INSTRUCTIONS FOR CANDIDATES

1. The OMR Answer Sheet is inside this Test Booklet. When you are directed to open the Test Booklet, take out the Answer Sheet and fill in the particulars on Side-1 and Part-2 carefully with blue/black ball point pen only.

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

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

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

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

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

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

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

9. The answers are to be recorded on the OMR Answer Sheet only. Mark your responses carefully. No whitener is allowed for changing answers.

Name of the Candidate (in Capitals):

Roll Number (अंकखाना) : in figures (अंकों में) __________________________

: in words (शब्दों में) __________________________

Centre of Examination (in Capitals):

Candidate's Signature : ________________

Invigilator's Signature : ________________

Facsimile signature stamp of Centre Superintendent ________________
PART I / भाग I

CHILD DEVELOPMENT AND PEDAGOGY / बाल विकास व शिक्षागत्वात्र

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

1. Teachers, in order to help learners construct knowledge, need to focus on
   (1) scores/marks obtained by the learner.
   (2) involving the learner for active participation.
   (3) mastering learning of concepts by the learner.
   (4) making sure the learner memorises everything.

2. Giftedness from teacher’s point of view is a combination of
   (1) High Motivation – High Commitment – High Talent
   (2) High Ability – High Talent – High Commitment
   (3) High Talent – High Creativity – High Memory
   (4) High Ability – High Creativity – High Commitment

3. According to NCF 2005, errors are important because they
   (1) provide a way to the teachers to scold the children.
   (2) provide an insight into the child’s thinking and help to identify solutions.
   (3) provide space for removing some children from the class.
   (4) are an important tool in classifying students into groups of ‘passed’ and ‘failed’.

4. A child’s notebook shows errors in writing like reverse images, mirror imaging, etc. Such a child is showing signs of
   (1) Learning disability
   (2) Learning difficulty
   (3) Learning problem
   (4) Learning disadvantage
5. Which one of the following is best suited for emotional development of children?
   (1) No involvement of the teachers as it is the task of the parents
   (2) Controlled classroom environment
   (3) Authoritarian classroom environment
   (4) Democratic classroom environment

6. Teachers need to create a good classroom environment to facilitate children’s learning. To create such a learning environment, which one of the given statements is **not** true?
   (1) Compliance with teachers
   (2) Acceptance of the child
   (3) Positive tone of the teacher
   (4) Approval of the child’s efforts

7. Given below are some statements about boys and girls. According to you, which one of these is true?
   (1) Boys should help in household chores.
   (2) All boys should be taught Science and girls, Home Science.
   (3) Girls should help in household chores.
   (4) Boys should help in activities outside the home.

8. To be an effective teacher it is important to
   (1) focus on individual learning rather than group activity.
   (2) avoid disruption caused due to questioning by students.
   (3) be in touch with each and every child.
   (4) emphasize dictating answers from the book.

5. निम्नलिखित में से कौन-सा बच्चों के संवेगात्मक विकास के लिए सविश्वसनीय उपाय है?
   (1) अध्यापकों की कोई भी समय-प्रति नहीं क्योंकि यह माता-पिता का कार्य है।
   (2) कक्षा-कक्षा का नियति परिवेश
   (3) कक्षा-कक्षा का अधिकारवादी परिवेश
   (4) कक्षा-कक्षा का प्रजातात्मक परिवेश

6. बच्चों के अधिग्रह का सुगम बनाने के लिए अध्यापकों की एक आचे कक्षायी परिवेश का सृजन करने की आवश्यकता होती है। इस प्रकार के अधिग्रह परिवेश का सृजन करने के लिए नीचे दिए गए कक्षों में से कौन-सा सही नहीं है?
   (1) अध्यापकों के अनुसार कार्य करना।
   (2) बच्चे को स्वीकार करना।
   (3) अध्यापक का सकारात्मक रूढ़ि।
   (4) बच्चे के ग्राह्यों को स्वीकृति।

7. लड़कों एवं लड़कियों के विषय में कुछ कथन नीचे दिए गए हैं। आपके अनुसार इनमें से कौन-सा सही है?
   (1) लड़कों को घर के कामों में सहायता करनी चाहिए।
   (2) सभी लड़कों को विज्ञान तथा लड़कियों को गृह विज्ञान पढ़ना जाना चाहिए।
   (3) लड़कियों को घर के कामों में सहायता करनी चाहिए।
   (4) लड़कों को घर के बाहर के कामों में सहायता करनी चाहिए।

8. एक प्रभावशाली अध्यापिका होने के लिए यह महत्त्वपूर्ण है:
   (1) समूह गतिविधि के बजाय वैयक्तिक अधिग्रह पर ध्यान देना।
   (2) विधायिकों के द्वारा प्रायोगिक पूछतांत्र व्यवस्था की अनदेखी करना।
   (3) प्रत्येक बच्चे के समक्ष में रहना।
   (4) पुस्तक से उत्तरों को लिखने पर बल देना।
9. Which one of the following is not a suitable formative assessment task?
(1) Project
(2) Observation
(3) Ranking the students
(4) Open-ended questions

10. Deficiency in the ability to write, associated with impaired handwriting, is a symptom of
(1) Dyspraxia
(2) Dyscalculia
(3) Dyslexia
(4) Dysgraphia

11. According to Piaget theory, which one out of the following will not influence one’s cognitive development?
(1) Social experiences
(2) Maturation
(3) Activity
(4) Language

12. Which of these does not imply practical intelligence in the Triarchic theory?
(1) Thinking practically about oneself only
(2) Choosing an environment in which you can succeed
(3) Adapting to the environment
(4) Reshaping the environment

13. “Anyone can become angry — that is easy, but to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way — that is not easy.” This is related to
(1) Social development
(2) Cognitive development
(3) Physical development
(4) Emotional development

9. निम्नलिखित में से कौन-सा एक उपयुक्त रचनात्मक आकलन कार्य नहीं है?
(1) परियोजना
(2) अवलोकन
(3) विद्यार्थियों का योग्यता क्रम निर्धारित करना
(4) खुले अंत बाले प्रश्न

10. विकृत लिखावट से सामान्यतः लिखने की योग्यता में कमी किसका एक लक्षण है?
(1) हिस्ट्रिक्सिसिया
(2) हिस्ट्रिक्सिज़िसिया
(3) हिस्ट्रिक्सिसिया
(4) हिस्ट्रिक्सिसिया

11. पियाजे के सिद्धान्त के अनुसार, निम्नलिखित में से कौन-सा व्यक्ति के संज्ञानात्मक विकास को प्रभावित नहीं करेगा?
(1) सामाजिक अनुभव
(2) परिपक्वता
(3) क्रियाकलाप
(4) भाषा

12. इनमें से कौन-सा त्रितलीय सिद्धान्त में व्यावहारिक बुद्धि का अभिप्रयास नहीं है?
(1) केवल अपने विषय में व्यावहारिक रूप से विचार करना
(2) इस प्रकार के पर्यावरण का चयन करना जिसमें आप सफल हो सकते हैं
(3) पर्यावरण के साथ अनुकूलन करना
(4) पर्यावरण का पुनर्निर्माण करना

13. “कोई भी नाराज हो सकता है — यह आसान है, परन्तु एक सही व्यक्ति के ऊपर, सही मात्रा में, सही समय पर, सही उद्देश्य के लिए तथा सही तरीके से नाराज होना आसान नहीं है!” यह समाजस्वरूप है?
(1) सामाजिक विकास से
(2) संज्ञानात्मक विकास से
(3) शारीरिक विकास से
(4) संवेदनात्मक विकास से
14. In learning, assessment is essential for
(1) Screening test
(2) Motivation
(3) Fostering of the purpose of segregation and ranking
(4) Grades and Marks

15. Fitting new information into existing schemes is known as
(1) Equilibration
(2) Assimilation
(3) Organisation
(4) Accommodation

16. We all differ in terms of our intelligence, motivation, interest, etc. This principle refers to
(1) Theories of Intelligence
(2) Heredity
(3) Environment
(4) Individual difference

17. Students of disadvantaged groups should be taught along with the normal students. It implies
(1) Special Education
(2) Integrated Education
(3) Exclusive Education
(4) Inclusive Education

18. ‘Out-of-the-box’ thinking is related to
(1) Memory-based Thinking
(2) Divergent Thinking
(3) Convergent Thinking
(4) Consistent Thinking

14. अधिग्रह में आकलन किस लिए आवश्यक होता है?
(1) जॉर्ज परीक्षण के लिए
(2) प्रेरणा के लिए
(3) पुष्पकरण और श्रेणीकरण के उद्देश्य को प्रोत्साहन देने के लिए
(4) ग्रेड एवं अंकों के लिए

15. प्रचलित योजनाओं में नई ज्ञानकोशी जोड़ने को किस नाम से जाना जाता है?
(1) सामान्यधारणा
(2) आत्मसत्त्वकरण
(3) संगठन
(4) समायोजन

16. हम सभी अपनी बुद्धि, प्रेरणा, अभिवृत्ति, आदि के संदर्भ में भिन्न होते हैं। यह साइडलैंड समन्वित है?
(1) बुद्धि के सिद्धांतों से
(2) वर्णानुक्रम से
(3) पर्यावरण से
(4) सैमान्तिक भिन्नता से

17. विभिन्न अभिवृद्धियों को सामान्य विभिन्नियों के साथ-साथ पढ़ाना चाहिए। इसका अभिप्रयास है?
(1) विशेष शिक्षा
(2) एकीकृत शिक्षा
(3) अपवर्जनक शिक्षा
(4) सामाजिक शिक्षा

18. ‘आउट-ऑफ-द-बॉक्स’ चित्रण किससे समन्वित है?
(1) स्मृति-आधारित चित्रण
(2) अपसारी चित्रण
(3) अभिवृत्ति चित्रण
(4) अनुकूल चित्रण
19. The assessment of students can be used by teachers in teaching to develop insight into
(1) not promoting those students who do not meet school standards.
(2) changing the teaching approach according to the learners' need.
(3) creating groups of 'bright' and 'weak' students in the class.
(4) identifying the students who need to be promoted to the higher class.

20. Learning experiences should be planned in a manner so as to make learning meaningful. Which of the given learning experiences does not facilitate meaningful learning for the children?
(1) Formulating questions on content
(2) Discussion and debate on the topic
(3) Presentation on the topic
(4) Repetition based on mere recall of content

21. Giving punishment, verbal or non-verbal, to the children results in
(1) protecting the child's image.
(2) improving their scores.
(3) damaging their self-concept.
(4) motivating them to work.

22. A teacher, labelled the head of a committee, as 'chairperson' instead of 'chairman'. It indicates that the teacher
(1) has a good command of language
(2) is using a gender-free language
(3) has gender bias
(4) follows a more acceptable term
23. Continuous and Comprehensive Evaluation is essential for
   (1) diluting the accountability of the Board of Education
   (2) correcting less-frequent errors more than more-frequent errors
   (3) understanding how learning can be observed, recorded and improved upon
   (4) fine tuning of test with the teaching

24. In Lawrence Kohlberg's theory, which level signifies the absence of morality in the true sense?
   (1) Level IV
   (2) Level I
   (3) Level II
   (4) Level III

25. Which one of the following is not correct for the progressive model of socialization of children?
   (1) Children accept what they are offered by the school irrespective of their social backgrounds.
   (2) There should be a place for democracy in the classroom.
   (3) Socialization is an adoption of social norms.
   (4) Active participation in the group work and learning social skills.

26. The teacher noticed that Pushpa cannot solve a problem on her own. However, she does so in the presence of adult or peer guidance. This guidance is called
   (1) Pre-operational thinking
   (2) Zone of proximal development
   (3) Scaffolding
   (4) Lateralization

23. सतत एवं व्यापक मूल्यांकन किस लिए आवश्यक है?
   (1) शिक्षा बोर्ड की जबाबदेही कम करने के लिए
   (2) जल्दी-जल्दी की जाने वाली गलतियों की तुलना में कम अनावरण पर की जाने वाली गलतियों को सुधारना
   (3) यह समझने के लिए कि अधिकांश का किस प्रकार अवलोकन किया जाता है, दूर फिरा जाता है व सुधार किया जा सकता है
   (4) शिक्षण के साथ परीक्षण का तत्त्वेतल बैठने के लिए

24. लॉरेंस कोहलबर्ग के सिद्धांत में कॉन-स्तर पर नैतिकता की अनुपस्थिति को सही अर्थ में सुविधित करता है?
   (1) स्तर IV
   (2) स्तर I
   (3) स्तर II
   (4) स्तर III

25. निम्नलिखित में से कॉन-स्तर बच्चों के सामाजिक नियंत्रण के प्रातिपदिक मॉडल के संदर्भ में सही नहीं है?
   (1) बच्चे विद्यालय में बसते गई बातों को स्वीकार करते हैं चाहे उनकी सामाजिक पूर्वस्थिति कुछ भी हो
   (2) कक्षा में प्रजातंत्र के लिए स्थान होना चाहिए
   (3) सामाजिक नियंत्रण सामाजिक नियमों के अधिकृत है
   (4) समूह कार्य में सहयोग सहभागिता तथा सामाजिक कौशलों को सीखना

26. अध्यापिका ने ध्यान दिया कि पुष्पा अपने-आप किसी एक समस्या का समाधान नहीं कर सकती है। फिर भी वह एक व्यक्ति या साथी के मार्गदर्शन की उपस्थितियों में ऐसा करती है। इस मार्गदर्शन को कहते हैं
   (1) पूर्व-क्रियात्मक चित्रन
   (2) समीपस्थ विकास का क्षेत्र
   (3) सहारा देना
   (4) पाश्चिमकरण
27. Which one out of the following provides information about the roles and behaviours which are acceptable in a group, during early childhood period?
(1) Teachers and Peers
(2) Peers and Parents
(3) Parents and Siblings
(4) Siblings and Teachers

28. Which of the following age groups falls under later childhood category?
(1) 18 to 24 years
(2) Birth to 6 years
(3) 6 to 11 years
(4) 11 to 18 years

29. Aarjav says that language development is influenced by one's innate predisposition while Sonali feels that it is because of the environment. This discussion between Aarjav and Sonali is about:
(1) Stability and Instability argument
(2) Continuous and Discontinuous learning
(3) Nature and Nurture debate
(4) Critical and Sensitive feeling

30. Making students members of a cleanliness community to motivate them for the same, reflects:
(1) Behaviouristic approach to motivation
(2) Humanistic approach to motivation
(3) Cognitive approach to motivation
(4) Socio-cultural conceptions of motivation
31. The sum of place values of 5 in 6251, 6521 and 5621 is
   (1) 15
   (2) 5550
   (3) 5050
   (4) 550

32. Which one of the following statements is true?
   (1) The difference of an even number and an odd number can be an even number.
   (2) The sum of two odd numbers and one even number is an even number.
   (3) The sum of three odd numbers is an even number.
   (4) The product of three odd numbers is an even number.

33. A one-litre carton of juice is in the shape of a cuboid and has a square base of size 8 cm by 8 cm. The depth of juice in the carton, in centimeters, is closest to
   (1) 22
   (2) 16
   (3) 18
   (4) 20
34. Which one of the following does not match curricular expectations of teaching mathematics at the primary level?

(1) Analyse and infer from representation of grouped data
(2) Develop a connection between the logical functioning of daily life and that of mathematical thinking
(3) Develop language and symbolic notations with standard algorithms of performing number operations
(4) Represent part of whole as a fraction and order simple fractions

35. The main goal of Mathematics education is
(1) to help the students to understand mathematics.
(2) to develop useful capabilities.
(3) to develop children’s abilities for mathematization.
(4) to formulate theorems of Geometry and their proofs independently.

36. At primary level use of tangram, dot games, patterns, etc. helps the students to
(1) enhance spatial understanding ability.
(2) develop sense of comparing numbers.
(3) strengthen calculation skills.
(4) understand basic operations.
37. From the unit of ‘Shapes’ the teacher asked the students to “make/draw any picture by using shapes”. The objective that can be achieved through this activity is

(1) Knowledge
(2) Comprehension
(3) Creating
(4) Application

38. Arjun, a student of class IV, is able to answer all questions related to Number System orally, but commits mistakes while writing the solutions of problems based on Number System. The best remedial strategy to remove errors in his writing is

(1) to relate real life experiences with mathematical concepts.
(2) to provide him a worksheet with partially solved problems to complete the missing gaps.
(3) to teach more than one way of solving problems of Number System.
(4) to give him 10 practice tests.

39. What is the value of
\[-1 + 2 - 3 + 4 - 5 + 6 - 7 + \ldots + 1000\]?

(1) 2000
(2) 0
(3) 1
(4) 500
40. Perimeter of a square is 44 cm. The perimeter of a rectangle is equal to the perimeter of this square. The length of the rectangle is 5 cm more than the side of the square. The sum of areas (in cm²) of the square and the rectangle is

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41. As per the NCF 2005, the narrow aim of teaching Mathematics at schools is

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<td>to develop numeracy related skills.</td>
</tr>
<tr>
<td>(2)</td>
<td>to teach algebra.</td>
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<tr>
<td>(3)</td>
<td>to teach calculation and measurements.</td>
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<td>(4)</td>
<td>to teach daily life problems related to linear algebra.</td>
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42. Ravi has three dozen chocolates. He gave one-third of them to his neighbour, one-sixth to Rehana and one-fourth to his sister. How many chocolates are left with him?

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<td>(1)</td>
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<td>(3)</td>
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43. A child who is able to perform all number operations and is able to explain the concept of fractions is at

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<tbody>
<tr>
<td>(1)</td>
<td>operational phase</td>
</tr>
<tr>
<td>(2)</td>
<td>emergent phase</td>
</tr>
<tr>
<td>(3)</td>
<td>quantifying phase</td>
</tr>
<tr>
<td>(4)</td>
<td>partition phase</td>
</tr>
</tbody>
</table>

40. एक वर्ग का परिमाप 44 सेंटीमीटर है। एक आयत का परिमाप इस वर्ग के परिमाप के बराबर है। आयत की लम्बाई वर्ग की भुजा से 5 सेंटीमीटर अधिक है। वर्ग और आयत के क्षेत्रफल (सेमी² में) का योगफल है:

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<table>
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<tbody>
<tr>
<td>(1)</td>
<td>229</td>
</tr>
<tr>
<td>(2)</td>
<td>169</td>
</tr>
<tr>
<td>(3)</td>
<td>140</td>
</tr>
<tr>
<td>(4)</td>
<td>217</td>
</tr>
</tbody>
</table>

41. राष्ट्रीय पाठ्यपुस्तक रुपरेखा 2005 के अनुसार, विद्यार्थियों में गणित शिक्षण का संक्षेप उद्देश्य है:

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<tbody>
<tr>
<td>(1)</td>
<td>संख्यात्मक वैश्लेषिक बिकास।</td>
</tr>
<tr>
<td>(2)</td>
<td>बीजगणित पढ़ाना।</td>
</tr>
<tr>
<td>(3)</td>
<td>परिमाप पढ़ाना।</td>
</tr>
<tr>
<td>(4)</td>
<td>शैक्षिक बीजगणित से सम्बन्धित दैनिक जीवन की समस्याओं की शिक्षा।</td>
</tr>
</tbody>
</table>

42. रिव के पास तीन टॉन्ने चॉकलेट हैं। उसने उनका एक-तिहाई भाग अपने पड़ोसी को, एक-छठवाँ भाग रेहाना को और एक-चौथाई भाग अपनी बहन को दे दिया। उसके पास अब कितनी चॉकलेट बची है?

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<td>(3)</td>
<td>8</td>
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</tbody>
</table>

43. एक वर्ग जिस अवस्था में सभी संख्या सम्बन्धी संक्रियाओं को करने में सक्षम है तथा भिन्नों के संगठन की व्याख्या करने में सक्षम है, वह अवस्था है:

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<tbody>
<tr>
<td>(1)</td>
<td>संक्रियात्मक अवस्था</td>
</tr>
<tr>
<td>(2)</td>
<td>आरोपितक अवस्था</td>
</tr>
<tr>
<td>(3)</td>
<td>परिमापात्मक अवस्था</td>
</tr>
<tr>
<td>(4)</td>
<td>विभाजनात्मक अवस्था</td>
</tr>
</tbody>
</table>
44. A teacher introduced multiplication in her class as repeated addition and then by grouping of same number of objects taken multiple times she introduced the ‘×’ symbol and further conducted a small activity of finding product using criss-cross lines or matchsticks. Here the teacher is
(1) using multiple representations to make the class interesting.
(2) developing a lesson and taking students 'from concrete to abstract concept'.
(3) catering to learners with different learning styles.
(4) providing remedial strategies for low achievers in mathematics.

45. Akanksha wants to become a good mathematics teacher. To be a good mathematics teacher she must have
(1) conceptual knowledge, understanding and ability to relate concepts.
46. It is important to conduct mathematical recreational activities and challenging geometrical puzzles in the class as

(1) they bring students out of the monotonous and boring routines of mathematics classroom.
(2) they give space to gifted learners.
(3) they are helpful to enhance spatial and analytical ability of every learner.
(4) they can create interest in low achievers and slow learners in mathematics.

47. ‘Vedic Mathematics’ is becoming popular nowadays especially amongst primary school children and is used to enhance

(1) the problem solving skills of students in mathematics.
(2) the concentration of students in mathematics.
(3) the calculation skills and speed in mathematics.
(4) the algorithmic understanding of students in mathematics.

48. Formative Assessment in Mathematics at primary stage includes

(1) identification of common errors.
(2) testing of procedural knowledge and analytical abilities.
(3) grading and ranking of students.
(4) identification of learning gaps and deficiencies in teaching.
49. A teacher uses the exploratory approach, use of manipulatives and involvement of students in discussion while giving the concepts of mathematics. She uses this strategy to
(1) develop manipulative skills among the students.
(2) create a certain way of thinking and reasoning.
(3) achieve the narrow aim of teaching mathematics.
(4) achieve the higher aim of teaching mathematics.

50. A teacher asks Shailja of class V about the perimeter of a figure. She also asked Shailja to explain the solution in her words. Shailja was able to solve the problem correctly but was not able to explain it. This reflects that Shailja is having
(1) poor understanding of concept of perimeter but good verbal ability
(2) lower language proficiency and lower order mathematical proficiency
(3) lower language proficiency and higher order mathematical proficiency
(4) poor confidence level and poor mathematical skills

51. The section, ‘Practice Time’ included in different topics in Mathematics textbook aims at
(1) having a change in daily routine
(2) ensuring better utilization of time
(3) providing extended learning opportunities
(4) providing fun and enjoyment to students
52. 13 students of class V A and 15 of class V B participated in a writing competition. They scored marks as follows:

Class V A: 14, 6, 15, 12, 11, 11, 7, 9, 17, 13, 3, 10, 18
Class V B: 13, 9, 0, 7, 14, 6, 0, 9, 16, 9, 13, 16, 5, 18, 11

What inference can you draw from the given data?

(1) Class V A performed better because the average score of V A is more.

(2) Both the sections performed equally well because the total marks scored by both the sections are the same.

(3) Both the sections performed equally well because the average marks of both the sections are the same.

(4) Both the sections performed equally well because the highest score of both the sections is 18.

53. How many \( \frac{1}{10} \) are in \( \frac{6}{5} \)?

(1) 5
(2) 12
(3) 10
(4) 8