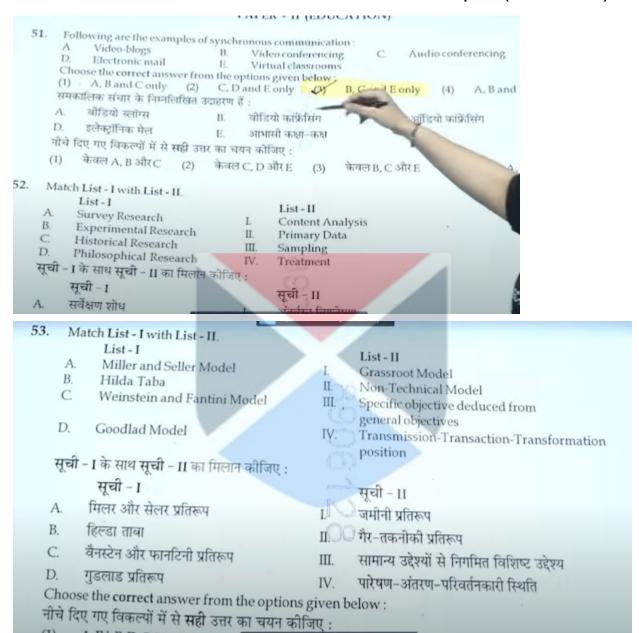
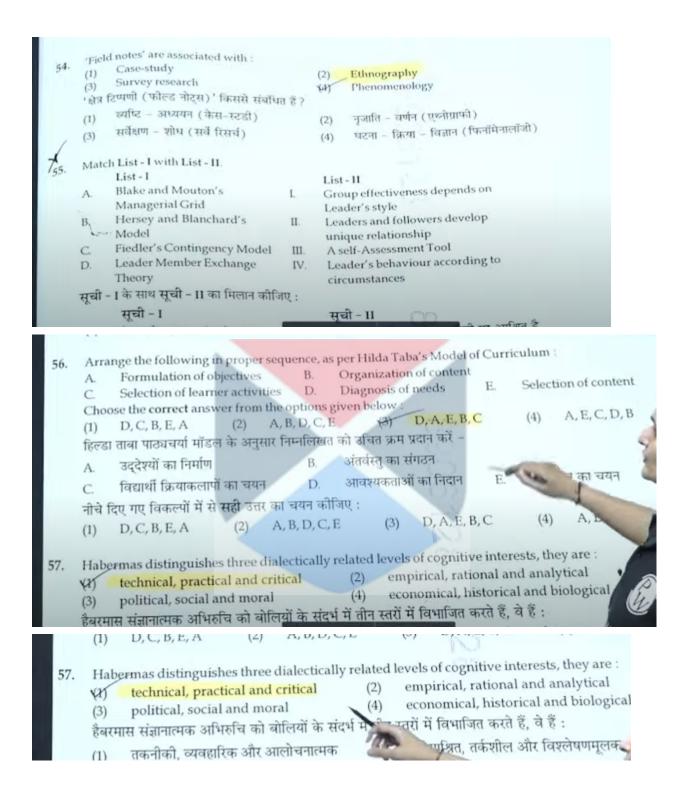
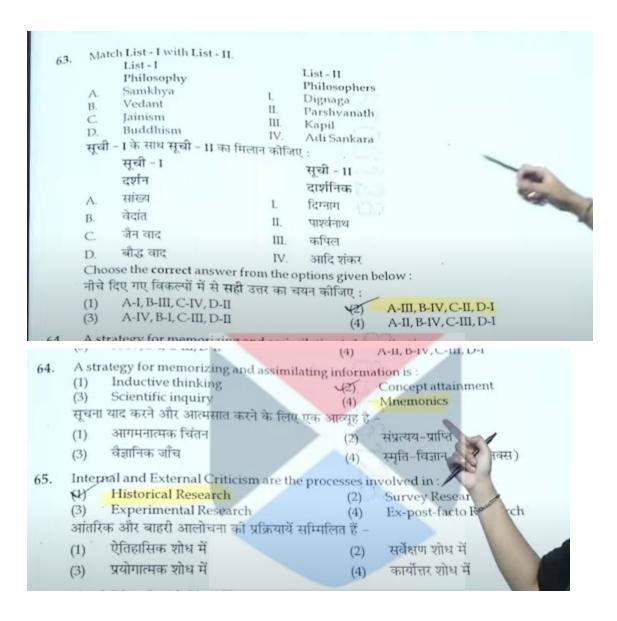
UGC NET June 2024 Education Question Paper (Unofficial)





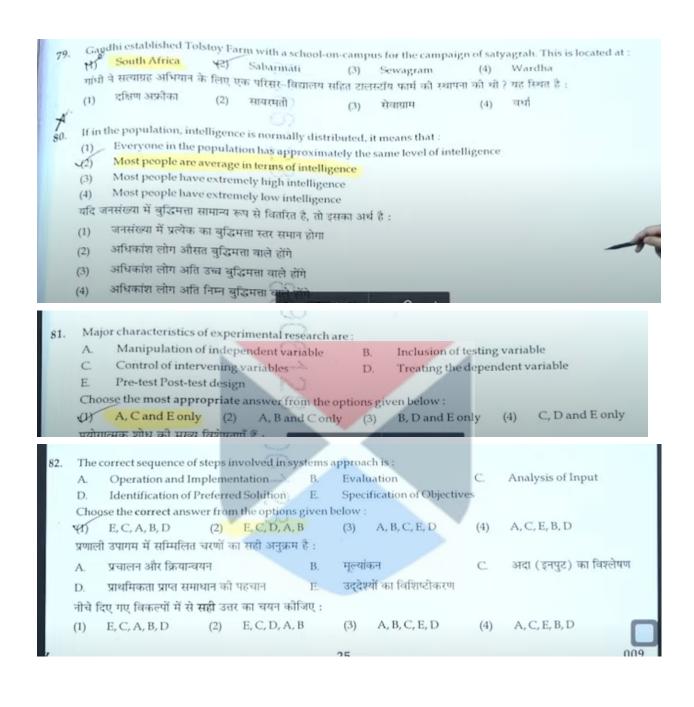
(1) Sulvict area approach (3) Emerging needs approach दूसरों के साथ सामंजरग बैठाना, गीवनारंभ से समझना इत्यादि जैसे प्रकरण पाठवक्रम में कि (1) विषय क्षेत्र उपायम (3) उदीयमान आवश्यकता उपायम	(2) व्यापक क्षेत्र उपागम (4) सामाजिक समस्याएँ उपागम ental principle for National Education Policy (NEP), 2020 ?	oping
A STATE OF THE STA	6.8	
60. Which amongst the following is N	NOT a category of assessment ?	
(1) Assessment of Learning	(2) Assessment for Learning	
(3) Assessment as Learning	(4) Assessment with Learning	
निम्नलिखित में से कौन सी आकलन की	श्रेणी नहीं है ?	
(1) अधिगम का आकलन	(2) अधिगम के लिए आकलन	
(3) अधिगम के रूप में आकलन	(4) अधिगम के साथ आकलन	Sil.
(3) NPE, 1986 (3) NEP, 2020	Perspective" is the title of the following document : (2) NPE, 1968 (4) Yashpal Committee Report, 1992 क ''शिक्षा की चुनौती : एक नीतिगत दृष्टिकोण'' है ? (2) एनपीई, 1968 (4) यशपाल समिति रिपोर्ट, 1992	
62. Assessment of learner's portfolio Activity-based analysis (3) Observational Analysis अधिगमकर्ता के पोर्टफोलियो का आकल	(2) Task-analysis Document-Analysis	
(1) क्रियाकलाप-आधारित विश्लेषण	ा (2) कार्य-विश्लेषण	
(3) अवलोकनात्मक-विश्लेषण	(4) अभिलेख-विश्लेषण	
(5)	(2)	
Z	20	



66. Ma	tch List - I with List - II.				
	List-I		List-II		
A.	Systematic Sampling	I.	Large and widely	dispersed popu	ılati
B.	Cluster Sampling	П.	Informants		
C. D.	Quota Sampling Snowball Sampling	III. IV.	Simple Random S Non-probability		ing
	ो – I के साथ सूची – II का मिलान क		Non-probability s	stratified sampl	nig
18-	सुची - 1		सूची - 11		N.
	सूचा - 1 व्यवस्थित प्रतिदर्शन	τ.	विशाल और व्यापक	विवर्धित जनगंद्रश	
A.		I.	land .	विवास्त जनसञ्ज	1
В.	समूह (क्लस्टर) प्रतिदर्शन	11.	सूचक	-2-2	A
C.	कोटा प्रतिदर्शन	III.	सामान्य यादृच्छिक		1
D.	हिमकंदुक (स्नोबाल) प्रतिदर्शन	IV.	गैर-प्रायिकता स्तरि	त प्रतिदर्शन	18
	oose the correct answer from the				
नीचे	दिए गए विकल्पों में से सही उत्तर व	हा चयन की			3
(1)	A-III, B-IV, C-I, D-II		(2) A-I, B-III		
435	A-III, B-I, C-IV, D-II		(4) A-I, B-II,	C-III, D-IV	
			1	-	CAM
				andinating, Reports	ng and Budges
67.	POSDCORB is an acronym for Planning that are the main organising responsib Golick and Urwick	(2)	Rass and Day		
- (3) Keynes and Smith	(4)	Drucker and Pecker अग्रज समन्वयन, रिपोर्टिंग	और वजटीकरण है, जा	कासा सगठन या
68. A	s per the Freud's types of personality, hers, comes under the following type	a person who	o shows self love, exhi ty :	bitionism and	
(1)	The anal type	42)	The Phallic type		
(3)	The Oral Sadistic type	(4)	The Oral Passive type	च्या चमंद्र है और दूसरों	का
फ्रास	The Oral Sadistic type गड के व्यक्तित्व के प्रकारों के अनुसार, एक व प्रयस करता है, जिस्स प्रकार के व्यक्तित्व के	यक्ति जो कि स्व	प्रेम प्रदर्शित करता है, दिख	//	3
का	प्रयास करता है, निम्न प्रकार के व्यक्तित्व के	अंतर्गत आता	of party	11	1
(1)	'एनल' प्रकार	(2)	'फैलिक' प्रकार		
(3)	'ओरल-सैडिस्टिक' प्रकार	(4)	'ओरल-पैसिव' प्रकार		
9. The	Wardha Education Committee of the	ne Central A	dvisory Board of Edu	ication that	nmende
expe	nditure on education was chaired b	y:	63115		ru
(1)	Mahatma Gandhi (2) Zakir H	lussain	(3) B.G. Kher	(-)	10 C
शिक्षा १	ार व्यय बढ़ाने की अनुशंसा करने वाली के	न्द्रीय शिक्षा सर	नाहकार बोर्ड की वर्धा शि	क्षा सीमात का अध	
(1)	ग्रहात्मा गाँभी (२) जाकिर हर्		(3) बी.जी. खेर	(4) जे.एल	100
70. '5	arva Shiksha Abhiyan' was comn	nenced in In	dia in		
31	रत में 'सर्व-शिक्षा अभियान' कब प्रारंभ हु	आ था?	(3)		
			Secret Sept.		
(1)	200		(3) 2002	(4)	

71. Me	tacognitive reg	gulation de	scribes how	learners		and		th	eir cognitiv
A.	Monitor		pervise	C.	Obse	rve	D. P	ractice	E.
	ose the correct			ns given b	elow:	13.7			
×(1)	A and B onl				(3)	A and	D only	(4)) A and
0(1)		,				-	0		C
. ratel	List - I with List	- II.							
72.	List-L		List - II						
	Intellectual Disa		Achieveme	nt Potentia	Discre	pancy			
	Hearing Impairn		Tactile Path						
	Learning Disabit Visual Impairme		1.Q. less tha	n 70					
4.71			Audiometry	,					
	के साथ सूची - II र सूची - I	का ।मलान कार्र			Y				
	**		सूची - 11						
74	द्भिक अक्षमता	L	लब्धि - संभा	व्यता विसंगति	d .				
D.	वणबाधिता	n.	स्पर्शग्राह्म (टैव	टाइल) पथ					
C 37	धिगम अक्षमता	III.	70 से कम बुरि	इलब्धि					
D. दृष्टि	टबाधिता	IV.	श्रव्यमापिता (३						
	ne correct answe					1			
	ए विकल्पों में से स	ही उत्तर का च	and affine .						
नीचे दिए ग									
				A.H. R.IV	C-III.I	0-1			
YAY A-I	П, В-IV, С-I, D-П		(2)	A-II, B-IV	C-III, I	Ш			
(3) A-II			(2)	A-I, B-IV,	C-II, D	·m			
(3) A-II (3) A-II (3) A-II (4) A-II (5) A-II (6) Choose	II, B-IV, C-I, D-II II, B-II, C-IV, D-I	; in ascendir urposes Experience wer from th	(2) (4) ng order accord B. Pess D. Ee	A-I, B-IV, ding to Ty urposes of ducationa	C-II, D ler Mo Educa l exper	del : ition iences rel	ated to t		oses , D, A
(3) A-II (3) A-II (3) A-II (4) A-II (5) A-II (7) A-II (7) A-II (8) A-II (9) A-II (1) A-II (1) A-II (1) A-II (2) A-II (3) A-II (4) A-II (5) A-II (6) A-II (7) A-II (7) A-II (7) A-II (8) A-II (9)	II, B-IV, C-I, D-II II, B-II, C-IV, D-I ge the following Evaluation of P Organisation of the correct ans A, B, C, D	; in ascendin urposes Experience wer from th (2) B	(2) (4) ag order accord B, Poss D. Eco	A-I, B-IV, ding to Ty urposes of ducationa en below :	C-II, D ler Moo Educa exper	del : ition iences rel	(4)	C, B	,D,A
(3) A-II (3) A-II (3) A-II (4) A-II (5) A-II (7)	II, B-IV, C-I, D-II II, B-II, C-IV, D-I II B-II, C-IV, D-II II B-II, C-IV, D-II II B-IV, C-I, D-II II B-II, C-IV, D-II II	g in ascendir furposes Experience wer from th (2) B	(2) (4) ng order accord B. Poss D. Educoptions give p, D, C, A	A-I, B-IV, ding to Ty urposes of ducationa en below : (3)	C-II, D ler Moo Educa exper	del : ition iences rel	(4)	C, B	,D,A
(3) A-II (3) A-II (3) A-II (4) A-II (5) A-II (7) A-II (7) A-II (7) A-II (7) A-II (8) A-II (9) A-II (9) A-II (10) A-II (11) A-II (11) A-II (12) A-II (13) A-II (14) A-II (15) A-II (16) A-I	II, B-IV, C-I, D-II II, B-II, C-IV, D-I II, B-II, C-IV, D-I III, B-II, C-IV, D-I III, B-II, C-IV, D-I III, B-IV, C-I, D-III III, B-III, C-IV, D-II III, B-III, C-IV, D-III III, B-III, B-IIII III, B-III, B-III III, B-III, B-III III, B-III, B-IIII III, B-III, B-III III, B-III, B-IIII III, B-IIII III, B-III, B-IIII III, B-IIII III, B-IIII IIII, B-IIII IIII IIIIII IIIII IIII IIIII IIII IIII	g in ascendir turposes Experience wer from th (2) B matches	(2) (4) ag order accord B, Poss D. Ede options give	A-I, B-IV, ding to Ty urposes of ducationa en below : (3)	C-II, D ler Moo Educa lexper D, C,	del : ition iences rel B, A	(4)	C, B	, D, A Talcott Pars
(3) A-II (3) A-II (3) A-II (4) A-II (5) A-II (7)	II, B-IV, C-I, D-II II, B-II, C-IV, D-I II, B-II, C-IV, D-I III, B-II, C-IV, D-I III, B-II, C-IV, D-I III, B-IV, C-I, D-III III, B-IV, C-IV, D-II III, B-IV, C-IV, D-III III, B-IV, C-I, D-III III, B-III, C-IV, D-II III, B-IV, C-I, D-III III, B-IV, C-I, D-III III, B-II, C-IV, D-II III, B-III, C-IV, D-III III, B-III, B-III, B-III III, B-III, B-III IIII III, B-III, B-III III, B-III, B-III IIII, B-III, B-III IIII IIIII IIII IIIII IIII IIIII IIII	g in ascending turposes Experience wer from the (2) Be matches. Tractionism -	(2) (4) ag order accord B, Poss D. Edite options give b, D, C, A	A-I, B-IV, ding to Ty urposes of ducationa en below : (3)	C-II, D ler Moo Educa lexper D, C,	del : ition iences rel	(4)	C, B	, D, A Talcott Pars
(3) A-II (3) A-II (3) A-II (4) A-II (5) A-II (7)	II, B-IV, C-I, D-II II, B-II, C-IV, D-I II, B-II, C-IV, D-I III, B-II, C-IV, D-I III, B-II, C-IV, D-I III, B-II, C-IV, D-II III, B-II, C-IV, D-II III, B-IV, C-IV, D-III III, B-IV, C-IV, D-II III, B-III, C-IV, D-III III, B-III, B-III III, B-III, B-III III, B-IIII III, B-IIII III, B-IIII III, B-III, B-III III, B-IIII III, B-IIII III, B-IIII III, B-IIII III, B-IIII III, B-IIII IIIII IIII, B-IIII IIIIIII IIIIIII IIIIII IIIII IIIII IIII	g in ascending turposes Experience wer from the (2) Be matches. Tractionism - John Locke arx and Eng	(2) (4) ag order accord B. Poss D. Ecorde options give C.D.C.A	A-I, B-IV, ding to Ty urposes of ducationa n below: (3) B. D.	ler Mod Educa Lexper D, C,	del : ition iences rel B, A ructural I	(4)	C, B	, D, A Talcott Pars
73. Arrang A. C. (Choose (1) A 74. Pick A. C. E. Choose	II, B-IV, C-I, D-II II, B-II, C-IV, D-I II, B-II, C-IV, D-I III, B-II, C-IV, D-I III, B-II, C-IV, D-I III, B-II, C-IV, D-I IIII III, B-IV, C-I, D-III III III, B-IV, C-I, D-III III, B-IV, C-III, C-III III, B-IV, C-III, B-III, C-III III, B-IV, C-III, B-III, B-IIII, B-IIIII, B-IIII, B-IIII, B-IIIII, B-IIII, B-IIII, B-IIII, B-IIII, B-IIII, B-IIII, B-IIIII,	g in ascending turposes (Experience wer from the (2) Be matches. Tractionismon Locke arx and Engropriate and	(2) (4) ng order accord B. Poss D. Ede options give D, C, A George Mead	A-I, B-IV, ding to Ty urposes of ducationa en below: (3) B. D.	C-II, D ler Moo Educa Lexper D, C, Ste Er	del: ution iences rel B, A ructural I	(4) Function - Rene I	C, B alism - Descarte	, D, A Talcott Pars
73. Arrang A. C. (Choose (1) A 74. Pick A. C. E. Choose	II, B-IV, C-I, D-II II, B-II, C-IV, D-I II, B-II, C-IV, D-I III, B-II, C-IV, D-I III, B-II, C-IV, D-I III, B-II, C-IV, D-I IIII III, B-IV, C-I, D-III III III, B-IV, C-I, D-III III, B-IV, C-III, C-III III, B-IV, C-III, B-III, C-III III, B-IV, C-III, B-III, B-IIII, B-IIIII, B-IIII, B-IIII, B-IIIII, B-IIII, B-IIII, B-IIII, B-IIII, B-IIII, B-IIII, B-IIIII,	g in ascending turposes (Experience wer from the (2) Be matches. Tractionismon Locke arx and Engropriate and	(2) (4) ng order accord B. Poss D. Ede options give D, C, A George Mead	A-I, B-IV, ding to Ty urposes of ducationa en below: (3) B. D.	C-II, D ler Moo Educa Lexper D, C, Ste Er	del : ition iences rel B, A ructural I	(4) Function - Rene I	C, B alism - Descarte	, D, A Talcott Pars
73. Arrang A. C. (Choose (1) A 74. Pick A. C. E. Choos	ge the following Evaluation of P Organisation of P the correct ans A, B, C, D the CORRECT of Symbolic Intel Rationalism - Ma e the most app A, B and E only	g in ascending turposes (Experience wer from the (2) Be matches. I gon Locke arx and Engaropriate and y (2)	(2) (4) ag order accord B, Property D, Edge options give D, C, A George Mead gels swer from the B, C and D or	A-I, B-IV, ding to Ty urposes of ducationa n below: (3) d B. D. e options (3)	C-II, D ler Mod Educa lexper D, C, Str Er given l	del: ation iences rel B, A ructural I npiricism oelow: and E on	(4) Function - Rene I	C, B alism - Descarte	, D, A Talcott Pars
73. Arrang A. C. (Choose (1) A 74. Pick A. C. E. Choos	ge the following Evaluation of P Organisation of P the correct ans A, B, C, D the CORRECT of Symbolic Intel Rationalism - Ma e the most app A, B and E only	g in ascending turposes (Experience wer from the (2) Be matches. I gon Locke arx and Engaropriate and y (2)	(2) (4) ag order accord B, Property D, Edge options give D, C, A George Mead gels swer from the B, C and D or	A-I, B-IV, ding to Ty urposes of ducationa n below: (3) d B. D. e options (3)	C-II, D ler Mod Educa lexper D, C, Str Er given l	del: ation iences rel B, A ructural I npiricism oelow: and E on	(4) Function - Rene I	C, B alism - Descarte	, D, A Talcott Pars
73. Arrang A. C. (Choose (1) A 74. Pick A. C. E. Choose (2)	ge the following Evaluation of P Organisation of P Organisation of the correct ans A, B, C, D the CORRECT of Symbolic Inter Rationalism - Ma of the most app A, B and E only Chich of the follow Open classro	g in ascendir furposes (Experience wer from th (2) B matches. ractionism- John Locke arx and Eng ropriate an y (2)	(2) (4) ng order accord B. Poss D. Ede options give p, D, C, A George Mead gels swer from the B, C and D or a technical mode	A-I, B-IV, urposes of ducationa en below: (3) d B. D. e options p nly (3) del of curri- (2) Gras (4) The contributed at section of the curri- (3)	C-II, D ler Mod Educa exper D, C, Str given l Culum sroot n fyler m	del: ation iences rel B, A ructural I ructural I and E on	(4) Function - Rene I	C, B alism - Descarte	, D, A Talcott Pars
73. Arrang A. C. (Choose (1) A 74. Pick A. C. E. Choose (2)	ge the following Evaluation of P Organisation of P Organisation of the correct ans A, B, C, D the CORRECT of Symbolic Inter Rationalism - Market the most app A, B and E only Open classro	g in ascending urposes (Experience wer from the (2) Be matches. Tractionism for Locke arx and Engineers and Engineers (2) The commodel of the properties of the properties of the commodel of the properties of the pr	(2) (4) ng order accord B. Person D. Edite options give b. D. C. A George Mead gels swer from the B. C and D or a technical mode (A-I, B-IV, urposes of ducationa en below: (3) d B. D. e options (3) del of curri- (2) Gras (3)	C-II, D ler Mod Educa exper D, C, St Er given l C culum sroot n ryler m	del: ation iences rel B, A ructural I ructural I and E on	(4) Function - Rene I	C, B alism - Descarte	, D, A Talcott Pars

6. Match List - I with List - I		100	
 Match List - I with List - I List - I 	1	List-II	
National MOOCs		Sectors Technical/Engineering UG and PG Technical/Engineering UG and PG	
Coordinator		Tochnical/Engineering	
A. University Grants (Commission	Degree programme	
B NPTEL		II. Diploma and Certificates III. Non-Technology Post Graduation III. Programme	
C Consortium for Edu	zcational		
Communication			
D. IGNOU		IV. Non-Technology Degree Programme	
सूची - 1 के साथ सूची - 11 का	मिलान कोजिए	00	
सूची -1		मुची 🗀	
राष्ट्रीय MOOCs सम	cruss	क्षेत्र । कार्यक्रम कार्यक्रम	
A. विश्वविद्यालय अनुवान अ		क्षेत्र तक्षत्रीको/आभयांत्रिको यूजी और घोजी डिग्री कार्यक्रम	
B NPTEL	II.		
C. शैशणिक संचार कंसोटिय		कर अवस्थित प्रसामातक विशेष काम्यान	
D. 369	IV.	गर तकनीको स्नातक डिग्री कार्यक्रम	
Choose the correct answer f		s given below:	
77. Rational Emotive Beha (1) Carl Rogers	viour Therapy w. (2) Carl ju	ung (१) Abert Euis	ws
		The second second (A) Siresia Marcine	
(1) कार्ल रोजर्स	(2) कार्ल जुंग		
(1) कार्ल रोजर्स ⁷ 8. Saylor and Alexander p	(-)		oop
(1) कार्ल रोजर्स '8. Saylor and Alexander p these stages :	resented approac	ach to curriculum with distinct FOUR stages with feedback l	
(1) कार्ल रोजर्स ⁷ 8. Saylor and Alexander p these stages : A. Policy Making	resented approa	ach to curriculum with distinct FOUR stages with feedback l B. Goal Setting C. Curriculum Design	
(1) कार्ल रोजर्स ⁷ 8. Saylor and Alexander p these stages : A. Policy Making D. Curriculum Imple	eresented approach	ach to curriculum with distinct FOUR stages with feedback l B. Goal Setting C. Curriculum Design E. Curriculum Evaluation	
(1) कार्ल रोजर्स '8. Saylor and Alexander p these stages : A. Policy Making D. Curriculum Imple Choose the most approp	eresented approaches	ach to curriculum with distinct FOUR stages with feedback l B. Goal Setting C. Curriculum Design E. Curriculum Evaluation om the options given below :	
(1) कार्ल रोजर्स ⁷ 8. Saylor and Alexander p these stages : A. Policy Making D. Curriculum Imple	ementation E	ach to curriculum with distinct FOUR stages with feedback l B. Goal Setting C. Curriculum Design E. Curriculum Evaluation	
(1) कार्ल रोजर्स 78. Saylor and Alexander p these stages: A. Policy Making D. Curriculum Imple Choose the most approp (1) A, B, C and D only (3) A, C, D and E only	eresented approaches Bernentation E Briate answer from	B. Goal Setting C. Curriculum Design E. Curriculum Evaluation om the options given below: (2) B, C, D and E only (4) A, B, D and E only	,
(1) कार्ल रोजर्स 78. Saylor and Alexander p these stages: A. Policy Making D. Curriculum Imple Choose the most approp (1) A, B, C and D only (3) A, C, D and E only	eresented approaches Bernentation E Briate answer from	B. Goal Setting C. Curriculum Design E. Curriculum Evaluation om the options given below: (2) B, C, D and E only	,
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(1) कार्ल रोजर्स 8. Saylor and Alexander p these stages: A. Policy Making D. Curriculum Imple Choose the most approp (1) A, B, C and D only सेलर और अलेक्जेंडर ने प्रतिष् करें - A. नीति निर्माण	Bernentation E priate answer from y y y प्रियं परिपंथ के साथ B. E.	ach to curriculum with distinct FOUR stages with feedback l B. Goal Setting C. Curriculum Design E. Curriculum Evaluation om the options given below : (2) B, C, D and E only (4) A, B, D and E only ाथ विशिष्ट चार चरणों वाली पाठ्यचर्या की उपागम प्रस्तुत की। इन च त. लक्ष्य निर्धारण C. पाठ्यचर्या अभिकल्प इ. पाठ्यचर्या मूल्यांकन	,



				A 100 A 100 A 100 A	-	The second secon			
		cist - I with List - II.							
		Dral Stage		List-II		777-1			
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	C 1	hallic Stage	11.	to a second seco	to a since and	CHYLLAHIV			
		Stage	111	People learn to	deal w	ith members of the	opposit	e sex in	a
1	D, 6	ienital Stage		sexually mature	way	. If an ortan	blished		
			IV.	The basic feeling	gs abou	t the world are esta	Dusned		
3	पूची - 1	के साथ सूची - II का वि ची - I							
	23	ची - ।	ग्लान कोजि	U;					
				मन्त्री - 11					
В		खावस्था	1.	यह चरण रह और	अलग के	बीच संघर्ष का आधार	स्थापित व	रुरता है।	
	3	दावस्था		वे यौनिकता के प्रति		ਵ ਲੀਕੇ ਹੈ।			
C	ि	रंग प्रधानावस्था	11:	व यानिकता के प्रात	allifere	to the transfer of the transfer of	familia	Con A	
			111.	लोग सामाजिक और	योनिक	रूप से परिपक्व विधि रं	रावपरात	लिंग के	स
D) ज	ननेंद्रियावस्था		करना सीखते हैं।					
C	hoosa	¹ नाद्रवातस्था	IV:	विश्व के बारे में आ	धारभत	भावनाएँ स्थापित होती है	1		
ŦĤ.	चे हिल	he correct answer fr ए विकल्पों में से मटी	om the or	tions given below					
/1	4 160	पए विकल्पों में से सही IV, B-III, C-II, D-I	उत्तर कर क	ra affan					
(3) A-	IV, B-III, C-II, D-I	out an de	वन कार्निए :		CI D III			
1/) A-	III, B-II, C-IV, D-I				C-I, D-IV			
TT 13				(4) A-I	V, B-1, 0	C=II, D-III			
A 11	ie steps	involved in establi	shina enti	a bell in the		The same of	- 46	-	
A.	Ca	lculate correlation	sining spin	it-nair reliability i	nclude	1 /	100	200	
irolet el	10.00	I POTO TOWN THE PER		THE SOURCE IN	· HOLAG	By FURNISHING WORLDON	to ranking	une peurse	3
84!	The	stone:		**		1000			
	A	steps involved in e Calculate correl	stablishin	p. split half relial	Office to	duda			
	B.	Calculate correl. The test is halve	tion betw	een the two halve	on the	Cititie .			
	C	The test is halve	d.	and the continue					
	D.	The test is admir	nistered						
	E.	The test is scored	1						
		Sub-scores are ca	lculated						
	(1)	inge these steps in c	correct ord	der:					
					(3)	C, B, A, D, E	. (44	C, B, J	D. F. A
	0104	-विच्छेदो विश्वसनीयत	विशासित र	ETÀ TI TIGETTE	e # -		0-7	-, -,	10111
	A.	दोनों भागों में सहसंब	ध को गण	म क्यें					
	B.	परीक्षण को दो भागों	में जान	. 40					
	C	परीक्षण का प्रशासन	4 ale						
	D.	परीक्षण का अंकन							
	E.	दोनों भागों के कुल प्र	प्तांकों की	umar arii i		CD.			
	इन पर	रों को उचित क्रम में व्य	rafron - N	1341 406 1		000			
	(1)	C D B E A	वास्थत कर			(7)			
	(1)	C, D, B, E, A	(2) I	D, B, C, E, A	(3)	C, B, A, D, E	(4)	CB	DEA
85.	And					(33)	(2)	-, 0,	D, D, M
00.	Andr	agogy involves:				100			
	A.	Mostly extrinsic n	notivation	В.	Self-	directed learning			
	C.	Larger amount of	life exper	iences D	Toac	how lad in street		T	_
	Choo	se the correct answ	er from th	ne options given	below:	/ Instruction		E.	Tounge
-	(1)	A and B only	(2) A	and E only	V3Y	B and Conly	(4)	Par	IDI-
	TI-STORY	-A	0.0	4	67	- min Comy	(-1)	D and	D only

	Convergent thinking refers to
86. 7 87.	(3) Many solutions, One solution (4) One solution, Many solutions अभिसारी चिंतन का तात्पर्य है (4) Intrinsic Motivation, Extrinsic Motivation (1) शाब्दिक योग्यता, गणितीय योग्यता (2) एक समाधान, बहु समाधान (3) बहु समाधान, एक समाधान (4) आंतरिक अभिप्रेरणा, बाह्य अभिप्रेरणा
	श्रीकृतिका निर्देशक
	B. Vielura lacia
	C शैक्षणिक मापन D. शैक्षणिक मूल्यांकन E. शैक्षणिक नियंत्रण
	नीचे दिए गए विकल्पों में से सही उत्तर का चयन कीजिए:
	(1) केवल A, B और C (2) केवल A, C और D (3) केवल A, D और E (4) केवल A, C और E
88.	"Sit idle no more, Go, get education end misery of the oppressed and forsaken You've got a golden chance to learn" The poem "Go, get education" is written by:
	(1) B.R. Ambedkar (2) Invalidation of the Savitribat Phuse
89.	The National Curriculum Framework for School Education was drafted by : (1) CBSE (2) Ministry of Education (3) UGC (4) NCERT (वद्यालयी शिक्षा के लिए राष्ट्रीय पाठ्यचर्या रूपरेखा किसके द्वारा तैयार की गई थी ? (1) सीबीएसई (2) शिक्षा मंत्रालय (3) यूजीसी (4) एनसीईआस्टी
90.	(4) एनसीईआरटी Characteristics of a good sample design include: A. Population - Mapping B. Truly Representative Sample C. Statistically Significant Results D. Small Sampling Error Choose the correct answer from the options given below: (1) A, B, C, D and E (2) A, B and E only (3) C, D and E only अच्छे प्रतिदर्श अभिकल्प की विशेषताओं में सम्मिलित हैं:
	91. The pali tripitaka texts are important texts of Buddhist education. Which amongst the following is NOT a tripitaka (1) Dhamma Pitaka (2) Gyan Pitaka (3) Vinay Pitaka (4) Sutta Pitaka पाली त्रिपिटक ग्रंथ बीद्ध शिक्षा के महत्वपूर्ण ग्रंथ हैं। निम्नलिखित में से कीनसा त्रिपिटक नहीं है ? (1) धम्मं पिटक (2) ज्ञान पिटक (3) विनय पिटक (4) सुत्त पिटक

