Appendices
Appendix A 1

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Dear Sir/Madam

Sub: Language Proficiency Test for D.Ed. Student Trainees.

Language Proficiency Test is a test to assess the English Proficiency of D.Ed. students. This test includes Language Skills such as reading, Writing and Speaking and the sub skills in each of the language skills. Care has been taken to include items in all the sub skills of Reading, Writing and Speaking. Kindly go through the items and give your valuable opinion about the items to be included, modified or deleted in the table provided below. You are also free to provide any other suggestions for improvisation. Your kind co-operation is very valuable in developing and validating this English proficiency test. I look forward for your contribution.

Thanking you,

Yours Sincerely,

A.J. Neetha. 
Research Scholar 
B.E.A. College of Education, 
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Appendix A 3

OPINIONAIRE ON LANGUAGE PROFICIENCY TEST

Sir/Madam,

Kindly find herewith the enclosed language proficiency test. Please indicate the extent to which the test covers the prescribed content and instruction by putting (√) mark against one of the scale items given below.

1) To a very great extent ( )
2) To a great extent (√)
3) To the extent of 50% ( )
4) To some extent ( )

Date: 19-1-2007
Place: Jalangole

Signature

Shilpa M.R.

Designation. English Lecturer
Banjara D Ed College
Appendix A 4

OPINIONAIRE ON LANGUAGE PROFICIENCY TEST

Sir/Madam,

Kindly find herewith the enclosed language proficiency test. Please indicate the extent to which the test covers the prescribed content and instruction by putting (✓) mark against one of the scale items given below.

1) To a very great extent  (   )
2) To a great extent   ( ✓ )
3) To the extent of 50%  (   )
4) To some extent  (   )

Date: 18/4/07
Place: Dauanagiri

Signature

Designation.
ENGLISH TEACHER
BGA HIGH SCHOOL
Sir/Madam,

Kindly find herewith the enclosed language proficiency test. Please indicate the extent to which the test covers the prescribed content and instruction by putting (√) mark against one of the scale items given below.

1) To a very great extent (  )
2) To a great extent (  √  )
3) To the extent of 50% (  )
4) To some extent (  )

Date: 19.1.2007.
Place: Darangere.

Mangula, B.
Signature

Designation.

English lecturer.
M.M. Bed College.
Appendix A 6

OPINIONAIRE ON LANGUAGE PROFICIENCY TEST

Sir/Madam,

Kindly find herewith the enclosed language proficiency test. Please indicate the extent to which the test covers the prescribed content and instruction by putting (✓) mark against one of the scale items given below.

1) To a very great extent (  )
2) To a great extent (✓)
3) To the extent of 50% (  )
4) To some extent (  )

Date: 22/1/09
Place: Daranagama

Signature

Designation.

Asst Teacher
B.EA High School
Daranagama
Appendix A 7

OPINIONAIRE ON LANGUAGE PROFICIENCY TEST

Sir/Madam,

Kindly find herewith the enclosed language proficiency test.

Please indicate the extent to which the test covers the prescribed content and instruction by putting (✓) mark against one of the scale items given below.

1) To a very great extent (   )
2) To a great extent ( ✓ )
3) To the extent of 50% (   )
4) To some extent (   )

Date: 23 | 1 | 2007

Place: Davangere

Signature

Suvarnya Sanvateen

Designation.

Assistant Teacher,
B.E.A-High-School,
Davangere
Appendix A8

1. Choose the Key word which best expresses the meaning.

1. Contract
   a) tract  b) expand  c) give  d) abridge

2. Hybrid
   a) crossbred  b) pedigreed  c) backneyed  d) unusual

3. Duplicity
   a) innocence  b) cleverness  c) double-dealing  d) repetition

4. Resume
   a) a new start  b) judgment based on insufficient evidence  c) summary  d) long with deal account

5. Resolved
   a) summarized  b) dispelled  c) strengthened  d) tangled

6. Compound
   a) to emphasize  b) to confuse  c) to put together  d) to compress

7. Submerge
   a) to walk on  b) to sink  c) to appear  d) to join together

8. Skip
   a) overlook  b) introduce  c) insert  d) notice

II. Choose the key word which best expresses the opposites

9. Orthodox
   a) conscious  b) heterodox  c) advanced  d) liberal

10. Apprehend
    a) forget  b) sure  c) release  d) discard

11. Wealthy
    a) wicked  b) famous  c) harmful  d) poor
12. Soothing
  a) adverse  b) cold  c) irritating  d) unnecessary

13. Transverse
  a) optional  b) offer  c) longitudinal  d) mirth

14. Materialistic
  a) spiritual  b) earthly  c) heavenly  d) busy

III. A. Fill in the blanks with suitable answers given below:

15. Forgiveness is the best form _______ revenge.
  a) of  b) on  c) for  d) to

16. The government must realize the need _______ new houses.
  a) of  b) to  c) upon  d) for

17. The Sun _______ in the east.
  a) rise  b) rising  c) rises  d) rised

18. I _______ a letter to him this morning.
  a) write  b) wrote  c) writes  d) writing

19. I _______ for Shimla on Monday
  a) shall leave  b) shall left  c) shall leaving  d) shall leaved

B. Read the following sentences and name the part of speech of each underlined word.

20. There are fifty boys in the hall.
21. Azad did his job pretty well.
22. There is a horse in the stable.
23. Hurrah! We have won.
24. Latif did his best, but could not pass.
25. Alas! I am ruined.
26. Abdul is fond of pictures.
27. She is smart and active.
IV. Write the correct spelling of the mis-spelt words.

28. Occassional
29. Hereditry
30. Potensial
31. Occure
32. Integrate
33. Mingal
34. Phosphoras
35. Simultanous
36. Receitation
37. Symptem
38. Immertion

V. Punctuate and mention the punctuation mark in the following sentences

39. What a charming land
40. (a) I have (b) Donot
41. Guru Nanak Dev says Truth is great
42. mahatma gandhi was a great leader of india

VI. Pick out the odd word which does not fit into the category

43. a) Nehru  b) Bombay  c) files  d) rose
44. a) street  b) wasps  c) monarch  d) tree
45. a) I love  b) I play  c) I write  d) I played
46. a) joy  b) happiness  c) sorrow  d) laugh
VII. Read the following Passages carefully and answer the questions given at the end of each passage.

Passage -I

The roots of the tree were rapidly losing their hold. The crow must have known that something was wrong, because it kept flying up and circling the tree, reluctant to settle in it and reluctant to fly away. As long as the nest was there the crow would remain, flapping about and cawing in alarm. Sita’s wet cotton dress clung to her thin body. The rain ran down from her long black hair. It poured from every leaf of the tree. The crow too was drenched and groggy.

47. The roots of the tree were rapidly losing their hold because.
   a) there was heavy rainfall  
   b) it was very old  
   c) there was a fierce storm  
   d) it was on the edge

48. Sita couldn’t move away because
   a) the tree was still standing  
   b) there was no other shelter  
   c) she felt friendship with the crow  
   d) she was nervous

Passage – II

Mahatma Gandhi believed that industrialization was no answer to the problem that plaque the mass of India’s poor and that villagers should be taught to be self-sufficient in food, weave their own cloth from cotton and eschew the glittering prizes that the twentieth century so temptingly offers. Such as idyllic and rural paradise did not appear to those who inherited the ruins of political power.
49. Mahatma Gandhi’s views opposed industrialization of villages because

a) it would help the poor and not the rich
b) it would take away the skill of the villagers
c) it would affect the culture of the Indians
d) it would undermine self sufficiency and destroy the beauty of life of the villager

50. Which one of the following best illustrates the relationship between the phrases 

i) ‘eschew the glittering prizes’ and 
ii) ‘idyllic and rural paradise’?

A) unless you do (i), you cannot have (ii)
B) (i) and (ii) are identical in meaning
C) first of all you must have (ii) in order to do (i)
D) the meaning of (i) is directly opposite to (ii)

51. Mahatma Gandhi’s dream of ‘an idyllic and rural paradise’ was not shared by

a) those who did not believe in the industrialization of the country
b) those who called him the Father of the Nation.
c) Those who inherited political power after independence
d) Those who believed that villages should be self – sufficient in food and cloth.

Passage – III

In the past man’s worst enemy was nature. He lived under the continual threat of famine and pestilence, a wet summer could bring death to whole nations, and every winter was a menace. Mountains stood like a barrier between people and people, a sea was less a highway than an impassable
division. Today nature, though still an enemy, is an enemy almost completely conquered. Modern agriculture assures us of an ample food supply. Modern transportation has made the resources of the entire planet accessible to all its inhabitants. Modern medicine and sanitation allow dense populations to cover the ground without risk of pestilence. True, we are still at the mercy of the more violent natural convulsions. Against earthquake, floods and hurricane man has, as yet, devised no adequate protection. But these major cataclysms are rare. At most times, nature is no longer formidable, she has been subdued.

52. Man has not yet succeeded in controlling the furies of
   a) earthquakes
   b) floods
   c) hurricanes
   d) all the three above

53. Which one of the following statements best reflects the underlying conviction of the passage.
   a) Man can do wonders
   b) Man's knowledge has no end
   c) Man has been able to control nature to a great extent
   d) Man has been able to control nature completely.

54. In ancient times, man had an apprehension of
   a) epidemics
   b) severe droughts
   c) floods
   d) all the three above

55. The modern transport system is a blessing as it
   a) has helped decrease the distance between towns and villages.
   b) has brought comfort to both towns and villages
   c) has made all the commodities available to everyone
   d) has encouraged people to travel for pleasure
Passage – IV

Over all the countryside, wherever one goes, indications of technique are visible to the seeing eye. By technique is meant an exercise of skill acquired by practice and directed to a well – foreseen end. It is the name for the action of any of our powers after they have been so improved by training as to perform that action with certainty and success.

56. The definition of the word ‘technique’ as given in the passage does not over emphasize
   a) theoretical knowledge
   b) practice and performance
   c) scientific methods
   d) results

57. The implied intention of the writer is to
   a) reject the popular meaning of the term technique
   b) widen the scope of the term ‘technique’
   c) uphold the superiority of traditional techniques
   d) mock at the modern craze for gadgets

58. The italicized phrase in the sentence ‘over all the countryside’, wherever one goes, indications of techniques are visible to the seeing eye’ implies
   a) seeing with a clear eyesight
   b) perception caused by understanding
   c) application of some special device for the analysis of the things seen
   d) seeing the particular characteristics of things.
VIII. Write an essay on any one of the following topic:

59. a) ‘An Indian festival’
   b) ‘A visit to a museum’
   c) ‘An incident in your life’

IX. Speak for about 5 minutes on any one of the topic given below

60.
   a) Environmental pollution
   b) AIDS
   c) Internet
   d) Trimester system in schools
   e) English Language.
Appendix A 9

KEY ANSWERS OF LANGUAGE PROFICIENCY TEST

I
1. (d)
2. (a)
3. (c)
4. (a)
5. (a)
6. (c)
7. (b)
8. (a)

II
9. (b)
10. (c)
11. (d)
12. (c)
13. (c)
14. (a)

IIIA
15. (a)
16. (d)
17. (c)
18. (b)
19. (a)

IIIB
20. Adjective
21. Adverb
22. Preposition
23. Interjection
24. Preposition
25. Interjection
26. Preposition
27. Adjective

IV
28. Occasional
29. Hereditary
30. Potential
31. Occur
32. Integrate
33. Mingle
34. Phosphorus
35. Simultaneous
36. Recitation
37. Symptom
38. Immersion

V
39. ! (Note of Exclamation)
40. a) I've b) Don't ( )
41. ‘’ ‘’ (inverted comma)
42. Mahatma Gandhi was a great leader of India (capital letters)

VI
43. (c)
44. (b)
45. (d)
46. (c)

VII
47. (a)
48. (b)
49. (d)
50. (d)
51. (c)
52. (d)
53. (c)
54. (d)
55. (c)
56. (a)
57. (b)
58. (c)

VIII
59. Introduction - 5
Main Idea - 5
Conclusion - 5
Handwriting - 5

IX
60. Fluency -5
Pronunciation - 5
Voice - 5
Presentation -5
Language Usage-5
Appendix A 10

Response Sheet of Language Proficiency Test:

Proforma:
Name of the Student: 
Address: 
Name of the College: 
Type of College: Govt./Private

Sex: Male □ Female □ Percentage in SSLC: Time taken:

I.

1. a) □ b) □ c) □ d) □
2. a) □ b) □ c) □ d) □
3. a) □ b) □ c) □ d) □
4. a) □ b) □ c) □ d) □
5. a) □ b) □ c) □ d) □
6. a) □ b) □ c) □ d) □
7. a) □ b) □ c) □ d) □
8. a) □ b) □ c) □ d) □

II.

9) a) □ b) □ c) □ d) □
10) a) □ b) □ c) □ d) □
11) a) □ b) □ c) □ d) □
12) a) □ b) □ c) □ d) □
13) a) □ b) □ c) □ d) □
14) a) □ b) □ c) □ d) □
III A

15) a) □  b) □  c) □  d) □
16) a) □  b) □  c) □  d) □
17) a) □  b) □  c) □  d) □
18) a) □  b) □  c) □  d) □
19) a) □  b) □  c) □  d) □

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37). .................
38). .................
V
39) ..................
40). a) ........... b) ............
41) ................
42) ............

VI
43) a) □  b) □  c) □  d) □
44) a) □  b) □  c) □  d) □
45) a) □  b) □  c) □  d) □
46) a) □  b) □  c) □  d) □

VII
47) a) □  b) □  c) □  d) □
48) a) □  b) □  c) □  d) □
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VI 
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VII 
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56) a) □ b) □ c) □ d) □ 
57) a) □ b) □ c) □ d) □ 
58) a) □ b) □ c) □ d) □
**Teacher ratings of the Speaking Skills**

Kindly rate the Speaking Skills of the D.Ed. Student trainee by putting a ‘✓’ mark in front of the 5 ratings given against each of 5 speaking skills.

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Appendix B 1

To,

Dear Sir/Madam

Sub: Reasoning Ability Test for D.Ed. Student Trainees.

Reasoning ability test is a test to assess the Reasoning ability of D.Ed. students. This test includes Verbal reasoning, Arithmetic reasoning, and Scientific Reasoning ability. Care has been taken to include items in all the sub skills of verbal, aithmetic and scientific reasoning ability. Kindly go through the items and give your valuable opinion about the items to be included, modified or deleted in the table provided below. You are also free to provide any other suggestions for improvisation. Your kind co-operation is very valuable in developing & validating this Reasoning ability test. I look forward for your contribution.

Thanking you,

Yours Sincerely,

A.J Neetha
Research Scholar
B.E.A. College of Education,
Davangere
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Appendix B 2

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<td>93.</td>
<td>52</td>
<td>16</td>
<td>0.45</td>
<td>34</td>
</tr>
<tr>
<td>94.</td>
<td>36</td>
<td>24</td>
<td>0.16</td>
<td>30</td>
</tr>
</tbody>
</table>
Appendix B 3

OPINIONAIRE ON REASONING ABILITY TEST

Sir/Madam,

Kindly find herewith the enclosed Reasoning ability test. Please indicate the extent to which the test covers the prescribed content and instruction by putting (√) mark against one of the scale items given below.

1) To a very great extent (   )
2) To a great extent (√)
3) To the extent of 50% (   )
4) To some extent (   )

Signature

Date: 31.01.2007
Place: Davangere

Designation.
HEAD MASTER
B. E. A. HIGH SCHOOL
DAVANGERE - 577 004
Sir/Madam,

Kindly find herewith the enclosed Reasoning ability test. Please indicate the extent to which the test covers the prescribed content and instruction by putting (✓) mark against one of the scale items given below.

1) To a very great extent (   )
2) To a great extent (✓)
3) To the extent of 50% (   )
4) To some extent (   )

Date: 01/01/07
Place: Davanagere

Signature

Designation.

Science lecturer
B.E.A. College of Education Davanagere
Appendix B 5

OPINIONAIRE ON REASONING ABILITY TEST

Sir/Madam,

Kindly find herewith the enclosed Reasoning ability test. Please indicate the extent to which the test covers the prescribed content and instruction by putting (✓) mark against one of the scale items given below.

1) To a very great extent (   )
2) To a great extent (✓   )
3) To the extent of 50% (   )
4) To some extent (   )

Date: 20/01/2007
Place: Davangere

Signature

Designation.

Science Lecturer
Bapuji Institute of Teachers Training, Davangere.
Sir/Madam,

Kindly find herewith the enclosed Reasoning ability test.

Please indicate the extent to which the test covers the prescribed content and instruction by putting (✓) mark against one of the scale items given below.

1) To a very great extent (   )
2) To a great extent (  ✓  )
3) To the extent of 50% (   )
4) To some extent (   )

Date: 23/01/27
Place: Dwaragiri

Signature

Designation.
Maths lecturer
Bapuj D.Ed college
Dwaragiri
Appendix B 7

OPINIONAIRE ON REASONING ABILITY TEST

Sir/Madam,

Kindly find herewith the enclosed Reasoning ability test. Please indicate the extent to which the test covers the prescribed content and instruction by putting (v) mark against one of the scale items given below.

1) To a very great extent (   )
2) To a great extent ( v )
3) To the extent of 50% (   )
4) To some extent (   )

Date: 24/1/07
Place: Davanagere

Signature

Designation: Assistant Mistress
B.I.A. High School
Davanagere
VERBAL REASONING:

I

1. ________ is to Uttar Pradesh as U.K. is to ________
   a. china  b. Norway  c. Turkey  d. United Kingdom

2. ________ is to wide as thin is to ________
   a. Yard  b. Weight  c. man  d. Present

3. ________ is to masculine as woman is to ________
   a. intuitive  b. Madame  c. feminine  d. girl

4. ________ is to cork as box is to ________
   a. fight  b. lid  c. hat  d. crate

5. ________ is to tusk as deer is to ________
   1. Ivory  2. Work  3. Elephant  4. Trunk
   a. Doe  b. hunt  c. moose  d. antler

6. ________ is to tree as melon is to ________
   a. Vine  b. water  c. ripe  d. sweet

7. ________ is to Pea as shell is to ________
   a. Rifle  b. nut  c. crack  d. peel

8. ________ is to cow as cock is to ________
   a. egg  b. pen  c. fowl  d. hen

9. ________ is to sentence as sentence is to ________
   a. Fine  b. comma  c. Paragraph  d. Phrase
10. ___________ is to childhood as adolescence is to ___________  
   a. adultery   b. maturity  c. Sinecure  d. Intelligence

11. ___________ is to top as hase is to ___________  
   a. vile   b. ball  c. bottom  d. home

12. ___________ is to river as coast is to ___________  
   a. beach  b. spa   c. sea  d. sled

13. ___________ is to day as calendar is to ___________  
   a. year  b. weekend  c. march  d. century

14. ___________ is to distance as kilogram is to ___________  
   a. heavy  b. ounce  c. weight  d. noise

15. ___________ is to land as knot is to ___________  
   a. rope  b. meter  c. sea  d. mountain

16. ___________ is to physician as secretary is to ___________  
   a. office  b. stenographer  c. clerk  d. executive

17. ___________ is to city as national is to ___________  
   a. country  b. union  c. government  d. international

18. ___________ is to play as chapter is to ___________  
   a. book  b. music  c. poem  d. write

19. ___________ is to bleached as flushed is to ___________  
   1. coloured  2. gay  3. sheep  4. compose  
   a. blushed  b. drained  c. wan  d. truffle

20. ___________ is to diamond as a circle is to ___________  
   a. triangle  b. oval  c. round  d. smooth
**Arithmetic Reasoning:**

21. The average of marks obtained by 120 candidates was 35. If the average of marks of passed candidates was 15 the number of candidates who passed the examination is
   a) 100  
   b) 110  
   c) 120  
   d) 150

22. The price of rice has increased by 60%. In order to restore to the original price, the new price must be reduced by
   a) 33 1/3%  
   b) 37 1/2%  
   c) 40%  
   d) 45%

23. Rs. 700 is divided among A, B and C. So that A receives half as much as B and B half as much as C. Then C’s share is
   a) Rs. 200  
   b) Rs. 300  
   c) Rs. 400  
   d) Rs. 600

24. The sum of two numbers is 15 and sum of their squares is 113. The number is
   a) 4, 11  
   b) 5, 10  
   c) 6, 9  
   d) 7, 8

25. The length of a rectangle is doubled while its breadth is halved. What is the percentage change in area?
   a) 50  
   b) 75  
   c) no change  
   d) none of these

26. If 18 binders bind 900 books in 10 days. How many binders will be required to bind 660 books in 12 days?
   a) 55  
   b) 14  
   c) 13  
   d) 11

27. The sum of the squares of three numbers which are in the ratio of 2:3:4 is 725. What are the numbers?
   a) 15, 10, 20  
   b) 10, 15, 20  
   c) 20, 10, 15  
   d) 5, 10, 15

28. To produce an annual income of Rs. 500 in a 4% stock at 90 the amount of stock needed is:
   a) Rs. 11250  
   b) Rs. 12500  
   c) Rs. 1800  
   d) Rs. 20000

29. In a city 20% people speak Hindi, 50% of the remaining speak Kannada and remaining 900 speak English. Then find the numbers of people in that city?
   a) 2150  
   b) 2250  
   c) 5000  
   d) 2000

30. Which is the biggest of the following fractions?
   a) 3/4  
   b) 4/5  
   c) 5/6  
   d) 6/7

31. What should be added to 11210 to make it exactly divisible by 11?
   a) 1  
   b) 4  
   c) 9  
   d) 10
32. In an election one of the two candidates gets 40% votes and loses by 100 votes.
   Total number of votes is
   a) 500     b) 400     c) 600     d) 1000

33. The sum of Arithmetic mean and Geometric mean of two positive numbers is 96
    and their ratio is 9:1. Find the numbers
    a) 86.4 and 9.6    b) 84 and 11.2    c) 50 and 46    d) 89.2 and 6.8

34. Permutation and Combination
    a) In how many ways 11 members be selected from 14 members
       a) 364     b) 728     c) 25     d) 154
    b) In how many ways can four soldiers be arranged in a line?
       a) 4     b) 1     c) 24     d) arrangement is not possible.

35. If the sum of two numbers is 12 and their difference is 8. find the numbers.
    a) 10 and 12    b) 6 and 6    c) 12 and 8    d) 10 and 2

**Scientific Reasoning:**

III.

36. If a rock is brought from the surface of the moon.
    a) Its mass will change
    b) Its weight will change but not the mass
    c) Both mass and weight will change
    d) Its mass and weight will remain the same

37. A body is said to be under balanced forces when the resultant force acting on the
    body is
    a) unity        b) zero        c) infinite       d) none of these

38. The distance between two consecutive crests is L, then the wavelength is given by
    a) L/2         b) 2L         c) 4L         d) L

39. Echo is produced due to
    a) reflection of sound
    b) refraction of sound
    c) resonance
    d) none of these

40. The light which refracts most while passing through a prism is
    a) red          b) violet       c) blue        d) yellow
41. A body is dropped from a certain height to the ground, when it is halfway down it possesses
   a) only kinetic energy [K.E]
   b) only potential energy [P.E]
   c) both K.E. and P.E.
   d) neither K.E and P.E

42. When a catalyst is added to a system the.
   a) Equilibrium concentration are increased
   b) Equilibrium concentration are unchanged
   c) The rate of forward reaction is increased and that of backward reaction is decreased
   d) Value of equilibrium constant is decreased

43. When a neutral atom is converted into an ion, its
   a) atomic number increases
   b) atomic number decreases
   c) size increases
   d) size decreases

44. Amongst the following elements [whose configurations are given below] the one having the highest ionization energy is
   a) [Ne] 3S^2 3P^1  b) [Ne] 3S^2 3P^3  c) [Ne] 3S^2 3P^2  d) 3d^10 4S^2 4P^3

45. When the temperature is increased the rate of a reaction
   a) Increases
   b) Decreases
   c) Remains constant
   d) None of the above

46. The 3 chambered heart of the frog is not as efficient as the human heart with 4 chambers because
   a) the muscles of the heart are not strong
   b) both oxygenated and deoxygenated blood mix in the ventricle
   c) the ventricle cannot pump blood properly
   d) it cannot hold enough quantity of blood

47. The process of nutrition proceeds in this order
   a) Digestion-ingestion-solution-absorption-egestion
   b) Ingestion-digestion-absorption-assimilation-egestion
   c) Ingestion-solution-absorption-accumulation-egestion
   d) Ingestion-absorption-digestion-solution-egestion

48. when terminal bud is removed, a plant grows more
   a) tall  b) bushy  c) slowly  d) rapidly
49. If a gamete has only one gene for one trait what will be the number of genes for the same trait in the somatic cell from which it resulted from meiosis
   a) 1       b) 2       c) 4       d) none of these

50. Ascending order of ecological units in increasing order of complexity are.
   a) Biome, Biosphere, ecosystem, community, population, species
   b) Population, community, species, ecosystem, biosphere, biome.
   c) Species, population, community, ecosystem, biome, biosphere
   d) Community, population, species, biosphere, ecosystem, biome
Appendix B 9

Do not make any marks on this booklet. Mark your answers on the separate answer sheet.

VERBAL REASONING:

I

1. \(\text{---}\) is to Uttar Pradesh as U.K. is to \(\text{---}\)
   a. china b. Norway c. Turkey d. United Kingdom

2. \(\text{---}\) is to wide as thin is to \(\text{---}\)
   a. Yard b. Weight c. man d. Present

3. \(\text{---}\) is to masculine as woman is to \(\text{---}\)
   a. intuitive b. Madame c. feminine d. girl

4. \(\text{---}\) is to cork as box is to \(\text{---}\)
   a. fight b. lid c. hat d. crate

5. \(\text{---}\) is to tusk as deer is to \(\text{---}\)
   1. Ivory 2. Work 3. Elephant 4. Trunk
   a. Doe b. hunt c. moose d. antler

6. \(\text{---}\) is to tree as melon is to \(\text{---}\)
   a. Vine b. water c. ripe d. sweet

7. \(\text{---}\) is to Pea as shell is to \(\text{---}\)
   a. Rifle b. nut c. crack d. peel

8. \(\text{---}\) is to cow as cock is to \(\text{---}\)
   a. egg b. pen c. fowl d. hen

9. \(\text{---}\) is to sentence as sentence is to \(\text{---}\)
   a. Fine b. comma c. Paragraph d. Phrase

10. \(\text{---}\) is to childhood as adolescence is to \(\text{---}\)
    a. adultery b. maturity c. Sinecure d. Intelligence
11. is to top as base is to
   a. vile   b. ball   c. bottom  d. home

12. is to river as coast is to
   a. beach  b. spa  c. sea  d. sled

13. is to day as calendar is to
   a. year  b. weekend  c. march  d. century

14. is to distance as kilogram is to
   a. heavy  b. ounce  c. weight  d. noise

15. is to land as knot is to
   a. rope  b. meter  c. sea  d. mountain

16. is to physician as secretary is to
   a. office  b. stenographer  c. clerk  d. executive

17. is to city as national is to
   a. country  b. union  c. government  d. international

18. is to play as chapter is to
   a. book  b. music  c. poem  d. write

19. is to bleached as flushed is to
   1. coloured  2. gay  3. sheep  4. compose
   a. blushed  b. drained  c. wan  d. truffle

20. is to diamond as a circle is to
   a. triangle b. oval  c. round  d. smooth
II.

21. 120 में एक वर्ष राष्ट्रीय बाल जमीन का मान है और 35. 1100 में एक वर्ष राष्ट्रीय बाल जमीन का मान है और 15 हज़ार, एक वर्ष राष्ट्रीय बाल जमीन का मान है?
   a) 100  b) 110  c) 120  d) 150

22. समय विविधता के साथ 60 हज़ार घर के लिए नेमन बिजली कंपनी अपने वित्तपत्तियों से लगभग कितने हज़ार रुपये का लाभ कमीशन के लिए?
   a) 33\(\frac{1}{3}\)%  b) 37\(\frac{1}{2}\)%  c) 40%  d) 45%

23. 700 मीटर लंबाई के A, B और C तीन वर्गाकोण त्रिभुज, आयत बनाने के लिए, आयतों के वर्ग अंतर कितने मीटर होंगे? त्रिभुजों के आयत बनाने की संभावना?
   a) 200 मी  b) 300 मी  c) 400 मी  d) 600 मी

24. गतिविधि नीति 15 लाख अनुग्रह मंत्रालय के नीति 133. आयत के लिए गतिविधि.
   a) 4, 11  b) 5, 10  c) 6, 9  d) 7, 8

25. एक वर्ष बाल जमीन के लिए आवधारण करने के लिए, अगर अवधारण करने के लिए अधिकार प्राप्त करने के लिए, अगर अवधारण करने के लिए क्या लाभ होगा?
   a) 50  b) 75  c) 100%  d) 100%  e) 200%

26. 18 में 900 लाख तथा 18 में 10 हज़ार तथा 660 में 12 हज़ार के समान वाले होंगे?
   a) 55  b) 14  c) 13  d) 11

27. वृत्त के सम्पर्क से 23.54 मीटर स्फ्युजन के स्पष्ट है, अंतर की राजस्थान के लिए 725, अंतर के लिए गतिविधि का?
   a) 15, 10, 20  b) 10, 15, 20  c) 20, 10, 15  d) 5, 10, 15

28. 500 मी में अनुग्रह अदालत अवधारण करने के लिए, इंस्प्रेर अंतर के 90 में 80 हज़ार के लिए वाणिज्य कार्य करने का?
   a) 11,250 मी  b) 12, 500 मी  c) 1, 800 मी  d) 20, 000 मी

29. एक अनुभवी वर्ग 20 में 10 और 50 में 10 हज़ार होती है, अनुभवी के 50 में 10 हज़ार अतिरिक्त वर्ग के समान हो जाती है, यदि 900 में 10 हज़ार अवधारण करने के लिए निर्देश अनुग्रह का अनुभवी बनने का?
   a) 2,150  b) 2,250  c) 5,000  d) 2,000
30. How many students are there in a class?
   a) 3/4  b) 4/5  c) 5/6  d) 6/7

31. 1120 students are in class 11. How many students are in class 10?
   a) 1  b) 4  c) 9  d) 10

32. A teacher has to distribute 40 books among 10 students. How many books does each student get?
   a) 500  b) 400  c) 600  d) 1000

33. If 100 students take 96 exams, and 90 students take 94 exams, how many exams are there?
   a) 86.4 & 9.6  b) 84 & 11.2  c) 50 & 46  d) 89.2 & 6.8

34. How many students are in each class?
   1. 14 students in class 10, 11 students in class 9, 13 students in class 8.
   2. 4 students in class 10, 6 students in class 9, 8 students in class 8.
   a) 364  b) 728  c) 25  d) 154

35. If 12 students score 6 and 6, how many students score 8?
   a) 10 & 12  b) 6 & 6  c) 12 & 8  d) 10 & 2

### III.

36. How many students are in the first class?
   a) 6 students in the first class.
   b) 10 students in the first class, 6 students in the second class.
   c) 14 students in the first class, 10 students in the second class.
   d) 12 students in the first class, 8 students in the second class.
37. ಕೆಲವು ವಿದ್ಯಾರ್ಥಿಗಳು ತನ್ನ ಪಾಠದಲ್ಲಿ ಕೆಲಸುವ ಸಾಧನಗಳನ್ನು ನೋಡಿ ವಿಷಯದ ಬಿದ್ದರು.
   a)ಎಚ್ಚಿ b)ಗುಡಿ c)ಕಟ್ಟಡ d)ಹೆಜಿನಿಯಂ ಮಾಡಿದರು ಫ್ಯಾನ್.

38. ರೋಮ್ ಅರೆಚಿ ಬಿಡಿ ಅಳಿಸಿದ ಮಣಿಯು ಅರೆಚಿ ವಿದ್ಯಾನಿಗೆ L ಮಣಿ, ಎಂಜಿಯ ಅರೆಚಿ ಬಳಸಬಹುದು.
   a)1/2 b)2L c)4L d)1L

39. ಆಗ್ನೇಯ ವಿಸ್ತೀರ್ಣವನ್ನು ಬಳಸಿ
   a)ನಿಂದ ನಿಂದಕಾರಿಯಾಗಿ b)ನಿಂದ ನಿಂದಕಾರಿಯಾಗಿ c)ನಿಂದ ನಿಂದಕಾರಿಯಾಗಿ d)ನಿಂದ ನಿಂದಕಾರಿಯಾಗಿ

40. ಅಗಸ್ಟ್ ಮಾದರಿ ಆಧಾರದಿಂದ ಕೈಗಳ ಸಾಧನವನ್ನು ವಿಶೇಷಿಸಿಕೊಳ್ಳುತ್ತಾರೆ. 
   a)ಯಾರ್ಡ b)ಸ್ಕೀiolet c)ಮೆಟಿ d)ಯಾರ್ಡ

41. ರೋಮ್ ರೋಮ್ ಬಿಲ್ಲಿ ಬಿಲ್ಲಿಯಾದ ದಾರು ವಿದ್ಯಾನಿಗೆ, ಅಥವಾ ಅಡುಗು ರೋಮ್ ಬಿಲ್ಲಿಯಾದ ದಾರು ವಿದ್ಯಾನಿಗೆ.
   a)ನಿಂದ ನಿಂದಕಾರಿಯಾಗಿ b)ನಿಂದ ನಿಂದಕಾರಿಯಾಗಿ c)ನಿಂದ ನಿಂದಕಾರಿಯಾಗಿ d)ನಿಂದ ನಿಂದಕಾರಿಯಾಗಿ

42. ರೋಮ್ ಸಾಮರ್ಥ್ಯವನ್ನು ಒಳಗೊಂಡಿದ್ದಾಗಿ ನಿಂದಕಾರಿ
   a)ತಣ್ಣಿಕೆ ತಣ್ಣಿಕೆ ಅಂಬತಿಜಾಗಿ b)ಹಿಂಸೆಗೆ ಹಿಂಸೆಗೆ ಅಂಬತಿಜಾಗಿ c)ಹಿಂಸೆಗೆ ಹಿಂಸೆಗೆ ಅಂಬತಿಜಾಗಿ d)ಹಿಂಸೆಗೆ ಹಿಂಸೆಗೆ ಅಂಬತಿಜಾಗಿ

43. ರೋಮ್ ಸಾಮರ್ಥ್ಯವನ್ನು ಒಳಗೊಂಡಿದ್ದಾಗಿ ನಿಂದಕಾರಿ
   a)ತಣ್ಣಿಕೆ ತಣ್ಣಿಕೆ ಅಂಬತಿಜಾಗಿ b)ತಣ್ಣಿಕೆ ತಣ್ಣಿಕೆ ಅಂಬತಿಜಾಗಿ
   c)ನಿಂದ ನಿಂದಕಾರಿಯಾಗಿ d)ನಿಂದ ನಿಂದಕಾರಿಯಾಗಿ

44. ಎಂದರೆ ಕೆಲವು ಅಭಿವೃದ್ಧಿಗಾಗಿ ರೋಮ್ ಸಾಮರ್ಥ್ಯವನ್ನು ಒಳಗೊಂಡಿದ್ದಾಗಿ
   a)〔Ne〕352 3P^1 b)〔Ne〕353 3P^3 c)〔Ne〕352 3P^2 d)3d^10 45^2 4P^3
45. ವಿಷಯ: ಹೂಡುವಿನ ಹೂಡಿಕೆಯನ್ನುದ್ದೇಶಗಳು
   (a) ಹೂಡಿಗೆ ಯಾರು
   (b) ಹೂಡಿಗೆಯ ಶೈಲಿ
   (c) ಹೂಡಿಗೆ ಪ್ರಕಾರ
   (d) ಹೂಡಿಗೆಯ ಕೀಲ
   (e) ಹೂಡಿಗೆಯ ಅಂದಾಗಿ

46. 4. ವಿಷಯ: ಹೂಡುವಿನ ಹೂಡಿಕೆಯ ವಿಧಾನಗಳು
   (a) ಹೂಡಿಕೆಯ ತಯಾರಿಕೆ
   (b) ಹೂಡಿಕೆಯ ಸಂದರ್ಶನ
   (c) ಹೂಡಿಕೆಯ ಹೂಡಿಕೆ
   (d) ಹೂಡಿಕೆಯ ಕೆಲಸ

47. ವಿಷಯ: ಕಾರಣಗಳಲ್ಲಿ ಕಾರಣಗಳಿಂದ
   (a) ಹೂಡಿಕೆಯ ಕಾರಣಗಳು
   (b) ಹೂಡಿಕೆಯ ಸಂದರ್ಶನ
   (c) ಹೂಡಿಕೆಯ ಹೂಡಿಕೆ
   (d) ಹೂಡಿಕೆಯ ಕೆಲಸ

48. ವಿಷಯ: ಹೂಡಿಕೆಯ ಸಂದರ್ಶನಗಳು
   (a) ಹೂಡಿಕೆಯ ಸಂದರ್ಶನ
   (b) ಹೂಡಿಕೆಯ ಶೈಲಿ
   (c) ಹೂಡಿಕೆಯ ಪ್ರಕಾರ
   (d) ಹೂಡಿಕೆಯ ಕೀಲ

49. ವಿಷಯ: ಹೂಡಿಕೆಯ ಸಂದರ್ಶನಗಳು ವಿಧಾನಗಳು
   (a) 1
   (b) 2
   (c) 3
   (d) 4
   (e) ಪ್ರಾಂಕ� ಶೈಲಿ

50. ವಿಷಯ: ಹೂಡಿಕೆಯ ಸಂದರ್ಶನಗಳು
   (a) ಹೂಡಿಕೆಯ ಸಂದರ್ಶನ
   (b) ಹೂಡಿಕೆಯ ಶೈಲಿ
   (c) ಹೂಡಿಕೆಯ ಪ್ರಕಾರ
   (d) ಹೂಡಿಕೆಯ ಕೀಲ
   (e) ಹೂಡಿಕೆಯ ಅಂದಾಗಿ
   (f) ಹೂಡಿಕೆಯ ಕೆಲಸ
   (g) ಹೂಡಿಕೆಯ ಸಂದರ್ಶನ
   (h) ಹೂಡಿಕೆಯ ಶೈಲಿ
   (i) ಹೂಡಿಕೆಯ ಪ್ರಕಾರ
   (j) ಹೂಡಿಕೆಯ ಕೀಲ
   (k) ಹೂಡಿಕೆಯ ಅಂದಾಗಿ
   (l) ಹೂಡಿಕೆಯ ಕೆಲಸ
Appendix B 10

KEY ANSWERS OF REASONING ABILITY TEST

I Verbal Reasoning
1. 3,d
2. 2,b
3. 4,c
4. 1,b
5. 3,a
6. 4,a
7. 3,b
8. 1,d
9. 2,c
10. 2,b
11. 4,c
12. 3,c
13. 2,a
14. 2,c
15. 3,a
16. 2,a
17. 2,a
18. 3,a
19. 1,b
20. 2,c

II Arithmetic reasoning
21. a
22. b
23. c
24. d
25. c
26. d
27. b
28. b
29. b
30. d
31. d
32. a
33. a
34. a
35. d
III Scientific Reasoning

36. b
37. b
38. d
39. a
40. b
41. c
42. b
43. d
44. b
45. a
46. b
47. b
48. b
49. b
50. a
Appendix B 11

REASONING ABILITY RESPONSE SHEET

Proforma :

Name of the student : Name of the College :

Address :

Type of College: Govt./Private

Sex : Male ☐ Female: ☐

Percentage in P.U.C. :

Time taken :
VERBAL REASONING

I.

1. 1) □  2) □  3) □  4) □
   a) □  b) □  c) □  d) □

2. 1) □  2) □  3) □  4) □
   a) □  b) □  c) □  d) □

3. 1) □  2) □  3) □  4) □
   a) □  b) □  c) □  d) □

4. 1) □  2) □  3) □  4) □
   a) □  b) □  c) □  d) □

5. 1) □  2) □  3) □  4) □
   a) □  b) □  c) □  d) □

6. 1) □  2) □  3) □  4) □
   a) □  b) □  c) □  d) □

7. 1) □  2) □  3) □  4) □
   a) □  b) □  c) □  d) □

8. 1) □  2) □  3) □  4) □
   a) □  b) □  c) □  d) □

9. 1) □  2) □  3) □  4) □
   a) □  b) □  c) □  d) □

10. 1) □  2) □  3) □  4) □
    a) □  b) □  c) □  d) □
11. 1) □ 2) □ 3) □ 4) □
    a) □ b) □ c) □ d) □

12. 1) □ 2) □ 3) □ 4) □
    a) □ b) □ c) □ d) □

13. 1) □ 2) □ 3) □ 4) □
    a) □ b) □ c) □ d) □

14. 1) □ 2) □ 3) □ 4) □
    a) □ b) □ c) □ d) □

15. 1) □ 2) □ 3) □ 4) □
    a) □ b) □ c) □ d) □

16. 1) □ 2) □ 3) □ 4) □
    a) □ b) □ c) □ d) □

17. 1) □ 2) □ 3) □ 4) □
    a) □ b) □ c) □ d) □

18. 1) □ 2) □ 3) □ 4) □
    a) □ b) □ c) □ d) □

19. 1) □ 2) □ 3) □ 4) □
    a) □ b) □ c) □ d) □

20. 1) □ 2) □ 3) □ 4) □
    a) □ b) □ c) □ d) □
ARITHMETIC REASONING:

II.

21. a) □ b) □ c) □ d) □

22. a) □ b) □ c) □ d) □

23. a) □ b) □ c) □ d) □

24. a) □ b) □ c) □ d) □

25. a) □ b) □ c) □ d) □

26. a) □ b) □ c) □ d) □

27. a) □ b) □ c) □ d) □

28. a) □ b) □ c) □ d) □

29. a) □ b) □ c) □ d) □

30. a) □ b) □ c) □ d) □

31. a) □ b) □ c) □ d) □

32. a) □ b) □ c) □ d) □

33. a) □ b) □ c) □ d) □

34. a) □ b) □ c) □ d) □

35. a) □ b) □ c) □ d) □
SCIENTIFIC REASONING:

III.

36. a) ☐ b) ☐ c) ☐ d) ☐
37. a) ☐ b) ☐ c) ☐ d) ☐
38. a) ☐ b) ☐ c) ☐ d) ☐
39. a) ☐ b) ☐ c) ☐ d) ☐
40. a) ☐ b) ☐ c) ☐ d) ☐
41. a) ☐ b) ☐ c) ☐ d) ☐
42. a) ☐ b) ☐ c) ☐ d) ☐
43. a) ☐ b) ☐ c) ☐ d) ☐
44. a) ☐ b) ☐ c) ☐ d) ☐
45. a) ☐ b) ☐ c) ☐ d) ☐
46. a) ☐ b) ☐ c) ☐ d) ☐
47. a) ☐ b) ☐ c) ☐ d) ☐
48. a) ☐ b) ☐ c) ☐ d) ☐
49. a) ☐ b) ☐ c) ☐ d) ☐
50. a) ☐ b) ☐ c) ☐ d) ☐
APPENDIX – C 1

EMOTIONAL INTELLIGENCE SCALE

Please provide the following informations:

Name: ..................................................  Age: ..........................................
Qualification: ........................................  Sex: ..........................................
Medium of Qualification: ............................  Class: .................................
Fathers Occupation: .................................  Medium: ..............................
Name of the College: .................................  Roll No: .............................
Fathers Education: ..................................  Monthly income: ..............
Mothers Education: .................................
Native Place: Rural / Urban

Instruction:
On the following pages, there are given some sentences, only you have to select the correct alternative by using the following five point scale Tick (✓) against one point please try to answer in terms of what you actually like or feel.

| Strongly Agree | - | SA |
| Agree         | - | A  |
| Uncertain     | - | U  |
| Disagree      | - | DA |
| Strongly Disagree | - | SDA |

A) Self Awareness:

1. I am able to identify my feelings
   [ ] [ ] [ ] [ ] [ ]

2. I have learned a lot about myself through my feelings and emotions.
   [ ] [ ] [ ] [ ] [ ]

3. I understand the reasons for 'moods'.
   [ ] [ ] [ ] [ ] [ ]

4. I am clearly able to see how my feelings impact my performance
   [ ] [ ] [ ] [ ] [ ]

5. My values and goals are very clear in my mind.
   [ ] [ ] [ ] [ ] [ ]

6. I am aware of my strengths and weakness.
   [ ] [ ] [ ] [ ] [ ]

7. I frequently seek feedback on my behaviour performance.
   [ ] [ ] [ ] [ ] [ ]

8. I have full confidence in myself and in my decision.
   [ ] [ ] [ ] [ ] [ ]

9. I take initiative to meet people in social situation
   [ ] [ ] [ ] [ ] [ ]
10. When I contribute to group discussions, I believe my contributions are as valuable as those of others.

11. If I am convinced that my position, even if it means becoming unpopular.

12. I am clear what I want from life.

B) Self Regulation:

1. I can achieve what I want through my determination.

2. I don't easily give up even if I received setbacks.

3. When I have a problem that creates undue tension, I try to relax and gain a feeling of tranquility so that I can re-evaluate things.

4. When I face a problem I focus on what I can do to solve it.

5. I can adjust very quickly to new challenges, problem and information.

6. I am sensitive to the development in the environment and information.

7. I am able to anticipate changes, and I plan in advance to encase the opportunity.

8. I am able to handle multiple demands and rapid changes.

9. I am quite flexible in my approach to life and problems.

10. I am frequently anticipate solutions to my problems.

11. When a certain approach to a problem does not work, I can quickly re-orient my thinking.

12. I seek out fresh ideas from a wide variety of sources.
C) Motivation:

1. I constantly try to improve my performance.
2. I set challenging goals for myself and strive to achieve them.
3. I work hard for a “better” future reword Rather than accept a lesser reward now.
4. I constantly scan the environment to seize any new opportunity.
5. I prefer to proact.
6. I mobilize others through unusual, enterprising effort.
7. I take initiative to start dialogue for a new adventure.
8. I prefer to be idea leader.
9. I believe in performance rather, than just following the rules.
10. I believe where there is a will there is a way.
11. I start any activity with the firm determination to complete it.
12. Under pressure, I am confident I will find the way.

D) Social Awareness:

1. People don’t have to tell me what they feel I can sense it.
2. I can sense the pulse of others and state unspoken feelings.
3. I listen to the feelings of people while they are talking.
4. I can sense the feelings of people when I walk into a room.
5. I anticipate people’s need and try to satisfy them.
6. I try to understand and meet the expectations of people. 

7. I seek information about people’s need and then provide service accordingly.

8. I take initiative in talking to people in order to serve them better.

9. I am very comfortable in working with people of different background.

10. I am able to identify who has real power in the group / organization.

11. I am able to relate well with people who matter in the organizational dynamics.

12. I am able to influence the opinion of important people.

E) Social Skills:

1. I am able to convince people.

2. I present myself in such a way that people get impressed.

3. I keep my knowledge base updated and influence through that.

4. I am able to read the needs of the hour and influence people through my initiative.

5. I am good communicator.

6. I am able to put across my messages effectively.

7. I use a variety of medium of communication to get the desired response.

8. I am able to arouse enthusiasm in people.

9. I emerge as a natural leader during unstructured situation.

10. I recognize the need for removing the barriers.
11. I create such an atmosphere where people enthusiastically interact & participate in the teamwork.

12. I build team identify and promote commitment among team members.
A) Self – Awareness [Self Awareness]

1. (C) Self – Awareness - Cognitive Development Domain
2. (C) Self – Awareness - Emotionality and Social Development Domain
3. (C) Self – Awareness - Physical Development Domain
4. (C) Self – Awareness - Intellectual Development Domain
5. (C) Self – Awareness - Language and Communication Development Domain
6. (C) Self – Awareness - Physical Development Domain
7. (C) Self – Awareness - Cognitive Development Domain
8. (C) Self – Awareness - Intellectual Development Domain
9. (C) Self – Awareness - Language and Communication Development Domain
10. (C) Self – Awareness - Physical Development Domain
11. (C) Self – Awareness - Cognitive Development Domain
12. (C) Self – Awareness - Intellectual Development Domain

B) Self – Regulation [Self Regulation]

1. (C) Self – Regulation - Cognitive Development Domain
2. (C) Self – Regulation - Emotionality and Social Development Domain
3. (C) Self – Regulation - Physical Development Domain
4. (C) Self – Regulation - Intellectual Development Domain
5. (C) Self – Regulation - Language and Communication Development Domain
6. (C) Self – Regulation - Physical Development Domain
7. (C) Self – Regulation - Cognitive Development Domain
8. (C) Self – Regulation - Intellectual Development Domain
9. (C) Self – Regulation - Language and Communication Development Domain
10. (C) Self – Regulation - Physical Development Domain
11. (C) Self – Regulation - Cognitive Development Domain
12. (C) Self – Regulation - Intellectual Development Domain
4. ಮತ್ತು ಸಮೀಪಿಸುವುದನ್ನು ಅನುೞಜಿಸಿದ್ದಾರೆ ಅಥವಾ ಅನುೞಜಿಸಿತುದ್ದಾರೆ? मತ್ತು ಸಮೀಪಿಸುವುದನ್ನು ಅನುೞಜಿಸಿದ್ದಾರೆ? ಮತ್ತು ಸಮೀಪಿಸುವುದನ್ನು ಅನುೞಜಿಸಿತುದ್ದಾರೆ?

5. ಹತ್ತು ಸಮೀಪಿಸಿನ, ಸಮೀಪಿಸಿನ ಅಕಸ್ಮಾತ್ವಾದಕರಿಗೆ ಸಮೀಪಿಸಿನ ಅಕಸ್ಮಾತ್ವಾದಕರಿಗೆ. ಹತ್ತು ಸಮೀಪಿಸಿನ, ಸಮೀಪಿಸಿನ ಅಕಸ್ಮಾತ್ವಾದಕರಿಗೆ ಸಮೀಪಿಸಿನ, ಸಮೀಪಿಸಿನ ಅಕಸ್ಮಾತ್ವಾದಕರಿಗೆ?

6. ಪ್ರತ್ಯೇಕವಾಗಿ ಪ್ರತ್ಯೇಕವಾಗಿ ಅಕಸ್ಮಾತ್ವಾದಕರಿಗೆ ಅಕಸ್ಮಾತ್ವಾದಕರಿಗೆ ಅಕಸ್ಮಾತ್ವಾದಕರಿಗೆ ಅಕಸ್ಮಾತ್ವಾದಕರಿಗೆ? / ಜಾಗತಿಕ.

7. ಸಮೀಪಿಸಿನ ಅಕಸ್ಮಾತ್ವಾದಕರಿಗೆ ಪ್ರತ್ಯೇಕವಾಗಿ ಪ್ರತ್ಯೇಕವಾಗಿ ಪ್ರತ್ಯೇಕವಾಗಿ ಪ್ರತ್ಯೇಕವಾಗಿ ಪ್ರತ್ಯೇಕವಾಗಿ ಪ್ರತ್ಯೇಕವಾಗಿ ಪ್ರತ್ಯೇಕವಾಗಿ ಪ್ರತ್ಯೇಕವಾಗಿ ಪ್ರತ್ಯೇಕವಾಗಿ ಪ್ರತ್ಯೇಕವಾಗಿ ಪ್ರತ್ಯೇಕವಾಗಿ.

8. ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉ�
4. ಹಾಗೆ ಹೆಸರು ಅಲ್ಲಿನ ತಾಂಗಿಗೆ ಸಹಿಶ್ರ್ದಿಹ್ನತೆಗೆ ನಂತರ ದಿಕ್ಕೆ ಸಹಿಯಾಗಿದ್ದಾನು ಸಹಾಯವನ್ನು ತರುವುದುಗೆ ಹಾಗೆ ಹಾಗು.

5. ಹಾಯಿ ಅನುವಾದಿ ತಾಂಗಿನ ಶಖೆತರನ್ನು ಸಾಲಿ.

6. ಹಾಗೆ ಅಲ್ಲಿನ ತಾಂಗಿಗೆ ಸಹಿ ಅನುವಾದಿಯಾಗಿ ಸಹಿಯಾಗಿದ್ದಾನು ಸಹಾಯವನ್ನು ತರುವುದುಗೆ ಹಾಗು.

7. ಹಾಗೆ ಹೆಸರು ಅಲ್ಲಿನ ತಾಂಗಿಗೆ ಸಹಿ ಅನುವಾದಿಯಾಗಿ ಸಹಿಯಾಗಿದ್ದಾನು ಸಹಾಯವನ್ನು ತರುವುದುಗೆ ಹಾಗು.

8. ಹಾಗೆ ಹೆಸರು ಅಲ್ಲಿನ ತಾಂಗಿಗೆ ಸಹಾಯವನ್ನು ತರುವುದುಗೆ ಹಾಗು.

9. ಹಾಗೆ ಅನುವಾದಿಯಾಗಿ ಸಹಿ ಅನುವಾದಿಯಾಗಿ ಸಹಿಯಾಗಿದ್ದಾನು ಸಹಾಯವನ್ನು ತರುವುದುಗೆ ಹಾಗು.

10. ಹಾಗೆ "ಸಹಿಯಾದರೂ ಸಹಾಯ ನೀಡುವುದು" ಸಹಾಯವನ್ನು ತರುವುದುಗೆ ಹಾಗು.

11. ಹಾಗೆ ಅನುವಾದಿಯಾಗಿ ಸಹಿ ಅನುವಾದಿಯಾಗಿ ಸಹಿಯಾಗಿದ್ದಾನು ಸಹಾಯವನ್ನು ತರುವುದುಗೆ ಹಾಗು.

12. ಸಾ.ಸಾ. ಸಾ.ಮೂಲವಾಗಿ ಸಾ. ಹೆಸರು ಅನುವಾದಿಯಾಗಿ ಸಹಿಯಾಗಿದ್ದಾನು ಸಹಾಯವನ್ನು ತರುವುದುಗೆ ಹಾಗು.

(ಜ) ಸಾಮಾಜಿಕ ಅತ್ಯುತ್ತಮ | Social Awareness | SA A U DA SDA

1. ಹಾಗೆ ಹೆಸರು ಅನುವಾದಿಯಾಗಿ ಸಹಿಯಾದರೂ ಸಹಾಯವನ್ನು ತರುವುದುಗೆ ಹಾಗು.

2. ಹಾಗೆ ಅನುವಾದಿಯಾಗಿ ಸಹಿಯಾದರೂ ಸಹಾಯವನ್ನು ತರುವುದುಗೆ ಹಾಗು.

3. ಹಾಗೆ ಅನುವಾದಿಯಾಗಿ ಸಹಿಯಾದರೂ ಸಹಾಯವನ್ನು ತರುವುದುಗೆ ಹಾಗು.

4. ಹಾಗೆ ಅನುವಾದಿಯಾಗಿ ಸಹಿಯಾದರೂ ಸಹಾಯವನ್ನು ತರುವುದುಗೆ ಹಾಗು.
5. The student has a history of poor relationship with their peers. 
   - Yes: [ ] No: [ ]

6. The student has a history of poor academic performance. 
   - Yes: [ ] No: [ ]

7. The student has a history of behavior issues. 
   - Yes: [ ] No: [ ]

8. The student has a history of poor attendance. 
   - Yes: [ ] No: [ ]

9. The student has a history of poor hygiene. 
   - Yes: [ ] No: [ ]

10. The student has a history of poor communication skills. 
    - Yes: [ ] No: [ ]

11. The student has a history of poor social skills. 
    - Yes: [ ] No: [ ]

12. The student has a history of poor self-esteem. 
    - Yes: [ ] No: [ ]

E) Social Skills

1. The student can effectively communicate with others. 
   - Yes: [ ] No: [ ]

2. The student can effectively learn and understand new information. 
   - Yes: [ ] No: [ ]

3. The student can effectively work in a group. 
   - Yes: [ ] No: [ ]

4. The student can effectively express their feelings and concerns. 
   - Yes: [ ] No: [ ]
5. ಸಾಮರ್ಥ್ಯ ರೂಪದಲ್ಲಿ ಸಂಸ್ಥಾನದ. [Communicator] □ □ □ □ □

6. ಸಾಮರ್ಥ್ಯ ಸಮೀತಿಯವರು ಸಂಸ್ಥಾನ ಶೈಕ್ಷಣಿಕ ಸಂಸ್ಥೆಗಳ ಮಾರ್ಗದ ಸಂಖ್ಯೆ. □ □ □ □ □

7. ಸಾಮರ್ಥ್ಯ ಬಳಕೆಗೆ ಶೈಕ್ಷಣಿಕ ಶಾಲೆಗಳ ಭಾಗವನ್ನು ಸಂಸ್ಥಾನದ ಪಾಲಿಸಲು. □ □ □ □ □

8. ಸಾಮರ್ಥ್ಯ ಶಾಲೆಗಳು ಶಾಲೆಗಳ ಮಂದಿರದ ಸಂಸಪ್ರಧಾನವಣ್ಣಸ್ತು. □ □ □ □ □

9. ಬಿಜಿಲ್ಲೆ ಶಾಲೆಗಳ ಸಂಸಪ್ರಧಾನವಣ್ಣಸ್ತು ಸಾಮರ್ಥ್ಯ ಶಾಲೆಗಳ ಸಂಸ್ಥೆಗಳು ಸಂಖ್ಯೆ □ □ □ □ □

10. ಸಾಮರ್ಥ್ಯ ಸಂಸ್ಥೆಗಳ ಏರುಗಳಿಗಾಗಿ ಅನುಕೂಲ ಶಾಲೆಗಳು ಶಾಲೆಗಳನ್ನು ಹಿಂದಿನ ವಿದ್ಯಾಧರಿಯಿಗೆ ಶಾಲೆಗಳು ಸಂಖ್ಯೆ. □ □ □ □ □

11. ಸಾಮರ್ಥ್ಯ ಬಿಜಿಲ್ಲೆ ಶಾಲೆಗಳ ಪ್ರಥಮ ಪವತಿಕೆಯನ್ನು ಸಂಪೂರ್ಣ ಹಿಂದಿ, ಸಾಮರ್ಥ್ಯ ಶಾಲೆಗಳ ವಿದ್ಯಾಧರಿಯಿಗೆ ರೂಪಾಂತರ ಶಾಲೆಗಳು ಶಾಲೆಗಳು ಪ್ರಥಮ ಪವತಿಕೆಯನ್ನು. □ □ □ □ □

12. ಸಾಮರ್ಥ್ಯ ಬಿಜಿಲ್ಲೆ ಶಾಲೆಗಳಿಗಾಗಿ ಕೀಲಕ್ಕೆ ಭಾಗವನ್ನು ಸೇರಿದಾಗಿರುವುದು ಶಾಲೆಗಳು ತಾಣಣಿಗೆ ಪ್ರತಿಕ್ರಿಯೆ. □ □ □ □ □
### Appendix D

**Consumable Booklet of G T C S**  
(English Version)

**B. K. Passi (Indore)**  
**M. S. Lalita (Mysore)**

Please fill up the following informations:

<table>
<thead>
<tr>
<th>Name of the Student Teacher</th>
<th>Class to be taught</th>
<th>Topic</th>
<th>Date</th>
<th>Time Duration</th>
</tr>
</thead>
</table>

Estd.1971  
NATIONAL PSYCHOLOGICAL CORPORATION  
4/230, KACHERI GHAT, AGRA-282 004 (INDIA)

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<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Items</th>
<th>Not at all</th>
<th>Very much</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1  2  3  4  5  6  7</td>
<td></td>
</tr>
</tbody>
</table>

**PLANNING (Pre-instructional)**

1. Objectives of the lesson were **appropriate**: clearly stated relevant to the content, adequate and attainable.
2. Content selected was **appropriate**: relevant and adequate with respect to the objectives of the lesson, and accurate.
3. Content selected was **properly organized**: Logical continuity and psychological organization.
4. Audio-visual material chosen were **appropriate**: suited to the pupils and content, adequate and necessary for attaining the objectives.

**PRESENTATION (Instructional)**

5. Lesson was introduced effectively and pupils were made ready emotionally and from knowledge point of view to receive the new lesson: continuity in statements or questions, relevance, use of previous knowledge and use of appropriate device/technique.
6. Questions were **appropriate**: well structured, properly put, adequate in number and made pupils participate.
7. Critically awareness was brought about in pupils with the help of probing questions: prompting, seeking further information, refocusing, redirection and increasing critical awareness.
8. Concepts and principles were explained (understanding brought about) with the help of **clear inter-related and meaningful statements**: statements to create set, to conclude, statements which had relevancy, continuity appropriate vocabulary explaining links, fluency and had no vague words and phrases.
<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Items</th>
<th>Not at all</th>
<th>Very much</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>The concepts and principles were illustrated with the help of <strong>appropriate</strong> examples through <strong>appropriate</strong> media (verbal and nonverbal): simple, relevant to the content and interest level of pupils.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Pupils' attention was secured and maintained by varying stimuli like movements, gestures, changing speech pattern, focusing, changing interaction styles, pausing, and oral-visual switching: Pupils' and responding behaviour of pupils.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Deliberate silence and nonverbal cues were used to increase pupil participation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Pupils' participation (responding and initiating) was encouraged using verbal and nonverbal reinforcers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Speed of presentation of ideas was <strong>appropriate</strong>: matched with the rate of pupils' understanding and there was proper budgeting of time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Pupils participated in the classroom and responded to the teacher and initiated by giving their own ideas and reacting to others' ideas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>The blackboard work was good: legible, neat, appropriateness of the content written and adequate.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CLOSING**

16. The closure was achieved **appropriately**: main points of the lesson were consolidated, present knowledge was linked with the past knowledge, opportunities were provided for applying present knowledge was linked with future learning (assignment). |           |           |

17. The assignment given to the pupils was **appropriate**: suited to individual differences, relevant to the content taught, and adequate.                                      |           |           |

**EVALUATION**

18. Pupils' progress towards the objectives of the lesson was checked and the procedures of evaluation were **appropriate**: relevant to the objectives, valid, reliable, and objective. |           |           |

19. Pupils' difficulties in understanding a concept or principle were diagnosed by step-by-step questioning and **suitable** remedial measures were undertaken.                          |           |           |

**MANAGERIAL**

20. Both attending and non attending behaviours of the pupils were recognized: attending behaviours was rewarded, directions were given to eliminate nonattending behaviour, questions were asked to check pupils' attending behaviour, pupils' feeling and ideas were accepted, and nonverbal cues were used to recognize pupils' attending and nonattending behaviours. |           |           |

21. **Classroom discipline** was maintained in the class: pupils followed teacher's instructions that were not related to the content. Comments (if any):                                                                 |           |           |