COURSE 06
NIOS BRIDGE COURSE • INDEPENDENT PRACTICE EDITION 2026–27

Pedagogy of The World Around Us

हमारे आसपास की दुनिया का शिक्षाशास्त्र

Guru Ji

518 MCQs + 50 short-answer prompts

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	Nature and Scope of The World Around Us	62 MCQs
02	Children's Ideas and Alternate Conceptions	62 MCQs
03	Teaching Learning in TWAU	62 MCQs
04	Process Skills	102 MCQs
05	Learning Resources	52 MCQs
06	Textbooks	42 MCQs
07	Planning	52 MCQs
08	Assessment	62 MCQs
09	Curriculum – Pedagogy of The World Around Us (546)	22 MCQs

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

CHAPTER 01 • 62 MCQs • 6 REVISION PROMPTS

Nature and Scope of The World Around Us

Important topics, examples, new classroom scenarios and core practice

Important topics & revision notes

Integrated curriculum / एकीकृत पाठ्यचर्या

Connecting ideas from multiple disciplines around meaningful contexts.

Classroom example: A water topic combines science, local geography and social practices.

Interdisciplinary learning / अंतर्विषयी अधिगम

Using perspectives from different subject areas to understand an issue.

Classroom example: Children use maps and plant observations to study their surroundings.

Local environment / स्थानीय परिवेश

The immediate natural and social setting used as a learning context.

Classroom example: Pupils explore their neighbourhood's trees, shops and transport.

Holistic learning / समग्र अधिगम

Connecting knowledge, skills, values and experiences rather than treating them as isolated parts.

Classroom example: A lesson about a garden includes observation, cooperation and care for living things.

Environmental sensitivity / पर्यावरण संवेदनशीलता

Awareness and concern for relationships between people and their surroundings.

Classroom example: Children discuss ways to reduce waste in their school.

Social environment / सामाजिक परिवेश

The people, institutions and relationships around learners.

Classroom example: Pupils investigate how local workers contribute to community life.

New classroom-based questions

Apply concepts to realistic teaching decisions.

MCQ 001 • NEW CLASSROOM APPLICATION

A lesson on food includes farming, nutrition, local markets and culture. What principle is illustrated?

A. Rote spelling only
B. An integrated approach to the world around us
C. Isolation of every discipline
D. Ignoring lived experience

Correct answer / सही उत्तर: B. An integrated approach to the world around us

Explanation / व्याख्या

Environmental topics connect natural and social worlds.

MCQ 002 • NEW CLASSROOM APPLICATION

How should a unit on water begin for young learners?

A. Explore local water sources and daily use before wider issues
B. Start with unfamiliar technical terminology only
C. Require memorisation of distant rivers first
D. Avoid local examples

Correct answer / सही उत्तर: A. Explore local water sources and daily use before wider issues

Explanation / व्याख्या

Familiar contexts provide a foundation for broader understanding.

Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 003 • CORE PRACTICE · FORM 01

Identify the concept described: Connecting ideas from multiple disciplines around meaningful contexts.

A. Portfolio / पोर्टफोलियो

B. Unit plan / इकाई योजना

C. Integrated curriculum / एकीकृत पाठ्यचर्या

D. Responsible citizenship / जिम्मेदार नागरिकता

Correct answer / सही उत्तर: C. Integrated curriculum / एकीकृत पाठ्यचर्या

Explanation / व्याख्या

Integrated curriculum / एकीकृत पाठ्यचर्या: Connecting ideas from multiple disciplines around meaningful contexts. Application: A water topic combines science, local geography and social practices.

MCQ 004 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A water topic combines science, local geography and social practices.

A. Integrated curriculum / एकीकृत पाठ्यचर्या

B. Supplementary resource / पूरक संसाधन

C. Discussion method / चर्चा विधि

D. Comparing / तुलना करना

Correct answer / सही उत्तर: A. Integrated curriculum / एकीकृत पाठ्यचर्या

Explanation / व्याख्या

Integrated curriculum / एकीकृत पाठ्यचर्या: Connecting ideas from multiple disciplines around meaningful contexts. Application: A water topic combines science, local geography and social practices.

MCQ 005 • CORE PRACTICE · FORM 03

Which explanation best defines Integrated curriculum / एकीकृत पाठ्यचर्या?

A. A list of criteria for recording observed learning behaviours.

B. Connecting ideas from multiple disciplines around meaningful contexts.

C. Finding out learners' existing ideas before or during instruction.

D. An additional material used to extend or clarify textbook learning.

Correct answer / सही उत्तर: B. Connecting ideas from multiple disciplines around meaningful contexts.

Explanation / व्याख्या

Integrated curriculum / एकीकृत पाठ्यचर्या: Connecting ideas from multiple disciplines around meaningful contexts. Application: A water topic combines science, local geography and social practices.

MCQ 006 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Integrated curriculum / एकीकृत पाठ्यचर्या?

A. A teacher revisits the concept of habitats after hearing pupils' explanations.

B. Pupils investigate why some parts of the playground stay wet longer.

C. A water topic combines science, local geography and social practices.

D. Children note leaf colour, texture and shape without guessing causes.

Correct answer / सही उत्तर: C. A water topic combines science, local geography and social practices.

Explanation / व्याख्या

Integrated curriculum / एकीकृत पाठ्यचर्या: Connecting ideas from multiple disciplines around meaningful contexts. Application: A water topic combines science, local geography and social practices.

MCQ 007 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Connecting ideas from multiple disciplines around meaningful contexts. (2) An additional material used to extend or clarify textbook learning.

A. Integrated curriculum / एकीकृत पाठ्यचर्या | Communication / संप्रेषण

B. Integrated curriculum / एकीकृत पाठ्यचर्या | Supplementary resource / पूरक संसाधन

C. Supplementary resource / पूरक संसाधन | Integrated curriculum / एकीकृत पाठ्यचर्या

D. Community participation / समुदाय सहभागिता | Supplementary resource / पूरक संसाधन

Correct answer / सही उत्तर: B. Integrated curriculum / एकीकृत पाठ्यचर्या | Supplementary resource / पूरक संसाधन

Explanation / व्याख्या

Integrated curriculum / एकीकृत पाठ्यचर्या: Connecting ideas from multiple disciplines around meaningful contexts. Application: A water topic combines science, local geography and social practices. Supplementary resource / पूरक संसाधन: An additional material used to extend or clarify textbook learning. Application: A teacher adds a local map to a chapter about directions.

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MCQ 008 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A water topic combines science, local geography and social practices. (2) A gardener explains local methods of conserving water.

A. Integrated curriculum / एकीकृत पाठ्यचर्या | Comparing / तुलना करना

B. Integrated curriculum / एकीकृत पाठ्यचर्या | Community participation / समुदाय सहभागिता

C. Community participation / समुदाय सहभागिता | Integrated curriculum / एकीकृत पाठ्यचर्या

D. Inference / निष्कर्षात्मक अनुमान | Community participation / समुदाय सहभागिता

Correct answer / सही उत्तर: B. Integrated curriculum / एकीकृत पाठ्यचर्या | Community participation / समुदाय सहभागिता

Explanation / व्याख्या

Integrated curriculum / एकीकृत पाठ्यचर्या: Connecting ideas from multiple disciplines around meaningful contexts. Application: A water topic combines science, local geography and social practices. Community participation / समुदाय सहभागिता: Engaging local people and their knowledge in learning experiences. Application: A gardener explains local methods of conserving water.

MCQ 009 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Integrated curriculum / एकीकृत पाठ्यचर्या and Observation / अवलोकन.

A. Gathering ongoing evidence to support improved learning. | Noticing and recording relevant features using senses or tools.

B. Connecting ideas from multiple disciplines around meaningful contexts. | Noticing and recording relevant features using senses or tools.

C. Noticing and recording relevant features using senses or tools. | Connecting ideas from multiple disciplines around meaningful contexts.

D. Connecting ideas from multiple disciplines around meaningful contexts. | A school-based environment for observing plants, soil and interactions.

Correct answer / सही उत्तर: B. Connecting ideas from multiple disciplines around meaningful contexts. | Noticing and recording relevant features using senses or tools.

Explanation / व्याख्या

Integrated curriculum / एकीकृत पाठ्यचर्या: Connecting ideas from multiple disciplines around meaningful contexts. Application: A water topic combines science, local geography and social practices. Observation / अवलोकन: Noticing and recording relevant features using senses or tools. Application: Children note leaf colour, texture and shape without guessing causes.

MCQ 010 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Integrated curriculum / एकीकृत पाठ्यचर्या and Portfolio / पोर्टफोलियो.

A. Pupils keep dated drawings, observation records and reflections. | A water topic combines science, local geography and social practices.

B. A water topic combines science, local geography and social practices. | Pupils keep dated drawings, observation records and reflections.

C. A teacher identifies why a textbook asks pupils to interview elders. | Pupils keep dated drawings, observation records and reflections.

D. A water topic combines science, local geography and social practices. | Children combine map reading, measurement and local interviews in one unit.

Correct answer / सही उत्तर: B. A water topic combines science, local geography and social practices. | Pupils keep dated drawings, observation records and reflections.

Explanation / व्याख्या

Integrated curriculum / एकीकृत पाठ्यचर्या: Connecting ideas from multiple disciplines around meaningful contexts. Application: A water topic combines science, local geography and social practices. Portfolio / पोर्टफोलियो: A collection of learning evidence showing progress across time. Application: Pupils keep dated drawings, observation records and reflections.

MCQ 011 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Integrated curriculum / एकीकृत पाठ्यचर्या / Communication / संप्रेषण)

A. Communication / संप्रेषण → A short planned walk designed around specific observations.

B. Integrated curriculum / एकीकृत पाठ्यचर्या → Sharing evidence, findings and explanations with others.

C. Integrated curriculum / एकीकृत पाठ्यचर्या → Connecting ideas from multiple disciplines around meaningful contexts.

D. Learning walk / अधिगम भ्रमण → A list of criteria for recording observed learning behaviours.

Correct answer / सही उत्तर: C. Integrated curriculum / एकीकृत पाठ्यचर्या → Connecting ideas from multiple disciplines around meaningful contexts.

Explanation / व्याख्या

Integrated curriculum / एकीकृत पाठ्यचर्या: Connecting ideas from multiple disciplines around meaningful contexts. Application: A water topic combines science, local geography and social practices.

MCQ 012 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Integrated curriculum / एकीकृत पाठ्यचर्या / Children's questions / बच्चों के प्रश्न)

A. Integrated curriculum / एकीकृत पाठ्यचर्या → A water topic combines science, local geography and social practices.

B. Integrated curriculum / एकीकृत पाठ्यचर्या → A child asks why shadows change during the day.

C. Children's questions / बच्चों के प्रश्न → Children compare two leaves by shape and vein pattern.

D. Comparing / तुलना करना → Children observe compost over several days and discuss changes.

Correct answer / सही उत्तर: A. Integrated curriculum / एकीकृत पाठ्यचर्या → A water topic combines science, local geography and social practices.

Explanation / व्याख्या

Integrated curriculum / एकीकृत पाठ्यचर्या: Connecting ideas from multiple disciplines around meaningful contexts. Application: A water topic combines science, local geography and social practices.

MCQ 013 • CORE PRACTICE · FORM 01

Identify the concept described: Using perspectives from different subject areas to understand an issue.

A. School garden / विद्यालय उद्यान

B. Interdisciplinary learning / अंतर्विषयी अधिगम

C. Peer assessment / सहपाठी आकलन

D. Observation / अवलोकन

Correct answer / सही उत्तर: B. Interdisciplinary learning / अंतर्विषयी अधिगम

Explanation / व्याख्या

Interdisciplinary learning / अंतर्विषयी अधिगम: Using perspectives from different subject areas to understand an issue. Application: Children use maps and plant observations to study their surroundings.

MCQ 014 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Children use maps and plant observations to study their surroundings.

A. Interdisciplinary learning / अंतर्विषयी अधिगम

B. Classification / वर्गीकरण

C. Portfolio / पोर्टफोलियो

D. Questioning / प्रश्न करना

Correct answer / सही उत्तर: A. Interdisciplinary learning / अंतर्विषयी अधिगम

Explanation / व्याख्या

Interdisciplinary learning / अंतर्विषयी अधिगम: Using perspectives from different subject areas to understand an issue. Application: Children use maps and plant observations to study their surroundings.

MCQ 015 • CORE PRACTICE · FORM 03

Which explanation best defines Interdisciplinary learning / अंतर्विषयी अधिगम?

A. Using perspectives from different subject areas to understand an issue.

B. A person whose experience or knowledge can support contextual learning.

C. A school-based environment for observing plants, soil and interactions.

D. Using narratives to explore environmental or social ideas.

Correct answer / सही उत्तर: A. Using perspectives from different subject areas to understand an issue.

Explanation / व्याख्या

Interdisciplinary learning / अंतर्विषयी अधिगम: Using perspectives from different subject areas to understand an issue. Application: Children use maps and plant observations to study their surroundings.

MCQ 016 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Interdisciplinary learning / अंतर्विषयी अधिगम?

A. A class visits a local pond to observe its uses and living organisms.

B. Children use maps and plant observations to study their surroundings.

C. Pupils monitor germination and record changes in seedlings.

D. A coastal example is supplemented with an accessible local river example.

Correct answer / सही उत्तर: B. Children use maps and plant observations to study their surroundings.

Explanation / व्याख्या

Interdisciplinary learning / अंतर्विषयी अधिगम: Using perspectives from different subject areas to understand an issue. Application: Children use maps and plant observations to study their surroundings.

MCQ 017 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Using perspectives from different subject areas to understand an issue. (2) A coherent sequence of lessons organised around learning goals.

A. Interdisciplinary learning / अंतर्विषयी अधिगम | Unit plan / इकाई योजना

B. Discussion method / चर्चा विधि | Unit plan / इकाई योजना

C. Unit plan / इकाई योजना | Interdisciplinary learning / अंतर्विषयी अधिगम

D. Interdisciplinary learning / अंतर्विषयी अधिगम | Curriculum integration / पाठ्यचर्या एकीकरण

Correct answer / सही उत्तर: A. Interdisciplinary learning / अंतर्विषयी अधिगम | Unit plan / इकाई योजना

Explanation / व्याख्या

Interdisciplinary learning / अंतर्विषयी अधिगम: Using perspectives from different subject areas to understand an issue. Application: Children use maps and plant observations to study their surroundings. Unit plan / इकाई योजना: A coherent sequence of lessons organised around learning goals. Application: The teacher links several sessions about food, sources and nutrition.

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MCQ 018 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Children use maps and plant observations to study their surroundings. (2) Children combine map reading, measurement and local interviews in one unit.

A. School garden / विद्यालय उद्यान | Curriculum integration / पाठ्यचर्या एकीकरण

B. Curriculum integration / पाठ्यचर्या एकीकरण | Interdisciplinary learning / अंतर्विषयी अधिगम

C. Interdisciplinary learning / अंतर्विषयी अधिगम | Measurement / मापन

D. Interdisciplinary learning / अंतर्विषयी अधिगम | Curriculum integration / पाठ्यचर्या एकीकरण

Correct answer / सही उत्तर: D. Interdisciplinary learning / अंतर्विषयी अधिगम | Curriculum integration / पाठ्यचर्या एकीकरण

Explanation / व्याख्या

Interdisciplinary learning / अंतर्विषयी अधिगम: Using perspectives from different subject areas to understand an issue. Application: Children use maps and plant observations to study their surroundings. Curriculum integration / पाठ्यचर्या एकीकरण: Connecting environmental and social learning with other areas of primary education. Application: Children combine map reading, measurement and local interviews in one unit.

MCQ 019 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Interdisciplinary learning / अंतर्विषयी अधिगम and Safety planning / सुरक्षा योजना.

A. Using perspectives from different subject areas to understand an issue. | A short planned walk designed around specific observations.

B. Using perspectives from different subject areas to understand an issue. | Anticipating and reducing risks before learning activities.

C. Anticipating and reducing risks before learning activities. | Using perspectives from different subject areas to understand an issue.

D. Anticipating a possible outcome based on available evidence. | Anticipating and reducing risks before learning activities.

Correct answer / सही उत्तर: B. Using perspectives from different subject areas to understand an issue. | Anticipating and reducing risks before learning activities.

Explanation / व्याख्या

Interdisciplinary learning / अंतर्विषयी अधिगम: Using perspectives from different subject areas to understand an issue. Application: Children use maps and plant observations to study their surroundings. Safety planning / सुरक्षा योजना: Anticipating and reducing risks before learning activities. Application: A teacher checks safe routes and supervision before a field visit.

MCQ 020 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Interdisciplinary learning / अंतर्विषयी अधिगम and Communication / संप्रेषण.

A. Children use maps and plant observations to study their surroundings. | A group presents its observations of germination using a labelled chart.

B. Children use maps and plant observations to study their surroundings. | A child asks why shadows change during the day.

C. A child believes all heavy objects sink regardless of their shape. | A group presents its observations of germination using a labelled chart.

D. A group presents its observations of germination using a labelled chart. | Children use maps and plant observations to study their surroundings.

Correct answer / सही उत्तर: A. Children use maps and plant observations to study their surroundings. | A group presents its observations of germination using a labelled chart.

Explanation / व्याख्या

Interdisciplinary learning / अंतर्विषयी अधिगम: Using perspectives from different subject areas to understand an issue. Application: Children use maps and plant observations to study their surroundings. Communication / संप्रेषण: Sharing evidence, findings and explanations with others. Application: A group presents its observations of germination using a labelled chart.

MCQ 021 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Interdisciplinary learning / अंतर्विषयी अधिगम / Learning walk / अधिगम भ्रमण)

A. Communication / संप्रेषण → Developing understanding and action that support shared well-being.

B. Interdisciplinary learning / अंतर्विषयी अधिगम → A short planned walk designed around specific observations.

C. Interdisciplinary learning / अंतर्विषयी अधिगम → Using perspectives from different subject areas to understand an issue.

D. Learning walk / अधिगम भ्रमण → Sharing evidence, findings and explanations with others.

Correct answer / सही उत्तर: C. Interdisciplinary learning / अंतर्विषयी अधिगम → Using perspectives from different subject areas to understand an issue.

Explanation / व्याख्या

Interdisciplinary learning / अंतर्विषयी अधिगम: Using perspectives from different subject areas to understand an issue. Application: Children use maps and plant observations to study their surroundings.

MCQ 022 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Interdisciplinary learning / अंतर्विषयी अधिगम / Responsible citizenship / जिम्मेदार नागरिकता)

A. Responsible citizenship / जिम्मेदार नागरिकता → Children observe compost over several days and discuss changes.

B. Interdisciplinary learning / अंतर्विषयी अधिगम → Children use maps and plant observations to study their surroundings.

C. Interdisciplinary learning / अंतर्विषयी अधिगम → Pupils plan how to care for common school resources respectfully.

D. Experiential learning / अनुभवात्मक अधिगम → Children analyse a story about a family facing water shortages.

Correct answer / सही उत्तर: B. Interdisciplinary learning / अंतर्विषयी अधिगम → Children use maps and plant observations to study their surroundings.

Explanation / व्याख्या

Interdisciplinary learning / अंतर्विषयी अधिगम: Using perspectives from different subject areas to understand an issue. Application: Children use maps and plant observations to study their surroundings.

MCQ 023 • CORE PRACTICE · FORM 01

Identify the concept described: The immediate natural and social setting used as a learning context.

A. Summative assessment / संकलनात्मक आकलन

B. School garden / विद्यालय उद्यान

C. Supplementary resource / पूरक संसाधन

D. Local environment / स्थानीय परिवेश

Correct answer / सही उत्तर: D. Local environment / स्थानीय परिवेश

Explanation / व्याख्या

Local environment / स्थानीय परिवेश: The immediate natural and social setting used as a learning context. Application: Pupils explore their neighbourhood's trees, shops and transport.

MCQ 024 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Pupils explore their neighbourhood's trees, shops and transport.

A. Local environment / स्थानीय परिवेश

B. Constructivism / रचनावाद

C. Formative assessment / निर्माणात्मक आकलन

D. Safety planning / सुरक्षा योजना

Correct answer / सही उत्तर: A. Local environment / स्थानीय परिवेश

Explanation / व्याख्या

Local environment / स्थानीय परिवेश: The immediate natural and social setting used as a learning context. Application: Pupils explore their neighbourhood's trees, shops and transport.

MCQ 025 • CORE PRACTICE · FORM 03

Which explanation best defines Local environment / स्थानीय परिवेश?

A. A short planned walk designed around specific observations.

B. Grouping items according to selected characteristics.

C. A planned learning experience outside the classroom.

D. The immediate natural and social setting used as a learning context.

Correct answer / सही उत्तर: D. The immediate natural and social setting used as a learning context.

Explanation / व्याख्या

Local environment / स्थानीय परिवेश: The immediate natural and social setting used as a learning context. Application: Pupils explore their neighbourhood's trees, shops and transport.

MCQ 026 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Local environment / स्थानीय परिवेश?

A. Pupils can describe two ways of saving water at home.

B. Pupils explore their neighbourhood's trees, shops and transport.

C. A group presents its observations of germination using a labelled chart.

D. A teacher checks safe routes and supervision before a field visit.

Correct answer / सही उत्तर: B. Pupils explore their neighbourhood's trees, shops and transport.

Explanation / व्याख्या

Local environment / स्थानीय परिवेश: The immediate natural and social setting used as a learning context. Application: Pupils explore their neighbourhood's trees, shops and transport.

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MCQ 027 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) The immediate natural and social setting used as a learning context. (2) Making an interpretation from observations and prior knowledge.

A. Conceptual change / अवधारणात्मक परिवर्तन | Inference / निष्कर्षात्मक अनुमान

B. Local environment / स्थानीय परिवेश | Inference / निष्कर्षात्मक अनुमान

C. Local environment / स्थानीय परिवेश | Formative assessment / निर्माणात्मक आकलन

D. Inference / निष्कर्षात्मक अनुमान | Local environment / स्थानीय परिवेश

Correct answer / सही उत्तर: B. Local environment / स्थानीय परिवेश | Inference / निष्कर्षात्मक अनुमान

Explanation / व्याख्या

Local environment / स्थानीय परिवेश: The immediate natural and social setting used as a learning context. Application: Pupils explore their neighbourhood's trees, shops and transport. Inference / निष्कर्षात्मक अनुमान: Making an interpretation from observations and prior knowledge. Application: After seeing wet footprints, a child infers someone recently walked there.

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MCQ 028 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Pupils explore their neighbourhood's trees, shops and transport. (2) After seeing wet footprints, a child infers someone recently walked there.

A. Local environment / स्थानीय परिवेश | Qualitative assessment / गुणात्मक आकलन

B. Lesson plan / पाठ योजना | Inference / निष्कर्षात्मक अनुमान

C. Inference / निष्कर्षात्मक अनुमान | Local environment / स्थानीय परिवेश

D. Local environment / स्थानीय परिवेश | Inference / निष्कर्षात्मक अनुमान

Correct answer / सही उत्तर: D. Local environment / स्थानीय परिवेश | Inference / निष्कर्षात्मक अनुमान

Explanation / व्याख्या

Local environment / स्थानीय परिवेश: The immediate natural and social setting used as a learning context. Application: Pupils explore their neighbourhood's trees, shops and transport. Inference / निष्कर्षात्मक अनुमान: Making an interpretation from observations and prior knowledge. Application: After seeing wet footprints, a child infers someone recently walked there.

MCQ 029 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Local environment / स्थानीय परिवेश and Peer assessment / सहपाठी आकलन.

A. The immediate natural and social setting used as a learning context. | Using narratives to explore environmental or social ideas.

B. Learners giving criterion-based feedback on classmates' work. | The immediate natural and social setting used as a learning context.

C. The immediate natural and social setting used as a learning context. | Learners giving criterion-based feedback on classmates' work.

D. Grouping items according to selected characteristics. | Learners giving criterion-based feedback on classmates' work.

Correct answer / सही उत्तर: C. The immediate natural and social setting used as a learning context. | Learners giving criterion-based feedback on classmates' work.

Explanation / व्याख्या

Local environment / स्थानीय परिवेश: The immediate natural and social setting used as a learning context. Application: Pupils explore their neighbourhood's trees, shops and transport. Peer assessment / सहपाठी आकलन: Learners giving criterion-based feedback on classmates' work. Application: Groups comment on whether each poster supports its claims with evidence.

MCQ 030 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Local environment / स्थानीय परिवेश and Discussion method / चर्चा विधि.

A. A gardener explains local methods of conserving water. | A class debates ways of keeping a shared playground clean.

B. Pupils explore their neighbourhood's trees, shops and transport. | A class debates ways of keeping a shared playground clean.

C. Pupils explore their neighbourhood's trees, shops and transport. | A pupil changes an explanation about floating after testing materials of different shapes.

D. A class debates ways of keeping a shared playground clean. | Pupils explore their neighbourhood's trees, shops and transport.

Correct answer / सही उत्तर: B. Pupils explore their neighbourhood's trees, shops and transport. | A class debates ways of keeping a shared playground clean.

Explanation / व्याख्या

Local environment / स्थानीय परिवेश: The immediate natural and social setting used as a learning context. Application: Pupils explore their neighbourhood's trees, shops and transport. Discussion method / चर्चा विधि: Learning through purposeful exchange of ideas and reasons. Application: A class debates ways of keeping a shared playground clean.

MCQ 031 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Local environment / स्थानीय परिवेश / Supplementary resource / पूरक संसाधन)

A. Alternate conception / वैकल्पिक अवधारणा → Determining an attribute using an appropriate unit or instrument.

B. Supplementary resource / पूरक संसाधन → A learner's existing explanation that differs from accepted disciplinary understanding.

C. Local environment / स्थानीय परिवेश → An additional material used to extend or clarify textbook learning.

D. Local environment / स्थानीय परिवेश → The immediate natural and social setting used as a learning context.

Correct answer / सही उत्तर: D. Local environment / स्थानीय परिवेश → The immediate natural and social setting used as a learning context.

Explanation / व्याख्या

Local environment / स्थानीय परिवेश: The immediate natural and social setting used as a learning context. Application: Pupils explore their neighbourhood's trees, shops and transport.

MCQ 032 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Local environment / स्थानीय परिवेश / Experiential learning / अनुभवात्मक अधिगम)

A. Local environment / स्थानीय परिवेश → Children observe compost over several days and discuss changes.

B. Experiential learning / अनुभवात्मक अधिगम → Children use local maps and photographs to study their neighbourhood.

C. Learning resources / अधिगम संसाधन → A teacher revisits the concept of habitats after hearing pupils' explanations.

D. Local environment / स्थानीय परिवेश → Pupils explore their neighbourhood's trees, shops and transport.

Correct answer / सही उत्तर: D. Local environment / स्थानीय परिवेश → Pupils explore their neighbourhood's trees, shops and transport.

Explanation / व्याख्या

Local environment / स्थानीय परिवेश: The immediate natural and social setting used as a learning context. Application: Pupils explore their neighbourhood's trees, shops and transport.

MCQ 033 • CORE PRACTICE · FORM 01

Identify the concept described: Connecting knowledge, skills, values and experiences rather than treating them as isolated parts.

A. Textbook adaptation / पाठ्यपुस्तक अनुकूलन

B. Holistic learning / समग्र अधिगम

C. Safety planning / सुरक्षा योजना

D. Field visit / क्षेत्र भ्रमण

Correct answer / सही उत्तर: B. Holistic learning / समग्र अधिगम

Explanation / व्याख्या

Holistic learning / समग्र अधिगम: Connecting knowledge, skills, values and experiences rather than treating them as isolated parts. Application: A lesson about a garden includes observation, cooperation and care for living things.

MCQ 034 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A lesson about a garden includes observation, cooperation and care for living things.

A. Holistic learning / समग्र अधिगम

B. Responsible citizenship / जिम्मेदार नागरिकता

C. Prior experience / पूर्व अनुभव

D. Elicitation / पूर्वविचार जानना

Correct answer / सही उत्तर: A. Holistic learning / समग्र अधिगम

Explanation / व्याख्या

Holistic learning / समग्र अधिगम: Connecting knowledge, skills, values and experiences rather than treating them as isolated parts. Application: A lesson about a garden includes observation, cooperation and care for living things.

MCQ 035 • CORE PRACTICE · FORM 03

Which explanation best defines Holistic learning / समग्र अधिगम?

A. A learner's earlier encounters that can support new understanding.

B. Connecting knowledge, skills, values and experiences rather than treating them as isolated parts.

C. Modifying a textbook task to suit local context and learner needs.

D. Developing understanding through direct experience and reflection.

Correct answer / सही उत्तर: B. Connecting knowledge, skills, values and experiences rather than treating them as isolated parts.

Explanation / व्याख्या

Holistic learning / समग्र अधिगम: Connecting knowledge, skills, values and experiences rather than treating them as isolated parts. Application: A lesson about a garden includes observation, cooperation and care for living things.

MCQ 036 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Holistic learning / समग्र अधिगम?

A. A final project evaluates understanding of the neighbourhood environment.

B. A lesson about a garden includes observation, cooperation and care for living things.

C. Children describe how their families store food before investigating preservation.

D. A pupil changes an explanation about floating after testing materials of different shapes.

Correct answer / सही उत्तर: B. A lesson about a garden includes observation, cooperation and care for living things.

Explanation / व्याख्या

Holistic learning / समग्र अधिगम: Connecting knowledge, skills, values and experiences rather than treating them as isolated parts. Application: A lesson about a garden includes observation, cooperation and care for living things.

MCQ 037 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Connecting knowledge, skills, values and experiences rather than treating them as isolated parts. (2) A learner's existing explanation that differs from accepted disciplinary understanding.

A. Holistic learning / समग्र अधिगम | Community participation / समुदाय सहभागिता

B. Alternate conception / वैकल्पिक अवधारणा | Holistic learning / समग्र अधिगम

C. Holistic learning / समग्र अधिगम | Alternate conception / वैकल्पिक अवधारणा

D. Prediction / पूर्वानुमान | Alternate conception / वैकल्पिक अवधारणा

Correct answer / सही उत्तर: C. Holistic learning / समग्र अधिगम | Alternate conception / वैकल्पिक अवधारणा

Explanation / व्याख्या

Holistic learning / समग्र अधिगम: Connecting knowledge, skills, values and experiences rather than treating them as isolated parts. Application: A lesson about a garden includes observation, cooperation and care for living things. Alternate conception / वैकल्पिक अवधारणा: A learner's existing explanation that differs from accepted disciplinary understanding. Application: A child believes all heavy objects sink regardless of their shape.

MCQ 038 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A lesson about a garden includes observation, cooperation and care for living things. (2) A potter describes clay preparation to pupils.

A. Measurement / मापन | Local expert / स्थानीय विशेषज्ञ

B. Holistic learning / समग्र अधिगम | Peer assessment / सहपाठी आकलन

C. Local expert / स्थानीय विशेषज्ञ | Holistic learning / समग्र अधिगम

D. Holistic learning / समग्र अधिगम | Local expert / स्थानीय विशेषज्ञ

Correct answer / सही उत्तर: D. Holistic learning / समग्र अधिगम | Local expert / स्थानीय विशेषज्ञ

Explanation / व्याख्या

Holistic learning / समग्र अधिगम: Connecting knowledge, skills, values and experiences rather than treating them as isolated parts. Application: A lesson about a garden includes observation, cooperation and care for living things. Local expert / स्थानीय विशेषज्ञ: A person whose experience or knowledge can support contextual learning. Application: A potter describes clay preparation to pupils.

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MCQ 039 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Holistic learning / समग्र अधिगम and Inquiry-based learning / अन्वेषण आधारित अधिगम.

A. Connecting knowledge, skills, values and experiences rather than treating them as isolated parts. | A short planned walk designed around specific observations.

B. Investigating questions through evidence and reasoning. | Connecting knowledge, skills, values and experiences rather than treating them as isolated parts.

C. A collection of learning evidence showing progress across time. | Investigating questions through evidence and reasoning.

D. Connecting knowledge, skills, values and experiences rather than treating them as isolated parts. | Investigating questions through evidence and reasoning.

Correct answer / सही उत्तर: D. Connecting knowledge, skills, values and experiences rather than treating them as isolated parts. | Investigating questions through evidence and reasoning.

Explanation / व्याख्या

Holistic learning / समग्र अधिगम: Connecting knowledge, skills, values and experiences rather than treating them as isolated parts. Application: A lesson about a garden includes observation, cooperation and care for living things. Inquiry-based learning / अन्वेषण आधारित अधिगम: Investigating questions through evidence and reasoning. Application: Pupils investigate why some parts of the playground stay wet longer.

MCQ 040 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Holistic learning / समग्र अधिगम and Conceptual change / अवधारणात्मक परिवर्तन.

A. A pupil changes an explanation about floating after testing materials of different shapes. | A lesson about a garden includes observation, cooperation and care for living things.

B. A lesson about a garden includes observation, cooperation and care for living things. | A pupil changes an explanation about floating after testing materials of different shapes.

C. Groups comment on whether each poster supports its claims with evidence. | A pupil changes an explanation about floating after testing materials of different shapes.

D. A lesson about a garden includes observation, cooperation and care for living things. | After seeing wet footprints, a child infers someone recently walked there.

Correct answer / सही उत्तर: B. A lesson about a garden includes observation, cooperation and care for living things. | A pupil changes an explanation about floating after testing materials of different shapes.

Explanation / व्याख्या

Holistic learning / समग्र अधिगम: Connecting knowledge, skills, values and experiences rather than treating them as isolated parts. Application: A lesson about a garden includes observation, cooperation and care for living things. Conceptual change / अवधारणात्मक परिवर्तन: Revising an existing explanation in light of relevant evidence. Application: A pupil changes an explanation about floating after testing materials of different shapes.

MCQ 041 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Holistic learning / समग्र अधिगम / Learning outcome / अधिगम प्रतिफल)

A. Observation / अवलोकन → An additional material used to extend or clarify textbook learning.

B. Learning outcome / अधिगम प्रतिफल → Noticing and recording relevant features using senses or tools.

C. Holistic learning / समग्र अधिगम → A specific observable demonstration of expected learning.

D. Holistic learning / समग्र अधिगम → Connecting knowledge, skills, values and experiences rather than treating them as isolated parts.

Correct answer / सही उत्तर: D. Holistic learning / समग्र अधिगम → Connecting knowledge, skills, values and experiences rather than treating them as isolated parts.

Explanation / व्याख्या

Holistic learning / समग्र अधिगम: Connecting knowledge, skills, values and experiences rather than treating them as isolated parts. Application: A lesson about a garden includes observation, cooperation and care for living things.

MCQ 042 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Holistic learning / समग्र अधिगम / Experiential learning / अनुभवात्मक अधिगम)

A. Experiential learning / अनुभवात्मक अधिगम → Children combine map reading, measurement and local interviews in one unit.

B. Holistic learning / समग्र अधिगम → A lesson about a garden includes observation, cooperation and care for living things.

C. Curriculum integration / पाठ्यचर्या एकीकरण → Pupils group collected leaves by their margins.

D. Holistic learning / समग्र अधिगम → Children observe compost over several days and discuss changes.

Correct answer / सही उत्तर: B. Holistic learning / समग्र अधिगम → A lesson about a garden includes observation, cooperation and care for living things.

Explanation / व्याख्या

Holistic learning / समग्र अधिगम: Connecting knowledge, skills, values and experiences rather than treating them as isolated parts. Application: A lesson about a garden includes observation, cooperation and care for living things.

MCQ 043 • CORE PRACTICE · FORM 01

Identify the concept described: Awareness and concern for relationships between people and their surroundings.

A. Portfolio / पोर्टफोलियो

B. Environmental sensitivity / पर्यावरण संवेदनशीलता

C. Experiential learning / अनुभवात्मक अधिगम

D. Alternate conception / वैकल्पिक अवधारणा

Correct answer / सही उत्तर: B. Environmental sensitivity / पर्यावरण संवेदनशीलता

Explanation / व्याख्या

Environmental sensitivity / पर्यावरण संवेदनशीलता: Awareness and concern for relationships between people and their surroundings. Application: Children discuss ways to reduce waste in their school.

MCQ 044 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Children discuss ways to reduce waste in their school.

A. Safety planning / सुरक्षा योजना

B. Children's questions / बच्चों के प्रश्न

C. Environmental sensitivity / पर्यावरण संवेदनशीलता

D. Recording data / आँकड़े दर्ज करना

Correct answer / सही उत्तर: C. Environmental sensitivity / पर्यावरण संवेदनशीलता

Explanation / व्याख्या

Environmental sensitivity / पर्यावरण संवेदनशीलता: Awareness and concern for relationships between people and their surroundings. Application: Children discuss ways to reduce waste in their school.

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MCQ 045 • CORE PRACTICE · FORM 03

Which explanation best defines Environmental sensitivity / पर्यावरण संवेदनशीलता?

A. Comparing explanations against observations and reasons.

B. Formulating investigable questions to guide exploration.

C. The learning purpose behind a textbook activity or representation.

D. Awareness and concern for relationships between people and their surroundings.

Correct answer / सही उत्तर: D. Awareness and concern for relationships between people and their surroundings.

Explanation / व्याख्या

Environmental sensitivity / पर्यावरण संवेदनशीलता: Awareness and concern for relationships between people and their surroundings. Application: Children discuss ways to reduce waste in their school.

MCQ 046 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Environmental sensitivity / पर्यावरण संवेदनशीलता?

A. Groups compare results of their seed experiment before making a claim.

B. Pupils plan how to care for common school resources respectfully.

C. Children discuss ways to reduce waste in their school.

D. Children explain their current ideas about shadows and test them.

Correct answer / सही उत्तर: C. Children discuss ways to reduce waste in their school.

Explanation / व्याख्या

Environmental sensitivity / पर्यावरण संवेदनशीलता: Awareness and concern for relationships between people and their surroundings. Application: Children discuss ways to reduce waste in their school.

MCQ 047 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Awareness and concern for relationships between people and their surroundings. (2) A collection of learning evidence showing progress across time.

A. Portfolio / पोर्टफोलियो | Environmental sensitivity / पर्यावरण संवेदनशीलता

B. Environmental sensitivity / पर्यावरण संवेदनशीलता | Portfolio / पोर्टफोलियो

C. Environmental sensitivity / पर्यावरण संवेदनशीलता | Field visit / क्षेत्र भ्रमण

D. Alternate conception / वैकल्पिक अवधारणा | Portfolio / पोर्टफोलियो

Correct answer / सही उत्तर: B. Environmental sensitivity / पर्यावरण संवेदनशीलता | Portfolio / पोर्टफोलियो

Explanation / व्याख्या

Environmental sensitivity / पर्यावरण संवेदनशीलता: Awareness and concern for relationships between people and their surroundings. Application: Children discuss ways to reduce waste in their school. Portfolio / पोर्टफोलियो: A collection of learning evidence showing progress across time. Application: Pupils keep dated drawings, observation records and reflections.

MCQ 048 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Children discuss ways to reduce waste in their school. (2) The teacher links several sessions about food, sources and nutrition.

A. Unit plan / इकाई योजना | Environmental sensitivity / पर्यावरण संवेदनशीलता

B. Environmental sensitivity / पर्यावरण संवेदनशीलता | Unit plan / इकाई योजना

C. Comparing / तुलना करना | Unit plan / इकाई योजना

D. Environmental sensitivity / पर्यावरण संवेदनशीलता | Pedagogical intent / शिक्षण उद्देश्य

Correct answer / सही उत्तर: B. Environmental sensitivity / पर्यावरण संवेदनशीलता | Unit plan / इकाई योजना

Explanation / व्याख्या

Environmental sensitivity / पर्यावरण संवेदनशीलता: Awareness and concern for relationships between people and their surroundings. Application: Children discuss ways to reduce waste in their school. Unit plan / इकाई योजना: A coherent sequence of lessons organised around learning goals. Application: The teacher links several sessions about food, sources and nutrition.

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MCQ 049 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Environmental sensitivity / पर्यावरण संवेदनशीलता and Constructivism / रचनावाद.

A. Awareness and concern for relationships between people and their surroundings. | The view that learners actively build understanding from experiences and ideas.

B. Keeping relevant conditions comparable while investigating one factor. | The view that learners actively build understanding from experiences and ideas.

C. The view that learners actively build understanding from experiences and ideas. | Awareness and concern for relationships between people and their surroundings.

D. Awareness and concern for relationships between people and their surroundings. | A short planned walk designed around specific observations.

Correct answer / सही उत्तर: A. Awareness and concern for relationships between people and their surroundings. | The view that learners actively build understanding from experiences and ideas.

Explanation / व्याख्या

Environmental sensitivity / पर्यावरण संवेदनशीलता: Awareness and concern for relationships between people and their surroundings. Application: Children discuss ways to reduce waste in their school. Constructivism / रचनावाद: The view that learners actively build understanding from experiences and ideas. Application: Children explain their current ideas about shadows and test them.

MCQ 050 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Environmental sensitivity / पर्यावरण संवेदनशीलता and Evidence-based discussion / साक्ष्य आधारित चर्चा.

A. Children discuss ways to reduce waste in their school. | A teacher checks safe routes and supervision before a field visit.

B. Children analyse a story about a family facing water shortages. | Groups compare results of their seed experiment before making a claim.

C. Groups compare results of their seed experiment before making a claim. | Children discuss ways to reduce waste in their school.

D. Children discuss ways to reduce waste in their school. | Groups compare results of their seed experiment before making a claim.

Correct answer / सही उत्तर: D. Children discuss ways to reduce waste in their school. | Groups compare results of their seed experiment before making a claim.

Explanation / व्याख्या

Environmental sensitivity / पर्यावरण संवेदनशीलता: Awareness and concern for relationships between people and their surroundings. Application: Children discuss ways to reduce waste in their school. Evidence-based discussion / साक्ष्य आधारित चर्चा: Comparing explanations against observations and reasons. Application: Groups compare results of their seed experiment before making a claim.

MCQ 051 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Environmental sensitivity / पर्यावरण संवेदनशीलता / Learning walk / अधिगम भ्रमण)

A. Environmental sensitivity / पर्यावरण संवेदनशीलता → A short planned walk designed around specific observations.

B. Learning walk / अधिगम भ्रमण → Examining textbook representations, assumptions and questions thoughtfully.

C. Environmental sensitivity / पर्यावरण संवेदनशीलता → Awareness and concern for relationships between people and their surroundings.

D. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन → Comparing explanations against observations and reasons.

Correct answer / सही उत्तर: C. Environmental sensitivity / पर्यावरण संवेदनशीलता → Awareness and concern for relationships between people and their surroundings.

Explanation / व्याख्या

Environmental sensitivity / पर्यावरण संवेदनशीलता: Awareness and concern for relationships between people and their surroundings. Application: Children discuss ways to reduce waste in their school.

MCQ 052 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Environmental sensitivity / पर्यावरण संवेदनशीलता / Questioning / प्रश्न करना)

A. Project-based learning / परियोजना आधारित अधिगम → A teacher checks safe routes and supervision before a field visit.

B. Environmental sensitivity / पर्यावरण संवेदनशीलता → Children ask which conditions affect how seeds grow.

C. Questioning / प्रश्न करना → Pupils investigate school water use and prepare a conservation plan.

D. Environmental sensitivity / पर्यावरण संवेदनशीलता → Children discuss ways to reduce waste in their school.

Correct answer / सही उत्तर: D. Environmental sensitivity / पर्यावरण संवेदनशीलता → Children discuss ways to reduce waste in their school.

Explanation / व्याख्या

Environmental sensitivity / पर्यावरण संवेदनशीलता: Awareness and concern for relationships between people and their surroundings. Application: Children discuss ways to reduce waste in their school.

MCQ 053 • CORE PRACTICE · FORM 01

Identify the concept described: The people, institutions and relationships around learners.

A. Social environment / सामाजिक परिवेश

B. Lesson plan / पाठ योजना

C. Responsible citizenship / जिम्मेदार नागरिकता

D. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

Correct answer / सही उत्तर: A. Social environment / सामाजिक परिवेश

Explanation / व्याख्या

Social environment / सामाजिक परिवेश: The people, institutions and relationships around learners. Application: Pupils investigate how local workers contribute to community life.

MCQ 054 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Pupils investigate how local workers contribute to community life.

A. Supplementary resource / पूरक संसाधन

B. Formative assessment / निर्माणात्मक आकलन

C. Social environment / सामाजिक परिवेश

D. Fair testing / निष्पक्ष परीक्षण

Correct answer / सही उत्तर: C. Social environment / सामाजिक परिवेश

Explanation / व्याख्या

Social environment / सामाजिक परिवेश: The people, institutions and relationships around learners.
Application: Pupils investigate how local workers contribute to community life.

MCQ 055 • CORE PRACTICE · FORM 03

Which explanation best defines Social environment / सामाजिक परिवेश?

A. A person whose experience or knowledge can support contextual learning.

B. The people, institutions and relationships around learners.

C. Sharing evidence, findings and explanations with others.

D. The learning purpose behind a textbook activity or representation.

Correct answer / सही उत्तर: B. The people, institutions and relationships around learners.

Explanation / व्याख्या

Social environment / सामाजिक परिवेश: The people, institutions and relationships around learners.
Application: Pupils investigate how local workers contribute to community life.

MCQ 056 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Social environment / सामाजिक परिवेश?

A. A gardener explains local methods of conserving water.

B. Pupils investigate how local workers contribute to community life.

C. A group presents its observations of germination using a labelled chart.

D. A teacher describes a pupil's observation skills and suggests a next step.

Correct answer / सही उत्तर: B. Pupils investigate how local workers contribute to community life.

Explanation / व्याख्या

Social environment / सामाजिक परिवेश: The people, institutions and relationships around learners. Application: Pupils investigate how local workers contribute to community life.

MCQ 057 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) The people, institutions and relationships around learners. (2) Preserving observations in a consistent written or visual form.

A. Recording data / आँकड़े दर्ज करना | Social environment / सामाजिक परिवेश

B. Social environment / सामाजिक परिवेश | Formative assessment / निर्माणात्मक आकलन

C. Project-based learning / परियोजना आधारित अधिगम | Recording data / आँकड़े दर्ज करना

D. Social environment / सामाजिक परिवेश | Recording data / आँकड़े दर्ज करना

Correct answer / सही उत्तर: D. Social environment / सामाजिक परिवेश | Recording data / आँकड़े दर्ज करना

Explanation / व्याख्या

Social environment / सामाजिक परिवेश: The people, institutions and relationships around learners. Application: Pupils investigate how local workers contribute to community life. Recording data / आँकड़े दर्ज करना: Preserving observations in a consistent written or visual form. Application: Pupils record plant height in a dated table.

MCQ 058 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Pupils investigate how local workers contribute to community life. (2) A teacher revisits the concept of habitats after hearing pupils' explanations.

A. Formative assessment / निर्माणात्मक आकलन | Social environment / सामाजिक परिवेश

B. Experiential learning / अनुभवात्मक अधिगम | Formative assessment / निर्माणात्मक आकलन

C. Social environment / सामाजिक परिवेश | Formative assessment / निर्माणात्मक आकलन

D. Social environment / सामाजिक परिवेश | Safety planning / सुरक्षा योजना

Correct answer / सही उत्तर: C. Social environment / सामाजिक परिवेश | Formative assessment / निर्माणात्मक आकलन

Explanation / व्याख्या

Social environment / सामाजिक परिवेश: The people, institutions and relationships around learners. Application: Pupils investigate how local workers contribute to community life. Formative assessment / निर्माणात्मक आकलन: Gathering ongoing evidence to support improved learning. Application: A teacher revisits the concept of habitats after hearing pupils' explanations.

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MCQ 059 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Social environment / सामाजिक परिवेश and Learning outcome / अधिगम प्रतिफल.

A. Preserving observations in a consistent written or visual form. | A specific observable demonstration of expected learning.

B. A specific observable demonstration of expected learning. | The people, institutions and relationships around learners.

C. The people, institutions and relationships around learners. | Gathering ongoing evidence to support improved learning.

D. The people, institutions and relationships around learners. | A specific observable demonstration of expected learning.

Correct answer / सही उत्तर: D. The people, institutions and relationships around learners. | A specific observable demonstration of expected learning.

Explanation / व्याख्या

Social environment / सामाजिक परिवेश: The people, institutions and relationships around learners. Application: Pupils investigate how local workers contribute to community life. Learning outcome / अधिगम प्रतिफल: A specific observable demonstration of expected learning. Application: Pupils can describe two ways of saving water at home.

MCQ 060 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Social environment / सामाजिक परिवेश and Textbook adaptation / पाठ्यपुस्तक अनुकूलन.

A. A child asks why shadows change during the day. | A coastal example is supplemented with an accessible local river example.

B. Pupils investigate how local workers contribute to community life. | After seeing wet footprints, a child infers someone recently walked there.

C. Pupils investigate how local workers contribute to community life. | A coastal example is supplemented with an accessible local river example.

D. A coastal example is supplemented with an accessible local river example. | Pupils investigate how local workers contribute to community life.

Correct answer / सही उत्तर: C. Pupils investigate how local workers contribute to community life. | A coastal example is supplemented with an accessible local river example.

Explanation / व्याख्या

Social environment / सामाजिक परिवेश: The people, institutions and relationships around learners. Application: Pupils investigate how local workers contribute to community life. Textbook adaptation / पाठ्यपुस्तक अनुकूलन: Modifying a textbook task to suit local context and learner needs. Application: A coastal example is supplemented with an accessible local river example.

MCQ 061 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Social environment / सामाजिक परिवेश / Community participation / समुदाय सहभागिता)

A. Learning outcome / अधिगम प्रतिफल → Evaluating learning at the end of a defined period.

B. Social environment / सामाजिक परिवेश → The people, institutions and relationships around learners.

C. Social environment / सामाजिक परिवेश → Engaging local people and their knowledge in learning experiences.

D. Community participation / समुदाय सहभागिता → A specific observable demonstration of expected learning.

Correct answer / सही उत्तर: B. Social environment / सामाजिक परिवेश → The people, institutions and relationships around learners.

Explanation / व्याख्या

Social environment / सामाजिक परिवेश: The people, institutions and relationships around learners. Application: Pupils investigate how local workers contribute to community life.

MCQ 062 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Social environment / सामाजिक परिवेश / Curriculum integration / पाठ्यचर्या एकीकरण)

A. Social environment / सामाजिक परिवेश → Pupils investigate how local workers contribute to community life.

B. Alternate conception / वैकल्पिक अवधारणा → Pupils notice whose occupations are shown in a picture and discuss missing examples.

C. Social environment / सामाजिक परिवेश → Children combine map reading, measurement and local interviews in one unit.

D. Curriculum integration / पाठ्यचर्या एकीकरण → A child believes all heavy objects sink regardless of their shape.

Correct answer / सही उत्तर: A. Social environment / सामाजिक परिवेश → Pupils investigate how local workers contribute to community life.

Explanation / व्याख्या

Social environment / सामाजिक परिवेश: The people, institutions and relationships around learners.
Application: Pupils investigate how local workers contribute to community life.

Short-answer revision

Recall the idea before reading the model answer.

REVISION 01.01

Explain Integrated curriculum / एकीकृत पाठ्यचर्या and give one classroom example.

Model answer: Connecting ideas from multiple disciplines around meaningful contexts. A water topic combines science, local geography and social practices.

REVISION 01.02

Explain Interdisciplinary learning / अंतर्विषयी अधिगम and give one classroom example.

Model answer: Using perspectives from different subject areas to understand an issue. Children use maps and plant observations to study their surroundings.

REVISION 01.03

Explain Local environment / स्थानीय परिवेश and give one classroom example.

Model answer: The immediate natural and social setting used as a learning context. Pupils explore their neighbourhood's trees, shops and transport.

REVISION 01.04

Explain Holistic learning / समग्र अधिगम and give one classroom example.

Model answer: Connecting knowledge, skills, values and experiences rather than treating them as isolated parts. A lesson about a garden includes observation, cooperation and care for living things.

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REVISION 01.05

Explain Environmental sensitivity / पर्यावरण संवेदनशीलता and give one classroom example.

Model answer: Awareness and concern for relationships between people and their surroundings. Children discuss ways to reduce waste in their school.

REVISION 01.06

Explain Social environment / सामाजिक परिवेश and give one classroom example.

Model answer: The people, institutions and relationships around learners. Pupils investigate how local workers contribute to community life.

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CHAPTER 02 • 62 MCQs • 6 REVISION PROMPTS

Children's Ideas and Alternate Conceptions

Important topics, examples, new classroom scenarios and core practice

Important topics & revision notes

Constructivism / रचनावाद

The view that learners actively build understanding from experiences and ideas.

Classroom example: Children explain their current ideas about shadows and test them.

Alternate conception / वैकल्पिक अवधारणा

A learner's existing explanation that differs from accepted disciplinary understanding.

Classroom example: A child believes all heavy objects sink regardless of their shape.

Elicitation / पूर्वविचार जानना

Finding out learners' existing ideas before or during instruction.

Classroom example: A teacher asks pupils to draw where they think rain comes from.

Conceptual change / अवधारणात्मक परिवर्तन

Revising an existing explanation in light of relevant evidence.

Classroom example: A pupil changes an explanation about floating after testing materials of different shapes.

Children's questions / बच्चों के प्रश्न

Learner-generated inquiries revealing interests and existing understanding.

Classroom example: A child asks why shadows change during the day.

Evidence-based discussion / साक्ष्य आधारित चर्चा

Comparing explanations against observations and reasons.

Classroom example: Groups compare results of their seed experiment before making a claim.

New classroom-based questions

Apply concepts to realistic teaching decisions.

MCQ 063 • NEW CLASSROOM APPLICATION

A child believes plants get all their food from soil. What is a productive response?

A. Avoid discussing plants
B. Elicit the idea and investigate how plants use light, water and carbon dioxide
C. Demand repetition of a correct sentence only
D. Mock the child publicly

Correct answer / सही उत्तर: B. Elicit the idea and investigate how plants use light, water and carbon dioxide

Explanation / व्याख्या

Investigation helps children revise prior conceptions using evidence.

MCQ 064 • NEW CLASSROOM APPLICATION

Before teaching evaporation, what question is useful?

A. How quickly can you close your book?
B. Where do you think water in a drying puddle goes?
C. What is your roll number?
D. Can you copy the textbook title?

Correct answer / सही उत्तर: B. Where do you think water in a drying puddle goes?

Explanation / व्याख्या

Prediction questions reveal children's existing explanations.

Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 065 • CORE PRACTICE · FORM 01

Identify the concept described: The view that learners actively build understanding from experiences and ideas.

A. Communication / संप्रेषण

B. Interdisciplinary learning / अंतर्विषयी अधिगम

C. Qualitative assessment / गुणात्मक आकलन

D. Constructivism / रचनावाद

Correct answer / सही उत्तर: D. Constructivism / रचनावाद

Explanation / व्याख्या

Constructivism / रचनावाद: The view that learners actively build understanding from experiences and ideas. Application: Children explain their current ideas about shadows and test them.

MCQ 066 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Children explain their current ideas about shadows and test them.

A. Constructivism / रचनावाद

B. Observation / अवलोकन

C. Pedagogical intent / शिक्षण उद्देश्य

D. Observation checklist / अवलोकन जाँच सूची

Correct answer / सही उत्तर: A. Constructivism / रचनावाद

Explanation / व्याख्या

Constructivism / रचनावाद: The view that learners actively build understanding from experiences and ideas. Application: Children explain their current ideas about shadows and test them.

MCQ 067 • CORE PRACTICE · FORM 03

Which explanation best defines Constructivism / रचनावाद?

A. A planned learning experience outside the classroom.

B. The view that learners actively build understanding from experiences and ideas.

C. Using descriptive evidence about learning rather than marks alone.

D. Keeping relevant conditions comparable while investigating one factor.

Correct answer / सही उत्तर: B. The view that learners actively build understanding from experiences and ideas.

Explanation / व्याख्या

Constructivism / रचनावाद: The view that learners actively build understanding from experiences and ideas. Application: Children explain their current ideas about shadows and test them.

MCQ 068 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Constructivism / रचनावाद?

A. Children explain their current ideas about shadows and test them.

B. Children ask which conditions affect how seeds grow.

C. Pupils investigate why some parts of the playground stay wet longer.

D. Children describe how their families store food before investigating preservation.

Correct answer / सही उत्तर: A. Children explain their current ideas about shadows and test them.

Explanation / व्याख्या

Constructivism / रचनावाद: The view that learners actively build understanding from experiences and ideas. Application: Children explain their current ideas about shadows and test them.

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MCQ 069 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) The view that learners actively build understanding from experiences and ideas. (2) Developing understanding and action that support shared well-being.

A. Constructivism / रचनावाद | Responsible citizenship / जिम्मेदार नागरिकता

B. Safety planning / सुरक्षा योजना | Responsible citizenship / जिम्मेदार नागरिकता

C. Constructivism / रचनावाद | Holistic learning / समग्र अधिगम

D. Responsible citizenship / जिम्मेदार नागरिकता | Constructivism / रचनावाद

Correct answer / सही उत्तर: A. Constructivism / रचनावाद | Responsible citizenship / जिम्मेदार नागरिकता

Explanation / व्याख्या

Constructivism / रचनावाद: The view that learners actively build understanding from experiences and ideas. Application: Children explain their current ideas about shadows and test them. Responsible citizenship / जिम्मेदार नागरिकता: Developing understanding and action that support shared well-being. Application: Pupils plan how to care for common school resources respectfully.

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MCQ 070 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Children explain their current ideas about shadows and test them. (2) Pupils record plant height in a dated table.

A. Constructivism / रचनावाद | Recording data / आँकड़े दर्ज करना

B. Recording data / आँकड़े दर्ज करना | Constructivism / रचनावाद

C. Constructivism / रचनावाद | Learning resources / अधिगम संसाधन

D. Curriculum integration / पाठ्यचर्या एकीकरण | Recording data / आँकड़े दर्ज करना

Correct answer / सही उत्तर: A. Constructivism / रचनावाद | Recording data / आँकड़े दर्ज करना

Explanation / व्याख्या

Constructivism / रचनावाद: The view that learners actively build understanding from experiences and ideas. Application: Children explain their current ideas about shadows and test them. Recording data / आँकड़े दर्ज करना: Preserving observations in a consistent written or visual form. Application: Pupils record plant height in a dated table.

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MCQ 071 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Constructivism / रचनावाद and Prediction / पूर्वानुमान.

A. A planned learning experience outside the classroom. | Anticipating a possible outcome based on available evidence.

B. Anticipating a possible outcome based on available evidence. | The view that learners actively build understanding from experiences and ideas.

C. The view that learners actively build understanding from experiences and ideas. | Anticipating a possible outcome based on available evidence.

D. The view that learners actively build understanding from experiences and ideas. | Engaging local people and their knowledge in learning experiences.

Correct answer / सही उत्तर: C. The view that learners actively build understanding from experiences and ideas. | Anticipating a possible outcome based on available evidence.

Explanation / व्याख्या

Constructivism / रचनावाद: The view that learners actively build understanding from experiences and ideas. Application: Children explain their current ideas about shadows and test them. Prediction / पूर्वानुमान: Anticipating a possible outcome based on available evidence. Application: Before testing, children suggest which surface will dry fastest.

MCQ 072 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Constructivism / रचनावाद and Qualitative assessment / गुणात्मक आकलन.

A. Pupils investigate why some parts of the playground stay wet longer. | A teacher describes a pupil's observation skills and suggests a next step.

B. A teacher describes a pupil's observation skills and suggests a next step. | Children explain their current ideas about shadows and test them.

C. Children explain their current ideas about shadows and test them. | A coastal example is supplemented with an accessible local river example.

D. Children explain their current ideas about shadows and test them. | A teacher describes a pupil's observation skills and suggests a next step.

Correct answer / सही उत्तर: D. Children explain their current ideas about shadows and test them. | A teacher describes a pupil's observation skills and suggests a next step.

Explanation / व्याख्या

Constructivism / रचनावाद: The view that learners actively build understanding from experiences and ideas. Application: Children explain their current ideas about shadows and test them. Qualitative assessment / गुणात्मक आकलन: Using descriptive evidence about learning rather than marks alone. Application: A teacher describes a pupil's observation skills and suggests a next step.

MCQ 073 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Constructivism / रचनावाद / Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन)

A. Constructivism / रचनावाद → The view that learners actively build understanding from experiences and ideas.

B. Constructivism / रचनावाद → Examining textbook representations, assumptions and questions thoughtfully.

C. Social environment / सामाजिक परिवेश → A planned learning experience outside the classroom.

D. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन → The people, institutions and relationships around learners.

Correct answer / सही उत्तर: A. Constructivism / रचनावाद → The view that learners actively build understanding from experiences and ideas.

Explanation / व्याख्या

Constructivism / रचनावाद: The view that learners actively build understanding from experiences and ideas. Application: Children explain their current ideas about shadows and test them.

MCQ 074 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Constructivism / रचनावाद / Learning outcome / अधिगम प्रतिफल)

A. Social environment / सामाजिक परिवेश → Children note leaf colour, texture and shape without guessing causes.

B. Constructivism / रचनावाद → Pupils can describe two ways of saving water at home.

C. Constructivism / रचनावाद → Children explain their current ideas about shadows and test them.

D. Learning outcome / अधिगम प्रतिफल → Pupils investigate how local workers contribute to community life.

Correct answer / सही उत्तर: C. Constructivism / रचनावाद → Children explain their current ideas about shadows and test them.

Explanation / व्याख्या

Constructivism / रचनावाद: The view that learners actively build understanding from experiences and ideas. Application: Children explain their current ideas about shadows and test them.

MCQ 075 • CORE PRACTICE · FORM 01

Identify the concept described: A learner's existing explanation that differs from accepted disciplinary understanding.

A. Alternate conception / वैकल्पिक अवधारणा

B. Discussion method / चर्चा विधि

C. Recording data / आँकड़े दर्ज करना

D. Unit plan / इकाई योजना

Correct answer / सही उत्तर: A. Alternate conception / वैकल्पिक अवधारणा

Explanation / व्याख्या

Alternate conception / वैकल्पिक अवधारणा: A learner's existing explanation that differs from accepted disciplinary understanding. Application: A child believes all heavy objects sink regardless of their shape.

MCQ 076 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A child believes all heavy objects sink regardless of their shape.

A. Alternate conception / वैकल्पिक अवधारणा

B. Integrated curriculum / एकीकृत पाठ्यचर्या

C. Qualitative assessment / गुणात्मक आकलन

D. Interdisciplinary learning / अंतर्विषयी अधिगम

Correct answer / सही उत्तर: A. Alternate conception / वैकल्पिक अवधारणा

Explanation / व्याख्या

Alternate conception / वैकल्पिक अवधारणा: A learner's existing explanation that differs from accepted disciplinary understanding. Application: A child believes all heavy objects sink regardless of their shape.

MCQ 077 • CORE PRACTICE · FORM 03

Which explanation best defines Alternate conception / वैकल्पिक अवधारणा?

A. A learner's existing explanation that differs from accepted disciplinary understanding.

B. Investigating questions through evidence and reasoning.

C. Engaging local people and their knowledge in learning experiences.

D. The immediate natural and social setting used as a learning context.

Correct answer / सही उत्तर: A. A learner's existing explanation that differs from accepted disciplinary understanding.

Explanation / व्याख्या

Alternate conception / वैकल्पिक अवधारणा: A learner's existing explanation that differs from accepted disciplinary understanding. Application: A child believes all heavy objects sink regardless of their shape.

MCQ 078 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Alternate conception / वैकल्पिक अवधारणा?

A. Pupils investigate school water use and prepare a conservation plan.

B. The teacher links several sessions about food, sources and nutrition.

C. A teacher adds a local map to a chapter about directions.

D. A child believes all heavy objects sink regardless of their shape.

Correct answer / सही उत्तर: D. A child believes all heavy objects sink regardless of their shape.

Explanation / व्याख्या

Alternate conception / वैकल्पिक अवधारणा: A learner's existing explanation that differs from accepted disciplinary understanding. Application: A child believes all heavy objects sink regardless of their shape.

MCQ 079 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) A learner's existing explanation that differs from accepted disciplinary understanding. (2) Identifying similarities and differences using relevant attributes.

A. Alternate conception / वैकल्पिक अवधारणा | Comparing / तुलना करना

B. Story-based teaching / कहानी आधारित शिक्षण | Comparing / तुलना करना

C. Alternate conception / वैकल्पिक अवधारणा | Experiential learning / अनुभवात्मक अधिगम

D. Comparing / तुलना करना | Alternate conception / वैकल्पिक अवधारणा

Correct answer / सही उत्तर: A. Alternate conception / वैकल्पिक अवधारणा | Comparing / तुलना करना

Explanation / व्याख्या

Alternate conception / वैकल्पिक अवधारणा: A learner's existing explanation that differs from accepted disciplinary understanding. Application: A child believes all heavy objects sink regardless of their shape. Comparing / तुलना करना: Identifying similarities and differences using relevant attributes. Application: Children compare two leaves by shape and vein pattern.

MCQ 080 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A child believes all heavy objects sink regardless of their shape. (2) A teacher identifies why a textbook asks pupils to interview elders.

A. Pedagogical intent / शिक्षण उद्देश्य | Alternate conception / वैकल्पिक अवधारणा

B. Alternate conception / वैकल्पिक अवधारणा | Interdisciplinary learning / अंतर्विषयी अधिगम

C. Alternate conception / वैकल्पिक अवधारणा | Pedagogical intent / शिक्षण उद्देश्य

D. Field visit / क्षेत्र भ्रमण | Pedagogical intent / शिक्षण उद्देश्य

Correct answer / सही उत्तर: C. Alternate conception / वैकल्पिक अवधारणा | Pedagogical intent / शिक्षण उद्देश्य

Explanation / व्याख्या

Alternate conception / वैकल्पिक अवधारणा: A learner's existing explanation that differs from accepted disciplinary understanding. Application: A child believes all heavy objects sink regardless of their shape. Pedagogical intent / शिक्षण उद्देश्य: The learning purpose behind a textbook activity or representation. Application: A teacher identifies why a textbook asks pupils to interview elders.

MCQ 081 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Alternate conception / वैकल्पिक अवधारणा and Comparing / तुलना करना.

A. Gathering ongoing evidence to support improved learning. | Identifying similarities and differences using relevant attributes.

B. A learner's existing explanation that differs from accepted disciplinary understanding. | Identifying similarities and differences using relevant attributes.

C. Identifying similarities and differences using relevant attributes. | A learner's existing explanation that differs from accepted disciplinary understanding.

D. A learner's existing explanation that differs from accepted disciplinary understanding. | A specific observable demonstration of expected learning.

Correct answer / सही उत्तर: B. A learner's existing explanation that differs from accepted disciplinary understanding. | Identifying similarities and differences using relevant attributes.

Explanation / व्याख्या

Alternate conception / वैकल्पिक अवधारणा: A learner's existing explanation that differs from accepted disciplinary understanding. Application: A child believes all heavy objects sink regardless of their shape. Comparing / तुलना करना: Identifying similarities and differences using relevant attributes. Application: Children compare two leaves by shape and vein pattern.

MCQ 082 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Alternate conception / वैकल्पिक अवधारणा and Supplementary resource / पूरक संसाधन.

A. A child believes all heavy objects sink regardless of their shape. | Children analyse a story about a family facing water shortages.

B. A child believes all heavy objects sink regardless of their shape. | A teacher adds a local map to a chapter about directions.

C. A teacher adds a local map to a chapter about directions. | A child believes all heavy objects sink regardless of their shape.

D. Pupils monitor germination and record changes in seedlings. | A teacher adds a local map to a chapter about directions.

Correct answer / सही उत्तर: B. A child believes all heavy objects sink regardless of their shape. | A teacher adds a local map to a chapter about directions.

Explanation / व्याख्या

Alternate conception / वैकल्पिक अवधारणा: A learner's existing explanation that differs from accepted disciplinary understanding. Application: A child believes all heavy objects sink regardless of their shape. Supplementary resource / पूरक संसाधन: An additional material used to extend or clarify textbook learning. Application: A teacher adds a local map to a chapter about directions.

MCQ 083 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Alternate conception / वैकल्पिक अवधारणा / Prediction / पूर्वानुमान)

A. Prediction / पूर्वानुमान → Materials, places or people selected to support meaningful exploration.

B. Learning resources / अधिगम संसाधन → A short planned walk designed around specific observations.

C. Alternate conception / वैकल्पिक अवधारणा → A learner's existing explanation that differs from accepted disciplinary understanding.

D. Alternate conception / वैकल्पिक अवधारणा → Anticipating a possible outcome based on available evidence.

Correct answer / सही उत्तर: C. Alternate conception / वैकल्पिक अवधारणा → A learner's existing explanation that differs from accepted disciplinary understanding.

Explanation / व्याख्या

Alternate conception / वैकल्पिक अवधारणा: A learner's existing explanation that differs from accepted disciplinary understanding. Application: A child believes all heavy objects sink regardless of their shape.

MCQ 084 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Alternate conception / वैकल्पिक अवधारणा / Summative assessment / संकलनात्मक आकलन)

A. Alternate conception / वैकल्पिक अवधारणा → A final project evaluates understanding of the neighbourhood environment.

B. Alternate conception / वैकल्पिक अवधारणा → A child believes all heavy objects sink regardless of their shape.

C. Holistic learning / समग्र अधिगम → Children discuss ways to reduce waste in their school.

D. Summative assessment / संकलनात्मक आकलन → A lesson about a garden includes observation, cooperation and care for living things.

Correct answer / सही उत्तर: B. Alternate conception / वैकल्पिक अवधारणा → A child believes all heavy objects sink regardless of their shape.

Explanation / व्याख्या

Alternate conception / वैकल्पिक अवधारणा: A learner's existing explanation that differs from accepted disciplinary understanding. Application: A child believes all heavy objects sink regardless of their shape.

MCQ 085 • CORE PRACTICE · FORM 01

Identify the concept described: Finding out learners' existing ideas before or during instruction.

A. Environmental sensitivity / पर्यावरण संवेदनशीलता

B. Supplementary resource / पूरक संसाधन

C. Communication / संप्रेषण

D. Elicitation / पूर्वविचार जानना

Correct answer / सही उत्तर: D. Elicitation / पूर्वविचार जानना

Explanation / व्याख्या

Elicitation / पूर्वविचार जानना: Finding out learners' existing ideas before or during instruction. Application: A teacher asks pupils to draw where they think rain comes from.

MCQ 086 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A teacher asks pupils to draw where they think rain comes from.

A. Local environment / स्थानीय परिवेश

B. Elicitation / पूर्वविचार जानना

C. Unit plan / इकाई योजना

D. Observation checklist / अवलोकन जाँच सूची

Correct answer / सही उत्तर: B. Elicitation / पूर्वविचार जानना

Explanation / व्याख्या

Elicitation / पूर्वविचार जानना: Finding out learners' existing ideas before or during instruction.
Application: A teacher asks pupils to draw where they think rain comes from.

MCQ 087 • CORE PRACTICE · FORM 03

Which explanation best defines Elicitation / पूर्वविचार जानना?

A. Anticipating and reducing risks before learning activities.

B. Finding out learners' existing ideas before or during instruction.

C. Noticing and recording relevant features using senses or tools.

D. Anticipating a possible outcome based on available evidence.

Correct answer / सही उत्तर: B. Finding out learners' existing ideas before or during instruction.

Explanation / व्याख्या

Elicitation / पूर्वविचार जानना: Finding out learners' existing ideas before or during instruction.
Application: A teacher asks pupils to draw where they think rain comes from.

MCQ 088 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Elicitation / पूर्वविचार जानना?

A. Pupils investigate how local workers contribute to community life.

B. Pupils monitor germination and record changes in seedlings.

C. Children compare two leaves by shape and vein pattern.

D. A teacher asks pupils to draw where they think rain comes from.

Correct answer / सही उत्तर: D. A teacher asks pupils to draw where they think rain comes from.

Explanation / व्याख्या

Elicitation / पूर्वविचार जानना: Finding out learners' existing ideas before or during instruction. Application: A teacher asks pupils to draw where they think rain comes from.

MCQ 089 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Finding out learners' existing ideas before or during instruction. (2) Gathering ongoing evidence to support improved learning.

A. Formative assessment / निर्माणात्मक आकलन | Elicitation / पूर्वविचार जानना

B. Fair testing / निष्पक्ष परीक्षण | Formative assessment / निर्माणात्मक आकलन

C. Elicitation / पूर्वविचार जानना | Formative assessment / निर्माणात्मक आकलन

D. Elicitation / पूर्वविचार जानना | Inquiry-based learning / अन्वेषण आधारित अधिगम

Correct answer / सही उत्तर: C. Elicitation / पूर्वविचार जानना | Formative assessment / निर्माणात्मक आकलन

Explanation / व्याख्या

Elicitation / पूर्वविचार जानना: Finding out learners' existing ideas before or during instruction. Application: A teacher asks pupils to draw where they think rain comes from. Formative assessment / निर्माणात्मक आकलन: Gathering ongoing evidence to support improved learning. Application: A teacher revisits the concept of habitats after hearing pupils' explanations.

MCQ 090 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A teacher asks pupils to draw where they think rain comes from. (2) Children analyse a story about a family facing water shortages.

A. Story-based teaching / कहानी आधारित शिक्षण | Elicitation / पूर्वविचार जानना

B. Summative assessment / संकलनात्मक आकलन | Story-based teaching / कहानी आधारित शिक्षण

C. Elicitation / पूर्वविचार जानना | Environmental sensitivity / पर्यावरण संवेदनशीलता

D. Elicitation / पूर्वविचार जानना | Story-based teaching / कहानी आधारित शिक्षण

Correct answer / सही उत्तर: D. Elicitation / पूर्वविचार जानना | Story-based teaching / कहानी आधारित शिक्षण

Explanation / व्याख्या

Elicitation / पूर्वविचार जानना: Finding out learners' existing ideas before or during instruction. Application: A teacher asks pupils to draw where they think rain comes from. Story-based teaching / कहानी आधारित शिक्षण: Using narratives to explore environmental or social ideas. Application: Children analyse a story about a family facing water shortages.

GyanTech Guru Ji

MCQ 091 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Elicitation / पूर्वविचार जानना and Qualitative assessment / गुणात्मक आकलन.

A. Finding out learners' existing ideas before or during instruction. | A learner's earlier encounters that can support new understanding.

B. Using descriptive evidence about learning rather than marks alone. | Finding out learners' existing ideas before or during instruction.

C. Finding out learners' existing ideas before or during instruction. | Using descriptive evidence about learning rather than marks alone.

D. Making an interpretation from observations and prior knowledge. | Using descriptive evidence about learning rather than marks alone.

Correct answer / सही उत्तर: C. Finding out learners' existing ideas before or during instruction. | Using descriptive evidence about learning rather than marks alone.

Explanation / व्याख्या

Elicitation / पूर्वविचार जानना: Finding out learners' existing ideas before or during instruction. Application: A teacher asks pupils to draw where they think rain comes from. Qualitative assessment / गुणात्मक आकलन: Using descriptive evidence about learning rather than marks alone. Application: A teacher describes a pupil's observation skills and suggests a next step.

MCQ 092 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Elicitation / पूर्वविचार जानना and Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन.

A. A teacher asks pupils to draw where they think rain comes from. | A child uses a measuring cup to compare water volumes.

B. Pupils record plant height in a dated table. | Pupils notice whose occupations are shown in a picture and discuss missing examples.

C. Pupils notice whose occupations are shown in a picture and discuss missing examples. | A teacher asks pupils to draw where they think rain comes from.

D. A teacher asks pupils to draw where they think rain comes from. | Pupils notice whose occupations are shown in a picture and discuss missing examples.

Correct answer / सही उत्तर: D. A teacher asks pupils to draw where they think rain comes from. | Pupils notice whose occupations are shown in a picture and discuss missing examples.

Explanation / व्याख्या

Elicitation / पूर्वविचार जानना: Finding out learners' existing ideas before or during instruction. Application: A teacher asks pupils to draw where they think rain comes from. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन: Examining textbook representations, assumptions and questions thoughtfully. Application: Pupils notice whose occupations are shown in a picture and discuss missing examples.

MCQ 093 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Elicitation / पूर्वविचार जानना / School garden / विद्यालय उद्यान)

A. Elicitation / पूर्वविचार जानना → A school-based environment for observing plants, soil and interactions.

B. Elicitation / पूर्वविचार जानना → Finding out learners' existing ideas before or during instruction.

C. Observation / अवलोकन → Connecting knowledge, skills, values and experiences rather than treating them as isolated parts.

D. School garden / विद्यालय उद्यान → Noticing and recording relevant features using senses or tools.

Correct answer / सही उत्तर: B. Elicitation / पूर्वविचार जानना → Finding out learners' existing ideas before or during instruction.

Explanation / व्याख्या

Elicitation / पूर्वविचार जानना: Finding out learners' existing ideas before or during instruction.
Application: A teacher asks pupils to draw where they think rain comes from.

MCQ 094 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Elicitation / पूर्वविचार जानना / Questioning / प्रश्न करना)

A. Lesson plan / पाठ योजना → A lesson about a garden includes observation, cooperation and care for living things.

B. Elicitation / पूर्वविचार जानना → Children ask which conditions affect how seeds grow.

C. Questioning / प्रश्न करना → A teacher plans an observation task and a closing discussion about leaves.

D. Elicitation / पूर्वविचार जानना → A teacher asks pupils to draw where they think rain comes from.

Correct answer / सही उत्तर: D. Elicitation / पूर्वविचार जानना → A teacher asks pupils to draw where they think rain comes from.

Explanation / व्याख्या

Elicitation / पूर्वविचार जानना: Finding out learners' existing ideas before or during instruction. Application: A teacher asks pupils to draw where they think rain comes from.

MCQ 095 • CORE PRACTICE · FORM 01

Identify the concept described: Revising an existing explanation in light of relevant evidence.

A. Portfolio / पोर्टफोलियो

B. Fair testing / निष्पक्ष परीक्षण

C. Learning resources / अधिगम संसाधन

D. Conceptual change / अवधारणात्मक परिवर्तन

Correct answer / सही उत्तर: D. Conceptual change / अवधारणात्मक परिवर्तन

Explanation / व्याख्या

Conceptual change / अवधारणात्मक परिवर्तन: Revising an existing explanation in light of relevant evidence. Application: A pupil changes an explanation about floating after testing materials of different shapes.

MCQ 096 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A pupil changes an explanation about floating after testing materials of different shapes.

A. Communication / संप्रेषण

B. Summative assessment / संकलनात्मक आकलन

C. Conceptual change / अवधारणात्मक परिवर्तन

D. Learning resources / अधिगम संसाधन

Correct answer / सही उत्तर: C. Conceptual change / अवधारणात्मक परिवर्तन

Explanation / व्याख्या

Conceptual change / अवधारणात्मक परिवर्तन: Revising an existing explanation in light of relevant evidence. Application: A pupil changes an explanation about floating after testing materials of different shapes.

MCQ 097 • CORE PRACTICE · FORM 03

Which explanation best defines Conceptual change / अवधारणात्मक परिवर्तन?

A. Revising an existing explanation in light of relevant evidence.

B. Using narratives to explore environmental or social ideas.

C. An additional material used to extend or clarify textbook learning.

D. Anticipating a possible outcome based on available evidence.

Correct answer / सही उत्तर: A. Revising an existing explanation in light of relevant evidence.

Explanation / व्याख्या

Conceptual change / अवधारणात्मक परिवर्तन: Revising an existing explanation in light of relevant evidence. Application: A pupil changes an explanation about floating after testing materials of different shapes.

MCQ 098 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Conceptual change / अवधारणात्मक परिवर्तन?

A. Pupils can describe two ways of saving water at home.

B. A pupil changes an explanation about floating after testing materials of different shapes.

C. Children combine map reading, measurement and local interviews in one unit.

D. Children compare two leaves by shape and vein pattern.

Correct answer / सही उत्तर: B. A pupil changes an explanation about floating after testing materials of different shapes.

Explanation / व्याख्या

Conceptual change / अवधारणात्मक परिवर्तन: Revising an existing explanation in light of relevant evidence. Application: A pupil changes an explanation about floating after testing materials of different shapes.

MCQ 099 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Revising an existing explanation in light of relevant evidence. (2) Formulating investigable questions to guide exploration.

A. Conceptual change / अवधारणात्मक परिवर्तन | Questioning / प्रश्न करना

B. Conceptual change / अवधारणात्मक परिवर्तन | Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

C. Local environment / स्थानीय परिवेश | Questioning / प्रश्न करना

D. Questioning / प्रश्न करना | Conceptual change / अवधारणात्मक परिवर्तन

Correct answer / सही उत्तर: A. Conceptual change / अवधारणात्मक परिवर्तन | Questioning / प्रश्न करना

Explanation / व्याख्या

Conceptual change / अवधारणात्मक परिवर्तन: Revising an existing explanation in light of relevant evidence. Application: A pupil changes an explanation about floating after testing materials of different shapes. Questioning / प्रश्न करना: Formulating investigable questions to guide exploration. Application: Children ask which conditions affect how seeds grow.

MCQ 100 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A pupil changes an explanation about floating after testing materials of different shapes. (2) Children use local maps and photographs to study their neighbourhood.

A. Observation checklist / अवलोकन जाँच सूची | Learning resources / अधिगम संसाधन

B. Conceptual change / अवधारणात्मक परिवर्तन | Learning resources / अधिगम संसाधन

C. Learning resources / अधिगम संसाधन | Conceptual change / अवधारणात्मक परिवर्तन

D. Conceptual change / अवधारणात्मक परिवर्तन | Responsible citizenship / जिम्मेदार नागरिकता

Correct answer / सही उत्तर: B. Conceptual change / अवधारणात्मक परिवर्तन | Learning resources / अधिगम संसाधन

Explanation / व्याख्या

Conceptual change / अवधारणात्मक परिवर्तन: Revising an existing explanation in light of relevant evidence. Application: A pupil changes an explanation about floating after testing materials of different shapes. Learning resources / अधिगम संसाधन: Materials, places or people selected to support meaningful exploration. Application: Children use local maps and photographs to study their neighbourhood.

MCQ 101 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Conceptual change / अवधारणात्मक परिवर्तन and Environmental sensitivity / पर्यावरण संवेदनशीलता.

A. Examining textbook representations, assumptions and questions thoughtfully. | Awareness and concern for relationships between people and their surroundings.

B. Revising an existing explanation in light of relevant evidence. | Awareness and concern for relationships between people and their surroundings.

C. Revising an existing explanation in light of relevant evidence. | Engaging local people and their knowledge in learning experiences.

D. Awareness and concern for relationships between people and their surroundings. | Revising an existing explanation in light of relevant evidence.

Correct answer / सही उत्तर: B. Revising an existing explanation in light of relevant evidence. | Awareness and concern for relationships between people and their surroundings.

Explanation / व्याख्या

Conceptual change / अवधारणात्मक परिवर्तन: Revising an existing explanation in light of relevant evidence. Application: A pupil changes an explanation about floating after testing materials of different shapes. Environmental sensitivity / पर्यावरण संवेदनशीलता: Awareness and concern for relationships between people and their surroundings. Application: Children discuss ways to reduce waste in their school.

MCQ 102 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Conceptual change / अवधारणात्मक परिवर्तन and Project-based learning / परियोजना आधारित अधिगम.

A. Pupils investigate school water use and prepare a conservation plan. | A pupil changes an explanation about floating after testing materials of different shapes.

B. A pupil changes an explanation about floating after testing materials of different shapes. | Pupils investigate school water use and prepare a conservation plan.

C. Children note leaf colour, texture and shape without guessing causes. | Pupils investigate school water use and prepare a conservation plan.

D. A pupil changes an explanation about floating after testing materials of different shapes. | Groups comment on whether each poster supports its claims with evidence.

Correct answer / सही उत्तर: B. A pupil changes an explanation about floating after testing materials of different shapes. | Pupils investigate school water use and prepare a conservation plan.

Explanation / व्याख्या

Conceptual change / अवधारणात्मक परिवर्तन: Revising an existing explanation in light of relevant evidence. Application: A pupil changes an explanation about floating after testing materials of different shapes. Project-based learning / परियोजना आधारित अधिगम: Extended inquiry leading to a meaningful product or finding. Application: Pupils investigate school water use and prepare a conservation plan.

MCQ 103 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Conceptual change / अवधारणात्मक परिवर्तन / Safety planning / सुरक्षा योजना)

A. Safety planning / सुरक्षा योजना → Awareness and concern for relationships between people and their surroundings.

B. Conceptual change / अवधारणात्मक परिवर्तन → Revising an existing explanation in light of relevant evidence.

C. Conceptual change / अवधारणात्मक परिवर्तन → Anticipating and reducing risks before learning activities.

D. Environmental sensitivity / पर्यावरण संवेदनशीलता → The immediate natural and social setting used as a learning context.

Correct answer / सही उत्तर: B. Conceptual change / अवधारणात्मक परिवर्तन → Revising an existing explanation in light of relevant evidence.

Explanation / व्याख्या

Conceptual change / अवधारणात्मक परिवर्तन: Revising an existing explanation in light of relevant evidence. Application: A pupil changes an explanation about floating after testing materials of different shapes.

MCQ 104 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Conceptual change / अवधारणात्मक परिवर्तन / Learning walk / अधिगम भ्रमण)

A. Conceptual change / अवधारणात्मक परिवर्तन → A pupil changes an explanation about floating after testing materials of different shapes.

B. Conceptual change / अवधारणात्मक परिवर्तन → Children map traffic signs and public facilities near the school.

C. Learning walk / अधिगम भ्रमण → Pupils keep dated drawings, observation records and reflections.

D. Portfolio / पोर्टफोलियो → A water topic combines science, local geography and social practices.

Correct answer / सही उत्तर: A. Conceptual change / अवधारणात्मक परिवर्तन → A pupil changes an explanation about floating after testing materials of different shapes.

Explanation / व्याख्या

Conceptual change / अवधारणात्मक परिवर्तन: Revising an existing explanation in light of relevant evidence. Application: A pupil changes an explanation about floating after testing materials of different shapes.

MCQ 105 • CORE PRACTICE · FORM 01

Identify the concept described: Learner-generated inquiries revealing interests and existing understanding.

A. Questioning / प्रश्न करना

B. Textbook adaptation / पाठ्यपुस्तक अनुकूलन

C. Children's questions / बच्चों के प्रश्न

D. Interdisciplinary learning / अंतर्विषयी अधिगम

Correct answer / सही उत्तर: C. Children's questions / बच्चों के प्रश्न

Explanation / व्याख्या

Children's questions / बच्चों के प्रश्न: Learner-generated inquiries revealing interests and existing understanding. Application: A child asks why shadows change during the day.

MCQ 106 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A child asks why shadows change during the day.

A. Children's questions / बच्चों के प्रश्न

B. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

C. Qualitative assessment / गुणात्मक आकलन

D. Observation / अवलोकन

Correct answer / सही उत्तर: A. Children's questions / बच्चों के प्रश्न

Explanation / व्याख्या

Children's questions / बच्चों के प्रश्न: Learner-generated inquiries revealing interests and existing understanding. Application: A child asks why shadows change during the day.

MCQ 107 • CORE PRACTICE · FORM 03

Which explanation best defines Children's questions / बच्चों के प्रश्न?

A. Gathering ongoing evidence to support improved learning.

B. Materials, places or people selected to support meaningful exploration.

C. Learner-generated inquiries revealing interests and existing understanding.

D. Extended inquiry leading to a meaningful product or finding.

Correct answer / सही उत्तर: C. Learner-generated inquiries revealing interests and existing understanding.

Explanation / व्याख्या

Children's questions / बच्चों के प्रश्न: Learner-generated inquiries revealing interests and existing understanding. Application: A child asks why shadows change during the day.

MCQ 108 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Children's questions / बच्चों के प्रश्न?

A. Pupils investigate school water use and prepare a conservation plan.

B. A child asks why shadows change during the day.

C. A water topic combines science, local geography and social practices.

D. Pupils plan how to care for common school resources respectfully.

Correct answer / सही उत्तर: B. A child asks why shadows change during the day.

Explanation / व्याख्या

Children's questions / बच्चों के प्रश्न: Learner-generated inquiries revealing interests and existing understanding. Application: A child asks why shadows change during the day.

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MCQ 109 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Learner-generated inquiries revealing interests and existing understanding. (2) Evaluating learning at the end of a defined period.

A. Summative assessment / संकलनात्मक आकलन | Children's questions / बच्चों के प्रश्न

B. Discussion method / चर्चा विधि | Summative assessment / संकलनात्मक आकलन

C. Children's questions / बच्चों के प्रश्न | Summative assessment / संकलनात्मक आकलन

D. Children's questions / बच्चों के प्रश्न | Field visit / क्षेत्र भ्रमण

Correct answer / सही उत्तर: C. Children's questions / बच्चों के प्रश्न | Summative assessment / संकलनात्मक आकलन

Explanation / व्याख्या

Children's questions / बच्चों के प्रश्न: Learner-generated inquiries revealing interests and existing understanding. Application: A child asks why shadows change during the day. Summative assessment / संकलनात्मक आकलन: Evaluating learning at the end of a defined period. Application: A final project evaluates understanding of the neighbourhood environment.

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MCQ 110 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A child asks why shadows change during the day. (2) Pupils plan how to care for common school resources respectfully.

A. Children's questions / बच्चों के प्रश्न | Measurement / मापन

B. Learning resources / अधिगम संसाधन | Responsible citizenship / जिम्मेदार नागरिकता

C. Children's questions / बच्चों के प्रश्न | Responsible citizenship / जिम्मेदार नागरिकता

D. Responsible citizenship / जिम्मेदार नागरिकता | Children's questions / बच्चों के प्रश्न

Correct answer / सही उत्तर: C. Children's questions / बच्चों के प्रश्न | Responsible citizenship / जिम्मेदार नागरिकता

Explanation / व्याख्या

Children's questions / बच्चों के प्रश्न: Learner-generated inquiries revealing interests and existing understanding. Application: A child asks why shadows change during the day. Responsible citizenship / जिम्मेदार नागरिकता: Developing understanding and action that support shared well-being. Application: Pupils plan how to care for common school resources respectfully.

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MCQ 111 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Children's questions / बच्चों के प्रश्न and Textbook adaptation / पाठ्यपुस्तक अनुकूलन.

A. Modifying a textbook task to suit local context and learner needs. | Learner-generated inquiries revealing interests and existing understanding.

B. Learner-generated inquiries revealing interests and existing understanding. | Modifying a textbook task to suit local context and learner needs.

C. Learner-generated inquiries revealing interests and existing understanding. | Anticipating and reducing risks before learning activities.

D. Using narratives to explore environmental or social ideas. | Modifying a textbook task to suit local context and learner needs.

Correct answer / सही उत्तर: B. Learner-generated inquiries revealing interests and existing understanding. | Modifying a textbook task to suit local context and learner needs.

Explanation / व्याख्या

Children's questions / बच्चों के प्रश्न: Learner-generated inquiries revealing interests and existing understanding. Application: A child asks why shadows change during the day. Textbook adaptation / पाठ्यपुस्तक अनुकूलन: Modifying a textbook task to suit local context and learner needs. Application: A coastal example is supplemented with an accessible local river example.

MCQ 112 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Children's questions / बच्चों के प्रश्न and Classification / वर्गीकरण.

A. Pupils group collected leaves by their margins. | A child asks why shadows change during the day.

B. A child asks why shadows change during the day. | Pupils group collected leaves by their margins.

C. A child asks why shadows change during the day. | The teacher links several sessions about food, sources and nutrition.

D. A teacher checks safe routes and supervision before a field visit. | Pupils group collected leaves by their margins.

Correct answer / सही उत्तर: B. A child asks why shadows change during the day. | Pupils group collected leaves by their margins.

Explanation / व्याख्या

Children's questions / बच्चों के प्रश्न: Learner-generated inquiries revealing interests and existing understanding. Application: A child asks why shadows change during the day. Classification / वर्गीकरण: Grouping items according to selected characteristics. Application: Pupils group collected leaves by their margins.

MCQ 113 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Children's questions / बच्चों के प्रश्न / Integrated curriculum / एकीकृत पाठ्यचर्या)

A. Children's questions / बच्चों के प्रश्न → Learner-generated inquiries revealing interests and existing understanding.

B. Children's questions / बच्चों के प्रश्न → Connecting ideas from multiple disciplines around meaningful contexts.

C. Integrated curriculum / एकीकृत पाठ्यचर्या → An organised plan linking goals, activities, resources and assessment.

D. Lesson plan / पाठ योजना → Examining textbook representations, assumptions and questions thoughtfully.

Correct answer / सही उत्तर: A. Children's questions / बच्चों के प्रश्न → Learner-generated inquiries revealing interests and existing understanding.

Explanation / व्याख्या

Children's questions / बच्चों के प्रश्न: Learner-generated inquiries revealing interests and existing understanding. Application: A child asks why shadows change during the day.

MCQ 114 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Children's questions / बच्चों के प्रश्न / Learning resources / अधिगम संसाधन)

A. Children's questions / बच्चों के प्रश्न → A child asks why shadows change during the day.

B. Children's questions / बच्चों के प्रश्न → Children use local maps and photographs to study their neighbourhood.

C. Learning outcome / अधिगम प्रतिफल → Children analyse a story about a family facing water shortages.

D. Learning resources / अधिगम संसाधन → Pupils can describe two ways of saving water at home.

Correct answer / सही उत्तर: A. Children's questions / बच्चों के प्रश्न → A child asks why shadows change during the day.

Explanation / व्याख्या

Children's questions / बच्चों के प्रश्न: Learner-generated inquiries revealing interests and existing understanding. Application: A child asks why shadows change during the day.

MCQ 115 • CORE PRACTICE · FORM 01

Identify the concept described: Comparing explanations against observations and reasons.

A. Comparing / तुलना करना

B. Evidence-based discussion / साक्ष्य आधारित चर्चा

C. Discussion method / चर्चा विधि

D. Learning resources / अधिगम संसाधन

Correct answer / सही उत्तर: B. Evidence-based discussion / साक्ष्य आधारित चर्चा

Explanation / व्याख्या

Evidence-based discussion / साक्ष्य आधारित चर्चा: Comparing explanations against observations and reasons. Application: Groups compare results of their seed experiment before making a claim.

MCQ 116 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Groups compare results of their seed experiment before making a claim.

A. Observation checklist / अवलोकन जाँच सूची

B. Story-based teaching / कहानी आधारित शिक्षण

C. Evidence-based discussion / साक्ष्य आधारित चर्चा

D. Supplementary resource / पूरक संसाधन

Correct answer / सही उत्तर: C. Evidence-based discussion / साक्ष्य आधारित चर्चा

Explanation / व्याख्या

Evidence-based discussion / साक्ष्य आधारित चर्चा: Comparing explanations against observations and reasons. Application: Groups compare results of their seed experiment before making a claim.

MCQ 117 • CORE PRACTICE · FORM 03

Which explanation best defines Evidence-based discussion / साक्ष्य आधारित चर्चा?

A. Modifying a textbook task to suit local context and learner needs.

B. Noticing and recording relevant features using senses or tools.

C. Comparing explanations against observations and reasons.

D. A collection of learning evidence showing progress across time.

Correct answer / सही उत्तर: C. Comparing explanations against observations and reasons.

Explanation / व्याख्या

Evidence-based discussion / साक्ष्य आधारित चर्चा: Comparing explanations against observations and reasons. Application: Groups compare results of their seed experiment before making a claim.

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MCQ 118 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Evidence-based discussion / साक्ष्य आधारित चर्चा?

A. A child uses a measuring cup to compare water volumes.

B. Pupils keep dated drawings, observation records and reflections.

C. Children use maps and plant observations to study their surroundings.

D. Groups compare results of their seed experiment before making a claim.

Correct answer / सही उत्तर: D. Groups compare results of their seed experiment before making a claim.

Explanation / व्याख्या

Evidence-based discussion / साक्ष्य आधारित चर्चा: Comparing explanations against observations and reasons. Application: Groups compare results of their seed experiment before making a claim.

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MCQ 119 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Comparing explanations against observations and reasons. (2) Evaluating learning at the end of a defined period.

A. Evidence-based discussion / साक्ष्य आधारित चर्चा | Interdisciplinary learning / अंतर्विषयी अधिगम

B. Story-based teaching / कहानी आधारित शिक्षण | Summative assessment / संकलनात्मक आकलन

C. Summative assessment / संकलनात्मक आकलन | Evidence-based discussion / साक्ष्य आधारित चर्चा

D. Evidence-based discussion / साक्ष्य आधारित चर्चा | Summative assessment / संकलनात्मक आकलन

Correct answer / सही उत्तर: D. Evidence-based discussion / साक्ष्य आधारित चर्चा | Summative assessment / संकलनात्मक आकलन

Explanation / व्याख्या

Evidence-based discussion / साक्ष्य आधारित चर्चा: Comparing explanations against observations and reasons. Application: Groups compare results of their seed experiment before making a claim. Summative assessment / संकलनात्मक आकलन: Evaluating learning at the end of a defined period. Application: A final project evaluates understanding of the neighbourhood environment.

MCQ 120 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Groups compare results of their seed experiment before making a claim. (2) Children map traffic signs and public facilities near the school.

A. Evidence-based discussion / साक्ष्य आधारित चर्चा | Learning walk / अधिगम भ्रमण

B. Evidence-based discussion / साक्ष्य आधारित चर्चा | Qualitative assessment / गुणात्मक आकलन

C. Environmental sensitivity / पर्यावरण संवेदनशीलता | Learning walk / अधिगम भ्रमण

D. Learning walk / अधिगम भ्रमण | Evidence-based discussion / साक्ष्य आधारित चर्चा

Correct answer / सही उत्तर: A. Evidence-based discussion / साक्ष्य आधारित चर्चा | Learning walk / अधिगम भ्रमण

Explanation / व्याख्या

Evidence-based discussion / साक्ष्य आधारित चर्चा: Comparing explanations against observations and reasons. Application: Groups compare results of their seed experiment before making a claim. Learning walk / अधिगम भ्रमण: A short planned walk designed around specific observations. Application: Children map traffic signs and public facilities near the school.

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MCQ 121 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Evidence-based discussion / साक्ष्य आधारित चर्चा and Fair testing / निष्पक्ष परीक्षण.

A. Comparing explanations against observations and reasons. | Keeping relevant conditions comparable while investigating one factor.

B. Evaluating learning at the end of a defined period. | Keeping relevant conditions comparable while investigating one factor.

C. Comparing explanations against observations and reasons. | A specific observable demonstration of expected learning.

D. Keeping relevant conditions comparable while investigating one factor. | Comparing explanations against observations and reasons.

Correct answer / सही उत्तर: A. Comparing explanations against observations and reasons. | Keeping relevant conditions comparable while investigating one factor.

Explanation / व्याख्या

Evidence-based discussion / साक्ष्य आधारित चर्चा: Comparing explanations against observations and reasons. Application: Groups compare results of their seed experiment before making a claim. Fair testing / निष्पक्ष परीक्षण: Keeping relevant conditions comparable while investigating one factor. Application: Groups use similar containers and soil while varying light exposure.

MCQ 122 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Evidence-based discussion / साक्ष्य आधारित चर्चा and Responsible citizenship / जिम्मेदार नागरिकता.

A. Groups compare results of their seed experiment before making a claim. | Pupils plan how to care for common school resources respectfully.

B. Groups compare results of their seed experiment before making a claim. | Children map traffic signs and public facilities near the school.

C. Pupils plan how to care for common school resources respectfully. | Groups compare results of their seed experiment before making a claim.

D. A lesson about a garden includes observation, cooperation and care for living things. | Pupils plan how to care for common school resources respectfully.

Correct answer / सही उत्तर: A. Groups compare results of their seed experiment before making a claim. | Pupils plan how to care for common school resources respectfully.

Explanation / व्याख्या

Evidence-based discussion / साक्ष्य आधारित चर्चा: Comparing explanations against observations and reasons. Application: Groups compare results of their seed experiment before making a claim. Responsible citizenship / जिम्मेदार नागरिकता: Developing understanding and action that support shared well-being. Application: Pupils plan how to care for common school resources respectfully.

MCQ 123 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Evidence-based discussion / साक्ष्य आधारित चर्चा / Safety planning / सुरक्षा योजना)

A. Evidence-based discussion / साक्ष्य आधारित चर्चा → Anticipating and reducing risks before learning activities.

B. Safety planning / सुरक्षा योजना → An additional material used to extend or clarify textbook learning.

C. Supplementary resource / पूरक संसाधन → Developing understanding through direct experience and reflection.

D. Evidence-based discussion / साक्ष्य आधारित चर्चा → Comparing explanations against observations and reasons.

Correct answer / सही उत्तर: D. Evidence-based discussion / साक्ष्य आधारित चर्चा → Comparing explanations against observations and reasons.

Explanation / व्याख्या

Evidence-based discussion / साक्ष्य आधारित चर्चा: Comparing explanations against observations and reasons. Application: Groups compare results of their seed experiment before making a claim.

MCQ 124 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Evidence-based discussion / साक्ष्य आधारित चर्चा / Communication / संप्रेषण)

A. Evidence-based discussion / साक्ष्य आधारित चर्चा → Groups compare results of their seed experiment before making a claim.

B. Responsible citizenship / जिम्मेदार नागरिकता → A class debates ways of keeping a shared playground clean.

C. Communication / संप्रेषण → Pupils plan how to care for common school resources respectfully.

D. Evidence-based discussion / साक्ष्य आधारित चर्चा → A group presents its observations of germination using a labelled chart.

Correct answer / सही उत्तर: A. Evidence-based discussion / साक्ष्य आधारित चर्चा → Groups compare results of their seed experiment before making a claim.

Explanation / व्याख्या

Evidence-based discussion / साक्ष्य आधारित चर्चा: Comparing explanations against observations and reasons. Application: Groups compare results of their seed experiment before making a claim.

Short-answer revision

Recall the idea before reading the model answer.

REVISION 02.01

Explain Constructivism / रचनावाद and give one classroom example.

Model answer: The view that learners actively build understanding from experiences and ideas. Children explain their current ideas about shadows and test them.

REVISION 02.02

Explain Alternate conception / वैकल्पिक अवधारणा and give one classroom example.

Model answer: A learner's existing explanation that differs from accepted disciplinary understanding. A child believes all heavy objects sink regardless of their shape.

REVISION 02.03

Explain Elicitation / पूर्वविचार जानना and give one classroom example.

Model answer: Finding out learners' existing ideas before or during instruction. A teacher asks pupils to draw where they think rain comes from.

REVISION 02.04

Explain Conceptual change / अवधारणात्मक परिवर्तन and give one classroom example.

Model answer: Revising an existing explanation in light of relevant evidence. A pupil changes an explanation about floating after testing materials of different shapes.

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REVISION 02.05

Explain Children's questions / बच्चों के प्रश्न and give one classroom example.

Model answer: Learner-generated inquiries revealing interests and existing understanding. A child asks why shadows change during the day.

REVISION 02.06

Explain Evidence-based discussion / साक्ष्य आधारित चर्चा and give one classroom example.

Model answer: Comparing explanations against observations and reasons. Groups compare results of their seed experiment before making a claim.

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CHAPTER 03 • 62 MCQs • 6 REVISION PROMPTS

Teaching Learning in TWAU

Important topics, examples, new classroom scenarios and core practice

Important topics & revision notes

Experiential learning / अनुभवात्मक अधिगम

Developing understanding through direct experience and reflection.

Classroom example: Children observe compost over several days and discuss changes.

Inquiry-based learning / अन्वेषण आधारित अधिगम

Investigating questions through evidence and reasoning.

Classroom example: Pupils investigate why some parts of the playground stay wet longer.

Field visit / क्षेत्र भ्रमण

A planned learning experience outside the classroom.

Classroom example: A class visits a local pond to observe its uses and living organisms.

Project-based learning / परियोजना आधारित अधिगम

Extended inquiry leading to a meaningful product or finding.

Classroom example: Pupils investigate school water use and prepare a conservation plan.

Discussion method / चर्चा विधि

Learning through purposeful exchange of ideas and reasons.

Classroom example: A class debates ways of keeping a shared playground clean.

Story-based teaching / कहानी आधारित शिक्षण

Using narratives to explore environmental or social ideas.

Classroom example: Children analyse a story about a family facing water shortages.

New classroom-based questions

Apply concepts to realistic teaching decisions.

MCQ 125 • NEW CLASSROOM APPLICATION

Which activity represents inquiry-based learning?

A. Teacher dictates results before the activity

B. No questions are allowed

C. Children copy a list of results without observation

D. Learners predict, test and explain which materials absorb water

Correct answer / सही उत्तर: D. Learners predict, test and explain which materials absorb water

Explanation / व्याख्या

Inquiry connects questions, evidence and explanations.

MCQ 126 • NEW CLASSROOM APPLICATION

For a neighbourhood study, what is appropriate?

A. Plan a supervised walk with observation tasks and safety arrangements

B. Use private personal data without consent

C. Avoid all discussion of observations

D. Send children alone to unknown places

Correct answer / सही उत्तर: A. Plan a supervised walk with observation tasks and safety arrangements

Explanation / व्याख्या

Structured safe field experiences link learning with real contexts.

Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 127 • CORE PRACTICE · FORM 01

Identify the concept described: Developing understanding through direct experience and reflection.

A. Measurement / मापन

B. Elicitation / पूर्वविचार जानना

C. Experiential learning / अनुभवात्मक अधिगम

D. Observation checklist / अवलोकन जाँच सूची

Correct answer / सही उत्तर: C. Experiential learning / अनुभवात्मक अधिगम

Explanation / व्याख्या

Experiential learning / अनुभवात्मक अधिगम: Developing understanding through direct experience and reflection. Application: Children observe compost over several days and discuss changes.

MCQ 128 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Children observe compost over several days and discuss changes.

A. Learning outcome / अधिगम प्रतिफल

B. Experiential learning / अनुभवात्मक अधिगम

C. Evidence-based discussion / साक्ष्य आधारित चर्चा

D. Measurement / मापन

Correct answer / सही उत्तर: B. Experiential learning / अनुभवात्मक अधिगम

Explanation / व्याख्या

Experiential learning / अनुभवात्मक अधिगम: Developing understanding through direct experience and reflection. Application: Children observe compost over several days and discuss changes.

MCQ 129 • CORE PRACTICE · FORM 03

Which explanation best defines Experiential learning / अनुभवात्मक अधिगम?

A. The learning purpose behind a textbook activity or representation.

B. Preserving observations in a consistent written or visual form.

C. The view that learners actively build understanding from experiences and ideas.

D. Developing understanding through direct experience and reflection.

Correct answer / सही उत्तर: D. Developing understanding through direct experience and reflection.

Explanation / व्याख्या

Experiential learning / अनुभवात्मक अधिगम: Developing understanding through direct experience and reflection. Application: Children observe compost over several days and discuss changes.

MCQ 130 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Experiential learning / अनुभवात्मक अधिगम?

A. A gardener explains local methods of conserving water.

B. Children observe compost over several days and discuss changes.

C. Pupils explore their neighbourhood's trees, shops and transport.

D. Children ask which conditions affect how seeds grow.

Correct answer / सही उत्तर: B. Children observe compost over several days and discuss changes.

Explanation / व्याख्या

Experiential learning / अनुभवात्मक अधिगम: Developing understanding through direct experience and reflection. Application: Children observe compost over several days and discuss changes.

MCQ 131 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Developing understanding through direct experience and reflection. (2) The learning purpose behind a textbook activity or representation.

A. Safety planning / सुरक्षा योजना | Pedagogical intent / शिक्षण उद्देश्य

B. Experiential learning / अनुभवात्मक अधिगम | Responsible citizenship / जिम्मेदार नागरिकता

C. Experiential learning / अनुभवात्मक अधिगम | Pedagogical intent / शिक्षण उद्देश्य

D. Pedagogical intent / शिक्षण उद्देश्य | Experiential learning / अनुभवात्मक अधिगम

Correct answer / सही उत्तर: C. Experiential learning / अनुभवात्मक अधिगम | Pedagogical intent / शिक्षण उद्देश्य

Explanation / व्याख्या

Experiential learning / अनुभवात्मक अधिगम: Developing understanding through direct experience and reflection. Application: Children observe compost over several days and discuss changes. Pedagogical intent / शिक्षण उद्देश्य: The learning purpose behind a textbook activity or representation. Application: A teacher identifies why a textbook asks pupils to interview elders.

GyanTech Guru Ji

MCQ 132 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Children observe compost over several days and discuss changes. (2) Pupils group collected leaves by their margins.

A. Classification / वर्गीकरण | Experiential learning / अनुभवात्मक अधिगम

B. Experiential learning / अनुभवात्मक अधिगम | Classification / वर्गीकरण

C. Observation checklist / अवलोकन जाँच सूची | Classification / वर्गीकरण

D. Experiential learning / अनुभवात्मक अधिगम | Learning outcome / अधिगम प्रतिफल

Correct answer / सही उत्तर: B. Experiential learning / अनुभवात्मक अधिगम | Classification / वर्गीकरण

Explanation / व्याख्या

Experiential learning / अनुभवात्मक अधिगम: Developing understanding through direct experience and reflection. Application: Children observe compost over several days and discuss changes. Classification / वर्गीकरण: Grouping items according to selected characteristics. Application: Pupils group collected leaves by their margins.

GyanTech Guru Ji

MCQ 133 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Experiential learning / अनुभवात्मक अधिगम and Classification / वर्गीकरण.

A. Grouping items according to selected characteristics. | Developing understanding through direct experience and reflection.

B. Developing understanding through direct experience and reflection. | A specific observable demonstration of expected learning.

C. Connecting knowledge, skills, values and experiences rather than treating them as isolated parts. | Grouping items according to selected characteristics.

D. Developing understanding through direct experience and reflection. | Grouping items according to selected characteristics.

Correct answer / सही उत्तर: D. Developing understanding through direct experience and reflection. | Grouping items according to selected characteristics.

Explanation / व्याख्या

Experiential learning / अनुभवात्मक अधिगम: Developing understanding through direct experience and reflection. Application: Children observe compost over several days and discuss changes. Classification / वर्गीकरण: Grouping items according to selected characteristics. Application: Pupils group collected leaves by their margins.

MCQ 134 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Experiential learning / अनुभवात्मक अधिगम and Constructivism / रचनावाद.

A. Children explain their current ideas about shadows and test them. | Children observe compost over several days and discuss changes.

B. Children observe compost over several days and discuss changes. | Children explain their current ideas about shadows and test them.

C. Children observe compost over several days and discuss changes. | Children describe how their families store food before investigating preservation.

D. A group presents its observations of germination using a labelled chart. | Children explain their current ideas about shadows and test them.

Correct answer / सही उत्तर: B. Children observe compost over several days and discuss changes. | Children explain their current ideas about shadows and test them.

Explanation / व्याख्या

Experiential learning / अनुभवात्मक अधिगम: Developing understanding through direct experience and reflection. Application: Children observe compost over several days and discuss changes. Constructivism / रचनावाद: The view that learners actively build understanding from experiences and ideas. Application: Children explain their current ideas about shadows and test them.

MCQ 135 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Experiential learning / अनुभवात्मक अधिगम / Community participation / समुदाय सहभागिता)

A. Experiential learning / अनुभवात्मक अधिगम → Engaging local people and their knowledge in learning experiences.

B. Unit plan / इकाई योजना → Revising an existing explanation in light of relevant evidence.

C. Community participation / समुदाय सहभागिता → A coherent sequence of lessons organised around learning goals.

D. Experiential learning / अनुभवात्मक अधिगम → Developing understanding through direct experience and reflection.

Correct answer / सही उत्तर: D. Experiential learning / अनुभवात्मक अधिगम → Developing understanding through direct experience and reflection.

Explanation / व्याख्या

Experiential learning / अनुभवात्मक अधिगम: Developing understanding through direct experience and reflection. Application: Children observe compost over several days and discuss changes.

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MCQ 136 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Experiential learning / अनुभवात्मक अधिगम / Social environment / सामाजिक परिवेश)

A. Observation checklist / अवलोकन जाँच सूची → Pupils notice whose occupations are shown in a picture and discuss missing examples.

B. Social environment / सामाजिक परिवेश → A teacher notes whether pupils classify objects using a consistent property.

C. Experiential learning / अनुभवात्मक अधिगम → Pupils investigate how local workers contribute to community life.

D. Experiential learning / अनुभवात्मक अधिगम → Children observe compost over several days and discuss changes.

Correct answer / सही उत्तर: D. Experiential learning / अनुभवात्मक अधिगम → Children observe compost over several days and discuss changes.

Explanation / व्याख्या

Experiential learning / अनुभवात्मक अधिगम: Developing understanding through direct experience and reflection. Application: Children observe compost over several days and discuss changes.

MCQ 137 • CORE PRACTICE · FORM 01

Identify the concept described: Investigating questions through evidence and reasoning.

A. Elicitation / पूर्वविचार जानना

B. Inquiry-based learning / अन्वेषण आधारित अधिगम

C. Lesson plan / पाठ योजना

D. Qualitative assessment / गुणात्मक आकलन

Correct answer / सही उत्तर: B. Inquiry-based learning / अन्वेषण आधारित अधिगम

Explanation / व्याख्या

Inquiry-based learning / अन्वेषण आधारित अधिगम: Investigating questions through evidence and reasoning. Application: Pupils investigate why some parts of the playground stay wet longer.

MCQ 138 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Pupils investigate why some parts of the playground stay wet longer.

A. Learning outcome / अधिगम प्रतिफल

B. Constructivism / रचनावाद

C. Curriculum integration / पाठ्यचर्या एकीकरण

D. Inquiry-based learning / अन्वेषण आधारित अधिगम

Correct answer / सही उत्तर: D. Inquiry-based learning / अन्वेषण आधारित अधिगम

Explanation / व्याख्या

Inquiry-based learning / अन्वेषण आधारित अधिगम: Investigating questions through evidence and reasoning. Application: Pupils investigate why some parts of the playground stay wet longer.

MCQ 139 • CORE PRACTICE · FORM 03

Which explanation best defines Inquiry-based learning / अन्वेषण आधारित अधिगम?

A. Identifying similarities and differences using relevant attributes.

B. Using perspectives from different subject areas to understand an issue.

C. Learner-generated inquiries revealing interests and existing understanding.

D. Investigating questions through evidence and reasoning.

Correct answer / सही उत्तर: D. Investigating questions through evidence and reasoning.

Explanation / व्याख्या

Inquiry-based learning / अन्वेषण आधारित अधिगम: Investigating questions through evidence and reasoning. Application: Pupils investigate why some parts of the playground stay wet longer.

MCQ 140 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Inquiry-based learning / अन्वेषण आधारित अधिगम?

A. Pupils plan how to care for common school resources respectfully.

B. A coastal example is supplemented with an accessible local river example.

C. After seeing wet footprints, a child infers someone recently walked there.

D. Pupils investigate why some parts of the playground stay wet longer.

Correct answer / सही उत्तर: D. Pupils investigate why some parts of the playground stay wet longer.

Explanation / व्याख्या

Inquiry-based learning / अन्वेषण आधारित अधिगम: Investigating questions through evidence and reasoning. Application: Pupils investigate why some parts of the playground stay wet longer.

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MCQ 141 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Investigating questions through evidence and reasoning. (2) Connecting environmental and social learning with other areas of primary education.

A. Qualitative assessment / गुणात्मक आकलन | Curriculum integration / पाठ्यचर्या एकीकरण

B. Curriculum integration / पाठ्यचर्या एकीकरण | Inquiry-based learning / अन्वेषण आधारित अधिगम

C. Inquiry-based learning / अन्वेषण आधारित अधिगम | Curriculum integration / पाठ्यचर्या एकीकरण

D. Inquiry-based learning / अन्वेषण आधारित अधिगम | Elicitation / पूर्वविचार जानना

Correct answer / सही उत्तर: C. Inquiry-based learning / अन्वेषण आधारित अधिगम | Curriculum integration / पाठ्यचर्या एकीकरण

Explanation / व्याख्या

Inquiry-based learning / अन्वेषण आधारित अधिगम: Investigating questions through evidence and reasoning. Application: Pupils investigate why some parts of the playground stay wet longer. Curriculum integration / पाठ्यचर्या एकीकरण: Connecting environmental and social learning with other areas of primary education. Application: Children combine map reading, measurement and local interviews in one unit.

MCQ 142 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Pupils investigate why some parts of the playground stay wet longer. (2) Children explain their current ideas about shadows and test them.

A. Constructivism / रचनावाद | Inquiry-based learning / अन्वेषण आधारित अधिगम

B. Safety planning / सुरक्षा योजना | Constructivism / रचनावाद

C. Inquiry-based learning / अन्वेषण आधारित अधिगम | Qualitative assessment / गुणात्मक आकलन

D. Inquiry-based learning / अन्वेषण आधारित अधिगम | Constructivism / रचनावाद

Correct answer / सही उत्तर: D. Inquiry-based learning / अन्वेषण आधारित अधिगम | Constructivism / रचनावाद

Explanation / व्याख्या

Inquiry-based learning / अन्वेषण आधारित अधिगम: Investigating questions through evidence and reasoning. Application: Pupils investigate why some parts of the playground stay wet longer. Constructivism / रचनावाद: The view that learners actively build understanding from experiences and ideas. Application: Children explain their current ideas about shadows and test them.

MCQ 143 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Inquiry-based learning / अन्वेषण आधारित अधिगम and Responsible citizenship / जिम्मेदार नागरिकता.

A. Investigating questions through evidence and reasoning. | Anticipating and reducing risks before learning activities.

B. Learner-generated inquiries revealing interests and existing understanding. | Developing understanding and action that support shared well-being.

C. Investigating questions through evidence and reasoning. | Developing understanding and action that support shared well-being.

D. Developing understanding and action that support shared well-being. | Investigating questions through evidence and reasoning.

Correct answer / सही उत्तर: C. Investigating questions through evidence and reasoning. | Developing understanding and action that support shared well-being.

Explanation / व्याख्या

Inquiry-based learning / अन्वेषण आधारित अधिगम: Investigating questions through evidence and reasoning. Application: Pupils investigate why some parts of the playground stay wet longer. Responsible citizenship / जिम्मेदार नागरिकता: Developing understanding and action that support shared well-being. Application: Pupils plan how to care for common school resources respectfully.

MCQ 144 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Inquiry-based learning / अन्वेषण आधारित अधिगम and Social environment / सामाजिक परिवेश.

A. Pupils investigate why some parts of the playground stay wet longer. | Children explain their current ideas about shadows and test them.

B. A teacher identifies why a textbook asks pupils to interview elders. | Pupils investigate how local workers contribute to community life.

C. Pupils investigate how local workers contribute to community life. | Pupils investigate why some parts of the playground stay wet longer.

D. Pupils investigate why some parts of the playground stay wet longer. | Pupils investigate how local workers contribute to community life.

Correct answer / सही उत्तर: D. Pupils investigate why some parts of the playground stay wet longer. | Pupils investigate how local workers contribute to community life.

Explanation / व्याख्या

Inquiry-based learning / अन्वेषण आधारित अधिगम: Investigating questions through evidence and reasoning. Application: Pupils investigate why some parts of the playground stay wet longer. Social environment / सामाजिक परिवेश: The people, institutions and relationships around learners. Application: Pupils investigate how local workers contribute to community life.

MCQ 145 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Inquiry-based learning / अन्वेषण आधारित अधिगम / Children's questions / बच्चों के प्रश्न)

A. Inquiry-based learning / अन्वेषण आधारित अधिगम → Investigating questions through evidence and reasoning.

B. Children's questions / बच्चों के प्रश्न → Grouping items according to selected characteristics.

C. Classification / वर्गीकरण → Keeping relevant conditions comparable while investigating one factor.

D. Inquiry-based learning / अन्वेषण आधारित अधिगम → Learner-generated inquiries revealing interests and existing understanding.

Correct answer / सही उत्तर: A. Inquiry-based learning / अन्वेषण आधारित अधिगम → Investigating questions through evidence and reasoning.

Explanation / व्याख्या

Inquiry-based learning / अन्वेषण आधारित अधिगम: Investigating questions through evidence and reasoning. Application: Pupils investigate why some parts of the playground stay wet longer.

MCQ 146 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Inquiry-based learning / अन्वेषण आधारित अधिगम / Safety planning / सुरक्षा योजना)

A. Safety planning / सुरक्षा योजना → A teacher identifies why a textbook asks pupils to interview elders.

B. Pedagogical intent / शिक्षण उद्देश्य → Pupils keep dated drawings, observation records and reflections.

C. Inquiry-based learning / अन्वेषण आधारित अधिगम → Pupils investigate why some parts of the playground stay wet longer.

D. Inquiry-based learning / अन्वेषण आधारित अधिगम → A teacher checks safe routes and supervision before a field visit.

Correct answer / सही उत्तर: C. Inquiry-based learning / अन्वेषण आधारित अधिगम → Pupils investigate why some parts of the playground stay wet longer.

Explanation / व्याख्या

Inquiry-based learning / अन्वेषण आधारित अधिगम: Investigating questions through evidence and reasoning. Application: Pupils investigate why some parts of the playground stay wet longer.

MCQ 147 • CORE PRACTICE · FORM 01

Identify the concept described: A planned learning experience outside the classroom.

A. Formative assessment / निर्माणात्मक आकलन

B. Field visit / क्षेत्र भ्रमण

C. Comparing / तुलना करना

D. Measurement / मापन

Correct answer / सही उत्तर: B. Field visit / क्षेत्र भ्रमण

Explanation / व्याख्या

Field visit / क्षेत्र भ्रमण: A planned learning experience outside the classroom. Application: A class visits a local pond to observe its uses and living organisms.

MCQ 148 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A class visits a local pond to observe its uses and living organisms.

A. Field visit / क्षेत्र भ्रमण

B. Curriculum integration / पाठ्यचर्या एकीकरण

C. Local environment / स्थानीय परिवेश

D. Comparing / तुलना करना

Correct answer / सही उत्तर: A. Field visit / क्षेत्र भ्रमण

Explanation / व्याख्या

Field visit / क्षेत्र भ्रमण: A planned learning experience outside the classroom. Application: A class visits a local pond to observe its uses and living organisms.

MCQ 149 • CORE PRACTICE · FORM 03

Which explanation best defines Field visit / क्षेत्र भ्रमण?

A. Noticing and recording relevant features using senses or tools.

B. A planned learning experience outside the classroom.

C. An organised plan linking goals, activities, resources and assessment.

D. Connecting knowledge, skills, values and experiences rather than treating them as isolated parts.

Correct answer / सही उत्तर: B. A planned learning experience outside the classroom.

Explanation / व्याख्या

Field visit / क्षेत्र भ्रमण: A planned learning experience outside the classroom. Application: A class visits a local pond to observe its uses and living organisms.

MCQ 150 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Field visit / क्षेत्र भ्रमण?

A. A child believes all heavy objects sink regardless of their shape.

B. A child asks why shadows change during the day.

C. A class visits a local pond to observe its uses and living organisms.

D. Pupils plan how to care for common school resources respectfully.

Correct answer / सही उत्तर: C. A class visits a local pond to observe its uses and living organisms.

Explanation / व्याख्या

Field visit / क्षेत्र भ्रमण: A planned learning experience outside the classroom. Application: A class visits a local pond to observe its uses and living organisms.

MCQ 151 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) A planned learning experience outside the classroom. (2) A learner's earlier encounters that can support new understanding.

A. Children's questions / बच्चों के प्रश्न | Prior experience / पूर्व अनुभव

B. Field visit / क्षेत्र भ्रमण | Inference / निष्कर्षात्मक अनुमान

C. Field visit / क्षेत्र भ्रमण | Prior experience / पूर्व अनुभव

D. Prior experience / पूर्व अनुभव | Field visit / क्षेत्र भ्रमण

Correct answer / सही उत्तर: C. Field visit / क्षेत्र भ्रमण | Prior experience / पूर्व अनुभव

Explanation / व्याख्या

Field visit / क्षेत्र भ्रमण: A planned learning experience outside the classroom. Application: A class visits a local pond to observe its uses and living organisms. Prior experience / पूर्व अनुभव: A learner's earlier encounters that can support new understanding. Application: Children describe how their families store food before investigating preservation.

MCQ 152 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A class visits a local pond to observe its uses and living organisms. (2) After seeing wet footprints, a child infers someone recently walked there.

A. Field visit / क्षेत्र भ्रमण | Textbook adaptation / पाठ्यपुस्तक अनुकूलन

B. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन | Inference / निष्कर्षात्मक अनुमान

C. Inference / निष्कर्षात्मक अनुमान | Field visit / क्षेत्र भ्रमण

D. Field visit / क्षेत्र भ्रमण | Inference / निष्कर्षात्मक अनुमान

Correct answer / सही उत्तर: D. Field visit / क्षेत्र भ्रमण | Inference / निष्कर्षात्मक अनुमान

Explanation / व्याख्या

Field visit / क्षेत्र भ्रमण: A planned learning experience outside the classroom. Application: A class visits a local pond to observe its uses and living organisms. Inference / निष्कर्षात्मक अनुमान: Making an interpretation from observations and prior knowledge. Application: After seeing wet footprints, a child infers someone recently walked there.

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MCQ 153 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Field visit / क्षेत्र भ्रमण and Learning resources / अधिगम संसाधन.

A. Materials, places or people selected to support meaningful exploration. | A planned learning experience outside the classroom.

B. A planned learning experience outside the classroom. | Materials, places or people selected to support meaningful exploration.

C. A planned learning experience outside the classroom. | Determining an attribute using an appropriate unit or instrument.

D. Identifying similarities and differences using relevant attributes. | Materials, places or people selected to support meaningful exploration.

Correct answer / सही उत्तर: B. A planned learning experience outside the classroom. | Materials, places or people selected to support meaningful exploration.

Explanation / व्याख्या

Field visit / क्षेत्र भ्रमण: A planned learning experience outside the classroom. Application: A class visits a local pond to observe its uses and living organisms. Learning resources / अधिगम संसाधन: Materials, places or people selected to support meaningful exploration. Application: Children use local maps and photographs to study their neighbourhood.

MCQ 154 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Field visit / क्षेत्र भ्रमण and Alternate conception / वैकल्पिक अवधारणा.

A. A child believes all heavy objects sink regardless of their shape. | A class visits a local pond to observe its uses and living organisms.

B. A class visits a local pond to observe its uses and living organisms. | A child believes all heavy objects sink regardless of their shape.

C. Pupils investigate how local workers contribute to community life. | A child believes all heavy objects sink regardless of their shape.

D. A class visits a local pond to observe its uses and living organisms. | Pupils explore their neighbourhood's trees, shops and transport.

Correct answer / सही उत्तर: B. A class visits a local pond to observe its uses and living organisms. | A child believes all heavy objects sink regardless of their shape.

Explanation / व्याख्या

Field visit / क्षेत्र भ्रमण: A planned learning experience outside the classroom. Application: A class visits a local pond to observe its uses and living organisms. Alternate conception / वैकल्पिक अवधारणा: A learner's existing explanation that differs from accepted disciplinary understanding. Application: A child believes all heavy objects sink regardless of their shape.

MCQ 155 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Field visit / क्षेत्र भ्रमण / Summative assessment / संकलनात्मक आकलन)

A. Summative assessment / संकलनात्मक आकलन → A short planned walk designed around specific observations.

B. Field visit / क्षेत्र भ्रमण → A planned learning experience outside the classroom.

C. Learning walk / अधिगम भ्रमण → Sharing evidence, findings and explanations with others.

D. Field visit / क्षेत्र भ्रमण → Evaluating learning at the end of a defined period.

Correct answer / सही उत्तर: B. Field visit / क्षेत्र भ्रमण → A planned learning experience outside the classroom.

Explanation / व्याख्या

Field visit / क्षेत्र भ्रमण: A planned learning experience outside the classroom. Application: A class visits a local pond to observe its uses and living organisms.

MCQ 156 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Field visit / क्षेत्र भ्रमण / Alternate conception / वैकल्पिक अवधारणा)

A. Unit plan / इकाई योजना → Pupils can describe two ways of saving water at home.

B. Field visit / क्षेत्र भ्रमण → A class visits a local pond to observe its uses and living organisms.

C. Alternate conception / वैकल्पिक अवधारणा → The teacher links several sessions about food, sources and nutrition.

D. Field visit / क्षेत्र भ्रमण → A child believes all heavy objects sink regardless of their shape.

Correct answer / सही उत्तर: B. Field visit / क्षेत्र भ्रमण → A class visits a local pond to observe its uses and living organisms.

Explanation / व्याख्या

Field visit / क्षेत्र भ्रमण: A planned learning experience outside the classroom. Application: A class visits a local pond to observe its uses and living organisms.

MCQ 157 • CORE PRACTICE · FORM 01

Identify the concept described: Extended inquiry leading to a meaningful product or finding.

A. Project-based learning / परियोजना आधारित अधिगम

B. Elicitation / पूर्वविचार जानना

C. Supplementary resource / पूरक संसाधन

D. Local expert / स्थानीय विशेषज्ञ

Correct answer / सही उत्तर: A. Project-based learning / परियोजना आधारित अधिगम

Explanation / व्याख्या

Project-based learning / परियोजना आधारित अधिगम: Extended inquiry leading to a meaningful product or finding. Application: Pupils investigate school water use and prepare a conservation plan.

MCQ 158 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Pupils investigate school water use and prepare a conservation plan.

A. Learning outcome / अधिगम प्रतिफल

B. Project-based learning / परियोजना आधारित अधिगम

C. Alternate conception / वैकल्पिक अवधारणा

D. Portfolio / पोर्टफोलियो

Correct answer / सही उत्तर: B. Project-based learning / परियोजना आधारित अधिगम

Explanation / व्याख्या

Project-based learning / परियोजना आधारित अधिगम: Extended inquiry leading to a meaningful product or finding. Application: Pupils investigate school water use and prepare a conservation plan.

MCQ 159 • CORE PRACTICE · FORM 03

Which explanation best defines Project-based learning / परियोजना आधारित अधिगम?

A. Comparing explanations against observations and reasons.
B. A list of criteria for recording observed learning behaviours.
C. Extended inquiry leading to a meaningful product or finding.
D. Anticipating and reducing risks before learning activities.

Correct answer / सही उत्तर: C. Extended inquiry leading to a meaningful product or finding.

Explanation / व्याख्या

Project-based learning / परियोजना आधारित अधिगम: Extended inquiry leading to a meaningful product or finding. Application: Pupils investigate school water use and prepare a conservation plan.

MCQ 160 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Project-based learning / परियोजना आधारित अधिगम?

A. Pupils investigate school water use and prepare a conservation plan.
B. A pupil changes an explanation about floating after testing materials of different shapes.
C. A final project evaluates understanding of the neighbourhood environment.
D. Children ask which conditions affect how seeds grow.

Correct answer / सही उत्तर: A. Pupils investigate school water use and prepare a conservation plan.

Explanation / व्याख्या

Project-based learning / परियोजना आधारित अधिगम: Extended inquiry leading to a meaningful product or finding. Application: Pupils investigate school water use and prepare a conservation plan.

MCQ 161 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Extended inquiry leading to a meaningful product or finding. (2) Formulating investigable questions to guide exploration.

A. Project-based learning / परियोजना आधारित अधिगम | Learning outcome / अधिगम प्रतिफल

B. Questioning / प्रश्न करना | Project-based learning / परियोजना आधारित अधिगम

C. Project-based learning / परियोजना आधारित अधिगम | Questioning / प्रश्न करना

D. Prior experience / पूर्व अनुभव | Questioning / प्रश्न करना

Correct answer / सही उत्तर: C. Project-based learning / परियोजना आधारित अधिगम | Questioning / प्रश्न करना

Explanation / व्याख्या

Project-based learning / परियोजना आधारित अधिगम: Extended inquiry leading to a meaningful product or finding. Application: Pupils investigate school water use and prepare a conservation plan. Questioning / प्रश्न करना: Formulating investigable questions to guide exploration. Application: Children ask which conditions affect how seeds grow.

GyanTech Guru Ji

MCQ 162 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Pupils investigate school water use and prepare a conservation plan. (2) Children map traffic signs and public facilities near the school.

A. Learning walk / अधिगम भ्रमण | Project-based learning / परियोजना आधारित अधिगम

B. Project-based learning / परियोजना आधारित अधिगम | Learning walk / अधिगम भ्रमण

C. Summative assessment / संकलनात्मक आकलन | Learning walk / अधिगम भ्रमण

D. Project-based learning / परियोजना आधारित अधिगम | Observation / अवलोकन

Correct answer / सही उत्तर: B. Project-based learning / परियोजना आधारित अधिगम | Learning walk / अधिगम भ्रमण

Explanation / व्याख्या

Project-based learning / परियोजना आधारित अधिगम: Extended inquiry leading to a meaningful product or finding. Application: Pupils investigate school water use and prepare a conservation plan. Learning walk / अधिगम भ्रमण: A short planned walk designed around specific observations. Application: Children map traffic signs and public facilities near the school.

GyanTech

MCQ 163 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Project-based learning / परियोजना आधारित अधिगम and Qualitative assessment / गुणात्मक आकलन.

A. Using descriptive evidence about learning rather than marks alone. | Extended inquiry leading to a meaningful product or finding.

B. Extended inquiry leading to a meaningful product or finding. | Using descriptive evidence about learning rather than marks alone.

C. Anticipating and reducing risks before learning activities. | Using descriptive evidence about learning rather than marks alone.

D. Extended inquiry leading to a meaningful product or finding. | Developing understanding and action that support shared well-being.

Correct answer / सही उत्तर: B. Extended inquiry leading to a meaningful product or finding. | Using descriptive evidence about learning rather than marks alone.

Explanation / व्याख्या

Project-based learning / परियोजना आधारित अधिगम: Extended inquiry leading to a meaningful product or finding. Application: Pupils investigate school water use and prepare a conservation plan. Qualitative assessment / गुणात्मक आकलन: Using descriptive evidence about learning rather than marks alone. Application: A teacher describes a pupil's observation skills and suggests a next step.

MCQ 164 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Project-based learning / परियोजना आधारित अधिगम and Textbook adaptation / पाठ्यपुस्तक अनुकूलन.

A. Pupils investigate school water use and prepare a conservation plan. | Children compare two leaves by shape and vein pattern.

B. Children use local maps and photographs to study their neighbourhood. | A coastal example is supplemented with an accessible local river example.

C. A coastal example is supplemented with an accessible local river example. | Pupils investigate school water use and prepare a conservation plan.

D. Pupils investigate school water use and prepare a conservation plan. | A coastal example is supplemented with an accessible local river example.

Correct answer / सही उत्तर: D. Pupils investigate school water use and prepare a conservation plan. | A coastal example is supplemented with an accessible local river example.

Explanation / व्याख्या

Project-based learning / परियोजना आधारित अधिगम: Extended inquiry leading to a meaningful product or finding. Application: Pupils investigate school water use and prepare a conservation plan. Textbook adaptation / पाठ्यपुस्तक अनुकूलन: Modifying a textbook task to suit local context and learner needs. Application: A coastal example is supplemented with an accessible local river example.

MCQ 165 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Project-based learning / परियोजना आधारित अधिगम / Local expert / स्थानीय विशेषज्ञ)

A. Project-based learning / परियोजना आधारित अधिगम → A person whose experience or knowledge can support contextual learning.

B. Learning outcome / अधिगम प्रतिफल → Determining an attribute using an appropriate unit or instrument.

C. Local expert / स्थानीय विशेषज्ञ → A specific observable demonstration of expected learning.

D. Project-based learning / परियोजना आधारित अधिगम → Extended inquiry leading to a meaningful product or finding.

Correct answer / सही उत्तर: D. Project-based learning / परियोजना आधारित अधिगम → Extended inquiry leading to a meaningful product or finding.

Explanation / व्याख्या

Project-based learning / परियोजना आधारित अधिगम: Extended inquiry leading to a meaningful product or finding. Application: Pupils investigate school water use and prepare a conservation plan.

MCQ 166 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Project-based learning / परियोजना आधारित अधिगम / Questioning / प्रश्न करना)

A. Project-based learning / परियोजना आधारित अधिगम → Children ask which conditions affect how seeds grow.

B. Observation checklist / अवलोकन जाँच सूची → A teacher describes a pupil's observation skills and suggests a next step.

C. Questioning / प्रश्न करना → A teacher notes whether pupils classify objects using a consistent property.

D. Project-based learning / परियोजना आधारित अधिगम → Pupils investigate school water use and prepare a conservation plan.

Correct answer / सही उत्तर: D. Project-based learning / परियोजना आधारित अधिगम → Pupils investigate school water use and prepare a conservation plan.

Explanation / व्याख्या

Project-based learning / परियोजना आधारित अधिगम: Extended inquiry leading to a meaningful product or finding. Application: Pupils investigate school water use and prepare a conservation plan.

MCQ 167 • CORE PRACTICE · FORM 01

Identify the concept described: Learning through purposeful exchange of ideas and reasons.

A. Discussion method / चर्चा विधि

B. Unit plan / इकाई योजना

C. Interdisciplinary learning / अंतर्विषयी अधिगम

D. Elicitation / पूर्वविचार जानना

Correct answer / सही उत्तर: A. Discussion method / चर्चा विधि

Explanation / व्याख्या

Discussion method / चर्चा विधि: Learning through purposeful exchange of ideas and reasons.
Application: A class debates ways of keeping a shared playground clean.

MCQ 168 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A class debates ways of keeping a shared playground clean.

A. Discussion method / चर्चा विधि

B. Learning resources / अधिगम संसाधन

C. Local expert / स्थानीय विशेषज्ञ

D. Peer assessment / सहपाठी आकलन

Correct answer / सही उत्तर: A. Discussion method / चर्चा विधि

Explanation / व्याख्या

Discussion method / चर्चा विधि: Learning through purposeful exchange of ideas and reasons.
Application: A class debates ways of keeping a shared playground clean.

MCQ 169 • CORE PRACTICE · FORM 03

Which explanation best defines Discussion method / चर्चा विधि?

A. Evaluating learning at the end of a defined period.

B. Preserving observations in a consistent written or visual form.

C. A list of criteria for recording observed learning behaviours.

D. Learning through purposeful exchange of ideas and reasons.

Correct answer / सही उत्तर: D. Learning through purposeful exchange of ideas and reasons.

Explanation / व्याख्या

Discussion method / चर्चा विधि: Learning through purposeful exchange of ideas and reasons.
Application: A class debates ways of keeping a shared playground clean.

MCQ 170 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Discussion method / चर्चा विधि?

A. Pupils can describe two ways of saving water at home.

B. A potter describes clay preparation to pupils.

C. A class debates ways of keeping a shared playground clean.

D. A pupil changes an explanation about floating after testing materials of different shapes.

Correct answer / सही उत्तर: C. A class debates ways of keeping a shared playground clean.

Explanation / व्याख्या

Discussion method / चर्चा विधि: Learning through purposeful exchange of ideas and reasons.
Application: A class debates ways of keeping a shared playground clean.

GyanTech Guru Ji

MCQ 171 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Learning through purposeful exchange of ideas and reasons. (2) Finding out learners' existing ideas before or during instruction.

A. Observation / अवलोकन | Elicitation / पूर्वविचार जानना

B. Discussion method / चर्चा विधि | Elicitation / पूर्वविचार जानना

C. Discussion method / चर्चा विधि | Comparing / तुलना करना

D. Elicitation / पूर्वविचार जानना | Discussion method / चर्चा विधि

Correct answer / सही उत्तर: B. Discussion method / चर्चा विधि | Elicitation / पूर्वविचार जानना

Explanation / व्याख्या

Discussion method / चर्चा विधि: Learning through purposeful exchange of ideas and reasons. Application: A class debates ways of keeping a shared playground clean. Elicitation / पूर्वविचार जानना: Finding out learners' existing ideas before or during instruction. Application: A teacher asks pupils to draw where they think rain comes from.

MCQ 172 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A class debates ways of keeping a shared playground clean. (2) Children map traffic signs and public facilities near the school.

A. Conceptual change / अवधारणात्मक परिवर्तन | Learning walk / अधिगम भ्रमण

B. Discussion method / चर्चा विधि | Learning walk / अधिगम भ्रमण

C. Discussion method / चर्चा विधि | Safety planning / सुरक्षा योजना

D. Learning walk / अधिगम भ्रमण | Discussion method / चर्चा विधि

Correct answer / सही उत्तर: B. Discussion method / चर्चा विधि | Learning walk / अधिगम भ्रमण

Explanation / व्याख्या

Discussion method / चर्चा विधि: Learning through purposeful exchange of ideas and reasons. Application: A class debates ways of keeping a shared playground clean. Learning walk / अधिगम भ्रमण: A short planned walk designed around specific observations. Application: Children map traffic signs and public facilities near the school.

MCQ 173 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Discussion method / चर्चा विधि and Prior experience / पूर्व अनुभव.

A. A learner's earlier encounters that can support new understanding. | Learning through purposeful exchange of ideas and reasons.

B. Learning through purposeful exchange of ideas and reasons. | Using perspectives from different subject areas to understand an issue.

C. A list of criteria for recording observed learning behaviours. | A learner's earlier encounters that can support new understanding.

D. Learning through purposeful exchange of ideas and reasons. | A learner's earlier encounters that can support new understanding.

Correct answer / सही उत्तर: D. Learning through purposeful exchange of ideas and reasons. | A learner's earlier encounters that can support new understanding.

Explanation / व्याख्या

Discussion method / चर्चा विधि: Learning through purposeful exchange of ideas and reasons. Application: A class debates ways of keeping a shared playground clean. Prior experience / पूर्व अनुभव: A learner's earlier encounters that can support new understanding. Application: Children describe how their families store food before investigating preservation.

MCQ 174 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Discussion method / चर्चा विधि and Communication / संप्रेषण.

A. A child believes all heavy objects sink regardless of their shape. | A group presents its observations of germination using a labelled chart.

B. A class debates ways of keeping a shared playground clean. | A group presents its observations of germination using a labelled chart.

C. A group presents its observations of germination using a labelled chart. | A class debates ways of keeping a shared playground clean.

D. A class debates ways of keeping a shared playground clean. | Children use local maps and photographs to study their neighbourhood.

Correct answer / सही उत्तर: B. A class debates ways of keeping a shared playground clean. | A group presents its observations of germination using a labelled chart.

Explanation / व्याख्या

Discussion method / चर्चा विधि: Learning through purposeful exchange of ideas and reasons. Application: A class debates ways of keeping a shared playground clean. Communication / संप्रेषण: Sharing evidence, findings and explanations with others. Application: A group presents its observations of germination using a labelled chart.

MCQ 175 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Discussion method / चर्चा विधि / Community participation / समुदाय सहभागिता)

A. Community participation / समुदाय सहभागिता → Using descriptive evidence about learning rather than marks alone.

B. Discussion method / चर्चा विधि → Engaging local people and their knowledge in learning experiences.

C. Discussion method / चर्चा विधि → Learning through purposeful exchange of ideas and reasons.

D. Qualitative assessment / गुणात्मक आकलन → Modifying a textbook task to suit local context and learner needs.

Correct answer / सही उत्तर: C. Discussion method / चर्चा विधि → Learning through purposeful exchange of ideas and reasons.

Explanation / व्याख्या

Discussion method / चर्चा विधि: Learning through purposeful exchange of ideas and reasons.
Application: A class debates ways of keeping a shared playground clean.

MCQ 176 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Discussion method / चर्चा विधि / Environmental sensitivity / पर्यावरण संवेदनशीलता)

A. Discussion method / चर्चा विधि → Children discuss ways to reduce waste in their school.

B. Environmental sensitivity / पर्यावरण संवेदनशीलता → Children explain their current ideas about shadows and test them.

C. Constructivism / रचनावाद → Pupils plan how to care for common school resources respectfully.

D. Discussion method / चर्चा विधि → A class debates ways of keeping a shared playground clean.

Correct answer / सही उत्तर: D. Discussion method / चर्चा विधि → A class debates ways of keeping a shared playground clean.

Explanation / व्याख्या

Discussion method / चर्चा विधि: Learning through purposeful exchange of ideas and reasons. Application: A class debates ways of keeping a shared playground clean.

MCQ 177 • CORE PRACTICE · FORM 01

Identify the concept described: Using narratives to explore environmental or social ideas.

A. Story-based teaching / कहानी आधारित शिक्षण

B. Observation / अवलोकन

C. Summative assessment / संकलनात्मक आकलन

D. Questioning / प्रश्न करना

Correct answer / सही उत्तर: A. Story-based teaching / कहानी आधारित शिक्षण

Explanation / व्याख्या

Story-based teaching / कहानी आधारित शिक्षण: Using narratives to explore environmental or social ideas. Application: Children analyse a story about a family facing water shortages.

MCQ 178 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Children analyse a story about a family facing water shortages.

A. Story-based teaching / कहानी आधारित शिक्षण

B. Summative assessment / संकलनात्मक आकलन

C. Alternate conception / वैकल्पिक अवधारणा

D. Observation / अवलोकन

Correct answer / सही उत्तर: A. Story-based teaching / कहानी आधारित शिक्षण

Explanation / व्याख्या

Story-based teaching / कहानी आधारित शिक्षण: Using narratives to explore environmental or social ideas. Application: Children analyse a story about a family facing water shortages.

MCQ 179 • CORE PRACTICE · FORM 03

Which explanation best defines Story-based teaching / कहानी आधारित शिक्षण?

A. Gathering ongoing evidence to support improved learning.

B. A collection of learning evidence showing progress across time.

C. Using narratives to explore environmental or social ideas.

D. Developing understanding and action that support shared well-being.

Correct answer / सही उत्तर: C. Using narratives to explore environmental or social ideas.

Explanation / व्याख्या

Story-based teaching / कहानी आधारित शिक्षण: Using narratives to explore environmental or social ideas. Application: Children analyse a story about a family facing water shortages.

MCQ 180 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Story-based teaching / कहानी आधारित शिक्षण?

A. Children use maps and plant observations to study their surroundings.

B. A teacher adds a local map to a chapter about directions.

C. The teacher links several sessions about food, sources and nutrition.

D. Children analyse a story about a family facing water shortages.

Correct answer / सही उत्तर: D. Children analyse a story about a family facing water shortages.

Explanation / व्याख्या

Story-based teaching / कहानी आधारित शिक्षण: Using narratives to explore environmental or social ideas. Application: Children analyse a story about a family facing water shortages.

MCQ 181 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Using narratives to explore environmental or social ideas. (2) Making an interpretation from observations and prior knowledge.

A. Story-based teaching / कहानी आधारित शिक्षण | Inference / निष्कर्षात्मक अनुमान

B. Environmental sensitivity / पर्यावरण संवेदनशीलता | Inference / निष्कर्षात्मक अनुमान

C. Inference / निष्कर्षात्मक अनुमान | Story-based teaching / कहानी आधारित शिक्षण

D. Story-based teaching / कहानी आधारित शिक्षण | School garden / विद्यालय उद्यान

Correct answer / सही उत्तर: A. Story-based teaching / कहानी आधारित शिक्षण | Inference / निष्कर्षात्मक अनुमान

Explanation / व्याख्या

Story-based teaching / कहानी आधारित शिक्षण: Using narratives to explore environmental or social ideas. Application: Children analyse a story about a family facing water shortages. Inference / निष्कर्षात्मक अनुमान: Making an interpretation from observations and prior knowledge. Application: After seeing wet footprints, a child infers someone recently walked there.

MCQ 182 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Children analyse a story about a family facing water shortages. (2) Children use maps and plant observations to study their surroundings.

A. Learning outcome / अधिगम प्रतिफल | Interdisciplinary learning / अंतर्विषयी अधिगम

B. Interdisciplinary learning / अंतर्विषयी अधिगम | Story-based teaching / कहानी आधारित शिक्षण

C. Story-based teaching / कहानी आधारित शिक्षण | Portfolio / पोर्टफोलियो

D. Story-based teaching / कहानी आधारित शिक्षण | Interdisciplinary learning / अंतर्विषयी अधिगम

Correct answer / सही उत्तर: D. Story-based teaching / कहानी आधारित शिक्षण | Interdisciplinary learning / अंतर्विषयी अधिगम

Explanation / व्याख्या

Story-based teaching / कहानी आधारित शिक्षण: Using narratives to explore environmental or social ideas. Application: Children analyse a story about a family facing water shortages. Interdisciplinary learning / अंतर्विषयी अधिगम: Using perspectives from different subject areas to understand an issue. Application: Children use maps and plant observations to study their surroundings.

MCQ 183 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Story-based teaching / कहानी आधारित शिक्षण and Questioning / प्रश्न करना.

A. Using narratives to explore environmental or social ideas. | Finding out learners' existing ideas before or during instruction.

B. Formulating investigable questions to guide exploration. | Using narratives to explore environmental or social ideas.

C. Using narratives to explore environmental or social ideas. | Formulating investigable questions to guide exploration.

D. An organised plan linking goals, activities, resources and assessment. | Formulating investigable questions to guide exploration.

Correct answer / सही उत्तर: C. Using narratives to explore environmental or social ideas. | Formulating investigable questions to guide exploration.

Explanation / व्याख्या

Story-based teaching / कहानी आधारित शिक्षण: Using narratives to explore environmental or social ideas. Application: Children analyse a story about a family facing water shortages. Questioning / प्रश्न करना: Formulating investigable questions to guide exploration. Application: Children ask which conditions affect how seeds grow.

MCQ 184 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Story-based teaching / कहानी आधारित शिक्षण and Social environment / सामाजिक परिवेश.

A. Children analyse a story about a family facing water shortages. | A teacher adds a local map to a chapter about directions.

B. Pupils record plant height in a dated table. | Pupils investigate how local workers contribute to community life.

C. Children analyse a story about a family facing water shortages. | Pupils investigate how local workers contribute to community life.

D. Pupils investigate how local workers contribute to community life. | Children analyse a story about a family facing water shortages.

Correct answer / सही उत्तर: C. Children analyse a story about a family facing water shortages. | Pupils investigate how local workers contribute to community life.

Explanation / व्याख्या

Story-based teaching / कहानी आधारित शिक्षण: Using narratives to explore environmental or social ideas. Application: Children analyse a story about a family facing water shortages. Social environment / सामाजिक परिवेश: The people, institutions and relationships around learners. Application: Pupils investigate how local workers contribute to community life.

MCQ 185 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Story-based teaching / कहानी आधारित शिक्षण / Formative assessment / निर्माणात्मक आकलन)

A. Story-based teaching / कहानी आधारित शिक्षण → Using narratives to explore environmental or social ideas.

B. Recording data / आँकड़े दर्ज करना → Using perspectives from different subject areas to understand an issue.

C. Story-based teaching / कहानी आधारित शिक्षण → Gathering ongoing evidence to support improved learning.

D. Formative assessment / निर्माणात्मक आकलन → Preserving observations in a consistent written or visual form.

Correct answer / सही उत्तर: A. Story-based teaching / कहानी आधारित शिक्षण → Using narratives to explore environmental or social ideas.

Explanation / व्याख्या

Story-based teaching / कहानी आधारित शिक्षण: Using narratives to explore environmental or social ideas. Application: Children analyse a story about a family facing water shortages.

MCQ 186 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Story-based teaching / कहानी आधारित शिक्षण / Observation / अवलोकन)

A. Local environment / स्थानीय परिवेश → A teacher revisits the concept of habitats after hearing pupils' explanations.

B. Story-based teaching / कहानी आधारित शिक्षण → Children note leaf colour, texture and shape without guessing causes.

C. Story-based teaching / कहानी आधारित शिक्षण → Children analyse a story about a family facing water shortages.

D. Observation / अवलोकन → Pupils explore their neighbourhood's trees, shops and transport.

Correct answer / सही उत्तर: C. Story-based teaching / कहानी आधारित शिक्षण → Children analyse a story about a family facing water shortages.

Explanation / व्याख्या

Story-based teaching / कहानी आधारित शिक्षण: Using narratives to explore environmental or social ideas. Application: Children analyse a story about a family facing water shortages.

Short-answer revision

Recall the idea before reading the model answer.

REVISION 03.01

Explain Experiential learning / अनुभवात्मक अधिगम and give one classroom example.

Model answer: Developing understanding through direct experience and reflection. Children observe compost over several days and discuss changes.

REVISION 03.02

Explain Inquiry-based learning / अन्वेषण आधारित अधिगम and give one classroom example.

Model answer: Investigating questions through evidence and reasoning. Pupils investigate why some parts of the playground stay wet longer.

REVISION 03.03

Explain Field visit / क्षेत्र भ्रमण and give one classroom example.

Model answer: A planned learning experience outside the classroom. A class visits a local pond to observe its uses and living organisms.

REVISION 03.04

Explain Project-based learning / परियोजना आधारित अधिगम and give one classroom example.

Model answer: Extended inquiry leading to a meaningful product or finding. Pupils investigate school water use and prepare a conservation plan.

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REVISION 03.05

Explain Discussion method / चर्चा विधि and give one classroom example.

Model answer: Learning through purposeful exchange of ideas and reasons. A class debates ways of keeping a shared playground clean.

REVISION 03.06

Explain Story-based teaching / कहानी आधारित शिक्षण and give one classroom example.

Model answer: Using narratives to explore environmental or social ideas. Children analyse a story about a family facing water shortages.

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CHAPTER 04 • 102 MCQs • 10 REVISION PROMPTS

Process Skills

Important topics, examples, new classroom scenarios and core practice

Important topics & revision notes

Observation / अवलोकन

Noticing and recording relevant features using senses or tools.

Classroom example: Children note leaf colour, texture and shape without guessing causes.

Classification / वर्गीकरण

Grouping items according to selected characteristics.

Classroom example: Pupils group collected leaves by their margins.

Prediction / पूर्वानुमान

Anticipating a possible outcome based on available evidence.

Classroom example: Before testing, children suggest which surface will dry fastest.

Measurement / मापन

Determining an attribute using an appropriate unit or instrument.

Classroom example: A child uses a measuring cup to compare water volumes.

Inference / निष्कर्षात्मक अनुमान

Making an interpretation from observations and prior knowledge.

Classroom example: After seeing wet footprints, a child infers someone recently walked there.

Communication / संप्रेषण

Sharing evidence, findings and explanations with others.

Classroom example: A group presents its observations of germination using a labelled chart.

Questioning / प्रश्न करना

Formulating investigable questions to guide exploration.

Classroom example: Children ask which conditions affect how seeds grow.

Recording data / आँकड़े दर्ज करना

Preserving observations in a consistent written or visual form.

Classroom example: Pupils record plant height in a dated table.

Comparing / तुलना करना

Identifying similarities and differences using relevant attributes.

Classroom example: Children compare two leaves by shape and vein pattern.

Fair testing / निष्पक्ष परीक्षण

Keeping relevant conditions comparable while investigating one factor.

Classroom example: Groups use similar containers and soil while varying light exposure.

New classroom-based questions

Apply concepts to realistic teaching decisions.

MCQ 187 • NEW CLASSROOM APPLICATION

Which statement is an observation rather than an inference?

A. An insect definitely made the holes

B. The plant is unhappy

C. The leaf has three visible holes

D. The leaf dislikes rain

Correct answer / सही उत्तर: C. The leaf has three visible holes

Explanation / व्याख्या

Observation reports what is directly noticed; inference interprets it.

MCQ 188 • NEW CLASSROOM APPLICATION

To compare seed growth in light and darkness, what should be kept similar?

A. Nothing at all

B. Every condition including light

C. Seed type, water and other conditions apart from light

D. Only the labels on containers

Correct answer / सही उत्तर: C. Seed type, water and other conditions apart from light

Explanation / व्याख्या

Controlling other variables helps isolate the effect of light.

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Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 189 • CORE PRACTICE · FORM 01

Identify the concept described: Noticing and recording relevant features using senses or tools.

A. Discussion method / चर्चा विधि

B. Alternate conception / वैकल्पिक अवधारणा

C. Interdisciplinary learning / अंतर्विषयी अधिगम

D. Observation / अवलोकन

Correct answer / सही उत्तर: D. Observation / अवलोकन

Explanation / व्याख्या

Observation / अवलोकन: Noticing and recording relevant features using senses or tools.

Application: Children note leaf colour, texture and shape without guessing causes.

MCQ 190 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Children note leaf colour, texture and shape without guessing causes.

A. Formative assessment / निर्माणात्मक आकलन

B. Integrated curriculum / एकीकृत पाठ्यचर्या

C. Social environment / सामाजिक परिवेश

D. Observation / अवलोकन

Correct answer / सही उत्तर: D. Observation / अवलोकन

Explanation / व्याख्या

Observation / अवलोकन: Noticing and recording relevant features using senses or tools.

Application: Children note leaf colour, texture and shape without guessing causes.

MCQ 191 • CORE PRACTICE · FORM 03

Which explanation best defines Observation / अवलोकन?

A. Noticing and recording relevant features using senses or tools.

B. Engaging local people and their knowledge in learning experiences.

C. Comparing explanations against observations and reasons.

D. A learner's existing explanation that differs from accepted disciplinary understanding.

Correct answer / सही उत्तर: A. Noticing and recording relevant features using senses or tools.

Explanation / व्याख्या

Observation / अवलोकन: Noticing and recording relevant features using senses or tools.

Application: Children note leaf colour, texture and shape without guessing causes.

MCQ 192 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Observation / अवलोकन?

A. Children note leaf colour, texture and shape without guessing causes.

B. A teacher describes a pupil's observation skills and suggests a next step.

C. Children observe compost over several days and discuss changes.

D. Pupils notice whose occupations are shown in a picture and discuss missing examples.

Correct answer / सही उत्तर: A. Children note leaf colour, texture and shape without guessing causes.

Explanation / व्याख्या

Observation / अवलोकन: Noticing and recording relevant features using senses or tools.

Application: Children note leaf colour, texture and shape without guessing causes.

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MCQ 193 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Noticing and recording relevant features using senses or tools. (2) Extended inquiry leading to a meaningful product or finding.

A. Project-based learning / परियोजना आधारित अधिगम | Observation / अवलोकन

B. Observation / अवलोकन | School garden / विद्यालय उद्यान

C. Pedagogical intent / शिक्षण उद्देश्य | Project-based learning / परियोजना आधारित अधिगम

D. Observation / अवलोकन | Project-based learning / परियोजना आधारित अधिगम

Correct answer / सही उत्तर: D. Observation / अवलोकन | Project-based learning / परियोजना आधारित अधिगम

Explanation / व्याख्या

Observation / अवलोकन: Noticing and recording relevant features using senses or tools. Application: Children note leaf colour, texture and shape without guessing causes. Project-based learning / परियोजना आधारित अधिगम: Extended inquiry leading to a meaningful product or finding. Application: Pupils investigate school water use and prepare a conservation plan.

MCQ 194 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Children note leaf colour, texture and shape without guessing causes. (2) A child asks why shadows change during the day.

A. Children's questions / बच्चों के प्रश्न | Observation / अवलोकन

B. Lesson plan / पाठ योजना | Children's questions / बच्चों के प्रश्न

C. Observation / अवलोकन | Learning resources / अधिगम संसाधन

D. Observation / अवलोकन | Children's questions / बच्चों के प्रश्न

Correct answer / सही उत्तर: D. Observation / अवलोकन | Children's questions / बच्चों के प्रश्न

Explanation / व्याख्या

Observation / अवलोकन: Noticing and recording relevant features using senses or tools. Application: Children note leaf colour, texture and shape without guessing causes. Children's questions / बच्चों के प्रश्न: Learner-generated inquiries revealing interests and existing understanding. Application: A child asks why shadows change during the day.

MCQ 195 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Observation / अवलोकन and Observation checklist / अवलोकन जाँच सूची.

A. A short planned walk designed around specific observations. | A list of criteria for recording observed learning behaviours.

B. A list of criteria for recording observed learning behaviours. | Noticing and recording relevant features using senses or tools.

C. Noticing and recording relevant features using senses or tools. | A list of criteria for recording observed learning behaviours.

D. Noticing and recording relevant features using senses or tools. | Modifying a textbook task to suit local context and learner needs.

Correct answer / सही उत्तर: C. Noticing and recording relevant features using senses or tools. | A list of criteria for recording observed learning behaviours.

Explanation / व्याख्या

Observation / अवलोकन: Noticing and recording relevant features using senses or tools. Application: Children note leaf colour, texture and shape without guessing causes. Observation checklist / अवलोकन जाँच सूची: A list of criteria for recording observed learning behaviours. Application: A teacher notes whether pupils classify objects using a consistent property.

MCQ 196 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Observation / अवलोकन and Learning resources / अधिगम संसाधन.

A. Children use local maps and photographs to study their neighbourhood. | Children note leaf colour, texture and shape without guessing causes.

B. Children note leaf colour, texture and shape without guessing causes. | A coastal example is supplemented with an accessible local river example.

C. Children note leaf colour, texture and shape without guessing causes. | Children use local maps and photographs to study their neighbourhood.

D. Pupils investigate school water use and prepare a conservation plan. | Children use local maps and photographs to study their neighbourhood.

Correct answer / सही उत्तर: C. Children note leaf colour, texture and shape without guessing causes. | Children use local maps and photographs to study their neighbourhood.

Explanation / व्याख्या

Observation / अवलोकन: Noticing and recording relevant features using senses or tools. Application: Children note leaf colour, texture and shape without guessing causes. Learning resources / अधिगम संसाधन: Materials, places or people selected to support meaningful exploration. Application: Children use local maps and photographs to study their neighbourhood.

MCQ 197 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Observation / अवलोकन / Learning outcome / अधिगम प्रतिफल)

A. Observation / अवलोकन → A specific observable demonstration of expected learning.

B. Field visit / क्षेत्र भ्रमण → Using perspectives from different subject areas to understand an issue.

C. Learning outcome / अधिगम प्रतिफल → A planned learning experience outside the classroom.

D. Observation / अवलोकन → Noticing and recording relevant features using senses or tools.

Correct answer / सही उत्तर: D. Observation / अवलोकन → Noticing and recording relevant features using senses or tools.

Explanation / व्याख्या

Observation / अवलोकन: Noticing and recording relevant features using senses or tools.

Application: Children note leaf colour, texture and shape without guessing causes.

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MCQ 198 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Observation / अवलोकन / Curriculum integration / पाठ्यचर्या एकीकरण)

A. Curriculum integration / पाठ्यचर्या एकीकरण → A teacher asks pupils to draw where they think rain comes from.

B. Observation / अवलोकन → Children combine map reading, measurement and local interviews in one unit.

C. Observation / अवलोकन → Children note leaf colour, texture and shape without guessing causes.

D. Elicitation / पूर्वविचार जानना → A pupil changes an explanation about floating after testing materials of different shapes.

Correct answer / सही उत्तर: C. Observation / अवलोकन → Children note leaf colour, texture and shape without guessing causes.

Explanation / व्याख्या

Observation / अवलोकन: Noticing and recording relevant features using senses or tools. Application: Children note leaf colour, texture and shape without guessing causes.

MCQ 199 • CORE PRACTICE · FORM 01

Identify the concept described: Grouping items according to selected characteristics.

A. Classification / वर्गीकरण

B. Elicitation / पूर्वविचार जानना

C. Inquiry-based learning / अन्वेषण आधारित अधिगम

D. Peer assessment / सहपाठी आकलन

Correct answer / सही उत्तर: A. Classification / वर्गीकरण

Explanation / व्याख्या

Classification / वर्गीकरण: Grouping items according to selected characteristics. Application: Pupils group collected leaves by their margins.

MCQ 200 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Pupils group collected leaves by their margins.

A. Classification / वर्गीकरण

B. Summative assessment / संकलनात्मक आकलन

C. Learning walk / अधिगम भ्रमण

D. Supplementary resource / पूरक संसाधन

Correct answer / सही उत्तर: A. Classification / वर्गीकरण

Explanation / व्याख्या

Classification / वर्गीकरण: Grouping items according to selected characteristics. Application: Pupils group collected leaves by their margins.

MCQ 201 • CORE PRACTICE · FORM 03

Which explanation best defines Classification / वर्गीकरण?

A. Revising an existing explanation in light of relevant evidence.

B. Developing understanding and action that support shared well-being.

C. Grouping items according to selected characteristics.

D. A person whose experience or knowledge can support contextual learning.

Correct answer / सही उत्तर: C. Grouping items according to selected characteristics.

Explanation / व्याख्या

Classification / वर्गीकरण: Grouping items according to selected characteristics. Application: Pupils group collected leaves by their margins.

MCQ 202 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Classification / वर्गीकरण?

A. Pupils group collected leaves by their margins.

B. Pupils investigate why some parts of the playground stay wet longer.

C. A teacher asks pupils to draw where they think rain comes from.

D. A water topic combines science, local geography and social practices.

Correct answer / सही उत्तर: A. Pupils group collected leaves by their margins.

Explanation / व्याख्या

Classification / वर्गीकरण: Grouping items according to selected characteristics. Application: Pupils group collected leaves by their margins.

MCQ 203 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Grouping items according to selected characteristics. (2) The immediate natural and social setting used as a learning context.

A. Peer assessment / सहपाठी आकलन | Local environment / स्थानीय परिवेश

B. Local environment / स्थानीय परिवेश | Classification / वर्गीकरण

C. Classification / वर्गीकरण | Local environment / स्थानीय परिवेश

D. Classification / वर्गीकरण | Project-based learning / परियोजना आधारित अधिगम

Correct answer / सही उत्तर: C. Classification / वर्गीकरण | Local environment / स्थानीय परिवेश

Explanation / व्याख्या

Classification / वर्गीकरण: Grouping items according to selected characteristics. Application: Pupils group collected leaves by their margins. Local environment / स्थानीय परिवेश: The immediate natural and social setting used as a learning context. Application: Pupils explore their neighbourhood's trees, shops and transport.

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MCQ 204 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Pupils group collected leaves by their margins. (2) Children use maps and plant observations to study their surroundings.

A. Classification / वर्गीकरण | Interdisciplinary learning / अंतर्विषयी अधिगम

B. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन | Interdisciplinary learning / अंतर्विषयी अधिगम

C. Classification / वर्गीकरण | Curriculum integration / पाठ्यचर्या एकीकरण

D. Interdisciplinary learning / अंतर्विषयी अधिगम | Classification / वर्गीकरण

Correct answer / सही उत्तर: A. Classification / वर्गीकरण | Interdisciplinary learning / अंतर्विषयी अधिगम

Explanation / व्याख्या

Classification / वर्गीकरण: Grouping items according to selected characteristics. Application: Pupils group collected leaves by their margins. Interdisciplinary learning / अंतर्विषयी अधिगम: Using perspectives from different subject areas to understand an issue. Application: Children use maps and plant observations to study their surroundings.

MCQ 205 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Classification / वर्गीकरण and Holistic learning / समग्र अधिगम.

A. Grouping items according to selected characteristics. | Connecting knowledge, skills, values and experiences rather than treating them as isolated parts.

B. Connecting knowledge, skills, values and experiences rather than treating them as isolated parts. | Grouping items according to selected characteristics.

C. Finding out learners' existing ideas before or during instruction. | Connecting knowledge, skills, values and experiences rather than treating them as isolated parts.

D. Grouping items according to selected characteristics. | Comparing explanations against observations and reasons.

Correct answer / सही उत्तर: A. Grouping items according to selected characteristics. | Connecting knowledge, skills, values and experiences rather than treating them as isolated parts.

Explanation / व्याख्या

Classification / वर्गीकरण: Grouping items according to selected characteristics. Application: Pupils group collected leaves by their margins. Holistic learning / समग्र अधिगम: Connecting knowledge, skills, values and experiences rather than treating them as isolated parts. Application: A lesson about a garden includes observation, cooperation and care for living things.

MCQ 206 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Classification / वर्गीकरण and Elicitation / पूर्वविचार जानना.

A. A teacher asks pupils to draw where they think rain comes from. | Pupils group collected leaves by their margins.

B. Pupils group collected leaves by their margins. | A teacher asks pupils to draw where they think rain comes from.

C. A class debates ways of keeping a shared playground clean. | A teacher asks pupils to draw where they think rain comes from.

D. Pupils group collected leaves by their margins. | Pupils monitor germination and record changes in seedlings.

Correct answer / सही उत्तर: B. Pupils group collected leaves by their margins. | A teacher asks pupils to draw where they think rain comes from.

Explanation / व्याख्या

Classification / वर्गीकरण: Grouping items according to selected characteristics. Application: Pupils group collected leaves by their margins. Elicitation / पूर्वविचार जानना: Finding out learners' existing ideas before or during instruction. Application: A teacher asks pupils to draw where they think rain comes from.

MCQ 207 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Classification / वर्गीकरण / Observation checklist / अवलोकन जाँच सूची)

A. Classification / वर्गीकरण → Grouping items according to selected characteristics.

B. Classification / वर्गीकरण → A list of criteria for recording observed learning behaviours.

C. Observation checklist / अवलोकन जाँच सूची → Awareness and concern for relationships between people and their surroundings.

D. Environmental sensitivity / पर्यावरण संवेदनशीलता → An organised plan linking goals, activities, resources and assessment.

Correct answer / सही उत्तर: A. Classification / वर्गीकरण → Grouping items according to selected characteristics.

Explanation / व्याख्या

Classification / वर्गीकरण: Grouping items according to selected characteristics. Application: Pupils group collected leaves by their margins.

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MCQ 208 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Classification / वर्गीकरण / Children's questions / बच्चों के प्रश्न)

A. Classification / वर्गीकरण → A child asks why shadows change during the day.

B. Children's questions / बच्चों के प्रश्न → A final project evaluates understanding of the neighbourhood environment.

C. Classification / वर्गीकरण → Pupils group collected leaves by their margins.

D. Summative assessment / संकलनात्मक आकलन → A teacher plans an observation task and a closing discussion about leaves.

Correct answer / सही उत्तर: C. Classification / वर्गीकरण → Pupils group collected leaves by their margins.

Explanation / व्याख्या

Classification / वर्गीकरण: Grouping items according to selected characteristics. Application: Pupils group collected leaves by their margins.

MCQ 209 • CORE PRACTICE · FORM 01

Identify the concept described: Anticipating a possible outcome based on available evidence.

A. Learning resources / अधिगम संसाधन

B. Project-based learning / परियोजना आधारित अधिगम

C. Peer assessment / सहपाठी आकलन

D. Prediction / पूर्वानुमान

Correct answer / सही उत्तर: D. Prediction / पूर्वानुमान

Explanation / व्याख्या

Prediction / पूर्वानुमान: Anticipating a possible outcome based on available evidence. Application: Before testing, children suggest which surface will dry fastest.

MCQ 210 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Before testing, children suggest which surface will dry fastest.

A. Safety planning / सुरक्षा योजना

B. Learning walk / अधिगम भ्रमण

C. Prediction / पूर्वानुमान

D. Supplementary resource / पूरक संसाधन

Correct answer / सही उत्तर: C. Prediction / पूर्वानुमान

Explanation / व्याख्या

Prediction / पूर्वानुमान: Anticipating a possible outcome based on available evidence. Application: Before testing, children suggest which surface will dry fastest.

MCQ 211 • CORE PRACTICE · FORM 03

Which explanation best defines Prediction / पूर्वानुमान?

A. Anticipating and reducing risks before learning activities.

B. A list of criteria for recording observed learning behaviours.

C. Modifying a textbook task to suit local context and learner needs.

D. Anticipating a possible outcome based on available evidence.

Correct answer / सही उत्तर: D. Anticipating a possible outcome based on available evidence.

Explanation / व्याख्या

Prediction / पूर्वानुमान: Anticipating a possible outcome based on available evidence. Application: Before testing, children suggest which surface will dry fastest.

MCQ 212 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Prediction / पूर्वानुमान?

A. Pupils investigate school water use and prepare a conservation plan.

B. Groups compare results of their seed experiment before making a claim.

C. A teacher checks safe routes and supervision before a field visit.

D. Before testing, children suggest which surface will dry fastest.

Correct answer / सही उत्तर: D. Before testing, children suggest which surface will dry fastest.

Explanation / व्याख्या

Prediction / पूर्वानुमान: Anticipating a possible outcome based on available evidence. Application: Before testing, children suggest which surface will dry fastest.

MCQ 213 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Anticipating a possible outcome based on available evidence. (2) A specific observable demonstration of expected learning.

A. Learning outcome / अधिगम प्रतिफल | Prediction / पूर्वानुमान

B. Community participation / समुदाय सहभागिता | Learning outcome / अधिगम प्रतिफल

C. Prediction / पूर्वानुमान | Learning outcome / अधिगम प्रतिफल

D. Prediction / पूर्वानुमान | Formative assessment / निर्माणात्मक आकलन

Correct answer / सही उत्तर: C. Prediction / पूर्वानुमान | Learning outcome / अधिगम प्रतिफल

Explanation / व्याख्या

Prediction / पूर्वानुमान: Anticipating a possible outcome based on available evidence. Application: Before testing, children suggest which surface will dry fastest. Learning outcome / अधिगम प्रतिफल: A specific observable demonstration of expected learning. Application: Pupils can describe two ways of saving water at home.

GyanTech Guru Ji

MCQ 214 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Before testing, children suggest which surface will dry fastest. (2) Pupils keep dated drawings, observation records and reflections.

A. Prediction / पूर्वानुमान | Portfolio / पोर्टफोलियो

B. Responsible citizenship / जिम्मेदार नागरिकता | Portfolio / पोर्टफोलियो

C. Prediction / पूर्वानुमान | Prior experience / पूर्व अनुभव

D. Portfolio / पोर्टफोलियो | Prediction / पूर्वानुमान

Correct answer / सही उत्तर: A. Prediction / पूर्वानुमान | Portfolio / पोर्टफोलियो

Explanation / व्याख्या

Prediction / पूर्वानुमान: Anticipating a possible outcome based on available evidence. Application: Before testing, children suggest which surface will dry fastest. Portfolio / पोर्टफोलियो: A collection of learning evidence showing progress across time. Application: Pupils keep dated drawings, observation records and reflections.

MCQ 215 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Prediction / पूर्वानुमान and Conceptual change / अवधारणात्मक परिवर्तन.

A. Using perspectives from different subject areas to understand an issue. | Revising an existing explanation in light of relevant evidence.

B. Revising an existing explanation in light of relevant evidence. | Anticipating a possible outcome based on available evidence.

C. Anticipating a possible outcome based on available evidence. | Using descriptive evidence about learning rather than marks alone.

D. Anticipating a possible outcome based on available evidence. | Revising an existing explanation in light of relevant evidence.

Correct answer / सही उत्तर: D. Anticipating a possible outcome based on available evidence. | Revising an existing explanation in light of relevant evidence.

Explanation / व्याख्या

Prediction / पूर्वानुमान: Anticipating a possible outcome based on available evidence. Application: Before testing, children suggest which surface will dry fastest. Conceptual change / अवधारणात्मक परिवर्तन: Revising an existing explanation in light of relevant evidence. Application: A pupil changes an explanation about floating after testing materials of different shapes.

MCQ 216 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Prediction / पूर्वानुमान and Conceptual change / अवधारणात्मक परिवर्तन.

A. Pupils investigate how local workers contribute to community life. | A pupil changes an explanation about floating after testing materials of different shapes.

B. A pupil changes an explanation about floating after testing materials of different shapes. | Before testing, children suggest which surface will dry fastest.

C. Before testing, children suggest which surface will dry fastest. | Pupils investigate school water use and prepare a conservation plan.

D. Before testing, children suggest which surface will dry fastest. | A pupil changes an explanation about floating after testing materials of different shapes.

Correct answer / सही उत्तर: D. Before testing, children suggest which surface will dry fastest. | A pupil changes an explanation about floating after testing materials of different shapes.

Explanation / व्याख्या

Prediction / पूर्वानुमान: Anticipating a possible outcome based on available evidence. Application: Before testing, children suggest which surface will dry fastest. Conceptual change / अवधारणात्मक परिवर्तन: Revising an existing explanation in light of relevant evidence. Application: A pupil changes an explanation about floating after testing materials of different shapes.

MCQ 217 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Prediction / पूर्वानुमान / Pedagogical intent / शिक्षण उद्देश्य)

A. Prediction / पूर्वानुमान → The learning purpose behind a textbook activity or representation.

B. School garden / विद्यालय उद्यान → Comparing explanations against observations and reasons.

C. Pedagogical intent / शिक्षण उद्देश्य → A school-based environment for observing plants, soil and interactions.

D. Prediction / पूर्वानुमान → Anticipating a possible outcome based on available evidence.

Correct answer / सही उत्तर: D. Prediction / पूर्वानुमान → Anticipating a possible outcome based on available evidence.

Explanation / व्याख्या

Prediction / पूर्वानुमान: Anticipating a possible outcome based on available evidence. Application: Before testing, children suggest which surface will dry fastest.

MCQ 218 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Prediction / पूर्वानुमान / Elicitation / पूर्वविचार जानना)

A. Community participation / समुदाय सहभागिता → Children observe compost over several days and discuss changes.

B. Prediction / पूर्वानुमान → Before testing, children suggest which surface will dry fastest.

C. Prediction / पूर्वानुमान → A teacher asks pupils to draw where they think rain comes from.

D. Elicitation / पूर्वविचार जानना → A gardener explains local methods of conserving water.

Correct answer / सही उत्तर: B. Prediction / पूर्वानुमान → Before testing, children suggest which surface will dry fastest.

Explanation / व्याख्या

Prediction / पूर्वानुमान: Anticipating a possible outcome based on available evidence. Application: Before testing, children suggest which surface will dry fastest.

MCQ 219 • CORE PRACTICE · FORM 01

Identify the concept described: Determining an attribute using an appropriate unit or instrument.

A. Constructivism / रचनावाद

B. Measurement / मापन

C. Unit plan / इकाई योजना

D. Observation checklist / अवलोकन जाँच सूची

Correct answer / सही उत्तर: B. Measurement / मापन

Explanation / व्याख्या

Measurement / मापन: Determining an attribute using an appropriate unit or instrument. Application: A child uses a measuring cup to compare water volumes.

MCQ 220 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A child uses a measuring cup to compare water volumes.

A. Textbook adaptation / पाठ्यपुस्तक अनुकूलन

B. Social environment / सामाजिक परिवेश

C. Measurement / मापन

D. Learning outcome / अधिगम प्रतिफल

Correct answer / सही उत्तर: C. Measurement / मापन

Explanation / व्याख्या

Measurement / मापन: Determining an attribute using an appropriate unit or instrument.

Application: A child uses a measuring cup to compare water volumes.

MCQ 221 • CORE PRACTICE · FORM 03

Which explanation best defines Measurement / मापन?

A. Finding out learners' existing ideas before or during instruction.

B. Determining an attribute using an appropriate unit or instrument.

C. The people, institutions and relationships around learners.

D. A school-based environment for observing plants, soil and interactions.

Correct answer / सही उत्तर: B. Determining an attribute using an appropriate unit or instrument.

Explanation / व्याख्या

Measurement / मापन: Determining an attribute using an appropriate unit or instrument.

Application: A child uses a measuring cup to compare water volumes.

MCQ 222 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Measurement / मापन?

A. A child uses a measuring cup to compare water volumes.

B. A teacher notes whether pupils classify objects using a consistent property.

C. A teacher identifies why a textbook asks pupils to interview elders.

D. A final project evaluates understanding of the neighbourhood environment.

Correct answer / सही उत्तर: A. A child uses a measuring cup to compare water volumes.

Explanation / व्याख्या

Measurement / मापन: Determining an attribute using an appropriate unit or instrument.
Application: A child uses a measuring cup to compare water volumes.

MCQ 223 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Determining an attribute using an appropriate unit or instrument. (2) The view that learners actively build understanding from experiences and ideas.

A. Measurement / मापन | Constructivism / रचनावाद

B. Constructivism / रचनावाद | Measurement / मापन

C. Measurement / मापन | Inquiry-based learning / अन्वेषण आधारित अधिगम

D. Safety planning / सुरक्षा योजना | Constructivism / रचनावाद

Correct answer / सही उत्तर: A. Measurement / मापन | Constructivism / रचनावाद

Explanation / व्याख्या

Measurement / मापन: Determining an attribute using an appropriate unit or instrument.
Application: A child uses a measuring cup to compare water volumes. Constructivism / रचनावाद: The view that learners actively build understanding from experiences and ideas. Application: Children explain their current ideas about shadows and test them.

GyanTech Guru Ji

MCQ 224 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A child uses a measuring cup to compare water volumes. (2) A teacher identifies why a textbook asks pupils to interview elders.

A. Pedagogical intent / शिक्षण उद्देश्य | Measurement / मापन

B. Measurement / मापन | Pedagogical intent / शिक्षण उद्देश्य

C. Safety planning / सुरक्षा योजना | Pedagogical intent / शिक्षण उद्देश्य

D. Measurement / मापन | Learning walk / अधिगम भ्रमण

Correct answer / सही उत्तर: B. Measurement / मापन | Pedagogical intent / शिक्षण उद्देश्य

Explanation / व्याख्या

Measurement / मापन: Determining an attribute using an appropriate unit or instrument. Application: A child uses a measuring cup to compare water volumes. Pedagogical intent / शिक्षण उद्देश्य: The learning purpose behind a textbook activity or representation. Application: A teacher identifies why a textbook asks pupils to interview elders.

GyanTech Guru Ji

MCQ 225 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Measurement / मापन and Evidence-based discussion / साक्ष्य आधारित चर्चा.

A. The immediate natural and social setting used as a learning context. | Comparing explanations against observations and reasons.

B. Comparing explanations against observations and reasons. | Determining an attribute using an appropriate unit or instrument.

C. Determining an attribute using an appropriate unit or instrument. | Modifying a textbook task to suit local context and learner needs.

D. Determining an attribute using an appropriate unit or instrument. | Comparing explanations against observations and reasons.

Correct answer / सही उत्तर: D. Determining an attribute using an appropriate unit or instrument. | Comparing explanations against observations and reasons.

Explanation / व्याख्या

Measurement / मापन: Determining an attribute using an appropriate unit or instrument. Application: A child uses a measuring cup to compare water volumes. Evidence-based discussion / साक्ष्य आधारित चर्चा: Comparing explanations against observations and reasons. Application: Groups compare results of their seed experiment before making a claim.

MCQ 226 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Measurement / मापन and School garden / विद्यालय उद्यान.

A. A child uses a measuring cup to compare water volumes. | Pupils monitor germination and record changes in seedlings.

B. A teacher plans an observation task and a closing discussion about leaves. | Pupils monitor germination and record changes in seedlings.

C. Pupils monitor germination and record changes in seedlings. | A child uses a measuring cup to compare water volumes.

D. A child uses a measuring cup to compare water volumes. | Children observe compost over several days and discuss changes.

Correct answer / सही उत्तर: A. A child uses a measuring cup to compare water volumes. | Pupils monitor germination and record changes in seedlings.

Explanation / व्याख्या

Measurement / मापन: Determining an attribute using an appropriate unit or instrument. Application: A child uses a measuring cup to compare water volumes. School garden / विद्यालय उद्यान: A school-based environment for observing plants, soil and interactions. Application: Pupils monitor germination and record changes in seedlings.

MCQ 227 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Measurement / मापन / Project-based learning / परियोजना आधारित अधिगम)

A. Local environment / स्थानीय परिवेश → Connecting knowledge, skills, values and experiences rather than treating them as isolated parts.

B. Measurement / मापन → Determining an attribute using an appropriate unit or instrument.

C. Measurement / मापन → Extended inquiry leading to a meaningful product or finding.

D. Project-based learning / परियोजना आधारित अधिगम → The immediate natural and social setting used as a learning context.

Correct answer / सही उत्तर: B. Measurement / मापन → Determining an attribute using an appropriate unit or instrument.

Explanation / व्याख्या

Measurement / मापन: Determining an attribute using an appropriate unit or instrument.
Application: A child uses a measuring cup to compare water volumes.

MCQ 228 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Measurement / मापन / Safety planning / सुरक्षा योजना)

A. Measurement / मापन → A teacher checks safe routes and supervision before a field visit.

B. Measurement / मापन → A child uses a measuring cup to compare water volumes.

C. Safety planning / सुरक्षा योजना → Children discuss ways to reduce waste in their school.

D. Environmental sensitivity / पर्यावरण संवेदनशीलता → A lesson about a garden includes observation, cooperation and care for living things.

Correct answer / सही उत्तर: B. Measurement / मापन → A child uses a measuring cup to compare water volumes.

Explanation / व्याख्या

Measurement / मापन: Determining an attribute using an appropriate unit or instrument.
Application: A child uses a measuring cup to compare water volumes.

MCQ 229 • CORE PRACTICE · FORM 01

Identify the concept described: Making an interpretation from observations and prior knowledge.

A. School garden / विद्यालय उद्यान

B. Observation checklist / अवलोकन जाँच सूची

C. Inference / निष्कर्षात्मक अनुमान

D. Inquiry-based learning / अन्वेषण आधारित अधिगम

Correct answer / सही उत्तर: C. Inference / निष्कर्षात्मक अनुमान

Explanation / व्याख्या

Inference / निष्कर्षात्मक अनुमान: Making an interpretation from observations and prior knowledge.
Application: After seeing wet footprints, a child infers someone recently walked there.

MCQ 230 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? After seeing wet footprints, a child infers someone recently walked there.

A. Inquiry-based learning / अन्वेषण आधारित अधिगम

B. Learning walk / अधिगम भ्रमण

C. Learning outcome / अधिगम प्रतिफल

D. Inference / निष्कर्षात्मक अनुमान

Correct answer / सही उत्तर: D. Inference / निष्कर्षात्मक अनुमान

Explanation / व्याख्या

Inference / निष्कर्षात्मक अनुमान: Making an interpretation from observations and prior knowledge.
Application: After seeing wet footprints, a child infers someone recently walked there.

MCQ 231 • CORE PRACTICE · FORM 03

Which explanation best defines Inference / निष्कर्षात्मक अनुमान?

A. Materials, places or people selected to support meaningful exploration.

B. Making an interpretation from observations and prior knowledge.

C. The learning purpose behind a textbook activity or representation.

D. Finding out learners' existing ideas before or during instruction.

Correct answer / सही उत्तर: B. Making an interpretation from observations and prior knowledge.

Explanation / व्याख्या

Inference / निष्कर्षात्मक अनुमान: Making an interpretation from observations and prior knowledge.
Application: After seeing wet footprints, a child infers someone recently walked there.

MCQ 232 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Inference / निष्कर्षात्मक अनुमान?

A. After seeing wet footprints, a child infers someone recently walked there.

B. Children discuss ways to reduce waste in their school.

C. Children analyse a story about a family facing water shortages.

D. A pupil changes an explanation about floating after testing materials of different shapes.

Correct answer / सही उत्तर: A. After seeing wet footprints, a child infers someone recently walked there.

Explanation / व्याख्या

Inference / निष्कर्षात्मक अनुमान: Making an interpretation from observations and prior knowledge.
Application: After seeing wet footprints, a child infers someone recently walked there.

MCQ 233 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Making an interpretation from observations and prior knowledge. (2) Evaluating learning at the end of a defined period.

A. Inference / निष्कर्षात्मक अनुमान | Summative assessment / संकलनात्मक आकलन

B. Summative assessment / संकलनात्मक आकलन | Inference / निष्कर्षात्मक अनुमान

C. Inference / निष्कर्षात्मक अनुमान | Textbook adaptation / पाठ्यपुस्तक अनुकूलन

D. Inquiry-based learning / अन्वेषण आधारित अधिगम | Summative assessment / संकलनात्मक आकलन

Correct answer / सही उत्तर: A. Inference / निष्कर्षात्मक अनुमान | Summative assessment / संकलनात्मक आकलन

Explanation / व्याख्या

Inference / निष्कर्षात्मक अनुमान: Making an interpretation from observations and prior knowledge. Application: After seeing wet footprints, a child infers someone recently walked there. Summative assessment / संकलनात्मक आकलन: Evaluating learning at the end of a defined period. Application: A final project evaluates understanding of the neighbourhood environment.

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MCQ 234 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) After seeing wet footprints, a child infers someone recently walked there. (2) Children describe how their families store food before investigating preservation.

A. Inference / निष्कर्षात्मक अनुमान | Prior experience / पूर्व अनुभव

B. Prior experience / पूर्व अनुभव | Inference / निष्कर्षात्मक अनुमान

C. Evidence-based discussion / साक्ष्य आधारित चर्चा | Prior experience / पूर्व अनुभव

D. Inference / निष्कर्षात्मक अनुमान | Integrated curriculum / एकीकृत पाठ्यचर्या

Correct answer / सही उत्तर: A. Inference / निष्कर्षात्मक अनुमान | Prior experience / पूर्व अनुभव

Explanation / व्याख्या

Inference / निष्कर्षात्मक अनुमान: Making an interpretation from observations and prior knowledge. Application: After seeing wet footprints, a child infers someone recently walked there. Prior experience / पूर्व अनुभव: A learner's earlier encounters that can support new understanding. Application: Children describe how their families store food before investigating preservation.

GyanTech Guru Ji

MCQ 235 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Inference / निष्कर्षात्मक अनुमान and Discussion method / चर्चा विधि.

A. A school-based environment for observing plants, soil and interactions. | Learning through purposeful exchange of ideas and reasons.

B. Learning through purposeful exchange of ideas and reasons. | Making an interpretation from observations and prior knowledge.

C. Making an interpretation from observations and prior knowledge. | Learner-generated inquiries revealing interests and existing understanding.

D. Making an interpretation from observations and prior knowledge. | Learning through purposeful exchange of ideas and reasons.

Correct answer / सही उत्तर: D. Making an interpretation from observations and prior knowledge. | Learning through purposeful exchange of ideas and reasons.

Explanation / व्याख्या

Inference / निष्कर्षात्मक अनुमान: Making an interpretation from observations and prior knowledge. Application: After seeing wet footprints, a child infers someone recently walked there. Discussion method / चर्चा विधि: Learning through purposeful exchange of ideas and reasons. Application: A class debates ways of keeping a shared playground clean.

MCQ 236 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Inference / निष्कर्षात्मक अनुमान and Textbook adaptation / पाठ्यपुस्तक अनुकूलन.

A. After seeing wet footprints, a child infers someone recently walked there. | Pupils explore their neighbourhood's trees, shops and transport.

B. A coastal example is supplemented with an accessible local river example. | After seeing wet footprints, a child infers someone recently walked there.

C. After seeing wet footprints, a child infers someone recently walked there. | A coastal example is supplemented with an accessible local river example.

D. Children explain their current ideas about shadows and test them. | A coastal example is supplemented with an accessible local river example.

Correct answer / सही उत्तर: C. After seeing wet footprints, a child infers someone recently walked there. | A coastal example is supplemented with an accessible local river example.

Explanation / व्याख्या

Inference / निष्कर्षात्मक अनुमान: Making an interpretation from observations and prior knowledge. Application: After seeing wet footprints, a child infers someone recently walked there. Textbook adaptation / पाठ्यपुस्तक अनुकूलन: Modifying a textbook task to suit local context and learner needs. Application: A coastal example is supplemented with an accessible local river example.

MCQ 237 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Inference / निष्कर्षात्मक अनुमान / Elicitation / पूर्वविचार जानना)

A. Inquiry-based learning / अन्वेषण आधारित अधिगम → Evaluating learning at the end of a defined period.

B. Inference / निष्कर्षात्मक अनुमान → Making an interpretation from observations and prior knowledge.

C. Inference / निष्कर्षात्मक अनुमान → Finding out learners' existing ideas before or during instruction.

D. Elicitation / पूर्वविचार जानना → Investigating questions through evidence and reasoning.

Correct answer / सही उत्तर: B. Inference / निष्कर्षात्मक अनुमान → Making an interpretation from observations and prior knowledge.

Explanation / व्याख्या

Inference / निष्कर्षात्मक अनुमान: Making an interpretation from observations and prior knowledge.
Application: After seeing wet footprints, a child infers someone recently walked there.

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MCQ 238 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Inference / निष्कर्षात्मक अनुमान / Prior experience / पूर्व अनुभव)

A. Inference / निष्कर्षात्मक अनुमान → Children describe how their families store food before investigating preservation.

B. Prior experience / पूर्व अनुभव → A potter describes clay preparation to pupils.

C. Inference / निष्कर्षात्मक अनुमान → After seeing wet footprints, a child infers someone recently walked there.

D. Local expert / स्थानीय विशेषज्ञ → A teacher describes a pupil's observation skills and suggests a next step.

Correct answer / सही उत्तर: C. Inference / निष्कर्षात्मक अनुमान → After seeing wet footprints, a child infers someone recently walked there.

Explanation / व्याख्या

Inference / निष्कर्षात्मक अनुमान: Making an interpretation from observations and prior knowledge. Application: After seeing wet footprints, a child infers someone recently walked there.

MCQ 239 • CORE PRACTICE · FORM 01

Identify the concept described: Sharing evidence, findings and explanations with others.

A. Communication / संप्रेषण

B. Environmental sensitivity / पर्यावरण संवेदनशीलता

C. Prior experience / पूर्व अनुभव

D. Project-based learning / परियोजना आधारित अधिगम

Correct answer / सही उत्तर: A. Communication / संप्रेषण

Explanation / व्याख्या

Communication / संप्रेषण: Sharing evidence, findings and explanations with others. Application: A group presents its observations of germination using a labelled chart.

MCQ 240 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A group presents its observations of germination using a labelled chart.

A. Prior experience / पूर्व अनुभव

B. Responsible citizenship / जिम्मेदार नागरिकता

C. Communication / संप्रेषण

D. Local environment / स्थानीय परिवेश

Correct answer / सही उत्तर: C. Communication / संप्रेषण

Explanation / व्याख्या

Communication / संप्रेषण: Sharing evidence, findings and explanations with others. Application: A group presents its observations of germination using a labelled chart.

MCQ 241 • CORE PRACTICE · FORM 03

Which explanation best defines Communication / संप्रेषण?

A. Using narratives to explore environmental or social ideas.

B. Sharing evidence, findings and explanations with others.

C. A coherent sequence of lessons organised around learning goals.

D. A short planned walk designed around specific observations.

Correct answer / सही उत्तर: B. Sharing evidence, findings and explanations with others.

Explanation / व्याख्या

Communication / संप्रेषण: Sharing evidence, findings and explanations with others. Application: A group presents its observations of germination using a labelled chart.

MCQ 242 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Communication / संप्रेषण?

A. A group presents its observations of germination using a labelled chart.

B. Groups compare results of their seed experiment before making a claim.

C. Children observe compost over several days and discuss changes.

D. Pupils explore their neighbourhood's trees, shops and transport.

Correct answer / सही उत्तर: A. A group presents its observations of germination using a labelled chart.

Explanation / व्याख्या

Communication / संप्रेषण: Sharing evidence, findings and explanations with others. Application: A group presents its observations of germination using a labelled chart.

MCQ 243 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Sharing evidence, findings and explanations with others. (2) Learners giving criterion-based feedback on classmates' work.

A. Communication / संप्रेषण | Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

B. Peer assessment / सहपाठी आकलन | Communication / संप्रेषण

C. Prior experience / पूर्व अनुभव | Peer assessment / सहपाठी आकलन

D. Communication / संप्रेषण | Peer assessment / सहपाठी आकलन

Correct answer / सही उत्तर: D. Communication / संप्रेषण | Peer assessment / सहपाठी आकलन

Explanation / व्याख्या

Communication / संप्रेषण: Sharing evidence, findings and explanations with others. Application: A group presents its observations of germination using a labelled chart. Peer assessment / सहपाठी आकलन: Learners giving criterion-based feedback on classmates' work. Application: Groups comment on whether each poster supports its claims with evidence.

MCQ 244 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A group presents its observations of germination using a labelled chart. (2) Pupils investigate how local workers contribute to community life.

A. Social environment / सामाजिक परिवेश | Communication / संप्रेषण

B. Communication / संप्रेषण | Supplementary resource / पूरक संसाधन

C. Communication / संप्रेषण | Social environment / सामाजिक परिवेश

D. Unit plan / इकाई योजना | Social environment / सामाजिक परिवेश

Correct answer / सही उत्तर: C. Communication / संप्रेषण | Social environment / सामाजिक परिवेश

Explanation / व्याख्या

Communication / संप्रेषण: Sharing evidence, findings and explanations with others. Application: A group presents its observations of germination using a labelled chart. Social environment / सामाजिक परिवेश: The people, institutions and relationships around learners. Application: Pupils investigate how local workers contribute to community life.

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MCQ 245 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Communication / संप्रेषण and Learning walk / अधिगम भ्रमण.

A. Learners giving criterion-based feedback on classmates' work. | A short planned walk designed around specific observations.

B. Sharing evidence, findings and explanations with others. | A short planned walk designed around specific observations.

C. A short planned walk designed around specific observations. | Sharing evidence, findings and explanations with others.

D. Sharing evidence, findings and explanations with others. | A coherent sequence of lessons organised around learning goals.

Correct answer / सही उत्तर: B. Sharing evidence, findings and explanations with others. | A short planned walk designed around specific observations.

Explanation / व्याख्या

Communication / संप्रेषण: Sharing evidence, findings and explanations with others. Application: A group presents its observations of germination using a labelled chart. Learning walk / अधिगम भ्रमण: A short planned walk designed around specific observations. Application: Children map traffic signs and public facilities near the school.

MCQ 246 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Communication / संप्रेषण and Alternate conception / वैकल्पिक अवधारणा.

A. A group presents its observations of germination using a labelled chart. | A class visits a local pond to observe its uses and living organisms.

B. A group presents its observations of germination using a labelled chart. | A child believes all heavy objects sink regardless of their shape.

C. A child believes all heavy objects sink regardless of their shape. | A group presents its observations of germination using a labelled chart.

D. A teacher revisits the concept of habitats after hearing pupils' explanations. | A child believes all heavy objects sink regardless of their shape.

Correct answer / सही उत्तर: B. A group presents its observations of germination using a labelled chart. | A child believes all heavy objects sink regardless of their shape.

Explanation / व्याख्या

Communication / संप्रेषण: Sharing evidence, findings and explanations with others. Application: A group presents its observations of germination using a labelled chart. Alternate conception / वैकल्पिक अवधारणा: A learner's existing explanation that differs from accepted disciplinary understanding. Application: A child believes all heavy objects sink regardless of their shape.

MCQ 247 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Communication / संप्रेषण / Safety planning / सुरक्षा योजना)

A. Communication / संप्रेषण → Anticipating and reducing risks before learning activities.

B. School garden / विद्यालय उद्यान → Modifying a textbook task to suit local context and learner needs.

C. Safety planning / सुरक्षा योजना → A school-based environment for observing plants, soil and interactions.

D. Communication / संप्रेषण → Sharing evidence, findings and explanations with others.

Correct answer / सही उत्तर: D. Communication / संप्रेषण → Sharing evidence, findings and explanations with others.

Explanation / व्याख्या

Communication / संप्रेषण: Sharing evidence, findings and explanations with others. Application: A group presents its observations of germination using a labelled chart.

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MCQ 248 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Communication / संप्रेषण / Local environment / स्थानीय परिवेश)

A. Local environment / स्थानीय परिवेश → Pupils keep dated drawings, observation records and reflections.

B. Portfolio / पोर्टफोलियो → A teacher describes a pupil's observation skills and suggests a next step.

C. Communication / संप्रेषण → Pupils explore their neighbourhood's trees, shops and transport.

D. Communication / संप्रेषण → A group presents its observations of germination using a labelled chart.

Correct answer / सही उत्तर: D. Communication / संप्रेषण → A group presents its observations of germination using a labelled chart.

Explanation / व्याख्या

Communication / संप्रेषण: Sharing evidence, findings and explanations with others. Application: A group presents its observations of germination using a labelled chart.

MCQ 249 • CORE PRACTICE · FORM 01

Identify the concept described: Formulating investigable questions to guide exploration.

A. Questioning / प्रश्न करना

B. Local expert / स्थानीय विशेषज्ञ

C. School garden / विद्यालय उद्यान

D. Story-based teaching / कहानी आधारित शिक्षण

Correct answer / सही उत्तर: A. Questioning / प्रश्न करना

Explanation / व्याख्या

Questioning / प्रश्न करना: Formulating investigable questions to guide exploration. Application: Children ask which conditions affect how seeds grow.

MCQ 250 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Children ask which conditions affect how seeds grow.

A. Prior experience / पूर्व अनुभव

B. Questioning / प्रश्न करना

C. Project-based learning / परियोजना आधारित अधिगम

D. Alternate conception / वैकल्पिक अवधारणा

Correct answer / सही उत्तर: B. Questioning / प्रश्न करना

Explanation / व्याख्या

Questioning / प्रश्न करना: Formulating investigable questions to guide exploration. Application: Children ask which conditions affect how seeds grow.

MCQ 251 • CORE PRACTICE · FORM 03

Which explanation best defines Questioning / प्रश्न करना?

A. Engaging local people and their knowledge in learning experiences.

B. Formulating investigable questions to guide exploration.

C. Evaluating learning at the end of a defined period.

D. A school-based environment for observing plants, soil and interactions.

Correct answer / सही उत्तर: B. Formulating investigable questions to guide exploration.

Explanation / व्याख्या

Questioning / प्रश्न करना: Formulating investigable questions to guide exploration. Application: Children ask which conditions affect how seeds grow.

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MCQ 252 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Questioning / प्रश्न करना?

A. Children analyse a story about a family facing water shortages.

B. Pupils plan how to care for common school resources respectfully.

C. Children ask which conditions affect how seeds grow.

D. Children use local maps and photographs to study their neighbourhood.

Correct answer / सही उत्तर: C. Children ask which conditions affect how seeds grow.

Explanation / व्याख्या

Questioning / प्रश्न करना: Formulating investigable questions to guide exploration. Application: Children ask which conditions affect how seeds grow.

MCQ 253 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Formulating investigable questions to guide exploration. (2) The view that learners actively build understanding from experiences and ideas.

A. Questioning / प्रश्न करना | Constructivism / रचनावाद

B. Unit plan / इकाई योजना | Constructivism / रचनावाद

C. Constructivism / रचनावाद | Questioning / प्रश्न करना

D. Questioning / प्रश्न करना | Social environment / सामाजिक परिवेश

Correct answer / सही उत्तर: A. Questioning / प्रश्न करना | Constructivism / रचनावाद

Explanation / व्याख्या

Questioning / प्रश्न करना: Formulating investigable questions to guide exploration. Application: Children ask which conditions affect how seeds grow. Constructivism / रचनावाद: The view that learners actively build understanding from experiences and ideas. Application: Children explain their current ideas about shadows and test them.

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MCQ 254 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Children ask which conditions affect how seeds grow. (2) A class debates ways of keeping a shared playground clean.

A. Questioning / प्रश्न करना | Discussion method / चर्चा विधि

B. Discussion method / चर्चा विधि | Questioning / प्रश्न करना

C. Summative assessment / संकलनात्मक आकलन | Discussion method / चर्चा विधि

D. Questioning / प्रश्न करना | School garden / विद्यालय उद्यान

Correct answer / सही उत्तर: A. Questioning / प्रश्न करना | Discussion method / चर्चा विधि

Explanation / व्याख्या

Questioning / प्रश्न करना: Formulating investigable questions to guide exploration. Application: Children ask which conditions affect how seeds grow. Discussion method / चर्चा विधि: Learning through purposeful exchange of ideas and reasons. Application: A class debates ways of keeping a shared playground clean.

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MCQ 255 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Questioning / प्रश्न करना and Inquiry-based learning / अन्वेषण आधारित अधिगम.

A. Formulating investigable questions to guide exploration. | Awareness and concern for relationships between people and their surroundings.

B. The view that learners actively build understanding from experiences and ideas. | Investigating questions through evidence and reasoning.

C. Investigating questions through evidence and reasoning. | Formulating investigable questions to guide exploration.

D. Formulating investigable questions to guide exploration. | Investigating questions through evidence and reasoning.

Correct answer / सही उत्तर: D. Formulating investigable questions to guide exploration. | Investigating questions through evidence and reasoning.

Explanation / व्याख्या

Questioning / प्रश्न करना: Formulating investigable questions to guide exploration. Application: Children ask which conditions affect how seeds grow. Inquiry-based learning / अन्वेषण आधारित अधिगम: Investigating questions through evidence and reasoning. Application: Pupils investigate why some parts of the playground stay wet longer.

MCQ 256 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Questioning / प्रश्न करना and Formative assessment / निर्माणात्मक आकलन.

A. Children ask which conditions affect how seeds grow. | A teacher revisits the concept of habitats after hearing pupils' explanations.

B. Children ask which conditions affect how seeds grow. | A class debates ways of keeping a shared playground clean.

C. A teacher revisits the concept of habitats after hearing pupils' explanations. | Children ask which conditions affect how seeds grow.

D. Children observe compost over several days and discuss changes. | A teacher revisits the concept of habitats after hearing pupils' explanations.

Correct answer / सही उत्तर: A. Children ask which conditions affect how seeds grow. | A teacher revisits the concept of habitats after hearing pupils' explanations.

Explanation / व्याख्या

Questioning / प्रश्न करना: Formulating investigable questions to guide exploration. Application: Children ask which conditions affect how seeds grow. Formative assessment / निर्माणात्मक आकलन: Gathering ongoing evidence to support improved learning. Application: A teacher revisits the concept of habitats after hearing pupils' explanations.

MCQ 257 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Questioning / प्रश्न करना / Formative assessment / निर्माणात्मक आकलन)

A. Formative assessment / निर्माणात्मक आकलन → An additional material used to extend or clarify textbook learning.

B. Questioning / प्रश्न करना → Gathering ongoing evidence to support improved learning.

C. Supplementary resource / पूरक संसाधन → Modifying a textbook task to suit local context and learner needs.

D. Questioning / प्रश्न करना → Formulating investigable questions to guide exploration.

Correct answer / सही उत्तर: D. Questioning / प्रश्न करना → Formulating investigable questions to guide exploration.

Explanation / व्याख्या

Questioning / प्रश्न करना: Formulating investigable questions to guide exploration. Application: Children ask which conditions affect how seeds grow.

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MCQ 258 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Questioning / प्रश्न करना / Responsible citizenship / जिम्मेदार नागरिकता)

A. Questioning / प्रश्न करना → Children ask which conditions affect how seeds grow.

B. Project-based learning / परियोजना आधारित अधिगम → A class visits a local pond to observe its uses and living organisms.

C. Questioning / प्रश्न करना → Pupils plan how to care for common school resources respectfully.

D. Responsible citizenship / जिम्मेदार नागरिकता → Pupils investigate school water use and prepare a conservation plan.

Correct answer / सही उत्तर: A. Questioning / प्रश्न करना → Children ask which conditions affect how seeds grow.

Explanation / व्याख्या

Questioning / प्रश्न करना: Formulating investigable questions to guide exploration. Application: Children ask which conditions affect how seeds grow.

MCQ 259 • CORE PRACTICE · FORM 01

Identify the concept described: Preserving observations in a consistent written or visual form.

A. Discussion method / चर्चा विधि

B. Recording data / आँकड़े दर्ज करना

C. Lesson plan / पाठ योजना

D. Textbook adaptation / पाठ्यपुस्तक अनुकूलन

Correct answer / सही उत्तर: B. Recording data / आँकड़े दर्ज करना

Explanation / व्याख्या

Recording data / आँकड़े दर्ज करना: Preserving observations in a consistent written or visual form. Application: Pupils record plant height in a dated table.

MCQ 260 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Pupils record plant height in a dated table.

A. Evidence-based discussion / साक्ष्य आधारित चर्चा
B. Environmental sensitivity / पर्यावरण संवेदनशीलता
C. Recording data / आँकड़े दर्ज करना
D. Inquiry-based learning / अन्वेषण आधारित अधिगम

Correct answer / सही उत्तर: C. Recording data / आँकड़े दर्ज करना

Explanation / व्याख्या
Recording data / आँकड़े दर्ज करना: Preserving observations in a consistent written or visual form.
Application: Pupils record plant height in a dated table.

MCQ 261 • CORE PRACTICE · FORM 03

Which explanation best defines Recording data / आँकड़े दर्ज करना?

A. Preserving observations in a consistent written or visual form.
B. An organised plan linking goals, activities, resources and assessment.
C. Evaluating learning at the end of a defined period.
D. Learning through purposeful exchange of ideas and reasons.

Correct answer / सही उत्तर: A. Preserving observations in a consistent written or visual form.

Explanation / व्याख्या
Recording data / आँकड़े दर्ज करना: Preserving observations in a consistent written or visual form.
Application: Pupils record plant height in a dated table.

MCQ 262 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Recording data / आँकड़े दर्ज करना?

A. A class debates ways of keeping a shared playground clean.

B. Pupils record plant height in a dated table.

C. A teacher asks pupils to draw where they think rain comes from.

D. Children analyse a story about a family facing water shortages.

Correct answer / सही उत्तर: B. Pupils record plant height in a dated table.

Explanation / व्याख्या

Recording data / आँकड़े दर्ज करना: Preserving observations in a consistent written or visual form. Application: Pupils record plant height in a dated table.

MCQ 263 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Preserving observations in a consistent written or visual form. (2) Evaluating learning at the end of a defined period.

A. Inquiry-based learning / अन्वेषण आधारित अधिगम | Summative assessment / संकलनात्मक आकलन

B. Recording data / आँकड़े दर्ज करना | Prior experience / पूर्व अनुभव

C. Summative assessment / संकलनात्मक आकलन | Recording data / आँकड़े दर्ज करना

D. Recording data / आँकड़े दर्ज करना | Summative assessment / संकलनात्मक आकलन

Correct answer / सही उत्तर: D. Recording data / आँकड़े दर्ज करना | Summative assessment / संकलनात्मक आकलन

Explanation / व्याख्या

Recording data / आँकड़े दर्ज करना: Preserving observations in a consistent written or visual form. Application: Pupils record plant height in a dated table. Summative assessment / संकलनात्मक आकलन: Evaluating learning at the end of a defined period. Application: A final project evaluates understanding of the neighbourhood environment.

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MCQ 264 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Pupils record plant height in a dated table. (2) A teacher revisits the concept of habitats after hearing pupils' explanations.

A. Formative assessment / निर्माणात्मक आकलन | Recording data / आँकड़े दर्ज करना

B. Recording data / आँकड़े दर्ज करना | Interdisciplinary learning / अंतर्विषयी अधिगम

C. Constructivism / रचनावाद | Formative assessment / निर्माणात्मक आकलन

D. Recording data / आँकड़े दर्ज करना | Formative assessment / निर्माणात्मक आकलन

Correct answer / सही उत्तर: D. Recording data / आँकड़े दर्ज करना | Formative assessment / निर्माणात्मक आकलन

Explanation / व्याख्या

Recording data / आँकड़े दर्ज करना: Preserving observations in a consistent written or visual form. Application: Pupils record plant height in a dated table. Formative assessment / निर्माणात्मक आकलन: Gathering ongoing evidence to support improved learning. Application: A teacher revisits the concept of habitats after hearing pupils' explanations.

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MCQ 265 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Recording data / आँकड़े दर्ज करना and Interdisciplinary learning / अंतर्विषयी अधिगम.

A. Engaging local people and their knowledge in learning experiences. | Using perspectives from different subject areas to understand an issue.

B. Preserving observations in a consistent written or visual form. | Using perspectives from different subject areas to understand an issue.

C. Preserving observations in a consistent written or visual form. | A person whose experience or knowledge can support contextual learning.

D. Using perspectives from different subject areas to understand an issue. | Preserving observations in a consistent written or visual form.

Correct answer / सही उत्तर: B. Preserving observations in a consistent written or visual form. | Using perspectives from different subject areas to understand an issue.

Explanation / व्याख्या

Recording data / आँकड़े दर्ज करना: Preserving observations in a consistent written or visual form. Application: Pupils record plant height in a dated table. Interdisciplinary learning / अंतर्विषयी अधिगम: Using perspectives from different subject areas to understand an issue. Application: Children use maps and plant observations to study their surroundings.

MCQ 266 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Recording data / आँकड़े दर्ज करना and Peer assessment / सहपाठी आकलन.

A. Pupils record plant height in a dated table. | Groups comment on whether each poster supports its claims with evidence.

B. A teacher plans an observation task and a closing discussion about leaves. | Groups comment on whether each poster supports its claims with evidence.

C. Pupils record plant height in a dated table. | Children observe compost over several days and discuss changes.

D. Groups comment on whether each poster supports its claims with evidence. | Pupils record plant height in a dated table.

Correct answer / सही उत्तर: A. Pupils record plant height in a dated table. | Groups comment on whether each poster supports its claims with evidence.

Explanation / व्याख्या

Recording data / आँकड़े दर्ज करना: Preserving observations in a consistent written or visual form. Application: Pupils record plant height in a dated table. Peer assessment / सहपाठी आकलन: Learners giving criterion-based feedback on classmates' work. Application: Groups comment on whether each poster supports its claims with evidence.

MCQ 267 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Recording data / आँकड़े दर्ज करना / Observation checklist / अवलोकन जाँच सूची)

A. Recording data / आँकड़े दर्ज करना → A list of criteria for recording observed learning behaviours.

B. Observation checklist / अवलोकन जाँच सूची → The people, institutions and relationships around learners.

C. Social environment / सामाजिक परिवेश → A person whose experience or knowledge can support contextual learning.

D. Recording data / आँकड़े दर्ज करना → Preserving observations in a consistent written or visual form.

Correct answer / सही उत्तर: D. Recording data / आँकड़े दर्ज करना → Preserving observations in a consistent written or visual form.

Explanation / व्याख्या

Recording data / आँकड़े दर्ज करना: Preserving observations in a consistent written or visual form. Application: Pupils record plant height in a dated table.

MCQ 268 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Recording data / आँकड़े दर्ज करना / Inquiry-based learning / अन्वेषण आधारित अधिगम)

A. Recording data / आँकड़े दर्ज करना → Pupils record plant height in a dated table.

B. Recording data / आँकड़े दर्ज करना → Pupils investigate why some parts of the playground stay wet longer.

C. Inquiry-based learning / अन्वेषण आधारित अधिगम → Children map traffic signs and public facilities near the school.

D. Learning walk / अधिगम भ्रमण → A water topic combines science, local geography and social practices.

Correct answer / सही उत्तर: A. Recording data / आँकड़े दर्ज करना → Pupils record plant height in a dated table.

Explanation / व्याख्या

Recording data / आँकड़े दर्ज करना: Preserving observations in a consistent written or visual form.
Application: Pupils record plant height in a dated table.

MCQ 269 • CORE PRACTICE · FORM 01

Identify the concept described: Identifying similarities and differences using relevant attributes.

A. Comparing / तुलना करना

B. Social environment / सामाजिक परिवेश

C. Interdisciplinary learning / अंतर्विषयी अधिगम

D. Safety planning / सुरक्षा योजना

Correct answer / सही उत्तर: A. Comparing / तुलना करना

Explanation / व्याख्या

Comparing / तुलना करना: Identifying similarities and differences using relevant attributes.
Application: Children compare two leaves by shape and vein pattern.

MCQ 270 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Children compare two leaves by shape and vein pattern.

A. Alternate conception / वैकल्पिक अवधारणा

B. Discussion method / चर्चा विधि

C. Comparing / तुलना करना

D. Learning outcome / अधिगम प्रतिफल

Correct answer / सही उत्तर: C. Comparing / तुलना करना

Explanation / व्याख्या

Comparing / तुलना करना: Identifying similarities and differences using relevant attributes.
Application: Children compare two leaves by shape and vein pattern.

MCQ 271 • CORE PRACTICE · FORM 03

Which explanation best defines Comparing / तुलना करना?

A. Learning through purposeful exchange of ideas and reasons.

B. An organised plan linking goals, activities, resources and assessment.

C. Identifying similarities and differences using relevant attributes.

D. A learner's existing explanation that differs from accepted disciplinary understanding.

Correct answer / सही उत्तर: C. Identifying similarities and differences using relevant attributes.

Explanation / व्याख्या

Comparing / तुलना करना: Identifying similarities and differences using relevant attributes.
Application: Children compare two leaves by shape and vein pattern.

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MCQ 272 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Comparing / तुलना करना?

A. Children compare two leaves by shape and vein pattern.

B. Children analyse a story about a family facing water shortages.

C. Pupils plan how to care for common school resources respectfully.

D. A child asks why shadows change during the day.

Correct answer / सही उत्तर: A. Children compare two leaves by shape and vein pattern.

Explanation / व्याख्या

Comparing / तुलना करना: Identifying similarities and differences using relevant attributes. Application: Children compare two leaves by shape and vein pattern.

MCQ 273 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Identifying similarities and differences using relevant attributes. (2) The immediate natural and social setting used as a learning context.

A. Local environment / स्थानीय परिवेश | Comparing / तुलना करना

B. Comparing / तुलना करना | Unit plan / इकाई योजना

C. Comparing / तुलना करना | Local environment / स्थानीय परिवेश

D. Discussion method / चर्चा विधि | Local environment / स्थानीय परिवेश

Correct answer / सही उत्तर: C. Comparing / तुलना करना | Local environment / स्थानीय परिवेश

Explanation / व्याख्या

Comparing / तुलना करना: Identifying similarities and differences using relevant attributes. Application: Children compare two leaves by shape and vein pattern. Local environment / स्थानीय परिवेश: The immediate natural and social setting used as a learning context. Application: Pupils explore their neighbourhood's trees, shops and transport.

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MCQ 274 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Children compare two leaves by shape and vein pattern. (2) A potter describes clay preparation to pupils.

A. Comparing / तुलना करना | Local expert / स्थानीय विशेषज्ञ

B. Local expert / स्थानीय विशेषज्ञ | Comparing / तुलना करना

C. Experiential learning / अनुभवात्मक अधिगम | Local expert / स्थानीय विशेषज्ञ

D. Comparing / तुलना करना | Interdisciplinary learning / अंतर्विषयी अधिगम

Correct answer / सही उत्तर: A. Comparing / तुलना करना | Local expert / स्थानीय विशेषज्ञ

Explanation / व्याख्या

Comparing / तुलना करना: Identifying similarities and differences using relevant attributes. Application: Children compare two leaves by shape and vein pattern. Local expert / स्थानीय विशेषज्ञ: A person whose experience or knowledge can support contextual learning. Application: A potter describes clay preparation to pupils.

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MCQ 275 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Comparing / तुलना करना and Portfolio / पोर्टफोलियो.

A. A collection of learning evidence showing progress across time. | Identifying similarities and differences using relevant attributes.

B. Identifying similarities and differences using relevant attributes. | A collection of learning evidence showing progress across time.

C. The people, institutions and relationships around learners. | A collection of learning evidence showing progress across time.

D. Identifying similarities and differences using relevant attributes. | A planned learning experience outside the classroom.

Correct answer / सही उत्तर: B. Identifying similarities and differences using relevant attributes. | A collection of learning evidence showing progress across time.

Explanation / व्याख्या

Comparing / तुलना करना: Identifying similarities and differences using relevant attributes. Application: Children compare two leaves by shape and vein pattern. Portfolio / पोर्टफोलियो: A collection of learning evidence showing progress across time. Application: Pupils keep dated drawings, observation records and reflections.

MCQ 276 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Comparing / तुलना करना and Formative assessment / निर्माणात्मक आकलन.

A. A teacher revisits the concept of habitats after hearing pupils' explanations. | Children compare two leaves by shape and vein pattern.

B. A teacher adds a local map to a chapter about directions. | A teacher revisits the concept of habitats after hearing pupils' explanations.

C. Children compare two leaves by shape and vein pattern. | A class visits a local pond to observe its uses and living organisms.

D. Children compare two leaves by shape and vein pattern. | A teacher revisits the concept of habitats after hearing pupils' explanations.

Correct answer / सही उत्तर: D. Children compare two leaves by shape and vein pattern. | A teacher revisits the concept of habitats after hearing pupils' explanations.

Explanation / व्याख्या

Comparing / तुलना करना: Identifying similarities and differences using relevant attributes. Application: Children compare two leaves by shape and vein pattern. Formative assessment / निर्माणात्मक आकलन: Gathering ongoing evidence to support improved learning. Application: A teacher revisits the concept of habitats after hearing pupils' explanations.

MCQ 277 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Comparing / तुलना करना / Local environment / स्थानीय परिवेश)

A. Comparing / तुलना करना → Identifying similarities and differences using relevant attributes.

B. Comparing / तुलना करना → The immediate natural and social setting used as a learning context.

C. Local environment / स्थानीय परिवेश → Learner-generated inquiries revealing interests and existing understanding.

D. Children's questions / बच्चों के प्रश्न → Gathering ongoing evidence to support improved learning.

Correct answer / सही उत्तर: A. Comparing / तुलना करना → Identifying similarities and differences using relevant attributes.

Explanation / व्याख्या

Comparing / तुलना करना: Identifying similarities and differences using relevant attributes.
Application: Children compare two leaves by shape and vein pattern.

MCQ 278 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Comparing / तुलना करना / Inquiry-based learning / अन्वेषण आधारित अधिगम)

A. Inquiry-based learning / अन्वेषण आधारित अधिगम → A pupil changes an explanation about floating after testing materials of different shapes.

B. Comparing / तुलना करना → Pupils investigate why some parts of the playground stay wet longer.

C. Conceptual change / अवधारणात्मक परिवर्तन → Groups compare results of their seed experiment before making a claim.

D. Comparing / तुलना करना → Children compare two leaves by shape and vein pattern.

Correct answer / सही उत्तर: D. Comparing / तुलना करना → Children compare two leaves by shape and vein pattern.

Explanation / व्याख्या

Comparing / तुलना करना: Identifying similarities and differences using relevant attributes. Application: Children compare two leaves by shape and vein pattern.

MCQ 279 • CORE PRACTICE · FORM 01

Identify the concept described: Keeping relevant conditions comparable while investigating one factor.

A. Curriculum integration / पाठ्यचर्या एकीकरण

B. Fair testing / निष्पक्ष परीक्षण

C. Observation checklist / अवलोकन जाँच सूची

D. Conceptual change / अवधारणात्मक परिवर्तन

Correct answer / सही उत्तर: B. Fair testing / निष्पक्ष परीक्षण

Explanation / व्याख्या

Fair testing / निष्पक्ष परीक्षण: Keeping relevant conditions comparable while investigating one factor. Application: Groups use similar containers and soil while varying light exposure.

MCQ 280 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Groups use similar containers and soil while varying light exposure.

A. Peer assessment / सहपाठी आकलन

B. Fair testing / निष्पक्ष परीक्षण

C. Learning walk / अधिगम भ्रमण

D. Project-based learning / परियोजना आधारित अधिगम

Correct answer / सही उत्तर: B. Fair testing / निष्पक्ष परीक्षण

Explanation / व्याख्या

Fair testing / निष्पक्ष परीक्षण: Keeping relevant conditions comparable while investigating one factor. Application: Groups use similar containers and soil while varying light exposure.

MCQ 281 • CORE PRACTICE · FORM 03

Which explanation best defines Fair testing / निष्पक्ष परीक्षण?

A. The learning purpose behind a textbook activity or representation.

B. Using narratives to explore environmental or social ideas.

C. A specific observable demonstration of expected learning.

D. Keeping relevant conditions comparable while investigating one factor.

Correct answer / सही उत्तर: D. Keeping relevant conditions comparable while investigating one factor.

Explanation / व्याख्या

Fair testing / निष्पक्ष परीक्षण: Keeping relevant conditions comparable while investigating one factor. Application: Groups use similar containers and soil while varying light exposure.

MCQ 282 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Fair testing / निष्पक्ष परीक्षण?

A. Pupils keep dated drawings, observation records and reflections.

B. Groups use similar containers and soil while varying light exposure.

C. A teacher notes whether pupils classify objects using a consistent property.

D. Groups compare results of their seed experiment before making a claim.

Correct answer / सही उत्तर: B. Groups use similar containers and soil while varying light exposure.

Explanation / व्याख्या

Fair testing / निष्पक्ष परीक्षण: Keeping relevant conditions comparable while investigating one factor. Application: Groups use similar containers and soil while varying light exposure.

MCQ 283 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Keeping relevant conditions comparable while investigating one factor. (2) Extended inquiry leading to a meaningful product or finding.

A. Integrated curriculum / एकीकृत पाठ्यचर्या | Project-based learning / परियोजना आधारित अधिगम

B. Fair testing / निष्पक्ष परीक्षण | Alternate conception / वैकल्पिक अवधारणा

C. Fair testing / निष्पक्ष परीक्षण | Project-based learning / परियोजना आधारित अधिगम

D. Project-based learning / परियोजना आधारित अधिगम | Fair testing / निष्पक्ष परीक्षण

Correct answer / सही उत्तर: C. Fair testing / निष्पक्ष परीक्षण | Project-based learning / परियोजना आधारित अधिगम

Explanation / व्याख्या

Fair testing / निष्पक्ष परीक्षण: Keeping relevant conditions comparable while investigating one factor. Application: Groups use similar containers and soil while varying light exposure. Project-based learning / परियोजना आधारित अधिगम: Extended inquiry leading to a meaningful product or finding. Application: Pupils investigate school water use and prepare a conservation plan.

MCQ 284 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Groups use similar containers and soil while varying light exposure. (2) A class visits a local pond to observe its uses and living organisms.

A. Fair testing / निष्पक्ष परीक्षण | Holistic learning / समग्र अधिगम

B. Field visit / क्षेत्र भ्रमण | Fair testing / निष्पक्ष परीक्षण

C. Fair testing / निष्पक्ष परीक्षण | Field visit / क्षेत्र भ्रमण

D. Children's questions / बच्चों के प्रश्न | Field visit / क्षेत्र भ्रमण

Correct answer / सही उत्तर: C. Fair testing / निष्पक्ष परीक्षण | Field visit / क्षेत्र भ्रमण

Explanation / व्याख्या

Fair testing / निष्पक्ष परीक्षण: Keeping relevant conditions comparable while investigating one factor. Application: Groups use similar containers and soil while varying light exposure. Field visit / क्षेत्र भ्रमण: A planned learning experience outside the classroom. Application: A class visits a local pond to observe its uses and living organisms.

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MCQ 285 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Fair testing / निष्पक्ष परीक्षण and Summative assessment / संकलनात्मक आकलन.

A. Keeping relevant conditions comparable while investigating one factor. | The people, institutions and relationships around learners.

B. Evaluating learning at the end of a defined period. | Keeping relevant conditions comparable while investigating one factor.

C. A learner's earlier encounters that can support new understanding. | Evaluating learning at the end of a defined period.

D. Keeping relevant conditions comparable while investigating one factor. | Evaluating learning at the end of a defined period.

Correct answer / सही उत्तर: D. Keeping relevant conditions comparable while investigating one factor. | Evaluating learning at the end of a defined period.

Explanation / व्याख्या

Fair testing / निष्पक्ष परीक्षण: Keeping relevant conditions comparable while investigating one factor. Application: Groups use similar containers and soil while varying light exposure. Summative assessment / संकलनात्मक आकलन: Evaluating learning at the end of a defined period. Application: A final project evaluates understanding of the neighbourhood environment.

MCQ 286 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Fair testing / निष्पक्ष परीक्षण and Local expert / स्थानीय विशेषज्ञ.

A. A potter describes clay preparation to pupils. | Groups use similar containers and soil while varying light exposure.

B. A teacher checks safe routes and supervision before a field visit. | A potter describes clay preparation to pupils.

C. Groups use similar containers and soil while varying light exposure. | A potter describes clay preparation to pupils.

D. Groups use similar containers and soil while varying light exposure. | A class visits a local pond to observe its uses and living organisms.

Correct answer / सही उत्तर: C. Groups use similar containers and soil while varying light exposure. | A potter describes clay preparation to pupils.

Explanation / व्याख्या

Fair testing / निष्पक्ष परीक्षण: Keeping relevant conditions comparable while investigating one factor. Application: Groups use similar containers and soil while varying light exposure. Local expert / स्थानीय विशेषज्ञ: A person whose experience or knowledge can support contextual learning. Application: A potter describes clay preparation to pupils.

MCQ 287 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Fair testing / निष्पक्ष परीक्षण / Discussion method / चर्चा विधि)

A. Discussion method / चर्चा विधि → A person whose experience or knowledge can support contextual learning.

B. Fair testing / निष्पक्ष परीक्षण → Learning through purposeful exchange of ideas and reasons.

C. Local expert / स्थानीय विशेषज्ञ → An organised plan linking goals, activities, resources and assessment.

D. Fair testing / निष्पक्ष परीक्षण → Keeping relevant conditions comparable while investigating one factor.

Correct answer / सही उत्तर: D. Fair testing / निष्पक्ष परीक्षण → Keeping relevant conditions comparable while investigating one factor.

Explanation / व्याख्या

Fair testing / निष्पक्ष परीक्षण: Keeping relevant conditions comparable while investigating one factor. Application: Groups use similar containers and soil while varying light exposure.

MCQ 288 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Fair testing / निष्पक्ष परीक्षण / Lesson plan / पाठ योजना)

A. Fair testing / निष्पक्ष परीक्षण → A teacher plans an observation task and a closing discussion about leaves.

B. Textbook adaptation / पाठ्यपुस्तक अनुकूलन → Pupils investigate school water use and prepare a conservation plan.

C. Lesson plan / पाठ योजना → A coastal example is supplemented with an accessible local river example.

D. Fair testing / निष्पक्ष परीक्षण → Groups use similar containers and soil while varying light exposure.

Correct answer / सही उत्तर: D. Fair testing / निष्पक्ष परीक्षण → Groups use similar containers and soil while varying light exposure.

Explanation / व्याख्या

Fair testing / निष्पक्ष परीक्षण: Keeping relevant conditions comparable while investigating one factor. Application: Groups use similar containers and soil while varying light exposure.

Short-answer revision

Recall the idea before reading the model answer.

REVISION 04.01

Explain Observation / अवलोकन and give one classroom example.

Model answer: Noticing and recording relevant features using senses or tools. Children note leaf colour, texture and shape without guessing causes.

REVISION 04.02

Explain Classification / वर्गीकरण and give one classroom example.

Model answer: Grouping items according to selected characteristics. Pupils group collected leaves by their margins.

REVISION 04.03

Explain Prediction / पूर्वानुमान and give one classroom example.

Model answer: Anticipating a possible outcome based on available evidence. Before testing, children suggest which surface will dry fastest.

REVISION 04.04

Explain Measurement / मापन and give one classroom example.

Model answer: Determining an attribute using an appropriate unit or instrument. A child uses a measuring cup to compare water volumes.

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REVISION 04.05

Explain Inference / निष्कर्षात्मक अनुमान and give one classroom example.

Model answer: Making an interpretation from observations and prior knowledge. After seeing wet footprints, a child infers someone recently walked there.

REVISION 04.06

Explain Communication / संप्रेषण and give one classroom example.

Model answer: Sharing evidence, findings and explanations with others. A group presents its observations of germination using a labelled chart.

REVISION 04.07

Explain Questioning / प्रश्न करना and give one classroom example.

Model answer: Formulating investigable questions to guide exploration. Children ask which conditions affect how seeds grow.

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REVISION 04.08

Explain Recording data / आँकड़े दर्ज करना and give one classroom example.

Model answer: Preserving observations in a consistent written or visual form. Pupils record plant height in a dated table.

REVISION 04.09

Explain Comparing / तुलना करना and give one classroom example.

Model answer: Identifying similarities and differences using relevant attributes. Children compare two leaves by shape and vein pattern.

REVISION 04.10

Explain Fair testing / निष्पक्ष परीक्षण and give one classroom example.

Model answer: Keeping relevant conditions comparable while investigating one factor. Groups use similar containers and soil while varying light exposure.

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CHAPTER 05 • 52 MCQs • 5 REVISION PROMPTS

Learning Resources

Important topics, examples, new classroom scenarios and core practice

Important topics & revision notes

Community participation / समुदाय सहभागिता

Engaging local people and their knowledge in learning experiences.

Classroom example: A gardener explains local methods of conserving water.

Learning resources / अधिगम संसाधन

Materials, places or people selected to support meaningful exploration.

Classroom example: Children use local maps and photographs to study their neighbourhood.

Local expert / स्थानीय विशेषज्ञ

A person whose experience or knowledge can support contextual learning.

Classroom example: A potter describes clay preparation to pupils.

School garden / विद्यालय उद्यान

A school-based environment for observing plants, soil and interactions.

Classroom example: Pupils monitor germination and record changes in seedlings.

Learning walk / अधिगम भ्रमण

A short planned walk designed around specific observations.

Classroom example: Children map traffic signs and public facilities near the school.

New classroom-based questions

Apply concepts to realistic teaching decisions.

MCQ 289 • NEW CLASSROOM APPLICATION

Which resource is suitable for learning about local biodiversity?

A. A random unrelated advertisement

B. Only an abstract definition

C. An unsafe encounter with wildlife

D. A supervised schoolyard observation with an identification guide

Correct answer / सही उत्तर: D. A supervised schoolyard observation with an identification guide

Explanation / व्याख्या

Local accessible resources support direct observation and responsible learning.

MCQ 290 • NEW CLASSROOM APPLICATION

What should a teacher consider before showing an online nature video?

A. Accuracy, age suitability, accessibility and learning purpose

B. Only the length of the title

C. Only the number of views

D. Only the background music

Correct answer / सही उत्तर: A. Accuracy, age suitability, accessibility and learning purpose

Explanation / व्याख्या

Digital resources should be evaluated for educational value and accuracy.

Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 291 • CORE PRACTICE · FORM 01

Identify the concept described: Engaging local people and their knowledge in learning experiences.

A. Evidence-based discussion / साक्ष्य आधारित चर्चा

B. Portfolio / पोर्टफोलियो

C. Prior experience / पूर्व अनुभव

D. Community participation / समुदाय सहभागिता

Correct answer / सही उत्तर: D. Community participation / समुदाय सहभागिता

Explanation / व्याख्या

Community participation / समुदाय सहभागिता: Engaging local people and their knowledge in learning experiences. Application: A gardener explains local methods of conserving water.

MCQ 292 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A gardener explains local methods of conserving water.

A. Responsible citizenship / जिम्मेदार नागरिकता

B. Observation checklist / अवलोकन जाँच सूची

C. Community participation / समुदाय सहभागिता

D. Constructivism / रचनावाद

Correct answer / सही उत्तर: C. Community participation / समुदाय सहभागिता

Explanation / व्याख्या

Community participation / समुदाय सहभागिता: Engaging local people and their knowledge in learning experiences. Application: A gardener explains local methods of conserving water.

MCQ 293 • CORE PRACTICE · FORM 03

Which explanation best defines Community participation / समुदाय सहभागिता?

A. Engaging local people and their knowledge in learning experiences.
B. Grouping items according to selected characteristics.
C. The learning purpose behind a textbook activity or representation.
D. A specific observable demonstration of expected learning.

Correct answer / सही उत्तर: A. Engaging local people and their knowledge in learning experiences.

Explanation / व्याख्या
Community participation / समुदाय सहभागिता: Engaging local people and their knowledge in learning experiences. Application: A gardener explains local methods of conserving water.

MCQ 294 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Community participation / समुदाय सहभागिता?

A. A gardener explains local methods of conserving water.
B. Children combine map reading, measurement and local interviews in one unit.
C. Children use maps and plant observations to study their surroundings.
D. Children compare two leaves by shape and vein pattern.

Correct answer / सही उत्तर: A. A gardener explains local methods of conserving water.

Explanation / व्याख्या
Community participation / समुदाय सहभागिता: Engaging local people and their knowledge in learning experiences. Application: A gardener explains local methods of conserving water.

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MCQ 295 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Engaging local people and their knowledge in learning experiences. (2) Sharing evidence, findings and explanations with others.

A. Qualitative assessment / गुणात्मक आकलन | Communication / संप्रेषण

B. Communication / संप्रेषण | Community participation / समुदाय सहभागिता

C. Community participation / समुदाय सहभागिता | Communication / संप्रेषण

D. Community participation / समुदाय सहभागिता | Observation checklist / अवलोकन जाँच सूची

Correct answer / सही उत्तर: C. Community participation / समुदाय सहभागिता | Communication / संप्रेषण

Explanation / व्याख्या

Community participation / समुदाय सहभागिता: Engaging local people and their knowledge in learning experiences. Application: A gardener explains local methods of conserving water.
Communication / संप्रेषण: Sharing evidence, findings and explanations with others. Application: A group presents its observations of germination using a labelled chart.

MCQ 296 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A gardener explains local methods of conserving water. (2) A teacher describes a pupil's observation skills and suggests a next step.

A. Social environment / सामाजिक परिवेश | Qualitative assessment / गुणात्मक आकलन

B. Qualitative assessment / गुणात्मक आकलन | Community participation / समुदाय सहभागिता

C. Community participation / समुदाय सहभागिता | Qualitative assessment / गुणात्मक आकलन

D. Community participation / समुदाय सहभागिता | Conceptual change / अवधारणात्मक परिवर्तन

Correct answer / सही उत्तर: C. Community participation / समुदाय सहभागिता | Qualitative assessment / गुणात्मक आकलन

Explanation / व्याख्या

Community participation / समुदाय सहभागिता: Engaging local people and their knowledge in learning experiences. Application: A gardener explains local methods of conserving water. Qualitative assessment / गुणात्मक आकलन: Using descriptive evidence about learning rather than marks alone. Application: A teacher describes a pupil's observation skills and suggests a next step.

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MCQ 297 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Community participation / समुदाय सहभागिता and Questioning / प्रश्न करना.

A. Engaging local people and their knowledge in learning experiences. | Learning through purposeful exchange of ideas and reasons.

B. Developing understanding through direct experience and reflection. | Formulating investigable questions to guide exploration.

C. Formulating investigable questions to guide exploration. | Engaging local people and their knowledge in learning experiences.

D. Engaging local people and their knowledge in learning experiences. | Formulating investigable questions to guide exploration.

Correct answer / सही उत्तर: D. Engaging local people and their knowledge in learning experiences. | Formulating investigable questions to guide exploration.

Explanation / व्याख्या

Community participation / समुदाय सहभागिता: Engaging local people and their knowledge in learning experiences. Application: A gardener explains local methods of conserving water. Questioning / प्रश्न करना: Formulating investigable questions to guide exploration. Application: Children ask which conditions affect how seeds grow.

MCQ 298 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Community participation / समुदाय सहभागिता and Discussion method / चर्चा विधि.

A. A class debates ways of keeping a shared playground clean. | A gardener explains local methods of conserving water.

B. A teacher describes a pupil's observation skills and suggests a next step. | A class debates ways of keeping a shared playground clean.

C. A gardener explains local methods of conserving water. | A class debates ways of keeping a shared playground clean.

D. A gardener explains local methods of conserving water. | Pupils can describe two ways of saving water at home.

Correct answer / सही उत्तर: C. A gardener explains local methods of conserving water. | A class debates ways of keeping a shared playground clean.

Explanation / व्याख्या

Community participation / समुदाय सहभागिता: Engaging local people and their knowledge in learning experiences. Application: A gardener explains local methods of conserving water. Discussion method / चर्चा विधि: Learning through purposeful exchange of ideas and reasons. Application: A class debates ways of keeping a shared playground clean.

MCQ 299 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Community participation / समुदाय सहभागिता / Pedagogical intent / शिक्षण उद्देश्य)

A. Community participation / समुदाय सहभागिता → Engaging local people and their knowledge in learning experiences.

B. Portfolio / पोर्टफोलियो → A learner's earlier encounters that can support new understanding.

C. Community participation / समुदाय सहभागिता → The learning purpose behind a textbook activity or representation.

D. Pedagogical intent / शिक्षण उद्देश्य → A collection of learning evidence showing progress across time.

Correct answer / सही उत्तर: A. Community participation / समुदाय सहभागिता → Engaging local people and their knowledge in learning experiences.

Explanation / व्याख्या

Community participation / समुदाय सहभागिता: Engaging local people and their knowledge in learning experiences. Application: A gardener explains local methods of conserving water.

MCQ 300 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Community participation / समुदाय सहभागिता / Recording data / आँकड़े दर्ज करना)

A. Community participation / समुदाय सहभागिता → Pupils record plant height in a dated table.

B. Community participation / समुदाय सहभागिता → A gardener explains local methods of conserving water.

C. Inquiry-based learning / अन्वेषण आधारित अधिगम → Children explain their current ideas about shadows and test them.

D. Recording data / आँकड़े दर्ज करना → Pupils investigate why some parts of the playground stay wet longer.

Correct answer / सही उत्तर: B. Community participation / समुदाय सहभागिता → A gardener explains local methods of conserving water.

Explanation / व्याख्या

Community participation / समुदाय सहभागिता: Engaging local people and their knowledge in learning experiences. Application: A gardener explains local methods of conserving water.

MCQ 301 • CORE PRACTICE · FORM 01

Identify the concept described: Materials, places or people selected to support meaningful exploration.

A. Learning resources / अधिगम संसाधन

B. Integrated curriculum / एकीकृत पाठ्यचर्या

C. Recording data / आँकड़े दर्ज करना

D. Portfolio / पोर्टफोलियो

Correct answer / सही उत्तर: A. Learning resources / अधिगम संसाधन

Explanation / व्याख्या

Learning resources / अधिगम संसाधन: Materials, places or people selected to support meaningful exploration. Application: Children use local maps and photographs to study their neighbourhood.

MCQ 302 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Children use local maps and photographs to study their neighbourhood.

A. Formative assessment / निर्माणात्मक आकलन

B. Alternate conception / वैकल्पिक अवधारणा

C. Learning resources / अधिगम संसाधन

D. Discussion method / चर्चा विधि

Correct answer / सही उत्तर: C. Learning resources / अधिगम संसाधन

Explanation / व्याख्या

Learning resources / अधिगम संसाधन: Materials, places or people selected to support meaningful exploration. Application: Children use local maps and photographs to study their neighbourhood.

MCQ 303 • CORE PRACTICE · FORM 03

Which explanation best defines Learning resources / अधिगम संसाधन?

A. Using descriptive evidence about learning rather than marks alone.

B. Materials, places or people selected to support meaningful exploration.

C. Modifying a textbook task to suit local context and learner needs.

D. Revising an existing explanation in light of relevant evidence.

Correct answer / सही उत्तर: B. Materials, places or people selected to support meaningful exploration.

Explanation / व्याख्या

Learning resources / अधिगम संसाधन: Materials, places or people selected to support meaningful exploration. Application: Children use local maps and photographs to study their neighbourhood.

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MCQ 304 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Learning resources / अधिगम संसाधन?

A. Children note leaf colour, texture and shape without guessing causes.

B. Children describe how their families store food before investigating preservation.

C. Children use local maps and photographs to study their neighbourhood.

D. Pupils group collected leaves by their margins.

Correct answer / सही उत्तर: C. Children use local maps and photographs to study their neighbourhood.

Explanation / व्याख्या

Learning resources / अधिगम संसाधन: Materials, places or people selected to support meaningful exploration. Application: Children use local maps and photographs to study their neighbourhood.

MCQ 305 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Materials, places or people selected to support meaningful exploration. (2) Anticipating a possible outcome based on available evidence.

A. Learning resources / अधिगम संसाधन | Prediction / पूर्वानुमान

B. Observation checklist / अवलोकन जाँच सूची | Prediction / पूर्वानुमान

C. Learning resources / अधिगम संसाधन | Environmental sensitivity / पर्यावरण संवेदनशीलता

D. Prediction / पूर्वानुमान | Learning resources / अधिगम संसाधन

Correct answer / सही उत्तर: A. Learning resources / अधिगम संसाधन | Prediction / पूर्वानुमान

Explanation / व्याख्या

Learning resources / अधिगम संसाधन: Materials, places or people selected to support meaningful exploration. Application: Children use local maps and photographs to study their neighbourhood. Prediction / पूर्वानुमान: Anticipating a possible outcome based on available evidence. Application: Before testing, children suggest which surface will dry fastest.

MCQ 306 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Children use local maps and photographs to study their neighbourhood. (2) Children combine map reading, measurement and local interviews in one unit.

A. Curriculum integration / पाठ्यचर्या एकीकरण | Learning resources / अधिगम संसाधन

B. Learning resources / अधिगम संसाधन | Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

C. Learning resources / अधिगम संसाधन | Curriculum integration / पाठ्यचर्या एकीकरण

D. Prediction / पूर्वानुमान | Curriculum integration / पाठ्यचर्या एकीकरण

Correct answer / सही उत्तर: C. Learning resources / अधिगम संसाधन | Curriculum integration / पाठ्यचर्या एकीकरण

Explanation / व्याख्या

Learning resources / अधिगम संसाधन: Materials, places or people selected to support meaningful exploration. Application: Children use local maps and photographs to study their neighbourhood. Curriculum integration / पाठ्यचर्या एकीकरण: Connecting environmental and social learning with other areas of primary education. Application: Children combine map reading, measurement and local interviews in one unit.

MCQ 307 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Learning resources / अधिगम संसाधन and Communication / संप्रेषण.

A. Sharing evidence, findings and explanations with others. | Materials, places or people selected to support meaningful exploration.

B. Learning through purposeful exchange of ideas and reasons. | Sharing evidence, findings and explanations with others.

C. Materials, places or people selected to support meaningful exploration. | Sharing evidence, findings and explanations with others.

D. Materials, places or people selected to support meaningful exploration. | Modifying a textbook task to suit local context and learner needs.

Correct answer / सही उत्तर: C. Materials, places or people selected to support meaningful exploration. | Sharing evidence, findings and explanations with others.

Explanation / व्याख्या

Learning resources / अधिगम संसाधन: Materials, places or people selected to support meaningful exploration. Application: Children use local maps and photographs to study their neighbourhood. Communication / संप्रेषण: Sharing evidence, findings and explanations with others. Application: A group presents its observations of germination using a labelled chart.

MCQ 308 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Learning resources / अधिगम संसाधन and Evidence-based discussion / साक्ष्य आधारित चर्चा.

A. Children use local maps and photographs to study their neighbourhood. | Pupils explore their neighbourhood's trees, shops and transport.

B. Children use local maps and photographs to study their neighbourhood. | Groups compare results of their seed experiment before making a claim.

C. Children observe compost over several days and discuss changes. | Groups compare results of their seed experiment before making a claim.

D. Groups compare results of their seed experiment before making a claim. | Children use local maps and photographs to study their neighbourhood.

Correct answer / सही उत्तर: B. Children use local maps and photographs to study their neighbourhood. | Groups compare results of their seed experiment before making a claim.

Explanation / व्याख्या

Learning resources / अधिगम संसाधन: Materials, places or people selected to support meaningful exploration. Application: Children use local maps and photographs to study their neighbourhood. Evidence-based discussion / साक्ष्य आधारित चर्चा: Comparing explanations against observations and reasons. Application: Groups compare results of their seed experiment before making a claim.

MCQ 309 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Learning resources / अधिगम संसाधन / Recording data / आँकड़े दर्ज करना)

A. Field visit / क्षेत्र भ्रमण → A list of criteria for recording observed learning behaviours.

B. Learning resources / अधिगम संसाधन → Materials, places or people selected to support meaningful exploration.

C. Recording data / आँकड़े दर्ज करना → A planned learning experience outside the classroom.

D. Learning resources / अधिगम संसाधन → Preserving observations in a consistent written or visual form.

Correct answer / सही उत्तर: B. Learning resources / अधिगम संसाधन → Materials, places or people selected to support meaningful exploration.

Explanation / व्याख्या

Learning resources / अधिगम संसाधन: Materials, places or people selected to support meaningful exploration. Application: Children use local maps and photographs to study their neighbourhood.

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MCQ 310 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Learning resources / अधिगम संसाधन / Local environment / स्थानीय परिवेश)

A. Learning resources / अधिगम संसाधन → Children use local maps and photographs to study their neighbourhood.

B. Classification / वर्गीकरण → A group presents its observations of germination using a labelled chart.

C. Local environment / स्थानीय परिवेश → Pupils group collected leaves by their margins.

D. Learning resources / अधिगम संसाधन → Pupils explore their neighbourhood's trees, shops and transport.

Correct answer / सही उत्तर: A. Learning resources / अधिगम संसाधन → Children use local maps and photographs to study their neighbourhood.

Explanation / व्याख्या

Learning resources / अधिगम संसाधन: Materials, places or people selected to support meaningful exploration. Application: Children use local maps and photographs to study their neighbourhood.

MCQ 311 • CORE PRACTICE · FORM 01

Identify the concept described: A person whose experience or knowledge can support contextual learning.

A. Prediction / पूर्वानुमान

B. Local expert / स्थानीय विशेषज्ञ

C. Observation checklist / अवलोकन जाँच सूची

D. Textbook adaptation / पाठ्यपुस्तक अनुकूलन

Correct answer / सही उत्तर: B. Local expert / स्थानीय विशेषज्ञ

Explanation / व्याख्या

Local expert / स्थानीय विशेषज्ञ: A person whose experience or knowledge can support contextual learning. Application: A potter describes clay preparation to pupils.

MCQ 312 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A potter describes clay preparation to pupils.

A. Local expert / स्थानीय विशेषज्ञ

B. Holistic learning / समग्र अधिगम

C. Project-based learning / परियोजना आधारित अधिगम

D. Classification / वर्गीकरण

Correct answer / सही उत्तर: A. Local expert / स्थानीय विशेषज्ञ

Explanation / व्याख्या

Local expert / स्थानीय विशेषज्ञ: A person whose experience or knowledge can support contextual learning. Application: A potter describes clay preparation to pupils.

MCQ 313 • CORE PRACTICE · FORM 03

Which explanation best defines Local expert / स्थानीय विशेषज्ञ?

A. A coherent sequence of lessons organised around learning goals.

B. A person whose experience or knowledge can support contextual learning.

C. Connecting ideas from multiple disciplines around meaningful contexts.

D. Examining textbook representations, assumptions and questions thoughtfully.

Correct answer / सही उत्तर: B. A person whose experience or knowledge can support contextual learning.

Explanation / व्याख्या

Local expert / स्थानीय विशेषज्ञ: A person whose experience or knowledge can support contextual learning. Application: A potter describes clay preparation to pupils.

MCQ 314 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Local expert / स्थानीय विशेषज्ञ?

A. Pupils keep dated drawings, observation records and reflections.

B. A water topic combines science, local geography and social practices.

C. A potter describes clay preparation to pupils.

D. Children observe compost over several days and discuss changes.

Correct answer / सही उत्तर: C. A potter describes clay preparation to pupils.

Explanation / व्याख्या

Local expert / स्थानीय विशेषज्ञ: A person whose experience or knowledge can support contextual learning. Application: A potter describes clay preparation to pupils.

MCQ 315 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) A person whose experience or knowledge can support contextual learning. (2) Developing understanding and action that support shared well-being.

A. Local expert / स्थानीय विशेषज्ञ | Responsible citizenship / जिम्मेदार नागरिकता

B. Local expert / स्थानीय विशेषज्ञ | Elicitation / पूर्वविचार जानना

C. Field visit / क्षेत्र भ्रमण | Responsible citizenship / जिम्मेदार नागरिकता

D. Responsible citizenship / जिम्मेदार नागरिकता | Local expert / स्थानीय विशेषज्ञ

Correct answer / सही उत्तर: A. Local expert / स्थानीय विशेषज्ञ | Responsible citizenship / जिम्मेदार नागरिकता

Explanation / व्याख्या

Local expert / स्थानीय विशेषज्ञ: A person whose experience or knowledge can support contextual learning. Application: A potter describes clay preparation to pupils. Responsible citizenship / जिम्मेदार नागरिकता: Developing understanding and action that support shared well-being. Application: Pupils plan how to care for common school resources respectfully.

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MCQ 316 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A potter describes clay preparation to pupils. (2) Children explain their current ideas about shadows and test them.

A. Local expert / स्थानीय विशेषज्ञ | Constructivism / रचनावाद

B. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन | Constructivism / रचनावाद

C. Constructivism / रचनावाद | Local expert / स्थानीय विशेषज्ञ

D. Local expert / स्थानीय विशेषज्ञ | Communication / संप्रेषण

Correct answer / सही उत्तर: A. Local expert / स्थानीय विशेषज्ञ | Constructivism / रचनावाद

Explanation / व्याख्या

Local expert / स्थानीय विशेषज्ञ: A person whose experience or knowledge can support contextual learning. Application: A potter describes clay preparation to pupils. Constructivism / रचनावाद: The view that learners actively build understanding from experiences and ideas. Application: Children explain their current ideas about shadows and test them.

MCQ 317 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Local expert / स्थानीय विशेषज्ञ and Integrated curriculum / एकीकृत पाठ्यचर्या.

A. A person whose experience or knowledge can support contextual learning. | Connecting ideas from multiple disciplines around meaningful contexts.

B. A person whose experience or knowledge can support contextual learning. | An additional material used to extend or clarify textbook learning.

C. Connecting ideas from multiple disciplines around meaningful contexts. | A person whose experience or knowledge can support contextual learning.

D. Finding out learners' existing ideas before or during instruction. | Connecting ideas from multiple disciplines around meaningful contexts.

Correct answer / सही उत्तर: A. A person whose experience or knowledge can support contextual learning. | Connecting ideas from multiple disciplines around meaningful contexts.

Explanation / व्याख्या

Local expert / स्थानीय विशेषज्ञ: A person whose experience or knowledge can support contextual learning. Application: A potter describes clay preparation to pupils. Integrated curriculum / एकीकृत पाठ्यचर्या: Connecting ideas from multiple disciplines around meaningful contexts. Application: A water topic combines science, local geography and social practices.

MCQ 318 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Local expert / स्थानीय विशेषज्ञ and Formative assessment / निर्माणात्मक आकलन.

A. A potter describes clay preparation to pupils. | Children combine map reading, measurement and local interviews in one unit.

B. A potter describes clay preparation to pupils. | A teacher revisits the concept of habitats after hearing pupils' explanations.

C. A group presents its observations of germination using a labelled chart. | A teacher revisits the concept of habitats after hearing pupils' explanations.

D. A teacher revisits the concept of habitats after hearing pupils' explanations. | A potter describes clay preparation to pupils.

Correct answer / सही उत्तर: B. A potter describes clay preparation to pupils. | A teacher revisits the concept of habitats after hearing pupils' explanations.

Explanation / व्याख्या

Local expert / स्थानीय विशेषज्ञ: A person whose experience or knowledge can support contextual learning. Application: A potter describes clay preparation to pupils. Formative assessment / निर्माणात्मक आकलन: Gathering ongoing evidence to support improved learning. Application: A teacher revisits the concept of habitats after hearing pupils' explanations.

MCQ 319 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Local expert / स्थानीय विशेषज्ञ / Social environment / सामाजिक परिवेश)

A. Local expert / स्थानीय विशेषज्ञ → The people, institutions and relationships around learners.

B. Social environment / सामाजिक परिवेश → Learners giving criterion-based feedback on classmates' work.

C. Peer assessment / सहपाठी आकलन → A planned learning experience outside the classroom.

D. Local expert / स्थानीय विशेषज्ञ → A person whose experience or knowledge can support contextual learning.

Correct answer / सही उत्तर: D. Local expert / स्थानीय विशेषज्ञ → A person whose experience or knowledge can support contextual learning.

Explanation / व्याख्या

Local expert / स्थानीय विशेषज्ञ: A person whose experience or knowledge can support contextual learning. Application: A potter describes clay preparation to pupils.

MCQ 320 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Local expert / स्थानीय विशेषज्ञ / Curriculum integration / पाठ्यचर्या एकीकरण)

A. Local expert / स्थानीय विशेषज्ञ → Children combine map reading, measurement and local interviews in one unit.

B. Local expert / स्थानीय विशेषज्ञ → A potter describes clay preparation to pupils.

C. Curriculum integration / पाठ्यचर्या एकीकरण → Pupils keep dated drawings, observation records and reflections.

D. Portfolio / पोर्टफोलियो → A teacher checks safe routes and supervision before a field visit.

Correct answer / सही उत्तर: B. Local expert / स्थानीय विशेषज्ञ → A potter describes clay preparation to pupils.

Explanation / व्याख्या

Local expert / स्थानीय विशेषज्ञ: A person whose experience or knowledge can support contextual learning. Application: A potter describes clay preparation to pupils.

MCQ 321 • CORE PRACTICE · FORM 01

Identify the concept described: A school-based environment for observing plants, soil and interactions.

A. Summative assessment / संकलनात्मक आकलन

B. Questioning / प्रश्न करना

C. Textbook adaptation / पाठ्यपुस्तक अनुकूलन

D. School garden / विद्यालय उद्यान

Correct answer / सही उत्तर: D. School garden / विद्यालय उद्यान

Explanation / व्याख्या

School garden / विद्यालय उद्यान: A school-based environment for observing plants, soil and interactions. Application: Pupils monitor germination and record changes in seedlings.

MCQ 322 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Pupils monitor germination and record changes in seedlings.

A. School garden / विद्यालय उद्यान

B. Curriculum integration / पाठ्यचर्या एकीकरण

C. Experiential learning / अनुभवात्मक अधिगम

D. Formative assessment / निर्माणात्मक आकलन

Correct answer / सही उत्तर: A. School garden / विद्यालय उद्यान

Explanation / व्याख्या

School garden / विद्यालय उद्यान: A school-based environment for observing plants, soil and interactions. Application: Pupils monitor germination and record changes in seedlings.

MCQ 323 • CORE PRACTICE · FORM 03

Which explanation best defines School garden / विद्यालय उद्यान?

A. A collection of learning evidence showing progress across time.

B. Anticipating a possible outcome based on available evidence.

C. Noticing and recording relevant features using senses or tools.

D. A school-based environment for observing plants, soil and interactions.

Correct answer / सही उत्तर: D. A school-based environment for observing plants, soil and interactions.

Explanation / व्याख्या

School garden / विद्यालय उद्यान: A school-based environment for observing plants, soil and interactions. Application: Pupils monitor germination and record changes in seedlings.

MCQ 324 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates School garden / विद्यालय उद्यान?

A. Pupils monitor germination and record changes in seedlings.

B. Children describe how their families store food before investigating preservation.

C. Pupils investigate why some parts of the playground stay wet longer.

D. After seeing wet footprints, a child infers someone recently walked there.

Correct answer / सही उत्तर: A. Pupils monitor germination and record changes in seedlings.

Explanation / व्याख्या

School garden / विद्यालय उद्यान: A school-based environment for observing plants, soil and interactions. Application: Pupils monitor germination and record changes in seedlings.

MCQ 325 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) A school-based environment for observing plants, soil and interactions. (2) Examining textbook representations, assumptions and questions thoughtfully.

A. Formative assessment / निर्माणात्मक आकलन | Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

B. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन | School garden / विद्यालय उद्यान

C. School garden / विद्यालय उद्यान | Project-based learning / परियोजना आधारित अधिगम

D. School garden / विद्यालय उद्यान | Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

Correct answer / सही उत्तर: D. School garden / विद्यालय उद्यान | Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

Explanation / व्याख्या

School garden / विद्यालय उद्यान: A school-based environment for observing plants, soil and interactions. Application: Pupils monitor germination and record changes in seedlings. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन: Examining textbook representations, assumptions and questions thoughtfully. Application: Pupils notice whose occupations are shown in a picture and discuss missing examples.

GyanTech Guru Ji

MCQ 326 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Pupils monitor germination and record changes in seedlings. (2) A coastal example is supplemented with an accessible local river example.

A. Story-based teaching / कहानी आधारित शिक्षण | Textbook adaptation / पाठ्यपुस्तक अनुकूलन

B. School garden / विद्यालय उद्यान | Textbook adaptation / पाठ्यपुस्तक अनुकूलन

C. Textbook adaptation / पाठ्यपुस्तक अनुकूलन | School garden / विद्यालय उद्यान

D. School garden / विद्यालय उद्यान | Measurement / मापन

Correct answer / सही उत्तर: B. School garden / विद्यालय उद्यान | Textbook adaptation / पाठ्यपुस्तक अनुकूलन

Explanation / व्याख्या

School garden / विद्यालय उद्यान: A school-based environment for observing plants, soil and interactions. Application: Pupils monitor germination and record changes in seedlings. Textbook adaptation / पाठ्यपुस्तक अनुकूलन: Modifying a textbook task to suit local context and learner needs. Application: A coastal example is supplemented with an accessible local river example.

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MCQ 327 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for School garden / विद्यालय उद्यान and Pedagogical intent / शिक्षण उद्देश्य.

A. The learning purpose behind a textbook activity or representation. | A school-based environment for observing plants, soil and interactions.

B. A school-based environment for observing plants, soil and interactions. | A collection of learning evidence showing progress across time.

C. A school-based environment for observing plants, soil and interactions. | The learning purpose behind a textbook activity or representation.

D. The immediate natural and social setting used as a learning context. | The learning purpose behind a textbook activity or representation.

Correct answer / सही उत्तर: C. A school-based environment for observing plants, soil and interactions. | The learning purpose behind a textbook activity or representation.

Explanation / व्याख्या

School garden / विद्यालय उद्यान: A school-based environment for observing plants, soil and interactions. Application: Pupils monitor germination and record changes in seedlings. Pedagogical intent / शिक्षण उद्देश्य: The learning purpose behind a textbook activity or representation. Application: A teacher identifies why a textbook asks pupils to interview elders.

MCQ 328 • CORE PRACTICE · FORM 08

Choose the examples, in order, for School garden / विद्यालय उद्यान and Environmental sensitivity / पर्यावरण संवेदनशीलता.

A. Pupils monitor germination and record changes in seedlings. | Children ask which conditions affect how seeds grow.

B. Children discuss ways to reduce waste in their school. | Pupils monitor germination and record changes in seedlings.

C. Pupils monitor germination and record changes in seedlings. | Children discuss ways to reduce waste in their school.

D. A teacher adds a local map to a chapter about directions. | Children discuss ways to reduce waste in their school.

Correct answer / सही उत्तर: C. Pupils monitor germination and record changes in seedlings. | Children discuss ways to reduce waste in their school.

Explanation / व्याख्या

School garden / विद्यालय उद्यान: A school-based environment for observing plants, soil and interactions. Application: Pupils monitor germination and record changes in seedlings. Environmental sensitivity / पर्यावरण संवेदनशीलता: Awareness and concern for relationships between people and their surroundings. Application: Children discuss ways to reduce waste in their school.

MCQ 329 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (School garden / विद्यालय उद्यान / Comparing / तुलना करना)

A. School garden / विद्यालय उद्यान → Identifying similarities and differences using relevant attributes.

B. School garden / विद्यालय उद्यान → A school-based environment for observing plants, soil and interactions.

C. Peer assessment / सहपाठी आकलन → Connecting environmental and social learning with other areas of primary education.

D. Comparing / तुलना करना → Learners giving criterion-based feedback on classmates' work.

Correct answer / सही उत्तर: B. School garden / विद्यालय उद्यान → A school-based environment for observing plants, soil and interactions.

Explanation / व्याख्या

School garden / विद्यालय उद्यान: A school-based environment for observing plants, soil and interactions. Application: Pupils monitor germination and record changes in seedlings.

MCQ 330 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (School garden / विद्यालय उद्यान / Lesson plan / पाठ योजना)

A. Lesson plan / पाठ योजना → Children discuss ways to reduce waste in their school.

B. School garden / विद्यालय उद्यान → A teacher plans an observation task and a closing discussion about leaves.

C. Environmental sensitivity / पर्यावरण संवेदनशीलता → Groups comment on whether each poster supports its claims with evidence.

D. School garden / विद्यालय उद्यान → Pupils monitor germination and record changes in seedlings.

Correct answer / सही उत्तर: D. School garden / विद्यालय उद्यान → Pupils monitor germination and record changes in seedlings.

Explanation / व्याख्या

School garden / विद्यालय उद्यान: A school-based environment for observing plants, soil and interactions. Application: Pupils monitor germination and record changes in seedlings.

MCQ 331 • CORE PRACTICE · FORM 01

Identify the concept described: A short planned walk designed around specific observations.

A. Learning outcome / अधिगम प्रतिफल

B. Comparing / तुलना करना

C. Responsible citizenship / जिम्मेदार नागरिकता

D. Learning walk / अधिगम भ्रमण

Correct answer / सही उत्तर: D. Learning walk / अधिगम भ्रमण

Explanation / व्याख्या

Learning walk / अधिगम भ्रमण: A short planned walk designed around specific observations. Application: Children map traffic signs and public facilities near the school.

MCQ 332 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Children map traffic signs and public facilities near the school.

A. Learning walk / अधिगम भ्रमण

B. Formative assessment / निर्माणात्मक आकलन

C. Summative assessment / संकलनात्मक आकलन

D. Prediction / पूर्वानुमान

Correct answer / सही उत्तर: A. Learning walk / अधिगम भ्रमण

Explanation / व्याख्या

Learning walk / अधिगम भ्रमण: A short planned walk designed around specific observations.
Application: Children map traffic signs and public facilities near the school.

MCQ 333 • CORE PRACTICE · FORM 03

Which explanation best defines Learning walk / अधिगम भ्रमण?

A. Connecting ideas from multiple disciplines around meaningful contexts.

B. Finding out learners' existing ideas before or during instruction.

C. Keeping relevant conditions comparable while investigating one factor.

D. A short planned walk designed around specific observations.

Correct answer / सही उत्तर: D. A short planned walk designed around specific observations.

Explanation / व्याख्या

Learning walk / अधिगम भ्रमण: A short planned walk designed around specific observations.
Application: Children map traffic signs and public facilities near the school.

MCQ 334 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Learning walk / अधिगम भ्रमण?

A. Children map traffic signs and public facilities near the school.

B. Groups compare results of their seed experiment before making a claim.

C. Groups use similar containers and soil while varying light exposure.

D. A class visits a local pond to observe its uses and living organisms.

Correct answer / सही उत्तर: A. Children map traffic signs and public facilities near the school.

Explanation / व्याख्या

Learning walk / अधिगम भ्रमण: A short planned walk designed around specific observations. Application: Children map traffic signs and public facilities near the school.

MCQ 335 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) A short planned walk designed around specific observations. (2) Identifying similarities and differences using relevant attributes.

A. Comparing / तुलना करना | Learning walk / अधिगम भ्रमण

B. Responsible citizenship / जिम्मेदार नागरिकता | Comparing / तुलना करना

C. Learning walk / अधिगम भ्रमण | Project-based learning / परियोजना आधारित अधिगम

D. Learning walk / अधिगम भ्रमण | Comparing / तुलना करना

Correct answer / सही उत्तर: D. Learning walk / अधिगम भ्रमण | Comparing / तुलना करना

Explanation / व्याख्या

Learning walk / अधिगम भ्रमण: A short planned walk designed around specific observations. Application: Children map traffic signs and public facilities near the school. Comparing / तुलना करना: Identifying similarities and differences using relevant attributes. Application: Children compare two leaves by shape and vein pattern.

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MCQ 336 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Children map traffic signs and public facilities near the school. (2) Children discuss ways to reduce waste in their school.

A. Learning walk / अधिगम भ्रमण | Environmental sensitivity / पर्यावरण संवेदनशीलता

B. Environmental sensitivity / पर्यावरण संवेदनशीलता | Learning walk / अधिगम भ्रमण

C. Conceptual change / अवधारणात्मक परिवर्तन | Environmental sensitivity / पर्यावरण संवेदनशीलता

D. Learning walk / अधिगम भ्रमण | Peer assessment / सहपाठी आकलन

Correct answer / सही उत्तर: A. Learning walk / अधिगम भ्रमण | Environmental sensitivity / पर्यावरण संवेदनशीलता

Explanation / व्याख्या

Learning walk / अधिगम भ्रमण: A short planned walk designed around specific observations. Application: Children map traffic signs and public facilities near the school. Environmental sensitivity / पर्यावरण संवेदनशीलता: Awareness and concern for relationships between people and their surroundings. Application: Children discuss ways to reduce waste in their school.

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MCQ 337 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Learning walk / अधिगम भ्रमण and Questioning / प्रश्न करना.

A. Formulating investigable questions to guide exploration. | A short planned walk designed around specific observations.

B. A short planned walk designed around specific observations. | Formulating investigable questions to guide exploration.

C. Awareness and concern for relationships between people and their surroundings. | Formulating investigable questions to guide exploration.

D. A short planned walk designed around specific observations. | A learner's existing explanation that differs from accepted disciplinary understanding.

Correct answer / सही उत्तर: B. A short planned walk designed around specific observations. | Formulating investigable questions to guide exploration.

Explanation / व्याख्या

Learning walk / अधिगम भ्रमण: A short planned walk designed around specific observations. Application: Children map traffic signs and public facilities near the school. Questioning / प्रश्न करना: Formulating investigable questions to guide exploration. Application: Children ask which conditions affect how seeds grow.

MCQ 338 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Learning walk / अधिगम भ्रमण and Supplementary resource / पूरक संसाधन.

A. Children map traffic signs and public facilities near the school. | A teacher adds a local map to a chapter about directions.

B. A teacher notes whether pupils classify objects using a consistent property. | A teacher adds a local map to a chapter about directions.

C. A teacher adds a local map to a chapter about directions. | Children map traffic signs and public facilities near the school.

D. Children map traffic signs and public facilities near the school. | Pupils group collected leaves by their margins.

Correct answer / सही उत्तर: A. Children map traffic signs and public facilities near the school. | A teacher adds a local map to a chapter about directions.

Explanation / व्याख्या

Learning walk / अधिगम भ्रमण: A short planned walk designed around specific observations. Application: Children map traffic signs and public facilities near the school. Supplementary resource / पूरक संसाधन: An additional material used to extend or clarify textbook learning. Application: A teacher adds a local map to a chapter about directions.

MCQ 339 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Learning walk / अधिगम भ्रमण / Holistic learning / समग्र अधिगम)

A. Learning walk / अधिगम भ्रमण → A short planned walk designed around specific observations.

B. Holistic learning / समग्र अधिगम → A learner's existing explanation that differs from accepted disciplinary understanding.

C. Alternate conception / वैकल्पिक अवधारणा → An additional material used to extend or clarify textbook learning.

D. Learning walk / अधिगम भ्रमण → Connecting knowledge, skills, values and experiences rather than treating them as isolated parts.

Correct answer / सही उत्तर: A. Learning walk / अधिगम भ्रमण → A short planned walk designed around specific observations.

Explanation / व्याख्या

Learning walk / अधिगम भ्रमण: A short planned walk designed around specific observations.
Application: Children map traffic signs and public facilities near the school.

MCQ 340 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Learning walk / अधिगम भ्रमण / Peer assessment / सहपाठी आकलन)

A. Learning walk / अधिगम भ्रमण → Groups comment on whether each poster supports its claims with evidence.

B. Peer assessment / सहपाठी आकलन → A group presents its observations of germination using a labelled chart.

C. Learning walk / अधिगम भ्रमण → Children map traffic signs and public facilities near the school.

D. Communication / संप्रेषण → A teacher checks safe routes and supervision before a field visit.

Correct answer / सही उत्तर: C. Learning walk / अधिगम भ्रमण → Children map traffic signs and public facilities near the school.

Explanation / व्याख्या

Learning walk / अधिगम भ्रमण: A short planned walk designed around specific observations.
Application: Children map traffic signs and public facilities near the school.

Short-answer revision

Recall the idea before reading the model answer.

REVISION 05.01

Explain Community participation / समुदाय सहभागिता and give one classroom example.

Model answer: Engaging local people and their knowledge in learning experiences. A gardener explains local methods of conserving water.

REVISION 05.02

Explain Learning resources / अधिगम संसाधन and give one classroom example.

Model answer: Materials, places or people selected to support meaningful exploration. Children use local maps and photographs to study their neighbourhood.

REVISION 05.03

Explain Local expert / स्थानीय विशेषज्ञ and give one classroom example.

Model answer: A person whose experience or knowledge can support contextual learning. A potter describes clay preparation to pupils.

REVISION 05.04

Explain School garden / विद्यालय उद्यान and give one classroom example.

Model answer: A school-based environment for observing plants, soil and interactions. Pupils monitor germination and record changes in seedlings.

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REVISION 05.05

Explain Learning walk / अधिगम भ्रमण and give one classroom example.

Model answer: A short planned walk designed around specific observations. Children map traffic signs and public facilities near the school.

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CHAPTER 06 • 42 MCQs • 4 REVISION PROMPTS

Textbooks

Important topics, examples, new classroom scenarios and core practice

Important topics & revision notes

Pedagogical intent / शिक्षण उद्देश्य

The learning purpose behind a textbook activity or representation.

Classroom example: A teacher identifies why a textbook asks pupils to interview elders.

Textbook adaptation / पाठ्यपुस्तक अनुकूलन

Modifying a textbook task to suit local context and learner needs.

Classroom example: A coastal example is supplemented with an accessible local river example.

Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

Examining textbook representations, assumptions and questions thoughtfully.

Classroom example: Pupils notice whose occupations are shown in a picture and discuss missing examples.

Supplementary resource / पूरक संसाधन

An additional material used to extend or clarify textbook learning.

Classroom example: A teacher adds a local map to a chapter about directions.

New classroom-based questions

Apply concepts to realistic teaching decisions.

MCQ 341 • NEW CLASSROOM APPLICATION

How should a teacher use a textbook diagram of a water source?

A. Avoid all questions
B. Discuss it and compare it with familiar local examples
C. Treat the diagram as the only possible reality
D. Require copying without understanding

Correct answer / सही उत्तर: B. Discuss it and compare it with familiar local examples

Explanation / व्याख्या

Textbooks are resources that can be enriched through context and experience.

MCQ 342 • NEW CLASSROOM APPLICATION

A textbook picture shows only men doing certain jobs. What can the teacher do?

A. Assume the picture represents all communities
B. Discuss diverse real examples of people doing those jobs
C. Ban discussion of occupations
D. Reinforce the stereotype

Correct answer / सही उत्तर: B. Discuss diverse real examples of people doing those jobs

Explanation / व्याख्या

Critical engagement helps challenge restrictive representations.

Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 343 • CORE PRACTICE · FORM 01

Identify the concept described: The learning purpose behind a textbook activity or representation.

A. Pedagogical intent / शिक्षण उद्देश्य

B. Conceptual change / अवधारणात्मक परिवर्तन

C. Interdisciplinary learning / अंतर्विषयी अधिगम

D. Social environment / सामाजिक परिवेश

Correct answer / सही उत्तर: A. Pedagogical intent / शिक्षण उद्देश्य

Explanation / व्याख्या

Pedagogical intent / शिक्षण उद्देश्य: The learning purpose behind a textbook activity or representation. Application: A teacher identifies why a textbook asks pupils to interview elders.

MCQ 344 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A teacher identifies why a textbook asks pupils to interview elders.

A. Project-based learning / परियोजना आधारित अधिगम

B. Inference / निष्कर्षात्मक अनुमान

C. Pedagogical intent / शिक्षण उद्देश्य

D. Constructivism / रचनावाद

Correct answer / सही उत्तर: C. Pedagogical intent / शिक्षण उद्देश्य

Explanation / व्याख्या

Pedagogical intent / शिक्षण उद्देश्य: The learning purpose behind a textbook activity or representation. Application: A teacher identifies why a textbook asks pupils to interview elders.

MCQ 345 • CORE PRACTICE · FORM 03

Which explanation best defines Pedagogical intent / शिक्षण उद्देश्य?

A. Revising an existing explanation in light of relevant evidence.

B. The learning purpose behind a textbook activity or representation.

C. Gathering ongoing evidence to support improved learning.

D. Finding out learners' existing ideas before or during instruction.

Correct answer / सही उत्तर: B. The learning purpose behind a textbook activity or representation.

Explanation / व्याख्या

Pedagogical intent / शिक्षण उद्देश्य: The learning purpose behind a textbook activity or representation. Application: A teacher identifies why a textbook asks pupils to interview elders.

MCQ 346 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Pedagogical intent / शिक्षण उद्देश्य?

A. A teacher identifies why a textbook asks pupils to interview elders.

B. A teacher checks safe routes and supervision before a field visit.

C. Pupils group collected leaves by their margins.

D. Children discuss ways to reduce waste in their school.

Correct answer / सही उत्तर: A. A teacher identifies why a textbook asks pupils to interview elders.

Explanation / व्याख्या

Pedagogical intent / शिक्षण उद्देश्य: The learning purpose behind a textbook activity or representation. Application: A teacher identifies why a textbook asks pupils to interview elders.

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MCQ 347 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) The learning purpose behind a textbook activity or representation. (2) A learner's existing explanation that differs from accepted disciplinary understanding.

A. Environmental sensitivity / पर्यावरण संवेदनशीलता | Alternate conception / वैकल्पिक अवधारणा

B. Pedagogical intent / शिक्षण उद्देश्य | Alternate conception / वैकल्पिक अवधारणा

C. Alternate conception / वैकल्पिक अवधारणा | Pedagogical intent / शिक्षण उद्देश्य

D. Pedagogical intent / शिक्षण उद्देश्य | Peer assessment / सहपाठी आकलन

Correct answer / सही उत्तर: B. Pedagogical intent / शिक्षण उद्देश्य | Alternate conception / वैकल्पिक अवधारणा

Explanation / व्याख्या

Pedagogical intent / शिक्षण उद्देश्य: The learning purpose behind a textbook activity or representation. Application: A teacher identifies why a textbook asks pupils to interview elders. Alternate conception / वैकल्पिक अवधारणा: A learner's existing explanation that differs from accepted disciplinary understanding. Application: A child believes all heavy objects sink regardless of their shape.

MCQ 348 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A teacher identifies why a textbook asks pupils to interview elders. (2) Children discuss ways to reduce waste in their school.

A. Environmental sensitivity / पर्यावरण संवेदनशीलता | Pedagogical intent / शिक्षण उद्देश्य

B. Inference / निष्कर्षात्मक अनुमान | Environmental sensitivity / पर्यावरण संवेदनशीलता

C. Pedagogical intent / शिक्षण उद्देश्य | Unit plan / इकाई योजना

D. Pedagogical intent / शिक्षण उद्देश्य | Environmental sensitivity / पर्यावरण संवेदनशीलता

Correct answer / सही उत्तर: D. Pedagogical intent / शिक्षण उद्देश्य | Environmental sensitivity / पर्यावरण संवेदनशीलता

Explanation / व्याख्या

Pedagogical intent / शिक्षण उद्देश्य: The learning purpose behind a textbook activity or representation. Application: A teacher identifies why a textbook asks pupils to interview elders. Environmental sensitivity / पर्यावरण संवेदनशीलता: Awareness and concern for relationships between people and their surroundings. Application: Children discuss ways to reduce waste in their school.

GyanTech Guru Ji

MCQ 349 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Pedagogical intent / शिक्षण उद्देश्य and Unit plan / इकाई योजना.

A. Evaluating learning at the end of a defined period. | A coherent sequence of lessons organised around learning goals.

B. The learning purpose behind a textbook activity or representation. | A learner's existing explanation that differs from accepted disciplinary understanding.

C. A coherent sequence of lessons organised around learning goals. | The learning purpose behind a textbook activity or representation.

D. The learning purpose behind a textbook activity or representation. | A coherent sequence of lessons organised around learning goals.

Correct answer / सही उत्तर: D. The learning purpose behind a textbook activity or representation. | A coherent sequence of lessons organised around learning goals.

Explanation / व्याख्या

Pedagogical intent / शिक्षण उद्देश्य: The learning purpose behind a textbook activity or representation. Application: A teacher identifies why a textbook asks pupils to interview elders. Unit plan / इकाई योजना: A coherent sequence of lessons organised around learning goals. Application: The teacher links several sessions about food, sources and nutrition.

MCQ 350 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Pedagogical intent / शिक्षण उद्देश्य and Prediction / पूर्वानुमान.

A. Before testing, children suggest which surface will dry fastest. | A teacher identifies why a textbook asks pupils to interview elders.

B. A teacher identifies why a textbook asks pupils to interview elders. | A teacher checks safe routes and supervision before a field visit.

C. A teacher identifies why a textbook asks pupils to interview elders. | Before testing, children suggest which surface will dry fastest.

D. Children use maps and plant observations to study their surroundings. | Before testing, children suggest which surface will dry fastest.

Correct answer / सही उत्तर: C. A teacher identifies why a textbook asks pupils to interview elders. | Before testing, children suggest which surface will dry fastest.

Explanation / व्याख्या

Pedagogical intent / शिक्षण उद्देश्य: The learning purpose behind a textbook activity or representation. Application: A teacher identifies why a textbook asks pupils to interview elders. Prediction / पूर्वानुमान: Anticipating a possible outcome based on available evidence. Application: Before testing, children suggest which surface will dry fastest.

MCQ 351 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Pedagogical intent / शिक्षण उद्देश्य / Environmental sensitivity / पर्यावरण संवेदनशीलता)

A. Environmental sensitivity / पर्यावरण संवेदनशीलता → A school-based environment for observing plants, soil and interactions.

B. Pedagogical intent / शिक्षण उद्देश्य → Awareness and concern for relationships between people and their surroundings.

C. School garden / विद्यालय उद्यान → A planned learning experience outside the classroom.

D. Pedagogical intent / शिक्षण उद्देश्य → The learning purpose behind a textbook activity or representation.

Correct answer / सही उत्तर: D. Pedagogical intent / शिक्षण उद्देश्य → The learning purpose behind a textbook activity or representation.

Explanation / व्याख्या

Pedagogical intent / शिक्षण उद्देश्य: The learning purpose behind a textbook activity or representation. Application: A teacher identifies why a textbook asks pupils to interview elders.

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MCQ 352 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Pedagogical intent / शिक्षण उद्देश्य / Classification / वर्गीकरण)

A. Classification / वर्गीकरण → A teacher asks pupils to draw where they think rain comes from.

B. Elicitation / पूर्वविचार जानना → A water topic combines science, local geography and social practices.

C. Pedagogical intent / शिक्षण उद्देश्य → Pupils group collected leaves by their margins.

D. Pedagogical intent / शिक्षण उद्देश्य → A teacher identifies why a textbook asks pupils to interview elders.

Correct answer / सही उत्तर: D. Pedagogical intent / शिक्षण उद्देश्य → A teacher identifies why a textbook asks pupils to interview elders.

Explanation / व्याख्या

Pedagogical intent / शिक्षण उद्देश्य: The learning purpose behind a textbook activity or representation. Application: A teacher identifies why a textbook asks pupils to interview elders.

MCQ 353 • CORE PRACTICE · FORM 01

Identify the concept described: Modifying a textbook task to suit local context and learner needs.

A. Comparing / तुलना करना

B. Textbook adaptation / पाठ्यपुस्तक अनुकूलन

C. Environmental sensitivity / पर्यावरण संवेदनशीलता

D. Experiential learning / अनुभवात्मक अधिगम

Correct answer / सही उत्तर: B. Textbook adaptation / पाठ्यपुस्तक अनुकूलन

Explanation / व्याख्या

Textbook adaptation / पाठ्यपुस्तक अनुकूलन: Modifying a textbook task to suit local context and learner needs. Application: A coastal example is supplemented with an accessible local river example.

MCQ 354 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A coastal example is supplemented with an accessible local river example.

A. Children's questions / बच्चों के प्रश्न
B. Textbook adaptation / पाठ्यपुस्तक अनुकूलन
C. Field visit / क्षेत्र भ्रमण
D. Observation / अवलोकन

Correct answer / सही उत्तर: B. Textbook adaptation / पाठ्यपुस्तक अनुकूलन

Explanation / व्याख्या

Textbook adaptation / पाठ्यपुस्तक अनुकूलन: Modifying a textbook task to suit local context and learner needs. Application: A coastal example is supplemented with an accessible local river example.

MCQ 355 • CORE PRACTICE · FORM 03

Which explanation best defines Textbook adaptation / पाठ्यपुस्तक अनुकूलन?

A. Keeping relevant conditions comparable while investigating one factor.
B. Modifying a textbook task to suit local context and learner needs.
C. Developing understanding through direct experience and reflection.
D. Connecting environmental and social learning with other areas of primary education.

Correct answer / सही उत्तर: B. Modifying a textbook task to suit local context and learner needs.

Explanation / व्याख्या

Textbook adaptation / पाठ्यपुस्तक अनुकूलन: Modifying a textbook task to suit local context and learner needs. Application: A coastal example is supplemented with an accessible local river example.

MCQ 356 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Textbook adaptation / पाठ्यपुस्तक अनुकूलन?

A. Children map traffic signs and public facilities near the school.

B. Groups compare results of their seed experiment before making a claim.

C. A coastal example is supplemented with an accessible local river example.

D. A class debates ways of keeping a shared playground clean.

Correct answer / सही उत्तर: C. A coastal example is supplemented with an accessible local river example.

Explanation / व्याख्या

Textbook adaptation / पाठ्यपुस्तक अनुकूलन: Modifying a textbook task to suit local context and learner needs. Application: A coastal example is supplemented with an accessible local river example.

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MCQ 357 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Modifying a textbook task to suit local context and learner needs. (2) Connecting ideas from multiple disciplines around meaningful contexts.

A. Textbook adaptation / पाठ्यपुस्तक अनुकूलन | Discussion method / चर्चा विधि

B. Story-based teaching / कहानी आधारित शिक्षण | Integrated curriculum / एकीकृत पाठ्यचर्या

C. Integrated curriculum / एकीकृत पाठ्यचर्या | Textbook adaptation / पाठ्यपुस्तक अनुकूलन

D. Textbook adaptation / पाठ्यपुस्तक अनुकूलन | Integrated curriculum / एकीकृत पाठ्यचर्या

Correct answer / सही उत्तर: D. Textbook adaptation / पाठ्यपुस्तक अनुकूलन | Integrated curriculum / एकीकृत पाठ्यचर्या

Explanation / व्याख्या

Textbook adaptation / पाठ्यपुस्तक अनुकूलन: Modifying a textbook task to suit local context and learner needs. Application: A coastal example is supplemented with an accessible local river example. Integrated curriculum / एकीकृत पाठ्यचर्या: Connecting ideas from multiple disciplines around meaningful contexts. Application: A water topic combines science, local geography and social practices.

MCQ 358 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A coastal example is supplemented with an accessible local river example. (2) A class debates ways of keeping a shared playground clean.

A. Environmental sensitivity / पर्यावरण संवेदनशीलता | Discussion method / चर्चा विधि

B. Discussion method / चर्चा विधि | Textbook adaptation / पाठ्यपुस्तक अनुकूलन

C. Textbook adaptation / पाठ्यपुस्तक अनुकूलन | Local environment / स्थानीय परिवेश

D. Textbook adaptation / पाठ्यपुस्तक अनुकूलन | Discussion method / चर्चा विधि

Correct answer / सही उत्तर: D. Textbook adaptation / पाठ्यपुस्तक अनुकूलन | Discussion method / चर्चा विधि

Explanation / व्याख्या

Textbook adaptation / पाठ्यपुस्तक अनुकूलन: Modifying a textbook task to suit local context and learner needs. Application: A coastal example is supplemented with an accessible local river example. Discussion method / चर्चा विधि: Learning through purposeful exchange of ideas and reasons. Application: A class debates ways of keeping a shared playground clean.

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MCQ 359 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Textbook adaptation / पाठ्यपुस्तक अनुकूलन and Measurement / मापन.

A. Determining an attribute using an appropriate unit or instrument. | Modifying a textbook task to suit local context and learner needs.

B. Modifying a textbook task to suit local context and learner needs. | The view that learners actively build understanding from experiences and ideas.

C. Modifying a textbook task to suit local context and learner needs. | Determining an attribute using an appropriate unit or instrument.

D. A specific observable demonstration of expected learning. | Determining an attribute using an appropriate unit or instrument.

Correct answer / सही उत्तर: C. Modifying a textbook task to suit local context and learner needs. | Determining an attribute using an appropriate unit or instrument.

Explanation / व्याख्या

Textbook adaptation / पाठ्यपुस्तक अनुकूलन: Modifying a textbook task to suit local context and learner needs. Application: A coastal example is supplemented with an accessible local river example. Measurement / मापन: Determining an attribute using an appropriate unit or instrument. Application: A child uses a measuring cup to compare water volumes.

MCQ 360 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Textbook adaptation / पाठ्यपुस्तक अनुकूलन and Peer assessment / सहपाठी आकलन.

A. A coastal example is supplemented with an accessible local river example. | Groups comment on whether each poster supports its claims with evidence.

B. Groups comment on whether each poster supports its claims with evidence. | A coastal example is supplemented with an accessible local river example.

C. A coastal example is supplemented with an accessible local river example. | Children combine map reading, measurement and local interviews in one unit.

D. A teacher asks pupils to draw where they think rain comes from. | Groups comment on whether each poster supports its claims with evidence.

Correct answer / सही उत्तर: A. A coastal example is supplemented with an accessible local river example. | Groups comment on whether each poster supports its claims with evidence.

Explanation / व्याख्या

Textbook adaptation / पाठ्यपुस्तक अनुकूलन: Modifying a textbook task to suit local context and learner needs. Application: A coastal example is supplemented with an accessible local river example. Peer assessment / सहपाठी आकलन: Learners giving criterion-based feedback on classmates' work. Application: Groups comment on whether each poster supports its claims with evidence.

MCQ 361 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Textbook adaptation / पाठ्यपुस्तक अनुकूलन / Summative assessment / संकलनात्मक आकलन)

A. Summative assessment / संकलनात्मक आकलन → Revising an existing explanation in light of relevant evidence.

B. Textbook adaptation / पाठ्यपुस्तक अनुकूलन → Modifying a textbook task to suit local context and learner needs.

C. Textbook adaptation / पाठ्यपुस्तक अनुकूलन → Evaluating learning at the end of a defined period.

D. Conceptual change / अवधारणात्मक परिवर्तन → The immediate natural and social setting used as a learning context.

Correct answer / सही उत्तर: B. Textbook adaptation / पाठ्यपुस्तक अनुकूलन → Modifying a textbook task to suit local context and learner needs.

Explanation / व्याख्या

Textbook adaptation / पाठ्यपुस्तक अनुकूलन: Modifying a textbook task to suit local context and learner needs. Application: A coastal example is supplemented with an accessible local river example.

MCQ 362 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Textbook adaptation / पाठ्यपुस्तक अनुकूलन / Lesson plan / पाठ योजना)

A. Recording data / आँकड़े दर्ज करना → A teacher revisits the concept of habitats after hearing pupils' explanations.

B. Lesson plan / पाठ योजना → Pupils record plant height in a dated table.

C. Textbook adaptation / पाठ्यपुस्तक अनुकूलन → A coastal example is supplemented with an accessible local river example.

D. Textbook adaptation / पाठ्यपुस्तक अनुकूलन → A teacher plans an observation task and a closing discussion about leaves.

Correct answer / सही उत्तर: C. Textbook adaptation / पाठ्यपुस्तक अनुकूलन → A coastal example is supplemented with an accessible local river example.

Explanation / व्याख्या

Textbook adaptation / पाठ्यपुस्तक अनुकूलन: Modifying a textbook task to suit local context and learner needs. Application: A coastal example is supplemented with an accessible local river example.

MCQ 363 • CORE PRACTICE · FORM 01

Identify the concept described: Examining textbook representations, assumptions and questions thoughtfully.

A. Curriculum integration / पाठ्यचर्या एकीकरण

B. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

C. Formative assessment / निर्माणात्मक आकलन

D. Evidence-based discussion / साक्ष्य आधारित चर्चा

Correct answer / सही उत्तर: B. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

Explanation / व्याख्या

Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन: Examining textbook representations, assumptions and questions thoughtfully. Application: Pupils notice whose occupations are shown in a picture and discuss missing examples.

MCQ 364 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Pupils notice whose occupations are shown in a picture and discuss missing examples.

A. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

B. Fair testing / निष्पक्ष परीक्षण

C. Holistic learning / समग्र अधिगम

D. Questioning / प्रश्न करना

Correct answer / सही उत्तर: A. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

Explanation / व्याख्या

Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन: Examining textbook representations, assumptions and questions thoughtfully. Application: Pupils notice whose occupations are shown in a picture and discuss missing examples.

MCQ 365 • CORE PRACTICE · FORM 03

Which explanation best defines Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन?

A. Connecting ideas from multiple disciplines around meaningful contexts.

B. Sharing evidence, findings and explanations with others.

C. Examining textbook representations, assumptions and questions thoughtfully.

D. Materials, places or people selected to support meaningful exploration.

Correct answer / सही उत्तर: C. Examining textbook representations, assumptions and questions thoughtfully.

Explanation / व्याख्या

Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन: Examining textbook representations, assumptions and questions thoughtfully. Application: Pupils notice whose occupations are shown in a picture and discuss missing examples.

MCQ 366 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन?

A. Pupils notice whose occupations are shown in a picture and discuss missing examples.

B. A teacher asks pupils to draw where they think rain comes from.

C. A group presents its observations of germination using a labelled chart.

D. A pupil changes an explanation about floating after testing materials of different shapes.

Correct answer / सही उत्तर: A. Pupils notice whose occupations are shown in a picture and discuss missing examples.

Explanation / व्याख्या

Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन: Examining textbook representations, assumptions and questions thoughtfully. Application: Pupils notice whose occupations are shown in a picture and discuss missing examples.

MCQ 367 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Examining textbook representations, assumptions and questions thoughtfully. (2) A collection of learning evidence showing progress across time.

A. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन | Local environment / स्थानीय परिवेश

B. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन | Portfolio / पोर्टफोलियो

C. Portfolio / पोर्टफोलियो | Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

D. Alternate conception / वैकल्पिक अवधारणा | Portfolio / पोर्टफोलियो

Correct answer / सही उत्तर: B. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन | Portfolio / पोर्टफोलियो

Explanation / व्याख्या

Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन: Examining textbook representations, assumptions and questions thoughtfully. Application: Pupils notice whose occupations are shown in a picture and discuss missing examples. Portfolio / पोर्टफोलियो: A collection of learning evidence showing progress across time. Application: Pupils keep dated drawings, observation records and reflections.

MCQ 368 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Pupils notice whose occupations are shown in a picture and discuss missing examples. (2) A gardener explains local methods of conserving water.

A. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन | Community participation / समुदाय सहभागिता

B. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन | Summative assessment / संकलनात्मक आकलन

C. Community participation / समुदाय सहभागिता | Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

D. Environmental sensitivity / पर्यावरण संवेदनशीलता | Community participation / समुदाय सहभागिता

Correct answer / सही उत्तर: A. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन | Community participation / समुदाय सहभागिता

Explanation / व्याख्या

Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन: Examining textbook representations, assumptions and questions thoughtfully. Application: Pupils notice whose occupations are shown in a picture and discuss missing examples. Community participation / समुदाय सहभागिता: Engaging local people and their knowledge in learning experiences. Application: A gardener explains local methods of conserving water.

MCQ 369 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन and Curriculum integration / पाठ्यचर्या एकीकरण.

A. A short planned walk designed around specific observations. | Connecting environmental and social learning with other areas of primary education.

B. Connecting environmental and social learning with other areas of primary education. | Examining textbook representations, assumptions and questions thoughtfully.

C. Examining textbook representations, assumptions and questions thoughtfully. | Connecting environmental and social learning with other areas of primary education.

D. Examining textbook representations, assumptions and questions thoughtfully. | A school-based environment for observing plants, soil and interactions.

Correct answer / सही उत्तर: C. Examining textbook representations, assumptions and questions thoughtfully. | Connecting environmental and social learning with other areas of primary education.

Explanation / व्याख्या

Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन: Examining textbook representations, assumptions and questions thoughtfully. Application: Pupils notice whose occupations are shown in a picture and discuss missing examples. Curriculum integration / पाठ्यचर्या एकीकरण: Connecting environmental and social learning with other areas of primary education. Application: Children combine map reading, measurement and local interviews in one unit.

MCQ 370 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन and Community participation / समुदाय सहभागिता.

A. Children compare two leaves by shape and vein pattern. | A gardener explains local methods of conserving water.

B. A gardener explains local methods of conserving water. | Pupils notice whose occupations are shown in a picture and discuss missing examples.

C. Pupils notice whose occupations are shown in a picture and discuss missing examples. | Pupils keep dated drawings, observation records and reflections.

D. Pupils notice whose occupations are shown in a picture and discuss missing examples. | A gardener explains local methods of conserving water.

Correct answer / सही उत्तर: D. Pupils notice whose occupations are shown in a picture and discuss missing examples. | A gardener explains local methods of conserving water.

Explanation / व्याख्या

Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन: Examining textbook representations, assumptions and questions thoughtfully. Application: Pupils notice whose occupations are shown in a picture and discuss missing examples. Community participation / समुदाय सहभागिता: Engaging local people and their knowledge in learning experiences. Application: A gardener explains local methods of conserving water.

MCQ 371 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन / Fair testing / निष्पक्ष परीक्षण)

A. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन → Examining textbook representations, assumptions and questions thoughtfully.

B. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन → Keeping relevant conditions comparable while investigating one factor.

C. Lesson plan / पाठ योजना → Developing understanding and action that support shared well-being.

D. Fair testing / निष्पक्ष परीक्षण → An organised plan linking goals, activities, resources and assessment.

Correct answer / सही उत्तर: A. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन → Examining textbook representations, assumptions and questions thoughtfully.

Explanation / व्याख्या

Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन: Examining textbook representations, assumptions and questions thoughtfully. Application: Pupils notice whose occupations are shown in a picture and discuss missing examples.

MCQ 372 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन / School garden / विद्यालय उद्यान)

A. Inference / निष्कर्षात्मक अनुमान → A lesson about a garden includes observation, cooperation and care for living things.

B. School garden / विद्यालय उद्यान → After seeing wet footprints, a child infers someone recently walked there.

C. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन → Pupils monitor germination and record changes in seedlings.

D. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन → Pupils notice whose occupations are shown in a picture and discuss missing examples.

Correct answer / सही उत्तर: D. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन → Pupils notice whose occupations are shown in a picture and discuss missing examples.

Explanation / व्याख्या

Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन: Examining textbook representations, assumptions and questions thoughtfully. Application: Pupils notice whose occupations are shown in a picture and discuss missing examples.

MCQ 373 • CORE PRACTICE · FORM 01

Identify the concept described: An additional material used to extend or clarify textbook learning.

A. Safety planning / सुरक्षा योजना

B. Field visit / क्षेत्र भ्रमण

C. Alternate conception / वैकल्पिक अवधारणा

D. Supplementary resource / पूरक संसाधन

Correct answer / सही उत्तर: D. Supplementary resource / पूरक संसाधन

Explanation / व्याख्या

Supplementary resource / पूरक संसाधन: An additional material used to extend or clarify textbook learning. Application: A teacher adds a local map to a chapter about directions.

MCQ 374 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A teacher adds a local map to a chapter about directions.

A. Supplementary resource / पूरक संसाधन

B. Peer assessment / सहपाठी आकलन

C. Environmental sensitivity / पर्यावरण संवेदनशीलता

D. Comparing / तुलना करना

Correct answer / सही उत्तर: A. Supplementary resource / पूरक संसाधन

Explanation / व्याख्या

Supplementary resource / पूरक संसाधन: An additional material used to extend or clarify textbook learning. Application: A teacher adds a local map to a chapter about directions.

MCQ 375 • CORE PRACTICE · FORM 03

Which explanation best defines Supplementary resource / पूरक संसाधन?

A. Gathering ongoing evidence to support improved learning.

B. A learner's existing explanation that differs from accepted disciplinary understanding.

C. A short planned walk designed around specific observations.

D. An additional material used to extend or clarify textbook learning.

Correct answer / सही उत्तर: D. An additional material used to extend or clarify textbook learning.

Explanation / व्याख्या

Supplementary resource / पूरक संसाधन: An additional material used to extend or clarify textbook learning. Application: A teacher adds a local map to a chapter about directions.

MCQ 376 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Supplementary resource / पूरक संसाधन?

A. Children map traffic signs and public facilities near the school.

B. A class visits a local pond to observe its uses and living organisms.

C. A teacher adds a local map to a chapter about directions.

D. Children describe how their families store food before investigating preservation.

Correct answer / सही उत्तर: C. A teacher adds a local map to a chapter about directions.

Explanation / व्याख्या

Supplementary resource / पूरक संसाधन: An additional material used to extend or clarify textbook learning. Application: A teacher adds a local map to a chapter about directions.

MCQ 377 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) An additional material used to extend or clarify textbook learning. (2) Extended inquiry leading to a meaningful product or finding.

A. Project-based learning / परियोजना आधारित अधिगम | Supplementary resource / पूरक संसाधन

B. Supplementary resource / पूरक संसाधन | Local environment / स्थानीय परिवेश

C. Supplementary resource / पूरक संसाधन | Project-based learning / परियोजना आधारित अधिगम

D. Learning outcome / अधिगम प्रतिफल | Project-based learning / परियोजना आधारित अधिगम

Correct answer / सही उत्तर: C. Supplementary resource / पूरक संसाधन | Project-based learning / परियोजना आधारित अधिगम

Explanation / व्याख्या

Supplementary resource / पूरक संसाधन: An additional material used to extend or clarify textbook learning. Application: A teacher adds a local map to a chapter about directions. Project-based learning / परियोजना आधारित अधिगम: Extended inquiry leading to a meaningful product or finding. Application: Pupils investigate school water use and prepare a conservation plan.

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MCQ 378 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A teacher adds a local map to a chapter about directions. (2) Pupils can describe two ways of saving water at home.

A. Supplementary resource / पूरक संसाधन | Social environment / सामाजिक परिवेश

B. Supplementary resource / पूरक संसाधन | Learning outcome / अधिगम प्रतिफल

C. Experiential learning / अनुभवात्मक अधिगम | Learning outcome / अधिगम प्रतिफल

D. Learning outcome / अधिगम प्रतिफल | Supplementary resource / पूरक संसाधन

Correct answer / सही उत्तर: B. Supplementary resource / पूरक संसाधन | Learning outcome / अधिगम प्रतिफल

Explanation / व्याख्या

Supplementary resource / पूरक संसाधन: An additional material used to extend or clarify textbook learning. Application: A teacher adds a local map to a chapter about directions. Learning outcome / अधिगम प्रतिफल: A specific observable demonstration of expected learning. Application: Pupils can describe two ways of saving water at home.

GyanTech Guru Ji

MCQ 379 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Supplementary resource / पूरक संसाधन and Classification / वर्गीकरण.

A. Grouping items according to selected characteristics. | An additional material used to extend or clarify textbook learning.

B. Using descriptive evidence about learning rather than marks alone. | Grouping items according to selected characteristics.

C. An additional material used to extend or clarify textbook learning. | Materials, places or people selected to support meaningful exploration.

D. An additional material used to extend or clarify textbook learning. | Grouping items according to selected characteristics.

Correct answer / सही उत्तर: D. An additional material used to extend or clarify textbook learning. | Grouping items according to selected characteristics.

Explanation / व्याख्या

Supplementary resource / पूरक संसाधन: An additional material used to extend or clarify textbook learning. Application: A teacher adds a local map to a chapter about directions. Classification / वर्गीकरण: Grouping items according to selected characteristics. Application: Pupils group collected leaves by their margins.

MCQ 380 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Supplementary resource / पूरक संसाधन and Responsible citizenship / जिम्मेदार नागरिकता.

A. Pupils plan how to care for common school resources respectfully. | A teacher adds a local map to a chapter about directions.

B. Groups compare results of their seed experiment before making a claim. | Pupils plan how to care for common school resources respectfully.

C. A teacher adds a local map to a chapter about directions. | Pupils plan how to care for common school resources respectfully.

D. A teacher adds a local map to a chapter about directions. | Pupils record plant height in a dated table.

Correct answer / सही उत्तर: C. A teacher adds a local map to a chapter about directions. | Pupils plan how to care for common school resources respectfully.

Explanation / व्याख्या

Supplementary resource / पूरक संसाधन: An additional material used to extend or clarify textbook learning. Application: A teacher adds a local map to a chapter about directions. Responsible citizenship / जिम्मेदार नागरिकता: Developing understanding and action that support shared well-being. Application: Pupils plan how to care for common school resources respectfully.

MCQ 381 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Supplementary resource / पूरक संसाधन / Portfolio / पोर्टफोलियो)

A. Recording data / आँकड़े दर्ज करना → A learner's earlier encounters that can support new understanding.

B. Portfolio / पोर्टफोलियो → Preserving observations in a consistent written or visual form.

C. Supplementary resource / पूरक संसाधन → A collection of learning evidence showing progress across time.

D. Supplementary resource / पूरक संसाधन → An additional material used to extend or clarify textbook learning.

Correct answer / सही उत्तर: D. Supplementary resource / पूरक संसाधन → An additional material used to extend or clarify textbook learning.

Explanation / व्याख्या

Supplementary resource / पूरक संसाधन: An additional material used to extend or clarify textbook learning. Application: A teacher adds a local map to a chapter about directions.

MCQ 382 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Supplementary resource / पूरक संसाधन / Evidence-based discussion / साक्ष्य आधारित चर्चा)

A. Supplementary resource / पूरक संसाधन → Groups compare results of their seed experiment before making a claim.

B. Evidence-based discussion / साक्ष्य आधारित चर्चा → A water topic combines science, local geography and social practices.

C. Supplementary resource / पूरक संसाधन → A teacher adds a local map to a chapter about directions.

D. Integrated curriculum / एकीकृत पाठ्यचर्या → A teacher describes a pupil's observation skills and suggests a next step.

Correct answer / सही उत्तर: C. Supplementary resource / पूरक संसाधन → A teacher adds a local map to a chapter about directions.

Explanation / व्याख्या

Supplementary resource / पूरक संसाधन: An additional material used to extend or clarify textbook learning. Application: A teacher adds a local map to a chapter about directions.

Short-answer revision

Recall the idea before reading the model answer.

REVISION 06.01

Explain Pedagogical intent / शिक्षण उद्देश्य and give one classroom example.

Model answer: The learning purpose behind a textbook activity or representation. A teacher identifies why a textbook asks pupils to interview elders.

REVISION 06.02

Explain Textbook adaptation / पाठ्यपुस्तक अनुकूलन and give one classroom example.

Model answer: Modifying a textbook task to suit local context and learner needs. A coastal example is supplemented with an accessible local river example.

REVISION 06.03

Explain Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन and give one classroom example.

Model answer: Examining textbook representations, assumptions and questions thoughtfully. Pupils notice whose occupations are shown in a picture and discuss missing examples.

REVISION 06.04

Explain Supplementary resource / पूरक संसाधन and give one classroom example.

Model answer: An additional material used to extend or clarify textbook learning. A teacher adds a local map to a chapter about directions.

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CHAPTER 07 • 52 MCQs • 5 REVISION PROMPTS

Planning

Important topics, examples, new classroom scenarios and core practice

Important topics & revision notes

Learning outcome / अधिगम प्रतिफल

A specific observable demonstration of expected learning.

Classroom example: Pupils can describe two ways of saving water at home.

Unit plan / इकाई योजना

A coherent sequence of lessons organised around learning goals.

Classroom example: The teacher links several sessions about food, sources and nutrition.

Safety planning / सुरक्षा योजना

Anticipating and reducing risks before learning activities.

Classroom example: A teacher checks safe routes and supervision before a field visit.

Lesson plan / पाठ योजना

An organised plan linking goals, activities, resources and assessment.

Classroom example: A teacher plans an observation task and a closing discussion about leaves.

Prior experience / पूर्व अनुभव

A learner's earlier encounters that can support new understanding.

Classroom example: Children describe how their families store food before investigating preservation.

New classroom-based questions

Apply concepts to realistic teaching decisions.

MCQ 383 • NEW CLASSROOM APPLICATION

Which outcome is observable in a lesson on waste?

A. Pupils will always be perfect citizens

B. Pupils sort sample materials and explain suitable disposal choices

C. The teacher will finish the chapter

D. The classroom will contain a chart

Correct answer / सही उत्तर: B. Pupils sort sample materials and explain suitable disposal choices

Explanation / व्याख्या

Observable actions allow meaningful assessment of learning.

MCQ 384 • NEW CLASSROOM APPLICATION

What should be planned before a community observation?

A. Purpose, safety, consent where needed, observation prompts and follow-up

B. Only the final marks

C. Only the route length

D. No learning task

Correct answer / सही उत्तर: A. Purpose, safety, consent where needed, observation prompts and follow-up

Explanation / व्याख्या

Planning makes experiential learning safe and purposeful.

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Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 385 • CORE PRACTICE · FORM 01

Identify the concept described: A specific observable demonstration of expected learning.

A. Learning outcome / अधिगम प्रतिफल

B. Fair testing / निष्पक्ष परीक्षण

C. Recording data / आँकड़े दर्ज करना

D. Social environment / सामाजिक परिवेश

Correct answer / सही उत्तर: A. Learning outcome / अधिगम प्रतिफल

Explanation / व्याख्या

Learning outcome / अधिगम प्रतिफल: A specific observable demonstration of expected learning.
Application: Pupils can describe two ways of saving water at home.

MCQ 386 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Pupils can describe two ways of saving water at home.

A. Field visit / क्षेत्र भ्रमण

B. Communication / संप्रेषण

C. Pedagogical intent / शिक्षण उद्देश्य

D. Learning outcome / अधिगम प्रतिफल

Correct answer / सही उत्तर: D. Learning outcome / अधिगम प्रतिफल

Explanation / व्याख्या

Learning outcome / अधिगम प्रतिफल: A specific observable demonstration of expected learning.
Application: Pupils can describe two ways of saving water at home.

MCQ 387 • CORE PRACTICE · FORM 03

Which explanation best defines Learning outcome / अधिगम प्रतिफल?

A. Gathering ongoing evidence to support improved learning.

B. Connecting knowledge, skills, values and experiences rather than treating them as isolated parts.

C. Sharing evidence, findings and explanations with others.

D. A specific observable demonstration of expected learning.

Correct answer / सही उत्तर: D. A specific observable demonstration of expected learning.

Explanation / व्याख्या

Learning outcome / अधिगम प्रतिफल: A specific observable demonstration of expected learning.

Application: Pupils can describe two ways of saving water at home.

MCQ 388 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Learning outcome / अधिगम प्रतिफल?

A. Children compare two leaves by shape and vein pattern.

B. A water topic combines science, local geography and social practices.

C. Children analyse a story about a family facing water shortages.

D. Pupils can describe two ways of saving water at home.

Correct answer / सही उत्तर: D. Pupils can describe two ways of saving water at home.

Explanation / व्याख्या

Learning outcome / अधिगम प्रतिफल: A specific observable demonstration of expected learning.

Application: Pupils can describe two ways of saving water at home.

MCQ 389 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) A specific observable demonstration of expected learning. (2) Formulating investigable questions to guide exploration.

A. Questioning / प्रश्न करना | Learning outcome / अधिगम प्रतिफल

B. Learning outcome / अधिगम प्रतिफल | Project-based learning / परियोजना आधारित अधिगम

C. Learning outcome / अधिगम प्रतिफल | Questioning / प्रश्न करना

D. Alternate conception / वैकल्पिक अवधारणा | Questioning / प्रश्न करना

Correct answer / सही उत्तर: C. Learning outcome / अधिगम प्रतिफल | Questioning / प्रश्न करना

Explanation / व्याख्या

Learning outcome / अधिगम प्रतिफल: A specific observable demonstration of expected learning. Application: Pupils can describe two ways of saving water at home. Questioning / प्रश्न करना: Formulating investigable questions to guide exploration. Application: Children ask which conditions affect how seeds grow.

MCQ 390 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Pupils can describe two ways of saving water at home. (2) Pupils group collected leaves by their margins.

A. Learning outcome / अधिगम प्रतिफल | Classification / वर्गीकरण

B. Classification / वर्गीकरण | Learning outcome / अधिगम प्रतिफल

C. Holistic learning / समग्र अधिगम | Classification / वर्गीकरण

D. Learning outcome / अधिगम प्रतिफल | Constructivism / रचनावाद

Correct answer / सही उत्तर: A. Learning outcome / अधिगम प्रतिफल | Classification / वर्गीकरण

Explanation / व्याख्या

Learning outcome / अधिगम प्रतिफल: A specific observable demonstration of expected learning. Application: Pupils can describe two ways of saving water at home. Classification / वर्गीकरण: Grouping items according to selected characteristics. Application: Pupils group collected leaves by their margins.

MCQ 391 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Learning outcome / अधिगम प्रतिफल and Peer assessment / सहपाठी आकलन.

A. Awareness and concern for relationships between people and their surroundings. | Learners giving criterion-based feedback on classmates' work.

B. A specific observable demonstration of expected learning. | Learners giving criterion-based feedback on classmates' work.

C. Learners giving criterion-based feedback on classmates' work. | A specific observable demonstration of expected learning.

D. A specific observable demonstration of expected learning. | Anticipating a possible outcome based on available evidence.

Correct answer / सही उत्तर: B. A specific observable demonstration of expected learning. | Learners giving criterion-based feedback on classmates' work.

Explanation / व्याख्या

Learning outcome / अधिगम प्रतिफल: A specific observable demonstration of expected learning. Application: Pupils can describe two ways of saving water at home. Peer assessment / सहपाठी आकलन: Learners giving criterion-based feedback on classmates' work. Application: Groups comment on whether each poster supports its claims with evidence.

MCQ 392 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Learning outcome / अधिगम प्रतिफल and Learning resources / अधिगम संसाधन.

A. A final project evaluates understanding of the neighbourhood environment. | Children use local maps and photographs to study their neighbourhood.

B. Children use local maps and photographs to study their neighbourhood. | Pupils can describe two ways of saving water at home.

C. Pupils can describe two ways of saving water at home. | Children use local maps and photographs to study their neighbourhood.

D. Pupils can describe two ways of saving water at home. | Pupils investigate how local workers contribute to community life.

Correct answer / सही उत्तर: C. Pupils can describe two ways of saving water at home. | Children use local maps and photographs to study their neighbourhood.

Explanation / व्याख्या

Learning outcome / अधिगम प्रतिफल: A specific observable demonstration of expected learning. Application: Pupils can describe two ways of saving water at home. Learning resources / अधिगम संसाधन: Materials, places or people selected to support meaningful exploration. Application: Children use local maps and photographs to study their neighbourhood.

MCQ 393 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Learning outcome / अधिगम प्रतिफल / Curriculum integration / पाठ्यचर्या एकीकरण)

A. Textbook adaptation / पाठ्यपुस्तक अनुकूलन → Learning through purposeful exchange of ideas and reasons.

B. Learning outcome / अधिगम प्रतिफल → A specific observable demonstration of expected learning.

C. Curriculum integration / पाठ्यचर्या एकीकरण → Modifying a textbook task to suit local context and learner needs.

D. Learning outcome / अधिगम प्रतिफल → Connecting environmental and social learning with other areas of primary education.

Correct answer / सही उत्तर: B. Learning outcome / अधिगम प्रतिफल → A specific observable demonstration of expected learning.

Explanation / व्याख्या

Learning outcome / अधिगम प्रतिफल: A specific observable demonstration of expected learning.
Application: Pupils can describe two ways of saving water at home.

MCQ 394 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Learning outcome / अधिगम प्रतिफल / Holistic learning / समग्र अधिगम)

A. Holistic learning / समग्र अधिगम → Children observe compost over several days and discuss changes.

B. Learning outcome / अधिगम प्रतिफल → A lesson about a garden includes observation, cooperation and care for living things.

C. Learning outcome / अधिगम प्रतिफल → Pupils can describe two ways of saving water at home.

D. Experiential learning / अनुभवात्मक अधिगम → A child asks why shadows change during the day.

Correct answer / सही उत्तर: C. Learning outcome / अधिगम प्रतिफल → Pupils can describe two ways of saving water at home.

Explanation / व्याख्या

Learning outcome / अधिगम प्रतिफल: A specific observable demonstration of expected learning.
Application: Pupils can describe two ways of saving water at home.

MCQ 395 • CORE PRACTICE · FORM 01

Identify the concept described: A coherent sequence of lessons organised around learning goals.

A. Unit plan / इकाई योजना

B. Classification / वर्गीकरण

C. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

D. Community participation / समुदाय सहभागिता

Correct answer / सही उत्तर: A. Unit plan / इकाई योजना

Explanation / व्याख्या

Unit plan / इकाई योजना: A coherent sequence of lessons organised around learning goals.
Application: The teacher links several sessions about food, sources and nutrition.

MCQ 396 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? The teacher links several sessions about food, sources and nutrition.

A. Unit plan / इकाई योजना

B. Responsible citizenship / जिम्मेदार नागरिकता

C. Recording data / आँकड़े दर्ज करना

D. Holistic learning / समग्र अधिगम

Correct answer / सही उत्तर: A. Unit plan / इकाई योजना

Explanation / व्याख्या

Unit plan / इकाई योजना: A coherent sequence of lessons organised around learning goals.

Application: The teacher links several sessions about food, sources and nutrition.

MCQ 397 • CORE PRACTICE · FORM 03

Which explanation best defines Unit plan / इकाई योजना?

A. A coherent sequence of lessons organised around learning goals.

B. Learners giving criterion-based feedback on classmates' work.

C. A person whose experience or knowledge can support contextual learning.

D. Gathering ongoing evidence to support improved learning.

Correct answer / सही उत्तर: A. A coherent sequence of lessons organised around learning goals.

Explanation / व्याख्या

Unit plan / इकाई योजना: A coherent sequence of lessons organised around learning goals.

Application: The teacher links several sessions about food, sources and nutrition.

MCQ 398 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Unit plan / इकाई योजना?

A. Children analyse a story about a family facing water shortages.

B. A teacher revisits the concept of habitats after hearing pupils' explanations.

C. Pupils explore their neighbourhood's trees, shops and transport.

D. The teacher links several sessions about food, sources and nutrition.

Correct answer / सही उत्तर: D. The teacher links several sessions about food, sources and nutrition.

Explanation / व्याख्या

Unit plan / इकाई योजना: A coherent sequence of lessons organised around learning goals.
Application: The teacher links several sessions about food, sources and nutrition.

MCQ 399 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) A coherent sequence of lessons organised around learning goals. (2) Investigating questions through evidence and reasoning.

A. Evidence-based discussion / साक्ष्य आधारित चर्चा | Inquiry-based learning / अन्वेषण आधारित अधिगम

B. Unit plan / इकाई योजना | Supplementary resource / पूरक संसाधन

C. Unit plan / इकाई योजना | Inquiry-based learning / अन्वेषण आधारित अधिगम

D. Inquiry-based learning / अन्वेषण आधारित अधिगम | Unit plan / इकाई योजना

Correct answer / सही उत्तर: C. Unit plan / इकाई योजना | Inquiry-based learning / अन्वेषण आधारित अधिगम

Explanation / व्याख्या

Unit plan / इकाई योजना: A coherent sequence of lessons organised around learning goals.
Application: The teacher links several sessions about food, sources and nutrition. Inquiry-based learning / अन्वेषण आधारित अधिगम: Investigating questions through evidence and reasoning.
Application: Pupils investigate why some parts of the playground stay wet longer.

MCQ 400 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) The teacher links several sessions about food, sources and nutrition. (2) A teacher identifies why a textbook asks pupils to interview elders.

A. Pedagogical intent / शिक्षण उद्देश्य | Unit plan / इकाई योजना

B. Observation / अवलोकन | Pedagogical intent / शिक्षण उद्देश्य

C. Unit plan / इकाई योजना | Questioning / प्रश्न करना

D. Unit plan / इकाई योजना | Pedagogical intent / शिक्षण उद्देश्य

Correct answer / सही उत्तर: D. Unit plan / इकाई योजना | Pedagogical intent / शिक्षण उद्देश्य

Explanation / व्याख्या

Unit plan / इकाई योजना: A coherent sequence of lessons organised around learning goals. Application: The teacher links several sessions about food, sources and nutrition. Pedagogical intent / शिक्षण उद्देश्य: The learning purpose behind a textbook activity or representation. Application: A teacher identifies why a textbook asks pupils to interview elders.

GyanTech Guru Ji

MCQ 401 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Unit plan / इकाई योजना and Curriculum integration / पाठ्यचर्या एकीकरण.

A. Connecting environmental and social learning with other areas of primary education. | A coherent sequence of lessons organised around learning goals.

B. A coherent sequence of lessons organised around learning goals. | Examining textbook representations, assumptions and questions thoughtfully.

C. A coherent sequence of lessons organised around learning goals. | Connecting environmental and social learning with other areas of primary education.

D. Anticipating a possible outcome based on available evidence. | Connecting environmental and social learning with other areas of primary education.

Correct answer / सही उत्तर: C. A coherent sequence of lessons organised around learning goals. | Connecting environmental and social learning with other areas of primary education.

Explanation / व्याख्या

Unit plan / इकाई योजना: A coherent sequence of lessons organised around learning goals. Application: The teacher links several sessions about food, sources and nutrition. Curriculum integration / पाठ्यचर्या एकीकरण: Connecting environmental and social learning with other areas of primary education. Application: Children combine map reading, measurement and local interviews in one unit.

MCQ 402 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Unit plan / इकाई योजना and Local expert / स्थानीय विशेषज्ञ.

A. A potter describes clay preparation to pupils. | The teacher links several sessions about food, sources and nutrition.

B. The teacher links several sessions about food, sources and nutrition. | A potter describes clay preparation to pupils.

C. The teacher links several sessions about food, sources and nutrition. | Pupils keep dated drawings, observation records and reflections.

D. A lesson about a garden includes observation, cooperation and care for living things. | A potter describes clay preparation to pupils.

Correct answer / सही उत्तर: B. The teacher links several sessions about food, sources and nutrition. | A potter describes clay preparation to pupils.

Explanation / व्याख्या

Unit plan / इकाई योजना: A coherent sequence of lessons organised around learning goals. Application: The teacher links several sessions about food, sources and nutrition. Local expert / स्थानीय विशेषज्ञ: A person whose experience or knowledge can support contextual learning. Application: A potter describes clay preparation to pupils.

MCQ 403 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Unit plan / इकाई योजना / Peer assessment / सहपाठी आकलन)

A. Peer assessment / सहपाठी आकलन → Developing understanding through direct experience and reflection.

B. Experiential learning / अनुभवात्मक अधिगम → A planned learning experience outside the classroom.

C. Unit plan / इकाई योजना → A coherent sequence of lessons organised around learning goals.

D. Unit plan / इकाई योजना → Learners giving criterion-based feedback on classmates' work.

Correct answer / सही उत्तर: C. Unit plan / इकाई योजना → A coherent sequence of lessons organised around learning goals.

Explanation / व्याख्या

Unit plan / इकाई योजना: A coherent sequence of lessons organised around learning goals.
Application: The teacher links several sessions about food, sources and nutrition.

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MCQ 404 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Unit plan / इकाई योजना / Prediction / पूर्वानुमान)

A. Prediction / पूर्वानुमान → Pupils monitor germination and record changes in seedlings.

B. Unit plan / इकाई योजना → Before testing, children suggest which surface will dry fastest.

C. Unit plan / इकाई योजना → The teacher links several sessions about food, sources and nutrition.

D. School garden / विद्यालय उद्यान → Pupils plan how to care for common school resources respectfully.

Correct answer / सही उत्तर: C. Unit plan / इकाई योजना → The teacher links several sessions about food, sources and nutrition.

Explanation / व्याख्या

Unit plan / इकाई योजना: A coherent sequence of lessons organised around learning goals.
Application: The teacher links several sessions about food, sources and nutrition.

MCQ 405 • CORE PRACTICE · FORM 01

Identify the concept described: Anticipating and reducing risks before learning activities.

A. Safety planning / सुरक्षा योजना

B. Local expert / स्थानीय विशेषज्ञ

C. Comparing / तुलना करना

D. Formative assessment / निर्माणात्मक आकलन

Correct answer / सही उत्तर: A. Safety planning / सुरक्षा योजना

Explanation / व्याख्या

Safety planning / सुरक्षा योजना: Anticipating and reducing risks before learning activities.
Application: A teacher checks safe routes and supervision before a field visit.

MCQ 406 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A teacher checks safe routes and supervision before a field visit.

A. Safety planning / सुरक्षा योजना

B. Elicitation / पूर्वविचार जानना

C. Local environment / स्थानीय परिवेश

D. Comparing / तुलना करना

Correct answer / सही उत्तर: A. Safety planning / सुरक्षा योजना

Explanation / व्याख्या

Safety planning / सुरक्षा योजना: Anticipating and reducing risks before learning activities.
Application: A teacher checks safe routes and supervision before a field visit.

MCQ 407 • CORE PRACTICE · FORM 03

Which explanation best defines Safety planning / सुरक्षा योजना?

A. Anticipating and reducing risks before learning activities.

B. Using narratives to explore environmental or social ideas.

C. Using perspectives from different subject areas to understand an issue.

D. A learner's existing explanation that differs from accepted disciplinary understanding.

Correct answer / सही उत्तर: A. Anticipating and reducing risks before learning activities.

Explanation / व्याख्या

Safety planning / सुरक्षा योजना: Anticipating and reducing risks before learning activities.
Application: A teacher checks safe routes and supervision before a field visit.

MCQ 408 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Safety planning / सुरक्षा योजना?

A. Pupils keep dated drawings, observation records and reflections.

B. A child uses a measuring cup to compare water volumes.

C. A teacher checks safe routes and supervision before a field visit.

D. Pupils explore their neighbourhood's trees, shops and transport.

Correct answer / सही उत्तर: C. A teacher checks safe routes and supervision before a field visit.

Explanation / व्याख्या

Safety planning / सुरक्षा योजना: Anticipating and reducing risks before learning activities. Application: A teacher checks safe routes and supervision before a field visit.

MCQ 409 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Anticipating and reducing risks before learning activities. (2) Connecting ideas from multiple disciplines around meaningful contexts.

A. Safety planning / सुरक्षा योजना | Integrated curriculum / एकीकृत पाठ्यचर्या

B. Experiential learning / अनुभवात्मक अधिगम | Integrated curriculum / एकीकृत पाठ्यचर्या

C. Safety planning / सुरक्षा योजना | Responsible citizenship / जिम्मेदार नागरिकता

D. Integrated curriculum / एकीकृत पाठ्यचर्या | Safety planning / सुरक्षा योजना

Correct answer / सही उत्तर: A. Safety planning / सुरक्षा योजना | Integrated curriculum / एकीकृत पाठ्यचर्या

Explanation / व्याख्या

Safety planning / सुरक्षा योजना: Anticipating and reducing risks before learning activities. Application: A teacher checks safe routes and supervision before a field visit. Integrated curriculum / एकीकृत पाठ्यचर्या: Connecting ideas from multiple disciplines around meaningful contexts. Application: A water topic combines science, local geography and social practices.

MCQ 410 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A teacher checks safe routes and supervision before a field visit. (2) Children use local maps and photographs to study their neighbourhood.

A. Learning resources / अधिगम संसाधन | Safety planning / सुरक्षा योजना

B. Safety planning / सुरक्षा योजना | Learning resources / अधिगम संसाधन

C. Environmental sensitivity / पर्यावरण संवेदनशीलता | Learning resources / अधिगम संसाधन

D. Safety planning / सुरक्षा योजना | Observation checklist / अवलोकन जाँच सूची

Correct answer / सही उत्तर: B. Safety planning / सुरक्षा योजना | Learning resources / अधिगम संसाधन

Explanation / व्याख्या

Safety planning / सुरक्षा योजना: Anticipating and reducing risks before learning activities.
Application: A teacher checks safe routes and supervision before a field visit. Learning resources / अधिगम संसाधन: Materials, places or people selected to support meaningful exploration.
Application: Children use local maps and photographs to study their neighbourhood.

MCQ 411 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Safety planning / सुरक्षा योजना and Portfolio / पोर्टफोलियो.

A. Anticipating and reducing risks before learning activities. | Examining textbook representations, assumptions and questions thoughtfully.

B. Modifying a textbook task to suit local context and learner needs. | A collection of learning evidence showing progress across time.

C. Anticipating and reducing risks before learning activities. | A collection of learning evidence showing progress across time.

D. A collection of learning evidence showing progress across time. | Anticipating and reducing risks before learning activities.

Correct answer / सही उत्तर: C. Anticipating and reducing risks before learning activities. | A collection of learning evidence showing progress across time.

Explanation / व्याख्या

Safety planning / सुरक्षा योजना: Anticipating and reducing risks before learning activities. Application: A teacher checks safe routes and supervision before a field visit. Portfolio / पोर्टफोलियो: A collection of learning evidence showing progress across time. Application: Pupils keep dated drawings, observation records and reflections.

MCQ 412 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Safety planning / सुरक्षा योजना and Environmental sensitivity / पर्यावरण संवेदनशीलता.

A. A teacher checks safe routes and supervision before a field visit. | A gardener explains local methods of conserving water.

B. Children discuss ways to reduce waste in their school. | A teacher checks safe routes and supervision before a field visit.

C. A teacher checks safe routes and supervision before a field visit. | Children discuss ways to reduce waste in their school.

D. A class visits a local pond to observe its uses and living organisms. | Children discuss ways to reduce waste in their school.

Correct answer / सही उत्तर: C. A teacher checks safe routes and supervision before a field visit. | Children discuss ways to reduce waste in their school.

Explanation / व्याख्या

Safety planning / सुरक्षा योजना: Anticipating and reducing risks before learning activities. Application: A teacher checks safe routes and supervision before a field visit. Environmental sensitivity / पर्यावरण संवेदनशीलता: Awareness and concern for relationships between people and their surroundings. Application: Children discuss ways to reduce waste in their school.

MCQ 413 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Safety planning / सुरक्षा योजना / Summative assessment / संकलनात्मक आकलन)

A. Summative assessment / संकलनात्मक आकलन → Connecting environmental and social learning with other areas of primary education.

B. Curriculum integration / पाठ्यचर्या एकीकरण → Preserving observations in a consistent written or visual form.

C. Safety planning / सुरक्षा योजना → Anticipating and reducing risks before learning activities.

D. Safety planning / सुरक्षा योजना → Evaluating learning at the end of a defined period.

Correct answer / सही उत्तर: C. Safety planning / सुरक्षा योजना → Anticipating and reducing risks before learning activities.

Explanation / व्याख्या

Safety planning / सुरक्षा योजना: Anticipating and reducing risks before learning activities.

Application: A teacher checks safe routes and supervision before a field visit.

GyanTech Guru Ji

MCQ 414 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Safety planning / सुरक्षा योजना / Learning walk / अधिगम भ्रमण)

A. Safety planning / सुरक्षा योजना → Children map traffic signs and public facilities near the school.

B. Comparing / तुलना करना → Pupils explore their neighbourhood's trees, shops and transport.

C. Safety planning / सुरक्षा योजना → A teacher checks safe routes and supervision before a field visit.

D. Learning walk / अधिगम भ्रमण → Children compare two leaves by shape and vein pattern.

Correct answer / सही उत्तर: C. Safety planning / सुरक्षा योजना → A teacher checks safe routes and supervision before a field visit.

Explanation / व्याख्या

Safety planning / सुरक्षा योजना: Anticipating and reducing risks before learning activities.
Application: A teacher checks safe routes and supervision before a field visit.

MCQ 415 • CORE PRACTICE · FORM 01

Identify the concept described: An organised plan linking goals, activities, resources and assessment.

A. Lesson plan / पाठ योजना

B. Local expert / स्थानीय विशेषज्ञ

C. Discussion method / चर्चा विधि

D. Social environment / सामाजिक परिवेश

Correct answer / सही उत्तर: A. Lesson plan / पाठ योजना

Explanation / व्याख्या

Lesson plan / पाठ योजना: An organised plan linking goals, activities, resources and assessment.
Application: A teacher plans an observation task and a closing discussion about leaves.

MCQ 416 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A teacher plans an observation task and a closing discussion about leaves.

A. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

B. Lesson plan / पाठ योजना

C. Conceptual change / अवधारणात्मक परिवर्तन

D. Community participation / समुदाय सहभागिता

Correct answer / सही उत्तर: B. Lesson plan / पाठ योजना

Explanation / व्याख्या

Lesson plan / पाठ योजना: An organised plan linking goals, activities, resources and assessment.
Application: A teacher plans an observation task and a closing discussion about leaves.

MCQ 417 • CORE PRACTICE · FORM 03

Which explanation best defines Lesson plan / पाठ योजना?

A. Learning through purposeful exchange of ideas and reasons.

B. An organised plan linking goals, activities, resources and assessment.

C. A short planned walk designed around specific observations.

D. Learner-generated inquiries revealing interests and existing understanding.

Correct answer / सही उत्तर: B. An organised plan linking goals, activities, resources and assessment.

Explanation / व्याख्या

Lesson plan / पाठ योजना: An organised plan linking goals, activities, resources and assessment.
Application: A teacher plans an observation task and a closing discussion about leaves.

MCQ 418 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Lesson plan / पाठ योजना?

A. A teacher plans an observation task and a closing discussion about leaves.

B. Children discuss ways to reduce waste in their school.

C. Children analyse a story about a family facing water shortages.

D. A pupil changes an explanation about floating after testing materials of different shapes.

Correct answer / सही उत्तर: A. A teacher plans an observation task and a closing discussion about leaves.

Explanation / व्याख्या

Lesson plan / पाठ योजना: An organised plan linking goals, activities, resources and assessment. Application: A teacher plans an observation task and a closing discussion about leaves.

MCQ 419 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) An organised plan linking goals, activities, resources and assessment. (2) Gathering ongoing evidence to support improved learning.

A. Lesson plan / पाठ योजना | Story-based teaching / कहानी आधारित शिक्षण

B. Lesson plan / पाठ योजना | Formative assessment / निर्माणात्मक आकलन

C. Formative assessment / निर्माणात्मक आकलन | Lesson plan / पाठ योजना

D. Social environment / सामाजिक परिवेश | Formative assessment / निर्माणात्मक आकलन

Correct answer / सही उत्तर: B. Lesson plan / पाठ योजना | Formative assessment / निर्माणात्मक आकलन

Explanation / व्याख्या

Lesson plan / पाठ योजना: An organised plan linking goals, activities, resources and assessment. Application: A teacher plans an observation task and a closing discussion about leaves. Formative assessment / निर्माणात्मक आकलन: Gathering ongoing evidence to support improved learning. Application: A teacher revisits the concept of habitats after hearing pupils' explanations.

MCQ 420 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A teacher plans an observation task and a closing discussion about leaves. (2) A teacher revisits the concept of habitats after hearing pupils' explanations.

A. Lesson plan / पाठ योजना | Formative assessment / निर्माणात्मक आकलन

B. Lesson plan / पाठ योजना | Prediction / पूर्वानुमान

C. Formative assessment / निर्माणात्मक आकलन | Lesson plan / पाठ योजना

D. Measurement / मापन | Formative assessment / निर्माणात्मक आकलन

Correct answer / सही उत्तर: A. Lesson plan / पाठ योजना | Formative assessment / निर्माणात्मक आकलन

Explanation / व्याख्या

Lesson plan / पाठ योजना: An organised plan linking goals, activities, resources and assessment. Application: A teacher plans an observation task and a closing discussion about leaves. Formative assessment / निर्माणात्मक आकलन: Gathering ongoing evidence to support improved learning. Application: A teacher revisits the concept of habitats after hearing pupils' explanations.

MCQ 421 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Lesson plan / पाठ योजना and Textbook adaptation / पाठ्यपुस्तक अनुकूलन.

A. An organised plan linking goals, activities, resources and assessment. | A collection of learning evidence showing progress across time.

B. Modifying a textbook task to suit local context and learner needs. | An organised plan linking goals, activities, resources and assessment.

C. An organised plan linking goals, activities, resources and assessment. | Modifying a textbook task to suit local context and learner needs.

D. A school-based environment for observing plants, soil and interactions. | Modifying a textbook task to suit local context and learner needs.

Correct answer / सही उत्तर: C. An organised plan linking goals, activities, resources and assessment. | Modifying a textbook task to suit local context and learner needs.

Explanation / व्याख्या

Lesson plan / पाठ योजना: An organised plan linking goals, activities, resources and assessment. Application: A teacher plans an observation task and a closing discussion about leaves. Textbook adaptation / पाठ्यपुस्तक अनुकूलन: Modifying a textbook task to suit local context and learner needs. Application: A coastal example is supplemented with an accessible local river example.

MCQ 422 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Lesson plan / पाठ योजना and Environmental sensitivity / पर्यावरण संवेदनशीलता.

A. A teacher plans an observation task and a closing discussion about leaves. | Children discuss ways to reduce waste in their school.

B. A teacher plans an observation task and a closing discussion about leaves. | After seeing wet footprints, a child infers someone recently walked there.

C. Before testing, children suggest which surface will dry fastest. | Children discuss ways to reduce waste in their school.

D. Children discuss ways to reduce waste in their school. | A teacher plans an observation task and a closing discussion about leaves.

Correct answer / सही उत्तर: A. A teacher plans an observation task and a closing discussion about leaves. | Children discuss ways to reduce waste in their school.

Explanation / व्याख्या

Lesson plan / पाठ योजना: An organised plan linking goals, activities, resources and assessment. Application: A teacher plans an observation task and a closing discussion about leaves. Environmental sensitivity / पर्यावरण संवेदनशीलता: Awareness and concern for relationships between people and their surroundings. Application: Children discuss ways to reduce waste in their school.

MCQ 423 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Lesson plan / पाठ योजना / Alternate conception / वैकल्पिक अवधारणा)

A. Alternate conception / वैकल्पिक अवधारणा → A short planned walk designed around specific observations.

B. Lesson plan / पाठ योजना → A learner's existing explanation that differs from accepted disciplinary understanding.

C. Lesson plan / पाठ योजना → An organised plan linking goals, activities, resources and assessment.

D. Learning walk / अधिगम भ्रमण → Materials, places or people selected to support meaningful exploration.

Correct answer / सही उत्तर: C. Lesson plan / पाठ योजना → An organised plan linking goals, activities, resources and assessment.

Explanation / व्याख्या

Lesson plan / पाठ योजना: An organised plan linking goals, activities, resources and assessment.
Application: A teacher plans an observation task and a closing discussion about leaves.

MCQ 424 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Lesson plan / पाठ योजना / Social environment / सामाजिक परिवेश)

A. Lesson plan / पाठ योजना → Pupils investigate how local workers contribute to community life.

B. Lesson plan / पाठ योजना → A teacher plans an observation task and a closing discussion about leaves.

C. Social environment / सामाजिक परिवेश → A teacher identifies why a textbook asks pupils to interview elders.

D. Pedagogical intent / शिक्षण उद्देश्य → Pupils investigate why some parts of the playground stay wet longer.

Correct answer / सही उत्तर: B. Lesson plan / पाठ योजना → A teacher plans an observation task and a closing discussion about leaves.

Explanation / व्याख्या

Lesson plan / पाठ योजना: An organised plan linking goals, activities, resources and assessment.
Application: A teacher plans an observation task and a closing discussion about leaves.

MCQ 425 • CORE PRACTICE · FORM 01

Identify the concept described: A learner's earlier encounters that can support new understanding.

A. Measurement / मापन

B. Prior experience / पूर्व अनुभव

C. Responsible citizenship / जिम्मेदार नागरिकता

D. Learning resources / अधिगम संसाधन

Correct answer / सही उत्तर: B. Prior experience / पूर्व अनुभव

Explanation / व्याख्या

Prior experience / पूर्व अनुभव: A learner's earlier encounters that can support new understanding.
Application: Children describe how their families store food before investigating preservation.

MCQ 426 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Children describe how their families store food before investigating preservation.

A. Prior experience / पूर्व अनुभव

B. Field visit / क्षेत्र भ्रमण

C. Recording data / आँकड़े दर्ज करना

D. Evidence-based discussion / साक्ष्य आधारित चर्चा

Correct answer / सही उत्तर: A. Prior experience / पूर्व अनुभव

Explanation / व्याख्या

Prior experience / पूर्व अनुभव: A learner's earlier encounters that can support new understanding.
Application: Children describe how their families store food before investigating preservation.

MCQ 427 • CORE PRACTICE · FORM 03

Which explanation best defines Prior experience / पूर्व अनुभव?

A. The view that learners actively build understanding from experiences and ideas.

B. A learner's earlier encounters that can support new understanding.

C. Extended inquiry leading to a meaningful product or finding.

D. Connecting knowledge, skills, values and experiences rather than treating them as isolated parts.

Correct answer / सही उत्तर: B. A learner's earlier encounters that can support new understanding.

Explanation / व्याख्या

Prior experience / पूर्व अनुभव: A learner's earlier encounters that can support new understanding.
Application: Children describe how their families store food before investigating preservation.

MCQ 428 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Prior experience / पूर्व अनुभव?

A. Children compare two leaves by shape and vein pattern.

B. Children describe how their families store food before investigating preservation.

C. A coastal example is supplemented with an accessible local river example.

D. Children observe compost over several days and discuss changes.

Correct answer / सही उत्तर: B. Children describe how their families store food before investigating preservation.

Explanation / व्याख्या

Prior experience / पूर्व अनुभव: A learner's earlier encounters that can support new understanding.
Application: Children describe how their families store food before investigating preservation.

MCQ 429 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) A learner's earlier encounters that can support new understanding. (2) Determining an attribute using an appropriate unit or instrument.

A. Prior experience / पूर्व अनुभव | Environmental sensitivity / पर्यावरण संवेदनशीलता

B. Discussion method / चर्चा विधि | Measurement / मापन

C. Prior experience / पूर्व अनुभव | Measurement / मापन

D. Measurement / मापन | Prior experience / पूर्व अनुभव

Correct answer / सही उत्तर: C. Prior experience / पूर्व अनुभव | Measurement / मापन

Explanation / व्याख्या

Prior experience / पूर्व अनुभव: A learner's earlier encounters that can support new understanding.
Application: Children describe how their families store food before investigating preservation.
Measurement / मापन: Determining an attribute using an appropriate unit or instrument.
Application: A child uses a measuring cup to compare water volumes.

MCQ 430 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Children describe how their families store food before investigating preservation. (2) Pupils notice whose occupations are shown in a picture and discuss missing examples.

A. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन | Prior experience / पूर्व अनुभव

B. Alternate conception / वैकल्पिक अवधारणा | Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

C. Prior experience / पूर्व अनुभव | Learning resources / अधिगम संसाधन

D. Prior experience / पूर्व अनुभव | Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

Correct answer / सही उत्तर: D. Prior experience / पूर्व अनुभव | Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

Explanation / व्याख्या

Prior experience / पूर्व अनुभव: A learner's earlier encounters that can support new understanding. Application: Children describe how their families store food before investigating preservation. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन: Examining textbook representations, assumptions and questions thoughtfully. Application: Pupils notice whose occupations are shown in a picture and discuss missing examples.

MCQ 431 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Prior experience / पूर्व अनुभव and Project-based learning / परियोजना आधारित अधिगम.

A. Extended inquiry leading to a meaningful product or finding. | A learner's earlier encounters that can support new understanding.

B. A learner's earlier encounters that can support new understanding. | Extended inquiry leading to a meaningful product or finding.

C. The immediate natural and social setting used as a learning context. | Extended inquiry leading to a meaningful product or finding.

D. A learner's earlier encounters that can support new understanding. | The view that learners actively build understanding from experiences and ideas.

Correct answer / सही उत्तर: B. A learner's earlier encounters that can support new understanding. | Extended inquiry leading to a meaningful product or finding.

Explanation / व्याख्या

Prior experience / पूर्व अनुभव: A learner's earlier encounters that can support new understanding. Application: Children describe how their families store food before investigating preservation. Project-based learning / परियोजना आधारित अधिगम: Extended inquiry leading to a meaningful product or finding. Application: Pupils investigate school water use and prepare a conservation plan.

MCQ 432 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Prior experience / पूर्व अनुभव and Discussion method / चर्चा विधि.

A. Children describe how their families store food before investigating preservation. | A lesson about a garden includes observation, cooperation and care for living things.

B. A class debates ways of keeping a shared playground clean. | Children describe how their families store food before investigating preservation.

C. Children describe how their families store food before investigating preservation. | A class debates ways of keeping a shared playground clean.

D. Children compare two leaves by shape and vein pattern. | A class debates ways of keeping a shared playground clean.

Correct answer / सही उत्तर: C. Children describe how their families store food before investigating preservation. | A class debates ways of keeping a shared playground clean.

Explanation / व्याख्या

Prior experience / पूर्व अनुभव: A learner's earlier encounters that can support new understanding.
Application: Children describe how their families store food before investigating preservation.
Discussion method / चर्चा विधि: Learning through purposeful exchange of ideas and reasons.
Application: A class debates ways of keeping a shared playground clean.

MCQ 433 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Prior experience / पूर्व अनुभव / Learning resources / अधिगम संसाधन)

A. Prior experience / पूर्व अनुभव → Materials, places or people selected to support meaningful exploration.

B. Inquiry-based learning / अन्वेषण आधारित अधिगम → Modifying a textbook task to suit local context and learner needs.

C. Prior experience / पूर्व अनुभव → A learner's earlier encounters that can support new understanding.

D. Learning resources / अधिगम संसाधन → Investigating questions through evidence and reasoning.

Correct answer / सही उत्तर: C. Prior experience / पूर्व अनुभव → A learner's earlier encounters that can support new understanding.

Explanation / व्याख्या

Prior experience / पूर्व अनुभव: A learner's earlier encounters that can support new understanding. Application: Children describe how their families store food before investigating preservation.

MCQ 434 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Prior experience / पूर्व अनुभव / Holistic learning / समग्र अधिगम)

A. Project-based learning / परियोजना आधारित अधिगम → A class debates ways of keeping a shared playground clean.

B. Prior experience / पूर्व अनुभव → Children describe how their families store food before investigating preservation.

C. Holistic learning / समग्र अधिगम → Pupils investigate school water use and prepare a conservation plan.

D. Prior experience / पूर्व अनुभव → A lesson about a garden includes observation, cooperation and care for living things.

Correct answer / सही उत्तर: B. Prior experience / पूर्व अनुभव → Children describe how their families store food before investigating preservation.

Explanation / व्याख्या

Prior experience / पूर्व अनुभव: A learner's earlier encounters that can support new understanding. Application: Children describe how their families store food before investigating preservation.

Short-answer revision

Recall the idea before reading the model answer.

REVISION 07.01

Explain Learning outcome / अधिगम प्रतिफल and give one classroom example.

Model answer: A specific observable demonstration of expected learning. Pupils can describe two ways of saving water at home.

REVISION 07.02

Explain Unit plan / इकाई योजना and give one classroom example.

Model answer: A coherent sequence of lessons organised around learning goals. The teacher links several sessions about food, sources and nutrition.

REVISION 07.03

Explain Safety planning / सुरक्षा योजना and give one classroom example.

Model answer: Anticipating and reducing risks before learning activities. A teacher checks safe routes and supervision before a field visit.

REVISION 07.04

Explain Lesson plan / पाठ योजना and give one classroom example.

Model answer: An organised plan linking goals, activities, resources and assessment. A teacher plans an observation task and a closing discussion about leaves.

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REVISION 07.05

Explain Prior experience / पूर्व अनुभव and give one classroom example.

Model answer: A learner's earlier encounters that can support new understanding. Children describe how their families store food before investigating preservation.

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CHAPTER 08 • 62 MCQs • 6 REVISION PROMPTS

Assessment

Important topics, examples, new classroom scenarios and core practice

Important topics & revision notes

Formative assessment / निर्माणात्मक आकलन

Gathering ongoing evidence to support improved learning.

Classroom example: A teacher revisits the concept of habitats after hearing pupils' explanations.

Summative assessment / संकलनात्मक आकलन

Evaluating learning at the end of a defined period.

Classroom example: A final project evaluates understanding of the neighbourhood environment.

Portfolio / पोर्टफोलियो

A collection of learning evidence showing progress across time.

Classroom example: Pupils keep dated drawings, observation records and reflections.

Qualitative assessment / गुणात्मक आकलन

Using descriptive evidence about learning rather than marks alone.

Classroom example: A teacher describes a pupil's observation skills and suggests a next step.

Observation checklist / अवलोकन जाँच सूची

A list of criteria for recording observed learning behaviours.

Classroom example: A teacher notes whether pupils classify objects using a consistent property.

Peer assessment / सहपाठी आकलन

Learners giving criterion-based feedback on classmates' work.

Classroom example: Groups comment on whether each poster supports its claims with evidence.

New classroom-based questions

Apply concepts to realistic teaching decisions.

MCQ 435 • NEW CLASSROOM APPLICATION

Which evidence shows classification skill?

A. A pupil counts notebook pages

B. A pupil names an unrelated object

C. A pupil groups objects by a stated property and explains the rule

D. A pupil copies a definition only

Correct answer / सही उत्तर: C. A pupil groups objects by a stated property and explains the rule

Explanation / व्याख्या

Performance evidence demonstrates actual classification reasoning.

MCQ 436 • NEW CLASSROOM APPLICATION

Which approach best evaluates a group investigation?

A. Score only decoration
B. Assess only attendance
C. Use criteria for observation, evidence, cooperation and explanation
D. Give marks only for expensive materials

Correct answer / सही उत्तर: C. Use criteria for observation, evidence, cooperation and explanation

Explanation / व्याख्या

Aligned criteria reflect the processes and learning outcomes of the project.

Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 437 • CORE PRACTICE · FORM 01

Identify the concept described: Gathering ongoing evidence to support improved learning.

A. Comparing / तुलना करना
B. Prediction / पूर्वानुमान
C. Formative assessment / निर्माणात्मक आकलन
D. Holistic learning / समग्र अधिगम

Correct answer / सही उत्तर: C. Formative assessment / निर्माणात्मक आकलन

Explanation / व्याख्या

Formative assessment / निर्माणात्मक आकलन: Gathering ongoing evidence to support improved learning. Application: A teacher revisits the concept of habitats after hearing pupils' explanations.

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MCQ 438 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A teacher revisits the concept of habitats after hearing pupils' explanations.

A. Safety planning / सुरक्षा योजना
B. Experiential learning / अनुभवात्मक अधिगम
C. Formative assessment / निर्माणात्मक आकलन
D. Communication / संप्रेषण

Correct answer / सही उत्तर: C. Formative assessment / निर्माणात्मक आकलन

Explanation / व्याख्या

Formative assessment / निर्माणात्मक आकलन: Gathering ongoing evidence to support improved learning. Application: A teacher revisits the concept of habitats after hearing pupils' explanations.

MCQ 439 • CORE PRACTICE · FORM 03

Which explanation best defines Formative assessment / निर्माणात्मक आकलन?

A. Gathering ongoing evidence to support improved learning.
B. Investigating questions through evidence and reasoning.
C. Identifying similarities and differences using relevant attributes.
D. Modifying a textbook task to suit local context and learner needs.

Correct answer / सही उत्तर: A. Gathering ongoing evidence to support improved learning.

Explanation / व्याख्या

Formative assessment / निर्माणात्मक आकलन: Gathering ongoing evidence to support improved learning. Application: A teacher revisits the concept of habitats after hearing pupils' explanations.

MCQ 440 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Formative assessment / निर्माणात्मक आकलन?

A. A teacher plans an observation task and a closing discussion about leaves.

B. A teacher revisits the concept of habitats after hearing pupils' explanations.

C. Children compare two leaves by shape and vein pattern.

D. A child believes all heavy objects sink regardless of their shape.

Correct answer / सही उत्तर: B. A teacher revisits the concept of habitats after hearing pupils' explanations.

Explanation / व्याख्या

Formative assessment / निर्माणात्मक आकलन: Gathering ongoing evidence to support improved learning. Application: A teacher revisits the concept of habitats after hearing pupils' explanations.

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MCQ 441 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Gathering ongoing evidence to support improved learning. (2) Examining textbook representations, assumptions and questions thoughtfully.

A. Formative assessment / निर्माणात्मक आकलन | Classification / वर्गीकरण

B. Community participation / समुदाय सहभागिता | Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

C. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन | Formative assessment / निर्माणात्मक आकलन

D. Formative assessment / निर्माणात्मक आकलन | Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

Correct answer / सही उत्तर: D. Formative assessment / निर्माणात्मक आकलन | Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

Explanation / व्याख्या

Formative assessment / निर्माणात्मक आकलन: Gathering ongoing evidence to support improved learning. Application: A teacher revisits the concept of habitats after hearing pupils' explanations. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन: Examining textbook representations, assumptions and questions thoughtfully. Application: Pupils notice whose occupations are shown in a picture and discuss missing examples.

MCQ 442 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A teacher revisits the concept of habitats after hearing pupils' explanations. (2) Groups use similar containers and soil while varying light exposure.

A. Integrated curriculum / एकीकृत पाठ्यचर्या | Fair testing / निष्पक्ष परीक्षण

B. Fair testing / निष्पक्ष परीक्षण | Formative assessment / निर्माणात्मक आकलन

C. Formative assessment / निर्माणात्मक आकलन | Field visit / क्षेत्र भ्रमण

D. Formative assessment / निर्माणात्मक आकलन | Fair testing / निष्पक्ष परीक्षण

Correct answer / सही उत्तर: D. Formative assessment / निर्माणात्मक आकलन | Fair testing / निष्पक्ष परीक्षण

Explanation / व्याख्या

Formative assessment / निर्माणात्मक आकलन: Gathering ongoing evidence to support improved learning. Application: A teacher revisits the concept of habitats after hearing pupils' explanations. Fair testing / निष्पक्ष परीक्षण: Keeping relevant conditions comparable while investigating one factor. Application: Groups use similar containers and soil while varying light exposure.

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MCQ 443 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Formative assessment / निर्माणात्मक आकलन and Alternate conception / वैकल्पिक अवधारणा.

A. Gathering ongoing evidence to support improved learning. | Developing understanding through direct experience and reflection.

B. Learning through purposeful exchange of ideas and reasons. | A learner's existing explanation that differs from accepted disciplinary understanding.

C. Gathering ongoing evidence to support improved learning. | A learner's existing explanation that differs from accepted disciplinary understanding.

D. A learner's existing explanation that differs from accepted disciplinary understanding. | Gathering ongoing evidence to support improved learning.

Correct answer / सही उत्तर: C. Gathering ongoing evidence to support improved learning. | A learner's existing explanation that differs from accepted disciplinary understanding.

Explanation / व्याख्या

Formative assessment / निर्माणात्मक आकलन: Gathering ongoing evidence to support improved learning. Application: A teacher revisits the concept of habitats after hearing pupils' explanations. Alternate conception / वैकल्पिक अवधारणा: A learner's existing explanation that differs from accepted disciplinary understanding. Application: A child believes all heavy objects sink regardless of their shape.

MCQ 444 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Formative assessment / निर्माणात्मक आकलन and Safety planning / सुरक्षा योजना.

A. Children discuss ways to reduce waste in their school. | A teacher checks safe routes and supervision before a field visit.

B. A teacher checks safe routes and supervision before a field visit. | A teacher revisits the concept of habitats after hearing pupils' explanations.

C. A teacher revisits the concept of habitats after hearing pupils' explanations. | A teacher checks safe routes and supervision before a field visit.

D. A teacher revisits the concept of habitats after hearing pupils' explanations. | Children use local maps and photographs to study their neighbourhood.

Correct answer / सही उत्तर: C. A teacher revisits the concept of habitats after hearing pupils' explanations. | A teacher checks safe routes and supervision before a field visit.

Explanation / व्याख्या

Formative assessment / निर्माणात्मक आकलन: Gathering ongoing evidence to support improved learning. Application: A teacher revisits the concept of habitats after hearing pupils' explanations. Safety planning / सुरक्षा योजना: Anticipating and reducing risks before learning activities. Application: A teacher checks safe routes and supervision before a field visit.

MCQ 445 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Formative assessment / निर्माणात्मक आकलन / Safety planning / सुरक्षा योजना)

A. Formative assessment / निर्माणात्मक आकलन → Anticipating and reducing risks before learning activities.

B. Conceptual change / अवधारणात्मक परिवर्तन → A learner's existing explanation that differs from accepted disciplinary understanding.

C. Safety planning / सुरक्षा योजना → Revising an existing explanation in light of relevant evidence.

D. Formative assessment / निर्माणात्मक आकलन → Gathering ongoing evidence to support improved learning.

Correct answer / सही उत्तर: D. Formative assessment / निर्माणात्मक आकलन → Gathering ongoing evidence to support improved learning.

Explanation / व्याख्या

Formative assessment / निर्माणात्मक आकलन: Gathering ongoing evidence to support improved learning. Application: A teacher revisits the concept of habitats after hearing pupils' explanations.

MCQ 446 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Formative assessment / निर्माणात्मक आकलन / Classification / वर्गीकरण)

A. Classification / वर्गीकरण → A teacher plans an observation task and a closing discussion about leaves.

B. Formative assessment / निर्माणात्मक आकलन → A teacher revisits the concept of habitats after hearing pupils' explanations.

C. Formative assessment / निर्माणात्मक आकलन → Pupils group collected leaves by their margins.

D. Lesson plan / पाठ योजना → A teacher identifies why a textbook asks pupils to interview elders.

Correct answer / सही उत्तर: B. Formative assessment / निर्माणात्मक आकलन → A teacher revisits the concept of habitats after hearing pupils' explanations.

Explanation / व्याख्या

Formative assessment / निर्माणात्मक आकलन: Gathering ongoing evidence to support improved learning. Application: A teacher revisits the concept of habitats after hearing pupils' explanations.

MCQ 447 • CORE PRACTICE · FORM 01

Identify the concept described: Evaluating learning at the end of a defined period.

A. Recording data / आँकड़े दर्ज करना

B. Communication / संप्रेषण

C. Summative assessment / संकलनात्मक आकलन

D. Conceptual change / अवधारणात्मक परिवर्तन

Correct answer / सही उत्तर: C. Summative assessment / संकलनात्मक आकलन

Explanation / व्याख्या

Summative assessment / संकलनात्मक आकलन: Evaluating learning at the end of a defined period. Application: A final project evaluates understanding of the neighbourhood environment.

MCQ 448 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A final project evaluates understanding of the neighbourhood environment.

A. Discussion method / चर्चा विधि

B. Evidence-based discussion / साक्ष्य आधारित चर्चा

C. Summative assessment / संकलनात्मक आकलन

D. Inquiry-based learning / अन्वेषण आधारित अधिगम

Correct answer / सही उत्तर: C. Summative assessment / संकलनात्मक आकलन

Explanation / व्याख्या

Summative assessment / संकलनात्मक आकलन: Evaluating learning at the end of a defined period.
Application: A final project evaluates understanding of the neighbourhood environment.

MCQ 449 • CORE PRACTICE · FORM 03

Which explanation best defines Summative assessment / संकलनात्मक आकलन?

A. Keeping relevant conditions comparable while investigating one factor.

B. Evaluating learning at the end of a defined period.

C. The immediate natural and social setting used as a learning context.

D. An organised plan linking goals, activities, resources and assessment.

Correct answer / सही उत्तर: B. Evaluating learning at the end of a defined period.

Explanation / व्याख्या

Summative assessment / संकलनात्मक आकलन: Evaluating learning at the end of a defined period.
Application: A final project evaluates understanding of the neighbourhood environment.

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MCQ 450 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Summative assessment / संकलनात्मक आकलन?

A. A class debates ways of keeping a shared playground clean.

B. A final project evaluates understanding of the neighbourhood environment.

C. Groups compare results of their seed experiment before making a claim.

D. Children discuss ways to reduce waste in their school.

Correct answer / सही उत्तर: B. A final project evaluates understanding of the neighbourhood environment.

Explanation / व्याख्या

Summative assessment / संकलनात्मक आकलन: Evaluating learning at the end of a defined period. Application: A final project evaluates understanding of the neighbourhood environment.

MCQ 451 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Evaluating learning at the end of a defined period. (2) Connecting environmental and social learning with other areas of primary education.

A. Summative assessment / संकलनात्मक आकलन | Curriculum integration / पाठ्यचर्या एकीकरण

B. Summative assessment / संकलनात्मक आकलन | Story-based teaching / कहानी आधारित शिक्षण

C. Curriculum integration / पाठ्यचर्या एकीकरण | Summative assessment / संकलनात्मक आकलन

D. Local environment / स्थानीय परिवेश | Curriculum integration / पाठ्यचर्या एकीकरण

Correct answer / सही उत्तर: A. Summative assessment / संकलनात्मक आकलन | Curriculum integration / पाठ्यचर्या एकीकरण

Explanation / व्याख्या

Summative assessment / संकलनात्मक आकलन: Evaluating learning at the end of a defined period. Application: A final project evaluates understanding of the neighbourhood environment. Curriculum integration / पाठ्यचर्या एकीकरण: Connecting environmental and social learning with other areas of primary education. Application: Children combine map reading, measurement and local interviews in one unit.

MCQ 452 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A final project evaluates understanding of the neighbourhood environment. (2) A teacher identifies why a textbook asks pupils to interview elders.

A. Summative assessment / संकलनात्मक आकलन | Holistic learning / समग्र अधिगम

B. Pedagogical intent / शिक्षण उद्देश्य | Summative assessment / संकलनात्मक आकलन

C. Summative assessment / संकलनात्मक आकलन | Pedagogical intent / शिक्षण उद्देश्य

D. Classification / वर्गीकरण | Pedagogical intent / शिक्षण उद्देश्य

Correct answer / सही उत्तर: C. Summative assessment / संकलनात्मक आकलन | Pedagogical intent / शिक्षण उद्देश्य

Explanation / व्याख्या

Summative assessment / संकलनात्मक आकलन: Evaluating learning at the end of a defined period. Application: A final project evaluates understanding of the neighbourhood environment. Pedagogical intent / शिक्षण उद्देश्य: The learning purpose behind a textbook activity or representation. Application: A teacher identifies why a textbook asks pupils to interview elders.

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MCQ 453 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Summative assessment / संकलनात्मक आकलन and Supplementary resource / पूरक संसाधन.

A. Using perspectives from different subject areas to understand an issue. | An additional material used to extend or clarify textbook learning.

B. An additional material used to extend or clarify textbook learning. | Evaluating learning at the end of a defined period.

C. Evaluating learning at the end of a defined period. | An additional material used to extend or clarify textbook learning.

D. Evaluating learning at the end of a defined period. | Sharing evidence, findings and explanations with others.

Correct answer / सही उत्तर: C. Evaluating learning at the end of a defined period. | An additional material used to extend or clarify textbook learning.

Explanation / व्याख्या

Summative assessment / संकलनात्मक आकलन: Evaluating learning at the end of a defined period. Application: A final project evaluates understanding of the neighbourhood environment. Supplementary resource / पूरक संसाधन: An additional material used to extend or clarify textbook learning. Application: A teacher adds a local map to a chapter about directions.

MCQ 454 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Summative assessment / संकलनात्मक आकलन and Curriculum integration / पाठ्यचर्या एकीकरण.

A. Pupils group collected leaves by their margins. | Children combine map reading, measurement and local interviews in one unit.

B. A final project evaluates understanding of the neighbourhood environment. | Children combine map reading, measurement and local interviews in one unit.

C. Children combine map reading, measurement and local interviews in one unit. | A final project evaluates understanding of the neighbourhood environment.

D. A final project evaluates understanding of the neighbourhood environment. | Children map traffic signs and public facilities near the school.

Correct answer / सही उत्तर: B. A final project evaluates understanding of the neighbourhood environment. | Children combine map reading, measurement and local interviews in one unit.

Explanation / व्याख्या

Summative assessment / संकलनात्मक आकलन: Evaluating learning at the end of a defined period. Application: A final project evaluates understanding of the neighbourhood environment. Curriculum integration / पाठ्यचर्या एकीकरण: Connecting environmental and social learning with other areas of primary education. Application: Children combine map reading, measurement and local interviews in one unit.

MCQ 455 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Summative assessment / संकलनात्मक आकलन / Questioning / प्रश्न करना)

A. Summative assessment / संकलनात्मक आकलन → Evaluating learning at the end of a defined period.

B. Questioning / प्रश्न करना → A planned learning experience outside the classroom.

C. Summative assessment / संकलनात्मक आकलन → Formulating investigable questions to guide exploration.

D. Field visit / क्षेत्र भ्रमण → The immediate natural and social setting used as a learning context.

Correct answer / सही उत्तर: A. Summative assessment / संकलनात्मक आकलन → Evaluating learning at the end of a defined period.

Explanation / व्याख्या

Summative assessment / संकलनात्मक आकलन: Evaluating learning at the end of a defined period.
Application: A final project evaluates understanding of the neighbourhood environment.

MCQ 456 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Summative assessment / संकलनात्मक आकलन / School garden / विद्यालय उद्यान)

A. Summative assessment / संकलनात्मक आकलन → A final project evaluates understanding of the neighbourhood environment.

B. Communication / संप्रेषण → Children combine map reading, measurement and local interviews in one unit.

C. School garden / विद्यालय उद्यान → A group presents its observations of germination using a labelled chart.

D. Summative assessment / संकलनात्मक आकलन → Pupils monitor germination and record changes in seedlings.

Correct answer / सही उत्तर: A. Summative assessment / संकलनात्मक आकलन → A final project evaluates understanding of the neighbourhood environment.

Explanation / व्याख्या

Summative assessment / संकलनात्मक आकलन: Evaluating learning at the end of a defined period. Application: A final project evaluates understanding of the neighbourhood environment.

MCQ 457 • CORE PRACTICE · FORM 01

Identify the concept described: A collection of learning evidence showing progress across time.

A. Learning resources / अधिगम संसाधन

B. Social environment / सामाजिक परिवेश

C. Portfolio / पोर्टफोलियो

D. Comparing / तुलना करना

Correct answer / सही उत्तर: C. Portfolio / पोर्टफोलियो

Explanation / व्याख्या

Portfolio / पोर्टफोलियो: A collection of learning evidence showing progress across time. Application: Pupils keep dated drawings, observation records and reflections.

MCQ 458 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Pupils keep dated drawings, observation records and reflections.

A. Measurement / मापन

B. Portfolio / पोर्टफोलियो

C. Safety planning / सुरक्षा योजना

D. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

Correct answer / सही उत्तर: B. Portfolio / पोर्टफोलियो

Explanation / व्याख्या

Portfolio / पोर्टफोलियो: A collection of learning evidence showing progress across time. Application: Pupils keep dated drawings, observation records and reflections.

MCQ 459 • CORE PRACTICE · FORM 03

Which explanation best defines Portfolio / पोर्टफोलियो?

A. Preserving observations in a consistent written or visual form.

B. A collection of learning evidence showing progress across time.

C. A specific observable demonstration of expected learning.

D. Noticing and recording relevant features using senses or tools.

Correct answer / सही उत्तर: B. A collection of learning evidence showing progress across time.

Explanation / व्याख्या

Portfolio / पोर्टफोलियो: A collection of learning evidence showing progress across time. Application: Pupils keep dated drawings, observation records and reflections.

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MCQ 460 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Portfolio / पोर्टफोलियो?

A. Pupils keep dated drawings, observation records and reflections.

B. The teacher links several sessions about food, sources and nutrition.

C. Children explain their current ideas about shadows and test them.

D. Children compare two leaves by shape and vein pattern.

Correct answer / सही उत्तर: A. Pupils keep dated drawings, observation records and reflections.

Explanation / व्याख्या

Portfolio / पोर्टफोलियो: A collection of learning evidence showing progress across time. Application: Pupils keep dated drawings, observation records and reflections.

MCQ 461 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) A collection of learning evidence showing progress across time. (2) A short planned walk designed around specific observations.

A. Portfolio / पोर्टफोलियो | Learning walk / अधिगम भ्रमण

B. Local environment / स्थानीय परिवेश | Learning walk / अधिगम भ्रमण

C. Portfolio / पोर्टफोलियो | Project-based learning / परियोजना आधारित अधिगम

D. Learning walk / अधिगम भ्रमण | Portfolio / पोर्टफोलियो

Correct answer / सही उत्तर: A. Portfolio / पोर्टफोलियो | Learning walk / अधिगम भ्रमण

Explanation / व्याख्या

Portfolio / पोर्टफोलियो: A collection of learning evidence showing progress across time. Application: Pupils keep dated drawings, observation records and reflections. Learning walk / अधिगम भ्रमण: A short planned walk designed around specific observations. Application: Children map traffic signs and public facilities near the school.

MCQ 462 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Pupils keep dated drawings, observation records and reflections. (2) A group presents its observations of germination using a labelled chart.

A. Learning walk / अधिगम भ्रमण | Communication / संप्रेषण

B. Portfolio / पोर्टफोलियो | Communication / संप्रेषण

C. Communication / संप्रेषण | Portfolio / पोर्टफोलियो

D. Portfolio / पोर्टफोलियो | Inquiry-based learning / अन्वेषण आधारित अधिगम

Correct answer / सही उत्तर: B. Portfolio / पोर्टफोलियो | Communication / संप्रेषण

Explanation / व्याख्या

Portfolio / पोर्टफोलियो: A collection of learning evidence showing progress across time. Application: Pupils keep dated drawings, observation records and reflections. Communication / संप्रेषण: Sharing evidence, findings and explanations with others. Application: A group presents its observations of germination using a labelled chart.

GyanTech Guru Ji

MCQ 463 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Portfolio / पोर्टफोलियो and Inquiry-based learning / अन्वेषण आधारित अधिगम.

A. Connecting ideas from multiple disciplines around meaningful contexts. | Investigating questions through evidence and reasoning.

B. Investigating questions through evidence and reasoning. | A collection of learning evidence showing progress across time.

C. A collection of learning evidence showing progress across time. | Investigating questions through evidence and reasoning.

D. A collection of learning evidence showing progress across time. | Identifying similarities and differences using relevant attributes.

Correct answer / सही उत्तर: C. A collection of learning evidence showing progress across time. | Investigating questions through evidence and reasoning.

Explanation / व्याख्या

Portfolio / पोर्टफोलियो: A collection of learning evidence showing progress across time. Application: Pupils keep dated drawings, observation records and reflections. Inquiry-based learning / अन्वेषण आधारित अधिगम: Investigating questions through evidence and reasoning. Application: Pupils investigate why some parts of the playground stay wet longer.

MCQ 464 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Portfolio / पोर्टफोलियो and Learning resources / अधिगम संसाधन.

A. Children use local maps and photographs to study their neighbourhood. | Pupils keep dated drawings, observation records and reflections.

B. Pupils keep dated drawings, observation records and reflections. | Children use local maps and photographs to study their neighbourhood.

C. Children ask which conditions affect how seeds grow. | Children use local maps and photographs to study their neighbourhood.

D. Pupils keep dated drawings, observation records and reflections. | A teacher identifies why a textbook asks pupils to interview elders.

Correct answer / सही उत्तर: B. Pupils keep dated drawings, observation records and reflections. | Children use local maps and photographs to study their neighbourhood.

Explanation / व्याख्या

Portfolio / पोर्टफोलियो: A collection of learning evidence showing progress across time. Application: Pupils keep dated drawings, observation records and reflections. Learning resources / अधिगम संसाधन: Materials, places or people selected to support meaningful exploration. Application: Children use local maps and photographs to study their neighbourhood.

MCQ 465 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Portfolio / पोर्टफोलियो / Inquiry-based learning / अन्वेषण आधारित अधिगम)

A. Inquiry-based learning / अन्वेषण आधारित अधिगम → Anticipating a possible outcome based on available evidence.

B. Prediction / पूर्वानुमान → A school-based environment for observing plants, soil and interactions.

C. Portfolio / पोर्टफोलियो → Investigating questions through evidence and reasoning.

D. Portfolio / पोर्टफोलियो → A collection of learning evidence showing progress across time.

Correct answer / सही उत्तर: D. Portfolio / पोर्टफोलियो → A collection of learning evidence showing progress across time.

Explanation / व्याख्या

Portfolio / पोर्टफोलियो: A collection of learning evidence showing progress across time. Application: Pupils keep dated drawings, observation records and reflections.

MCQ 466 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Portfolio / पोर्टफोलियो / Safety planning / सुरक्षा योजना)

A. Portfolio / पोर्टफोलियो → Pupils keep dated drawings, observation records and reflections.

B. Inference / निष्कर्षात्मक अनुमान → Children discuss ways to reduce waste in their school.

C. Portfolio / पोर्टफोलियो → A teacher checks safe routes and supervision before a field visit.

D. Safety planning / सुरक्षा योजना → After seeing wet footprints, a child infers someone recently walked there.

Correct answer / सही उत्तर: A. Portfolio / पोर्टफोलियो → Pupils keep dated drawings, observation records and reflections.

Explanation / व्याख्या

Portfolio / पोर्टफोलियो: A collection of learning evidence showing progress across time. Application: Pupils keep dated drawings, observation records and reflections.

MCQ 467 • CORE PRACTICE · FORM 01

Identify the concept described: Using descriptive evidence about learning rather than marks alone.

A. Fair testing / निष्पक्ष परीक्षण

B. Curriculum integration / पाठ्यचर्या एकीकरण

C. Qualitative assessment / गुणात्मक आकलन

D. Local environment / स्थानीय परिवेश

Correct answer / सही उत्तर: C. Qualitative assessment / गुणात्मक आकलन

Explanation / व्याख्या

Qualitative assessment / गुणात्मक आकलन: Using descriptive evidence about learning rather than marks alone. Application: A teacher describes a pupil's observation skills and suggests a next step.

MCQ 468 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A teacher describes a pupil's observation skills and suggests a next step.

A. Integrated curriculum / एकीकृत पाठ्यचर्या

B. Qualitative assessment / गुणात्मक आकलन

C. Recording data / आँकड़े दर्ज करना

D. Children's questions / बच्चों के प्रश्न

Correct answer / सही उत्तर: B. Qualitative assessment / गुणात्मक आकलन

Explanation / व्याख्या

Qualitative assessment / गुणात्मक आकलन: Using descriptive evidence about learning rather than marks alone. Application: A teacher describes a pupil's observation skills and suggests a next step.

MCQ 469 • CORE PRACTICE · FORM 03

Which explanation best defines Qualitative assessment / गुणात्मक आकलन?

A. The learning purpose behind a textbook activity or representation.

B. The view that learners actively build understanding from experiences and ideas.

C. Connecting environmental and social learning with other areas of primary education.

D. Using descriptive evidence about learning rather than marks alone.

Correct answer / सही उत्तर: D. Using descriptive evidence about learning rather than marks alone.

Explanation / व्याख्या

Qualitative assessment / गुणात्मक आकलन: Using descriptive evidence about learning rather than marks alone. Application: A teacher describes a pupil's observation skills and suggests a next step.

MCQ 470 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Qualitative assessment / गुणात्मक आकलन?

A. A child asks why shadows change during the day.

B. A class visits a local pond to observe its uses and living organisms.

C. Children ask which conditions affect how seeds grow.

D. A teacher describes a pupil's observation skills and suggests a next step.

Correct answer / सही उत्तर: D. A teacher describes a pupil's observation skills and suggests a next step.

Explanation / व्याख्या

Qualitative assessment / गुणात्मक आकलन: Using descriptive evidence about learning rather than marks alone. Application: A teacher describes a pupil's observation skills and suggests a next step.

MCQ 471 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Using descriptive evidence about learning rather than marks alone. (2) Sharing evidence, findings and explanations with others.

A. Qualitative assessment / गुणात्मक आकलन | Communication / संप्रेषण

B. Qualitative assessment / गुणात्मक आकलन | Holistic learning / समग्र अधिगम

C. Communication / संप्रेषण | Qualitative assessment / गुणात्मक आकलन

D. Textbook adaptation / पाठ्यपुस्तक अनुकूलन | Communication / संप्रेषण

Correct answer / सही उत्तर: A. Qualitative assessment / गुणात्मक आकलन | Communication / संप्रेषण

Explanation / व्याख्या

Qualitative assessment / गुणात्मक आकलन: Using descriptive evidence about learning rather than marks alone. Application: A teacher describes a pupil's observation skills and suggests a next step. Communication / संप्रेषण: Sharing evidence, findings and explanations with others. Application: A group presents its observations of germination using a labelled chart.

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MCQ 472 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A teacher describes a pupil's observation skills and suggests a next step. (2) Groups use similar containers and soil while varying light exposure.

A. Evidence-based discussion / साक्ष्य आधारित चर्चा | Fair testing / निष्पक्ष परीक्षण

B. Qualitative assessment / गुणात्मक आकलन | Fair testing / निष्पक्ष परीक्षण

C. Qualitative assessment / गुणात्मक आकलन | Conceptual change / अवधारणात्मक परिवर्तन

D. Fair testing / निष्पक्ष परीक्षण | Qualitative assessment / गुणात्मक आकलन

Correct answer / सही उत्तर: B. Qualitative assessment / गुणात्मक आकलन | Fair testing / निष्पक्ष परीक्षण

Explanation / व्याख्या

Qualitative assessment / गुणात्मक आकलन: Using descriptive evidence about learning rather than marks alone. Application: A teacher describes a pupil's observation skills and suggests a next step. Fair testing / निष्पक्ष परीक्षण: Keeping relevant conditions comparable while investigating one factor. Application: Groups use similar containers and soil while varying light exposure.

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MCQ 473 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Qualitative assessment / गुणात्मक आकलन and Environmental sensitivity / पर्यावरण संवेदनशीलता.

A. Using descriptive evidence about learning rather than marks alone. | A school-based environment for observing plants, soil and interactions.

B. Using descriptive evidence about learning rather than marks alone. | Awareness and concern for relationships between people and their surroundings.

C. Awareness and concern for relationships between people and their surroundings. | Using descriptive evidence about learning rather than marks alone.

D. A person whose experience or knowledge can support contextual learning. | Awareness and concern for relationships between people and their surroundings.

Correct answer / सही उत्तर: B. Using descriptive evidence about learning rather than marks alone. | Awareness and concern for relationships between people and their surroundings.

Explanation / व्याख्या

Qualitative assessment / गुणात्मक आकलन: Using descriptive evidence about learning rather than marks alone. Application: A teacher describes a pupil's observation skills and suggests a next step. Environmental sensitivity / पर्यावरण संवेदनशीलता: Awareness and concern for relationships between people and their surroundings. Application: Children discuss ways to reduce waste in their school.

MCQ 474 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Qualitative assessment / गुणात्मक आकलन and Learning resources / अधिगम संसाधन.

A. Children discuss ways to reduce waste in their school. | Children use local maps and photographs to study their neighbourhood.

B. Children use local maps and photographs to study their neighbourhood. | A teacher describes a pupil's observation skills and suggests a next step.

C. A teacher describes a pupil's observation skills and suggests a next step. | Children use local maps and photographs to study their neighbourhood.

D. A teacher describes a pupil's observation skills and suggests a next step. | A teacher asks pupils to draw where they think rain comes from.

Correct answer / सही उत्तर: C. A teacher describes a pupil's observation skills and suggests a next step. | Children use local maps and photographs to study their neighbourhood.

Explanation / व्याख्या

Qualitative assessment / गुणात्मक आकलन: Using descriptive evidence about learning rather than marks alone. Application: A teacher describes a pupil's observation skills and suggests a next step. Learning resources / अधिगम संसाधन: Materials, places or people selected to support meaningful exploration. Application: Children use local maps and photographs to study their neighbourhood.

MCQ 475 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Qualitative assessment / गुणात्मक आकलन / Responsible citizenship / जिम्मेदार नागरिकता)

A. Qualitative assessment / गुणात्मक आकलन → Using descriptive evidence about learning rather than marks alone.

B. Local environment / स्थानीय परिवेश → Using narratives to explore environmental or social ideas.

C. Qualitative assessment / गुणात्मक आकलन → Developing understanding and action that support shared well-being.

D. Responsible citizenship / जिम्मेदार नागरिकता → The immediate natural and social setting used as a learning context.

Correct answer / सही उत्तर: A. Qualitative assessment / गुणात्मक आकलन → Using descriptive evidence about learning rather than marks alone.

Explanation / व्याख्या

Qualitative assessment / गुणात्मक आकलन: Using descriptive evidence about learning rather than marks alone. Application: A teacher describes a pupil's observation skills and suggests a next step.

MCQ 476 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Qualitative assessment / गुणात्मक आकलन / Inference / निष्कर्षात्मक अनुमान)

A. Inference / निष्कर्षात्मक अनुमान → Pupils explore their neighbourhood's trees, shops and transport.

B. Qualitative assessment / गुणात्मक आकलन → A teacher describes a pupil's observation skills and suggests a next step.

C. Local environment / स्थानीय परिवेश → A potter describes clay preparation to pupils.

D. Qualitative assessment / गुणात्मक आकलन → After seeing wet footprints, a child infers someone recently walked there.

Correct answer / सही उत्तर: B. Qualitative assessment / गुणात्मक आकलन → A teacher describes a pupil's observation skills and suggests a next step.

Explanation / व्याख्या

Qualitative assessment / गुणात्मक आकलन: Using descriptive evidence about learning rather than marks alone. Application: A teacher describes a pupil's observation skills and suggests a next step.

MCQ 477 • CORE PRACTICE · FORM 01

Identify the concept described: A list of criteria for recording observed learning behaviours.

A. Classification / वर्गीकरण

B. Alternate conception / वैकल्पिक अवधारणा

C. Elicitation / पूर्वविचार जानना

D. Observation checklist / अवलोकन जाँच सूची

Correct answer / सही उत्तर: D. Observation checklist / अवलोकन जाँच सूची

Explanation / व्याख्या

Observation checklist / अवलोकन जाँच सूची: A list of criteria for recording observed learning behaviours. Application: A teacher notes whether pupils classify objects using a consistent property.

MCQ 478 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? A teacher notes whether pupils classify objects using a consistent property.

A. Curriculum integration / पाठ्यचर्या एकीकरण

B. Elicitation / पूर्वविचार जानना

C. Learning outcome / अधिगम प्रतिफल

D. Observation checklist / अवलोकन जाँच सूची

Correct answer / सही उत्तर: D. Observation checklist / अवलोकन जाँच सूची

Explanation / व्याख्या

Observation checklist / अवलोकन जाँच सूची: A list of criteria for recording observed learning behaviours. Application: A teacher notes whether pupils classify objects using a consistent property.

MCQ 479 • CORE PRACTICE · FORM 03

Which explanation best defines Observation checklist / अवलोकन जाँच सूची?

A. Grouping items according to selected characteristics.

B. Developing understanding through direct experience and reflection.

C. A list of criteria for recording observed learning behaviours.

D. Connecting ideas from multiple disciplines around meaningful contexts.

Correct answer / सही उत्तर: C. A list of criteria for recording observed learning behaviours.

Explanation / व्याख्या

Observation checklist / अवलोकन जाँच सूची: A list of criteria for recording observed learning behaviours. Application: A teacher notes whether pupils classify objects using a consistent property.

MCQ 480 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Observation checklist / अवलोकन जाँच सूची?

A. A coastal example is supplemented with an accessible local river example.

B. Children observe compost over several days and discuss changes.

C. A teacher notes whether pupils classify objects using a consistent property.

D. A water topic combines science, local geography and social practices.

Correct answer / सही उत्तर: C. A teacher notes whether pupils classify objects using a consistent property.

Explanation / व्याख्या

Observation checklist / अवलोकन जाँच सूची: A list of criteria for recording observed learning behaviours. Application: A teacher notes whether pupils classify objects using a consistent property.

MCQ 481 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) A list of criteria for recording observed learning behaviours. (2) Grouping items according to selected characteristics.

A. Observation checklist / अवलोकन जाँच सूची | Classification / वर्गीकरण

B. Classification / वर्गीकरण | Observation checklist / अवलोकन जाँच सूची

C. Safety planning / सुरक्षा योजना | Classification / वर्गीकरण

D. Observation checklist / अवलोकन जाँच सूची | Supplementary resource / पूरक संसाधन

Correct answer / सही उत्तर: A. Observation checklist / अवलोकन जाँच सूची | Classification / वर्गीकरण

Explanation / व्याख्या

Observation checklist / अवलोकन जाँच सूची: A list of criteria for recording observed learning behaviours. Application: A teacher notes whether pupils classify objects using a consistent property. Classification / वर्गीकरण: Grouping items according to selected characteristics. Application: Pupils group collected leaves by their margins.

MCQ 482 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) A teacher notes whether pupils classify objects using a consistent property. (2) A teacher checks safe routes and supervision before a field visit.

A. Observation checklist / अवलोकन जाँच सूची | Safety planning / सुरक्षा योजना

B. Integrated curriculum / एकीकृत पाठ्यचर्या | Safety planning / सुरक्षा योजना

C. Safety planning / सुरक्षा योजना | Observation checklist / अवलोकन जाँच सूची

D. Observation checklist / अवलोकन जाँच सूची | Discussion method / चर्चा विधि

Correct answer / सही उत्तर: A. Observation checklist / अवलोकन जाँच सूची | Safety planning / सुरक्षा योजना

Explanation / व्याख्या

Observation checklist / अवलोकन जाँच सूची: A list of criteria for recording observed learning behaviours. Application: A teacher notes whether pupils classify objects using a consistent property. Safety planning / सुरक्षा योजना: Anticipating and reducing risks before learning activities. Application: A teacher checks safe routes and supervision before a field visit.

MCQ 483 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Observation checklist / अवलोकन जाँच सूची and Classification / वर्गीकरण.

A. A list of criteria for recording observed learning behaviours. | Grouping items according to selected characteristics.

B. Developing understanding through direct experience and reflection. | Grouping items according to selected characteristics.

C. A list of criteria for recording observed learning behaviours. | Connecting knowledge, skills, values and experiences rather than treating them as isolated parts.

D. Grouping items according to selected characteristics. | A list of criteria for recording observed learning behaviours.

Correct answer / सही उत्तर: A. A list of criteria for recording observed learning behaviours. | Grouping items according to selected characteristics.

Explanation / व्याख्या

Observation checklist / अवलोकन जाँच सूची: A list of criteria for recording observed learning behaviours. Application: A teacher notes whether pupils classify objects using a consistent property. Classification / वर्गीकरण: Grouping items according to selected characteristics. Application: Pupils group collected leaves by their margins.

MCQ 484 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Observation checklist / अवलोकन जाँच सूची and Classification / वर्गीकरण.

A. A teacher notes whether pupils classify objects using a consistent property. | Pupils group collected leaves by their margins.

B. A teacher notes whether pupils classify objects using a consistent property. | Groups compare results of their seed experiment before making a claim.

C. Pupils group collected leaves by their margins. | A teacher notes whether pupils classify objects using a consistent property.

D. Pupils explore their neighbourhood's trees, shops and transport. | Pupils group collected leaves by their margins.

Correct answer / सही उत्तर: A. A teacher notes whether pupils classify objects using a consistent property. | Pupils group collected leaves by their margins.

Explanation / व्याख्या

Observation checklist / अवलोकन जाँच सूची: A list of criteria for recording observed learning behaviours. Application: A teacher notes whether pupils classify objects using a consistent property. Classification / वर्गीकरण: Grouping items according to selected characteristics. Application: Pupils group collected leaves by their margins.

MCQ 485 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Observation checklist / अवलोकन जाँच सूची / Measurement / मापन)

A. Measurement / मापन → A person whose experience or knowledge can support contextual learning.

B. Local expert / स्थानीय विशेषज्ञ → Learning through purposeful exchange of ideas and reasons.

C. Observation checklist / अवलोकन जाँच सूची → A list of criteria for recording observed learning behaviours.

D. Observation checklist / अवलोकन जाँच सूची → Determining an attribute using an appropriate unit or instrument.

Correct answer / सही उत्तर: C. Observation checklist / अवलोकन जाँच सूची → A list of criteria for recording observed learning behaviours.

Explanation / व्याख्या

Observation checklist / अवलोकन जाँच सूची: A list of criteria for recording observed learning behaviours. Application: A teacher notes whether pupils classify objects using a consistent property.

MCQ 486 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Observation checklist / अवलोकन जाँच सूची / Environmental sensitivity / पर्यावरण संवेदनशीलता)

A. Observation checklist / अवलोकन जाँच सूची → A teacher notes whether pupils classify objects using a consistent property.

B. Environmental sensitivity / पर्यावरण संवेदनशीलता → A potter describes clay preparation to pupils.

C. Local expert / स्थानीय विशेषज्ञ → Before testing, children suggest which surface will dry fastest.

D. Observation checklist / अवलोकन जाँच सूची → Children discuss ways to reduce waste in their school.

Correct answer / सही उत्तर: A. Observation checklist / अवलोकन जाँच सूची → A teacher notes whether pupils classify objects using a consistent property.

Explanation / व्याख्या

Observation checklist / अवलोकन जाँच सूची: A list of criteria for recording observed learning behaviours. Application: A teacher notes whether pupils classify objects using a consistent property.

MCQ 487 • CORE PRACTICE · FORM 01

Identify the concept described: Learners giving criterion-based feedback on classmates' work.

A. Peer assessment / सहपाठी आकलन

B. Learning resources / अधिगम संसाधन

C. Classification / वर्गीकरण

D. Interdisciplinary learning / अंतर्विषयी अधिगम

Correct answer / सही उत्तर: A. Peer assessment / सहपाठी आकलन

Explanation / व्याख्या

Peer assessment / सहपाठी आकलन: Learners giving criterion-based feedback on classmates' work.
Application: Groups comment on whether each poster supports its claims with evidence.

MCQ 488 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Groups comment on whether each poster supports its claims with evidence.

A. Prior experience / पूर्व अनुभव

B. Environmental sensitivity / पर्यावरण संवेदनशीलता

C. Peer assessment / सहपाठी आकलन

D. Recording data / आँकड़े दर्ज करना

Correct answer / सही उत्तर: C. Peer assessment / सहपाठी आकलन

Explanation / व्याख्या

Peer assessment / सहपाठी आकलन: Learners giving criterion-based feedback on classmates' work.
Application: Groups comment on whether each poster supports its claims with evidence.

MCQ 489 • CORE PRACTICE · FORM 03

Which explanation best defines Peer assessment / सहपाठी आकलन?

A. Learners giving criterion-based feedback on classmates' work.

B. Finding out learners' existing ideas before or during instruction.

C. A planned learning experience outside the classroom.

D. Awareness and concern for relationships between people and their surroundings.

Correct answer / सही उत्तर: A. Learners giving criterion-based feedback on classmates' work.

Explanation / व्याख्या

Peer assessment / सहपाठी आकलन: Learners giving criterion-based feedback on classmates' work.
Application: Groups comment on whether each poster supports its claims with evidence.

MCQ 490 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Peer assessment / सहपाठी आकलन?

A. Groups use similar containers and soil while varying light exposure.

B. Groups comment on whether each poster supports its claims with evidence.

C. A teacher asks pupils to draw where they think rain comes from.

D. A teacher identifies why a textbook asks pupils to interview elders.

Correct answer / सही उत्तर: B. Groups comment on whether each poster supports its claims with evidence.

Explanation / व्याख्या

Peer assessment / सहपाठी आकलन: Learners giving criterion-based feedback on classmates' work.
Application: Groups comment on whether each poster supports its claims with evidence.

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MCQ 491 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Learners giving criterion-based feedback on classmates' work. (2) Identifying similarities and differences using relevant attributes.

A. Peer assessment / सहपाठी आकलन | Field visit / क्षेत्र भ्रमण

B. Peer assessment / सहपाठी आकलन | Comparing / तुलना करना

C. Safety planning / सुरक्षा योजना | Comparing / तुलना करना

D. Comparing / तुलना करना | Peer assessment / सहपाठी आकलन

Correct answer / सही उत्तर: B. Peer assessment / सहपाठी आकलन | Comparing / तुलना करना

Explanation / व्याख्या

Peer assessment / सहपाठी आकलन: Learners giving criterion-based feedback on classmates' work. Application: Groups comment on whether each poster supports its claims with evidence. Comparing / तुलना करना: Identifying similarities and differences using relevant attributes. Application: Children compare two leaves by shape and vein pattern.

MCQ 492 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Groups comment on whether each poster supports its claims with evidence. (2) Pupils group collected leaves by their margins.

A. Classification / वर्गीकरण | Peer assessment / सहपाठी आकलन

B. Peer assessment / सहपाठी आकलन | Classification / वर्गीकरण

C. Field visit / क्षेत्र भ्रमण | Classification / वर्गीकरण

D. Peer assessment / सहपाठी आकलन | Safety planning / सुरक्षा योजना

Correct answer / सही उत्तर: B. Peer assessment / सहपाठी आकलन | Classification / वर्गीकरण

Explanation / व्याख्या

Peer assessment / सहपाठी आकलन: Learners giving criterion-based feedback on classmates' work. Application: Groups comment on whether each poster supports its claims with evidence. Classification / वर्गीकरण: Grouping items according to selected characteristics. Application: Pupils group collected leaves by their margins.

MCQ 493 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Peer assessment / सहपाठी आकलन and Learning outcome / अधिगम प्रतिफल.

A. A specific observable demonstration of expected learning. | Learners giving criterion-based feedback on classmates' work.

B. Learners giving criterion-based feedback on classmates' work. | Learner-generated inquiries revealing interests and existing understanding.

C. Learners giving criterion-based feedback on classmates' work. | A specific observable demonstration of expected learning.

D. Formulating investigable questions to guide exploration. | A specific observable demonstration of expected learning.

Correct answer / सही उत्तर: C. Learners giving criterion-based feedback on classmates' work. | A specific observable demonstration of expected learning.

Explanation / व्याख्या

Peer assessment / सहपाठी आकलन: Learners giving criterion-based feedback on classmates' work.
Application: Groups comment on whether each poster supports its claims with evidence.
Learning outcome / अधिगम प्रतिफल: A specific observable demonstration of expected learning.
Application: Pupils can describe two ways of saving water at home.

MCQ 494 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Peer assessment / सहपाठी आकलन and Social environment / सामाजिक परिवेश.

A. Pupils investigate how local workers contribute to community life. | Groups comment on whether each poster supports its claims with evidence.

B. Children observe compost over several days and discuss changes. | Pupils investigate how local workers contribute to community life.

C. Groups comment on whether each poster supports its claims with evidence. | A coastal example is supplemented with an accessible local river example.

D. Groups comment on whether each poster supports its claims with evidence. | Pupils investigate how local workers contribute to community life.

Correct answer / सही उत्तर: D. Groups comment on whether each poster supports its claims with evidence. | Pupils investigate how local workers contribute to community life.

Explanation / व्याख्या

Peer assessment / सहपाठी आकलन: Learners giving criterion-based feedback on classmates' work. Application: Groups comment on whether each poster supports its claims with evidence. Social environment / सामाजिक परिवेश: The people, institutions and relationships around learners. Application: Pupils investigate how local workers contribute to community life.

MCQ 495 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Peer assessment / सहपाठी आकलन / Local environment / स्थानीय परिवेश)

A. Local environment / स्थानीय परिवेश → Learning through purposeful exchange of ideas and reasons.

B. Peer assessment / सहपाठी आकलन → Learners giving criterion-based feedback on classmates' work.

C. Discussion method / चर्चा विधि → Anticipating a possible outcome based on available evidence.

D. Peer assessment / सहपाठी आकलन → The immediate natural and social setting used as a learning context.

Correct answer / सही उत्तर: B. Peer assessment / सहपाठी आकलन → Learners giving criterion-based feedback on classmates' work.

Explanation / व्याख्या

Peer assessment / सहपाठी आकलन: Learners giving criterion-based feedback on classmates' work. Application: Groups comment on whether each poster supports its claims with evidence.

MCQ 496 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Peer assessment / सहपाठी आकलन / Field visit / क्षेत्र भ्रमण)

A. Peer assessment / सहपाठी आकलन → Groups comment on whether each poster supports its claims with evidence.

B. Peer assessment / सहपाठी आकलन → A class visits a local pond to observe its uses and living organisms.

C. Local environment / स्थानीय परिवेश → Children combine map reading, measurement and local interviews in one unit.

D. Field visit / क्षेत्र भ्रमण → Pupils explore their neighbourhood's trees, shops and transport.

Correct answer / सही उत्तर: A. Peer assessment / सहपाठी आकलन → Groups comment on whether each poster supports its claims with evidence.

Explanation / व्याख्या

Peer assessment / सहपाठी आकलन: Learners giving criterion-based feedback on classmates' work. Application: Groups comment on whether each poster supports its claims with evidence.

Short-answer revision

Recall the idea before reading the model answer.

REVISION 08.01

Explain Formative assessment / निर्माणात्मक आकलन and give one classroom example.

Model answer: Gathering ongoing evidence to support improved learning. A teacher revisits the concept of habitats after hearing pupils' explanations.

REVISION 08.02

Explain Summative assessment / संकलनात्मक आकलन and give one classroom example.

Model answer: Evaluating learning at the end of a defined period. A final project evaluates understanding of the neighbourhood environment.

REVISION 08.03

Explain Portfolio / पोर्टफोलियो and give one classroom example.

Model answer: A collection of learning evidence showing progress across time. Pupils keep dated drawings, observation records and reflections.

REVISION 08.04

Explain Qualitative assessment / गुणात्मक आकलन and give one classroom example.

Model answer: Using descriptive evidence about learning rather than marks alone. A teacher describes a pupil's observation skills and suggests a next step.

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REVISION 08.05

Explain Observation checklist / अवलोकन जाँच सूची and give one classroom example.

Model answer: A list of criteria for recording observed learning behaviours. A teacher notes whether pupils classify objects using a consistent property.

REVISION 08.06

Explain Peer assessment / सहपाठी आकलन and give one classroom example.

Model answer: Learners giving criterion-based feedback on classmates' work. Groups comment on whether each poster supports its claims with evidence.

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CHAPTER 09 • 22 MCQs • 2 REVISION PROMPTS

Curriculum – Pedagogy of The World Around Us (546)

Important topics, examples, new classroom scenarios and core practice

Important topics & revision notes

Curriculum integration / पाठ्यचर्या एकीकरण

Connecting environmental and social learning with other areas of primary education.

Classroom example: Children combine map reading, measurement and local interviews in one unit.

Responsible citizenship / जिम्मेदार नागरिकता

Developing understanding and action that support shared well-being.

Classroom example: Pupils plan how to care for common school resources respectfully.

New classroom-based questions

Apply concepts to realistic teaching decisions.

MCQ 497 • NEW CLASSROOM APPLICATION

Which activity promotes responsible use of shared resources?

A. Children waste water to demonstrate abundance

B. Children investigate classroom water wastage and plan a feasible reduction

C. Children memorise a slogan without action

D. Children blame one group without evidence

Correct answer / सही उत्तर: B. Children investigate classroom water wastage and plan a feasible reduction

Explanation / व्याख्या

Citizenship involves informed, cooperative action on shared concerns.

MCQ 498 • NEW CLASSROOM APPLICATION

Which project combines environmental understanding and mathematical skills?

A. Measure and graph daily classroom water use, then discuss conservation
B. Use a graph with invented data
C. Copy unrelated arithmetic and environmental definitions separately
D. Avoid discussing evidence

Correct answer / सही उत्तर: A. Measure and graph daily classroom water use, then discuss conservation

Explanation / व्याख्या

Integrated tasks connect quantitative evidence with environmental decisions.

Core question bank

Ten related practice formats; core concepts recur for revision.

MCQ 499 • CORE PRACTICE · FORM 01

Identify the concept described: Connecting environmental and social learning with other areas of primary education.

A. Social environment / सामाजिक परिवेश
B. Evidence-based discussion / साक्ष्य आधारित चर्चा
C. Story-based teaching / कहानी आधारित शिक्षण
D. Curriculum integration / पाठ्यचर्या एकीकरण

Correct answer / सही उत्तर: D. Curriculum integration / पाठ्यचर्या एकीकरण

Explanation / व्याख्या

Curriculum integration / पाठ्यचर्या एकीकरण: Connecting environmental and social learning with other areas of primary education. Application: Children combine map reading, measurement and local interviews in one unit.

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MCQ 500 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Children combine map reading, measurement and local interviews in one unit.

A. Curriculum integration / पाठ्यचर्या एकीकरण

B. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

C. Prior experience / पूर्व अनुभव

D. Formative assessment / निर्माणात्मक आकलन

Correct answer / सही उत्तर: A. Curriculum integration / पाठ्यचर्या एकीकरण

Explanation / व्याख्या

Curriculum integration / पाठ्यचर्या एकीकरण: Connecting environmental and social learning with other areas of primary education. Application: Children combine map reading, measurement and local interviews in one unit.

MCQ 501 • CORE PRACTICE · FORM 03

Which explanation best defines Curriculum integration / पाठ्यचर्या एकीकरण?

A. Extended inquiry leading to a meaningful product or finding.

B. Connecting environmental and social learning with other areas of primary education.

C. Learner-generated inquiries revealing interests and existing understanding.

D. Evaluating learning at the end of a defined period.

Correct answer / सही उत्तर: B. Connecting environmental and social learning with other areas of primary education.

Explanation / व्याख्या

Curriculum integration / पाठ्यचर्या एकीकरण: Connecting environmental and social learning with other areas of primary education. Application: Children combine map reading, measurement and local interviews in one unit.

MCQ 502 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Curriculum integration / पाठ्यचर्या एकीकरण?

A. Pupils can describe two ways of saving water at home.

B. A teacher describes a pupil's observation skills and suggests a next step.

C. A lesson about a garden includes observation, cooperation and care for living things.

D. Children combine map reading, measurement and local interviews in one unit.

Correct answer / सही उत्तर: D. Children combine map reading, measurement and local interviews in one unit.

Explanation / व्याख्या

Curriculum integration / पाठ्यचर्या एकीकरण: Connecting environmental and social learning with other areas of primary education. Application: Children combine map reading, measurement and local interviews in one unit.

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MCQ 503 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Connecting environmental and social learning with other areas of primary education. (2) Evaluating learning at the end of a defined period.

A. Summative assessment / संकलनात्मक आकलन | Curriculum integration / पाठ्यचर्या एकीकरण

B. Curriculum integration / पाठ्यचर्या एकीकरण | Summative assessment / संकलनात्मक आकलन

C. Prior experience / पूर्व अनुभव | Summative assessment / संकलनात्मक आकलन

D. Curriculum integration / पाठ्यचर्या एकीकरण | Learning walk / अधिगम भ्रमण

Correct answer / सही उत्तर: B. Curriculum integration / पाठ्यचर्या एकीकरण | Summative assessment / संकलनात्मक आकलन

Explanation / व्याख्या

Curriculum integration / पाठ्यचर्या एकीकरण: Connecting environmental and social learning with other areas of primary education. Application: Children combine map reading, measurement and local interviews in one unit. Summative assessment / संकलनात्मक आकलन: Evaluating learning at the end of a defined period. Application: A final project evaluates understanding of the neighbourhood environment.

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MCQ 504 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Children combine map reading, measurement and local interviews in one unit. (2) A teacher adds a local map to a chapter about directions.

A. Supplementary resource / पूरक संसाधन | Curriculum integration / पाठ्यचर्या एकीकरण

B. Curriculum integration / पाठ्यचर्या एकीकरण | Interdisciplinary learning / अंतर्विषयी अधिगम

C. Discussion method / चर्चा विधि | Supplementary resource / पूरक संसाधन

D. Curriculum integration / पाठ्यचर्या एकीकरण | Supplementary resource / पूरक संसाधन

Correct answer / सही उत्तर: D. Curriculum integration / पाठ्यचर्या एकीकरण | Supplementary resource / पूरक संसाधन

Explanation / व्याख्या

Curriculum integration / पाठ्यचर्या एकीकरण: Connecting environmental and social learning with other areas of primary education. Application: Children combine map reading, measurement and local interviews in one unit. Supplementary resource / पूरक संसाधन: An additional material used to extend or clarify textbook learning. Application: A teacher adds a local map to a chapter about directions.

MCQ 505 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Curriculum integration / पाठ्यचर्या एकीकरण and Supplementary resource / पूरक संसाधन.

A. Keeping relevant conditions comparable while investigating one factor. | An additional material used to extend or clarify textbook learning.

B. Connecting environmental and social learning with other areas of primary education. | An additional material used to extend or clarify textbook learning.

C. An additional material used to extend or clarify textbook learning. | Connecting environmental and social learning with other areas of primary education.

D. Connecting environmental and social learning with other areas of primary education. | Making an interpretation from observations and prior knowledge.

Correct answer / सही उत्तर: B. Connecting environmental and social learning with other areas of primary education. | An additional material used to extend or clarify textbook learning.

Explanation / व्याख्या

Curriculum integration / पाठ्यचर्या एकीकरण: Connecting environmental and social learning with other areas of primary education. Application: Children combine map reading, measurement and local interviews in one unit. Supplementary resource / पूरक संसाधन: An additional material used to extend or clarify textbook learning. Application: A teacher adds a local map to a chapter about directions.

MCQ 506 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Curriculum integration / पाठ्यचर्या एकीकरण and Textbook adaptation / पाठ्यपुस्तक अनुकूलन.

A. A coastal example is supplemented with an accessible local river example. | Children combine map reading, measurement and local interviews in one unit.

B. Children note leaf colour, texture and shape without guessing causes. | A coastal example is supplemented with an accessible local river example.

C. Children combine map reading, measurement and local interviews in one unit. | A coastal example is supplemented with an accessible local river example.

D. Children combine map reading, measurement and local interviews in one unit. | The teacher links several sessions about food, sources and nutrition.

Correct answer / सही उत्तर: C. Children combine map reading, measurement and local interviews in one unit. | A coastal example is supplemented with an accessible local river example.

Explanation / व्याख्या

Curriculum integration / पाठ्यचर्या एकीकरण: Connecting environmental and social learning with other areas of primary education. Application: Children combine map reading, measurement and local interviews in one unit. Textbook adaptation / पाठ्यपुस्तक अनुकूलन: Modifying a textbook task to suit local context and learner needs. Application: A coastal example is supplemented with an accessible local river example.

MCQ 507 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Curriculum integration / पाठ्यचर्या एकीकरण / Learning resources / अधिगम संसाधन)

A. Curriculum integration / पाठ्यचर्या एकीकरण → Connecting environmental and social learning with other areas of primary education.

B. Curriculum integration / पाठ्यचर्या एकीकरण → Materials, places or people selected to support meaningful exploration.

C. Learning resources / अधिगम संसाधन → Investigating questions through evidence and reasoning.

D. Inquiry-based learning / अन्वेषण आधारित अधिगम → A learner's existing explanation that differs from accepted disciplinary understanding.

Correct answer / सही उत्तर: A. Curriculum integration / पाठ्यचर्या एकीकरण → Connecting environmental and social learning with other areas of primary education.

Explanation / व्याख्या

Curriculum integration / पाठ्यचर्या एकीकरण: Connecting environmental and social learning with other areas of primary education. Application: Children combine map reading, measurement and local interviews in one unit.

MCQ 508 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Curriculum integration / पाठ्यचर्या एकीकरण / Fair testing / निष्पक्ष परीक्षण)

A. Curriculum integration / पाठ्यचर्या एकीकरण → Groups use similar containers and soil while varying light exposure.

B. Fair testing / निष्पक्ष परीक्षण → Pupils keep dated drawings, observation records and reflections.

C. Portfolio / पोर्टफोलियो → A child believes all heavy objects sink regardless of their shape.

D. Curriculum integration / पाठ्यचर्या एकीकरण → Children combine map reading, measurement and local interviews in one unit.

Correct answer / सही उत्तर: D. Curriculum integration / पाठ्यचर्या एकीकरण → Children combine map reading, measurement and local interviews in one unit.

Explanation / व्याख्या

Curriculum integration / पाठ्यचर्या एकीकरण: Connecting environmental and social learning with other areas of primary education. Application: Children combine map reading, measurement and local interviews in one unit.

MCQ 509 • CORE PRACTICE · FORM 01

Identify the concept described: Developing understanding and action that support shared well-being.

A. Communication / संप्रेषण

B. Responsible citizenship / जिम्मेदार नागरिकता

C. Qualitative assessment / गुणात्मक आकलन

D. Environmental sensitivity / पर्यावरण संवेदनशीलता

Correct answer / सही उत्तर: B. Responsible citizenship / जिम्मेदार नागरिकता

Explanation / व्याख्या

Responsible citizenship / जिम्मेदार नागरिकता: Developing understanding and action that support shared well-being. Application: Pupils plan how to care for common school resources respectfully.

MCQ 510 • CORE PRACTICE · FORM 02

Which concept is best illustrated by this situation? Pupils plan how to care for common school resources respectfully.

A. Responsible citizenship / जिम्मेदार नागरिकता

B. Fair testing / निष्पक्ष परीक्षण

C. Qualitative assessment / गुणात्मक आकलन

D. Inquiry-based learning / अन्वेषण आधारित अधिगम

Correct answer / सही उत्तर: A. Responsible citizenship / जिम्मेदार नागरिकता

Explanation / व्याख्या

Responsible citizenship / जिम्मेदार नागरिकता: Developing understanding and action that support shared well-being. Application: Pupils plan how to care for common school resources respectfully.

MCQ 511 • CORE PRACTICE · FORM 03

Which explanation best defines Responsible citizenship / जिम्मेदार नागरिकता?

A. Developing understanding and action that support shared well-being.

B. A list of criteria for recording observed learning behaviours.

C. Extended inquiry leading to a meaningful product or finding.

D. Awareness and concern for relationships between people and their surroundings.

Correct answer / सही उत्तर: A. Developing understanding and action that support shared well-being.

Explanation / व्याख्या

Responsible citizenship / जिम्मेदार नागरिकता: Developing understanding and action that support shared well-being. Application: Pupils plan how to care for common school resources respectfully.

MCQ 512 • CORE PRACTICE · FORM 04

Which classroom example best demonstrates Responsible citizenship / जिम्मेदार नागरिकता?

A. Children analyse a story about a family facing water shortages.

B. Pupils plan how to care for common school resources respectfully.

C. A teacher describes a pupil's observation skills and suggests a next step.

D. A water topic combines science, local geography and social practices.

Correct answer / सही उत्तर: B. Pupils plan how to care for common school resources respectfully.

Explanation / व्याख्या

Responsible citizenship / जिम्मेदार नागरिकता: Developing understanding and action that support shared well-being. Application: Pupils plan how to care for common school resources respectfully.

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MCQ 513 • CORE PRACTICE · FORM 05

Identify the concepts in order. (1) Developing understanding and action that support shared well-being. (2) Investigating questions through evidence and reasoning.

A. Responsible citizenship / जिम्मेदार नागरिकता | Inquiry-based learning / अन्वेषण आधारित अधिगम

B. Responsible citizenship / जिम्मेदार नागरिकता | Observation checklist / अवलोकन जाँच सूची

C. Inquiry-based learning / अन्वेषण आधारित अधिगम | Responsible citizenship / जिम्मेदार नागरिकता

D. Children's questions / बच्चों के प्रश्न | Inquiry-based learning / अन्वेषण आधारित अधिगम

Correct answer / सही उत्तर: A. Responsible citizenship / जिम्मेदार नागरिकता | Inquiry-based learning / अन्वेषण आधारित अधिगम

Explanation / व्याख्या

Responsible citizenship / जिम्मेदार नागरिकता: Developing understanding and action that support shared well-being. Application: Pupils plan how to care for common school resources respectfully. Inquiry-based learning / अन्वेषण आधारित अधिगम: Investigating questions through evidence and reasoning. Application: Pupils investigate why some parts of the playground stay wet longer.

MCQ 514 • CORE PRACTICE · FORM 06

Match the situations to concepts, in order. (1) Pupils plan how to care for common school resources respectfully. (2) Pupils notice whose occupations are shown in a picture and discuss missing examples.

A. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन | Responsible citizenship / जिम्मेदार नागरिकता

B. School garden / विद्यालय उद्यान | Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

C. Responsible citizenship / जिम्मेदार नागरिकता | Prediction / पूर्वानुमान

D. Responsible citizenship / जिम्मेदार नागरिकता | Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

Correct answer / सही उत्तर: D. Responsible citizenship / जिम्मेदार नागरिकता | Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन

Explanation / व्याख्या

Responsible citizenship / जिम्मेदार नागरिकता: Developing understanding and action that support shared well-being. Application: Pupils plan how to care for common school resources respectfully. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन: Examining textbook representations, assumptions and questions thoughtfully. Application: Pupils notice whose occupations are shown in a picture and discuss missing examples.

MCQ 515 • CORE PRACTICE · FORM 07

Select the correct meanings, in order, for Responsible citizenship / जिम्मेदार नागरिकता and Communication / संप्रेषण.

A. An organised plan linking goals, activities, resources and assessment. | Sharing evidence, findings and explanations with others.

B. Sharing evidence, findings and explanations with others. | Developing understanding and action that support shared well-being.

C. Developing understanding and action that support shared well-being. | Sharing evidence, findings and explanations with others.

D. Developing understanding and action that support shared well-being. | The people, institutions and relationships around learners.

Correct answer / सही उत्तर: C. Developing understanding and action that support shared well-being. | Sharing evidence, findings and explanations with others.

Explanation / व्याख्या

Responsible citizenship / जिम्मेदार नागरिकता: Developing understanding and action that support shared well-being. Application: Pupils plan how to care for common school resources respectfully. Communication / संप्रेषण: Sharing evidence, findings and explanations with others. Application: A group presents its observations of germination using a labelled chart.

MCQ 516 • CORE PRACTICE · FORM 08

Choose the examples, in order, for Responsible citizenship / जिम्मेदार नागरिकता and Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन.

A. A class debates ways of keeping a shared playground clean. | Pupils notice whose occupations are shown in a picture and discuss missing examples.

B. Pupils plan how to care for common school resources respectfully. | A teacher revisits the concept of habitats after hearing pupils' explanations.

C. Pupils plan how to care for common school resources respectfully. | Pupils notice whose occupations are shown in a picture and discuss missing examples.

D. Pupils notice whose occupations are shown in a picture and discuss missing examples. | Pupils plan how to care for common school resources respectfully.

Correct answer / सही उत्तर: C. Pupils plan how to care for common school resources respectfully. | Pupils notice whose occupations are shown in a picture and discuss missing examples.

Explanation / व्याख्या

Responsible citizenship / जिम्मेदार नागरिकता: Developing understanding and action that support shared well-being. Application: Pupils plan how to care for common school resources respectfully. Critical textbook reading / आलोचनात्मक पाठ्यपुस्तक पठन: Examining textbook representations, assumptions and questions thoughtfully. Application: Pupils notice whose occupations are shown in a picture and discuss missing examples.

MCQ 517 • CORE PRACTICE · FORM 09

Which concept–meaning pair is correctly matched? (Responsible citizenship / जिम्मेदार नागरिकता / Elicitation / पूर्वविचार जानना)

A. Elicitation / पूर्वविचार जानना → Determining an attribute using an appropriate unit or instrument.

B. Measurement / मापन → Gathering ongoing evidence to support improved learning.

C. Responsible citizenship / जिम्मेदार नागरिकता → Developing understanding and action that support shared well-being.

D. Responsible citizenship / जिम्मेदार नागरिकता → Finding out learners' existing ideas before or during instruction.

Correct answer / सही उत्तर: C. Responsible citizenship / जिम्मेदार नागरिकता → Developing understanding and action that support shared well-being.

Explanation / व्याख्या

Responsible citizenship / जिम्मेदार नागरिकता: Developing understanding and action that support shared well-being. Application: Pupils plan how to care for common school resources respectfully.

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MCQ 518 • CORE PRACTICE · FORM 10

Which concept–classroom example pair is correctly matched? (Responsible citizenship / जिम्मेदार नागरिकता / Social environment / सामाजिक परिवेश)

A. Responsible citizenship / जिम्मेदार नागरिकता → Pupils investigate how local workers contribute to community life.

B. Story-based teaching / कहानी आधारित शिक्षण → Groups use similar containers and soil while varying light exposure.

C. Social environment / सामाजिक परिवेश → Children analyse a story about a family facing water shortages.

D. Responsible citizenship / जिम्मेदार नागरिकता → Pupils plan how to care for common school resources respectfully.

Correct answer / सही उत्तर: D. Responsible citizenship / जिम्मेदार नागरिकता → Pupils plan how to care for common school resources respectfully.

Explanation / व्याख्या

Responsible citizenship / जिम्मेदार नागरिकता: Developing understanding and action that support shared well-being. Application: Pupils plan how to care for common school resources respectfully.

Short-answer revision

Recall the idea before reading the model answer.

REVISION 09.01

Explain Curriculum integration / पाठ्यचर्या एकीकरण and give one classroom example.

Model answer: Connecting environmental and social learning with other areas of primary education. Children combine map reading, measurement and local interviews in one unit.

REVISION 09.02

Explain Responsible citizenship / जिम्मेदार नागरिकता and give one classroom example.

Model answer: Developing understanding and action that support shared well-being. Pupils plan how to care for common school resources respectfully.

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