



Education Department

MTET

MEGHALAYA TEACHER ELIGIBILITY TEST

Guidebook 2026

For Paper-I
(With 9 Practice Tests)

Directorate of Educational Research & Training (DERT)
Education Department
Government of Meghalaya

*Teachers are the architects of our society.
They don't just teach subjects ; they shape the character
and future of our nation.*

-Conrad K. Sangma





Message

Education is the most powerful tool we have, to transform the future of Meghalaya. It is the foundation upon which our youth build their dreams and the engine that drives our state's progress. At the heart of this transformative journey is the Teacher.

Under the Right of Children to Free and Compulsory Education (RTE) Act, 2009, quality education is now a Fundamental Right for every child. To ensure this right is upheld, the National Council for Teacher Education (NCTE) has mandated the Teacher Eligibility Test (TET) as an essential qualification for all elementary school teachers.

The Meghalaya Teacher Eligibility Test (MTET) 2026 is a significant milestone in our mission to enhance educational standards. The examination is crucial as it includes aspiring candidates working toward fulfilling this mandatory professional requirement. By clearing the MTET, you are not only complying with national standards but also reaffirming your commitment to providing the best possible learning experience for our students.

This CM MTET Guidebook 2026 has been specifically designed to support you in this journey. With its collection of model questions and practice materials, it serves as a practical tool to build your confidence and sharpen your content knowledge and pedagogical skills required to excel in the examination.

As you prepare for this milestone, remember that your professional growth contributes directly to a "Prosperous Meghalaya." By mastering these competencies, you are choosing a lifetime of service and mentorship that will shape the calibre of our next generation.

I encourage you to approach your preparation with diligence and a deep sense of purpose. I wish each of you the very best in your pursuit of excellence.

Sd/-
Conrad K. Sangma
Chief Minister of Meghalaya



Message

It gives me immense pleasure to present this MTET Guidebook 2026. This publication is more than just a study aid; it is a vital resource designed to support you as you strive to enter one of the most impactful and noble professions in our society.

In accordance with the Right of Children to Free and Compulsory Education (RTE) Act, 2009, quality education is now recognized as a Fundamental Right for every elementary learner. To uphold this standard, the National Council for Teacher Education (NCTE) has established the Teacher Eligibility Test (TET) as an essential qualification. Passing the MTET ensures that our educators possess the foundational knowledge and pedagogical skills necessary to provide our children with the high-quality learning experiences they deserve.

This Guidebook has been meticulously curated by the Directorate of Educational Research & Training (DERT). It provides a comprehensive overview of the syllabus and includes model questions and practice materials tailored to help you navigate the complexities of the examination with confidence and clarity.

Whether you are beginning your journey or seeking to fulfil professional requirements, your dedication to this process is a testament to your commitment to the youth of Meghalaya. By mastering these competencies, you are preparing to lead classrooms that will inspire curiosity and foster excellence in the next generation.

I urge every aspirant to utilize this resource to its fullest potential. I wish you every success in your preparation and look forward to your contributions to the future of education in our state.

Sd/-
Lahkmen Rymbui,
Minister, i/c Education Department,
Government of Meghalaya

Paper -I

Content

Syllabus

1. Child Development & Pedagogy
2. Language – II (English)
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4. Environmental Studies
5. Language- I (Khasi/Garo)

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MEGHALAYA TEACHER ELIGIBILITY TEST (MTET)

SYLLABUS FOR PAPER-I

MEGHALAYA TEACHER ELIGIBILITY TEST (MTET)

SYLLABUS FOR CHILD DEVELOPMENT AND PEDAGOGY PAPER - I

Total Marks: 30

The Child Development and Pedagogy syllabus for the Paper-I is designed to assess the candidate's understanding of child Development, teaching-learning processes, inclusive practices and assessment strategies required to teach children in Classes I-V.

Key Competencies

The Child Development and Pedagogy syllabus for MTET aims to ensure that teacher candidates:

1. Demonstrate understanding of the nature and principles of child Development, including the physical, cognitive, social, emotional and moral aspects of Development in children from infancy to childhood.
2. Analyze factors influencing child Development in diverse socio-cultural and gender contexts to create supportive and inclusive learning environments.
3. Demonstrate an understanding of inclusive education and effectively support the learning needs of children with disabilities and exceptional learners.
4. Apply child study methods such as observation, reflective journals, case studies and portfolios to monitor and document children's progress.
5. Implement Developmentally appropriate teaching and learning strategies, including learner- centered and constructivist approaches, to cater to diverse learning styles.
6. Utilize assessment techniques such as formative, summative and school-based assessments to evaluate and enhance student performance.

Topics	Sub-Topics
1. Understanding Child Development	Concept and nature of Development.
	Stages of Development: Infancy to childhood.
	Factors affecting child Development in socio-cultural contexts.
2. Aspects of Child Development	Physical and motor Development.
	Cognitive Development: Piaget's stages of Development.
	Social and emotional Development.
	Moral Development: Kohlberg's theory.
	Language and communication Development.

3. Gender Development	Concept of gender and sex.
	Gender socialization during childhood.
	Issues of gender inequality: Gender bias and inequities in educational practices.
	Role of the teacher in promoting gender equality and sensitivity.
4. Methods of Child Study	Methods of studying children:
	Naturalistic observation and participant observation.
	Case study and anecdotal records.
	Reflective journals and student portfolios.
	Questionnaires and unstructured interviews.
5. Inclusive Education and CWSN	Concepts and meaning of inclusive education.
	Difference between integrated and inclusive education.
	Understanding disability: Types of disabilities and challenges faced by learners.
	Understanding exceptional learners: Gifted, talented, creative, slow learners and underachievers.
	Role of the teacher in creating inclusive classrooms and supporting children with special needs (CWSN).
6. Learning and Pedagogy	Concept of teaching and learning: Factors affecting learning.
	Basic learning styles: Audio, visual and tactile/kinesthetic learners.
	How children learn: Observation, inquiry and exploration.
	Teaching skills and classroom activities.
	Steps in lesson planning: Pre-teaching, transaction of lessons and post-teaching.
	Approaches to teaching: Teacher-centered, learner-centered and constructivist approaches.
	School internship experiences and reflective practices.
7. Assessment of Students' Performance	Assessment for, as and of learning.
	Types of assessment: Formative, summative and diagnostic assessment.
	School-Based Assessment (SBA): Characteristics, features and importance.
	Techniques and tools of SBA: Activity-based assessments, observation, rubrics and achievement tests.

Essential Readings

1. Understanding the Primary School Child, Basic Issues in Child Development – IGNOU.
2. How Children Learn? – Holt, J.
3. D.El.Ed Curriculum Meghalaya (2015). DERT, Government of Meghalaya, Shillong.

MEGHALAYA TEACHER ELIGIBILITY TEST (MTET)

SYLLABUS FOR ENGLISH

PAPER – I

Total Marks: 30

This syllabus is designed to assess the knowledge, skills and pedagogical competencies of teacher candidates for teaching English at Classes I – V. It emphasizes foundational language skills, real-life classroom applications and the use of innovative teaching approaches including assessments.

Key Competencies

The Child Development and Pedagogy syllabus for MTET aims to ensure that teacher candidates:

1. Develop Oral Language Skills: Facilitate effective listening and speaking for classroom communication and expression.
2. Enhance Reading Skills: Guide students in understanding and analyzing diverse texts to foster a love for reading.
3. Cultivate Writing Skills: Support purposeful writing across various forms to enhance clarity and creativity.
4. Understand Classroom Dynamics: Adapt teaching strategies to address real classroom situations effectively.
5. Utilize Learning Resources: Analyze and use textbooks and other resources to optimize teaching and learning.
6. Apply Assessment Techniques: Implement diverse methods to evaluate and improve student language skills.
7. Demonstrate Language Proficiency: Exhibit strong comprehension, grammar and verbal skills to support foundational learning.

Topics	Sub-Topics
1.Oral Language Development	• Listening skills: Comprehension of instructions, classroom discussions, poetry recitation, newspaper reading, stories, films and note-taking.
	• Speaking skills: Fluency in expressing, summarizing, analyzing, critiquing and opinion-building.
2. Reading Skills	• Reading with understanding: Comprehending various text types, including stories, poems, plays, riddles, jokes, advertisements and instructions for games.
	• Using resources: Dictionary, encyclopedia, internet, newspapers, magazines.
	• Audience performance reading: Reading aloud effectively for an audience.

3.Writing Skills	•Writing with a sense of purpose: Crafting meaningful written forms such as letters, messages, notices, posters, slogans and labelling diagrams/pictures.
	• Reflective writing: Reporting on school events (e.g., assemblies, annual sports, school day) and reflections about learners and their performance.
4.Understanding Classroom Situations	•Textbook analysis: Examining books as effective learning resources and their use in classroom teaching.
5.Assessment Techniques	• Daily classroom assessment: Evaluating students through various activities such as comprehension, inference tasks, grammar exercises and verbal ability.
6.Language Comprehension	•Reading unseen passages: Interpreting prose or poetry for comprehension and inference.
	•Grammar and composition: Assessing the ability to apply grammatical rules and compose written pieces effectively.

Essential Readings

- D.El.Ed Curriculum Meghalaya (2015). DERT. Government of Meghalaya: Shillong.
- MBOSE textbooks for English (Classes I to V)

MEGHALAYA TEACHER ELIGIBILITY TEST

SYLLABUS FOR MATHEMATICS

PAPER – I

Total Marks: 30

The mathematics syllabus for Paper-I is designed to evaluate candidates' knowledge, skills and pedagogical competencies in teaching mathematics to young learners. It emphasizes foundational mathematical concepts, problem-solving abilities and effective instructional strategies.

Key Competencies

The Mathematics syllabus for the MTET aims to ensure that teacher candidates :

1. Demonstrate a clear understanding of the nature of mathematics, including its precision, abstraction, sequential nature and application of patterns and logic.
2. Apply appropriate teaching strategies such as games, puzzles and play-based methods to make mathematics engaging and accessible for young learners.
3. Relate and apply learning theories, such as those by Piaget and Skemp, to create Developmentally appropriate learning experiences.
4. Identify and address issues in learning mathematics, including language barriers and math anxiety (mathematics phobia).
5. Utilize ICT tools and software effectively to enhance teaching and learning in mathematics.
6. Use assessment and evaluation techniques to monitor student progress and provide meaningful feedback.
7. Demonstrate content mastery in numbers, measurements, geometry, patterns, data handling and problem-solving to support the Development of numeracy skills in young learners.

Topics	Sub-Topics
1. Nature of Mathematics	• Characteristics of mathematics: Precision, abstraction, hierarchical/ sequential structure, patterns and logic.
2. Pedagogical Approaches	• Techniques of teaching mathematics: Games, puzzles, play-based learning.
	• Theories of learning mathematics: Piaget's theory and Skemp's relational understanding of mathematics.
	• Addressing challenges in learning mathematics: Overcoming language barriers and reducing math anxiety.
	• Use of ICT in teaching mathematics: Software tools and applications.

3.Assessment and Evaluation	• Assessment methods: Formative and summative evaluation, tools and techniques for assessing student understanding and skills.
4.Number Systems	• Counting, place value and arithmetic operations (addition, subtraction, multiplication, division).
	• Problem-solving using natural numbers, whole numbers and basic operations.
5.Fractions and Decimals	• Concepts of fractions and decimals: Types, operations (addition, subtraction, multiplication, division) and real-world applications.
6.Percentage	• Understanding percentages and their practical applications in problem-solving.
	• Standard measurement concepts: Length, area, weight, volume, time and money.
8. GeometryandSpatial Understanding	• Identifying and analyzing simple shapes and spatial attributes.
7.Measurement	• Symmetry: Identifying symmetrical figures and understanding the concept of symmetry.
	• Solids around us: Recognizing three-dimensional shapes and their properties.
9.Patterns and Logic	• Numericalandgeometricalpatterns : Identification, generation and analysis.
10.Data Handling	• Sorting, classification, frequency distribution and simple graph reading.

Essential Readings

- MBOSE textbooks for Class 1 to 5.
- D.El.Ed Curriculum Meghalaya (2015). DERT. Government of Meghalaya: Shillong.

MEGHALAYA TEACHER ELIGIBILITY TEST (MTET)

SYLLABUS FOR ENVIRONMENTAL STUDIES (EVS)

PAPER-I

Total Marks: 30

This EVS syllabus is designed to assess the knowledge, skills and pedagogical competencies of aspiring Lower Primary teacher candidates in Environmental Studies (EVS). It emphasizes understanding foundational concepts of EVS, connecting them to daily life and fostering a sense of environmental responsibility.

Key Competencies

The EVS syllabus aims to ensure teacher candidates:

1. Demonstrate knowledge and understanding of the nature, scope and importance of EVS at the elementary stage.
2. Apply learning objectives of EVS as outlined in the NCF 2005, emphasizing the integration of EVS with daily life.
3. Use a variety of approaches to teaching-learning EVS, including observations, activities, group work and field visits.
4. Design and apply assessment methods to evaluate students' progress effectively in EVS.
5. Utilise diverse teaching-learning resources, including local materials and multimedia, to enhance student understanding.
6. Analyse and teach concepts related to natural resources, biodiversity and sustainable practices, with a focus on Meghalaya's unique environment and culture.

Topics	Sub-Topics
Introduction to EVS	Nature, scope and importance of EVS at the elementary stage.
	Relationship of EVS with Science and Social Science.
	Environmental Studies and Environmental Education.
Learning Objectives	Aims and objectives of teaching EVS with reference to NCF 2005.
Approaches to Teaching-Learning EVS	Observations, activities, discussions, group work, field visits, projects, surveys and experimentation.

Assessment in EVS	Types, purpose, tools and techniques of assessment in EVS.
Learning–Teaching Resources	Local resource materials (e.g., newspapers, films, photographs).
	Collections such as seeds, leaves, stamps, stones and local maps.
Content Areas	Natural resources: Air, water, soil and their conservation.
	Plants and animals: Their significance in the environment.
	Food: Types and importance of healthy food.
	Things around us: Public properties and their importance.
	Biodiversity: Concepts, causes of loss and conservation.
	Meghalaya’s physical features, vegetation, climate, wildlife, origin and life of the Khasis and Garos and their occupations.
Environmental Conservation	Pollution: Causes, types (air, water, soil, industrial) and sustainable practices.

Essential Readings

- D.El.Ed Curriculum Meghalaya (2015). DERT. Government of Meghalaya: Shillong.
- MBOSE textbooks for EVS (Classes III – V)
- Source Book in Assessment in EVS –NCERT

MEGHALAYA TEACHER ELIGIBILITY TEST (MTET)

SYLLABUS FOR KHASI

PAPER I

Total Marks: 30

This syllabus is designed to assess the knowledge, skills and pedagogical competencies of teacher candidates for teaching Khasi at the Lower Primary Level (Classes I to V). It emphasizes foundational language skills, real-life classroom applications and the use of innovative teaching approaches including assessments.

Key Competencies

The MTET Khasi Paper I syllabus aims to assess the following key competencies in teacher candidates

- Ka jinglah ban shemphang ia ka jingthoh prous bym pat ju iohi da kaba pyniasnoh bad ki jait skima ba u nongpule u la don lypa.
- Ka jinglah ban shemphang ia ka jingthoh poitri bym pat ju iohi da kaba pyniasnoh bad ki jait skima ba u nongpule u la don lypa.
- Ka jingtip bad jingsngewthuh kumno ban pyndonkam ia ki sap bapher jong ka ktien ha ki khep kiba iahab.
- Ka jingnang kumno ban pyndonkam ia ki buit, ki rukom hikai bapher bapher katkum ki jait lynnong ha ka por hikai bad ka jingnang kumno ban pyndonkam ia ki rukom pynshongdor bapher bapher.
- Ka jingtip bad jingsngewthuh ia ki jinglong tynrai jong ka ktien Khasi practices, with a focus on Meghalaya's unique environment and culture.

Topics	Sub-Topics
• Ka jingthoh bym pat ju iohi (unseen passage)	Ban jubab ia ki jingkylli ba la ai halor ka jingthoh kaba ym pat ju iohi.
• Ka poim bym pat ju iohi (unseen poem)	Ban jubab ia ki jingkylli ba la ai halor ka poim kaba ym pat ju iohi

• Ki sap bad bor jinglah bapher ha ka jingpyndonkam ia ka ktien lajong bad ka jingpyndonkam ia kiwei pat ki jait ktien.	a.Ki sap bapher: 1.Ka sap ban sngap – Ki jait jingsngap, ki jingkam ban pynroi ia ka, jingpyndonkam ia ka. 2. Ka sap ban kren – Ki jait rukom kren, ki jingkam ban pynroi ia ka, jingpyndonkam ia ka katkum ki khep bapher bapher, jingiadei para briew bad ki jingthmu bapher bapher. 3.Ka sap ban pule – Ki rukom pule bapher bapher, ki jingkam ban pynroi ia ka, jingpyndonkam ia ka katkum ka jingkwah ne jingdawa, ki jingbakla ha ka rukom pule kot. 4.Ka sap ban thoh – Ki jait jingthoh bapher bapher, ki jingkam ban pynroi ia ka, jingpyndonkam ia ka katkum ka jingkwah ne jingdawa. a.Jingpyndonkam bun ki jait ktien ha ka jinghikai (multilingualism) : 1.Ka ktien ba kren ha la ĩeng. 2.Ka jingpyndonkam ia ka ktien kren ha ka jingim kaba manla ka sngi. 3.Kumno ka ktien khun/ktien tnat ka kylla ktien pdeng. 4.Jingpynroi bad jingpyndonkam ia kiwei pat ki ktien, ha ki skul/ki ĩeng ki sem ne ka imlang sahlang.
• Ki buit, rukom hikai bad ki rukom thew.	a.Ki buit bad rukom hikai: 1.Ki buit bad rukom hikai ia ki khynnah katkum ka rta bad kyrdan pule. 2. Ki buit bad rukom hikai katkum ki jait lynnong bad jait jingthoh. 3. Ki rukom pynkhreh ia ki lynnong hikai. 4. Ki rukom shna bad pynkhreh ia kino kino ki tiar iarap hikai. 5. Ki rukom pynkhih jingmut ia ki khynnah. 6. Ki rukom kylli jingkylli ia ki khynnah ha ka por ba hikai. 7. Ki rukom thew ia ka jingioh jinghikai ki khynnah ha ka por ba dang hikai. a.Ki rukom pynshongdor: 1.Ka rukom shna ia ki jait jingkylli. 2. Ki buit pynshongdor ia ka jingtbit katkum ki jait jingtbit ha ka ktien. 3. Ki buit pynshongdor jingtbit katkum ka rta bad kyrdan pule ki khynnah. 4. Ki buit pynshongdor jingtbit katkum ki jait jingthoh ba la pule da ki khynnah. 5. Ki tiar ban thew jingtbit ia ki khynnah.

•Ka kramar bad ki jinglong tynrai jong ka ktien Khasi	a.Ka Kramar 1.Ki adverb 2. Ki dak sangeh 3. Ka rukom pyndonkam ia kajuha ka kyntien ha ka dur jong ka Noun ne ka Berb nekiwei pat ki jait klas kyntien. b.Ki jinglong tynrai jong ka ktien 1.Ki sur sawa ha ka ktien Khasi 2. Ki ktien kynnoh 3. Ki ktien phawer pharshi 4. Ki ktien ba iajan jingmut/iapher jingmut
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Essential Readings

- D.El.Ed Curriculum Meghalaya (2015). DERT, Government of Meghalaya, Shillong.
- Khasi textbooks (Classes I to V) prescribed by MBOSE.

MEGHALAYA TEACHER ELIGIBILITY TEST (MTET)

SYLLABUS FOR GARO

PAPER - I

Total Marks: 30

This syllabus is designed to assess the knowledge, skills and pedagogical competencies of teacher candidates for teaching Garo at the Lower Primary Level (Classes I to V). It emphasises foundational language skills, real-life classroom applications and the use of innovative teaching approaches including assessments.

Key Competencies

The MTET Garo Paper I syllabus aims to assess the following key competencies in teacher candidates :

- Ku · sik aganani ba ku · riting aganna man · ani kam bewalrangko skiera · a.
- Songsalni obostao ku · sikko nangani kri jakkalna sapa.
- Mingbri ku · sikko skie ra · anio changa–sapanirangni gamchatanirangko skie ra · na man · a.
- Skie ra · ram biapo changa–sapanirangko aro skianio nanggipa bosturangko uie jakkalna sapa.
- Knatimna sapanirangko namdapatani cholrangko skie ra · a.
- Aganna sapanirangko namdapatani cholrangko skie ra · a.
- Poraina sapanirangko namdapatani cholrangko skie ra · a.
- Sena sapanirangko namdapatani cholrangko skie ra · a.
- Sentenceko u · ie uko rikna sapaniko, subject aro predicateko , object aro parts of speechni gimin u · ie uarangko jakkalna sapa.

Topics	Sub-Topics
• Ku · sik aganani ba ku · riting aganna man · ani kam bewal	• Noko agangipa ku · sik ba skulo agangipa ku · sik • Ku · sikni Kamrang Ku · sikko man · ani
• Songsalni obostao ku · sikko jakkalani	• Bi · sani Ma · ani Ku · sik (Child's Mother Language)/ Noko agangipa ku · sik aro uni gamchatan Standard Ku · sik aro Dialectrang
• Mingbri Ku · sikko skie ra · anio changa–sapanirangni gamchatanirang	• Knatimna sapanirang • Aganna sapanirang • Poraina sapanirang • Sena sapanirang

• Skie ra · ram biapo changa– sapanirangko jakkalani	• Mingbri changa–sapanirangko jakkale dingtangman– chagipa katta bichongko skiani bewalrang Skichakram biapo lessonko skina, skiano kra– ma · gapgipa bos– turangko jakkalani
• Maikai knatimna sapanirangko namdatpatgen?	• Golpoko knatimani • Poedoko knatimani • Agangrikaniko knatimani
• Maikai aganna sapanirangko namdatpatgen?	• Golpo aganani • Dakmesokani • Agangrikani • Dialogue aro Role Playrang • Mingani (Recitation) • Gitrang • Rhymerang • Poedorang • Ku · sikkojakkalekal · anirang(LanguageGames)Ma · rap–ma · rap ring · taitaianirang ba mingtaitaianirang (Chants)
• Maikai poraina sapanirangko namdatpatgen?	• Golpoko u · i–ma · sie poraiani • Poedoko u · i–ma · sie poraiani • Katta grigipa noksani ki · taprang • Noksako poraiani ba noksa gnanggipa ki · tapko poraiani Skigipani gam · e poraiani
• Maikai sena sapanirangko namdatpatgen	• Chitti seani aro dorgasto (Application) seani • Paragraph seani • Punctuationko tik ong · e jakkalani • Noksako bikote salani • Environmental print aro skichakramo gapchipe noksa ba seanirangko bikotani
• Grammarko skiani	• Sentence aro uko rikani • Subject aro predicate • Object • Parts of speech

Essential Reading :

- Aesopni Golporang: Tura Book Room.
- History of Garo Literature: M.S. Sangma.
- A · chik Grammar: E.G. Philips, M.A, Tura Book Room, West Garo Hills
- D.El.Ed Curriculum Meghalaya (2015). DERT, Government of Meghalaya, Shillong.
- Garo textbooks (Classes I–V) prescribed by MBOSE.

MEGHALAYA TEACHER ELIGIBILITY TEST (MTET)

SYLLABUS FOR HINDI

PAPER - I

Total Marks: 30

This syllabus is designed to assess the knowledge, skills and pedagogical competencies of teacher candidates for teaching Hindi at the Lower Primary Level (Classes I to V). It emphasizes foundational language skills, real-life classroom applications and the use of innovative teaching approaches including assessments.

Key Competencies

The MTET Hindi Paper I syllabus aims to assess the following key competencies in teacher candidates:

- Hindi Bhasa main sahitya ke vibhinna vidhaon/rupon jaise kavita, kahani, nibandh, lekh aur natak aadi ko samajh kar padh sakenge aur apne rai, vichar, bhav aadi ko tarkik rup main maukhik, sanketik evam likhit roop main abhivyakth kar sakenge.
- Bhasha Kaushal ke vibhinna rupon ke prabhavi vikas aur Hindi vyakaran ki samajh se sahi aur prabhavshali bhasha paryog main sahayak aur saksham honge.

Topics
Unit I: PADYA (POETRY)
1. Prakriti ka Sandesh
2. Ham Anek, Kintu EK
3. Kadamb ka Ped
4. Meri Abhilasha Hai
Unit II: GADYA (PROSE)
1. Hamare Ped Paudhe
2. Imandari shrestha Niti
3. Do Bailon ki katha
4. Kaki
Unit III: Vyakaran Aur Rachana
1. Bhasha Kaushal Vikas
2. Varna: Swar, Vyanjan aur Matrayen
3. Sangya
4. Ling
5. Vachan
6. Vilom Shabda
7. Anek Shabdon ke liye EK shabda

Essential Readings

- D.El.Ed Curriculum Meghalaya (2015). DERT, Government of Meghalaya, Shillong.
- Hindi textbooks (Classes I to V) prescribed by MBOSE.

MEGHALAYA TEACHER ELIGIBILITY TEST (MTET)

SYLLABUS FOR ASSAMESE

PAPER - I

Total Marks: 30

This syllabus is designed to assess the knowledge, skills and pedagogical competencies of teacher candidates for teaching Assamese at the Lower Primary Level (Classes I to V). It emphasises foundational language skills, real-life classroom applications and the use of innovative teaching approaches including assessments.

Key Competencies

The MTET Assamese Paper I syllabus aims to assess the following key competencies in teacher candidates :

1. Asamiya bhashar utpatti aru iyar bikash samparke jyan aharan kariba pariba
2. Asamiya sahityar bikkhyat sahityik kisumanar bishaye jyan labh kariba pariba
3. Grammar
 - Padar bibhinna Prakar sambandhe buji loi Asamiya bhasha kowa aru llikhanar khetrat iyar shuddha byabahar kariba pariba
 - Karak aru iyer prakarak bishaye sampurna jyan aharan kari Asamiya bhasha kaote aru lihkote iyer shuddha byabahar kariba pariba
 - Lingar bibhinna byabahar samparke jyan aharan kariba pariba
4.
 - Sikhsar khetrat matribhashar gurutta kenekuwa tak janiba pariba
 - Matribhasha shikar udyeshya samparke buji paba

Topics	Sub-Topics
• Asamiya Bhasar Janma Aru Bikash	a. Asamiya bhashar utpatti b. Upabhasha c. Asamiya Manya bhasha aru Upabhasha
• Asamiya Sahityar Nirbasita Sahityikar Parichay	Madhab Kandali, Ram Saraswati, Sankardev, Madhabdev, Lakhminath Bezbaruah, Jyotiprashad Agarwala, Rajanikanta Bardaloi, Hemchanda, Goswami.

• Pad prakaran	Bisheshya, Bisheshan, Sarbanam, Kriya
• Karak	Karta, Karma, Karan, Sampradan, Apadan, Adhikaran
• Linga	Punglinga, Streelinga, Ubhaylinga
• Shikkhar khetrat matribhashar gurutta	
• Matribhasha shikkhanar lakkhya aru udyeshya	

Essential Readings

- D.El.Ed Curriculum Meghalaya (2015). DERT, Government of Meghalaya, Shillong.
- Assamese Textbook (Classes I to V) prescribed by MBOSE.
- Asamiya Bhasar Bibhinna Dish; Mat Aru Bitarkita Mat: Dr. Ramesh Pathak, Jyoti Prakash, Guwahati, Assam.
- Asamiya Sahityar Samikkhatmak Ittibitta: Satyendranath Sharma,
- Rasana Bisitra: Dharmasingha Deka, Bohol Byakaran: Satyanath Bora
- Asamiya matribhasha shikkhan paddhati; Haliram Das

MEGHALAYA TEACHER ELIGIBILITY TEST (MTET)

SYLLABUS FOR BENGALI

PAPER - I

Total Marks: 30

This syllabus is designed to assess the knowledge, skills and pedagogical competencies of teacher candidates for teaching Bengali at the Lower Primary Level (Classes I to V). It emphasizes foundational language skills, real-life classroom applications and the use of innovative teaching approaches including assessments.

Key Competencies

The MTET Bengali Paper 1 syllabus aims to assess the following key competencies in teacher candidates :

1. Exhibit understanding of the constructivist approach in language learning.
2. Promote reading skills and comprehension across various texts, types and contexts.
3. Foster writing skills purposefully.
4. Display proficiency in applying grammatical concepts effectively.

Topics	Sub-Topics
• Barna	Swarborno, Bynjamborno, Konthya Borno, Talabyaborno, Murdhanya Borno, Dontya Borno, Ostoborno, Alpo Pram Borno, Mohapranborno.
• Pad O Pader Prakarbhed	Bishesya, Bishesan, Sarbonam, Abyoy O Kriya
• Linga Pariborton	swar sandhi and byanjan sandhi
• Biparit Shabdo	Ishwarchandra Vidyasagar, Bankimchandra Chattopadhyay, Rabindranath Thakur, Sharat Chandra Chattopadhyay, Bibhuti Bhuran Bondyapadhyay. Nazrul Islam
• Bakya Songkochon (Ek Kothay Prakash)	Nirbachita Gadya a. Chuti by Rabindranath Thakur b. Aashcharjya prani by Satyajit Roy c. Ganga nadi by Lila Mazumdar Padya a. Ishwarchandra Vidyasagar by Madhusadan Dutta b. Maaby Debendranath Sen c. Debatar sthan by Satyendranath Dutta

• Sandhi bicched	Suggested books: Ucchatara bangla byakaran by Bamandeb Chakraborty ,Akshay malancha publication. Adhunik bangla byakaran by Somnath Chakraborty, Chaya prakashini. praibet limited. Bangla byakaran O Nirmiti by Amal Pal Vani Bichitra by Piyush Dey , Bani prakashni Galpaguccha by Rabindranath Thakur, Vishwa Bharati Prakashana Shaj para (part eight) Subhas Bhattacharjee (Sangkalak), Shishu Sahitya Sangsad.
• Sahitiyik Porichiti	
• Nirbaachata gadya O padya	

Essential Readings

- D.El.Ed Curriculum Meghalaya (2015). DERT, Government of Meghalaya, Shillong.
- Bengali textbooks (Classes I to V) prescribed by MBOSE.

MEGHALAYA TEACHER ELIGIBILITY TEST (MTET)

SYLLABUS FOR NEPALI

PAPER - I

Total Marks: 30

This syllabus is designed to assess the knowledge, skills and pedagogical competencies of teacher candidates for teaching Nepali at the Lower Primary Level (Classes I to V). It emphasizes foundational language skills, real-life classroom applications and the use of innovative teaching approaches including assessments.

Key Competencies

The MTET Nepali Paper I syllabus aims to assess the following key competencies in teacher candidates :

1. Exhibit understanding of the constructivist approach in language learning.
2. Promote reading skills and comprehension across various texts, types and contexts.
3. Foster writing skills purposefully.
4. Display proficiency in applying grammatical concepts effectively.

Topics	Sub-Topics
Unit I Adhayan Kausal (simple pedagogy and teaching skills)	a. Sunai (hearing) b. Bolai (speaking) c. Padhai (Reading) d. Lekhai (writing)
Unit-II Jeewom Vyaktitwa (life and works)	a. Surya Bikram Gewali- Motilal Subedi b. Laxmi Prasad Devkota-Sarad Gewali c. Tirot Sing-Ym Lal Adhikari d. Ram Singh Thakuri- Tek Narayan Upadhaya
Unit-III Kavita Rakatha (Poetry and Story)	a. Biralo - Krishna prasad Gewali b. Janma Bhumi - Hari Bhakta Katuwal c. Bhagya Mani ko Bhutai Kamaro - Nima Chhring Sherpa d. Jayanta ko bihe - Boge Newar

Unit IV Nivandha RaPrabandha (Essay and Prose)	a. Prani haru dwara atma raksha bbhinna tarika – Surya Prasad Adhikari b. Mahasagarko atma Katha –Paras Mani Pradhan c. Nepali jatiko pragati – Jagat chettri d. Nepali Ukhana –Raj Narayan
Unit – V Vyakaran RaRachana (Grammar and Composition)	a. Varna, Matra ra Shabdharuko Sanyojan b. Vakya Vinyas c. Shabd Vibhag (Naam, Sarvanaam, Kriya ra Vishesham Ko Parichay) d. Sandhi, Samas ra Vachya.

Essential Readings

- D.El.Ed Curriculum Meghalaya (2015). DERT, Government of Meghalaya, Shillong.
- Nepali textbooks (Classes I to V) prescribed by MBOSE.

Paper -I
Set-I

Content

1. Child Development & Pedagogy
2. Language – II (English)
3. Mathematics
4. Environmental Studies
5. Language- I (Khasi/Garo)

Child Development and Pedagogy

Set - I

1. Which of the following best describes the difference between “growth” and “Development”?
 - a. Growth is qualitative and Development is quantitative.
 - b. Growth refers to physical changes, while Development is the overall, progressive change in an individual.
 - c. Growth continues throughout life, while Development stops at maturity.
 - d. The two terms are interchangeable and mean the same thing.
2. The principle that Development proceeds from head to toe is known as:
 - a. Proximodistal principle
 - b. Principle of continuity
 - c. Cephalocaudal principle
 - d. Principle of integration
3. “Development is the product of a constant interaction between heredity and environment.” Which statement best explains this principle?
 - a. A child’s genetic potential for intelligence can only be realized in a stimulating environment.
 - b. Environment is more important than heredity in shaping a child’s personality.
 - c. Heredity determines all of a person’s traits, and environment has little effect.
 - d. A child’s Development is solely based on their genetic makeup.
4. According to the life-span approach, which of the following is NOT a key feature of Development?
 - a. Development involves both growth and decline.
 - b. Development is primarily focused on the changes that occur from infancy to adolescence.
 - c. Development is influenced by historical and cultural contexts.
 - d. Development is studied by multiple disciplines, including psychology, sociology, and biology.
5. A teacher is told not to worry about a first-grade student’s shyness, as “he’ll grow out of it.” Which principle of the life-span perspective would lead a teacher to question this assumption?
 - a. Development is multidimensional.
 - b. Development is plastic.
 - c. Development is lifelong.
 - d. Development is contextual.

6. Which of the following correctly lists the first three of Jean Piaget's stages of cognitive Development in chronological order?
 - a. Preoperational, Sensorimotor, Concrete Operational
 - b. Sensorimotor, Preoperational, Concrete Operational
 - c. Sensorimotor, Concrete Operational, Preoperational
 - d. Concrete Operational, Sensorimotor, Preoperational
7. Erik Erikson's psychosocial theory outlines eight stages across the entire lifespan. What is the correct sequence of the first four stages, which cover infancy to middle childhood?
 - a. Trust vs. Mistrust, Initiative vs. Guilt, Autonomy vs. Shame/Doubt, Industry vs. Inferiority
 - b. Trust vs. Mistrust, Autonomy vs. Shame/Doubt, Initiative vs. Guilt, Industry vs. Inferiority
 - c. Autonomy vs. Shame/Doubt, Trust vs. Mistrust, Industry vs. Inferiority, Initiative vs. Guilt
 - d. Trust vs. Mistrust, Industry vs. Inferiority, Initiative vs. Guilt, Autonomy vs. Shame/Doubt
8. The highest level of moral reasoning in Kohlberg's theory, where individuals are guided by their own conscience and universal ethical principles like justice and human rights, is known as:
 - a. Pre-conventional Morality
 - b. Conventional Morality
 - c. Post-conventional Morality
 - d. Principled Morality
9. The concept of "gender as a social construct" means that:
 - a. Gender is determined solely by biology and is the same in all cultures.
 - b. Societies and cultures create the roles, expectations, and meanings associated with being a man or a woman, and these can change over time.
 - c. Gender is a personal choice that has no connection to society.
 - d. Gender is an illusion and does not actually exist.
10. The lifelong process by which individuals learn and internalize the social expectations, attitudes, and behaviors typically associated with boys and girls is known as:
 - a. Gender identity
 - b. Gender constancy
 - c. Gender socialization
 - d. Gender expression
11. Which of the following is typically considered the first and most influential agent of gender socialization for a child?
 - a. The media
 - b. The school
 - c. Peer groups
 - d. The family

12. According to Albert Bandura's Social Learning Theory, how do children primarily learn gender roles?
- Through an innate, biological drive to conform to their gender.
 - By actively constructing their own understanding of gender through stages.
 - By observing and imitating the behavior of role models (like parents and media characters) and being rewarded for gender-appropriate actions.
 - Only after they achieve gender constancy around age 7.
13. Which of the following is a common example of gender bias in educational materials like textbooks?
- Showing equal numbers of male and female scientists.
 - Using gender-neutral language like "they" or "the student."
 - Consistently portraying men in leadership and professional roles while depicting women primarily in domestic or nurturing roles.
 - Including stories and histories from diverse cultures.
14. A school is working to promote gender equity. Which of the following policy changes would be most effective at addressing gender bias in the curriculum ?
- Mandating single-sex classrooms for math and science.
 - Formally reviewing and adopting new textbooks and learning materials that portray diverse genders in a wide range of roles and careers.
 - Allowing students to choose any sport they want during recess.
 - Painting the classrooms in gender-neutral colors.
15. A teacher hears a student say, "Girls can't play football." The most constructive immediate response is to:
- Ignore the comment to avoid conflict
 - Affirm the statement to maintain classroom harmony
 - Challenge the stereotype, ask for reasoning, and provide counter-examples (e.g., women athletes) to encourage critical thinking
 - Send the student to the principal
16. The ultimate goal of a teacher promoting gender equality and sensitivity is to:
- Ensure that boys and girls become exactly the same.
 - Help every student reach their full potential, free from the limitations of gender stereotypes.
 - Prepare girls for traditional roles and boys for leadership roles.
 - Follow school policy to avoid getting in trouble.

17. Which of the following best defines naturalistic observation?
- Observing subjects in a tightly controlled laboratory setting.
 - Observing and recording behavior as it occurs in a real-world setting, without any attempt to manipulate or control the situation.
 - The researcher actively joins the group they are studying to get an insider's perspective.
 - Asking children to answer a series of questions about their behavior.
18. A teacher using observational methods to understand their students' behavior must be most careful to avoid:
- Writing down everything they see.
 - Comparing their notes with another teacher.
 - Observing for too long.
 - Observer bias, where their own expectations or beliefs influence what they see and record.
19. An in-depth, intensive investigation of a single child, group, or situation, often conducted over a long period to understand complex issues, is known as a:
- Case study
 - Survey
 - Naturalistic observation
 - Anecdotal record
20. A major limitation of the case study method is that:
- It does not provide detailed information.
 - The findings may not be generalizable to a larger population.
 - It is the quickest method for studying children.
 - It cannot be used in a school setting.
21. What is the key difference between an anecdotal record and a case study?
- Anecdotal records are subjective, while case studies are objective.
 - An anecdotal record is a brief snapshot of a single incident, while a case study is a comprehensive, long-term investigation of a single subject.
 - Anecdotal records can only be used for academic assessment, while case studies are for behavioral issues.
 - Anecdotal records are written by parents, while case studies are written by teachers.
22. Which of the following best defines a student portfolio as an assessment tool?
- A single, timed test given at the end of a unit.
 - A folder containing only a student's highest-scoring assignments.
 - A purposeful, systematic collection of student work that demonstrates effort, progress, and achievement over time.
 - A teacher's private notes about a student's behavior.

23. The primary purpose of a reflective journal in an academic setting is to:
- Allow students to practice their handwriting and grammar.
 - Provide a space for students to think about their own learning process (metacognition), connect concepts, and identify challenges.
 - Create a formal record of every fact learned in class.
 - Give students a place to draw pictures unrelated to the course content.
24. In a questionnaire, the question “On a scale of 1 to 5, how satisfied are you with the school library’s resources?” is an example of:
- An open-ended question
 - A closed-ended question
 - An unstructured question
 - A structured question
25. An unstructured interview is characterized by its:
- Rigid, predetermined set of questions that must be asked in order.
 - Use of only “yes/no” or multiple-choice questions.
 - Flexible, conversational nature where the interviewer can probe for details and explore topics as they arise.
 - Inability to provide in-depth, qualitative information.
26. Which statement best defines the core philosophy of inclusive education?
- Placing students with disabilities in separate classrooms to receive specialized instruction.
 - Physically placing students with special needs in a regular classroom but expecting them to adapt to the existing system.
 - Restructuring the school’s culture, policies, and practices so that the system adapts to meet the needs of all learners.
 - Providing special schools for students with exceptional talents.
27. A school that has a separate “special unit” for children with disabilities, who learn apart from their peers for the entire school day, is practicing which model of education?
- Inclusion
 - Exclusion
 - Integration
 - Segregation
28. The key difference between “integration” and “inclusion” is that:
- Integration focuses on the child adapting to the school, while inclusion focuses on the school adapting to the child’s needs.
 - Integration is for older students, while inclusion is for younger students.
 - There is no significant difference; the terms are interchangeable.
 - Integration involves only physical placement, while inclusion involves only social participation.

29. An inclusive classroom benefits not only students with disabilities but all students. Which of the following is a key benefit for students without disabilities?
- A less challenging curriculum.
 - Reduced interaction with teachers.
 - Development of empathy, tolerance, and a greater understanding and acceptance of diversity.
 - Fewer opportunities for group work.
30. The RPWD Act, 2016, significantly expanded the list of recognized disabilities compared to the PWD Act, 1995. How many types of disabilities were recognized in the 1995 Act versus the 2016 Act?
- 21 in the 1995 Act and 7 in the 2016 Act.
 - 7 in the 1995 Act and 21 in the 2016 Act.
 - 20 in the 1995 Act and 7 in the 2016 Act.
 - 7 in the 1995 Act and 20 in the 2016 Act.

Answer Key

Question No.	Answer Key	Question No.	Answer Key	Question No.	Answer Key
1	b.	11	d.	21	b.
2	c.	12	c.	22	c.
3	a.	13	c.	23	b.
4	b.	14	b.	24	b.
5	b.	15	c.	25	c.
6	b.	16	b.	26	c.
7	b.	17	b.	27	d.
8	c.	18	d.	28	a.
9	b.	19	a.	29	c.
10	c.	20	b.	30	b.

Language - II (English)

Set - I

31. Which of the following is a key component of developing oral language skills in primary classes?
 - a. Silent reading of textbooks
 - b. Facilitating effective listening and speaking for classroom communication
 - c. Copying from the blackboard
 - d. Memorizing grammar rules
32. Comprehension of instructions, classroom discussions, poetry recitation, and note-taking are mainly related to-
 - a. Writing skills
 - b. Listening skills
 - c. Handwriting practice
 - d. Spelling drills
33. Fluency in expressing ideas, summarizing, analysing, critiquing, and opinion-building are aspects of-
 - a. Reading comprehension
 - b. Speaking skills
 - c. Grammar exercises
 - d. Dictation
34. The primary goal of oral language Development in MTET English Paper I is to-
 - a. Prepare students for competitive exams
 - b. Facilitate effective listening and speaking for classroom communication and expression
 - c. Focus only on pronunciation
 - d. Teach advanced literature
35. Which activity best develops speaking skills in young learners?
 - a. Copying paragraphs
 - b. Summarizing a story in their own words
 - c. Solving math problems
 - d. Colouring pictures
36. Poetry recitation and newspaper reading are examples of activities that enhance-
 - a. Listening and speaking skills
 - b. Only writing skills
 - c. Mathematical reasoning
 - d. Scientific observation

37. Effective oral language Development helps students in-
- Only memorizing facts
 - Building confidence in expressing thoughts clearly
 - Avoiding reading books
 - Focusing solely on exams
38. Classroom discussions and storytelling are important for developing-
- Oral language skills
 - Handwriting only
 - Computer skills
 - Physical education
39. Note-taking during a story session primarily develops-
- Listening skills
 - Drawing skills
 - Cooking skills
 - Dancing skills
40. Which is NOT a sub-topic under Oral Language Development?
- Fluency in expressing ideas
 - Memorising multiplication tables
 - Summarising and analysing
 - Opinion-building
41. Reading with understanding in primary classes includes comprehending-
- Only textbooks
 - Various text types including stories, poems, plays, riddles, jokes, and advertisements
 - Only mathematical problems
 - Only science experiments
42. Using dictionary, encyclopaedia, internet, newspapers, and magazines falls under-
- Using resources for reading
 - Oral speaking practice
 - Writing essays
 - Grammar correction
43. Reading aloud effectively for an audience is called-
- Silent reading
 - Audience performance reading
 - Skimming
 - Scanning

44. The main purpose of developing reading skills according to the syllabus is to-
- Guide students in understanding and analysing diverse texts to foster a love for reading
 - Make students memorize poems
 - Teach only grammar through reading
 - Prepare for spelling tests
45. Which activity helps in fostering a love for reading?
- Repeated dictation
 - Reading stories, poems, plays, and riddles
 - Solving puzzles without text
 - Watching TV only
46. Comprehending instructions for games is an example of-
- Reading with understanding
 - Speaking fluency
 - Writing creativity
 - Listening only
47. Which resource is NOT mentioned under “Using resources” for reading skills?
- Dictionary
 - Newspapers
 - Calculator
 - Internet
48. Reading aloud effectively develops-
- Audience performance reading skills
 - Only silent comprehension
 - Mathematical calculation
 - Physical fitness
49. The syllabus emphasizes cultivating writing skills to-
- Support purposeful writing across various forms to enhance clarity and creativity
 - Only copy from books
 - Focus on handwriting only
 - Avoid creative expression
50. Which is an important aspect of writing skills in primary classes?
- Enhancing clarity and creativity through purposeful writing
 - Only memorizing spellings
 - Avoiding mistakes completely
 - Writing only in one format

51. Adapting teaching strategies to address real classroom situations effectively relates to-
- Understanding classroom dynamics
 - Only grammar teaching
 - Sports activities
 - Music classes
52. Analysing and using textbooks and other resources to optimize teaching and learning is part of-
- Utilizing learning resources
 - Oral language only
 - Physical education
 - Art and craft
53. Implementing diverse methods to evaluate and improve student language skills refers to-
- Apply assessment techniques
 - Only conducting exams
 - Ignoring student progress
 - Focusing only on marks
54. Exhibiting strong comprehension, grammar, and verbal skills supports-
- Demonstrate language proficiency for foundational learning
 - Only advanced literature study
 - Skipping primary basics
 - Teaching only mathematics
55. The MTET English Paper I is designed for teaching English at-
- Classes I – V
 - Classes VI - X
 - College level
 - Nursery only
56. He was awarded a _____.
- pride
 - price
 - prize
 - peach
57. It was a _____meeting you.
- pleasure
 - pressure
 - patient
 - important

58. Find the same word as Nipped.
- Pinched
 - Punched
 - Grabbed
 - Tortured
59. He is a grumpy old man. Another word for grumpy.
- Good – tempered
 - Ill – tempered
 - Cool – tempered
 - Soft – tempered
60. He has a hoarse voice. Another term for hoarse.
- Soft
 - Rough
 - Loud
 - Timid

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
31	b	41	b	51	a
32	b	42	a	52	a
33	b	43	b	53	a
34	b	44	a	54	a
35	b	45	b	55	a
36	a	46	a	56	c
37	b	47	c	57	a
38	a	48	a	58	a
39	a	49	a	59	b
40	b	50	a	60	b

Mathematics

Set - I

61. Mathematics is considered a language because:
- it uses alphabets only
 - it has symbols, signs, and precise rules
 - it is spoken and written
 - it has grammar and vocabulary like English.
62. Which of the following is an example of abstract nature of mathematics?
- Counting fruits in a basket
 - Studying the concept of zero
 - Measuring length of a table
 - Drawing a triangle
63. A teacher asks students to measure objects and find areas themselves. this is an example of:
- lecture method
 - demonstration method
 - activity method
 - deductive method
64. Using games in mathematics teaching mainly helps to:
- Complete the syllabus quickly
 - Develop interest, reasoning, and problem-solving skills
 - Replace regular teaching
 - Focus only on memorization
65. According to piaget, children learn mathematics best through:
- Rote memorization
 - Hands-on activities and exploration
 - Only listening to lectures
 - Repetition of exercises
66. Piaget identified stages of cognitive Development. Which stage is most relevant for formal mathematical thinking?
- Sensorimotor (0–2 years)
 - Preoperational (2–7 years)
 - Concrete operational (7–11 years)
 - Formal operational (11 years and above)

67. Language barrier in mathematics occurs when:
- Students do not know the rules of mathematics
 - Students have difficulty understanding mathematical terms and instructions due to language differences
 - Students dislike mathematics
 - Students forget formulas
68. Which of the following strategies can help overcome language barriers in mathematics?
- Using simple language and examples
 - Using local language or bilingual instruction
 - Using visual aids, charts, and gestures
 - All of the above
69. ICT in mathematics teaching primarily helps to:
- Replace the teacher
 - Make learning more visual, interactive, and engaging
 - Avoid exercises
 - Focus only on theory
70. Examples of ICT tools used in mathematics classrooms include:
- Graphing software and calculators
 - Interactive whiteboards
 - Educational apps and simulations
 - All of the above
71. Assessment in Mathematics primarily aims to:
- punish students for mistakes
 - measure and improve students' learning and understanding
 - focus only on exams
 - teach only formulas
72. Evaluation is different from assessment because it:
- only gives grades or marks
 - helps in improving learning
 - is not related to student performance
 - is informal while evaluation often refers to judging performance quantitatively.
73. The difference between the place value of 4 and 2 in 54,268 is:
- 38,000
 - 40,000
 - 39,000
 - 42,000

74. Evaluate: $5 + 2 \times (10 - 6)^2 \div 8$
- 7
 - 9
 - 8
 - 10
75. Which is the longest?
- 2.5 KM
 - 2,500 M
 - 2,450 M
 - 2,600 M
76. If a train leaves at 9:25 am and reaches at 1:40 pm, journey time = ?
- 4 H 15 MIN
 - 4 H 10 MIN
 - 5 H 15 MIN
 - 5 H 10 MIN
77. What type of graph is best for comparing number of students in different classes?
- Bar graph
 - Pictograph
 - Pie chart
 - Line graph
78. From survey: 25 students like Maths, 15 like Science, 10 like English. Fraction of students liking Science?
- $\frac{1}{5}$
 - $\frac{3}{10}$
 - $\frac{3}{4}$
 - $\frac{2}{5}$
79. Find The Missing Number: 1, 3, 6, 10, 15, ___ ?
- 18
 - 20
 - 21
 - 22

80. Virahanka Numbers Are
- a. 1,3,6, 10, 15...
 - b. 1,2, 3, 5, 8...
 - c. 1, 8, 27, 64, 125...
 - d. 1, 7, 19, 37...
81. Which of the following has exactly one line of symmetry?
- a. Circle
 - b. Rectangle
 - c. Equilateral triangle
 - d. Isosceles triangle
82. A circle has how many lines of symmetry?
- a. 1
 - b. 2
 - c. 4
 - d. Infinite
83. Which solid has one circular base and one curved surface?
- a. Cylinder
 - b. Cone
 - c. Sphere
 - d. Cube
84. A polyhedron has 6 faces and 8 vertices. How many edges does it have?
- a. 10
 - b. 12
 - c. 14
 - d. 16
85. 0.125 as a fraction is:
- a. $\frac{1}{4}$
 - b. $\frac{1}{8}$
 - c. $\frac{1}{2}$
 - d. $\frac{3}{8}$

86. What is the value of: $\frac{1}{2} + \frac{1}{3} \times \frac{3}{4}$?
- a. $\frac{5}{6}$
 - b. $\frac{3}{4}$
 - c. 1
 - d. $\frac{7}{12}$
87. The corner of a square forms a:
- a. Acute angle
 - b. Obtuse angle
 - c. Right angle
 - d. Reflex angle
88. When the minute hand has completed $\frac{1}{3}$ of a full turn, how many minutes has it moved?
- a. 20 minutes
 - b. 30 minutes
 - c. 40 minutes
 - d. 45 minutes
89. What percent of 1 day is 36 minutes?
- a. 25%
 - b. 2.5%
 - c. 3.6%
 - d. 0.25%
90. In how many years will a sum of ₹ 3,000 yield a simple interest of ₹ 1,080 at 12% per annum?
- a. 3 years
 - b. $2\frac{1}{2}$ years
 - c. 2 years
 - d. $3\frac{1}{2}$ years

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
61	b	71	b	81	d
62	b	72	a	82	d
63	c	73	a	83	b
64	b	74	a	84	b
65	b	75	d	85	b
66	d	76	a	86	b
67	b	77	b	87	c
68	d	78	b	88	a
69	b	79	c	89	b
70	d	80	b	90	a

Environmental Studies

Set - I

91. EVS at elementary level mainly focuses on
- Memorisation
 - Rote learning
 - Integrated learning
 - Examination
92. EVS connects with
- Only Science
 - Only Social Science
 - Both Science and Social Science
 - None
93. The main aim of EVS is to
- Prepare for exams
 - Develop environmental awareness
 - Teach only facts
 - Complete syllabus
94. EVS learning should be
- Teacher-centred
 - Child-centred
 - Exam-centred
 - Book-centred
95. Environmental Studies includes
- Only Biology
 - Only Geography
 - Social and natural environment
 - Only Physics
96. EVS promotes
- Competition
 - Environmental responsibility
 - Punishment
 - Rote learning

97. Which is NOT part of EVS?
- a. Family
 - b. Plants
 - c. Machines only
 - d. Society
98. EVS encourages
- a. Passive learning
 - b. Active participation
 - c. Silence
 - d. Memorisation
99. EVS helps children to
- a. Think critically
 - b. Copy answers
 - c. Ignore environment
 - d. Avoid activities
100. EVS is taught from
- a. Class VI
 - b. Class III
 - c. Class VIII
 - d. Class X
101. EVS focuses on
- a. Marks
 - b. Life skills
 - c. Only writing
 - d. Only reading
102. EVS aims to build
- a. Fear
 - b. Awareness
 - c. Competition
 - d. Pressure
103. EVS includes
- a. Only theory
 - b. Only practical
 - c. Theory and practical
 - d. None

104. EVS encourages
- Observation
 - Memorisation
 - Ignorance
 - Punishment
105. EVS learning should be
- Boring
 - Interesting
 - Rigid
 - Fixed
106. EVS develops
- Knowledge only
 - Skills only
 - Knowledge, skills, values
 - None
107. EVS integrates
- Subjects
 - Exams
 - Marks
 - Homework
108. EVS helps in
- Daily life
 - Only exams
 - Only writing
 - None
109. EVS promotes
- Environmental protection
 - Pollution
 - Waste
 - Neglect
110. EVS includes
- Culture
 - Nature
 - society
 - All

111. Best method for EVS teaching is

- a. Lecture
- b. Activity-based
- c. Dictation
- d. Reading

112. Field visits help in

- a. Memorisation
- b. Real learning
- c. Copying
- d. Exams

113. Group work promotes

- a. Competition
- b. Cooperation
- c. Isolation
- d. Silence

114. Observation is

- a. Passive
- b. Active learning
- c. Memorisation
- d. Writing

115. Project method develops

- a. Skills
- b. Fear
- c. Silence
- d. Stress

116. EVS teaching should use

- a. Local examples
- b. Only textbooks
- c. Only notes
- d. Only exams

117. Discussion method improves

- a. Speaking
- b. Silence
- c. Writing
- d. Copying

118. Activity-based learning is

- a. Child-centred
- b. Teacher-centred
- c. Exam-centred
- d. Rigid

119. Teaching aids help in

- a. Understanding
- b. Confusion
- c. Ignorance
- d. Boredom

120. Field visits promote

- a. Experience
- b. Memorisation
- c. Fear
- d. Exams

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
91.	c.	101.	b.	111.	b.
92.	c.	102.	b.	112.	b.
93.	b.	103.	c.	113.	b.
94.	b.	104.	a.	114.	b.
95.	c.	105.	b.	115.	a.
96.	b.	106.	c.	116.	a.
97.	c.	107.	a.	117.	a.
98.	b.	108.	a.	118.	a.
99.	a.	109.	a.	119.	a.
100.	b.	110.	d.	120.	a.

Language - I (Khasi)

Set - I

Ka jingbthah : Pule ia kane ka jingthoh harum bad sa jubab ia ki jingkylli (naduh 121 haduh 127) da kaba buh dak ia ka jubab kaba dei na ki sawtylli kiba la ai lypa

U Khasi u im bad ka Mariang bad ka Mariang ka im bad u. haba u bishar ia kiei kiei kiba don ha ka, ki ring ia ka jingmut jingpyrkhat jong u namar ba ki pynphalang ia ki jinglong jingim bapher bapher kiba don ha u briew. Haba u iohi ia u masi lur uba dem ha la ka jinglur u iohi ia u briew uba minot thop hala I jong I kam. Ki Jingpyrkhat kiba pher ki wan haba u iohi ia u masi kyrtong, u masi dap, ka blang ka jliah sla mluh, ka lang saitpap bad kiwei kiwei. U sngewsynei iano iano ban rit mynsiem kum ka syiar lane ban tieng pud kum ka 'nai pilang lane ka shu jur tang ka malade kum u kui pynkhat.

121. Don katno tylli ki jaid mrad ba ri ki briew ha katei ka jingthoh?
- Ar tylli
 - Lai tylli
 - Saw tylli
 - San tylli
122. Katei ka jingthoh ka kren shaphang ki jinglong kiba pher kiba u khasi u iohi ha ki-
- Mrad ki mreng
 - Phlang ki kynbat
 - Sim ki soh
 - Syntiew ki skud.
123. U masi dab u dei u masi uba-
- Shong ha khlaw
 - heh bad uba la iaw
 - lah puid
 - ba sngaid bad baheh.
124. Ka 'blang jliah sla mluh' ka thew ia u/ka briew kiba –
- kren shisien da kumne shisien da kumtai.
 - kren pynroh sarong ialade.
 - shu kren shongshit.
 - shu kren ktien khlem da tip da sngewthuh ei ei.
125. Ka 'nai pilang ka dei ka -
- Khnai kaba shong ha lum
 - Khnai lum kaba rit
 - Khnai lum kaba heh ba ki briew ki ju bam doh
 - Khnai kaba im bad shong ha lum.

126. Katkum katei ka jingthoh la pyniasyriem ia u masi lur bad u briew uba-
- a. trei shitom
 - b. trei lyngkha
 - c. ksaid ha ka jingtnei
 - d. minot thop ha la ka kam.
127. U Kui u dei u mrad khlaw uba syriem ia –
- a. U Ksew
 - b. U Myrsiang
 - c. U Suri
 - d. U Sniang.

Ka jingbthah : Pule ia kane ka poim harum bad sa jubab ia ki jingkylli (naduh 128 haduh 131) da kaba buh dak ia ka jubab kada dei na kine ki saw tylli ki jubab ba la ai.

Lada rympei ka syaid ka tngen,
Ryngkat ka sneng ka kraw,
Ka Ing ka sem, ka suk ka kmen,
Ka bha ka shnong ka thaw.
Rympei ka khlain, ba beit ka stad,
Ka sain longbriew man briew,
Ki khun samla kim shang thadlad,
Kim brai ki kam sniew.

128. Ka phang pdeng jong katei ka poim ka dei ka-
- a. Sneng ka Kraw
 - b. Ing ka sem
 - c. Rympei
 - d. Shnong ka thaw
129. Katno tylli ki kyntien bynrap ki don ha katei ka poim?
- a. 3 tylli
 - b. 5 tylli
 - c. 7 tylli
 - d. 9 tylli
130. Ka kyntien ‘brai’ ka mut-
- a. Kwah eh
 - b. Kwah biej
 - c. Kwah rhah
 - d. Kwah lalot

131. Ha katei ka poim ka 'shlem' ka dei ka jaka-
- Maramot
 - Pynwandur
 - Ba rhem
 - Saindur
132. Kano na kine ki sap jingtbit ki khynnah kila ioh lypa shwa ban wan sha skul?
- Shahskhor bad kren
 - Shahskhor bad pule
 - Shahskhor bad thoh
 - Shahskhor bad pyrkhat
133. Kano na kine ki jingkam ka pynroi ia ka sap kren?
- Pule jam
 - Peit ia ki dur
 - Phah pule ha kiwei
 - Pyrthuh bud
134. Kaba hikai ia ki khynnah rit da kaba iathuh-khana ka pynioh nyngkong ha ki ia ka sap jingtbit ban-
- Shahshkor
 - Kren
 - Pule
 - Thoh
135. Haba hikai ban pule, nyngkong dei ban hikai ba ki khynnah kin-
- Ithuh shwa ia ki dak
 - Sngewthuh ia ka
 - Ithuh ia ki dak bad pynwandur katkum ka sur
 - Ringdur ia ki dak bad ka sur
136. Ban pynioh ia ki khynnah ia ka jingtbit ban thoh dei ban hikai shwa ia ki ba kin thoh ia ki-
- Dak thoh
 - Dak shon
 - Dak kdor
 - Dak heh
137. Ka jing pyndonkam bun tylli ki ktien haba hikai ha kamra klas ka iarap ia ki khynnah ban-
- Tip ia kita ki ktien
 - Sngewthuh ia ka jingmut jong ki
 - Kren ia kita ki ktien
 - Nang ia kiwei pat ki ktien da kaba pyniasoh bad ka ktien ba ki kren.

138. Kawei na ki kyndon ba ka ktien khun ka dei ban do ban long ka ktien pdeng ka dei ban-
- Shna jingrwai ha kata ka ktien khun
 - Buh jingthoh ia ki ain kramar kumno ban pyndonkam ia ka
 - Don ba thoh jingbatai ha kata ka ktien khun
 - Don bathoh khana ha kata ka ktien khun.
139. Haba hikai ia ka poim ha ka kyrdan klas rit u nonghikai u dei ban-
- Pule na ka kot
 - Phah pule jam ia ki khynnah
 - Thoh ia ka poim ha ka blakbod ne chart
 - Phah pule jar jar.
140. Kano ka rukom hikai kaba biang lada phin hikai ia ka lynnong, ‘ U Raja Kine Singh’ ia ki klas 3?
- Da kaba iamirjingmut
 - Da kaba iathuhkhana
 - Da kaba kylli jingkylli.
 - Da ka Jingkam.
141. Kano na kine ki tiar iarap hikai kadei kaba kham biang eh ban hikai ia ki khynnahrit ia ka lynnong kaba dei ka jingiathuhkhana?
- Chart
 - Flannel board
 - Ki kot dur khlem kyntien
 - Ka flash card.
142. Haba kylli jingkylli ia ki khynnah katba dang hikai ia ka lynnong ka iarap ia-
- u Nonghikai ban sngewthuh katno ki khynnah ki sngewthuh ia kaba la hikai.
 - U nonghikai ban synshar ia ka klas.
 - Ki khynnah ban tip hangno ba la poi ka jingbatai.
 - Ki khynnah ban ioh jingtip.
143. Ki rukom pynkhih jingmut shwa ban hikai ia kano kano ka lynnong ki don-
- Ar jait
 - Lai jait
 - Saw jait
 - San jait
144. Ki Nonghikai ki kylli jingkylli ia ki khynnah naduh basdang haduh bakut ka jinghikai haba-
- Pynkhih jingmut bad thew jingtip
 - Tynjuh jingtip bad thew jingtip
 - ktik jingmut bad tynjuh jingtip
 - Pynkhih jingmut, tynjuh jingtip bad thew jingtip.

145. Ia ka rukom pynshongdor da kaba 'khmihthuh' lah ban leh
- Man ka sngi
 - Tang haka por ba ai kam ia ki khynnah
 - Shisien shi taiew
 - Ha kapor ba ai Unit Test.
146. Kano na kine harum ka dei ka ktien kynnoh jong ka ktien 'Kynmaw'?
- Kyndiang
 - Kyndit
 - kynjai
 - kynbiang
147. 'Mareh sia sia' ka thew ia ka rukom mareh-
- sting katba lah, tang ba kadei hajan
 - stet bad pynsting ialade
 - Kum ban duh mynsiem
 - Khlem suitniew iaei iaei ruh.
148. Jied ia ki dak sangeh kiba iahap bad kane ka jingong- Peit peit ki nangwan nangwan shane phi iohsngew kata ka bom ba ka riew
- ! . ! ?
 - ! ? ! .
 - ! . ? !
 - ! ! . ?
149. U leit sum sha wah bad u rah ia u sum. Ka ktien "sum" kaba nyngkong ha katei ka senten ka hap ha ka klas kyntien ba ngi khot ka-
- Noun
 - Berb
 - Adjektib
 - Adverb.
150. Ka ktien khasi ka mih na ka thymmei ing ktien jong ki-
- Indo Aryan
 - Dravidian
 - Austro Asiatic
 - Tibeto-Burma

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
121.	b	131.	d	141.	d
122.	a	132.	a	142.	a
123.	c	133.	d	143.	b
124.	d	134.	a	144.	d
125.	c	135.	c	145.	a
126.	d	136.	b	146.	b
127.	a	137.	d	147.	c
128.	c	138.	b	148.	d
129.	c	139.	c	149.	b
130.	b	140.	b	150.	c

Language - I (Garo)

Set - 1

121. Noko agangipa ku·sik ine aganon iarangko miksonga.
- Ma·a-paaming agangipa ku·sik
 - Adatang-abitangming agangipa ku·sik
 - Jonggipaming agangipa ku·sik
 - Kosako janapgipa gimikan ong·a.
122. Ka·mao on·sogiminoni badia skulo agangipa ku·sik ong·ja basebo.
- Skina jakkalgipa Ku·sik.
 - Sena jakkalgipa Ku·sik
 - Poraina jakkalgipa Ku·sik
 - Noko golpona jakkalgipa Ku·sik
123. Je ku·sikkkon jat gimikni manderang sena-jotna aro pilak nanganirangna jakkalna kraa ine jat gimikni rachakna mangipa kusikkon badine minga?
- Dialect
 - Standard language
 - Oral language
 - Receptive language
124. History of Garo Literature-o seani gita, A·chikkuo dialecterang gimik badita donga?
- Ming 12
 - Ming 13
 - Ming 11
 - Ming 10
125. Poraina sapani=PS; Knatimna sapani=KS; Sena Sapani=SS aro Aganna Sapani=AS. Iarangko sulsul ka·mao donsogiminrangoniko tik ong·gipako basebo.
- PS-AS-SS-KS
 - KS-SS-AS-PS
 - KS-AS-PS-SS
 - SS-PS-KS-AS
126. Skigipani klas-o gisik nange golpo agananichi ka·maoni badia sapaniko bisarango bariatna man·gen?
- Knatimna sapani
 - Sena Sapani
 - Aganna Sapani
 - Poraina Sapani

127. Bi·sarangni aganna sapaniko bariatna ka·maoni badiako dakatgen?
- Bi·sarangko noksa mesoke sing·gen.
 - Bi·sangko poedo mingatgen
 - Bi·sarangko skul re·bamitingo mai maiko nikbaa aganchina ge·etgen.
 - Kosako sesogipa gimikan ong·aia.
128. Sign boardko nie aganchina bi·sarangko ge·etode, ka·mao on·sogiminoni badiako bariatna man·gen?
- Sena aro aganna sapaniko
 - Poraina aro aganna sapaniko
 - Knatimna aro sena sapaniko
 - Kosako sesogipa gimikan ong·ja.
129. Bi·sarangko an·chengo jaksichi noksa salna skion, uara ka·mao on·sogiminoni badia changa-apaniko on·gen?
- Poraina sapaniko
 - Aganna sapaniko
 - Sena sapaniko
 - Kosako on·sogipa gimikan ong·aia.
130. Klas-o bi·sarangna skiengon, badiaba somoiode asol bosturangko ra·bae skina man·a. Ia bostukon badine agana?
- Model
 - Chart
 - Realia
 - Map
131. Golpo aganania on·sogiminoniko mai mairangko nangchongmota basebo.
- Voice modulation
 - Intonation
 - Gesture
 - Kosako on·sogipa gimikan nangaia.
132. Poedoko bi·sarangna minge mesokon mai mairangko jakkalna simsakna nanga?
- Rhyme aro rhythm
 - Gesture
 - Posture
 - Kosako on·sogipa gimikan nangaia.
133. Bi·sarangko bi·sa ska baksa agangrikaton, mai namgnirangko ra·bana man·a?
- Agangrikna aro knatimna sapaniko
 - Sena aro poraina sapaniko
 - Knatimna aro sena sapaniko
 - Sena aro knatimna sapaniko

134. Dakesokatanichi maikai bi·sarangni aganna sapaniko bariatana man·a?
- Bi·sarangko kadongata
 - Bi·sarangko kusi ongata
 - Bi·sarangko gisik nangata
 - Kosako on·sogipa gimikan ong·aia.
135. Aganna sapaniko bariatna ka·mao on·sogiminoniko badiako nangjawa?
- Golpo aganani
 - Hand writing
 - Poedo mingani (recitation)
 - Dakmesokani
136. Ku·sikko jakkale kal·anirang (language games) mongsongbate ka·maoni badia changa-sapanirangko bi·sarango bariatgen?
- Knatimna sapaniko
 - Aganna sapaniko
 - Jekon aro janapgiminrangko
 - Kosako janapgipa gimikan ong·ja.

137. *“Salni ding·a a·gimikna pilakchinan gipa,
Kangal segri , bi·sa ma·gri pilakkon ding·ata.
Mittelbea anga nang·ko Isol namgipako,
Seng·a, ding·a, pilaknan , ka·sae on·gipako.”* (“ Pring”)

Ia poedoni ritingrangko skigipa bi·sarangko poraiaton, poraiani ja·mano, “ Sawa an·chingna seng·a, ding·a pilakkon ka·sae on·aha? ine sing·on, bi·sarang ‘Isol namgipa’ ine aganchakna man·ode, ka·mao bi·sarangni u·ie-poraiani badiao ga·akea?

- Factual comprehension
 - Inferential comprehension
 - Jeko aro o janapa, minggnian ong·a.
 - Jeko aro o janapa, minggnian ong·ja.
138. “ Se·el aro Mes Bi·sa” lessonko bi·sarangko poraiaton, poraiani ja·mano skigipa uamangko “ Na·simang maini gimin se·elko inditan ka·namja ine chanchia?” ine sing·ode, ka·mao on·sogiminoni badia u·i-ma·sie poraianiko ra·bagenchim?
- Factual comprehension
 - Inferential comprehension
 - Jeko aro o janapa, minggnian ong·a.
 - Jeko aro o janapa, minggnian ong·ja.
139. 19.Katta grigipa Noksarangko jakkale klaso skion mai mai namgnirangko ra·bana man·a ?
- Aganna sapaniko bariata aro kattarangko namdapata.
 - Noksa baksa bi·sani u·ianiko nangrimatna dakchaka.
 - Bi·sani ning·tue chanchina man·aniko aro nike-nie u·ie ra·aniko bariata.
 - Kosako janapgipa gimikan ong·a.

140. Poraimitingo noksarangko mesokjoljole skiode, bi·sarang _____. Ia bangbanggipa biapo gapatna ka·maoniko sandibo.
- Neng·nikbata
 - Gisik nangbata
 - Aratbata.
 - Tusidimubata.
141. Skigipani bi·sarangni mikkango gam·e poraidilaniko dakatanichi ka·mao on·sogiminrangoni badiao ga·akejawa?
- Ku·greng re·atani
 - Punctuation-na simsakani
 - Oikorko sile sena sapatani
 - Modulation aro intonation
142. Pre-school-II o poraigipa bi·sarangna badia rokomni sena ranta ka·aniko dakchina ge·etgen?
- Jakgitele seani (Independent)
 - Jakkamdile seani (Guided.
 - Jeko aro -o sea , iarang minggnikon dakatgen.
 - Jeko aro -o sea , iarang minggnikon dakatjawa.
143. A·chikku sea-jotanio adita bakrogipa sentence-rangko seon, ‘ chong·motan’ kattani pal ka·mao on·sogimin chinrangoniko badiako jakkalskana man·a ine na·a bi·sarangna agan-skie on·genchim?
- Colon (:)
 - Semi colon (;)
 - Comma (,)
 - Dash (-)
144. A·chik Grammarni gita ka·mao on·sogipa sentencerango badiao ‘ Dash’ko tik ong·e jakkalaha, basebo.
- Na·a bebe, sronge, kakket pilakkon dakjaode,- indide anga maina agansranggen ?
 - Na·a bebe, sronge, kakket pilakkon dakjaode-, indide anga maina agansranggen ?
 - Na·a bebe, sronge, kakket pilakkon dakjaode- indide anga maina agansranggen ?
 - Na·a bebe, sronge, kakket pilakkon dakjaode;- indide anga maina agansranggen ?
145. On·sogiminoniko tik ong·gipa sentenceko basebo.
- Bang·a katta bichongrangko pangchake seanikon paragraph minga.
 - Adita katta bichongrangko pangchake seanikon paragraph minga.
 - Mingsa katta bichongrangko pangchake seanikon paragraph minga.
 - Kosako segiminrangoni gimikan ong·tokja.
146. Environmental print ine aganon ka·mao on·sogiminoniko badiako miksongja?
- Sam-bolrangko chapa ka·e donaniko
 - Skul mikkango see-tape donaniko
 - Sanram biaprango chin dake donaniko
 - Dokan nok mikkango u·ichina see donaniko

147. A·chik Grammarni gita, transitive verb gnanggipa sentenceko rikanio , badiako jakkalbewala?
- Subject+verb+object
 - Subject+ object+ verb
 - Object+subject+verb
 - Verb+object+subject
148. “Anga da·alde skulchi re·angjawa.” Iano badia kattako sentenceo jeni gimin chanchianiko dakenga, basebo.
- Anga
 - da·alde
 - Skulchi
 - re·angjawa
149. “Mistrini nok rikako nokgipa namnikaha.” Ia sentenceoniko badiako object ine na·a bi·sarangna agangen?
- Rikako
 - Mistrini nok
 - Mistrini nok rikako
 - Nokgipa
150. “Anga nang·ming baksa nokchi re·gen.’ Ia sentenceo salsretgipa katta ka·mao on·sogiminoni badia ong·a?
- Conjunction
 - Preposition
 - Interjection
 - Adverb

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
121.	d	131.	d	141.	c
122.	d	132.	d	142.	b
123.	b	133.	a	143.	a
124.	c	134.	d	144.	a
125.	c	135.	b	145.	c
126.	a	136.	c	146.	a
127.	d	137.	a	147.	b
128.	b	138.	b	148.	a
129.	c	139.	d	149.	c
130.	c	140.	b	150.	b

Paper -I

Set - II

Content

1. Child Development & Pedagogy
2. Language – II (English)
3. Mathematics1
4. Environmental Studies
5. Language- I (Khasi/Garo)

Child Development and Pedagogy

Set - II

1. Under the RPWD Act, 2016, certain provisions like reservations in higher education (not less than 5%) apply to persons with “benchmark disability.” What is the definition of a benchmark disability?
 - a. Any person who is included in the list of 21 disabilities.
 - b. A person with 100% disability in any category.
 - c. A person with not less than 40% of a specified disability as certified by a medical authority.
 - d. A person who has acquired a disability after birth.
2. A student who demonstrates a high degree of general intellectual ability, learns rapidly, uses an advanced vocabulary, and thinks abstractly is best described as:
 - a. Talented
 - b. An Intelligent
 - c. Creative
 - d. Gifted
3. Which of the following best describes a “slow learner”?
 - a. A student with a diagnosed intellectual disability.
 - b. A student with high potential who refuses to do work.
 - c. A student who learns at a pace below average but does not have an intellectual disability, often requiring more time and concrete examples.
 - d. A student who is gifted but bored with the curriculum.
4. A student has a very high IQ score but consistently gets poor grades, does not complete assignments, and appears disengaged in class. This student would be classified as:
 - a. A slow learner
 - b. A creative learner
 - c. A talented learner
 - d. An underachiever
5. The most significant barrier to creating a truly inclusive classroom is often:
 - a. The lack of expensive technology.
 - b. The physical design of the school building.
 - c. The negative attitudes and stereotypes of teachers, staff, and peers.
 - d. The curriculum of a single subject.
6. The factors affecting learning are broadly categorized. Which of the following would be considered a “learner-related” factor?
 - a. The student’s motivation and readiness
 - b. The physical infrastructure of the classroom
 - c. The teacher’s personality
 - d. The curriculum and syllabus

7. Which of the following is primarily a “teacher-related” factor that affects learning?
 - a. The student’s socio-economic background
 - b. The teacher’s mastery of the subject matter and pedagogical skills
 - c. The student’s peer group influence
 - d. The availability of a school library
8. Of the following, which is considered the most powerful and sustainable type of motivation for long-term learning?
 - a. Extrinsic motivation driven by fear of punishment.
 - b. Extrinsic motivation driven by the desire for rewards like stickers or grades.
 - c. Intrinsic motivation driven by curiosity and a genuine interest in the subject.
 - d. Motivation that comes from pleasing one’s parents.
9. A kinesthetic learner is most likely to succeed in a lesson when they are able to:
 - a. Listen to a detailed lecture.
 - b. Watch a video of the concept.
 - c. Read a chapter about the topic in a textbook.
 - d. Participate in a hands-on activity, experiment, or role-play.
10. Which of the following characteristics is most associated with an auditory learner?
 - a. Needing to physically handle objects to understand them.
 - b. Preferring to read instructions rather than listen to them.
 - c. Having a strong sense of direction and being good at reading maps.
 - d. Excelling in group discussions and remembering information they have heard or spoken.
11. A teacher wants to encourage her students to learn through exploration. Which of the following classroom environments would be most effective?
 - a. A classroom with desks in neat rows, where students are expected to be silent.
 - b. A classroom with a variety of easily accessible, hands-on materials, learning centers, and flexible seating.
 - c. A classroom where the teacher lectures for the entire period.
 - d. A classroom with no books or learning materials.
12. Inquiry-based learning is a pedagogical approach that begins with:
 - a. The teacher providing a complete list of facts to be memorized.
 - b. A question, problem, or observation that sparks curiosity.
 - c. A final examination to assess knowledge.
 - d. A strict set of rules for students to follow without question.
13. A young child learns to say “please” and “thank you” by watching and imitating their parents. This is a classic example of which learning process?
 - a. Inquiry-based learning
 - b. Observational learning
 - c. Classical conditioning
 - d. Rote learning

14. During a lesson, a teacher moves around the room, changes his/her tone and volume of voice, uses gestures, and switches between a short lecture, a group activity, and a quick video clip. This intentional changing of the learning mode is an example of which teaching skill ?
- Skill of stimulus variation
 - Skill of reinforcement
 - Skill of probing question
 - Skill of explaining
15. A teacher is writing specific, measurable learning objectives and selecting appropriate teaching aids and resources for an upcoming lesson. Which stage of the lesson planning process is the teacher in?
- Pre-teaching / Pre-active Stage
 - Transaction of Lesson / Interactive Stage
 - Post-teaching / Post-active Stage
 - Assessment Stage
16. A teacher who rigidly follows their lesson plan (created in the pre-teaching stage) even when students are clearly not understanding the content is failing to effectively manage which stage?
- The Post-teaching stage, because they will not be able to reflect properly.
 - The Pre-teaching stage, because their plan was flawed.
 - The Transaction stage, because they are not being responsive and flexible to the students' real-time needs.
 - The Assessment stage, because they are not using a final test.
17. In a classroom where the teacher acts as the primary source of knowledge and students are expected to passively receive and memorize information, which teaching approach is being used?
- Constructivist approach
 - Learner-centered approach
 - Inquiry-based approach
 - Teacher-centered approach
18. According to constructivist theory, particularly the work of Piaget and Vygotsky, the role of the teacher is best described as a:
- Provider of information and answers.
 - Facilitator or “guide on the side” who creates an environment for discovery.
 - Strict controller of all classroom activities.
 - Passive observer who interact with students

19. What is the fundamental principle of a learner-centered approach?
- All students must learn the same content at the same pace.
 - The teacher's expertise is the most important element in the classroom.
 - Instruction is adapted to meet the individual needs, interests, and abilities of the students.
 - Assessment is primarily based on standardized, multiple-choice tests.
20. Which of the following classroom activities is LEAST likely to be found in a constructivist classroom?
- A debate where students must defend different viewpoints.
 - A science lab where students design their own experiments.
 - A problem-based learning project where students must solve a real-world issue.
 - A drill-and-practice session where students recite multiplication tables in unison.
21. Lev Vygotsky's concept of the "Zone of Proximal Development" (ZPD) is central to social constructivism. It suggests that learning is most effective when:
- Students work completely independently on tasks they have already mastered.
 - The teacher provides direct answers to all student questions immediately.
 - Students work on tasks that are too difficult for them to do alone but are achievable with guidance from a teacher or more capable peer.
 - The teacher relies exclusively on lectures to transmit information.
22. A student-teacher who thinks critically about a classroom incident after it has occurred, analyzing what went well, what went wrong, and what could be done differently next time, is engaging in:
- Reflection-in-action
 - Reflection-on-action
 - Prospective-reflection
 - Active experimentation
23. The primary purpose of a school teaching internship is to:
- Provide schools with free substitute teachers.
 - Bridge the gap between educational theory and real-world classroom practice under supervision.
 - Allow student-teachers to observe classes with participation.
 - Focus on administrative tasks and school management.
24. Which of the following is considered a key tool for facilitating systematic reflective practice during an internship?
- Taking attendance rolls.
 - A reflective journal or diary.
 - The school's annual calendar.
 - The teacher's active engagement with students.

25. In the context of an internship, the relationship between a mentor teacher and a student-teacher is most effective when the mentor acts as:
- A strict evaluator who points out flaws.
 - A co-inquirer and supportive guide who facilitates reflection rather than just giving answers.
 - A passive observer who offers continuous feedback.
 - A substitute who teaches all the difficult lessons for the intern.
26. A teacher administers a test at the very beginning of a new unit to gauge students' prior knowledge and identify potential misconceptions. This type of assessment is best described as:
- Formative
 - Summative
 - Diagnostic
 - Prognostic
27. Which of the following statements best describes "Assessment OF Learning"?
- It is an ongoing process used to provide immediate feedback and adjust teaching in real-time.
 - It is a process where students use rubrics and checklists to evaluate their own work and set goals.
 - It is a process used to certify competence and report on a student's level of achievement at the end of a period of learning.
 - It is used to diagnose a student's learning style before a course begins.
28. The primary difference between formative assessment (assessment for learning) and summative assessment (assessment of learning) is:
- Formative assessments are always written tests, while summative assessments are projects.
 - The timing and purpose: formative is ongoing and aims to improve learning, while summative is at the end and aims to judge learning.
 - Formative assessments are graded, while summative assessments are not.
 - Formative assessments are only used for younger students, while summative assessments are for older students.
29. Which of the following is a primary characteristic of School Based Assessment (SBA)?
- It is externally set and marked by a national examination board.
 - It is a one-time, final examination at the end of the year.
 - It is designed, administered, and evaluated by teachers within the school as an integral part of the teaching-learning process.
 - It exclusively measures students' academic knowledge through written tests.

30. A teacher provides students with a detailed scoring guide before they begin a project. This guide breaks down the assignment into criteria like “Content Accuracy,” “Creativity,” and “Presentation,” and describes what is expected for each level of performance (e.g., Excellent, Good, Needs Improvement). This tool is called a (n):
- Checklist
 - Anecdotal Record
 - Rubric
 - Achievement Test

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
1	c	11	b	21	c
2	d	12	b	22	b
3	c	13	b	23	b
4	d	14	a	24	b
5	c	15	a	25	b
6	a	16	c	26	c
7	b	17	d	27	c
8	c	18	b	28	b
9	d	19	c	29	c
10	d	20	d	30	c

Language - II (English)

Set - II

31. How many Language Skills are there?
- 1
 - 2
 - 3
 - 4
32. The two language skills that are acquired without any formal instructions are-
- Listening and Speaking
 - Listening and Reading
 - Reading and Writing
 - Speaking and Writing
33. What are the most significant skills that a teacher should develop at the Early Childhood?
- Listening skill only
 - Speaking skill only
 - Listening and Speaking Skills
 - Writing Skill
34. Oral language skills are-
- Listening and Reading
 - Speaking and Writing
 - Listening and Speaking
 - Speaking and Reading
35. Children learn many things by listening and-
- respond to question
 - does not read
 - write quickly
 - understand
36. When children/learners are introduced to letters(alphabet), they learn how to-
- practice speaking
 - identify symbols
 - know to read
 - read words

37. When letters are introduced along with the sounds associated with each of them, it says that-
- they learn spellings
 - they learn how to pronounce the letter
 - they can write
 - they are smart
38. If a word is written on the board and the children can pronounce it, it shows that they have-
- read the word
 - known the word
 - learn it
 - comprehend the sounds in a word
39. To improve the learners' speaking ability, a teacher can use-
- writing
 - reading
 - storytelling
 - imagination
40. To enhance/develop the children's imagination, a teacher needs to use-
- storytelling
 - a lot of grammar
 - spelling
 - read a lot
41. The learners understand about presentation, use words with correct pronunciation and use appropriate tone in speeches according to the situation, this art is called-
- speech
 - elocution
 - utterance
 - exclamation
42. Poetry recitation helps children to become-
- confident speaker
 - learn poetry
 - commit to memory
 - write poetry
43. Introduction to shapes and figures- big and small help the learners to be ready for-
- speaking
 - writing
 - reading
 - drawing

44. The goal of reading at an early stage is to convey message of the-
- words in the book
 - letters in the words
 - writer of a book
 - printed words in the text
45. Independent reading allows learners to be-
- responsible in choosing reading materials
 - read a lot
 - read only textbooks
 - find words in a lesson
46. A teacher should guide the learners to read newspaper as it will help them-
- to understand it as a source of information
 - to know about politics
 - to know about the title
 - to inform everyone
47. If the learners are able to associate word with picture, it shows that they identify the picture with the-
- colour
 - pronunciation
 - spellings
 - speech
48. Good handwriting is developed when a teacher instils-
- pressure on writing
 - force children to write
 - favourable attitude among the children
 - writing for a long period of time
49. Story writing is a form of-
- Guided writing
 - Good writing
 - Simple writing
 - Creative writing
50. Creative thinking skill can be developed through-
- Poster making
 - Performance
 - Competition
 - Rote memory

51. Children are engaged with an important topic to help them in writing-
- words
 - sentences
 - competition
 - slogans
52. Learners can write a report on a Cleaning Drive conducted by the school so that it helps them to-
- enhance their writing skill
 - know how to write
 - use the broom
 - make themselves clean and tidy
53. A Collective Noun denotes-
- one person
 - one individual whole
 - many numbers
 - multiple nouns
54. Analysis of Textbook makes the teacher aware of about the-
- thinness of the book
 - thickness of the book
 - goodness of the book
 - relevancy and updated information in the book
55. Formative Assessment refers to-
- Regular assessment
 - Daily test
 - Examination
 - Class test
56. Bellowing means-
- Loud noise
 - Soft noise
 - Wind blowing
 - Wind howling
57. Topsy Turvy refers to-
- Ball rolling down
 - Tip toe
 - Upside down
 - Something broken

58. You need to look at it carefully means to -
- Observe
 - Examine
 - Watch out
 - open it
59. He is a Chatterer.
- Someone who talks a lot
 - Someone who is grinding his teeth
 - Someone who talks behind a person
 - Someone who looks down on others
60. To Descend means to-
- Not to sent
 - come down
 - Go up
 - Climb down

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
31	d	41	b	51	d
32	a	42	a	52	a
33	c	43	c	53	b
34	c	44	d	54	d
35	a	45	a	55	a
36	b	46	a	56	a
37	b	47	b	57	c
38	d	48	c	58	b
39	c	49	d	59	a
40	a	50	a	60	d

Mathematics

Set - II

61. A teacher explains addition only using rules without examples. This teaching lacks:
- Discipline
 - Conceptual understanding
 - Time management
 - Assessment
62. A child uses fingers to solve subtraction problems. The teacher should:
- Stop immediately
 - Encourage and gradually move to mental strategies
 - Punish
 - Ignore
63. Students are unable to solve word problems due to language difficulty. The best strategy is:
- Give more problems
 - Use simple language and visuals
 - Ignore
 - Punish
64. A teacher gives only final exams to assess students. This ignores:
- Summative assessment
 - Formative assessment
 - Classroom teaching
 - Homework
65. A student gets wrong answer but uses correct reasoning. Teacher should:
- Mark wrong completely
 - Appreciate reasoning and guide correction
 - Ignore
 - Punish
66. A teacher uses beads to teach counting. This method is:
- Abstract learning
 - Concrete learning
 - Rote learning
 - Lecture method
67. Students feel fear during math class. This is known as:
- Logical thinking
 - Math anxiety
 - Intelligence
 - Curiosity

68. A teacher asks students to memorize formulas without explanation. This promotes:
- Relational understanding
 - Instrumental understanding
 - Constructivism
 - Inquiry learning
69. Students are asked to explore shapes using physical objects. This reflects:
- Lecture method
 - Activity-based learning
 - Dictation
 - Drill method
70. A teacher observes students during activities and gives feedback. This is:
- Summative assessment
 - Formative assessment
 - Final testing
 - Ranking
71. A child says $\frac{1}{8}$ is larger than $\frac{1}{4}$. This indicates:
- Concept mastery
 - Misconception
 - Carelessness
 - Intelligence
72. A teacher uses games to teach multiplication. This approach enhances:
- Fear
 - Engagement
 - Memorization only
 - Discipline
73. A teacher explains concepts by linking them with daily life. This promotes:
- Rote learning
 - Meaningful learning
 - Memorization
 - Silence
74. Students work in groups to solve a problem. This method is:
- Individual learning
 - Collaborative learning
 - Lecture method
 - Drill practice
75. A teacher ignores students' mistakes during problem-solving. This affects:
- Discipline
 - Learning improvement
 - Attendance
 - Homework

76. A teacher uses GeoGebra to demonstrate geometry concepts. This is an example of:
- Traditional teaching
 - ICT integration
 - Memorization
 - Drill method
77. A teacher asks “Why does this happen?” during a math lesson. This promotes:
- Rote learning
 - Critical thinking
 - Memorization
 - Silence
78. A child repeatedly makes errors in place value. Teacher should:
- Ignore
 - Diagnose and reteach using concrete materials
 - Punish
 - Give marks
79. A teacher focuses only on completing the syllabus quickly. This neglects:
- Time
 - Conceptual understanding
 - Content
 - Writing
80. Students are encouraged to ask questions freely in class. This creates a:
- Fearful environment
 - Supportive learning environment
 - Silent class
 - Rigid system
81. A number when added to 789 gives 1000. The number is:
- 201
 - 211
 - 221
 - 231
82. Which number is 100 less than 1000 but 50 more than 850?
- 900
 - 950
 - 850
 - 800
83. The smallest 3-digit number formed using digits 3, 0, 5 (without repetition) is:
- 305
 - 350
 - 503
 - 530

84. A number is doubled and then reduced by 20 to get 60. The number is:
- a. 30
 - b. 40
 - c. 50
 - d. 60
85. Which of the following is true?
- a. $345 > 354$
 - b. $543 < 534$
 - c. $432 < 423$
 - d. $654 > 645$
86. If $4 \times t = 84$, then t is:
- a. 19
 - b. 20
 - c. 21
 - d. 22
87. The sum of two numbers is 60. One number is 25. The other is:
- a. 25
 - b. 30
 - c. 35
 - d. 40
88. If 300 marbles are divided equally among 6 children, each child gets:
- a. 40 marbles
 - b. 50 marbles
 - c. 60 marbles
 - d. 70 marbles
89. Which operation will undo multiplication?
- a. Addition
 - b. Subtraction
 - c. Division
 - d. Counting
90. Which of the following is greatest?
- a. $\frac{2}{3}$
 - b. $\frac{3}{5}$
 - c. $\frac{4}{7}$
 - d. $\frac{5}{9}$

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
61	b	71	b	81	b
62	b	72	b	82	a
63	b	73	b	83	a
64	b	74	b	84	b
65	b	75	b	85	d
66	b	76	b	86	c
67	b	77	b	87	c
68	b	78	b	88	b
69	b	79	b	89	b
70	b	80	b	90	a

Environmental Studies

Set - II

91. Learning should be
 - a. Passive
 - b. Interactive
 - c. Silent
 - d. Fixed
92. Teacher should act as
 - a. Dictator
 - b. Facilitator
 - c. Examiner
 - d. Punisher
93. Local resources include
 - a. Leaves
 - b. Stones
 - c. Seeds
 - d. All
94. EVS learning should be
 - a. Meaningful
 - b. Rote
 - c. Forced
 - d. Fixed
95. Survey helps in
 - a. Data collection
 - b. Punishment
 - c. Exams
 - d. Silence
96. Experimentation helps in
 - a. Understanding
 - b. Memorisation
 - c. Fear
 - d. Writing
97. Teaching should connect with
 - a. Life
 - b. Books only
 - c. Exams
 - d. None

98. Field work develops
- Skills
 - Fear
 - Silence
 - Stress
99. Project work encourages
- Creativity
 - Copying
 - Memorisation
 - Fear
100. Best learning occurs when
- Listening only
 - Doing activities
 - Reading only
 - Writing only
101. Assessment in EVS should be
- Continuous
 - Annual only
 - Rare
 - None
102. CCE stands for
- Continuous and Comprehensive Evaluation
 - Central Control Exam
 - Common Class Exam
 - None
103. Assessment helps to
- Judge
 - Improve learning
 - Punish
 - Fail
104. Formative assessment is
- Ongoing
 - Final
 - Annual
 - None
105. Summative assessment is
- Continuous
 - End of term
 - Daily
 - None

106. Assessment tools include
- Observation
 - Oral test
 - Written test
 - All
107. Assessment should be
- Child-friendly
 - Strict
 - Fearful
 - Rigid
108. Evaluation helps in
- Improvement
 - Punishment
 - Failure
 - Stress
109. Assessment should focus on
- Marks only
 - Holistic Development
 - Exams only
 - None
110. Good assessment is
- Fair
 - Biased
 - Partial
 - Strict
111. Air, water, soil are
- Natural resources
 - Man- made resources
 - Wastes
 - None of the above
112. Plants are important for
- Oxygen
 - Food
 - Balance
 - All
113. Biodiversity means
- Variety of life
 - Pollution
 - Waste
 - None

114. Pollution affects
- a. Health
 - b. Environment
 - c. Both
 - d. None
115. Healthy food is
- a. Junk food
 - b. Balanced diet
 - c. Fast food
 - d. None
116. Public property should be
- a. Protected
 - b. Damaged
 - c. Ignored
 - d. None
117. Meghalaya is known for
- a. Rainfall
 - b. Desert
 - c. Snow
 - d. None
118. Khasi and Garo people are
- a. Tribes
 - b. Foreigners
 - c. Outsiders
 - d. None
119. Conservation means
- a. Protection
 - b. Destruction
 - c. Waste
 - d. None
120. Sustainable practices help
- a. Environment
 - b. Pollution
 - c. Waste
 - d. None

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
91.	b.	101.	a.	111.	a.
92.	b.	102.	a.	112.	d.
93.	d.	103.	b.	113.	a.
94.	a.	104.	a.	114.	c.
95.	a.	105.	b.	115.	b.
96.	a.	106.	d.	116.	a.
97.	a.	107.	a.	117.	a.
98.	a.	108.	a.	118.	a.
99.	a.	109.	b.	119.	a.
100.	b.	110.	a.	120.	a.

Language - I (Khasi)

Set - II

121. Don katno tylli ki sawa Vowel bajanai ha ka ktien Khasi?
- 7 tylli
 - 9 tylli
 - 11 tylli
 - 13 tylli.
122. 'Ieng kynton' ka thew ia ka rukom ieng-
- Haba ieng da ki shynriah kjat
 - Kaba ieng lyngngoh tang wei briew
 - Kumba ieng ki khynlung kiba sngaid
 - Kaba ieng pyneh kum u dieng
123. Ki ong ne sin u 'Simsong' ia u ne ka briew kiba-
- jemnud palat kiba shu shah katba leh
 - kren sbun kren hok naduh ka dohnud
 - khoi khoi mynsiem
 - Stad bad ka eh ka nia ka jutang.
124. Kaba ai Dikteshon ka pynroi ha ki khynnah ia ki sap jingtbit ban-
- Shahskhor bad kren
 - Shahshkor, kren bad pule.
 - Shahshkor, Kren, pule bad thoh
 - Shahshkor, pynleit jingmut, Kren, pule, bad thoh.
125. Ki nonghikai haba ki pynkhreh ia ki tiar iarap hikai ki dei ban pyndonkam ia ki tiar kiba ki-
- Shu thied na iew
 - suk ban ioh ha la ki jong ki jaka
 - la don lypa
 - rem dor bad itynnad.

Ka Jingbthah: Pule ia kane ka jingthoh harum bad sa jubab ia ki jingkylli kiba bud

Ka jaitbynriew ka dei ka kynhun u khunbynriew kaba mih na ka juh ka tynrai ne ka juh ka thymmei longiing, longdoh long snam, ka jingnang iar ki longiing longsem kiba na ka juh ka thymmei long bynriew ka pynsan ia ki suki pa suki ban long ka jaitbynriew. Kumta, ngi shem ba ki briew kiba dei na ka juh ka ktien ka thylliej, ki don ka juh ka deiti, ki juh ki dustur ki riti, ka niam ka rukom, ka juh ka rukom pyrkhath bad ka rukom im bad kumta ter ter. Ka jaitbynriew, ka shong ka sah ha ka jaka ba thikna ba kyrpang bad ka kam trai ia kata ka jaka ba ka shong ka sah kum ka nongkynti la jong. Kumta, ia ka ri jong kano kano ka jaitbynriew la khot kyrteng bad tip ia ka, da ka kyrteng jong kata ka jaitbynriew.

Ia uwei pa uwei la kha ha ka jaitbynriew bad kata ka jaitbynriew na kaba u hiar longbriew, ka dei ka doh ka snam bad ka jait ka kynja jong u hi, ha kaba u im u shong lang ha ka juh ka ri. Namarkata, uwei pa uwei u don ka kamram kaba khia ia la ka jong ka ri bad ka jaitbynriew jong u, kumba ka long ia lade hi. Ma ngi ki khasi, ha ka juh ka rukom, ngi don ka kamram kaba khia na ka bynta ka Ri bad ka jaitbynriew jong ngi. Ka kamram bad ka jingkitkhlieh jong uwei pa uwei na ngi ia la ka jaitbynriew bad ka mei ri lung ka mei ri san kam shym pher ei ei ruh em na ka kamram ka jingkitkhlieh kaba ngi don na ka bynta ia lade bad ia la ka iing ka sem. Khlem ka Ri bad ka jaitbynriew ka longrynien bad ka longbynriew ba shimet shimet jong ngi ka long lehnohei, kam don dor bad ka kut noh ha ka haw haw, kum u jingthung ba khlem ka tynrai bad khlem ki tmier ka long longbteng.

126. Ka phangpdeng jong ka jingthoh ka long halor -
 - a. Ka thymmei jong ka jaitbynriew
 - b. Ka kamram jong ngi ia la ka ri bad ka jaitbynriew
 - c. Ka Kamram jong ka jaitbynriew
 - d. Ka Kamram u khunbynriew ha ka imlang ka sahleng
127. Ka jingnang iar ki longiing longsem kiba na ka juh ka thymmei long bynriew ka pynsan ia ki suki pa suki ban long –
 - a. Ka jaitbynriew
 - b. Ka longdoh lang snam
 - c. Ka longkur longkha
 - d. Ka thymmei longbriew
128. Ha kane ka jingthoh don katno tylli ki ktien kynnoh?
 - a. Lai
 - b. Saw
 - c. San
 - d. Hynriew
129. Ha kane ka jingthoh “Nongkynti” ka mut ba dei –
 - a. Ka it ka hima
 - b. Ka jaka puta lajong
 - c. Ka jaka ba la ioh pateng na u Kpa
 - d. Ka Hima Sima

Ka jingbthah: Pule ia kane ka poim harum bad sa jubab ia ki jingkylli kiba bud

Hapoh sangam-sajah marwei,
 Ba ker ka ‘bniap’ ka shiah kynrei;
 Halor ka lum rai-eh rai-dam,
 Hapdeng ka maw khohruh –khohram;
 Hangta u ieng u Mawbynna,
 Khlem jingsalia khlem jinglyngnga;
 Ban kit ka nam u Longshuwa,
 Wei briew u ap, u ieng phylla

130. 'Sangam' ka thew ia ka jaka khlaw ba -
- Pjah bad long ktieh
 - Pjah sam sam
 - Khlem ioh sngi
 - Kynjah
131. Ha kane ka poim, ka kyntien 'bniap'
- Ka khlaw ba bun phlang
 - Ka khlaw ba sop da u shiah buid
 - Ka khlaw ba sop da u dieng shiah soh kahwiong
 - Ka khlaw ba sabñiup
132. 'Mawbynna' ka mut u maw ba la thung
- Ban sah kynmaw
 - Da ki shi-kur shi-jait
 - Ban long jaka shongthait
 - Ha ka por thep mawbah
133. Ka phangpdeng jong kane ka poim ka long shaphang –
- Ka jingshah iehbein u Mawbynna
 - Ka jingieng rangbah u Mawbynna
 - Ka jingpynkit nam u Longshuwa
 - Shaphang u Mawbynna

Jingbthah : Jubab ia kine ki jingkylli da kaba buh dak iaka jubab kaba dei na ki saw tylli ki jubab ba la ai:

134. Ka sap jingtbit kiba ki khynnah ki nang nyngkong eh ka dei –
- Ka sap kren
 - Ka sap pule
 - Ka sap thoh
 - Ka sap sngap
135. Ka jingsdang ban nang ia ka ktien ka long lyngba ka jingsngapthuh ia ki –
- Sur sawa bad ka sur kren
 - Sawa bad ki kyntien
 - Klas kyntien
 - Kyntien bad ki senten
136. Kaba hikai poim ia ki khynnah ka iarap ban pynroi pynsan ia –
- Ka sap sngap bad ka sap thoh
 - Ka sapkren bad ka sap pule
 - Ka sap pule bad sap pule
 - Ka sapsngap bad ka sap kren

137. Kano na kine harum, kaba dei ka kyndon balai ba la pyndonkam ha ka sap sngap?
- Sangeh ban kren
 - Pdiang ia ki jingkren
 - Batai ia ka jingkren
 - Jubab
138. Kano na kine ki kyrdan harum u nongsngap u thew jingtip ia ki jingtip ba u iohsngew na u nongkren?
- Jubab
 - Sngewthuh
 - Pynshongdor
 - Kynmaw
139. Ka sap jingtbit kiba u khynnah u nang ba ar ka dei –
- Ka sap kren
 - Ka sap pule
 - Ka sap sngap
 - Ka sap thoh
140. Kano na kine ki sur kren harum kaba pyni ba u nongkren u long uba khelaiñ ki jingmut jingpyrkhat?
- Ka sur kren ba sting bad kyrkieh
 - Ka sur kren ba khia thew
 - Ka sur kren ba khia bad suki
 - Ka sur kren ba jubor
141. Kano na kine ki jingkam harum kaba kham iarap eh ia u khynnah ban kren da kaba pyndonkam ia ka jingmutdur la jong?
- Phah ba un kylli jingkylli
 - Phah ba un kren shaphang ki tiar kiba u ju ialehkai man ka sngi
 - Phah ba un batai halor ki dur kiba khlem jingthoh.
 - Phah ba un iathuh khana.
142. Ka jingnang ban kren ia ka ktien ka shong ha ka jingnang ban pyndonkam ia ki –
- Senten
 - Klas kyntien'
 - Kyntien ba don jingmut
 - Kyntien ba iahab katkum ki khep
143. Ka jingthmu ba kongsan eh jong ka jingpule jam na ka bynta ki khynnah kiba pule ha ka kyrdan primary, ka long ban –
- Pynlong ia ki khynnah kiba lah ban pule sted.
 - Pynthikna ba ki khynnah kin shong khop hapoh klas
 - Pynlah ia ki khynnah ban kynnoh beit ia ki kyntien
 - Lah ban pyndep kloi ia ka bhah pule.

144. Kano na kine ki rukom leh harum, kaba khlem iahab bad kaba pule jar jar –
- Pynkhih shyntur
 - Pynleit jingmut
 - Pule sted
 - Sngewthuh ia ki jingmut
145. Kano na kine harum, kaba ju shim kum ka jingmlen kaba bakla ha ka por ba pule jar jar?
- Pynkhih tang ia ki khmat
 - Pule ryngkat ka jingpynleit jingmut
 - Kdew da ki shympriah kti
 - Pule khlem da pymih sawa.
146. Kano na kine ki sap jingtbit harum, ba ka jingpule jam ka kham pynleit jingmut bha?
- Thoh bad spel
 - Sngap bad kren
 - Pyrkhat janai
 - Bishar bniah haba pule
147. Kano na kine ki sap jingtbit ha ka ktien , kaba salonsar ki briew ki kham shem jingeh ban nang?
- Ka Sap ban kren
 - Ka Sap ban sngap
 - Ka Sap ban thoh
 - Ka Sap ban pule
148. Kano na kine ki jingkam harum kaba dei ka nuksa jong ka “guided writing”?
- Thoh laitluid khlem don nongiarap
 - Thoh dikteshon
 - Thoh diary
 - Thoh jingiathuhkhana lyngkot
149. Kumno u nonghikai un lah ban pynioh ia ka sap thoh ha ki khynnah?
- Ba bud ia ki jingthoh ba la thoh ha ka blakbod
 - Ban pynleit jingmut kyrpang ha kaba thoh jingthoh
 - Ban pynbeit ia ka jingbakla ha ka grammar
 - Ban iarah haba ki leh bha bad ai ki jingkynthoh kiba lah ban tei.
150. Kano na kine ki rukom leh harum, kaba bha eh ban pyndonkam haba hikai thoh ia ki khynnah rit kiba dang shu sdang ban leit skul?
- Ban spel lyndet ia ki kyntien ba la ai
 - Ban pruid madei mata bad dro.
 - Ban phah thoh dikteshon
 - Ban phah thoh ia ka paragraph kaba lyngkot

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
121.	c	131.	d	141.	c
122.	c	132.	a	142.	d
123.	b	133.	b	143.	c
124.	c	134.	d	144.	a
125.	b	135.	b	145.	c
126.	b	136.	d	146.	b
127.	a	137.	c	147.	c
128.	c	138.	c	148.	c
129.	b	139.	a	149.	d
130.	a	140.	b	150.	b

Language - I (Garo)

Set - II

121. Skigipani tale mesoke aganako manderang gisiko nangbee knatimaha. (Salsretgimin kattarangara mai Phrase ba Clause ni ma·a ong·a?)
- Object Phrase.
 - Subject Phrase
 - Adjective Phrae
 - Adver Phrase
122. Pringonin mikka jimbee waenga. (Salsretgimin katta mai Mood ong·a.
- Pangchakani Mood
 - Janapani Mood.
 - Geetani Mood
 - Infinitive Mood
123. Sorokrango skatang jabolrangko skatang galaniara, songko-nokko mitchiata. (Salsretgimin katta dolgmikara mai Clauseni ma·a ong·a?)
- Subject Clause
 - Object Clause
 - Subject Clause.
 - Adverb Clause
124. Bi·sa nitoe balenggipa bibalrangko aksrangaha. (Napsikgipa Adverbko salsrete mesokbo)
- Bibalrangko
 - Balenggipa
 - Nitoe
 - Aksrangaha
125. Pring seng·ahaon do·orang gisika. (Salsretgimin Noun Mai Gender-ko)
- Me·a Gender
 - Me·chik Gender
 - Ramram Gender
 - Gri Gender
126. A·chik Grammer-o Sentence-ni ma·arang
- Ma·bonga donga
 - Ma·bri donga
 - Ma·gittam donga
 - Ma·gni donga
127. Ruachi bolko supena altubea. (Salsretgipa katta mai case-ko mesoka.
- Possessive Cases
 - Dative Case
 - Ablative Case
 - Instrumental Case

128. Bi·sa an·tangni basingo chi ko·e tarake re·angaha. (Participle ko sebo)
- An·tangni
 - Basingo
 - Ko·e
 - Ta·rake
129. Na·simangoni saoba re·bae ua duko ga·akenggipako dakchakebo. (Pronoun-ni mai ma·a?)
- Personal Pronoun
 - Sing·ani Pronoun
 - Bikotgipa Pronoun
 - Bikotgijagipa Pronoun
130. A·chik grammer-o sentence-ni rokomko
- Rokom bri dake suala
 - Rokom bonga dake suala
 - Rokon gittam dake suala
 - Rokom gni dake suala
131. Lily pulrang nitoe balaha. (Adverb-ni tosusaani badiagipa gadang?)
- Gadangsa
 - Gadanggni
 - Gadang gittam
 - Gadang bri
132. A·chak bi·sarangko skatang ga·tingnabe
- Ge·etani Mood
 - Janapani Mood
 - Pangchakani Mood
 - Infinitive Mood
133. Cha·ugipa manderango ka·dongna man·ja. (Salsretgipa.
- Verbal Noun
 - Verbal Adjective
 - Mairongako Mesokgipa Adverb
 - Object Clause
134. Mingsa chanchianiko kattarangchi matchote aganode ba seode ua katta dol gimikko
- Noun Minga
 - Pronoun Minga
 - Adverb Minga
 - Sentence Minga
135. Skigipani tale mesoke aganako manderang gisiko nangbee knatimaha. (Salsretgimin kattarangara mai Phrase ba Clause ni ma·a ong·a?)
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 - Verbal Adjective
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148. Mingsa chanchianiko kattarangchi matchote aganode ba seode ua katta dol gimikko
- Noun Minga
 - Pronoun Minga
 - Adverb Minga
 - Sentence Minga
149. Skulni noksikrango noksa ba golpo ki·taprangko donanichi iako bi·sarang ong·atna man·a.
- Kusi ong·e klaso knatima
 - Poraijringe rona ranta ong·a
 - Rongtal-an·talna dakchaka
 - Spelling-ko namdapata
150. Skigipa klaso lesson-ko gam·e poraie mesokode mai maio bi·sarang namdapaniko man·a?
- Knatime kusiniko man·a
 - Gam·atna changgijarangko ong·e gam·atna u·ia
 - Tusijripna skako dontongata
 - Gisiko nangbatata

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
121.	a	131.	a	141.	d
122.	b	132.	a	142.	c
123.	c	133.	b	143.	d
124.	d	134.	d	144.	a
125.	c	135.	a	145.	a
126.	c	136.	b	146.	a
127.	d	137.	c	147.	b
128.	c	138.	d	148.	d
129.	d	139.	c	149.	b
130.	a	140.	c	150.	b

Paper -I

Set - III

Content

1. Child Development & Pedagogy
2. Language – II (English)
3. Mathematics
4. Environmental Studies
5. Language- I (Khasi/Garo)

Child Development and Pedagogy

Set - III

1. Which of the following best describes the nature of human Development?
 - a. Development is a linear, quantitative process
 - b. Development is a qualitative and quantitative process
 - c. Development stops at the end of adolescence
 - d. Development is solely determined by heredity
2. Which of the following is an example of a qualitative change in Development?
 - a. Increased height
 - b. Increased vocabulary size
 - c. Improved logical reasoning
 - d. Gaining weight
3. Development occurs from the head downwards. This is known as:
 - a. Proximodistal principle
 - b. Cephalocaudal principle
 - c. Differentiation
 - d. Integration
4. “Development is continuous and continues throughout the life span.” This means:
 - a. Development ends after puberty
 - b. Development happens in sudden bursts
 - c. Development is a lifelong process
 - d. Development is the same for everyone
5. _____ is also called as gang age. They form certain rules and code of conduct of the gang and uphold them quite faithfully and obediently.
 - a. Early Childhood
 - b. Late Childhood
 - c. Adolescence
 - d. Adulthood
6. G. Stanley Hall described which of the following stages as a time of “Storm and Stress”?
 - a. Infancy
 - b. Early Childhood
 - c. Late Childhood
 - d. Adolescence
7. Which of the following stage of Development is considered a period of extreme dependence on adults?
 - a. Infancy
 - b. Early Childhood
 - c. Late Childhood
 - d. Adolescence

8. At which of the following stage of Development does children's thinking become logical and abstract?
 - a. Infancy
 - b. Early Childhood
 - c. Late Childhood
 - d. Adolescence
9. Which of the following is NOT an external factor which influence Development in children?
 - a. Constitutional factor
 - b. Emotional factor
 - c. Heredity factor
 - d. Quantity of nutrition
10. The family imparts education to a child
 - a. Formally
 - b. Informally
 - c. Deliberately
 - d. Regularly
11. The gland which influences physical Development is-
 - a. Adrenal
 - b. Thymus
 - c. Pinial
 - d. Pituitary
12. Which of the following is an example of gross motor Development?
 - a. Writing with a pencil
 - b. Buttoning a shirt
 - c. Jumping and running
 - d. Tying shoelaces
13. How many stages are there in Jean Piaget's theory of Cognitive Development?
 - a. 6
 - b. 5
 - c. 4
 - d. 3
14. According to Piaget, in which stage of Development the child shows attainment of concept of reversibility as a cognitive capacity?
 - a. Sensori-motor stage
 - b. Pre-operational stage
 - c. Concrete operational stage
 - d. Formal operational stage

15. A Process of Learning to conform to a group norm, values and customs is part of which Development?
- Physical
 - Motor
 - Social
 - Emotional
16. What does Kohlberg's theory of moral Development focus on?
- Moral judgment
 - Moral behavior
 - Cognitive judgment
 - Judicial behavior
17. According to the theory of Lawrence Kohlberg, at which level is moral thinking based on taking initial perspective of the society?
- Pre-conventional
 - Conventional
 - Post-conventional
 - Late-conventional
18. In the Language Development of a child, the main contributing agency is-
- Family
 - School
 - Mass media
 - Magazines
19. Gender inequality refers to which of the following?
- Uniform distribution of resources
 - Differences in hairstyles
 - Biological differences only
 - Social and economic disparities between genders
20. Which of these statements is TRUE regarding 'gender'?
- It is a numerical concept
 - It is biologically determined
 - It is the same as the sex of the human
 - It is a social construct
21. In order to maintain gender equality in the classroom, a teacher should
- Provide the same opportunity to both boys and girls
 - Discourage the girls to take part in curricular activities
 - Provide analytical work to the girls
 - Provide separate activities for boys and girls.

22. The process of being fair to women and men is also termed
- Gender equity
 - Gender sensitivity
 - Gender awareness
 - Gender equality
23. What does the term 'Sex' refer to?
- Cultural roles of men and women
 - Biological and physiological characteristics
 - Societal expectations
 - Personal identity
24. Which method of child study provides a very rich and detailed picture of Development as well as insights into topics that should be investigated in a larger sample of children?
- Longitudinal study
 - Cross-sectional study
 - Case study
 - Anecdotal record
25. An informal discussion that has no strict guidelines allowing the discussion to be opened and not necessarily concise in its nature is:
- Structured Interview
 - Semi-Structured Interview
 - Unstructured Interview
 - Group Discussion
26. Which of the following is not an element of intellectual Development?
- Creativity
 - Tolerance
 - Thinking
 - Imagination
27. A collection of student's work on a variety of task for keeping a record of their performance is known as a-
- Rubric
 - Portfolio
 - Data Sheet
 - File
28. Which of the following is not a characteristic of a well-designed questionnaire?
- It is Clear and easy to understand
 - It is unbiased and neutral
 - It is closed ended and easy to quantify
 - It is open ended and allows for elaboration

29. What is the primary purpose of a reflective journal ?
- To summarize textbook chapters
 - To record daily attendance
 - To analyze personal experiences and learning
 - To draft final exam answers
30. What is a key advantage of participant observation?
- It allows for quick data collection.
 - It provides high reliability and repeatability.
 - It allows researchers to understand complex, context-dependent, and sometimes hidden behaviors.
 - It guarantees zero researcher bias.

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
1	b.	11	d.	21	a.
2	c.	12	c.	22	a.
3	b.	13	c.	23	b.
4	c.	14	c.	24	c.
5	b.	15	c.	25	c.
6	d.	16	a.	26	b.
7	a.	17	b.	27	b.
8	c.	18	a.	28	d.
9	c.	19	d.	29	c.
10	b.	20	d.	30	c.

Language II (English)

Set - III

31. Oracy and literacy are the capacities which are fundamental in spoken and textual form not just for
- learning
 - Language Education
 - Language skills
 - Education
32. Teachers should help children develop their-
- grammar only
 - sentence structure only
 - language capacities
 - part of speech alone
33. If the teacher organises a pair work and observe the children informally by using a rating scale to assess their performance, this is called-
- Informal test
 - Class test
 - Observation technique
 - Grading technique
34. Natural language learning begins with-
- speaking
 - writing
 - reading
 - listening
35. _____ of voice is an important aspect of spoken language.
- Lowering
 - Modulation
 - Changing
 - Raising
36. Reading is to absorb the meaning of the-
- person
 - written text
 - printing
 - hearing
37. Dyslexia refers to-
- Reading disorders
 - Listening problems
 - Speaking challenges
 - Writing difficulties

38. Language is associated with the _____ of an individual.
- country
 - region
 - identity
 - accountability
39. Every language has its own-
- sound system
 - formula
 - skills
 - problem
40. Students must be given the opportunity to understand and appreciate-
- the rich linguistic cultures of India
 - only their culture
 - their language alone
 - their tradition only
41. While assessing children's written work, there are three aspects that need to be focused on. These are-
- Content, spelling and grammar
 - Content, accuracy and fluency
 - Handwriting, spelling and fluency
 - Accuracy, grammar and spelling
42. Language is the medium that-
- shortens distance
 - bridges remoteness
 - nullifies distance
 - cuts ties
43. It is _____ that we honour the child's home language.
- submissive
 - supportive
 - imperative
 - cooperative
44. Language education is not to the language classroom.
- refined
 - defined
 - subfined
 - confined
45. Reading enhances one's own-
- efficiency in the use of language
 - ability to read
 - interest in buying books
 - awareness

46. Poems develop the children's creativity and expressions of-
- feelings
 - feelings and experiences
 - experiences
 - ability
47. Composition is the act of-
- writing well
 - structuring sentences
 - putting words together
 - good handwriting
48. Every child is born with-
- an ability to learn languages
 - a good language
 - a silver spoon in his/her mouth
 - language skills
49. Flash cards can be used to make children talk about-
- how to make a card
 - flashes on the paper
 - birthday cards
 - the pictures
50. See/Show and Tell activity that develops oral skills also focus on-
- spellings
 - dictation
 - vocabulary Development
 - character Development
51. Reading aloud for an audience help children to develop their-
- fluency
 - loudness
 - voice volume
 - speech
52. Reading of newspaper improves-
- information
 - comprehension
 - fluency
 - articulation
53. Labelling of diagrams/pictures helps children build-
- draw diagrams
 - words associated with the different parts in it
 - spell the words
 - define it

54. Reflective writing helps you as teachers to-
- a. keep up the good work
 - b. increase the numbers of students
 - c. address students' need
 - d. change students' attitude
55. Instructions for games enhances the power of-
- a. speaking
 - b. reading
 - c. writing
 - d. listening
56. The meaning of mounds is-
- a. Heap
 - b. Short for mountain
 - c. A Small hillock
 - d. Short tree.
57. I am frightened _____ curious.
- a. and
 - b. but
 - c. because
 - d. so
58. A team of _____.
- a. Puppies
 - b. Bus
 - c. Players
 - d. Books
59. Transient refers to _____.
- a. Permanent
 - b. Short – lived
 - c. Unusual
 - d. Transparent
60. Synonym of the word 'Brief'
- a. Long
 - b. Quick
 - c. Short
 - d. Slow

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
31	b	41	b	51	a
32	c	42	c	52	b
33	c	43	c	53	b
34	d	44	d	54	c
35	b	45	a	55	d
36	b	46	b	56	a
37	a	47	c	57	b
38	c	48	a	58	c
39	a	49	d	59	b
40	a	50	c	60	c

Mathematics

Set - III

61. A cake is cut into 6 equal parts. If 4 are eaten, fraction left is:
- a. $\frac{2}{6}$
 - b. $\frac{3}{6}$
 - c. $\frac{4}{6}$
 - d. $\frac{1}{6}$
62. Which decimal is equal to $\frac{3}{10}$?
- a. 0.3
 - b. 0.03
 - c. 3.0
 - d. 0.13
63. 0.75 is equivalent to:
- a. $\frac{1}{2}$
 - b. $\frac{3}{4}$
 - c. $\frac{1}{4}$
 - d. $\frac{2}{3}$
64. Which of the following is the smallest?
- a. 0.8
 - b. 0.08
 - c. 0.18
 - d. 0.28
65. $\frac{1}{2}$ of $\frac{1}{2}$ equals:
- a. $\frac{1}{2}$
 - b. $\frac{1}{3}$
 - c. $\frac{1}{4}$
 - d. $\frac{2}{4}$
66. A bottle is filled $\frac{3}{5}$. What part is empty?
- a. $\frac{1}{5}$
 - b. $\frac{2}{5}$
 - c. $\frac{3}{5}$
 - d. $\frac{4}{5}$
67. $0.2 + 0.3$ is:
- a. 0.4
 - b. 0.5
 - c. 0.6
 - d. 0.7

68. 20% of 150 is:
- a. 20
 - b. 25
 - c. 30
 - d. 35
69. A ₹500 item has 10% discount. Selling price is:
- a. 400
 - b. 450
 - c. 480
 - d. 490
70. Which of the following is equal to 50%?
- a. $\frac{1}{4}$
 - b. $\frac{1}{2}$
 - c. $\frac{3}{4}$
 - d. $\frac{2}{3}$
71. If 25% of a number is 50, the number is:
- a. 100
 - b. 150
 - c. 200
 - d. 250
72. Increase 100 by 10%. The increased number is:
- a. 100
 - b. 105
 - c. 110
 - d. 120
73. 10% of 80 + 20% of 50 is equal to:
- a. 15
 - b. 18
 - c. 20
 - d. 25
74. 2.5 m is equivalent to:
- a. 250 cm
 - b. 200 cm
 - c. 150 cm
 - d. 300 cm
75. A tank can hold 5 litres. Then 3 such tanks can hold:
- a. 10 litres
 - b. 15 litres
 - c. 20 litres
 - d. 25 litres

76. 90 minutes is equivalent to:
- 1 hour
 - 1.5 hours
 - 2 hours
 - 3 hours
77. A rope of 10 m is cut into 5 equal parts. Each part equals:
- 1 m
 - 2 m
 - 3 m
 - 4 m
78. Which of the following is the shortest?
- 1 m
 - 90 cm
 - 100 cm
 - 110 cm
79. A ₹100 item is increased by 10% and then decreased by 10%. Selling price is:
- 100
 - 99
 - 101
 - 110
80. A tank is filled $\frac{2}{5}$. After adding water, it becomes $\frac{4}{5}$ full. What fraction was added?
- $\frac{1}{5}$
 - $\frac{2}{5}$
 - $\frac{3}{5}$
 - $\frac{4}{5}$
81. Perimeter of a square with side 6 cm is:
- 12
 - 18
 - 24
 - 36
82. A triangle cannot have angles:
- $60^\circ, 60^\circ, 60^\circ$
 - $90^\circ, 60^\circ, 30^\circ$
 - $110^\circ, 40^\circ, 30^\circ$
 - $100^\circ, 50^\circ, 40^\circ$
83. Which of the following has no flat face?
- Cube
 - Cylinder
 - Sphere
 - Cone

84. A solid with one curved surface and one vertex is:
- Cylinder
 - Cone
 - Sphere
 - Cube
85. A rectangle becomes a square if:
- All sides equal
 - Opposite sides equal
 - Only angles equal
 - Diagonals equal
86. In the pattern 1, 4, 9, 16, __, the number in the blank is:
- 20
 - 25
 - 30
 - 36
87. A bar graph is best used to:
- Write stories
 - Compare quantities
 - Draw shapes
 - Memorize data
88. Which number when divided by 5 gives the same result as subtracting 12 from it?
- 15
 - 20
 - 25
 - 30
89. If the sum of three consecutive numbers is 72, the middle number is:
- 22
 - 23
 - 24
 - 25
90. Which of the following shapes has maximum symmetry?
- Rectangle
 - Triangle
 - Square
 - Parallelogram

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
61	a	71	c	81	c
62	a	72	c	82	d
63	b	73	b	83	c
64	b	74	a	84	b
65	c	75	b	85	a
66	b	76	b	86	b
67	b	77	b	87	b
68	c	78	b	88	a
69	b	79	b	89	c
70	b	80	b	90	c

Environmental Studies

Set - III

91. EVS at the primary level is a combination of which fields?
- Science and Mathematics
 - Science, Social Studies, and Environmental Education
 - Geography and History
 - Art and Language
92. What is the scope of Environmental Studies?
- Study of living organism only
 - Study of Earth's Crust
 - Study of Physics and Chemistry
 - Study of every aspect of all living organism on earth
93. Why is EVS important at the elementary stage?
- To learn about plants
 - To develop awareness about the environment
 - To prepare for exams only
 - To study science facts
94. EVS helps children to:
- Memorize definitions
 - To learn only theory
 - Connect classroom learning with real life
 - Avoid outdoor activities
95. One importance of EVS is that it
- Develops sensitivity towards environment
 - Makes learning boring
 - Teaches only one subject
 - Is not related to daily life
96. The main difference between EVS and Environmental Education is
- EVS is for primary level, Environmental Education is broader and lifelong
 - Both are exactly the same
 - EVS is only for college
 - Environmental Education is only about plants
97. Which of the following best shows the link between EVS and Science?
- Studying historical monuments
 - Understanding the water cycle and plant growth
 - Learning about government and citizenship
 - Mapping of local markets

98. EVS is related to social science because it helps students to:
- Conduct experiments in a laboratory
 - Understand human relationships, culture and community life
 - Measure temperature and rainfall
 - Learn chemical formulas
99. According to NCF 2005, one of the main aim of EVS is to:
- Train children to memorize facts
 - Teach only science experiments
 - Prepare for competitive exams
 - Develop curiosity and awareness about natural and social environment
100. NCF 2005 suggests that EVS should:
- Be taught only from textbooks
 - Relate to children's immediate environment and experiences
 - Focus only on pollution
 - Avoid field activities
101. An objective of EVS as per NCF 2005 is to:
- Encourage rote learning
 - Develop skills of observation, classification and inference
 - Teach only theory
 - Limit learning to classroom
102. Observation as an approach in EVS helps children to:
- Memorize textbook content
 - Learn by seeing, noticing and recording things around them
 - Avoid practical work
 - Depend only on teacher
103. Activity-based learning in EVS is important because:
- It makes learning joyful and meaningful
 - It increases homework and classwork
 - It is only for exams
 - It avoids child participation
104. Which of the following is an example of the activity approach in EVS?
- Reading definitions silently
 - Planting seeds and recording growth
 - Copying notes from black board
 - Only listening to lecture
105. The discussion approach in EVS encourages
- Rote memorization
 - Teacher to talk only
 - Share ideas, ask question and think critically
 - No classroom interaction

106. Field visit as an approach in EVS helps to:
- Keep children inside classroom
 - Avoid practical experience
 - Learn only from books
 - Connect with real environment
107. Which of the following is an example of an experiment in EVS?
- Interviewing a shop keeper about prices
 - Growing seeds in light and dark to observe plant growth
 - Making a family tree
 - Drawing a map of the locality
108. Group work in EVS is useful because it helps students to
- Work alone without discussion
 - Copy answers from each other
 - Share ideas, cooperate and learn from peers
 - Reduce the teacher's workload only
109. The teacher's role during group projects should be that of a
- Strict controller who gives all answers
 - Facilitator who guides, motivates and supports
 - Passive observer who does nothing
 - Examiner only at the end
110. Which type of assessment is conducted during the learning process to give feedback and improve teaching?
- Summative assessment
 - Formative assessment
 - Diagnostic assessment
 - Placement assessment
111. Summative assessment in EVS is usually done:
- At the beginning of a unit
 - During every class activity
 - At the end of a term to judge achievement
 - Only through oral questions
112. Diagnostic assessment in EVS helps the teacher to
- Give final grades
 - Identify student's learning difficulties and gaps
 - Compare students with each other
 - Avoid teaching difficult topics
113. Which of the following is an example of peer assessment in EVS?
- Teacher correcting notebooks
 - Students evaluating each other's group project
 - Parent signing the report card
 - Principal observing class

114. Self-assessment in EVS encourages students to
- Reflect on their own learning and progress
 - Depend only on teacher's mark
 - Copy from classmates
 - Skip difficult questions
115. Which of the following is considered a 'technique' rather than a 'tool' of evaluation in the EVS classroom?
- Checklist
 - Observation
 - Rating scale
 - Anecdotal record
116. A teacher wants to assess the social -personal qualities of students while they are working in groups on a project about 'water Conservation'. Which tool is most appropriate?
- Paper-pencil test
 - Oral questions
 - Rating scale
 - Observation
117. Which assessment tool involves a collection of student's best work over a period of time to show their progress and achievements in EVS?
- Anecdotal Record
 - Cumulative record
 - Portfolio
 - checklist
118. To evaluate a student's specific behavioural incidents or significant events in a descriptive narrative form, a teacher should use:
- Rating scale
 - Anecdotal Record
 - Rubrics
 - Questionnaire
119. Which of the following is an effective technique for assessing "experimentation" and "hands-on skills" in EVS at the primary level?
- Picture reading
 - Creative writing
 - Project work and field trips
 - Concept mapping
120. Why is a newspaper considered a 'living textbook' in an EVS classroom?
- It contains only scientific data
 - It provides information on current environmental issues and daily life events.
 - It is more expensive and durable than text book.
 - It replaces the need for field trips.

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
91.	b.	101.	b.	111.	c.
92.	d.	102.	b.	112.	b.
93.	b.	103.	a.	113.	b.
94.	c.	104.	b.	114.	a.
95.	a.	105.	c.	115.	b.
96.	a.	106.	d.	116.	d.
97.	b.	107.	b.	117.	a.
98.	b.	108.	c.	118.	b.
99.	d.	109.	b.	119.	c.
100.	b.	110.	b.	120.	b.

Language - I (Khasi)

Set - III

121. Haba u nonghikai u pynshongdor ia ka jingthoh ki khynnah, u dei ban kham peit bad pynleit jingmut nyngkong eh ha –
- Ka jingpyndonkam ia ka grammar kaba beit
 - Ki jingmut bad ki jingkren
 - Ka jingbeit ha ka jingspel dak
 - Ka rukom pyndonkam ia ki dak sangeh
122. Kano na kine harum, kaba dei kawei na ki jingmyntoi kaba mih na ka jingpyndonkam shibun tylli ki ktien ha kamra klas?
- Ka pynsuk ia ka jingnang jingtip u khynnah
 - Ka wanrah jingklumar ha ka imlang sahlang.
 - Ka pynshlur ia ka jingiatylli bad ka jingiaburom markylliang ha ka imlang sahlang.
 - Ka kyntiew ia ka jingiadei kaba kyrpang ha ka imlang sahlang.
123. Ka ktien Khasi ka mih na ka thymmei longiing –
- Indo-Aryan
 - Dravidian
 - Austro – Asiatic
 - Tibeto-Burman
124. Ha ka khyrnit Ba phra jong ka riti synshar ka Ri India ki don –
- 14
 - 18
 - 22
 - 24
125. Kano na kine harum kaba khlem dei ka ktien kaba mih na ka thymmei longiing Indo-Aryan –
- Hindi
 - Bengalee
 - Assamese
 - Bodo
126. Kawei na ki ktien kaba khlem pynrung ha ka khyrnit Ba phra jong ka riti synshar ka ri India –
- Konkani
 - Kurukh
 - Sindhi
 - Santhali

127. Kano na kine harum, kaba khlem iahab bad ka jinglong ka ktien ba kren ha iing?
- Ka ktien ba u nang nyngkong eh
 - Ka ktien ba khlem iaid katkum ka rukom
 - Ka ktien ban nang ia ka nongrim ka grammar
 - Ka ktien kaba kren man la ka sngi
128. Kano na kine harum, kiba don ka bynta ba khraw ban tei bad pynroi ia ka ktien iing u khynnah?
- Ki Nonghikai
 - Ki Kmie ki kpa
 - Ka Tekhnoloji
 - Ki Tiar ialehkai
129. Kawei na ki kyndon ba ka ktien khun ka dei ban don lada ka dei ban long ka ktien pdeng-
- Dei ban pyndonkam ia ka ha kiba bun ki kamram
 - Dei ban don ba thoh sawangka ha kata ka ktien khun
 - Dei ban don ba shna jingrwai ha kata ka ktien khun
 - Dei ban don ba thoh puriskam ha kata ka ktien khun.
130. Kawei na kine harum, kam dei ka jinglong kaba ka ktien pdeng ka don?
- Buh jingthoh ia ki ain kramar kumno ban pyndonkam ia ka
 - Pyndonkam ha ka thoh ka pule
 - Kren bad pyndonkam ha iing bad ha shnong ha thaw.
 - Pyndonkam ha ki lad pathai khubor
131. Shwa ba u nonghikai un hikai ia ka lynnong, u pynkhih jingmut ia ki khynnah ban —
- Ai jingtip shaphang ka lynnong ban hikai
 - Pynlah ia ki ban shahshkor
 - Sngewthuh ia ka jinglah jong ki
 - Pynlah ia ki ban jubab ia ki jingkylli
132. Ka rukom pynkhih jingmut ia ki khynnah shwa ban hikai ia kano kano ka lynnong ki don
- Ar rukom
 - Lai rukom
 - Saw rukom
 - Bun rukom
133. “Ar ngut ki khynnah ki iashim bynta ha ka jingkam ba la phah ia ki ban leh, uwei na ki u shim ia ka bynta u nonghikai katba uwei pat u shim ia ka bynta u khynnah skul”. Kano na kine harum kaba iahab bad katei ka jingong?
- Ka jingpyrthuh bud
 - Ka jingleh mynleh
 - Ka jingpyrshang
 - Ka jingkynmaw lyndet

134. Kano na kine ki buit hikai harum, kaba myntoi eh haba sdang ban hikai ia ka poim kaba thymmai ha ki khynnah?
- Phah ia ki khynnah ba kin bud ia ka poim ha ki kopi,
 - Phah ba kin pule jar jar ia ka poim
 - Batai ia ka jingmut jong kawei pa pawei ka kyntien
 - Pule jam da kaba pyndonkam ia ka sur pule kaba iahab.
135. Kano na kine harum kam dei ka bynta ba ju don barabor ha kino kino ki lesson plan?
- Ka jingpynkhih jingmut
 - Kaba ai dikteshon
 - Ka jingkhmih lynti
 - Ki tiar iarap hikai
136. Kano na kine ki buit hikai harum, kaba kham kyntiew ia ka jingsngewthuh ki khynnah shaphang ka lynnong ba la dep batai?
- Phah ba kin pule lyndet
 - Pule bunsien ia ka lynnong
 - Phah ba kin pule sted ia ka lynnong
 - Kylli jingkylli kiba iahab
137. Ka jingthmu ba kham kongsan jong ka jingpule Jar Jar haba hikai prous ia ki khynnah ka long –
- Ban tip ia ka jingtbit ki khynnah ban pule jam
 - Ban ailad ia ki khynnah ban sngewthuh khambha ia ka lynnong
 - Ban ailad ba kin pule hi katba ki lah
 - Ban peitbniah ia ka jinglah ban spel dak.
138. Kano na kine ki kyndon harum, kaba kham iahab ban hikai ia ka prous na ka bynta ki khynnah Primary ?
- Pule nuksa – Phah Pule – Batai bniah – Kylli Jingkylli
 - Batai bniah – Pule nuksa – Kylli jingkylli – Pule Jar jar
 - Pule Jar jar – Kylli jingkylli – Batai bniah – Pule nuksa
 - Pule nuksa – Kylli jingkylli – Pule Jar jar - Batai bniah
139. Ia ki ‘Flash card’ ka kham dei ban pyndonkam –
- Ha ka por ba iathuh khana
 - Ha ka por ba pynkhih jingmut
 - Katba dang batai artad ia ka lynnong
 - Hadien ba la batai ia ka lynnong
140. U nonghikai u pynkhreh bad pynwandur ia ki tiar iarap hikai -
- Ha ka por ba hikai ia ka lynnong
 - Shwa ka eksam
 - Shwa ban hikai ia ka lynnong
 - Hadien ba la dep hikai ia ka lynnong

141. Ki nonghikai ki tynjuh jingtip ia ki khynnah ha ka por –
- Shwa ban hikai
 - Ha ka por hikai
 - Ynda la kut ka jinghikai
 - Naduh ba sdang haduh ba kut ka jinghikai
142. Kano na kine harum, kaba iahab bad ka kyntien ‘Comprehensive’ ha ka rukom thew jingtip ia ki khynnah –
- Ka jingroi ki khynnah ha baroh ki liang
 - ka jingiaid shaphrang ki khynnah ha ka pule puthi
 - Ka jinglah ia ka subjek Khasi
 - Ka jingsan ki khynnah ha ka pyrkhat pyrdaiñ
143. “U nonghikai u lum u lang ia ki jingtrei ki khynnah kaba iadei bad ki buit thoh, buit shna jingshna bad ki jingtrei kiba kham bniah ban pynshongdor ia ka jingroi jingsan jong ki”. Kano na kine ki buit pynshongdor kaba iahab bad kane ka jingong?
- Ka sheklis
 - Ka rating skeil
 - Kaba thew jingtip ia ki jingthoh
 - Ka portfolio
144. Ka buit pynshongdor kaba thmu ban kdew ia ka jingkhelaiñ, ka jingtlot bad jinglah ban pynbeit hi ia ki jingduna. Kano na kine ki rukom thew jingtip kaba iahab bad kane ka jingong?
- Kaba thew jingtip ia uwei pa uwei u khynnah
 - Kaba thew jingtip ia ka kynhun
 - Kaba thew jingtip da lade ia lade
 - Kaba thew jingtip hi para khynnah
145. Ka sheklis ka hap ha kawei na kine ki buit pynshongdor –
- Da Kaba kren
 - Da kaba thoh
 - Da kaba khmihthuh
 - Da kaba leh bniah
146. Mynhyndai ki juh ialethma da u sum bad ka wait. Ka kyntien ‘mynhyndai’ ha kane ka senten ka ieng kum ka-
- Verb
 - Adverb
 - Adjective
 - Conjunction
147. Ha kano na kine ki senten harum, don jingbakla ban buh dak sangeh?
- Ki shipai ki la leit sha madan thma.
 - Ama, shu lait thaw.
 - Uei sha ba hylla?
 - Kumba phi bet, kumta phi ot.

148. Haba pynmmih ia u sawa ____ ngi iöhsngew ia ka sawa ba pynmih da kaba rah ia ka bynta ba hapdeng jong u thylliej ban pyndei ia ka bynta ba shajrong jong ka shyntur (palate)-
- m
 - n
 - d
 - k
149. Ha ka kyntien ‘’rhah’’ u ei u sawa uba don ha kaba sdang?
- /r/
 - /rh/
 - /h/
 - /a/
150. Ka ktien kynnoh jong “U khunkha” ka dei –
- U khunman
 - U khunlong
 - U khunjien
 - U khunjiap

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
121.	b	131.	b	141.	d
122.	d	132.	b	142.	a
123.	c	133.	b	143.	d
124.	c	134.	d	144.	c
125.	d	135.	b	145.	c
126.	b	136.	b	146.	b
127.	c	137.	b	147.	b
128.	b	138.	a	148.	d
129.	a	139.	c	149.	b
130.	c	140.	c	150.	b

Language -I (Garo)

Set - III

121. Noko agangipa ku'sik (Home Language) iarangoni badia ong'a?
- A'palo agangipa ku'sik
 - Je jolni a'chik ku'sik
 - Atchikapgipa ku'sik (Mother Tongue)
 - Kosako janapgipa gimikan ong'aia
122. Skichakram ning'o ku'sikni kam ka'ani _____ ong'a.
- Skie ra'giparangni gisepo
 - Skie ra'gipa aro skie on'gipa dolgnini gisepo
 - Skie on'gipani gisepo
 - Kosako janapgipa gimikan ong'ja
123. Sorkarini on'gimin 'Three Language Formula' maia?
- Skanggipao atchikapgipa ku'sik, gnigipao Hindi, aro gittamgipao English
 - Skanggipao English, gnigipao atchikapgipa ku'sik aro gittamgipao Hindi
 - Skanggipao atchikapgipa ku'sik, gnigipao English aro gittamgipao Hindi
 - Skanggipao English, gnigipao Hindi aro gittamgipao atchikapgipa ku'sik
124. Standard Language ine A'we ku'sikko sawa ra'gataha?
- American Baptist Missionary
 - Rev. T.J. Keith
 - Rev. I.J. Stoddard
 - Rupsing
125. 'Oral Language' maiko miksonga?
- Ku'ritingchi ripingbagipa kattarang
 - Seachi ripingbagipa kattarang
 - Aganmangmangaigipa kattarang
 - Kosako Janagipa gimikan ong'aia
126. Bugi Chibima aro Dareng Chibimaona soke badia ku'sikko jakkala?
- Am'beng/ A'beng
 - Ruga
 - Chibok
 - Gara Ganching
127. Ku'sikko skie ra'ani mingbri changa-sapaniko sulsul donode indake ong'a.
- Aganna, knatimna, sena aro poraina sapani
 - Aganna, sena, poraina aro knatimna sapani
 - Knatimna, aganna, poraina aro sena sapani
 - Knatimna, sena, poraina aro aganna sapani

128. CD/DVD, songbad poraiani aro golporang skie ra'anio badia changa-sapanio ga'aka
- Aganna sapani
 - Knatimna sapani
 - Poraina sapani
 - Sena sapani
129. Na'a saksa skigipa ong'e an'tangni bi'sarangko ning'tue chanchina sapani (metacognitive skill) bariatna maidakgipa cholko dakdilgen?
- An'tangni kandike tarigimin seaniko bi'sarangna on'atgen
 - Gisiktango chipgiminko gisik ra'piltaie noko see ra'bachina on'atgen
 - Bi'sarangni daka kam nama banamja uko aganpilja
 - Bi'sarangko an'tangtangni skie ra'gimin aro chanchianirangko nipiltaichina didiani
130. 'Ripeng chongmot' poedooni katta bichong maia?
- Chakchikani
 - Kakketani
 - Watgalgijagipa
 - Kosakoni baro ong'a
131. Bangbango gapatbo:
Dal'gipa mandede
Champenganirangko gronge
_____.
- Dongronga batesa chee
 - Dongrongbata pangnan katchae
 - Dakgrike skako amate
 - Dontongja namako nike
132. Skichakram biapo skianio kra-ma'gapgipa bosturangko jakkalanichi maiko ong'ata?
- Skianio aganchakgrikaniko ong'ata
 - Skianio bi'sarangko ma'sibatatna dakchaka
 - Skianio bi'sarangko gisik nangbatata
 - Gimikan ong'ja
133. An'chingni agangrikanio badiatana kingking knatimna man'a?
- 20-35%
 - 5-15%
 - 25-40%
 - 40-70%
134. Bi'sarangni knatimaniko bariatna ka'mao on'sogiminoniko badiako jakkale sing'aniko dakna man'gen?
- Poedo aganachi
 - Golpo aganachi
 - Minggnian ong'a
 - Minggnian ong'ja

135. Knatimanio gittamgipa gadang badia?
- Aganchakani (responding)
 - Chekrikani (evaluating)
 - Ma'siani (understanding)
 - Gisik ra'ani (remembering)
136. Aesopni golporang ia kattani bimangrango ga'aka
- Parable
 - Fable
 - Simile
 - Metaphor
137. Pringo do'gisiko walni seng'baengmitingo salaramchi jrangjrang dake salni nabaengo, do'kurang mat'kurang walo mikogijarangba mikoeba cha'amna ne ong'katjok u'rangba kosako on'sogimin ritingrang badia 'figure of speech' o ga'aka?
- Apostrophe
 - Pun
 - Paradox
 - Imagery (Gisiko nikjagringan)
138. Ka'mao on'sogiminrangoni badia bi'sarangni aganna changa-sapaniko namdapatgen?
- Bi'sarang on'sogimin katta ja'pango pangchake aganna tarigen
 - Skigipa uamangna mingatgen
 - Bi'sarang on'atgimin katta ja'pango pangchake an'tangtangni changa gita golpo agangen
 - Bi'sarang namgipa seaniko taribagen
139. Bi'sarangni poraina changa-sapaniko bariatna on'sogiminrangoniko badiako dakdilgen?
- Poedorangko name ma'sie poraiatgen
 - Noksarangko name ma'sie nidile poraiatgen
 - Golporangko name ma'sie poraiatgen
 - Gimikan ong'a
140. 'Bebeni Ripok' lessonko skichakram biapo maidakgipa rokomo poraiatgen?
- Dingchike poraiani (intensive)
 - Poraigolgolani (extensive)
 - Ta'rake poraie man'ani (skimming)
 - A aro B ong'a
141. Ka'amao on'sogiminrangoni, gisiko jripjrip poraiani (silent reading) badia ong'ja?
- Gisiko jripjrip poraiani ortoko ma'sibatatna dakchaka
 - Gisiko jripjrip poraiani ortoko ma'siana bate ku'rang gam'bata
 - Gisiko jripjrip poraiani ku'chilo mojimani dongja
 - Jaksi jotdike poraie ma'sina dakchaka

142. 'Bi'sani Mangsonga' poedoko mingataniko indake minga
- Recall
 - Recitation
 - Memorization
 - Rhyming
143. Ka'mao on'sogiminrangoni badia sena changa-sapanio ga'akja
- Grammar ong'e seani
 - Banan (spelling) ong'e seani
 - Ku'rangchi aganani
 - Dingtale ma'sie seani
144. Ka'mao on'sogimin ritingrango aiao inani chinko jakkalani badia ong'a?
- Aiao mairongpile sal ching'brapenga!
 - Danang! Pagipani a'sel bi'sa duk hakna nangaha.
 - Minggnian ong'a
 - A-san ong'aia
145. Sentenceni a'bachenggipa 'paragraph' ko indake minga.
- Talatchengani
 - Skanggipa sentence
 - Ja'pang katta
 - Parakatani Sentence
146. An'tangni sepangbatgipa ripengna chitti seon indake bon'atranga.
- Yours sincerely
 - Yours faithfully
 - Yours respectfully
 - Yours affectionately
147. Bangbango Conjunctionko gapatbo: Mistri krongko sol'enga, _____ kuli a'kolko cho'soenga.
- Indiba
 - Aro
 - Unikoa
 - Enia
148. Juge Silche A'chik me'chikrangoni nitonikbatsranggiparangoni saksa ong'a. Ka'amao on'sogiminrangoni badia napsikgipa Adverb ong'a?
- Nik
 - Srang
 - Bat
 - Gip

149. Abong A'chik a'songni salgipeng jolni raja ong'a, iano subject ia ong'a.
- Abong Noga
 - A'chik A'song
 - Salgipeng
 - Raja
150. A'chik Grammaro sentence rikani indake ong'a.
- SVO
 - SOV
 - SVC
 - SVOC

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
121.	c	131.	c	141.	b
122.	b	132.	b	142.	b
123.	a	133.	d	143.	c
124.	a	134.	c	144.	c
125.	d	135.	b	145.	c
126.	c	136.	b	146.	d
127.	c	137.	d	147.	a
128.	b	138.	c	148.	b
129.	d	139.	d	149.	a
130.	d	140.	a	150.	b

Paper - I

Set - IV

Content

1. Child Development & Pedagogy
2. Language – II (English)
3. Mathematics
4. Environmental Studies
5. Language- I (Khasi/Garo)

Child Development and Pedagogy

Set - IV

1. Inclusive Education is based on the principle of
 - a. Segregation of learners based on ability levels
 - b. Equity, equal opportunities, and respect for diversity for all learners
 - c. Uniform instruction with some consideration of individual differences
 - d. Competition among learners for academic excellence.
2. Inclusive classroom is best described by a situation where:
 - a. Learners with disabilities is taught separately from their peers for specialized instruction
 - b. Learners with special needs are placed in special classrooms for individualized attention
 - c. All learners, regardless of their abilities or backgrounds, learn together with appropriate support and equal opportunities
 - d. All learners follow same curriculum and uniform pedagogy regardless of their differences
3. An elementary school admits children with disabilities into regular classrooms and expects them to adjust to existing teaching methods without major changes. This situation reflects:
 - a. Inclusive education
 - b. Integrated education
 - c. Special education
 - d. Non-formal education
4. A primary school teacher employs a variety of instructional strategies, including visual aids, collaborative group work, and experiential activities, to effectively address the diverse learning needs of students. This approach aligns with:
 - a. Standardized instruction
 - b. Traditional pedagogy
 - c. Segregated instructional practice
 - d. Inclusive education principles
5. Deafness and blindness are categorized under which type of disability?
 - a. Sensory disability
 - b. Neurological disability
 - c. Emotional disability
 - d. Cognitive disability
6. Dyslexia is best categorized under which type of disability?
 - a. Intellectual disability
 - b. Learning disability
 - c. Locomotor disability
 - d. Behavioural disability

7. A student takes more time than classmates to understand concepts but eventually learns with support. Which strategy is most effective?
 - a. Ask the student to read textbook in advance
 - b. Reduce the student's workload
 - c. Providing individualized and paced instruction
 - d. Giving only easy tasks
8. Which of the following behaviours indicates a creative learner?
 - a. Avoiding new ideas
 - b. Asking unusual questions and exploring multiple solutions
 - c. Following instructions without questioning
 - d. Preferring routine tasks only
9. Which of the following may lead to underachievement?
 - a. High intrinsic motivation
 - b. Supportive learning environment
 - c. Lack of interest or poor study habits
 - d. Proper teacher guidance
10. A teacher wants to promote social inclusion of a child with special needs among peers. Which strategy is most appropriate?
 - a. Allow the child to work independently
 - b. Encourage peer support and cooperative learning
 - c. Reduce interaction with classmates
 - d. Focus only on academic achievement
11. Teaching is best described as:
 - a. A process of transmission of information from teacher to students
 - b. A process of facilitating learning and guiding students' Development
 - c. A process of providing scaffolding to the students
 - d. A process of testing students' knowledge and understanding
12. Which of the following is a psychological factor affecting learning?
 - a. Motivation and interest
 - b. Classroom infrastructure
 - c. Weather conditions
 - d. School location
13. Peer group influence affects learning mainly through:
 - a. Physical growth
 - b. Social interaction and motivation
 - c. Curriculum planning
 - d. Administrative rules

14. Which of the following classroom situations is least likely to support kinesthetics learners?
 - a. Role-playing historical events in a social science class
 - b. Conducting science experiments in a laboratory setting
 - c. Copying notes from the board for extended periods
 - d. Participating in simulations and interactive models
15. A teacher changes voice tone, uses gestures, and shifts position in the classroom to maintain students' attention. This is an example of which component of teaching skill?
 - a. Stimulus variation
 - b. Reinforcement
 - c. Explaining
 - d. Questioning
16. A teacher provides hints or cues to help a student arrive at the correct answer after an initial incorrect response. This is an example of:
 - a. Probing for justification
 - b. Prompting
 - c. Stimulus variation
 - d. Extra verbal cues
17. Which of the following is considered the first step in lesson planning?
 - a. Evaluation of learning outcomes
 - b. Selection of teaching-learning material
 - c. Formulation of instructional or learning objectives
 - d. Presentation of the lesson
18. To cater to individual differences in his classroom, a teacher should:
 - a. Have uniform and standard ways of teaching and assessment
 - b. Segregate and label children based on their marks
 - c. Engage in a discussion with students and value their perspectives
 - d. Impose strict rules upon his students
19. A teacher presents a real-life problem and encourages students to explore multiple solutions through discussion and experimentation. Which key principle of the constructivist approach is being applied?
 - a. Reinforcement through repetition
 - b. Passive reception of knowledge
 - c. Active construction of knowledge through experience
 - d. Learning through verbatim retention of content
20. A student teacher designs lesson plans, uses teaching-learning materials, and implements them in the classroom. This aspect of internship mainly focuses on:
 - a. Mechanical presentation of teaching skills
 - b. Practical application of teaching skills
 - c. Confidence building measure
 - d. Classroom control and management

21. An assessment where learners actively assessing their own progress is known as
- Summative assessment
 - Assessment for learning
 - Assessment of learning
 - Assessment as learning
22. During a lesson, a teacher asks probing questions to uncover misconceptions and immediately clarifies them. The main purpose of this strategy is to:
- Enhance ongoing learning
 - Test students' understanding
 - Assign grades and marks
 - Standardize performance
23. A final examination conducted at the end of a term to assign grades is best described as:
- Diagnostic assessment
 - Formative assessment
 - Assessment for learning
 - Assessment of learning
24. Which classroom practice most strongly aligns with assessment of learning?
- Continuous peer feedback
 - Portfolio Development over time
 - End-of-unit standardized test with grades
 - Self-evaluation checklists
25. A teacher conducts a quick quiz midway through a lesson but does not record marks; instead, she revises the concept immediately based on student responses. This practice is best identified as:
- Diagnostic assessment
 - Summative assessment
 - Formative assessment
 - Norm-referenced testing
26. Which situation may be mistaken for formative assessment but is actually summative in nature?
- Frequent quizzes used only to calculate final grades
 - Oral questioning during teaching
 - Feedback-based classroom discussion'
 - Self-assessment using rubrics
27. A teacher discovers through an initial test that students lack prerequisite skills and redesigns the lesson accordingly. This demonstrates:
- Summative evaluation
 - Diagnostic use of assessment
 - Norm-referenced testing
 - Formative assessment

28. A Primary school teacher assesses students using portfolios, peer evaluation, and classroom interaction over time. The most significant feature of SBA highlighted here is:
- Emphasis on standardized testing
 - One-time evaluation of achievement
 - Comprehensive and continuous assessment
 - External moderation of results
29. Which situation appears to involve unstructured observation but actually contradicts its nature?
- Observing students without fixed criteria
 - Allowing behaviours to emerge naturally
 - Using a checklist to record specific behaviours
 - Recording anecdotal evidence freely
30. An Elementary school teacher designs a test aligned strictly with the taught syllabus and learning objectives, yet uses it to predict students' future academic potential. This reflects a confusion between:
- Achievement test and aptitude test
 - Formative and diagnostic test
 - Norm-referenced and criterion-referenced test
 - Objective and subjective test

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
1	b	11	b	21	d
2	c	12	a	22	a
3	b	13	b	23	d
4	d	14	c	24	c
5	a	15	a	25	c
6	b	16	b	26	a
7	c	17	c	27	b
8	b	18	c	28	c
9	c	19	c	29	c
10	b	20	b	30	a

Language II (English)

Set - IV

31. What is the key aspect of ‘‘writing with a sense of purpose’’?
- Only writing essays
 - Crafting meaningful written forms such as letters, messages, notices, posters slogans and labelling diagrams/pictures
 - Copying from textbooks
 - Memorizing grammar rules
32. Which key competency focuses on supporting purposeful writing?
- Cultivate Writing Skills
 - Only oral communication
 - Physical fitness
 - Mathematical skills
33. Fostering a love for reading is a goal under which competency?
- Enhance Reading Skills
 - Classroom management only
 - Assessment techniques
 - Resource utilization
34. Which is NOT listed as a key competency in the MTET English Paper I syllabus?
- Develop Oral Language Skills
 - Teach advanced calculus
 - Apply Assessment Techniques
 - Demonstrate Language Proficiency
35. The overall focus of the MTET English Paper I syllabus is to assess-
- Knowledge, skills, and pedagogical competencies for teaching English at Classes I-V with emphasis on foundational language skills and innovative teaching approaches
 - Only theoretical knowledge of literature
 - Computer programming skills
 - Sports coaching abilities
36. What is essential to the students with storytelling?
- To read story
 - To memorise story
 - To tell the same type of story
 - To listen to story
37. The act of listening essentially includes-
- Listening
 - Meaning
 - Understanding
 - Information

38. Regular listening to poems and songs children comprehends-
- Sound
 - Word
 - Basic structure of language
 - Play with language
39. The meaning of reading is to read with-
- A tutor
 - Understanding
 - A loud voice
 - A teacher
40. _____ is a medium which can be used to express what has been spoken.
- Writing
 - Speaking
 - Reading
 - Listening
41. Choose the correct order to form a complete sense of the sentence:
- a. you need some help, b.however, c.with punctuation d.the content of your paper is excellent;
- DBAC
 - ACBD
 - BDCA
 - ADCB
42. A Comprehension Test is a test of your understanding as well as your power of-
- Writing
 - Expression
 - Imagination
 - Words
43. Assessment in language aims at evaluating the learner's ability to use language in-
- a variety of real-life situations
 - writing
 - school
 - sports
44. Creative activities provide learning experiences and generate a _____ in children.
- creativity
 - Development
 - sense of achievement
 - longing for knowledge

45. Maintaining a diary helps in _____ of children's learning and progress.
- continuous and comprehensive assessment
 - analysing
 - sustaining attention
 - the improvement
46. Rubric is a tool that helps teachers identify
- what students understand
 - what students need to work on. Choose the correct option.
- Only (i) is correct
 - Only (ii) is correct
 - Both (i) and (ii) are correct
 - Neither (i) nor (ii) is correct
47. "An English language teacher gives a test on paragraph writing. The teacher calls each and every student, points out their errors and shows them the correct way to write." The statement above is an example of-
- criterion-referenced assessment
 - self-assessment
 - summative assessment
 - formative assessment
48. Which of the following methods focuses on teaching English through real-life communication and interaction?
- Grammar Translation Method
 - Audio-Lingual Method
 - Communicative Language Teaching
 - Direct Method
49. What is the main objective of teaching English at the primary level?
- Mastery of complex grammar rules
 - Development of communicative skills
 - Translation of literary texts
 - Memorization of vocabulary lists
50. Which teaching aid is most effective for developing listening skills?
- Blackboard
 - Audio recording
 - Flashcard
 - Textbooks
51. What is the advantage of using visual aids in teaching English?
- Increases motivation
 - Decreases interest
 - Limits resources
 - Makes learning difficult

52. How can a teacher create an effective teaching material?
- By considering his/her needs
 - By using irrelevant contents
 - By including interactive activities
 - By considering student needs, relevant contents and through interactive activities
53. Which of the following is an appropriate example of an interactive material?
- Textbook
 - Workbook
 - Online quiz
 - Flashcard
54. What is the purpose of using manipulative in teaching numeracy?
- For counting
 - For developing problem-solving skills
 - For calculation
 - For geometrical understanding
55. What is the purpose of using rubrics in assessing foundational literacy and numeracy?
- To test students learning
 - To evaluate teaching learning process
 - To improve student's learning
 - None of the above
56. I am curious about it. That means I am?
- Prying
 - Insensitive
 - Unattentively
 - Inquisitive
57. Lawful means
- Legitimate
 - Illegitimate
 - Immoral
 - Out of law
58. The phrase 'as fit as a fiddle' is an example of-
- a metaphor
 - an anaphora
 - a simile
 - an imagery

59. Choose the verb from the sentence given below:
 “The garden looks untidy with so many weeds.”
- looks
 - untidy
 - with
 - many
60. A sentence is made up of two parts, a subject is one part and the other part is
- object
 - predicate
 - phrase
 - clause

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
31	b	41	a	51	a
32	a	42	b	52	d
33	a	43	a	53	c
34	b	44	c	54	b
35	a	45	a	55	c
36	d	46	c	56	d
37	b	47	d	57	a
38	c	48	c	58	c
39	b	49	b	59	a
40	a	50	b	60	b

Mathematics

Set - IV

61. A teacher asks students to explain why $2 + 3 = 5$ is always true and not 6. This highlights mathematics as:
- Approximate subject
 - Random
 - Flexible
 - Precise and exact
62. A child can count apples but struggles with numbers without objects. The teacher should help the child move from:
- Abstract to concrete
 - Concrete to abstract
 - Memorization to drill
 - Lecture to test
63. A student cannot subtract due to weak addition skills. This shows mathematics is:
- Hierarchical and sequential
 - Independent topics
 - Random
 - Memorization-based
64. Students identify patterns in number sequences and predict next terms. This develops:
- Memorization
 - Speed
 - Logical thinking
 - Copying
65. Teacher uses a game to teach number comparison. This approach mainly supports:
- Rote learning
 - Engagement and conceptual learning
 - Drill
 - Memorization
66. Teacher gives hands-on activities to Class 2 students. This aligns with Piaget's:
- Formal stage
 - Concrete operational stage
 - Abstract stage
 - Memory stage
67. Students understand why a method works, not just how. This reflects:
- Relational understanding
 - Instrumental understanding
 - Memorization
 - Drill

68. Students fail word problems despite knowing operations. The best intervention is:
- More numerical practice
 - Simplify language and use visuals
 - Ignore
 - Memorize steps
69. Students avoid participating in mathematics activities due to fear. Teacher should:
- Increase tests
 - Ignore
 - Punish
 - Create supportive environment
70. Teacher uses an interactive app to demonstrate shapes. This primarily enhances:
- Memorization
 - Visualization and engagement
 - Fear
 - Drill
71. Teacher gives feedback during activity rather than after test. This reflects:
- Assessment of learning
 - Assessment for learning
 - Placement
 - Ranking
72. Teacher conducts final exam at end of term. This is:
- Diagnostic
 - Formative
 - Summative
 - Continuous
73. Teacher uses quizzes, observations, and projects regularly. This reflects:
- One-time testing
 - Continuous evaluation
 - Random assessment
 - Final exam
74. Teacher gives marks without explanation. This fails to:
- Rank students
 - Conduct test
 - Complete syllabus
 - Support learning improvement
75. Teacher assesses how students solve problems, not just answers. This evaluates:
- Product only
 - Process and skills
 - Memory
 - Writing

76. Students evaluate each other's solutions. This promotes:
- Competition only
 - Reflection and collaboration
 - Memorization
 - Silence
77. Teacher identifies common errors in class tests. This helps in:
- Ranking
 - Homework
 - Punishment
 - Remedial teaching
78. Students can perform addition but fail in word problems. This indicates lack of:
- Speed
 - Conceptual understanding
 - Writing
 - Practice
79. Students hesitate to answer due to fear of mistakes. Teacher should:
- Correct strictly
 - Encourage risk-taking and discussion
 - Ignore
 - Increase tests
80. Teacher uses puzzles to teach patterns. This primarily develops:
- Logical and analytical thinking
 - Memorization
 - Writing
 - Drill
81. A number is increased by 20%, then decreased by 20%, and the result is 96. Original number is:
- 100
 - 110
 - 120
 - 125
82. If $\frac{x}{2} + \frac{x}{3} = 50$, then value of x is:
- 40
 - 50
 - 60
 - 75
83. A number leaves remainder 3 when divided by 4 and remainder 5 when divided by 6. Smallest such number is:
- 11
 - 17
 - 23
 - 29

84. If the sum of two numbers is 100 and their difference is 40, the larger number is:
- a. 60
 - b. 70
 - c. 80
 - d. 90
85. A number is multiplied by 1.5 and then reduced by 30 to get original number. The number is:
- a. 60
 - b. 70
 - c. 80
 - d. 90
86. A number is 40% of another number. Their sum is 140. The larger number is:
- a. 80
 - b. 100
 - c. 120
 - d. 140
87. If the sum of 3 consecutive even numbers is 72, the largest number is:
- a. 22
 - b. 24
 - c. 26
 - d. 28
88. A number when divided by 8 leaves remainder 7. When the same number is divided by 4, the remainder is:
- a. 1
 - b. 2
 - c. 3
 - d. 0
89. If $2x+3=11$, then x^2 is:
- a. 4
 - b. 9
 - c. 16
 - d. 25
90. A number is increased by 25% and becomes 125. Then 50% of original number is:
- a. 40
 - b. 50
 - c. 60
 - d. 80

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
61	d	71	b	81	a
62	b	72	c	82	c
63	a	73	b	83	a
64	c	74	d	84	b
65	b	75	b	85	a
66	b	76	b	86	b
67	a	77	d	87	c
68	b	78	b	88	c
69	d	79	b	89	c
70	b	80	a	90	b

Environmental Studies

Set - IV

91. A teacher shows a documentary film about the 'Chipko Movement' to Class V students. what is the primary pedagogical advantage of this resource?
- It ensures perfect discipline in the classroom
 - It is the only way to teach history
 - It appeals to the emotions and helps in better retention of concepts
 - It reduces the teacher's workload by replacing the lecture
92. When a teacher uses photographs of different animals to help students categorize them, which skill is primarily being developed?
- Creative writing
 - Statistical analysis
 - Observation and classification
 - Memorization of definitions
93. What is the main benefit of using audio-visual aids like films in EVS when students lose interest in a lesson?
- They make the lesson interesting by engaging multiple senses.
 - They are always free of cost
 - They don't require any prior preparation by the teacher
 - They focus only on theoretical knowledge
94. Photographs and pictures are particularly effective for learners who:
- Prefer abstract definitions
 - Have difficulty responding to purely written materials
 - Already know everything about the topic
 - Do not want to participate in group work.
95. A teacher asks students to collect different types of seeds and categorize them based on their texture, shape and size. This activity primarily promotes:
- Rote memorization of botanical names.
 - Development of classification and observation skills.
 - Artistic skills for seed art.
 - Competitive spirit among students
96. Why are local maps considered an essential resource in the EVS classroom?
- To help students memorize the capital cities of all countries
 - To develop the skill of relative position and orientation in a known environment.
 - To replace the need for textbooks entirely.
 - To teach students how to draw professional architectural blueprints.

97. Using a collection of leaves to teach the concept of 'Diversity in Plants' is an example of using:
- Abstract teaching aids.
 - Concrete, low-cost/no-cost resources
 - Digital simulation tools
 - Standardized laboratory equipment
98. When students collect stamps and old coins for a project on "our Heritage," they are engaging with:
- Primary sources of historical and geographical information.
 - Distractions that take away from the core curriculum.
 - Secondary data found only in encyclopedias.
 - Material that is irrelevant to Environmental Studies.
99. A student brings a collection of different stones found in their neighborhood to class. How can a teacher best use this resource?
- Ask the student to throw them away as they make the classroom messy.
 - Use them to discuss the diversity of textures, colours and types of rocks in the local environment.
 - Give a long lecture on the chemical composition of igneous rocks.
 - Use them as weights for a mathematics class only.
100. Which of the following is a primary reason for soil erosion in hilly areas?
- Terrace farming
 - Deforestation and heavy rainfall
 - Crop rotation
 - Plant more trees
101. Rainwater harvesting is a technique primarily used for conservation of:
- Air quality
 - Soil fertility
 - Groundwater resources
 - Solar energy
102. Which human activity is most responsible for the depletion of the ozone layer, which protects us from harmful UV rays?
- Burning of fossil fuels
 - Use of chlorofluorocarbons (CFCs) in refrigerators and ACs
 - Organic farming
 - Use of windmills
103. To teach the concept of "Conservation of Water" effectively, which activity should an EVS teacher prioritize?
- Asking students to write a 10-page essay.
 - Encouraging students to audit water usage in their own homes.
 - Memorizing the chemical formula of water
 - Showing a diagram of the water cycle.

104. Which of the following ‘3 Rs’ helps in the conservation of natural resources like soil and water by reducing waste?
- Read, Register, Recall
 - Remove, Replace, Retain
 - Rapid, Rare, Rich
 - Reduce, Reuse, Recycle
105. Which of the following best describes the role of green plants as ‘Producers’ in an ecosystem?
- They consume other organisms for energy.
 - They break down dead organic matter into soil.
 - They only provide shade for animals.
 - They convert solar energy into chemical energy (food. through photosynthesis
106. Which group of foods is primarily known as ‘Body-Building Foods’ because they help in growth and repair of damaged tissues?
- Fruits and Vegetables
 - Rice and sugar
 - Pulses, milk and eggs
 - Ghee and butter
107. Why are green leafy vegetables and citrus fruits called “protective Foods”?
- They provide the most energy for running.
 - They protect the body against diseases and keep us healthy.
 - They help in increasing body weight quickly.
 - They are only eaten during Festivals.
108. A child has weak bones and complains of tooth decay. Which mineral is most likely missing from their diet?
- Iron
 - Iodine
 - Calcium
 - Sodium
109. What is the significance of a “Balanced Diet” in our daily life?
- It contains only tasty fast foods.
 - It provides all the necessary nutrients in the right proportion for proper growth and health.
 - It consists only of expensive imported fruits.
 - It helps in avoiding physical exercise.
110. Which of the following is an example of “Public Property”?
- A private car parked in a garage
 - A personal mobile phone.
 - A backyard garden in a private house.
 - A government school building or a public park

111. What is the best way for a student to show respect for “National Heritage” sites like monuments and museums?
- Writing their name in the walls of the monument.
 - Taking away small pieces of stone as a souvenir.
 - Following the rules of the site and keeping the surroundings clean.
 - Shouting loudly to hear the echo inside the building.
112. What does the term “Biodiversity” refer to in an environmental context?
- The total number of people living in a city.
 - The variety and variability of all living organisms on Earth.
 - The study of rocks and minerals.
 - The amount of oxygen in the atmosphere.
113. Which of the following is the most significant human-driven cause of biodiversity loss today?
- Natural forest fires.
 - Volcanic eruptions
 - Habitat destruction and fragmentation
 - Seasonal migration of birds.
114. “Endangered Species” is defined as a group of organisms that:
- Is found in every country in the world.
 - Has a very high population.
 - Is at a very high risk of becoming extinct in the near future.
 - Is only found in zoos and laboratories.
115. Which of the following is in an “in-situ” (on-site) conservation method for protecting biodiversity?
- Botanical Gardens
 - National Parks and Wildlife Sanctuaries
 - Seed Banks
 - Zoological Parks (Zoos)
116. Which of the following is the highest peak in Meghalaya, standing at an altitude of approximately 1,965 metres?
- Nokrek Peak
 - Shillong Peak
 - Tura Peak
 - Diengiei Peak
117. Meghalaya is home to the only insect-eating pitcher plant species native to India. What is its scientific name?
- Nepenthes khasiana*
 - Dionaea muscipula*
 - Drosera burmanni*
 - Utricularia aurea*

118. The towns of Mawsynram and Sohra hold world records for the highest rainfall. In which hill region are they located?
- Garro Hills
 - Jaintia Hills
 - Khasi Hills
 - Ri-Bhoi
119. What type of vegetation is predominantly found on the Meghalaya Plateau due to its high humidity and abundant rainfall?
- Dry Deciduous Forest
 - Alpine Vegetation
 - Tropical Semi- Evergreen and Subtropical Forest
 - Thorny Shrub Vegetation
120. Sustainable waste management emphasizes the “5 Rs”. Which of the following “R” involves finding a new use for an item that can no longer serve its original purpose (eg, using old tires as garden planters)?
- Refuse
 - Reduce
 - Repurpose
 - Recycle

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
91.	c.	101.	c.	111.	c.
92.	c.	102.	a.	112.	b.
93.	a.	103.	b.	113.	c.
94.	b.	104.	b.	114.	c.
95.	b.	105.	d.	115.	b.
96.	b.	106.	c.	116.	b.
97.	b.	107.	b.	117.	a.
98.	a.	108.	c.	118.	c.
99.	b.	109.	b.	119.	c.
100.	b.	110.	d.	120.	c.

Language-I (Khasi)

Set - IV

121. “Kren sa” ka mut kaba –
- Kren bishni
 - Kren bitar eh
 - Kren bitar kren atnud
 - Kren thawdur ban sngewtynnat
122. “Mareh thait thait” ka mut ka jingmareh kaba –
- Mareh khlem sangeh haduh ban da pynmih ia ka bor baroh
 - Mareh kum ban duh mynsiem
 - Mareh khlem suitñiew ia kaei kaei
 - Mareh stet eh bad pynsting ia ka met
123. Bad kano na kine ki rukom jinglong jingleh harum la pyndonkam bynrab ia ka adverb ‘kynthew’?
- Rukom kren
 - Rukom jrong
 - Rukom riam
 - Rukom ñaid
124. Ki ong ne sin – “bam dohim dohpeit” ia u ne ka briew –
- Ba nud ban kren lamler wat ia kaei kaei kaba shai kdar.
 - Ba kren shisien da kumne shisien da kumtai
 - Ba bam rakot
 - Ba shu byrngem tang da ka ktien
125. U/ka briew kiba don ka mynsiem sngewheh sngewmeng ia lade khlem nongrim -
- Ñiang thangdoh
 - Ñuit maw khlem suh thied
 - Wang riang
 - Sim -karo
126. Kano na kine ki buit pynshongdor kaba kham iarap ia ki nonghikai ban lah iohi ia ka jingsngewthuh ba kham jylliew u khynnah ha kano kano ka phang?
- Kaba khmih thuh da kaba pyndonkam da ka sheklis
 - Kaba phah jubab ktien ia ki jingkylli ba la thoh ha ka blakbod
 - Kaba phah thoh jubab ia ki jingkylli ha ka por eksamin
 - Kaba ai kam ban leh kum ka project work

127. Ha kano na kine ki thup kyntien harum ba ka adberb ka pyni ba kata kaba sdien ne snoh ka dei kaba rit bad sting met?
- Snoh ldui
 - Sdien ldoi
 - Snoh rynjaiñ
 - Sdien rynjut
128. Kano na kine harum ka dei ka ktien kynnoh jong ka kyntien ‘jasong’?
- Jaraiñ
 - Jatap
 - Jatngam
 - Jasat
129. Bad kano na kine ki rukom jinglong jingleh harum la pyndonkam bynrap ïa ka adberb ‘khwaiñ’?
- Rukom ïaid
 - Rukom riam
 - Rukom jrong
 - Rukom kren
130. Ha kano na kine ki ktien kynnoh ba ïa ïaidlang ba ka kyntien kaba ar kam dei satia kaba don jingmut nalade—
- Ksing—dhah
 - Pule—puthi
 - Nap—bili
 - Janai—jaton
131. Kano na kine ki kyntien harum kaba lajan jingmut bad ka kyntien—‘mushia’?
- Mushlia
 - Balaiñ
 - Talaiñ
 - Khynra
132. Ki ong ne sin—‘U peh sylli pam shiwait’ ïa u ne ka briew—
- Kiba stad bad ba eh ka nia ka jutang
 - Kiba mlien ban wohdaw ïa kiwei pat
 - Kiba pynksan ïa ka nia lajong
 - Ki bym salia ban ïa khun bad kiwei pat da ka aiñ
133. ‘Kren thothaid’ ka thew ïa u ne ka ba—
- Kren pnah bad pynslem ïa ka jingkren
 - Kren bad pynjem artat ïa ka met
 - Kren jem bad khroh
 - Kren khong khong

134. Ha ka senten—"U Kynton u dem leit shi leit khwai sha wah, wat haba u la shah mana ba urn dei ban leit shuh ruh". Ka kyntien 'dem' ka dei ka—
- Determiner
 - Berb
 - Adberb
 - Konjongshon

Ka jingbthah : Pule ia kane ka jingthoh harum bad sa jubab ia ki jingkylli (naduh 135 haduh 138) da kaba buh dak ia ka jubab kaba dei na ki saw tylli kiba la ai lypa :

"Ka skul ka long kawei pat ka shlem kaba saiñdur ia ka longbriew manbriew bad ka persara ban pynsan ia u briew ha ka thoh ka tar, ha ka jingnang jingstad, ha ka jingproh jingnep ka bor jabieng, ka bor sngewthuh bad jingshemphang bad ka jingpule. Na ka skul, u briew, ha ka jinglong khynnah, u ioh shibun ki jinghikai ha ka liang ka jinglong jingim, ka burom ka akor, ka tipbriew tipblei, ka pyrkhat pyrdaiñ, ka kren ka khana, ka iaid ka ieng bad ha baroh ki liang jong ka longbriew bad jingim jong u. Lada ki jinghikai bad jingialam na skul ki long kiba bha, khlem pep, ki khynnah jong kata ka skul kin ioh ia ka jinglong jingim babha, ha ki kam bad ki ktien kumjuh. Hynrei lada ki jingialam bad jinghikai na skul kim long ha ka lynti kaba dei, ki khynnah jong kata ka skul, ki lah ban poi sha ki lynti kiba bakla ha ka longbriew manbriew bad jinglong jingim jong ki."

135. Don katno tylli ki thup ktien kynnoh bapher bapher ha ka jingthoh baroh kawei?

- 11 tylli
- 13 tylli
- 8 tylli
- 10 tylli

136. Ka persara ka dei kaei?

- Ka kper kaba heh ha kaba ki bet symbai ki nongrep
- Ka pynthor ba ki nongrep ki bet symbai
- Ka jaka sngem ba ki nongrep ki bet symbai
- Ka jaka bet symbai jingthung shuwa ban rah tynrai shawei pat

137. Ki kyntien 'khlem pep' ha ka jingthoh, ki mut—

- Bym don jingthikna
- Bym don jingartatien
- Ba don jingkhmihlynti
- Ba don jingagnud

138. Kano na kine ki phang pdeng kaba kham iahab eh bad ka jingthoh?

- Ka skul, ka jaka ai jinghikai
- Ka bynta ka skul ha ka jingim briew
- Ka skul, ka jaka saiñdur ia ka longbriew manbriew
- Ka skul bad u briew

Ka jingbthah : Pule ïa kane ka poim harum bad sa jubab ïa ki jingkylli (naduh 139 haduh 141) da kaba buh dak ïa ka jubab kaba dei na ki saw tylli ki jubab ba la ai :

Te bloit ka mih tang shu shaiphar, Ban mad u phlang ba snoh umjer, Ka sngew ba win ki ksew ba beh, Napoh ktang ding—pyrthat ba meh, Ka sied, ka ïeng, ka her mynsiem; Ka sngew lajan kan kut jingim. Ka her stet ban jah dien ki ksew, Ka phet kyllaiñ kat shaba thew; Khrup, ka dem sah ha lynti bah, Ba tieng ïapler ka hap thiah sah.

139. Ha kane ka poim ka kyntien ‘bloit’ ka dei ka—
- Interjekshon
 - Adjektib
 - Konjongshon
 - Adberb
140. Ha kane ka poim, ka ‘ktang ding’ ka dei ka—
- Ka tyndong jong ka kynwo pyrsad ding
 - Ka ktang jong ka suloi siat mrad
 - Ka tyndong siej ba bthei ha ka por ba thang
 - Ka tyndong sliew ding
141. Ka mrad hangne ka her stet khnang ba ki ksew beh mrad kin—
- Ym lap shuh ïa ka jingiw jong ka
 - Ym lap shuh ïa ki dienjat jong ka
 - Ym ïohi shuh ïa ka
 - Ym iohsngew shuh ïa ka jingphet jong ka
142. Ha kane ka poim ka mrad ka dem sah ha lynti bah namarba—
- Ka la samthiah palat
 - Kam nang pyrkhat shuh
 - Ka leh mynleh kumba ïap
 - Ka lah tieng shaba palat
143. Kano na kine ki sap jingtbit ha ka ktien, kaba salonsar ki briew ki kham shem jingeh ban nang?
- Sap ban kren
 - Sap ban sngap
 - Sap ban thoh
 - Sap ban pule
144. Kano na kine ki jingkam ka pynroi ïa ka sap kren?
- Pyrthuh bud
 - Peit ïa ki dur
 - Pule jam
 - Phah pule ha kiwei

145. Kano na kine ki jingleh harum kaba iarap ia u khynnah ban roi kloï ha ka jingtbït ban kren?
- Kaba iaishah bad pynbeit haba ki khynnah ki kynnoh bakla
 - Kaba phah pule lyndet ia ka jingthoh
 - Kaba phah sngap jar ia ki khynnah haba dang don ba kren
 - Kaba kren sawa jam ha ka por ba kren
146. Haba hikai ban pule, nyngkong dei ban hikai ba ki khynnah kin—
- Ithuh shuwa ia ki dak
 - Sngewthuh ia ka sur
 - Ithuh ia ki dak bad pynwandur katkum ka sur
 - Ringdur ia ki dak bad ka sur
147. Kano na kine harum ka dei kawei na ki kyndon ba ka ktien khun ka dei ban don lada ka dei ban long ka ktien pdeng?
- Dei ban don ban shna jingrwai ha kata ka ktien khun
 - Dei ban buh jingthoh ia ki aiñ kramar kumno ban pyndonkam ia ka
 - Dei ban don ba thoh jingbatai ha kata ka ktien khun
 - Dei ban don ba thoh khana ha kata ka ktien khun
148. Kano na kine harum kam dei kaba iasnoh bad ki jinglong jong ka ktien kren?
- Ka ktien kren ka kham laitluid ha ka rukom pyndonkam kyntien
 - Ha ka ktien kren long ban kren khlem da pynkut senten
 - Haba kren long ban pynlyngkot ia ka rukom kynnoh kyntien
 - Haba kren long ban shna kyntien thymmai hi ba ki nongsngap kin ym sngewthuh
149. Kano na kine ki kyntien ne thup kyntien harum kaba ym dei ka kyntien pyniasnoh jingmut haba thoh ia ki senten ha ki paragraph?
- Kumta
 - Hadien kata
 - Ha kajuh ka por
 - Sharai
150. Kano na kine ki tiar iarap hikai ka dei kaba kham biang eh ban hikai ia ki khynnah rit ia ka lynnong kaba dei ka jingïathuhkhana?
- Ka chart
 - Ka flannel board
 - Ka kot dur khlem kyntien
 - Ka flash card

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
121.	c	131.	a	141.	a
122.	a	132.	a	142.	d
123.	d	133.	a	143.	c
124.	a	134.	c	144.	a
125.	b	135.	d	145.	a
126.	d	136.	d	146.	c
127.	b	137.	b	147.	b
128.	b	138.	c	148.	d
129.	c	139.	d	149.	d
130.	d	140.	b	150.	d

Language - I (Garo)

Set - IV

121. Gam.e poraiani (loud reading) on.sogiminoni badia changa – sapaniko bariatna dakchaka.
- kattarangko srange jajabitbatgija poraianiko
 - gam.ataniko (pronunciation)
 - jeko poraia uako gisiko nikataniko
 - kosako janapgipa gimikan ong.aia.
122. Noksa salachi (picture composition) bi.sarangni changteaniko (creativity) bikatna na.a mai dakatanirangko on.genchim.
- noksa salna ge.etgenchim
 - skanggipa an.tang sale mesokgenchim
 - jeni gimin salnatnasia uni katta bichongko see mesokgenchim
 - b. aro c. ko dakmano chanchie salna ge.etgen aro noksani kri kattarangko ka.mao sea ge.etgenchim.
123. ‘Raka’–ko A.chikku seanio maina jakkala?
- kattani gam.aniko dingtangatna
 - apsandakgipa katta minggnini ortorangko dingtangatna
 - jatni mikkim rasongko rakkina
 - kosako a. aro b. o janapgipa minggnian ong.a.
124. ‘A.chikku’ kattako tong dake seode indake ong.gen.
- A.-chik-ku
 - A.-chik-ku
 - A.-chik-k-u
 - A.-chik-k-u
125. “Na.a mande burungko nikahama” on.sogimin sentenceni bon.kamao badia ‘chin’ –ko donna nanggen ine bi.sarangna mesokgen.
- .(period.
 - ! (aiao inani chin)
 - ? (sing.ani chin)
 - : (kolon)
126. Sakgipin Mandeni segimin ba agangimin kattako dingtangatna an.tangni katta baksa sechapode ua katta ba sentenko mesokna on.sogiminrangoni badia ong.gen.
- : (kolon)
 - () (parenthesis)
 - “” (kotesan)
 - ; (semi kolon)

127. Bi.sarangna chitti seaniko skion iarangoni badiako skang skichenggen
- chittini katta ja.pangko (heading)
 - maikai janapna nanga (how to address)
 - maikai chitti seaniko bon.atna nanga (how to end.
 - jeoni a.bachengoba ong.aia.
128. Ka.mao poraiani gadangrangko bilding bildang done uarangna onggorangko indake on.na man.a.
- Katta dolrangni nangrimaniko nina sapani (structuring stage) -1
 - Aganana jakkalgipa kattarangko ma.talani (recognition stage) -2
 - Segimin kattarangko nigope miksonganiko aganna man.ani (interpretation stage) - 3 Kosako on.sogipa onggorangko poraiani gadangni kri sulsul tik ong.e donatode indake ong.skagen.
- 1, 2 aro 3
 - 3, 2 aro 1
 - 2, 1 aro 3
 - 2, 3 aro 1
129. Ka.mao on.sogiminoni badia knatimachi skie ra.na man.anio nangejawa?
- golpo agnani
 - golpo seatani
 - poedo mingani
 - agangrikani
130. Ku.sik aganachi skie ra.na sapaniko bariatna dakmesokaniko dakaton ka.mao on.sogiminoni badiako nanggen?
- ong.chongmotenga gita agangrikatani
 - obostani kri ganding-chinding ganani
 - dakmesokako nenggiparangko sing.pile niani
 - kosako janapgipa gimikan ong.toka
131. Sapau aro Ki.singni katsusaani golpoko aganaengon ka.mao on.sogimin sing.anirangoni badia chanchiatangko on.chape ma.sianiko (inferential comprehension) nakatatgen?
- katsusaanio sawarang bak ra.aha?
 - katsusaanio sawa katna ta.rakbata?
 - katsusaanio sawa cheaha?
 - katsusaanio maini gimin ki.sing chegipa ong.aha?
132. 'Role Play' ine aganon maiko miksonga?
- Sagitaba aganna sapaniko
 - saniba kamko ja.rikpaaniko
 - sagitaba/maiba gita daksninge, obostani kri dake mesokaniko
 - obostani kri aganna sapaniko

133. 'Recitation' ine aganon, ka.maoni badiako miksonga?
- poedoko ka.donge minganiko
 - poedoko poraianiko
 - poedoko rhyme aro rhythm gnang minganiko
 - golpoko aganani ba poraiani
134. Noksako mesoke skianichi mai namgniko ra.bana man.a? Ka.mao on.sogiminoniko krabatgipa aganchakaniko basebo.
- Bi.sani sena sapaniko bariata
 - bi.sani knatimna sapaniko bariata
 - bi.sani aganna sapaniko bariata
 - bi.sani poraina sapaniko bariata
135. 'Oral Language' – ine aganon iako miksonga.
- Aganwatgatgipa kattarang
 - See donachi ripinggipa kattarang
 - Ku.rittingchi ripingbagipa kattarang
 - Kosako janapgipa gimikan ong.aia.
136. Noko agangipa ku.sik (Home language) iarangoni badia ong.a.
- Antidamrango agangipa
 - Atchikapgipa ku.sik (mother tongue)
 - Atchikapgipa ku.sik aro noko aganchagpipa je ku.sikba ong.aia.
 - Kosako janapgipa gimikan ong.aia.
137. Skulo an.ching badia ku.sikko jakkala. Mesokbo.
- First languageko
 - Second languageko
 - Third languageko
 - Kosako janapgipa pilakkon jakkala.
138. Klas roomni ning.o ku.sikni kam ka.ani _____ ong.a.
- skie ra.giparangni gisepo
 - skie ra.gipa aro skie on.gipa dolgnini gisepo
 - kosako janapgipa minggnian ong.ja
 - kosako janapgipa minggnian ong.a.
139. Klas roomni a.palo ku.sikni kam ka.anirang _____
- rakbata
 - neng.bata
 - apalbata
 - apchonbata

140. “Atchikapgipa ku.sik (mother tongue) aro noko agangipa ku.sik (Home language) o dingtanggrikani donga” Na.a ia agananiko badita ong.e nika.
- namen ong.e nika
 - ong.e nikja
 - alamala ong.e nika
 - ong.e nika ba ong.e nikja.
141. A.chikrangko ku.sikni (Dialect) kri badita bak dake سوال.
- bak chet (8)
 - bak sku (9)
 - bak chikung (10)
 - bak chi.sa (11)
142. A.chikkuo badia jolni ku.sikko Standard Language ine ra.gata.
- A.beng jolni ku.sikko
 - Chisak jolni ku.sikko
 - A.kawe ba A.we jolni ku.sikko
 - Ruga jolni ku.sikko
143. Ku.sikko skie ra.ani mingbri changa-sapaniko (four language skills) sul sul donode indake ong.gen.
- speaking, listening, reading aro writing
 - listening, writing, reading aro writing
 - listening, speaking, reading aro writing
 - reading, speaking, listening aro writing
144. Ku.sikni gimin ning.tue u.iatna _____ skie on.gipa nangchongmotgipa bak ine ra.na nanga.
- knatima mangmangko
 - poraiani mangmangko
 - knatimani aro poraianiko
 - seani mangmangko
145. Bi.sarangni knatimaniko (listening skill) bariatna ka.mao on.sogiminoniko badiako jakkale sing.anirangko dakna man.gen.
- golp aganachi
 - poedo aganachi
 - kosako a. aro b. o janapgipa minggnian ong.a
 - kosako a. aro b. o janapgipa minggnian ong.ja
146. Bi.sarangni aganna changa-sapaniko (speaking skill) bariatna skigipa iarangoni badiako dakdiljawa
- golpo agananiko
 - sompi-sing.grikaniko
 - dakmesokataniko (drama.
 - mingatako seataniko (dictation)

147. Bi.sarangni poraina chang-sapaniko (reading skill) bariatna, on.sogiminrangoni badiako dakdilgen.
- noksarangko name ma.sie poraiatgen
 - golporangko name ma.sie poraiatgen
 - poedorangko name ma.sie poraiatgen
 - kosako janapgipa pilakan ong.aia.
148. ‘Jaktangon Bil’ lessonko bi.sarangna skiengon mai dak-rikatani-rangko (activities) on.anchi lessonni gamchakaniko u.iatna man.gen. On.sogiminoniko basebo.
- jaktangchi gitalgipa bosturangko tarna skie on.ani
 - ramram galgipa gitcam bosturangchi gital bosturangko tarina skie on.achi
 - wata- chengani bosturangko tarigipa biaprangona (institute) bi.sarangko rimange mesok-skie on.achi
 - kosako janapgipa gimikan ong.aia.
149. ‘Kanchuri’ lessonko klas o skianichi ka.mao sesogiminrangoni badia u.i-ma.sianiko bi.sarang skie ra.gen.
- sam-bolrang aro jo.ong gukrangni gamchakaniko
 - kan.churi ki.ini pul aro me.su – samjakrangna gamchataniko
 - kosako janapgipa minggnian ong.aia.
 - kosako janapgipa minggnian ong.ja
150. Noksako nie golpo seanichi bi.sarang
- seaniko ta.rakbatatgen
 - chanchibewale banae sena changgen
 - an.senganiko man.gen
 - noksa salna changbatrorogen.

Answer Key

Question No.	Answer Key	Question No.	Answer Key	Question No.	Answer Key
121.	b	131.	d	141.	d
122.	d	132.	c	142.	c
123.	d	133.	c	143.	c
124.	d	134.	b	144.	c
125.	b	135.	c	145.	c
126.	c	136.	c	146.	d
127.	c	137.	b	147.	d
128.	a	138.	b	148.	d
129.	c	139.	c	149.	c
130.	b	140.	a	150.	b

Paper -I

Set - V

Content

1. Child Development & Pedagogy
2. Language – II (English)
3. Mathematics
4. Environmental Studies
5. Language- I (Khasi/Garo)

Child Development and Pedagogy

Set - V

1. Who proposed the stages of moral Development?
 - a. Jean Piaget
 - b. Lawrence Kohlberg
 - c. Erik Erikson
 - d. Sigmund Freud
2. Who is known as the father of cognitive Development theory?
 - a. Sigmund Freud
 - b. Jean Piaget
 - c. Erik Erikson
 - d. B.F. Skinner
3. Gender refers to:
 - a. Biological differences between males and females
 - b. Socially constructed roles and expectations
 - c. Physical characteristics at birth
 - d. Genetic composition of individuals
4. Conservation ability develops during:
 - a. Sensory-motor stage
 - b. Pre-operational stage
 - c. Concrete operational stage
 - d. Formal operational stage
5. Peer groups contribute to gender socialisation by:
 - a. Teaching academic skills
 - b. Reinforcing social norms
 - c. Ignoring behaviour patterns
 - d. Promoting biological traits
6. Gender roles vary because:
 - a. Biology differs across countries
 - b. Cultural contexts differ across societies
 - c. Physical traits change over time
 - d. Intelligence levels vary

7. Assessment is purposeful if:
 - a. It creates fear and stress among the students
 - b. It serves as feedback for the students as well as the teachers
 - c. It is done only once at the end of the year
 - d. Comparative evaluations are made to differentiate between the students' achievements
8. Reflective journals help learners to:
 - a. Memorize facts
 - b. Record and analyze their experiences
 - c. Avoid writing tasks
 - d. Focus only on theory
9. Which of the following is a characteristic of effective feedback in the classroom?
 - a. It is given only at the end of the task
 - b. It is broad and generalized
 - c. It is only focused on the outcomes
 - d. It is timely and specific
10. Recording a specific incident of a student's behaviour is called:
 - a. Case study
 - b. Reflective journal
 - c. Anecdotal record
 - d. Survey method
11. Physical changes like an increase in height and weight are referred to as:
 - a. Development
 - b. Growth
 - c. Maturation
 - d. Learning
12. Which of the following is an example of a qualitative change?
 - a. Increased in brain size
 - b. Increased vocabulary and language skill
 - c. Increased in height
 - d. Increased in weight
13. Which of the following is not a factor of motivation?
 - a. Prize
 - b. Reward
 - c. Reinforcement
 - d. Practice

14. At which stage does a child begin to deal with abstraction by logical thinking?
 - a. Concrete operational stage
 - b. Formal operational stage
 - c. Pre-operational stage
 - d. Sensorimotor stage
15. How many levels of moral Development did Kohlberg propose?
 - a. Two
 - b. Three
 - c. Four
 - d. Six
16. Gender roles are primarily shaped by:
 - a. Genetics
 - b. Biology
 - c. Cultural and social influences
 - d. Hormonal differences
17. According to Lev Vygotsky, cognitive Development depends on:
 - a. Genetic mapping
 - b. Social interaction
 - c. Individual introspection
 - d. Conditioning
18. Which teaching skill involves changing the classroom interaction style, such as moving around or changing voice modulation?
 - a. Skill of Stimulus Variation
 - b. Skill of Blackboard Writing
 - c. Skill of Illustration
 - d. Skill of Evaluation
19. Anecdotal records are used primarily to:
 - a. Measure IQ
 - b. Track academic performance
 - c. Record specific behavioural incidents
 - d. Test conceptual understanding
20. According to Piaget, hypothetical- deductive reasoning is evident in
 - a. Sensorimotor motor stage
 - b. Preoperational stage
 - c. Concrete operational stage
 - d. Formal operational stage

21. Which of the following Kohlberg's stages of moral Development involves social system morality?
- Stage 1
 - Stage 2
 - Stage 3
 - Stage 4
22. A child with dysgraphia often experiences challenges in:
- Reading
 - Speaking
 - Listening
 - Writing
23. Formative assessment can be described as when:
- A teacher continuously evaluates the students during the course of learning to monitor their learning progress during instruction.
 - A teacher evaluates the students at the end of the course.
 - A teacher evaluates only the non-curricular activities of the children.
 - A teacher evaluates the overall learning of students
24. A purposeful collection of student work that exhibits the student's effort and achievements in one or more areas of the curriculum is:
- Check list
 - Portfolio
 - Anecdotal record
 - Rubric
25. The Rights of Persons with Disabilities Act (2016) increased the number of recognized disability categories from 7 to:
- 7 categories
 - 11 categories
 - 21 categories
 - 22 categories
26. The major challenge/barrier in school for children with locomotor disabilities is:
- Lack of teachers
 - Infrastructure with no ramps, lifts, or accessible toilets
 - Lack of textbooks
 - Lack of ICT in the classroom

27. A preconceived generalization about male and female behaviour:
- Gender roles
 - Gender typing
 - Gender stereotypes
 - Gender identity
28. How are growth and Development related?
- They are completely unrelated
 - Growth is broader than Development
 - Growth is a part of Development
 - Development is a part of growth
29. What characterises pre-conventional morality?
- Internal moral principles
 - Focus on societal rules
 - Focus on external consequences
 - Emphasis on justice
30. Why should teachers consider individual differences in class?
- All children are the same
 - To support each child's Development effectively
 - To ignore slow learners
 - To make teaching easier only

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
1	b.	11	b.	21	d.
2	b.	12	b.	22	d.
3	b.	13	c.	23	a.
4	c.	14	b.	24	b.
5	b.	15	b.	25	c.
6	b.	16	c.	26	b.
7	b.	17	b.	27	c.
8	b.	18	a.	28	c.
9	d.	19	c.	29	c.
10	c.	20	d.	30	b.

Language - II (English)

Set - V

31. “One year ago, Reetu, a resident of ABC Lane in Baghmara, noticed that the incessant chirping of sparrows in her neighbourhood has lessened.” The underlined word ‘resident’ in the above sentence is a/an-
- noun
 - pronoun
 - adjective
 - adverb
32. Out of the given options, choose the most appropriate one which indicates the degree of comparison in the following sentence from the superlative to the positive without changing the meaning of the sentence: “Aron is the smartest boy in the class.”
- Very few boys in the class are as smart as Aron.
 - Many boys in the class are as smart as Aron.
 - No other boy in the class is as smart as Aron.
 - Aron is as smart as any other boy in the class.
33. When learners pronounce words correctly, it means that they use-
- listening skill
 - speaking skill
 - comprehension skill
 - conversational skill
34. Listening and speaking are the two language skills we acquire-
- with formal schooling
 - with instructions
 - without formal instructions
 - without studying
35. The method of teaching language using physical movement to react to verbal input is known as-
- complete physical response
 - demographic physical response
 - total physical response
 - linguistic physical response
36. Elocution is the art of-
- clear thinking
 - expressive writing
 - writing a speech
 - clear and expressive speaking

37. Intensive reading is a reading strategy that includes-
- loud reading
 - model reading
 - close reading and deep comprehension
 - group reading
38. Word-attack strategies involve word families, phonics, content clues, blending of sounds, etc. They are used when reading-
- familiar words
 - unfamiliar words
 - meaningful words
 - informative words
39. Summarising involves distilling the main ideas, key points and essential information from a text. It means to-
- visualise a text
 - condense a text
 - expand a text
 - analyse a text
40. To be able to do Reading Across the Curriculum (RAC) is the ability to-
- increase the vocabulary and communication skills in English
 - develop ability to read and understand English
 - integrate reading skills and strategies across all subjects and disciplines
 - develop deeper understanding of the learning materials
41. An authentic type of reading which allows learners to be responsible in choosing reading materials is-
- buddy reading
 - guided reading
 - shared reading
 - independent reading
42. Essay writing is a form of-
- free writing
 - imaginative writing
 - guided writing
 - purposeful writing
43. Writing is putting down of sounds and symbols on paper to represent the sounds that we speak. It is considered as a/an-
- creative skill
 - productive skill
 - practicing skill
 - informative skill

44. An important part of letter writing is -
- simulation
 - sanitation
 - salutation
 - summarization
45. The main purpose of persuasive writing is to make the reader-
- read
 - convince
 - argue
 - question
46. Paragraph writing is an example of-
- controlled writing
 - academic writing
 - literary writing
 - structural writing
47. One of the mechanics of writing involves writing-
- neatly and legibly
 - neatly and illegibly
 - neatly and eligibly
 - neatly and ineligibly
48. In poetry writing, a metaphor is a/an-
- academic device
 - literary device
 - persuasive device
 - expressive device
49. Controlled writing is taught for several reasons, one of them is-
- writer takes a stand on an issue
 - to establish good writing habits
 - to develop reading skills
 - to create mental images
50. In dialogue writing, realism plays an important role because it reflects -
- fantasy
 - escapism
 - idealism
 - reality

51. In writing, syntax means-
- a. the study of sentence structure and word order
 - b. the study of language and its usage
 - c. the study of word formation and structure
 - d. the study of the meaning of language
52. When writing a reflective journal, the most important component of writing is -
- a. description of memories
 - b. description of goals
 - c. description of events and reflection
 - d. description of actions
53. Think-pair-share can be a good technique for-
- a. completing home assignments
 - b. facilitating discussion
 - c. bringing about competition
 - d. discovering new concepts
54. Concept maps are used to help students organise-
- a. knowledge of a subject
 - b. interpretation of ideas
 - c. questions
 - d. feedback
55. One of the key features of Constructivist Assessment is-
- a. to focus on a product
 - b. student-centred and collaborative learning
 - c. individualistic learning
 - d. rote learning technique
56. Identify the grammatically correct sentence.
- a. Neither the professors nor the students were able to attend the lecture.
 - b. Neither the professors nor the students are able to attend the lecture.
 - c. Neither the professors nor the students was able to attend the lecture.
 - d. Neither the professors nor the students is able to attend the lecture.
57. Elusive means.
- a. Clear
 - b. Hard to Catch
 - c. Definite
 - d. Easy to Understand

58. Burning midnight oil means
- Waste oil burning
 - Work late into the night
 - Read useless books
 - Wake up early
59. The manager asked the team to complete the Project _____ the end of the week.
- until
 - by
 - since
 - for
60. Antonym of Severed
- Joined
 - Included
 - Dictated
 - Disrupted

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
31	a	41	d	51	a
32	c	42	c	52	c
33	b	43	b	53	b
34	c	44	c	54	a
35	c	45	b	55	b
36	d	46	a	56	a
37	c	47	a	57	b
38	b	48	b	58	b
39	b	49	b	59	b
40	c	50	d	60	a

Mathematics
Set - V

61. A number when multiplied by 4 and increased by 8 gives 40. The number is:
- a. 6
 - b. 7
 - c. 8
 - d. 9
62. A number is reduced by 30% and becomes 140. The original number is:
- a. 180
 - b. 190
 - c. 200
 - d. 210
63. Which of the following is not divisible by 3 but leaves the same remainder when divided by 3 and 4?
- a. 10
 - b. 13
 - c. 16
 - d. 21
64. Which of the following is the smallest?
- a. 0.666
 - b. $\frac{2}{3}$
 - c. $\frac{10}{15}$
 - d. 0.665
65. If $\frac{1}{5}$ of a number exceeds $\frac{1}{6}$ of it by 5, the number is:
- a. 120
 - b. 150
 - c. 180
 - d. 200
66. 0.125 times 0.08 is equal to:
- a. 0.01
 - b. 0.001
 - c. 0.0001
 - d. 0.1
67. A tank is $\frac{3}{4}$ filled. When 20 litres more is added, it is completely filled. Capacity of the tank is:
- a. 60 litres
 - b. 80 litres
 - c. 100 litres
 - d. 120 litres

68. A rope of 12 m is cut into pieces of 75 cm each. Number of pieces is equal to:
- 14
 - 15
 - 16
 - 18
69. Which of the following is a recurring decimal?
- 0.5
 - 0.25
 - 0.34
 - 0.125
70. Which of the following is closest to 1?
- $\frac{7}{8}$
 - $\frac{9}{10}$
 - $\frac{11}{12}$
 - $\frac{13}{14}$
71. Successive increases of 10% and 20% is equivalent to single increase of:
- 30%
 - 32%
 - 28%
 - 25%
72. If 40% of $x=80$, then 25% of x is equal to:
- 40
 - 50
 - 60
 - 80
73. A price is increased by 25% and then reduced by 20%. There is:
- No change in price
 - Gain
 - Loss
 - Increase in price
74. If 10% of $x=20\%$ of 50, then x is equal to:
- 50
 - 100
 - 150
 - 200
75. A number becomes 1.25 times of itself. Percentage of increase is:
- 20%
 - 25%
 - 30%
 - 40%

76. A number decreases from 200 to 160. Percentage of decrease is:
- 10%
 - 15%
 - 20%
 - 25%
77. A rectangle can be divided into two identical squares. What must be true about its sides?
- Length equals breadth
 - Breadth is three times the length
 - Both sides are prime numbers
 - Length is twice the breadth
78. In the sequence of regular polygons (triangle, quadrilateral, pentagon, hexagon...), what pattern is followed?
- Number of sides increases by 1 each time
 - Number of sides doubles each time
 - Number of sides decreases by 1 each time
 - Number of sides increases by 2 each time
79. In the pattern: 3, 7, 15, 31, __, the number in the blank is:
- 63
 - 64
 - 65
 - 66
80. Look at the pattern: 1, 2, 4, 8, 16, _____. Which rule best explains the pattern?
- Add 2 each time
 - Multiply by 2 each time
 - Add the previous two numbers
 - Multiply by 3 each time
81. A triangle with sides 5 cm, 5 cm, 8 cm is a/an:
- Equilateral triangle
 - Isosceles triangle
 - Scalene triangle
 - Right-angled triangle
82. A rectangle is 10 m long and 6 m wide. If its length is doubled but width remains the same, what happens?
- Only perimeter increases
 - Only area increases
 - Both area and perimeter increase but only area doubled
 - Both area and perimeter increase but only perimeter doubled

83. A cylinder has:
- Two flat surface and one curve surface
 - Only curve surface
 - Only flat surface
 - No surface
84. A figure has exactly 3 lines of symmetry. Which shape is most likely to have this property?
- Rectangle
 - Square
 - Equilateral triangle
 - Scalene triangle
85. A water tank contains 2.5 litres of water. It leaks 250 ml every 10 minutes. How much water remains after 40 minutes?
- 1.5 litres
 - 1.75 litres
 - 2.0 litres
 - 1.25 litres
86. A car travels 36 km in 30 minutes at constant speed. How far will it travel in 1 hour 15 minutes?
- 75 km
 - 80 km
 - 85 km
 - 90 km
87. A container holds 3.6 litres. It is filled using cups of 150 ml each. Number of cups required is:
- 20
 - 22
 - 24
 - 26
88. The following table shows the sale of an article per day from Monday to Wednesday.

Day	Sales
Mon	20
Tue	30
Wed	50

Percentage increase of sale from Monday to Wednesday is:

- 100%
- 120%
- 150%
- 200%

89. The following table shows the sales of an item each month from January to March.

Month	Sales
Jan	100
Feb	120
Mar	150

Average monthly increase of sale is:

- a. 20
 - b. 25
 - c. 30
 - d. 35
90. The following table shows the quantity of three items in a shop.

Item	Quantity
X	50
Y	75
Z	125

Percentage of Z out of total number of quantities is:

- a. 40%
- b. 45%
- c. 0%
- d. 55%

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
61	c	71	b	81	b
62	c	72	b	82	c
63	b	73	a	83	a
64	d	74	b	84	c
65	b	75	b	85	a
66	a	76	c	86	d
67	b	77	d	87	c
68	c	78	a	88	c
69	c	79	a	89	b
70	d	80	b	90	c

Environmental Studies

Set - V

91. EVS being an interdisciplinary area seeks linkages between the natural environment and _____ environment of the child.
- Socio-economic
 - Socio-cultural.
 - Socio-political
 - Socio-emotional
92. NCF 2005 strongly recommended that teaching of EVS at the primary stage should aim at;
- Acquiring skill to carry out experiment independently
 - Developing understanding of basic concepts of the subject
 - Linking classroom learning to life outside the school
 - Preparing student for studies at the next stage
93. The nature of EVS is;
- Multidisciplinary
 - Theoretical
 - Focused only on science
 - Based on memorization
94. What is the scope of EVS in primary education?
- Teaching only environmental concepts
 - Holistic understanding of the environment and its issues
 - Teaching scientific laws only
 - Learning definitions and facts
95. EVS helps in developing which type of attitudes among children?
- Indifferences towards the environment
 - Responsibility and care for the environment
 - Carelessness about nature
 - Avoidance of environmental issues
96. Which of the following objectives is NOT related to EVS teaching as listed in NCF 2005?
- a. To arouse children's, curiosity and awareness about their surrounding
 - b. To increase children knowledge and understanding of their environment
 - c. To develop the skill of observation and creative expression
 - d. To memorise basic concepts and principles regarding the environment

97. Which of the following is a key learning resource for EVS?
- Only textbooks
 - Nature, community, and environment
 - Only online materials
 - Memorization guides
98. Why should community participation be encouraged in EVS?
- It makes learning more practical and meaningful
 - It increases textbook dependence
 - It limits student creativity
 - It focuses only on exam
99. Digital resources like videos and simulation help EVS learning by:
- Bringing real-world scenario into the classroom
 - Replacing all physical learning activities
 - Promoting passive learning
 - Reducing student engagement
100. Which local expert will you, as a teacher invite to teach your student about 'Crops'?
- Farmer
 - Botanist
 - Shopkeeper
 - Carpenter
101. Which of the following teaching learning materials is an electronic media?
- Scrap book
 - Pictorial chart
 - Flash card
 - Television
102. The use of posters, charts and maps in EVS is an example of:
- Audio resources
 - Visual resources
 - Textbook learning
 - Written assessment
103. Which of the following is non- renewable resources?
- Wind energy
 - Solar energy
 - Coal
 - Hydroelectric power

104. Which gas is most abundant in Earth's Atmosphere?
- Oxygen
 - Nitrogen
 - Carbon dioxide
 - Argon
105. The process of water seepage into the ground is called:
- Infiltration
 - Condensation
 - Evaporation
 - Runoff
106. What is the best soil for agriculture?
- Sandy soil
 - Clayey soil
 - Loamy soil
 - Rocky soil
107. Which of the following is a major source of soil erosion?
- Terrace farming
 - Deforestation
 - Water harvesting
 - Organic farming
108. Meghalaya is divided into how many districts:
- 10
 - 12
 - 11
 - 9
109. Which is the highest peak in Meghalaya?
- Nokrek peak
 - Lum Sohpetbneng
 - Shillong peak
 - Tura peak
110. The climate of Meghalaya varies with the:
- Latitude
 - Longitude
 - Magnitude
 - Altitude

111. The Nongkhylllem wildlife sanctuary is located in which district of Meghalaya?
- East Khasi Hill district
 - West Khasi Hill district
 - Ri-Bhoi district
 - Eastern West Khasi Hill district
112. Tropical Forests grow in areas at an altitude of about:
- 900 meters
 - 800 meters
 - 700 meters
 - 600 meters
113. The Khasis are believed to have ancestral links with which linguistic group?
- Tibeto Burman
 - Indo Aryan
 - Dravidian
 - Austro- Asiatic (Mon-Khmers)
114. The Garos are of -----origin and are part of the Bodo family:
- Austro-Asiatic
 - Tibeto- Burman
 - Indo- European
 - Dravidian
115. In Meghalaya 's matrilineal system, who inherits all the wealth?
- The eldest son
 - The youngest son
 - The youngest daughter
 - The eldest daughter
116. The main occupation of the people of Meghalaya is:
- Poultry
 - Mining
 - Agriculture
 - Weaving
117. What is the best way to explain pollution to primary students?
- Giving a long lecture
 - Showing a documentary and discussing real – life examples
 - Asking them to read a textbook
 - Giving them a list of pollution types

118. What is the primary cause of water pollution?
- Excessive oxygen in water
 - Industrial and sewage waste
 - Increase evaporation
 - Water conservation
119. The most effective way to teach about water conservation in EVS is:
- Conducting a story telling session
 - Organizing a water – saving project
 - Reading from a textbook
 - Asking students to memorize definitions
120. What is the main aim of Reduce, Reuse and Recycle (3Rs)?
- Increase pollution
 - Reduce environmental damage
 - Use more plastic
 - Increase waste

Answer Keys

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
91.	b.	101.	d.	111.	c.
92.	c.	102.	b.	112.	a.
93.	a.	103.	c.	113.	d.
94.	b.	104.	b.	114.	b.
95.	b.	105.	a.	115.	c.
96.	d.	106.	c.	116.	c.
97.	b.	107.	b.	117.	b.
98.	a.	108.	b.	118.	b.
99.	a.	109.	c.	119.	b.
100.	a.	110.	d.	120.	b.

Language - I (Khasi)

Set - V

Ka jingbthah : Pule ia kane ka jingthoh harum bad sa jubab ia ki jingkylli (naduh 121 haduh 124) da kaba buh dak ia ka jubab kaba dei na ki sawtylli kiba la ai lypa.

U Khasi u im bad ka Mariang bad ka Mariang ka im bad u. haba u bishar ia kiei kiei kiba don ha ka, ki ring ia ka jingmut jingpyrkhat jong u namar ba ki pynphalang ia ki jinglong jingim bapher bapher kiba don ha u briew. Haba u ioi ha u masi lur uba dem ha la ka jinglur u ioi ha u briew uba minot thop hala I jong I kam. Ki Jingpyrkhat kiba pher ki wan haba u ioi ha u masi kyrton, u masi dap, ka blang ka jliah sla mluh, ka lang saitpap bad kiwei kiwei. U sngewsynei iano iano ban rit mynsiem kum ka syiar lane ban tieng pud kum ka 'nai pilang lane ka shu jur tang ka malade kum u kui pynkhat.

121. Don katno tylli ki jaid mrad ba ri ki briew ha katei ka jingthoh?
- San tylli
 - Ar tylli
 - Lai tylli
 - Saw tylli
122. Katei ka jingthoh ka kren shaphang ki jinglong kiba pher kiba u khasi u ioi ha ki-
- Syntiew ki skud
 - Phlang ki kynbat
 - Sim ki soh
 - Mrad ki mreng.
123. U masi dab u dei u masi uba-
- Heh bad uba la iaw
 - Shong ha khlaw
 - Ba sngaid bad baheh.
 - Lah puid
124. Ka 'blang jliah sla mluh' ka thew ia u/ka briew kiba –
- Kren pynroh sarong ialade
 - Shu kem ktien klem da tip da sngewthuh ei ei
 - Kren shongshit
 - Kren Shisien da kumne shisien da kumtai

Ka jingbthah : Pule ia kane ka poim harum bad sa jubab ia ki jingkylli (naduh 125 haduh 128) da kaba buh dak ia ka jubab kaba dei na ki sawtylli kiba la ai lypa.

Ban Te bloit ka mih tang shu shaiphar,
Ban mad u phlang ba snoh umjer,
Ka sngew ba win ki ksew ba beh,
Napoh ktang ding—pyrthat ba meh,

Ka sied, ka ieng, ka her mynsiem;
 Ka sngew lajan kan kut jingim.
 Ka her stet ban jah dien ki ksew,
 Ka phet kyllaiñ kat shaba thew;
 Khrup, ka dem sah ha lynti bah,
 Ba tieng iapler ka hap thiah sah.

125. Ha kane ka poim ka kyntien 'bloit' ka dei ka—
 - a. Adberb
 - b. Konjongshon
 - c. Adjektib
 - d. Interjekshon
126. Ha kane ka poim ka mrad ka dem sah ha lynti bah namarba—
 - a. Ka la samthiah palat
 - b. Ka lah tieng shaba palat
 - c. Ka leh mynleh kumba iap
 - d. Kam nang pyrkhat shuh
127. Ha kane ka poim, ka 'ktang ding' ka dei ka—
 - a. Ka tyndong jong ka kynwo pyrsad ding
 - b. Ka tyndong siej ba bthei ha ka por ba thang
 - c. Ka ktang jong ka suloi siat mrad
 - d. Ka tyndong sliew ding
128. Ka mrad hangne ka her stet khnang ba ki ksew beh mrad kin—
 - a. Ym iohsngew shuh ia ka jingphet jong ka
 - b. Ym lap shuh ia ki dienjat jong ka
 - c. Ym iohi shuh ia ka
 - d. Ym lap shuh ia ka jingiw jong ka
129. Kaba hikai da kaba iathuh khana ia ki khynnah ha ki klas rit ka pynroi ia ka —
 - a. Sap ban pule
 - b. Sap ban kren
 - c. Sap ban sngap
 - d. Sap ban thoh
130. Kano na kine harum, ka dei ka jingtbit banyngkong ba ki khynnah ki la ioh lupa shwa ban wan sha skul ?
 - a. Sap ban thoh
 - b. Sap ban pule
 - c. Sap ban kren
 - d. Sap ban shahskor

131. Kano na kine ki jingkam kaba pynroi ia ka sap kren?
- Peit ia ki dur
 - Pule jam
 - Leh kai skip
 - Pyrthuh bud
132. Ka ktien ba ngi pyndonkam ha ka jingim ba man ka sngi ka shong ha –
- Ka jingnang jingtip
 - Ki khep jingdawa
 - Ka Jingpnah
 - Ka jingsngewthuh
133. Haba hikai ia ka poim ha klas I, u Nonghikai un phah ia ki khynnah ban pule ia ka –
- Jingpule nuksa
 - Jingthoh ha ka Blakbod ne chart
 - Kot pule
 - Jingpule nongmuna
134. Ka ktien sohra ka kylla long ka ktien pdeng namar –
- Ka donnam ha ka jingjur slap
 - ka dei ka nongbah ka Meghalaya mynshuwa
 - ki mishonary kiba hikai bad ialap ki sah ha sohra
 - la jied kyrpang Ia ka
135. Kano ka rukom hikai kaba iahab ba phin hikai ia ka lynnong; U Raja Kine Singh ia ki kynnah Klas 3?
- Da kaba iathuh khana
 - da kaba kylli jingkylli
 - Da kaba ianir jingmut
 - Da ka Jingkam.
136. Haba pynkhreh ia ka lynnong hikai, u nonghikai u dei ban buh jingmut kyrpang ia-
- Ka rukom hikai bad ki tiar iarap hikai
 - Ka jingthmu bad ka jingthew jingtip
 - Ka rukom hikai bad ka jingmih na ka jinghikai
 - Ki tiar iarap hikai bad ka jingthew jingtip
137. Ki jingkylli kiba ai ka jubab tang ‘Hoooid’ ne ‘Em’ ngi khot ki-
- Open- ended Question
 - Close – ended Question
 - Short Answer Type Question
 - Descriptive Type Question

138. Ka buit pynshongdor kaba ngi lah ban thew ia ka jingsngewthut ia ki kyntien, semten ka dei-
- Ka kotdur
 - Ka jingkylli
 - Ka worksheet
 - Ka jingialehkai
139. Ka thmu ban kdew bad pyni ia ki jingkhlain, ki jingtlot bad ki jinglah ban pynbeit hi ia ki jingdu-na” Kano na kine ki rukom thew jingtip kaba iahab bad kane ka jibngong ?
- Thew jingtip da-lade
 - Thew jingtip ia ka kynhun
 - Thew jingtip ia uwei pa uwei
 - Thew jingtip da ki para nongpule
140. Kno na kine ki tiar iarap hikai ka dei ka ban kham biang eh ban hikai ia ki khynnah rit ia ka lyn-nong kanba dei ka jingiathuhkhana ?
- Ka kot deer khlem kyntien
 - Ka chart
 - Ka flashcard
 - Ka flannel board
141. Kawei na ki ktien kiba khlem pynrung ha ka khyrmit Ba Phra jong ka Riti Synshar ka Ri India ka dei ka ktien –
- Manipuri
 - Telegu
 - Kashmiri
 - English
142. Ka Ktien Khasi ka dei na ki tnat ktien –
- Munda
 - Monkhmer
 - Nicobari
 - Angoni
143. Haba pynmmih ia u sawa ____ ngi iöhsngew ia ka sawa ba pynmih da kaba pyndait lang ia ki rymmiang shyntur –
- /s/
 - /k/
 - /ñ/
 - /m/
144. Ha ka kyntien “Phlang” u ei u sawa uba don ha kaba sdang?
- /ph/
 - /p/
 - /l/
 - /a/

145. “Kren Pahuh” ka mut kaba –
- Kren sbun
 - Kren riwbha
 - Kren Pnah
 - Kren bunktien
146. “İaid kynjriang” ka mut ka jingmareh kaba –
- İaid bhabriew putet
 - İaid pynat shadem
 - İaid suki
 - İaid pynkhih ia ka met
147. Bad kano na kine ki rukom jinglong jingleh harum la pyndonkam bynrab ia ka adverb ‘rhah’?
- Rukom kren
 - Rukom ia
 - Rukom shong
 - Rukom khmih
148. Ki ong ne sin – “Wang Kushi” ia u ne ka briew –
- Ba eh rang
 - Ba phoilian bad thut shen
 - Ba sniew kren katba lap ba shem
 - Ba jemnud palat
149. U/ka briew kiba kren pynroh sarong ia lade khlem da pyrkhat u long aiu -
- Kyndang kwah
 - Phaloh umsaw
 - Tiew-pathaw
 - Phan-ew
150. Jlang u jah khlem iohi shuh. Ka kyntien ‘Jlang’ ha kane ka seneten ka ieng kum kan-
- Verb
 - Adjective
 - Adverb
 - Conjunction

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
121.	c	131.	d	141.	d
122.	d	132.	b	142.	b
123.	d	133.	b	143.	d
124.	b	134.	c	144.	a
125.	a	135.	a	145.	b
126.	b	136.	c	146.	a
127.	c	137.	b	147.	a
128.	d	138.	c	148.	b
129.	c	139.	a	149.	b
130.	c	140.	c	150.	c

Language - I (Garo)
Set - V

121. A·chikrang jolni kri agangipa ku·sikrangko badita bak dake sualna man·a?
- Bak chikung (10)
 - Bak chi·gni (12)
 - Bak chi·sa (11)
 - Bak sku (9)
122. Bi·sani knat·nnachi skie ra·ani bilko bariatani kamko ka·mao on·soaha. Uarangoni badia kjabat-gipa ong·a mesokbo.
- Golpo aganachi aro poedo minganiko knatimatanichi
 - Git ring·ako aro agangrikanko knatimatanchi
 - Kosako janagpipa a. aro b. ming-gnian ong·ja
 - Kosako janagpipa a. aro b. ming-gnian ong·a
123. Ka·mao on·sogiminoni badia poraina sapaniko skie ra·anio nangchakeja, basebo.
- Porairongani
 - Mingtai tarani
 - Golpo aganani
 - Noksa salani
124. Katta sea grigipa noksarangni ki·tapko jakkale klas-o skianio bi·sarangna mai namgnirangko ra·bana man·a?
- Bi·sarangni skie ra·anio u·ina man·ani bilko bariata
 - Noksako nie chanchina man·ani bilko bariata
 - Noksa baksa bi·sarangni chanchianiko nangrimatna dakchaka
 - Kosako janagpipa pilakan ong·tokaia
125. Ka·mao on·sogiminrangoni badia ong·ja basebo.
- Skipiani gam·e poraianichi bi·sarangko name poraina dakchaka
 - Gam·e poraidilanichi punctuationrangko tik ong·e jakkalna dakchaka
 - Gam·e poraidilanichi bi·sarangko name ku·greng salatna dakchaka
 - Gam·e poraianichi bi·sarangko sena dakchaka
126. Noksa gnanngipa ki·taprangko jakkale skianichi bi·sarangna mai namgniko ra·bana man·a?
- Bi·sarangko gisik nangatna man·a
 - Noksa baksa seanirangko nangrimatna dakchaka
 - Kosako sesogimin a. aro b. minggnian ong·a
 - Kosako sesogimin a. aro b. minggnian ong·ja
127. A·chik Grammarni gita ka·mao on·sogiminrangni badia tik ong·gipa sentence ong·a, basebo.
- Chel·ao man·enga nikatna
 - Walo jajong dongjaode
 - Donga chingni bario pang bonga bolrang
 - Anga askirangko nidoenga

128. Ka·mao on·sogiminrangoni badia Environmental Printna mesokani (Example) ong·a, basebo.
- Samtangtango donggipa sambolrang
 - Samtangtango donggipa a·bri chiringrang
 - Samtangtango donggipa matburunrang
 - Dokan ba skul nok mikkango pilak manderang nikchina se-tape donanirang
129. Sentence-o ‘Predicate’-ni miksonganiko na·a maikai bi·sarangna talatgen?
- Sentence-o jeni gimin maiko chanchia
 - Sentence-ni subject-ni gimin chanchianio agangipa
 - Sentence-ko ma·taldapatgipa
 - Sentence-ko bakrodapatgipa
130. Ku·sik ine aganon ka·mao on·sogiminoniko badiako miksonga?
- Sakgipinrang baksa nanganiko parakgrikani chol
 - Chanchiatangko sakgipinrang baksa aganparakgrikani chol
 - Sakgipinrangni nangani kri knachakgrike agan-golpogrikani chol
 - Kosako janagpiparangoni gimikan ong·toka
131. “An·chingni Maharani tom·aniko mikkang jaona dontongataha.” Ia on·sogipa sentence-ara ka·mao on·sogimin ku·sikni kamrangoni badiao ga·akia?
- Performative
 - Expressive
 - Informative
 - Kosako janagpipa gimikan ong·tokaia
132. Golpo aganachi bi·sarangna skiengon, skipipa mongsongbate ka·mao on·sogiminrangoniko badiako ga·chatna nangbata?
- Modulation
 - Intonation
 - Mimicry aro gesture
 - Kosako janagpipaoni gimikkon nangtokaia
133. Poedoko bi·sarangna skiagon, skipipa badiako skang dakna nanga?
- Bi·sarangko poraichengatna nanga
 - Bi·sarangko damsan ja·rikatna nanga
 - Bi·sarangko ma·rap-ma·rap mingchina ge·etna nanga
 - Model recitationko dakchengna nanga
134. Ka·mao on·sogiminrangoni badia ‘recitation’ kattana kragipa miksangani ong·a, basee mesokbo.
- Poedoko jajagija mingani
 - Poedoko gam·e poraiani
 - Poedoko aganwatani
 - Poedoko ma·rape rhyme aro rhythm gnang mingani

135. 'Role Play' ine aganon ka·mao on·sogiminrangoni badiako miksonga?
- Sagitaba daksningpaaniko
 - Obostana krakra daksninge mesokaniko
 - Jeko a. aro b.-o janapa, ia minggnikon miksonga
 - Jeko a. aro b.-o janapa, ia minggnikode miksongja
136. Golpoko poraiate bi·sarangna klas-o skion mai mai comprehensionrangko bi·sarangko porikka ra·e ne·na man·genchim?
- Modulation aro Intonation
 - Factual aro Inferential
 - Recitation aro Articulation
 - Kosako janagpipa gimikkon porikka ra·e ne·na man·genchim
137. 'Oral Language'-ni orto ian
- Kuritungchi aganritinge ripingbagipa kattarang
 - Seachi ripingbagipa kattarang
 - Ra·sroe agangipa kattarang
 - Songjinmao agangipa kattarang
138. Mainiba gimin katta mingsako bak dake سوالako mesokna skode, bakrangni gisegpriko badia chinko bi·sarangna donne mesokdelgen?
- Hyphen (-)
 - Dash (—)
 - Comma (,)
 - Semicolon (;)
139. Poedoni riting bon·chotgipa kattarangni apsan ma·rape gamaniko mai me·nga, mesokbo.
- Rhyme
 - Rhythm
 - Metre
 - Sonnet
140. Klas-I-ni bi·sarangko 'Mande Bi·sa' poedoko noksa baksa mingaton iako nikna man·a—
- Noksako nie jamanganiko
 - Minganio jajaaniko
 - Gisiko nanggijaniko
 - Altuae man·ingako
141. On·sogiminrangoni badia bi·sarangni poraianina changa-sapaniko (Reading Skill) bariatgenchim basee mesokbo.
- Golporangko ma·siate skianichi
 - Poedorangko altuae ma·siate talatanichi
 - Noksarangko name nie talatanichi
 - Kosako janagpimin gimikan ong·aia

142. A·chik ku·sikko seanio ‘raka’ maina gamchata? On·sogiminranganiko badia ong·a uko basee bi·sarangna talate on·genchim?
- Aganani bewalrangko srongotna
 - Kattani gam·aniko dingtangatna
 - Apsan dakgipa katta minggnini ortonangko dingtangatna
 - Kosako b. aro c.-o janapgimin mingnian ong·a
143. ‘_____’ ku·sik, A·chik ku·sik ma·pangoni bang·en dingtanga aro ua Koch ku·sik baksasa apsanangbata, ia gimaenggipa ku·sikko on·sogiminoniko basee bangbanggiupa biapo gapatbo.
- Ruga
 - Atong
 - Me·gam
 - A·we
144. ‘Se·el aro Alabok’ni golpoko aganengon maidakgipa skidapaniko (Moral Lesson) bisarangna on·genchim?
- Ka·sae dakani aro mikbokani apsan nangrimja
 - Kragija dakaniara nitoani ong·ja
 - Chu·ongnikgijani biteko nibo
 - Bobilrangde ku·rachakoba pe·aia
145. Bi·sarangni sena changa-sapaniko (Writing Skill) bariatna noksako nie golpo seaton iako nik·genchim—
- Chanchibewale banae sena changaniko
 - Altuae poraina sapaniko
 - Sena ranta kaaniko
 - Noksa salna changaniko
146. Skipipa ‘Aesopni Golporang’ko skiode sawa A·chikkuchi see chapa ka·ataha uko agantalaton ka·mao on·sogiminranganiko badiako basee mesokgenchem?
- C. A. Wright
 - L. M. Holbrook
 - Verna Blackly
 - William Robinson
147. ‘Do·rong’ poedoniko bi·sarang an·tangtangna maiko skie ra·na man·genchim mesokbo.
- Dondikgija bi·aniko
 - Sengnapgijaniko
 - Lekka do·reng tarianiko
 - An·sengsemaniko

148. “Gure namen gong·rake katangenga.” Ia salsretgimin katta ia rokomni Adverb ong·a.
- Dakani ba ong·ani rokomko mesokani Adverb
 - Baditako mesokani Adverb
 - Biapko mesokani Adverb
 - Salko mesokani Adverb
149. “Himangai ua bi·sara namachim, sisrangjok.” Ia on·sogimin sentencena badia chinko dongen?
- Sing·ani chin (?)
 - Aiao inmani chin (!)
 - Colon (:)
 - Semicolon (;)
150. Sentence-o Verbni dakako man·gipa ba object gnanggipa sentence badia, mesokbo.
- Bolni bijakrang ga·akenga
 - Bolni bijakrang rurongaha
 - Bolni bijakrangko akbo
 - Bolni bijakrang ga·akjama?

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
121.	c	131.	c	141.	d
122.	d	132.	d	142.	d
123.	d	133.	d	143.	a
124.	d	134.	d	144.	a
125.	d	135.	c	145.	a
126.	c	136.	b	146.	b
127.	d	137.	a	147.	a
128.	d	138.	a	148.	b
129.	b	139.	a	149.	b
130.	d	140.	d	150.	c

Paper -I
Set-VI

Content

1. Child Development & Pedagogy
2. Language – II (English)
3. Mathematics
4. Environmental Studies
5. Language- I (Khasi/Garo)

Child Development and Pedagogy

Set - VI

1. Which viewpoint best supports post-conventional morality?
 - a. Laws must always be obeyed
 - b. Rules should never be questioned
 - c. Justice is more important than laws
 - d. Punishment determines morality

2. What does egocentrism mean in the pre-operational stage?
 - a. Ability to think logically
 - b. Ability to understand others' viewpoints
 - c. Inability to see perspectives other than one's own
 - d. Ability to solve mathematical problems

3. A child pretends a stick is a horse. This is an example of:
 - a. Logical thinking
 - b. Symbolic play
 - c. Conservation
 - d. Reversibility

4. Using different tools like observation, interviews, and records in a case study shows:
 - a. Lack of focus
 - b. Single method approach
 - c. Multiple sources of evidence
 - d. Limited analysis

5. A student struggles with math but excels in reading. This reflects:
 - a. Uniform ability
 - b. Specific learning disability
 - c. General failure
 - d. Lack of effort

6. Which strategy is most effective for inclusive classrooms?
 - a. Same method for all students
 - b. Ignoring individual differences
 - c. Adapting teaching to student needs
 - d. Reducing curriculum

7. What is the benefit of changing seats of students in the classroom?
 - a. It promotes social interaction
 - b. A child does not feel neglected
 - c. A child feels more confident
 - d. It helps a child to be attentive
8. Who is considered as the “Father of Modern Psychology”?
 - a. Freud
 - b. Wundt
 - c. Skinner
 - d. Watson
9. Psychology is defined as the scientific study of:
 - a. Soul
 - b. Behavior and mental processes
 - c. Consciousness
 - d. Dreams
10. Which branch of psychology focuses on diagnosis and treatment of mental disorders?
 - a. Educational Psychology
 - b. Clinical Psychology
 - c. Industrial Psychology
 - d. Social Psychology
11. Cognitive Psychology is concerned with:
 - a. Emotions
 - b. Unconscious conflicts
 - c. Mental processes
 - d. Reflexes
12. The observation method involves:
 - a. Personal judgment
 - b. Controlled manipulation
 - c. Hypnotism
 - d. Watching and recording behaviour
13. Which of the following is a cognitive process?
 - a. Running
 - b. Eating
 - c. Remembering
 - d. Sleeping

14. IQ stands for:
 - a. Intelligence Quest
 - b. Internal Quotient
 - c. Intelligence Quotient
 - d. Intellectual Question
15. Which method gives in-depth understanding of a single subject?
 - a. Experiment
 - b. Survey
 - c. Observation
 - d. Case study
16. Various factors affect child Development in Socio-Cultural Contexts. What does socio-cultural content mean?
 - a. Only school environment
 - b. Social and cultural surroundings of a child
 - c. Only family rules
 - d. Only books
17. Which of the following is NOT a characteristic of a well-managed classroom?
 - a. Clear and consistent expectations for behaviour
 - b. A positive and respectful atmosphere
 - c. Students who are actively engaged in learning
 - d. A teacher who maintains complete control at all times
18. How does culture influence learning?
 - a. It has no effect
 - b. It shapes language, behavior, and thinking
 - c. It only affects food habits
 - d. It stops learning
19. Which environment is most important for early childhood Development?
 - a. Market
 - b. Playground only
 - c. Home and Family
 - d. Cinema
20. Social Development in children mainly refers to:
 - a. Physical growth of the body
 - b. Ability to interact with others and build relationships
 - c. Learning to read and write
 - d. Development of memory

21. What promotes emotional Development in young children?
- Giving strict punishments
 - Ignoring children's feelings
 - Encouraging children to share their feelings
 - Forcing children to stay silent
22. Inclusive education means:
- Teaching only gifted children
 - Teaching children with disabilities separately
 - Educating all children together regardless of differences
 - Ignoring children with special needs
23. Which of the following is an example of a learning disability?
- Blindness
 - Deafness
 - Dyslexia
 - Paralysis
24. A teacher should treat children with disabilities by:
- Ignoring them
 - Showing pity
 - Providing equal opportunities and support
 - Keeping them separate
25. Connecting classroom learning to real-world applications can:
- Make lessons seem irrelevant and disconnected from student lives
 - Increase student motivation and understanding of the purpose of learning
 - Focus solely on theoretical concepts without practical application
 - Confuse students with information outside the curriculum
26. Which of the following is a physical barrier in schools?
- Lack of ramps and accessible classrooms
 - Lack of motivation
 - Poor communication skills
 - Low self-esteem
27. Which of the following are the main factors that influence the Development of a child?
- Heridity
 - Emotional aspects
 - Environment
 - Health and wellbeing
- (i), (ii), (iv)
 - (i), (iii), (iv)
 - (i), (ii), (iii), (iv)
 - (i), (ii), (iii)

28. A child learns behaviour by observing parents. This is:
- Genetic inheritance
 - Social learning
 - Biological growth
 - Physical Development
29. A child learns behaviour by observing parents. This is:
- Genetic inheritance
 - Social learning
 - Biological growth
 - Physical Development
30. Health Psychology focuses on:
- Blood diseases
 - Cancer therapy
 - Mental and physical well-being
 - Surgery

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
1	c.	11	c.	21	c.
2	c.	12	d.	22	c.
3	b.	13	c.	23	c.
4	c.	14	c.	24	c.
5	b.	15	d.	25	b.
6	c.	16	b.	26	a.
7	a.	17	d.	27	c.
8	b.	18	b.	28	b.
9	b.	19	c.	29	b.
10	b.	20	b.	30	c.

Language - II (English)

Set - VI

31. Do not confide your secrets _____ everyone.
- a. to
 - b. for
 - c. with
 - d. in
32. Many _____ woman would welcome such a chance.
- a. the
 - b. an
 - c. a
 - d. of
33. She is _____ University Professor.
- a. the
 - b. an
 - c. a
 - d. at
34. We are going _____ a picnic
- a. for
 - b. to
 - c. on
 - d. into

Directions: Choose the appropriate meaning for the underlined idioms and phrases.

35. Discipline is **on the wane** in schools and colleges nowadays.
- a. declining
 - b. increasing
 - c. spreading
 - d. spiralling
36. His friend advised him to be **fair and square** in his dealing
- a. careful
 - b. considerate
 - c. polite
 - d. upright
37. I tried to **feel his pulse** on the issue, but in vain.
- a. argue with him
 - b. guide him
 - c. find his views
 - d. enlighten him

38. Choose the word closest to 'abandon'.
- forget
 - desert
 - leave
 - vacate
39. The objective of teaching English is to enable the students to master-
- the literature
 - the four language skills
 - the language skills
 - the grammar skills
40. Listening and speaking are-
- parallel processes
 - independent processes
 - isolated processes
 - two different processes
41. The chief aim of silent reading is-
- improving the pronunciation
 - the absorption of the idea of the passage/text
 - the ability to read with speed
 - learning the habit of correct reading
42. Activities like singing and rhymes provide-
- good result
 - fun excitement
 - total physical response potential
 - creative learning
43. 'Simon says' is a game for the Development of-
- listening skill
 - speaking skill
 - reading skill
 - writing skill
44. Learning to read is about-
- listening and understanding and working out prints
 - retention of information for a long period of time
 - helping and reader to build a mental representation of a text/message
 - helping the reader to learn and consider the meaning in a text
45. Reading the newspaper for getting answer to a particular question or research paper and article reading can be considered as-
- skimming
 - scanning
 - intensive reading
 - critical reading

46. _____ refers to giving a concise overview of a text's main points in your own words.
- Analysing
 - Prediction
 - Summarisation
 - Critiquing
47. Reading beyond the textbook promotes _____ of the students.
- reading habit
 - writing skill
 - reading skill
 - None of the above
48. _____ is the ability to take clues from a text apart from what we already know from our past-experience to decide what the author means.
- An extrapolation
 - A prediction
 - An inference
 - An analyzation
49. Writing, like _____, also involves 'encoding' which means we put our thoughts and ideas into words.
- reading
 - speaking
 - listening
 - editing
50. It is _____ important to keep the purpose and audience in mind while writing.
- always
 - sometimes
 - never
 - None of the above
51. Learners can be encouraged to listen to radio programmes, podcasts and documentaries on television to improve-
- their speaking skills
 - their writing skills
 - their language skills
 - their creative skills
52. Oral language can be developed through-
- singing and dancing
 - group discussions
 - calendar reading
 - mimicry

53. Reading across the curriculum is also called-
- content literacy or active reading
 - curriculum reading
 - reading of textbooks
 - reading and writing
54. A short intimation used in the offices for formal communication purpose is-
- letter
 - slogan
 - notice
 - message
55. CD/DVD, newspaper reading and stories are the classical way of teaching and learning of-
- speaking skills
 - listening skills
 - reading skills
 - writing skills
56. Which of the following statements is not true regarding audience performance reading or fluent oral reading?
- It can be practiced when young students join in a repeated reading of a book.
 - It takes place when older students plan how to read passages of a book with expression.
 - It leads to engagement and enjoyment of reading for students.
 - Students read silently in order to understand the text.
57. Writing reports on morning assembly and other school activities is beneficial to-
- Parents
 - Teachers
 - School children
 - Students and teachers
58. Reading comprehension is the ability to-
- Read fluently
 - Understand what you read
 - Understand the concepts of reading
 - Put your ideas into writing
59. A letter includes which of the following?
- Hello and chit chat
 - Chatting and texting
 - Email and WhatsApp
 - Salutation, body and conclusion
60. Creative writing is a form of-
- Curative impression
 - Artistic expression
 - Creative articulation
 - Dramatic expression

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
31	a	41	b	51	c
32	c	42	c	52	b
33	c	43	a	53	a
34	a	44	a	54	c
35	a	45	b	55	b
36	d	46	c	56	d
37	c	47	a	57	d
38	b	48	c	58	b
39	b	49	b	59	d
40	a	50	a	60	b

Mathematics

Set - VI

61. Mathematics is considered a language because:
- it uses alphabets only
 - it has symbols, signs, and precise rules
 - it is spoken and written
 - it has grammar and vocabulary like English.
62. Which of the following is an example of abstract nature of mathematics?
- Counting fruits in a basket
 - Studying the concept of zero
 - Measuring length of a table
 - Drawing a triangle
63. A teacher asks students to measure objects and find areas themselves. this is an example of:
- lecture method
 - demonstration method
 - activity method
 - deductive method
64. Using games in mathematics teaching mainly helps to:
- Complete the syllabus quickly
 - Develop interest, reasoning, and problem-solving skills
 - Replace regular teaching
 - Focus only on memorization
65. According to piaget, children learn mathematics best through:
- Rote memorization
 - Hands-on activities and exploration
 - Only listening to lectures
 - Repetition of exercises
66. Piaget identified stages of cognitive Development. Which stage is most relevant for formal mathematical thinking?
- Sensorimotor (0–2 years)
 - Preoperational (2–7 years)
 - Concrete operational (7–11 years)
 - Formal operational (11 years and above)
67. A teacher explains addition only using rules without examples. This teaching lacks:
- Discipline
 - Conceptual understanding
 - Time management
 - Assessment

68. A child uses fingers to solve subtraction problems. The teacher should:
- Stop immediately
 - Encourage and gradually move to mental strategies
 - Punish
 - Ignore
69. Students are unable to solve word problems due to language difficulty. The best strategy is:
- Give more problems
 - Use simple language and visuals
 - Ignore
 - Punish
70. A teacher gives only final exams to assess students. This ignores:
- Summative assessment
 - Formative assessment
 - Classroom teaching
 - Homework
71. A student gets wrong answer but uses correct reasoning. Teacher should:
- Mark wrong completely
 - Appreciate reasoning and guide correction
 - Ignore
 - Punish
72. A teacher uses beads to teach counting. This method is:
- Abstract learning
 - Concrete learning
 - Rote learning
 - Lecture method
73. A cake is cut into 6 equal parts. If 4 are eaten, fraction left is:
- $\frac{2}{6}$
 - $\frac{3}{6}$
 - $\frac{4}{6}$
 - $\frac{1}{6}$
74. Which decimal is equal to $\frac{3}{10}$?
- 0.3
 - 0.03
 - 3.0
 - 0.13
75. 0.75 is equivalent to:
- $\frac{1}{2}$
 - $\frac{3}{4}$
 - $\frac{1}{4}$
 - $\frac{2}{3}$

76. Which of the following is the smallest?
- a. 0.8
 - b. 0.08
 - c. 0.18
 - d. 0.28
77. $\frac{1}{2}$ of $\frac{1}{2}$ equals:
- a. $\frac{1}{2}$
 - b. $\frac{1}{3}$
 - c. $\frac{1}{4}$
 - d. $\frac{2}{4}$
78. A bottle is filled $\frac{3}{5}$. What part is empty?
- a. $\frac{1}{5}$
 - b. $\frac{2}{5}$
 - c. $\frac{3}{5}$
 - d. $\frac{4}{5}$
79. A teacher asks students to explain why $2 + 3 = 5$ is always true and not 6. This highlights mathematics as:
- a. Approximate subject
 - b. Random
 - c. Flexible
 - d. Precise and exact
80. A child can count apples but struggles with numbers without objects. The teacher should help the child move from:
- a. Abstract to concrete
 - b. Concrete to abstract
 - c. Memorization to drill
 - d. Lecture to test
81. A student cannot subtract due to weak addition skills. This shows mathematics is:
- a. Hierarchical and sequential
 - b. Independent topics
 - c. Random
 - d. Memorization-based
82. Students identify patterns in number sequences and predict next terms. This develops:
- a. Memorization
 - b. Speed
 - c. Logical thinking
 - d. Copying

83. Teacher uses a game to teach number comparison. This approach mainly supports:
- Rote learning
 - Engagement and conceptual learning
 - Drill
 - Memorization
84. Teacher gives hands-on activities to Class 2 students. This aligns with Piaget's:
- Formal stage
 - Concrete operational stage
 - Abstract stage
 - Memory stage
85. A number when multiplied by 4 and increased by 8 gives 40. The number is:
- 6
 - 7
 - 8
 - 9
86. A number is reduced by 30% and becomes 140. The original number is:
- 180
 - 190
 - 200
 - 210
87. Which of the following is not divisible by 3 but leaves the same remainder when divided by 3 and 4?
- 10
 - 13
 - 16
 - 21
88. Which of the following is the smallest?
- 0.666
 - $\frac{2}{3}$
 - $\frac{10}{15}$
 - 0.665
89. If $\frac{1}{5}$ of a number exceeds $\frac{1}{6}$ of it by 5, the number is:
- 120
 - 150
 - 180
 - 200
90. 0.125 times 0.08 is equal to:
- 0.01
 - 0.001
 - 0.0001
 - 0.1

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
61	b	71	b	81	a
62	b	72	b	82	c
63	c	73	a	83	b
64	b	74	a	84	b
65	b	75	b	85	c
66	d	76	b	86	c
67	b	77	c	87	b
68	b	78	b	88	d
69	b	79	d	89	b
70	b	80	b	90	a

Environmental Studies

Set - VI

91. The main focus of Activity based learning is
- to help students memorise information without practical experience
 - to engage students in learning by doing
 - to make learning teacher directed
 - to complete lesson faster without interaction
92. Which statement is incorrect regarding group discussion?
- It is peer-based communication
 - It facilitates cooperative learning among children
 - It is not interactive
 - It encourages active participation of learners
93. Observation method helps learners
- develop curiosity and acquire knowledge from real situation and objects
 - to memorize textbook content without applying in real life
 - to rely solely on imagination
 - to avoid questioning and analysing
94. An experiment usually helps
- to prove that all variables are independent of each other
 - to summarize data without analysing
 - to validate theories without testing the hypothesis
 - to establish cause-effect relationship between variables
95. Which of the following statement is incorrect about field visit?
- It helps to relate concepts learnt in the classroom to real life and to the environment
 - It enhances students' observation and data recording skills
 - It provides rich opportunities for first hand exposure and experiences
 - It is meant only for entertainment
96. In the Project method the role of the teacher is
- collecting data
 - facilitating and guiding students
 - writing the Project report
 - providing answers to the students

97. Herbivores are also known as
- Producers
 - Primary consumers
 - Secondary consumers
 - Decomposers
98. Which of the following is an example of producer?
- Grass
 - Goat
 - Snake
 - Tiger
99. Animals that eat both plants and animals are called
- Herbivores
 - Carnivores
 - Omnivores
 - Decomposers
100. Green plants help living organisms by adding
- water to the air
 - oxygen to the air
 - nitrogen to the air
 - hydrogen to the air
101. A single thick root that grows straight downwards is called
- Aerial root
 - Buttress root
 - Fibrous root
 - Tap root
102. Which of the following is not an animal product?
- Meat
 - Leather
 - Rice
 - Silk
103. Food items which are rich in proteins are called
- Minerals
 - Energy giving foods
 - Protective foods
 - Body building foods

104. Calcium is necessary for
- Healthy bones and teeth
 - Healthy skin
 - Repair of body tissues
 - good eyesight
105. An example of caring public property is
- Throwing garbage everywhere
 - Writing on walls
 - Keeping parks and streets clean
 - Littering on roads and playgrounds
106. Which of the following is not a public property?
- Road
 - Mobile phone
 - Bus stop
 - School playground
107. Planting trees helps to –
- Increase pollution
 - Destroy public property
 - Protect the environment
 - Waste land
108. Human activity which harms biodiversity
- Afforestation
 - Deforestation
 - Conservation
 - Recycling
109. A place where animals are protected in their natural habitat is called-
- Zoo
 - Aquarium
 - Museum
 - Wild life sanctuary
110. Habitat destruction directly affects
- Only plants
 - Only animals
 - Both plants and animals
 - Only microorganisms

111. An EVS teacher takes students out on a cloudy day to watch and observe the clouds for their patterns, shapes and sizes and uses the knowledge gathered by students to explain concept like formation of rain. Which of the following methods of teaching is used by the teacher?
- Group activity
 - Observation Method
 - Project Method
 - Discussion Method
112. Which of the following is not a tool of observation
- Achievement test
 - Questionnaires
 - Checklist
 - Rating scale
113. Which of the following is a written technique tool?
- Achievement test
 - Questionnaires
 - Checklist
 - Rating scale
114. For any group activity in EVS a teacher should
- Make groups according to students' marks
 - Make separate groups for boys and girls
 - Make only two groups, each group with a lot of students
 - Ensure participation and cooperation of all students
115. The collection of the actual works done by a child over the year is called -----
- Rubric
 - Report card
 - Check list
 - Portfolio
116. Which of the following is NOT an example of Summative Assessment of learning EVS?
- End term examination
 - Semester examinations
 - Worksheet
 - Mid-term examination
117. An assessment in which an EVS teacher ask questions during the course of teaching to monitor children's learning progress during instruction is called-----
- Group assessment
 - Formative assessment
 - Summative assessment
 - Peer assessment

118. Which of the following is an example of Formative Assessment of learning EVS?
- Final examination
 - Semester examinations
 - Class test
 - Chapter end test
119. Assessment is the
- Process of collecting evidence about what students know, understand and can do.
 - Diagnostic tool for the teachers to identify the strengths and weaknesses of the methodology of transaction
 - Gaining insight to the student's attainment of the learning goals
 - All of the above
120. The main purpose of assessment is to
- Help identify learning gaps in students
 - Give the students feedback on their work
 - Tell students what they have accomplished successfully
 - All of the above

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
91.	b.	101.	d.	111.	b.
92.	c.	102.	c.	112.	a.
93.	a.	103.	d.	113.	a.
94.	d.	104.	a.	114.	d.
95.	d.	105.	c.	115.	d.
96.	b.	106.	b.	116.	c.
97.	b.	107.	c.	117.	b.
98.	a.	108.	b.	118.	c.
99.	c.	109.	d.	119.	d.
100.	b.	110.	c.	120.	d.

Language - I (Khasi)

Set - VI

Pule ïa ka jingthoh harum bad sa jubab ïa ki jingkylli (naduh 121 haduh 124), da buh dak (✓) ïa ka jubab kaba dei:

Ka jingdom ka long kaei kaei kaba sniew shibun eh. Kane ka dei kawei na ki nongshun ba u briew u donkam ban ïaleh pyrshah. Haba jop ma ka ïa u, ka pynlamwir bad pynbieit ïa u, wat la u long uba stad katno katno ruh. U leh ïa kiei kiei baroh khlem da pyrkhat satia kan mih aïu nangta. Hadien ba u la leh, u sngewsih bad babe kylla na ka bynta kata.

121. Kaei ka nongshun ba u briew u donkam ban ïaleh pyrshah?
- Ka jingisih
 - Ka jingdom
 - Ka jingshun
 - Ka jingibeiñ
122. Kaei ka bor ba ka don ban pynpaw wat ha u briew uba stad ruh?
- pynlamwir bad pynbieit
 - pynlamwir bad pynkajia
 - pynïashun bad pynbieit
 - pynïashun bad pynlamwir
123. Kaei kaba mih haba u briew u leh khlem pyrkhat?
- sngewsih bad sngewbynnud
 - sngewsih bad sngew artatien
 - sngewsih bad babe kylla
 - babe kylla bad isih ïalade
124. Ka kyntien kaba ïapyrshah jingmut jong 'jingdom' ka dei:
- jingieit
 - jingkmen
 - jingpihuiñ
 - jingjaijai

Pule ïa ka poim ba la ai harum bad sa jubab ïa ki jingkylli (naduh 125 haduh 128), da buh (✓) ïa ka jubab kaba dei:

Ka rympei, ka shlem ban tei, ïa longbriew ha ka pyrthei;
Kmie ki kpa lem bad longkñi Sneng ki kraw pyrsa, khun kti.
Khun, pyrsa sawdong ki shong, Lyngwiar dpei ban sngap hi dngong;
Jinghikai ba shong nongrim Ban pynskhem la ka jingim.
Tip akor, tipbriew, tipsngi, Dei jinglong ki kwah na ki;
Ba kin san ha la thymmei Dei ban sdang na la rympei.

125. Ka 'rympei' ka thew ia ka:
- jaka ba don lai tylli ki mawbyrsiew
 - jaka ba don haneng ka kamra shetja
 - iing ba don u kpa, ka kmie bad ki khun
 - iing bad ki kamra
126. Ia ki jingsneng jingkraw ia ki khun la ai da:
- ki paralok
 - ki kmie ki kpa, ki kni
 - ki bahaiing
 - ki nongwei
127. Katkum ka dustur, kiei ki kyrdan ba u shynrang khasi u bat?
- hynmen, kni
 - hynmen, kpa
 - hynmen, kthaw
 - kni, kpa
128. Katno tylli ki ktien kynnoh ki don ha ka poim?
- 3
 - 4
 - 2
 - 5
129. Ki khynnah ha ki klas ba rit ki kham sngewthuh bha lada hikai da ka:
- ktien phareng
 - ktien shnong
 - ktien lajong
 - ktien nongwei
130. Ba u khynnah ha ka Klas-I un kham sngewtynnat ban thoh bad pule, donkam ruh ban:
- phah thoh bunsien ia ka jingthoh
 - ai ki jingialehkai ban tei ia ka jingnang jingtip jong ka ktien
 - phah bud nadien haba pule
 - phah pule bad thoh lyndet
131. Ha ka kamra klas kaba don 30 ngut ki khynnah, kumno phin leh lada baroh ki iakhih, ia hylla bad kim shahshkor?
- mih noh na kamra klas
 - kynhied da ka jingdom
 - sngap jar bad long jai jai
 - shong beit ha shuki
132. Kaba phah ia ki khynnah ba kin thoh hi nalade ia ka jingiathuhkhana ka iarap ban:
- pynstet ia ka rukom thoh
 - pynroi ia ka sap mutdur bad thoh
 - pynroi ia ka sap pule
 - pynroi ia ka jingbha dak

133. Kano na kine ki rukom kan kham iarap bad pynmyntoi ia ki khynnah ban tip jylliew bad kham bniah?
- kaba thoh paragraph
 - smart class
 - kaba thoh projek
 - kaba iaphylliew jingmut parakhynnah
134. ‘Kaba iohi ka pynngeit,’ kumno phin pyndonkam ia kane ka jingong haba hikai lynnong ia ki khynnah?
- ialam pyni ia kiei kiei kiba shisha
 - phah ia ki khynnah ban wad jingtip hi
 - pule beit ia ka jingthoh na ka kot
 - pyni da ki dur
135. Ka _____ skima ka long kaba donkam ia ki nonghikai ba hikai ia ka language.
- cultural
 - linguistic
 - formal
 - social
136. Kawei na ki nuksa jong ka rukom pule ba la tip kum ka scanning ka long:
- kaba pule kotkhubor
 - kaba wad ia ka kyntien na ka dikshonnari
 - kaba pule tang ia ki mat ba kongsan
 - kaba pule bniah ia ka jingthoh
137. Kano na kine ki tiar iarap hikai ka ban kham khring bha ia ki khynnah ka juk mynta ban shahshkor bad pynleit jingmut?
- ka blakbod bad u shok
 - ki flip chart
 - flannel board
 - audio-visual
138. Kaba peit pyrman ia ki rukom leh jong u/ka khynnah ka dei ka rukom pynshongdor kaba:
- iarap bha ban ithuh kloi ia ki jingdonkam jong u/ka khynnah
 - iarap ban pyniadei bad u/ka khynnah
 - kaba ban khia bha ia ki nonghikai
 - kaba shim ia ka por jong ki nonghikai
139. Kaba pynshongdor da ki dak jingkheih ia ka jinglah u/ka khynnah ha ka thoh ka pule ki khot ka:
- sheklis
 - peit pyrman
 - reteng skiel
 - portfolio

140. Ka _____ ka dei ka rukom hikai ba ju kham pyndonkam bunsien na ka bynta ban hikai
ia ka ktien ha ki khynnah ba dang sdang leit skul.
- Task Based Instruction
 - Total Physical Response
 - Content Based Instruction
 - Communicative Language Teaching
141. İano ki ju sin u ‘niut maw khlem suhthied?’
- U/ka briew ba kren sboh hur hur la kum ban leh ne ai noh ia kaba ki kular, phewse da khongpong
 - U/ka briew ba khwan sian tyllap napoh napoh
 - U/ka briew ba pynroh eh ialade
 - U/ka briew ba sngewheh sngew sarong ialade khlem nongrim
142. Ka dkhoh ka peit _____ ki khmat katba ka dang shad. Da kano na kine ki adverb phin pyn-
dap ha ka jaka ba suda jong ka senten?
- jylliep
 - jylliaw
 - pyllein
 - pyllaw
143. Kano na kine ki kyntien harum ka dei kaba iajan jingmut bad ka kyntien ‘law?’
- teh
 - phong
 - loit
 - pra
144. Ka ktien kynnoh jong ‘paratrai’ ka dei:
- parakur
 - paradkhuh
 - parajait
 - para arkmie
145. Ka sawa kyntien ba mih na u bowel ‘O’, ka pyni/thew ia ka:
- jingrit ne pylon
 - jingpyllun ne lyngkot
 - jinglyngkot ne sngaid
 - jingpyllon ne lyngkot
146. ‘Lynter taid’ ka thew ia ka:
- ba leh ne kren slem eh
 - ba leh ne kren jlan
 - ba leh bhabriew haba kren
 - ba leh ne kren kyllai

147. 'Kam myntoi ban spel lyndet ia ki lynnong kot khlem da sngewthuh.' Ka kyntien 'lyndet' haneng ka hab ha ka klas kyntien aiü?
- Berb
 - Adverb
 - Pronoun
 - Adjektib
148. Da kano na kine ki Berb phin pyndonkam ha ka adverb 'prup-prap'?
- bam stet
 - bam pyrjah
 - bam lang ha kajuha ka por
 - bam lang ha kajuha ka pliang
149. Kano na kine ki kyntien ka dei kaba pyniasnoh ia ka jingmut jong kawei ka senten bad kawei pat?
- shen
 - artat
 - hapoh
 - namar kata
150. Uno na kine ki dak sangeh phin pyndonkam haba phi sangeh shiphang na kaba pule?
- colon
 - coma
 - full stop
 - semi colon

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
121.	b	131.	c	141.	d
122.	a	132.	b	142.	a
123.	c	133.	c	143.	c
124.	d	134.	a	144.	b
125.	c	135.	b	145.	d
126.	b	136.	b	146.	a
127.	d	137.	d	147.	b
128.	c	138.	a	148.	c
129.	c	139.	c	149.	d
130.	b	140.	b	150.	b

Language - I (Garo)

Set - VI

121. Ku'sik name aro tik ong'e aganna man'anian mandeni gisik da'roroaniko mesoka.
Ku'sikara _____ ong'a.
- Ba'kapipa
 - Tarake skie ra'gipa
 - An'tangni man'na altugipa
 - Kosako janapgipa gimikkan ong'aia
122. Kuritingchi chengoni manderang maikai aganring bae daonan jatna a'songna ongilha uarangko masie ragen.
Oral Language-ara _____.
- Seachi ripingbagipa
 - Aganachi ripingbagipa
 - Kosako janapgipa minggnian ong'a
 - Kosako janapgipa minggnian ong'ja.
123. Ku'sikko name aro tik ong'e aganna man'ani skanggipa A'chikko chugimik alphabetrang badita ge donga uarangko ma'sie ra'aniko uiani.
A'chik ku'o chugimik alphabetrang ming _____ dong'a.
- 17
 - 26
 - 20
 - 19
124. Noko agangipa ku'sikko iandakeba agana.
- Home Language
 - First Language
 - Mother Language
 - Kosako janapgipa gimikkan ong'aia
125. Standard Language-ko man'a jakka nangani gimin ma'siani jatni dingtang macha sena-jotna jakkalgipa.
Standard Language-ko iarangoni badio jakkala?
- Schoolo aro college
 - Office aro Hospitalo
 - Noko aro Antidamo
 - Kosako janapgipa gimikkon jakkala
126. Garo Hills salgipeng Bugi chisam jol Daluona nangtike songdonggipa A'chik manderang _____ ong'a.
- Attongrang
 - Rugarang
 - Ambengrang
 - A'werang

127. Mingku ku'sikko skie ra'ani changa-sapaniko ku'sikko skie ra'anio nangchomotani gimin bi'sarang uie ra'gen.
- Ku'sikko skie ra'ani mingku changa-sapaniko sulsul donggenchimode, on'sogimin rangoni badia tik ong'gen mesokbo.
- Speaking-Listening-Reading-Working
 - Listening-Speaking-Writing-Reading
 - Listening-Reading-Speaking-Writing
 - Listening-Speaking-Reading-Writing
128. Ku'sikko skie ra'anio badia mingni changa-sapanina dingtangmacha ge'etani aro tarie skisamsona nangja. Mesokbo.
- Poraiani aro seanina
 - Ku'agannani aro poraianina
 - Knatimani aro ku'agannanina
 - Knatimani aro seanina
129. Visual Literary Skills ine aganengon iarangoni badiako mesokgenchim.
- Knatime skie ra'ani
 - Nie-nike skie ra'ani
 - Sea-jotachi skie ra'ani
 - Kosako janapgipa mingsaba ong'ja
130. Bi'sarangni ku'aganna sapani bewalko ranta ka'na gita ka'mao on'sogiminrangoni badiako dakat-kaatna man'gen. Mesokbo.
- Sompi-somparangko singna man'gen
 - Golpo agane singanirangko dakna man'gen
 - Elocution-rangko dakat-kaatna man'gen
 - Kosako janapgipa pilakkon dakatna man'gen
131. Knatimani bewalko bi'sarango ranta ka'na adita authentic materialsko jakkalna man'a.
- Bi'sarangni knatimani bewalko ranta ka'na gita on'sogimin rangoni badiako jakkalgenchim. Mesokbo.
- Radioko
 - T.V. -ko
 - Tape recorder-ko
 - Gimikkon jakkalna man'gen
132. Bi'sarangni poraiani ranta ka'na skigipa maidakgipa bosturangko classroom ningao jakkalgenchim. Mesokbo
- Newspaperko (Songbad.
 - Magazineko
 - Map-ko
 - Gimikkon jakkalgen

133. L.M. Holbrook badia ki'tapko seaha.
- Sedingim poedorangko
 - Skul Master dramako
 - Aesopni golporangko
 - History of Garo Literatureko
134. Poedo-ko skiengon skigipa maiko dakna nanga.
- Narration-ko
 - Recitation-ko
 - Exposition-ko
 - Summarisation-ko
135. Class III-ni 'Dorong' poedoni gita maidakgipa chikosa ringe janggi tanga?
- Chibimani chiko
 - Chiringni chiko
 - Mikka bitchini chiko
 - Chikongni chiko
136. 'Agangrikatanirang' bi'sarangni badia changa-sapaniko bariata.
- Knatimaniko
 - Kuagananiko
 - Poraianiko
 - Sena changaniko
137. Aganna sapaniko namdapatnagita skigipa on'sogiminrangoni badiako dakat-kaatgenchim.
- Dialogue aro roleplayko
 - Minganiko
 - Git ringaniko
 - Gimikon dakatna man'na
138. 'Rhyme'-ko ka'mao on'sogimin seanirangoni badiao nikna man'a.
- Golpoo
 - Dramao
 - Poedoo
 - Chittio
139. Noksako nie golpo seanichi bi'sarang-
- Chanchibewale banae sena changgen
 - Tarakbate sena changgen
 - Noksako salna changbatgen
 - An'senganiko man'gen

140. Peodo aro gopo seaniko iarangoni bano dingtangatna man'a.
- Rhyme aro rhythm
 - Paragraph dake seanio
 - Tok ba stanza dake seanio
 - Kosako janapgipa gimikkan ongaia
141. Kattagrigipa noksarang bi'sarangni badia changa-sapaniko bariata?
- Noksako nie an'tangni masina changaniko
 - Noksako nie kattarangko bikotna changaniko
 - Noksako nie chugimik bimangko dakna changaniko
 - Kosako janapgipa gimikkan ongaia
142. Poedo maidakgipa Figures of Speech-ko bang'bate jakkala.
- Simile-rangko
 - Methaphor-rangko
 - Imagery-rangko
 - Gimikkon jakkala
143. Skigipa bi'sarangna sea-jotaniko skichengon on'sogiminoni badiako dakchengna nanga.
- Guided writing-ko
 - Shared writing-ko
 - Modelled writing-ko
 - Independent writing-ko
144. Gisiko maibani gimin mongsonge sing'aniko mesoka.
Te'kring bite minengahama ____ Iano mai chin (punctuation mark) ong'na nanggenchim.
- .
 - ,
 - ?
 - /
145. Skigipa bi'sarangna Environment print-ni gimin uiatna on'sogiminrangoni badiako mesokgen.
- Ka'tepgimin cha'ani jekai chips, biscuits, juice-rang
 - Ramani zebra crossing
 - Flashcard, noksa aro chinrangko
 - Kosako janapgipa gimikkan ongaia
146. Chusokgipa paragraph-ko sena, on'sogiminrangoni badia dongna nanga.
- Unity and Good topic sentences
 - Logically sequence sentence and variety
 - Full rounded conclusion
 - Kosako janapgipa gimikkan dongna nanga

147. Ma'manti gisiko chanchianirangko ma'bonga (5) sentence-ni ma'arangchi mesoka.
A'chik grammar-o sentence-ni ma'arang ma ____ donga
- 4
 - 5
 - 6
 - 7
148. Chachianirangko kattarangchi parapeatode kam minggniko daka, jeni gimin chanchia uko janapa aro uani gimin chanchiako janapniko mesoka.
Sentence-o jeni gimin maikoba chanchia, uko _____ minga.
- Noun
 - Pronoun
 - Subject
 - Predicate
149. Sentence-o Verbni dakako man'gipako Verbni object ine minga.
Verb-ni objectko mesokgipa kattani bon'kamao ____ ko on'dapronga.
- Gen
 - Ko
 - Bo
 - Ha
150. Noun-ni mairongako talatgipa ba mesokgipa kattarangko Adjective ong'a ine mesoka.
Similgipa bibalko bijarang dimenga. On'sogimin sentence-o badia kattako Adjective ine mesokgen.
- Similgipa
 - Bibalko
 - Bijarang
 - Dimenga

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
121.	d	131.	d	141.	d
122.	b	132.	d	142.	d
123.	c	133.	c	143.	c
124.	d	134.	b	144.	c
125.	d	135.	c	145.	D
126.	b	136.	b	146.	d
127.	d	137.	d	147.	b
128.	c	138.	c	148.	c
129.	b	139.	a	149.	b
130.	d	140.	d	150.	a

Paper -I

Set - VII

Content

1. Child Development & Pedagogy
2. Language – II (English)
3. Mathematics
4. Environmental Studies
5. Language- I (Khasi/Garo)

Child Development and Pedagogy

Set - VII

1. A Teacher in an inclusive classroom often ignores students who struggle, saying “They’ll catch up eventually.” What kind of barrier is this?
 - a. Physical barrier
 - b. Attitudinal barrier
 - c. Curriculum barrier
 - d. Communication barrier
2. What term describes 10-year-old Lisha, who loves drawing unusual creatures and writing short stories?
 - a. Creative thinker
 - b. Analytical learner
 - c. Average student
 - d. Reluctant learner
3. In a class with diverse learners, a teacher uses different teaching methods and materials to engage everyone. What is she doing?
 - a. Segregating students
 - b. Lowering standards
 - c. Practicing inclusive teaching
 - d. Focusing only on top students
4. What is the primary goal of teaching?
 - a. To impart information
 - b. To facilitate learning
 - c. To maintain discipline
 - d. To complete the syllabus
5. Sam struggles to focus in class due to frequent family conflicts at home. What factor is impacting his learning?
 - a. Physical factor
 - b. Environmental factor
 - c. Emotional factor
 - d. Cognitive factor
6. Which learning style combines seeing, hearing, doing, and touching?
 - a. Multisensory
 - b. VAKT approach
 - c. Kinesthetic learning
 - d. Visual learning

7. What learning style does Lucy prefer if she loves hands-on activities and experiments?
 - a. Visual
 - b. Auditory
 - c. Kinesthetic
 - d. Reading/Writing
8. In an Environmental Science class, students discover concepts by experimenting and investigating. What approach is being used here?
 - a. Lecture-based learning
 - b. Rote learning
 - c. Inquiry-based learning
 - d. Textbook learning
9. A teacher uses group discussion in the class. This method mainly promotes
 - a. Rote Learning
 - b. Social interaction
 - c. Individual competition
 - d. Memorization
10. Student teachers gain practical experience in a real classroom setting during...
 - a. Teaching practice
 - b. School internship
 - c. Micro-teaching
 - d. Lesson planning
11. What approach is a math teacher using if she has students work in groups to solve problems?
 - a. Traditional teaching
 - b. Learner-centered approach
 - c. Curriculum-focused teaching
 - d. Lecture-based method
12. In a class, students build a tower with blocks to learn about balance. What constructivist principle is being applied?
 - a. Learning is memorization
 - b. Learning is transmission of knowledge
 - c. Learning is an active process
 - d. Learning is passive reception
13. After teaching a lesson, a teacher reflects on what worked and what didn't. What is she doing?
 - a. Lesson planning
 - b. Classroom management
 - c. Assessment
 - d. Reflective practice

14. What is the main purpose of 'Assessment for Learning'?
 - a. To grade students
 - b. To rank students
 - c. To improve student learning
 - d. To evaluate teacher performance
15. What is the primary purpose of assessment of learning?
 - a. To improve teaching
 - b. To guide student learning
 - c. To evaluate student achievement
 - d. To motivate students
16. Students reflect on their own work and set goals. What type of assessment is this?
 - a. Assessment of learning
 - b. Assessment for learning
 - c. Assessment as learning
 - d. Diagnostic assessment
17. A teacher gives a final exam to decide students' promotion. What type of assessment is this?
 - a. Formative assessment
 - b. Diagnostic assessment
 - c. Assessment for learning
 - d. Summative assessment
18. What is the main purpose of formative assessment?
 - a. To grade students at the end
 - b. To evaluate teacher performance
 - c. To monitor student progress and adjust teaching
 - d. To compare students
19. Why does a teacher use a diagnostic test at the start of a lesson?
 - a. To evaluate student learning at the end
 - b. To identify students' prior knowledge and gaps
 - c. To grade students
 - d. To compare students' performance
20. What's a key feature of school-based assessment?
 - a. External exams only
 - b. Teacher-made tests
 - c. Continuous evaluation by teachers
 - d. Standardized testing

21. How does school-based assessment benefit students?
 - a. Reduces exam stress
 - b. Focuses on theoretical knowledge
 - c. Provides continuous feedback for improvement
 - d. Limits teacher accountability
22. Which of these techniques is used in SBA to assess students?
 - a. Multiple-choice questions only
 - b. Observation, projects, and portfolios
 - c. Annual written exams
 - d. External rankings
23. Which tool helps teachers assess student performance consistently in SBA?
 - a. Guesswork
 - b. Rubrics
 - c. Textbooks
 - d. Lectures
24. A teacher is assessing student projects. What does using a rubric help ensure?
 - a. All students get full marks
 - b. Assessment is subjective
 - c. Clear and consistent evaluation
 - d. Only group work is assessed
25. What is a key feature of activity-based assessment?
 - a. Focuses only on written tests
 - b. Involves hands-on tasks and projects
 - c. Based on memorization
 - d. Limited to individual work
26. How does a teacher use observation as an assessment tool?
 - a. By checking written answers only
 - b. By watching students perform tasks or discuss
 - c. Through online quizzes
 - d. Via peer evaluation only
27. The purpose of an achievement test in SBA?
 - a. To rank students nationally
 - b. To assess students' mastery of specific learning objectives
 - c. To compare students across schools
 - d. To focus only on gifted students

28. Which physical factor can impact student learning?
- Teacher's teaching style
 - Classroom lighting and ventilation
 - Student's emotional state
 - Curriculum design
29. What characterizes an underachiever in school?
- Scores high marks easily
 - Performs below expected potential
 - Always participates in class
 - Focuses only on extra curriculars
30. A teacher can create a positive classroom climate by:
- Focusing solely on academic achievement and competition
 - Building positive relationships with students and fostering mutual respect
 - Offering limited opportunities for collaboration and communication
 - Emphasizing strict rules and punishments

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
1	b	11	b	21	c
2	a	12	c	22	b
3	c	13	d	23	b
4	b	14	c	24	c
5	c	15	c	25	b
6	b	16	c	26	b
7	c	17	d	27	b
8	c	18	c	28	b
9	b	19	b	29	b
10	b	20	c	30	c

Language - II (English)

Set - VII

31. In a telephonic conversation, Joseph replies, "I will be in town for a couple of weeks". What would be his friend's appropriate question to Joseph?
- When are you coming back?
 - When will you be in town?
 - How long will you be in town?
 - Are you coming to my town?
32. Seema visits a popular tourist spot in Meghalaya. On seeing the palace she shouts excitedly-
- "Wow! What a beautiful place!"
 - "What a pleasant surprise!"
 - "It's beautiful indeed!"
 - "It's really good!"
33. The flowers smell _____
- sweet
 - sweetly
 - sweets
 - sweeter

Directions: Choose the appropriate meaning for the underlined idioms and phrases:

34. I arranged the tea for all and sundry in the office
- Staff
 - Friends
 - Colleagues
 - Everyone
35. I am in a fix whether I should help her or not
- Suffering
 - Finished
 - Confused
 - Checking
36. Give the opposite word of Humility
- Angry
 - Pride
 - Reward
 - Abuse

37. To review a book, one must have-
- Thinking skill
 - Reading skill
 - Analytical skill
 - Problem solving skill
38. Quality of textbook of any subject is viewed upon its standard to provide-
- Enjoyment to learners
 - Proper learning outcomes to learners
 - Attractiveness to learners
 - Numerous activities to learners
39. Effective and innovative practices of teaching is recorded in-
- Lesson plan
 - Student's dairy
 - Reflective journal
 - Teacher's profile
40. One of the effective tools that reflect students' best and exceptional work in scholastic and co-scholastic area is-
- Checklist
 - Anecdotal records
 - Rubric
 - Students' portfolio
41. The two language skills we acquire without any formal instruction/education are-
- Listening and speaking
 - Reading and writing
 - Listening and reading
 - Reading and speaking
42. Language is learned and developed in a social context for functional purposes, and as such, teachers need to-
- teach vocabulary to children
 - teach grammar to children
 - create opportunities to learn
 - take children to social gatherings
43. Effective _____ helps the teacher to be able to make students understand better.
- Communication skill
 - Methodology of teaching
 - Speaking style
 - None of the above

44. In language learning, learners are expected to pronounce the words correctly. In other words, it means that learners need to use-
- Comprehension skill
 - Listening skill
 - Speaking skill
 - Writing skill
45. Role play among children can best be promoted by encouraging them to-
- Watch films
 - Read stories
 - Listen to conversations
 - Listen to radios
46. _____ refers to the process of thorough examination of a text or a certain situation.
- Critiquing
 - Summarisation
 - Analysing
 - Prediction
47. Reading errors among learners arise mainly due to the following reasons:
- Complex sentence structure
 - Interference of Mother-Tongue
 - Dialogue
 - Intonation
48. To develop the reading habit of children they must be encouraged to-
- read the textbooks
 - read beyond the textbooks
 - read children's storybooks
 - read all books
49. Reading materials such as newspaper, magazines, notice and advertisements are referred to as-
- extensive reading materials
 - intensive reading materials
 - persuasive reading materials
 - authentic reading materials
50. Loud reading helps in improvement of-
- Speaking
 - Grammar
 - Pronunciation
 - Enunciation

51. Children's confidence in reading is indicated by their-
- speed and fluency in reading
 - proper pronunciation in reading
 - proper modulation and intonation in reading
 - proper posture and gesture
52. It is important for handwriting to be clear and _____.
- neat
 - legible
 - fancy
 - artistic
53. Possibly the two most important things a writer must consider, one is audience, the other is-
- topic
 - beauty and sentences
 - purpose
 - diction
54. Students are to be encouraged to write independently even in the lower classes:
- Always
 - Never
 - Sometimes
 - None of the above
55. Paragraph and essay writing foster _____.
- Neatness
 - Fluency
 - Communication
 - Creativity
56. In a composition, the writer uses his/her originality and _____
- tone
 - emotion
 - arguments
 - creativity
57. Story-writing enhance and develop the power of _____ in the children.
- imitation
 - recitation
 - imagination
 - performance

Directions: Fill in the blanks with the correct alternatives:

58. It is _____ your dignity to be dishonest.
- under
 - beneath
 - above
 - below
59. Distribute the sweets _____ the children.
- among
 - for
 - to
 - with
60. He is slow, _____ he is sure.
- but
 - and
 - however
 - while

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
31	c	41	a	51	a
32	a	42	c	52	b
33	a	43	a	53	c
34	d	44	c	54	a
35	c	45	a	55	d
36	b	46	c	56	d
37	c	47	b	57	c
38	b	48	b	58	d
39	c	49	d	59	a
40	d	50	c	60	a

Mathematics

Set - VII

61. Examples of ICT tools used in mathematics classrooms include:
- Graphing software and calculators
 - Interactive whiteboards
 - Educational apps and simulations
 - All of the above
62. Assessment in Mathematics primarily aims to:
- punish students for mistakes
 - measure and improve students' learning and understanding
 - focus only on exams
 - teach only formulas
63. Evaluation is different from assessment because it:
- only gives grades or marks
 - helps in improving learning
 - is not related to student performance
 - is informal while evaluation often refers to judging performance quantitatively.
64. The difference between the place value of 4 and 2 in 54,268 is:
- 38,000
 - 40,000
 - 39,000
 - 42,000
65. Evaluate: $5 + 2 \times (10 - 6)^2 \div 8$
- 7
 - 9
 - 8
 - 10
66. 15. Which is the longest?
- 2.5 KM
 - 2,500 M
 - 2,450 M
 - 2,600 M
67. A teacher observes students during activities and gives feedback. This is:
- Summative assessment
 - Formative assessment
 - Final testing
 - Ranking

68. A child says $\frac{1}{8}$ is larger than $\frac{1}{4}$. This indicates:
- Concept mastery
 - Misconception
 - Carelessness
 - Intelligence
69. A teacher uses games to teach multiplication. This approach enhances:
- Fear
 - Engagement
 - Memorization only
 - Discipline
70. A teacher explains concepts by linking them with daily life. This promotes:
- Rote learning
 - Meaningful learning
 - Memorization
 - Silence
71. Students work in groups to solve a problem. This method is:
- Individual learning
 - Collaborative learning
 - Lecture method
 - Drill practice
72. A teacher ignores students' mistakes during problem-solving. This affects:
- Discipline
 - Learning improvement
 - Attendance
 - Homework
73. Which of the following is equal to 50%?
- $\frac{1}{4}$
 - $\frac{1}{2}$
 - $\frac{3}{4}$
 - $\frac{2}{3}$
74. If 25% of a number is 50, the number is:
- 100
 - 150
 - 200
 - 250
75. Increase 100 by 10%. The increased number is:
- 100
 - 105
 - 110
 - 120

76. 10% of 80 + 20% of 50 is equal to:
- 15
 - 18
 - 20
 - 25
77. 2.5 m is equivalent to:
- 250 cm
 - 200 cm
 - 150 cm
 - 300 cm
78. A tank can hold 5 litres. Then 3 such tanks can hold:
- 10 litres
 - 15 litres
 - 20 litres
 - 25 litres
79. Teacher uses an interactive app to demonstrate shapes. This primarily enhances:
- Memorization
 - Visualization and engagement
 - Fear
 - Drill
80. Teacher gives feedback during activity rather than after test. This reflects:
- Assessment of learning
 - Assessment for learning
 - Placement
 - Ranking
81. Teacher conducts final exam at end of term. This is:
- Diagnostic
 - Formative
 - Summative
 - Continuous
82. Teacher uses quizzes, observations, and projects regularly. This reflects:
- One-time testing
 - Continuous evaluation
 - Random assessment
 - Final exam
83. Teacher gives marks without explanation. This fails to:
- Rank students
 - Conduct test
 - Complete syllabus
 - Support learning improvement

84. Teacher assesses how students solve problems, not just answers. This evaluates:
- Product only
 - Process and skills
 - Memory
 - Writing
85. Which of the following is closest to 1?
- $\frac{7}{8}$
 - $\frac{9}{10}$
 - $\frac{11}{12}$
 - $\frac{13}{14}$
86. Successive increases of 10% and 20% is equivalent to single increase of:
- 30%
 - 32%
 - 28%
 - 25%
87. If 40% of $x=80$, then 25% of x is equal to:
- 40
 - 50
 - 60
 - 80
88. A price is increased by 25% and then reduced by 20%. There is:
- No change in price
 - Gain
 - Loss
 - Increase in price
89. If 10% of $x=20\%$ of 50, then x is equal to:
- 50
 - 100
 - 150
 - 200
90. A number becomes 1.25 times of itself. Percentage of increase is:
- 20%
 - 25%
 - 30%
 - 40%

Answer Keys

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
61	d	71	b	81	c
62	b	72	b	82	b
63	a	73	b	83	d
64	a	74	c	84	b
65	a	75	c	85	d
66	d	76	b	86	b
67	b	77	a	87	b
68	b	78	b	88	a
69	b	79	b	89	b
70	b	80	b	90	b

Environmental Studies

Set - VII

91. Which of the following is a renewable natural resource?
- a. Coal
 - b. Petroleum
 - c. Sunlight
 - d. Natural gas
92. Water found beneath the earth surface is called:
- a. Surface water
 - b. Groundwater
 - c. Rain water
 - d. Oceanwater
93. Which gas do plants mainly need from the air to make food?
- a. Oxygen
 - b. Nitrogen
 - c. Carbon dioxide
 - d. Hydrogen
94. Soil is an important natural resource because:
- a. It is used to make plastic
 - b. Plants grow in it
 - c. It gives us electricity
 - d. It is found in oceans
95. Which of the following is a non-renewable resource?
- a. Wind
 - b. Water
 - c. Coal
 - d. Solar energy
96. Forests are important natural resources because they:
- a. Produce plastic
 - b. Provide oxygen and shelter to animals
 - c. Create pollution
 - d. Store electricity
97. Wind energy is used to generate:
- a. Food
 - b. Electricity
 - c. Water
 - d. Oxygen

98. Which of the following is part of the natural environment?
- Buildings
 - Rivers and forests
 - Roads
 - Bridges
99. What is the layer of gases surrounding the Earth called?
- Hydrosphere
 - Lithosphere
 - Atmosphere
 - Biosphere
100. Which of these human activities harms the environment?
- Planting trees
 - Deforestation
 - Rainwater harvesting
 - Recycling waste
101. Decomposers in the environment help by:
- Making food for plants
 - Breaking down dead matter
 - Cleaning water
 - Producing sunlight
102. Which of the following is an example of a balanced ecosystem?
- A desert with no water
 - A healthy forest with plants, animals, and water
 - A city full of buildings
 - A polluted river
103. The three R's for saving the environment are:
- Read, Run, Rest
 - Reduce, Reuse, Recycle
 - Rain, River, Rock
 - Repair, Replace, Refuse
104. Ozone layer protects us from:
- Rain
 - Cold winds
 - Harmful ultraviolet rays of the sun
 - Floods

105. Which nutrient gives us energy to work and play?
- Proteins
 - Carbohydrates
 - Vitamins
 - Minerals
106. Which vitamin do we get from sunlight?
- Vitamin A
 - Vitamin B
 - Vitamin C
 - Vitamin D
107. A diet that includes all nutrients in the right amount is called a:
- Junk diet
 - Balanced diet
 - Protein diet
 - Liquid diet
108. Which food is the richest source of protein?
- Rice
 - Butter
 - Eggs and pulses
 - Sugar
109. Which of these is a food preservation method?
- Watering
 - Pickling
 - Sunlight exposure
 - Adding water
110. Herbivores are animals that:
- Eat only meat
 - Eat both plants and animals
 - Eat only plants
 - Eat insects only
111. Which of the following is a good conductor of heat?
- Wood
 - Plastic
 - Iron
 - Rubber

112. Which state of matter has a definite shape and volume?
- a. Gas
 - b. Liquid
 - c. Solid
 - d. Both A and B
113. Natural fibres come from:
- a. Machines
 - b. Plants and animals
 - c. Chemicals
 - d. Petroleum
114. What happens to water when it is heated?
- a. It freezes
 - b. It turns into ice
 - c. It evaporates
 - d. It becomes solid
115. Plastic is harmful for the environment because:
- a. It is very soft
 - b. It does not decompose easily
 - c. It is transparent
 - d. It is light in weight
116. Biodiversity means:
- a. A type of plant
 - b. Variety of life on Earth
 - c. A kind of soil
 - d. Types of weather
117. Which of the following is the main reason for loss of biodiversity?
- a. Planting more trees
 - b. Destruction of natural habitats
 - c. Rain water harvesting
 - d. Wildlife conservation
118. Endangered species are animals that:
- a. Are very large in number
 - b. Are in danger of becoming extinct
 - c. Live in zoos only
 - d. Are harmful to humans

119. A sanctuary is a protected place for:
- People to live
 - Wild animals and birds
 - Growing crops
 - Building factories
120. The Red Data Book contains information about:
- Recipes of different foods
 - Endangered plants and animals
 - Different types of rocks
 - Names of rivers

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
91.	c.	101.	b.	111.	c.
92.	b.	102.	b.	112.	c.
93.	c.	103.	b.	113.	b.
94.	b.	104.	c.	114.	c.
95.	c.	105.	b.	115.	b.
96.	b.	106.	d.	116.	b.
97.	b.	107.	b.	117.	b.
98.	b.	108.	c.	118.	b.
99.	c.	109.	b.	119.	b.
100.	b.	110.	c.	120.	b.

Language - I (Khasi)

Set - VII

Jingbthah ; -Jubab ia kine jingkylli da kaba buh dak ia ka jubab kaba dei na ki sawtylli kiba la ai lypa.

121. Ka ktien kren ka dei ka nongrim-
- Ka kolshor
 - Ka ktien ka thylliej
 - Ka khana
 - Ka thoh ka pule
122. Kawei na ki jingmyntoi kaba ki khynnah ki ioh na kaba pyndonkam bun ki ktien ha karma klas ka long-
- Ban tip ia ka kolshor kiwei
 - Ban sngewthuh ia ka jingngeit kiwei
 - Ban tip ia ki jingmut jingpyrkhat kiwei
 - Ban nang ia ka ktien kiwei
123. Kano na kine harum kam dei ka bynta ba ju don barabor ha kino kino lesson plan khasi?
- Ka jingthmu jong ka lynnong
 - Ki tiar iarap hikai
 - Ka jingpynkhih jingmut
 - Kaba ai dikteson
124. Haba pynkhreh ia ka lynnong hikai , u nonghikai u pynkhreh nyngkong eh ia ki-
- Jingthmu
 - Rukom pule
 - Tiar iarap
 - Rukom hikai
125. “ Ki nonghikai ki kylli jingkylli ia ki khynnah shwa ban hikai ia ka lynnong” Kano na kine , ki buit kiba iahab bad katei ka jingleh ki nonghikai?
- Ban sted ka rukom hikai
 - Lum jingtip na ki kynnah
 - Pynkhih jingmut ia ki khynnah
 - Pynsuk ia ka jinghikai
126. Ka jingnang ban kren ia ka ktien ka shong ha ka jingnang ban pyndonkam ia ki-
- Kyntien ba don jingmut
 - Klas Kyntien
 - Kyntien ba iahab kat kum ki khep
 - Sentenb a beit

127. Ka tiar iarap hikai kaba kongsan haba hikai ia kano kano ka lynnong ha ka subjek Khasi ka dei ka-
- Ki kotdur
 - Kot pule
 - Mobile
 - Radio
128. Ka ktien khasi ka mih na ka thymmei ing ktien jong ki-
- Indo Aryan
 - Austro Asiatic
 - Dravidian
 - Tibeto-Burma
129. Ka jing pyndonkam bun tylli ki ktien haba hikai ha kamra klas ka iarap ia ki khynnah ban-
- Tip ia kita ki ktien
 - Nang ia kiwei pat ki ktien da kaba pyniasoh bad ka ktien ba ki kren
 - Kren ia kita ki ktien
 - Sngewthuh ia ka jingmut jong ki
130. Kano na kine ki rukom thew jingtip kaba thmu ban kdew bad pyni ia ki jingkhlain, ki jingtlot bad ki jinglah ban pynbeit hi ia ki jingduna”
- Thew jingtip da ki para nongpule
 - Thew jingtip ia uwei pa uwei
 - Thew jingtip ia ka kynhun
 - Thew jingtip da-lade
131. Ki rukom pynkhih jingmut shwa ban hikai ia kano kano ka lynnong ki don
- San jait
 - Ar jait
 - Lai jait
 - Saw jait
132. Ka jingroi sted u khynnah ha ka ban ioh kem ia ka ktien ka dei lyngba ka jingiakren bad-
- Ki para khynnah
 - Kiwei pat ki briew kiba don sawdong jong u
 - Ki kmie ki kpa
 - Ki nonghikai
133. Ka jingbha jong kano kano ka kot pule, ka dei ba ka lah ban-
- Pyndap ia ka jingdonkam jong ki nongpule
 - Ai ka jinghun ia ki nongpule
 - Khring ia ka bor mutdur jong ki nongpule
 - Ai ka jingkmien ia ki nongpule.

134. Ia ka ktien ‘Khasi’ ha ka jylla jong ngi, la ithuh kum ka ‘Associate Official Language’ naduh ka snem
- 2007
 - 2006
 - 2005
 - 2004
135. Kano na kine jingong harum ka long ka bym dei ?
- Ka ktien thoh ka shah ktah ha ka ktien kren
 - Ka ktien kren barabor ka kham jrong ban ia ka ktien thoh
 - Ka jingtbit ban thoh ka shong tynrai ha ka jingtbit ban kren
 - Ka ktien kren kaba shah ktah ha ka ktien thoh
136. Ha ka kyrdan Prinmary, haba hikai ia ka poim, ki nonghikai kim ju da kham pyndonkam ia kane-
- Batai ia ka jingmut ki kyntien
 - Ban kren shaphang u nongthoh
 - Pyndonkam ia ki dur
 - Ban batai bniah
137. Kan kham biang ban pyndonkam ia ka ”Flip Chart”-
- Ha ka por kylli jingkylli ban pynshongdor
 - Ha ka por ba pynkhih jingmut haba sdang
 - Katba dang batai artad ia ka lynnong
 - Ha shuwa ban sdang batai ia kano kano ka mat hikai
138. Ka ktien kynnoh jong ‘U Shilliang’ ka dei-
- U shiteng
 - U shiphiah
 - U shipiah
 - U shidkhot
139. Ha ka senten – “ U la niah stet palat ia ka kali” ka kyntien ‘palat’ ka dei ka –
- Adjective
 - Intensifier
 - Determiner
 - Adverb
140. U/Ka briew kiba don ka mynsiem sngewhewh sngewmeng ia lade khlem nongrim-
- Niang thangdoh
 - wang riang
 - Nuit maw khlem suh thied
 - Sim- karo

141. Don ki khynnah ki bym ju khreh kot ki shu antad ha ka por eksam. Ka kyntien ‘antad’ ka dei ka-
- Adjective
 - Abstract Noun
 - Conjunction
 - Adverb
142. “Mareh thait thait” ka mut ka jingmareh kaba-
- Mareh stet eh bad pynsting ia ka met
 - Mareh khlem sangeh haduh ban da pynmih ia ka bor baroh
 - Mareh kum ban duh mynsiem
 - Mareh khlem suitniew ia kaei kaei

Ka Jingbthah: Pule ia kane ka jingthoh harum bad sa jubab ia ki jingkylli kiba bud (naduh 143 haduh 146):-

Ka jaitbynriew ka dei ka kynhun u khunbynriew kaba mih na ka juh ka tynrai ne ka juh ka thymmei longiing, longdoh long snam, ka jingnang iar ki longiing longsem kiba na ka juh ka thymmei long bynriew ka pynsan ia ki suki pa suki ban long ka jaitbynriew. Kumta, ngi shem ba ki briew kiba dei na ka juh ka ktien ka thylliej, ki don ka juh ka deiti, ki juh ki dustur ki riti, ka niam ka rukom, ka juh ka rukom pyrkhat bad ka rukom im bad kumta ter ter. Ka jaitbynriew, ka shong ka sah ha ka jaka ba thikna ba kyrpang bad ka kam trai ia kata ka jaka ba ka shong ka sah kum ka nongkynti la jong. Kumta, ia ka ri jong kano kano ka jaitbynriew la khot kyrteng bad tip ia ka, da ka kyrteng jong kata ka jaitbynriew.

Ia uwei pa uwei la kha ha ka jaitbynriew bad kata ka jaitbynriew na kaba u hiar longbriew, ka dei ka doh ka snam bad ka jait ka kynja jong u hi, ha kaba u im u shong lang ha ka juh ka ri. Namarkata, uwei pa uwei u don ka kamram kaba khia ia la ka jong ka ri bad ka jaitbynriew jong u, kumba ka long ia lade hi.

Ma ngi ki khasi, ha ka juh ka rukom, ngi don ka kamram kaba khia na ka bynta ka Ri bad ka jaitbynriew jong ngi. Ka kamram bad ka jingkitkhlieh jong uwei pa uwei na ngi ia la ka jaitbynriew bad ka mei ri lung ka mei ri san kam shym pher ei ei ruh em na ka kamram ka jingkitkhlieh kaba ngi don na ka bynta ia lade bad ia la ka iing ka sem. Khlem ka Ri bad ka jaitbynriew ka longryneng bad ka longbynriew ba shimet shimet jong ngi ka long lehnohei, kam don dor bad ka kut noh ha ka haw haw, kum u jingthung ba khlem ka tynrai bad khlem ki tmier ka long longbteng.

143. Ka phangpdeng jong ka jingthoh ka long halor -
- Ka kamram jong ngi ia la ka ri bad ka jaitbynriew
 - Ka thymmei jong ka jaitbynriew
 - Ka Kamram u khunbynriew ha ka imlang ka sahleng
 - Ka Kamram jong ka jaitbynriew
144. Ka jingnang iar ki longiing longsem kiba na ka juh ka thymmei long bynriew ka pynsan ia ki suki pa suki ban long –
- Ka thymmei longbriew
 - Ka longdoh lang snam
 - Ka longkur longkha
 - Ka jaitbynriew

145. Ha kane ka jingthoh don katno tylli ki ktien kynnoh?

- a. Hynriew
- b. San
- c. Saw
- d. Lai

146. Ha kane ka jingthoh “Nongkynti” ka mut ba dei –

- a. Ka it ka hima
- b. Ka Hima Sima
- c. Ka jaka ba la ioh pateng na u Kpa
- d. Ka jaka puta lajong

Ka jingbtah: Pule ia kane ka poim harun bad sa jubab ia ki jingkylli (naduh 147 haduh 150) da kaba buh dak ia ka jubab kada dei na kine ki saw tylli ki jubab ba la ai.

Lada rympei ka syaid ka tngen,

Ryngkat ka sneng ka kraw,

Ka Ing ka sem, ka suk ka kmen,

Ka bha ka shnong ka thaw.

Rympei ka khlain, ba beit ka stad,

Ka sain longbriew man briew,

Ki khun samla kim shang thadlad,

Kim brai ki kam sniew.

147. Ka phang pdeng jong katei ka poim ka dei ka-

- a. Sneng ka Kraw
- b. Rympei
- c. Iing ka sem
- d. Shnong ka thaw

148. Katno tylli ki kyntien bynrap ki don ha katei ka poim?

- a. 9 tylli
- b. 7 tylli
- c. 5 tylli
- d. 3 tylli

149. Ka kyntien ‘brai’ ka mut-

- a. Kwah biej
- b. Kwah eh
- c. Kwah lalot
- d. Kwah rhah

150. Ha katei ka poim ka 'shlem' ka dei ka jaka-

- a. Maramot
- b. Pynwandur
- c. Saindur
- d. Ba rtem

Answer key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
121.	d	131.	c	141.	d
122.	a	132.	a	142.	b
123.	d	133.	a	143.	a
124.	a	134.	c	144.	d
125.	c	135.	b	145.	b
126.	c	136.	b	146.	d
127.	b	137.	c	147.	b
128.	b	138.	b	148.	b
129.	b	139.	b	149.	a
130.	d	140.	c	150.	c

Language - I (Garo)

Set - VII

121. Ku'siktang ba noko agangipa u'sikko bi'sarang banoniko skie ra'chenga.
- Skuloniko
 - Bi'sa skaniko
 - Ma'gipaniko
 - Noksul songsulniko
122. Ma'ani ku'sikko, noko, bajaro, songsulo aganrongani gimin aro jakkalrongani gimin altuae ma'sibata.
- Bi'sana ma'ani ku'sikchi skie on'ani ka'mao janapgiparangoni badiako dakchakani ong'e nik-bata. Mesokbo.
- Dakbewalko
 - Rongtal antalaniko
 - Ma'siningatna man'a
 - Ka'donganiko on'a
123. Ku'siktangchi skie on'ani maina gamchata?
- Lekkako altuae brena man'a
 - Ku'sik tangkode gimikan man'aia
 - Skie on'anio altubata
 - Bi'sarang chanchibewale uina ta'rakbata
124. 'Ma'ani ku'sik' ine aganon badiako na'a miksonga?
- Skulo jakkalgipa
 - Ma'a baksa noko agangipa
 - Songsalo je biapo donga uno jakkalgipa
 - A'songtangni ku'sik
125. Bi'sarang ku'sik skie ra'anio dal'giminrangna bate man'ningbata. Mongsongbate janapgiparangoni badia bilsioni badia bilsiona mesokbo.
- Bils 0-4 ona
 - Bils 2-8 ona
 - Bils 0-8 ona
 - Bils 1-12 ona
126. Bi'sarangna skie on'o songsalni ku'sikko jakkalchapna maina didia?
- Songsalni ku'sikni gamchatako uiatna
 - Songsalni ku'sikchi bi'sarang ma'siningbata
 - Songsalni gitasa kitapko jakkala
 - Skigipaoni ku'sik ong'ani gimin nambata

127. Bi'sarango knatimna (listening) changaniko ong'atnagita skigipa klasso iako dakna man'gen.
- Golpogrikna didianiko
 - Bi'sarangna golpo aganako
 - Gam'e poraiatako
 - Mokosto mingatako
128. Gam'e poraiataniko ranta ka'aton bi'sarang ia namdapatniko man'a.
- Sena changbata
 - Aganna changbata
 - Spelling nambatrroa
 - Gam'atanirango nambatrroa
129. Bi'sarang sena changna gita na'a skigipa ong'e maikai dakchakgen.
- Jripjrip poraiatchenggen
 - Gam'e poraiate mingpaatgen
 - Noksako nie uni gimin kandike seatachi
 - Kosako janapggipa aganchakani minggittaman ong'ja
130. Skie ra'anio skigipa ong'e na'a bi'sarangna gam'ataniko ong'e jarikatna maiko dake-ka'e mesokgen?
- Ki'tapni lessonko sakprak poraiatgen
 - Lessonko an'tang gam'e minge poraigen
 - Lesson ni katta mingantinkon spelling ka'e mesokgen
 - Lessonko an'tang gam'e poraiatani jaman bi'sarangko gam'e poraiatgen
131. Noksako mesoke skion bi'sarang mai dakchakaniko man'a?
- Noksako nie chanchibewalna man'a
 - Noksako nie knae ta'rake ma'sininga
 - Bi'sarang poraina ku'si ong'bata
 - Ka'donganiko bariata
132. Katta tong dake seaniko klasso skigipa ongenode bi'sana mai namgni ong'skaa.
- Kattani gam'ani aro vowelni gam'ako talrorona man'a
 - Spelling namrroa
 - Poraina changbata
 - Sena changbata
133. Golpoko aganachi bi'sarango mai chang-sapaniko ra'bana man'gen?
- Kattarangko ong'e gam'atani
 - Knatimna changani
 - Sena changani
 - Poraina changani

134. Poedoko chi sul aro knatoe gam'a baksa mingtaitaie on'anichi bi'sarangna mai dakchakaniko on'na man'gen.
- Sul baksa mingtaitaion poedoni me'sua aro knatoaniko knae ui'na dakchaka
 - Poedoni rittingrangko talna man'a
 - Knatimna draata
 - Gisikko aratata
135. Klasso agangrikaniko dakaton bi'sarangna mai namgniko on'a?
- Saksa sakgipin baksa agangrike ka'dinga
 - Knatimani bewalrangko namroroata
 - Tusina sikanirangko gimata
 - Skigrikani bewakko ong'katata
136. Aganna changaniko bi'sarango dongatna gita dakmesokani maikai dakchaka?
- Ning'tue hacnhianiko ong'ate
 - Gam'atna aro tarake poraina man'ata
 - Aganchakna changata
 - Obostani kri ku'rang gam'ate poraina changa
137. Skigipa klasso role-playrangko dakatachi iarango bi'sarangna aganna changaniko bariata.
- Ka'dongroroata, ku'rang watna changrora
 - Ma'sina knatimna changa
 - Taning saksele chanchina changata
 - Knatimna, ong'e ku'rang watna aro ong'e aganchakna
138. Poedoko ring'a ba sul gnang mingachi badiako bi'sarangni gisiko nakatate agantalatna changbatroroata?
- Ma'rap ma'rap mingna changani
 - Poedoni me'suako, ku'rang watachi
 - Poedoni ma'rapani me'suani aro an'soaniko
 - Kosako janapa gimikan ong'a
139. Bi'sarango ui'e ma'sie poraina changaniko bariatna ia daka-ka'aniko jakkalgen.
- Dialogue seaniko poraiatgen
 - Me'sugipa golpoko ja'rike sepaata
 - Golpoko noko an'tangna seata
 - On'sogipa rittingrangko jakkale seata
140. Poraina changaniko bi'sarango ong'katatna gita skigipa iako ja'rikna man'gen.
- Blackboard-o segipa kattarangko poraiate
 - See ra'bagipa rittingrangko mesoke sepaatachi
 - Noksani gimin agantalatgipa rittingrangko poraidile
 - Poedoko mingatjringachi

141. Skulni noksikrango noksa ba golpo ki'taprangko donanichi iako bi'sarango ong'atna man'a.
- Ku'si ong'e klasso knatima
 - Poraijringe rona ranta ong'a
 - Rongtal an'talna dakchaka
 - Spellingko namdapata
142. Skigipa klasso lessonko gam'e poraie mesokode maimaio bi'sarang namdapaniko man'a?
- Knatime kusiniko man'a
 - Gam'atna changgijarangko ong'e gam'atna uia
 - Tusijripna sikako dontongata
 - Gisiko nangbatata
143. Klasso bi'sarangna tong'sa segipa golporangko matchotatna on'achi ia changa sapaniko bariata.
- Knatimna changani
 - Ma'sina changani
 - Sena changani
 - Poaina changani
144. Ripengskana chitti sena skianian bi'sarango ia changa sapaniko ong'ata.
- Golpo sena changa
 - Dialogue sena changa
 - Katta jakkalna ma'siroroa
 - Ning'tue chanchianiko bariata
145. Sena changa ine aganon iako miksonga.
- Poraiatangko gualja
 - Chanchiatangko sena man'a
 - Punctuation jakkalna changa
 - Porikao chu'soka
146. "Tesa ja'likko brea aro anga na'tokko brea."
- Punctuationo, "aro" ko gale badiako jakkalskana man'gen.
- !
 - :
 - ;
 - ?
147. Grammar ko skianio sentenceko rikna maidakgipa dake-ka'e nianiko (activity) bi'sarangna on'na man'gen?
- Sentence sedame uarangko mingatachi
 - Noksako mesoke sentenceko rikatachi
 - Ki'tapniko nie seatachi
 - Golpo ba poedoko poraiatachi

148. Grammaro sentenceko bi'sarangna talatengon maiko uiatchenggen.
- Sentence rike salsrete mesokgen
 - Sentenceni definitionko talatchenggen
 - Noksako mesoke sentence tariatgen
 - Ki'taponiko sentenceko am'dilgen
149. Ia sentence niko Subject aro Predicateko mesokna badiako ja'rikgen.
- Sentence gimikko talate skigen
 - Katta mingprakko grammarni gita maia talatgen
 - Subject aro Predicateko salsrete mesoke skigen
 - Kosako janapa gimikkon ja'rikgen
150. Sentence minggniko nangrimatgipa Parts of Speech badiagipa ong'a?
- Pronoun
 - Conjunction
 - Preposition
 - Interjection

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
121.	c	131.	b	141.	b
122.	c	132.	a	142.	b
123.	d	133.	b	143.	c
124.	b	134.	a	144.	c
125.	c	135.	b	145.	c
126.	b	136.	d	146.	b
127.	b	137.	d	147.	b
128.	d	138.	d	148.	b
129.	c	139.	a	149.	c
130.	d	140.	c	150.	b

Paper -I
Set - VIII

Content

1. Child Development & Pedagogy
2. Language – II (English)
3. Mathematics
4. Environmental Studies
5. Language- I (Khasi/Garo)

Child Development and Pedagogy

Set - VIII

1. Identify the right factor that is the most important to learn language for children.
 - a. Well-developed language environment
 - b. Grammatical rules of language
 - c. Questions based on text
 - d. Textbooks on that language
2. Gender is a
 - a. Biological Determinant
 - b. Psychological Entity
 - c. Social Construct
 - d. Socio-Psychological Construct
3. The process of being fair to women and men, is also termed as
 - a. Gender equity
 - b. Gender sensitivity
 - c. Gender awareness
 - d. Gender equality
4. Which of the following statements is not correct about learning?
 - a. Learning is facilitated by social action
 - b. Learning as a product rather than a process
 - c. Learning depends on the learner's previous knowledge
 - d. Learning implies reorganization of prior conceptual schemes
5. Short and uniform time period is required to note down children behaviour in
 - a. Case study method
 - b. Introspection method
 - c. Experimental method
 - d. Observation method
6. Which of the following is not a benefit of maintaining a 'reflective journal'?
 - a. Self-awareness
 - b. Personal growth
 - c. Improvement of critical thinking
 - d. Fear of judgement of criticism

7. A child who cannot distinguish between 'cat and bat' and 'rat and mat', he/she is suffering from
 - a. Dysmorphia
 - b. Dyslexia
 - c. Dyscalculia
 - d. Dyspraxia
8. Which of the following is the most important characteristic of an under-achiever?
 - a. Consistently scoring low grades
 - b. Showing no interest in academic activities
 - c. Having high ability but low achievement
 - d. Being unable to learn due to a learning disability
9. What is the primary goal of Inclusive Education?
 - a. To segregate students with disabilities
 - b. To provide equal access to education for all
 - c. To create separate schools for diverse learners
 - d. To focus on academic achievement only
10. Which of the types of disabilities is characterized by significant cognitive and adaptive difficulties that may affect an individual's ability to learn, communicate and interact with others?
 - a. Physical disability
 - b. Sensory disability
 - c. Intellectual disability
 - d. Psychosocial disability
11. Which of the following Acts defines disability as a long-term physical, mental, intellectual or sensory impairment?
 - a. The Persons with Disabilities Act, 1995
 - b. The Rights of Persons with Disabilities Act, 2016
 - c. The Mental Health Act, 1987
 - d. The National Trust Act, 1999
12. Which of the following is a 3- dimensional teaching-learning material?
 - a. Blackboard
 - b. Display board
 - c. Still picture
 - d. Model
13. Which of the following statements about creative children is most accurate?
 - a. Creative children need to conform to societal norms and expectations.
 - b. Creative children typically rely on established rules and conventions.
 - c. Creative children exhibit a low level of expertise in a specific domain.
 - d. Creative children frequently engage in divergent thinking and explore unconventional solutions.

14. The primary purpose of Summative Assessment is
 - a. To identify learning gaps during instruction
 - b. To evaluate students' learning at the end of a lesson or unit
 - c. To provide feedback to teachers on their instructional method
 - d. To motivate students to learn throughout the year
15. What is the primary goal of teaching in relation to learning?
 - a. To transmit knowledge from teacher to student
 - b. To facilitate students' understanding and application of knowledge
 - c. To prepare students for standardized tests
 - d. To maintain classroom discipline
16. Learning is broadly conceived as
 - a. Acquisition of knowledge
 - b. Acquisition of skills
 - c. Acquisition of values
 - d. Modification of behaviour
17. Which of the following strategies is most likely to engage kinesthetic learners in the learning process?
 - a. Providing detailed written instructions
 - b. Offering audio recordings of lectures
 - c. Incorporating hands-on activities and experiments
 - d. Using visual aids such as diagrams and charts
18. Theory of learning which totally and only depends on "Observable Behaviour" is associated with Theory of learning
 - a. Behaviorist
 - b. Constructivist
 - c. Cognitivist
 - d. Developmental
19. The statement "Men are generally more intelligent than women"
 - a. Shows gender bias
 - b. Is true for different domains of intelligence
 - c. Is true
 - d. May be true
20. Testing of previous knowledge is a component of the:
 - a. Skill of Stimulus Variation
 - b. Skill of Introduction
 - c. Skill of Explaining
 - d. Skill of Reinforcement

21. Which of the following is a not characteristic of intellectual Development of early childhood?
- Increased span of attention
 - Exploration of the environment
 - Ability to verbalize all known concepts
 - Ability to distinguish past, present, and future.
22. Which of the following is not a tool for Formative Assessment in scholastic domain?
- Communication skill
 - Quiz during the lesson
 - Project work
 - Oral questions
23. Human Development is based on certain principles. Which of the following is not a principle of human Development?
- General to specific
 - Reversible
 - Continuity
 - Sequentially
24. According to Piaget, during the first stage of Development (birth to about 2 years of age), a child learns best
- By thinking in an abstract fashion
 - By applying newly acquired knowledge of language
 - By using the senses
 - By comprehension neutral words.
25. What is the primary purpose of School-based Assessment?
- To rank students notionally
 - To evaluate teacher effectiveness
 - To provide feedback on students' learning
 - To select students for higher education
26. Which of the following statements is true for Anecdotal Record as an assessment tool?
- It includes the project and fieldwork done by a child
 - It is used to record and evaluate the quality of a child's work against specified criteria
 - It records the presence or absence of a particular skill or process
 - It includes description of a child progress on a day-to-day basis and provides observational records
27. Connecting classroom learning to real-world applications can:
- Make lessons seem irrelevant and disconnected from student lives
 - Increase student motivation and understanding of the purpose of learning
 - Focus solely on theoretical concepts without practical application
 - Confuse students with information outside the curriculum

28. The use of formative assessments during a lesson can help teachers:
- Ignore student understanding and continue with the planned lesson
 - Identify areas of confusion and adjust instruction to meet student needs
 - Focus solely on summative assessments like final exams
 - Ignore students who are struggling with the topic
29. What is the primary purpose of using rubrics in assessment?
- To provide a detailed grading scale for assignments only
 - To evaluate students' learning outcome in a standardized manner
 - To encourage student creativity and originality
 - To reduce the time spent on grading and feedback
30. Which one of the following is an objective-type item?
- Oral test
 - Short-answer test
 - True-False item
 - Interview

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
1	a	11	b	21	c
2	c	12	d	22	a
3	a	13	d	23	b
4	b	14	b	24	c
5	d	15	b	25	c
6	d	16	d	26	d
7	b	17	c	27	b
8	c	18	a	28	b
9	b	19	a	29	b
10	c	20	b	30	c

Language - II (English)

Set - VIII

31. Child-centered teaching focuses on-
 - a. Teachers
 - b. Students
 - c. Textbooks
 - d. Grammar
32. Which method is best for teaching English to young learners?
 - a. Lecture method
 - b. Play-way method
 - c. Textbook method
 - d. Grammar-translation method
33. What is the purpose of assessment in teaching English?
 - a. To test students
 - b. To evaluate teaching
 - c. To improve learning
 - d. To compare students
34. How can a teacher encourage student participation in the classroom?
 - a. By giving readymade answers
 - b. By giving punishments
 - c. By praising students
 - d. None of the above
35. Mention the role of a teacher in a language classroom?
 - a. To teach grammar rules
 - b. To facilitate learning
 - c. To test students
 - d. To lecture
36. Why do we use flashcards while teaching English?
 - a. To teach grammar
 - b. To introduce new vocabulary
 - c. To practice pronunciation
 - d. To test comprehension

37. What is the main goal of Foundational Literacy?
- To teach English rules
 - To develop reading skills
 - To improve handwriting skills
 - To enhance vocabulary
38. How teachers can promote Foundational Literacy?
- By reading aloud
 - By using flashcards
 - By providing opportunities for students to read
 - All of the above
39. What is the main principle of the play-way method?
- Learning through play
 - Learning through textbooks
 - Learning through lectures
 - Learning through writing
40. What is NOT TRUE while using the project-based method?
- Develops critical thinking
 - Enhances creativity
 - Promotes teamwork
 - Promotes negativity
41. What is the purpose of a role-play in teaching English?
- To promote writing skills
 - To develop confidence
 - To promote drawing skills
 - To distract students
42. What is the role of technology in teaching English?
- To replace the teacher
 - To supplement teaching learning process
 - To distract learners
 - To waste time
43. What is the purpose of using worksheets in teaching English?
- To teach grammar
 - To practice language skills
 - To examine comprehension
 - To improve vocabulary

44. How can a teacher encourage student-centered learning?
- Through lectures
 - Providing opportunities for students to participate
 - Through textbooks
 - Testing students
45. What is the main goal of teaching English to young learners?
- Grammar rules
 - Developing communication skills
 - Improving writing skills
 - Enhancing vocabulary
46. How can a teacher promote critical thinking in students?
- Prompting questions
 - Giving lectures
 - By providing opportunities for students to solve problems
 - Testing students
47. What is the role of feedback in teaching English?
- To criticise students
 - To improve student learning
 - To test students
 - To compare students
48. How can a teacher provide effective feedback to students?
- By giving general comments to all students
 - By providing specific feedback to individual students
 - By testing students through tests
 - By comparing student's report cards
49. What is the purpose of self-assessment in teaching English?
- To test students' understanding
 - To evaluate teaching by peers
 - To improve student learning and performance
 - To compare students
50. How can a teacher encourage self-assessment in students?
- Through terminal examinations
 - By providing opportunities for students to reflect on their learning
 - Evaluating the final examination
 - None of the above

51. What is the purpose of using rubrics in teaching English?
- To test students
 - To evaluate teaching
 - To improve student's learning
 - To compare students
52. How can a teacher use rubrics in the classroom?
- By giving students a copy of the rubric
 - By explaining the rubric to students
 - By using the rubric to assess student work
 - All of the above
53. Which of the following is a digital resource?
- Textbook
 - Workbook
 - Online dictionary
 - Flashcard
54. Which of the following is NOT a teaching strategy?
- Questioning
 - Explaining
 - Demonstrating
 - Punishment
55. How can the use of pictures help students in teaching English?
- Vocabulary, grammar, speaking skills
 - Vocabulary, grammar
 - Speaking skills
 - Vocabulary
56. What is the meaning of Might and main?
- Very strong
 - Strong like a lion
 - Strong like a bear
 - with all their strength
57. At daggers drawn means
- Drawing a dagger
 - Be an enemy
 - Cut at with a dagger
 - Tip of the dagger

58. The road is _____ by a junction.
- Seperated
 - Saparated
 - Separated
 - Seeparated
59. He labours that he _____ become rich.
- might
 - may
 - will
 - would
60. Synonym of Healthy is _____.
- No rest
 - Hale
 - Unwell
 - Sickly

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
31	b	41	b	51	c
32	b	42	b	52	d
33	c	43	b	53	c
34	c	44	b	54	d
35	b	45	b	55	a
36	b	46	c	56	d
37	b	47	b	57	b
38	d	48	b	58	c
39	a	49	c	59	a
40	d	50	b	60	b

Mathematics

Set - VIII

61. Which statement highlights the logical nature of mathematics?
- It follows trial and error
 - Every step in a proof follows a rule
 - It depends on imagination only
 - It cannot be verified
62. Which of the following statements is correct about mathematics as a science?
- it is experimental only
 - it is exact and logical
 - it does not follow rules
 - it is unpredictable
63. Sudokus and magic squares are examples of:
- Experiments
 - Puzzles
 - Worksheets
 - Board games
64. While teaching fractions, a teacher uses fraction-based card games. This method is:
- Activity-based learning
 - Lecture method
 - Deductive method
 - Inductive method
65. Skemp distinguished between two types of understanding in mathematics. They are:
- Abstract and concrete
 - Logical and creative
 - Relational and instrumental
 - Deductive and inductive
66. According to skemp, which type of understanding is more desirable in mathematics education?
- Instrumental understanding
 - Relational understanding
 - Neither
 - Both are equally important without preference
67. Math Phobia refers to:
- strong dislike or fear of mathematics
 - physical injury while doing math
 - a type of mathematical method
 - none of the above

68. Which teaching strategy can help reduce math anxiety?
- using rote memorization
 - encouraging problem-solving, games, and puzzles
 - giving only timed tests
 - ignoring student difficulties
69. Which of the following is a benefit of using ICT in mathematics?
- Enhances visualization of abstract concepts
 - Promotes passive learning
 - Reduces thinking and reasoning
 - Makes students memorize formulas only
70. Geogebra and Desmos are ICT tools mainly used for:
- Teaching history
 - Visualizing and exploring geometry and algebra concepts
 - Writing essays
 - Learning languages
71. Formative assessment in mathematics includes:
- quizzes, classwork, oral questioning, observations
 - final exams only
 - annual board exams
 - none of these
72. Summative assessment is conducted:
- during instruction to monitor progress
 - at the end of a teaching unit or term to measure achievement
 - randomly without any purpose
 - only for fun
73. Find the largest 5-digit number divisible by 5
- 99,995
 - 99,999
 - 99,990
 - 99,985
74. Find the number: It is less than 60,000, greater than 59,990, and the sum of digits =15
- 59,991
 - 59,993
 - 59,994
 - 59,995
75. A train travels 180 km in 3 hours. How long for 240 km at same speed?
- 4 HOURS
 - 5 HOURS
 - 5 HOURS
 - 5 HOURS

76. A shirt costs ₹450. Discount = 20%. Price to pay = ?

- a. ₹350
- b. ₹360
- c. ₹375
- d. ₹380

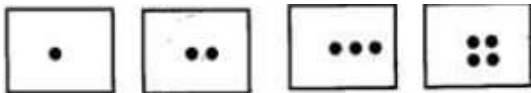
77. Which of the following data is qualitative?

- a. Age of teachers
- b. Colour of cars
- c. Marks in maths
- d. Number of students

78. Number of pets in 7 households: 2, 1, 3, 2, 1, 4, 2. Frequency of '2 pets' = ?

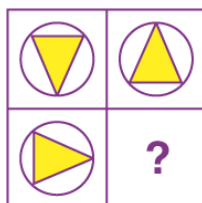
- a. 2
- b. 3
- c. 4
- d. 1

79. What comes next in the pattern?



- a.
- b.
- c.
- d.

80. Observe the following figure and choose the correct option.



- (a)
- (b)
- (c)
- (d)

81. Which capital letter of the English alphabet has vertical line symmetry?
- a. A
 - b. G
 - c. F
 - d. R
82. A rhombus has how many lines of symmetry?
- a. 1
 - b. 2
 - c. 3
 - d. 4
83. Which of the following has both flat and curved surfaces?
- a. Sphere
 - b. Cube
 - c. Cylinder
 - d. None
84. Which solid has exactly one vertex?
- a. Sphere
 - b. Cylinder
 - c. Cone
 - d. Cube
85. A ribbon of length $5\frac{1}{4}$ m is cut into small pieces, each of length $\frac{3}{4}$ m. The number of pieces will be:
- a. 5
 - b. 6
 - c. 7
 - d. 8
86. The product of 0.03×0.9 is:
- a. 7
 - b. 27
 - c. 027
 - d. 0027
87. When a circle is cut into 8 equal parts, each part makes an angle of:
- a. acute angle
 - b. obtuse angle
 - c. straight angle
 - d. Right angle

88. If you are facing South and turn $\frac{3}{4}$ of a turn in the clockwise direction, which direction are you facing now?
- North
 - South
 - West
 - East
89. $\frac{2}{5}$ expressed as a percentage is:
- 20%
 - 40%
 - 50%
 - 10%
90. A number increased by 25% gives 45. The number is:
- 30
 - 32
 - 35
 - 36

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
61	b	71	a	81	a
62	b	72	b	82	b
63	b	73	a	83	c
64	a	74	d	84	c
65	c	75	a	85	c
66	b	76	b	86	c
67	a	77	b	87	a
68	b	78	b	88	d
69	a	79	d	89	b
70	b	80	a	90	d

Environmental Studies

Set - VIII

91. Which gas is mainly responsible for global warming?
- Oxygen
 - Nitrogen
 - Carbon dioxide
 - Hydrogen
92. Which of the following is a major cause of water pollution?
- Swimming in lakes
 - Fishing
 - Dumping industrial waste in rivers
 - Boating
93. Noise pollution can cause:
- Better sleep
 - Hearing loss and stress
 - More energy
 - Better concentration
94. Which of the following is an example of air pollution?
- Birds chirping
 - Smoke from vehicles
 - Wind blowing
 - Flowing rivers
95. Soil pollution can be reduced by:
- Using more chemical fertilizers
 - Burning garbage on soil
 - Using organic manure and composting
 - Digging more soil
96. Which of the following helps reduce air pollution?
- Burning crop residue
 - Using private cars more
 - Planting more trees
 - Using old vehicles

97. Meghalaya is known as the 'Abode of Clouds' because:
- It has many factories
 - It receives very heavy rainfall
 - It has large deserts
 - It is near the ocean
98. The Khasis follow which system of family lineage?
- Patrilineal
 - Mixed lineage
 - Matrilineal
 - No lineage system
99. Which famous living root bridge is found in Meghalaya?
- Howrah Bridge
 - Double Decker Living Root Bridge
 - Chain Bridge
 - Glass Bridge
100. The Nongkrem Dance is celebrated by which community of Meghalaya?
- Garos
 - Jaintias
 - Khasis
 - Nagas
101. What are the main components of soil?
- Silt, sand and rock
 - Clay, humus and sand
 - Sand, silt and clay
 - Silt, humus and clay
102. What is important in natural manure?
- Minerals
 - Decayed matter
 - Sand
 - Salts
103. When was the world's first artificial satellite sent into space?
- 1945
 - 1954
 - 1975
 - 1957

104. Saline water is used for:
- Cleaning wounds
 - Dripping.
 - Washing hands
 - Taking a bath
105. What happens when you touch a hot object? The sensory nerves send a message to the:
- Hands
 - Legs
 - Brain
 - Spinal cord
106. Which part of a plant stores water in desert areas?
- Root
 - Leaf
 - Stem
 - Flower
107. When you stand outside your home, what helps you identify direction?
- The Sun
 - The Moon
 - Trees
 - Rivers
108. Which of these is not part of the 5 R's?
- Refuse
 - Remove
 - Reduce
 - Reuse
109. Which food group helps in body growth and repair?
- Cereals and fruits
 - Pulses and proteins
 - Proteins and fats
 - Fats and cereals
110. What hides the stars and moon during the day time?
- Clouds
 - Dust
 - Sunlight
 - All of the above

111. On the basis of light, materials are classified as:
- Opaque
 - Translucent
 - Transparent
 - All of the above
112. _____ is the ability to do work.
- Energy
 - Force
 - Work
 - movement
113. Sound is a form of:
- Energy
 - Current
 - Waves
 - Force
114. How many poles does a magnet have?
- 1
 - 2
 - 3
 - 4
115. Which one is a true statement?
- Northpole attracts north pole
 - Northpole repels north pole
 - Southpole attracts south pole
 - Southpole repels northpole
116. We are able to compress air because:
- The molecules are tightly packed together
 - The molecules are close to one another
 - The molecules are a bit far from one another
 - The molecules are very far from each other
117. Seeds of maple are dispersed by:
- Water
 - Animals
 - Explosion
 - Wind

118. _____ stores food for the baby plant.
- Embryo
 - Cotyledon
 - Germination
 - Seed coat
119. Which plant is adapted to hot and dry environments?
- Conifer
 - Moss
 - Cactus
 - Mildew
120. Undigested parts of food move to the:
- Stomach
 - Small intestine
 - Large intestine
 - Liver

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
91.	c.	101.	c.	111.	d.
92.	c.	102.	b.	112.	a.
93.	b.	103.	d.	113.	c.
94.	b.	104.	a.	114.	b.
95.	c.	105.	c.	115.	b.
96.	c.	106.	c.	116.	d.
97.	b.	107.	a.	117.	d.
98.	c.	108.	b.	118.	b.
99.	b.	109.	b.	119.	c.
100.	c.	110.	c.	120.	c.

Language - I (Khasi)

Set - VIII

Ka jingbthah : Pule ïa kane ka jingthoh harum bad sa jubab ïa ki jingkylli (naduh 121 haduh 124) da kaba buh dak ïa ka jubab kaba dei na ki saw tylli kiba la ai lypa :

“Ka skul ka long kawei pat ka shlem kaba saiñdur ïa ka longbriew manbriew bad ka persara ban pynsan ïa u briew ha ka thoh ka tar, ha ka jingnang jingstad, ha ka jingproh jingnep ka bor jabieng, ka bor sngewthuh bad jingshemphang bad ka jingpule. Na ka skul, u briew, ha ka jinglong khynnah, u ïoh shibun ki jinghikai ha ka liang ka jinglong jingim, ka burom ka akor, ka tipbriew tipblei, ka pyrkhat pyrdaiñ, ka kren ka khana, ka ïaid ka ïeng bad ha baroh ki liang jong ka longbriew bad jingim jong u. Lada ki jinghikai bad jingialam na skul ki long kiba bha, khlem pep, ki khynnah jong kata ka skul kin ïoh ïa ka jinglong jingim babha, ha ki kam bad ki ktien kumjuh. Hynrei lada ki jingialam bad jinghikai na skul kim long ha ka lynti kaba dei, ki khynnah jong kata ka skul, ki lah ban poi sha ki lynti kiba bakla ha ka longbriew manbriew bad jinglong jingim jong ki.”

121. Don katno tylli ki thup ktien kynnoh bapher bapher ha ka jingthoh baroh kawei?

- a. 10 tylli
- b. 13 tylli
- c. 8 tylli
- d. 11 tylli

122. Ka persara ka dei kaei?

- a. Ka kper kaba heh ha kaba ki bet symbai ki nongrep
- b. Ka pynthor ba ki nongrep ki bet symbai
- c. Ka jaka bet symbai jingthung shuwa ban rah tynrai shawei pat
- d. Ka jaka sngem ba ki nongrep ki bet symbai

123. Ki kyntien ‘khlem pep’ ha ka jingthoh, ki mut—

- a. Bym don jingthikna
- b. Ba don jingkhmihlynti
- c. Bym don jingartatien
- d. Ba don jingangnud

124. Kano na kine ki phang pdeng kaba kham ïahab eh bad ka jingthoh?

- a. Ka skul, ka jaka ai jinghikai
- b. Ka bynta ka skul ha ka jingim briew
- c. Ka skul bad u briew
- d. Ka skul, ka jaka saiñdur ïa ka longbriew manbriew

Ka jingbthah: Pule ïa kane ka poim harum bad sa jubab ïa ki jingkylli kiba bud (naduh 125 haduh 128) :-

Hapoh sangam-sajah marwei,
Ba ker ka ‘bniap’ ka shiah kynrei;
Halor ka lum rai-eh rai-dam,
Hapdeng ka maw khohruh –khohram;
Hangta u ïeng u Mawbynna,
Khlem jingsalia khlem jinglyngnga;
Ban kit ka nam u Longshuwa,
Wei briew u ap, u ïeng phylla

125. ‘Sangam’ ka thew ïa ka jaka khlaw ba -
- Pjah bad long ktieh
 - Khlem ïoh sngi
 - Pjah sam sam
 - Kynjah
126. Ha kane ka poim, ka kyntien ‘bniap’
- Ka khlaw ba sabñiup
 - Ka khlaw ba sop da u shiah buid
 - Ka khlaw ba sop da u dieng shiah soh kahwïong
 - Ka khlaw ba bun phlang
127. ‘Mawbynna’ ka mut u maw ba la thung
- Da ki shi-kur shi-jait
 - Ban sah kynmaw
 - Ban long jaka shongthait
 - Ha ka por thep mawbah
128. Ka phangpdeng jong kane ka poim ka long shaphang –
- Ka jingshah ïehbeiñ u Mawbynna
 - Ka jingpynkit nam u Longshuwa
 - Ka jingieng rangbah u Mawbynna
 - Shaphang u Mawbynna
129. Ka sap jingtbit kaba ki khynnah ki nang nyngkong eh ka dei-
- Ka sap sngap
 - Ka sap pule
 - Ka sap kren
 - Ka sap thoh

130. Kano na kine kaba dei eh ia ki khynnah ban nang haba pule ia kano kano ka jingthoh?
- Pule jam
 - Pule jar jar
 - Pule khlem jingthut
 - Pule ban sngewthuh bad ioh ia ka jingsneng
131. Ka jingkyntip ktien ka long kawei na ki jait jinglehkai kaba pynroi ia ka jingtbit ki khynnah-
- Ban kren bad ban pule
 - Ban sngap bad ban pule
 - Ban sngap bad ban kren
 - Ban kren bad ban thoh
132. Kano na kine ki tiar iarap hikai ka dei ka ban kham biang eh ban hikai ia ki khynnah rit ia ka lynnong kaba dei ka jingiathuhkhana-
- Ka chart
 - Ka flannel board
 - Ka kot deer khlem kyntien
 - Ka flashcard
133. Kano na kine harum kam dei ba bynta ba ju don barador ha kino kino ki lesson plan hikai?
- Kaba ai dikteson
 - Ka jingpynkhih jingmut
 - Ka jingthmu jong ka lynnong
 - Ki tiar iarap hikai
134. Ia ba rukom pynshongdor da kaba 'khmihthuh' lah ban leh –
- Tang ha ka por ba ai kami a ki khynnah
 - Man la ka sngi
 - Ha ka por ba ai unit test
 - Shisien shi taiew
135. Kano na kine ki kyntien ha rum ka dei ka ktien kynnoh jong ka kyntien 'jasong'?
- Jatap
 - Jarain
 - Jatngam
 - Jasat
136. Bad kano na kine ki rukom jingling ne jingle harum la pyndonkam bymrap ia ka adberd- 'khwain'?
- Rukom iaide
 - Rukom jrong
 - Ka rukom kren
 - Ka rukom riam

137. 'Kreng- Kreng' ka mut-
- Kylluid
 - Khih
 - Wad
 - Ñiar
138. Ka "checklist" ka hap ha kawei na kine ki buit pynshongdor
- Oral
 - Observation
 - Written
 - Practical
139. Ki nonghikai ki tynjuh jingtip ia ki khyannah ha ka por-
- shwa ban hikai
 - Ha ka por hikai
 - Ynda la kut ka jinghikai
 - Naduh bas dang haduh ba kut ka jinghikai
140. Ka buit pynshongdor kaba ngi lah ban thew ia ka jingsngewthuh ia ki kyntien bad ki senten ka dei-
- Ka worksheet
 - Ka kotdur
 - Ka jingialehkai
 - Ka jingkylli
141. Ka ktien Khasi ka mih na ka tnad longiing-
- Munda
 - Maithali
 - Mundari
 - Monkhmer
142. Kano ka rukom hikai kaba iahab ba phin hikai ia ka lynnong, 'U Raja Kine Singh' ia ki kynnah klas 3?
- Da kaba ianir jingmut
 - Da kaba iathuh khana
 - Da ka jingkam
 - Da kaba kylli jingkylli
143. Ki rukom pynkhih jingmut shwa ban hikai ia koano kano ka lynnoh ki don
- Ar jait
 - Saw jait
 - San jait
 - Lai jait

144. Ka ktien kynnoh jong ‘Dumok’ ka dei-
- Dumak
 - Kamok
 - Kamak
 - Damok
145. U/Ka briew kiba kloi mynsiem eh ki khot-
- Wang ban im
 - Wang kushu
 - Wang um
 - Wang buid
146. “Iaid kynjang” ka mut ba iaid-
- Pynkhih ryndand
 - Bran-bran
 - Stet bad pynsting ia lade
 - Pyndor la ki kjat
147. Kaba hikai da kaba iathuh khana ia ki khynnah ha ki klas rit ka pynroi ia ka-
- Sap ban sngap
 - Sap ban shahshkor
 - Sap ban kren
 - Sap ban thoh
148. Ha ka senten – “u la niah stet palat ia ka kali” ka kyntien, ‘palat’, la dei ka-
- Intensifier
 - Determiner
 - Adjective
 - Adverb
149. Ha ka khyrnit Ba Phra jong ka Riti Synshar ki ktien ba kongsan jong ka Ri India ki don-
- 12
 - 18
 - 22
 - 24
150. ‘Heh Kubuit’ ka mut ka jingheh kaba-
- Heh bad lyngkot
 - Heh bad i-khia ban iaid ban ieng
 - Heh bad at ki ngab
 - Heh khlem dur

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
121.	a	131.	b	141.	d
122.	c	132.	d	142.	b
123.	c	133.	a	143.	d
124.	d	134.	b	144.	b
125.	a	135.	a	145.	b
126.	a	136.	b	146.	c
127.	b	137.	d	147.	a
128.	c	138.	b	148.	a
129.	a	139.	d	149.	c
130.	d	140.	a	150.	c

Language - I (Garo)

Set - VIII

121. Ku'siktang ba noko agangipa ku'sikko bi'sarang banoniko skie ra'chenga?
- Skuloniko
 - Bi'sa skaniko
 - Ma'gipani aganaoniko
 - Noksul-Songsuloniko
122. Mingbri ku.sikko skie ra.ani changa-sapaniko donode on.sogiminrangoni badia tik ong.a
- Knatimani - Poraiani – kuaganani – Seani
 - Knatimani – Ku.aganani – Seani – Poraiani
 - Poraiani – Knatimani – Ku.aganani – Seani
 - Knatimani – Ku.aganani – Poraiani – Seani
123. Knatimaniko bi.sarango ranta ka.na on.sogiminragoni badiako dakatna man.gen
- Golpo agane sing.anirangko dakna man.gen
 - Sompi agane sing.anirangko dakna man.gen
 - Audio-Videorangko knatimate sing.anirangko dakna man.gen
 - Kosako janapgipa gimikkon dakatna man.aigen
124. Ku'siktangchi skie on'ani mai'na gamchata?
- Lekkako altuae brena man'a
 - Ku'siktangkode gimikan man'aia
 - Skie on'anio altuabata
 - Bi'sarang chanchibewale ui'na ta'rakbata
125. Standard language ine aganengon maiko miksonga?
- Sena-jotna jakkalgipa jatni ku.sik
 - Office-skulrango jakkalgipa ku.sik
 - Kosako A aro B-o janapgipa minggnian ong.a
 - Kosako A aro B-o janapgipa minggnian ong.ja
126. Jolni kri agangipa Ku.sik ba Dialectrango grammar dongama ?
- donga
 - dongja
 - ma.sijaha
 - dongakon
127. “ Jolni kri agangipa ku'sikrangko badita bak dake sualna man'a?
- Bak sku (9)
 - Bak chikunga(10)
 - Bak chisa (11)
 - Bak chigni(12)

128. Bi.sarangni ku.aganani bewalrangko ranta ka.na skigipa on.sogiminrangoni badiako dakana man.
gen ? basebo
- bi.sarangko an.tangni gimin aganatgen
 - bi.sarangko a.palchi rimange nika-niako aganatgen
 - bi.sarangko golpo aganatgen
 - Kosako janapgipa gimikkon dakatna man.gen
129. 3Gam'e poraiataniko ranta ka'aton bi'sarang ia namdapatniko man'a.
- Sena changbata
 - Agana changbata
 - Spelling nambatrroa
 - Gam'atanirang nambatrroa
130. Golpoko agane sing.anirangko bi'sarango sing.ani mai changa-sapaniko ra'bana man'gen?
- Kattarangko ong'e gam'atani
 - Knatimna changani
 - Sena changani
 - Poraina changani
131. 'Rhymeko'-ko ka'mao on'sogimin seanirangoni badiako nikna man'a?
- Golpoo
 - Drama-o
 - Poedoo
 - Chittio
132. Skigipa klaso Role-play-rangko dakatachi iarango bi'sarangna agana changaniko bariata.
- Ka'dongroraata, ku'rang watna changrora
 - Ma'sina knatimna changa
 - Taning saksele chanchina changata
 - Knatimna, ong'e ku'rang watna aro ong'e aganchakna
133. Skulni noksikrango noksa ba golpo ki'taprangko donanichi iako bi'sarango ong'atna man'a.
- Kusi ong'e klaso knatima
 - Poraijringe rona ranta ong'a
 - Rongtal-antalna dakchaka
 - Spelling-ko namdapata
134. Skigipa klaso lesson-ko gam'e poraie mesokode mai maio bi'sarang namdapaniko man'a?
- Knatime ku'sik man'aniko
 - Gam'atna changgijarangko ong'e gam'atna u'ia
 - Tusijripna skako dontongata
 - Gisiko nangbatata

135. Skigipa bi'sarangna environment Print-ni gimin u'iatna on'sogiminrangoni badiako mesokgen.
- Katepgimin cha'ani jekai chips, biscuits, juices
 - Ramani Zebra crossing-ko
 - Flash card, noksa aro chingrangko
 - Kosako janapgipa gimikan ong'aia
136. “Bebeni Ripok” golpoko skina badia skiako jakkalgni bostuko (teaching aid. altuae jakkalna man'gen?)
- Sonani ripok
 - Muktani ripok
 - Mongma wagamni ripok
 - Tabolchu ga'tongni ripok
137. “Wangala” lessonko skimitingo ka'mao janapgiminoniko badiako jakkalgen?
- Noksarangko ba wanalani asol photo-rangko.
 - Modelrangko ba asol jakkalani bosturangko
 - Wangalachi re'ange ka'e ra'bagipa video clip-ranko.
 - Jeko a. , b. aro c.-o janapaha, pilakkon.
138. “Chi, Balwa aro A'ako rongtalatgija ong'atani” ia lessonko skina badia skiani bewalko jakkalgen?
- Klas room-o agantalate on'aniko dakgen (lecture)
 - Klas-+
 - o gam'e poraie bi'sarangko sing'anikosan dakaigen.(reading & Questions)
 - Klas-o bi'sarangkon dakkat ka'atgen aro sepangbatgipa biapona jeon chirang aro a'arangko moila ong'atenga, ua biaprangona rimange bi'sarangko jakkindile uamangko skie ra'atgen.
139. “Ont'titi aramoni jimbegipa mikka” ia lessonko golpo aganachi bi'sarangna skion janapgiminoniko badiako nangja?
- Outlin-rangko
 - Teaching aid-rangko
 - Ong'chongmota obostao gita agananiko
 - Agangiminko agre agantaitaianiko
140. Class -II ni “Sundare” lessonko bi.sarangna skina skigipa on.sigiminrangoni badiako dakajawachim? Mesokbo
- Klasroomo ku.sikchi(Lecture) noksa gri skianiko
 - Sundareko bi.sarangko salate u.iataniko
 - A.palchi rimange sundare naode uni gimin talataniko
 - Sundareo mingsni rongrangni gimin talataniko

141. Poedoko bi.sarangna skiengon . skigipa badiako skang dakchengna nanga?
- bi.sarangko marap- marap mingatchengatna nanga.
 - bi.sarangko damsan ja.rikatna nanga
 - bi.sarangko poedoko seatchengna nanga
 - an.tangan skang mingmesokchenganiko(Model Recitation) dakchengna nanga.
142. A.chik ku.sikko “Raka” maina gamchata?
- Kattani gam.aniko dingtangatna
 - Aganani bewalrangko srongatna
 - Apsandakgipa katta minggnini ortoko dingtangatnn
 - Kosako a. aro c. -o janapgimin minggnian ong.a
143. Noko agangipa ku’sikko iandakeba aganna.
- Mother Tongue
 - Home Language
 - Home Language
 - Kosako janapggipa gimikkan ong’aia.
144. Visual Literary Skills-ine aganengon iarangoni badiako mesokgenchim.
- Sea-jotachi skie ra’ani
 - Nie-nike skie ra’ani
 - Knetime skie ra’ani
 - Kosako janapggipa mingsaba ong’ja
145. L.M. Holbrook badia ki’tapko seaha.
- Aesopni Golporangko
 - Sedimgim poedorangko
 - Skul Master dramako
 - History of Garo Literatureko
146. Skichakram biapo skianio kra-ma’gapgipa bosturangko jakkalanichi maiko ong’ata?
- Skianio bi’sarangko gisik nangbatata
 - Skianio aganchakgrikaniko ong’ata
 - Skianiko bi’sarangko ma’sibatatna dakchaka
 - Gimikan ong’ja
147. Knatimanio gittamgipa gadang badia?
- Gisik ra’ani (Remembering)
 - Ma’siani (Understanding)
 - Aganchakani (Responding)
 - Chekrikani (Evaluating)

148. 'Bebeni Ripok' lessonko skichakram biapo maidakgipa rokomo poraiatgen?
- Dingchike poraiani (intensive)
 - Poraigolgolani (extensive)
 - Ta'rake poraie man'ani (skimming)
 - A aro B ong'a
149. Gam'e poraiataniko ranta ka'aton bi'sarang ia namdapaniko man'a.
- Gam'atanirang nambatrora
 - Aganna changbata
 - Sena changbata
 - Spelling nambatrora
150. Sentence minggniko nangrimatgipa Parts of Speech badiagipa ong'a?
- Pronoun
 - Preposition
 - Conjunction
 - Interjection

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
121.	c	131.	c	141.	d
122.	d	132.	a	142.	d
123.	d	133.	b	143.	d
124.	c	134.	b	144.	b
125.	c	135.	d	145.	a
126.	a	136.	d	146.	c
127.	c	137.	d	147.	d
128.	d	138.	c	148.	a
129.	d	139.	d	149.	a
130.	b	140.	a	150.	c

Paper -I

Set - IX

Content

1. Child Development & Pedagogy
2. Language – II (English)
3. Mathematics
4. Environmental Studies
5. Language- I (Khasi/Garo)

Child Development and Pedagogy

Set - IX

1. 'Learning by doing' is important as it:
 - a. Creates interest among children
 - b. Keeps children busy
 - c. Helps to maintain discipline
 - d. Promotes meaningful learning
2. A rubric is most helpful in evaluating:
 - a. True-false answers
 - b. Multiple-choice questions
 - c. Projects and performance tasks
 - d. Intelligence scores
3. A portfolio assessment in an inclusive setting helps by:
 - a. Ranking students
 - b. Comparing peer performance
 - c. Tracking progress at the individual pace
 - d. Assessing only writing skills
4. Competency-based assessment focuses on:
 - a. Rote learning
 - b. Time spent in class
 - c. Mastery of specific learning outcomes
 - d. Student comparisons
5. Factor(s) affecting a child's growth and Development:
 - a. Heredity
 - b. Environment
 - c. Neither heredity nor environment
 - d. Both heredity and environment
6. The most important step in the pre-teaching phase is
 - a. Identifying the instructional objectives
 - b. Selecting the appropriate teaching-learning activities
 - c. Deciding the assessment tools
 - d. Conducting need-based assessment
7. The fundamental assumption of educational psychology is
 - a. All students behave normally
 - b. All students have different behaviours
 - c. All students learn uniformly
 - d. All students can be taught with same methods

8. Learning is seen as a product of
 - a. Practice
 - b. Memories
 - c. Understanding
 - d. Experience
9. In the learning of sciences and maths, scientifically there is no difference in performance as a result of gender. Which of the following influence gender-based performance?
 - a. Culture
 - b. Attitude
 - c. Stereotyping
 - d. Race
10. Learning is best defined as
 - a. Any change in behavior
 - b. A relatively permanent change in behavior due to past experience
 - c. A permanent change in behavior due to physical Development
 - d. Any change in behavior
11. The model of personality as learned habits was developed by
 - a. Skinner
 - b. Bandura
 - c. Watson
 - d. Dollard and Miller
12. Which of these processes is not a procedure for improving self-efficacy?
 - a. Avoidance behaviour
 - b. Participant behaviour
 - c. Performance of the task
 - d. Vicarious experience
13. A major characteristic preoperational thought is that children tend to use:
 - a. Reflexes
 - b. Intuitive
 - c. Abstract
 - d. Hypothetic
14. Development proceeds from:
 - a. Complex to simple
 - b. General to specific
 - c. Specific to general
 - d. Random order
15. Which of the following best describes growth?
 - a. Qualitative change
 - b. Quantitative change
 - c. Emotional change
 - d. Social change

16. The stage from birth to 2 years is called:
 - a. Early Childhood
 - b. Infancy
 - c. Adolescence
 - d. Middle Childhood
17. Which stage is marked by emotional instability and mood swings?
 - a. Infancy
 - b. Early Childhood
 - c. Adolescence
 - d. Middle Childhood
18. Language Development is mainly influenced by:
 - a. Curriculum
 - b. Intelligence level
 - c. Social interaction
 - d. Hearing ability
19. Which of the following is a gross motor skill?
 - a. Writing
 - b. Drawing
 - c. Running
 - d. Buttoning a shirt
20. Fine motor skills involve:
 - a. Large muscle movements
 - b. Small muscle coordination
 - c. Emotional responses
 - d. Social interaction
21. The ability to hold a pencil is an example of
 - a. Fine Motor Skill
 - b. Gross Motor Skill
 - c. Reflex action
 - d. Emotional Response
22. The acronym ADHD stands for
 - a. Attention-Directed Hypoactivity Disorder
 - b. Attitude Dependent Hyperactivity Disorder
 - c. Attention Deficit Hyperactivity Disorder
 - d. Attention-Directing Hyperactivity Disorder
23. Which is NOT a basic principle of Development?
 - a. Development is predictable
 - b. Developmental domains are separate
 - c. Development is influenced by heredity and environment
 - d. Development proceeds in an orderly pattern

24. Which of the following options best defines learning?
- A lasting change in behaviour due to experience
 - A random response to stimuli
 - A temporary change in behaviour
 - Changes caused by heredity
25. Which is the incorrect way to support the language Development?
- Letting the child talk uninterruptedly on a topic
 - Disapproving the use of their own language
 - Supporting initiation taken by children
 - Providing opportunities for using language
26. A student tries to solve a problem without any help from a teacher. The teacher should
- Advise him/her to take the help of his classmate
 - Pay no attention
 - Scold him/her
 - Appreciate his/her effort
27. Which is NOT a feature of formative assessment?
- Ongoing feedback
 - Identifying learning gaps instantly
 - Conducted at the end of the year
 - Helps improve teaching
28. In a language classroom, if a teacher is pointing out the similarities and differences between common and proper nouns, his/her teaching is at:
- Developmental level
 - Knowledge level
 - Understanding level
 - Reflective level
29. Which of the following is an example of a specific learning disability?
- Mental retardation
 - Dyslexia
 - Attention deficit hyper disorder
 - Autism
30. The main purpose of conducting evaluation is
- To label children as either slow learners or gifted
 - To identify children who need remediation
 - To diagnose learning difficulties and problem areas
 - To provide feedback on the extent to which we have been successful in imparting education

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
1	a	11	a	21	a
2	c	12	a	22	c
3	c	13	b	23	b
4	c	14	b	24	a
5	d	15	b	25	b
6	a	16	b	26	d
7	b	17	c	27	c
8	d	18	c	28	c
9	b	19	c	29	b
10	b	20	b	30	d

Language - II (English)

Set - IX

31. The basic need to use language by human beings is for-
 - a. action
 - b. communication
 - c. expression
 - d. recreation
32. English is described as a 'Link Language' as-
 - a. it links the people of different regions
 - b. it connects the areas
 - c. it links the different dialects
 - d. it separates the different regions.
33. Language learning basically means acquiring the four major skills of-
 - a. Listening, speaking, reading and describing
 - b. Speaking, reading, describing and writing
 - c. Listening, reading, writing and describing
 - d. Speaking, listening, reading, writing
34. Reception in language, refers to-
 - a. the ability to receive ideas
 - b. the need to receive ideas and information
 - c. the ability to receive ideas and information
 - d. the ability to receive and comprehend ideas and information
35. Which of the following statement is correct?
 - a. Children came to school with a treasure of experience and their mother tongue acts like a resource in learning English
 - b. Children's first language is a hurdle in learning English
 - c. It is difficult to teach English as they use their for language in every aspect and ignore English
 - d. As a teacher you would like to give a list of English words on the very first day
36. Which of the following is true with regard to silent reading?
 - a. It is a kind of reading which produces sound
 - b. It helps in the improvement of the listening ability.
 - c. It helps in inculcating a love for reading
 - d. It greatly enhances the pronunciation of the reader

37. Intensive reading entails-
- getting the overall meaning or idea of the passage
 - a detailed study of the passage
 - reading for enjoyment or pleasure
 - refusing to read
38. Role plays make great language activities for enhancing-
- reading and speaking skills
 - reading and writing skills
 - listening and speaking skills
 - listening and writing skills
39. The use of punctuation is a basic skill of-
- Listening
 - Speaking
 - Reading
 - Writing
40. 'Reading readiness' means when children are mature enough to be ready to learn and ____
- write
 - read
 - spell
 - identify
41. The skill of writing involves ____
- a way which is almost equal to the way of speaking
 - similar producer to the reading skill
 - putting down on paper, signs and symbols to represent the sounds that we use in speaking
 - listening and paying attention
42. Picture books are an excellent resource for-
- Old people
 - Middle age groups
 - Infants
 - Beginners
43. The beginning of all language learning starts with-
- listening and speaking
 - speaking and reading
 - speaking and writing
 - listening and reading

44. To teach speaking or speech in the classroom, the trainer must be the speech model for students to -
- emulate
 - enunciate
 - immaculate
 - reciprocate
45. The skills of _____ and writing are skills that involve production on the part of the language learner.
- listening
 - speaking
 - reading
 - describing
46. It has been raining cats and dogs _____ yesterday.
- for
 - since
 - by
 - through
47. They _____ the crime during the day.
- committed
 - performed
 - prosecuted
 - discharged
48. We rested _____ the shade of the tree.
- in
 - under
 - ourselves under
 - ourselves in
49. He picked up the coin which _____ on the ground.
- lie
 - lays
 - laid
 - laid up
50. Do not _____ my hand too lightly.
- hold
 - catch
 - grab
 - seize

51. A person who writes for newspapers and magazines is called a ____
- a. Librarian
 - b. Stenographer
 - c. Peot
 - d. Journalist
52. On the horizon, we can see a _____ of mountains.
- a. chain
 - b. bunch
 - c. cluster
 - d. pack
53. The suitable meaning for the word ‘ancestors’ is _____
- a. successor
 - b. forefather
 - c. follower
 - d. descendant

Read the passage and answer the following questions (Questions 54-60):

Christopher Columbus was probably the first to take Cocoa beans from the New World to Europe in around 1502. But the history of the chocolate goes back at least 4000 years! The Aztecs, who lived in America, thought that their bitter cocoa drink was a divine gift from heaven. In fact, the scientist Carolus Linnaeus named the plant Theobroma, which means “food of the gods”.

The Spanish explorer Hernando Cortez went to America in 1519. He visited the Mexican emperor Montezuma. He saw that Montezuma drank cocoa mixed with vanilla and spices. Cortez took some cocoa home as a gift to the Spanish King Charles. In Spain, people began to drink Cortez’s chocolate in a drink with chili peppers. However, the natural taste of cocoa was too bitter for most people. To sweeten the drink, Europeans added sugar to the cocoa drink. As a sweet drink, it became more popular. By the 17th Century, rich people in Europe were drinking it. Later, people started using chocolate in pastries, like pies and cakes.

In 1828, Dutch Chocolate makers started using a new process for removing the fat from cocoa beans, and getting to the centre of the cocoa beans. The Dutch Chocolate maker Conrad J. Van Houten made a machine that pressed the fat from the bean. The resulting powder mixed better with water than cocoa did. Now, some call Van Houten’s chocolate “Dutch Chocolate”.

Cocoa and dark chocolate are believed to help prevent heart attacks, or help keep them from happening. They are supposed to be good for the circulatory system. On the other hand, the high fat content of chocolate can cause weight gain which is not good for people’s health.

Chocolate is toxic to some animals. An ingredient in chocolate is poisonous to dogs, cats, parrots, small rodents, and some livestock. Their bodies cannot process some of the chemicals found in chocolate. Therefore, they should never be fed chocolate.

54. How did people first consume chocolate?
- As a sweet drink
 - As a bitter drink
 - As a chocolate bar
 - In cakes and pastries
55. Why did Linnaeus name the plant Theobroma?
- Because he believed it to be a “gift from heaven”
 - Because he believed it to be “food of the gods”
 - Because chocolate was rare
 - Because he thought chocolate to be toxic
56. The words “a divine gift” here means
- a chocolate gift
 - a delicious gift
 - a gift from God
 - a bitter gift
57. Who made the first powdered chocolate?
- Cortez
 - King Charles
 - Columbus
 - Van Houten
58. When you “prevent” something, you _____
- Do not let it happen
 - Do not discuss it
 - Do not plan it
 - Do not stop it
59. If something is ‘toxic’ it is _____
- harmless
 - poisonous
 - popular
 - disgusting
60. Pastries are _____
- Sweet baked goods
 - Chocolate candy bars
 - Chocolate candies
 - Bitter tasting drinks

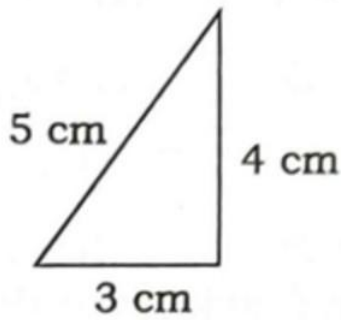
Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
31	b	41	c	51	d
32	a	42	d	52	a
33	d	43	a	53	b
34	d	44	a	54	b
35	a	45	b	55	b
36	c	46	b	56	c
37	b	47	a	57	d
38	c	48	b	58	a
39	d	49	c	59	b
40	b	50	a	60	a

Mathematics
Set - IX

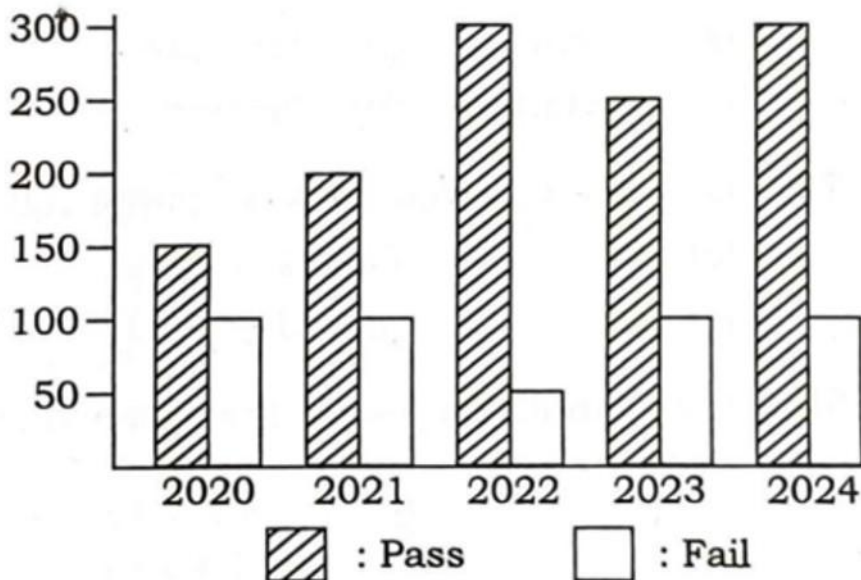
61. Which of the following is not a mathematics software?
- GeoGebra
 - Microsoft Word
 - Mathematica
 - Maple
62. Evaluation that monitors learning progress in mathematics is known as
- formative evaluation
 - placement evaluation
 - summative evaluation
 - diagnostic evaluation
63. Which of the following is not a tool of assessment in mathematics?
- Rating scale
 - Checklist
 - Rubric
 - Examination
64. What is the least number that must be added to 1056, so that the sum is completely divisible by 23?
- 1
 - 2
 - 3
 - 5
65. The value of $(416 \div 4) \times 5 + 78 - 373 + 415 \div 5$ is
- 308
 - 318
 - 358
 - 378
66. $1 \frac{1}{4}$ kg is equal to
- 4250 gm
 - 3250 gm
 - 2250 gm
 - 1250 gm

67. A right-angled triangle with sides 3 cm, 4 cm and 5 cm is rotated on the side of 4 cm to form a cone.



Find the volume of the cone formed.

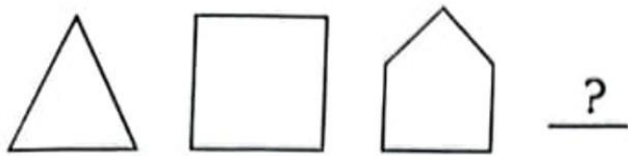
- a. $12\pi \text{ cm}^3$
 - b. $15\pi \text{ cm}^3$
 - c. $16\pi \text{ cm}^3$
 - d. $20\pi \text{ cm}^3$
68. When pictures are used to represent information, it is known as
- a. bar graph
 - b. tally marks
 - c. pictograph
 - d. photograph
69. The graph below depicts the number of passed and failed students in a school for 5 years:



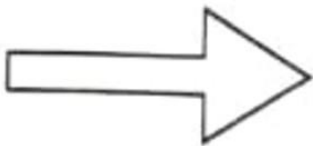
Which year has the smallest difference between the number of students who passed and failed?

- a. 2020
- b. 2021
- c. 2022
- d. 2024

70. Give the name of the next figure in the following series :



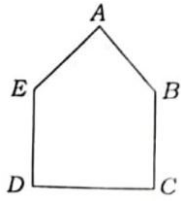
- a. Septagon
 - b. Hexagon
 - c. Pentagon
 - d. Octagon
71. Look at the series below : 8, 17, 36, 75, 154, ? What number should replace the question mark (?) in the above series?
- a. 320
 - b. 308
 - c. 300
 - d. 313
72. Which of the following letters has a line of symmetry?
- a. S
 - b. M
 - c. Z
 - d. N
73. Look at the diagram below:



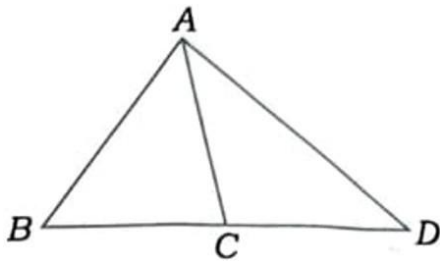
The number of lines of symmetry in the given diagram is

- a. 1
 - b. 2
 - c. 3
 - d. 4
74. The top of a cuboid looks like a
- a. circle
 - b. triangle
 - c. rectangle
 - d. trapezium
75. How many faces does a sphere have?
- a. 0
 - b. 1
 - c. 5
 - d. 4

76. How many diagonals the given figure has?



- a. 1
 - b. 3
 - c. 5
 - d. 7
77. In $\triangle ABC$, $AC = BC$ and $\angle ABC = 50^\circ$. The side BC is produced to D , so that $BC = CD$. Find the value of $\angle BAD$



- a. 90°
 - b. 80°
 - c. 50°
 - d. 40°
78. Which is the largest amongst the following?
 $\frac{5}{8}, \frac{2}{3}, \frac{7}{9}, \frac{3}{5}$
- a. $\frac{5}{8}$
 - b. $\frac{2}{3}$
 - c. $\frac{7}{9}$
 - d. $\frac{3}{5}$
79. $\frac{1}{3}$ of workers come by public transport and $\frac{2}{3}$ drive cars and the rest travel on foot. What fraction of the workers travel on foot?
- a. $\frac{11}{15}$
 - b. $\frac{9}{15}$
 - c. $\frac{6}{15}$
 - d. $\frac{4}{15}$
80. The population of a town is increased by 4% from the previous year. If the population in the previous year was 50000, find the present population.
- a. 51000
 - b. 52000
 - c. 53000
 - d. 54000

81. In an examination, a student got 40 marks and still failed by 20 percent marks. If the pass percentage is 40 percent, then the maximum marks of the examination are
- 160
 - 250
 - 200
 - 180
82. One of the natures of mathematics is
- easy
 - difficult
 - logical
 - unsystematic
83. “Mathematics is hierarchical in nature and the concepts are largely structured and connected.” Which of the following statements most appropriately explain this?
1. Multiplication follows and builds on the concept of addition.
 2. Addition and multiplication are distinct concepts independent of each other.
 3. Mathematical concepts should only be assessed through summative evaluation.
 4. Number sense needs to be developed before the concept of addition and subtraction.
- Choose the correct option.
- 2 and 3
 - 1 and 4
 - 1, 2 and 4
 - 3 and 4
84. Mathematical games and puzzles are examples of effective teaching methods in mathematics. They are categorized as
- lecture-cum-demonstration method
 - demonstration method
 - play-way method
 - analytical method
85. At lower primary classes in mathematics, a teacher uses play-way activity based on
- the physical activity to be done outside the classroom
 - the direction given by Education Department
 - the principle of methods of teaching mathematics only
 - the psychological principles of growth and Development
86. According to Jean Piaget, children in pre-operational stage of Development are able to do
- reversible thinking
 - hierarchical classification
 - conservation
 - make-believe play

87. The second stage of development, according to Piaget, is
- pre-operational stage
 - concrete operational stage
 - sensorimotor stage
 - formal operational stage
88. John, a third grade student, has math anxiety. Which of the following would you do to overcome the problem?
- You will do the entire work for John
 - Properly involve John in learning activities and explain concept to him
 - Ask John to memorize what is taught in the class
 - Ask John to do well in other subjects
89. Which of the following cannot be considered as a reason for fear and failure in mathematics?
- Classroom experience
 - Symbolic notation
 - Structure of mathematics
 - Gender differences
90. Which of the following is not correct about ICT?
- ICT is a modern teaching aid
 - ICT in teaching mathematics facilitates learning
 - ICT is a substitute for a teacher
 - Use of ICT reduces physical labour of a teacher

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
61	b	71	d	81	c
62	a	72	b	82	c
63	d	73	a	83	b
64	b	74	c	84	c
65	a	75	b	85	d
66	d	76	c	86	d
67	a	77	a	87	a
68	c	78	c	88	b
69	a	79	d	89	d
70	b	80	b	90	c

Environmental Studies
Set - IX

91. The primary purpose of Continuous and Comprehensive Evaluation is,
- evaluation of all school subject.
 - evaluation of scholastic area.
 - evaluation of both scholastic and co-scholastic areas.
 - evaluation of co-scholastic areas.
92. Problem solving method helps the learners in
- developing the habit of working independently.
 - learning by doing.
 - memorizing principles and concepts.
 - solving a problem to acquire in-depth knowledge.
93. Which of the following is not a tool for formative assessment?
- Peer -assessment sheet
 - Observation Schedule
 - Term-end Examination
 - Monthly Test
94. There are _____ National parks in Meghalaya
- four
 - three
 - two
 - one
95. The state tree of Meghalaya is
- Pinus kesiya
 - Gmelina arborea
 - Citrus x sinensis
 - Rhododendron arboretum
96. _____ is an example of a summative assessment
- half-yearly examination
 - quiz
 - debate
 - unit test
97. Food chain starts with a
- producer
 - primary consumer
 - secondary consumer
 - tertiary consumer

98. Which is not the aim of EVS as spelt out in National Curriculum Framework 2005 is,
- develop understanding of the basic concept of the subject.
 - memorise the basic principles of the subject.
 - to develop environmental ethics.
 - to raise consciousness about environmental condition.
99. Of the following, which is the main reason for the decrease in biodiversity
- pollution
 - introduction of exotic species
 - human population explosion
 - use of synthetic pesticides
100. A field trip by students to a local forest after teaching about biodiversity help the students to,
- Have a change in the daily routine
 - Admire biodiversity.
 - Correlate classroom learning to real life situation.
 - Accomplishing another co-curricular activity.
101. Which of the following methods is not appropriate for teaching EVS,
- Project Method
 - Lecture Method
 - Experiment Method
 - Field trip Method
102. A play-way is based on the principle that learning takes place through,
- demonstration
 - doing
 - lecturing
 - listening
103. EVS Textbooks should reflect the recommendation of NCF 2005 of linking students' life at school to their life outside. This implies:
- Students are compelled to memorise few important concepts of EVS.
 - Textbook is the only source of knowledge.
 - Textbooks support students to construct knowledge through all the given activities.
 - Teachers need to use textbooks as one of the teaching learning resource.

104. Seema, an EVS teacher organised a field trip to zoo for her students. Which of the following are the most appropriate objectives of the trip to the zoo?
- (1) Recall names of animals in the zoo
 - (2) To relate concepts related to animals
 - (3) To promote process skills
 - (4) Assessment of students' learning at the zoo
- a. (1), (2) and (3)
 - b. (2), (3) and (4)
 - c. (1), (3) and (4)
 - d. (1) and (2)
105. An EVS teacher taught her students about animals and ask them to do the following task:
- (1) Write names of various animals around them
 - (2) Observe activities of different animals
 - (3) Classify animals into categories based on observations
 - (4) Define the term 'Animal'
- Which of the above is NOT appropriate for students of primary level as per the nature of EVS at primary level?
- a. (1) and (3)
 - b. (2) and (3)
 - c. Only (3)
 - d. Only (4)
106. A teacher of class 5 gives a group assignment to her students that they have to visit nearby agricultural farms and find out information about the implements used by farmers during agriculture and the type of crops they grow. They also have to collect photographs and prepare a report. What process skills and learning indicators are involved here?
- a. Questioning, expression, reporting
 - b. Questioning, experimentation, sensitivity towards environment
 - c. Hypothesising, inferring, experimentation
 - d. Prediction, experimentation, observing
107. Which of the following strategy promotes inquiry on the theme 'Travel'?
- a. Asking students to collect pictures of various means of transport.
 - b. A teacher explains the topic using a lecture method.
 - c. Asking students to make a digital presentation on vintage cars.
 - d. Showing pictures of various places of interest in nearby areas.

108. Which of the following best reflect experiential strategies in teaching EVS at primary level?
- (1) Discussion
 - (2) Demonstration
 - (3) Field Trips
 - (4) Art integrated learning
- a. (1), (2) and (4)
 - b. (2), (3) and (4)
 - c. (1), (3) and (4)
 - d. (1), (2) and (3)
109. An EVS teacher asks her students to imagine and answer, “What will happen if all birds are killed at once from the surface earth?” Such a question is:
- a. Convergent question
 - b. Hypothetical question
 - c. Divergent question
 - d. Philosophical question
110. EVS at primary level is recommended to be transacted in an integrated approach. The most appropriate reasons are:
- (1) EVS draws issues from subjects like Science, Social Science and Environmental Education.
 - (2) It helps in developing holistic understanding.
 - (3) It helps to reduce burden of students and teachers.
 - (4) It is convenient to teach integrated EVS.
- a. (3) and (4)
 - b. (2) and (3)
 - c. (1) and (2)
 - d. (1) and (4)
111. Map Reading activity in EVS classes develops certain abilities and skills in primary students. Those are:
- (1) Understanding relative positions of places
 - (2) Understanding direction of places
 - (3) Understanding symbols and scale
 - (4) Drawing precisely according to the scale maps
- a. (1), (2) and (3)
 - b. (2), (3) and (4)
 - c. (1), (3) and (4)
 - d. (2) and (3)

112. Which of the following options is a major objective of teaching EVS from classes III to V?
- Acquiring skills to carry out hands-on activities independently
 - Preparing students for studying science at the middle level
 - Developing in-depth understanding of the basic concepts of the subject
 - Helping learners link classroom learning to life outside the school
113. An EVS teacher demonstrates an experiment in class in which an egg sinks in a tumbler with water, but floats upon adding salt to the water. Which of the following is the most appropriate explanation she can give to students' enquiry?
- Allow each student to conclude on their own by adding different items in water.
 - The egg floats due to density of water.
 - You will learn the correct reason in higher classes.
 - Conduct and observe the experiment with different amounts of salt.
114. You have to select EVS textbooks for your students of classes III to V. Which of the following criteria is most appropriate for this purpose?
- Pictures in the book should be big and colourful.
 - The language should be simple and according to the mental level of students.
 - The textbook should be illustrated and appealing to students.
 - The textbook should be child-oriented and devoid of any stereotypes or derogatory attitudes based on gender, caste, class and religion.
115. Anita prepares a unit plan to teach the theme 'Family'. Which of the following will be the title of her unit plan?
- Families: Migrating families
 - Types of Family: Nuclear and Joint
 - Family: Relationships within a Family
 - Family: Relationships, Gender Roles, Occupations, as socio-cultural entity in changing times
116. Which of the following is NOT indicative of the hypothesising skill?
- Formulating questions which lead to inquiry
 - Attempting to explain observations or relationships in terms of some principle
 - Using the senses to gather information
 - Identifying variables for an experiment
117. Why are cold deserts in India not affected by the monsoon?
- Cold deserts lie in the rain shadow of the Himalayas.
 - Air is very thin in cold deserts.
 - Cold deserts are at a very high altitude.
 - Cold deserts have hot summers and extremely cold winters

118. A teacher wants to select synchronous communication with her students for teaching EVS. Which of the following will she choose?
- Phone calls, pre-recorded videos, tele-conferencing
 - E-mail, social media posts, phone calls
 - Instant messaging, blogs, tele-conferencing
 - Video conferencing, online chat sessions, phone calls
119. Environmental Studies curriculum may lead to holistic learning of children if it is-
- integrated
 - inclusive
 - thematic
 - All of the above
120. In a constructivist classroom, students are expected to:
- Explore concepts through hands-on activities
 - Memorize definitions given by the teacher
 - Collaborate and share ideas with peers
 - Follow step-by-step instructions without questioning
- i and ii only
 - i and iii only
 - ii and iv only
 - iii and iv only

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
91.	c.	101.	b.	111.	c.
92.	d.	102.	b.	112.	d.
93.	c.	103.	c.	113.	d.
94.	c.	104.	a.	114.	d.
95.	b.	105.	a.	115.	d.
96.	a.	106.	a.	116.	c.
97.	a.	107.	a.	117.	a.
98 .	b.	108.	c.	118.	d.
99.	c.	109.	b.	119.	d.
100.	c.	110.	c.	120.	b.

Language - I (Khasi)

Set - IX

Jingbthah: Jubab ïa kine ki jingkylli da kaba buh dak ïa ka jubab kaba dei na ki saw tylli ki jubab ba la ai:

121. Kawei na ki jingmyntoi kaba mih na ka jingpyndonkam shibun tylli ki ktien ha kamra klas?
- Ka wanrah jingklumar ha ka imlang sahlang.
 - Ka kyntiew ïa ka jingiadei kaba kyrpang ha ka imlang sahlang.
 - Ka Pynsuk ïa ka jingnang jingtip u khynnah
 - Ka Pynshlur ïa ka jingiatylli bad ka jingiaburom markylliang ha ka imlang sahlang
122. Ka jingsdang ban nang ïa ka ktien ka long lyngba ka jingsngapthuh ïa ki –
- Sur sawa bad ka sur kren
 - Klas kyntien
 - Kyntien bad ki senten
 - Sawa bad ki kyntien
123. Kano na kine ki jingkam harum kaba kham ïarap eh ïa u khynnah ban kren da kaba pyndonkam ïa ka jingmutdur la jong?
- Phah ba un kylli jingkylli
 - Phah ba un kren shaphang ki tiar kiba u ju ïalehkai man ka sngi
 - Phah ba un batai halor ki dur kiba khlem jingthoh.
 - Phah ba un ïathuh khana.
124. Kawei na ki rukom leh, kaba bha eh ban pyndonkam haba hikai thoh ïa ki khynnah rit kiba dang shu sdang ban leit skul?
- Ban pruid madei mata bad dro.
 - Ban phah thoh dikteshon
 - Ban phah thoh ia ka paragraph kaba lyngkot
 - Ban spel lyndet ïa ki kyntien ba la ai
125. Ka sap jingtbith kiba u khynnah u nang ba ar ka dei –
- Ka sap pule
 - Ka sap sngap
 - Ka sap thoh
 - Ka sap kren
126. Kano na kine ki rukom leh harum, kaba khlem ïahab bad kaba pule jar jar –
- Pynleit jingmut
 - Pule sted
 - Pynkhih shyntur
 - Sngewthuh ia ki jingmut

127. “Ar ngut ki khynnah ki ïashim bynta ha ka jingkam ba la phah ïa ki ban leh, uwei na ki u shim ïa ka bynta u nonghikai katba uwei pat u shim ïa ka bynta u khynnah skul”. Kano na kine harum kaba ïahab bad katei ka jingong?
- Ka jingpyrthuh bud
 - Ka jingleh mynleh
 - Ka jingpyrshang
 - Ka jingkynmaw lyndet
128. Ka sheklis ka hap ha kawei na kine ki buit pynshongdor –
- Da Kaba khmihthuh
 - Da kaba thoh
 - Da kaba kren
 - Da kaba leh bniah
129. “Ïaid kynjriang” ka mut ka jingiaid kaba –
- Ïaid pynat shadem
 - Ïaid suki
 - Ïaid bhabriew putet
 - Ïaid pynkhih ïa ka met
130. Ka ktien kynnoh jong ka “Bam ngem ” ka dei –
- Bam shngiam
 - Bam duh
 - Bam sap
 - Bam klop

Ka Jingbthah: Pule ïa kane ka jingthoh harum bad sa jubab ïa ki jingkylli kiba bud (naduh 131 haduh 134)

Bunsien la ju ïohsngew ïa ka ktien “Badon –burom” ba la pynïasoh bad u briew ne ka briew kum ban pynpaw ïa ka jinglong jong uta ne kata ka briew. Ka jingdon-burom ka long ka jinglong, ym dei ka jingioh kaba u briew u lah ban ïoh da kaba thied ne siew dor. Ka kdup hapoh jong ka, ïa ka jingdon-akor. Kane kham bunsien ka paw khamtam ha ka ïaid ka ïeng, ka ktien ka thylliej bad ka rukom-leh jong u briew. U briew u badon-akor u lah ban long u briew u badon-burom. Ka jinglong jong u briew u badon-burom shisha, ka paw ha ka jingiadei bad kiwei pat ki para briew; kumno ba u pyrkhat ïa ki, ba u kren bad leh ïa ki. U kiar katba lah na kaba pyrkhat – sniew shaphang kiwei pat bad um long sim laidieng. U lehbha ïa baroh; la ki rit, la ki heh, la ki riwspah, la ki duk. Um leh shilliang ïano ïano ruh. U lehbha bad lehsbun ïa baroh, khlem jingiapher. Ñiar eh ba un kren pynïeng rangbah ïa ka “Manga” kum ka ñiangkongwieng khlem snier bad um phawer kawang ktien ïano ïano.

Um long u bakhwan ka buit-ka bor ne ka pisa, hynrei u bajynsur mynsiem; uba kloi ban ïarap bad uba don ka mynsiem sngewlem, ka mynsiem ïaishah; uba don ka jinglen-lade na ka bynta ka bha- lang ka imlang-sah-lang. U pyntyrsiang ïa ka jingshida da ka jingpalei, bad ïa ka jingluilui da ka jingsngewrit.

131. Ka jinglong don-burom ka kdup ha ka ïa –
- Ka jingshisha
 - Ka jingtipbriew
 - Ka jingmaïa
 - Ka jingdonakor.

132. U briew u badon-burom u pyntyrsiang ïa ka jingshida da –
- Ka jingsngur
 - Ka jingsngewrit
 - Ka jingpalei
 - Ka jingkmen
133. Ka kyntien “sim -laidieng” ka thew pharshi ïa ka briew –
- Kaba imsngi ha ki kam babha
 - Kaba imsngi ban ïathuhkhana tang ia ka kam kiwei
 - Kaba im sngewbha tang bad ki paralok
 - Kaba kren tang ïa ka jingshisha.
134. Ka ñiang kongwieng ka dei ka jait khñiang –
- Kaba dap tang da ka lyer ha ka kpoh
 - Kaba don u treng uba sniew
 - Kaba kylla rong
 - Kaba long kum u Kber.

Jingbthah : Pule ïa kane ka poim bad sa jubab ïa ki jingkylli kiba bud da kaba buh dak ïa ka jubab kaba dei na ki saw tylli ki jubab ba la ai

Tipbriew tipblei bad ki, ka don,
 Pariah kadiang kamon,
 Suba nylla jingbha shisha,
 Sngewlem ĩ’u rit iú ria.
 Ka malade ka buh shadien
 Kam ai jaka kan sdien,
 Ka hangamei ka meng kyreit,
 Sha khlaw ruh ka beh phreit.

135. Ka phangpdeng jong ka poim ka long halor:
- Ka Tipblei Tipbriew
 - Ka Tipbriew tipblei
 - Ka Tipkur tipkha
 - Ka Tip dustur tip riti
136. “Malade” ka mut –
- Ba mutsniew
 - Ba baji
 - Ĭa-lade hi
 - Ha-lade hi
137. Katkum kane ka poim, ka kyntien “Suba” ka thew ia –
- Ka jingkhuid ka kot sada
 - Ka jingkhuid jinglong jong u /ka briew
 - c.Tharai sniew ïa kiwei
 - Ka jingleh mynleh.

138. Ka kyntien kynnoh jong ka kyntien “Khlaw”?
- Saṇium
 - Bniap
 - Btap
 - Dieng
139. Ka ktien Khasi ka mih na ka thymmei longiing –
- Dravidian
 - Austro – Asiatic
 - Indo-Aryan
 - Tibeto-Burman
140. Kano na kine harum kaba khlem dei ka ktien kaba mih na ka thymmei longiing Indo-Aryan –
- Bodo
 - Bengalee
 - Assamese
 - Hindi
141. Kawei na ki ktien kaba khlem pynrung ha ka khyrnit Ba phra jong ka riti synshar ka ri India –
- Kurukh
 - Konkani
 - Sindhi
 - Santhali
142. Kawei na kine harum, kam dei ka jinglong kaba ka ktien pdeng ka don?
- Buh jingthoh ia ki ain kramar kumno ban pyndonkam ia ka
 - Kren bad pyndonkam ha iing bad ha shnong ha thaw.
 - Pyndonkam ha ka thoh ka pule
 - Pyndonkam ha ki lad pathai khubor
143. Shwa ba u nonghikai un hikai ia ka lynnong, u pynkhih jingmut ia ki khynnah ban –
- Ai jingtip shaphang ka lynnong ban hikai
 - Sngewthuh ia ka jinglah jong ki
 - Pynlah ia ki ban jubab ia ki jingkylli
 - Pynlah ia ki ban shahshkor
144. U nonghikai u pynkhreh bad pynwandur ia ki tiar iarap hikai -
- Ha ka por ba hikai ia ka lynnong
 - Shwa ka eksam
 - Shwa ban hikai ia ka lynnong
 - Hadien ba la dep hikai ia ka lynnong
145. Kano na kine harum, kaba iahab bad ka kyntien ‘Comprehensive’ ha ka rukom thew jingtip ia ki khynnah –
- Ka jingiaid shaphrang ki khynnah ha ka pule puthi
 - Ka jingroi ki khynnah ha baroh ki liang
 - Ka jinglah ia ka subjek Khasi
 - Ka jingsan ki khynnah ha ka pyrkhat pyrdaiñ

146. Ha ka kyntien “Phlang” u ei u sawa uba don ha kaba sdang?
- /ph/
 - /p/
 - /l/
 - /a/
147. Ka ktien kynnoh jong “U khunkha” ka dei –
- U khunman
 - U khunjien
 - U khunlong
 - U khunjiap
148. “Kren Pahuh” ka mut kaba –
- Kren sbun
 - Kren riewbha
 - Kren Pnah
 - Kren bunktien
149. Jlang u jah khlem iohi shuh. Ka kyntien ‘Jlang’ ha kane ka seneten ka ieng kum ka-
- Verb
 - Adverb
 - Adjective
 - Conjunction
150. U/ka briew kiba kren pynroh sarong ia lade khlem da pyrkhat u long aiu -
- Phaloh umsaw
 - Tiew-pathaw
 - Kyndang kwah
 - Phan-ew

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
121.	d	131.	d	141.	a
122.	d	132.	c	142.	b
123.	c	133.	b	143.	d
124.	a	134.	a	144.	c
125.	d	135.	b	145.	b
126.	c	136.	c	146.	a
127.	b	137.	b	147.	c
128.	a	138.	c	148.	b
129.	c	139.	b	149.	b
130.	c	140.	a	150.	a

Language -I (Garo)

Set - IX

121. Skulo skina jakkalgipa ku·sikkon indake minga.
- Noko agangipa Ku·sik
 - Ma·ani Ku·sik
 - Skulo agangipa ku·sik
 - Kosako janapgipa gimikan ong·tokaia
122. Ku·sikko bi·sarangna skianio ka·maoni badia skang re·bagen?
- Sena sapani
 - Aganna sapani
 - Poraina sapani
 - Knatimna sapani
123. Skulo bi·sa skigipani skianiko name dake knatime skie ra·na sapode ukon mai minga?
- Aganna sapani
 - Knatimna sapani
 - Golpona sapani
 - Poraina sapani
124. ‘Maia noko napna kraja?’ ine skigipa sing·on, ‘Wak noko napna kraja.’ ine bi·sa aganchakna sapode, ka·mao on·sogiminoni badiako bi·sa man·aha?
- Aganna sapani
 - Poraina sapani
 - Sena sapani
 - Kosako sesogiopa pilakan ong·toka.
125. Poraichi bi·sa skie ra·na sapode ukon mai minga?
- Knatimna knatimna sapani
 - Aganna sapani
 - Poraina sapani
 - Sena sapani
126. Skigipani mingatako bi·sa name dake tik ong·e sesona sapode uko mai minga?
- Poraina sapani
 - Sena sapani
 - Mingna sapani
 - Nina sapani
127. Knatimna sapaniko bariatna ka·maoni badia jakkaltogipa ong·a?
- Golpo aganani
 - Hand-writing seani
 - Noksa salani
 - Kosako janapgipa gimikan ong·tokaia.

128. Ku·sikko skianio mingbrioni badia bon·kamgipa changa-sapani ong·a, basebo.
- Seani
 - Aganani
 - Knatimani
 - Poraiani
129. “Do·po” lesssonko skiengon , bi·sarangna do·poni noksako mesokroroe, oikkor minggni ba una bata kattarangko gam·ate poraina sapode , badia changa-sapaniko bi·sa man·aha?
- Knatimna sapani
 - Poraina sapani
 - Aganna sapani
 - Sena sapani
130. Ka·mao on·sogiminoni mai mai dakat-ka·atanirangchi bi·sani sena sapaniko bariatgen?
- Dictation
 - Handwriting
 - Bibalrangko kildingchi sikritchuatani
 - Kosako sesogipa gimikan ong·tokaia.
131. History of Garo Literature-o janapani gita, Dareng aro Simsang chijolona nadike songdonggipa manderangni aganggipa kusikkon indake minga.
- Am·beng
 - A·we
 - Chisak
 - Gan·ching
132. Jatsa manderang apsan ku·sikko aganoba, uamangni songdong-a·chagipa biaprangni kri adita, on·tisa ba badiabarangde namen dingtangroroanga, indake dingtangroroanggipa pe·rarongimin ku·sikkon indake minga.
- Standard language
 - Dialect
 - Janapgimin minggnian
 - Janapgimin minggnian ong·ja
133. ‘Kimchit’ aro ‘alot’ ia katta minggnichi mai dingtanggrikaniko mesoka?
- Dialect-ko
 - Songdong-a·chagipa biaprangko
 - Katta jakkalaniko/ bostuko biming minganio
 - Kosako janapgipa gimikan ong·tokaia
134. ‘Guk ‘ lessonko a·paloni guk man·chako rim·bae klaso bi·sarangna skiode ka·mao on·sogipaoni badia skiao jakkalgni bostuo ga·akea?
- Chart
 - Model
 - Realia
 - Flash card

135. Sea grigipa noksarangko ra·bae klaso bi·sarangnga skianichi mai changasapaniko ra·bana man·gen?
- Poraina sapaniko
 - Aganna sapaniko
 - Sena sapaniko
 - Kosako sesogipa gimikan ong·tokja.
136. Ka·mao on·sogiminrangoni badia sena sapaniko bariatna man·gen?
- Chitti seaniko ranta ka·atachi
 - Golpo aganna ranta ka·atachi
 - Poedo mingatna ranta ka·achi
 - Git ringna ranta ka·achi
137. Bi·sarangna golpo aganengon skigipa golponi obostani kri ja·a-jakrang, mikkang-bimangrangko il·eng siksakate golpoko su·uatode, uko mai minga?
- Intonation
 - Modulation
 - Gesture
 - Recitation
138. “Peru aro Do·ka” golpoko aganode, skigipa do·kani mikoa gita, mikoe skion ka·mao on·sogipaoni badiako basegen?
- Gesture
 - Mimicry
 - Intonation
 - Rhyme
139. Skichengani Ki·tap-I oni “Do·reng” lessonko skigipa namedake bi·sarangni mikkango poraiatode uko mai minga?
- Model Recitation
 - Model Reading
 - Kosako janapgipa minggnian ong·a.
 - Kosako janapgipa minggnian ong·ja.
140. Aganna sapaniko namdaptna ka·mao on·sogiminrangoni badiako jakkaljawa?
- Golpo aganani
 - Dakmesokani
 - Hand-writng
 - Agangrikani
141. Rhyme aro Rhythmko ka·mao on·sogiminrango badiao jakkalna nanga?
- Golpo poraianio
 - Dorkasto seanio
 - Poedo minganio
 - kosako janpgipa gimikan ong·tokaia.

142. Poraianio ‘factual comprehension’ ine aganon maiko miksonga?
- Jeko sea, ugita tiktak aganpilna sape u·ianiko.
 - Jeko sea, una batpile gisik saksele aganpilna sape u·ianiko.
 - Jeko sea, uko aganna sapgijaniko
 - Jeko sea, uko poraina sapaniko
143. Print rich classroom ine aganon, ka·mao on·sogiminoniko badiako miksonga?
- Klasni pakmarango do·gacholo aro gipin biaprango noksa ba seanirangko tape nitoate donaniko.
 - Klasko rongtale rakkianiko
 - Klaso ki·taprangko donaniko
 - Kosako sesogipa gimikan ong·tokaia.
144. Ka·mao on·sogimin sentence badiao rakako tik ong·e jakkalaha basebo.
- Anga gamchatgipa boksirangko ma·nna ska.
 - Anga gamchatgipa boksirangko man·na ska.
 - Anga gamchatgipa boksirangko ma·na ska.
 - Kosako sesogimin pilakan obostani kri tik ong·aia.
145. Manderangko sanram biapni mikkango “ CIVIL HOSPITAL” ine see donode ka·mao on·sogiminonni badiao ga·akea?
- Print rich classroom
 - Environmental print
 - Computer print
 - Kosako sesogimin gimikan ong·tokja.
146. Ka·mao on·sogimin sentence badiao semicolonko tik ong·e jakkalaha, basebo.
- Beben, ua gimajawa; maina ua jringjrotna donggnigipa ong·a.
 - Beben, ua gimajawa, maina ua jringjrotna donggnigipa ong·a.
 - Beben, ua gimajawa:- maina ua jringjrotna donggnigipa ong·a.
 - Beben, ua gimajawa- maina ua jringjrotna donggnigipa ong·a.
147. “Ua bite nambea, chi·bea, tobea, aro nitoa.” Ia salsretgimin katta “tobea, aro” iano Commako on·na nangama nangjawa?
- Nanggen
 - Nangjawa
 - Nanggen + Nangjawa
 - Kosako on·sogiminrang gimikan ongtokja.
148. Ka·mao on·sogimin sentencerangko porae, badia predicate gnanngipa kattarangko salsretaha, basebo.
- Gure dal·gipa manggni gariko salenga.
 - Gure dal·gipa manggni gariko salenga.
 - Gure dal·gipa manggni gariko salenga.
 - Gure dal·gipa manggni gariko salenga.

149. Ka·mao on·sogimin sentencerangni kattarangko salsretgiminoniko badia Adverb mesokbo.
- Gure namen gong·rakbee katangenga.
 - Gure namen gong·rakbee katangenga.
 - Jeko a. b.o salsreta , uarangan tik ong·gipa adverbrang ong·a.
 - Jeko a. b.o salsreta , uarang tik ong·gipa adverbrang ong·ja.
150. Ka·mao on·sogimin sentencerango badiao Conjunction donga, basebo.
- Jedin aro Rengmanni kam ka·ako anga namnikbejok.
 - Anga da·alde nokoni ong·katjaha, indiba angni ripeng rona re·baskaaha bang·bea.
 - Buringchi skatang napna nangja, maina ka·namgija matburingrang
 - Kosako janapgipa gimikan ong·toka.

Answer Key

Question No.	Answer key	Question No.	Answer key	Question No.	Answer key
121.	c	131.	d	141.	d
122.	d	132.	b	142.	a
123.	b	133.	d	143.	a
124.	a	134.	c	144.	b
125.	c	135.	c	145.	b
126.	b	136.	a	146.	a
127.	a	137.	c	147.	b
128.	a	138.	b	148.	a
129.	d	139.	b	149.	c
130.	b	140.	c	150.	d



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