



	GOVT. OF NCT OF DELHI
Delhi	i Subordinate Services Selection Board
FC-18, Inst	titutional Area, Karkardooma, Delhi – 110092.
	www.dsssb.delhigovt.nic.in

Test Date	19/11/2019
Test Time	4:30 PM - 6:30 PM
Subject	Assistant Teacher Nursery

Q.1 Ans	If $d > 0$ and $c < 0$ and $a + b > 0$ , then which among the follow $\sqrt{1}$ . $a + b > c - d$	wing is true?
	X 2. a - b > d -c	
	X 3. a + b > c + d	
	X 4. a + b + c < d	
		Question ID : 71939920635
Q.2	In the below question two statements are given, followed by You have to consider the statements to be true even if it se commonly known facts. You have to decide which of the gi follows from the given statements. Statement 1 : All peacocks are jackals. Statement 2 : Some peacocks are ducks.	eems to be at variance from
Ans	Conclusion I : Some ducks are jackals. Conclusion II : Some jackals are peacocks.	dda 241
	<ul> <li>3. Neither I nor II follows</li> <li>4. Only conclusion II follows</li> </ul>	Question ID : 71939920633
Q.3	Which of the following cubes in the answer figure CANNOT unfolded cube in the question figure?	Γ be made based on the
	$ \bullet \bullet $	
Ans		

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×		
		Question ID : 71939920642
Q.4 If a m mirro	irror is placed on the line MN, then which of the answer figure r image of the given figure?	s will be the right
M		
Ans		ACHERS
		Question ID : 71939920641
126, 2 Ans <b>x</b>	the wrong number in the following number series: 217, 342, 513, 730 1. 342 2. 513 3. 730 4. 217	
		Question ID : 71939920634
	plete the following series:	
Ans 🗙	5, P10, U7, Z12, 1. D9 2. E17 3. E9	

		Question ID : 71939920623
Q.7	Complete the following letter series:	
	GJM, LOR, QTW,	
Ans	🗙 1. UYB	
	🖌 2. VYB	
	🗙 3. UXA	
	🗙 4. VXA	
		Question ID : 71939920624
0.8	Out of the given options, three are similar in a certain manner. How	vever one option is
	NOT like the other three. Select the option which is different from t	he rest.
Ans	$ \stackrel{\leftarrow}{\rightarrow}    $	
	$\mathbf{X}$ 1. $\rightarrow$ $\rightarrow$	
	$ \uparrow \Rightarrow \downarrow  $	
	× 2.	
		ACHERS
		ACHERS
	★ 3.	
	$\Rightarrow \downarrow \uparrow \downarrow \downarrow$	
		IUd 24 I
	$\leftarrow$ $\leftarrow$	
		Question ID : 71939920640
Q.9	Select the option that is related to the third term on the same basis is related to the first term.	as the second term
	Nephew : Niece :: Horse : ?	
Ans	1. Stable	
	2. Mare	
	X 3. Colt	
	X 4. Foal	
	4. Foal	
		Question ID : 71939920626

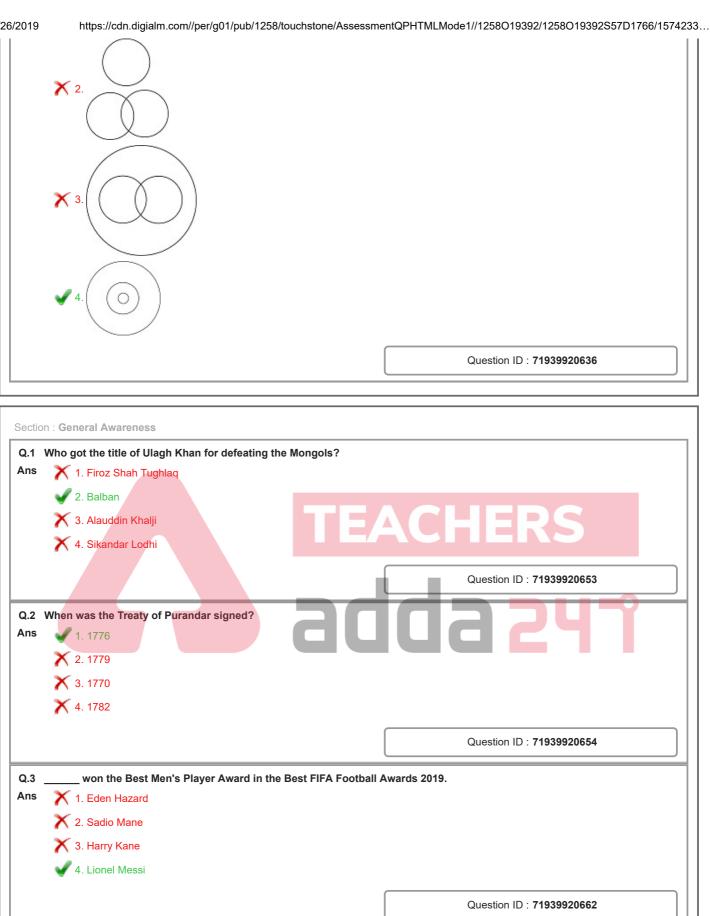
Q.10 Select the option that arranges the words given below in the most appropriate and meaningful sequence.

1. Jungle 2. Shrub 3. Tree 4. Leaf Ans 1. 4-2-3-1 2. 3-4-1-2

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	🗙 3. 3-1-2-4	
	🗙 4. 4-1-2-3	
		Question ID : <b>71939920630</b>
	In the below question two statements are given, followed by two conclusion You have to consider the statements to be true even if it seems to be at var commonly known facts. You have to decide which of the given conclusions follows from the given statements.	riance from
	Statement 1 : All dancers are musicians. Statement 2 : No musicians are singers.	
	Conclusion I : No dancers are singers. Conclusion II : Some musicians are dancers.	
Ans		
	X 2. Neither I nor II follows	
	X 3. Only conclusion II follows	
	X 4. Only conclusion I follows	
		Question ID : 71939920632
	2 Manish and Ankit started jogging from the same point. Manish jogs 1.5 km turns north and jogs 3.5 km, then turns to his right and jogs 2.5 km. At the Ankit jogs 4 km east, then turns to his right and jogs 4 km. Where is Ankit i respect to the position of Manish?	same time,
Ans	• 1.7.5 km south	
	X 2. 3.5 km north	
		CHERS
	4. 3.5 km south	CHERS
		Question ID : <b>71939920639</b>
Q.13	3 The Venn diagram given in the question represents the relationship betwee given in which of the following options?	en the items
Ans	$\times$ 1. mothers, doctors and fathers	
	2. mangoes, potatoes and vegetables	
	3. robbers, criminals and men	
	4. cars, auto-rickshaws and vehicles	
		Question ID : 71939920637
	4 Select the pair that is related on the same basis to the pair given in the que	Suon.
Ans	DJO : GMR : JPU :: ?	
A119		
	2. MSV : OTY : LPN	
	<b>3</b> . QVB : TYE : WBH	
	🗙 4. MSY : OTX : KPV	
		Question ID : <b>71939920627</b>

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	to the other ones.	
Ans	X 1. XAD	
	🖌 2. MPU	
	🗙 3. QTW	
	🗙 4. ILO	
		Question ID : 71939920625
	Ashika, Binita, Charlie and Diksha are sitting in a row facing the Ashika is sitting next to Binita but not next to Diksha. Charlie, v extreme right, is not sitting next to Binita or Diksha. Who is sitt	who is sitting at the
Ans	🗙 1. Binita	
	2. Diksha	
	X 3. Charlie	
	🗙 4. Ashika	
		Question ID : 71939920629
	A truck travels 30 km in south direction. It then turns 45° to its another 25 km, it then turns 180° to its left and travels 10 km, it right. In which direction is it travelling now?	
Ans	X 1. South-West	
	✔ 2. South-East	
	X 3. North-West	
	🗙 4. North-East	
		Question ID : 71939920638
	If A \$ B means A is the mother of B, A # B means A is the son of A is the daughter of B, then what does W \$ X * Y # Z mean, if Z 1. Z is the brother of W 2. Z is the father-in-law of W 3. Z is the grandfather of W	
	🗙 4. Z is the father of W	
		Question ID : 71939920631
	In a certain code language STREAM = 42, FLAME = 30, SERVAN value of KNOWLEDGE? 1.82	NT = 56, then what is the
	2.81	
	3. 90	
	<b>X</b> 4. 80	
		Question ID : 71939920628
Q.20 Ans	Which of the following Venn diagrams, best represents the relative wheelers, cars and vehicles?	tionship between 4-
AIIS	<b>X</b> 1.	



Q.4	Alamatti dam is built over river.
Ans	🗙 1. Ravi
	X 2. Kaveri
	🖌 3. Krishna
	🗙 4. Periyar
	Question ID : <b>71939920652</b>

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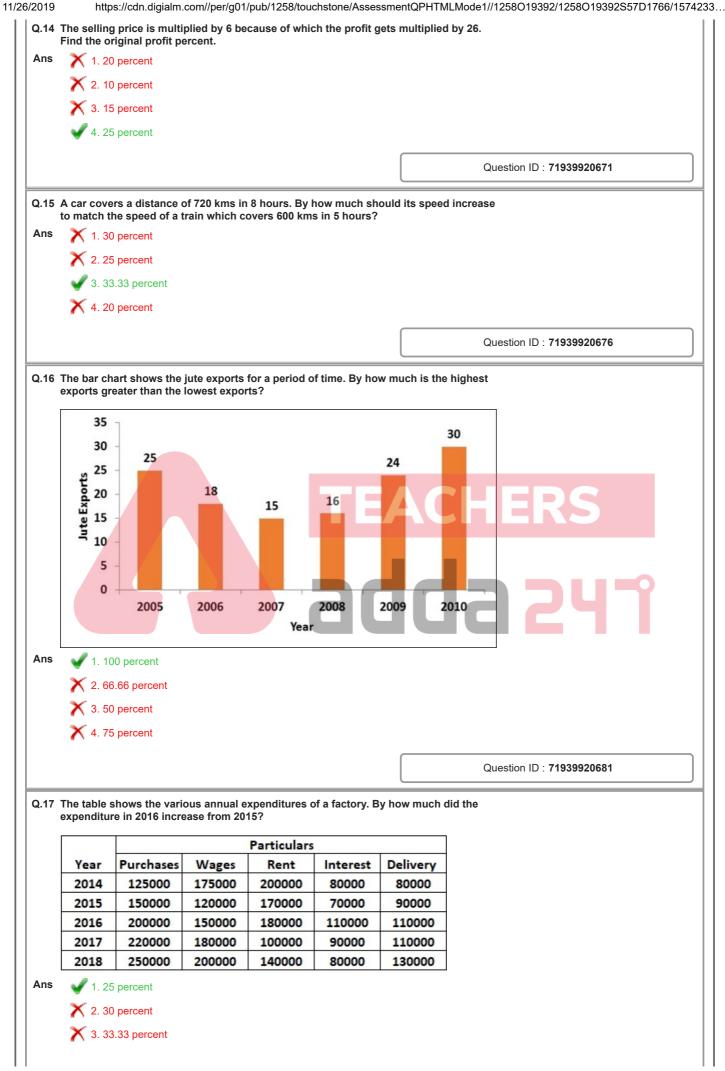
ns	🗙 1. Sarojini Naidu	
	✔ 2. Annie Besant	
	🗙 3. Mother Teresa	
	🗙 4. Vijaya Lakshmi Pandit	
		Question ID : <b>71939920657</b>
		Question ID . / 1939920057
	Wildlife Protection Act was passed in	
Ans	X 1. 1982	
	2. 1970	
	<b>X</b> 3. 1986	
	<b>V</b> 4. 1972	
		Question ID : <b>71939920648</b>
Q.7 Ans	The Minimum Support Price (2019-20) of soyabean is X 1. Rs. 2473	per quintal.
	X 2. Rs. 3399	
	✓ 3. Rs. 3710	
	X 4. Rs. 3767	
		Question ID : 71939920645
0.8	The Banking Regulation Act was passed in	
Ans	✓ 1. 1949	
	X 2. 1952	
	X 3. 1945	INNAJYT
	X 4. 1948	
		Question ID : <b>71939920646</b>
Q.9	is a system of irrigation where water is allowed, t	to the plant root zone from
Ans	below the soil surface and absorbed upwards.	
	X 2. Drip	
	X 3. Surge	
	<ul><li>✓ 4. Seepage</li></ul>	
	4. Seepage	
		Question ID : <b>71939920651</b>
0 10	The SI unit of magnetic flux density is	
Ans	X 1. henry	
	× 2. farad	
	✓ 3. tesla	
	-	
	A. weber	
	X 4. weber	

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	🗙 1. Sanjaya Baru	
	🗙 2. Khushwant Singh	
	🗹 3. Natwar Singh	
	4. Neel Mukherjee	
		Question ID : 71939920656
Q.12 Ans	Who was the first Viceroy to be designated as the Governor Ger X 1. Lord Cornwallis	neral of India in 1828?
Alls		
	X 2. Lord Dalhousie	
	✔ 3. Lord William Bentick	
	X 4. Lord Wellesley	
		Question ID : 71939920655
		Quesuion ID . /1333320033
Q.13	won the Filmfare Awards 2019 for the best film.	
Ans	🗙 1. Andhadhun	
	🗙 2. Padmavaat	
	🗙 3. Sanju	
	<ul> <li>4. Raazi</li> </ul>	
	•	
		Question ID : 71939920658
	X 4. 42nd	
		Question ID : 71939920 <mark>66</mark> 0
Q.15	Vitamin is also known as Biotin.	
Ans	X 1. B3	
	<b>2</b> . B7	
	•	
	X 3 B12	
	X 3. B12	
	<ul> <li>✗ 3. B12</li> <li>✗ 4. B9</li> </ul>	
		Question ID : 71939920647
	<b>X</b> 4. B9	Question ID : 71939920647
	X 4. B9 Nathu La Mountain Pass is located in	Question ID : 71939920647
Q.16 Ans	X 4. B9 Nathu La Mountain Pass is located in X 1. Himachal Pradesh	Question ID : 71939920647
	<ul> <li>¥ 4. B9</li> <li>Nathu La Mountain Pass is located in</li> <li>¥ 1. Himachal Pradesh</li> <li>¥ 2. Madhya Pradesh</li> </ul>	Question ID : <b>71939920647</b>
	<ul> <li>¥ 4. B9</li> <li>Nathu La Mountain Pass is located in</li> <li>¥ 1. Himachal Pradesh</li> <li>¥ 2. Madhya Pradesh</li> <li>¥ 3. Sikkim</li> </ul>	Question ID : <b>71939920647</b>
	<ul> <li>¥ 4. B9</li> <li>Nathu La Mountain Pass is located in</li> <li>¥ 1. Himachal Pradesh</li> <li>¥ 2. Madhya Pradesh</li> </ul>	Question ID : <b>71939920647</b>
	<ul> <li>¥ 4. B9</li> <li>Nathu La Mountain Pass is located in</li> <li>¥ 1. Himachal Pradesh</li> <li>¥ 2. Madhya Pradesh</li> <li>¥ 3. Sikkim</li> </ul>	
	<ul> <li>¥ 4. B9</li> <li>Nathu La Mountain Pass is located in</li> <li>¥ 1. Himachal Pradesh</li> <li>¥ 2. Madhya Pradesh</li> <li>¥ 3. Sikkim</li> </ul>	Question ID : 71939920647 Question ID : 71939920650
Ans	<ul> <li>A. B9</li> <li>Nathu La Mountain Pass is located in</li> <li>1. Himachal Pradesh</li> <li>2. Madhya Pradesh</li> <li>3. Sikkim</li> <li>4. Jammu and Kashmir</li> </ul>	Question ID : <b>71939920650</b>
Ans	<ul> <li>A. B9</li> <li>Nathu La Mountain Pass is located in</li> <li>1. Himachal Pradesh</li> <li>2. Madhya Pradesh</li> <li>3. Sikkim</li> <li>4. Jammu and Kashmir</li> </ul>	Question ID : <b>71939920650</b>
Ans Q.17	<ul> <li>A. B9</li> <li>Nathu La Mountain Pass is located in</li> <li>1. Himachal Pradesh</li> <li>2. Madhya Pradesh</li> <li>3. Sikkim</li> <li>4. Jammu and Kashmir</li> </ul>	Question ID : <b>71939920650</b>

		Question ID : <b>71939920644</b>
Q.18	Walker Cup is associated with	
Ans	🖌 1. golf	
	🗙 2. football	
	🗙 3. badminton	
	🗙 4. tennis	
		Question ID : 71939920661
Q.19 Ans	Which of the following statement is true about Article 80?	
AIIS	1. It specifies the Fundamental Duties of every citizen.	
	$\mathbf{X}$ 2. It specifies the number of seats in the Lok Sabha.	
	3. It specifies the number of seats in the Rajya Sabha.	
	X 4. It specifies the Directive Principles of state policy.	
		Question ID : 71939920659
Q.20	The famous 'Hornbill Festival' of Nagaland is celebrated in the r	nonth of
Ans	✓ 1. December	
	🗙 2. May	
	X 3. February	
	🗙 4. June	ACHERS
		Question ID : <b>71939920643</b>
Sectio	on : Arithmetic Ability	пагчт
	The HCF and LCM of 2 positive numbers are 4 and 80 respective	ely. If one of the
	numbers is 4 more than the other, find the smaller number.	
Ans	✓ 1. 16	
	2. 32	
	X 3. 12	
	<b>X</b> 4. 20	
		Question ID : 71939920666
Q.2 Ans	Find the product of the digits of the largest 4-digit number divis	ible by 12, 18 and 27.
AIIS	1. 4374	
	✓ 2. 1458	
	🗙 3. 729	
	🗙 4. 2187	
		Question ID : <b>71939920667</b>
Q 3	A man on a trip travels the first 240 kms at 120 kmph and the ne	ext 150 kms at 50 kmph.
2.0	Find the average speed of the journey.	
	-	

A 15 stepsile          \$ 2, 75 stepsile         \$ 4, 72 stepsile         Cuestion ID : 71938920075    Cuestion ID : 71938920079          Cuestion ID : 71938920079    Cuestion ID : 71938920079          Cols About a load of the 1-5550 with aimple interval for as many years as the rate of interval for interval	6/2019	https://cdn.digialm.com//per/g01/pub/1258/touchstone/AssessmentQPHTMLMode1//1258O19392/1258O19392S57D1766/15742
Question D : 71339920675 4.15 fried the side of a cube if a cylinder of radius 66 cm and height 168 cm is melted and reformed into a cube. Ans ↓ 1.13 cm ↓ 2.195 cm ↓ 2.195 cm ↓ 1.65 percent ↓ 1.15 p		🗙 3. 75 kmph
Question D : 71339920675 4.15 fried the side of a cube if a cylinder of radius 66 cm and height 168 cm is melted and reformed into a cube. Ans ↓ 1.13 cm ↓ 2.195 cm ↓ 2.195 cm ↓ 1.65 percent ↓ 1.15 p		🗙 4. 72 kmph
<ul> <li>C.4 Find the side of a cube if a cylinder of radius 66 cm and height 168 cm is melted and left of a cube if a cylinder of radius 66 cm and height 168 cm is melted and left of a cube if a cylinder of radius 66 cm and height 168 cm is melted and left of a cube if a cube if a cylinder of radius 66 cm and height 168 cm is melted and left of a cube if a cube if a cylinder of radius 66 cm and height 168 cm is melted and left of a cube if a cube if a cylinder of radius 66 cm and height 168 cm is melted and left of a cube if a cylinder of radius 66 cm and height 168 cm is melted and left of a cube if a cylinder of radius 66 cm and height 168 cm is melted and left of a cube if a cylinder of a</li></ul>		
Ars ↓ 1.32 cm ↓ 2.198 cm ↓ 3.66 cm ↓ 4.99 cm Question ID : 71939920879 Question ID : 71939920879 Question ID : 71939920874 Question ID : 7193920874 Question ID : 7193974 Que		Question ID : <b>71939920675</b>
Ars ↓ 1.32 cm ↓ 2.198 cm ↓ 3.66 cm ↓ 4.99 cm Question ID : 71939920879 Question ID : 71939920879 Question ID : 71939920874 Question ID : 7193920874 Question ID : 7193974 Que	04	Find the side of a cube if a cylinder of radius 66 cm and height 168 cm is melted and
A subset to create a subset of the set of	Q	
A second with a second advised as and another student scored 25% more than the average score of the 2nd score of 20% less and another student scored 25% more than the average score of the 2nd score of 20% less and another student scored 25% more than the average score of the 2nd score of 20% less and another student scored 25% more than the average score of the 2nd score of 20% less and another student scored 25% more than the average score of the 2nd score of 25% more than the average score of the 2nd score of 25% more than the average score of the 2nd score of 25% more than the average score of the 2nd score of 25% more than the average score of the 2nd score of 25% more than the average score of the 2nd score of 25% more than the average score of the 2nd score of 25% more than the average score of the 2nd score of 25% more than the average score of the 2nd score of 25% more than the average score of the 2nd score of 25% more than the average score of the 2nd score of 25% more than the average score of the 2nd score of 25% more than the average score of the 2nd score of 25% more than the average score of the 2nd score of the 2nd score of the 2nd score of 25% more than the average score of the 2nd score of 25% more than the average score of the 2nd score of 25% more than the average score of the 2nd score of the 2nd score of 25% more than the average score of the 2nd score of 25% more than the average score of the 2nd score of 25% more than the 2nd score of 25% more than the 2nd score of 25	Ans	✓ 1. 132 cm
<pre></pre>		🗙 2. 198 cm
Cuestion ID : 71939920679 1.1 Speciest 2.1 Speciest 3.1 Speciest 3.		🗙 3. 66 cm
<ul> <li>4.5 X took a lean of Rs. 12500 with simple interest for as many years as the rate of interest?</li> <li>Ars  <ul> <li>1.16 percent</li> <li>2.11 percent</li> <li>3.14 percent</li> <li>4.12 percent</li> </ul> </li> <li>Cuestion ID: 71939920674</li> </ul> <li>C4. The line chart shows the annual food grain production for a country. For how many percent as the production higher than the average production of the porto?</li> <li>C4. The line chart shows the annual food grain production for a country. For how many percent as the production higher than the average production of the porto?</li> <li>C4. The line chart shows the annual food grain production for a country. For how many percent are stored to be ported?</li> <li>C5. The line chart shows the annual food grain production for a country. For how many percent are stored to be ported?</li> <li>C4. The line chart shows the production higher than the average production of the porto?</li> <li>C5. The line chart shows the annual food grain production for a country. For how many percent are stored to be ported?</li> <li>C4. The line chart shows the annual food grain production for a country. For how many percent are stored to be ported?</li> <li>C5. The line chart shows the production higher than the average production of the portod?</li> <li>C4. The line chart shows the production higher than the average production of the portod?</li> <li>C4. The line chart shows the production higher than the average matrix of the class. What is the ratio of the tas student to the average score of the 2nd student scored 25% more than the average matrix of the class. What is the ratio of the tas student to the average score of the 2nd student scored 25% more than the average score of the 2nd student scored 25% more than the average for the 2nd student scored 25% more than the average for the 2nd student to the average score of the 2nd student scored 25% more than the average for the 2nd student scored 25% more than the average for the 2nd student scored 25% more than</li>		🗙 4. 99 cm
<ul> <li>4.5 X took a lean of Rs. 12500 with simple interest for as many years as the rate of interest?</li> <li>Ars  <ul> <li>1.16 percent</li> <li>2.11 percent</li> <li>3.14 percent</li> <li>4.12 percent</li> </ul> </li> <li>Cuestion ID: 71939920674</li> </ul> <li>C4. The line chart shows the annual food grain production for a country. For how many percent as the production higher than the average production of the porto?</li> <li>C4. The line chart shows the annual food grain production for a country. For how many percent as the production higher than the average production of the porto?</li> <li>C4. The line chart shows the annual food grain production for a country. For how many percent are stored to be ported?</li> <li>C5. The line chart shows the annual food grain production for a country. For how many percent are stored to be ported?</li> <li>C4. The line chart shows the production higher than the average production of the porto?</li> <li>C5. The line chart shows the annual food grain production for a country. For how many percent are stored to be ported?</li> <li>C4. The line chart shows the annual food grain production for a country. For how many percent are stored to be ported?</li> <li>C5. The line chart shows the production higher than the average production of the portod?</li> <li>C4. The line chart shows the production higher than the average production of the portod?</li> <li>C4. The line chart shows the production higher than the average matrix of the class. What is the ratio of the tas student to the average score of the 2nd student scored 25% more than the average matrix of the class. What is the ratio of the tas student to the average score of the 2nd student scored 25% more than the average score of the 2nd student scored 25% more than the average for the 2nd student scored 25% more than the average for the 2nd student to the average score of the 2nd student scored 25% more than the average for the 2nd student scored 25% more than the average for the 2nd student scored 25% more than</li>		
Ans 1.5 Ans 1.5 Ans 1.5 Ans 1.5 Ans 2.4 Ans 2.4 Ans 1.5 Ans		Question ID : <b>71939920679</b>
Ans 1.5 Ans 1.5 Ans 1.5 Ans 1.5 Ans 2.4 Ans 2.4 Ans 1.5 Ans	0.5	Y took a loan of Ps. 12500 with simple interest for as many years as the rate of
Ans $(1.6 \text{ percent})$ (2.11  percent) (3.14  percent) (3.14  percent) (3.14  percent) Cuestion ID : 71939920674 C.6 The line chart shows the annual food grain production for a country. For how many percent was the production higher than the average production of the period? ERS (3.16  percent) (3.16  percent) Ans $(1.5 \text{ percent})$ (3.16  percent) (3.16  percent	Q.0	interest. If the interest paid at the end of the period was Rs. 18000, then what was the
A student scored 20% less and another student to the average score of the 2nd we share we have the result of the first student to the average score of the 2nd we share we have the result of the first student to the average score of the 2nd we share we have the result of the first student to the average score of the 2nd we share we have the result of the first student to the average score of the 2nd we share we have the result of the first student to the average score of the 2nd we share we have the result of the first student to the average score of the 2nd we share we have the result of the first student to the average score of the 2nd we have the 2nd we share we have the result of the first student to the average score of the 2nd we have the 2nd we have the cored 20% less and another student to the average score of the 2nd we have the 2nd we hav	Ans	
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<b>6.</b> The line chart shows the annual food grain production for a country. For how many years was the production higher than the average production of the period? <b>FIRS 20</b>		Question ID : <b>71939920674</b>
<pre>years was the production higher than the average production of the period?</pre>		
<ul> <li>Ans X 1.5</li> <li>X 2.4</li> <li>X 3.2</li> <li>✓ 4.3</li> </ul> Question ID : 71939920682 Q.7 A student scored 20% less and another student scored 25% more than the average marks of the class. What is the ratio of the 1st student to the average score of the 2nd student? Ans X 1.2:4:5 <ul> <li>✓ 1.2:4:5</li> <li>✓ 2. 16:20:25</li> <li>✓ 3.4:5:6</li> </ul>		2012 2013 2014 2015 2016 2017
<ul> <li>X 2.4</li> <li>X 3.2</li> <li>A.3</li> <li>Question ID : 71939920682</li> <li>Q.7 A student scored 20% less and another student scored 25% more than the average marks of the class. What is the ratio of the 1st student to the average score of the 2nd student?</li> <li>Ans X 1.2:4:5</li> <li>X 1.2:4:5</li> <li>X 1.2:4:5</li> <li>X 3.4:5:6</li> </ul>		Year
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<ul> <li>2. 16:20:25</li> <li>3. 4:5:6</li> </ul>		marks of the class. What is the ratio of the 1st student to the average score of the 2nd student?
X 3. 4:5:6		

/2019	https://cdn.digialm.com//per/g01/pub/1258/touchstone/Assessr	
		Question ID : 71939920669
Q.8 Ans	Salaries of X and Y are in the ratio 4:5. If the salaries are increased then the ratio becomes 13:15. Find the salary of X.	d by Rs. 5000 each,
	2. Rs. 10000	
	<b>3</b> . Rs. 8000	
	<b>4</b> . Rs. 6000	
		Question ID : 71939920672
Q.9	If x/y=3/4 and 4x + 7y= 200, then find the value of y.	
Ans	🗙 1. 16	
	2.8	
	🖌 3. 20	
	<b>X</b> 4. 12	
		Question ID : 71939920663
Q.10	A cube is stretched to increase its size. The diagonal of the cube i	increases by 50%. By
Ans	how much does the volume increase?	
	X 2. 233.75 percent	
	3. 237.50 percent	
	X 4. 240 percent	ACHERS
		Question ID : 71939920670
		Quesuon 10 - 1133320010
Q.11 Ans	The diagonal of a rectangular tub is 25 feet. If the shorter side is 1 area of the tub.	
AIIS	<ul> <li>★ 1. 420 sq feet</li> <li>★ 2. 300 sq feet</li> </ul>	JUd24I
	🗙 3. 360 sq feet	
	X 4. 240 sq feet	
		Question ID : 71939920678
		Question ID . / 1333320010
	Find the sum of the digits of the smallest 6-digit number divisible	by 120.
Ans	X 1.3	
	X 2. 12	
	X 3. 6	
	4.9	
		Question ID : 71939920664
Q.13	Find the value of: $\sqrt{9+\sqrt{36+\sqrt{144+\sqrt{625})}}}$ .	
Ans		
Ans	X 2. 3	
Ans	× 2.3 × 3.6	
Ans		
Ans	<b>X</b> 3. 6	Question ID : 71939920665



/2019	https://cdn.digialm.com//per/g01/pub/1258/tou	uchstone/AssessmentQPHTMLMode1//1258O19392/1258O19392S57D1766/1574
	🗙 4. 20 percent	
		Question ID : 71939920680
	A bowler has conceded 42, 34, 28 and 57 runs in h can he concede in the next innings to keep his av	
Ans	✔ 1. 14 < X < 39	
	🗙 2. 13 < X < 38	
	🗙 3. 12 < X < 37	
	🗙 4. 15 < X < 40	
		Question ID : 71939920668
	Z alone can do a work in 240 days. Y is twice as e efficient as Y. How many days will they together ta	
Ans	<b>X</b> 1.80	
	2. 64	
	<b>3</b> .40	
	<b>X</b> 4. 48	
		Question ID : 71939920677
Q.20	The sum of 3 numbers is 106. The ratio of the first	to second is 5:6 and that of second
	to third is 9:10. Find the second number.	
Ans	<b>X</b> 1. 54	TEACHEDC
	2. 27	TEACHERS
	🗙 3. 18	
	4.36	Question ID : 71939920673
0 11		
	on : General English	
Ans	Select the word that is spelled correctly.	
	X 2. Avarcious	
	X 3. Avarcouis	
	4. Avaricious	
	4. Availous	
		Question ID : 71939920694
Q.2	Select the word segment that substitutes (replace	s) the bracketed word segment
	correctly and completes the sentence meaningful	ly.
	The Olympics is a symbol of brotherhood and unit the nations.	ty and have athletes (of) almost all
Ans	1. No correction	
	× 2. to	
	X 3. on	
	<ul> <li>✓ 4. from</li> </ul>	
	<b>4</b> . IIOIII	
		Question ID : <b>71939920686</b>

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Ans Y 1: Canada 2: Constant 3: Constant 3: Constant 4:	6/2019	https://cdn.digialm.com//per/g01/pub/1258/touchstone/Assessme	entQPHTMLMode1//1258O19392/1258O19392S57D1766/15742
A Canada     A Canada     A Canada     A Canada     A Canada     Question ID : 71839926693     Question ID : 71839926693     Question ID : 71839926693     Question ID : 7183992668     Question ID : 7183992664     Question ID : 7183992666	Ans	🗙 1. Canibel	
A. Cambal      Question ID : 71939920693      G.4. Select the word that fills in the blank correctly and completes the sentence meaningfuly. In		✔ 2. Cannibal	
Question ID : 71939920693         C.4       Select the word that fills in the blank correctly and completes the sentence meaningfully.         In-masses of getting particular numbers while rolling dice.         Ans       1. connection         Question ID : 71939920688         C.5       Select the word that is opposite in meaning (ANTONYM) to the word given below.         Nimble         Ans       1. identical         Question ID : 71939920688         C.5       Select the word that is opposite in meaning (ANTONYM) to the word given below.         Nimble         Ans       1. identical         Question ID : 71939920688         C.5       Select the word that is opposite in meaning (ANTONYM) to the word given below.         Nimble       Ans         Ans       1. identical         Question ID : 71939920682       Question ID : 71939920692         C.6       The semistrice below has been divided into three parts. Select the part of the sentence that has an enor. If the sentence has no enor. Gettime sentence has no enor. Gettime sentence has no enor.         Education is foster at value-system conductive to the instronal development doals.         Ans       1. value-system conductive to the instronal development doals.         Ans       1. value-system conductive to the instronal development doals.         Question ID : 71939920684		🗙 3. Cannibel	
Q.4       Salect the word that fills in the blank correctly and completes the sentence meaningfully.         In		🗙 4. Canibal	
Q.4       Salect the word that fills in the blank correctly and completes the sentence meaningfully.         In			
mainingfully.       Inwith lessing of probability. John Graunt published a discussion of the chances of gatting particular numbers while rolling dice.         Ans       X 1. connected         ✓ 2. connect       3. connection         Question ID: 71939920688       Question ID: 71939920688         C.5. Select the word that is opposite in meaning (ANTONYM) to the word given below.       Nimble         Ans       X 1. Identical         ✓ 2. Explode       3. Inpurious         ✓ 4. Dati       Description (D: 71939920692         C.6. The sentence has no error, select the part of the sentence that are an error. If the sentence has no error, select the option No Error.       Description (D: 71939920692         C.6. The sentence below has been divided into three parts. Select the part of the sentence that has an error, if the sentence has no error, select the option No Error.       Description (D: 71939920692         C.6. The sentence has no error, select the option No Error.       Education is foster al value-system conductive to their national development goals.       X 3. No Error         ✓ 1. ational development goals       X 3. No Error       Question ID: 71939920684         C.7. Select the option that best expresses the meaning of the idiom or phrase given below.       Halcyon Daye         Ans       X 1. To solve two problems at a time with just one action       Question ID: 71939920696         C.4. Select the word that is closest in meaning (SYNONYM) to the word given			Question ID : 71939920693
chances of getting particular numbers while rolling dice. Ans 1. connected 2. connect 3. connection 4. has connection 2.5 Select the word that is opposite in meaning (ANTONYM) to the word given below. Nimble Ans 1. Identical 2. Explode 3. Injurious 4. Dat <b>DECOMPARENT</b> Cuestion ID : 71939920692 Cuestion ID : 71939920694 Cuestion ID : 71939920696 Cuestion	Q.4		entence
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Q.5       Select the word that is opposite in meaning (ANTONYM) to the word given below.         Nimble       Ans <ul> <li>1. identical</li> <li>2. Explode</li> <li>3. injurious</li> <li>4. Duit</li> </ul> Q.6       The sentence below has been divided into three parts. Select the part of the sentence that has an error, release the option No Error. <ul> <li>2. Education is foster al value-system conducive to the national development goals.</li> <li>2. anational development goals</li> <li>3. No Error</li> <li>2. andonal development goals</li> <li>3. No Error</li> <li>4. Education is foster a</li> </ul> <ul> <li>Question ID : 71839920684</li> </ul> Q.7       Select the option that best expresses the meaning of the idiom or phrase given below.           Halcyon Days           Ans <ul> <li>1. To solve two problems at a time with just one action</li> <li>2. A period of misfortune</li> <li>3. A time when there are peace and happiness in the land</li> <li>4. To act at the right time</li> </ul> <ul> <li>Question ID : 71939920696</li> </ul> Q.4. Select the word that is closest in meaning (SYNONYM) to the word given below.             Uncouth <ul> <li>No Error</li> <li>2. Awward</li> </ul>			
Nimble Ans 1. Identical 2. Explode 3. Injurious 4. Duil			Question ID : 71939920688
Ans <ul> <li>1. Identical</li> <li>2. Explode</li> <li>3. Injurious</li> <li>4. Duil</li> </ul> <li>C.6 The sentence below has been divided into three parts. Select the part of the sentence that has an error. If the sentence has no error, select the option IN to Error.</li> <li>Education is foster a/ value-system conducive to the mational development goals.</li> <li>Ans</li> <li>1. value-system conducive to the mational development goals.</li> <li>2. national development goals</li> <li>3. No Error</li> <li>4. Education is foster a</li> <li>Question ID: 71939920694</li> <li>C.7 Select the option that best expresses the meaning of the idiom or phrase given below.     <ul> <li>Halcyon Days</li> <li>Ans</li> <li>1. To solve two problems at a time with just one action</li> <li>2. A period of misfortune</li> <li>3. A time when there are peace and happiness in the land</li> <li>4. To act at the right time</li> <li>Question ID: 71939920696</li> </ul> <li>C.3 Select the word that is closest in meaning (SYNONYM) to the word given below.         <ul> <li>Uncouth</li> <li>Ans</li> <li>1. Knave</li> <li>2. Avieward</li> </ul> </li> </li>	Q.5	Select the word that is opposite in meaning (ANTONYM) to the word	l given below.
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Q.6       The sentence below has been divided into three parts. Select the part of the sentence that has an error. If the sentence has no error, select the option 'No Error'.         Education is foster al value-system conducive to the/ national development goals.       2000         Ans       1. value-system conducive to the         Q.1       2. national development goals         Q.2       3. No Error         Q.7       Select the option that best expresses the meaning of the idiom or phrase given below.         Haizyon Days         Ans       1. To solve two problems at a time with just one action         Q.2       3. A time when there are peace and happiness in the land         Q.3       Select the word that is closest in meaning (SYNONYM) to the word given below.         Uncouth       Ans         Ans       1. Knave         Q.3       Select the word that is closest in meaning (SYNONYM) to the word given below.			
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<ul> <li>2. national development goals</li> <li>3. No Error</li> <li>4. Education is foster a</li> <li>Question ID : 71939920684</li> <li>Q.7 Select the option that best expresses the meaning of the idiom or phrase given below.</li> <li>Halcyon Days</li> <li>Ans 1. To solve two problems at a time with just one action</li> <li>2. A period of misfortune</li> <li>3. A time when there are peace and happiness in the land</li> <li>4. To act at the right time</li> <li>Question ID : 71939920696</li> <li>Q.3 Select the word that is closest in meaning (SYNONYM) to the word given below.</li> <li>Uncouth</li> <li>Ans 1. Knave</li> <li>2. Awkward</li> </ul>	Ans		
<ul> <li>3. No Error</li> <li>4. Education is foster a</li> <li>Question ID : 71939920684</li> <li>Q.7 Select the option that best expresses the meaning of the idiom or phrase given below.</li> <li>Halcyon Days</li> <li>Ans 1. To solve two problems at a time with just one action</li> <li>2. A period of misfortune</li> <li>3. A time when there are peace and happiness in the land</li> <li>4. To act at the right time</li> <li>Question ID : 71939920696</li> <li>Q.8 Select the word that is closest in meaning (SYNONYM) to the word given below.</li> <li>Uncouth</li> <li>Ans 1. Knave</li> <li>2. Awkward</li> </ul>			
<ul> <li>4. Education is foster a</li> <li>Question ID : 71939920684</li> <li>Q.7 Select the option that best expresses the meaning of the idiom or phrase given below.</li> <li>Halcyon Days</li> <li>Ans 1. To solve two problems at a time with just one action</li> <li>2. A period of misfortune</li> <li>3. A time when there are peace and happiness in the land</li> <li>4. To act at the right time</li> <li>Question ID : 71939920696</li> <li>Q.8 Select the word that is closest in meaning (SYNONYM) to the word given below.</li> <li>Uncouth</li> <li>Ans 1. Knave</li> <li>2. Awkward</li> </ul>			
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Q.7 Select the option that best expresses the meaning of the idiom or phrase given below.         Halcyon Days         Ans		4. Education is loster a	
Halcyon Days         Ans <ul> <li>1. To solve two problems at a time with just one action</li> <li>2. A period of misfortune</li> <li>3. A time when there are peace and happiness in the land</li> <li>✓</li> <li>4. To act at the right time</li> </ul> Question ID : 71939920696           Q.8 Select the word that is closest in meaning (SYNONYM) to the word given below.           Uncouth           Ans         ✓           ✓         1. Knave           ✓         2. Awkward           ✓         2. Awkward			Question ID : 71939920684
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<ul> <li>Ans 1. To solve two problems at a time with just one action</li> <li>2. A period of misfortune</li> <li>3. A time when there are peace and happiness in the land</li> <li>4. To act at the right time</li> <li>Question ID : 71939920696</li> <li>Q.8 Select the word that is closest in meaning (SYNONYM) to the word given below.</li> <li>Uncouth</li> <li>Ans 1. Knave</li> <li>2. Awkward</li> </ul>		Halcvon Davs	
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<ul> <li>A time when there are peace and happiness in the land</li> <li>4. To act at the right time</li> <li>Question ID : 71939920696</li> <li>Q.8 Select the word that is closest in meaning (SYNONYM) to the word given below.</li> <li>Uncouth</li> <li>Ans 1. Knave</li> <li>2. Awkward</li> </ul>			
<ul> <li>A. To act at the right time</li> <li>Question ID : 71939920696</li> <li>Q.8 Select the word that is closest in meaning (SYNONYM) to the word given below.</li> <li>Uncouth</li> <li>Ans 1. Knave</li> <li>2. Awkward</li> </ul>			
Question ID : 71939920696 Q.8 Select the word that is closest in meaning (SYNONYM) to the word given below. Uncouth Ans X 1. Knave 2. Awkward			
Q.8 Select the word that is closest in meaning (SYNONYM) to the word given below. Uncouth Ans X 1. Knave V 2. Awkward		4. To act at the right time	
Uncouth Ans X 1. Knave V 2. Awkward			Question ID : 71939920696
Uncouth Ans X 1. Knave V 2. Awkward	Q.8	Select the word that is closest in meaning (SYNONYM) to the word	given below.
Ans X 1. Knave 2. Awkward			
2. Awkward	Ans		

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		Question ID : 71939920691
Q.9	Select the word that fills in the blank correctly and completes the sente meaningfully.	ence
	Many of the world's earthquakes occur the boundaries of plates	s.
Ans	🗙 1. with	
	🗙 2. by	
	🗙 3. in	
	✔ 4. at	
		Question ID : 71939920687
J.10	The questions below consist of a set of labelled parts of a sentence. Or options given, select the most logical order of the parts which form a c sentence.	
	According to anthropologists, P: articulate speech and the conceptual Q: thought process are major R: features that distinguish humans S: from other primates	
Ans		
	2. PQRS	
	X 3. QSRP	
	X 4. SQRP	
		CLIEDS
		Question ID : 71939920690
	Law enforcement officials	
Ans	Q: California prison system R: reported that the Mexican Mafia S: is the most powerful 1. PQRS	
Ans	Q: California prison system R: reported that the Mexican Mafia S: is the most powerful 1. PQRS 2. QSRP	
Ans	Q: California prison system R: reported that the Mexican Mafia S: is the most powerful 1. PQRS 2. QSRP 3. RSPQ	
Ans	Q: California prison system R: reported that the Mexican Mafia S: is the most powerful 1. PQRS 2. QSRP	
Ans	Q: California prison system R: reported that the Mexican Mafia S: is the most powerful 1. PQRS 2. QSRP 3. RSPQ	Question ID : <b>71939920689</b>
Ans	Q: California prison system R: reported that the Mexican Mafia S: is the most powerful 1. PQRS 2. QSRP 3. RSPQ	Question ID : <b>71939920689</b>
	Q: California prison system R: reported that the Mexican Mafia S: is the most powerful 1. PQRS 2. QSRP 3. RSPQ	
2.12	<ul> <li>Q: California prison system</li> <li>R: reported that the Mexican Mafia</li> <li>S: is the most powerful</li> <li>▲ 1. PQRS</li> <li>▲ 2. QSRP</li> <li>▲ 3. RSPQ</li> <li>▲ 4. SQRP</li> <li>▲ 4. SQRP</li> </ul>	d segment
2.12	<ul> <li>Q: California prison system</li> <li>R: reported that the Mexican Mafia</li> <li>S: is the most powerful</li> <li>✓ 1. PQRS</li> <li>✓ 2. QSRP</li> <li>✓ 3. RSPQ</li> <li>✓ 4. SQRP</li> <li>✓ 4. SQRP</li> </ul> Select the word segment that substitutes (replaces) the bracketed word correctly and completes the sentence meaningfully. Rajneesh Jain (establish) an ashram in Pune in which he re-interpreted ✓ 1. No correction	d segment
2.12	<ul> <li>Q: California prison system</li> <li>R: reported that the Mexican Mafia</li> <li>S: is the most powerful</li> <li>▲ 1. PQRS</li> <li>▲ 2. QSRP</li> <li>▲ 3. RSPQ</li> <li>▲ 4. SQRP</li> <li>▲ 4. SQRP</li> </ul>	d segment
2.12	<ul> <li>Q: California prison system</li> <li>R: reported that the Mexican Mafia</li> <li>S: is the most powerful</li> <li>✓ 1. PQRS</li> <li>✓ 2. QSRP</li> <li>✓ 3. RSPQ</li> <li>✓ 4. SQRP</li> <li>✓ 4. SQRP</li> </ul> Select the word segment that substitutes (replaces) the bracketed word correctly and completes the sentence meaningfully. Rajneesh Jain (establish) an ashram in Pune in which he re-interpreted ✓ 1. No correction	d segment
۹ns Q.12 ۹ns	<ul> <li>Q: California prison system</li> <li>R: reported that the Mexican Mafia</li> <li>S: is the most powerful</li> <li>✓ 1. PQRS</li> <li>✓ 2. QSRP</li> <li>✓ 3. RSPQ</li> <li>✓ 4. SQRP</li> <li>✓ 4. SQRP</li> </ul> Select the word segment that substitutes (replaces) the bracketed word correctly and completes the sentence meaningfully. Rajneesh Jain (establish) an ashram in Pune in which he re-interpreted <ul> <li>✓ 1. No correction</li> <li>✓ 2. establishing</li> </ul>	d segment
2.12	<ul> <li>Q: California prison system</li> <li>R: reported that the Mexican Mafia</li> <li>S: is the most powerful</li> <li>▲ 1. PQRS</li> <li>▲ 2. QSRP</li> <li>▲ 3. RSPQ</li> <li>▲ 4. SQRP</li> <li>▲ 4. SQRP</li> </ul> Select the word segment that substitutes (replaces) the bracketed word correctly and completes the sentence meaningfully. Rajneesh Jain (establish) an ashram in Pune in which he re-interpreted <ul> <li>▲ 1. No correction</li> <li>▲ 2. establishing</li> <li>▲ 3. establishes</li> </ul>	d segment I his teachings.
2.12	<ul> <li>Q: California prison system</li> <li>R: reported that the Mexican Mafia</li> <li>S: is the most powerful</li> <li>▲ 1. PQRS</li> <li>▲ 2. QSRP</li> <li>▲ 3. RSPQ</li> <li>▲ 4. SQRP</li> <li>▲ 4. SQRP</li> </ul> Select the word segment that substitutes (replaces) the bracketed word correctly and completes the sentence meaningfully. Rajneesh Jain (establish) an ashram in Pune in which he re-interpreted <ul> <li>▲ 1. No correction</li> <li>▲ 2. establishing</li> <li>▲ 3. establishes</li> </ul>	d segment

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Ans	leph 1. To be perfectly sure or certain	
	🗙 2. To make a careful selection	
	🗙 3. To discourage efforts	
	✓ 4. To attempt something impossible	
		Question ID : 71939920695
Q 14	Select the most appropriate 'one word ' for the expressions give	n below
Ans	A study of the body 1. Physiology	
	X 2. Etymology	
	X 3. Archaeology	
	X 4. Ethnology	
		Question ID : 71939920697
	The sentence below has been divided into three parts. Select the that has an error. If the sentence has no error, select the option '	
Ans	Guava can be profitable/ grown in a wide range/ of agro-climatic X 1. grown in a wide range	conditions.
	$\times$ 2. of agro-climatic conditions	
	X 3. No Error	
	✓ 4. Guava can be profitable	ACHEDC
		Question ID : 71939920683
	Comprehension: A passage is given with questions following it. Read the passage care best answer to each question out of the four alternatives and click the it. Conqueror and king of Macedonia, Alexander the Great was born on a in Pella, in the Ancient Greek kingdom of Macedonia. During his leade B.C., he united the Greek city-states and led the Corinthian League. H of Persia, Babylon and Asia, and created Macedonian colonies in the considering the conquests of Carthage and Rome, Alexander died of Iraq), on June 13, 323 B.C. Alexander received his earliest education relative, the stern Leonidas of Epirus. Leonidas, who had been hired the Alexander math, horsemanship and archery, struggled to control his re- Alexander's next tutor was Lysimachus, who used role-playing to capt attention. Alexander particularly delighted in impersonating the warrior In 343 B.C., King Philip II hired the philosopher Aristotle to tutor Alexander the Nymphs at Meiza. Over the course of three years, Aristotle taught handful of his friends philosophy, poetry, drama, science and politics. Iliad inspired Alexander to dream of becoming a heroic warrior, Aristotiver version of the tome for Alexander to carry with him on military campain SubQuestion No : 16 Under whom did Alexander receive his first education?	e button corresponding to July 20, 356 B.C., ership, from 336 to 323 He also became the king region. While malaria in Babylon (now under the tutelage of his by King Phillip to teach ebellious student. ture the restless boy's or Achilles. ander at the Temple of t Alexander and a Seeing that Homer's tle created an abridged
	🗙 4. King Phillip	
	🗙 4. King Phillip	
	🗙 4. King Phillip	Question ID : 71939920700
	• 4. King Phillip Comprehension:	Question ID : 71939920700

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	Conqueror and king of Macedonia, Alexander the Great was born on July 20, 356 B.C., in Pella, in the Ancient Greek kingdom of Macedonia. During his leadership, from 336 to 323 B.C., he united the Greek city-states and led the Corinthian League. He also became the king of Persia, Babylon and Asia, and created Macedonian colonies in the region. While considering the conquests of Carthage and Rome, Alexander died of malaria in Babylon (now Iraq), on June 13, 323 B.C. Alexander received his earliest education under the tutelage of his relative, the stern Leonidas of Epirus. Leonidas, who had been hired by King Phillip to teach Alexander math, horsemanship and archery, struggled to control his rebellious student. Alexander's next tutor was Lysimachus, who used role-playing to capture the restless boy's attention. Alexander particularly delighted in impersonating the warrior Achilles. In 343 B.C., King Philip II hired the philosopher Aristotle to tutor Alexander and a handful of his friends philosophy, poetry, drama, science and politics. Seeing that Homer's Iliad inspired Alexander to dream of becoming a heroic warrior, Aristotle created an abridged version of the tome for Alexander to carry with him on military campaigns.
0.17	SubQuestion No:17 King Phillip hired Leonidas to teach Alexander all of the following except?
Ans	X 1. Math
	2. Running
	X 3. Archery
	X 4. Horsemanship
	Question ID : <b>71939920702</b>
	Comprehension:
	A passage is given with questions following it. Read the passage carefully and choose the best answer to each question out of the four alternatives and click the button corresponding to
	it.
	in Pella, in the Ancient Greek kingdom of Macedonia. During his leadership, from 336 to 323 B.C., he united the Greek city-states and led the Corinthian League. He also became the king of Persia, Babylon and Asia, and created Macedonian colonies in the region. While considering the conquests of Carthage and Rome, Alexander died of malaria in Babylon (now Iraq), on June 13, 323 B.C. Alexander received his earliest education under the tutelage of his relative, the stern Leonidas of Epirus. Leonidas, who had been hired by King Phillip to teach Alexander math, horsemanship and archery, struggled to control his rebellious student. Alexander's next tutor was Lysimachus, who used role-playing to capture the restless boy's attention. Alexander particularly delighted in impersonating the warrior Achilles. In 343 B.C., King Philip II hired the philosopher Aristotle to tutor Alexander and a handful of his friends philosophy, poetry, drama, science and politics. Seeing that Homer's Iliad inspired Alexander to dream of becoming a heroic warrior, Aristotle created an abridged version of the tome for Alexander to carry with him on military campaigns.
	SubQuestion No : 18
	Where was Alexander tutored by Aristotle?
Ans	X 1. Persia
	X 2. Babylon
	🖌 3. Meiza
	X 4. Australia
	Question ID : 71939920703
	Comprehension:
	A passage is given with questions following it. Read the passage carefully and choose the best answer to each question out of the four alternatives and click the button corresponding to it.
	Conqueror and king of Macedonia, Alexander the Great was born on July 20, 356 B.C., in Pella, in the Ancient Greek kingdom of Macedonia. During his leadership, from 336 to 323 B.C., he united the Greek city-states and led the Corinthian League. He also became the king of Persia, Babylon and Asia, and created Macedonian colonies in the region. While considering the conquests of Carthage and Rome, Alexander died of malaria in Babylon (now Iraq), on June 13, 323 B.C. Alexander received his earliest education under the tutelage of his relative, the stern Leonidas of Epirus. Leonidas, who had been hired by King Phillip to teach Alexander math, horsemanship and archery, struggled to control his rebellious student. Alexander's next tutor was Lysimachus, who used role-playing to capture the restless boy's attention. Alexander particularly delighted in impersonating the warrior Achilles. In 343 B.C., King Phillip II hired the philosopher Aristotle to tutor Alexander and a handful of his friends philosophy, poetry, drama, science and politics. Seeing that Homer's
	Alexander's next tutor was Lysimachus, who used role-playing to capture the restless boy's attention. Alexander particularly delighted in impersonating the warrior Achilles. In 343 B.C., King Philip II hired the philosopher Aristotle to tutor Alexander at the Temple of

6/2019	https://cdn.digialm.com//per/g01/pub/1258/touchstone/Assessme lliad inspired Alexander to dream of becoming a heroic warrior, Aristotle of version of the tome for Alexander to carry with him on military campaigns	
	SubQuestion No : 19	
Q.19	In which year was Alexander born?	
Ans	🗙 1. 765 BC	
	✓ 2. 356 BC	
	X 3. 345 BC	
	<b>X</b> 4. 634 BC	
	4.004.004	
		Question ID : 71939920699
	<b>Comprehension:</b> A passage is given with questions following it. Read the passage carefull best answer to each question out of the four alternatives and click the bu	
	it. Conqueror and king of Macedonia, Alexander the Great was born on July in Pella, in the Ancient Greek kingdom of Macedonia. During his leaders B.C., he united the Greek city-states and led the Corinthian League. He a of Persia, Babylon and Asia, and created Macedonian colonies in the reg considering the conquests of Carthage and Rome, Alexander died of mal Iraq), on June 13, 323 B.C. Alexander received his earliest education um relative, the stern Leonidas of Epirus. Leonidas, who had been hired by H Alexander math, horsemanship and archery, struggled to control his rebe Alexander's next tutor was Lysimachus, who used role-playing to capture attention. Alexander particularly delighted in impersonating the warrior Ac In 343 B.C., King Philip II hired the philosopher Aristotle to tutor Alexande the Nymphs at Meiza. Over the course of three years, Aristotle taught Ale handful of his friends philosophy, poetry, drama, science and politics. See lliad inspired Alexander to dream of becoming a heroic warrior, Aristotle of version of the tome for Alexander to carry with him on military campaigns <b>SubQuestion No : 20</b> In which year did King Philip II hire Aristotle to tutor Alexander?	hip, from 336 to 323 also became the king ion. While aria in Babylon (now der the tutelage of his King Phillip to teach llious student. the restless boy's chilles. er at the Temple of exander and a eing that Homer's created an abridged
Sectio	on : General Hindi	
Q.1	निम्नलिखित प्रश्न में, चार विकल्पों में से, उस विकल्प का चयन करें जो दिए गए मुह	डावरे का सही अर्थ
	वाला विकल्प है।	
	आकाश-पाताल एक करना	
Ans	🗙 १. भेद खोलना	
	🗙 २. अंतर न करना	
	<ul> <li>3. अति कठिन परिश्रम करना</li> </ul>	
	🗙 ४. असंभव काम	
		Question ID : <b>71939920715</b>
Q.2	निम्नलिखित प्रश्न में, चार विकल्पों में से, उस विकल्प का चयन करें जो दिए गए श का विकल्प हो	ब्द के सही संधि-विच्छेद
	हितोपदेश	
Ans	✔ 1. हित + उपदेश	
	🗙 २. हीत + ऊपदेश	
	🗙 3. हि + तोपदेश	

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	🗙 ४. हितो + पदेश	
		Question ID : 71939920704
Q.3	3 निम्नलिखित प्रश्न में, चार विकल्पों में से, उस विकल्प का चयन करें जो दिए गए शब्द का सही वाला शब्द है। वीर	. स्त्रीलिंग
Ans	<ul> <li>\$ 1. वीरांगना</li> <li>\$\scrime{\strime{\scrime{\strim{\strime{\strime{\strime{\str}\} \strime{\strime{\stri</li></ul>	
	🗙 3. विरनी 🗙 4. वीरवती	
		Question ID : 71939920713
Q.4	4 निम्नलिखित प्रश्न में, चार विकल्पों में से, उस विकल्प का चयन करें जो रिक्त स्थान के लिए उ का सही विकल्प है।	पयुक्त शब्द
	देखो आ रहा है।	
Ans	s 🗙 1. तुम X 2. हम	
	<ul> <li>∧ 2. ६म</li> <li>Х 3. मैं</li> </ul>	
	🖌 ४. वह	
		Question ID : 71939920709
Q.5	<sup>5</sup> निम्नलिखित प्रश्न में, चार विकल्पों में से, उस विकल्प का चयन करें जो दिए गए शब्द के लिए समास के विग्रह का विकल्प हो।	सही द्वद्व
Ans	वेद-पुराण         s       1. वेद का पुराण         X       2. वेद या पुराण         3. वेद और पुराण         X       4. वेद से पुराण	12241°
		Question ID : <b>71939920705</b>
Q.6	6 निम्नलिखित प्रश्न में, चार विकल्पों में से, उस विकल्प का चयन करें जो दिए गए वाक्यांश के लि लोकोक्ति वाला विकल्प है।	लेए सही
	अपनी नींद सोना, अपनी नींद जागना	
Ans		
Ans	🗙 २. भविष्य की चिंता छोड़कर वर्तमान में जीना	
Ans	<ul> <li>2. भविष्य की चिंता छोड़कर वर्तमान में जीना</li> <li>3. मर्ज़ी का मालिक होना</li> </ul>	
Ans	🗙 २. भविष्य की चिंता छोड़कर वर्तमान में जीना	
Ans	<ul> <li>2. भविष्य की चिंता छोड़कर वर्तमान में जीना</li> <li>3. मर्ज़ी का मालिक होना</li> </ul>	Question ID : <b>71939920717</b>
	<ul> <li>2. भविष्य की चिंता छोड़कर वर्तमान में जीना</li> <li>3. मर्ज़ी का मालिक होना</li> </ul>	Question ID : <b>71939920717</b>
Q.7	<ul> <li>२. भविष्य की चिंता छोड़कर वर्तमान में जीना</li> <li>३. मर्ज़ी का मालिक होना</li> <li>४. आलसी व्यक्ति</li> <li>7 निम्न विकल्पों में से निर्देशानुसार वाच्य परिवर्तन का विकल्प चुनिए। हम इतना नहीं चल सकते ( भाववाच्य )</li> </ul>	Question ID : <b>71939920717</b>
	<ul> <li>२. भविष्य की चिंता छोड़कर वर्तमान में जीना</li> <li>३. मर्ज़ी का मालिक होना</li> <li>४. आलसी व्यक्ति</li> <li>7. निम्न विकल्पों में से निर्देशानुसार वाच्य परिवर्तन का विकल्प चुनिए।</li> <li>हम इतना नहीं चल सकते ( भाववाच्य )</li> <li>९ 1. हमारे द्वारा इतना चला जाता है</li> </ul>	Question ID : <b>71939920717</b>
Q.7	<ul> <li>२. भविष्य की चिंता छोड़कर वर्तमान में जीना</li> <li>३. मर्ज़ी का मालिक होना</li> <li>४. आलसी व्यक्ति</li> <li>7 निम्न विकल्पों में से निर्देशानुसार वाच्य परिवर्तन का विकल्प चुनिए।</li> <li>हम इतना नहीं चल सकते (भाववाच्य)</li> <li>९ 1. हमारे द्वारा इतना चला जाता है</li> <li>२. इतना नहीं चल सकता मैं</li> </ul>	Question ID : <b>71939920717</b>
Q.7	<ul> <li>२. भविष्य की चिंता छोड़कर वर्तमान में जीना</li> <li>३. मर्ज़ी का मालिक होना</li> <li>४. आलसी व्यक्ति</li> <li>7. निम्न विकल्पों में से निर्देशानुसार वाच्य परिवर्तन का विकल्प चुनिए।</li> <li>हम इतना नहीं चल सकते ( भाववाच्य )</li> <li>९ 1. हमारे द्वारा इतना चला जाता है</li> </ul>	Question ID : <b>71939920717</b>

		Question ID : 71939920711
Q.8	निम्नलिखित प्रश्न में, चार विकल्पों में से, उस विकल्प का चयन करें जो शुद्ध श	ब्द का सही विकल्प है।
Ans	🗙 १. सप्ब्र्शी	
	🖌 २. सप्तर्षि	
	🗙 ३. सप्तर्षी	
	🗙 ४. सपतर्शी	
		Question ID : 71939920710
Q.9	निम्नलिखित प्रश्न में, चार विकल्पों में से, उस विकल्प का चयन करें जो विराम 1	नेह गतन तात्मा का भदी
4.0	विकल्प हो।	40 340 4144 41 001
Ans	🗙 1. गोदान' भारतीय कृषक-जीवन की व्यथा है?	
	✔ 2. 'गोदान' भारतीय कृषक-जीवन की व्यथा है	
	🗙 3. गोदान "भारतीय कृषक-जीवन की व्यथा है।"	
	🗙 ४. गोदान भारतीय कृषक जीवन की व्यथा है	
		Question ID : 71939920718
0 10	निम्नलिखित प्रश्न में, चार विकल्पों में से, उस विकल्प का चयन करें जो दिए गए	ग्रास के तिलोग ग्रास का
	सही विकल्प है।	
	अनिवार्य	
Ans	✓ 1. ऐच्छिक	
		ACHEDC
	🗙 ३. आवश्यक	ACHERS
	🗙 ४. ज़रूरी	
		Question ID : 71939920707
Q.11	निम्नलिखित प्रश्न में, चार विकल्पों में से, उस सही विकल्प का चयन करें जो वा का विकल्प हो।	क्याशा के लिए एक शब्द
	जो बात पहले कभी न हुई हो।	
Ans	🗙 १. अगम्य	
	🗸 २. अभूतपूर्व	
	🗙 ३. अवर्णनीय	
	🗙 ४. अनंत	
	🗙 ४. अनंत	Question ID : <b>71939920708</b>
	🗙 ४. अनंत	Question ID : 71939920708
	निम्नलिखित प्रश्न में, चार विकल्पों में से, उस विकल्प का चयन करें जो दिए गए	
	निम्नलिखित प्रश्न में, चार विकल्पों में से, उस विकल्प का चयन करें जो दिए गए वाला विकल्प हो।	
	निम्नलिखित प्रश्न में, चार विकल्पों में से, उस विकल्प का चयन करें जो दिए गए वाला विकल्प हो। ईख	
	निम्नलिखित प्रश्न में, चार विकल्पों में से, उस विकल्प का चयन करें जो दिए गए वाला विकल्प हो। ईख X 1. अंध	
	निम्नलिखित प्रश्न में, चार विकल्पों में से, उस विकल्प का चयन करें जो दिए गए वाला विकल्प हो। ईख X 1. अंध V 2. इक्षु	
	निम्नलिखित प्रश्न में, चार विकल्पों में से, उस विकल्प का चयन करें जो दिए गए वाला विकल्प हो। ईख X 1. अंध V 2. इक्षु X 3. अक्षि	
	निम्नलिखित प्रश्न में, चार विकल्पों में से, उस विकल्प का चयन करें जो दिए गए वाला विकल्प हो। ईख X 1. अंध V 2. इक्षु	
	निम्नलिखित प्रश्न में, चार विकल्पों में से, उस विकल्प का चयन करें जो दिए गए वाला विकल्प हो। ईख X 1. अंध V 2. इक्षु X 3. अक्षि	

Ans	https://cdn.digialm.com//per/g01/pub/1258/touchstone	
	👽 १. संयुक्त वाक्य	
	🗙 २. सरल वाक्य	
	🗙 ३. संदेहवाचक वाक्य	
	🗙 ४. मिश्र वाक्य	
	• •	
		Question ID : 71939920712
Q.14	निम्नलिखित प्रश्न में, चार विकल्पों में से, उस विकल्प का चयन करें जो	े दिए गए वाक्यांश के लिए सही
	लोकोक्ति वाला विकल्प है।	
	अपनी-अपनी ढफली, अपना-अपना राग	
Ans	✔ 1. सभी का अलग-अलग मत होना	
	🗙 2. किसी दूसरे के भरोसे न रहना	
	X 3. परिणाम पाने के लिए स्वयं काम करना	
	🗙 ४. अपना सामान अपने पास	
		Question ID : 71939920716
Q.15	निम्नलिखित प्रश्न में, चार विकल्पों में से, उस विकल्प का चयन करें जो	दिए गए शब्द के लिए बहवचन
	शब्द का सबसे अच्छा विकल्प है।	
	ত্তারা	
Ans	🗙 १. छात्रें	
	🗙 २. छात्रो	
	🗙 3. छात्री	
	🗸 4. छात्राएँ	IFACHIERS
		Question ID : <b>71939920714</b>
	Comprehension	
	Comprehension: नीचे दिए गये गढ़ांश के बाद पश्च दिए गये हैं। इस गढ़ांश को ध्यानपर्वक प	दें और चार विकल्पों में से प्रत्येक प्रश्न
	Comprehension: नीचे दिए गये गद्यांश के बाद प्रश्न दिए गये हैं। इस गद्यांश को ध्यानपूर्वक पर का सर्वोत्तम उत्तर चुनें।	ढ़ें और चार विकल्पों में से प्रत्येक प्रश्न <b>ट्राय वि</b>
	नीचे दिए गये गद्यांश के बाद प्रश्न दिए गये हैं। इस गद्यांश को ध्यानपूर्वक प	
	नीचे दिए गये गद्यांश के बाद प्रश्न दिए गये हैं। इस गद्यांश को ध्यानपूर्वक प का सर्वोत्तम उत्तर चुनें। प्रकृति ने इतर प्राणियों को जिस रूप में बनाया है, विश्व में वे उसी रूप में वि को गरदन, बाहु, कमर तथा पैर में लटकाकर या मस्तक पर धारण कर अप	वेचरण करते हैं। फिर मनुष्य ने वस्तुओं नने को सजाना क्यों शुरू किया? हम
•	नीचे दिए गये गद्यांश के बाद प्रश्न दिए गये हैं। इस गद्यांश को ध्यानपूर्वक प का सर्वोत्तम उत्तर चुनें। प्रकृति ने इतर प्राणियों को जिस रूप में बनाया है, विश्व में वे उसी रूप में वि को गरदन, बाहु, कमर तथा पैर में लटकाकर या मस्तक पर धारण कर अप अनेक कारणों की कल्पना कर सकते हैं। यदि किसी साधारण शक्ति-संपन्न विशाल भालू को मारने में सफलता प्राप्त की थी तो क्या उसके मन में यह f	वेचरण करते हैं। फिर मनुष्य ने वस्तुओं ग्ने को सजाना क्यों शुरू किया? हम 1 या बहादुर मनुष्य ने असामान्य रूप से विचार न आया होगा कि वह भालू के
•	नीचे दिए गये गद्यांश के बाद प्रश्न दिए गये हैं। इस गद्यांश को ध्यानपूर्वक पर का सर्वोत्तम उत्तर चुनें। प्रकृति ने इतर प्राणियों को जिस रूप में बनाया है, विश्व में वे उसी रूप में वि को गरदन, बाहु, कमर तथा पैर में लटकाकर या मस्तक पर धारण कर अप अनेक कारणों की कल्पना कर सकते हैं। यदि किसी साधारण शक्ति-संपन्न विशाल भालू को मारने में सफलता प्राप्त की थी तो क्या उसके मन में यह किसी दांत को धारदार चकमक से छेदकर अपने गले के ऊपर बांध ले, जि	वेचरण करते हैं। फिर मनुष्य ने वस्तुओं ग्ने को सजाना क्यों शुरू किया? हम 1 या बहादुर मनुष्य ने असामान्य रूप से वेचार न आया होगा कि वह भालू के ाससे इस महान उपलब्धि का उसे
	नीचे दिए गये गद्यांश के बाद प्रश्न दिए गये हैं। इस गद्यांश को ध्यानपूर्वक पर का सर्वोत्तम उत्तर चुनें। प्रकृति ने इतर प्राणियों को जिस रूप में बनाया है, विश्व में वे उसी रूप में ति को गरदन, बाहु, कमर तथा पैर में लटकाकर या मस्तक पर धारण कर अप अनेक कारणों की कल्पना कर सकते हैं। यदि किसी साधारण शक्ति-संपन्न विशाल भालू को मारने में सफलता प्राप्त की थी तो क्या उसके मन में यह f किसी दांत को धारदार चकमक से छेदकर अपने गले के ऊपर बांध ले, जि स्मरण होता रहे और अपने मित्रों को यह दिखा सके कि वह कैसा महान व्य के सभी शक्ति-संपन्न और बहादुर शिकारियों में भालू के दांत को धारण कर	वेचरण करते हैं। फिर मनुष्य ने वस्तुओं ग्ने को सजाना क्यों शुरू किया? हम 1 या बहादुर मनुष्य ने असामान्य रूप से वेचार न आया होगा कि वह भालू के 1ससे इस महान उपलब्धि का उसे गक्ति रहा है। धीरे-धीरे उसके कबीले रने की प्रथा चल पड़ी होगी और उसे
	नीचे दिए गये गद्यांश के बाद प्रश्न दिए गये हैं। इस गद्यांश को ध्यानपूर्वक पर का सर्वोत्तम उत्तर चुनें। प्रकृति ने इतर प्राणियों को जिस रूप में बनाया है, विश्व में वे उसी रूप में वि को गरदन, बाहु, कमर तथा पैर में लटकाकर या मस्तक पर धारण कर अप अनेक कारणों की कल्पना कर सकते हैं। यदि किसी साधारण शक्ति-संपन्न विशाल भालू को मारने में सफलता प्राप्त की थी तो क्या उसके मन में यह किसी दांत को धारदार चकमक से छेदकर अपने गले के ऊपर बांध ले, जि स्मरण होता रहे और अपने मित्रों को यह दिखा सके कि वह कैसा महान व्य	वेचरण करते हैं। फिर मनुष्य ने वस्तुओं ग्ने को सजाना क्यों शुरू किया? हम 1 या बहादुर मनुष्य ने असामान्य रूप से वेचार न आया होगा कि वह भालू के 1ससे इस महान उपलब्धि का उसे गक्ति रहा है। धीरे-धीरे उसके कबीले रने की प्रथा चल पड़ी होगी और उसे
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Q.16 Ans	नीचे दिए गये गद्यांश के बाद प्रश्न दिए गये हैं। इस गद्यांश को ध्यानपूर्वक पर का सर्वोत्तम उत्तर चुनें। प्रकृति ने इतर प्राणियों को जिस रूप में बनाया है, विश्व में वे उसी रूप में कि को गरदन, बाहु, कमर तथा पैर में लटकाकर या मस्तक पर धारण कर अप अनेक कारणों की कल्पना कर सकते हैं। यदि किसी साधारण शक्ति-संपन्न विशाल भालू को मारने में सफलता प्राप्त की थी तो क्या उसके मन में यह f किसी दांत को धारदार चकमक से छेदकर अपने गले के ऊपर बांध ले, जि स्मरण होता रहे और अपने मित्रों को यह दिखा सके कि वह कैसा महान व्य के सभी शक्ति-संपन्न और बहादुर शिकारियों में भालू के दांत को धारण कर धारण न करना अपमानजनक तथा अल्पवय या दुर्बलता का प्रतीक माना ग SubQuestion No : 16 इनमें से कौन - सा विचरण शब्द का पर्यायवाची नहीं है? 1. उपाय 2. घूमना 3. चलना 4. भ्रमण	वेचरण करते हैं। फिर मनुष्य ने वस्तुओं मने को सजाना क्यों शुरू किया? हम 1 या बहादुर मनुष्य ने असामान्य रूप से वेचार न आया होगा कि वह भालू के ससे इस महान उपलब्धि का उसे मित रहा है। धीरे-धीरे उसके कबीले रने की प्रथा चल पड़ी होगी और उसे या होगा।
Q.16 Ans	नीचे दिए गये गद्यांश के बाद प्रश्न दिए गये हैं। इस गद्यांश को ध्यानपूर्वक पर का सर्वोत्तम उत्तर चुनें। प्रकृति ने इतर प्राणियों को जिस रूप में बनाया है, विश्व में वे उसी रूप में वि को गरदन, बाहु, कमर तथा पैर में लटकाकर या मस्तक पर धारण कर अप अनेक कारणों की कल्पना कर सकते हैं। यदि किसी साधारण शक्ति-संपन्न विशाल भालू को मारने में सफलता प्राप्त की थी तो क्या उसके मन में यह f किसी दांत को धारदार चकमक से छेदकर अपने गले के ऊपर बांध ले, जि स्मरण होता रहे और अपने मित्रों को यह दिखा सके कि वह कैसा महान व्य के सभी शक्ति-संपन्न और बहादुर शिकारियों में भालू के दांत को धारण कर धारण न करना अपमानजनक तथा अल्पवय या दुर्बलता का प्रतीक माना ग SubQuestion No : 16 इनमें से कौन - सा विचरण शब्द का पर्यायवाची नहीं है? 2. घूमना 2. घूमना 3. चलना	वेवरण करते हैं। फिर मनुष्य ने वस्तुओं मने को सजाना क्यों शुरू किया? हम 1 या बहादुर मनुष्य ने असामान्य रूप से वेचार न आया होगा कि वह भालू के ससे इस महान उपलब्धि का उसे ग्रक्ति रहा है। धीरे-धीरे उसके कबीले रने की प्रथा चल पड़ी होगी और उसे या होगा। Question ID : <b>71939920723</b>
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Q.16 Ans	नीचे दिए गये गद्यांश के बाद प्रश्न दिए गये हैं। इस गद्यांश को ध्यानपूर्वक पर का सर्वोत्तम उत्तर चुनें। प्रकृति ने इतर प्राणियों को जिस रूप में बनाया है, विश्व में वे उसी रूप में कि को गरदन, बाहु, कमर तथा पैर में लटकाकर या मस्तक पर धारण कर अप अनेक कारणों की कल्पना कर सकते हैं। यदि किसी साधारण शक्ति-संपन्न विशाल भालू को मारने में सफलता प्राप्त की थी तो क्या उसके मन में यह f किसी दांत को धारदार चकमक से छेदकर अपने गले के ऊपर बांध ले, जि स्मरण होता रहे और अपने मित्रों को यह दिखा सके कि वह कैसा महान व्य के सभी शक्ति-संपन्न और बहादुर शिकारियों में भालू के दांत को धारण कर धारण न करना अपमानजनक तथा अल्पवय या दुर्बलता का प्रतीक माना ग SubQuestion No : 16 इनमें से कौन - सा विचरण शब्द का पर्यायवाची नहीं है? 1. उपाय 2. घूमना 3. चलना 4. भ्रमण	वेवरण करते हैं। फिर मनुष्य ने वस्तुओं ग बहादुर मनुष्य ने असामान्य रूप से वेवार न आया होगा कि वह भालू के सरसे इस महान उपलब्धि का उसे प्रक्ति रहा है। धीरे-धीरे उसके कबीले रने की प्रथा चल पड़ी होगी और उसे या होगा।

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	स्मरण होता रहे और अपने मित्रों को यह दिखा सके कि वह कैसा महान व्यक्ति रहा के सभी शक्ति-संपन्न और बहादुर शिकारियों में भालू के दांत को धारण करने की प्रथ	
	धारण न करना अपमानजनक तथा अल्पवय या दुर्बलता का प्रतीक माना गया होगा।	
	SubQuestion No : 17	
Q.17	विभिन्न प्राणी प्रकृति में कैसे विचरण करते हैं?	
Ans	🗙 १. अपने अनुसार	
	👽 2. जैसे उन्हें प्रकृति ने बनाया है	
	🗙 3. विभिन्न चीज़े धारण करके	
	🗙 ४. बदलाव के साथ	
		Question ID : 71939920720
	Comprehension:	
	नीचे दिए गये गद्यांश के बाद प्रश्न दिए गये हैं। इस गद्यांश को ध्यानपूर्वक पढ़ें और चा का सर्वोत्तम उत्तर चुनें।	र विकल्पों में से प्रत्येक प्रश्न
	प्रकृति ने इतर प्राणियों को जिस रूप में बनाया है, विश्व में वे उसी रूप में विचरण क	रते हैं। फिर मनुष्य ने वस्तुओं
	को गरदन, बाहु, कमर तथा पैर में लटकाकर या मस्तक पर धारण कर अपने को सज अनेक कारणों की कल्पना कर सकते हैं। यदि किसी साधारण शक्ति-संपन्न या बहादु	जाना क्यों शुरू किया? हम र मनष्य ने असामान्य रूप से
	विशाल भालू को मारने में सफलता प्राप्त की थी तो क्या उसके मन में यह विचार न	आयाँ होगा कि वह भालू के
	किसी दांत को धारदार चकमक से छेदकर अपने गले के ऊपर बांध ले, जिससे इस स्मरण होता रहे और अपने मित्रों को यह दिखा सके कि वह कैसा महान व्यक्ति रहा	
	के सभी शक्ति-संपन्न और बहादुर शिकारियों में भालू के दांत को धारण करने की प्रथ	
	धारण न करना अपमानजनक तथा अल्पवय या दुर्बलता का प्रतीक माना गया होगा।	
0.40	SubQuestion No : 18	
	किसी भी चीज़ को धारण न करना किस बात का प्रतीक माना जाता था?	
Alls	🖌 १. दुर्बलता का	ACHEDC
	🗙 २. दूसरों के सम्मान का	ACHERS
	🗙 3. साहस का	
	🗙 ४. समर्पण का	
		Question ID : 71939920722
	Comprehension:	
	नीचे दिए गये गद्यांश के बाद प्रश्न दिए गये हैं। इस गद्यांश को ध्यानपूर्वक पढ़ें और चा का सर्वोत्तम उत्तर चुनें।	र विकल्पों में से प्रत्येक प्रश्न
	प्रकृति ने इतर प्राणियों को जिस रूप में बनाया है, विश्व में वे उसी रूप में विचरण क	
	को गरदन, बाहु, कमर तथा पैर में लटकाकर या मस्तक पर धारण कर अपने को सज अनेक कारणों की कल्पना कर सकते हैं। यदि किसी साधारण शक्ति-संपन्न या बहादु	
	विशाल भालू को मारने में सफलता प्राप्त की थी तो क्या उसके मन में यह विचार न	आयाँ होगा कि वह भालू के
	किसी दांत को धारदार चकमक से छेदकर अपने गले के ऊपर बांध ले, जिससे इस स्मरण होता रहे और अपने मित्रों को यह दिखा सके कि वह कैसा महान व्यक्ति रहा	महान उपलब्धि का उसे है। भीरे भीरे उसके कवीले
	के सभी शक्ति-संपन्न और बहादुर शिकारियों में भालू के दांत को धारण करने की प्रथ	
	धारण न करना अपमानजनक तथा अल्पवय या दुर्बलता का प्रतीक माना गया होगा।	
	SubQuestion No : 19	
	इस अनुच्छेद का कोई उपयुक्त शीर्षक:	
Ans	🗙 १. प्रकृति प्रदत्त	
	🗙 २. महान व्यक्ति	
	🗙 3. बहादुर शिकारी	
	✔ 4. दिखावे की प्रथा	
		Question ID : 71939920724
	Comprehension:	Question ID : 71939920724
	Comprehension: नीचे दिए गये गद्यांश के बाद प्रश्न दिए गये हैं। इस गद्यांश को ध्यानपूर्वक पढ़ें और चा	

	को गरदन, बाहु, कमर तथा पैर में लटकाकर या मस्तक पर धारण कर अपने को सजाना क्यों शुरू किया? हम अनेक कारणों की कल्पना कर सकते हैं। यदि किसी साधारण शक्ति-संपन्न या बहादुर मनुष्य ने असामान्य रूप से
	विशाल भालू को मारने में सफलता प्राप्त की थी तो क्या उसके मन में यह विचार न आया होगा कि वह भालू के
	किसी दांत केो धारदार चकमक से छेदकर अपने गले के ऊपर बांध ले, जिससे इस महान उपलब्धि का उसें
	स्मरण होता रहे और अपने मित्रों को यह दिखा सके कि वह कैसा महान व्यक्ति रहा है। धीरे-धीरे उसके कबीले
	के सभी शक्ति-संपन्न और बहादुर शिकारियों में भालू के दांत को धारण करने की प्रथा चल पड़ी होगी और उसे धारण न करना अपमानजनक तथा अल्पवय या दुर्बलता का प्रतीक माना गया होगा।
	SubQuestion No : 20
	मनुष्य ने विभिन्न वस्तुओं को धारण करना क्यों शुरू किया?
Ans	🗙 1. उपयोग के लिए
	✔ 2. अपने आप को सजाने के लिए
	🗙 3. अपने को खुश रखने के लिए
	🗙 ४. चीजों की अधिकता के लिए
	Question ID : <b>71939920721</b>
o	
Sectio	n : Discipline1
	According to the UNCRC which are the following provisions formally included in it's standards?
Ans	1. Protection rights and pro-life rights
	2. Participation rights, provision rights, protection rights and pro-life rights
	X 3. Provision rights and protection rights
	4. Provision rights, protection rights and participation rights
	Question ID : 71939920734
	According to Piaget, children are no longer ego centric when entering?
Q.2 Ans	According to Piaget, children are no longer ego centric when entering? 1. Concrete operational stage 2. Formal operational stage 3. Sensorimotor stage
	According to Piaget, children are no longer ego centric when entering? 1. Concrete operational stage 2. Formal operational stage
	According to Piaget, children are no longer ego centric when entering? 1. Concrete operational stage 2. Formal operational stage 3. Sensorimotor stage
Ans	According to Piaget, children are no longer ego centric when entering? 1. Concrete operational stage 2. Formal operational stage 3. Sensorimotor stage 4. Pre-operational period Question ID : 71939920738
Ans Q.3	According to Piaget, children are no longer ego centric when entering? <ul> <li>According to Piaget, children are no longer ego centric when entering?</li> <li>Concrete operational stage</li> <li>Sensorimotor stage</li> <li>A. Pre-operational period</li> </ul> Description: Question ID : 71939920738 How does a child's lower health and nutritional value (0-3 years old) affect him?
Ans	According to Piaget, children are no longer ego centric when entering? 1. Concrete operational stage 2. Formal operational stage 3. Sensorimotor stage 4. Pre-operational period Question ID : 71939920738 How does a child's lower health and nutritional value (0-3 years old) affect him? 1. Impaired cognitive learning
Ans Q.3	According to Plaget, children are no longer ego centric when entering?   1. Concrete operational stage   2. Formal operational stage   3. Sensorimotor stage   4. Pre-operational period   Question ID : 71939920738 How does a child's lower health and nutritional value (0-3 years old) affect him? 1. Impaired cognitive learning 2. Impaired motor skills
Ans Q.3	According to Piaget, children are no longer ego centric when entering? 1. Concrete operational stage 2. Formal operational stage 3. Sensorimotor stage 4. Pre-operational period Question ID : 71939920738 How does a child's lower health and nutritional value (0-3 years old) affect him? 1. Impaired cognitive learning
Ans Q.3	According to Plaget, children are no longer ego centric when entering? <ul> <li>1. Concrete operational stage</li> <li>2. Formal operational stage</li> <li>3. Sensorimotor stage</li> <li>4. Pre-operational period</li> </ul> <li>Question ID : 71939920738</li> How does a child's lower health and nutritional value (0-3 years old) affect him? <ul> <li>1. Impaired cognitive learning</li> <li>2. Impaired motor skills</li> <li>3. Rapid growth and development</li> </ul>
Ans Q.3	According to Piaget, children are no longer ego centric when entering?   1. Concrete operational stage   2. Formal operational stage   3. Sensorimotor stage   4. Pre-operational period   Question ID : 71939920738 How does a child's lower health and nutritional value (0-3 years old) affect him? 1. Impaired cognitive learning 2. Impaired motor skills
Ans Q.3	According to Plaget, children are no longer ego centric when entering? <ul> <li>1. Concrete operational stage</li> <li>2. Formal operational stage</li> <li>3. Sensorimotor stage</li> <li>4. Pre-operational period</li> </ul> Question ID : 71939920738 How does a child's lower health and nutritional value (0-3 years old) affect him? <ul> <li>1. Impaired cognitive learning</li> <li>2. Impaired motor skills</li> <li>3. Rapid growth and development</li> </ul>
Ans Q.3	According to Plaget, children are no longer ego centric when entering?
Ans Q.3 Ans	According to Plaget, children are no longer ego centric when entering? <ul> <li>4. Concrete operational stage</li> <li>5. Sensorimotor stage</li> <li>6. Pre-operational period</li> </ul> <li>Daddadagggggggggggggggggggggggggggggggg</li>
Ans Q.3 Ans Q.4 Ans	According to Piaget, children are no longer ego centric when entering? <ul> <li>A concrete operational stage</li> <li>Sensorimotor stage</li> <li>A re-operational period</li> </ul> <li>Daddadagugg</li> <li>Question ID : 71939920738</li> How does a child's lower health and nutritional value (0-3 years old) affect him? <ul> <li>Impaired cognitive learning</li> <li>Impaired motor skills</li> <li>A rapid growth and development</li> <li>Thanced cognitive and motor skills</li> <li>Question ID : 71939920743</li> </ul>
Ans Q.3 Ans Q.4 Ans	According to Plaget, children are no longer ego centric when entering? <ul> <li> <ul> <li> <li> <ul> <li> <li> <li> <li> <ul> <li> <li> <ul> <li> <li> <ul> <li> <ul></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></ul></li></li></ul></li></li></ul></li></li></li></li></ul></li></li></ul></li></ul>
Ans Q.3 Ans Q.4 Ans	According to Plaget, children are no longer ego centric when entering?
Ans Q.3 Ans Q.4 Ans	According to Plaget, children are no longer ego centric when entering?
Ans Q.3 Ans Q.4 Ans	According to Plaget, children are no longer ego centric when entering?
Ans Q.3 Ans Q.4 Ans	According to Plaget, children are no longer ego centric when entering? A. Concrete operational stage C. Formal operational stage C. Sensorimotor stage A. Pre-operational period Deustion ID: 71939920738

Q.5		entQPHTMLMode1//1258O19392/1258O19392S57D1766/15742
	The first sub-stage of ECCE of Pre natal to three years focuses on child's development?	which aspect of a
Ans	1. health and nutritional well-being of mother and the child.	
	X 2. structured pre-school readiness elements	
	$\chi$ 3. early learning and all-round development	
	X 4. exposing the child to learning environment for rapid brain devel	opment.
		Question ID : 71939920731
Q.6	What are the nutritional related services provided to nursing mothe women?	rs and pregnant
Ans	1. Supplementary Feeding	
	✓ 2. THR (Take Home Rations)	
	X 3. Growth Monitoring	
	<ul> <li>4. Supplementary feeding and Growth Monitoring</li> </ul>	
		Question ID : 71939920741
Q.7	What are the indicators of a healthy new born child prenatal to one	month?
Ans	X 1. Mother not Anaemic or underweight, child weighs more that 25	00 grams child, child
	does not move his head side to side on being stimulated.	
	2. Mother not Anaemic or underweight, child weighs more than 25 moves head side to side on being stimulated	500 grams , child
	3. Mother not Anaemic or underweight, child weighs less that 250	0 grams, child moves
	head side to side on being stimulated	
	4. Mother Anaemic but not underweight, child weighs more that 2 moves head side to side on being stimulated	500 grams, child
	moves head side to side on being stimulated	
		Question ID : <b>71939920744</b>
0.8	What age group does ECE policy in India cater to?	Question ID : 71939920744
Q.8 Ans	What age group does ECE policy in India cater to?	
	X 1. 0-6 year old	Question ID : 71939920744
	X 1. 0-6 year old	
	<ul> <li>1. 0-6 year old</li> <li>2. 3-6 year old</li> <li>3. 3-8 year old</li> </ul>	
	X 1. 0-6 year old	
	<ul> <li>1. 0-6 year old</li> <li>2. 3-6 year old</li> <li>3. 3-8 year old</li> </ul>	
Ans	<ul> <li>1. 0-6 year old</li> <li>2. 3-6 year old</li> <li>3. 3-8 year old</li> <li>4. 0-3 year old</li> </ul>	Question ID : 71939920726
Ans	<ul> <li>1. 0-6 year old</li> <li>2. 3-6 year old</li> <li>3. 3-8 year old</li> <li>4. 0-3 year old</li> </ul> The primary goal of ICDS to break the inter-generational cycle of	Question ID : 71939920726
Ans Q.9	<ul> <li>1. 0-6 year old</li> <li>2. 3-6 year old</li> <li>3. 3-8 year old</li> <li>4. 0-3 year old</li> </ul> The primary goal of ICDS to break the inter-generational cycle of	Question ID : 71939920726
Ans Q.9	<ul> <li>1. 0-6 year old</li> <li>2. 3-6 year old</li> <li>3. 3-8 year old</li> <li>4. 0-3 year old</li> </ul> The primary goal of ICDS to break the inter-generational cycle of	Question ID : 71939920726
Ans Q.9	<ul> <li>1. 0-6 year old</li> <li>2. 3-6 year old</li> <li>3. 3-8 year old</li> <li>4. 0-3 year old</li> </ul> The primary goal of ICDS to break the inter-generational cycle of	Question ID : 71939920726
Ans Q.9	<ul> <li>1. 0-6 year old</li> <li>2. 3-6 year old</li> <li>3. 3-8 year old</li> <li>4. 0-3 year old</li> </ul> The primary goal of ICDS to break the inter-generational cycle of	Question ID : 71939920726
Ans Q.9	<ul> <li>1. 0-6 year old</li> <li>2. 3-6 year old</li> <li>3. 3-8 year old</li> <li>4. 0-3 year old</li> </ul> The primary goal of ICDS to break the inter-generational cycle of	Question ID : 71939920726
Ans Q.9 Ans	<ul> <li>1. 0-6 year old</li> <li>2. 3-6 year old</li> <li>3. 3-8 year old</li> <li>4. 0-3 year old</li> <li>4. 0-3 year old</li> </ul> The primary goal of ICDS to break the inter-generational cycle of	Question ID : 71939920726
Ans Q.9 Ans Q.10	<ul> <li>1. 0-6 year old</li> <li>2. 3-6 year old</li> <li>3. 3-8 year old</li> <li>4. 0-3 year old</li> <li>4. 0-3 year old</li> </ul> The primary goal of ICDS to break the inter-generational cycle of	Question ID : 71939920726
Ans Q.9 Ans	<ul> <li>1. 0-6 year old</li> <li>2. 3-6 year old</li> <li>3. 3-8 year old</li> <li>4. 0-3 year old</li> <li>4. 0-3 year old</li> </ul> The primary goal of ICDS to break the inter-generational cycle of	Question ID : 71939920726
Ans Q.9 Ans Q.10	<ul> <li>1. 0-6 year old</li> <li>2. 3-6 year old</li> <li>3. 3-8 year old</li> <li>4. 0-3 year old</li> <li>4. 0-3 year old</li> </ul> The primary goal of ICDS to break the inter-generational cycle of	Question ID : 71939920726
Ans Q.9 Ans Q.10	<ul> <li>1. 0-6 year old</li> <li>2. 3-6 year old</li> <li>3. 3-8 year old</li> <li>4. 0-3 year old</li> <li>4. 0-3 year old</li> </ul> The primary goal of ICDS to break the inter-generational cycle of	Question ID : 71939920726
Ans Q.9 Ans Q.10	<ul> <li>1. 0-6 year old</li> <li>2. 3-6 year old</li> <li>3. 3-8 year old</li> <li>4. 0-3 year old</li> <li>4. 0-3 year old</li> </ul> The primary goal of ICDS to break the inter-generational cycle of	Question ID : 71939920726

	https://cdn.digialm.com//per/g01/pub/1258/touchstone/As			
Q.11	1 What has rendered homes ill equipped, to provide optimal childcare development which has led to ECCE?			
Ans	X 1. Lack of knowledge and tools amongst new parents.			
	X 2. The lack of effective childhood development centres like Pre- Schools and Nurseries.			
	3. A changing social, economical and demographic realitie	35.		
	$\mathbf{X}$ 4. The economic burden of having more than one child.			
		Question ID : 71939920729		
Q.12	The national policy on education, describes ECCE catering t	to which aroups?		
Ans	X 1. The young adolescents of the country.			
	2. The financially sound groups.			
	3. The socially and economically disadvantaged groups.			
	X 4. The handicapped groups.			
	· · · · · · · · · · · · · · · · · · ·			
		Question ID : <b>71939920728</b>		
0.12	The ICDS programme provides an integrated package of hea	alth putrition and		
Q.13	education services targeted to			
Ans	1. Children below the age of 6 years, pregnant and lactatir	ng mothers and adolescent		
	girls 2. Children of all ages mothers and adolescent girls			
	<ul> <li>X 3. Children below the age of 8years, pregnant and lactatin</li> </ul>			
	X 4. Providing care component to only girls and pregnant mo			
		Question ID : 71939920740		
Q.14	Based on the work of Robert Serpell, in developmental psyc	hology, what conclusions		
Ans	does he draw from his research on Zambian children? 1. Children's development, their capacities and skills are h	urgely influenced by their		
	experiences.			
	X 2. Children's competencies do not develop in relation to th	eir activities and practices in		
	every day life.			
	3. An emphasis should be laid on the nuclear family as 'no other family forms.	X 3. An emphasis should be laid on the nuclear family as 'norm' leads to conceptions of other family forms		
	4. Developmental Psychology is main discipline through which children are			
	X 4. Developmental Psychology is main discipline through w			
	4. Developmental Psychology is main discipline through w understood.			
		/hich children are		
	understood. What are the critical years in a child's development?	/hich children are		
Q.15 Ans	what are the critical years in a child's development?	/hich children are		
	understood. What are the critical years in a child's development? 1. The first 6-8 years 2. The first 6 years	/hich children are		
	what are the critical years in a child's development?	/hich children are		
	understood. What are the critical years in a child's development? 1. The first 6-8 years 2. The first 6 years	/hich children are		
	understood. What are the critical years in a child's development? ✓ 1. The first 6-8 years ✓ 2. The first 6 years ✓ 3. The first 3 years	Chich children are Question ID : 71939920736		
	understood. What are the critical years in a child's development? ✓ 1. The first 6-8 years ✓ 2. The first 6 years ✓ 3. The first 3 years	/hich children are		
Ans	understood. What are the critical years in a child's development? ✓ 1. The first 6-8 years ✓ 2. The first 6 years ✓ 3. The first 3 years	Chich children are           Question ID : 71939920736           Question ID : 71939920725		
Ans	<ul> <li>what are the critical years in a child's development?</li> <li>✓ 1. The first 6-8 years</li> <li>✓ 2. The first 6 years</li> <li>✓ 3. The first 3 years</li> <li>✓ 4. The first 9-12 years</li> </ul>	Chich children are           Question ID : 71939920736           Question ID : 71939920725		
Ans Q.16	understood. What are the critical years in a child's development? 1. The first 6-8 years 2. The first 6 years 3. The first 3 years 4. The first 9-12 years Western Societies and its social policies focuses on	Auchich children are         Question ID : 71939920736         Question ID : 71939920725		
Ans Q.16	understood. What are the critical years in a child's development?	Ahich children are           Question ID : 71939920736           Question ID : 71939920725		

		Question ID : 71939920733	
Q.17	Who were the pioneers of ECCE in India?		
Ans	🗙 1. Balkesh Sinoy and Imjaan Qafir		
	🗙 2. Gajendra gurghai and Ashok Rajputh and Madame Issabelle		
	🗙 3. Lal Bahadur Shastri and Dadabhai Naoroji		
	✔ 4. Gujjubhai Badeka, Tarabai Modak and Madame Montessori		
		Question ID : 71939920730	
Q.18	How does ECCE stimulates, care component?		
Ans	X 1. through educating the parents in early child-hood development		
	2. through creches and home based parent education		
	igmes 3. through nurseries , kindergartens and preparatory school		
	X 4. by targeting and providing care component to only girls and pregnant mothers		
		Question ID : 71939920727	
Ans	<ul> <li>1. Psychology, Anthropology and Neuro-biology</li> <li>2. Psychology, Sociology and Ecology</li> </ul>		
	<ul> <li>A. Psychology, Sociology and Neuro-biology</li> <li>4. Psychology, Sociology, Geography and Anthropology</li> </ul>	ACHERS	
	X 3. Psychology, Sociology and Neuro-biology	ACHERS Question ID : 71939920737	
	<ul> <li>3. Psychology, Sociology and Neuro-biology</li> <li>4. Psychology, Sociology, Geography and Anthropology</li> <li>What are the health check-ups and treatment provided to adolescence years under the policies of ICDS?</li> <li>1. Health check-ups, deworming and immunization</li> </ul>	nt girls ages 11-18	
	<ul> <li>3. Psychology, Sociology and Neuro-biology</li> <li>4. Psychology, Sociology, Geography and Anthropology</li> <li>What are the health check-ups and treatment provided to adolescer years under the policies of ICDS?</li> <li>1. Health check-ups, deworming and immunization</li> <li>2. Immunization, deworming and Basic treatment of minor illnesser</li> </ul>	nt girls ages 11-18	
	<ul> <li>3. Psychology, Sociology and Neuro-biology</li> <li>4. Psychology, Sociology, Geography and Anthropology</li> <li>What are the health check-ups and treatment provided to adolescer years under the policies of ICDS?</li> <li>1. Health check-ups, deworming and immunization</li> <li>2. Immunization, deworming and Basic treatment of minor illnesses</li> <li>3. Immunization and basic treatment of minor illnesses</li> </ul>	nt girls ages 11-18 24 7	
Ans	<ul> <li>3. Psychology, Sociology and Neuro-biology</li> <li>4. Psychology, Sociology, Geography and Anthropology</li> <li>What are the health check-ups and treatment provided to adolescer years under the policies of ICDS?</li> <li>1. Health check-ups, deworming and immunization</li> <li>2. Immunization, deworming and Basic treatment of minor illnesser</li> </ul>	nt girls ages 11-18 24 7	

.2 15	2 What do you understand from School Readiness?	
	Question ID : 7	71939920757
	imes 4. Grouping things which are different to find their specific traits and attributes	
	X 3. Grouping things to identify whether they are same or different	
	2. Finding things that are the same, or alike, and grouping them by specific traits or attributes	
IS	Is X 1. Finding things that are the different, and assorting them	

6/2019	https://cdn.digialm.com//per/g01/pub/1258/touchstone/Assessme	entQPHTMLMode1//1258O19392/1258O19392S57D1766/15742
	<ul> <li>2. 1) Early Care and Education</li> <li>2) Parenting and Family Support</li> <li>3) Health and Social Services</li> </ul>	
	3. 1) Early Care and Education	
	<ul> <li>2) Parenting and Family Support</li> <li>3) Health and Social Services</li> <li>4)Schools' Readiness for Children/School Capacity</li> </ul>	
	4)School Capacity 4.1) Children's readiness for school	
	<ul> <li>2) Schools' readiness for children</li> <li>3) Family and community supports and services that contribute to children school success</li> </ul>	en's readiness for
		Question ID : 71939920750
Q.3	Which of these is a cognitive forms of "Play"?	
Ans	🗙 1. Onlooker Behaviour	
	🗙 2. Unoccupied Behaviour	
	✔ 3. Functional Play	
	X 4. Associated Play	
		Question ID : 71939920748
Q.4 Ans	From the Small-Large Divide what is ANS primarily responsible for?	2
	<ul> <li>2. Representing large sets (&gt;3)</li> </ul>	
	3. Precisely tracking small sets of item (<4)	
	4. Representing large sets (<3)	AGEIERS
		Question ID : 71939920754
0.5	How many domains of School Readiness are there?	
Ans		
	2.5	10 <b>2</b> 24 I
	X 3.3	
	<b>X</b> 4.1	
	4.1	
	4.1	Question ID : 71939920751
Q.6		
	Immunization, management of diarrhoea and other illnesses are the which age group?	
	Immunization, management of diarrhoea and other illnesses are the which age group?	
	Immunization, management of diarrhoea and other illnesses are the which age group? 1. One month to three years 2. Prenatal to one month	
	Immunization, management of diarrhoea and other illnesses are the which age group? 1. One month to three years 2. Prenatal to one month 3. Three years to six years	
	Immunization, management of diarrhoea and other illnesses are the which age group? 1. One month to three years 2. Prenatal to one month	
	Immunization, management of diarrhoea and other illnesses are the which age group? 1. One month to three years 2. Prenatal to one month 3. Three years to six years	
Ans	<ul> <li>Immunization, management of diarrhoea and other illnesses are the which age group?</li> <li>✓ 1. One month to three years</li> <li>✓ 2. Prenatal to one month</li> <li>✓ 3. Three years to six years</li> <li>✓ 4. Six to eight years</li> </ul>	e determinants of
Ans	Immunization, management of diarrhoea and other illnesses are the which age group? 1. One month to three years 2. Prenatal to one month 3. Three years to six years 4. Six to eight years What is Number sense?	e determinants of
Ans Q.7	Immunization, management of diarrhoea and other illnesses are the which age group?         ✓       1. One month to three years         ✓       2. Prenatal to one month         ✓       3. Three years to six years         ✓       4. Six to eight years         ✓       1. To understand the value of linguistic skills	e determinants of
Ans Q.7	Immunization, management of diarrhoea and other illnesses are the which age group?         ✓       1. One month to three years         ✓       2. Prenatal to one month         ✓       3. Three years to six years         ✓       4. Six to eight years         ✓       1. To understand the value of linguistic skills         ✓       2. To understand the concept of improving on linguistic skills	e determinants of
Ans Q.7	Immunization, management of diarrhoea and other illnesses are the which age group?         ✓       1. One month to three years         ✓       2. Prenatal to one month         ✓       3. Three years to six years         ✓       4. Six to eight years         ✓       1. To understand the value of linguistic skills         ✓       2. To understand the concept of improving on linguistic skills         ✓       3. To know the symbol of the number	e determinants of
Ans Q.7	Immunization, management of diarrhoea and other illnesses are the which age group?         ✓       1. One month to three years         ✓       2. Prenatal to one month         ✓       3. Three years to six years         ✓       4. Six to eight years         ✓       1. To understand the value of linguistic skills         ✓       2. To understand the concept of improving on linguistic skills	e determinants of

Q.8	https://cdn.digialm.com//per/g01/pub/1258/touchstone/Ass				
	Which of these sentences are correct with regards to "Percep quantities in infants"?	otual discrimination of			
Ans	$\sim$ $X$ 1. infants' grasp of quantities of substances is same as that	t of objects.			
	2. infants' grasp of quantities of substances lags behind that of objects.				
	imes 3. infants' grasp of objects lags behind that of quantities of s	substances.			
	$\mathbf{X}$ 4. infants' grasp of quantities of substances exceeds that of	f objects.			
	•••				
		Question ID : <b>71939920753</b>			
0.0	linguiste enve thet languages in Naule provinced he having with				
Q.9 Ans		ey mean it has a			
	2. non-conventional rules				
	✓ 3. grammar				
	X 4. literature				
		Question ID : 71939920763			
Q.10	) Which of the following options shows the most appropriate m	neaning of Assimilation?			
Ans	$^{-}$ $$ $$ X 1. When a child learns the word for dog, they understand w	/hat animal is a dog.			
	imes 2. When a child learns the word for dog, they understand w	/hich four-legged animal is a			
	dog.				
	3. When a child learns the word for dog, they start to call all	l four-legged animals dogs.			
	4. When a child learns the word for dog, he/she is able to di	lifferentiate between a cat			
	and a dog.				
		Question ID : 71939920747			
	Psychosocial stimulation helps out children with				
Ans	1. Weak Social and Economical background				
	2. Malnutrition and poor mental development				
	X 3. Immunization and basic treatment of minor illnesses				
	X 4. Rapid growth and development of mind				
		Question ID : 71939920746			
Q.12					
	2 Human infants can hold exactly items in visual workin numerical discriminations, and human adults able to track up	ng memory when making			
	2 Human infants can hold exactly items in visual workin numerical discriminations, and human adults able to track up working memory becomes overly taxed.	ng memory when making			
	<ul> <li>Human infants can hold exactly items in visual workin numerical discriminations, and human adults able to track up working memory becomes overly taxed.</li> <li>1. 4-5/ three or fewer</li> </ul>	ng memory when making			
	<ul> <li>Human infants can hold exactly items in visual workin numerical discriminations, and human adults able to track up working memory becomes overly taxed.</li> <li>1. 4-5/ three or fewer</li> <li>2. three or fewer items/ 6-7</li> </ul>	ng memory when making			
	<ul> <li>Human infants can hold exactly items in visual workin numerical discriminations, and human adults able to track up working memory becomes overly taxed.</li> <li>1. 4-5/ three or fewer</li> <li>2. three or fewer items/ 6-7</li> <li>3. three or fewer items/ 7-8</li> </ul>	ng memory when making			
	<ul> <li>Human infants can hold exactly items in visual workin numerical discriminations, and human adults able to track up working memory becomes overly taxed.</li> <li>1. 4-5/ three or fewer</li> <li>2. three or fewer items/ 6-7</li> </ul>	ng memory when making			
	<ul> <li>Human infants can hold exactly items in visual workin numerical discriminations, and human adults able to track up working memory becomes overly taxed.</li> <li>1. 4-5/ three or fewer</li> <li>2. three or fewer items/ 6-7</li> <li>3. three or fewer items/ 7-8</li> </ul>	ng memory when making o to items before			
	<ul> <li>Human infants can hold exactly items in visual workin numerical discriminations, and human adults able to track up working memory becomes overly taxed.</li> <li>1. 4-5/ three or fewer</li> <li>2. three or fewer items/ 6-7</li> <li>3. three or fewer items/ 7-8</li> </ul>	ng memory when making			
Ans	<ul> <li>P. Human infants can hold exactly items in visual working numerical discriminations, and human adults able to track up working memory becomes overly taxed.</li> <li>1. 4-5/ three or fewer</li> <li>2. three or fewer items/ 6-7</li> <li>3. three or fewer items/ 7-8</li> <li>4. three or fewer items/ 4-5</li> </ul>	ng memory when making o to items before Question ID : 71939920756			
Ans Q.13	<ul> <li>2 Human infants can hold exactly items in visual working numerical discriminations, and human adults able to track up working memory becomes overly taxed.</li> <li>1. 4-5/ three or fewer</li> <li>2. three or fewer items/ 6-7</li> <li>3. three or fewer items/ 7-8</li> <li>4. three or fewer items/ 4-5</li> </ul>	ng memory when making o to items before Question ID : 71939920756			
Ans	<ul> <li>Human infants can hold exactly items in visual working numerical discriminations, and human adults able to track up working memory becomes overly taxed.</li> <li>1. 4-5/ three or fewer</li> <li>2. three or fewer items/ 6-7</li> <li>3. three or fewer items/ 7-8</li> <li>4. three or fewer items/ 4-5</li> </ul>	ng memory when making o to items before Question ID : 71939920756			
Ans Q.13	<ul> <li>2 Human infants can hold exactly items in visual working numerical discriminations, and human adults able to track up working memory becomes overly taxed.</li> <li>1. 4-5/ three or fewer</li> <li>2. three or fewer items/ 6-7</li> <li>3. three or fewer items/ 7-8</li> <li>4. three or fewer items/ 4-5</li> </ul>	ng memory when making o to items before Question ID : 71939920756			
Ans Q.13	<ul> <li>Human infants can hold exactly items in visual working numerical discriminations, and human adults able to track up working memory becomes overly taxed.</li> <li>1. 4-5/ three or fewer</li> <li>2. three or fewer items/ 6-7</li> <li>3. three or fewer items/ 7-8</li> <li>4. three or fewer items/ 4-5</li> </ul>	ng memory when making o to items before Question ID : 71939920756			
Ans Q.13	<ul> <li>2 Human infants can hold exactly items in visual working numerical discriminations, and human adults able to track up working memory becomes overly taxed.</li> <li>1. 4-5/ three or fewer</li> <li>2. three or fewer items/ 6-7</li> <li>3. three or fewer items/ 7-8</li> <li>4. three or fewer items/ 4-5</li> </ul>	ng memory when making o to items before Question ID : 71939920756			
Ans Q.13	<ul> <li>2 Human infants can hold exactly items in visual working numerical discriminations, and human adults able to track up working memory becomes overly taxed.</li> <li>1. 4-5/ three or fewer</li> <li>2. three or fewer items/ 6-7</li> <li>3. three or fewer items/ 7-8</li> <li>4. three or fewer items/ 4-5</li> </ul> 8 Which of the socio-emotional skill from the given options, doe 3 years? <ul> <li>1. Initiate social interaction with another child</li> <li>2. Defends own possessions</li> <li>3. Play simple table games</li> </ul>	ng memory when making o to items before Question ID : 71939920756			

Question ID: 71939920764     Question ID: 71939920752     Display a state of the st
Question ID : 71939920752
HERS Question ID : 71939920759
tional Question ID : <b>71939920762</b>
Question ID : <b>71939920762</b>
Question ID : <b>71939920762</b>
te

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Ans	According to the definition of reading from cognitivists a following given options is incorrect?	and linguists, which of the		
	1. Reading means that one creates images of the written text,relates them with			
	thoughts and retains them in one's memory.			
	$\mathbf{X}$ 2. The important point is that reading is getting the me			
	3. Reading is the construction of meaning from the wr			
	4. Reading is just the recognition of letters or mere so sentences.	unding out of words and		
		Question ID : 71939920760		
.20	Unlike the analog magnitude system, the object file syst	em has an		
ns	🗙 1. absolute set limit			
	2. absolute set limit of large sets			
	🗙 3. varying set limit			
	X 4. varying set limit of large sets			
		Question ID : <b>71939920755</b>		
_				
ectio	n : Discipline3			
	Environmental practices refer to aspects of			
ins	<ul> <li>1. space, materials, equipment, routines and activities</li> </ul>	S .		
	2. Physical environment, Social Environment, Tempor			
	3. Physical environment, Social Environment, Tempor	al Environment and Cultural		
	X 4. space, materials, equipment, and routines			
		Question ID : 71939920767		
	Based on the theory of Jean Piaget cognitive developme logic and reasoning skill during?			
	logic and reasoning skill during?			
	logic and reasoning skill during? 1. Concrete operational stage			
	logic and reasoning skill during?         1. Concrete operational stage         2. Sensorimotor stage         3. Formal operational stage			
	logic and reasoning skill during?         1. Concrete operational stage         2. Sensorimotor stage			
	logic and reasoning skill during?         1. Concrete operational stage         2. Sensorimotor stage         3. Formal operational stage			
Ins	<ul> <li>logic and reasoning skill during?</li> <li>1. Concrete operational stage</li> <li>2. Sensorimotor stage</li> <li>3. Formal operational stage</li> <li>4. Preoperational stage</li> </ul>	ent, children develop abstract Question ID : 71939920772		
ns ).3	<ul> <li>logic and reasoning skill during?</li> <li>1. Concrete operational stage</li> <li>2. Sensorimotor stage</li> <li>3. Formal operational stage</li> <li>4. Preoperational stage</li> </ul>	ent, children develop abstract Question ID : 71939920772		
ns ).3	<ul> <li>logic and reasoning skill during?</li> <li>1. Concrete operational stage</li> <li>2. Sensorimotor stage</li> <li>3. Formal operational stage</li> <li>4. Preoperational stage</li> </ul> The cueing system for reading in languages uses	ent, children develop abstract Question ID : 71939920772		
.ns 2.3	<ul> <li>logic and reasoning skill during?</li> <li>1. Concrete operational stage</li> <li>2. Sensorimotor stage</li> <li>3. Formal operational stage</li> <li>4. Preoperational stage</li> </ul> The cueing system for reading in languages uses	ent, children develop abstract Question ID : 71939920772		
.ns 2.3	<ul> <li>logic and reasoning skill during?</li> <li>1. Concrete operational stage</li> <li>2. Sensorimotor stage</li> <li>3. Formal operational stage</li> <li>4. Preoperational stage</li> </ul> The cueing system for reading in languages uses	ent, children develop abstract Question ID : 71939920772		
2.3	<ul> <li>logic and reasoning skill during?</li> <li>1. Concrete operational stage</li> <li>2. Sensorimotor stage</li> <li>3. Formal operational stage</li> <li>4. Preoperational stage</li> </ul> The cueing system for reading in languages uses	ent, children develop abstract Question ID : 71939920772		
Ans	<ul> <li>logic and reasoning skill during?</li> <li>1. Concrete operational stage</li> <li>2. Sensorimotor stage</li> <li>3. Formal operational stage</li> <li>4. Preoperational stage</li> </ul> The cueing system for reading in languages uses	ent, children develop abstract Question ID : 71939920772		

🗙 3. 50-60

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		Question ID : <b>71939920782</b>
) 5	When did the Wardorf education begin?	
ins	X 1. 1922	
	2. 1919	
	3. 1911	
	4. 1928	
		Question ID : <b>71939920778</b>
Q.6	What is Montessori Method?	
ns	🗙 1. Providing a preserved environment.	
	🗙 2. Providing nutritional value.	
	igmes 3. Providing and stabilizing economically weak children.	
	4. Providing a prepared environment.	
		Question ID : 71939920777
Q.7	What is the Physical Environment?	
Ans	1. The interactions that occur within the classroom between pee	ers, teachers, and
	family members 2. The cultural, gender and race control and monitoring	
	<ul> <li>X 3. The timing, sequence, and length of routines and activities the</li> </ul>	ACHEDC
	s. The uning, sequence, and length of routines and activities the throughout the day	
	4. The overall design and layout of a room, including its learning	j centres, materials,
	4. The overall design and layout of a room, including its learning and furnishings	j centres, materials,
		centres, materials, Question ID : <b>71939920769</b>
	and furnishings	
Q.8	and furnishings How is reflective vignette written?	Question ID : 71939920769
Q.8	and furnishings         How is reflective vignette written?         X         1. the question is written first, the title second, and the body third	Question ID : 71939920769
Q.8	And furnishings How is reflective vignette written?  1. the question is written first, the title second, and the body third  2. the body is written first, the title second, and the question third	Question ID : 71939920769
Q.8	And furnishings How is reflective vignette written?  1. the question is written first, the title second, and the body third  2. the body is written first, the title second, and the question third  3. the question is written first, the body second, and the title third	Question ID : 71939920769
Q.8	And furnishings How is reflective vignette written?  1. the question is written first, the title second, and the body third  2. the body is written first, the title second, and the question third	Question ID : 71939920769
Q.8	And furnishings How is reflective vignette written?  1. the question is written first, the title second, and the body third  2. the body is written first, the title second, and the question third  3. the question is written first, the body second, and the title third	Question ID : 71939920769
Q.8 Ans	and furnishings How is reflective vignette written?	Question ID : 71939920769
Q.8 Ans Q.9	And furnishings How is reflective vignette written?  1. the question is written first, the title second, and the body third  2. the body is written first, the title second, and the question third  3. the question is written first, the body second, and the title third	Question ID : 71939920769
Q.8 Ans Q.9	and furnishings How is reflective vignette written? 1. the question is written first, the title second, and the body third 2. the body is written first, the title second, and the question third 3. the question is written first, the body second, and the title third 4. the body is written first, the question second, and the title third When was the Montessori method of teaching formed? 1. 1870	Question ID : 71939920769
Q.8 Ans Q.9	And furnishings How is reflective vignette written? 1. the question is written first, the title second, and the body third 2. the body is written first, the title second, and the question third 3. the question is written first, the body second, and the title third 4. the body is written first, the question second, and the title third When was the Montessori method of teaching formed? 1. 1870 2. 1876	Question ID : 71939920769
Q.8 Ans Q.9	And furnishings  How is reflective vignette written?  1. the question is written first, the title second, and the body third  2. the body is written first, the title second, and the question third  3. the question is written first, the body second, and the title third  4. the body is written first, the question second, and the title third  When was the Montessori method of teaching formed?  1. 1870  2. 1876  3. 1905	Question ID : 71939920769
Q.8 Ans Q.9	And furnishings How is reflective vignette written? 1. the question is written first, the title second, and the body third 2. the body is written first, the title second, and the question third 3. the question is written first, the body second, and the title third 4. the body is written first, the question second, and the title third When was the Montessori method of teaching formed? 1. 1870 2. 1876	Question ID : 71939920769
Q.8 Ans Q.9	And furnishings  How is reflective vignette written?  1. the question is written first, the title second, and the body third  2. the body is written first, the title second, and the question third  3. the question is written first, the body second, and the title third  4. the body is written first, the question second, and the title third  When was the Montessori method of teaching formed?  1. 1870  2. 1876  3. 1905	Question ID : 71939920769
Q.8 Ans Q.9 Ans	and furnishings How is reflective vignette written? M 1. the question is written first, the title second, and the body third 2. the body is written first, the title second, and the question third 3. the question is written first, the body second, and the title third 4. the body is written first, the question second, and the title third 1. 1870 2. 1876 3. 1905 4. 1907	Question ID : 71939920769 Question ID : 71939920784
2.8 Ans 2.9 Ans	And furnishings  How is reflective vignette written?	Question ID : 71939920769 Question ID : 71939920784
2.8 Ans 2.9 Ans	And furnishings  How is reflective vignette written?	Question ID : 71939920769           d           d           d           Question ID : 71939920784
Q.8 Ans Q.9 Ans	And furnishings  How is reflective vignette written?	Question ID : 71939920769 Question ID : 71939920784

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		Question ID : 71939920780
2.11 Ans	How many hours of field work is allotted to a particular student?	
	× 2. 55 hours	
	X 3. 35 hours	
	X 4. 50 hours	
		Question ID : <b>71939920783</b>
	According to Steiner's philosophy, the human being is a threefold be and body whose capacities unfold in three developmental stages on adulthood. What are these three paths?	
Ans	X 1. Early childhood, Adolescence and Pre Adults	
	🗙 2. Early childhood, Adolescence and Teenage	
	🗙 3. Early childhood, Middle childhood and Teenage	
	✔ 4. Early childhood, Middle childhood and Adolescence	
		Question ID : <b>71939920776</b>
	Based on the theory of Jean Piaget cognitive development, the pre-ostarts from?	perational stage
115	<b>X</b> 1.5 <b>X</b> 0.7	
	× 2.7	ACHERS
		ACHERS
	X 4. Prenatal	
		Question ID : 71939920773
Q.14 Ans	What is the Temporal Environment? 1. The interactions that occur within the classroom between peers,	
	family members	
	2. The overall design and layout of a room, including its learning ce furnishings	ntres, materials and
	✓ 3. The timing, sequence, and length of routines and activities that t	akes place
	throughout the day	
	$ig \chi$ 4. The cultural, gender and race control and monitoring	
		Question ID : <b>71939920768</b>
2.15	According to the pedagogical approach, how will the field observation	
	conducted?	on and practice be
Ans	<ul> <li>conducted?</li> <li>1. The student will be provided with formats to conduct the activitie</li> <li>2. The student will be asked to make observations and record the observations.</li> </ul>	on and practice be S.
Ans	<ul> <li>conducted?</li> <li>1. The student will be provided with formats to conduct the activitie</li> <li>2. The student will be asked to make observations and record the activities.</li> <li>3. The student will be provided formats to note observations, make</li> </ul>	on and practice be s. conduct of the
Ans	<ul> <li>conducted?</li> <li>1. The student will be provided with formats to conduct the activitie</li> <li>2. The student will be asked to make observations and record the oractivities.</li> <li>3. The student will be provided formats to note observations, make record the conduct of activities.</li> </ul>	on and practice be s. conduct of the
Ans	<ul> <li>conducted?</li> <li>1. The student will be provided with formats to conduct the activitie</li> <li>2. The student will be asked to make observations and record the activities.</li> <li>3. The student will be provided formats to note observations, make</li> </ul>	on and practice be s. conduct of the
Ans	<ul> <li>conducted?</li> <li>1. The student will be provided with formats to conduct the activitie</li> <li>2. The student will be asked to make observations and record the oractivities.</li> <li>3. The student will be provided formats to note observations, make record the conduct of activities.</li> </ul>	on and practice be s. conduct of the

A Social Science     A Social Science     Question ID : 71939920770     Question ID : 71939920770     Question ID : 71939920770     Question ID : 71939920770     Question ID : 71939920771     Question ID : 71939920779     Question ID : 71939920775	/2019	https://cdn.digialm.com//per/g01/pub/1258/touchstone/Assessm	nentQPHTMLMode1//1258O19392/1258O19392S57D1766/1574
4. Social Science   Question ID: 71939920770   71 Biological preservation 2. Emphasis on preservation and conservation of environment 3. Democratic and social preservation 4. Outural heritage protection Question ID: 71939920771 Question ID: 71939920771 3. Democratic and social preservation 4. Outural heritage protection Question ID: 71939920771 3. Outural heritage protection Question ID: 71939920771 3. Outural heritage protection 4. Outural heritage protection 3. Provide Skills 3. Fine Motor Skills 3. Fine Motor Skills 4. A socritments skill Question ID: 71939920779 3. Under the troop of semantic in the cueing system? 5. A socritments skill 4. It shows the un-importance of letters 4. It uses letter-sounds to predict what the next word with the flaguage 4. It uses letter-sounds to predict what the next word might be 4. It uses letter-sounds to predict what the next word might be 4. It uses letter-sounds to predict what the next word might be 4. It uses letter-sounds to predict what the next word might be 4. It uses letter-sounds to predict what the next word might be 4. It uses letter-sounds to predict what the next word might be 4. It uses letter-sounds to predict what the next word might be 4. It uses letter-sounds to predict what the next word might be 5. Question ID: 71939920775 2. What are the qualities of a democratic teacher? 5. It easy going, empathising, genume, caring, submissive 5. Question ID: 71939920775		2. Habitat and learning	
Question ID: 71939920770         17 Eased on the NCF 2005, the subject EVS was introduced with which aspect in mind?         ns       1. Biological preservation         Question ID: 71939920771         Question ID: 71939920771         18 What skill does the activity of threading help a child to build?         ns       1. Coptivies Development         Question ID: 71939920779         18 What skill does the activity of threading help a child to build?         ns       1. Coptivies Development         Question ID: 71939920779         19 What is the role of semantic in the cueing system?         ns       1. It shows the un-importance of lefters         Question ID: 71939920779         19 What is the role of semantic in the cueing system?         ns       1. It shows the un-importance of lefters         Question ID: 71939820766         Question ID: 71939820776         19 What is the role of semantic in the cueing system?         ns       1. It shows the un-importance of lefters         Question ID: 71939820766         Question ID: 71939820776         20 When did the Reggio Emilia approach begin?         ns       1. 1945         Question ID: 71939820775         Cuestion ID: 71939820775			
11 Based on the NCF 2005, the subject EVS was introduced with which aspect in mind?         Instruction         12 Emphasis on preservation         2 Psychosocial skills         3 Ene Molor Skills         3 Ene Molor Skills         4 Assortments skills         2 It helps to idently the next words in a sentence from the Easkground knowledge         4 It uses letter-sounds to predict what the next word might be         2 Under did the Reggio Emilia approach begin?         1 S       1 1945         2 1 193       3 1953         3 1 1952       1 1945         2 1 1932       Question ID : 71939920775		X 4. Social Science	
ns  1. Biological preservation 2. Emphasis on preservation and conservation of environment: 3. Democratic and social preservation 4. Cultural heritage protection Cuestion ID : 71939920771 3. What skill does the activity of threading help a child to build? 3. Psychosocial skills 3. Fine Motor Skills 3. Fine Motor Skills 3. Fine Motor Skills 4. Assortments skills Cuestion ID : 71939920779 3. It helps to identify the next words in a sentence from the background knowledge 4. It uses letter sounds to predict what the next word might be 3. Unleips to identify the next words in a sentence from the background knowledge 4. It uses letter sounds to predict what the next word might be 3. Unleips to identify the next words in a sentence from the background knowledge 4. It uses letter sounds to predict what the next word might be 3. It helps to identify the next words in a sentence from the background knowledge 4. It uses letter sounds to predict what the next word might be 3. It helps to identify the next words in a sentence from the background knowledge 4. It uses letter sounds to predict what the next word might be 3. Unleips to identify the next words in a sentence from the background knowledge 4. It uses letter sounds to predict what the next word might be 3. Unleips to identify the next words in a sentence from the background knowledge 4. It uses letter sounds to predict what the next word might be 3. Unleips to identify the next words in a sentence from the background knowledge 4. It uses letter sounds to predict what the next word might be 3. Unleips to identify the next words in a sentence from the background knowledge 5. Ouestion ID : 71939920766 5. Ouestion ID : 71939920775 5. Ouestion ID : 719399207			Question ID : 71939920770
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<ul> <li>3. Democratic and social preservation</li> <li>4. Cutural heritage protection</li> <li>Question ID : 71939920771</li> <li>3. Fine Motor Skills</li> <li>3. Fine Motor Skills</li> <li>4. Assortments skills</li> <li>3. In the trole of semantic in the cueing system?</li> <li>1. It shows the un-importance of letters</li> <li>2. It values letter-sounds to predict what the next word might be</li> <li>3. Understand the grammatical structure of the tanguage</li> <li>3. Understand the grammatical structure of the tanguage</li> <li>4. It uses letter-sounds to predict what the next word might be</li> <li>4. It uses letter-sounds to predict what the next word might be</li> <li>4. It uses letter-sounds to predict what the next word might be</li> <li>4. It uses letter-sounds to predict what the next word might be</li> <li>4. It uses letter-sounds to predict what the next word might be</li> <li>4. It uses letter-sounds to predict what the next word might be</li> <li>4. It uses letter-sounds to predict what the next word might be</li> <li>4. It uses letter-sounds to predict what the next word might be</li> <li>4. It uses letter-sounds to predict what the next word might be</li> <li>4. It uses letter-sounds to predict what the next word might be</li> <li>4. It uses letter-sounds to predict what the next word might be</li> <li>4. It uses letter-sounds to predict what the next word might be</li> <li>5. It the source of the tanguage is a source o</li></ul>			
A Cultural heritage protection   Question ID : 71939920771   38 What skill does the activity of threading help a child to build?   10   11   12   12   12   13   14   12   12   13   14   15   14   15   15   16   16   17   17   20 20 20 21 21 21 21 21 21 22 22 23 24 24 24 24 24 24 24 24 24 25 26 26 26 26 27 26 27 26 27 26 20 </td <td></td> <td>•</td> <td></td>		•	
Question ID: 71939920771         12         13         14         15         1			
18       What skill does the activity of threading help a child to build?         ns       1. Cognitive Development         2. Psychosocial skills       2. Psychosocial skills         4. Assortments skills       Question ID : 71939920779         19       What is the role of somantic in the cueing system?         ns       1. It shows the un-importance of letters         2. It helps us to understand the grammatical structure of the tanguage         2. It helps us to understand the grammatical structure of the tanguage         3. It helps to identify the next words in a sentence from the background knowledge         4. It uses letter-sounds to predict what the next word might be         20       When did the Reggio Emilia approach begin?         ns       1. 1945         2. 1. 1945         3. 1983         4. 1 1942         Question ID : 71939920775			
ns ( 1. Cognitive Development 2. Psychosocial skills 3. Fine Motor Skills 4. Assortments skills 1. It shows the un-importance of letters 1. It shows the un-importance of letters 2. It helps us to understand the grammatical structure of the tanguage 3. It helps to identify the next words in a sentence from the background knowledge 4. It uses letter-sounds to predict what the next word might be 2.0 When did the Reggio Emilia approach begin? ns 1. 1945 2. 1933 3. 1953 4. 1942 Cuestion ID : 71939920775 2.10 Structure of a democratic teacher? ns 1. easy going, empathising, genuine, caring, submissive 2. A What are the qualities of a democratic teacher? 1. easy going, empathising, genuine, caring, submissive 2. expects swift obedience, discourages verbal exchange, and gives few praises to students			Question ID : <b>71939920771</b>
<ul> <li>A Psychosocial skills</li> <li>S. Fine Motor Skills</li> <li>A soortments skills</li> <li>Cuestion ID: 71939920779</li> </ul> 29 What is the role of semantic in the cueing system? <ul> <li>1. It shows the un-importance of letters</li> <li>2. It helps us to understand the grammatical structure of the language</li> <li>3. It helps to identify the next word in a sentence from the background knowledge</li> <li>4. It uses letter-sounds to predict what the next word might be</li> <li>Cuestion ID: 71939920766</li> </ul> 20 When did the Reggio Emilia approach begin? <ul> <li>a. 1. 1945</li> <li>a. 3. 1953</li> <li>b. 1. 1945</li> <li>c. 1. 1945</li> <li>c. 2. 1933</li> <li>c. 3. 1953</li> <li>c. 4. 1942</li> </ul> Cuestion ID: 71939920775 Cuestion ID: 71939920775	Q.18 \	What skill does the activity of threading help a child to build?	
<ul> <li>S. Fine Motor Skills <ul> <li>A soortments skills</li> </ul> </li> <li>Question ID: 71939920779</li> </ul> <li> 2. It helps us to understand the grammatical structure of the tanguage CAREERSS <ul> <li>A. It helps us to understand the grammatical structure of the tanguage CAREERSS</li> <li>A. It uses letter-sounds to predict what the next word might be Cauestion ID: 71939920766</li> </ul> </li> <li> 2. When did the Reggio Emilia approach begin? <ul> <li>a. 1. 1945</li> <li>A. 2. 1933</li> <li>A. 3. 1953</li> <li>A. 1. 1945</li> <li>A. 2. 1933</li> <li>A. 3. 1953</li> <li>A. 1. 1945</li> <li>A.</li></ul></li>	Ans	🗙 1. Cognitive Development	
A Assortments skills		X 2. Psychosocial skills	
Image: Sector Disciplined         Image: Sector Disciplined		✓ 3. Fine Motor Skills	
.19 What is the role of semantic in the cueing system?         Ins       1. It shows the un-importance of letters <ul> <li>2. It helps us to understand the grammatical structure of the tanguage</li> <li>Check and the grammatical structure of the tanguage</li> <li>3. It helps to identify the next words in a sentence from the background knowledge</li> <li>4. It uses letter-sounds to predict what the next word might be</li> </ul> 2.0 When did the Reggio Emilita approach begin?         0. Question ID : 71939920766           2.0 When did the Reggio Emilita approach begin?         0. 1. 1945 <ul> <li>2. 1. 1945</li> <li>3. 1953</li> <li>4. 1 1942</li> </ul> Instantiation of the qualities of a democratic teacher?         Instantiation of the qualities of a democratic teacher?           Instantiation of the qualities of a democratic teacher?         1. easy going, empathising, genuine, caring, submissive <ul> <li>2. expects vigorous discipline, express to students</li> </ul>		X 4. Assortments skills	
.19 What is the role of semantic in the cueing system?         ns       1. It shows the un-importance of letters         2. It helps us to understand the grammatical structure of the tanguage       Check			
Ins               1. It shows the un-importance of letters                  • 2. It helps us to understand the grammatical structure of the tanguage               Check Content of the tanguage                 • 3. It helps to identify the next words in a sentence from the background knowledge                 • 4. It uses letter-sounds to predict what the next word might be             • 0 Question ID : 71939920766                 • 1. 1945                 • 2. 1933                 • 1. 1945                 • 1. 1945                 • 1. 1945                 • 2. 1933                 • 1. 1945                 • 1. 1945                 • 1. 1945                 • 1. 1945                 • 1. 1945                 • 1. 1942                 Cuestion ID : 71939920775                 exction : Discipline4                 • 1. easy going, empathising, genuine, caring, submissive                 • 1. easy going, empathising, genuine, caring, submissive                 • 2. expects vigorous discipline,             expects swift obedience, discourages verbal exchange, and gives few praises to students <td></td> <td></td> <td>Question ID : 71939920779</td>			Question ID : 71939920779
A. 1942 Question ID : 71939920775 Question ID : 71939920775	Q.20 V Ans	When did the Reggio Emilia approach begin? 1. 1945 2. 1933	Question ID : 71939920766
ection : Discipline4         0.1 What are the qualities of a democratic teacher?         ns       1. easy going, empathising, genuine, caring, submissive         X       1. easy going, empathising, genuine, caring, submissive         X       2. expects vigorous discipline,         expects swift obedience, discourages verbal exchange, and gives few praises to students		•	
<ul> <li>A.1 What are the qualities of a democratic teacher?</li> <li>ns 1. easy going, empathising, genuine, caring, submissive</li> <li>2. expects vigorous discipline,</li> <li>expects swift obedience, discourages verbal exchange, and gives few praises to students</li> </ul>			Question ID : 71939920775
<ul> <li>A.1 What are the qualities of a democratic teacher?</li> <li>ns 1. easy going, empathising, genuine, caring, submissive</li> <li>2. expects vigorous discipline,</li> <li>expects swift obedience, discourages verbal exchange, and gives few praises to students</li> </ul>			
<ul> <li>A.1 What are the qualities of a democratic teacher?</li> <li>ns 1. easy going, empathising, genuine, caring, submissive</li> <li>2. expects vigorous discipline,</li> <li>expects swift obedience, discourages verbal exchange, and gives few praises to students</li> </ul>	Section	1 : Discipline4	
<ul> <li>ns X 1. easy going, empathising, genuine, caring, submissive</li> <li>X 2. expects vigorous discipline, expects swift obedience, discourages verbal exchange, and gives few praises to students</li> </ul>			
2. expects vigorous discipline, expects swift obedience, discourages verbal exchange, and gives few praises to students	Ans		
	e	X 2. expects vigorous discipline,	praises to students
3. an approach to child-rearing that combines warmth, sensitivity, and the setting of limits		X 3. an approach to child-rearing that combines warmth, sensitivity,	
4. gives an adequate opportunity to their students to have maximum learning in form of creativity and critical thinking and also students learn from their own mistakes	c		
Question ID : <b>71939920800</b>			Question ID · 71939920800

Q.2 Which of the following options is not an objective of Field observation and practice?

/2019			
Ans			
	2. Dismiss the various aspects of classroom organization and management		
	imes 3. Gain actual experience of working with young children in preschool setting		
	4. Develop skills in understanding young children and their needs and be able to plan		
	a relevant as well as a holistic programme for them.		
		Question ID : 71939920785	
Q.3	What are the approaches to self development?		
Ans			
	Love from parents;		
	Impact of parents early care on individuals		
	2. Enquiry and introspection; Memories of childhood;		
	Impact of early care on individuals;		
	SWOT analysis		
	3. Enquiry and introspection; Memories of togetherness and their influence Family reunion;		
	4. Enquiry and introspection;		
	Memories of childhood and their influence Family history;		
	Impact on individuals		
		Question ID : 71939920789	
Q.4	What does Inclusion mean?		
Ans	X 1. Helping the socially weak and including them with other stude	ents	
	2. the right of all children, regardless of abilities, to participate a	actively in natural	
	settings within their communities	ACHERS	
	X 3. helping the economically weak and including them with other	S	
	X 4. Bringing in children from all backgrounds forward		
		Question ID : 71939920801	
Q.5	Wh <mark>ile designing the</mark> outdo <mark>or space, the ou</mark> tdoor space should co	ntain	
Ans	1. adequacy and safety of space for children; imaginative use o	of space for physical	
	and motor activities like crawling; climbing; sliding etc.		
	2. Considerations of adequacy and flexibility for movement and	activity and	
	cleanliness; Ventilation, light and safety in the classroom.		
	3. Arranging Activity corners such as doll's corner; books/reading corner;		
	blocks and toys corner;		
	art corner; significance and considerations		
	🗙 4. Activity areas		
	Classroom displays		
	Seating arrangement Classroom Adaptations		
	Seating arrangement		
	Seating arrangement	Question ID : <b>71939920804</b>	
Q.6	Seating arrangement Classroom Adaptations		
	Seating arrangement Classroom Adaptations Practicing teaching: Conducting planned activities for part of the classrooms, comes up in which stage?		
Q.6 Ans	Seating arrangement Classroom Adaptations Practicing teaching: Conducting planned activities for part of the		
	Seating arrangement Classroom Adaptations Practicing teaching: Conducting planned activities for part of the classrooms, comes up in which stage?		
	Seating arrangement Classroom Adaptations Practicing teaching: Conducting planned activities for part of the classrooms, comes up in which stage?		
	Seating arrangement Classroom Adaptations Practicing teaching: Conducting planned activities for part of the classrooms, comes up in which stage? 1. stage 2 2. independent working		
	Seating arrangement Classroom Adaptations Practicing teaching: Conducting planned activities for part of the classrooms, comes up in which stage? 1. stage 2 2. independent working 3. internship		

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	From the following options given below, which one is the most appropriate for enhancing communication skills?		
Ans	1. Visit to library and book/ journal/ report reading sessions to understand Story Writing/ Song Composition, Effective Report Writing		
	2. Classroom Management Develop an understanding of self directed learning Ways to address diversity in ECCE and early primary classrooms Making use of drama/ music, movement, yoga for young children Interpersonal effectiveness and ability to collaborate with others in team work Organisational skills for an effective organisation of ECCE classroom Goal setting and effective time management Conflict Resolution		
	3. Using visual aids effectively Public speaking Active Involvement of Audience Strengthening Spoken English and Basic Grammar Conversation Skills: Assertive/ Aggressive/ Submissive Communication		
	4. Classroom Management Develop an understanding of self directed learning Ways to address diversity in ECCE and early primary classrooms Making use of drama/ music, movement, yoga for young children Interpersonal effectiveness and ability to collaborate with others in team work. Organisational skills for an effective organisation of ECCE classroom Goal setting and effective time management Conflict Resolution		
	Question ID : 71939920791		
Q.8	When talking about self development, what role does introspection and Enquiry play?		
Ans	<ul> <li>X 1. to look back on ourselves and question ourselves</li> <li>X 2. the point of view with which one looks at</li> </ul>		
	<ul> <li>3. the understanding and mastery of one's own mental and emotional state and asking ourselves questions</li> <li>4. none of the above</li> </ul>		
	Question ID : 71939920788		
Q.9 Ans	Pedagogy is the study of CILLUCE		
	X 2. Learning Process		
	✓ 3. Teaching Methods and its practice		
	X 4. Behaviour of students		
	Question ID : 71939920795		
Q.10	How has gender roles been identified as?		
Ans	X 1. Gender roles has been defined with the gender expression.		
	2. Children when born are allotted a gender expression based on this they play with certain toys and choose certain roles at social gatherings.		
	3. Young children look to caring adults to help them understand the expectations of their society and to develop a secure sense of self.		
	4. Children learn the social meanings of gender from adults and culture. Beliefs about activities, interests, and behaviours associated with gender are called "gender norms."		
	Question ID : 71939920796		
Q.11	What are the objectives of ICDS?		
Ans	1. Integrated Package of services Maximum Beneficiaries reach Training Set up Holistic Development of children		
	Holistic Development of children Community Empowerment		

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	Child rights Inter Sectoral Approach		
	2. (a) Nutrition and Health Education, (b) IFA supplementation and intervention, (c) Non-formal education, (d) Home Based skill training and (e) Supplementary nutrition		
	✓ 3. To improve the nutritional and health status of children in the age group of 0 to 6		
	years; To lay the foundations for proper psycho-physical and social developmer To reduce the incidence of mortality, morbidity, malnutrition and School d To achieve effective coordination of policy and implementation among the departments to promote child development; and To enhance the capability of the mothers to look after the normal health a of the child through proper nutrition and health education	rop outs; e various	
	4. Supplementary Nutrition,		
	Immunisation, Health check up, Referral Services, and Growth Monitoring.		
		Question ID : 71939920793	
	Which of the following from the list given below is not an Assessme	ent tool and	
Ans	Technique?		
,	2. Drafts		
	X 3. Portfolios		
	4. Anecdotal records		
		Question ID : <b>71939920803</b>	
Q.13	What are the goals of Pre-school Education?		
Ans	1. Children maintain good health and well being		
	Children become involved learner and connect with their immediate envir Children are provided nutritional value	ronment	
	2. Children maintain good health and well being Children become effective communicator Children become involved learner and connect with their immediate envir 3. Children maintain good health and well being Rapid physical growth is observed Children become involved learner and connect with their immediate envir Children are provided nutritional value		
	X 4. Children maintain good health and well being		
	Children become effective communicator Children become involved learner and connect with their immediate envir Children are provided nutritional value	ronment	
		Question ID : 71939920792	
	Under universal instruction and intervention, what are the class-roo		
	Under universal instruction and intervention, what are the class-root techniques? 1. Explicitly teach students classroom expectations and routines R behaviours.	m management	
_	techniques? 1. Explicitly teach students classroom expectations and routines R	m management	
Ans	<ul> <li>techniques?</li> <li>1. Explicitly teach students classroom expectations and routines R behaviours.</li> <li>2. Self-management.</li> <li>Anger management.</li> <li>Conflict resolution.</li> <li>Specialized social skill instruction.</li> </ul>	m management	
Ans	<ul> <li>techniques?</li> <li>1. Explicitly teach students classroom expectations and routines R behaviours.</li> <li>2. Self-management.</li> <li>Anger management.</li> <li>Conflict resolution.</li> </ul>	m management	
Ans	<ul> <li>techniques?</li> <li>1. Explicitly teach students classroom expectations and routines R behaviours.</li> <li>2. Self-management.</li> <li>Conflict resolution.</li> <li>Specialized social skill instruction.</li> <li>Mentoring programs.</li> <li>3. Do not use vague rules.</li> <li>Do not have rules that you are unwilling to enforce.</li> <li>Do not ignore student behaviours that violate school or classroom rules (away).</li> </ul>	m management Reward positive	
Ans	<ul> <li>techniques?</li> <li>1. Explicitly teach students classroom expectations and routines R behaviours.</li> <li>2. Self-management.</li> <li>Conflict resolution.</li> <li>Specialized social skill instruction.</li> <li>Mentoring programs.</li> <li>3. Do not use vague rules.</li> <li>Do not have rules that you are unwilling to enforce.</li> <li>Do not ignore student behaviours that violate school or classroom rules (</li> </ul>	m management teward positive	

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	Increasing the averseness of consequences. Establishing a bottom line or zero tolerance level policies. Excluding students from the "privilege" of attending school through out-of-school suspensions		
	and expulsions.	Question ID : <b>71939920790</b>	
Q.15	What is gender Equality?		
Ans	🗙 1. Men and Women are Equal.		
	🗙 2. Men and Women are not Equal.		
	3. Equal rights, responsibilities and opportunities of women and	men and girls and	
	boys.		
	X 4. All genders must share the same rights.		
		Question ID : 71939920798	
Q 16	How many features does ICDS have?		
Ans	× 1.8		
	2.6		
	<b>X</b> 3.9		
	✔ 4. 11		
		Question ID : 71939920794	
	<ul> <li>religion, gender and disability.</li> <li>2. gender, disability, and impoverishment made an impact on he family's scarce resources.</li> <li>3. Equality in power and decision making.</li> </ul>	w her father allocated	
	X 4. Gender roles.		
		Question ID : <b>71939920797</b>	
Q.18	What are the symptoms of tuberculosis?		
Ans	1. Chest pain, or pain with breathing or coughing.		
	Unintentional weight loss.		
	Fatigue. Fever.		
	Night sweats. Chills.		
	X 2. Nausea.		
	Headaches.		
	Cranky and agitated. Gains weight too quickly.		
	X 3. Decreased or poor muscle tone.		
	Short neck, with excess skin at the back of the neck.		
	Flattened facial profile and nose. Small head, ears, and mouth.		
	4. Short attention span.		
	Poor judgment.		
	Impulsive behaviour. Slow learning		
	Delayed language and speech development.		
		Question ID : 71939920799	

Q.19			
	Actual full time placement is in preschools.		
Ans	🗙 1. 3 types		
	X 2.4 types		
	✓ 3. 2 types		
	× 4.5 types		
		Question ID : <b>71939920786</b>	
2 20	In the following given entions which is not a tapaker mode material	10	
Ans	In the following given options which is not a teacher made materia X 1. worksheets	17	
	2. clay		
	X 3. dolls, worksheets		
	X 4. conversation charts, cards		
		Question ID : 71939920802	
ectio	n : Discipline5		
Q.1	FINE (2003) uses the term "peopled ethnography" to describe wha	t?	
Ans	$\mathbf{X}$ 1. text that provides an understanding of the setting and that des		
i	implications		
	X 2. text that provides an understanding of the setting and that des	cribes structured	
I	implications	aviews the gratical IERS	
	3. text that provides an understanding of the setting and that describes theoretical implications		
	4. text that provides an understanding of the setting and that describes practical		
		cribes practical	
		cribes practical	
	imes 4. text that provides an understanding of the setting and that des		
	imes 4. text that provides an understanding of the setting and that des	Cribes practical Question ID : 71939920823	
i	imes 4. text that provides an understanding of the setting and that des	Question ID : 71939920823	
Q.2	4. text that provides an understanding of the setting and that des implications	Question ID : 71939920823	
Q.2	4. text that provides an understanding of the setting and that designations	Question ID : 71939920823	
Q.2	4. text that provides an understanding of the setting and that desimplications How many stages are there in Jean Piaget's theory of cognitive de 1.6	Question ID : 71939920823	
Q.2	4. text that provides an understanding of the setting and that desimplications How many stages are there in Jean Piaget's theory of cognitive de 1. 6 2. 4	Question ID : 71939920823	
Q.2	4. text that provides an understanding of the setting and that desimplications How many stages are there in Jean Piaget's theory of cognitive de 1. 6 2. 4 3. 5	Question ID : 71939920823	
Q.2	4. text that provides an understanding of the setting and that desimplications How many stages are there in Jean Piaget's theory of cognitive de 1. 6 2. 4 3. 5	Question ID : 71939920823	
Q.2 Ans	4. text that provides an understanding of the setting and that desimplications How many stages are there in Jean Piaget's theory of cognitive de 1. 6 2. 4 3. 5 4. 3	Question ID : 71939920823 velopment? Question ID : 71939920820	
Q.2 Ans	4. text that provides an understanding of the setting and that desimplications How many stages are there in Jean Piaget's theory of cognitive de 1.6 2.4 3.5 4.3 According to Inclusion, which of the following given statements and	Question ID : 71939920823 velopment? Question ID : 71939920820	
Q.2 Ans	<ul> <li>4. text that provides an understanding of the setting and that desimplications</li> <li>How many stages are there in Jean Piaget's theory of cognitive de</li> <li>1. 6</li> <li>2. 4</li> <li>3. 5</li> <li>4. 3</li> </ul> According to Inclusion, which of the following given statements and the following given statements are expected to adjust to a fixed educed statement of the following given st	Question ID : 71939920823         velopment?         Question ID : 71939920820         e correct?         cation structure.	
Q.2 Ans	4. text that provides an understanding of the setting and that designalizations How many stages are there in Jean Piaget's theory of cognitive de 1.6 2.4 3.5 4.3 According to Inclusion, which of the following given statements and 1. Students with disabilities are expected to adjust to a fixed edu 2. A setting where students with disabilities learn alongside peer	Question ID : 71939920823         velopment?         Question ID : 71939920820         e correct?         cation structure.         s without disabilities.	
Q.2 Ans	<ul> <li>4. text that provides an understanding of the setting and that desimplications</li> <li>How many stages are there in Jean Piaget's theory of cognitive de </li> <li>1. 6</li> <li>2. 4</li> <li>3. 5</li> <li>4. 3</li> </ul> According to Inclusion, which of the following given statements and <ul> <li>1. Students with disabilities are expected to adjust to a fixed edu</li> <li>2. A setting where students with disabilities learn alongside peer</li> <li>3. Students with disabilities are not expected to adjust to a fixed</li> </ul>	Question ID : 71939920823         velopment?         Question ID : 71939920820         e correct?         cation structure.         s without disabilities.         education structure.	
Q.2 Ans	4. text that provides an understanding of the setting and that designalizations How many stages are there in Jean Piaget's theory of cognitive de 1.6 2.4 3.5 4.3 According to Inclusion, which of the following given statements and 1. Students with disabilities are expected to adjust to a fixed edu 2. A setting where students with disabilities learn alongside peer	Question ID : 71939920823         velopment?         Question ID : 71939920820         e correct?         cation structure.         s without disabilities.         education structure.	
Q.2 Ans	<ul> <li>4. text that provides an understanding of the setting and that desimplications</li> <li>How many stages are there in Jean Piaget's theory of cognitive de </li> <li>1. 6</li> <li>2. 4</li> <li>3. 5</li> <li>4. 3</li> </ul> According to Inclusion, which of the following given statements and <ul> <li>1. Students with disabilities are expected to adjust to a fixed edu</li> <li>2. A setting where students with disabilities learn alongside peer</li> <li>3. Students with disabilities are not expected to adjust to a fixed</li> </ul>	Question ID : 71939920823         velopment?         Question ID : 71939920820         e correct?         cation structure.         s without disabilities.         education structure.	
Q.2 Ans	<ul> <li>4. text that provides an understanding of the setting and that desimplications</li> <li>How many stages are there in Jean Piaget's theory of cognitive de </li> <li>1. 6</li> <li>2. 4</li> <li>3. 5</li> <li>4. 3</li> </ul> According to Inclusion, which of the following given statements and <ul> <li>1. Students with disabilities are expected to adjust to a fixed edu</li> <li>2. A setting where students with disabilities learn alongside peer</li> <li>3. Students with disabilities are not expected to adjust to a fixed</li> </ul>	Question ID : 71939920823         velopment?         Question ID : 71939920820         e correct?         cation structure.         s without disabilities.         education structure.         s without disabilities.	
Q.2 Ans Q.3 Ans	<ul> <li>4. text that provides an understanding of the setting and that desimplications</li> <li>How many stages are there in Jean Piaget's theory of cognitive de </li> <li>1. 6</li> <li>2. 4</li> <li>3. 5</li> <li>4. 3</li> </ul> According to Inclusion, which of the following given statements and <ul> <li>1. Students with disabilities are expected to adjust to a fixed edu</li> <li>2. A setting where students with disabilities learn alongside peer</li> <li>3. Students with disabilities are not expected to adjust to a fixed</li> </ul>	Question ID : 71939920823         velopment?         Question ID : 71939920820         e correct?         cation structure.         s without disabilities.         education structure.         s without disabilities.	
Q.2 Ans	<ul> <li>A. text that provides an understanding of the setting and that desimplications</li> <li>How many stages are there in Jean Plaget's theory of cognitive detection in the setting and that design in the setting and the setting and the setting and that design in the setting and the setting and the setting and the setting and the setting are expected to adjust to a fixed detection in the setting where students with disabilities learn apart from peer in the setting where students with disabilities learn apart from peer in the setting where students with disabilities learn apart from peer in the setting where students with disabilities learn apart from peer in the setting where students with disabilities learn apart from peer in the setting where students with disabilities learn apart from peer in the setting where students with disabilities learn apart from peer in the setting where students with disabilities learn apart from peer in the setting where students with disabilities learn apart from peer in the setting where students with disabilities learn apart from peer in the setting where students with disabilities learn apart from peer in the setting where students with disabilities learn apart from peer in the setting where students with disabilities learn apart from peer in the setting where students with disabilities learn apart from peer in the setting where students with disabilities learn apart from peer in the setting where students with disabilities learn apart from peer in the setting where students with disabilities learn apart from peer in the setting where students with disabilities learn apart from peer in the setting where studen</li></ul>	Question ID : 71939920823         velopment?         Question ID : 71939920820         e correct?         cation structure.         s without disabilities.         education structure.         s without disabilities.	
Q.2 Ans Q.3 Ans	A text that provides an understanding of the setting and that desimplications How many stages are there in Jean Plaget's theory of cognitive de 1.6 2.4 3.5 4.3 According to Inclusion, which of the following given statements and 1. Students with disabilities are expected to adjust to a fixed edu 2. A setting where students with disabilities learn alongside peer 3. Students with disabilities are not expected to adjust to a fixed 4. A setting where students with disabilities learn apart from peer 4. A setting where students with disabilities learn apart from peer	Question ID : 71939920823         velopment?         Question ID : 71939920820         e correct?         cation structure.         s without disabilities.         education structure.         s without disabilities.         education structure.         g without disabilities.         education structure.         g without disabilities.         guestion ID : 71939920813	
Q.2 Ans Q.3 Ans	A text that provides an understanding of the setting and that desimplications How many stages are there in Jean Plaget's theory of cognitive de 1.6 2.4 3.5 4.3 According to Inclusion, which of the following given statements an 1. Students with disabilities are expected to adjust to a fixed edu 2. A setting where students with disabilities learn alongside peer 3. Students with disabilities are not expected to adjust to a fixed 4. A setting where students with disabilities learn apart from peer What is selective mutism? 1. none of the above.	Question ID : 71939920823         velopment?         Question ID : 71939920820         e correct?         cation structure.         s without disabilities.         education structure.         s without disabilities.         education structure.         guestion ID : 71939920813	

		Question ID : 71939920817	
	Attachment difficulties and disorders – autism, down's syndrome non-organic failure to thrive, parenting problems – rejecting, anx parenting; effects which age group?		
Ans	1. (6-8 years)		
	🗙 2. (2-6 years)		
	<b>3</b> . (0-2 years)		
	<b>X</b> 4. (8-11 years)		
		Question ID : 71939920816	
Q.6	Which of the following is a detailed outline of the FGD process?		
Ans	1. Identifying the main objective		
	Develop Key questions		
	Develop Agenda Recording the session		
	Identify and invite suitable discussion partners		
	2. Identifying the main objective Develop Key questions		
	Develop Agenda		
	Analysing the session Identify and invite suitable discussion partners		
	🗙 3. Develop Key questions		
	Develop Agenda Recording the session	ACHEDO	
	Analysing the session	ACHERS	
	Identify and invite suitable discussion partners		
	4. Identifying the main objective Develop Key questions		
	Develop Agenda Identify and invite suitable discussion partners		
	Identity and invite saliable discussion particles		
		Question ID : 71939920822	
0.7	While designing the interior of centre, the indoors should contain		
Ans	1. activity areas, classroom displays, seating arrangement, classroom		
	X 2. activity areas, facilitation areas, seating arrangement, cycle t		
	X 3. activity areas, air conditioners, seating arrangement, trampoline		
	X 4. activity areas, seating arrangement, classroom adaptations,		
		Question ID : <b>71939920805</b>	
Q.8	From the following selection of choices, choose which are the m	aterials/equipments	
	that are used in the Activity area prop boxes.		
Ans	X 1. fabrics or blanket.		
	X 2. clip on ties and scarves.		
	3. restaurant: tables and chairs, menus, paper bags, play money, empty food		
	containers, aprons.		
	X 4. telephones, radios, clocks and cameras.		
		Question ID : 71939920808	

	https://cdn.digialm.com//per/g01/pub/1258/touchstone/Assessme		
	X 3. simplicity		
	X 4. discipline		
		Question ID : 71939920821	
0.10	What is inclusion?		
Ans	$\mathbf{X}$ 1. a setting where students with disabilities learn alongside peers v	vithout disabilities	
	$\mathbf{X}$ 2. a setting where students with disabilities learn separately.		
	3. a setting which doesn't approaches a merging of special educati education.	on with regular	
	4. actual merging of special education and regular education with t	ne belief that all	
	children are different, will learn fervently, and should have full access to the		
	1		
		Question ID : <b>71939920810</b>	
Q.11	Which of the following point does not show that the child has difficu ordinating Sensory and Physical control?	Ities in co-	
Ans	igmma 1. Finds difficulty in focusing on subject		
	✔ 2. Have good motor skills		
	X 3. Smells objects		
	4. Moves around clumsily		
		Question ID : 71939920812	
	<ul> <li>3. transaction</li> <li>4. documentation</li> </ul>	Question ID : 71939920806	
0 13	What is the full form of IEP?		
Ans			
	1 Illiteracy Education Plan		
	<ul> <li>1. Illiteracy Education Plan</li> <li>2. International Education Plan</li> </ul>		
	X 2. International Education Plan		
	<ul> <li>2. International Education Plan</li> <li>3. Individual Education Plan</li> </ul>		
	X 2. International Education Plan		
	<ul> <li>2. International Education Plan</li> <li>3. Individual Education Plan</li> </ul>	Question ID : <b>71939920814</b>	
	<ul> <li>2. International Education Plan</li> <li>3. Individual Education Plan</li> </ul>	Question ID : <b>71939920814</b>	
Q.14	<ul> <li>2. International Education Plan</li> <li>3. Individual Education Plan</li> <li>4. Indian Education Plan</li> </ul> From the following list choose the most appropriate set of activities		
	<ul> <li>X 2. International Education Plan</li> <li>X 3. Individual Education Plan</li> <li>X 4. Indian Education Plan</li> </ul> From the following list choose the most appropriate set of activities custodians of records are held responsible.		
Ans	<ul> <li>X 2. International Education Plan</li> <li>3. Individual Education Plan</li> <li>X 4. Indian Education Plan</li> </ul> From the following list choose the most appropriate set of activities custodians of records are held responsible. X 1. Maintenance		
Ans	<ul> <li>X 2. International Education Plan</li> <li>3. Individual Education Plan</li> <li>X 4. Indian Education Plan</li> </ul> From the following list choose the most appropriate set of activities custodians of records are held responsible. X 1. Maintenance Transfer Filing		
Ans	<ul> <li>X 2. International Education Plan</li> <li>3. Individual Education Plan</li> <li>X 4. Indian Education Plan</li> </ul> From the following list choose the most appropriate set of activities custodians of records are held responsible. X 1. Maintenance Transfer Filing Disposal		
Ans	<ul> <li>X 2. International Education Plan</li> <li>X 3. Individual Education Plan</li> <li>X 4. Indian Education Plan</li> </ul> From the following list choose the most appropriate set of activities custodians of records are held responsible. <ul> <li>X 1. Maintenance</li> <li>Transfer</li> <li>Filing</li> <li>Disposal</li> <li>X 2. Maintenance</li> </ul>		
Ans	<ul> <li>X 2. International Education Plan</li> <li>3. Individual Education Plan</li> <li>X 4. Indian Education Plan</li> </ul> From the following list choose the most appropriate set of activities custodians of records are held responsible. X 1. Maintenance Transfer Filing Disposal 2. Maintenance Retention Transfer		
Ans	<ul> <li>X 2. International Education Plan</li> <li>3. Individual Education Plan</li> <li>X 4. Indian Education Plan</li> </ul> From the following list choose the most appropriate set of activities custodians of records are held responsible. <ul> <li>X 1. Maintenance</li> <li>Transfer</li> <li>Filing</li> <li>Disposal</li> <li>X 2. Maintenance</li> <li>Retention</li> </ul>		
Ans	<ul> <li>X 2. International Education Plan</li> <li>3. Individual Education Plan</li> <li>X 4. Indian Education Plan</li> </ul> From the following list choose the most appropriate set of activities custodians of records are held responsible. X 1. Maintenance Transfer Filing Disposal 2. Maintenance Retention Transfer Disposal		
Ans	<ul> <li>X 2. International Education Plan</li> <li>3. Individual Education Plan</li> <li>X 4. Indian Education Plan</li> <li>X 4. Indian Education Plan</li> </ul> From the following list choose the most appropriate set of activities custodians of records are held responsible. <ul> <li>X 1. Maintenance</li> <li>Transfer</li> <li>Piling</li> <li>Disposal</li> <li>2. Maintenance</li> <li>Retention</li> <li>Transfer</li> <li>Disposal</li> <li>X 3. Maintenance</li> <li>Retention</li> <li>Transfer</li> <li>Disposal</li> <li>X 3. Maintenance</li> </ul>		
Ans	<ul> <li>X 2. International Education Plan</li> <li>3. Individual Education Plan</li> <li>X 4. Indian Education Plan</li> <li>X 4. Indian Education Plan</li> </ul> From the following list choose the most appropriate set of activities custodians of records are held responsible. <ul> <li>X 1. Maintenance</li> <li>Transfer</li> <li>Filing</li> <li>Disposal</li> <li>2. Maintenance</li> <li>Retention</li> <li>Transfer</li> <li>Disposal</li> <li>X 3. Maintenance</li> </ul>		

	X 4. Maintenance		
	• •		
	Transfer Disposal		
	Filing		
		Question ID : 71939920809	
Q.15 Ans	What are the common Intellectual and Developmental symptoms of down syndrome?		
	1. Decreased or poor muscle tone Short neck, with excess skin at the back of the neck		
	Flattened facial profile and nose		
	Small head, ears, and mouth		
	2. Short attention span Poor judgment		
	Impulsive behaviour		
	Slow learning Delayed language and speech development		
	X 3. Simple motor tics include: eye blinking, shoulder rotation or elev	ation, head ierking.	
	Complex motor tics include: jumping, kicking		
	Simple phonic tics include: grunting, clearing throat, Complex phonic tics include: complex and loud sounds, phrases out of co	ontext	
	X 4. Nausea,		
	Headaches,		
	Cranky and agitated Gains weight too quickly		
		Question ID : <b>71939920815</b>	
	inclusion ensures that the existing education system will adapt to each st 2. One system expects students to adapt to the pre-existing structure		
	<ul> <li>ensures the existing education system will not be adept to each student.</li> <li>3. Both approaches aim to bring students together so there is no d</li> <li>4. Both approaches are polar opposites of each other one focuses students with disabilities into the real world and the other focuses on inclunbiased non-racial education system.</li> </ul>	ifference.	
	<ul> <li>3. Both approaches aim to bring students together so there is no d</li> <li>4. Both approaches are polar opposites of each other one focuses students with disabilities into the real world and the other focuses on inclusion.</li> </ul>	ifference.	
	<ul> <li>3. Both approaches aim to bring students together so there is no d</li> <li>4. Both approaches are polar opposites of each other one focuses students with disabilities into the real world and the other focuses on inclusion.</li> </ul>	ifference. on rehabilitating uding a proper	
Q.17 Ans	<ul> <li>3. Both approaches aim to bring students together so there is no d</li> <li>4. Both approaches are polar opposites of each other one focuses students with disabilities into the real world and the other focuses on inclunbiased non-racial education system.</li> </ul> What is participant observation as a data collection method? 1. It looks at various definitions of participant observation, the history of the participant observation and the other here is no definitions.	ifference. on rehabilitating uding a proper Question ID : 71939920811	
Q.17 Ans	<ul> <li>3. Both approaches aim to bring students together so there is no d</li> <li>4. Both approaches are polar opposites of each other one focuses students with disabilities into the real world and the other focuses on inclunbiased non-racial education system.</li> </ul>	ifference. on rehabilitating uding a proper Question ID : 71939920811	
Q.17 Ans	<ul> <li>3. Both approaches aim to bring students together so there is no d</li> <li>4. Both approaches are polar opposites of each other one focuses students with disabilities into the real world and the other focuses on inclunbiased non-racial education system.</li> </ul> What is participant observation as a data collection method? <ul> <li>1. It looks at various definitions of participant observation, the histo purposes for which it is used, the stances of the observer, and when, what is participant observer.</li> </ul>	ifference. on rehabilitating uding a proper Question ID : 71939920811 ery of its use, the at, and how to	
Q.17 Ans	<ul> <li>3. Both approaches aim to bring students together so there is no d</li> <li>4. Both approaches are polar opposites of each other one focuses students with disabilities into the real world and the other focuses on inclunbiased non-racial education system.</li> </ul> What is participant observation as a data collection method? <ul> <li>1. It looks at various definitions of participant observation, the histor purposes for which it is used, the stances of the observer, and when, what observe.</li> </ul>	ifference. on rehabilitating uding a proper Question ID : 71939920811 ery of its use, the at, and how to	
Q.17 Ans	<ul> <li>3. Both approaches aim to bring students together so there is no d</li> <li>4. Both approaches are polar opposites of each other one focuses students with disabilities into the real world and the other focuses on inclunbiased non-racial education system.</li> <li>What is participant observation as a data collection method?</li> <li>1. It looks at various definitions of participant observation, the histo purposes for which it is used, the stances of the observer, and when, what observe.</li> <li>2. It is a tool for collecting data about people, processes, and cultur research.</li> <li>3. the systematic description of events, behaviours, and artefacts in the stances of the observer.</li> </ul>	ifference. on rehabilitating 240 Question ID : 71939920811 at, and how to res in qualitative	
Q.17 Ans	<ul> <li>3. Both approaches aim to bring students together so there is no d</li> <li>4. Both approaches are polar opposites of each other one focuses students with disabilities into the real world and the other focuses on inclunbiased non-racial education system.</li> </ul> What is participant observation as a data collection method? <ul> <li>1. It looks at various definitions of participant observation, the histor purposes for which it is used, the stances of the observer, and when, what observe.</li> <li>2. It is a tool for collecting data about people, processes, and cultur research.</li> </ul>	ifference. on rehabilitating 240 Question ID : 71939920811 at, and how to res in qualitative	
Q.17 Ans	<ul> <li>3. Both approaches aim to bring students together so there is no description of the students with disabilities into the real world and the other focuses on inclusion inclusion in the students with disabilities into the real world and the other focuses on inclusion inclusion in the students with disabilities into the real world and the other focuses on inclusion in the indication system.</li> <li>What is participant observation as a data collection method?</li> <li>1. It looks at various definitions of participant observation, the histor purposes for which it is used, the stances of the observer, and when, what observe.</li> <li>2. It is a tool for collecting data about people, processes, and culturesearch.</li> <li>3. the systematic description of events, behaviours, and artefacts is chosen for study.</li> </ul>	ifference. on rehabilitating <b>240</b> Question ID : <b>71939920811</b> Or of its use, the at, and how to res in qualitative In the social setting	
Q.17 Ans	<ul> <li>3. Both approaches aim to bring students together so there is no description of the students with disabilities into the real world and the other focuses on inclusion inclusion in the students with disabilities into the real world and the other focuses on inclusion inclusion in the students with disabilities into the real world and the other focuses on inclusion in the indication system.</li> <li>What is participant observation as a data collection method?</li> <li>1. It looks at various definitions of participant observation, the histor purposes for which it is used, the stances of the observer, and when, what observe.</li> <li>2. It is a tool for collecting data about people, processes, and culturesearch.</li> <li>3. the systematic description of events, behaviours, and artefacts is chosen for study.</li> </ul>	ifference. on rehabilitating 240 Question ID : 71939920811 at, and how to res in qualitative	
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Q.17 Ans	<ul> <li>3. Both approaches aim to bring students together so there is no d</li> <li>4. Both approaches are polar opposites of each other one focuses students with disabilities into the real world and the other focuses on inclunbiased non-racial education system.</li> <li>What is participant observation as a data collection method?</li> <li>1. It looks at various definitions of participant observation, the histor purposes for which it is used, the stances of the observer, and when, what observe.</li> <li>2. It is a tool for collecting data about people, processes, and cultur research.</li> <li>3. the systematic description of events, behaviours, and artefacts is chosen for study.</li> <li>4. It is a technique to observe all the participants in a group.</li> </ul>	ifference. on rehabilitating 2997 Question ID : 71939920811 at, and how to res in qualitative In the social setting Question ID : 71939920824	
Q.17 Ans	<ul> <li>3. Both approaches aim to bring students together so there is no d</li> <li>4. Both approaches are polar opposites of each other one focuses students with disabilities into the real world and the other focuses on inclunbiased non-racial education system.</li> <li>What is participant observation as a data collection method?</li> <li>1. It looks at various definitions of participant observation, the histor purposes for which it is used, the stances of the observer, and when, what observe.</li> <li>2. It is a tool for collecting data about people, processes, and cultur research.</li> <li>3. the systematic description of events, behaviours, and artefacts it chosen for study.</li> <li>4. It is a technique to observe all the participants in a group.</li> </ul>	ifference. on rehabilitating 2997 Question ID : 71939920811 at, and how to res in qualitative In the social setting Question ID : 71939920824	
Q.17 Ans	<ul> <li>3. Both approaches aim to bring students together so there is no d</li> <li>4. Both approaches are polar opposites of each other one focuses students with disabilities into the real world and the other focuses on inclundiased non-racial education system.</li> <li>What is participant observation as a data collection method?</li> <li>1. It looks at various definitions of participant observation, the histo purposes for which it is used, the stances of the observer, and when, what observe.</li> <li>2. It is a tool for collecting data about people, processes, and culturesearch.</li> <li>3. the systematic description of events, behaviours, and artefacts it chosen for study.</li> <li>4. It is a technique to observe all the participants in a group.</li> </ul>	ifference. on rehabilitating 2997 Question ID : 71939920811 at, and how to res in qualitative In the social setting Question ID : 71939920824	
Q.17 Ans	<ul> <li>3. Both approaches aim to bring students together so there is no d</li> <li>4. Both approaches are polar opposites of each other one focuses students with disabilities into the real world and the other focuses on include unbiased non-racial education system.</li> <li>What is participant observation as a data collection method?</li> <li>1. It looks at various definitions of participant observation, the histor purposes for which it is used, the stances of the observer, and when, what observe.</li> <li>2. It is a tool for collecting data about people, processes, and culturesearch.</li> <li>3. the systematic description of events, behaviours, and artefacts it chosen for study.</li> <li>4. It is a technique to observe all the participants in a group.</li> </ul> Which of these are not a type of BESD ( Behavioural, Emotional and Difficulties)? <ul> <li>1. Adjustment Disorders</li> <li>2. Tourettes</li> <li>3. Obsessive-Compulsive Disorder</li> </ul>	ifference. on rehabilitating 2997 Question ID : 71939920811 at, and how to res in qualitative In the social setting Question ID : 71939920824	
Q.17 Ans	<ul> <li>3. Both approaches aim to bring students together so there is no d</li> <li>4. Both approaches are polar opposites of each other one focuses students with disabilities into the real world and the other focuses on inclundiased non-racial education system.</li> <li>What is participant observation as a data collection method?</li> <li>1. It looks at various definitions of participant observation, the histo purposes for which it is used, the stances of the observer, and when, what observe.</li> <li>2. It is a tool for collecting data about people, processes, and culturesearch.</li> <li>3. the systematic description of events, behaviours, and artefacts it chosen for study.</li> <li>4. It is a technique to observe all the participants in a group.</li> </ul>	ifference. on rehabilitating 2997 Question ID : 71939920811 at, and how to res in qualitative In the social setting Question ID : 71939920824	

IS	🗙 1. Farm: toy animal, pails, oat bags
	X 2. Jackets, shirts, dressers, skirts, pants
	✓ 3. full length unbreakable mirror
	4. costumes
	Question ID : 71939920807
2.20	What are the characteristics/ symptoms of BESD?
ns	1. Disruptive, anti-social and aggressive behaviour.
	Poor peer and family relationships. Hyperactivity, attention and concentration problems. Withdrawal or isolation. Immature social skills.
	X 2. difficulty with bodily movements, increased muscle activity.
	involuntary movements. involuntary muscle contraction. or jerking muscle spasms.
	3. short stature and non-functioning ovaries which causes infertility. some women may also have extra skin on the neck (webbed neck). puffiness or swelling (lymphedema) of the hands and feet. skeletal abnormalities. heart defects. high blood pressure. and kidney problems.
	X 4. Fear of being contaminated by germs or dirt or contaminating others.
	Fear of losing control and harming yourself or others. Intrusive sexually explicit or violent thoughts and images. Excessive focus on religious or moral ideas. Fear of losing or not having things you might need.
	Question ID : 71939920819