

(1) the task may have become mechanically repetitive (2) the child is not intelligent (3) the child is not capable of learning (4) the child needs to be disciplined

30. Errors of learners often indicate
 (1) how they learn (2) the need for mechanical drill
 (3) absence of learning (4) socio-economic status of the learners

Part II : MATHEMATICS

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

31. The concept of areas of plane figures can be introduced to the students of Class V by

(1) calculating the area of a rectangle by finding length and breadth of a rectangle and using the formula for area of a rectangle (2) stating the formula for area of rectangle and square (3) calculating the area of figures with the help of counting unit squares (4) measuring the area of any figure with the help of different objects like palm, leaf, pencil, etc.

32. Computational skills in Mathematics can be enhanced by

(1) conducting hands-on activities in class (2) clarifying concepts and procedures followed by lots of practice (3) giving conceptual knowledge alone (4) describing algorithm only

33. To teach various units of length to the students of Class III, a teacher shall take the following materials to the class :

(1) Rulers of different lengths and different units, measuring rod, measuring strip used by architects (2) Measuring tape with centimeter on one side and meter on the other side (3) Relation chart of various units (4) Centimeter ruler and measuring tape

34. The objective of teaching number system to Class III students is to enable the students

(1) to master the skill of addition and subtraction of four-digit numbers (2) to master the skill of reading large numbers (3) to count up to 6 digits (4) to see the numbers as groups of hundreds, tens and ones and to understand the significance of place values.

35. Most appropriate strategy that can be used to internalize the skill of addition of money is

(1) Role play (2) Solving lots of problems (3) Use of ICT (4) use of models

36. A teacher uses the following riddle in a class while developing the concept of base 10 and place value :

'I am less than 8 tens and 4 ones.'

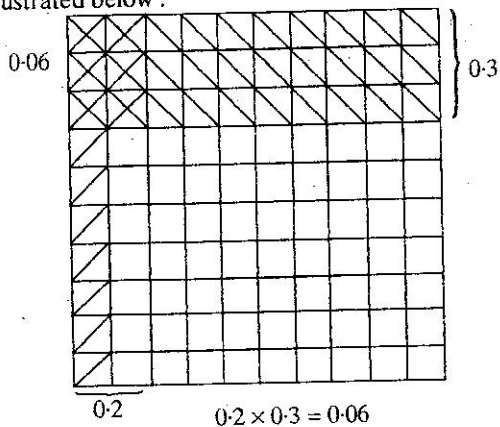
The objective of this activity is

(1) to reinforce the concept of base 10 and place value (2) to do summative assessment (3) to introduce the concept of tens and ones to the students (4) to have some fun in the class and to break monotony

37. 'To assess the students' competency on solving of word problems based on addition and subtraction, rubrics of assessment are

(1) understanding of problem and writing of correct solution (2) identification of problem, performing correct operation (3) incorrect, partially correct, completely correct (4) comprehension of problem, identification of operation to be performed, representation of problem mathematically, solution of problem and presentation of problem

38. Ms. Reena uses a grid activity to teach the concept of multiplication of decimals. A sample is illustrated below :



Through this method, Ms. Reena is

(1) using traditional approach of learning (2) focusing on developing problem-solving skill (3) focusing more on procedural knowledge and less on conceptual knowledge (4) focusing more on conceptual knowledge and problem-solving and less on procedural knowledge.

39. While planning a lesson on the concept of fraction addition, a teacher is using the activity of strip folding :

