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
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07	Learning through Play	52 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

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.

GyanTech Guru Ji

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.

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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.

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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.

GyanTech Guru Ji

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.

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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.

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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.

GyanTech Guru Ji

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.

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.

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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.

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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.

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