुनें। (1) पहली और संशोधित रचना को दिनांक सहित रखा जाता है। (2) बच्चा चित्रों के सहारे कहानी फिर से सुनाता है।**

A. पोर्टफोलियो / Portfolio | कहानी पुनर्कथन / Story retelling

B. अधिगम प्रतिफल / Learning outcome | कहानी पुनर्कथन / Story retelling

C. पोर्टफोलियो / Portfolio | स्वतंत्र लेखन / Independent writing

D. कहानी पुनर्कथन / Story retelling | पोर्टफोलियो / Portfolio

**Correct answer / सही उत्तर: A.** पोर्टफोलियो / Portfolio | कहानी पुनर्कथन / Story retelling

**Explanation / व्याख्या**

पोर्टफोलियो / Portfolio: समय के साथ बच्चे के काम के चुने हुए प्रमाणों का संग्रह। उदाहरण: पहली और संशोधित रचना को दिनांक सहित रखा जाता है। कहानी पुनर्कथन / Story retelling: सुनी या पढ़ी कहानी को अपने शब्दों में क्रम से कहना। उदाहरण: बच्चा चित्रों के सहारे कहानी फिर से सुनाता है।

MCQ 519 • CORE PRACTICE · FORM 07

**पोर्टफोलियो / Portfolio और उदयीमान साक्षरता / Emergent literacy के सही अर्थ क्रम से चुनें।**

A. चित्र के आधार पर मौखिक अभिव्यक्ति का अभ्यास। | औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ।

B. समय के साथ बच्चे के काम के चुने हुए प्रमाणों का संग्रह। | विचारों को पहली लिखित रूपरेखा में व्यक्त करना।

C. समय के साथ बच्चे के काम के चुने हुए प्रमाणों का संग्रह। | औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ।

D. औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ। | समय के साथ बच्चे के काम के चुने हुए प्रमाणों का संग्रह।

**Correct answer / सही उत्तर: C.** समय के साथ बच्चे के काम के चुने हुए प्रमाणों का संग्रह। | औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ।

**Explanation / व्याख्या**

पोर्टफोलियो / Portfolio: समय के साथ बच्चे के काम के चुने हुए प्रमाणों का संग्रह। उदाहरण: पहली और संशोधित रचना को दिनांक सहित रखा जाता है। उदयीमान साक्षरता / Emergent literacy: औपचारिक पढ़ना-लिखना सीखने से पहले विकसित होने वाली साक्षरता की समझ। उदाहरण: बच्चा चित्र देखकर कहानी बनाता है और लिखने जैसी आकृतियाँ बनाता है।

MCQ 520 • CORE PRACTICE · FORM 08

**पोर्टफोलियो / Portfolio और मौखिक आकलन रूब्रिक / Oral assessment rubric के उदाहरण सही क्रम में चुनें।**

A. शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है। | पहली और संशोधित रचना को दिनांक सहित रखा जाता है।

B. पहली और संशोधित रचना को दिनांक सहित रखा जाता है। | बच्चे मेले के चित्र में दिख रही घटनाएँ अपने शब्दों में बताते हैं।

C. पहली और संशोधित रचना को दिनांक सहित रखा जाता है। | शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है।

D. बच्चे अपने लिखे पत्र में क्रिया के रूपों की उपयुक्तता देखते हैं। | शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है।

**Correct answer / सही उत्तर: C.** पहली और संशोधित रचना को दिनांक सहित रखा जाता है। | शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है।

**Explanation / व्याख्या**

पोर्टफोलियो / Portfolio: समय के साथ बच्चे के काम के चुने हुए प्रमाणों का संग्रह। उदाहरण: पहली और संशोधित रचना को दिनांक सहित रखा जाता है। मौखिक आकलन रूब्रिक / Oral assessment rubric: बोलने और सुनने के प्रदर्शन के स्तरों का मानदंड आधारित वर्णन। उदाहरण: शिक्षक स्पष्टता, क्रम और सुनने की क्षमता के आधार पर प्रतिक्रिया देता है।

MCQ 521 • CORE PRACTICE · FORM 09

**कौन-सा अवधारणा और अर्थ का युग्म सही है? (पोर्टफोलियो / Portfolio / सक्रिय श्रवण / Active listening)**

A. पोर्टफोलियो / Portfolio → समय के साथ बच्चे के काम के चुने हुए प्रमाणों का संग्रह।

B. सक्रिय श्रवण / Active listening → अक्षरों के साथ स्वर-मात्राओं के प्रयोग और ध्वनि को समझना।

C. पोर्टफोलियो / Portfolio → ध्यान से सुनकर अर्थ समझना और उचित प्रतिक्रिया देना।

D. मात्रा बोध / Matra awareness → लेखन के विचार, संगठन और भाषा के स्तरों का मानदंड आधारित वर्णन।

**Correct answer / सही उत्तर: A.** पोर्टफोलियो / Portfolio → समय के साथ बच्चे के काम के चुने हुए प्रमाणों का संग्रह।

**Explanation / व्याख्या**

पोर्टफोलियो / Portfolio: समय के साथ बच्चे के काम के चुने हुए प्रमाणों का संग्रह। उदाहरण: पहली और संशोधित रचना को दिनांक सहित रखा जाता है।

MCQ 522 • CORE PRACTICE · FORM 10

**कौन-सा अवधारणा और कक्षा उदाहरण का युग्म सही है? (पोर्टफोलियो / Portfolio / बहुभाषिकता / Multilingualism)**

A. बहुभाषिकता / Multilingualism → बच्चे कहानी का वैकल्पिक अंत बताते हैं।

B. पठन-पश्चात गतिविधि / Post-reading activity → कक्षा कहानी के वाक्य सुझाती है और शिक्षक उन्हें लिखता है।

C. पोर्टफोलियो / Portfolio → बच्चे घर की भाषा में विचार बताते हैं और शिक्षक उन्हें हिंदी से जोड़ता है।

D. पोर्टफोलियो / Portfolio → पहली और संशोधित रचना को दिनांक सहित रखा जाता है।

**Correct answer / सही उत्तर: D.** पोर्टफोलियो / Portfolio → पहली और संशोधित रचना को दिनांक सहित रखा जाता है।

**Explanation / व्याख्या**

पोर्टफोलियो / Portfolio: समय के साथ बच्चे के काम के चुने हुए प्रमाणों का संग्रह। उदाहरण: पहली और संशोधित रचना को दिनांक सहित रखा जाता है।

## Short-answer revision

Recall the idea before reading the model answer.

**REVISION 11.01**

**स्व-संशोधन / Self-correction को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** अपनी त्रुटि पहचानकर स्वयं सुधार करना। बच्चा दोबारा पढ़कर अपने वाक्य में छूटा शब्द जोड़ता है।

**REVISION 11.02**

**पोर्टफोलियो / Portfolio को समझाइए और कक्षा का एक उदाहरण दीजिए।**

**Model answer:** समय के साथ बच्चे के काम के चुने हुए प्रमाणों का संग्रह। पहली और संशोधित रचना को दिनांक सहित रखा जाता है।

GyanTech Guru Ji

COURSE 04
NIOS BRIDGE COURSE • INDEPENDENT PRACTICE EDITION 2026–27

# Pedagogy of Language-II (English / Other Language)

## भाषा-II का शिक्षाशास्त्र

Guru Ji

**524 MCQs + 50 short-answer prompts**

12 chapter groups • 24 new classroom-based MCQs • spacious single-column layout

**Study • Practise • Reflect**
Chapter-wise concept revision, practical classroom application and explained answers. This is supplementary preparation material, not an official NIOS publication or verified previous-year paper.

COURSE ROADMAP

# Contents & chapter coverage

MCQ count includes original practice variants and new application questions.


| | | |
|---|---|---|
| 01 | Language Education and Multilingualism | 42 MCQs |
| 02 | Second Language Acquisition and Curricular Goals | 62 MCQs |
| 03 | Four Block Approach and Oral Language Development | 62 MCQs |
| 04 | Word Recognition | 62 MCQs |
| 05 | Reading and Resources | 82 MCQs |
| 06 | Writing Skills | 62 MCQs |
| 07 | Unit and Lesson Planning | 32 MCQs |
| 08 | Assessment of Oral Language | 32 MCQs |
| 09 | Assessment of Reading | 32 MCQs |
| 10 | Assessment of Writing | 22 MCQs |
| 11 | Other Dimensions of Assessment | 22 MCQs |
| 12 | Curriculum / curricular alignment | 12 MCQs |


**Coverage and source note.** This revised edition retains the chapter catalogue and 300 core concepts from the earlier question bank and its companion website. It adds independent pedagogical practice questions. Official reference: bridge.nios.ac.in and its course details. Individual NIOS chapter PDFs were not available for full inspection in the earlier research; this is not an exhaustive or independently verified PDF-by-PDF mapping. Language-I is predominantly Hindi; other courses are predominantly English with Hindi concept labels. Language-II reading assessment and curricular alignment are supplementary chapter groupings retained from the earlier edition.

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CHAPTER 01 • 42 MCQs • 4 REVISION PROMPTS

# Language Education and Multilingualism

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Multilingual classroom / बहुभाषी कक्षा

A classroom that recognises and uses learners' varied languages.

**Classroom example:** Pupils compare greetings in their home languages and English.

### Language policy / भाषा नीति

Guidance about the place and use of languages in education.

**Classroom example:** A school considers national curricular recommendations when planning language instruction.

### Home-language support / गृहभाषा समर्थन

Using a familiar language to support understanding of new content.

**Classroom example:** A teacher lets pupils discuss a story in their home language before sharing in English.

### Language diversity / भाषायी विविधता

Recognising and valuing the different languages and varieties used by learners.

**Classroom example:** Children compare ways of greeting across communities without ranking languages.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

**MCQ 001 • NEW CLASSROOM APPLICATION**

**A newcomer understands a story in a home language but not yet in English. What should the teacher do?**

A. Ban all home-language discussion
B. Require silent copying only
C. Assume the child has no story knowledge
D. Use pictures, familiar-language discussion and bridge to English

**Correct answer / सही उत्तर: D.** Use pictures, familiar-language discussion and bridge to English

**Explanation / व्याख्या**

Prior linguistic knowledge can support additional-language comprehension.

**MCQ 002 • NEW CLASSROOM APPLICATION**

**Which classroom practice values multilingual identities?**

A. Display and discuss greetings in languages represented by pupils
B. Prohibit multilingual texts
C. Permit only one cultural example
D. Correct every home-language expression publicly

**Correct answer / सही उत्तर: A.** Display and discuss greetings in languages represented by pupils

**Explanation / व्याख्या**

Recognising linguistic diversity supports belonging and participation.

## Core question bank

Ten related practice formats; core concepts recur for revision.

**MCQ 003 • CORE PRACTICE · FORM 01**

**Identify the concept described: A classroom that recognises and uses learners' varied languages.**

A. Multilingual classroom / बहुभाषी कक्षा

B. Guided reading / निर्देशित पठन

C. Phonemic awareness / स्वनिम जागरूकता

D. Language learning outcome / भाषायी अधिगम प्रतिफल

**Correct answer / सही उत्तर: A.** Multilingual classroom / बहुभाषी कक्षा

**Explanation / व्याख्या**

Multilingual classroom / बहुभाषी कक्षा: A classroom that recognises and uses learners' varied languages. Application: Pupils compare greetings in their home languages and English.

**MCQ 004 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Pupils compare greetings in their home languages and English.**

A. Language learning outcome / भाषायी अधिगम प्रतिफल

B. Intensive reading / गहन पठन

C. Intonation / स्वर उतार-चढ़ाव

D. Multilingual classroom / बहुभाषी कक्षा

**Correct answer / सही उत्तर: D.** Multilingual classroom / बहुभाषी कक्षा

**Explanation / व्याख्या**

Multilingual classroom / बहुभाषी कक्षा: A classroom that recognises and uses learners' varied languages. Application: Pupils compare greetings in their home languages and English.

MCQ 005 • CORE PRACTICE · FORM 03

**Which explanation best defines Multilingual classroom / बहुभाषी कक्षा?**

A. Teacher and learners compose a text together.

B. A classroom that recognises and uses learners' varied languages.

C. Gathering evidence of understanding spoken language.

D. Combining separate speech sounds to recognise a word.

**Correct answer / सही उत्तर: B.** A classroom that recognises and uses learners' varied languages.

**Explanation / व्याख्या**

Multilingual classroom / बहुभाषी कक्षा: A classroom that recognises and uses learners' varied languages. Application: Pupils compare greetings in their home languages and English.

MCQ 006 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Multilingual classroom / बहुभाषी कक्षा?**

A. Partners suggest one improvement to each other's stories.

B. Pupils compare greetings in their home languages and English.

C. A lesson combines conversation, sound work, shared reading and a writing task.

D. Some pupils use sentence frames while others write freely.

**Correct answer / सही उत्तर: B.** Pupils compare greetings in their home languages and English.

**Explanation / व्याख्या**

Multilingual classroom / बहुभाषी कक्षा: A classroom that recognises and uses learners' varied languages. Application: Pupils compare greetings in their home languages and English.

**MCQ 007 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) A classroom that recognises and uses learners' varied languages. (2) Teaching grammar through meaningful spoken or written language.**

A. Contextual grammar / संदर्भगत व्याकरण | Multilingual classroom / बहुभाषी कक्षा

B. Interaction / अंतःक्रिया | Contextual grammar / संदर्भगत व्याकरण

C. Multilingual classroom / बहुभाषी कक्षा | Reading fluency / पठन प्रवाह

D. Multilingual classroom / बहुभाषी कक्षा | Contextual grammar / संदर्भगत व्याकरण

**Correct answer / सही उत्तर: D.** Multilingual classroom / बहुभाषी कक्षा | Contextual grammar / संदर्भगत व्याकरण

**Explanation / व्याख्या**

Multilingual classroom / बहुभाषी कक्षा: A classroom that recognises and uses learners' varied languages. Application: Pupils compare greetings in their home languages and English. Contextual grammar / संदर्भगत व्याकरण: Teaching grammar through meaningful spoken or written language. Application: Pupils explore past tense while revising a narrative of yesterday's trip.

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**MCQ 008 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Pupils compare greetings in their home languages and English. (2) Pupils hear English in songs, stories and classroom instructions.**

A. Multilingual classroom / बहुभाषी कक्षा | Purposeful writing / उद्देश्यपूर्ण लेखन

B. Schema activation / पूर्वज्ञान सक्रियण | Language exposure / भाषा संपर्क

C. Multilingual classroom / बहुभाषी कक्षा | Language exposure / भाषा संपर्क

D. Language exposure / भाषा संपर्क| Multilingual classroom / बहुभाषी कक्षा

**Correct answer / सही उत्तर: C.** Multilingual classroom / बहुभाषी कक्षा | Language exposure / भाषा संपर्क

**Explanation / व्याख्या**

Multilingual classroom / बहुभाषी कक्षा: A classroom that recognises and uses learners' varied languages. Application: Pupils compare greetings in their home languages and English. Language exposure / भाषा संपर्क Opportunities to encounter meaningful language in use. Application: Pupils hear English in songs, stories and classroom instructions.

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**MCQ 009 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Multilingual classroom / बहुभाषी कक्षा and Guided reading / निर्देशित पठन.**

A. A classroom that recognises and uses learners' varied languages. | Reading with accuracy, suitable pace and expression.

B. Producing an initial version of a text to develop ideas. | Teacher-supported reading in a group matched to learning needs.

C. Teacher-supported reading in a group matched to learning needs. | A classroom that recognises and uses learners' varied languages.

D. A classroom that recognises and uses learners' varied languages. | Teacher-supported reading in a group matched to learning needs.

**Correct answer / सही उत्तर: D.** A classroom that recognises and uses learners' varied languages. | Teacher-supported reading in a group matched to learning needs.

**Explanation / व्याख्या**

Multilingual classroom / बहुभाषी कक्षा: A classroom that recognises and uses learners' varied languages. Application: Pupils compare greetings in their home languages and English. Guided reading / निर्देशित पठन: Teacher-supported reading in a group matched to learning needs. Application: The teacher prompts readers to use meaning and letter clues in a small group.

**MCQ 010 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Multilingual classroom / बहुभाषी कक्षा and Intonation / स्वर उतार-चढ़ाव.**

A. Pupils compare greetings in their home languages and English. | A pupil scans a timetable to find the departure time.

B. Pupils compare greetings in their home languages and English. | A learner changes pitch while asking a question aloud.

C. A learner changes pitch while asking a question aloud. | Pupils compare greetings in their home languages and English.

D. Children connect the sound /m/ with the letter m. | A learner changes pitch while asking a question aloud.

**Correct answer / सही उत्तर: B.** Pupils compare greetings in their home languages and English. | A learner changes pitch while asking a question aloud.

**Explanation / व्याख्या**

Multilingual classroom / बहुभाषी कक्षा: A classroom that recognises and uses learners' varied languages. Application: Pupils compare greetings in their home languages and English. Intonation / स्वर उतार-चढ़ाव: Variation in pitch that helps convey meaning and attitude. Application: A learner changes pitch while asking a question aloud.

**MCQ 011 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Multilingual classroom / बहुभाषी कक्षा / Shared reading / साझा पठन)**

A. Shared reading / साझा पठन → Reducing anxiety and building confidence in language learning.

B. Multilingual classroom / बहुभाषी कक्षा → A classroom that recognises and uses learners' varied languages.

C. Multilingual classroom / बहुभाषी कक्षा → Teacher and learners read a visible text together.

D. Affective support / भावात्मक समर्थन → Demonstrating writing decisions and processes explicitly.

**Correct answer / सही उत्तर: B.** Multilingual classroom / बहुभाषी कक्षा → A classroom that recognises and uses learners' varied languages.

**Explanation / व्याख्या**

Multilingual classroom / बहुभाषी कक्षा: A classroom that recognises and uses learners' varied languages. Application: Pupils compare greetings in their home languages and English.

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MCQ 012 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Multilingual classroom / बहुभाषी कक्षा / Intonation / स्वर उतार-चढ़ाव)**

A. Shared writing / साझा लेखन → After hearing instructions, a pupil places objects in the correct order.

B. Intonation / स्वर उतार-चढ़ाव → Children suggest sentences while the teacher records their ideas.

C. Multilingual classroom / बहुभाषी कक्षा → Pupils compare greetings in their home languages and English.

D. Multilingual classroom / बहुभाषी कक्षा → A learner changes pitch while asking a question aloud.

**Correct answer / सही उत्तर: C.** Multilingual classroom / बहुभाषी कक्षा → Pupils compare greetings in their home languages and English.

**Explanation / व्याख्या**

Multilingual classroom / बहुभाषी कक्षा: A classroom that recognises and uses learners' varied languages. Application: Pupils compare greetings in their home languages and English.

**MCQ 013 • CORE PRACTICE · FORM 01**

**Identify the concept described: Guidance about the place and use of languages in education.**

A. Language policy / भाषा नीति

B. Interaction / अंतःक्रिया

C. Listening assessment / श्रवण आकलन

D. Listening comprehension / श्रवण बोध

**Correct answer / सही उत्तर: A.** Language policy / भाषा नीति

**Explanation / व्याख्या**

Language policy / भाषा नीति: Guidance about the place and use of languages in education.
Application: A school considers national curricular recommendations when planning language instruction.

**MCQ 014 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A school considers national curricular recommendations when planning language instruction.**

A. Phonemic awareness / स्वनिम जागरूकता

B. Shared reading / साझा पठन

C. Language policy / भाषा नीति

D. Vocabulary in context / संदर्भ में शब्दावली

**Correct answer / सही उत्तर: C.** Language policy / भाषा नीति

**Explanation / व्याख्या**

Language policy / भाषा नीति: Guidance about the place and use of languages in education.
Application: A school considers national curricular recommendations when planning language instruction.

MCQ 015 • CORE PRACTICE · FORM 03

**Which explanation best defines Language policy / भाषा नीति?**

A. Connecting a speech sound with its written representation.

B. Guidance about the place and use of languages in education.

C. Learners judging their own progress against criteria.

D. Reconstructing a heard or read narrative in one's own words.

**Correct answer / सही उत्तर: B.** Guidance about the place and use of languages in education.

**Explanation / व्याख्या**

Language policy / भाषा नीति: Guidance about the place and use of languages in education.
Application: A school considers national curricular recommendations when planning language instruction.

MCQ 016 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Language policy / भाषा नीति?**

A. A school considers national curricular recommendations when planning language instruction.

B. A pupil rearranges events to make a story easier to follow.

C. Partners suggest one improvement to each other's stories.

D. Children can ask and answer simple questions about a picture.

**Correct answer / सही उत्तर: A.** A school considers national curricular recommendations when planning language instruction.

**Explanation / व्याख्या**

Language policy / भाषा नीति: Guidance about the place and use of languages in education.
Application: A school considers national curricular recommendations when planning language instruction.

MCQ 017 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Guidance about the place and use of languages in education. (2) Reading a range of texts for general understanding and enjoyment.**

A. Extensive reading / विस्तृत पठन | Language policy / भाषा नीति

B. Language policy / भाषा नीति | Extensive reading / विस्तृत पठन

C. Language policy / भाषा नीति | Editing / संपादन

D. Writing rubric / लेखन मानदंड तालिका | Extensive reading / विस्तृत पठन

**Correct answer / सही उत्तर: B.** Language policy / भाषा नीति | Extensive reading / विस्तृत पठन

**Explanation / व्याख्या**

Language policy / भाषा नीति: Guidance about the place and use of languages in education. Application: A school considers national curricular recommendations when planning language instruction. Extensive reading / विस्तृत पठन: Reading a range of texts for general understanding and enjoyment. Application: A child chooses several easy storybooks to read over a month.

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**MCQ 018 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A school considers national curricular recommendations when planning language instruction. (2) Pairs act out asking for directions in English.**

A. Language policy / भाषा नीति | Reading for specific information / विशिष्ट सूचना हेतु पठन

B. Listening assessment / श्रवण आकलन | Situational conversation / परिस्थितिजन्य संवाद

C. Situational conversation / परिस्थितिजन्य संवाद | Language policy / भाषा नीति

D. Language policy / भाषा नीति | Situational conversation / परिस्थितिजन्य संवाद

**Correct answer / सही उत्तर: D.** Language policy / भाषा नीति | Situational conversation / परिस्थितिजन्य संवाद

**Explanation / व्याख्या**

Language policy / भाषा नीति: Guidance about the place and use of languages in education. Application: A school considers national curricular recommendations when planning language instruction. Situational conversation / परिस्थितिजन्य संवाद: Practising speech in a meaningful context. Application: Pairs act out asking for directions in English.

**MCQ 019 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Language policy / भाषा नीति and Affective support / भावात्मक समर्थन.**

A. Guidance about the place and use of languages in education. | Reducing anxiety and building confidence in language learning.

B. Guidance about the place and use of languages in education. | Learners judging their own progress against criteria.

C. An integrated approach covering oral language, word recognition, reading and writing. | Reducing anxiety and building confidence in language learning.

D. Reducing anxiety and building confidence in language learning. | Guidance about the place and use of languages in education.

**Correct answer / सही उत्तर: A.** Guidance about the place and use of languages in education. | Reducing anxiety and building confidence in language learning.

**Explanation / व्याख्या**

Language policy / भाषा नीति: Guidance about the place and use of languages in education. Application: A school considers national curricular recommendations when planning language instruction. Affective support / भावात्मक समर्थन: Reducing anxiety and building confidence in language learning. Application: A teacher accepts tentative answers and avoids ridicule.

MCQ 020 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Language policy / भाषा नीति and Letter recognition / अक्षर पहचान.**

A. A learner writes the first version of a story before editing. | A pupil distinguishes lowercase b from lowercase d.

B. A school considers national curricular recommendations when planning language instruction. | A teacher accepts tentative answers and avoids ridicule.

C. A pupil distinguishes lowercase b from lowercase d. | A school considers national curricular recommendations when planning language instruction.

D. A school considers national curricular recommendations when planning language instruction. | A pupil distinguishes lowercase b from lowercase d.

**Correct answer / सही उत्तर: D.** A school considers national curricular recommendations when planning language instruction. | A pupil distinguishes lowercase b from lowercase d.

**Explanation / व्याख्या**

Language policy / भाषा नीति: Guidance about the place and use of languages in education. Application: A school considers national curricular recommendations when planning language instruction. Letter recognition / अक्षर पहचान: Identifying written letters accurately. Application: A pupil distinguishes lowercase b from lowercase d.

**MCQ 021 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Language policy / भाषा नीति / Turn-taking / बारी-बारी बोलना)**

A. Listening assessment / श्रवण आकलन → Identifying written letters accurately.

B. Turn-taking / बारी-बारी बोलना → Gathering evidence of understanding spoken language.

C. Language policy / भाषा नीति → Guidance about the place and use of languages in education.

D. Language policy / भाषा नीति → Managing speaker and listener roles during conversation.

**Correct answer / सही उत्तर: C.** Language policy / भाषा नीति → Guidance about the place and use of languages in education.

**Explanation / व्याख्या**

Language policy / भाषा नीति: Guidance about the place and use of languages in education. Application: A school considers national curricular recommendations when planning language instruction.

**MCQ 022 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Language policy / भाषा नीति / Oral fluency / मौखिक प्रवाह)**

A. Language policy / भाषा नीति → A child describes a picture in several connected sentences.

B. Language policy / भाषा नीति → A school considers national curricular recommendations when planning language instruction.

C. Oral fluency / मौखिक प्रवाह → A teacher accompanies a new English instruction with gestures and objects.

D. Comprehensible input / बोधगम्य भाषायी सामग्री → A child changes the first sound of cat to make bat.

**Correct answer / सही उत्तर: B.** Language policy / भाषा नीति → A school considers national curricular recommendations when planning language instruction.

**Explanation / व्याख्या**

Language policy / भाषा नीति: Guidance about the place and use of languages in education.
Application: A school considers national curricular recommendations when planning language instruction.

MCQ 023 • CORE PRACTICE · FORM 01

**Identify the concept described: Using a familiar language to support understanding of new content.**

A. Reading for specific information / विशिष्ट सूचना हेतु पठन

B. Home-language support / गृहभाषा समर्थन

C. Drafting / प्रारूप लेखन

D. Listening comprehension / श्रवण बोध

**Correct answer / सही उत्तर: B.** Home-language support / गृहभाषा समर्थन

**Explanation / व्याख्या**

Home-language support / गृहभाषा समर्थन: Using a familiar language to support understanding of new content. Application: A teacher lets pupils discuss a story in their home language before sharing in English.

MCQ 024 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? A teacher lets pupils discuss a story in their home language before sharing in English.**

A. Peer feedback / सहपाठी प्रतिक्रिया

B. Reading fluency / पठन प्रवाह

C. Home-language support / गृहभाषा समर्थन

D. Story retelling / कहानी पुनर्कथन

**Correct answer / सही उत्तर: C.** Home-language support / गृहभाषा समर्थन

**Explanation / व्याख्या**

Home-language support / गृहभाषा समर्थन: Using a familiar language to support understanding of new content. Application: A teacher lets pupils discuss a story in their home language before sharing in English.

MCQ 025 • CORE PRACTICE · FORM 03

**Which explanation best defines Home-language support / गृहभाषा समर्थन?**

A. Reading with accuracy, suitable pace and expression.

B. Learning word meanings from meaningful language use.

C. Using a familiar language to support understanding of new content.

D. Identifying written letters accurately.

**Correct answer / सही उत्तर: C.** Using a familiar language to support understanding of new content.

**Explanation / व्याख्या**

Home-language support / गृहभाषा समर्थन: Using a familiar language to support understanding of new content. Application: A teacher lets pupils discuss a story in their home language before sharing in English.

MCQ 026 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Home-language support / गृहभाषा समर्थन?**

A. A child identifies the three sounds in dog.

B. Before a text about trains, pupils describe their own travel experiences.

C. A teacher lets pupils discuss a story in their home language before sharing in English.

D. Children write a notice inviting families to an exhibition.

**Correct answer / सही उत्तर: C.** A teacher lets pupils discuss a story in their home language before sharing in English.

**Explanation / व्याख्या**

Home-language support / गृहभाषा समर्थन: Using a familiar language to support understanding of new content. Application: A teacher lets pupils discuss a story in their home language before sharing in English.

MCQ 027 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Using a familiar language to support understanding of new content. (2) Reading a shorter text closely for detailed understanding.**

A. Comprehensible input / बोधगम्य भाषायी सामग्री | Intensive reading / गहन पठन

B. Home-language support / गृहभाषा समर्थन | Segmenting / ध्वनि विभाजन

C. Home-language support / गृहभाषा समर्थन | Intensive reading / गहन पठन

D. Intensive reading / गहन पठन | Home-language support / गृहभाषा समर्थन

**Correct answer / सही उत्तर: C.** Home-language support / गृहभाषा समर्थन | Intensive reading / गहन पठन

**Explanation / व्याख्या**

Home-language support / गृहभाषा समर्थन: Using a familiar language to support understanding of new content. Application: A teacher lets pupils discuss a story in their home language before sharing in English. Intensive reading / गहन पठन: Reading a shorter text closely for detailed understanding. Application: A group examines a paragraph to find evidence for an inference.

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**MCQ 028 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A teacher lets pupils discuss a story in their home language before sharing in English. (2) Pupils hear English in songs, stories and classroom instructions.**

A. Home-language support / गृहभाषा समर्थन | Phonemic awareness / स्वनिम जागरूकता

B. Intensive reading / गहन पठन | Language exposure / भाषा संपर्क

C. Home-language support / गृहभाषा समर्थन | Language exposure / भाषा संपर्क

D. Language exposure / भाषा संपर्क| Home-language support / गृहभाषा समर्थन

**Correct answer / सही उत्तर: C.** Home-language support / गृहभाषा समर्थन | Language exposure / भाषा संपर्क

**Explanation / व्याख्या**

Home-language support / गृहभाषा समर्थन: Using a familiar language to support understanding of new content. Application: A teacher lets pupils discuss a story in their home language before sharing in English. Language exposure / भाषा संपर्क Opportunities to encounter meaningful language in use. Application: Pupils hear English in songs, stories and classroom instructions.

**MCQ 029 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Home-language support / गृहभाषा समर्थन and Situational conversation / परिस्थितिजन्य संवाद.**

A. Gathering evidence of understanding spoken language. | Practising speech in a meaningful context.

B. Using a familiar language to support understanding of new content. | Teacher and learners compose a text together.

C. Practising speech in a meaningful context. | Using a familiar language to support understanding of new content.

D. Using a familiar language to support understanding of new content. | Practising speech in a meaningful context.

**Correct answer / सही उत्तर: D.** Using a familiar language to support understanding of new content. | Practising speech in a meaningful context.

**Explanation / व्याख्या**

Home-language support / गृहभाषा समर्थन: Using a familiar language to support understanding of new content. Application: A teacher lets pupils discuss a story in their home language before sharing in English. Situational conversation / परिस्थितिजन्य संवाद: Practising speech in a meaningful context. Application: Pairs act out asking for directions in English.

**MCQ 030 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Home-language support / गृहभाषा समर्थन and Second language acquisition / द्वितीय भाषा अर्जन.**

A. A learner gradually uses English to interact in daily classroom situations. | A teacher lets pupils discuss a story in their home language before sharing in English.

B. A teacher lets pupils discuss a story in their home language before sharing in English. | A learner gradually uses English to interact in daily classroom situations.

C. A teacher lets pupils discuss a story in their home language before sharing in English. | A pupil distinguishes lowercase b from lowercase d.

D. A learner changes pitch while asking a question aloud. | A learner gradually uses English to interact in daily classroom situations.

**Correct answer / सही उत्तर: B.** A teacher lets pupils discuss a story in their home language before sharing in English. | A learner gradually uses English to interact in daily classroom situations.

**Explanation / व्याख्या**

Home-language support / गृहभाषा समर्थन: Using a familiar language to support understanding of new content. Application: A teacher lets pupils discuss a story in their home language before sharing in English. Second language acquisition / द्वितीय भाषा अर्जन: Developing the ability to communicate in a language beyond one's first language. Application: A learner gradually uses English to interact in daily classroom situations.

**MCQ 031 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Home-language support / गृहभाषा समर्थन / Miscue analysis / अपसंकैत विश्लेषण)**

A. Lesson planning / पाठ योजना → Ability to notice and manipulate individual sounds in spoken words.

B. Home-language support / गृहभाषा समर्थन → Using a familiar language to support understanding of new content.

C. Home-language support / गृहभाषा समर्थन → Examining deviations in oral reading to understand reading strategies.

D. Miscue analysis / अपसंकैत विश्लेषण → Selecting and sequencing activities aligned with intended learning.

**Correct answer / सही उत्तर: B.** Home-language support / गृहभाषा समर्थन → Using a familiar language to support understanding of new content.

**Explanation / व्याख्या**

Home-language support / गृहभाषा समर्थन: Using a familiar language to support understanding of new content. Application: A teacher lets pupils discuss a story in their home language before sharing in English.

**MCQ 032 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Home-language support / गृहभाषा समर्थन / Purposeful writing / उद्देश्यपूर्ण लेखन)**

A. Home-language support / गृहभाषा समर्थन → Children write a notice inviting families to an exhibition.

B. Home-language support / गृहभाषा समर्थन → A teacher lets pupils discuss a story in their home language before sharing in English.

C. Purposeful writing / उद्देश्यपूर्ण लेखन → A group examines a paragraph to find evidence for an inference.

D. Intensive reading / गहन पठन → Before a text about trains, pupils describe their own travel experiences.

**Correct answer / सही उत्तर: B.** Home-language support / गृहभाषा समर्थन → A teacher lets pupils discuss a story in their home language before sharing in English.

**Explanation / व्याख्या**

Home-language support / गृहभाषा समर्थन: Using a familiar language to support understanding of new content. Application: A teacher lets pupils discuss a story in their home language before sharing in English.

**MCQ 033 • CORE PRACTICE · FORM 01**

**Identify the concept described: Recognising and valuing the different languages and varieties used by learners.**

A. Differentiated language tasks / विभेदित भाषा कार्य

B. Language diversity / भाषायी विविधता

C. Language learning outcome / भाषायी अधिगम प्रतिफल

D. Reading for specific information / विशिष्ट सूचना हेतु पठन

**Correct answer / सही उत्तर: B.** Language diversity / भाषायी विविधता

**Explanation / व्याख्या**

Language diversity / भाषायी विविधता: Recognising and valuing the different languages and varieties used by learners. Application: Children compare ways of greeting across communities without ranking languages.

**MCQ 034 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Children compare ways of greeting across communities without ranking languages.**

A. Language diversity / भाषायी विविधता

B. Letter recognition / अक्षर पहचान

C. Listening assessment / श्रवण आकलन

D. Purposeful writing / उद्देश्यपूर्ण लेखन

**Correct answer / सही उत्तर: A.** Language diversity / भाषायी विविधता

**Explanation / व्याख्या**

Language diversity / भाषायी विविधता: Recognising and valuing the different languages and varieties used by learners. Application: Children compare ways of greeting across communities without ranking languages.

MCQ 035 • CORE PRACTICE · FORM 03

**Which explanation best defines Language diversity / भाषायी विविधता?**

A. Understanding meaning in spoken language.

B. Managing speaker and listener roles during conversation.

C. Recognising and valuing the different languages and varieties used by learners.

D. Locating a particular detail in a text.

**Correct answer / सही उत्तर: C.** Recognising and valuing the different languages and varieties used by learners.

**Explanation / व्याख्या**

Language diversity / भाषायी विविधता: Recognising and valuing the different languages and varieties used by learners. Application: Children compare ways of greeting across communities without ranking languages.

MCQ 036 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Language diversity / भाषायी विविधता?**

A. Children compare ways of greeting across communities without ranking languages.

B. A child corrects spelling and punctuation before publishing.

C. A learner gradually uses English to interact in daily classroom situations.

D. Pupils hear English in songs, stories and classroom instructions.

**Correct answer / सही उत्तर: A.** Children compare ways of greeting across communities without ranking languages.

**Explanation / व्याख्या**

Language diversity / भाषायी विविधता: Recognising and valuing the different languages and varieties used by learners. Application: Children compare ways of greeting across communities without ranking languages.

**MCQ 037 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Recognising and valuing the different languages and varieties used by learners. (2) Selecting and sequencing activities aligned with intended learning.**

A. Guided reading / निर्देशित पठन | Lesson planning / पाठ योजना

B. Lesson planning / पाठ योजना | Language diversity / भाषायी विविधता

C. Language diversity / भाषायी विविधता | Lesson planning / पाठ योजना

D. Language diversity / भाषायी विविधता | Story retelling / कहानी पुनर्कथन

**Correct answer / सही उत्तर: C.** Language diversity / भाषायी विविधता | Lesson planning / पाठ योजना

**Explanation / व्याख्या**

Language diversity / भाषायी विविधता: Recognising and valuing the different languages and varieties used by learners. Application: Children compare ways of greeting across communities without ranking languages. Lesson planning / पाठ योजना: Selecting and sequencing activities aligned with intended learning. Application: A teacher plans oral rehearsal, reading and a short writing task around an outcome.

**MCQ 038 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Children compare ways of greeting across communities without ranking languages. (2) A child reads a dialogue aloud with meaningful pauses.**

A. Reading fluency / पठन प्रवाह | Language diversity / भाषायी विविधता

B. Language diversity / भाषायी विविधता | Reading fluency / पठन प्रवाह

C. Language diversity / भाषायी विविधता | Guided reading / निर्देशित पठन

D. Learning sequence / अधिगम क्रम | Reading fluency / पठन प्रवाह

**Correct answer / सही उत्तर: B.** Language diversity / भाषायी विविधता | Reading fluency / पठन प्रवाह

**Explanation / व्याख्या**

Language diversity / भाषायी विविधता: Recognising and valuing the different languages and varieties used by learners. Application: Children compare ways of greeting across communities without ranking languages. Reading fluency / पठन प्रवाह: Reading with accuracy, suitable pace and expression. Application: A child reads a dialogue aloud with meaningful pauses.

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**MCQ 039 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Language diversity / भाषायी विविधता and Shared reading / साझा पठन.**

A. Teacher and learners read a visible text together. | Recognising and valuing the different languages and varieties used by learners.

B. Recognising and valuing the different languages and varieties used by learners. | Teacher and learners read a visible text together.

C. Learning word meanings from meaningful language use. | Teacher and learners read a visible text together.

D. Recognising and valuing the different languages and varieties used by learners. | Selecting and sequencing activities aligned with intended learning.

**Correct answer / सही उत्तर: B.** Recognising and valuing the different languages and varieties used by learners. | Teacher and learners read a visible text together.

**Explanation / व्याख्या**

Language diversity / भाषायी विविधता: Recognising and valuing the different languages and varieties used by learners. Application: Children compare ways of greeting across communities without ranking languages. Shared reading / साझा पठन: Teacher and learners read a visible text together. Application: The class joins in reading repeated lines of a big book.

MCQ 040 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Language diversity / भाषायी विविधता and Literal comprehension / शाब्दिक बोध.**

A. A pupil names the animal mentioned in the first paragraph. | Children compare ways of greeting across communities without ranking languages.

B. Pairs ask and answer questions to complete a picture task. | A pupil names the animal mentioned in the first paragraph.

C. Children compare ways of greeting across communities without ranking languages. | A pupil names the animal mentioned in the first paragraph.

D. Children compare ways of greeting across communities without ranking languages. | A teacher accepts tentative answers and avoids ridicule.

**Correct answer / सही उत्तर: C.** Children compare ways of greeting across communities without ranking languages. | A pupil names the animal mentioned in the first paragraph.

**Explanation / व्याख्या**

Language diversity / भाषायी विविधता: Recognising and valuing the different languages and varieties used by learners. Application: Children compare ways of greeting across communities without ranking languages. Literal comprehension / शाब्दिक बोध: Identifying information explicitly stated in a text. Application: A pupil names the animal mentioned in the first paragraph.

MCQ 041 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Language diversity / भाषायी विविधता / Drafting / प्रारूप लेखन)**

A. Language diversity / भाषायी विविधता → Producing an initial version of a text to develop ideas.

B. Vocabulary in context / संदर्भ में शब्दावली → Combining separate speech sounds to recognise a word.

C. Language diversity / भाषायी विविधता → Recognising and valuing the different languages and varieties used by learners.

D. Drafting / प्रारूप लेखन → Learning word meanings from meaningful language use.

**Correct answer / सही उत्तर: C.** Language diversity / भाषायी विविधता → Recognising and valuing the different languages and varieties used by learners.

**Explanation / व्याख्या**

Language diversity / भाषायी विविधता: Recognising and valuing the different languages and varieties used by learners. Application: Children compare ways of greeting across communities without ranking languages.

MCQ 042 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Language diversity / भाषायी विविधता / Drafting / प्रारूप लेखन)**

A. Language diversity / भाषायी विविधता → Children compare ways of greeting across communities without ranking languages.

B. Shared reading / साझा पठन → Children connect the sound /m/ with the letter m.

C. Drafting / प्रारूप लेखन → The class joins in reading repeated lines of a big book.

D. Language diversity / भाषायी विविधता → A learner writes the first version of a story before editing.

**Correct answer / सही उत्तर: A.** Language diversity / भाषायी विविधता → Children compare ways of greeting across communities without ranking languages.

**Explanation / व्याख्या**

Language diversity / भाषायी विविधता: Recognising and valuing the different languages and varieties used by learners. Application: Children compare ways of greeting across communities without ranking languages.

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 01.01

**Explain Multilingual classroom / बहुभाषी कक्षा and give one classroom example.**

**Model answer:** A classroom that recognises and uses learners' varied languages. Pupils compare greetings in their home languages and English.

**REVISION 01.02**

**Explain Language policy / भाषा नीति and give one classroom example.**

**Model answer:** Guidance about the place and use of languages in education. A school considers national curricular recommendations when planning language instruction.

**REVISION 01.03**

**Explain Home-language support / गृहभाषा समर्थन and give one classroom example.**

**Model answer:** Using a familiar language to support understanding of new content. A teacher lets pupils discuss a story in their home language before sharing in English.

**REVISION 01.04**

**Explain Language diversity / भाषायी विविधता and give one classroom example.**

**Model answer:** Recognising and valuing the different languages and varieties used by learners. Children compare ways of greeting across communities without ranking languages.

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CHAPTER 02 • 62 MCQs • 6 REVISION PROMPTS

# Second Language Acquisition and Curricular Goals

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Second language acquisition / द्वितीय भाषा अर्जन

Developing the ability to communicate in a language beyond one's first language.

**Classroom example:** A learner gradually uses English to interact in daily classroom situations.

### Comprehensible input / बोधगम्य भाषायी सामग्री

Language that learners can understand with suitable contextual support.

**Classroom example:** A teacher accompanies a new English instruction with gestures and objects.

### Language learning outcome / भाषायी अधिगम प्रतिफल

An observable expectation of language use after learning.

**Classroom example:** Children can ask and answer simple questions about a picture.

### Language exposure / भाषा संपर्क

Opportunities to encounter meaningful language in use.

**Classroom example:** Pupils hear English in songs, stories and classroom instructions.

### Interaction / अंतःक्रिया

Exchange of meaning with others that supports language development.

**Classroom example:** Pairs ask and answer questions to complete a picture task.

**Affective support / भावात्मक समर्थन**

Reducing anxiety and building confidence in language learning.

**Classroom example:** A teacher accepts tentative answers and avoids ridicule.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

**MCQ 043 • NEW CLASSROOM APPLICATION**

### Which input is most useful for a beginner?

A. Short meaningful instructions supported by gestures and objects

B. A long unsupported lecture with unfamiliar vocabulary

C. Random word lists without context

D. No spoken English at all

**Correct answer / सही उत्तर: A.** Short meaningful instructions supported by gestures and objects

**Explanation / व्याख्या**

Meaningful contextual support makes input comprehensible.

**MCQ 044 • NEW CLASSROOM APPLICATION**

### Which outcome is observable and communicative?

A. Pupils sit silently

B. Teacher completes the book

C. Pupils appreciate language forever

D. Pupils ask and answer two questions about a picture

**Correct answer / सही उत्तर: D.** Pupils ask and answer two questions about a picture

**Explanation / व्याख्या**

Observable language use provides evidence of learning.

## Core question bank

Ten related practice formats; core concepts recur for revision.

**MCQ 045 • CORE PRACTICE · FORM 01**

**Identify the concept described: Developing the ability to communicate in a language beyond one's first language.**

A. Second language acquisition / द्वितीय भाषा अर्जन

B. Reading fluency / पठन प्रवाह

C. Peer feedback / सहपाठी प्रतिक्रिया

D. Multilingual classroom / बहुभाषी कक्षा

**Correct answer / सही उत्तर: A.** Second language acquisition / द्वितीय भाषा अर्जन

**Explanation / व्याख्या**

Second language acquisition / द्वितीय भाषा अर्जन: Developing the ability to communicate in a language beyond one's first language. Application: A learner gradually uses English to interact in daily classroom situations.

**MCQ 046 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A learner gradually uses English to interact in daily classroom situations.**

A. Literal comprehension / शाब्दिक बोध

B. Extensive reading / विस्तृत पठन

C. Second language acquisition / द्वितीय भाषा अर्जन

D. Listening comprehension / श्रवण बोध

**Correct answer / सही उत्तर: C.** Second language acquisition / द्वितीय भाषा अर्जन

**Explanation / व्याख्या**

Second language acquisition / द्वितीय भाषा अर्जन: Developing the ability to communicate in a language beyond one's first language. Application: A learner gradually uses English to interact in daily classroom situations.

MCQ 047 • CORE PRACTICE · FORM 03

**Which explanation best defines Second language acquisition / द्वितीय भाषा अर्जन?**

A. Developing the ability to communicate in a language beyond one's first language.

B. Learning word meanings from meaningful language use.

C. Writing for a meaningful audience and communicative purpose.

D. Using textual clues to understand information not stated directly.

**Correct answer / सही उत्तर: A.** Developing the ability to communicate in a language beyond one's first language.

**Explanation / व्याख्या**

Second language acquisition / द्वितीय भाषा अर्जन: Developing the ability to communicate in a language beyond one's first language. Application: A learner gradually uses English to interact in daily classroom situations.

MCQ 048 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Second language acquisition / द्वितीय भाषा अर्जन?**

A. Children wait for a partner to finish before responding.

B. A teacher plans oral rehearsal, reading and a short writing task around an outcome.

C. A learner gradually uses English to interact in daily classroom situations.

D. Pupils follow a spoken sequence of classroom directions.

**Correct answer / सही उत्तर: C.** A learner gradually uses English to interact in daily classroom situations.

**Explanation / व्याख्या**

Second language acquisition / द्वितीय भाषा अर्जन: Developing the ability to communicate in a language beyond one's first language. Application: A learner gradually uses English to interact in daily classroom situations.

**MCQ 049 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Developing the ability to communicate in a language beyond one's first language. (2) An ordered progression of activities supporting a learning goal.**

A. Learning sequence / अधिगम क्रम | Second language acquisition / द्वितीय भाषा अर्जन

B. Second language acquisition / द्वितीय भाषा अर्जन | Segmenting / ध्वनि विभाजन

C. Second language acquisition / द्वितीय भाषा अर्जन | Learning sequence / अधिगम क्रम

D. Inferential reading / अनुमानात्मक पठन | Learning sequence / अधिगम क्रम

**Correct answer / सही उत्तर: C.** Second language acquisition / द्वितीय भाषा अर्जन | Learning sequence / अधिगम क्रम

**Explanation / व्याख्या**

Second language acquisition / द्वितीय भाषा अर्जन: Developing the ability to communicate in a language beyond one's first language. Application: A learner gradually uses English to interact in daily classroom situations. Learning sequence / अधिगम क्रम: An ordered progression of activities supporting a learning goal. Application: A lesson moves from picture talk to reading and independent response.

**MCQ 050 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A learner gradually uses English to interact in daily classroom situations. (2) A pupil names the animal mentioned in the first paragraph.**

A. Second language acquisition / द्वितीय भाषा अर्जन | Literal comprehension / शाब्दिक बोध

B. Literal comprehension / शाब्दिक बोध | Second language acquisition / द्वितीय भाषा अर्जन

C. Schema activation / पूर्वज्ञान सक्रियण | Literal comprehension / शाब्दिक बोध

D. Second language acquisition / द्वितीय भाषा अर्जन | Curriculum alignment / पाठ्यचर्या संरेखण

**Correct answer / सही उत्तर: A.** Second language acquisition / द्वितीय भाषा अर्जन | Literal comprehension / शाब्दिक बोध

**Explanation / व्याख्या**

Second language acquisition / द्वितीय भाषा अर्जन: Developing the ability to communicate in a language beyond one's first language. Application: A learner gradually uses English to interact in daily classroom situations. Literal comprehension / शाब्दिक बोध: Identifying information explicitly stated in a text. Application: A pupil names the animal mentioned in the first paragraph.

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MCQ 051 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Second language acquisition / द्वितीय भाषा अर्जन and Shared writing / साझा लेखन.**

A. Developing the ability to communicate in a language beyond one's first language. | Connecting language activities and assessment to intended curricular learning.

B. An integrated approach covering oral language, word recognition, reading and writing. | Teacher and learners compose a text together.

C. Developing the ability to communicate in a language beyond one's first language. | Teacher and learners compose a text together.

D. Teacher and learners compose a text together. | Developing the ability to communicate in a language beyond one's first language.

**Correct answer / सही उत्तर: C.** Developing the ability to communicate in a language beyond one's first language. | Teacher and learners compose a text together.

**Explanation / व्याख्या**

Second language acquisition / द्वितीय भाषा अर्जन: Developing the ability to communicate in a language beyond one's first language. Application: A learner gradually uses English to interact in daily classroom situations. Shared writing / साझा लेखन: Teacher and learners compose a text together. Application: Children suggest sentences while the teacher records their ideas.

MCQ 052 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Second language acquisition / द्वितीय भाषा अर्जन and Curriculum alignment / पाठ्यचर्या संरेखण.**

A. A learner gradually uses English to interact in daily classroom situations. | Children connect the sound /m/ with the letter m.

B. A child describes a picture in several connected sentences. | A listening activity assesses the stated listening outcome rather than handwriting.

C. A listening activity assesses the stated listening outcome rather than handwriting. | A learner gradually uses English to interact in daily classroom situations.

D. A learner gradually uses English to interact in daily classroom situations. | A listening activity assesses the stated listening outcome rather than handwriting.

**Correct answer / सही उत्तर: D.** A learner gradually uses English to interact in daily classroom situations. | A listening activity assesses the stated listening outcome rather than handwriting.

**Explanation / व्याख्या**

Second language acquisition / द्वितीय भाषा अर्जन: Developing the ability to communicate in a language beyond one's first language. Application: A learner gradually uses English to interact in daily classroom situations. Curriculum alignment / पाठ्यचर्या संरेखण: Connecting language activities and assessment to intended curricular learning. Application: A listening activity assesses the stated listening outcome rather than handwriting.

MCQ 053 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Second language acquisition / द्वितीय भाषा अर्जन / Writing rubric / लेखन मानदंड तालिका)**

A. Second language acquisition / द्वितीय भाषा अर्जन → Developing the ability to communicate in a language beyond one's first language.

B. Writing rubric / लेखन मानदंड तालिका → A classroom that recognises and uses learners' varied languages.

C. Second language acquisition / द्वितीय भाषा अर्जन → Describing levels of written performance against clear criteria.

D. Multilingual classroom / बहुभाषी कक्षा → Constructive comments from classmates based on agreed criteria.

**Correct answer / सही उत्तर: A.** Second language acquisition / द्वितीय भाषा अर्जन → Developing the ability to communicate in a language beyond one's first language.

**Explanation / व्याख्या**

Second language acquisition / द्वितीय भाषा अर्जन: Developing the ability to communicate in a language beyond one's first language. Application: A learner gradually uses English to interact in daily classroom situations.

MCQ 054 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Second language acquisition / द्वितीय भाषा अर्जन / Reading comprehension / पठन बोध)**

A. Second language acquisition / द्वितीय भाषा अर्जन → A learner gradually uses English to interact in daily classroom situations.

B. Reading comprehension / पठन बोध → A lesson combines conversation, sound work, shared reading and a writing task.

C. Second language acquisition / द्वितीय भाषा अर्जन → A pupil explains why a character changed their mind.

D. Four-block approach / चार ब्लॉक उपागम → A pupil names the animal mentioned in the first paragraph.

**Correct answer / सही उत्तर: A.** Second language acquisition / द्वितीय भाषा अर्जन → A learner gradually uses English to interact in daily classroom situations.

**Explanation / व्याख्या**

Second language acquisition / द्वितीय भाषा अर्जन: Developing the ability to communicate in a language beyond one's first language. Application: A learner gradually uses English to interact in daily classroom situations.

MCQ 055 • CORE PRACTICE · FORM 01

**Identify the concept described: Language that learners can understand with suitable contextual support.**

A. Comprehensible input / बोधगम्य भाषायी सामग्री

B. Peer feedback / सहपाठी प्रतिक्रिया

C. Modelled writing / आदर्श लेखन

D. Differentiated language tasks / विभेदित भाषा कार्य

**Correct answer / सही उत्तर: A.** Comprehensible input / बोधगम्य भाषायी सामग्री

**Explanation / व्याख्या**

Comprehensible input / बोधगम्य भाषायी सामग्री: Language that learners can understand with suitable contextual support. Application: A teacher accompanies a new English instruction with gestures and objects.

MCQ 056 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? A teacher accompanies a new English instruction with gestures and objects.**

A. Situational conversation / परिस्थितिजन्य संवाद

B. Differentiated language tasks / विभेदित भाषा कार्य

C. Comprehensible input / बोधगम्य भाषायी सामग्री

D. Sound-symbol correspondence / ध्वनि-चिह्न संबंध

**Correct answer / सही उत्तर: C.** Comprehensible input / बोधगम्य भाषायी सामग्री

**Explanation / व्याख्या**

Comprehensible input / बोधगम्य भाषायी सामग्री: Language that learners can understand with suitable contextual support. Application: A teacher accompanies a new English instruction with gestures and objects.

MCQ 057 • CORE PRACTICE · FORM 03

**Which explanation best defines Comprehensible input / बोधगम्य भाषायी सामग्री?**

A. Connecting language activities and assessment to intended curricular learning.

B. Reading with accuracy, suitable pace and expression.

C. Language that learners can understand with suitable contextual support.

D. Selecting and sequencing activities aligned with intended learning.

**Correct answer / सही उत्तर: C.** Language that learners can understand with suitable contextual support.

**Explanation / व्याख्या**

Comprehensible input / बोधगम्य भाषायी सामग्री: Language that learners can understand with suitable contextual support. Application: A teacher accompanies a new English instruction with gestures and objects.

MCQ 058 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Comprehensible input / बोधगम्य भाषायी सामग्री?**

A. A teacher plans oral rehearsal, reading and a short writing task around an outcome.

B. A teacher accompanies a new English instruction with gestures and objects.

C. A learner writes the first version of a story before editing.

D. A pupil explains why a character changed their mind.

**Correct answer / सही उत्तर: B.** A teacher accompanies a new English instruction with gestures and objects.

**Explanation / व्याख्या**

Comprehensible input / बोधगम्य भाषायी सामग्री: Language that learners can understand with suitable contextual support. Application: A teacher accompanies a new English instruction with gestures and objects.

**MCQ 059 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Language that learners can understand with suitable contextual support. (2) Demonstrating writing decisions and processes explicitly.**

A. Modelled writing / आदर्श लेखन | Comprehensible input / बोधगम्य भाषायी सामग्री

B. Comprehensible input / बोधगम्य भाषायी सामग्री | Modelled writing / आदर्श लेखन

C. Reading for specific information / विशिष्ट सूचना हेतु पठन | Modelled writing / आदर्श लेखन

D. Comprehensible input / बोधगम्य भाषायी सामग्री | Home-language support / गृहभाषा समर्थन

**Correct answer / सही उत्तर: B.** Comprehensible input / बोधगम्य भाषायी सामग्री | Modelled writing / आदर्श लेखन

**Explanation / व्याख्या**

Comprehensible input / बोधगम्य भाषायी सामग्री: Language that learners can understand with suitable contextual support. Application: A teacher accompanies a new English instruction with gestures and objects. Modelled writing / आदर्श लेखन: Demonstrating writing decisions and processes explicitly. Application: A teacher writes an invitation while explaining choices of words and structure.

**MCQ 060 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A teacher accompanies a new English instruction with gestures and objects. (2) A listening activity assesses the stated listening outcome rather than handwriting.**

A. Comprehensible input / बोधगम्य भाषायी सामग्री | Curriculum alignment / पाठ्यचर्या संरेखण

B. Learning sequence / अधिगम क्रम | Curriculum alignment / पाठ्यचर्या संरेखण

C. Curriculum alignment / पाठ्यचर्या संरेखण | Comprehensible input / बोधगम्य भाषायी सामग्री

D. Comprehensible input / बोधगम्य भाषायी सामग्री | Language diversity / भाषायी विविधता

**Correct answer / सही उत्तर: A.** Comprehensible input / बोधगम्य भाषायी सामग्री | Curriculum alignment / पाठ्यचर्या संरेखण

**Explanation / व्याख्या**

Comprehensible input / बोधगम्य भाषायी सामग्री: Language that learners can understand with suitable contextual support. Application: A teacher accompanies a new English instruction with gestures and objects. Curriculum alignment / पाठ्यचर्या संरेखण: Connecting language activities and assessment to intended curricular learning. Application: A listening activity assesses the stated listening outcome rather than handwriting.

MCQ 061 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Comprehensible input / बोधगम्य भाषायी सामग्री and Guided reading / निर्देशित पठन.**

A. Teacher-supported reading in a group matched to learning needs. | Language that learners can understand with suitable contextual support.

B. Language that learners can understand with suitable contextual support. | Teacher-supported reading in a group matched to learning needs.

C. Language that learners can understand with suitable contextual support. | Reconstructing a heard or read narrative in one's own words.

D. Learning word meanings from meaningful language use. | Teacher-supported reading in a group matched to learning needs.

**Correct answer / सही उत्तर: B.** Language that learners can understand with suitable contextual support. | Teacher-supported reading in a group matched to learning needs.

**Explanation / व्याख्या**

Comprehensible input / बोधगम्य भाषायी सामग्री: Language that learners can understand with suitable contextual support. Application: A teacher accompanies a new English instruction with gestures and objects. Guided reading / निर्देशित पठन: Teacher-supported reading in a group matched to learning needs. Application: The teacher prompts readers to use meaning and letter clues in a small group.

**MCQ 062 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Comprehensible input / बोधगम्य भाषायी सामग्री and Differentiated language tasks / विभेदित भाषा कार्य.**

A. A teacher gives separate feedback on ideas, organisation and language. | Some pupils use sentence frames while others write freely.

B. A teacher accompanies a new English instruction with gestures and objects. | Pupils tell a partner what they plan to write about.

C. Some pupils use sentence frames while others write freely. | A teacher accompanies a new English instruction with gestures and objects.

D. A teacher accompanies a new English instruction with gestures and objects. | Some pupils use sentence frames while others write freely.

**Correct answer / सही उत्तर: D.** A teacher accompanies a new English instruction with gestures and objects. | Some pupils use sentence frames while others write freely.

**Explanation / व्याख्या**

Comprehensible input / बोधगम्य भाषायी सामग्री: Language that learners can understand with suitable contextual support. Application: A teacher accompanies a new English instruction with gestures and objects. Differentiated language tasks / विभेदित भाषा कार्य: Adjusting support or task complexity while preserving language goals. Application: Some pupils use sentence frames while others write freely.

MCQ 063 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Comprehensible input / बोधगम्य भाषायी सामग्री / Blending / ध्वनि संयोजन)**

A. Story retelling / कहानी पुनर्कथन → Demonstrating writing decisions and processes explicitly.

B. Comprehensible input / बोधगम्य भाषायी सामग्री → Combining separate speech sounds to recognise a word.

C. Comprehensible input / बोधगम्य भाषायी सामग्री → Language that learners can understand with suitable contextual support.

D. Blending / ध्वनि संयोजन → Reconstructing a heard or read narrative in one's own words.

**Correct answer / सही उत्तर: C.** Comprehensible input / बोधगम्य भाषायी सामग्री → Language that learners can understand with suitable contextual support.

**Explanation / व्याख्या**

Comprehensible input / बोधगम्य भाषायी सामग्री: Language that learners can understand with suitable contextual support. Application: A teacher accompanies a new English instruction with gestures and objects.

**MCQ 064 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Comprehensible input / बोधगम्य भाषायी सामग्री / Self-assessment / स्व-आकलन)**

A. Self-assessment / स्व-आकलन → A child chooses several easy storybooks to read over a month.

B. Comprehensible input / बोधगम्य भाषायी सामग्री → A teacher accompanies a new English instruction with gestures and objects.

C. Extensive reading / विस्तृत पठन → A child infers the meaning of muddy from a story and picture.

D. Comprehensible input / बोधगम्य भाषायी सामग्री → A child uses a simple checklist to review a completed paragraph.

**Correct answer / सही उत्तर: B.** Comprehensible input / बोधगम्य भाषायी सामग्री → A teacher accompanies a new English instruction with gestures and objects.

**Explanation / व्याख्या**

Comprehensible input / बोधगम्य भाषायी सामग्री: Language that learners can understand with suitable contextual support. Application: A teacher accompanies a new English instruction with gestures and objects.

**MCQ 065 • CORE PRACTICE · FORM 01**

**Identify the concept described: An observable expectation of language use after learning.**

A. Writing rubric / लेखन मानदंड तालिका

B. Listening assessment / श्रवण आकलन

C. Language learning outcome / भाषायी अधिगम प्रतिफल

D. Multilingual classroom / बहुभाषी कक्षा

**Correct answer / सही उत्तर: C.** Language learning outcome / भाषायी अधिगम प्रतिफल

**Explanation / व्याख्या**

Language learning outcome / भाषायी अधिगम प्रतिफल: An observable expectation of language use after learning. Application: Children can ask and answer simple questions about a picture.

MCQ 066 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? Children can ask and answer simple questions about a picture.**

A. Language learning outcome / भाषायी अधिगम प्रतिफल

B. Guided reading / निर्देशित पठन

C. Intonation / स्वर उतार-चढ़ाव

D. Reading for specific information / विशिष्ट सूचना हेतु पठन

**Correct answer / सही उत्तर: A.** Language learning outcome / भाषायी अधिगम प्रतिफल

**Explanation / व्याख्या**

Language learning outcome / भाषायी अधिगम प्रतिफल: An observable expectation of language use after learning. Application: Children can ask and answer simple questions about a picture.

MCQ 067 • CORE PRACTICE · FORM 03

**Which explanation best defines Language learning outcome / भाषायी अधिगम प्रतिफल?**

A. Practising ideas aloud before a speaking or writing task.

B. Checking and correcting surface features of writing.

C. An observable expectation of language use after learning.

D. Connecting a speech sound with its written representation.

**Correct answer / सही उत्तर: C.** An observable expectation of language use after learning.

**Explanation / व्याख्या**

Language learning outcome / भाषायी अधिगम प्रतिफल: An observable expectation of language use after learning. Application: Children can ask and answer simple questions about a picture.

MCQ 068 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Language learning outcome / भाषायी अधिगम प्रतिफल?**

A. Children can ask and answer simple questions about a picture.

B. A group examines a paragraph to find evidence for an inference.

C. A lesson moves from picture talk to reading and independent response.

D. A learner changes pitch while asking a question aloud.

**Correct answer / सही उत्तर: A.** Children can ask and answer simple questions about a picture.

**Explanation / व्याख्या**

Language learning outcome / भाषायी अधिगम प्रतिफल: An observable expectation of language use after learning. Application: Children can ask and answer simple questions about a picture.

MCQ 069 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) An observable expectation of language use after learning. (2) Combining separate speech sounds to recognise a word.**

A. Language learning outcome / भाषायी अधिगम प्रतिफल | Drafting / प्रारूप लेखन

B. Self-assessment / स्व-आकलन | Blending / ध्वनि संयोजन

C. Blending / ध्वनि संयोजन | Language learning outcome / भाषायी अधिगम प्रतिफल

D. Language learning outcome / भाषायी अधिगम प्रतिफल | Blending / ध्वनि संयोजन

**Correct answer / सही उत्तर: D.** Language learning outcome / भाषायी अधिगम प्रतिफल | Blending / ध्वनि संयोजन

**Explanation / व्याख्या**

Language learning outcome / भाषायी अधिगम प्रतिफल: An observable expectation of language use after learning. Application: Children can ask and answer simple questions about a picture. Blending / ध्वनि संयोजन: Combining separate speech sounds to recognise a word. Application: A pupil combines /k/, /æ/ and /t/ to read cat.

**MCQ 070 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Children can ask and answer simple questions about a picture. (2) A child changes the first sound of cat to make bat.**

A. Language learning outcome / भाषायी अधिगम प्रतिफल | Phonemic awareness / स्वनिम जागरूकता

B. Phonemic awareness / स्वनिम जागरूकता | Language learning outcome / भाषायी अधिगम प्रतिफल

C. Listening assessment / श्रवण आकलन | Phonemic awareness / स्वनिम जागरूकता

D. Language learning outcome / भाषायी अधिगम प्रतिफल | Reading fluency / पठन प्रवाह

**Correct answer / सही उत्तर: A.** Language learning outcome / भाषायी अधिगम प्रतिफल | Phonemic awareness / स्वनिम जागरूकता

**Explanation / व्याख्या**

Language learning outcome / भाषायी अधिगम प्रतिफल: An observable expectation of language use after learning. Application: Children can ask and answer simple questions about a picture. Phonemic awareness / स्वनिम जागरूकता: Ability to notice and manipulate individual sounds in spoken words. Application: A child changes the first sound of cat to make bat.

**MCQ 071 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Language learning outcome / भाषायी अधिगम प्रतिफल and Oral fluency / मौखिक प्रवाह.**

A. An observable expectation of language use after learning. | Reading a shorter text closely for detailed understanding.

B. An integrated approach covering oral language, word recognition, reading and writing. | Producing connected speech with an appropriate flow.

C. An observable expectation of language use after learning. | Producing connected speech with an appropriate flow.

D. Producing connected speech with an appropriate flow. | An observable expectation of language use after learning.

**Correct answer / सही उत्तर: C.** An observable expectation of language use after learning. | Producing connected speech with an appropriate flow.

**Explanation / व्याख्या**

Language learning outcome / भाषायी अधिगम प्रतिफल: An observable expectation of language use after learning. Application: Children can ask and answer simple questions about a picture. Oral fluency / मौखिक प्रवाह: Producing connected speech with an appropriate flow. Application: A child describes a picture in several connected sentences.

MCQ 072 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Language learning outcome / भाषायी अधिगम प्रतिफल and Peer feedback / सहपाठी प्रतिक्रिया.**

A. Children compare ways of greeting across communities without ranking languages. | Partners suggest one improvement to each other's stories.

B. Children can ask and answer simple questions about a picture. | Partners suggest one improvement to each other's stories.

C. Partners suggest one improvement to each other's stories. | Children can ask and answer simple questions about a picture.

D. Children can ask and answer simple questions about a picture. | A teacher lets pupils discuss a story in their home language before sharing in English.

**Correct answer / सही उत्तर: B.** Children can ask and answer simple questions about a picture. | Partners suggest one improvement to each other's stories.

**Explanation / व्याख्या**

Language learning outcome / भाषायी अधिगम प्रतिफल: An observable expectation of language use after learning. Application: Children can ask and answer simple questions about a picture. Peer feedback / सहपाठी प्रतिक्रिया: Constructive comments from classmates based on agreed criteria. Application: Partners suggest one improvement to each other's stories.

MCQ 073 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Language learning outcome / भाषायी अधिगम प्रतिफल / Four-block approach / चार ब्लॉक उपागम)**

A. Shared writing / साझा लेखन → Variation in pitch that helps convey meaning and attitude.

B. Language learning outcome / भाषायी अधिगम प्रतिफल → An integrated approach covering oral language, word recognition, reading and writing.

C. Four-block approach / चार ब्लॉक उपागम → Teacher and learners compose a text together.

D. Language learning outcome / भाषायी अधिगम प्रतिफल → An observable expectation of language use after learning.

**Correct answer / सही उत्तर: D.** Language learning outcome / भाषायी अधिगम प्रतिफल → An observable expectation of language use after learning.

**Explanation / व्याख्या**

Language learning outcome / भाषायी अधिगम प्रतिफल: An observable expectation of language use after learning. Application: Children can ask and answer simple questions about a picture.

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**MCQ 074 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Language learning outcome / भाषायी अधिगम प्रतिफल / Lesson planning / पाठ योजना)**

A. Language learning outcome / भाषायी अधिगम प्रतिफल → Children can ask and answer simple questions about a picture.

B. Language learning outcome / भाषायी अधिगम प्रतिफल → A teacher plans oral rehearsal, reading and a short writing task around an outcome.

C. Shared reading / साझा पठन → Partners suggest one improvement to each other's stories.

D. Lesson planning / पाठ योजना → The class joins in reading repeated lines of a big book.

**Correct answer / सही उत्तर: A.** Language learning outcome / भाषायी अधिगम प्रतिफल → Children can ask and answer simple questions about a picture.

**Explanation / व्याख्या**

Language learning outcome / भाषायी अधिगम प्रतिफल: An observable expectation of language use after learning. Application: Children can ask and answer simple questions about a picture.

**MCQ 075 • CORE PRACTICE · FORM 01**

**Identify the concept described: Opportunities to encounter meaningful language in use.**

A. Home-language support / गृहभाषा समर्थन

B. Language exposure / भाषा संपर्क

C. Purposeful writing / उद्देश्यपूर्ण लेखन

D. Segmenting / ध्वनि विभाजन

**Correct answer / सही उत्तर: B.** Language exposure / भाषा संपर्क

**Explanation / व्याख्या**

Language exposure / भाषा संपर्क Opportunities to encounter meaningful language in use. Application: Pupils hear English in songs, stories and classroom instructions.

MCQ 076 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? Pupils hear English in songs, stories and classroom instructions.**

A. Blending / ध्वनि संयोजन

B. Learning sequence / अधिगम क्रम

C. Language exposure / भाषा संपर्क

D. Writing rubric / लेखन मानदंड तालिका

**Correct answer / सही उत्तर: C.** Language exposure / भाषा संपर्क

**Explanation / व्याख्या**

Language exposure / भाषा संपर्क Opportunities to encounter meaningful language in use.
Application: Pupils hear English in songs, stories and classroom instructions.

MCQ 077 • CORE PRACTICE · FORM 03

**Which explanation best defines Language exposure / भाषा संपर्क?**

A. Opportunities to encounter meaningful language in use.

B. Connecting a speech sound with its written representation.

C. Improving content, clarity and organisation of a draft.

D. Locating a particular detail in a text.

**Correct answer / सही उत्तर: A.** Opportunities to encounter meaningful language in use.

**Explanation / व्याख्या**

Language exposure / भाषा संपर्क Opportunities to encounter meaningful language in use.
Application: Pupils hear English in songs, stories and classroom instructions.

**MCQ 078 • CORE PRACTICE · FORM 04**

**Which classroom example best demonstrates Language exposure / भाषा संपर्क?**

A. A school considers national curricular recommendations when planning language instruction.

B. Children wait for a partner to finish before responding.

C. Children suggest sentences while the teacher records their ideas.

D. Pupils hear English in songs, stories and classroom instructions.

**Correct answer / सही उत्तर: D.** Pupils hear English in songs, stories and classroom instructions.

**Explanation / व्याख्या**

Language exposure / भाषा संपर्क Opportunities to encounter meaningful language in use. Application: Pupils hear English in songs, stories and classroom instructions.

**MCQ 079 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Opportunities to encounter meaningful language in use. (2) Reading a shorter text closely for detailed understanding.**

A. Language exposure / भाषा संपर्क| Self-assessment / स्व-आकलन

B. Language exposure / भाषा संपर्क| Intensive reading / गहन पठन

C. Intensive reading / गहन पठन | Language exposure / भाषा संपर्क

D. Miscue analysis / अपसंकैत विश्लेषण | Intensive reading / गहन पठन

**Correct answer / सही उत्तर: B.** Language exposure / भाषा संपर्क| Intensive reading / गहन पठन

**Explanation / व्याख्या**

Language exposure / भाषा संपर्क Opportunities to encounter meaningful language in use. Application: Pupils hear English in songs, stories and classroom instructions. Intensive reading / गहन पठन: Reading a shorter text closely for detailed understanding. Application: A group examines a paragraph to find evidence for an inference.

**MCQ 080 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Pupils hear English in songs, stories and classroom instructions. (2) Pupils follow a spoken sequence of classroom directions.**

A. Schema activation / पूर्वज्ञान सक्रियण | Listening assessment / श्रवण आकलन

B. Language exposure / भाषा संपर्क| Listening assessment / श्रवण आकलन

C. Language exposure / भाषा संपर्क| Listening comprehension / श्रवण बोध

D. Listening assessment / श्रवण आकलन | Language exposure / भाषा संपर्क

**Correct answer / सही उत्तर: B.** Language exposure / भाषा संपर्क| Listening assessment / श्रवण आकलन

**Explanation / व्याख्या**

Language exposure / भाषा संपर्क Opportunities to encounter meaningful language in use. Application: Pupils hear English in songs, stories and classroom instructions. Listening assessment / श्रवण आकलन: Gathering evidence of understanding spoken language. Application: Pupils follow a spoken sequence of classroom directions.

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**MCQ 081 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Language exposure / भाषा संपर्क and Differentiated language tasks / विभेदित भाषा कार्य.**

A. Identifying written letters accurately. | Adjusting support or task complexity while preserving language goals.

B. Opportunities to encounter meaningful language in use. | Examining deviations in oral reading to understand reading strategies.

C. Opportunities to encounter meaningful language in use. | Adjusting support or task complexity while preserving language goals.

D. Adjusting support or task complexity while preserving language goals. | Opportunities to encounter meaningful language in use.

**Correct answer / सही उत्तर: C.** Opportunities to encounter meaningful language in use. | Adjusting support or task complexity while preserving language goals.

**Explanation / व्याख्या**

Language exposure / भाषा संपर्क: Opportunities to encounter meaningful language in use. Application: Pupils hear English in songs, stories and classroom instructions. Differentiated language tasks / विभेदित भाषा कार्य: Adjusting support or task complexity while preserving language goals. Application: Some pupils use sentence frames while others write freely.

**MCQ 082 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Language exposure / भाषा संपर्क and Reading comprehension / पठन बोध.**

A. A pupil explains why a character changed their mind. | Pupils hear English in songs, stories and classroom instructions.

B. Pupils hear English in songs, stories and classroom instructions. | The teacher records when a pupil substitutes a word and analyses the clues used.

C. A pupil names the animal mentioned in the first paragraph. | A pupil explains why a character changed their mind.

D. Pupils hear English in songs, stories and classroom instructions. | A pupil explains why a character changed their mind.

**Correct answer / सही उत्तर: D.** Pupils hear English in songs, stories and classroom instructions. | A pupil explains why a character changed their mind.

**Explanation / व्याख्या**

Language exposure / भाषा संपर्क: Opportunities to encounter meaningful language in use. Application: Pupils hear English in songs, stories and classroom instructions. Reading comprehension / पठन बोध: Constructing meaning from written text. Application: A pupil explains why a character changed their mind.

MCQ 083 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Language exposure / भाषा संपर्क/ Intensive reading / गहन पठन)**

A. Language exposure / भाषा संपर्क→ Reading a shorter text closely for detailed understanding.

B. Intensive reading / गहन पठन → Identifying information explicitly stated in a text.

C. Language exposure / भाषा संपर्क→ Opportunities to encounter meaningful language in use.

D. Literal comprehension / शाब्दिक बोध → Producing an initial version of a text to develop ideas.

**Correct answer / सही उत्तर: C.** Language exposure / भाषा संपर्क→ Opportunities to encounter meaningful language in use.

**Explanation / व्याख्या**

Language exposure / भाषा संपर्क Opportunities to encounter meaningful language in use.
Application: Pupils hear English in songs, stories and classroom instructions.

**MCQ 084 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Language exposure / भाषा संपर्क/ Home-language support / गृहभाषा समर्थन)**

A. Home-language support / गृहभाषा समर्थन → The teacher records when a pupil substitutes a word and analyses the clues used.

B. Language exposure / भाषा संपर्क→ A teacher lets pupils discuss a story in their home language before sharing in English.

C. Miscue analysis / अपसंकैत विश्लेषण → A child infers that a character is worried from their actions.

D. Language exposure / भाषा संपर्क→ Pupils hear English in songs, stories and classroom instructions.

**Correct answer / सही उत्तर: D.** Language exposure / भाषा संपर्क→ Pupils hear English in songs, stories and classroom instructions.

**Explanation / व्याख्या**

Language exposure / भाषा संपर्क Opportunities to encounter meaningful language in use.
Application: Pupils hear English in songs, stories and classroom instructions.

**MCQ 085 • CORE PRACTICE · FORM 01**

**Identify the concept described: Exchange of meaning with others that supports language development.**

A. Purposeful writing / उद्देश्यपूर्ण लेखन

B. Interaction / अंतःक्रिया

C. Learning sequence / अधिगम क्रम

D. Story retelling / कहानी पुनर्कथन

**Correct answer / सही उत्तर: B.** Interaction / अंतःक्रिया

**Explanation / व्याख्या**

Interaction / अंतःक्रिया: Exchange of meaning with others that supports language development.
Application: Pairs ask and answer questions to complete a picture task.

MCQ 086 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? Pairs ask and answer questions to complete a picture task.**

A. Extensive reading / विस्तृत पठन

B. Peer feedback / सहपाठी प्रतिक्रिया

C. Interaction / अंतःक्रिया

D. Drafting / प्रारूप लेखन

**Correct answer / सही उत्तर: C.** Interaction / अंतःक्रिया

**Explanation / व्याख्या**

Interaction / अंतःक्रिया: Exchange of meaning with others that supports language development.

Application: Pairs ask and answer questions to complete a picture task.

MCQ 087 • CORE PRACTICE · FORM 03

**Which explanation best defines Interaction / अंतःक्रिया?**

A. Teaching grammar through meaningful spoken or written language.

B. Using textual clues to understand information not stated directly.

C. Exchange of meaning with others that supports language development.

D. Writing for a meaningful audience and communicative purpose.

**Correct answer / सही उत्तर: C.** Exchange of meaning with others that supports language development.

**Explanation / व्याख्या**

Interaction / अंतःक्रिया: Exchange of meaning with others that supports language development.

Application: Pairs ask and answer questions to complete a picture task.

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MCQ 088 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Interaction / अंतःक्रिया?**

A. Pairs ask and answer questions to complete a picture task.

B. A group examines a paragraph to find evidence for an inference.

C. A child infers the meaning of muddy from a story and picture.

D. Some pupils use sentence frames while others write freely.

**Correct answer / सही उत्तर: A.** Pairs ask and answer questions to complete a picture task.

**Explanation / व्याख्या**

Interaction / अंतःक्रिया: Exchange of meaning with others that supports language development. Application: Pairs ask and answer questions to complete a picture task.

MCQ 089 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Exchange of meaning with others that supports language development. (2) Teaching grammar through meaningful spoken or written language.**

A. Interaction / अंतःक्रिया | Contextual grammar / संदर्भगत व्याकरण

B. Contextual grammar / संदर्भगत व्याकरण | Interaction / अंतःक्रिया

C. Home-language support / गृहभाषा समर्थन | Contextual grammar / संदर्भगत व्याकरण

D. Interaction / अंतःक्रिया | Segmenting / ध्वनि विभाजन

**Correct answer / सही उत्तर: A.** Interaction / अंतःक्रिया | Contextual grammar / संदर्भगत व्याकरण

**Explanation / व्याख्या**

Interaction / अंतःक्रिया: Exchange of meaning with others that supports language development. Application: Pairs ask and answer questions to complete a picture task. Contextual grammar / संदर्भगत व्याकरण: Teaching grammar through meaningful spoken or written language. Application: Pupils explore past tense while revising a narrative of yesterday's trip.

**MCQ 090 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Pairs ask and answer questions to complete a picture task. (2) Children write a notice inviting families to an exhibition.**

A. Interaction / अंतःक्रिया | Purposeful writing / उद्देश्यपूर्ण लेखन

B. Purposeful writing / उद्देश्यपूर्ण लेखन | Interaction / अंतःक्रिया

C. Interaction / अंतःक्रिया | Vocabulary in context / संदर्भ में शब्दावली

D. Schema activation / पूर्वज्ञान सक्रियण | Purposeful writing / उद्देश्यपूर्ण लेखन

**Correct answer / सही उत्तर: A.** Interaction / अंतःक्रिया | Purposeful writing / उद्देश्यपूर्ण लेखन

**Explanation / व्याख्या**

Interaction / अंतःक्रिया: Exchange of meaning with others that supports language development. Application: Pairs ask and answer questions to complete a picture task. Purposeful writing / उद्देश्यपूर्ण लेखन: Writing for a meaningful audience and communicative purpose. Application: Children write a notice inviting families to an exhibition.

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**MCQ 091 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Interaction / अंतःक्रिया and Oral fluency / मौखिक प्रवाह.**

A. Producing connected speech with an appropriate flow. | Exchange of meaning with others that supports language development.

B. Producing an initial version of a text to develop ideas. | Producing connected speech with an appropriate flow.

C. Exchange of meaning with others that supports language development. | Producing connected speech with an appropriate flow.

D. Exchange of meaning with others that supports language development. | Writing for a meaningful audience and communicative purpose.

**Correct answer / सही उत्तर: C.** Exchange of meaning with others that supports language development. | Producing connected speech with an appropriate flow.

**Explanation / व्याख्या**

Interaction / अंतःक्रिया: Exchange of meaning with others that supports language development. Application: Pairs ask and answer questions to complete a picture task. Oral fluency / मौखिक प्रवाह: Producing connected speech with an appropriate flow. Application: A child describes a picture in several connected sentences.

**MCQ 092 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Interaction / अंतःक्रिया and Listening assessment / श्रवण आकलन.**

A. Pairs ask and answer questions to complete a picture task. | A child reads a dialogue aloud with meaningful pauses.

B. A pupil explains why a character changed their mind. | Pupils follow a spoken sequence of classroom directions.

C. Pupils follow a spoken sequence of classroom directions. | Pairs ask and answer questions to complete a picture task.

D. Pairs ask and answer questions to complete a picture task. | Pupils follow a spoken sequence of classroom directions.

**Correct answer / सही उत्तर: D.** Pairs ask and answer questions to complete a picture task. | Pupils follow a spoken sequence of classroom directions.

**Explanation / व्याख्या**

Interaction / अंतःक्रिया: Exchange of meaning with others that supports language development. Application: Pairs ask and answer questions to complete a picture task. Listening assessment / श्रवण आकलन: Gathering evidence of understanding spoken language. Application: Pupils follow a spoken sequence of classroom directions.

MCQ 093 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Interaction / अंतःक्रिया / Multilingual classroom / बहुभाषी कक्षा)**

A. Multilingual classroom / बहुभाषी कक्षा → Managing speaker and listener roles during conversation.

B. Turn-taking / बारी-बारी बोलना → Improving content, clarity and organisation of a draft.

C. Interaction / अंतःक्रिया → A classroom that recognises and uses learners' varied languages.

D. Interaction / अंतःक्रिया → Exchange of meaning with others that supports language development.

**Correct answer / सही उत्तर: D.** Interaction / अंतःक्रिया → Exchange of meaning with others that supports language development.

**Explanation / व्याख्या**

Interaction / अंतःक्रिया: Exchange of meaning with others that supports language development.
Application: Pairs ask and answer questions to complete a picture task.

MCQ 094 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Interaction / अंतःक्रिया / Shared reading / साझा पठन)**

A. Interaction / अंतःक्रिया → Pairs ask and answer questions to complete a picture task.

B. Interaction / अंतःक्रिया → The class joins in reading repeated lines of a big book.

C. Oral rehearsal / मौखिक पूर्वाभ्यास → Some pupils use sentence frames while others write freely.

D. Shared reading / साझा पठन → Pupils tell a partner what they plan to write about.

**Correct answer / सही उत्तर: A.** Interaction / अंतःक्रिया → Pairs ask and answer questions to complete a picture task.

**Explanation / व्याख्या**

Interaction / अंतःक्रिया: Exchange of meaning with others that supports language development.
Application: Pairs ask and answer questions to complete a picture task.

**MCQ 095 • CORE PRACTICE · FORM 01**

**Identify the concept described: Reducing anxiety and building confidence in language learning.**

A. Miscue analysis / अपसंकैत विश्लेषण

B. Shared reading / साझा पठन

C. Affective support / भावात्मक समर्थन

D. Home-language support / गृहभाषा समर्थन

**Correct answer / सही उत्तर: C.** Affective support / भावात्मक समर्थन

**Explanation / व्याख्या**

Affective support / भावात्मक समर्थन: Reducing anxiety and building confidence in language learning. Application: A teacher accepts tentative answers and avoids ridicule.

**MCQ 096 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A teacher accepts tentative answers and avoids ridicule.**

A. Intonation / स्वर उतार-चढ़ाव

B. Affective support / भावात्मक समर्थन

C. Listening assessment / श्रवण आकलन

D. Guided reading / निर्देशित पठन

**Correct answer / सही उत्तर: B.** Affective support / भावात्मक समर्थन

**Explanation / व्याख्या**

Affective support / भावात्मक समर्थन: Reducing anxiety and building confidence in language learning. Application: A teacher accepts tentative answers and avoids ridicule.

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MCQ 097 • CORE PRACTICE · FORM 03

**Which explanation best defines Affective support / भावात्मक समर्थन?**

A. Teacher and learners compose a text together.
B. Reducing anxiety and building confidence in language learning.
C. Practising speech in a meaningful context.
D. Breaking a spoken word into component sounds.

**Correct answer / सही उत्तर: B.** Reducing anxiety and building confidence in language learning.

**Explanation / व्याख्या**
Affective support / भावात्मक समर्थन: Reducing anxiety and building confidence in language learning. Application: A teacher accepts tentative answers and avoids ridicule.

MCQ 098 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Affective support / भावात्मक समर्थन?**

A. A teacher accepts tentative answers and avoids ridicule.
B. The class joins in reading repeated lines of a big book.
C. A child describes a picture in several connected sentences.
D. After hearing instructions, a pupil places objects in the correct order.

**Correct answer / सही उत्तर: A.** A teacher accepts tentative answers and avoids ridicule.

**Explanation / व्याख्या**
Affective support / भावात्मक समर्थन: Reducing anxiety and building confidence in language learning. Application: A teacher accepts tentative answers and avoids ridicule.

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MCQ 099 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Reducing anxiety and building confidence in language learning. (2) Teacher and learners read a visible text together.**

A. Shared reading / साझा पठन | Affective support / भावात्मक समर्थन

B. Affective support / भावात्मक समर्थन | Shared reading / साझा पठन

C. Affective support / भावात्मक समर्थन | Self-assessment / स्व-आकलन

D. Listening comprehension / श्रवण बोध | Shared reading / साझा पठन

**Correct answer / सही उत्तर: B.** Affective support / भावात्मक समर्थन | Shared reading / साझा पठन

**Explanation / व्याख्या**

Affective support / भावात्मक समर्थन: Reducing anxiety and building confidence in language learning. Application: A teacher accepts tentative answers and avoids ridicule. Shared reading / साझा पठन: Teacher and learners read a visible text together. Application: The class joins in reading repeated lines of a big book.

MCQ 100 • CORE PRACTICE · FORM 06

**Match the situations to concepts, in order. (1) A teacher accepts tentative answers and avoids ridicule. (2) A child infers the meaning of muddy from a story and picture.**

A. Vocabulary in context / संदर्भ में शब्दावली | Affective support / भावात्मक समर्थन

B. Editing / संपादन | Vocabulary in context / संदर्भ में शब्दावली

C. Affective support / भावात्मक समर्थन | Listening assessment / श्रवण आकलन

D. Affective support / भावात्मक समर्थन | Vocabulary in context / संदर्भ में शब्दावली

**Correct answer / सही उत्तर: D.** Affective support / भावात्मक समर्थन | Vocabulary in context / संदर्भ में शब्दावली

**Explanation / व्याख्या**

Affective support / भावात्मक समर्थन: Reducing anxiety and building confidence in language learning. Application: A teacher accepts tentative answers and avoids ridicule. Vocabulary in context / संदर्भ में शब्दावली: Learning word meanings from meaningful language use. Application: A child infers the meaning of muddy from a story and picture.

MCQ 101 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Affective support / भावात्मक समर्थन and Modelled writing / आदर्श लेखन.**

A. Demonstrating writing decisions and processes explicitly. | Reducing anxiety and building confidence in language learning.

B. Reducing anxiety and building confidence in language learning. | Adjusting support or task complexity while preserving language goals.

C. Reducing anxiety and building confidence in language learning. | Demonstrating writing decisions and processes explicitly.

D. Ability to notice and manipulate individual sounds in spoken words. | Demonstrating writing decisions and processes explicitly.

**Correct answer / सही उत्तर: C.** Reducing anxiety and building confidence in language learning. | Demonstrating writing decisions and processes explicitly.

**Explanation / व्याख्या**

Affective support / भावात्मक समर्थन: Reducing anxiety and building confidence in language learning. Application: A teacher accepts tentative answers and avoids ridicule. Modelled writing / आदर्श लेखन: Demonstrating writing decisions and processes explicitly. Application: A teacher writes an invitation while explaining choices of words and structure.

**MCQ 102 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Affective support / भावात्मक समर्थन and Turn-taking / बारी-बारी बोलना.**

A. A teacher accepts tentative answers and avoids ridicule. | A child infers that a character is worried from their actions.

B. Children wait for a partner to finish before responding. | A teacher accepts tentative answers and avoids ridicule.

C. A child infers the meaning of muddy from a story and picture. | Children wait for a partner to finish before responding.

D. A teacher accepts tentative answers and avoids ridicule. | Children wait for a partner to finish before responding.

**Correct answer / सही उत्तर: D.** A teacher accepts tentative answers and avoids ridicule. | Children wait for a partner to finish before responding.

**Explanation / व्याख्या**

Affective support / भावात्मक समर्थन: Reducing anxiety and building confidence in language learning. Application: A teacher accepts tentative answers and avoids ridicule. Turn-taking / बारी-बारी बोलना: Managing speaker and listener roles during conversation. Application: Children wait for a partner to finish before responding.

MCQ 103 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Affective support / भावात्मक समर्थन / Editing / संपादन)**

A. Affective support / भावात्मक समर्थन → Reducing anxiety and building confidence in language learning.

B. Writing rubric / लेखन मानदंड तालिका → Examining deviations in oral reading to understand reading strategies.

C. Affective support / भावात्मक समर्थन → Checking and correcting surface features of writing.

D. Editing / संपादन → Describing levels of written performance against clear criteria.

**Correct answer / सही उत्तर: A.** Affective support / भावात्मक समर्थन → Reducing anxiety and building confidence in language learning.

**Explanation / व्याख्या**

Affective support / भावात्मक समर्थन: Reducing anxiety and building confidence in language learning. Application: A teacher accepts tentative answers and avoids ridicule.

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MCQ 104 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Affective support / भावात्मक समर्थन / Contextual grammar / संदर्भगत व्याकरण)**

A. Language diversity / भाषायी विविधता → A child corrects spelling and punctuation before publishing.

B. Affective support / भावात्मक समर्थन → A teacher accepts tentative answers and avoids ridicule.

C. Affective support / भावात्मक समर्थन → Pupils explore past tense while revising a narrative of yesterday's trip.

D. Contextual grammar / संदर्भगत व्याकरण → Children compare ways of greeting across communities without ranking languages.

**Correct answer / सही उत्तर: B.** Affective support / भावात्मक समर्थन → A teacher accepts tentative answers and avoids ridicule.

**Explanation / व्याख्या**

Affective support / भावात्मक समर्थन: Reducing anxiety and building confidence in language learning. Application: A teacher accepts tentative answers and avoids ridicule.

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 02.01

**Explain Second language acquisition / द्वितीय भाषा अर्जन and give one classroom example.**

**Model answer:** Developing the ability to communicate in a language beyond one's first language. A learner gradually uses English to interact in daily classroom situations.

**REVISION 02.02**

**Explain Comprehensible input / बोधगम्य भाषायी सामग्री and give one classroom example.**

**Model answer:** Language that learners can understand with suitable contextual support. A teacher accompanies a new English instruction with gestures and objects.

**REVISION 02.03**

**Explain Language learning outcome / भाषायी अधिगम प्रतिफल and give one classroom example.**

**Model answer:** An observable expectation of language use after learning. Children can ask and answer simple questions about a picture.

**REVISION 02.04**

**Explain Language exposure / भाषा संपर्क and give one classroom example.**

**Model answer:** Opportunities to encounter meaningful language in use. Pupils hear English in songs, stories and classroom instructions.

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**REVISION 02.05**

**Explain Interaction / अंतःक्रिया and give one classroom example.**

**Model answer:** Exchange of meaning with others that supports language development. Pairs ask and answer questions to complete a picture task.

**REVISION 02.06**

**Explain Affective support / भावात्मक समर्थन and give one classroom example.**

**Model answer:** Reducing anxiety and building confidence in language learning. A teacher accepts tentative answers and avoids ridicule.

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CHAPTER 03 • 62 MCQs • 6 REVISION PROMPTS

# Four Block Approach and Oral Language Development

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Four-block approach / चार ब्लॉक उपागम

An integrated approach covering oral language, word recognition, reading and writing.

**Classroom example:** A lesson combines conversation, sound work, shared reading and a writing task.

### Listening comprehension / श्रवण बोध

Understanding meaning in spoken language.

**Classroom example:** After hearing instructions, a pupil places objects in the correct order.

### Situational conversation / परिस्थितिजन्य संवाद

Practising speech in a meaningful context.

**Classroom example:** Pairs act out asking for directions in English.

### Story retelling / कहानी पुनर्कथन

Reconstructing a heard or read narrative in one's own words.

**Classroom example:** A learner recounts the main events of a story in sequence.

### Oral rehearsal / मौखिक पूर्वाभ्यास

Practising ideas aloud before a speaking or writing task.

**Classroom example:** Pupils tell a partner what they plan to write about.

**Turn-taking / बारी-बारी बोलना**

Managing speaker and listener roles during conversation.

**Classroom example:** Children wait for a partner to finish before responding.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

**MCQ 105 • NEW CLASSROOM APPLICATION**

### Which activity encourages authentic speaking?

A. Only the highest scorer answers
B. Pupils repeat the same isolated sentence silently
C. Pairs exchange information to complete a picture task
D. Teacher speaks for the whole period

**Correct answer / सही उत्तर: C.** Pairs exchange information to complete a picture task

**Explanation / व्याख्या**

An information gap creates a reason to communicate.

**MCQ 106 • NEW CLASSROOM APPLICATION**

### Which combination provides complementary language experiences?

A. Only watching videos
B. Only weekly spelling tests
C. Only copying grammar rules
D. Guided reading, word work, writing and self-selected reading

**Correct answer / सही उत्तर: D.** Guided reading, word work, writing and self-selected reading

**Explanation / व्याख्या**

Different blocks support interconnected literacy skills.

## Core question bank

Ten related practice formats; core concepts recur for revision.

**MCQ 107 • CORE PRACTICE · FORM 01**

**Identify the concept described: An integrated approach covering oral language, word recognition, reading and writing.**

A. Language policy / भाषा नीति

B. Four-block approach / चार ब्लॉक उपागम

C. Multilingual classroom / बहुभाषी कक्षा

D. Inferential reading / अनुमानात्मक पठन

**Correct answer / सही उत्तर: B.** Four-block approach / चार ब्लॉक उपागम

**Explanation / व्याख्या**

Four-block approach / चार ब्लॉक उपागम: An integrated approach covering oral language, word recognition, reading and writing. Application: A lesson combines conversation, sound work, shared reading and a writing task.

**MCQ 108 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A lesson combines conversation, sound work, shared reading and a writing task.**

A. Four-block approach / चार ब्लॉक उपागम

B. Home-language support / गृहभाषा समर्थन

C. Miscue analysis / अपसंकैत विश्लेषण

D. Reading for specific information / विशिष्ट सूचना हेतु पठन

**Correct answer / सही उत्तर: A.** Four-block approach / चार ब्लॉक उपागम

**Explanation / व्याख्या**

Four-block approach / चार ब्लॉक उपागम: An integrated approach covering oral language, word recognition, reading and writing. Application: A lesson combines conversation, sound work, shared reading and a writing task.

MCQ 109 • CORE PRACTICE · FORM 03

**Which explanation best defines Four-block approach / चार ब्लॉक उपागम?**

A. Using a familiar language to support understanding of new content.

B. An integrated approach covering oral language, word recognition, reading and writing.

C. Teacher and learners compose a text together.

D. Selecting and sequencing activities aligned with intended learning.

**Correct answer / सही उत्तर: B.** An integrated approach covering oral language, word recognition, reading and writing.

**Explanation / व्याख्या**

Four-block approach / चार ब्लॉक उपागम: An integrated approach covering oral language, word recognition, reading and writing. Application: A lesson combines conversation, sound work, shared reading and a writing task.

MCQ 110 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Four-block approach / चार ब्लॉक उपागम?**

A. Pupils explore past tense while revising a narrative of yesterday's trip.

B. Pupils hear English in songs, stories and classroom instructions.

C. A lesson combines conversation, sound work, shared reading and a writing task.

D. Before a text about trains, pupils describe their own travel experiences.

**Correct answer / सही उत्तर: C.** A lesson combines conversation, sound work, shared reading and a writing task.

**Explanation / व्याख्या**

Four-block approach / चार ब्लॉक उपागम: An integrated approach covering oral language, word recognition, reading and writing. Application: A lesson combines conversation, sound work, shared reading and a writing task.

**MCQ 111 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) An integrated approach covering oral language, word recognition, reading and writing. (2) Producing connected speech with an appropriate flow.**

A. Oral fluency / मौखिक प्रवाह | Four-block approach / चार ब्लॉक उपागम

B. Four-block approach / चार ब्लॉक उपागम | Contextual grammar / संदर्भगत व्याकरण

C. Four-block approach / चार ब्लॉक उपागम | Oral fluency / मौखिक प्रवाह

D. Second language acquisition / द्वितीय भाषा अर्जन | Oral fluency / मौखिक प्रवाह

**Correct answer / सही उत्तर: C.** Four-block approach / चार ब्लॉक उपागम | Oral fluency / मौखिक प्रवाह

**Explanation / व्याख्या**

Four-block approach / चार ब्लॉक उपागम: An integrated approach covering oral language, word recognition, reading and writing. Application: A lesson combines conversation, sound work, shared reading and a writing task. Oral fluency / मौखिक प्रवाह: Producing connected speech with an appropriate flow. Application: A child describes a picture in several connected sentences.

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**MCQ 112 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A lesson combines conversation, sound work, shared reading and a writing task. (2) A learner writes the first version of a story before editing.**

A. Language exposure / भाषा संपर्क| Drafting / प्रारूप लेखन

B. Four-block approach / चार ब्लॉक उपागम | Drafting / प्रारूप लेखन

C. Drafting / प्रारूप लेखन | Four-block approach / चार ब्लॉक उपागम

D. Four-block approach / चार ब्लॉक उपागम | Writing rubric / लेखन मानदंड तालिका

**Correct answer / सही उत्तर: B.** Four-block approach / चार ब्लॉक उपागम | Drafting / प्रारूप लेखन

**Explanation / व्याख्या**

Four-block approach / चार ब्लॉक उपागम: An integrated approach covering oral language, word recognition, reading and writing. Application: A lesson combines conversation, sound work, shared reading and a writing task. Drafting / प्रारूप लेखन: Producing an initial version of a text to develop ideas. Application: A learner writes the first version of a story before editing.

**MCQ 113 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Four-block approach / चार ब्लॉक उपागम and Segmenting / ध्वनि विभाजन.**

A. Teaching grammar through meaningful spoken or written language. | Breaking a spoken word into component sounds.

B. An integrated approach covering oral language, word recognition, reading and writing. | Opportunities to encounter meaningful language in use.

C. Breaking a spoken word into component sounds. | An integrated approach covering oral language, word recognition, reading and writing.

D. An integrated approach covering oral language, word recognition, reading and writing. | Breaking a spoken word into component sounds.

**Correct answer / सही उत्तर: D.** An integrated approach covering oral language, word recognition, reading and writing. | Breaking a spoken word into component sounds.

**Explanation / व्याख्या**

Four-block approach / चार ब्लॉक उपागम: An integrated approach covering oral language, word recognition, reading and writing. Application: A lesson combines conversation, sound work, shared reading and a writing task. Segmenting / ध्वनि विभाजन: Breaking a spoken word into component sounds. Application: A child identifies the three sounds in dog.

**MCQ 114 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Four-block approach / चार ब्लॉक उपागम and Drafting / प्रारूप लेखन.**

A. A school considers national curricular recommendations when planning language instruction. | A learner writes the first version of a story before editing.

B. A learner writes the first version of a story before editing. | A lesson combines conversation, sound work, shared reading and a writing task.

C. A lesson combines conversation, sound work, shared reading and a writing task. | A learner writes the first version of a story before editing.

D. A lesson combines conversation, sound work, shared reading and a writing task. | Pupils explore past tense while revising a narrative of yesterday's trip.

**Correct answer / सही उत्तर: C.** A lesson combines conversation, sound work, shared reading and a writing task. | A learner writes the first version of a story before editing.

**Explanation / व्याख्या**

Four-block approach / चार ब्लॉक उपागम: An integrated approach covering oral language, word recognition, reading and writing. Application: A lesson combines conversation, sound work, shared reading and a writing task. Drafting / प्रारूप लेखन: Producing an initial version of a text to develop ideas. Application: A learner writes the first version of a story before editing.

**MCQ 115 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Four-block approach / चार ब्लॉक उपागम / Reading for specific information / विशिष्ट सूचना हेतु पठन)**

A. Four-block approach / चार ब्लॉक उपागम → Locating a particular detail in a text.

B. Language policy / भाषा नीति → Exchange of meaning with others that supports language development.

C. Four-block approach / चार ब्लॉक उपागम → An integrated approach covering oral language, word recognition, reading and writing.

D. Reading for specific information / विशिष्ट सूचना हेतु पठन → Guidance about the place and use of languages in education.

**Correct answer / सही उत्तर: C.** Four-block approach / चार ब्लॉक उपागम → An integrated approach covering oral language, word recognition, reading and writing.

**Explanation / व्याख्या**

Four-block approach / चार ब्लॉक उपागम: An integrated approach covering oral language, word recognition, reading and writing. Application: A lesson combines conversation, sound work, shared reading and a writing task.

**MCQ 116 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Four-block approach / चार ब्लॉक उपागम / Language learning outcome / भाषायी अधिगम प्रतिफल)**

A. Four-block approach / चार ब्लॉक उपागम → Children can ask and answer simple questions about a picture.

B. Four-block approach / चार ब्लॉक उपागम → A lesson combines conversation, sound work, shared reading and a writing task.

C. Language learning outcome / भाषायी अधिगम प्रतिफल → Before a text about trains, pupils describe their own travel experiences.

D. Schema activation / पूर्वज्ञान सक्रियण → A teacher plans oral rehearsal, reading and a short writing task around an outcome.

**Correct answer / सही उत्तर: B.** Four-block approach / चार ब्लॉक उपागम → A lesson combines conversation, sound work, shared reading and a writing task.

**Explanation / व्याख्या**

Four-block approach / चार ब्लॉक उपागम: An integrated approach covering oral language, word recognition, reading and writing. Application: A lesson combines conversation, sound work, shared reading and a writing task.

**MCQ 117 • CORE PRACTICE · FORM 01**

**Identify the concept described: Understanding meaning in spoken language.**

A. Interaction / अंतःक्रिया

B. Drafting / प्रारूप लेखन

C. Lesson planning / पाठ योजना

D. Listening comprehension / श्रवण बोध

**Correct answer / सही उत्तर: D.** Listening comprehension / श्रवण बोध

**Explanation / व्याख्या**

Listening comprehension / श्रवण बोध: Understanding meaning in spoken language. Application: After hearing instructions, a pupil places objects in the correct order.

**MCQ 118 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? After hearing instructions, a pupil places objects in the correct order.**

A. Comprehensible input / बोधगम्य भाषायी सामग्री

B. Learning sequence / अधिगम क्रम

C. Listening comprehension / श्रवण बोध

D. Language diversity / भाषायी विविधता

**Correct answer / सही उत्तर: C.** Listening comprehension / श्रवण बोध

**Explanation / व्याख्या**

Listening comprehension / श्रवण बोध: Understanding meaning in spoken language. Application: After hearing instructions, a pupil places objects in the correct order.

**MCQ 119 • CORE PRACTICE · FORM 03**

**Which explanation best defines Listening comprehension / श्रवण बोध?**

A. Learning word meanings from meaningful language use.

B. Understanding meaning in spoken language.

C. Opportunities to encounter meaningful language in use.

D. Describing levels of written performance against clear criteria.

**Correct answer / सही उत्तर: B.** Understanding meaning in spoken language.

**Explanation / व्याख्या**

Listening comprehension / श्रवण बोध: Understanding meaning in spoken language. Application: After hearing instructions, a pupil places objects in the correct order.

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MCQ 120 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Listening comprehension / श्रवण बोध?**

A. After hearing instructions, a pupil places objects in the correct order.

B. Pupils compare greetings in their home languages and English.

C. A teacher plans oral rehearsal, reading and a short writing task around an outcome.

D. The class joins in reading repeated lines of a big book.

**Correct answer / सही उत्तर: A.** After hearing instructions, a pupil places objects in the correct order.

**Explanation / व्याख्या**

Listening comprehension / श्रवण बोध: Understanding meaning in spoken language. Application: After hearing instructions, a pupil places objects in the correct order.

MCQ 121 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Understanding meaning in spoken language. (2) Selecting and sequencing activities aligned with intended learning.**

A. Lesson planning / पाठ योजना | Listening comprehension / श्रवण बोध

B. Listening comprehension / श्रवण बोध | Modelled writing / आदर्श लेखन

C. Language learning outcome / भाषायी अधिगम प्रतिफल | Lesson planning / पाठ योजना

D. Listening comprehension / श्रवण बोध | Lesson planning / पाठ योजना

**Correct answer / सही उत्तर: D.** Listening comprehension / श्रवण बोध | Lesson planning / पाठ योजना

**Explanation / व्याख्या**

Listening comprehension / श्रवण बोध: Understanding meaning in spoken language. Application: After hearing instructions, a pupil places objects in the correct order. Lesson planning / पाठ योजना: Selecting and sequencing activities aligned with intended learning. Application: A teacher plans oral rehearsal, reading and a short writing task around an outcome.

**MCQ 122 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) After hearing instructions, a pupil places objects in the correct order. (2) A child identifies the three sounds in dog.**

A. Modelled writing / आदर्श लेखन | Segmenting / ध्वनि विभाजन

B. Listening comprehension / श्रवण बोध | Language diversity / भाषायी विविधता

C. Listening comprehension / श्रवण बोध | Segmenting / ध्वनि विभाजन

D. Segmenting / ध्वनि विभाजन | Listening comprehension / श्रवण बोध

**Correct answer / सही उत्तर: C.** Listening comprehension / श्रवण बोध | Segmenting / ध्वनि विभाजन

**Explanation / व्याख्या**

Listening comprehension / श्रवण बोध: Understanding meaning in spoken language. Application: After hearing instructions, a pupil places objects in the correct order. Segmenting / ध्वनि विभाजन: Breaking a spoken word into component sounds. Application: A child identifies the three sounds in dog.

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MCQ 123 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Listening comprehension / श्रवण बोध and Second language acquisition / द्वितीय भाषा अर्जन.**

A. Developing the ability to communicate in a language beyond one's first language. | Understanding meaning in spoken language.

B. Understanding meaning in spoken language. | Reading a shorter text closely for detailed understanding.

C. Producing an initial version of a text to develop ideas. | Developing the ability to communicate in a language beyond one's first language.

D. Understanding meaning in spoken language. | Developing the ability to communicate in a language beyond one's first language.

**Correct answer / सही उत्तर: D.** Understanding meaning in spoken language. | Developing the ability to communicate in a language beyond one's first language.

**Explanation / व्याख्या**

Listening comprehension / श्रवण बोध: Understanding meaning in spoken language. Application: After hearing instructions, a pupil places objects in the correct order. Second language acquisition / द्वितीय भाषा अर्जन: Developing the ability to communicate in a language beyond one's first language. Application: A learner gradually uses English to interact in daily classroom situations.

**MCQ 124 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Listening comprehension / श्रवण बोध and Miscue analysis / अपसंकैत विश्लेषण.**

A. The teacher records when a pupil substitutes a word and analyses the clues used. | After hearing instructions, a pupil places objects in the correct order.

B. After hearing instructions, a pupil places objects in the correct order. | The teacher records when a pupil substitutes a word and analyses the clues used.

C. Children write a notice inviting families to an exhibition. | The teacher records when a pupil substitutes a word and analyses the clues used.

D. After hearing instructions, a pupil places objects in the correct order. | Partners suggest one improvement to each other's stories.

**Correct answer / सही उत्तर: B.** After hearing instructions, a pupil places objects in the correct order. | The teacher records when a pupil substitutes a word and analyses the clues used.

**Explanation / व्याख्या**

Listening comprehension / श्रवण बोध: Understanding meaning in spoken language. Application: After hearing instructions, a pupil places objects in the correct order. Miscue analysis / अपसंकैत विश्लेषण: Examining deviations in oral reading to understand reading strategies. Application: The teacher records when a pupil substitutes a word and analyses the clues used.

**MCQ 125 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Listening comprehension / श्रवण बोध / Interaction / अंतःक्रिया)**

A. Interaction / अंतःक्रिया → Using a familiar language to support understanding of new content.

B. Home-language support / गृहभाषा समर्थन → Teacher and learners compose a text together.

C. Listening comprehension / श्रवण बोध → Exchange of meaning with others that supports language development.

D. Listening comprehension / श्रवण बोध → Understanding meaning in spoken language.

**Correct answer / सही उत्तर: D.** Listening comprehension / श्रवण बोध → Understanding meaning in spoken language.

**Explanation / व्याख्या**

Listening comprehension / श्रवण बोध: Understanding meaning in spoken language. Application: After hearing instructions, a pupil places objects in the correct order.

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MCQ 126 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Listening comprehension / श्रवण बोध / Intonation / स्वर उतार-चढ़ाव)**

A. Listening comprehension / श्रवण बोध → After hearing instructions, a pupil places objects in the correct order.

B. Miscue analysis / अपसंकैत विश्लेषण → A lesson moves from picture talk to reading and independent response.

C. Listening comprehension / श्रवण बोध → A learner changes pitch while asking a question aloud.

D. Intonation / स्वर उतार-चढ़ाव → The teacher records when a pupil substitutes a word and analyses the clues used.

**Correct answer / सही उत्तर: A.** Listening comprehension / श्रवण बोध → After hearing instructions, a pupil places objects in the correct order.

**Explanation / व्याख्या**

Listening comprehension / श्रवण बोध: Understanding meaning in spoken language. Application: After hearing instructions, a pupil places objects in the correct order.

MCQ 127 • CORE PRACTICE · FORM 01

**Identify the concept described: Practising speech in a meaningful context.**

A. Curriculum alignment / पाठ्यचर्या संरेखण

B. Intonation / स्वर उतार-चढ़ाव

C. Language exposure / भाषा संपर्क

D. Situational conversation / परिस्थितिजन्य संवाद

**Correct answer / सही उत्तर: D.** Situational conversation / परिस्थितिजन्य संवाद

**Explanation / व्याख्या**

Situational conversation / परिस्थितिजन्य संवाद: Practising speech in a meaningful context. Application: Pairs act out asking for directions in English.

**MCQ 128 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Pairs act out asking for directions in English.**

A. Situational conversation / परिस्थितिजन्य संवाद

B. Reading for specific information / विशिष्ट सूचना हेतु पठन

C. Extensive reading / विस्तृत पठन

D. Interaction / अंतःक्रिया

**Correct answer / सही उत्तर: A.** Situational conversation / परिस्थितिजन्य संवाद

**Explanation / व्याख्या**

Situational conversation / परिस्थितिजन्य संवाद: Practising speech in a meaningful context.
Application: Pairs act out asking for directions in English.

**MCQ 129 • CORE PRACTICE · FORM 03**

**Which explanation best defines Situational conversation / परिस्थितिजन्य संवाद?**

A. Constructing meaning from written text.

B. Practising speech in a meaningful context.

C. Constructive comments from classmates based on agreed criteria.

D. Recognising and valuing the different languages and varieties used by learners.

**Correct answer / सही उत्तर: B.** Practising speech in a meaningful context.

**Explanation / व्याख्या**

Situational conversation / परिस्थितिजन्य संवाद: Practising speech in a meaningful context.
Application: Pairs act out asking for directions in English.

MCQ 130 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Situational conversation / परिस्थितिजन्य संवाद?**

A. A pupil distinguishes lowercase b from lowercase d.

B. Pairs act out asking for directions in English.

C. A learner writes the first version of a story before editing.

D. A group examines a paragraph to find evidence for an inference.

**Correct answer / सही उत्तर: B.** Pairs act out asking for directions in English.

**Explanation / व्याख्या**

Situational conversation / परिस्थितिजन्य संवाद: Practising speech in a meaningful context. Application: Pairs act out asking for directions in English.

MCQ 131 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Practising speech in a meaningful context. (2) Guidance about the place and use of languages in education.**

A. Situational conversation / परिस्थितिजन्य संवाद | Language policy / भाषा नीति

B. Intonation / स्वर उतार-चढ़ाव | Language policy / भाषा नीति

C. Language policy / भाषा नीति | Situational conversation / परिस्थितिजन्य संवाद

D. Situational conversation / परिस्थितिजन्य संवाद | Inferential reading / अनुमानात्मक पठन

**Correct answer / सही उत्तर: A.** Situational conversation / परिस्थितिजन्य संवाद | Language policy / भाषा नीति

**Explanation / व्याख्या**

Situational conversation / परिस्थितिजन्य संवाद: Practising speech in a meaningful context. Application: Pairs act out asking for directions in English. Language policy / भाषा नीति: Guidance about the place and use of languages in education. Application: A school considers national curricular recommendations when planning language instruction.

**MCQ 132 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Pairs act out asking for directions in English. (2) A learner changes pitch while asking a question aloud.**

A. Comprehensible input / बोधगम्य भाषायी सामग्री | Intonation / स्वर उतार-चढ़ाव

B. Situational conversation / परिस्थितिजन्य संवाद | Guided reading / निर्देशित पठन

C. Intonation / स्वर उतार-चढ़ाव | Situational conversation / परिस्थितिजन्य संवाद

D. Situational conversation / परिस्थितिजन्य संवाद | Intonation / स्वर उतार-चढ़ाव

**Correct answer / सही उत्तर: D.** Situational conversation / परिस्थितिजन्य संवाद | Intonation / स्वर उतार-चढ़ाव

**Explanation / व्याख्या**

Situational conversation / परिस्थितिजन्य संवाद: Practising speech in a meaningful context. Application: Pairs act out asking for directions in English. Intonation / स्वर उतार-चढ़ाव: Variation in pitch that helps convey meaning and attitude. Application: A learner changes pitch while asking a question aloud.

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MCQ 133 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Situational conversation / परिस्थितिजन्य संवाद and Interaction / अंतःक्रिया.**

A. Exchange of meaning with others that supports language development. | Practising speech in a meaningful context.

B. Teacher-supported reading in a group matched to learning needs. | Exchange of meaning with others that supports language development.

C. Practising speech in a meaningful context. | Exchange of meaning with others that supports language development.

D. Practising speech in a meaningful context. | Describing levels of written performance against clear criteria.

**Correct answer / सही उत्तर: C.** Practising speech in a meaningful context. | Exchange of meaning with others that supports language development.

**Explanation / व्याख्या**

Situational conversation / परिस्थितिजन्य संवाद: Practising speech in a meaningful context. Application: Pairs act out asking for directions in English. Interaction / अंतःक्रिया: Exchange of meaning with others that supports language development. Application: Pairs ask and answer questions to complete a picture task.

MCQ 134 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Situational conversation / परिस्थितिजन्य संवाद and Schema activation / पूर्वज्ञान सक्रियण.**

A. Pairs act out asking for directions in English. | A learner changes pitch while asking a question aloud.

B. Pairs act out asking for directions in English. | Before a text about trains, pupils describe their own travel experiences.

C. A pupil names the animal mentioned in the first paragraph. | Before a text about trains, pupils describe their own travel experiences.

D. Before a text about trains, pupils describe their own travel experiences. | Pairs act out asking for directions in English.

**Correct answer / सही उत्तर: B.** Pairs act out asking for directions in English. | Before a text about trains, pupils describe their own travel experiences.

**Explanation / व्याख्या**

Situational conversation / परिस्थितिजन्य संवाद: Practising speech in a meaningful context. Application: Pairs act out asking for directions in English. Schema activation / पूर्वज्ञान सक्रियण: Bringing relevant background knowledge into a reading task. Application: Before a text about trains, pupils describe their own travel experiences.

**MCQ 135 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Situational conversation / परिस्थितिजन्य संवाद / Schema activation / पूर्वज्ञान सक्रियण)**

A. Situational conversation / परिस्थितिजन्य संवाद → Bringing relevant background knowledge into a reading task.

B. Schema activation / पूर्वज्ञान सक्रियण → Learning word meanings from meaningful language use.

C. Vocabulary in context / संदर्भ में शब्दावली → Teacher and learners compose a text together.

D. Situational conversation / परिस्थितिजन्य संवाद → Practising speech in a meaningful context.

**Correct answer / सही उत्तर: D.** Situational conversation / परिस्थितिजन्य संवाद → Practising speech in a meaningful context.

**Explanation / व्याख्या**

Situational conversation / परिस्थितिजन्य संवाद: Practising speech in a meaningful context.
Application: Pairs act out asking for directions in English.

MCQ 136 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Situational conversation / परिस्थितिजन्य संवाद / Language policy / भाषा नीति)**

A. Language policy / भाषा नीति → Children suggest sentences while the teacher records their ideas.

B. Situational conversation / परिस्थितिजन्य संवाद → A school considers national curricular recommendations when planning language instruction.

C. Situational conversation / परिस्थितिजन्य संवाद → Pairs act out asking for directions in English.

D. Shared writing / साझा लेखन → A pupil scans a timetable to find the departure time.

**Correct answer / सही उत्तर: C.** Situational conversation / परिस्थितिजन्य संवाद → Pairs act out asking for directions in English.

**Explanation / व्याख्या**

Situational conversation / परिस्थितिजन्य संवाद: Practising speech in a meaningful context.
Application: Pairs act out asking for directions in English.

MCQ 137 • CORE PRACTICE · FORM 01

**Identify the concept described: Reconstructing a heard or read narrative in one's own words.**

A. Comprehensible input / बोधगम्य भाषायी सामग्री

B. Peer feedback / सहपाठी प्रतिक्रिया

C. Letter recognition / अक्षर पहचान

D. Story retelling / कहानी पुनर्कथन

**Correct answer / सही उत्तर: D.** Story retelling / कहानी पुनर्कथन

**Explanation / व्याख्या**

Story retelling / कहानी पुनर्कथन: Reconstructing a heard or read narrative in one's own words.
Application: A learner recounts the main events of a story in sequence.

**MCQ 138 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A learner recounts the main events of a story in sequence.**

A. Editing / संपादन

B. Story retelling / कहानी पुनर्कथन

C. Reading for specific information / विशिष्ट सूचना हेतु पठन

D. Learning sequence / अधिगम क्रम

**Correct answer / सही उत्तर: B.** Story retelling / कहानी पुनर्कथन

**Explanation / व्याख्या**

Story retelling / कहानी पुनर्कथन: Reconstructing a heard or read narrative in one's own words.
Application: A learner recounts the main events of a story in sequence.

**MCQ 139 • CORE PRACTICE · FORM 03**

**Which explanation best defines Story retelling / कहानी पुनर्कथन?**

A. Variation in pitch that helps convey meaning and attitude.

B. Reconstructing a heard or read narrative in one's own words.

C. Ability to notice and manipulate individual sounds in spoken words.

D. Developing the ability to communicate in a language beyond one's first language.

**Correct answer / सही उत्तर: B.** Reconstructing a heard or read narrative in one's own words.

**Explanation / व्याख्या**

Story retelling / कहानी पुनर्कथन: Reconstructing a heard or read narrative in one's own words.
Application: A learner recounts the main events of a story in sequence.

MCQ 140 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Story retelling / कहानी पुनर्कथन?**

A. A learner recounts the main events of a story in sequence.

B. A child reads a dialogue aloud with meaningful pauses.

C. A child identifies the three sounds in dog.

D. Pupils hear English in songs, stories and classroom instructions.

**Correct answer / सही उत्तर: A.** A learner recounts the main events of a story in sequence.

**Explanation / व्याख्या**

Story retelling / कहानी पुनर्कथन: Reconstructing a heard or read narrative in one's own words. Application: A learner recounts the main events of a story in sequence.

MCQ 141 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Reconstructing a heard or read narrative in one's own words. (2) Bringing relevant background knowledge into a reading task.**

A. Story retelling / कहानी पुनर्कथन | Schema activation / पूर्वज्ञान सक्रियण

B. Purposeful writing / उद्देश्यपूर्ण लेखन | Schema activation / पूर्वज्ञान सक्रियण

C. Story retelling / कहानी पुनर्कथन | Differentiated language tasks / विभेदित भाषा कार्य

D. Schema activation / पूर्वज्ञान सक्रियण | Story retelling / कहानी पुनर्कथन

**Correct answer / सही उत्तर: A.** Story retelling / कहानी पुनर्कथन | Schema activation / पूर्वज्ञान सक्रियण

**Explanation / व्याख्या**

Story retelling / कहानी पुनर्कथन: Reconstructing a heard or read narrative in one's own words. Application: A learner recounts the main events of a story in sequence. Schema activation / पूर्वज्ञान सक्रियण: Bringing relevant background knowledge into a reading task. Application: Before a text about trains, pupils describe their own travel experiences.

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**MCQ 142 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A learner recounts the main events of a story in sequence. (2) A child infers that a character is worried from their actions.**

A. Story retelling / कहानी पुनर्कथन | Inferential reading / अनुमानात्मक पठन

B. Story retelling / कहानी पुनर्कथन | Listening assessment / श्रवण आकलन

C. Inferential reading / अनुमानात्मक पठन | Story retelling / कहानी पुनर्कथन

D. Affective support / भावात्मक समर्थन | Inferential reading / अनुमानात्मक पठन

**Correct answer / सही उत्तर: A.** Story retelling / कहानी पुनर्कथन | Inferential reading / अनुमानात्मक पठन

**Explanation / व्याख्या**

Story retelling / कहानी पुनर्कथन: Reconstructing a heard or read narrative in one's own words. Application: A learner recounts the main events of a story in sequence. Inferential reading / अनुमानात्मक पठन: Using textual clues to understand information not stated directly. Application: A child infers that a character is worried from their actions.

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**MCQ 143 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Story retelling / कहानी पुनर्कथन and Curriculum alignment / पाठ्यचर्या संरेखण.**

A. Identifying information explicitly stated in a text. | Connecting language activities and assessment to intended curricular learning.

B. Reconstructing a heard or read narrative in one's own words. | Connecting language activities and assessment to intended curricular learning.

C. Connecting language activities and assessment to intended curricular learning. | Reconstructing a heard or read narrative in one's own words.

D. Reconstructing a heard or read narrative in one's own words. | Teacher and learners compose a text together.

**Correct answer / सही उत्तर: B.** Reconstructing a heard or read narrative in one's own words. | Connecting language activities and assessment to intended curricular learning.

**Explanation / व्याख्या**

Story retelling / कहानी पुनर्कथन: Reconstructing a heard or read narrative in one's own words. Application: A learner recounts the main events of a story in sequence. Curriculum alignment / पाठ्यचर्या संरेखण: Connecting language activities and assessment to intended curricular learning. Application: A listening activity assesses the stated listening outcome rather than handwriting.

MCQ 144 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Story retelling / कहानी पुनर्कथन and Language exposure / भाषा संपर्क**

A. Children suggest sentences while the teacher records their ideas. | Pupils hear English in songs, stories and classroom instructions.

B. A learner recounts the main events of a story in sequence. | A school considers national curricular recommendations when planning language instruction.

C. Pupils hear English in songs, stories and classroom instructions. | A learner recounts the main events of a story in sequence.

D. A learner recounts the main events of a story in sequence. | Pupils hear English in songs, stories and classroom instructions.

**Correct answer / सही उत्तर: D.** A learner recounts the main events of a story in sequence. | Pupils hear English in songs, stories and classroom instructions.

**Explanation / व्याख्या**

Story retelling / कहानी पुनर्कथन: Reconstructing a heard or read narrative in one's own words. Application: A learner recounts the main events of a story in sequence. Language exposure / भाषा संपर्क Opportunities to encounter meaningful language in use. Application: Pupils hear English in songs, stories and classroom instructions.

**MCQ 145 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Story retelling / कहानी पुनर्कथन / Comprehensible input / बोधगम्य भाषायी सामग्री)**

A. Lesson planning / पाठ योजना → Locating a particular detail in a text.

B. Story retelling / कहानी पुनर्कथन → Language that learners can understand with suitable contextual support.

C. Comprehensible input / बोधगम्य भाषायी सामग्री → Selecting and sequencing activities aligned with intended learning.

D. Story retelling / कहानी पुनर्कथन → Reconstructing a heard or read narrative in one's own words.

**Correct answer / सही उत्तर: D.** Story retelling / कहानी पुनर्कथन → Reconstructing a heard or read narrative in one's own words.

**Explanation / व्याख्या**

Story retelling / कहानी पुनर्कथन: Reconstructing a heard or read narrative in one's own words.
Application: A learner recounts the main events of a story in sequence.

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MCQ 146 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Story retelling / कहानी पुनर्कथन / Learning sequence / अधिगम क्रम)**

A. Story retelling / कहानी पुनर्कथन → A learner recounts the main events of a story in sequence.

B. Learning sequence / अधिगम क्रम → A group examines a paragraph to find evidence for an inference.

C. Story retelling / कहानी पुनर्कथन → A lesson moves from picture talk to reading and independent response.

D. Intensive reading / गहन पठन → A teacher gives separate feedback on ideas, organisation and language.

**Correct answer / सही उत्तर: A.** Story retelling / कहानी पुनर्कथन → A learner recounts the main events of a story in sequence.

**Explanation / व्याख्या**

Story retelling / कहानी पुनर्कथन: Reconstructing a heard or read narrative in one's own words.
Application: A learner recounts the main events of a story in sequence.

MCQ 147 • CORE PRACTICE · FORM 01

**Identify the concept described: Practising ideas aloud before a speaking or writing task.**

A. Shared writing / साझा लेखन

B. Peer feedback / सहपाठी प्रतिक्रिया

C. Oral rehearsal / मौखिक पूर्वाभ्यास

D. Home-language support / गृहभाषा समर्थन

**Correct answer / सही उत्तर: C.** Oral rehearsal / मौखिक पूर्वाभ्यास

**Explanation / व्याख्या**

Oral rehearsal / मौखिक पूर्वाभ्यास: Practising ideas aloud before a speaking or writing task.
Application: Pupils tell a partner what they plan to write about.

**MCQ 148 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Pupils tell a partner what they plan to write about.**

A. Modelled writing / आदर्श लेखन

B. Oral rehearsal / मौखिक पूर्वाभ्यास

C. Writing rubric / लेखन मानदंड तालिका

D. Reading for specific information / विशिष्ट सूचना हेतु पठन

**Correct answer / सही उत्तर: B.** Oral rehearsal / मौखिक पूर्वाभ्यास

**Explanation / व्याख्या**

Oral rehearsal / मौखिक पूर्वाभ्यास: Practising ideas aloud before a speaking or writing task.
Application: Pupils tell a partner what they plan to write about.

**MCQ 149 • CORE PRACTICE · FORM 03**

**Which explanation best defines Oral rehearsal / मौखिक पूर्वाभ्यास?**

A. Practising ideas aloud before a speaking or writing task.

B. Developing the ability to communicate in a language beyond one's first language.

C. Breaking a spoken word into component sounds.

D. Adjusting support or task complexity while preserving language goals.

**Correct answer / सही उत्तर: A.** Practising ideas aloud before a speaking or writing task.

**Explanation / व्याख्या**

Oral rehearsal / मौखिक पूर्वाभ्यास: Practising ideas aloud before a speaking or writing task.
Application: Pupils tell a partner what they plan to write about.

MCQ 150 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Oral rehearsal / मौखिक पूर्वाभ्यास?**

A. Pupils tell a partner what they plan to write about.

B. A pupil combines /k/, /æ/ and /t/ to read cat.

C. A learner writes the first version of a story before editing.

D. Before a text about trains, pupils describe their own travel experiences.

**Correct answer / सही उत्तर: A.** Pupils tell a partner what they plan to write about.

**Explanation / व्याख्या**

Oral rehearsal / मौखिक पूर्वाभ्यास: Practising ideas aloud before a speaking or writing task. Application: Pupils tell a partner what they plan to write about.

MCQ 151 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Practising ideas aloud before a speaking or writing task. (2) Variation in pitch that helps convey meaning and attitude.**

A. Blending / ध्वनि संयोजन | Intonation / स्वर उतार-चढ़ाव

B. Intonation / स्वर उतार-चढ़ाव | Oral rehearsal / मौखिक पूर्वाभ्यास

C. Oral rehearsal / मौखिक पूर्वाभ्यास | Intonation / स्वर उतार-चढ़ाव

D. Oral rehearsal / मौखिक पूर्वाभ्यास | Reading fluency / पठन प्रवाह

**Correct answer / सही उत्तर: C.** Oral rehearsal / मौखिक पूर्वाभ्यास | Intonation / स्वर उतार-चढ़ाव

**Explanation / व्याख्या**

Oral rehearsal / मौखिक पूर्वाभ्यास: Practising ideas aloud before a speaking or writing task. Application: Pupils tell a partner what they plan to write about. Intonation / स्वर उतार-चढ़ाव: Variation in pitch that helps convey meaning and attitude. Application: A learner changes pitch while asking a question aloud.

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**MCQ 152 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Pupils tell a partner what they plan to write about. (2) A teacher plans oral rehearsal, reading and a short writing task around an outcome.**

A. Oral rehearsal / मौखिक पूर्वाभ्यास | Editing / संपादन

B. Blending / ध्वनि संयोजन | Lesson planning / पाठ योजना

C. Lesson planning / पाठ योजना | Oral rehearsal / मौखिक पूर्वाभ्यास

D. Oral rehearsal / मौखिक पूर्वाभ्यास | Lesson planning / पाठ योजना

**Correct answer / सही उत्तर: D.** Oral rehearsal / मौखिक पूर्वाभ्यास | Lesson planning / पाठ योजना

**Explanation / व्याख्या**

Oral rehearsal / मौखिक पूर्वाभ्यास: Practising ideas aloud before a speaking or writing task. Application: Pupils tell a partner what they plan to write about. Lesson planning / पाठ योजना: Selecting and sequencing activities aligned with intended learning. Application: A teacher plans oral rehearsal, reading and a short writing task around an outcome.

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**MCQ 153 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Oral rehearsal / मौखिक पूर्वाभ्यास and Language diversity / भाषायी विविधता.**

A. Practising ideas aloud before a speaking or writing task. | Reducing anxiety and building confidence in language learning.

B. Practising ideas aloud before a speaking or writing task. | Recognising and valuing the different languages and varieties used by learners.

C. Learners judging their own progress against criteria. | Recognising and valuing the different languages and varieties used by learners.

D. Recognising and valuing the different languages and varieties used by learners. | Practising ideas aloud before a speaking or writing task.

**Correct answer / सही उत्तर: B.** Practising ideas aloud before a speaking or writing task. | Recognising and valuing the different languages and varieties used by learners.

**Explanation / व्याख्या**

Oral rehearsal / मौखिक पूर्वाभ्यास: Practising ideas aloud before a speaking or writing task. Application: Pupils tell a partner what they plan to write about. Language diversity / भाषायी विविधता: Recognising and valuing the different languages and varieties used by learners. Application: Children compare ways of greeting across communities without ranking languages.

MCQ 154 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Oral rehearsal / मौखिक पूर्वाभ्यास and Revision / पुनरीक्षण.**

A. Pupils tell a partner what they plan to write about. | A pupil rearranges events to make a story easier to follow.

B. Pupils tell a partner what they plan to write about. | Pairs ask and answer questions to complete a picture task.

C. A pupil rearranges events to make a story easier to follow. | Pupils tell a partner what they plan to write about.

D. A school considers national curricular recommendations when planning language instruction. | A pupil rearranges events to make a story easier to follow.

**Correct answer / सही उत्तर: A.** Pupils tell a partner what they plan to write about. | A pupil rearranges events to make a story easier to follow.

**Explanation / व्याख्या**

Oral rehearsal / मौखिक पूर्वाभ्यास: Practising ideas aloud before a speaking or writing task. Application: Pupils tell a partner what they plan to write about. Revision / पुनरीक्षण: Improving content, clarity and organisation of a draft. Application: A pupil rearranges events to make a story easier to follow.

**MCQ 155 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Oral rehearsal / मौखिक पूर्वाभ्यास / Shared writing / साझा लेखन)**

A. Curriculum alignment / पाठ्यचर्या संरेखण → Constructing meaning from written text.

B. Oral rehearsal / मौखिक पूर्वाभ्यास → Teacher and learners compose a text together.

C. Shared writing / साझा लेखन → Connecting language activities and assessment to intended curricular learning.

D. Oral rehearsal / मौखिक पूर्वाभ्यास → Practising ideas aloud before a speaking or writing task.

**Correct answer / सही उत्तर: D.** Oral rehearsal / मौखिक पूर्वाभ्यास → Practising ideas aloud before a speaking or writing task.

**Explanation / व्याख्या**

Oral rehearsal / मौखिक पूर्वाभ्यास: Practising ideas aloud before a speaking or writing task.

Application: Pupils tell a partner what they plan to write about.

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MCQ 156 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Oral rehearsal / मौखिक पूर्वाभ्यास / Writing rubric / लेखन मानदंड तालिका)**

A. Oral rehearsal / मौखिक पूर्वाभ्यास → A teacher gives separate feedback on ideas, organisation and language.

B. Second language acquisition / द्वितीय भाषा अर्जन → A child uses a simple checklist to review a completed paragraph.

C. Writing rubric / लेखन मानदंड तालिका → A learner gradually uses English to interact in daily classroom situations.

D. Oral rehearsal / मौखिक पूर्वाभ्यास → Pupils tell a partner what they plan to write about.

**Correct answer / सही उत्तर: D.** Oral rehearsal / मौखिक पूर्वाभ्यास → Pupils tell a partner what they plan to write about.

**Explanation / व्याख्या**

Oral rehearsal / मौखिक पूर्वाभ्यास: Practising ideas aloud before a speaking or writing task.
Application: Pupils tell a partner what they plan to write about.

MCQ 157 • CORE PRACTICE · FORM 01

**Identify the concept described: Managing speaker and listener roles during conversation.**

A. Turn-taking / बारी-बारी बोलना

B. Intonation / स्वर उतार-चढ़ाव

C. Self-assessment / स्व-आकलन

D. Inferential reading / अनुमानात्मक पठन

**Correct answer / सही उत्तर: A.** Turn-taking / बारी-बारी बोलना

**Explanation / व्याख्या**

Turn-taking / बारी-बारी बोलना: Managing speaker and listener roles during conversation.
Application: Children wait for a partner to finish before responding.

**MCQ 158 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Children wait for a partner to finish before responding.**

A. Multilingual classroom / बहुभाषी कक्षा

B. Lesson planning / पाठ योजना

C. Guided reading / निर्देशित पठन

D. Turn-taking / बारी-बारी बोलना

**Correct answer / सही उत्तर: D.** Turn-taking / बारी-बारी बोलना

**Explanation / व्याख्या**

Turn-taking / बारी-बारी बोलना: Managing speaker and listener roles during conversation.
Application: Children wait for a partner to finish before responding.

**MCQ 159 • CORE PRACTICE · FORM 03**

**Which explanation best defines Turn-taking / बारी-बारी बोलना?**

A. Identifying information explicitly stated in a text.

B. Managing speaker and listener roles during conversation.

C. Connecting a speech sound with its written representation.

D. Improving content, clarity and organisation of a draft.

**Correct answer / सही उत्तर: B.** Managing speaker and listener roles during conversation.

**Explanation / व्याख्या**

Turn-taking / बारी-बारी बोलना: Managing speaker and listener roles during conversation.
Application: Children wait for a partner to finish before responding.

MCQ 160 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Turn-taking / बारी-बारी बोलना?**

A. A lesson moves from picture talk to reading and independent response.

B. Children wait for a partner to finish before responding.

C. A child describes a picture in several connected sentences.

D. A child chooses several easy storybooks to read over a month.

**Correct answer / सही उत्तर: B.** Children wait for a partner to finish before responding.

**Explanation / व्याख्या**

Turn-taking / बारी-बारी बोलना: Managing speaker and listener roles during conversation. Application: Children wait for a partner to finish before responding.

MCQ 161 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Managing speaker and listener roles during conversation. (2) Producing connected speech with an appropriate flow.**

A. Turn-taking / बारी-बारी बोलना | Shared writing / साझा लेखन

B. Schema activation / पूर्वज्ञान सक्रियण | Oral fluency / मौखिक प्रवाह

C. Turn-taking / बारी-बारी बोलना | Oral fluency / मौखिक प्रवाह

D. Oral fluency / मौखिक प्रवाह | Turn-taking / बारी-बारी बोलना

**Correct answer / सही उत्तर: C.** Turn-taking / बारी-बारी बोलना | Oral fluency / मौखिक प्रवाह

**Explanation / व्याख्या**

Turn-taking / बारी-बारी बोलना: Managing speaker and listener roles during conversation. Application: Children wait for a partner to finish before responding. Oral fluency / मौखिक प्रवाह: Producing connected speech with an appropriate flow. Application: A child describes a picture in several connected sentences.

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**MCQ 162 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Children wait for a partner to finish before responding. (2) A child chooses several easy storybooks to read over a month.**

A. Turn-taking / बारी-बारी बोलना | Miscue analysis / अपसंकैत विश्लेषण

B. Turn-taking / बारी-बारी बोलना | Extensive reading / विस्तृत पठन

C. Extensive reading / विस्तृत पठन | Turn-taking / बारी-बारी बोलना

D. Editing / संपादन | Extensive reading / विस्तृत पठन

**Correct answer / सही उत्तर: B.** Turn-taking / बारी-बारी बोलना | Extensive reading / विस्तृत पठन

**Explanation / व्याख्या**

Turn-taking / बारी-बारी बोलना: Managing speaker and listener roles during conversation. Application: Children wait for a partner to finish before responding. Extensive reading / विस्तृत पठन: Reading a range of texts for general understanding and enjoyment. Application: A child chooses several easy storybooks to read over a month.

MCQ 163 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Turn-taking / बारी-बारी बोलना and Reading comprehension / पठन बोध.**

A. Managing speaker and listener roles during conversation. | Learning word meanings from meaningful language use.

B. Constructing meaning from written text. | Managing speaker and listener roles during conversation.

C. Teacher and learners compose a text together. | Constructing meaning from written text.

D. Managing speaker and listener roles during conversation. | Constructing meaning from written text.

**Correct answer / सही उत्तर: D.** Managing speaker and listener roles during conversation. | Constructing meaning from written text.

**Explanation / व्याख्या**

Turn-taking / बारी-बारी बोलना: Managing speaker and listener roles during conversation. Application: Children wait for a partner to finish before responding. Reading comprehension / पठन बोध: Constructing meaning from written text. Application: A pupil explains why a character changed their mind.

**MCQ 164 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Turn-taking / बारी-बारी बोलना and Purposeful writing / उद्देश्यपूर्ण लेखन.**

A. Children wait for a partner to finish before responding. | The teacher prompts readers to use meaning and letter clues in a small group.

B. A child chooses several easy storybooks to read over a month. | Children write a notice inviting families to an exhibition.

C. Children wait for a partner to finish before responding. | Children write a notice inviting families to an exhibition.

D. Children write a notice inviting families to an exhibition. | Children wait for a partner to finish before responding.

**Correct answer / सही उत्तर: C.** Children wait for a partner to finish before responding. | Children write a notice inviting families to an exhibition.

**Explanation / व्याख्या**

Turn-taking / बारी-बारी बोलना: Managing speaker and listener roles during conversation. Application: Children wait for a partner to finish before responding. Purposeful writing / उद्देश्यपूर्ण लेखन: Writing for a meaningful audience and communicative purpose. Application: Children write a notice inviting families to an exhibition.

**MCQ 165 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Turn-taking / बारी-बारी बोलना / Inferential reading / अनुमानात्मक पठन)**

A. Turn-taking / बारी-बारी बोलना → Using textual clues to understand information not stated directly.

B. Turn-taking / बारी-बारी बोलना → Managing speaker and listener roles during conversation.

C. Inferential reading / अनुमानात्मक पठन → Exchange of meaning with others that supports language development.

D. Interaction / अंतःक्रिया → A classroom that recognises and uses learners' varied languages.

**Correct answer / सही उत्तर: B.** Turn-taking / बारी-बारी बोलना → Managing speaker and listener roles during conversation.

**Explanation / व्याख्या**

Turn-taking / बारी-बारी बोलना: Managing speaker and listener roles during conversation.

Application: Children wait for a partner to finish before responding.

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MCQ 166 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Turn-taking / बारी-बारी बोलना / Comprehensible input / बोधगम्य भाषायी सामग्री)**

A. Turn-taking / बारी-बारी बोलना → A teacher accompanies a new English instruction with gestures and objects.

B. Turn-taking / बारी-बारी बोलना → Children wait for a partner to finish before responding.

C. Phonemic awareness / स्वनिम जागरूकता → Children connect the sound /m/ with the letter m.

D. Comprehensible input / बोधगम्य भाषायी सामग्री → A child changes the first sound of cat to make bat.

**Correct answer / सही उत्तर: B.** Turn-taking / बारी-बारी बोलना → Children wait for a partner to finish before responding.

**Explanation / व्याख्या**

Turn-taking / बारी-बारी बोलना: Managing speaker and listener roles during conversation.
Application: Children wait for a partner to finish before responding.

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 03.01

**Explain Four-block approach / चार ब्लॉक उपागम and give one classroom example.**

**Model answer:** An integrated approach covering oral language, word recognition, reading and writing. A lesson combines conversation, sound work, shared reading and a writing task.

**REVISION 03.02**

**Explain Listening comprehension / श्रवण बोध and give one classroom example.**

**Model answer:** Understanding meaning in spoken language. After hearing instructions, a pupil places objects in the correct order.

**REVISION 03.03**

**Explain Situational conversation / परिस्थितिजन्य संवाद and give one classroom example.**

**Model answer:** Practising speech in a meaningful context. Pairs act out asking for directions in English.

**REVISION 03.04**

**Explain Story retelling / कहानी पुनर्कथन and give one classroom example.**

**Model answer:** Reconstructing a heard or read narrative in one's own words. A learner recounts the main events of a story in sequence.

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**REVISION 03.05**

**Explain Oral rehearsal / मौखिक पूर्वाभ्यास and give one classroom example.**

**Model answer:** Practising ideas aloud before a speaking or writing task. Pupils tell a partner what they plan to write about.

**REVISION 03.06**

**Explain Turn-taking / बारी-बारी बोलना and give one classroom example.**

**Model answer:** Managing speaker and listener roles during conversation. Children wait for a partner to finish before responding.

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CHAPTER 04 • 62 MCQs • 6 REVISION PROMPTS

# Word Recognition

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Phonemic awareness / स्वनिम जागरूकता

Ability to notice and manipulate individual sounds in spoken words.

**Classroom example:** A child changes the first sound of cat to make bat.

### Letter recognition / अक्षर पहचान

Identifying written letters accurately.

**Classroom example:** A pupil distinguishes lowercase b from lowercase d.

### Sound-symbol correspondence / ध्वनि-चिह्न संबंध

Connecting a speech sound with its written representation.

**Classroom example:** Children connect the sound /m/ with the letter m.

### Vocabulary in context / संदर्भ में शब्दावली

Learning word meanings from meaningful language use.

**Classroom example:** A child infers the meaning of muddy from a story and picture.

### Blending / ध्वनि संयोजन

Combining separate speech sounds to recognise a word.

**Classroom example:** A pupil combines /k/, /æ/ and /t/ to read cat.

**Segmenting / ध्वनि विभाजन**

Breaking a spoken word into component sounds.

**Classroom example:** A child identifies the three sounds in dog.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

**MCQ 167 • NEW CLASSROOM APPLICATION**

**A pupil reads ship as sip. Which support targets the difficulty?**

A. Teach only the word length

B. Ask the pupil to write an unrelated essay

C. Ignore all sound distinctions

D. Practise hearing and reading the sh sound in meaningful words

**Correct answer / सही उत्तर: D.** Practise hearing and reading the sh sound in meaningful words

**Explanation / व्याख्या**

Targeted phonics practice addresses the sound-symbol difficulty.

**MCQ 168 • NEW CLASSROOM APPLICATION**

**Which method deepens understanding of the word enormous?**

A. Say the word faster

B. Count its letters only

C. Use a picture, contrast it with tiny and use it in a sentence

D. Copy the word twenty times without meaning

**Correct answer / सही उत्तर: C.** Use a picture, contrast it with tiny and use it in a sentence

**Explanation / व्याख्या**

Semantic connections and contextual use enrich vocabulary.

## Core question bank

Ten related practice formats; core concepts recur for revision.

### MCQ 169 • CORE PRACTICE · FORM 01

**Identify the concept described: Ability to notice and manipulate individual sounds in spoken words.**

A. Phonemic awareness / स्वनिम जागरूकता

B. Revision / पुनरीक्षण

C. Reading fluency / पठन प्रवाह

D. Self-assessment / स्व-आकलन

**Correct answer / सही उत्तर: A.** Phonemic awareness / स्वनिम जागरूकता

**Explanation / व्याख्या**

Phonemic awareness / स्वनिम जागरूकता: Ability to notice and manipulate individual sounds in spoken words. Application: A child changes the first sound of cat to make bat.

### MCQ 170 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? A child changes the first sound of cat to make bat.**

A. Schema activation / पूर्वज्ञान सक्रियण

B. Multilingual classroom / बहुभाषी कक्षा

C. Second language acquisition / द्वितीय भाषा अर्जन

D. Phonemic awareness / स्वनिम जागरूकता

**Correct answer / सही उत्तर: D.** Phonemic awareness / स्वनिम जागरूकता

**Explanation / व्याख्या**

Phonemic awareness / स्वनिम जागरूकता: Ability to notice and manipulate individual sounds in spoken words. Application: A child changes the first sound of cat to make bat.

**MCQ 171 • CORE PRACTICE · FORM 03**

**Which explanation best defines Phonemic awareness / स्वनिम जागरूकता?**

A. Bringing relevant background knowledge into a reading task.

B. Ability to notice and manipulate individual sounds in spoken words.

C. Reading with accuracy, suitable pace and expression.

D. Practising speech in a meaningful context.

**Correct answer / सही उत्तर: B.** Ability to notice and manipulate individual sounds in spoken words.

**Explanation / व्याख्या**

Phonemic awareness / स्वनिम जागरूकता: Ability to notice and manipulate individual sounds in spoken words. Application: A child changes the first sound of cat to make bat.

**MCQ 172 • CORE PRACTICE · FORM 04**

**Which classroom example best demonstrates Phonemic awareness / स्वनिम जागरूकता?**

A. A school considers national curricular recommendations when planning language instruction.

B. A child uses a simple checklist to review a completed paragraph.

C. Children wait for a partner to finish before responding.

D. A child changes the first sound of cat to make bat.

**Correct answer / सही उत्तर: D.** A child changes the first sound of cat to make bat.

**Explanation / व्याख्या**

Phonemic awareness / स्वनिम जागरूकता: Ability to notice and manipulate individual sounds in spoken words. Application: A child changes the first sound of cat to make bat.

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**MCQ 173 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Ability to notice and manipulate individual sounds in spoken words. (2) Exchange of meaning with others that supports language development.**

A. Phonemic awareness / स्वनिम जागरूकता | Four-block approach / चार ब्लॉक उपागम

B. Interaction / अंतःक्रिया | Phonemic awareness / स्वनिम जागरूकता

C. Reading fluency / पठन प्रवाह | Interaction / अंतःक्रिया

D. Phonemic awareness / स्वनिम जागरूकता | Interaction / अंतःक्रिया

**Correct answer / सही उत्तर: D.** Phonemic awareness / स्वनिम जागरूकता | Interaction / अंतःक्रिया

**Explanation / व्याख्या**

Phonemic awareness / स्वनिम जागरूकता: Ability to notice and manipulate individual sounds in spoken words. Application: A child changes the first sound of cat to make bat. Interaction / अंतःक्रिया: Exchange of meaning with others that supports language development. Application: Pairs ask and answer questions to complete a picture task.

**MCQ 174 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A child changes the first sound of cat to make bat. (2) Children wait for a partner to finish before responding.**

A. Phonemic awareness / स्वनिम जागरूकता | Schema activation / पूर्वज्ञान सक्रियण

B. Phonemic awareness / स्वनिम जागरूकता | Turn-taking / बारी-बारी बोलना

C. Turn-taking / बारी-बारी बोलना | Phonemic awareness / स्वनिम जागरूकता

D. Intonation / स्वर उतार-चढ़ाव | Turn-taking / बारी-बारी बोलना

**Correct answer / सही उत्तर: B.** Phonemic awareness / स्वनिम जागरूकता | Turn-taking / बारी-बारी बोलना

**Explanation / व्याख्या**

Phonemic awareness / स्वनिम जागरूकता: Ability to notice and manipulate individual sounds in spoken words. Application: A child changes the first sound of cat to make bat. Turn-taking / बारी-बारी बोलना: Managing speaker and listener roles during conversation. Application: Children wait for a partner to finish before responding.

**MCQ 175 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Phonemic awareness / स्वनिम जागरूकता and Four-block approach / चार ब्लॉक उपागम.**

A. Ability to notice and manipulate individual sounds in spoken words. | An integrated approach covering oral language, word recognition, reading and writing.

B. An integrated approach covering oral language, word recognition, reading and writing. | Ability to notice and manipulate individual sounds in spoken words.

C. Ability to notice and manipulate individual sounds in spoken words. | Locating a particular detail in a text.

D. Gathering evidence of understanding spoken language. | An integrated approach covering oral language, word recognition, reading and writing.

**Correct answer / सही उत्तर: A.** Ability to notice and manipulate individual sounds in spoken words. | An integrated approach covering oral language, word recognition, reading and writing.

**Explanation / व्याख्या**

Phonemic awareness / स्वनिम जागरूकता: Ability to notice and manipulate individual sounds in spoken words. Application: A child changes the first sound of cat to make bat. Four-block approach / चार ब्लॉक उपागम: An integrated approach covering oral language, word recognition, reading and writing. Application: A lesson combines conversation, sound work, shared reading and a writing task.

MCQ 176 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Phonemic awareness / स्वनिम जागरूकता and Reading fluency / पठन प्रवाह.**

A. A child changes the first sound of cat to make bat. | A child reads a dialogue aloud with meaningful pauses.

B. A teacher gives separate feedback on ideas, organisation and language. | A child reads a dialogue aloud with meaningful pauses.

C. A child reads a dialogue aloud with meaningful pauses. | A child changes the first sound of cat to make bat.

D. A child changes the first sound of cat to make bat. | Partners suggest one improvement to each other's stories.

**Correct answer / सही उत्तर: A.** A child changes the first sound of cat to make bat. | A child reads a dialogue aloud with meaningful pauses.

**Explanation / व्याख्या**

Phonemic awareness / स्वनिम जागरूकता: Ability to notice and manipulate individual sounds in spoken words. Application: A child changes the first sound of cat to make bat. Reading fluency / पठन प्रवाह: Reading with accuracy, suitable pace and expression. Application: A child reads a dialogue aloud with meaningful pauses.

**MCQ 177 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Phonemic awareness / स्वनिम जागरूकता / Purposeful writing / उद्देश्यपूर्ण लेखन)**

A. Phonemic awareness / स्वनिम जागरूकता → Ability to notice and manipulate individual sounds in spoken words.

B. Phonemic awareness / स्वनिम जागरूकता → Writing for a meaningful audience and communicative purpose.

C. Miscue analysis / अपसंकैत विश्लेषण → Managing speaker and listener roles during conversation.

D. Purposeful writing / उद्देश्यपूर्ण लेखन → Examining deviations in oral reading to understand reading strategies.

**Correct answer / सही उत्तर: A.** Phonemic awareness / स्वनिम जागरूकता → Ability to notice and manipulate individual sounds in spoken words.

**Explanation / व्याख्या**

Phonemic awareness / स्वनिम जागरूकता: Ability to notice and manipulate individual sounds in spoken words. Application: A child changes the first sound of cat to make bat.

MCQ 178 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Phonemic awareness / स्वनिम जागरूकता / Language diversity / भाषायी विविधता)**

A. Phonemic awareness / स्वनिम जागरूकता → A child changes the first sound of cat to make bat.

B. Phonemic awareness / स्वनिम जागरूकता → Children compare ways of greeting across communities without ranking languages.

C. Language diversity / भाषायी विविधता → Partners suggest one improvement to each other's stories.

D. Peer feedback / सहपाठी प्रतिक्रिया → A teacher plans oral rehearsal, reading and a short writing task around an outcome.

**Correct answer / सही उत्तर: A.** Phonemic awareness / स्वनिम जागरूकता → A child changes the first sound of cat to make bat.

**Explanation / व्याख्या**

Phonemic awareness / स्वनिम जागरूकता: Ability to notice and manipulate individual sounds in spoken words. Application: A child changes the first sound of cat to make bat.

MCQ 179 • CORE PRACTICE · FORM 01

**Identify the concept described: Identifying written letters accurately.**

A. Letter recognition / अक्षर पहचान

B. Guided reading / निर्देशित पठन

C. Revision / पुनरीक्षण

D. Lesson planning / पाठ योजना

**Correct answer / सही उत्तर: A.** Letter recognition / अक्षर पहचान

**Explanation / व्याख्या**

Letter recognition / अक्षर पहचान: Identifying written letters accurately. Application: A pupil distinguishes lowercase b from lowercase d.

MCQ 180 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? A pupil distinguishes lowercase b from lowercase d.**

A. Purposeful writing / उद्देश्यपूर्ण लेखन

B. Extensive reading / विस्तृत पठन

C. Letter recognition / अक्षर पहचान

D. Contextual grammar / संदर्भगत व्याकरण

**Correct answer / सही उत्तर: C.** Letter recognition / अक्षर पहचान

**Explanation / व्याख्या**

Letter recognition / अक्षर पहचान: Identifying written letters accurately. Application: A pupil distinguishes lowercase b from lowercase d.

MCQ 181 • CORE PRACTICE · FORM 03

**Which explanation best defines Letter recognition / अक्षर पहचान?**

A. Practising ideas aloud before a speaking or writing task.

B. Reducing anxiety and building confidence in language learning.

C. Using a familiar language to support understanding of new content.

D. Identifying written letters accurately.

**Correct answer / सही उत्तर: D.** Identifying written letters accurately.

**Explanation / व्याख्या**

Letter recognition / अक्षर पहचान: Identifying written letters accurately. Application: A pupil distinguishes lowercase b from lowercase d.

MCQ 182 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Letter recognition / अक्षर पहचान?**

A. A school considers national curricular recommendations when planning language instruction.

B. A pupil distinguishes lowercase b from lowercase d.

C. Pupils tell a partner what they plan to write about.

D. A pupil rearranges events to make a story easier to follow.

**Correct answer / सही उत्तर: B.** A pupil distinguishes lowercase b from lowercase d.

**Explanation / व्याख्या**

Letter recognition / अक्षर पहचान: Identifying written letters accurately. Application: A pupil distinguishes lowercase b from lowercase d.

MCQ 183 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Identifying written letters accurately. (2) Improving content, clarity and organisation of a draft.**

A. Comprehensible input / बोधगम्य भाषायी सामग्री | Revision / पुनरीक्षण

B. Letter recognition / अक्षर पहचान | Extensive reading / विस्तृत पठन

C. Letter recognition / अक्षर पहचान | Revision / पुनरीक्षण

D. Revision / पुनरीक्षण | Letter recognition / अक्षर पहचान

**Correct answer / सही उत्तर: C.** Letter recognition / अक्षर पहचान | Revision / पुनरीक्षण

**Explanation / व्याख्या**

Letter recognition / अक्षर पहचान: Identifying written letters accurately. Application: A pupil distinguishes lowercase b from lowercase d. Revision / पुनरीक्षण: Improving content, clarity and organisation of a draft. Application: A pupil rearranges events to make a story easier to follow.

**MCQ 184 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A pupil distinguishes lowercase b from lowercase d. (2) A pupil explains why a character changed their mind.**

A. Language learning outcome / भाषायी अधिगम प्रतिफल | Reading comprehension / पठन बोध

B. Letter recognition / अक्षर पहचान | Reading comprehension / पठन बोध

C. Reading comprehension / पठन बोध | Letter recognition / अक्षर पहचान

D. Letter recognition / अक्षर पहचान | Purposeful writing / उद्देश्यपूर्ण लेखन

**Correct answer / सही उत्तर: B.** Letter recognition / अक्षर पहचान | Reading comprehension / पठन बोध

**Explanation / व्याख्या**

Letter recognition / अक्षर पहचान: Identifying written letters accurately. Application: A pupil distinguishes lowercase b from lowercase d. Reading comprehension / पठन बोध: Constructing meaning from written text. Application: A pupil explains why a character changed their mind.

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**MCQ 185 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Letter recognition / अक्षर पहचान and Miscue analysis / अपसंकैत विश्लेषण.**

A. Examining deviations in oral reading to understand reading strategies. | Identifying written letters accurately.

B. Identifying written letters accurately. | Examining deviations in oral reading to understand reading strategies.

C. Identifying written letters accurately. | Managing speaker and listener roles during conversation.

D. Learners judging their own progress against criteria. | Examining deviations in oral reading to understand reading strategies.

**Correct answer / सही उत्तर: B.** Identifying written letters accurately. | Examining deviations in oral reading to understand reading strategies.

**Explanation / व्याख्या**

Letter recognition / अक्षर पहचान: Identifying written letters accurately. Application: A pupil distinguishes lowercase b from lowercase d. Miscue analysis / अपसंकैत विश्लेषण: Examining deviations in oral reading to understand reading strategies. Application: The teacher records when a pupil substitutes a word and analyses the clues used.

MCQ 186 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Letter recognition / अक्षर पहचान and Extensive reading / विस्तृत पठन.**

A. A pupil distinguishes lowercase b from lowercase d. | A child chooses several easy storybooks to read over a month.

B. A child chooses several easy storybooks to read over a month. | A pupil distinguishes lowercase b from lowercase d.

C. A pupil distinguishes lowercase b from lowercase d. | Partners suggest one improvement to each other's stories.

D. A learner recounts the main events of a story in sequence. | A child chooses several easy storybooks to read over a month.

**Correct answer / सही उत्तर: A.** A pupil distinguishes lowercase b from lowercase d. | A child chooses several easy storybooks to read over a month.

**Explanation / व्याख्या**

Letter recognition / अक्षर पहचान: Identifying written letters accurately. Application: A pupil distinguishes lowercase b from lowercase d. Extensive reading / विस्तृत पठन: Reading a range of texts for general understanding and enjoyment. Application: A child chooses several easy storybooks to read over a month.

**MCQ 187 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Letter recognition / अक्षर पहचान / Listening assessment / श्रवण आकलन)**

A. Letter recognition / अक्षर पहचान → Gathering evidence of understanding spoken language.

B. Listening assessment / श्रवण आकलन → Producing an initial version of a text to develop ideas.

C. Letter recognition / अक्षर पहचान → Identifying written letters accurately.

D. Drafting / प्रारूप लेखन → Reducing anxiety and building confidence in language learning.

**Correct answer / सही उत्तर: C.** Letter recognition / अक्षर पहचान → Identifying written letters accurately.

**Explanation / व्याख्या**

Letter recognition / अक्षर पहचान: Identifying written letters accurately. Application: A pupil distinguishes lowercase b from lowercase d.

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MCQ 188 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Letter recognition / अक्षर पहचान / Purposeful writing / उद्देश्यपूर्ण लेखन)**

A. Purposeful writing / उद्देश्यपूर्ण लेखन → A learner recounts the main events of a story in sequence.

B. Story retelling / कहानी पुनर्कथन → A group examines a paragraph to find evidence for an inference.

C. Letter recognition / अक्षर पहचान → Children write a notice inviting families to an exhibition.

D. Letter recognition / अक्षर पहचान → A pupil distinguishes lowercase b from lowercase d.

**Correct answer / सही उत्तर: D.** Letter recognition / अक्षर पहचान → A pupil distinguishes lowercase b from lowercase d.

**Explanation / व्याख्या**

Letter recognition / अक्षर पहचान: Identifying written letters accurately. Application: A pupil distinguishes lowercase b from lowercase d.

MCQ 189 • CORE PRACTICE · FORM 01

**Identify the concept described: Connecting a speech sound with its written representation.**

A. Language diversity / भाषायी विविधता

B. Literal comprehension / शाब्दिक बोध

C. Sound-symbol correspondence / ध्वनि-चिह्न संबंध

D. Shared reading / साझा पठन

**Correct answer / सही उत्तर: C.** Sound-symbol correspondence / ध्वनि-चिह्न संबंध

**Explanation / व्याख्या**

Sound-symbol correspondence / ध्वनि-चिह्न संबंध: Connecting a speech sound with its written representation. Application: Children connect the sound /m/ with the letter m.

**MCQ 190 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Children connect the sound /m/ with the letter m.**

A. Interaction / अंतःक्रिया

B. Turn-taking / बारी-बारी बोलना

C. Sound-symbol correspondence / ध्वनि-चिह्न संबंध

D. Self-assessment / स्व-आकलन

**Correct answer / सही उत्तर: C.** Sound-symbol correspondence / ध्वनि-चिह्न संबंध

**Explanation / व्याख्या**

Sound-symbol correspondence / ध्वनि-चिह्न संबंध: Connecting a speech sound with its written representation. Application: Children connect the sound /m/ with the letter m.

**MCQ 191 • CORE PRACTICE · FORM 03**

**Which explanation best defines Sound-symbol correspondence / ध्वनि-चिह्न संबंध?**

A. Reading a shorter text closely for detailed understanding.

B. Guidance about the place and use of languages in education.

C. Gathering evidence of understanding spoken language.

D. Connecting a speech sound with its written representation.

**Correct answer / सही उत्तर: D.** Connecting a speech sound with its written representation.

**Explanation / व्याख्या**

Sound-symbol correspondence / ध्वनि-चिह्न संबंध: Connecting a speech sound with its written representation. Application: Children connect the sound /m/ with the letter m.

MCQ 192 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Sound-symbol correspondence / ध्वनि-चिह्न संबंध?**

A. A child describes a picture in several connected sentences.

B. A listening activity assesses the stated listening outcome rather than handwriting.

C. Children connect the sound /m/ with the letter m.

D. A pupil scans a timetable to find the departure time.

**Correct answer / सही उत्तर: C.** Children connect the sound /m/ with the letter m.

**Explanation / व्याख्या**

Sound-symbol correspondence / ध्वनि-चिह्न संबंध: Connecting a speech sound with its written representation. Application: Children connect the sound /m/ with the letter m.

MCQ 193 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Connecting a speech sound with its written representation. (2) Locating a particular detail in a text.**

A. Reading fluency / पठन प्रवाह | Reading for specific information / विशिष्ट सूचना हेतु पठन

B. Sound-symbol correspondence / ध्वनि-चिह्न संबंध | Reading for specific information / विशिष्ट सूचना हेतु पठन

C. Reading for specific information / विशिष्ट सूचना हेतु पठन | Sound-symbol correspondence / ध्वनि-चिह्न संबंध

D. Sound-symbol correspondence / ध्वनि-चिह्न संबंध | Shared writing / साझा लेखन

**Correct answer / सही उत्तर: B.** Sound-symbol correspondence / ध्वनि-चिह्न संबंध | Reading for specific information / विशिष्ट सूचना हेतु पठन

**Explanation / व्याख्या**

Sound-symbol correspondence / ध्वनि-चिह्न संबंध: Connecting a speech sound with its written representation. Application: Children connect the sound /m/ with the letter m. Reading for specific information / विशिष्ट सूचना हेतु पठन: Locating a particular detail in a text. Application: A pupil scans a timetable to find the departure time.

**MCQ 194 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Children connect the sound /m/ with the letter m. (2) A teacher writes an invitation while explaining choices of words and structure.**

A. Sound-symbol correspondence / ध्वनि-चिह्न संबंध | Modelled writing / आदर्श लेखन

B. Sound-symbol correspondence / ध्वनि-चिह्न संबंध | Reading comprehension / पठन बोध

C. Modelled writing / आदर्श लेखन | Sound-symbol correspondence / ध्वनि-चिह्न संबंध

D. Guided reading / निर्देशित पठन | Modelled writing / आदर्श लेखन

**Correct answer / सही उत्तर: A.** Sound-symbol correspondence / ध्वनि-चिह्न संबंध | Modelled writing / आदर्श लेखन

**Explanation / व्याख्या**

Sound-symbol correspondence / ध्वनि-चिह्न संबंध: Connecting a speech sound with its written representation. Application: Children connect the sound /m/ with the letter m. Modelled writing / आदर्श लेखन: Demonstrating writing decisions and processes explicitly. Application: A teacher writes an invitation while explaining choices of words and structure.

**MCQ 195 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Sound-symbol correspondence / ध्वनि-चिह्न संबंध and Turn-taking / बारी-बारी बोलना.**

A. Managing speaker and listener roles during conversation. | Connecting a speech sound with its written representation.

B. Connecting a speech sound with its written representation. | Using a familiar language to support understanding of new content.

C. Connecting a speech sound with its written representation. | Managing speaker and listener roles during conversation.

D. Constructive comments from classmates based on agreed criteria. | Managing speaker and listener roles during conversation.

**Correct answer / सही उत्तर: C.** Connecting a speech sound with its written representation. | Managing speaker and listener roles during conversation.

**Explanation / व्याख्या**

Sound-symbol correspondence / ध्वनि-चिह्न संबंध: Connecting a speech sound with its written representation. Application: Children connect the sound /m/ with the letter m. Turn-taking / बारी-बारी बोलना: Managing speaker and listener roles during conversation. Application: Children wait for a partner to finish before responding.

MCQ 196 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Sound-symbol correspondence / ध्वनि-चिह्न संबंध and Revision / पुनरीक्षण.**

A. A pupil rearranges events to make a story easier to follow. | Children connect the sound /m/ with the letter m.

B. Children connect the sound /m/ with the letter m. | A pupil rearranges events to make a story easier to follow.

C. Children connect the sound /m/ with the letter m. | A teacher lets pupils discuss a story in their home language before sharing in English.

D. A pupil scans a timetable to find the departure time. | A pupil rearranges events to make a story easier to follow.

**Correct answer / सही उत्तर: B.** Children connect the sound /m/ with the letter m. | A pupil rearranges events to make a story easier to follow.

**Explanation / व्याख्या**

Sound-symbol correspondence / ध्वनि-चिह्न संबंध: Connecting a speech sound with its written representation. Application: Children connect the sound /m/ with the letter m. Revision / पुनरीक्षण: Improving content, clarity and organisation of a draft. Application: A pupil rearranges events to make a story easier to follow.

**MCQ 197 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Sound-symbol correspondence / ध्वनि-चिह्न संबंध / Purposeful writing / उद्देश्यपूर्ण लेखन)**

A. Sound-symbol correspondence / ध्वनि-चिह्न संबंध → Connecting a speech sound with its written representation.

B. Sound-symbol correspondence / ध्वनि-चिह्न संबंध → Writing for a meaningful audience and communicative purpose.

C. Listening assessment / श्रवण आकलन → Teacher-supported reading in a group matched to learning needs.

D. Purposeful writing / उद्देश्यपूर्ण लेखन → Gathering evidence of understanding spoken language.

**Correct answer / सही उत्तर: A.** Sound-symbol correspondence / ध्वनि-चिह्न संबंध → Connecting a speech sound with its written representation.

**Explanation / व्याख्या**

Sound-symbol correspondence / ध्वनि-चिह्न संबंध: Connecting a speech sound with its written representation. Application: Children connect the sound /m/ with the letter m.

**MCQ 198 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Sound-symbol correspondence / ध्वनि-चिह्न संबंध / Comprehensible input / बोधगम्य भाषायी सामग्री)**

A. Sound-symbol correspondence / ध्वनि-चिह्न संबंध → A teacher accompanies a new English instruction with gestures and objects.

B. Multilingual classroom / बहुभाषी कक्षा → Pupils follow a spoken sequence of classroom directions.

C. Sound-symbol correspondence / ध्वनि-चिह्न संबंध → Children connect the sound /m/ with the letter m.

D. Comprehensible input / बोधगम्य भाषायी सामग्री → Pupils compare greetings in their home languages and English.

**Correct answer / सही उत्तर: C.** Sound-symbol correspondence / ध्वनि-चिह्न संबंध → Children connect the sound /m/ with the letter m.

**Explanation / व्याख्या**

Sound-symbol correspondence / ध्वनि-चिह्न संबंध: Connecting a speech sound with its written representation. Application: Children connect the sound /m/ with the letter m.

**MCQ 199 • CORE PRACTICE · FORM 01**

**Identify the concept described: Learning word meanings from meaningful language use.**

A. Multilingual classroom / बहुभाषी कक्षा

B. Vocabulary in context / संदर्भ में शब्दावली

C. Shared writing / साझा लेखन

D. Story retelling / कहानी पुनर्कथन

**Correct answer / सही उत्तर: B.** Vocabulary in context / संदर्भ में शब्दावली

**Explanation / व्याख्या**

Vocabulary in context / संदर्भ में शब्दावली: Learning word meanings from meaningful language use. Application: A child infers the meaning of muddy from a story and picture.

**MCQ 200 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A child infers the meaning of muddy from a story and picture.**

A. Literal comprehension / शाब्दिक बोध
B. Shared writing / साझा लेखन
C. Oral rehearsal / मौखिक पूर्वाभ्यास
D. Vocabulary in context / संदर्भ में शब्दावली

**Correct answer / सही उत्तर: D.** Vocabulary in context / संदर्भ में शब्दावली

**Explanation / व्याख्या**
Vocabulary in context / संदर्भ में शब्दावली: Learning word meanings from meaningful language use.
Application: A child infers the meaning of muddy from a story and picture.

**MCQ 201 • CORE PRACTICE · FORM 03**

**Which explanation best defines Vocabulary in context / संदर्भ में शब्दावली?**

A. Practising ideas aloud before a speaking or writing task.
B. Connecting language activities and assessment to intended curricular learning.
C. Learning word meanings from meaningful language use.
D. Reconstructing a heard or read narrative in one's own words.

**Correct answer / सही उत्तर: C.** Learning word meanings from meaningful language use.

**Explanation / व्याख्या**
Vocabulary in context / संदर्भ में शब्दावली: Learning word meanings from meaningful language use.
Application: A child infers the meaning of muddy from a story and picture.

**MCQ 202 • CORE PRACTICE · FORM 04**

**Which classroom example best demonstrates Vocabulary in context / संदर्भ में शब्दावली?**

A. Partners suggest one improvement to each other's stories.

B. A child infers the meaning of muddy from a story and picture.

C. A school considers national curricular recommendations when planning language instruction.

D. A pupil rearranges events to make a story easier to follow.

**Correct answer / सही उत्तर: B.** A child infers the meaning of muddy from a story and picture.

**Explanation / व्याख्या**

Vocabulary in context / संदर्भ में शब्दावली: Learning word meanings from meaningful language use.

Application: A child infers the meaning of muddy from a story and picture.

**MCQ 203 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Learning word meanings from meaningful language use. (2) Examining deviations in oral reading to understand reading strategies.**

A. Vocabulary in context / संदर्भ में शब्दावली | Four-block approach / चार ब्लॉक उपागम

B. Vocabulary in context / संदर्भ में शब्दावली | Miscue analysis / अपसंकेत विश्लेषण

C. Miscue analysis / अपसंकेत विश्लेषण | Vocabulary in context / संदर्भ में शब्दावली

D. Language exposure / भाषा संपर्क| Miscue analysis / अपसंकेत विश्लेषण

**Correct answer / सही उत्तर: B.** Vocabulary in context / संदर्भ में शब्दावली | Miscue analysis / अपसंकेत विश्लेषण

**Explanation / व्याख्या**

Vocabulary in context / संदर्भ में शब्दावली: Learning word meanings from meaningful language use.

Application: A child infers the meaning of muddy from a story and picture. Miscue analysis / अपसंकेत विश्लेषण: Examining deviations in oral reading to understand reading strategies.

Application: The teacher records when a pupil substitutes a word and analyses the clues used.

**MCQ 204 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A child infers the meaning of muddy from a story and picture. (2) A learner gradually uses English to interact in daily classroom situations.**

A. Miscue analysis / अपसंकैत विश्लेषण | Second language acquisition / द्वितीय भाषा अर्जन

B. Vocabulary in context / संदर्भ में शब्दावली | Second language acquisition / द्वितीय भाषा अर्जन

C. Second language acquisition / द्वितीय भाषा अर्जन | Vocabulary in context / संदर्भ में शब्दावली

D. Vocabulary in context / संदर्भ में शब्दावली | Four-block approach / चार ब्लॉक उपागम

**Correct answer / सही उत्तर: B.** Vocabulary in context / संदर्भ में शब्दावली | Second language acquisition / द्वितीय भाषा अर्जन

**Explanation / व्याख्या**

Vocabulary in context / संदर्भ में शब्दावली: Learning word meanings from meaningful language use. Application: A child infers the meaning of muddy from a story and picture. Second language acquisition / द्वितीय भाषा अर्जन: Developing the ability to communicate in a language beyond one's first language. Application: A learner gradually uses English to interact in daily classroom situations.

**MCQ 205 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Vocabulary in context / संदर्भ में शब्दावली and Schema activation / पूर्वज्ञान सक्रियण.**

A. Learning word meanings from meaningful language use. | An integrated approach covering oral language, word recognition, reading and writing.

B. Bringing relevant background knowledge into a reading task. | Learning word meanings from meaningful language use.

C. Learning word meanings from meaningful language use. | Bringing relevant background knowledge into a reading task.

D. Learners judging their own progress against criteria. | Bringing relevant background knowledge into a reading task.

**Correct answer / सही उत्तर: C.** Learning word meanings from meaningful language use. | Bringing relevant background knowledge into a reading task.

**Explanation / व्याख्या**

Vocabulary in context / संदर्भ में शब्दावली: Learning word meanings from meaningful language use. Application: A child infers the meaning of muddy from a story and picture. Schema activation / पूर्वज्ञान सक्रियण: Bringing relevant background knowledge into a reading task. Application: Before a text about trains, pupils describe their own travel experiences.

**MCQ 206 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Vocabulary in context / संदर्भ में शब्दावली and Turn-taking / बारी-बारी बोलना.**

A. A child infers the meaning of muddy from a story and picture. | Children wait for a partner to finish before responding.

B. A child infers the meaning of muddy from a story and picture. | A pupil explains why a character changed their mind.

C. Children wait for a partner to finish before responding. | A child infers the meaning of muddy from a story and picture.

D. Pupils compare greetings in their home languages and English. | Children wait for a partner to finish before responding.

**Correct answer / सही उत्तर: A.** A child infers the meaning of muddy from a story and picture. | Children wait for a partner to finish before responding.

**Explanation / व्याख्या**

Vocabulary in context / संदर्भ में शब्दावली: Learning word meanings from meaningful language use. Application: A child infers the meaning of muddy from a story and picture. Turn-taking / बारी-बारी बोलना: Managing speaker and listener roles during conversation. Application: Children wait for a partner to finish before responding.

**MCQ 207 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Vocabulary in context / संदर्भ में शब्दावली / Purposeful writing / उद्देश्यपूर्ण लेखन)**

A. Vocabulary in context / संदर्भ में शब्दावली → Writing for a meaningful audience and communicative purpose.

B. Literal comprehension / शाब्दिक बोध → Exchange of meaning with others that supports language development.

C. Purposeful writing / उद्देश्यपूर्ण लेखन → Identifying information explicitly stated in a text.

D. Vocabulary in context / संदर्भ में शब्दावली → Learning word meanings from meaningful language use.

**Correct answer / सही उत्तर: D.** Vocabulary in context / संदर्भ में शब्दावली → Learning word meanings from meaningful language use.

**Explanation / व्याख्या**

Vocabulary in context / संदर्भ में शब्दावली: Learning word meanings from meaningful language use.
Application: A child infers the meaning of muddy from a story and picture.

**MCQ 208 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Vocabulary in context / संदर्भ में शब्दावली / Drafting / प्रारूप लेखन)**

A. Vocabulary in context / संदर्भ में शब्दावली → A learner writes the first version of a story before editing.

B. Vocabulary in context / संदर्भ में शब्दावली → A child infers the meaning of muddy from a story and picture.

C. Language learning outcome / भाषायी अधिगम प्रतिफल → Pupils compare greetings in their home languages and English.

D. Drafting / प्रारूप लेखन → Children can ask and answer simple questions about a picture.

**Correct answer / सही उत्तर: B.** Vocabulary in context / संदर्भ में शब्दावली → A child infers the meaning of muddy from a story and picture.

**Explanation / व्याख्या**

Vocabulary in context / संदर्भ में शब्दावली: Learning word meanings from meaningful language use. Application: A child infers the meaning of muddy from a story and picture.

**MCQ 209 • CORE PRACTICE · FORM 01**

**Identify the concept described: Combining separate speech sounds to recognise a word.**

A. Drafting / प्रारूप लेखन

B. Blending / ध्वनि संयोजन

C. Four-block approach / चार ब्लॉक उपागम

D. Writing rubric / लेखन मानदंड तालिका

**Correct answer / सही उत्तर: B.** Blending / ध्वनि संयोजन

**Explanation / व्याख्या**

Blending / ध्वनि संयोजन: Combining separate speech sounds to recognise a word. Application: A pupil combines /k/, /æ/ and /t/ to read cat.

**MCQ 210 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A pupil combines /k/, /æ/ and /t/ to read cat.**

A. Listening assessment / श्रवण आकलन

B. Blending / ध्वनि संयोजन

C. Literal comprehension / शाब्दिक बोध

D. Reading for specific information / विशिष्ट सूचना हेतु पठन

**Correct answer / सही उत्तर: B.** Blending / ध्वनि संयोजन

**Explanation / व्याख्या**

Blending / ध्वनि संयोजन: Combining separate speech sounds to recognise a word. Application: A pupil combines /k/, /æ/ and /t/ to read cat.

**MCQ 211 • CORE PRACTICE · FORM 03**

**Which explanation best defines Blending / ध्वनि संयोजन?**

A. Producing connected speech with an appropriate flow.

B. Combining separate speech sounds to recognise a word.

C. Producing an initial version of a text to develop ideas.

D. Reading with accuracy, suitable pace and expression.

**Correct answer / सही उत्तर: B.** Combining separate speech sounds to recognise a word.

**Explanation / व्याख्या**

Blending / ध्वनि संयोजन: Combining separate speech sounds to recognise a word. Application: A pupil combines /k/, /æ/ and /t/ to read cat.

**MCQ 212 • CORE PRACTICE · FORM 04**

**Which classroom example best demonstrates Blending / ध्वनि संयोजन?**

A. The teacher prompts readers to use meaning and letter clues in a small group.

B. A pupil combines /k/, /æ/ and /t/ to read cat.

C. A pupil rearranges events to make a story easier to follow.

D. A teacher accepts tentative answers and avoids ridicule.

**Correct answer / सही उत्तर: B.** A pupil combines /k/, /æ/ and /t/ to read cat.

**Explanation / व्याख्या**

Blending / ध्वनि संयोजन: Combining separate speech sounds to recognise a word. Application: A pupil combines /k/, /æ/ and /t/ to read cat.

**MCQ 213 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Combining separate speech sounds to recognise a word. (2) Teaching grammar through meaningful spoken or written language.**

A. Contextual grammar / संदर्भगत व्याकरण | Blending / ध्वनि संयोजन

B. Blending / ध्वनि संयोजन | Contextual grammar / संदर्भगत व्याकरण

C. Language exposure / भाषा संपर्क| Contextual grammar / संदर्भगत व्याकरण

D. Blending / ध्वनि संयोजन | Listening comprehension / श्रवण बोध

**Correct answer / सही उत्तर: B.** Blending / ध्वनि संयोजन | Contextual grammar / संदर्भगत व्याकरण

**Explanation / व्याख्या**

Blending / ध्वनि संयोजन: Combining separate speech sounds to recognise a word. Application: A pupil combines /k/, /æ/ and /t/ to read cat. Contextual grammar / संदर्भगत व्याकरण: Teaching grammar through meaningful spoken or written language. Application: Pupils explore past tense while revising a narrative of yesterday's trip.

GyanTech Guru Ji

**MCQ 214 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A pupil combines /k/, /æ/ and /t/ to read cat. (2) The teacher records when a pupil substitutes a word and analyses the clues used.**

A. Blending / ध्वनि संयोजन | Lesson planning / पाठ योजना

B. Comprehensible input / बोधगम्य भाषायी सामग्री | Miscue analysis / अपसंकैत विश्लेषण

C. Blending / ध्वनि संयोजन | Miscue analysis / अपसंकैत विश्लेषण

D. Miscue analysis / अपसंकैत विश्लेषण | Blending / ध्वनि संयोजन

**Correct answer / सही उत्तर: C.** Blending / ध्वनि संयोजन | Miscue analysis / अपसंकैत विश्लेषण

**Explanation / व्याख्या**

Blending / ध्वनि संयोजन: Combining separate speech sounds to recognise a word. Application: A pupil combines /k/, /æ/ and /t/ to read cat. Miscue analysis / अपसंकैत विश्लेषण: Examining deviations in oral reading to understand reading strategies. Application: The teacher records when a pupil substitutes a word and analyses the clues used.

GyanTech Guru Ji

MCQ 215 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Blending / ध्वनि संयोजन and Language diversity / भाषायी विविधता.**

A. Recognising and valuing the different languages and varieties used by learners. | Combining separate speech sounds to recognise a word.

B. Combining separate speech sounds to recognise a word. | Recognising and valuing the different languages and varieties used by learners.

C. Checking and correcting surface features of writing. | Recognising and valuing the different languages and varieties used by learners.

D. Combining separate speech sounds to recognise a word. | Producing an initial version of a text to develop ideas.

**Correct answer / सही उत्तर: B.** Combining separate speech sounds to recognise a word. | Recognising and valuing the different languages and varieties used by learners.

**Explanation / व्याख्या**

Blending / ध्वनि संयोजन: Combining separate speech sounds to recognise a word. Application: A pupil combines /k/, /æ/ and /t/ to read cat. Language diversity / भाषायी विविधता: Recognising and valuing the different languages and varieties used by learners. Application: Children compare ways of greeting across communities without ranking languages.

MCQ 216 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Blending / ध्वनि संयोजन and Guided reading / निर्देशित पठन.**

A. A pupil combines /k/, /æ/ and /t/ to read cat. | The teacher prompts readers to use meaning and letter clues in a small group.

B. The teacher prompts readers to use meaning and letter clues in a small group. | A pupil combines /k/, /æ/ and /t/ to read cat.

C. Children compare ways of greeting across communities without ranking languages. | The teacher prompts readers to use meaning and letter clues in a small group.

D. A pupil combines /k/, /æ/ and /t/ to read cat. | A learner recounts the main events of a story in sequence.

**Correct answer / सही उत्तर: A.** A pupil combines /k/, /æ/ and /t/ to read cat. | The teacher prompts readers to use meaning and letter clues in a small group.

**Explanation / व्याख्या**

Blending / ध्वनि संयोजन: Combining separate speech sounds to recognise a word. Application: A pupil combines /k/, /æ/ and /t/ to read cat. Guided reading / निर्देशित पठन: Teacher-supported reading in a group matched to learning needs. Application: The teacher prompts readers to use meaning and letter clues in a small group.

MCQ 217 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Blending / ध्वनि संयोजन / Revision / पुनरीक्षण)**

A. Revision / पुनरीक्षण → A classroom that recognises and uses learners' varied languages.

B. Blending / ध्वनि संयोजन → Improving content, clarity and organisation of a draft.

C. Multilingual classroom / बहुभाषी कक्षा → Identifying information explicitly stated in a text.

D. Blending / ध्वनि संयोजन → Combining separate speech sounds to recognise a word.

**Correct answer / सही उत्तर: D.** Blending / ध्वनि संयोजन → Combining separate speech sounds to recognise a word.

**Explanation / व्याख्या**

Blending / ध्वनि संयोजन: Combining separate speech sounds to recognise a word. Application: A pupil combines /k/, /æ/ and /t/ to read cat.

MCQ 218 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Blending / ध्वनि संयोजन / Multilingual classroom / बहुभाषी कक्षा)**

A. Blending / ध्वनि संयोजन → Pupils compare greetings in their home languages and English.

B. Multilingual classroom / बहुभाषी कक्षा → A child uses a simple checklist to review a completed paragraph.

C. Blending / ध्वनि संयोजन → A pupil combines /k/, /æ/ and /t/ to read cat.

D. Self-assessment / स्व-आकलन → A child chooses several easy storybooks to read over a month.

**Correct answer / सही उत्तर: C.** Blending / ध्वनि संयोजन → A pupil combines /k/, /æ/ and /t/ to read cat.

**Explanation / व्याख्या**

Blending / ध्वनि संयोजन: Combining separate speech sounds to recognise a word. Application: A pupil combines /k/, /æ/ and /t/ to read cat.

**MCQ 219 • CORE PRACTICE · FORM 01**

**Identify the concept described: Breaking a spoken word into component sounds.**

A. Self-assessment / स्व-आकलन

B. Oral rehearsal / मौखिक पूर्वाभ्यास

C. Segmenting / ध्वनि विभाजन

D. Oral fluency / मौखिक प्रवाह

**Correct answer / सही उत्तर: C.** Segmenting / ध्वनि विभाजन

**Explanation / व्याख्या**

Segmenting / ध्वनि विभाजन: Breaking a spoken word into component sounds. Application: A child identifies the three sounds in dog.

**MCQ 220 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A child identifies the three sounds in dog.**

A. Story retelling / कहानी पुनर्कथन

B. Segmenting / ध्वनि विभाजन

C. Shared writing / साझा लेखन

D. Language learning outcome / भाषायी अधिगम प्रतिफल

**Correct answer / सही उत्तर: B.** Segmenting / ध्वनि विभाजन

**Explanation / व्याख्या**

Segmenting / ध्वनि विभाजन: Breaking a spoken word into component sounds. Application: A child identifies the three sounds in dog.

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MCQ 221 • CORE PRACTICE · FORM 03

**Which explanation best defines Segmenting / ध्वनि विभाजन?**

A. Connecting language activities and assessment to intended curricular learning.

B. Breaking a spoken word into component sounds.

C. Constructive comments from classmates based on agreed criteria.

D. Practising ideas aloud before a speaking or writing task.

**Correct answer / सही उत्तर: B.** Breaking a spoken word into component sounds.

**Explanation / व्याख्या**

Segmenting / ध्वनि विभाजन: Breaking a spoken word into component sounds. Application: A child identifies the three sounds in dog.

MCQ 222 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Segmenting / ध्वनि विभाजन?**

A. A child identifies the three sounds in dog.

B. Partners suggest one improvement to each other's stories.

C. A child chooses several easy storybooks to read over a month.

D. After hearing instructions, a pupil places objects in the correct order.

**Correct answer / सही उत्तर: A.** A child identifies the three sounds in dog.

**Explanation / व्याख्या**

Segmenting / ध्वनि विभाजन: Breaking a spoken word into component sounds. Application: A child identifies the three sounds in dog.

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MCQ 223 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Breaking a spoken word into component sounds. (2) Reducing anxiety and building confidence in language learning.**

A. Segmenting / ध्वनि विभाजन | Affective support / भावात्मक समर्थन

B. Modelled writing / आदर्श लेखन | Affective support / भावात्मक समर्थन

C. Segmenting / ध्वनि विभाजन | Intensive reading / गहन पठन

D. Affective support / भावात्मक समर्थन | Segmenting / ध्वनि विभाजन

**Correct answer / सही उत्तर: A.** Segmenting / ध्वनि विभाजन | Affective support / भावात्मक समर्थन

**Explanation / व्याख्या**

Segmenting / ध्वनि विभाजन: Breaking a spoken word into component sounds. Application: A child identifies the three sounds in dog. Affective support / भावात्मक समर्थन: Reducing anxiety and building confidence in language learning. Application: A teacher accepts tentative answers and avoids ridicule.

MCQ 224 • CORE PRACTICE · FORM 06

**Match the situations to concepts, in order. (1) A child identifies the three sounds in dog. (2) The teacher records when a pupil substitutes a word and analyses the clues used.**

A. Miscue analysis / अपसंकैत विश्लेषण | Segmenting / ध्वनि विभाजन

B. Segmenting / ध्वनि विभाजन | Reading for specific information / विशिष्ट सूचना हेतु पठन

C. Drafting / प्रारूप लेखन | Miscue analysis / अपसंकैत विश्लेषण

D. Segmenting / ध्वनि विभाजन | Miscue analysis / अपसंकैत विश्लेषण

**Correct answer / सही उत्तर: D.** Segmenting / ध्वनि विभाजन | Miscue analysis / अपसंकैत विश्लेषण

**Explanation / व्याख्या**

Segmenting / ध्वनि विभाजन: Breaking a spoken word into component sounds. Application: A child identifies the three sounds in dog. Miscue analysis / अपसंकैत विश्लेषण: Examining deviations in oral reading to understand reading strategies. Application: The teacher records when a pupil substitutes a word and analyses the clues used.

MCQ 225 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Segmenting / ध्वनि विभाजन and Language diversity / भाषायी विविधता.**

A. Recognising and valuing the different languages and varieties used by learners. | Breaking a spoken word into component sounds.

B. Breaking a spoken word into component sounds. | Bringing relevant background knowledge into a reading task.

C. Breaking a spoken word into component sounds. | Recognising and valuing the different languages and varieties used by learners.

D. Teacher and learners compose a text together. | Recognising and valuing the different languages and varieties used by learners.

**Correct answer / सही उत्तर: C.** Breaking a spoken word into component sounds. | Recognising and valuing the different languages and varieties used by learners.

**Explanation / व्याख्या**

Segmenting / ध्वनि विभाजन: Breaking a spoken word into component sounds. Application: A child identifies the three sounds in dog. Language diversity / भाषायी विविधता: Recognising and valuing the different languages and varieties used by learners. Application: Children compare ways of greeting across communities without ranking languages.

**MCQ 226 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Segmenting / ध्वनि विभाजन and Four-block approach / चार ब्लॉक उपागम.**

A. A child identifies the three sounds in dog. | A lesson combines conversation, sound work, shared reading and a writing task.

B. A child identifies the three sounds in dog. | A child chooses several easy storybooks to read over a month.

C. A lesson combines conversation, sound work, shared reading and a writing task. | A child identifies the three sounds in dog.

D. A group examines a paragraph to find evidence for an inference. | A lesson combines conversation, sound work, shared reading and a writing task.

**Correct answer / सही उत्तर: A.** A child identifies the three sounds in dog. | A lesson combines conversation, sound work, shared reading and a writing task.

**Explanation / व्याख्या**

Segmenting / ध्वनि विभाजन: Breaking a spoken word into component sounds. Application: A child identifies the three sounds in dog. Four-block approach / चार ब्लॉक उपागम: An integrated approach covering oral language, word recognition, reading and writing. Application: A lesson combines conversation, sound work, shared reading and a writing task.

MCQ 227 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Segmenting / ध्वनि विभाजन / Affective support / भावात्मक समर्थन)**

A. Segmenting / ध्वनि विभाजन → Reducing anxiety and building confidence in language learning.

B. Segmenting / ध्वनि विभाजन → Breaking a spoken word into component sounds.

C. Affective support / भावात्मक समर्थन → Connecting language activities and assessment to intended curricular learning.

D. Curriculum alignment / पाठ्यचर्या संरेखण → Reading a shorter text closely for detailed understanding.

**Correct answer / सही उत्तर: B.** Segmenting / ध्वनि विभाजन → Breaking a spoken word into component sounds.

**Explanation / व्याख्या**

Segmenting / ध्वनि विभाजन: Breaking a spoken word into component sounds. Application: A child identifies the three sounds in dog.

**MCQ 228 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Segmenting / ध्वनि विभाजन / Language learning outcome / भाषायी अधिगम प्रतिफल)**

A. Segmenting / ध्वनि विभाजन → A child identifies the three sounds in dog.

B. Language learning outcome / भाषायी अधिगम प्रतिफल → A child uses a simple checklist to review a completed paragraph.

C. Segmenting / ध्वनि विभाजन → Children can ask and answer simple questions about a picture.

D. Self-assessment / स्व-आकलन → A teacher writes an invitation while explaining choices of words and structure.

**Correct answer / सही उत्तर: A.** Segmenting / ध्वनि विभाजन → A child identifies the three sounds in dog.

**Explanation / व्याख्या**

Segmenting / ध्वनि विभाजन: Breaking a spoken word into component sounds. Application: A child identifies the three sounds in dog.

## Short-answer revision

Recall the idea before reading the model answer.

**REVISION 04.01**

**Explain Phonemic awareness / स्वनिम जागरूकता and give one classroom example.**

**Model answer:** Ability to notice and manipulate individual sounds in spoken words. A child changes the first sound of cat to make bat.

**REVISION 04.02**

**Explain Letter recognition / अक्षर पहचान and give one classroom example.**

**Model answer:** Identifying written letters accurately. A pupil distinguishes lowercase b from lowercase d.

**REVISION 04.03**

**Explain Sound-symbol correspondence / ध्वनि-चिह्न संबंध and give one classroom example.**

**Model answer:** Connecting a speech sound with its written representation. Children connect the sound /m/ with the letter m.

**REVISION 04.04**

**Explain Vocabulary in context / संदर्भ में शब्दावली and give one classroom example.**

**Model answer:** Learning word meanings from meaningful language use. A child infers the meaning of muddy from a story and picture.

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**REVISION 04.05**

**Explain Blending / ध्वनि संयोजन and give one classroom example.**

**Model answer:** Combining separate speech sounds to recognise a word. A pupil combines /k/, /æ/ and /t/ to read cat.

**REVISION 04.06**

**Explain Segmenting / ध्वनि विभाजन and give one classroom example.**

**Model answer:** Breaking a spoken word into component sounds. A child identifies the three sounds in dog.

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CHAPTER 05 • 82 MCQs • 8 REVISION PROMPTS

# Reading and Resources

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Schema activation / पूर्वज्ञान सक्रियण

Bringing relevant background knowledge into a reading task.

**Classroom example:** Before a text about trains, pupils describe their own travel experiences.

### Intensive reading / गहन पठन

Reading a shorter text closely for detailed understanding.

**Classroom example:** A group examines a paragraph to find evidence for an inference.

### Extensive reading / विस्तृत पठन

Reading a range of texts for general understanding and enjoyment.

**Classroom example:** A child chooses several easy storybooks to read over a month.

### Guided reading / निर्देशित पठन

Teacher-supported reading in a group matched to learning needs.

**Classroom example:** The teacher prompts readers to use meaning and letter clues in a small group.

### Reading for specific information / विशिष्ट सूचना हेतु पठन

Locating a particular detail in a text.

**Classroom example:** A pupil scans a timetable to find the departure time.

### Shared reading / साझा पठन

Teacher and learners read a visible text together.

**Classroom example:** The class joins in reading repeated lines of a big book.

### Reading comprehension / पठन बोध

Constructing meaning from written text.

**Classroom example:** A pupil explains why a character changed their mind.

### Inferential reading / अनुमानात्मक पठन

Using textual clues to understand information not stated directly.

**Classroom example:** A child infers that a character is worried from their actions.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

**MCQ 229 • NEW CLASSROOM APPLICATION**

**Which question asks for inference rather than literal retrieval?**

A. Why might the character have hidden the letter?
B. What is the title printed on the page?
C. How many paragraphs are visible?
D. Which word appears first?

**Correct answer / सही उत्तर: A.** Why might the character have hidden the letter?

**Explanation / व्याख्या**

Inference requires combining textual clues with knowledge.

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MCQ 230 • NEW CLASSROOM APPLICATION

**How can a teacher support a class with mixed reading levels?**

A. Remove all independent reading
B. Use one fixed speed for everyone
C. Give every learner the hardest text without help
D. Provide texts of varied complexity and guided support

**Correct answer / सही उत्तर: D.** Provide texts of varied complexity and guided support

**Explanation / व्याख्या**

Differentiation helps learners access meaningful texts.

## Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 231 • CORE PRACTICE · FORM 01

**Identify the concept described: Bringing relevant background knowledge into a reading task.**

A. Self-assessment / स्व-आकलन
B. Schema activation / पूर्वज्ञान सक्रियण
C. Turn-taking / बारी-बारी बोलना
D. Learning sequence / अधिगम क्रम

**Correct answer / सही उत्तर: B.** Schema activation / पूर्वज्ञान सक्रियण

**Explanation / व्याख्या**

Schema activation / पूर्वज्ञान सक्रियण: Bringing relevant background knowledge into a reading task.

Application: Before a text about trains, pupils describe their own travel experiences.

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**MCQ 232 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Before a text about trains, pupils describe their own travel experiences.**

A. Story retelling / कहानी पुनर्कथन

B. Intonation / स्वर उतार-चढ़ाव

C. Peer feedback / सहपाठी प्रतिक्रिया

D. Schema activation / पूर्वज्ञान सक्रियण

**Correct answer / सही उत्तर: D.** Schema activation / पूर्वज्ञान सक्रियण

**Explanation / व्याख्या**

Schema activation / पूर्वज्ञान सक्रियण: Bringing relevant background knowledge into a reading task.
Application: Before a text about trains, pupils describe their own travel experiences.

**MCQ 233 • CORE PRACTICE · FORM 03**

**Which explanation best defines Schema activation / पूर्वज्ञान सक्रियण?**

A. Bringing relevant background knowledge into a reading task.

B. Adjusting support or task complexity while preserving language goals.

C. Identifying written letters accurately.

D. Reducing anxiety and building confidence in language learning.

**Correct answer / सही उत्तर: A.** Bringing relevant background knowledge into a reading task.

**Explanation / व्याख्या**

Schema activation / पूर्वज्ञान सक्रियण: Bringing relevant background knowledge into a reading task.
Application: Before a text about trains, pupils describe their own travel experiences.

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MCQ 234 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Schema activation / पूर्वज्ञान सक्रियण?**

A. A child changes the first sound of cat to make bat.

B. A lesson moves from picture talk to reading and independent response.

C. Before a text about trains, pupils describe their own travel experiences.

D. Pupils compare greetings in their home languages and English.

**Correct answer / सही उत्तर: C.** Before a text about trains, pupils describe their own travel experiences.

**Explanation / व्याख्या**

Schema activation / पूर्वज्ञान सक्रियण: Bringing relevant background knowledge into a reading task. Application: Before a text about trains, pupils describe their own travel experiences.

MCQ 235 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Bringing relevant background knowledge into a reading task. (2) Connecting language activities and assessment to intended curricular learning.**

A. Contextual grammar / संदर्भगत व्याकरण | Curriculum alignment / पाठ्यचर्या संरेखण

B. Schema activation / पूर्वज्ञान सक्रियण | Listening comprehension / श्रवण बोध

C. Curriculum alignment / पाठ्यचर्या संरेखण | Schema activation / पूर्वज्ञान सक्रियण

D. Schema activation / पूर्वज्ञान सक्रियण | Curriculum alignment / पाठ्यचर्या संरेखण

**Correct answer / सही उत्तर: D.** Schema activation / पूर्वज्ञान सक्रियण | Curriculum alignment / पाठ्यचर्या संरेखण

**Explanation / व्याख्या**

Schema activation / पूर्वज्ञान सक्रियण: Bringing relevant background knowledge into a reading task. Application: Before a text about trains, pupils describe their own travel experiences. Curriculum alignment / पाठ्यचर्या संरेखण: Connecting language activities and assessment to intended curricular learning. Application: A listening activity assesses the stated listening outcome rather than handwriting.

MCQ 236 • CORE PRACTICE · FORM 06

**Match the situations to concepts, in order. (1) Before a text about trains, pupils describe their own travel experiences. (2) Partners suggest one improvement to each other's stories.**

A. Curriculum alignment / पाठ्यचर्या संरेखण | Peer feedback / सहपाठी प्रतिक्रिया

B. Peer feedback / सहपाठी प्रतिक्रिया | Schema activation / पूर्वज्ञान सक्रियण

C. Schema activation / पूर्वज्ञान सक्रियण | Reading fluency / पठन प्रवाह

D. Schema activation / पूर्वज्ञान सक्रियण | Peer feedback / सहपाठी प्रतिक्रिया

**Correct answer / सही उत्तर: D.** Schema activation / पूर्वज्ञान सक्रियण | Peer feedback / सहपाठी प्रतिक्रिया

**Explanation / व्याख्या**

Schema activation / पूर्वज्ञान सक्रियण: Bringing relevant background knowledge into a reading task. Application: Before a text about trains, pupils describe their own travel experiences. Peer feedback / सहपाठी प्रतिक्रिया: Constructive comments from classmates based on agreed criteria. Application: Partners suggest one improvement to each other's stories.

**MCQ 237 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Schema activation / पूर्वज्ञान सक्रियण and Segmenting / ध्वनि विभाजन.**

A. Bringing relevant background knowledge into a reading task. | Breaking a spoken word into component sounds.

B. Bringing relevant background knowledge into a reading task. | Using a familiar language to support understanding of new content.

C. Teaching grammar through meaningful spoken or written language. | Breaking a spoken word into component sounds.

D. Breaking a spoken word into component sounds. | Bringing relevant background knowledge into a reading task.

**Correct answer / सही उत्तर: A.** Bringing relevant background knowledge into a reading task. | Breaking a spoken word into component sounds.

**Explanation / व्याख्या**

Schema activation / पूर्वज्ञान सक्रियण: Bringing relevant background knowledge into a reading task. Application: Before a text about trains, pupils describe their own travel experiences. Segmenting / ध्वनि विभाजन: Breaking a spoken word into component sounds. Application: A child identifies the three sounds in dog.

MCQ 238 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Schema activation / पूर्वज्ञान सक्रियण and Second language acquisition / द्वितीय भाषा अर्जन.**

A. Before a text about trains, pupils describe their own travel experiences. | A learner gradually uses English to interact in daily classroom situations.

B. Children write a notice inviting families to an exhibition. | A learner gradually uses English to interact in daily classroom situations.

C. Before a text about trains, pupils describe their own travel experiences. | A learner recounts the main events of a story in sequence.

D. A learner gradually uses English to interact in daily classroom situations. | Before a text about trains, pupils describe their own travel experiences.

**Correct answer / सही उत्तर: A.** Before a text about trains, pupils describe their own travel experiences. | A learner gradually uses English to interact in daily classroom situations.

**Explanation / व्याख्या**

Schema activation / पूर्वज्ञान सक्रियण: Bringing relevant background knowledge into a reading task. Application: Before a text about trains, pupils describe their own travel experiences. Second language acquisition / द्वितीय भाषा अर्जन: Developing the ability to communicate in a language beyond one's first language. Application: A learner gradually uses English to interact in daily classroom situations.

MCQ 239 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Schema activation / पूर्वज्ञान सक्रियण / Letter recognition / अक्षर पहचान)**

A. Schema activation / पूर्वज्ञान सक्रियण → Bringing relevant background knowledge into a reading task.

B. Letter recognition / अक्षर पहचान → Connecting language activities and assessment to intended curricular learning.

C. Schema activation / पूर्वज्ञान सक्रियण → Identifying written letters accurately.

D. Curriculum alignment / पाठ्यचर्या संरेखण → Exchange of meaning with others that supports language development.

**Correct answer / सही उत्तर: A.** Schema activation / पूर्वज्ञान सक्रियण → Bringing relevant background knowledge into a reading task.

**Explanation / व्याख्या**

Schema activation / पूर्वज्ञान सक्रियण: Bringing relevant background knowledge into a reading task.
Application: Before a text about trains, pupils describe their own travel experiences.

MCQ 240 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Schema activation / पूर्वज्ञान सक्रियण / Four-block approach / चार ब्लॉक उपागम)**

A. Schema activation / पूर्वज्ञान सक्रियण → Before a text about trains, pupils describe their own travel experiences.

B. Four-block approach / चार ब्लॉक उपागम → Children suggest sentences while the teacher records their ideas.

C. Shared writing / साझा लेखन → A teacher gives separate feedback on ideas, organisation and language.

D. Schema activation / पूर्वज्ञान सक्रियण → A lesson combines conversation, sound work, shared reading and a writing task.

**Correct answer / सही उत्तर: A.** Schema activation / पूर्वज्ञान सक्रियण → Before a text about trains, pupils describe their own travel experiences.

**Explanation / व्याख्या**

Schema activation / पूर्वज्ञान सक्रियण: Bringing relevant background knowledge into a reading task.
Application: Before a text about trains, pupils describe their own travel experiences.

MCQ 241 • CORE PRACTICE · FORM 01

**Identify the concept described: Reading a shorter text closely for detailed understanding.**

A. Situational conversation / परिस्थितिजन्य संवाद

B. Intensive reading / गहन पठन

C. Curriculum alignment / पाठ्यचर्या संरेखण

D. Language policy / भाषा नीति

**Correct answer / सही उत्तर: B.** Intensive reading / गहन पठन

**Explanation / व्याख्या**

Intensive reading / गहन पठन: Reading a shorter text closely for detailed understanding.
Application: A group examines a paragraph to find evidence for an inference.

**MCQ 242 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A group examines a paragraph to find evidence for an inference.**

A. Language learning outcome / भाषायी अधिगम प्रतिफल

B. Intonation / स्वर उतार-चढ़ाव

C. Intensive reading / गहन पठन

D. Literal comprehension / शाब्दिक बोध

**Correct answer / सही उत्तर: C.** Intensive reading / गहन पठन

**Explanation / व्याख्या**

Intensive reading / गहन पठन: Reading a shorter text closely for detailed understanding.
Application: A group examines a paragraph to find evidence for an inference.

**MCQ 243 • CORE PRACTICE · FORM 03**

**Which explanation best defines Intensive reading / गहन पठन?**

A. Producing connected speech with an appropriate flow.

B. Reading a shorter text closely for detailed understanding.

C. Describing levels of written performance against clear criteria.

D. Reconstructing a heard or read narrative in one's own words.

**Correct answer / सही उत्तर: B.** Reading a shorter text closely for detailed understanding.

**Explanation / व्याख्या**

Intensive reading / गहन पठन: Reading a shorter text closely for detailed understanding.
Application: A group examines a paragraph to find evidence for an inference.

MCQ 244 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Intensive reading / गहन पठन?**

A. A listening activity assesses the stated listening outcome rather than handwriting.

B. A group examines a paragraph to find evidence for an inference.

C. A pupil combines /k/, /æ/ and /t/ to read cat.

D. Pupils explore past tense while revising a narrative of yesterday's trip.

**Correct answer / सही उत्तर: B.** A group examines a paragraph to find evidence for an inference.

**Explanation / व्याख्या**

Intensive reading / गहन पठन: Reading a shorter text closely for detailed understanding. Application: A group examines a paragraph to find evidence for an inference.

MCQ 245 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Reading a shorter text closely for detailed understanding. (2) Improving content, clarity and organisation of a draft.**

A. Intensive reading / गहन पठन | Miscue analysis / अपसंकैत विश्लेषण

B. Intensive reading / गहन पठन | Revision / पुनरीक्षण

C. Story retelling / कहानी पुनर्कथन | Revision / पुनरीक्षण

D. Revision / पुनरीक्षण | Intensive reading / गहन पठन

**Correct answer / सही उत्तर: B.** Intensive reading / गहन पठन | Revision / पुनरीक्षण

**Explanation / व्याख्या**

Intensive reading / गहन पठन: Reading a shorter text closely for detailed understanding. Application: A group examines a paragraph to find evidence for an inference. Revision / पुनरीक्षण: Improving content, clarity and organisation of a draft. Application: A pupil rearranges events to make a story easier to follow.

**MCQ 246 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A group examines a paragraph to find evidence for an inference. (2) A teacher writes an invitation while explaining choices of words and structure.**

A. Intensive reading / गहन पठन | Modelled writing / आदर्श लेखन

B. Intensive reading / गहन पठन | Home-language support / गृहभाषा समर्थन

C. Oral fluency / मौखिक प्रवाह | Modelled writing / आदर्श लेखन

D. Modelled writing / आदर्श लेखन | Intensive reading / गहन पठन

**Correct answer / सही उत्तर: A.** Intensive reading / गहन पठन | Modelled writing / आदर्श लेखन

**Explanation / व्याख्या**

Intensive reading / गहन पठन: Reading a shorter text closely for detailed understanding. Application: A group examines a paragraph to find evidence for an inference. Modelled writing / आदर्श लेखन: Demonstrating writing decisions and processes explicitly. Application: A teacher writes an invitation while explaining choices of words and structure.

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MCQ 247 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Intensive reading / गहन पठन and Shared writing / साझा लेखन.**

A. Teacher and learners compose a text together. | Reading a shorter text closely for detailed understanding.

B. Reading a shorter text closely for detailed understanding. | Reducing anxiety and building confidence in language learning.

C. Breaking a spoken word into component sounds. | Teacher and learners compose a text together.

D. Reading a shorter text closely for detailed understanding. | Teacher and learners compose a text together.

**Correct answer / सही उत्तर: D.** Reading a shorter text closely for detailed understanding. | Teacher and learners compose a text together.

**Explanation / व्याख्या**

Intensive reading / गहन पठन: Reading a shorter text closely for detailed understanding. Application: A group examines a paragraph to find evidence for an inference. Shared writing / साझा लेखन: Teacher and learners compose a text together. Application: Children suggest sentences while the teacher records their ideas.

MCQ 248 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Intensive reading / गहन पठन and Language exposure / भाषा संपर्क**

A. A group examines a paragraph to find evidence for an inference. | A child changes the first sound of cat to make bat.

B. A group examines a paragraph to find evidence for an inference. | Pupils hear English in songs, stories and classroom instructions.

C. Pupils hear English in songs, stories and classroom instructions. | A group examines a paragraph to find evidence for an inference.

D. Children connect the sound /m/ with the letter m. | Pupils hear English in songs, stories and classroom instructions.

**Correct answer / सही उत्तर: B.** A group examines a paragraph to find evidence for an inference. | Pupils hear English in songs, stories and classroom instructions.

**Explanation / व्याख्या**

Intensive reading / गहन पठन: Reading a shorter text closely for detailed understanding. Application: A group examines a paragraph to find evidence for an inference. Language exposure / भाषा संपर्क Opportunities to encounter meaningful language in use. Application: Pupils hear English in songs, stories and classroom instructions.

MCQ 249 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Intensive reading / गहन पठन / Home-language support / गृहभाषा समर्थन)**

A. Intensive reading / गहन पठन → Reading a shorter text closely for detailed understanding.

B. Intensive reading / गहन पठन → Using a familiar language to support understanding of new content.

C. Home-language support / गृहभाषा समर्थन → Connecting language activities and assessment to intended curricular learning.

D. Curriculum alignment / पाठ्यचर्या संरेखण → Writing for a meaningful audience and communicative purpose.

**Correct answer / सही उत्तर: A.** Intensive reading / गहन पठन → Reading a shorter text closely for detailed understanding.

**Explanation / व्याख्या**

Intensive reading / गहन पठन: Reading a shorter text closely for detailed understanding.
Application: A group examines a paragraph to find evidence for an inference.

**MCQ 250 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Intensive reading / गहन पठन / Second language acquisition / द्वितीय भाषा अर्जन)**

A. Second language acquisition / द्वितीय भाषा अर्जन → Pupils explore past tense while revising a narrative of yesterday's trip.

B. Intensive reading / गहन पठन → A learner gradually uses English to interact in daily classroom situations.

C. Contextual grammar / संदर्भगत व्याकरण → A lesson moves from picture talk to reading and independent response.

D. Intensive reading / गहन पठन → A group examines a paragraph to find evidence for an inference.

**Correct answer / सही उत्तर: D.** Intensive reading / गहन पठन → A group examines a paragraph to find evidence for an inference.

**Explanation / व्याख्या**

Intensive reading / गहन पठन: Reading a shorter text closely for detailed understanding. Application: A group examines a paragraph to find evidence for an inference.

**MCQ 251 • CORE PRACTICE · FORM 01**

**Identify the concept described: Reading a range of texts for general understanding and enjoyment.**

A. Second language acquisition / द्वितीय भाषा अर्जन

B. Writing rubric / लेखन मानदंड तालिका

C. Listening comprehension / श्रवण बोध

D. Extensive reading / विस्तृत पठन

**Correct answer / सही उत्तर: D.** Extensive reading / विस्तृत पठन

**Explanation / व्याख्या**

Extensive reading / विस्तृत पठन: Reading a range of texts for general understanding and enjoyment. Application: A child chooses several easy storybooks to read over a month.

MCQ 252 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? A child chooses several easy storybooks to read over a month.**

A. Language diversity / भाषायी विविधता
B. Phonemic awareness / स्वनिम जागरूकता
C. Affective support / भावात्मक समर्थन
D. Extensive reading / विस्तृत पठन

**Correct answer / सही उत्तर: D.** Extensive reading / विस्तृत पठन

**Explanation / व्याख्या**
Extensive reading / विस्तृत पठन: Reading a range of texts for general understanding and enjoyment. Application: A child chooses several easy storybooks to read over a month.

MCQ 253 • CORE PRACTICE · FORM 03

**Which explanation best defines Extensive reading / विस्तृत पठन?**

A. Combining separate speech sounds to recognise a word.
B. An observable expectation of language use after learning.
C. Reading a range of texts for general understanding and enjoyment.
D. Learning word meanings from meaningful language use.

**Correct answer / सही उत्तर: C.** Reading a range of texts for general understanding and enjoyment.

**Explanation / व्याख्या**
Extensive reading / विस्तृत पठन: Reading a range of texts for general understanding and enjoyment. Application: A child chooses several easy storybooks to read over a month.

MCQ 254 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Extensive reading / विस्तृत पठन?**

A. A school considers national curricular recommendations when planning language instruction.

B. A teacher accepts tentative answers and avoids ridicule.

C. A pupil distinguishes lowercase b from lowercase d.

D. A child chooses several easy storybooks to read over a month.

**Correct answer / सही उत्तर: D.** A child chooses several easy storybooks to read over a month.

**Explanation / व्याख्या**

Extensive reading / विस्तृत पठन: Reading a range of texts for general understanding and enjoyment. Application: A child chooses several easy storybooks to read over a month.

MCQ 255 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Reading a range of texts for general understanding and enjoyment. (2) Teaching grammar through meaningful spoken or written language.**

A. Extensive reading / विस्तृत पठन | Contextual grammar / संदर्भगत व्याकरण

B. Comprehensible input / बोधगम्य भाषायी सामग्री | Contextual grammar / संदर्भगत व्याकरण

C. Contextual grammar / संदर्भगत व्याकरण | Extensive reading / विस्तृत पठन

D. Extensive reading / विस्तृत पठन | Literal comprehension / शाब्दिक बोध

**Correct answer / सही उत्तर: A.** Extensive reading / विस्तृत पठन | Contextual grammar / संदर्भगत व्याकरण

**Explanation / व्याख्या**

Extensive reading / विस्तृत पठन: Reading a range of texts for general understanding and enjoyment. Application: A child chooses several easy storybooks to read over a month. Contextual grammar / संदर्भगत व्याकरण: Teaching grammar through meaningful spoken or written language. Application: Pupils explore past tense while revising a narrative of yesterday's trip.

**MCQ 256 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A child chooses several easy storybooks to read over a month. (2) A teacher lets pupils discuss a story in their home language before sharing in English.**

A. Letter recognition / अक्षर पहचान | Home-language support / गृहभाषा समर्थन

B. Extensive reading / विस्तृत पठन | Home-language support / गृहभाषा समर्थन

C. Home-language support / गृहभाषा समर्थन | Extensive reading / विस्तृत पठन

D. Extensive reading / विस्तृत पठन | Story retelling / कहानी पुनर्कथन

**Correct answer / सही उत्तर: B.** Extensive reading / विस्तृत पठन | Home-language support / गृहभाषा समर्थन

**Explanation / व्याख्या**

Extensive reading / विस्तृत पठन: Reading a range of texts for general understanding and enjoyment. Application: A child chooses several easy storybooks to read over a month. Home-language support / गृहभाषा समर्थन: Using a familiar language to support understanding of new content. Application: A teacher lets pupils discuss a story in their home language before sharing in English.

**MCQ 257 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Extensive reading / विस्तृत पठन and Vocabulary in context / संदर्भ में शब्दावली.**

A. Examining deviations in oral reading to understand reading strategies. | Learning word meanings from meaningful language use.

B. Learning word meanings from meaningful language use. | Reading a range of texts for general understanding and enjoyment.

C. Reading a range of texts for general understanding and enjoyment. | Practising speech in a meaningful context.

D. Reading a range of texts for general understanding and enjoyment. | Learning word meanings from meaningful language use.

**Correct answer / सही उत्तर: D.** Reading a range of texts for general understanding and enjoyment. | Learning word meanings from meaningful language use.

**Explanation / व्याख्या**

Extensive reading / विस्तृत पठन: Reading a range of texts for general understanding and enjoyment. Application: A child chooses several easy storybooks to read over a month. Vocabulary in context / संदर्भ में शब्दावली: Learning word meanings from meaningful language use. Application: A child infers the meaning of muddy from a story and picture.

MCQ 258 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Extensive reading / विस्तृत पठन and Miscue analysis / अपसंकैत विश्लेषण.**

A. The teacher records when a pupil substitutes a word and analyses the clues used. | A child chooses several easy storybooks to read over a month.

B. A teacher accepts tentative answers and avoids ridicule. | The teacher records when a pupil substitutes a word and analyses the clues used.

C. A child chooses several easy storybooks to read over a month. | A teacher lets pupils discuss a story in their home language before sharing in English.

D. A child chooses several easy storybooks to read over a month. | The teacher records when a pupil substitutes a word and analyses the clues used.

**Correct answer / सही उत्तर: D.** A child chooses several easy storybooks to read over a month. | The teacher records when a pupil substitutes a word and analyses the clues used.

**Explanation / व्याख्या**

Extensive reading / विस्तृत पठन: Reading a range of texts for general understanding and enjoyment. Application: A child chooses several easy storybooks to read over a month. Miscue analysis / अपसंकैत विश्लेषण: Examining deviations in oral reading to understand reading strategies. Application: The teacher records when a pupil substitutes a word and analyses the clues used.

MCQ 259 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Extensive reading / विस्तृत पठन / Letter recognition / अक्षर पहचान)**

A. Extensive reading / विस्तृत पठन → Identifying written letters accurately.

B. Extensive reading / विस्तृत पठन → Reading a range of texts for general understanding and enjoyment.

C. Letter recognition / अक्षर पहचान → An integrated approach covering oral language, word recognition, reading and writing.

D. Four-block approach / चार ब्लॉक उपागम → Reading with accuracy, suitable pace and expression.

**Correct answer / सही उत्तर: B.** Extensive reading / विस्तृत पठन → Reading a range of texts for general understanding and enjoyment.

**Explanation / व्याख्या**

Extensive reading / विस्तृत पठन: Reading a range of texts for general understanding and enjoyment. Application: A child chooses several easy storybooks to read over a month.

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MCQ 260 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Extensive reading / विस्तृत पठन / Differentiated language tasks / विभेदित भाषा कार्य)**

A. Differentiated language tasks / विभेदित भाषा कार्य → A teacher lets pupils discuss a story in their home language before sharing in English.

B. Home-language support / गृहभाषा समर्थन → Children compare ways of greeting across communities without ranking languages.

C. Extensive reading / विस्तृत पठन → A child chooses several easy storybooks to read over a month.

D. Extensive reading / विस्तृत पठन → Some pupils use sentence frames while others write freely.

**Correct answer / सही उत्तर: C.** Extensive reading / विस्तृत पठन → A child chooses several easy storybooks to read over a month.

**Explanation / व्याख्या**

Extensive reading / विस्तृत पठन: Reading a range of texts for general understanding and enjoyment. Application: A child chooses several easy storybooks to read over a month.

MCQ 261 • CORE PRACTICE · FORM 01

**Identify the concept described: Teacher-supported reading in a group matched to learning needs.**

A. Drafting / प्रारूप लेखन

B. Contextual grammar / संदर्भगत व्याकरण

C. Guided reading / निर्देशित पठन

D. Oral rehearsal / मौखिक पूर्वाभ्यास

**Correct answer / सही उत्तर: C.** Guided reading / निर्देशित पठन

**Explanation / व्याख्या**

Guided reading / निर्देशित पठन: Teacher-supported reading in a group matched to learning needs. Application: The teacher prompts readers to use meaning and letter clues in a small group.

**MCQ 262 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? The teacher prompts readers to use meaning and letter clues in a small group.**

A. Curriculum alignment / पाठ्यचर्या संरेखण

B. Letter recognition / अक्षर पहचान

C. Guided reading / निर्देशित पठन

D. Language learning outcome / भाषायी अधिगम प्रतिफल

**Correct answer / सही उत्तर: C.** Guided reading / निर्देशित पठन

**Explanation / व्याख्या**

Guided reading / निर्देशित पठन: Teacher-supported reading in a group matched to learning needs.
Application: The teacher prompts readers to use meaning and letter clues in a small group.

**MCQ 263 • CORE PRACTICE · FORM 03**

**Which explanation best defines Guided reading / निर्देशित पठन?**

A. Learning word meanings from meaningful language use.

B. Teacher-supported reading in a group matched to learning needs.

C. Teaching grammar through meaningful spoken or written language.

D. Producing connected speech with an appropriate flow.

**Correct answer / सही उत्तर: B.** Teacher-supported reading in a group matched to learning needs.

**Explanation / व्याख्या**

Guided reading / निर्देशित पठन: Teacher-supported reading in a group matched to learning needs.
Application: The teacher prompts readers to use meaning and letter clues in a small group.

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MCQ 264 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Guided reading / निर्देशित पठन?**

A. A child corrects spelling and punctuation before publishing.

B. The teacher prompts readers to use meaning and letter clues in a small group.

C. Pupils follow a spoken sequence of classroom directions.

D. A teacher accompanies a new English instruction with gestures and objects.

**Correct answer / सही उत्तर: B.** The teacher prompts readers to use meaning and letter clues in a small group.

**Explanation / व्याख्या**

Guided reading / निर्देशित पठन: Teacher-supported reading in a group matched to learning needs.
Application: The teacher prompts readers to use meaning and letter clues in a small group.

MCQ 265 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Teacher-supported reading in a group matched to learning needs. (2) An ordered progression of activities supporting a learning goal.**

A. Guided reading / निर्देशित पठन | Learning sequence / अधिगम क्रम

B. Situational conversation / परिस्थितिजन्य संवाद | Learning sequence / अधिगम क्रम

C. Guided reading / निर्देशित पठन | Intonation / स्वर उतार-चढ़ाव

D. Learning sequence / अधिगम क्रम | Guided reading / निर्देशित पठन

**Correct answer / सही उत्तर: A.** Guided reading / निर्देशित पठन | Learning sequence / अधिगम क्रम

**Explanation / व्याख्या**

Guided reading / निर्देशित पठन: Teacher-supported reading in a group matched to learning needs.
Application: The teacher prompts readers to use meaning and letter clues in a small group.
Learning sequence / अधिगम क्रम: An ordered progression of activities supporting a learning goal.
Application: A lesson moves from picture talk to reading and independent response.

**MCQ 266 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) The teacher prompts readers to use meaning and letter clues in a small group. (2) A lesson moves from picture talk to reading and independent response.**

A. Learning sequence / अधिगम क्रम | Guided reading / निर्देशित पठन

B. Purposeful writing / उद्देश्यपूर्ण लेखन | Learning sequence / अधिगम क्रम

C. Guided reading / निर्देशित पठन | Writing rubric / लेखन मानदंड तालिका

D. Guided reading / निर्देशित पठन | Learning sequence / अधिगम क्रम

**Correct answer / सही उत्तर: D.** Guided reading / निर्देशित पठन | Learning sequence / अधिगम क्रम

**Explanation / व्याख्या**

Guided reading / निर्देशित पठन: Teacher-supported reading in a group matched to learning needs.
Application: The teacher prompts readers to use meaning and letter clues in a small group.
Learning sequence / अधिगम क्रम: An ordered progression of activities supporting a learning goal.
Application: A lesson moves from picture talk to reading and independent response.

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MCQ 267 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Guided reading / निर्देशित पठन and Four-block approach / चार ब्लॉक उपागम.**

A. Teacher-supported reading in a group matched to learning needs. | Developing the ability to communicate in a language beyond one's first language.

B. An integrated approach covering oral language, word recognition, reading and writing. | Teacher-supported reading in a group matched to learning needs.

C. Connecting language activities and assessment to intended curricular learning. | An integrated approach covering oral language, word recognition, reading and writing.

D. Teacher-supported reading in a group matched to learning needs. | An integrated approach covering oral language, word recognition, reading and writing.

**Correct answer / सही उत्तर: D.** Teacher-supported reading in a group matched to learning needs. | An integrated approach covering oral language, word recognition, reading and writing.

**Explanation / व्याख्या**

Guided reading / निर्देशित पठन: Teacher-supported reading in a group matched to learning needs. Application: The teacher prompts readers to use meaning and letter clues in a small group. Four-block approach / चार ब्लॉक उपागम: An integrated approach covering oral language, word recognition, reading and writing. Application: A lesson combines conversation, sound work, shared reading and a writing task.

MCQ 268 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Guided reading / निर्देशित पठन and Home-language support / गृहभाषा समर्थन.**

A. A lesson combines conversation, sound work, shared reading and a writing task. | A teacher lets pupils discuss a story in their home language before sharing in English.

B. A teacher lets pupils discuss a story in their home language before sharing in English. | The teacher prompts readers to use meaning and letter clues in a small group.

C. The teacher prompts readers to use meaning and letter clues in a small group. | A teacher lets pupils discuss a story in their home language before sharing in English.

D. The teacher prompts readers to use meaning and letter clues in a small group. | Pupils hear English in songs, stories and classroom instructions.

**Correct answer / सही उत्तर: C.** The teacher prompts readers to use meaning and letter clues in a small group. | A teacher lets pupils discuss a story in their home language before sharing in English.

**Explanation / व्याख्या**

Guided reading / निर्देशित पठन: Teacher-supported reading in a group matched to learning needs. Application: The teacher prompts readers to use meaning and letter clues in a small group. Home-language support / गृहभाषा समर्थन: Using a familiar language to support understanding of new content. Application: A teacher lets pupils discuss a story in their home language before sharing in English.

MCQ 269 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Guided reading / निर्देशित पठन / Modelled writing / आदर्श लेखन)**

A. Modelled writing / आदर्श लेखन → Practising speech in a meaningful context.

B. Guided reading / निर्देशित पठन → Demonstrating writing decisions and processes explicitly.

C. Situational conversation / परिस्थितिजन्य संवाद → Reading with accuracy, suitable pace and expression.

D. Guided reading / निर्देशित पठन → Teacher-supported reading in a group matched to learning needs.

**Correct answer / सही उत्तर: D.** Guided reading / निर्देशित पठन → Teacher-supported reading in a group matched to learning needs.

**Explanation / व्याख्या**

Guided reading / निर्देशित पठन: Teacher-supported reading in a group matched to learning needs. Application: The teacher prompts readers to use meaning and letter clues in a small group.

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MCQ 270 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Guided reading / निर्देशित पठन / Writing rubric / लेखन मानदंड तालिका)**

A. Language policy / भाषा नीति → Children compare ways of greeting across communities without ranking languages.

B. Guided reading / निर्देशित पठन → A teacher gives separate feedback on ideas, organisation and language.

C. Writing rubric / लेखन मानदंड तालिका → A school considers national curricular recommendations when planning language instruction.

D. Guided reading / निर्देशित पठन → The teacher prompts readers to use meaning and letter clues in a small group.

**Correct answer / सही उत्तर: D.** Guided reading / निर्देशित पठन → The teacher prompts readers to use meaning and letter clues in a small group.

**Explanation / व्याख्या**

Guided reading / निर्देशित पठन: Teacher-supported reading in a group matched to learning needs.
Application: The teacher prompts readers to use meaning and letter clues in a small group.

MCQ 271 • CORE PRACTICE · FORM 01

**Identify the concept described: Locating a particular detail in a text.**

A. Home-language support / गृहभाषा समर्थन

B. Differentiated language tasks / विभेदित भाषा कार्य

C. Sound-symbol correspondence / ध्वनि-चिह्न संबंध

D. Reading for specific information / विशिष्ट सूचना हेतु पठन

**Correct answer / सही उत्तर: D.** Reading for specific information / विशिष्ट सूचना हेतु पठन

**Explanation / व्याख्या**

Reading for specific information / विशिष्ट सूचना हेतु पठन: Locating a particular detail in a text.
Application: A pupil scans a timetable to find the departure time.

MCQ 272 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? A pupil scans a timetable to find the departure time.**

A. Reading for specific information / विशिष्ट सूचना हेतु पठन
B. Shared writing / साझा लेखन
C. Lesson planning / पाठ योजना
D. Contextual grammar / संदर्भगत व्याकरण

**Correct answer / सही उत्तर: A.** Reading for specific information / विशिष्ट सूचना हेतु पठन

**Explanation / व्याख्या**
Reading for specific information / विशिष्ट सूचना हेतु पठन: Locating a particular detail in a text.
Application: A pupil scans a timetable to find the departure time.

MCQ 273 • CORE PRACTICE · FORM 03

**Which explanation best defines Reading for specific information / विशिष्ट सूचना हेतु पठन?**

A. Combining separate speech sounds to recognise a word.
B. Guidance about the place and use of languages in education.
C. Locating a particular detail in a text.
D. Gathering evidence of understanding spoken language.

**Correct answer / सही उत्तर: C.** Locating a particular detail in a text.

**Explanation / व्याख्या**
Reading for specific information / विशिष्ट सूचना हेतु पठन: Locating a particular detail in a text.
Application: A pupil scans a timetable to find the departure time.

GyanTech Guru Ji

MCQ 274 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Reading for specific information / विशिष्ट सूचना हेतु पठन?**

A. A teacher plans oral rehearsal, reading and a short writing task around an outcome.

B. A learner recounts the main events of a story in sequence.

C. A pupil scans a timetable to find the departure time.

D. A learner gradually uses English to interact in daily classroom situations.

**Correct answer / सही उत्तर: C.** A pupil scans a timetable to find the departure time.

**Explanation / व्याख्या**

Reading for specific information / विशिष्ट सूचना हेतु पठन: Locating a particular detail in a text. Application: A pupil scans a timetable to find the departure time.

MCQ 275 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Locating a particular detail in a text. (2) Variation in pitch that helps convey meaning and attitude.**

A. Reading for specific information / विशिष्ट सूचना हेतु पठन | Vocabulary in context / संदर्भ में शब्दावली

B. Reading for specific information / विशिष्ट सूचना हेतु पठन | Intonation / स्वर उतार-चढ़ाव

C. Reading fluency / पठन प्रवाह | Intonation / स्वर उतार-चढ़ाव

D. Intonation / स्वर उतार-चढ़ाव | Reading for specific information / विशिष्ट सूचना हेतु पठन

**Correct answer / सही उत्तर: B.** Reading for specific information / विशिष्ट सूचना हेतु पठन | Intonation / स्वर उतार-चढ़ाव

**Explanation / व्याख्या**

Reading for specific information / विशिष्ट सूचना हेतु पठन: Locating a particular detail in a text. Application: A pupil scans a timetable to find the departure time. Intonation / स्वर उतार-चढ़ाव: Variation in pitch that helps convey meaning and attitude. Application: A learner changes pitch while asking a question aloud.

MCQ 276 • CORE PRACTICE · FORM 06

**Match the situations to concepts, in order. (1) A pupil scans a timetable to find the departure time. (2) A school considers national curricular recommendations when planning language instruction.**

A. Language policy / भाषा नीति | Reading for specific information / विशिष्ट सूचना हेतु पठन

B. Intonation / स्वर उतार-चढ़ाव | Language policy / भाषा नीति

C. Reading for specific information / विशिष्ट सूचना हेतु पठन | Story retelling / कहानी पुनर्कथन

D. Reading for specific information / विशिष्ट सूचना हेतु पठन | Language policy / भाषा नीति

**Correct answer / सही उत्तर: D.** Reading for specific information / विशिष्ट सूचना हेतु पठन | Language policy / भाषा नीति

**Explanation / व्याख्या**

Reading for specific information / विशिष्ट सूचना हेतु पठन: Locating a particular detail in a text. Application: A pupil scans a timetable to find the departure time. Language policy / भाषा नीति: Guidance about the place and use of languages in education. Application: A school considers national curricular recommendations when planning language instruction.

MCQ 277 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Reading for specific information / विशिष्ट सूचना हेतु पठन and Segmenting / ध्वनि विभाजन.**

A. Breaking a spoken word into component sounds. | Locating a particular detail in a text.

B. Locating a particular detail in a text. | Connecting language activities and assessment to intended curricular learning.

C. Locating a particular detail in a text. | Breaking a spoken word into component sounds.

D. An integrated approach covering oral language, word recognition, reading and writing. | Breaking a spoken word into component sounds.

**Correct answer / सही उत्तर: C.** Locating a particular detail in a text. | Breaking a spoken word into component sounds.

**Explanation / व्याख्या**

Reading for specific information / विशिष्ट सूचना हेतु पठन: Locating a particular detail in a text. Application: A pupil scans a timetable to find the departure time. Segmenting / ध्वनि विभाजन: Breaking a spoken word into component sounds. Application: A child identifies the three sounds in dog.

MCQ 278 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Reading for specific information / विशिष्ट सूचना हेतु पठन and Listening assessment / श्रवण आकलन.**

A. A pupil scans a timetable to find the departure time. | Pupils follow a spoken sequence of classroom directions.

B. A pupil scans a timetable to find the departure time. | A child corrects spelling and punctuation before publishing.

C. Pupils follow a spoken sequence of classroom directions. | A pupil scans a timetable to find the departure time.

D. Children connect the sound /m/ with the letter m. | Pupils follow a spoken sequence of classroom directions.

**Correct answer / सही उत्तर: A.** A pupil scans a timetable to find the departure time. | Pupils follow a spoken sequence of classroom directions.

**Explanation / व्याख्या**

Reading for specific information / विशिष्ट सूचना हेतु पठन: Locating a particular detail in a text. Application: A pupil scans a timetable to find the departure time. Listening assessment / श्रवण आकलन: Gathering evidence of understanding spoken language. Application: Pupils follow a spoken sequence of classroom directions.

MCQ 279 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Reading for specific information / विशिष्ट सूचना हेतु पठन / Lesson planning / पाठ योजना)**

A. Reading for specific information / विशिष्ट सूचना हेतु पठन → Selecting and sequencing activities aligned with intended learning.

B. Lesson planning / पाठ योजना → Teaching grammar through meaningful spoken or written language.

C. Reading for specific information / विशिष्ट सूचना हेतु पठन → Locating a particular detail in a text.

D. Contextual grammar / संदर्भगत व्याकरण → Producing an initial version of a text to develop ideas.

**Correct answer / सही उत्तर: C.** Reading for specific information / विशिष्ट सूचना हेतु पठन → Locating a particular detail in a text.

**Explanation / व्याख्या**

Reading for specific information / विशिष्ट सूचना हेतु पठन: Locating a particular detail in a text.
Application: A pupil scans a timetable to find the departure time.

**MCQ 280 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Reading for specific information / विशिष्ट सूचना हेतु पठन / Listening comprehension / श्रवण बोध)**

A. Reading for specific information / विशिष्ट सूचना हेतु पठन → After hearing instructions, a pupil places objects in the correct order.

B. Listening comprehension / श्रवण बोध → Pupils follow a spoken sequence of classroom directions.

C. Listening assessment / श्रवण आकलन → A school considers national curricular recommendations when planning language instruction.

D. Reading for specific information / विशिष्ट सूचना हेतु पठन → A pupil scans a timetable to find the departure time.

**Correct answer / सही उत्तर: D.** Reading for specific information / विशिष्ट सूचना हेतु पठन → A pupil scans a timetable to find the departure time.

**Explanation / व्याख्या**

Reading for specific information / विशिष्ट सूचना हेतु पठन: Locating a particular detail in a text. Application: A pupil scans a timetable to find the departure time.

**MCQ 281 • CORE PRACTICE · FORM 01**

**Identify the concept described: Teacher and learners read a visible text together.**

A. Shared reading / साझा पठन

B. Literal comprehension / शाब्दिक बोध

C. Affective support / भावात्मक समर्थन

D. Shared writing / साझा लेखन

**Correct answer / सही उत्तर: A.** Shared reading / साझा पठन

**Explanation / व्याख्या**

Shared reading / साझा पठन: Teacher and learners read a visible text together. Application: The class joins in reading repeated lines of a big book.

**MCQ 282 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? The class joins in reading repeated lines of a big book.**

A. Story retelling / कहानी पुनर्कथन

B. Shared reading / साझा पठन

C. Blending / ध्वनि संयोजन

D. Miscue analysis / अपसंकैत विश्लेषण

**Correct answer / सही उत्तर: B.** Shared reading / साझा पठन

**Explanation / व्याख्या**

Shared reading / साझा पठन: Teacher and learners read a visible text together. Application: The class joins in reading repeated lines of a big book.

**MCQ 283 • CORE PRACTICE · FORM 03**

**Which explanation best defines Shared reading / साझा पठन?**

A. Teacher and learners read a visible text together.

B. Describing levels of written performance against clear criteria.

C. Selecting and sequencing activities aligned with intended learning.

D. Recognising and valuing the different languages and varieties used by learners.

**Correct answer / सही उत्तर: A.** Teacher and learners read a visible text together.

**Explanation / व्याख्या**

Shared reading / साझा पठन: Teacher and learners read a visible text together. Application: The class joins in reading repeated lines of a big book.

MCQ 284 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Shared reading / साझा पठन?**

A. A child describes a picture in several connected sentences.

B. The teacher records when a pupil substitutes a word and analyses the clues used.

C. The class joins in reading repeated lines of a big book.

D. Pupils hear English in songs, stories and classroom instructions.

**Correct answer / सही उत्तर: C.** The class joins in reading repeated lines of a big book.

**Explanation / व्याख्या**

Shared reading / साझा पठन: Teacher and learners read a visible text together. Application: The class joins in reading repeated lines of a big book.

MCQ 285 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Teacher and learners read a visible text together. (2) Producing an initial version of a text to develop ideas.**

A. Language diversity / भाषायी विविधता | Drafting / प्रारूप लेखन

B. Shared reading / साझा पठन | Drafting / प्रारूप लेखन

C. Drafting / प्रारूप लेखन | Shared reading / साझा पठन

D. Shared reading / साझा पठन | Contextual grammar / संदर्भगत व्याकरण

**Correct answer / सही उत्तर: B.** Shared reading / साझा पठन | Drafting / प्रारूप लेखन

**Explanation / व्याख्या**

Shared reading / साझा पठन: Teacher and learners read a visible text together. Application: The class joins in reading repeated lines of a big book. Drafting / प्रारूप लेखन: Producing an initial version of a text to develop ideas. Application: A learner writes the first version of a story before editing.

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**MCQ 286 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) The class joins in reading repeated lines of a big book. (2) Children connect the sound /m/ with the letter m.**

A. Sound-symbol correspondence / ध्वनि-चिह्न संबंध | Shared reading / साझा पठन

B. Listening comprehension / श्रवण बोध | Sound-symbol correspondence / ध्वनि-चिह्न संबंध

C. Shared reading / साझा पठन | Sound-symbol correspondence / ध्वनि-चिह्न संबंध

D. Shared reading / साझा पठन | Turn-taking / बारी-बारी बोलना

**Correct answer / सही उत्तर: C.** Shared reading / साझा पठन | Sound-symbol correspondence / ध्वनि-चिह्न संबंध

**Explanation / व्याख्या**

Shared reading / साझा पठन: Teacher and learners read a visible text together. Application: The class joins in reading repeated lines of a big book. Sound-symbol correspondence / ध्वनि-चिह्न संबंध: Connecting a speech sound with its written representation. Application: Children connect the sound /m/ with the letter m.

GyanTech Guru Ji

MCQ 287 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Shared reading / साझा पठन and Second language acquisition / द्वितीय भाषा अर्जन.**

A. Teacher and learners read a visible text together. | An integrated approach covering oral language, word recognition, reading and writing.

B. Developing the ability to communicate in a language beyond one's first language. | Teacher and learners read a visible text together.

C. Teacher and learners read a visible text together. | Developing the ability to communicate in a language beyond one's first language.

D. Producing connected speech with an appropriate flow. | Developing the ability to communicate in a language beyond one's first language.

**Correct answer / सही उत्तर: C.** Teacher and learners read a visible text together. | Developing the ability to communicate in a language beyond one's first language.

**Explanation / व्याख्या**

Shared reading / साझा पठन: Teacher and learners read a visible text together. Application: The class joins in reading repeated lines of a big book. Second language acquisition / द्वितीय भाषा अर्जन: Developing the ability to communicate in a language beyond one's first language. Application: A learner gradually uses English to interact in daily classroom situations.

MCQ 288 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Shared reading / साझा पठन and Learning sequence / अधिगम क्रम.**

A. The class joins in reading repeated lines of a big book. | Children write a notice inviting families to an exhibition.

B. A lesson moves from picture talk to reading and independent response. | The class joins in reading repeated lines of a big book.

C. The class joins in reading repeated lines of a big book. | A lesson moves from picture talk to reading and independent response.

D. A child identifies the three sounds in dog. | A lesson moves from picture talk to reading and independent response.

**Correct answer / सही उत्तर: C.** The class joins in reading repeated lines of a big book. | A lesson moves from picture talk to reading and independent response.

**Explanation / व्याख्या**

Shared reading / साझा पठन: Teacher and learners read a visible text together. Application: The class joins in reading repeated lines of a big book. Learning sequence / अधिगम क्रम: An ordered progression of activities supporting a learning goal. Application: A lesson moves from picture talk to reading and independent response.

MCQ 289 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Shared reading / साझा पठन / Comprehensible input / बोधगम्य भाषायी सामग्री)**

A. Comprehensible input / बोधगम्य भाषायी सामग्री → Using a familiar language to support understanding of new content.

B. Shared reading / साझा पठन → Teacher and learners read a visible text together.

C. Home-language support / गृहभाषा समर्थन → Identifying information explicitly stated in a text.

D. Shared reading / साझा पठन → Language that learners can understand with suitable contextual support.

**Correct answer / सही उत्तर: B.** Shared reading / साझा पठन → Teacher and learners read a visible text together.

**Explanation / व्याख्या**

Shared reading / साझा पठन: Teacher and learners read a visible text together. Application: The class joins in reading repeated lines of a big book.

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MCQ 290 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Shared reading / साझा पठन / Home-language support / गृहभाषा समर्थन)**

A. Shared reading / साझा पठन → A teacher lets pupils discuss a story in their home language before sharing in English.

B. Contextual grammar / संदर्भगत व्याकरण → A teacher accepts tentative answers and avoids ridicule.

C. Shared reading / साझा पठन → The class joins in reading repeated lines of a big book.

D. Home-language support / गृहभाषा समर्थन → Pupils explore past tense while revising a narrative of yesterday's trip.

**Correct answer / सही उत्तर: C.** Shared reading / साझा पठन → The class joins in reading repeated lines of a big book.

**Explanation / व्याख्या**

Shared reading / साझा पठन: Teacher and learners read a visible text together. Application: The class joins in reading repeated lines of a big book.

MCQ 291 • CORE PRACTICE · FORM 01

**Identify the concept described: Constructing meaning from written text.**

A. Miscue analysis / अपसंकैत विश्लेषण

B. Oral rehearsal / मौखिक पूर्वाभ्यास

C. Sound-symbol correspondence / ध्वनि-चिह्न संबंध

D. Reading comprehension / पठन बोध

**Correct answer / सही उत्तर: D.** Reading comprehension / पठन बोध

**Explanation / व्याख्या**

Reading comprehension / पठन बोध: Constructing meaning from written text. Application: A pupil explains why a character changed their mind.

MCQ 292 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? A pupil explains why a character changed their mind.**

A. Situational conversation / परिस्थितिजन्य संवाद

B. Reading comprehension / पठन बोध

C. Language learning outcome / भाषायी अधिगम प्रतिफल

D. Listening assessment / श्रवण आकलन

**Correct answer / सही उत्तर: B.** Reading comprehension / पठन बोध

**Explanation / व्याख्या**

Reading comprehension / पठन बोध: Constructing meaning from written text. Application: A pupil explains why a character changed their mind.

MCQ 293 • CORE PRACTICE · FORM 03

**Which explanation best defines Reading comprehension / पठन बोध?**

A. Using a familiar language to support understanding of new content.

B. Practising ideas aloud before a speaking or writing task.

C. Constructing meaning from written text.

D. A classroom that recognises and uses learners' varied languages.

**Correct answer / सही उत्तर: C.** Constructing meaning from written text.

**Explanation / व्याख्या**

Reading comprehension / पठन बोध: Constructing meaning from written text. Application: A pupil explains why a character changed their mind.

MCQ 294 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Reading comprehension / पठन बोध?**

A. A pupil explains why a character changed their mind.

B. Pairs act out asking for directions in English.

C. A child identifies the three sounds in dog.

D. Children connect the sound /m/ with the letter m.

**Correct answer / सही उत्तर: A.** A pupil explains why a character changed their mind.

**Explanation / व्याख्या**

Reading comprehension / पठन बोध: Constructing meaning from written text. Application: A pupil explains why a character changed their mind.

MCQ 295 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Constructing meaning from written text. (2) Practising speech in a meaningful context.**

A. Reading comprehension / पठन बोध | Letter recognition / अक्षर पहचान

B. Situational conversation / परिस्थितिजन्य संवाद | Reading comprehension / पठन बोध

C. Reading comprehension / पठन बोध | Situational conversation / परिस्थितिजन्य संवाद

D. Differentiated language tasks / विभेदित भाषा कार्य | Situational conversation / परिस्थितिजन्य संवाद

**Correct answer / सही उत्तर: C.** Reading comprehension / पठन बोध | Situational conversation / परिस्थितिजन्य संवाद

**Explanation / व्याख्या**

Reading comprehension / पठन बोध: Constructing meaning from written text. Application: A pupil explains why a character changed their mind. Situational conversation / परिस्थितिजन्य संवाद: Practising speech in a meaningful context. Application: Pairs act out asking for directions in English.

GyanTech Guru Ji

**MCQ 296 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A pupil explains why a character changed their mind. (2) Children connect the sound /m/ with the letter m.**

A. Sound-symbol correspondence / ध्वनि-चिह्न संबंध | Reading comprehension / पठन बोध

B. Language policy / भाषा नीति | Sound-symbol correspondence / ध्वनि-चिह्न संबंध

C. Reading comprehension / पठन बोध | Self-assessment / स्व-आकलन

D. Reading comprehension / पठन बोध | Sound-symbol correspondence / ध्वनि-चिह्न संबंध

**Correct answer / सही उत्तर: D.** Reading comprehension / पठन बोध | Sound-symbol correspondence / ध्वनि-चिह्न संबंध

**Explanation / व्याख्या**

Reading comprehension / पठन बोध: Constructing meaning from written text. Application: A pupil explains why a character changed their mind. Sound-symbol correspondence / ध्वनि-चिह्न संबंध: Connecting a speech sound with its written representation. Application: Children connect the sound /m/ with the letter m.

GyanTech Guru Ji

**MCQ 297 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Reading comprehension / पठन बोध and Language learning outcome / भाषायी अधिगम प्रतिफल.**

A. An observable expectation of language use after learning. | Constructing meaning from written text.

B. Improving content, clarity and organisation of a draft. | An observable expectation of language use after learning.

C. Constructing meaning from written text. | A classroom that recognises and uses learners' varied languages.

D. Constructing meaning from written text. | An observable expectation of language use after learning.

**Correct answer / सही उत्तर: D.** Constructing meaning from written text. | An observable expectation of language use after learning.

**Explanation / व्याख्या**

Reading comprehension / पठन बोध: Constructing meaning from written text. Application: A pupil explains why a character changed their mind. Language learning outcome / भाषायी अधिगम प्रतिफल: An observable expectation of language use after learning. Application: Children can ask and answer simple questions about a picture.

MCQ 298 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Reading comprehension / पठन बोध and Miscue analysis / अपसंकैत विश्लेषण.**

A. The teacher records when a pupil substitutes a word and analyses the clues used. | A pupil explains why a character changed their mind.

B. A pupil explains why a character changed their mind. | The teacher records when a pupil substitutes a word and analyses the clues used.

C. Pupils explore past tense while revising a narrative of yesterday's trip. | The teacher records when a pupil substitutes a word and analyses the clues used.

D. A pupil explains why a character changed their mind. | A teacher writes an invitation while explaining choices of words and structure.

**Correct answer / सही उत्तर: B.** A pupil explains why a character changed their mind. | The teacher records when a pupil substitutes a word and analyses the clues used.

**Explanation / व्याख्या**

Reading comprehension / पठन बोध: Constructing meaning from written text. Application: A pupil explains why a character changed their mind. Miscue analysis / अपसंकैत विश्लेषण: Examining deviations in oral reading to understand reading strategies. Application: The teacher records when a pupil substitutes a word and analyses the clues used.

**MCQ 299 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Reading comprehension / पठन बोध / Blending / ध्वनि संयोजन)**

A. Reading comprehension / पठन बोध → Combining separate speech sounds to recognise a word.

B. Drafting / प्रारूप लेखन → Guidance about the place and use of languages in education.

C. Reading comprehension / पठन बोध → Constructing meaning from written text.

D. Blending / ध्वनि संयोजन → Producing an initial version of a text to develop ideas.

**Correct answer / सही उत्तर: C.** Reading comprehension / पठन बोध → Constructing meaning from written text.

**Explanation / व्याख्या**

Reading comprehension / पठन बोध: Constructing meaning from written text. Application: A pupil explains why a character changed their mind.

MCQ 300 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Reading comprehension / पठन बोध / Oral fluency / मौखिक प्रवाह)**

A. Reading comprehension / पठन बोध → A pupil explains why a character changed their mind.

B. Curriculum alignment / पाठ्यचर्या संरेखण → Children can ask and answer simple questions about a picture.

C. Oral fluency / मौखिक प्रवाह → A listening activity assesses the stated listening outcome rather than handwriting.

D. Reading comprehension / पठन बोध → A child describes a picture in several connected sentences.

**Correct answer / सही उत्तर: A.** Reading comprehension / पठन बोध → A pupil explains why a character changed their mind.

**Explanation / व्याख्या**

Reading comprehension / पठन बोध: Constructing meaning from written text. Application: A pupil explains why a character changed their mind.

MCQ 301 • CORE PRACTICE · FORM 01

**Identify the concept described: Using textual clues to understand information not stated directly.**

A. Inferential reading / अनुमानात्मक पठन

B. Intonation / स्वर उतार-चढ़ाव

C. Lesson planning / पाठ योजना

D. Shared writing / साझा लेखन

**Correct answer / सही उत्तर: A.** Inferential reading / अनुमानात्मक पठन

**Explanation / व्याख्या**

Inferential reading / अनुमानात्मक पठन: Using textual clues to understand information not stated directly. Application: A child infers that a character is worried from their actions.

**MCQ 302 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A child infers that a character is worried from their actions.**

A. Revision / पुनरीक्षण

B. Affective support / भावात्मक समर्थन

C. Inferential reading / अनुमानात्मक पठन

D. Four-block approach / चार ब्लॉक उपागम

**Correct answer / सही उत्तर: C.** Inferential reading / अनुमानात्मक पठन

**Explanation / व्याख्या**

Inferential reading / अनुमानात्मक पठन: Using textual clues to understand information not stated directly. Application: A child infers that a character is worried from their actions.

**MCQ 303 • CORE PRACTICE · FORM 03**

**Which explanation best defines Inferential reading / अनुमानात्मक पठन?**

A. Producing an initial version of a text to develop ideas.

B. Selecting and sequencing activities aligned with intended learning.

C. Using textual clues to understand information not stated directly.

D. Learning word meanings from meaningful language use.

**Correct answer / सही उत्तर: C.** Using textual clues to understand information not stated directly.

**Explanation / व्याख्या**

Inferential reading / अनुमानात्मक पठन: Using textual clues to understand information not stated directly. Application: A child infers that a character is worried from their actions.

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MCQ 304 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Inferential reading / अनुमानात्मक पठन?**

A. A child infers that a character is worried from their actions.

B. A teacher lets pupils discuss a story in their home language before sharing in English.

C. Pupils hear English in songs, stories and classroom instructions.

D. After hearing instructions, a pupil places objects in the correct order.

**Correct answer / सही उत्तर: A.** A child infers that a character is worried from their actions.

**Explanation / व्याख्या**

Inferential reading / अनुमानात्मक पठन: Using textual clues to understand information not stated directly. Application: A child infers that a character is worried from their actions.

MCQ 305 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Using textual clues to understand information not stated directly. (2) Guidance about the place and use of languages in education.**

A. Inferential reading / अनुमानात्मक पठन | Segmenting / ध्वनि विभाजन

B. Language policy / भाषा नीति | Inferential reading / अनुमानात्मक पठन

C. Story retelling / कहानी पुनर्कथन | Language policy / भाषा नीति

D. Inferential reading / अनुमानात्मक पठन | Language policy / भाषा नीति

**Correct answer / सही उत्तर: D.** Inferential reading / अनुमानात्मक पठन | Language policy / भाषा नीति

**Explanation / व्याख्या**

Inferential reading / अनुमानात्मक पठन: Using textual clues to understand information not stated directly. Application: A child infers that a character is worried from their actions. Language policy / भाषा नीति: Guidance about the place and use of languages in education. Application: A school considers national curricular recommendations when planning language instruction.

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**MCQ 306 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A child infers that a character is worried from their actions. (2) Pairs ask and answer questions to complete a picture task.**

A. Interaction / अंतःक्रिया | Inferential reading / अनुमानात्मक पठन

B. Inferential reading / अनुमानात्मक पठन | Interaction / अंतःक्रिया

C. Inferential reading / अनुमानात्मक पठन | Multilingual classroom / बहुभाषी कक्षा

D. Differentiated language tasks / विभेदित भाषा कार्य | Interaction / अंतःक्रिया

**Correct answer / सही उत्तर: B.** Inferential reading / अनुमानात्मक पठन | Interaction / अंतःक्रिया

**Explanation / व्याख्या**

Inferential reading / अनुमानात्मक पठन: Using textual clues to understand information not stated directly. Application: A child infers that a character is worried from their actions. Interaction / अंतःक्रिया: Exchange of meaning with others that supports language development. Application: Pairs ask and answer questions to complete a picture task.

MCQ 307 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Inferential reading / अनुमानात्मक पठन and Editing / संपादन.**

A. Using textual clues to understand information not stated directly. | Checking and correcting surface features of writing.

B. Exchange of meaning with others that supports language development. | Checking and correcting surface features of writing.

C. Checking and correcting surface features of writing. | Using textual clues to understand information not stated directly.

D. Using textual clues to understand information not stated directly. | Language that learners can understand with suitable contextual support.

**Correct answer / सही उत्तर: A.** Using textual clues to understand information not stated directly. | Checking and correcting surface features of writing.

**Explanation / व्याख्या**

Inferential reading / अनुमानात्मक पठन: Using textual clues to understand information not stated directly. Application: A child infers that a character is worried from their actions. Editing / संपादन: Checking and correcting surface features of writing. Application: A child corrects spelling and punctuation before publishing.

**MCQ 308 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Inferential reading / अनुमानात्मक पठन and Listening comprehension / श्रवण बोध.**

A. A child infers that a character is worried from their actions. | A teacher writes an invitation while explaining choices of words and structure.

B. A child infers that a character is worried from their actions. | After hearing instructions, a pupil places objects in the correct order.

C. A teacher lets pupils discuss a story in their home language before sharing in English. | After hearing instructions, a pupil places objects in the correct order.

D. After hearing instructions, a pupil places objects in the correct order. | A child infers that a character is worried from their actions.

**Correct answer / सही उत्तर: B.** A child infers that a character is worried from their actions. | After hearing instructions, a pupil places objects in the correct order.

**Explanation / व्याख्या**

Inferential reading / अनुमानात्मक पठन: Using textual clues to understand information not stated directly. Application: A child infers that a character is worried from their actions. Listening comprehension / श्रवण बोध: Understanding meaning in spoken language. Application: After hearing instructions, a pupil places objects in the correct order.

**MCQ 309 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Inferential reading / अनुमानात्मक पठन / Language learning outcome / भाषायी अधिगम प्रतिफल)**

A. Language learning outcome / भाषायी अधिगम प्रतिफल → Adjusting support or task complexity while preserving language goals.

B. Inferential reading / अनुमानात्मक पठन → An observable expectation of language use after learning.

C. Inferential reading / अनुमानात्मक पठन → Using textual clues to understand information not stated directly.

D. Differentiated language tasks / विभेदित भाषा कार्य → Recognising and valuing the different languages and varieties used by learners.

**Correct answer / सही उत्तर: C.** Inferential reading / अनुमानात्मक पठन → Using textual clues to understand information not stated directly.

**Explanation / व्याख्या**

Inferential reading / अनुमानात्मक पठन: Using textual clues to understand information not stated directly. Application: A child infers that a character is worried from their actions.

MCQ 310 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Inferential reading / अनुमानात्मक पठन / Segmenting / ध्वनि विभाजन)**

A. Inferential reading / अनुमानात्मक पठन → A child infers that a character is worried from their actions.

B. Segmenting / ध्वनि विभाजन → Children suggest sentences while the teacher records their ideas.

C. Shared writing / साझा लेखन → Pairs act out asking for directions in English.

D. Inferential reading / अनुमानात्मक पठन → A child identifies the three sounds in dog.

**Correct answer / सही उत्तर: A.** Inferential reading / अनुमानात्मक पठन → A child infers that a character is worried from their actions.

**Explanation / व्याख्या**

Inferential reading / अनुमानात्मक पठन: Using textual clues to understand information not stated directly. Application: A child infers that a character is worried from their actions.

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 05.01

**Explain Schema activation / पूर्वज्ञान सक्रियण and give one classroom example.**

**Model answer:** Bringing relevant background knowledge into a reading task. Before a text about trains, pupils describe their own travel experiences.

**REVISION 05.02**

**Explain Intensive reading / गहन पठन and give one classroom example.**

**Model answer:** Reading a shorter text closely for detailed understanding. A group examines a paragraph to find evidence for an inference.

**REVISION 05.03**

**Explain Extensive reading / विस्तृत पठन and give one classroom example.**

**Model answer:** Reading a range of texts for general understanding and enjoyment. A child chooses several easy storybooks to read over a month.

**REVISION 05.04**

**Explain Guided reading / निर्देशित पठन and give one classroom example.**

**Model answer:** Teacher-supported reading in a group matched to learning needs. The teacher prompts readers to use meaning and letter clues in a small group.

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**REVISION 05.05**

**Explain Reading for specific information / विशिष्ट सूचना हेतु पठन and give one classroom example.**

**Model answer:** Locating a particular detail in a text. A pupil scans a timetable to find the departure time.

**REVISION 05.06**

**Explain Shared reading / साझा पठन and give one classroom example.**

**Model answer:** Teacher and learners read a visible text together. The class joins in reading repeated lines of a big book.

**REVISION 05.07**

**Explain Reading comprehension / पठन बोध and give one classroom example.**

**Model answer:** Constructing meaning from written text. A pupil explains why a character changed their mind.

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**REVISION 05.08**

**Explain Inferential reading / अनुमानात्मक पठन and give one classroom example.**

**Model answer:** Using textual clues to understand information not stated directly. A child infers that a character is worried from their actions.

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CHAPTER 06 • 62 MCQs • 6 REVISION PROMPTS

# Writing Skills

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Modelled writing / आदर्श लेखन

Demonstrating writing decisions and processes explicitly.

**Classroom example:** A teacher writes an invitation while explaining choices of words and structure.

### Drafting / प्रारूप लेखन

Producing an initial version of a text to develop ideas.

**Classroom example:** A learner writes the first version of a story before editing.

### Purposeful writing / उद्देश्यपूर्ण लेखन

Writing for a meaningful audience and communicative purpose.

**Classroom example:** Children write a notice inviting families to an exhibition.

### Shared writing / साझा लेखन

Teacher and learners compose a text together.

**Classroom example:** Children suggest sentences while the teacher records their ideas.

### Revision / पुनरीक्षण

Improving content, clarity and organisation of a draft.

**Classroom example:** A pupil rearranges events to make a story easier to follow.

**Editing / संपादन**

Checking and correcting surface features of writing.

**Classroom example:** A child corrects spelling and punctuation before publishing.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

**MCQ 311 • NEW CLASSROOM APPLICATION**

### Which action belongs to revision rather than proofreading?

A. Check capital letters only
B. Correct a single spelling error
C. Reorganise ideas to make the message clearer
D. Add a missing full stop

**Correct answer / सही उत्तर: C.** Reorganise ideas to make the message clearer

**Explanation / व्याख्या**

Revision improves meaning and organisation; proofreading addresses surface conventions.

**MCQ 312 • NEW CLASSROOM APPLICATION**

### Which task has a clear authentic audience?

A. Count blank lines in a notebook
B. Copy a random paragraph without a purpose
C. Write unrelated words repeatedly
D. Write an invitation for another class to attend an exhibition

**Correct answer / सही उत्तर: D.** Write an invitation for another class to attend an exhibition

**Explanation / व्याख्या**

Writing for an audience encourages meaningful communication.

## Core question bank

Ten related practice formats; core concepts recur for revision.

**MCQ 313 • CORE PRACTICE · FORM 01**

**Identify the concept described: Demonstrating writing decisions and processes explicitly.**

A. Intonation / स्वर उतार-चढ़ाव

B. Modelled writing / आदर्श लेखन

C. Situational conversation / परिस्थितिजन्य संवाद

D. Listening comprehension / श्रवण बोध

**Correct answer / सही उत्तर: B.** Modelled writing / आदर्श लेखन

**Explanation / व्याख्या**

Modelled writing / आदर्श लेखन: Demonstrating writing decisions and processes explicitly.

Application: A teacher writes an invitation while explaining choices of words and structure.

**MCQ 314 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A teacher writes an invitation while explaining choices of words and structure.**

A. Language learning outcome / भाषायी अधिगम प्रतिफल

B. Intensive reading / गहन पठन

C. Modelled writing / आदर्श लेखन

D. Language policy / भाषा नीति

**Correct answer / सही उत्तर: C.** Modelled writing / आदर्श लेखन

**Explanation / व्याख्या**

Modelled writing / आदर्श लेखन: Demonstrating writing decisions and processes explicitly.

Application: A teacher writes an invitation while explaining choices of words and structure.

**MCQ 315 • CORE PRACTICE · FORM 03**

**Which explanation best defines Modelled writing / आदर्श लेखन?**

A. Demonstrating writing decisions and processes explicitly.
B. Teacher and learners read a visible text together.
C. Describing levels of written performance against clear criteria.
D. Examining deviations in oral reading to understand reading strategies.

**Correct answer / सही उत्तर: A.** Demonstrating writing decisions and processes explicitly.

**Explanation / व्याख्या**
Modelled writing / आदर्श लेखन: Demonstrating writing decisions and processes explicitly.
Application: A teacher writes an invitation while explaining choices of words and structure.

**MCQ 316 • CORE PRACTICE · FORM 04**

**Which classroom example best demonstrates Modelled writing / आदर्श लेखन?**

A. A pupil names the animal mentioned in the first paragraph.
B. Before a text about trains, pupils describe their own travel experiences.
C. Children can ask and answer simple questions about a picture.
D. A teacher writes an invitation while explaining choices of words and structure.

**Correct answer / सही उत्तर: D.** A teacher writes an invitation while explaining choices of words and structure.

**Explanation / व्याख्या**
Modelled writing / आदर्श लेखन: Demonstrating writing decisions and processes explicitly.
Application: A teacher writes an invitation while explaining choices of words and structure.

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MCQ 317 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Demonstrating writing decisions and processes explicitly. (2) Practising ideas aloud before a speaking or writing task.**

A. Modelled writing / आदर्श लेखन | Schema activation / पूर्वज्ञान सक्रियण

B. Differentiated language tasks / विभेदित भाषा कार्य | Oral rehearsal / मौखिक पूर्वाभ्यास

C. Oral rehearsal / मौखिक पूर्वाभ्यास | Modelled writing / आदर्श लेखन

D. Modelled writing / आदर्श लेखन | Oral rehearsal / मौखिक पूर्वाभ्यास

**Correct answer / सही उत्तर: D.** Modelled writing / आदर्श लेखन | Oral rehearsal / मौखिक पूर्वाभ्यास

**Explanation / व्याख्या**

Modelled writing / आदर्श लेखन: Demonstrating writing decisions and processes explicitly. Application: A teacher writes an invitation while explaining choices of words and structure. Oral rehearsal / मौखिक पूर्वाभ्यास: Practising ideas aloud before a speaking or writing task. Application: Pupils tell a partner what they plan to write about.

MCQ 318 • CORE PRACTICE · FORM 06

**Match the situations to concepts, in order. (1) A teacher writes an invitation while explaining choices of words and structure. (2) A child uses a simple checklist to review a completed paragraph.**

A. Self-assessment / स्व-आकलन | Modelled writing / आदर्श लेखन

B. Oral fluency / मौखिक प्रवाह | Self-assessment / स्व-आकलन

C. Modelled writing / आदर्श लेखन | Contextual grammar / संदर्भगत व्याकरण

D. Modelled writing / आदर्श लेखन | Self-assessment / स्व-आकलन

**Correct answer / सही उत्तर: D.** Modelled writing / आदर्श लेखन | Self-assessment / स्व-आकलन

**Explanation / व्याख्या**

Modelled writing / आदर्श लेखन: Demonstrating writing decisions and processes explicitly. Application: A teacher writes an invitation while explaining choices of words and structure. Self-assessment / स्व-आकलन: Learners judging their own progress against criteria. Application: A child uses a simple checklist to review a completed paragraph.

MCQ 319 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Modelled writing / आदर्श लेखन and Reading fluency / पठन प्रवाह.**

A. Reading with accuracy, suitable pace and expression. | Demonstrating writing decisions and processes explicitly.

B. Constructing meaning from written text. | Reading with accuracy, suitable pace and expression.

C. Demonstrating writing decisions and processes explicitly. | Teacher-supported reading in a group matched to learning needs.

D. Demonstrating writing decisions and processes explicitly. | Reading with accuracy, suitable pace and expression.

**Correct answer / सही उत्तर: D.** Demonstrating writing decisions and processes explicitly. | Reading with accuracy, suitable pace and expression.

**Explanation / व्याख्या**

Modelled writing / आदर्श लेखन: Demonstrating writing decisions and processes explicitly. Application: A teacher writes an invitation while explaining choices of words and structure. Reading fluency / पठन प्रवाह: Reading with accuracy, suitable pace and expression. Application: A child reads a dialogue aloud with meaningful pauses.

MCQ 320 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Modelled writing / आदर्श लेखन and Lesson planning / पाठ योजना.**

A. A teacher writes an invitation while explaining choices of words and structure. | A child identifies the three sounds in dog.

B. A teacher writes an invitation while explaining choices of words and structure. | A teacher plans oral rehearsal, reading and a short writing task around an outcome.

C. A teacher plans oral rehearsal, reading and a short writing task around an outcome. | A teacher writes an invitation while explaining choices of words and structure.

D. Children connect the sound /m/ with the letter m. | A teacher plans oral rehearsal, reading and a short writing task around an outcome.

**Correct answer / सही उत्तर: B.** A teacher writes an invitation while explaining choices of words and structure. | A teacher plans oral rehearsal, reading and a short writing task around an outcome.

**Explanation / व्याख्या**

Modelled writing / आदर्श लेखन: Demonstrating writing decisions and processes explicitly.
Application: A teacher writes an invitation while explaining choices of words and structure.
Lesson planning / पाठ योजना: Selecting and sequencing activities aligned with intended learning.
Application: A teacher plans oral rehearsal, reading and a short writing task around an outcome.

**MCQ 321 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Modelled writing / आदर्श लेखन / Language diversity / भाषायी विविधता)**

A. Modelled writing / आदर्श लेखन → Recognising and valuing the different languages and varieties used by learners.

B. Modelled writing / आदर्श लेखन → Demonstrating writing decisions and processes explicitly.

C. Language diversity / भाषायी विविधता → Teacher-supported reading in a group matched to learning needs.

D. Guided reading / निर्देशित पठन → Describing levels of written performance against clear criteria.

**Correct answer / सही उत्तर: B.** Modelled writing / आदर्श लेखन → Demonstrating writing decisions and processes explicitly.

**Explanation / व्याख्या**

Modelled writing / आदर्श लेखन: Demonstrating writing decisions and processes explicitly.
Application: A teacher writes an invitation while explaining choices of words and structure.

**MCQ 322 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Modelled writing / आदर्श लेखन / Vocabulary in context / संदर्भ में शब्दावली)**

A. Multilingual classroom / बहुभाषी कक्षा → Children wait for a partner to finish before responding.

B. Modelled writing / आदर्श लेखन → A child infers the meaning of muddy from a story and picture.

C. Modelled writing / आदर्श लेखन → A teacher writes an invitation while explaining choices of words and structure.

D. Vocabulary in context / संदर्भ में शब्दावली → Pupils compare greetings in their home languages and English.

**Correct answer / सही उत्तर: C.** Modelled writing / आदर्श लेखन → A teacher writes an invitation while explaining choices of words and structure.

**Explanation / व्याख्या**

Modelled writing / आदर्श लेखन: Demonstrating writing decisions and processes explicitly. Application: A teacher writes an invitation while explaining choices of words and structure.

**MCQ 323 • CORE PRACTICE · FORM 01**

**Identify the concept described: Producing an initial version of a text to develop ideas.**

A. Miscue analysis / अपसंकैत विश्लेषण

B. Listening comprehension / श्रवण बोध

C. Schema activation / पूर्वज्ञान सक्रियण

D. Drafting / प्रारूप लेखन

**Correct answer / सही उत्तर: D.** Drafting / प्रारूप लेखन

**Explanation / व्याख्या**

Drafting / प्रारूप लेखन: Producing an initial version of a text to develop ideas. Application: A learner writes the first version of a story before editing.

MCQ 324 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? A learner writes the first version of a story before editing.**

A. Intensive reading / गहन पठन

B. Drafting / प्रारूप लेखन

C. Reading fluency / पठन प्रवाह

D. Turn-taking / बारी-बारी बोलना

**Correct answer / सही उत्तर: B.** Drafting / प्रारूप लेखन

**Explanation / व्याख्या**

Drafting / प्रारूप लेखन: Producing an initial version of a text to develop ideas. Application: A learner writes the first version of a story before editing.

MCQ 325 • CORE PRACTICE · FORM 03

**Which explanation best defines Drafting / प्रारूप लेखन?**

A. An integrated approach covering oral language, word recognition, reading and writing.

B. Producing an initial version of a text to develop ideas.

C. Locating a particular detail in a text.

D. Practising speech in a meaningful context.

**Correct answer / सही उत्तर: B.** Producing an initial version of a text to develop ideas.

**Explanation / व्याख्या**

Drafting / प्रारूप लेखन: Producing an initial version of a text to develop ideas. Application: A learner writes the first version of a story before editing.

MCQ 326 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Drafting / प्रारूप लेखन?**

A. Children compare ways of greeting across communities without ranking languages.

B. Pupils hear English in songs, stories and classroom instructions.

C. A learner writes the first version of a story before editing.

D. A child describes a picture in several connected sentences.

**Correct answer / सही उत्तर: C.** A learner writes the first version of a story before editing.

**Explanation / व्याख्या**

Drafting / प्रारूप लेखन: Producing an initial version of a text to develop ideas. Application: A learner writes the first version of a story before editing.

MCQ 327 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Producing an initial version of a text to develop ideas. (2) Practising speech in a meaningful context.**

A. Drafting / प्रारूप लेखन | Comprehensible input / बोधगम्य भाषायी सामग्री

B. Segmenting / ध्वनि विभाजन | Situational conversation / परिस्थितिजन्य संवाद

C. Situational conversation / परिस्थितिजन्य संवाद | Drafting / प्रारूप लेखन

D. Drafting / प्रारूप लेखन | Situational conversation / परिस्थितिजन्य संवाद

**Correct answer / सही उत्तर: D.** Drafting / प्रारूप लेखन | Situational conversation / परिस्थितिजन्य संवाद

**Explanation / व्याख्या**

Drafting / प्रारूप लेखन: Producing an initial version of a text to develop ideas. Application: A learner writes the first version of a story before editing. Situational conversation / परिस्थितिजन्य संवाद: Practising speech in a meaningful context. Application: Pairs act out asking for directions in English.

GyanTech Guru Ji

**MCQ 328 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A learner writes the first version of a story before editing. (2) Children can ask and answer simple questions about a picture.**

A. Language learning outcome / भाषायी अधिगम प्रतिफल | Drafting / प्रारूप लेखन

B. Drafting / प्रारूप लेखन | Language learning outcome / भाषायी अधिगम प्रतिफल

C. Drafting / प्रारूप लेखन | Home-language support / गृहभाषा समर्थन

D. Writing rubric / लेखन मानदंड तालिका | Language learning outcome / भाषायी अधिगम प्रतिफल

**Correct answer / सही उत्तर: B.** Drafting / प्रारूप लेखन | Language learning outcome / भाषायी अधिगम प्रतिफल

**Explanation / व्याख्या**

Drafting / प्रारूप लेखन: Producing an initial version of a text to develop ideas. Application: A learner writes the first version of a story before editing. Language learning outcome / भाषायी अधिगम प्रतिफल: An observable expectation of language use after learning. Application: Children can ask and answer simple questions about a picture.

GyanTech Guru Ji

MCQ 329 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Drafting / प्रारूप लेखन and Listening assessment / श्रवण आकलन.**

A. Producing an initial version of a text to develop ideas. | Reconstructing a heard or read narrative in one's own words.

B. Gathering evidence of understanding spoken language. | Producing an initial version of a text to develop ideas.

C. Constructing meaning from written text. | Gathering evidence of understanding spoken language.

D. Producing an initial version of a text to develop ideas. | Gathering evidence of understanding spoken language.

**Correct answer / सही उत्तर: D.** Producing an initial version of a text to develop ideas. | Gathering evidence of understanding spoken language.

**Explanation / व्याख्या**

Drafting / प्रारूप लेखन: Producing an initial version of a text to develop ideas. Application: A learner writes the first version of a story before editing. Listening assessment / श्रवण आकलन: Gathering evidence of understanding spoken language. Application: Pupils follow a spoken sequence of classroom directions.

MCQ 330 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Drafting / प्रारूप लेखन and Contextual grammar / संदर्भगत व्याकरण.**

A. Pupils explore past tense while revising a narrative of yesterday's trip. | A learner writes the first version of a story before editing.

B. A learner writes the first version of a story before editing. | Pupils explore past tense while revising a narrative of yesterday's trip.

C. A learner writes the first version of a story before editing. | Children wait for a partner to finish before responding.

D. A pupil combines /k/, /æ/ and /t/ to read cat. | Pupils explore past tense while revising a narrative of yesterday's trip.

**Correct answer / सही उत्तर: B.** A learner writes the first version of a story before editing. | Pupils explore past tense while revising a narrative of yesterday's trip.

**Explanation / व्याख्या**

Drafting / प्रारूप लेखन: Producing an initial version of a text to develop ideas. Application: A learner writes the first version of a story before editing. Contextual grammar / संदर्भगत व्याकरण: Teaching grammar through meaningful spoken or written language. Application: Pupils explore past tense while revising a narrative of yesterday's trip.

**MCQ 331 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Drafting / प्रारूप लेखन / Intensive reading / गहन पठन)**

A. Intensive reading / गहन पठन → Language that learners can understand with suitable contextual support.

B. Drafting / प्रारूप लेखन → Reading a shorter text closely for detailed understanding.

C. Comprehensible input / बोधगम्य भाषायी सामग्री → Producing connected speech with an appropriate flow.

D. Drafting / प्रारूप लेखन → Producing an initial version of a text to develop ideas.

**Correct answer / सही उत्तर: D.** Drafting / प्रारूप लेखन → Producing an initial version of a text to develop ideas.

**Explanation / व्याख्या**

Drafting / प्रारूप लेखन: Producing an initial version of a text to develop ideas. Application: A learner writes the first version of a story before editing.

**MCQ 332 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Drafting / प्रारूप लेखन / Segmenting / ध्वनि विभाजन)**

A. Drafting / प्रारूप लेखन → A learner writes the first version of a story before editing.

B. Segmenting / ध्वनि विभाजन → Pupils tell a partner what they plan to write about.

C. Drafting / प्रारूप लेखन → A child identifies the three sounds in dog.

D. Oral rehearsal / मौखिक पूर्वाभ्यास → A child describes a picture in several connected sentences.

**Correct answer / सही उत्तर: A.** Drafting / प्रारूप लेखन → A learner writes the first version of a story before editing.

**Explanation / व्याख्या**

Drafting / प्रारूप लेखन: Producing an initial version of a text to develop ideas. Application: A learner writes the first version of a story before editing.

**MCQ 333 • CORE PRACTICE · FORM 01**

**Identify the concept described: Writing for a meaningful audience and communicative purpose.**

A. Purposeful writing / उद्देश्यपूर्ण लेखन

B. Turn-taking / बारी-बारी बोलना

C. Segmenting / ध्वनि विभाजन

D. Peer feedback / सहपाठी प्रतिक्रिया

**Correct answer / सही उत्तर: A.** Purposeful writing / उद्देश्यपूर्ण लेखन

**Explanation / व्याख्या**

Purposeful writing / उद्देश्यपूर्ण लेखन: Writing for a meaningful audience and communicative purpose. Application: Children write a notice inviting families to an exhibition.

**MCQ 334 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Children write a notice inviting families to an exhibition.**

A. Purposeful writing / उद्देश्यपूर्ण लेखन

B. Affective support / भावात्मक समर्थन

C. Reading comprehension / पठन बोध

D. Literal comprehension / शाब्दिक बोध

**Correct answer / सही उत्तर: A.** Purposeful writing / उद्देश्यपूर्ण लेखन

**Explanation / व्याख्या**

Purposeful writing / उद्देश्यपूर्ण लेखन: Writing for a meaningful audience and communicative purpose. Application: Children write a notice inviting families to an exhibition.

GyanTech Guru Ji

MCQ 335 • CORE PRACTICE · FORM 03

**Which explanation best defines Purposeful writing / उद्देश्यपूर्ण लेखन?**

A. Practising speech in a meaningful context.

B. Writing for a meaningful audience and communicative purpose.

C. Teacher-supported reading in a group matched to learning needs.

D. Teacher and learners read a visible text together.

**Correct answer / सही उत्तर: B.** Writing for a meaningful audience and communicative purpose.

**Explanation / व्याख्या**

Purposeful writing / उद्देश्यपूर्ण लेखन: Writing for a meaningful audience and communicative purpose. Application: Children write a notice inviting families to an exhibition.

MCQ 336 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Purposeful writing / उद्देश्यपूर्ण लेखन?**

A. Children write a notice inviting families to an exhibition.

B. A lesson combines conversation, sound work, shared reading and a writing task.

C. Partners suggest one improvement to each other's stories.

D. A pupil distinguishes lowercase b from lowercase d.

**Correct answer / सही उत्तर: A.** Children write a notice inviting families to an exhibition.

**Explanation / व्याख्या**

Purposeful writing / उद्देश्यपूर्ण लेखन: Writing for a meaningful audience and communicative purpose. Application: Children write a notice inviting families to an exhibition.

GyanTech Guru Ji

**MCQ 337 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Writing for a meaningful audience and communicative purpose. (2) Describing levels of written performance against clear criteria.**

A. Purposeful writing / उद्देश्यपूर्ण लेखन | Writing rubric / लेखन मानदंड तालिका

B. Purposeful writing / उद्देश्यपूर्ण लेखन | Affective support / भावात्मक समर्थन

C. Writing rubric / लेखन मानदंड तालिका | Purposeful writing / उद्देश्यपूर्ण लेखन

D. Phonemic awareness / स्वनिम जागरूकता | Writing rubric / लेखन मानदंड तालिका

**Correct answer / सही उत्तर: A.** Purposeful writing / उद्देश्यपूर्ण लेखन | Writing rubric / लेखन मानदंड तालिका

**Explanation / व्याख्या**

Purposeful writing / उद्देश्यपूर्ण लेखन: Writing for a meaningful audience and communicative purpose. Application: Children write a notice inviting families to an exhibition. Writing rubric / लेखन मानदंड तालिका: Describing levels of written performance against clear criteria. Application: A teacher gives separate feedback on ideas, organisation and language.

GyanTech Guru Ji

**MCQ 338 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Children write a notice inviting families to an exhibition. (2) After hearing instructions, a pupil places objects in the correct order.**

A. Listening comprehension / श्रवण बोध | Purposeful writing / उद्देश्यपूर्ण लेखन

B. Purposeful writing / उद्देश्यपूर्ण लेखन | Self-assessment / स्व-आकलन

C. Purposeful writing / उद्देश्यपूर्ण लेखन | Listening comprehension / श्रवण बोध

D. Extensive reading / विस्तृत पठन | Listening comprehension / श्रवण बोध

**Correct answer / सही उत्तर: C.** Purposeful writing / उद्देश्यपूर्ण लेखन | Listening comprehension / श्रवण बोध

**Explanation / व्याख्या**

Purposeful writing / उद्देश्यपूर्ण लेखन: Writing for a meaningful audience and communicative purpose. Application: Children write a notice inviting families to an exhibition. Listening comprehension / श्रवण बोध: Understanding meaning in spoken language. Application: After hearing instructions, a pupil places objects in the correct order.

GyanTech Guru Ji

**MCQ 339 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Purposeful writing / उद्देश्यपूर्ण लेखन and Second language acquisition / द्वितीय भाषा अर्जन.**

A. Writing for a meaningful audience and communicative purpose. | Describing levels of written performance against clear criteria.

B. Connecting language activities and assessment to intended curricular learning. | Developing the ability to communicate in a language beyond one's first language.

C. Developing the ability to communicate in a language beyond one's first language. | Writing for a meaningful audience and communicative purpose.

D. Writing for a meaningful audience and communicative purpose. | Developing the ability to communicate in a language beyond one's first language.

**Correct answer / सही उत्तर: D.** Writing for a meaningful audience and communicative purpose. | Developing the ability to communicate in a language beyond one's first language.

**Explanation / व्याख्या**

Purposeful writing / उद्देश्यपूर्ण लेखन: Writing for a meaningful audience and communicative purpose. Application: Children write a notice inviting families to an exhibition. Second language acquisition / द्वितीय भाषा अर्जन: Developing the ability to communicate in a language beyond one's first language. Application: A learner gradually uses English to interact in daily classroom situations.

MCQ 340 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Purposeful writing / उद्देश्यपूर्ण लेखन and Language diversity / भाषायी विविधता.**

A. A group examines a paragraph to find evidence for an inference. | Children compare ways of greeting across communities without ranking languages.

B. Children write a notice inviting families to an exhibition. | Children compare ways of greeting across communities without ranking languages.

C. Children compare ways of greeting across communities without ranking languages. | Children write a notice inviting families to an exhibition.

D. Children write a notice inviting families to an exhibition. | The teacher records when a pupil substitutes a word and analyses the clues used.

**Correct answer / सही उत्तर: B.** Children write a notice inviting families to an exhibition. | Children compare ways of greeting across communities without ranking languages.

**Explanation / व्याख्या**

Purposeful writing / उद्देश्यपूर्ण लेखन: Writing for a meaningful audience and communicative purpose. Application: Children write a notice inviting families to an exhibition. Language diversity / भाषायी विविधता: Recognising and valuing the different languages and varieties used by learners. Application: Children compare ways of greeting across communities without ranking languages.

MCQ 341 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Purposeful writing / उद्देश्यपूर्ण लेखन / Intensive reading / गहन पठन)**

A. Purposeful writing / उद्देश्यपूर्ण लेखन → Reading a shorter text closely for detailed understanding.

B. Intensive reading / गहन पठन → Managing speaker and listener roles during conversation.

C. Turn-taking / बारी-बारी बोलना → Reconstructing a heard or read narrative in one's own words.

D. Purposeful writing / उद्देश्यपूर्ण लेखन → Writing for a meaningful audience and communicative purpose.

**Correct answer / सही उत्तर: D.** Purposeful writing / उद्देश्यपूर्ण लेखन → Writing for a meaningful audience and communicative purpose.

**Explanation / व्याख्या**

Purposeful writing / उद्देश्यपूर्ण लेखन: Writing for a meaningful audience and communicative purpose. Application: Children write a notice inviting families to an exhibition.

MCQ 342 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Purposeful writing / उद्देश्यपूर्ण लेखन / Second language acquisition / द्वितीय भाषा अर्जन)**

A. Purposeful writing / उद्देश्यपूर्ण लेखन → Children write a notice inviting families to an exhibition.

B. Second language acquisition / द्वितीय भाषा अर्जन → A group examines a paragraph to find evidence for an inference.

C. Intensive reading / गहन पठन → Partners suggest one improvement to each other's stories.

D. Purposeful writing / उद्देश्यपूर्ण लेखन → A learner gradually uses English to interact in daily classroom situations.

**Correct answer / सही उत्तर: A.** Purposeful writing / उद्देश्यपूर्ण लेखन → Children write a notice inviting families to an exhibition.

**Explanation / व्याख्या**

Purposeful writing / उद्देश्यपूर्ण लेखन: Writing for a meaningful audience and communicative purpose. Application: Children write a notice inviting families to an exhibition.

MCQ 343 • CORE PRACTICE · FORM 01

**Identify the concept described: Teacher and learners compose a text together.**

A. Story retelling / कहानी पुनर्कथन

B. Shared writing / साझा लेखन

C. Multilingual classroom / बहुभाषी कक्षा

D. Schema activation / पूर्वज्ञान सक्रियण

**Correct answer / सही उत्तर: B.** Shared writing / साझा लेखन

**Explanation / व्याख्या**

Shared writing / साझा लेखन: Teacher and learners compose a text together. Application: Children suggest sentences while the teacher records their ideas.

**MCQ 344 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Children suggest sentences while the teacher records their ideas.**

A. Language learning outcome / भाषायी अधिगम प्रतिफल

B. Shared writing / साझा लेखन

C. Letter recognition / अक्षर पहचान

D. Schema activation / पूर्वज्ञान सक्रियण

**Correct answer / सही उत्तर: B.** Shared writing / साझा लेखन

**Explanation / व्याख्या**

Shared writing / साझा लेखन: Teacher and learners compose a text together. Application: Children suggest sentences while the teacher records their ideas.

**MCQ 345 • CORE PRACTICE · FORM 03**

**Which explanation best defines Shared writing / साझा लेखन?**

A. Managing speaker and listener roles during conversation.

B. Teacher and learners compose a text together.

C. Producing connected speech with an appropriate flow.

D. Ability to notice and manipulate individual sounds in spoken words.

**Correct answer / सही उत्तर: B.** Teacher and learners compose a text together.

**Explanation / व्याख्या**

Shared writing / साझा लेखन: Teacher and learners compose a text together. Application: Children suggest sentences while the teacher records their ideas.

MCQ 346 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Shared writing / साझा लेखन?**

A. A listening activity assesses the stated listening outcome rather than handwriting.

B. Children wait for a partner to finish before responding.

C. Children suggest sentences while the teacher records their ideas.

D. A pupil distinguishes lowercase b from lowercase d.

**Correct answer / सही उत्तर: C.** Children suggest sentences while the teacher records their ideas.

**Explanation / व्याख्या**

Shared writing / साझा लेखन: Teacher and learners compose a text together. Application: Children suggest sentences while the teacher records their ideas.

MCQ 347 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Teacher and learners compose a text together. (2) Describing levels of written performance against clear criteria.**

A. Shared writing / साझा लेखन | Writing rubric / लेखन मानदंड तालिका

B. Writing rubric / लेखन मानदंड तालिका | Shared writing / साझा लेखन

C. Language diversity / भाषायी विविधता | Writing rubric / लेखन मानदंड तालिका

D. Shared writing / साझा लेखन | Comprehensible input / बोधगम्य भाषायी सामग्री

**Correct answer / सही उत्तर: A.** Shared writing / साझा लेखन | Writing rubric / लेखन मानदंड तालिका

**Explanation / व्याख्या**

Shared writing / साझा लेखन: Teacher and learners compose a text together. Application: Children suggest sentences while the teacher records their ideas. Writing rubric / लेखन मानदंड तालिका: Describing levels of written performance against clear criteria. Application: A teacher gives separate feedback on ideas, organisation and language.

**MCQ 348 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Children suggest sentences while the teacher records their ideas. (2) The teacher prompts readers to use meaning and letter clues in a small group.**

A. Curriculum alignment / पाठ्यचर्या संरेखण | Guided reading / निर्देशित पठन

B. Guided reading / निर्देशित पठन | Shared writing / साझा लेखन

C. Shared writing / साझा लेखन | Guided reading / निर्देशित पठन

D. Shared writing / साझा लेखन | Listening assessment / श्रवण आकलन

**Correct answer / सही उत्तर: C.** Shared writing / साझा लेखन | Guided reading / निर्देशित पठन

**Explanation / व्याख्या**

Shared writing / साझा लेखन: Teacher and learners compose a text together. Application: Children suggest sentences while the teacher records their ideas. Guided reading / निर्देशित पठन: Teacher-supported reading in a group matched to learning needs. Application: The teacher prompts readers to use meaning and letter clues in a small group.

GyanTech Guru Ji

MCQ 349 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Shared writing / साझा लेखन and Writing rubric / लेखन मानदंड तालिका.**

A. Describing levels of written performance against clear criteria. | Teacher and learners compose a text together.

B. Teacher and learners compose a text together. | Variation in pitch that helps convey meaning and attitude.

C. Teacher and learners compose a text together. | Describing levels of written performance against clear criteria.

D. Connecting a speech sound with its written representation. | Describing levels of written performance against clear criteria.

**Correct answer / सही उत्तर: C.** Teacher and learners compose a text together. | Describing levels of written performance against clear criteria.

**Explanation / व्याख्या**

Shared writing / साझा लेखन: Teacher and learners compose a text together. Application: Children suggest sentences while the teacher records their ideas. Writing rubric / लेखन मानदंड तालिका: Describing levels of written performance against clear criteria. Application: A teacher gives separate feedback on ideas, organisation and language.

MCQ 350 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Shared writing / साझा लेखन and Letter recognition / अक्षर पहचान.**

A. A pupil distinguishes lowercase b from lowercase d. | Children suggest sentences while the teacher records their ideas.

B. A pupil explains why a character changed their mind. | A pupil distinguishes lowercase b from lowercase d.

C. Children suggest sentences while the teacher records their ideas. | The class joins in reading repeated lines of a big book.

D. Children suggest sentences while the teacher records their ideas. | A pupil distinguishes lowercase b from lowercase d.

**Correct answer / सही उत्तर: D.** Children suggest sentences while the teacher records their ideas. | A pupil distinguishes lowercase b from lowercase d.

**Explanation / व्याख्या**

Shared writing / साझा लेखन: Teacher and learners compose a text together. Application: Children suggest sentences while the teacher records their ideas. Letter recognition / अक्षर पहचान: Identifying written letters accurately. Application: A pupil distinguishes lowercase b from lowercase d.

**MCQ 351 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Shared writing / साझा लेखन / Inferential reading / अनुमानात्मक पठन)**

A. Shared writing / साझा लेखन → Using textual clues to understand information not stated directly.

B. Shared writing / साझा लेखन → Teacher and learners compose a text together.

C. Inferential reading / अनुमानात्मक पठन → A classroom that recognises and uses learners' varied languages.

D. Multilingual classroom / बहुभाषी कक्षा → Recognising and valuing the different languages and varieties used by learners.

**Correct answer / सही उत्तर: B.** Shared writing / साझा लेखन → Teacher and learners compose a text together.

**Explanation / व्याख्या**

Shared writing / साझा लेखन: Teacher and learners compose a text together. Application: Children suggest sentences while the teacher records their ideas.

MCQ 352 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Shared writing / साझा लेखन / Guided reading / निर्देशित पठन)**

A. Shared writing / साझा लेखन → Children suggest sentences while the teacher records their ideas.

B. Affective support / भावात्मक समर्थन → Partners suggest one improvement to each other's stories.

C. Shared writing / साझा लेखन → The teacher prompts readers to use meaning and letter clues in a small group.

D. Guided reading / निर्देशित पठन → A teacher accepts tentative answers and avoids ridicule.

**Correct answer / सही उत्तर: A.** Shared writing / साझा लेखन → Children suggest sentences while the teacher records their ideas.

**Explanation / व्याख्या**

Shared writing / साझा लेखन: Teacher and learners compose a text together. Application: Children suggest sentences while the teacher records their ideas.

MCQ 353 • CORE PRACTICE · FORM 01

**Identify the concept described: Improving content, clarity and organisation of a draft.**

A. Revision / पुनरीक्षण

B. Peer feedback / सहपाठी प्रतिक्रिया

C. Literal comprehension / शाब्दिक बोध

D. Listening comprehension / श्रवण बोध

**Correct answer / सही उत्तर: A.** Revision / पुनरीक्षण

**Explanation / व्याख्या**

Revision / पुनरीक्षण: Improving content, clarity and organisation of a draft. Application: A pupil rearranges events to make a story easier to follow.

MCQ 354 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? A pupil rearranges events to make a story easier to follow.**

A. Reading fluency / पठन प्रवाह

B. Language exposure / भाषा संपर्क

C. Peer feedback / सहपाठी प्रतिक्रिया

D. Revision / पुनरीक्षण

**Correct answer / सही उत्तर: D.** Revision / पुनरीक्षण

**Explanation / व्याख्या**

Revision / पुनरीक्षण: Improving content, clarity and organisation of a draft. Application: A pupil rearranges events to make a story easier to follow.

MCQ 355 • CORE PRACTICE · FORM 03

**Which explanation best defines Revision / पुनरीक्षण?**

A. Improving content, clarity and organisation of a draft.

B. Learners judging their own progress against criteria.

C. Variation in pitch that helps convey meaning and attitude.

D. Connecting language activities and assessment to intended curricular learning.

**Correct answer / सही उत्तर: A.** Improving content, clarity and organisation of a draft.

**Explanation / व्याख्या**

Revision / पुनरीक्षण: Improving content, clarity and organisation of a draft. Application: A pupil rearranges events to make a story easier to follow.

MCQ 356 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Revision / पुनरीक्षण?**

A. A teacher accepts tentative answers and avoids ridicule.

B. The class joins in reading repeated lines of a big book.

C. A teacher lets pupils discuss a story in their home language before sharing in English.

D. A pupil rearranges events to make a story easier to follow.

**Correct answer / सही उत्तर: D.** A pupil rearranges events to make a story easier to follow.

**Explanation / व्याख्या**

Revision / पुनरीक्षण: Improving content, clarity and organisation of a draft. Application: A pupil rearranges events to make a story easier to follow.

MCQ 357 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Improving content, clarity and organisation of a draft. (2) Examining deviations in oral reading to understand reading strategies.**

A. Revision / पुनरीक्षण | Listening assessment / श्रवण आकलन

B. Miscue analysis / अपसंकैत विश्लेषण | Revision / पुनरीक्षण

C. Revision / पुनरीक्षण | Miscue analysis / अपसंकैत विश्लेषण

D. Curriculum alignment / पाठ्यचर्या संरेखण | Miscue analysis / अपसंकैत विश्लेषण

**Correct answer / सही उत्तर: C.** Revision / पुनरीक्षण | Miscue analysis / अपसंकैत विश्लेषण

**Explanation / व्याख्या**

Revision / पुनरीक्षण: Improving content, clarity and organisation of a draft. Application: A pupil rearranges events to make a story easier to follow. Miscue analysis / अपसंकैत विश्लेषण: Examining deviations in oral reading to understand reading strategies. Application: The teacher records when a pupil substitutes a word and analyses the clues used.

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**MCQ 358 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A pupil rearranges events to make a story easier to follow. (2) A teacher plans oral rehearsal, reading and a short writing task around an outcome.**

A. Lesson planning / पाठ योजना | Revision / पुनरीक्षण

B. Revision / पुनरीक्षण | Second language acquisition / द्वितीय भाषा अर्जन

C. Revision / पुनरीक्षण | Lesson planning / पाठ योजना

D. Four-block approach / चार ब्लॉक उपागम | Lesson planning / पाठ योजना

**Correct answer / सही उत्तर: C.** Revision / पुनरीक्षण | Lesson planning / पाठ योजना

**Explanation / व्याख्या**

Revision / पुनरीक्षण: Improving content, clarity and organisation of a draft. Application: A pupil rearranges events to make a story easier to follow. Lesson planning / पाठ योजना: Selecting and sequencing activities aligned with intended learning. Application: A teacher plans oral rehearsal, reading and a short writing task around an outcome.

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MCQ 359 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Revision / पुनरीक्षण and Contextual grammar / संदर्भगत व्याकरण.**

A. Improving content, clarity and organisation of a draft. | Teaching grammar through meaningful spoken or written language.

B. Improving content, clarity and organisation of a draft. | Using a familiar language to support understanding of new content.

C. Learning word meanings from meaningful language use. | Teaching grammar through meaningful spoken or written language.

D. Teaching grammar through meaningful spoken or written language. | Improving content, clarity and organisation of a draft.

**Correct answer / सही उत्तर: A.** Improving content, clarity and organisation of a draft. | Teaching grammar through meaningful spoken or written language.

**Explanation / व्याख्या**

Revision / पुनरीक्षण: Improving content, clarity and organisation of a draft. Application: A pupil rearranges events to make a story easier to follow. Contextual grammar / संदर्भगत व्याकरण: Teaching grammar through meaningful spoken or written language. Application: Pupils explore past tense while revising a narrative of yesterday's trip.

MCQ 360 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Revision / पुनरीक्षण and Contextual grammar / संदर्भगत व्याकरण.**

A. A pupil rearranges events to make a story easier to follow. | After hearing instructions, a pupil places objects in the correct order.

B. A pupil rearranges events to make a story easier to follow. | Pupils explore past tense while revising a narrative of yesterday's trip.

C. A child identifies the three sounds in dog. | Pupils explore past tense while revising a narrative of yesterday's trip.

D. Pupils explore past tense while revising a narrative of yesterday's trip. | A pupil rearranges events to make a story easier to follow.

**Correct answer / सही उत्तर: B.** A pupil rearranges events to make a story easier to follow. | Pupils explore past tense while revising a narrative of yesterday's trip.

**Explanation / व्याख्या**

Revision / पुनरीक्षण: Improving content, clarity and organisation of a draft. Application: A pupil rearranges events to make a story easier to follow. Contextual grammar / संदर्भगत व्याकरण: Teaching grammar through meaningful spoken or written language. Application: Pupils explore past tense while revising a narrative of yesterday's trip.

MCQ 361 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Revision / पुनरीक्षण / Letter recognition / अक्षर पहचान)**

A. Language learning outcome / भाषायी अधिगम प्रतिफल → Gathering evidence of understanding spoken language.

B. Letter recognition / अक्षर पहचान → An observable expectation of language use after learning.

C. Revision / पुनरीक्षण → Identifying written letters accurately.

D. Revision / पुनरीक्षण → Improving content, clarity and organisation of a draft.

**Correct answer / सही उत्तर: D.** Revision / पुनरीक्षण → Improving content, clarity and organisation of a draft.

**Explanation / व्याख्या**

Revision / पुनरीक्षण: Improving content, clarity and organisation of a draft. Application: A pupil rearranges events to make a story easier to follow.

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MCQ 362 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Revision / पुनरीक्षण / Peer feedback / सहपाठी प्रतिक्रिया)**

A. Peer feedback / सहपाठी प्रतिक्रिया → A child chooses several easy storybooks to read over a month.

B. Extensive reading / विस्तृत पठन → Pupils hear English in songs, stories and classroom instructions.

C. Revision / पुनरीक्षण → Partners suggest one improvement to each other's stories.

D. Revision / पुनरीक्षण → A pupil rearranges events to make a story easier to follow.

**Correct answer / सही उत्तर: D.** Revision / पुनरीक्षण → A pupil rearranges events to make a story easier to follow.

**Explanation / व्याख्या**

Revision / पुनरीक्षण: Improving content, clarity and organisation of a draft. Application: A pupil rearranges events to make a story easier to follow.

MCQ 363 • CORE PRACTICE · FORM 01

**Identify the concept described: Checking and correcting surface features of writing.**

A. Blending / ध्वनि संयोजन

B. Language exposure / भाषा संपर्क

C. Editing / संपादन

D. Intensive reading / गहन पठन

**Correct answer / सही उत्तर: C.** Editing / संपादन

**Explanation / व्याख्या**

Editing / संपादन: Checking and correcting surface features of writing. Application: A child corrects spelling and punctuation before publishing.

**MCQ 364 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A child corrects spelling and punctuation before publishing.**

A. Editing / संपादन

B. Inferential reading / अनुमानात्मक पठन

C. Oral fluency / मौखिक प्रवाह

D. Interaction / अंतःक्रिया

**Correct answer / सही उत्तर: A.** Editing / संपादन

**Explanation / व्याख्या**

Editing / संपादन: Checking and correcting surface features of writing. Application: A child corrects spelling and punctuation before publishing.

**MCQ 365 • CORE PRACTICE · FORM 03**

**Which explanation best defines Editing / संपादन?**

A. Connecting a speech sound with its written representation.

B. Checking and correcting surface features of writing.

C. Teacher-supported reading in a group matched to learning needs.

D. Gathering evidence of understanding spoken language.

**Correct answer / सही उत्तर: B.** Checking and correcting surface features of writing.

**Explanation / व्याख्या**

Editing / संपादन: Checking and correcting surface features of writing. Application: A child corrects spelling and punctuation before publishing.

MCQ 366 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Editing / संपादन?**

A. The class joins in reading repeated lines of a big book.

B. Pairs act out asking for directions in English.

C. A child corrects spelling and punctuation before publishing.

D. A learner changes pitch while asking a question aloud.

**Correct answer / सही उत्तर: C.** A child corrects spelling and punctuation before publishing.

**Explanation / व्याख्या**

Editing / संपादन: Checking and correcting surface features of writing. Application: A child corrects spelling and punctuation before publishing.

MCQ 367 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Checking and correcting surface features of writing. (2) Variation in pitch that helps convey meaning and attitude.**

A. Intonation / स्वर उतार-चढ़ाव | Editing / संपादन

B. Editing / संपादन | Multilingual classroom / बहुभाषी कक्षा

C. Learning sequence / अधिगम क्रम | Intonation / स्वर उतार-चढ़ाव

D. Editing / संपादन | Intonation / स्वर उतार-चढ़ाव

**Correct answer / सही उत्तर: D.** Editing / संपादन | Intonation / स्वर उतार-चढ़ाव

**Explanation / व्याख्या**

Editing / संपादन: Checking and correcting surface features of writing. Application: A child corrects spelling and punctuation before publishing. Intonation / स्वर उतार-चढ़ाव: Variation in pitch that helps convey meaning and attitude. Application: A learner changes pitch while asking a question aloud.

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**MCQ 368 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A child corrects spelling and punctuation before publishing. (2) Children compare ways of greeting across communities without ranking languages.**

A. Listening comprehension / श्रवण बोध | Language diversity / भाषायी विविधता

B. Editing / संपादन | Language diversity / भाषायी विविधता

C. Editing / संपादन | Guided reading / निर्देशित पठन

D. Language diversity / भाषायी विविधता | Editing / संपादन

**Correct answer / सही उत्तर: B.** Editing / संपादन | Language diversity / भाषायी विविधता

**Explanation / व्याख्या**

Editing / संपादन: Checking and correcting surface features of writing. Application: A child corrects spelling and punctuation before publishing. Language diversity / भाषायी विविधता: Recognising and valuing the different languages and varieties used by learners. Application: Children compare ways of greeting across communities without ranking languages.

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MCQ 369 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Editing / संपादन and Phonemic awareness / स्वनिम जागरूकता.**

A. Ability to notice and manipulate individual sounds in spoken words. | Checking and correcting surface features of writing.

B. Checking and correcting surface features of writing. | Constructing meaning from written text.

C. Learners judging their own progress against criteria. | Ability to notice and manipulate individual sounds in spoken words.

D. Checking and correcting surface features of writing. | Ability to notice and manipulate individual sounds in spoken words.

**Correct answer / सही उत्तर: D.** Checking and correcting surface features of writing. | Ability to notice and manipulate individual sounds in spoken words.

**Explanation / व्याख्या**

Editing / संपादन: Checking and correcting surface features of writing. Application: A child corrects spelling and punctuation before publishing. Phonemic awareness / स्वनिम जागरूकता: Ability to notice and manipulate individual sounds in spoken words. Application: A child changes the first sound of cat to make bat.

MCQ 370 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Editing / संपादन and Differentiated language tasks / विभेदित भाषा कार्य.**

A. Pupils follow a spoken sequence of classroom directions. | Some pupils use sentence frames while others write freely.

B. Some pupils use sentence frames while others write freely. | A child corrects spelling and punctuation before publishing.

C. A child corrects spelling and punctuation before publishing. | Some pupils use sentence frames while others write freely.

D. A child corrects spelling and punctuation before publishing. | Before a text about trains, pupils describe their own travel experiences.

**Correct answer / सही उत्तर: C.** A child corrects spelling and punctuation before publishing. | Some pupils use sentence frames while others write freely.

**Explanation / व्याख्या**

Editing / संपादन: Checking and correcting surface features of writing. Application: A child corrects spelling and punctuation before publishing. Differentiated language tasks / विभेदित भाषा कार्य: Adjusting support or task complexity while preserving language goals. Application: Some pupils use sentence frames while others write freely.

**MCQ 371 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Editing / संपादन / Language diversity / भाषायी विविधता)**

A. Editing / संपादन → Checking and correcting surface features of writing.

B. Language diversity / भाषायी विविधता → Managing speaker and listener roles during conversation.

C. Turn-taking / बारी-बारी बोलना → Reading a shorter text closely for detailed understanding.

D. Editing / संपादन → Recognising and valuing the different languages and varieties used by learners.

**Correct answer / सही उत्तर: A.** Editing / संपादन → Checking and correcting surface features of writing.

**Explanation / व्याख्या**

Editing / संपादन: Checking and correcting surface features of writing. Application: A child corrects spelling and punctuation before publishing.

MCQ 372 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Editing / संपादन / Affective support / भावात्मक समर्थन)**

A. Editing / संपादन → A teacher accepts tentative answers and avoids ridicule.

B. Curriculum alignment / पाठ्यचर्या संरेखण → A pupil scans a timetable to find the departure time.

C. Affective support / भावात्मक समर्थन → A listening activity assesses the stated listening outcome rather than handwriting.

D. Editing / संपादन → A child corrects spelling and punctuation before publishing.

**Correct answer / सही उत्तर: D.** Editing / संपादन → A child corrects spelling and punctuation before publishing.

**Explanation / व्याख्या**

Editing / संपादन: Checking and correcting surface features of writing. Application: A child corrects spelling and punctuation before publishing.

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 06.01

**Explain Modelled writing / आदर्श लेखन and give one classroom example.**

**Model answer:** Demonstrating writing decisions and processes explicitly. A teacher writes an invitation while explaining choices of words and structure.

**REVISION 06.02**

**Explain Drafting / प्रारूप लेखन and give one classroom example.**

**Model answer:** Producing an initial version of a text to develop ideas. A learner writes the first version of a story before editing.

**REVISION 06.03**

**Explain Purposeful writing / उद्देश्यपूर्ण लेखन and give one classroom example.**

**Model answer:** Writing for a meaningful audience and communicative purpose. Children write a notice inviting families to an exhibition.

**REVISION 06.04**

**Explain Shared writing / साझा लेखन and give one classroom example.**

**Model answer:** Teacher and learners compose a text together. Children suggest sentences while the teacher records their ideas.

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**REVISION 06.05**

**Explain Revision / पुनरीक्षण and give one classroom example.**

**Model answer:** Improving content, clarity and organisation of a draft. A pupil rearranges events to make a story easier to follow.

**REVISION 06.06**

**Explain Editing / संपादन and give one classroom example.**

**Model answer:** Checking and correcting surface features of writing. A child corrects spelling and punctuation before publishing.

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CHAPTER 07 • 32 MCQs • 3 REVISION PROMPTS

# Unit and Lesson Planning

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Lesson planning / पाठ योजना

Selecting and sequencing activities aligned with intended learning.

**Classroom example:** A teacher plans oral rehearsal, reading and a short writing task around an outcome.

### Learning sequence / अधिगम क्रम

An ordered progression of activities supporting a learning goal.

**Classroom example:** A lesson moves from picture talk to reading and independent response.

### Differentiated language tasks / विभेदित भाषा कार्य

Adjusting support or task complexity while preserving language goals.

**Classroom example:** Some pupils use sentence frames while others write freely.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

### MCQ 373 • NEW CLASSROOM APPLICATION

**For the goal of giving directions, which activity is appropriate?**

A. Draw unrelated pictures silently
B. Copy definitions of nouns only
C. Pairs guide one another along a simple map
D. Memorise a poem without discussion

**Correct answer / सही उत्तर: C.** Pairs guide one another along a simple map

**Explanation / व्याख्या**

The activity directly practises the communicative outcome.

### MCQ 374 • NEW CLASSROOM APPLICATION

**What is a reasonable progression for a new language structure?**

A. Require independent mastery before modelling
B. Model in context, guide practice, then allow independent use
C. Test first without any exposure
D. Avoid using the structure in communication

**Correct answer / सही उत्तर: B.** Model in context, guide practice, then allow independent use

**Explanation / व्याख्या**

Gradual support builds confidence and independence.

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## Core question bank

Ten related practice formats; core concepts recur for revision.

**MCQ 375 • CORE PRACTICE · FORM 01**

**Identify the concept described: Selecting and sequencing activities aligned with intended learning.**

A. Shared writing / साझा लेखन

B. Lesson planning / पाठ योजना

C. Language exposure / भाषा संपर्क

D. Extensive reading / विस्तृत पठन

**Correct answer / सही उत्तर: B.** Lesson planning / पाठ योजना

**Explanation / व्याख्या**

Lesson planning / पाठ योजना: Selecting and sequencing activities aligned with intended learning.
Application: A teacher plans oral rehearsal, reading and a short writing task around an outcome.

**MCQ 376 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A teacher plans oral rehearsal, reading and a short writing task around an outcome.**

A. Lesson planning / पाठ योजना

B. Curriculum alignment / पाठ्यचर्या संरेखण

C. Second language acquisition / द्वितीय भाषा अर्जन

D. Affective support / भावात्मक समर्थन

**Correct answer / सही उत्तर: A.** Lesson planning / पाठ योजना

**Explanation / व्याख्या**

Lesson planning / पाठ योजना: Selecting and sequencing activities aligned with intended learning.
Application: A teacher plans oral rehearsal, reading and a short writing task around an outcome.

MCQ 377 • CORE PRACTICE · FORM 03

**Which explanation best defines Lesson planning / पाठ योजना?**

A. Variation in pitch that helps convey meaning and attitude.

B. Learning word meanings from meaningful language use.

C. Selecting and sequencing activities aligned with intended learning.

D. Language that learners can understand with suitable contextual support.

**Correct answer / सही उत्तर: C.** Selecting and sequencing activities aligned with intended learning.

**Explanation / व्याख्या**

Lesson planning / पाठ योजना: Selecting and sequencing activities aligned with intended learning.
Application: A teacher plans oral rehearsal, reading and a short writing task around an outcome.

MCQ 378 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Lesson planning / पाठ योजना?**

A. Children compare ways of greeting across communities without ranking languages.

B. A teacher writes an invitation while explaining choices of words and structure.

C. A child uses a simple checklist to review a completed paragraph.

D. A teacher plans oral rehearsal, reading and a short writing task around an outcome.

**Correct answer / सही उत्तर: D.** A teacher plans oral rehearsal, reading and a short writing task around an outcome.

**Explanation / व्याख्या**

Lesson planning / पाठ योजना: Selecting and sequencing activities aligned with intended learning.
Application: A teacher plans oral rehearsal, reading and a short writing task around an outcome.

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MCQ 379 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Selecting and sequencing activities aligned with intended learning. (2) Reconstructing a heard or read narrative in one's own words.**

A. Lesson planning / पाठ योजना | Story retelling / कहानी पुनर्कथन

B. Purposeful writing / उद्देश्यपूर्ण लेखन | Story retelling / कहानी पुनर्कथन

C. Lesson planning / पाठ योजना | Shared reading / साझा पठन

D. Story retelling / कहानी पुनर्कथन | Lesson planning / पाठ योजना

**Correct answer / सही उत्तर: A.** Lesson planning / पाठ योजना | Story retelling / कहानी पुनर्कथन

**Explanation / व्याख्या**

Lesson planning / पाठ योजना: Selecting and sequencing activities aligned with intended learning. Application: A teacher plans oral rehearsal, reading and a short writing task around an outcome. Story retelling / कहानी पुनर्कथन: Reconstructing a heard or read narrative in one's own words. Application: A learner recounts the main events of a story in sequence.

MCQ 380 • CORE PRACTICE · FORM 06

**Match the situations to concepts, in order. (1) A teacher plans oral rehearsal, reading and a short writing task around an outcome. (2) A child identifies the three sounds in dog.**

A. Lesson planning / पाठ योजना | Shared writing / साझा लेखन

B. Shared reading / साझा पठन | Segmenting / ध्वनि विभाजन

C. Segmenting / ध्वनि विभाजन | Lesson planning / पाठ योजना

D. Lesson planning / पाठ योजना | Segmenting / ध्वनि विभाजन

**Correct answer / सही उत्तर: D.** Lesson planning / पाठ योजना | Segmenting / ध्वनि विभाजन

**Explanation / व्याख्या**

Lesson planning / पाठ योजना: Selecting and sequencing activities aligned with intended learning. Application: A teacher plans oral rehearsal, reading and a short writing task around an outcome. Segmenting / ध्वनि विभाजन: Breaking a spoken word into component sounds. Application: A child identifies the three sounds in dog.

**MCQ 381 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Lesson planning / पाठ योजना and Schema activation / पूर्वज्ञान सक्रियण.**

A. Bringing relevant background knowledge into a reading task. | Selecting and sequencing activities aligned with intended learning.

B. Selecting and sequencing activities aligned with intended learning. | Bringing relevant background knowledge into a reading task.

C. Selecting and sequencing activities aligned with intended learning. | Understanding meaning in spoken language.

D. Exchange of meaning with others that supports language development. | Bringing relevant background knowledge into a reading task.

**Correct answer / सही उत्तर: B.** Selecting and sequencing activities aligned with intended learning. | Bringing relevant background knowledge into a reading task.

**Explanation / व्याख्या**

Lesson planning / पाठ योजना: Selecting and sequencing activities aligned with intended learning.
Application: A teacher plans oral rehearsal, reading and a short writing task around an outcome.
Schema activation / पूर्वज्ञान सक्रियण: Bringing relevant background knowledge into a reading task.
Application: Before a text about trains, pupils describe their own travel experiences.

**MCQ 382 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Lesson planning / पाठ योजना and Blending / ध्वनि संयोजन.**

A. A teacher plans oral rehearsal, reading and a short writing task around an outcome. | A pupil combines /k/, /æ/ and /t/ to read cat.

B. A pupil combines /k/, /æ/ and /t/ to read cat. | A teacher plans oral rehearsal, reading and a short writing task around an outcome.

C. A teacher plans oral rehearsal, reading and a short writing task around an outcome. | Pupils explore past tense while revising a narrative of yesterday's trip.

D. A child chooses several easy storybooks to read over a month. | A pupil combines /k/, /æ/ and /t/ to read cat.

**Correct answer / सही उत्तर: A.** A teacher plans oral rehearsal, reading and a short writing task around an outcome. | A pupil combines /k/, /æ/ and /t/ to read cat.

**Explanation / व्याख्या**

Lesson planning / पाठ योजना: Selecting and sequencing activities aligned with intended learning. Application: A teacher plans oral rehearsal, reading and a short writing task around an outcome. Blending / ध्वनि संयोजन: Combining separate speech sounds to recognise a word. Application: A pupil combines /k/, /æ/ and /t/ to read cat.

**MCQ 383 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Lesson planning / पाठ योजना / Schema activation / पूर्वज्ञान सक्रियण)**

A. Schema activation / पूर्वज्ञान सक्रियण → Exchange of meaning with others that supports language development.

B. Lesson planning / पाठ योजना → Bringing relevant background knowledge into a reading task.

C. Lesson planning / पाठ योजना → Selecting and sequencing activities aligned with intended learning.

D. Interaction / अंतःक्रिया → Language that learners can understand with suitable contextual support.

**Correct answer / सही उत्तर: C.** Lesson planning / पाठ योजना → Selecting and sequencing activities aligned with intended learning.

**Explanation / व्याख्या**

Lesson planning / पाठ योजना: Selecting and sequencing activities aligned with intended learning.
Application: A teacher plans oral rehearsal, reading and a short writing task around an outcome.

**MCQ 384 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Lesson planning / पाठ योजना / Multilingual classroom / बहुभाषी कक्षा)**

A. Interaction / अंतःक्रिया → A teacher writes an invitation while explaining choices of words and structure.

B. Lesson planning / पाठ योजना → A teacher plans oral rehearsal, reading and a short writing task around an outcome.

C. Multilingual classroom / बहुभाषी कक्षा → Pairs ask and answer questions to complete a picture task.

D. Lesson planning / पाठ योजना → Pupils compare greetings in their home languages and English.

**Correct answer / सही उत्तर: B.** Lesson planning / पाठ योजना → A teacher plans oral rehearsal, reading and a short writing task around an outcome.

**Explanation / व्याख्या**

Lesson planning / पाठ योजना: Selecting and sequencing activities aligned with intended learning. Application: A teacher plans oral rehearsal, reading and a short writing task around an outcome.

**MCQ 385 • CORE PRACTICE · FORM 01**

**Identify the concept described: An ordered progression of activities supporting a learning goal.**

A. Learning sequence / अधिगम क्रम

B. Interaction / अंतःक्रिया

C. Reading fluency / पठन प्रवाह

D. Language exposure / भाषा संपर्क

**Correct answer / सही उत्तर: A.** Learning sequence / अधिगम क्रम

**Explanation / व्याख्या**

Learning sequence / अधिगम क्रम: An ordered progression of activities supporting a learning goal. Application: A lesson moves from picture talk to reading and independent response.

**MCQ 386 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A lesson moves from picture talk to reading and independent response.**

A. Oral fluency / मौखिक प्रवाह
B. Learning sequence / अधिगम क्रम
C. Letter recognition / अक्षर पहचान
D. Comprehensible input / बोधगम्य भाषायी सामग्री

**Correct answer / सही उत्तर: B.** Learning sequence / अधिगम क्रम

**Explanation / व्याख्या**

Learning sequence / अधिगम क्रम: An ordered progression of activities supporting a learning goal.
Application: A lesson moves from picture talk to reading and independent response.

**MCQ 387 • CORE PRACTICE · FORM 03**

**Which explanation best defines Learning sequence / अधिगम क्रम?**

A. Exchange of meaning with others that supports language development.
B. Guidance about the place and use of languages in education.
C. An ordered progression of activities supporting a learning goal.
D. Reading a shorter text closely for detailed understanding.

**Correct answer / सही उत्तर: C.** An ordered progression of activities supporting a learning goal.

**Explanation / व्याख्या**

Learning sequence / अधिगम क्रम: An ordered progression of activities supporting a learning goal.
Application: A lesson moves from picture talk to reading and independent response.

MCQ 388 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Learning sequence / अधिगम क्रम?**

A. A child identifies the three sounds in dog.

B. A lesson moves from picture talk to reading and independent response.

C. Children wait for a partner to finish before responding.

D. A group examines a paragraph to find evidence for an inference.

**Correct answer / सही उत्तर: B.** A lesson moves from picture talk to reading and independent response.

**Explanation / व्याख्या**

Learning sequence / अधिगम क्रम: An ordered progression of activities supporting a learning goal. Application: A lesson moves from picture talk to reading and independent response.

MCQ 389 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) An ordered progression of activities supporting a learning goal. (2) Describing levels of written performance against clear criteria.**

A. Learning sequence / अधिगम क्रम | Language exposure / भाषा संपर्क

B. Peer feedback / सहपाठी प्रतिक्रिया | Writing rubric / लेखन मानदंड तालिका

C. Writing rubric / लेखन मानदंड तालिका | Learning sequence / अधिगम क्रम

D. Learning sequence / अधिगम क्रम | Writing rubric / लेखन मानदंड तालिका

**Correct answer / सही उत्तर: D.** Learning sequence / अधिगम क्रम | Writing rubric / लेखन मानदंड तालिका

**Explanation / व्याख्या**

Learning sequence / अधिगम क्रम: An ordered progression of activities supporting a learning goal. Application: A lesson moves from picture talk to reading and independent response. Writing rubric / लेखन मानदंड तालिका: Describing levels of written performance against clear criteria. Application: A teacher gives separate feedback on ideas, organisation and language.

**MCQ 390 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A lesson moves from picture talk to reading and independent response. (2) Pupils tell a partner what they plan to write about.**

A. Learning sequence / अधिगम क्रम | Revision / पुनरीक्षण

B. Oral rehearsal / मौखिक पूर्वाभ्यास | Learning sequence / अधिगम क्रम

C. Learning sequence / अधिगम क्रम | Oral rehearsal / मौखिक पूर्वाभ्यास

D. Letter recognition / अक्षर पहचान | Oral rehearsal / मौखिक पूर्वाभ्यास

**Correct answer / सही उत्तर: C.** Learning sequence / अधिगम क्रम | Oral rehearsal / मौखिक पूर्वाभ्यास

**Explanation / व्याख्या**

Learning sequence / अधिगम क्रम: An ordered progression of activities supporting a learning goal. Application: A lesson moves from picture talk to reading and independent response. Oral rehearsal / मौखिक पूर्वाभ्यास: Practising ideas aloud before a speaking or writing task. Application: Pupils tell a partner what they plan to write about.

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**MCQ 391 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Learning sequence / अधिगम क्रम and Schema activation / पूर्वज्ञान सक्रियण.**

A. Bringing relevant background knowledge into a reading task. | An ordered progression of activities supporting a learning goal.

B. An ordered progression of activities supporting a learning goal. | Bringing relevant background knowledge into a reading task.

C. Variation in pitch that helps convey meaning and attitude. | Bringing relevant background knowledge into a reading task.

D. An ordered progression of activities supporting a learning goal. | Opportunities to encounter meaningful language in use.

**Correct answer / सही उत्तर: B.** An ordered progression of activities supporting a learning goal. | Bringing relevant background knowledge into a reading task.

**Explanation / व्याख्या**

Learning sequence / अधिगम क्रम: An ordered progression of activities supporting a learning goal. Application: A lesson moves from picture talk to reading and independent response. Schema activation / पूर्वज्ञान सक्रियण: Bringing relevant background knowledge into a reading task. Application: Before a text about trains, pupils describe their own travel experiences.

**MCQ 392 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Learning sequence / अधिगम क्रम and Literal comprehension / शाब्दिक बोध.**

A. A lesson moves from picture talk to reading and independent response. | Pupils compare greetings in their home languages and English.

B. A lesson moves from picture talk to reading and independent response. | A pupil names the animal mentioned in the first paragraph.

C. A pupil names the animal mentioned in the first paragraph. | A lesson moves from picture talk to reading and independent response.

D. A child changes the first sound of cat to make bat. | A pupil names the animal mentioned in the first paragraph.

**Correct answer / सही उत्तर: B.** A lesson moves from picture talk to reading and independent response. | A pupil names the animal mentioned in the first paragraph.

**Explanation / व्याख्या**

Learning sequence / अधिगम क्रम: An ordered progression of activities supporting a learning goal. Application: A lesson moves from picture talk to reading and independent response. Literal comprehension / शाब्दिक बोध: Identifying information explicitly stated in a text. Application: A pupil names the animal mentioned in the first paragraph.

MCQ 393 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Learning sequence / अधिगम क्रम / Self-assessment / स्व-आकलन)**

A. Learning sequence / अधिगम क्रम → Learners judging their own progress against criteria.

B. Self-assessment / स्व-आकलन → Variation in pitch that helps convey meaning and attitude.

C. Learning sequence / अधिगम क्रम → An ordered progression of activities supporting a learning goal.

D. Intonation / स्वर उतार-चढ़ाव → Describing levels of written performance against clear criteria.

**Correct answer / सही उत्तर: C.** Learning sequence / अधिगम क्रम → An ordered progression of activities supporting a learning goal.

**Explanation / व्याख्या**

Learning sequence / अधिगम क्रम: An ordered progression of activities supporting a learning goal.
Application: A lesson moves from picture talk to reading and independent response.

MCQ 394 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Learning sequence / अधिगम क्रम / Intensive reading / गहन पठन)**

A. Intensive reading / गहन पठन → Pupils explore past tense while revising a narrative of yesterday's trip.

B. Contextual grammar / संदर्भगत व्याकरण → Pupils compare greetings in their home languages and English.

C. Learning sequence / अधिगम क्रम → A lesson moves from picture talk to reading and independent response.

D. Learning sequence / अधिगम क्रम → A group examines a paragraph to find evidence for an inference.

**Correct answer / सही उत्तर: C.** Learning sequence / अधिगम क्रम → A lesson moves from picture talk to reading and independent response.

**Explanation / व्याख्या**

Learning sequence / अधिगम क्रम: An ordered progression of activities supporting a learning goal.
Application: A lesson moves from picture talk to reading and independent response.

**MCQ 395 • CORE PRACTICE · FORM 01**

**Identify the concept described: Adjusting support or task complexity while preserving language goals.**

A. Peer feedback / सहपाठी प्रतिक्रिया

B. Revision / पुनरीक्षण

C. Differentiated language tasks / विभेदित भाषा कार्य

D. Oral rehearsal / मौखिक पूर्वाभ्यास

**Correct answer / सही उत्तर: C.** Differentiated language tasks / विभेदित भाषा कार्य

**Explanation / व्याख्या**

Differentiated language tasks / विभेदित भाषा कार्य: Adjusting support or task complexity while preserving language goals. Application: Some pupils use sentence frames while others write freely.

**MCQ 396 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Some pupils use sentence frames while others write freely.**

A. Second language acquisition / द्वितीय भाषा अर्जन

B. Differentiated language tasks / विभेदित भाषा कार्य

C. Segmenting / ध्वनि विभाजन

D. Reading fluency / पठन प्रवाह

**Correct answer / सही उत्तर: B.** Differentiated language tasks / विभेदित भाषा कार्य

**Explanation / व्याख्या**

Differentiated language tasks / विभेदित भाषा कार्य: Adjusting support or task complexity while preserving language goals. Application: Some pupils use sentence frames while others write freely.

MCQ 397 • CORE PRACTICE · FORM 03

**Which explanation best defines Differentiated language tasks / विभेदित भाषा कार्य?**

A. Reading a range of texts for general understanding and enjoyment.

B. Adjusting support or task complexity while preserving language goals.

C. A classroom that recognises and uses learners' varied languages.

D. An integrated approach covering oral language, word recognition, reading and writing.

**Correct answer / सही उत्तर: B.** Adjusting support or task complexity while preserving language goals.

**Explanation / व्याख्या**

Differentiated language tasks / विभेदित भाषा कार्य: Adjusting support or task complexity while preserving language goals. Application: Some pupils use sentence frames while others write freely.

MCQ 398 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Differentiated language tasks / विभेदित भाषा कार्य?**

A. A teacher accepts tentative answers and avoids ridicule.

B. Some pupils use sentence frames while others write freely.

C. Pupils compare greetings in their home languages and English.

D. Partners suggest one improvement to each other's stories.

**Correct answer / सही उत्तर: B.** Some pupils use sentence frames while others write freely.

**Explanation / व्याख्या**

Differentiated language tasks / विभेदित भाषा कार्य: Adjusting support or task complexity while preserving language goals. Application: Some pupils use sentence frames while others write freely.

**MCQ 399 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Adjusting support or task complexity while preserving language goals. (2) An observable expectation of language use after learning.**

A. Differentiated language tasks / विभेदित भाषा कार्य | Extensive reading / विस्तृत पठन

B. Listening comprehension / श्रवण बोध | Language learning outcome / भाषायी अधिगम प्रतिफल

C. Language learning outcome / भाषायी अधिगम प्रतिफल | Differentiated language tasks / विभेदित भाषा कार्य

D. Differentiated language tasks / विभेदित भाषा कार्य | Language learning outcome / भाषायी अधिगम प्रतिफल

**Correct answer / सही उत्तर: D.** Differentiated language tasks / विभेदित भाषा कार्य | Language learning outcome / भाषायी अधिगम प्रतिफल

**Explanation / व्याख्या**

Differentiated language tasks / विभेदित भाषा कार्य: Adjusting support or task complexity while preserving language goals. Application: Some pupils use sentence frames while others write freely. Language learning outcome / भाषायी अधिगम प्रतिफल: An observable expectation of language use after learning. Application: Children can ask and answer simple questions about a picture.

MCQ 400 • CORE PRACTICE · FORM 06

**Match the situations to concepts, in order. (1) Some pupils use sentence frames while others write freely. (2) A pupil scans a timetable to find the departure time.**

A. Reading fluency / पठन प्रवाह | Reading for specific information / विशिष्ट सूचना हेतु पठन

B. Reading for specific information / विशिष्ट सूचना हेतु पठन | Differentiated language tasks / विभेदित भाषा कार्य

C. Differentiated language tasks / विभेदित भाषा कार्य | Multilingual classroom / बहुभाषी कक्षा

D. Differentiated language tasks / विभेदित भाषा कार्य | Reading for specific information / विशिष्ट सूचना हेतु पठन

**Correct answer / सही उत्तर: D.** Differentiated language tasks / विभेदित भाषा कार्य | Reading for specific information / विशिष्ट सूचना हेतु पठन

**Explanation / व्याख्या**

Differentiated language tasks / विभेदित भाषा कार्य: Adjusting support or task complexity while preserving language goals. Application: Some pupils use sentence frames while others write freely. Reading for specific information / विशिष्ट सूचना हेतु पठन: Locating a particular detail in a text. Application: A pupil scans a timetable to find the departure time.

**MCQ 401 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Differentiated language tasks / विभेदित भाषा कार्य and Oral rehearsal / मौखिक पूर्वाभ्यास.**

A. Adjusting support or task complexity while preserving language goals. | Practising ideas aloud before a speaking or writing task.

B. Adjusting support or task complexity while preserving language goals. | Producing connected speech with an appropriate flow.

C. Teaching grammar through meaningful spoken or written language. | Practising ideas aloud before a speaking or writing task.

D. Practising ideas aloud before a speaking or writing task. | Adjusting support or task complexity while preserving language goals.

**Correct answer / सही उत्तर: A.** Adjusting support or task complexity while preserving language goals. | Practising ideas aloud before a speaking or writing task.

**Explanation / व्याख्या**

Differentiated language tasks / विभेदित भाषा कार्य: Adjusting support or task complexity while preserving language goals. Application: Some pupils use sentence frames while others write freely. Oral rehearsal / मौखिक पूर्वाभ्यास: Practising ideas aloud before a speaking or writing task. Application: Pupils tell a partner what they plan to write about.

**MCQ 402 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Differentiated language tasks / विभेदित भाषा कार्य and Reading for specific information / विशिष्ट सूचना हेतु पठन.**

A. A pupil scans a timetable to find the departure time. | Some pupils use sentence frames while others write freely.

B. Pupils follow a spoken sequence of classroom directions. | A pupil scans a timetable to find the departure time.

C. Some pupils use sentence frames while others write freely. | A pupil scans a timetable to find the departure time.

D. Some pupils use sentence frames while others write freely. | A learner changes pitch while asking a question aloud.

**Correct answer / सही उत्तर: C.** Some pupils use sentence frames while others write freely. | A pupil scans a timetable to find the departure time.

**Explanation / व्याख्या**

Differentiated language tasks / विभेदित भाषा कार्य: Adjusting support or task complexity while preserving language goals. Application: Some pupils use sentence frames while others write freely. Reading for specific information / विशिष्ट सूचना हेतु पठन: Locating a particular detail in a text. Application: A pupil scans a timetable to find the departure time.

**MCQ 403 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Differentiated language tasks / विभेदित भाषा कार्य / Phonemic awareness / स्वनिम जागरूकता)**

A. Differentiated language tasks / विभेदित भाषा कार्य → Ability to notice and manipulate individual sounds in spoken words.

B. Phonemic awareness / स्वनिम जागरूकता → Constructive comments from classmates based on agreed criteria.

C. Differentiated language tasks / विभेदित भाषा कार्य → Adjusting support or task complexity while preserving language goals.

D. Peer feedback / सहपाठी प्रतिक्रिया → Reconstructing a heard or read narrative in one's own words.

**Correct answer / सही उत्तर: C.** Differentiated language tasks / विभेदित भाषा कार्य → Adjusting support or task complexity while preserving language goals.

**Explanation / व्याख्या**

Differentiated language tasks / विभेदित भाषा कार्य: Adjusting support or task complexity while preserving language goals. Application: Some pupils use sentence frames while others write freely.

MCQ 404 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Differentiated language tasks / विभेदित भाषा कार्य / Second language acquisition / द्वितीय भाषा अर्जन)**

A. Differentiated language tasks / विभेदित भाषा कार्य → Some pupils use sentence frames while others write freely.

B. Differentiated language tasks / विभेदित भाषा कार्य → A learner gradually uses English to interact in daily classroom situations.

C. Second language acquisition / द्वितीय भाषा अर्जन → A teacher gives separate feedback on ideas, organisation and language.

D. Writing rubric / लेखन मानदंड तालिका → Pupils follow a spoken sequence of classroom directions.

**Correct answer / सही उत्तर: A.** Differentiated language tasks / विभेदित भाषा कार्य → Some pupils use sentence frames while others write freely.

**Explanation / व्याख्या**

Differentiated language tasks / विभेदित भाषा कार्य: Adjusting support or task complexity while preserving language goals. Application: Some pupils use sentence frames while others write freely.

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 07.01

**Explain Lesson planning / पाठ योजना and give one classroom example.**

**Model answer:** Selecting and sequencing activities aligned with intended learning. A teacher plans oral rehearsal, reading and a short writing task around an outcome.

**REVISION 07.02**

**Explain Learning sequence / अधिगम क्रम and give one classroom example.**

**Model answer:** An ordered progression of activities supporting a learning goal. A lesson moves from picture talk to reading and independent response.

**REVISION 07.03**

**Explain Differentiated language tasks / विभेदित भाषा कार्य and give one classroom example.**

**Model answer:** Adjusting support or task complexity while preserving language goals. Some pupils use sentence frames while others write freely.

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CHAPTER 08 • 32 MCQs • 3 REVISION PROMPTS

# Assessment of Oral Language

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Intonation / स्वर उतार-चढ़ाव

Variation in pitch that helps convey meaning and attitude.

**Classroom example:** A learner changes pitch while asking a question aloud.

### Oral fluency / मौखिक प्रवाह

Producing connected speech with an appropriate flow.

**Classroom example:** A child describes a picture in several connected sentences.

### Listening assessment / श्रवण आकलन

Gathering evidence of understanding spoken language.

**Classroom example:** Pupils follow a spoken sequence of classroom directions.

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## New classroom-based questions

Apply concepts to realistic teaching decisions.

### MCQ 405 • NEW CLASSROOM APPLICATION

**Which evidence assesses listening comprehension?**

A. Pupils follow a spoken set of instructions

B. Pupils name the colour of their pen

C. Pupils are scored on handwriting

D. Pupils copy the same instructions from the board

**Correct answer / सही उत्तर: A.** Pupils follow a spoken set of instructions

**Explanation / व्याख्या**

The response must depend on understanding spoken language.

### MCQ 406 • NEW CLASSROOM APPLICATION

**What should an oral presentation rubric include?**

A. Only accent resemblance to the teacher

B. Only the length of hair

C. Only uniform volume

D. Clarity, relevant ideas and interaction appropriate to the task

**Correct answer / सही उत्तर: D.** Clarity, relevant ideas and interaction appropriate to the task

**Explanation / व्याख्या**

Criteria should measure communicative performance fairly.

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## Core question bank

Ten related practice formats; core concepts recur for revision.

**MCQ 407 • CORE PRACTICE · FORM 01**

**Identify the concept described: Variation in pitch that helps convey meaning and attitude.**

A. Shared writing / साझा लेखन

B. Interaction / अंतःक्रिया

C. Shared reading / साझा पठन

D. Intonation / स्वर उतार-चढ़ाव

**Correct answer / सही उत्तर: D.** Intonation / स्वर उतार-चढ़ाव

**Explanation / व्याख्या**

Intonation / स्वर उतार-चढ़ाव: Variation in pitch that helps convey meaning and attitude. Application: A learner changes pitch while asking a question aloud.

**MCQ 408 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A learner changes pitch while asking a question aloud.**

A. Segmenting / ध्वनि विभाजन

B. Affective support / भावात्मक समर्थन

C. Writing rubric / लेखन मानदंड तालिका

D. Intonation / स्वर उतार-चढ़ाव

**Correct answer / सही उत्तर: D.** Intonation / स्वर उतार-चढ़ाव

**Explanation / व्याख्या**

Intonation / स्वर उतार-चढ़ाव: Variation in pitch that helps convey meaning and attitude. Application: A learner changes pitch while asking a question aloud.

MCQ 409 • CORE PRACTICE · FORM 03

**Which explanation best defines Intonation / स्वर उतार-चढ़ाव?**

A. Managing speaker and listener roles during conversation.

B. Selecting and sequencing activities aligned with intended learning.

C. Variation in pitch that helps convey meaning and attitude.

D. Demonstrating writing decisions and processes explicitly.

**Correct answer / सही उत्तर: C.** Variation in pitch that helps convey meaning and attitude.

**Explanation / व्याख्या**

Intonation / स्वर उतार-चढ़ाव: Variation in pitch that helps convey meaning and attitude. Application: A learner changes pitch while asking a question aloud.

MCQ 410 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Intonation / स्वर उतार-चढ़ाव?**

A. Pupils explore past tense while revising a narrative of yesterday's trip.

B. A learner changes pitch while asking a question aloud.

C. A child uses a simple checklist to review a completed paragraph.

D. A child infers that a character is worried from their actions.

**Correct answer / सही उत्तर: B.** A learner changes pitch while asking a question aloud.

**Explanation / व्याख्या**

Intonation / स्वर उतार-चढ़ाव: Variation in pitch that helps convey meaning and attitude. Application: A learner changes pitch while asking a question aloud.

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**MCQ 411 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Variation in pitch that helps convey meaning and attitude. (2) Using a familiar language to support understanding of new content.**

A. Intonation / स्वर उतार-चढ़ाव | Turn-taking / बारी-बारी बोलना

B. Intonation / स्वर उतार-चढ़ाव | Home-language support / गृहभाषा समर्थन

C. Intensive reading / गहन पठन | Home-language support / गृहभाषा समर्थन

D. Home-language support / गृहभाषा समर्थन | Intonation / स्वर उतार-चढ़ाव

**Correct answer / सही उत्तर: B.** Intonation / स्वर उतार-चढ़ाव | Home-language support / गृहभाषा समर्थन

**Explanation / व्याख्या**

Intonation / स्वर उतार-चढ़ाव: Variation in pitch that helps convey meaning and attitude. Application: A learner changes pitch while asking a question aloud. Home-language support / गृहभाषा समर्थन: Using a familiar language to support understanding of new content. Application: A teacher lets pupils discuss a story in their home language before sharing in English.

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**MCQ 412 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A learner changes pitch while asking a question aloud. (2) A teacher lets pupils discuss a story in their home language before sharing in English.**

A. Intonation / स्वर उतार-चढ़ाव | Home-language support / गृहभाषा समर्थन

B. Home-language support / गृहभाषा समर्थन | Intonation / स्वर उतार-चढ़ाव

C. Intonation / स्वर उतार-चढ़ाव | Comprehensible input / बोधगम्य भाषायी सामग्री

D. Curriculum alignment / पाठ्यचर्या संरेखण | Home-language support / गृहभाषा समर्थन

**Correct answer / सही उत्तर: A.** Intonation / स्वर उतार-चढ़ाव | Home-language support / गृहभाषा समर्थन

**Explanation / व्याख्या**

Intonation / स्वर उतार-चढ़ाव: Variation in pitch that helps convey meaning and attitude. Application: A learner changes pitch while asking a question aloud. Home-language support / गृहभाषा समर्थन: Using a familiar language to support understanding of new content. Application: A teacher lets pupils discuss a story in their home language before sharing in English.

MCQ 413 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Intonation / स्वर उतार-चढ़ाव and Writing rubric / लेखन मानदंड तालिका.**

A. Describing levels of written performance against clear criteria. | Variation in pitch that helps convey meaning and attitude.

B. Variation in pitch that helps convey meaning and attitude. | Describing levels of written performance against clear criteria.

C. Variation in pitch that helps convey meaning and attitude. | Learning word meanings from meaningful language use.

D. Reading a range of texts for general understanding and enjoyment. | Describing levels of written performance against clear criteria.

**Correct answer / सही उत्तर: B.** Variation in pitch that helps convey meaning and attitude. | Describing levels of written performance against clear criteria.

**Explanation / व्याख्या**

Intonation / स्वर उतार-चढ़ाव: Variation in pitch that helps convey meaning and attitude. Application: A learner changes pitch while asking a question aloud. Writing rubric / लेखन मानदंड तालिका: Describing levels of written performance against clear criteria. Application: A teacher gives separate feedback on ideas, organisation and language.

MCQ 414 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Intonation / स्वर उतार-चढ़ाव and Oral rehearsal / मौखिक पूर्वाभ्यास.**

A. A learner changes pitch while asking a question aloud. | Pupils tell a partner what they plan to write about.

B. Pupils explore past tense while revising a narrative of yesterday's trip. | Pupils tell a partner what they plan to write about.

C. Pupils tell a partner what they plan to write about. | A learner changes pitch while asking a question aloud.

D. A learner changes pitch while asking a question aloud. | Partners suggest one improvement to each other's stories.

**Correct answer / सही उत्तर: A.** A learner changes pitch while asking a question aloud. | Pupils tell a partner what they plan to write about.

**Explanation / व्याख्या**

Intonation / स्वर उतार-चढ़ाव: Variation in pitch that helps convey meaning and attitude. Application: A learner changes pitch while asking a question aloud. Oral rehearsal / मौखिक पूर्वाभ्यास: Practising ideas aloud before a speaking or writing task. Application: Pupils tell a partner what they plan to write about.

**MCQ 415 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Intonation / स्वर उतार-चढ़ाव / Shared reading / साझा पठन)**

A. Intonation / स्वर उतार-चढ़ाव → Teacher and learners read a visible text together.

B. Interaction / अंतःक्रिया → Teaching grammar through meaningful spoken or written language.

C. Intonation / स्वर उतार-चढ़ाव → Variation in pitch that helps convey meaning and attitude.

D. Shared reading / साझा पठन → Exchange of meaning with others that supports language development.

**Correct answer / सही उत्तर: C.** Intonation / स्वर उतार-चढ़ाव → Variation in pitch that helps convey meaning and attitude.

**Explanation / व्याख्या**

Intonation / स्वर उतार-चढ़ाव: Variation in pitch that helps convey meaning and attitude. Application: A learner changes pitch while asking a question aloud.

**MCQ 416 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Intonation / स्वर उतार-चढ़ाव / Reading fluency / पठन प्रवाह)**

A. Reading fluency / पठन प्रवाह → Partners suggest one improvement to each other's stories.

B. Peer feedback / सहपाठी प्रतिक्रिया → Children wait for a partner to finish before responding.

C. Intonation / स्वर उतार-चढ़ाव → A learner changes pitch while asking a question aloud.

D. Intonation / स्वर उतार-चढ़ाव → A child reads a dialogue aloud with meaningful pauses.

**Correct answer / सही उत्तर: C.** Intonation / स्वर उतार-चढ़ाव → A learner changes pitch while asking a question aloud.

**Explanation / व्याख्या**

Intonation / स्वर उतार-चढ़ाव: Variation in pitch that helps convey meaning and attitude. Application: A learner changes pitch while asking a question aloud.

MCQ 417 • CORE PRACTICE · FORM 01

**Identify the concept described: Producing connected speech with an appropriate flow.**

A. Oral fluency / मौखिक प्रवाह

B. Language learning outcome / भाषायी अधिगम प्रतिफल

C. Shared writing / साझा लेखन

D. Listening comprehension / श्रवण बोध

**Correct answer / सही उत्तर: A.** Oral fluency / मौखिक प्रवाह

**Explanation / व्याख्या**

Oral fluency / मौखिक प्रवाह: Producing connected speech with an appropriate flow. Application: A child describes a picture in several connected sentences.

MCQ 418 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? A child describes a picture in several connected sentences.**

A. Blending / ध्वनि संयोजन

B. Reading for specific information / विशिष्ट सूचना हेतु पठन

C. Oral fluency / मौखिक प्रवाह

D. Editing / संपादन

**Correct answer / सही उत्तर: C.** Oral fluency / मौखिक प्रवाह

**Explanation / व्याख्या**

Oral fluency / मौखिक प्रवाह: Producing connected speech with an appropriate flow. Application: A child describes a picture in several connected sentences.

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MCQ 419 • CORE PRACTICE · FORM 03

**Which explanation best defines Oral fluency / मौखिक प्रवाह?**

A. Reconstructing a heard or read narrative in one's own words.

B. Producing an initial version of a text to develop ideas.

C. Ability to notice and manipulate individual sounds in spoken words.

D. Producing connected speech with an appropriate flow.

**Correct answer / सही उत्तर: D.** Producing connected speech with an appropriate flow.

**Explanation / व्याख्या**

Oral fluency / मौखिक प्रवाह: Producing connected speech with an appropriate flow. Application: A child describes a picture in several connected sentences.

MCQ 420 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Oral fluency / मौखिक प्रवाह?**

A. After hearing instructions, a pupil places objects in the correct order.

B. The class joins in reading repeated lines of a big book.

C. A pupil explains why a character changed their mind.

D. A child describes a picture in several connected sentences.

**Correct answer / सही उत्तर: D.** A child describes a picture in several connected sentences.

**Explanation / व्याख्या**

Oral fluency / मौखिक प्रवाह: Producing connected speech with an appropriate flow. Application: A child describes a picture in several connected sentences.

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**MCQ 421 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Producing connected speech with an appropriate flow. (2) Breaking a spoken word into component sounds.**

A. Oral fluency / मौखिक प्रवाह | Segmenting / ध्वनि विभाजन

B. Segmenting / ध्वनि विभाजन | Oral fluency / मौखिक प्रवाह

C. Language exposure / भाषा संपर्क| Segmenting / ध्वनि विभाजन

D. Oral fluency / मौखिक प्रवाह | Modelled writing / आदर्श लेखन

**Correct answer / सही उत्तर: A.** Oral fluency / मौखिक प्रवाह | Segmenting / ध्वनि विभाजन

**Explanation / व्याख्या**

Oral fluency / मौखिक प्रवाह: Producing connected speech with an appropriate flow. Application: A child describes a picture in several connected sentences. Segmenting / ध्वनि विभाजन: Breaking a spoken word into component sounds. Application: A child identifies the three sounds in dog.

**MCQ 422 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A child describes a picture in several connected sentences. (2) Children connect the sound /m/ with the letter m.**

A. Oral fluency / मौखिक प्रवाह | Sound-symbol correspondence / ध्वनि-चिह्न संबंध

B. Peer feedback / सहपाठी प्रतिक्रिया | Sound-symbol correspondence / ध्वनि-चिह्न संबंध

C. Sound-symbol correspondence / ध्वनि-चिह्न संबंध | Oral fluency / मौखिक प्रवाह

D. Oral fluency / मौखिक प्रवाह | Comprehensible input / बोधगम्य भाषायी सामग्री

**Correct answer / सही उत्तर: A.** Oral fluency / मौखिक प्रवाह | Sound-symbol correspondence / ध्वनि-चिह्न संबंध

**Explanation / व्याख्या**

Oral fluency / मौखिक प्रवाह: Producing connected speech with an appropriate flow. Application: A child describes a picture in several connected sentences. Sound-symbol correspondence / ध्वनि-चिह्न संबंध: Connecting a speech sound with its written representation. Application: Children connect the sound /m/ with the letter m.

MCQ 423 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Oral fluency / मौखिक प्रवाह and Literal comprehension / शाब्दिक बोध.**

A. Producing connected speech with an appropriate flow. | Adjusting support or task complexity while preserving language goals.

B. Producing connected speech with an appropriate flow. | Identifying information explicitly stated in a text.

C. Teacher and learners read a visible text together. | Identifying information explicitly stated in a text.

D. Identifying information explicitly stated in a text. | Producing connected speech with an appropriate flow.

**Correct answer / सही उत्तर: B.** Producing connected speech with an appropriate flow. | Identifying information explicitly stated in a text.

**Explanation / व्याख्या**

Oral fluency / मौखिक प्रवाह: Producing connected speech with an appropriate flow. Application: A child describes a picture in several connected sentences. Literal comprehension / शाब्दिक बोध: Identifying information explicitly stated in a text. Application: A pupil names the animal mentioned in the first paragraph.

**MCQ 424 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Oral fluency / मौखिक प्रवाह and Differentiated language tasks / विभेदित भाषा कार्य.**

A. A child describes a picture in several connected sentences. | Some pupils use sentence frames while others write freely.

B. A pupil explains why a character changed their mind. | Some pupils use sentence frames while others write freely.

C. Some pupils use sentence frames while others write freely. | A child describes a picture in several connected sentences.

D. A child describes a picture in several connected sentences. | The teacher records when a pupil substitutes a word and analyses the clues used.

**Correct answer / सही उत्तर: A.** A child describes a picture in several connected sentences. | Some pupils use sentence frames while others write freely.

**Explanation / व्याख्या**

Oral fluency / मौखिक प्रवाह: Producing connected speech with an appropriate flow. Application: A child describes a picture in several connected sentences. Differentiated language tasks / विभेदित भाषा कार्य: Adjusting support or task complexity while preserving language goals. Application: Some pupils use sentence frames while others write freely.

MCQ 425 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Oral fluency / मौखिक प्रवाह / Purposeful writing / उद्देश्यपूर्ण लेखन)**

A. Purposeful writing / उद्देश्यपूर्ण लेखन → Developing the ability to communicate in a language beyond one's first language.

B. Oral fluency / मौखिक प्रवाह → Producing connected speech with an appropriate flow.

C. Second language acquisition / द्वितीय भाषा अर्जन → Connecting language activities and assessment to intended curricular learning.

D. Oral fluency / मौखिक प्रवाह → Writing for a meaningful audience and communicative purpose.

**Correct answer / सही उत्तर: B.** Oral fluency / मौखिक प्रवाह → Producing connected speech with an appropriate flow.

**Explanation / व्याख्या**

Oral fluency / मौखिक प्रवाह: Producing connected speech with an appropriate flow. Application: A child describes a picture in several connected sentences.

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MCQ 426 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Oral fluency / मौखिक प्रवाह / Language learning outcome / भाषायी अधिगम प्रतिफल)**

A. Language learning outcome / भाषायी अधिगम प्रतिफल → A pupil names the animal mentioned in the first paragraph.

B. Oral fluency / मौखिक प्रवाह → Children can ask and answer simple questions about a picture.

C. Oral fluency / मौखिक प्रवाह → A child describes a picture in several connected sentences.

D. Literal comprehension / शाब्दिक बोध → The class joins in reading repeated lines of a big book.

**Correct answer / सही उत्तर: C.** Oral fluency / मौखिक प्रवाह → A child describes a picture in several connected sentences.

**Explanation / व्याख्या**

Oral fluency / मौखिक प्रवाह: Producing connected speech with an appropriate flow. Application: A child describes a picture in several connected sentences.

MCQ 427 • CORE PRACTICE · FORM 01

**Identify the concept described: Gathering evidence of understanding spoken language.**

A. Extensive reading / विस्तृत पठन

B. Listening assessment / श्रवण आकलन

C. Contextual grammar / संदर्भगत व्याकरण

D. Language exposure / भाषा संपर्क

**Correct answer / सही उत्तर: B.** Listening assessment / श्रवण आकलन

**Explanation / व्याख्या**

Listening assessment / श्रवण आकलन: Gathering evidence of understanding spoken language. Application: Pupils follow a spoken sequence of classroom directions.

**MCQ 428 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Pupils follow a spoken sequence of classroom directions.**

A. Shared writing / साझा लेखन

B. Listening assessment / श्रवण आकलन

C. Listening comprehension / श्रवण बोध

D. Segmenting / ध्वनि विभाजन

**Correct answer / सही उत्तर: B.** Listening assessment / श्रवण आकलन

**Explanation / व्याख्या**

Listening assessment / श्रवण आकलन: Gathering evidence of understanding spoken language.
Application: Pupils follow a spoken sequence of classroom directions.

**MCQ 429 • CORE PRACTICE · FORM 03**

**Which explanation best defines Listening assessment / श्रवण आकलन?**

A. Examining deviations in oral reading to understand reading strategies.

B. Demonstrating writing decisions and processes explicitly.

C. An observable expectation of language use after learning.

D. Gathering evidence of understanding spoken language.

**Correct answer / सही उत्तर: D.** Gathering evidence of understanding spoken language.

**Explanation / व्याख्या**

Listening assessment / श्रवण आकलन: Gathering evidence of understanding spoken language.
Application: Pupils follow a spoken sequence of classroom directions.

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MCQ 430 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Listening assessment / श्रवण आकलन?**

A. Children write a notice inviting families to an exhibition.

B. A pupil explains why a character changed their mind.

C. Pupils follow a spoken sequence of classroom directions.

D. A listening activity assesses the stated listening outcome rather than handwriting.

**Correct answer / सही उत्तर: C.** Pupils follow a spoken sequence of classroom directions.

**Explanation / व्याख्या**

Listening assessment / श्रवण आकलन: Gathering evidence of understanding spoken language. Application: Pupils follow a spoken sequence of classroom directions.

MCQ 431 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Gathering evidence of understanding spoken language. (2) Checking and correcting surface features of writing.**

A. Listening assessment / श्रवण आकलन | Lesson planning / पाठ योजना

B. Peer feedback / सहपाठी प्रतिक्रिया | Editing / संपादन

C. Editing / संपादन | Listening assessment / श्रवण आकलन

D. Listening assessment / श्रवण आकलन | Editing / संपादन

**Correct answer / सही उत्तर: D.** Listening assessment / श्रवण आकलन | Editing / संपादन

**Explanation / व्याख्या**

Listening assessment / श्रवण आकलन: Gathering evidence of understanding spoken language. Application: Pupils follow a spoken sequence of classroom directions. Editing / संपादन: Checking and correcting surface features of writing. Application: A child corrects spelling and punctuation before publishing.

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**MCQ 432 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Pupils follow a spoken sequence of classroom directions. (2) A listening activity assesses the stated listening outcome rather than handwriting.**

A. Affective support / भावात्मक समर्थन | Curriculum alignment / पाठ्यचर्या संरेखण

B. Listening assessment / श्रवण आकलन | Modelled writing / आदर्श लेखन

C. Curriculum alignment / पाठ्यचर्या संरेखण | Listening assessment / श्रवण आकलन

D. Listening assessment / श्रवण आकलन | Curriculum alignment / पाठ्यचर्या संरेखण

**Correct answer / सही उत्तर: D.** Listening assessment / श्रवण आकलन | Curriculum alignment / पाठ्यचर्या संरेखण

**Explanation / व्याख्या**

Listening assessment / श्रवण आकलन: Gathering evidence of understanding spoken language. Application: Pupils follow a spoken sequence of classroom directions. Curriculum alignment / पाठ्यचर्या संरेखण: Connecting language activities and assessment to intended curricular learning. Application: A listening activity assesses the stated listening outcome rather than handwriting.

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**MCQ 433 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Listening assessment / श्रवण आकलन and Language diversity / भाषायी विविधता.**

A. Gathering evidence of understanding spoken language. | Recognising and valuing the different languages and varieties used by learners.

B. Adjusting support or task complexity while preserving language goals. | Recognising and valuing the different languages and varieties used by learners.

C. Gathering evidence of understanding spoken language. | Constructive comments from classmates based on agreed criteria.

D. Recognising and valuing the different languages and varieties used by learners. | Gathering evidence of understanding spoken language.

**Correct answer / सही उत्तर: A.** Gathering evidence of understanding spoken language. | Recognising and valuing the different languages and varieties used by learners.

**Explanation / व्याख्या**

Listening assessment / श्रवण आकलन: Gathering evidence of understanding spoken language. Application: Pupils follow a spoken sequence of classroom directions. Language diversity / भाषायी विविधता: Recognising and valuing the different languages and varieties used by learners. Application: Children compare ways of greeting across communities without ranking languages.

MCQ 434 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Listening assessment / श्रवण आकलन and Shared writing / साझा लेखन.**

A. Children suggest sentences while the teacher records their ideas. | Pupils follow a spoken sequence of classroom directions.

B. Pupils follow a spoken sequence of classroom directions. | The class joins in reading repeated lines of a big book.

C. Pupils follow a spoken sequence of classroom directions. | Children suggest sentences while the teacher records their ideas.

D. A pupil combines /k/, /æ/ and /t/ to read cat. | Children suggest sentences while the teacher records their ideas.

**Correct answer / सही उत्तर: C.** Pupils follow a spoken sequence of classroom directions. | Children suggest sentences while the teacher records their ideas.

**Explanation / व्याख्या**

Listening assessment / श्रवण आकलन: Gathering evidence of understanding spoken language. Application: Pupils follow a spoken sequence of classroom directions. Shared writing / साझा लेखन: Teacher and learners compose a text together. Application: Children suggest sentences while the teacher records their ideas.

MCQ 435 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Listening assessment / श्रवण आकलन / Contextual grammar / संदर्भगत व्याकरण)**

A. Contextual grammar / संदर्भगत व्याकरण → Producing an initial version of a text to develop ideas.

B. Listening assessment / श्रवण आकलन → Gathering evidence of understanding spoken language.

C. Listening assessment / श्रवण आकलन → Teaching grammar through meaningful spoken or written language.

D. Drafting / प्रारूप लेखन → Reading a shorter text closely for detailed understanding.

**Correct answer / सही उत्तर: B.** Listening assessment / श्रवण आकलन → Gathering evidence of understanding spoken language.

**Explanation / व्याख्या**

Listening assessment / श्रवण आकलन: Gathering evidence of understanding spoken language. Application: Pupils follow a spoken sequence of classroom directions.

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MCQ 436 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Listening assessment / श्रवण आकलन / Guided reading / निर्देशित पठन)**

A. Modelled writing / आदर्श लेखन → The teacher records when a pupil substitutes a word and analyses the clues used.

B. Listening assessment / श्रवण आकलन → Pupils follow a spoken sequence of classroom directions.

C. Listening assessment / श्रवण आकलन → The teacher prompts readers to use meaning and letter clues in a small group.

D. Guided reading / निर्देशित पठन → A teacher writes an invitation while explaining choices of words and structure.

**Correct answer / सही उत्तर: B.** Listening assessment / श्रवण आकलन → Pupils follow a spoken sequence of classroom directions.

**Explanation / व्याख्या**

Listening assessment / श्रवण आकलन: Gathering evidence of understanding spoken language.
Application: Pupils follow a spoken sequence of classroom directions.

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 08.01

**Explain Intonation / स्वर उतार-चढ़ाव and give one classroom example.**

**Model answer:** Variation in pitch that helps convey meaning and attitude. A learner changes pitch while asking a question aloud.

**REVISION 08.02**

**Explain Oral fluency / मौखिक प्रवाह and give one classroom example.**

**Model answer:** Producing connected speech with an appropriate flow. A child describes a picture in several connected sentences.

**REVISION 08.03**

**Explain Listening assessment / श्रवण आकलन and give one classroom example.**

**Model answer:** Gathering evidence of understanding spoken language. Pupils follow a spoken sequence of classroom directions.

GyanTech Guru Ji

CHAPTER 09 • 32 MCQs • 3 REVISION PROMPTS

# Assessment of Reading

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Miscue analysis / अपसंकैत विश्लेषण

Examining deviations in oral reading to understand reading strategies.

**Classroom example:** The teacher records when a pupil substitutes a word and analyses the clues used.

### Reading fluency / पठन प्रवाह

Reading with accuracy, suitable pace and expression.

**Classroom example:** A child reads a dialogue aloud with meaningful pauses.

### Literal comprehension / शाब्दिक बोध

Identifying information explicitly stated in a text.

**Classroom example:** A pupil names the animal mentioned in the first paragraph.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

### MCQ 437 • NEW CLASSROOM APPLICATION

**A child reads quickly but cannot explain the passage. What is needed?**

A. Support comprehension as well as fluency
B. Reward speed alone
C. Stop reading instruction
D. Increase speed targets only

**Correct answer / सही उत्तर: A.** Support comprehension as well as fluency

**Explanation / व्याख्या**

Reading fluency serves meaning; speed alone is insufficient.

### MCQ 438 • NEW CLASSROOM APPLICATION

**Which evidence helps plan targeted reading support?**

A. One unrelated spelling mark
B. Patterns in miscues, retelling and comprehension responses
C. Only the colour of the book
D. A permanent label based on one mistake

**Correct answer / सही उत्तर: B.** Patterns in miscues, retelling and comprehension responses

**Explanation / व्याख्या**

Multiple reading observations reveal strategy and difficulty.

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## Core question bank

Ten related practice formats; core concepts recur for revision.

**MCQ 439 • CORE PRACTICE · FORM 01**

**Identify the concept described: Examining deviations in oral reading to understand reading strategies.**

A. Miscue analysis / अपसंकैत विश्लेषण

B. Guided reading / निर्देशित पठन

C. Reading for specific information / विशिष्ट सूचना हेतु पठन

D. Story retelling / कहानी पुनर्कथन

**Correct answer / सही उत्तर: A.** Miscue analysis / अपसंकैत विश्लेषण

**Explanation / व्याख्या**

Miscue analysis / अपसंकैत विश्लेषण: Examining deviations in oral reading to understand reading strategies. Application: The teacher records when a pupil substitutes a word and analyses the clues used.

**MCQ 440 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? The teacher records when a pupil substitutes a word and analyses the clues used.**

A. Writing rubric / लेखन मानदंड तालिका

B. Miscue analysis / अपसंकैत विश्लेषण

C. Shared reading / साझा पठन

D. Listening comprehension / श्रवण बोध

**Correct answer / सही उत्तर: B.** Miscue analysis / अपसंकैत विश्लेषण

**Explanation / व्याख्या**

Miscue analysis / अपसंकैत विश्लेषण: Examining deviations in oral reading to understand reading strategies. Application: The teacher records when a pupil substitutes a word and analyses the clues used.

MCQ 441 • CORE PRACTICE · FORM 03

**Which explanation best defines Miscue analysis / अपसंकेत विश्लेषण?**

A. Learning word meanings from meaningful language use.

B. Connecting language activities and assessment to intended curricular learning.

C. Examining deviations in oral reading to understand reading strategies.

D. An integrated approach covering oral language, word recognition, reading and writing.

**Correct answer / सही उत्तर: C.** Examining deviations in oral reading to understand reading strategies.

**Explanation / व्याख्या**

Miscue analysis / अपसंकेत विश्लेषण: Examining deviations in oral reading to understand reading strategies. Application: The teacher records when a pupil substitutes a word and analyses the clues used.

MCQ 442 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Miscue analysis / अपसंकेत विश्लेषण?**

A. A teacher lets pupils discuss a story in their home language before sharing in English.

B. Pupils tell a partner what they plan to write about.

C. The teacher records when a pupil substitutes a word and analyses the clues used.

D. A lesson combines conversation, sound work, shared reading and a writing task.

**Correct answer / सही उत्तर: C.** The teacher records when a pupil substitutes a word and analyses the clues used.

**Explanation / व्याख्या**

Miscue analysis / अपसंकेत विश्लेषण: Examining deviations in oral reading to understand reading strategies. Application: The teacher records when a pupil substitutes a word and analyses the clues used.

MCQ 443 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Examining deviations in oral reading to understand reading strategies. (2) Recognising and valuing the different languages and varieties used by learners.**

A. Language diversity / भाषायी विविधता | Miscue analysis / अपसंकैत विश्लेषण

B. Miscue analysis / अपसंकैत विश्लेषण | Language diversity / भाषायी विविधता

C. Situational conversation / परिस्थितिजन्य संवाद | Language diversity / भाषायी विविधता

D. Miscue analysis / अपसंकैत विश्लेषण | Sound-symbol correspondence / ध्वनि-चिह्न संबंध

**Correct answer / सही उत्तर: B.** Miscue analysis / अपसंकैत विश्लेषण | Language diversity / भाषायी विविधता

**Explanation / व्याख्या**

Miscue analysis / अपसंकैत विश्लेषण: Examining deviations in oral reading to understand reading strategies. Application: The teacher records when a pupil substitutes a word and analyses the clues used. Language diversity / भाषायी विविधता: Recognising and valuing the different languages and varieties used by learners. Application: Children compare ways of greeting across communities without ranking languages.

**MCQ 444 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) The teacher records when a pupil substitutes a word and analyses the clues used. (2) The teacher prompts readers to use meaning and letter clues in a small group.**

A. Purposeful writing / उद्देश्यपूर्ण लेखन | Guided reading / निर्देशित पठन

B. Miscue analysis / अपसंकैत विश्लेषण | Guided reading / निर्देशित पठन

C. Guided reading / निर्देशित पठन | Miscue analysis / अपसंकैत विश्लेषण

D. Miscue analysis / अपसंकैत विश्लेषण | Language diversity / भाषायी विविधता

**Correct answer / सही उत्तर: B.** Miscue analysis / अपसंकैत विश्लेषण | Guided reading / निर्देशित पठन

**Explanation / व्याख्या**

Miscue analysis / अपसंकैत विश्लेषण: Examining deviations in oral reading to understand reading strategies. Application: The teacher records when a pupil substitutes a word and analyses the clues used. Guided reading / निर्देशित पठन: Teacher-supported reading in a group matched to learning needs. Application: The teacher prompts readers to use meaning and letter clues in a small group.

MCQ 445 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Miscue analysis / अपसंकैत विश्लेषण and Multilingual classroom / बहुभाषी कक्षा.**

A. Reading a range of texts for general understanding and enjoyment. | A classroom that recognises and uses learners' varied languages.

B. A classroom that recognises and uses learners' varied languages. | Examining deviations in oral reading to understand reading strategies.

C. Examining deviations in oral reading to understand reading strategies. | Improving content, clarity and organisation of a draft.

D. Examining deviations in oral reading to understand reading strategies. | A classroom that recognises and uses learners' varied languages.

**Correct answer / सही उत्तर: D.** Examining deviations in oral reading to understand reading strategies. | A classroom that recognises and uses learners' varied languages.

**Explanation / व्याख्या**

Miscue analysis / अपसंकैत विश्लेषण: Examining deviations in oral reading to understand reading strategies. Application: The teacher records when a pupil substitutes a word and analyses the clues used. Multilingual classroom / बहुभाषी कक्षा: A classroom that recognises and uses learners' varied languages. Application: Pupils compare greetings in their home languages and English.

**MCQ 446 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Miscue analysis / अपसंकैत विश्लेषण and Purposeful writing / उद्देश्यपूर्ण लेखन.**

A. The teacher records when a pupil substitutes a word and analyses the clues used. | A child changes the first sound of cat to make bat.

B. A child infers that a character is worried from their actions. | Children write a notice inviting families to an exhibition.

C. The teacher records when a pupil substitutes a word and analyses the clues used. | Children write a notice inviting families to an exhibition.

D. Children write a notice inviting families to an exhibition. | The teacher records when a pupil substitutes a word and analyses the clues used.

**Correct answer / सही उत्तर: C.** The teacher records when a pupil substitutes a word and analyses the clues used. | Children write a notice inviting families to an exhibition.

**Explanation / व्याख्या**

Miscue analysis / अपसंकैत विश्लेषण: Examining deviations in oral reading to understand reading strategies. Application: The teacher records when a pupil substitutes a word and analyses the clues used. Purposeful writing / उद्देश्यपूर्ण लेखन: Writing for a meaningful audience and communicative purpose. Application: Children write a notice inviting families to an exhibition.

MCQ 447 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Miscue analysis / अपसंकैत विश्लेषण / Interaction / अंतःक्रिया)**

A. Interaction / अंतःक्रिया → Understanding meaning in spoken language.

B. Miscue analysis / अपसंकैत विश्लेषण → Examining deviations in oral reading to understand reading strategies.

C. Miscue analysis / अपसंकैत विश्लेषण → Exchange of meaning with others that supports language development.

D. Listening comprehension / श्रवण बोध → Guidance about the place and use of languages in education.

**Correct answer / सही उत्तर: B.** Miscue analysis / अपसंकैत विश्लेषण → Examining deviations in oral reading to understand reading strategies.

**Explanation / व्याख्या**

Miscue analysis / अपसंकैत विश्लेषण: Examining deviations in oral reading to understand reading strategies. Application: The teacher records when a pupil substitutes a word and analyses the clues used.

MCQ 448 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Miscue analysis / अपसंकैत विश्लेषण / Curriculum alignment / पाठ्यचर्या संरेखण)**

A. Miscue analysis / अपसंकैत विश्लेषण → The teacher records when a pupil substitutes a word and analyses the clues used.

B. Peer feedback / सहपाठी प्रतिक्रिया → A learner recounts the main events of a story in sequence.

C. Miscue analysis / अपसंकैत विश्लेषण → A listening activity assesses the stated listening outcome rather than handwriting.

D. Curriculum alignment / पाठ्यचर्या संरेखण → Partners suggest one improvement to each other's stories.

**Correct answer / सही उत्तर: A.** Miscue analysis / अपसंकैत विश्लेषण → The teacher records when a pupil substitutes a word and analyses the clues used.

**Explanation / व्याख्या**

Miscue analysis / अपसंकैत विश्लेषण: Examining deviations in oral reading to understand reading strategies. Application: The teacher records when a pupil substitutes a word and analyses the clues used.

MCQ 449 • CORE PRACTICE · FORM 01

**Identify the concept described: Reading with accuracy, suitable pace and expression.**

A. Situational conversation / परिस्थितिजन्य संवाद

B. Reading fluency / पठन प्रवाह

C. Contextual grammar / संदर्भगत व्याकरण

D. Oral rehearsal / मौखिक पूर्वाभ्यास

**Correct answer / सही उत्तर: B.** Reading fluency / पठन प्रवाह

**Explanation / व्याख्या**

Reading fluency / पठन प्रवाह: Reading with accuracy, suitable pace and expression. Application: A child reads a dialogue aloud with meaningful pauses.

**MCQ 450 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A child reads a dialogue aloud with meaningful pauses.**

A. Oral rehearsal / मौखिक पूर्वाभ्यास

B. Writing rubric / लेखन मानदंड तालिका

C. Reading fluency / पठन प्रवाह

D. Sound-symbol correspondence / ध्वनि-चिह्न संबंध

**Correct answer / सही उत्तर: C.** Reading fluency / पठन प्रवाह

**Explanation / व्याख्या**

Reading fluency / पठन प्रवाह: Reading with accuracy, suitable pace and expression. Application: A child reads a dialogue aloud with meaningful pauses.

**MCQ 451 • CORE PRACTICE · FORM 03**

**Which explanation best defines Reading fluency / पठन प्रवाह?**

A. Ability to notice and manipulate individual sounds in spoken words.

B. Reading with accuracy, suitable pace and expression.

C. Constructive comments from classmates based on agreed criteria.

D. Understanding meaning in spoken language.

**Correct answer / सही उत्तर: B.** Reading with accuracy, suitable pace and expression.

**Explanation / व्याख्या**

Reading fluency / पठन प्रवाह: Reading with accuracy, suitable pace and expression. Application: A child reads a dialogue aloud with meaningful pauses.

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MCQ 452 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Reading fluency / पठन प्रवाह?**

A. A pupil rearranges events to make a story easier to follow.

B. A group examines a paragraph to find evidence for an inference.

C. A pupil combines /k/, /æ/ and /t/ to read cat.

D. A child reads a dialogue aloud with meaningful pauses.

**Correct answer / सही उत्तर: D.** A child reads a dialogue aloud with meaningful pauses.

**Explanation / व्याख्या**

Reading fluency / पठन प्रवाह: Reading with accuracy, suitable pace and expression. Application: A child reads a dialogue aloud with meaningful pauses.

MCQ 453 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Reading with accuracy, suitable pace and expression. (2) Opportunities to encounter meaningful language in use.**

A. Reading fluency / पठन प्रवाह | Language exposure / भाषा संपर्क

B. Reading fluency / पठन प्रवाह | Vocabulary in context / संदर्भ में शब्दावली

C. Drafting / प्रारूप लेखन | Language exposure / भाषा संपर्क

D. Language exposure / भाषा संपर्क| Reading fluency / पठन प्रवाह

**Correct answer / सही उत्तर: A.** Reading fluency / पठन प्रवाह | Language exposure / भाषा संपर्क

**Explanation / व्याख्या**

Reading fluency / पठन प्रवाह: Reading with accuracy, suitable pace and expression. Application: A child reads a dialogue aloud with meaningful pauses. Language exposure / भाषा संपर्क Opportunities to encounter meaningful language in use. Application: Pupils hear English in songs, stories and classroom instructions.

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MCQ 454 • CORE PRACTICE · FORM 06

**Match the situations to concepts, in order. (1) A child reads a dialogue aloud with meaningful pauses. (2) Children can ask and answer simple questions about a picture.**

A. Oral rehearsal / मौखिक पूर्वाभ्यास | Language learning outcome / भाषायी अधिगम प्रतिफल

B. Reading fluency / पठन प्रवाह | Language learning outcome / भाषायी अधिगम प्रतिफल

C. Language learning outcome / भाषायी अधिगम प्रतिफल | Reading fluency / पठन प्रवाह

D. Reading fluency / पठन प्रवाह | Language diversity / भाषायी विविधता

**Correct answer / सही उत्तर: B.** Reading fluency / पठन प्रवाह | Language learning outcome / भाषायी अधिगम प्रतिफल

**Explanation / व्याख्या**

Reading fluency / पठन प्रवाह: Reading with accuracy, suitable pace and expression. Application: A child reads a dialogue aloud with meaningful pauses. Language learning outcome / भाषायी अधिगम प्रतिफल: An observable expectation of language use after learning. Application: Children can ask and answer simple questions about a picture.

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MCQ 455 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Reading fluency / पठन प्रवाह and Story retelling / कहानी पुनर्कथन.**

A. Reading with accuracy, suitable pace and expression. | Producing an initial version of a text to develop ideas.

B. Reading with accuracy, suitable pace and expression. | Reconstructing a heard or read narrative in one's own words.

C. Reducing anxiety and building confidence in language learning. | Reconstructing a heard or read narrative in one's own words.

D. Reconstructing a heard or read narrative in one's own words. | Reading with accuracy, suitable pace and expression.

**Correct answer / सही उत्तर: B.** Reading with accuracy, suitable pace and expression. | Reconstructing a heard or read narrative in one's own words.

**Explanation / व्याख्या**

Reading fluency / पठन प्रवाह: Reading with accuracy, suitable pace and expression. Application: A child reads a dialogue aloud with meaningful pauses. Story retelling / कहानी पुनर्कथन: Reconstructing a heard or read narrative in one's own words. Application: A learner recounts the main events of a story in sequence.

MCQ 456 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Reading fluency / पठन प्रवाह and Comprehensible input / बोधगम्य भाषायी सामग्री.**

A. Children write a notice inviting families to an exhibition. | A teacher accompanies a new English instruction with gestures and objects.

B. A child reads a dialogue aloud with meaningful pauses. | A child describes a picture in several connected sentences.

C. A child reads a dialogue aloud with meaningful pauses. | A teacher accompanies a new English instruction with gestures and objects.

D. A teacher accompanies a new English instruction with gestures and objects. | A child reads a dialogue aloud with meaningful pauses.

**Correct answer / सही उत्तर: C.** A child reads a dialogue aloud with meaningful pauses. | A teacher accompanies a new English instruction with gestures and objects.

**Explanation / व्याख्या**

Reading fluency / पठन प्रवाह: Reading with accuracy, suitable pace and expression. Application: A child reads a dialogue aloud with meaningful pauses. Comprehensible input / बोधगम्य भाषायी सामग्री: Language that learners can understand with suitable contextual support. Application: A teacher accompanies a new English instruction with gestures and objects.

MCQ 457 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Reading fluency / पठन प्रवाह / Situational conversation / परिस्थितिजन्य संवाद)**

A. Second language acquisition / द्वितीय भाषा अर्जन → Constructing meaning from written text.

B. Reading fluency / पठन प्रवाह → Reading with accuracy, suitable pace and expression.

C. Reading fluency / पठन प्रवाह → Practising speech in a meaningful context.

D. Situational conversation / परिस्थितिजन्य संवाद → Developing the ability to communicate in a language beyond one's first language.

**Correct answer / सही उत्तर: B.** Reading fluency / पठन प्रवाह → Reading with accuracy, suitable pace and expression.

**Explanation / व्याख्या**

Reading fluency / पठन प्रवाह: Reading with accuracy, suitable pace and expression. Application: A child reads a dialogue aloud with meaningful pauses.

MCQ 458 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Reading fluency / पठन प्रवाह / Drafting / प्रारूप लेखन)**

A. Reading fluency / पठन प्रवाह → A child reads a dialogue aloud with meaningful pauses.

B. Reading fluency / पठन प्रवाह → A learner writes the first version of a story before editing.

C. Drafting / प्रारूप लेखन → Pupils follow a spoken sequence of classroom directions.

D. Listening assessment / श्रवण आकलन → A teacher plans oral rehearsal, reading and a short writing task around an outcome.

**Correct answer / सही उत्तर: A.** Reading fluency / पठन प्रवाह → A child reads a dialogue aloud with meaningful pauses.

**Explanation / व्याख्या**

Reading fluency / पठन प्रवाह: Reading with accuracy, suitable pace and expression. Application: A child reads a dialogue aloud with meaningful pauses.

MCQ 459 • CORE PRACTICE · FORM 01

**Identify the concept described: Identifying information explicitly stated in a text.**

A. Sound-symbol correspondence / ध्वनि-चिह्न संबंध

B. Literal comprehension / शाब्दिक बोध

C. Situational conversation / परिस्थितिजन्य संवाद

D. Language policy / भाषा नीति

**Correct answer / सही उत्तर: B.** Literal comprehension / शाब्दिक बोध

**Explanation / व्याख्या**

Literal comprehension / शाब्दिक बोध: Identifying information explicitly stated in a text. Application: A pupil names the animal mentioned in the first paragraph.

MCQ 460 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? A pupil names the animal mentioned in the first paragraph.**

A. Shared writing / साझा लेखन

B. Phonemic awareness / स्वनिम जागरूकता

C. Listening assessment / श्रवण आकलन

D. Literal comprehension / शाब्दिक बोध

**Correct answer / सही उत्तर: D.** Literal comprehension / शाब्दिक बोध

**Explanation / व्याख्या**

Literal comprehension / शाब्दिक बोध: Identifying information explicitly stated in a text. Application: A pupil names the animal mentioned in the first paragraph.

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MCQ 461 • CORE PRACTICE · FORM 03

**Which explanation best defines Literal comprehension / शाब्दिक बोध?**

A. Understanding meaning in spoken language.

B. Connecting a speech sound with its written representation.

C. Ability to notice and manipulate individual sounds in spoken words.

D. Identifying information explicitly stated in a text.

**Correct answer / सही उत्तर: D.** Identifying information explicitly stated in a text.

**Explanation / व्याख्या**

Literal comprehension / शाब्दिक बोध: Identifying information explicitly stated in a text. Application: A pupil names the animal mentioned in the first paragraph.

MCQ 462 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Literal comprehension / शाब्दिक बोध?**

A. A pupil distinguishes lowercase b from lowercase d.

B. After hearing instructions, a pupil places objects in the correct order.

C. The teacher prompts readers to use meaning and letter clues in a small group.

D. A pupil names the animal mentioned in the first paragraph.

**Correct answer / सही उत्तर: D.** A pupil names the animal mentioned in the first paragraph.

**Explanation / व्याख्या**

Literal comprehension / शाब्दिक बोध: Identifying information explicitly stated in a text. Application: A pupil names the animal mentioned in the first paragraph.

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MCQ 463 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Identifying information explicitly stated in a text. (2) Bringing relevant background knowledge into a reading task.**

A. Literal comprehension / शाब्दिक बोध | Multilingual classroom / बहुभाषी कक्षा

B. Schema activation / पूर्वज्ञान सक्रियण | Literal comprehension / शाब्दिक बोध

C. Literal comprehension / शाब्दिक बोध | Schema activation / पूर्वज्ञान सक्रियण

D. Editing / संपादन | Schema activation / पूर्वज्ञान सक्रियण

**Correct answer / सही उत्तर: C.** Literal comprehension / शाब्दिक बोध | Schema activation / पूर्वज्ञान सक्रियण

**Explanation / व्याख्या**

Literal comprehension / शाब्दिक बोध: Identifying information explicitly stated in a text. Application: A pupil names the animal mentioned in the first paragraph. Schema activation / पूर्वज्ञान सक्रियण: Bringing relevant background knowledge into a reading task. Application: Before a text about trains, pupils describe their own travel experiences.

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**MCQ 464 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A pupil names the animal mentioned in the first paragraph. (2) A teacher lets pupils discuss a story in their home language before sharing in English.**

A. Home-language support / गृहभाषा समर्थन | Literal comprehension / शाब्दिक बोध

B. Language exposure / भाषा संपर्क| Home-language support / गृहभाषा समर्थन

C. Literal comprehension / शाब्दिक बोध | Intensive reading / गहन पठन

D. Literal comprehension / शाब्दिक बोध | Home-language support / गृहभाषा समर्थन

**Correct answer / सही उत्तर: D.** Literal comprehension / शाब्दिक बोध | Home-language support / गृहभाषा समर्थन

**Explanation / व्याख्या**

Literal comprehension / शाब्दिक बोध: Identifying information explicitly stated in a text. Application: A pupil names the animal mentioned in the first paragraph. Home-language support / गृहभाषा समर्थन: Using a familiar language to support understanding of new content. Application: A teacher lets pupils discuss a story in their home language before sharing in English.

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MCQ 465 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Literal comprehension / शाब्दिक बोध and Segmenting / ध्वनि विभाजन.**

A. Breaking a spoken word into component sounds. | Identifying information explicitly stated in a text.

B. Identifying information explicitly stated in a text. | Demonstrating writing decisions and processes explicitly.

C. Practising speech in a meaningful context. | Breaking a spoken word into component sounds.

D. Identifying information explicitly stated in a text. | Breaking a spoken word into component sounds.

**Correct answer / सही उत्तर: D.** Identifying information explicitly stated in a text. | Breaking a spoken word into component sounds.

**Explanation / व्याख्या**

Literal comprehension / शाब्दिक बोध: Identifying information explicitly stated in a text. Application: A pupil names the animal mentioned in the first paragraph. Segmenting / ध्वनि विभाजन: Breaking a spoken word into component sounds. Application: A child identifies the three sounds in dog.

MCQ 466 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Literal comprehension / शाब्दिक बोध and Revision / पुनरीक्षण.**

A. A pupil rearranges events to make a story easier to follow. | A pupil names the animal mentioned in the first paragraph.

B. A pupil names the animal mentioned in the first paragraph. | A pupil rearranges events to make a story easier to follow.

C. A pupil scans a timetable to find the departure time. | A pupil rearranges events to make a story easier to follow.

D. A pupil names the animal mentioned in the first paragraph. | A child chooses several easy storybooks to read over a month.

**Correct answer / सही उत्तर: B.** A pupil names the animal mentioned in the first paragraph. | A pupil rearranges events to make a story easier to follow.

**Explanation / व्याख्या**

Literal comprehension / शाब्दिक बोध: Identifying information explicitly stated in a text. Application: A pupil names the animal mentioned in the first paragraph. Revision / पुनरीक्षण: Improving content, clarity and organisation of a draft. Application: A pupil rearranges events to make a story easier to follow.

MCQ 467 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Literal comprehension / शाब्दिक बोध / Story retelling / कहानी पुनर्कथन)**

A. Literal comprehension / शाब्दिक बोध → Identifying information explicitly stated in a text.

B. Story retelling / कहानी पुनर्कथन → Checking and correcting surface features of writing.

C. Editing / संपादन → Teacher and learners compose a text together.

D. Literal comprehension / शाब्दिक बोध → Reconstructing a heard or read narrative in one's own words.

**Correct answer / सही उत्तर: A.** Literal comprehension / शाब्दिक बोध → Identifying information explicitly stated in a text.

**Explanation / व्याख्या**

Literal comprehension / शाब्दिक बोध: Identifying information explicitly stated in a text. Application: A pupil names the animal mentioned in the first paragraph.

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**MCQ 468 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Literal comprehension / शाब्दिक बोध / Second language acquisition / द्वितीय भाषा अर्जन)**

A. Literal comprehension / शाब्दिक बोध → A learner gradually uses English to interact in daily classroom situations.

B. Second language acquisition / द्वितीय भाषा अर्जन → A child chooses several easy storybooks to read over a month.

C. Extensive reading / विस्तृत पठन → A child infers that a character is worried from their actions.

D. Literal comprehension / शाब्दिक बोध → A pupil names the animal mentioned in the first paragraph.

**Correct answer / सही उत्तर: D.** Literal comprehension / शाब्दिक बोध → A pupil names the animal mentioned in the first paragraph.

**Explanation / व्याख्या**

Literal comprehension / शाब्दिक बोध: Identifying information explicitly stated in a text. Application: A pupil names the animal mentioned in the first paragraph.

## Short-answer revision

Recall the idea before reading the model answer.

**REVISION 09.01**

**Explain Miscue analysis / अपसंकेत विश्लेषण and give one classroom example.**

**Model answer:** Examining deviations in oral reading to understand reading strategies. The teacher records when a pupil substitutes a word and analyses the clues used.

**REVISION 09.02**

**Explain Reading fluency / पठन प्रवाह and give one classroom example.**

**Model answer:** Reading with accuracy, suitable pace and expression. A child reads a dialogue aloud with meaningful pauses.

**REVISION 09.03**

**Explain Literal comprehension / शाब्दिक बोध and give one classroom example.**

**Model answer:** Identifying information explicitly stated in a text. A pupil names the animal mentioned in the first paragraph.

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CHAPTER 10 • 22 MCQs • 2 REVISION PROMPTS

# Assessment of Writing

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Contextual grammar / संदर्भगत व्याकरण

Teaching grammar through meaningful spoken or written language.

**Classroom example:** Pupils explore past tense while revising a narrative of yesterday's trip.

### Writing rubric / लेखन मानदंड तालिका

Describing levels of written performance against clear criteria.

**Classroom example:** A teacher gives separate feedback on ideas, organisation and language.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

MCQ 469 • NEW CLASSROOM APPLICATION

**Which feedback helps a learner revise a paragraph?**

A. Only a red cross

B. Bad work, try harder

C. Compare your marks with everyone

D. Your idea is clear; add a reason and an example

**Correct answer / सही उत्तर: D.** Your idea is clear; add a reason and an example

**Explanation / व्याख्या**

Specific actionable feedback directs revision.

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MCQ 470 • NEW CLASSROOM APPLICATION

**When assessing a personal letter, what should be considered?**

A. Only the title decoration
B. Only total word count
C. Only handwriting size
D. Purpose, audience, organisation and relevant language conventions

**Correct answer / सही उत्तर: D.** Purpose, audience, organisation and relevant language conventions

**Explanation / व्याख्या**

Criteria must reflect the genre and learning outcome.

## Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 471 • CORE PRACTICE · FORM 01

**Identify the concept described: Teaching grammar through meaningful spoken or written language.**

A. Sound-symbol correspondence / ध्वनि-चिह्न संबंध
B. Listening assessment / श्रवण आकलन
C. Purposeful writing / उद्देश्यपूर्ण लेखन
D. Contextual grammar / संदर्भगत व्याकरण

**Correct answer / सही उत्तर: D.** Contextual grammar / संदर्भगत व्याकरण

**Explanation / व्याख्या**

Contextual grammar / संदर्भगत व्याकरण: Teaching grammar through meaningful spoken or written language. Application: Pupils explore past tense while revising a narrative of yesterday's trip.

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MCQ 472 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? Pupils explore past tense while revising a narrative of yesterday's trip.**

A. Intensive reading / गहन पठन

B. Turn-taking / बारी-बारी बोलना

C. Contextual grammar / संदर्भगत व्याकरण

D. Language exposure / भाषा संपर्क

**Correct answer / सही उत्तर: C.** Contextual grammar / संदर्भगत व्याकरण

**Explanation / व्याख्या**

Contextual grammar / संदर्भगत व्याकरण: Teaching grammar through meaningful spoken or written language. Application: Pupils explore past tense while revising a narrative of yesterday's trip.

MCQ 473 • CORE PRACTICE · FORM 03

**Which explanation best defines Contextual grammar / संदर्भगत व्याकरण?**

A. Teaching grammar through meaningful spoken or written language.

B. Managing speaker and listener roles during conversation.

C. Bringing relevant background knowledge into a reading task.

D. Gathering evidence of understanding spoken language.

**Correct answer / सही उत्तर: A.** Teaching grammar through meaningful spoken or written language.

**Explanation / व्याख्या**

Contextual grammar / संदर्भगत व्याकरण: Teaching grammar through meaningful spoken or written language. Application: Pupils explore past tense while revising a narrative of yesterday's trip.

MCQ 474 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Contextual grammar / संदर्भगत व्याकरण?**

A. A child uses a simple checklist to review a completed paragraph.

B. Children compare ways of greeting across communities without ranking languages.

C. Pupils tell a partner what they plan to write about.

D. Pupils explore past tense while revising a narrative of yesterday's trip.

**Correct answer / सही उत्तर: D.** Pupils explore past tense while revising a narrative of yesterday's trip.

**Explanation / व्याख्या**

Contextual grammar / संदर्भगत व्याकरण: Teaching grammar through meaningful spoken or written language. Application: Pupils explore past tense while revising a narrative of yesterday's trip.

MCQ 475 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Teaching grammar through meaningful spoken or written language. (2) Using a familiar language to support understanding of new content.**

A. Contextual grammar / संदर्भगत व्याकरण | Home-language support / गृहभाषा समर्थन

B. Contextual grammar / संदर्भगत व्याकरण | Intensive reading / गहन पठन

C. Home-language support / गृहभाषा समर्थन | Contextual grammar / संदर्भगत व्याकरण

D. Oral rehearsal / मौखिक पूर्वाभ्यास | Home-language support / गृहभाषा समर्थन

**Correct answer / सही उत्तर: A.** Contextual grammar / संदर्भगत व्याकरण | Home-language support / गृहभाषा समर्थन

**Explanation / व्याख्या**

Contextual grammar / संदर्भगत व्याकरण: Teaching grammar through meaningful spoken or written language. Application: Pupils explore past tense while revising a narrative of yesterday's trip. Home-language support / गृहभाषा समर्थन: Using a familiar language to support understanding of new content. Application: A teacher lets pupils discuss a story in their home language before sharing in English.

**MCQ 476 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Pupils explore past tense while revising a narrative of yesterday's trip. (2) Children can ask and answer simple questions about a picture.**

A. Language learning outcome / भाषायी अधिगम प्रतिफल | Contextual grammar / संदर्भगत व्याकरण

B. Contextual grammar / संदर्भगत व्याकरण | Language learning outcome / भाषायी अधिगम प्रतिफल

C. Blending / ध्वनि संयोजन | Language learning outcome / भाषायी अधिगम प्रतिफल

D. Contextual grammar / संदर्भगत व्याकरण | Inferential reading / अनुमानात्मक पठन

**Correct answer / सही उत्तर: B.** Contextual grammar / संदर्भगत व्याकरण | Language learning outcome / भाषायी अधिगम प्रतिफल

**Explanation / व्याख्या**

Contextual grammar / संदर्भगत व्याकरण: Teaching grammar through meaningful spoken or written language. Application: Pupils explore past tense while revising a narrative of yesterday's trip. Language learning outcome / भाषायी अधिगम प्रतिफल: An observable expectation of language use after learning. Application: Children can ask and answer simple questions about a picture.

**MCQ 477 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Contextual grammar / संदर्भगत व्याकरण and Reading comprehension / पठन बोध.**

A. Constructing meaning from written text. | Teaching grammar through meaningful spoken or written language.

B. Teaching grammar through meaningful spoken or written language. | Constructing meaning from written text.

C. Teaching grammar through meaningful spoken or written language. | Reconstructing a heard or read narrative in one's own words.

D. Language that learners can understand with suitable contextual support. | Constructing meaning from written text.

**Correct answer / सही उत्तर: B.** Teaching grammar through meaningful spoken or written language. | Constructing meaning from written text.

**Explanation / व्याख्या**

Contextual grammar / संदर्भगत व्याकरण: Teaching grammar through meaningful spoken or written language. Application: Pupils explore past tense while revising a narrative of yesterday's trip. Reading comprehension / पठन बोध: Constructing meaning from written text. Application: A pupil explains why a character changed their mind.

**MCQ 478 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Contextual grammar / संदर्भगत व्याकरण and Four-block approach / चार ब्लॉक उपागम.**

A. Children suggest sentences while the teacher records their ideas. | A lesson combines conversation, sound work, shared reading and a writing task.

B. Pupils explore past tense while revising a narrative of yesterday's trip. | A lesson combines conversation, sound work, shared reading and a writing task.

C. A lesson combines conversation, sound work, shared reading and a writing task. | Pupils explore past tense while revising a narrative of yesterday's trip.

D. Pupils explore past tense while revising a narrative of yesterday's trip. | Before a text about trains, pupils describe their own travel experiences.

**Correct answer / सही उत्तर: B.** Pupils explore past tense while revising a narrative of yesterday's trip. | A lesson combines conversation, sound work, shared reading and a writing task.

**Explanation / व्याख्या**

Contextual grammar / संदर्भगत व्याकरण: Teaching grammar through meaningful spoken or written language. Application: Pupils explore past tense while revising a narrative of yesterday's trip. Four-block approach / चार ब्लॉक उपागम: An integrated approach covering oral language, word recognition, reading and writing. Application: A lesson combines conversation, sound work, shared reading and a writing task.

MCQ 479 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Contextual grammar / संदर्भगत व्याकरण / Reading comprehension / पठन बोध)**

A. Contextual grammar / संदर्भगत व्याकरण → Constructing meaning from written text.

B. Reading comprehension / पठन बोध → Connecting a speech sound with its written representation.

C. Sound-symbol correspondence / ध्वनि-चिह्न संबंध → Recognising and valuing the different languages and varieties used by learners.

D. Contextual grammar / संदर्भगत व्याकरण → Teaching grammar through meaningful spoken or written language.

**Correct answer / सही उत्तर: D.** Contextual grammar / संदर्भगत व्याकरण → Teaching grammar through meaningful spoken or written language.

**Explanation / व्याख्या**

Contextual grammar / संदर्भगत व्याकरण: Teaching grammar through meaningful spoken or written language. Application: Pupils explore past tense while revising a narrative of yesterday's trip.

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**MCQ 480 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Contextual grammar / संदर्भगत व्याकरण / Shared writing / साझा लेखन)**

A. Contextual grammar / संदर्भगत व्याकरण → Pupils explore past tense while revising a narrative of yesterday's trip.

B. Contextual grammar / संदर्भगत व्याकरण → Children suggest sentences while the teacher records their ideas.

C. Oral fluency / मौखिक प्रवाह → Some pupils use sentence frames while others write freely.

D. Shared writing / साझा लेखन → A child describes a picture in several connected sentences.

**Correct answer / सही उत्तर: A.** Contextual grammar / संदर्भगत व्याकरण → Pupils explore past tense while revising a narrative of yesterday's trip.

**Explanation / व्याख्या**

Contextual grammar / संदर्भगत व्याकरण: Teaching grammar through meaningful spoken or written language. Application: Pupils explore past tense while revising a narrative of yesterday's trip.

**MCQ 481 • CORE PRACTICE · FORM 01**

**Identify the concept described: Describing levels of written performance against clear criteria.**

A. Schema activation / पूर्वज्ञान सक्रियण

B. Miscue analysis / अपसंकेत विश्लेषण

C. Writing rubric / लेखन मानदंड तालिका

D. Second language acquisition / द्वितीय भाषा अर्जन

**Correct answer / सही उत्तर: C.** Writing rubric / लेखन मानदंड तालिका

**Explanation / व्याख्या**

Writing rubric / लेखन मानदंड तालिका: Describing levels of written performance against clear criteria. Application: A teacher gives separate feedback on ideas, organisation and language.

**MCQ 482 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A teacher gives separate feedback on ideas, organisation and language.**

A. Comprehensible input / बोधगम्य भाषायी सामग्री

B. Lesson planning / पाठ योजना

C. Literal comprehension / शाब्दिक बोध

D. Writing rubric / लेखन मानदंड तालिका

**Correct answer / सही उत्तर: D.** Writing rubric / लेखन मानदंड तालिका

**Explanation / व्याख्या**

Writing rubric / लेखन मानदंड तालिका: Describing levels of written performance against clear criteria.
Application: A teacher gives separate feedback on ideas, organisation and language.

**MCQ 483 • CORE PRACTICE · FORM 03**

**Which explanation best defines Writing rubric / लेखन मानदंड तालिका?**

A. An ordered progression of activities supporting a learning goal.

B. Constructive comments from classmates based on agreed criteria.

C. Describing levels of written performance against clear criteria.

D. Practising ideas aloud before a speaking or writing task.

**Correct answer / सही उत्तर: C.** Describing levels of written performance against clear criteria.

**Explanation / व्याख्या**

Writing rubric / लेखन मानदंड तालिका: Describing levels of written performance against clear criteria.
Application: A teacher gives separate feedback on ideas, organisation and language.

MCQ 484 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Writing rubric / लेखन मानदंड तालिका?**

A. A teacher writes an invitation while explaining choices of words and structure.

B. Pairs act out asking for directions in English.

C. A group examines a paragraph to find evidence for an inference.

D. A teacher gives separate feedback on ideas, organisation and language.

**Correct answer / सही उत्तर: D.** A teacher gives separate feedback on ideas, organisation and language.

**Explanation / व्याख्या**

Writing rubric / लेखन मानदंड तालिका: Describing levels of written performance against clear criteria. Application: A teacher gives separate feedback on ideas, organisation and language.

MCQ 485 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Describing levels of written performance against clear criteria. (2) Producing an initial version of a text to develop ideas.**

A. Drafting / प्रारूप लेखन | Writing rubric / लेखन मानदंड तालिका

B. Writing rubric / लेखन मानदंड तालिका | Listening comprehension / श्रवण बोध

C. Self-assessment / स्व-आकलन | Drafting / प्रारूप लेखन

D. Writing rubric / लेखन मानदंड तालिका | Drafting / प्रारूप लेखन

**Correct answer / सही उत्तर: D.** Writing rubric / लेखन मानदंड तालिका | Drafting / प्रारूप लेखन

**Explanation / व्याख्या**

Writing rubric / लेखन मानदंड तालिका: Describing levels of written performance against clear criteria. Application: A teacher gives separate feedback on ideas, organisation and language. Drafting / प्रारूप लेखन: Producing an initial version of a text to develop ideas. Application: A learner writes the first version of a story before editing.

**MCQ 486 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A teacher gives separate feedback on ideas, organisation and language. (2) A teacher plans oral rehearsal, reading and a short writing task around an outcome.**

A. Revision / पुनरीक्षण | Lesson planning / पाठ योजना

B. Lesson planning / पाठ योजना | Writing rubric / लेखन मानदंड तालिका

C. Writing rubric / लेखन मानदंड तालिका | Literal comprehension / शाब्दिक बोध

D. Writing rubric / लेखन मानदंड तालिका | Lesson planning / पाठ योजना

**Correct answer / सही उत्तर: D.** Writing rubric / लेखन मानदंड तालिका | Lesson planning / पाठ योजना

**Explanation / व्याख्या**

Writing rubric / लेखन मानदंड तालिका: Describing levels of written performance against clear criteria. Application: A teacher gives separate feedback on ideas, organisation and language. Lesson planning / पाठ योजना: Selecting and sequencing activities aligned with intended learning. Application: A teacher plans oral rehearsal, reading and a short writing task around an outcome.

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**MCQ 487 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Writing rubric / लेखन मानदंड तालिका and Language diversity / भाषायी विविधता.**

A. Recognising and valuing the different languages and varieties used by learners. | Describing levels of written performance against clear criteria.

B. Describing levels of written performance against clear criteria. | Selecting and sequencing activities aligned with intended learning.

C. Describing levels of written performance against clear criteria. | Recognising and valuing the different languages and varieties used by learners.

D. Constructing meaning from written text. | Recognising and valuing the different languages and varieties used by learners.

**Correct answer / सही उत्तर: C.** Describing levels of written performance against clear criteria. | Recognising and valuing the different languages and varieties used by learners.

**Explanation / व्याख्या**

Writing rubric / लेखन मानदंड तालिका: Describing levels of written performance against clear criteria. Application: A teacher gives separate feedback on ideas, organisation and language. Language diversity / भाषायी विविधता: Recognising and valuing the different languages and varieties used by learners. Application: Children compare ways of greeting across communities without ranking languages.

MCQ 488 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Writing rubric / लेखन मानदंड तालिका and Four-block approach / चार ब्लॉक उपागम.**

A. A teacher gives separate feedback on ideas, organisation and language. | A lesson combines conversation, sound work, shared reading and a writing task.

B. A lesson combines conversation, sound work, shared reading and a writing task. | A teacher gives separate feedback on ideas, organisation and language.

C. A teacher gives separate feedback on ideas, organisation and language. | A teacher writes an invitation while explaining choices of words and structure.

D. A pupil rearranges events to make a story easier to follow. | A lesson combines conversation, sound work, shared reading and a writing task.

**Correct answer / सही उत्तर: A.** A teacher gives separate feedback on ideas, organisation and language. | A lesson combines conversation, sound work, shared reading and a writing task.

**Explanation / व्याख्या**

Writing rubric / लेखन मानदंड तालिका: Describing levels of written performance against clear criteria. Application: A teacher gives separate feedback on ideas, organisation and language. Four-block approach / चार ब्लॉक उपागम: An integrated approach covering oral language, word recognition, reading and writing. Application: A lesson combines conversation, sound work, shared reading and a writing task.

MCQ 489 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Writing rubric / लेखन मानदंड तालिका / Intensive reading / गहन पठन)**

A. Writing rubric / लेखन मानदंड तालिका → Reading a shorter text closely for detailed understanding.

B. Writing rubric / लेखन मानदंड तालिका → Describing levels of written performance against clear criteria.

C. Language diversity / भाषायी विविधता → An ordered progression of activities supporting a learning goal.

D. Intensive reading / गहन पठन → Recognising and valuing the different languages and varieties used by learners.

**Correct answer / सही उत्तर: B.** Writing rubric / लेखन मानदंड तालिका → Describing levels of written performance against clear criteria.

**Explanation / व्याख्या**

Writing rubric / लेखन मानदंड तालिका: Describing levels of written performance against clear criteria. Application: A teacher gives separate feedback on ideas, organisation and language.

MCQ 490 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Writing rubric / लेखन मानदंड तालिका / Peer feedback / सहपाठी प्रतिक्रिया)**

A. Peer feedback / सहपाठी प्रतिक्रिया → The teacher prompts readers to use meaning and letter clues in a small group.

B. Writing rubric / लेखन मानदंड तालिका → Partners suggest one improvement to each other's stories.

C. Writing rubric / लेखन मानदंड तालिका → A teacher gives separate feedback on ideas, organisation and language.

D. Guided reading / निर्देशित पठन → A group examines a paragraph to find evidence for an inference.

**Correct answer / सही उत्तर: C.** Writing rubric / लेखन मानदंड तालिका → A teacher gives separate feedback on ideas, organisation and language.

**Explanation / व्याख्या**

Writing rubric / लेखन मानदंड तालिका: Describing levels of written performance against clear criteria.
Application: A teacher gives separate feedback on ideas, organisation and language.

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 10.01

**Explain Contextual grammar / संदर्भगत व्याकरण and give one classroom example.**

**Model answer:** Teaching grammar through meaningful spoken or written language. Pupils explore past tense while revising a narrative of yesterday's trip.

**REVISION 10.02**

**Explain Writing rubric / लेखन मानदंड तालिका and give one classroom example.**

**Model answer:** Describing levels of written performance against clear criteria. A teacher gives separate feedback on ideas, organisation and language.

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CHAPTER 11 • 22 MCQs • 2 REVISION PROMPTS

# Other Dimensions of Assessment

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Self-assessment / स्व-आकलन

Learners judging their own progress against criteria.

**Classroom example:** A child uses a simple checklist to review a completed paragraph.

### Peer feedback / सहपाठी प्रतिक्रिया

Constructive comments from classmates based on agreed criteria.

**Classroom example:** Partners suggest one improvement to each other's stories.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

MCQ 491 • NEW CLASSROOM APPLICATION

**Which tool supports reflection after a speaking activity?**

A. A hidden score with no explanation

B. A punishment register

C. A simple checklist of what I can do and what I will practise

D. A list of other pupils' marks

**Correct answer / सही उत्तर: C.** A simple checklist of what I can do and what I will practise

**Explanation / व्याख्या**

Self-assessment develops awareness of progress and next steps.

MCQ 492 • NEW CLASSROOM APPLICATION

**Which portfolio collection best shows writing development?**

A. Dated drafts, feedback and revisions
B. Only the highest-scoring page
C. Only the final attendance report
D. Random undated worksheets

**Correct answer / सही उत्तर: A.** Dated drafts, feedback and revisions

**Explanation / व्याख्या**

Sequential evidence illustrates growth and response to feedback.

## Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 493 • CORE PRACTICE · FORM 01

**Identify the concept described: Learners judging their own progress against criteria.**

A. Sound-symbol correspondence / ध्वनि-चिह्न संबंध
B. Language diversity / भाषायी विविधता
C. Segmenting / ध्वनि विभाजन
D. Self-assessment / स्व-आकलन

**Correct answer / सही उत्तर: D.** Self-assessment / स्व-आकलन

**Explanation / व्याख्या**

Self-assessment / स्व-आकलन: Learners judging their own progress against criteria. Application: A child uses a simple checklist to review a completed paragraph.

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MCQ 494 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? A child uses a simple checklist to review a completed paragraph.**

A. Language policy / भाषा नीति

B. Oral fluency / मौखिक प्रवाह

C. Curriculum alignment / पाठ्यचर्या संरेखण

D. Self-assessment / स्व-आकलन

**Correct answer / सही उत्तर: D.** Self-assessment / स्व-आकलन

**Explanation / व्याख्या**

Self-assessment / स्व-आकलन: Learners judging their own progress against criteria. Application: A child uses a simple checklist to review a completed paragraph.

MCQ 495 • CORE PRACTICE · FORM 03

**Which explanation best defines Self-assessment / स्व-आकलन?**

A. Locating a particular detail in a text.

B. Learners judging their own progress against criteria.

C. Ability to notice and manipulate individual sounds in spoken words.

D. Reconstructing a heard or read narrative in one's own words.

**Correct answer / सही उत्तर: B.** Learners judging their own progress against criteria.

**Explanation / व्याख्या**

Self-assessment / स्व-आकलन: Learners judging their own progress against criteria. Application: A child uses a simple checklist to review a completed paragraph.

MCQ 496 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Self-assessment / स्व-आकलन?**

A. Before a text about trains, pupils describe their own travel experiences.

B. The teacher records when a pupil substitutes a word and analyses the clues used.

C. A child uses a simple checklist to review a completed paragraph.

D. A learner recounts the main events of a story in sequence.

**Correct answer / सही उत्तर: C.** A child uses a simple checklist to review a completed paragraph.

**Explanation / व्याख्या**

Self-assessment / स्व-आकलन: Learners judging their own progress against criteria. Application: A child uses a simple checklist to review a completed paragraph.

MCQ 497 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Learners judging their own progress against criteria. (2) Selecting and sequencing activities aligned with intended learning.**

A. Lesson planning / पाठ योजना | Self-assessment / स्व-आकलन

B. Shared reading / साझा पठन | Lesson planning / पाठ योजना

C. Self-assessment / स्व-आकलन | Lesson planning / पाठ योजना

D. Self-assessment / स्व-आकलन | Multilingual classroom / बहुभाषी कक्षा

**Correct answer / सही उत्तर: C.** Self-assessment / स्व-आकलन | Lesson planning / पाठ योजना

**Explanation / व्याख्या**

Self-assessment / स्व-आकलन: Learners judging their own progress against criteria. Application: A child uses a simple checklist to review a completed paragraph. Lesson planning / पाठ योजना: Selecting and sequencing activities aligned with intended learning. Application: A teacher plans oral rehearsal, reading and a short writing task around an outcome.

**MCQ 498 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A child uses a simple checklist to review a completed paragraph. (2) Children wait for a partner to finish before responding.**

A. Turn-taking / बारी-बारी बोलना | Self-assessment / स्व-आकलन

B. Self-assessment / स्व-आकलन | Reading comprehension / पठन बोध

C. Intensive reading / गहन पठन | Turn-taking / बारी-बारी बोलना

D. Self-assessment / स्व-आकलन | Turn-taking / बारी-बारी बोलना

**Correct answer / सही उत्तर: D.** Self-assessment / स्व-आकलन | Turn-taking / बारी-बारी बोलना

**Explanation / व्याख्या**

Self-assessment / स्व-आकलन: Learners judging their own progress against criteria. Application: A child uses a simple checklist to review a completed paragraph. Turn-taking / बारी-बारी बोलना: Managing speaker and listener roles during conversation. Application: Children wait for a partner to finish before responding.

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**MCQ 499 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Self-assessment / स्व-आकलन and Segmenting / ध्वनि विभाजन.**

A. Learners judging their own progress against criteria. | Practising ideas aloud before a speaking or writing task.

B. Locating a particular detail in a text. | Breaking a spoken word into component sounds.

C. Learners judging their own progress against criteria. | Breaking a spoken word into component sounds.

D. Breaking a spoken word into component sounds. | Learners judging their own progress against criteria.

**Correct answer / सही उत्तर: C.** Learners judging their own progress against criteria. | Breaking a spoken word into component sounds.

**Explanation / व्याख्या**

Self-assessment / स्व-आकलन: Learners judging their own progress against criteria. Application: A child uses a simple checklist to review a completed paragraph. Segmenting / ध्वनि विभाजन: Breaking a spoken word into component sounds. Application: A child identifies the three sounds in dog.

MCQ 500 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Self-assessment / स्व-आकलन and Shared writing / साझा लेखन.**

A. Children suggest sentences while the teacher records their ideas. | A child uses a simple checklist to review a completed paragraph.

B. A child uses a simple checklist to review a completed paragraph. | Children suggest sentences while the teacher records their ideas.

C. A child chooses several easy storybooks to read over a month. | Children suggest sentences while the teacher records their ideas.

D. A child uses a simple checklist to review a completed paragraph. | Pupils explore past tense while revising a narrative of yesterday's trip.

**Correct answer / सही उत्तर: B.** A child uses a simple checklist to review a completed paragraph. | Children suggest sentences while the teacher records their ideas.

**Explanation / व्याख्या**

Self-assessment / स्व-आकलन: Learners judging their own progress against criteria. Application: A child uses a simple checklist to review a completed paragraph. Shared writing / साझा लेखन: Teacher and learners compose a text together. Application: Children suggest sentences while the teacher records their ideas.

MCQ 501 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Self-assessment / स्व-आकलन / Lesson planning / पाठ योजना)**

A. Self-assessment / स्व-आकलन → Learners judging their own progress against criteria.

B. Self-assessment / स्व-आकलन → Selecting and sequencing activities aligned with intended learning.

C. Lesson planning / पाठ योजना → Describing levels of written performance against clear criteria.

D. Writing rubric / लेखन मानदंड तालिका → Reading a shorter text closely for detailed understanding.

**Correct answer / सही उत्तर: A.** Self-assessment / स्व-आकलन → Learners judging their own progress against criteria.

**Explanation / व्याख्या**

Self-assessment / स्व-आकलन: Learners judging their own progress against criteria. Application: A child uses a simple checklist to review a completed paragraph.

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MCQ 502 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Self-assessment / स्व-आकलन / Lesson planning / पाठ योजना)**

A. Lesson planning / पाठ योजना → After hearing instructions, a pupil places objects in the correct order.

B. Listening comprehension / श्रवण बोध → Pupils hear English in songs, stories and classroom instructions.

C. Self-assessment / स्व-आकलन → A child uses a simple checklist to review a completed paragraph.

D. Self-assessment / स्व-आकलन → A teacher plans oral rehearsal, reading and a short writing task around an outcome.

**Correct answer / सही उत्तर: C.** Self-assessment / स्व-आकलन → A child uses a simple checklist to review a completed paragraph.

**Explanation / व्याख्या**

Self-assessment / स्व-आकलन: Learners judging their own progress against criteria. Application: A child uses a simple checklist to review a completed paragraph.

MCQ 503 • CORE PRACTICE · FORM 01

**Identify the concept described: Constructive comments from classmates based on agreed criteria.**

A. Four-block approach / चार ब्लॉक उपागम

B. Second language acquisition / द्वितीय भाषा अर्जन

C. Oral fluency / मौखिक प्रवाह

D. Peer feedback / सहपाठी प्रतिक्रिया

**Correct answer / सही उत्तर: D.** Peer feedback / सहपाठी प्रतिक्रिया

**Explanation / व्याख्या**

Peer feedback / सहपाठी प्रतिक्रिया: Constructive comments from classmates based on agreed criteria. Application: Partners suggest one improvement to each other's stories.

**MCQ 504 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Partners suggest one improvement to each other's stories.**

A. Reading for specific information / विशिष्ट सूचना हेतु पठन

B. Peer feedback / सहपाठी प्रतिक्रिया

C. Curriculum alignment / पाठ्यचर्या संरेखण

D. Language learning outcome / भाषायी अधिगम प्रतिफल

**Correct answer / सही उत्तर: B.** Peer feedback / सहपाठी प्रतिक्रिया

**Explanation / व्याख्या**

Peer feedback / सहपाठी प्रतिक्रिया: Constructive comments from classmates based on agreed criteria. Application: Partners suggest one improvement to each other's stories.

**MCQ 505 • CORE PRACTICE · FORM 03**

**Which explanation best defines Peer feedback / सहपाठी प्रतिक्रिया?**

A. Writing for a meaningful audience and communicative purpose.

B. Reading with accuracy, suitable pace and expression.

C. Constructive comments from classmates based on agreed criteria.

D. Demonstrating writing decisions and processes explicitly.

**Correct answer / सही उत्तर: C.** Constructive comments from classmates based on agreed criteria.

**Explanation / व्याख्या**

Peer feedback / सहपाठी प्रतिक्रिया: Constructive comments from classmates based on agreed criteria. Application: Partners suggest one improvement to each other's stories.

MCQ 506 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Peer feedback / सहपाठी प्रतिक्रिया?**

A. Children wait for a partner to finish before responding.

B. A pupil scans a timetable to find the departure time.

C. The teacher records when a pupil substitutes a word and analyses the clues used.

D. Partners suggest one improvement to each other's stories.

**Correct answer / सही उत्तर: D.** Partners suggest one improvement to each other's stories.

**Explanation / व्याख्या**

Peer feedback / सहपाठी प्रतिक्रिया: Constructive comments from classmates based on agreed criteria. Application: Partners suggest one improvement to each other's stories.

MCQ 507 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Constructive comments from classmates based on agreed criteria. (2) Managing speaker and listener roles during conversation.**

A. Peer feedback / सहपाठी प्रतिक्रिया | Revision / पुनरीक्षण

B. Peer feedback / सहपाठी प्रतिक्रिया | Turn-taking / बारी-बारी बोलना

C. Comprehensible input / बोधगम्य भाषायी सामग्री | Turn-taking / बारी-बारी बोलना

D. Turn-taking / बारी-बारी बोलना | Peer feedback / सहपाठी प्रतिक्रिया

**Correct answer / सही उत्तर: B.** Peer feedback / सहपाठी प्रतिक्रिया | Turn-taking / बारी-बारी बोलना

**Explanation / व्याख्या**

Peer feedback / सहपाठी प्रतिक्रिया: Constructive comments from classmates based on agreed criteria. Application: Partners suggest one improvement to each other's stories. Turn-taking / बारी-बारी बोलना: Managing speaker and listener roles during conversation. Application: Children wait for a partner to finish before responding.

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**MCQ 508 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Partners suggest one improvement to each other's stories. (2) A teacher writes an invitation while explaining choices of words and structure.**

A. Modelled writing / आदर्श लेखन | Peer feedback / सहपाठी प्रतिक्रिया

B. Writing rubric / लेखन मानदंड तालिका | Modelled writing / आदर्श लेखन

C. Peer feedback / सहपाठी प्रतिक्रिया | Shared reading / साझा पठन

D. Peer feedback / सहपाठी प्रतिक्रिया | Modelled writing / आदर्श लेखन

**Correct answer / सही उत्तर: D.** Peer feedback / सहपाठी प्रतिक्रिया | Modelled writing / आदर्श लेखन

**Explanation / व्याख्या**

Peer feedback / सहपाठी प्रतिक्रिया: Constructive comments from classmates based on agreed criteria. Application: Partners suggest one improvement to each other's stories. Modelled writing / आदर्श लेखन: Demonstrating writing decisions and processes explicitly. Application: A teacher writes an invitation while explaining choices of words and structure.

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**MCQ 509 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Peer feedback / सहपाठी प्रतिक्रिया and Extensive reading / विस्तृत पठन.**

A. Constructive comments from classmates based on agreed criteria. | Reading a range of texts for general understanding and enjoyment.

B. Reading a range of texts for general understanding and enjoyment. | Constructive comments from classmates based on agreed criteria.

C. Examining deviations in oral reading to understand reading strategies. | Reading a range of texts for general understanding and enjoyment.

D. Constructive comments from classmates based on agreed criteria. | An ordered progression of activities supporting a learning goal.

**Correct answer / सही उत्तर: A.** Constructive comments from classmates based on agreed criteria. | Reading a range of texts for general understanding and enjoyment.

**Explanation / व्याख्या**

Peer feedback / सहपाठी प्रतिक्रिया: Constructive comments from classmates based on agreed criteria. Application: Partners suggest one improvement to each other's stories. Extensive reading / विस्तृत पठन: Reading a range of texts for general understanding and enjoyment. Application: A child chooses several easy storybooks to read over a month.

MCQ 510 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Peer feedback / सहपाठी प्रतिक्रिया and Multilingual classroom / बहुभाषी कक्षा.**

A. Partners suggest one improvement to each other's stories. | Children suggest sentences while the teacher records their ideas.

B. A pupil combines /k/, /æ/ and /t/ to read cat. | Pupils compare greetings in their home languages and English.

C. Partners suggest one improvement to each other's stories. | Pupils compare greetings in their home languages and English.

D. Pupils compare greetings in their home languages and English. | Partners suggest one improvement to each other's stories.

**Correct answer / सही उत्तर: C.** Partners suggest one improvement to each other's stories. | Pupils compare greetings in their home languages and English.

**Explanation / व्याख्या**

Peer feedback / सहपाठी प्रतिक्रिया: Constructive comments from classmates based on agreed criteria. Application: Partners suggest one improvement to each other's stories. Multilingual classroom / बहुभाषी कक्षा: A classroom that recognises and uses learners' varied languages. Application: Pupils compare greetings in their home languages and English.

MCQ 511 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Peer feedback / सहपाठी प्रतिक्रिया / Letter recognition / अक्षर पहचान)**

A. Peer feedback / सहपाठी प्रतिक्रिया → Identifying written letters accurately.

B. Letter recognition / अक्षर पहचान → Language that learners can understand with suitable contextual support.

C. Comprehensible input / बोधगम्य भाषायी सामग्री → Locating a particular detail in a text.

D. Peer feedback / सहपाठी प्रतिक्रिया → Constructive comments from classmates based on agreed criteria.

**Correct answer / सही उत्तर: D.** Peer feedback / सहपाठी प्रतिक्रिया → Constructive comments from classmates based on agreed criteria.

**Explanation / व्याख्या**

Peer feedback / सहपाठी प्रतिक्रिया: Constructive comments from classmates based on agreed criteria. Application: Partners suggest one improvement to each other's stories.

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MCQ 512 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Peer feedback / सहपाठी प्रतिक्रिया / Language exposure / भाषा संपर्क)**

A. Purposeful writing / उद्देश्यपूर्ण लेखन → A pupil combines /k/, /æ/ and /t/ to read cat.

B. Peer feedback / सहपाठी प्रतिक्रिया → Pupils hear English in songs, stories and classroom instructions.

C. Peer feedback / सहपाठी प्रतिक्रिया → Partners suggest one improvement to each other's stories.

D. Language exposure / भाषा संपर्क→ Children write a notice inviting families to an exhibition.

**Correct answer / सही उत्तर: C.** Peer feedback / सहपाठी प्रतिक्रिया → Partners suggest one improvement to each other's stories.

**Explanation / व्याख्या**

Peer feedback / सहपाठी प्रतिक्रिया: Constructive comments from classmates based on agreed criteria. Application: Partners suggest one improvement to each other's stories.

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 11.01

**Explain Self-assessment / स्व-आकलन and give one classroom example.**

**Model answer:** Learners judging their own progress against criteria. A child uses a simple checklist to review a completed paragraph.

**REVISION 11.02**

**Explain Peer feedback / सहपाठी प्रतिक्रिया and give one classroom example.**

**Model answer:** Constructive comments from classmates based on agreed criteria. Partners suggest one improvement to each other's stories.

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CHAPTER 12 • 12 MCQs • 1 REVISION PROMPTS

# Curriculum / curricular alignment

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Curriculum alignment / पाठ्यचर्या संरेखण

Connecting language activities and assessment to intended curricular learning.

**Classroom example:** A listening activity assesses the stated listening outcome rather than handwriting.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

MCQ 513 • NEW CLASSROOM APPLICATION

**What is an example of misalignment?**

A. Using a dialogue for a speaking goal

B. Assessing handwriting when the stated outcome is listening comprehension

C. Using an invitation for a writing goal

D. Using a story for reading comprehension

**Correct answer / सही उत्तर: B.** Assessing handwriting when the stated outcome is listening comprehension

**Explanation / व्याख्या**

Assessment evidence must represent the intended learning outcome.

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MCQ 514 • NEW CLASSROOM APPLICATION

**Which project integrates listening, speaking, reading and writing?**

A. Copy a single word repeatedly

B. Listen without responding or recording

C. Interview a community member, read related texts and write a report

D. Complete only isolated spelling drills

**Correct answer / सही उत्तर: C.** Interview a community member, read related texts and write a report

**Explanation / व्याख्या**

Integrated projects connect receptive and productive skills.

## Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 515 • CORE PRACTICE · FORM 01

**Identify the concept described: Connecting language activities and assessment to intended curricular learning.**

A. Curriculum alignment / पाठ्यचर्या संरेखण

B. Literal comprehension / शाब्दिक बोध

C. Miscue analysis / अपसंकेत विश्लेषण

D. Second language acquisition / द्वितीय भाषा अर्जन

**Correct answer / सही उत्तर: A.** Curriculum alignment / पाठ्यचर्या संरेखण

**Explanation / व्याख्या**

Curriculum alignment / पाठ्यचर्या संरेखण: Connecting language activities and assessment to intended curricular learning. Application: A listening activity assesses the stated listening outcome rather than handwriting.

GyanTech Guru Ji

MCQ 516 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? A listening activity assesses the stated listening outcome rather than handwriting.**

A. Curriculum alignment / पाठ्यचर्या संरेखण

B. Contextual grammar / संदर्भगत व्याकरण

C. Shared writing / साझा लेखन

D. Affective support / भावात्मक समर्थन

**Correct answer / सही उत्तर: A.** Curriculum alignment / पाठ्यचर्या संरेखण

**Explanation / व्याख्या**

Curriculum alignment / पाठ्यचर्या संरेखण: Connecting language activities and assessment to intended curricular learning. Application: A listening activity assesses the stated listening outcome rather than handwriting.

MCQ 517 • CORE PRACTICE · FORM 03

**Which explanation best defines Curriculum alignment / पाठ्यचर्या संरेखण?**

A. Connecting language activities and assessment to intended curricular learning.

B. Producing connected speech with an appropriate flow.

C. Identifying information explicitly stated in a text.

D. An integrated approach covering oral language, word recognition, reading and writing.

**Correct answer / सही उत्तर: A.** Connecting language activities and assessment to intended curricular learning.

**Explanation / व्याख्या**

Curriculum alignment / पाठ्यचर्या संरेखण: Connecting language activities and assessment to intended curricular learning. Application: A listening activity assesses the stated listening outcome rather than handwriting.

MCQ 518 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Curriculum alignment / पाठ्यचर्या संरेखण?**

A. A listening activity assesses the stated listening outcome rather than handwriting.

B. Pupils follow a spoken sequence of classroom directions.

C. A child uses a simple checklist to review a completed paragraph.

D. Children connect the sound /m/ with the letter m.

**Correct answer / सही उत्तर: A.** A listening activity assesses the stated listening outcome rather than handwriting.

**Explanation / व्याख्या**

Curriculum alignment / पाठ्यचर्या संरेखण: Connecting language activities and assessment to intended curricular learning. Application: A listening activity assesses the stated listening outcome rather than handwriting.

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**MCQ 519 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Connecting language activities and assessment to intended curricular learning. (2) Reducing anxiety and building confidence in language learning.**

A. Curriculum alignment / पाठ्यचर्या संरेखण | Affective support / भावात्मक समर्थन

B. Reading comprehension / पठन बोध | Affective support / भावात्मक समर्थन

C. Curriculum alignment / पाठ्यचर्या संरेखण | Shared reading / साझा पठन

D. Affective support / भावात्मक समर्थन | Curriculum alignment / पाठ्यचर्या संरेखण

**Correct answer / सही उत्तर: A.** Curriculum alignment / पाठ्यचर्या संरेखण | Affective support / भावात्मक समर्थन

**Explanation / व्याख्या**

Curriculum alignment / पाठ्यचर्या संरेखण: Connecting language activities and assessment to intended curricular learning. Application: A listening activity assesses the stated listening outcome rather than handwriting. Affective support / भावात्मक समर्थन: Reducing anxiety and building confidence in language learning. Application: A teacher accepts tentative answers and avoids ridicule.

GyanTech Guru Ji

MCQ 520 • CORE PRACTICE · FORM 06

**Match the situations to concepts, in order. (1) A listening activity assesses the stated listening outcome rather than handwriting. (2) A child chooses several easy storybooks to read over a month.**

A. Curriculum alignment / पाठ्यचर्या संरेखण | Learning sequence / अधिगम क्रम

B. Interaction / अंतःक्रिया | Extensive reading / विस्तृत पठन

C. Extensive reading / विस्तृत पठन | Curriculum alignment / पाठ्यचर्या संरेखण

D. Curriculum alignment / पाठ्यचर्या संरेखण | Extensive reading / विस्तृत पठन

**Correct answer / सही उत्तर: D.** Curriculum alignment / पाठ्यचर्या संरेखण | Extensive reading / विस्तृत पठन

**Explanation / व्याख्या**

Curriculum alignment / पाठ्यचर्या संरेखण: Connecting language activities and assessment to intended curricular learning. Application: A listening activity assesses the stated listening outcome rather than handwriting. Extensive reading / विस्तृत पठन: Reading a range of texts for general understanding and enjoyment. Application: A child chooses several easy storybooks to read over a month.

MCQ 521 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Curriculum alignment / पाठ्यचर्या संरेखण and Literal comprehension / शाब्दिक बोध.**

A. Identifying information explicitly stated in a text. | Connecting language activities and assessment to intended curricular learning.

B. A classroom that recognises and uses learners' varied languages. | Identifying information explicitly stated in a text.

C. Connecting language activities and assessment to intended curricular learning. | Identifying information explicitly stated in a text.

D. Connecting language activities and assessment to intended curricular learning. | Demonstrating writing decisions and processes explicitly.

**Correct answer / सही उत्तर: C.** Connecting language activities and assessment to intended curricular learning. | Identifying information explicitly stated in a text.

**Explanation / व्याख्या**

Curriculum alignment / पाठ्यचर्या संरेखण: Connecting language activities and assessment to intended curricular learning. Application: A listening activity assesses the stated listening outcome rather than handwriting. Literal comprehension / शाब्दिक बोध: Identifying information explicitly stated in a text. Application: A pupil names the animal mentioned in the first paragraph.

**MCQ 522 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Curriculum alignment / पाठ्यचर्या संरेखण and Purposeful writing / उद्देश्यपूर्ण लेखन.**

A. A listening activity assesses the stated listening outcome rather than handwriting. | A learner gradually uses English to interact in daily classroom situations.

B. A listening activity assesses the stated listening outcome rather than handwriting. | Children write a notice inviting families to an exhibition.

C. After hearing instructions, a pupil places objects in the correct order. | Children write a notice inviting families to an exhibition.

D. Children write a notice inviting families to an exhibition. | A listening activity assesses the stated listening outcome rather than handwriting.

**Correct answer / सही उत्तर: B.** A listening activity assesses the stated listening outcome rather than handwriting. | Children write a notice inviting families to an exhibition.

**Explanation / व्याख्या**

Curriculum alignment / पाठ्यचर्या संरेखण: Connecting language activities and assessment to intended curricular learning. Application: A listening activity assesses the stated listening outcome rather than handwriting. Purposeful writing / उद्देश्यपूर्ण लेखन: Writing for a meaningful audience and communicative purpose. Application: Children write a notice inviting families to an exhibition.

MCQ 523 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Curriculum alignment / पाठ्यचर्या संरेखण / Language exposure / भाषा संपर्क)**

A. Curriculum alignment / पाठ्यचर्या संरेखण → Opportunities to encounter meaningful language in use.

B. Curriculum alignment / पाठ्यचर्या संरेखण → Connecting language activities and assessment to intended curricular learning.

C. Language exposure / भाषा संपर्क→ Learning word meanings from meaningful language use.

D. Vocabulary in context / संदर्भ में शब्दावली → Practising speech in a meaningful context.

**Correct answer / सही उत्तर: B.** Curriculum alignment / पाठ्यचर्या संरेखण → Connecting language activities and assessment to intended curricular learning.

**Explanation / व्याख्या**

Curriculum alignment / पाठ्यचर्या संरेखण: Connecting language activities and assessment to intended curricular learning. Application: A listening activity assesses the stated listening outcome rather than handwriting.

MCQ 524 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Curriculum alignment / पाठ्यचर्या संरेखण / Listening assessment / श्रवण आकलन)**

A. Listening assessment / श्रवण आकलन → Pairs act out asking for directions in English.

B. Curriculum alignment / पाठ्यचर्या संरेखण → A listening activity assesses the stated listening outcome rather than handwriting.

C. Curriculum alignment / पाठ्यचर्या संरेखण → Pupils follow a spoken sequence of classroom directions.

D. Situational conversation / परिस्थितिजन्य संवाद → A learner gradually uses English to interact in daily classroom situations.

**Correct answer / सही उत्तर: B.** Curriculum alignment / पाठ्यचर्या संरेखण → A listening activity assesses the stated listening outcome rather than handwriting.

**Explanation / व्याख्या**

Curriculum alignment / पाठ्यचर्या संरेखण: Connecting language activities and assessment to intended curricular learning. Application: A listening activity assesses the stated listening outcome rather than handwriting.

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 12.01

**Explain Curriculum alignment / पाठ्यचर्या संरेखण and give one classroom example.**

**Model answer:** Connecting language activities and assessment to intended curricular learning. A listening activity assesses the stated listening outcome rather than handwriting.

COURSE 05
NIOS BRIDGE COURSE • INDEPENDENT PRACTICE EDITION 2026–27

# Pedagogy of Mathematics

## गणित का शिक्षाशास्त्र

**516 MCQs + 50 short-answer prompts**

8 chapter groups • 16 new classroom-based MCQs • spacious single-column layout

**Study • Practise • Reflect**
Chapter-wise concept revision, practical classroom application and explained answers. This is supplementary preparation material, not an official NIOS publication or verified previous-year paper.

COURSE ROADMAP

# Contents & chapter coverage

MCQ count includes original practice variants and new application questions.


| | | |
|---|---|---|
| 01 | Nature of Mathematics | 72 MCQs |
| 02 | How Children Learn Mathematics | 92 MCQs |
| 03 | Mathematical Communication | 62 MCQs |
| 04 | Teaching Learning in Mathematics | 102 MCQs |
| 05 | Resources in Mathematics Learning | 52 MCQs |
| 06 | Planning in Mathematics | 42 MCQs |
| 07 | Assessment in Mathematics | 72 MCQs |
| 08 | Curriculum | 22 MCQs |


**Coverage and source note.** This revised edition retains the chapter catalogue and 300 core concepts from the earlier question bank and its companion website. It adds independent pedagogical practice questions. Official reference: bridge.nios.ac.in and its course details. Individual NIOS chapter PDFs were not available for full inspection in the earlier research; this is not an exhaustive or independently verified PDF-by-PDF mapping. Language-I is predominantly Hindi; other courses are predominantly English with Hindi concept labels. Language-II reading assessment and curricular alignment are supplementary chapter groupings retained from the earlier edition.

CHAPTER 01 • 72 MCQs • 7 REVISION PROMPTS

# Nature of Mathematics

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Abstraction / अमूर्तीकरण

Representing common mathematical properties apart from particular objects.

**Classroom example:** Children represent three apples and three stones with the same number 3.

### Deductive reasoning / निगमनात्मक तर्क

Drawing a conclusion that follows from accepted premises or rules.

**Classroom example:** Using the fact that all squares have four sides, a pupil concludes a given square has four sides.

### Mathematization / गणितीकरण

Expressing or analysing real situations using mathematical ideas.

**Classroom example:** Children represent a sharing situation using division.

### Mathematical language / गणितीय भाषा

Using precise terms and symbols to communicate mathematical meaning.

**Classroom example:** A pupil writes 7 > 5 to express a comparison.

### Inductive reasoning / आगमनात्मक तर्क

Forming a tentative generalisation from observed cases.

**Classroom example:** Pupils notice that adding two even numbers gives even results and test more cases.

### Mathematical pattern / गणितीय पैटर्न

A regularity described by a relationship or rule.

**Classroom example:** Children extend a repeating red-blue-blue sequence.

### Problem posing / समस्या निर्माण

Creating meaningful mathematical questions from a situation.

**Classroom example:** Pupils invent questions about quantities shown in a market picture.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

**MCQ 001 • NEW CLASSROOM APPLICATION**

**A pupil finds that several consecutive odd-number sums form squares. What should the teacher encourage?**

A. Accept the pattern without investigation

B. Avoid generalisation

C. Memorise the observed numbers only

D. Explain the pattern with diagrams and reasoning

**Correct answer / सही उत्तर: D.** Explain the pattern with diagrams and reasoning

**Explanation / व्याख्या**

Mathematics involves identifying patterns and justifying claims.

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MCQ 002 • NEW CLASSROOM APPLICATION

**How can the claim that all rectangles are squares be disproved?**

A. Show a rectangle with unequal adjacent sides
B. Repeat the claim louder
C. Count the number of letters in rectangle
D. Show another square

**Correct answer / सही उत्तर: A.** Show a rectangle with unequal adjacent sides

**Explanation / व्याख्या**

One counterexample disproves a universal statement.

## Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 003 • CORE PRACTICE · FORM 01

**Identify the concept described: Representing common mathematical properties apart from particular objects.**

A. Multiple strategies / अनेक रणनीतियाँ
B. Error analysis / त्रुटि विश्लेषण
C. Unit planning / इकाई योजना
D. Abstraction / अमूर्तीकरण

**Correct answer / सही उत्तर: D.** Abstraction / अमूर्तीकरण

**Explanation / व्याख्या**

Abstraction / अमूर्तीकरण: Representing common mathematical properties apart from particular objects. Application: Children represent three apples and three stones with the same number 3.

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**MCQ 004 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Children represent three apples and three stones with the same number 3.**

A. Curriculum progression / पाठ्यचर्या प्रगति

B. Abstraction / अमूर्तीकरण

C. Formative assessment / निर्माणात्मक आकलन

D. Data handling / आँकड़ा प्रबंधन

**Correct answer / सही उत्तर: B.** Abstraction / अमूर्तीकरण

**Explanation / व्याख्या**

Abstraction / अमूर्तीकरण: Representing common mathematical properties apart from particular objects. Application: Children represent three apples and three stones with the same number 3.

**MCQ 005 • CORE PRACTICE · FORM 03**

**Which explanation best defines Abstraction / अमूर्तीकरण?**

A. Evaluating mathematics achievement after an instructional period.

B. Partitioning a quantity into groups of equal size.

C. Representing common mathematical properties apart from particular objects.

D. Matching exactly one element of one collection to each element of another.

**Correct answer / सही उत्तर: C.** Representing common mathematical properties apart from particular objects.

**Explanation / व्याख्या**

Abstraction / अमूर्तीकरण: Representing common mathematical properties apart from particular objects. Application: Children represent three apples and three stones with the same number 3.

MCQ 006 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Abstraction / अमूर्तीकरण?**

A. A pupil exchanges ten unit cubes for a ten rod.

B. A child recognises that spreading five counters does not create more counters.

C. A lesson moves from equal groups to drawings and multiplication notation.

D. Children represent three apples and three stones with the same number 3.

**Correct answer / सही उत्तर: D.** Children represent three apples and three stones with the same number 3.

**Explanation / व्याख्या**

Abstraction / अमूर्तीकरण: Representing common mathematical properties apart from particular objects. Application: Children represent three apples and three stones with the same number 3.

MCQ 007 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Representing common mathematical properties apart from particular objects. (2) Materials representing units, tens and other base-ten groupings.**

A. Abstraction / अमूर्तीकरण | Formative assessment / निर्माणात्मक आकलन

B. Place-value blocks / स्थानीय मान ब्लॉक | Abstraction / अमूर्तीकरण

C. Cardinality / गणन संख्या बोध | Place-value blocks / स्थानीय मान ब्लॉक

D. Abstraction / अमूर्तीकरण | Place-value blocks / स्थानीय मान ब्लॉक

**Correct answer / सही उत्तर: D.** Abstraction / अमूर्तीकरण | Place-value blocks / स्थानीय मान ब्लॉक

**Explanation / व्याख्या**

Abstraction / अमूर्तीकरण: Representing common mathematical properties apart from particular objects. Application: Children represent three apples and three stones with the same number 3. Place-value blocks / स्थानीय मान ब्लॉक: Materials representing units, tens and other base-ten groupings. Application: A pupil exchanges ten unit cubes for a ten rod.

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**MCQ 008 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Children represent three apples and three stones with the same number 3. (2) A teacher asks why a child wrote 305 for thirty-five before planning support.**

A. Error analysis / त्रुटि विश्लेषण | Abstraction / अमूर्तीकरण

B. Abstraction / अमूर्तीकरण | Data handling / आँकड़ा प्रबंधन

C. Abstraction / अमूर्तीकरण | Error analysis / त्रुटि विश्लेषण

D. Local resources / स्थानीय संसाधन | Error analysis / त्रुटि विश्लेषण

**Correct answer / सही उत्तर: C.** Abstraction / अमूर्तीकरण | Error analysis / त्रुटि विश्लेषण

**Explanation / व्याख्या**

Abstraction / अमूर्तीकरण: Representing common mathematical properties apart from particular objects. Application: Children represent three apples and three stones with the same number 3. Error analysis / त्रुटि विश्लेषण: Examining learner mistakes to infer their underlying reasoning. Application: A teacher asks why a child wrote 305 for thirty-five before planning support.

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**MCQ 009 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Abstraction / अमूर्तीकरण and Estimation / अनुमान.**

A. Finding a reasonable approximate quantity or result. | Representing common mathematical properties apart from particular objects.

B. Arranging items in order by a measurable property. | Finding a reasonable approximate quantity or result.

C. Representing common mathematical properties apart from particular objects. | A structured resource whose activities can support mathematical understanding.

D. Representing common mathematical properties apart from particular objects. | Finding a reasonable approximate quantity or result.

**Correct answer / सही उत्तर: D.** Representing common mathematical properties apart from particular objects. | Finding a reasonable approximate quantity or result.

**Explanation / व्याख्या**

Abstraction / अमूर्तीकरण: Representing common mathematical properties apart from particular objects. Application: Children represent three apples and three stones with the same number 3. Estimation / अनुमान: Finding a reasonable approximate quantity or result. Application: A child estimates the number of pencils in a jar before counting.

**MCQ 010 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Abstraction / अमूर्तीकरण and Performance task / प्रदर्शन कार्य.**

A. Pupils measure and compare real classroom objects. | Children represent three apples and three stones with the same number 3.

B. Children arrange sticks from shortest to longest. | Pupils measure and compare real classroom objects.

C. Children represent three apples and three stones with the same number 3. | Pupils measure and compare real classroom objects.

D. Children represent three apples and three stones with the same number 3. | A pupil predicts which shape fits after a rotation.

**Correct answer / सही उत्तर: C.** Children represent three apples and three stones with the same number 3. | Pupils measure and compare real classroom objects.

**Explanation / व्याख्या**

Abstraction / अमूर्तीकरण: Representing common mathematical properties apart from particular objects. Application: Children represent three apples and three stones with the same number 3. Performance task / प्रदर्शन कार्य: A task requiring demonstration of mathematical knowledge in action. Application: Pupils measure and compare real classroom objects.

**MCQ 011 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Abstraction / अमूर्तीकरण / Number line / संख्या रेखा)**

A. Number sense / संख्या बोध → Using ongoing evidence to guide further mathematics learning.

B. Number line / संख्या रेखा → Flexible understanding of numbers, magnitudes and relationships.

C. Abstraction / अमूर्तीकरण → A linear representation of ordered numerical positions.

D. Abstraction / अमूर्तीकरण → Representing common mathematical properties apart from particular objects.

**Correct answer / सही उत्तर: D.** Abstraction / अमूर्तीकरण → Representing common mathematical properties apart from particular objects.

**Explanation / व्याख्या**

Abstraction / अमूर्तीकरण: Representing common mathematical properties apart from particular objects. Application: Children represent three apples and three stones with the same number 3.

**MCQ 012 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Abstraction / अमूर्तीकरण / Geometric reasoning / ज्यामितीय तर्क)**

A. Abstraction / अमूर्तीकरण → Pupils sort quadrilaterals according to their sides and angles.

B. Geometric reasoning / ज्यामितीय तर्क→ Children arrange sticks from shortest to longest.

C. Abstraction / अमूर्तीकरण → Children represent three apples and three stones with the same number 3.

D. Seriation / क्रमबद्धता → A pupil draws equal groups to explain a multiplication expression.

**Correct answer / सही उत्तर: C.** Abstraction / अमूर्तीकरण → Children represent three apples and three stones with the same number 3.

**Explanation / व्याख्या**

Abstraction / अमूर्तीकरण: Representing common mathematical properties apart from particular objects. Application: Children represent three apples and three stones with the same number 3.

**MCQ 013 • CORE PRACTICE · FORM 01**

**Identify the concept described: Drawing a conclusion that follows from accepted premises or rules.**

A. Formative assessment / निर्माणात्मक आकलन

B. Deductive reasoning / निगमनात्मक तर्क

C. Data handling / आँकड़ा प्रबंधन

D. Mathematical competency / गणितीय दक्षता

**Correct answer / सही उत्तर: B.** Deductive reasoning / निगमनात्मक तर्क

**Explanation / व्याख्या**

Deductive reasoning / निगमनात्मक तर्क Drawing a conclusion that follows from accepted premises or rules. Application: Using the fact that all squares have four sides, a pupil concludes a given square has four sides.

MCQ 014 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? Using the fact that all squares have four sides, a pupil concludes a given square has four sides.**

A. Deductive reasoning / निगमनात्मक तर्क

B. Performance task / प्रदर्शन कार्य

C. Number sense / संख्या बोध

D. Multiple strategies / अनेक रणनीतियाँ

**Correct answer / सही उत्तर: A.** Deductive reasoning / निगमनात्मक तर्क

**Explanation / व्याख्या**

Deductive reasoning / निगमनात्मक तर्क Drawing a conclusion that follows from accepted premises or rules. Application: Using the fact that all squares have four sides, a pupil concludes a given square has four sides.

MCQ 015 • CORE PRACTICE · FORM 03

**Which explanation best defines Deductive reasoning / निगमनात्मक तर्क?**

A. Evaluating mathematics achievement after an instructional period.

B. Drawing a conclusion that follows from accepted premises or rules.

C. A structured resource whose activities can support mathematical understanding.

D. An observable statement of expected mathematical learning.

**Correct answer / सही उत्तर: B.** Drawing a conclusion that follows from accepted premises or rules.

**Explanation / व्याख्या**

Deductive reasoning / निगमनात्मक तर्क Drawing a conclusion that follows from accepted premises or rules. Application: Using the fact that all squares have four sides, a pupil concludes a given square has four sides.

**MCQ 016 • CORE PRACTICE · FORM 04**

**Which classroom example best demonstrates Deductive reasoning / निगमनात्मक तर्क?**

A. Using the fact that all squares have four sides, a pupil concludes a given square has four sides.

B. A pupil can compare two lengths using the same unit.

C. A pupil records an equal-groups situation as 4 × 3 = 12.

D. Pupils measure and compare real classroom objects.

**Correct answer / सही उत्तर: A.** Using the fact that all squares have four sides, a pupil concludes a given square has four sides.

**Explanation / व्याख्या**

Deductive reasoning / निगमनात्मक तर्क Drawing a conclusion that follows from accepted premises or rules. Application: Using the fact that all squares have four sides, a pupil concludes a given square has four sides.

**MCQ 017 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Drawing a conclusion that follows from accepted premises or rules. (2) Arranging items in order by a measurable property.**

A. Deductive reasoning / निगमनात्मक तर्क| Seriation / क्रमबद्धता

B. Seriation / क्रमबद्धता | Deductive reasoning / निगमनात्मक तर्क

C. Deductive reasoning / निगमनात्मक तर्क| Mathematical representation / गणितीय निरूपण

D. Mathematics laboratory / गणित प्रयोगशाला | Seriation / क्रमबद्धता

**Correct answer / सही उत्तर: A.** Deductive reasoning / निगमनात्मक तर्क| Seriation / क्रमबद्धता

**Explanation / व्याख्या**

Deductive reasoning / निगमनात्मक तर्क Drawing a conclusion that follows from accepted premises or rules. Application: Using the fact that all squares have four sides, a pupil concludes a given square has four sides. Seriation / क्रमबद्धता: Arranging items in order by a measurable property. Application: Children arrange sticks from shortest to longest.

**MCQ 018 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Using the fact that all squares have four sides, a pupil concludes a given square has four sides. (2) A pupil explains why 49 plus 21 is close to 70 before calculating.**

A. Deductive reasoning / निगमनात्मक तर्क| Number sense / संख्या बोध

B. Number sense / संख्या बोध | Deductive reasoning / निगमनात्मक तर्क

C. Deductive reasoning / निगमनात्मक तर्क| Manipulatives / मूर्त शिक्षण सामग्री

D. Equal sharing / समान बाँट | Number sense / संख्या बोध

**Correct answer / सही उत्तर: A.** Deductive reasoning / निगमनात्मक तर्क| Number sense / संख्या बोध

**Explanation / व्याख्या**

Deductive reasoning / निगमनात्मक तर्क Drawing a conclusion that follows from accepted premises or rules. Application: Using the fact that all squares have four sides, a pupil concludes a given square has four sides. Number sense / संख्या बोध: Flexible understanding of numbers, magnitudes and relationships. Application: A pupil explains why 49 plus 21 is close to 70 before calculating.

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**MCQ 019 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Deductive reasoning / निगमनात्मक तर्क and Learning outcome / अधिगम प्रतिफल.**

A. Drawing a conclusion that follows from accepted premises or rules. | An observable statement of expected mathematical learning.

B. An observable statement of expected mathematical learning. | Drawing a conclusion that follows from accepted premises or rules.

C. Materials available in the community used for mathematical exploration. | An observable statement of expected mathematical learning.

D. Drawing a conclusion that follows from accepted premises or rules. | Examining learner mistakes to infer their underlying reasoning.

**Correct answer / सही उत्तर: A.** Drawing a conclusion that follows from accepted premises or rules. | An observable statement of expected mathematical learning.

**Explanation / व्याख्या**

Deductive reasoning / निगमनात्मक तर्क Drawing a conclusion that follows from accepted premises or rules. Application: Using the fact that all squares have four sides, a pupil concludes a given square has four sides. Learning outcome / अधिगम प्रतिफल: An observable statement of expected mathematical learning. Application: A pupil can compare two lengths using the same unit.

**MCQ 020 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Deductive reasoning / निगमनात्मक तर्क and Qualitative feedback / गुणात्मक प्रतिक्रिया.**

A. The teacher explains how to improve the alignment of tens and ones. | Using the fact that all squares have four sides, a pupil concludes a given square has four sides.

B. Using the fact that all squares have four sides, a pupil concludes a given square has four sides. | A teacher asks why a child wrote 305 for thirty-five before planning support.

C. Using the fact that all squares have four sides, a pupil concludes a given square has four sides. | The teacher explains how to improve the alignment of tens and ones.

D. A pupil can compare two lengths using the same unit. | The teacher explains how to improve the alignment of tens and ones.

**Correct answer / सही उत्तर: C.** Using the fact that all squares have four sides, a pupil concludes a given square has four sides. | The teacher explains how to improve the alignment of tens and ones.

**Explanation / व्याख्या**

Deductive reasoning / निगमनात्मक तर्क Drawing a conclusion that follows from accepted premises or rules. Application: Using the fact that all squares have four sides, a pupil concludes a given square has four sides. Qualitative feedback / गुणात्मक प्रतिक्रिया: Descriptive information about strengths and next steps in learning. Application: The teacher explains how to improve the alignment of tens and ones.

**MCQ 021 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Deductive reasoning / निगमनात्मक तर्क/ Seriation / क्रमबद्धता)**

A. Deductive reasoning / निगमनात्मक तर्क→ Drawing a conclusion that follows from accepted premises or rules.

B. Deductive reasoning / निगमनात्मक तर्क→ Arranging items in order by a measurable property.

C. Curriculum progression / पाठ्यचर्या प्रगति → Showing mathematical relationships with drawings or diagrams.

D. Seriation / क्रमबद्धता → Organising mathematical ideas in a coherent developmental sequence.

**Correct answer / सही उत्तर: A.** Deductive reasoning / निगमनात्मक तर्क→ Drawing a conclusion that follows from accepted premises or rules.

**Explanation / व्याख्या**

Deductive reasoning / निगमनात्मक तर्क Drawing a conclusion that follows from accepted premises or rules. Application: Using the fact that all squares have four sides, a pupil concludes a given square has four sides.

**MCQ 022 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Deductive reasoning / निगमनात्मक तर्क/ Qualitative feedback / गुणात्मक प्रतिक्रिया)**

A. Deductive reasoning / निगमनात्मक तर्क→ The teacher explains how to improve the alignment of tens and ones.

B. Deductive reasoning / निगमनात्मक तर्क→ Using the fact that all squares have four sides, a pupil concludes a given square has four sides.

C. Qualitative feedback / गुणात्मक प्रतिक्रिया → Children measure a desk using equal paper strips.

D. Non-standard measurement / अमानक मापन → A teacher asks why a child wrote 305 for thirty-five before planning support.

**Correct answer / सही उत्तर: B.** Deductive reasoning / निगमनात्मक तर्क→ Using the fact that all squares have four sides, a pupil concludes a given square has four sides.

**Explanation / व्याख्या**

Deductive reasoning / निगमनात्मक तर्क Drawing a conclusion that follows from accepted premises or rules. Application: Using the fact that all squares have four sides, a pupil concludes a given square has four sides.

**MCQ 023 • CORE PRACTICE · FORM 01**

**Identify the concept described: Expressing or analysing real situations using mathematical ideas.**

A. Pictograph / चित्रालेख

B. Task sequencing / कार्य क्रम

C. Mathematization / गणितीकरण

D. Equal sharing / समान बाँट

**Correct answer / सही उत्तर: C.** Mathematization / गणितीकरण

**Explanation / व्याख्या**

Mathematization / गणितीकरण: Expressing or analysing real situations using mathematical ideas.
Application: Children represent a sharing situation using division.

**MCQ 024 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Children represent a sharing situation using division.**

A. Error analysis / त्रुटि विश्लेषण

B. Mathematical argument / गणितीय तर्क प्रस्तुति

C. Mathematization / गणितीकरण

D. Estimation / अनुमान

**Correct answer / सही उत्तर: C.** Mathematization / गणितीकरण

**Explanation / व्याख्या**

Mathematization / गणितीकरण: Expressing or analysing real situations using mathematical ideas.
Application: Children represent a sharing situation using division.

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MCQ 025 • CORE PRACTICE · FORM 03

**Which explanation best defines Mathematization / गणितीकरण?**

A. Showing mathematical relationships with actual objects.

B. Using an ordered sequence of number names consistently when counting.

C. Expressing or analysing real situations using mathematical ideas.

D. Materials available in the community used for mathematical exploration.

**Correct answer / सही उत्तर: C.** Expressing or analysing real situations using mathematical ideas.

**Explanation / व्याख्या**

Mathematization / गणितीकरण: Expressing or analysing real situations using mathematical ideas.
Application: Children represent a sharing situation using division.

MCQ 026 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Mathematization / गणितीकरण?**

A. A child immediately identifies three dots on a card.

B. A pupil explains why 49 plus 21 is close to 70 before calculating.

C. The teacher explains how to improve the alignment of tens and ones.

D. Children represent a sharing situation using division.

**Correct answer / सही उत्तर: D.** Children represent a sharing situation using division.

**Explanation / व्याख्या**

Mathematization / गणितीकरण: Expressing or analysing real situations using mathematical ideas.
Application: Children represent a sharing situation using division.

**MCQ 027 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Expressing or analysing real situations using mathematical ideas. (2) Investigating particular errors or gaps in mathematical understanding.**

A. Diagnostic assessment / निदानात्मक आकलन | Mathematization / गणितीकरण

B. Mathematization / गणितीकरण | Diagnostic assessment / निदानात्मक आकलन

C. Mathematization / गणितीकरण | Cardinality / गणन संख्या बोध

D. Mathematical discussion / गणितीय चर्चा | Diagnostic assessment / निदानात्मक आकलन

**Correct answer / सही उत्तर: B.** Mathematization / गणितीकरण | Diagnostic assessment / निदानात्मक आकलन

**Explanation / व्याख्या**

Mathematization / गणितीकरण: Expressing or analysing real situations using mathematical ideas. Application: Children represent a sharing situation using division. Diagnostic assessment / निदानात्मक आकलन: Investigating particular errors or gaps in mathematical understanding. Application: A teacher asks how a child obtained 402 when adding 23 and 19.

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**MCQ 028 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Children represent a sharing situation using division. (2) The teacher explains how to improve the alignment of tens and ones.**

A. Mathematization / गणितीकरण | Qualitative feedback / गुणात्मक प्रतिक्रिया

B. Mathematization / गणितीकरण | Estimation / अनुमान

C. Qualitative feedback / गुणात्मक प्रतिक्रिया | Mathematization / गणितीकरण

D. Task sequencing / कार्य क्रम | Qualitative feedback / गुणात्मक प्रतिक्रिया

**Correct answer / सही उत्तर: A.** Mathematization / गणितीकरण | Qualitative feedback / गुणात्मक प्रतिक्रिया

**Explanation / व्याख्या**

Mathematization / गणितीकरण: Expressing or analysing real situations using mathematical ideas. Application: Children represent a sharing situation using division. Qualitative feedback / गुणात्मक प्रतिक्रिया: Descriptive information about strengths and next steps in learning. Application: The teacher explains how to improve the alignment of tens and ones.

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MCQ 029 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Mathematization / गणितीकरण and Data handling / आँकड़ा प्रबंधन.**

A. Expressing or analysing real situations using mathematical ideas. | Materials available in the community used for mathematical exploration.

B. Collecting, organising and interpreting information. | Expressing or analysing real situations using mathematical ideas.

C. Organising mathematical ideas in a coherent developmental sequence. | Collecting, organising and interpreting information.

D. Expressing or analysing real situations using mathematical ideas. | Collecting, organising and interpreting information.

**Correct answer / सही उत्तर: D.** Expressing or analysing real situations using mathematical ideas. | Collecting, organising and interpreting information.

**Explanation / व्याख्या**

Mathematization / गणितीकरण: Expressing or analysing real situations using mathematical ideas. Application: Children represent a sharing situation using division. Data handling / आँकड़ा प्रबंधन: Collecting, organising and interpreting information. Application: Children tally classmates' favourite fruits and compare frequencies.

**MCQ 030 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Mathematization / गणितीकरण and Open-ended task / मुक्त उत्तर कार्य.**

A. Children represent a sharing situation using division. | A child immediately identifies three dots on a card.

B. Counting and grouping experiences precede formal multiplication notation. | Children find different pairs of whole numbers whose sum is ten.

C. Children represent a sharing situation using division. | Children find different pairs of whole numbers whose sum is ten.

D. Children find different pairs of whole numbers whose sum is ten. | Children represent a sharing situation using division.

**Correct answer / सही उत्तर: C.** Children represent a sharing situation using division. | Children find different pairs of whole numbers whose sum is ten.

**Explanation / व्याख्या**

Mathematization / गणितीकरण: Expressing or analysing real situations using mathematical ideas. Application: Children represent a sharing situation using division. Open-ended task / मुक्त उत्तर कार्य: A task allowing multiple valid solutions or approaches. Application: Children find different pairs of whole numbers whose sum is ten.

**MCQ 031 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Mathematization / गणितीकरण / Performance task / प्रदर्शन कार्य)**

A. Place value / स्थानीय मान → Collecting, organising and interpreting information.

B. Mathematization / गणितीकरण → A task requiring demonstration of mathematical knowledge in action.

C. Performance task / प्रदर्शन कार्य → The value a digit has because of its position in a numeral.

D. Mathematization / गणितीकरण → Expressing or analysing real situations using mathematical ideas.

**Correct answer / सही उत्तर: D.** Mathematization / गणितीकरण → Expressing or analysing real situations using mathematical ideas.

**Explanation / व्याख्या**

Mathematization / गणितीकरण: Expressing or analysing real situations using mathematical ideas. Application: Children represent a sharing situation using division.

**MCQ 032 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Mathematization / गणितीकरण / Concrete representation / मूर्त निरूपण)**

A. Concrete representation / मूर्त निरूपण → A child explains why two differently arranged shapes have equal area.

B. Mathematization / गणितीकरण → A pupil uses counters to demonstrate addition.

C. Mathematization / गणितीकरण → Children represent a sharing situation using division.

D. Mathematical argument / गणितीय तर्क प्रस्तुति → A pupil draws equal groups to explain a multiplication expression.

**Correct answer / सही उत्तर: C.** Mathematization / गणितीकरण → Children represent a sharing situation using division.

**Explanation / व्याख्या**

Mathematization / गणितीकरण: Expressing or analysing real situations using mathematical ideas. Application: Children represent a sharing situation using division.

**MCQ 033 • CORE PRACTICE · FORM 01**

**Identify the concept described: Using precise terms and symbols to communicate mathematical meaning.**

A. Formative assessment / निर्माणात्मक आकलन

B. One-to-one correspondence / एक-एक संगति

C. Mathematical language / गणितीय भाषा

D. Multiple strategies / अनेक रणनीतियाँ

**Correct answer / सही उत्तर: C.** Mathematical language / गणितीय भाषा

**Explanation / व्याख्या**

Mathematical language / गणितीय भाषा: Using precise terms and symbols to communicate mathematical meaning. Application: A pupil writes 7 > 5 to express a comparison.

**MCQ 034 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A pupil writes 7 > 5 to express a comparison.**

A. Mathematical language / गणितीय भाषा

B. Concrete representation / मूर्त निरूपण

C. Task sequencing / कार्य क्रम

D. Subitizing / त्वरित संख्या पहचान

**Correct answer / सही उत्तर: A.** Mathematical language / गणितीय भाषा

**Explanation / व्याख्या**

Mathematical language / गणितीय भाषा: Using precise terms and symbols to communicate mathematical meaning. Application: A pupil writes 7 > 5 to express a comparison.

**MCQ 035 • CORE PRACTICE · FORM 03**

**Which explanation best defines Mathematical language / गणितीय भाषा?**

A. A structured resource whose activities can support mathematical understanding.

B. Allowing different valid methods for solving a problem.

C. Using precise terms and symbols to communicate mathematical meaning.

D. Using ongoing evidence to guide further mathematics learning.

**Correct answer / सही उत्तर: C.** Using precise terms and symbols to communicate mathematical meaning.

**Explanation / व्याख्या**

Mathematical language / गणितीय भाषा: Using precise terms and symbols to communicate mathematical meaning. Application: A pupil writes 7 > 5 to express a comparison.

MCQ 036 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Mathematical language / गणितीय भाषा?**

A. Pupils plan how to distribute materials fairly and explain the solution.

B. A pupil computes 19 plus 26 as 20 plus 25.

C. The teacher explains how to improve the alignment of tens and ones.

D. A pupil writes 7 > 5 to express a comparison.

**Correct answer / सही उत्तर: D.** A pupil writes 7 > 5 to express a comparison.

**Explanation / व्याख्या**

Mathematical language / गणितीय भाषा: Using precise terms and symbols to communicate mathematical meaning. Application: A pupil writes 7 > 5 to express a comparison.

MCQ 037 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Using precise terms and symbols to communicate mathematical meaning. (2) Using flexible number relationships without written standard algorithms.**

A. Mental mathematics / मानसिक गणना | Mathematical language / गणितीय भाषा

B. Mathematical language / गणितीय भाषा | Mental mathematics / मानसिक गणना

C. Conservation of number / संख्या संरक्षण | Mental mathematics / मानसिक गणना

D. Mathematical language / गणितीय भाषा | Learning outcome / अधिगम प्रतिफल

**Correct answer / सही उत्तर: B.** Mathematical language / गणितीय भाषा | Mental mathematics / मानसिक गणना

**Explanation / व्याख्या**

Mathematical language / गणितीय भाषा: Using precise terms and symbols to communicate mathematical meaning. Application: A pupil writes 7 > 5 to express a comparison. Mental mathematics / मानसिक गणना: Using flexible number relationships without written standard algorithms. Application: A pupil computes 19 plus 26 as 20 plus 25.

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**MCQ 038 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A pupil writes 7 > 5 to express a comparison. (2) The teacher explains how to improve the alignment of tens and ones.**

A. Mathematical language / गणितीय भाषा | Equal sharing / समान बाँट

B. Mathematical language / गणितीय भाषा | Qualitative feedback / गुणात्मक प्रतिक्रिया

C. Place-value blocks / स्थानीय मान ब्लॉक | Qualitative feedback / गुणात्मक प्रतिक्रिया

D. Qualitative feedback / गुणात्मक प्रतिक्रिया | Mathematical language / गणितीय भाषा

**Correct answer / सही उत्तर: B.** Mathematical language / गणितीय भाषा | Qualitative feedback / गुणात्मक प्रतिक्रिया

**Explanation / व्याख्या**

Mathematical language / गणितीय भाषा: Using precise terms and symbols to communicate mathematical meaning. Application: A pupil writes 7 > 5 to express a comparison. Qualitative feedback / गुणात्मक प्रतिक्रिया: Descriptive information about strengths and next steps in learning. Application: The teacher explains how to improve the alignment of tens and ones.

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MCQ 039 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Mathematical language / गणितीय भाषा and Pictograph / चित्रालेख.**

A. Using precise terms and symbols to communicate mathematical meaning. | Representing data with pictures or symbols and a key when needed.

B. Representing data with pictures or symbols and a key when needed. | Using precise terms and symbols to communicate mathematical meaning.

C. Using precise terms and symbols to communicate mathematical meaning. | Using ongoing evidence to guide further mathematics learning.

D. Recognising a small quantity without counting each item individually. | Representing data with pictures or symbols and a key when needed.

**Correct answer / सही उत्तर: A.** Using precise terms and symbols to communicate mathematical meaning. | Representing data with pictures or symbols and a key when needed.

**Explanation / व्याख्या**

Mathematical language / गणितीय भाषा: Using precise terms and symbols to communicate mathematical meaning. Application: A pupil writes 7 > 5 to express a comparison. Pictograph / चित्रालेख: Representing data with pictures or symbols and a key when needed. Application: Each apple icon in a chart stands for two votes.

MCQ 040 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Mathematical language / गणितीय भाषा and Unit planning / इकाई योजना.**

A. A pupil writes 7 > 5 to express a comparison. | A teacher plans several connected lessons on measurement.

B. A pupil writes 7 > 5 to express a comparison. | A pupil draws groups of circles to represent multiplication.

C. A child estimates the number of pencils in a jar before counting. | A teacher plans several connected lessons on measurement.

D. A teacher plans several connected lessons on measurement. | A pupil writes 7 > 5 to express a comparison.

**Correct answer / सही उत्तर: A.** A pupil writes 7 > 5 to express a comparison. | A teacher plans several connected lessons on measurement.

**Explanation / व्याख्या**

Mathematical language / गणितीय भाषा: Using precise terms and symbols to communicate mathematical meaning. Application: A pupil writes 7 > 5 to express a comparison. Unit planning / इकाई योजना: Sequencing related lessons to develop mathematical goals over time. Application: A teacher plans several connected lessons on measurement.

**MCQ 041 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Mathematical language / गणितीय भाषा / Unit planning / इकाई योजना)**

A. Place-value blocks / स्थानीय मान ब्लॉक → Arranging items in order by a measurable property.

B. Mathematical language / गणितीय भाषा → Sequencing related lessons to develop mathematical goals over time.

C. Unit planning / इकाई योजना → Materials representing units, tens and other base-ten groupings.

D. Mathematical language / गणितीय भाषा → Using precise terms and symbols to communicate mathematical meaning.

**Correct answer / सही उत्तर: D.** Mathematical language / गणितीय भाषा → Using precise terms and symbols to communicate mathematical meaning.

**Explanation / व्याख्या**

Mathematical language / गणितीय भाषा: Using precise terms and symbols to communicate mathematical meaning. Application: A pupil writes 7 > 5 to express a comparison.

**MCQ 042 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Mathematical language / गणितीय भाषा / Data handling / आँकड़ा प्रबंधन)**

A. Mathematical language / गणितीय भाषा → Children tally classmates' favourite fruits and compare frequencies.

B. Mathematical language / गणितीय भाषा → A pupil writes 7 > 5 to express a comparison.

C. Mathematical rubric / गणितीय मानदंड तालिका → A teacher adapts a book exercise into a hands-on activity.

D. Data handling / आँकड़ा प्रबंधन → A teacher assesses explanation, strategy and accuracy separately.

**Correct answer / सही उत्तर: B.** Mathematical language / गणितीय भाषा → A pupil writes 7 > 5 to express a comparison.

**Explanation / व्याख्या**

Mathematical language / गणितीय भाषा: Using precise terms and symbols to communicate mathematical meaning. Application: A pupil writes 7 > 5 to express a comparison.

**MCQ 043 • CORE PRACTICE · FORM 01**

**Identify the concept described: Forming a tentative generalisation from observed cases.**

A. Inductive reasoning / आगमनात्मक तर्क

B. Cardinality / गणन संख्या बोध

C. Mathematical argument / गणितीय तर्क प्रस्तुति

D. Qualitative feedback / गुणात्मक प्रतिक्रिया

**Correct answer / सही उत्तर: A.** Inductive reasoning / आगमनात्मक तर्क

**Explanation / व्याख्या**

Inductive reasoning / आगमनात्मक तर्क Forming a tentative generalisation from observed cases. Application: Pupils notice that adding two even numbers gives even results and test more cases.

**MCQ 044 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Pupils notice that adding two even numbers gives even results and test more cases.**

A. Diagnostic assessment / निदानात्मक आकलन

B. Mathematical competency / गणितीय दक्षता

C. Inductive reasoning / आगमनात्मक तर्क

D. Place value / स्थानीय मान

**Correct answer / सही उत्तर: C.** Inductive reasoning / आगमनात्मक तर्क

**Explanation / व्याख्या**

Inductive reasoning / आगमनात्मक तर्क Forming a tentative generalisation from observed cases.
Application: Pupils notice that adding two even numbers gives even results and test more cases.

**MCQ 045 • CORE PRACTICE · FORM 03**

**Which explanation best defines Inductive reasoning / आगमनात्मक तर्क?**

A. Forming a tentative generalisation from observed cases.

B. Finding a reasonable approximate quantity or result.

C. Materials representing units, tens and other base-ten groupings.

D. Examining learner mistakes to infer their underlying reasoning.

**Correct answer / सही उत्तर: A.** Forming a tentative generalisation from observed cases.

**Explanation / व्याख्या**

Inductive reasoning / आगमनात्मक तर्क Forming a tentative generalisation from observed cases.
Application: Pupils notice that adding two even numbers gives even results and test more cases.

**MCQ 046 • CORE PRACTICE · FORM 04**

**Which classroom example best demonstrates Inductive reasoning / आगमनात्मक तर्क?**

A. A pupil records an equal-groups situation as 4 × 3 = 12.

B. Pupils notice that adding two even numbers gives even results and test more cases.

C. Counting and grouping experiences precede formal multiplication notation.

D. A child estimates the number of pencils in a jar before counting.

**Correct answer / सही उत्तर: B.** Pupils notice that adding two even numbers gives even results and test more cases.

**Explanation / व्याख्या**

Inductive reasoning / आगमनात्मक तर्क Forming a tentative generalisation from observed cases.
Application: Pupils notice that adding two even numbers gives even results and test more cases.

**MCQ 047 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Forming a tentative generalisation from observed cases. (2) A task allowing multiple valid solutions or approaches.**

A. Open-ended task / मुक्त उत्तर कार्य | Inductive reasoning / आगमनात्मक तर्क

B. Inductive reasoning / आगमनात्मक तर्क| Open-ended task / मुक्त उत्तर कार्य

C. Pictograph / चित्रालेख | Open-ended task / मुक्त उत्तर कार्य

D. Inductive reasoning / आगमनात्मक तर्क| Mathematical representation / गणितीय निरूपण

**Correct answer / सही उत्तर: B.** Inductive reasoning / आगमनात्मक तर्क| Open-ended task / मुक्त उत्तर कार्य

**Explanation / व्याख्या**

Inductive reasoning / आगमनात्मक तर्क Forming a tentative generalisation from observed cases.
Application: Pupils notice that adding two even numbers gives even results and test more cases.
Open-ended task / मुक्त उत्तर कार्य: A task allowing multiple valid solutions or approaches.
Application: Children find different pairs of whole numbers whose sum is ten.

**MCQ 048 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Pupils notice that adding two even numbers gives even results and test more cases. (2) A teacher assesses explanation, strategy and accuracy separately.**

A. Inductive reasoning / आगमनात्मक तर्क| Mathematical rubric / गणितीय मानदंड तालिका

B. Mathematical discussion / गणितीय चर्चा | Mathematical rubric / गणितीय मानदंड तालिका

C. Mathematical rubric / गणितीय मानदंड तालिका | Inductive reasoning / आगमनात्मक तर्क

D. Inductive reasoning / आगमनात्मक तर्क| Number line / संख्या रेखा

**Correct answer / सही उत्तर: A.** Inductive reasoning / आगमनात्मक तर्क| Mathematical rubric / गणितीय मानदंड तालिका

**Explanation / व्याख्या**

Inductive reasoning / आगमनात्मक तर्क Forming a tentative generalisation from observed cases. Application: Pupils notice that adding two even numbers gives even results and test more cases. Mathematical rubric / गणितीय मानदंड तालिका: Criteria describing quality of mathematical reasoning and representation. Application: A teacher assesses explanation, strategy and accuracy separately.

**MCQ 049 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Inductive reasoning / आगमनात्मक तर्क and Data handling / आँकड़ा प्रबंधन.**

A. Forming a tentative generalisation from observed cases. | Measuring using informal repeatable units.

B. Using ongoing evidence to guide further mathematics learning. | Collecting, organising and interpreting information.

C. Collecting, organising and interpreting information. | Forming a tentative generalisation from observed cases.

D. Forming a tentative generalisation from observed cases. | Collecting, organising and interpreting information.

**Correct answer / सही उत्तर: D.** Forming a tentative generalisation from observed cases. | Collecting, organising and interpreting information.

**Explanation / व्याख्या**

Inductive reasoning / आगमनात्मक तर्क Forming a tentative generalisation from observed cases. Application: Pupils notice that adding two even numbers gives even results and test more cases. Data handling / आँकड़ा प्रबंधन: Collecting, organising and interpreting information. Application: Children tally classmates' favourite fruits and compare frequencies.

**MCQ 050 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Inductive reasoning / आगमनात्मक तर्क and Mathematics textbook / गणित पाठ्यपुस्तक.**

A. Pupils notice that adding two even numbers gives even results and test more cases. | A teacher adapts a book exercise into a hands-on activity.

B. A teacher adapts a book exercise into a hands-on activity. | Pupils notice that adding two even numbers gives even results and test more cases.

C. After counting five shells, a child answers how many without counting again. | A teacher adapts a book exercise into a hands-on activity.

D. Pupils notice that adding two even numbers gives even results and test more cases. | A teacher plans several connected lessons on measurement.

**Correct answer / सही उत्तर: A.** Pupils notice that adding two even numbers gives even results and test more cases. | A teacher adapts a book exercise into a hands-on activity.

**Explanation / व्याख्या**

Inductive reasoning / आगमनात्मक तर्क: Forming a tentative generalisation from observed cases. Application: Pupils notice that adding two even numbers gives even results and test more cases. Mathematics textbook / गणित पाठ्यपुस्तक: A structured resource whose activities can support mathematical understanding. Application: A teacher adapts a book exercise into a hands-on activity.

**MCQ 051 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Inductive reasoning / आगमनात्मक तर्क/ Estimation / अनुमान)**

A. Inductive reasoning / आगमनात्मक तर्क→ Finding a reasonable approximate quantity or result.

B. Estimation / अनुमान → Using an ordered sequence of number names consistently when counting.

C. Counting principle / गणना सिद्धांत → Arranging mathematical tasks from accessible experiences toward greater complexity.

D. Inductive reasoning / आगमनात्मक तर्क→ Forming a tentative generalisation from observed cases.

**Correct answer / सही उत्तर: D.** Inductive reasoning / आगमनात्मक तर्क→ Forming a tentative generalisation from observed cases.

**Explanation / व्याख्या**

Inductive reasoning / आगमनात्मक तर्क Forming a tentative generalisation from observed cases. Application: Pupils notice that adding two even numbers gives even results and test more cases.

**MCQ 052 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Inductive reasoning / आगमनात्मक तर्क/ Pictorial representation / चित्रात्मक निरूपण)**

A. Qualitative feedback / गुणात्मक प्रतिक्रिया → Pupils use geoboards and pattern blocks to investigate shapes.

B. Pictorial representation / चित्रात्मक निरूपण → The teacher explains how to improve the alignment of tens and ones.

C. Inductive reasoning / आगमनात्मक तर्क→ Pupils notice that adding two even numbers gives even results and test more cases.

D. Inductive reasoning / आगमनात्मक तर्क→ A pupil draws groups of circles to represent multiplication.

**Correct answer / सही उत्तर: C.** Inductive reasoning / आगमनात्मक तर्क→ Pupils notice that adding two even numbers gives even results and test more cases.

**Explanation / व्याख्या**

Inductive reasoning / आगमनात्मक तर्क Forming a tentative generalisation from observed cases. Application: Pupils notice that adding two even numbers gives even results and test more cases.

**MCQ 053 • CORE PRACTICE · FORM 01**

**Identify the concept described: A regularity described by a relationship or rule.**

A. Performance task / प्रदर्शन कार्य

B. Mathematical pattern / गणितीय पैटर्न

C. Estimation / अनुमान

D. Counting principle / गणना सिद्धांत

**Correct answer / सही उत्तर: B.** Mathematical pattern / गणितीय पैटर्न

**Explanation / व्याख्या**

Mathematical pattern / गणितीय पैटर्न: A regularity described by a relationship or rule. Application: Children extend a repeating red-blue-blue sequence.

**MCQ 054 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Children extend a repeating red-blue-blue sequence.**

A. Task sequencing / कार्य क्रम

B. Mathematical pattern / गणितीय पैटर्न

C. Data handling / आँकड़ा प्रबंधन

D. Performance task / प्रदर्शन कार्य

**Correct answer / सही उत्तर: B.** Mathematical pattern / गणितीय पैटर्न

**Explanation / व्याख्या**

Mathematical pattern / गणितीय पैटर्न: A regularity described by a relationship or rule. Application: Children extend a repeating red-blue-blue sequence.

**MCQ 055 • CORE PRACTICE · FORM 03**

**Which explanation best defines Mathematical pattern / गणितीय पैटर्न?**

A. Expressing relationships using mathematical symbols.

B. A regularity described by a relationship or rule.

C. An observable statement of expected mathematical learning.

D. A space or organised set of resources for exploring mathematical ideas.

**Correct answer / सही उत्तर: B.** A regularity described by a relationship or rule.

**Explanation / व्याख्या**

Mathematical pattern / गणितीय पैटर्न: A regularity described by a relationship or rule. Application: Children extend a repeating red-blue-blue sequence.

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MCQ 056 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Mathematical pattern / गणितीय पैटर्न?**

A. Children use base-ten blocks to demonstrate regrouping.

B. Children extend a repeating red-blue-blue sequence.

C. A child counts each object once in a stable order.

D. Pupils plan how to distribute materials fairly and explain the solution.

**Correct answer / सही उत्तर: B.** Children extend a repeating red-blue-blue sequence.

**Explanation / व्याख्या**

Mathematical pattern / गणितीय पैटर्न: A regularity described by a relationship or rule. Application: Children extend a repeating red-blue-blue sequence.

MCQ 057 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) A regularity described by a relationship or rule. (2) Materials available in the community used for mathematical exploration.**

A. Mathematical pattern / गणितीय पैटर्न | Local resources / स्थानीय संसाधन

B. Local resources / स्थानीय संसाधन | Mathematical pattern / गणितीय पैटर्न

C. Mathematical pattern / गणितीय पैटर्न | Qualitative feedback / गुणात्मक प्रतिक्रिया

D. Curriculum progression / पाठ्यचर्या प्रगति | Local resources / स्थानीय संसाधन

**Correct answer / सही उत्तर: A.** Mathematical pattern / गणितीय पैटर्न | Local resources / स्थानीय संसाधन

**Explanation / व्याख्या**

Mathematical pattern / गणितीय पैटर्न: A regularity described by a relationship or rule. Application: Children extend a repeating red-blue-blue sequence. Local resources / स्थानीय संसाधन: Materials available in the community used for mathematical exploration. Application: Children use market price labels for a money comparison task.

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**MCQ 058 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Children extend a repeating red-blue-blue sequence. (2) A child counts each object once in a stable order.**

A. Mathematical pattern / गणितीय पैटर्न | Mathematical competency / गणितीय दक्षता

B. Mathematical pattern / गणितीय पैटर्न | Counting principle / गणना सिद्धांत

C. Counting principle / गणना सिद्धांत | Mathematical pattern / गणितीय पैटर्न

D. Unit planning / इकाई योजना | Counting principle / गणना सिद्धांत

**Correct answer / सही उत्तर: B.** Mathematical pattern / गणितीय पैटर्न | Counting principle / गणना सिद्धांत

**Explanation / व्याख्या**

Mathematical pattern / गणितीय पैटर्न: A regularity described by a relationship or rule. Application: Children extend a repeating red-blue-blue sequence. Counting principle / गणना सिद्धांत: Using an ordered sequence of number names consistently when counting. Application: A child counts each object once in a stable order.

MCQ 059 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Mathematical pattern / गणितीय पैटर्न and Estimation / अनुमान.**

A. Finding a reasonable approximate quantity or result. | A regularity described by a relationship or rule.

B. A regularity described by a relationship or rule. | Finding a reasonable approximate quantity or result.

C. A regularity described by a relationship or rule. | Organising mathematical ideas in a coherent developmental sequence.

D. Understanding that the last count word gives the total number of objects. | Finding a reasonable approximate quantity or result.

**Correct answer / सही उत्तर: B.** A regularity described by a relationship or rule. | Finding a reasonable approximate quantity or result.

**Explanation / व्याख्या**

Mathematical pattern / गणितीय पैटर्न: A regularity described by a relationship or rule. Application: Children extend a repeating red-blue-blue sequence. Estimation / अनुमान: Finding a reasonable approximate quantity or result. Application: A child estimates the number of pencils in a jar before counting.

**MCQ 060 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Mathematical pattern / गणितीय पैटर्न and Mathematical argument / गणितीय तर्क प्रस्तुति.**

A. Children extend a repeating red-blue-blue sequence. | A child explains why two differently arranged shapes have equal area.

B. A pupil records an equal-groups situation as 4 × 3 = 12. | A child explains why two differently arranged shapes have equal area.

C. Children extend a repeating red-blue-blue sequence. | A pupil uses counters to demonstrate addition.

D. A child explains why two differently arranged shapes have equal area. | Children extend a repeating red-blue-blue sequence.

**Correct answer / सही उत्तर: A.** Children extend a repeating red-blue-blue sequence. | A child explains why two differently arranged shapes have equal area.

**Explanation / व्याख्या**

Mathematical pattern / गणितीय पैटर्न: A regularity described by a relationship or rule. Application: Children extend a repeating red-blue-blue sequence. Mathematical argument / गणितीय तर्क प्रस्तुति: Giving reasons to support a mathematical claim. Application: A child explains why two differently arranged shapes have equal area.

MCQ 061 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Mathematical pattern / गणितीय पैटर्न / Qualitative feedback / गुणात्मक प्रतिक्रिया)**

A. Mathematical argument / गणितीय तर्क प्रस्तुति → Sequencing related lessons to develop mathematical goals over time.

B. Mathematical pattern / गणितीय पैटर्न → Descriptive information about strengths and next steps in learning.

C. Qualitative feedback / गुणात्मक प्रतिक्रिया → Giving reasons to support a mathematical claim.

D. Mathematical pattern / गणितीय पैटर्न → A regularity described by a relationship or rule.

**Correct answer / सही उत्तर: D.** Mathematical pattern / गणितीय पैटर्न → A regularity described by a relationship or rule.

**Explanation / व्याख्या**

Mathematical pattern / गणितीय पैटर्न: A regularity described by a relationship or rule. Application: Children extend a repeating red-blue-blue sequence.

MCQ 062 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Mathematical pattern / गणितीय पैटर्न / Mathematics textbook / गणित पाठ्यपुस्तक)**

A. Mathematical pattern / गणितीय पैटर्न → A teacher adapts a book exercise into a hands-on activity.

B. Mathematics textbook / गणित पाठ्यपुस्तक → After counting five shells, a child answers how many without counting again.

C. Cardinality / गणन संख्या बोध → A pupil predicts which shape fits after a rotation.

D. Mathematical pattern / गणितीय पैटर्न → Children extend a repeating red-blue-blue sequence.

**Correct answer / सही उत्तर: D.** Mathematical pattern / गणितीय पैटर्न → Children extend a repeating red-blue-blue sequence.

**Explanation / व्याख्या**

Mathematical pattern / गणितीय पैटर्न: A regularity described by a relationship or rule. Application: Children extend a repeating red-blue-blue sequence.

MCQ 063 • CORE PRACTICE · FORM 01

**Identify the concept described: Creating meaningful mathematical questions from a situation.**

A. Geometric reasoning / ज्यामितीय तर्क

B. Problem posing / समस्या निर्माण

C. Place value / स्थानीय मान

D. Summative assessment / संकलनात्मक आकलन

**Correct answer / सही उत्तर: B.** Problem posing / समस्या निर्माण

**Explanation / व्याख्या**

Problem posing / समस्या निर्माण: Creating meaningful mathematical questions from a situation. Application: Pupils invent questions about quantities shown in a market picture.

MCQ 064 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? Pupils invent questions about quantities shown in a market picture.**

A. Formative assessment / निर्माणात्मक आकलन

B. One-to-one correspondence / एक-एक संगति

C. Subitizing / त्वरित संख्या पहचान

D. Problem posing / समस्या निर्माण

**Correct answer / सही उत्तर: D.** Problem posing / समस्या निर्माण

**Explanation / व्याख्या**

Problem posing / समस्या निर्माण: Creating meaningful mathematical questions from a situation.
Application: Pupils invent questions about quantities shown in a market picture.

MCQ 065 • CORE PRACTICE · FORM 03

**Which explanation best defines Problem posing / समस्या निर्माण?**

A. The value a digit has because of its position in a numeral.

B. Expressing relationships using mathematical symbols.

C. Creating meaningful mathematical questions from a situation.

D. Representing data with pictures or symbols and a key when needed.

**Correct answer / सही उत्तर: C.** Creating meaningful mathematical questions from a situation.

**Explanation / व्याख्या**

Problem posing / समस्या निर्माण: Creating meaningful mathematical questions from a situation.
Application: Pupils invent questions about quantities shown in a market picture.

MCQ 066 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Problem posing / समस्या निर्माण?**

A. Pupils invent questions about quantities shown in a market picture.

B. Pupils sort quadrilaterals according to their sides and angles.

C. A pupil explains why 49 plus 21 is close to 70 before calculating.

D. A teacher changes grouping after observing pupils' fraction strategies.

**Correct answer / सही उत्तर: A.** Pupils invent questions about quantities shown in a market picture.

**Explanation / व्याख्या**

Problem posing / समस्या निर्माण: Creating meaningful mathematical questions from a situation. Application: Pupils invent questions about quantities shown in a market picture.

MCQ 067 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Creating meaningful mathematical questions from a situation. (2) Applying mathematical understanding and processes in meaningful situations.**

A. Mathematical competency / गणितीय दक्षता | Problem posing / समस्या निर्माण

B. Problem posing / समस्या निर्माण | Conservation of number / संख्या संरक्षण

C. Spatial thinking / स्थानिक चिंतन | Mathematical competency / गणितीय दक्षता

D. Problem posing / समस्या निर्माण | Mathematical competency / गणितीय दक्षता

**Correct answer / सही उत्तर: D.** Problem posing / समस्या निर्माण | Mathematical competency / गणितीय दक्षता

**Explanation / व्याख्या**

Problem posing / समस्या निर्माण: Creating meaningful mathematical questions from a situation. Application: Pupils invent questions about quantities shown in a market picture. Mathematical competency / गणितीय दक्षता: Applying mathematical understanding and processes in meaningful situations. Application: A learner chooses an appropriate unit to measure a desk.

**MCQ 068 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Pupils invent questions about quantities shown in a market picture. (2) Children use base-ten blocks to demonstrate regrouping.**

A. Curriculum progression / पाठ्यचर्या प्रगति | Manipulatives / मूर्त शिक्षण सामग्री

B. Problem posing / समस्या निर्माण | Manipulatives / मूर्त शिक्षण सामग्री

C. Manipulatives / मूर्त शिक्षण सामग्री | Problem posing / समस्या निर्माण

D. Problem posing / समस्या निर्माण | Counting principle / गणना सिद्धांत

**Correct answer / सही उत्तर: B.** Problem posing / समस्या निर्माण | Manipulatives / मूर्त शिक्षण सामग्री

**Explanation / व्याख्या**

Problem posing / समस्या निर्माण: Creating meaningful mathematical questions from a situation. Application: Pupils invent questions about quantities shown in a market picture. Manipulatives / मूर्त शिक्षण सामग्री: Physical objects learners handle to explore mathematical ideas. Application: Children use base-ten blocks to demonstrate regrouping.

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**MCQ 069 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Problem posing / समस्या निर्माण and Local resources / स्थानीय संसाधन.**

A. Creating meaningful mathematical questions from a situation. | Materials available in the community used for mathematical exploration.

B. Creating meaningful mathematical questions from a situation. | Arranging mathematical tasks from accessible experiences toward greater complexity.

C. Materials available in the community used for mathematical exploration. | Creating meaningful mathematical questions from a situation.

D. Examining learner mistakes to infer their underlying reasoning. | Materials available in the community used for mathematical exploration.

**Correct answer / सही उत्तर: A.** Creating meaningful mathematical questions from a situation. | Materials available in the community used for mathematical exploration.

**Explanation / व्याख्या**

Problem posing / समस्या निर्माण: Creating meaningful mathematical questions from a situation. Application: Pupils invent questions about quantities shown in a market picture. Local resources / स्थानीय संसाधन: Materials available in the community used for mathematical exploration. Application: Children use market price labels for a money comparison task.

**MCQ 070 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Problem posing / समस्या निर्माण and Mathematical argument / गणितीय तर्क प्रस्तुति.**

A. Pupils invent questions about quantities shown in a market picture. | A child explains why two differently arranged shapes have equal area.

B. Pupils invent questions about quantities shown in a market picture. | A child recognises that spreading five counters does not create more counters.

C. A child explains why two differently arranged shapes have equal area. | Pupils invent questions about quantities shown in a market picture.

D. A child gives one pencil to each pupil to check if there are enough. | A child explains why two differently arranged shapes have equal area.

**Correct answer / सही उत्तर: A.** Pupils invent questions about quantities shown in a market picture. | A child explains why two differently arranged shapes have equal area.

**Explanation / व्याख्या**

Problem posing / समस्या निर्माण: Creating meaningful mathematical questions from a situation. Application: Pupils invent questions about quantities shown in a market picture. Mathematical argument / गणितीय तर्क प्रस्तुति: Giving reasons to support a mathematical claim. Application: A child explains why two differently arranged shapes have equal area.

**MCQ 071 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Problem posing / समस्या निर्माण / Place value / स्थानीय मान)**

A. Summative assessment / संकलनात्मक आकलन → Finding a reasonable approximate quantity or result.

B. Place value / स्थानीय मान → Evaluating mathematics achievement after an instructional period.

C. Problem posing / समस्या निर्माण → Creating meaningful mathematical questions from a situation.

D. Problem posing / समस्या निर्माण → The value a digit has because of its position in a numeral.

**Correct answer / सही उत्तर: C.** Problem posing / समस्या निर्माण → Creating meaningful mathematical questions from a situation.

**Explanation / व्याख्या**

Problem posing / समस्या निर्माण: Creating meaningful mathematical questions from a situation.
Application: Pupils invent questions about quantities shown in a market picture.

MCQ 072 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Problem posing / समस्या निर्माण / Unit planning / इकाई योजना)**

A. Unit planning / इकाई योजना → The 4 in forty-two represents four tens.

B. Problem posing / समस्या निर्माण → A teacher plans several connected lessons on measurement.

C. Problem posing / समस्या निर्माण → Pupils invent questions about quantities shown in a market picture.

D. Place value / स्थानीय मान → A teacher adapts a book exercise into a hands-on activity.

**Correct answer / सही उत्तर: C.** Problem posing / समस्या निर्माण → Pupils invent questions about quantities shown in a market picture.

**Explanation / व्याख्या**

Problem posing / समस्या निर्माण: Creating meaningful mathematical questions from a situation. Application: Pupils invent questions about quantities shown in a market picture.

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 01.01

**Explain Abstraction / अमूर्तीकरण and give one classroom example.**

**Model answer:** Representing common mathematical properties apart from particular objects. Children represent three apples and three stones with the same number 3.

**REVISION 01.02**

**Explain Deductive reasoning / निगमनात्मक तर्क and give one classroom example.**

**Model answer:** Drawing a conclusion that follows from accepted premises or rules. Using the fact that all squares have four sides, a pupil concludes a given square has four sides.

**REVISION 01.03**

**Explain Mathematization / गणितीकरण and give one classroom example.**

**Model answer:** Expressing or analysing real situations using mathematical ideas. Children represent a sharing situation using division.

**REVISION 01.04**

**Explain Mathematical language / गणितीय भाषा and give one classroom example.**

**Model answer:** Using precise terms and symbols to communicate mathematical meaning. A pupil writes 7 > 5 to express a comparison.

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**REVISION 01.05**

**Explain Inductive reasoning / आगमनात्मक तर्क and give one classroom example.**

**Model answer:** Forming a tentative generalisation from observed cases. Pupils notice that adding two even numbers gives even results and test more cases.

**REVISION 01.06**

**Explain Mathematical pattern / गणितीय पैटर्न and give one classroom example.**

**Model answer:** A regularity described by a relationship or rule. Children extend a repeating red-blue-blue sequence.

**REVISION 01.07**

**Explain Problem posing / समस्या निर्माण and give one classroom example.**

**Model answer:** Creating meaningful mathematical questions from a situation. Pupils invent questions about quantities shown in a market picture.

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CHAPTER 02 • 92 MCQs • 9 REVISION PROMPTS

# How Children Learn Mathematics

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### One-to-one correspondence / एक-एक संगति

Matching exactly one element of one collection to each element of another.

**Classroom example:** A child gives one pencil to each pupil to check if there are enough.

### Cardinality / गणन संख्या बोध

Understanding that the last count word gives the total number of objects.

**Classroom example:** After counting five shells, a child answers how many without counting again.

### Seriation / क्रमबद्धता

Arranging items in order by a measurable property.

**Classroom example:** Children arrange sticks from shortest to longest.

### Subitizing / त्वरित संख्या पहचान

Recognising a small quantity without counting each item individually.

**Classroom example:** A child immediately identifies three dots on a card.

### Place value / स्थानीय मान

The value a digit has because of its position in a numeral.

**Classroom example:** The 4 in forty-two represents four tens.

### Error analysis / त्रुटि विश्लेषण

Examining learner mistakes to infer their underlying reasoning.

**Classroom example:** A teacher asks why a child wrote 305 for thirty-five before planning support.

### Conservation of number / संख्या संरक्षण

Understanding that number remains unchanged when objects are rearranged without adding or removing any.

**Classroom example:** A child recognises that spreading five counters does not create more counters.

### Number sense / संख्या बोध

Flexible understanding of numbers, magnitudes and relationships.

**Classroom example:** A pupil explains why 49 plus 21 is close to 70 before calculating.

### Counting principle / गणना सिद्धांत

Using an ordered sequence of number names consistently when counting.

**Classroom example:** A child counts each object once in a stable order.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

### MCQ 073 • NEW CLASSROOM APPLICATION

**A child says 305 means thirty-five. Which resource helps?**

A. A list of unrelated shapes

B. A multiplication table only

C. A protractor

D. Base-ten blocks or a place-value chart with a zero tens position

**Correct answer / सही उत्तर: D.** Base-ten blocks or a place-value chart with a zero tens position

**Explanation / व्याख्या**

Concrete representations clarify positional value and the role of zero.

### MCQ 074 • NEW CLASSROOM APPLICATION

**A child thinks a spread-out row of six counters has more than a compact row of six. What should be explored?**

A. Long division

B. Angle measurement

C. Alphabet order

D. One-to-one matching and conservation of number

**Correct answer / सही उत्तर: D.** One-to-one matching and conservation of number

**Explanation / व्याख्या**

Rearrangement changes spacing, not the number of objects.

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## Core question bank

Ten related practice formats; core concepts recur for revision.

**MCQ 075 • CORE PRACTICE · FORM 01**

**Identify the concept described: Matching exactly one element of one collection to each element of another.**

A. One-to-one correspondence / एक-एक संगति

B. Mathematical problem solving / गणितीय समस्या समाधान

C. Non-standard measurement / अमानक मापन

D. Open-ended task / मुक्त उत्तर कार्य

**Correct answer / सही उत्तर: A.** One-to-one correspondence / एक-एक संगति

**Explanation / व्याख्या**

One-to-one correspondence / एक-एक संगति: Matching exactly one element of one collection to each element of another. Application: A child gives one pencil to each pupil to check if there are enough.

**MCQ 076 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A child gives one pencil to each pupil to check if there are enough.**

A. Mathematical discussion / गणितीय चर्चा

B. Inductive reasoning / आगमनात्मक तर्क

C. One-to-one correspondence / एक-एक संगति

D. Problem posing / समस्या निर्माण

**Correct answer / सही उत्तर: C.** One-to-one correspondence / एक-एक संगति

**Explanation / व्याख्या**

One-to-one correspondence / एक-एक संगति: Matching exactly one element of one collection to each element of another. Application: A child gives one pencil to each pupil to check if there are enough.

MCQ 077 • CORE PRACTICE · FORM 03

**Which explanation best defines One-to-one correspondence / एक-एक संगति?**

A. Organising mathematical ideas in a coherent developmental sequence.

B. Matching exactly one element of one collection to each element of another.

C. Evaluating mathematics achievement after an instructional period.

D. Arranging mathematical tasks from accessible experiences toward greater complexity.

**Correct answer / सही उत्तर: B.** Matching exactly one element of one collection to each element of another.

**Explanation / व्याख्या**

One-to-one correspondence / एक-एक संगति: Matching exactly one element of one collection to each element of another. Application: A child gives one pencil to each pupil to check if there are enough.

MCQ 078 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates One-to-one correspondence / एक-एक संगति?**

A. Each apple icon in a chart stands for two votes.

B. A teacher changes grouping after observing pupils' fraction strategies.

C. A pupil draws groups of circles to represent multiplication.

D. A child gives one pencil to each pupil to check if there are enough.

**Correct answer / सही उत्तर: D.** A child gives one pencil to each pupil to check if there are enough.

**Explanation / व्याख्या**

One-to-one correspondence / एक-एक संगति: Matching exactly one element of one collection to each element of another. Application: A child gives one pencil to each pupil to check if there are enough.

**MCQ 079 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Matching exactly one element of one collection to each element of another. (2) Identifying and explaining spatial properties and relationships.**

A. One-to-one correspondence / एक-एक संगति | Geometric reasoning / ज्यामितीय तर्क

B. Abstraction / अमूर्तीकरण | Geometric reasoning / ज्यामितीय तर्क

C. Geometric reasoning / ज्यामितीय तर्क| One-to-one correspondence / एक-एक संगति

D. One-to-one correspondence / एक-एक संगति | Mathematical representation / गणितीय निरूपण

**Correct answer / सही उत्तर: A.** One-to-one correspondence / एक-एक संगति | Geometric reasoning / ज्यामितीय तर्क

**Explanation / व्याख्या**

One-to-one correspondence / एक-एक संगति: Matching exactly one element of one collection to each element of another. Application: A child gives one pencil to each pupil to check if there are enough. Geometric reasoning / ज्यामितीय तर्क Identifying and explaining spatial properties and relationships. Application: Pupils sort quadrilaterals according to their sides and angles.

**MCQ 080 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A child gives one pencil to each pupil to check if there are enough. (2) A pupil exchanges ten unit cubes for a ten rod.**

A. Estimation / अनुमान | Place-value blocks / स्थानीय मान ब्लॉक

B. One-to-one correspondence / एक-एक संगति | Open-ended task / मुक्त उत्तर कार्य

C. One-to-one correspondence / एक-एक संगति | Place-value blocks / स्थानीय मान ब्लॉक

D. Place-value blocks / स्थानीय मान ब्लॉक | One-to-one correspondence / एक-एक संगति

**Correct answer / सही उत्तर: C.** One-to-one correspondence / एक-एक संगति | Place-value blocks / स्थानीय मान ब्लॉक

**Explanation / व्याख्या**

One-to-one correspondence / एक-एक संगति: Matching exactly one element of one collection to each element of another. Application: A child gives one pencil to each pupil to check if there are enough. Place-value blocks / स्थानीय मान ब्लॉक: Materials representing units, tens and other base-ten groupings. Application: A pupil exchanges ten unit cubes for a ten rod.

**MCQ 081 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for One-to-one correspondence / एक-एक संगति and Concrete representation / मूर्त निरूपण.**

A. Criteria describing quality of mathematical reasoning and representation. | Showing mathematical relationships with actual objects.

B. Showing mathematical relationships with actual objects. | Matching exactly one element of one collection to each element of another.

C. Matching exactly one element of one collection to each element of another. | Showing mathematical relationships with actual objects.

D. Matching exactly one element of one collection to each element of another. | Creating meaningful mathematical questions from a situation.

**Correct answer / सही उत्तर: C.** Matching exactly one element of one collection to each element of another. | Showing mathematical relationships with actual objects.

**Explanation / व्याख्या**

One-to-one correspondence / एक-एक संगति: Matching exactly one element of one collection to each element of another. Application: A child gives one pencil to each pupil to check if there are enough. Concrete representation / मूर्त निरूपण: Showing mathematical relationships with actual objects. Application: A pupil uses counters to demonstrate addition.

MCQ 082 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for One-to-one correspondence / एक-एक संगति and Problem posing / समस्या निर्माण.**

A. Pupils invent questions about quantities shown in a market picture. | A child gives one pencil to each pupil to check if there are enough.

B. A child gives one pencil to each pupil to check if there are enough. | Pupils plan how to distribute materials fairly and explain the solution.

C. A child gives one pencil to each pupil to check if there are enough. | Pupils invent questions about quantities shown in a market picture.

D. A lesson moves from equal groups to drawings and multiplication notation. | Pupils invent questions about quantities shown in a market picture.

**Correct answer / सही उत्तर: C.** A child gives one pencil to each pupil to check if there are enough. | Pupils invent questions about quantities shown in a market picture.

**Explanation / व्याख्या**

One-to-one correspondence / एक-एक संगति: Matching exactly one element of one collection to each element of another. Application: A child gives one pencil to each pupil to check if there are enough. Problem posing / समस्या निर्माण: Creating meaningful mathematical questions from a situation. Application: Pupils invent questions about quantities shown in a market picture.

**MCQ 083 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (One-to-one correspondence / एक-एक संगति / Concrete representation / मूर्त निरूपण)**

A. Abstraction / अमूर्तीकरण → Expressing or analysing real situations using mathematical ideas.

B. One-to-one correspondence / एक-एक संगति → Matching exactly one element of one collection to each element of another.

C. Concrete representation / मूर्त निरूपण → Representing common mathematical properties apart from particular objects.

D. One-to-one correspondence / एक-एक संगति → Showing mathematical relationships with actual objects.

**Correct answer / सही उत्तर: B.** One-to-one correspondence / एक-एक संगति → Matching exactly one element of one collection to each element of another.

**Explanation / व्याख्या**

One-to-one correspondence / एक-एक संगति: Matching exactly one element of one collection to each element of another. Application: A child gives one pencil to each pupil to check if there are enough.

**MCQ 084 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (One-to-one correspondence / एक-एक संगति / Deductive reasoning / निगमनात्मक तर्क)**

A. Deductive reasoning / निगमनात्मक तर्क→ A teacher asks how a child obtained 402 when adding 23 and 19.

B. Diagnostic assessment / निदानात्मक आकलन → A teacher assesses explanation, strategy and accuracy separately.

C. One-to-one correspondence / एक-एक संगति → A child gives one pencil to each pupil to check if there are enough.

D. One-to-one correspondence / एक-एक संगति → Using the fact that all squares have four sides, a pupil concludes a given square has four sides.

**Correct answer / सही उत्तर: C.** One-to-one correspondence / एक-एक संगति → A child gives one pencil to each pupil to check if there are enough.

**Explanation / व्याख्या**

One-to-one correspondence / एक-एक संगति: Matching exactly one element of one collection to each element of another. Application: A child gives one pencil to each pupil to check if there are enough.

**MCQ 085 • CORE PRACTICE · FORM 01**

**Identify the concept described: Understanding that the last count word gives the total number of objects.**

A. Data handling / आँकड़ा प्रबंधन

B. Cardinality / गणन संख्या बोध

C. Mathematical argument / गणितीय तर्क प्रस्तुति

D. Inductive reasoning / आगमनात्मक तर्क

**Correct answer / सही उत्तर: B.** Cardinality / गणन संख्या बोध

**Explanation / व्याख्या**

Cardinality / गणन संख्या बोध: Understanding that the last count word gives the total number of objects. Application: After counting five shells, a child answers how many without counting again.

**MCQ 086 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? After counting five shells, a child answers how many without counting again.**

A. Spatial thinking / स्थानिक चिंतन

B. Concrete representation / मूर्त निरूपण

C. Cardinality / गणन संख्या बोध

D. Task sequencing / कार्य क्रम

**Correct answer / सही उत्तर: C.** Cardinality / गणन संख्या बोध

**Explanation / व्याख्या**

Cardinality / गणन संख्या बोध: Understanding that the last count word gives the total number of objects. Application: After counting five shells, a child answers how many without counting again.

MCQ 087 • CORE PRACTICE · FORM 03

**Which explanation best defines Cardinality / गणन संख्या बोध?**

A. Giving reasons to support a mathematical claim.

B. Understanding that the last count word gives the total number of objects.

C. Organising mathematical ideas in a coherent developmental sequence.

D. Showing mathematical relationships with actual objects.

**Correct answer / सही उत्तर: B.** Understanding that the last count word gives the total number of objects.

**Explanation / व्याख्या**

Cardinality / गणन संख्या बोध: Understanding that the last count word gives the total number of objects. Application: After counting five shells, a child answers how many without counting again.

MCQ 088 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Cardinality / गणन संख्या बोध?**

A. After counting five shells, a child answers how many without counting again.

B. The teacher explains how to improve the alignment of tens and ones.

C. A pupil draws equal groups to explain a multiplication expression.

D. Children extend a repeating red-blue-blue sequence.

**Correct answer / सही उत्तर: A.** After counting five shells, a child answers how many without counting again.

**Explanation / व्याख्या**

Cardinality / गणन संख्या बोध: Understanding that the last count word gives the total number of objects. Application: After counting five shells, a child answers how many without counting again.

**MCQ 089 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Understanding that the last count word gives the total number of objects. (2) Forming a tentative generalisation from observed cases.**

A. Cardinality / गणन संख्या बोध | Mental mathematics / मानसिक गणना

B. Cardinality / गणन संख्या बोध | Inductive reasoning / आगमनात्मक तर्क

C. Pictograph / चित्रालेख | Inductive reasoning / आगमनात्मक तर्क

D. Inductive reasoning / आगमनात्मक तर्क| Cardinality / गणन संख्या बोध

**Correct answer / सही उत्तर: B.** Cardinality / गणन संख्या बोध | Inductive reasoning / आगमनात्मक तर्क

**Explanation / व्याख्या**

Cardinality / गणन संख्या बोध: Understanding that the last count word gives the total number of objects. Application: After counting five shells, a child answers how many without counting again. Inductive reasoning / आगमनात्मक तर्क Forming a tentative generalisation from observed cases. Application: Pupils notice that adding two even numbers gives even results and test more cases.

**MCQ 090 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) After counting five shells, a child answers how many without counting again. (2) A pupil records an equal-groups situation as 4 × 3 = 12.**

A. Cardinality / गणन संख्या बोध | Symbolic representation / प्रतीकात्मक निरूपण

B. Symbolic representation / प्रतीकात्मक निरूपण | Cardinality / गणन संख्या बोध

C. Cardinality / गणन संख्या बोध | Mathematical language / गणितीय भाषा

D. Learning outcome / अधिगम प्रतिफल | Symbolic representation / प्रतीकात्मक निरूपण

**Correct answer / सही उत्तर: A.** Cardinality / गणन संख्या बोध | Symbolic representation / प्रतीकात्मक निरूपण

**Explanation / व्याख्या**

Cardinality / गणन संख्या बोध: Understanding that the last count word gives the total number of objects. Application: After counting five shells, a child answers how many without counting again. Symbolic representation / प्रतीकात्मक निरूपण: Expressing relationships using mathematical symbols. Application: A pupil records an equal-groups situation as 4 × 3 = 12.

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**MCQ 091 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Cardinality / गणन संख्या बोध and Pictograph / चित्रालेख.**

A. Measuring using informal repeatable units. | Representing data with pictures or symbols and a key when needed.

B. Understanding that the last count word gives the total number of objects. | A task allowing multiple valid solutions or approaches.

C. Understanding that the last count word gives the total number of objects. | Representing data with pictures or symbols and a key when needed.

D. Representing data with pictures or symbols and a key when needed. | Understanding that the last count word gives the total number of objects.

**Correct answer / सही उत्तर: C.** Understanding that the last count word gives the total number of objects. | Representing data with pictures or symbols and a key when needed.

**Explanation / व्याख्या**

Cardinality / गणन संख्या बोध: Understanding that the last count word gives the total number of objects. Application: After counting five shells, a child answers how many without counting again. Pictograph / चित्रालेख: Representing data with pictures or symbols and a key when needed. Application: Each apple icon in a chart stands for two votes.

**MCQ 092 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Cardinality / गणन संख्या बोध and Open-ended task / मुक्त उत्तर कार्य.**

A. Children find different pairs of whole numbers whose sum is ten. | After counting five shells, a child answers how many without counting again.

B. After counting five shells, a child answers how many without counting again. | Children find different pairs of whole numbers whose sum is ten.

C. A child estimates the number of pencils in a jar before counting. | Children find different pairs of whole numbers whose sum is ten.

D. After counting five shells, a child answers how many without counting again. | A pupil writes 7 > 5 to express a comparison.

**Correct answer / सही उत्तर: B.** After counting five shells, a child answers how many without counting again. | Children find different pairs of whole numbers whose sum is ten.

**Explanation / व्याख्या**

Cardinality / गणन संख्या बोध: Understanding that the last count word gives the total number of objects. Application: After counting five shells, a child answers how many without counting again. Open-ended task / मुक्त उत्तर कार्य: A task allowing multiple valid solutions or approaches. Application: Children find different pairs of whole numbers whose sum is ten.

**MCQ 093 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Cardinality / गणन संख्या बोध / Learning outcome / अधिगम प्रतिफल)**

A. Cardinality / गणन संख्या बोध → Understanding that the last count word gives the total number of objects.

B. Learning outcome / अधिगम प्रतिफल → Using flexible number relationships without written standard algorithms.

C. Mental mathematics / मानसिक गणना → Reasoning about shapes, positions and relationships in space.

D. Cardinality / गणन संख्या बोध → An observable statement of expected mathematical learning.

**Correct answer / सही उत्तर: A.** Cardinality / गणन संख्या बोध → Understanding that the last count word gives the total number of objects.

**Explanation / व्याख्या**

Cardinality / गणन संख्या बोध: Understanding that the last count word gives the total number of objects. Application: After counting five shells, a child answers how many without counting again.

**MCQ 094 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Cardinality / गणन संख्या बोध / Diagnostic assessment / निदानात्मक आकलन)**

A. Cardinality / गणन संख्या बोध → A teacher asks how a child obtained 402 when adding 23 and 19.

B. Mathematical language / गणितीय भाषा → Pupils plan how to distribute materials fairly and explain the solution.

C. Diagnostic assessment / निदानात्मक आकलन → A pupil writes 7 > 5 to express a comparison.

D. Cardinality / गणन संख्या बोध → After counting five shells, a child answers how many without counting again.

**Correct answer / सही उत्तर: D.** Cardinality / गणन संख्या बोध → After counting five shells, a child answers how many without counting again.

**Explanation / व्याख्या**

Cardinality / गणन संख्या बोध: Understanding that the last count word gives the total number of objects. Application: After counting five shells, a child answers how many without counting again.

**MCQ 095 • CORE PRACTICE · FORM 01**

**Identify the concept described: Arranging items in order by a measurable property.**

A. Seriation / क्रमबद्धता

B. Place-value blocks / स्थानीय मान ब्लॉक

C. Mathematical representation / गणितीय निरूपण

D. Curriculum progression / पाठ्यचर्या प्रगति

**Correct answer / सही उत्तर: A.** Seriation / क्रमबद्धता

**Explanation / व्याख्या**

Seriation / क्रमबद्धता: Arranging items in order by a measurable property. Application: Children arrange sticks from shortest to longest.

**MCQ 096 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Children arrange sticks from shortest to longest.**

A. Pictograph / चित्रालेख

B. Seriation / क्रमबद्धता

C. Unit planning / इकाई योजना

D. Mathematical pattern / गणितीय पैटर्न

**Correct answer / सही उत्तर: B.** Seriation / क्रमबद्धता

**Explanation / व्याख्या**

Seriation / क्रमबद्धता: Arranging items in order by a measurable property. Application: Children arrange sticks from shortest to longest.

**MCQ 097 • CORE PRACTICE · FORM 03**

**Which explanation best defines Seriation / क्रमबद्धता?**

A. Using precise terms and symbols to communicate mathematical meaning.

B. Materials available in the community used for mathematical exploration.

C. Allowing different valid methods for solving a problem.

D. Arranging items in order by a measurable property.

**Correct answer / सही उत्तर: D.** Arranging items in order by a measurable property.

**Explanation / व्याख्या**

Seriation / क्रमबद्धता: Arranging items in order by a measurable property. Application: Children arrange sticks from shortest to longest.

MCQ 098 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Seriation / क्रमबद्धता?**

A. A pupil exchanges ten unit cubes for a ten rod.

B. Children arrange sticks from shortest to longest.

C. A pupil records an equal-groups situation as 4 × 3 = 12.

D. Counting and grouping experiences precede formal multiplication notation.

**Correct answer / सही उत्तर: B.** Children arrange sticks from shortest to longest.

**Explanation / व्याख्या**

Seriation / क्रमबद्धता: Arranging items in order by a measurable property. Application: Children arrange sticks from shortest to longest.

MCQ 099 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Arranging items in order by a measurable property. (2) Materials representing units, tens and other base-ten groupings.**

A. Manipulatives / मूर्त शिक्षण सामग्री | Place-value blocks / स्थानीय मान ब्लॉक

B. Seriation / क्रमबद्धता | Diagnostic assessment / निदानात्मक आकलन

C. Seriation / क्रमबद्धता | Place-value blocks / स्थानीय मान ब्लॉक

D. Place-value blocks / स्थानीय मान ब्लॉक | Seriation / क्रमबद्धता

**Correct answer / सही उत्तर: C.** Seriation / क्रमबद्धता | Place-value blocks / स्थानीय मान ब्लॉक

**Explanation / व्याख्या**

Seriation / क्रमबद्धता: Arranging items in order by a measurable property. Application: Children arrange sticks from shortest to longest. Place-value blocks / स्थानीय मान ब्लॉक: Materials representing units, tens and other base-ten groupings. Application: A pupil exchanges ten unit cubes for a ten rod.

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**MCQ 100 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Children arrange sticks from shortest to longest. (2) A child estimates the number of pencils in a jar before counting.**

A. Seriation / क्रमबद्धता | Estimation / अनुमान

B. Estimation / अनुमान | Seriation / क्रमबद्धता

C. Performance task / प्रदर्शन कार्य | Estimation / अनुमान

D. Seriation / क्रमबद्धता | Curriculum progression / पाठ्यचर्या प्रगति

**Correct answer / सही उत्तर: A.** Seriation / क्रमबद्धता | Estimation / अनुमान

**Explanation / व्याख्या**

Seriation / क्रमबद्धता: Arranging items in order by a measurable property. Application: Children arrange sticks from shortest to longest. Estimation / अनुमान: Finding a reasonable approximate quantity or result. Application: A child estimates the number of pencils in a jar before counting.

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MCQ 101 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Seriation / क्रमबद्धता and Manipulatives / मूर्त शिक्षण सामग्री.**

A. Physical objects learners handle to explore mathematical ideas. | Arranging items in order by a measurable property.

B. Arranging items in order by a measurable property. | Evaluating mathematics achievement after an instructional period.

C. Arranging items in order by a measurable property. | Physical objects learners handle to explore mathematical ideas.

D. Applying mathematical understanding and processes in meaningful situations. | Physical objects learners handle to explore mathematical ideas.

**Correct answer / सही उत्तर: C.** Arranging items in order by a measurable property. | Physical objects learners handle to explore mathematical ideas.

**Explanation / व्याख्या**

Seriation / क्रमबद्धता: Arranging items in order by a measurable property. Application: Children arrange sticks from shortest to longest. Manipulatives / मूर्त शिक्षण सामग्री: Physical objects learners handle to explore mathematical ideas. Application: Children use base-ten blocks to demonstrate regrouping.

**MCQ 102 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Seriation / क्रमबद्धता and Concrete representation / मूर्त निरूपण.**

A. A pupil uses counters to demonstrate addition. | Children arrange sticks from shortest to longest.

B. Children arrange sticks from shortest to longest. | A lesson moves from equal groups to drawings and multiplication notation.

C. Children arrange sticks from shortest to longest. | A pupil uses counters to demonstrate addition.

D. A teacher asks how a child obtained 402 when adding 23 and 19. | A pupil uses counters to demonstrate addition.

**Correct answer / सही उत्तर: C.** Children arrange sticks from shortest to longest. | A pupil uses counters to demonstrate addition.

**Explanation / व्याख्या**

Seriation / क्रमबद्धता: Arranging items in order by a measurable property. Application: Children arrange sticks from shortest to longest. Concrete representation / मूर्त निरूपण: Showing mathematical relationships with actual objects. Application: A pupil uses counters to demonstrate addition.

**MCQ 103 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Seriation / क्रमबद्धता / Mathematical argument / गणितीय तर्क प्रस्तुति)**

A. Seriation / क्रमबद्धता → Giving reasons to support a mathematical claim.

B. Seriation / क्रमबद्धता → Arranging items in order by a measurable property.

C. Mathematical argument / गणितीय तर्क प्रस्तुति → Expressing relationships using mathematical symbols.

D. Symbolic representation / प्रतीकात्मक निरूपण → Forming a tentative generalisation from observed cases.

**Correct answer / सही उत्तर: B.** Seriation / क्रमबद्धता → Arranging items in order by a measurable property.

**Explanation / व्याख्या**

Seriation / क्रमबद्धता: Arranging items in order by a measurable property. Application: Children arrange sticks from shortest to longest.

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**MCQ 104 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Seriation / क्रमबद्धता / Pictorial representation / चित्रात्मक निरूपण)**

A. Pictorial representation / चित्रात्मक निरूपण → Children represent a sharing situation using division.

B. Seriation / क्रमबद्धता → A pupil draws groups of circles to represent multiplication.

C. Seriation / क्रमबद्धता → Children arrange sticks from shortest to longest.

D. Mathematization / गणितीकरण → A teacher changes grouping after observing pupils' fraction strategies.

**Correct answer / सही उत्तर: C.** Seriation / क्रमबद्धता → Children arrange sticks from shortest to longest.

**Explanation / व्याख्या**

Seriation / क्रमबद्धता: Arranging items in order by a measurable property. Application: Children arrange sticks from shortest to longest.

**MCQ 105 • CORE PRACTICE · FORM 01**

**Identify the concept described: Recognising a small quantity without counting each item individually.**

A. Subitizing / त्वरित संख्या पहचान

B. Learning outcome / अधिगम प्रतिफल

C. Mathematical argument / गणितीय तर्क प्रस्तुति

D. Mathematical language / गणितीय भाषा

**Correct answer / सही उत्तर: A.** Subitizing / त्वरित संख्या पहचान

**Explanation / व्याख्या**

Subitizing / त्वरित संख्या पहचान: Recognising a small quantity without counting each item individually. Application: A child immediately identifies three dots on a card.

**MCQ 106 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A child immediately identifies three dots on a card.**

A. Number line / संख्या रेखा

B. Mathematical competency / गणितीय दक्षता

C. Subitizing / त्वरित संख्या पहचान

D. Performance task / प्रदर्शन कार्य

**Correct answer / सही उत्तर: C.** Subitizing / त्वरित संख्या पहचान

**Explanation / व्याख्या**

Subitizing / त्वरित संख्या पहचान: Recognising a small quantity without counting each item individually. Application: A child immediately identifies three dots on a card.

**MCQ 107 • CORE PRACTICE · FORM 03**

**Which explanation best defines Subitizing / त्वरित संख्या पहचान?**

A. Applying mathematical understanding and processes in meaningful situations.

B. Recognising a small quantity without counting each item individually.

C. Finding a reasonable approximate quantity or result.

D. Selecting and evaluating strategies to solve an unfamiliar mathematical situation.

**Correct answer / सही उत्तर: B.** Recognising a small quantity without counting each item individually.

**Explanation / व्याख्या**

Subitizing / त्वरित संख्या पहचान: Recognising a small quantity without counting each item individually. Application: A child immediately identifies three dots on a card.

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**MCQ 108 • CORE PRACTICE · FORM 04**

**Which classroom example best demonstrates Subitizing / त्वरित संख्या पहचान?**

A. The teacher explains how to improve the alignment of tens and ones.

B. Children share 12 counters among three groups.

C. A child immediately identifies three dots on a card.

D. Counting and grouping experiences precede formal multiplication notation.

**Correct answer / सही उत्तर: C.** A child immediately identifies three dots on a card.

**Explanation / व्याख्या**

Subitizing / त्वरित संख्या पहचान: Recognising a small quantity without counting each item individually. Application: A child immediately identifies three dots on a card.

**MCQ 109 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Recognising a small quantity without counting each item individually. (2) Using precise terms and symbols to communicate mathematical meaning.**

A. Subitizing / त्वरित संख्या पहचान | Mathematical language / गणितीय भाषा

B. Subitizing / त्वरित संख्या पहचान | Mathematical representation / गणितीय निरूपण

C. Mathematical language / गणितीय भाषा | Subitizing / त्वरित संख्या पहचान

D. Mathematical competency / गणितीय दक्षता | Mathematical language / गणितीय भाषा

**Correct answer / सही उत्तर: A.** Subitizing / त्वरित संख्या पहचान | Mathematical language / गणितीय भाषा

**Explanation / व्याख्या**

Subitizing / त्वरित संख्या पहचान: Recognising a small quantity without counting each item individually. Application: A child immediately identifies three dots on a card. Mathematical language / गणितीय भाषा: Using precise terms and symbols to communicate mathematical meaning. Application: A pupil writes 7 > 5 to express a comparison.

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**MCQ 110 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A child immediately identifies three dots on a card. (2) A pupil records an equal-groups situation as 4 × 3 = 12.**

A. Subitizing / त्वरित संख्या पहचान | Symbolic representation / प्रतीकात्मक निरूपण

B. Data handling / आँकड़ा प्रबंधन | Symbolic representation / प्रतीकात्मक निरूपण

C. Subitizing / त्वरित संख्या पहचान | Formative assessment / निर्माणात्मक आकलन

D. Symbolic representation / प्रतीकात्मक निरूपण | Subitizing / त्वरित संख्या पहचान

**Correct answer / सही उत्तर: A.** Subitizing / त्वरित संख्या पहचान | Symbolic representation / प्रतीकात्मक निरूपण

**Explanation / व्याख्या**

Subitizing / त्वरित संख्या पहचान: Recognising a small quantity without counting each item individually. Application: A child immediately identifies three dots on a card. Symbolic representation / प्रतीकात्मक निरूपण: Expressing relationships using mathematical symbols. Application: A pupil records an equal-groups situation as 4 × 3 = 12.

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**MCQ 111 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Subitizing / त्वरित संख्या पहचान and Mathematics textbook / गणित पाठ्यपुस्तक.**

A. Recognising a small quantity without counting each item individually. | Showing mathematical relationships with actual objects.

B. Recognising a small quantity without counting each item individually. | A structured resource whose activities can support mathematical understanding.

C. A structured resource whose activities can support mathematical understanding. | Recognising a small quantity without counting each item individually.

D. Forming a tentative generalisation from observed cases. | A structured resource whose activities can support mathematical understanding.

**Correct answer / सही उत्तर: B.** Recognising a small quantity without counting each item individually. | A structured resource whose activities can support mathematical understanding.

**Explanation / व्याख्या**

Subitizing / त्वरित संख्या पहचान: Recognising a small quantity without counting each item individually. Application: A child immediately identifies three dots on a card. Mathematics textbook / गणित पाठ्यपुस्तक: A structured resource whose activities can support mathematical understanding. Application: A teacher adapts a book exercise into a hands-on activity.

**MCQ 112 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Subitizing / त्वरित संख्या पहचान and Data handling / आँकड़ा प्रबंधन.**

A. A child immediately identifies three dots on a card. | A teacher asks how a child obtained 402 when adding 23 and 19.

B. A teacher adapts a book exercise into a hands-on activity. | Children tally classmates' favourite fruits and compare frequencies.

C. Children tally classmates' favourite fruits and compare frequencies. | A child immediately identifies three dots on a card.

D. A child immediately identifies three dots on a card. | Children tally classmates' favourite fruits and compare frequencies.

**Correct answer / सही उत्तर: D.** A child immediately identifies three dots on a card. | Children tally classmates' favourite fruits and compare frequencies.

**Explanation / व्याख्या**

Subitizing / त्वरित संख्या पहचान: Recognising a small quantity without counting each item individually. Application: A child immediately identifies three dots on a card. Data handling / आँकड़ा प्रबंधन: Collecting, organising and interpreting information. Application: Children tally classmates' favourite fruits and compare frequencies.

**MCQ 113 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Subitizing / त्वरित संख्या पहचान / Place-value blocks / स्थानीय मान ब्लॉक)**

A. Subitizing / त्वरित संख्या पहचान → Recognising a small quantity without counting each item individually.

B. Mathematical representation / गणितीय निरूपण → Measuring using informal repeatable units.

C. Subitizing / त्वरित संख्या पहचान → Materials representing units, tens and other base-ten groupings.

D. Place-value blocks / स्थानीय मान ब्लॉक → Expressing ideas through objects, pictures, symbols or language.

**Correct answer / सही उत्तर: A.** Subitizing / त्वरित संख्या पहचान → Recognising a small quantity without counting each item individually.

**Explanation / व्याख्या**

Subitizing / त्वरित संख्या पहचान: Recognising a small quantity without counting each item individually. Application: A child immediately identifies three dots on a card.

MCQ 114 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Subitizing / त्वरित संख्या पहचान / Abstraction / अमूर्तीकरण)**

A. Qualitative feedback / गुणात्मक प्रतिक्रिया → Children use base-ten blocks to demonstrate regrouping.

B. Subitizing / त्वरित संख्या पहचान → Children represent three apples and three stones with the same number 3.

C. Subitizing / त्वरित संख्या पहचान → A child immediately identifies three dots on a card.

D. Abstraction / अमूर्तीकरण → The teacher explains how to improve the alignment of tens and ones.

**Correct answer / सही उत्तर: C.** Subitizing / त्वरित संख्या पहचान → A child immediately identifies three dots on a card.

**Explanation / व्याख्या**

Subitizing / त्वरित संख्या पहचान: Recognising a small quantity without counting each item individually. Application: A child immediately identifies three dots on a card.

MCQ 115 • CORE PRACTICE · FORM 01

**Identify the concept described: The value a digit has because of its position in a numeral.**

A. Place value / स्थानीय मान

B. Estimation / अनुमान

C. Symbolic representation / प्रतीकात्मक निरूपण

D. Performance task / प्रदर्शन कार्य

**Correct answer / सही उत्तर: A.** Place value / स्थानीय मान

**Explanation / व्याख्या**

Place value / स्थानीय मान: The value a digit has because of its position in a numeral. Application: The 4 in forty-two represents four tens.

**MCQ 116 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? The 4 in forty-two represents four tens.**

A. Mathematical rubric / गणितीय मानदंड तालिका

B. Place value / स्थानीय मान

C. Inductive reasoning / आगमनात्मक तर्क

D. Mathematics laboratory / गणित प्रयोगशाला

**Correct answer / सही उत्तर: B.** Place value / स्थानीय मान

**Explanation / व्याख्या**

Place value / स्थानीय मान: The value a digit has because of its position in a numeral. Application: The 4 in forty-two represents four tens.

**MCQ 117 • CORE PRACTICE · FORM 03**

**Which explanation best defines Place value / स्थानीय मान?**

A. Materials representing units, tens and other base-ten groupings.

B. Criteria describing quality of mathematical reasoning and representation.

C. Applying mathematical understanding and processes in meaningful situations.

D. The value a digit has because of its position in a numeral.

**Correct answer / सही उत्तर: D.** The value a digit has because of its position in a numeral.

**Explanation / व्याख्या**

Place value / स्थानीय मान: The value a digit has because of its position in a numeral. Application: The 4 in forty-two represents four tens.

MCQ 118 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Place value / स्थानीय मान?**

A. A teacher assesses explanation, strategy and accuracy separately.

B. The 4 in forty-two represents four tens.

C. Pupils invent questions about quantities shown in a market picture.

D. A pupil can compare two lengths using the same unit.

**Correct answer / सही उत्तर: B.** The 4 in forty-two represents four tens.

**Explanation / व्याख्या**

Place value / स्थानीय मान: The value a digit has because of its position in a numeral. Application: The 4 in forty-two represents four tens.

MCQ 119 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) The value a digit has because of its position in a numeral. (2) Using flexible number relationships without written standard algorithms.**

A. Mental mathematics / मानसिक गणना | Place value / स्थानीय मान

B. Local resources / स्थानीय संसाधन | Mental mathematics / मानसिक गणना

C. Place value / स्थानीय मान | Performance task / प्रदर्शन कार्य

D. Place value / स्थानीय मान | Mental mathematics / मानसिक गणना

**Correct answer / सही उत्तर: D.** Place value / स्थानीय मान | Mental mathematics / मानसिक गणना

**Explanation / व्याख्या**

Place value / स्थानीय मान: The value a digit has because of its position in a numeral. Application: The 4 in forty-two represents four tens. Mental mathematics / मानसिक गणना: Using flexible number relationships without written standard algorithms. Application: A pupil computes 19 plus 26 as 20 plus 25.

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**MCQ 120 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) The 4 in forty-two represents four tens. (2) Children tally classmates' favourite fruits and compare frequencies.**

A. Place value / स्थानीय मान | Local resources / स्थानीय संसाधन

B. Data handling / आँकड़ा प्रबंधन | Place value / स्थानीय मान

C. Place value / स्थानीय मान | Data handling / आँकड़ा प्रबंधन

D. Manipulatives / मूर्त शिक्षण सामग्री | Data handling / आँकड़ा प्रबंधन

**Correct answer / सही उत्तर: C.** Place value / स्थानीय मान | Data handling / आँकड़ा प्रबंधन

**Explanation / व्याख्या**

Place value / स्थानीय मान: The value a digit has because of its position in a numeral. Application: The 4 in forty-two represents four tens. Data handling / आँकड़ा प्रबंधन: Collecting, organising and interpreting information. Application: Children tally classmates' favourite fruits and compare frequencies.

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MCQ 121 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Place value / स्थानीय मान and Manipulatives / मूर्त शिक्षण सामग्री.**

A. An observable statement of expected mathematical learning. | Physical objects learners handle to explore mathematical ideas.

B. The value a digit has because of its position in a numeral. | A linear representation of ordered numerical positions.

C. Physical objects learners handle to explore mathematical ideas. | The value a digit has because of its position in a numeral.

D. The value a digit has because of its position in a numeral. | Physical objects learners handle to explore mathematical ideas.

**Correct answer / सही उत्तर: D.** The value a digit has because of its position in a numeral. | Physical objects learners handle to explore mathematical ideas.

**Explanation / व्याख्या**

Place value / स्थानीय मान: The value a digit has because of its position in a numeral. Application: The 4 in forty-two represents four tens. Manipulatives / मूर्त शिक्षण सामग्री: Physical objects learners handle to explore mathematical ideas. Application: Children use base-ten blocks to demonstrate regrouping.

**MCQ 122 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Place value / स्थानीय मान and Manipulatives / मूर्त शिक्षण सामग्री.**

A. The 4 in forty-two represents four tens. | Children use base-ten blocks to demonstrate regrouping.

B. The 4 in forty-two represents four tens. | A pupil predicts which shape fits after a rotation.

C. Children use base-ten blocks to demonstrate regrouping. | The 4 in forty-two represents four tens.

D. Children find different pairs of whole numbers whose sum is ten. | Children use base-ten blocks to demonstrate regrouping.

**Correct answer / सही उत्तर: A.** The 4 in forty-two represents four tens. | Children use base-ten blocks to demonstrate regrouping.

**Explanation / व्याख्या**

Place value / स्थानीय मान: The value a digit has because of its position in a numeral. Application: The 4 in forty-two represents four tens. Manipulatives / मूर्त शिक्षण सामग्री: Physical objects learners handle to explore mathematical ideas. Application: Children use base-ten blocks to demonstrate regrouping.

MCQ 123 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Place value / स्थानीय मान / Problem posing / समस्या निर्माण)**

A. Manipulatives / मूर्त शिक्षण सामग्री → A structured resource whose activities can support mathematical understanding.

B. Place value / स्थानीय मान → The value a digit has because of its position in a numeral.

C. Problem posing / समस्या निर्माण → Physical objects learners handle to explore mathematical ideas.

D. Place value / स्थानीय मान → Creating meaningful mathematical questions from a situation.

**Correct answer / सही उत्तर: B.** Place value / स्थानीय मान → The value a digit has because of its position in a numeral.

**Explanation / व्याख्या**

Place value / स्थानीय मान: The value a digit has because of its position in a numeral. Application: The 4 in forty-two represents four tens.

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MCQ 124 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Place value / स्थानीय मान / Geometric reasoning / ज्यामितीय तर्क)**

A. Open-ended task / मुक्त उत्तर कार्य → Counting and grouping experiences precede formal multiplication notation.

B. Geometric reasoning / ज्यामितीय तर्क→ Children find different pairs of whole numbers whose sum is ten.

C. Place value / स्थानीय मान → The 4 in forty-two represents four tens.

D. Place value / स्थानीय मान → Pupils sort quadrilaterals according to their sides and angles.

**Correct answer / सही उत्तर: C.** Place value / स्थानीय मान → The 4 in forty-two represents four tens.

**Explanation / व्याख्या**

Place value / स्थानीय मान: The value a digit has because of its position in a numeral. Application: The 4 in forty-two represents four tens.

MCQ 125 • CORE PRACTICE · FORM 01

**Identify the concept described: Examining learner mistakes to infer their underlying reasoning.**

A. Error analysis / त्रुटि विश्लेषण

B. Curriculum progression / पाठ्यचर्या प्रगति

C. Qualitative feedback / गुणात्मक प्रतिक्रिया

D. Mathematical argument / गणितीय तर्क प्रस्तुति

**Correct answer / सही उत्तर: A.** Error analysis / त्रुटि विश्लेषण

**Explanation / व्याख्या**

Error analysis / त्रुटि विश्लेषण: Examining learner mistakes to infer their underlying reasoning. Application: A teacher asks why a child wrote 305 for thirty-five before planning support.

**MCQ 126 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A teacher asks why a child wrote 305 for thirty-five before planning support.**

A. Formative assessment / निर्माणात्मक आकलन

B. Concrete representation / मूर्त निरूपण

C. Error analysis / त्रुटि विश्लेषण

D. Mathematical problem solving / गणितीय समस्या समाधान

**Correct answer / सही उत्तर: C.** Error analysis / त्रुटि विश्लेषण

**Explanation / व्याख्या**

Error analysis / त्रुटि विश्लेषण: Examining learner mistakes to infer their underlying reasoning.
Application: A teacher asks why a child wrote 305 for thirty-five before planning support.

**MCQ 127 • CORE PRACTICE · FORM 03**

**Which explanation best defines Error analysis / त्रुटि विश्लेषण?**

A. Criteria describing quality of mathematical reasoning and representation.

B. Reasoning about shapes, positions and relationships in space.

C. Materials representing units, tens and other base-ten groupings.

D. Examining learner mistakes to infer their underlying reasoning.

**Correct answer / सही उत्तर: D.** Examining learner mistakes to infer their underlying reasoning.

**Explanation / व्याख्या**

Error analysis / त्रुटि विश्लेषण: Examining learner mistakes to infer their underlying reasoning.
Application: A teacher asks why a child wrote 305 for thirty-five before planning support.

MCQ 128 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Error analysis / त्रुटि विश्लेषण?**

A. A teacher plans several connected lessons on measurement.

B. A teacher asks how a child obtained 402 when adding 23 and 19.

C. Children use market price labels for a money comparison task.

D. A teacher asks why a child wrote 305 for thirty-five before planning support.

**Correct answer / सही उत्तर: D.** A teacher asks why a child wrote 305 for thirty-five before planning support.

**Explanation / व्याख्या**

Error analysis / त्रुटि विश्लेषण: Examining learner mistakes to infer their underlying reasoning. Application: A teacher asks why a child wrote 305 for thirty-five before planning support.

MCQ 129 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Examining learner mistakes to infer their underlying reasoning. (2) Materials representing units, tens and other base-ten groupings.**

A. Pictograph / चित्रालेख | Place-value blocks / स्थानीय मान ब्लॉक

B. Error analysis / त्रुटि विश्लेषण | Multiple strategies / अनेक रणनीतियाँ

C. Error analysis / त्रुटि विश्लेषण | Place-value blocks / स्थानीय मान ब्लॉक

D. Place-value blocks / स्थानीय मान ब्लॉक | Error analysis / त्रुटि विश्लेषण

**Correct answer / सही उत्तर: C.** Error analysis / त्रुटि विश्लेषण | Place-value blocks / स्थानीय मान ब्लॉक

**Explanation / व्याख्या**

Error analysis / त्रुटि विश्लेषण: Examining learner mistakes to infer their underlying reasoning. Application: A teacher asks why a child wrote 305 for thirty-five before planning support. Place-value blocks / स्थानीय मान ब्लॉक: Materials representing units, tens and other base-ten groupings. Application: A pupil exchanges ten unit cubes for a ten rod.

**MCQ 130 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A teacher asks why a child wrote 305 for thirty-five before planning support. (2) Children represent a sharing situation using division.**

A. Error analysis / त्रुटि विश्लेषण | Formative assessment / निर्माणात्मक आकलन

B. Error analysis / त्रुटि विश्लेषण | Mathematization / गणितीकरण

C. Mathematization / गणितीकरण | Error analysis / त्रुटि विश्लेषण

D. Mathematical discussion / गणितीय चर्चा | Mathematization / गणितीकरण

**Correct answer / सही उत्तर: B.** Error analysis / त्रुटि विश्लेषण | Mathematization / गणितीकरण

**Explanation / व्याख्या**

Error analysis / त्रुटि विश्लेषण: Examining learner mistakes to infer their underlying reasoning.
Application: A teacher asks why a child wrote 305 for thirty-five before planning support.
Mathematization / गणितीकरण: Expressing or analysing real situations using mathematical ideas.
Application: Children represent a sharing situation using division.

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**MCQ 131 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Error analysis / त्रुटि विश्लेषण and Number line / संख्या रेखा.**

A. A linear representation of ordered numerical positions. | Examining learner mistakes to infer their underlying reasoning.

B. A regularity described by a relationship or rule. | A linear representation of ordered numerical positions.

C. Examining learner mistakes to infer their underlying reasoning. | Investigating particular errors or gaps in mathematical understanding.

D. Examining learner mistakes to infer their underlying reasoning. | A linear representation of ordered numerical positions.

**Correct answer / सही उत्तर: D.** Examining learner mistakes to infer their underlying reasoning. | A linear representation of ordered numerical positions.

**Explanation / व्याख्या**

Error analysis / त्रुटि विश्लेषण: Examining learner mistakes to infer their underlying reasoning. Application: A teacher asks why a child wrote 305 for thirty-five before planning support. Number line / संख्या रेखा: A linear representation of ordered numerical positions. Application: A child shows 8 minus 3 by moving left three steps.

**MCQ 132 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Error analysis / त्रुटि विश्लेषण and Curriculum progression / पाठ्यचर्या प्रगति.**

A. A teacher asks why a child wrote 305 for thirty-five before planning support. | A teacher assesses explanation, strategy and accuracy separately.

B. Counting and grouping experiences precede formal multiplication notation. | A teacher asks why a child wrote 305 for thirty-five before planning support.

C. A pupil draws equal groups to explain a multiplication expression. | Counting and grouping experiences precede formal multiplication notation.

D. A teacher asks why a child wrote 305 for thirty-five before planning support. | Counting and grouping experiences precede formal multiplication notation.

**Correct answer / सही उत्तर: D.** A teacher asks why a child wrote 305 for thirty-five before planning support. | Counting and grouping experiences precede formal multiplication notation.

**Explanation / व्याख्या**

Error analysis / त्रुटि विश्लेषण: Examining learner mistakes to infer their underlying reasoning. Application: A teacher asks why a child wrote 305 for thirty-five before planning support. Curriculum progression / पाठ्यचर्या प्रगति: Organising mathematical ideas in a coherent developmental sequence. Application: Counting and grouping experiences precede formal multiplication notation.

**MCQ 133 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Error analysis / त्रुटि विश्लेषण / Pictorial representation / चित्रात्मक निरूपण)**

A. Error analysis / त्रुटि विश्लेषण → Examining learner mistakes to infer their underlying reasoning.

B. Mathematical pattern / गणितीय पैटर्न → Evaluating mathematics achievement after an instructional period.

C. Error analysis / त्रुटि विश्लेषण → Showing mathematical relationships with drawings or diagrams.

D. Pictorial representation / चित्रात्मक निरूपण → A regularity described by a relationship or rule.

**Correct answer / सही उत्तर: A.** Error analysis / त्रुटि विश्लेषण → Examining learner mistakes to infer their underlying reasoning.

**Explanation / व्याख्या**

Error analysis / त्रुटि विश्लेषण: Examining learner mistakes to infer their underlying reasoning.
Application: A teacher asks why a child wrote 305 for thirty-five before planning support.

**MCQ 134 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Error analysis / त्रुटि विश्लेषण / Geometric reasoning / ज्यामितीय तर्क)**

A. Error analysis / त्रुटि विश्लेषण → Pupils sort quadrilaterals according to their sides and angles.

B. Geometric reasoning / ज्यामितीय तर्क→ Children represent three apples and three stones with the same number 3.

C. Abstraction / अमूर्तीकरण → A child explains why two differently arranged shapes have equal area.

D. Error analysis / त्रुटि विश्लेषण → A teacher asks why a child wrote 305 for thirty-five before planning support.

**Correct answer / सही उत्तर: D.** Error analysis / त्रुटि विश्लेषण → A teacher asks why a child wrote 305 for thirty-five before planning support.

**Explanation / व्याख्या**

Error analysis / त्रुटि विश्लेषण: Examining learner mistakes to infer their underlying reasoning.
Application: A teacher asks why a child wrote 305 for thirty-five before planning support.

**MCQ 135 • CORE PRACTICE · FORM 01**

**Identify the concept described: Understanding that number remains unchanged when objects are rearranged without adding or removing any.**

A. Learning outcome / अधिगम प्रतिफल

B. Mathematical representation / गणितीय निरूपण

C. Summative assessment / संकलनात्मक आकलन

D. Conservation of number / संख्या संरक्षण

**Correct answer / सही उत्तर: D.** Conservation of number / संख्या संरक्षण

**Explanation / व्याख्या**

Conservation of number / संख्या संरक्षण: Understanding that number remains unchanged when objects are rearranged without adding or removing any. Application: A child recognises that spreading five counters does not create more counters.

**MCQ 136 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A child recognises that spreading five counters does not create more counters.**

A. Qualitative feedback / गुणात्मक प्रतिक्रिया

B. Multiple strategies / अनेक रणनीतियाँ

C. Pictograph / चित्रालेख

D. Conservation of number / संख्या संरक्षण

**Correct answer / सही उत्तर: D.** Conservation of number / संख्या संरक्षण

**Explanation / व्याख्या**

Conservation of number / संख्या संरक्षण: Understanding that number remains unchanged when objects are rearranged without adding or removing any. Application: A child recognises that spreading five counters does not create more counters.

**MCQ 137 • CORE PRACTICE · FORM 03**

**Which explanation best defines Conservation of number / संख्या संरक्षण?**

A. Drawing a conclusion that follows from accepted premises or rules.

B. Expressing or analysing real situations using mathematical ideas.

C. Understanding that number remains unchanged when objects are rearranged without adding or removing any.

D. Sharing, comparing and justifying ways of solving a problem.

**Correct answer / सही उत्तर: C.** Understanding that number remains unchanged when objects are rearranged without adding or removing any.

**Explanation / व्याख्या**

Conservation of number / संख्या संरक्षण: Understanding that number remains unchanged when objects are rearranged without adding or removing any. Application: A child recognises that spreading five counters does not create more counters.

**MCQ 138 • CORE PRACTICE · FORM 04**

**Which classroom example best demonstrates Conservation of number / संख्या संरक्षण?**

A. A pupil records an equal-groups situation as 4 × 3 = 12.

B. A child recognises that spreading five counters does not create more counters.

C. A lesson moves from equal groups to drawings and multiplication notation.

D. Pupils use geoboards and pattern blocks to investigate shapes.

**Correct answer / सही उत्तर: B.** A child recognises that spreading five counters does not create more counters.

**Explanation / व्याख्या**

Conservation of number / संख्या संरक्षण: Understanding that number remains unchanged when objects are rearranged without adding or removing any. Application: A child recognises that spreading five counters does not create more counters.

**MCQ 139 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Understanding that number remains unchanged when objects are rearranged without adding or removing any. (2) Showing mathematical relationships with drawings or diagrams.**

A. Conservation of number / संख्या संरक्षण | Number line / संख्या रेखा

B. Pictorial representation / चित्रात्मक निरूपण | Conservation of number / संख्या संरक्षण

C. Mathematization / गणितीकरण | Pictorial representation / चित्रात्मक निरूपण

D. Conservation of number / संख्या संरक्षण | Pictorial representation / चित्रात्मक निरूपण

**Correct answer / सही उत्तर: D.** Conservation of number / संख्या संरक्षण | Pictorial representation / चित्रात्मक निरूपण

**Explanation / व्याख्या**

Conservation of number / संख्या संरक्षण: Understanding that number remains unchanged when objects are rearranged without adding or removing any. Application: A child recognises that spreading five counters does not create more counters. Pictorial representation / चित्रात्मक निरूपण: Showing mathematical relationships with drawings or diagrams. Application: A pupil draws groups of circles to represent multiplication.

**MCQ 140 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A child recognises that spreading five counters does not create more counters. (2) Two pupils solve 18 + 7 by counting on and by making twenty.**

A. Conservation of number / संख्या संरक्षण | Performance task / प्रदर्शन कार्य

B. Multiple strategies / अनेक रणनीतियाँ | Conservation of number / संख्या संरक्षण

C. Deductive reasoning / निगमनात्मक तर्क| Multiple strategies / अनेक रणनीतियाँ

D. Conservation of number / संख्या संरक्षण | Multiple strategies / अनेक रणनीतियाँ

**Correct answer / सही उत्तर: D.** Conservation of number / संख्या संरक्षण | Multiple strategies / अनेक रणनीतियाँ

**Explanation / व्याख्या**

Conservation of number / संख्या संरक्षण: Understanding that number remains unchanged when objects are rearranged without adding or removing any. Application: A child recognises that spreading five counters does not create more counters. Multiple strategies / अनेक रणनीतियाँ: Allowing different valid methods for solving a problem. Application: Two pupils solve 18 + 7 by counting on and by making twenty.

**MCQ 141 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Conservation of number / संख्या संरक्षण and Place-value blocks / स्थानीय मान ब्लॉक.**

A. Understanding that number remains unchanged when objects are rearranged without adding or removing any. | Materials representing units, tens and other base-ten groupings.

B. A task requiring demonstration of mathematical knowledge in action. | Materials representing units, tens and other base-ten groupings.

C. Understanding that number remains unchanged when objects are rearranged without adding or removing any. | Creating meaningful mathematical questions from a situation.

D. Materials representing units, tens and other base-ten groupings. | Understanding that number remains unchanged when objects are rearranged without adding or removing any.

**Correct answer / सही उत्तर: A.** Understanding that number remains unchanged when objects are rearranged without adding or removing any. | Materials representing units, tens and other base-ten groupings.

**Explanation / व्याख्या**

Conservation of number / संख्या संरक्षण: Understanding that number remains unchanged when objects are rearranged without adding or removing any. Application: A child recognises that spreading five counters does not create more counters. Place-value blocks / स्थानीय मान ब्लॉक: Materials representing units, tens and other base-ten groupings. Application: A pupil exchanges ten unit cubes for a ten rod.

**MCQ 142 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Conservation of number / संख्या संरक्षण and Qualitative feedback / गुणात्मक प्रतिक्रिया.**

A. Pupils notice that adding two even numbers gives even results and test more cases. | The teacher explains how to improve the alignment of tens and ones.

B. The teacher explains how to improve the alignment of tens and ones. | A child recognises that spreading five counters does not create more counters.

C. A child recognises that spreading five counters does not create more counters. | The teacher explains how to improve the alignment of tens and ones.

D. A child recognises that spreading five counters does not create more counters. | Each apple icon in a chart stands for two votes.

**Correct answer / सही उत्तर: C.** A child recognises that spreading five counters does not create more counters. | The teacher explains how to improve the alignment of tens and ones.

**Explanation / व्याख्या**

Conservation of number / संख्या संरक्षण: Understanding that number remains unchanged when objects are rearranged without adding or removing any. Application: A child recognises that spreading five counters does not create more counters. Qualitative feedback / गुणात्मक प्रतिक्रिया: Descriptive information about strengths and next steps in learning. Application: The teacher explains how to improve the alignment of tens and ones.

**MCQ 143 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Conservation of number / संख्या संरक्षण / Multiple strategies / अनेक रणनीतियाँ)**

A. Conservation of number / संख्या संरक्षण → Understanding that number remains unchanged when objects are rearranged without adding or removing any.

B. Number line / संख्या रेखा → Expressing or analysing real situations using mathematical ideas.

C. Multiple strategies / अनेक रणनीतियाँ → A linear representation of ordered numerical positions.

D. Conservation of number / संख्या संरक्षण → Allowing different valid methods for solving a problem.

**Correct answer / सही उत्तर: A.** Conservation of number / संख्या संरक्षण → Understanding that number remains unchanged when objects are rearranged without adding or removing any.

**Explanation / व्याख्या**

Conservation of number / संख्या संरक्षण: Understanding that number remains unchanged when objects are rearranged without adding or removing any. Application: A child recognises that spreading five counters does not create more counters.

**MCQ 144 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Conservation of number / संख्या संरक्षण / Unit planning / इकाई योजना)**

A. Unit planning / इकाई योजना → Pupils notice that adding two even numbers gives even results and test more cases.

B. Conservation of number / संख्या संरक्षण → A child recognises that spreading five counters does not create more counters.

C. Conservation of number / संख्या संरक्षण → A teacher plans several connected lessons on measurement.

D. Inductive reasoning / आगमनात्मक तर्क→ Children use market price labels for a money comparison task.

**Correct answer / सही उत्तर: B.** Conservation of number / संख्या संरक्षण → A child recognises that spreading five counters does not create more counters.

**Explanation / व्याख्या**

Conservation of number / संख्या संरक्षण: Understanding that number remains unchanged when objects are rearranged without adding or removing any. Application: A child recognises that spreading five counters does not create more counters.

**MCQ 145 • CORE PRACTICE · FORM 01**

**Identify the concept described: Flexible understanding of numbers, magnitudes and relationships.**

A. Mathematics laboratory / गणित प्रयोगशाला

B. Deductive reasoning / निगमनात्मक तर्क

C. Number sense / संख्या बोध

D. Mathematical argument / गणितीय तर्क प्रस्तुति

**Correct answer / सही उत्तर: C.** Number sense / संख्या बोध

**Explanation / व्याख्या**

Number sense / संख्या बोध: Flexible understanding of numbers, magnitudes and relationships.
Application: A pupil explains why 49 plus 21 is close to 70 before calculating.

**MCQ 146 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A pupil explains why 49 plus 21 is close to 70 before calculating.**

A. Mathematical argument / गणितीय तर्क प्रस्तुति

B. Place-value blocks / स्थानीय मान ब्लॉक

C. Diagnostic assessment / निदानात्मक आकलन

D. Number sense / संख्या बोध

**Correct answer / सही उत्तर: D.** Number sense / संख्या बोध

**Explanation / व्याख्या**

Number sense / संख्या बोध: Flexible understanding of numbers, magnitudes and relationships.
Application: A pupil explains why 49 plus 21 is close to 70 before calculating.

**MCQ 147 • CORE PRACTICE · FORM 03**

**Which explanation best defines Number sense / संख्या बोध?**

A. Applying mathematical understanding and processes in meaningful situations.

B. Flexible understanding of numbers, magnitudes and relationships.

C. Physical objects learners handle to explore mathematical ideas.

D. A structured resource whose activities can support mathematical understanding.

**Correct answer / सही उत्तर: B.** Flexible understanding of numbers, magnitudes and relationships.

**Explanation / व्याख्या**

Number sense / संख्या बोध: Flexible understanding of numbers, magnitudes and relationships.
Application: A pupil explains why 49 plus 21 is close to 70 before calculating.

**MCQ 148 • CORE PRACTICE · FORM 04**

**Which classroom example best demonstrates Number sense / संख्या बोध?**

A. A learner chooses an appropriate unit to measure a desk.

B. A child explains why two differently arranged shapes have equal area.

C. Children use market price labels for a money comparison task.

D. A pupil explains why 49 plus 21 is close to 70 before calculating.

**Correct answer / सही उत्तर: D.** A pupil explains why 49 plus 21 is close to 70 before calculating.

**Explanation / व्याख्या**

Number sense / संख्या बोध: Flexible understanding of numbers, magnitudes and relationships.
Application: A pupil explains why 49 plus 21 is close to 70 before calculating.

**MCQ 149 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Flexible understanding of numbers, magnitudes and relationships. (2) A linear representation of ordered numerical positions.**

A. Estimation / अनुमान | Number line / संख्या रेखा

B. Number sense / संख्या बोध | Pictorial representation / चित्रात्मक निरूपण

C. Number sense / संख्या बोध | Number line / संख्या रेखा

D. Number line / संख्या रेखा | Number sense / संख्या बोध

**Correct answer / सही उत्तर: C.** Number sense / संख्या बोध | Number line / संख्या रेखा

**Explanation / व्याख्या**

Number sense / संख्या बोध: Flexible understanding of numbers, magnitudes and relationships. Application: A pupil explains why 49 plus 21 is close to 70 before calculating. Number line / संख्या रेखा: A linear representation of ordered numerical positions. Application: A child shows 8 minus 3 by moving left three steps.

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**MCQ 150 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A pupil explains why 49 plus 21 is close to 70 before calculating. (2) A teacher changes grouping after observing pupils' fraction strategies.**

A. Formative assessment / निर्माणात्मक आकलन | Number sense / संख्या बोध

B. Pictograph / चित्रालेख | Formative assessment / निर्माणात्मक आकलन

C. Number sense / संख्या बोध | Formative assessment / निर्माणात्मक आकलन

D. Number sense / संख्या बोध | Mathematical language / गणितीय भाषा

**Correct answer / सही उत्तर: C.** Number sense / संख्या बोध | Formative assessment / निर्माणात्मक आकलन

**Explanation / व्याख्या**

Number sense / संख्या बोध: Flexible understanding of numbers, magnitudes and relationships. Application: A pupil explains why 49 plus 21 is close to 70 before calculating. Formative assessment / निर्माणात्मक आकलन: Using ongoing evidence to guide further mathematics learning. Application: A teacher changes grouping after observing pupils' fraction strategies.

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**MCQ 151 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Number sense / संख्या बोध and Mathematical representation / गणितीय निरूपण.**

A. Applying mathematical understanding and processes in meaningful situations. | Expressing ideas through objects, pictures, symbols or language.

B. Flexible understanding of numbers, magnitudes and relationships. | Expressing ideas through objects, pictures, symbols or language.

C. Flexible understanding of numbers, magnitudes and relationships. | A space or organised set of resources for exploring mathematical ideas.

D. Expressing ideas through objects, pictures, symbols or language. | Flexible understanding of numbers, magnitudes and relationships.

**Correct answer / सही उत्तर: B.** Flexible understanding of numbers, magnitudes and relationships. | Expressing ideas through objects, pictures, symbols or language.

**Explanation / व्याख्या**

Number sense / संख्या बोध: Flexible understanding of numbers, magnitudes and relationships. Application: A pupil explains why 49 plus 21 is close to 70 before calculating. Mathematical representation / गणितीय निरूपण: Expressing ideas through objects, pictures, symbols or language. Application: A pupil draws equal groups to explain a multiplication expression.

**MCQ 152 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Number sense / संख्या बोध and Summative assessment / संकलनात्मक आकलन.**

A. A pupil explains why 49 plus 21 is close to 70 before calculating. | Pupils sort quadrilaterals according to their sides and angles.

B. A final unit task checks understanding of measurement concepts. | A pupil explains why 49 plus 21 is close to 70 before calculating.

C. Children use market price labels for a money comparison task. | A final unit task checks understanding of measurement concepts.

D. A pupil explains why 49 plus 21 is close to 70 before calculating. | A final unit task checks understanding of measurement concepts.

**Correct answer / सही उत्तर: D.** A pupil explains why 49 plus 21 is close to 70 before calculating. | A final unit task checks understanding of measurement concepts.

**Explanation / व्याख्या**

Number sense / संख्या बोध: Flexible understanding of numbers, magnitudes and relationships. Application: A pupil explains why 49 plus 21 is close to 70 before calculating. Summative assessment / संकलनात्मक आकलन: Evaluating mathematics achievement after an instructional period. Application: A final unit task checks understanding of measurement concepts.

**MCQ 153 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Number sense / संख्या बोध / Mathematization / गणितीकरण)**

A. Number sense / संख्या बोध → Flexible understanding of numbers, magnitudes and relationships.

B. Mathematization / गणितीकरण → Arranging mathematical tasks from accessible experiences toward greater complexity.

C. Number sense / संख्या बोध → Expressing or analysing real situations using mathematical ideas.

D. Task sequencing / कार्य क्रम → Applying mathematical understanding and processes in meaningful situations.

**Correct answer / सही उत्तर: A.** Number sense / संख्या बोध → Flexible understanding of numbers, magnitudes and relationships.

**Explanation / व्याख्या**

Number sense / संख्या बोध: Flexible understanding of numbers, magnitudes and relationships.
Application: A pupil explains why 49 plus 21 is close to 70 before calculating.

**MCQ 154 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Number sense / संख्या बोध / Inductive reasoning / आगमनात्मक तर्क)**

A. Inductive reasoning / आगमनात्मक तर्क→ Pupils measure and compare real classroom objects.

B. Number sense / संख्या बोध → Pupils notice that adding two even numbers gives even results and test more cases.

C. Performance task / प्रदर्शन कार्य → Children use market price labels for a money comparison task.

D. Number sense / संख्या बोध → A pupil explains why 49 plus 21 is close to 70 before calculating.

**Correct answer / सही उत्तर: D.** Number sense / संख्या बोध → A pupil explains why 49 plus 21 is close to 70 before calculating.

**Explanation / व्याख्या**

Number sense / संख्या बोध: Flexible understanding of numbers, magnitudes and relationships. Application: A pupil explains why 49 plus 21 is close to 70 before calculating.

**MCQ 155 • CORE PRACTICE · FORM 01**

**Identify the concept described: Using an ordered sequence of number names consistently when counting.**

A. Data handling / आँकड़ा प्रबंधन

B. Counting principle / गणना सिद्धांत

C. Geometric reasoning / ज्यामितीय तर्क

D. Performance task / प्रदर्शन कार्य

**Correct answer / सही उत्तर: B.** Counting principle / गणना सिद्धांत

**Explanation / व्याख्या**

Counting principle / गणना सिद्धांत: Using an ordered sequence of number names consistently when counting. Application: A child counts each object once in a stable order.

**MCQ 156 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A child counts each object once in a stable order.**

A. Mathematical pattern / गणितीय पैटर्न

B. Summative assessment / संकलनात्मक आकलन

C. Deductive reasoning / निगमनात्मक तर्क

D. Counting principle / गणना सिद्धांत

**Correct answer / सही उत्तर: D.** Counting principle / गणना सिद्धांत

**Explanation / व्याख्या**

Counting principle / गणना सिद्धांत: Using an ordered sequence of number names consistently when counting. Application: A child counts each object once in a stable order.

**MCQ 157 • CORE PRACTICE · FORM 03**

**Which explanation best defines Counting principle / गणना सिद्धांत?**

A. Applying mathematical understanding and processes in meaningful situations.

B. Measuring using informal repeatable units.

C. Using an ordered sequence of number names consistently when counting.

D. Using precise terms and symbols to communicate mathematical meaning.

**Correct answer / सही उत्तर: C.** Using an ordered sequence of number names consistently when counting.

**Explanation / व्याख्या**

Counting principle / गणना सिद्धांत: Using an ordered sequence of number names consistently when counting. Application: A child counts each object once in a stable order.

**MCQ 158 • CORE PRACTICE · FORM 04**

**Which classroom example best demonstrates Counting principle / गणना सिद्धांत?**

A. A pupil computes 19 plus 26 as 20 plus 25.

B. Children represent three apples and three stones with the same number 3.

C. A child counts each object once in a stable order.

D. A learner chooses an appropriate unit to measure a desk.

**Correct answer / सही उत्तर: C.** A child counts each object once in a stable order.

**Explanation / व्याख्या**

Counting principle / गणना सिद्धांत: Using an ordered sequence of number names consistently when counting. Application: A child counts each object once in a stable order.

**MCQ 159 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Using an ordered sequence of number names consistently when counting. (2) A structured resource whose activities can support mathematical understanding.**

A. Unit planning / इकाई योजना | Mathematics textbook / गणित पाठ्यपुस्तक

B. Counting principle / गणना सिद्धांत | Mathematization / गणितीकरण

C. Mathematics textbook / गणित पाठ्यपुस्तक | Counting principle / गणना सिद्धांत

D. Counting principle / गणना सिद्धांत | Mathematics textbook / गणित पाठ्यपुस्तक

**Correct answer / सही उत्तर: D.** Counting principle / गणना सिद्धांत | Mathematics textbook / गणित पाठ्यपुस्तक

**Explanation / व्याख्या**

Counting principle / गणना सिद्धांत: Using an ordered sequence of number names consistently when counting. Application: A child counts each object once in a stable order. Mathematics textbook / गणित पाठ्यपुस्तक: A structured resource whose activities can support mathematical understanding. Application: A teacher adapts a book exercise into a hands-on activity.

**MCQ 160 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A child counts each object once in a stable order. (2) Children use market price labels for a money comparison task.**

A. Counting principle / गणना सिद्धांत | Geometric reasoning / ज्यामितीय तर्क

B. Local resources / स्थानीय संसाधन | Counting principle / गणना सिद्धांत

C. Mathematical rubric / गणितीय मानदंड तालिका | Local resources / स्थानीय संसाधन

D. Counting principle / गणना सिद्धांत | Local resources / स्थानीय संसाधन

**Correct answer / सही उत्तर: D.** Counting principle / गणना सिद्धांत | Local resources / स्थानीय संसाधन

**Explanation / व्याख्या**

Counting principle / गणना सिद्धांत: Using an ordered sequence of number names consistently when counting. Application: A child counts each object once in a stable order. Local resources / स्थानीय संसाधन: Materials available in the community used for mathematical exploration. Application: Children use market price labels for a money comparison task.

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**MCQ 161 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Counting principle / गणना सिद्धांत and Abstraction / अमूर्तीकरण.**

A. Representing common mathematical properties apart from particular objects. | Using an ordered sequence of number names consistently when counting.

B. Partitioning a quantity into groups of equal size. | Representing common mathematical properties apart from particular objects.

C. Using an ordered sequence of number names consistently when counting. | Representing common mathematical properties apart from particular objects.

D. Using an ordered sequence of number names consistently when counting. | An observable statement of expected mathematical learning.

**Correct answer / सही उत्तर: C.** Using an ordered sequence of number names consistently when counting. | Representing common mathematical properties apart from particular objects.

**Explanation / व्याख्या**

Counting principle / गणना सिद्धांत: Using an ordered sequence of number names consistently when counting. Application: A child counts each object once in a stable order. Abstraction / अमूर्तीकरण: Representing common mathematical properties apart from particular objects. Application: Children represent three apples and three stones with the same number 3.

**MCQ 162 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Counting principle / गणना सिद्धांत and Curriculum progression / पाठ्यचर्या प्रगति.**

A. A pupil can compare two lengths using the same unit. | Counting and grouping experiences precede formal multiplication notation.

B. Counting and grouping experiences precede formal multiplication notation. | A child counts each object once in a stable order.

C. A child counts each object once in a stable order. | Counting and grouping experiences precede formal multiplication notation.

D. A child counts each object once in a stable order. | A pupil draws groups of circles to represent multiplication.

**Correct answer / सही उत्तर: C.** A child counts each object once in a stable order. | Counting and grouping experiences precede formal multiplication notation.

**Explanation / व्याख्या**

Counting principle / गणना सिद्धांत: Using an ordered sequence of number names consistently when counting. Application: A child counts each object once in a stable order. Curriculum progression / पाठ्यचर्या प्रगति: Organising mathematical ideas in a coherent developmental sequence. Application: Counting and grouping experiences precede formal multiplication notation.

**MCQ 163 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Counting principle / गणना सिद्धांत / Deductive reasoning / निगमनात्मक तर्क)**

A. Counting principle / गणना सिद्धांत → Drawing a conclusion that follows from accepted premises or rules.

B. Deductive reasoning / निगमनात्मक तर्क→ Expressing ideas through objects, pictures, symbols or language.

C. Counting principle / गणना सिद्धांत → Using an ordered sequence of number names consistently when counting.

D. Mathematical representation / गणितीय निरूपण → Finding a reasonable approximate quantity or result.

**Correct answer / सही उत्तर: C.** Counting principle / गणना सिद्धांत → Using an ordered sequence of number names consistently when counting.

**Explanation / व्याख्या**

Counting principle / गणना सिद्धांत: Using an ordered sequence of number names consistently when counting. Application: A child counts each object once in a stable order.

MCQ 164 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Counting principle / गणना सिद्धांत / Concrete representation / मूर्त निरूपण)**

A. Counting principle / गणना सिद्धांत → A child counts each object once in a stable order.

B. Spatial thinking / स्थानिक चिंतन → A teacher changes grouping after observing pupils' fraction strategies.

C. Counting principle / गणना सिद्धांत → A pupil uses counters to demonstrate addition.

D. Concrete representation / मूर्त निरूपण → A pupil predicts which shape fits after a rotation.

**Correct answer / सही उत्तर: A.** Counting principle / गणना सिद्धांत → A child counts each object once in a stable order.

**Explanation / व्याख्या**

Counting principle / गणना सिद्धांत: Using an ordered sequence of number names consistently when counting. Application: A child counts each object once in a stable order.

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 02.01

**Explain One-to-one correspondence / एक-एक संगति and give one classroom example.**

**Model answer:** Matching exactly one element of one collection to each element of another. A child gives one pencil to each pupil to check if there are enough.

**REVISION 02.02**

**Explain Cardinality / गणन संख्या बोध and give one classroom example.**

**Model answer:** Understanding that the last count word gives the total number of objects. After counting five shells, a child answers how many without counting again.

**REVISION 02.03**

**Explain Seriation / क्रमबद्धता and give one classroom example.**

**Model answer:** Arranging items in order by a measurable property. Children arrange sticks from shortest to longest.

**REVISION 02.04**

**Explain Subitizing / त्वरित संख्या पहचान and give one classroom example.**

**Model answer:** Recognising a small quantity without counting each item individually. A child immediately identifies three dots on a card.

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**REVISION 02.05**

**Explain Place value / स्थानीय मान and give one classroom example.**

**Model answer:** The value a digit has because of its position in a numeral. The 4 in forty-two represents four tens.

**REVISION 02.06**

**Explain Error analysis / त्रुटि विश्लेषण and give one classroom example.**

**Model answer:** Examining learner mistakes to infer their underlying reasoning. A teacher asks why a child wrote 305 for thirty-five before planning support.

**REVISION 02.07**

**Explain Conservation of number / संख्या संरक्षण and give one classroom example.**

**Model answer:** Understanding that number remains unchanged when objects are rearranged without adding or removing any. A child recognises that spreading five counters does not create more counters.

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**REVISION 02.08**

**Explain Number sense / संख्या बोध and give one classroom example.**

**Model answer:** Flexible understanding of numbers, magnitudes and relationships. A pupil explains why 49 plus 21 is close to 70 before calculating.

**REVISION 02.09**

**Explain Counting principle / गणना सिद्धांत and give one classroom example.**

**Model answer:** Using an ordered sequence of number names consistently when counting. A child counts each object once in a stable order.

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CHAPTER 03 • 62 MCQs • 6 REVISION PROMPTS

# Mathematical Communication

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Data handling / आँकड़ा प्रबंधन

Collecting, organising and interpreting information.

**Classroom example:** Children tally classmates' favourite fruits and compare frequencies.

### Pictograph / चित्रालेख

Representing data with pictures or symbols and a key when needed.

**Classroom example:** Each apple icon in a chart stands for two votes.

### Spatial thinking / स्थानिक चिंतन

Reasoning about shapes, positions and relationships in space.

**Classroom example:** A pupil predicts which shape fits after a rotation.

### Mathematical representation / गणितीय निरूपण

Expressing ideas through objects, pictures, symbols or language.

**Classroom example:** A pupil draws equal groups to explain a multiplication expression.

### Mathematical argument / गणितीय तर्क प्रस्तुति

Giving reasons to support a mathematical claim.

**Classroom example:** A child explains why two differently arranged shapes have equal area.

### Mathematical discussion / गणितीय चर्चा

Sharing, comparing and justifying ways of solving a problem.

**Classroom example:** Pairs compare two methods for adding 37 and 28.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

**MCQ 165 • NEW CLASSROOM APPLICATION**

**Which response best supports mathematical communication?**

A. Ask the pupil to show and explain how the answer was obtained
B. Accept only the final numeral
C. Forbid drawings and gestures
D. Require the teacher's method verbatim

**Correct answer / सही उत्तर: A.** Ask the pupil to show and explain how the answer was obtained

**Explanation / व्याख्या**

Representations and explanations make reasoning visible.

**MCQ 166 • NEW CLASSROOM APPLICATION**

**How can the fraction three-fourths be communicated?**

A. Draw three unrelated shapes
B. Shade three unequal arbitrary regions and call them fourths
C. Shade three of four equal parts and write 3/4
D. Write 34 without explanation

**Correct answer / सही उत्तर: C.** Shade three of four equal parts and write 3/4

**Explanation / व्याख्या**

A fraction represents equal parts of a defined whole.

## Core question bank

Ten related practice formats; core concepts recur for revision.

**MCQ 167 • CORE PRACTICE · FORM 01**

**Identify the concept described: Collecting, organising and interpreting information.**

A. Inductive reasoning / आगमनात्मक तर्क

B. Estimation / अनुमान

C. Task sequencing / कार्य क्रम

D. Data handling / आँकड़ा प्रबंधन

**Correct answer / सही उत्तर: D.** Data handling / आँकड़ा प्रबंधन

**Explanation / व्याख्या**

Data handling / आँकड़ा प्रबंधन: Collecting, organising and interpreting information. Application: Children tally classmates' favourite fruits and compare frequencies.

**MCQ 168 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Children tally classmates' favourite fruits and compare frequencies.**

A. Data handling / आँकड़ा प्रबंधन

B. Equal sharing / समान बाँट

C. Local resources / स्थानीय संसाधन

D. Curriculum progression / पाठ्यचर्या प्रगति

**Correct answer / सही उत्तर: A.** Data handling / आँकड़ा प्रबंधन

**Explanation / व्याख्या**

Data handling / आँकड़ा प्रबंधन: Collecting, organising and interpreting information. Application: Children tally classmates' favourite fruits and compare frequencies.

MCQ 169 • CORE PRACTICE · FORM 03

**Which explanation best defines Data handling / आँकड़ा प्रबंधन?**

A. Collecting, organising and interpreting information.

B. A linear representation of ordered numerical positions.

C. Finding a reasonable approximate quantity or result.

D. Understanding that the last count word gives the total number of objects.

**Correct answer / सही उत्तर: A.** Collecting, organising and interpreting information.

**Explanation / व्याख्या**

Data handling / आँकड़ा प्रबंधन: Collecting, organising and interpreting information. Application: Children tally classmates' favourite fruits and compare frequencies.

MCQ 170 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Data handling / आँकड़ा प्रबंधन?**

A. Pupils notice that adding two even numbers gives even results and test more cases.

B. Children tally classmates' favourite fruits and compare frequencies.

C. A child estimates the number of pencils in a jar before counting.

D. A pupil can compare two lengths using the same unit.

**Correct answer / सही उत्तर: B.** Children tally classmates' favourite fruits and compare frequencies.

**Explanation / व्याख्या**

Data handling / आँकड़ा प्रबंधन: Collecting, organising and interpreting information. Application: Children tally classmates' favourite fruits and compare frequencies.

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**MCQ 171 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Collecting, organising and interpreting information. (2) Showing mathematical relationships with drawings or diagrams.**

A. Pictorial representation / चित्रात्मक निरूपण | Data handling / आँकड़ा प्रबंधन

B. Summative assessment / संकलनात्मक आकलन | Pictorial representation / चित्रात्मक निरूपण

C. Data handling / आँकड़ा प्रबंधन | Curriculum progression / पाठ्यचर्या प्रगति

D. Data handling / आँकड़ा प्रबंधन | Pictorial representation / चित्रात्मक निरूपण

**Correct answer / सही उत्तर: D.** Data handling / आँकड़ा प्रबंधन | Pictorial representation / चित्रात्मक निरूपण

**Explanation / व्याख्या**

Data handling / आँकड़ा प्रबंधन: Collecting, organising and interpreting information. Application: Children tally classmates' favourite fruits and compare frequencies. Pictorial representation / चित्रात्मक निरूपण: Showing mathematical relationships with drawings or diagrams. Application: A pupil draws groups of circles to represent multiplication.

**MCQ 172 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Children tally classmates' favourite fruits and compare frequencies. (2) A child counts each object once in a stable order.**

A. Counting principle / गणना सिद्धांत | Data handling / आँकड़ा प्रबंधन

B. Data handling / आँकड़ा प्रबंधन | Counting principle / गणना सिद्धांत

C. Data handling / आँकड़ा प्रबंधन | Mathematical rubric / गणितीय मानदंड तालिका

D. Non-standard measurement / अमानक मापन | Counting principle / गणना सिद्धांत

**Correct answer / सही उत्तर: B.** Data handling / आँकड़ा प्रबंधन | Counting principle / गणना सिद्धांत

**Explanation / व्याख्या**

Data handling / आँकड़ा प्रबंधन: Collecting, organising and interpreting information. Application: Children tally classmates' favourite fruits and compare frequencies. Counting principle / गणना सिद्धांत: Using an ordered sequence of number names consistently when counting. Application: A child counts each object once in a stable order.

MCQ 173 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Data handling / आँकड़ा प्रबंधन and Learning outcome / अधिगम प्रतिफल.**

A. An observable statement of expected mathematical learning. | Collecting, organising and interpreting information.

B. Collecting, organising and interpreting information. | An observable statement of expected mathematical learning.

C. Evaluating mathematics achievement after an instructional period. | An observable statement of expected mathematical learning.

D. Collecting, organising and interpreting information. | Expressing or analysing real situations using mathematical ideas.

**Correct answer / सही उत्तर: B.** Collecting, organising and interpreting information. | An observable statement of expected mathematical learning.

**Explanation / व्याख्या**

Data handling / आँकड़ा प्रबंधन: Collecting, organising and interpreting information. Application: Children tally classmates' favourite fruits and compare frequencies. Learning outcome / अधिगम प्रतिफल: An observable statement of expected mathematical learning. Application: A pupil can compare two lengths using the same unit.

MCQ 174 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Data handling / आँकड़ा प्रबंधन and Mental mathematics / मानसिक गणना.**

A. A teacher plans several connected lessons on measurement. | A pupil computes 19 plus 26 as 20 plus 25.

B. Children tally classmates' favourite fruits and compare frequencies. | A pupil computes 19 plus 26 as 20 plus 25.

C. A pupil computes 19 plus 26 as 20 plus 25. | Children tally classmates' favourite fruits and compare frequencies.

D. Children tally classmates' favourite fruits and compare frequencies. | A child recognises that spreading five counters does not create more counters.

**Correct answer / सही उत्तर: B.** Children tally classmates' favourite fruits and compare frequencies. | A pupil computes 19 plus 26 as 20 plus 25.

**Explanation / व्याख्या**

Data handling / आँकड़ा प्रबंधन: Collecting, organising and interpreting information. Application: Children tally classmates' favourite fruits and compare frequencies. Mental mathematics / मानसिक गणना: Using flexible number relationships without written standard algorithms. Application: A pupil computes 19 plus 26 as 20 plus 25.

**MCQ 175 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Data handling / आँकड़ा प्रबंधन / Subitizing / त्वरित संख्या पहचान)**

A. Subitizing / त्वरित संख्या पहचान → A linear representation of ordered numerical positions.

B. Number line / संख्या रेखा → Sequencing related lessons to develop mathematical goals over time.

C. Data handling / आँकड़ा प्रबंधन → Collecting, organising and interpreting information.

D. Data handling / आँकड़ा प्रबंधन → Recognising a small quantity without counting each item individually.

**Correct answer / सही उत्तर: C.** Data handling / आँकड़ा प्रबंधन → Collecting, organising and interpreting information.

**Explanation / व्याख्या**

Data handling / आँकड़ा प्रबंधन: Collecting, organising and interpreting information. Application: Children tally classmates' favourite fruits and compare frequencies.

**MCQ 176 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Data handling / आँकड़ा प्रबंधन / Equal sharing / समान बाँट)**

A. Data handling / आँकड़ा प्रबंधन → Children share 12 counters among three groups.

B. Data handling / आँकड़ा प्रबंधन → Children tally classmates' favourite fruits and compare frequencies.

C. Place-value blocks / स्थानीय मान ब्लॉक → Children arrange sticks from shortest to longest.

D. Equal sharing / समान बाँट → A pupil exchanges ten unit cubes for a ten rod.

**Correct answer / सही उत्तर: B.** Data handling / आँकड़ा प्रबंधन → Children tally classmates' favourite fruits and compare frequencies.

**Explanation / व्याख्या**

Data handling / आँकड़ा प्रबंधन: Collecting, organising and interpreting information. Application: Children tally classmates' favourite fruits and compare frequencies.

**MCQ 177 • CORE PRACTICE · FORM 01**

**Identify the concept described: Representing data with pictures or symbols and a key when needed.**

A. Pictorial representation / चित्रात्मक निरूपण

B. Pictograph / चित्रालेख

C. Mathematical rubric / गणितीय मानदंड तालिका

D. Multiple strategies / अनेक रणनीतियाँ

**Correct answer / सही उत्तर: B.** Pictograph / चित्रालेख

**Explanation / व्याख्या**

Pictograph / चित्रालेख: Representing data with pictures or symbols and a key when needed.
Application: Each apple icon in a chart stands for two votes.

**MCQ 178 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Each apple icon in a chart stands for two votes.**

A. Concrete representation / मूर्त निरूपण

B. Pictograph / चित्रालेख

C. Pictorial representation / चित्रात्मक निरूपण

D. Mathematical rubric / गणितीय मानदंड तालिका

**Correct answer / सही उत्तर: B.** Pictograph / चित्रालेख

**Explanation / व्याख्या**

Pictograph / चित्रालेख: Representing data with pictures or symbols and a key when needed.
Application: Each apple icon in a chart stands for two votes.

MCQ 179 • CORE PRACTICE · FORM 03

**Which explanation best defines Pictograph / चित्रालेख?**

A. Understanding that number remains unchanged when objects are rearranged without adding or removing any.

B. Identifying and explaining spatial properties and relationships.

C. Representing data with pictures or symbols and a key when needed.

D. Selecting and evaluating strategies to solve an unfamiliar mathematical situation.

**Correct answer / सही उत्तर: C.** Representing data with pictures or symbols and a key when needed.

**Explanation / व्याख्या**

Pictograph / चित्रालेख: Representing data with pictures or symbols and a key when needed.

Application: Each apple icon in a chart stands for two votes.

MCQ 180 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Pictograph / चित्रालेख?**

A. The 4 in forty-two represents four tens.

B. A pupil records an equal-groups situation as 4 × 3 = 12.

C. Each apple icon in a chart stands for two votes.

D. Pupils use geoboards and pattern blocks to investigate shapes.

**Correct answer / सही उत्तर: C.** Each apple icon in a chart stands for two votes.

**Explanation / व्याख्या**

Pictograph / चित्रालेख: Representing data with pictures or symbols and a key when needed.

Application: Each apple icon in a chart stands for two votes.

**MCQ 181 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Representing data with pictures or symbols and a key when needed. (2) Sequencing related lessons to develop mathematical goals over time.**

A. Mathematization / गणितीकरण | Unit planning / इकाई योजना

B. Unit planning / इकाई योजना | Pictograph / चित्रालेख

C. Pictograph / चित्रालेख | Unit planning / इकाई योजना

D. Pictograph / चित्रालेख | Geometric reasoning / ज्यामितीय तर्क

**Correct answer / सही उत्तर: C.** Pictograph / चित्रालेख | Unit planning / इकाई योजना

**Explanation / व्याख्या**

Pictograph / चित्रालेख: Representing data with pictures or symbols and a key when needed. Application: Each apple icon in a chart stands for two votes. Unit planning / इकाई योजना: Sequencing related lessons to develop mathematical goals over time. Application: A teacher plans several connected lessons on measurement.

**MCQ 182 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Each apple icon in a chart stands for two votes. (2) A pupil computes 19 plus 26 as 20 plus 25.**

A. Mathematical language / गणितीय भाषा | Mental mathematics / मानसिक गणना

B. Pictograph / चित्रालेख | Mental mathematics / मानसिक गणना

C. Pictograph / चित्रालेख | Seriation / क्रमबद्धता

D. Mental mathematics / मानसिक गणना | Pictograph / चित्रालेख

**Correct answer / सही उत्तर: B.** Pictograph / चित्रालेख | Mental mathematics / मानसिक गणना

**Explanation / व्याख्या**

Pictograph / चित्रालेख: Representing data with pictures or symbols and a key when needed. Application: Each apple icon in a chart stands for two votes. Mental mathematics / मानसिक गणना: Using flexible number relationships without written standard algorithms. Application: A pupil computes 19 plus 26 as 20 plus 25.

**MCQ 183 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Pictograph / चित्रालेख and Estimation / अनुमान.**

A. Representing data with pictures or symbols and a key when needed. | Finding a reasonable approximate quantity or result.

B. Representing data with pictures or symbols and a key when needed. | Materials available in the community used for mathematical exploration.

C. Finding a reasonable approximate quantity or result. | Representing data with pictures or symbols and a key when needed.

D. A structured resource whose activities can support mathematical understanding. | Finding a reasonable approximate quantity or result.

**Correct answer / सही उत्तर: A.** Representing data with pictures or symbols and a key when needed. | Finding a reasonable approximate quantity or result.

**Explanation / व्याख्या**

Pictograph / चित्रालेख: Representing data with pictures or symbols and a key when needed. Application: Each apple icon in a chart stands for two votes. Estimation / अनुमान: Finding a reasonable approximate quantity or result. Application: A child estimates the number of pencils in a jar before counting.

**MCQ 184 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Pictograph / चित्रालेख and Multiple strategies / अनेक रणनीतियाँ.**

A. Two pupils solve 18 + 7 by counting on and by making twenty. | Each apple icon in a chart stands for two votes.

B. Each apple icon in a chart stands for two votes. | Children arrange sticks from shortest to longest.

C. A teacher assesses explanation, strategy and accuracy separately. | Two pupils solve 18 + 7 by counting on and by making twenty.

D. Each apple icon in a chart stands for two votes. | Two pupils solve 18 + 7 by counting on and by making twenty.

**Correct answer / सही उत्तर: D.** Each apple icon in a chart stands for two votes. | Two pupils solve 18 + 7 by counting on and by making twenty.

**Explanation / व्याख्या**

Pictograph / चित्रालेख: Representing data with pictures or symbols and a key when needed. Application: Each apple icon in a chart stands for two votes. Multiple strategies / अनेक रणनीतियाँ: Allowing different valid methods for solving a problem. Application: Two pupils solve 18 + 7 by counting on and by making twenty.

**MCQ 185 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Pictograph / चित्रालेख / Seriation / क्रमबद्धता)**

A. Pictograph / चित्रालेख → Arranging items in order by a measurable property.

B. Unit planning / इकाई योजना → Using precise terms and symbols to communicate mathematical meaning.

C. Seriation / क्रमबद्धता → Sequencing related lessons to develop mathematical goals over time.

D. Pictograph / चित्रालेख → Representing data with pictures or symbols and a key when needed.

**Correct answer / सही उत्तर: D.** Pictograph / चित्रालेख → Representing data with pictures or symbols and a key when needed.

**Explanation / व्याख्या**

Pictograph / चित्रालेख: Representing data with pictures or symbols and a key when needed.
Application: Each apple icon in a chart stands for two votes.

**MCQ 186 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Pictograph / चित्रालेख / Abstraction / अमूर्तीकरण)**

A. Pictograph / चित्रालेख → Children represent three apples and three stones with the same number 3.

B. Pictograph / चित्रालेख → Each apple icon in a chart stands for two votes.

C. Non-standard measurement / अमानक मापन → Children use base-ten blocks to demonstrate regrouping.

D. Abstraction / अमूर्तीकरण → Children measure a desk using equal paper strips.

**Correct answer / सही उत्तर: B.** Pictograph / चित्रालेख → Each apple icon in a chart stands for two votes.

**Explanation / व्याख्या**

Pictograph / चित्रालेख: Representing data with pictures or symbols and a key when needed.
Application: Each apple icon in a chart stands for two votes.

**MCQ 187 • CORE PRACTICE · FORM 01**

**Identify the concept described: Reasoning about shapes, positions and relationships in space.**

A. Spatial thinking / स्थानिक चिंतन

B. Mathematics laboratory / गणित प्रयोगशाला

C. Mental mathematics / मानसिक गणना

D. Counting principle / गणना सिद्धांत

**Correct answer / सही उत्तर: A.** Spatial thinking / स्थानिक चिंतन

**Explanation / व्याख्या**

Spatial thinking / स्थानिक चिंतन: Reasoning about shapes, positions and relationships in space.
Application: A pupil predicts which shape fits after a rotation.

**MCQ 188 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A pupil predicts which shape fits after a rotation.**

A. Spatial thinking / स्थानिक चिंतन

B. Deductive reasoning / निगमनात्मक तर्क

C. Performance task / प्रदर्शन कार्य

D. Mathematical problem solving / गणितीय समस्या समाधान

**Correct answer / सही उत्तर: A.** Spatial thinking / स्थानिक चिंतन

**Explanation / व्याख्या**

Spatial thinking / स्थानिक चिंतन: Reasoning about shapes, positions and relationships in space.
Application: A pupil predicts which shape fits after a rotation.

**MCQ 189 • CORE PRACTICE · FORM 03**

**Which explanation best defines Spatial thinking / स्थानिक चिंतन?**

A. A regularity described by a relationship or rule.

B. Arranging mathematical tasks from accessible experiences toward greater complexity.

C. Reasoning about shapes, positions and relationships in space.

D. Sequencing related lessons to develop mathematical goals over time.

**Correct answer / सही उत्तर: C.** Reasoning about shapes, positions and relationships in space.

**Explanation / व्याख्या**

Spatial thinking / स्थानिक चिंतन: Reasoning about shapes, positions and relationships in space.
Application: A pupil predicts which shape fits after a rotation.

**MCQ 190 • CORE PRACTICE · FORM 04**

**Which classroom example best demonstrates Spatial thinking / स्थानिक चिंतन?**

A. A pupil predicts which shape fits after a rotation.

B. Two pupils solve 18 + 7 by counting on and by making twenty.

C. Children find different pairs of whole numbers whose sum is ten.

D. Children extend a repeating red-blue-blue sequence.

**Correct answer / सही उत्तर: A.** A pupil predicts which shape fits after a rotation.

**Explanation / व्याख्या**

Spatial thinking / स्थानिक चिंतन: Reasoning about shapes, positions and relationships in space. Application: A pupil predicts which shape fits after a rotation.

**MCQ 191 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Reasoning about shapes, positions and relationships in space. (2) Measuring using informal repeatable units.**

A. Spatial thinking / स्थानिक चिंतन | Non-standard measurement / अमानक मापन

B. Non-standard measurement / अमानक मापन | Spatial thinking / स्थानिक चिंतन

C. Spatial thinking / स्थानिक चिंतन | Deductive reasoning / निगमनात्मक तर्क

D. Seriation / क्रमबद्धता | Non-standard measurement / अमानक मापन

**Correct answer / सही उत्तर: A.** Spatial thinking / स्थानिक चिंतन | Non-standard measurement / अमानक मापन

**Explanation / व्याख्या**

Spatial thinking / स्थानिक चिंतन: Reasoning about shapes, positions and relationships in space. Application: A pupil predicts which shape fits after a rotation. Non-standard measurement / अमानक मापन: Measuring using informal repeatable units. Application: Children measure a desk using equal paper strips.

GyanTech Guru Ji

**MCQ 192 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A pupil predicts which shape fits after a rotation. (2) Pupils invent questions about quantities shown in a market picture.**

A. Problem posing / समस्या निर्माण | Spatial thinking / स्थानिक चिंतन

B. One-to-one correspondence / एक-एक संगति | Problem posing / समस्या निर्माण

C. Spatial thinking / स्थानिक चिंतन | Summative assessment / संकलनात्मक आकलन

D. Spatial thinking / स्थानिक चिंतन | Problem posing / समस्या निर्माण

**Correct answer / सही उत्तर: D.** Spatial thinking / स्थानिक चिंतन | Problem posing / समस्या निर्माण

**Explanation / व्याख्या**

Spatial thinking / स्थानिक चिंतन: Reasoning about shapes, positions and relationships in space. Application: A pupil predicts which shape fits after a rotation. Problem posing / समस्या निर्माण: Creating meaningful mathematical questions from a situation. Application: Pupils invent questions about quantities shown in a market picture.

GyanTech Guru Ji

MCQ 193 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Spatial thinking / स्थानिक चिंतन and Mathematical pattern / गणितीय पैटर्न.**

A. Reasoning about shapes, positions and relationships in space. | Measuring using informal repeatable units.

B. A regularity described by a relationship or rule. | Reasoning about shapes, positions and relationships in space.

C. Reasoning about shapes, positions and relationships in space. | A regularity described by a relationship or rule.

D. Showing mathematical relationships with drawings or diagrams. | A regularity described by a relationship or rule.

**Correct answer / सही उत्तर: C.** Reasoning about shapes, positions and relationships in space. | A regularity described by a relationship or rule.

**Explanation / व्याख्या**

Spatial thinking / स्थानिक चिंतन: Reasoning about shapes, positions and relationships in space. Application: A pupil predicts which shape fits after a rotation. Mathematical pattern / गणितीय पैटर्न: A regularity described by a relationship or rule. Application: Children extend a repeating red-blue-blue sequence.

**MCQ 194 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Spatial thinking / स्थानिक चिंतन and Mathematical competency / गणितीय दक्षता.**

A. A pupil predicts which shape fits after a rotation. | A pupil exchanges ten unit cubes for a ten rod.

B. Pupils sort quadrilaterals according to their sides and angles. | A learner chooses an appropriate unit to measure a desk.

C. A learner chooses an appropriate unit to measure a desk. | A pupil predicts which shape fits after a rotation.

D. A pupil predicts which shape fits after a rotation. | A learner chooses an appropriate unit to measure a desk.

**Correct answer / सही उत्तर: D.** A pupil predicts which shape fits after a rotation. | A learner chooses an appropriate unit to measure a desk.

**Explanation / व्याख्या**

Spatial thinking / स्थानिक चिंतन: Reasoning about shapes, positions and relationships in space. Application: A pupil predicts which shape fits after a rotation. Mathematical competency / गणितीय दक्षता: Applying mathematical understanding and processes in meaningful situations. Application: A learner chooses an appropriate unit to measure a desk.

**MCQ 195 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Spatial thinking / स्थानिक चिंतन / Geometric reasoning / ज्यामितीय तर्क)**

A. Spatial thinking / स्थानिक चिंतन → Reasoning about shapes, positions and relationships in space.

B. Spatial thinking / स्थानिक चिंतन → Identifying and explaining spatial properties and relationships.

C. Place-value blocks / स्थानीय मान ब्लॉक → A structured resource whose activities can support mathematical understanding.

D. Geometric reasoning / ज्यामितीय तर्क→ Materials representing units, tens and other base-ten groupings.

**Correct answer / सही उत्तर: A.** Spatial thinking / स्थानिक चिंतन → Reasoning about shapes, positions and relationships in space.

**Explanation / व्याख्या**

Spatial thinking / स्थानिक चिंतन: Reasoning about shapes, positions and relationships in space.
Application: A pupil predicts which shape fits after a rotation.

MCQ 196 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Spatial thinking / स्थानिक चिंतन / Place-value blocks / स्थानीय मान ब्लॉक)**

A. Place-value blocks / स्थानीय मान ब्लॉक → Children extend a repeating red-blue-blue sequence.

B. Spatial thinking / स्थानिक चिंतन → A pupil exchanges ten unit cubes for a ten rod.

C. Mathematical pattern / गणितीय पैटर्न → Children represent a sharing situation using division.

D. Spatial thinking / स्थानिक चिंतन → A pupil predicts which shape fits after a rotation.

**Correct answer / सही उत्तर: D.** Spatial thinking / स्थानिक चिंतन → A pupil predicts which shape fits after a rotation.

**Explanation / व्याख्या**

Spatial thinking / स्थानिक चिंतन: Reasoning about shapes, positions and relationships in space. Application: A pupil predicts which shape fits after a rotation.

MCQ 197 • CORE PRACTICE · FORM 01

**Identify the concept described: Expressing ideas through objects, pictures, symbols or language.**

A. Abstraction / अमूर्तीकरण

B. One-to-one correspondence / एक-एक संगति

C. Mathematical representation / गणितीय निरूपण

D. Pictorial representation / चित्रात्मक निरूपण

**Correct answer / सही उत्तर: C.** Mathematical representation / गणितीय निरूपण

**Explanation / व्याख्या**

Mathematical representation / गणितीय निरूपण: Expressing ideas through objects, pictures, symbols or language. Application: A pupil draws equal groups to explain a multiplication expression.

**MCQ 198 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A pupil draws equal groups to explain a multiplication expression.**

A. Mathematical representation / गणितीय निरूपण

B. Error analysis / त्रुटि विश्लेषण

C. Performance task / प्रदर्शन कार्य

D. Estimation / अनुमान

**Correct answer / सही उत्तर: A.** Mathematical representation / गणितीय निरूपण

**Explanation / व्याख्या**

Mathematical representation / गणितीय निरूपण: Expressing ideas through objects, pictures, symbols or language. Application: A pupil draws equal groups to explain a multiplication expression.

**MCQ 199 • CORE PRACTICE · FORM 03**

**Which explanation best defines Mathematical representation / गणितीय निरूपण?**

A. A space or organised set of resources for exploring mathematical ideas.

B. Materials available in the community used for mathematical exploration.

C. Expressing ideas through objects, pictures, symbols or language.

D. Partitioning a quantity into groups of equal size.

**Correct answer / सही उत्तर: C.** Expressing ideas through objects, pictures, symbols or language.

**Explanation / व्याख्या**

Mathematical representation / गणितीय निरूपण: Expressing ideas through objects, pictures, symbols or language. Application: A pupil draws equal groups to explain a multiplication expression.

MCQ 200 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Mathematical representation / गणितीय निरूपण?**

A. A pupil writes 7 > 5 to express a comparison.

B. A pupil draws equal groups to explain a multiplication expression.

C. The 4 in forty-two represents four tens.

D. Children use market price labels for a money comparison task.

**Correct answer / सही उत्तर: B.** A pupil draws equal groups to explain a multiplication expression.

**Explanation / व्याख्या**

Mathematical representation / गणितीय निरूपण: Expressing ideas through objects, pictures, symbols or language. Application: A pupil draws equal groups to explain a multiplication expression.

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**MCQ 201 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Expressing ideas through objects, pictures, symbols or language. (2) Using ongoing evidence to guide further mathematics learning.**

A. Formative assessment / निर्माणात्मक आकलन | Mathematical representation / गणितीय निरूपण

B. Mathematical representation / गणितीय निरूपण | Symbolic representation / प्रतीकात्मक निरूपण

C. Manipulatives / मूर्त शिक्षण सामग्री | Formative assessment / निर्माणात्मक आकलन

D. Mathematical representation / गणितीय निरूपण | Formative assessment / निर्माणात्मक आकलन

**Correct answer / सही उत्तर: D.** Mathematical representation / गणितीय निरूपण | Formative assessment / निर्माणात्मक आकलन

**Explanation / व्याख्या**

Mathematical representation / गणितीय निरूपण: Expressing ideas through objects, pictures, symbols or language. Application: A pupil draws equal groups to explain a multiplication expression. Formative assessment / निर्माणात्मक आकलन: Using ongoing evidence to guide further mathematics learning. Application: A teacher changes grouping after observing pupils' fraction strategies.

**MCQ 202 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A pupil draws equal groups to explain a multiplication expression. (2) A child gives one pencil to each pupil to check if there are enough.**

A. One-to-one correspondence / एक-एक संगति | Mathematical representation / गणितीय निरूपण

B. Mathematical representation / गणितीय निरूपण | Problem posing / समस्या निर्माण

C. Mathematics laboratory / गणित प्रयोगशाला | One-to-one correspondence / एक-एक संगति

D. Mathematical representation / गणितीय निरूपण | One-to-one correspondence / एक-एक संगति

**Correct answer / सही उत्तर: D.** Mathematical representation / गणितीय निरूपण | One-to-one correspondence / एक-एक संगति

**Explanation / व्याख्या**

Mathematical representation / गणितीय निरूपण: Expressing ideas through objects, pictures, symbols or language. Application: A pupil draws equal groups to explain a multiplication expression. One-to-one correspondence / एक-एक संगति: Matching exactly one element of one collection to each element of another. Application: A child gives one pencil to each pupil to check if there are enough.

**MCQ 203 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Mathematical representation / गणितीय निरूपण and Number sense / संख्या बोध.**

A. Using ongoing evidence to guide further mathematics learning. | Flexible understanding of numbers, magnitudes and relationships.

B. Flexible understanding of numbers, magnitudes and relationships. | Expressing ideas through objects, pictures, symbols or language.

C. Expressing ideas through objects, pictures, symbols or language. | A space or organised set of resources for exploring mathematical ideas.

D. Expressing ideas through objects, pictures, symbols or language. | Flexible understanding of numbers, magnitudes and relationships.

**Correct answer / सही उत्तर: D.** Expressing ideas through objects, pictures, symbols or language. | Flexible understanding of numbers, magnitudes and relationships.

**Explanation / व्याख्या**

Mathematical representation / गणितीय निरूपण: Expressing ideas through objects, pictures, symbols or language. Application: A pupil draws equal groups to explain a multiplication expression. Number sense / संख्या बोध: Flexible understanding of numbers, magnitudes and relationships. Application: A pupil explains why 49 plus 21 is close to 70 before calculating.

**MCQ 204 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Mathematical representation / गणितीय निरूपण and Mathematical language / गणितीय भाषा.**

A. A final unit task checks understanding of measurement concepts. | A pupil writes 7 > 5 to express a comparison.

B. A pupil draws equal groups to explain a multiplication expression. | A child gives one pencil to each pupil to check if there are enough.

C. A pupil writes 7 > 5 to express a comparison. | A pupil draws equal groups to explain a multiplication expression.

D. A pupil draws equal groups to explain a multiplication expression. | A pupil writes 7 > 5 to express a comparison.

**Correct answer / सही उत्तर: D.** A pupil draws equal groups to explain a multiplication expression. | A pupil writes 7 > 5 to express a comparison.

**Explanation / व्याख्या**

Mathematical representation / गणितीय निरूपण: Expressing ideas through objects, pictures, symbols or language. Application: A pupil draws equal groups to explain a multiplication expression. Mathematical language / गणितीय भाषा: Using precise terms and symbols to communicate mathematical meaning. Application: A pupil writes 7 > 5 to express a comparison.

**MCQ 205 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Mathematical representation / गणितीय निरूपण / Inductive reasoning / आगमनात्मक तर्क)**

A. Inductive reasoning / आगमनात्मक तर्क→ Expressing relationships using mathematical symbols.

B. Symbolic representation / प्रतीकात्मक निरूपण → Materials representing units, tens and other base-ten groupings.

C. Mathematical representation / गणितीय निरूपण → Forming a tentative generalisation from observed cases.

D. Mathematical representation / गणितीय निरूपण → Expressing ideas through objects, pictures, symbols or language.

**Correct answer / सही उत्तर: D.** Mathematical representation / गणितीय निरूपण → Expressing ideas through objects, pictures, symbols or language.

**Explanation / व्याख्या**

Mathematical representation / गणितीय निरूपण: Expressing ideas through objects, pictures, symbols or language. Application: A pupil draws equal groups to explain a multiplication expression.

MCQ 206 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Mathematical representation / गणितीय निरूपण / One-to-one correspondence / एक-एक संगति)**

A. Mathematical representation / गणितीय निरूपण → A child gives one pencil to each pupil to check if there are enough.

B. One-to-one correspondence / एक-एक संगति → A pupil computes 19 plus 26 as 20 plus 25.

C. Mental mathematics / मानसिक गणना → A pupil records an equal-groups situation as 4 × 3 = 12.

D. Mathematical representation / गणितीय निरूपण → A pupil draws equal groups to explain a multiplication expression.

**Correct answer / सही उत्तर: D.** Mathematical representation / गणितीय निरूपण → A pupil draws equal groups to explain a multiplication expression.

**Explanation / व्याख्या**

Mathematical representation / गणितीय निरूपण: Expressing ideas through objects, pictures, symbols or language. Application: A pupil draws equal groups to explain a multiplication expression.

MCQ 207 • CORE PRACTICE · FORM 01

**Identify the concept described: Giving reasons to support a mathematical claim.**

A. Deductive reasoning / निगमनात्मक तर्क

B. Curriculum progression / पाठ्यचर्या प्रगति

C. Mathematical argument / गणितीय तर्क प्रस्तुति

D. Summative assessment / संकलनात्मक आकलन

**Correct answer / सही उत्तर: C.** Mathematical argument / गणितीय तर्क प्रस्तुति

**Explanation / व्याख्या**

Mathematical argument / गणितीय तर्क प्रस्तुति: Giving reasons to support a mathematical claim. Application: A child explains why two differently arranged shapes have equal area.

**MCQ 208 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A child explains why two differently arranged shapes have equal area.**

A. Mathematics textbook / गणित पाठ्यपुस्तक

B. One-to-one correspondence / एक-एक संगति

C. Mathematical argument / गणितीय तर्क प्रस्तुति

D. Unit planning / इकाई योजना

**Correct answer / सही उत्तर: C.** Mathematical argument / गणितीय तर्क प्रस्तुति

**Explanation / व्याख्या**

Mathematical argument / गणितीय तर्क प्रस्तुति: Giving reasons to support a mathematical claim.
Application: A child explains why two differently arranged shapes have equal area.

**MCQ 209 • CORE PRACTICE · FORM 03**

**Which explanation best defines Mathematical argument / गणितीय तर्क प्रस्तुति?**

A. Giving reasons to support a mathematical claim.

B. Showing mathematical relationships with actual objects.

C. Expressing or analysing real situations using mathematical ideas.

D. Materials available in the community used for mathematical exploration.

**Correct answer / सही उत्तर: A.** Giving reasons to support a mathematical claim.

**Explanation / व्याख्या**

Mathematical argument / गणितीय तर्क प्रस्तुति: Giving reasons to support a mathematical claim.
Application: A child explains why two differently arranged shapes have equal area.

MCQ 210 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Mathematical argument / गणितीय तर्क प्रस्तुति?**

A. A teacher asks why a child wrote 305 for thirty-five before planning support.

B. A teacher plans several connected lessons on measurement.

C. Counting and grouping experiences precede formal multiplication notation.

D. A child explains why two differently arranged shapes have equal area.

**Correct answer / सही उत्तर: D.** A child explains why two differently arranged shapes have equal area.

**Explanation / व्याख्या**

Mathematical argument / गणितीय तर्क प्रस्तुति: Giving reasons to support a mathematical claim. Application: A child explains why two differently arranged shapes have equal area.

MCQ 211 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Giving reasons to support a mathematical claim. (2) Materials available in the community used for mathematical exploration.**

A. Mathematical argument / गणितीय तर्क प्रस्तुति | Geometric reasoning / ज्यामितीय तर्क

B. Mathematical argument / गणितीय तर्क प्रस्तुति | Local resources / स्थानीय संसाधन

C. Non-standard measurement / अमानक मापन | Local resources / स्थानीय संसाधन

D. Local resources / स्थानीय संसाधन | Mathematical argument / गणितीय तर्क प्रस्तुति

**Correct answer / सही उत्तर: B.** Mathematical argument / गणितीय तर्क प्रस्तुति | Local resources / स्थानीय संसाधन

**Explanation / व्याख्या**

Mathematical argument / गणितीय तर्क प्रस्तुति: Giving reasons to support a mathematical claim. Application: A child explains why two differently arranged shapes have equal area. Local resources / स्थानीय संसाधन: Materials available in the community used for mathematical exploration. Application: Children use market price labels for a money comparison task.

**MCQ 212 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A child explains why two differently arranged shapes have equal area. (2) A lesson moves from equal groups to drawings and multiplication notation.**

A. Mathematical argument / गणितीय तर्क प्रस्तुति | Task sequencing / कार्य क्रम

B. Mathematical argument / गणितीय तर्क प्रस्तुति | Seriation / क्रमबद्धता

C. Formative assessment / निर्माणात्मक आकलन | Task sequencing / कार्य क्रम

D. Task sequencing / कार्य क्रम | Mathematical argument / गणितीय तर्क प्रस्तुति

**Correct answer / सही उत्तर: A.** Mathematical argument / गणितीय तर्क प्रस्तुति | Task sequencing / कार्य क्रम

**Explanation / व्याख्या**

Mathematical argument / गणितीय तर्क प्रस्तुति: Giving reasons to support a mathematical claim. Application: A child explains why two differently arranged shapes have equal area. Task sequencing / कार्य क्रम: Arranging mathematical tasks from accessible experiences toward greater complexity. Application: A lesson moves from equal groups to drawings and multiplication notation.

**MCQ 213 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Mathematical argument / गणितीय तर्क प्रस्तुति and Curriculum progression / पाठ्यचर्या प्रगति.**

A. Giving reasons to support a mathematical claim. | Organising mathematical ideas in a coherent developmental sequence.

B. Materials representing units, tens and other base-ten groupings. | Organising mathematical ideas in a coherent developmental sequence.

C. Organising mathematical ideas in a coherent developmental sequence. | Giving reasons to support a mathematical claim.

D. Giving reasons to support a mathematical claim. | Arranging items in order by a measurable property.

**Correct answer / सही उत्तर: A.** Giving reasons to support a mathematical claim. | Organising mathematical ideas in a coherent developmental sequence.

**Explanation / व्याख्या**

Mathematical argument / गणितीय तर्क प्रस्तुति: Giving reasons to support a mathematical claim. Application: A child explains why two differently arranged shapes have equal area. Curriculum progression / पाठ्यचर्या प्रगति: Organising mathematical ideas in a coherent developmental sequence. Application: Counting and grouping experiences precede formal multiplication notation.

MCQ 214 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Mathematical argument / गणितीय तर्क प्रस्तुति and Equal sharing / समान बाँट.**

A. A child explains why two differently arranged shapes have equal area. | Children extend a repeating red-blue-blue sequence.

B. A child explains why two differently arranged shapes have equal area. | Children share 12 counters among three groups.

C. Children share 12 counters among three groups. | A child explains why two differently arranged shapes have equal area.

D. A teacher plans several connected lessons on measurement. | Children share 12 counters among three groups.

**Correct answer / सही उत्तर: B.** A child explains why two differently arranged shapes have equal area. | Children share 12 counters among three groups.

**Explanation / व्याख्या**

Mathematical argument / गणितीय तर्क प्रस्तुति: Giving reasons to support a mathematical claim. Application: A child explains why two differently arranged shapes have equal area. Equal sharing / समान बाँट: Partitioning a quantity into groups of equal size. Application: Children share 12 counters among three groups.

**MCQ 215 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Mathematical argument / गणितीय तर्क प्रस्तुति / Curriculum progression / पाठ्यचर्या प्रगति)**

A. Geometric reasoning / ज्यामितीय तर्क→ Understanding that the last count word gives the total number of objects.

B. Curriculum progression / पाठ्यचर्या प्रगति → Identifying and explaining spatial properties and relationships.

C. Mathematical argument / गणितीय तर्क प्रस्तुति → Organising mathematical ideas in a coherent developmental sequence.

D. Mathematical argument / गणितीय तर्क प्रस्तुति → Giving reasons to support a mathematical claim.

**Correct answer / सही उत्तर: D.** Mathematical argument / गणितीय तर्क प्रस्तुति → Giving reasons to support a mathematical claim.

**Explanation / व्याख्या**

Mathematical argument / गणितीय तर्क प्रस्तुति: Giving reasons to support a mathematical claim.
Application: A child explains why two differently arranged shapes have equal area.

MCQ 216 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Mathematical argument / गणितीय तर्क प्रस्तुति / Number sense / संख्या बोध)**

A. Curriculum progression / पाठ्यचर्या प्रगति → A pupil can compare two lengths using the same unit.

B. Number sense / संख्या बोध → Counting and grouping experiences precede formal multiplication notation.

C. Mathematical argument / गणितीय तर्क प्रस्तुति → A child explains why two differently arranged shapes have equal area.

D. Mathematical argument / गणितीय तर्क प्रस्तुति → A pupil explains why 49 plus 21 is close to 70 before calculating.

**Correct answer / सही उत्तर: C.** Mathematical argument / गणितीय तर्क प्रस्तुति → A child explains why two differently arranged shapes have equal area.

**Explanation / व्याख्या**

Mathematical argument / गणितीय तर्क प्रस्तुति: Giving reasons to support a mathematical claim. Application: A child explains why two differently arranged shapes have equal area.

MCQ 217 • CORE PRACTICE · FORM 01

**Identify the concept described: Sharing, comparing and justifying ways of solving a problem.**

A. Abstraction / अमूर्तीकरण

B. Local resources / स्थानीय संसाधन

C. Mathematical discussion / गणितीय चर्चा

D. Inductive reasoning / आगमनात्मक तर्क

**Correct answer / सही उत्तर: C.** Mathematical discussion / गणितीय चर्चा

**Explanation / व्याख्या**

Mathematical discussion / गणितीय चर्चा: Sharing, comparing and justifying ways of solving a problem. Application: Pairs compare two methods for adding 37 and 28.

**MCQ 218 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Pairs compare two methods for adding 37 and 28.**

A. Performance task / प्रदर्शन कार्य

B. Mathematical discussion / गणितीय चर्चा

C. Cardinality / गणन संख्या बोध

D. Pictorial representation / चित्रात्मक निरूपण

**Correct answer / सही उत्तर: B.** Mathematical discussion / गणितीय चर्चा

**Explanation / व्याख्या**

Mathematical discussion / गणितीय चर्चा: Sharing, comparing and justifying ways of solving a problem. Application: Pairs compare two methods for adding 37 and 28.

**MCQ 219 • CORE PRACTICE · FORM 03**

**Which explanation best defines Mathematical discussion / गणितीय चर्चा?**

A. Materials available in the community used for mathematical exploration.

B. Sharing, comparing and justifying ways of solving a problem.

C. A task allowing multiple valid solutions or approaches.

D. Arranging items in order by a measurable property.

**Correct answer / सही उत्तर: B.** Sharing, comparing and justifying ways of solving a problem.

**Explanation / व्याख्या**

Mathematical discussion / गणितीय चर्चा: Sharing, comparing and justifying ways of solving a problem. Application: Pairs compare two methods for adding 37 and 28.

**MCQ 220 • CORE PRACTICE · FORM 04**

**Which classroom example best demonstrates Mathematical discussion / गणितीय चर्चा?**

A. Pairs compare two methods for adding 37 and 28.

B. Children share 12 counters among three groups.

C. Children arrange sticks from shortest to longest.

D. A final unit task checks understanding of measurement concepts.

**Correct answer / सही उत्तर: A.** Pairs compare two methods for adding 37 and 28.

**Explanation / व्याख्या**

Mathematical discussion / गणितीय चर्चा: Sharing, comparing and justifying ways of solving a problem. Application: Pairs compare two methods for adding 37 and 28.

**MCQ 221 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Sharing, comparing and justifying ways of solving a problem. (2) Matching exactly one element of one collection to each element of another.**

A. Equal sharing / समान बाँट | One-to-one correspondence / एक-एक संगति

B. Mathematical discussion / गणितीय चर्चा | Mental mathematics / मानसिक गणना

C. One-to-one correspondence / एक-एक संगति | Mathematical discussion / गणितीय चर्चा

D. Mathematical discussion / गणितीय चर्चा | One-to-one correspondence / एक-एक संगति

**Correct answer / सही उत्तर: D.** Mathematical discussion / गणितीय चर्चा | One-to-one correspondence / एक-एक संगति

**Explanation / व्याख्या**

Mathematical discussion / गणितीय चर्चा: Sharing, comparing and justifying ways of solving a problem. Application: Pairs compare two methods for adding 37 and 28. One-to-one correspondence / एक-एक संगति: Matching exactly one element of one collection to each element of another. Application: A child gives one pencil to each pupil to check if there are enough.

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**MCQ 222 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Pairs compare two methods for adding 37 and 28. (2) A pupil records an equal-groups situation as 4 × 3 = 12.**

A. Mathematical discussion / गणितीय चर्चा | Unit planning / इकाई योजना

B. Mathematical discussion / गणितीय चर्चा | Symbolic representation / प्रतीकात्मक निरूपण

C. Symbolic representation / प्रतीकात्मक निरूपण | Mathematical discussion / गणितीय चर्चा

D. Formative assessment / निर्माणात्मक आकलन | Symbolic representation / प्रतीकात्मक निरूपण

**Correct answer / सही उत्तर: B.** Mathematical discussion / गणितीय चर्चा | Symbolic representation / प्रतीकात्मक निरूपण

**Explanation / व्याख्या**

Mathematical discussion / गणितीय चर्चा: Sharing, comparing and justifying ways of solving a problem. Application: Pairs compare two methods for adding 37 and 28. Symbolic representation / प्रतीकात्मक निरूपण: Expressing relationships using mathematical symbols. Application: A pupil records an equal-groups situation as 4 × 3 = 12.

**MCQ 223 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Mathematical discussion / गणितीय चर्चा and Curriculum progression / पाठ्यचर्या प्रगति.**

A. Creating meaningful mathematical questions from a situation. | Organising mathematical ideas in a coherent developmental sequence.

B. Organising mathematical ideas in a coherent developmental sequence. | Sharing, comparing and justifying ways of solving a problem.

C. Sharing, comparing and justifying ways of solving a problem. | Evaluating mathematics achievement after an instructional period.

D. Sharing, comparing and justifying ways of solving a problem. | Organising mathematical ideas in a coherent developmental sequence.

**Correct answer / सही उत्तर: D.** Sharing, comparing and justifying ways of solving a problem. | Organising mathematical ideas in a coherent developmental sequence.

**Explanation / व्याख्या**

Mathematical discussion / गणितीय चर्चा: Sharing, comparing and justifying ways of solving a problem. Application: Pairs compare two methods for adding 37 and 28. Curriculum progression / पाठ्यचर्या प्रगति: Organising mathematical ideas in a coherent developmental sequence. Application: Counting and grouping experiences precede formal multiplication notation.

**MCQ 224 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Mathematical discussion / गणितीय चर्चा and Curriculum progression / पाठ्यचर्या प्रगति.**

A. Pairs compare two methods for adding 37 and 28. | Two pupils solve 18 + 7 by counting on and by making twenty.

B. Counting and grouping experiences precede formal multiplication notation. | Pairs compare two methods for adding 37 and 28.

C. A pupil can compare two lengths using the same unit. | Counting and grouping experiences precede formal multiplication notation.

D. Pairs compare two methods for adding 37 and 28. | Counting and grouping experiences precede formal multiplication notation.

**Correct answer / सही उत्तर: D.** Pairs compare two methods for adding 37 and 28. | Counting and grouping experiences precede formal multiplication notation.

**Explanation / व्याख्या**

Mathematical discussion / गणितीय चर्चा: Sharing, comparing and justifying ways of solving a problem. Application: Pairs compare two methods for adding 37 and 28. Curriculum progression / पाठ्यचर्या प्रगति: Organising mathematical ideas in a coherent developmental sequence. Application: Counting and grouping experiences precede formal multiplication notation.

MCQ 225 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Mathematical discussion / गणितीय चर्चा / Number line / संख्या रेखा)**

A. Mathematical discussion / गणितीय चर्चा → A linear representation of ordered numerical positions.

B. Mathematical discussion / गणितीय चर्चा → Sharing, comparing and justifying ways of solving a problem.

C. Equal sharing / समान बाँट → Descriptive information about strengths and next steps in learning.

D. Number line / संख्या रेखा → Partitioning a quantity into groups of equal size.

**Correct answer / सही उत्तर: B.** Mathematical discussion / गणितीय चर्चा → Sharing, comparing and justifying ways of solving a problem.

**Explanation / व्याख्या**

Mathematical discussion / गणितीय चर्चा: Sharing, comparing and justifying ways of solving a problem. Application: Pairs compare two methods for adding 37 and 28.

MCQ 226 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Mathematical discussion / गणितीय चर्चा / Number line / संख्या रेखा)**

A. Number line / संख्या रेखा → A pupil can compare two lengths using the same unit.

B. Mathematical discussion / गणितीय चर्चा → Pairs compare two methods for adding 37 and 28.

C. Mathematical discussion / गणितीय चर्चा → A child shows 8 minus 3 by moving left three steps.

D. Learning outcome / अधिगम प्रतिफल → A teacher asks how a child obtained 402 when adding 23 and 19.

**Correct answer / सही उत्तर: B.** Mathematical discussion / गणितीय चर्चा → Pairs compare two methods for adding 37 and 28.

**Explanation / व्याख्या**

Mathematical discussion / गणितीय चर्चा: Sharing, comparing and justifying ways of solving a problem. Application: Pairs compare two methods for adding 37 and 28.

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 03.01

**Explain Data handling / आँकड़ा प्रबंधन and give one classroom example.**

**Model answer:** Collecting, organising and interpreting information. Children tally classmates' favourite fruits and compare frequencies.

**REVISION 03.02**

**Explain Pictograph / चित्रालेख and give one classroom example.**

**Model answer:** Representing data with pictures or symbols and a key when needed. Each apple icon in a chart stands for two votes.

**REVISION 03.03**

**Explain Spatial thinking / स्थानिक चिंतन and give one classroom example.**

**Model answer:** Reasoning about shapes, positions and relationships in space. A pupil predicts which shape fits after a rotation.

**REVISION 03.04**

**Explain Mathematical representation / गणितीय निरूपण and give one classroom example.**

**Model answer:** Expressing ideas through objects, pictures, symbols or language. A pupil draws equal groups to explain a multiplication expression.

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**REVISION 03.05**

**Explain Mathematical argument / गणितीय तर्क प्रस्तुति and give one classroom example.**

**Model answer:** Giving reasons to support a mathematical claim. A child explains why two differently arranged shapes have equal area.

**REVISION 03.06**

**Explain Mathematical discussion / गणितीय चर्चा and give one classroom example.**

**Model answer:** Sharing, comparing and justifying ways of solving a problem. Pairs compare two methods for adding 37 and 28.

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CHAPTER 04 • 102 MCQs • 10 REVISION PROMPTS

# Teaching Learning in Mathematics

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Manipulatives / मूर्त शिक्षण सामग्री

Physical objects learners handle to explore mathematical ideas.

**Classroom example:** Children use base-ten blocks to demonstrate regrouping.

### Concrete representation / मूर्त निरूपण

Showing mathematical relationships with actual objects.

**Classroom example:** A pupil uses counters to demonstrate addition.

### Pictorial representation / चित्रात्मक निरूपण

Showing mathematical relationships with drawings or diagrams.

**Classroom example:** A pupil draws groups of circles to represent multiplication.

### Symbolic representation / प्रतीकात्मक निरूपण

Expressing relationships using mathematical symbols.

**Classroom example:** A pupil records an equal-groups situation as 4 × 3 = 12.

### Multiple strategies / अनेक रणनीतियाँ

Allowing different valid methods for solving a problem.

**Classroom example:** Two pupils solve 18 + 7 by counting on and by making twenty.

### Estimation / अनुमान

Finding a reasonable approximate quantity or result.

**Classroom example:** A child estimates the number of pencils in a jar before counting.

### Mental mathematics / मानसिक गणना

Using flexible number relationships without written standard algorithms.

**Classroom example:** A pupil computes 19 plus 26 as 20 plus 25.

### Non-standard measurement / अमानक मापन

Measuring using informal repeatable units.

**Classroom example:** Children measure a desk using equal paper strips.

### Geometric reasoning / ज्यामितीय तर्क

Identifying and explaining spatial properties and relationships.

**Classroom example:** Pupils sort quadrilaterals according to their sides and angles.

### Equal sharing / समान बाँट

Partitioning a quantity into groups of equal size.

**Classroom example:** Children share 12 counters among three groups.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

### MCQ 227 • NEW CLASSROOM APPLICATION

**A pupil calculates 42 minus 17 as 35 by subtracting smaller digits from larger digits. What is the next teaching step?**

A. Use place-value regrouping with concrete objects

B. Teach multiplication instead

C. Mark it wrong and move on

D. Give more problems without discussion

**Correct answer / सही उत्तर: A.** Use place-value regrouping with concrete objects

**Explanation / व्याख्या**

The error reveals a misunderstanding of regrouping in subtraction.

### MCQ 228 • NEW CLASSROOM APPLICATION

**Which task invites multiple strategies?**

A. Copy the teacher's one solution only

B. Trace a numeral twenty times

C. Recite an answer without explanation

D. Find different ways to make a total of 24 using groups

**Correct answer / सही उत्तर: D.** Find different ways to make a total of 24 using groups

**Explanation / व्याख्या**

Open tasks support reasoning and comparison of strategies.

## Core question bank

Ten related practice formats; core concepts recur for revision.

**MCQ 229 • CORE PRACTICE · FORM 01**

**Identify the concept described: Physical objects learners handle to explore mathematical ideas.**

A. Local resources / स्थानीय संसाधन

B. Seriation / क्रमबद्धता

C. Performance task / प्रदर्शन कार्य

D. Manipulatives / मूर्त शिक्षण सामग्री

**Correct answer / सही उत्तर: D.** Manipulatives / मूर्त शिक्षण सामग्री

**Explanation / व्याख्या**

Manipulatives / मूर्त शिक्षण सामग्री: Physical objects learners handle to explore mathematical ideas.
Application: Children use base-ten blocks to demonstrate regrouping.

**MCQ 230 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Children use base-ten blocks to demonstrate regrouping.**

A. Diagnostic assessment / निदानात्मक आकलन

B. Unit planning / इकाई योजना

C. Mathematical discussion / गणितीय चर्चा

D. Manipulatives / मूर्त शिक्षण सामग्री

**Correct answer / सही उत्तर: D.** Manipulatives / मूर्त शिक्षण सामग्री

**Explanation / व्याख्या**

Manipulatives / मूर्त शिक्षण सामग्री: Physical objects learners handle to explore mathematical ideas.
Application: Children use base-ten blocks to demonstrate regrouping.

MCQ 231 • CORE PRACTICE · FORM 03

**Which explanation best defines Manipulatives / मूर्त शिक्षण सामग्री?**

A. Physical objects learners handle to explore mathematical ideas.
B. Matching exactly one element of one collection to each element of another.
C. Drawing a conclusion that follows from accepted premises or rules.
D. Expressing ideas through objects, pictures, symbols or language.

**Correct answer / सही उत्तर: A.** Physical objects learners handle to explore mathematical ideas.

**Explanation / व्याख्या**

Manipulatives / मूर्त शिक्षण सामग्री: Physical objects learners handle to explore mathematical ideas.
Application: Children use base-ten blocks to demonstrate regrouping.

MCQ 232 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Manipulatives / मूर्त शिक्षण सामग्री?**

A. A teacher changes grouping after observing pupils' fraction strategies.
B. Pupils use geoboards and pattern blocks to investigate shapes.
C. Children use base-ten blocks to demonstrate regrouping.
D. A final unit task checks understanding of measurement concepts.

**Correct answer / सही उत्तर: C.** Children use base-ten blocks to demonstrate regrouping.

**Explanation / व्याख्या**

Manipulatives / मूर्त शिक्षण सामग्री: Physical objects learners handle to explore mathematical ideas.
Application: Children use base-ten blocks to demonstrate regrouping.

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**MCQ 233 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Physical objects learners handle to explore mathematical ideas. (2) Criteria describing quality of mathematical reasoning and representation.**

A. Manipulatives / मूर्त शिक्षण सामग्री | Inductive reasoning / आगमनात्मक तर्क

B. Manipulatives / मूर्त शिक्षण सामग्री | Mathematical rubric / गणितीय मानदंड तालिका

C. Problem posing / समस्या निर्माण | Mathematical rubric / गणितीय मानदंड तालिका

D. Mathematical rubric / गणितीय मानदंड तालिका | Manipulatives / मूर्त शिक्षण सामग्री

**Correct answer / सही उत्तर: B.** Manipulatives / मूर्त शिक्षण सामग्री | Mathematical rubric / गणितीय मानदंड तालिका

**Explanation / व्याख्या**

Manipulatives / मूर्त शिक्षण सामग्री: Physical objects learners handle to explore mathematical ideas. Application: Children use base-ten blocks to demonstrate regrouping. Mathematical rubric / गणितीय मानदंड तालिका: Criteria describing quality of mathematical reasoning and representation. Application: A teacher assesses explanation, strategy and accuracy separately.

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**MCQ 234 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Children use base-ten blocks to demonstrate regrouping. (2) Children find different pairs of whole numbers whose sum is ten.**

A. Manipulatives / मूर्त शिक्षण सामग्री | Open-ended task / मुक्त उत्तर कार्य

B. Spatial thinking / स्थानिक चिंतन | Open-ended task / मुक्त उत्तर कार्य

C. Open-ended task / मुक्त उत्तर कार्य | Manipulatives / मूर्त शिक्षण सामग्री

D. Manipulatives / मूर्त शिक्षण सामग्री | Inductive reasoning / आगमनात्मक तर्क

**Correct answer / सही उत्तर: A.** Manipulatives / मूर्त शिक्षण सामग्री | Open-ended task / मुक्त उत्तर कार्य

**Explanation / व्याख्या**

Manipulatives / मूर्त शिक्षण सामग्री: Physical objects learners handle to explore mathematical ideas. Application: Children use base-ten blocks to demonstrate regrouping. Open-ended task / मुक्त उत्तर कार्य: A task allowing multiple valid solutions or approaches. Application: Children find different pairs of whole numbers whose sum is ten.

MCQ 235 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Manipulatives / मूर्त शिक्षण सामग्री and Mathematical pattern / गणितीय पैटर्न.**

A. A regularity described by a relationship or rule. | Physical objects learners handle to explore mathematical ideas.

B. Organising mathematical ideas in a coherent developmental sequence. | A regularity described by a relationship or rule.

C. Physical objects learners handle to explore mathematical ideas. | A regularity described by a relationship or rule.

D. Physical objects learners handle to explore mathematical ideas. | A task requiring demonstration of mathematical knowledge in action.

**Correct answer / सही उत्तर: C.** Physical objects learners handle to explore mathematical ideas. | A regularity described by a relationship or rule.

**Explanation / व्याख्या**

Manipulatives / मूर्त शिक्षण सामग्री: Physical objects learners handle to explore mathematical ideas. Application: Children use base-ten blocks to demonstrate regrouping. Mathematical pattern / गणितीय पैटर्न: A regularity described by a relationship or rule. Application: Children extend a repeating red-blue-blue sequence.

**MCQ 236 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Manipulatives / मूर्त शिक्षण सामग्री and Place value / स्थानीय मान.**

A. The 4 in forty-two represents four tens. | Children use base-ten blocks to demonstrate regrouping.

B. Children use base-ten blocks to demonstrate regrouping. | The 4 in forty-two represents four tens.

C. Children use market price labels for a money comparison task. | The 4 in forty-two represents four tens.

D. Children use base-ten blocks to demonstrate regrouping. | A teacher changes grouping after observing pupils' fraction strategies.

**Correct answer / सही उत्तर: B.** Children use base-ten blocks to demonstrate regrouping. | The 4 in forty-two represents four tens.

**Explanation / व्याख्या**

Manipulatives / मूर्त शिक्षण सामग्री: Physical objects learners handle to explore mathematical ideas. Application: Children use base-ten blocks to demonstrate regrouping. Place value / स्थानीय मान: The value a digit has because of its position in a numeral. Application: The 4 in forty-two represents four tens.

**MCQ 237 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Manipulatives / मूर्त शिक्षण सामग्री / Diagnostic assessment / निदानात्मक आकलन)**

A. Diagnostic assessment / निदानात्मक आकलन → Arranging items in order by a measurable property.

B. Seriation / क्रमबद्धता → Expressing or analysing real situations using mathematical ideas.

C. Manipulatives / मूर्त शिक्षण सामग्री → Physical objects learners handle to explore mathematical ideas.

D. Manipulatives / मूर्त शिक्षण सामग्री → Investigating particular errors or gaps in mathematical understanding.

**Correct answer / सही उत्तर: C.** Manipulatives / मूर्त शिक्षण सामग्री → Physical objects learners handle to explore mathematical ideas.

**Explanation / व्याख्या**

Manipulatives / मूर्त शिक्षण सामग्री: Physical objects learners handle to explore mathematical ideas.
Application: Children use base-ten blocks to demonstrate regrouping.

**MCQ 238 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Manipulatives / मूर्त शिक्षण सामग्री / Place-value blocks / स्थानीय मान ब्लॉक)**

A. Place-value blocks / स्थानीय मान ब्लॉक → A teacher asks how a child obtained 402 when adding 23 and 19.

B. Manipulatives / मूर्त शिक्षण सामग्री → A pupil exchanges ten unit cubes for a ten rod.

C. Manipulatives / मूर्त शिक्षण सामग्री → Children use base-ten blocks to demonstrate regrouping.

D. Diagnostic assessment / निदानात्मक आकलन → Children tally classmates' favourite fruits and compare frequencies.

**Correct answer / सही उत्तर: C.** Manipulatives / मूर्त शिक्षण सामग्री → Children use base-ten blocks to demonstrate regrouping.

**Explanation / व्याख्या**

Manipulatives / मूर्त शिक्षण सामग्री: Physical objects learners handle to explore mathematical ideas.
Application: Children use base-ten blocks to demonstrate regrouping.

**MCQ 239 • CORE PRACTICE · FORM 01**

**Identify the concept described: Showing mathematical relationships with actual objects.**

A. Data handling / आँकड़ा प्रबंधन

B. One-to-one correspondence / एक-एक संगति

C. Open-ended task / मुक्त उत्तर कार्य

D. Concrete representation / मूर्त निरूपण

**Correct answer / सही उत्तर: D.** Concrete representation / मूर्त निरूपण

**Explanation / व्याख्या**

Concrete representation / मूर्त निरूपण: Showing mathematical relationships with actual objects.
Application: A pupil uses counters to demonstrate addition.

MCQ 240 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? A pupil uses counters to demonstrate addition.**

A. Concrete representation / मूर्त निरूपण

B. Mathematical competency / गणितीय दक्षता

C. Abstraction / अमूर्तीकरण

D. Mathematical problem solving / गणितीय समस्या समाधान

**Correct answer / सही उत्तर: A.** Concrete representation / मूर्त निरूपण

**Explanation / व्याख्या**

Concrete representation / मूर्त निरूपण: Showing mathematical relationships with actual objects.
Application: A pupil uses counters to demonstrate addition.

MCQ 241 • CORE PRACTICE · FORM 03

**Which explanation best defines Concrete representation / मूर्त निरूपण?**

A. Recognising a small quantity without counting each item individually.

B. Applying mathematical understanding and processes in meaningful situations.

C. Creating meaningful mathematical questions from a situation.

D. Showing mathematical relationships with actual objects.

**Correct answer / सही उत्तर: D.** Showing mathematical relationships with actual objects.

**Explanation / व्याख्या**

Concrete representation / मूर्त निरूपण: Showing mathematical relationships with actual objects.
Application: A pupil uses counters to demonstrate addition.

MCQ 242 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Concrete representation / मूर्त निरूपण?**

A. The teacher explains how to improve the alignment of tens and ones.

B. Children arrange sticks from shortest to longest.

C. Counting and grouping experiences precede formal multiplication notation.

D. A pupil uses counters to demonstrate addition.

**Correct answer / सही उत्तर: D.** A pupil uses counters to demonstrate addition.

**Explanation / व्याख्या**

Concrete representation / मूर्त निरूपण: Showing mathematical relationships with actual objects. Application: A pupil uses counters to demonstrate addition.

MCQ 243 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Showing mathematical relationships with actual objects. (2) Organising mathematical ideas in a coherent developmental sequence.**

A. Concrete representation / मूर्त निरूपण | Local resources / स्थानीय संसाधन

B. Problem posing / समस्या निर्माण | Curriculum progression / पाठ्यचर्या प्रगति

C. Concrete representation / मूर्त निरूपण | Curriculum progression / पाठ्यचर्या प्रगति

D. Curriculum progression / पाठ्यचर्या प्रगति | Concrete representation / मूर्त निरूपण

**Correct answer / सही उत्तर: C.** Concrete representation / मूर्त निरूपण | Curriculum progression / पाठ्यचर्या प्रगति

**Explanation / व्याख्या**

Concrete representation / मूर्त निरूपण: Showing mathematical relationships with actual objects. Application: A pupil uses counters to demonstrate addition. Curriculum progression / पाठ्यचर्या प्रगति: Organising mathematical ideas in a coherent developmental sequence. Application: Counting and grouping experiences precede formal multiplication notation.

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**MCQ 244 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A pupil uses counters to demonstrate addition. (2) Each apple icon in a chart stands for two votes.**

A. Concrete representation / मूर्त निरूपण | Pictograph / चित्रालेख

B. Pictograph / चित्रालेख | Concrete representation / मूर्त निरूपण

C. Summative assessment / संकलनात्मक आकलन | Pictograph / चित्रालेख

D. Concrete representation / मूर्त निरूपण | Performance task / प्रदर्शन कार्य

**Correct answer / सही उत्तर: A.** Concrete representation / मूर्त निरूपण | Pictograph / चित्रालेख

**Explanation / व्याख्या**

Concrete representation / मूर्त निरूपण: Showing mathematical relationships with actual objects. Application: A pupil uses counters to demonstrate addition. Pictograph / चित्रालेख: Representing data with pictures or symbols and a key when needed. Application: Each apple icon in a chart stands for two votes.

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**MCQ 245 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Concrete representation / मूर्त निरूपण and Diagnostic assessment / निदानात्मक आकलन.**

A. Showing mathematical relationships with actual objects. | Matching exactly one element of one collection to each element of another.

B. Drawing a conclusion that follows from accepted premises or rules. | Investigating particular errors or gaps in mathematical understanding.

C. Investigating particular errors or gaps in mathematical understanding. | Showing mathematical relationships with actual objects.

D. Showing mathematical relationships with actual objects. | Investigating particular errors or gaps in mathematical understanding.

**Correct answer / सही उत्तर: D.** Showing mathematical relationships with actual objects. | Investigating particular errors or gaps in mathematical understanding.

**Explanation / व्याख्या**

Concrete representation / मूर्त निरूपण: Showing mathematical relationships with actual objects. Application: A pupil uses counters to demonstrate addition. Diagnostic assessment / निदानात्मक आकलन: Investigating particular errors or gaps in mathematical understanding. Application: A teacher asks how a child obtained 402 when adding 23 and 19.

MCQ 246 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Concrete representation / मूर्त निरूपण and Problem posing / समस्या निर्माण.**

A. A pupil uses counters to demonstrate addition. | Pupils invent questions about quantities shown in a market picture.

B. A pupil uses counters to demonstrate addition. | Children use market price labels for a money comparison task.

C. Pupils invent questions about quantities shown in a market picture. | A pupil uses counters to demonstrate addition.

D. After counting five shells, a child answers how many without counting again. | Pupils invent questions about quantities shown in a market picture.

**Correct answer / सही उत्तर: A.** A pupil uses counters to demonstrate addition. | Pupils invent questions about quantities shown in a market picture.

**Explanation / व्याख्या**

Concrete representation / मूर्त निरूपण: Showing mathematical relationships with actual objects. Application: A pupil uses counters to demonstrate addition. Problem posing / समस्या निर्माण: Creating meaningful mathematical questions from a situation. Application: Pupils invent questions about quantities shown in a market picture.

MCQ 247 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Concrete representation / मूर्त निरूपण / Mathematical discussion / गणितीय चर्चा)**

A. Concrete representation / मूर्त निरूपण → Sharing, comparing and justifying ways of solving a problem.

B. Mathematical discussion / गणितीय चर्चा → Using ongoing evidence to guide further mathematics learning.

C. Formative assessment / निर्माणात्मक आकलन → Drawing a conclusion that follows from accepted premises or rules.

D. Concrete representation / मूर्त निरूपण → Showing mathematical relationships with actual objects.

**Correct answer / सही उत्तर: D.** Concrete representation / मूर्त निरूपण → Showing mathematical relationships with actual objects.

**Explanation / व्याख्या**

Concrete representation / मूर्त निरूपण: Showing mathematical relationships with actual objects. Application: A pupil uses counters to demonstrate addition.

**MCQ 248 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Concrete representation / मूर्त निरूपण / Formative assessment / निर्माणात्मक आकलन)**

A. Concrete representation / मूर्त निरूपण → A pupil uses counters to demonstrate addition.

B. Concrete representation / मूर्त निरूपण → A teacher changes grouping after observing pupils' fraction strategies.

C. Formative assessment / निर्माणात्मक आकलन → A lesson moves from equal groups to drawings and multiplication notation.

D. Task sequencing / कार्य क्रम → A pupil draws equal groups to explain a multiplication expression.

**Correct answer / सही उत्तर: A.** Concrete representation / मूर्त निरूपण → A pupil uses counters to demonstrate addition.

**Explanation / व्याख्या**

Concrete representation / मूर्त निरूपण: Showing mathematical relationships with actual objects. Application: A pupil uses counters to demonstrate addition.

**MCQ 249 • CORE PRACTICE · FORM 01**

**Identify the concept described: Showing mathematical relationships with drawings or diagrams.**

A. Mathematical pattern / गणितीय पैटर्न

B. Number line / संख्या रेखा

C. Spatial thinking / स्थानिक चिंतन

D. Pictorial representation / चित्रात्मक निरूपण

**Correct answer / सही उत्तर: D.** Pictorial representation / चित्रात्मक निरूपण

**Explanation / व्याख्या**

Pictorial representation / चित्रात्मक निरूपण: Showing mathematical relationships with drawings or diagrams. Application: A pupil draws groups of circles to represent multiplication.

MCQ 250 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? A pupil draws groups of circles to represent multiplication.**

A. Pictorial representation / चित्रात्मक निरूपण

B. Mathematical discussion / गणितीय चर्चा

C. Open-ended task / मुक्त उत्तर कार्य

D. Counting principle / गणना सिद्धांत

**Correct answer / सही उत्तर: A.** Pictorial representation / चित्रात्मक निरूपण

**Explanation / व्याख्या**

Pictorial representation / चित्रात्मक निरूपण: Showing mathematical relationships with drawings or diagrams. Application: A pupil draws groups of circles to represent multiplication.

MCQ 251 • CORE PRACTICE · FORM 03

**Which explanation best defines Pictorial representation / चित्रात्मक निरूपण?**

A. A task allowing multiple valid solutions or approaches.

B. The value a digit has because of its position in a numeral.

C. Drawing a conclusion that follows from accepted premises or rules.

D. Showing mathematical relationships with drawings or diagrams.

**Correct answer / सही उत्तर: D.** Showing mathematical relationships with drawings or diagrams.

**Explanation / व्याख्या**

Pictorial representation / चित्रात्मक निरूपण: Showing mathematical relationships with drawings or diagrams. Application: A pupil draws groups of circles to represent multiplication.

MCQ 252 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Pictorial representation / चित्रात्मक निरूपण?**

A. A child immediately identifies three dots on a card.

B. A pupil draws groups of circles to represent multiplication.

C. A pupil can compare two lengths using the same unit.

D. A pupil draws equal groups to explain a multiplication expression.

**Correct answer / सही उत्तर: B.** A pupil draws groups of circles to represent multiplication.

**Explanation / व्याख्या**

Pictorial representation / चित्रात्मक निरूपण: Showing mathematical relationships with drawings or diagrams. Application: A pupil draws groups of circles to represent multiplication.

MCQ 253 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Showing mathematical relationships with drawings or diagrams. (2) Arranging mathematical tasks from accessible experiences toward greater complexity.**

A. Mathematical representation / गणितीय निरूपण | Task sequencing / कार्य क्रम

B. Pictorial representation / चित्रात्मक निरूपण | Task sequencing / कार्य क्रम

C. Task sequencing / कार्य क्रम | Pictorial representation / चित्रात्मक निरूपण

D. Pictorial representation / चित्रात्मक निरूपण | Mathematical language / गणितीय भाषा

**Correct answer / सही उत्तर: B.** Pictorial representation / चित्रात्मक निरूपण | Task sequencing / कार्य क्रम

**Explanation / व्याख्या**

Pictorial representation / चित्रात्मक निरूपण: Showing mathematical relationships with drawings or diagrams. Application: A pupil draws groups of circles to represent multiplication. Task sequencing / कार्य क्रम: Arranging mathematical tasks from accessible experiences toward greater complexity. Application: A lesson moves from equal groups to drawings and multiplication notation.

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**MCQ 254 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A pupil draws groups of circles to represent multiplication. (2) After counting five shells, a child answers how many without counting again.**

A. Cardinality / गणन संख्या बोध | Pictorial representation / चित्रात्मक निरूपण

B. Pictorial representation / चित्रात्मक निरूपण | Cardinality / गणन संख्या बोध

C. Pictorial representation / चित्रात्मक निरूपण | Summative assessment / संकलनात्मक आकलन

D. Curriculum progression / पाठ्यचर्या प्रगति | Cardinality / गणन संख्या बोध

**Correct answer / सही उत्तर: B.** Pictorial representation / चित्रात्मक निरूपण | Cardinality / गणन संख्या बोध

**Explanation / व्याख्या**

Pictorial representation / चित्रात्मक निरूपण: Showing mathematical relationships with drawings or diagrams. Application: A pupil draws groups of circles to represent multiplication. Cardinality / गणन संख्या बोध: Understanding that the last count word gives the total number of objects. Application: After counting five shells, a child answers how many without counting again.

MCQ 255 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Pictorial representation / चित्रात्मक निरूपण and Problem posing / समस्या निर्माण.**

A. Showing mathematical relationships with drawings or diagrams. | Creating meaningful mathematical questions from a situation.

B. Showing mathematical relationships with drawings or diagrams. | An observable statement of expected mathematical learning.

C. Materials representing units, tens and other base-ten groupings. | Creating meaningful mathematical questions from a situation.

D. Creating meaningful mathematical questions from a situation. | Showing mathematical relationships with drawings or diagrams.

**Correct answer / सही उत्तर: A.** Showing mathematical relationships with drawings or diagrams. | Creating meaningful mathematical questions from a situation.

**Explanation / व्याख्या**

Pictorial representation / चित्रात्मक निरूपण: Showing mathematical relationships with drawings or diagrams. Application: A pupil draws groups of circles to represent multiplication. Problem posing / समस्या निर्माण: Creating meaningful mathematical questions from a situation. Application: Pupils invent questions about quantities shown in a market picture.

**MCQ 256 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Pictorial representation / चित्रात्मक निरूपण and Place value / स्थानीय मान.**

A. A pupil draws groups of circles to represent multiplication. | Children find different pairs of whole numbers whose sum is ten.

B. The 4 in forty-two represents four tens. | A pupil draws groups of circles to represent multiplication.

C. A pupil draws groups of circles to represent multiplication. | The 4 in forty-two represents four tens.

D. Children tally classmates' favourite fruits and compare frequencies. | The 4 in forty-two represents four tens.

**Correct answer / सही उत्तर: C.** A pupil draws groups of circles to represent multiplication. | The 4 in forty-two represents four tens.

**Explanation / व्याख्या**

Pictorial representation / चित्रात्मक निरूपण: Showing mathematical relationships with drawings or diagrams. Application: A pupil draws groups of circles to represent multiplication. Place value / स्थानीय मान: The value a digit has because of its position in a numeral. Application: The 4 in forty-two represents four tens.

MCQ 257 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Pictorial representation / चित्रात्मक निरूपण / Pictograph / चित्रालेख)**

A. Pictograph / चित्रालेख → A space or organised set of resources for exploring mathematical ideas.

B. Pictorial representation / चित्रात्मक निरूपण → Representing data with pictures or symbols and a key when needed.

C. Pictorial representation / चित्रात्मक निरूपण → Showing mathematical relationships with drawings or diagrams.

D. Mathematics laboratory / गणित प्रयोगशाला → A structured resource whose activities can support mathematical understanding.

**Correct answer / सही उत्तर: C.** Pictorial representation / चित्रात्मक निरूपण → Showing mathematical relationships with drawings or diagrams.

**Explanation / व्याख्या**

Pictorial representation / चित्रात्मक निरूपण: Showing mathematical relationships with drawings or diagrams. Application: A pupil draws groups of circles to represent multiplication.

**MCQ 258 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Pictorial representation / चित्रात्मक निरूपण / Summative assessment / संकलनात्मक आकलन)**

A. Pictorial representation / चित्रात्मक निरूपण → A pupil draws groups of circles to represent multiplication.

B. Summative assessment / संकलनात्मक आकलन → A child immediately identifies three dots on a card.

C. Subitizing / त्वरित संख्या पहचान → A child shows 8 minus 3 by moving left three steps.

D. Pictorial representation / चित्रात्मक निरूपण → A final unit task checks understanding of measurement concepts.

**Correct answer / सही उत्तर: A.** Pictorial representation / चित्रात्मक निरूपण → A pupil draws groups of circles to represent multiplication.

**Explanation / व्याख्या**

Pictorial representation / चित्रात्मक निरूपण: Showing mathematical relationships with drawings or diagrams. Application: A pupil draws groups of circles to represent multiplication.

**MCQ 259 • CORE PRACTICE · FORM 01**

**Identify the concept described: Expressing relationships using mathematical symbols.**

A. Symbolic representation / प्रतीकात्मक निरूपण

B. Formative assessment / निर्माणात्मक आकलन

C. Subitizing / त्वरित संख्या पहचान

D. Place value / स्थानीय मान

**Correct answer / सही उत्तर: A.** Symbolic representation / प्रतीकात्मक निरूपण

**Explanation / व्याख्या**

Symbolic representation / प्रतीकात्मक निरूपण: Expressing relationships using mathematical symbols. Application: A pupil records an equal-groups situation as 4 × 3 = 12.

**MCQ 260 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A pupil records an equal-groups situation as 4 × 3 = 12.**

A. Mathematical language / गणितीय भाषा

B. Local resources / स्थानीय संसाधन

C. Symbolic representation / प्रतीकात्मक निरूपण

D. Conservation of number / संख्या संरक्षण

**Correct answer / सही उत्तर: C.** Symbolic representation / प्रतीकात्मक निरूपण

**Explanation / व्याख्या**

Symbolic representation / प्रतीकात्मक निरूपण: Expressing relationships using mathematical symbols. Application: A pupil records an equal-groups situation as 4 × 3 = 12.

**MCQ 261 • CORE PRACTICE · FORM 03**

**Which explanation best defines Symbolic representation / प्रतीकात्मक निरूपण?**

A. Forming a tentative generalisation from observed cases.

B. Flexible understanding of numbers, magnitudes and relationships.

C. Expressing relationships using mathematical symbols.

D. Using ongoing evidence to guide further mathematics learning.

**Correct answer / सही उत्तर: C.** Expressing relationships using mathematical symbols.

**Explanation / व्याख्या**

Symbolic representation / प्रतीकात्मक निरूपण: Expressing relationships using mathematical symbols. Application: A pupil records an equal-groups situation as 4 × 3 = 12.

MCQ 262 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Symbolic representation / प्रतीकात्मक निरूपण?**

A. A pupil records an equal-groups situation as 4 × 3 = 12.

B. Children extend a repeating red-blue-blue sequence.

C. Children find different pairs of whole numbers whose sum is ten.

D. A child immediately identifies three dots on a card.

**Correct answer / सही उत्तर: A.** A pupil records an equal-groups situation as 4 × 3 = 12.

**Explanation / व्याख्या**

Symbolic representation / प्रतीकात्मक निरूपण: Expressing relationships using mathematical symbols. Application: A pupil records an equal-groups situation as 4 × 3 = 12.

MCQ 263 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Expressing relationships using mathematical symbols. (2) Using an ordered sequence of number names consistently when counting.**

A. Symbolic representation / प्रतीकात्मक निरूपण | Counting principle / गणना सिद्धांत

B. Counting principle / गणना सिद्धांत | Symbolic representation / प्रतीकात्मक निरूपण

C. Symbolic representation / प्रतीकात्मक निरूपण | Learning outcome / अधिगम प्रतिफल

D. Mathematical pattern / गणितीय पैटर्न | Counting principle / गणना सिद्धांत

**Correct answer / सही उत्तर: A.** Symbolic representation / प्रतीकात्मक निरूपण | Counting principle / गणना सिद्धांत

**Explanation / व्याख्या**

Symbolic representation / प्रतीकात्मक निरूपण: Expressing relationships using mathematical symbols. Application: A pupil records an equal-groups situation as 4 × 3 = 12. Counting principle / गणना सिद्धांत: Using an ordered sequence of number names consistently when counting. Application: A child counts each object once in a stable order.

**MCQ 264 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A pupil records an equal-groups situation as 4 × 3 = 12. (2) Pupils notice that adding two even numbers gives even results and test more cases.**

A. Symbolic representation / प्रतीकात्मक निरूपण | Place value / स्थानीय मान

B. Inductive reasoning / आगमनात्मक तर्क| Symbolic representation / प्रतीकात्मक निरूपण

C. Place-value blocks / स्थानीय मान ब्लॉक | Inductive reasoning / आगमनात्मक तर्क

D. Symbolic representation / प्रतीकात्मक निरूपण | Inductive reasoning / आगमनात्मक तर्क

**Correct answer / सही उत्तर: D.** Symbolic representation / प्रतीकात्मक निरूपण | Inductive reasoning / आगमनात्मक तर्क

**Explanation / व्याख्या**

Symbolic representation / प्रतीकात्मक निरूपण: Expressing relationships using mathematical symbols. Application: A pupil records an equal-groups situation as 4 × 3 = 12. Inductive reasoning / आगमनात्मक तर्क Forming a tentative generalisation from observed cases. Application: Pupils notice that adding two even numbers gives even results and test more cases.

**MCQ 265 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Symbolic representation / प्रतीकात्मक निरूपण and Deductive reasoning / निगमनात्मक तर्क**

A. Drawing a conclusion that follows from accepted premises or rules. | Expressing relationships using mathematical symbols.

B. Materials representing units, tens and other base-ten groupings. | Drawing a conclusion that follows from accepted premises or rules.

C. Expressing relationships using mathematical symbols. | Drawing a conclusion that follows from accepted premises or rules.

D. Expressing relationships using mathematical symbols. | Giving reasons to support a mathematical claim.

**Correct answer / सही उत्तर: C.** Expressing relationships using mathematical symbols. | Drawing a conclusion that follows from accepted premises or rules.

**Explanation / व्याख्या**

Symbolic representation / प्रतीकात्मक निरूपण: Expressing relationships using mathematical symbols. Application: A pupil records an equal-groups situation as 4 × 3 = 12. Deductive reasoning / निगमनात्मक तर्क Drawing a conclusion that follows from accepted premises or rules. Application: Using the fact that all squares have four sides, a pupil concludes a given square has four sides.

**MCQ 266 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Symbolic representation / प्रतीकात्मक निरूपण and Problem posing / समस्या निर्माण.**

A. A teacher changes grouping after observing pupils' fraction strategies. | Pupils invent questions about quantities shown in a market picture.

B. A pupil records an equal-groups situation as 4 × 3 = 12. | The teacher explains how to improve the alignment of tens and ones.

C. Pupils invent questions about quantities shown in a market picture. | A pupil records an equal-groups situation as 4 × 3 = 12.

D. A pupil records an equal-groups situation as 4 × 3 = 12. | Pupils invent questions about quantities shown in a market picture.

**Correct answer / सही उत्तर: D.** A pupil records an equal-groups situation as 4 × 3 = 12. | Pupils invent questions about quantities shown in a market picture.

**Explanation / व्याख्या**

Symbolic representation / प्रतीकात्मक निरूपण: Expressing relationships using mathematical symbols. Application: A pupil records an equal-groups situation as 4 × 3 = 12. Problem posing / समस्या निर्माण: Creating meaningful mathematical questions from a situation. Application: Pupils invent questions about quantities shown in a market picture.

**MCQ 267 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Symbolic representation / प्रतीकात्मक निरूपण / Mathematical problem solving / गणितीय समस्या समाधान)**

A. Spatial thinking / स्थानिक चिंतन → Creating meaningful mathematical questions from a situation.

B. Symbolic representation / प्रतीकात्मक निरूपण → Expressing relationships using mathematical symbols.

C. Symbolic representation / प्रतीकात्मक निरूपण → Selecting and evaluating strategies to solve an unfamiliar mathematical situation.

D. Mathematical problem solving / गणितीय समस्या समाधान → Reasoning about shapes, positions and relationships in space.

**Correct answer / सही उत्तर: B.** Symbolic representation / प्रतीकात्मक निरूपण → Expressing relationships using mathematical symbols.

**Explanation / व्याख्या**

Symbolic representation / प्रतीकात्मक निरूपण: Expressing relationships using mathematical symbols. Application: A pupil records an equal-groups situation as 4 × 3 = 12.

**MCQ 268 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Symbolic representation / प्रतीकात्मक निरूपण / Counting principle / गणना सिद्धांत)**

A. Mathematical competency / गणितीय दक्षता → Children use market price labels for a money comparison task.

B. Symbolic representation / प्रतीकात्मक निरूपण → A child counts each object once in a stable order.

C. Counting principle / गणना सिद्धांत → A learner chooses an appropriate unit to measure a desk.

D. Symbolic representation / प्रतीकात्मक निरूपण → A pupil records an equal-groups situation as 4 × 3 = 12.

**Correct answer / सही उत्तर: D.** Symbolic representation / प्रतीकात्मक निरूपण → A pupil records an equal-groups situation as 4 × 3 = 12.

**Explanation / व्याख्या**

Symbolic representation / प्रतीकात्मक निरूपण: Expressing relationships using mathematical symbols. Application: A pupil records an equal-groups situation as 4 × 3 = 12.

**MCQ 269 • CORE PRACTICE · FORM 01**

**Identify the concept described: Allowing different valid methods for solving a problem.**

A. Qualitative feedback / गुणात्मक प्रतिक्रिया

B. Multiple strategies / अनेक रणनीतियाँ

C. Place-value blocks / स्थानीय मान ब्लॉक

D. Learning outcome / अधिगम प्रतिफल

**Correct answer / सही उत्तर: B.** Multiple strategies / अनेक रणनीतियाँ

**Explanation / व्याख्या**

Multiple strategies / अनेक रणनीतियाँ: Allowing different valid methods for solving a problem. Application: Two pupils solve 18 + 7 by counting on and by making twenty.

**MCQ 270 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Two pupils solve 18 + 7 by counting on and by making twenty.**

A. Mathematical language / गणितीय भाषा

B. Multiple strategies / अनेक रणनीतियाँ

C. Local resources / स्थानीय संसाधन

D. Mathematical competency / गणितीय दक्षता

**Correct answer / सही उत्तर: B.** Multiple strategies / अनेक रणनीतियाँ

**Explanation / व्याख्या**

Multiple strategies / अनेक रणनीतियाँ: Allowing different valid methods for solving a problem.
Application: Two pupils solve 18 + 7 by counting on and by making twenty.

**MCQ 271 • CORE PRACTICE · FORM 03**

**Which explanation best defines Multiple strategies / अनेक रणनीतियाँ?**

A. A structured resource whose activities can support mathematical understanding.

B. Materials representing units, tens and other base-ten groupings.

C. Allowing different valid methods for solving a problem.

D. Reasoning about shapes, positions and relationships in space.

**Correct answer / सही उत्तर: C.** Allowing different valid methods for solving a problem.

**Explanation / व्याख्या**

Multiple strategies / अनेक रणनीतियाँ: Allowing different valid methods for solving a problem.
Application: Two pupils solve 18 + 7 by counting on and by making twenty.

MCQ 272 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Multiple strategies / अनेक रणनीतियाँ?**

A. A child shows 8 minus 3 by moving left three steps.

B. Two pupils solve 18 + 7 by counting on and by making twenty.

C. Using the fact that all squares have four sides, a pupil concludes a given square has four sides.

D. Counting and grouping experiences precede formal multiplication notation.

**Correct answer / सही उत्तर: B.** Two pupils solve 18 + 7 by counting on and by making twenty.

**Explanation / व्याख्या**

Multiple strategies / अनेक रणनीतियाँ: Allowing different valid methods for solving a problem.

Application: Two pupils solve 18 + 7 by counting on and by making twenty.

MCQ 273 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Allowing different valid methods for solving a problem. (2) Drawing a conclusion that follows from accepted premises or rules.**

A. Multiple strategies / अनेक रणनीतियाँ | Performance task / प्रदर्शन कार्य

B. Multiple strategies / अनेक रणनीतियाँ | Deductive reasoning / निगमनात्मक तर्क

C. Spatial thinking / स्थानिक चिंतन | Deductive reasoning / निगमनात्मक तर्क

D. Deductive reasoning / निगमनात्मक तर्क| Multiple strategies / अनेक रणनीतियाँ

**Correct answer / सही उत्तर: B.** Multiple strategies / अनेक रणनीतियाँ | Deductive reasoning / निगमनात्मक तर्क

**Explanation / व्याख्या**

Multiple strategies / अनेक रणनीतियाँ: Allowing different valid methods for solving a problem.

Application: Two pupils solve 18 + 7 by counting on and by making twenty. Deductive reasoning / निगमनात्मक तर्क Drawing a conclusion that follows from accepted premises or rules.

Application: Using the fact that all squares have four sides, a pupil concludes a given square has four sides.

**MCQ 274 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Two pupils solve 18 + 7 by counting on and by making twenty. (2) A pupil writes 7 > 5 to express a comparison.**

A. Multiple strategies / अनेक रणनीतियाँ | Mathematical language / गणितीय भाषा

B. Qualitative feedback / गुणात्मक प्रतिक्रिया | Mathematical language / गणितीय भाषा

C. Multiple strategies / अनेक रणनीतियाँ | Mathematical rubric / गणितीय मानदंड तालिका

D. Mathematical language / गणितीय भाषा | Multiple strategies / अनेक रणनीतियाँ

**Correct answer / सही उत्तर: A.** Multiple strategies / अनेक रणनीतियाँ | Mathematical language / गणितीय भाषा

**Explanation / व्याख्या**

Multiple strategies / अनेक रणनीतियाँ: Allowing different valid methods for solving a problem. Application: Two pupils solve 18 + 7 by counting on and by making twenty. Mathematical language / गणितीय भाषा: Using precise terms and symbols to communicate mathematical meaning. Application: A pupil writes 7 > 5 to express a comparison.

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**MCQ 275 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Multiple strategies / अनेक रणनीतियाँ and One-to-one correspondence / एक-एक संगति.**

A. Allowing different valid methods for solving a problem. | Materials representing units, tens and other base-ten groupings.

B. Criteria describing quality of mathematical reasoning and representation. | Matching exactly one element of one collection to each element of another.

C. Matching exactly one element of one collection to each element of another. | Allowing different valid methods for solving a problem.

D. Allowing different valid methods for solving a problem. | Matching exactly one element of one collection to each element of another.

**Correct answer / सही उत्तर: D.** Allowing different valid methods for solving a problem. | Matching exactly one element of one collection to each element of another.

**Explanation / व्याख्या**

Multiple strategies / अनेक रणनीतियाँ: Allowing different valid methods for solving a problem. Application: Two pupils solve 18 + 7 by counting on and by making twenty. One-to-one correspondence / एक-एक संगति: Matching exactly one element of one collection to each element of another. Application: A child gives one pencil to each pupil to check if there are enough.

**MCQ 276 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Multiple strategies / अनेक रणनीतियाँ and Mathematical rubric / गणितीय मानदंड तालिका.**

A. A child gives one pencil to each pupil to check if there are enough. | A teacher assesses explanation, strategy and accuracy separately.

B. Two pupils solve 18 + 7 by counting on and by making twenty. | Each apple icon in a chart stands for two votes.

C. Two pupils solve 18 + 7 by counting on and by making twenty. | A teacher assesses explanation, strategy and accuracy separately.

D. A teacher assesses explanation, strategy and accuracy separately. | Two pupils solve 18 + 7 by counting on and by making twenty.

**Correct answer / सही उत्तर: C.** Two pupils solve 18 + 7 by counting on and by making twenty. | A teacher assesses explanation, strategy and accuracy separately.

**Explanation / व्याख्या**

Multiple strategies / अनेक रणनीतियाँ: Allowing different valid methods for solving a problem. Application: Two pupils solve 18 + 7 by counting on and by making twenty. Mathematical rubric / गणितीय मानदंड तालिका: Criteria describing quality of mathematical reasoning and representation. Application: A teacher assesses explanation, strategy and accuracy separately.

**MCQ 277 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Multiple strategies / अनेक रणनीतियाँ / Cardinality / गणन संख्या बोध)**

A. Unit planning / इकाई योजना → Forming a tentative generalisation from observed cases.

B. Multiple strategies / अनेक रणनीतियाँ → Understanding that the last count word gives the total number of objects.

C. Cardinality / गणन संख्या बोध → Sequencing related lessons to develop mathematical goals over time.

D. Multiple strategies / अनेक रणनीतियाँ → Allowing different valid methods for solving a problem.

**Correct answer / सही उत्तर: D.** Multiple strategies / अनेक रणनीतियाँ → Allowing different valid methods for solving a problem.

**Explanation / व्याख्या**

Multiple strategies / अनेक रणनीतियाँ: Allowing different valid methods for solving a problem.
Application: Two pupils solve 18 + 7 by counting on and by making twenty.

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MCQ 278 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Multiple strategies / अनेक रणनीतियाँ / Data handling / आँकड़ा प्रबंधन)**

A. Multiple strategies / अनेक रणनीतियाँ → Two pupils solve 18 + 7 by counting on and by making twenty.

B. Multiple strategies / अनेक रणनीतियाँ → Children tally classmates' favourite fruits and compare frequencies.

C. Inductive reasoning / आगमनात्मक तर्क→ Children represent a sharing situation using division.

D. Data handling / आँकड़ा प्रबंधन → Pupils notice that adding two even numbers gives even results and test more cases.

**Correct answer / सही उत्तर: A.** Multiple strategies / अनेक रणनीतियाँ → Two pupils solve 18 + 7 by counting on and by making twenty.

**Explanation / व्याख्या**

Multiple strategies / अनेक रणनीतियाँ: Allowing different valid methods for solving a problem. Application: Two pupils solve 18 + 7 by counting on and by making twenty.

MCQ 279 • CORE PRACTICE · FORM 01

**Identify the concept described: Finding a reasonable approximate quantity or result.**

A. Abstraction / अमूर्तीकरण

B. Estimation / अनुमान

C. Unit planning / इकाई योजना

D. Diagnostic assessment / निदानात्मक आकलन

**Correct answer / सही उत्तर: B.** Estimation / अनुमान

**Explanation / व्याख्या**

Estimation / अनुमान: Finding a reasonable approximate quantity or result. Application: A child estimates the number of pencils in a jar before counting.

**MCQ 280 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A child estimates the number of pencils in a jar before counting.**

A. Estimation / अनुमान

B. Task sequencing / कार्य क्रम

C. Data handling / आँकड़ा प्रबंधन

D. Open-ended task / मुक्त उत्तर कार्य

**Correct answer / सही उत्तर: A.** Estimation / अनुमान

**Explanation / व्याख्या**

Estimation / अनुमान: Finding a reasonable approximate quantity or result. Application: A child estimates the number of pencils in a jar before counting.

**MCQ 281 • CORE PRACTICE · FORM 03**

**Which explanation best defines Estimation / अनुमान?**

A. Finding a reasonable approximate quantity or result.

B. Examining learner mistakes to infer their underlying reasoning.

C. Materials available in the community used for mathematical exploration.

D. Giving reasons to support a mathematical claim.

**Correct answer / सही उत्तर: A.** Finding a reasonable approximate quantity or result.

**Explanation / व्याख्या**

Estimation / अनुमान: Finding a reasonable approximate quantity or result. Application: A child estimates the number of pencils in a jar before counting.

MCQ 282 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Estimation / अनुमान?**

A. Children use market price labels for a money comparison task.

B. Pupils notice that adding two even numbers gives even results and test more cases.

C. The 4 in forty-two represents four tens.

D. A child estimates the number of pencils in a jar before counting.

**Correct answer / सही उत्तर: D.** A child estimates the number of pencils in a jar before counting.

**Explanation / व्याख्या**

Estimation / अनुमान: Finding a reasonable approximate quantity or result. Application: A child estimates the number of pencils in a jar before counting.

MCQ 283 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Finding a reasonable approximate quantity or result. (2) A structured resource whose activities can support mathematical understanding.**

A. Mathematics textbook / गणित पाठ्यपुस्तक | Estimation / अनुमान

B. Inductive reasoning / आगमनात्मक तर्क| Mathematics textbook / गणित पाठ्यपुस्तक

C. Estimation / अनुमान | One-to-one correspondence / एक-एक संगति

D. Estimation / अनुमान | Mathematics textbook / गणित पाठ्यपुस्तक

**Correct answer / सही उत्तर: D.** Estimation / अनुमान | Mathematics textbook / गणित पाठ्यपुस्तक

**Explanation / व्याख्या**

Estimation / अनुमान: Finding a reasonable approximate quantity or result. Application: A child estimates the number of pencils in a jar before counting. Mathematics textbook / गणित पाठ्यपुस्तक: A structured resource whose activities can support mathematical understanding. Application: A teacher adapts a book exercise into a hands-on activity.

**MCQ 284 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A child estimates the number of pencils in a jar before counting. (2) Pupils invent questions about quantities shown in a market picture.**

A. Estimation / अनुमान | Counting principle / गणना सिद्धांत

B. Mathematical representation / गणितीय निरूपण | Problem posing / समस्या निर्माण

C. Problem posing / समस्या निर्माण | Estimation / अनुमान

D. Estimation / अनुमान | Problem posing / समस्या निर्माण

**Correct answer / सही उत्तर: D.** Estimation / अनुमान | Problem posing / समस्या निर्माण

**Explanation / व्याख्या**

Estimation / अनुमान: Finding a reasonable approximate quantity or result. Application: A child estimates the number of pencils in a jar before counting. Problem posing / समस्या निर्माण: Creating meaningful mathematical questions from a situation. Application: Pupils invent questions about quantities shown in a market picture.

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MCQ 285 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Estimation / अनुमान and Mathematical argument / गणितीय तर्क प्रस्तुति.**

A. Finding a reasonable approximate quantity or result. | Giving reasons to support a mathematical claim.

B. Finding a reasonable approximate quantity or result. | A regularity described by a relationship or rule.

C. A task allowing multiple valid solutions or approaches. | Giving reasons to support a mathematical claim.

D. Giving reasons to support a mathematical claim. | Finding a reasonable approximate quantity or result.

**Correct answer / सही उत्तर: A.** Finding a reasonable approximate quantity or result. | Giving reasons to support a mathematical claim.

**Explanation / व्याख्या**

Estimation / अनुमान: Finding a reasonable approximate quantity or result. Application: A child estimates the number of pencils in a jar before counting. Mathematical argument / गणितीय तर्क प्रस्तुति: Giving reasons to support a mathematical claim. Application: A child explains why two differently arranged shapes have equal area.

**MCQ 286 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Estimation / अनुमान and Performance task / प्रदर्शन कार्य.**

A. Children arrange sticks from shortest to longest. | Pupils measure and compare real classroom objects.

B. A child estimates the number of pencils in a jar before counting. | Pupils measure and compare real classroom objects.

C. Pupils measure and compare real classroom objects. | A child estimates the number of pencils in a jar before counting.

D. A child estimates the number of pencils in a jar before counting. | Using the fact that all squares have four sides, a pupil concludes a given square has four sides.

**Correct answer / सही उत्तर: B.** A child estimates the number of pencils in a jar before counting. | Pupils measure and compare real classroom objects.

**Explanation / व्याख्या**

Estimation / अनुमान: Finding a reasonable approximate quantity or result. Application: A child estimates the number of pencils in a jar before counting. Performance task / प्रदर्शन कार्य: A task requiring demonstration of mathematical knowledge in action. Application: Pupils measure and compare real classroom objects.

MCQ 287 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Estimation / अनुमान / Mathematical argument / गणितीय तर्क प्रस्तुति)**

A. Mathematical argument / गणितीय तर्क प्रस्तुति → Using ongoing evidence to guide further mathematics learning.

B. Formative assessment / निर्माणात्मक आकलन → Understanding that the last count word gives the total number of objects.

C. Estimation / अनुमान → Finding a reasonable approximate quantity or result.

D. Estimation / अनुमान → Giving reasons to support a mathematical claim.

**Correct answer / सही उत्तर: C.** Estimation / अनुमान → Finding a reasonable approximate quantity or result.

**Explanation / व्याख्या**

Estimation / अनुमान: Finding a reasonable approximate quantity or result. Application: A child estimates the number of pencils in a jar before counting.

MCQ 288 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Estimation / अनुमान / Local resources / स्थानीय संसाधन)**

A. Local resources / स्थानीय संसाधन → A child explains why two differently arranged shapes have equal area.

B. Mathematical argument / गणितीय तर्क प्रस्तुति → The 4 in forty-two represents four tens.

C. Estimation / अनुमान → Children use market price labels for a money comparison task.

D. Estimation / अनुमान → A child estimates the number of pencils in a jar before counting.

**Correct answer / सही उत्तर: D.** Estimation / अनुमान → A child estimates the number of pencils in a jar before counting.

**Explanation / व्याख्या**

Estimation / अनुमान: Finding a reasonable approximate quantity or result. Application: A child estimates the number of pencils in a jar before counting.

**MCQ 289 • CORE PRACTICE · FORM 01**

**Identify the concept described: Using flexible number relationships without written standard algorithms.**

A. Mathematical discussion / गणितीय चर्चा

B. Mental mathematics / मानसिक गणना

C. Mathematical rubric / गणितीय मानदंड तालिका

D. Error analysis / त्रुटि विश्लेषण

**Correct answer / सही उत्तर: B.** Mental mathematics / मानसिक गणना

**Explanation / व्याख्या**

Mental mathematics / मानसिक गणना: Using flexible number relationships without written standard algorithms. Application: A pupil computes 19 plus 26 as 20 plus 25.

**MCQ 290 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A pupil computes 19 plus 26 as 20 plus 25.**

A. Mathematical argument / गणितीय तर्क प्रस्तुति

B. Task sequencing / कार्य क्रम

C. Mental mathematics / मानसिक गणना

D. Cardinality / गणन संख्या बोध

**Correct answer / सही उत्तर: C.** Mental mathematics / मानसिक गणना

**Explanation / व्याख्या**

Mental mathematics / मानसिक गणना: Using flexible number relationships without written standard algorithms. Application: A pupil computes 19 plus 26 as 20 plus 25.

MCQ 291 • CORE PRACTICE · FORM 03

**Which explanation best defines Mental mathematics / मानसिक गणना?**

A. Investigating particular errors or gaps in mathematical understanding.

B. Using flexible number relationships without written standard algorithms.

C. Creating meaningful mathematical questions from a situation.

D. Organising mathematical ideas in a coherent developmental sequence.

**Correct answer / सही उत्तर: B.** Using flexible number relationships without written standard algorithms.

**Explanation / व्याख्या**

Mental mathematics / मानसिक गणना: Using flexible number relationships without written standard algorithms. Application: A pupil computes 19 plus 26 as 20 plus 25.

MCQ 292 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Mental mathematics / मानसिक गणना?**

A. A pupil computes 19 plus 26 as 20 plus 25.

B. A pupil writes 7 > 5 to express a comparison.

C. The teacher explains how to improve the alignment of tens and ones.

D. A child shows 8 minus 3 by moving left three steps.

**Correct answer / सही उत्तर: A.** A pupil computes 19 plus 26 as 20 plus 25.

**Explanation / व्याख्या**

Mental mathematics / मानसिक गणना: Using flexible number relationships without written standard algorithms. Application: A pupil computes 19 plus 26 as 20 plus 25.

**MCQ 293 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Using flexible number relationships without written standard algorithms. (2) Sharing, comparing and justifying ways of solving a problem.**

A. Mathematical discussion / गणितीय चर्चा | Mental mathematics / मानसिक गणना

B. Mental mathematics / मानसिक गणना | Learning outcome / अधिगम प्रतिफल

C. Mental mathematics / मानसिक गणना | Mathematical discussion / गणितीय चर्चा

D. Mathematical pattern / गणितीय पैटर्न | Mathematical discussion / गणितीय चर्चा

**Correct answer / सही उत्तर: C.** Mental mathematics / मानसिक गणना | Mathematical discussion / गणितीय चर्चा

**Explanation / व्याख्या**

Mental mathematics / मानसिक गणना: Using flexible number relationships without written standard algorithms. Application: A pupil computes 19 plus 26 as 20 plus 25. Mathematical discussion / गणितीय चर्चा: Sharing, comparing and justifying ways of solving a problem. Application: Pairs compare two methods for adding 37 and 28.

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**MCQ 294 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A pupil computes 19 plus 26 as 20 plus 25. (2) A teacher changes grouping after observing pupils' fraction strategies.**

A. Formative assessment / निर्माणात्मक आकलन | Mental mathematics / मानसिक गणना

B. Mental mathematics / मानसिक गणना | Formative assessment / निर्माणात्मक आकलन

C. Mathematical competency / गणितीय दक्षता | Formative assessment / निर्माणात्मक आकलन

D. Mental mathematics / मानसिक गणना | Mathematical problem solving / गणितीय समस्या समाधान

**Correct answer / सही उत्तर: B.** Mental mathematics / मानसिक गणना | Formative assessment / निर्माणात्मक आकलन

**Explanation / व्याख्या**

Mental mathematics / मानसिक गणना: Using flexible number relationships without written standard algorithms. Application: A pupil computes 19 plus 26 as 20 plus 25. Formative assessment / निर्माणात्मक आकलन: Using ongoing evidence to guide further mathematics learning. Application: A teacher changes grouping after observing pupils' fraction strategies.

**MCQ 295 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Mental mathematics / मानसिक गणना and Mathematical discussion / गणितीय चर्चा.**

A. Sharing, comparing and justifying ways of solving a problem. | Using flexible number relationships without written standard algorithms.

B. Using flexible number relationships without written standard algorithms. | Sharing, comparing and justifying ways of solving a problem.

C. Using flexible number relationships without written standard algorithms. | Representing common mathematical properties apart from particular objects.

D. Using ongoing evidence to guide further mathematics learning. | Sharing, comparing and justifying ways of solving a problem.

**Correct answer / सही उत्तर: B.** Using flexible number relationships without written standard algorithms. | Sharing, comparing and justifying ways of solving a problem.

**Explanation / व्याख्या**

Mental mathematics / मानसिक गणना: Using flexible number relationships without written standard algorithms. Application: A pupil computes 19 plus 26 as 20 plus 25. Mathematical discussion / गणितीय चर्चा: Sharing, comparing and justifying ways of solving a problem. Application: Pairs compare two methods for adding 37 and 28.

**MCQ 296 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Mental mathematics / मानसिक गणना and Mathematical language / गणितीय भाषा.**

A. The teacher explains how to improve the alignment of tens and ones. | A pupil writes 7 > 5 to express a comparison.

B. A pupil writes 7 > 5 to express a comparison. | A pupil computes 19 plus 26 as 20 plus 25.

C. A pupil computes 19 plus 26 as 20 plus 25. | A final unit task checks understanding of measurement concepts.

D. A pupil computes 19 plus 26 as 20 plus 25. | A pupil writes 7 > 5 to express a comparison.

**Correct answer / सही उत्तर: D.** A pupil computes 19 plus 26 as 20 plus 25. | A pupil writes 7 > 5 to express a comparison.

**Explanation / व्याख्या**

Mental mathematics / मानसिक गणना: Using flexible number relationships without written standard algorithms. Application: A pupil computes 19 plus 26 as 20 plus 25. Mathematical language / गणितीय भाषा: Using precise terms and symbols to communicate mathematical meaning. Application: A pupil writes 7 > 5 to express a comparison.

**MCQ 297 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Mental mathematics / मानसिक गणना / Formative assessment / निर्माणात्मक आकलन)**

A. Formative assessment / निर्माणात्मक आकलन → Understanding that the last count word gives the total number of objects.

B. Cardinality / गणन संख्या बोध → Materials available in the community used for mathematical exploration.

C. Mental mathematics / मानसिक गणना → Using flexible number relationships without written standard algorithms.

D. Mental mathematics / मानसिक गणना → Using ongoing evidence to guide further mathematics learning.

**Correct answer / सही उत्तर: C.** Mental mathematics / मानसिक गणना → Using flexible number relationships without written standard algorithms.

**Explanation / व्याख्या**

Mental mathematics / मानसिक गणना: Using flexible number relationships without written standard algorithms. Application: A pupil computes 19 plus 26 as 20 plus 25.

MCQ 298 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Mental mathematics / मानसिक गणना / Mathematical rubric / गणितीय मानदंड तालिका)**

A. Curriculum progression / पाठ्यचर्या प्रगति → Pairs compare two methods for adding 37 and 28.

B. Mathematical rubric / गणितीय मानदंड तालिका → Counting and grouping experiences precede formal multiplication notation.

C. Mental mathematics / मानसिक गणना → A pupil computes 19 plus 26 as 20 plus 25.

D. Mental mathematics / मानसिक गणना → A teacher assesses explanation, strategy and accuracy separately.

**Correct answer / सही उत्तर: C.** Mental mathematics / मानसिक गणना → A pupil computes 19 plus 26 as 20 plus 25.

**Explanation / व्याख्या**

Mental mathematics / मानसिक गणना: Using flexible number relationships without written standard algorithms. Application: A pupil computes 19 plus 26 as 20 plus 25.

MCQ 299 • CORE PRACTICE · FORM 01

**Identify the concept described: Measuring using informal repeatable units.**

A. Non-standard measurement / अमानक मापन

B. Diagnostic assessment / निदानात्मक आकलन

C. Mathematical argument / गणितीय तर्क प्रस्तुति

D. Problem posing / समस्या निर्माण

**Correct answer / सही उत्तर: A.** Non-standard measurement / अमानक मापन

**Explanation / व्याख्या**

Non-standard measurement / अमानक मापन: Measuring using informal repeatable units. Application: Children measure a desk using equal paper strips.

**MCQ 300 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Children measure a desk using equal paper strips.**

A. Performance task / प्रदर्शन कार्य

B. One-to-one correspondence / एक-एक संगति

C. Non-standard measurement / अमानक मापन

D. Curriculum progression / पाठ्यचर्या प्रगति

**Correct answer / सही उत्तर: C.** Non-standard measurement / अमानक मापन

**Explanation / व्याख्या**

Non-standard measurement / अमानक मापन: Measuring using informal repeatable units.

Application: Children measure a desk using equal paper strips.

**MCQ 301 • CORE PRACTICE · FORM 03**

**Which explanation best defines Non-standard measurement / अमानक मापन?**

A. Measuring using informal repeatable units.

B. Expressing ideas through objects, pictures, symbols or language.

C. Representing common mathematical properties apart from particular objects.

D. Applying mathematical understanding and processes in meaningful situations.

**Correct answer / सही उत्तर: A.** Measuring using informal repeatable units.

**Explanation / व्याख्या**

Non-standard measurement / अमानक मापन: Measuring using informal repeatable units.

Application: Children measure a desk using equal paper strips.

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**MCQ 302 • CORE PRACTICE · FORM 04**

**Which classroom example best demonstrates Non-standard measurement / अमानक मापन?**

A. A child explains why two differently arranged shapes have equal area.

B. Children measure a desk using equal paper strips.

C. A teacher asks how a child obtained 402 when adding 23 and 19.

D. After counting five shells, a child answers how many without counting again.

**Correct answer / सही उत्तर: B.** Children measure a desk using equal paper strips.

**Explanation / व्याख्या**

Non-standard measurement / अमानक मापन: Measuring using informal repeatable units. Application: Children measure a desk using equal paper strips.

**MCQ 303 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Measuring using informal repeatable units. (2) Sharing, comparing and justifying ways of solving a problem.**

A. Non-standard measurement / अमानक मापन | Place-value blocks / स्थानीय मान ब्लॉक

B. Mathematical discussion / गणितीय चर्चा | Non-standard measurement / अमानक मापन

C. Unit planning / इकाई योजना | Mathematical discussion / गणितीय चर्चा

D. Non-standard measurement / अमानक मापन | Mathematical discussion / गणितीय चर्चा

**Correct answer / सही उत्तर: D.** Non-standard measurement / अमानक मापन | Mathematical discussion / गणितीय चर्चा

**Explanation / व्याख्या**

Non-standard measurement / अमानक मापन: Measuring using informal repeatable units. Application: Children measure a desk using equal paper strips. Mathematical discussion / गणितीय चर्चा: Sharing, comparing and justifying ways of solving a problem. Application: Pairs compare two methods for adding 37 and 28.

**MCQ 304 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Children measure a desk using equal paper strips. (2) A teacher adapts a book exercise into a hands-on activity.**

A. Non-standard measurement / अमानक मापन | Mathematics textbook / गणित पाठ्यपुस्तक

B. Deductive reasoning / निगमनात्मक तर्क| Mathematics textbook / गणित पाठ्यपुस्तक

C. Non-standard measurement / अमानक मापन | Mathematical pattern / गणितीय पैटर्न

D. Mathematics textbook / गणित पाठ्यपुस्तक | Non-standard measurement / अमानक मापन

**Correct answer / सही उत्तर: A.** Non-standard measurement / अमानक मापन | Mathematics textbook / गणित पाठ्यपुस्तक

**Explanation / व्याख्या**

Non-standard measurement / अमानक मापन: Measuring using informal repeatable units. Application: Children measure a desk using equal paper strips. Mathematics textbook / गणित पाठ्यपुस्तक: A structured resource whose activities can support mathematical understanding. Application: A teacher adapts a book exercise into a hands-on activity.

**MCQ 305 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Non-standard measurement / अमानक मापन and Mathematical argument / गणितीय तर्क प्रस्तुति.**

A. Selecting and evaluating strategies to solve an unfamiliar mathematical situation. | Giving reasons to support a mathematical claim.

B. Measuring using informal repeatable units. | Representing common mathematical properties apart from particular objects.

C. Giving reasons to support a mathematical claim. | Measuring using informal repeatable units.

D. Measuring using informal repeatable units. | Giving reasons to support a mathematical claim.

**Correct answer / सही उत्तर: D.** Measuring using informal repeatable units. | Giving reasons to support a mathematical claim.

**Explanation / व्याख्या**

Non-standard measurement / अमानक मापन: Measuring using informal repeatable units. Application: Children measure a desk using equal paper strips. Mathematical argument / गणितीय तर्क प्रस्तुति: Giving reasons to support a mathematical claim. Application: A child explains why two differently arranged shapes have equal area.

**MCQ 306 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Non-standard measurement / अमानक मापन and Mathematical discussion / गणितीय चर्चा.**

A. Children measure a desk using equal paper strips. | Pairs compare two methods for adding 37 and 28.

B. Pairs compare two methods for adding 37 and 28. | Children measure a desk using equal paper strips.

C. Children measure a desk using equal paper strips. | Children represent three apples and three stones with the same number 3.

D. Pupils invent questions about quantities shown in a market picture. | Pairs compare two methods for adding 37 and 28.

**Correct answer / सही उत्तर: A.** Children measure a desk using equal paper strips. | Pairs compare two methods for adding 37 and 28.

**Explanation / व्याख्या**

Non-standard measurement / अमानक मापन: Measuring using informal repeatable units. Application: Children measure a desk using equal paper strips. Mathematical discussion / गणितीय चर्चा: Sharing, comparing and justifying ways of solving a problem. Application: Pairs compare two methods for adding 37 and 28.

**MCQ 307 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Non-standard measurement / अमानक मापन / Number line / संख्या रेखा)**

A. Spatial thinking / स्थानिक चिंतन → Arranging items in order by a measurable property.

B. Number line / संख्या रेखा → Reasoning about shapes, positions and relationships in space.

C. Non-standard measurement / अमानक मापन → A linear representation of ordered numerical positions.

D. Non-standard measurement / अमानक मापन → Measuring using informal repeatable units.

**Correct answer / सही उत्तर: D.** Non-standard measurement / अमानक मापन → Measuring using informal repeatable units.

**Explanation / व्याख्या**

Non-standard measurement / अमानक मापन: Measuring using informal repeatable units.
Application: Children measure a desk using equal paper strips.

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**MCQ 308 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Non-standard measurement / अमानक मापन / Summative assessment / संकलनात्मक आकलन)**

A. Summative assessment / संकलनात्मक आकलन → A lesson moves from equal groups to drawings and multiplication notation.

B. Non-standard measurement / अमानक मापन → A final unit task checks understanding of measurement concepts.

C. Task sequencing / कार्य क्रम → Children arrange sticks from shortest to longest.

D. Non-standard measurement / अमानक मापन → Children measure a desk using equal paper strips.

**Correct answer / सही उत्तर: D.** Non-standard measurement / अमानक मापन → Children measure a desk using equal paper strips.

**Explanation / व्याख्या**

Non-standard measurement / अमानक मापन: Measuring using informal repeatable units. Application: Children measure a desk using equal paper strips.

**MCQ 309 • CORE PRACTICE · FORM 01**

**Identify the concept described: Identifying and explaining spatial properties and relationships.**

A. Geometric reasoning / ज्यामितीय तर्क

B. Unit planning / इकाई योजना

C. Subitizing / त्वरित संख्या पहचान

D. Place value / स्थानीय मान

**Correct answer / सही उत्तर: A.** Geometric reasoning / ज्यामितीय तर्क

**Explanation / व्याख्या**

Geometric reasoning / ज्यामितीय तर्क Identifying and explaining spatial properties and relationships. Application: Pupils sort quadrilaterals according to their sides and angles.

**MCQ 310 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Pupils sort quadrilaterals according to their sides and angles.**

A. Subitizing / त्वरित संख्या पहचान

B. Mathematical rubric / गणितीय मानदंड तालिका

C. Mathematical language / गणितीय भाषा

D. Geometric reasoning / ज्यामितीय तर्क

**Correct answer / सही उत्तर: D.** Geometric reasoning / ज्यामितीय तर्क

**Explanation / व्याख्या**

Geometric reasoning / ज्यामितीय तर्क Identifying and explaining spatial properties and relationships. Application: Pupils sort quadrilaterals according to their sides and angles.

**MCQ 311 • CORE PRACTICE · FORM 03**

**Which explanation best defines Geometric reasoning / ज्यामितीय तर्क?**

A. A space or organised set of resources for exploring mathematical ideas.

B. Materials available in the community used for mathematical exploration.

C. Understanding that number remains unchanged when objects are rearranged without adding or removing any.

D. Identifying and explaining spatial properties and relationships.

**Correct answer / सही उत्तर: D.** Identifying and explaining spatial properties and relationships.

**Explanation / व्याख्या**

Geometric reasoning / ज्यामितीय तर्क Identifying and explaining spatial properties and relationships. Application: Pupils sort quadrilaterals according to their sides and angles.

**MCQ 312 • CORE PRACTICE · FORM 04**

**Which classroom example best demonstrates Geometric reasoning / ज्यामितीय तर्क?**

A. Children extend a repeating red-blue-blue sequence.

B. Children tally classmates' favourite fruits and compare frequencies.

C. Pupils sort quadrilaterals according to their sides and angles.

D. A pupil explains why 49 plus 21 is close to 70 before calculating.

**Correct answer / सही उत्तर: C.** Pupils sort quadrilaterals according to their sides and angles.

**Explanation / व्याख्या**

Geometric reasoning / ज्यामितीय तर्क Identifying and explaining spatial properties and relationships. Application: Pupils sort quadrilaterals according to their sides and angles.

**MCQ 313 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Identifying and explaining spatial properties and relationships. (2) Sharing, comparing and justifying ways of solving a problem.**

A. Learning outcome / अधिगम प्रतिफल | Mathematical discussion / गणितीय चर्चा

B. Geometric reasoning / ज्यामितीय तर्क| Mathematical discussion / गणितीय चर्चा

C. Mathematical discussion / गणितीय चर्चा | Geometric reasoning / ज्यामितीय तर्क

D. Geometric reasoning / ज्यामितीय तर्क| Number line / संख्या रेखा

**Correct answer / सही उत्तर: B.** Geometric reasoning / ज्यामितीय तर्क| Mathematical discussion / गणितीय चर्चा

**Explanation / व्याख्या**

Geometric reasoning / ज्यामितीय तर्क Identifying and explaining spatial properties and relationships. Application: Pupils sort quadrilaterals according to their sides and angles. Mathematical discussion / गणितीय चर्चा: Sharing, comparing and justifying ways of solving a problem. Application: Pairs compare two methods for adding 37 and 28.

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**MCQ 314 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Pupils sort quadrilaterals according to their sides and angles. (2) A pupil draws equal groups to explain a multiplication expression.**

A. Geometric reasoning / ज्यामितीय तर्क| Problem posing / समस्या निर्माण

B. Qualitative feedback / गुणात्मक प्रतिक्रिया | Mathematical representation / गणितीय निरूपण

C. Mathematical representation / गणितीय निरूपण | Geometric reasoning / ज्यामितीय तर्क

D. Geometric reasoning / ज्यामितीय तर्क| Mathematical representation / गणितीय निरूपण

**Correct answer / सही उत्तर: D.** Geometric reasoning / ज्यामितीय तर्क| Mathematical representation / गणितीय निरूपण

**Explanation / व्याख्या**

Geometric reasoning / ज्यामितीय तर्क: Identifying and explaining spatial properties and relationships. Application: Pupils sort quadrilaterals according to their sides and angles. Mathematical representation / गणितीय निरूपण: Expressing ideas through objects, pictures, symbols or language. Application: A pupil draws equal groups to explain a multiplication expression.

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**MCQ 315 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Geometric reasoning / ज्यामितीय तर्क and Number sense / संख्या बोध.**

A. Flexible understanding of numbers, magnitudes and relationships. | Identifying and explaining spatial properties and relationships.

B. Identifying and explaining spatial properties and relationships. | Creating meaningful mathematical questions from a situation.

C. Arranging mathematical tasks from accessible experiences toward greater complexity. | Flexible understanding of numbers, magnitudes and relationships.

D. Identifying and explaining spatial properties and relationships. | Flexible understanding of numbers, magnitudes and relationships.

**Correct answer / सही उत्तर: D.** Identifying and explaining spatial properties and relationships. | Flexible understanding of numbers, magnitudes and relationships.

**Explanation / व्याख्या**

Geometric reasoning / ज्यामितीय तर्क Identifying and explaining spatial properties and relationships. Application: Pupils sort quadrilaterals according to their sides and angles. Number sense / संख्या बोध: Flexible understanding of numbers, magnitudes and relationships. Application: A pupil explains why 49 plus 21 is close to 70 before calculating.

MCQ 316 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Geometric reasoning / ज्यामितीय तर्क and Counting principle / गणना सिद्धांत.**

A. Pairs compare two methods for adding 37 and 28. | A child counts each object once in a stable order.

B. Pupils sort quadrilaterals according to their sides and angles. | Pupils invent questions about quantities shown in a market picture.

C. Pupils sort quadrilaterals according to their sides and angles. | A child counts each object once in a stable order.

D. A child counts each object once in a stable order. | Pupils sort quadrilaterals according to their sides and angles.

**Correct answer / सही उत्तर:**

**C.** Pupils sort quadrilaterals according to their sides and angles. | A child counts each object once in a stable order.

**Explanation / व्याख्या**

Geometric reasoning / ज्यामितीय तर्क: Identifying and explaining spatial properties and relationships. Application: Pupils sort quadrilaterals according to their sides and angles. Counting principle / गणना सिद्धांत: Using an ordered sequence of number names consistently when counting. Application: A child counts each object once in a stable order.

**MCQ 317 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Geometric reasoning / ज्यामितीय तर्क/ One-to-one correspondence / एक-एक संगति)**

A. Spatial thinking / स्थानिक चिंतन → Descriptive information about strengths and next steps in learning.

B. One-to-one correspondence / एक-एक संगति → Reasoning about shapes, positions and relationships in space.

C. Geometric reasoning / ज्यामितीय तर्क→ Matching exactly one element of one collection to each element of another.

D. Geometric reasoning / ज्यामितीय तर्क→ Identifying and explaining spatial properties and relationships.

**Correct answer / सही उत्तर: D.** Geometric reasoning / ज्यामितीय तर्क→ Identifying and explaining spatial properties and relationships.

**Explanation / व्याख्या**

Geometric reasoning / ज्यामितीय तर्क Identifying and explaining spatial properties and relationships. Application: Pupils sort quadrilaterals according to their sides and angles.

**MCQ 318 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Geometric reasoning / ज्यामितीय तर्क/ Performance task / प्रदर्शन कार्य)**

A. Geometric reasoning / ज्यामितीय तर्क→ Pupils measure and compare real classroom objects.

B. Geometric reasoning / ज्यामितीय तर्क→ Pupils sort quadrilaterals according to their sides and angles.

C. Pictograph / चित्रालेख → A pupil draws equal groups to explain a multiplication expression.

D. Performance task / प्रदर्शन कार्य → Each apple icon in a chart stands for two votes.

**Correct answer / सही उत्तर: B.** Geometric reasoning / ज्यामितीय तर्क→ Pupils sort quadrilaterals according to their sides and angles.

**Explanation / व्याख्या**

Geometric reasoning / ज्यामितीय तर्क Identifying and explaining spatial properties and relationships. Application: Pupils sort quadrilaterals according to their sides and angles.

**MCQ 319 • CORE PRACTICE · FORM 01**

**Identify the concept described: Partitioning a quantity into groups of equal size.**

A. Equal sharing / समान बाँट

B. Mathematization / गणितीकरण

C. Curriculum progression / पाठ्यचर्या प्रगति

D. One-to-one correspondence / एक-एक संगति

**Correct answer / सही उत्तर: A.** Equal sharing / समान बाँट

**Explanation / व्याख्या**

Equal sharing / समान बाँट: Partitioning a quantity into groups of equal size. Application: Children share 12 counters among three groups.

**MCQ 320 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Children share 12 counters among three groups.**

A. Mathematical problem solving / गणितीय समस्या समाधान

B. Equal sharing / समान बाँट

C. Inductive reasoning / आगमनात्मक तर्क

D. Mathematics laboratory / गणित प्रयोगशाला

**Correct answer / सही उत्तर: B.** Equal sharing / समान बाँट

**Explanation / व्याख्या**

Equal sharing / समान बाँट: Partitioning a quantity into groups of equal size. Application: Children share 12 counters among three groups.

**MCQ 321 • CORE PRACTICE · FORM 03**

**Which explanation best defines Equal sharing / समान बाँट?**

A. A task requiring demonstration of mathematical knowledge in action.

B. Expressing or analysing real situations using mathematical ideas.

C. Partitioning a quantity into groups of equal size.

D. Applying mathematical understanding and processes in meaningful situations.

**Correct answer / सही उत्तर: C.** Partitioning a quantity into groups of equal size.

**Explanation / व्याख्या**

Equal sharing / समान बाँट: Partitioning a quantity into groups of equal size. Application: Children share 12 counters among three groups.

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MCQ 322 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Equal sharing / समान बाँट?**

A. Counting and grouping experiences precede formal multiplication notation.

B. A pupil exchanges ten unit cubes for a ten rod.

C. A learner chooses an appropriate unit to measure a desk.

D. Children share 12 counters among three groups.

**Correct answer / सही उत्तर: D.** Children share 12 counters among three groups.

**Explanation / व्याख्या**

Equal sharing / समान बाँट: Partitioning a quantity into groups of equal size. Application: Children share 12 counters among three groups.

MCQ 323 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Partitioning a quantity into groups of equal size. (2) Materials representing units, tens and other base-ten groupings.**

A. Place-value blocks / स्थानीय मान ब्लॉक | Equal sharing / समान बाँट

B. Equal sharing / समान बाँट | Data handling / आँकड़ा प्रबंधन

C. Mathematization / गणितीकरण | Place-value blocks / स्थानीय मान ब्लॉक

D. Equal sharing / समान बाँट | Place-value blocks / स्थानीय मान ब्लॉक

**Correct answer / सही उत्तर: D.** Equal sharing / समान बाँट | Place-value blocks / स्थानीय मान ब्लॉक

**Explanation / व्याख्या**

Equal sharing / समान बाँट: Partitioning a quantity into groups of equal size. Application: Children share 12 counters among three groups. Place-value blocks / स्थानीय मान ब्लॉक: Materials representing units, tens and other base-ten groupings. Application: A pupil exchanges ten unit cubes for a ten rod.

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**MCQ 324 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Children share 12 counters among three groups. (2) A learner chooses an appropriate unit to measure a desk.**

A. Equal sharing / समान बाँट | Problem posing / समस्या निर्माण

B. Mathematics textbook / गणित पाठ्यपुस्तक | Mathematical competency / गणितीय दक्षता

C. Equal sharing / समान बाँट | Mathematical competency / गणितीय दक्षता

D. Mathematical competency / गणितीय दक्षता | Equal sharing / समान बाँट

**Correct answer / सही उत्तर: C.** Equal sharing / समान बाँट | Mathematical competency / गणितीय दक्षता

**Explanation / व्याख्या**

Equal sharing / समान बाँट: Partitioning a quantity into groups of equal size. Application: Children share 12 counters among three groups. Mathematical competency / गणितीय दक्षता: Applying mathematical understanding and processes in meaningful situations. Application: A learner chooses an appropriate unit to measure a desk.

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MCQ 325 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Equal sharing / समान बाँट and Pictograph / चित्रालेख.**

A. Partitioning a quantity into groups of equal size. | Representing data with pictures or symbols and a key when needed.

B. Partitioning a quantity into groups of equal size. | Criteria describing quality of mathematical reasoning and representation.

C. Applying mathematical understanding and processes in meaningful situations. | Representing data with pictures or symbols and a key when needed.

D. Representing data with pictures or symbols and a key when needed. | Partitioning a quantity into groups of equal size.

**Correct answer / सही उत्तर: A.** Partitioning a quantity into groups of equal size. | Representing data with pictures or symbols and a key when needed.

**Explanation / व्याख्या**

Equal sharing / समान बाँट: Partitioning a quantity into groups of equal size. Application: Children share 12 counters among three groups. Pictograph / चित्रालेख: Representing data with pictures or symbols and a key when needed. Application: Each apple icon in a chart stands for two votes.

MCQ 326 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Equal sharing / समान बाँट and Mathematical rubric / गणितीय मानदंड तालिका.**

A. Children share 12 counters among three groups. | A teacher assesses explanation, strategy and accuracy separately.

B. Children share 12 counters among three groups. | Using the fact that all squares have four sides, a pupil concludes a given square has four sides.

C. Pupils plan how to distribute materials fairly and explain the solution. | A teacher assesses explanation, strategy and accuracy separately.

D. A teacher assesses explanation, strategy and accuracy separately. | Children share 12 counters among three groups.

**Correct answer / सही उत्तर: A.** Children share 12 counters among three groups. | A teacher assesses explanation, strategy and accuracy separately.

**Explanation / व्याख्या**

Equal sharing / समान बाँट: Partitioning a quantity into groups of equal size. Application: Children share 12 counters among three groups. Mathematical rubric / गणितीय मानदंड तालिका: Criteria describing quality of mathematical reasoning and representation. Application: A teacher assesses explanation, strategy and accuracy separately.

**MCQ 327 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Equal sharing / समान बाँट / Mathematical argument / गणितीय तर्क प्रस्तुति)**

A. Mathematical argument / गणितीय तर्क प्रस्तुति → Understanding that number remains unchanged when objects are rearranged without adding or removing any.

B. Equal sharing / समान बाँट → Partitioning a quantity into groups of equal size.

C. Conservation of number / संख्या संरक्षण → A task requiring demonstration of mathematical knowledge in action.

D. Equal sharing / समान बाँट → Giving reasons to support a mathematical claim.

**Correct answer / सही उत्तर: B.** Equal sharing / समान बाँट → Partitioning a quantity into groups of equal size.

**Explanation / व्याख्या**

Equal sharing / समान बाँट: Partitioning a quantity into groups of equal size. Application: Children share 12 counters among three groups.

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MCQ 328 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Equal sharing / समान बाँट / Mathematical pattern / गणितीय पैटर्न)**

A. Mathematical pattern / गणितीय पैटर्न → A pupil can compare two lengths using the same unit.

B. Learning outcome / अधिगम प्रतिफल → A teacher plans several connected lessons on measurement.

C. Equal sharing / समान बाँट → Children share 12 counters among three groups.

D. Equal sharing / समान बाँट → Children extend a repeating red-blue-blue sequence.

**Correct answer / सही उत्तर: C.** Equal sharing / समान बाँट → Children share 12 counters among three groups.

**Explanation / व्याख्या**

Equal sharing / समान बाँट: Partitioning a quantity into groups of equal size. Application: Children share 12 counters among three groups.

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 04.01

**Explain Manipulatives / मूर्त शिक्षण सामग्री and give one classroom example.**

**Model answer:** Physical objects learners handle to explore mathematical ideas. Children use base-ten blocks to demonstrate regrouping.

**REVISION 04.02**

**Explain Concrete representation / मूर्त निरूपण and give one classroom example.**

**Model answer:** Showing mathematical relationships with actual objects. A pupil uses counters to demonstrate addition.

**REVISION 04.03**

**Explain Pictorial representation / चित्रात्मक निरूपण and give one classroom example.**

**Model answer:** Showing mathematical relationships with drawings or diagrams. A pupil draws groups of circles to represent multiplication.

**REVISION 04.04**

**Explain Symbolic representation / प्रतीकात्मक निरूपण and give one classroom example.**

**Model answer:** Expressing relationships using mathematical symbols. A pupil records an equal-groups situation as 4 × 3 = 12.

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**REVISION 04.05**

**Explain Multiple strategies / अनेक रणनीतियाँ and give one classroom example.**

**Model answer:** Allowing different valid methods for solving a problem. Two pupils solve 18 + 7 by counting on and by making twenty.

**REVISION 04.06**

**Explain Estimation / अनुमान and give one classroom example.**

**Model answer:** Finding a reasonable approximate quantity or result. A child estimates the number of pencils in a jar before counting.

**REVISION 04.07**

**Explain Mental mathematics / मानसिक गणना and give one classroom example.**

**Model answer:** Using flexible number relationships without written standard algorithms. A pupil computes 19 plus 26 as 20 plus 25.

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**REVISION 04.08**

**Explain Non-standard measurement / अमानक मापन and give one classroom example.**

**Model answer:** Measuring using informal repeatable units. Children measure a desk using equal paper strips.

**REVISION 04.09**

**Explain Geometric reasoning / ज्यामितीय तर्क and give one classroom example.**

**Model answer:** Identifying and explaining spatial properties and relationships. Pupils sort quadrilaterals according to their sides and angles.

**REVISION 04.10**

**Explain Equal sharing / समान बाँट and give one classroom example.**

**Model answer:** Partitioning a quantity into groups of equal size. Children share 12 counters among three groups.

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CHAPTER 05 • 52 MCQs • 5 REVISION PROMPTS

# Resources in Mathematics Learning

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Local resources / स्थानीय संसाधन

Materials available in the community used for mathematical exploration.

**Classroom example:** Children use market price labels for a money comparison task.

### Mathematics textbook / गणित पाठ्यपुस्तक

A structured resource whose activities can support mathematical understanding.

**Classroom example:** A teacher adapts a book exercise into a hands-on activity.

### Mathematics laboratory / गणित प्रयोगशाला

A space or organised set of resources for exploring mathematical ideas.

**Classroom example:** Pupils use geoboards and pattern blocks to investigate shapes.

### Number line / संख्या रेखा

A linear representation of ordered numerical positions.

**Classroom example:** A child shows 8 minus 3 by moving left three steps.

### Place-value blocks / स्थानीय मान ब्लॉक

Materials representing units, tens and other base-ten groupings.

**Classroom example:** A pupil exchanges ten unit cubes for a ten rod.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

**MCQ 329 • NEW CLASSROOM APPLICATION**

**Which resource best introduces equal groups in multiplication?**

A. A decorative map
B. A spelling chart
C. Counters arranged in equal groups or arrays
D. A ruler without objects

**Correct answer / सही उत्तर: C.** Counters arranged in equal groups or arrays

**Explanation / व्याख्या**

Arrays and equal groups connect multiplication to its meaning.

**MCQ 330 • NEW CLASSROOM APPLICATION**

**How should non-standard units be introduced?**

A. Guess every length only
B. Start from a random point and leave gaps
C. Use different unit sizes in one measure without noting it
D. Measure the same length with equal-sized units placed without gaps

**Correct answer / सही उत्तर: D.** Measure the same length with equal-sized units placed without gaps

**Explanation / व्याख्या**

Consistent units and iteration are foundational measurement ideas.

## Core question bank

Ten related practice formats; core concepts recur for revision.

**MCQ 331 • CORE PRACTICE · FORM 01**

**Identify the concept described: Materials available in the community used for mathematical exploration.**

A. Curriculum progression / पाठ्यचर्या प्रगति

B. Conservation of number / संख्या संरक्षण

C. Local resources / स्थानीय संसाधन

D. Mental mathematics / मानसिक गणना

**Correct answer / सही उत्तर: C.** Local resources / स्थानीय संसाधन

**Explanation / व्याख्या**

Local resources / स्थानीय संसाधन: Materials available in the community used for mathematical exploration. Application: Children use market price labels for a money comparison task.

**MCQ 332 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Children use market price labels for a money comparison task.**

A. Local resources / स्थानीय संसाधन

B. Place value / स्थानीय मान

C. Mathematization / गणितीकरण

D. Equal sharing / समान बाँट

**Correct answer / सही उत्तर: A.** Local resources / स्थानीय संसाधन

**Explanation / व्याख्या**

Local resources / स्थानीय संसाधन: Materials available in the community used for mathematical exploration. Application: Children use market price labels for a money comparison task.

MCQ 333 • CORE PRACTICE · FORM 03

**Which explanation best defines Local resources / स्थानीय संसाधन?**

A. Evaluating mathematics achievement after an instructional period.

B. Expressing ideas through objects, pictures, symbols or language.

C. Materials available in the community used for mathematical exploration.

D. Sequencing related lessons to develop mathematical goals over time.

**Correct answer / सही उत्तर: C.** Materials available in the community used for mathematical exploration.

**Explanation / व्याख्या**

Local resources / स्थानीय संसाधन: Materials available in the community used for mathematical exploration. Application: Children use market price labels for a money comparison task.

MCQ 334 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Local resources / स्थानीय संसाधन?**

A. After counting five shells, a child answers how many without counting again.

B. Pupils notice that adding two even numbers gives even results and test more cases.

C. A pupil uses counters to demonstrate addition.

D. Children use market price labels for a money comparison task.

**Correct answer / सही उत्तर: D.** Children use market price labels for a money comparison task.

**Explanation / व्याख्या**

Local resources / स्थानीय संसाधन: Materials available in the community used for mathematical exploration. Application: Children use market price labels for a money comparison task.

**MCQ 335 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Materials available in the community used for mathematical exploration. (2) Selecting and evaluating strategies to solve an unfamiliar mathematical situation.**

A. Mathematical problem solving / गणितीय समस्या समाधान | Local resources / स्थानीय संसाधन

B. Pictograph / चित्रालेख | Mathematical problem solving / गणितीय समस्या समाधान

C. Local resources / स्थानीय संसाधन | Subitizing / त्वरित संख्या पहचान

D. Local resources / स्थानीय संसाधन | Mathematical problem solving / गणितीय समस्या समाधान

**Correct answer / सही उत्तर: D.** Local resources / स्थानीय संसाधन | Mathematical problem solving / गणितीय समस्या समाधान

**Explanation / व्याख्या**

Local resources / स्थानीय संसाधन: Materials available in the community used for mathematical exploration. Application: Children use market price labels for a money comparison task. Mathematical problem solving / गणितीय समस्या समाधान: Selecting and evaluating strategies to solve an unfamiliar mathematical situation. Application: Pupils plan how to distribute materials fairly and explain the solution.

GyanTech Guru Ji

**MCQ 336 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Children use market price labels for a money comparison task. (2) A child estimates the number of pencils in a jar before counting.**

A. Estimation / अनुमान | Local resources / स्थानीय संसाधन

B. Deductive reasoning / निगमनात्मक तर्क| Estimation / अनुमान

C. Local resources / स्थानीय संसाधन | Seriation / क्रमबद्धता

D. Local resources / स्थानीय संसाधन | Estimation / अनुमान

**Correct answer / सही उत्तर: D.** Local resources / स्थानीय संसाधन | Estimation / अनुमान

**Explanation / व्याख्या**

Local resources / स्थानीय संसाधन: Materials available in the community used for mathematical exploration. Application: Children use market price labels for a money comparison task. Estimation / अनुमान: Finding a reasonable approximate quantity or result. Application: A child estimates the number of pencils in a jar before counting.

GyanTech Guru Ji

MCQ 337 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Local resources / स्थानीय संसाधन and Mathematical problem solving / गणितीय समस्या समाधान.**

A. Selecting and evaluating strategies to solve an unfamiliar mathematical situation. | Materials available in the community used for mathematical exploration.

B. Using ongoing evidence to guide further mathematics learning. | Selecting and evaluating strategies to solve an unfamiliar mathematical situation.

C. Materials available in the community used for mathematical exploration. | Selecting and evaluating strategies to solve an unfamiliar mathematical situation.

D. Materials available in the community used for mathematical exploration. | Evaluating mathematics achievement after an instructional period.

**Correct answer / सही उत्तर: C.** Materials available in the community used for mathematical exploration. | Selecting and evaluating strategies to solve an unfamiliar mathematical situation.

**Explanation / व्याख्या**

Local resources / स्थानीय संसाधन: Materials available in the community used for mathematical exploration. Application: Children use market price labels for a money comparison task. Mathematical problem solving / गणितीय समस्या समाधान: Selecting and evaluating strategies to solve an unfamiliar mathematical situation. Application: Pupils plan how to distribute materials fairly and explain the solution.

**MCQ 338 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Local resources / स्थानीय संसाधन and Performance task / प्रदर्शन कार्य.**

A. Children use market price labels for a money comparison task. | A pupil predicts which shape fits after a rotation.

B. Pupils sort quadrilaterals according to their sides and angles. | Pupils measure and compare real classroom objects.

C. Pupils measure and compare real classroom objects. | Children use market price labels for a money comparison task.

D. Children use market price labels for a money comparison task. | Pupils measure and compare real classroom objects.

**Correct answer / सही उत्तर: D.** Children use market price labels for a money comparison task. | Pupils measure and compare real classroom objects.

**Explanation / व्याख्या**

Local resources / स्थानीय संसाधन: Materials available in the community used for mathematical exploration. Application: Children use market price labels for a money comparison task. Performance task / प्रदर्शन कार्य: A task requiring demonstration of mathematical knowledge in action. Application: Pupils measure and compare real classroom objects.

**MCQ 339 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Local resources / स्थानीय संसाधन / Mathematical representation / गणितीय निरूपण)**

A. One-to-one correspondence / एक-एक संगति → An observable statement of expected mathematical learning.

B. Local resources / स्थानीय संसाधन → Materials available in the community used for mathematical exploration.

C. Mathematical representation / गणितीय निरूपण → Matching exactly one element of one collection to each element of another.

D. Local resources / स्थानीय संसाधन → Expressing ideas through objects, pictures, symbols or language.

**Correct answer / सही उत्तर: B.** Local resources / स्थानीय संसाधन → Materials available in the community used for mathematical exploration.

**Explanation / व्याख्या**

Local resources / स्थानीय संसाधन: Materials available in the community used for mathematical exploration. Application: Children use market price labels for a money comparison task.

**MCQ 340 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Local resources / स्थानीय संसाधन / Pictograph / चित्रालेख)**

A. Local resources / स्थानीय संसाधन → Children use market price labels for a money comparison task.

B. Pictograph / चित्रालेख → Children measure a desk using equal paper strips.

C. Local resources / स्थानीय संसाधन → Each apple icon in a chart stands for two votes.

D. Non-standard measurement / अमानक मापन → Pupils invent questions about quantities shown in a market picture.

**Correct answer / सही उत्तर: A.** Local resources / स्थानीय संसाधन → Children use market price labels for a money comparison task.

**Explanation / व्याख्या**

Local resources / स्थानीय संसाधन: Materials available in the community used for mathematical exploration. Application: Children use market price labels for a money comparison task.

**MCQ 341 • CORE PRACTICE · FORM 01**

**Identify the concept described: A structured resource whose activities can support mathematical understanding.**

A. Data handling / आँकड़ा प्रबंधन

B. Concrete representation / मूर्त निरूपण

C. Mathematics textbook / गणित पाठ्यपुस्तक

D. Conservation of number / संख्या संरक्षण

**Correct answer / सही उत्तर: C.** Mathematics textbook / गणित पाठ्यपुस्तक

**Explanation / व्याख्या**

Mathematics textbook / गणित पाठ्यपुस्तक: A structured resource whose activities can support mathematical understanding. Application: A teacher adapts a book exercise into a hands-on activity.

**MCQ 342 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A teacher adapts a book exercise into a hands-on activity.**

A. Mathematization / गणितीकरण

B. Mathematics textbook / गणित पाठ्यपुस्तक

C. Number sense / संख्या बोध

D. Multiple strategies / अनेक रणनीतियाँ

**Correct answer / सही उत्तर: B.** Mathematics textbook / गणित पाठ्यपुस्तक

**Explanation / व्याख्या**

Mathematics textbook / गणित पाठ्यपुस्तक: A structured resource whose activities can support mathematical understanding. Application: A teacher adapts a book exercise into a hands-on activity.

**MCQ 343 • CORE PRACTICE · FORM 03**

**Which explanation best defines Mathematics textbook / गणित पाठ्यपुस्तक?**

A. Using an ordered sequence of number names consistently when counting.

B. Using flexible number relationships without written standard algorithms.

C. A structured resource whose activities can support mathematical understanding.

D. Drawing a conclusion that follows from accepted premises or rules.

**Correct answer / सही उत्तर: C.** A structured resource whose activities can support mathematical understanding.

**Explanation / व्याख्या**

Mathematics textbook / गणित पाठ्यपुस्तक: A structured resource whose activities can support mathematical understanding. Application: A teacher adapts a book exercise into a hands-on activity.

**MCQ 344 • CORE PRACTICE · FORM 04**

**Which classroom example best demonstrates Mathematics textbook / गणित पाठ्यपुस्तक?**

A. Counting and grouping experiences precede formal multiplication notation.

B. The teacher explains how to improve the alignment of tens and ones.

C. A teacher assesses explanation, strategy and accuracy separately.

D. A teacher adapts a book exercise into a hands-on activity.

**Correct answer / सही उत्तर: D.** A teacher adapts a book exercise into a hands-on activity.

**Explanation / व्याख्या**

Mathematics textbook / गणित पाठ्यपुस्तक: A structured resource whose activities can support mathematical understanding. Application: A teacher adapts a book exercise into a hands-on activity.

**MCQ 345 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) A structured resource whose activities can support mathematical understanding. (2) Identifying and explaining spatial properties and relationships.**

A. Mathematics textbook / गणित पाठ्यपुस्तक | Geometric reasoning / ज्यामितीय तर्क

B. Mathematics textbook / गणित पाठ्यपुस्तक | Mathematical rubric / गणितीय मानदंड तालिका

C. Cardinality / गणन संख्या बोध | Geometric reasoning / ज्यामितीय तर्क

D. Geometric reasoning / ज्यामितीय तर्क| Mathematics textbook / गणित पाठ्यपुस्तक

**Correct answer / सही उत्तर: A.** Mathematics textbook / गणित पाठ्यपुस्तक | Geometric reasoning / ज्यामितीय तर्क

**Explanation / व्याख्या**

Mathematics textbook / गणित पाठ्यपुस्तक: A structured resource whose activities can support mathematical understanding. Application: A teacher adapts a book exercise into a hands-on activity. Geometric reasoning / ज्यामितीय तर्क Identifying and explaining spatial properties and relationships. Application: Pupils sort quadrilaterals according to their sides and angles.

**MCQ 346 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A teacher adapts a book exercise into a hands-on activity. (2) Children represent three apples and three stones with the same number 3.**

A. Qualitative feedback / गुणात्मक प्रतिक्रिया | Abstraction / अमूर्तीकरण

B. Abstraction / अमूर्तीकरण | Mathematics textbook / गणित पाठ्यपुस्तक

C. Mathematics textbook / गणित पाठ्यपुस्तक | Abstraction / अमूर्तीकरण

D. Mathematics textbook / गणित पाठ्यपुस्तक | Mathematical discussion / गणितीय चर्चा

**Correct answer / सही उत्तर: C.** Mathematics textbook / गणित पाठ्यपुस्तक | Abstraction / अमूर्तीकरण

**Explanation / व्याख्या**

Mathematics textbook / गणित पाठ्यपुस्तक: A structured resource whose activities can support mathematical understanding. Application: A teacher adapts a book exercise into a hands-on activity. Abstraction / अमूर्तीकरण: Representing common mathematical properties apart from particular objects. Application: Children represent three apples and three stones with the same number 3.

**MCQ 347 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Mathematics textbook / गणित पाठ्यपुस्तक and Problem posing / समस्या निर्माण.**

A. Sequencing related lessons to develop mathematical goals over time. | Creating meaningful mathematical questions from a situation.

B. A structured resource whose activities can support mathematical understanding. | Creating meaningful mathematical questions from a situation.

C. Creating meaningful mathematical questions from a situation. | A structured resource whose activities can support mathematical understanding.

D. A structured resource whose activities can support mathematical understanding. | An observable statement of expected mathematical learning.

**Correct answer / सही उत्तर: B.** A structured resource whose activities can support mathematical understanding. | Creating meaningful mathematical questions from a situation.

**Explanation / व्याख्या**

Mathematics textbook / गणित पाठ्यपुस्तक: A structured resource whose activities can support mathematical understanding. Application: A teacher adapts a book exercise into a hands-on activity. Problem posing / समस्या निर्माण: Creating meaningful mathematical questions from a situation. Application: Pupils invent questions about quantities shown in a market picture.

**MCQ 348 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Mathematics textbook / गणित पाठ्यपुस्तक and Task sequencing / कार्य क्रम.**

A. A teacher adapts a book exercise into a hands-on activity. | The teacher explains how to improve the alignment of tens and ones.

B. A teacher adapts a book exercise into a hands-on activity. | A lesson moves from equal groups to drawings and multiplication notation.

C. A lesson moves from equal groups to drawings and multiplication notation. | A teacher adapts a book exercise into a hands-on activity.

D. A pupil writes 7 > 5 to express a comparison. | A lesson moves from equal groups to drawings and multiplication notation.

**Correct answer / सही उत्तर: B.** A teacher adapts a book exercise into a hands-on activity. | A lesson moves from equal groups to drawings and multiplication notation.

**Explanation / व्याख्या**

Mathematics textbook / गणित पाठ्यपुस्तक: A structured resource whose activities can support mathematical understanding. Application: A teacher adapts a book exercise into a hands-on activity. Task sequencing / कार्य क्रम: Arranging mathematical tasks from accessible experiences toward greater complexity. Application: A lesson moves from equal groups to drawings and multiplication notation.

**MCQ 349 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Mathematics textbook / गणित पाठ्यपुस्तक / Conservation of number / संख्या संरक्षण)**

A. Symbolic representation / प्रतीकात्मक निरूपण → Collecting, organising and interpreting information.

B. Mathematics textbook / गणित पाठ्यपुस्तक → Understanding that number remains unchanged when objects are rearranged without adding or removing any.

C. Conservation of number / संख्या संरक्षण → Expressing relationships using mathematical symbols.

D. Mathematics textbook / गणित पाठ्यपुस्तक → A structured resource whose activities can support mathematical understanding.

**Correct answer / सही उत्तर: D.** Mathematics textbook / गणित पाठ्यपुस्तक → A structured resource whose activities can support mathematical understanding.

**Explanation / व्याख्या**

Mathematics textbook / गणित पाठ्यपुस्तक: A structured resource whose activities can support mathematical understanding. Application: A teacher adapts a book exercise into a hands-on activity.

MCQ 350 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Mathematics textbook / गणित पाठ्यपुस्तक / Mathematical pattern / गणितीय पैटर्न)**

A. Mathematical pattern / गणितीय पैटर्न → A pupil can compare two lengths using the same unit.

B. Mathematics textbook / गणित पाठ्यपुस्तक → Children extend a repeating red-blue-blue sequence.

C. Learning outcome / अधिगम प्रतिफल → A pupil computes 19 plus 26 as 20 plus 25.

D. Mathematics textbook / गणित पाठ्यपुस्तक → A teacher adapts a book exercise into a hands-on activity.

**Correct answer / सही उत्तर: D.** Mathematics textbook / गणित पाठ्यपुस्तक → A teacher adapts a book exercise into a hands-on activity.

**Explanation / व्याख्या**

Mathematics textbook / गणित पाठ्यपुस्तक: A structured resource whose activities can support mathematical understanding. Application: A teacher adapts a book exercise into a hands-on activity.

MCQ 351 • CORE PRACTICE · FORM 01

**Identify the concept described: A space or organised set of resources for exploring mathematical ideas.**

A. Mathematics laboratory / गणित प्रयोगशाला

B. Multiple strategies / अनेक रणनीतियाँ

C. Task sequencing / कार्य क्रम

D. Equal sharing / समान बाँट

**Correct answer / सही उत्तर: A.** Mathematics laboratory / गणित प्रयोगशाला

**Explanation / व्याख्या**

Mathematics laboratory / गणित प्रयोगशाला: A space or organised set of resources for exploring mathematical ideas. Application: Pupils use geoboards and pattern blocks to investigate shapes.

MCQ 352 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? Pupils use geoboards and pattern blocks to investigate shapes.**

A. Mathematics laboratory / गणित प्रयोगशाला

B. Mathematical representation / गणितीय निरूपण

C. Problem posing / समस्या निर्माण

D. Mathematical rubric / गणितीय मानदंड तालिका

**Correct answer / सही उत्तर: A.** Mathematics laboratory / गणित प्रयोगशाला

**Explanation / व्याख्या**

Mathematics laboratory / गणित प्रयोगशाला: A space or organised set of resources for exploring mathematical ideas. Application: Pupils use geoboards and pattern blocks to investigate shapes.

MCQ 353 • CORE PRACTICE · FORM 03

**Which explanation best defines Mathematics laboratory / गणित प्रयोगशाला?**

A. Drawing a conclusion that follows from accepted premises or rules.

B. Sequencing related lessons to develop mathematical goals over time.

C. Showing mathematical relationships with drawings or diagrams.

D. A space or organised set of resources for exploring mathematical ideas.

**Correct answer / सही उत्तर: D.** A space or organised set of resources for exploring mathematical ideas.

**Explanation / व्याख्या**

Mathematics laboratory / गणित प्रयोगशाला: A space or organised set of resources for exploring mathematical ideas. Application: Pupils use geoboards and pattern blocks to investigate shapes.

MCQ 354 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Mathematics laboratory / गणित प्रयोगशाला?**

A. A teacher plans several connected lessons on measurement.

B. Pupils use geoboards and pattern blocks to investigate shapes.

C. A pupil explains why 49 plus 21 is close to 70 before calculating.

D. Children find different pairs of whole numbers whose sum is ten.

**Correct answer / सही उत्तर: B.** Pupils use geoboards and pattern blocks to investigate shapes.

**Explanation / व्याख्या**

Mathematics laboratory / गणित प्रयोगशाला: A space or organised set of resources for exploring mathematical ideas. Application: Pupils use geoboards and pattern blocks to investigate shapes.

MCQ 355 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) A space or organised set of resources for exploring mathematical ideas. (2) Investigating particular errors or gaps in mathematical understanding.**

A. Number sense / संख्या बोध | Diagnostic assessment / निदानात्मक आकलन

B. Diagnostic assessment / निदानात्मक आकलन | Mathematics laboratory / गणित प्रयोगशाला

C. Mathematics laboratory / गणित प्रयोगशाला | Mental mathematics / मानसिक गणना

D. Mathematics laboratory / गणित प्रयोगशाला | Diagnostic assessment / निदानात्मक आकलन

**Correct answer / सही उत्तर: D.** Mathematics laboratory / गणित प्रयोगशाला | Diagnostic assessment / निदानात्मक आकलन

**Explanation / व्याख्या**

Mathematics laboratory / गणित प्रयोगशाला: A space or organised set of resources for exploring mathematical ideas. Application: Pupils use geoboards and pattern blocks to investigate shapes. Diagnostic assessment / निदानात्मक आकलन: Investigating particular errors or gaps in mathematical understanding. Application: A teacher asks how a child obtained 402 when adding 23 and 19.

GyanTech Guru Ji

**MCQ 356 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Pupils use geoboards and pattern blocks to investigate shapes. (2) A teacher changes grouping after observing pupils' fraction strategies.**

A. Mathematics laboratory / गणित प्रयोगशाला | Data handling / आँकड़ा प्रबंधन

B. Deductive reasoning / निगमनात्मक तर्क| Formative assessment / निर्माणात्मक आकलन

C. Formative assessment / निर्माणात्मक आकलन | Mathematics laboratory / गणित प्रयोगशाला

D. Mathematics laboratory / गणित प्रयोगशाला | Formative assessment / निर्माणात्मक आकलन

**Correct answer / सही उत्तर: D.** Mathematics laboratory / गणित प्रयोगशाला | Formative assessment / निर्माणात्मक आकलन

**Explanation / व्याख्या**

Mathematics laboratory / गणित प्रयोगशाला: A space or organised set of resources for exploring mathematical ideas. Application: Pupils use geoboards and pattern blocks to investigate shapes. Formative assessment / निर्माणात्मक आकलन: Using ongoing evidence to guide further mathematics learning. Application: A teacher changes grouping after observing pupils' fraction strategies.

**MCQ 357 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Mathematics laboratory / गणित प्रयोगशाला and Summative assessment / संकलनात्मक आकलन.**

A. Evaluating mathematics achievement after an instructional period. | A space or organised set of resources for exploring mathematical ideas.

B. A space or organised set of resources for exploring mathematical ideas. | Drawing a conclusion that follows from accepted premises or rules.

C. A space or organised set of resources for exploring mathematical ideas. | Evaluating mathematics achievement after an instructional period.

D. Finding a reasonable approximate quantity or result. | Evaluating mathematics achievement after an instructional period.

**Correct answer / सही उत्तर: C.** A space or organised set of resources for exploring mathematical ideas. | Evaluating mathematics achievement after an instructional period.

**Explanation / व्याख्या**

Mathematics laboratory / गणित प्रयोगशाला: A space or organised set of resources for exploring mathematical ideas. Application: Pupils use geoboards and pattern blocks to investigate shapes. Summative assessment / संकलनात्मक आकलन: Evaluating mathematics achievement after an instructional period. Application: A final unit task checks understanding of measurement concepts.

**MCQ 358 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Mathematics laboratory / गणित प्रयोगशाला and Subitizing / त्वरित संख्या पहचान.**

A. Pupils use geoboards and pattern blocks to investigate shapes. | A child explains why two differently arranged shapes have equal area.

B. Pupils use geoboards and pattern blocks to investigate shapes. | A child immediately identifies three dots on a card.

C. A child immediately identifies three dots on a card. | Pupils use geoboards and pattern blocks to investigate shapes.

D. Children extend a repeating red-blue-blue sequence. | A child immediately identifies three dots on a card.

**Correct answer / सही उत्तर: B.** Pupils use geoboards and pattern blocks to investigate shapes. | A child immediately identifies three dots on a card.

**Explanation / व्याख्या**

Mathematics laboratory / गणित प्रयोगशाला: A space or organised set of resources for exploring mathematical ideas. Application: Pupils use geoboards and pattern blocks to investigate shapes. Subitizing / त्वरित संख्या पहचान: Recognising a small quantity without counting each item individually. Application: A child immediately identifies three dots on a card.

MCQ 359 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Mathematics laboratory / गणित प्रयोगशाला / Mathematical competency / गणितीय दक्षता)**

A. Manipulatives / मूर्त शिक्षण सामग्री → A task requiring demonstration of mathematical knowledge in action.

B. Mathematics laboratory / गणित प्रयोगशाला → A space or organised set of resources for exploring mathematical ideas.

C. Mathematical competency / गणितीय दक्षता → Physical objects learners handle to explore mathematical ideas.

D. Mathematics laboratory / गणित प्रयोगशाला → Applying mathematical understanding and processes in meaningful situations.

**Correct answer / सही उत्तर: B.** Mathematics laboratory / गणित प्रयोगशाला → A space or organised set of resources for exploring mathematical ideas.

**Explanation / व्याख्या**

Mathematics laboratory / गणित प्रयोगशाला: A space or organised set of resources for exploring mathematical ideas. Application: Pupils use geoboards and pattern blocks to investigate shapes.

**MCQ 360 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Mathematics laboratory / गणित प्रयोगशाला / Mathematical competency / गणितीय दक्षता)**

A. Mathematical discussion / गणितीय चर्चा → Children share 12 counters among three groups.

B. Mathematics laboratory / गणित प्रयोगशाला → A learner chooses an appropriate unit to measure a desk.

C. Mathematics laboratory / गणित प्रयोगशाला → Pupils use geoboards and pattern blocks to investigate shapes.

D. Mathematical competency / गणितीय दक्षता → Pairs compare two methods for adding 37 and 28.

**Correct answer / सही उत्तर: C.** Mathematics laboratory / गणित प्रयोगशाला → Pupils use geoboards and pattern blocks to investigate shapes.

**Explanation / व्याख्या**

Mathematics laboratory / गणित प्रयोगशाला: A space or organised set of resources for exploring mathematical ideas. Application: Pupils use geoboards and pattern blocks to investigate shapes.

**MCQ 361 • CORE PRACTICE · FORM 01**

**Identify the concept described: A linear representation of ordered numerical positions.**

A. Estimation / अनुमान

B. Conservation of number / संख्या संरक्षण

C. Number line / संख्या रेखा

D. Formative assessment / निर्माणात्मक आकलन

**Correct answer / सही उत्तर: C.** Number line / संख्या रेखा

**Explanation / व्याख्या**

Number line / संख्या रेखा: A linear representation of ordered numerical positions. Application: A child shows 8 minus 3 by moving left three steps.

**MCQ 362 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A child shows 8 minus 3 by moving left three steps.**

A. Number line / संख्या रेखा

B. Mathematical discussion / गणितीय चर्चा

C. Qualitative feedback / गुणात्मक प्रतिक्रिया

D. One-to-one correspondence / एक-एक संगति

**Correct answer / सही उत्तर: A.** Number line / संख्या रेखा

**Explanation / व्याख्या**

Number line / संख्या रेखा: A linear representation of ordered numerical positions. Application: A child shows 8 minus 3 by moving left three steps.

**MCQ 363 • CORE PRACTICE · FORM 03**

**Which explanation best defines Number line / संख्या रेखा?**

A. Creating meaningful mathematical questions from a situation.

B. Selecting and evaluating strategies to solve an unfamiliar mathematical situation.

C. A linear representation of ordered numerical positions.

D. A task requiring demonstration of mathematical knowledge in action.

**Correct answer / सही उत्तर: C.** A linear representation of ordered numerical positions.

**Explanation / व्याख्या**

Number line / संख्या रेखा: A linear representation of ordered numerical positions. Application: A child shows 8 minus 3 by moving left three steps.

MCQ 364 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Number line / संख्या रेखा?**

A. A child explains why two differently arranged shapes have equal area.

B. A child shows 8 minus 3 by moving left three steps.

C. Pupils invent questions about quantities shown in a market picture.

D. A pupil explains why 49 plus 21 is close to 70 before calculating.

**Correct answer / सही उत्तर: B.** A child shows 8 minus 3 by moving left three steps.

**Explanation / व्याख्या**

Number line / संख्या रेखा: A linear representation of ordered numerical positions. Application: A child shows 8 minus 3 by moving left three steps.

MCQ 365 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) A linear representation of ordered numerical positions. (2) Investigating particular errors or gaps in mathematical understanding.**

A. Unit planning / इकाई योजना | Diagnostic assessment / निदानात्मक आकलन

B. Number line / संख्या रेखा | Inductive reasoning / आगमनात्मक तर्क

C. Diagnostic assessment / निदानात्मक आकलन | Number line / संख्या रेखा

D. Number line / संख्या रेखा | Diagnostic assessment / निदानात्मक आकलन

**Correct answer / सही उत्तर: D.** Number line / संख्या रेखा | Diagnostic assessment / निदानात्मक आकलन

**Explanation / व्याख्या**

Number line / संख्या रेखा: A linear representation of ordered numerical positions. Application: A child shows 8 minus 3 by moving left three steps. Diagnostic assessment / निदानात्मक आकलन: Investigating particular errors or gaps in mathematical understanding. Application: A teacher asks how a child obtained 402 when adding 23 and 19.

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**MCQ 366 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A child shows 8 minus 3 by moving left three steps. (2) A pupil writes 7 > 5 to express a comparison.**

A. Mathematical language / गणितीय भाषा | Number line / संख्या रेखा

B. Seriation / क्रमबद्धता | Mathematical language / गणितीय भाषा

C. Number line / संख्या रेखा | Number sense / संख्या बोध

D. Number line / संख्या रेखा | Mathematical language / गणितीय भाषा

**Correct answer / सही उत्तर: D.** Number line / संख्या रेखा | Mathematical language / गणितीय भाषा

**Explanation / व्याख्या**

Number line / संख्या रेखा: A linear representation of ordered numerical positions. Application: A child shows 8 minus 3 by moving left three steps. Mathematical language / गणितीय भाषा: Using precise terms and symbols to communicate mathematical meaning. Application: A pupil writes 7 > 5 to express a comparison.

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MCQ 367 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Number line / संख्या रेखा and Inductive reasoning / आगमनात्मक तर्क**

A. A linear representation of ordered numerical positions. | Forming a tentative generalisation from observed cases.

B. Understanding that number remains unchanged when objects are rearranged without adding or removing any. | Forming a tentative generalisation from observed cases.

C. A linear representation of ordered numerical positions. | A task allowing multiple valid solutions or approaches.

D. Forming a tentative generalisation from observed cases. | A linear representation of ordered numerical positions.

**Correct answer / सही उत्तर: A.** A linear representation of ordered numerical positions. | Forming a tentative generalisation from observed cases.

**Explanation / व्याख्या**

Number line / संख्या रेखा: A linear representation of ordered numerical positions. Application: A child shows 8 minus 3 by moving left three steps. Inductive reasoning / आगमनात्मक तर्क Forming a tentative generalisation from observed cases. Application: Pupils notice that adding two even numbers gives even results and test more cases.

**MCQ 368 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Number line / संख्या रेखा and Mathematical rubric / गणितीय मानदंड तालिका.**

A. A child shows 8 minus 3 by moving left three steps. | Children use base-ten blocks to demonstrate regrouping.

B. A child shows 8 minus 3 by moving left three steps. | A teacher assesses explanation, strategy and accuracy separately.

C. A teacher assesses explanation, strategy and accuracy separately. | A child shows 8 minus 3 by moving left three steps.

D. A pupil computes 19 plus 26 as 20 plus 25. | A teacher assesses explanation, strategy and accuracy separately.

**Correct answer / सही उत्तर: B.** A child shows 8 minus 3 by moving left three steps. | A teacher assesses explanation, strategy and accuracy separately.

**Explanation / व्याख्या**

Number line / संख्या रेखा: A linear representation of ordered numerical positions. Application: A child shows 8 minus 3 by moving left three steps. Mathematical rubric / गणितीय मानदंड तालिका: Criteria describing quality of mathematical reasoning and representation. Application: A teacher assesses explanation, strategy and accuracy separately.

**MCQ 369 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Number line / संख्या रेखा / Summative assessment / संकलनात्मक आकलन)**

A. Summative assessment / संकलनात्मक आकलन → Forming a tentative generalisation from observed cases.

B. Inductive reasoning / आगमनात्मक तर्क→ An observable statement of expected mathematical learning.

C. Number line / संख्या रेखा → A linear representation of ordered numerical positions.

D. Number line / संख्या रेखा → Evaluating mathematics achievement after an instructional period.

**Correct answer / सही उत्तर: C.** Number line / संख्या रेखा → A linear representation of ordered numerical positions.

**Explanation / व्याख्या**

Number line / संख्या रेखा: A linear representation of ordered numerical positions. Application: A child shows 8 minus 3 by moving left three steps.

**MCQ 370 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Number line / संख्या रेखा / Pictograph / चित्रालेख)**

A. Number line / संख्या रेखा → Each apple icon in a chart stands for two votes.

B. Number line / संख्या रेखा → A child shows 8 minus 3 by moving left three steps.

C. Diagnostic assessment / निदानात्मक आकलन → A pupil can compare two lengths using the same unit.

D. Pictograph / चित्रालेख → A teacher asks how a child obtained 402 when adding 23 and 19.

**Correct answer / सही उत्तर: B.** Number line / संख्या रेखा → A child shows 8 minus 3 by moving left three steps.

**Explanation / व्याख्या**

Number line / संख्या रेखा: A linear representation of ordered numerical positions. Application: A child shows 8 minus 3 by moving left three steps.

**MCQ 371 • CORE PRACTICE · FORM 01**

**Identify the concept described: Materials representing units, tens and other base-ten groupings.**

A. Place-value blocks / स्थानीय मान ब्लॉक

B. Number sense / संख्या बोध

C. Diagnostic assessment / निदानात्मक आकलन

D. Spatial thinking / स्थानिक चिंतन

**Correct answer / सही उत्तर: A.** Place-value blocks / स्थानीय मान ब्लॉक

**Explanation / व्याख्या**

Place-value blocks / स्थानीय मान ब्लॉक: Materials representing units, tens and other base-ten groupings. Application: A pupil exchanges ten unit cubes for a ten rod.

MCQ 372 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? A pupil exchanges ten unit cubes for a ten rod.**

A. Data handling / आँकड़ा प्रबंधन
B. Counting principle / गणना सिद्धांत
C. Mathematization / गणितीकरण
D. Place-value blocks / स्थानीय मान ब्लॉक

**Correct answer / सही उत्तर: D.** Place-value blocks / स्थानीय मान ब्लॉक

**Explanation / व्याख्या**
Place-value blocks / स्थानीय मान ब्लॉक: Materials representing units, tens and other base-ten groupings. Application: A pupil exchanges ten unit cubes for a ten rod.

MCQ 373 • CORE PRACTICE · FORM 03

**Which explanation best defines Place-value blocks / स्थानीय मान ब्लॉक?**

A. Identifying and explaining spatial properties and relationships.
B. Materials representing units, tens and other base-ten groupings.
C. Criteria describing quality of mathematical reasoning and representation.
D. Selecting and evaluating strategies to solve an unfamiliar mathematical situation.

**Correct answer / सही उत्तर: B.** Materials representing units, tens and other base-ten groupings.

**Explanation / व्याख्या**
Place-value blocks / स्थानीय मान ब्लॉक: Materials representing units, tens and other base-ten groupings. Application: A pupil exchanges ten unit cubes for a ten rod.

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MCQ 374 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Place-value blocks / स्थानीय मान ब्लॉक?**

A. A child recognises that spreading five counters does not create more counters.

B. A pupil draws equal groups to explain a multiplication expression.

C. A pupil exchanges ten unit cubes for a ten rod.

D. Children share 12 counters among three groups.

**Correct answer / सही उत्तर: C.** A pupil exchanges ten unit cubes for a ten rod.

**Explanation / व्याख्या**

Place-value blocks / स्थानीय मान ब्लॉक: Materials representing units, tens and other base-ten groupings. Application: A pupil exchanges ten unit cubes for a ten rod.

MCQ 375 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Materials representing units, tens and other base-ten groupings. (2) Evaluating mathematics achievement after an instructional period.**

A. Summative assessment / संकलनात्मक आकलन | Place-value blocks / स्थानीय मान ब्लॉक

B. Place-value blocks / स्थानीय मान ब्लॉक | Summative assessment / संकलनात्मक आकलन

C. Place-value blocks / स्थानीय मान ब्लॉक | Geometric reasoning / ज्यामितीय तर्क

D. Equal sharing / समान बाँट | Summative assessment / संकलनात्मक आकलन

**Correct answer / सही उत्तर: B.** Place-value blocks / स्थानीय मान ब्लॉक | Summative assessment / संकलनात्मक आकलन

**Explanation / व्याख्या**

Place-value blocks / स्थानीय मान ब्लॉक: Materials representing units, tens and other base-ten groupings. Application: A pupil exchanges ten unit cubes for a ten rod. Summative assessment / संकलनात्मक आकलन: Evaluating mathematics achievement after an instructional period. Application: A final unit task checks understanding of measurement concepts.

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**MCQ 376 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A pupil exchanges ten unit cubes for a ten rod. (2) The 4 in forty-two represents four tens.**

A. Place value / स्थानीय मान | Place-value blocks / स्थानीय मान ब्लॉक

B. Place-value blocks / स्थानीय मान ब्लॉक | Place value / स्थानीय मान

C. Manipulatives / मूर्त शिक्षण सामग्री | Place value / स्थानीय मान

D. Place-value blocks / स्थानीय मान ब्लॉक | Mathematical pattern / गणितीय पैटर्न

**Correct answer / सही उत्तर: B.** Place-value blocks / स्थानीय मान ब्लॉक | Place value / स्थानीय मान

**Explanation / व्याख्या**

Place-value blocks / स्थानीय मान ब्लॉक: Materials representing units, tens and other base-ten groupings. Application: A pupil exchanges ten unit cubes for a ten rod. Place value / स्थानीय मान: The value a digit has because of its position in a numeral. Application: The 4 in forty-two represents four tens.

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MCQ 377 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Place-value blocks / स्थानीय मान ब्लॉक and Error analysis / त्रुटि विश्लेषण.**

A. Expressing relationships using mathematical symbols. | Examining learner mistakes to infer their underlying reasoning.

B. Materials representing units, tens and other base-ten groupings. | Using ongoing evidence to guide further mathematics learning.

C. Examining learner mistakes to infer their underlying reasoning. | Materials representing units, tens and other base-ten groupings.

D. Materials representing units, tens and other base-ten groupings. | Examining learner mistakes to infer their underlying reasoning.

**Correct answer / सही उत्तर: D.** Materials representing units, tens and other base-ten groupings. | Examining learner mistakes to infer their underlying reasoning.

**Explanation / व्याख्या**

Place-value blocks / स्थानीय मान ब्लॉक: Materials representing units, tens and other base-ten groupings. Application: A pupil exchanges ten unit cubes for a ten rod. Error analysis / त्रुटि विश्लेषण: Examining learner mistakes to infer their underlying reasoning. Application: A teacher asks why a child wrote 305 for thirty-five before planning support.

**MCQ 378 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Place-value blocks / स्थानीय मान ब्लॉक and Conservation of number / संख्या संरक्षण.**

A. A child recognises that spreading five counters does not create more counters. | A pupil exchanges ten unit cubes for a ten rod.

B. A pupil exchanges ten unit cubes for a ten rod. | A child recognises that spreading five counters does not create more counters.

C. Children find different pairs of whole numbers whose sum is ten. | A child recognises that spreading five counters does not create more counters.

D. A pupil exchanges ten unit cubes for a ten rod. | Pupils notice that adding two even numbers gives even results and test more cases.

**Correct answer / सही उत्तर: B.** A pupil exchanges ten unit cubes for a ten rod. | A child recognises that spreading five counters does not create more counters.

**Explanation / व्याख्या**

Place-value blocks / स्थानीय मान ब्लॉक: Materials representing units, tens and other base-ten groupings. Application: A pupil exchanges ten unit cubes for a ten rod. Conservation of number / संख्या संरक्षण: Understanding that number remains unchanged when objects are rearranged without adding or removing any. Application: A child recognises that spreading five counters does not create more counters.

MCQ 379 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Place-value blocks / स्थानीय मान ब्लॉक / Number sense / संख्या बोध)**

A. Place-value blocks / स्थानीय मान ब्लॉक → Flexible understanding of numbers, magnitudes and relationships.

B. Number sense / संख्या बोध → Expressing or analysing real situations using mathematical ideas.

C. Place-value blocks / स्थानीय मान ब्लॉक → Materials representing units, tens and other base-ten groupings.

D. Mathematization / गणितीकरण → Collecting, organising and interpreting information.

**Correct answer / सही उत्तर: C.** Place-value blocks / स्थानीय मान ब्लॉक → Materials representing units, tens and other base-ten groupings.

**Explanation / व्याख्या**

Place-value blocks / स्थानीय मान ब्लॉक: Materials representing units, tens and other base-ten groupings. Application: A pupil exchanges ten unit cubes for a ten rod.

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MCQ 380 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Place-value blocks / स्थानीय मान ब्लॉक / Data handling / आँकड़ा प्रबंधन)**

A. Place-value blocks / स्थानीय मान ब्लॉक → A pupil exchanges ten unit cubes for a ten rod.

B. Data handling / आँकड़ा प्रबंधन → Pupils measure and compare real classroom objects.

C. Performance task / प्रदर्शन कार्य → Children represent three apples and three stones with the same number 3.

D. Place-value blocks / स्थानीय मान ब्लॉक → Children tally classmates' favourite fruits and compare frequencies.

**Correct answer / सही उत्तर: A.** Place-value blocks / स्थानीय मान ब्लॉक → A pupil exchanges ten unit cubes for a ten rod.

**Explanation / व्याख्या**

Place-value blocks / स्थानीय मान ब्लॉक: Materials representing units, tens and other base-ten groupings. Application: A pupil exchanges ten unit cubes for a ten rod.

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 05.01

**Explain Local resources / स्थानीय संसाधन and give one classroom example.**

**Model answer:** Materials available in the community used for mathematical exploration. Children use market price labels for a money comparison task.

**REVISION 05.02**

**Explain Mathematics textbook / गणित पाठ्यपुस्तक and give one classroom example.**

**Model answer:** A structured resource whose activities can support mathematical understanding. A teacher adapts a book exercise into a hands-on activity.

**REVISION 05.03**

**Explain Mathematics laboratory / गणित प्रयोगशाला and give one classroom example.**

**Model answer:** A space or organised set of resources for exploring mathematical ideas. Pupils use geoboards and pattern blocks to investigate shapes.

**REVISION 05.04**

**Explain Number line / संख्या रेखा and give one classroom example.**

**Model answer:** A linear representation of ordered numerical positions. A child shows 8 minus 3 by moving left three steps.

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**REVISION 05.05**

**Explain Place-value blocks / स्थानीय मान ब्लॉक and give one classroom example.**

**Model answer:** Materials representing units, tens and other base-ten groupings. A pupil exchanges ten unit cubes for a ten rod.

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CHAPTER 06 • 42 MCQs • 4 REVISION PROMPTS

# Planning in Mathematics

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Mathematical competency / गणितीय दक्षता

Applying mathematical understanding and processes in meaningful situations.

**Classroom example:** A learner chooses an appropriate unit to measure a desk.

### Unit planning / इकाई योजना

Sequencing related lessons to develop mathematical goals over time.

**Classroom example:** A teacher plans several connected lessons on measurement.

### Learning outcome / अधिगम प्रतिफल

An observable statement of expected mathematical learning.

**Classroom example:** A pupil can compare two lengths using the same unit.

### Task sequencing / कार्य क्रम

Arranging mathematical tasks from accessible experiences toward greater complexity.

**Classroom example:** A lesson moves from equal groups to drawings and multiplication notation.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

**MCQ 381 • NEW CLASSROOM APPLICATION**

### Which is a measurable mathematics outcome?

A. Pupils compare two two-digit numbers and explain their reasoning

B. Pupils will love every problem forever

C. The room has charts

D. Teacher writes five pages

**Correct answer / सही उत्तर: A.** Pupils compare two two-digit numbers and explain their reasoning

**Explanation / व्याख्या**

Observable mathematical action supports aligned assessment.

**MCQ 382 • NEW CLASSROOM APPLICATION**

### How can a lesson on addition support mixed readiness?

A. Require all learners to use one speed

B. Offer counters, drawings and symbolic tasks with flexible support

C. Remove tasks from weaker pupils

D. Ignore prior knowledge

**Correct answer / सही उत्तर: B.** Offer counters, drawings and symbolic tasks with flexible support

**Explanation / व्याख्या**

Differentiation supports shared conceptual goals through varied pathways.

## Core question bank

Ten related practice formats; core concepts recur for revision.

**MCQ 383 • CORE PRACTICE · FORM 01**

**Identify the concept described: Applying mathematical understanding and processes in meaningful situations.**

A. Mathematical competency / गणितीय दक्षता

B. Seriation / क्रमबद्धता

C. Problem posing / समस्या निर्माण

D. Mathematics textbook / गणित पाठ्यपुस्तक

**Correct answer / सही उत्तर: A.** Mathematical competency / गणितीय दक्षता

**Explanation / व्याख्या**

Mathematical competency / गणितीय दक्षता: Applying mathematical understanding and processes in meaningful situations. Application: A learner chooses an appropriate unit to measure a desk.

**MCQ 384 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A learner chooses an appropriate unit to measure a desk.**

A. Symbolic representation / प्रतीकात्मक निरूपण

B. Concrete representation / मूर्त निरूपण

C. Mathematical competency / गणितीय दक्षता

D. Mathematical representation / गणितीय निरूपण

**Correct answer / सही उत्तर: C.** Mathematical competency / गणितीय दक्षता

**Explanation / व्याख्या**

Mathematical competency / गणितीय दक्षता: Applying mathematical understanding and processes in meaningful situations. Application: A learner chooses an appropriate unit to measure a desk.

**MCQ 385 • CORE PRACTICE · FORM 03**

**Which explanation best defines Mathematical competency / गणितीय दक्षता?**

A. A task allowing multiple valid solutions or approaches.

B. Drawing a conclusion that follows from accepted premises or rules.

C. Using ongoing evidence to guide further mathematics learning.

D. Applying mathematical understanding and processes in meaningful situations.

**Correct answer / सही उत्तर: D.** Applying mathematical understanding and processes in meaningful situations.

**Explanation / व्याख्या**

Mathematical competency / गणितीय दक्षता: Applying mathematical understanding and processes in meaningful situations. Application: A learner chooses an appropriate unit to measure a desk.

**MCQ 386 • CORE PRACTICE · FORM 04**

**Which classroom example best demonstrates Mathematical competency / गणितीय दक्षता?**

A. A learner chooses an appropriate unit to measure a desk.

B. A child recognises that spreading five counters does not create more counters.

C. Children represent a sharing situation using division.

D. Pupils measure and compare real classroom objects.

**Correct answer / सही उत्तर: A.** A learner chooses an appropriate unit to measure a desk.

**Explanation / व्याख्या**

Mathematical competency / गणितीय दक्षता: Applying mathematical understanding and processes in meaningful situations. Application: A learner chooses an appropriate unit to measure a desk.

**MCQ 387 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Applying mathematical understanding and processes in meaningful situations. (2) Using ongoing evidence to guide further mathematics learning.**

A. Mathematical competency / गणितीय दक्षता | Curriculum progression / पाठ्यचर्या प्रगति

B. Mathematical competency / गणितीय दक्षता | Formative assessment / निर्माणात्मक आकलन

C. Formative assessment / निर्माणात्मक आकलन | Mathematical competency / गणितीय दक्षता

D. One-to-one correspondence / एक-एक संगति | Formative assessment / निर्माणात्मक आकलन

**Correct answer / सही उत्तर: B.** Mathematical competency / गणितीय दक्षता | Formative assessment / निर्माणात्मक आकलन

**Explanation / व्याख्या**

Mathematical competency / गणितीय दक्षता: Applying mathematical understanding and processes in meaningful situations. Application: A learner chooses an appropriate unit to measure a desk. Formative assessment / निर्माणात्मक आकलन: Using ongoing evidence to guide further mathematics learning. Application: A teacher changes grouping after observing pupils' fraction strategies.

**MCQ 388 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A learner chooses an appropriate unit to measure a desk. (2) Each apple icon in a chart stands for two votes.**

A. Formative assessment / निर्माणात्मक आकलन | Pictograph / चित्रालेख

B. Mathematical competency / गणितीय दक्षता | Qualitative feedback / गुणात्मक प्रतिक्रिया

C. Pictograph / चित्रालेख | Mathematical competency / गणितीय दक्षता

D. Mathematical competency / गणितीय दक्षता | Pictograph / चित्रालेख

**Correct answer / सही उत्तर: D.** Mathematical competency / गणितीय दक्षता | Pictograph / चित्रालेख

**Explanation / व्याख्या**

Mathematical competency / गणितीय दक्षता: Applying mathematical understanding and processes in meaningful situations. Application: A learner chooses an appropriate unit to measure a desk. Pictograph / चित्रालेख: Representing data with pictures or symbols and a key when needed. Application: Each apple icon in a chart stands for two votes.

MCQ 389 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Mathematical competency / गणितीय दक्षता and Performance task / प्रदर्शन कार्य.**

A. Applying mathematical understanding and processes in meaningful situations. | Collecting, organising and interpreting information.

B. Applying mathematical understanding and processes in meaningful situations. | A task requiring demonstration of mathematical knowledge in action.

C. Forming a tentative generalisation from observed cases. | A task requiring demonstration of mathematical knowledge in action.

D. A task requiring demonstration of mathematical knowledge in action. | Applying mathematical understanding and processes in meaningful situations.

**Correct answer / सही उत्तर: B.** Applying mathematical understanding and processes in meaningful situations. | A task requiring demonstration of mathematical knowledge in action.

**Explanation / व्याख्या**

Mathematical competency / गणितीय दक्षता: Applying mathematical understanding and processes in meaningful situations. Application: A learner chooses an appropriate unit to measure a desk. Performance task / प्रदर्शन कार्य: A task requiring demonstration of mathematical knowledge in action. Application: Pupils measure and compare real classroom objects.

MCQ 390 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Mathematical competency / गणितीय दक्षता and Pictograph / चित्रालेख.**

A. A learner chooses an appropriate unit to measure a desk. | Each apple icon in a chart stands for two votes.

B. A learner chooses an appropriate unit to measure a desk. | A pupil computes 19 plus 26 as 20 plus 25.

C. A teacher asks how a child obtained 402 when adding 23 and 19. | Each apple icon in a chart stands for two votes.

D. Each apple icon in a chart stands for two votes. | A learner chooses an appropriate unit to measure a desk.

**Correct answer / सही उत्तर: A.** A learner chooses an appropriate unit to measure a desk. | Each apple icon in a chart stands for two votes.

**Explanation / व्याख्या**

Mathematical competency / गणितीय दक्षता: Applying mathematical understanding and processes in meaningful situations. Application: A learner chooses an appropriate unit to measure a desk. Pictograph / चित्रालेख: Representing data with pictures or symbols and a key when needed. Application: Each apple icon in a chart stands for two votes.

MCQ 391 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Mathematical competency / गणितीय दक्षता / Number line / संख्या रेखा)**

A. Number line / संख्या रेखा → Sharing, comparing and justifying ways of solving a problem.

B. Mathematical discussion / गणितीय चर्चा → The value a digit has because of its position in a numeral.

C. Mathematical competency / गणितीय दक्षता → A linear representation of ordered numerical positions.

D. Mathematical competency / गणितीय दक्षता → Applying mathematical understanding and processes in meaningful situations.

**Correct answer / सही उत्तर: D.** Mathematical competency / गणितीय दक्षता → Applying mathematical understanding and processes in meaningful situations.

**Explanation / व्याख्या**

Mathematical competency / गणितीय दक्षता: Applying mathematical understanding and processes in meaningful situations. Application: A learner chooses an appropriate unit to measure a desk.

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**MCQ 392 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Mathematical competency / गणितीय दक्षता / Local resources / स्थानीय संसाधन)**

A. Mathematical argument / गणितीय तर्क प्रस्तुति → Pupils invent questions about quantities shown in a market picture.

B. Local resources / स्थानीय संसाधन → A child explains why two differently arranged shapes have equal area.

C. Mathematical competency / गणितीय दक्षता → A learner chooses an appropriate unit to measure a desk.

D. Mathematical competency / गणितीय दक्षता → Children use market price labels for a money comparison task.

**Correct answer / सही उत्तर: C.** Mathematical competency / गणितीय दक्षता → A learner chooses an appropriate unit to measure a desk.

**Explanation / व्याख्या**

Mathematical competency / गणितीय दक्षता: Applying mathematical understanding and processes in meaningful situations. Application: A learner chooses an appropriate unit to measure a desk.

**MCQ 393 • CORE PRACTICE · FORM 01**

**Identify the concept described: Sequencing related lessons to develop mathematical goals over time.**

A. Place-value blocks / स्थानीय मान ब्लॉक

B. Conservation of number / संख्या संरक्षण

C. Mathematics laboratory / गणित प्रयोगशाला

D. Unit planning / इकाई योजना

**Correct answer / सही उत्तर: D.** Unit planning / इकाई योजना

**Explanation / व्याख्या**

Unit planning / इकाई योजना: Sequencing related lessons to develop mathematical goals over time. Application: A teacher plans several connected lessons on measurement.

**MCQ 394 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A teacher plans several connected lessons on measurement.**

A. Mathematization / गणितीकरण

B. Unit planning / इकाई योजना

C. Place value / स्थानीय मान

D. Seriation / क्रमबद्धता

**Correct answer / सही उत्तर: B.** Unit planning / इकाई योजना

**Explanation / व्याख्या**

Unit planning / इकाई योजना: Sequencing related lessons to develop mathematical goals over time.
Application: A teacher plans several connected lessons on measurement.

**MCQ 395 • CORE PRACTICE · FORM 03**

**Which explanation best defines Unit planning / इकाई योजना?**

A. Using flexible number relationships without written standard algorithms.

B. Sequencing related lessons to develop mathematical goals over time.

C. A structured resource whose activities can support mathematical understanding.

D. A linear representation of ordered numerical positions.

**Correct answer / सही उत्तर: B.** Sequencing related lessons to develop mathematical goals over time.

**Explanation / व्याख्या**

Unit planning / इकाई योजना: Sequencing related lessons to develop mathematical goals over time.
Application: A teacher plans several connected lessons on measurement.

**MCQ 396 • CORE PRACTICE · FORM 04**

**Which classroom example best demonstrates Unit planning / इकाई योजना?**

A. A pupil computes 19 plus 26 as 20 plus 25.

B. A final unit task checks understanding of measurement concepts.

C. Two pupils solve 18 + 7 by counting on and by making twenty.

D. A teacher plans several connected lessons on measurement.

**Correct answer / सही उत्तर: D.** A teacher plans several connected lessons on measurement.

**Explanation / व्याख्या**

Unit planning / इकाई योजना: Sequencing related lessons to develop mathematical goals over time. Application: A teacher plans several connected lessons on measurement.

**MCQ 397 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Sequencing related lessons to develop mathematical goals over time. (2) Recognising a small quantity without counting each item individually.**

A. Unit planning / इकाई योजना | Symbolic representation / प्रतीकात्मक निरूपण

B. Mathematical discussion / गणितीय चर्चा | Subitizing / त्वरित संख्या पहचान

C. Unit planning / इकाई योजना | Subitizing / त्वरित संख्या पहचान

D. Subitizing / त्वरित संख्या पहचान | Unit planning / इकाई योजना

**Correct answer / सही उत्तर: C.** Unit planning / इकाई योजना | Subitizing / त्वरित संख्या पहचान

**Explanation / व्याख्या**

Unit planning / इकाई योजना: Sequencing related lessons to develop mathematical goals over time. Application: A teacher plans several connected lessons on measurement. Subitizing / त्वरित संख्या पहचान: Recognising a small quantity without counting each item individually. Application: A child immediately identifies three dots on a card.

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**MCQ 398 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A teacher plans several connected lessons on measurement. (2) Pupils invent questions about quantities shown in a market picture.**

A. Error analysis / त्रुटि विश्लेषण | Problem posing / समस्या निर्माण

B. Unit planning / इकाई योजना | Problem posing / समस्या निर्माण

C. Unit planning / इकाई योजना | Diagnostic assessment / निदानात्मक आकलन

D. Problem posing / समस्या निर्माण | Unit planning / इकाई योजना

**Correct answer / सही उत्तर: B.** Unit planning / इकाई योजना | Problem posing / समस्या निर्माण

**Explanation / व्याख्या**

Unit planning / इकाई योजना: Sequencing related lessons to develop mathematical goals over time. Application: A teacher plans several connected lessons on measurement. Problem posing / समस्या निर्माण: Creating meaningful mathematical questions from a situation. Application: Pupils invent questions about quantities shown in a market picture.

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MCQ 399 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Unit planning / इकाई योजना and Problem posing / समस्या निर्माण.**

A. Sequencing related lessons to develop mathematical goals over time. | A task allowing multiple valid solutions or approaches.

B. Sequencing related lessons to develop mathematical goals over time. | Creating meaningful mathematical questions from a situation.

C. Creating meaningful mathematical questions from a situation. | Sequencing related lessons to develop mathematical goals over time.

D. Using ongoing evidence to guide further mathematics learning. | Creating meaningful mathematical questions from a situation.

**Correct answer / सही उत्तर: B.** Sequencing related lessons to develop mathematical goals over time. | Creating meaningful mathematical questions from a situation.

**Explanation / व्याख्या**

Unit planning / इकाई योजना: Sequencing related lessons to develop mathematical goals over time. Application: A teacher plans several connected lessons on measurement. Problem posing / समस्या निर्माण: Creating meaningful mathematical questions from a situation. Application: Pupils invent questions about quantities shown in a market picture.

MCQ 400 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Unit planning / इकाई योजना and Geometric reasoning / ज्यामितीय तर्क**

A. A teacher plans several connected lessons on measurement. | Pupils sort quadrilaterals according to their sides and angles.

B. Pairs compare two methods for adding 37 and 28. | Pupils sort quadrilaterals according to their sides and angles.

C. A teacher plans several connected lessons on measurement. | Using the fact that all squares have four sides, a pupil concludes a given square has four sides.

D. Pupils sort quadrilaterals according to their sides and angles. | A teacher plans several connected lessons on measurement.

**Correct answer / सही उत्तर: A.** A teacher plans several connected lessons on measurement. | Pupils sort quadrilaterals according to their sides and angles.

**Explanation / व्याख्या**

Unit planning / इकाई योजना: Sequencing related lessons to develop mathematical goals over time. Application: A teacher plans several connected lessons on measurement. Geometric reasoning / ज्यामितीय तर्क Identifying and explaining spatial properties and relationships. Application: Pupils sort quadrilaterals according to their sides and angles.

**MCQ 401 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Unit planning / इकाई योजना / Mathematization / गणितीकरण)**

A. Spatial thinking / स्थानिक चिंतन → Collecting, organising and interpreting information.

B. Unit planning / इकाई योजना → Sequencing related lessons to develop mathematical goals over time.

C. Mathematization / गणितीकरण → Reasoning about shapes, positions and relationships in space.

D. Unit planning / इकाई योजना → Expressing or analysing real situations using mathematical ideas.

**Correct answer / सही उत्तर: B.** Unit planning / इकाई योजना → Sequencing related lessons to develop mathematical goals over time.

**Explanation / व्याख्या**

Unit planning / इकाई योजना: Sequencing related lessons to develop mathematical goals over time.
Application: A teacher plans several connected lessons on measurement.

MCQ 402 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Unit planning / इकाई योजना / Open-ended task / मुक्त उत्तर कार्य)**

A. Error analysis / त्रुटि विश्लेषण → Children arrange sticks from shortest to longest.

B. Unit planning / इकाई योजना → A teacher plans several connected lessons on measurement.

C. Unit planning / इकाई योजना → Children find different pairs of whole numbers whose sum is ten.

D. Open-ended task / मुक्त उत्तर कार्य → A teacher asks why a child wrote 305 for thirty-five before planning support.

**Correct answer / सही उत्तर: B.** Unit planning / इकाई योजना → A teacher plans several connected lessons on measurement.

**Explanation / व्याख्या**

Unit planning / इकाई योजना: Sequencing related lessons to develop mathematical goals over time.
Application: A teacher plans several connected lessons on measurement.

MCQ 403 • CORE PRACTICE · FORM 01

**Identify the concept described: An observable statement of expected mathematical learning.**

A. Learning outcome / अधिगम प्रतिफल

B. Mental mathematics / मानसिक गणना

C. Mathematical rubric / गणितीय मानदंड तालिका

D. Error analysis / त्रुटि विश्लेषण

**Correct answer / सही उत्तर: A.** Learning outcome / अधिगम प्रतिफल

**Explanation / व्याख्या**

Learning outcome / अधिगम प्रतिफल: An observable statement of expected mathematical learning.
Application: A pupil can compare two lengths using the same unit.

**MCQ 404 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A pupil can compare two lengths using the same unit.**

A. Mathematical discussion / गणितीय चर्चा

B. Mathematical rubric / गणितीय मानदंड तालिका

C. Learning outcome / अधिगम प्रतिफल

D. Mathematical pattern / गणितीय पैटर्न

**Correct answer / सही उत्तर: C.** Learning outcome / अधिगम प्रतिफल

**Explanation / व्याख्या**

Learning outcome / अधिगम प्रतिफल: An observable statement of expected mathematical learning.
Application: A pupil can compare two lengths using the same unit.

**MCQ 405 • CORE PRACTICE · FORM 03**

**Which explanation best defines Learning outcome / अधिगम प्रतिफल?**

A. An observable statement of expected mathematical learning.

B. Using ongoing evidence to guide further mathematics learning.

C. Representing common mathematical properties apart from particular objects.

D. Understanding that number remains unchanged when objects are rearranged without adding or removing any.

**Correct answer / सही उत्तर: A.** An observable statement of expected mathematical learning.

**Explanation / व्याख्या**

Learning outcome / अधिगम प्रतिफल: An observable statement of expected mathematical learning.
Application: A pupil can compare two lengths using the same unit.

**MCQ 406 • CORE PRACTICE · FORM 04**

**Which classroom example best demonstrates Learning outcome / अधिगम प्रतिफल?**

A. A pupil writes 7 > 5 to express a comparison.

B. A final unit task checks understanding of measurement concepts.

C. Children use base-ten blocks to demonstrate regrouping.

D. A pupil can compare two lengths using the same unit.

**Correct answer / सही उत्तर: D.** A pupil can compare two lengths using the same unit.

**Explanation / व्याख्या**

Learning outcome / अधिगम प्रतिफल: An observable statement of expected mathematical learning. Application: A pupil can compare two lengths using the same unit.

**MCQ 407 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) An observable statement of expected mathematical learning. (2) Forming a tentative generalisation from observed cases.**

A. Curriculum progression / पाठ्यचर्या प्रगति | Inductive reasoning / आगमनात्मक तर्क

B. Learning outcome / अधिगम प्रतिफल | Summative assessment / संकलनात्मक आकलन

C. Learning outcome / अधिगम प्रतिफल | Inductive reasoning / आगमनात्मक तर्क

D. Inductive reasoning / आगमनात्मक तर्क| Learning outcome / अधिगम प्रतिफल

**Correct answer / सही उत्तर: C.** Learning outcome / अधिगम प्रतिफल | Inductive reasoning / आगमनात्मक तर्क

**Explanation / व्याख्या**

Learning outcome / अधिगम प्रतिफल: An observable statement of expected mathematical learning. Application: A pupil can compare two lengths using the same unit. Inductive reasoning / आगमनात्मक तर्क Forming a tentative generalisation from observed cases. Application: Pupils notice that adding two even numbers gives even results and test more cases.

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**MCQ 408 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A pupil can compare two lengths using the same unit. (2) Pupils use geoboards and pattern blocks to investigate shapes.**

A. Learning outcome / अधिगम प्रतिफल | Mathematics laboratory / गणित प्रयोगशाला

B. Mathematics laboratory / गणित प्रयोगशाला | Learning outcome / अधिगम प्रतिफल

C. Multiple strategies / अनेक रणनीतियाँ | Mathematics laboratory / गणित प्रयोगशाला

D. Learning outcome / अधिगम प्रतिफल | Conservation of number / संख्या संरक्षण

**Correct answer / सही उत्तर: A.** Learning outcome / अधिगम प्रतिफल | Mathematics laboratory / गणित प्रयोगशाला

**Explanation / व्याख्या**

Learning outcome / अधिगम प्रतिफल: An observable statement of expected mathematical learning. Application: A pupil can compare two lengths using the same unit. Mathematics laboratory / गणित प्रयोगशाला: A space or organised set of resources for exploring mathematical ideas. Application: Pupils use geoboards and pattern blocks to investigate shapes.

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**MCQ 409 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Learning outcome / अधिगम प्रतिफल and Mental mathematics / मानसिक गणना.**

A. Expressing ideas through objects, pictures, symbols or language. | Using flexible number relationships without written standard algorithms.

B. An observable statement of expected mathematical learning. | Using flexible number relationships without written standard algorithms.

C. An observable statement of expected mathematical learning. | A task requiring demonstration of mathematical knowledge in action.

D. Using flexible number relationships without written standard algorithms. | An observable statement of expected mathematical learning.

**Correct answer / सही उत्तर: B.** An observable statement of expected mathematical learning. | Using flexible number relationships without written standard algorithms.

**Explanation / व्याख्या**

Learning outcome / अधिगम प्रतिफल: An observable statement of expected mathematical learning. Application: A pupil can compare two lengths using the same unit. Mental mathematics / मानसिक गणना: Using flexible number relationships without written standard algorithms. Application: A pupil computes 19 plus 26 as 20 plus 25.

**MCQ 410 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Learning outcome / अधिगम प्रतिफल and Mathematics laboratory / गणित प्रयोगशाला.**

A. A pupil can compare two lengths using the same unit. | A child estimates the number of pencils in a jar before counting.

B. Children represent a sharing situation using division. | Pupils use geoboards and pattern blocks to investigate shapes.

C. A pupil can compare two lengths using the same unit. | Pupils use geoboards and pattern blocks to investigate shapes.

D. Pupils use geoboards and pattern blocks to investigate shapes. | A pupil can compare two lengths using the same unit.

**Correct answer / सही उत्तर: C.** A pupil can compare two lengths using the same unit. | Pupils use geoboards and pattern blocks to investigate shapes.

**Explanation / व्याख्या**

Learning outcome / अधिगम प्रतिफल: An observable statement of expected mathematical learning. Application: A pupil can compare two lengths using the same unit. Mathematics laboratory / गणित प्रयोगशाला: A space or organised set of resources for exploring mathematical ideas. Application: Pupils use geoboards and pattern blocks to investigate shapes.

MCQ 411 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Learning outcome / अधिगम प्रतिफल / Non-standard measurement / अमानक मापन)**

A. Learning outcome / अधिगम प्रतिफल → Measuring using informal repeatable units.

B. Learning outcome / अधिगम प्रतिफल → An observable statement of expected mathematical learning.

C. Seriation / क्रमबद्धता → Evaluating mathematics achievement after an instructional period.

D. Non-standard measurement / अमानक मापन → Arranging items in order by a measurable property.

**Correct answer / सही उत्तर: B.** Learning outcome / अधिगम प्रतिफल → An observable statement of expected mathematical learning.

**Explanation / व्याख्या**

Learning outcome / अधिगम प्रतिफल: An observable statement of expected mathematical learning.
Application: A pupil can compare two lengths using the same unit.

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**MCQ 412 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Learning outcome / अधिगम प्रतिफल / Concrete representation / मूर्त निरूपण)**

A. Concrete representation / मूर्त निरूपण → Pupils notice that adding two even numbers gives even results and test more cases.

B. Learning outcome / अधिगम प्रतिफल → A pupil can compare two lengths using the same unit.

C. Inductive reasoning / आगमनात्मक तर्क→ A pupil writes 7 > 5 to express a comparison.

D. Learning outcome / अधिगम प्रतिफल → A pupil uses counters to demonstrate addition.

**Correct answer / सही उत्तर: B.** Learning outcome / अधिगम प्रतिफल → A pupil can compare two lengths using the same unit.

**Explanation / व्याख्या**

Learning outcome / अधिगम प्रतिफल: An observable statement of expected mathematical learning. Application: A pupil can compare two lengths using the same unit.

**MCQ 413 • CORE PRACTICE · FORM 01**

**Identify the concept described: Arranging mathematical tasks from accessible experiences toward greater complexity.**

A. Task sequencing / कार्य क्रम

B. Data handling / आँकड़ा प्रबंधन

C. Concrete representation / मूर्त निरूपण

D. Counting principle / गणना सिद्धांत

**Correct answer / सही उत्तर: A.** Task sequencing / कार्य क्रम

**Explanation / व्याख्या**

Task sequencing / कार्य क्रम: Arranging mathematical tasks from accessible experiences toward greater complexity. Application: A lesson moves from equal groups to drawings and multiplication notation.

**MCQ 414 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A lesson moves from equal groups to drawings and multiplication notation.**

A. Task sequencing / कार्य क्रम

B. Place value / स्थानीय मान

C. Non-standard measurement / अमानक मापन

D. Conservation of number / संख्या संरक्षण

**Correct answer / सही उत्तर: A.** Task sequencing / कार्य क्रम

**Explanation / व्याख्या**

Task sequencing / कार्य क्रम: Arranging mathematical tasks from accessible experiences toward greater complexity. Application: A lesson moves from equal groups to drawings and multiplication notation.

**MCQ 415 • CORE PRACTICE · FORM 03**

**Which explanation best defines Task sequencing / कार्य क्रम?**

A. Understanding that number remains unchanged when objects are rearranged without adding or removing any.

B. Using ongoing evidence to guide further mathematics learning.

C. Showing mathematical relationships with drawings or diagrams.

D. Arranging mathematical tasks from accessible experiences toward greater complexity.

**Correct answer / सही उत्तर: D.** Arranging mathematical tasks from accessible experiences toward greater complexity.

**Explanation / व्याख्या**

Task sequencing / कार्य क्रम: Arranging mathematical tasks from accessible experiences toward greater complexity. Application: A lesson moves from equal groups to drawings and multiplication notation.

MCQ 416 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Task sequencing / कार्य क्रम?**

A. A lesson moves from equal groups to drawings and multiplication notation.

B. After counting five shells, a child answers how many without counting again.

C. A pupil computes 19 plus 26 as 20 plus 25.

D. Children measure a desk using equal paper strips.

**Correct answer / सही उत्तर: A.** A lesson moves from equal groups to drawings and multiplication notation.

**Explanation / व्याख्या**

Task sequencing / कार्य क्रम: Arranging mathematical tasks from accessible experiences toward greater complexity. Application: A lesson moves from equal groups to drawings and multiplication notation.

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**MCQ 417 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Arranging mathematical tasks from accessible experiences toward greater complexity. (2) Expressing ideas through objects, pictures, symbols or language.**

A. Task sequencing / कार्य क्रम | Mathematical representation / गणितीय निरूपण

B. Task sequencing / कार्य क्रम | Mathematical problem solving / गणितीय समस्या समाधान

C. Mathematical representation / गणितीय निरूपण | Task sequencing / कार्य क्रम

D. Non-standard measurement / अमानक मापन | Mathematical representation / गणितीय निरूपण

**Correct answer / सही उत्तर: A.** Task sequencing / कार्य क्रम | Mathematical representation / गणितीय निरूपण

**Explanation / व्याख्या**

Task sequencing / कार्य क्रम: Arranging mathematical tasks from accessible experiences toward greater complexity. Application: A lesson moves from equal groups to drawings and multiplication notation. Mathematical representation / गणितीय निरूपण: Expressing ideas through objects, pictures, symbols or language. Application: A pupil draws equal groups to explain a multiplication expression.

**MCQ 418 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A lesson moves from equal groups to drawings and multiplication notation. (2) A child immediately identifies three dots on a card.**

A. Task sequencing / कार्य क्रम | Subitizing / त्वरित संख्या पहचान

B. Subitizing / त्वरित संख्या पहचान | Task sequencing / कार्य क्रम

C. Mathematics laboratory / गणित प्रयोगशाला | Subitizing / त्वरित संख्या पहचान

D. Task sequencing / कार्य क्रम | Spatial thinking / स्थानिक चिंतन

**Correct answer / सही उत्तर: A.** Task sequencing / कार्य क्रम | Subitizing / त्वरित संख्या पहचान

**Explanation / व्याख्या**

Task sequencing / कार्य क्रम: Arranging mathematical tasks from accessible experiences toward greater complexity. Application: A lesson moves from equal groups to drawings and multiplication notation. Subitizing / त्वरित संख्या पहचान: Recognising a small quantity without counting each item individually. Application: A child immediately identifies three dots on a card.

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**MCQ 419 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Task sequencing / कार्य क्रम and Place-value blocks / स्थानीय मान ब्लॉक.**

A. Arranging mathematical tasks from accessible experiences toward greater complexity. | Expressing ideas through objects, pictures, symbols or language.

B. Using flexible number relationships without written standard algorithms. | Materials representing units, tens and other base-ten groupings.

C. Arranging mathematical tasks from accessible experiences toward greater complexity. | Materials representing units, tens and other base-ten groupings.

D. Materials representing units, tens and other base-ten groupings. | Arranging mathematical tasks from accessible experiences toward greater complexity.

**Correct answer / सही उत्तर: C.** Arranging mathematical tasks from accessible experiences toward greater complexity. | Materials representing units, tens and other base-ten groupings.

**Explanation / व्याख्या**

Task sequencing / कार्य क्रम: Arranging mathematical tasks from accessible experiences toward greater complexity. Application: A lesson moves from equal groups to drawings and multiplication notation. Place-value blocks / स्थानीय मान ब्लॉक: Materials representing units, tens and other base-ten groupings. Application: A pupil exchanges ten unit cubes for a ten rod.

**MCQ 420 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Task sequencing / कार्य क्रम and Performance task / प्रदर्शन कार्य.**

A. A lesson moves from equal groups to drawings and multiplication notation. | Pupils measure and compare real classroom objects.

B. Pupils measure and compare real classroom objects. | A lesson moves from equal groups to drawings and multiplication notation.

C. A lesson moves from equal groups to drawings and multiplication notation. | Counting and grouping experiences precede formal multiplication notation.

D. A child shows 8 minus 3 by moving left three steps. | Pupils measure and compare real classroom objects.

**Correct answer / सही उत्तर: A.** A lesson moves from equal groups to drawings and multiplication notation. | Pupils measure and compare real classroom objects.

**Explanation / व्याख्या**

Task sequencing / कार्य क्रम: Arranging mathematical tasks from accessible experiences toward greater complexity. Application: A lesson moves from equal groups to drawings and multiplication notation. Performance task / प्रदर्शन कार्य: A task requiring demonstration of mathematical knowledge in action. Application: Pupils measure and compare real classroom objects.

**MCQ 421 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Task sequencing / कार्य क्रम / Summative assessment / संकलनात्मक आकलन)**

A. Conservation of number / संख्या संरक्षण → Physical objects learners handle to explore mathematical ideas.

B. Task sequencing / कार्य क्रम → Evaluating mathematics achievement after an instructional period.

C. Summative assessment / संकलनात्मक आकलन → Understanding that number remains unchanged when objects are rearranged without adding or removing any.

D. Task sequencing / कार्य क्रम → Arranging mathematical tasks from accessible experiences toward greater complexity.

**Correct answer / सही उत्तर: D.** Task sequencing / कार्य क्रम → Arranging mathematical tasks from accessible experiences toward greater complexity.

**Explanation / व्याख्या**

Task sequencing / कार्य क्रम: Arranging mathematical tasks from accessible experiences toward greater complexity. Application: A lesson moves from equal groups to drawings and multiplication notation.

MCQ 422 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Task sequencing / कार्य क्रम / Mathematical rubric / गणितीय मानदंड तालिका)**

A. Mathematical rubric / गणितीय मानदंड तालिका → Pupils notice that adding two even numbers gives even results and test more cases.

B. Task sequencing / कार्य क्रम → A teacher assesses explanation, strategy and accuracy separately.

C. Task sequencing / कार्य क्रम → A lesson moves from equal groups to drawings and multiplication notation.

D. Inductive reasoning / आगमनात्मक तर्क→ A pupil exchanges ten unit cubes for a ten rod.

**Correct answer / सही उत्तर: C.** Task sequencing / कार्य क्रम → A lesson moves from equal groups to drawings and multiplication notation.

**Explanation / व्याख्या**

Task sequencing / कार्य क्रम: Arranging mathematical tasks from accessible experiences toward greater complexity. Application: A lesson moves from equal groups to drawings and multiplication notation.

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 06.01

**Explain Mathematical competency / गणितीय दक्षता and give one classroom example.**

**Model answer:** Applying mathematical understanding and processes in meaningful situations. A learner chooses an appropriate unit to measure a desk.

**REVISION 06.02**

**Explain Unit planning / इकाई योजना and give one classroom example.**

**Model answer:** Sequencing related lessons to develop mathematical goals over time. A teacher plans several connected lessons on measurement.

**REVISION 06.03**

**Explain Learning outcome / अधिगम प्रतिफल and give one classroom example.**

**Model answer:** An observable statement of expected mathematical learning. A pupil can compare two lengths using the same unit.

**REVISION 06.04**

**Explain Task sequencing / कार्य क्रम and give one classroom example.**

**Model answer:** Arranging mathematical tasks from accessible experiences toward greater complexity. A lesson moves from equal groups to drawings and multiplication notation.

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CHAPTER 07 • 72 MCQs • 7 REVISION PROMPTS

# Assessment in Mathematics

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Formative assessment / निर्माणात्मक आकलन

Using ongoing evidence to guide further mathematics learning.

**Classroom example:** A teacher changes grouping after observing pupils' fraction strategies.

### Summative assessment / संकलनात्मक आकलन

Evaluating mathematics achievement after an instructional period.

**Classroom example:** A final unit task checks understanding of measurement concepts.

### Qualitative feedback / गुणात्मक प्रतिक्रिया

Descriptive information about strengths and next steps in learning.

**Classroom example:** The teacher explains how to improve the alignment of tens and ones.

### Open-ended task / मुक्त उत्तर कार्य

A task allowing multiple valid solutions or approaches.

**Classroom example:** Children find different pairs of whole numbers whose sum is ten.

### Diagnostic assessment / निदानात्मक आकलन

Investigating particular errors or gaps in mathematical understanding.

**Classroom example:** A teacher asks how a child obtained 402 when adding 23 and 19.

### Performance task / प्रदर्शन कार्य

A task requiring demonstration of mathematical knowledge in action.

**Classroom example:** Pupils measure and compare real classroom objects.

### Mathematical rubric / गणितीय मानदंड तालिका

Criteria describing quality of mathematical reasoning and representation.

**Classroom example:** A teacher assesses explanation, strategy and accuracy separately.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

**MCQ 423 • NEW CLASSROOM APPLICATION**

**A pupil repeatedly reverses the numerator and denominator. What evidence is most useful?**

A. Ask the pupil to represent and explain a fraction using equal parts

B. Record attendance only

C. Repeat the same score without feedback

D. Test unrelated geometry facts

**Correct answer / सही उत्तर: A.** Ask the pupil to represent and explain a fraction using equal parts

**Explanation / व्याख्या**

A diagnostic task reveals the reasoning behind the error.

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MCQ 424 • NEW CLASSROOM APPLICATION

**Which question reveals more than procedural recall?**

A. Copy 19 and 21

B. Repeat the answer 40 ten times

C. Explain whether 19 + 21 equals 20 + 20 without standard addition

D. State the colour of the numeral

**Correct answer / सही उत्तर: C.** Explain whether 19 + 21 equals 20 + 20 without standard addition

**Explanation / व्याख्या**

Reasoning about compensation demonstrates conceptual understanding.

## Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 425 • CORE PRACTICE · FORM 01

**Identify the concept described: Using ongoing evidence to guide further mathematics learning.**

A. Task sequencing / कार्य क्रम

B. Formative assessment / निर्माणात्मक आकलन

C. Number sense / संख्या बोध

D. Pictorial representation / चित्रात्मक निरूपण

**Correct answer / सही उत्तर: B.** Formative assessment / निर्माणात्मक आकलन

**Explanation / व्याख्या**

Formative assessment / निर्माणात्मक आकलन: Using ongoing evidence to guide further mathematics learning. Application: A teacher changes grouping after observing pupils' fraction strategies.

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MCQ 426 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? A teacher changes grouping after observing pupils' fraction strategies.**

A. Error analysis / त्रुटि विश्लेषण

B. Mathematical argument / गणितीय तर्क प्रस्तुति

C. Mathematical discussion / गणितीय चर्चा

D. Formative assessment / निर्माणात्मक आकलन

**Correct answer / सही उत्तर: D.** Formative assessment / निर्माणात्मक आकलन

**Explanation / व्याख्या**

Formative assessment / निर्माणात्मक आकलन: Using ongoing evidence to guide further mathematics learning. Application: A teacher changes grouping after observing pupils' fraction strategies.

MCQ 427 • CORE PRACTICE · FORM 03

**Which explanation best defines Formative assessment / निर्माणात्मक आकलन?**

A. Examining learner mistakes to infer their underlying reasoning.

B. Using ongoing evidence to guide further mathematics learning.

C. Creating meaningful mathematical questions from a situation.

D. Sequencing related lessons to develop mathematical goals over time.

**Correct answer / सही उत्तर: B.** Using ongoing evidence to guide further mathematics learning.

**Explanation / व्याख्या**

Formative assessment / निर्माणात्मक आकलन: Using ongoing evidence to guide further mathematics learning. Application: A teacher changes grouping after observing pupils' fraction strategies.

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MCQ 428 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Formative assessment / निर्माणात्मक आकलन?**

A. A teacher changes grouping after observing pupils' fraction strategies.

B. A child explains why two differently arranged shapes have equal area.

C. After counting five shells, a child answers how many without counting again.

D. Pupils invent questions about quantities shown in a market picture.

**Correct answer / सही उत्तर: A.** A teacher changes grouping after observing pupils' fraction strategies.

**Explanation / व्याख्या**

Formative assessment / निर्माणात्मक आकलन: Using ongoing evidence to guide further mathematics learning. Application: A teacher changes grouping after observing pupils' fraction strategies.

MCQ 429 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Using ongoing evidence to guide further mathematics learning. (2) Arranging items in order by a measurable property.**

A. Seriation / क्रमबद्धता | Formative assessment / निर्माणात्मक आकलन

B. Formative assessment / निर्माणात्मक आकलन | Estimation / अनुमान

C. Multiple strategies / अनेक रणनीतियाँ | Seriation / क्रमबद्धता

D. Formative assessment / निर्माणात्मक आकलन | Seriation / क्रमबद्धता

**Correct answer / सही उत्तर: D.** Formative assessment / निर्माणात्मक आकलन | Seriation / क्रमबद्धता

**Explanation / व्याख्या**

Formative assessment / निर्माणात्मक आकलन: Using ongoing evidence to guide further mathematics learning. Application: A teacher changes grouping after observing pupils' fraction strategies. Seriation / क्रमबद्धता: Arranging items in order by a measurable property. Application: Children arrange sticks from shortest to longest.

**MCQ 430 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A teacher changes grouping after observing pupils' fraction strategies. (2) Each apple icon in a chart stands for two votes.**

A. Pictograph / चित्रालेख | Formative assessment / निर्माणात्मक आकलन

B. Formative assessment / निर्माणात्मक आकलन | Concrete representation / मूर्त निरूपण

C. Subitizing / त्वरित संख्या पहचान | Pictograph / चित्रालेख

D. Formative assessment / निर्माणात्मक आकलन | Pictograph / चित्रालेख

**Correct answer / सही उत्तर: D.** Formative assessment / निर्माणात्मक आकलन | Pictograph / चित्रालेख

**Explanation / व्याख्या**

Formative assessment / निर्माणात्मक आकलन: Using ongoing evidence to guide further mathematics learning. Application: A teacher changes grouping after observing pupils' fraction strategies. Pictograph / चित्रालेख: Representing data with pictures or symbols and a key when needed. Application: Each apple icon in a chart stands for two votes.

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**MCQ 431 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Formative assessment / निर्माणात्मक आकलन and Learning outcome / अधिगम प्रतिफल.**

A. Using ongoing evidence to guide further mathematics learning. | An observable statement of expected mathematical learning.

B. Sharing, comparing and justifying ways of solving a problem. | An observable statement of expected mathematical learning.

C. An observable statement of expected mathematical learning. | Using ongoing evidence to guide further mathematics learning.

D. Using ongoing evidence to guide further mathematics learning. | Expressing ideas through objects, pictures, symbols or language.

**Correct answer / सही उत्तर: A.** Using ongoing evidence to guide further mathematics learning. | An observable statement of expected mathematical learning.

**Explanation / व्याख्या**

Formative assessment / निर्माणात्मक आकलन: Using ongoing evidence to guide further mathematics learning. Application: A teacher changes grouping after observing pupils' fraction strategies. Learning outcome / अधिगम प्रतिफल: An observable statement of expected mathematical learning. Application: A pupil can compare two lengths using the same unit.

**MCQ 432 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Formative assessment / निर्माणात्मक आकलन and Inductive reasoning / आगमनात्मक तर्क**

A. A teacher changes grouping after observing pupils' fraction strategies. | Children arrange sticks from shortest to longest.

B. Each apple icon in a chart stands for two votes. | Pupils notice that adding two even numbers gives even results and test more cases.

C. A teacher changes grouping after observing pupils' fraction strategies. | Pupils notice that adding two even numbers gives even results and test more cases.

D. Pupils notice that adding two even numbers gives even results and test more cases. | A teacher changes grouping after observing pupils' fraction strategies.

**Correct answer / सही उत्तर: C.** A teacher changes grouping after observing pupils' fraction strategies. | Pupils notice that adding two even numbers gives even results and test more cases.

**Explanation / व्याख्या**

Formative assessment / निर्माणात्मक आकलन: Using ongoing evidence to guide further mathematics learning. Application: A teacher changes grouping after observing pupils' fraction strategies. Inductive reasoning / आगमनात्मक तर्क Forming a tentative generalisation from observed cases. Application: Pupils notice that adding two even numbers gives even results and test more cases.

MCQ 433 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Formative assessment / निर्माणात्मक आकलन / Equal sharing / समान बाँट)**

A. Formative assessment / निर्माणात्मक आकलन → Partitioning a quantity into groups of equal size.

B. Equal sharing / समान बाँट → Selecting and evaluating strategies to solve an unfamiliar mathematical situation.

C. Formative assessment / निर्माणात्मक आकलन → Using ongoing evidence to guide further mathematics learning.

D. Mathematical problem solving / गणितीय समस्या समाधान → A linear representation of ordered numerical positions.

**Correct answer / सही उत्तर: C.** Formative assessment / निर्माणात्मक आकलन → Using ongoing evidence to guide further mathematics learning.

**Explanation / व्याख्या**

Formative assessment / निर्माणात्मक आकलन: Using ongoing evidence to guide further mathematics learning. Application: A teacher changes grouping after observing pupils' fraction strategies.

MCQ 434 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Formative assessment / निर्माणात्मक आकलन / Mental mathematics / मानसिक गणना)**

A. Formative assessment / निर्माणात्मक आकलन → A pupil computes 19 plus 26 as 20 plus 25.

B. Learning outcome / अधिगम प्रतिफल → A pupil draws equal groups to explain a multiplication expression.

C. Formative assessment / निर्माणात्मक आकलन → A teacher changes grouping after observing pupils' fraction strategies.

D. Mental mathematics / मानसिक गणना → A pupil can compare two lengths using the same unit.

**Correct answer / सही उत्तर: C.** Formative assessment / निर्माणात्मक आकलन → A teacher changes grouping after observing pupils' fraction strategies.

**Explanation / व्याख्या**

Formative assessment / निर्माणात्मक आकलन: Using ongoing evidence to guide further mathematics learning. Application: A teacher changes grouping after observing pupils' fraction strategies.

MCQ 435 • CORE PRACTICE · FORM 01

**Identify the concept described: Evaluating mathematics achievement after an instructional period.**

A. Summative assessment / संकलनात्मक आकलन

B. Mathematical representation / गणितीय निरूपण

C. Concrete representation / मूर्त निरूपण

D. Error analysis / त्रुटि विश्लेषण

**Correct answer / सही उत्तर: A.** Summative assessment / संकलनात्मक आकलन

**Explanation / व्याख्या**

Summative assessment / संकलनात्मक आकलन: Evaluating mathematics achievement after an instructional period. Application: A final unit task checks understanding of measurement concepts.

MCQ 436 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? A final unit task checks understanding of measurement concepts.**

A. Mathematical competency / गणितीय दक्षता

B. Conservation of number / संख्या संरक्षण

C. Concrete representation / मूर्त निरूपण

D. Summative assessment / संकलनात्मक आकलन

**Correct answer / सही उत्तर: D.** Summative assessment / संकलनात्मक आकलन

**Explanation / व्याख्या**

Summative assessment / संकलनात्मक आकलन: Evaluating mathematics achievement after an instructional period. Application: A final unit task checks understanding of measurement concepts.

MCQ 437 • CORE PRACTICE · FORM 03

**Which explanation best defines Summative assessment / संकलनात्मक आकलन?**

A. Using precise terms and symbols to communicate mathematical meaning.

B. Evaluating mathematics achievement after an instructional period.

C. Allowing different valid methods for solving a problem.

D. Giving reasons to support a mathematical claim.

**Correct answer / सही उत्तर: B.** Evaluating mathematics achievement after an instructional period.

**Explanation / व्याख्या**

Summative assessment / संकलनात्मक आकलन: Evaluating mathematics achievement after an instructional period. Application: A final unit task checks understanding of measurement concepts.

MCQ 438 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Summative assessment / संकलनात्मक आकलन?**

A. A final unit task checks understanding of measurement concepts.

B. A child immediately identifies three dots on a card.

C. Children share 12 counters among three groups.

D. Each apple icon in a chart stands for two votes.

**Correct answer / सही उत्तर: A.** A final unit task checks understanding of measurement concepts.

**Explanation / व्याख्या**

Summative assessment / संकलनात्मक आकलन: Evaluating mathematics achievement after an instructional period. Application: A final unit task checks understanding of measurement concepts.

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**MCQ 439 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Evaluating mathematics achievement after an instructional period. (2) Forming a tentative generalisation from observed cases.**

A. Summative assessment / संकलनात्मक आकलन | Local resources / स्थानीय संसाधन

B. Inductive reasoning / आगमनात्मक तर्क| Summative assessment / संकलनात्मक आकलन

C. One-to-one correspondence / एक-एक संगति | Inductive reasoning / आगमनात्मक तर्क

D. Summative assessment / संकलनात्मक आकलन | Inductive reasoning / आगमनात्मक तर्क

**Correct answer / सही उत्तर: D.** Summative assessment / संकलनात्मक आकलन | Inductive reasoning / आगमनात्मक तर्क

**Explanation / व्याख्या**

Summative assessment / संकलनात्मक आकलन: Evaluating mathematics achievement after an instructional period. Application: A final unit task checks understanding of measurement concepts. Inductive reasoning / आगमनात्मक तर्क Forming a tentative generalisation from observed cases. Application: Pupils notice that adding two even numbers gives even results and test more cases.

**MCQ 440 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A final unit task checks understanding of measurement concepts. (2) Children share 12 counters among three groups.**

A. Curriculum progression / पाठ्यचर्या प्रगति | Equal sharing / समान बाँट

B. Equal sharing / समान बाँट | Summative assessment / संकलनात्मक आकलन

C. Summative assessment / संकलनात्मक आकलन | Equal sharing / समान बाँट

D. Summative assessment / संकलनात्मक आकलन | Task sequencing / कार्य क्रम

**Correct answer / सही उत्तर: C.** Summative assessment / संकलनात्मक आकलन | Equal sharing / समान बाँट

**Explanation / व्याख्या**

Summative assessment / संकलनात्मक आकलन: Evaluating mathematics achievement after an instructional period. Application: A final unit task checks understanding of measurement concepts. Equal sharing / समान बाँट: Partitioning a quantity into groups of equal size. Application: Children share 12 counters among three groups.

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**MCQ 441 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Summative assessment / संकलनात्मक आकलन and Mathematical pattern / गणितीय पैटर्न.**

A. Evaluating mathematics achievement after an instructional period. | A regularity described by a relationship or rule.

B. Reasoning about shapes, positions and relationships in space. | A regularity described by a relationship or rule.

C. A regularity described by a relationship or rule. | Evaluating mathematics achievement after an instructional period.

D. Evaluating mathematics achievement after an instructional period. | Partitioning a quantity into groups of equal size.

**Correct answer / सही उत्तर: A.** Evaluating mathematics achievement after an instructional period. | A regularity described by a relationship or rule.

**Explanation / व्याख्या**

Summative assessment / संकलनात्मक आकलन: Evaluating mathematics achievement after an instructional period. Application: A final unit task checks understanding of measurement concepts. Mathematical pattern / गणितीय पैटर्न: A regularity described by a relationship or rule. Application: Children extend a repeating red-blue-blue sequence.

**MCQ 442 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Summative assessment / संकलनात्मक आकलन and Mathematical representation / गणितीय निरूपण.**

A. A final unit task checks understanding of measurement concepts. | A pupil draws equal groups to explain a multiplication expression.

B. After counting five shells, a child answers how many without counting again. | A pupil draws equal groups to explain a multiplication expression.

C. A final unit task checks understanding of measurement concepts. | A pupil uses counters to demonstrate addition.

D. A pupil draws equal groups to explain a multiplication expression. | A final unit task checks understanding of measurement concepts.

**Correct answer / सही उत्तर: A.** A final unit task checks understanding of measurement concepts. | A pupil draws equal groups to explain a multiplication expression.

**Explanation / व्याख्या**

Summative assessment / संकलनात्मक आकलन: Evaluating mathematics achievement after an instructional period. Application: A final unit task checks understanding of measurement concepts. Mathematical representation / गणितीय निरूपण: Expressing ideas through objects, pictures, symbols or language. Application: A pupil draws equal groups to explain a multiplication expression.

**MCQ 443 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Summative assessment / संकलनात्मक आकलन / Mathematization / गणितीकरण)**

A. Mathematical competency / गणितीय दक्षता → Partitioning a quantity into groups of equal size.

B. Summative assessment / संकलनात्मक आकलन → Expressing or analysing real situations using mathematical ideas.

C. Mathematization / गणितीकरण → Applying mathematical understanding and processes in meaningful situations.

D. Summative assessment / संकलनात्मक आकलन → Evaluating mathematics achievement after an instructional period.

**Correct answer / सही उत्तर: D.** Summative assessment / संकलनात्मक आकलन → Evaluating mathematics achievement after an instructional period.

**Explanation / व्याख्या**

Summative assessment / संकलनात्मक आकलन: Evaluating mathematics achievement after an instructional period. Application: A final unit task checks understanding of measurement concepts.

MCQ 444 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Summative assessment / संकलनात्मक आकलन / Mathematical representation / गणितीय निरूपण)**

A. Mathematical representation / गणितीय निरूपण → A child estimates the number of pencils in a jar before counting.

B. Estimation / अनुमान → Children use base-ten blocks to demonstrate regrouping.

C. Summative assessment / संकलनात्मक आकलन → A final unit task checks understanding of measurement concepts.

D. Summative assessment / संकलनात्मक आकलन → A pupil draws equal groups to explain a multiplication expression.

**Correct answer / सही उत्तर: C.** Summative assessment / संकलनात्मक आकलन → A final unit task checks understanding of measurement concepts.

**Explanation / व्याख्या**

Summative assessment / संकलनात्मक आकलन: Evaluating mathematics achievement after an instructional period. Application: A final unit task checks understanding of measurement concepts.

MCQ 445 • CORE PRACTICE · FORM 01

**Identify the concept described: Descriptive information about strengths and next steps in learning.**

A. Task sequencing / कार्य क्रम

B. Qualitative feedback / गुणात्मक प्रतिक्रिया

C. Mental mathematics / मानसिक गणना

D. Seriation / क्रमबद्धता

**Correct answer / सही उत्तर: B.** Qualitative feedback / गुणात्मक प्रतिक्रिया

**Explanation / व्याख्या**

Qualitative feedback / गुणात्मक प्रतिक्रिया: Descriptive information about strengths and next steps in learning. Application: The teacher explains how to improve the alignment of tens and ones.

**MCQ 446 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? The teacher explains how to improve the alignment of tens and ones.**

A. Qualitative feedback / गुणात्मक प्रतिक्रिया

B. Mathematics laboratory / गणित प्रयोगशाला

C. Curriculum progression / पाठ्यचर्या प्रगति

D. Counting principle / गणना सिद्धांत

**Correct answer / सही उत्तर: A.** Qualitative feedback / गुणात्मक प्रतिक्रिया

**Explanation / व्याख्या**

Qualitative feedback / गुणात्मक प्रतिक्रिया: Descriptive information about strengths and next steps in learning. Application: The teacher explains how to improve the alignment of tens and ones.

**MCQ 447 • CORE PRACTICE · FORM 03**

**Which explanation best defines Qualitative feedback / गुणात्मक प्रतिक्रिया?**

A. Measuring using informal repeatable units.

B. Giving reasons to support a mathematical claim.

C. Applying mathematical understanding and processes in meaningful situations.

D. Descriptive information about strengths and next steps in learning.

**Correct answer / सही उत्तर: D.** Descriptive information about strengths and next steps in learning.

**Explanation / व्याख्या**

Qualitative feedback / गुणात्मक प्रतिक्रिया: Descriptive information about strengths and next steps in learning. Application: The teacher explains how to improve the alignment of tens and ones.

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MCQ 448 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Qualitative feedback / गुणात्मक प्रतिक्रिया?**

A. Children use market price labels for a money comparison task.

B. Children represent a sharing situation using division.

C. The teacher explains how to improve the alignment of tens and ones.

D. Children arrange sticks from shortest to longest.

**Correct answer / सही उत्तर: C.** The teacher explains how to improve the alignment of tens and ones.

**Explanation / व्याख्या**

Qualitative feedback / गुणात्मक प्रतिक्रिया: Descriptive information about strengths and next steps in learning. Application: The teacher explains how to improve the alignment of tens and ones.

MCQ 449 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Descriptive information about strengths and next steps in learning. (2) Understanding that number remains unchanged when objects are rearranged without adding or removing any.**

A. Place-value blocks / स्थानीय मान ब्लॉक | Conservation of number / संख्या संरक्षण

B. Qualitative feedback / गुणात्मक प्रतिक्रिया | Conservation of number / संख्या संरक्षण

C. Conservation of number / संख्या संरक्षण | Qualitative feedback / गुणात्मक प्रतिक्रिया

D. Qualitative feedback / गुणात्मक प्रतिक्रिया | Mathematical representation / गणितीय निरूपण

**Correct answer / सही उत्तर: B.** Qualitative feedback / गुणात्मक प्रतिक्रिया | Conservation of number / संख्या संरक्षण

**Explanation / व्याख्या**

Qualitative feedback / गुणात्मक प्रतिक्रिया: Descriptive information about strengths and next steps in learning. Application: The teacher explains how to improve the alignment of tens and ones. Conservation of number / संख्या संरक्षण: Understanding that number remains unchanged when objects are rearranged without adding or removing any. Application: A child recognises that spreading five counters does not create more counters.

**MCQ 450 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) The teacher explains how to improve the alignment of tens and ones. (2) A child immediately identifies three dots on a card.**

A. Qualitative feedback / गुणात्मक प्रतिक्रिया | Number line / संख्या रेखा

B. Non-standard measurement / अमानक मापन | Subitizing / त्वरित संख्या पहचान

C. Subitizing / त्वरित संख्या पहचान | Qualitative feedback / गुणात्मक प्रतिक्रिया

D. Qualitative feedback / गुणात्मक प्रतिक्रिया | Subitizing / त्वरित संख्या पहचान

**Correct answer / सही उत्तर: D.** Qualitative feedback / गुणात्मक प्रतिक्रिया | Subitizing / त्वरित संख्या पहचान

**Explanation / व्याख्या**

Qualitative feedback / गुणात्मक प्रतिक्रिया: Descriptive information about strengths and next steps in learning. Application: The teacher explains how to improve the alignment of tens and ones. Subitizing / त्वरित संख्या पहचान: Recognising a small quantity without counting each item individually. Application: A child immediately identifies three dots on a card.

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**MCQ 451 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Qualitative feedback / गुणात्मक प्रतिक्रिया and Task sequencing / कार्य क्रम.**

A. Creating meaningful mathematical questions from a situation. | Arranging mathematical tasks from accessible experiences toward greater complexity.

B. Descriptive information about strengths and next steps in learning. | Physical objects learners handle to explore mathematical ideas.

C. Descriptive information about strengths and next steps in learning. | Arranging mathematical tasks from accessible experiences toward greater complexity.

D. Arranging mathematical tasks from accessible experiences toward greater complexity. | Descriptive information about strengths and next steps in learning.

**Correct answer / सही उत्तर: C.** Descriptive information about strengths and next steps in learning. | Arranging mathematical tasks from accessible experiences toward greater complexity.

**Explanation / व्याख्या**

Qualitative feedback / गुणात्मक प्रतिक्रिया: Descriptive information about strengths and next steps in learning. Application: The teacher explains how to improve the alignment of tens and ones. Task sequencing / कार्य क्रम: Arranging mathematical tasks from accessible experiences toward greater complexity. Application: A lesson moves from equal groups to drawings and multiplication notation.

**MCQ 452 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Qualitative feedback / गुणात्मक प्रतिक्रिया and Spatial thinking / स्थानिक चिंतन.**

A. A pupil predicts which shape fits after a rotation. | The teacher explains how to improve the alignment of tens and ones.

B. The teacher explains how to improve the alignment of tens and ones. | Pupils sort quadrilaterals according to their sides and angles.

C. The teacher explains how to improve the alignment of tens and ones. | A pupil predicts which shape fits after a rotation.

D. Pupils invent questions about quantities shown in a market picture. | A pupil predicts which shape fits after a rotation.

**Correct answer / सही उत्तर: C.** The teacher explains how to improve the alignment of tens and ones. | A pupil predicts which shape fits after a rotation.

**Explanation / व्याख्या**

Qualitative feedback / गुणात्मक प्रतिक्रिया: Descriptive information about strengths and next steps in learning. Application: The teacher explains how to improve the alignment of tens and ones. Spatial thinking / स्थानिक चिंतन: Reasoning about shapes, positions and relationships in space. Application: A pupil predicts which shape fits after a rotation.

**MCQ 453 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Qualitative feedback / गुणात्मक प्रतिक्रिया / Concrete representation / मूर्त निरूपण)**

A. Qualitative feedback / गुणात्मक प्रतिक्रिया → Showing mathematical relationships with actual objects.

B. Number line / संख्या रेखा → Representing common mathematical properties apart from particular objects.

C. Concrete representation / मूर्त निरूपण → A linear representation of ordered numerical positions.

D. Qualitative feedback / गुणात्मक प्रतिक्रिया → Descriptive information about strengths and next steps in learning.

**Correct answer / सही उत्तर: D.** Qualitative feedback / गुणात्मक प्रतिक्रिया → Descriptive information about strengths and next steps in learning.

**Explanation / व्याख्या**

Qualitative feedback / गुणात्मक प्रतिक्रिया: Descriptive information about strengths and next steps in learning. Application: The teacher explains how to improve the alignment of tens and ones.

**MCQ 454 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Qualitative feedback / गुणात्मक प्रतिक्रिया / Pictorial representation / चित्रात्मक निरूपण)**

A. Qualitative feedback / गुणात्मक प्रतिक्रिया → The teacher explains how to improve the alignment of tens and ones.

B. Place value / स्थानीय मान → A teacher plans several connected lessons on measurement.

C. Qualitative feedback / गुणात्मक प्रतिक्रिया → A pupil draws groups of circles to represent multiplication.

D. Pictorial representation / चित्रात्मक निरूपण → The 4 in forty-two represents four tens.

**Correct answer / सही उत्तर: A.** Qualitative feedback / गुणात्मक प्रतिक्रिया → The teacher explains how to improve the alignment of tens and ones.

**Explanation / व्याख्या**

Qualitative feedback / गुणात्मक प्रतिक्रिया: Descriptive information about strengths and next steps in learning. Application: The teacher explains how to improve the alignment of tens and ones.

**MCQ 455 • CORE PRACTICE · FORM 01**

**Identify the concept described: A task allowing multiple valid solutions or approaches.**

A. Open-ended task / मुक्त उत्तर कार्य

B. Mathematical argument / गणितीय तर्क प्रस्तुति

C. Place-value blocks / स्थानीय मान ब्लॉक

D. Spatial thinking / स्थानिक चिंतन

**Correct answer / सही उत्तर: A.** Open-ended task / मुक्त उत्तर कार्य

**Explanation / व्याख्या**

Open-ended task / मुक्त उत्तर कार्य: A task allowing multiple valid solutions or approaches. Application: Children find different pairs of whole numbers whose sum is ten.

**MCQ 456 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Children find different pairs of whole numbers whose sum is ten.**

A. Open-ended task / मुक्त उत्तर कार्य

B. Symbolic representation / प्रतीकात्मक निरूपण

C. Spatial thinking / स्थानिक चिंतन

D. Unit planning / इकाई योजना

**Correct answer / सही उत्तर: A.** Open-ended task / मुक्त उत्तर कार्य

**Explanation / व्याख्या**

Open-ended task / मुक्त उत्तर कार्य: A task allowing multiple valid solutions or approaches.
Application: Children find different pairs of whole numbers whose sum is ten.

**MCQ 457 • CORE PRACTICE · FORM 03**

**Which explanation best defines Open-ended task / मुक्त उत्तर कार्य?**

A. A task allowing multiple valid solutions or approaches.

B. Representing common mathematical properties apart from particular objects.

C. Selecting and evaluating strategies to solve an unfamiliar mathematical situation.

D. Finding a reasonable approximate quantity or result.

**Correct answer / सही उत्तर: A.** A task allowing multiple valid solutions or approaches.

**Explanation / व्याख्या**

Open-ended task / मुक्त उत्तर कार्य: A task allowing multiple valid solutions or approaches.
Application: Children find different pairs of whole numbers whose sum is ten.

MCQ 458 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Open-ended task / मुक्त उत्तर कार्य?**

A. A pupil records an equal-groups situation as 4 × 3 = 12.

B. Children arrange sticks from shortest to longest.

C. Children find different pairs of whole numbers whose sum is ten.

D. Pupils use geoboards and pattern blocks to investigate shapes.

**Correct answer / सही उत्तर: C.** Children find different pairs of whole numbers whose sum is ten.

**Explanation / व्याख्या**

Open-ended task / मुक्त उत्तर कार्य: A task allowing multiple valid solutions or approaches.
Application: Children find different pairs of whole numbers whose sum is ten.

MCQ 459 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) A task allowing multiple valid solutions or approaches. (2) Identifying and explaining spatial properties and relationships.**

A. Mathematical argument / गणितीय तर्क प्रस्तुति | Geometric reasoning / ज्यामितीय तर्क

B. Open-ended task / मुक्त उत्तर कार्य | Geometric reasoning / ज्यामितीय तर्क

C. Open-ended task / मुक्त उत्तर कार्य | Mathematical language / गणितीय भाषा

D. Geometric reasoning / ज्यामितीय तर्क| Open-ended task / मुक्त उत्तर कार्य

**Correct answer / सही उत्तर: B.** Open-ended task / मुक्त उत्तर कार्य | Geometric reasoning / ज्यामितीय तर्क

**Explanation / व्याख्या**

Open-ended task / मुक्त उत्तर कार्य: A task allowing multiple valid solutions or approaches.
Application: Children find different pairs of whole numbers whose sum is ten. Geometric reasoning / ज्यामितीय तर्क Identifying and explaining spatial properties and relationships.
Application: Pupils sort quadrilaterals according to their sides and angles.

**MCQ 460 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Children find different pairs of whole numbers whose sum is ten. (2) Pupils invent questions about quantities shown in a market picture.**

A. Subitizing / त्वरित संख्या पहचान | Problem posing / समस्या निर्माण

B. Problem posing / समस्या निर्माण | Open-ended task / मुक्त उत्तर कार्य

C. Open-ended task / मुक्त उत्तर कार्य | Mathematics textbook / गणित पाठ्यपुस्तक

D. Open-ended task / मुक्त उत्तर कार्य | Problem posing / समस्या निर्माण

**Correct answer / सही उत्तर: D.** Open-ended task / मुक्त उत्तर कार्य | Problem posing / समस्या निर्माण

**Explanation / व्याख्या**

Open-ended task / मुक्त उत्तर कार्य: A task allowing multiple valid solutions or approaches. Application: Children find different pairs of whole numbers whose sum is ten. Problem posing / समस्या निर्माण: Creating meaningful mathematical questions from a situation. Application: Pupils invent questions about quantities shown in a market picture.

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**MCQ 461 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Open-ended task / मुक्त उत्तर कार्य and Mathematical discussion / गणितीय चर्चा.**

A. A task allowing multiple valid solutions or approaches. | Sharing, comparing and justifying ways of solving a problem.

B. Sharing, comparing and justifying ways of solving a problem. | A task allowing multiple valid solutions or approaches.

C. Selecting and evaluating strategies to solve an unfamiliar mathematical situation. | Sharing, comparing and justifying ways of solving a problem.

D. A task allowing multiple valid solutions or approaches. | Using precise terms and symbols to communicate mathematical meaning.

**Correct answer / सही उत्तर: A.** A task allowing multiple valid solutions or approaches. | Sharing, comparing and justifying ways of solving a problem.

**Explanation / व्याख्या**

Open-ended task / मुक्त उत्तर कार्य: A task allowing multiple valid solutions or approaches. Application: Children find different pairs of whole numbers whose sum is ten. Mathematical discussion / गणितीय चर्चा: Sharing, comparing and justifying ways of solving a problem. Application: Pairs compare two methods for adding 37 and 28.

**MCQ 462 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Open-ended task / मुक्त उत्तर कार्य and Task sequencing / कार्य क्रम.**

A. A child gives one pencil to each pupil to check if there are enough. | A lesson moves from equal groups to drawings and multiplication notation.

B. Children find different pairs of whole numbers whose sum is ten. | A lesson moves from equal groups to drawings and multiplication notation.

C. A lesson moves from equal groups to drawings and multiplication notation. | Children find different pairs of whole numbers whose sum is ten.

D. Children find different pairs of whole numbers whose sum is ten. | Pupils sort quadrilaterals according to their sides and angles.

**Correct answer / सही उत्तर: B.** Children find different pairs of whole numbers whose sum is ten. | A lesson moves from equal groups to drawings and multiplication notation.

**Explanation / व्याख्या**

Open-ended task / मुक्त उत्तर कार्य: A task allowing multiple valid solutions or approaches. Application: Children find different pairs of whole numbers whose sum is ten. Task sequencing / कार्य क्रम: Arranging mathematical tasks from accessible experiences toward greater complexity. Application: A lesson moves from equal groups to drawings and multiplication notation.

**MCQ 463 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Open-ended task / मुक्त उत्तर कार्य / Learning outcome / अधिगम प्रतिफल)**

A. Open-ended task / मुक्त उत्तर कार्य → An observable statement of expected mathematical learning.

B. Inductive reasoning / आगमनात्मक तर्क→ Physical objects learners handle to explore mathematical ideas.

C. Open-ended task / मुक्त उत्तर कार्य → A task allowing multiple valid solutions or approaches.

D. Learning outcome / अधिगम प्रतिफल → Forming a tentative generalisation from observed cases.

**Correct answer / सही उत्तर: C.** Open-ended task / मुक्त उत्तर कार्य → A task allowing multiple valid solutions or approaches.

**Explanation / व्याख्या**

Open-ended task / मुक्त उत्तर कार्य: A task allowing multiple valid solutions or approaches.
Application: Children find different pairs of whole numbers whose sum is ten.

**MCQ 464 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Open-ended task / मुक्त उत्तर कार्य / Task sequencing / कार्य क्रम)**

A. Open-ended task / मुक्त उत्तर कार्य → Children find different pairs of whole numbers whose sum is ten.

B. Local resources / स्थानीय संसाधन → Children use base-ten blocks to demonstrate regrouping.

C. Open-ended task / मुक्त उत्तर कार्य → A lesson moves from equal groups to drawings and multiplication notation.

D. Task sequencing / कार्य क्रम → Children use market price labels for a money comparison task.

**Correct answer / सही उत्तर: A.** Open-ended task / मुक्त उत्तर कार्य → Children find different pairs of whole numbers whose sum is ten.

**Explanation / व्याख्या**

Open-ended task / मुक्त उत्तर कार्य: A task allowing multiple valid solutions or approaches. Application: Children find different pairs of whole numbers whose sum is ten.

**MCQ 465 • CORE PRACTICE · FORM 01**

**Identify the concept described: Investigating particular errors or gaps in mathematical understanding.**

A. Diagnostic assessment / निदानात्मक आकलन

B. Curriculum progression / पाठ्यचर्या प्रगति

C. Inductive reasoning / आगमनात्मक तर्क

D. Mathematical competency / गणितीय दक्षता

**Correct answer / सही उत्तर: A.** Diagnostic assessment / निदानात्मक आकलन

**Explanation / व्याख्या**

Diagnostic assessment / निदानात्मक आकलन: Investigating particular errors or gaps in mathematical understanding. Application: A teacher asks how a child obtained 402 when adding 23 and 19.

**MCQ 466 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A teacher asks how a child obtained 402 when adding 23 and 19.**

A. Diagnostic assessment / निदानात्मक आकलन

B. Curriculum progression / पाठ्यचर्या प्रगति

C. Mathematical representation / गणितीय निरूपण

D. Learning outcome / अधिगम प्रतिफल

**Correct answer / सही उत्तर: A.** Diagnostic assessment / निदानात्मक आकलन

**Explanation / व्याख्या**

Diagnostic assessment / निदानात्मक आकलन: Investigating particular errors or gaps in mathematical understanding. Application: A teacher asks how a child obtained 402 when adding 23 and 19.

**MCQ 467 • CORE PRACTICE · FORM 03**

**Which explanation best defines Diagnostic assessment / निदानात्मक आकलन?**

A. Investigating particular errors or gaps in mathematical understanding.

B. An observable statement of expected mathematical learning.

C. Selecting and evaluating strategies to solve an unfamiliar mathematical situation.

D. Examining learner mistakes to infer their underlying reasoning.

**Correct answer / सही उत्तर: A.** Investigating particular errors or gaps in mathematical understanding.

**Explanation / व्याख्या**

Diagnostic assessment / निदानात्मक आकलन: Investigating particular errors or gaps in mathematical understanding. Application: A teacher asks how a child obtained 402 when adding 23 and 19.

MCQ 468 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Diagnostic assessment / निदानात्मक आकलन?**

A. Children represent a sharing situation using division.

B. A pupil explains why 49 plus 21 is close to 70 before calculating.

C. A teacher asks how a child obtained 402 when adding 23 and 19.

D. Children tally classmates' favourite fruits and compare frequencies.

**Correct answer / सही उत्तर: C.** A teacher asks how a child obtained 402 when adding 23 and 19.

**Explanation / व्याख्या**

Diagnostic assessment / निदानात्मक आकलन: Investigating particular errors or gaps in mathematical understanding. Application: A teacher asks how a child obtained 402 when adding 23 and 19.

MCQ 469 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Investigating particular errors or gaps in mathematical understanding. (2) Finding a reasonable approximate quantity or result.**

A. Estimation / अनुमान | Diagnostic assessment / निदानात्मक आकलन

B. Mathematical argument / गणितीय तर्क प्रस्तुति | Estimation / अनुमान

C. Diagnostic assessment / निदानात्मक आकलन | Abstraction / अमूर्तीकरण

D. Diagnostic assessment / निदानात्मक आकलन | Estimation / अनुमान

**Correct answer / सही उत्तर: D.** Diagnostic assessment / निदानात्मक आकलन | Estimation / अनुमान

**Explanation / व्याख्या**

Diagnostic assessment / निदानात्मक आकलन: Investigating particular errors or gaps in mathematical understanding. Application: A teacher asks how a child obtained 402 when adding 23 and 19. Estimation / अनुमान: Finding a reasonable approximate quantity or result. Application: A child estimates the number of pencils in a jar before counting.

**MCQ 470 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A teacher asks how a child obtained 402 when adding 23 and 19. (2) A child immediately identifies three dots on a card.**

A. Mathematics textbook / गणित पाठ्यपुस्तक | Subitizing / त्वरित संख्या पहचान

B. Diagnostic assessment / निदानात्मक आकलन | Spatial thinking / स्थानिक चिंतन

C. Diagnostic assessment / निदानात्मक आकलन | Subitizing / त्वरित संख्या पहचान

D. Subitizing / त्वरित संख्या पहचान | Diagnostic assessment / निदानात्मक आकलन

**Correct answer / सही उत्तर: C.** Diagnostic assessment / निदानात्मक आकलन | Subitizing / त्वरित संख्या पहचान

**Explanation / व्याख्या**

Diagnostic assessment / निदानात्मक आकलन: Investigating particular errors or gaps in mathematical understanding. Application: A teacher asks how a child obtained 402 when adding 23 and 19. Subitizing / त्वरित संख्या पहचान: Recognising a small quantity without counting each item individually. Application: A child immediately identifies three dots on a card.

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**MCQ 471 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Diagnostic assessment / निदानात्मक आकलन and Mathematical discussion / गणितीय चर्चा.**

A. Organising mathematical ideas in a coherent developmental sequence. | Sharing, comparing and justifying ways of solving a problem.

B. Investigating particular errors or gaps in mathematical understanding. | Sharing, comparing and justifying ways of solving a problem.

C. Sharing, comparing and justifying ways of solving a problem. | Investigating particular errors or gaps in mathematical understanding.

D. Investigating particular errors or gaps in mathematical understanding. | Forming a tentative generalisation from observed cases.

**Correct answer / सही उत्तर: B.** Investigating particular errors or gaps in mathematical understanding. | Sharing, comparing and justifying ways of solving a problem.

**Explanation / व्याख्या**

Diagnostic assessment / निदानात्मक आकलन: Investigating particular errors or gaps in mathematical understanding. Application: A teacher asks how a child obtained 402 when adding 23 and 19. Mathematical discussion / गणितीय चर्चा: Sharing, comparing and justifying ways of solving a problem. Application: Pairs compare two methods for adding 37 and 28.

**MCQ 472 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Diagnostic assessment / निदानात्मक आकलन and Unit planning / इकाई योजना.**

A. A teacher asks how a child obtained 402 when adding 23 and 19. | A child explains why two differently arranged shapes have equal area.

B. A child counts each object once in a stable order. | A teacher plans several connected lessons on measurement.

C. A teacher plans several connected lessons on measurement. | A teacher asks how a child obtained 402 when adding 23 and 19.

D. A teacher asks how a child obtained 402 when adding 23 and 19. | A teacher plans several connected lessons on measurement.

**Correct answer / सही उत्तर: D.** A teacher asks how a child obtained 402 when adding 23 and 19. | A teacher plans several connected lessons on measurement.

**Explanation / व्याख्या**

Diagnostic assessment / निदानात्मक आकलन: Investigating particular errors or gaps in mathematical understanding. Application: A teacher asks how a child obtained 402 when adding 23 and 19. Unit planning / इकाई योजना: Sequencing related lessons to develop mathematical goals over time. Application: A teacher plans several connected lessons on measurement.

**MCQ 473 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Diagnostic assessment / निदानात्मक आकलन / Mental mathematics / मानसिक गणना)**

A. Mathematical discussion / गणितीय चर्चा → Creating meaningful mathematical questions from a situation.

B. Diagnostic assessment / निदानात्मक आकलन → Investigating particular errors or gaps in mathematical understanding.

C. Diagnostic assessment / निदानात्मक आकलन → Using flexible number relationships without written standard algorithms.

D. Mental mathematics / मानसिक गणना → Sharing, comparing and justifying ways of solving a problem.

**Correct answer / सही उत्तर: B.** Diagnostic assessment / निदानात्मक आकलन → Investigating particular errors or gaps in mathematical understanding.

**Explanation / व्याख्या**

Diagnostic assessment / निदानात्मक आकलन: Investigating particular errors or gaps in mathematical understanding. Application: A teacher asks how a child obtained 402 when adding 23 and 19.

**MCQ 474 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Diagnostic assessment / निदानात्मक आकलन / Task sequencing / कार्य क्रम)**

A. Diagnostic assessment / निदानात्मक आकलन → A teacher asks how a child obtained 402 when adding 23 and 19.

B. Non-standard measurement / अमानक मापन → A child estimates the number of pencils in a jar before counting.

C. Task sequencing / कार्य क्रम → Children measure a desk using equal paper strips.

D. Diagnostic assessment / निदानात्मक आकलन → A lesson moves from equal groups to drawings and multiplication notation.

**Correct answer / सही उत्तर: A.** Diagnostic assessment / निदानात्मक आकलन → A teacher asks how a child obtained 402 when adding 23 and 19.

**Explanation / व्याख्या**

Diagnostic assessment / निदानात्मक आकलन: Investigating particular errors or gaps in mathematical understanding. Application: A teacher asks how a child obtained 402 when adding 23 and 19.

**MCQ 475 • CORE PRACTICE · FORM 01**

**Identify the concept described: A task requiring demonstration of mathematical knowledge in action.**

A. Mathematical discussion / गणितीय चर्चा

B. Inductive reasoning / आगमनात्मक तर्क

C. Local resources / स्थानीय संसाधन

D. Performance task / प्रदर्शन कार्य

**Correct answer / सही उत्तर: D.** Performance task / प्रदर्शन कार्य

**Explanation / व्याख्या**

Performance task / प्रदर्शन कार्य: A task requiring demonstration of mathematical knowledge in action. Application: Pupils measure and compare real classroom objects.

**MCQ 476 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Pupils measure and compare real classroom objects.**

A. Mathematical discussion / गणितीय चर्चा

B. Performance task / प्रदर्शन कार्य

C. Cardinality / गणन संख्या बोध

D. Multiple strategies / अनेक रणनीतियाँ

**Correct answer / सही उत्तर: B.** Performance task / प्रदर्शन कार्य

**Explanation / व्याख्या**

Performance task / प्रदर्शन कार्य: A task requiring demonstration of mathematical knowledge in action. Application: Pupils measure and compare real classroom objects.

**MCQ 477 • CORE PRACTICE · FORM 03**

**Which explanation best defines Performance task / प्रदर्शन कार्य?**

A. An observable statement of expected mathematical learning.

B. Expressing ideas through objects, pictures, symbols or language.

C. Showing mathematical relationships with actual objects.

D. A task requiring demonstration of mathematical knowledge in action.

**Correct answer / सही उत्तर: D.** A task requiring demonstration of mathematical knowledge in action.

**Explanation / व्याख्या**

Performance task / प्रदर्शन कार्य: A task requiring demonstration of mathematical knowledge in action. Application: Pupils measure and compare real classroom objects.

MCQ 478 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Performance task / प्रदर्शन कार्य?**

A. Pupils measure and compare real classroom objects.

B. Children represent a sharing situation using division.

C. Children tally classmates' favourite fruits and compare frequencies.

D. After counting five shells, a child answers how many without counting again.

**Correct answer / सही उत्तर: A.** Pupils measure and compare real classroom objects.

**Explanation / व्याख्या**

Performance task / प्रदर्शन कार्य: A task requiring demonstration of mathematical knowledge in action. Application: Pupils measure and compare real classroom objects.

MCQ 479 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) A task requiring demonstration of mathematical knowledge in action. (2) Using precise terms and symbols to communicate mathematical meaning.**

A. Performance task / प्रदर्शन कार्य | Mental mathematics / मानसिक गणना

B. Mathematical language / गणितीय भाषा | Performance task / प्रदर्शन कार्य

C. Performance task / प्रदर्शन कार्य | Mathematical language / गणितीय भाषा

D. Mathematics laboratory / गणित प्रयोगशाला | Mathematical language / गणितीय भाषा

**Correct answer / सही उत्तर: C.** Performance task / प्रदर्शन कार्य | Mathematical language / गणितीय भाषा

**Explanation / व्याख्या**

Performance task / प्रदर्शन कार्य: A task requiring demonstration of mathematical knowledge in action. Application: Pupils measure and compare real classroom objects. Mathematical language / गणितीय भाषा: Using precise terms and symbols to communicate mathematical meaning. Application: A pupil writes 7 > 5 to express a comparison.

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**MCQ 480 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Pupils measure and compare real classroom objects. (2) Children arrange sticks from shortest to longest.**

A. Performance task / प्रदर्शन कार्य | Abstraction / अमूर्तीकरण

B. Performance task / प्रदर्शन कार्य | Seriation / क्रमबद्धता

C. Mathematics textbook / गणित पाठ्यपुस्तक | Seriation / क्रमबद्धता

D. Seriation / क्रमबद्धता | Performance task / प्रदर्शन कार्य

**Correct answer / सही उत्तर: B.** Performance task / प्रदर्शन कार्य | Seriation / क्रमबद्धता

**Explanation / व्याख्या**

Performance task / प्रदर्शन कार्य: A task requiring demonstration of mathematical knowledge in action. Application: Pupils measure and compare real classroom objects. Seriation / क्रमबद्धता: Arranging items in order by a measurable property. Application: Children arrange sticks from shortest to longest.

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**MCQ 481 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Performance task / प्रदर्शन कार्य and Task sequencing / कार्य क्रम.**

A. A task requiring demonstration of mathematical knowledge in action. | Arranging mathematical tasks from accessible experiences toward greater complexity.

B. Creating meaningful mathematical questions from a situation. | Arranging mathematical tasks from accessible experiences toward greater complexity.

C. A task requiring demonstration of mathematical knowledge in action. | Arranging items in order by a measurable property.

D. Arranging mathematical tasks from accessible experiences toward greater complexity. | A task requiring demonstration of mathematical knowledge in action.

**Correct answer / सही उत्तर: A.** A task requiring demonstration of mathematical knowledge in action. | Arranging mathematical tasks from accessible experiences toward greater complexity.

**Explanation / व्याख्या**

Performance task / प्रदर्शन कार्य: A task requiring demonstration of mathematical knowledge in action. Application: Pupils measure and compare real classroom objects. Task sequencing / कार्य क्रम: Arranging mathematical tasks from accessible experiences toward greater complexity. Application: A lesson moves from equal groups to drawings and multiplication notation.

**MCQ 482 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Performance task / प्रदर्शन कार्य and Number line / संख्या रेखा.**

A. After counting five shells, a child answers how many without counting again. | A child shows 8 minus 3 by moving left three steps.

B. Pupils measure and compare real classroom objects. | A child shows 8 minus 3 by moving left three steps.

C. A child shows 8 minus 3 by moving left three steps. | Pupils measure and compare real classroom objects.

D. Pupils measure and compare real classroom objects. | A child gives one pencil to each pupil to check if there are enough.

**Correct answer / सही उत्तर: B.** Pupils measure and compare real classroom objects. | A child shows 8 minus 3 by moving left three steps.

**Explanation / व्याख्या**

Performance task / प्रदर्शन कार्य: A task requiring demonstration of mathematical knowledge in action. Application: Pupils measure and compare real classroom objects. Number line / संख्या रेखा: A linear representation of ordered numerical positions. Application: A child shows 8 minus 3 by moving left three steps.

**MCQ 483 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Performance task / प्रदर्शन कार्य / Geometric reasoning / ज्यामितीय तर्क)**

A. Performance task / प्रदर्शन कार्य → A task requiring demonstration of mathematical knowledge in action.

B. Performance task / प्रदर्शन कार्य → Identifying and explaining spatial properties and relationships.

C. Error analysis / त्रुटि विश्लेषण → Materials available in the community used for mathematical exploration.

D. Geometric reasoning / ज्यामितीय तर्क→ Examining learner mistakes to infer their underlying reasoning.

**Correct answer / सही उत्तर: A.** Performance task / प्रदर्शन कार्य → A task requiring demonstration of mathematical knowledge in action.

**Explanation / व्याख्या**

Performance task / प्रदर्शन कार्य: A task requiring demonstration of mathematical knowledge in action. Application: Pupils measure and compare real classroom objects.

MCQ 484 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Performance task / प्रदर्शन कार्य / Subitizing / त्वरित संख्या पहचान)**

A. Performance task / प्रदर्शन कार्य → A child immediately identifies three dots on a card.

B. Performance task / प्रदर्शन कार्य → Pupils measure and compare real classroom objects.

C. Pictorial representation / चित्रात्मक निरूपण → A pupil can compare two lengths using the same unit.

D. Subitizing / त्वरित संख्या पहचान → A pupil draws groups of circles to represent multiplication.

**Correct answer / सही उत्तर: B.** Performance task / प्रदर्शन कार्य → Pupils measure and compare real classroom objects.

**Explanation / व्याख्या**

Performance task / प्रदर्शन कार्य: A task requiring demonstration of mathematical knowledge in action. Application: Pupils measure and compare real classroom objects.

MCQ 485 • CORE PRACTICE · FORM 01

**Identify the concept described: Criteria describing quality of mathematical reasoning and representation.**

A. Mathematical rubric / गणितीय मानदंड तालिका

B. Place value / स्थानीय मान

C. Deductive reasoning / निगमनात्मक तर्क

D. Pictorial representation / चित्रात्मक निरूपण

**Correct answer / सही उत्तर: A.** Mathematical rubric / गणितीय मानदंड तालिका

**Explanation / व्याख्या**

Mathematical rubric / गणितीय मानदंड तालिका: Criteria describing quality of mathematical reasoning and representation. Application: A teacher assesses explanation, strategy and accuracy separately.

MCQ 486 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? A teacher assesses explanation, strategy and accuracy separately.**

A. Data handling / आँकड़ा प्रबंधन

B. Error analysis / त्रुटि विश्लेषण

C. Mathematical language / गणितीय भाषा

D. Mathematical rubric / गणितीय मानदंड तालिका

**Correct answer / सही उत्तर: D.** Mathematical rubric / गणितीय मानदंड तालिका

**Explanation / व्याख्या**

Mathematical rubric / गणितीय मानदंड तालिका: Criteria describing quality of mathematical reasoning and representation. Application: A teacher assesses explanation, strategy and accuracy separately.

MCQ 487 • CORE PRACTICE · FORM 03

**Which explanation best defines Mathematical rubric / गणितीय मानदंड तालिका?**

A. Arranging mathematical tasks from accessible experiences toward greater complexity.

B. Showing mathematical relationships with drawings or diagrams.

C. Allowing different valid methods for solving a problem.

D. Criteria describing quality of mathematical reasoning and representation.

**Correct answer / सही उत्तर: D.** Criteria describing quality of mathematical reasoning and representation.

**Explanation / व्याख्या**

Mathematical rubric / गणितीय मानदंड तालिका: Criteria describing quality of mathematical reasoning and representation. Application: A teacher assesses explanation, strategy and accuracy separately.

MCQ 488 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Mathematical rubric / गणितीय मानदंड तालिका?**

A. A child estimates the number of pencils in a jar before counting.

B. Counting and grouping experiences precede formal multiplication notation.

C. A teacher assesses explanation, strategy and accuracy separately.

D. A child immediately identifies three dots on a card.

**Correct answer / सही उत्तर: C.** A teacher assesses explanation, strategy and accuracy separately.

**Explanation / व्याख्या**

Mathematical rubric / गणितीय मानदंड तालिका: Criteria describing quality of mathematical reasoning and representation. Application: A teacher assesses explanation, strategy and accuracy separately.

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**MCQ 489 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Criteria describing quality of mathematical reasoning and representation. (2) Materials available in the community used for mathematical exploration.**

A. Cardinality / गणन संख्या बोध | Local resources / स्थानीय संसाधन

B. Mathematical rubric / गणितीय मानदंड तालिका | Deductive reasoning / निगमनात्मक तर्क

C. Local resources / स्थानीय संसाधन | Mathematical rubric / गणितीय मानदंड तालिका

D. Mathematical rubric / गणितीय मानदंड तालिका | Local resources / स्थानीय संसाधन

**Correct answer / सही उत्तर: D.** Mathematical rubric / गणितीय मानदंड तालिका | Local resources / स्थानीय संसाधन

**Explanation / व्याख्या**

Mathematical rubric / गणितीय मानदंड तालिका: Criteria describing quality of mathematical reasoning and representation. Application: A teacher assesses explanation, strategy and accuracy separately. Local resources / स्थानीय संसाधन: Materials available in the community used for mathematical exploration. Application: Children use market price labels for a money comparison task.

**MCQ 490 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A teacher assesses explanation, strategy and accuracy separately. (2) A lesson moves from equal groups to drawings and multiplication notation.**

A. Task sequencing / कार्य क्रम | Mathematical rubric / गणितीय मानदंड तालिका

B. Mathematical rubric / गणितीय मानदंड तालिका | Non-standard measurement / अमानक मापन

C. Mathematical rubric / गणितीय मानदंड तालिका | Task sequencing / कार्य क्रम

D. Manipulatives / मूर्त शिक्षण सामग्री | Task sequencing / कार्य क्रम

**Correct answer / सही उत्तर: C.** Mathematical rubric / गणितीय मानदंड तालिका | Task sequencing / कार्य क्रम

**Explanation / व्याख्या**

Mathematical rubric / गणितीय मानदंड तालिका: Criteria describing quality of mathematical reasoning and representation. Application: A teacher assesses explanation, strategy and accuracy separately. Task sequencing / कार्य क्रम: Arranging mathematical tasks from accessible experiences toward greater complexity. Application: A lesson moves from equal groups to drawings and multiplication notation.

**MCQ 491 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Mathematical rubric / गणितीय मानदंड तालिका and Curriculum progression / पाठ्यचर्या प्रगति.**

A. Organising mathematical ideas in a coherent developmental sequence. | Criteria describing quality of mathematical reasoning and representation.

B. Criteria describing quality of mathematical reasoning and representation. | A linear representation of ordered numerical positions.

C. Creating meaningful mathematical questions from a situation. | Organising mathematical ideas in a coherent developmental sequence.

D. Criteria describing quality of mathematical reasoning and representation. | Organising mathematical ideas in a coherent developmental sequence.

**Correct answer / सही उत्तर: D.** Criteria describing quality of mathematical reasoning and representation. | Organising mathematical ideas in a coherent developmental sequence.

**Explanation / व्याख्या**

Mathematical rubric / गणितीय मानदंड तालिका: Criteria describing quality of mathematical reasoning and representation. Application: A teacher assesses explanation, strategy and accuracy separately. Curriculum progression / पाठ्यचर्या प्रगति: Organising mathematical ideas in a coherent developmental sequence. Application: Counting and grouping experiences precede formal multiplication notation.

MCQ 492 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Mathematical rubric / गणितीय मानदंड तालिका and Geometric reasoning / ज्यामितीय तर्क**

A. Children tally classmates' favourite fruits and compare frequencies. | Pupils sort quadrilaterals according to their sides and angles.

B. A teacher assesses explanation, strategy and accuracy separately. | A child immediately identifies three dots on a card.

C. Pupils sort quadrilaterals according to their sides and angles. | A teacher assesses explanation, strategy and accuracy separately.

D. A teacher assesses explanation, strategy and accuracy separately. | Pupils sort quadrilaterals according to their sides and angles.

**Correct answer / सही उत्तर: D.** A teacher assesses explanation, strategy and accuracy separately. | Pupils sort quadrilaterals according to their sides and angles.

**Explanation / व्याख्या**

Mathematical rubric / गणितीय मानदंड तालिका: Criteria describing quality of mathematical reasoning and representation. Application: A teacher assesses explanation, strategy and accuracy separately. Geometric reasoning / ज्यामितीय तर्क Identifying and explaining spatial properties and relationships. Application: Pupils sort quadrilaterals according to their sides and angles.

MCQ 493 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Mathematical rubric / गणितीय मानदंड तालिका / Number line / संख्या रेखा)**

A. Mathematical pattern / गणितीय पैटर्न → Allowing different valid methods for solving a problem.

B. Mathematical rubric / गणितीय मानदंड तालिका → A linear representation of ordered numerical positions.

C. Mathematical rubric / गणितीय मानदंड तालिका → Criteria describing quality of mathematical reasoning and representation.

D. Number line / संख्या रेखा → A regularity described by a relationship or rule.

**Correct answer / सही उत्तर: C.** Mathematical rubric / गणितीय मानदंड तालिका → Criteria describing quality of mathematical reasoning and representation.

**Explanation / व्याख्या**

Mathematical rubric / गणितीय मानदंड तालिका: Criteria describing quality of mathematical reasoning and representation. Application: A teacher assesses explanation, strategy and accuracy separately.

MCQ 494 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Mathematical rubric / गणितीय मानदंड तालिका / Mathematical representation / गणितीय निरूपण)**

A. Mathematical rubric / गणितीय मानदंड तालिका → A teacher assesses explanation, strategy and accuracy separately.

B. Mathematical rubric / गणितीय मानदंड तालिका → A pupil draws equal groups to explain a multiplication expression.

C. Curriculum progression / पाठ्यचर्या प्रगति → A child shows 8 minus 3 by moving left three steps.

D. Mathematical representation / गणितीय निरूपण → Counting and grouping experiences precede formal multiplication notation.

**Correct answer / सही उत्तर: A.** Mathematical rubric / गणितीय मानदंड तालिका → A teacher assesses explanation, strategy and accuracy separately.

**Explanation / व्याख्या**

Mathematical rubric / गणितीय मानदंड तालिका: Criteria describing quality of mathematical reasoning and representation. Application: A teacher assesses explanation, strategy and accuracy separately.

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 07.01

**Explain Formative assessment / निर्माणात्मक आकलन and give one classroom example.**

**Model answer:** Using ongoing evidence to guide further mathematics learning. A teacher changes grouping after observing pupils' fraction strategies.

**REVISION 07.02**

**Explain Summative assessment / संकलनात्मक आकलन and give one classroom example.**

**Model answer:** Evaluating mathematics achievement after an instructional period. A final unit task checks understanding of measurement concepts.

**REVISION 07.03**

**Explain Qualitative feedback / गुणात्मक प्रतिक्रिया and give one classroom example.**

**Model answer:** Descriptive information about strengths and next steps in learning. The teacher explains how to improve the alignment of tens and ones.

**REVISION 07.04**

**Explain Open-ended task / मुक्त उत्तर कार्य and give one classroom example.**

**Model answer:** A task allowing multiple valid solutions or approaches. Children find different pairs of whole numbers whose sum is ten.

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**REVISION 07.05**

**Explain Diagnostic assessment / निदानात्मक आकलन and give one classroom example.**

**Model answer:** Investigating particular errors or gaps in mathematical understanding. A teacher asks how a child obtained 402 when adding 23 and 19.

**REVISION 07.06**

**Explain Performance task / प्रदर्शन कार्य and give one classroom example.**

**Model answer:** A task requiring demonstration of mathematical knowledge in action. Pupils measure and compare real classroom objects.

**REVISION 07.07**

**Explain Mathematical rubric / गणितीय मानदंड तालिका and give one classroom example.**

**Model answer:** Criteria describing quality of mathematical reasoning and representation. A teacher assesses explanation, strategy and accuracy separately.

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CHAPTER 08 • 22 MCQs • 2 REVISION PROMPTS

# Curriculum

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Curriculum progression / पाठ्यचर्या प्रगति

Organising mathematical ideas in a coherent developmental sequence.

**Classroom example:** Counting and grouping experiences precede formal multiplication notation.

### Mathematical problem solving / गणितीय समस्या समाधान

Selecting and evaluating strategies to solve an unfamiliar mathematical situation.

**Classroom example:** Pupils plan how to distribute materials fairly and explain the solution.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

MCQ 495 • NEW CLASSROOM APPLICATION

**Which progression supports learning about area?**

A. Avoid measuring real surfaces

B. Memorise formulas before any meaning

C. Cover surfaces with equal units, compare counts, then introduce formulas

D. Start with calculus

**Correct answer / सही उत्तर: C.** Cover surfaces with equal units, compare counts, then introduce formulas

**Explanation / व्याख्या**

Concrete measurement precedes formal generalisation.

MCQ 496 • NEW CLASSROOM APPLICATION

**Which activity links mathematics to citizenship and daily decisions?**

A. Avoid discussion of practical decisions
B. Compare prices and quantities when planning a class event budget
C. Memorise unrelated symbols only
D. Copy a decorative chart

**Correct answer / सही उत्तर: B.** Compare prices and quantities when planning a class event budget

**Explanation / व्याख्या**

Authentic contexts develop mathematical literacy and informed choices.

## Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 497 • CORE PRACTICE · FORM 01

**Identify the concept described: Organising mathematical ideas in a coherent developmental sequence.**

A. Learning outcome / अधिगम प्रतिफल
B. Spatial thinking / स्थानिक चिंतन
C. Multiple strategies / अनेक रणनीतियाँ
D. Curriculum progression / पाठ्यचर्या प्रगति

**Correct answer / सही उत्तर: D.** Curriculum progression / पाठ्यचर्या प्रगति

**Explanation / व्याख्या**

Curriculum progression / पाठ्यचर्या प्रगति: Organising mathematical ideas in a coherent developmental sequence. Application: Counting and grouping experiences precede formal multiplication notation.

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**MCQ 498 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Counting and grouping experiences precede formal multiplication notation.**

A. Number sense / संख्या बोध

B. Geometric reasoning / ज्यामितीय तर्क

C. Spatial thinking / स्थानिक चिंतन

D. Curriculum progression / पाठ्यचर्या प्रगति

**Correct answer / सही उत्तर: D.** Curriculum progression / पाठ्यचर्या प्रगति

**Explanation / व्याख्या**

Curriculum progression / पाठ्यचर्या प्रगति: Organising mathematical ideas in a coherent developmental sequence. Application: Counting and grouping experiences precede formal multiplication notation.

**MCQ 499 • CORE PRACTICE · FORM 03**

**Which explanation best defines Curriculum progression / पाठ्यचर्या प्रगति?**

A. A task allowing multiple valid solutions or approaches.

B. Organising mathematical ideas in a coherent developmental sequence.

C. Collecting, organising and interpreting information.

D. Sequencing related lessons to develop mathematical goals over time.

**Correct answer / सही उत्तर: B.** Organising mathematical ideas in a coherent developmental sequence.

**Explanation / व्याख्या**

Curriculum progression / पाठ्यचर्या प्रगति: Organising mathematical ideas in a coherent developmental sequence. Application: Counting and grouping experiences precede formal multiplication notation.

MCQ 500 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Curriculum progression / पाठ्यचर्या प्रगति?**

A. Counting and grouping experiences precede formal multiplication notation.

B. Children extend a repeating red-blue-blue sequence.

C. Pupils measure and compare real classroom objects.

D. A pupil draws groups of circles to represent multiplication.

**Correct answer / सही उत्तर: A.** Counting and grouping experiences precede formal multiplication notation.

**Explanation / व्याख्या**

Curriculum progression / पाठ्यचर्या प्रगति: Organising mathematical ideas in a coherent developmental sequence. Application: Counting and grouping experiences precede formal multiplication notation.

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**MCQ 501 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Organising mathematical ideas in a coherent developmental sequence. (2) Applying mathematical understanding and processes in meaningful situations.**

A. Curriculum progression / पाठ्यचर्या प्रगति | Mathematical competency / गणितीय दक्षता

B. Mathematical competency / गणितीय दक्षता | Curriculum progression / पाठ्यचर्या प्रगति

C. Subitizing / त्वरित संख्या पहचान | Mathematical competency / गणितीय दक्षता

D. Curriculum progression / पाठ्यचर्या प्रगति | Cardinality / गणन संख्या बोध

**Correct answer / सही उत्तर: A.** Curriculum progression / पाठ्यचर्या प्रगति | Mathematical competency / गणितीय दक्षता

**Explanation / व्याख्या**

Curriculum progression / पाठ्यचर्या प्रगति: Organising mathematical ideas in a coherent developmental sequence. Application: Counting and grouping experiences precede formal multiplication notation. Mathematical competency / गणितीय दक्षता: Applying mathematical understanding and processes in meaningful situations. Application: A learner chooses an appropriate unit to measure a desk.

**MCQ 502 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Counting and grouping experiences precede formal multiplication notation. (2) Pupils notice that adding two even numbers gives even results and test more cases.**

A. Curriculum progression / पाठ्यचर्या प्रगति | One-to-one correspondence / एक-एक संगति

B. Seriation / क्रमबद्धता | Inductive reasoning / आगमनात्मक तर्क

C. Inductive reasoning / आगमनात्मक तर्क| Curriculum progression / पाठ्यचर्या प्रगति

D. Curriculum progression / पाठ्यचर्या प्रगति | Inductive reasoning / आगमनात्मक तर्क

**Correct answer / सही उत्तर: D.** Curriculum progression / पाठ्यचर्या प्रगति | Inductive reasoning / आगमनात्मक तर्क

**Explanation / व्याख्या**

Curriculum progression / पाठ्यचर्या प्रगति: Organising mathematical ideas in a coherent developmental sequence. Application: Counting and grouping experiences precede formal multiplication notation. Inductive reasoning / आगमनात्मक तर्क Forming a tentative generalisation from observed cases. Application: Pupils notice that adding two even numbers gives even results and test more cases.

**MCQ 503 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Curriculum progression / पाठ्यचर्या प्रगति and Mathematization / गणितीकरण.**

A. Applying mathematical understanding and processes in meaningful situations. | Expressing or analysing real situations using mathematical ideas.

B. Organising mathematical ideas in a coherent developmental sequence. | Sharing, comparing and justifying ways of solving a problem.

C. Expressing or analysing real situations using mathematical ideas. | Organising mathematical ideas in a coherent developmental sequence.

D. Organising mathematical ideas in a coherent developmental sequence. | Expressing or analysing real situations using mathematical ideas.

**Correct answer / सही उत्तर: D.** Organising mathematical ideas in a coherent developmental sequence. | Expressing or analysing real situations using mathematical ideas.

**Explanation / व्याख्या**

Curriculum progression / पाठ्यचर्या प्रगति: Organising mathematical ideas in a coherent developmental sequence. Application: Counting and grouping experiences precede formal multiplication notation. Mathematization / गणितीकरण: Expressing or analysing real situations using mathematical ideas. Application: Children represent a sharing situation using division.

MCQ 504 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Curriculum progression / पाठ्यचर्या प्रगति and Place-value blocks / स्थानीय मान ब्लॉक.**

A. Counting and grouping experiences precede formal multiplication notation. | A pupil exchanges ten unit cubes for a ten rod.

B. Counting and grouping experiences precede formal multiplication notation. | A teacher plans several connected lessons on measurement.

C. A pupil uses counters to demonstrate addition. | A pupil exchanges ten unit cubes for a ten rod.

D. A pupil exchanges ten unit cubes for a ten rod. | Counting and grouping experiences precede formal multiplication notation.

**Correct answer / सही उत्तर: A.** Counting and grouping experiences precede formal multiplication notation. | A pupil exchanges ten unit cubes for a ten rod.

**Explanation / व्याख्या**

Curriculum progression / पाठ्यचर्या प्रगति: Organising mathematical ideas in a coherent developmental sequence. Application: Counting and grouping experiences precede formal multiplication notation. Place-value blocks / स्थानीय मान ब्लॉक: Materials representing units, tens and other base-ten groupings. Application: A pupil exchanges ten unit cubes for a ten rod.

**MCQ 505 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Curriculum progression / पाठ्यचर्या प्रगति / Geometric reasoning / ज्यामितीय तर्क)**

A. Geometric reasoning / ज्यामितीय तर्क→ Arranging items in order by a measurable property.

B. Seriation / क्रमबद्धता → Recognising a small quantity without counting each item individually.

C. Curriculum progression / पाठ्यचर्या प्रगति → Identifying and explaining spatial properties and relationships.

D. Curriculum progression / पाठ्यचर्या प्रगति → Organising mathematical ideas in a coherent developmental sequence.

**Correct answer / सही उत्तर: D.** Curriculum progression / पाठ्यचर्या प्रगति → Organising mathematical ideas in a coherent developmental sequence.

**Explanation / व्याख्या**

Curriculum progression / पाठ्यचर्या प्रगति: Organising mathematical ideas in a coherent developmental sequence. Application: Counting and grouping experiences precede formal multiplication notation.

**MCQ 506 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Curriculum progression / पाठ्यचर्या प्रगति / Concrete representation / मूर्त निरूपण)**

A. Formative assessment / निर्माणात्मक आकलन → Using the fact that all squares have four sides, a pupil concludes a given square has four sides.

B. Curriculum progression / पाठ्यचर्या प्रगति → A pupil uses counters to demonstrate addition.

C. Concrete representation / मूर्त निरूपण → A teacher changes grouping after observing pupils' fraction strategies.

D. Curriculum progression / पाठ्यचर्या प्रगति → Counting and grouping experiences precede formal multiplication notation.

**Correct answer / सही उत्तर: D.** Curriculum progression / पाठ्यचर्या प्रगति → Counting and grouping experiences precede formal multiplication notation.

**Explanation / व्याख्या**

Curriculum progression / पाठ्यचर्या प्रगति: Organising mathematical ideas in a coherent developmental sequence. Application: Counting and grouping experiences precede formal multiplication notation.

**MCQ 507 • CORE PRACTICE · FORM 01**

**Identify the concept described: Selecting and evaluating strategies to solve an unfamiliar mathematical situation.**

A. Mathematical problem solving / गणितीय समस्या समाधान

B. Number line / संख्या रेखा

C. Mathematization / गणितीकरण

D. Abstraction / अमूर्तीकरण

**Correct answer / सही उत्तर: A.** Mathematical problem solving / गणितीय समस्या समाधान

**Explanation / व्याख्या**

Mathematical problem solving / गणितीय समस्या समाधान: Selecting and evaluating strategies to solve an unfamiliar mathematical situation. Application: Pupils plan how to distribute materials fairly and explain the solution.

**MCQ 508 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Pupils plan how to distribute materials fairly and explain the solution.**

A. Counting principle / गणना सिद्धांत

B. Mathematical problem solving / गणितीय समस्या समाधान

C. Pictograph / चित्रालेख

D. Mathematical language / गणितीय भाषा

**Correct answer / सही उत्तर: B.** Mathematical problem solving / गणितीय समस्या समाधान

**Explanation / व्याख्या**

Mathematical problem solving / गणितीय समस्या समाधान: Selecting and evaluating strategies to solve an unfamiliar mathematical situation. Application: Pupils plan how to distribute materials fairly and explain the solution.

MCQ 509 • CORE PRACTICE · FORM 03

**Which explanation best defines Mathematical problem solving / गणितीय समस्या समाधान?**

A. Descriptive information about strengths and next steps in learning.

B. Evaluating mathematics achievement after an instructional period.

C. Selecting and evaluating strategies to solve an unfamiliar mathematical situation.

D. A linear representation of ordered numerical positions.

**Correct answer / सही उत्तर: C.** Selecting and evaluating strategies to solve an unfamiliar mathematical situation.

**Explanation / व्याख्या**

Mathematical problem solving / गणितीय समस्या समाधान: Selecting and evaluating strategies to solve an unfamiliar mathematical situation. Application: Pupils plan how to distribute materials fairly and explain the solution.

MCQ 510 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Mathematical problem solving / गणितीय समस्या समाधान?**

A. Pupils plan how to distribute materials fairly and explain the solution.

B. A pupil explains why 49 plus 21 is close to 70 before calculating.

C. A teacher adapts a book exercise into a hands-on activity.

D. A learner chooses an appropriate unit to measure a desk.

**Correct answer / सही उत्तर: A.** Pupils plan how to distribute materials fairly and explain the solution.

**Explanation / व्याख्या**

Mathematical problem solving / गणितीय समस्या समाधान: Selecting and evaluating strategies to solve an unfamiliar mathematical situation. Application: Pupils plan how to distribute materials fairly and explain the solution.

**MCQ 511 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Selecting and evaluating strategies to solve an unfamiliar mathematical situation. (2) Using precise terms and symbols to communicate mathematical meaning.**

A. Mathematical language / गणितीय भाषा | Mathematical problem solving / गणितीय समस्या समाधान

B. Mathematical problem solving / गणितीय समस्या समाधान | Mathematical language / गणितीय भाषा

C. Pictorial representation / चित्रात्मक निरूपण | Mathematical language / गणितीय भाषा

D. Mathematical problem solving / गणितीय समस्या समाधान | Manipulatives / मूर्त शिक्षण सामग्री

**Correct answer / सही उत्तर: B.** Mathematical problem solving / गणितीय समस्या समाधान | Mathematical language / गणितीय भाषा

**Explanation / व्याख्या**

Mathematical problem solving / गणितीय समस्या समाधान: Selecting and evaluating strategies to solve an unfamiliar mathematical situation. Application: Pupils plan how to distribute materials fairly and explain the solution. Mathematical language / गणितीय भाषा: Using precise terms and symbols to communicate mathematical meaning. Application: A pupil writes 7 > 5 to express a comparison.

MCQ 512 • CORE PRACTICE · FORM 06

**Match the situations to concepts, in order. (1) Pupils plan how to distribute materials fairly and explain the solution. (2) A child recognises that spreading five counters does not create more counters.**

A. Mathematical problem solving / गणितीय समस्या समाधान | Qualitative feedback / गुणात्मक प्रतिक्रिया

B. Conservation of number / संख्या संरक्षण | Mathematical problem solving / गणितीय समस्या समाधान

C. Mathematical problem solving / गणितीय समस्या समाधान | Conservation of number / संख्या संरक्षण

D. Mathematics textbook / गणित पाठ्यपुस्तक | Conservation of number / संख्या संरक्षण

**Correct answer / सही उत्तर: C.** Mathematical problem solving / गणितीय समस्या समाधान | Conservation of number / संख्या संरक्षण

**Explanation / व्याख्या**

Mathematical problem solving / गणितीय समस्या समाधान: Selecting and evaluating strategies to solve an unfamiliar mathematical situation. Application: Pupils plan how to distribute materials fairly and explain the solution. Conservation of number / संख्या संरक्षण: Understanding that number remains unchanged when objects are rearranged without adding or removing any. Application: A child recognises that spreading five counters does not create more counters.

MCQ 513 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Mathematical problem solving / गणितीय समस्या समाधान and Summative assessment / संकलनात्मक आकलन.**

A. Selecting and evaluating strategies to solve an unfamiliar mathematical situation. | Examining learner mistakes to infer their underlying reasoning.

B. Evaluating mathematics achievement after an instructional period. | Selecting and evaluating strategies to solve an unfamiliar mathematical situation.

C. Materials available in the community used for mathematical exploration. | Evaluating mathematics achievement after an instructional period.

D. Selecting and evaluating strategies to solve an unfamiliar mathematical situation. | Evaluating mathematics achievement after an instructional period.

**Correct answer / सही उत्तर: D.** Selecting and evaluating strategies to solve an unfamiliar mathematical situation. | Evaluating mathematics achievement after an instructional period.

**Explanation / व्याख्या**

Mathematical problem solving / गणितीय समस्या समाधान: Selecting and evaluating strategies to solve an unfamiliar mathematical situation. Application: Pupils plan how to distribute materials fairly and explain the solution. Summative assessment / संकलनात्मक आकलन: Evaluating mathematics achievement after an instructional period. Application: A final unit task checks understanding of measurement concepts.

**MCQ 514 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Mathematical problem solving / गणितीय समस्या समाधान and Multiple strategies / अनेक रणनीतियाँ.**

A. Two pupils solve 18 + 7 by counting on and by making twenty. | Pupils plan how to distribute materials fairly and explain the solution.

B. A teacher asks how a child obtained 402 when adding 23 and 19. | Two pupils solve 18 + 7 by counting on and by making twenty.

C. Pupils plan how to distribute materials fairly and explain the solution. | Children use market price labels for a money comparison task.

D. Pupils plan how to distribute materials fairly and explain the solution. | Two pupils solve 18 + 7 by counting on and by making twenty.

**Correct answer / सही उत्तर: D.** Pupils plan how to distribute materials fairly and explain the solution. | Two pupils solve 18 + 7 by counting on and by making twenty.

**Explanation / व्याख्या**

Mathematical problem solving / गणितीय समस्या समाधान: Selecting and evaluating strategies to solve an unfamiliar mathematical situation. Application: Pupils plan how to distribute materials fairly and explain the solution. Multiple strategies / अनेक रणनीतियाँ: Allowing different valid methods for solving a problem. Application: Two pupils solve 18 + 7 by counting on and by making twenty.

**MCQ 515 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Mathematical problem solving / गणितीय समस्या समाधान / Performance task / प्रदर्शन कार्य)**

A. Mathematics textbook / गणित पाठ्यपुस्तक → Recognising a small quantity without counting each item individually.

B. Performance task / प्रदर्शन कार्य → A structured resource whose activities can support mathematical understanding.

C. Mathematical problem solving / गणितीय समस्या समाधान → Selecting and evaluating strategies to solve an unfamiliar mathematical situation.

D. Mathematical problem solving / गणितीय समस्या समाधान → A task requiring demonstration of mathematical knowledge in action.

**Correct answer / सही उत्तर: C.** Mathematical problem solving / गणितीय समस्या समाधान → Selecting and evaluating strategies to solve an unfamiliar mathematical situation.

**Explanation / व्याख्या**

Mathematical problem solving / गणितीय समस्या समाधान: Selecting and evaluating strategies to solve an unfamiliar mathematical situation. Application: Pupils plan how to distribute materials fairly and explain the solution.

MCQ 516 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Mathematical problem solving / गणितीय समस्या समाधान / Seriation / क्रमबद्धता)**

A. Seriation / क्रमबद्धता → A pupil uses counters to demonstrate addition.

B. Concrete representation / मूर्त निरूपण → Using the fact that all squares have four sides, a pupil concludes a given square has four sides.

C. Mathematical problem solving / गणितीय समस्या समाधान → Children arrange sticks from shortest to longest.

D. Mathematical problem solving / गणितीय समस्या समाधान → Pupils plan how to distribute materials fairly and explain the solution.

**Correct answer / सही उत्तर: D.** Mathematical problem solving / गणितीय समस्या समाधान → Pupils plan how to distribute materials fairly and explain the solution.

**Explanation / व्याख्या**

Mathematical problem solving / गणितीय समस्या समाधान: Selecting and evaluating strategies to solve an unfamiliar mathematical situation. Application: Pupils plan how to distribute materials fairly and explain the solution.

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 08.01

**Explain Curriculum progression / पाठ्यचर्या प्रगति and give one classroom example.**

**Model answer:** Organising mathematical ideas in a coherent developmental sequence. Counting and grouping experiences precede formal multiplication notation.

**REVISION 08.02**

**Explain Mathematical problem solving / गणितीय समस्या समाधान and give one classroom example.**

**Model answer:** Selecting and evaluating strategies to solve an unfamiliar mathematical situation. Pupils plan how to distribute materials fairly and explain the solution.

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COURSE 06
NIOS BRIDGE COURSE • INDEPENDENT PRACTICE EDITION 2026–27

# Pedagogy of The World Around Us

## हमारे आसपास की दुनिया का शिक्षाशास्त्र

Guru Ji

**518 MCQs + 50 short-answer prompts**

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**Study • Practise • Reflect**
Chapter-wise concept revision, practical classroom application and explained answers. This is supplementary preparation material, not an official NIOS publication or verified previous-year paper.

COURSE ROADMAP

# Contents & chapter coverage

MCQ count includes original practice variants and new application questions.


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**Coverage and source note.** This revised edition retains the chapter catalogue and 300 core concepts from the earlier question bank and its companion website. It adds independent pedagogical practice questions. Official reference: bridge.nios.ac.in and its course details. Individual NIOS chapter PDFs were not available for full inspection in the earlier research; this is not an exhaustive or independently verified PDF-by-PDF mapping. Language-I is predominantly Hindi; other courses are predominantly English with Hindi concept labels. Language-II reading assessment and curricular alignment are supplementary chapter groupings retained from the earlier edition.

CHAPTER 01 • 62 MCQs • 6 REVISION PROMPTS

# Nature and Scope of The World Around Us

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Integrated curriculum / एकीकृत पाठ्यचर्या

Connecting ideas from multiple disciplines around meaningful contexts.

**Classroom example:** A water topic combines science, local geography and social practices.

### Interdisciplinary learning / अंतर्विषयी अधिगम

Using perspectives from different subject areas to understand an issue.

**Classroom example:** Children use maps and plant observations to study their surroundings.

### Local environment / स्थानीय परिवेश

The immediate natural and social setting used as a learning context.

**Classroom example:** Pupils explore their neighbourhood's trees, shops and transport.

### Holistic learning / समग्र अधिगम

Connecting knowledge, skills, values and experiences rather than treating them as isolated parts.

**Classroom example:** A lesson about a garden includes observation, cooperation and care for living things.

### Environmental sensitivity / पर्यावरण संवेदनशीलता

Awareness and concern for relationships between people and their surroundings.

**Classroom example:** Children discuss ways to reduce waste in their school.

**Social environment / सामाजिक परिवेश**

The people, institutions and relationships around learners.

**Classroom example:** Pupils investigate how local workers contribute to community life.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

**MCQ 001 • NEW CLASSROOM APPLICATION**

**A lesson on food includes farming, nutrition, local markets and culture. What principle is illustrated?**

A. Rote spelling only
B. An integrated approach to the world around us
C. Isolation of every discipline
D. Ignoring lived experience

**Correct answer / सही उत्तर: B.** An integrated approach to the world around us

**Explanation / व्याख्या**

Environmental topics connect natural and social worlds.

**MCQ 002 • NEW CLASSROOM APPLICATION**

**How should a unit on water begin for young learners?**

A. Explore local water sources and daily use before wider issues
B. Start with unfamiliar technical terminology only
C. Require memorisation of distant rivers first
D. Avoid local examples

**Correct answer / सही उत्तर: A.** Explore local water sources and daily use before wider issues

**Explanation / व्याख्या**

Familiar contexts provide a foundation for broader understanding.

## Core question bank

Ten related practice formats; core concepts recur for revision.

**MCQ 003 • CORE PRACTICE · FORM 01**

**Identify the concept described: Connecting ideas from multiple disciplines around meaningful contexts.**

A. Portfolio / पोर्टफोलियो

B. Unit plan / इकाई योजना

C. Integrated curriculum / एकीकृत पाठ्यचर्या

D. Responsible citizenship / जिम्मेदार नागरिकता

**Correct answer / सही उत्तर: C.** Integrated curriculum / एकीकृत पाठ्यचर्या

**Explanation / व्याख्या**

Integrated curriculum / एकीकृत पाठ्यचर्या: Connecting ideas from multiple disciplines around meaningful contexts. Application: A water topic combines science, local geography and social practices.

**MCQ 004 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A water topic combines science, local geography and social practices.**

A. Integrated curriculum / एकीकृत पाठ्यचर्या

B. Supplementary resource / पूरक संसाधन

C. Discussion method / चर्चा विधि

D. Comparing / तुलना करना

**Correct answer / सही उत्तर: A.** Integrated curriculum / एकीकृत पाठ्यचर्या

**Explanation / व्याख्या**

Integrated curriculum / एकीकृत पाठ्यचर्या: Connecting ideas from multiple disciplines around meaningful contexts. Application: A water topic combines science, local geography and social practices.

MCQ 005 • CORE PRACTICE · FORM 03

**Which explanation best defines Integrated curriculum / एकीकृत पाठ्यचर्या?**

A. A list of criteria for recording observed learning behaviours.

B. Connecting ideas from multiple disciplines around meaningful contexts.

C. Finding out learners' existing ideas before or during instruction.

D. An additional material used to extend or clarify textbook learning.

**Correct answer / सही उत्तर: B.** Connecting ideas from multiple disciplines around meaningful contexts.

**Explanation / व्याख्या**

Integrated curriculum / एकीकृत पाठ्यचर्या: Connecting ideas from multiple disciplines around meaningful contexts. Application: A water topic combines science, local geography and social practices.

MCQ 006 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Integrated curriculum / एकीकृत पाठ्यचर्या?**

A. A teacher revisits the concept of habitats after hearing pupils' explanations.

B. Pupils investigate why some parts of the playground stay wet longer.

C. A water topic combines science, local geography and social practices.

D. Children note leaf colour, texture and shape without guessing causes.

**Correct answer / सही उत्तर: C.** A water topic combines science, local geography and social practices.

**Explanation / व्याख्या**

Integrated curriculum / एकीकृत पाठ्यचर्या: Connecting ideas from multiple disciplines around meaningful contexts. Application: A water topic combines science, local geography and social practices.

**MCQ 007 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Connecting ideas from multiple disciplines around meaningful contexts. (2) An additional material used to extend or clarify textbook learning.**

A. Integrated curriculum / एकीकृत पाठ्यचर्या | Communication / संप्रेषण

B. Integrated curriculum / एकीकृत पाठ्यचर्या | Supplementary resource / पूरक संसाधन

C. Supplementary resource / पूरक संसाधन | Integrated curriculum / एकीकृत पाठ्यचर्या

D. Community participation / समुदाय सहभागिता | Supplementary resource / पूरक संसाधन

**Correct answer / सही उत्तर: B.** Integrated curriculum / एकीकृत पाठ्यचर्या | Supplementary resource / पूरक संसाधन

**Explanation / व्याख्या**

Integrated curriculum / एकीकृत पाठ्यचर्या: Connecting ideas from multiple disciplines around meaningful contexts. Application: A water topic combines science, local geography and social practices. Supplementary resource / पूरक संसाधन: An additional material used to extend or clarify textbook learning. Application: A teacher adds a local map to a chapter about directions.

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**MCQ 008 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A water topic combines science, local geography and social practices. (2) A gardener explains local methods of conserving water.**

A. Integrated curriculum / एकीकृत पाठ्यचर्या | Comparing / तुलना करना

B. Integrated curriculum / एकीकृत पाठ्यचर्या | Community participation / समुदाय सहभागिता

C. Community participation / समुदाय सहभागिता | Integrated curriculum / एकीकृत पाठ्यचर्या

D. Inference / निष्कर्षात्मक अनुमान | Community participation / समुदाय सहभागिता

**Correct answer / सही उत्तर: B.** Integrated curriculum / एकीकृत पाठ्यचर्या | Community participation / समुदाय सहभागिता

**Explanation / व्याख्या**

Integrated curriculum / एकीकृत पाठ्यचर्या: Connecting ideas from multiple disciplines around meaningful contexts. Application: A water topic combines science, local geography and social practices. Community participation / समुदाय सहभागिता: Engaging local people and their knowledge in learning experiences. Application: A gardener explains local methods of conserving water.

**MCQ 009 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Integrated curriculum / एकीकृत पाठ्यचर्या and Observation / अवलोकन.**

A. Gathering ongoing evidence to support improved learning. | Noticing and recording relevant features using senses or tools.

B. Connecting ideas from multiple disciplines around meaningful contexts. | Noticing and recording relevant features using senses or tools.

C. Noticing and recording relevant features using senses or tools. | Connecting ideas from multiple disciplines around meaningful contexts.

D. Connecting ideas from multiple disciplines around meaningful contexts. | A school-based environment for observing plants, soil and interactions.

**Correct answer / सही उत्तर: B.** Connecting ideas from multiple disciplines around meaningful contexts. | Noticing and recording relevant features using senses or tools.

**Explanation / व्याख्या**

Integrated curriculum / एकीकृत पाठ्यचर्या: Connecting ideas from multiple disciplines around meaningful contexts. Application: A water topic combines science, local geography and social practices. Observation / अवलोकन: Noticing and recording relevant features using senses or tools. Application: Children note leaf colour, texture and shape without guessing causes.

MCQ 010 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Integrated curriculum / एकीकृत पाठ्यचर्या and Portfolio / पोर्टफोलियो.**

A. Pupils keep dated drawings, observation records and reflections. | A water topic combines science, local geography and social practices.

B. A water topic combines science, local geography and social practices. | Pupils keep dated drawings, observation records and reflections.

C. A teacher identifies why a textbook asks pupils to interview elders. | Pupils keep dated drawings, observation records and reflections.

D. A water topic combines science, local geography and social practices. | Children combine map reading, measurement and local interviews in one unit.

**Correct answer / सही उत्तर: B.** A water topic combines science, local geography and social practices. | Pupils keep dated drawings, observation records and reflections.

**Explanation / व्याख्या**

Integrated curriculum / एकीकृत पाठ्यचर्या: Connecting ideas from multiple disciplines around meaningful contexts. Application: A water topic combines science, local geography and social practices. Portfolio / पोर्टफोलियो: A collection of learning evidence showing progress across time. Application: Pupils keep dated drawings, observation records and reflections.

MCQ 011 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Integrated curriculum / एकीकृत पाठ्यचर्या / Communication / संप्रेषण)**

A. Communication / संप्रेषण → A short planned walk designed around specific observations.

B. Integrated curriculum / एकीकृत पाठ्यचर्या → Sharing evidence, findings and explanations with others.

C. Integrated curriculum / एकीकृत पाठ्यचर्या → Connecting ideas from multiple disciplines around meaningful contexts.

D. Learning walk / अधिगम भ्रमण → A list of criteria for recording observed learning behaviours.

**Correct answer / सही उत्तर: C.** Integrated curriculum / एकीकृत पाठ्यचर्या → Connecting ideas from multiple disciplines around meaningful contexts.

**Explanation / व्याख्या**

Integrated curriculum / एकीकृत पाठ्यचर्या: Connecting ideas from multiple disciplines around meaningful contexts. Application: A water topic combines science, local geography and social practices.

MCQ 012 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Integrated curriculum / एकीकृत पाठ्यचर्या / Children's questions / बच्चों के प्रश्न)**

A. Integrated curriculum / एकीकृत पाठ्यचर्या → A water topic combines science, local geography and social practices.

B. Integrated curriculum / एकीकृत पाठ्यचर्या → A child asks why shadows change during the day.

C. Children's questions / बच्चों के प्रश्न → Children compare two leaves by shape and vein pattern.

D. Comparing / तुलना करना → Children observe compost over several days and discuss changes.

**Correct answer / सही उत्तर: A.** Integrated curriculum / एकीकृत पाठ्यचर्या → A water topic combines science, local geography and social practices.

**Explanation / व्याख्या**

Integrated curriculum / एकीकृत पाठ्यचर्या: Connecting ideas from multiple disciplines around meaningful contexts. Application: A water topic combines science, local geography and social practices.

MCQ 013 • CORE PRACTICE · FORM 01

**Identify the concept described: Using perspectives from different subject areas to understand an issue.**

A. School garden / विद्यालय उद्यान

B. Interdisciplinary learning / अंतर्विषयी अधिगम

C. Peer assessment / सहपाठी आकलन

D. Observation / अवलोकन

**Correct answer / सही उत्तर: B.** Interdisciplinary learning / अंतर्विषयी अधिगम

**Explanation / व्याख्या**

Interdisciplinary learning / अंतर्विषयी अधिगम: Using perspectives from different subject areas to understand an issue. Application: Children use maps and plant observations to study their surroundings.

MCQ 014 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? Children use maps and plant observations to study their surroundings.**

A. Interdisciplinary learning / अंतर्विषयी अधिगम

B. Classification / वर्गीकरण

C. Portfolio / पोर्टफोलियो

D. Questioning / प्रश्न करना

**Correct answer / सही उत्तर: A.** Interdisciplinary learning / अंतर्विषयी अधिगम

**Explanation / व्याख्या**

Interdisciplinary learning / अंतर्विषयी अधिगम: Using perspectives from different subject areas to understand an issue. Application: Children use maps and plant observations to study their surroundings.

**MCQ 015 • CORE PRACTICE · FORM 03**

**Which explanation best defines Interdisciplinary learning / अंतर्विषयी अधिगम?**

A. Using perspectives from different subject areas to understand an issue.

B. A person whose experience or knowledge can support contextual learning.

C. A school-based environment for observing plants, soil and interactions.

D. Using narratives to explore environmental or social ideas.

**Correct answer / सही उत्तर: A.** Using perspectives from different subject areas to understand an issue.

**Explanation / व्याख्या**

Interdisciplinary learning / अंतर्विषयी अधिगम: Using perspectives from different subject areas to understand an issue. Application: Children use maps and plant observations to study their surroundings.

**MCQ 016 • CORE PRACTICE · FORM 04**

**Which classroom example best demonstrates Interdisciplinary learning / अंतर्विषयी अधिगम?**

A. A class visits a local pond to observe its uses and living organisms.

B. Children use maps and plant observations to study their surroundings.

C. Pupils monitor germination and record changes in seedlings.

D. A coastal example is supplemented with an accessible local river example.

**Correct answer / सही उत्तर: B.** Children use maps and plant observations to study their surroundings.

**Explanation / व्याख्या**

Interdisciplinary learning / अंतर्विषयी अधिगम: Using perspectives from different subject areas to understand an issue. Application: Children use maps and plant observations to study their surroundings.

**MCQ 017 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Using perspectives from different subject areas to understand an issue. (2) A coherent sequence of lessons organised around learning goals.**

A. Interdisciplinary learning / अंतर्विषयी अधिगम | Unit plan / इकाई योजना

B. Discussion method / चर्चा विधि | Unit plan / इकाई योजना

C. Unit plan / इकाई योजना | Interdisciplinary learning / अंतर्विषयी अधिगम

D. Interdisciplinary learning / अंतर्विषयी अधिगम | Curriculum integration / पाठ्यचर्या एकीकरण

**Correct answer / सही उत्तर: A.** Interdisciplinary learning / अंतर्विषयी अधिगम | Unit plan / इकाई योजना

**Explanation / व्याख्या**

Interdisciplinary learning / अंतर्विषयी अधिगम: Using perspectives from different subject areas to understand an issue. Application: Children use maps and plant observations to study their surroundings. Unit plan / इकाई योजना: A coherent sequence of lessons organised around learning goals. Application: The teacher links several sessions about food, sources and nutrition.

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**MCQ 018 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Children use maps and plant observations to study their surroundings. (2) Children combine map reading, measurement and local interviews in one unit.**

A. School garden / विद्यालय उद्यान | Curriculum integration / पाठ्यचर्या एकीकरण

B. Curriculum integration / पाठ्यचर्या एकीकरण | Interdisciplinary learning / अंतर्विषयी अधिगम

C. Interdisciplinary learning / अंतर्विषयी अधिगम | Measurement / मापन

D. Interdisciplinary learning / अंतर्विषयी अधिगम | Curriculum integration / पाठ्यचर्या एकीकरण

**Correct answer / सही उत्तर: D.** Interdisciplinary learning / अंतर्विषयी अधिगम | Curriculum integration / पाठ्यचर्या एकीकरण

**Explanation / व्याख्या**

Interdisciplinary learning / अंतर्विषयी अधिगम: Using perspectives from different subject areas to understand an issue. Application: Children use maps and plant observations to study their surroundings. Curriculum integration / पाठ्यचर्या एकीकरण: Connecting environmental and social learning with other areas of primary education. Application: Children combine map reading, measurement and local interviews in one unit.

**MCQ 019 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Interdisciplinary learning / अंतर्विषयी अधिगम and Safety planning / सुरक्षा योजना.**

A. Using perspectives from different subject areas to understand an issue. | A short planned walk designed around specific observations.

B. Using perspectives from different subject areas to understand an issue. | Anticipating and reducing risks before learning activities.

C. Anticipating and reducing risks before learning activities. | Using perspectives from different subject areas to understand an issue.

D. Anticipating a possible outcome based on available evidence. | Anticipating and reducing risks before learning activities.

**Correct answer / सही उत्तर: B.** Using perspectives from different subject areas to understand an issue. | Anticipating and reducing risks before learning activities.

**Explanation / व्याख्या**

Interdisciplinary learning / अंतर्विषयी अधिगम: Using perspectives from different subject areas to understand an issue. Application: Children use maps and plant observations to study their surroundings. Safety planning / सुरक्षा योजना: Anticipating and reducing risks before learning activities. Application: A teacher checks safe routes and supervision before a field visit.

MCQ 020 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Interdisciplinary learning / अंतर्विषयी अधिगम and Communication / संप्रेषण.**

A. Children use maps and plant observations to study their surroundings. | A group presents its observations of germination using a labelled chart.

B. Children use maps and plant observations to study their surroundings. | A child asks why shadows change during the day.

C. A child believes all heavy objects sink regardless of their shape. | A group presents its observations of germination using a labelled chart.

D. A group presents its observations of germination using a labelled chart. | Children use maps and plant observations to study their surroundings.

**Correct answer / सही उत्तर: A.** Children use maps and plant observations to study their surroundings. | A group presents its observations of germination using a labelled chart.

**Explanation / व्याख्या**

Interdisciplinary learning / अंतर्विषयी अधिगम: Using perspectives from different subject areas to understand an issue. Application: Children use maps and plant observations to study their surroundings. Communication / संप्रेषण: Sharing evidence, findings and explanations with others. Application: A group presents its observations of germination using a labelled chart.

**MCQ 021 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Interdisciplinary learning / अंतर्विषयी अधिगम / Learning walk / अधिगम भ्रमण)**

A. Communication / संप्रेषण → Developing understanding and action that support shared well-being.

B. Interdisciplinary learning / अंतर्विषयी अधिगम → A short planned walk designed around specific observations.

C. Interdisciplinary learning / अंतर्विषयी अधिगम → Using perspectives from different subject areas to understand an issue.

D. Learning walk / अधिगम भ्रमण → Sharing evidence, findings and explanations with others.

**Correct answer / सही उत्तर: C.** Interdisciplinary learning / अंतर्विषयी अधिगम → Using perspectives from different subject areas to understand an issue.

**Explanation / व्याख्या**

Interdisciplinary learning / अंतर्विषयी अधिगम: Using perspectives from different subject areas to understand an issue. Application: Children use maps and plant observations to study their surroundings.

**MCQ 022 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Interdisciplinary learning / अंतर्विषयी अधिगम / Responsible citizenship / जिम्मेदार नागरिकता)**

A. Responsible citizenship / जिम्मेदार नागरिकता → Children observe compost over several days and discuss changes.

B. Interdisciplinary learning / अंतर्विषयी अधिगम → Children use maps and plant observations to study their surroundings.

C. Interdisciplinary learning / अंतर्विषयी अधिगम → Pupils plan how to care for common school resources respectfully.

D. Experiential learning / अनुभवात्मक अधिगम → Children analyse a story about a family facing water shortages.

**Correct answer / सही उत्तर: B.** Interdisciplinary learning / अंतर्विषयी अधिगम → Children use maps and plant observations to study their surroundings.

**Explanation / व्याख्या**

Interdisciplinary learning / अंतर्विषयी अधिगम: Using perspectives from different subject areas to understand an issue. Application: Children use maps and plant observations to study their surroundings.

**MCQ 023 • CORE PRACTICE · FORM 01**

**Identify the concept described: The immediate natural and social setting used as a learning context.**

A. Summative assessment / संकलनात्मक आकलन

B. School garden / विद्यालय उद्यान

C. Supplementary resource / पूरक संसाधन

D. Local environment / स्थानीय परिवेश

**Correct answer / सही उत्तर: D.** Local environment / स्थानीय परिवेश

**Explanation / व्याख्या**

Local environment / स्थानीय परिवेश: The immediate natural and social setting used as a learning context. Application: Pupils explore their neighbourhood's trees, shops and transport.

**MCQ 024 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Pupils explore their neighbourhood's trees, shops and transport.**

A. Local environment / स्थानीय परिवेश

B. Constructivism / रचनावाद

C. Formative assessment / निर्माणात्मक आकलन

D. Safety planning / सुरक्षा योजना

**Correct answer / सही उत्तर: A.** Local environment / स्थानीय परिवेश

**Explanation / व्याख्या**

Local environment / स्थानीय परिवेश: The immediate natural and social setting used as a learning context. Application: Pupils explore their neighbourhood's trees, shops and transport.

MCQ 025 • CORE PRACTICE · FORM 03

**Which explanation best defines Local environment / स्थानीय परिवेश?**

A. A short planned walk designed around specific observations.

B. Grouping items according to selected characteristics.

C. A planned learning experience outside the classroom.

D. The immediate natural and social setting used as a learning context.

**Correct answer / सही उत्तर: D.** The immediate natural and social setting used as a learning context.

**Explanation / व्याख्या**

Local environment / स्थानीय परिवेश: The immediate natural and social setting used as a learning context. Application: Pupils explore their neighbourhood's trees, shops and transport.

MCQ 026 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Local environment / स्थानीय परिवेश?**

A. Pupils can describe two ways of saving water at home.

B. Pupils explore their neighbourhood's trees, shops and transport.

C. A group presents its observations of germination using a labelled chart.

D. A teacher checks safe routes and supervision before a field visit.

**Correct answer / सही उत्तर: B.** Pupils explore their neighbourhood's trees, shops and transport.

**Explanation / व्याख्या**

Local environment / स्थानीय परिवेश: The immediate natural and social setting used as a learning context. Application: Pupils explore their neighbourhood's trees, shops and transport.

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**MCQ 027 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) The immediate natural and social setting used as a learning context. (2) Making an interpretation from observations and prior knowledge.**

A. Conceptual change / अवधारणात्मक परिवर्तन | Inference / निष्कर्षात्मक अनुमान

B. Local environment / स्थानीय परिवेश | Inference / निष्कर्षात्मक अनुमान

C. Local environment / स्थानीय परिवेश | Formative assessment / निर्माणात्मक आकलन

D. Inference / निष्कर्षात्मक अनुमान | Local environment / स्थानीय परिवेश

**Correct answer / सही उत्तर: B.** Local environment / स्थानीय परिवेश | Inference / निष्कर्षात्मक अनुमान

**Explanation / व्याख्या**

Local environment / स्थानीय परिवेश: The immediate natural and social setting used as a learning context. Application: Pupils explore their neighbourhood's trees, shops and transport. Inference / निष्कर्षात्मक अनुमान: Making an interpretation from observations and prior knowledge. Application: After seeing wet footprints, a child infers someone recently walked there.

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**MCQ 028 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Pupils explore their neighbourhood's trees, shops and transport. (2) After seeing wet footprints, a child infers someone recently walked there.**

A. Local environment / स्थानीय परिवेश | Qualitative assessment / गुणात्मक आकलन

B. Lesson plan / पाठ योजना | Inference / निष्कर्षात्मक अनुमान

C. Inference / निष्कर्षात्मक अनुमान | Local environment / स्थानीय परिवेश

D. Local environment / स्थानीय परिवेश | Inference / निष्कर्षात्मक अनुमान

**Correct answer / सही उत्तर: D.** Local environment / स्थानीय परिवेश | Inference / निष्कर्षात्मक अनुमान

**Explanation / व्याख्या**

Local environment / स्थानीय परिवेश: The immediate natural and social setting used as a learning context. Application: Pupils explore their neighbourhood's trees, shops and transport. Inference / निष्कर्षात्मक अनुमान: Making an interpretation from observations and prior knowledge. Application: After seeing wet footprints, a child infers someone recently walked there.

MCQ 029 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Local environment / स्थानीय परिवेश and Peer assessment / सहपाठी आकलन.**

A. The immediate natural and social setting used as a learning context. | Using narratives to explore environmental or social ideas.

B. Learners giving criterion-based feedback on classmates' work. | The immediate natural and social setting used as a learning context.

C. The immediate natural and social setting used as a learning context. | Learners giving criterion-based feedback on classmates' work.

D. Grouping items according to selected characteristics. | Learners giving criterion-based feedback on classmates' work.

**Correct answer / सही उत्तर: C.** The immediate natural and social setting used as a learning context. | Learners giving criterion-based feedback on classmates' work.

**Explanation / व्याख्या**

Local environment / स्थानीय परिवेश: The immediate natural and social setting used as a learning context. Application: Pupils explore their neighbourhood's trees, shops and transport. Peer assessment / सहपाठी आकलन: Learners giving criterion-based feedback on classmates' work. Application: Groups comment on whether each poster supports its claims with evidence.

MCQ 030 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Local environment / स्थानीय परिवेश and Discussion method / चर्चा विधि.**

A. A gardener explains local methods of conserving water. | A class debates ways of keeping a shared playground clean.

B. Pupils explore their neighbourhood's trees, shops and transport. | A class debates ways of keeping a shared playground clean.

C. Pupils explore their neighbourhood's trees, shops and transport. | A pupil changes an explanation about floating after testing materials of different shapes.

D. A class debates ways of keeping a shared playground clean. | Pupils explore their neighbourhood's trees, shops and transport.

**Correct answer / सही उत्तर: B.** Pupils explore their neighbourhood's trees, shops and transport. | A class debates ways of keeping a shared playground clean.

**Explanation / व्याख्या**

Local environment / स्थानीय परिवेश: The immediate natural and social setting used as a learning context. Application: Pupils explore their neighbourhood's trees, shops and transport. Discussion method / चर्चा विधि: Learning through purposeful exchange of ideas and reasons. Application: A class debates ways of keeping a shared playground clean.

MCQ 031 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Local environment / स्थानीय परिवेश / Supplementary resource / पूरक संसाधन)**

A. Alternate conception / वैकल्पिक अवधारणा → Determining an attribute using an appropriate unit or instrument.

B. Supplementary resource / पूरक संसाधन → A learner's existing explanation that differs from accepted disciplinary understanding.

C. Local environment / स्थानीय परिवेश → An additional material used to extend or clarify textbook learning.

D. Local environment / स्थानीय परिवेश → The immediate natural and social setting used as a learning context.

**Correct answer / सही उत्तर: D.** Local environment / स्थानीय परिवेश → The immediate natural and social setting used as a learning context.

**Explanation / व्याख्या**

Local environment / स्थानीय परिवेश: The immediate natural and social setting used as a learning context. Application: Pupils explore their neighbourhood's trees, shops and transport.

**MCQ 032 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Local environment / स्थानीय परिवेश / Experiential learning / अनुभवात्मक अधिगम)**

A. Local environment / स्थानीय परिवेश → Children observe compost over several days and discuss changes.

B. Experiential learning / अनुभवात्मक अधिगम → Children use local maps and photographs to study their neighbourhood.

C. Learning resources / अधिगम संसाधन → A teacher revisits the concept of habitats after hearing pupils' explanations.

D. Local environment / स्थानीय परिवेश → Pupils explore their neighbourhood's trees, shops and transport.

**Correct answer / सही उत्तर: D.** Local environment / स्थानीय परिवेश → Pupils explore their neighbourhood's trees, shops and transport.

**Explanation / व्याख्या**

Local environment / स्थानीय परिवेश: The immediate natural and social setting used as a learning context. Application: Pupils explore their neighbourhood's trees, shops and transport.

**MCQ 033 • CORE PRACTICE · FORM 01**

**Identify the concept described: Connecting knowledge, skills, values and experiences rather than treating them as isolated parts.**

A. Textbook adaptation / पाठ्यपुस्तक अनुकूलन

B. Holistic learning / समग्र अधिगम

C. Safety planning / सुरक्षा योजना

D. Field visit / क्षेत्र भ्रमण

**Correct answer / सही उत्तर: B.** Holistic learning / समग्र अधिगम

**Explanation / व्याख्या**

Holistic learning / समग्र अधिगम: Connecting knowledge, skills, values and experiences rather than treating them as isolated parts. Application: A lesson about a garden includes observation, cooperation and care for living things.

**MCQ 034 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A lesson about a garden includes observation, cooperation and care for living things.**

A. Holistic learning / समग्र अधिगम

B. Responsible citizenship / जिम्मेदार नागरिकता

C. Prior experience / पूर्व अनुभव

D. Elicitation / पूर्वविचार जानना

**Correct answer / सही उत्तर: A.** Holistic learning / समग्र अधिगम

**Explanation / व्याख्या**

Holistic learning / समग्र अधिगम: Connecting knowledge, skills, values and experiences rather than treating them as isolated parts. Application: A lesson about a garden includes observation, cooperation and care for living things.

MCQ 035 • CORE PRACTICE · FORM 03

**Which explanation best defines Holistic learning / समग्र अधिगम?**

A. A learner's earlier encounters that can support new understanding.

B. Connecting knowledge, skills, values and experiences rather than treating them as isolated parts.

C. Modifying a textbook task to suit local context and learner needs.

D. Developing understanding through direct experience and reflection.

**Correct answer / सही उत्तर: B.** Connecting knowledge, skills, values and experiences rather than treating them as isolated parts.

**Explanation / व्याख्या**

Holistic learning / समग्र अधिगम: Connecting knowledge, skills, values and experiences rather than treating them as isolated parts. Application: A lesson about a garden includes observation, cooperation and care for living things.

MCQ 036 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Holistic learning / समग्र अधिगम?**

A. A final project evaluates understanding of the neighbourhood environment.

B. A lesson about a garden includes observation, cooperation and care for living things.

C. Children describe how their families store food before investigating preservation.

D. A pupil changes an explanation about floating after testing materials of different shapes.

**Correct answer / सही उत्तर: B.** A lesson about a garden includes observation, cooperation and care for living things.

**Explanation / व्याख्या**

Holistic learning / समग्र अधिगम: Connecting knowledge, skills, values and experiences rather than treating them as isolated parts. Application: A lesson about a garden includes observation, cooperation and care for living things.

**MCQ 037 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Connecting knowledge, skills, values and experiences rather than treating them as isolated parts. (2) A learner's existing explanation that differs from accepted disciplinary understanding.**

A. Holistic learning / समग्र अधिगम | Community participation / समुदाय सहभागिता

B. Alternate conception / वैकल्पिक अवधारणा | Holistic learning / समग्र अधिगम

C. Holistic learning / समग्र अधिगम | Alternate conception / वैकल्पिक अवधारणा

D. Prediction / पूर्वानुमान | Alternate conception / वैकल्पिक अवधारणा

**Correct answer / सही उत्तर: C.** Holistic learning / समग्र अधिगम | Alternate conception / वैकल्पिक अवधारणा

**Explanation / व्याख्या**

Holistic learning / समग्र अधिगम: Connecting knowledge, skills, values and experiences rather than treating them as isolated parts. Application: A lesson about a garden includes observation, cooperation and care for living things. Alternate conception / वैकल्पिक अवधारणा: A learner's existing explanation that differs from accepted disciplinary understanding. Application: A child believes all heavy objects sink regardless of their shape.

**MCQ 038 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A lesson about a garden includes observation, cooperation and care for living things. (2) A potter describes clay preparation to pupils.**

A. Measurement / मापन | Local expert / स्थानीय विशेषज्ञ

B. Holistic learning / समग्र अधिगम | Peer assessment / सहपाठी आकलन

C. Local expert / स्थानीय विशेषज्ञ | Holistic learning / समग्र अधिगम

D. Holistic learning / समग्र अधिगम | Local expert / स्थानीय विशेषज्ञ

**Correct answer / सही उत्तर: D.** Holistic learning / समग्र अधिगम | Local expert / स्थानीय विशेषज्ञ

**Explanation / व्याख्या**

Holistic learning / समग्र अधिगम: Connecting knowledge, skills, values and experiences rather than treating them as isolated parts. Application: A lesson about a garden includes observation, cooperation and care for living things. Local expert / स्थानीय विशेषज्ञ: A person whose experience or knowledge can support contextual learning. Application: A potter describes clay preparation to pupils.

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**MCQ 039 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Holistic learning / समग्र अधिगम and Inquiry-based learning / अन्वेषण आधारित अधिगम.**

A. Connecting knowledge, skills, values and experiences rather than treating them as isolated parts. | A short planned walk designed around specific observations.

B. Investigating questions through evidence and reasoning. | Connecting knowledge, skills, values and experiences rather than treating them as isolated parts.

C. A collection of learning evidence showing progress across time. | Investigating questions through evidence and reasoning.

D. Connecting knowledge, skills, values and experiences rather than treating them as isolated parts. | Investigating questions through evidence and reasoning.

**Correct answer / सही उत्तर: D.** Connecting knowledge, skills, values and experiences rather than treating them as isolated parts. | Investigating questions through evidence and reasoning.

**Explanation / व्याख्या**

Holistic learning / समग्र अधिगम: Connecting knowledge, skills, values and experiences rather than treating them as isolated parts. Application: A lesson about a garden includes observation, cooperation and care for living things. Inquiry-based learning / अन्वेषण आधारित अधिगम: Investigating questions through evidence and reasoning. Application: Pupils investigate why some parts of the playground stay wet longer.

**MCQ 040 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Holistic learning / समग्र अधिगम and Conceptual change / अवधारणात्मक परिवर्तन.**

A. A pupil changes an explanation about floating after testing materials of different shapes. | A lesson about a garden includes observation, cooperation and care for living things.

B. A lesson about a garden includes observation, cooperation and care for living things. | A pupil changes an explanation about floating after testing materials of different shapes.

C. Groups comment on whether each poster supports its claims with evidence. | A pupil changes an explanation about floating after testing materials of different shapes.

D. A lesson about a garden includes observation, cooperation and care for living things. | After seeing wet footprints, a child infers someone recently walked there.

**Correct answer / सही उत्तर: B.** A lesson about a garden includes observation, cooperation and care for living things. | A pupil changes an explanation about floating after testing materials of different shapes.

**Explanation / व्याख्या**

Holistic learning / समग्र अधिगम: Connecting knowledge, skills, values and experiences rather than treating them as isolated parts. Application: A lesson about a garden includes observation, cooperation and care for living things. Conceptual change / अवधारणात्मक परिवर्तन: Revising an existing explanation in light of relevant evidence. Application: A pupil changes an explanation about floating after testing materials of different shapes.

**MCQ 041 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Holistic learning / समग्र अधिगम / Learning outcome / अधिगम प्रतिफल)**

A. Observation / अवलोकन → An additional material used to extend or clarify textbook learning.

B. Learning outcome / अधिगम प्रतिफल → Noticing and recording relevant features using senses or tools.

C. Holistic learning / समग्र अधिगम → A specific observable demonstration of expected learning.

D. Holistic learning / समग्र अधिगम → Connecting knowledge, skills, values and experiences rather than treating them as isolated parts.

**Correct answer / सही उत्तर: D.** Holistic learning / समग्र अधिगम → Connecting knowledge, skills, values and experiences rather than treating them as isolated parts.

**Explanation / व्याख्या**

Holistic learning / समग्र अधिगम: Connecting knowledge, skills, values and experiences rather than treating them as isolated parts. Application: A lesson about a garden includes observation, cooperation and care for living things.

**MCQ 042 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Holistic learning / समग्र अधिगम / Experiential learning / अनुभवात्मक अधिगम)**

A. Experiential learning / अनुभवात्मक अधिगम → Children combine map reading, measurement and local interviews in one unit.

B. Holistic learning / समग्र अधिगम → A lesson about a garden includes observation, cooperation and care for living things.

C. Curriculum integration / पाठ्यचर्या एकीकरण → Pupils group collected leaves by their margins.

D. Holistic learning / समग्र अधिगम → Children observe compost over several days and discuss changes.

**Correct answer / सही उत्तर: B.** Holistic learning / समग्र अधिगम → A lesson about a garden includes observation, cooperation and care for living things.

**Explanation / व्याख्या**

Holistic learning / समग्र अधिगम: Connecting knowledge, skills, values and experiences rather than treating them as isolated parts. Application: A lesson about a garden includes observation, cooperation and care for living things.

**MCQ 043 • CORE PRACTICE · FORM 01**

**Identify the concept described: Awareness and concern for relationships between people and their surroundings.**

A. Portfolio / पोर्टफोलियो

B. Environmental sensitivity / पर्यावरण संवेदनशीलता

C. Experiential learning / अनुभवात्मक अधिगम

D. Alternate conception / वैकल्पिक अवधारणा

**Correct answer / सही उत्तर: B.** Environmental sensitivity / पर्यावरण संवेदनशीलता

**Explanation / व्याख्या**

Environmental sensitivity / पर्यावरण संवेदनशीलता: Awareness and concern for relationships between people and their surroundings. Application: Children discuss ways to reduce waste in their school.

**MCQ 044 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Children discuss ways to reduce waste in their school.**

A. Safety planning / सुरक्षा योजना

B. Children's questions / बच्चों के प्रश्न

C. Environmental sensitivity / पर्यावरण संवेदनशीलता

D. Recording data / आँकड़े दर्ज करना

**Correct answer / सही उत्तर: C.** Environmental sensitivity / पर्यावरण संवेदनशीलता

**Explanation / व्याख्या**

Environmental sensitivity / पर्यावरण संवेदनशीलता: Awareness and concern for relationships between people and their surroundings. Application: Children discuss ways to reduce waste in their school.

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MCQ 045 • CORE PRACTICE · FORM 03

**Which explanation best defines Environmental sensitivity / पर्यावरण संवेदनशीलता?**

A. Comparing explanations against observations and reasons.

B. Formulating investigable questions to guide exploration.

C. The learning purpose behind a textbook activity or representation.

D. Awareness and concern for relationships between people and their surroundings.

**Correct answer / सही उत्तर: D.** Awareness and concern for relationships between people and their surroundings.

**Explanation / व्याख्या**

Environmental sensitivity / पर्यावरण संवेदनशीलता: Awareness and concern for relationships between people and their surroundings. Application: Children discuss ways to reduce waste in their school.

MCQ 046 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Environmental sensitivity / पर्यावरण संवेदनशीलता?**

A. Groups compare results of their seed experiment before making a claim.

B. Pupils plan how to care for common school resources respectfully.

C. Children discuss ways to reduce waste in their school.

D. Children explain their current ideas about shadows and test them.

**Correct answer / सही उत्तर: C.** Children discuss ways to reduce waste in their school.

**Explanation / व्याख्या**

Environmental sensitivity / पर्यावरण संवेदनशीलता: Awareness and concern for relationships between people and their surroundings. Application: Children discuss ways to reduce waste in their school.

**MCQ 047 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Awareness and concern for relationships between people and their surroundings. (2) A collection of learning evidence showing progress across time.**

A. Portfolio / पोर्टफोलियो | Environmental sensitivity / पर्यावरण संवेदनशीलता

B. Environmental sensitivity / पर्यावरण संवेदनशीलता | Portfolio / पोर्टफोलियो

C. Environmental sensitivity / पर्यावरण संवेदनशीलता | Field visit / क्षेत्र भ्रमण

D. Alternate conception / वैकल्पिक अवधारणा | Portfolio / पोर्टफोलियो

**Correct answer / सही उत्तर: B.** Environmental sensitivity / पर्यावरण संवेदनशीलता | Portfolio / पोर्टफोलियो

**Explanation / व्याख्या**

Environmental sensitivity / पर्यावरण संवेदनशीलता: Awareness and concern for relationships between people and their surroundings. Application: Children discuss ways to reduce waste in their school. Portfolio / पोर्टफोलियो: A collection of learning evidence showing progress across time. Application: Pupils keep dated drawings, observation records and reflections.

**MCQ 048 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Children discuss ways to reduce waste in their school. (2) The teacher links several sessions about food, sources and nutrition.**

A. Unit plan / इकाई योजना | Environmental sensitivity / पर्यावरण संवेदनशीलता

B. Environmental sensitivity / पर्यावरण संवेदनशीलता | Unit plan / इकाई योजना

C. Comparing / तुलना करना | Unit plan / इकाई योजना

D. Environmental sensitivity / पर्यावरण संवेदनशीलता | Pedagogical intent / शिक्षण उद्देश्य

**Correct answer / सही उत्तर: B.** Environmental sensitivity / पर्यावरण संवेदनशीलता | Unit plan / इकाई योजना

**Explanation / व्याख्या**

Environmental sensitivity / पर्यावरण संवेदनशीलता: Awareness and concern for relationships between people and their surroundings. Application: Children discuss ways to reduce waste in their school. Unit plan / इकाई योजना: A coherent sequence of lessons organised around learning goals. Application: The teacher links several sessions about food, sources and nutrition.

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**MCQ 049 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Environmental sensitivity / पर्यावरण संवेदनशीलता and Constructivism / रचनावाद.**

A. Awareness and concern for relationships between people and their surroundings. | The view that learners actively build understanding from experiences and ideas.

B. Keeping relevant conditions comparable while investigating one factor. | The view that learners actively build understanding from experiences and ideas.

C. The view that learners actively build understanding from experiences and ideas. | Awareness and concern for relationships between people and their surroundings.

D. Awareness and concern for relationships between people and their surroundings. | A short planned walk designed around specific observations.

**Correct answer / सही उत्तर: A.** Awareness and concern for relationships between people and their surroundings. | The view that learners actively build understanding from experiences and ideas.

**Explanation / व्याख्या**

Environmental sensitivity / पर्यावरण संवेदनशीलता: Awareness and concern for relationships between people and their surroundings. Application: Children discuss ways to reduce waste in their school. Constructivism / रचनावाद: The view that learners actively build understanding from experiences and ideas. Application: Children explain their current ideas about shadows and test them.

**MCQ 050 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Environmental sensitivity / पर्यावरण संवेदनशीलता and Evidence-based discussion / साक्ष्य आधारित चर्चा.**

A. Children discuss ways to reduce waste in their school. | A teacher checks safe routes and supervision before a field visit.

B. Children analyse a story about a family facing water shortages. | Groups compare results of their seed experiment before making a claim.

C. Groups compare results of their seed experiment before making a claim. | Children discuss ways to reduce waste in their school.

D. Children discuss ways to reduce waste in their school. | Groups compare results of their seed experiment before making a claim.

**Correct answer / सही उत्तर: D.** Children discuss ways to reduce waste in their school. | Groups compare results of their seed experiment before making a claim.

**Explanation / व्याख्या**

Environmental sensitivity / पर्यावरण संवेदनशीलता: Awareness and concern for relationships between people and their surroundings. Application: Children discuss ways to reduce waste in their school. Evidence-based discussion / साक्ष्य आधारित चर्चा: Comparing explanations against observations and reasons. Application: Groups compare results of their seed experiment before making a claim.

**MCQ 051 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Environmental sensitivity / पर्यावरण संवेदनशीलता / Learning walk / अधिगम भ्रमण)**

A. Environmental sensitivity / पर्यावरण संवेदनशीलता → A short planned walk designed around specific observations.

B. Learning walk / अधिगम भ्रमण → Examining textbook representations, assumptions and questions thoughtfully.

C. Environmental sensitivity / पर्यावरण संवेदनशीलता → Awareness and concern for relationships between people and their surroundings.

D. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन → Comparing explanations against observations and reasons.

**Correct answer / सही उत्तर: C.** Environmental sensitivity / पर्यावरण संवेदनशीलता → Awareness and concern for relationships between people and their surroundings.

**Explanation / व्याख्या**

Environmental sensitivity / पर्यावरण संवेदनशीलता: Awareness and concern for relationships between people and their surroundings. Application: Children discuss ways to reduce waste in their school.

MCQ 052 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Environmental sensitivity / पर्यावरण संवेदनशीलता / Questioning / प्रश्न करना)**

A. Project-based learning / परियोजना आधारित अधिगम → A teacher checks safe routes and supervision before a field visit.

B. Environmental sensitivity / पर्यावरण संवेदनशीलता → Children ask which conditions affect how seeds grow.

C. Questioning / प्रश्न करना → Pupils investigate school water use and prepare a conservation plan.

D. Environmental sensitivity / पर्यावरण संवेदनशीलता → Children discuss ways to reduce waste in their school.

**Correct answer / सही उत्तर: D.** Environmental sensitivity / पर्यावरण संवेदनशीलता → Children discuss ways to reduce waste in their school.

**Explanation / व्याख्या**

Environmental sensitivity / पर्यावरण संवेदनशीलता: Awareness and concern for relationships between people and their surroundings. Application: Children discuss ways to reduce waste in their school.

MCQ 053 • CORE PRACTICE · FORM 01

**Identify the concept described: The people, institutions and relationships around learners.**

A. Social environment / सामाजिक परिवेश

B. Lesson plan / पाठ योजना

C. Responsible citizenship / जिम्मेदार नागरिकता

D. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

**Correct answer / सही उत्तर: A.** Social environment / सामाजिक परिवेश

**Explanation / व्याख्या**

Social environment / सामाजिक परिवेश: The people, institutions and relationships around learners. Application: Pupils investigate how local workers contribute to community life.

**MCQ 054 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Pupils investigate how local workers contribute to community life.**

A. Supplementary resource / पूरक संसाधन

B. Formative assessment / निर्माणात्मक आकलन

C. Social environment / सामाजिक परिवेश

D. Fair testing / निष्पक्ष परीक्षण

**Correct answer / सही उत्तर: C.** Social environment / सामाजिक परिवेश

**Explanation / व्याख्या**

Social environment / सामाजिक परिवेश: The people, institutions and relationships around learners.
Application: Pupils investigate how local workers contribute to community life.

**MCQ 055 • CORE PRACTICE · FORM 03**

**Which explanation best defines Social environment / सामाजिक परिवेश?**

A. A person whose experience or knowledge can support contextual learning.

B. The people, institutions and relationships around learners.

C. Sharing evidence, findings and explanations with others.

D. The learning purpose behind a textbook activity or representation.

**Correct answer / सही उत्तर: B.** The people, institutions and relationships around learners.

**Explanation / व्याख्या**

Social environment / सामाजिक परिवेश: The people, institutions and relationships around learners.
Application: Pupils investigate how local workers contribute to community life.

MCQ 056 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Social environment / सामाजिक परिवेश?**

A. A gardener explains local methods of conserving water.

B. Pupils investigate how local workers contribute to community life.

C. A group presents its observations of germination using a labelled chart.

D. A teacher describes a pupil's observation skills and suggests a next step.

**Correct answer / सही उत्तर: B.** Pupils investigate how local workers contribute to community life.

**Explanation / व्याख्या**

Social environment / सामाजिक परिवेश: The people, institutions and relationships around learners. Application: Pupils investigate how local workers contribute to community life.

MCQ 057 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) The people, institutions and relationships around learners. (2) Preserving observations in a consistent written or visual form.**

A. Recording data / आँकड़े दर्ज करना | Social environment / सामाजिक परिवेश

B. Social environment / सामाजिक परिवेश | Formative assessment / निर्माणात्मक आकलन

C. Project-based learning / परियोजना आधारित अधिगम | Recording data / आँकड़े दर्ज करना

D. Social environment / सामाजिक परिवेश | Recording data / आँकड़े दर्ज करना

**Correct answer / सही उत्तर: D.** Social environment / सामाजिक परिवेश | Recording data / आँकड़े दर्ज करना

**Explanation / व्याख्या**

Social environment / सामाजिक परिवेश: The people, institutions and relationships around learners. Application: Pupils investigate how local workers contribute to community life. Recording data / आँकड़े दर्ज करना: Preserving observations in a consistent written or visual form. Application: Pupils record plant height in a dated table.

**MCQ 058 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Pupils investigate how local workers contribute to community life. (2) A teacher revisits the concept of habitats after hearing pupils' explanations.**

A. Formative assessment / निर्माणात्मक आकलन | Social environment / सामाजिक परिवेश

B. Experiential learning / अनुभवात्मक अधिगम | Formative assessment / निर्माणात्मक आकलन

C. Social environment / सामाजिक परिवेश | Formative assessment / निर्माणात्मक आकलन

D. Social environment / सामाजिक परिवेश | Safety planning / सुरक्षा योजना

**Correct answer / सही उत्तर: C.** Social environment / सामाजिक परिवेश | Formative assessment / निर्माणात्मक आकलन

**Explanation / व्याख्या**

Social environment / सामाजिक परिवेश: The people, institutions and relationships around learners. Application: Pupils investigate how local workers contribute to community life. Formative assessment / निर्माणात्मक आकलन: Gathering ongoing evidence to support improved learning. Application: A teacher revisits the concept of habitats after hearing pupils' explanations.

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**MCQ 059 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Social environment / सामाजिक परिवेश and Learning outcome / अधिगम प्रतिफल.**

A. Preserving observations in a consistent written or visual form. | A specific observable demonstration of expected learning.

B. A specific observable demonstration of expected learning. | The people, institutions and relationships around learners.

C. The people, institutions and relationships around learners. | Gathering ongoing evidence to support improved learning.

D. The people, institutions and relationships around learners. | A specific observable demonstration of expected learning.

**Correct answer / सही उत्तर: D.** The people, institutions and relationships around learners. | A specific observable demonstration of expected learning.

**Explanation / व्याख्या**

Social environment / सामाजिक परिवेश: The people, institutions and relationships around learners. Application: Pupils investigate how local workers contribute to community life. Learning outcome / अधिगम प्रतिफल: A specific observable demonstration of expected learning. Application: Pupils can describe two ways of saving water at home.

**MCQ 060 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Social environment / सामाजिक परिवेश and Textbook adaptation / पाठ्यपुस्तक अनुकूलन.**

A. A child asks why shadows change during the day. | A coastal example is supplemented with an accessible local river example.

B. Pupils investigate how local workers contribute to community life. | After seeing wet footprints, a child infers someone recently walked there.

C. Pupils investigate how local workers contribute to community life. | A coastal example is supplemented with an accessible local river example.

D. A coastal example is supplemented with an accessible local river example. | Pupils investigate how local workers contribute to community life.

**Correct answer / सही उत्तर: C.** Pupils investigate how local workers contribute to community life. | A coastal example is supplemented with an accessible local river example.

**Explanation / व्याख्या**

Social environment / सामाजिक परिवेश: The people, institutions and relationships around learners. Application: Pupils investigate how local workers contribute to community life. Textbook adaptation / पाठ्यपुस्तक अनुकूलन: Modifying a textbook task to suit local context and learner needs. Application: A coastal example is supplemented with an accessible local river example.

MCQ 061 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Social environment / सामाजिक परिवेश / Community participation / समुदाय सहभागिता)**

A. Learning outcome / अधिगम प्रतिफल → Evaluating learning at the end of a defined period.

B. Social environment / सामाजिक परिवेश → The people, institutions and relationships around learners.

C. Social environment / सामाजिक परिवेश → Engaging local people and their knowledge in learning experiences.

D. Community participation / समुदाय सहभागिता → A specific observable demonstration of expected learning.

**Correct answer / सही उत्तर: B.** Social environment / सामाजिक परिवेश → The people, institutions and relationships around learners.

**Explanation / व्याख्या**

Social environment / सामाजिक परिवेश: The people, institutions and relationships around learners. Application: Pupils investigate how local workers contribute to community life.

MCQ 062 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Social environment / सामाजिक परिवेश / Curriculum integration / पाठ्यचर्या एकीकरण)**

A. Social environment / सामाजिक परिवेश → Pupils investigate how local workers contribute to community life.

B. Alternate conception / वैकल्पिक अवधारणा → Pupils notice whose occupations are shown in a picture and discuss missing examples.

C. Social environment / सामाजिक परिवेश → Children combine map reading, measurement and local interviews in one unit.

D. Curriculum integration / पाठ्यचर्या एकीकरण → A child believes all heavy objects sink regardless of their shape.

**Correct answer / सही उत्तर: A.** Social environment / सामाजिक परिवेश → Pupils investigate how local workers contribute to community life.

**Explanation / व्याख्या**

Social environment / सामाजिक परिवेश: The people, institutions and relationships around learners.
Application: Pupils investigate how local workers contribute to community life.

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 01.01

**Explain Integrated curriculum / एकीकृत पाठ्यचर्या and give one classroom example.**

**Model answer:** Connecting ideas from multiple disciplines around meaningful contexts. A water topic combines science, local geography and social practices.

**REVISION 01.02**

**Explain Interdisciplinary learning / अंतर्विषयी अधिगम and give one classroom example.**

**Model answer:** Using perspectives from different subject areas to understand an issue. Children use maps and plant observations to study their surroundings.

**REVISION 01.03**

**Explain Local environment / स्थानीय परिवेश and give one classroom example.**

**Model answer:** The immediate natural and social setting used as a learning context. Pupils explore their neighbourhood's trees, shops and transport.

**REVISION 01.04**

**Explain Holistic learning / समग्र अधिगम and give one classroom example.**

**Model answer:** Connecting knowledge, skills, values and experiences rather than treating them as isolated parts. A lesson about a garden includes observation, cooperation and care for living things.

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**REVISION 01.05**

**Explain Environmental sensitivity / पर्यावरण संवेदनशीलता and give one classroom example.**

**Model answer:** Awareness and concern for relationships between people and their surroundings. Children discuss ways to reduce waste in their school.

**REVISION 01.06**

**Explain Social environment / सामाजिक परिवेश and give one classroom example.**

**Model answer:** The people, institutions and relationships around learners. Pupils investigate how local workers contribute to community life.

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CHAPTER 02 • 62 MCQs • 6 REVISION PROMPTS

# Children's Ideas and Alternate Conceptions

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Constructivism / रचनावाद

The view that learners actively build understanding from experiences and ideas.

**Classroom example:** Children explain their current ideas about shadows and test them.

### Alternate conception / वैकल्पिक अवधारणा

A learner's existing explanation that differs from accepted disciplinary understanding.

**Classroom example:** A child believes all heavy objects sink regardless of their shape.

### Elicitation / पूर्वविचार जानना

Finding out learners' existing ideas before or during instruction.

**Classroom example:** A teacher asks pupils to draw where they think rain comes from.

### Conceptual change / अवधारणात्मक परिवर्तन

Revising an existing explanation in light of relevant evidence.

**Classroom example:** A pupil changes an explanation about floating after testing materials of different shapes.

### Children's questions / बच्चों के प्रश्न

Learner-generated inquiries revealing interests and existing understanding.

**Classroom example:** A child asks why shadows change during the day.

**Evidence-based discussion / साक्ष्य आधारित चर्चा**

Comparing explanations against observations and reasons.

**Classroom example:** Groups compare results of their seed experiment before making a claim.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

**MCQ 063 • NEW CLASSROOM APPLICATION**

**A child believes plants get all their food from soil. What is a productive response?**

A. Avoid discussing plants
B. Elicit the idea and investigate how plants use light, water and carbon dioxide
C. Demand repetition of a correct sentence only
D. Mock the child publicly

**Correct answer / सही उत्तर: B.** Elicit the idea and investigate how plants use light, water and carbon dioxide

**Explanation / व्याख्या**

Investigation helps children revise prior conceptions using evidence.

**MCQ 064 • NEW CLASSROOM APPLICATION**

**Before teaching evaporation, what question is useful?**

A. How quickly can you close your book?
B. Where do you think water in a drying puddle goes?
C. What is your roll number?
D. Can you copy the textbook title?

**Correct answer / सही उत्तर: B.** Where do you think water in a drying puddle goes?

**Explanation / व्याख्या**

Prediction questions reveal children's existing explanations.

## Core question bank

Ten related practice formats; core concepts recur for revision.

### MCQ 065 • CORE PRACTICE · FORM 01

**Identify the concept described: The view that learners actively build understanding from experiences and ideas.**

A. Communication / संप्रेषण

B. Interdisciplinary learning / अंतर्विषयी अधिगम

C. Qualitative assessment / गुणात्मक आकलन

D. Constructivism / रचनावाद

**Correct answer / सही उत्तर: D.** Constructivism / रचनावाद

**Explanation / व्याख्या**

Constructivism / रचनावाद: The view that learners actively build understanding from experiences and ideas. Application: Children explain their current ideas about shadows and test them.

### MCQ 066 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? Children explain their current ideas about shadows and test them.**

A. Constructivism / रचनावाद

B. Observation / अवलोकन

C. Pedagogical intent / शिक्षण उद्देश्य

D. Observation checklist / अवलोकन जाँच सूची

**Correct answer / सही उत्तर: A.** Constructivism / रचनावाद

**Explanation / व्याख्या**

Constructivism / रचनावाद: The view that learners actively build understanding from experiences and ideas. Application: Children explain their current ideas about shadows and test them.

MCQ 067 • CORE PRACTICE · FORM 03

**Which explanation best defines Constructivism / रचनावाद?**

A. A planned learning experience outside the classroom.

B. The view that learners actively build understanding from experiences and ideas.

C. Using descriptive evidence about learning rather than marks alone.

D. Keeping relevant conditions comparable while investigating one factor.

**Correct answer / सही उत्तर: B.** The view that learners actively build understanding from experiences and ideas.

**Explanation / व्याख्या**

Constructivism / रचनावाद: The view that learners actively build understanding from experiences and ideas. Application: Children explain their current ideas about shadows and test them.

MCQ 068 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Constructivism / रचनावाद?**

A. Children explain their current ideas about shadows and test them.

B. Children ask which conditions affect how seeds grow.

C. Pupils investigate why some parts of the playground stay wet longer.

D. Children describe how their families store food before investigating preservation.

**Correct answer / सही उत्तर: A.** Children explain their current ideas about shadows and test them.

**Explanation / व्याख्या**

Constructivism / रचनावाद: The view that learners actively build understanding from experiences and ideas. Application: Children explain their current ideas about shadows and test them.

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**MCQ 069 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) The view that learners actively build understanding from experiences and ideas. (2) Developing understanding and action that support shared well-being.**

A. Constructivism / रचनावाद | Responsible citizenship / जिम्मेदार नागरिकता

B. Safety planning / सुरक्षा योजना | Responsible citizenship / जिम्मेदार नागरिकता

C. Constructivism / रचनावाद | Holistic learning / समग्र अधिगम

D. Responsible citizenship / जिम्मेदार नागरिकता | Constructivism / रचनावाद

**Correct answer / सही उत्तर: A.** Constructivism / रचनावाद | Responsible citizenship / जिम्मेदार नागरिकता

**Explanation / व्याख्या**

Constructivism / रचनावाद: The view that learners actively build understanding from experiences and ideas. Application: Children explain their current ideas about shadows and test them. Responsible citizenship / जिम्मेदार नागरिकता: Developing understanding and action that support shared well-being. Application: Pupils plan how to care for common school resources respectfully.

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**MCQ 070 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Children explain their current ideas about shadows and test them. (2) Pupils record plant height in a dated table.**

A. Constructivism / रचनावाद | Recording data / आँकड़े दर्ज करना

B. Recording data / आँकड़े दर्ज करना | Constructivism / रचनावाद

C. Constructivism / रचनावाद | Learning resources / अधिगम संसाधन

D. Curriculum integration / पाठ्यचर्या एकीकरण | Recording data / आँकड़े दर्ज करना

**Correct answer / सही उत्तर: A.** Constructivism / रचनावाद | Recording data / आँकड़े दर्ज करना

**Explanation / व्याख्या**

Constructivism / रचनावाद: The view that learners actively build understanding from experiences and ideas. Application: Children explain their current ideas about shadows and test them. Recording data / आँकड़े दर्ज करना: Preserving observations in a consistent written or visual form. Application: Pupils record plant height in a dated table.

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**MCQ 071 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Constructivism / रचनावाद and Prediction / पूर्वानुमान.**

A. A planned learning experience outside the classroom. | Anticipating a possible outcome based on available evidence.

B. Anticipating a possible outcome based on available evidence. | The view that learners actively build understanding from experiences and ideas.

C. The view that learners actively build understanding from experiences and ideas. | Anticipating a possible outcome based on available evidence.

D. The view that learners actively build understanding from experiences and ideas. | Engaging local people and their knowledge in learning experiences.

**Correct answer / सही उत्तर: C.** The view that learners actively build understanding from experiences and ideas. | Anticipating a possible outcome based on available evidence.

**Explanation / व्याख्या**

Constructivism / रचनावाद: The view that learners actively build understanding from experiences and ideas. Application: Children explain their current ideas about shadows and test them. Prediction / पूर्वानुमान: Anticipating a possible outcome based on available evidence. Application: Before testing, children suggest which surface will dry fastest.

**MCQ 072 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Constructivism / रचनावाद and Qualitative assessment / गुणात्मक आकलन.**

A. Pupils investigate why some parts of the playground stay wet longer. | A teacher describes a pupil's observation skills and suggests a next step.

B. A teacher describes a pupil's observation skills and suggests a next step. | Children explain their current ideas about shadows and test them.

C. Children explain their current ideas about shadows and test them. | A coastal example is supplemented with an accessible local river example.

D. Children explain their current ideas about shadows and test them. | A teacher describes a pupil's observation skills and suggests a next step.

**Correct answer / सही उत्तर: D.** Children explain their current ideas about shadows and test them. | A teacher describes a pupil's observation skills and suggests a next step.

**Explanation / व्याख्या**

Constructivism / रचनावाद: The view that learners actively build understanding from experiences and ideas. Application: Children explain their current ideas about shadows and test them. Qualitative assessment / गुणात्मक आकलन: Using descriptive evidence about learning rather than marks alone. Application: A teacher describes a pupil's observation skills and suggests a next step.

**MCQ 073 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Constructivism / रचनावाद / Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन)**

A. Constructivism / रचनावाद → The view that learners actively build understanding from experiences and ideas.

B. Constructivism / रचनावाद → Examining textbook representations, assumptions and questions thoughtfully.

C. Social environment / सामाजिक परिवेश → A planned learning experience outside the classroom.

D. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन → The people, institutions and relationships around learners.

**Correct answer / सही उत्तर: A.** Constructivism / रचनावाद → The view that learners actively build understanding from experiences and ideas.

**Explanation / व्याख्या**

Constructivism / रचनावाद: The view that learners actively build understanding from experiences and ideas. Application: Children explain their current ideas about shadows and test them.

MCQ 074 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Constructivism / रचनावाद / Learning outcome / अधिगम प्रतिफल)**

A. Social environment / सामाजिक परिवेश → Children note leaf colour, texture and shape without guessing causes.

B. Constructivism / रचनावाद → Pupils can describe two ways of saving water at home.

C. Constructivism / रचनावाद → Children explain their current ideas about shadows and test them.

D. Learning outcome / अधिगम प्रतिफल → Pupils investigate how local workers contribute to community life.

**Correct answer / सही उत्तर: C.** Constructivism / रचनावाद → Children explain their current ideas about shadows and test them.

**Explanation / व्याख्या**

Constructivism / रचनावाद: The view that learners actively build understanding from experiences and ideas. Application: Children explain their current ideas about shadows and test them.

MCQ 075 • CORE PRACTICE · FORM 01

**Identify the concept described: A learner's existing explanation that differs from accepted disciplinary understanding.**

A. Alternate conception / वैकल्पिक अवधारणा

B. Discussion method / चर्चा विधि

C. Recording data / आँकड़े दर्ज करना

D. Unit plan / इकाई योजना

**Correct answer / सही उत्तर: A.** Alternate conception / वैकल्पिक अवधारणा

**Explanation / व्याख्या**

Alternate conception / वैकल्पिक अवधारणा: A learner's existing explanation that differs from accepted disciplinary understanding. Application: A child believes all heavy objects sink regardless of their shape.

MCQ 076 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? A child believes all heavy objects sink regardless of their shape.**

A. Alternate conception / वैकल्पिक अवधारणा

B. Integrated curriculum / एकीकृत पाठ्यचर्या

C. Qualitative assessment / गुणात्मक आकलन

D. Interdisciplinary learning / अंतर्विषयी अधिगम

**Correct answer / सही उत्तर: A.** Alternate conception / वैकल्पिक अवधारणा

**Explanation / व्याख्या**

Alternate conception / वैकल्पिक अवधारणा: A learner's existing explanation that differs from accepted disciplinary understanding. Application: A child believes all heavy objects sink regardless of their shape.

MCQ 077 • CORE PRACTICE · FORM 03

**Which explanation best defines Alternate conception / वैकल्पिक अवधारणा?**

A. A learner's existing explanation that differs from accepted disciplinary understanding.

B. Investigating questions through evidence and reasoning.

C. Engaging local people and their knowledge in learning experiences.

D. The immediate natural and social setting used as a learning context.

**Correct answer / सही उत्तर: A.** A learner's existing explanation that differs from accepted disciplinary understanding.

**Explanation / व्याख्या**

Alternate conception / वैकल्पिक अवधारणा: A learner's existing explanation that differs from accepted disciplinary understanding. Application: A child believes all heavy objects sink regardless of their shape.

MCQ 078 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Alternate conception / वैकल्पिक अवधारणा?**

A. Pupils investigate school water use and prepare a conservation plan.

B. The teacher links several sessions about food, sources and nutrition.

C. A teacher adds a local map to a chapter about directions.

D. A child believes all heavy objects sink regardless of their shape.

**Correct answer / सही उत्तर: D.** A child believes all heavy objects sink regardless of their shape.

**Explanation / व्याख्या**

Alternate conception / वैकल्पिक अवधारणा: A learner's existing explanation that differs from accepted disciplinary understanding. Application: A child believes all heavy objects sink regardless of their shape.

MCQ 079 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) A learner's existing explanation that differs from accepted disciplinary understanding. (2) Identifying similarities and differences using relevant attributes.**

A. Alternate conception / वैकल्पिक अवधारणा | Comparing / तुलना करना

B. Story-based teaching / कहानी आधारित शिक्षण | Comparing / तुलना करना

C. Alternate conception / वैकल्पिक अवधारणा | Experiential learning / अनुभवात्मक अधिगम

D. Comparing / तुलना करना | Alternate conception / वैकल्पिक अवधारणा

**Correct answer / सही उत्तर: A.** Alternate conception / वैकल्पिक अवधारणा | Comparing / तुलना करना

**Explanation / व्याख्या**

Alternate conception / वैकल्पिक अवधारणा: A learner's existing explanation that differs from accepted disciplinary understanding. Application: A child believes all heavy objects sink regardless of their shape. Comparing / तुलना करना: Identifying similarities and differences using relevant attributes. Application: Children compare two leaves by shape and vein pattern.

**MCQ 080 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A child believes all heavy objects sink regardless of their shape. (2) A teacher identifies why a textbook asks pupils to interview elders.**

A. Pedagogical intent / शिक्षण उद्देश्य | Alternate conception / वैकल्पिक अवधारणा

B. Alternate conception / वैकल्पिक अवधारणा | Interdisciplinary learning / अंतर्विषयी अधिगम

C. Alternate conception / वैकल्पिक अवधारणा | Pedagogical intent / शिक्षण उद्देश्य

D. Field visit / क्षेत्र भ्रमण | Pedagogical intent / शिक्षण उद्देश्य

**Correct answer / सही उत्तर: C.** Alternate conception / वैकल्पिक अवधारणा | Pedagogical intent / शिक्षण उद्देश्य

**Explanation / व्याख्या**

Alternate conception / वैकल्पिक अवधारणा: A learner's existing explanation that differs from accepted disciplinary understanding. Application: A child believes all heavy objects sink regardless of their shape. Pedagogical intent / शिक्षण उद्देश्य: The learning purpose behind a textbook activity or representation. Application: A teacher identifies why a textbook asks pupils to interview elders.

**MCQ 081 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Alternate conception / वैकल्पिक अवधारणा and Comparing / तुलना करना.**

A. Gathering ongoing evidence to support improved learning. | Identifying similarities and differences using relevant attributes.

B. A learner's existing explanation that differs from accepted disciplinary understanding. | Identifying similarities and differences using relevant attributes.

C. Identifying similarities and differences using relevant attributes. | A learner's existing explanation that differs from accepted disciplinary understanding.

D. A learner's existing explanation that differs from accepted disciplinary understanding. | A specific observable demonstration of expected learning.

**Correct answer / सही उत्तर: B.** A learner's existing explanation that differs from accepted disciplinary understanding. | Identifying similarities and differences using relevant attributes.

**Explanation / व्याख्या**

Alternate conception / वैकल्पिक अवधारणा: A learner's existing explanation that differs from accepted disciplinary understanding. Application: A child believes all heavy objects sink regardless of their shape. Comparing / तुलना करना: Identifying similarities and differences using relevant attributes. Application: Children compare two leaves by shape and vein pattern.

**MCQ 082 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Alternate conception / वैकल्पिक अवधारणा and Supplementary resource / पूरक संसाधन.**

A. A child believes all heavy objects sink regardless of their shape. | Children analyse a story about a family facing water shortages.

B. A child believes all heavy objects sink regardless of their shape. | A teacher adds a local map to a chapter about directions.

C. A teacher adds a local map to a chapter about directions. | A child believes all heavy objects sink regardless of their shape.

D. Pupils monitor germination and record changes in seedlings. | A teacher adds a local map to a chapter about directions.

**Correct answer / सही उत्तर: B.** A child believes all heavy objects sink regardless of their shape. | A teacher adds a local map to a chapter about directions.

**Explanation / व्याख्या**

Alternate conception / वैकल्पिक अवधारणा: A learner's existing explanation that differs from accepted disciplinary understanding. Application: A child believes all heavy objects sink regardless of their shape. Supplementary resource / पूरक संसाधन: An additional material used to extend or clarify textbook learning. Application: A teacher adds a local map to a chapter about directions.

MCQ 083 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Alternate conception / वैकल्पिक अवधारणा / Prediction / पूर्वानुमान)**

A. Prediction / पूर्वानुमान → Materials, places or people selected to support meaningful exploration.

B. Learning resources / अधिगम संसाधन → A short planned walk designed around specific observations.

C. Alternate conception / वैकल्पिक अवधारणा → A learner's existing explanation that differs from accepted disciplinary understanding.

D. Alternate conception / वैकल्पिक अवधारणा → Anticipating a possible outcome based on available evidence.

**Correct answer / सही उत्तर: C.** Alternate conception / वैकल्पिक अवधारणा → A learner's existing explanation that differs from accepted disciplinary understanding.

**Explanation / व्याख्या**

Alternate conception / वैकल्पिक अवधारणा: A learner's existing explanation that differs from accepted disciplinary understanding. Application: A child believes all heavy objects sink regardless of their shape.

MCQ 084 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Alternate conception / वैकल्पिक अवधारणा / Summative assessment / संकलनात्मक आकलन)**

A. Alternate conception / वैकल्पिक अवधारणा → A final project evaluates understanding of the neighbourhood environment.

B. Alternate conception / वैकल्पिक अवधारणा → A child believes all heavy objects sink regardless of their shape.

C. Holistic learning / समग्र अधिगम → Children discuss ways to reduce waste in their school.

D. Summative assessment / संकलनात्मक आकलन → A lesson about a garden includes observation, cooperation and care for living things.

**Correct answer / सही उत्तर: B.** Alternate conception / वैकल्पिक अवधारणा → A child believes all heavy objects sink regardless of their shape.

**Explanation / व्याख्या**

Alternate conception / वैकल्पिक अवधारणा: A learner's existing explanation that differs from accepted disciplinary understanding. Application: A child believes all heavy objects sink regardless of their shape.

MCQ 085 • CORE PRACTICE · FORM 01

**Identify the concept described: Finding out learners' existing ideas before or during instruction.**

A. Environmental sensitivity / पर्यावरण संवेदनशीलता

B. Supplementary resource / पूरक संसाधन

C. Communication / संप्रेषण

D. Elicitation / पूर्वविचार जानना

**Correct answer / सही उत्तर: D.** Elicitation / पूर्वविचार जानना

**Explanation / व्याख्या**

Elicitation / पूर्वविचार जानना: Finding out learners' existing ideas before or during instruction. Application: A teacher asks pupils to draw where they think rain comes from.

**MCQ 086 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A teacher asks pupils to draw where they think rain comes from.**

A. Local environment / स्थानीय परिवेश

B. Elicitation / पूर्वविचार जानना

C. Unit plan / इकाई योजना

D. Observation checklist / अवलोकन जाँच सूची

**Correct answer / सही उत्तर: B.** Elicitation / पूर्वविचार जानना

**Explanation / व्याख्या**

Elicitation / पूर्वविचार जानना: Finding out learners' existing ideas before or during instruction.
Application: A teacher asks pupils to draw where they think rain comes from.

**MCQ 087 • CORE PRACTICE · FORM 03**

**Which explanation best defines Elicitation / पूर्वविचार जानना?**

A. Anticipating and reducing risks before learning activities.

B. Finding out learners' existing ideas before or during instruction.

C. Noticing and recording relevant features using senses or tools.

D. Anticipating a possible outcome based on available evidence.

**Correct answer / सही उत्तर: B.** Finding out learners' existing ideas before or during instruction.

**Explanation / व्याख्या**

Elicitation / पूर्वविचार जानना: Finding out learners' existing ideas before or during instruction.
Application: A teacher asks pupils to draw where they think rain comes from.

MCQ 088 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Elicitation / पूर्वविचार जानना?**

A. Pupils investigate how local workers contribute to community life.

B. Pupils monitor germination and record changes in seedlings.

C. Children compare two leaves by shape and vein pattern.

D. A teacher asks pupils to draw where they think rain comes from.

**Correct answer / सही उत्तर: D.** A teacher asks pupils to draw where they think rain comes from.

**Explanation / व्याख्या**

Elicitation / पूर्वविचार जानना: Finding out learners' existing ideas before or during instruction. Application: A teacher asks pupils to draw where they think rain comes from.

MCQ 089 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Finding out learners' existing ideas before or during instruction. (2) Gathering ongoing evidence to support improved learning.**

A. Formative assessment / निर्माणात्मक आकलन | Elicitation / पूर्वविचार जानना

B. Fair testing / निष्पक्ष परीक्षण | Formative assessment / निर्माणात्मक आकलन

C. Elicitation / पूर्वविचार जानना | Formative assessment / निर्माणात्मक आकलन

D. Elicitation / पूर्वविचार जानना | Inquiry-based learning / अन्वेषण आधारित अधिगम

**Correct answer / सही उत्तर: C.** Elicitation / पूर्वविचार जानना | Formative assessment / निर्माणात्मक आकलन

**Explanation / व्याख्या**

Elicitation / पूर्वविचार जानना: Finding out learners' existing ideas before or during instruction. Application: A teacher asks pupils to draw where they think rain comes from. Formative assessment / निर्माणात्मक आकलन: Gathering ongoing evidence to support improved learning. Application: A teacher revisits the concept of habitats after hearing pupils' explanations.

**MCQ 090 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A teacher asks pupils to draw where they think rain comes from. (2) Children analyse a story about a family facing water shortages.**

A. Story-based teaching / कहानी आधारित शिक्षण | Elicitation / पूर्वविचार जानना

B. Summative assessment / संकलनात्मक आकलन | Story-based teaching / कहानी आधारित शिक्षण

C. Elicitation / पूर्वविचार जानना | Environmental sensitivity / पर्यावरण संवेदनशीलता

D. Elicitation / पूर्वविचार जानना | Story-based teaching / कहानी आधारित शिक्षण

**Correct answer / सही उत्तर: D.** Elicitation / पूर्वविचार जानना | Story-based teaching / कहानी आधारित शिक्षण

**Explanation / व्याख्या**

Elicitation / पूर्वविचार जानना: Finding out learners' existing ideas before or during instruction. Application: A teacher asks pupils to draw where they think rain comes from. Story-based teaching / कहानी आधारित शिक्षण: Using narratives to explore environmental or social ideas. Application: Children analyse a story about a family facing water shortages.

GyanTech Guru Ji

**MCQ 091 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Elicitation / पूर्वविचार जानना and Qualitative assessment / गुणात्मक आकलन.**

A. Finding out learners' existing ideas before or during instruction. | A learner's earlier encounters that can support new understanding.

B. Using descriptive evidence about learning rather than marks alone. | Finding out learners' existing ideas before or during instruction.

C. Finding out learners' existing ideas before or during instruction. | Using descriptive evidence about learning rather than marks alone.

D. Making an interpretation from observations and prior knowledge. | Using descriptive evidence about learning rather than marks alone.

**Correct answer / सही उत्तर: C.** Finding out learners' existing ideas before or during instruction. | Using descriptive evidence about learning rather than marks alone.

**Explanation / व्याख्या**

Elicitation / पूर्वविचार जानना: Finding out learners' existing ideas before or during instruction. Application: A teacher asks pupils to draw where they think rain comes from. Qualitative assessment / गुणात्मक आकलन: Using descriptive evidence about learning rather than marks alone. Application: A teacher describes a pupil's observation skills and suggests a next step.

MCQ 092 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Elicitation / पूर्वविचार जानना and Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन.**

A. A teacher asks pupils to draw where they think rain comes from. | A child uses a measuring cup to compare water volumes.

B. Pupils record plant height in a dated table. | Pupils notice whose occupations are shown in a picture and discuss missing examples.

C. Pupils notice whose occupations are shown in a picture and discuss missing examples. | A teacher asks pupils to draw where they think rain comes from.

D. A teacher asks pupils to draw where they think rain comes from. | Pupils notice whose occupations are shown in a picture and discuss missing examples.

**Correct answer / सही उत्तर: D.** A teacher asks pupils to draw where they think rain comes from. | Pupils notice whose occupations are shown in a picture and discuss missing examples.

**Explanation / व्याख्या**

Elicitation / पूर्वविचार जानना: Finding out learners' existing ideas before or during instruction. Application: A teacher asks pupils to draw where they think rain comes from. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन: Examining textbook representations, assumptions and questions thoughtfully. Application: Pupils notice whose occupations are shown in a picture and discuss missing examples.

**MCQ 093 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Elicitation / पूर्वविचार जानना / School garden / विद्यालय उद्यान)**

A. Elicitation / पूर्वविचार जानना → A school-based environment for observing plants, soil and interactions.

B. Elicitation / पूर्वविचार जानना → Finding out learners' existing ideas before or during instruction.

C. Observation / अवलोकन → Connecting knowledge, skills, values and experiences rather than treating them as isolated parts.

D. School garden / विद्यालय उद्यान → Noticing and recording relevant features using senses or tools.

**Correct answer / सही उत्तर: B.** Elicitation / पूर्वविचार जानना → Finding out learners' existing ideas before or during instruction.

**Explanation / व्याख्या**

Elicitation / पूर्वविचार जानना: Finding out learners' existing ideas before or during instruction.
Application: A teacher asks pupils to draw where they think rain comes from.

MCQ 094 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Elicitation / पूर्वविचार जानना / Questioning / प्रश्न करना)**

A. Lesson plan / पाठ योजना → A lesson about a garden includes observation, cooperation and care for living things.

B. Elicitation / पूर्वविचार जानना → Children ask which conditions affect how seeds grow.

C. Questioning / प्रश्न करना → A teacher plans an observation task and a closing discussion about leaves.

D. Elicitation / पूर्वविचार जानना → A teacher asks pupils to draw where they think rain comes from.

**Correct answer / सही उत्तर: D.** Elicitation / पूर्वविचार जानना → A teacher asks pupils to draw where they think rain comes from.

**Explanation / व्याख्या**

Elicitation / पूर्वविचार जानना: Finding out learners' existing ideas before or during instruction. Application: A teacher asks pupils to draw where they think rain comes from.

MCQ 095 • CORE PRACTICE · FORM 01

**Identify the concept described: Revising an existing explanation in light of relevant evidence.**

A. Portfolio / पोर्टफोलियो

B. Fair testing / निष्पक्ष परीक्षण

C. Learning resources / अधिगम संसाधन

D. Conceptual change / अवधारणात्मक परिवर्तन

**Correct answer / सही उत्तर: D.** Conceptual change / अवधारणात्मक परिवर्तन

**Explanation / व्याख्या**

Conceptual change / अवधारणात्मक परिवर्तन: Revising an existing explanation in light of relevant evidence. Application: A pupil changes an explanation about floating after testing materials of different shapes.

**MCQ 096 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A pupil changes an explanation about floating after testing materials of different shapes.**

A. Communication / संप्रेषण

B. Summative assessment / संकलनात्मक आकलन

C. Conceptual change / अवधारणात्मक परिवर्तन

D. Learning resources / अधिगम संसाधन

**Correct answer / सही उत्तर: C.** Conceptual change / अवधारणात्मक परिवर्तन

**Explanation / व्याख्या**

Conceptual change / अवधारणात्मक परिवर्तन: Revising an existing explanation in light of relevant evidence. Application: A pupil changes an explanation about floating after testing materials of different shapes.

**MCQ 097 • CORE PRACTICE · FORM 03**

**Which explanation best defines Conceptual change / अवधारणात्मक परिवर्तन?**

A. Revising an existing explanation in light of relevant evidence.

B. Using narratives to explore environmental or social ideas.

C. An additional material used to extend or clarify textbook learning.

D. Anticipating a possible outcome based on available evidence.

**Correct answer / सही उत्तर: A.** Revising an existing explanation in light of relevant evidence.

**Explanation / व्याख्या**

Conceptual change / अवधारणात्मक परिवर्तन: Revising an existing explanation in light of relevant evidence. Application: A pupil changes an explanation about floating after testing materials of different shapes.

**MCQ 098 • CORE PRACTICE · FORM 04**

**Which classroom example best demonstrates Conceptual change / अवधारणात्मक परिवर्तन?**

A. Pupils can describe two ways of saving water at home.

B. A pupil changes an explanation about floating after testing materials of different shapes.

C. Children combine map reading, measurement and local interviews in one unit.

D. Children compare two leaves by shape and vein pattern.

**Correct answer / सही उत्तर: B.** A pupil changes an explanation about floating after testing materials of different shapes.

**Explanation / व्याख्या**

Conceptual change / अवधारणात्मक परिवर्तन: Revising an existing explanation in light of relevant evidence. Application: A pupil changes an explanation about floating after testing materials of different shapes.

**MCQ 099 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Revising an existing explanation in light of relevant evidence. (2) Formulating investigable questions to guide exploration.**

A. Conceptual change / अवधारणात्मक परिवर्तन | Questioning / प्रश्न करना

B. Conceptual change / अवधारणात्मक परिवर्तन | Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

C. Local environment / स्थानीय परिवेश | Questioning / प्रश्न करना

D. Questioning / प्रश्न करना | Conceptual change / अवधारणात्मक परिवर्तन

**Correct answer / सही उत्तर: A.** Conceptual change / अवधारणात्मक परिवर्तन | Questioning / प्रश्न करना

**Explanation / व्याख्या**

Conceptual change / अवधारणात्मक परिवर्तन: Revising an existing explanation in light of relevant evidence. Application: A pupil changes an explanation about floating after testing materials of different shapes. Questioning / प्रश्न करना: Formulating investigable questions to guide exploration. Application: Children ask which conditions affect how seeds grow.

**MCQ 100 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A pupil changes an explanation about floating after testing materials of different shapes. (2) Children use local maps and photographs to study their neighbourhood.**

A. Observation checklist / अवलोकन जाँच सूची | Learning resources / अधिगम संसाधन

B. Conceptual change / अवधारणात्मक परिवर्तन | Learning resources / अधिगम संसाधन

C. Learning resources / अधिगम संसाधन | Conceptual change / अवधारणात्मक परिवर्तन

D. Conceptual change / अवधारणात्मक परिवर्तन | Responsible citizenship / जिम्मेदार नागरिकता

**Correct answer / सही उत्तर: B.** Conceptual change / अवधारणात्मक परिवर्तन | Learning resources / अधिगम संसाधन

**Explanation / व्याख्या**

Conceptual change / अवधारणात्मक परिवर्तन: Revising an existing explanation in light of relevant evidence. Application: A pupil changes an explanation about floating after testing materials of different shapes. Learning resources / अधिगम संसाधन: Materials, places or people selected to support meaningful exploration. Application: Children use local maps and photographs to study their neighbourhood.

**MCQ 101 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Conceptual change / अवधारणात्मक परिवर्तन and Environmental sensitivity / पर्यावरण संवेदनशीलता.**

A. Examining textbook representations, assumptions and questions thoughtfully. | Awareness and concern for relationships between people and their surroundings.

B. Revising an existing explanation in light of relevant evidence. | Awareness and concern for relationships between people and their surroundings.

C. Revising an existing explanation in light of relevant evidence. | Engaging local people and their knowledge in learning experiences.

D. Awareness and concern for relationships between people and their surroundings. | Revising an existing explanation in light of relevant evidence.

**Correct answer / सही उत्तर: B.** Revising an existing explanation in light of relevant evidence. | Awareness and concern for relationships between people and their surroundings.

**Explanation / व्याख्या**

Conceptual change / अवधारणात्मक परिवर्तन: Revising an existing explanation in light of relevant evidence. Application: A pupil changes an explanation about floating after testing materials of different shapes. Environmental sensitivity / पर्यावरण संवेदनशीलता: Awareness and concern for relationships between people and their surroundings. Application: Children discuss ways to reduce waste in their school.

**MCQ 102 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Conceptual change / अवधारणात्मक परिवर्तन and Project-based learning / परियोजना आधारित अधिगम.**

A. Pupils investigate school water use and prepare a conservation plan. | A pupil changes an explanation about floating after testing materials of different shapes.

B. A pupil changes an explanation about floating after testing materials of different shapes. | Pupils investigate school water use and prepare a conservation plan.

C. Children note leaf colour, texture and shape without guessing causes. | Pupils investigate school water use and prepare a conservation plan.

D. A pupil changes an explanation about floating after testing materials of different shapes. | Groups comment on whether each poster supports its claims with evidence.

**Correct answer / सही उत्तर: B.** A pupil changes an explanation about floating after testing materials of different shapes. | Pupils investigate school water use and prepare a conservation plan.

**Explanation / व्याख्या**

Conceptual change / अवधारणात्मक परिवर्तन: Revising an existing explanation in light of relevant evidence. Application: A pupil changes an explanation about floating after testing materials of different shapes. Project-based learning / परियोजना आधारित अधिगम: Extended inquiry leading to a meaningful product or finding. Application: Pupils investigate school water use and prepare a conservation plan.

**MCQ 103 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Conceptual change / अवधारणात्मक परिवर्तन / Safety planning / सुरक्षा योजना)**

A. Safety planning / सुरक्षा योजना → Awareness and concern for relationships between people and their surroundings.

B. Conceptual change / अवधारणात्मक परिवर्तन → Revising an existing explanation in light of relevant evidence.

C. Conceptual change / अवधारणात्मक परिवर्तन → Anticipating and reducing risks before learning activities.

D. Environmental sensitivity / पर्यावरण संवेदनशीलता → The immediate natural and social setting used as a learning context.

**Correct answer / सही उत्तर: B.** Conceptual change / अवधारणात्मक परिवर्तन → Revising an existing explanation in light of relevant evidence.

**Explanation / व्याख्या**

Conceptual change / अवधारणात्मक परिवर्तन: Revising an existing explanation in light of relevant evidence. Application: A pupil changes an explanation about floating after testing materials of different shapes.

**MCQ 104 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Conceptual change / अवधारणात्मक परिवर्तन / Learning walk / अधिगम भ्रमण)**

A. Conceptual change / अवधारणात्मक परिवर्तन → A pupil changes an explanation about floating after testing materials of different shapes.

B. Conceptual change / अवधारणात्मक परिवर्तन → Children map traffic signs and public facilities near the school.

C. Learning walk / अधिगम भ्रमण → Pupils keep dated drawings, observation records and reflections.

D. Portfolio / पोर्टफोलियो → A water topic combines science, local geography and social practices.

**Correct answer / सही उत्तर: A.** Conceptual change / अवधारणात्मक परिवर्तन → A pupil changes an explanation about floating after testing materials of different shapes.

**Explanation / व्याख्या**

Conceptual change / अवधारणात्मक परिवर्तन: Revising an existing explanation in light of relevant evidence. Application: A pupil changes an explanation about floating after testing materials of different shapes.

**MCQ 105 • CORE PRACTICE · FORM 01**

**Identify the concept described: Learner-generated inquiries revealing interests and existing understanding.**

A. Questioning / प्रश्न करना

B. Textbook adaptation / पाठ्यपुस्तक अनुकूलन

C. Children's questions / बच्चों के प्रश्न

D. Interdisciplinary learning / अंतर्विषयी अधिगम

**Correct answer / सही उत्तर: C.** Children's questions / बच्चों के प्रश्न

**Explanation / व्याख्या**

Children's questions / बच्चों के प्रश्न: Learner-generated inquiries revealing interests and existing understanding. Application: A child asks why shadows change during the day.

**MCQ 106 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A child asks why shadows change during the day.**

A. Children's questions / बच्चों के प्रश्न

B. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

C. Qualitative assessment / गुणात्मक आकलन

D. Observation / अवलोकन

**Correct answer / सही उत्तर: A.** Children's questions / बच्चों के प्रश्न

**Explanation / व्याख्या**

Children's questions / बच्चों के प्रश्न: Learner-generated inquiries revealing interests and existing understanding. Application: A child asks why shadows change during the day.

MCQ 107 • CORE PRACTICE · FORM 03

**Which explanation best defines Children's questions / बच्चों के प्रश्न?**

A. Gathering ongoing evidence to support improved learning.

B. Materials, places or people selected to support meaningful exploration.

C. Learner-generated inquiries revealing interests and existing understanding.

D. Extended inquiry leading to a meaningful product or finding.

**Correct answer / सही उत्तर: C.** Learner-generated inquiries revealing interests and existing understanding.

**Explanation / व्याख्या**

Children's questions / बच्चों के प्रश्न: Learner-generated inquiries revealing interests and existing understanding. Application: A child asks why shadows change during the day.

MCQ 108 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Children's questions / बच्चों के प्रश्न?**

A. Pupils investigate school water use and prepare a conservation plan.

B. A child asks why shadows change during the day.

C. A water topic combines science, local geography and social practices.

D. Pupils plan how to care for common school resources respectfully.

**Correct answer / सही उत्तर: B.** A child asks why shadows change during the day.

**Explanation / व्याख्या**

Children's questions / बच्चों के प्रश्न: Learner-generated inquiries revealing interests and existing understanding. Application: A child asks why shadows change during the day.

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**MCQ 109 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Learner-generated inquiries revealing interests and existing understanding. (2) Evaluating learning at the end of a defined period.**

A. Summative assessment / संकलनात्मक आकलन | Children's questions / बच्चों के प्रश्न

B. Discussion method / चर्चा विधि | Summative assessment / संकलनात्मक आकलन

C. Children's questions / बच्चों के प्रश्न | Summative assessment / संकलनात्मक आकलन

D. Children's questions / बच्चों के प्रश्न | Field visit / क्षेत्र भ्रमण

**Correct answer / सही उत्तर: C.** Children's questions / बच्चों के प्रश्न | Summative assessment / संकलनात्मक आकलन

**Explanation / व्याख्या**

Children's questions / बच्चों के प्रश्न: Learner-generated inquiries revealing interests and existing understanding. Application: A child asks why shadows change during the day. Summative assessment / संकलनात्मक आकलन: Evaluating learning at the end of a defined period. Application: A final project evaluates understanding of the neighbourhood environment.

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**MCQ 110 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A child asks why shadows change during the day. (2) Pupils plan how to care for common school resources respectfully.**

A. Children's questions / बच्चों के प्रश्न | Measurement / मापन

B. Learning resources / अधिगम संसाधन | Responsible citizenship / जिम्मेदार नागरिकता

C. Children's questions / बच्चों के प्रश्न | Responsible citizenship / जिम्मेदार नागरिकता

D. Responsible citizenship / जिम्मेदार नागरिकता | Children's questions / बच्चों के प्रश्न

**Correct answer / सही उत्तर: C.** Children's questions / बच्चों के प्रश्न | Responsible citizenship / जिम्मेदार नागरिकता

**Explanation / व्याख्या**

Children's questions / बच्चों के प्रश्न: Learner-generated inquiries revealing interests and existing understanding. Application: A child asks why shadows change during the day. Responsible citizenship / जिम्मेदार नागरिकता: Developing understanding and action that support shared well-being. Application: Pupils plan how to care for common school resources respectfully.

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**MCQ 111 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Children's questions / बच्चों के प्रश्न and Textbook adaptation / पाठ्यपुस्तक अनुकूलन.**

A. Modifying a textbook task to suit local context and learner needs. | Learner-generated inquiries revealing interests and existing understanding.

B. Learner-generated inquiries revealing interests and existing understanding. | Modifying a textbook task to suit local context and learner needs.

C. Learner-generated inquiries revealing interests and existing understanding. | Anticipating and reducing risks before learning activities.

D. Using narratives to explore environmental or social ideas. | Modifying a textbook task to suit local context and learner needs.

**Correct answer / सही उत्तर: B.** Learner-generated inquiries revealing interests and existing understanding. | Modifying a textbook task to suit local context and learner needs.

**Explanation / व्याख्या**

Children's questions / बच्चों के प्रश्न: Learner-generated inquiries revealing interests and existing understanding. Application: A child asks why shadows change during the day. Textbook adaptation / पाठ्यपुस्तक अनुकूलन: Modifying a textbook task to suit local context and learner needs. Application: A coastal example is supplemented with an accessible local river example.

**MCQ 112 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Children's questions / बच्चों के प्रश्न and Classification / वर्गीकरण.**

A. Pupils group collected leaves by their margins. | A child asks why shadows change during the day.

B. A child asks why shadows change during the day. | Pupils group collected leaves by their margins.

C. A child asks why shadows change during the day. | The teacher links several sessions about food, sources and nutrition.

D. A teacher checks safe routes and supervision before a field visit. | Pupils group collected leaves by their margins.

**Correct answer / सही उत्तर: B.** A child asks why shadows change during the day. | Pupils group collected leaves by their margins.

**Explanation / व्याख्या**

Children's questions / बच्चों के प्रश्न: Learner-generated inquiries revealing interests and existing understanding. Application: A child asks why shadows change during the day. Classification / वर्गीकरण: Grouping items according to selected characteristics. Application: Pupils group collected leaves by their margins.

**MCQ 113 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Children's questions / बच्चों के प्रश्न / Integrated curriculum / एकीकृत पाठ्यचर्या)**

A. Children's questions / बच्चों के प्रश्न → Learner-generated inquiries revealing interests and existing understanding.

B. Children's questions / बच्चों के प्रश्न → Connecting ideas from multiple disciplines around meaningful contexts.

C. Integrated curriculum / एकीकृत पाठ्यचर्या → An organised plan linking goals, activities, resources and assessment.

D. Lesson plan / पाठ योजना → Examining textbook representations, assumptions and questions thoughtfully.

**Correct answer / सही उत्तर: A.** Children's questions / बच्चों के प्रश्न → Learner-generated inquiries revealing interests and existing understanding.

**Explanation / व्याख्या**

Children's questions / बच्चों के प्रश्न: Learner-generated inquiries revealing interests and existing understanding. Application: A child asks why shadows change during the day.

MCQ 114 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Children's questions / बच्चों के प्रश्न / Learning resources / अधिगम संसाधन)**

A. Children's questions / बच्चों के प्रश्न → A child asks why shadows change during the day.

B. Children's questions / बच्चों के प्रश्न → Children use local maps and photographs to study their neighbourhood.

C. Learning outcome / अधिगम प्रतिफल → Children analyse a story about a family facing water shortages.

D. Learning resources / अधिगम संसाधन → Pupils can describe two ways of saving water at home.

**Correct answer / सही उत्तर: A.** Children's questions / बच्चों के प्रश्न → A child asks why shadows change during the day.

**Explanation / व्याख्या**

Children's questions / बच्चों के प्रश्न: Learner-generated inquiries revealing interests and existing understanding. Application: A child asks why shadows change during the day.

MCQ 115 • CORE PRACTICE · FORM 01

**Identify the concept described: Comparing explanations against observations and reasons.**

A. Comparing / तुलना करना

B. Evidence-based discussion / साक्ष्य आधारित चर्चा

C. Discussion method / चर्चा विधि

D. Learning resources / अधिगम संसाधन

**Correct answer / सही उत्तर: B.** Evidence-based discussion / साक्ष्य आधारित चर्चा

**Explanation / व्याख्या**

Evidence-based discussion / साक्ष्य आधारित चर्चा: Comparing explanations against observations and reasons. Application: Groups compare results of their seed experiment before making a claim.

**MCQ 116 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Groups compare results of their seed experiment before making a claim.**

A. Observation checklist / अवलोकन जाँच सूची

B. Story-based teaching / कहानी आधारित शिक्षण

C. Evidence-based discussion / साक्ष्य आधारित चर्चा

D. Supplementary resource / पूरक संसाधन

**Correct answer / सही उत्तर: C.** Evidence-based discussion / साक्ष्य आधारित चर्चा

**Explanation / व्याख्या**

Evidence-based discussion / साक्ष्य आधारित चर्चा: Comparing explanations against observations and reasons. Application: Groups compare results of their seed experiment before making a claim.

**MCQ 117 • CORE PRACTICE · FORM 03**

**Which explanation best defines Evidence-based discussion / साक्ष्य आधारित चर्चा?**

A. Modifying a textbook task to suit local context and learner needs.

B. Noticing and recording relevant features using senses or tools.

C. Comparing explanations against observations and reasons.

D. A collection of learning evidence showing progress across time.

**Correct answer / सही उत्तर: C.** Comparing explanations against observations and reasons.

**Explanation / व्याख्या**

Evidence-based discussion / साक्ष्य आधारित चर्चा: Comparing explanations against observations and reasons. Application: Groups compare results of their seed experiment before making a claim.

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MCQ 118 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Evidence-based discussion / साक्ष्य आधारित चर्चा?**

A. A child uses a measuring cup to compare water volumes.

B. Pupils keep dated drawings, observation records and reflections.

C. Children use maps and plant observations to study their surroundings.

D. Groups compare results of their seed experiment before making a claim.

**Correct answer / सही उत्तर: D.** Groups compare results of their seed experiment before making a claim.

**Explanation / व्याख्या**

Evidence-based discussion / साक्ष्य आधारित चर्चा: Comparing explanations against observations and reasons. Application: Groups compare results of their seed experiment before making a claim.

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**MCQ 119 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Comparing explanations against observations and reasons. (2) Evaluating learning at the end of a defined period.**

A. Evidence-based discussion / साक्ष्य आधारित चर्चा | Interdisciplinary learning / अंतर्विषयी अधिगम

B. Story-based teaching / कहानी आधारित शिक्षण | Summative assessment / संकलनात्मक आकलन

C. Summative assessment / संकलनात्मक आकलन | Evidence-based discussion / साक्ष्य आधारित चर्चा

D. Evidence-based discussion / साक्ष्य आधारित चर्चा | Summative assessment / संकलनात्मक आकलन

**Correct answer / सही उत्तर: D.** Evidence-based discussion / साक्ष्य आधारित चर्चा | Summative assessment / संकलनात्मक आकलन

**Explanation / व्याख्या**

Evidence-based discussion / साक्ष्य आधारित चर्चा: Comparing explanations against observations and reasons. Application: Groups compare results of their seed experiment before making a claim. Summative assessment / संकलनात्मक आकलन: Evaluating learning at the end of a defined period. Application: A final project evaluates understanding of the neighbourhood environment.

**MCQ 120 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Groups compare results of their seed experiment before making a claim. (2) Children map traffic signs and public facilities near the school.**

A. Evidence-based discussion / साक्ष्य आधारित चर्चा | Learning walk / अधिगम भ्रमण

B. Evidence-based discussion / साक्ष्य आधारित चर्चा | Qualitative assessment / गुणात्मक आकलन

C. Environmental sensitivity / पर्यावरण संवेदनशीलता | Learning walk / अधिगम भ्रमण

D. Learning walk / अधिगम भ्रमण | Evidence-based discussion / साक्ष्य आधारित चर्चा

**Correct answer / सही उत्तर: A.** Evidence-based discussion / साक्ष्य आधारित चर्चा | Learning walk / अधिगम भ्रमण

**Explanation / व्याख्या**

Evidence-based discussion / साक्ष्य आधारित चर्चा: Comparing explanations against observations and reasons. Application: Groups compare results of their seed experiment before making a claim. Learning walk / अधिगम भ्रमण: A short planned walk designed around specific observations. Application: Children map traffic signs and public facilities near the school.

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**MCQ 121 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Evidence-based discussion / साक्ष्य आधारित चर्चा and Fair testing / निष्पक्ष परीक्षण.**

A. Comparing explanations against observations and reasons. | Keeping relevant conditions comparable while investigating one factor.

B. Evaluating learning at the end of a defined period. | Keeping relevant conditions comparable while investigating one factor.

C. Comparing explanations against observations and reasons. | A specific observable demonstration of expected learning.

D. Keeping relevant conditions comparable while investigating one factor. | Comparing explanations against observations and reasons.

**Correct answer / सही उत्तर: A.** Comparing explanations against observations and reasons. | Keeping relevant conditions comparable while investigating one factor.

**Explanation / व्याख्या**

Evidence-based discussion / साक्ष्य आधारित चर्चा: Comparing explanations against observations and reasons. Application: Groups compare results of their seed experiment before making a claim. Fair testing / निष्पक्ष परीक्षण: Keeping relevant conditions comparable while investigating one factor. Application: Groups use similar containers and soil while varying light exposure.

**MCQ 122 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Evidence-based discussion / साक्ष्य आधारित चर्चा and Responsible citizenship / जिम्मेदार नागरिकता.**

A. Groups compare results of their seed experiment before making a claim. | Pupils plan how to care for common school resources respectfully.

B. Groups compare results of their seed experiment before making a claim. | Children map traffic signs and public facilities near the school.

C. Pupils plan how to care for common school resources respectfully. | Groups compare results of their seed experiment before making a claim.

D. A lesson about a garden includes observation, cooperation and care for living things. | Pupils plan how to care for common school resources respectfully.

**Correct answer / सही उत्तर: A.** Groups compare results of their seed experiment before making a claim. | Pupils plan how to care for common school resources respectfully.

**Explanation / व्याख्या**

Evidence-based discussion / साक्ष्य आधारित चर्चा: Comparing explanations against observations and reasons. Application: Groups compare results of their seed experiment before making a claim. Responsible citizenship / जिम्मेदार नागरिकता: Developing understanding and action that support shared well-being. Application: Pupils plan how to care for common school resources respectfully.

**MCQ 123 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Evidence-based discussion / साक्ष्य आधारित चर्चा / Safety planning / सुरक्षा योजना)**

A. Evidence-based discussion / साक्ष्य आधारित चर्चा → Anticipating and reducing risks before learning activities.

B. Safety planning / सुरक्षा योजना → An additional material used to extend or clarify textbook learning.

C. Supplementary resource / पूरक संसाधन → Developing understanding through direct experience and reflection.

D. Evidence-based discussion / साक्ष्य आधारित चर्चा → Comparing explanations against observations and reasons.

**Correct answer / सही उत्तर: D.** Evidence-based discussion / साक्ष्य आधारित चर्चा → Comparing explanations against observations and reasons.

**Explanation / व्याख्या**

Evidence-based discussion / साक्ष्य आधारित चर्चा: Comparing explanations against observations and reasons. Application: Groups compare results of their seed experiment before making a claim.

MCQ 124 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Evidence-based discussion / साक्ष्य आधारित चर्चा / Communication / संप्रेषण)**

A. Evidence-based discussion / साक्ष्य आधारित चर्चा → Groups compare results of their seed experiment before making a claim.

B. Responsible citizenship / जिम्मेदार नागरिकता → A class debates ways of keeping a shared playground clean.

C. Communication / संप्रेषण → Pupils plan how to care for common school resources respectfully.

D. Evidence-based discussion / साक्ष्य आधारित चर्चा → A group presents its observations of germination using a labelled chart.

**Correct answer / सही उत्तर: A.** Evidence-based discussion / साक्ष्य आधारित चर्चा → Groups compare results of their seed experiment before making a claim.

**Explanation / व्याख्या**

Evidence-based discussion / साक्ष्य आधारित चर्चा: Comparing explanations against observations and reasons. Application: Groups compare results of their seed experiment before making a claim.

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 02.01

**Explain Constructivism / रचनावाद and give one classroom example.**

**Model answer:** The view that learners actively build understanding from experiences and ideas. Children explain their current ideas about shadows and test them.

**REVISION 02.02**

**Explain Alternate conception / वैकल्पिक अवधारणा and give one classroom example.**

**Model answer:** A learner's existing explanation that differs from accepted disciplinary understanding. A child believes all heavy objects sink regardless of their shape.

**REVISION 02.03**

**Explain Elicitation / पूर्वविचार जानना and give one classroom example.**

**Model answer:** Finding out learners' existing ideas before or during instruction. A teacher asks pupils to draw where they think rain comes from.

**REVISION 02.04**

**Explain Conceptual change / अवधारणात्मक परिवर्तन and give one classroom example.**

**Model answer:** Revising an existing explanation in light of relevant evidence. A pupil changes an explanation about floating after testing materials of different shapes.

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**REVISION 02.05**

**Explain Children's questions / बच्चों के प्रश्न and give one classroom example.**

**Model answer:** Learner-generated inquiries revealing interests and existing understanding. A child asks why shadows change during the day.

**REVISION 02.06**

**Explain Evidence-based discussion / साक्ष्य आधारित चर्चा and give one classroom example.**

**Model answer:** Comparing explanations against observations and reasons. Groups compare results of their seed experiment before making a claim.

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CHAPTER 03 • 62 MCQs • 6 REVISION PROMPTS

# Teaching Learning in TWAU

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Experiential learning / अनुभवात्मक अधिगम

Developing understanding through direct experience and reflection.

**Classroom example:** Children observe compost over several days and discuss changes.

### Inquiry-based learning / अन्वेषण आधारित अधिगम

Investigating questions through evidence and reasoning.

**Classroom example:** Pupils investigate why some parts of the playground stay wet longer.

### Field visit / क्षेत्र भ्रमण

A planned learning experience outside the classroom.

**Classroom example:** A class visits a local pond to observe its uses and living organisms.

### Project-based learning / परियोजना आधारित अधिगम

Extended inquiry leading to a meaningful product or finding.

**Classroom example:** Pupils investigate school water use and prepare a conservation plan.

### Discussion method / चर्चा विधि

Learning through purposeful exchange of ideas and reasons.

**Classroom example:** A class debates ways of keeping a shared playground clean.

**Story-based teaching / कहानी आधारित शिक्षण**

Using narratives to explore environmental or social ideas.

**Classroom example:** Children analyse a story about a family facing water shortages.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

**MCQ 125 • NEW CLASSROOM APPLICATION**

### Which activity represents inquiry-based learning?

A. Teacher dictates results before the activity

B. No questions are allowed

C. Children copy a list of results without observation

D. Learners predict, test and explain which materials absorb water

**Correct answer / सही उत्तर: D.** Learners predict, test and explain which materials absorb water

**Explanation / व्याख्या**

Inquiry connects questions, evidence and explanations.

**MCQ 126 • NEW CLASSROOM APPLICATION**

### For a neighbourhood study, what is appropriate?

A. Plan a supervised walk with observation tasks and safety arrangements

B. Use private personal data without consent

C. Avoid all discussion of observations

D. Send children alone to unknown places

**Correct answer / सही उत्तर: A.** Plan a supervised walk with observation tasks and safety arrangements

**Explanation / व्याख्या**

Structured safe field experiences link learning with real contexts.

## Core question bank

Ten related practice formats; core concepts recur for revision.

**MCQ 127 • CORE PRACTICE · FORM 01**

**Identify the concept described: Developing understanding through direct experience and reflection.**

A. Measurement / मापन

B. Elicitation / पूर्वविचार जानना

C. Experiential learning / अनुभवात्मक अधिगम

D. Observation checklist / अवलोकन जाँच सूची

**Correct answer / सही उत्तर: C.** Experiential learning / अनुभवात्मक अधिगम

**Explanation / व्याख्या**

Experiential learning / अनुभवात्मक अधिगम: Developing understanding through direct experience and reflection. Application: Children observe compost over several days and discuss changes.

**MCQ 128 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Children observe compost over several days and discuss changes.**

A. Learning outcome / अधिगम प्रतिफल

B. Experiential learning / अनुभवात्मक अधिगम

C. Evidence-based discussion / साक्ष्य आधारित चर्चा

D. Measurement / मापन

**Correct answer / सही उत्तर: B.** Experiential learning / अनुभवात्मक अधिगम

**Explanation / व्याख्या**

Experiential learning / अनुभवात्मक अधिगम: Developing understanding through direct experience and reflection. Application: Children observe compost over several days and discuss changes.

MCQ 129 • CORE PRACTICE · FORM 03

**Which explanation best defines Experiential learning / अनुभवात्मक अधिगम?**

A. The learning purpose behind a textbook activity or representation.

B. Preserving observations in a consistent written or visual form.

C. The view that learners actively build understanding from experiences and ideas.

D. Developing understanding through direct experience and reflection.

**Correct answer / सही उत्तर: D.** Developing understanding through direct experience and reflection.

**Explanation / व्याख्या**

Experiential learning / अनुभवात्मक अधिगम: Developing understanding through direct experience and reflection. Application: Children observe compost over several days and discuss changes.

MCQ 130 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Experiential learning / अनुभवात्मक अधिगम?**

A. A gardener explains local methods of conserving water.

B. Children observe compost over several days and discuss changes.

C. Pupils explore their neighbourhood's trees, shops and transport.

D. Children ask which conditions affect how seeds grow.

**Correct answer / सही उत्तर: B.** Children observe compost over several days and discuss changes.

**Explanation / व्याख्या**

Experiential learning / अनुभवात्मक अधिगम: Developing understanding through direct experience and reflection. Application: Children observe compost over several days and discuss changes.

**MCQ 131 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Developing understanding through direct experience and reflection. (2) The learning purpose behind a textbook activity or representation.**

A. Safety planning / सुरक्षा योजना | Pedagogical intent / शिक्षण उद्देश्य

B. Experiential learning / अनुभवात्मक अधिगम | Responsible citizenship / जिम्मेदार नागरिकता

C. Experiential learning / अनुभवात्मक अधिगम | Pedagogical intent / शिक्षण उद्देश्य

D. Pedagogical intent / शिक्षण उद्देश्य | Experiential learning / अनुभवात्मक अधिगम

**Correct answer / सही उत्तर: C.** Experiential learning / अनुभवात्मक अधिगम | Pedagogical intent / शिक्षण उद्देश्य

**Explanation / व्याख्या**

Experiential learning / अनुभवात्मक अधिगम: Developing understanding through direct experience and reflection. Application: Children observe compost over several days and discuss changes. Pedagogical intent / शिक्षण उद्देश्य: The learning purpose behind a textbook activity or representation. Application: A teacher identifies why a textbook asks pupils to interview elders.

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**MCQ 132 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Children observe compost over several days and discuss changes. (2) Pupils group collected leaves by their margins.**

A. Classification / वर्गीकरण | Experiential learning / अनुभवात्मक अधिगम

B. Experiential learning / अनुभवात्मक अधिगम | Classification / वर्गीकरण

C. Observation checklist / अवलोकन जाँच सूची | Classification / वर्गीकरण

D. Experiential learning / अनुभवात्मक अधिगम | Learning outcome / अधिगम प्रतिफल

**Correct answer / सही उत्तर: B.** Experiential learning / अनुभवात्मक अधिगम | Classification / वर्गीकरण

**Explanation / व्याख्या**

Experiential learning / अनुभवात्मक अधिगम: Developing understanding through direct experience and reflection. Application: Children observe compost over several days and discuss changes. Classification / वर्गीकरण: Grouping items according to selected characteristics. Application: Pupils group collected leaves by their margins.

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**MCQ 133 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Experiential learning / अनुभवात्मक अधिगम and Classification / वर्गीकरण.**

A. Grouping items according to selected characteristics. | Developing understanding through direct experience and reflection.

B. Developing understanding through direct experience and reflection. | A specific observable demonstration of expected learning.

C. Connecting knowledge, skills, values and experiences rather than treating them as isolated parts. | Grouping items according to selected characteristics.

D. Developing understanding through direct experience and reflection. | Grouping items according to selected characteristics.

**Correct answer / सही उत्तर: D.** Developing understanding through direct experience and reflection. | Grouping items according to selected characteristics.

**Explanation / व्याख्या**

Experiential learning / अनुभवात्मक अधिगम: Developing understanding through direct experience and reflection. Application: Children observe compost over several days and discuss changes. Classification / वर्गीकरण: Grouping items according to selected characteristics. Application: Pupils group collected leaves by their margins.

**MCQ 134 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Experiential learning / अनुभवात्मक अधिगम and Constructivism / रचनावाद.**

A. Children explain their current ideas about shadows and test them. | Children observe compost over several days and discuss changes.

B. Children observe compost over several days and discuss changes. | Children explain their current ideas about shadows and test them.

C. Children observe compost over several days and discuss changes. | Children describe how their families store food before investigating preservation.

D. A group presents its observations of germination using a labelled chart. | Children explain their current ideas about shadows and test them.

**Correct answer / सही उत्तर: B.** Children observe compost over several days and discuss changes. | Children explain their current ideas about shadows and test them.

**Explanation / व्याख्या**

Experiential learning / अनुभवात्मक अधिगम: Developing understanding through direct experience and reflection. Application: Children observe compost over several days and discuss changes. Constructivism / रचनावाद: The view that learners actively build understanding from experiences and ideas. Application: Children explain their current ideas about shadows and test them.

**MCQ 135 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Experiential learning / अनुभवात्मक अधिगम / Community participation / समुदाय सहभागिता)**

A. Experiential learning / अनुभवात्मक अधिगम → Engaging local people and their knowledge in learning experiences.

B. Unit plan / इकाई योजना → Revising an existing explanation in light of relevant evidence.

C. Community participation / समुदाय सहभागिता → A coherent sequence of lessons organised around learning goals.

D. Experiential learning / अनुभवात्मक अधिगम → Developing understanding through direct experience and reflection.

**Correct answer / सही उत्तर: D.** Experiential learning / अनुभवात्मक अधिगम → Developing understanding through direct experience and reflection.

**Explanation / व्याख्या**

Experiential learning / अनुभवात्मक अधिगम: Developing understanding through direct experience and reflection. Application: Children observe compost over several days and discuss changes.

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MCQ 136 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Experiential learning / अनुभवात्मक अधिगम / Social environment / सामाजिक परिवेश)**

A. Observation checklist / अवलोकन जाँच सूची → Pupils notice whose occupations are shown in a picture and discuss missing examples.

B. Social environment / सामाजिक परिवेश → A teacher notes whether pupils classify objects using a consistent property.

C. Experiential learning / अनुभवात्मक अधिगम → Pupils investigate how local workers contribute to community life.

D. Experiential learning / अनुभवात्मक अधिगम → Children observe compost over several days and discuss changes.

**Correct answer / सही उत्तर: D.** Experiential learning / अनुभवात्मक अधिगम → Children observe compost over several days and discuss changes.

**Explanation / व्याख्या**

Experiential learning / अनुभवात्मक अधिगम: Developing understanding through direct experience and reflection. Application: Children observe compost over several days and discuss changes.

MCQ 137 • CORE PRACTICE · FORM 01

**Identify the concept described: Investigating questions through evidence and reasoning.**

A. Elicitation / पूर्वविचार जानना

B. Inquiry-based learning / अन्वेषण आधारित अधिगम

C. Lesson plan / पाठ योजना

D. Qualitative assessment / गुणात्मक आकलन

**Correct answer / सही उत्तर: B.** Inquiry-based learning / अन्वेषण आधारित अधिगम

**Explanation / व्याख्या**

Inquiry-based learning / अन्वेषण आधारित अधिगम: Investigating questions through evidence and reasoning. Application: Pupils investigate why some parts of the playground stay wet longer.

**MCQ 138 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Pupils investigate why some parts of the playground stay wet longer.**

A. Learning outcome / अधिगम प्रतिफल

B. Constructivism / रचनावाद

C. Curriculum integration / पाठ्यचर्या एकीकरण

D. Inquiry-based learning / अन्वेषण आधारित अधिगम

**Correct answer / सही उत्तर: D.** Inquiry-based learning / अन्वेषण आधारित अधिगम

**Explanation / व्याख्या**

Inquiry-based learning / अन्वेषण आधारित अधिगम: Investigating questions through evidence and reasoning. Application: Pupils investigate why some parts of the playground stay wet longer.

**MCQ 139 • CORE PRACTICE · FORM 03**

**Which explanation best defines Inquiry-based learning / अन्वेषण आधारित अधिगम?**

A. Identifying similarities and differences using relevant attributes.

B. Using perspectives from different subject areas to understand an issue.

C. Learner-generated inquiries revealing interests and existing understanding.

D. Investigating questions through evidence and reasoning.

**Correct answer / सही उत्तर: D.** Investigating questions through evidence and reasoning.

**Explanation / व्याख्या**

Inquiry-based learning / अन्वेषण आधारित अधिगम: Investigating questions through evidence and reasoning. Application: Pupils investigate why some parts of the playground stay wet longer.

MCQ 140 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Inquiry-based learning / अन्वेषण आधारित अधिगम?**

A. Pupils plan how to care for common school resources respectfully.

B. A coastal example is supplemented with an accessible local river example.

C. After seeing wet footprints, a child infers someone recently walked there.

D. Pupils investigate why some parts of the playground stay wet longer.

**Correct answer / सही उत्तर: D.** Pupils investigate why some parts of the playground stay wet longer.

**Explanation / व्याख्या**

Inquiry-based learning / अन्वेषण आधारित अधिगम: Investigating questions through evidence and reasoning. Application: Pupils investigate why some parts of the playground stay wet longer.

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**MCQ 141 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Investigating questions through evidence and reasoning. (2) Connecting environmental and social learning with other areas of primary education.**

A. Qualitative assessment / गुणात्मक आकलन | Curriculum integration / पाठ्यचर्या एकीकरण

B. Curriculum integration / पाठ्यचर्या एकीकरण | Inquiry-based learning / अन्वेषण आधारित अधिगम

C. Inquiry-based learning / अन्वेषण आधारित अधिगम | Curriculum integration / पाठ्यचर्या एकीकरण

D. Inquiry-based learning / अन्वेषण आधारित अधिगम | Elicitation / पूर्वविचार जानना

**Correct answer / सही उत्तर: C.** Inquiry-based learning / अन्वेषण आधारित अधिगम | Curriculum integration / पाठ्यचर्या एकीकरण

**Explanation / व्याख्या**

Inquiry-based learning / अन्वेषण आधारित अधिगम: Investigating questions through evidence and reasoning. Application: Pupils investigate why some parts of the playground stay wet longer. Curriculum integration / पाठ्यचर्या एकीकरण: Connecting environmental and social learning with other areas of primary education. Application: Children combine map reading, measurement and local interviews in one unit.

**MCQ 142 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Pupils investigate why some parts of the playground stay wet longer. (2) Children explain their current ideas about shadows and test them.**

A. Constructivism / रचनावाद | Inquiry-based learning / अन्वेषण आधारित अधिगम

B. Safety planning / सुरक्षा योजना | Constructivism / रचनावाद

C. Inquiry-based learning / अन्वेषण आधारित अधिगम | Qualitative assessment / गुणात्मक आकलन

D. Inquiry-based learning / अन्वेषण आधारित अधिगम | Constructivism / रचनावाद

**Correct answer / सही उत्तर: D.** Inquiry-based learning / अन्वेषण आधारित अधिगम | Constructivism / रचनावाद

**Explanation / व्याख्या**

Inquiry-based learning / अन्वेषण आधारित अधिगम: Investigating questions through evidence and reasoning. Application: Pupils investigate why some parts of the playground stay wet longer. Constructivism / रचनावाद: The view that learners actively build understanding from experiences and ideas. Application: Children explain their current ideas about shadows and test them.

**MCQ 143 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Inquiry-based learning / अन्वेषण आधारित अधिगम and Responsible citizenship / जिम्मेदार नागरिकता.**

A. Investigating questions through evidence and reasoning. | Anticipating and reducing risks before learning activities.

B. Learner-generated inquiries revealing interests and existing understanding. | Developing understanding and action that support shared well-being.

C. Investigating questions through evidence and reasoning. | Developing understanding and action that support shared well-being.

D. Developing understanding and action that support shared well-being. | Investigating questions through evidence and reasoning.

**Correct answer / सही उत्तर: C.** Investigating questions through evidence and reasoning. | Developing understanding and action that support shared well-being.

**Explanation / व्याख्या**

Inquiry-based learning / अन्वेषण आधारित अधिगम: Investigating questions through evidence and reasoning. Application: Pupils investigate why some parts of the playground stay wet longer. Responsible citizenship / जिम्मेदार नागरिकता: Developing understanding and action that support shared well-being. Application: Pupils plan how to care for common school resources respectfully.

**MCQ 144 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Inquiry-based learning / अन्वेषण आधारित अधिगम and Social environment / सामाजिक परिवेश.**

A. Pupils investigate why some parts of the playground stay wet longer. | Children explain their current ideas about shadows and test them.

B. A teacher identifies why a textbook asks pupils to interview elders. | Pupils investigate how local workers contribute to community life.

C. Pupils investigate how local workers contribute to community life. | Pupils investigate why some parts of the playground stay wet longer.

D. Pupils investigate why some parts of the playground stay wet longer. | Pupils investigate how local workers contribute to community life.

**Correct answer / सही उत्तर: D.** Pupils investigate why some parts of the playground stay wet longer. | Pupils investigate how local workers contribute to community life.

**Explanation / व्याख्या**

Inquiry-based learning / अन्वेषण आधारित अधिगम: Investigating questions through evidence and reasoning. Application: Pupils investigate why some parts of the playground stay wet longer. Social environment / सामाजिक परिवेश: The people, institutions and relationships around learners. Application: Pupils investigate how local workers contribute to community life.

MCQ 145 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Inquiry-based learning / अन्वेषण आधारित अधिगम / Children's questions / बच्चों के प्रश्न)**

A. Inquiry-based learning / अन्वेषण आधारित अधिगम → Investigating questions through evidence and reasoning.

B. Children's questions / बच्चों के प्रश्न → Grouping items according to selected characteristics.

C. Classification / वर्गीकरण → Keeping relevant conditions comparable while investigating one factor.

D. Inquiry-based learning / अन्वेषण आधारित अधिगम → Learner-generated inquiries revealing interests and existing understanding.

**Correct answer / सही उत्तर: A.** Inquiry-based learning / अन्वेषण आधारित अधिगम → Investigating questions through evidence and reasoning.

**Explanation / व्याख्या**

Inquiry-based learning / अन्वेषण आधारित अधिगम: Investigating questions through evidence and reasoning. Application: Pupils investigate why some parts of the playground stay wet longer.

MCQ 146 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Inquiry-based learning / अन्वेषण आधारित अधिगम / Safety planning / सुरक्षा योजना)**

A. Safety planning / सुरक्षा योजना → A teacher identifies why a textbook asks pupils to interview elders.

B. Pedagogical intent / शिक्षण उद्देश्य → Pupils keep dated drawings, observation records and reflections.

C. Inquiry-based learning / अन्वेषण आधारित अधिगम → Pupils investigate why some parts of the playground stay wet longer.

D. Inquiry-based learning / अन्वेषण आधारित अधिगम → A teacher checks safe routes and supervision before a field visit.

**Correct answer / सही उत्तर: C.** Inquiry-based learning / अन्वेषण आधारित अधिगम → Pupils investigate why some parts of the playground stay wet longer.

**Explanation / व्याख्या**

Inquiry-based learning / अन्वेषण आधारित अधिगम: Investigating questions through evidence and reasoning. Application: Pupils investigate why some parts of the playground stay wet longer.

MCQ 147 • CORE PRACTICE · FORM 01

**Identify the concept described: A planned learning experience outside the classroom.**

A. Formative assessment / निर्माणात्मक आकलन

B. Field visit / क्षेत्र भ्रमण

C. Comparing / तुलना करना

D. Measurement / मापन

**Correct answer / सही उत्तर: B.** Field visit / क्षेत्र भ्रमण

**Explanation / व्याख्या**

Field visit / क्षेत्र भ्रमण: A planned learning experience outside the classroom. Application: A class visits a local pond to observe its uses and living organisms.

**MCQ 148 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A class visits a local pond to observe its uses and living organisms.**

A. Field visit / क्षेत्र भ्रमण

B. Curriculum integration / पाठ्यचर्या एकीकरण

C. Local environment / स्थानीय परिवेश

D. Comparing / तुलना करना

**Correct answer / सही उत्तर: A.** Field visit / क्षेत्र भ्रमण

**Explanation / व्याख्या**

Field visit / क्षेत्र भ्रमण: A planned learning experience outside the classroom. Application: A class visits a local pond to observe its uses and living organisms.

**MCQ 149 • CORE PRACTICE · FORM 03**

**Which explanation best defines Field visit / क्षेत्र भ्रमण?**

A. Noticing and recording relevant features using senses or tools.

B. A planned learning experience outside the classroom.

C. An organised plan linking goals, activities, resources and assessment.

D. Connecting knowledge, skills, values and experiences rather than treating them as isolated parts.

**Correct answer / सही उत्तर: B.** A planned learning experience outside the classroom.

**Explanation / व्याख्या**

Field visit / क्षेत्र भ्रमण: A planned learning experience outside the classroom. Application: A class visits a local pond to observe its uses and living organisms.

MCQ 150 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Field visit / क्षेत्र भ्रमण?**

A. A child believes all heavy objects sink regardless of their shape.

B. A child asks why shadows change during the day.

C. A class visits a local pond to observe its uses and living organisms.

D. Pupils plan how to care for common school resources respectfully.

**Correct answer / सही उत्तर: C.** A class visits a local pond to observe its uses and living organisms.

**Explanation / व्याख्या**

Field visit / क्षेत्र भ्रमण: A planned learning experience outside the classroom. Application: A class visits a local pond to observe its uses and living organisms.

MCQ 151 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) A planned learning experience outside the classroom. (2) A learner's earlier encounters that can support new understanding.**

A. Children's questions / बच्चों के प्रश्न | Prior experience / पूर्व अनुभव

B. Field visit / क्षेत्र भ्रमण | Inference / निष्कर्षात्मक अनुमान

C. Field visit / क्षेत्र भ्रमण | Prior experience / पूर्व अनुभव

D. Prior experience / पूर्व अनुभव | Field visit / क्षेत्र भ्रमण

**Correct answer / सही उत्तर: C.** Field visit / क्षेत्र भ्रमण | Prior experience / पूर्व अनुभव

**Explanation / व्याख्या**

Field visit / क्षेत्र भ्रमण: A planned learning experience outside the classroom. Application: A class visits a local pond to observe its uses and living organisms. Prior experience / पूर्व अनुभव: A learner's earlier encounters that can support new understanding. Application: Children describe how their families store food before investigating preservation.

**MCQ 152 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A class visits a local pond to observe its uses and living organisms. (2) After seeing wet footprints, a child infers someone recently walked there.**

A. Field visit / क्षेत्र भ्रमण | Textbook adaptation / पाठ्यपुस्तक अनुकूलन

B. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन | Inference / निष्कर्षात्मक अनुमान

C. Inference / निष्कर्षात्मक अनुमान | Field visit / क्षेत्र भ्रमण

D. Field visit / क्षेत्र भ्रमण | Inference / निष्कर्षात्मक अनुमान

**Correct answer / सही उत्तर: D.** Field visit / क्षेत्र भ्रमण | Inference / निष्कर्षात्मक अनुमान

**Explanation / व्याख्या**

Field visit / क्षेत्र भ्रमण: A planned learning experience outside the classroom. Application: A class visits a local pond to observe its uses and living organisms. Inference / निष्कर्षात्मक अनुमान: Making an interpretation from observations and prior knowledge. Application: After seeing wet footprints, a child infers someone recently walked there.

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MCQ 153 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Field visit / क्षेत्र भ्रमण and Learning resources / अधिगम संसाधन.**

A. Materials, places or people selected to support meaningful exploration. | A planned learning experience outside the classroom.

B. A planned learning experience outside the classroom. | Materials, places or people selected to support meaningful exploration.

C. A planned learning experience outside the classroom. | Determining an attribute using an appropriate unit or instrument.

D. Identifying similarities and differences using relevant attributes. | Materials, places or people selected to support meaningful exploration.

**Correct answer / सही उत्तर: B.** A planned learning experience outside the classroom. | Materials, places or people selected to support meaningful exploration.

**Explanation / व्याख्या**

Field visit / क्षेत्र भ्रमण: A planned learning experience outside the classroom. Application: A class visits a local pond to observe its uses and living organisms. Learning resources / अधिगम संसाधन: Materials, places or people selected to support meaningful exploration. Application: Children use local maps and photographs to study their neighbourhood.

MCQ 154 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Field visit / क्षेत्र भ्रमण and Alternate conception / वैकल्पिक अवधारणा.**

A. A child believes all heavy objects sink regardless of their shape. | A class visits a local pond to observe its uses and living organisms.

B. A class visits a local pond to observe its uses and living organisms. | A child believes all heavy objects sink regardless of their shape.

C. Pupils investigate how local workers contribute to community life. | A child believes all heavy objects sink regardless of their shape.

D. A class visits a local pond to observe its uses and living organisms. | Pupils explore their neighbourhood's trees, shops and transport.

**Correct answer / सही उत्तर: B.** A class visits a local pond to observe its uses and living organisms. | A child believes all heavy objects sink regardless of their shape.

**Explanation / व्याख्या**

Field visit / क्षेत्र भ्रमण: A planned learning experience outside the classroom. Application: A class visits a local pond to observe its uses and living organisms. Alternate conception / वैकल्पिक अवधारणा: A learner's existing explanation that differs from accepted disciplinary understanding. Application: A child believes all heavy objects sink regardless of their shape.

**MCQ 155 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Field visit / क्षेत्र भ्रमण / Summative assessment / संकलनात्मक आकलन)**

A. Summative assessment / संकलनात्मक आकलन → A short planned walk designed around specific observations.

B. Field visit / क्षेत्र भ्रमण → A planned learning experience outside the classroom.

C. Learning walk / अधिगम भ्रमण → Sharing evidence, findings and explanations with others.

D. Field visit / क्षेत्र भ्रमण → Evaluating learning at the end of a defined period.

**Correct answer / सही उत्तर: B.** Field visit / क्षेत्र भ्रमण → A planned learning experience outside the classroom.

**Explanation / व्याख्या**

Field visit / क्षेत्र भ्रमण: A planned learning experience outside the classroom. Application: A class visits a local pond to observe its uses and living organisms.

**MCQ 156 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Field visit / क्षेत्र भ्रमण / Alternate conception / वैकल्पिक अवधारणा)**

A. Unit plan / इकाई योजना → Pupils can describe two ways of saving water at home.

B. Field visit / क्षेत्र भ्रमण → A class visits a local pond to observe its uses and living organisms.

C. Alternate conception / वैकल्पिक अवधारणा → The teacher links several sessions about food, sources and nutrition.

D. Field visit / क्षेत्र भ्रमण → A child believes all heavy objects sink regardless of their shape.

**Correct answer / सही उत्तर: B.** Field visit / क्षेत्र भ्रमण → A class visits a local pond to observe its uses and living organisms.

**Explanation / व्याख्या**

Field visit / क्षेत्र भ्रमण: A planned learning experience outside the classroom. Application: A class visits a local pond to observe its uses and living organisms.

**MCQ 157 • CORE PRACTICE · FORM 01**

**Identify the concept described: Extended inquiry leading to a meaningful product or finding.**

A. Project-based learning / परियोजना आधारित अधिगम

B. Elicitation / पूर्वविचार जानना

C. Supplementary resource / पूरक संसाधन

D. Local expert / स्थानीय विशेषज्ञ

**Correct answer / सही उत्तर: A.** Project-based learning / परियोजना आधारित अधिगम

**Explanation / व्याख्या**

Project-based learning / परियोजना आधारित अधिगम: Extended inquiry leading to a meaningful product or finding. Application: Pupils investigate school water use and prepare a conservation plan.

**MCQ 158 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Pupils investigate school water use and prepare a conservation plan.**

A. Learning outcome / अधिगम प्रतिफल

B. Project-based learning / परियोजना आधारित अधिगम

C. Alternate conception / वैकल्पिक अवधारणा

D. Portfolio / पोर्टफोलियो

**Correct answer / सही उत्तर: B.** Project-based learning / परियोजना आधारित अधिगम

**Explanation / व्याख्या**

Project-based learning / परियोजना आधारित अधिगम: Extended inquiry leading to a meaningful product or finding. Application: Pupils investigate school water use and prepare a conservation plan.

MCQ 159 • CORE PRACTICE · FORM 03

**Which explanation best defines Project-based learning / परियोजना आधारित अधिगम?**

A. Comparing explanations against observations and reasons.
B. A list of criteria for recording observed learning behaviours.
C. Extended inquiry leading to a meaningful product or finding.
D. Anticipating and reducing risks before learning activities.

**Correct answer / सही उत्तर: C.** Extended inquiry leading to a meaningful product or finding.

**Explanation / व्याख्या**

Project-based learning / परियोजना आधारित अधिगम: Extended inquiry leading to a meaningful product or finding. Application: Pupils investigate school water use and prepare a conservation plan.

MCQ 160 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Project-based learning / परियोजना आधारित अधिगम?**

A. Pupils investigate school water use and prepare a conservation plan.
B. A pupil changes an explanation about floating after testing materials of different shapes.
C. A final project evaluates understanding of the neighbourhood environment.
D. Children ask which conditions affect how seeds grow.

**Correct answer / सही उत्तर: A.** Pupils investigate school water use and prepare a conservation plan.

**Explanation / व्याख्या**

Project-based learning / परियोजना आधारित अधिगम: Extended inquiry leading to a meaningful product or finding. Application: Pupils investigate school water use and prepare a conservation plan.

**MCQ 161 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Extended inquiry leading to a meaningful product or finding. (2) Formulating investigable questions to guide exploration.**

A. Project-based learning / परियोजना आधारित अधिगम | Learning outcome / अधिगम प्रतिफल

B. Questioning / प्रश्न करना | Project-based learning / परियोजना आधारित अधिगम

C. Project-based learning / परियोजना आधारित अधिगम | Questioning / प्रश्न करना

D. Prior experience / पूर्व अनुभव | Questioning / प्रश्न करना

**Correct answer / सही उत्तर: C.** Project-based learning / परियोजना आधारित अधिगम | Questioning / प्रश्न करना

**Explanation / व्याख्या**

Project-based learning / परियोजना आधारित अधिगम: Extended inquiry leading to a meaningful product or finding. Application: Pupils investigate school water use and prepare a conservation plan. Questioning / प्रश्न करना: Formulating investigable questions to guide exploration. Application: Children ask which conditions affect how seeds grow.

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**MCQ 162 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Pupils investigate school water use and prepare a conservation plan. (2) Children map traffic signs and public facilities near the school.**

A. Learning walk / अधिगम भ्रमण | Project-based learning / परियोजना आधारित अधिगम

B. Project-based learning / परियोजना आधारित अधिगम | Learning walk / अधिगम भ्रमण

C. Summative assessment / संकलनात्मक आकलन | Learning walk / अधिगम भ्रमण

D. Project-based learning / परियोजना आधारित अधिगम | Observation / अवलोकन

**Correct answer / सही उत्तर: B.** Project-based learning / परियोजना आधारित अधिगम | Learning walk / अधिगम भ्रमण

**Explanation / व्याख्या**

Project-based learning / परियोजना आधारित अधिगम: Extended inquiry leading to a meaningful product or finding. Application: Pupils investigate school water use and prepare a conservation plan. Learning walk / अधिगम भ्रमण: A short planned walk designed around specific observations. Application: Children map traffic signs and public facilities near the school.

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MCQ 163 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Project-based learning / परियोजना आधारित अधिगम and Qualitative assessment / गुणात्मक आकलन.**

A. Using descriptive evidence about learning rather than marks alone. | Extended inquiry leading to a meaningful product or finding.

B. Extended inquiry leading to a meaningful product or finding. | Using descriptive evidence about learning rather than marks alone.

C. Anticipating and reducing risks before learning activities. | Using descriptive evidence about learning rather than marks alone.

D. Extended inquiry leading to a meaningful product or finding. | Developing understanding and action that support shared well-being.

**Correct answer / सही उत्तर: B.** Extended inquiry leading to a meaningful product or finding. | Using descriptive evidence about learning rather than marks alone.

**Explanation / व्याख्या**

Project-based learning / परियोजना आधारित अधिगम: Extended inquiry leading to a meaningful product or finding. Application: Pupils investigate school water use and prepare a conservation plan. Qualitative assessment / गुणात्मक आकलन: Using descriptive evidence about learning rather than marks alone. Application: A teacher describes a pupil's observation skills and suggests a next step.

**MCQ 164 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Project-based learning / परियोजना आधारित अधिगम and Textbook adaptation / पाठ्यपुस्तक अनुकूलन.**

A. Pupils investigate school water use and prepare a conservation plan. | Children compare two leaves by shape and vein pattern.

B. Children use local maps and photographs to study their neighbourhood. | A coastal example is supplemented with an accessible local river example.

C. A coastal example is supplemented with an accessible local river example. | Pupils investigate school water use and prepare a conservation plan.

D. Pupils investigate school water use and prepare a conservation plan. | A coastal example is supplemented with an accessible local river example.

**Correct answer / सही उत्तर: D.** Pupils investigate school water use and prepare a conservation plan. | A coastal example is supplemented with an accessible local river example.

**Explanation / व्याख्या**

Project-based learning / परियोजना आधारित अधिगम: Extended inquiry leading to a meaningful product or finding. Application: Pupils investigate school water use and prepare a conservation plan. Textbook adaptation / पाठ्यपुस्तक अनुकूलन: Modifying a textbook task to suit local context and learner needs. Application: A coastal example is supplemented with an accessible local river example.

MCQ 165 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Project-based learning / परियोजना आधारित अधिगम / Local expert / स्थानीय विशेषज्ञ)**

A. Project-based learning / परियोजना आधारित अधिगम → A person whose experience or knowledge can support contextual learning.

B. Learning outcome / अधिगम प्रतिफल → Determining an attribute using an appropriate unit or instrument.

C. Local expert / स्थानीय विशेषज्ञ → A specific observable demonstration of expected learning.

D. Project-based learning / परियोजना आधारित अधिगम → Extended inquiry leading to a meaningful product or finding.

**Correct answer / सही उत्तर: D.** Project-based learning / परियोजना आधारित अधिगम → Extended inquiry leading to a meaningful product or finding.

**Explanation / व्याख्या**

Project-based learning / परियोजना आधारित अधिगम: Extended inquiry leading to a meaningful product or finding. Application: Pupils investigate school water use and prepare a conservation plan.

**MCQ 166 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Project-based learning / परियोजना आधारित अधिगम / Questioning / प्रश्न करना)**

A. Project-based learning / परियोजना आधारित अधिगम → Children ask which conditions affect how seeds grow.

B. Observation checklist / अवलोकन जाँच सूची → A teacher describes a pupil's observation skills and suggests a next step.

C. Questioning / प्रश्न करना → A teacher notes whether pupils classify objects using a consistent property.

D. Project-based learning / परियोजना आधारित अधिगम → Pupils investigate school water use and prepare a conservation plan.

**Correct answer / सही उत्तर: D.** Project-based learning / परियोजना आधारित अधिगम → Pupils investigate school water use and prepare a conservation plan.

**Explanation / व्याख्या**

Project-based learning / परियोजना आधारित अधिगम: Extended inquiry leading to a meaningful product or finding. Application: Pupils investigate school water use and prepare a conservation plan.

**MCQ 167 • CORE PRACTICE · FORM 01**

**Identify the concept described: Learning through purposeful exchange of ideas and reasons.**

A. Discussion method / चर्चा विधि

B. Unit plan / इकाई योजना

C. Interdisciplinary learning / अंतर्विषयी अधिगम

D. Elicitation / पूर्वविचार जानना

**Correct answer / सही उत्तर: A.** Discussion method / चर्चा विधि

**Explanation / व्याख्या**

Discussion method / चर्चा विधि: Learning through purposeful exchange of ideas and reasons.
Application: A class debates ways of keeping a shared playground clean.

**MCQ 168 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A class debates ways of keeping a shared playground clean.**

A. Discussion method / चर्चा विधि

B. Learning resources / अधिगम संसाधन

C. Local expert / स्थानीय विशेषज्ञ

D. Peer assessment / सहपाठी आकलन

**Correct answer / सही उत्तर: A.** Discussion method / चर्चा विधि

**Explanation / व्याख्या**

Discussion method / चर्चा विधि: Learning through purposeful exchange of ideas and reasons.
Application: A class debates ways of keeping a shared playground clean.

MCQ 169 • CORE PRACTICE · FORM 03

**Which explanation best defines Discussion method / चर्चा विधि?**

A. Evaluating learning at the end of a defined period.

B. Preserving observations in a consistent written or visual form.

C. A list of criteria for recording observed learning behaviours.

D. Learning through purposeful exchange of ideas and reasons.

**Correct answer / सही उत्तर: D.** Learning through purposeful exchange of ideas and reasons.

**Explanation / व्याख्या**

Discussion method / चर्चा विधि: Learning through purposeful exchange of ideas and reasons.
Application: A class debates ways of keeping a shared playground clean.

MCQ 170 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Discussion method / चर्चा विधि?**

A. Pupils can describe two ways of saving water at home.

B. A potter describes clay preparation to pupils.

C. A class debates ways of keeping a shared playground clean.

D. A pupil changes an explanation about floating after testing materials of different shapes.

**Correct answer / सही उत्तर: C.** A class debates ways of keeping a shared playground clean.

**Explanation / व्याख्या**

Discussion method / चर्चा विधि: Learning through purposeful exchange of ideas and reasons.
Application: A class debates ways of keeping a shared playground clean.

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**MCQ 171 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Learning through purposeful exchange of ideas and reasons. (2) Finding out learners' existing ideas before or during instruction.**

A. Observation / अवलोकन | Elicitation / पूर्वविचार जानना

B. Discussion method / चर्चा विधि | Elicitation / पूर्वविचार जानना

C. Discussion method / चर्चा विधि | Comparing / तुलना करना

D. Elicitation / पूर्वविचार जानना | Discussion method / चर्चा विधि

**Correct answer / सही उत्तर: B.** Discussion method / चर्चा विधि | Elicitation / पूर्वविचार जानना

**Explanation / व्याख्या**

Discussion method / चर्चा विधि: Learning through purposeful exchange of ideas and reasons. Application: A class debates ways of keeping a shared playground clean. Elicitation / पूर्वविचार जानना: Finding out learners' existing ideas before or during instruction. Application: A teacher asks pupils to draw where they think rain comes from.

**MCQ 172 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A class debates ways of keeping a shared playground clean. (2) Children map traffic signs and public facilities near the school.**

A. Conceptual change / अवधारणात्मक परिवर्तन | Learning walk / अधिगम भ्रमण

B. Discussion method / चर्चा विधि | Learning walk / अधिगम भ्रमण

C. Discussion method / चर्चा विधि | Safety planning / सुरक्षा योजना

D. Learning walk / अधिगम भ्रमण | Discussion method / चर्चा विधि

**Correct answer / सही उत्तर: B.** Discussion method / चर्चा विधि | Learning walk / अधिगम भ्रमण

**Explanation / व्याख्या**

Discussion method / चर्चा विधि: Learning through purposeful exchange of ideas and reasons. Application: A class debates ways of keeping a shared playground clean. Learning walk / अधिगम भ्रमण: A short planned walk designed around specific observations. Application: Children map traffic signs and public facilities near the school.

MCQ 173 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Discussion method / चर्चा विधि and Prior experience / पूर्व अनुभव.**

A. A learner's earlier encounters that can support new understanding. | Learning through purposeful exchange of ideas and reasons.

B. Learning through purposeful exchange of ideas and reasons. | Using perspectives from different subject areas to understand an issue.

C. A list of criteria for recording observed learning behaviours. | A learner's earlier encounters that can support new understanding.

D. Learning through purposeful exchange of ideas and reasons. | A learner's earlier encounters that can support new understanding.

**Correct answer / सही उत्तर: D.** Learning through purposeful exchange of ideas and reasons. | A learner's earlier encounters that can support new understanding.

**Explanation / व्याख्या**

Discussion method / चर्चा विधि: Learning through purposeful exchange of ideas and reasons. Application: A class debates ways of keeping a shared playground clean. Prior experience / पूर्व अनुभव: A learner's earlier encounters that can support new understanding. Application: Children describe how their families store food before investigating preservation.

**MCQ 174 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Discussion method / चर्चा विधि and Communication / संप्रेषण.**

A. A child believes all heavy objects sink regardless of their shape. | A group presents its observations of germination using a labelled chart.

B. A class debates ways of keeping a shared playground clean. | A group presents its observations of germination using a labelled chart.

C. A group presents its observations of germination using a labelled chart. | A class debates ways of keeping a shared playground clean.

D. A class debates ways of keeping a shared playground clean. | Children use local maps and photographs to study their neighbourhood.

**Correct answer / सही उत्तर: B.** A class debates ways of keeping a shared playground clean. | A group presents its observations of germination using a labelled chart.

**Explanation / व्याख्या**

Discussion method / चर्चा विधि: Learning through purposeful exchange of ideas and reasons. Application: A class debates ways of keeping a shared playground clean. Communication / संप्रेषण: Sharing evidence, findings and explanations with others. Application: A group presents its observations of germination using a labelled chart.

**MCQ 175 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Discussion method / चर्चा विधि / Community participation / समुदाय सहभागिता)**

A. Community participation / समुदाय सहभागिता → Using descriptive evidence about learning rather than marks alone.

B. Discussion method / चर्चा विधि → Engaging local people and their knowledge in learning experiences.

C. Discussion method / चर्चा विधि → Learning through purposeful exchange of ideas and reasons.

D. Qualitative assessment / गुणात्मक आकलन → Modifying a textbook task to suit local context and learner needs.

**Correct answer / सही उत्तर: C.** Discussion method / चर्चा विधि → Learning through purposeful exchange of ideas and reasons.

**Explanation / व्याख्या**

Discussion method / चर्चा विधि: Learning through purposeful exchange of ideas and reasons.
Application: A class debates ways of keeping a shared playground clean.

MCQ 176 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Discussion method / चर्चा विधि / Environmental sensitivity / पर्यावरण संवेदनशीलता)**

A. Discussion method / चर्चा विधि → Children discuss ways to reduce waste in their school.

B. Environmental sensitivity / पर्यावरण संवेदनशीलता → Children explain their current ideas about shadows and test them.

C. Constructivism / रचनावाद → Pupils plan how to care for common school resources respectfully.

D. Discussion method / चर्चा विधि → A class debates ways of keeping a shared playground clean.

**Correct answer / सही उत्तर: D.** Discussion method / चर्चा विधि → A class debates ways of keeping a shared playground clean.

**Explanation / व्याख्या**

Discussion method / चर्चा विधि: Learning through purposeful exchange of ideas and reasons. Application: A class debates ways of keeping a shared playground clean.

MCQ 177 • CORE PRACTICE · FORM 01

**Identify the concept described: Using narratives to explore environmental or social ideas.**

A. Story-based teaching / कहानी आधारित शिक्षण

B. Observation / अवलोकन

C. Summative assessment / संकलनात्मक आकलन

D. Questioning / प्रश्न करना

**Correct answer / सही उत्तर: A.** Story-based teaching / कहानी आधारित शिक्षण

**Explanation / व्याख्या**

Story-based teaching / कहानी आधारित शिक्षण: Using narratives to explore environmental or social ideas. Application: Children analyse a story about a family facing water shortages.

**MCQ 178 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Children analyse a story about a family facing water shortages.**

A. Story-based teaching / कहानी आधारित शिक्षण

B. Summative assessment / संकलनात्मक आकलन

C. Alternate conception / वैकल्पिक अवधारणा

D. Observation / अवलोकन

**Correct answer / सही उत्तर: A.** Story-based teaching / कहानी आधारित शिक्षण

**Explanation / व्याख्या**

Story-based teaching / कहानी आधारित शिक्षण: Using narratives to explore environmental or social ideas. Application: Children analyse a story about a family facing water shortages.

**MCQ 179 • CORE PRACTICE · FORM 03**

**Which explanation best defines Story-based teaching / कहानी आधारित शिक्षण?**

A. Gathering ongoing evidence to support improved learning.

B. A collection of learning evidence showing progress across time.

C. Using narratives to explore environmental or social ideas.

D. Developing understanding and action that support shared well-being.

**Correct answer / सही उत्तर: C.** Using narratives to explore environmental or social ideas.

**Explanation / व्याख्या**

Story-based teaching / कहानी आधारित शिक्षण: Using narratives to explore environmental or social ideas. Application: Children analyse a story about a family facing water shortages.

**MCQ 180 • CORE PRACTICE · FORM 04**

**Which classroom example best demonstrates Story-based teaching / कहानी आधारित शिक्षण?**

A. Children use maps and plant observations to study their surroundings.

B. A teacher adds a local map to a chapter about directions.

C. The teacher links several sessions about food, sources and nutrition.

D. Children analyse a story about a family facing water shortages.

**Correct answer / सही उत्तर: D.** Children analyse a story about a family facing water shortages.

**Explanation / व्याख्या**

Story-based teaching / कहानी आधारित शिक्षण: Using narratives to explore environmental or social ideas. Application: Children analyse a story about a family facing water shortages.

**MCQ 181 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Using narratives to explore environmental or social ideas. (2) Making an interpretation from observations and prior knowledge.**

A. Story-based teaching / कहानी आधारित शिक्षण | Inference / निष्कर्षात्मक अनुमान

B. Environmental sensitivity / पर्यावरण संवेदनशीलता | Inference / निष्कर्षात्मक अनुमान

C. Inference / निष्कर्षात्मक अनुमान | Story-based teaching / कहानी आधारित शिक्षण

D. Story-based teaching / कहानी आधारित शिक्षण | School garden / विद्यालय उद्यान

**Correct answer / सही उत्तर: A.** Story-based teaching / कहानी आधारित शिक्षण | Inference / निष्कर्षात्मक अनुमान

**Explanation / व्याख्या**

Story-based teaching / कहानी आधारित शिक्षण: Using narratives to explore environmental or social ideas. Application: Children analyse a story about a family facing water shortages. Inference / निष्कर्षात्मक अनुमान: Making an interpretation from observations and prior knowledge. Application: After seeing wet footprints, a child infers someone recently walked there.

**MCQ 182 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Children analyse a story about a family facing water shortages. (2) Children use maps and plant observations to study their surroundings.**

A. Learning outcome / अधिगम प्रतिफल | Interdisciplinary learning / अंतर्विषयी अधिगम

B. Interdisciplinary learning / अंतर्विषयी अधिगम | Story-based teaching / कहानी आधारित शिक्षण

C. Story-based teaching / कहानी आधारित शिक्षण | Portfolio / पोर्टफोलियो

D. Story-based teaching / कहानी आधारित शिक्षण | Interdisciplinary learning / अंतर्विषयी अधिगम

**Correct answer / सही उत्तर: D.** Story-based teaching / कहानी आधारित शिक्षण | Interdisciplinary learning / अंतर्विषयी अधिगम

**Explanation / व्याख्या**

Story-based teaching / कहानी आधारित शिक्षण: Using narratives to explore environmental or social ideas. Application: Children analyse a story about a family facing water shortages. Interdisciplinary learning / अंतर्विषयी अधिगम: Using perspectives from different subject areas to understand an issue. Application: Children use maps and plant observations to study their surroundings.

**MCQ 183 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Story-based teaching / कहानी आधारित शिक्षण and Questioning / प्रश्न करना.**

A. Using narratives to explore environmental or social ideas. | Finding out learners' existing ideas before or during instruction.

B. Formulating investigable questions to guide exploration. | Using narratives to explore environmental or social ideas.

C. Using narratives to explore environmental or social ideas. | Formulating investigable questions to guide exploration.

D. An organised plan linking goals, activities, resources and assessment. | Formulating investigable questions to guide exploration.

**Correct answer / सही उत्तर: C.** Using narratives to explore environmental or social ideas. | Formulating investigable questions to guide exploration.

**Explanation / व्याख्या**

Story-based teaching / कहानी आधारित शिक्षण: Using narratives to explore environmental or social ideas. Application: Children analyse a story about a family facing water shortages. Questioning / प्रश्न करना: Formulating investigable questions to guide exploration. Application: Children ask which conditions affect how seeds grow.

**MCQ 184 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Story-based teaching / कहानी आधारित शिक्षण and Social environment / सामाजिक परिवेश.**

A. Children analyse a story about a family facing water shortages. | A teacher adds a local map to a chapter about directions.

B. Pupils record plant height in a dated table. | Pupils investigate how local workers contribute to community life.

C. Children analyse a story about a family facing water shortages. | Pupils investigate how local workers contribute to community life.

D. Pupils investigate how local workers contribute to community life. | Children analyse a story about a family facing water shortages.

**Correct answer / सही उत्तर: C.** Children analyse a story about a family facing water shortages. | Pupils investigate how local workers contribute to community life.

**Explanation / व्याख्या**

Story-based teaching / कहानी आधारित शिक्षण: Using narratives to explore environmental or social ideas. Application: Children analyse a story about a family facing water shortages. Social environment / सामाजिक परिवेश: The people, institutions and relationships around learners. Application: Pupils investigate how local workers contribute to community life.

**MCQ 185 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Story-based teaching / कहानी आधारित शिक्षण / Formative assessment / निर्माणात्मक आकलन)**

A. Story-based teaching / कहानी आधारित शिक्षण → Using narratives to explore environmental or social ideas.

B. Recording data / आँकड़े दर्ज करना → Using perspectives from different subject areas to understand an issue.

C. Story-based teaching / कहानी आधारित शिक्षण → Gathering ongoing evidence to support improved learning.

D. Formative assessment / निर्माणात्मक आकलन → Preserving observations in a consistent written or visual form.

**Correct answer / सही उत्तर: A.** Story-based teaching / कहानी आधारित शिक्षण → Using narratives to explore environmental or social ideas.

**Explanation / व्याख्या**

Story-based teaching / कहानी आधारित शिक्षण: Using narratives to explore environmental or social ideas. Application: Children analyse a story about a family facing water shortages.

MCQ 186 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Story-based teaching / कहानी आधारित शिक्षण / Observation / अवलोकन)**

A. Local environment / स्थानीय परिवेश → A teacher revisits the concept of habitats after hearing pupils' explanations.

B. Story-based teaching / कहानी आधारित शिक्षण → Children note leaf colour, texture and shape without guessing causes.

C. Story-based teaching / कहानी आधारित शिक्षण → Children analyse a story about a family facing water shortages.

D. Observation / अवलोकन → Pupils explore their neighbourhood's trees, shops and transport.

**Correct answer / सही उत्तर: C.** Story-based teaching / कहानी आधारित शिक्षण → Children analyse a story about a family facing water shortages.

**Explanation / व्याख्या**

Story-based teaching / कहानी आधारित शिक्षण: Using narratives to explore environmental or social ideas. Application: Children analyse a story about a family facing water shortages.

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 03.01

**Explain Experiential learning / अनुभवात्मक अधिगम and give one classroom example.**

**Model answer:** Developing understanding through direct experience and reflection. Children observe compost over several days and discuss changes.

**REVISION 03.02**

**Explain Inquiry-based learning / अन्वेषण आधारित अधिगम and give one classroom example.**

**Model answer:** Investigating questions through evidence and reasoning. Pupils investigate why some parts of the playground stay wet longer.

**REVISION 03.03**

**Explain Field visit / क्षेत्र भ्रमण and give one classroom example.**

**Model answer:** A planned learning experience outside the classroom. A class visits a local pond to observe its uses and living organisms.

**REVISION 03.04**

**Explain Project-based learning / परियोजना आधारित अधिगम and give one classroom example.**

**Model answer:** Extended inquiry leading to a meaningful product or finding. Pupils investigate school water use and prepare a conservation plan.

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**REVISION 03.05**

**Explain Discussion method / चर्चा विधि and give one classroom example.**

**Model answer:** Learning through purposeful exchange of ideas and reasons. A class debates ways of keeping a shared playground clean.

**REVISION 03.06**

**Explain Story-based teaching / कहानी आधारित शिक्षण and give one classroom example.**

**Model answer:** Using narratives to explore environmental or social ideas. Children analyse a story about a family facing water shortages.

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CHAPTER 04 • 102 MCQs • 10 REVISION PROMPTS

# Process Skills

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Observation / अवलोकन

Noticing and recording relevant features using senses or tools.

**Classroom example:** Children note leaf colour, texture and shape without guessing causes.

### Classification / वर्गीकरण

Grouping items according to selected characteristics.

**Classroom example:** Pupils group collected leaves by their margins.

### Prediction / पूर्वानुमान

Anticipating a possible outcome based on available evidence.

**Classroom example:** Before testing, children suggest which surface will dry fastest.

### Measurement / मापन

Determining an attribute using an appropriate unit or instrument.

**Classroom example:** A child uses a measuring cup to compare water volumes.

### Inference / निष्कर्षात्मक अनुमान

Making an interpretation from observations and prior knowledge.

**Classroom example:** After seeing wet footprints, a child infers someone recently walked there.

### Communication / संप्रेषण

Sharing evidence, findings and explanations with others.

**Classroom example:** A group presents its observations of germination using a labelled chart.

### Questioning / प्रश्न करना

Formulating investigable questions to guide exploration.

**Classroom example:** Children ask which conditions affect how seeds grow.

### Recording data / आँकड़े दर्ज करना

Preserving observations in a consistent written or visual form.

**Classroom example:** Pupils record plant height in a dated table.

### Comparing / तुलना करना

Identifying similarities and differences using relevant attributes.

**Classroom example:** Children compare two leaves by shape and vein pattern.

### Fair testing / निष्पक्ष परीक्षण

Keeping relevant conditions comparable while investigating one factor.

**Classroom example:** Groups use similar containers and soil while varying light exposure.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

### MCQ 187 • NEW CLASSROOM APPLICATION

**Which statement is an observation rather than an inference?**

A. An insect definitely made the holes

B. The plant is unhappy

C. The leaf has three visible holes

D. The leaf dislikes rain

**Correct answer / सही उत्तर: C.** The leaf has three visible holes

**Explanation / व्याख्या**

Observation reports what is directly noticed; inference interprets it.

### MCQ 188 • NEW CLASSROOM APPLICATION

**To compare seed growth in light and darkness, what should be kept similar?**

A. Nothing at all

B. Every condition including light

C. Seed type, water and other conditions apart from light

D. Only the labels on containers

**Correct answer / सही उत्तर: C.** Seed type, water and other conditions apart from light

**Explanation / व्याख्या**

Controlling other variables helps isolate the effect of light.

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## Core question bank

Ten related practice formats; core concepts recur for revision.

**MCQ 189 • CORE PRACTICE · FORM 01**

**Identify the concept described: Noticing and recording relevant features using senses or tools.**

A. Discussion method / चर्चा विधि

B. Alternate conception / वैकल्पिक अवधारणा

C. Interdisciplinary learning / अंतर्विषयी अधिगम

D. Observation / अवलोकन

**Correct answer / सही उत्तर: D.** Observation / अवलोकन

**Explanation / व्याख्या**

Observation / अवलोकन: Noticing and recording relevant features using senses or tools.

Application: Children note leaf colour, texture and shape without guessing causes.

**MCQ 190 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Children note leaf colour, texture and shape without guessing causes.**

A. Formative assessment / निर्माणात्मक आकलन

B. Integrated curriculum / एकीकृत पाठ्यचर्या

C. Social environment / सामाजिक परिवेश

D. Observation / अवलोकन

**Correct answer / सही उत्तर: D.** Observation / अवलोकन

**Explanation / व्याख्या**

Observation / अवलोकन: Noticing and recording relevant features using senses or tools.

Application: Children note leaf colour, texture and shape without guessing causes.

MCQ 191 • CORE PRACTICE · FORM 03

**Which explanation best defines Observation / अवलोकन?**

A. Noticing and recording relevant features using senses or tools.

B. Engaging local people and their knowledge in learning experiences.

C. Comparing explanations against observations and reasons.

D. A learner's existing explanation that differs from accepted disciplinary understanding.

**Correct answer / सही उत्तर: A.** Noticing and recording relevant features using senses or tools.

**Explanation / व्याख्या**

Observation / अवलोकन: Noticing and recording relevant features using senses or tools.

Application: Children note leaf colour, texture and shape without guessing causes.

MCQ 192 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Observation / अवलोकन?**

A. Children note leaf colour, texture and shape without guessing causes.

B. A teacher describes a pupil's observation skills and suggests a next step.

C. Children observe compost over several days and discuss changes.

D. Pupils notice whose occupations are shown in a picture and discuss missing examples.

**Correct answer / सही उत्तर: A.** Children note leaf colour, texture and shape without guessing causes.

**Explanation / व्याख्या**

Observation / अवलोकन: Noticing and recording relevant features using senses or tools.

Application: Children note leaf colour, texture and shape without guessing causes.

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**MCQ 193 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Noticing and recording relevant features using senses or tools. (2) Extended inquiry leading to a meaningful product or finding.**

A. Project-based learning / परियोजना आधारित अधिगम | Observation / अवलोकन

B. Observation / अवलोकन | School garden / विद्यालय उद्यान

C. Pedagogical intent / शिक्षण उद्देश्य | Project-based learning / परियोजना आधारित अधिगम

D. Observation / अवलोकन | Project-based learning / परियोजना आधारित अधिगम

**Correct answer / सही उत्तर: D.** Observation / अवलोकन | Project-based learning / परियोजना आधारित अधिगम

**Explanation / व्याख्या**

Observation / अवलोकन: Noticing and recording relevant features using senses or tools. Application: Children note leaf colour, texture and shape without guessing causes. Project-based learning / परियोजना आधारित अधिगम: Extended inquiry leading to a meaningful product or finding. Application: Pupils investigate school water use and prepare a conservation plan.

**MCQ 194 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Children note leaf colour, texture and shape without guessing causes. (2) A child asks why shadows change during the day.**

A. Children's questions / बच्चों के प्रश्न | Observation / अवलोकन

B. Lesson plan / पाठ योजना | Children's questions / बच्चों के प्रश्न

C. Observation / अवलोकन | Learning resources / अधिगम संसाधन

D. Observation / अवलोकन | Children's questions / बच्चों के प्रश्न

**Correct answer / सही उत्तर: D.** Observation / अवलोकन | Children's questions / बच्चों के प्रश्न

**Explanation / व्याख्या**

Observation / अवलोकन: Noticing and recording relevant features using senses or tools. Application: Children note leaf colour, texture and shape without guessing causes. Children's questions / बच्चों के प्रश्न: Learner-generated inquiries revealing interests and existing understanding. Application: A child asks why shadows change during the day.

**MCQ 195 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Observation / अवलोकन and Observation checklist / अवलोकन जाँच सूची.**

A. A short planned walk designed around specific observations. | A list of criteria for recording observed learning behaviours.

B. A list of criteria for recording observed learning behaviours. | Noticing and recording relevant features using senses or tools.

C. Noticing and recording relevant features using senses or tools. | A list of criteria for recording observed learning behaviours.

D. Noticing and recording relevant features using senses or tools. | Modifying a textbook task to suit local context and learner needs.

**Correct answer / सही उत्तर: C.** Noticing and recording relevant features using senses or tools. | A list of criteria for recording observed learning behaviours.

**Explanation / व्याख्या**

Observation / अवलोकन: Noticing and recording relevant features using senses or tools. Application: Children note leaf colour, texture and shape without guessing causes. Observation checklist / अवलोकन जाँच सूची: A list of criteria for recording observed learning behaviours. Application: A teacher notes whether pupils classify objects using a consistent property.

**MCQ 196 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Observation / अवलोकन and Learning resources / अधिगम संसाधन.**

A. Children use local maps and photographs to study their neighbourhood. | Children note leaf colour, texture and shape without guessing causes.

B. Children note leaf colour, texture and shape without guessing causes. | A coastal example is supplemented with an accessible local river example.

C. Children note leaf colour, texture and shape without guessing causes. | Children use local maps and photographs to study their neighbourhood.

D. Pupils investigate school water use and prepare a conservation plan. | Children use local maps and photographs to study their neighbourhood.

**Correct answer / सही उत्तर: C.** Children note leaf colour, texture and shape without guessing causes. | Children use local maps and photographs to study their neighbourhood.

**Explanation / व्याख्या**

Observation / अवलोकन: Noticing and recording relevant features using senses or tools. Application: Children note leaf colour, texture and shape without guessing causes. Learning resources / अधिगम संसाधन: Materials, places or people selected to support meaningful exploration. Application: Children use local maps and photographs to study their neighbourhood.

**MCQ 197 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Observation / अवलोकन / Learning outcome / अधिगम प्रतिफल)**

A. Observation / अवलोकन → A specific observable demonstration of expected learning.

B. Field visit / क्षेत्र भ्रमण → Using perspectives from different subject areas to understand an issue.

C. Learning outcome / अधिगम प्रतिफल → A planned learning experience outside the classroom.

D. Observation / अवलोकन → Noticing and recording relevant features using senses or tools.

**Correct answer / सही उत्तर: D.** Observation / अवलोकन → Noticing and recording relevant features using senses or tools.

**Explanation / व्याख्या**

Observation / अवलोकन: Noticing and recording relevant features using senses or tools.

Application: Children note leaf colour, texture and shape without guessing causes.

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**MCQ 198 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Observation / अवलोकन / Curriculum integration / पाठ्यचर्या एकीकरण)**

A. Curriculum integration / पाठ्यचर्या एकीकरण → A teacher asks pupils to draw where they think rain comes from.

B. Observation / अवलोकन → Children combine map reading, measurement and local interviews in one unit.

C. Observation / अवलोकन → Children note leaf colour, texture and shape without guessing causes.

D. Elicitation / पूर्वविचार जानना → A pupil changes an explanation about floating after testing materials of different shapes.

**Correct answer / सही उत्तर: C.** Observation / अवलोकन → Children note leaf colour, texture and shape without guessing causes.

**Explanation / व्याख्या**

Observation / अवलोकन: Noticing and recording relevant features using senses or tools. Application: Children note leaf colour, texture and shape without guessing causes.

**MCQ 199 • CORE PRACTICE · FORM 01**

**Identify the concept described: Grouping items according to selected characteristics.**

A. Classification / वर्गीकरण

B. Elicitation / पूर्वविचार जानना

C. Inquiry-based learning / अन्वेषण आधारित अधिगम

D. Peer assessment / सहपाठी आकलन

**Correct answer / सही उत्तर: A.** Classification / वर्गीकरण

**Explanation / व्याख्या**

Classification / वर्गीकरण: Grouping items according to selected characteristics. Application: Pupils group collected leaves by their margins.

**MCQ 200 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Pupils group collected leaves by their margins.**

A. Classification / वर्गीकरण

B. Summative assessment / संकलनात्मक आकलन

C. Learning walk / अधिगम भ्रमण

D. Supplementary resource / पूरक संसाधन

**Correct answer / सही उत्तर: A.** Classification / वर्गीकरण

**Explanation / व्याख्या**

Classification / वर्गीकरण: Grouping items according to selected characteristics. Application: Pupils group collected leaves by their margins.

**MCQ 201 • CORE PRACTICE · FORM 03**

**Which explanation best defines Classification / वर्गीकरण?**

A. Revising an existing explanation in light of relevant evidence.

B. Developing understanding and action that support shared well-being.

C. Grouping items according to selected characteristics.

D. A person whose experience or knowledge can support contextual learning.

**Correct answer / सही उत्तर: C.** Grouping items according to selected characteristics.

**Explanation / व्याख्या**

Classification / वर्गीकरण: Grouping items according to selected characteristics. Application: Pupils group collected leaves by their margins.

**MCQ 202 • CORE PRACTICE · FORM 04**

**Which classroom example best demonstrates Classification / वर्गीकरण?**

A. Pupils group collected leaves by their margins.

B. Pupils investigate why some parts of the playground stay wet longer.

C. A teacher asks pupils to draw where they think rain comes from.

D. A water topic combines science, local geography and social practices.

**Correct answer / सही उत्तर: A.** Pupils group collected leaves by their margins.

**Explanation / व्याख्या**

Classification / वर्गीकरण: Grouping items according to selected characteristics. Application: Pupils group collected leaves by their margins.

**MCQ 203 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Grouping items according to selected characteristics. (2) The immediate natural and social setting used as a learning context.**

A. Peer assessment / सहपाठी आकलन | Local environment / स्थानीय परिवेश

B. Local environment / स्थानीय परिवेश | Classification / वर्गीकरण

C. Classification / वर्गीकरण | Local environment / स्थानीय परिवेश

D. Classification / वर्गीकरण | Project-based learning / परियोजना आधारित अधिगम

**Correct answer / सही उत्तर: C.** Classification / वर्गीकरण | Local environment / स्थानीय परिवेश

**Explanation / व्याख्या**

Classification / वर्गीकरण: Grouping items according to selected characteristics. Application: Pupils group collected leaves by their margins. Local environment / स्थानीय परिवेश: The immediate natural and social setting used as a learning context. Application: Pupils explore their neighbourhood's trees, shops and transport.

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**MCQ 204 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Pupils group collected leaves by their margins. (2) Children use maps and plant observations to study their surroundings.**

A. Classification / वर्गीकरण | Interdisciplinary learning / अंतर्विषयी अधिगम

B. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन | Interdisciplinary learning / अंतर्विषयी अधिगम

C. Classification / वर्गीकरण | Curriculum integration / पाठ्यचर्या एकीकरण

D. Interdisciplinary learning / अंतर्विषयी अधिगम | Classification / वर्गीकरण

**Correct answer / सही उत्तर: A.** Classification / वर्गीकरण | Interdisciplinary learning / अंतर्विषयी अधिगम

**Explanation / व्याख्या**

Classification / वर्गीकरण: Grouping items according to selected characteristics. Application: Pupils group collected leaves by their margins. Interdisciplinary learning / अंतर्विषयी अधिगम: Using perspectives from different subject areas to understand an issue. Application: Children use maps and plant observations to study their surroundings.

MCQ 205 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Classification / वर्गीकरण and Holistic learning / समग्र अधिगम.**

A. Grouping items according to selected characteristics. | Connecting knowledge, skills, values and experiences rather than treating them as isolated parts.

B. Connecting knowledge, skills, values and experiences rather than treating them as isolated parts. | Grouping items according to selected characteristics.

C. Finding out learners' existing ideas before or during instruction. | Connecting knowledge, skills, values and experiences rather than treating them as isolated parts.

D. Grouping items according to selected characteristics. | Comparing explanations against observations and reasons.

**Correct answer / सही उत्तर: A.** Grouping items according to selected characteristics. | Connecting knowledge, skills, values and experiences rather than treating them as isolated parts.

**Explanation / व्याख्या**

Classification / वर्गीकरण: Grouping items according to selected characteristics. Application: Pupils group collected leaves by their margins. Holistic learning / समग्र अधिगम: Connecting knowledge, skills, values and experiences rather than treating them as isolated parts. Application: A lesson about a garden includes observation, cooperation and care for living things.

MCQ 206 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Classification / वर्गीकरण and Elicitation / पूर्वविचार जानना.**

A. A teacher asks pupils to draw where they think rain comes from. | Pupils group collected leaves by their margins.

B. Pupils group collected leaves by their margins. | A teacher asks pupils to draw where they think rain comes from.

C. A class debates ways of keeping a shared playground clean. | A teacher asks pupils to draw where they think rain comes from.

D. Pupils group collected leaves by their margins. | Pupils monitor germination and record changes in seedlings.

**Correct answer / सही उत्तर: B.** Pupils group collected leaves by their margins. | A teacher asks pupils to draw where they think rain comes from.

**Explanation / व्याख्या**

Classification / वर्गीकरण: Grouping items according to selected characteristics. Application: Pupils group collected leaves by their margins. Elicitation / पूर्वविचार जानना: Finding out learners' existing ideas before or during instruction. Application: A teacher asks pupils to draw where they think rain comes from.

**MCQ 207 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Classification / वर्गीकरण / Observation checklist / अवलोकन जाँच सूची)**

A. Classification / वर्गीकरण → Grouping items according to selected characteristics.

B. Classification / वर्गीकरण → A list of criteria for recording observed learning behaviours.

C. Observation checklist / अवलोकन जाँच सूची → Awareness and concern for relationships between people and their surroundings.

D. Environmental sensitivity / पर्यावरण संवेदनशीलता → An organised plan linking goals, activities, resources and assessment.

**Correct answer / सही उत्तर: A.** Classification / वर्गीकरण → Grouping items according to selected characteristics.

**Explanation / व्याख्या**

Classification / वर्गीकरण: Grouping items according to selected characteristics. Application: Pupils group collected leaves by their margins.

GyanTech Guru Ji

**MCQ 208 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Classification / वर्गीकरण / Children's questions / बच्चों के प्रश्न)**

A. Classification / वर्गीकरण → A child asks why shadows change during the day.

B. Children's questions / बच्चों के प्रश्न → A final project evaluates understanding of the neighbourhood environment.

C. Classification / वर्गीकरण → Pupils group collected leaves by their margins.

D. Summative assessment / संकलनात्मक आकलन → A teacher plans an observation task and a closing discussion about leaves.

**Correct answer / सही उत्तर: C.** Classification / वर्गीकरण → Pupils group collected leaves by their margins.

**Explanation / व्याख्या**

Classification / वर्गीकरण: Grouping items according to selected characteristics. Application: Pupils group collected leaves by their margins.

**MCQ 209 • CORE PRACTICE · FORM 01**

**Identify the concept described: Anticipating a possible outcome based on available evidence.**

A. Learning resources / अधिगम संसाधन

B. Project-based learning / परियोजना आधारित अधिगम

C. Peer assessment / सहपाठी आकलन

D. Prediction / पूर्वानुमान

**Correct answer / सही उत्तर: D.** Prediction / पूर्वानुमान

**Explanation / व्याख्या**

Prediction / पूर्वानुमान: Anticipating a possible outcome based on available evidence. Application: Before testing, children suggest which surface will dry fastest.

**MCQ 210 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Before testing, children suggest which surface will dry fastest.**

A. Safety planning / सुरक्षा योजना

B. Learning walk / अधिगम भ्रमण

C. Prediction / पूर्वानुमान

D. Supplementary resource / पूरक संसाधन

**Correct answer / सही उत्तर: C.** Prediction / पूर्वानुमान

**Explanation / व्याख्या**

Prediction / पूर्वानुमान: Anticipating a possible outcome based on available evidence. Application: Before testing, children suggest which surface will dry fastest.

**MCQ 211 • CORE PRACTICE · FORM 03**

**Which explanation best defines Prediction / पूर्वानुमान?**

A. Anticipating and reducing risks before learning activities.

B. A list of criteria for recording observed learning behaviours.

C. Modifying a textbook task to suit local context and learner needs.

D. Anticipating a possible outcome based on available evidence.

**Correct answer / सही उत्तर: D.** Anticipating a possible outcome based on available evidence.

**Explanation / व्याख्या**

Prediction / पूर्वानुमान: Anticipating a possible outcome based on available evidence. Application: Before testing, children suggest which surface will dry fastest.

**MCQ 212 • CORE PRACTICE · FORM 04**

**Which classroom example best demonstrates Prediction / पूर्वानुमान?**

A. Pupils investigate school water use and prepare a conservation plan.

B. Groups compare results of their seed experiment before making a claim.

C. A teacher checks safe routes and supervision before a field visit.

D. Before testing, children suggest which surface will dry fastest.

**Correct answer / सही उत्तर: D.** Before testing, children suggest which surface will dry fastest.

**Explanation / व्याख्या**

Prediction / पूर्वानुमान: Anticipating a possible outcome based on available evidence. Application: Before testing, children suggest which surface will dry fastest.

**MCQ 213 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Anticipating a possible outcome based on available evidence. (2) A specific observable demonstration of expected learning.**

A. Learning outcome / अधिगम प्रतिफल | Prediction / पूर्वानुमान

B. Community participation / समुदाय सहभागिता | Learning outcome / अधिगम प्रतिफल

C. Prediction / पूर्वानुमान | Learning outcome / अधिगम प्रतिफल

D. Prediction / पूर्वानुमान | Formative assessment / निर्माणात्मक आकलन

**Correct answer / सही उत्तर: C.** Prediction / पूर्वानुमान | Learning outcome / अधिगम प्रतिफल

**Explanation / व्याख्या**

Prediction / पूर्वानुमान: Anticipating a possible outcome based on available evidence. Application: Before testing, children suggest which surface will dry fastest. Learning outcome / अधिगम प्रतिफल: A specific observable demonstration of expected learning. Application: Pupils can describe two ways of saving water at home.

GyanTech Guru Ji

**MCQ 214 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Before testing, children suggest which surface will dry fastest. (2) Pupils keep dated drawings, observation records and reflections.**

A. Prediction / पूर्वानुमान | Portfolio / पोर्टफोलियो

B. Responsible citizenship / जिम्मेदार नागरिकता | Portfolio / पोर्टफोलियो

C. Prediction / पूर्वानुमान | Prior experience / पूर्व अनुभव

D. Portfolio / पोर्टफोलियो | Prediction / पूर्वानुमान

**Correct answer / सही उत्तर: A.** Prediction / पूर्वानुमान | Portfolio / पोर्टफोलियो

**Explanation / व्याख्या**

Prediction / पूर्वानुमान: Anticipating a possible outcome based on available evidence. Application: Before testing, children suggest which surface will dry fastest. Portfolio / पोर्टफोलियो: A collection of learning evidence showing progress across time. Application: Pupils keep dated drawings, observation records and reflections.

MCQ 215 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Prediction / पूर्वानुमान and Conceptual change / अवधारणात्मक परिवर्तन.**

A. Using perspectives from different subject areas to understand an issue. | Revising an existing explanation in light of relevant evidence.

B. Revising an existing explanation in light of relevant evidence. | Anticipating a possible outcome based on available evidence.

C. Anticipating a possible outcome based on available evidence. | Using descriptive evidence about learning rather than marks alone.

D. Anticipating a possible outcome based on available evidence. | Revising an existing explanation in light of relevant evidence.

**Correct answer / सही उत्तर: D.** Anticipating a possible outcome based on available evidence. | Revising an existing explanation in light of relevant evidence.

**Explanation / व्याख्या**

Prediction / पूर्वानुमान: Anticipating a possible outcome based on available evidence. Application: Before testing, children suggest which surface will dry fastest. Conceptual change / अवधारणात्मक परिवर्तन: Revising an existing explanation in light of relevant evidence. Application: A pupil changes an explanation about floating after testing materials of different shapes.

MCQ 216 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Prediction / पूर्वानुमान and Conceptual change / अवधारणात्मक परिवर्तन.**

A. Pupils investigate how local workers contribute to community life. | A pupil changes an explanation about floating after testing materials of different shapes.

B. A pupil changes an explanation about floating after testing materials of different shapes. | Before testing, children suggest which surface will dry fastest.

C. Before testing, children suggest which surface will dry fastest. | Pupils investigate school water use and prepare a conservation plan.

D. Before testing, children suggest which surface will dry fastest. | A pupil changes an explanation about floating after testing materials of different shapes.

**Correct answer / सही उत्तर: D.** Before testing, children suggest which surface will dry fastest. | A pupil changes an explanation about floating after testing materials of different shapes.

**Explanation / व्याख्या**

Prediction / पूर्वानुमान: Anticipating a possible outcome based on available evidence. Application: Before testing, children suggest which surface will dry fastest. Conceptual change / अवधारणात्मक परिवर्तन: Revising an existing explanation in light of relevant evidence. Application: A pupil changes an explanation about floating after testing materials of different shapes.

MCQ 217 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Prediction / पूर्वानुमान / Pedagogical intent / शिक्षण उद्देश्य)**

A. Prediction / पूर्वानुमान → The learning purpose behind a textbook activity or representation.

B. School garden / विद्यालय उद्यान → Comparing explanations against observations and reasons.

C. Pedagogical intent / शिक्षण उद्देश्य → A school-based environment for observing plants, soil and interactions.

D. Prediction / पूर्वानुमान → Anticipating a possible outcome based on available evidence.

**Correct answer / सही उत्तर: D.** Prediction / पूर्वानुमान → Anticipating a possible outcome based on available evidence.

**Explanation / व्याख्या**

Prediction / पूर्वानुमान: Anticipating a possible outcome based on available evidence. Application: Before testing, children suggest which surface will dry fastest.

**MCQ 218 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Prediction / पूर्वानुमान / Elicitation / पूर्वविचार जानना)**

A. Community participation / समुदाय सहभागिता → Children observe compost over several days and discuss changes.

B. Prediction / पूर्वानुमान → Before testing, children suggest which surface will dry fastest.

C. Prediction / पूर्वानुमान → A teacher asks pupils to draw where they think rain comes from.

D. Elicitation / पूर्वविचार जानना → A gardener explains local methods of conserving water.

**Correct answer / सही उत्तर: B.** Prediction / पूर्वानुमान → Before testing, children suggest which surface will dry fastest.

**Explanation / व्याख्या**

Prediction / पूर्वानुमान: Anticipating a possible outcome based on available evidence. Application: Before testing, children suggest which surface will dry fastest.

**MCQ 219 • CORE PRACTICE · FORM 01**

**Identify the concept described: Determining an attribute using an appropriate unit or instrument.**

A. Constructivism / रचनावाद

B. Measurement / मापन

C. Unit plan / इकाई योजना

D. Observation checklist / अवलोकन जाँच सूची

**Correct answer / सही उत्तर: B.** Measurement / मापन

**Explanation / व्याख्या**

Measurement / मापन: Determining an attribute using an appropriate unit or instrument. Application: A child uses a measuring cup to compare water volumes.

**MCQ 220 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A child uses a measuring cup to compare water volumes.**

A. Textbook adaptation / पाठ्यपुस्तक अनुकूलन

B. Social environment / सामाजिक परिवेश

C. Measurement / मापन

D. Learning outcome / अधिगम प्रतिफल

**Correct answer / सही उत्तर: C.** Measurement / मापन

**Explanation / व्याख्या**

Measurement / मापन: Determining an attribute using an appropriate unit or instrument.

Application: A child uses a measuring cup to compare water volumes.

**MCQ 221 • CORE PRACTICE · FORM 03**

**Which explanation best defines Measurement / मापन?**

A. Finding out learners' existing ideas before or during instruction.

B. Determining an attribute using an appropriate unit or instrument.

C. The people, institutions and relationships around learners.

D. A school-based environment for observing plants, soil and interactions.

**Correct answer / सही उत्तर: B.** Determining an attribute using an appropriate unit or instrument.

**Explanation / व्याख्या**

Measurement / मापन: Determining an attribute using an appropriate unit or instrument.

Application: A child uses a measuring cup to compare water volumes.

**MCQ 222 • CORE PRACTICE · FORM 04**

**Which classroom example best demonstrates Measurement / मापन?**

A. A child uses a measuring cup to compare water volumes.

B. A teacher notes whether pupils classify objects using a consistent property.

C. A teacher identifies why a textbook asks pupils to interview elders.

D. A final project evaluates understanding of the neighbourhood environment.

**Correct answer / सही उत्तर: A.** A child uses a measuring cup to compare water volumes.

**Explanation / व्याख्या**

Measurement / मापन: Determining an attribute using an appropriate unit or instrument.
Application: A child uses a measuring cup to compare water volumes.

**MCQ 223 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Determining an attribute using an appropriate unit or instrument. (2) The view that learners actively build understanding from experiences and ideas.**

A. Measurement / मापन | Constructivism / रचनावाद

B. Constructivism / रचनावाद | Measurement / मापन

C. Measurement / मापन | Inquiry-based learning / अन्वेषण आधारित अधिगम

D. Safety planning / सुरक्षा योजना | Constructivism / रचनावाद

**Correct answer / सही उत्तर: A.** Measurement / मापन | Constructivism / रचनावाद

**Explanation / व्याख्या**

Measurement / मापन: Determining an attribute using an appropriate unit or instrument.
Application: A child uses a measuring cup to compare water volumes. Constructivism / रचनावाद: The view that learners actively build understanding from experiences and ideas. Application: Children explain their current ideas about shadows and test them.

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**MCQ 224 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A child uses a measuring cup to compare water volumes. (2) A teacher identifies why a textbook asks pupils to interview elders.**

A. Pedagogical intent / शिक्षण उद्देश्य | Measurement / मापन

B. Measurement / मापन | Pedagogical intent / शिक्षण उद्देश्य

C. Safety planning / सुरक्षा योजना | Pedagogical intent / शिक्षण उद्देश्य

D. Measurement / मापन | Learning walk / अधिगम भ्रमण

**Correct answer / सही उत्तर: B.** Measurement / मापन | Pedagogical intent / शिक्षण उद्देश्य

**Explanation / व्याख्या**

Measurement / मापन: Determining an attribute using an appropriate unit or instrument. Application: A child uses a measuring cup to compare water volumes. Pedagogical intent / शिक्षण उद्देश्य: The learning purpose behind a textbook activity or representation. Application: A teacher identifies why a textbook asks pupils to interview elders.

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**MCQ 225 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Measurement / मापन and Evidence-based discussion / साक्ष्य आधारित चर्चा.**

A. The immediate natural and social setting used as a learning context. | Comparing explanations against observations and reasons.

B. Comparing explanations against observations and reasons. | Determining an attribute using an appropriate unit or instrument.

C. Determining an attribute using an appropriate unit or instrument. | Modifying a textbook task to suit local context and learner needs.

D. Determining an attribute using an appropriate unit or instrument. | Comparing explanations against observations and reasons.

**Correct answer / सही उत्तर: D.** Determining an attribute using an appropriate unit or instrument. | Comparing explanations against observations and reasons.

**Explanation / व्याख्या**

Measurement / मापन: Determining an attribute using an appropriate unit or instrument. Application: A child uses a measuring cup to compare water volumes. Evidence-based discussion / साक्ष्य आधारित चर्चा: Comparing explanations against observations and reasons. Application: Groups compare results of their seed experiment before making a claim.

MCQ 226 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Measurement / मापन and School garden / विद्यालय उद्यान.**

A. A child uses a measuring cup to compare water volumes. | Pupils monitor germination and record changes in seedlings.

B. A teacher plans an observation task and a closing discussion about leaves. | Pupils monitor germination and record changes in seedlings.

C. Pupils monitor germination and record changes in seedlings. | A child uses a measuring cup to compare water volumes.

D. A child uses a measuring cup to compare water volumes. | Children observe compost over several days and discuss changes.

**Correct answer / सही उत्तर: A.** A child uses a measuring cup to compare water volumes. | Pupils monitor germination and record changes in seedlings.

**Explanation / व्याख्या**

Measurement / मापन: Determining an attribute using an appropriate unit or instrument. Application: A child uses a measuring cup to compare water volumes. School garden / विद्यालय उद्यान: A school-based environment for observing plants, soil and interactions. Application: Pupils monitor germination and record changes in seedlings.

**MCQ 227 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Measurement / मापन / Project-based learning / परियोजना आधारित अधिगम)**

A. Local environment / स्थानीय परिवेश → Connecting knowledge, skills, values and experiences rather than treating them as isolated parts.

B. Measurement / मापन → Determining an attribute using an appropriate unit or instrument.

C. Measurement / मापन → Extended inquiry leading to a meaningful product or finding.

D. Project-based learning / परियोजना आधारित अधिगम → The immediate natural and social setting used as a learning context.

**Correct answer / सही उत्तर: B.** Measurement / मापन → Determining an attribute using an appropriate unit or instrument.

**Explanation / व्याख्या**

Measurement / मापन: Determining an attribute using an appropriate unit or instrument.
Application: A child uses a measuring cup to compare water volumes.

**MCQ 228 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Measurement / मापन / Safety planning / सुरक्षा योजना)**

A. Measurement / मापन → A teacher checks safe routes and supervision before a field visit.

B. Measurement / मापन → A child uses a measuring cup to compare water volumes.

C. Safety planning / सुरक्षा योजना → Children discuss ways to reduce waste in their school.

D. Environmental sensitivity / पर्यावरण संवेदनशीलता → A lesson about a garden includes observation, cooperation and care for living things.

**Correct answer / सही उत्तर: B.** Measurement / मापन → A child uses a measuring cup to compare water volumes.

**Explanation / व्याख्या**

Measurement / मापन: Determining an attribute using an appropriate unit or instrument.
Application: A child uses a measuring cup to compare water volumes.

**MCQ 229 • CORE PRACTICE · FORM 01**

**Identify the concept described: Making an interpretation from observations and prior knowledge.**

A. School garden / विद्यालय उद्यान

B. Observation checklist / अवलोकन जाँच सूची

C. Inference / निष्कर्षात्मक अनुमान

D. Inquiry-based learning / अन्वेषण आधारित अधिगम

**Correct answer / सही उत्तर: C.** Inference / निष्कर्षात्मक अनुमान

**Explanation / व्याख्या**

Inference / निष्कर्षात्मक अनुमान: Making an interpretation from observations and prior knowledge.
Application: After seeing wet footprints, a child infers someone recently walked there.

**MCQ 230 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? After seeing wet footprints, a child infers someone recently walked there.**

A. Inquiry-based learning / अन्वेषण आधारित अधिगम

B. Learning walk / अधिगम भ्रमण

C. Learning outcome / अधिगम प्रतिफल

D. Inference / निष्कर्षात्मक अनुमान

**Correct answer / सही उत्तर: D.** Inference / निष्कर्षात्मक अनुमान

**Explanation / व्याख्या**

Inference / निष्कर्षात्मक अनुमान: Making an interpretation from observations and prior knowledge.
Application: After seeing wet footprints, a child infers someone recently walked there.

MCQ 231 • CORE PRACTICE · FORM 03

**Which explanation best defines Inference / निष्कर्षात्मक अनुमान?**

A. Materials, places or people selected to support meaningful exploration.

B. Making an interpretation from observations and prior knowledge.

C. The learning purpose behind a textbook activity or representation.

D. Finding out learners' existing ideas before or during instruction.

**Correct answer / सही उत्तर: B.** Making an interpretation from observations and prior knowledge.

**Explanation / व्याख्या**

Inference / निष्कर्षात्मक अनुमान: Making an interpretation from observations and prior knowledge.
Application: After seeing wet footprints, a child infers someone recently walked there.

MCQ 232 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Inference / निष्कर्षात्मक अनुमान?**

A. After seeing wet footprints, a child infers someone recently walked there.

B. Children discuss ways to reduce waste in their school.

C. Children analyse a story about a family facing water shortages.

D. A pupil changes an explanation about floating after testing materials of different shapes.

**Correct answer / सही उत्तर: A.** After seeing wet footprints, a child infers someone recently walked there.

**Explanation / व्याख्या**

Inference / निष्कर्षात्मक अनुमान: Making an interpretation from observations and prior knowledge.
Application: After seeing wet footprints, a child infers someone recently walked there.

**MCQ 233 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Making an interpretation from observations and prior knowledge. (2) Evaluating learning at the end of a defined period.**

A. Inference / निष्कर्षात्मक अनुमान | Summative assessment / संकलनात्मक आकलन

B. Summative assessment / संकलनात्मक आकलन | Inference / निष्कर्षात्मक अनुमान

C. Inference / निष्कर्षात्मक अनुमान | Textbook adaptation / पाठ्यपुस्तक अनुकूलन

D. Inquiry-based learning / अन्वेषण आधारित अधिगम | Summative assessment / संकलनात्मक आकलन

**Correct answer / सही उत्तर: A.** Inference / निष्कर्षात्मक अनुमान | Summative assessment / संकलनात्मक आकलन

**Explanation / व्याख्या**

Inference / निष्कर्षात्मक अनुमान: Making an interpretation from observations and prior knowledge. Application: After seeing wet footprints, a child infers someone recently walked there. Summative assessment / संकलनात्मक आकलन: Evaluating learning at the end of a defined period. Application: A final project evaluates understanding of the neighbourhood environment.

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**MCQ 234 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) After seeing wet footprints, a child infers someone recently walked there. (2) Children describe how their families store food before investigating preservation.**

A. Inference / निष्कर्षात्मक अनुमान | Prior experience / पूर्व अनुभव

B. Prior experience / पूर्व अनुभव | Inference / निष्कर्षात्मक अनुमान

C. Evidence-based discussion / साक्ष्य आधारित चर्चा | Prior experience / पूर्व अनुभव

D. Inference / निष्कर्षात्मक अनुमान | Integrated curriculum / एकीकृत पाठ्यचर्या

**Correct answer / सही उत्तर: A.** Inference / निष्कर्षात्मक अनुमान | Prior experience / पूर्व अनुभव

**Explanation / व्याख्या**

Inference / निष्कर्षात्मक अनुमान: Making an interpretation from observations and prior knowledge. Application: After seeing wet footprints, a child infers someone recently walked there. Prior experience / पूर्व अनुभव: A learner's earlier encounters that can support new understanding. Application: Children describe how their families store food before investigating preservation.

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**MCQ 235 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Inference / निष्कर्षात्मक अनुमान and Discussion method / चर्चा विधि.**

A. A school-based environment for observing plants, soil and interactions. | Learning through purposeful exchange of ideas and reasons.

B. Learning through purposeful exchange of ideas and reasons. | Making an interpretation from observations and prior knowledge.

C. Making an interpretation from observations and prior knowledge. | Learner-generated inquiries revealing interests and existing understanding.

D. Making an interpretation from observations and prior knowledge. | Learning through purposeful exchange of ideas and reasons.

**Correct answer / सही उत्तर: D.** Making an interpretation from observations and prior knowledge. | Learning through purposeful exchange of ideas and reasons.

**Explanation / व्याख्या**

Inference / निष्कर्षात्मक अनुमान: Making an interpretation from observations and prior knowledge. Application: After seeing wet footprints, a child infers someone recently walked there. Discussion method / चर्चा विधि: Learning through purposeful exchange of ideas and reasons. Application: A class debates ways of keeping a shared playground clean.

**MCQ 236 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Inference / निष्कर्षात्मक अनुमान and Textbook adaptation / पाठ्यपुस्तक अनुकूलन.**

A. After seeing wet footprints, a child infers someone recently walked there. | Pupils explore their neighbourhood's trees, shops and transport.

B. A coastal example is supplemented with an accessible local river example. | After seeing wet footprints, a child infers someone recently walked there.

C. After seeing wet footprints, a child infers someone recently walked there. | A coastal example is supplemented with an accessible local river example.

D. Children explain their current ideas about shadows and test them. | A coastal example is supplemented with an accessible local river example.

**Correct answer / सही उत्तर: C.** After seeing wet footprints, a child infers someone recently walked there. | A coastal example is supplemented with an accessible local river example.

**Explanation / व्याख्या**

Inference / निष्कर्षात्मक अनुमान: Making an interpretation from observations and prior knowledge. Application: After seeing wet footprints, a child infers someone recently walked there. Textbook adaptation / पाठ्यपुस्तक अनुकूलन: Modifying a textbook task to suit local context and learner needs. Application: A coastal example is supplemented with an accessible local river example.

**MCQ 237 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Inference / निष्कर्षात्मक अनुमान / Elicitation / पूर्वविचार जानना)**

A. Inquiry-based learning / अन्वेषण आधारित अधिगम → Evaluating learning at the end of a defined period.

B. Inference / निष्कर्षात्मक अनुमान → Making an interpretation from observations and prior knowledge.

C. Inference / निष्कर्षात्मक अनुमान → Finding out learners' existing ideas before or during instruction.

D. Elicitation / पूर्वविचार जानना → Investigating questions through evidence and reasoning.

**Correct answer / सही उत्तर: B.** Inference / निष्कर्षात्मक अनुमान → Making an interpretation from observations and prior knowledge.

**Explanation / व्याख्या**

Inference / निष्कर्षात्मक अनुमान: Making an interpretation from observations and prior knowledge.
Application: After seeing wet footprints, a child infers someone recently walked there.

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**MCQ 238 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Inference / निष्कर्षात्मक अनुमान / Prior experience / पूर्व अनुभव)**

A. Inference / निष्कर्षात्मक अनुमान → Children describe how their families store food before investigating preservation.

B. Prior experience / पूर्व अनुभव → A potter describes clay preparation to pupils.

C. Inference / निष्कर्षात्मक अनुमान → After seeing wet footprints, a child infers someone recently walked there.

D. Local expert / स्थानीय विशेषज्ञ → A teacher describes a pupil's observation skills and suggests a next step.

**Correct answer / सही उत्तर: C.** Inference / निष्कर्षात्मक अनुमान → After seeing wet footprints, a child infers someone recently walked there.

**Explanation / व्याख्या**

Inference / निष्कर्षात्मक अनुमान: Making an interpretation from observations and prior knowledge. Application: After seeing wet footprints, a child infers someone recently walked there.

**MCQ 239 • CORE PRACTICE · FORM 01**

**Identify the concept described: Sharing evidence, findings and explanations with others.**

A. Communication / संप्रेषण

B. Environmental sensitivity / पर्यावरण संवेदनशीलता

C. Prior experience / पूर्व अनुभव

D. Project-based learning / परियोजना आधारित अधिगम

**Correct answer / सही उत्तर: A.** Communication / संप्रेषण

**Explanation / व्याख्या**

Communication / संप्रेषण: Sharing evidence, findings and explanations with others. Application: A group presents its observations of germination using a labelled chart.

MCQ 240 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? A group presents its observations of germination using a labelled chart.**

A. Prior experience / पूर्व अनुभव

B. Responsible citizenship / जिम्मेदार नागरिकता

C. Communication / संप्रेषण

D. Local environment / स्थानीय परिवेश

**Correct answer / सही उत्तर: C.** Communication / संप्रेषण

**Explanation / व्याख्या**

Communication / संप्रेषण: Sharing evidence, findings and explanations with others. Application: A group presents its observations of germination using a labelled chart.

MCQ 241 • CORE PRACTICE · FORM 03

**Which explanation best defines Communication / संप्रेषण?**

A. Using narratives to explore environmental or social ideas.

B. Sharing evidence, findings and explanations with others.

C. A coherent sequence of lessons organised around learning goals.

D. A short planned walk designed around specific observations.

**Correct answer / सही उत्तर: B.** Sharing evidence, findings and explanations with others.

**Explanation / व्याख्या**

Communication / संप्रेषण: Sharing evidence, findings and explanations with others. Application: A group presents its observations of germination using a labelled chart.

MCQ 242 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Communication / संप्रेषण?**

A. A group presents its observations of germination using a labelled chart.

B. Groups compare results of their seed experiment before making a claim.

C. Children observe compost over several days and discuss changes.

D. Pupils explore their neighbourhood's trees, shops and transport.

**Correct answer / सही उत्तर: A.** A group presents its observations of germination using a labelled chart.

**Explanation / व्याख्या**

Communication / संप्रेषण: Sharing evidence, findings and explanations with others. Application: A group presents its observations of germination using a labelled chart.

MCQ 243 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Sharing evidence, findings and explanations with others. (2) Learners giving criterion-based feedback on classmates' work.**

A. Communication / संप्रेषण | Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

B. Peer assessment / सहपाठी आकलन | Communication / संप्रेषण

C. Prior experience / पूर्व अनुभव | Peer assessment / सहपाठी आकलन

D. Communication / संप्रेषण | Peer assessment / सहपाठी आकलन

**Correct answer / सही उत्तर: D.** Communication / संप्रेषण | Peer assessment / सहपाठी आकलन

**Explanation / व्याख्या**

Communication / संप्रेषण: Sharing evidence, findings and explanations with others. Application: A group presents its observations of germination using a labelled chart. Peer assessment / सहपाठी आकलन: Learners giving criterion-based feedback on classmates' work. Application: Groups comment on whether each poster supports its claims with evidence.

**MCQ 244 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A group presents its observations of germination using a labelled chart. (2) Pupils investigate how local workers contribute to community life.**

A. Social environment / सामाजिक परिवेश | Communication / संप्रेषण

B. Communication / संप्रेषण | Supplementary resource / पूरक संसाधन

C. Communication / संप्रेषण | Social environment / सामाजिक परिवेश

D. Unit plan / इकाई योजना | Social environment / सामाजिक परिवेश

**Correct answer / सही उत्तर: C.** Communication / संप्रेषण | Social environment / सामाजिक परिवेश

**Explanation / व्याख्या**

Communication / संप्रेषण: Sharing evidence, findings and explanations with others. Application: A group presents its observations of germination using a labelled chart. Social environment / सामाजिक परिवेश: The people, institutions and relationships around learners. Application: Pupils investigate how local workers contribute to community life.

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MCQ 245 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Communication / संप्रेषण and Learning walk / अधिगम भ्रमण.**

A. Learners giving criterion-based feedback on classmates' work. | A short planned walk designed around specific observations.

B. Sharing evidence, findings and explanations with others. | A short planned walk designed around specific observations.

C. A short planned walk designed around specific observations. | Sharing evidence, findings and explanations with others.

D. Sharing evidence, findings and explanations with others. | A coherent sequence of lessons organised around learning goals.

**Correct answer / सही उत्तर: B.** Sharing evidence, findings and explanations with others. | A short planned walk designed around specific observations.

**Explanation / व्याख्या**

Communication / संप्रेषण: Sharing evidence, findings and explanations with others. Application: A group presents its observations of germination using a labelled chart. Learning walk / अधिगम भ्रमण: A short planned walk designed around specific observations. Application: Children map traffic signs and public facilities near the school.

MCQ 246 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Communication / संप्रेषण and Alternate conception / वैकल्पिक अवधारणा.**

A. A group presents its observations of germination using a labelled chart. | A class visits a local pond to observe its uses and living organisms.

B. A group presents its observations of germination using a labelled chart. | A child believes all heavy objects sink regardless of their shape.

C. A child believes all heavy objects sink regardless of their shape. | A group presents its observations of germination using a labelled chart.

D. A teacher revisits the concept of habitats after hearing pupils' explanations. | A child believes all heavy objects sink regardless of their shape.

**Correct answer / सही उत्तर: B.** A group presents its observations of germination using a labelled chart. | A child believes all heavy objects sink regardless of their shape.

**Explanation / व्याख्या**

Communication / संप्रेषण: Sharing evidence, findings and explanations with others. Application: A group presents its observations of germination using a labelled chart. Alternate conception / वैकल्पिक अवधारणा: A learner's existing explanation that differs from accepted disciplinary understanding. Application: A child believes all heavy objects sink regardless of their shape.

**MCQ 247 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Communication / संप्रेषण / Safety planning / सुरक्षा योजना)**

A. Communication / संप्रेषण → Anticipating and reducing risks before learning activities.

B. School garden / विद्यालय उद्यान → Modifying a textbook task to suit local context and learner needs.

C. Safety planning / सुरक्षा योजना → A school-based environment for observing plants, soil and interactions.

D. Communication / संप्रेषण → Sharing evidence, findings and explanations with others.

**Correct answer / सही उत्तर: D.** Communication / संप्रेषण → Sharing evidence, findings and explanations with others.

**Explanation / व्याख्या**

Communication / संप्रेषण: Sharing evidence, findings and explanations with others. Application: A group presents its observations of germination using a labelled chart.

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**MCQ 248 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Communication / संप्रेषण / Local environment / स्थानीय परिवेश)**

A. Local environment / स्थानीय परिवेश → Pupils keep dated drawings, observation records and reflections.

B. Portfolio / पोर्टफोलियो → A teacher describes a pupil's observation skills and suggests a next step.

C. Communication / संप्रेषण → Pupils explore their neighbourhood's trees, shops and transport.

D. Communication / संप्रेषण → A group presents its observations of germination using a labelled chart.

**Correct answer / सही उत्तर: D.** Communication / संप्रेषण → A group presents its observations of germination using a labelled chart.

**Explanation / व्याख्या**

Communication / संप्रेषण: Sharing evidence, findings and explanations with others. Application: A group presents its observations of germination using a labelled chart.

**MCQ 249 • CORE PRACTICE · FORM 01**

**Identify the concept described: Formulating investigable questions to guide exploration.**

A. Questioning / प्रश्न करना

B. Local expert / स्थानीय विशेषज्ञ

C. School garden / विद्यालय उद्यान

D. Story-based teaching / कहानी आधारित शिक्षण

**Correct answer / सही उत्तर: A.** Questioning / प्रश्न करना

**Explanation / व्याख्या**

Questioning / प्रश्न करना: Formulating investigable questions to guide exploration. Application: Children ask which conditions affect how seeds grow.

**MCQ 250 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Children ask which conditions affect how seeds grow.**

A. Prior experience / पूर्व अनुभव

B. Questioning / प्रश्न करना

C. Project-based learning / परियोजना आधारित अधिगम

D. Alternate conception / वैकल्पिक अवधारणा

**Correct answer / सही उत्तर: B.** Questioning / प्रश्न करना

**Explanation / व्याख्या**

Questioning / प्रश्न करना: Formulating investigable questions to guide exploration. Application: Children ask which conditions affect how seeds grow.

**MCQ 251 • CORE PRACTICE · FORM 03**

**Which explanation best defines Questioning / प्रश्न करना?**

A. Engaging local people and their knowledge in learning experiences.

B. Formulating investigable questions to guide exploration.

C. Evaluating learning at the end of a defined period.

D. A school-based environment for observing plants, soil and interactions.

**Correct answer / सही उत्तर: B.** Formulating investigable questions to guide exploration.

**Explanation / व्याख्या**

Questioning / प्रश्न करना: Formulating investigable questions to guide exploration. Application: Children ask which conditions affect how seeds grow.

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MCQ 252 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Questioning / प्रश्न करना?**

A. Children analyse a story about a family facing water shortages.

B. Pupils plan how to care for common school resources respectfully.

C. Children ask which conditions affect how seeds grow.

D. Children use local maps and photographs to study their neighbourhood.

**Correct answer / सही उत्तर: C.** Children ask which conditions affect how seeds grow.

**Explanation / व्याख्या**

Questioning / प्रश्न करना: Formulating investigable questions to guide exploration. Application: Children ask which conditions affect how seeds grow.

MCQ 253 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Formulating investigable questions to guide exploration. (2) The view that learners actively build understanding from experiences and ideas.**

A. Questioning / प्रश्न करना | Constructivism / रचनावाद

B. Unit plan / इकाई योजना | Constructivism / रचनावाद

C. Constructivism / रचनावाद | Questioning / प्रश्न करना

D. Questioning / प्रश्न करना | Social environment / सामाजिक परिवेश

**Correct answer / सही उत्तर: A.** Questioning / प्रश्न करना | Constructivism / रचनावाद

**Explanation / व्याख्या**

Questioning / प्रश्न करना: Formulating investigable questions to guide exploration. Application: Children ask which conditions affect how seeds grow. Constructivism / रचनावाद: The view that learners actively build understanding from experiences and ideas. Application: Children explain their current ideas about shadows and test them.

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**MCQ 254 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Children ask which conditions affect how seeds grow. (2) A class debates ways of keeping a shared playground clean.**

A. Questioning / प्रश्न करना | Discussion method / चर्चा विधि

B. Discussion method / चर्चा विधि | Questioning / प्रश्न करना

C. Summative assessment / संकलनात्मक आकलन | Discussion method / चर्चा विधि

D. Questioning / प्रश्न करना | School garden / विद्यालय उद्यान

**Correct answer / सही उत्तर: A.** Questioning / प्रश्न करना | Discussion method / चर्चा विधि

**Explanation / व्याख्या**

Questioning / प्रश्न करना: Formulating investigable questions to guide exploration. Application: Children ask which conditions affect how seeds grow. Discussion method / चर्चा विधि: Learning through purposeful exchange of ideas and reasons. Application: A class debates ways of keeping a shared playground clean.

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MCQ 255 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Questioning / प्रश्न करना and Inquiry-based learning / अन्वेषण आधारित अधिगम.**

A. Formulating investigable questions to guide exploration. | Awareness and concern for relationships between people and their surroundings.

B. The view that learners actively build understanding from experiences and ideas. | Investigating questions through evidence and reasoning.

C. Investigating questions through evidence and reasoning. | Formulating investigable questions to guide exploration.

D. Formulating investigable questions to guide exploration. | Investigating questions through evidence and reasoning.

**Correct answer / सही उत्तर: D.** Formulating investigable questions to guide exploration. | Investigating questions through evidence and reasoning.

**Explanation / व्याख्या**

Questioning / प्रश्न करना: Formulating investigable questions to guide exploration. Application: Children ask which conditions affect how seeds grow. Inquiry-based learning / अन्वेषण आधारित अधिगम: Investigating questions through evidence and reasoning. Application: Pupils investigate why some parts of the playground stay wet longer.

MCQ 256 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Questioning / प्रश्न करना and Formative assessment / निर्माणात्मक आकलन.**

A. Children ask which conditions affect how seeds grow. | A teacher revisits the concept of habitats after hearing pupils' explanations.

B. Children ask which conditions affect how seeds grow. | A class debates ways of keeping a shared playground clean.

C. A teacher revisits the concept of habitats after hearing pupils' explanations. | Children ask which conditions affect how seeds grow.

D. Children observe compost over several days and discuss changes. | A teacher revisits the concept of habitats after hearing pupils' explanations.

**Correct answer / सही उत्तर: A.** Children ask which conditions affect how seeds grow. | A teacher revisits the concept of habitats after hearing pupils' explanations.

**Explanation / व्याख्या**

Questioning / प्रश्न करना: Formulating investigable questions to guide exploration. Application: Children ask which conditions affect how seeds grow. Formative assessment / निर्माणात्मक आकलन: Gathering ongoing evidence to support improved learning. Application: A teacher revisits the concept of habitats after hearing pupils' explanations.

**MCQ 257 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Questioning / प्रश्न करना / Formative assessment / निर्माणात्मक आकलन)**

A. Formative assessment / निर्माणात्मक आकलन → An additional material used to extend or clarify textbook learning.

B. Questioning / प्रश्न करना → Gathering ongoing evidence to support improved learning.

C. Supplementary resource / पूरक संसाधन → Modifying a textbook task to suit local context and learner needs.

D. Questioning / प्रश्न करना → Formulating investigable questions to guide exploration.

**Correct answer / सही उत्तर: D.** Questioning / प्रश्न करना → Formulating investigable questions to guide exploration.

**Explanation / व्याख्या**

Questioning / प्रश्न करना: Formulating investigable questions to guide exploration. Application: Children ask which conditions affect how seeds grow.

GyanTech Guru Ji

**MCQ 258 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Questioning / प्रश्न करना / Responsible citizenship / जिम्मेदार नागरिकता)**

A. Questioning / प्रश्न करना → Children ask which conditions affect how seeds grow.

B. Project-based learning / परियोजना आधारित अधिगम → A class visits a local pond to observe its uses and living organisms.

C. Questioning / प्रश्न करना → Pupils plan how to care for common school resources respectfully.

D. Responsible citizenship / जिम्मेदार नागरिकता → Pupils investigate school water use and prepare a conservation plan.

**Correct answer / सही उत्तर: A.** Questioning / प्रश्न करना → Children ask which conditions affect how seeds grow.

**Explanation / व्याख्या**

Questioning / प्रश्न करना: Formulating investigable questions to guide exploration. Application: Children ask which conditions affect how seeds grow.

**MCQ 259 • CORE PRACTICE · FORM 01**

**Identify the concept described: Preserving observations in a consistent written or visual form.**

A. Discussion method / चर्चा विधि

B. Recording data / आँकड़े दर्ज करना

C. Lesson plan / पाठ योजना

D. Textbook adaptation / पाठ्यपुस्तक अनुकूलन

**Correct answer / सही उत्तर: B.** Recording data / आँकड़े दर्ज करना

**Explanation / व्याख्या**

Recording data / आँकड़े दर्ज करना: Preserving observations in a consistent written or visual form. Application: Pupils record plant height in a dated table.

**MCQ 260 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Pupils record plant height in a dated table.**

A. Evidence-based discussion / साक्ष्य आधारित चर्चा
B. Environmental sensitivity / पर्यावरण संवेदनशीलता
C. Recording data / आँकड़े दर्ज करना
D. Inquiry-based learning / अन्वेषण आधारित अधिगम

**Correct answer / सही उत्तर: C.** Recording data / आँकड़े दर्ज करना

**Explanation / व्याख्या**
Recording data / आँकड़े दर्ज करना: Preserving observations in a consistent written or visual form.
Application: Pupils record plant height in a dated table.

**MCQ 261 • CORE PRACTICE · FORM 03**

**Which explanation best defines Recording data / आँकड़े दर्ज करना?**

A. Preserving observations in a consistent written or visual form.
B. An organised plan linking goals, activities, resources and assessment.
C. Evaluating learning at the end of a defined period.
D. Learning through purposeful exchange of ideas and reasons.

**Correct answer / सही उत्तर: A.** Preserving observations in a consistent written or visual form.

**Explanation / व्याख्या**
Recording data / आँकड़े दर्ज करना: Preserving observations in a consistent written or visual form.
Application: Pupils record plant height in a dated table.

MCQ 262 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Recording data / आँकड़े दर्ज करना?**

A. A class debates ways of keeping a shared playground clean.

B. Pupils record plant height in a dated table.

C. A teacher asks pupils to draw where they think rain comes from.

D. Children analyse a story about a family facing water shortages.

**Correct answer / सही उत्तर: B.** Pupils record plant height in a dated table.

**Explanation / व्याख्या**

Recording data / आँकड़े दर्ज करना: Preserving observations in a consistent written or visual form. Application: Pupils record plant height in a dated table.

MCQ 263 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Preserving observations in a consistent written or visual form. (2) Evaluating learning at the end of a defined period.**

A. Inquiry-based learning / अन्वेषण आधारित अधिगम | Summative assessment / संकलनात्मक आकलन

B. Recording data / आँकड़े दर्ज करना | Prior experience / पूर्व अनुभव

C. Summative assessment / संकलनात्मक आकलन | Recording data / आँकड़े दर्ज करना

D. Recording data / आँकड़े दर्ज करना | Summative assessment / संकलनात्मक आकलन

**Correct answer / सही उत्तर: D.** Recording data / आँकड़े दर्ज करना | Summative assessment / संकलनात्मक आकलन

**Explanation / व्याख्या**

Recording data / आँकड़े दर्ज करना: Preserving observations in a consistent written or visual form. Application: Pupils record plant height in a dated table. Summative assessment / संकलनात्मक आकलन: Evaluating learning at the end of a defined period. Application: A final project evaluates understanding of the neighbourhood environment.

GyanTech Guru Ji

**MCQ 264 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Pupils record plant height in a dated table. (2) A teacher revisits the concept of habitats after hearing pupils' explanations.**

A. Formative assessment / निर्माणात्मक आकलन | Recording data / आँकड़े दर्ज करना

B. Recording data / आँकड़े दर्ज करना | Interdisciplinary learning / अंतर्विषयी अधिगम

C. Constructivism / रचनावाद | Formative assessment / निर्माणात्मक आकलन

D. Recording data / आँकड़े दर्ज करना | Formative assessment / निर्माणात्मक आकलन

**Correct answer / सही उत्तर: D.** Recording data / आँकड़े दर्ज करना | Formative assessment / निर्माणात्मक आकलन

**Explanation / व्याख्या**

Recording data / आँकड़े दर्ज करना: Preserving observations in a consistent written or visual form. Application: Pupils record plant height in a dated table. Formative assessment / निर्माणात्मक आकलन: Gathering ongoing evidence to support improved learning. Application: A teacher revisits the concept of habitats after hearing pupils' explanations.

GyanTech Guru Ji

**MCQ 265 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Recording data / आँकड़े दर्ज करना and Interdisciplinary learning / अंतर्विषयी अधिगम.**

A. Engaging local people and their knowledge in learning experiences. | Using perspectives from different subject areas to understand an issue.

B. Preserving observations in a consistent written or visual form. | Using perspectives from different subject areas to understand an issue.

C. Preserving observations in a consistent written or visual form. | A person whose experience or knowledge can support contextual learning.

D. Using perspectives from different subject areas to understand an issue. | Preserving observations in a consistent written or visual form.

**Correct answer / सही उत्तर: B.** Preserving observations in a consistent written or visual form. | Using perspectives from different subject areas to understand an issue.

**Explanation / व्याख्या**

Recording data / आँकड़े दर्ज करना: Preserving observations in a consistent written or visual form. Application: Pupils record plant height in a dated table. Interdisciplinary learning / अंतर्विषयी अधिगम: Using perspectives from different subject areas to understand an issue. Application: Children use maps and plant observations to study their surroundings.

**MCQ 266 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Recording data / आँकड़े दर्ज करना and Peer assessment / सहपाठी आकलन.**

A. Pupils record plant height in a dated table. | Groups comment on whether each poster supports its claims with evidence.

B. A teacher plans an observation task and a closing discussion about leaves. | Groups comment on whether each poster supports its claims with evidence.

C. Pupils record plant height in a dated table. | Children observe compost over several days and discuss changes.

D. Groups comment on whether each poster supports its claims with evidence. | Pupils record plant height in a dated table.

**Correct answer / सही उत्तर: A.** Pupils record plant height in a dated table. | Groups comment on whether each poster supports its claims with evidence.

**Explanation / व्याख्या**

Recording data / आँकड़े दर्ज करना: Preserving observations in a consistent written or visual form. Application: Pupils record plant height in a dated table. Peer assessment / सहपाठी आकलन: Learners giving criterion-based feedback on classmates' work. Application: Groups comment on whether each poster supports its claims with evidence.

**MCQ 267 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Recording data / आँकड़े दर्ज करना / Observation checklist / अवलोकन जाँच सूची)**

A. Recording data / आँकड़े दर्ज करना → A list of criteria for recording observed learning behaviours.

B. Observation checklist / अवलोकन जाँच सूची → The people, institutions and relationships around learners.

C. Social environment / सामाजिक परिवेश → A person whose experience or knowledge can support contextual learning.

D. Recording data / आँकड़े दर्ज करना → Preserving observations in a consistent written or visual form.

**Correct answer / सही उत्तर: D.** Recording data / आँकड़े दर्ज करना → Preserving observations in a consistent written or visual form.

**Explanation / व्याख्या**

Recording data / आँकड़े दर्ज करना: Preserving observations in a consistent written or visual form. Application: Pupils record plant height in a dated table.

**MCQ 268 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Recording data / आँकड़े दर्ज करना / Inquiry-based learning / अन्वेषण आधारित अधिगम)**

A. Recording data / आँकड़े दर्ज करना → Pupils record plant height in a dated table.

B. Recording data / आँकड़े दर्ज करना → Pupils investigate why some parts of the playground stay wet longer.

C. Inquiry-based learning / अन्वेषण आधारित अधिगम → Children map traffic signs and public facilities near the school.

D. Learning walk / अधिगम भ्रमण → A water topic combines science, local geography and social practices.

**Correct answer / सही उत्तर: A.** Recording data / आँकड़े दर्ज करना → Pupils record plant height in a dated table.

**Explanation / व्याख्या**

Recording data / आँकड़े दर्ज करना: Preserving observations in a consistent written or visual form.
Application: Pupils record plant height in a dated table.

**MCQ 269 • CORE PRACTICE · FORM 01**

**Identify the concept described: Identifying similarities and differences using relevant attributes.**

A. Comparing / तुलना करना

B. Social environment / सामाजिक परिवेश

C. Interdisciplinary learning / अंतर्विषयी अधिगम

D. Safety planning / सुरक्षा योजना

**Correct answer / सही उत्तर: A.** Comparing / तुलना करना

**Explanation / व्याख्या**

Comparing / तुलना करना: Identifying similarities and differences using relevant attributes.
Application: Children compare two leaves by shape and vein pattern.

MCQ 270 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? Children compare two leaves by shape and vein pattern.**

A. Alternate conception / वैकल्पिक अवधारणा

B. Discussion method / चर्चा विधि

C. Comparing / तुलना करना

D. Learning outcome / अधिगम प्रतिफल

**Correct answer / सही उत्तर: C.** Comparing / तुलना करना

**Explanation / व्याख्या**

Comparing / तुलना करना: Identifying similarities and differences using relevant attributes.
Application: Children compare two leaves by shape and vein pattern.

MCQ 271 • CORE PRACTICE · FORM 03

**Which explanation best defines Comparing / तुलना करना?**

A. Learning through purposeful exchange of ideas and reasons.

B. An organised plan linking goals, activities, resources and assessment.

C. Identifying similarities and differences using relevant attributes.

D. A learner's existing explanation that differs from accepted disciplinary understanding.

**Correct answer / सही उत्तर: C.** Identifying similarities and differences using relevant attributes.

**Explanation / व्याख्या**

Comparing / तुलना करना: Identifying similarities and differences using relevant attributes.
Application: Children compare two leaves by shape and vein pattern.

GyanTech Guru Ji

MCQ 272 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Comparing / तुलना करना?**

A. Children compare two leaves by shape and vein pattern.

B. Children analyse a story about a family facing water shortages.

C. Pupils plan how to care for common school resources respectfully.

D. A child asks why shadows change during the day.

**Correct answer / सही उत्तर: A.** Children compare two leaves by shape and vein pattern.

**Explanation / व्याख्या**

Comparing / तुलना करना: Identifying similarities and differences using relevant attributes. Application: Children compare two leaves by shape and vein pattern.

MCQ 273 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Identifying similarities and differences using relevant attributes. (2) The immediate natural and social setting used as a learning context.**

A. Local environment / स्थानीय परिवेश | Comparing / तुलना करना

B. Comparing / तुलना करना | Unit plan / इकाई योजना

C. Comparing / तुलना करना | Local environment / स्थानीय परिवेश

D. Discussion method / चर्चा विधि | Local environment / स्थानीय परिवेश

**Correct answer / सही उत्तर: C.** Comparing / तुलना करना | Local environment / स्थानीय परिवेश

**Explanation / व्याख्या**

Comparing / तुलना करना: Identifying similarities and differences using relevant attributes. Application: Children compare two leaves by shape and vein pattern. Local environment / स्थानीय परिवेश: The immediate natural and social setting used as a learning context. Application: Pupils explore their neighbourhood's trees, shops and transport.

GyanTech Guru Ji

**MCQ 274 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Children compare two leaves by shape and vein pattern. (2) A potter describes clay preparation to pupils.**

A. Comparing / तुलना करना | Local expert / स्थानीय विशेषज्ञ

B. Local expert / स्थानीय विशेषज्ञ | Comparing / तुलना करना

C. Experiential learning / अनुभवात्मक अधिगम | Local expert / स्थानीय विशेषज्ञ

D. Comparing / तुलना करना | Interdisciplinary learning / अंतर्विषयी अधिगम

**Correct answer / सही उत्तर: A.** Comparing / तुलना करना | Local expert / स्थानीय विशेषज्ञ

**Explanation / व्याख्या**

Comparing / तुलना करना: Identifying similarities and differences using relevant attributes. Application: Children compare two leaves by shape and vein pattern. Local expert / स्थानीय विशेषज्ञ: A person whose experience or knowledge can support contextual learning. Application: A potter describes clay preparation to pupils.

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MCQ 275 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Comparing / तुलना करना and Portfolio / पोर्टफोलियो.**

A. A collection of learning evidence showing progress across time. | Identifying similarities and differences using relevant attributes.

B. Identifying similarities and differences using relevant attributes. | A collection of learning evidence showing progress across time.

C. The people, institutions and relationships around learners. | A collection of learning evidence showing progress across time.

D. Identifying similarities and differences using relevant attributes. | A planned learning experience outside the classroom.

**Correct answer / सही उत्तर: B.** Identifying similarities and differences using relevant attributes. | A collection of learning evidence showing progress across time.

**Explanation / व्याख्या**

Comparing / तुलना करना: Identifying similarities and differences using relevant attributes. Application: Children compare two leaves by shape and vein pattern. Portfolio / पोर्टफोलियो: A collection of learning evidence showing progress across time. Application: Pupils keep dated drawings, observation records and reflections.

MCQ 276 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Comparing / तुलना करना and Formative assessment / निर्माणात्मक आकलन.**

A. A teacher revisits the concept of habitats after hearing pupils' explanations. | Children compare two leaves by shape and vein pattern.

B. A teacher adds a local map to a chapter about directions. | A teacher revisits the concept of habitats after hearing pupils' explanations.

C. Children compare two leaves by shape and vein pattern. | A class visits a local pond to observe its uses and living organisms.

D. Children compare two leaves by shape and vein pattern. | A teacher revisits the concept of habitats after hearing pupils' explanations.

**Correct answer / सही उत्तर: D.** Children compare two leaves by shape and vein pattern. | A teacher revisits the concept of habitats after hearing pupils' explanations.

**Explanation / व्याख्या**

Comparing / तुलना करना: Identifying similarities and differences using relevant attributes. Application: Children compare two leaves by shape and vein pattern. Formative assessment / निर्माणात्मक आकलन: Gathering ongoing evidence to support improved learning. Application: A teacher revisits the concept of habitats after hearing pupils' explanations.

**MCQ 277 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Comparing / तुलना करना / Local environment / स्थानीय परिवेश)**

A. Comparing / तुलना करना → Identifying similarities and differences using relevant attributes.

B. Comparing / तुलना करना → The immediate natural and social setting used as a learning context.

C. Local environment / स्थानीय परिवेश → Learner-generated inquiries revealing interests and existing understanding.

D. Children's questions / बच्चों के प्रश्न → Gathering ongoing evidence to support improved learning.

**Correct answer / सही उत्तर: A.** Comparing / तुलना करना → Identifying similarities and differences using relevant attributes.

**Explanation / व्याख्या**

Comparing / तुलना करना: Identifying similarities and differences using relevant attributes.
Application: Children compare two leaves by shape and vein pattern.

MCQ 278 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Comparing / तुलना करना / Inquiry-based learning / अन्वेषण आधारित अधिगम)**

A. Inquiry-based learning / अन्वेषण आधारित अधिगम → A pupil changes an explanation about floating after testing materials of different shapes.

B. Comparing / तुलना करना → Pupils investigate why some parts of the playground stay wet longer.

C. Conceptual change / अवधारणात्मक परिवर्तन → Groups compare results of their seed experiment before making a claim.

D. Comparing / तुलना करना → Children compare two leaves by shape and vein pattern.

**Correct answer / सही उत्तर: D.** Comparing / तुलना करना → Children compare two leaves by shape and vein pattern.

**Explanation / व्याख्या**

Comparing / तुलना करना: Identifying similarities and differences using relevant attributes. Application: Children compare two leaves by shape and vein pattern.

MCQ 279 • CORE PRACTICE · FORM 01

**Identify the concept described: Keeping relevant conditions comparable while investigating one factor.**

A. Curriculum integration / पाठ्यचर्या एकीकरण

B. Fair testing / निष्पक्ष परीक्षण

C. Observation checklist / अवलोकन जाँच सूची

D. Conceptual change / अवधारणात्मक परिवर्तन

**Correct answer / सही उत्तर: B.** Fair testing / निष्पक्ष परीक्षण

**Explanation / व्याख्या**

Fair testing / निष्पक्ष परीक्षण: Keeping relevant conditions comparable while investigating one factor. Application: Groups use similar containers and soil while varying light exposure.

**MCQ 280 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Groups use similar containers and soil while varying light exposure.**

A. Peer assessment / सहपाठी आकलन

B. Fair testing / निष्पक्ष परीक्षण

C. Learning walk / अधिगम भ्रमण

D. Project-based learning / परियोजना आधारित अधिगम

**Correct answer / सही उत्तर: B.** Fair testing / निष्पक्ष परीक्षण

**Explanation / व्याख्या**

Fair testing / निष्पक्ष परीक्षण: Keeping relevant conditions comparable while investigating one factor. Application: Groups use similar containers and soil while varying light exposure.

**MCQ 281 • CORE PRACTICE · FORM 03**

**Which explanation best defines Fair testing / निष्पक्ष परीक्षण?**

A. The learning purpose behind a textbook activity or representation.

B. Using narratives to explore environmental or social ideas.

C. A specific observable demonstration of expected learning.

D. Keeping relevant conditions comparable while investigating one factor.

**Correct answer / सही उत्तर: D.** Keeping relevant conditions comparable while investigating one factor.

**Explanation / व्याख्या**

Fair testing / निष्पक्ष परीक्षण: Keeping relevant conditions comparable while investigating one factor. Application: Groups use similar containers and soil while varying light exposure.

MCQ 282 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Fair testing / निष्पक्ष परीक्षण?**

A. Pupils keep dated drawings, observation records and reflections.

B. Groups use similar containers and soil while varying light exposure.

C. A teacher notes whether pupils classify objects using a consistent property.

D. Groups compare results of their seed experiment before making a claim.

**Correct answer / सही उत्तर: B.** Groups use similar containers and soil while varying light exposure.

**Explanation / व्याख्या**

Fair testing / निष्पक्ष परीक्षण: Keeping relevant conditions comparable while investigating one factor. Application: Groups use similar containers and soil while varying light exposure.

MCQ 283 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Keeping relevant conditions comparable while investigating one factor. (2) Extended inquiry leading to a meaningful product or finding.**

A. Integrated curriculum / एकीकृत पाठ्यचर्या | Project-based learning / परियोजना आधारित अधिगम

B. Fair testing / निष्पक्ष परीक्षण | Alternate conception / वैकल्पिक अवधारणा

C. Fair testing / निष्पक्ष परीक्षण | Project-based learning / परियोजना आधारित अधिगम

D. Project-based learning / परियोजना आधारित अधिगम | Fair testing / निष्पक्ष परीक्षण

**Correct answer / सही उत्तर: C.** Fair testing / निष्पक्ष परीक्षण | Project-based learning / परियोजना आधारित अधिगम

**Explanation / व्याख्या**

Fair testing / निष्पक्ष परीक्षण: Keeping relevant conditions comparable while investigating one factor. Application: Groups use similar containers and soil while varying light exposure. Project-based learning / परियोजना आधारित अधिगम: Extended inquiry leading to a meaningful product or finding. Application: Pupils investigate school water use and prepare a conservation plan.

**MCQ 284 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Groups use similar containers and soil while varying light exposure. (2) A class visits a local pond to observe its uses and living organisms.**

A. Fair testing / निष्पक्ष परीक्षण | Holistic learning / समग्र अधिगम

B. Field visit / क्षेत्र भ्रमण | Fair testing / निष्पक्ष परीक्षण

C. Fair testing / निष्पक्ष परीक्षण | Field visit / क्षेत्र भ्रमण

D. Children's questions / बच्चों के प्रश्न | Field visit / क्षेत्र भ्रमण

**Correct answer / सही उत्तर: C.** Fair testing / निष्पक्ष परीक्षण | Field visit / क्षेत्र भ्रमण

**Explanation / व्याख्या**

Fair testing / निष्पक्ष परीक्षण: Keeping relevant conditions comparable while investigating one factor. Application: Groups use similar containers and soil while varying light exposure. Field visit / क्षेत्र भ्रमण: A planned learning experience outside the classroom. Application: A class visits a local pond to observe its uses and living organisms.

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MCQ 285 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Fair testing / निष्पक्ष परीक्षण and Summative assessment / संकलनात्मक आकलन.**

A. Keeping relevant conditions comparable while investigating one factor. | The people, institutions and relationships around learners.

B. Evaluating learning at the end of a defined period. | Keeping relevant conditions comparable while investigating one factor.

C. A learner's earlier encounters that can support new understanding. | Evaluating learning at the end of a defined period.

D. Keeping relevant conditions comparable while investigating one factor. | Evaluating learning at the end of a defined period.

**Correct answer / सही उत्तर: D.** Keeping relevant conditions comparable while investigating one factor. | Evaluating learning at the end of a defined period.

**Explanation / व्याख्या**

Fair testing / निष्पक्ष परीक्षण: Keeping relevant conditions comparable while investigating one factor. Application: Groups use similar containers and soil while varying light exposure. Summative assessment / संकलनात्मक आकलन: Evaluating learning at the end of a defined period. Application: A final project evaluates understanding of the neighbourhood environment.

**MCQ 286 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Fair testing / निष्पक्ष परीक्षण and Local expert / स्थानीय विशेषज्ञ.**

A. A potter describes clay preparation to pupils. | Groups use similar containers and soil while varying light exposure.

B. A teacher checks safe routes and supervision before a field visit. | A potter describes clay preparation to pupils.

C. Groups use similar containers and soil while varying light exposure. | A potter describes clay preparation to pupils.

D. Groups use similar containers and soil while varying light exposure. | A class visits a local pond to observe its uses and living organisms.

**Correct answer / सही उत्तर: C.** Groups use similar containers and soil while varying light exposure. | A potter describes clay preparation to pupils.

**Explanation / व्याख्या**

Fair testing / निष्पक्ष परीक्षण: Keeping relevant conditions comparable while investigating one factor. Application: Groups use similar containers and soil while varying light exposure. Local expert / स्थानीय विशेषज्ञ: A person whose experience or knowledge can support contextual learning. Application: A potter describes clay preparation to pupils.

MCQ 287 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Fair testing / निष्पक्ष परीक्षण / Discussion method / चर्चा विधि)**

A. Discussion method / चर्चा विधि → A person whose experience or knowledge can support contextual learning.

B. Fair testing / निष्पक्ष परीक्षण → Learning through purposeful exchange of ideas and reasons.

C. Local expert / स्थानीय विशेषज्ञ → An organised plan linking goals, activities, resources and assessment.

D. Fair testing / निष्पक्ष परीक्षण → Keeping relevant conditions comparable while investigating one factor.

**Correct answer / सही उत्तर: D.** Fair testing / निष्पक्ष परीक्षण → Keeping relevant conditions comparable while investigating one factor.

**Explanation / व्याख्या**

Fair testing / निष्पक्ष परीक्षण: Keeping relevant conditions comparable while investigating one factor. Application: Groups use similar containers and soil while varying light exposure.

MCQ 288 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Fair testing / निष्पक्ष परीक्षण / Lesson plan / पाठ योजना)**

A. Fair testing / निष्पक्ष परीक्षण → A teacher plans an observation task and a closing discussion about leaves.

B. Textbook adaptation / पाठ्यपुस्तक अनुकूलन → Pupils investigate school water use and prepare a conservation plan.

C. Lesson plan / पाठ योजना → A coastal example is supplemented with an accessible local river example.

D. Fair testing / निष्पक्ष परीक्षण → Groups use similar containers and soil while varying light exposure.

**Correct answer / सही उत्तर: D.** Fair testing / निष्पक्ष परीक्षण → Groups use similar containers and soil while varying light exposure.

**Explanation / व्याख्या**

Fair testing / निष्पक्ष परीक्षण: Keeping relevant conditions comparable while investigating one factor. Application: Groups use similar containers and soil while varying light exposure.

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 04.01

**Explain Observation / अवलोकन and give one classroom example.**

**Model answer:** Noticing and recording relevant features using senses or tools. Children note leaf colour, texture and shape without guessing causes.

**REVISION 04.02**

**Explain Classification / वर्गीकरण and give one classroom example.**

**Model answer:** Grouping items according to selected characteristics. Pupils group collected leaves by their margins.

**REVISION 04.03**

**Explain Prediction / पूर्वानुमान and give one classroom example.**

**Model answer:** Anticipating a possible outcome based on available evidence. Before testing, children suggest which surface will dry fastest.

**REVISION 04.04**

**Explain Measurement / मापन and give one classroom example.**

**Model answer:** Determining an attribute using an appropriate unit or instrument. A child uses a measuring cup to compare water volumes.

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**REVISION 04.05**

**Explain Inference / निष्कर्षात्मक अनुमान and give one classroom example.**

**Model answer:** Making an interpretation from observations and prior knowledge. After seeing wet footprints, a child infers someone recently walked there.

**REVISION 04.06**

**Explain Communication / संप्रेषण and give one classroom example.**

**Model answer:** Sharing evidence, findings and explanations with others. A group presents its observations of germination using a labelled chart.

**REVISION 04.07**

**Explain Questioning / प्रश्न करना and give one classroom example.**

**Model answer:** Formulating investigable questions to guide exploration. Children ask which conditions affect how seeds grow.

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**REVISION 04.08**

**Explain Recording data / आँकड़े दर्ज करना and give one classroom example.**

**Model answer:** Preserving observations in a consistent written or visual form. Pupils record plant height in a dated table.

**REVISION 04.09**

**Explain Comparing / तुलना करना and give one classroom example.**

**Model answer:** Identifying similarities and differences using relevant attributes. Children compare two leaves by shape and vein pattern.

**REVISION 04.10**

**Explain Fair testing / निष्पक्ष परीक्षण and give one classroom example.**

**Model answer:** Keeping relevant conditions comparable while investigating one factor. Groups use similar containers and soil while varying light exposure.

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CHAPTER 05 • 52 MCQs • 5 REVISION PROMPTS

# Learning Resources

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Community participation / समुदाय सहभागिता

Engaging local people and their knowledge in learning experiences.

**Classroom example:** A gardener explains local methods of conserving water.

### Learning resources / अधिगम संसाधन

Materials, places or people selected to support meaningful exploration.

**Classroom example:** Children use local maps and photographs to study their neighbourhood.

### Local expert / स्थानीय विशेषज्ञ

A person whose experience or knowledge can support contextual learning.

**Classroom example:** A potter describes clay preparation to pupils.

### School garden / विद्यालय उद्यान

A school-based environment for observing plants, soil and interactions.

**Classroom example:** Pupils monitor germination and record changes in seedlings.

### Learning walk / अधिगम भ्रमण

A short planned walk designed around specific observations.

**Classroom example:** Children map traffic signs and public facilities near the school.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

**MCQ 289 • NEW CLASSROOM APPLICATION**

**Which resource is suitable for learning about local biodiversity?**

A. A random unrelated advertisement

B. Only an abstract definition

C. An unsafe encounter with wildlife

D. A supervised schoolyard observation with an identification guide

**Correct answer / सही उत्तर: D.** A supervised schoolyard observation with an identification guide

**Explanation / व्याख्या**

Local accessible resources support direct observation and responsible learning.

**MCQ 290 • NEW CLASSROOM APPLICATION**

**What should a teacher consider before showing an online nature video?**

A. Accuracy, age suitability, accessibility and learning purpose

B. Only the length of the title

C. Only the number of views

D. Only the background music

**Correct answer / सही उत्तर: A.** Accuracy, age suitability, accessibility and learning purpose

**Explanation / व्याख्या**

Digital resources should be evaluated for educational value and accuracy.

## Core question bank

Ten related practice formats; core concepts recur for revision.

**MCQ 291 • CORE PRACTICE · FORM 01**

**Identify the concept described: Engaging local people and their knowledge in learning experiences.**

A. Evidence-based discussion / साक्ष्य आधारित चर्चा

B. Portfolio / पोर्टफोलियो

C. Prior experience / पूर्व अनुभव

D. Community participation / समुदाय सहभागिता

**Correct answer / सही उत्तर: D.** Community participation / समुदाय सहभागिता

**Explanation / व्याख्या**

Community participation / समुदाय सहभागिता: Engaging local people and their knowledge in learning experiences. Application: A gardener explains local methods of conserving water.

**MCQ 292 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A gardener explains local methods of conserving water.**

A. Responsible citizenship / जिम्मेदार नागरिकता

B. Observation checklist / अवलोकन जाँच सूची

C. Community participation / समुदाय सहभागिता

D. Constructivism / रचनावाद

**Correct answer / सही उत्तर: C.** Community participation / समुदाय सहभागिता

**Explanation / व्याख्या**

Community participation / समुदाय सहभागिता: Engaging local people and their knowledge in learning experiences. Application: A gardener explains local methods of conserving water.

MCQ 293 • CORE PRACTICE · FORM 03

**Which explanation best defines Community participation / समुदाय सहभागिता?**

A. Engaging local people and their knowledge in learning experiences.
B. Grouping items according to selected characteristics.
C. The learning purpose behind a textbook activity or representation.
D. A specific observable demonstration of expected learning.

**Correct answer / सही उत्तर: A.** Engaging local people and their knowledge in learning experiences.

**Explanation / व्याख्या**
Community participation / समुदाय सहभागिता: Engaging local people and their knowledge in learning experiences. Application: A gardener explains local methods of conserving water.

MCQ 294 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Community participation / समुदाय सहभागिता?**

A. A gardener explains local methods of conserving water.
B. Children combine map reading, measurement and local interviews in one unit.
C. Children use maps and plant observations to study their surroundings.
D. Children compare two leaves by shape and vein pattern.

**Correct answer / सही उत्तर: A.** A gardener explains local methods of conserving water.

**Explanation / व्याख्या**
Community participation / समुदाय सहभागिता: Engaging local people and their knowledge in learning experiences. Application: A gardener explains local methods of conserving water.

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MCQ 295 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Engaging local people and their knowledge in learning experiences. (2) Sharing evidence, findings and explanations with others.**

A. Qualitative assessment / गुणात्मक आकलन | Communication / संप्रेषण

B. Communication / संप्रेषण | Community participation / समुदाय सहभागिता

C. Community participation / समुदाय सहभागिता | Communication / संप्रेषण

D. Community participation / समुदाय सहभागिता | Observation checklist / अवलोकन जाँच सूची

**Correct answer / सही उत्तर: C.** Community participation / समुदाय सहभागिता | Communication / संप्रेषण

**Explanation / व्याख्या**

Community participation / समुदाय सहभागिता: Engaging local people and their knowledge in learning experiences. Application: A gardener explains local methods of conserving water.
Communication / संप्रेषण: Sharing evidence, findings and explanations with others. Application: A group presents its observations of germination using a labelled chart.

**MCQ 296 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A gardener explains local methods of conserving water. (2) A teacher describes a pupil's observation skills and suggests a next step.**

A. Social environment / सामाजिक परिवेश | Qualitative assessment / गुणात्मक आकलन

B. Qualitative assessment / गुणात्मक आकलन | Community participation / समुदाय सहभागिता

C. Community participation / समुदाय सहभागिता | Qualitative assessment / गुणात्मक आकलन

D. Community participation / समुदाय सहभागिता | Conceptual change / अवधारणात्मक परिवर्तन

**Correct answer / सही उत्तर: C.** Community participation / समुदाय सहभागिता | Qualitative assessment / गुणात्मक आकलन

**Explanation / व्याख्या**

Community participation / समुदाय सहभागिता: Engaging local people and their knowledge in learning experiences. Application: A gardener explains local methods of conserving water. Qualitative assessment / गुणात्मक आकलन: Using descriptive evidence about learning rather than marks alone. Application: A teacher describes a pupil's observation skills and suggests a next step.

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**MCQ 297 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Community participation / समुदाय सहभागिता and Questioning / प्रश्न करना.**

A. Engaging local people and their knowledge in learning experiences. | Learning through purposeful exchange of ideas and reasons.

B. Developing understanding through direct experience and reflection. | Formulating investigable questions to guide exploration.

C. Formulating investigable questions to guide exploration. | Engaging local people and their knowledge in learning experiences.

D. Engaging local people and their knowledge in learning experiences. | Formulating investigable questions to guide exploration.

**Correct answer / सही उत्तर: D.** Engaging local people and their knowledge in learning experiences. | Formulating investigable questions to guide exploration.

**Explanation / व्याख्या**

Community participation / समुदाय सहभागिता: Engaging local people and their knowledge in learning experiences. Application: A gardener explains local methods of conserving water. Questioning / प्रश्न करना: Formulating investigable questions to guide exploration. Application: Children ask which conditions affect how seeds grow.

**MCQ 298 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Community participation / समुदाय सहभागिता and Discussion method / चर्चा विधि.**

A. A class debates ways of keeping a shared playground clean. | A gardener explains local methods of conserving water.

B. A teacher describes a pupil's observation skills and suggests a next step. | A class debates ways of keeping a shared playground clean.

C. A gardener explains local methods of conserving water. | A class debates ways of keeping a shared playground clean.

D. A gardener explains local methods of conserving water. | Pupils can describe two ways of saving water at home.

**Correct answer / सही उत्तर: C.** A gardener explains local methods of conserving water. | A class debates ways of keeping a shared playground clean.

**Explanation / व्याख्या**

Community participation / समुदाय सहभागिता: Engaging local people and their knowledge in learning experiences. Application: A gardener explains local methods of conserving water. Discussion method / चर्चा विधि: Learning through purposeful exchange of ideas and reasons. Application: A class debates ways of keeping a shared playground clean.

MCQ 299 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Community participation / समुदाय सहभागिता / Pedagogical intent / शिक्षण उद्देश्य)**

A. Community participation / समुदाय सहभागिता → Engaging local people and their knowledge in learning experiences.

B. Portfolio / पोर्टफोलियो → A learner's earlier encounters that can support new understanding.

C. Community participation / समुदाय सहभागिता → The learning purpose behind a textbook activity or representation.

D. Pedagogical intent / शिक्षण उद्देश्य → A collection of learning evidence showing progress across time.

**Correct answer / सही उत्तर: A.** Community participation / समुदाय सहभागिता → Engaging local people and their knowledge in learning experiences.

**Explanation / व्याख्या**

Community participation / समुदाय सहभागिता: Engaging local people and their knowledge in learning experiences. Application: A gardener explains local methods of conserving water.

**MCQ 300 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Community participation / समुदाय सहभागिता / Recording data / आँकड़े दर्ज करना)**

A. Community participation / समुदाय सहभागिता → Pupils record plant height in a dated table.

B. Community participation / समुदाय सहभागिता → A gardener explains local methods of conserving water.

C. Inquiry-based learning / अन्वेषण आधारित अधिगम → Children explain their current ideas about shadows and test them.

D. Recording data / आँकड़े दर्ज करना → Pupils investigate why some parts of the playground stay wet longer.

**Correct answer / सही उत्तर: B.** Community participation / समुदाय सहभागिता → A gardener explains local methods of conserving water.

**Explanation / व्याख्या**

Community participation / समुदाय सहभागिता: Engaging local people and their knowledge in learning experiences. Application: A gardener explains local methods of conserving water.

**MCQ 301 • CORE PRACTICE · FORM 01**

**Identify the concept described: Materials, places or people selected to support meaningful exploration.**

A. Learning resources / अधिगम संसाधन

B. Integrated curriculum / एकीकृत पाठ्यचर्या

C. Recording data / आँकड़े दर्ज करना

D. Portfolio / पोर्टफोलियो

**Correct answer / सही उत्तर: A.** Learning resources / अधिगम संसाधन

**Explanation / व्याख्या**

Learning resources / अधिगम संसाधन: Materials, places or people selected to support meaningful exploration. Application: Children use local maps and photographs to study their neighbourhood.

**MCQ 302 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Children use local maps and photographs to study their neighbourhood.**

A. Formative assessment / निर्माणात्मक आकलन

B. Alternate conception / वैकल्पिक अवधारणा

C. Learning resources / अधिगम संसाधन

D. Discussion method / चर्चा विधि

**Correct answer / सही उत्तर: C.** Learning resources / अधिगम संसाधन

**Explanation / व्याख्या**

Learning resources / अधिगम संसाधन: Materials, places or people selected to support meaningful exploration. Application: Children use local maps and photographs to study their neighbourhood.

**MCQ 303 • CORE PRACTICE · FORM 03**

**Which explanation best defines Learning resources / अधिगम संसाधन?**

A. Using descriptive evidence about learning rather than marks alone.

B. Materials, places or people selected to support meaningful exploration.

C. Modifying a textbook task to suit local context and learner needs.

D. Revising an existing explanation in light of relevant evidence.

**Correct answer / सही उत्तर: B.** Materials, places or people selected to support meaningful exploration.

**Explanation / व्याख्या**

Learning resources / अधिगम संसाधन: Materials, places or people selected to support meaningful exploration. Application: Children use local maps and photographs to study their neighbourhood.

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**MCQ 304 • CORE PRACTICE · FORM 04**

**Which classroom example best demonstrates Learning resources / अधिगम संसाधन?**

A. Children note leaf colour, texture and shape without guessing causes.

B. Children describe how their families store food before investigating preservation.

C. Children use local maps and photographs to study their neighbourhood.

D. Pupils group collected leaves by their margins.

**Correct answer / सही उत्तर: C.** Children use local maps and photographs to study their neighbourhood.

**Explanation / व्याख्या**

Learning resources / अधिगम संसाधन: Materials, places or people selected to support meaningful exploration. Application: Children use local maps and photographs to study their neighbourhood.

**MCQ 305 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Materials, places or people selected to support meaningful exploration. (2) Anticipating a possible outcome based on available evidence.**

A. Learning resources / अधिगम संसाधन | Prediction / पूर्वानुमान

B. Observation checklist / अवलोकन जाँच सूची | Prediction / पूर्वानुमान

C. Learning resources / अधिगम संसाधन | Environmental sensitivity / पर्यावरण संवेदनशीलता

D. Prediction / पूर्वानुमान | Learning resources / अधिगम संसाधन

**Correct answer / सही उत्तर: A.** Learning resources / अधिगम संसाधन | Prediction / पूर्वानुमान

**Explanation / व्याख्या**

Learning resources / अधिगम संसाधन: Materials, places or people selected to support meaningful exploration. Application: Children use local maps and photographs to study their neighbourhood. Prediction / पूर्वानुमान: Anticipating a possible outcome based on available evidence. Application: Before testing, children suggest which surface will dry fastest.

**MCQ 306 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Children use local maps and photographs to study their neighbourhood. (2) Children combine map reading, measurement and local interviews in one unit.**

A. Curriculum integration / पाठ्यचर्या एकीकरण | Learning resources / अधिगम संसाधन

B. Learning resources / अधिगम संसाधन | Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

C. Learning resources / अधिगम संसाधन | Curriculum integration / पाठ्यचर्या एकीकरण

D. Prediction / पूर्वानुमान | Curriculum integration / पाठ्यचर्या एकीकरण

**Correct answer / सही उत्तर: C.** Learning resources / अधिगम संसाधन | Curriculum integration / पाठ्यचर्या एकीकरण

**Explanation / व्याख्या**

Learning resources / अधिगम संसाधन: Materials, places or people selected to support meaningful exploration. Application: Children use local maps and photographs to study their neighbourhood. Curriculum integration / पाठ्यचर्या एकीकरण: Connecting environmental and social learning with other areas of primary education. Application: Children combine map reading, measurement and local interviews in one unit.

**MCQ 307 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Learning resources / अधिगम संसाधन and Communication / संप्रेषण.**

A. Sharing evidence, findings and explanations with others. | Materials, places or people selected to support meaningful exploration.

B. Learning through purposeful exchange of ideas and reasons. | Sharing evidence, findings and explanations with others.

C. Materials, places or people selected to support meaningful exploration. | Sharing evidence, findings and explanations with others.

D. Materials, places or people selected to support meaningful exploration. | Modifying a textbook task to suit local context and learner needs.

**Correct answer / सही उत्तर: C.** Materials, places or people selected to support meaningful exploration. | Sharing evidence, findings and explanations with others.

**Explanation / व्याख्या**

Learning resources / अधिगम संसाधन: Materials, places or people selected to support meaningful exploration. Application: Children use local maps and photographs to study their neighbourhood. Communication / संप्रेषण: Sharing evidence, findings and explanations with others. Application: A group presents its observations of germination using a labelled chart.

**MCQ 308 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Learning resources / अधिगम संसाधन and Evidence-based discussion / साक्ष्य आधारित चर्चा.**

A. Children use local maps and photographs to study their neighbourhood. | Pupils explore their neighbourhood's trees, shops and transport.

B. Children use local maps and photographs to study their neighbourhood. | Groups compare results of their seed experiment before making a claim.

C. Children observe compost over several days and discuss changes. | Groups compare results of their seed experiment before making a claim.

D. Groups compare results of their seed experiment before making a claim. | Children use local maps and photographs to study their neighbourhood.

**Correct answer / सही उत्तर: B.** Children use local maps and photographs to study their neighbourhood. | Groups compare results of their seed experiment before making a claim.

**Explanation / व्याख्या**

Learning resources / अधिगम संसाधन: Materials, places or people selected to support meaningful exploration. Application: Children use local maps and photographs to study their neighbourhood. Evidence-based discussion / साक्ष्य आधारित चर्चा: Comparing explanations against observations and reasons. Application: Groups compare results of their seed experiment before making a claim.

MCQ 309 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Learning resources / अधिगम संसाधन / Recording data / आँकड़े दर्ज करना)**

A. Field visit / क्षेत्र भ्रमण → A list of criteria for recording observed learning behaviours.

B. Learning resources / अधिगम संसाधन → Materials, places or people selected to support meaningful exploration.

C. Recording data / आँकड़े दर्ज करना → A planned learning experience outside the classroom.

D. Learning resources / अधिगम संसाधन → Preserving observations in a consistent written or visual form.

**Correct answer / सही उत्तर: B.** Learning resources / अधिगम संसाधन → Materials, places or people selected to support meaningful exploration.

**Explanation / व्याख्या**

Learning resources / अधिगम संसाधन: Materials, places or people selected to support meaningful exploration. Application: Children use local maps and photographs to study their neighbourhood.

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MCQ 310 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Learning resources / अधिगम संसाधन / Local environment / स्थानीय परिवेश)**

A. Learning resources / अधिगम संसाधन → Children use local maps and photographs to study their neighbourhood.

B. Classification / वर्गीकरण → A group presents its observations of germination using a labelled chart.

C. Local environment / स्थानीय परिवेश → Pupils group collected leaves by their margins.

D. Learning resources / अधिगम संसाधन → Pupils explore their neighbourhood's trees, shops and transport.

**Correct answer / सही उत्तर: A.** Learning resources / अधिगम संसाधन → Children use local maps and photographs to study their neighbourhood.

**Explanation / व्याख्या**

Learning resources / अधिगम संसाधन: Materials, places or people selected to support meaningful exploration. Application: Children use local maps and photographs to study their neighbourhood.

MCQ 311 • CORE PRACTICE · FORM 01

**Identify the concept described: A person whose experience or knowledge can support contextual learning.**

A. Prediction / पूर्वानुमान

B. Local expert / स्थानीय विशेषज्ञ

C. Observation checklist / अवलोकन जाँच सूची

D. Textbook adaptation / पाठ्यपुस्तक अनुकूलन

**Correct answer / सही उत्तर: B.** Local expert / स्थानीय विशेषज्ञ

**Explanation / व्याख्या**

Local expert / स्थानीय विशेषज्ञ: A person whose experience or knowledge can support contextual learning. Application: A potter describes clay preparation to pupils.

MCQ 312 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? A potter describes clay preparation to pupils.**

A. Local expert / स्थानीय विशेषज्ञ

B. Holistic learning / समग्र अधिगम

C. Project-based learning / परियोजना आधारित अधिगम

D. Classification / वर्गीकरण

**Correct answer / सही उत्तर: A.** Local expert / स्थानीय विशेषज्ञ

**Explanation / व्याख्या**

Local expert / स्थानीय विशेषज्ञ: A person whose experience or knowledge can support contextual learning. Application: A potter describes clay preparation to pupils.

MCQ 313 • CORE PRACTICE · FORM 03

**Which explanation best defines Local expert / स्थानीय विशेषज्ञ?**

A. A coherent sequence of lessons organised around learning goals.

B. A person whose experience or knowledge can support contextual learning.

C. Connecting ideas from multiple disciplines around meaningful contexts.

D. Examining textbook representations, assumptions and questions thoughtfully.

**Correct answer / सही उत्तर: B.** A person whose experience or knowledge can support contextual learning.

**Explanation / व्याख्या**

Local expert / स्थानीय विशेषज्ञ: A person whose experience or knowledge can support contextual learning. Application: A potter describes clay preparation to pupils.

MCQ 314 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Local expert / स्थानीय विशेषज्ञ?**

A. Pupils keep dated drawings, observation records and reflections.

B. A water topic combines science, local geography and social practices.

C. A potter describes clay preparation to pupils.

D. Children observe compost over several days and discuss changes.

**Correct answer / सही उत्तर: C.** A potter describes clay preparation to pupils.

**Explanation / व्याख्या**

Local expert / स्थानीय विशेषज्ञ: A person whose experience or knowledge can support contextual learning. Application: A potter describes clay preparation to pupils.

MCQ 315 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) A person whose experience or knowledge can support contextual learning. (2) Developing understanding and action that support shared well-being.**

A. Local expert / स्थानीय विशेषज्ञ | Responsible citizenship / जिम्मेदार नागरिकता

B. Local expert / स्थानीय विशेषज्ञ | Elicitation / पूर्वविचार जानना

C. Field visit / क्षेत्र भ्रमण | Responsible citizenship / जिम्मेदार नागरिकता

D. Responsible citizenship / जिम्मेदार नागरिकता | Local expert / स्थानीय विशेषज्ञ

**Correct answer / सही उत्तर: A.** Local expert / स्थानीय विशेषज्ञ | Responsible citizenship / जिम्मेदार नागरिकता

**Explanation / व्याख्या**

Local expert / स्थानीय विशेषज्ञ: A person whose experience or knowledge can support contextual learning. Application: A potter describes clay preparation to pupils. Responsible citizenship / जिम्मेदार नागरिकता: Developing understanding and action that support shared well-being. Application: Pupils plan how to care for common school resources respectfully.

GyanTech Guru Ji

**MCQ 316 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A potter describes clay preparation to pupils. (2) Children explain their current ideas about shadows and test them.**

A. Local expert / स्थानीय विशेषज्ञ | Constructivism / रचनावाद

B. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन | Constructivism / रचनावाद

C. Constructivism / रचनावाद | Local expert / स्थानीय विशेषज्ञ

D. Local expert / स्थानीय विशेषज्ञ | Communication / संप्रेषण

**Correct answer / सही उत्तर: A.** Local expert / स्थानीय विशेषज्ञ | Constructivism / रचनावाद

**Explanation / व्याख्या**

Local expert / स्थानीय विशेषज्ञ: A person whose experience or knowledge can support contextual learning. Application: A potter describes clay preparation to pupils. Constructivism / रचनावाद: The view that learners actively build understanding from experiences and ideas. Application: Children explain their current ideas about shadows and test them.

MCQ 317 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Local expert / स्थानीय विशेषज्ञ and Integrated curriculum / एकीकृत पाठ्यचर्या.**

A. A person whose experience or knowledge can support contextual learning. | Connecting ideas from multiple disciplines around meaningful contexts.

B. A person whose experience or knowledge can support contextual learning. | An additional material used to extend or clarify textbook learning.

C. Connecting ideas from multiple disciplines around meaningful contexts. | A person whose experience or knowledge can support contextual learning.

D. Finding out learners' existing ideas before or during instruction. | Connecting ideas from multiple disciplines around meaningful contexts.

**Correct answer / सही उत्तर: A.** A person whose experience or knowledge can support contextual learning. | Connecting ideas from multiple disciplines around meaningful contexts.

**Explanation / व्याख्या**

Local expert / स्थानीय विशेषज्ञ: A person whose experience or knowledge can support contextual learning. Application: A potter describes clay preparation to pupils. Integrated curriculum / एकीकृत पाठ्यचर्या: Connecting ideas from multiple disciplines around meaningful contexts. Application: A water topic combines science, local geography and social practices.

MCQ 318 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Local expert / स्थानीय विशेषज्ञ and Formative assessment / निर्माणात्मक आकलन.**

A. A potter describes clay preparation to pupils. | Children combine map reading, measurement and local interviews in one unit.

B. A potter describes clay preparation to pupils. | A teacher revisits the concept of habitats after hearing pupils' explanations.

C. A group presents its observations of germination using a labelled chart. | A teacher revisits the concept of habitats after hearing pupils' explanations.

D. A teacher revisits the concept of habitats after hearing pupils' explanations. | A potter describes clay preparation to pupils.

**Correct answer / सही उत्तर: B.** A potter describes clay preparation to pupils. | A teacher revisits the concept of habitats after hearing pupils' explanations.

**Explanation / व्याख्या**

Local expert / स्थानीय विशेषज्ञ: A person whose experience or knowledge can support contextual learning. Application: A potter describes clay preparation to pupils. Formative assessment / निर्माणात्मक आकलन: Gathering ongoing evidence to support improved learning. Application: A teacher revisits the concept of habitats after hearing pupils' explanations.

MCQ 319 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Local expert / स्थानीय विशेषज्ञ / Social environment / सामाजिक परिवेश)**

A. Local expert / स्थानीय विशेषज्ञ → The people, institutions and relationships around learners.

B. Social environment / सामाजिक परिवेश → Learners giving criterion-based feedback on classmates' work.

C. Peer assessment / सहपाठी आकलन → A planned learning experience outside the classroom.

D. Local expert / स्थानीय विशेषज्ञ → A person whose experience or knowledge can support contextual learning.

**Correct answer / सही उत्तर: D.** Local expert / स्थानीय विशेषज्ञ → A person whose experience or knowledge can support contextual learning.

**Explanation / व्याख्या**

Local expert / स्थानीय विशेषज्ञ: A person whose experience or knowledge can support contextual learning. Application: A potter describes clay preparation to pupils.

MCQ 320 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Local expert / स्थानीय विशेषज्ञ / Curriculum integration / पाठ्यचर्या एकीकरण)**

A. Local expert / स्थानीय विशेषज्ञ → Children combine map reading, measurement and local interviews in one unit.

B. Local expert / स्थानीय विशेषज्ञ → A potter describes clay preparation to pupils.

C. Curriculum integration / पाठ्यचर्या एकीकरण → Pupils keep dated drawings, observation records and reflections.

D. Portfolio / पोर्टफोलियो → A teacher checks safe routes and supervision before a field visit.

**Correct answer / सही उत्तर: B.** Local expert / स्थानीय विशेषज्ञ → A potter describes clay preparation to pupils.

**Explanation / व्याख्या**

Local expert / स्थानीय विशेषज्ञ: A person whose experience or knowledge can support contextual learning. Application: A potter describes clay preparation to pupils.

MCQ 321 • CORE PRACTICE · FORM 01

**Identify the concept described: A school-based environment for observing plants, soil and interactions.**

A. Summative assessment / संकलनात्मक आकलन

B. Questioning / प्रश्न करना

C. Textbook adaptation / पाठ्यपुस्तक अनुकूलन

D. School garden / विद्यालय उद्यान

**Correct answer / सही उत्तर: D.** School garden / विद्यालय उद्यान

**Explanation / व्याख्या**

School garden / विद्यालय उद्यान: A school-based environment for observing plants, soil and interactions. Application: Pupils monitor germination and record changes in seedlings.

**MCQ 322 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Pupils monitor germination and record changes in seedlings.**

A. School garden / विद्यालय उद्यान

B. Curriculum integration / पाठ्यचर्या एकीकरण

C. Experiential learning / अनुभवात्मक अधिगम

D. Formative assessment / निर्माणात्मक आकलन

**Correct answer / सही उत्तर: A.** School garden / विद्यालय उद्यान

**Explanation / व्याख्या**

School garden / विद्यालय उद्यान: A school-based environment for observing plants, soil and interactions. Application: Pupils monitor germination and record changes in seedlings.

**MCQ 323 • CORE PRACTICE · FORM 03**

**Which explanation best defines School garden / विद्यालय उद्यान?**

A. A collection of learning evidence showing progress across time.

B. Anticipating a possible outcome based on available evidence.

C. Noticing and recording relevant features using senses or tools.

D. A school-based environment for observing plants, soil and interactions.

**Correct answer / सही उत्तर: D.** A school-based environment for observing plants, soil and interactions.

**Explanation / व्याख्या**

School garden / विद्यालय उद्यान: A school-based environment for observing plants, soil and interactions. Application: Pupils monitor germination and record changes in seedlings.

MCQ 324 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates School garden / विद्यालय उद्यान?**

A. Pupils monitor germination and record changes in seedlings.

B. Children describe how their families store food before investigating preservation.

C. Pupils investigate why some parts of the playground stay wet longer.

D. After seeing wet footprints, a child infers someone recently walked there.

**Correct answer / सही उत्तर: A.** Pupils monitor germination and record changes in seedlings.

**Explanation / व्याख्या**

School garden / विद्यालय उद्यान: A school-based environment for observing plants, soil and interactions. Application: Pupils monitor germination and record changes in seedlings.

MCQ 325 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) A school-based environment for observing plants, soil and interactions. (2) Examining textbook representations, assumptions and questions thoughtfully.**

A. Formative assessment / निर्माणात्मक आकलन | Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

B. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन | School garden / विद्यालय उद्यान

C. School garden / विद्यालय उद्यान | Project-based learning / परियोजना आधारित अधिगम

D. School garden / विद्यालय उद्यान | Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

**Correct answer / सही उत्तर: D.** School garden / विद्यालय उद्यान | Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

**Explanation / व्याख्या**

School garden / विद्यालय उद्यान: A school-based environment for observing plants, soil and interactions. Application: Pupils monitor germination and record changes in seedlings. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन: Examining textbook representations, assumptions and questions thoughtfully. Application: Pupils notice whose occupations are shown in a picture and discuss missing examples.

GyanTech Guru Ji

**MCQ 326 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Pupils monitor germination and record changes in seedlings. (2) A coastal example is supplemented with an accessible local river example.**

A. Story-based teaching / कहानी आधारित शिक्षण | Textbook adaptation / पाठ्यपुस्तक अनुकूलन

B. School garden / विद्यालय उद्यान | Textbook adaptation / पाठ्यपुस्तक अनुकूलन

C. Textbook adaptation / पाठ्यपुस्तक अनुकूलन | School garden / विद्यालय उद्यान

D. School garden / विद्यालय उद्यान | Measurement / मापन

**Correct answer / सही उत्तर: B.** School garden / विद्यालय उद्यान | Textbook adaptation / पाठ्यपुस्तक अनुकूलन

**Explanation / व्याख्या**

School garden / विद्यालय उद्यान: A school-based environment for observing plants, soil and interactions. Application: Pupils monitor germination and record changes in seedlings. Textbook adaptation / पाठ्यपुस्तक अनुकूलन: Modifying a textbook task to suit local context and learner needs. Application: A coastal example is supplemented with an accessible local river example.

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**MCQ 327 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for School garden / विद्यालय उद्यान and Pedagogical intent / शिक्षण उद्देश्य.**

A. The learning purpose behind a textbook activity or representation. | A school-based environment for observing plants, soil and interactions.

B. A school-based environment for observing plants, soil and interactions. | A collection of learning evidence showing progress across time.

C. A school-based environment for observing plants, soil and interactions. | The learning purpose behind a textbook activity or representation.

D. The immediate natural and social setting used as a learning context. | The learning purpose behind a textbook activity or representation.

**Correct answer / सही उत्तर: C.** A school-based environment for observing plants, soil and interactions. | The learning purpose behind a textbook activity or representation.

**Explanation / व्याख्या**

School garden / विद्यालय उद्यान: A school-based environment for observing plants, soil and interactions. Application: Pupils monitor germination and record changes in seedlings. Pedagogical intent / शिक्षण उद्देश्य: The learning purpose behind a textbook activity or representation. Application: A teacher identifies why a textbook asks pupils to interview elders.

**MCQ 328 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for School garden / विद्यालय उद्यान and Environmental sensitivity / पर्यावरण संवेदनशीलता.**

A. Pupils monitor germination and record changes in seedlings. | Children ask which conditions affect how seeds grow.

B. Children discuss ways to reduce waste in their school. | Pupils monitor germination and record changes in seedlings.

C. Pupils monitor germination and record changes in seedlings. | Children discuss ways to reduce waste in their school.

D. A teacher adds a local map to a chapter about directions. | Children discuss ways to reduce waste in their school.

**Correct answer / सही उत्तर: C.** Pupils monitor germination and record changes in seedlings. | Children discuss ways to reduce waste in their school.

**Explanation / व्याख्या**

School garden / विद्यालय उद्यान: A school-based environment for observing plants, soil and interactions. Application: Pupils monitor germination and record changes in seedlings. Environmental sensitivity / पर्यावरण संवेदनशीलता: Awareness and concern for relationships between people and their surroundings. Application: Children discuss ways to reduce waste in their school.

MCQ 329 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (School garden / विद्यालय उद्यान / Comparing / तुलना करना)**

A. School garden / विद्यालय उद्यान → Identifying similarities and differences using relevant attributes.

B. School garden / विद्यालय उद्यान → A school-based environment for observing plants, soil and interactions.

C. Peer assessment / सहपाठी आकलन → Connecting environmental and social learning with other areas of primary education.

D. Comparing / तुलना करना → Learners giving criterion-based feedback on classmates' work.

**Correct answer / सही उत्तर: B.** School garden / विद्यालय उद्यान → A school-based environment for observing plants, soil and interactions.

**Explanation / व्याख्या**

School garden / विद्यालय उद्यान: A school-based environment for observing plants, soil and interactions. Application: Pupils monitor germination and record changes in seedlings.

**MCQ 330 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (School garden / विद्यालय उद्यान / Lesson plan / पाठ योजना)**

A. Lesson plan / पाठ योजना → Children discuss ways to reduce waste in their school.

B. School garden / विद्यालय उद्यान → A teacher plans an observation task and a closing discussion about leaves.

C. Environmental sensitivity / पर्यावरण संवेदनशीलता → Groups comment on whether each poster supports its claims with evidence.

D. School garden / विद्यालय उद्यान → Pupils monitor germination and record changes in seedlings.

**Correct answer / सही उत्तर: D.** School garden / विद्यालय उद्यान → Pupils monitor germination and record changes in seedlings.

**Explanation / व्याख्या**

School garden / विद्यालय उद्यान: A school-based environment for observing plants, soil and interactions. Application: Pupils monitor germination and record changes in seedlings.

**MCQ 331 • CORE PRACTICE · FORM 01**

**Identify the concept described: A short planned walk designed around specific observations.**

A. Learning outcome / अधिगम प्रतिफल

B. Comparing / तुलना करना

C. Responsible citizenship / जिम्मेदार नागरिकता

D. Learning walk / अधिगम भ्रमण

**Correct answer / सही उत्तर: D.** Learning walk / अधिगम भ्रमण

**Explanation / व्याख्या**

Learning walk / अधिगम भ्रमण: A short planned walk designed around specific observations. Application: Children map traffic signs and public facilities near the school.

**MCQ 332 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Children map traffic signs and public facilities near the school.**

A. Learning walk / अधिगम भ्रमण

B. Formative assessment / निर्माणात्मक आकलन

C. Summative assessment / संकलनात्मक आकलन

D. Prediction / पूर्वानुमान

**Correct answer / सही उत्तर: A.** Learning walk / अधिगम भ्रमण

**Explanation / व्याख्या**

Learning walk / अधिगम भ्रमण: A short planned walk designed around specific observations.
Application: Children map traffic signs and public facilities near the school.

**MCQ 333 • CORE PRACTICE · FORM 03**

**Which explanation best defines Learning walk / अधिगम भ्रमण?**

A. Connecting ideas from multiple disciplines around meaningful contexts.

B. Finding out learners' existing ideas before or during instruction.

C. Keeping relevant conditions comparable while investigating one factor.

D. A short planned walk designed around specific observations.

**Correct answer / सही उत्तर: D.** A short planned walk designed around specific observations.

**Explanation / व्याख्या**

Learning walk / अधिगम भ्रमण: A short planned walk designed around specific observations.
Application: Children map traffic signs and public facilities near the school.

MCQ 334 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Learning walk / अधिगम भ्रमण?**

A. Children map traffic signs and public facilities near the school.

B. Groups compare results of their seed experiment before making a claim.

C. Groups use similar containers and soil while varying light exposure.

D. A class visits a local pond to observe its uses and living organisms.

**Correct answer / सही उत्तर: A.** Children map traffic signs and public facilities near the school.

**Explanation / व्याख्या**

Learning walk / अधिगम भ्रमण: A short planned walk designed around specific observations. Application: Children map traffic signs and public facilities near the school.

MCQ 335 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) A short planned walk designed around specific observations. (2) Identifying similarities and differences using relevant attributes.**

A. Comparing / तुलना करना | Learning walk / अधिगम भ्रमण

B. Responsible citizenship / जिम्मेदार नागरिकता | Comparing / तुलना करना

C. Learning walk / अधिगम भ्रमण | Project-based learning / परियोजना आधारित अधिगम

D. Learning walk / अधिगम भ्रमण | Comparing / तुलना करना

**Correct answer / सही उत्तर: D.** Learning walk / अधिगम भ्रमण | Comparing / तुलना करना

**Explanation / व्याख्या**

Learning walk / अधिगम भ्रमण: A short planned walk designed around specific observations. Application: Children map traffic signs and public facilities near the school. Comparing / तुलना करना: Identifying similarities and differences using relevant attributes. Application: Children compare two leaves by shape and vein pattern.

GyanTech Guru Ji

**MCQ 336 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Children map traffic signs and public facilities near the school. (2) Children discuss ways to reduce waste in their school.**

A. Learning walk / अधिगम भ्रमण | Environmental sensitivity / पर्यावरण संवेदनशीलता

B. Environmental sensitivity / पर्यावरण संवेदनशीलता | Learning walk / अधिगम भ्रमण

C. Conceptual change / अवधारणात्मक परिवर्तन | Environmental sensitivity / पर्यावरण संवेदनशीलता

D. Learning walk / अधिगम भ्रमण | Peer assessment / सहपाठी आकलन

**Correct answer / सही उत्तर: A.** Learning walk / अधिगम भ्रमण | Environmental sensitivity / पर्यावरण संवेदनशीलता

**Explanation / व्याख्या**

Learning walk / अधिगम भ्रमण: A short planned walk designed around specific observations. Application: Children map traffic signs and public facilities near the school. Environmental sensitivity / पर्यावरण संवेदनशीलता: Awareness and concern for relationships between people and their surroundings. Application: Children discuss ways to reduce waste in their school.

GyanTech Guru Ji

MCQ 337 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Learning walk / अधिगम भ्रमण and Questioning / प्रश्न करना.**

A. Formulating investigable questions to guide exploration. | A short planned walk designed around specific observations.

B. A short planned walk designed around specific observations. | Formulating investigable questions to guide exploration.

C. Awareness and concern for relationships between people and their surroundings. | Formulating investigable questions to guide exploration.

D. A short planned walk designed around specific observations. | A learner's existing explanation that differs from accepted disciplinary understanding.

**Correct answer / सही उत्तर: B.** A short planned walk designed around specific observations. | Formulating investigable questions to guide exploration.

**Explanation / व्याख्या**

Learning walk / अधिगम भ्रमण: A short planned walk designed around specific observations. Application: Children map traffic signs and public facilities near the school. Questioning / प्रश्न करना: Formulating investigable questions to guide exploration. Application: Children ask which conditions affect how seeds grow.

**MCQ 338 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Learning walk / अधिगम भ्रमण and Supplementary resource / पूरक संसाधन.**

A. Children map traffic signs and public facilities near the school. | A teacher adds a local map to a chapter about directions.

B. A teacher notes whether pupils classify objects using a consistent property. | A teacher adds a local map to a chapter about directions.

C. A teacher adds a local map to a chapter about directions. | Children map traffic signs and public facilities near the school.

D. Children map traffic signs and public facilities near the school. | Pupils group collected leaves by their margins.

**Correct answer / सही उत्तर: A.** Children map traffic signs and public facilities near the school. | A teacher adds a local map to a chapter about directions.

**Explanation / व्याख्या**

Learning walk / अधिगम भ्रमण: A short planned walk designed around specific observations. Application: Children map traffic signs and public facilities near the school. Supplementary resource / पूरक संसाधन: An additional material used to extend or clarify textbook learning. Application: A teacher adds a local map to a chapter about directions.

**MCQ 339 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Learning walk / अधिगम भ्रमण / Holistic learning / समग्र अधिगम)**

A. Learning walk / अधिगम भ्रमण → A short planned walk designed around specific observations.

B. Holistic learning / समग्र अधिगम → A learner's existing explanation that differs from accepted disciplinary understanding.

C. Alternate conception / वैकल्पिक अवधारणा → An additional material used to extend or clarify textbook learning.

D. Learning walk / अधिगम भ्रमण → Connecting knowledge, skills, values and experiences rather than treating them as isolated parts.

**Correct answer / सही उत्तर: A.** Learning walk / अधिगम भ्रमण → A short planned walk designed around specific observations.

**Explanation / व्याख्या**

Learning walk / अधिगम भ्रमण: A short planned walk designed around specific observations.
Application: Children map traffic signs and public facilities near the school.

MCQ 340 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Learning walk / अधिगम भ्रमण / Peer assessment / सहपाठी आकलन)**

A. Learning walk / अधिगम भ्रमण → Groups comment on whether each poster supports its claims with evidence.

B. Peer assessment / सहपाठी आकलन → A group presents its observations of germination using a labelled chart.

C. Learning walk / अधिगम भ्रमण → Children map traffic signs and public facilities near the school.

D. Communication / संप्रेषण → A teacher checks safe routes and supervision before a field visit.

**Correct answer / सही उत्तर: C.** Learning walk / अधिगम भ्रमण → Children map traffic signs and public facilities near the school.

**Explanation / व्याख्या**

Learning walk / अधिगम भ्रमण: A short planned walk designed around specific observations.
Application: Children map traffic signs and public facilities near the school.

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 05.01

**Explain Community participation / समुदाय सहभागिता and give one classroom example.**

**Model answer:** Engaging local people and their knowledge in learning experiences. A gardener explains local methods of conserving water.

**REVISION 05.02**

**Explain Learning resources / अधिगम संसाधन and give one classroom example.**

**Model answer:** Materials, places or people selected to support meaningful exploration. Children use local maps and photographs to study their neighbourhood.

**REVISION 05.03**

**Explain Local expert / स्थानीय विशेषज्ञ and give one classroom example.**

**Model answer:** A person whose experience or knowledge can support contextual learning. A potter describes clay preparation to pupils.

**REVISION 05.04**

**Explain School garden / विद्यालय उद्यान and give one classroom example.**

**Model answer:** A school-based environment for observing plants, soil and interactions. Pupils monitor germination and record changes in seedlings.

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**REVISION 05.05**

**Explain Learning walk / अधिगम भ्रमण and give one classroom example.**

**Model answer:** A short planned walk designed around specific observations. Children map traffic signs and public facilities near the school.

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CHAPTER 06 • 42 MCQs • 4 REVISION PROMPTS

# Textbooks

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Pedagogical intent / शिक्षण उद्देश्य

The learning purpose behind a textbook activity or representation.

**Classroom example:** A teacher identifies why a textbook asks pupils to interview elders.

### Textbook adaptation / पाठ्यपुस्तक अनुकूलन

Modifying a textbook task to suit local context and learner needs.

**Classroom example:** A coastal example is supplemented with an accessible local river example.

### Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

Examining textbook representations, assumptions and questions thoughtfully.

**Classroom example:** Pupils notice whose occupations are shown in a picture and discuss missing examples.

### Supplementary resource / पूरक संसाधन

An additional material used to extend or clarify textbook learning.

**Classroom example:** A teacher adds a local map to a chapter about directions.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

**MCQ 341 • NEW CLASSROOM APPLICATION**

**How should a teacher use a textbook diagram of a water source?**

A. Avoid all questions
B. Discuss it and compare it with familiar local examples
C. Treat the diagram as the only possible reality
D. Require copying without understanding

**Correct answer / सही उत्तर: B.** Discuss it and compare it with familiar local examples

**Explanation / व्याख्या**

Textbooks are resources that can be enriched through context and experience.

**MCQ 342 • NEW CLASSROOM APPLICATION**

**A textbook picture shows only men doing certain jobs. What can the teacher do?**

A. Assume the picture represents all communities
B. Discuss diverse real examples of people doing those jobs
C. Ban discussion of occupations
D. Reinforce the stereotype

**Correct answer / सही उत्तर: B.** Discuss diverse real examples of people doing those jobs

**Explanation / व्याख्या**

Critical engagement helps challenge restrictive representations.

## Core question bank

Ten related practice formats; core concepts recur for revision.

### MCQ 343 • CORE PRACTICE · FORM 01

**Identify the concept described: The learning purpose behind a textbook activity or representation.**

A. Pedagogical intent / शिक्षण उद्देश्य

B. Conceptual change / अवधारणात्मक परिवर्तन

C. Interdisciplinary learning / अंतर्विषयी अधिगम

D. Social environment / सामाजिक परिवेश

**Correct answer / सही उत्तर: A.** Pedagogical intent / शिक्षण उद्देश्य

**Explanation / व्याख्या**

Pedagogical intent / शिक्षण उद्देश्य: The learning purpose behind a textbook activity or representation. Application: A teacher identifies why a textbook asks pupils to interview elders.

### MCQ 344 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? A teacher identifies why a textbook asks pupils to interview elders.**

A. Project-based learning / परियोजना आधारित अधिगम

B. Inference / निष्कर्षात्मक अनुमान

C. Pedagogical intent / शिक्षण उद्देश्य

D. Constructivism / रचनावाद

**Correct answer / सही उत्तर: C.** Pedagogical intent / शिक्षण उद्देश्य

**Explanation / व्याख्या**

Pedagogical intent / शिक्षण उद्देश्य: The learning purpose behind a textbook activity or representation. Application: A teacher identifies why a textbook asks pupils to interview elders.

MCQ 345 • CORE PRACTICE · FORM 03

**Which explanation best defines Pedagogical intent / शिक्षण उद्देश्य?**

A. Revising an existing explanation in light of relevant evidence.

B. The learning purpose behind a textbook activity or representation.

C. Gathering ongoing evidence to support improved learning.

D. Finding out learners' existing ideas before or during instruction.

**Correct answer / सही उत्तर: B.** The learning purpose behind a textbook activity or representation.

**Explanation / व्याख्या**

Pedagogical intent / शिक्षण उद्देश्य: The learning purpose behind a textbook activity or representation. Application: A teacher identifies why a textbook asks pupils to interview elders.

MCQ 346 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Pedagogical intent / शिक्षण उद्देश्य?**

A. A teacher identifies why a textbook asks pupils to interview elders.

B. A teacher checks safe routes and supervision before a field visit.

C. Pupils group collected leaves by their margins.

D. Children discuss ways to reduce waste in their school.

**Correct answer / सही उत्तर: A.** A teacher identifies why a textbook asks pupils to interview elders.

**Explanation / व्याख्या**

Pedagogical intent / शिक्षण उद्देश्य: The learning purpose behind a textbook activity or representation. Application: A teacher identifies why a textbook asks pupils to interview elders.

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**MCQ 347 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) The learning purpose behind a textbook activity or representation. (2) A learner's existing explanation that differs from accepted disciplinary understanding.**

A. Environmental sensitivity / पर्यावरण संवेदनशीलता | Alternate conception / वैकल्पिक अवधारणा

B. Pedagogical intent / शिक्षण उद्देश्य | Alternate conception / वैकल्पिक अवधारणा

C. Alternate conception / वैकल्पिक अवधारणा | Pedagogical intent / शिक्षण उद्देश्य

D. Pedagogical intent / शिक्षण उद्देश्य | Peer assessment / सहपाठी आकलन

**Correct answer / सही उत्तर: B.** Pedagogical intent / शिक्षण उद्देश्य | Alternate conception / वैकल्पिक अवधारणा

**Explanation / व्याख्या**

Pedagogical intent / शिक्षण उद्देश्य: The learning purpose behind a textbook activity or representation. Application: A teacher identifies why a textbook asks pupils to interview elders. Alternate conception / वैकल्पिक अवधारणा: A learner's existing explanation that differs from accepted disciplinary understanding. Application: A child believes all heavy objects sink regardless of their shape.

**MCQ 348 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A teacher identifies why a textbook asks pupils to interview elders. (2) Children discuss ways to reduce waste in their school.**

A. Environmental sensitivity / पर्यावरण संवेदनशीलता | Pedagogical intent / शिक्षण उद्देश्य

B. Inference / निष्कर्षात्मक अनुमान | Environmental sensitivity / पर्यावरण संवेदनशीलता

C. Pedagogical intent / शिक्षण उद्देश्य | Unit plan / इकाई योजना

D. Pedagogical intent / शिक्षण उद्देश्य | Environmental sensitivity / पर्यावरण संवेदनशीलता

**Correct answer / सही उत्तर: D.** Pedagogical intent / शिक्षण उद्देश्य | Environmental sensitivity / पर्यावरण संवेदनशीलता

**Explanation / व्याख्या**

Pedagogical intent / शिक्षण उद्देश्य: The learning purpose behind a textbook activity or representation. Application: A teacher identifies why a textbook asks pupils to interview elders. Environmental sensitivity / पर्यावरण संवेदनशीलता: Awareness and concern for relationships between people and their surroundings. Application: Children discuss ways to reduce waste in their school.

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**MCQ 349 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Pedagogical intent / शिक्षण उद्देश्य and Unit plan / इकाई योजना.**

A. Evaluating learning at the end of a defined period. | A coherent sequence of lessons organised around learning goals.

B. The learning purpose behind a textbook activity or representation. | A learner's existing explanation that differs from accepted disciplinary understanding.

C. A coherent sequence of lessons organised around learning goals. | The learning purpose behind a textbook activity or representation.

D. The learning purpose behind a textbook activity or representation. | A coherent sequence of lessons organised around learning goals.

**Correct answer / सही उत्तर: D.** The learning purpose behind a textbook activity or representation. | A coherent sequence of lessons organised around learning goals.

**Explanation / व्याख्या**

Pedagogical intent / शिक्षण उद्देश्य: The learning purpose behind a textbook activity or representation. Application: A teacher identifies why a textbook asks pupils to interview elders. Unit plan / इकाई योजना: A coherent sequence of lessons organised around learning goals. Application: The teacher links several sessions about food, sources and nutrition.

MCQ 350 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Pedagogical intent / शिक्षण उद्देश्य and Prediction / पूर्वानुमान.**

A. Before testing, children suggest which surface will dry fastest. | A teacher identifies why a textbook asks pupils to interview elders.

B. A teacher identifies why a textbook asks pupils to interview elders. | A teacher checks safe routes and supervision before a field visit.

C. A teacher identifies why a textbook asks pupils to interview elders. | Before testing, children suggest which surface will dry fastest.

D. Children use maps and plant observations to study their surroundings. | Before testing, children suggest which surface will dry fastest.

**Correct answer / सही उत्तर: C.** A teacher identifies why a textbook asks pupils to interview elders. | Before testing, children suggest which surface will dry fastest.

**Explanation / व्याख्या**

Pedagogical intent / शिक्षण उद्देश्य: The learning purpose behind a textbook activity or representation. Application: A teacher identifies why a textbook asks pupils to interview elders. Prediction / पूर्वानुमान: Anticipating a possible outcome based on available evidence. Application: Before testing, children suggest which surface will dry fastest.

MCQ 351 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Pedagogical intent / शिक्षण उद्देश्य / Environmental sensitivity / पर्यावरण संवेदनशीलता)**

A. Environmental sensitivity / पर्यावरण संवेदनशीलता → A school-based environment for observing plants, soil and interactions.

B. Pedagogical intent / शिक्षण उद्देश्य → Awareness and concern for relationships between people and their surroundings.

C. School garden / विद्यालय उद्यान → A planned learning experience outside the classroom.

D. Pedagogical intent / शिक्षण उद्देश्य → The learning purpose behind a textbook activity or representation.

**Correct answer / सही उत्तर: D.** Pedagogical intent / शिक्षण उद्देश्य → The learning purpose behind a textbook activity or representation.

**Explanation / व्याख्या**

Pedagogical intent / शिक्षण उद्देश्य: The learning purpose behind a textbook activity or representation. Application: A teacher identifies why a textbook asks pupils to interview elders.

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**MCQ 352 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Pedagogical intent / शिक्षण उद्देश्य / Classification / वर्गीकरण)**

A. Classification / वर्गीकरण → A teacher asks pupils to draw where they think rain comes from.

B. Elicitation / पूर्वविचार जानना → A water topic combines science, local geography and social practices.

C. Pedagogical intent / शिक्षण उद्देश्य → Pupils group collected leaves by their margins.

D. Pedagogical intent / शिक्षण उद्देश्य → A teacher identifies why a textbook asks pupils to interview elders.

**Correct answer / सही उत्तर: D.** Pedagogical intent / शिक्षण उद्देश्य → A teacher identifies why a textbook asks pupils to interview elders.

**Explanation / व्याख्या**

Pedagogical intent / शिक्षण उद्देश्य: The learning purpose behind a textbook activity or representation. Application: A teacher identifies why a textbook asks pupils to interview elders.

**MCQ 353 • CORE PRACTICE · FORM 01**

**Identify the concept described: Modifying a textbook task to suit local context and learner needs.**

A. Comparing / तुलना करना

B. Textbook adaptation / पाठ्यपुस्तक अनुकूलन

C. Environmental sensitivity / पर्यावरण संवेदनशीलता

D. Experiential learning / अनुभवात्मक अधिगम

**Correct answer / सही उत्तर: B.** Textbook adaptation / पाठ्यपुस्तक अनुकूलन

**Explanation / व्याख्या**

Textbook adaptation / पाठ्यपुस्तक अनुकूलन: Modifying a textbook task to suit local context and learner needs. Application: A coastal example is supplemented with an accessible local river example.

MCQ 354 • CORE PRACTICE · FORM 02

**Which concept is best illustrated by this situation? A coastal example is supplemented with an accessible local river example.**

A. Children's questions / बच्चों के प्रश्न
B. Textbook adaptation / पाठ्यपुस्तक अनुकूलन
C. Field visit / क्षेत्र भ्रमण
D. Observation / अवलोकन

**Correct answer / सही उत्तर: B.** Textbook adaptation / पाठ्यपुस्तक अनुकूलन

**Explanation / व्याख्या**

Textbook adaptation / पाठ्यपुस्तक अनुकूलन: Modifying a textbook task to suit local context and learner needs. Application: A coastal example is supplemented with an accessible local river example.

MCQ 355 • CORE PRACTICE · FORM 03

**Which explanation best defines Textbook adaptation / पाठ्यपुस्तक अनुकूलन?**

A. Keeping relevant conditions comparable while investigating one factor.
B. Modifying a textbook task to suit local context and learner needs.
C. Developing understanding through direct experience and reflection.
D. Connecting environmental and social learning with other areas of primary education.

**Correct answer / सही उत्तर: B.** Modifying a textbook task to suit local context and learner needs.

**Explanation / व्याख्या**

Textbook adaptation / पाठ्यपुस्तक अनुकूलन: Modifying a textbook task to suit local context and learner needs. Application: A coastal example is supplemented with an accessible local river example.

MCQ 356 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Textbook adaptation / पाठ्यपुस्तक अनुकूलन?**

A. Children map traffic signs and public facilities near the school.

B. Groups compare results of their seed experiment before making a claim.

C. A coastal example is supplemented with an accessible local river example.

D. A class debates ways of keeping a shared playground clean.

**Correct answer / सही उत्तर: C.** A coastal example is supplemented with an accessible local river example.

**Explanation / व्याख्या**

Textbook adaptation / पाठ्यपुस्तक अनुकूलन: Modifying a textbook task to suit local context and learner needs. Application: A coastal example is supplemented with an accessible local river example.

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**MCQ 357 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Modifying a textbook task to suit local context and learner needs. (2) Connecting ideas from multiple disciplines around meaningful contexts.**

A. Textbook adaptation / पाठ्यपुस्तक अनुकूलन | Discussion method / चर्चा विधि

B. Story-based teaching / कहानी आधारित शिक्षण | Integrated curriculum / एकीकृत पाठ्यचर्या

C. Integrated curriculum / एकीकृत पाठ्यचर्या | Textbook adaptation / पाठ्यपुस्तक अनुकूलन

D. Textbook adaptation / पाठ्यपुस्तक अनुकूलन | Integrated curriculum / एकीकृत पाठ्यचर्या

**Correct answer / सही उत्तर: D.** Textbook adaptation / पाठ्यपुस्तक अनुकूलन | Integrated curriculum / एकीकृत पाठ्यचर्या

**Explanation / व्याख्या**

Textbook adaptation / पाठ्यपुस्तक अनुकूलन: Modifying a textbook task to suit local context and learner needs. Application: A coastal example is supplemented with an accessible local river example. Integrated curriculum / एकीकृत पाठ्यचर्या: Connecting ideas from multiple disciplines around meaningful contexts. Application: A water topic combines science, local geography and social practices.

**MCQ 358 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A coastal example is supplemented with an accessible local river example. (2) A class debates ways of keeping a shared playground clean.**

A. Environmental sensitivity / पर्यावरण संवेदनशीलता | Discussion method / चर्चा विधि

B. Discussion method / चर्चा विधि | Textbook adaptation / पाठ्यपुस्तक अनुकूलन

C. Textbook adaptation / पाठ्यपुस्तक अनुकूलन | Local environment / स्थानीय परिवेश

D. Textbook adaptation / पाठ्यपुस्तक अनुकूलन | Discussion method / चर्चा विधि

**Correct answer / सही उत्तर: D.** Textbook adaptation / पाठ्यपुस्तक अनुकूलन | Discussion method / चर्चा विधि

**Explanation / व्याख्या**

Textbook adaptation / पाठ्यपुस्तक अनुकूलन: Modifying a textbook task to suit local context and learner needs. Application: A coastal example is supplemented with an accessible local river example. Discussion method / चर्चा विधि: Learning through purposeful exchange of ideas and reasons. Application: A class debates ways of keeping a shared playground clean.

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**MCQ 359 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Textbook adaptation / पाठ्यपुस्तक अनुकूलन and Measurement / मापन.**

A. Determining an attribute using an appropriate unit or instrument. | Modifying a textbook task to suit local context and learner needs.

B. Modifying a textbook task to suit local context and learner needs. | The view that learners actively build understanding from experiences and ideas.

C. Modifying a textbook task to suit local context and learner needs. | Determining an attribute using an appropriate unit or instrument.

D. A specific observable demonstration of expected learning. | Determining an attribute using an appropriate unit or instrument.

**Correct answer / सही उत्तर: C.** Modifying a textbook task to suit local context and learner needs. | Determining an attribute using an appropriate unit or instrument.

**Explanation / व्याख्या**

Textbook adaptation / पाठ्यपुस्तक अनुकूलन: Modifying a textbook task to suit local context and learner needs. Application: A coastal example is supplemented with an accessible local river example. Measurement / मापन: Determining an attribute using an appropriate unit or instrument. Application: A child uses a measuring cup to compare water volumes.

MCQ 360 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Textbook adaptation / पाठ्यपुस्तक अनुकूलन and Peer assessment / सहपाठी आकलन.**

A. A coastal example is supplemented with an accessible local river example. | Groups comment on whether each poster supports its claims with evidence.

B. Groups comment on whether each poster supports its claims with evidence. | A coastal example is supplemented with an accessible local river example.

C. A coastal example is supplemented with an accessible local river example. | Children combine map reading, measurement and local interviews in one unit.

D. A teacher asks pupils to draw where they think rain comes from. | Groups comment on whether each poster supports its claims with evidence.

**Correct answer / सही उत्तर: A.** A coastal example is supplemented with an accessible local river example. | Groups comment on whether each poster supports its claims with evidence.

**Explanation / व्याख्या**

Textbook adaptation / पाठ्यपुस्तक अनुकूलन: Modifying a textbook task to suit local context and learner needs. Application: A coastal example is supplemented with an accessible local river example. Peer assessment / सहपाठी आकलन: Learners giving criterion-based feedback on classmates' work. Application: Groups comment on whether each poster supports its claims with evidence.

**MCQ 361 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Textbook adaptation / पाठ्यपुस्तक अनुकूलन / Summative assessment / संकलनात्मक आकलन)**

A. Summative assessment / संकलनात्मक आकलन → Revising an existing explanation in light of relevant evidence.

B. Textbook adaptation / पाठ्यपुस्तक अनुकूलन → Modifying a textbook task to suit local context and learner needs.

C. Textbook adaptation / पाठ्यपुस्तक अनुकूलन → Evaluating learning at the end of a defined period.

D. Conceptual change / अवधारणात्मक परिवर्तन → The immediate natural and social setting used as a learning context.

**Correct answer / सही उत्तर: B.** Textbook adaptation / पाठ्यपुस्तक अनुकूलन → Modifying a textbook task to suit local context and learner needs.

**Explanation / व्याख्या**

Textbook adaptation / पाठ्यपुस्तक अनुकूलन: Modifying a textbook task to suit local context and learner needs. Application: A coastal example is supplemented with an accessible local river example.

**MCQ 362 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Textbook adaptation / पाठ्यपुस्तक अनुकूलन / Lesson plan / पाठ योजना)**

A. Recording data / आँकड़े दर्ज करना → A teacher revisits the concept of habitats after hearing pupils' explanations.

B. Lesson plan / पाठ योजना → Pupils record plant height in a dated table.

C. Textbook adaptation / पाठ्यपुस्तक अनुकूलन → A coastal example is supplemented with an accessible local river example.

D. Textbook adaptation / पाठ्यपुस्तक अनुकूलन → A teacher plans an observation task and a closing discussion about leaves.

**Correct answer / सही उत्तर: C.** Textbook adaptation / पाठ्यपुस्तक अनुकूलन → A coastal example is supplemented with an accessible local river example.

**Explanation / व्याख्या**

Textbook adaptation / पाठ्यपुस्तक अनुकूलन: Modifying a textbook task to suit local context and learner needs. Application: A coastal example is supplemented with an accessible local river example.

**MCQ 363 • CORE PRACTICE · FORM 01**

**Identify the concept described: Examining textbook representations, assumptions and questions thoughtfully.**

A. Curriculum integration / पाठ्यचर्या एकीकरण

B. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

C. Formative assessment / निर्माणात्मक आकलन

D. Evidence-based discussion / साक्ष्य आधारित चर्चा

**Correct answer / सही उत्तर: B.** Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

**Explanation / व्याख्या**

Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन: Examining textbook representations, assumptions and questions thoughtfully. Application: Pupils notice whose occupations are shown in a picture and discuss missing examples.

**MCQ 364 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Pupils notice whose occupations are shown in a picture and discuss missing examples.**

A. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

B. Fair testing / निष्पक्ष परीक्षण

C. Holistic learning / समग्र अधिगम

D. Questioning / प्रश्न करना

**Correct answer / सही उत्तर: A.** Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

**Explanation / व्याख्या**

Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन: Examining textbook representations, assumptions and questions thoughtfully. Application: Pupils notice whose occupations are shown in a picture and discuss missing examples.

MCQ 365 • CORE PRACTICE · FORM 03

**Which explanation best defines Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन?**

A. Connecting ideas from multiple disciplines around meaningful contexts.

B. Sharing evidence, findings and explanations with others.

C. Examining textbook representations, assumptions and questions thoughtfully.

D. Materials, places or people selected to support meaningful exploration.

**Correct answer / सही उत्तर: C.** Examining textbook representations, assumptions and questions thoughtfully.

**Explanation / व्याख्या**

Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन: Examining textbook representations, assumptions and questions thoughtfully. Application: Pupils notice whose occupations are shown in a picture and discuss missing examples.

MCQ 366 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन?**

A. Pupils notice whose occupations are shown in a picture and discuss missing examples.

B. A teacher asks pupils to draw where they think rain comes from.

C. A group presents its observations of germination using a labelled chart.

D. A pupil changes an explanation about floating after testing materials of different shapes.

**Correct answer / सही उत्तर: A.** Pupils notice whose occupations are shown in a picture and discuss missing examples.

**Explanation / व्याख्या**

Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन: Examining textbook representations, assumptions and questions thoughtfully. Application: Pupils notice whose occupations are shown in a picture and discuss missing examples.

**MCQ 367 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Examining textbook representations, assumptions and questions thoughtfully. (2) A collection of learning evidence showing progress across time.**

A. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन | Local environment / स्थानीय परिवेश

B. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन | Portfolio / पोर्टफोलियो

C. Portfolio / पोर्टफोलियो | Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

D. Alternate conception / वैकल्पिक अवधारणा | Portfolio / पोर्टफोलियो

**Correct answer / सही उत्तर: B.** Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन | Portfolio / पोर्टफोलियो

**Explanation / व्याख्या**

Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन: Examining textbook representations, assumptions and questions thoughtfully. Application: Pupils notice whose occupations are shown in a picture and discuss missing examples. Portfolio / पोर्टफोलियो: A collection of learning evidence showing progress across time. Application: Pupils keep dated drawings, observation records and reflections.

**MCQ 368 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Pupils notice whose occupations are shown in a picture and discuss missing examples. (2) A gardener explains local methods of conserving water.**

A. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन | Community participation / समुदाय सहभागिता

B. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन | Summative assessment / संकलनात्मक आकलन

C. Community participation / समुदाय सहभागिता | Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

D. Environmental sensitivity / पर्यावरण संवेदनशीलता | Community participation / समुदाय सहभागिता

**Correct answer / सही उत्तर: A.** Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन | Community participation / समुदाय सहभागिता

**Explanation / व्याख्या**

Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन: Examining textbook representations, assumptions and questions thoughtfully. Application: Pupils notice whose occupations are shown in a picture and discuss missing examples. Community participation / समुदाय सहभागिता: Engaging local people and their knowledge in learning experiences. Application: A gardener explains local methods of conserving water.

MCQ 369 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन and Curriculum integration / पाठ्यचर्या एकीकरण.**

A. A short planned walk designed around specific observations. | Connecting environmental and social learning with other areas of primary education.

B. Connecting environmental and social learning with other areas of primary education. | Examining textbook representations, assumptions and questions thoughtfully.

C. Examining textbook representations, assumptions and questions thoughtfully. | Connecting environmental and social learning with other areas of primary education.

D. Examining textbook representations, assumptions and questions thoughtfully. | A school-based environment for observing plants, soil and interactions.

**Correct answer / सही उत्तर: C.** Examining textbook representations, assumptions and questions thoughtfully. | Connecting environmental and social learning with other areas of primary education.

**Explanation / व्याख्या**

Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन: Examining textbook representations, assumptions and questions thoughtfully. Application: Pupils notice whose occupations are shown in a picture and discuss missing examples. Curriculum integration / पाठ्यचर्या एकीकरण: Connecting environmental and social learning with other areas of primary education. Application: Children combine map reading, measurement and local interviews in one unit.

MCQ 370 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन and Community participation / समुदाय सहभागिता.**

A. Children compare two leaves by shape and vein pattern. | A gardener explains local methods of conserving water.

B. A gardener explains local methods of conserving water. | Pupils notice whose occupations are shown in a picture and discuss missing examples.

C. Pupils notice whose occupations are shown in a picture and discuss missing examples. | Pupils keep dated drawings, observation records and reflections.

D. Pupils notice whose occupations are shown in a picture and discuss missing examples. | A gardener explains local methods of conserving water.

**Correct answer / सही उत्तर: D.** Pupils notice whose occupations are shown in a picture and discuss missing examples. | A gardener explains local methods of conserving water.

**Explanation / व्याख्या**

Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन: Examining textbook representations, assumptions and questions thoughtfully. Application: Pupils notice whose occupations are shown in a picture and discuss missing examples. Community participation / समुदाय सहभागिता: Engaging local people and their knowledge in learning experiences. Application: A gardener explains local methods of conserving water.

**MCQ 371 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन / Fair testing / निष्पक्ष परीक्षण)**

A. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन → Examining textbook representations, assumptions and questions thoughtfully.

B. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन → Keeping relevant conditions comparable while investigating one factor.

C. Lesson plan / पाठ योजना → Developing understanding and action that support shared well-being.

D. Fair testing / निष्पक्ष परीक्षण → An organised plan linking goals, activities, resources and assessment.

**Correct answer / सही उत्तर: A.** Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन → Examining textbook representations, assumptions and questions thoughtfully.

**Explanation / व्याख्या**

Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन: Examining textbook representations, assumptions and questions thoughtfully. Application: Pupils notice whose occupations are shown in a picture and discuss missing examples.

**MCQ 372 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन / School garden / विद्यालय उद्यान)**

A. Inference / निष्कर्षात्मक अनुमान → A lesson about a garden includes observation, cooperation and care for living things.

B. School garden / विद्यालय उद्यान → After seeing wet footprints, a child infers someone recently walked there.

C. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन → Pupils monitor germination and record changes in seedlings.

D. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन → Pupils notice whose occupations are shown in a picture and discuss missing examples.

**Correct answer / सही उत्तर: D.** Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन → Pupils notice whose occupations are shown in a picture and discuss missing examples.

**Explanation / व्याख्या**

Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन: Examining textbook representations, assumptions and questions thoughtfully. Application: Pupils notice whose occupations are shown in a picture and discuss missing examples.

**MCQ 373 • CORE PRACTICE · FORM 01**

**Identify the concept described: An additional material used to extend or clarify textbook learning.**

A. Safety planning / सुरक्षा योजना

B. Field visit / क्षेत्र भ्रमण

C. Alternate conception / वैकल्पिक अवधारणा

D. Supplementary resource / पूरक संसाधन

**Correct answer / सही उत्तर: D.** Supplementary resource / पूरक संसाधन

**Explanation / व्याख्या**

Supplementary resource / पूरक संसाधन: An additional material used to extend or clarify textbook learning. Application: A teacher adds a local map to a chapter about directions.

**MCQ 374 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A teacher adds a local map to a chapter about directions.**

A. Supplementary resource / पूरक संसाधन

B. Peer assessment / सहपाठी आकलन

C. Environmental sensitivity / पर्यावरण संवेदनशीलता

D. Comparing / तुलना करना

**Correct answer / सही उत्तर: A.** Supplementary resource / पूरक संसाधन

**Explanation / व्याख्या**

Supplementary resource / पूरक संसाधन: An additional material used to extend or clarify textbook learning. Application: A teacher adds a local map to a chapter about directions.

MCQ 375 • CORE PRACTICE · FORM 03

**Which explanation best defines Supplementary resource / पूरक संसाधन?**

A. Gathering ongoing evidence to support improved learning.

B. A learner's existing explanation that differs from accepted disciplinary understanding.

C. A short planned walk designed around specific observations.

D. An additional material used to extend or clarify textbook learning.

**Correct answer / सही उत्तर: D.** An additional material used to extend or clarify textbook learning.

**Explanation / व्याख्या**

Supplementary resource / पूरक संसाधन: An additional material used to extend or clarify textbook learning. Application: A teacher adds a local map to a chapter about directions.

MCQ 376 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Supplementary resource / पूरक संसाधन?**

A. Children map traffic signs and public facilities near the school.

B. A class visits a local pond to observe its uses and living organisms.

C. A teacher adds a local map to a chapter about directions.

D. Children describe how their families store food before investigating preservation.

**Correct answer / सही उत्तर: C.** A teacher adds a local map to a chapter about directions.

**Explanation / व्याख्या**

Supplementary resource / पूरक संसाधन: An additional material used to extend or clarify textbook learning. Application: A teacher adds a local map to a chapter about directions.

**MCQ 377 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) An additional material used to extend or clarify textbook learning. (2) Extended inquiry leading to a meaningful product or finding.**

A. Project-based learning / परियोजना आधारित अधिगम | Supplementary resource / पूरक संसाधन

B. Supplementary resource / पूरक संसाधन | Local environment / स्थानीय परिवेश

C. Supplementary resource / पूरक संसाधन | Project-based learning / परियोजना आधारित अधिगम

D. Learning outcome / अधिगम प्रतिफल | Project-based learning / परियोजना आधारित अधिगम

**Correct answer / सही उत्तर: C.** Supplementary resource / पूरक संसाधन | Project-based learning / परियोजना आधारित अधिगम

**Explanation / व्याख्या**

Supplementary resource / पूरक संसाधन: An additional material used to extend or clarify textbook learning. Application: A teacher adds a local map to a chapter about directions. Project-based learning / परियोजना आधारित अधिगम: Extended inquiry leading to a meaningful product or finding. Application: Pupils investigate school water use and prepare a conservation plan.

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**MCQ 378 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A teacher adds a local map to a chapter about directions. (2) Pupils can describe two ways of saving water at home.**

A. Supplementary resource / पूरक संसाधन | Social environment / सामाजिक परिवेश

B. Supplementary resource / पूरक संसाधन | Learning outcome / अधिगम प्रतिफल

C. Experiential learning / अनुभवात्मक अधिगम | Learning outcome / अधिगम प्रतिफल

D. Learning outcome / अधिगम प्रतिफल | Supplementary resource / पूरक संसाधन

**Correct answer / सही उत्तर: B.** Supplementary resource / पूरक संसाधन | Learning outcome / अधिगम प्रतिफल

**Explanation / व्याख्या**

Supplementary resource / पूरक संसाधन: An additional material used to extend or clarify textbook learning. Application: A teacher adds a local map to a chapter about directions. Learning outcome / अधिगम प्रतिफल: A specific observable demonstration of expected learning. Application: Pupils can describe two ways of saving water at home.

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**MCQ 379 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Supplementary resource / पूरक संसाधन and Classification / वर्गीकरण.**

A. Grouping items according to selected characteristics. | An additional material used to extend or clarify textbook learning.

B. Using descriptive evidence about learning rather than marks alone. | Grouping items according to selected characteristics.

C. An additional material used to extend or clarify textbook learning. | Materials, places or people selected to support meaningful exploration.

D. An additional material used to extend or clarify textbook learning. | Grouping items according to selected characteristics.

**Correct answer / सही उत्तर: D.** An additional material used to extend or clarify textbook learning. | Grouping items according to selected characteristics.

**Explanation / व्याख्या**

Supplementary resource / पूरक संसाधन: An additional material used to extend or clarify textbook learning. Application: A teacher adds a local map to a chapter about directions. Classification / वर्गीकरण: Grouping items according to selected characteristics. Application: Pupils group collected leaves by their margins.

MCQ 380 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Supplementary resource / पूरक संसाधन and Responsible citizenship / जिम्मेदार नागरिकता.**

A. Pupils plan how to care for common school resources respectfully. | A teacher adds a local map to a chapter about directions.

B. Groups compare results of their seed experiment before making a claim. | Pupils plan how to care for common school resources respectfully.

C. A teacher adds a local map to a chapter about directions. | Pupils plan how to care for common school resources respectfully.

D. A teacher adds a local map to a chapter about directions. | Pupils record plant height in a dated table.

**Correct answer / सही उत्तर: C.** A teacher adds a local map to a chapter about directions. | Pupils plan how to care for common school resources respectfully.

**Explanation / व्याख्या**

Supplementary resource / पूरक संसाधन: An additional material used to extend or clarify textbook learning. Application: A teacher adds a local map to a chapter about directions. Responsible citizenship / जिम्मेदार नागरिकता: Developing understanding and action that support shared well-being. Application: Pupils plan how to care for common school resources respectfully.

**MCQ 381 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Supplementary resource / पूरक संसाधन / Portfolio / पोर्टफोलियो)**

A. Recording data / आँकड़े दर्ज करना → A learner's earlier encounters that can support new understanding.

B. Portfolio / पोर्टफोलियो → Preserving observations in a consistent written or visual form.

C. Supplementary resource / पूरक संसाधन → A collection of learning evidence showing progress across time.

D. Supplementary resource / पूरक संसाधन → An additional material used to extend or clarify textbook learning.

**Correct answer / सही उत्तर: D.** Supplementary resource / पूरक संसाधन → An additional material used to extend or clarify textbook learning.

**Explanation / व्याख्या**

Supplementary resource / पूरक संसाधन: An additional material used to extend or clarify textbook learning. Application: A teacher adds a local map to a chapter about directions.

MCQ 382 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Supplementary resource / पूरक संसाधन / Evidence-based discussion / साक्ष्य आधारित चर्चा)**

A. Supplementary resource / पूरक संसाधन → Groups compare results of their seed experiment before making a claim.

B. Evidence-based discussion / साक्ष्य आधारित चर्चा → A water topic combines science, local geography and social practices.

C. Supplementary resource / पूरक संसाधन → A teacher adds a local map to a chapter about directions.

D. Integrated curriculum / एकीकृत पाठ्यचर्या → A teacher describes a pupil's observation skills and suggests a next step.

**Correct answer / सही उत्तर: C.** Supplementary resource / पूरक संसाधन → A teacher adds a local map to a chapter about directions.

**Explanation / व्याख्या**

Supplementary resource / पूरक संसाधन: An additional material used to extend or clarify textbook learning. Application: A teacher adds a local map to a chapter about directions.

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 06.01

**Explain Pedagogical intent / शिक्षण उद्देश्य and give one classroom example.**

**Model answer:** The learning purpose behind a textbook activity or representation. A teacher identifies why a textbook asks pupils to interview elders.

**REVISION 06.02**

**Explain Textbook adaptation / पाठ्यपुस्तक अनुकूलन and give one classroom example.**

**Model answer:** Modifying a textbook task to suit local context and learner needs. A coastal example is supplemented with an accessible local river example.

**REVISION 06.03**

**Explain Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन and give one classroom example.**

**Model answer:** Examining textbook representations, assumptions and questions thoughtfully. Pupils notice whose occupations are shown in a picture and discuss missing examples.

**REVISION 06.04**

**Explain Supplementary resource / पूरक संसाधन and give one classroom example.**

**Model answer:** An additional material used to extend or clarify textbook learning. A teacher adds a local map to a chapter about directions.

GyanTech Guru Ji

CHAPTER 07 • 52 MCQs • 5 REVISION PROMPTS

# Planning

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Learning outcome / अधिगम प्रतिफल

A specific observable demonstration of expected learning.

**Classroom example:** Pupils can describe two ways of saving water at home.

### Unit plan / इकाई योजना

A coherent sequence of lessons organised around learning goals.

**Classroom example:** The teacher links several sessions about food, sources and nutrition.

### Safety planning / सुरक्षा योजना

Anticipating and reducing risks before learning activities.

**Classroom example:** A teacher checks safe routes and supervision before a field visit.

### Lesson plan / पाठ योजना

An organised plan linking goals, activities, resources and assessment.

**Classroom example:** A teacher plans an observation task and a closing discussion about leaves.

### Prior experience / पूर्व अनुभव

A learner's earlier encounters that can support new understanding.

**Classroom example:** Children describe how their families store food before investigating preservation.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

### MCQ 383 • NEW CLASSROOM APPLICATION

**Which outcome is observable in a lesson on waste?**

A. Pupils will always be perfect citizens

B. Pupils sort sample materials and explain suitable disposal choices

C. The teacher will finish the chapter

D. The classroom will contain a chart

**Correct answer / सही उत्तर: B.** Pupils sort sample materials and explain suitable disposal choices

**Explanation / व्याख्या**

Observable actions allow meaningful assessment of learning.

### MCQ 384 • NEW CLASSROOM APPLICATION

**What should be planned before a community observation?**

A. Purpose, safety, consent where needed, observation prompts and follow-up

B. Only the final marks

C. Only the route length

D. No learning task

**Correct answer / सही उत्तर: A.** Purpose, safety, consent where needed, observation prompts and follow-up

**Explanation / व्याख्या**

Planning makes experiential learning safe and purposeful.

GyanTech Guru Ji

## Core question bank

Ten related practice formats; core concepts recur for revision.

**MCQ 385 • CORE PRACTICE · FORM 01**

**Identify the concept described: A specific observable demonstration of expected learning.**

A. Learning outcome / अधिगम प्रतिफल

B. Fair testing / निष्पक्ष परीक्षण

C. Recording data / आँकड़े दर्ज करना

D. Social environment / सामाजिक परिवेश

**Correct answer / सही उत्तर: A.** Learning outcome / अधिगम प्रतिफल

**Explanation / व्याख्या**

Learning outcome / अधिगम प्रतिफल: A specific observable demonstration of expected learning.
Application: Pupils can describe two ways of saving water at home.

**MCQ 386 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Pupils can describe two ways of saving water at home.**

A. Field visit / क्षेत्र भ्रमण

B. Communication / संप्रेषण

C. Pedagogical intent / शिक्षण उद्देश्य

D. Learning outcome / अधिगम प्रतिफल

**Correct answer / सही उत्तर: D.** Learning outcome / अधिगम प्रतिफल

**Explanation / व्याख्या**

Learning outcome / अधिगम प्रतिफल: A specific observable demonstration of expected learning.
Application: Pupils can describe two ways of saving water at home.

**MCQ 387 • CORE PRACTICE · FORM 03**

**Which explanation best defines Learning outcome / अधिगम प्रतिफल?**

A. Gathering ongoing evidence to support improved learning.

B. Connecting knowledge, skills, values and experiences rather than treating them as isolated parts.

C. Sharing evidence, findings and explanations with others.

D. A specific observable demonstration of expected learning.

**Correct answer / सही उत्तर: D.** A specific observable demonstration of expected learning.

**Explanation / व्याख्या**

Learning outcome / अधिगम प्रतिफल: A specific observable demonstration of expected learning.

Application: Pupils can describe two ways of saving water at home.

**MCQ 388 • CORE PRACTICE · FORM 04**

**Which classroom example best demonstrates Learning outcome / अधिगम प्रतिफल?**

A. Children compare two leaves by shape and vein pattern.

B. A water topic combines science, local geography and social practices.

C. Children analyse a story about a family facing water shortages.

D. Pupils can describe two ways of saving water at home.

**Correct answer / सही उत्तर: D.** Pupils can describe two ways of saving water at home.

**Explanation / व्याख्या**

Learning outcome / अधिगम प्रतिफल: A specific observable demonstration of expected learning.

Application: Pupils can describe two ways of saving water at home.

**MCQ 389 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) A specific observable demonstration of expected learning. (2) Formulating investigable questions to guide exploration.**

A. Questioning / प्रश्न करना | Learning outcome / अधिगम प्रतिफल

B. Learning outcome / अधिगम प्रतिफल | Project-based learning / परियोजना आधारित अधिगम

C. Learning outcome / अधिगम प्रतिफल | Questioning / प्रश्न करना

D. Alternate conception / वैकल्पिक अवधारणा | Questioning / प्रश्न करना

**Correct answer / सही उत्तर: C.** Learning outcome / अधिगम प्रतिफल | Questioning / प्रश्न करना

**Explanation / व्याख्या**

Learning outcome / अधिगम प्रतिफल: A specific observable demonstration of expected learning. Application: Pupils can describe two ways of saving water at home. Questioning / प्रश्न करना: Formulating investigable questions to guide exploration. Application: Children ask which conditions affect how seeds grow.

**MCQ 390 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Pupils can describe two ways of saving water at home. (2) Pupils group collected leaves by their margins.**

A. Learning outcome / अधिगम प्रतिफल | Classification / वर्गीकरण

B. Classification / वर्गीकरण | Learning outcome / अधिगम प्रतिफल

C. Holistic learning / समग्र अधिगम | Classification / वर्गीकरण

D. Learning outcome / अधिगम प्रतिफल | Constructivism / रचनावाद

**Correct answer / सही उत्तर: A.** Learning outcome / अधिगम प्रतिफल | Classification / वर्गीकरण

**Explanation / व्याख्या**

Learning outcome / अधिगम प्रतिफल: A specific observable demonstration of expected learning. Application: Pupils can describe two ways of saving water at home. Classification / वर्गीकरण: Grouping items according to selected characteristics. Application: Pupils group collected leaves by their margins.

**MCQ 391 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Learning outcome / अधिगम प्रतिफल and Peer assessment / सहपाठी आकलन.**

A. Awareness and concern for relationships between people and their surroundings. | Learners giving criterion-based feedback on classmates' work.

B. A specific observable demonstration of expected learning. | Learners giving criterion-based feedback on classmates' work.

C. Learners giving criterion-based feedback on classmates' work. | A specific observable demonstration of expected learning.

D. A specific observable demonstration of expected learning. | Anticipating a possible outcome based on available evidence.

**Correct answer / सही उत्तर: B.** A specific observable demonstration of expected learning. | Learners giving criterion-based feedback on classmates' work.

**Explanation / व्याख्या**

Learning outcome / अधिगम प्रतिफल: A specific observable demonstration of expected learning. Application: Pupils can describe two ways of saving water at home. Peer assessment / सहपाठी आकलन: Learners giving criterion-based feedback on classmates' work. Application: Groups comment on whether each poster supports its claims with evidence.

MCQ 392 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Learning outcome / अधिगम प्रतिफल and Learning resources / अधिगम संसाधन.**

A. A final project evaluates understanding of the neighbourhood environment. | Children use local maps and photographs to study their neighbourhood.

B. Children use local maps and photographs to study their neighbourhood. | Pupils can describe two ways of saving water at home.

C. Pupils can describe two ways of saving water at home. | Children use local maps and photographs to study their neighbourhood.

D. Pupils can describe two ways of saving water at home. | Pupils investigate how local workers contribute to community life.

**Correct answer / सही उत्तर: C.** Pupils can describe two ways of saving water at home. | Children use local maps and photographs to study their neighbourhood.

**Explanation / व्याख्या**

Learning outcome / अधिगम प्रतिफल: A specific observable demonstration of expected learning. Application: Pupils can describe two ways of saving water at home. Learning resources / अधिगम संसाधन: Materials, places or people selected to support meaningful exploration. Application: Children use local maps and photographs to study their neighbourhood.

**MCQ 393 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Learning outcome / अधिगम प्रतिफल / Curriculum integration / पाठ्यचर्या एकीकरण)**

A. Textbook adaptation / पाठ्यपुस्तक अनुकूलन → Learning through purposeful exchange of ideas and reasons.

B. Learning outcome / अधिगम प्रतिफल → A specific observable demonstration of expected learning.

C. Curriculum integration / पाठ्यचर्या एकीकरण → Modifying a textbook task to suit local context and learner needs.

D. Learning outcome / अधिगम प्रतिफल → Connecting environmental and social learning with other areas of primary education.

**Correct answer / सही उत्तर: B.** Learning outcome / अधिगम प्रतिफल → A specific observable demonstration of expected learning.

**Explanation / व्याख्या**

Learning outcome / अधिगम प्रतिफल: A specific observable demonstration of expected learning.
Application: Pupils can describe two ways of saving water at home.

MCQ 394 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Learning outcome / अधिगम प्रतिफल / Holistic learning / समग्र अधिगम)**

A. Holistic learning / समग्र अधिगम → Children observe compost over several days and discuss changes.

B. Learning outcome / अधिगम प्रतिफल → A lesson about a garden includes observation, cooperation and care for living things.

C. Learning outcome / अधिगम प्रतिफल → Pupils can describe two ways of saving water at home.

D. Experiential learning / अनुभवात्मक अधिगम → A child asks why shadows change during the day.

**Correct answer / सही उत्तर: C.** Learning outcome / अधिगम प्रतिफल → Pupils can describe two ways of saving water at home.

**Explanation / व्याख्या**

Learning outcome / अधिगम प्रतिफल: A specific observable demonstration of expected learning.
Application: Pupils can describe two ways of saving water at home.

MCQ 395 • CORE PRACTICE · FORM 01

**Identify the concept described: A coherent sequence of lessons organised around learning goals.**

A. Unit plan / इकाई योजना

B. Classification / वर्गीकरण

C. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

D. Community participation / समुदाय सहभागिता

**Correct answer / सही उत्तर: A.** Unit plan / इकाई योजना

**Explanation / व्याख्या**

Unit plan / इकाई योजना: A coherent sequence of lessons organised around learning goals.
Application: The teacher links several sessions about food, sources and nutrition.

**MCQ 396 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? The teacher links several sessions about food, sources and nutrition.**

A. Unit plan / इकाई योजना

B. Responsible citizenship / जिम्मेदार नागरिकता

C. Recording data / आँकड़े दर्ज करना

D. Holistic learning / समग्र अधिगम

**Correct answer / सही उत्तर: A.** Unit plan / इकाई योजना

**Explanation / व्याख्या**

Unit plan / इकाई योजना: A coherent sequence of lessons organised around learning goals.

Application: The teacher links several sessions about food, sources and nutrition.

**MCQ 397 • CORE PRACTICE · FORM 03**

**Which explanation best defines Unit plan / इकाई योजना?**

A. A coherent sequence of lessons organised around learning goals.

B. Learners giving criterion-based feedback on classmates' work.

C. A person whose experience or knowledge can support contextual learning.

D. Gathering ongoing evidence to support improved learning.

**Correct answer / सही उत्तर: A.** A coherent sequence of lessons organised around learning goals.

**Explanation / व्याख्या**

Unit plan / इकाई योजना: A coherent sequence of lessons organised around learning goals.

Application: The teacher links several sessions about food, sources and nutrition.

**MCQ 398 • CORE PRACTICE · FORM 04**

**Which classroom example best demonstrates Unit plan / इकाई योजना?**

A. Children analyse a story about a family facing water shortages.

B. A teacher revisits the concept of habitats after hearing pupils' explanations.

C. Pupils explore their neighbourhood's trees, shops and transport.

D. The teacher links several sessions about food, sources and nutrition.

**Correct answer / सही उत्तर: D.** The teacher links several sessions about food, sources and nutrition.

**Explanation / व्याख्या**

Unit plan / इकाई योजना: A coherent sequence of lessons organised around learning goals.
Application: The teacher links several sessions about food, sources and nutrition.

**MCQ 399 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) A coherent sequence of lessons organised around learning goals. (2) Investigating questions through evidence and reasoning.**

A. Evidence-based discussion / साक्ष्य आधारित चर्चा | Inquiry-based learning / अन्वेषण आधारित अधिगम

B. Unit plan / इकाई योजना | Supplementary resource / पूरक संसाधन

C. Unit plan / इकाई योजना | Inquiry-based learning / अन्वेषण आधारित अधिगम

D. Inquiry-based learning / अन्वेषण आधारित अधिगम | Unit plan / इकाई योजना

**Correct answer / सही उत्तर: C.** Unit plan / इकाई योजना | Inquiry-based learning / अन्वेषण आधारित अधिगम

**Explanation / व्याख्या**

Unit plan / इकाई योजना: A coherent sequence of lessons organised around learning goals.
Application: The teacher links several sessions about food, sources and nutrition. Inquiry-based learning / अन्वेषण आधारित अधिगम: Investigating questions through evidence and reasoning.
Application: Pupils investigate why some parts of the playground stay wet longer.

**MCQ 400 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) The teacher links several sessions about food, sources and nutrition. (2) A teacher identifies why a textbook asks pupils to interview elders.**

A. Pedagogical intent / शिक्षण उद्देश्य | Unit plan / इकाई योजना

B. Observation / अवलोकन | Pedagogical intent / शिक्षण उद्देश्य

C. Unit plan / इकाई योजना | Questioning / प्रश्न करना

D. Unit plan / इकाई योजना | Pedagogical intent / शिक्षण उद्देश्य

**Correct answer / सही उत्तर: D.** Unit plan / इकाई योजना | Pedagogical intent / शिक्षण उद्देश्य

**Explanation / व्याख्या**

Unit plan / इकाई योजना: A coherent sequence of lessons organised around learning goals. Application: The teacher links several sessions about food, sources and nutrition. Pedagogical intent / शिक्षण उद्देश्य: The learning purpose behind a textbook activity or representation. Application: A teacher identifies why a textbook asks pupils to interview elders.

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**MCQ 401 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Unit plan / इकाई योजना and Curriculum integration / पाठ्यचर्या एकीकरण.**

A. Connecting environmental and social learning with other areas of primary education. | A coherent sequence of lessons organised around learning goals.

B. A coherent sequence of lessons organised around learning goals. | Examining textbook representations, assumptions and questions thoughtfully.

C. A coherent sequence of lessons organised around learning goals. | Connecting environmental and social learning with other areas of primary education.

D. Anticipating a possible outcome based on available evidence. | Connecting environmental and social learning with other areas of primary education.

**Correct answer / सही उत्तर: C.** A coherent sequence of lessons organised around learning goals. | Connecting environmental and social learning with other areas of primary education.

**Explanation / व्याख्या**

Unit plan / इकाई योजना: A coherent sequence of lessons organised around learning goals. Application: The teacher links several sessions about food, sources and nutrition. Curriculum integration / पाठ्यचर्या एकीकरण: Connecting environmental and social learning with other areas of primary education. Application: Children combine map reading, measurement and local interviews in one unit.

**MCQ 402 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Unit plan / इकाई योजना and Local expert / स्थानीय विशेषज्ञ.**

A. A potter describes clay preparation to pupils. | The teacher links several sessions about food, sources and nutrition.

B. The teacher links several sessions about food, sources and nutrition. | A potter describes clay preparation to pupils.

C. The teacher links several sessions about food, sources and nutrition. | Pupils keep dated drawings, observation records and reflections.

D. A lesson about a garden includes observation, cooperation and care for living things. | A potter describes clay preparation to pupils.

**Correct answer / सही उत्तर: B.** The teacher links several sessions about food, sources and nutrition. | A potter describes clay preparation to pupils.

**Explanation / व्याख्या**

Unit plan / इकाई योजना: A coherent sequence of lessons organised around learning goals. Application: The teacher links several sessions about food, sources and nutrition. Local expert / स्थानीय विशेषज्ञ: A person whose experience or knowledge can support contextual learning. Application: A potter describes clay preparation to pupils.

MCQ 403 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Unit plan / इकाई योजना / Peer assessment / सहपाठी आकलन)**

A. Peer assessment / सहपाठी आकलन → Developing understanding through direct experience and reflection.

B. Experiential learning / अनुभवात्मक अधिगम → A planned learning experience outside the classroom.

C. Unit plan / इकाई योजना → A coherent sequence of lessons organised around learning goals.

D. Unit plan / इकाई योजना → Learners giving criterion-based feedback on classmates' work.

**Correct answer / सही उत्तर: C.** Unit plan / इकाई योजना → A coherent sequence of lessons organised around learning goals.

**Explanation / व्याख्या**

Unit plan / इकाई योजना: A coherent sequence of lessons organised around learning goals.
Application: The teacher links several sessions about food, sources and nutrition.

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**MCQ 404 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Unit plan / इकाई योजना / Prediction / पूर्वानुमान)**

A. Prediction / पूर्वानुमान → Pupils monitor germination and record changes in seedlings.

B. Unit plan / इकाई योजना → Before testing, children suggest which surface will dry fastest.

C. Unit plan / इकाई योजना → The teacher links several sessions about food, sources and nutrition.

D. School garden / विद्यालय उद्यान → Pupils plan how to care for common school resources respectfully.

**Correct answer / सही उत्तर: C.** Unit plan / इकाई योजना → The teacher links several sessions about food, sources and nutrition.

**Explanation / व्याख्या**

Unit plan / इकाई योजना: A coherent sequence of lessons organised around learning goals.
Application: The teacher links several sessions about food, sources and nutrition.

**MCQ 405 • CORE PRACTICE · FORM 01**

**Identify the concept described: Anticipating and reducing risks before learning activities.**

A. Safety planning / सुरक्षा योजना

B. Local expert / स्थानीय विशेषज्ञ

C. Comparing / तुलना करना

D. Formative assessment / निर्माणात्मक आकलन

**Correct answer / सही उत्तर: A.** Safety planning / सुरक्षा योजना

**Explanation / व्याख्या**

Safety planning / सुरक्षा योजना: Anticipating and reducing risks before learning activities.
Application: A teacher checks safe routes and supervision before a field visit.

**MCQ 406 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A teacher checks safe routes and supervision before a field visit.**

A. Safety planning / सुरक्षा योजना

B. Elicitation / पूर्वविचार जानना

C. Local environment / स्थानीय परिवेश

D. Comparing / तुलना करना

**Correct answer / सही उत्तर: A.** Safety planning / सुरक्षा योजना

**Explanation / व्याख्या**

Safety planning / सुरक्षा योजना: Anticipating and reducing risks before learning activities.
Application: A teacher checks safe routes and supervision before a field visit.

**MCQ 407 • CORE PRACTICE · FORM 03**

**Which explanation best defines Safety planning / सुरक्षा योजना?**

A. Anticipating and reducing risks before learning activities.

B. Using narratives to explore environmental or social ideas.

C. Using perspectives from different subject areas to understand an issue.

D. A learner's existing explanation that differs from accepted disciplinary understanding.

**Correct answer / सही उत्तर: A.** Anticipating and reducing risks before learning activities.

**Explanation / व्याख्या**

Safety planning / सुरक्षा योजना: Anticipating and reducing risks before learning activities.
Application: A teacher checks safe routes and supervision before a field visit.

**MCQ 408 • CORE PRACTICE · FORM 04**

**Which classroom example best demonstrates Safety planning / सुरक्षा योजना?**

A. Pupils keep dated drawings, observation records and reflections.

B. A child uses a measuring cup to compare water volumes.

C. A teacher checks safe routes and supervision before a field visit.

D. Pupils explore their neighbourhood's trees, shops and transport.

**Correct answer / सही उत्तर: C.** A teacher checks safe routes and supervision before a field visit.

**Explanation / व्याख्या**

Safety planning / सुरक्षा योजना: Anticipating and reducing risks before learning activities. Application: A teacher checks safe routes and supervision before a field visit.

**MCQ 409 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Anticipating and reducing risks before learning activities. (2) Connecting ideas from multiple disciplines around meaningful contexts.**

A. Safety planning / सुरक्षा योजना | Integrated curriculum / एकीकृत पाठ्यचर्या

B. Experiential learning / अनुभवात्मक अधिगम | Integrated curriculum / एकीकृत पाठ्यचर्या

C. Safety planning / सुरक्षा योजना | Responsible citizenship / जिम्मेदार नागरिकता

D. Integrated curriculum / एकीकृत पाठ्यचर्या | Safety planning / सुरक्षा योजना

**Correct answer / सही उत्तर: A.** Safety planning / सुरक्षा योजना | Integrated curriculum / एकीकृत पाठ्यचर्या

**Explanation / व्याख्या**

Safety planning / सुरक्षा योजना: Anticipating and reducing risks before learning activities. Application: A teacher checks safe routes and supervision before a field visit. Integrated curriculum / एकीकृत पाठ्यचर्या: Connecting ideas from multiple disciplines around meaningful contexts. Application: A water topic combines science, local geography and social practices.

**MCQ 410 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A teacher checks safe routes and supervision before a field visit. (2) Children use local maps and photographs to study their neighbourhood.**

A. Learning resources / अधिगम संसाधन | Safety planning / सुरक्षा योजना

B. Safety planning / सुरक्षा योजना | Learning resources / अधिगम संसाधन

C. Environmental sensitivity / पर्यावरण संवेदनशीलता | Learning resources / अधिगम संसाधन

D. Safety planning / सुरक्षा योजना | Observation checklist / अवलोकन जाँच सूची

**Correct answer / सही उत्तर: B.** Safety planning / सुरक्षा योजना | Learning resources / अधिगम संसाधन

**Explanation / व्याख्या**

Safety planning / सुरक्षा योजना: Anticipating and reducing risks before learning activities.
Application: A teacher checks safe routes and supervision before a field visit. Learning resources / अधिगम संसाधन: Materials, places or people selected to support meaningful exploration.
Application: Children use local maps and photographs to study their neighbourhood.

**MCQ 411 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Safety planning / सुरक्षा योजना and Portfolio / पोर्टफोलियो.**

A. Anticipating and reducing risks before learning activities. | Examining textbook representations, assumptions and questions thoughtfully.

B. Modifying a textbook task to suit local context and learner needs. | A collection of learning evidence showing progress across time.

C. Anticipating and reducing risks before learning activities. | A collection of learning evidence showing progress across time.

D. A collection of learning evidence showing progress across time. | Anticipating and reducing risks before learning activities.

**Correct answer / सही उत्तर: C.** Anticipating and reducing risks before learning activities. | A collection of learning evidence showing progress across time.

**Explanation / व्याख्या**

Safety planning / सुरक्षा योजना: Anticipating and reducing risks before learning activities. Application: A teacher checks safe routes and supervision before a field visit. Portfolio / पोर्टफोलियो: A collection of learning evidence showing progress across time. Application: Pupils keep dated drawings, observation records and reflections.

MCQ 412 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Safety planning / सुरक्षा योजना and Environmental sensitivity / पर्यावरण संवेदनशीलता.**

A. A teacher checks safe routes and supervision before a field visit. | A gardener explains local methods of conserving water.

B. Children discuss ways to reduce waste in their school. | A teacher checks safe routes and supervision before a field visit.

C. A teacher checks safe routes and supervision before a field visit. | Children discuss ways to reduce waste in their school.

D. A class visits a local pond to observe its uses and living organisms. | Children discuss ways to reduce waste in their school.

**Correct answer / सही उत्तर: C.** A teacher checks safe routes and supervision before a field visit. | Children discuss ways to reduce waste in their school.

**Explanation / व्याख्या**

Safety planning / सुरक्षा योजना: Anticipating and reducing risks before learning activities. Application: A teacher checks safe routes and supervision before a field visit. Environmental sensitivity / पर्यावरण संवेदनशीलता: Awareness and concern for relationships between people and their surroundings. Application: Children discuss ways to reduce waste in their school.

MCQ 413 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Safety planning / सुरक्षा योजना / Summative assessment / संकलनात्मक आकलन)**

A. Summative assessment / संकलनात्मक आकलन → Connecting environmental and social learning with other areas of primary education.

B. Curriculum integration / पाठ्यचर्या एकीकरण → Preserving observations in a consistent written or visual form.

C. Safety planning / सुरक्षा योजना → Anticipating and reducing risks before learning activities.

D. Safety planning / सुरक्षा योजना → Evaluating learning at the end of a defined period.

**Correct answer / सही उत्तर: C.** Safety planning / सुरक्षा योजना → Anticipating and reducing risks before learning activities.

**Explanation / व्याख्या**

Safety planning / सुरक्षा योजना: Anticipating and reducing risks before learning activities.

Application: A teacher checks safe routes and supervision before a field visit.

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MCQ 414 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Safety planning / सुरक्षा योजना / Learning walk / अधिगम भ्रमण)**

A. Safety planning / सुरक्षा योजना → Children map traffic signs and public facilities near the school.

B. Comparing / तुलना करना → Pupils explore their neighbourhood's trees, shops and transport.

C. Safety planning / सुरक्षा योजना → A teacher checks safe routes and supervision before a field visit.

D. Learning walk / अधिगम भ्रमण → Children compare two leaves by shape and vein pattern.

**Correct answer / सही उत्तर: C.** Safety planning / सुरक्षा योजना → A teacher checks safe routes and supervision before a field visit.

**Explanation / व्याख्या**

Safety planning / सुरक्षा योजना: Anticipating and reducing risks before learning activities.
Application: A teacher checks safe routes and supervision before a field visit.

MCQ 415 • CORE PRACTICE · FORM 01

**Identify the concept described: An organised plan linking goals, activities, resources and assessment.**

A. Lesson plan / पाठ योजना

B. Local expert / स्थानीय विशेषज्ञ

C. Discussion method / चर्चा विधि

D. Social environment / सामाजिक परिवेश

**Correct answer / सही उत्तर: A.** Lesson plan / पाठ योजना

**Explanation / व्याख्या**

Lesson plan / पाठ योजना: An organised plan linking goals, activities, resources and assessment.
Application: A teacher plans an observation task and a closing discussion about leaves.

**MCQ 416 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A teacher plans an observation task and a closing discussion about leaves.**

A. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

B. Lesson plan / पाठ योजना

C. Conceptual change / अवधारणात्मक परिवर्तन

D. Community participation / समुदाय सहभागिता

**Correct answer / सही उत्तर: B.** Lesson plan / पाठ योजना

**Explanation / व्याख्या**

Lesson plan / पाठ योजना: An organised plan linking goals, activities, resources and assessment.
Application: A teacher plans an observation task and a closing discussion about leaves.

**MCQ 417 • CORE PRACTICE · FORM 03**

**Which explanation best defines Lesson plan / पाठ योजना?**

A. Learning through purposeful exchange of ideas and reasons.

B. An organised plan linking goals, activities, resources and assessment.

C. A short planned walk designed around specific observations.

D. Learner-generated inquiries revealing interests and existing understanding.

**Correct answer / सही उत्तर: B.** An organised plan linking goals, activities, resources and assessment.

**Explanation / व्याख्या**

Lesson plan / पाठ योजना: An organised plan linking goals, activities, resources and assessment.
Application: A teacher plans an observation task and a closing discussion about leaves.

MCQ 418 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Lesson plan / पाठ योजना?**

A. A teacher plans an observation task and a closing discussion about leaves.

B. Children discuss ways to reduce waste in their school.

C. Children analyse a story about a family facing water shortages.

D. A pupil changes an explanation about floating after testing materials of different shapes.

**Correct answer / सही उत्तर: A.** A teacher plans an observation task and a closing discussion about leaves.

**Explanation / व्याख्या**

Lesson plan / पाठ योजना: An organised plan linking goals, activities, resources and assessment. Application: A teacher plans an observation task and a closing discussion about leaves.

MCQ 419 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) An organised plan linking goals, activities, resources and assessment. (2) Gathering ongoing evidence to support improved learning.**

A. Lesson plan / पाठ योजना | Story-based teaching / कहानी आधारित शिक्षण

B. Lesson plan / पाठ योजना | Formative assessment / निर्माणात्मक आकलन

C. Formative assessment / निर्माणात्मक आकलन | Lesson plan / पाठ योजना

D. Social environment / सामाजिक परिवेश | Formative assessment / निर्माणात्मक आकलन

**Correct answer / सही उत्तर: B.** Lesson plan / पाठ योजना | Formative assessment / निर्माणात्मक आकलन

**Explanation / व्याख्या**

Lesson plan / पाठ योजना: An organised plan linking goals, activities, resources and assessment. Application: A teacher plans an observation task and a closing discussion about leaves. Formative assessment / निर्माणात्मक आकलन: Gathering ongoing evidence to support improved learning. Application: A teacher revisits the concept of habitats after hearing pupils' explanations.

MCQ 420 • CORE PRACTICE · FORM 06

**Match the situations to concepts, in order. (1) A teacher plans an observation task and a closing discussion about leaves. (2) A teacher revisits the concept of habitats after hearing pupils' explanations.**

A. Lesson plan / पाठ योजना | Formative assessment / निर्माणात्मक आकलन

B. Lesson plan / पाठ योजना | Prediction / पूर्वानुमान

C. Formative assessment / निर्माणात्मक आकलन | Lesson plan / पाठ योजना

D. Measurement / मापन | Formative assessment / निर्माणात्मक आकलन

**Correct answer / सही उत्तर: A.** Lesson plan / पाठ योजना | Formative assessment / निर्माणात्मक आकलन

**Explanation / व्याख्या**

Lesson plan / पाठ योजना: An organised plan linking goals, activities, resources and assessment. Application: A teacher plans an observation task and a closing discussion about leaves. Formative assessment / निर्माणात्मक आकलन: Gathering ongoing evidence to support improved learning. Application: A teacher revisits the concept of habitats after hearing pupils' explanations.

**MCQ 421 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Lesson plan / पाठ योजना and Textbook adaptation / पाठ्यपुस्तक अनुकूलन.**

A. An organised plan linking goals, activities, resources and assessment. | A collection of learning evidence showing progress across time.

B. Modifying a textbook task to suit local context and learner needs. | An organised plan linking goals, activities, resources and assessment.

C. An organised plan linking goals, activities, resources and assessment. | Modifying a textbook task to suit local context and learner needs.

D. A school-based environment for observing plants, soil and interactions. | Modifying a textbook task to suit local context and learner needs.

**Correct answer / सही उत्तर: C.** An organised plan linking goals, activities, resources and assessment. | Modifying a textbook task to suit local context and learner needs.

**Explanation / व्याख्या**

Lesson plan / पाठ योजना: An organised plan linking goals, activities, resources and assessment. Application: A teacher plans an observation task and a closing discussion about leaves. Textbook adaptation / पाठ्यपुस्तक अनुकूलन: Modifying a textbook task to suit local context and learner needs. Application: A coastal example is supplemented with an accessible local river example.

**MCQ 422 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Lesson plan / पाठ योजना and Environmental sensitivity / पर्यावरण संवेदनशीलता.**

A. A teacher plans an observation task and a closing discussion about leaves. | Children discuss ways to reduce waste in their school.

B. A teacher plans an observation task and a closing discussion about leaves. | After seeing wet footprints, a child infers someone recently walked there.

C. Before testing, children suggest which surface will dry fastest. | Children discuss ways to reduce waste in their school.

D. Children discuss ways to reduce waste in their school. | A teacher plans an observation task and a closing discussion about leaves.

**Correct answer / सही उत्तर: A.** A teacher plans an observation task and a closing discussion about leaves. | Children discuss ways to reduce waste in their school.

**Explanation / व्याख्या**

Lesson plan / पाठ योजना: An organised plan linking goals, activities, resources and assessment. Application: A teacher plans an observation task and a closing discussion about leaves. Environmental sensitivity / पर्यावरण संवेदनशीलता: Awareness and concern for relationships between people and their surroundings. Application: Children discuss ways to reduce waste in their school.

**MCQ 423 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Lesson plan / पाठ योजना / Alternate conception / वैकल्पिक अवधारणा)**

A. Alternate conception / वैकल्पिक अवधारणा → A short planned walk designed around specific observations.

B. Lesson plan / पाठ योजना → A learner's existing explanation that differs from accepted disciplinary understanding.

C. Lesson plan / पाठ योजना → An organised plan linking goals, activities, resources and assessment.

D. Learning walk / अधिगम भ्रमण → Materials, places or people selected to support meaningful exploration.

**Correct answer / सही उत्तर: C.** Lesson plan / पाठ योजना → An organised plan linking goals, activities, resources and assessment.

**Explanation / व्याख्या**

Lesson plan / पाठ योजना: An organised plan linking goals, activities, resources and assessment.
Application: A teacher plans an observation task and a closing discussion about leaves.

**MCQ 424 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Lesson plan / पाठ योजना / Social environment / सामाजिक परिवेश)**

A. Lesson plan / पाठ योजना → Pupils investigate how local workers contribute to community life.

B. Lesson plan / पाठ योजना → A teacher plans an observation task and a closing discussion about leaves.

C. Social environment / सामाजिक परिवेश → A teacher identifies why a textbook asks pupils to interview elders.

D. Pedagogical intent / शिक्षण उद्देश्य → Pupils investigate why some parts of the playground stay wet longer.

**Correct answer / सही उत्तर: B.** Lesson plan / पाठ योजना → A teacher plans an observation task and a closing discussion about leaves.

**Explanation / व्याख्या**

Lesson plan / पाठ योजना: An organised plan linking goals, activities, resources and assessment.
Application: A teacher plans an observation task and a closing discussion about leaves.

**MCQ 425 • CORE PRACTICE · FORM 01**

**Identify the concept described: A learner's earlier encounters that can support new understanding.**

A. Measurement / मापन

B. Prior experience / पूर्व अनुभव

C. Responsible citizenship / जिम्मेदार नागरिकता

D. Learning resources / अधिगम संसाधन

**Correct answer / सही उत्तर: B.** Prior experience / पूर्व अनुभव

**Explanation / व्याख्या**

Prior experience / पूर्व अनुभव: A learner's earlier encounters that can support new understanding.
Application: Children describe how their families store food before investigating preservation.

**MCQ 426 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Children describe how their families store food before investigating preservation.**

A. Prior experience / पूर्व अनुभव

B. Field visit / क्षेत्र भ्रमण

C. Recording data / आँकड़े दर्ज करना

D. Evidence-based discussion / साक्ष्य आधारित चर्चा

**Correct answer / सही उत्तर: A.** Prior experience / पूर्व अनुभव

**Explanation / व्याख्या**

Prior experience / पूर्व अनुभव: A learner's earlier encounters that can support new understanding.
Application: Children describe how their families store food before investigating preservation.

**MCQ 427 • CORE PRACTICE · FORM 03**

**Which explanation best defines Prior experience / पूर्व अनुभव?**

A. The view that learners actively build understanding from experiences and ideas.

B. A learner's earlier encounters that can support new understanding.

C. Extended inquiry leading to a meaningful product or finding.

D. Connecting knowledge, skills, values and experiences rather than treating them as isolated parts.

**Correct answer / सही उत्तर: B.** A learner's earlier encounters that can support new understanding.

**Explanation / व्याख्या**

Prior experience / पूर्व अनुभव: A learner's earlier encounters that can support new understanding.
Application: Children describe how their families store food before investigating preservation.

MCQ 428 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Prior experience / पूर्व अनुभव?**

A. Children compare two leaves by shape and vein pattern.

B. Children describe how their families store food before investigating preservation.

C. A coastal example is supplemented with an accessible local river example.

D. Children observe compost over several days and discuss changes.

**Correct answer / सही उत्तर: B.** Children describe how their families store food before investigating preservation.

**Explanation / व्याख्या**

Prior experience / पूर्व अनुभव: A learner's earlier encounters that can support new understanding.
Application: Children describe how their families store food before investigating preservation.

MCQ 429 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) A learner's earlier encounters that can support new understanding. (2) Determining an attribute using an appropriate unit or instrument.**

A. Prior experience / पूर्व अनुभव | Environmental sensitivity / पर्यावरण संवेदनशीलता

B. Discussion method / चर्चा विधि | Measurement / मापन

C. Prior experience / पूर्व अनुभव | Measurement / मापन

D. Measurement / मापन | Prior experience / पूर्व अनुभव

**Correct answer / सही उत्तर: C.** Prior experience / पूर्व अनुभव | Measurement / मापन

**Explanation / व्याख्या**

Prior experience / पूर्व अनुभव: A learner's earlier encounters that can support new understanding.
Application: Children describe how their families store food before investigating preservation.
Measurement / मापन: Determining an attribute using an appropriate unit or instrument.
Application: A child uses a measuring cup to compare water volumes.

**MCQ 430 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Children describe how their families store food before investigating preservation. (2) Pupils notice whose occupations are shown in a picture and discuss missing examples.**

A. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन | Prior experience / पूर्व अनुभव

B. Alternate conception / वैकल्पिक अवधारणा | Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

C. Prior experience / पूर्व अनुभव | Learning resources / अधिगम संसाधन

D. Prior experience / पूर्व अनुभव | Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

**Correct answer / सही उत्तर: D.** Prior experience / पूर्व अनुभव | Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

**Explanation / व्याख्या**

Prior experience / पूर्व अनुभव: A learner's earlier encounters that can support new understanding. Application: Children describe how their families store food before investigating preservation. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन: Examining textbook representations, assumptions and questions thoughtfully. Application: Pupils notice whose occupations are shown in a picture and discuss missing examples.

**MCQ 431 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Prior experience / पूर्व अनुभव and Project-based learning / परियोजना आधारित अधिगम.**

A. Extended inquiry leading to a meaningful product or finding. | A learner's earlier encounters that can support new understanding.

B. A learner's earlier encounters that can support new understanding. | Extended inquiry leading to a meaningful product or finding.

C. The immediate natural and social setting used as a learning context. | Extended inquiry leading to a meaningful product or finding.

D. A learner's earlier encounters that can support new understanding. | The view that learners actively build understanding from experiences and ideas.

**Correct answer / सही उत्तर: B.** A learner's earlier encounters that can support new understanding. | Extended inquiry leading to a meaningful product or finding.

**Explanation / व्याख्या**

Prior experience / पूर्व अनुभव: A learner's earlier encounters that can support new understanding. Application: Children describe how their families store food before investigating preservation. Project-based learning / परियोजना आधारित अधिगम: Extended inquiry leading to a meaningful product or finding. Application: Pupils investigate school water use and prepare a conservation plan.

MCQ 432 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Prior experience / पूर्व अनुभव and Discussion method / चर्चा विधि.**

A. Children describe how their families store food before investigating preservation. | A lesson about a garden includes observation, cooperation and care for living things.

B. A class debates ways of keeping a shared playground clean. | Children describe how their families store food before investigating preservation.

C. Children describe how their families store food before investigating preservation. | A class debates ways of keeping a shared playground clean.

D. Children compare two leaves by shape and vein pattern. | A class debates ways of keeping a shared playground clean.

**Correct answer / सही उत्तर: C.** Children describe how their families store food before investigating preservation. | A class debates ways of keeping a shared playground clean.

**Explanation / व्याख्या**

Prior experience / पूर्व अनुभव: A learner's earlier encounters that can support new understanding.
Application: Children describe how their families store food before investigating preservation.
Discussion method / चर्चा विधि: Learning through purposeful exchange of ideas and reasons.
Application: A class debates ways of keeping a shared playground clean.

MCQ 433 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Prior experience / पूर्व अनुभव / Learning resources / अधिगम संसाधन)**

A. Prior experience / पूर्व अनुभव → Materials, places or people selected to support meaningful exploration.

B. Inquiry-based learning / अन्वेषण आधारित अधिगम → Modifying a textbook task to suit local context and learner needs.

C. Prior experience / पूर्व अनुभव → A learner's earlier encounters that can support new understanding.

D. Learning resources / अधिगम संसाधन → Investigating questions through evidence and reasoning.

**Correct answer / सही उत्तर: C.** Prior experience / पूर्व अनुभव → A learner's earlier encounters that can support new understanding.

**Explanation / व्याख्या**

Prior experience / पूर्व अनुभव: A learner's earlier encounters that can support new understanding. Application: Children describe how their families store food before investigating preservation.

MCQ 434 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Prior experience / पूर्व अनुभव / Holistic learning / समग्र अधिगम)**

A. Project-based learning / परियोजना आधारित अधिगम → A class debates ways of keeping a shared playground clean.

B. Prior experience / पूर्व अनुभव → Children describe how their families store food before investigating preservation.

C. Holistic learning / समग्र अधिगम → Pupils investigate school water use and prepare a conservation plan.

D. Prior experience / पूर्व अनुभव → A lesson about a garden includes observation, cooperation and care for living things.

**Correct answer / सही उत्तर: B.** Prior experience / पूर्व अनुभव → Children describe how their families store food before investigating preservation.

**Explanation / व्याख्या**

Prior experience / पूर्व अनुभव: A learner's earlier encounters that can support new understanding. Application: Children describe how their families store food before investigating preservation.

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 07.01

**Explain Learning outcome / अधिगम प्रतिफल and give one classroom example.**

**Model answer:** A specific observable demonstration of expected learning. Pupils can describe two ways of saving water at home.

**REVISION 07.02**

**Explain Unit plan / इकाई योजना and give one classroom example.**

**Model answer:** A coherent sequence of lessons organised around learning goals. The teacher links several sessions about food, sources and nutrition.

**REVISION 07.03**

**Explain Safety planning / सुरक्षा योजना and give one classroom example.**

**Model answer:** Anticipating and reducing risks before learning activities. A teacher checks safe routes and supervision before a field visit.

**REVISION 07.04**

**Explain Lesson plan / पाठ योजना and give one classroom example.**

**Model answer:** An organised plan linking goals, activities, resources and assessment. A teacher plans an observation task and a closing discussion about leaves.

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**REVISION 07.05**

**Explain Prior experience / पूर्व अनुभव and give one classroom example.**

**Model answer:** A learner's earlier encounters that can support new understanding. Children describe how their families store food before investigating preservation.

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CHAPTER 08 • 62 MCQs • 6 REVISION PROMPTS

# Assessment

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Formative assessment / निर्माणात्मक आकलन

Gathering ongoing evidence to support improved learning.

**Classroom example:** A teacher revisits the concept of habitats after hearing pupils' explanations.

### Summative assessment / संकलनात्मक आकलन

Evaluating learning at the end of a defined period.

**Classroom example:** A final project evaluates understanding of the neighbourhood environment.

### Portfolio / पोर्टफोलियो

A collection of learning evidence showing progress across time.

**Classroom example:** Pupils keep dated drawings, observation records and reflections.

### Qualitative assessment / गुणात्मक आकलन

Using descriptive evidence about learning rather than marks alone.

**Classroom example:** A teacher describes a pupil's observation skills and suggests a next step.

### Observation checklist / अवलोकन जाँच सूची

A list of criteria for recording observed learning behaviours.

**Classroom example:** A teacher notes whether pupils classify objects using a consistent property.

**Peer assessment / सहपाठी आकलन**

Learners giving criterion-based feedback on classmates' work.

**Classroom example:** Groups comment on whether each poster supports its claims with evidence.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

**MCQ 435 • NEW CLASSROOM APPLICATION**

### Which evidence shows classification skill?

A. A pupil counts notebook pages

B. A pupil names an unrelated object

C. A pupil groups objects by a stated property and explains the rule

D. A pupil copies a definition only

**Correct answer / सही उत्तर: C.** A pupil groups objects by a stated property and explains the rule

**Explanation / व्याख्या**

Performance evidence demonstrates actual classification reasoning.

MCQ 436 • NEW CLASSROOM APPLICATION

**Which approach best evaluates a group investigation?**

A. Score only decoration
B. Assess only attendance
C. Use criteria for observation, evidence, cooperation and explanation
D. Give marks only for expensive materials

**Correct answer / सही उत्तर: C.** Use criteria for observation, evidence, cooperation and explanation

**Explanation / व्याख्या**

Aligned criteria reflect the processes and learning outcomes of the project.

## Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 437 • CORE PRACTICE · FORM 01

**Identify the concept described: Gathering ongoing evidence to support improved learning.**

A. Comparing / तुलना करना
B. Prediction / पूर्वानुमान
C. Formative assessment / निर्माणात्मक आकलन
D. Holistic learning / समग्र अधिगम

**Correct answer / सही उत्तर: C.** Formative assessment / निर्माणात्मक आकलन

**Explanation / व्याख्या**

Formative assessment / निर्माणात्मक आकलन: Gathering ongoing evidence to support improved learning. Application: A teacher revisits the concept of habitats after hearing pupils' explanations.

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**MCQ 438 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A teacher revisits the concept of habitats after hearing pupils' explanations.**

A. Safety planning / सुरक्षा योजना
B. Experiential learning / अनुभवात्मक अधिगम
C. Formative assessment / निर्माणात्मक आकलन
D. Communication / संप्रेषण

**Correct answer / सही उत्तर: C.** Formative assessment / निर्माणात्मक आकलन

**Explanation / व्याख्या**

Formative assessment / निर्माणात्मक आकलन: Gathering ongoing evidence to support improved learning. Application: A teacher revisits the concept of habitats after hearing pupils' explanations.

**MCQ 439 • CORE PRACTICE · FORM 03**

**Which explanation best defines Formative assessment / निर्माणात्मक आकलन?**

A. Gathering ongoing evidence to support improved learning.
B. Investigating questions through evidence and reasoning.
C. Identifying similarities and differences using relevant attributes.
D. Modifying a textbook task to suit local context and learner needs.

**Correct answer / सही उत्तर: A.** Gathering ongoing evidence to support improved learning.

**Explanation / व्याख्या**

Formative assessment / निर्माणात्मक आकलन: Gathering ongoing evidence to support improved learning. Application: A teacher revisits the concept of habitats after hearing pupils' explanations.

MCQ 440 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Formative assessment / निर्माणात्मक आकलन?**

A. A teacher plans an observation task and a closing discussion about leaves.

B. A teacher revisits the concept of habitats after hearing pupils' explanations.

C. Children compare two leaves by shape and vein pattern.

D. A child believes all heavy objects sink regardless of their shape.

**Correct answer / सही उत्तर: B.** A teacher revisits the concept of habitats after hearing pupils' explanations.

**Explanation / व्याख्या**

Formative assessment / निर्माणात्मक आकलन: Gathering ongoing evidence to support improved learning. Application: A teacher revisits the concept of habitats after hearing pupils' explanations.

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**MCQ 441 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Gathering ongoing evidence to support improved learning. (2) Examining textbook representations, assumptions and questions thoughtfully.**

A. Formative assessment / निर्माणात्मक आकलन | Classification / वर्गीकरण

B. Community participation / समुदाय सहभागिता | Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

C. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन | Formative assessment / निर्माणात्मक आकलन

D. Formative assessment / निर्माणात्मक आकलन | Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

**Correct answer / सही उत्तर: D.** Formative assessment / निर्माणात्मक आकलन | Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

**Explanation / व्याख्या**

Formative assessment / निर्माणात्मक आकलन: Gathering ongoing evidence to support improved learning. Application: A teacher revisits the concept of habitats after hearing pupils' explanations. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन: Examining textbook representations, assumptions and questions thoughtfully. Application: Pupils notice whose occupations are shown in a picture and discuss missing examples.

**MCQ 442 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A teacher revisits the concept of habitats after hearing pupils' explanations. (2) Groups use similar containers and soil while varying light exposure.**

A. Integrated curriculum / एकीकृत पाठ्यचर्या | Fair testing / निष्पक्ष परीक्षण

B. Fair testing / निष्पक्ष परीक्षण | Formative assessment / निर्माणात्मक आकलन

C. Formative assessment / निर्माणात्मक आकलन | Field visit / क्षेत्र भ्रमण

D. Formative assessment / निर्माणात्मक आकलन | Fair testing / निष्पक्ष परीक्षण

**Correct answer / सही उत्तर: D.** Formative assessment / निर्माणात्मक आकलन | Fair testing / निष्पक्ष परीक्षण

**Explanation / व्याख्या**

Formative assessment / निर्माणात्मक आकलन: Gathering ongoing evidence to support improved learning. Application: A teacher revisits the concept of habitats after hearing pupils' explanations. Fair testing / निष्पक्ष परीक्षण: Keeping relevant conditions comparable while investigating one factor. Application: Groups use similar containers and soil while varying light exposure.

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MCQ 443 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Formative assessment / निर्माणात्मक आकलन and Alternate conception / वैकल्पिक अवधारणा.**

A. Gathering ongoing evidence to support improved learning. | Developing understanding through direct experience and reflection.

B. Learning through purposeful exchange of ideas and reasons. | A learner's existing explanation that differs from accepted disciplinary understanding.

C. Gathering ongoing evidence to support improved learning. | A learner's existing explanation that differs from accepted disciplinary understanding.

D. A learner's existing explanation that differs from accepted disciplinary understanding. | Gathering ongoing evidence to support improved learning.

**Correct answer / सही उत्तर: C.** Gathering ongoing evidence to support improved learning. | A learner's existing explanation that differs from accepted disciplinary understanding.

**Explanation / व्याख्या**

Formative assessment / निर्माणात्मक आकलन: Gathering ongoing evidence to support improved learning. Application: A teacher revisits the concept of habitats after hearing pupils' explanations. Alternate conception / वैकल्पिक अवधारणा: A learner's existing explanation that differs from accepted disciplinary understanding. Application: A child believes all heavy objects sink regardless of their shape.

MCQ 444 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Formative assessment / निर्माणात्मक आकलन and Safety planning / सुरक्षा योजना.**

A. Children discuss ways to reduce waste in their school. | A teacher checks safe routes and supervision before a field visit.

B. A teacher checks safe routes and supervision before a field visit. | A teacher revisits the concept of habitats after hearing pupils' explanations.

C. A teacher revisits the concept of habitats after hearing pupils' explanations. | A teacher checks safe routes and supervision before a field visit.

D. A teacher revisits the concept of habitats after hearing pupils' explanations. | Children use local maps and photographs to study their neighbourhood.

**Correct answer / सही उत्तर: C.** A teacher revisits the concept of habitats after hearing pupils' explanations. | A teacher checks safe routes and supervision before a field visit.

**Explanation / व्याख्या**

Formative assessment / निर्माणात्मक आकलन: Gathering ongoing evidence to support improved learning. Application: A teacher revisits the concept of habitats after hearing pupils' explanations. Safety planning / सुरक्षा योजना: Anticipating and reducing risks before learning activities. Application: A teacher checks safe routes and supervision before a field visit.

MCQ 445 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Formative assessment / निर्माणात्मक आकलन / Safety planning / सुरक्षा योजना)**

A. Formative assessment / निर्माणात्मक आकलन → Anticipating and reducing risks before learning activities.

B. Conceptual change / अवधारणात्मक परिवर्तन → A learner's existing explanation that differs from accepted disciplinary understanding.

C. Safety planning / सुरक्षा योजना → Revising an existing explanation in light of relevant evidence.

D. Formative assessment / निर्माणात्मक आकलन → Gathering ongoing evidence to support improved learning.

**Correct answer / सही उत्तर: D.** Formative assessment / निर्माणात्मक आकलन → Gathering ongoing evidence to support improved learning.

**Explanation / व्याख्या**

Formative assessment / निर्माणात्मक आकलन: Gathering ongoing evidence to support improved learning. Application: A teacher revisits the concept of habitats after hearing pupils' explanations.

MCQ 446 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Formative assessment / निर्माणात्मक आकलन / Classification / वर्गीकरण)**

A. Classification / वर्गीकरण → A teacher plans an observation task and a closing discussion about leaves.

B. Formative assessment / निर्माणात्मक आकलन → A teacher revisits the concept of habitats after hearing pupils' explanations.

C. Formative assessment / निर्माणात्मक आकलन → Pupils group collected leaves by their margins.

D. Lesson plan / पाठ योजना → A teacher identifies why a textbook asks pupils to interview elders.

**Correct answer / सही उत्तर: B.** Formative assessment / निर्माणात्मक आकलन → A teacher revisits the concept of habitats after hearing pupils' explanations.

**Explanation / व्याख्या**

Formative assessment / निर्माणात्मक आकलन: Gathering ongoing evidence to support improved learning. Application: A teacher revisits the concept of habitats after hearing pupils' explanations.

MCQ 447 • CORE PRACTICE · FORM 01

**Identify the concept described: Evaluating learning at the end of a defined period.**

A. Recording data / आँकड़े दर्ज करना

B. Communication / संप्रेषण

C. Summative assessment / संकलनात्मक आकलन

D. Conceptual change / अवधारणात्मक परिवर्तन

**Correct answer / सही उत्तर: C.** Summative assessment / संकलनात्मक आकलन

**Explanation / व्याख्या**

Summative assessment / संकलनात्मक आकलन: Evaluating learning at the end of a defined period. Application: A final project evaluates understanding of the neighbourhood environment.

**MCQ 448 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A final project evaluates understanding of the neighbourhood environment.**

A. Discussion method / चर्चा विधि

B. Evidence-based discussion / साक्ष्य आधारित चर्चा

C. Summative assessment / संकलनात्मक आकलन

D. Inquiry-based learning / अन्वेषण आधारित अधिगम

**Correct answer / सही उत्तर: C.** Summative assessment / संकलनात्मक आकलन

**Explanation / व्याख्या**

Summative assessment / संकलनात्मक आकलन: Evaluating learning at the end of a defined period.
Application: A final project evaluates understanding of the neighbourhood environment.

**MCQ 449 • CORE PRACTICE · FORM 03**

**Which explanation best defines Summative assessment / संकलनात्मक आकलन?**

A. Keeping relevant conditions comparable while investigating one factor.

B. Evaluating learning at the end of a defined period.

C. The immediate natural and social setting used as a learning context.

D. An organised plan linking goals, activities, resources and assessment.

**Correct answer / सही उत्तर: B.** Evaluating learning at the end of a defined period.

**Explanation / व्याख्या**

Summative assessment / संकलनात्मक आकलन: Evaluating learning at the end of a defined period.
Application: A final project evaluates understanding of the neighbourhood environment.

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**MCQ 450 • CORE PRACTICE · FORM 04**

**Which classroom example best demonstrates Summative assessment / संकलनात्मक आकलन?**

A. A class debates ways of keeping a shared playground clean.

B. A final project evaluates understanding of the neighbourhood environment.

C. Groups compare results of their seed experiment before making a claim.

D. Children discuss ways to reduce waste in their school.

**Correct answer / सही उत्तर: B.** A final project evaluates understanding of the neighbourhood environment.

**Explanation / व्याख्या**

Summative assessment / संकलनात्मक आकलन: Evaluating learning at the end of a defined period. Application: A final project evaluates understanding of the neighbourhood environment.

**MCQ 451 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Evaluating learning at the end of a defined period. (2) Connecting environmental and social learning with other areas of primary education.**

A. Summative assessment / संकलनात्मक आकलन | Curriculum integration / पाठ्यचर्या एकीकरण

B. Summative assessment / संकलनात्मक आकलन | Story-based teaching / कहानी आधारित शिक्षण

C. Curriculum integration / पाठ्यचर्या एकीकरण | Summative assessment / संकलनात्मक आकलन

D. Local environment / स्थानीय परिवेश | Curriculum integration / पाठ्यचर्या एकीकरण

**Correct answer / सही उत्तर: A.** Summative assessment / संकलनात्मक आकलन | Curriculum integration / पाठ्यचर्या एकीकरण

**Explanation / व्याख्या**

Summative assessment / संकलनात्मक आकलन: Evaluating learning at the end of a defined period. Application: A final project evaluates understanding of the neighbourhood environment. Curriculum integration / पाठ्यचर्या एकीकरण: Connecting environmental and social learning with other areas of primary education. Application: Children combine map reading, measurement and local interviews in one unit.

**MCQ 452 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A final project evaluates understanding of the neighbourhood environment. (2) A teacher identifies why a textbook asks pupils to interview elders.**

A. Summative assessment / संकलनात्मक आकलन | Holistic learning / समग्र अधिगम

B. Pedagogical intent / शिक्षण उद्देश्य | Summative assessment / संकलनात्मक आकलन

C. Summative assessment / संकलनात्मक आकलन | Pedagogical intent / शिक्षण उद्देश्य

D. Classification / वर्गीकरण | Pedagogical intent / शिक्षण उद्देश्य

**Correct answer / सही उत्तर: C.** Summative assessment / संकलनात्मक आकलन | Pedagogical intent / शिक्षण उद्देश्य

**Explanation / व्याख्या**

Summative assessment / संकलनात्मक आकलन: Evaluating learning at the end of a defined period. Application: A final project evaluates understanding of the neighbourhood environment. Pedagogical intent / शिक्षण उद्देश्य: The learning purpose behind a textbook activity or representation. Application: A teacher identifies why a textbook asks pupils to interview elders.

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**MCQ 453 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Summative assessment / संकलनात्मक आकलन and Supplementary resource / पूरक संसाधन.**

A. Using perspectives from different subject areas to understand an issue. | An additional material used to extend or clarify textbook learning.

B. An additional material used to extend or clarify textbook learning. | Evaluating learning at the end of a defined period.

C. Evaluating learning at the end of a defined period. | An additional material used to extend or clarify textbook learning.

D. Evaluating learning at the end of a defined period. | Sharing evidence, findings and explanations with others.

**Correct answer / सही उत्तर: C.** Evaluating learning at the end of a defined period. | An additional material used to extend or clarify textbook learning.

**Explanation / व्याख्या**

Summative assessment / संकलनात्मक आकलन: Evaluating learning at the end of a defined period. Application: A final project evaluates understanding of the neighbourhood environment. Supplementary resource / पूरक संसाधन: An additional material used to extend or clarify textbook learning. Application: A teacher adds a local map to a chapter about directions.

**MCQ 454 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Summative assessment / संकलनात्मक आकलन and Curriculum integration / पाठ्यचर्या एकीकरण.**

A. Pupils group collected leaves by their margins. | Children combine map reading, measurement and local interviews in one unit.

B. A final project evaluates understanding of the neighbourhood environment. | Children combine map reading, measurement and local interviews in one unit.

C. Children combine map reading, measurement and local interviews in one unit. | A final project evaluates understanding of the neighbourhood environment.

D. A final project evaluates understanding of the neighbourhood environment. | Children map traffic signs and public facilities near the school.

**Correct answer / सही उत्तर: B.** A final project evaluates understanding of the neighbourhood environment. | Children combine map reading, measurement and local interviews in one unit.

**Explanation / व्याख्या**

Summative assessment / संकलनात्मक आकलन: Evaluating learning at the end of a defined period. Application: A final project evaluates understanding of the neighbourhood environment. Curriculum integration / पाठ्यचर्या एकीकरण: Connecting environmental and social learning with other areas of primary education. Application: Children combine map reading, measurement and local interviews in one unit.

MCQ 455 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Summative assessment / संकलनात्मक आकलन / Questioning / प्रश्न करना)**

A. Summative assessment / संकलनात्मक आकलन → Evaluating learning at the end of a defined period.

B. Questioning / प्रश्न करना → A planned learning experience outside the classroom.

C. Summative assessment / संकलनात्मक आकलन → Formulating investigable questions to guide exploration.

D. Field visit / क्षेत्र भ्रमण → The immediate natural and social setting used as a learning context.

**Correct answer / सही उत्तर: A.** Summative assessment / संकलनात्मक आकलन → Evaluating learning at the end of a defined period.

**Explanation / व्याख्या**

Summative assessment / संकलनात्मक आकलन: Evaluating learning at the end of a defined period.
Application: A final project evaluates understanding of the neighbourhood environment.

**MCQ 456 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Summative assessment / संकलनात्मक आकलन / School garden / विद्यालय उद्यान)**

A. Summative assessment / संकलनात्मक आकलन → A final project evaluates understanding of the neighbourhood environment.

B. Communication / संप्रेषण → Children combine map reading, measurement and local interviews in one unit.

C. School garden / विद्यालय उद्यान → A group presents its observations of germination using a labelled chart.

D. Summative assessment / संकलनात्मक आकलन → Pupils monitor germination and record changes in seedlings.

**Correct answer / सही उत्तर: A.** Summative assessment / संकलनात्मक आकलन → A final project evaluates understanding of the neighbourhood environment.

**Explanation / व्याख्या**

Summative assessment / संकलनात्मक आकलन: Evaluating learning at the end of a defined period. Application: A final project evaluates understanding of the neighbourhood environment.

**MCQ 457 • CORE PRACTICE · FORM 01**

**Identify the concept described: A collection of learning evidence showing progress across time.**

A. Learning resources / अधिगम संसाधन

B. Social environment / सामाजिक परिवेश

C. Portfolio / पोर्टफोलियो

D. Comparing / तुलना करना

**Correct answer / सही उत्तर: C.** Portfolio / पोर्टफोलियो

**Explanation / व्याख्या**

Portfolio / पोर्टफोलियो: A collection of learning evidence showing progress across time. Application: Pupils keep dated drawings, observation records and reflections.

**MCQ 458 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Pupils keep dated drawings, observation records and reflections.**

A. Measurement / मापन

B. Portfolio / पोर्टफोलियो

C. Safety planning / सुरक्षा योजना

D. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

**Correct answer / सही उत्तर: B.** Portfolio / पोर्टफोलियो

**Explanation / व्याख्या**

Portfolio / पोर्टफोलियो: A collection of learning evidence showing progress across time. Application: Pupils keep dated drawings, observation records and reflections.

**MCQ 459 • CORE PRACTICE · FORM 03**

**Which explanation best defines Portfolio / पोर्टफोलियो?**

A. Preserving observations in a consistent written or visual form.

B. A collection of learning evidence showing progress across time.

C. A specific observable demonstration of expected learning.

D. Noticing and recording relevant features using senses or tools.

**Correct answer / सही उत्तर: B.** A collection of learning evidence showing progress across time.

**Explanation / व्याख्या**

Portfolio / पोर्टफोलियो: A collection of learning evidence showing progress across time. Application: Pupils keep dated drawings, observation records and reflections.

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MCQ 460 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Portfolio / पोर्टफोलियो?**

A. Pupils keep dated drawings, observation records and reflections.

B. The teacher links several sessions about food, sources and nutrition.

C. Children explain their current ideas about shadows and test them.

D. Children compare two leaves by shape and vein pattern.

**Correct answer / सही उत्तर: A.** Pupils keep dated drawings, observation records and reflections.

**Explanation / व्याख्या**

Portfolio / पोर्टफोलियो: A collection of learning evidence showing progress across time. Application: Pupils keep dated drawings, observation records and reflections.

MCQ 461 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) A collection of learning evidence showing progress across time. (2) A short planned walk designed around specific observations.**

A. Portfolio / पोर्टफोलियो | Learning walk / अधिगम भ्रमण

B. Local environment / स्थानीय परिवेश | Learning walk / अधिगम भ्रमण

C. Portfolio / पोर्टफोलियो | Project-based learning / परियोजना आधारित अधिगम

D. Learning walk / अधिगम भ्रमण | Portfolio / पोर्टफोलियो

**Correct answer / सही उत्तर: A.** Portfolio / पोर्टफोलियो | Learning walk / अधिगम भ्रमण

**Explanation / व्याख्या**

Portfolio / पोर्टफोलियो: A collection of learning evidence showing progress across time. Application: Pupils keep dated drawings, observation records and reflections. Learning walk / अधिगम भ्रमण: A short planned walk designed around specific observations. Application: Children map traffic signs and public facilities near the school.

MCQ 462 • CORE PRACTICE · FORM 06

**Match the situations to concepts, in order. (1) Pupils keep dated drawings, observation records and reflections. (2) A group presents its observations of germination using a labelled chart.**

A. Learning walk / अधिगम भ्रमण | Communication / संप्रेषण

B. Portfolio / पोर्टफोलियो | Communication / संप्रेषण

C. Communication / संप्रेषण | Portfolio / पोर्टफोलियो

D. Portfolio / पोर्टफोलियो | Inquiry-based learning / अन्वेषण आधारित अधिगम

**Correct answer / सही उत्तर: B.** Portfolio / पोर्टफोलियो | Communication / संप्रेषण

**Explanation / व्याख्या**

Portfolio / पोर्टफोलियो: A collection of learning evidence showing progress across time. Application: Pupils keep dated drawings, observation records and reflections. Communication / संप्रेषण: Sharing evidence, findings and explanations with others. Application: A group presents its observations of germination using a labelled chart.

GyanTech Guru Ji

**MCQ 463 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Portfolio / पोर्टफोलियो and Inquiry-based learning / अन्वेषण आधारित अधिगम.**

A. Connecting ideas from multiple disciplines around meaningful contexts. | Investigating questions through evidence and reasoning.

B. Investigating questions through evidence and reasoning. | A collection of learning evidence showing progress across time.

C. A collection of learning evidence showing progress across time. | Investigating questions through evidence and reasoning.

D. A collection of learning evidence showing progress across time. | Identifying similarities and differences using relevant attributes.

**Correct answer / सही उत्तर: C.** A collection of learning evidence showing progress across time. | Investigating questions through evidence and reasoning.

**Explanation / व्याख्या**

Portfolio / पोर्टफोलियो: A collection of learning evidence showing progress across time. Application: Pupils keep dated drawings, observation records and reflections. Inquiry-based learning / अन्वेषण आधारित अधिगम: Investigating questions through evidence and reasoning. Application: Pupils investigate why some parts of the playground stay wet longer.

**MCQ 464 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Portfolio / पोर्टफोलियो and Learning resources / अधिगम संसाधन.**

A. Children use local maps and photographs to study their neighbourhood. | Pupils keep dated drawings, observation records and reflections.

B. Pupils keep dated drawings, observation records and reflections. | Children use local maps and photographs to study their neighbourhood.

C. Children ask which conditions affect how seeds grow. | Children use local maps and photographs to study their neighbourhood.

D. Pupils keep dated drawings, observation records and reflections. | A teacher identifies why a textbook asks pupils to interview elders.

**Correct answer / सही उत्तर: B.** Pupils keep dated drawings, observation records and reflections. | Children use local maps and photographs to study their neighbourhood.

**Explanation / व्याख्या**

Portfolio / पोर्टफोलियो: A collection of learning evidence showing progress across time. Application: Pupils keep dated drawings, observation records and reflections. Learning resources / अधिगम संसाधन: Materials, places or people selected to support meaningful exploration. Application: Children use local maps and photographs to study their neighbourhood.

MCQ 465 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Portfolio / पोर्टफोलियो / Inquiry-based learning / अन्वेषण आधारित अधिगम)**

A. Inquiry-based learning / अन्वेषण आधारित अधिगम → Anticipating a possible outcome based on available evidence.

B. Prediction / पूर्वानुमान → A school-based environment for observing plants, soil and interactions.

C. Portfolio / पोर्टफोलियो → Investigating questions through evidence and reasoning.

D. Portfolio / पोर्टफोलियो → A collection of learning evidence showing progress across time.

**Correct answer / सही उत्तर: D.** Portfolio / पोर्टफोलियो → A collection of learning evidence showing progress across time.

**Explanation / व्याख्या**

Portfolio / पोर्टफोलियो: A collection of learning evidence showing progress across time. Application: Pupils keep dated drawings, observation records and reflections.

MCQ 466 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Portfolio / पोर्टफोलियो / Safety planning / सुरक्षा योजना)**

A. Portfolio / पोर्टफोलियो → Pupils keep dated drawings, observation records and reflections.

B. Inference / निष्कर्षात्मक अनुमान → Children discuss ways to reduce waste in their school.

C. Portfolio / पोर्टफोलियो → A teacher checks safe routes and supervision before a field visit.

D. Safety planning / सुरक्षा योजना → After seeing wet footprints, a child infers someone recently walked there.

**Correct answer / सही उत्तर: A.** Portfolio / पोर्टफोलियो → Pupils keep dated drawings, observation records and reflections.

**Explanation / व्याख्या**

Portfolio / पोर्टफोलियो: A collection of learning evidence showing progress across time. Application: Pupils keep dated drawings, observation records and reflections.

**MCQ 467 • CORE PRACTICE · FORM 01**

**Identify the concept described: Using descriptive evidence about learning rather than marks alone.**

A. Fair testing / निष्पक्ष परीक्षण

B. Curriculum integration / पाठ्यचर्या एकीकरण

C. Qualitative assessment / गुणात्मक आकलन

D. Local environment / स्थानीय परिवेश

**Correct answer / सही उत्तर: C.** Qualitative assessment / गुणात्मक आकलन

**Explanation / व्याख्या**

Qualitative assessment / गुणात्मक आकलन: Using descriptive evidence about learning rather than marks alone. Application: A teacher describes a pupil's observation skills and suggests a next step.

**MCQ 468 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A teacher describes a pupil's observation skills and suggests a next step.**

A. Integrated curriculum / एकीकृत पाठ्यचर्या

B. Qualitative assessment / गुणात्मक आकलन

C. Recording data / आँकड़े दर्ज करना

D. Children's questions / बच्चों के प्रश्न

**Correct answer / सही उत्तर: B.** Qualitative assessment / गुणात्मक आकलन

**Explanation / व्याख्या**

Qualitative assessment / गुणात्मक आकलन: Using descriptive evidence about learning rather than marks alone. Application: A teacher describes a pupil's observation skills and suggests a next step.

MCQ 469 • CORE PRACTICE · FORM 03

**Which explanation best defines Qualitative assessment / गुणात्मक आकलन?**

A. The learning purpose behind a textbook activity or representation.

B. The view that learners actively build understanding from experiences and ideas.

C. Connecting environmental and social learning with other areas of primary education.

D. Using descriptive evidence about learning rather than marks alone.

**Correct answer / सही उत्तर: D.** Using descriptive evidence about learning rather than marks alone.

**Explanation / व्याख्या**

Qualitative assessment / गुणात्मक आकलन: Using descriptive evidence about learning rather than marks alone. Application: A teacher describes a pupil's observation skills and suggests a next step.

MCQ 470 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Qualitative assessment / गुणात्मक आकलन?**

A. A child asks why shadows change during the day.

B. A class visits a local pond to observe its uses and living organisms.

C. Children ask which conditions affect how seeds grow.

D. A teacher describes a pupil's observation skills and suggests a next step.

**Correct answer / सही उत्तर: D.** A teacher describes a pupil's observation skills and suggests a next step.

**Explanation / व्याख्या**

Qualitative assessment / गुणात्मक आकलन: Using descriptive evidence about learning rather than marks alone. Application: A teacher describes a pupil's observation skills and suggests a next step.

**MCQ 471 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Using descriptive evidence about learning rather than marks alone. (2) Sharing evidence, findings and explanations with others.**

A. Qualitative assessment / गुणात्मक आकलन | Communication / संप्रेषण

B. Qualitative assessment / गुणात्मक आकलन | Holistic learning / समग्र अधिगम

C. Communication / संप्रेषण | Qualitative assessment / गुणात्मक आकलन

D. Textbook adaptation / पाठ्यपुस्तक अनुकूलन | Communication / संप्रेषण

**Correct answer / सही उत्तर: A.** Qualitative assessment / गुणात्मक आकलन | Communication / संप्रेषण

**Explanation / व्याख्या**

Qualitative assessment / गुणात्मक आकलन: Using descriptive evidence about learning rather than marks alone. Application: A teacher describes a pupil's observation skills and suggests a next step. Communication / संप्रेषण: Sharing evidence, findings and explanations with others. Application: A group presents its observations of germination using a labelled chart.

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MCQ 472 • CORE PRACTICE · FORM 06

**Match the situations to concepts, in order. (1) A teacher describes a pupil's observation skills and suggests a next step. (2) Groups use similar containers and soil while varying light exposure.**

A. Evidence-based discussion / साक्ष्य आधारित चर्चा | Fair testing / निष्पक्ष परीक्षण

B. Qualitative assessment / गुणात्मक आकलन | Fair testing / निष्पक्ष परीक्षण

C. Qualitative assessment / गुणात्मक आकलन | Conceptual change / अवधारणात्मक परिवर्तन

D. Fair testing / निष्पक्ष परीक्षण | Qualitative assessment / गुणात्मक आकलन

**Correct answer / सही उत्तर: B.** Qualitative assessment / गुणात्मक आकलन | Fair testing / निष्पक्ष परीक्षण

**Explanation / व्याख्या**

Qualitative assessment / गुणात्मक आकलन: Using descriptive evidence about learning rather than marks alone. Application: A teacher describes a pupil's observation skills and suggests a next step. Fair testing / निष्पक्ष परीक्षण: Keeping relevant conditions comparable while investigating one factor. Application: Groups use similar containers and soil while varying light exposure.

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**MCQ 473 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Qualitative assessment / गुणात्मक आकलन and Environmental sensitivity / पर्यावरण संवेदनशीलता.**

A. Using descriptive evidence about learning rather than marks alone. | A school-based environment for observing plants, soil and interactions.

B. Using descriptive evidence about learning rather than marks alone. | Awareness and concern for relationships between people and their surroundings.

C. Awareness and concern for relationships between people and their surroundings. | Using descriptive evidence about learning rather than marks alone.

D. A person whose experience or knowledge can support contextual learning. | Awareness and concern for relationships between people and their surroundings.

**Correct answer / सही उत्तर: B.** Using descriptive evidence about learning rather than marks alone. | Awareness and concern for relationships between people and their surroundings.

**Explanation / व्याख्या**

Qualitative assessment / गुणात्मक आकलन: Using descriptive evidence about learning rather than marks alone. Application: A teacher describes a pupil's observation skills and suggests a next step. Environmental sensitivity / पर्यावरण संवेदनशीलता: Awareness and concern for relationships between people and their surroundings. Application: Children discuss ways to reduce waste in their school.

MCQ 474 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Qualitative assessment / गुणात्मक आकलन and Learning resources / अधिगम संसाधन.**

A. Children discuss ways to reduce waste in their school. | Children use local maps and photographs to study their neighbourhood.

B. Children use local maps and photographs to study their neighbourhood. | A teacher describes a pupil's observation skills and suggests a next step.

C. A teacher describes a pupil's observation skills and suggests a next step. | Children use local maps and photographs to study their neighbourhood.

D. A teacher describes a pupil's observation skills and suggests a next step. | A teacher asks pupils to draw where they think rain comes from.

**Correct answer / सही उत्तर: C.** A teacher describes a pupil's observation skills and suggests a next step. | Children use local maps and photographs to study their neighbourhood.

**Explanation / व्याख्या**

Qualitative assessment / गुणात्मक आकलन: Using descriptive evidence about learning rather than marks alone. Application: A teacher describes a pupil's observation skills and suggests a next step. Learning resources / अधिगम संसाधन: Materials, places or people selected to support meaningful exploration. Application: Children use local maps and photographs to study their neighbourhood.

MCQ 475 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Qualitative assessment / गुणात्मक आकलन / Responsible citizenship / जिम्मेदार नागरिकता)**

A. Qualitative assessment / गुणात्मक आकलन → Using descriptive evidence about learning rather than marks alone.

B. Local environment / स्थानीय परिवेश → Using narratives to explore environmental or social ideas.

C. Qualitative assessment / गुणात्मक आकलन → Developing understanding and action that support shared well-being.

D. Responsible citizenship / जिम्मेदार नागरिकता → The immediate natural and social setting used as a learning context.

**Correct answer / सही उत्तर: A.** Qualitative assessment / गुणात्मक आकलन → Using descriptive evidence about learning rather than marks alone.

**Explanation / व्याख्या**

Qualitative assessment / गुणात्मक आकलन: Using descriptive evidence about learning rather than marks alone. Application: A teacher describes a pupil's observation skills and suggests a next step.

MCQ 476 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Qualitative assessment / गुणात्मक आकलन / Inference / निष्कर्षात्मक अनुमान)**

A. Inference / निष्कर्षात्मक अनुमान → Pupils explore their neighbourhood's trees, shops and transport.

B. Qualitative assessment / गुणात्मक आकलन → A teacher describes a pupil's observation skills and suggests a next step.

C. Local environment / स्थानीय परिवेश → A potter describes clay preparation to pupils.

D. Qualitative assessment / गुणात्मक आकलन → After seeing wet footprints, a child infers someone recently walked there.

**Correct answer / सही उत्तर: B.** Qualitative assessment / गुणात्मक आकलन → A teacher describes a pupil's observation skills and suggests a next step.

**Explanation / व्याख्या**

Qualitative assessment / गुणात्मक आकलन: Using descriptive evidence about learning rather than marks alone. Application: A teacher describes a pupil's observation skills and suggests a next step.

MCQ 477 • CORE PRACTICE · FORM 01

**Identify the concept described: A list of criteria for recording observed learning behaviours.**

A. Classification / वर्गीकरण

B. Alternate conception / वैकल्पिक अवधारणा

C. Elicitation / पूर्वविचार जानना

D. Observation checklist / अवलोकन जाँच सूची

**Correct answer / सही उत्तर: D.** Observation checklist / अवलोकन जाँच सूची

**Explanation / व्याख्या**

Observation checklist / अवलोकन जाँच सूची: A list of criteria for recording observed learning behaviours. Application: A teacher notes whether pupils classify objects using a consistent property.

**MCQ 478 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? A teacher notes whether pupils classify objects using a consistent property.**

A. Curriculum integration / पाठ्यचर्या एकीकरण

B. Elicitation / पूर्वविचार जानना

C. Learning outcome / अधिगम प्रतिफल

D. Observation checklist / अवलोकन जाँच सूची

**Correct answer / सही उत्तर: D.** Observation checklist / अवलोकन जाँच सूची

**Explanation / व्याख्या**

Observation checklist / अवलोकन जाँच सूची: A list of criteria for recording observed learning behaviours. Application: A teacher notes whether pupils classify objects using a consistent property.

**MCQ 479 • CORE PRACTICE · FORM 03**

**Which explanation best defines Observation checklist / अवलोकन जाँच सूची?**

A. Grouping items according to selected characteristics.

B. Developing understanding through direct experience and reflection.

C. A list of criteria for recording observed learning behaviours.

D. Connecting ideas from multiple disciplines around meaningful contexts.

**Correct answer / सही उत्तर: C.** A list of criteria for recording observed learning behaviours.

**Explanation / व्याख्या**

Observation checklist / अवलोकन जाँच सूची: A list of criteria for recording observed learning behaviours. Application: A teacher notes whether pupils classify objects using a consistent property.

MCQ 480 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Observation checklist / अवलोकन जाँच सूची?**

A. A coastal example is supplemented with an accessible local river example.

B. Children observe compost over several days and discuss changes.

C. A teacher notes whether pupils classify objects using a consistent property.

D. A water topic combines science, local geography and social practices.

**Correct answer / सही उत्तर: C.** A teacher notes whether pupils classify objects using a consistent property.

**Explanation / व्याख्या**

Observation checklist / अवलोकन जाँच सूची: A list of criteria for recording observed learning behaviours. Application: A teacher notes whether pupils classify objects using a consistent property.

MCQ 481 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) A list of criteria for recording observed learning behaviours. (2) Grouping items according to selected characteristics.**

A. Observation checklist / अवलोकन जाँच सूची | Classification / वर्गीकरण

B. Classification / वर्गीकरण | Observation checklist / अवलोकन जाँच सूची

C. Safety planning / सुरक्षा योजना | Classification / वर्गीकरण

D. Observation checklist / अवलोकन जाँच सूची | Supplementary resource / पूरक संसाधन

**Correct answer / सही उत्तर: A.** Observation checklist / अवलोकन जाँच सूची | Classification / वर्गीकरण

**Explanation / व्याख्या**

Observation checklist / अवलोकन जाँच सूची: A list of criteria for recording observed learning behaviours. Application: A teacher notes whether pupils classify objects using a consistent property. Classification / वर्गीकरण: Grouping items according to selected characteristics. Application: Pupils group collected leaves by their margins.

**MCQ 482 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) A teacher notes whether pupils classify objects using a consistent property. (2) A teacher checks safe routes and supervision before a field visit.**

A. Observation checklist / अवलोकन जाँच सूची | Safety planning / सुरक्षा योजना

B. Integrated curriculum / एकीकृत पाठ्यचर्या | Safety planning / सुरक्षा योजना

C. Safety planning / सुरक्षा योजना | Observation checklist / अवलोकन जाँच सूची

D. Observation checklist / अवलोकन जाँच सूची | Discussion method / चर्चा विधि

**Correct answer / सही उत्तर: A.** Observation checklist / अवलोकन जाँच सूची | Safety planning / सुरक्षा योजना

**Explanation / व्याख्या**

Observation checklist / अवलोकन जाँच सूची: A list of criteria for recording observed learning behaviours. Application: A teacher notes whether pupils classify objects using a consistent property. Safety planning / सुरक्षा योजना: Anticipating and reducing risks before learning activities. Application: A teacher checks safe routes and supervision before a field visit.

MCQ 483 • CORE PRACTICE · FORM 07

**Select the correct meanings, in order, for Observation checklist / अवलोकन जाँच सूची and Classification / वर्गीकरण.**

A. A list of criteria for recording observed learning behaviours. | Grouping items according to selected characteristics.

B. Developing understanding through direct experience and reflection. | Grouping items according to selected characteristics.

C. A list of criteria for recording observed learning behaviours. | Connecting knowledge, skills, values and experiences rather than treating them as isolated parts.

D. Grouping items according to selected characteristics. | A list of criteria for recording observed learning behaviours.

**Correct answer / सही उत्तर: A.** A list of criteria for recording observed learning behaviours. | Grouping items according to selected characteristics.

**Explanation / व्याख्या**

Observation checklist / अवलोकन जाँच सूची: A list of criteria for recording observed learning behaviours. Application: A teacher notes whether pupils classify objects using a consistent property. Classification / वर्गीकरण: Grouping items according to selected characteristics. Application: Pupils group collected leaves by their margins.

**MCQ 484 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Observation checklist / अवलोकन जाँच सूची and Classification / वर्गीकरण.**

A. A teacher notes whether pupils classify objects using a consistent property. | Pupils group collected leaves by their margins.

B. A teacher notes whether pupils classify objects using a consistent property. | Groups compare results of their seed experiment before making a claim.

C. Pupils group collected leaves by their margins. | A teacher notes whether pupils classify objects using a consistent property.

D. Pupils explore their neighbourhood's trees, shops and transport. | Pupils group collected leaves by their margins.

**Correct answer / सही उत्तर: A.** A teacher notes whether pupils classify objects using a consistent property. | Pupils group collected leaves by their margins.

**Explanation / व्याख्या**

Observation checklist / अवलोकन जाँच सूची: A list of criteria for recording observed learning behaviours. Application: A teacher notes whether pupils classify objects using a consistent property. Classification / वर्गीकरण: Grouping items according to selected characteristics. Application: Pupils group collected leaves by their margins.

**MCQ 485 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Observation checklist / अवलोकन जाँच सूची / Measurement / मापन)**

A. Measurement / मापन → A person whose experience or knowledge can support contextual learning.

B. Local expert / स्थानीय विशेषज्ञ → Learning through purposeful exchange of ideas and reasons.

C. Observation checklist / अवलोकन जाँच सूची → A list of criteria for recording observed learning behaviours.

D. Observation checklist / अवलोकन जाँच सूची → Determining an attribute using an appropriate unit or instrument.

**Correct answer / सही उत्तर: C.** Observation checklist / अवलोकन जाँच सूची → A list of criteria for recording observed learning behaviours.

**Explanation / व्याख्या**

Observation checklist / अवलोकन जाँच सूची: A list of criteria for recording observed learning behaviours. Application: A teacher notes whether pupils classify objects using a consistent property.

**MCQ 486 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Observation checklist / अवलोकन जाँच सूची / Environmental sensitivity / पर्यावरण संवेदनशीलता)**

A. Observation checklist / अवलोकन जाँच सूची → A teacher notes whether pupils classify objects using a consistent property.

B. Environmental sensitivity / पर्यावरण संवेदनशीलता → A potter describes clay preparation to pupils.

C. Local expert / स्थानीय विशेषज्ञ → Before testing, children suggest which surface will dry fastest.

D. Observation checklist / अवलोकन जाँच सूची → Children discuss ways to reduce waste in their school.

**Correct answer / सही उत्तर: A.** Observation checklist / अवलोकन जाँच सूची → A teacher notes whether pupils classify objects using a consistent property.

**Explanation / व्याख्या**

Observation checklist / अवलोकन जाँच सूची: A list of criteria for recording observed learning behaviours. Application: A teacher notes whether pupils classify objects using a consistent property.

**MCQ 487 • CORE PRACTICE · FORM 01**

**Identify the concept described: Learners giving criterion-based feedback on classmates' work.**

A. Peer assessment / सहपाठी आकलन

B. Learning resources / अधिगम संसाधन

C. Classification / वर्गीकरण

D. Interdisciplinary learning / अंतर्विषयी अधिगम

**Correct answer / सही उत्तर: A.** Peer assessment / सहपाठी आकलन

**Explanation / व्याख्या**

Peer assessment / सहपाठी आकलन: Learners giving criterion-based feedback on classmates' work.
Application: Groups comment on whether each poster supports its claims with evidence.

**MCQ 488 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Groups comment on whether each poster supports its claims with evidence.**

A. Prior experience / पूर्व अनुभव

B. Environmental sensitivity / पर्यावरण संवेदनशीलता

C. Peer assessment / सहपाठी आकलन

D. Recording data / आँकड़े दर्ज करना

**Correct answer / सही उत्तर: C.** Peer assessment / सहपाठी आकलन

**Explanation / व्याख्या**

Peer assessment / सहपाठी आकलन: Learners giving criterion-based feedback on classmates' work.
Application: Groups comment on whether each poster supports its claims with evidence.

MCQ 489 • CORE PRACTICE · FORM 03

**Which explanation best defines Peer assessment / सहपाठी आकलन?**

A. Learners giving criterion-based feedback on classmates' work.

B. Finding out learners' existing ideas before or during instruction.

C. A planned learning experience outside the classroom.

D. Awareness and concern for relationships between people and their surroundings.

**Correct answer / सही उत्तर: A.** Learners giving criterion-based feedback on classmates' work.

**Explanation / व्याख्या**

Peer assessment / सहपाठी आकलन: Learners giving criterion-based feedback on classmates' work.
Application: Groups comment on whether each poster supports its claims with evidence.

MCQ 490 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Peer assessment / सहपाठी आकलन?**

A. Groups use similar containers and soil while varying light exposure.

B. Groups comment on whether each poster supports its claims with evidence.

C. A teacher asks pupils to draw where they think rain comes from.

D. A teacher identifies why a textbook asks pupils to interview elders.

**Correct answer / सही उत्तर: B.** Groups comment on whether each poster supports its claims with evidence.

**Explanation / व्याख्या**

Peer assessment / सहपाठी आकलन: Learners giving criterion-based feedback on classmates' work.
Application: Groups comment on whether each poster supports its claims with evidence.

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MCQ 491 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Learners giving criterion-based feedback on classmates' work. (2) Identifying similarities and differences using relevant attributes.**

A. Peer assessment / सहपाठी आकलन | Field visit / क्षेत्र भ्रमण

B. Peer assessment / सहपाठी आकलन | Comparing / तुलना करना

C. Safety planning / सुरक्षा योजना | Comparing / तुलना करना

D. Comparing / तुलना करना | Peer assessment / सहपाठी आकलन

**Correct answer / सही उत्तर: B.** Peer assessment / सहपाठी आकलन | Comparing / तुलना करना

**Explanation / व्याख्या**

Peer assessment / सहपाठी आकलन: Learners giving criterion-based feedback on classmates' work. Application: Groups comment on whether each poster supports its claims with evidence. Comparing / तुलना करना: Identifying similarities and differences using relevant attributes. Application: Children compare two leaves by shape and vein pattern.

MCQ 492 • CORE PRACTICE · FORM 06

**Match the situations to concepts, in order. (1) Groups comment on whether each poster supports its claims with evidence. (2) Pupils group collected leaves by their margins.**

A. Classification / वर्गीकरण | Peer assessment / सहपाठी आकलन

B. Peer assessment / सहपाठी आकलन | Classification / वर्गीकरण

C. Field visit / क्षेत्र भ्रमण | Classification / वर्गीकरण

D. Peer assessment / सहपाठी आकलन | Safety planning / सुरक्षा योजना

**Correct answer / सही उत्तर: B.** Peer assessment / सहपाठी आकलन | Classification / वर्गीकरण

**Explanation / व्याख्या**

Peer assessment / सहपाठी आकलन: Learners giving criterion-based feedback on classmates' work. Application: Groups comment on whether each poster supports its claims with evidence. Classification / वर्गीकरण: Grouping items according to selected characteristics. Application: Pupils group collected leaves by their margins.

**MCQ 493 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Peer assessment / सहपाठी आकलन and Learning outcome / अधिगम प्रतिफल.**

A. A specific observable demonstration of expected learning. | Learners giving criterion-based feedback on classmates' work.

B. Learners giving criterion-based feedback on classmates' work. | Learner-generated inquiries revealing interests and existing understanding.

C. Learners giving criterion-based feedback on classmates' work. | A specific observable demonstration of expected learning.

D. Formulating investigable questions to guide exploration. | A specific observable demonstration of expected learning.

**Correct answer / सही उत्तर: C.** Learners giving criterion-based feedback on classmates' work. | A specific observable demonstration of expected learning.

**Explanation / व्याख्या**

Peer assessment / सहपाठी आकलन: Learners giving criterion-based feedback on classmates' work.
Application: Groups comment on whether each poster supports its claims with evidence.
Learning outcome / अधिगम प्रतिफल: A specific observable demonstration of expected learning.
Application: Pupils can describe two ways of saving water at home.

MCQ 494 • CORE PRACTICE · FORM 08

**Choose the examples, in order, for Peer assessment / सहपाठी आकलन and Social environment / सामाजिक परिवेश.**

A. Pupils investigate how local workers contribute to community life. | Groups comment on whether each poster supports its claims with evidence.

B. Children observe compost over several days and discuss changes. | Pupils investigate how local workers contribute to community life.

C. Groups comment on whether each poster supports its claims with evidence. | A coastal example is supplemented with an accessible local river example.

D. Groups comment on whether each poster supports its claims with evidence. | Pupils investigate how local workers contribute to community life.

**Correct answer / सही उत्तर: D.** Groups comment on whether each poster supports its claims with evidence. | Pupils investigate how local workers contribute to community life.

**Explanation / व्याख्या**

Peer assessment / सहपाठी आकलन: Learners giving criterion-based feedback on classmates' work. Application: Groups comment on whether each poster supports its claims with evidence. Social environment / सामाजिक परिवेश: The people, institutions and relationships around learners. Application: Pupils investigate how local workers contribute to community life.

MCQ 495 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Peer assessment / सहपाठी आकलन / Local environment / स्थानीय परिवेश)**

A. Local environment / स्थानीय परिवेश → Learning through purposeful exchange of ideas and reasons.

B. Peer assessment / सहपाठी आकलन → Learners giving criterion-based feedback on classmates' work.

C. Discussion method / चर्चा विधि → Anticipating a possible outcome based on available evidence.

D. Peer assessment / सहपाठी आकलन → The immediate natural and social setting used as a learning context.

**Correct answer / सही उत्तर: B.** Peer assessment / सहपाठी आकलन → Learners giving criterion-based feedback on classmates' work.

**Explanation / व्याख्या**

Peer assessment / सहपाठी आकलन: Learners giving criterion-based feedback on classmates' work. Application: Groups comment on whether each poster supports its claims with evidence.

**MCQ 496 • CORE PRACTICE · FORM 10**

**Which concept–classroom example pair is correctly matched? (Peer assessment / सहपाठी आकलन / Field visit / क्षेत्र भ्रमण)**

A. Peer assessment / सहपाठी आकलन → Groups comment on whether each poster supports its claims with evidence.

B. Peer assessment / सहपाठी आकलन → A class visits a local pond to observe its uses and living organisms.

C. Local environment / स्थानीय परिवेश → Children combine map reading, measurement and local interviews in one unit.

D. Field visit / क्षेत्र भ्रमण → Pupils explore their neighbourhood's trees, shops and transport.

**Correct answer / सही उत्तर: A.** Peer assessment / सहपाठी आकलन → Groups comment on whether each poster supports its claims with evidence.

**Explanation / व्याख्या**

Peer assessment / सहपाठी आकलन: Learners giving criterion-based feedback on classmates' work. Application: Groups comment on whether each poster supports its claims with evidence.

## Short-answer revision

Recall the idea before reading the model answer.

**REVISION 08.01**

**Explain Formative assessment / निर्माणात्मक आकलन and give one classroom example.**

**Model answer:** Gathering ongoing evidence to support improved learning. A teacher revisits the concept of habitats after hearing pupils' explanations.

**REVISION 08.02**

**Explain Summative assessment / संकलनात्मक आकलन and give one classroom example.**

**Model answer:** Evaluating learning at the end of a defined period. A final project evaluates understanding of the neighbourhood environment.

**REVISION 08.03**

**Explain Portfolio / पोर्टफोलियो and give one classroom example.**

**Model answer:** A collection of learning evidence showing progress across time. Pupils keep dated drawings, observation records and reflections.

**REVISION 08.04**

**Explain Qualitative assessment / गुणात्मक आकलन and give one classroom example.**

**Model answer:** Using descriptive evidence about learning rather than marks alone. A teacher describes a pupil's observation skills and suggests a next step.

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**REVISION 08.05**

**Explain Observation checklist / अवलोकन जाँच सूची and give one classroom example.**

**Model answer:** A list of criteria for recording observed learning behaviours. A teacher notes whether pupils classify objects using a consistent property.

**REVISION 08.06**

**Explain Peer assessment / सहपाठी आकलन and give one classroom example.**

**Model answer:** Learners giving criterion-based feedback on classmates' work. Groups comment on whether each poster supports its claims with evidence.

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CHAPTER 09 • 22 MCQs • 2 REVISION PROMPTS

# Curriculum – Pedagogy of The World Around Us (546)

Important topics, examples, new classroom scenarios and core practice

## Important topics & revision notes

### Curriculum integration / पाठ्यचर्या एकीकरण

Connecting environmental and social learning with other areas of primary education.

**Classroom example:** Children combine map reading, measurement and local interviews in one unit.

### Responsible citizenship / जिम्मेदार नागरिकता

Developing understanding and action that support shared well-being.

**Classroom example:** Pupils plan how to care for common school resources respectfully.

## New classroom-based questions

Apply concepts to realistic teaching decisions.

MCQ 497 • NEW CLASSROOM APPLICATION

**Which activity promotes responsible use of shared resources?**

A. Children waste water to demonstrate abundance

B. Children investigate classroom water wastage and plan a feasible reduction

C. Children memorise a slogan without action

D. Children blame one group without evidence

**Correct answer / सही उत्तर: B.** Children investigate classroom water wastage and plan a feasible reduction

**Explanation / व्याख्या**

Citizenship involves informed, cooperative action on shared concerns.

MCQ 498 • NEW CLASSROOM APPLICATION

**Which project combines environmental understanding and mathematical skills?**

A. Measure and graph daily classroom water use, then discuss conservation
B. Use a graph with invented data
C. Copy unrelated arithmetic and environmental definitions separately
D. Avoid discussing evidence

**Correct answer / सही उत्तर: A.** Measure and graph daily classroom water use, then discuss conservation

**Explanation / व्याख्या**

Integrated tasks connect quantitative evidence with environmental decisions.

## Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 499 • CORE PRACTICE · FORM 01

**Identify the concept described: Connecting environmental and social learning with other areas of primary education.**

A. Social environment / सामाजिक परिवेश
B. Evidence-based discussion / साक्ष्य आधारित चर्चा
C. Story-based teaching / कहानी आधारित शिक्षण
D. Curriculum integration / पाठ्यचर्या एकीकरण

**Correct answer / सही उत्तर: D.** Curriculum integration / पाठ्यचर्या एकीकरण

**Explanation / व्याख्या**

Curriculum integration / पाठ्यचर्या एकीकरण: Connecting environmental and social learning with other areas of primary education. Application: Children combine map reading, measurement and local interviews in one unit.

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**MCQ 500 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Children combine map reading, measurement and local interviews in one unit.**

A. Curriculum integration / पाठ्यचर्या एकीकरण

B. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

C. Prior experience / पूर्व अनुभव

D. Formative assessment / निर्माणात्मक आकलन

**Correct answer / सही उत्तर: A.** Curriculum integration / पाठ्यचर्या एकीकरण

**Explanation / व्याख्या**

Curriculum integration / पाठ्यचर्या एकीकरण: Connecting environmental and social learning with other areas of primary education. Application: Children combine map reading, measurement and local interviews in one unit.

**MCQ 501 • CORE PRACTICE · FORM 03**

**Which explanation best defines Curriculum integration / पाठ्यचर्या एकीकरण?**

A. Extended inquiry leading to a meaningful product or finding.

B. Connecting environmental and social learning with other areas of primary education.

C. Learner-generated inquiries revealing interests and existing understanding.

D. Evaluating learning at the end of a defined period.

**Correct answer / सही उत्तर: B.** Connecting environmental and social learning with other areas of primary education.

**Explanation / व्याख्या**

Curriculum integration / पाठ्यचर्या एकीकरण: Connecting environmental and social learning with other areas of primary education. Application: Children combine map reading, measurement and local interviews in one unit.

MCQ 502 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Curriculum integration / पाठ्यचर्या एकीकरण?**

A. Pupils can describe two ways of saving water at home.

B. A teacher describes a pupil's observation skills and suggests a next step.

C. A lesson about a garden includes observation, cooperation and care for living things.

D. Children combine map reading, measurement and local interviews in one unit.

**Correct answer / सही उत्तर: D.** Children combine map reading, measurement and local interviews in one unit.

**Explanation / व्याख्या**

Curriculum integration / पाठ्यचर्या एकीकरण: Connecting environmental and social learning with other areas of primary education. Application: Children combine map reading, measurement and local interviews in one unit.

GyanTech Guru Ji

**MCQ 503 • CORE PRACTICE · FORM 05**

**Identify the concepts in order. (1) Connecting environmental and social learning with other areas of primary education. (2) Evaluating learning at the end of a defined period.**

A. Summative assessment / संकलनात्मक आकलन | Curriculum integration / पाठ्यचर्या एकीकरण

B. Curriculum integration / पाठ्यचर्या एकीकरण | Summative assessment / संकलनात्मक आकलन

C. Prior experience / पूर्व अनुभव | Summative assessment / संकलनात्मक आकलन

D. Curriculum integration / पाठ्यचर्या एकीकरण | Learning walk / अधिगम भ्रमण

**Correct answer / सही उत्तर: B.** Curriculum integration / पाठ्यचर्या एकीकरण | Summative assessment / संकलनात्मक आकलन

**Explanation / व्याख्या**

Curriculum integration / पाठ्यचर्या एकीकरण: Connecting environmental and social learning with other areas of primary education. Application: Children combine map reading, measurement and local interviews in one unit. Summative assessment / संकलनात्मक आकलन: Evaluating learning at the end of a defined period. Application: A final project evaluates understanding of the neighbourhood environment.

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**MCQ 504 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Children combine map reading, measurement and local interviews in one unit. (2) A teacher adds a local map to a chapter about directions.**

A. Supplementary resource / पूरक संसाधन | Curriculum integration / पाठ्यचर्या एकीकरण

B. Curriculum integration / पाठ्यचर्या एकीकरण | Interdisciplinary learning / अंतर्विषयी अधिगम

C. Discussion method / चर्चा विधि | Supplementary resource / पूरक संसाधन

D. Curriculum integration / पाठ्यचर्या एकीकरण | Supplementary resource / पूरक संसाधन

**Correct answer / सही उत्तर: D.** Curriculum integration / पाठ्यचर्या एकीकरण | Supplementary resource / पूरक संसाधन

**Explanation / व्याख्या**

Curriculum integration / पाठ्यचर्या एकीकरण: Connecting environmental and social learning with other areas of primary education. Application: Children combine map reading, measurement and local interviews in one unit. Supplementary resource / पूरक संसाधन: An additional material used to extend or clarify textbook learning. Application: A teacher adds a local map to a chapter about directions.

**MCQ 505 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Curriculum integration / पाठ्यचर्या एकीकरण and Supplementary resource / पूरक संसाधन.**

A. Keeping relevant conditions comparable while investigating one factor. | An additional material used to extend or clarify textbook learning.

B. Connecting environmental and social learning with other areas of primary education. | An additional material used to extend or clarify textbook learning.

C. An additional material used to extend or clarify textbook learning. | Connecting environmental and social learning with other areas of primary education.

D. Connecting environmental and social learning with other areas of primary education. | Making an interpretation from observations and prior knowledge.

**Correct answer / सही उत्तर: B.** Connecting environmental and social learning with other areas of primary education. | An additional material used to extend or clarify textbook learning.

**Explanation / व्याख्या**

Curriculum integration / पाठ्यचर्या एकीकरण: Connecting environmental and social learning with other areas of primary education. Application: Children combine map reading, measurement and local interviews in one unit. Supplementary resource / पूरक संसाधन: An additional material used to extend or clarify textbook learning. Application: A teacher adds a local map to a chapter about directions.

**MCQ 506 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Curriculum integration / पाठ्यचर्या एकीकरण and Textbook adaptation / पाठ्यपुस्तक अनुकूलन.**

A. A coastal example is supplemented with an accessible local river example. | Children combine map reading, measurement and local interviews in one unit.

B. Children note leaf colour, texture and shape without guessing causes. | A coastal example is supplemented with an accessible local river example.

C. Children combine map reading, measurement and local interviews in one unit. | A coastal example is supplemented with an accessible local river example.

D. Children combine map reading, measurement and local interviews in one unit. | The teacher links several sessions about food, sources and nutrition.

**Correct answer / सही उत्तर: C.** Children combine map reading, measurement and local interviews in one unit. | A coastal example is supplemented with an accessible local river example.

**Explanation / व्याख्या**

Curriculum integration / पाठ्यचर्या एकीकरण: Connecting environmental and social learning with other areas of primary education. Application: Children combine map reading, measurement and local interviews in one unit. Textbook adaptation / पाठ्यपुस्तक अनुकूलन: Modifying a textbook task to suit local context and learner needs. Application: A coastal example is supplemented with an accessible local river example.

**MCQ 507 • CORE PRACTICE · FORM 09**

**Which concept–meaning pair is correctly matched? (Curriculum integration / पाठ्यचर्या एकीकरण / Learning resources / अधिगम संसाधन)**

A. Curriculum integration / पाठ्यचर्या एकीकरण → Connecting environmental and social learning with other areas of primary education.

B. Curriculum integration / पाठ्यचर्या एकीकरण → Materials, places or people selected to support meaningful exploration.

C. Learning resources / अधिगम संसाधन → Investigating questions through evidence and reasoning.

D. Inquiry-based learning / अन्वेषण आधारित अधिगम → A learner's existing explanation that differs from accepted disciplinary understanding.

**Correct answer / सही उत्तर: A.** Curriculum integration / पाठ्यचर्या एकीकरण → Connecting environmental and social learning with other areas of primary education.

**Explanation / व्याख्या**

Curriculum integration / पाठ्यचर्या एकीकरण: Connecting environmental and social learning with other areas of primary education. Application: Children combine map reading, measurement and local interviews in one unit.

MCQ 508 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Curriculum integration / पाठ्यचर्या एकीकरण / Fair testing / निष्पक्ष परीक्षण)**

A. Curriculum integration / पाठ्यचर्या एकीकरण → Groups use similar containers and soil while varying light exposure.

B. Fair testing / निष्पक्ष परीक्षण → Pupils keep dated drawings, observation records and reflections.

C. Portfolio / पोर्टफोलियो → A child believes all heavy objects sink regardless of their shape.

D. Curriculum integration / पाठ्यचर्या एकीकरण → Children combine map reading, measurement and local interviews in one unit.

**Correct answer / सही उत्तर: D.** Curriculum integration / पाठ्यचर्या एकीकरण → Children combine map reading, measurement and local interviews in one unit.

**Explanation / व्याख्या**

Curriculum integration / पाठ्यचर्या एकीकरण: Connecting environmental and social learning with other areas of primary education. Application: Children combine map reading, measurement and local interviews in one unit.

MCQ 509 • CORE PRACTICE · FORM 01

**Identify the concept described: Developing understanding and action that support shared well-being.**

A. Communication / संप्रेषण

B. Responsible citizenship / जिम्मेदार नागरिकता

C. Qualitative assessment / गुणात्मक आकलन

D. Environmental sensitivity / पर्यावरण संवेदनशीलता

**Correct answer / सही उत्तर: B.** Responsible citizenship / जिम्मेदार नागरिकता

**Explanation / व्याख्या**

Responsible citizenship / जिम्मेदार नागरिकता: Developing understanding and action that support shared well-being. Application: Pupils plan how to care for common school resources respectfully.

**MCQ 510 • CORE PRACTICE · FORM 02**

**Which concept is best illustrated by this situation? Pupils plan how to care for common school resources respectfully.**

A. Responsible citizenship / जिम्मेदार नागरिकता

B. Fair testing / निष्पक्ष परीक्षण

C. Qualitative assessment / गुणात्मक आकलन

D. Inquiry-based learning / अन्वेषण आधारित अधिगम

**Correct answer / सही उत्तर: A.** Responsible citizenship / जिम्मेदार नागरिकता

**Explanation / व्याख्या**

Responsible citizenship / जिम्मेदार नागरिकता: Developing understanding and action that support shared well-being. Application: Pupils plan how to care for common school resources respectfully.

**MCQ 511 • CORE PRACTICE · FORM 03**

**Which explanation best defines Responsible citizenship / जिम्मेदार नागरिकता?**

A. Developing understanding and action that support shared well-being.

B. A list of criteria for recording observed learning behaviours.

C. Extended inquiry leading to a meaningful product or finding.

D. Awareness and concern for relationships between people and their surroundings.

**Correct answer / सही उत्तर: A.** Developing understanding and action that support shared well-being.

**Explanation / व्याख्या**

Responsible citizenship / जिम्मेदार नागरिकता: Developing understanding and action that support shared well-being. Application: Pupils plan how to care for common school resources respectfully.

MCQ 512 • CORE PRACTICE · FORM 04

**Which classroom example best demonstrates Responsible citizenship / जिम्मेदार नागरिकता?**

A. Children analyse a story about a family facing water shortages.

B. Pupils plan how to care for common school resources respectfully.

C. A teacher describes a pupil's observation skills and suggests a next step.

D. A water topic combines science, local geography and social practices.

**Correct answer / सही उत्तर: B.** Pupils plan how to care for common school resources respectfully.

**Explanation / व्याख्या**

Responsible citizenship / जिम्मेदार नागरिकता: Developing understanding and action that support shared well-being. Application: Pupils plan how to care for common school resources respectfully.

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MCQ 513 • CORE PRACTICE · FORM 05

**Identify the concepts in order. (1) Developing understanding and action that support shared well-being. (2) Investigating questions through evidence and reasoning.**

A. Responsible citizenship / जिम्मेदार नागरिकता | Inquiry-based learning / अन्वेषण आधारित अधिगम

B. Responsible citizenship / जिम्मेदार नागरिकता | Observation checklist / अवलोकन जाँच सूची

C. Inquiry-based learning / अन्वेषण आधारित अधिगम | Responsible citizenship / जिम्मेदार नागरिकता

D. Children's questions / बच्चों के प्रश्न | Inquiry-based learning / अन्वेषण आधारित अधिगम

**Correct answer / सही उत्तर: A.** Responsible citizenship / जिम्मेदार नागरिकता | Inquiry-based learning / अन्वेषण आधारित अधिगम

**Explanation / व्याख्या**

Responsible citizenship / जिम्मेदार नागरिकता: Developing understanding and action that support shared well-being. Application: Pupils plan how to care for common school resources respectfully. Inquiry-based learning / अन्वेषण आधारित अधिगम: Investigating questions through evidence and reasoning. Application: Pupils investigate why some parts of the playground stay wet longer.

**MCQ 514 • CORE PRACTICE · FORM 06**

**Match the situations to concepts, in order. (1) Pupils plan how to care for common school resources respectfully. (2) Pupils notice whose occupations are shown in a picture and discuss missing examples.**

A. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन | Responsible citizenship / जिम्मेदार नागरिकता

B. School garden / विद्यालय उद्यान | Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

C. Responsible citizenship / जिम्मेदार नागरिकता | Prediction / पूर्वानुमान

D. Responsible citizenship / जिम्मेदार नागरिकता | Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

**Correct answer / सही उत्तर: D.** Responsible citizenship / जिम्मेदार नागरिकता | Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

**Explanation / व्याख्या**

Responsible citizenship / जिम्मेदार नागरिकता: Developing understanding and action that support shared well-being. Application: Pupils plan how to care for common school resources respectfully. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन: Examining textbook representations, assumptions and questions thoughtfully. Application: Pupils notice whose occupations are shown in a picture and discuss missing examples.

**MCQ 515 • CORE PRACTICE · FORM 07**

**Select the correct meanings, in order, for Responsible citizenship / जिम्मेदार नागरिकता and Communication / संप्रेषण.**

A. An organised plan linking goals, activities, resources and assessment. | Sharing evidence, findings and explanations with others.

B. Sharing evidence, findings and explanations with others. | Developing understanding and action that support shared well-being.

C. Developing understanding and action that support shared well-being. | Sharing evidence, findings and explanations with others.

D. Developing understanding and action that support shared well-being. | The people, institutions and relationships around learners.

**Correct answer / सही उत्तर: C.** Developing understanding and action that support shared well-being. | Sharing evidence, findings and explanations with others.

**Explanation / व्याख्या**

Responsible citizenship / जिम्मेदार नागरिकता: Developing understanding and action that support shared well-being. Application: Pupils plan how to care for common school resources respectfully. Communication / संप्रेषण: Sharing evidence, findings and explanations with others. Application: A group presents its observations of germination using a labelled chart.

**MCQ 516 • CORE PRACTICE · FORM 08**

**Choose the examples, in order, for Responsible citizenship / जिम्मेदार नागरिकता and Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन.**

A. A class debates ways of keeping a shared playground clean. | Pupils notice whose occupations are shown in a picture and discuss missing examples.

B. Pupils plan how to care for common school resources respectfully. | A teacher revisits the concept of habitats after hearing pupils' explanations.

C. Pupils plan how to care for common school resources respectfully. | Pupils notice whose occupations are shown in a picture and discuss missing examples.

D. Pupils notice whose occupations are shown in a picture and discuss missing examples. | Pupils plan how to care for common school resources respectfully.

**Correct answer / सही उत्तर: C.** Pupils plan how to care for common school resources respectfully. | Pupils notice whose occupations are shown in a picture and discuss missing examples.

**Explanation / व्याख्या**

Responsible citizenship / जिम्मेदार नागरिकता: Developing understanding and action that support shared well-being. Application: Pupils plan how to care for common school resources respectfully. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन: Examining textbook representations, assumptions and questions thoughtfully. Application: Pupils notice whose occupations are shown in a picture and discuss missing examples.

MCQ 517 • CORE PRACTICE · FORM 09

**Which concept–meaning pair is correctly matched? (Responsible citizenship / जिम्मेदार नागरिकता / Elicitation / पूर्वविचार जानना)**

A. Elicitation / पूर्वविचार जानना → Determining an attribute using an appropriate unit or instrument.

B. Measurement / मापन → Gathering ongoing evidence to support improved learning.

C. Responsible citizenship / जिम्मेदार नागरिकता → Developing understanding and action that support shared well-being.

D. Responsible citizenship / जिम्मेदार नागरिकता → Finding out learners' existing ideas before or during instruction.

**Correct answer / सही उत्तर: C.** Responsible citizenship / जिम्मेदार नागरिकता → Developing understanding and action that support shared well-being.

**Explanation / व्याख्या**

Responsible citizenship / जिम्मेदार नागरिकता: Developing understanding and action that support shared well-being. Application: Pupils plan how to care for common school resources respectfully.

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MCQ 518 • CORE PRACTICE · FORM 10

**Which concept–classroom example pair is correctly matched? (Responsible citizenship / जिम्मेदार नागरिकता / Social environment / सामाजिक परिवेश)**

A. Responsible citizenship / जिम्मेदार नागरिकता → Pupils investigate how local workers contribute to community life.

B. Story-based teaching / कहानी आधारित शिक्षण → Groups use similar containers and soil while varying light exposure.

C. Social environment / सामाजिक परिवेश → Children analyse a story about a family facing water shortages.

D. Responsible citizenship / जिम्मेदार नागरिकता → Pupils plan how to care for common school resources respectfully.

**Correct answer / सही उत्तर: D.** Responsible citizenship / जिम्मेदार नागरिकता → Pupils plan how to care for common school resources respectfully.

**Explanation / व्याख्या**

Responsible citizenship / जिम्मेदार नागरिकता: Developing understanding and action that support shared well-being. Application: Pupils plan how to care for common school resources respectfully.

## Short-answer revision

Recall the idea before reading the model answer.

REVISION 09.01

**Explain Curriculum integration / पाठ्यचर्या एकीकरण and give one classroom example.**

**Model answer:** Connecting environmental and social learning with other areas of primary education. Children combine map reading, measurement and local interviews in one unit.

**REVISION 09.02**

**Explain Responsible citizenship / जिम्मेदार नागरिकता and give one classroom example.**

**Model answer:** Developing understanding and action that support shared well-being. Pupils plan how to care for common school resources respectfully.

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COURSE 07
NIOS BRIDGE COURSE • INDEPENDENT PRACTICE EDITION 2026–27

# School Experience

## विद्यालय अनुभव

## Practicum workbook

40 lesson ideas • 20 reflection prompts • 5 activity templates • portfolio and summary report

**Study • Practise • Reflect**
Chapter-wise concept revision, practical classroom application and explained answers. This is supplementary preparation material, not an official NIOS publication or verified previous-year paper.

# School experience workbook

Use this independent planning companion to document real school-based teaching. Do not submit invented classroom observations or records.

## Planning and evidence

> Course 7 is a school-based practical component, not a theory question bank. Follow the latest official NIOS instructions and your mentor's directions for required forms, marks and submission.

## Suggested lesson plan structure

Grade, date, topic, prior knowledge, observable outcomes, materials, introduction, student activity, differentiated support, formative assessment, closure, reflection and evidence.

## Portfolio checklist

Include dated lesson plans, teaching-learning materials, anonymised student work where permitted, assessment evidence, activity records and reflections. Explain why each item was selected and what it demonstrates.

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LESSON PLANNING • 10 IDEAS

# Language-I / हिंदी

LESSON 01

## कहानी सुनना

**Learning outcome:** कहानी की घटनाएँ क्रम में बताना

**Suggested activity:** चित्रों की सहायता से कहानी सुनाएँ; बच्चे घटनाओं को क्रम में रखें।

**Assessment:** Ask learners to demonstrate the outcome and record one observation.

**Adaptation / evidence:**

LESSON 02

## चित्र वर्णन

**Learning outcome:** चित्र के आधार पर तीन वाक्य कहना

**Suggested activity:** जोड़ी में चित्र देखकर प्रश्न और उत्तर दें।

**Assessment:** Ask learners to demonstrate the outcome and record one observation.

**Adaptation / evidence:**

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LESSON 03

## तुक वाले शब्द

**Learning outcome:** समान अंतिम ध्वनि पहचानना

**Suggested activity:** शब्द बोलें और तुक वाले शब्द जोड़ें।

**Assessment:** Ask learners to demonstrate the outcome and record one observation.

**Adaptation / evidence:**

LESSON 04

## शब्द पहचान

**Learning outcome:** अक्षर-ध्वनि से परिचित शब्द पढ़ना

**Suggested activity:** शब्द कार्ड और चित्रों का मिलान करें।

**Assessment:** Ask learners to demonstrate the outcome and record one observation.

**Adaptation / evidence:**

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LESSON 05

## साझा पठन

**Learning outcome:** साझा पाठ का अर्थ समझना

**Suggested activity:** पाठ पढ़ते हुए अनुमान और चर्चा करें।

**Assessment:** Ask learners to demonstrate the outcome and record one observation.

**Adaptation / evidence:**

LESSON 06

## पठन बोध

**Learning outcome:** कहानी के मुख्य विचार बताना

**Suggested activity:** पठन के बाद क्यों और कैसे प्रश्न पूछें।

**Assessment:** Ask learners to demonstrate the outcome and record one observation.

**Adaptation / evidence:**

LESSON 07

## शब्दावली

**Learning outcome:** नए शब्द संदर्भ में प्रयोग करना

**Suggested activity:** चित्र, अर्थ और नए वाक्य का उपयोग करें।

**Assessment:** Ask learners to demonstrate the outcome and record one observation.

**Adaptation / evidence:**

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LESSON 08

## अनुभव लेखन

**Learning outcome:** अपने अनुभव का छोटा अनुच्छेद लिखना

**Suggested activity:** पहले बोलें, फिर मसौदा लिखें और सुधारें।

**Assessment:** Ask learners to demonstrate the outcome and record one observation.

**Adaptation / evidence:**

LESSON 09

## संवाद

**Learning outcome:** दो पात्रों का सरल संवाद प्रस्तुत करना

**Suggested activity:** भूमिका अभिनय से संवाद बनवाएँ।

**Assessment:** Ask learners to demonstrate the outcome and record one observation.

**Adaptation / evidence:**

LESSON 10

## पुनरीक्षण

**Learning outcome:** लेखन में सुधार करना

**Suggested activity:** जोड़ी में मसौदा पढ़कर रचनात्मक प्रतिक्रिया दें।

**Assessment:** Ask learners to demonstrate the outcome and record one observation.

**Adaptation / evidence:**

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LESSON PLANNING • 10 IDEAS

# Language-II / English

LESSON 01

## Greetings

**Learning outcome:** Exchange two greetings appropriately

**Suggested activity:** Pair role-play in familiar situations.

**Assessment:** Ask learners to demonstrate the outcome and record one observation.

**Adaptation / evidence:**

LESSON 02

## Classroom instructions

**Learning outcome:** Follow two spoken directions

**Suggested activity:** Use gestures first, then spoken instructions.

**Assessment:** Ask learners to demonstrate the outcome and record one observation.

**Adaptation / evidence:**

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LESSON 03

## Picture talk

**Learning outcome:** Describe a picture in three sentences

**Suggested activity:** Ask open prompts and allow rehearsal.

**Assessment:** Ask learners to demonstrate the outcome and record one observation.

**Adaptation / evidence:**

LESSON 04

## Rhyming words

**Learning outcome:** Identify words with matching end sounds

**Suggested activity:** Use oral rhyme games.

**Assessment:** Ask learners to demonstrate the outcome and record one observation.

**Adaptation / evidence:**

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LESSON 05

## Phonics

**Learning outcome:** Blend sounds to read simple words

**Suggested activity:** Model blending and use word cards.

**Assessment:** Ask learners to demonstrate the outcome and record one observation.

**Adaptation / evidence:**

LESSON 06

## Shared reading

**Learning outcome:** Retell key events in a short text

**Suggested activity:** Read aloud and pause for predictions.

**Assessment:** Ask learners to demonstrate the outcome and record one observation.

**Adaptation / evidence:**

LESSON 07

## Vocabulary

**Learning outcome:** Use three new words in meaningful sentences

**Suggested activity:** Connect words to objects and contexts.

**Assessment:** Ask learners to demonstrate the outcome and record one observation.

**Adaptation / evidence:**

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LESSON 08

## Story sequence

**Learning outcome:** Order events and explain a choice

**Suggested activity:** Use picture-sequence cards.

**Assessment:** Ask learners to demonstrate the outcome and record one observation.

**Adaptation / evidence:**

LESSON 09

## Personal writing

**Learning outcome:** Compose a short message for a reader

**Suggested activity:** Draft, share and revise.

**Assessment:** Ask learners to demonstrate the outcome and record one observation.

**Adaptation / evidence:**

LESSON 10

## Conversation

**Learning outcome:** Ask and answer simple questions

**Suggested activity:** Use pair information-gap activities.

**Assessment:** Ask learners to demonstrate the outcome and record one observation.

**Adaptation / evidence:**

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LESSON PLANNING • 10 IDEAS

# Mathematics

LESSON 01

## Counting

**Learning outcome:** Count a set using one-to-one correspondence

**Suggested activity:** Move one counter per spoken number.

**Assessment:** Ask learners to demonstrate the outcome and record one observation.

**Adaptation / evidence:**

LESSON 02

## Place value

**Learning outcome:** Represent two-digit numbers

**Suggested activity:** Bundle sticks into tens and ones.

**Assessment:** Ask learners to demonstrate the outcome and record one observation.

**Adaptation / evidence:**

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LESSON 03

## Addition

**Learning outcome:** Explain two addition strategies

**Suggested activity:** Use counters and number lines.

**Assessment:** Ask learners to demonstrate the outcome and record one observation.

**Adaptation / evidence:**

LESSON 04

## Subtraction

**Learning outcome:** Regroup in a two-digit subtraction

**Suggested activity:** Use base-ten blocks.

**Assessment:** Ask learners to demonstrate the outcome and record one observation.

**Adaptation / evidence:**

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LESSON 05

## Multiplication

**Learning outcome:** Represent equal groups

**Suggested activity:** Make arrays with counters.

**Assessment:** Ask learners to demonstrate the outcome and record one observation.

**Adaptation / evidence:**

LESSON 06

## Division

**Learning outcome:** Share objects equally

**Suggested activity:** Distribute counters and discuss leftovers.

**Assessment:** Ask learners to demonstrate the outcome and record one observation.

**Adaptation / evidence:**

LESSON 07

## Fractions

**Learning outcome:** Recognise equal parts of a whole

**Suggested activity:** Fold paper and compare examples.

**Assessment:** Ask learners to demonstrate the outcome and record one observation.

**Adaptation / evidence:**

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LESSON 08

## Shapes

**Learning outcome:** Classify shapes by properties

**Suggested activity:** Sort and explain the rule.

**Assessment:** Ask learners to demonstrate the outcome and record one observation.

**Adaptation / evidence:**

LESSON 09

## Measurement

**Learning outcome:** Compare lengths using consistent units

**Suggested activity:** Measure with equal paper strips.

**Assessment:** Ask learners to demonstrate the outcome and record one observation.

**Adaptation / evidence:**

LESSON 10

## Data handling

**Learning outcome:** Create and interpret a simple graph

**Suggested activity:** Collect class data and make a pictograph.

**Assessment:** Ask learners to demonstrate the outcome and record one observation.

**Adaptation / evidence:**

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LESSON PLANNING • 10 IDEAS

# The World Around Us

LESSON 01

## Plants

**Learning outcome:** Compare observable plant parts

**Suggested activity:** Observe safe local plants and draw labels.

**Assessment:** Ask learners to demonstrate the outcome and record one observation.

**Adaptation / evidence:**

LESSON 02

## Water

**Learning outcome:** Identify daily uses of water

**Suggested activity:** Map household uses and discuss conservation.

**Assessment:** Ask learners to demonstrate the outcome and record one observation.

**Adaptation / evidence:**

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LESSON 03

## Food

**Learning outcome:** Identify varied sources of food

**Suggested activity:** Sort familiar foods by source.

**Assessment:** Ask learners to demonstrate the outcome and record one observation.

**Adaptation / evidence:**

LESSON 04

## Shelter

**Learning outcome:** Compare homes in varied contexts

**Suggested activity:** Discuss pictures without stereotyping.

**Assessment:** Ask learners to demonstrate the outcome and record one observation.

**Adaptation / evidence:**

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LESSON 05

## Transport

**Learning outcome:** Compare local transport options

**Suggested activity:** Make a route map and discuss safety.

**Assessment:** Ask learners to demonstrate the outcome and record one observation.

**Adaptation / evidence:**

LESSON 06

## Weather

**Learning outcome:** Record daily weather observations

**Suggested activity:** Use a class weather chart.

**Assessment:** Ask learners to demonstrate the outcome and record one observation.

**Adaptation / evidence:**

LESSON 07

## Waste

**Learning outcome:** Sort materials and explain disposal choices

**Suggested activity:** Use clean sample materials.

**Assessment:** Ask learners to demonstrate the outcome and record one observation.

**Adaptation / evidence:**

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LESSON 08

## Community helpers

**Learning outcome:** Explain roles of community workers

**Suggested activity:** Use a supervised interview or role-play.

**Assessment:** Ask learners to demonstrate the outcome and record one observation.

**Adaptation / evidence:**

LESSON 09

## Local biodiversity

**Learning outcome:** Observe and classify living things

**Suggested activity:** Use a safe schoolyard observation.

**Assessment:** Ask learners to demonstrate the outcome and record one observation.

**Adaptation / evidence:**

LESSON 10

## Shared resources

**Learning outcome:** Plan a feasible conservation action

**Suggested activity:** Investigate classroom water or paper use.

**Assessment:** Ask learners to demonstrate the outcome and record one observation.

**Adaptation / evidence:**

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# 20-day reflective journal

Record actual classroom events, evidence and changes for the next lesson.

**DAY 01**

## Prior knowledge

What did I observe? What evidence supports my reflection? What will I change?

**DAY 02**

## Learner engagement

What did I observe? What evidence supports my reflection? What will I change?

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DAY 03

## Questioning

What did I observe? What evidence supports my reflection? What will I change?

DAY 04

## Inclusive participation

What did I observe? What evidence supports my reflection? What will I change?

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DAY 05

## Classroom routines

What did I observe? What evidence supports my reflection? What will I change?

DAY 06

## Learning resources

What did I observe? What evidence supports my reflection? What will I change?

DAY 07

## Differentiation

What did I observe? What evidence supports my reflection? What will I change?

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DAY 08

## Peer collaboration

What did I observe? What evidence supports my reflection? What will I change?

DAY 09

## Language support

What did I observe? What evidence supports my reflection? What will I change?

DAY 10

## Formative assessment

What did I observe? What evidence supports my reflection? What will I change?

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DAY 11

## Feedback

What did I observe? What evidence supports my reflection? What will I change?

DAY 12

## Misconceptions

What did I observe? What evidence supports my reflection? What will I change?

DAY 13

## Time management

What did I observe? What evidence supports my reflection? What will I change?

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DAY 14

## Play and activity

What did I observe? What evidence supports my reflection? What will I change?

DAY 15

## Student voice

What did I observe? What evidence supports my reflection? What will I change?

DAY 16

## Assessment evidence

What did I observe? What evidence supports my reflection? What will I change?

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DAY 17

## Lesson adaptation

What did I observe? What evidence supports my reflection? What will I change?

DAY 18

## Professional collaboration

What did I observe? What evidence supports my reflection? What will I change?

DAY 19

## Progress since first day

What did I observe? What evidence supports my reflection? What will I change?

DAY 20

## Next steps

What did I observe? What evidence supports my reflection? What will I change?

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# Five activity planning records

ACTIVITY 01

## Storytelling and reading circle

Purpose • materials • participants • procedure • accessibility and safety • learning evidence • reflection.

ACTIVITY 02

## Low-cost teaching-learning material workshop

Purpose • materials • participants • procedure • accessibility and safety • learning evidence • reflection.

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ACTIVITY 03

## Inclusive cooperative game

Purpose • materials • participants • procedure • accessibility and safety • learning evidence • reflection.

ACTIVITY 04

## Local environment observation

Purpose • materials • participants • procedure • accessibility and safety • learning evidence • reflection.

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ACTIVITY 05

## Student learning exhibition

Purpose • materials • participants • procedure • accessibility and safety • learning evidence • reflection.

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# Portfolio & summary report

Summarise the school context, teaching experience, learning evidence, inclusion strategies, assessment practices, professional learning and priorities for improvement. Attach authentic records as required by the programme.

## Evidence index

## Professional reflection and next steps

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