

# CTET 2022 Paper 1 (Jan 28, 2023) Answers

1. Answer: b

Explanation:

## Examining Domains of Development: Reasoning About Actions

This question explores different areas of child development and asks which one specifically focuses on how individuals think about right and wrong regarding their own and others' actions and behaviors. Let's break down the key concepts:

- **Domains of Development:** These are the different areas in which growth occurs, such as cognitive (thinking), social, emotional, physical, and moral.
- **Reasoning About Actions and Behaviours:** This refers to the thought process individuals use to understand, judge, and make decisions about what is considered good or bad, fair or unfair, right or wrong.

## Identifying the Core Focus of Each Development Domain

We need to determine which developmental domain *\*dominantly\** deals with the reasoning behind actions and behaviors:

- **Language Development:** This domain concerns how individuals learn to communicate using words, grammar, and understanding language structure. While language can be used to discuss actions, its primary focus isn't the ethical reasoning behind them.
- **Moral Development:** This is the area that specifically investigates how individuals develop their sense of morality, ethical understanding, and reasoning about right and wrong. It explores how people make judgments about actions based on principles of fairness, justice, and societal rules. Thinkers like Lawrence Kohlberg studied stages of moral reasoning.
- **Physical Development:** This domain tracks changes in the body, including growth, motor skills (like running or writing), and health. It does not directly

involve reasoning about behavior or actions.

- **Cultural Development:** This area looks at how societal norms, values, beliefs, and traditions influence an individual's development and behavior. While culture shapes our understanding of actions, the specific study of reasoning about the \*morality\* of those actions falls under moral development.

## Connecting Reasoning to Moral Development

The question emphasizes the **nature of reasoning** concerning actions and behaviors. This aligns perfectly with the definition of **moral development**. This domain is concerned with:

- Understanding fairness and justice.
- Differentiating between right and wrong actions.
- Developing a conscience.
- Making ethical judgments about one's own behavior and the behavior of others.

For example, when a child learns why they shouldn't take another child's toy without asking, they are engaging in moral reasoning. They are thinking about the fairness of the action and its impact on others. This is a central theme in the study of moral development.

## Conclusion on Developmental Domains

Based on the analysis, the domain that predominantly studies the **nature of reasoning** individuals use regarding their and others' **actions and behaviours** is **Moral Development**.

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### 2. Answer: c

Explanation:

## Key Principles of Child Development Explained

Understanding the sequence and patterns of child development helps in recognizing typical growth milestones. Several key principles guide this process, outlining how children grow and change over time. One fundamental aspect is the directionality of development.

## Development Direction: The Head-to-Toe Principle

The question asks to identify the developmental principle stating that growth occurs from head to toe. This pattern is formally known as the **cephalocaudal principle** or trend.

- **Cephalocaudal Development:** This principle asserts that development progresses sequentially from the top of the body downwards. Essentially, infants gain control over their body parts starting with the head, then the neck, arms, torso, and finally the legs and feet.
- **Examples:** Infants first develop the ability to lift their head, followed by strengthening neck muscles to support the head, then learning to sit up (upper body control), and eventually developing control over their legs for crawling and walking. This clearly illustrates development proceeding from the head downwards.
- **Directional Sequence:** This highlights that development follows a **specific direction**, moving from upper to lower parts of the body.

## Evaluating Other Principles of Development

Let's consider why the other options do not specifically describe the head-to-toe sequence:

- **Development is predictable:** While general developmental patterns are predictable (e.g., most children walk before they run), the exact timing for each child varies. This principle focuses on predictability in general, not the specific directionality from head to toe.
- **Development is a product of maturation and learning:** This statement correctly identifies the two main factors influencing development – biological readiness (maturation) and environmental influences (learning). However, it does not describe the *direction* or sequence in which these changes occur.

- **Rate of development varies across children:** This principle emphasizes individual differences in the pace of development. Children may reach milestones at different ages, but it doesn't describe the sequence, such as the head-to-toe progression.

## Conclusion on Development Directionality

The principle that accurately describes development occurring from the head downwards to the rest of the body is that **development proceeds in a specific direction**, encompassing the cephalocaudal trend. This sequence is a fundamental aspect of understanding physical and motor development in children.

### 3. Answer: a

Explanation:

## Evaluating Parental Involvement in Childhood Care Discussions

This question relates to the crucial role of parents in a child's upbringing, specifically focusing on discussions about childhood care and the impact of the family environment.

### Analyzing the Assertion (A): Parental Involvement in Care Discussions

The assertion states: "**Parents should be involved in discussions on childhood care.**"

- Parental involvement in decisions regarding their child's care is widely considered essential for a child's well-being.
- Parents have unique insights into their child's needs, personality, and preferences.
- Involving parents ensures that the care provided is consistent with the child's home environment and family values.

- This collaboration helps in creating a supportive and nurturing environment for the child's overall development.

Therefore, the assertion that parents should be involved in discussions on childhood care is **true**.

## Analyzing the Reason (R): Family Atmosphere and Child Development

The reason states: "A child's development is influenced by family's atmosphere."

- The family environment, often referred to as the family atmosphere, plays a significant role in shaping a child's growth.
- This atmosphere includes factors like emotional support, parent-child interactions, stability, and the overall emotional climate within the home.
- A positive and supportive family atmosphere contributes to a child's healthy emotional, social, cognitive, and physical development.
- Conversely, a negative or unstable family atmosphere can negatively impact development.

Thus, the reason that a child's development is influenced by the family's atmosphere is also **true**.

## Linking Assertion and Reason

Now, we need to determine if the family atmosphere (Reason R) correctly explains why parents should be involved in childhood care discussions (Assertion A).

- The family atmosphere is established and maintained by the parents and the family unit.
- Since parents are the primary creators and influencers of the family atmosphere, their involvement in care discussions is vital.
- By participating in these discussions, parents can ensure that the care strategies align with and positively reinforce the family atmosphere, contributing effectively to the child's development.
- For example, if a family emphasizes quiet reading time, parents involved in care discussions can ensure the childcare setting complements this routine, rather than contradicting it.

Therefore, the fact that the family atmosphere influences a child's development (R) is a strong reason why parents, as key figures in establishing that atmosphere, should be involved in care discussions (A).

## Conclusion

Both the assertion and the reason are factually correct statements. Furthermore, the reason provides a logical and direct explanation for the assertion. The influence of the family atmosphere highlights the importance of parental input in care discussions to ensure consistency and support for the child's development.

This leads us to conclude that both (A) and (R) are true, and (R) is the correct explanation of (A).

The correct option is: **Both (A) and (R) are true and (R) is the correct explanation of (A).**

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#### 4. Answer: a

Explanation:

## Understanding Class Inclusion in Piaget's Cognitive Development Theory

Jean Piaget's theory describes how a child's cognitive abilities develop through distinct stages. A crucial concept within this theory is "class inclusion," which refers to a child's ability to understand the relationship between a whole category and its subcategories. This involves recognizing that objects can belong to both a smaller group (e.g., red flowers) and a larger group simultaneously (e.g., flowers).

The question asks which of Jean Piaget's stages of cognitive development is associated with the attainment of the concept of **class inclusion**. Let's analyze the stages:

## Key Cognitive Milestone: Class Inclusion

**Class inclusion** is the understanding that specific items or objects can be members of both a particular class and a larger, more general class. For example, a child needs to understand that a collection of items containing both red roses and yellow roses are all 'roses', and that 'roses' is a category that encompasses both 'red roses' and 'yellow roses'. This requires understanding hierarchical classification and coordinating information about parts and the whole.

## Concrete Operational Stage Characteristics

The **Concrete operational** stage, typically occurring between the ages of 7 and 11 years, is when children begin to think logically about concrete events and objects. Key developments during this stage include:

- **Logical Thinking:** Children become capable of logical reasoning, but primarily concerning things they can directly experience or manipulate.
- **Conservation:** Understanding that quantity remains the same despite changes in appearance (e.g., liquid in different shaped glasses).
- **Classification:** Ability to sort objects based on multiple characteristics (e.g., color and shape) and to understand hierarchical classification.
- **Class Inclusion Attainment:** This stage is precisely when children master **class inclusion**. They can now mentally organize items into hierarchical categories and understand that a subclass (like 'red flowers') is part of a larger class ('flowers') without losing the identity of the larger class. They understand that there are more flowers than red flowers in a mixed collection.

Therefore, the ability to grasp the concept of **class inclusion** is a hallmark achievement of the **Concrete operational** stage.

## Limitations in Other Piagetian Stages

Let's examine why the other stages are not associated with the attainment of **class inclusion**:

- **Sensorimotor Stage** (Birth to approx. 2 years): Infants learn through sensory experiences and motor actions. Cognitive abilities are limited, and concepts like



classification or hierarchical relationships are not yet developed.

- **Preoperational Stage** (Approx. 2 to 7 years): Children in this stage are developing symbolic thought but struggle with logical reasoning. They often find **class inclusion** difficult. For instance, when shown a collection of 10 wooden beads (7 brown and 3 clear) and asked if there are more 'wooden beads' or more 'brown beads', a child in the preoperational stage might incorrectly say 'brown beads' because they focus on the prominent category (brown) and cannot simultaneously consider the broader category ('wooden beads') and the subcategory ('brown beads').
- **Formal Operational Stage** (Approx. 11 years and up): While children in this stage possess advanced reasoning skills, including abstract thought, the foundational understanding of hierarchical classification, including **class inclusion**, is typically established during the preceding **Concrete operational** stage. Formal operations build upon these concrete abilities.

In conclusion, the development of logical reasoning and the ability to mentally manipulate categories, which are essential for understanding **class inclusion**, primarily emerge during Jean Piaget's **Concrete operational** stage.

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## 5. Answer: d

Explanation:

### Understanding Piaget's Stages and Hypothetical Thought

Jean Piaget's theory of cognitive development outlines distinct stages children pass through as their thinking and understanding evolve. The question asks at which stage children typically develop the ability to think hypothetically. Let's examine the characteristics of each stage according to Piaget's framework:

### Piaget's Cognitive Development Stages

- **Sensorimotor Stage**: (Birth to approx. 2 years)



- Infants learn through direct sensory experiences and physical actions (motor skills).
- Key development: Object permanence (understanding that objects exist even when not seen).
- Thinking is primarily based on immediate sensory input and actions; hypothetical thought is absent.
- **Preoperational Stage:** (Approx. 2 to 7 years)
  - Children begin to use symbols, like words and images, to represent objects and ideas (e.g., pretend play).
  - Thinking is often egocentric (difficulty seeing things from another's perspective) and intuitive rather than logical.
  - Children in this stage cannot perform mental operations or think systematically about hypothetical situations.
- **Concrete Operational Stage:** (Approx. 7 to 11 years)
  - Children develop the ability to think logically, but primarily about concrete events and objects they can directly experience or manipulate.
  - They understand concepts like conservation (quantity remains the same despite changes in appearance) and can classify objects.
  - While logical, their thinking is less adept at abstract or purely hypothetical reasoning.
- **Formal Operational Stage:** (Approx. 11 years and up)
  - This stage marks the development of abstract thought and reasoning.
  - Individuals can think about abstract concepts (e.g., justice, freedom) and hypothetical situations.
  - They develop the ability for **hypothetical-deductive reasoning**, meaning they can form hypotheses, test them systematically, and draw logical conclusions, even from premises that might be false or imaginary.

## Identifying Hypothetical Thinking in Development

The ability to think hypothetically involves considering possibilities, forming hypotheses, and reasoning logically about situations that are not physically present or even real. This capability is a hallmark of abstract thinking and emerges during Piaget's final stage.

Based on the characteristics of each stage:

- Sensorimotor: No hypothetical thinking.
- Preoperational: Limited to no hypothetical thinking; focus on concrete and egocentric perspectives.
- Concrete Operational: Logical thinking about concrete things, but struggles with hypothetical scenarios.
- Formal Operational: Development of abstract and **hypothetical thinking**.

Therefore, the stage where most children can think hypothetically is the Formal operational stage.

## 6. Answer: c

Explanation:

# Understanding Lev Vygotsky's Zone of Proximal Development

This solution explains Lev Vygotsky's perspective on how teachers can effectively guide students through their learning journey, specifically focusing on the concept of the Zone of Proximal Development (ZPD).

## Vygotsky's Theory and the Zone of Proximal Development (ZPD)

Lev Vygotsky, a prominent psychologist, proposed the theory of sociocultural development. A central idea within his work is the **Zone of Proximal Development**, often abbreviated as ZPD. The ZPD represents the crucial space between what a student can accomplish independently and what they can achieve with the guidance and support of a more knowledgeable individual, such as a teacher or a more skilled peer. Vygotsky believed that learning is most effective when it occurs within this zone, pushing students slightly beyond their current capabilities with assistance.

## The Teacher's Role in Facilitating ZPD

According to Vygotsky's ideas, the teacher plays a vital role in helping students navigate and successfully develop within their ZPD. The teacher doesn't just present information but actively supports the learning process. This support is dynamic and needs to be adjusted based on the student's progress. The key is to provide the right amount of help – enough to enable the student to complete the task or understand the concept, but not so much that it removes the challenge entirely. This temporary support helps the learner internalize the knowledge or skill.

## Analyzing the Options for Supporting ZPD

Let's examine the options provided in the context of Vygotsky's theories:

- **Punishment:** Vygotsky's theory emphasizes positive social interaction and guidance. Punishment is not considered a constructive method for helping students learn within the ZPD and can hinder cognitive and emotional development.
- **Rewards:** While rewards might offer temporary motivation, Vygotsky's focus was primarily on the cognitive and social processes involved in learning through guided interaction, rather than relying on external incentives.
- **Scaffolding:** This concept directly aligns with Vygotsky's ideas about guided participation. **Scaffolding** refers to the process where a teacher or more knowledgeable peer provides temporary, structured support to help a student learn a new skill or concept within their ZPD. This support might include breaking down tasks, offering prompts, providing examples, or asking guiding questions. As the student gains competence, the scaffolding is gradually removed.
- **Negative Feedback:** Similar to punishment, negative feedback, if delivered harshly or excessively, can be discouraging and is not the supportive mechanism Vygotsky advocated for within the ZPD. Constructive feedback is helpful, but 'negative feedback' itself isn't the core concept Vygotsky highlighted for ZPD development.

## Conclusion on Supporting Zone of Proximal Development

Based on Lev Vygotsky's sociocultural theory, the most effective way for a teacher to help students achieve their **Zone of Proximal Development** is by providing **scaffolding**. This method offers tailored support that bridges the gap between the student's current abilities and the learning goal, fostering independent learning and cognitive growth.

## 7. Answer: d

Explanation:

### Understanding Vygotsky's Core Principles

Lev Vygotsky was a significant figure in developmental psychology, known for his **sociocultural theory**. This theory posits that social interaction and cultural context play a crucial role in shaping a child's cognitive development. Vygotsky believed that children learn through collaboration and interaction with more knowledgeable individuals in their environment.

### The Role of Cultural Tools

A key concept in Vygotsky's work is the importance of **cultural tools**. These are tools developed by society that mediate thinking and learning. Vygotsky highlighted various cultural tools, with **language** being the most important one. Other examples include:

- Symbols
- Signs
- Number systems
- Writing
- Maps and charts
- Art
- Models

Vygotsky argued that children internalize these tools through social interactions, which then become fundamental to their thinking processes and intellectual abilities.

## Advancing Cognitive Development

The primary area of development that Vygotsky linked to the use of cultural tools is **cognitive development**. He explained that as children use tools like language to communicate, think, and solve problems, they develop higher-order mental functions. These functions include:

- Abstract thought
- Reasoning
- Memory strategies
- Problem-solving skills

Essentially, cultural tools shape the way children think and learn, leading to advancements in their cognitive abilities.

## Analysis of Options

Let's examine the given options in light of Vygotsky's theories:

- **Option 1: interactions, physical** – While Vygotsky emphasized interactions, his primary focus regarding the outcome of using cultural tools was on *cognitive* development, not *physical* development.
- **Option 2: rewards, moral** – The concepts of rewards are more closely associated with behaviorist theories. Vygotsky's theory centered on social learning and cultural tools, not primarily rewards or moral development in this context.
- **Option 3: mnemonics, social** – Mnemonics can be considered a type of tool, and social development is influenced by Vygotsky's ideas. However, 'cultural tools' is a broader and more accurate term for Vygotsky's concept, and 'cognitive development' is the more central outcome he focused on.
- **Option 4: cultural tools, cognitive** – This option accurately reflects Vygotsky's emphasis. He stressed that the use of **cultural tools**, particularly language, is fundamental for advancing children's **cognitive development**.

## Conclusion

Based on Lev Vygotsky's sociocultural theory, the most fitting completion of the sentence is that he emphasized the use of **cultural tools** for advancing **cognitive** development among children.

### 8. Answer: c

Explanation:

## Exploring Moral Development Theory

The question asks to identify the psychologist who proposed the theory of **moral development** among children. Understanding how children develop a sense of right and wrong is a key area in developmental psychology. Several influential psychologists have contributed theories that touch upon morality, but one is particularly renowned for a comprehensive stage theory focused specifically on this domain.

## Lawrence Kohlberg's Theory of Moral Development

**Lawrence Kohlberg** is widely recognized for his significant contributions to understanding **moral development**. Building upon the work of Jean Piaget, Kohlberg proposed a theory detailing the stages of moral reasoning that children and adults progress through. His research suggested that moral development occurs in a sequence of stages, each characterized by different ways of thinking about moral dilemmas. Kohlberg's work often involved presenting participants with hypothetical moral problems, such as the famous "Heinz dilemma," to analyze their reasoning processes. His theory outlines three levels of moral development, each containing two stages:

- Pre-conventional Morality
- Conventional Morality
- Post-conventional Morality



Kohlberg's focus was specifically on the cognitive aspect of morality – how individuals think about rules, fairness, and justice.

## Contributions of Other Psychologists

While Lawrence Kohlberg is central to the theory of moral development stages, other psychologists also discussed aspects related to morality:

### Sigmund Freud and Morality

**Sigmund Freud**, the father of psychoanalysis, discussed morality in the context of his psychosexual stages of development. He proposed that the **superego**, which develops during the phallic stage, represents the internalized moral standards of parents and society. The superego acts as a conscience, inducing guilt and influencing behavior to align with societal norms. While Freud addressed the origins of conscience, his theory is not primarily structured around distinct stages of moral reasoning like Kohlberg's.

### Erik Erikson and Moral Aspects

**Erik Erikson** developed a theory of psychosocial stages throughout the lifespan. While not exclusively focused on moral development, several of his stages involve social and ethical challenges relevant to morality. For instance, the stage of "Initiative versus Guilt" (early childhood) involves developing a sense of purpose and responsibility, and "Industry versus Inferiority" (school age) relates to competence and social comparison, which can influence moral behavior. However, Erikson's framework is broader, covering social and emotional development across the entire lifespan.

### Konrad Lorenz and Ethology

**Konrad Lorenz** was a pioneering ethologist, known for his work on animal behavior, particularly imprinting in geese. His research focused on instinctual behaviors and the evolutionary basis of social interactions. While ethology provides insights into the biological roots of behavior, Lorenz did not propose a specific theory of human **moral development** stages.



## Conclusion on Moral Development Theory

Based on the analysis, **Lawrence Kohlberg** is the psychologist most directly associated with proposing a comprehensive theory detailing the stages of **moral development** in children and adults. His work provides a framework for understanding how moral reasoning evolves over time.

### 9. Answer: c

Explanation:

## Understanding the Assertion: Activity-based Teaching-Learning and Child-Centered Approach

The assertion (A) proposes that **activity-based teaching-learning** methods are fundamentally **child-centered**. Let's examine this statement.

- A **child-centered** educational approach prioritizes the individual child's needs, interests, and learning pace. It encourages active engagement and participation from the child.
- **Activity-based teaching-learning** involves children learning through practical activities, hands-on experiences, and exploration. Instead of passively receiving information, children learn by doing, experimenting, and interacting with their environment.
- Because **activity-based learning** empowers children to take an active role in their own learning process, explore concepts at their own pace, and engage with materials directly, it aligns perfectly with the philosophy of a **child-centered** classroom.

Therefore, Assertion (A) is factually **true**.

## Evaluating the Reason: Teacher's Role in the Teaching-Learning Process

The reason (R) claims that **teachers** play no role in the **teaching-learning process**. We need to assess the validity of this claim, especially within the context of activity-based and child-centered education.

- In any teaching-learning scenario, including **activity-based** and **child-centered** approaches, the **teacher** remains a vital component.
- The **teacher's** role transforms from a traditional instructor to that of a facilitator or guide.
- Teachers are responsible for creating a stimulating learning environment, planning and selecting appropriate activities, providing necessary resources, observing children's engagement and progress, offering support, and asking guiding questions to deepen understanding.
- The teacher orchestrates the learning experiences, ensuring they are meaningful and developmentally appropriate for the children.

Consequently, the assertion that **teachers** play no role is incorrect. Reason (R) is **false**.

## Connecting Assertion and Reason

We have established that:

- Assertion (A) is **true**.
- Reason (R) is **false**.

This matches the specific conditions where Assertion (A) holds true, but Reason (R) does not.

## Final Choice Explanation

Let's review the options based on our analysis:

- Option 1: Asserts both are true and R explains A. (Incorrect, R is false)
- Option 2: Asserts both are true and R does not explain A. (Incorrect, R is false)
- Option 3: Asserts A is true but R is false. (**Correct**, matches our findings)
- Option 4: Asserts both are false. (Incorrect, A is true)

The analysis confirms that option 3 is the correct choice, as it correctly identifies Assertion (A) as true and Reason (R) as false regarding **activity-based teaching-learning** and the **teacher's role**.

10. Answer: a

Explanation:

## Understanding Howard Gardner's Theory of Multiple Intelligence

The question asks about the fundamental concept presented by the **theory of multiple intelligence**. This influential theory was developed by Howard Gardner, a developmental psychologist.

### Core Concepts of the Theory of Multiple Intelligence

Howard Gardner's groundbreaking work challenges the traditional view of intelligence as a single, general ability (often measured by IQ tests). Instead, the **theory of multiple intelligence** posits that intelligence is multifaceted and comprises several distinct, independent intelligences. Gardner initially identified seven intelligences, later adding more. These intelligences represent different ways individuals can be smart.

#### Gardner's Intelligences (Initial Seven):

- **Linguistic Intelligence:** Sensitivity to spoken and written language, ability to learn languages, and capacity to use language to accomplish certain goals.
- **Logical-Mathematical Intelligence:** Capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically.
- **Musical Intelligence:** Skill in the performance, composition, and appreciation of musical patterns.

- **Bodily-Kinesthetic Intelligence:** Potential of using one's whole body or parts of the body to solve problems or fashion products.
- **Spatial Intelligence:** Potential to recognize and use the patterns of wide space and more confined areas.
- **Interpersonal Intelligence:** Capacity to understand the intentions, motivations, and desires of other people.
- **Intrapersonal Intelligence:** Capacity to understand oneself, to appreciate one's feelings, fears, and motivations.

## Analyzing the Options

Let's examine each option in the context of the **theory of multiple intelligence**:

- **Option 1: Intelligence can be of different types.**

This statement directly reflects the central idea of Gardner's theory. He proposed that individuals possess various distinct intelligences, rather than just one general intelligence. This aligns perfectly with the theory's core message.

- **Option 2: Intelligence cannot be accelerated.**

Gardner's theory focuses on the *\*existence\** of different types of intelligence and how they are used. While it doesn't explicitly focus on acceleration, it implies that these intelligences can be nurtured and developed through education and experience. The statement that intelligence *\*cannot\** be accelerated is not the main point of the theory and might be debatable.

- **Option 3: Intelligence can be measured accurately**

Gardner's theory actually critiques the limitations of traditional methods (like IQ tests) in accurately measuring the full spectrum of human intelligence. He argued these tests often overlook several key intelligences like musical, bodily-kinesthetic, or interpersonal skills. Therefore, this option contradicts the implications of his theory.

- **Option 4: Intelligence levels are same among all individuals.**

This statement is the opposite of Gardner's findings. The **theory of multiple intelligence** emphasizes the unique profile of intelligences each individual possesses. People differ significantly in the strengths and combinations of their various intelligences.

## Conclusion on Multiple Intelligences

Based on the analysis, the **theory of multiple intelligence** clearly states that intelligence is not a single entity but exists in various forms. Therefore, the statement "Intelligence can be of different types" is the most accurate representation of this theory.

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11. Answer: b

Explanation:

## Understanding Lev Vygotsky's View on Language

Lev Vygotsky, a renowned developmental psychologist, proposed the sociocultural theory, which significantly emphasizes the role of social interactions and cultural context in cognitive development. A central element in his theory is the understanding of **language**. Vygotsky viewed **language** not merely as a means of communication but as a crucial cognitive and **cultural tool** that shapes how individuals think and learn.

## Language as a Sociocultural Tool

Vygotsky believed that **language** is fundamental to higher mental functions. Key aspects of his perspective include:

- **Language as a Cultural Tool:** Vygotsky saw **language** as the most important of the **cultural tools** passed down from one generation to the next. These tools mediate our interaction with the world and help us organize our thoughts and actions.

- **Facilitating Learning:** Through **language**, children learn social rules, cultural norms, and ways of thinking. It acts as a bridge, enabling them to internalize knowledge and skills developed within their culture. Vygotsky argued that **language facilitates learning** by allowing children to engage in social dialogue, receive instruction, and regulate their own behavior.
- **Connection between Language and Thought:** Vygotsky famously explored the relationship between **language** and thought. He suggested that thought and speech originate independently but eventually merge. Social speech evolves into private speech (talking to oneself), which then becomes inner speech (thought). Therefore, **language** is integral to the development of thought processes.

## Analyzing Vygotsky's Perspective

Let's examine the options in light of Vygotsky's theories:

- **Option 1:** Stating **language** is a barrier is incorrect. Vygotsky saw it as a primary facilitator.
- **Option 2:** Describing **language** as a **cultural tool** that **facilitates learning** aligns perfectly with Vygotsky's core ideas. This option captures the essence of his theory regarding **language's** role in cognitive development and social learning.
- **Option 3:** Claiming **language** is meaningless in the thought process contradicts Vygotsky, who saw a deep connection and interdependence between **language** and thought.
- **Option 4:** While Vygotsky focused more on sociocultural factors than purely biological ones, he wouldn't describe **language** as insignificant to biological maturation. More importantly, his emphasis was on its role as a learned, social tool, not just a biological outcome.

## Conclusion

Based on Lev Vygotsky's sociocultural theory, **language** is best understood as a vital **cultural tool** that significantly **facilitates learning** and cognitive development. It enables individuals to engage with their culture, internalize knowledge, and structure their thinking.

12. Answer: a

Explanation:

## Understanding Color Associations: Blue Clothes, Pink Clothes, and Gender

The question asks about the social practice of associating specific colors, namely blue clothing for boys and pink clothing for girls, and what this association promotes.

### Defining Gender Stereotyping

**Gender stereotyping** refers to the generalized and often oversimplified beliefs or expectations about what is considered appropriate or typical for males and females. These stereotypes can influence behavior, attitudes, and the roles assigned to individuals in society based on their perceived gender.

### Analyzing the Practice

- Assigning the color blue specifically to boys' clothing and pink specifically to girls' clothing is a common social convention in many cultures.
- This convention is not based on any biological or genetic differences between genders but is a learned association.
- Historically, these color associations have even shifted; pink was once considered more suitable for boys in some Western contexts.
- The repeated association of blue with boys and pink with girls from infancy reinforces the idea that these colors are inherently tied to gender.
- This practice limits the expression of individuality and can impose rigid expectations on how boys and girls should present themselves.

### Evaluating the Options

- **Option 1: Gender stereotyping** – This aligns perfectly with the definition. The practice directly promotes the stereotype that blue is a 'boy color' and pink is a



'girl color'.

- **Option 2: Genetic characteristics of boys and girls** – Clothing color choices are social constructs, not reflections of genetic makeup. There are no genes that dictate a preference for or suitability of blue or pink.
- **Option 3: Gender fluidity** – Gender fluidity describes a gender identity that is not fixed. While challenging color stereotypes can be part of supporting gender fluidity, the act of assigning colors based on traditional gender norms \*promotes\* stereotypes, rather than gender fluidity itself.
- **Option 4: Sex selection** – Sex selection is the process of choosing the sex of an offspring, typically through medical intervention, and has no connection to the colors of clothing.

## Conclusion

The practice of buying blue-colored clothes for boys and pink-colored clothes for girls is a clear example of **gender stereotyping**. It reinforces traditional and often arbitrary associations between specific colors and gender, limiting personal expression and contributing to societal expectations about masculinity and femininity.

13. Answer: c

Explanation:

## Addressing Student Learning Differences in the Classroom

Sarita, as an English teacher, has noticed that her students have varying learning levels. This is a common scenario in any classroom. Effective teaching requires acknowledging and responding to these **individual differences in learning**. The goal is to ensure that all students, regardless of their current level, can progress and improve their understanding and skills.

## Why Incorporating Varied Teaching Experiences is Effective

The best approach for Sarita is to adapt her teaching methods to cater to the diverse needs observed among her students. Incorporating a **variety of experiences in her teaching** is a strategy that directly addresses this challenge.

- **Caters to Diverse Learning Styles:** Students learn in different ways. Some might grasp concepts better through reading, others through listening, visual aids, hands-on activities, or group discussions. Offering a mix of teaching methods and resources (like stories, poems, debates, visual aids, interactive exercises) ensures that more students can connect with the material.
- **Engages All Students:** A variety of activities keeps the classroom dynamic and engaging. This can help students who might be struggling with one method stay motivated and find success through another.
- **Reinforces Learning:** Presenting information through multiple formats helps reinforce concepts. Students encounter the same ideas presented differently, strengthening their comprehension and retention.
- **Promotes Deeper Understanding:** Varied experiences encourage students to think critically and apply their learning in different contexts, leading to a more robust understanding of the English language and literature.

## Evaluating Other Teaching Approaches

Let's consider why the other options are less effective for Sarita:

- **Following a uniform way of teaching:** This approach ignores the fact that students have different learning paces and styles. A single method is unlikely to benefit all students equally and may leave some behind while boring others who learn faster. It does not help in reducing **individual differences in learning**; rather, it might widen the gap.
- **Making very strict rules:** While classroom management is important, strict rules alone do not address the core issue of varying **learning levels**. Discipline is separate from pedagogical strategies designed to improve learning outcomes for every student. Strictness might even create anxiety, hindering learning.

- **Not being concerned about these difficulties:** It is crucial for a teacher to be attentive to students' learning progress and challenges. Ignoring differences in **learning levels** is unprofessional and detrimental to student development. Every teacher should actively seek ways to support all learners.

## Conclusion

Sarita's observation highlights the importance of differentiated instruction. By integrating a **variety of experiences**, she can create a more inclusive and effective learning environment that supports the diverse needs of her students, ultimately helping to **improve learning** for everyone in her English class.

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### 14. Answer: c

Explanation:

## Understanding the Main Purpose of Assessment

Assessment in education serves several functions, but its primary goal is to gauge student learning and development. Understanding how students are progressing is crucial for effective teaching and learning.

### Evaluating Assessment Purposes

Let's examine the different options provided to determine the main purpose of assessment:

- **Labeling of students:** While assessment results might sometimes be used to categorize students, labeling is often associated with negative stereotypes and limitations. It focuses on placing students into fixed categories rather than supporting their individual growth. This is not considered the primary objective of assessment.
- **Same ability-based grouping of students:** Grouping students based on perceived ability can be a classroom management strategy, but it's not the

fundamental reason for conducting assessments. Furthermore, ability can be fluid, and grouping might hinder opportunities for diverse learning interactions. The core aim of assessment is broader than just grouping.

- **Understanding learning progress of students:** This option highlights the diagnostic and formative aspects of assessment. It emphasizes using assessment tools to track what students know, understand, and can do over time. Identifying learning gaps and successes allows educators to tailor instruction, provide targeted support, and help students improve. This is widely recognized as the central purpose of assessment.
- **Detention of students who score low:** Using assessment results punitively, such as for detention, is counterproductive to the learning process. Assessment should aim to support learning and improvement, not to punish students for difficulties they might be experiencing.

## Why Understanding Learning Progress is Key

The main purpose of assessment is deeply connected to the educational process itself. It provides valuable information for multiple stakeholders:

- **For Students:** Assessment helps students understand their own strengths and weaknesses, motivating them to improve and take ownership of their learning.
- **For Teachers:** It informs teaching strategies, curriculum adjustments, and intervention planning. Knowing where students stand allows teachers to adjust their methods to better meet student needs.
- **For Parents/Guardians:** Assessment results offer insights into their child's academic performance and progress.

In essence, assessment is a tool for monitoring, guiding, and improving the learning journey. Therefore, **understanding learning progress of students** stands out as the most significant and beneficial purpose.

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15. Answer: a

Explanation:

# Understanding the Shift in Assessment with Student Involvement

When students are actively included in the assessment process, the fundamental purpose and nature of assessment change. Instead of assessment being something done *\*to\** students, it becomes a tool used *\*by\** and *\*for\** students to improve their learning journey. This means moving away from simply measuring what has been learned towards using assessment information to guide and enhance future learning.

## Defining 'Assessment of Learning'

**Assessment of learning**, often referred to as summative assessment, typically occurs at the end of a learning period (like a unit or semester). Its main goal is to evaluate or 'sum up' what a student has learned by a specific point in time. Think of final exams or major projects that result in a grade. It tells us about the learning that has already happened.

## Defining 'Assessment for Learning'

**Assessment for learning**, also known as formative assessment, happens *\*during\** the learning process. Its primary purpose is to provide feedback and information that can be used to improve teaching and student learning right away. It's about monitoring student progress and identifying areas where students might need more support or challenge. Examples include classroom quizzes used for feedback, teacher observations, student self-reflections, and peer reviews.

## How Student Involvement Facilitates Assessment for Learning

Involving students directly in assessment activities promotes the principles of 'Assessment for learning'. When students:

- **Self-assess:** They reflect on their own work, identify strengths and weaknesses, and set goals for improvement. This helps them understand learning criteria.

- **Engage in peer assessment:** They provide constructive feedback to classmates, which deepens their own understanding of the learning goals and how to achieve them.
- **Set learning goals:** They take ownership of their learning and focus on improvement rather than just grades.
- **Understand assessment criteria:** They become clearer on what is expected of them and how their work will be evaluated.

These activities transform assessment from a simple judgment ('of learning') into an active process that supports and guides learning ('for learning'). Students become partners in the assessment process, using the feedback and insights gained to adjust their learning strategies and deepen their understanding.

---

16. Answer: a

Explanation:

## Inclusion Strategies for Disadvantaged Groups

Ensuring that students from disadvantaged groups feel included and a sense of belonging is crucial for their academic success and overall well-being. A teacher plays a vital role in creating an environment where every student feels valued and respected. Let's analyze the options provided to understand the best approach.

## Evaluating Teacher Actions for Inclusive Classrooms

When considering how to support the inclusion and belonging of students from disadvantaged groups, a teacher must choose strategies that promote equality and mutual respect. Examining each option helps clarify the most effective method:

- **Option 1: Foster sense of belonging among all students.**

This approach focuses on creating a positive and welcoming classroom environment for everyone. When a teacher actively works to ensure all students feel connected, valued, and supported, regardless of their background or



circumstances, it naturally includes students from disadvantaged groups. This builds a strong sense of community and promotes peer acceptance.

- **Option 2: Highlight student's weakness in front of the class.**

Publicly pointing out a student's weaknesses is counterproductive to inclusion. It can lead to feelings of embarrassment, shame, and isolation, undermining a student's confidence and sense of belonging. This strategy is detrimental to creating an inclusive atmosphere.

- **Option 3: Teach these students in a separate section.**

Teaching students from disadvantaged groups in a separate section amounts to segregation, not inclusion. Inclusion means integrating students into the main learning environment and providing support within that context. Separation can stigmatize students and deny them the benefits of learning alongside their peers.

- **Option 4: Use standardised curriculum for all students.**

While a curriculum should be accessible, a purely standardized approach might not cater to the diverse needs that students from disadvantaged groups may have due to varied backgrounds, prior experiences, or learning styles. Inclusion often requires differentiation and adaptation of the curriculum, rather than rigid standardization, to ensure equitable access and success for all learners.

## Best Practice for Teacher Inclusion

Based on the analysis, the most effective strategy for a teacher to support the inclusion and belonging of students from disadvantaged groups is to create a welcoming and supportive environment for the entire class. Fostering a sense of belonging among **all** students ensures that no one is left out and that diversity is celebrated as a strength.

17. Answer: a



## Explanation:

# Strategies for Including Students with Visual Impairment

Promoting the inclusion of students with visual impairments in the classroom requires teachers to adapt their teaching methods to ensure all students can access and understand the material. Understanding the specific needs of students with visual impairments is key to creating an accessible learning environment.

## Effective Communication Methods

Students with visual impairments often rely more heavily on senses other than sight for learning. Therefore, teaching strategies should leverage these other senses, particularly hearing and touch.

- **Verbal Explanations:** Providing detailed verbal descriptions and explanations is crucial. This allows students with visual impairments to build a mental picture of the concepts being taught. Teachers should use clear and descriptive language, describing visual elements like charts, images, or demonstrations.
- **Tactile Materials:** Incorporating tactile aids, such as models or raised-line drawings, can supplement verbal explanations and provide a hands-on learning experience.
- **Audio Resources:** Utilizing audio recordings, audio descriptions for videos, and text-to-speech software can significantly enhance accessibility.

## Analyzing Teaching Options for Visual Impairment

Let's examine the different options presented in the context of supporting students with visual impairments:

- **Option 1: Verbally explain the information.**

This method directly caters to the learning needs of students with visual impairments by providing auditory input. Clear verbal communication is essential for conveying information that might otherwise be presented visually.

- **Option 2: Show charts to explain the concept.**

Charts are primarily visual aids. While they can be adapted (e.g., using large print or tactile versions), simply showing standard charts is unlikely to be effective for students with significant visual impairments and does not promote inclusion on its own.

- **Option 3: Use sign language.**

Sign language is a communication method used for students who are deaf or hard of hearing. It is not relevant for students with visual impairments.

- **Option 4: Look at them frequently.**

While maintaining eye contact or visual contact is a common teaching practice, it's not the primary or most effective strategy for students with visual impairments. Their needs are related to accessing information, not necessarily receiving visual attention.

## Conclusion on Inclusive Teaching

To effectively promote the inclusion of students with visual impairments, teachers must prioritize communication methods that provide access to information through non-visual means. Verbal explanations are a fundamental and highly effective way to achieve this, ensuring these students can participate fully in classroom learning.

Your Personal Exams Guide

18. **Answer: a**

**Explanation:**

## Identifying the Characteristic Feature of Dyslexia

This explanation focuses on identifying the primary characteristic feature of the learning disability known as **Dyslexia** by examining the different options provided.

## Understanding Dyslexia

**Dyslexia** is recognized as a specific learning disability. It primarily affects skills related to reading, writing, and spelling. People with dyslexia often find it challenging to process the written word. This difficulty isn't related to their overall intelligence or their ability to see.

## Analysis of Options for Dyslexia

Let's break down the features presented in the options to see which one best describes **Dyslexia**:

- **Difficulty in comprehension of text:** This is a common and defining challenge for individuals with **Dyslexia**. Because they often struggle with decoding words (sounding them out), recognizing words quickly, and reading smoothly, their ability to understand what they are reading is significantly impacted. This aligns with the core nature of **Dyslexia** as a reading disability.
- **Difficulty in walking:** This describes a motor coordination issue. Challenges with walking are typically associated with conditions affecting motor skills, such as Dyspraxia, and are not a characteristic of **Dyslexia**.
- **Difficulty in verbal communication:** While language processing is involved in reading, a primary difficulty specifically in \*speaking\* or verbal communication is usually linked to different conditions like speech disorders or certain types of aphasia. **Dyslexia's** main challenges lie in the processing of written language.
- **Difficulty in eating:** Eating difficulties, particularly swallowing problems (Dysphagia), are physical or neurological issues related to the mouth and throat and are unrelated to the learning challenges posed by **Dyslexia**.

## Conclusion on Dyslexia's Core Challenge

The defining challenge presented in the options that directly relates to the learning disability of **Dyslexia** is the **difficulty in comprehension of text**. This stems from the fundamental reading and word-recognition struggles inherent to the condition.

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19. Answer: a

## Explanation:

Schools play a crucial role in ensuring that all students, including those from **deprived groups**, have access to quality education and the necessary support to succeed. Identifying the right kind of **facility** or approach is key to fostering an inclusive learning environment. Let's examine the options provided to understand what best serves **children belonging to deprived groups**.

## School Facilities Supporting Deprived Children

When considering the needs of **children belonging to deprived groups**, schools should aim to implement measures that address potential disadvantages and promote equitable learning opportunities. This involves understanding the specific challenges these students might face and providing supportive structures.

## Analyzing Educational Flexibility for Students

One significant way to support students, particularly those from disadvantaged backgrounds, is by offering flexibility in their educational path. Let's look at the options:

- **Providing flexibility in choosing the subjects:** This option allows students more control over their learning. For **children belonging to deprived groups**, who may have varying levels of prior knowledge or different areas of interest due to their circumstances, subject choice flexibility can be highly beneficial. It enables them to select subjects that align with their strengths or career aspirations, potentially increasing motivation and engagement. This adaptability can act as a crucial **facility** by accommodating diverse learning needs and backgrounds.
- **Implementing same educational programmes for all children:** While uniformity can be efficient, a 'one-size-fits-all' approach might not adequately address the specific needs or bridge the learning gaps that **children belonging to deprived groups** might experience. Such programs may fail to provide the targeted support required.
- **Forcing them to take admission in special schools:** Segregating students into special schools based on their group affiliation is generally considered

counterproductive to the principles of inclusive education. It can lead to stigmatization and does not necessarily provide a better educational outcome compared to appropriate support within a mainstream setting.

- **Teaching them in a separate section of same school:** Similar to special schools, creating separate sections within the same school can lead to segregation and potential labeling. While sometimes used for remedial purposes, it needs careful implementation to avoid creating a less resourced or stigmatized environment compared to the main sections. It's often less effective than integrated support methods.

## Importance of Tailored School Support

In summary, creating an inclusive and effective learning environment for **children belonging to deprived groups** requires thoughtful consideration of their unique circumstances. Offering adaptable educational structures, such as the flexibility in subject choice, is a positive step. This contrasts with approaches that enforce uniformity or segregation, which may not adequately cater to the diverse needs within these student populations.

Therefore, providing adaptability in educational choices serves as a valuable **facility** to help **children belonging to deprived groups** thrive in the school environment.

## Your Personal Exams Guide

20. Answer: b

### Explanation:

This question explores the appropriate response from a teacher when a student, named Twinkle, exhibits a preference for using her **left hand** when writing. Understanding how to support students' natural inclinations is key in modern education.

## Understanding Left-Handedness in Students

Left-handedness is a natural variation in human motor skills, indicating a preference for using the left arm and hand for tasks. It's not a condition that requires correction. Historically, societal pressures sometimes led to attempts to force left-handed children to use their right hand, but research has shown this can be counterproductive and potentially harmful. Modern educational psychology emphasizes creating inclusive environments that respect individual differences, including handedness.

## Analyzing the Options for Twinkle's Teacher

Here's a breakdown of the choices the teacher has regarding Twinkle's use of her **left hand**:

- **Option 1: Discourage her to use left hand.**

Discouraging Twinkle from using her preferred hand is not advisable. It can undermine her confidence and create unnecessary stress around a natural behavior. Such an approach is outdated and contradicts modern pedagogical principles of acceptance and support.

- **Option 2: Allow her to exercise her choice.**

This option aligns with best practices. Teachers should permit Twinkle to write with her **left hand**, as this is her natural preference. Providing a supportive environment where she feels comfortable and accepted is crucial for her learning and well-being. This respects her autonomy and natural development.

- **Option 3: Report it to the school counselor.**

Simply being left-handed does not warrant reporting to a school counselor. Counseling is typically reserved for addressing learning difficulties, behavioral issues, or emotional distress. Left-handedness, in itself, is not a problem needing professional intervention.

- **Option 4: Force her to use the right hand.**

Forcing Twinkle to switch to her right hand is strongly discouraged. Attempting to suppress a natural handedness can lead to negative consequences, including difficulties with handwriting, reduced academic performance, anxiety, and potentially even speech problems like stuttering. This is an inappropriate and potentially harmful action.

## Teacher's Recommended Action

The most appropriate and supportive action for the teacher is to **allow Twinkle to exercise her choice** and use her **left hand** for writing. This approach fosters a positive learning atmosphere and respects the student's natural abilities and preferences.

---

21. Answer: a

Explanation:

### Examining Pedagogical Strategies: Group Work and Social Learning

This question assesses the understanding of effective teaching practices and the nature of learning. It presents an assertion about classroom activities and a reason related to the learning process. We need to evaluate both statements and their relationship.

### Analyzing Assertion (A): Encouraging Group Work and Peer Discussion

The assertion states that **a teacher should encourage students to work in groups and promote discussions with peers**. This is a well-established pedagogical approach rooted in collaborative learning theories.



- **Benefits of Group Work:** Working in groups allows students to share different perspectives, learn from each other's experiences, and develop teamwork skills.
- **Value of Peer Discussion:** Discussions with peers help students articulate their thoughts, clarify doubts, challenge assumptions, and construct a deeper understanding of the subject matter.
- **Teacher's Role:** Facilitating these activities is crucial for fostering an active and engaging learning environment.

Therefore, the assertion (A) is considered true in the context of modern education.

## Analyzing Reason (R): Learning as a Social Process

The reason posits that **learning is a social process**. This aligns with prominent learning theories, particularly Lev Vygotsky's sociocultural theory.

- **Sociocultural Theory:** This theory emphasizes that social interaction plays a fundamental role in the development of cognition. Learning happens first in a social context and then gets internalized by the individual.
- **Interaction and Learning:** Concepts like the Zone of Proximal Development (ZPD) highlight how learners benefit from interaction with more knowledgeable others (peers or teachers).
- **Collaborative Knowledge Building:** Social interaction facilitates the co-construction of knowledge, negotiation of meaning, and development of higher-order thinking skills.

Based on these principles, the reason (R) is also considered true.

## Connecting Assertion (A) and Reason (R)

Now, we need to determine if Reason (R) correctly explains Assertion (A).

- The assertion promotes group work and peer discussion as valuable teaching strategies.
- The reason explains that learning is inherently social.
- Encouraging group activities and discussions directly leverages the social nature of learning mentioned in the reason. By engaging students in

collaborative tasks and dialogue, teachers capitalize on social interaction to enhance learning outcomes.

Thus, the fact that learning is a social process provides a strong justification for why teachers should implement strategies like group work and peer discussions.

## Conclusion

Both the assertion that teachers should encourage group work and peer discussions, and the reason that learning is a social process, are accurate statements. Furthermore, the social nature of learning directly supports and explains the effectiveness of group-based and discussion-based pedagogical approaches. Therefore, the reason correctly explains the assertion.

---

### 22. Answer: c

#### Explanation:

This question explores methods that enhance **effective and meaningful learning**. Effective learning involves not just memorizing information but understanding it deeply, connecting it to prior knowledge, and being able to apply it. Let's break down each option to see how it contributes to achieving this goal.

## Understanding Components for Meaningful Learning

Promoting **meaningful learning** requires strategies that build understanding and make connections. We need to evaluate each listed item:

### 1. Examples in Promoting Learning

Using **examples** is a fundamental technique in teaching and learning. Examples provide concrete illustrations of abstract concepts or principles. They help learners:

- Visualize abstract ideas.
- See how a concept applies in practice.

- Connect new information to familiar situations.

For instance, explaining the concept of 'gravity' becomes much clearer when examples like an apple falling from a tree or planets orbiting the sun are used. This makes the learning process more concrete and easier to grasp.

## 2. Non-Examples for Deeper Understanding

**Non-examples** are just as crucial as examples. They highlight what a concept is *\*not\**, which helps define its boundaries and differentiate it from similar concepts. By contrasting examples with non-examples, learners can:

- Identify the essential characteristics of a concept.
- Avoid common misconceptions.
- Refine their understanding by understanding the exclusions.

For example, when teaching about 'mammals', showing examples like dogs and cats, and then non-examples like fish or birds, helps clarify the defining features (like having hair/fur, being warm-blooded, feeding milk) that distinguish mammals.

## 3. Analogies for Knowledge Connection

**Analogies** create bridges between new information and what learners already know. They explain something unfamiliar by comparing it to something familiar. This strategy is powerful because it:

- Leverages existing mental frameworks.
- Makes complex topics more accessible.
- Promotes deeper conceptual understanding and retention.

An analogy like comparing the structure of an atom to a solar system (though not perfectly accurate, it aids initial understanding) helps learners visualize the basic arrangement of electrons and the nucleus.

## 4. Understanding Negative Reinforcement

**Negative reinforcement** is a principle from behavioral psychology. It involves strengthening a behavior by removing an unpleasant stimulus when the desired

behavior occurs. For example, stopping a loud noise when a student starts studying. While negative reinforcement can modify behavior, its primary focus is on behavior change rather than the deep, conceptual understanding that characterizes **meaningful learning**. It doesn't directly help learners build connections or grasp the 'why' behind a concept in the same way that examples, non-examples, and analogies do.

## Combining Strategies for Effective Learning

Based on the analysis, **examples** (i), **non-examples** (ii), and **analogies** (iii) are all valuable tools for fostering **effective and meaningful learning**. They engage cognitive processes that lead to deeper understanding, better retention, and the ability to apply knowledge.

**Negative reinforcement** (iv), while a valid learning principle in certain contexts (like behavior modification), is not primarily aimed at building the conceptual understanding and connections that define meaningful learning. Its focus is different.

Therefore, the combination that best promotes effective and meaningful learning includes examples, non-examples, and analogies.

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## Your Personal Exams Guide

23. Answer: d

Explanation:

### Understanding Constructivist Classroom Learning

The question asks how learning is viewed in a **constructivist classroom**. Constructivism is a learning theory that emphasizes the active role of the learner in constructing their own knowledge and understanding. It suggests that learners aren't passive recipients of information but rather actively build upon their prior experiences and interactions.

# Analyzing Learning Conceptualizations in Constructivism

Let's examine the different ways learning is conceptualized in the options provided, keeping the core principles of constructivism in mind:

- **Option 1: Mere reproduction of knowledge.** This perspective suggests that learning is simply about memorizing and repeating information given by an authority (like a teacher). Constructivism moves beyond this, focusing on deeper understanding and the creation of meaning, rather than just recall.
- **Option 2: Disconnected from real life.** A key tenet of constructivism is that learning is most effective when it is relevant and connected to the learner's experiences and the real world. Learning isolated facts or skills without context is generally discouraged.
- **Option 3: A result of classical conditioning.** Classical conditioning, a concept from behaviorism (associated with Pavlov), explains learning through associations between stimuli and responses. While conditioning might play a minor role, it doesn't capture the essence of how constructivists believe learners build complex knowledge structures.
- **Option 4: A result of active interaction with environment.** This aligns directly with constructivist theory. Learners actively engage with their surroundings, manipulate objects, ask questions, experiment, and reflect on the results. This **active interaction** is seen as the primary mechanism through which learners construct understanding and knowledge.

## The Role of Interaction in Constructivist Learning

In a **constructivist classroom**, the teacher acts as a facilitator rather than a lecturer. The environment is set up to encourage exploration and discovery. Learning happens when students are actively involved:

- **Engaging with materials:** Manipulating objects, conducting experiments.
- **Social interaction:** Discussing ideas with peers, collaborating on tasks.
- **Reflecting on experiences:** Thinking about what happened, why it happened, and what it means.

This process involves building mental models and schemas based on experiences. Therefore, learning is fundamentally seen as a process that stems from the learner's **active interaction with the environment**, both physical and social.

## Conclusion on Constructivist Learning

Based on the principles of constructivism, learning is best described as a process where individuals actively construct their understanding through experiences and interactions. Option 4 best captures this fundamental aspect of learning within a constructivist framework.

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### 24. Answer: c

Explanation:

## Strategies for Long-Term Information Recall

Understanding how students can remember information for longer durations is crucial for effective learning. Various cognitive strategies impact memory retention. Let's analyze the effectiveness of the strategies mentioned in the options for promoting long-term memory.

## Analyzing Memory Enhancement Techniques

### Option 1: Grouping with Meaningless Words

While grouping information, often called 'chunking', can be a useful memory technique, using **meaningless words** is generally less effective for long-term retention. The brain remembers information better when it has meaning or can be linked to existing knowledge. Meaningless associations don't provide strong retrieval cues, making recall difficult over extended periods.

### Option 2: Disorganized Information Presentation

Presenting information in a **disorganized manner** actively hinders memory formation and recall. Structure and organization help the brain create meaningful connections between pieces of information. Without this structure, the information is harder to process, encode, and retrieve later, negatively impacting long-term memory.

### Option 3: Creative Visual Metaphors and Analogies

This strategy is highly effective for **long-term memory**. Using **creative visual metaphors and analogies** helps students connect new information to concepts they already understand. Visual imagery and metaphorical thinking create stronger, more elaborate memory traces. Analogies provide context and meaning, making the information more relatable and easier to recall later. This method involves deeper processing, which is key for durable learning.

### Option 4: Information Without Context

Presenting information **without any context** significantly reduces its memorability. Context provides background, relevance, and potential retrieval cues. Information isolated from its context is harder to understand and link to other knowledge, making it less likely to be stored effectively in long-term memory.

## Conclusion on Memory Strategies

Effective strategies for long-term memory rely on making information meaningful, organized, and easily retrievable. Techniques like using **creative visual metaphors and analogies** leverage deeper cognitive processing and create strong associations, significantly aiding students in remembering information for longer durations compared to disorganized presentation, context-free information, or meaningless associations.

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25. Answer: d

Explanation:



## Promoting Problem Solving Abilities: What Teachers Should Avoid

Developing strong **problem solving abilities** is a key goal for educators. This involves guiding students through challenges in a way that builds their critical thinking and analytical skills. Teachers play a crucial role in fostering this environment. Let's examine the options to understand which approach hinders, rather than helps, the development of these essential skills.

### Analyzing Teacher Strategies for Problem Solving

To effectively promote **problem solving abilities**, teachers should focus on strategies that encourage deep understanding, creative thinking, and methodical approaches. Conversely, methods that promote shortcuts or superficial completion can be detrimental.

#### Beneficial Teaching Strategies for Problem Solving

- **Understanding the Problem:** It is vital for teachers to motivate students to fully grasp the problem before attempting a solution. This foundational step ensures students are addressing the correct issue.
- **Multiple Perspectives:** Encouraging students to explore various viewpoints or approaches to a problem fosters flexibility and creativity in their thinking. Seeing a problem from different angles often leads to more robust solutions.
- **Systematic Work Habits:** Helping students develop organized and systematic methods for tackling problems instills discipline and improves efficiency. A structured approach breaks down complex tasks into manageable steps, reducing errors and improving outcomes.

#### Strategy to Avoid for Enhancing Problem Solving

One approach that teachers should actively avoid when aiming to build genuine **problem solving abilities** is encouraging students to simply **complete the task** anyhow.

- **The Pitfalls of "Anyhow" Completion:** This strategy implies that the end result matters more than the process or the understanding gained. It can lead students to:
  - Take shortcuts that compromise learning.
  - Ignore the underlying principles of the problem.
  - Develop poor work habits, focusing on speed over accuracy or understanding.
  - Miss opportunities to develop critical thinking and analytical skills.
- **Impact on Skill Development:** When the focus is merely on finishing, students are less likely to engage deeply with the problem, explore different solutions, or learn from mistakes. This undermines the core objective of developing robust **problem solving abilities**.

## Conclusion

While teachers should aim for task completion, the manner of completion is critical for skill development. Encouraging students to understand the problem, consider different perspectives, and work systematically are positive reinforcement strategies. However, promoting the idea of completing a task "anyhow" sacrifices the learning process and hinders the development of valuable **problem solving abilities**.

Your Personal Exams Guide

26. Answer: c

Explanation:

### Teacher's Approach to Student Errors

When students make mistakes, it's a valuable opportunity for learning and assessment. A teacher's primary role is to facilitate understanding and guide students towards correct knowledge and skills. Effectively addressing student errors involves diagnosing the cause rather than simply reacting to the mistake itself.

### Identifying Learning Gaps: The Core Strategy

The most constructive way for a teacher to handle errors made by students is to **find out the learning gaps causing errors**. This approach focuses on the root cause of the mistake. When a teacher identifies a learning gap, they can understand where the student's comprehension broke down. This allows for:

- **Targeted Intervention:** Providing specific explanations or activities to address the exact area of difficulty.
- **Personalized Learning:** Tailoring instruction to meet the individual needs of the student.
- **Building Confidence:** Helping students overcome obstacles by addressing the underlying issues, rather than just correcting the surface mistake.
- **Preventing Future Errors:** Ensuring that the foundational concepts are understood correctly to avoid similar mistakes later on.

This diagnostic process often involves observing the student's work, asking probing questions, or using diagnostic assessments to pinpoint the specific misunderstanding.

## Evaluating Other Error Management Strategies

Let's consider why the other options are less effective:

- **Minimizing errors by negative reinforcement:** Negative reinforcement involves removing an unpleasant stimulus to increase a behavior. While it might aim to reduce errors, it's not the most effective pedagogical strategy for learning. It can create anxiety and doesn't address the core learning deficit.
- **Minimizing errors by punishment:** Punishment aims to decrease the likelihood of a behavior. Punishing students for errors can lead to fear of making mistakes, reduced participation, anxiety, and can damage the student-teacher relationship. It fails to foster a positive learning environment and doesn't correct the underlying learning gap.
- **Ignoring the errors:** Overlooking mistakes prevents students from receiving necessary feedback and correction. This allows misunderstandings to persist, potentially hindering future learning and leading to a weaker grasp of the subject matter.

## Conclusion: Effective Error Correction

In summary, a teacher should view student errors not as failures, but as diagnostic information. By focusing on identifying and addressing the **learning gaps** that lead to these errors, teachers can provide the most effective support, promote deeper understanding, and foster a positive and productive learning environment.

### 27. Answer: c

Explanation:

## Understanding the Interconnectedness of Cognition and Emotions

This question explores the relationship between two fundamental aspects of human experience: cognition and emotions. Let's break down what these terms mean and how they interact.

### Defining Cognition and Emotions

- **Cognition:** Refers to the mental processes involved in gaining knowledge and comprehension. This includes thinking, learning, remembering, judging, problem-solving, and attention. Essentially, it's how we process information and understand the world around us.
- **Emotions:** These are complex states of feeling resulting in physical and psychological changes that influence our thoughts and behavior. Examples include happiness, sadness, anger, fear, and surprise. They are our subjective experiences of feelings.

### Analyzing the Relationship: Cognition and Emotions

The interaction between cognition and emotions is a central topic in psychology. Contrary to viewing them as separate entities, research consistently shows they are deeply intertwined.

- **Cognition Influences Emotions:** How we think about a situation directly impacts how we feel. For example, if you *cognitively appraise* a situation as threatening (e.g., thinking you might fail an important test), you are likely to experience fear or anxiety (an *emotion*). Conversely, interpreting a situation positively can lead to feelings of happiness or contentment.
- **Emotions Influence Cognition:** Our emotional state can significantly affect our cognitive processes. For instance, when feeling happy, individuals often exhibit more flexible and creative thinking. Conversely, strong negative emotions like anger or sadness can narrow focus and impair decision-making or memory recall.
- **Bidirectional Link:** The relationship is typically bidirectional – thoughts affect feelings, and feelings affect thoughts. This continuous loop highlights their *interrelatedness*.

## Evaluating the Options

Let's examine why the options provided fit or don't fit this understanding:

- **Option 1: Independent to each other** – This is incorrect. Cognitive processes and emotional states are not isolated; they constantly influence each other.
- **Option 2: Rarely related to each other** – This is also incorrect. The connection between cognition and emotions is not rare but frequent and fundamental to human experience.
- **Option 3: Interrelated to each other** – This accurately describes the relationship. Our thinking processes and emotional experiences are deeply linked and mutually influential.
- **Option 4: Not influenced by environmental factors** – This statement is incorrect on two counts. Firstly, both cognition and emotions *are* significantly influenced by environmental factors (e.g., learning from experiences, reacting to events). Secondly, this option distracts from the core question about the relationship *between* cognition and emotions themselves.

## Conclusion on Interrelation

The prevailing view in psychology is that **cognition and emotions** are complexly **interrelated**. They work together, shaping our perceptions, decisions, and overall

behavior. Understanding this connection is key to understanding ourselves.

## 28. Answer: b

Explanation:

### Understanding Student Attribution and Psychological Response

This question explores the psychological impact on a student who consistently attributes their repeated failures to their own inherent lack of ability. When a student believes their failures are due to something they cannot change, like a fundamental lack of skill or intelligence, it shapes how they perceive themselves and their potential for future success.

### Analyzing the Student's Perspective

Consider a student experiencing **repeated failures** in their academic pursuits. If this student's internal explanation, or attribution, for these failures is their **lack of ability**, they are essentially concluding that they are not smart enough or capable enough to succeed. This perception can lead to a significant shift in their mindset and feelings about their academic environment and themselves.

### Identifying Learned Helplessness

The scenario described strongly points towards the development of **learned helplessness**. This psychological concept occurs when an individual feels powerless because they have experienced repeated uncontrollable negative events. In this case:

- **Cause of Failure:** The student perceives their **lack of ability** as the reason for **repeated failures**.
- **Attribution:** This is an internal (about oneself), stable (unlikely to change), and often global (affecting many areas) attribution.

- **Resulting Belief:** The student develops a belief that failure is inevitable and unavoidable, regardless of their effort. They feel helpless to change their situation.
- **Behavioral Outcome:** This can lead to passivity, lack of motivation, reduced effort, and continued poor performance, reinforcing the initial belief.

Essentially, the student has 'learned' that their actions don't matter because the perceived cause (lack of ability) is seen as unchangeable.

## Evaluating Other Psychological Concepts

Let's look at why the other options are less likely in this specific situation:

- **High self-esteem** and **positive self-concept** are states associated with confidence and a positive view of oneself. Attributing failures to a fundamental lack of ability directly undermines these positive feelings, making them unlikely outcomes.
- **Increased self-efficacy** refers to a growing belief in one's capability to succeed in specific situations or accomplish tasks. When a student attributes failure to a lack of ability, their belief in their capability is likely to decrease, not increase. Self-efficacy would likely diminish rather than grow.

## Conclusion on Student Mindset

Therefore, a student who consistently views their **lack of ability** as the reason for **repeated failures** is most likely to develop a profound sense of helplessness, where they feel incapable of influencing outcomes and resigned to failure.

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29. Answer: a

Explanation:

## National Education Policy 2020: Key Focus Areas



The National Education Policy (NEP) 2020 represents a significant overhaul of India's education system, aiming to transform learning, teaching, and assessment from early childhood to higher education. It emphasizes a holistic and multidisciplinary approach, moving away from rote learning towards conceptual understanding and skill development.

## Understanding Multidisciplinary Education

The core idea of **multidisciplinary education**, as promoted by NEP 2020, involves integrating knowledge and skills across different subjects and disciplines. Instead of learning in isolated 'silos', students are encouraged to explore connections between various fields like science, arts, humanities, and vocational training.

- **Flexibility:** Students gain the freedom to choose subjects and combinations that align with their interests and career goals.
- **Holistic Development:** It fosters critical thinking, creativity, and problem-solving skills by encouraging students to view issues from multiple perspectives.
- **Breaking Silos:** NEP 2020 aims to break down the rigid separation between arts and sciences, ensuring students receive a well-rounded education.

## Evaluating Educational Approaches Mentioned in Options

Let's analyze the other options in the context of NEP 2020's objectives:

- **Rigid Curriculum:** NEP 2020 explicitly advocates for a **flexible** and adaptable curriculum. It moves away from a rigid structure, allowing for greater student choice and interdisciplinary learning pathways. Therefore, a rigid curriculum is contrary to the policy's intent.
- **Summative Assessment:** While summative assessments (like final exams) will still exist, NEP 2020 emphasizes a shift towards more **continuous, competency-based, and formative assessments**. The goal is to track student progress throughout the learning process and provide timely feedback, rather than focusing solely on end-of-term results.
- **Exam-centric Pedagogy:** NEP 2020 seeks to move away from a pedagogy that is solely focused on preparing students for examinations. It promotes teaching

methods that encourage deep understanding, application of knowledge, creativity, and analytical skills, rather than rote memorization for exams.

## Conclusion on NEP 2020 Emphasis

Based on the principles outlined in the National Education Policy 2020, the policy strongly emphasizes the integration of different subjects and flexible learning pathways. This aligns directly with the concept of **multidisciplinary education**, which is central to achieving the policy's goal of holistic student development and preparing learners for the complexities of the 21st century.

### 30. Answer: a

Explanation:

## Examining Factors Impacting Learning Negatively

Learning is a process that can be influenced by many different factors. Some of these factors help learning, while others can create difficulties or **impact learning negatively**. It's important to understand what these factors are and how they affect students.

## Malnutrition's Negative Impact on Learning

**Malnutrition** refers to not getting the right amount of nutrients, whether it's too little or too much. When students suffer from malnutrition, it can significantly hinder their ability to learn effectively. Here's how:

- **Brain Function:** The brain needs specific nutrients to work properly. Malnutrition can impair cognitive functions like concentration, memory recall, and the ability to solve problems. This makes focusing in class or during study sessions very difficult.
- **Energy Levels:** Students who are malnourished often feel tired and lack the energy needed to actively participate in learning activities or stay alert

throughout the school day.

- **Attention:** Poor nutrition is linked to difficulties in maintaining focus and attention, which are essential for understanding new information and completing tasks.
- **Overall Health:** Malnutrition can weaken the immune system, leading to more frequent illnesses. This results in more missed school days, disrupting the learning process.

Proper nutrition is therefore fundamental for a student's cognitive development and overall academic success.

## Curiosity: A Positive Influence on Learning

**Curiosity** is that natural desire to know or learn something new. It plays a vital role in making learning a positive experience:

- It encourages students to ask questions and explore topics more deeply.
- It increases engagement and makes learning more interesting and enjoyable.
- Curiosity helps students become more motivated to learn and retain information.

Having curiosity generally helps, rather than hinders, the learning process.

## Metacognition: Enhancing the Learning Process

**Metacognition** is often described as "thinking about thinking." It involves understanding your own learning process and being able to manage it. Developing metacognitive skills benefits learning by:

- Helping students plan how they will approach a learning task.
- Enabling them to monitor their understanding as they learn.
- Allowing them to adjust their learning strategies if something isn't working.

Metacognition empowers students to take control of their learning, leading to better outcomes.

## Mastery-Oriented Goals Foster Learning

Setting **mastery-oriented goals** means focusing on gaining competence and truly understanding a subject, rather than just getting good grades or outperforming others. This approach supports learning by:

- Encouraging students to put in effort and persist through difficulties.
- Promoting a deeper focus on learning and skill development.
- Building resilience and a willingness to tackle challenging tasks.

A focus on mastery typically leads to more robust and lasting learning.

## Conclusion on Factors Affecting Learning

In summary, while curiosity, metacognition, and mastery-oriented goals are beneficial for academic development, conditions like **malnutrition** can create significant obstacles, negatively impacting a student's ability to learn effectively.

31. Answer: a

Explanation:

## Understanding the Sum of Two Even and Two Odd Numbers

This explanation details why the sum of two **even numbers** and two **odd numbers** always results in an even number. We'll use basic definitions and algebraic representations to demonstrate this property, focusing on the key terms **sum**, **even**, and **odd**.

### Properties of Even and Odd Numbers

- **Even Numbers:** An integer that is exactly divisible by 2. It can be written in the form  $2k$ , where  $k$  is any integer. For example, 4, 10, 0, -6 are even numbers.
- **Odd Numbers:** An integer that is not exactly divisible by 2. It can be written in the form  $2k + 1$ , where  $k$  is any integer. For example, 3, 7, 1, -5 are odd numbers.

## Mathematical Analysis of the Sum

Let's represent the two even numbers as  $E_1$  and  $E_2$ , and the two odd numbers as  $O_1$  and  $O_2$ . We want to determine the nature of the **sum**  $S = E_1 + E_2 + O_1 + O_2$ .

Using the algebraic forms for even and odd numbers:

- $E_1 = 2a$  (where  $a$  is an integer)
- $E_2 = 2b$  (where  $b$  is an integer)
- $O_1 = 2c + 1$  (where  $c$  is an integer)
- $O_2 = 2d + 1$  (where  $d$  is an integer)

The total **sum**  $S$  can be written by substituting these forms:

$$S = (2a) + (2b) + (2c + 1) + (2d + 1)$$

Now, let's rearrange and combine the terms:

$$S = 2a + 2b + 2c + 2d + 1 + 1$$

$$S = 2a + 2b + 2c + 2d + 2$$

We can factor out the common factor of 2 from all terms:

$$S = 2(a + b + c + d + 1)$$

Let  $K = a + b + c + d + 1$ . Since  $a, b, c$ , and  $d$  are integers, their sum  $(a + b + c + d + 1)$  is also an integer.

Therefore, the sum  $S$  is in the form  $S = 2K$ . By definition, any number that can be written in the form  $2K$  (where  $K$  is an integer) is an **even number**.

## Exploring Sum Components

Alternatively, we can consider the sums of pairs:

- **Sum of two even numbers:**  $E_1 + E_2 = 2a + 2b = 2(a + b)$ . This result is always **even** because it's a multiple of 2.
- **Sum of two odd numbers:**  $O_1 + O_2 = (2c + 1) + (2d + 1) = 2c + 2d + 2 = 2(c + d + 1)$ . This result is also always **even**, as it can be factored into  $2 \times$  (an integer).

The total sum  $S$  is the sum of these two intermediate results:

$$S = (\text{Even Number}) + (\text{Even Number})$$

Adding two **even numbers** always results in another **even number**.

### Illustrative Example

Let's verify this with a practical example using the numbers involved:

- Choose two even numbers: Let's pick 4 and 10.
- Choose two odd numbers: Let's pick 3 and 9.
- Calculate the sum:  $S = 4 + 10 + 3 + 9$
- First, sum the even numbers:  $4 + 10 = 14$  (which is even).
- Next, sum the odd numbers:  $3 + 9 = 12$  (which is even).
- Finally, sum these results:  $S = 14 + 12 = 26$ .

The final result, 26, is an **even number**, which confirms our analysis.

### Conclusion on the Sum

Based on the mathematical definitions and the analysis of the sums, the result of adding two **even numbers** and two **odd numbers** is **always even**.

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32. Answer: a

Explanation:

### Understanding the Rectangular Cake Division

This problem involves calculating the fraction of a whole cake represented by a piece after several division steps. We need to track how the size of the pieces changes with each division.

### Initial Division of the Cake

The process starts with a rectangular cake that is cut into **4** equal parts.

The size of each part relative to the whole cake is:

$$\frac{1}{4}$$

This means after the first cut, we have 4 pieces, and each piece is one-fourth of the original cake.

## First Division of a Part

Next, the problem states that **one** of these **4 equal parts** is taken and **divided** into **2** equal parts.

The part being divided is  $\frac{1}{4}$  of the whole cake.

When this part is divided into 2 equal pieces, the size of each new piece is calculated as:

$$\text{Size of new piece} = \frac{1}{2} \times (\text{Size of the part})$$

Substituting the size of the part:

$$\text{Size of new piece} = \frac{1}{2} \times \frac{1}{4}$$

Multiplying the fractions gives:

$$\text{Size of new piece} = \frac{1 \times 1}{2 \times 4} = \frac{1}{8}$$

So, after this second division step, the pieces obtained are each  $\frac{1}{8}$  of the original cake.

## Calculating the Smallest Part

The final step involves taking **one** of the pieces from the previous stage (which is  $\frac{1}{8}$  of the cake) and dividing it into **4** equal parts again.

We need to find the size of the **smallest part** resulting from this division.



The size of the piece being divided is  $\frac{1}{8}$  of the cake.

To find the size of the smallest part, we divide this piece into 4 equal fractions:

$$\text{Size of smallest part} = \frac{1}{4} \times (\text{Size of the piece})$$

$$\text{Size of smallest part} = \frac{1}{4} \times \frac{1}{8}$$

Multiplying the fractions:

$$\text{Size of smallest part} = \frac{1 \times 1}{4 \times 8} = \frac{1}{32}$$

This calculation shows that the smallest part is  $\frac{1}{32}$  of the original cake.

## Final Answer Summary

By following the steps of division described in the problem, we determined the fractional size of the smallest piece. The initial division resulted in pieces of size  $\frac{1}{4}$ . The first subsequent division created pieces of size  $\frac{1}{8}$ . The final division, where a piece of size  $\frac{1}{8}$  was divided into 4 equal parts, resulted in the smallest pieces, each being  $\frac{1}{32}$  of the total cake.

33. Answer: d

Explanation:

## Finding the Largest Number with Both Colors (Multiples of 8 and 9)

The question asks us to find the largest number between 1 and 100 that Jeevan wrote, which gets shaded by both Minu and Mahin. Minu uses yellow for multiples of 8, and Mahin uses green for multiples of 9. Therefore, we are looking for the largest number in the range  $[1, 100]$  that is a multiple of both 8 and 9.

## Understanding Common Multiples

A number that is a multiple of both 8 and 9 is known as a common multiple of 8 and 9. To find these common multiples, we first need to determine their Least Common Multiple (LCM).

All common multiples of two numbers are actually multiples of their LCM.

## Calculating the LCM of 8 and 9

We can find the LCM of 8 and 9 using prime factorization:

- Prime factors of 8:  $2 \times 2 \times 2 = 2^3$
- Prime factors of 9:  $3 \times 3 = 3^2$

The LCM is found by taking the highest power of each prime factor present in either number:

$$\text{LCM}(8, 9) = 2^3 \times 3^2$$

$$\text{LCM}(8, 9) = 8 \times 9$$

$$\text{LCM}(8, 9) = 72$$

## Listing Multiples within the Range 1 to 100

Since the LCM of 8 and 9 is 72, any number that is a multiple of both 8 and 9 must be a multiple of 72. We need to find which multiples of 72 fall within the range of numbers from 1 to 100.

- The first multiple of 72 is  $72 \times 1 = 72$ . This is within the range  $[1, 100]$ .
- The second multiple of 72 is  $72 \times 2 = 144$ . This is outside the range  $[1, 100]$ .

## Identifying the Largest Number with Both Colors

From the multiples listed above, only 72 falls within the range of 1 to 100.

Therefore, 72 is the largest number that is divisible by both 8 and 9, meaning it will be the largest number shaded with both yellow (for being a multiple of 8) and green

(for being a multiple of 9).

#### 34. Answer: b

Explanation:

### Magic Square Row Sum Calculation

This problem asks us to find the sum of numbers in each row of a 3x3 **magic square** constructed using the integers from **3 to 11**. A key property of a magic square is that the sum of numbers in every row, column, and main diagonal is the same. This constant sum is referred to as the **magic constant**.

### Understanding the Numbers and Grid

The set of numbers Anagha will use for the magic square is  $\{3, 4, 5, 6, 7, 8, 9, 10, 11\}$ .

There are a total of 9 numbers in this set. This count matches the number of cells in a 3x3 grid, which is  $3 \times 3 = 9$  cells.

### Calculating the Sum for Each Row

To determine the sum required for each row, we can calculate the total sum of all the numbers provided and then divide it by the number of rows in the square.

### Numbers Used for the Magic Square

The integers provided are from 3 to 11, inclusive.

The total count of these numbers can be calculated as:  $n = \text{Last Number} - \text{First Number} + 1$ .

So,  $n = 11 - 3 + 1 = 9$ .

### Calculating the Total Sum

We need to find the sum of the arithmetic sequence: 3, 4, 5, 6, 7, 8, 9, 10, 11.

The formula for the sum of an arithmetic series is:

$$\text{Sum} = \frac{n}{2} \times (a_1 + a_n)$$

Where:

- $n$  represents the total number of terms in the sequence, which is 9.
- $a_1$  is the first term of the sequence, which is 3.
- $a_n$  is the last term of the sequence, which is 11.

Substituting these values into the formula:

$$\text{Sum} = \frac{9}{2} \times (3 + 11)$$

$$\text{Sum} = \frac{9}{2} \times 14$$

$$\text{Sum} = 9 \times 7$$

$$\text{Sum} = 63$$

The total sum of all the numbers used (3 through 11) is 63.

## Determining the Row Sum

A 3x3 magic square consists of 3 rows. Since it's a magic square, the total sum of all its numbers must be distributed equally across these 3 rows.

Therefore, the sum of the numbers in each row is found by dividing the total sum by the number of rows.

$$\text{Sum per row} = \frac{\text{Total Sum}}{\text{Number of Rows}}$$

$$\text{Sum per row} = \frac{63}{3}$$

$$\text{Sum per row} = 21$$

This means that for the 3x3 magic square created using the numbers 3 to 11, the sum of the numbers in each row will be 21.

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### 35. Answer: b

Explanation:

## Finding the Numbers Based on Sum and Difference

This problem involves finding two unknown numbers, traditionally represented as  $x$  and  $y$ , using the information provided about their sum and difference. We are given that the sum of the two numbers is 110 and their difference is 100. Our goal is to determine the specific values of  $x$  and  $y$  that satisfy these conditions.

## Setting Up the Equations

We can translate the given information into a system of two linear equations:

- The sum of the two numbers is 110:

$$x + y = 110$$

- The difference of the two numbers is 100:

$$x - y = 100$$

We now have a system of equations that we need to solve simultaneously to find the values of  $x$  and  $y$ .

## Solving the System of Equations

A common method to solve such a system is the elimination method. We can add the two equations together to eliminate  $y$ .

1. Add the two equations:

Add the first equation (

$$x + y = 110$$

) to the second equation (

$$x - y = 100$$

):

$$(x + y) + (x - y) = 110 + 100$$

Combine like terms:

$$2x = 210$$

## 2. Solve for x:

Divide both sides of the equation

$$2x = 210$$

by 2:

$$x = \frac{210}{2}$$

$$x = 105$$

## 3. Solve for y:

Substitute the value of  $x$  (which is 105) back into the first equation (

$$x + y = 110$$

):

$$105 + y = 110$$

Subtract 105 from both sides to find  $y$ :

$$y = 110 - 105$$

$$y = 5$$

## Verifying the Solution

Let's check if our values for  $x$  and  $y$  satisfy the original conditions:

- Check the sum: Is

$$x + y = 110$$

?

$$105 + 5 = 110$$

This is true.

- Check the difference: Is

$$x - y = 100$$

?

$$105 - 5 = 100$$

This is also true.

Both conditions are met, confirming our values for  $x$  and  $y$  are correct.

## Conclusion

The two numbers are  $x = 105$  and  $y = 5$ . This corresponds to the second option provided.

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36. Answer: b

Explanation:

### Divisibility by 9 Explained



To determine if a number is divisible by 9, we use a simple rule: a number is divisible by 9 if the sum of its digits is divisible by 9. We will apply this rule to each of the given numbers.

## Checking Number Divisibility by 9

Let's examine each option:

### Option 1: 261345

First, calculate the sum of the digits:

$$\text{Sum} = 2 + 6 + 1 + 3 + 4 + 5 = 21$$

Now, check if 21 is divisible by 9. Since  $21 \div 9$  is not a whole number ( $21 = 9 \times 2 + 3$ ), 261345 is not divisible by 9.

### Option 2: 216315

Calculate the sum of the digits:

$$\text{Sum} = 2 + 1 + 6 + 3 + 1 + 5 = 18$$

Check if 18 is divisible by 9. Since  $18 \div 9 = 2$ , which is a whole number, 216315 is divisible by 9.

### Option 3: 216615

Calculate the sum of the digits:

$$\text{Sum} = 2 + 1 + 6 + 6 + 1 + 5 = 21$$

Check if 21 is divisible by 9. As found earlier, 21 is not divisible by 9, so 216615 is not divisible by 9.

### Option 4: 216617

Calculate the sum of the digits:

$$\text{Sum} = 2 + 1 + 6 + 6 + 1 + 7 = 23$$

Check if 23 is divisible by 9. Since  $23 \div 9$  is not a whole number ( $23 = 9 \times 2 + 5$ ), 216617 is not divisible by 9.

## Summary of Divisibility Tests

We can summarize the results in a table:

| Number | Sum of Digits                | Is Sum Divisible by 9? | Is Number Divisible by 9? |
|--------|------------------------------|------------------------|---------------------------|
| 261345 | $2 + 6 + 1 + 3 + 4 + 5 = 21$ | No                     | No                        |
| 216315 | $2 + 1 + 6 + 3 + 1 + 5 = 18$ | Yes                    | Yes                       |
| 216615 | $2 + 1 + 6 + 6 + 1 + 5 = 21$ | No                     | No                        |
| 216617 | $2 + 1 + 6 + 6 + 1 + 7 = 23$ | No                     | No                        |

## Conclusion on Divisibility

Based on the divisibility rule for 9, the number 216315 is the only one whose sum of digits (18) is divisible by 9.

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37. Answer: b

Explanation:

## Geometric Analysis of Angles in the Letter "H"

This question requires us to determine the sum of all angles formed within the structure of the letter "H" and relate it to standard geometric angle sums. We need to carefully examine the geometry of the letter "H".

### Understanding the Shape of the Letter "H"

Geometrically, the letter “H” is typically represented by two parallel vertical line segments connected by a single horizontal line segment situated between them. This configuration naturally creates two rectangular shapes or spaces within its structure.

Key components:

- Two vertical line segments, assumed to be parallel.
- One horizontal line segment connecting the two vertical segments.

We focus on the angles formed at the points where the horizontal segment intersects the vertical segments. Assuming these intersections form right angles (as is standard in block lettering), we have specific geometric angles created.

## Calculating the Sum of Formed Angles

At each of the two junctions where the horizontal bar meets a vertical bar, four angles are formed. If the horizontal bar is perpendicular to the vertical bars, each of these angles is a right angle, measuring  $90^\circ$ .

Consider one junction point. The sum of the four angles formed there is:

$$90^\circ + 90^\circ + 90^\circ + 90^\circ$$

This calculation simplifies to:

$$4 \times 90^\circ = 360^\circ$$

This value,  $360^\circ$ , is significant in geometry.

Alternatively, we can view the letter “H” as being composed of two rectangles. Each rectangle is a quadrilateral. The sum of the interior angles of any quadrilateral can be calculated using the formula:

$$\text{Sum of interior angles} = (n - 2) \times 180^\circ$$

Where  $n$  is the number of sides. For a quadrilateral,  $n = 4$ , so the sum is:

$$(4 - 2) \times 180^\circ = 2 \times 180^\circ = 360^\circ$$

Thus, the sum of the angles formed at one junction, or the sum of interior angles of one rectangular part of the "H", is  $360^\circ$ .

## Evaluating the Options Provided

Let's compare our findings with the given choices:

- **Option 1: sum of angles of a triangle.** A triangle's angles sum to  $180^\circ$ . This does not match the  $360^\circ$  derived from the letter "H".
- **Option 2: sum of interior angles of a quadrilateral.** A quadrilateral's interior angles sum to  $360^\circ$ . This aligns perfectly with our calculation for the angles formed by the structure of the letter "H".
- **Option 3: angle opposite to hypotenuse of a right-angled triangle.** This angle is always  $90^\circ$ . This is only a part of the angles formed in the letter "H", not the total sum we calculated.
- **Option 4: four times the angle formed at one vertex of an equilateral triangle.** An equilateral triangle has angles of  $60^\circ$ . Four times this value is  $4 \times 60^\circ = 240^\circ$ . This value is incorrect.

## Final Conclusion

The sum of the angles formed at the intersection points where the horizontal bar meets the vertical bars of the letter "H" equals  $360^\circ$ . This value is identical to the sum of the interior angles of a quadrilateral. Therefore, the sum of all angles formed in the letter "H" is equal to the sum of interior angles of a quadrilateral.

38. Answer: c

Explanation:

## Determining Clock Hand Positions at 9:00 am

To calculate the **distance** between the tips of the **minute hand** and the **hour hand** on a 12-hour clock at **9:00 am**, we first need to visualize their positions.

- At 9:00 am, the **minute hand** is exactly pointing towards the 12 on the clock face.
- At 9:00 am, the **hour hand** is pointing directly at the 9 on the clock face.

## Calculating the Angle Between the Hands

A clock is a circular dial representing  $360^\circ$ . The numbers 1 through 12 divide the clock into 12 equal sections.

The angle between each consecutive hour mark can be calculated as:

$$\text{Angle between hour marks} = \frac{360^\circ}{12} = 30^\circ$$

At 9:00 am, the minute hand is at the 12 and the hour hand is at the 9. The number of hour intervals between the 9 and the 12 is 3 (i.e., 9 to 10, 10 to 11, 11 to 12).

Therefore, the **angle** between the minute hand and the hour hand is:

$$\text{Angle} = 3 \times 30^\circ = 90^\circ$$

## Using Geometric Principles for Distance Calculation

We are given the lengths of the clock hands:

- Length of the minute hand = 4 cm
- Length of the hour hand = 3 cm

Imagine the center of the clock as a vertex. The two hands form two sides of a triangle originating from this vertex. The distance between the tips of the hands is the third side of this triangle.

Since the angle between the hands at 9:00 am is  $90^\circ$ , the triangle formed by the hands and the line connecting their tips is a right-angled triangle.

We can use the Pythagorean theorem to find the length of the hypotenuse (the distance between the tips, denoted as  $d$ ). The theorem states that in a right-angled triangle, the square of the hypotenuse ( $d^2$ ) is equal to the sum of the squares of the other two sides (the lengths of the hands).

$$d^2 = (\text{length of hour hand})^2 + (\text{length of minute hand})^2$$

Plugging in the given lengths:

$$d^2 = (3 \text{ cm})^2 + (4 \text{ cm})^2$$

$$d^2 = 9 \text{ cm}^2 + 16 \text{ cm}^2$$

$$d^2 = 25 \text{ cm}^2$$

To find the distance  $d$ , we take the square root of  $d^2$ :

$$d = \sqrt{25 \text{ cm}^2}$$

$$d = 5 \text{ cm}$$

## Final Answer Determination

The distance between the tips of the minute hand and the hour hand at 9:00 am is 5 cm. This is a common scenario where the hand lengths form the legs of a right-angled triangle, and the distance between their tips is the hypotenuse, resulting in a 3-4-5 ratio.

39. Answer: a

Explanation:

## Understanding Figures and Half Turns

The question asks us to identify which geometric concept is being taught when students are asked to determine how many of the given figures – a circle, a square, and a triangle – look the same after a half turn. A half turn is equivalent to a rotation of 180 degrees about the center of the figure.

## Analyzing Figures After a Half Turn

Let's examine each figure to see how it appears after being rotated by 180 degrees:

- **Circle:** A circle is perfectly symmetrical. No matter how much you rotate it around its center (as long as it's less than 360 degrees), it always looks exactly the same. Thus, a circle looks the same after a half turn.
- **Square:** A square has four sides of equal length and four right angles. When rotated by 180 degrees about its center, its corners swap positions in a way that it perfectly overlaps its original outline. So, a square looks the same after a half turn.
- **Triangle:**
  - An equilateral triangle (all sides equal) looks the same after rotations of 120 degrees and 240 degrees, but it does **not** look the same after a 180-degree half turn.
  - Other types of triangles, like isosceles or scalene triangles, generally do not look the same after a 180-degree rotation.

Therefore, the triangle does not look the same after a half turn.

Based on this analysis, **two** figures (the circle and the square) will look the same after a half turn.

## Identifying the Relevant Symmetry Concept

The teacher wants the students to understand the property related to shapes appearing identical after rotation. Let's look at the options:

- **Rotational symmetry:** This is the property a shape has when it looks the same after being rotated by a certain angle (less than 360 degrees) around its center. A half turn (180 degrees) is a specific angle for rotation. Since the circle and square look the same after a half turn, they possess rotational symmetry at 180 degrees. This perfectly matches the activity described.
- **Lines of symmetry:** This refers to a line that divides a shape into two mirror-image halves. While squares and some triangles have lines of symmetry, this concept is about reflection (folding), not rotation. The question specifically asks about a 'turn' (rotation).
- **Comparison of angles:** This involves measuring or comparing the angles within the shapes. It does not relate to how the shape looks after a rotation. For example, while a square has angles of 90 degrees and an equilateral triangle



has angles of 60 degrees, this doesn't directly address the 'looking the same after a half turn' property.

- **Comparison of areas:** This involves calculating or comparing the space enclosed by the shapes. Area remains constant during rotation, but comparing areas isn't the focus of whether the shape \*looks the same\* after rotation.

## Conclusion on Rotational Symmetry

The activity directly tests the understanding of how shapes change (or don't change) their appearance when rotated. The concept that defines this is **rotational symmetry**. The teacher is guiding students to observe that certain figures, like the circle and square, retain their appearance after specific rotations, including a half turn (180 degrees).

40. Answer: c

Explanation:

## Detailed Explanation for Calculating Age

### Understanding Bincy's Age Calculation

The question requires calculating Bincy's precise **age** on a specific date, which is 31 - 07 - 2022. We are given her **birth date** as 08 - 08 - 2007. The goal is to find the duration between these two dates in terms of **years, months, and days**.

### Method for Calculating Age

To calculate the age, we subtract the **birth date** from the specified **target date**. The standard method involves subtracting the years, then the months, and finally the days, managing any necessary borrowing between units.

Step 1: Setting up the Dates

It's helpful to list the dates clearly:

- Target Date: 31st July 2022
- Birth Date: 8th August 2007

Let's represent them in Day-Month-Year format for calculation:

- Target Date: 31 - 07 - 2022
- Birth Date: 08 - 08 - 2007

## Step 2: Calculating the Difference in Years

Subtract the birth year from the target year:

$$\text{Year Calculation} = \text{Target Year} - \text{Birth Year}$$

$$\text{Year Calculation} = 2022 - 2007 = 15 \text{ years}$$

## Step 3: Calculating the Difference in Months

Subtract the birth month from the target month:

$$\text{Month Calculation} = \text{Target Month} - \text{Birth Month}$$

$$\text{Month Calculation} = 7 - 8 = -1 \text{ month}$$

Because the result is negative ( $-1$ ), the target month (July, month 7) is earlier in the calendar year than the birth month (August, month 8). To correct this, we need to borrow **1 year** (equivalent to **12 months**) from the year difference calculated in Step 2.

- Adjusted Year Difference:  $15 \text{ years} - 1 \text{ year} = 14 \text{ years}$
- Adjusted Month Calculation:  $-1 \text{ month} + 12 \text{ months} = 11 \text{ months}$

At this point, the calculated age is 14 years and 11 months.

## Step 4: Calculating the Difference in Days

Subtract the birth day from the target day:

$$\text{Day Calculation} = \text{Target Day} - \text{Birth Day}$$

$$\text{Day Calculation} = 31 - 8 = 23 \text{ days}$$

The result for days (23) is positive, so no borrowing is needed from the months.

### Step 5: Final Age Calculation

Combine the results from the previous steps:

- Years: 14
- Months: 11
- Days: 23

Therefore, Bincy's age on 31 - 07 - 2022 was **14 years, 11 months, and 23 days**.

### Verifying the Calculated Age

We can confirm the result by adding the calculated age to the birth date:

1. Start with the **birth date**: 08 - 08 - 2007
2. Add the calculated **years** (14 years):

$$08 - 08 - 2007 + 14 \text{ years} = 08 - 08 - 2021$$

3. Add the calculated **months** (11 months):

$$08 - 08 - 2021 + 11 \text{ months} = 08 - 07 - 2022$$

(Counting 11 months forward from August 2021 lands in July 2022).

4. Add the calculated **days** (23 days):

$$08 - 07 - 2022 + 23 \text{ days} = (8 + 23) - 07 - 2022 = 31 - 07 - 2022$$

The final date obtained after adding the age matches the target date (31 - 07 - 2022), confirming the calculation is correct.

### Conclusion

Based on the calculations, Bincy's age on 31 - 07 - 2022 was **14 years, 11 months, and 23 days**.

#### 41. Answer: c

##### Explanation:

This solution explains how to calculate the total **electricity charges** for July 2022 based on the provided meter readings and the tiered pricing structure.

### Calculating July 2022 Electricity Consumption

First, we need to determine the total number of electricity units consumed in July 2022. This is found by subtracting the meter reading from June 2022 from the reading in July 2022.

- June 2022 Meter Reading: 263 units
- July 2022 Meter Reading: 345 units

The calculation for the units consumed is as follows:

Units Consumed in July = July Reading – June Reading

Units Consumed in July = 345 – 263

Units Consumed in July = 82 units

So, a total of 82 units of electricity were consumed in July.

### Determining Electricity Charges Based on Tiers

The electricity charges are structured in tiers:

- First 50 units: Rs. 4 per unit
- Units from 51 to 100: Rs. 5 per unit

Since the total consumption is 82 units, we need to calculate the charges for these units according to the given tiers.

### Calculating Charges for the First 50 Units

The cost for the first 50 units is calculated at a rate of Rs. 4 per unit:

$$\text{Charge for first 50 units} = 50 \text{ units} \times \text{Rs. } 4/\text{unit}$$

$$\text{Charge for first 50 units} = \text{Rs. } 200$$

### Calculating Charges for Remaining Units

The remaining units consumed fall into the second tier (51 to 100 units). The number of units in this tier is the total consumption minus the first 50 units:

$$\text{Units in the second tier} = \text{Total Units Consumed} - 50 \text{ units}$$

$$\text{Units in the second tier} = 82 - 50 = 32 \text{ units}$$

The charge for these 32 units is calculated at a rate of Rs. 5 per unit:

$$\text{Charge for remaining 32 units} = 32 \text{ units} \times \text{Rs. } 5/\text{unit}$$

$$\text{Charge for remaining 32 units} = \text{Rs. } 160$$

### Calculating Total Electricity Charges for July

The total electricity charge is the sum of the charges from both tiers:

$$\text{Total Electricity Charges} = \text{Charge for first 50 units} + \text{Charge for remaining 32 units}$$

$$\text{Total Electricity Charges} = \text{Rs. } 200 + \text{Rs. } 160$$

$$\text{Total Electricity Charges} = \text{Rs. } 360$$

Therefore, the total electricity charges for July 2022 are Rs. 360.

42. Answer: c

Explanation:

## Affording Combinations: Analyzing Arun's Budget

This question requires us to determine which combination of items Arun can purchase with his available money. We need to calculate the total cost for each given option and check if it is within Arun's budget of Rs. 50.00.

### Item Costs and Budget

- Toy-car: Rs. 35.00
- Banana: Rs. 2.50
- Notebook: Rs. 25.00
- Glass of lemon juice: Rs. 12.50

Arun's total budget is Rs. 50.00.

### Evaluating Each Combination

Let's calculate the cost for each combination proposed:

**Option 1: 1 notebook, 1 banana and 2 glasses of juice**

Calculation:

- Cost of 1 notebook =  $1 \times 25.00 = 25.00$
- Cost of 1 banana =  $1 \times 2.50 = 2.50$
- Cost of 2 glasses of juice =  $2 \times 12.50 = 25.00$
- **Total Cost** =  $25.00 + 2.50 + 25.00 = 52.50$

Since Rs. 52.50 is greater than Rs. 50.00, Arun cannot afford this combination.

**Option 2: 1 toy-car, 2 bananas and 1 notebook**

Calculation:

- Cost of 1 toy-car =  $1 \times 35.00 = 35.00$
- Cost of 2 bananas =  $2 \times 2.50 = 5.00$
- Cost of 1 notebook =  $1 \times 25.00 = 25.00$
- **Total Cost** =  $35.00 + 5.00 + 25.00 = 65.00$

Since Rs. 65.00 is greater than Rs. 50.00, Arun cannot afford this combination.

### Option 3: 1 notebook, 2 bananas and 1 glass of juice

Calculation:

- Cost of 1 notebook =  $1 \times 25.00 = 25.00$
- Cost of 2 bananas =  $2 \times 2.50 = 5.00$
- Cost of 1 glass of juice =  $1 \times 12.50 = 12.50$
- **Total Cost** =  $25.00 + 5.00 + 12.50 = 42.50$

Since Rs. 42.50 is less than or equal to Rs. 50.00, Arun can afford this combination.

### Option 4: 2 notebooks and 1 banana

Calculation:

- Cost of 2 notebooks =  $2 \times 25.00 = 50.00$
- Cost of 1 banana =  $1 \times 2.50 = 2.50$
- **Total Cost** =  $50.00 + 2.50 = 52.50$

Since Rs. 52.50 is greater than Rs. 50.00, Arun cannot afford this combination.

## Conclusion on Affordability

After calculating the total cost for each option, the only combination that Arun can afford with his Rs. 50.00 is 1 notebook, 2 bananas, and 1 glass of juice, which costs Rs. 42.50.



**43. Answer: c**

**Explanation:**

The question asks us to identify which of the given geometric figures has the largest area.

To solve this, we need to calculate the area of each figure described in the options using the provided dimensions.

## Area Calculation for Each Figure

### Rectangle Area Calculation

The first option describes a rectangle with sides of length 3 units and 4 units.

The formula for the area of a rectangle is:

$$\text{Area} = \text{length} \times \text{width}$$

Substituting the given values:

$$\text{Area} = 4 \text{ units} \times 3 \text{ units} = 12 \text{ square units}$$

### Square Area Calculation

The second option describes a square with sides of length 3 units.

The formula for the area of a square is:

$$\text{Area} = \text{side}^2$$

Substituting the given value:

$$\text{Area} = (3 \text{ units})^2 = 9 \text{ square units}$$

### Circle Area Calculation

The third option describes a circle with a radius of 2 units.

The formula for the area of a circle is:

$$\text{Area} = \pi \times \text{radius}^2$$

Substituting the given value (radius = 2 units):

$$\text{Area} = \pi \times (2 \text{ units})^2 = \pi \times 4 \text{ square units} = 4\pi \text{ square units}$$

To compare this with other areas, we can approximate the value of  $\pi$  as 3.14159.

$$\text{Approximate Area} \approx 4 \times 3.14159 = 12.56636 \text{ square units}$$

## Triangle Area Calculation

The fourth option describes a right-angled triangle with sides other than the hypotenuse measuring 3 units and 4 units. These sides represent the base and height of the triangle.

The formula for the area of a triangle is:

$$\text{Area} = \frac{1}{2} \times \text{base} \times \text{height}$$

Substituting the given values:

$$\text{Area} = \frac{1}{2} \times 3 \text{ units} \times 4 \text{ units} = \frac{1}{2} \times 12 \text{ square units} = 6 \text{ square units}$$

## Comparing the Areas

Let's compare the calculated areas to find the largest one:

| Figure Type           | Dimensions          | Area (Square Units)  |
|-----------------------|---------------------|----------------------|
| Rectangle             | Sides 3 and 4 units | 12                   |
| Square                | Side 3 units        | 9                    |
| Circle                | Radius 2 units      | $4\pi \approx 12.57$ |
| Right-angled Triangle | Sides 3 and 4 units | 6                    |

Comparing the values: 12, 9, approximately 12.57, and 6.

The largest value among these is approximately 12.57, which corresponds to the area of the circle with a radius of 2 units.

## Conclusion

Based on the calculations, the circle with a radius of 2 units has the largest area ( $4\pi$  square units), which is approximately 12.57 square units. This area is greater than the area of the rectangle (12 sq units), the square (9 sq units), and the right-angled triangle (6 sq units).

---

### 44. Answer: d

Explanation:

## Class V Mathematics Test Marks Analysis

This solution details the process of finding the number of students who scored marks greater than or equal to 5 in a Class V Mathematics Test, based on the provided set of marks.

## Marks Data Overview

The marks obtained by the Class V students in the Mathematics Test are listed as:

- 6, 1, 2, 8, 5, 0, 5, 5, 1, 9, 7, 8, 5, 0, 0, 8, 3, 8, 10, 10, 3, 4, 7, 8, 9, 8, 0, 2

The objective is to count how many students achieved scores meeting a specific criterion.

## Identifying Students with Marks More Than or Equal to 5

The core task is to identify students whose marks are **more than or equal to 5**. This condition can be mathematically expressed as:

$$\text{Marks} \geq 5$$

We will systematically check each score in the given list against this condition.

## Step-by-Step Score Verification

Here's a check of each mark to see if it satisfies the condition  $\text{Marks} \geq 5$ :

- 6: Yes ( $6 \geq 5$ )
- 1: No ( $1 < 5$ )
- 2: No ( $2 < 5$ )
- 8: Yes ( $8 \geq 5$ )
- 5: Yes ( $5 \geq 5$ )
- 0: No ( $0 < 5$ )
- 5: Yes ( $5 \geq 5$ )
- 5: Yes ( $5 \geq 5$ )
- 1: No ( $1 < 5$ )
- 9: Yes ( $9 \geq 5$ )
- 7: Yes ( $7 \geq 5$ )
- 8: Yes ( $8 \geq 5$ )
- 5: Yes ( $5 \geq 5$ )
- 0: No ( $0 < 5$ )
- 0: No ( $0 < 5$ )
- 8: Yes ( $8 \geq 5$ )
- 3: No ( $3 < 5$ )
- 8: Yes ( $8 \geq 5$ )
- 10: Yes ( $10 \geq 5$ )
- 10: Yes ( $10 \geq 5$ )
- 3: No ( $3 < 5$ )
- 4: No ( $4 < 5$ )
- 7: Yes ( $7 \geq 5$ )
- 8: Yes ( $8 \geq 5$ )
- 9: Yes ( $9 \geq 5$ )
- 8: Yes ( $8 \geq 5$ )
- 0: No ( $0 < 5$ )
- 2: No ( $2 < 5$ )

## Counting the Qualifying Scores

By counting the marks identified as meeting the condition ( $Marks \geq 5$ ), we find the following scores:

The marks that are **more than or equal to 5** are: 6, 8, 5, 5, 5, 9, 7, 8, 5, 8, 10, 10, 7, 8, 9, 8, 8.

Counting these specific instances, we find there are a total of **17** such marks.

## Conclusion on Student Scores

Thus, 17 students obtained marks more than or equal to 5 in the Class V Mathematics Test.

45. Answer: c

Explanation:

## Number Pattern Analysis

This question requires us to analyze a sequence of equations and determine the numerical outcome for the next equation in the pattern. The sequence involves the sum of consecutive odd numbers.

## Sequence Rule Discovery

Let's examine the structure and results of the given equations:

- Equation 1:  $1 + 3 = 4$ . This equation sums the first **two** odd numbers (1, 3). The result is 4, which is mathematically  $2^2$ .
- Equation 2:  $1 + 3 + 5 = 9$ . This equation sums the first **three** odd numbers (1, 3, 5). The result is 9, which is  $3^2$ .

- Equation 3:  $1 + 3 + 5 + 7 = 16$ . This equation sums the first **four** odd numbers (1, 3, 5, 7). The result is 16, which is  $4^2$ .

The clear pattern emerging is that the sum of the first ' $n$ ' consecutive odd numbers equals ' $n$ ' squared ( $n^2$ ).

This mathematical relationship can be formally stated as:

$$\text{Sum of first } n \text{ odd numbers} = n^2$$

## Summation Rule Illustrated

The pattern links the count of terms ( $n$ ) to the sum's result ( $n^2$ ). Here is a table illustrating this:

| Count of Odd Numbers ( $n$ ) | Equation        | Sum Result ( $n^2$ ) |
|------------------------------|-----------------|----------------------|
| 2                            | $1 + 3$         | $2^2 = 4$            |
| 3                            | $1 + 3 + 5$     | $3^2 = 9$            |
| 4                            | $1 + 3 + 5 + 7$ | $4^2 = 16$           |

## Next Row Calculation

The provided sequence shows the pattern for  $n = 2$ ,  $n = 3$ , and  $n = 4$ . We need to determine the result for the next row, which corresponds to  $n = 5$ .

The sum for the next row will include the first five consecutive odd numbers: 1, 3, 5, 7, and 9.

The equation will be:  $1 + 3 + 5 + 7 + 9$ .

Applying the rule ( $n^2$ ) where  $n = 5$ , the result is:

$$5^2$$

Calculating the value:

$$5 \times 5 = 25$$

Thus, the equation for the next row is  $1 + 3 + 5 + 7 + 9 = 25$ . The number on the right-hand side is 25.

## Result Verification

We now compare our calculated result of 25 with the given options:

- 18
- 20
- 25
- 36

Our calculated sum result, 25, matches the third option.

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46. Answer: d

### Explanation:

**Understanding Mathematical Thinking According to NCF 2005** The National Curriculum Framework (NCF), 2005, emphasizes a shift in mathematics education from rote learning towards understanding, reasoning, and problem-solving. It views mathematics not just as a collection of formulas and procedures but as a way of thinking and reasoning about the world. Therefore, identifying mathematical thinking in a child involves looking for deeper comprehension and the ability to articulate mathematical ideas.

## Identifying Mathematical Thinking in Children

Mathematical thinking involves more than just memorizing facts or performing calculations. It encompasses understanding concepts, applying knowledge in different contexts, reasoning logically, and communicating mathematical ideas effectively. Let's analyze the given options based on the principles highlighted by NCF, 2005:



- **Ability to give exact definitions of mathematical concepts:** While knowing definitions is important, simply recalling them doesn't necessarily indicate deep understanding or thinking. NCF, 2005 encourages conceptual understanding over rote memorization of definitions.
- **Ability to recall the correct formulae/facts:** This is a direct example of rote learning. NCF, 2005 critiques educational practices that rely heavily on memorization without understanding. Mathematical thinking involves knowing how and why formulas work, not just recalling them.
- **Ability to calculate fast:** Speed in calculation is a useful skill, but it is not the primary indicator of mathematical thinking. A child might be fast at calculations but lack understanding of the underlying mathematical principles. NCF, 2005 prioritizes conceptual clarity and reasoning over computational speed.
- **Ability to explain mathematical procedures:** This ability signifies that a child understands the logic behind the steps involved in a mathematical procedure. Being able to explain requires grasping the 'why' and 'how', demonstrating conceptual understanding, logical reasoning, and effective communication – key components of mathematical thinking advocated by NCF, 2005.

## Conclusion on NCF 2005 Standards

Based on the analysis, the ability to explain mathematical procedures is the most significant indicator of a child's mathematical thinking according to the National Curriculum Framework, 2005. It reflects a deeper engagement with mathematical concepts, moving beyond rote memorization towards understanding and reasoning.

47. Answer: c

Explanation:

**Strategies Unsuitable for Low Mathematics Achievement Students**

This explanation delves into various teaching strategies and evaluates their suitability for students facing challenges in mathematics, specifically focusing on identifying approaches that are not beneficial for learners with low achievement in the subject.

## Evaluating Strategies for Math Learners

When supporting students with low achievement in mathematics, the goal is to build confidence, reinforce foundational concepts, and foster understanding. Let's examine the effectiveness of the proposed strategies:

- **Using activities centered on students' interest:** This is a highly suitable strategy. When learning activities align with what students find interesting, their engagement and motivation increase significantly. For students struggling with math, making the subject relatable and enjoyable can help them overcome apprehension and improve their learning outcomes.
- **Reducing the number of practice problems in a single work session:** This approach is beneficial. Students with low achievement often benefit from a more focused and less overwhelming workload. Breaking down practice into smaller, manageable sets allows them to concentrate better, master skills step-by-step, and experience success more frequently, which builds confidence.
- **Assigning only the most difficult problems:** This strategy is **not suitable** for students with low achievement in mathematics. Such students often need to build foundational skills and confidence through practice with problems that are challenging but achievable. Presenting them only with the most difficult problems can lead to frustration, anxiety, and a feeling of hopelessness, potentially reinforcing their negative perception of mathematics and hindering their progress. They require scaffolding, starting with simpler problems before tackling complex ones.
- **Allocating extra time for teacher-guided practice:** This is a very effective strategy. Students who struggle in mathematics often benefit greatly from direct instruction and guided support from the teacher. Providing extra time allows the teacher to explain concepts clearly, model problem-solving steps, address misconceptions immediately, and provide personalized feedback, all of which are crucial for improving achievement.

## Rationale for Unsuitability

The core reason why assigning only the most difficult problems is unsuitable lies in the psychological and pedagogical needs of students with low achievement. Success breeds confidence, and confidence is essential for learning, especially in subjects where students may feel anxious or inadequate. Starting with overly difficult tasks without building a solid foundation and ensuring early successes can be counterproductive. It undermines motivation and can create a persistent cycle of failure and avoidance.

In contrast, strategies that build confidence, provide support, and make learning engaging are essential for helping these students improve their mathematical skills and attitudes towards the subject.

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48. Answer: c

Explanation:

### Understanding Number Aspects: The Child's Discovery

This question focuses on a key developmental milestone in learning mathematics: understanding what numbers represent. The scenario describes a child who observes that different groups of objects—5 dots, 5 sticks, and 5 marbles—all correspond to the same numerical value, 'five'. We need to identify the specific mathematical concept the child is demonstrating.

The child's realization that distinct sets of items share the same total count highlights a fundamental **aspect of the number** itself. Let's explore the options provided to determine which concept this relates to.

### Defining Key Number Concepts

To solve this, it's helpful to understand the meaning of each term related to numbers:

- **Ordinality:** This refers to the position of an object in a sequence or order. For example, identifying the 'first', 'second', or 'fifth' item in a line. It deals with ranking.
- **Nominality:** This is when numbers are used simply as labels or names, without necessarily relating to quantity or order. Examples include jersey numbers in sports (e.g., player number 5), phone numbers, or room numbers.
- **Cardinality:** This is the understanding that a number represents the total count or quantity of items within a set. When a child counts a group of objects and understands that the last number counted tells them "how many" are in the group, they are demonstrating cardinality. For instance, counting five distinct objects means the set has 5 items. The number '5' represents the \*quantity\* of the set.
- **Place Value:** This concept concerns the value of a digit based on its position in a number. For example, in the number 52, the digit '5' represents fifty ( $5 \times 10$ ), whereas in the number 25, the digit '5' represents five ( $5 \times 1$ ).

## Connecting the Child's Example to Number Concepts

Now, let's apply these definitions to the child's observation:

- The child isn't describing the order or position of the dots, sticks, or marbles (ruling out Ordinality).
- The child isn't using 'five' merely as a name for the items (ruling out Nominality).
- The child isn't discussing how the position of '5' changes its value in larger numbers (ruling out Place Value).
- The child understands that the collection of 5 dots \*has a quantity\* of five, the collection of 5 sticks \*has a quantity\* of five, and the collection of 5 marbles \*has a quantity\* of five. The number 'five' consistently represents the total count across different types of objects. This is the definition of Cardinality.

## Conclusion: The Significance of Cardinality

The child's ability to recognize that 5 dots, 5 sticks, and 5 marbles all represent the same \*quantity\* is a clear demonstration of **Cardinality**. This concept is fundamental because it establishes the link between counting objects and

understanding the total number of items in a set, regardless of the items' characteristics.

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49. Answer: b

Explanation:

## NIPUN Bharat Mission: Enhancing Foundational Numeracy Skills

The National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat Mission) aims to ensure that all children achieve foundational learning goals, including strong **Foundational Numeracy Skills**, by the end of Grade 3. This mission emphasizes specific **pedagogical processes** that foster effective learning in mathematics.

### Analyzing Pedagogical Processes for Numeracy Enhancement

Let's examine each pedagogical approach mentioned in the options to see how it aligns with the NIPUN Bharat Mission's principles for improving **Foundational Numeracy Skills**:

#### Classroom Environment: Exploration and Visualization (Option A)

The NIPUN Bharat Mission strongly advocates for creating a positive and stimulating **classroom environment**. This includes encouraging children to explore mathematical concepts actively and use visualization aids. When students can explore and visualize, they develop a deeper, more intuitive understanding of numbers and mathematical operations. This approach supports conceptual clarity and makes learning mathematics engaging.

#### Problem Solving: Real-life Application (Option B)

A key aspect of the NIPUN Bharat Mission is making learning relevant. Providing opportunities for children to solve **real-life problems**, rather than just abstract textbook exercises, helps them see the practical application of mathematical skills. This connects learning to their experiences, enhancing engagement and reinforcing the utility of numeracy in everyday situations.

### Instructional Medium: The Local Language (Option C)

The Mission emphasizes that teaching and learning, especially at the foundational stage, should ideally occur in the child's home or **local language**. This principle is crucial for ensuring that children can easily comprehend instructions and concepts. When learning numeracy is facilitated through a familiar language, it reduces cognitive load and promotes better understanding and participation, thereby strengthening **Foundational Numeracy Skills**.

### Errors in Mathematics Learning (Option D)

The statement that errors should not be given any space in a **mathematics classroom** is contrary to effective pedagogy. The NIPUN Bharat Mission encourages a learning environment where mistakes are viewed as valuable learning opportunities. Analyzing errors helps students identify misconceptions and solidify their understanding. Discouraging errors can inhibit exploration and confidence-building, which are essential for mathematical development.

## Identifying Correct Pedagogical Strategies

Based on the principles of the NIPUN Bharat Mission for enhancing **Foundational Numeracy Skills**:

- Option A is correct because an exploratory and visual learning environment fosters deeper understanding.
- Option B is correct as connecting math to real-life problems makes learning relevant and practical.
- Option C is correct because instruction in the **local language** aids comprehension and engagement.



- Option D is incorrect because errors are a natural part of the learning process and should be addressed constructively, not avoided.

Therefore, the pedagogical processes that are appreciated to enhance **Foundational Numeracy Skills** among students as per the 'NIPUN Bharat Mission' include creating a conducive **classroom environment** (A), enabling children to solve **real-life problems** (B), and providing instruction in the **local language** (C).

50. Answer: b

Explanation:

## Analyzing Daljeet's Teaching of Addition of Fractions

This solution explores the pedagogical approach exhibited by Daljeet, a Class V mathematics teacher, focusing on her method of teaching the **addition of fractions**. We will analyze her focus on procedures versus understanding underlying concepts.

### Understanding Pedagogical Approaches: Instrumental vs. Relational

In mathematics education, two key types of understanding are often discussed:

- **Instrumental Understanding:** This involves learning and applying rules, algorithms, and procedures to solve problems correctly without necessarily understanding the reasoning behind them. It's about knowing 'how' to do something. For example, a student using the steps to add fractions like  $\frac{1}{2} + \frac{1}{3}$ : find a common denominator (6), convert the fractions ( $\frac{3}{6} + \frac{2}{6}$ ), and add the numerators ( $\frac{5}{6}$ ), but without knowing *\*why\** a common denominator is necessary or what equivalent fractions represent.
- **Relational Understanding:** This involves understanding the concepts, principles, and relationships within mathematics. It's about knowing 'why' something works and being able to connect different mathematical ideas. For instance, understanding *\*why\**  $\frac{1}{2}$  is the same as  $\frac{3}{6}$  and why finding a common denominator allows us to add fractions representing parts of the same whole.



## Daljeet's Focus on Procedure

The question states that Daljeet "focuses **only** on using the standard correct procedure" and gives practice using "the algorithm taught" for the **addition of fractions**.

This specific emphasis indicates that Daljeet is primarily teaching the steps or the 'how-to' of adding fractions. Her method prioritizes the execution of the learned procedure, which is characteristic of fostering **Instrumental Understanding** in her learners.

## Evaluating Alternative Teaching Understandings

Let's consider why the other options might not be the best fit based on the description:

- **Relational Understanding:** If Daljeet were fostering relational understanding, she would likely explain the concepts behind finding common denominators and adding numerators, perhaps using visual aids or justifications. The description emphasizes procedure, not conceptual explanation.
- **An Understanding of the Needs of Her Learners:** While important, Daljeet's described focus is specifically on the \*method\* of teaching (procedure), not on adapting the teaching based on individual student needs, learning styles, or prior knowledge.
- **An Understanding of the Errors Made by Her Learners:** This involves diagnosing misconceptions and providing targeted feedback. Daljeet's approach, focused solely on the standard procedure, doesn't explicitly mention analyzing or addressing learner errors.

## Conclusion on Daljeet's Approach

Daljeet's dedication to teaching and practicing the **standard correct procedure** and the **algorithm** for **addition of fractions** demonstrates a commitment to ensuring students can follow a set method. This pedagogical strategy aligns most closely with the development of **Instrumental Understanding**, where students learn the rules and steps to arrive at the correct answer.

51. Answer: d

Explanation:

## Identifying Advantages of Art Integration in Mathematics

The question asks us to identify which of the given options is **not** an advantage of integrating art into the study of mathematics. This means we need to find the statement that doesn't represent a benefit of this approach.

## Benefits of Combining Art and Mathematics

Integrating art into mathematics education can significantly enhance the learning experience. Let's examine the potential advantages:

- **Helps visualization:** Art often involves visual elements, patterns, and spatial reasoning. Incorporating art activities can make abstract mathematical concepts, such as geometry, symmetry, and proportions, easier for students to visualize and understand. For instance, creating artwork based on geometric shapes helps solidify concepts like angles, parallel lines, and transformations.
- **Connects mathematics with the real world:** Many art forms utilize mathematical principles. Exploring the mathematics behind art, like the golden ratio in paintings or geometric patterns in architecture, helps students see how math is applied in real-world contexts, making it more relevant and engaging.
- **Inculcates respect for culture and heritage:** Various cultures have unique artistic traditions that incorporate mathematical ideas, such as intricate geometric patterns in Islamic art or fractal patterns in nature-inspired art. Studying these connections allows students to appreciate different cultures and the historical development of mathematics, fostering cultural awareness and respect.

## Analyzing the Impact on Rote Learning

Now let's consider the option:

### **Helps in rote learning in mathematics**

Rote learning is the process of memorizing facts, formulas, or procedures without necessarily understanding their meaning or application. It focuses on repetition and recall.

The integration of art in mathematics typically aims to foster deeper understanding, creativity, and critical thinking. It encourages students to explore, experiment, and connect concepts in meaningful ways, moving beyond simple memorization. While mastering basic mathematical facts is important, the goal of art integration is usually to enhance conceptual comprehension and application, not merely to aid rote learning.

Therefore, the statement that integrating art 'Helps in rote learning in mathematics' does not represent a genuine advantage of this pedagogical approach. In fact, art integration is often seen as an alternative or supplement to rote methods, promoting more meaningful engagement with mathematical ideas.

## **Conclusion on Art Integration Advantages**

In summary, visualization, connecting math to the real world, and fostering cultural appreciation are all recognized benefits of integrating art into mathematics. Helping students engage in rote learning, however, is not considered an advantage of this method; rather, art integration aims for deeper conceptual understanding.

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**52. Answer: a**

**Explanation:**

## **Developing an Effective Mathematics Kit for Primary Classes**

Gurdeep's goal is to create a mathematics kit specifically for primary school classes. The selection of materials is crucial for making mathematics learning engaging and effective for young learners.

## Key Considerations for Primary Math Kits

When designing educational materials for primary classes, it's important to consider:

- **Age Appropriateness:** Materials should be suitable for the developmental stage of young children.
- **Engagement:** The kit should capture children's interest and encourage participation.
- **Conceptual Understanding:** Materials should help children grasp fundamental mathematical concepts through hands-on experience.
- **Accessibility:** Resources should ideally be easy to obtain and use.

## Analysis of Material Options for the Mathematics Kit

Let's examine the options Gurdeep is considering for his mathematics kit:

- **Option 1: Materials that are used in everyday life.**

This option is highly suitable for a primary mathematics kit. Everyday items like buttons, blocks, bottle caps, measuring cups, or even cut-out shapes from cardboard are familiar to children. Using these materials makes abstract mathematical concepts (like counting, sorting, measuring, shapes) more concrete and relatable. It connects classroom learning to the child's real world, enhancing understanding and making learning fun.

- **Option 2: Highly sophisticated instruments.**

Highly sophisticated instruments are generally not appropriate for primary classes. Such items might be too complex for young children to understand or operate safely. They often require advanced knowledge and are typically used at higher educational levels. A primary kit should focus on simplicity and direct experience.

- **Option 3: Only ICT-based materials.**

While Information and Communication Technology (ICT) can be a valuable tool in education, limiting the kit to \*only\* ICT-based materials would be a disadvantage for primary learners. Young children benefit greatly from tactile, hands-on experiences with physical objects. A balanced approach that includes physical manipulatives alongside digital tools is usually more effective for foundational learning.

- **Option 4: Expensive concrete models.**

Concrete models are beneficial for teaching primary mathematics, as they provide tangible representations of concepts. However, specifying "expensive" models is not ideal. A good educational kit should be practical and cost-effective, allowing for widespread use. Relying solely on expensive items might limit accessibility for schools or individuals. Prioritizing readily available or moderately priced, effective concrete materials, such as those found in everyday life, is a better strategy.

## Conclusion: Selecting the Best Materials

Based on the analysis, incorporating **materials that are used in everyday life** is the most effective approach for Gurdeep's mathematics kit for primary classes. These materials are accessible, relatable, cost-effective, and provide excellent opportunities for hands-on learning, helping young students build a strong foundation in mathematics.

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53. Answer: a

Explanation:

## Understanding Van Hiele's Levels of Geometric Thinking

The Van Hiele scale describes the different stages or levels of thinking that students typically go through when learning geometry. Progressing through these levels involves moving from concrete observations to abstract reasoning. Understanding this sequence is crucial for effective geometry instruction.

## Exploring Van Hiele's Geometric Thinking Levels

These levels represent a developmental sequence in understanding geometric concepts:

- **Level 0: Visualization:** At this foundational level, learners perceive shapes based on their overall appearance or visual gestalt. They can identify shapes like squares and circles but don't necessarily recognize their specific properties (e.g., a square is a square because it 'looks like' one).
- **Level 1: Analysis:** Learners begin to understand shapes by looking at their components and properties. They can identify characteristics like 'parallel sides', 'right angles', or 'equal sides'. They can describe shapes based on these properties but may not see relationships between different properties or shapes. For example, they know a square has four equal sides and four right angles.
- **Level 2: Relationships (or Ordering/Classification):** At this level, learners understand and can explain the connections between properties and between different shapes. They can classify shapes based on properties and understand that one shape can be a specific type of another (e.g., a square is a type of rectangle because it has four right angles). They understand subclass relationships (e.g., all squares are rhombuses).
- **Level 3: Formal Deduction (or Abstraction/Proof):** Learners can understand and create logical arguments, definitions, and proofs in geometry. They can use deductive reasoning to prove geometric theorems and understand the role of axioms and definitions in a formal system.
- **Level 4: Rigor:** This advanced level involves understanding the logical structure of geometry, comparing different axiomatic systems, and exploring non-Euclidean geometries.

## Evaluating the Options for Correct Sequence

The question asks for the correct sequence of Van Hiele's levels. Based on the established progression, the sequence should move from visual recognition to property analysis, then to understanding relationships between properties and shapes, and finally to formal logical deduction.

Let's examine the given options against this known sequence:

- **Option 1: Visualization, Analysis, Relationships, Formal Deduction.** This sequence correctly follows the developmental order: starting with recognizing shapes visually (Visualization), then identifying their properties (Analysis), understanding how properties relate and classifying shapes (Relationships), and finally using logical reasoning and proofs (Formal Deduction).
- **Option 2: Visualization, Relationships, Analysis, Formal Deduction.** This option incorrectly places 'Relationships' before 'Analysis'. Understanding properties (Analysis) typically precedes understanding the relationships between those properties (Relationships).
- **Option 3: Relationships, Visualization, Formal Deduction, Analysis.** This sequence starts at the wrong level and mixes the order significantly.
- **Option 4: Analysis, Visualization Relationship, Formal Deduction.** This option also starts incorrectly and presents a jumbled order.

Therefore, the sequence that accurately represents the initial stages of Van Hiele's levels of geometric thinking is Visualization, Analysis, Relationships, and Formal Deduction.

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54. Answer: d

Explanation:

## Understanding Mathematical Models for Fractions

This question requires identifying the core mathematical concept linked to the teaching terminologies 'Area models', 'Length or Measurement models', and 'Set



**models**'. These are specific methods used in mathematics education to help students visualize and understand abstract concepts.

## 1. Area Models in Mathematics

**Area models** represent a whole quantity using a two-dimensional shape, typically a rectangle. This shape is divided into equal parts to illustrate fractions. For example, a rectangle might be divided into 5 equal sections vertically, and 3 of these sections could be shaded. This visual representation directly corresponds to the fraction  $\frac{3}{5}$ , helping students understand fractions as parts of a whole area.

## 2. Length or Measurement Models

**Length or Measurement models** use a linear representation, most commonly a number line or a physical object with measurable length. Fractions are shown as points or segments on this line or measure. For instance, placing fractions like  $\frac{1}{4}$ ,  $\frac{1}{2}$ , and  $\frac{3}{4}$  on a number line helps students understand their value, order, and relationships (e.g., comparison, equivalence). This model emphasizes fractions as quantities along a scale.

## 3. Set Models in Education

**Set models** employ a collection of distinct objects (a set) to define the 'whole'. A specific number of these objects then represent the fractional part. For example, consider a set of 10 balls, where 4 are red. The fraction of red balls in the set is  $\frac{4}{10}$ . This model helps students understand fractions as parts of a group or collection.

## Linking Models to Mathematical Concepts

These three specific models – Area, Length/Measurement, and Set models – are primarily and directly associated with the teaching and learning of **Fractions**. They offer diverse ways to conceptualize what a fraction represents:

- As a part of a whole geometric shape (Area Model).
- As a point or distance on a number line or scale (Length/Measurement Model).
- As a part of a group of items (Set Model).

While other mathematical concepts utilize models, these specific terminologies are hallmarks of fraction instruction. For comparison:

- **Place value** typically uses models like base-ten blocks or place value charts.
- **Areas of planes** are usually taught using geometric formulas and measurements.
- **Sets and data handling** often involve tools like Venn diagrams, tally charts, and bar graphs.

Therefore, the terminologies 'Area models', 'Length or Measurement models', and 'Set models' are fundamentally tied to the concept of **Fractions**.

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55. Answer: c

Explanation:

## National Curriculum Framework 2005: Meaningful Problems in Mathematics Classroom

The National Curriculum Framework (NCF), 2005, emphasizes that mathematics should be taught in a way that engages students actively and fosters deep understanding. A key aspect of this approach is the practice of **posing meaningful problems** in the **mathematics classroom**. This process aims to develop students' reasoning, creativity, and problem-solving abilities, moving beyond rote memorization.

## Understanding Meaningful Problem Posing in Mathematics

According to the NCF, 2005, fostering meaningful mathematical engagement involves:

- Encouraging students to explore, question, and discover mathematical concepts.

- Valuing the **thinking process** of students, not just the final answer.
- Making mathematical ideas visible and accessible through discussion and collaboration.
- Providing sufficient time for students to think and organize their thoughts.
- Creating a classroom environment where students feel comfortable sharing their ideas and approaches.

## Analysis of Options Related to Problem Posing

### Making Students' Ideas Visible

Aligning with the NCF's constructivist philosophy, making students' mathematical ideas visible is crucial. When students pose problems or solve them, sharing their thought processes allows classmates and the teacher to understand their thinking. This visibility facilitates discussion, peer learning, and helps build upon existing knowledge, making it highly related to effective problem-posing practices.

### Emphasizing the Thinking Process

The NCF strongly advocates for understanding how students arrive at their solutions. When students are encouraged to pose problems, the focus should be on their reasoning, the strategies they employ, and how they structure their thoughts. Emphasizing the **thinking process** supports the development of critical thinking and mathematical reasoning, which is central to meaningful problem-posing.

### Directing Problems with Unique Answers

This option suggests guiding students to create problems that have only one specific, correct solution. While some mathematical problems do have unique answers, the NCF encourages exploration and creativity. Directing students *\*only\** towards problems with unique, precise answers can limit their thinking, discourage exploration of different approaches, and stifle creativity. Mathematical understanding is often deepened by exploring problems with multiple solutions or strategies. Therefore, this focus is **least related** to the broader goals of meaningful problem-posing as envisioned by the NCF, 2005.

## Providing Time for Thought Organization

Effective problem-posing requires careful thought and organization. Students need time to process information, brainstorm ideas, and structure their potential problems. Providing adequate time allows them to engage more deeply with the task, develop clearer questions, and articulate their mathematical thinking. This practice supports the cognitive processes involved in posing meaningful problems and is consistent with the NCF's recommendations.

## Conclusion: Least Related Practice

The National Curriculum Framework, 2005, promotes a dynamic approach to mathematics education where students are encouraged to think critically, explore diverse strategies, and engage creatively. While specific problems might have unique answers, **directing students to pose problems** solely based on the criterion of having a **unique, precise, and correct answer** limits the scope of mathematical inquiry and creativity. It contrasts with the NCF's emphasis on process, exploration, and making thinking visible, making it the practice least associated with the core principles of posing meaningful problems in the mathematics classroom.

56. Answer: a

Explanation:

## Equality in Mathematics Education Principles

### Understanding the Core Principle of Equality

The principle of **equality** in mathematics education emphasizes that every student, regardless of their background, learning style, abilities, or identity, should have equitable access to quality mathematics instruction and opportunities to learn. It means ensuring that the educational system supports all learners and helps them achieve their potential, rather than providing the same resources or methods to everyone uniformly, which might not meet diverse needs. Key aspects include:

- Fair access to resources and learning materials.
- Instruction tailored to meet diverse learning needs.
- Creating an inclusive environment where all students feel valued.
- Recognizing and leveraging student diversity as a strength.

## Analyzing the Provided Options

Let's examine each statement in the context of the **principle of equality** in mathematics education:

- **Option 1: Enhancing the learning of all by celebrating students' diversity**

This statement directly aligns with the concept of equality. It suggests that effective teaching involves understanding and valuing the different backgrounds, experiences, and learning approaches students bring. By celebrating this **diversity**, educators can create a more inclusive and supportive environment, tailoring instruction to ensure *\*all\** students can learn and succeed in mathematics.

- **Option 2: Use of ICT in teaching mathematics in present times is a must for every school**

While the integration of Information and Communication Technology (ICT) can be beneficial and potentially support equitable learning if implemented correctly, this statement focuses on a specific tool. It doesn't inherently represent the overarching **principle of equality** itself. Equality is broader than just using ICT; it's about ensuring fairness and opportunity for all learners, which ICT might support but doesn't define.

- **Option 3: Only few gifted students with computational skills can develop mathematical reasoning**

This statement directly contradicts the **principle of equality**. It promotes a belief in inherent limitations for most students, suggesting that only a select group ('gifted students') can achieve success in mathematical reasoning. An equitable approach, conversely, believes that *\*all\** students can develop mathematical reasoning with appropriate support and opportunities.

- Option 4: Mathematics should be taught as compulsory subject upto class XII

Making mathematics compulsory aims to ensure that all students are exposed to the subject. However, this policy statement is about curriculum structure, not the pedagogical approach or the learning environment. Compulsory attendance doesn't guarantee equal learning experiences or outcomes. The **principle of equality** concerns *how* the subject is taught and supported for everyone, not just that it is mandatory.

- Option 5: (Empty)

This option provides no information for analysis.

## Why Celebrating Diversity Enhances Equality

The statement about **enhancing the learning of all by celebrating students' diversity** most effectively captures the essence of the **principle of equality in mathematics education**. It moves beyond a one-size-fits-all approach and embraces inclusivity. Recognizing that students learn differently and come from varied cultural and socio-economic backgrounds allows educators to:

- Develop varied teaching strategies.
- Use diverse examples and contexts that resonate with students.
- Provide targeted support where needed.
- Foster a positive attitude towards mathematics among all students.

This approach ensures that the system strives to provide fair opportunities for every student to succeed in mathematics, which is the fundamental goal of educational equality.

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57. Answer: b

Explanation:

## Addressing Place Value Errors for "Thirty Eight"

A common challenge for young learners in primary school mathematics involves understanding and correctly representing numbers, especially concerning **place value**. When a Class II child writes "Thirty Eight" as "308", it indicates a misunderstanding of how digits represent different values based on their position.

## Analyzing the Error: Thirty Eight vs. 308

The number "Thirty Eight" is correctly written as 38. This number is composed of:

- The digit '3' in the tens place, representing  $3 \times 10 = 30$ .
- The digit '8' in the ones place, representing  $8 \times 1 = 8$ .

Thus, Thirty Eight =  $30 + 8 = 38$ .

The child's response, "308", represents:

- The digit '3' in the hundreds place ( $3 \times 100 = 300$ ).
- The digit '0' in the tens place ( $0 \times 10 = 0$ ).
- The digit '8' in the ones place ( $8 \times 1 = 8$ ).

This signifies a potential confusion between the tens place and the hundreds place, or a misapplication of how numbers are constructed.

## Evaluating Strategies to Rectify the Error

As a primary class mathematics teacher, the most effective approach is to address the root cause of the misunderstanding. Let's examine the provided options for rectifying this **place value** error:

### Strategy 1: Provide similar examples for practice

Simply offering more practice examples, such as writing "Forty Five" or "Twenty Seven", might not resolve the fundamental issue if the child hasn't grasped the **concept of place value**. Practice is beneficial, but only after the concept is understood.

### Strategy 2: Use manipulatives to strengthen the concept of place value



This strategy is highly recommended for teaching foundational number concepts to young children. **Manipulatives** make abstract ideas concrete and easier to understand.

- **Using Place Value Blocks:** Teachers can use base-ten blocks where rods represent tens and unit cubes represent ones. To show "Thirty Eight", the child would use 3 tens rods and 8 unit cubes. This visual and tactile representation clearly demonstrates the structure of 38. Contrasting this with 308 (which would require 3 hundred flats, 0 tens rods, and 8 unit cubes) helps the child see the difference in magnitude and place value.
- **Using Place Value Charts:** A chart with columns labeled "Hundreds", "Tens", and "Ones" can help the child correctly position the digits '3' and '8' for the number 38.

This hands-on method builds a solid understanding of number composition.

### Strategy 3: Ask the child to copy the answer from a classmate

This method is not educationally sound. Copying does not foster understanding or critical thinking. It teaches dependency and bypasses the learning process, failing to help the child truly grasp the **place value concept**.

### Strategy 4: Write the counting from 1 to 40 and show the right answer

While writing the number sequence helps with number recognition and order, it doesn't directly address the specific error of writing 38 as 308. Showing the correct answer (38) is essential, but without a clear explanation linked to **place value**, the child might not understand *why* 308 is incorrect.

## Recommended Method for Rectification

The most effective pedagogical approach involves directly reinforcing the **concept of place value**. Using **manipulatives** allows the child to physically build numbers, thereby understanding the value of each digit's position. This makes the distinction between 38 (3 tens, 8 ones) and 308 (3 hundreds, 0 tens, 8 ones) clear and memorable for a Class II student learning fundamental mathematical principles.

58. Answer: c

Explanation:

## Understanding the Authors of the Mathematics Laboratory Handbook

This question focuses on identifying the specific individuals who authored the book titled "A handbook for Designing Mathematics Laboratory in Schools", published by NCERT in 2005. This handbook is a significant resource for educators and institutions looking to establish effective mathematics laboratories.

### Context: NCERT's Role in Mathematics Education

The National Council of Educational Research and Training (NCERT) plays a crucial role in shaping school education in India. Their publications, like the "A handbook for Designing Mathematics Laboratory in Schools", provide valuable guidelines and frameworks for improving teaching methodologies and learning environments. The 2005 edition specifically aimed to guide schools in setting up practical, hands-on learning spaces for mathematics.

### Identifying the Authors of the Handbook

To answer this question correctly, one needs to know the specific authors credited with creating this important NCERT publication. Based on the known authorship of this particular handbook:

- The book "A handbook for Designing Mathematics Laboratory in Schools" (NCERT, 2005) was authored by Hukum Singh, Ram Avtar, and V.P. Singh.

These authors contributed their expertise to develop the comprehensive guide, which likely covers aspects such as the philosophy of mathematics laboratories, required resources, design considerations, and activities suitable for such labs.

## Significance of the Handbook

Resources like this handbook are vital for promoting activity-based learning in mathematics. They help teachers understand how to create engaging learning experiences that move beyond rote memorization, fostering conceptual understanding and problem-solving skills among students. The authors, Hukum Singh, Ram Avtar, and V.P. Singh, were instrumental in compiling this knowledge into a practical guide for schools across the country.

59. Answer: a

Explanation:

### Characteristics of Open-Ended Mathematics Questions

Open-ended questions in mathematics are designed to stimulate thinking and allow for various solution paths or multiple correct answers. They are valuable tools for fostering deeper understanding and critical thinking skills in students. Let's examine the given options to identify which statement is NOT a characteristic of these questions.

#### Exploring the Nature of Open-Ended Questions

Open-ended questions differ significantly from closed-ended questions (which usually have a single, specific answer). Key features include:

- Encouraging exploration and multiple solution strategies.
- Allowing for different correct answers based on the approach.
- Promoting mathematical reasoning and justification.
- Developing problem-solving skills and creativity.

#### Analyzing the Options

Let's look at each option in the context of open-ended questions:

- **Option 1: Useful for secondary classes only**

This statement suggests a limitation on the applicability of open-ended questions. However, open-ended questions are beneficial across various grade levels, from elementary school through higher education. They can be adapted to suit the learning objectives and developmental stage of students at any level, making this statement unlikely to be a characteristic.

- **Option 2: Trial and error**

Open-ended problems often require students to explore possibilities and try different methods to find a solution. This process inherently involves trial and error, making it a common characteristic of engaging with these types of questions.

- **Option 3: Multiple answers**

A defining feature of open-ended questions is that they often lead to multiple correct answers or solutions. Students might use different valid methods or reach distinct conclusions that are all correct, highlighting the flexibility inherent in these problems.

- **Option 4: Develops problem solving skills**

By encouraging students to think flexibly, explore different strategies, and justify their reasoning, open-ended questions are excellent tools for building and strengthening problem-solving skills. This is a widely recognized benefit.

## Identifying the Incorrect Characteristic

Based on the analysis, the statement that open-ended questions are **useful for secondary classes only** does not accurately describe their characteristics. Their value extends to all educational levels, where they can be tailored to enhance learning. Options 2, 3, and 4 are indeed common and positive characteristics associated with open-ended mathematical questions.

## Conclusion

Open-ended questions are versatile and beneficial learning tools applicable across different age groups. They encourage exploration ('trial and error') and often result in 'multiple answers', thereby significantly helping to 'develop problem solving skills'. The limitation suggested in Option 1 is contrary to their broad applicability.

## 60. Answer: d

### Explanation:

Bloom's Taxonomy is a crucial framework used in education to classify learning objectives and skills. In mathematics, it helps educators design curriculum and assessments that cater to different levels of cognitive understanding.

## Bloom's Taxonomy Structure in Mathematics

Bloom's Taxonomy is divided into three main domains:

- **Cognitive Domain:** Deals with knowledge, comprehension, and critical thinking skills. This is the most commonly used domain in mathematics education.
- **Affective Domain:** Pertains to emotions, attitudes, and values related to learning.
- **Psychomotor Domain:** Relates to physical movement and the manipulation of objects.

Within each domain, particularly the Cognitive domain, the levels are structured hierarchically, moving from simpler cognitive processes to more complex ones. The original Cognitive domain levels are:

- Remembering
- Understanding
- Applying
- Analyzing
- Evaluating
- Creating

This hierarchical structure means that mastery of lower-level skills is generally a prerequisite for achieving higher-level skills. For instance, a student must first **understand** a mathematical concept before they can **apply** it to solve problems.

## Analyzing the Statements about Bloom's Taxonomy

Let's examine each statement provided in the options:

- Statement 1: Each domain is multi-tiered**

This statement is **true**. Each domain within Bloom's Taxonomy consists of multiple distinct levels, ranging from basic recall to complex creation.
- Statement 2: Each domain is arranged in a hierarchical structure.**

This statement is **true**. The levels within each domain are organized sequentially, with each level building upon the previous one. The hierarchy typically moves from simple to complex.
- Statement 3: Each domain classifies learning according to increasing levels of complexity.**

This statement is **true**. The taxonomy progresses from lower-order thinking skills (LOTS) like remembering and understanding to higher-order thinking skills (HOTS) like analyzing, evaluating, and creating. The complexity of the cognitive process increases with each successive level ( $Complexity_{Level_1} < Complexity_{Level_2} < \dots < Complexity_{Level_6}$ ).
- Statement 4: Next level of learning is a prerequisite for the lower level of learning for a particular domain.**

This statement is **not true**. This statement incorrectly reverses the hierarchical nature of Bloom's Taxonomy. In reality, the **lower** levels of learning are prerequisites for the **higher** levels within a domain. For example, understanding (a lower level) is necessary before applying (a higher level).

## Conclusion

The statement that is not true about Bloom's Taxonomy, particularly concerning its application in mathematics, is that the next level of learning is a prerequisite for the lower level. The foundational principle is that lower levels must be mastered before progressing to higher, more complex levels.

61. Answer: b

Explanation:

## Understanding Stepwells (Bavdis)

Stepwells, known as Bavdis in India, are fascinating architectural marvels primarily found in arid regions. They represent a sophisticated traditional approach to water management, particularly for storing and accessing rainwater and groundwater.

## Analysis of Statements about Stepwells (Bavdis)

Let's analyze each statement provided about stepwells:

### Statement A: Traditional Systems for Rainwater Storage

Stepwells served as crucial infrastructure for rainwater harvesting and conservation. Their design allowed them to collect rainwater during monsoons, store it efficiently, and make it accessible during dry periods. This traditional technique was vital for water security in many parts of India.

- **Function:** Water collection and storage.
- **Significance:** Key method for managing water resources in arid and semi-arid zones.
- **Conclusion:** Statement A is correct.

### Statement B: Community Resources

Bavdis were more than just water sources; they were important social and cultural hubs. People from the community gathered at stepwells not only to fetch water but also for socializing, performing rituals, and seeking shade. They functioned as communal spaces accessible to many.

- **Role:** Provided water access for daily needs.
- **Social Aspect:** Served as gathering places for communities.



- **Conclusion:** Statement B is correct.

### Statement C: Access via Steps vs. Pulleys

The defining characteristic of a stepwell is its series of steps descending to the water level. These steps allow people to easily reach the water, even when the water table fluctuates. While pulleys might have been used in some wells, especially conventional ones or when the water level dropped significantly in a stepwell, the primary design and function of a stepwell emphasize access via the steps themselves. The statement implies pulleys were the permitted or primary method, which isn't the core feature distinguishing stepwells.

- **Primary Access:** Direct access via descending steps.
- **Pulleys:** Not the defining feature; potentially used in specific circumstances but secondary to the steps.
- **Conclusion:** Statement C is questionable or incorrect as it misrepresents the primary access method.

### Determining the Correct Statements

Based on the analysis:

- Statement A is correct as stepwells were traditional rainwater conservation systems.
- Statement B is correct as stepwells functioned as important community resources.
- Statement C is not accurate as the primary access mechanism was the steps, not pulleys.

### Final Conclusion

The statements that accurately describe stepwells (Bavdis) are A and B. Therefore, the correct option includes only statements A and B.

## Explanation:

# Understanding Seedless Plant Reproduction

The question asks us to identify plants that reproduce or grow without using seeds. This involves understanding different methods of plant reproduction in the plant kingdom.

## Ferns: Reproduction via Spores

Ferns are a group of plants belonging to the division Pteridophyta. They are known for reproducing through **spores**, not seeds. Here's how it works:

- Ferns have a life cycle with two distinct stages (alternation of generations).
- The familiar fern plant we see is the sporophyte generation. This stage produces spores, typically in structures called sporangia, often found on the underside of leaves (fronds).
- These **spores** are microscopic and are dispersed by wind or water.
- When a spore lands in a suitable environment, it germinates and grows into a small, often heart-shaped structure called a gametophyte.
- The gametophyte produces gametes (sperm and eggs). Fertilization occurs when sperm fuses with an egg, forming a zygote.
- The zygote then grows into a new sporophyte (the familiar fern plant), completing the cycle.

Crucially, the reproductive unit that starts a new fern is a **spore**, not a seed.

## Seed-Producing Plants: Apple, Pinus, and Prunes

Let's look at why the other options are incorrect:

- **Apple:** Apples are fruits produced by flowering plants (angiosperms). The apple itself contains seeds, which are necessary for the plant to reproduce sexually and grow a new apple tree.
- **Pinus:** Pinus, commonly known as pine, is a gymnosperm. Gymnosperms reproduce using **seeds**, which are typically borne in cones. They do not

produce flowers or fruits like angiosperms.

- **Prunes:** Prunes are dried plums. Plums are fruits from flowering plants (angiosperms), and like apples, they contain **seeds** within the fruit, which are essential for reproduction.

## Conclusion: Identifying Seedless Plants

Based on the reproductive methods:

- Apples reproduce via seeds.
- Pinus reproduces via seeds.
- Ferns reproduce via spores.
- Prunes (plums) reproduce via seeds.

Therefore, ferns are the plants among the options provided that grow without seeds, as they utilize spores for reproduction.

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63. Answer: a

Explanation:

## Distribution of Santhali and Kuduk Languages in Indian States

India is a nation with immense linguistic diversity, officially recognizing 22 scheduled languages through its Constitution. Many states also have their own official languages. The question focuses on the geographical presence of two specific tribal languages: **Santhali** and **Kuduk**.

### About Santhali Language

**Santhali** is an Austroasiatic language spoken predominantly by the Santhal people, one of the largest tribal communities in India. It is recognized as one of the 22

**scheduled languages of India.** The primary regions where Santhali is spoken include:

- **Jharkhand**
- West Bengal
- Odisha
- Bihar

## About Kuduk Language

**Kuduk**, also known as Kurukh, is a Dravidian language spoken mainly by the Oraon tribe. Similar to Santhali, the Oraon community is significantly present in several eastern Indian states.

- **Jharkhand**
- Chhattisgarh
- Odisha
- West Bengal

## Analyzing the Options for Santhali and Kuduk Languages

The question asks where both **Santhali** and **Kuduk** languages are spoken. Let's examine the given options:

- **Jharkhand:** This state has a substantial tribal population, including both the Santhal and Oraon communities. Consequently, both the **Santhali** and **Kuduk** languages are widely spoken and promoted here.
- **Assam:** While Assam is linguistically diverse, Santhali and Kuduk are not major languages native to this state.
- **Manipur:** Manipur has its own indigenous languages, primarily from the Tibeto-Burman family. Santhali and Kuduk are not significantly spoken in Manipur.
- **Odisha:** Both Santhali and Kuduk languages have speakers in Odisha. However, comparing the concentration and significance, **Jharkhand** is often highlighted as the main hub where both communities and their languages are prominently established.

## Conclusion on Language Location

Considering the significant presence of both the Santhal and Oraon tribes, **Jharkhand** serves as the correct answer, being a primary state where both **Santhali** and **Kuduk** languages are spoken.

#### 64. Answer: b

Explanation:

### Understanding Jhum Cultivation

Jhum cultivation, often referred to as shifting cultivation, is a traditional agricultural practice prevalent in various parts of Northeast India and other tropical regions. It involves a cycle of jungle clearing, growing crops, and then leaving the land fallow.

### Jhum Cultivation as Slash and Burn Agriculture

The core process of **Jhum cultivation** is characterized by clearing a piece of land, typically covered with forests or vegetation, by cutting down trees and plants. This cleared vegetation is then often burned in situ.

- **Clearing:** Farmers select a plot of land, usually forested.
- **Burning:** The trees and vegetation are cut down and allowed to dry. Then, they are burned. The primary purpose of burning is to clear the land quickly and efficiently for cultivation.
- **Fertilization:** The ash produced from the burning acts as a natural fertilizer, providing essential nutrients like potassium and phosphorus to the soil, enriching it for planting. The LaTeX expression for ash nutrient contribution might be represented as ' $Ash \rightarrow Nutrients_{K^+, P^{3-}, \dots}$ ', indicating the transfer of nutrients.
- **Cultivation:** Crops like rice, maize, vegetables, and chilies are grown on this prepared land, often using simple tools. Farming usually continues on the same plot for a few years until the soil fertility declines.
- **Fallowing:** Once the land's productivity decreases, the farmers move to a new plot, allowing the previously cultivated land to regenerate naturally over time.

(often 10–20 years or more).

This entire method of clearing land by cutting and burning is precisely what defines **Slash and burn agriculture**. Therefore, Jhum cultivation is a specific form of slash and burn agriculture.

## Analysis of Other Options

Let's examine why the other options are not the best description of Jhum cultivation:

- **Organic agriculture:** While Jhum cultivation uses natural ash as fertilizer and traditionally avoids synthetic chemicals, its defining characteristic is the slash-and-burn method and land rotation, not adherence to the strict principles of modern organic farming (like composting, cover cropping, and maintaining soil biodiversity continuously). The environmental impact of burning and land clearing differentiates it from contemporary organic practices.
- **Limited use of chemical pesticides:** Although traditional Jhum practices generally involve minimal or no chemical pesticides, this is a secondary characteristic. The primary defining feature is the method of land preparation (slash and burn) and land use pattern (shifting). Many farming systems could have limited pesticide use without being Jhum.
- **Crop rotation:** Crop rotation involves planting different types of crops sequentially on the same plot of land to improve soil health and optimize nutrients. Jhum cultivation, conversely, involves shifting to *\*new\** plots of land after the fertility of one plot is exhausted, rather than rotating crops on the same land. While some form of intercropping might occur within a Jhum plot, the fundamental practice is shifting cultivation, not crop rotation on a single plot.

## Conclusion

Based on the process of clearing land by cutting and burning vegetation and using the ash as fertilizer before moving to new plots, **Jhum cultivation** is accurately identified as **Slash and burn agriculture**.

65. Answer: c

Explanation:

## Riddle Explanation: Identifying the Leaf-Stitching Bird

This riddle describes a bird known for a very specific and unique nesting behavior. We need to identify the bird that uses its beak like a needle to stitch leaves together for its home.

### Understanding the Bird's Nesting Technique

The key clue in the riddle is the description: "My beak is very special - I use it like a needle - Stitching leaves I make my home". This points towards a bird that literally sews leaves together to create its nest. Let's examine the options:

- **Indian Robin:** These birds are known for their distinctive tail-flicking movements. Their nests are typically made in cavities or crevices, not by stitching leaves.
- **Sunbird:** Sunbirds build beautiful hanging nests, often bottle-shaped, using materials like moss, lichen, and plant down. While they are skilled nest builders, they do not stitch leaves together with their beaks.
- **Tailorbird:** This bird is famous precisely for the behavior described. The Tailorbird uses its sharp, slender beak to pierce leaves and then threads plant fibers or spider silk through the holes, stitching the leaves together to form a cone or purse shape. This structure forms the foundation of their nest, often suspended from a twig.
- **Weaver bird:** Weaver birds are renowned for their intricate woven nests, usually made from strips of leaves or grass. They weave these materials together meticulously, but they do not use their beaks as needles to stitch leaves.

### Conclusion: The Tailorbird

Based on the unique nesting method of stitching leaves together using its beak like a needle, the bird described in the riddle is the **Tailorbird**.



## Summary of Bird Characteristics

| Bird Name    | Nesting Behavior Described in Riddle                   | Actual Nesting Behavior                                   |
|--------------|--------------------------------------------------------|-----------------------------------------------------------|
| Indian Robin | No                                                     | Cavity nests, tail-flicking.                              |
| Sunbird      | No                                                     | Hanging, woven nests using moss, lichen.                  |
| Tailorbird   | <b>Yes</b> - Stitches leaves using beak like a needle. | Stitches leaves together with fibers/silk to form a nest. |
| Weaver bird  | No                                                     | Intricate woven nests from grass/leaves.                  |

Therefore, the correct answer aligns with the bird known for its remarkable leaf-stitching ability.

66. Answer: b

Explanation:

## Chiropterophily: Understanding Plant Pollination by Bats

This question asks about the term **Chiropterophily**, which describes a specific type of pollination relationship between plants and animals. Pollination is the crucial process where pollen is transferred from the male part of a flower to the female part, enabling fertilization and the production of seeds and fruits.

## Defining Chiropterophily

**Chiropterophily** specifically refers to the pollination of flowers by bats. The term originates from 'Chiroptera', the scientific order for bats, and 'phily', meaning 'loving' or 'attraction'. Therefore, chiropterophily means "bat pollination".

## How Bats Contribute to Pollination

Bats, particularly nectar-feeding bats, play a vital role as pollinators for many plant species, especially in tropical and subtropical regions. Key aspects of bat pollination include:

- **Nocturnal Activity:** Bats are primarily active at night, making them effective pollinators for flowers that open and produce nectar or pollen during the evening and night.
- **Nectar Feeding:** Many bats consume nectar and inadvertently pick up pollen on their bodies (fur, heads, tongues).
- **Pollen Transfer:** As bats fly from flower to flower seeking nectar, they transfer the pollen, facilitating cross-pollination.
- **Plant Adaptations:** Plants pollinated by bats often have specific characteristics, such as large, pale or white, sturdy flowers that emit strong, fruity, or musky odors at night, and produce abundant nectar. Examples include agave, saguaro cactus, and banana plants.

## Analysis of Options

Let's examine the given options in the context of pollination:

- **Birds:** Pollination by birds is called ornithophily. Birds like hummingbirds and sunbirds are common pollinators, attracted to bright, odorless flowers with ample nectar.
- **Bats:** As established, pollination by bats is termed chiropterophily. This matches the definition.
- **Squirrels:** Squirrels are primarily herbivores or omnivores and are not considered significant pollinators. While they might occasionally visit flowers, it's not their primary ecological role or a recognized pollination syndrome.
- **Bees:** Pollination by insects, including bees, is called entomophily. Bees are one of the most important groups of pollinators globally, visiting flowers during the

day and collecting pollen and nectar.

## Conclusion on Chiropterophily

Based on the definition and the roles of different animals in pollination, chiropterophily is directly associated with pollination carried out by bats.

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67. Answer: a

Explanation:

## Exploring West Bengal's Traditional Art Form

India is renowned for its vibrant heritage, diverse culture, and exquisite art forms. Each region boasts unique traditions that reflect its history and local artistry. This question focuses on identifying the famous traditional art form associated with the eastern state of West Bengal.

## Analyzing Traditional Indian Art Forms

Let's examine the options provided to understand their origins and characteristics:

| Art Form    | Description                                                                                                                                                                   | Primary Region of Origin                   |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| Jamdani     | A type of fine muslin cloth produced by fine hand looming, characterized by its intricate, theoretically symmetrical patterns created using the supplementary weft technique. | Bengal (including West Bengal), Bangladesh |
| Chikankari  | A delicate and traditional hand embroidery style featuring a variety of stitches, often on fine white cotton fabrics.                                                         | Lucknow, Uttar Pradesh                     |
| Patola      | A luxurious double ikat woven sari, known for its intricate geometric patterns and vibrant colours, made using a resist-dyeing technique on silk yarn.                        | Gujarat                                    |
| Pochampalli | An Ikat weaving tradition famous for its geometric patterns and distinctive tie-dyeing technique applied to the warp or weft threads before weaving.                          | Telangana                                  |

## Jamdani: West Bengal's Artistic Heritage

Comparing the art forms, **Jamdani** stands out as the traditional art form deeply rooted in West Bengal. Its history in the region dates back centuries, with weavers creating exquisite fabrics that were highly valued. The fine muslin base and the complex supplementary weft technique used to create motifs make Jamdani a celebrated textile art.

## Distinguishing Other Art Forms

- **Chikankari** is a beautiful form of embroidery primarily associated with Lucknow in Uttar Pradesh.
- **Patola** weaving is a unique and ancient craft originating from Gujarat, famous for its complex ikat technique.

- Pochampalli, also known as 'Bhoodan Pochampally', is another significant Ikat weaving style originating from Telangana, recognized for its unique patterns.

## Conclusion on West Bengal Art

Based on the geographical association and historical significance, Jamdani is widely recognized as a famous traditional art form of West Bengal, distinguishing it from the crafts originating in Uttar Pradesh, Gujarat, and Telangana.

### 68. Answer: d

#### Explanation:

The correct answer is B and C only.

#### ★ Key Points

- An Elephant herd mainly has females and baby elephants. The oldest female is the leader of the herd. Hence statement c is correct.
- A herd may have 10 to 12 female elephants and young ones. Male elephants live in the herd until they are 14-15 years old. Hence statement d is incorrect.
- Statement A is incorrect three-month-old baby elephant generally weighs more than one quintal (which is 100 kilograms or 220 pounds).
- Statement B is correct. Elephants do not rest very much. They sleep for only two to four hours in a day.

#### ★ Additional Information

- Elephants are the largest land animals on Earth.
- Elephants are highly social animals and live in matriarchal herds.
- Elephants communicate through a variety of vocalizations such as trumpeting, rumbling, and growling.
- Elephants are classified as endangered species due to habitat loss, human-wildlife conflict, and poaching for their ivory tusks.

69. Answer: d

Explanation:

## Understanding Traditional Water Conservation Systems

Traditional water conservation practices are essential methods used historically to manage water resources, particularly in regions facing water scarcity. The question points to three significant traditional water conservation systems: Johad, Stepwell, and Lakes. Understanding these systems helps in identifying locations where they are prevalent.

- **Johad:** A Johad is essentially a rainwater harvesting structure, typically an earthen check dam built across small streams or rivers. Its primary purpose is to capture and store rainwater, allowing it to seep into the ground and recharge the groundwater table. These structures are commonly found in arid and semi-arid regions, especially in Rajasthan, India.
- **Stepwell (or Baori):** A stepwell is a unique architectural marvel designed to access water stored deep underground. It features a series of steps descending from ground level down to the water source. Stepwells serve multiple functions, including providing access to water, offering shade and coolness, and conserving water by reducing surface evaporation. They are prominent in western India, particularly Rajasthan and Gujarat.
- **Lakes:** Lakes, whether natural or artificial, are bodies of water used for storing significant amounts of water. Historically, lakes have been crucial components of water conservation strategies, serving as reservoirs for drinking water, irrigation, and other community needs.

## Identifying Cities Associated with Traditional Water Conservation

The task is to identify the correct option that lists cities known for incorporating these traditional water conservation systems – Johads, Stepwells, and Lakes. Let's analyze the cities mentioned in the correct option:

- **Jodhpur:** Located in Rajasthan, Jodhpur has a rich history associated with water management. The city and its surroundings feature several historical lakes and tanks that were integral to water conservation. It is also geographically close to regions famous for stepwells.
- **Jaisalmer:** This desert city in Rajasthan is particularly famous for its Gadsisar Lake, a large artificial lake constructed around the 14th century, which served as a vital water source. Jaisalmer is also dotted with numerous stepwells (baoris) that highlight its traditional water harvesting heritage.
- **Bikaner:** Another city in the Thar Desert region of Rajasthan, Bikaner has a long tradition of water conservation methods. It is known for its reliance on structures like johads and underground water storage tanks ('tankas') to survive the arid climate.
- **Udaipur:** Often referred to as the "City of Lakes," Udaipur is renowned for its spectacular lakes, such as Lake Pichola and Fateh Sagar Lake. These lakes are not just tourist attractions but are historical examples of effective water management and conservation infrastructure that have sustained the city for centuries.

All the cities listed in this option – Jodhpur, Jaisalmer, Bikaner, and Udaipur – are deeply connected with the practices of building and maintaining Johads, Stepwells, and Lakes as crucial water conservation systems.

## Evaluating Other Options

Other options provided may include some relevant cities, but they often mix these with locations less significantly associated with the specific combination of Johads, Stepwells, and Lakes, or places primarily known for different historical contributions.

For example:

- Options mentioning **Nalanda** are less suitable as Nalanda is historically significant for its ancient Buddhist university, not primarily for these water conservation systems.
- Options including **Prayagraj** focus on its significance as a confluence of rivers, rather than being a hub for johads or stepwells.



- While **Nainital** has a prominent lake, its association with johads and stepwells is not as defining as cities in Rajasthan.

## Conclusion: Confirming the Correct Choice

Considering the strong and direct association of Jodhpur, Jaisalmer, Bikaner, and Udaipur with traditional water conservation systems like Johads, Stepwells, and Lakes, the option listing these cities is the correct choice.

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### 70. Answer: a

Explanation:

## Neeraj Chopra's Champion Olympian Sport

Neeraj Chopra is a highly celebrated Indian athlete and a champion Olympian, achieving significant success on the international stage. Understanding the specific sport he participates in is key to identifying his athletic discipline.

## Understanding Javelin Throw

**Javelin Throw** is a track and field event. In this discipline, athletes throw a javelin, which is a spear-like object made of metal, fiberglass, or carbon fibre. The main objective is to throw the javelin as far as possible from a designated throwing area. Points are awarded based on the distance achieved in the throw. Neeraj Chopra is globally recognized for his expertise and achievements in this specific event, having won a historic gold medal for India at the Olympic Games.

## Analysis of Neeraj Chopra's Game

Let's look at the options provided in relation to Neeraj Chopra's athletic career:

- **Javelin Throw:** This is the sport where Neeraj Chopra has achieved international fame and Olympic success. He is a specialist in this discipline.

- **Shotput Throw:** This is a different track and field event that involves throwing a heavy metal ball, not a javelin. Neeraj Chopra does not compete in shotput.
- **Archery:** Archery is a sport that involves shooting arrows using a bow. It is distinct from athletic throwing events and is not the sport Neeraj Chopra plays.
- **Triple Jump:** This is an athletic event involving a sequence of a hop, a step, and a jump. It is a different discipline from throwing events, and Neeraj Chopra is not a participant in the triple jump.

## Conclusion on Neeraj Chopra's Sport

Based on his Olympic achievements and athletic specialization, Neeraj Chopra is a prominent competitor in the **Javelin Throw** event.

71. Answer: a

Explanation:

### Pitcher Plant (Nepenthes) Distribution in India

The Pitcher plant, scientifically known as *Nepenthes*, is a fascinating carnivorous plant famous for its unique method of trapping and digesting prey like insects, frogs, and even small mammals. Understanding the geographical distribution of specific plant species is crucial in botany and ecology.

### Locating Nepenthes in India

The question asks about the specific region within India where the *Nepenthes* plant is commonly found, according to the options provided.

- *Nepenthes* species are typically found in tropical and subtropical regions.
- In India, these carnivorous plants have a specific habitat preference.

### Meghalaya as a Habitat for Pitcher Plants

**Meghalaya**, a state in Northeast India, is well-known for its high rainfall and unique biodiversity, making it a suitable environment for certain *Nepenthes* species.

- *Nepenthes khasiana*, commonly known as the Meghalaya Pitcher Plant, is endemic to this region.
- This species thrives in the hilly areas and grasslands of Meghalaya, particularly in regions like the Garo Hills, Khasi Hills, and Jaintia Hills.
- Unfortunately, due to habitat loss and over-collection, *Nepenthes khasiana* is considered endangered, highlighting the importance of conservation efforts in states like Meghalaya.

Therefore, based on the known distribution of the Pitcher plant (*Nepenthes*) in India, Meghalaya is a primary location.

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72. Answer: a

Explanation:

The correct answer is Only B and C.

★ Key Points

- A hemoglobin level of 12 gm/dL is within the normal range for adult men, which is usually between 12–16 gm/dL.
- Therefore, Ravi is not anemic, as his hemoglobin levels are not below the normal range.
- Haemoglobin is a **protein in red blood cells** that carries oxygen throughout the body.
- Anaemia occurs when a deficiency of red blood cells or hemoglobin leads to symptoms such as **fatigue, weakness, and shortness of breath**.
- –It is important to note that while Ravi's hemoglobin levels are normal, other factors, such as his red blood cell count or iron levels, may still affect his overall health.

73. Answer: b

Explanation:

## Correct Athlete–Sport Pair Identification

This question asks us to identify the correct match between a sportsperson and the sport they are famous for. We need to examine each given pair to determine its accuracy.

## Analyzing Athlete and Sport Pairings

Let's look at each option provided:

- **Sania Mirza : Table-tennis**
  - Sania Mirza is a world-renowned professional **Tennis** player.
  - The option pairs her with Table-tennis.
  - Therefore, this pair is incorrect.
- **Saina Nehwal : Badminton**
  - Saina Nehwal is an exceptionally talented Indian professional **Badminton** player.
  - She has won numerous national and international titles in Badminton.
  - The option correctly pairs her with Badminton.
  - Therefore, this pair is correct.
- **P. T. Usha : Weightlifting**
  - P. T. Usha is a celebrated former track and field athlete, specializing in sprint events. She is associated with **Athletics**.
  - The option pairs her with Weightlifting.
  - Therefore, this pair is incorrect.
- **K. Malleshwari : Athletics**
  - K. Malleshwari is a famous Indian weightlifter who won a bronze medal at the Sydney Olympics. She is known for **Weightlifting**.
  - The option pairs her with Athletics.
  - Therefore, this pair is incorrect.

## Conclusion on Correct Pairing

After reviewing each option, the only accurate pairing of a sportsperson with their respective sport is Saina Nehwal with Badminton.

### 74. Answer: c

Explanation:

## Understanding Earth's Rotation and Time Zones

The question asks us to identify a location where it would be midnight when it is mid-day in India. This concept is directly related to how the Earth rotates on its axis and how different parts of the planet face the Sun at various times.

### Earth's Rotation and Day/Night Cycle

The Earth is constantly rotating on its axis. One full rotation takes approximately 24 hours. As the Earth spins, different parts of its surface face the Sun. The side facing the Sun experiences daylight (morning, noon, afternoon), while the side facing away from the Sun experiences night (evening, midnight, early morning).

**Mid-day** typically refers to 12:00 PM, when the Sun is at its highest point in the sky for a particular location. **Mid-night** refers to 12:00 AM, the middle of the night when the location is furthest from the Sun's direct light.

### India's Location and Time

India is located in the Eastern Hemisphere. When it is mid-day (around 12:00 PM) in India, the Sun is high in the sky. This means India is facing the Sun.

### Finding the Opposite Location

For it to be mid-night in another location simultaneously, that location must be on the exact opposite side of the Earth from India. Imagine drawing a line through the

center of the Earth from India; the point on the surface at the other end of that line is called the antipode. Locations near the antipode experience opposite times of day.

## Analyzing the Options

Let's consider the geographical locations of the options relative to India:

- **Algeria:** Located in North Africa, west of India but not directly opposite.
- **Alaska (USA):** Located in North America, significantly west of India.
- **Argentina:** Located in South America, which is geographically the most opposite continent to Asia (where India is located) on the globe.
- **Canada:** Located in North America, also west of India.

When it is mid-day in India (around 75–90 degrees East longitude), the location experiencing mid-night would be approximately 180 degrees away in longitude, placing it around 105–90 degrees West longitude. Argentina lies in this longitudinal band in the Southern Hemisphere.

## Conclusion

Given that Argentina is located in South America, it is geographically situated on the opposite side of the Earth from India compared to the other options. Therefore, when India experiences mid-day, Argentina would be experiencing times closer to mid-night.

**Argentina** is the correct location where it would be mid-night when it is mid-day in India.

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75. Answer: d

Explanation:

## Understanding Architectural Features in Ancient Monuments

The question asks to identify a specific architectural element found in ancient monuments. This feature is described as a part of the wall that extends outwards in a rounded shape and is also taller than the main walls.

## Analyzing the Options for Wall Features

Let's examine each option to see which best fits the description:

- **Skylight:** A skylight is typically an opening in a roof or ceiling designed to allow light to enter a building. This does not match the description of a protruding wall feature.
- **Dromer:** A dromer or dromos is usually a long, covered passageway or corridor, often found in ancient tombs or fortifications. It doesn't specifically refer to a protruding, round wall section.
- **Platform:** A platform is a raised level surface. While the described feature is higher, the term 'platform' doesn't inherently imply a protruding part of a wall or a specific round shape.
- **Bastion:** A bastion is a projecting part of a fortification, typically built at an angle or curve along a wall. Bastions are designed to provide defensive cover, allowing defenders to shoot along the wall and into the surrounding area. They often have a rounded or angular shape and project outwards, usually being higher or more substantial than the main curtain walls they protect. This definition closely matches the description given in the question.

## Identifying the Correct Architectural Term

Based on the definitions, a **bastion** is the architectural feature that fits the description of a part of the wall coming out in a round shape and being higher than the walls. Bastions were crucial defensive elements in ancient and medieval fortifications, designed to strengthen the defenses against attack.

Therefore, the correct term for this feature is Bastion.

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76. Answer: a



Explanation:

## EVS Curriculum Thematic Approach Explained

The Environmental Studies (EVS) curriculum often employs a **thematic approach** to teaching and learning. This means that instead of studying isolated subjects like science, geography, and history separately, the curriculum is organized around broad themes. These themes act as organizers, connecting various concepts and skills from different subjects into a meaningful whole.

## Benefits of the Integrated and Holistic Understanding

The primary reason for adopting a thematic approach in EVS is to foster a deeper and more connected understanding of the world around us. Here's why it's effective:

- **Integration of Knowledge:** Themes allow students to see how different subjects are related. For example, a theme like 'Water' can connect scientific concepts (water cycle, states of water), social aspects (water conservation, water bodies), historical context (rivers and civilizations), and geographical elements (rivers, oceans, rainfall). This integration helps students understand that knowledge isn't divided into separate boxes.
- **Holistic Development:** By exploring themes from multiple perspectives, students develop a **holistic understanding**. They learn not just facts, but also the connections between environmental issues, societal well-being, and personal actions. This comprehensive view is crucial for developing informed and responsible citizens.
- **Real-World Relevance:** Thematic learning mirrors real-life situations where problems and topics are rarely confined to a single subject. This approach makes learning more relevant and engaging for students as they can apply their knowledge across different contexts.
- **Enhanced Understanding:** Instead of fragmented learning, the thematic approach builds a cohesive picture. It helps students grasp the complexity of environmental issues by examining them through various lenses, leading to more meaningful and lasting learning.

## Evaluating Other Options

Let's look at why the other options might not be the main reason for the thematic approach:

- A **differentiated understanding** focuses on tailoring instruction to individual student needs, which is important but not the primary goal of \*organizing\* the curriculum thematically.
- While a **subject-centred approach** might lead to detailed textbooks for each subject, this doesn't explain why EVS specifically benefits from a thematic structure.
- Claiming it helps **one teacher teach easily** might be a secondary benefit, but the core pedagogical advantage lies in improving the quality and depth of student understanding, not just the ease of teaching.

Therefore, the strongest justification for the thematic approach in EVS is its ability to develop an **integrated and holistic understanding** of various topics by connecting them through meaningful themes.

---

77. Answer: d

Explanation:

## Understanding the Nature of Environmental Studies

Environmental Studies is a field dedicated to understanding the complex relationships between humans and their environment. To grasp its fundamental characteristics, we need to examine the terms used to describe it.

## Why 'Multidisciplinary' Describes Environmental Studies

Environmental Studies is best described as **Multidisciplinary** because it draws upon a wide array of academic disciplines to address environmental issues. It doesn't

belong to a single field but rather incorporates knowledge and methods from various areas, including:

- Ecology (study of organisms and their environment)
- Geography (study of Earth's surfaces, features, inhabitants, and phenomena)
- Sociology (study of social relationships and institutions)
- Economics (study of production, distribution, and consumption of goods and services)
- Political Science (study of systems of governance)
- Chemistry and Physics (understanding chemical and physical environmental processes)
- Ethics and Philosophy (considering the moral aspects of environmental issues)

This reliance on multiple fields allows for a comprehensive analysis of environmental problems, considering their scientific, social, economic, and political dimensions.

## The 'Integrated' Approach in Environmental Studies

Equally important is the term **Integrated**. Environmental Studies doesn't just look at different disciplines in isolation; it aims to synthesize the information from these various fields into a cohesive whole. This means:

- Combining different perspectives to understand the root causes of environmental problems.
- Developing holistic solutions that consider the interconnectedness of environmental, social, and economic factors.
- For example, studying deforestation involves ecology (impact on biodiversity), economics (logging industry), sociology (impact on local communities), and policy (government regulations). An integrated approach connects all these aspects.

The goal is to move beyond siloed knowledge to create a unified understanding and practical strategies for environmental management and sustainability.

## Evaluating Other Descriptors: 'Unified' and 'Solitary'

Let's consider why the other options are less fitting:

- **Unified:** While Environmental Studies seeks to connect different fields, calling it 'unified' might imply it's a single, distinct discipline like biology or chemistry, which isn't the case. It leverages existing disciplines rather than replacing them entirely.
- **Solitary:** This term means standing alone or being isolated. Environmental Studies is the exact opposite; its core nature involves examining connections and interactions within the environment and between society and the environment.

## Conclusion on Environmental Studies Nature

Based on the analysis, the terms that accurately describe the nature of Environmental Studies are **Multidisciplinary** and **Integrated**. It draws from many fields (multidisciplinary) and combines their insights (integrated) to tackle complex environmental challenges effectively.

---

78. Answer: a

Explanation:

## Portfolio Definition Explained

Understanding the concept of a **portfolio** is crucial in educational settings. It serves as a valuable tool for tracking student progress and showcasing achievements.

## Key Characteristics of a Portfolio

A portfolio is essentially a purposeful collection of student work. Let's break down its defining features:

- **Individual Focus:** A portfolio typically represents the work of a single student, rather than a group. It's a personal record of their learning journey.

- **Curated Selection:** It usually contains the **best** or most representative pieces of work completed by the student. This means it's a carefully chosen selection, not necessarily every single piece of work ever done.
- **Demonstrates Progress:** The work included often spans a **particular duration**, allowing students, teachers, and parents to see growth, development, and learning over time.
- **Showcases Skills and Achievements:** The selected work highlights the student's skills, understanding, effort, and accomplishments in specific areas or subjects.

## Why Option 1 is the Accurate Definition

Considering the characteristics above, let's analyze why the first option is the most fitting description of a portfolio:

- It correctly identifies the collection as being specific to **a child**.
- It emphasizes that the portfolio includes the **best work**, indicating a curated and selective process.
- It specifies that this work is gathered over **a particular duration**, reflecting a defined period of learning and development.

Other options are less accurate because they might suggest a collection of *\*all\** work (which isn't curated) or work from *\*all children\** (which wouldn't be an individual portfolio).

79. Answer: b

Explanation:

## EVS Syllabus: Starting Point for Child's Understanding

The Environmental Studies (EVS) syllabus aims to progressively broaden a child's understanding of their world. This educational approach begins with the concepts closest and most familiar to the child, gradually expanding outwards.

## Understanding the Child's Immediate World

The initial focus in the EVS curriculum is on the child's most fundamental point of reference: their **Immediate self**.

- **Self-Awareness:** This stage involves helping the child understand their own body, senses (like sight, smell, hearing), feelings, basic needs (like food, water, rest), and personal belongings.
- **Foundation Building:** Recognizing and understanding oneself is the crucial first step. It forms the basis for learning about others and the environment. This aligns with the natural developmental process where children first become aware of themselves before interacting more broadly with their surroundings.

## Progression of Learning in EVS

Building upon the understanding of the self, the EVS curriculum expands outwards to introduce related concepts in a logical sequence:

- **Family:** The next circle of understanding typically involves the child's family. Children learn about family members, their roles, relationships within the family, and activities shared at home.
- **Neighbourhood:** Following the family, the EVS syllabus introduces the neighbourhood. This includes people and places in the community, such as neighbours, friends, school, local shops, and parks.
- **Country:** Concepts related to the wider nation, its geography, culture, and people are introduced at later stages, once the child has a solid understanding of their immediate environment and social circles.

Thus, the EVS syllabus commences the process of extending the child's understanding of their world starting from the **Immediate self**.

---

80. Answer: c

Explanation:

# Understanding EVS Curriculum Expectations for Children

The Environmental Studies (EVS) curriculum aims to build a strong foundation for children's understanding and appreciation of the world around them. It focuses on experiential learning and fostering key attitudes and skills. Let's analyze the expectations mentioned in the options:

## Analyzing the Expected Learning Outcomes in EVS

- **Option A: Acquiring awareness about immediate surroundings through lived experiences on various themes related to daily life.**

This is a fundamental aspect of the EVS curriculum. It emphasizes learning through direct experiences and connecting concepts to a child's everyday life and immediate environment. This hands-on approach helps in building a concrete understanding.

- **Option B: Nurturing natural curiosity and creativity for immediate surroundings.**

EVS is designed to encourage children's natural inquisitiveness. It promotes exploration, questioning, and creative thinking about their environment, fostering a lifelong love for learning and discovery.

- **Option C: Developing sensitivity for natural, physical and human resources in the immediate environments.**

Instilling sensitivity and respect towards the environment – including nature, physical elements, and people – is a core goal. This helps children develop responsible attitudes and values towards the resources they interact with daily.

- **Option D: Organizing rallies and demonstrations to protect the environment.**

While environmental protection is the ultimate aim of EVS, organizing rallies and demonstrations is a form of civic action that might be introduced at much later stages or in specific contexts. For young children in the initial EVS curriculum, the focus is typically on building awareness, understanding, and



developing positive attitudes and simple responsible behaviours, rather than organizing formal protests.

### Conclusion on EVS Curriculum Goals

Based on the analysis, acquiring awareness through lived experiences (A), nurturing curiosity and creativity (B), and developing sensitivity towards environmental resources (C) are key objectives of the EVS curriculum for children. Option D, while related to environmental action, is generally not considered a primary or direct expectation for foundational EVS learning in early stages.

Therefore, the expectations aligned with the EVS curriculum are A, B, and C.

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81. Answer: a

Explanation:

## EVS Learning Experiences: Understanding Key Concepts

Environmental Studies (EVS) aims to connect learners with their surroundings, fostering understanding, appreciation, and responsible action. Achieving this requires engaging learners through various types of experiences that cater to different learning styles and deepen comprehension. This explanation explores the significance of different experience types in EVS education.

### Analyzing EVS Learner Experiences

Effective EVS learning hinges on providing learners with experiences that are relevant, engaging, and informative. Let's examine the types mentioned:

- **Contextual Experience (A):** This involves learning within the natural setting or environment related to the topic. For instance, studying a pond ecosystem by

visiting a local pond provides a direct, contextual understanding that textbooks alone cannot offer. It grounds learning in reality.

- **Contrived Experience (B):** These are experiences deliberately designed by educators to simplify, illustrate, or emphasize specific aspects of a concept. Examples include building a model of a watershed, conducting a controlled experiment on pollution effects, or using charts to show food chains. These help learners grasp abstract ideas.
- **Real-life Experience (C):** This focuses on direct, hands-on interaction with the environment and real-world situations. Field trips, nature walks, community clean-up drives, or interviews with local farmers are examples. Such experiences build practical knowledge and personal connection.
- **Simulated Experience (D):** This involves learning through artificial representations like virtual reality (VR) simulations of endangered habitats, computer models of weather patterns, or role-playing exercises. While useful for accessing difficult or dangerous environments, they are often secondary to direct engagement.

## Importance of Contextual, Contrived, and Real-life Experiences in EVS

For an Environmental Studies learner, a blend of direct and guided experiences is crucial:

- **Contextual Experience (A)** ensures that learning is relevant and connected to the learner's immediate or broader environment. Understanding local flora and fauna is more impactful when observed in their natural habitat.
- **Contrived Experience (B)** plays a vital role in breaking down complex environmental processes into manageable parts. For example, a teacher might create a small terrarium (contrived experience) to help students understand the water cycle (contextual element) in a simplified way.
- **Real-life Experience (C)** provides the most profound learning. Direct involvement in activities like planting a tree, sorting waste for recycling, or observing wildlife firsthand builds skills, values, and a sense of responsibility towards the environment.

## Evaluating the Options

Considering the nature of EVS, which emphasizes direct observation, interaction, and understanding of the environment:

- **Contextual, Contrived, and Real-life experiences (A, B, C)** together provide a robust learning framework. They cover learning in the environment, learning through simplified models, and direct interaction, respectively. This combination ensures both theoretical understanding and practical engagement.
- **Simulated Experience (D)**, while valuable, often lacks the authenticity and multi-sensory engagement of direct, real-world experiences. It serves as a supplement rather than a primary method for foundational EVS learning. Therefore, experiences focusing solely on simulation might be less crucial than the other three.

The combination of Contextual Experience, Contrived Experience, and Real-life Experience provides a comprehensive approach essential for developing a deep and practical understanding of Environmental Studies.

82. Answer: c

Explanation:

### Understanding EVS Curriculum Structure

Environmental Studies (EVS) is a crucial subject that helps young learners understand their surroundings. Its curriculum is designed to foster awareness and appreciation for the environment. Let's analyze the given statements regarding the EVS curriculum.

### Analysis of EVS Statements

**Statement A:** EVS is taught from grade III to V.

In many educational systems, including those influenced by NCERT guidelines in India, EVS is introduced formally from Class III onwards. While environmental concepts might be touched upon in earlier classes through integrated activities, the dedicated subject of EVS typically begins in Class III and continues through Class V.

### Statement B: Integration of EVS Skills in Early Grades

For Classes I and II, formal EVS instruction isn't usually separate. Instead, the skills and concepts related to understanding the environment are woven into other subjects. Specifically, the skills associated with EVS are often embedded within the curriculum of **Language** (learning about plants, animals, festivals through stories and poems) and **Mathematics** (learning about numbers, shapes, and measurements related to the environment). This integrated approach makes learning relevant and engaging for very young learners.

### Statement C: NCERT EVS Syllabus Structure

The National Council of Educational Research and Training (NCERT) follows a well-defined structure for its EVS syllabus. It organizes the content into broad **themes**, such as 'Family and Friends', 'Food', 'Shelter', 'Water', 'Travel', and 'Things We Make and Do'. Each theme is further broken down into smaller concepts called **sub-themes**. Crucially, the syllabus also highlights the interconnectedness and possible **connections** between these themes and sub-themes, encouraging a holistic understanding.

- **Themes:** Broad areas of study.
- **Sub-themes:** Specific topics within themes.
- **Connections:** Emphasis on interlinking concepts.

### Statement D: Holistic Approach vs. Compartmentalization

The goal of the EVS curriculum is generally to provide a **holistic understanding** of the environment. This means appreciating the environment as an interconnected system, rather than seeing it as separate parts. The statement suggests that the curriculum both enables a holistic approach AND compartmentalizes topics into science and social science. While EVS draws from both science and social science,

its core aim is integration, not compartmentalization. Therefore, promoting compartmentalization contradicts the holistic aim.

## Conclusion on EVS Statements

Based on the analysis:

- Statement A is accurate regarding the formal introduction of EVS.
- Statement B accurately describes the approach in Classes I and II.
- Statement C correctly reflects the NCERT syllabus structure with themes and sub-themes.
- Statement D contains a contradiction, as EVS aims for holistic understanding and discourages strict compartmentalization.

Therefore, the statements that are true in relation to EVS are A, B, and C.

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83. Answer: a

Explanation:

- **Understanding Environmental Issues in EVS:** Environmental issues are complex problems that often arise from the interaction between human activities and the natural world. Examples include air and water pollution, climate change, deforestation, and loss of biodiversity. To fully grasp these multifaceted challenges, learners need to develop a specific way of looking at them.

## Developing a Multidisciplinary Perspective for EVS Learners

Environmental Studies (EVS) teachers play a crucial role in equipping students with the necessary understanding to tackle environmental issues. The most effective approach involves fostering a **multidisciplinary perspective** in learners.

**What is a Multidisciplinary Perspective?**

A multidisciplinary perspective involves looking at a subject or problem by drawing upon knowledge, theories, and methods from various academic disciplines. In the context of EVS, this means:

- Connecting environmental topics to concepts from different subjects.
- Understanding that environmental issues have multiple dimensions – scientific, social, economic, political, and ethical.

## Importance in EVS Teaching

Teachers need to help students see that environmental issues cannot be understood through just one lens. For example:

- **Science:** Understanding the biological and chemical processes behind pollution or climate change.
- **Geography:** Studying the location, distribution, and impact of environmental problems on different regions.
- **Social Studies:** Examining how human societies, cultures, and historical events contribute to or are affected by environmental issues.
- **Economics:** Analyzing the financial costs of environmental damage and the economic implications of conservation efforts or pollution control.
- **Civics and Ethics:** Discussing the responsibilities of individuals, communities, and governments, and the moral questions surrounding environmental protection.

By integrating these different viewpoints, students gain a more complete and nuanced understanding of environmental challenges. This holistic view helps them appreciate the interconnectedness of environmental problems with human life and societal structures.

## Why Other Perspectives Are Less Suitable for Understanding

Let's consider why the other options are not the primary perspective needed for \*understanding\* these complex issues:

- **Disciplinary Perspective:** Focusing solely on one discipline (e.g., only science) provides an incomplete picture. Environmental issues inherently cross

disciplinary boundaries.

- **Global Perspective:** While a global view is important for understanding the worldwide scale of many environmental issues (like climate change), it is built upon understanding the various disciplines involved across different regions. It describes the scale, not the approach to understanding the causes and effects.
- **Preserving and Protecting the Environment:** This represents a goal or an action related to environmental issues, not the perspective used to understand them initially. Understanding must come first to inform effective preservation and protection efforts.

## Conclusion

Therefore, to effectively teach EVS and enable learners to comprehend the complexities of environmental issues, teachers must cultivate a **multidisciplinary perspective**, integrating insights from various fields of study.

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### 84. Answer: c

#### Explanation:

Understanding Observation Activities in EVS Environmental Studies (EVS) is a subject that encourages children to actively engage with their surroundings. A key method for doing this is through 'observation activities'. Let's explore what makes an activity a suitable observation activity in EVS for children. **Key Concepts of EVS Observation** Observation in EVS involves using our senses to gather information about the world around us. For children, these activities are designed not just to look or listen, but to actively explore, question, and learn. The goal is to make learning an engaging and natural process. **Analysis of Options for Observation Activities** We need to identify which options best describe the purpose and benefits of 'observation activities' in EVS that help in 'extending children's learning'.

- **Option A: To enable children to see similarities to extend children's learning.** Observing similarities helps children understand classification and



relationships between different things in their environment. This is a valuable part of learning.

- **Option B: To enable children to see differences to extend children's learning.** Similarly, observing differences is crucial for detailed understanding and distinguishing between various elements. This is also a key outcome of observation.
- **Option C: To enable children to seek information to extend children's learning.** Observation is fundamentally about gathering information. When children observe, they are actively seeking to find out about their environment. This aligns directly with the learning process in EVS.
- **Option D: To enable children to nurture natural curiosity to extend children's learning.** Children are naturally curious. EVS observation activities are excellent tools to fuel this 'natural curiosity'. When children are curious, they are more motivated to explore, ask questions, and learn deeply.

**Synthesizing the Best Explanation for Observation** While observing similarities (A) and differences (B) are important *\*outcomes\** of careful observation, options C and D focus more on the *\*purpose\** and *\*process\** of observation activities in EVS.

- **Seeking Information (C):** This option highlights the active, investigative nature of observation. It's about learning *\*how\** to find things out by observing.
- **Nurturing Natural Curiosity (D):** This option emphasizes the motivational aspect. EVS aims to foster a love for learning, and observation is a primary way to connect with and satisfy a child's innate curiosity about the world.

Considering the core goals of EVS education, which include developing inquiry skills and fostering a sense of wonder, options C and D provide the most suitable and comprehensive explanations for effective 'observation activities'. These activities empower children to become active learners by encouraging them to seek information and satisfying their curiosity. Therefore, enabling children to seek information and nurturing their natural curiosity are the most fitting descriptions.

| Option Letter | Explanation Relevance                                              |
|---------------|--------------------------------------------------------------------|
| A             | Relevant outcome, but not the primary purpose.                     |
| B             | Relevant outcome, but not the primary purpose.                     |
| C             | Directly relates to the active learning process in observation.    |
| D             | Highlights the motivational and engagement aspect crucial for EVS. |

Options C and D together capture the essence of purposeful observation in EVS, focusing on the active seeking of knowledge and the development of intrinsic motivation, which ultimately leads to extended learning.

85. Answer: c

Explanation:

## Understanding Continuous and Comprehensive Evaluation (CCE)

Continuous and Comprehensive Evaluation (CCE) is a system used in education to assess a student's growth throughout the academic year. It emphasizes evaluating the student's performance in various subjects and activities consistently, rather than relying solely on final examinations. The goal is to understand the child's overall development, identify learning gaps, and provide guidance for improvement. Let's break down the core ideas behind CCE.

## Analysis of Statements Clarifying CCE Nature

We need to identify which statements accurately describe the essence of Continuous and Comprehensive Evaluation.

**Statement A: Assigning Grades for Overall Progress**

While CCE often results in the assignment of grades to reflect a student's overall progress, this statement only focuses on the outcome (grades). It doesn't fully explain the *\*process\** or the *\*comprehensive\** nature of CCE, which includes monitoring development across different areas and over time.

### Statement B: Assigning Marks for Overall Progress

Similar to statement A, this focuses on assigning marks. Although marks might be part of the assessment process within CCE, CCE is much broader than just assigning marks. It aims to provide a detailed picture of the student's learning and development, encompassing various skills and attributes.

### Statement C: Information on Changes in Student Levels Over Time

This statement highlights that CCE provides information about the **changes in the levels of students from time to time**. This accurately reflects the 'Continuous' aspect of CCE. Continuous evaluation means tracking a student's progress regularly, observing improvements, identifying difficulties, and understanding how their learning evolves throughout the academic session. This ongoing assessment is crucial for timely intervention and support.

### Statement D: Informing Students How to Progress

This statement emphasizes that CCE informs children about **how they can progress in their learning process**. This aligns with the 'Comprehensive' and feedback-oriented nature of CCE. It's not just about assessing; it's about using the assessment data to provide constructive feedback to students, helping them understand their strengths and weaknesses and guiding them on how to improve their learning strategies and achieve better outcomes.

## Key Differences and CCE Principles

CCE differs from traditional assessment methods by focusing on:

- **Holistic Development:** Assessing scholastic (academic) and co-scholastic (life skills, attitudes, values) aspects.
- **Regular Monitoring:** Continuous assessment throughout the academic session.

- **Formative Feedback:** Using assessment data to guide teaching and learning, helping students improve.
- **Reduced Exam Stress:** Spreading assessment over time reduces the pressure associated with final exams.

## Conclusion on CCE Statements

Statements C and D effectively capture the core principles of CCE:

- Statement C relates to the **continuous** tracking of student progress.
- Statement D relates to the **comprehensive** feedback and guidance provided to students for their learning journey.

Statements A and B are limited as they only mention the use of grades/marks, which is just one potential outcome and not the defining characteristic of the CCE process itself.

Therefore, the statements that best clarify the nature of Continuous and Comprehensive Evaluation are C and D.

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86. Answer: b

Explanation:

## Role of EVS Teacher in Promoting Environment Conservation

Environmental Studies (EVS) education aims to cultivate responsible citizens who are aware of and committed to protecting the environment. An EVS teacher's role extends beyond imparting information; it involves nurturing specific qualities in students that encourage active participation in conservation efforts. The question asks to identify the most crucial quality among knowledge, understanding, skill, and attitude for achieving environmental conservation.

# Analyzing Key Factors for Environmental Conservation

Let's explore the significance of each factor an EVS teacher might focus on:

- **Knowledge:** This involves providing students with factual information about environmental issues, ecological systems, pollution, biodiversity, and conservation strategies. For example, knowing the causes of deforestation or the process of recycling is part of knowledge acquisition. It forms the informational base for environmental awareness.
- **Understanding:** This refers to the deeper comprehension of environmental concepts, the relationships between different elements in an ecosystem, and the consequences of human actions on the environment. Understanding helps students grasp the 'why' behind environmental problems and the necessity of conservation actions. For instance, understanding how wetlands filter water helps appreciate their ecological value.
- **Skill:** These are practical abilities that enable students to take concrete actions towards conservation. Examples include waste segregation, composting, planting trees, conserving water and energy efficiently, or conducting simple environmental audits. Skills provide the 'how-to' for environmental protection.
- **Attitude:** This encompasses the development of students' values, beliefs, feelings, and dispositions towards the environment. It involves fostering a sense of care, responsibility, respect, appreciation, and a commitment to protecting nature. Attitude addresses the motivation and willingness to act.

## Prioritizing Attitude for Effective Conservation

While knowledge, understanding, and skills are all important components in environmental education, developing a positive **attitude** is considered the most critical factor for achieving effective environment conservation:

- **Driver of Action:** A positive environmental attitude provides the intrinsic motivation needed for students to apply their knowledge, practice their skills, and act upon their understanding. Students who care about the environment are more likely to take initiative in conservation activities.
- **Behavioural Influence:** Conservation ultimately depends on people's behaviour. A strong pro-environmental attitude directly influences lifestyle choices and

actions, encouraging habits like reducing consumption, reusing materials, and participating in community environmental initiatives.

- **Foundation for Learning:** A positive attitude often stimulates a greater interest in acquiring knowledge, deepening understanding, and honing conservation skills. It creates a receptive mindset for environmental learning and action.
- **Long-Term Commitment:** Attitudes shape values, which tend to be more enduring than acquired knowledge or skills. Fostering a lasting appreciation and sense of responsibility for the environment ensures a long-term commitment to conservation beyond the classroom.

For instance, a student may possess extensive knowledge about plastic pollution (knowledge) and understand its impact on marine life (understanding), but without a caring attitude towards the environment, they might not feel compelled to reduce their plastic use or practice proper disposal (skill application). Conversely, a student with a strong positive attitude is more likely to actively seek out ways to contribute to solutions.

## Conclusion: The Central Role of Attitude in Conservation

Therefore, the most important element for an EVS teacher to develop among students for environment conservation is a positive **attitude**. This foundational quality drives the effective use of knowledge, understanding, and skills, ultimately leading to meaningful and sustained conservation actions and fostering lifelong environmental stewardship.

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### 87. Answer: c

#### Explanation:

Tashi is facing a common challenge in Environmental Studies (EVS): explaining scientific terms like "**glucose**", "**acid**", and "**acidity**" to children effectively. Finding the right teaching method is key to making these concepts understandable and relatable.



## Explaining EVS Terms: Glucose, Acid, and Acidity

The goal is to help children grasp the meaning of "glucose", "acid", and "acidity" as presented in their EVS textbook. Let's analyze the different approaches Tashi could take:

### Evaluating Teaching Strategies

- **Showing Packets:** While showing a packet of glucose (like energy drink powder) might help illustrate what glucose is in a familiar context, simply showing packets of "acid" might not be practical or safe. It also doesn't effectively explain the concept of "acidity", which relates to the properties of acids.
- **Using a Dictionary:** Relying solely on dictionary meanings, even in the children's local language (Hindi in this case), often presents words without context. Children might learn the translation but not understand the actual scientific concept or how it applies in the real world. This method focuses on vocabulary rather than comprehension.
- **Local Language and Experiences:** This approach leverages the children's existing knowledge and environment. Explaining "glucose" could involve talking about the energy we get from food, perhaps mentioning things children eat that give quick energy. Explaining "acid" and "acidity" could involve discussing sour tastes (like lemons or tamarind), which are common experiences for children. Connecting the terms to their daily lives makes the concepts tangible and easier to remember.
- **Expert Lecture:** Inviting a doctor might provide expert information, but the language and complexity level could be too advanced for young EVS students. The focus might shift from foundational understanding to specialized medical knowledge, which isn't the primary goal of explaining these basic terms in an EVS context.
- **Option 5 is empty** and therefore cannot be considered.

### Best Approach for Teaching Scientific Concepts

The most effective strategy for Tashi is to use the children's **local language** and connect the terms "glucose", "acid", and "acidity" to their everyday **experiences**.



### Why This Method Works Best:

- **Accessibility:** Using the local language removes barriers to understanding.
- **Relatability:** Discussing familiar experiences (like tasting sour food for **acidity** or feeling energetic after eating for **glucose**) makes abstract scientific ideas concrete.
- **Engagement:** When children can relate concepts to their own lives, they become more engaged and curious to learn.
- **Conceptual Clarity:** This method helps build a deeper, more intuitive understanding rather than just memorizing definitions. For example, discussing how stomachs sometimes feel sour (related to **acid**) can be a relatable entry point.

Therefore, Tashi should aim to explain these terms by making them relevant to the children's world, using language they understand and examples from their daily lives.

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88. Answer: c

Explanation:

## Environmental Studies Learning Forms Explained

Environmental Studies is a broad field focused on understanding the complex relationships between humans and their natural surroundings. To grasp these interactions effectively, students often engage in various learning methodologies. Let's analyze the types of learning relevant to this discipline.

### Understanding Learning Approaches in Environmental Studies

Environmental Studies requires a deep understanding of ecological principles, human impacts, and potential solutions. This understanding is best achieved through a combination of approaches that go beyond simple memorization.

## Factual Learning (A)

Factual learning involves acquiring knowledge about specific facts, concepts, definitions, and principles related to the environment. Examples include learning the names of different species, understanding the water cycle, or knowing the causes of climate change. While foundational, factual knowledge alone may not lead to a comprehensive grasp of environmental issues or the ability to address them.

## Experiential Learning (B)

Experiential learning emphasizes learning through direct experience and reflection. In Environmental Studies, this is crucial. It involves activities like:

- Field trips to natural areas (forests, rivers, wetlands)
- Hands-on activities like planting trees or cleaning up a local park
- Observing wildlife in its natural habitat
- Participating in community-based environmental projects

This approach allows students to connect theory with practice, fostering a deeper appreciation and understanding of environmental systems and challenges. It promotes engagement and personal relevance.

## Experimental Learning (C)

Experimental learning involves learning through the scientific method: formulating hypotheses, designing and conducting experiments, collecting data, and analyzing results. This is vital for understanding cause-and-effect relationships in environmental science. Examples include:

- Conducting water quality tests in a lab or field
- Setting up experiments to study the effects of pollutants on plant growth
- Analyzing soil samples
- Monitoring environmental variables over time

Experimental learning equips students with critical thinking and problem-solving skills, enabling them to investigate environmental problems systematically.

## Connecting Learning Forms to Environmental Studies

Environmental Studies thrives on learning that is both grounded in facts and actively engaged with the real world. While factual knowledge (A) provides the necessary information base, the dynamic and often complex nature of environmental issues necessitates active participation.

- **Experiential learning (B)** allows students to directly experience environmental phenomena, building intuition and a tangible connection to the subject matter.
- **Experimental learning (C)** enables students to apply scientific principles to investigate environmental questions, developing analytical skills and understanding processes firsthand.

Therefore, a combination of experiential and experimental learning methods is particularly effective for mastering Environmental Studies, as it moves beyond passive knowledge acquisition to active understanding and inquiry.

---

89. Answer: d

Explanation:

### Prioritizing Process and Application in EVS Curriculum Emphasis

Environmental Studies (EVS) plays a crucial role in shaping a student's understanding and relationship with their surroundings. The effectiveness of an EVS curriculum lies not just in the information it delivers, but more importantly, in how it engages students and equips them with relevant skills. Understanding the key areas of focus helps educators design better learning experiences.

### Understanding Key EVS Curriculum Components

When considering the EVS curriculum, several components are vital:

- **Content:** This refers to the factual information, concepts, and knowledge base related to the environment (e.g., ecosystems, natural resources, pollution).
- **Process:** This focuses on the skills and methods used to learn and explore the environment. Key processes include observation, asking questions (inquiry), hypothesizing, experimenting, analyzing data, and communicating findings.
- **Facts:** These are specific pieces of information that form the building blocks of content knowledge.
- **Application:** This involves using the acquired knowledge and skills in real-world contexts to solve problems, make decisions, or take actions related to environmental issues.

## Analysis: Why Process and Application are Crucial in EVS

The modern approach to EVS emphasizes active learning and developing environmentally responsible citizens. Let's analyze the options:

- **Process (B):** Stressing the **process** is vital because it encourages students to actively explore, investigate, and understand environmental phenomena. Skills like observation, questioning, and critical thinking, developed through **process**-oriented learning, empower students to become lifelong learners and problem-solvers in environmental contexts. For example, instead of just reading about a plant, students might learn the **process** of observing its growth, identifying its needs, and documenting changes.
- **Application (D):** Emphasis on **application** ensures that learning is relevant and impactful. It bridges the gap between classroom knowledge and real-world environmental challenges. Students learn to **apply** their understanding to local issues, conservation efforts, or sustainable practices in their daily lives. For instance, learning about waste management (content) becomes more meaningful when students **apply** this knowledge by participating in school recycling programs (**application**).
- **Content (A) and Facts (C):** While **content** and **facts** provide the necessary foundation, an overemphasis can lead to rote memorization without deep understanding or practical engagement. EVS aims to develop skills and attitudes, not just factual recall. Therefore, **content** and **facts** are important, but

they are best learned and reinforced through engaging **processes** and meaningful **applications**.

## Conclusion: The Optimal Focus for EVS

An effective EVS curriculum should focus on enabling students to actively engage with their environment through various skills (**Process**) and utilize their learning to address real-world situations (**Application**). This approach fosters deeper understanding, critical thinking, and a sense of environmental stewardship.

Therefore, the EVS curriculum should primarily stress upon **Process** and **Application**.

---

90. Answer: d

Explanation:

### Puppet Show Benefits for Developing Process Skills

A puppet show designed to illustrate aspects of farmers' lives is an engaging educational activity. This type of presentation allows students to learn about a specific topic in a visual and interactive manner. The question asks which *process skill* is primarily developed through such an activity.

### Understanding Observation Skill in Puppet Shows

Process skills are abilities acquired through active experience and interaction with the learning material. Let's break down how a puppet show about farmers' life helps develop these skills:

- **Visual Learning:** Puppet shows rely heavily on visual cues – the puppets themselves, their actions, the setting, and any props used.
- **Narrative Engagement:** Students watch the story unfold, following the characters and events related to farming.

- **Detail Focus:** To understand the show and the theme of farmers' lives, students need to pay attention to the specific details presented. This includes how farmers are depicted working, the tools they might use (like ploughs or sickles), the environment (fields, crops), and the daily routines shown.

Paying close attention to these visual and interactive elements directly enhances a student's **observation skill**. They learn by watching carefully and noticing the details presented in the puppet show.

## Why Observation is Key for Learning About Farmers' Life

Learning about farmers' lives involves understanding their work, environment, and lifestyle. A puppet show provides a simplified yet informative representation.

Students develop the **observation skill** by:

- Noticing the different tasks shown (e.g., sowing seeds, harvesting crops, tending animals).
- Observing the tools and equipment used by the farmer puppets.
- Identifying elements of the farming environment (e.g., types of crops, weather conditions).
- Watching the interactions between characters and understanding the context of farm life.

This careful watching helps them build a foundational understanding of the subject matter.

## Comparing Observation Skill with Other Process Skills

While other process skills might be indirectly involved, **observation skill** is the most directly and significantly developed:

- **Remembering Skill:** This involves recalling information. While students might remember parts of the show, the primary skill being used \*during\* the show is observation, not recall.
- **Recognising Skill:** This means identifying something previously learned or known. Observation is about noticing new details within the show itself.

- **Conceptual Skill:** This involves understanding abstract ideas. While the show aims to build concepts about farming, the foundational step is observing the concrete details presented.

Therefore, the act of watching the puppet show and taking in the information presented strongly emphasizes the development of **observation skill**.

## Conclusion on Process Skill Development

Engaging with a puppet show depicting farmers' lives primarily strengthens the ability to observe carefully. Students learn by watching, noticing details, and absorbing the visual information presented, making **observation skill** the most relevant process skill developed.

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91. Answer: c

Explanation:

### Analyzing the Grammatical Role of 'charge' in Paragraph 2

The question requires us to identify the part of speech of the word 'charge' as it appears in the second paragraph of the provided text about the 'Kids for Tigers' initiative. We need to locate the specific sentence to understand the context.

The relevant sentence from paragraph 2 is: *"The organization does not believe that children must wait to become adults before taking **charge** of their destinies."*

To determine the correct classification of 'charge', we must analyze its function within this particular sentence and context.

### Understanding 'taking charge' in Context

In the phrase "taking **charge** of their destinies", the word 'charge' plays a specific role:



- The phrase "taking charge" is an idiomatic expression.
- It means to assume control, responsibility, or leadership.
- Here, 'taking' is a gerund, which is a verb form ending in "-ing" that functions as a noun.
- The word 'charge' follows the gerund 'taking' and precedes the prepositional phrase "of their destinies".
- In this structure, 'charge' acts as the direct object of the gerund 'taking'. Nouns often function as direct objects.
- The word 'charge' represents the concept of control or responsibility being assumed.

Common uses of 'charge' as a noun include:

- "Who is in **charge** here?"
- "The taxi driver added a small **charge** for luggage."
- "He took **charge** of the situation."

Based on its role as the object of the gerund 'taking' and its meaning within the idiom "take charge", 'charge' functions as a **noun** in this sentence.

## Comparing with Other Parts of Speech

Let's review why the other options are incorrect in this context:

- **Adverb:** Adverbs typically modify verbs, adjectives, or other adverbs, providing information about manner, place, time, or degree. 'Charge' does not modify any other word in this sentence.
- **Adjective:** Adjectives modify nouns or pronouns, providing descriptive qualities. 'Charge' does not describe any noun or pronoun here.
- **Verb:** Verbs express action or a state of being. While 'charge' can be a verb (e.g., "The battery needs to charge"), in the phrase "taking charge", the word 'taking' already represents the action, and 'charge' is the entity (responsibility) being taken.

Therefore, the word 'charge' in the given sentence is functioning as a **noun**.

92. Answer: a

**Explanation:**

The question requires identifying the grammatical category of the word "endangered" within the context of the phrase "spread awareness about the endangered Hangul," as presented in the provided passage.

## Endangered: Identifying its Grammatical Role

To accurately determine the part of speech for "endangered," we must examine how it functions within the specific phrase "the endangered Hangul." This phrase forms a distinct unit within the sentence.

- **Phrase Context:** The specific phrase under consideration is "spread awareness about the endangered Hangul."
- **Noun Identification:** In this phrase, "Hangul" serves as a noun. The passage identifies it as the State animal of Kashmir.
- **Function of "Endangered":** The word "endangered" is positioned immediately before the noun "Hangul." Its purpose is to describe the current condition or status of the Hangul, specifically indicating that it faces a high risk of extinction.
- **Definition of an Adjective:** An adjective is a word used to modify or describe a noun or pronoun. Adjectives provide additional information about the qualities, characteristics, or state of being of the noun they are associated with. They commonly answer questions such as "What kind?" or "Which one?"
- **Grammatical Analysis:** Given that "endangered" describes the noun "Hangul" by specifying its precarious status, it performs the function of an adjective. In English grammar, adjectives typically appear before the nouns they modify.

Let's review the provided options in light of this analysis:

- **Adjective:** This classification is consistent with our finding, as "endangered" clearly describes the noun "Hangul."
- **Verb:** Verbs express actions or states of being. "Endangered" in this context does not signify an action performed by the Hangul. Although "endanger" is a

verb, the form "endangered" used preceding a noun often functions as an adjective (specifically, a past participle used adjectivally).

- **Noun:** Nouns name people, places, things, or ideas. "Endangered" specifies a quality or state, rather than naming something itself.
- **Adverb:** Adverbs modify verbs, adjectives, or other adverbs, typically answering questions about manner, time, place, or degree. Since "endangered" modifies the noun "Hangul," it is not functioning as an adverb.

Therefore, based on its descriptive role concerning the noun "Hangul," the word "endangered" is correctly identified as an adjective.

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### 93. Answer: b

Explanation:

## Understanding the Question Context

The question asks us to identify a word from the second paragraph of the provided text about the 'Kids for Tigers' program. This word should be similar in meaning to the phrase 'make an impact'. We need to carefully examine the words used in paragraph 2 and their meanings in relation to the given phrase.

## Meaning of 'Make an Impact'

The phrase 'make an impact' refers to having a significant effect on something or someone. It means causing a change or influencing a situation.

## Analyzing Paragraph 2 for Keywords

Paragraph 2 discusses how the organization encourages children to actively participate and affect change:

- Children are encouraged to "make their voices heard, to write to powerful decision-makers and **influence** their own families and communities."
- It mentions children have "**lobbied** for the tiger at the national level".

- It also refers to "world's most **credible** wildlife experts".
- The word "**charge**" is used in the context of "taking charge of their destinies".

## Evaluating Word Options

Let's look at the meaning of each option provided and see how it relates to 'make an impact':

- **Credible**: This means believable or trustworthy. It doesn't mean to cause an effect or change.
- **Influence**: This means to affect or change how someone thinks or behaves, or to have an effect on a situation. This closely matches the meaning of 'make an impact'. The passage states children are encouraged to influence decision-makers, which is a way of making an impact.
- **Lobbied**: This means to try to persuade someone in authority to support your cause. While lobbying is an action taken \*to\* make an impact, 'influence' describes the effect or power itself, which is closer to the core meaning of 'make an impact'.
- **Charge**: This means to take responsibility for something or to be in command. It does not relate to causing an effect.

## Identifying the Best Synonym

Comparing the meanings, 'influence' is the word from paragraph 2 that is most similar in meaning to 'make an impact'. Both terms relate to having an effect or bringing about change.

For example, when the passage says children are encouraged to **influence** decision-makers, it means they are encouraged to affect the decisions made, thereby making an impact on policy or actions related to wildlife conservation.

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94. Answer: d

Explanation:

## Identifying the Antonym for 'Destruction' in Passage 2

The question asks us to identify a word from the second paragraph of the provided text that is the opposite of the word 'destruction'. Let's analyze the meaning of 'destruction' and look for a suitable word in the given paragraph.

### Understanding 'Destruction' and its Antonyms

'Destruction' means the action or process of causing so much damage to something that it no longer exists or can no longer function. Its opposites, or antonyms, include words like:

- Preservation
- Conservation
- Protection
- Safety
- Creation

### Analyzing Paragraph 2 for the Correct Word

Let's carefully examine the second paragraph:

*"The organization does not believe that children must wait to become adults before taking charge of their destinies. They are encouraged to make their voices heard, to write to powerful decision-makers and influence their own families and communities. These children are young defenders of the wild and have lobbied for the tiger at the national level, asked for **protection** for wildlife sanctuaries, met with political leaders, senior government officials, editors of newspapers and magazines and public figures of all kinds. Their contributions have been recognized and admired by environmental groups in India and abroad. Some of the world's most credible wildlife experts have taken out time to help groom the most promising among these tiger warriors in their future role at the frontline of the tiger's defense."*

In this paragraph, we can see several words from the options provided:

- 'powerful'

- 'protection'
- 'contributions'
- 'credible'

## Evaluating the Provided Options

Now, let's check which of the given options fits the definition of an antonym for 'destruction':

- **Contribution:** This word refers to giving something or participating in something. It is not an opposite of destruction.
- **Credible:** This means believable or trustworthy. It has no relation to the concept of destruction or its opposite.
- **Powerful:** This word describes having great power or strength. While powerful actions might prevent destruction, the word itself isn't the direct opposite.
- **Protection:** This word means the action of safeguarding someone or something from harm or injury. Safeguarding something is the direct opposite of destroying it. The paragraph mentions children asking for 'protection for wildlife sanctuaries', which clearly implies saving these areas from harm or destruction.

## Conclusion

Based on the analysis, the word 'protection' from the second paragraph means the opposite of 'destruction'. The children involved in the 'Kids for Tigers' program advocate for the **protection** of wildlife and their habitats, which is essential for preventing their destruction.

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95. Answer: a

Explanation:

## Understanding the Kids for Tigers Environmental Programme

The provided passage introduces 'Kids for Tigers,' an environmental educational programme established in India around the year 2000. Its primary objective is to foster awareness among school children regarding the essential connection between the survival of tigers and the ecological stability of the Indian subcontinent. The programme utilizes engaging methods like workshops, nature walks, film screenings, and information kits, often referred to as 'edutainment.' A core principle highlighted is that protecting tigers and their forest habitats is intrinsically linked to safeguarding India's freshwater sources and, consequently, human well-being. The rationale is clearly stated: "We cannot save the tiger without saving its forests. If we do this, we are saving India's purest water sources".

## Analyzing Statements on Children's Role and Tiger Conservation

The question requires an evaluation of three specific statements based on the information presented in the passage. Let's examine each statement:

### Statement Evaluation:

- **Statement (A): Tiger warriors are being groomed by unknown wildlife experts.**

The passage mentions in the second paragraph that "Some of the world's most **credible** wildlife experts have taken out time to help groom the most promising among these tiger warriors...". The term 'credible' suggests experts who are recognized and respected, directly contradicting the assertion that they are 'unknown'. Therefore, statement (A) is considered incorrect based on the text.

- **Statement (B): The role of children in the future is to be at the forefront of protecting tigers.**

Paragraph 2 explicitly states that the children involved are being groomed "in their future role at the **frontline** of the tiger's defense." This clearly indicates that children are being prepared and encouraged to play a leading role in future tiger protection efforts. Thus, statement (B) is correct.

- **Statement (C): To save the tiger, saving forests is vital.**



The passage strongly emphasizes this point. In the first paragraph, it discusses the "vital connection between the survival of the tiger and ecological security" and quotes the programme's rationale: "We cannot save the tiger without saving its forests." This highlights the indispensable role of forest conservation in ensuring the tiger's survival. Hence, statement (C) is correct.

## Determining the Correct Option

After analyzing each statement against the details provided in the passage:

- Statement (A) is incorrect.
- Statement (B) is correct.
- Statement (C) is correct.

Consequently, the option that correctly identifies statements (B) and (C) as correct, while noting statement (A) as incorrect, is the most appropriate choice.

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96. Answer: b

Explanation:

## Analyzing Activities That Heighten the Cause of Tigers

The question asks to identify activities mentioned in the provided passage that help to 'heighten the cause of tigers'. This involves carefully reading the passage and cross-referencing the mentioned activities with the given options.

## Understanding the Kids for Tigers Programme

The passage describes the 'Kids for Tigers' programme, an environmental educational initiative launched in 2000. Its main goal is to connect the survival of tigers with India's ecological security. The programme uses various methods like 'edutainment' workshops, tiger fests, nature walks, film shows, and information kits

to raise awareness among children. It also emphasizes empowering children to influence decisions and advocate for wildlife.

## Activities Mentioned in the Passage

The passage explicitly lists several activities undertaken by the 'Kids for Tigers' programme and similar initiatives to promote their cause:

- 'Edutainment' workshops
- Tiger fests
- Nature walks
- Film shows
- Tiger information kits
- Public rallies
- Signature campaigns
- Petition sheets
- Photo exhibitions
- Celebration of eco days (e.g., World Environment Day)

The passage also mentions spreading awareness about endangered species like the Hangul, even in regions without tigers, indicating a broader approach to conservation awareness.

## Evaluating the Options

Let's examine each option based on the activities mentioned in the passage:

- **Option 1: Signature campaigns except workshops**  
The passage mentions both 'signature campaigns' (in paragraph 3) and 'workshops' (in paragraph 1). Since workshops are also mentioned as an activity that heightens the cause, excluding them makes this option incorrect.
- **Option 2: Public rallies and film shows**  
The passage clearly states that 'Public rallies' (paragraph 3) and 'film shows' (paragraph 1) are activities undertaken to heighten the cause. Both activities listed in this option are supported by the text.

- **Option 3: Petition sheets but not nature walks**

The passage mentions 'petition sheets' (paragraph 3) and 'nature walks' (paragraph 1). This option incorrectly excludes nature walks, which are listed as one of the programme's activities.

- **Option 4: Photo exhibitions excluding film shows**

The passage lists both 'photo exhibitions' (paragraph 3) and 'film shows' (paragraph 1). Excluding film shows, which are mentioned, makes this option incorrect.

## Conclusion on Activities

Based on the direct information provided in the passage, 'Public rallies' and 'film shows' are both confirmed activities used to heighten the cause of tiger conservation and environmental awareness. Therefore, option 2 is the most appropriate choice.

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97. Answer: d

Explanation:

## Understanding the 'Kids for Tigers' Programme Audience

The question asks us to identify the main group targeted by the environmental educational programme known as 'Kids for Tigers'. This programme focuses on connecting the survival of tigers with ecological health.

### Detailed Analysis of the 'Kids for Tigers' Programme

The provided passage gives clear information about the purpose and audience of the 'Kids for Tigers' initiative. Let's break down the key details:

- **Passage Statement 1:** The text explicitly states, "Kids for Tigers is an environmental educational programme for **schools** across India..." This directly

points to schools and, by extension, the students within them as the primary focus.

- **Programme Aims:** It aims to "increase awareness among **children** about India's biodiversity" and sensitize them to the importance of saving tigers and their habitats.
- **Methods Used:** Activities like 'edutainment' workshops, tiger fests, nature walks, and film shows are designed to engage and educate young people.
- **Empowerment Aspect:** The programme encourages **children** to voice their opinions, influence their communities, and act as "young defenders of the wild." This highlights that the programme is for children to participate in and lead change.

## Identifying the Correct Target Group

Based on the information presented, the '**Kids for Tigers**' programme is specifically designed for **school children**. The passage consistently refers to educating children and involving them actively in conservation efforts.

## Evaluating the Other Options

Let's consider why the other options are not the correct answer:

- **Public figures and Decision-makers:** These individuals are mentioned as people whom the participating children might engage with or try to influence. However, the programme itself is not targeted *\*at\** them; rather, the children are taught how to approach and interact with such figures.
- **Film-makers:** Film shows are listed as one of the methods used *\*by\** the programme to educate children. This means film is a tool, not the audience itself. The programme does not indicate that film-makers are its primary participants or beneficiaries.

Therefore, the most accurate description of the target audience for the '**Kids for Tigers**' programme, as per the passage, is **school children**.

## Explanation:

### Analyzing the "Kids for Tigers" Programme Activities

This solution breaks down the provided passage about the "Kids for Tigers" programme to answer the question about the purpose of Environment Day activities. We will examine the passage to understand the programme's goals and how specific activities, like celebrating eco days, align with those goals.

#### Passage Analysis: Objectives of Kids for Tigers

The passage highlights several key aspects of the "Kids for Tigers" initiative:

- **Programme Goal:** Launched in 2000, it's an environmental educational programme connecting tiger survival with the ecological security of India.
- **Methods:** Uses 'edutainment' workshops, tiger fests, nature walks, film shows, and information kits.
- **Awareness and Sensitization:** Aims to increase children's awareness about India's biodiversity and sensitize them to the fact that saving tigers and forests helps secure water sources and human well-being.
- **Youth Empowerment:** Encourages children to actively participate, voice their opinions, influence decisions, and act as "young defenders of the wild."
- **Advocacy:** Children have lobbied for tigers, sought protection for sanctuaries, and met with influential figures.
- **Activities for Cause:** Mentions public rallies, signature campaigns, petition sheets, photo exhibitions, and celebrating eco days like World Environment Day to "heighten the cause" and "increase the reach across the country."
- **Broader Awareness:** Extends awareness to other endangered species, like the Hangul in Kashmir, even where tigers aren't present.

#### Option Analysis: Purpose of Environment Day Activities

The question asks what purpose Environment Day activities are NOT undertaken for, according to the writer.

- **Option 1: sensitize them about ecological security.** The passage clearly states the programme aims to "sensitize them to the fact that saving tigers and their forests will also secure our water supply and help save ourselves," which directly relates to ecological security. Therefore, activities *are* undertaken for this purpose.
- **Option 2: be ignorant about the cause of tigers.** The entire programme is built around increasing awareness, educating children, and empowering them to act. The goal is the exact opposite of ignorance. The passage emphasizes making children informed and active participants. Thus, Environment Day activities are certainly not undertaken *to* foster ignorance about the cause of tigers. This aligns with the question's requirement.
- **Option 3: increase reach across the country.** Paragraph 3 explicitly states that activities like celebrating eco days are done "to increase the reach across the country." Therefore, activities *are* undertaken for this purpose.
- **Option 4: spread awareness.** The passage repeatedly mentions the goal of increasing awareness and spreading awareness about biodiversity, tigers, and conservation. Celebrating eco days falls under the activities aimed at achieving this widespread awareness. Therefore, activities *are* undertaken for this purpose.

### Conclusion on Activities' Purpose

Based on the analysis of the passage, Environment Day activities, alongside other mentioned initiatives, serve to:

- Sensitize children about ecological security.
- Increase the programme's reach across India.
- Spread awareness about conservation issues.

The passage strongly indicates that fostering ignorance is counter to the programme's core mission. Therefore, the activities are not undertaken to promote ignorance about the cause of tigers.

99. Answer: c

## Explanation:

### Decoding the Phrase 'To Heighten the Cause'

The question asks for the meaning of the expression 'to heighten the cause' as used in the provided passage about the 'Kids for Tigers' environmental educational programme. The phrase appears in the third paragraph, following a list of activities undertaken by the organization.

### Contextual Analysis of the Phrase

Paragraph 3 states: "Public rallies, signature campaigns, petition sheets, photo exhibitions, celebration of eco days, like World Environment Day are some activities undertaken to heighten the cause. The aim is to increase the reach across the country."

- The activities mentioned (rallies, campaigns, exhibitions) are all methods used to promote an issue or idea to a wider audience.
- The passage explicitly links these activities to the goal of "increas[ing] the reach across the country."
- Therefore, 'to heighten the cause' refers to making the specific environmental cause (like tiger conservation) more prominent, significant, and widely known.

### Evaluating the Options

Let's examine each option in light of the passage:

- **Option 1: To think of temporary solutions**  
The activities listed are primarily for advocacy and awareness-building, not for devising solutions, temporary or otherwise. This option does not align with the context.
- **Option 2: To increase personal popularity**  
The passage focuses on the goals of the 'Kids for Tigers' program and the importance of the cause itself (saving tigers and forests). There is no mention of increasing personal popularity for individuals involved.



- **Option 3: To increase awareness**

This option aligns perfectly with the activities described (rallies, campaigns) and the stated aim of "increasing the reach across the country." These are all strategies designed to make more people aware of the environmental issues and the importance of saving tigers. Heightening a cause directly relates to raising public consciousness and support.

- **Option 4: To have a limited scope**

The passage emphasizes the opposite: the aim is to "increase the reach across the country." Therefore, the intention is to broaden, not limit, the scope of the cause's impact and visibility.

## Conclusion

Based on the context provided in the passage, especially the connection between the listed activities and the aim to increase national reach, the phrase 'to heighten the cause' most accurately means **to increase awareness** about the environmental issues and the importance of the tiger's survival.

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100. Answer: c

### Explanation:

The correct answer is 'Summary.'

#### ★ Key Points

- The word "**synopsis**" is a noun which means a summary of a piece of writing, a play, etc. (किसी खेल, नाटक आदि का सार या संक्षेप; रूपरेखा)
  - **Example:** *How to use synopsis in a sentence?*
- **Summary** means a short description of the main ideas or points of something but without any details. (किसी (अवतरण) का सार-संक्षेप)
  - **Example:** *I want a summary of this meeting.*
- So, the word "**synopsis**" means "**Summary**."
- Therefore, the correct answer is Option 3.

### ★ Additional Information

- Let us see the meanings of the other words:
  - **Debate:** a formal argument or discussion of a question at a public meeting or in Parliament. (वाद-विवाद, बहस (सार्वजनिक सभा, संसद आदि में))
  - **Narration:** the action or process of narrating a story. (कथा वर्णन, विवरण)
  - **Deliberation:** discussion or thinking about something in detail. (विस्तृत विचार-विमर्श)

101. Answer: a

Explanation:

## Analyzing Poet's Initial Feelings During Reading

This solution delves into the emotional journey described in the provided stanza about reading a book. We will examine the poet's initial feelings based on the text and determine which specific emotion was not experienced at the start of the reading process.

## Understanding the Stanza's Narrative

The stanza vividly portrays the immersive experience of reading a book. It starts with the positive initial impressions of the book's presentation ("synopsis looked good, the cover looked nice") and progresses to the deep emotional connection the reader forms with the story and its characters. The reader experiences joy, pain, love, and even a sense of shared existence with the characters, highlighting the power of literature to transport and affect the reader profoundly. The intensity of this connection is described metaphorically, suggesting the reading experience deeply impacted the reader's emotions ("words cut your heart," "tearing your soul apart").

## Step-by-Step Analysis of Reader's Emotions

Let's break down the feelings mentioned in the stanza and compare them with the given options:

- **Initial Attraction:** The stanza begins with, "The synopsis looked good, the cover looked nice," indicating the poet liked the book's presentation before even starting to read deeply. This directly supports Option 4.
- **Desire for Continued Reading:** The text states, "You kept on reading, hoping it would never end." This clearly shows the poet's desire not to stop reading. This supports Option 2.
- **Connection with Characters/Friends:** The stanza mentions, "you met some new friends," suggesting a positive social or emotional connection formed through the reading process. This implies enjoyment and supports Option 3.
- **Empathy and Emotional Sharing:** The lines "You felt all their joy, and all their pain and hurt" demonstrate deep empathy. The poet experienced the characters' emotions alongside them. This shows a strong connection, feeling the characters' struggles.

## Evaluating Option 1: Upset with Characters' Lives

Option 1 suggests the poet felt "upset with the life of the characters." While the poet certainly felt the characters' "pain and hurt," this empathy is different from being "upset with" their life circumstances. Feeling pain and hurt implies emotional connection and compassion, whereas being "upset with" suggests frustration, annoyance, or disapproval of the characters' situations. The stanza emphasizes deep immersion and shared emotional experience (joy, pain, love, crying, laughing), not a negative judgment or frustration towards the characters' lives themselves during the initial reading phase. The intense emotional impact described later ("broken heart") stems from the depth of connection, not necessarily from being upset with the characters' lives initially.

## Conclusion on Initial Feelings

Based on the stanza's text, the poet explicitly experienced enjoyment of the book's presentation, a desire to continue reading, and a connection with new "friends" (characters). The poet also felt the characters' pain and hurt, indicating strong empathy. However, the specific feeling of being "upset with the life of the

characters" is not directly supported as an initial feeling. Empathy for their pain is shown, but not necessarily displeasure or frustration with their lives.

102. Answer: d

Explanation:

## Poem Analysis and Statement Evaluation

This solution analyzes the provided poem excerpt to determine the truthfulness of the given statements (A) and (B).

### Reading the Poem Excerpt

The poem vividly describes the immersive experience of reading a book. It highlights how reading can transport the reader into a different world, leading to strong emotional connections with the characters and narrative. The reader experiences joy, pain, love, and even a form of emotional death alongside the characters.

Key phrases indicating the reading process include:

- "You opened the book and began a new life."
- "You kept on reading, hoping it would never end."
- "And when the book reached its end..."
- "You suddenly realized that all that you read is not real."

### Evaluating Statement (A): The poet reached the end of the book

Statement (A) claims that the poet reached the end of the book.

Looking at the poem, the line "And when the book reached its end..." directly confirms this. The narrative clearly progresses to the conclusion of the book,

indicating that the reader has finished reading it.

Therefore, statement (A) is **true**.

## Evaluating Statement (B): Realization of Imaginary Characters

Statement (B) suggests that the reader realized the characters were imaginary.

The poem explicitly states: "You suddenly realized that all that you read is not real." The phrase "not real" directly implies that the characters, events, and the world described in the book were imaginary constructs of the author, not actual occurrences or people.

Therefore, statement (B) is **true**.

## Conclusion on Statements

Based on the textual evidence from the poem:

- Statement (A) is confirmed by the line mentioning the book reaching its end.
- Statement (B) is confirmed by the realization that the content read was "not real".

Since both statements (A) and (B) are supported by the text, the correct option is the one that reflects this.

## Selecting the Most Appropriate Option

The analysis shows that both statements are true. Comparing this with the given options:

- Option 1: Both (A) and (B) are false
- Option 2: (B) is true but (A) is false
- Option 3: (A) is true but (B) is false
- Option 4: Both (A) and (B) are true

Option 4 accurately reflects the findings from the poem analysis.

103. Answer: b

Explanation:

## Analyzing Figurative Language in Literary Stanzas

This section provides an explanation for identifying the correct figure of speech used in the line "The words cut your heart" from the given poem excerpt.

### Deconstructing the Phrase: "The words cut your heart"

The line in question describes the powerful emotional impact a book can have on a reader. It compares the effect of the written words to a physical injury, suggesting a deep and painful experience.

### Understanding Key Figures of Speech

To determine the correct figure of speech, let's review the definitions:

- **Metaphor:** A figure of speech that makes a direct comparison between two unlike things without using comparison words like "like" or "as". It states that one thing *is* another. For instance, "Her smile is sunshine."
- **Simile:** This figure of speech compares two different things using the words "like" or "as". For example, "The clouds were like cotton balls."
- **Parallelism:** This refers to the use of components in a sentence that are grammatically the same or similar in their construction, sound, meaning, or rhythm. For example, "To err is human; to forgive divine."
- **Alliteration:** This is the repetition of the same consonant sound at the beginning of words that are close together. For example, "Did drinking deeply affect him?"

### Applying Definitions to the Specific Line

Let's examine the line "The words cut your heart":

- The line directly equates the effect of words to the act of cutting. It suggests the words themselves possess the sharp quality of a knife.
- This comparison is made without using "like" or "as".
- The emotional pain is described as a physical wound.

Based on these points, the line clearly fits the definition of a **metaphor**. It's a direct comparison between the emotional impact of words and the physical act of cutting, highlighting the intensity of the reader's feelings.

### Evaluating the Options Provided

- **Metaphor:** This aligns perfectly, as the words' effect is directly stated as 'cutting' without comparative words.
- **Simile:** The line does not use "like" or "as," ruling out simile. If it were a simile, it might read, "The words cut your heart *\*like\** a knife."
- **Parallelism:** The line does not exhibit a repetition of grammatical structure.
- **Alliteration:** There isn't a noticeable repetition of initial consonant sounds in consecutive or closely connected words to qualify as alliteration.

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104. Answer: b

Explanation:

### Understanding the Immersive Reading Experience

The question asks about the meaning conveyed by the specific line: 'You danced through the pages, you sang out the words'. This line comes from a stanza describing the powerful emotional connection a reader can form with a book.

### Analyzing the Line 'You danced through the pages, you sang out the words'

This line uses figurative language to describe the reader's reaction to the book. Let's break it down:



- **'You danced through the pages':** This suggests a feeling of lightness, excitement, and sheer happiness. Dancing is often associated with celebration and feeling carefree. Here, it implies the reader was deeply enjoying the journey the book offered, moving enthusiastically through the content.
- **'You sang out the words':** Singing implies expressing joy vocally. In this context, it means the reader was so caught up in the story and the language that they felt an urge to express their delight, perhaps even mouthing or saying the words aloud with enthusiasm.

Together, these actions metaphorically represent a state of extreme happiness and deep engagement with the book. The reader is not just passively reading; they are actively participating emotionally, feeling uplifted and exhilarated by the story.

## Evaluating the Options

Let's examine each option in light of this interpretation:

- **Option 1: The poet felt joy, pain and hurt reading the book.** While the stanza later mentions feeling joy, pain, and hurt (*'You felt all their joy, and all their pain and hurt'*), the specific line 'You danced through the pages, you sang out the words' focuses solely on the positive, joyful aspect.
- **Option 2: The poet was overjoyed while reading the book.** This option perfectly captures the essence of "dancing" and "singing" in the context of reading. It signifies intense happiness and exhilaration, which aligns with the figurative meaning of the line.
- **Option 3: The poet sang and danced after reading the book.** The phrasing 'through the pages' and 'out the words' indicates that these actions happened *\*during\** the reading process, not afterward.
- **Option 4: The characters of the book danced before his eyes.** The line uses "You" (the reader) as the subject performing the actions (dancing, singing), not the characters within the book.

## Conclusion on Conveyed Meaning

The line 'You danced through the pages, you sang out the words' vividly portrays the reader's overwhelming positive emotional response to the book. It conveys a feeling of pure delight and deep immersion in the reading experience. Therefore, the most accurate interpretation is that the reader felt immense joy.

105. Answer: d

Explanation:

## Analyzing Character Emotions in the Poem

This solution aims to identify the specific feelings mentioned in the provided stanza that connect the reader to the book's characters. The question focuses on the second stanza, which vividly describes the deep emotional impact of reading a book.

## Understanding the Reader-Character Connection

The poem describes an intense reading experience where the reader becomes deeply engrossed in the book's world and characters. The second stanza highlights this immersion by detailing the shared emotional journey.

## Emotions Mentioned in the Stanza

The second stanza explicitly mentions several emotions that the reader experiences while connecting with the characters:

- **Joy:** "You laughed with the characters" indicates shared happiness.
- **Pain and Sorrow:** "and with them, you cried" suggests experiencing sadness or suffering alongside the characters. The line "You felt all their joy, and all their pain and hurt" further emphasizes this.
- **Love:** "You fell in love with them, too" directly states the feeling of love towards the characters.

- **Metaphorical Death:** "but with them, you died" implies sharing the ultimate fate or deep despair associated with the characters' experiences.

## Evaluating the Options

Now, let's compare the emotions mentioned in the stanza with the options provided:

- **Love:** Explicitly mentioned ("fell in love").
- **Pain:** Explicitly mentioned ("pain and hurt").
- **Sorrow:** Implied through "cried".
- **Jealousy:** This emotion is not mentioned or implied in the stanza. The poem focuses on empathy, shared joy, sorrow, and love, not envy towards the characters.

## Identifying the Unconnected Feeling

Based on the analysis of the second stanza, the poet describes experiencing joy, pain, sorrow, and love with the characters. The feeling of **Jealousy** is not among those described as connecting the reader to the characters. Therefore, jealousy was not one of the poet's feelings that connected him to the characters.

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106. Answer: c

Explanation:

## Understanding the Role of Multilingualism in Language Learning

This question explores the impact of a learner's existing linguistic abilities, specifically **knowledge of more than one language**, on the process of **teaching and learning a new language**. It's essential to consider how familiarity with multiple languages influences educational outcomes in language acquisition.

## Analyzing the Impact of Multilingual Knowledge

Knowing multiple languages, often termed multilingualism, offers several advantages in learning a new language:

- **Cognitive Benefits:** Individuals who know more than one language often possess enhanced cognitive skills, such as better problem-solving abilities and heightened awareness of language structures (metalinguistic awareness). These skills can facilitate the acquisition of subsequent languages.
- **Linguistic Foundation:** A learner's native language(s) (L1) acts as a foundation. It can be strategically used by teachers to explain new concepts, draw comparisons between grammatical rules or vocabulary, and make the learning process more relatable and understandable.
- **Cross-Linguistic Interaction:** While learning a new language, learners often compare it to languages they already know. This comparison can sometimes lead to errors (interference), but it also deepens their understanding of how languages work in general.

## Evaluating the Options Provided

Let's assess the effects of knowing more than one language based on the options:

- **Option 1: A Burden to the Teacher** – This is generally untrue. Skilled educators leverage students' multilingual backgrounds as a teaching resource, making it a benefit, not a burden.
- **Option 2: Confusion for Learners** – While initial challenges like language transfer can occur, knowing multiple languages typically equips learners with strategies to manage learning, rather than inherently causing confusion.
- **Option 3: Very Helpful in Teaching and Learning** – This aligns with modern language acquisition theories. The existing linguistic knowledge provides a valuable base for understanding grammar, vocabulary, and culture, making the new language learning process more effective and efficient for both the student and the instructor.
- **Option 4: Interference in Learning** – Language interference is a possibility, where patterns from one language are incorrectly applied to another.

However, this is just one aspect, and it can often be managed. It doesn't represent the overall impact, which is frequently positive.

- **Option 5: Empty Option** – This option provides no relevant information.

## Conclusion on Multilingualism as an Asset

Overall, the **knowledge of more than one language** significantly supports the process of **teaching and learning a new language**. It enhances cognitive abilities and provides a practical linguistic resource, contributing positively to the learning journey.

107. Answer: c

Explanation:

## Understanding Innate Grammar Rules in Language Acquisition

The question describes a teacher's belief that children possess **innate grammar rules** from birth, which facilitates their ability to learn any language. This perspective is central to understanding different theories of **language acquisition**. Let's explore the theories mentioned in the options to see which one aligns with this view.

## Comparing Language Acquisition Theories

Different psychological theories explain how humans, especially children, learn languages. The teacher's belief highlights the idea that the capacity for language, specifically the underlying grammatical structure, is something we are born with.

- **Behaviorism:** Behaviorist theories, often associated with figures like B.F. Skinner, suggest that language is learned through imitation, practice, reinforcement, and conditioning. Children learn by hearing language, attempting to speak,

and receiving feedback (rewards or corrections). This approach emphasizes the role of the environment over innate abilities.

- **Cognitivism:** Cognitivist theories focus on the mental processes involved in learning, such as thinking, memory, and problem-solving. While cognitivists acknowledge language development as part of cognitive growth, they don't specifically emphasize an innate, pre-programmed grammatical structure as the primary driver. They look at how general cognitive abilities enable language learning.
- **Nativism:** The Nativist perspective, most famously proposed by Noam Chomsky, strongly supports the idea that humans are born with an innate capacity for language. Chomsky theorized the existence of a "Language Acquisition Device" (LAD) in the brain, containing universal grammar principles common to all human languages. This innate knowledge allows children to quickly grasp the complex rules of the language they are exposed to, even with limited input. The teacher's belief that children are "born with grammar rules in their brain" directly reflects this Nativist viewpoint.
- **Constructivism:** Constructivist theories, like those of Lev Vygotsky, emphasize that learning is an active process where individuals construct their own knowledge and understanding. Social interaction and cultural context play significant roles in this construction. While constructivism values active learning, it typically doesn't focus on the specific idea of innate, pre-existing grammatical rules in the way Nativism does.

## Conclusion on the Teacher's Approach

Based on the explanation of the theories, the teacher's belief that children are inherently equipped with grammar rules from birth aligns perfectly with the principles of **Nativism**. This theory posits that the fundamental structure of grammar is biologically determined, making language acquisition a natural process rather than solely a result of environmental conditioning or general cognitive development.



Explanation:

## Library Period Reading: Identifying the Correct Reading Type

In a library period, students are given the freedom to choose books they find interesting and read them. This activity involves engaging with texts for personal enjoyment and broader understanding. We need to identify which reading strategy best describes this common library activity. Let's analyze the different reading types mentioned in the options:

### Understanding Different Reading Strategies

- **Extensive Reading:** This is a reading strategy where individuals read a large amount of text, often for pleasure, general understanding, or self-enrichment. The focus is on enjoying the content and getting the main ideas, rather than analyzing every word or grammatical structure. When students pick books based on their *interest*, they are typically engaging in this type of reading. It helps improve reading fluency, vocabulary in context, and overall comprehension of topics they like.
- **Intensive Reading:** This strategy involves reading a short text very carefully and in detail. The goal is usually to analyze language features, understand specific points, or prepare for a discussion or test. It requires close attention to vocabulary, grammar, and the author's specific message. This is usually done for academic purposes on selected texts, not typically for casual reading based on interest.
- **Scanning:** Scanning is a reading technique used to find specific information quickly within a text. For example, looking for a name, date, or a specific keyword. It's a rapid search for data, not focused on understanding the overall content or enjoying the book.
- **Critical Reading:** This involves reading analytically and evaluating the text. It means questioning the author's assumptions, identifying biases, analyzing arguments, and forming judgments about the text's validity and reliability. While students might naturally think critically about what they read, the



primary activity described – reading books of interest – is fundamentally about engagement and enjoyment, which falls under extensive reading.

## Choosing the Best Fit for Library Reading

The question specifies that students read books of their *interest* during library time. This implies reading for enjoyment, exploration, and personal satisfaction. Among the given options:

- Reading based on interest aligns directly with the definition of **extensive reading**, which emphasizes volume, speed, and pleasure.
- Intensive reading is too detailed and focused for this context.
- Scanning is only about finding specific facts, not reading a book.
- Critical reading, while important, is a deeper level of analysis that isn't the primary goal when simply reading for interest.

Therefore, the most appropriate description for students reading books of their interest in the library is **extensive reading**.

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109. Answer: a

Explanation:

## Understanding a Print-Rich Environment in the Classroom

A **print-rich environment** in a classroom is a space designed to immerse children in print and encourage their engagement with reading and writing. It's about making print visible, accessible, and meaningful in everyday classroom activities. This approach helps children develop early literacy skills, understand the purpose of print, and build positive attitudes towards reading and writing.

## Key Components of a Print-Rich Classroom

Such an environment typically includes:

- A variety of books, magazines, and other reading materials available for children to explore.
- Labels on classroom objects and areas.
- Charts, posters, and displays featuring words and stories.
- Opportunities for children to see print used for real purposes (e.g., writing lists, messages).
- Access to writing materials like paper, pencils, and crayons.

## Analyzing the Options for Print Richness

Let's examine the given options to see which best describes a **print-rich environment**:

- **Option 1: Exposing children to books and other reading material in the class.**

This directly aligns with the concept. Providing access to diverse reading materials like books, comics, magazines, and newspapers is a fundamental aspect of creating a print-rich setting. It encourages children to interact with print voluntarily.

- **Option 2: Making the children learn the print handwriting.**

While learning handwriting is an important literacy skill, it focuses on the mechanics of forming letters. A **print-rich environment** is broader than just handwriting practice; it's about exposure and interaction with existing print.

- **Option 3: Making the children learn hand printing.**

Similar to option 2, learning 'hand printing' (likely referring to block letters or a specific style) is a skill-based activity. It doesn't encompass the overall exposure to various forms of print that define a rich environment.

- **Option 4: Asking the children to collect waste material from their immediate environment and create something.**

This describes an activity focused on recycling, environmental awareness, and creative arts. While valuable, it doesn't directly relate to fostering a **print-rich environment**.

- Option 5: (Empty Option)

This option provides no relevant information.

## Conclusion: Defining the Print-Rich Environment

Based on the analysis, exposing children to a wide variety of books and reading materials is the most accurate description of a **print-rich environment** in the **class**. This exposure is crucial for developing literacy skills and fostering a love for reading.

110. Answer: c

Explanation:

### Phonological Awareness Stages Explained

**Phonological awareness** is a fundamental skill in learning to read and spell. It refers to the ability to recognize and work with the *sound structure* of spoken language. This includes understanding that spoken words are made up of smaller sound units. It's important to note that phonological awareness deals purely with sounds, not with the letters themselves (which is the domain of phonics).

### Understanding the Progression of Phonological Skills

The development of phonological awareness generally follows a path from larger units of sound to smaller, more specific ones. This progressive skill-building helps children tune into the sounds within words, a key step towards decoding written text.

The Key Stages: Syllables, Rhymes, and Phonemes

Phonological awareness encompasses a range of auditory skills. The typical developmental sequence highlights the following key stages:

- **Syllable Awareness:** This involves recognizing that words can be divided into smaller parts called syllables. Skills at this level include clapping syllables in a word (e.g., 'but-ter-fly' has three claps), blending syllables to form a word (e.g., 'pan' + 'cake' = 'pancake'), or segmenting words into syllables.
- **Rhyme Awareness:** This skill focuses on recognizing and producing words that have the same ending sound. Children learn to identify pairs of words that rhyme, such as 'cat' and 'hat', or 'dog' and 'log'. They might also be asked to generate a word that rhymes with a given word.
- **Phoneme Awareness:** This is the most advanced level of phonological awareness. It involves the ability to hear, identify, and manipulate individual sounds, known as **phonemes**, within spoken words. Examples include identifying the initial sound in a word (e.g., the '/b/' sound in 'ball'), blending sounds together to make a word (e.g., '/sh/ /i/ /p/' blends to 'ship'), or segmenting a word into its constituent sounds (e.g., 'sun' is made up of '/s/ /u/ /n/').

## Evaluating the Options for Phonological Awareness Stages

Let's analyze how the given options align with the established stages of phonological awareness:

- The option 'syllables, words, sentences' includes syllables but broadens to include words and sentences. While related to spoken language structure, sentences represent a much larger unit, and this option omits the crucial skill of phoneme manipulation.
- The option 'sounds, pitch, tone' includes the general term 'sounds' but adds 'pitch' and 'tone'. Pitch and tone are aspects of prosody (the rhythm and intonation of speech) rather than the discrete sound units central to phonological awareness development for reading.
- The option 'syllables, rhymes, phonemes' perfectly captures the generally accepted developmental progression. It starts with larger sound units (syllables), moves to sound patterns (rhymes), and progresses to the smallest units of sound (phonemes), representing a comprehensive sequence of skills.

- The option 'depth, speed, rhythm' describes characteristics of speech delivery or fluency, not the specific auditory skills involved in recognizing and manipulating sound segments within words.

Therefore, the sequence representing the core developmental stages of phonological awareness is syllables, rhymes, and phonemes.

### 111. Answer: a

#### Explanation:

##### Understanding Phonological Awareness Development by Age

Phonological awareness refers to a child's ability to recognize and manipulate the sound structure of spoken language. This skill is crucial for learning to read and spell. It encompasses a range of sound-related abilities, from recognizing larger units of sound like words and syllables to identifying individual speech sounds (phonemes).

### Early Phonological Skills Emergence

The development of phonological awareness is a gradual process that begins in the preschool years. Children start by recognizing larger sound units and progress towards manipulating smaller sound units. Key aspects of phonological awareness include:

- **Rhyme Awareness:** The ability to recognize and produce words that have the same ending sound (e.g., 'cat', 'hat').
- **Syllable Awareness:** The ability to identify, segment, and blend syllables within words (e.g., clapping out the parts of a word like 'ba-na-na').
- **Alliteration Awareness:** Recognizing words that start with the same sound (e.g., 'Sally sells seashells').
- **Phonemic Awareness:** The most advanced level, involving the ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words (e.g., blending sounds like /c/ /a/ /t/ into 'cat', or segmenting 'dog' into /d/ /o/ /g/).

## Age Range for Initial Development

Children typically begin to show developing phonological awareness skills between the ages of **3 and 4 years old**. During this period:

- They often enjoy listening to and participating in rhyming games and songs.
- They may start to identify words that rhyme.
- They can begin to clap or segment simple words into syllables.
- They might notice words that begin with the same sound (alliteration).

While children at this age (3–4 years) are starting to develop these foundational skills, more complex phonemic awareness skills, like blending and segmenting individual sounds, usually develop later, often between 4–6 years old.

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112. **Answer: c**

**Explanation:**

## Preparing Fifth Graders for Standardized Reading Tests

When preparing a fifth-grade class for a standardized reading test, teachers aim to equip students with the necessary skills and confidence to perform their best.

Standardized reading tests typically assess comprehension, vocabulary, and the ability to interpret different types of texts. Effective preparation involves strategies that directly enhance performance on the specific format and content of the test.

## Analyzing Preparation Strategies

Let's examine the options to determine the most effective advice for the teacher:

- **Option 1: Telling the children the test is very important and they should do the best they can.**

While conveying the importance of a test and encouraging students to try their best is generally good practice, solely focusing on this message can

sometimes increase student anxiety. It doesn't provide specific guidance on *how* to approach the test, which is crucial for standardized assessments.

- **Option 2: Coaching the below grade level readers, as the rest of the class will do well anyway.**

This approach is unbalanced. While supporting struggling readers is vital, assuming higher-achieving students will automatically perform well ignores the need for targeted preparation for everyone. Standardized tests often require specific strategies that all students can benefit from learning, regardless of their current reading level. This method neglects a significant portion of the class.

- **Option 3: Giving the pupils practice in answering questions similar to the type that will appear on the test.**

This strategy is highly effective. Familiarizing students with the specific question formats (e.g., multiple-choice questions about reading passages, identifying main ideas, understanding vocabulary in context) helps them understand expectations. Practicing similar questions allows students to develop test-taking strategies, improve their speed and accuracy, and build confidence. This directly targets the skills and format of the standardized reading test.

- **Option 4: Explaining to the learner the characteristics of standardized tests.**

Understanding the general nature of standardized tests can be beneficial, but it is less impactful than direct practice. Knowing *what* a standardized test is does not necessarily translate into improved performance on the reading tasks required. Practical application through practice questions is generally more valuable for enhancing test scores.

## Conclusion on Best Practice

The most practical and effective method for preparing fifth graders for a standardized reading test involves direct practice with question types they are likely to encounter. This familiarizes them with the assessment's structure and demands, enabling them to apply their reading skills more effectively during the actual test.



113. Answer: d

Explanation:

## Understanding the Rationale Behind Individual Attention in a Language Class

The scenario describes a teacher in a **language class** focusing on providing **individual attention** to each child as they engage with a **new text** for reading. This pedagogical approach requires understanding the core belief that drives such personalized instruction.

## Analyzing the Teacher's Approach to Reading

When a teacher gives **individual attention** during reading practice, they are focusing on the specific needs of each student. This could involve helping with pronunciation, understanding vocabulary, decoding words, or improving reading fluency. For a **new text**, where concepts and language might be unfamiliar, this focused help is crucial.

## Evaluating the Provided Options

Let's examine why each option relates to the teacher's action:

- **Option 1: The learners always learn better in groups.** This statement contradicts the teacher's action. Providing **individual attention** suggests the teacher believes that one-on-one support is necessary or beneficial, rather than solely relying on group learning.
- **Option 2: The teacher training programmes prescribe it.** While teacher training often includes strategies for differentiation and individual support, this option explains a potential *\*source\** of the practice (training) rather than the fundamental belief about *\*why\** it works for learning. The question asks for the teacher's belief.

- **Option 3: It offers better opportunities to teachers to discipline each learner.** Classroom management and discipline are important, but they are secondary to the learning process itself. The primary goal of helping a child read a **new text** is educational, not disciplinary. Focusing on discipline misses the core pedagogical reason for individual attention.
- **Option 4: The children learn at different pace and learn differently.** This aligns perfectly with the practice. Recognizing that students have varied **learning paces** and unique ways of processing information (**learn differently**) is the foundation for providing tailored, **individual attention**. It allows the teacher to address specific challenges and support each child's unique learning journey with the **new text**.

## Identifying the Core Belief

The most direct and pedagogically sound reason for a teacher to offer **individual attention** while reading a **new text** is the understanding that each student is unique. This uniqueness manifests in how quickly they grasp concepts (**different pace**) and the methods that work best for them (**learn differently**). This belief directly informs the strategy of personalized support.

114. Answer: d

Explanation:

## Understanding Primary Education in Mother Language

The question asks about the advantages of teaching in a child's **mother language** at the **primary level**. Choosing the right medium of instruction in early years is crucial for a child's overall development and learning effectiveness. The **mother language** is the language a child first learns and uses at home, making it the most familiar communication tool for them.

## Benefits of Mother Tongue Instruction

Educators often advocate for using the **mother language** in early primary education because:

- It allows children to express their thoughts and understand concepts more easily.
- It creates a comfortable and familiar learning environment, reducing anxiety.
- It builds a strong foundation for learning other subjects, including languages.
- It supports cognitive development by enabling children to think and reason in a language they are proficient in.

## Detailed Analysis of Options

Let's evaluate each option provided:

- **Option 1: it develops self-confidence in teachers.** While effective teaching methods can boost teacher confidence, the primary pedagogical reason for using the mother tongue is centered on the child's learning experience, not the teacher's confidence.
- **Option 2: it makes teaching easy.** While using a language the teacher and students are familiar with might simplify the process, the core benefit lies in enhancing the child's comprehension and engagement, not just the ease of teaching.
- **Option 3: it is helpful in intellectual development.** Learning in the mother tongue certainly aids intellectual development as children can grasp abstract concepts better. However, this is a consequence of the primary benefit described in the next option.
- **Option 4: it helps children to learn in natural atmosphere.** This is the most fundamental reason. A child's home life and early social interactions occur in their **mother language**. Bringing this language into the classroom creates a **natural atmosphere** for learning. Children feel secure, can relate better to the curriculum, and engage more actively because they don't face the dual challenge of learning new concepts and a new language simultaneously. This natural setting enhances their ability to absorb information and participate freely.

## Conclusion on Learning Environment

The most significant advantage of teaching in the **mother language** at the **primary level** is the creation of a **natural atmosphere** conducive to learning. It leverages the child's existing linguistic skills, fostering confidence and making the educational journey smoother and more effective.

115. Answer: d

Explanation:

### Rich Environment Importance in Primary Grade Language Learning

A stimulating and **rich environment** is crucial for effective **language learning**, especially for children in the **primary grade**. This type of environment supports natural acquisition and engagement with the language. Let's analyze how a rich environment helps a child learn a new language.

### Analyzing Options for Language Acquisition

We need to identify the best way a rich environment aids language learning for young children. Let's look at each option:

- **Option 1: Memorise grammatical rules:** While knowing grammar is important, a rich environment typically focuses on learning language through context and exposure, rather than just memorizing rules. Young children learn best by hearing and using the language naturally. Memorizing rules can be tedious and less effective for overall fluency at this stage.
- **Option 2: Understand the structure of language:** Understanding language structure is a benefit, but it's often a result of experiencing the language in action. A rich environment provides the experiences that lead to

understanding structure implicitly. This option is partially correct but not as comprehensive as others.

- **Option 3: Learn language by translating:** Translation is a strategy that can be used, but it's not the primary goal or benefit of a rich, immersive environment. Relying heavily on translation might hinder the child from thinking directly in the target language.
- **Option 4: Provide opportunity where the language is seen, noticed and learnt:** This option perfectly describes the essence of a rich environment. It means the language is constantly present – visible in print (labels, books), audible (conversations, songs), and used in meaningful interactions. Children notice the language, see how it's used in different situations, and learn it organically through these experiences. This promotes active engagement and contextual understanding.
- **Option 5:** (This option is empty and therefore not considered).

## Role of Rich Environment in Child Language Development

A rich environment is designed to immerse the child in the target language. This means the language isn't just taught; it's lived. Think of a classroom with labels on objects in the new language, picture books, songs, games, and opportunities for conversation. In such a setting, the child:

- **Sees the language:** Through written words, signs, and visual aids.
- **Notices the language:** By hearing conversations, stories, and songs used in context.
- **Learns the language:** By interacting, playing, and participating in activities where the language is used naturally.

This process mirrors how children learn their first language – through constant, meaningful exposure and interaction. It focuses on communication and understanding rather than just grammatical accuracy or memorization, making it highly effective for **primary grade** learners.

## Conclusion on Effective Language Learning

Therefore, the most significant role of a **rich environment** in **language learning** for a **primary grade** child is to create situations where the language is actively experienced, observed, and absorbed naturally.

116. Answer: d

Explanation:

## Understanding the Pre-Writing Process for Organizing Ideas

The pre-writing process is the very first step in writing, where a writer brainstorms, gathers information, and organizes their thoughts before starting to draft. The goal during this phase is to explore ideas and prepare a clear plan for the piece of writing. Let's look at the strategies mentioned to see which one doesn't fit into this initial stage of organizing ideas.

### Exploring Strategies for Organizing Ideas

Several techniques help writers organize their thoughts before they begin writing. These methods are crucial for developing a coherent structure and ensuring all key points are considered.

- **Mind Mapping:** This is a visual strategy where a central idea is broken down into smaller, related concepts. It's excellent for **organizing ideas** visually, showing connections between different points, and helping a writer plan the structure of their writing. This definitely falls under **pre-writing**.
- **Freewriting:** This involves writing continuously for a set period without stopping, censoring, or worrying about grammar or spelling. The main purpose is to generate a large volume of ideas quickly and overcome the fear of a blank page. It aids in idea generation, a key part of **pre-writing**.
- **Brainstorming:** Similar to freewriting, brainstorming involves generating as many ideas as possible related to a topic in a short amount of time. This can

be done individually or in groups. It's a fundamental technique for idea generation and exploration during the **pre-writing** phase.

- **Peer Review:** This strategy involves one or more people (peers) reading a piece of writing and providing feedback. Peer review typically happens *after* a draft has been written, often during the revision stage. Its purpose is to improve the existing draft based on feedback, not to organize initial ideas before writing begins. Therefore, it is not part of the **pre-writing** process for preparing to write.

## Identifying the Strategy Outside Pre-Writing

Based on the definitions, mind mapping, freewriting, and brainstorming are all effective methods used during the **pre-writing** phase to generate and **organize ideas** before drafting commences. Peer review, however, is an activity that occurs later in the writing process, specifically during the revision or editing stages, after the initial draft is complete.

117. Answer: b

Explanation:

## Purpose of Peer Review in Student Writing

Peer review is a valuable strategy used in education to help students improve their writing skills. It involves students providing constructive feedback on each other's work. This process is designed to enhance the writer's understanding of their own text and guide them toward revisions.

## Analyzing the Role of Peer Feedback

Let's examine the options provided to understand the primary purpose of peer review in a student's writing process:

- **Option 1:** Suggests the purpose is to build confidence in finding faults. While identifying areas for improvement is part of peer review, the focus on 'finding



faults' can be negative. The goal is constructive improvement, not just criticism.

- **Option 2:** States the purpose is to offer formative feedback that helps improve drafts. This aligns with the core function of peer review. Formative feedback is specific, actionable advice given during the writing process to guide revision and enhance the quality of the work.
- **Option 3:** Claims the purpose is to generate and develop ideas. While discussing writing with peers can sometimes spark new ideas, the main goal of peer review is to critique and refine existing content, not necessarily to generate initial ideas.
- **Option 4:** Proposes the purpose is to learn how to connect ideas and build paragraphs. Improving structural elements like paragraph coherence is a potential outcome of receiving feedback, but it's not the overarching purpose of the peer review activity itself. The activity's main aim is the feedback loop for revision.

## Understanding Formative Feedback in Peer Review

The most accurate description of the purpose of peer review is captured in Option 2. Peer review serves as a crucial step in the writing process by providing **formative feedback**. This type of feedback focuses on:

- Identifying strengths and weaknesses in the writing.
- Offering suggestions for clarity, organization, argumentation, and mechanics.
- Helping the writer understand how their text is perceived by a reader.

By engaging in peer review, students learn to critically evaluate writing, both their own and their peers', and apply constructive criticism to make necessary improvements. This collaborative process directly supports the writer in revising and strengthening their drafts, ultimately enhancing their overall writing ability.

118. Answer: b

Explanation:

# Understanding Language Development in Piaget's Theory

Jean Piaget's influential theory outlines distinct stages of cognitive development. The question touches upon the initial phase and the cognitive abilities that pave the way for language emergence.

## Piaget's First Cognitive Stage: Sensorimotor

According to Piaget, the first stage of cognitive development is the **Sensorimotor Stage**, which typically spans from birth to approximately 2 years of age. During this period, infants learn about the world primarily through their senses (like seeing, hearing, touching) and their actions (motor activities like grasping, crawling, manipulating objects).

- Key characteristics include learning through direct sensory and motor experiences.
- A major accomplishment during this stage is **object permanence** – the understanding that objects continue to exist even when they cannot be seen, heard, or touched.

## Language Emergence and Cognitive Foundations

Piaget observed that towards the end of the sensorimotor stage, children begin to develop rudimentary language skills. This advancement is closely linked to a more general cognitive leap: the ability to represent objects, events, and experiences mentally, even when they are not physically present.

## Symbolic Thought: The Basis for Early Language

The cognitive ability that underpins the beginning of language is **symbolic thought**. This is the capacity to use a symbol – such as a word, a gesture, or an image – to represent something else (an object, an action, a person, or an idea).

- **Words as Symbols:** Language fundamentally relies on words acting as symbols for things in the real world. For instance, the sound "mama" comes to represent the child's mother.
- **Mental Representation:** Symbolic thought allows a child to hold a mental representation of their mother in mind and connect it to the word "mama".
- **Link to Language:** This ability to mentally represent and then use symbols (words) is the crucial cognitive precursor to meaningful language use. It allows children to move beyond immediate sensory experiences to communicate about things that are absent.

## Analyzing Other Cognitive Concepts

While other cognitive developments occur during the sensorimotor stage, they are distinct from the specific ability enabling language:

- **Spatial Awareness:** This involves understanding one's position relative to objects and navigating the environment. While important, it's not the direct cognitive mechanism Piaget linked to the start of language.
- **Mental Map:** Similar to spatial awareness, this relates to cognitive representations of environments, not the symbolic representation required for language.
- **Object Permanence:** This milestone signifies that the child understands objects exist independently. It's a foundational understanding of reality but doesn't inherently involve the use of \*symbols\* (like words) to represent those objects. Symbolic thought builds upon object permanence, allowing for representation beyond mere existence.

Therefore, the ability to use symbols, known as symbolic thought, is identified as the cognitive foundation for the emergence of language at the close of Piaget's sensorimotor stage.

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119. Answer: b

Explanation:

## Handling Creative Story Retelling

Geet's action involves retelling a story she has read. This process involves several developmental aspects:

- **Comprehension:** Retelling the story in her own words shows that Geet has understood the plot, characters, and sequence of events from the original story.
- **Language Skills:** Using her "own words" indicates her ability to articulate the narrative using her vocabulary and sentence structure.
- **Creativity and Imagination:** Adding "new characters and incidents" demonstrates Geet's imaginative capacity. She is not just repeating the story but actively engaging with it, expanding upon it, and adding her unique perspective.

## Evaluating Teacher Responses to Geet's Storytelling

The situation requires the teacher to respond in a way that supports Geet's learning and development. Let's consider the options:

- **Correct the child:** While accuracy is important, correcting Geet immediately for adding new elements might discourage her creative thinking and make her hesitant to participate in the future. The focus should be on encouraging her effort first.
- **Appreciate the child:** Recognizing and appreciating Geet's retelling, including her creative additions, validates her effort and imagination. This positive reinforcement encourages her to continue reading, understanding, and engaging creatively with stories. It acknowledges both her comprehension and her imaginative contribution.
- **Punish the child:** Punishing a child for showing creativity and trying to express themselves is inappropriate and counterproductive. It can lead to fear, anxiety, and a dislike for storytelling or learning activities.
- **Ignore the child:** Ignoring Geet's effort would be a missed opportunity. The teacher could provide valuable feedback, encourage further creative expression, or guide her understanding of the difference between retelling and creative adaptation.

## Fostering Imagination Through Appreciation

The best approach for the teacher is to acknowledge and **appreciate the child**. This positive feedback encourages Geet's comprehension skills shown by retelling in her own words, as well as her imaginative skills demonstrated by adding new elements. It fosters a safe and encouraging environment where children feel motivated to express themselves and explore their creativity.

120. Answer: b

Explanation:

### Cooing Defined: Understanding Early Infant Vocalizations

The question asks to identify the correct description of "cooing," which is one of the initial stages of speech sound production in infants. Understanding these stages is crucial for tracking early childhood development.

### Analyzing Infant Speech Milestones

Infant speech development progresses through distinct phases. Two early stages are cooing and babbling.

- **Cooing:** Typically begins around 2 to 4 months of age. It involves producing elongated vowel sounds, often described as sounds like "ooo," "aaa," or "eee." These sounds are generally pleasant and made when the baby is content.
- **Babbling:** Usually starts around 6 months. This stage is characterized by the repetition of consonant-vowel combinations, such as "bababa," "dadada," or "mamama."

### Step-by-Step Option Analysis

Let's examine each option provided:

- **Option 1:**

the form of language adopted by adults when speaking to infants and toddlers.

This describes "parentese" or "motherese," which is a style of communication adults use with babies, not a stage of infant vocalization.

- **Option 2:**

pleasant vowel-like noises made by infants beginning around 2 months.

This option accurately describes cooing. It highlights the **pleasant, vowel-like sounds** and the typical age range (around **2 months**) when this developmental milestone occurs.

- **Option 3:**

repetition of consonant-vowel combinations in long strings, beginning around six months of age.

This describes the stage of **babbling**, not cooing. Babbling involves consonant-vowel pairs and occurs later than cooing.

- **Option 4:**

short sentences with high pitched exaggerated intonation spoken by adults.

Similar to Option 1, this describes characteristics of **parentese**, the way adults communicate with infants, rather than the infant's own vocal sounds.

Therefore, the most accurate definition of cooing among the choices is the production of pleasant, vowel-like sounds by infants starting around two months of age.

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121. Answer: b

Explanation:

## गद्यांश में 'सरित्पति के दर्शन' का अर्थ समझना

इस प्रश्न में दिए गए गद्यांश के अनुसार, हमें 'सरित्पति के दर्शन के लिए जाना चाहिए।' इस वाक्य का सही अर्थ समझना है। गद्यांश नदियों, विशेष रूप से गंगा और ब्रह्मपुत्र के मिलन और उनके आगे की यात्रा का वर्णन करता है।

### 'सरित्पति' शब्द का विश्लेषण

वाक्य के अर्थ को समझने के लिए 'सरित्पति' शब्द को समझना महत्वपूर्ण है:

- 'सरित्' शब्द का अर्थ है नदी।
- 'पति' शब्द का अर्थ है स्वामी या स्वामी।

इस प्रकार, 'सरित्पति' का शाब्दिक अर्थ हुआ 'नदियों का स्वामी'।

### गद्यांश के संदर्भ में अर्थ

जब हम नदियों के प्राकृतिक प्रवाह के बारे में सोचते हैं, तो सभी नदियाँ अंततः किसी बड़े जल निकाय में जाकर मिलती हैं, जिसे हम समुद्र या महासागर कहते हैं। समुद्र को अक्सर 'नदियों का स्वामी' माना जाता है क्योंकि यह वह स्थान है जहाँ सभी नदियाँ समाप्त होती हैं और विलीन हो जाती हैं।

गद्यांश में, गंगा और ब्रह्मपुत्र नदियों के मिलन के बाद उनकी यात्रा का वर्णन है। वाक्य 'सरित्पति के दर्शन के लिए जाना चाहिए' यह बताता है कि दोनों नदियों ने मिलकर अपने अंतिम गंतव्य, यानी जहाँ वे मिलती हैं, की ओर जाने का फैसला किया।

### विकल्पों का मूल्यांकन

आइए दिए गए विकल्पों का विश्लेषण करें:

- विकल्प 1: नदी के दर्शन के लिए जाना चाहिए - यह सही नहीं है। गद्यांश नदियों के मिलन की बात कर रहा है, और 'सरित्पति' किसी विशिष्ट नदी का उल्लेख नहीं करता।
- विकल्प 2: समुद्र के दर्शन के लिए जाना चाहिए - यह सबसे उपयुक्त उत्तर है। 'सरित्पति' का अर्थ 'नदियों का स्वामी' है, जो समुद्र या महासागर को संदर्भित करता है, जहाँ सभी नदियाँ अंततः मिलती हैं।
- विकल्प 3: झील के दर्शन के लिए जाना चाहिए - यह सही नहीं है। झीलें नदियों का अंतिम गंतव्य नहीं होतीं, और 'सरित्पति' शब्द झील के लिए प्रयुक्त नहीं होता।



- विकल्प 4: पृथ्वी के दर्शन के लिए जाना चाहिए - यह एक बहुत ही सामान्य कथन है और गद्यांश में 'सरित्पति' के विशिष्ट अर्थ को नहीं दर्शाता है।

## निष्कर्ष

गद्यांश के संदर्भ में, जहाँ गंगा और ब्रह्मपुत्र नदियाँ मिलती हैं और आगे बढ़ती हैं, 'सरित्पति' शब्द का तात्पर्य समुद्र से है। इसलिए, वाक्य का अर्थ है कि नदियों ने समुद्र की ओर जाने का निर्णय लिया।

122. Answer: b

Explanation:

## 'सरित्पति' का अर्थ और गद्यांश में इसका प्रयोग

इस प्रश्न का उद्देश्य दिए गए गद्यांश में प्रयुक्त शब्द 'सरित्पति' के अर्थ को स्पष्ट करना है। गद्यांश भारत की प्रमुख नदियों, गंगा और ब्रह्मपुत्र, के मिलन और उनकी यात्रा का वर्णन करता है, जो अंततः समुद्र में विलीन हो जाती हैं।

## 'सरित्पति' शब्द का विश्लेषण

'सरित्पति' शब्द को समझने के लिए, हम इसे दो मुख्य भागों में तोड़ सकते हैं:

- 'सरित्' (Sarit): यह शब्द 'नदी' या 'सरिता' का पर्याय है।
- 'पति' (Pati): इस शब्द का अर्थ 'स्वामी', 'शासक', 'ईश्वर', या 'रक्षक' होता है।

इस प्रकार, 'सरित्पति' का शाब्दिक अर्थ हुआ 'नदियों का स्वामी'।

## गद्यांश के संदर्भ में 'सरित्पति' का अर्थ

गद्यांश में नदियों के सागर की ओर जाने का उल्लेख है। नदियों का अंतिम गंतव्य समुद्र होता है, और समुद्र को ही प्रायः नदियों का स्वामी या शासक माना जाता है क्योंकि वह उन सभी को अपने में समाहित कर लेता है। गद्यांश में नदियों के यह तय करने का वर्णन है कि उन्हें 'सरित्पति' के दर्शन के लिए जाना चाहिए, जिसका तात्पर्य है कि उन्हें समुद्र की ओर बढ़ना चाहिए।

## दिए गए विकल्पों की जांच

अब हम प्रश्न में दिए गए विकल्पों की जांच करते हैं:

- **विकल्प 1: सरि की उत्पत्ति** - इसका अर्थ है नदी का जन्म या उद्गम स्थल। यह 'सरित्पति' का सही अर्थ नहीं है।
- **विकल्प 2: सरिता का स्वामी** - इसका अर्थ है नदी का स्वामी या शासक। यह 'सरित्पति' के शाब्दिक अर्थ और गद्यांश के संदर्भ (समुद्र) के अनुसार सबसे उपयुक्त उत्तर है।
- **विकल्प 3: सरिता की उत्पत्ति** - यह विकल्प 1 के समान है और इसका अर्थ भी नदी का जन्म है, जो गलत है।
- **विकल्प 4: सलिल का पति** - 'सलिल' का अर्थ 'जल' होता है। यद्यपि समुद्र जल का स्वामी है, 'सरित्पति' विशेष रूप से 'नदियों के स्वामी' के लिए प्रयुक्त होता है, जो इसे विकल्प 2 की तुलना में कम सटीक बनाता है।

## निष्कर्ष

गद्यांश के संदर्भ और शब्द के शाब्दिक अर्थ के आधार पर, 'सरित्पति' का सबसे उपयुक्त अर्थ 'सरिता का स्वामी' है, जो यहाँ समुद्र को इंगित करता है।

123. Answer: b

Explanation:

## गंगा और ब्रह्मपुत्र का संगम स्थल

यह प्रश्न दिए गए हिंदी गद्यांश पर आधारित है, जिसमें भारत की दो प्रमुख नदियों, गंगा और ब्रह्मपुत्र, के प्रवाह और उनके मिलन का वर्णन किया गया है। गद्यांश नदियों की यात्रा और उनके संगम के स्थान को स्पष्ट करता है।

## गद्यांश से संगम स्थल की पहचान

गद्यांश में नदियों के मिलन का वर्णन करते हुए स्पष्ट रूप से उल्लेख किया गया है: "इस प्रकार गोआलंदी के पास जब गंगा और ब्रह्मपुत्र का विशाल जल आकर मिलता है..."। इससे यह साफ पता चलता है कि दोनों नदियों का संगम गोआलंदी नामक स्थान के पास होता है।

## विकल्पों का विश्लेषण

आइए दिए गए विकल्पों का विश्लेषण करें:

- 1. **गोलबंदी में:** गद्यांश में 'गोआलंदी' का उल्लेख है, 'गोलबंदी' का नहीं। इसलिए, यह विकल्प सही नहीं है।
- 2. **गोआलंदी में:** गद्यांश के अनुसार, गंगा और ब्रह्मपुत्र नदियाँ गोआलंदी के पास मिलती हैं। यह विकल्प सीधे गद्यांश के कथन से मेल खाता है।
- 3. **पोरबंदर में:** पोरबंदर गुजरात राज्य का एक शहर है और इसका गंगा-ब्रह्मपुत्र के संगम से कोई संबंध नहीं है, जैसा कि गद्यांश में बताया गया है।
- 4. **गंगासागर में:** गंगा नदी अंततः गंगासागर में बंगाल की खाड़ी में मिलती है, लेकिन गद्यांश में गंगा और ब्रह्मपुत्र के विशेष संगम बिंदु का उल्लेख गोआलंदी के रूप में किया गया है, जो गंगासागर से पहले आता है।

## निष्कर्ष

गद्यांश में दी गई जानकारी के आधार पर, गंगा और ब्रह्मपुत्र नदियों का संगम गोआलंदी में होता है।

124. Answer: a

Explanation:

## 'कसी हुई सेना' का गद्यांश में अर्थ समझना

यह प्रश्न दिए गए हिंदी गद्यांश से संबंधित है। गद्यांश में नदियों के मिलन का वर्णन करते हुए एक सेना का उदाहरण दिया गया है। हमें गद्यांश के संदर्भ में 'कसी हुई सेना' वाक्यांश का सही अर्थ चुनना है।

### गद्यांश का संदर्भ और 'कसी हुई सेना'

गद्यांश में लिखा है: "विजय प्राप्त करने के बाद कसी हुई खड़ी सेना भी जिस प्रकार अव्यवस्थित हो जाती है..."। यहाँ, 'कसी हुई सेना' का वर्णन एक ऐसी सेना के रूप में किया गया है जो विजय प्राप्त करने से पहले एक विशेष स्थिति में होती है और विजय के बाद अव्यवस्थित हो जाती है। इससे यह संकेत मिलता है कि 'कसी हुई' होने का अर्थ युद्ध से पहले की तैयारी या व्यवस्था से जुड़ा है।

### विकल्पों का विश्लेषण

- **विकल्प 1: युद्ध के लिए सज्ज सेना** - 'सज्ज' का अर्थ है तैयार। जब कोई सेना युद्ध के लिए तैयार होती है, तो वह सुव्यवस्थित और संगठित होती है, जिसे 'कसी हुई' कहा जा सकता है। गद्यांश में विजय के बाद सेना के अव्यवस्थित होने का उल्लेख है, जो इस बात का समर्थन करता है कि 'कसी हुई' होने का अर्थ युद्ध के लिए तैयार होना है।
- **विकल्प 2: तंग हुई सेना** - 'तंग' का अर्थ है परेशान या सीमित। यह अर्थ गद्यांश के संदर्भ में बिल्कुल भी उपयुक्त नहीं है, जहाँ सेना की युद्ध-पूर्व स्थिति का वर्णन है।
- **विकल्प 3: अव्यवस्थित सेना** - गद्यांश स्पष्ट रूप से कहता है कि 'कसी हुई सेना' विजय प्राप्त करने के \*बाद\* अव्यवस्थित होती है। इसलिए, 'कसी हुई सेना' का अर्थ अव्यवस्थित सेना नहीं हो सकता; यह तो उसके विपरीत स्थिति को दर्शाता है।
- **विकल्प 4: खड़ी हुई सेना** - सेना का 'खड़ा होना' केवल उसकी शारीरिक स्थिति बताता है, न कि उसकी तैयारी या संगठन के स्तर को। 'कसी हुई' शब्द में तैयारी और व्यवस्था का भाव निहित है, जो केवल 'खड़ी हुई' होने से कहीं अधिक है।

## निष्कर्ष

गद्यांश के संदर्भ और शब्दों के सामान्य अर्थ के आधार पर, 'कसी हुई सेना' का सबसे उपयुक्त अर्थ 'युद्ध के लिए सज्ज सेना' है। यह वह सेना होती है जो युद्ध लड़ने के लिए पूरी तरह से तैयार और संगठित होती है।

125. Answer: c

Explanation:

## गद्यांश का विश्लेषण: गंगा और ब्रह्मपुत्र नदियाँ

यह प्रश्न गंगा और ब्रह्मपुत्र नदियों के संगम और उनके समुद्र में मिलने की प्रक्रिया के बारे में दिए गए गद्यांश पर आधारित है। प्रश्न विशेष रूप से रेखांकित वाक्यांश 'अनेक मुखों द्वारा वे सागर में जाकर मिलती हैं' के अर्थ को समझने पर केंद्रित है।

## रेखांकित वाक्यांश का अर्थ समझना

गद्यांश बताता है कि गंगा और ब्रह्मपुत्र नदियाँ मिलकर 'पद्मा' और फिर 'मेघना' का नाम धारण करती हैं। इसके बाद, वे समुद्र में मिल जाती हैं। जिस वाक्यांश का अर्थ पूछा गया है, वह इसी अंतिम प्रक्रिया का वर्णन करता है।

'अनेक मुखों द्वारा वे सागर में जाकर मिलती हैं' का सीधा अर्थ है कि ये विशाल नदियाँ समुद्र तक पहुँचने के लिए किसी एक रास्ते का अनुसरण नहीं करतीं, बल्कि कई अलग-अलग धाराओं या रास्तों (मुखों) में विभाजित होकर सागर में प्रवेश करती हैं। गद्यांश में दी गई सेना की उपमा भी इसी ओर संकेत करती है कि एक होने के बाद नदियाँ भी अलग-अलग दिशाओं में फैल जाती हैं, जैसे विजयी सैनिक बिखर जाते हैं।

## विकल्पों का विश्लेषण

आइए प्रत्येक विकल्प का गद्यांश के संदर्भ में विश्लेषण करें:

- विकल्प 1: दोनों नदियों के अनेक मुँह हैं।

यह कथन शाब्दिक रूप से सही लग सकता है, लेकिन यह नदी के समुद्र से मिलने की प्रक्रिया को पूरी तरह स्पष्ट नहीं करता। यह केवल 'मुख' होने की बात करता है, न कि उनके बँटने की।

- विकल्प 2: दोनों नदियाँ अनेक धाराओं वाली हैं।

यह विकल्प बताता है कि नदियाँ स्वाभाविक रूप से कई धाराओं से युक्त हैं, लेकिन गद्यांश का संदर्भ यह है कि वे समुद्र में मिलने के बिंदु पर कैसे व्यवहार करती हैं, न कि उनकी सामान्य प्रकृति।

- विकल्प 3: दोनों नदियाँ अनेक धाराओं में बँट जाती है।

यह विकल्प गद्यांश के वर्णन के सबसे करीब है। गद्यांश बताता है कि नदियाँ मिलकर सागर में मिलती हैं, और यह मिलने की प्रक्रिया 'अनेक मुखों' से होती है। इसका तात्पर्य है कि वे समुद्र तक पहुँचने से पहले या पहुँचते समय कई धाराओं में विभाजित हो जाती हैं। सेना वाली उपमा भी इसी बिखराव या बँटवारे की ओर इशारा करती है।

- विकल्प 4: दोनों नदियाँ समुद्र में मिलने के पश्चात अनेक धाराओं में बँट जाती है।

गद्यांश का वाक्यांश "सागर में जाकर मिलती हैं" यह बताता है कि बँटना या कई मुखों का होना, समुद्र से मिलने की \*प्रक्रिया\* का हिस्सा है, न कि मिलने के \*बाद\* होने वाली घटना। इसलिए, यह विकल्प समय के संदर्भ में सटीक नहीं है।

## निष्कर्ष

गद्यांश के अनुसार, गंगा और ब्रह्मपुत्र नदियाँ मिलकर समुद्र में प्रवेश करते समय अनेक धाराओं या रास्तों में विभाजित हो जाती हैं। रेखांकित वाक्यांश इसी प्रक्रिया का वर्णन करता है। इसलिए, विकल्प 3

सबसे उपयुक्त व्याख्या है क्योंकि यह नदियों के समुद्र से मिलने के तरीके को सही ढंग से दर्शाता है - यानी, वे कई धाराओं में बँटकर मिलती हैं।

126. Answer: c

Explanation:

## गंगा और ब्रह्मपुत्र नदियों का संगम और उनका संयुक्त नाम

यह प्रश्न गद्यांश में वर्णित गंगा और ब्रह्मपुत्र नदियों के मिलन स्थल के बाद उनके संयुक्त स्वरूप के नाम के बारे में पूछता है। गद्यांश स्पष्ट रूप से बताता है कि कैसे ये दो महान नदियाँ, ब्रह्मपुत्र हिमालय के पार से आकर और गंगा पूर्व की ओर बढ़ते हुए, अंततः असम के पास गोआलंदी में मिलती हैं।

### नदियों के मिलन का विवरण

गद्यांश में नदियों के मिलन को एक रूपक के माध्यम से समझाया गया है। ऐसा प्रतीत होता है मानो वे समुद्र की ओर जाते हुए एक-दूसरे से मिलती हैं। गद्यांश में लिखा है:

*"अंत में दोनों ने तय किया कि दोनों को दाक्षिण्य धारण कर सरित्पति के दर्शन के लिए जाना चाहिए और भक्ति नम्र होकर जाते-जाते जहाँ संभव हो, रास्ते में एक-दूसरे से मिल लेना चाहिए। इस प्रकार गोआलंदी के पास जब गंगा और ब्रह्मपुत्र का विशाल जल आकर मिलता है..."*

यह अंश बताता है कि दोनों नदियाँ मिलकर समुद्र की ओर यात्रा करती हैं।

### संगम के पश्चात् नदियों का नाम

गद्यांश सीधे तौर पर बताता है कि इन दोनों नदियों के मिलने के बाद उनका क्या नाम होता है। इसमें उल्लेख है:

- गंगा और ब्रह्मपुत्र मिलकर **पद्मा** का नाम धारण करती हैं।
- इसके बाद, यह संयुक्त नदी **मेघना** के नाम से पुकारी जाती है।

प्रश्न विशेष रूप से संगम के ठीक बाद के नाम के बारे में पूछता है। गद्यांश के अनुसार, संगम के तुरंत बाद वे **पद्मा** कहलाती हैं।

### सही विकल्प का चुनाव

दिए गए विकल्पों में से, हमें वह नाम चुनना है जो गद्यांश के अनुसार गंगा और ब्रह्मपुत्र के संगम के तुरंत बाद की नदी का है।

- विकल्प 1: गंगा - यह नदी के मूल नामों में से एक है, संगम के बाद का नाम नहीं।
- विकल्प 2: हुगली - यह गंगा की एक वितरिका (branch) है, जो संगम के बाद के संयुक्त नाम से भिन्न है।
- विकल्प 3: पद्मा - गद्यांश के अनुसार, यह वह नाम है जो गंगा और ब्रह्मपुत्र मिलकर धारण करती हैं।
- विकल्प 4: मेघना - यह वह नाम है जो संयुक्त नदी (पद्मा) आगे जाकर धारण करती है, न कि संगम के तुरंत बाद।

इसलिए, गद्यांश के आधार पर, गंगा और ब्रह्मपुत्र के संगम के पश्चात् वे **पद्मा** के नाम से जानी जाती हैं।

## 127. Answer: c

Explanation:

### 'विजय' का सटीक विलोम शब्द

इस प्रश्न का उद्देश्य दिए गए गद्यांश के संदर्भ से हटकर, केवल शब्द 'विजय' का सही विलोम शब्द पहचानना है। 'विजय' शब्द का अर्थ होता है जीत, सफलता या किसी प्रतियोगिता, युद्ध या प्रयास में सफलता प्राप्त करना।

### विलोम शब्दों को समझना

विलोम शब्द वे शब्द होते हैं जिनका अर्थ दिए गए शब्द के विपरीत होता है। जैसे 'दिन' का विलोम 'रात' होता है। इसी प्रकार, 'विजय' (जीत) का विलोम शब्द वह होगा जिसका अर्थ हार या पराजित होना हो।

### विकल्पों का विस्तृत विश्लेषण

आइए प्रत्येक विकल्प की जांच करें:

- हार: 'हार' शब्द का अर्थ है पराजय या जीत का न होना। यह 'विजय' का एक संभावित विलोम शब्द है।



- **जीत:** 'जीत' शब्द का अर्थ 'विजय' के समान ही है, अर्थात् सफलता या जीत। इसलिए, यह 'विजय' का समानार्थी शब्द है, विलोम नहीं।
- **पराजय:** 'पराजय' शब्द का अर्थ है हार, विफलता या पराजित होने की स्थिति। यह 'विजय' के अर्थ के ठीक विपरीत है।
- **जय:** 'जय' शब्द का अर्थ भी जीत या विजय होता है। यह 'विजय' का समानार्थी है, विलोम नहीं।

## सबसे उपयुक्त विलोम का चयन

'विजय' का अर्थ जहाँ जीत या सफलता है, वहीं 'पराजय' का अर्थ स्पष्ट रूप से हार या विफलता है। हालाँकि 'हार' भी एक विलोम शब्द है, 'पराजय' शब्द 'विजय' के साथ एक अधिक औपचारिक और सीधा विपरीत संबंध दर्शाता है, विशेषकर जब किसी बड़ी उपलब्धि या मुकाबले के संदर्भ में बात की जा रही हो। इसलिए, 'विजय' का सबसे सटीक विलोम शब्द '**पराजय**' है।

128. Answer: d

Explanation:

## 'अव्यवस्थित' में प्रत्यय की पहचान

यह प्रश्न हमें दिए गए गद्यांश में प्रयुक्त '**अव्यवस्थित**' शब्द का विश्लेषण करने और उसमें लगे प्रत्यय (suffix) को पहचानने के लिए कह रहा है। प्रत्यय वे अक्षर या शब्दांश होते हैं जो किसी मूल शब्द के अंत में जुड़कर एक नया शब्द बनाते हैं और उसके अर्थ को बदलते हैं।

## प्रत्यय को समझना

हिन्दी व्याकरण में, प्रत्यय शब्द के पीछे जुड़ते हैं।

- **प्रत्यय:** शब्द के अंत में जुड़ने वाला शब्दांश।
- **कार्य:** नए शब्द का निर्माण करना और अर्थ बदलना।

## 'अव्यवस्थित' शब्द का विश्लेषण

आइए '**अव्यवस्थित**' शब्द को तोड़कर देखें:

यह शब्द मूल रूप से '**व्यवस्थित**' शब्द से बना है, जिसमें '**अ-**' का उपसर्ग (prefix) लगाया गया है।

'व्यवस्थित' शब्द को देखें तो यह 'वि' (उपसर्ग) + 'अस्' (मूल धातु) + 'इत' (प्रत्यय) से बना है। यहाँ 'स्थित' शब्द 'अस्' धातु से बना है, और '-इत' प्रत्यय के लगने से यह एक विशेषण (adjective) बन गया है, जिसका अर्थ है 'सही ढंग से ठहरा हुआ' या 'सुसज्जित'।

जब 'व्यवस्थित' शब्द में 'अ-' उपसर्ग जोड़ा जाता है, तो यह 'अव्यवस्थित' बनता है, जिसका अर्थ होता है 'सुव्यवस्थित नहीं' या 'अग्रस्त'।

इस प्रकार, 'व्यवस्थित' शब्द के निर्माण में '-इत' प्रत्यय का प्रयोग हुआ है। यह प्रत्यय 'अव्यवस्थित' शब्द में भी मौजूद है।

## सही प्रत्यय का चुनाव

दिए गए विकल्पों में से सही प्रत्यय का चुनाव इस प्रकार है:

- 'अ': यह एक उपसर्ग है, जो शब्द के शुरु में लगता है, अंत में नहीं।
- 'थित': यह 'स्थित' का हिस्सा है, लेकिन यह अपने आप में पूर्ण प्रत्यय नहीं है। 'स्थित' शब्द 'स्था' धातु और '-इत' प्रत्यय से बना है।
- 'त': यह भी 'स्थित' का एक भाग है, पर मूल प्रत्यय '-इत' है।
- 'इत': यह वह प्रत्यय है जो धातु (जैसे 'अस्') के साथ जुड़कर विशेषण बनाता है। 'स्थित' शब्द में '-इत' प्रत्यय है, जो 'अव्यवस्थित' शब्द में भी पाया जाता है।

इसलिए, 'अव्यवस्थित' शब्द में सही प्रत्यय 'इत' है।

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129. Answer: b

Explanation:

## उपसर्ग 'प्र' की पहचान: शब्दों का विश्लेषण

इस प्रश्न का उद्देश्य दिए गए हिंदी शब्दों में से उस शब्द को पहचानना है जिसमें 'प्र' उपसर्ग का प्रयोग नहीं हुआ है। उपसर्ग वे शब्दांश होते हैं जो किसी मूल शब्द के आरंभ में जुड़कर उसके अर्थ में परिवर्तन लाते हैं या नया अर्थ प्रदान करते हैं।

## उपसर्गों को समझना

'प्र' एक सामान्य हिंदी उपसर्ग है जिसका अर्थ 'विशेष', 'आगे', 'अधिक' या 'प्रगति' हो सकता है। हमें प्रत्येक विकल्प का विश्लेषण करके यह देखना है कि किस शब्द में यह उपसर्ग मौजूद नहीं है।

## विकल्पों का विश्लेषण

आइए प्रत्येक विकल्प की जाँच करें:

- **1. प्रवाह (pravāh):**  
इस शब्द में मूल शब्द 'वाह' (अर्थ: बहना) है और इसके आरंभ में 'प्र' उपसर्ग लगा है। 'प्र' + 'वाह' = 'प्रवाह' (अर्थ: बहाव, धारा)। अतः, इसमें 'प्र' उपसर्ग मौजूद है।
- **2. प्रत्येक (pratyek):**  
इस शब्द का निर्माण 'प्रति' (उपसर्ग) और 'एक' (मूल शब्द) से हुआ है। 'प्रति' + 'एक' = 'प्रत्येक' (अर्थ: हर एक, हर कोई)। यहाँ उपसर्ग 'प्रति' है, न कि 'प्र'।
- **3. प्रचार (prachār):**  
इस शब्द में मूल शब्द 'चार' (अर्थ: फैलना, चलना) है और इसके आरंभ में 'प्र' उपसर्ग लगा है। 'प्र' + 'चार' = 'प्रचार' (अर्थ: प्रसार, फैलाव)। अतः, इसमें 'प्र' उपसर्ग मौजूद है।
- **4. प्रमोद (pramod):**  
इस शब्द में मूल शब्द 'मोद' (अर्थ: हर्ष, खुशी) है और इसके आरंभ में 'प्र' उपसर्ग लगा है। 'प्र' + 'मोद' = 'प्रमोद' (अर्थ: अत्यधिक खुशी, उल्लास)। अतः, इसमें 'प्र' उपसर्ग मौजूद है।

## निष्कर्ष

उपरोक्त विश्लेषण के आधार पर, यह स्पष्ट है कि 'प्रत्येक' शब्द में 'प्र' उपसर्ग नहीं है, बल्कि 'प्रति' उपसर्ग है। अन्य सभी विकल्पों (प्रवाह, प्रचार, प्रमोद) में 'प्र' उपसर्ग का प्रयोग किया गया है।

इसलिए, सही उत्तर विकल्प 2 है।

130. Answer: b

Explanation:

कविता का मुख्य स्वर समझना

यह कविता हमें जीवन में आने वाली कठिनाइयों का सामना करने के लिए प्रेरित करती है। इसमें बताया गया है कि यदि हम लगातार कोशिश करते रहें और हिम्मत न हारें, तो सफलता अवश्य मिलती है। कविता का मुख्य संदेश है कि अंततः मेहनत और दृढ़ संकल्प रंग लाते हैं।

## कविता का सार और मुख्य संदेश

कविता की पंक्तियाँ, "लहरों से डरकर नौका पार नहीं होती, कोशिश करने वालों की कभी हार नहीं होती," हमें सिखाती हैं कि चुनौतियों से घबराकर हम अपना लक्ष्य प्राप्त नहीं कर सकते।

उदाहरण के तौर पर, छोटी चींटी को लें:

- वह दाना लेकर दीवार पर चढ़ने की कोशिश करती है।
- सौ बार फिसलने के बावजूद, वह हार नहीं मानती।
- उसका अपने लक्ष्य पर विश्वास और मन का साहस उसे बार-बार प्रयास करने की शक्ति देता है।
- गिरना और फिर से चढ़ना उसे कठिन नहीं लगता क्योंकि वह जानती है कि उसकी मेहनत व्यर्थ नहीं जाएगी।

इस प्रकार, कविता का केंद्रीय भाव निरंतर प्रयास करने, कठिनाइयों से न डरने और अपने लक्ष्य के प्रति उत्साह और साहस बनाए रखने पर केंद्रित है।

## विकल्पों का विश्लेषण

आइए दिए गए विकल्पों का विश्लेषण करें ताकि कविता के मुख्य स्वर को बेहतर ढंग से समझा जा सके:

- **विकल्प 1: साहस एवं खोज** - कविता में साहस का भाव तो है, लेकिन मुख्य जोर 'खोज' पर नहीं, बल्कि लक्ष्य प्राप्ति के लिए लगातार 'कोशिश' करने पर है।
- **विकल्प 2: उत्साह एवं साहस** - यह विकल्प सबसे उपयुक्त है। चींटी का बार-बार चढ़ने का प्रयास उसका उत्साह दर्शाता है, और असफलताओं के बावजूद लगे रहना साहस का प्रतीक है। यह कविता के मूल संदेश को पूरी तरह व्यक्त करता है।
- **विकल्प 3: उत्साह एवं अन्वेषण** - यहाँ भी, 'अन्वेषण' (exploration) शब्द कविता के संदर्भ में उतना सटीक नहीं बैठता जितना 'साहस'। मुख्य जोर कोशिश पर है, न कि नई चीजों की खोज पर।
- **विकल्प 4: साहस एवं पलायन** - 'पलायन' का अर्थ है भाग जाना या बचना, जो कविता के संदेश के ठीक विपरीत है। कविता हमें चुनौतियों का सामना करने के लिए प्रोत्साहित करती है, न कि उनसे दूर भागने के लिए।

## निष्कर्ष

कविता का मुख्य स्वर दृढ़ता, सकारात्मक सोच और लगातार प्रयास करने की प्रेरणा देना है। चींटी का उदाहरण हमें दिखाता है कि कैसे **उत्साह** और **साहस** के साथ की गई कोशिशें कभी व्यर्थ नहीं जातीं। इसलिए, 'उत्साह एवं साहस' ही कविता का सबसे उपयुक्त मुख्य स्वर है।

### 131. Answer: c

#### Explanation:

## काव्यांश का विश्लेषण और चींटी से प्रेरणा

यह प्रश्न एक प्रसिद्ध काव्यांश पर आधारित है जो हमें जीवन में आने वाली कठिनाइयों का सामना करने और कभी हार न मानने की प्रेरणा देता है। काव्यांश में मुख्य रूप से एक छोटी चींटी का उदाहरण दिया गया है जो दाना लेकर दीवार पर चढ़ने की कोशिश करती है। इस प्रक्रिया में वह बार-बार फिसलती है, लेकिन अपने दृढ़ संकल्प और साहस के कारण वह प्रयास करना नहीं छोड़ती। अंततः, उसकी यह अथक मेहनत सफल होती है।

काव्यांश का केंद्रीय संदेश यह है कि **कोशिश करने वालों की कभी हार नहीं होती**। यह चींटी के चरित्र के माध्यम से दर्शाया गया है, जो असफलता से निराश हुए बिना बार-बार प्रयास करती रहती है।

## चींटी के कार्य से मिलने वाली मुख्य प्रेरणा

काव्यांश में चींटी के कार्यों से हमें कई महत्वपूर्ण सबक मिलते हैं, लेकिन सबसे प्रमुख प्रेरणा निम्नलिखित है:

- **दृढ़ संकल्प:** चींटी अपने लक्ष्य (दाना लेकर ऊपर चढ़ना) को प्राप्त करने के लिए दृढ़ संकल्पित है।
- **असफलता से सीख:** बार-बार फिसलने (असफल होने) के बावजूद, वह रुकती नहीं है, बल्कि पुनः प्रयास करती है।
- **साहस और विश्वास:** मन का विश्वास उसे साहस देता है और बार-बार गिरकर भी वह हतोत्साहित नहीं होती।
- **निरंतर प्रयास:** उसकी मेहनत बेकार नहीं जाती, क्योंकि वह लगातार कोशिश करती रहती है।

इन सब बातों को ध्यान में रखते हुए, हमें चींटी से यह प्रेरणा लेनी चाहिए कि किसी भी कार्य में सफलता प्राप्त करने के लिए, यदि हम असफल होते हैं या गिरते हैं, तो हमें निराश नहीं होना चाहिए, बल्कि पुनः प्रयास करते रहना चाहिए।

## विकल्पों का विश्लेषण

### विकल्प 1: दाना लेकर चढ़ना कठिन कार्य नहीं है

यह विकल्प काव्यांश के अनुसार सही नहीं है। काव्यांश स्पष्ट रूप से कहता है कि चींटी "चढ़ती दीवारों पर सौ बार फिसलती है", जो दर्शाता है कि यह कार्य उसके लिए कठिन है। इसलिए, हम यह प्रेरणा नहीं ले सकते कि यह कार्य कठिन नहीं है।

### विकल्प 2: हमेशा मेहनत करते रहना चाहिए

यह एक अच्छी बात है, और चींटी मेहनत करती है। हालाँकि, काव्यांश का मुख्य जोर केवल मेहनत पर नहीं, बल्कि असफलता के बाद भी मेहनत जारी रखने पर है। यह विकल्प थोड़ा सामान्य है और चींटी के संघर्ष के विशिष्ट पहलू को पूरी तरह से नहीं दर्शाता है।

### विकल्प 3: पराजित होने पर पुनः प्रयास करना चाहिए

यह विकल्प काव्यांश के मूल संदेश को सबसे सटीक रूप से व्यक्त करता है। चींटी का बार-बार फिसलना (पराजित होना) और फिर भी चढ़ते रहना (पुनः प्रयास करना) इसी बात का प्रतीक है। यह हमें सिखाता है कि हार या असफलता अंत नहीं है, बल्कि हमें उनसे सीखकर दोबारा कोशिश करनी चाहिए।

### विकल्प 4: फल की इच्छा से कोई कार्य नहीं करना चाहिए

काव्यांश का उद्देश्य कर्मफल की इच्छा के बारे में बताना नहीं है। यह पूरी तरह से प्रयास, दृढ़ता और असफलता के बावजूद आगे बढ़ते रहने के महत्व पर केंद्रित है। इसलिए, यह विकल्प प्रासंगिक नहीं है।

## निष्कर्ष

सभी विकल्पों में से, विकल्प 3 ("पराजित होने पर पुनः प्रयास करना चाहिए") वह सबसे उपयुक्त प्रेरणा है जो हमें काव्यांश में वर्णित चींटी के उदाहरण से मिलती है। यह जीवन की चुनौतियों का सामना करने के लिए सबसे महत्वपूर्ण सबक है।

## Explanation:

### काव्यांश का सार और साहस का संबंध

यह काव्यांश जीवन में लगातार कोशिश करने और कभी हार न मानने के महत्व को बताता है। कवि ने एक छोटी चींटी का उदाहरण दिया है जो दाना लेकर चलती है और दीवार पर चढ़ते हुए कई बार गिरती है, लेकिन अपने मन के विश्वास के कारण साहस जुटाकर बार-बार चढ़ती है। कवि के अनुसार, इसी विश्वास के कारण चींटी के अंदर साहस भरता है और उसकी मेहनत अंततः सफल होती है, जिससे उसकी कभी हार नहीं होती।

### साहस की प्राप्ति का मूल आधार

प्रश्न पूछता है कि साहस प्राप्त करने का मूल आधार क्या है। काव्यांश की पंक्तियों पर ध्यान केंद्रित करने से यह स्पष्ट होता है:

- "नहीं चींटी जब दाना लेकर चलती है चढ़ती दीवारों पर सौ बार फिसलती है" - यह चींटी के परिश्रम और आने वाली बाधाओं (दीवारों) को दर्शाता है।
- "मन का विश्वास रगों में साहस भरता है" - यह पंक्ति सीधे तौर पर बताती है कि विश्वास ही वह तत्व है जो साहस पैदा करता है।
- "आखिर उसकी मेहनत बेकार नहीं होती कोशिश करने वालों की कभी हार नहीं होती" - यह मेहनत और कोशिश के महत्व को बताता है, जो साहस से प्रेरित होकर की जाती है।

इसलिए, साहस का सबसे महत्वपूर्ण और मूल आधार विश्वास है। इसी विश्वास के बल पर व्यक्ति बाधाओं के बावजूद परिश्रम करने का साहस जुटा पाता है।

### विकल्पों का मूल्यांकन

आइए दिए गए विकल्पों का काव्यांश के संदर्भ में मूल्यांकन करें:

- 1. विश्वास: काव्यांश स्पष्ट रूप से कहता है कि "मन का विश्वास रगों में साहस भरता है"। यह सीधे तौर पर साहस का मूल आधार बताता है।
- 2. दीवार: दीवार एक बाधा है, न कि साहस का स्रोत। चींटी दीवार से गिरती है, लेकिन दीवार उसे साहस नहीं देती।
- 3. दाना: दाना चींटी का लक्ष्य है, लेकिन यह उसके साहस का आधार नहीं है।



- 4. परिश्रम: परिश्रम (मेहनत) साहस का परिणाम या अभिव्यक्ति है, लेकिन स्वयं साहस का मूल आधार नहीं। साहस ही परिश्रम करने की प्रेरणा देता है।

## निष्कर्ष

काव्यांश के अनुसार, चींटी का गिरना और फिर से चढ़ना, यह सब उसके आंतरिक विश्वास से उत्पन्न साहस के कारण संभव हो पाता है। यही विश्वास उसे लगातार परिश्रम करने की शक्ति देता है। अतः, साहस की प्राप्ति का मूल आधार विश्वास है।

133. Answer: c

Explanation:

## कोशिश करने वालों की जीत का संदेश

यह काव्यांश, "कोशिश करने वालों की कभी हार नहीं होती," दृढ़ता और कभी हार न मानने वाले जज्बे के महत्व पर जोर देता है। इसमें एक छोटी चींटी का उदाहरण दिया गया है जो दाना ले जाते समय सौ बार दीवार पर चढ़ते हुए फिसलती है, लेकिन अपने मन के विश्वास और साहस के कारण बार-बार कोशिश करती है। कविता यह स्पष्ट करती है कि इस तरह की निरंतर मेहनत कभी व्यर्थ नहीं जाती।

## प्रश्न का विश्लेषण: निरंतर मेहनत का परिणाम

प्रश्न पूछता है कि "जो व्यक्ति निरंतर मेहनत करते हैं वे" क्या करते हैं। यह सीधे काव्यांश के केंद्रीय विषय से संबंधित है, जो लगातार प्रयास करने और चुनौतियों का सामना करने के महत्व को दर्शाता है।

## विकल्पों का मूल्यांकन

आइए काव्यांश के आधार पर दिए गए प्रत्येक विकल्प का मूल्यांकन करें:

- विकल्प 1: प्रतिष्ठा व पह प्राप्त करते हैं

हालांकि निरंतर मेहनत से अक्सर प्रतिष्ठा और पहचान मिलती है, काव्यांश का मुख्य जोर सफलता या प्रतिष्ठा प्राप्त करने पर नहीं, बल्कि कोशिश करते रहने और हार से बचने पर है। 'पह' शब्द भी अस्पष्ट है।

- विकल्प 2: सम्मान व पदक पाते हैं

यह विकल्प भी संभव है, क्योंकि सफलता मिलने पर सम्मान और पदक मिल सकते हैं। लेकिन, काव्यांश का मूल संदेश यह नहीं है; यह प्रयास की प्रक्रिया और हार से बचने पर अधिक केंद्रित है।

- विकल्प 3: असफल नहीं होते

यह विकल्प काव्यांश की पंक्तियों "कोशिश करने वालों की कभी हार नहीं होती" से सीधे मेल खाता है। चींटी के बार-बार फिसलने के बावजूद अंततः सफल होने का वर्णन भी इसी बात का समर्थन करता है कि निरंतर प्रयास करने वाले अंततः असफल नहीं होते, भले ही रास्ते में बाधाएं आएँ।

- विकल्प 4: सफल नहीं होते

यह विकल्प काव्यांश के संदेश के विपरीत है। कविता दृढ़ता से बताती है कि कोशिश करने वालों की हार नहीं होती, जिसका अर्थ है कि वे सफल होते हैं या कम से कम अंतिम विफलता का सामना नहीं करते।

## निष्कर्ष

काव्यांश स्पष्ट रूप से बताता है कि जो व्यक्ति लगातार मेहनत करता है और कोशिश करना नहीं छोड़ता, वह कभी हारता नहीं है। इसलिए, सबसे उपयुक्त उत्तर यह है कि वे असफल नहीं होते।

## Your Personal Exams Guide

134. Answer: b

Explanation:

### 'हार' शब्द का अनेकार्थी स्वरूप

यह प्रश्न दिए गए काव्यांश से 'हार' शब्द के प्रकार के बारे में पूछता है। काव्यांश जीवन में निरंतर प्रयास करने के महत्व पर जोर देता है, जहाँ 'हार' शब्द का प्रयोग निराशा या पराजय के अर्थ में किया गया है ("कोशिश करने वालों की कभी हार नहीं होती")। हालांकि, हिंदी भाषा में 'हार' शब्द के कई अर्थ होते हैं, और हमें यह पहचानना है कि यह किस श्रेणी में आता है।

### 'हार' शब्द के अर्थ

शब्द 'हार' के हिंदी में मुख्य रूप से दो अर्थ होते हैं:

- **पराजय या शिकस्त:** इसका मतलब है किसी प्रतियोगिता या संघर्ष में जीत न पाना।  
उदाहरण: "टीम को मैच में हार का सामना करना पड़ा।"
- **माला या पुष्पमाला:** इसका मतलब है फूलों या मोतियों आदि से बनी हुई माला जिसे गले में पहना जाता है।  
उदाहरण: "स्वागत के लिए नेताजी को फूलों का हार पहनाया गया।"

चूंकि 'हार' शब्द के एक से अधिक और भिन्न अर्थ हैं, इसलिए यह 'अनेकार्थी' शब्द की श्रेणी में आता है।

## शब्दों के प्रकारों को समझना

आइए विकल्पों में दिए गए शब्दों के प्रकारों को समझें:

- **समानार्थी / पर्यायवाची शब्द:** ये वे शब्द होते हैं जिनके अर्थ समान या मिलते-जुलते होते हैं। जैसे 'सुंदर' का पर्यायवाची 'हृदयस्पर्शी सुहावना', 'मनोहर' आदि हैं। 'हार' का कोई एक सीधा पर्यायवाची नहीं है जो उसके दोनों मुख्य अर्थों (पराजय और माला) को व्यक्त करे।
- **अनेकार्थी शब्द:** ये वे शब्द होते हैं जिनके एक से अधिक अर्थ होते हैं। जैसे 'कर' का अर्थ हाथ, टैक्स, किरण आदि हो सकता है। 'हार' शब्द भी इसी श्रेणी में आता है क्योंकि इसके अर्थ 'पराजय' और 'माला' हैं।
- **यौगिक शब्द:** ये वे शब्द होते हैं जो दो या दो से अधिक सार्थक शब्दों के मेल से बनते हैं। जैसे 'पुस्तकालय' (पुस्तक + आलय)। 'हार' एक मूल शब्द है, यह दो शब्दों के मेल से नहीं बना है।

## विकल्पों का विश्लेषण

अब हम दिए गए विकल्पों का विश्लेषण करते हैं:

1. **समानार्थी:** यह सही नहीं है क्योंकि 'हार' के अर्थ मिलते-जुलते नहीं, बल्कि भिन्न हैं।
2. **अनेकार्थी:** यह सही है। जैसा कि ऊपर बताया गया है, 'हार' के दो मुख्य और भिन्न अर्थ हैं: 'पराजय' और 'माला'।
3. **पर्यायवाची:** यह भी समानार्थी की तरह ही सही नहीं है, क्योंकि 'हार' के अलग-अलग अर्थ हैं, न कि एक ही अर्थ वाले दूसरे शब्द।
4. **यौगिक:** यह सही नहीं है क्योंकि 'हार' एक मूल शब्द है, दो शब्दों के मेल से बना यौगिक शब्द नहीं।

## निष्कर्ष

उपरोक्त विश्लेषण के आधार पर, 'हार' शब्द जिसके दो भिन्न अर्थ ('पराजय' और 'माला') हैं, वह एक अनेकार्थी शब्द है।

### 135. Answer: b

#### Explanation:

'साहस' शब्द है भाववाचक संज्ञा।

- जिन शब्दों से हमें गुण, दोष, भाव, धर्म, आकार, अवस्था, दशा का बोध होता है, उन्हें भाववाचक संज्ञा कहते हैं।
  - उदाहरण - उत्साह , ईमानदारी , बचपन, लंबाई, प्रेम आदि।
  - वाक्य प्रयोग - जिसमें साहस है उसी में वीरता का दर्शन होता है।

#### ★ Key Points

अन्य विकल्प -

व्यक्तिवाचक संज्ञा -

- जिस शब्द से किसी विशेष व्यक्ति , वस्तु या स्थान के नाम का बोध हो उसे व्यक्तिवाचक संज्ञा कहते हैं।
  - रोनाल्डो फुटबॉल के महान खिलाड़ी हैं।
  - गंगा में अब बहुत प्रदूषण होता है।

जातिवाचक संज्ञा -

- जिस शब्द से एक जाति के सभी प्राणियों अथवा वस्तुओं का बोध हो उसे जातिवाचक संज्ञा कहते हैं। जैसे- बच्चा , जानवर, नदी, अध्यापक, बाजार, पहाड़, खिड़की आदि
  - पेड़ों पर पक्षी बैठे हैं।

सार्वनामिक विशेषण -

- ऐसे सर्वनाम शब्द जो संज्ञा से पहले लगकर उस संज्ञा शब्द की विशेषण की तरह विशेषता बताते हैं ऐसे शब्दों को सार्वनामिक विशेषण कहते हैं।
  - उस गाड़ी को वहां छोड़ दो।

★ Additional Information

- प्रत्येक व्यक्ति को अपना **बचपन** याद आता है।
- इस आम में **मिठास** अधिक है।
- राम में **अहंकार** है।
- **ईमानदारी** से गुण का बोध होता है।
- **उत्साह** मन का भाव है।

136. Answer: c

Explanation:

## बहुभाषा ज्ञान का भाषा अधिगम में महत्व

जब कोई शिक्षार्थी एक से अधिक भाषाएँ जानता है, तो इस स्थिति को बहुभाषावाद कहा जाता है। **एक भाषा से अधिक भाषाओं का ज्ञान** होना शिक्षा के क्षेत्र में, विशेष रूप से भाषा सीखने की प्रक्रिया में, एक महत्वपूर्ण पहलू है। यह समझना आवश्यक है कि कई भाषाओं का ज्ञान सीखने वाले और सिखाने वाले, दोनों के लिए कैसे फायदेमंद या चुनौतीपूर्ण हो सकता है।

### विभिन्न विकल्पों का विश्लेषण

- **विकल्प 1:** यह विचार कि बहुभाषा ज्ञान अध्यापक के लिए बोझ है, सामान्यतः सत्य नहीं है। बहुभाषी कक्षाएँ विविधता लाती हैं, और एक प्रशिक्षित अध्यापक इस विविधता का उपयोग सीखने के अनुभव को बेहतर बनाने के लिए कर सकता है।
- **विकल्प 2:** यह कहना कि बहुभाषा ज्ञान शिक्षार्थियों को नई कक्षा में अधिगम के दौरान समानुरूप बनाता है, यह पूरी तरह सटीक नहीं है। जबकि भाषा सीखने में कुछ अनुकूलन की आवश्यकता होती है, बहुभाषावाद का मुख्य लाभ अनुरूपण (conformity) नहीं है।
- **विकल्प 3:** यह कथन कि **नई भाषा के शिक्षण अधिगम में** बहुभाषा ज्ञान **बहुत सहायक** है, भाषा अधिग्रहण के क्षेत्र में व्यापक शोध द्वारा समर्थित है।
- **विकल्प 4:** यह मानना कि बहुभाषा ज्ञान नई भाषा के अधिगम में व्यवधान पैदा करता है, यह भी एक नकारात्मक दृष्टिकोण है। हालाँकि भाषा हस्तांतरण (language transfer) या हस्तक्षेप (interference) हो सकता है, लेकिन सही शिक्षण विधियों से इसे सकारात्मक रूप से प्रबंधित किया जा सकता है।

## बहुभाषा ज्ञान के लाभ

एक भाषा से अधिक भाषाओं का ज्ञान नई भाषा सीखने की प्रक्रिया को कई तरह से सुगम बनाता है:

- **शब्दावली और संरचना की समझ:** जब छात्र एक से अधिक भाषाएँ जानते हैं, तो वे अक्सर भाषाओं के बीच समानताएँ और अंतर पहचान सकते हैं। इससे नए शब्दों और व्याकरणिक संरचनाओं को समझना और याद रखना आसान हो जाता है। उदाहरण के लिए, यदि कोई छात्र हिंदी और अंग्रेजी जानता है, तो वह इन दोनों भाषाओं के शब्दों या वाक्य संरचनाओं के बीच संबंध देख सकता है।
- **संज्ञानात्मक लाभ (Cognitive Benefits):** बहुभाषावाद संज्ञानात्मक लचीलापन (cognitive flexibility), समस्या-समाधान कौशल (problem-solving skills) और रचनात्मकता (creativity) को बढ़ाता है। ये कौशल किसी भी नई भाषा को सीखने में मदद करते हैं।
- **सीखने की रणनीतियाँ:** बहुभाषी शिक्षार्थी अक्सर पहले से ही भाषा सीखने की विभिन्न रणनीतियाँ जानते हैं और उन्हें नई भाषा सीखते समय लागू कर सकते हैं।
- **सांस्कृतिक समझ:** एकाधिक भाषाएँ जानने से विभिन्न संस्कृतियों के प्रति समझ और सम्मान भी बढ़ता है, जो भाषा सीखने के अनुभव को समृद्ध करता है।

इसलिए, यह कहा जा सकता है कि एकाधिक भाषाओं का ज्ञान होना, विशेष रूप से एक नई भाषा सीखते समय, एक मूल्यवान संपत्ति है जो सीखने की प्रक्रिया को सकारात्मक रूप से प्रभावित करती है। यह न केवल शिक्षार्थी के लिए बल्कि शिक्षण प्रक्रिया के लिए भी सहायक होता है, क्योंकि यह कक्षा में विविध दृष्टिकोण और संसाधन लाता है।

## Your Personal Exams Guide

137. Answer: c

Explanation:

### अध्यापक का विचार और भाषा अर्जन का उपागम

यह प्रश्न एक अध्यापक के दृष्टिकोण पर आधारित है कि बच्चे जन्म से ही मस्तिष्क में व्याकरण के नियमों को लेकर पैदा होते हैं, जो उन्हें कई भाषाएँ सीखने में सक्षम बनाता है। हमें यह पहचानना है कि भाषा अर्जन के संबंध में यह विचार किस सिद्धांत से मेल खाता है।

### भाषा अर्जन के विभिन्न उपागम



बच्चों में भाषा कैसे विकसित होती है, इसे समझाने के लिए कई सिद्धांत हैं। ये उपागम इस बात पर अलग-अलग दृष्टिकोण रखते हैं कि भाषा सीखना कितना सहज है और इसमें पर्यावरण या जन्मजात क्षमताओं की क्या भूमिका है।

## प्रकृतवादी उपागम का विश्लेषण

**प्रकृतवादी उपागम**, जिसे अक्सर नोआम चॉम्स्की (Noam Chomsky) के काम से जोड़ा जाता है, यह मानता है कि मनुष्य में भाषा सीखने की एक जन्मजात क्षमता होती है। इस सिद्धांत के मुख्य बिंदु इस प्रकार हैं:

- **जन्मजात व्याकरण:** प्रकृतवादियों का मानना है कि हमारे मस्तिष्क में एक अंतर्निहित 'भाषा अर्जन यंत्र' (Language Acquisition Device - LAD) होता है। यह यंत्र सभी मानवीय भाषाओं के लिए आवश्यक बुनियादी व्याकरणिक संरचनाओं और नियमों (जिसे 'सार्वभौमिक व्याकरण' या Universal Grammar कहा जाता है) से युक्त होता है।
- **सहज क्षमता:** यह जन्मजात क्षमता बच्चों को केवल कुछ उदाहरणों और सीमित भाषा के संपर्क से ही भाषा की जटिल संरचनाओं को समझने और उत्पन्न करने में मदद करती है।
- **भाषा सीखना:** इसी जन्मजात क्षमता के कारण बच्चे, विशेषकर छोटी उम्र में, बहुत तेजी से और अपेक्षाकृत आसानी से भाषाएँ सीख पाते हैं, जैसा कि अध्यापक का मानना है।

अध्यापक का यह कथन कि "बच्चों के मस्तिष्क में जन्म से ही व्याकरण के नियम हैं" सीधे तौर पर प्रकृतवादी उपागम के इस विचार से मेल खाता है कि भाषा क्षमता जन्मजात होती है।

## अन्य उपागमों का मूल्यांकन

आइए देखें कि अन्य विकल्प इस विचार से क्यों मेल नहीं खाते:

- **व्यवहारवादी उपागम (Behaviorist Approach):** यह सिद्धांत मानता है कि भाषा अनुकरण (imitation), पुनर्बलन (reinforcement) और आदत निर्माण (habit formation) के माध्यम से सीखी जाती है। यह जन्मजात व्याकरण नियमों के विचार का समर्थन नहीं करता है।
- **संज्ञानवादी उपागम (Cognitivist Approach):** यह उपागम भाषा विकास को संज्ञानात्मक विकास (cognitive development) के एक हिस्से के रूप में देखता है। यह मानता है कि भाषा सीखने के लिए बच्चे की सोचने, समझने और समस्या-समाधान जैसी मानसिक क्षमताओं का विकास आवश्यक है। हालाँकि यह महत्वपूर्ण है, पर यह सीधे तौर पर 'जन्म से ही व्याकरण के नियमों' के विचार पर केंद्रित नहीं है जैसा कि प्रश्न में बताया गया है।
- **रचनावादी उपागम (Constructivist Approach):** यह उपागम इस बात पर जोर देता है कि शिक्षार्थी अपने अनुभवों और अंतःक्रियाओं के माध्यम से सक्रिय रूप से ज्ञान का निर्माण करते हैं।



यह सीखने की प्रक्रिया पर ध्यान केंद्रित करता है, न कि विशेष रूप से जन्मजात व्याकरणिक नियमों पर।

## निष्कर्ष

चूंकि अध्यापक का मानना है कि बच्चों में भाषा सीखने की क्षमता जन्मजात व्याकरणिक नियमों पर आधारित है, इसलिए उनका उपागम **प्रकृतवादी उपागम** से पूरी तरह मेल खाता है। यह उपागम भाषा अर्जन को एक सहज जैविक प्रक्रिया मानता है।

138. Answer: c

Explanation:

## पुस्तकालय सत्र में विद्यार्थी का पठन प्रकार

इस प्रश्न में पुस्तकालय सत्र के दौरान विद्यार्थियों द्वारा अपनी रुचि की पुस्तकें पढ़ने की गतिविधि का वर्णन किया गया है। हमें यह पहचानना है कि यह किस प्रकार के पठन को दर्शाता है। आइए विभिन्न पठन प्रकारों को समझें और देखें कि कौन सा इस स्थिति के लिए सबसे उपयुक्त है।

### विभिन्न पठन प्रकारों को समझना

- **गहन पठन (Intensive Reading):** इसमें किसी पाठ के हर शब्द, वाक्य और विचार को गहराई से समझना शामिल है। विद्यार्थी अक्सर व्याकरण, शब्दावली या विशिष्ट जानकारी के लिए इस तरह से पढ़ते हैं। यह धीमी गति से होता है और इसमें पाठ का विस्तृत विश्लेषण किया जाता है।
- **बारीकी से पठन (Close Reading):** यह गहन पठन के समान है, जहाँ पाठक पाठ के छोटे-छोटे हिस्सों पर ध्यान केंद्रित करता है, जैसे कि लेखक की शैली, भाषा का प्रयोग, या सूक्ष्म अर्थ। इसका उद्देश्य पाठ की गहरी समझ विकसित करना होता है।
- **विस्तृत पठन (Extensive Reading):** इस प्रकार के पठन में, पाठक अपनी रुचि की सामग्री को बड़े पैमाने पर, अक्सर आनंद के लिए या सामान्य समझ हासिल करने के लिए पढ़ता है। यहाँ मुख्य उद्देश्य विषय वस्तु का आनंद लेना और प्रवाह को बनाए रखना होता है, न कि हर विवरण को याद रखना।
- **चुनौतीपूर्ण पठन (Challenging Reading):** यह तब होता है जब पाठक ऐसी सामग्री का सामना करता है जो उसकी वर्तमान क्षमता से थोड़ी अधिक कठिन होती है। इसका उद्देश्य नई शब्दावली, जटिल विचारों को सीखना और पठन कौशल को बढ़ाना होता है।

## प्रश्न के संदर्भ में पठन का विश्लेषण

प्रश्न बताता है कि विद्यार्थी पुस्तकालय में अपनी रुचि की पुस्तकें पढ़ते हैं। यह वाक्य महत्वपूर्ण है क्योंकि यह इंगित करता है कि पठन का उद्देश्य आनंद और व्यक्तिगत रुचि को पूरा करना है। विद्यार्थी स्वयं पुस्तकें चुन रहे हैं, जो उनकी सहज रुचि को दर्शाता है। इस प्रकार की गतिविधि आमतौर पर:

- आनंद-उन्मुख होती है।
- सामान्य समझ पर केंद्रित होती है।
- कम दबाव वाली होती है, जहाँ त्रुटियों या हर शब्द को समझने पर जोर नहीं दिया जाता।
- प्रवाह और पढ़ने की समग्र समझ को बढ़ावा देती है।

यह विवरण विस्तृत पठन की परिभाषा से पूरी तरह मेल खाता है। विद्यार्थी अपनी रुचि की सामग्री को आराम से और आनंद के साथ पढ़ रहे हैं। गहन या बारीकी से पठन में पाठ का विश्लेषण शामिल होता है, जो यहाँ वर्णित स्थिति नहीं है। चुनौतीपूर्ण पठन का अर्थ है कठिन सामग्री पढ़ना, जबकि यहाँ विद्यार्थी अपनी रुचि की पुस्तकें पढ़ रहे हैं, जो आवश्यक नहीं कि चुनौतीपूर्ण हों।

## निष्कर्ष

पुस्तकालय सत्र में विद्यार्थियों द्वारा अपनी रुचि की पुस्तकें पढ़ना, आनंद और सामान्य समझ के लिए पढ़ना है। यह गतिविधि विस्तृत पठन का एक उत्कृष्ट उदाहरण है।

इसलिए, विद्यार्थी विस्तृत पठन में संलग्न हैं।

## Your Personal Exams Guide

139. Answer: a

Explanation:

## कक्षा में मुद्रित/लिखित समृद्ध परिवेश को समझना

कक्षा में एक 'मुद्रित/लिखित समृद्ध परिवेश' (print/written rich environment) स्थापित करने का अर्थ है एक ऐसा वातावरण बनाना जहाँ बच्चों को प्रिंट (छपी हुई सामग्री) और लेखन के विभिन्न रूपों से लगातार जोड़ा जाता है। इसका मुख्य उद्देश्य बच्चों के मन में पढ़ने और लिखने के प्रति रुचि पैदा करना और उन्हें भाषा के विभिन्न रूपों से परिचित कराना है। इस तरह के परिवेश में बच्चों के लिए किताबें, कहानियाँ, चार्ट, पोस्टर, लेबल, और अन्य पठन-सामग्री आसानी से उपलब्ध होती हैं, जिससे वे स्वतंत्र रूप से उन तक पहुँच सकें और उनका उपयोग कर सकें।

## विभिन्न विकल्पों का विश्लेषण

- विकल्प 1: कक्षा में बच्चों को पुस्तकें व अन्य प्रकार की पठन सामग्री पढ़ने के अवसर देना

यह विकल्प 'मुद्रित/लिखित समृद्ध परिवेश' की अवधारणा को सबसे अच्छी तरह से समझाता है। जब कक्षा में विभिन्न प्रकार की पुस्तकें, कहानियाँ, कविताएँ, और अन्य छपी हुई पठन सामग्री उपलब्ध होती है, और बच्चों को उन्हें पढ़ने के लिए प्रोत्साहित किया जाता है, तो यह एक समृद्ध प्रिंट वातावरण का निर्माण करता है। बच्चे इस सामग्री के माध्यम से नए शब्दों, वाक्यों और विचारों से परिचित होते हैं, जिससे उनकी पढ़ने की क्षमता विकसित होती है।

- विकल्प 2: बच्चों को मुद्रित हस्तलेख सीखने के अवसर देना

मुद्रित हस्तलेख (printed handwriting) सीखना महत्वपूर्ण है, लेकिन यह 'मुद्रित/लिखित समृद्ध परिवेश' का केवल एक पहलू है। यह परिवेश केवल लिखने की तकनीक पर केंद्रित नहीं है, बल्कि पढ़ने और लिखित भाषा के व्यापक उपयोग को प्रोत्साहित करता है। इसलिए, यह विकल्प अधूरा है।

- विकल्प 3: बच्चों को हाथ से छपाई करने के अवसर देना

हाथ से छपाई (hand printing) एक रचनात्मक गतिविधि है जो बच्चों को कला और अभिव्यक्ति का माध्यम प्रदान करती है। हालाँकि यह कक्षा की गतिविधियों का हिस्सा हो सकती है, यह सीधे तौर पर 'मुद्रित/लिखित समृद्ध परिवेश' बनाने के लक्ष्य से नहीं जुड़ी है, जिसका मुख्य उद्देश्य बच्चों को पढ़ने और लिखने के लिए प्रोत्साहित करना है।

- विकल्प 4: बच्चों को अपने आस-पास के परिवेश से व्यर्थ सामग्री चुनकर कुछ नया सृजित करने किए कहना

यह विकल्प 'कचरा प्रबंधन' या 'पुनर्चक्रण' (recycling) जैसी गतिविधियों से संबंधित है, जो बच्चों में रचनात्मकता और पर्यावरण जागरूकता को बढ़ावा देता है। इसका 'मुद्रित/लिखित समृद्ध परिवेश' से कोई सीधा संबंध नहीं है।

## निष्कर्ष

एक 'मुद्रित/लिखित समृद्ध परिवेश' का मुख्य उद्देश्य बच्चों को पढ़ने और लिखने की सामग्री से भरपूर वातावरण प्रदान करना है, ताकि वे भाषा के प्रति आकर्षित हों और अपने साक्षरता कौशल को बेहतर बना सकें। इसमें विभिन्न प्रकार की पुस्तकों और पठन सामग्री तक उनकी पहुँच सुनिश्चित करना सर्वोपरि है।

140. Answer: c

Explanation:

## स्वनिम विज्ञान जागरूकता: एक परिचय

स्वनिम विज्ञान जागरूकता (Phonological Awareness) बोली जाने वाली भाषा की ध्वनि संरचना को समझने और उसमें हेरफेर करने की क्षमता को संदर्भित करती है। यह पढ़ना सीखने के लिए एक महत्वपूर्ण आधार है, क्योंकि यह बच्चों को लिखित शब्दों को बोली जाने वाली भाषा से जोड़ने में मदद करती है। इसमें विभिन्न स्तरों पर ध्वनि पैटर्न को पहचानना शामिल है, जैसे कि वाक्य, शब्द, शब्दांश (syllables), तुकबंदी (rhyme), और अंततः अलग-अलग ध्वनियाँ (phonemes)।

## स्वनिम विज्ञान जागरूकता के विकास के चरण

स्वनिम विज्ञान जागरूकता का विकास आमतौर पर सरल से जटिल की ओर बढ़ता है। बच्चों में ध्वनि जागरूकता विकसित करने के तीन मुख्य चरण या कौशल इस प्रकार हैं, जो प्रश्न के सही उत्तर विकल्प में दर्शाए गए हैं:

- **अक्षर (Syllable/Word Awareness):** शुरुआत में, बच्चे शब्दों को अलग-अलग इकाइयों के रूप में पहचानना सीखते हैं। इसके बाद वे शब्दों को शब्दांशों (syllables) में तोड़ना या जोड़ना सीखते हैं। उदाहरण के लिए, 'बिल्ली' शब्द को 'बिल-ली' में तोड़ना।
- **तुकबन्दी (Rhyme Awareness):** अगला चरण तुकबन्दी वाले शब्दों को पहचानना और उत्पन्न करना है। बच्चे यह समझने लगते हैं कि किन शब्दों का अंत समान ध्वनि से होता है, जैसे 'रात' और 'बात'।
- **स्वनिम (Phoneme Awareness):** यह स्वनिम विज्ञान जागरूकता का सबसे परिष्कृत स्तर है। इसमें किसी शब्द की व्यक्तिगत ध्वनियों (phonemes) को अलग करना, पहचानना और उनमें हेरफेर करना शामिल है। उदाहरण के लिए, 'न-आ-ल' (/n/, /a:/, /l/) को 'नाल' (/na:l/) शब्द बनाने के लिए जोड़ना।

यह क्रम (शब्दांश/शब्द -> तुकबन्दी -> स्वनिम) बच्चों में ध्वनि जागरूकता के विकास का एक सामान्य पैटर्न दर्शाता है।

## विकल्पों का विस्तृत विश्लेषण

आइए दिए गए विकल्पों का विश्लेषण करें ताकि यह समझा जा सके कि सही उत्तर क्यों है:

| विकल्प                               | स्पष्टीकरण                                                                                                                                                                                                                                                               | क्या यह स्वनिम विज्ञान जागरूकता के चरण दर्शाता है? |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| 1. अक्षर, शब्द वाक्य                 | यह विकल्प भाषा की संरचनात्मक इकाइयों (अक्षर, शब्द, वाक्य) को सूचीबद्ध करता है, लेकिन यह सीधे तौर पर ध्वनि जागरूकता के विकास के चरणों का प्रतिनिधित्व नहीं करता है। 'अक्षर' यहाँ अस्पष्ट है (क्या यह वर्ण है या शब्दांश?) और 'वाक्य' ध्वनि जागरूकता का मुख्य चरण नहीं है। | नहीं                                               |
| 2. ध्वनियाँ, स्वरमान (पिंच), सुर-तान | 'ध्वनियाँ' बहुत सामान्य है। 'स्वरमान' (पिंच) और 'सुर-तान' (intonation) भाषा के ध्वन्यात्मक पहलू (prosody) से संबंधित हैं, न कि स्वनिम विज्ञान जागरूकता के मुख्य विकासात्मक चरणों से, जो ध्वनि संरचना पर केंद्रित है।                                                     | नहीं                                               |
| 3. अक्षर, तुकबन्दी, स्वनिम           | यह विकल्प स्वनिम विज्ञान जागरूकता के विकास के प्रमुख चरणों को दर्शाता है: बड़े ध्वनि हिस्सों (अक्षर/शब्दांश) को पहचानना, तुकबन्दी को समझना, और अंततः व्यक्तिगत ध्वनियों (स्वनिम) में हेरफेर करना। यह एक तार्किक प्रगति है।                                               | हाँ                                                |
| 4. गहराई, गति, तुकबन्दी              | 'गहराई' (depth) और 'गति' (speed) स्वनिम विज्ञान जागरूकता से संबंधित नहीं हैं। केवल 'तुकबन्दी' ही प्रासंगिक है, लेकिन अन्य दो तत्व गलत हैं।                                                                                                                               | नहीं                                               |

इसलिए, **अक्षर, तुकबन्दी, स्वनिम** स्वनिम विज्ञान जागरूकता के विकास के प्रमुख चरणों का सबसे उपयुक्त प्रतिनिधित्व करते हैं।

141. Answer: a

Explanation:

**स्वनिम विज्ञान जागरूकता का विकास: आयु-आधारित समझ**

यह प्रश्न बच्चों में भाषा विकास के एक महत्वपूर्ण पहलू, स्वनिम विज्ञान जागरूकता (Phonological Awareness) के प्रारंभिक विकास से संबंधित है। स्वनिम विज्ञान जागरूकता से तात्पर्य बोली जाने वाली भाषा की ध्वनि संरचना को समझने और उसमें हेरफेर करने की क्षमता से है। इसमें कई स्तर शामिल होते हैं, जैसे कि शब्दों की तुकबन्दी (Rhyming) को पहचानना, अक्षरों (Letters) को पहचानना और उनसे जुड़ना, और अंततः स्वनिमों (Phonemes) यानी भाषा की सबसे छोटी ध्वनि इकाइयों को समझना और उनमें हेरफेर करना।

## स्वनिम विज्ञान जागरूकता के प्रमुख स्तर

- **अक्षर (Letter Recognition):** यह क्षमता है कि बच्चा लिखित अक्षरों को पहचान सके और उनके नाम बता सके। यह अक्सर बच्चे के अपने नाम के पहले अक्षर को पहचानने से शुरू होता है।
- **तुकबन्दी (Rhyming):** यह क्षमता है कि बच्चा उन शब्दों को पहचान सके जिनका अंत समान ध्वनि से होता है, जैसे 'रात' और 'बात'। तुक वाले गीतों और कविताओं का आनंद लेना इस कौशल के विकास का प्रारंभिक संकेत है।
- **स्वनिम (Phonemic Awareness):** यह अधिक उन्नत कौशल है जिसमें बच्चा यह समझता है कि बोले गए शब्दों को अलग-अलग ध्वनियों (स्वनिमों) में तोड़ा जा सकता है। इसमें ध्वनियों को मिलाना (Blending) और शब्दों को ध्वनियों में तोड़ना (Segmenting) शामिल है।

## आयु के अनुसार विकास का विश्लेषण

बच्चों में भाषा और साक्षरता कौशल का विकास एक क्रमिक प्रक्रिया है। स्वनिम विज्ञान जागरूकता के विभिन्न पहलू अलग-अलग उम्र में विकसित होना शुरू होते हैं:

- **3 से 4 वर्ष की आयु:** इस आयु वर्ग में, बच्चे अक्सर तुकबन्दी वाले शब्दों में रुचि दिखाने लगते हैं और कुछ सामान्य तुक पहचान सकते हैं। वे अपने नाम जैसे परिचित शब्दों में ध्वनियों पर ध्यान देना भी शुरू कर सकते हैं। कुछ बच्चे इस उम्र में अपने नाम या अन्य परिचित अक्षरों को पहचानना भी शुरू कर देते हैं। यह वह प्रारंभिक चरण है जब इन कौशलों की नींव पड़नी शुरू होती है।
- **4 से 5 वर्ष की आयु:** इस उम्र तक, बच्चे आमतौर पर तुकबन्दी को बेहतर ढंग से पहचान लेते हैं। वे शब्दों की शुरुआत की ध्वनियों को पहचानने और कुछ अक्षरों को उनके संबंधित ध्वनियों से जोड़ने में अधिक सक्षम हो जाते हैं।
- **5 से 6 वर्ष की आयु:** इस आयु में, बच्चे अक्सर शब्दों को उनकी अलग-अलग ध्वनियों में तोड़ने (segmenting) और ध्वनियों को मिलाकर शब्द बनाने (blending) जैसे अधिक जटिल स्वनिम जागरूकता कार्यों में संलग्न हो सकते हैं।
- **6 से 7 वर्ष की आयु:** यह वह समय होता है जब बच्चे आमतौर पर औपचारिक पठन और लेखन शुरू करते हैं, जिसके लिए मजबूत स्वनिम विज्ञान जागरूकता और अक्षर-ध्वनि संबंधों की गहरी



समझ की आवश्यकता होती है।

## निष्कर्ष

प्रश्न पूछता है कि स्वनिम विज्ञान जागरूकता के तीनों स्तर (अक्षर, तुकबन्दी, और स्वनिम) किस आयु से विकसित होना \*शुरु\* होते हैं। जबकि स्वनिमों के साथ काम करने का अधिक उन्नत स्तर बाद में विकसित होता है, तुकबन्दी की शुरुआती समझ और अक्षरों की पहचान 3 से 4 वर्ष की आयु के आसपास शुरू हो जाती है। यह वह महत्वपूर्ण अवधि है जब बच्चे भाषा की ध्वनि संरचना के प्रति अधिक जागरूक होने लगते हैं, जो आगे चलकर प्रभावी पठन और लेखन के लिए आवश्यक है। इसलिए, 3 से 4 वर्ष की आयु वह समय है जब इन महत्वपूर्ण कौशलों का प्रारंभिक विकास शुरू होता है।

142. Answer: c

Explanation:

## पाँचवीं कक्षा के मानक पठन परीक्षण के लिए अध्यापक की सर्वोत्तम सलाह

पाँचवीं कक्षा के विद्यार्थियों के लिए एक मानक पठन परीक्षण (standard reading test) आयोजित करते समय, अध्यापक को यह सुनिश्चित करना चाहिए कि विद्यार्थी सहज महसूस करें और अपनी पूरी क्षमता का प्रदर्शन कर सकें। इसके लिए सबसे अच्छी सलाह यह है कि उन्हें परीक्षण के प्रारूप से परिचित कराया जाए।

## परीक्षण की तैयारी के विभिन्न पहलुओं का विश्लेषण

आइए, अध्यापक के लिए उपलब्ध विभिन्न विकल्पों पर विचार करें कि पाँचवीं कक्षा के विद्यार्थियों को मानक पठन परीक्षण देने के लिए सर्वोत्तम सलाह क्या हो सकती है:

- विकल्प 1: बच्चों से यह कहें कि परीक्षा बहुत महत्वपूर्ण है और वे इस परीक्षा में अपना सर्वोत्तम दे सकते हैं

यह सलाह छात्रों को प्रोत्साहित तो करती है, लेकिन परीक्षा के महत्व पर अत्यधिक जोर देने से उन पर अनावश्यक दबाव बन सकता है। 'सर्वोत्तम' प्रदर्शन करने की बात कहना अच्छा है, पर यह



तरीका विद्यार्थियों को परीक्षा के प्रारूप या सामग्री के बारे में कोई स्पष्टता नहीं देता, जिससे उनकी चिंता बढ़ सकती है।

- **विकल्प 2: अच्छे तरीके से पढ़ नहीं पाने वालों को अलग से पढ़ना, यह मानकर कि शेष विद्यार्थी परीक्षा में बेहतर प्रदर्शन कर ही लेंगे**

यह सलाह मानक परीक्षणों के सिद्धांतों के विरुद्ध है। मानक परीक्षणों का उद्देश्य सभी विद्यार्थियों का निष्पक्ष मूल्यांकन करना होता है। कमजोर विद्यार्थियों को अलग करना और बाकी के बारे में धारणा बना लेना, परीक्षण की निष्पक्षता को समाप्त करता है और यह एक अनुचित तरीका है।

- **विकल्प 3: परीक्षा में आने वाले प्रश्नों से मिलते-जुलते प्रश्नों के उत्तरों का अभ्यास करवाना**

यह अध्यापक के लिए एक बहुत ही प्रभावी रणनीति है। जब विद्यार्थियों को उन प्रश्नों के प्रकारों का अभ्यास कराया जाता है जो मानक पठन परीक्षण में पूछे जा सकते हैं, तो वे परीक्षण के प्रारूप से परिचित हो जाते हैं। इस तरह के अभ्यास से विद्यार्थियों का आत्मविश्वास बढ़ता है और वे परीक्षण के दौरान प्रश्नों को समझने और उनका उत्तर देने में अधिक सहज महसूस करते हैं। यह उन्हें वास्तविक पठन कौशल का प्रदर्शन करने में मदद करता है, क्योंकि वे प्रश्न के तरीके को समझने में समय बर्बाद नहीं करते। यह विद्यार्थियों को परीक्षण के माहौल के लिए तैयार करने का एक व्यावहारिक तरीका है।

- **विकल्प 4: विद्यार्थियों को मानक परीक्षण की विशेषताओं की व्याख्या करना**

यह एक अच्छी बात है कि विद्यार्थियों को मानक परीक्षण की विशेषताओं के बारे में बताया जाए, जैसे कि यह क्यों आयोजित किया जाता है या इसमें किस तरह के प्रश्न हो सकते हैं। यह परीक्षण के प्रति उनकी समझ बढ़ाता है। हालाँकि, केवल विशेषताओं की व्याख्या करना, सीधे तौर पर उन्हें परीक्षण के प्रारूप से परिचित कराने या अभ्यास कराने जितना प्रभावी नहीं हो सकता है। अभ्यास कराना उन्हें वास्तविक अनुभव देता है।

## निष्कर्ष: सर्वोत्तम सलाह का चयन

पाँचवीं कक्षा के विद्यार्थियों के लिए, मानक पठन परीक्षण की तैयारी में सबसे महत्वपूर्ण है कि वे परीक्षा के प्रारूप और पूछे जाने वाले प्रश्नों के प्रकारों से सहज हों। विकल्प 3, जिसमें परीक्षा में आने वाले प्रश्नों से मिलते-जुलते प्रश्नों का अभ्यास करवाना शामिल है, विद्यार्थियों को आवश्यक आत्मविश्वास और स्पष्टता प्रदान करता है। यह उन्हें परीक्षण के दौरान अपनी पूरी क्षमता दिखाने में मदद करता है, क्योंकि वे प्रश्नों के स्वरूप से परिचित होते हैं और अपनी समझ और पढ़ने की क्षमता पर ध्यान केंद्रित कर पाते हैं। इसलिए, यह अध्यापक के लिए सबसे उपयुक्त सलाह है।

143. Answer: d

Explanation:

## भाषा की कक्षा में व्यक्तिगत ध्यान का महत्व

प्रश्न में एक ऐसे अध्यापक का वर्णन किया गया है जो भाषा की कक्षा में नई पाठ्य सामग्री के पठन के लिए प्रत्येक बच्चे पर व्यक्तिगत रूप से ध्यान दे रहा है। यह क्रिया अध्यापक के एक विशेष विश्वास को दर्शाती है कि छात्र कैसे सीखते हैं।

## अध्यापक की क्रिया और उसका कारण

- **व्यक्तिगत ध्यान:** अध्यापक प्रत्येक छात्र की पठन प्रक्रिया पर व्यक्तिगत रूप से नजर रख रहा है।
- **नई सामग्री:** यह ध्यान विशेष रूप से नई पाठ्य सामग्री को समझने और पढ़ने पर केंद्रित है।
- **संभावित कारण:** इस व्यक्तिगत ध्यान के पीछे अध्यापक का यह मानना है कि हर छात्र की सीखने की प्रक्रिया अलग होती है।

## सीखने की व्यक्तिगत भिन्नताओं को समझना

यह समझना महत्वपूर्ण है कि कक्षा में हर बच्चा एक जैसा नहीं होता। अध्यापक का व्यक्तिगत रूप से ध्यान देना इस बात का संकेत है कि वह मानता है:

- **सीखने की गति:** छात्र *भिन्न-भिन्न गति* से सीखते हैं। कुछ बच्चे नई सामग्री को जल्दी समझ लेते हैं, जबकि अन्य को अधिक समय लग सकता है।
- **सीखने के तरीके:** छात्र *भिन्न-भिन्न तरीकों* से सीखते हैं। कुछ सुनकर, कुछ देखकर, और कुछ करके सीखते हैं। नई पाठ्य सामग्री को पढ़ने में भी उनकी अपनी विधियाँ हो सकती हैं।

जब अध्यापक प्रत्येक छात्र पर व्यक्तिगत रूप से ध्यान देता है, तो वह उनकी विशिष्ट आवश्यकताओं को समझ पाता है और उसी के अनुसार मार्गदर्शन प्रदान कर सकता है। यह दृष्टिकोण सुनिश्चित करता है कि कोई भी छात्र पीछे न छूटे, खासकर जब वे नई सामग्री के साथ संघर्ष कर रहे हों।

## अन्य विकल्पों का विश्लेषण

- **समूह में सीखना:** यह विकल्प अध्यापक के व्यक्तिगत ध्यान देने के कार्य के विपरीत है। यदि अध्यापक समूह में सीखने को प्राथमिकता देता, तो वह शायद व्यक्तिगत रूप से हर बच्चे पर

इतना ध्यान नहीं देता।

- **अध्यापक प्रशिक्षण:** अध्यापक प्रशिक्षण के तरीके छात्रों के सीखने के तरीकों से सीधे तौर पर संबंधित नहीं हैं, इसलिए यह विकल्प प्रासंगिक नहीं है।
- **अनुशासन:** हालाँकि व्यक्तिगत ध्यान अनुशासन में मदद कर सकता है, लेकिन इसका मुख्य उद्देश्य अधिगम (सीखना) है, खासकर नई पाठ्य सामग्री को पढ़ना। अनुशासन एक संभावित परिणाम हो सकता है, लेकिन यह व्यक्तिगत ध्यान देने का प्राथमिक कारण नहीं है।

## निष्कर्ष

अध्यापक द्वारा प्रत्येक बच्चे पर नई पाठ्य सामग्री के पठन के लिए व्यक्तिगत रूप से ध्यान देना, इस विश्वास को पुष्ट करता है कि **बच्चे भिन्न-भिन्न गति से तथा भिन्न-भिन्न तरीकों से सीखते हैं**। यह एक प्रभावी शिक्षण रणनीति है जो व्यक्तिगत सीखने की ज़रूरतों को पूरा करती है।

144. Answer: d

### Explanation:

भारत अनेक भाषाओं और बोलियों वाला एक बहुभाषी देश है। देश में लगभग 1652 भाषाएँ और बोलियाँ हैं जो पाँच अलग-अलग भाषा परिवारों से संबंधित हैं।

### ★ Important Points

- मातृभाषा वह भाषा है जिसका संपर्क व्यक्ति को जन्म से ही होता है। बच्चे की पहली भाषा व्यक्तिगत, सामाजिक और सांस्कृतिक पहचान का हिस्सा होती है।
- जब शिक्षार्थी पहली बार स्कूल आते हैं तो वे अपनी मातृभाषा के साथ आते हैं क्योंकि इसे अनजाने में सीखा जाता है और इसके लिए किसी औपचारिक निर्देश की आवश्यकता नहीं होती है।
- प्राथमिक स्तर पर, मातृभाषा में पढ़ाना बेहतर है क्योंकि इससे बच्चों को प्राकृतिक वातावरण में सीखने में मदद मिलती है और उन्हें बेहतर ढंग से समझने और नई अवधारणाओं को आसानी से समझने में मदद मिलती है।
- शिक्षक शिक्षार्थियों की मातृभाषा का उपयोग कर सकता है और उन्हें किसी भी भाषा का उपयोग करने की अनुमति दे सकता है जिसे वे उपयोग करना चाहते हैं और शिक्षक को स्वयं सामान्य भाषा में बात करनी चाहिए।

अतः यह स्पष्ट है कि प्राथमिक स्तर पर मातृभाषा में पढ़ाना बेहतर है क्योंकि यह बच्चों को स्वाभाविक परिवेश में सीखने में मदद करता है।

145. Answer: d

Explanation:

## प्राथमिक कक्षाओं में भाषा अधिगम हेतु निवेश समृद्ध परिवेश का महत्व

प्राथमिक कक्षाओं में बच्चों के भाषा अधिगम (language learning) के लिए एक निवेश समृद्ध परिवेश (investment-rich environment) का होना बहुत महत्वपूर्ण है। इसका मतलब है एक ऐसा वातावरण बनाना जहाँ बच्चों को भाषा के विभिन्न रूप, जैसे कि किताबें, लेबल, चार्ट, कहानियाँ, गाने और बातचीत के माध्यम से लगातार अवगत कराया जाए। यह परिवेश बच्चों को स्वाभाविक रूप से भाषा को आत्मसात करने में मदद करता है।

### विभिन्न विकल्पों का विश्लेषण

आइए प्रश्न के संदर्भ में दिए गए विकल्पों का विश्लेषण करें:

- विकल्प 1: लक्ष्य भाषा के व्याकरणिक नियमों को याद कर लेते हैं।

छोटे बच्चे व्याकरण के नियम रटकर भाषा नहीं सीखते। वे सुनकर, देखकर और प्रयोग करके भाषा सीखते हैं। निवेश समृद्ध परिवेश नियमों को रटने पर नहीं, बल्कि भाषा के प्रयोग पर जोर देता है।

- विकल्प 2: भाषा की संरचना समझ पाते हैं।

हालांकि निवेश समृद्ध परिवेश से बच्चे भाषा की संरचना को समझने लगते हैं, लेकिन यह सीखने की पूरी प्रक्रिया का केवल एक हिस्सा है। मुख्य उद्देश्य केवल संरचना को समझना नहीं, बल्कि भाषा का प्रयोग करना सीखना है।

- विकल्प 3: लक्ष्य भाषा को घर की भाषा में अनुवाद करके भाषा सीखते हैं।

एक निवेश समृद्ध परिवेश का उद्देश्य होता है कि बच्चे लक्ष्य भाषा को सीधे उसी भाषा में सीखें, न कि उसे अपनी मातृभाषा में अनुवाद करके। अनुवाद पर अधिक निर्भरता भाषा सीखने की प्रक्रिया को धीमा कर सकती है।

- विकल्प 4: जहाँ-जहाँ भाषा किसी भी रूप में दिखती है, उस पर ध्यान देते हैं और सीखते हैं।

यह विकल्प सबसे उपयुक्त है। निवेश समृद्ध परिवेश में बच्चे अपने आसपास मौजूद भाषा के विभिन्न रूपों पर स्वाभाविक रूप से ध्यान देते हैं। चाहे वह किसी खिलौने पर लगा लेबल हो, कहानी की किताब का पन्ना हो, या दीवार पर लिखा कोई शब्द हो, वे इन सभी से जुड़ते हैं और सीखते हैं। यह परिवेश बच्चों को भाषा के प्रति जिज्ञासु बनाता है और उन्हें सक्रिय रूप से सीखने के लिए प्रोत्साहित करता है।

## निष्कर्ष: निवेश समृद्ध परिवेश और प्रभावी भाषा अधिगम

निष्कर्ष रूप में, प्राथमिक कक्षाओं में निवेश समृद्ध परिवेश बच्चों को भाषा के विभिन्न संकेतों और रूपों पर ध्यान देने और उनसे सीखने का अवसर प्रदान करता है। यह विधि बच्चों को भाषा को समग्र रूप से समझने और उसका प्रभावी ढंग से उपयोग करने में मदद करती है, जो कि व्याकरण के नियम याद करने या अनुवाद करने जैसी विधियों से कहीं अधिक प्रभावी है। इसलिए, बच्चे जहाँ-जहाँ भाषा को देखते हैं, उस पर ध्यान देते हैं और सीखते हैं, यही निवेश समृद्ध परिवेश का मुख्य लाभ है।

146. Answer: d

Explanation:

## लेखन-पूर्व प्रक्रिया को समझना

प्रश्न में अध्यापक ने बच्चों को लिखने की तैयारी के लिए अपने विचार संयोजित करने को कहा है। यह गतिविधि लेखन की प्रक्रिया के प्रारंभिक चरण, यानी लेखन-पूर्व (pre-writing) प्रक्रिया से संबंधित है। इस चरण का मुख्य उद्देश्य किसी विषय पर सोचने, विचार उत्पन्न करने और उन्हें व्यवस्थित करने के लिए विभिन्न युक्तियों का उपयोग करना है, ताकि वास्तविक लेखन कार्य शुरू करने से पहले एक स्पष्ट योजना तैयार हो सके।

## पूर्व प्रक्रिया की युक्तियाँ: एक अवलोकन

लेखन-पूर्व प्रक्रिया में कई तकनीकें शामिल हैं जो विचारों को उत्पन्न करने और व्यवस्थित करने में मदद करती हैं। दिए गए विकल्पों में से तीन, यानी मानस मानचित्रण, मुक्तलेखन और मानस मंथन, इसी प्रक्रिया का हिस्सा हैं:

- **मानस मानचित्रण (Mind Mapping):** यह एक दृश्य तकनीक है जिसमें एक केंद्रीय विचार से संबंधित उप-विचारों को शाखाओं के रूप में जोड़ा जाता है। यह विचारों को व्यवस्थित करने और उनके बीच संबंधों को समझने में मदद करता है, जो *लेखन-पूर्व* चरण के लिए एक उपयोगी युक्ति है।
- **मुक्तलेखन (Freewriting):** इस तकनीक में, लेखक एक निश्चित समय अवधि के लिए बिना रुके, बिना संपादन के या व्याकरण की चिंता किए लगातार लिखता है। इसका उद्देश्य विचारों को प्रवाहित होने देना और लेखक की रुकावटों को दूर करना है। यह भी *लेखन-पूर्व* प्रक्रिया का एक महत्वपूर्ण हिस्सा है।
- **मानस मंथन (Brainstorming):** यह विचारों को तेजी से उत्पन्न करने की एक विधि है, जहाँ किसी विषय से संबंधित जितने संभव हो उतने विचार बिना किसी आलोचना के सूचीबद्ध किए जाते हैं। यह नए विचारों की खोज के लिए *लेखन-पूर्व* चरण में व्यापक रूप से उपयोग किया जाता है।

## समीक्षा का स्थान: संशोधन या लेखन-पूर्व?

विकल्पों में से, **सहपाठियों से समीक्षा करवाना (Getting feedback from peers)** लेखन-पूर्व प्रक्रिया का हिस्सा नहीं है। यह गतिविधि लेखन प्रक्रिया के बाद के चरणों, विशेष रूप से *संशोधन* (revision) या *संपादन* (editing) के दौरान की जाती है। इस चरण में, लेखक अपने द्वारा लिखे गए मसौदे (draft) को दूसरों को दिखाता है और उनसे सुधार के लिए सुझाव प्राप्त करता है।

चूंकि प्रश्न विशेष रूप से *लेखन-पूर्व* प्रक्रिया के बारे में पूछ रहा है, और सहपाठियों से समीक्षा करवाना लेखन कार्य पूरा होने के बाद होता है, इसलिए यह वह युक्ति है जो इस चरण का हिस्सा नहीं है। अध्यापक का निर्देश विचारों को *संयोजित* करने पर केंद्रित था, जो कि लिखने से पहले की तैयारी है, न कि लिखे हुए काम पर प्रतिक्रिया लेना।

147. Answer: b

Explanation:

**सहपाठी समीक्षा का लेखन प्रक्रिया में महत्व**



यह प्रश्न विद्यार्थियों की **लेखन प्रक्रिया** में सुधार लाने के लिए **सहपाठी समीक्षा** (peer review) के मुख्य उद्देश्य पर केंद्रित है। सहपाठी समीक्षा एक ऐसी प्रक्रिया है जिसमें छात्र एक-दूसरे के लिखित कार्य को पढ़ते हैं और सुधार के लिए सुझाव देते हैं। इसका मुख्य लक्ष्य लेखन कौशल को बेहतर बनाना है।

## सहपाठी समीक्षा के उद्देश्यों का विश्लेषण

आइए दिए गए विकल्पों का विश्लेषण करें कि **सहपाठी समीक्षा** का सबसे महत्वपूर्ण उद्देश्य क्या है:

- **विकल्प 1:** अपने-अपने सहपाठियों की गलतियाँ ढूँढ़ने में आत्मविश्वास पैदा करना।
  - हालाँकि गलतियों को पहचानना समीक्षा का एक हिस्सा हो सकता है, लेकिन इसका प्राथमिक उद्देश्य केवल गलतियाँ खोजना या केवल आत्मविश्वास बढ़ाना नहीं है। केवल गलतियों पर ध्यान केंद्रित करने से निराशा हो सकती है।
- **विकल्प 2:** सहपाठियों को रचनात्मक प्रतिपुष्टि देना जिससे उन्हें अपने प्रारूप में संशोधित करने के लिए अवसर प्राप्त हो।
  - यह **सहपाठी समीक्षा** का सबसे महत्वपूर्ण उद्देश्य है। **रचनात्मक प्रतिपुष्टि** (constructive feedback) का अर्थ है कि सुझाव सकारात्मक और सुधार-उन्मुख हों। यह प्रतिपुष्टि लेखक को अपने लेखन में सुधार करने, उसे **संशोधित** करने और अपनी **लेखन प्रक्रिया** को बेहतर बनाने में मदद करती है।
- **विकल्प 3:** लिखने के लिए नए-नए विचार मिल सकें व विकसित हो सकें।
  - सहकर्मी की समीक्षा से नए विचार मिल सकते हैं, लेकिन यह समीक्षा का मुख्य या प्रत्यक्ष उद्देश्य नहीं है। मुख्य ध्यान मौजूदा काम को बेहतर बनाने पर होता है।
- **विकल्प 4:** विचारों से सम्बद्धता स्थापित कर अनुच्छेद बना कर लिख सकें।
  - यह लेखन का एक पहलू है जिसे प्रतिक्रिया से सुधारा जा सकता है, लेकिन यह स्वयं समीक्षा का प्राथमिक उद्देश्य नहीं है। समीक्षा का उद्देश्य फीडबैक लूप प्रदान करना है।

## लेखन प्रक्रिया में सुधार के लिए सहपाठी समीक्षा

**सहपाठी समीक्षा** का सबसे महत्वपूर्ण पहलू **रचनात्मक प्रतिपुष्टि** (constructive feedback) प्रदान करना है। जब छात्र अपने सहपाठियों को उपयोगी सुझाव देते हैं, तो प्राप्तकर्ता को यह समझने में मदद मिलती है कि उनके लेखन में कहाँ सुधार की आवश्यकता है। यह उन्हें अपने काम पर पुनर्विचार करने और आवश्यक **संशोधन** करने के लिए प्रेरित करता है। इस प्रकार, सहपाठी समीक्षा सीधे तौर पर **विद्यार्थियों की लेखन प्रक्रिया** को **सुधारने** में मदद करती है, जिससे वे अधिक प्रभावी लेखक बनते हैं।

इसलिए, सहपाठियों को **रचनात्मक प्रतिपुष्टि** देना ताकि वे अपने ड्राफ्ट (प्रारूप) को **संशोधित** कर सकें, **सहपाठी समीक्षा** का केंद्रीय उद्देश्य है।



148. Answer: b

Explanation:

## पियाज़े का संज्ञानात्मक विकास और भाषा का आरंभ

यह प्रश्न जीन पियाज़े के संज्ञानात्मक विकास के सिद्धांत से संबंधित है, विशेष रूप से उस बिंदु पर जब भाषा का विकास शुरू होता है, जो पहले चरण के अंत से जुड़ा है। पियाज़े ने माना कि बच्चे ज्ञान का निर्माण सक्रिय रूप से करते हैं और उन्होंने विकास के चार मुख्य चरण बताए।

### संज्ञानात्मक विकास के चरण और भाषा का विकास

पियाज़े के अनुसार, भाषा का विकास संज्ञानात्मक विकास के साथ गहराई से जुड़ा हुआ है। प्रश्न विशेष रूप से उस समय का उल्लेख करता है जब भाषा का विकास पहले चरण के अंत से शुरू होता है।

- **संवेदी-गामक अवस्था (Sensorimotor Stage):** यह पियाज़े के विकास का पहला चरण है, जो जन्म से लगभग 2 वर्ष की आयु तक चलता है। इस चरण में, बच्चे मुख्य रूप से अपनी इंद्रियों (देखना, सुनना, छूना) और शारीरिक क्रियाओं (पकड़ना, हिलाना) के माध्यम से दुनिया को समझते हैं। इस अवस्था के अंत तक, बच्चे 'वस्तु स्थायित्व' (Object Permanence) विकसित कर लेते हैं, यानी वे यह समझने लगते हैं कि कोई वस्तु तब भी मौजूद रहती है जब वह दिखाई नहीं देती।
- **पूर्व-संक्रियात्मक अवस्था (Preoperational Stage):** यह दूसरा चरण है (लगभग 2 से 7 वर्ष)। इसी चरण की शुरुआत से भाषा का महत्वपूर्ण विकास होता है। बच्चे अब शब्दों और मानसिक छवियों जैसे प्रतीकों का उपयोग करना शुरू कर देते हैं।

### प्रतीकात्मक विचार की भूमिका

भाषा का विकास, जो पहले चरण के अंत में शुरू होता है और दूसरे चरण में फलता-फूलता है, सीधे तौर पर प्रतीकात्मक विचार (Symbolic Thought) की क्षमता के विकास से जुड़ा है।

- **प्रतीकात्मक विचार का अर्थ** है किसी चीज़ को दर्शाने के लिए किसी अन्य चीज़ (जैसे शब्द, चित्र, या हावभाव) का उपयोग करने की क्षमता, भले ही वह चीज़ मौजूद न हो।
- उदाहरण के लिए, जब कोई बच्चा "दूध" शब्द का उपयोग करता है, भले ही दूध का गिलास सामने न हो, तो वह 'दूध' का प्रतिनिधित्व करने के लिए 'शब्द' नामक प्रतीक का उपयोग कर रहा है। यह प्रतीकात्मक विचार का ही एक रूप है।

- भाषा, मूल रूप से, प्रतीकों (शब्दों) का एक सिस्टम है जिसका उपयोग विचारों, वस्तुओं और घटनाओं का प्रतिनिधित्व करने के लिए किया जाता है। इसलिए, जैसे ही बच्चे संवेदी-गामक अनुभव से आगे बढ़कर दुनिया को प्रतीकों के माध्यम से समझना शुरू करते हैं, भाषा का विकास स्वाभाविक रूप से होता है।

## अन्य विकल्पों का विश्लेषण

- **स्थानिक जागरूकता:** यह स्थान, दूरी और दिशा की समझ से संबंधित है। हालांकि यह महत्वपूर्ण है, यह सीधे तौर पर भाषा के आरंभ से उतनी मजबूती से नहीं जुड़ा है जितना प्रतीकात्मक विचार।
- **मानस मानचित्रण:** यह एक अधिक जटिल संज्ञानात्मक रणनीति है जिसमें विचारों को व्यवस्थित करना शामिल है, यह भाषा के शुरुआती विकास से संबंधित नहीं है।
- **वस्तु स्थायित्व:** यह संवेदी-गामक अवस्था की एक महत्वपूर्ण उपलब्धि है, जो यह दर्शाती है कि बच्चा यह समझता है कि वस्तुएं तब भी मौजूद रहती हैं जब वे दिखती नहीं हैं। यह भाषा के विकास के लिए आधार तैयार करता है, लेकिन भाषा स्वयं प्रतीकात्मक विचार का परिणाम है, जो इस अवस्था के बाद विकसित होता है।

## निष्कर्ष

पियाज़े के अनुसार, भाषा का विकास, जो पहले चरण (संवेदी-गामक) के अंत में शुरू होता है, प्रतीकात्मक विचार की क्षमता के उदय से संभव होता है। यह क्षमता बच्चों को शब्दों और अन्य प्रतीकों का उपयोग करके दुनिया का प्रतिनिधित्व करने की अनुमति देती है।

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149. Answer: b

Explanation:

## कहानी को अपने शब्दों में सुनाने का महत्व

जब कोई बच्चा, जैसे कि गीतिका, एक कहानी सुनने के बाद उसे अपने शब्दों में सुनाता है और उसमें अपनी कल्पना से नए पात्र या घटनाएँ जोड़ता है, तो यह उसकी रचनात्मकता और समझ को दर्शाता है। यह भाषा विकास और मौलिक सोच को बढ़ावा देने का एक महत्वपूर्ण अवसर होता है। बच्चे का इस तरह से कहानी को फिर से कहना यह दिखाता है कि उसने कहानी को न केवल समझा है, बल्कि उस पर विचार भी किया है और अपनी कल्पना का उपयोग करके उसे और रोचक बनाया है। अध्यापक के

लिए यह समझना महत्वपूर्ण है कि यह बच्चे की सीखी हुई बातों को अपने तरीके से प्रस्तुत करने की क्षमता का प्रमाण है।

## अध्यापक की प्रतिक्रियाओं का मूल्यांकन

अध्यापक को ऐसी स्थिति में बच्चे के प्रयासों को सही ढंग से समझना चाहिए और एक सकारात्मक प्रतिक्रिया देनी चाहिए। आइए विभिन्न विकल्पों का मूल्यांकन करें:

- **बच्चे को टोक देना:** कहानी सुनाते समय बच्चे को बीच में टोकना या उसकी गलती निकालना उसकी रचनात्मकता को हतोत्साहित कर सकता है। इससे बच्चा आगे बोलने में झिझक सकता है और अपनी बात कहने में आत्मविश्वास खो सकता है।
- **बच्चे की सराहना करनी:** यह सबसे उपयुक्त प्रतिक्रिया है। बच्चे की कल्पनाशीलता और कहानी को अपने ढंग से प्रस्तुत करने के प्रयास की प्रशंसा करने से उसका आत्मविश्वास बढ़ता है। यह उसे भविष्य में भी ऐसे प्रयास करने के लिए प्रोत्साहित करता है और सीखने के प्रति उसकी रुचि को बढ़ाता है।
- **बच्चे को सजा देनी:** कहानी में कुछ नया जोड़ने या उसे अपने शब्दों में कहने पर बच्चे को सजा देना बिल्कुल अनुचित है। यह बच्चे के सीखने की प्रक्रिया को नकारात्मक रूप से प्रभावित करेगा और उसकी स्वाभाविक रचनात्मक प्रवृत्ति को दबा देगा।
- **बच्चे की अनदेखी करनी:** बच्चे के प्रयास को अनदेखा करना भी सही नहीं है। इससे बच्चे को लगेगा कि उसके काम का कोई महत्व नहीं है, और वह अपनी कल्पनाशीलता का प्रयोग करने से कतरा सकता है। यह उसके भाषाई और रचनात्मक विकास में बाधा डाल सकता है।

## सराहना क्यों है सर्वोत्तम विकल्प

अध्यापक को बच्चे द्वारा कहानी में किए गए नए पात्रों और घटनाओं के समावेश को उसकी रचनात्मक सोच और भाषा प्रयोग के कौशल के विकास के रूप में देखना चाहिए। बच्चे की सराहना करने से उसे अपनी कल्पना शक्ति का उपयोग करने और उसे व्यक्त करने के लिए प्रोत्साहन मिलता है। यह सीखने के माहौल को सकारात्मक बनाता है और बच्चे को अभिव्यक्ति की स्वतंत्रता का अनुभव कराता है। इस प्रकार, गीतिका के इस कार्य के लिए उसकी सराहना करना सबसे उचित और प्रभावी कदम है, क्योंकि यह उसके भाषाई और रचनात्मक विकास में सहायक है।

150. Answer: b

Explanation:

## कूजन: शिशु की पहली ध्वनियाँ

यह प्रश्न शिशु के भाषा विकास के शुरुआती चरणों से संबंधित है, विशेष रूप से **कूजन** (Cooing) और बबलाना (Babbling) जैसी ध्वनियों के बारे में। ये ध्वनियाँ शिशुओं के संचार का पहला रूप होती हैं। प्रश्न पूछता है कि **कूजन** का क्या अर्थ है।

### कूजन को समझना

**कूजन**, जिसे अंग्रेजी में 'Cooing' कहा जाता है, शिशु के भाषा विकास का एक महत्वपूर्ण चरण है। यह आमतौर पर जन्म के कुछ हफ्तों बाद, लगभग **दो महीने** की उम्र के आसपास शुरू होता है। इस चरण में, शिशु अक्सर आरामदायक और संतुष्ट होने पर लंबी, मधुर, स्वर-जैसी (vowel-like) आवाजें निकालते हैं। ये आवाजें 'ऊ', 'आ', 'ए' जैसे स्वरों से मिलती-जुलती हो सकती हैं और इन्हें अक्सर **रुचिकर आवाजें** माना जाता है। यह बबलाना से अलग है, जो बाद में आता है और जिसमें व्यंजन-स्वर के संयोजन होते हैं।

### विकल्पों का विश्लेषण

आइए दिए गए विकल्पों का विश्लेषण करें:

- **विकल्प 1:** शिशुओं के साथ बात करते समय वयस्क की भाषा का एक रूप - यह गलत है। कूजन शिशु द्वारा निकाली गई आवाजें हैं, न कि वयस्कों द्वारा इस्तेमाल की जाने वाली भाषा का कोई रूप।
- **विकल्प 2:** लगभग दो माह के शिशुओं द्वारा निकाली गई रुचिकर आवाजें (स्वर) - यह सही है। यह विकल्प कूजन की विशेषताओं (उम्र और ध्वनि का प्रकार) का सटीक वर्णन करता है जैसा कि ऊपर बताया गया है।
- **विकल्प 3:** छह माह के शिशुओं में व्यंजन - स्वर के मिश्रण की लंबी तानों का दोहराव - यह गलत है। यह विवरण **बबलाना** (Babbling) से मेल खाता है, न कि कूजन से। बबलाना लगभग 6 महीने की उम्र में शुरू होता है और इसमें 'बा-बा', 'मा-मा' जैसी ध्वनियाँ होती हैं।
- **विकल्प 4:** वयस्क द्वारा ऊँचे स्वरमान में बोले गए छोटे-छोटे वाक्य - यह गलत है। यह वयस्कों द्वारा शिशुओं से बात करने के तरीके (जैसे 'baby talk') का वर्णन करता है, न कि शिशु की अपनी ध्वनियों का।

इसलिए, **कूजन** का सबसे उपयुक्त वर्णन विकल्प 2 में दिया गया है, जो लगभग दो महीने के शिशुओं द्वारा निकाली जाने वाली स्वर-जैसी, रुचिकर आवाजों को संदर्भित करता है।

151. Answer: c

Explanation:

## Understanding the Phrasal Verb 'Bounce Back'

This solution focuses on determining the meaning of the phrasal verb 'bounce back' as used in the provided passage.

## Analyzing 'Bounce Back' in Context

The first paragraph of the passage describes a scenario related to well-being and distress:

*"An individual, in a state of well-being at one point of time, may be pushed into distress by an event or situation but may be able to bounce back to the state of well-being again. For example, after being isolated from a peer group, a child might initially feel low and experience distress."*

In this context, the phrase 'bounce back' refers to the ability of an individual to return to their previous state of well-being after facing a difficult event or situation that caused distress. It signifies resilience and the process of regaining stability.

## Evaluating the Given Options

Let's examine each option to see which one best fits the meaning of 'bounce back' in the given context:

- **Option 1: enjoy**  
The word 'enjoy' means to take delight or pleasure in something. While returning to well-being might involve enjoyment, the phrase 'bounce back' specifically describes the process of returning from a negative state, not the enjoyment itself. Therefore, this option is incorrect.
- **Option 2: experience**  
'Experience' means to encounter or undergo (an event or occurrence). This is a very general term. Although someone going through distress and recovery will

'experience' these states, 'experience' does not capture the specific meaning of returning to a positive state after a setback. So, this option is not the most appropriate.

- **Option 3: recover**

'**Recover**' means to return to a normal state of health, mind, or strength after illness or a difficult period. This definition aligns perfectly with the context provided in the passage, where an individual moves from distress back to a state of well-being. The example of the child finding ways to deal with isolation and returning to enjoyable activities supports this meaning.

- **Option 4: isolate**

'**Isolate**' means to cause (someone or something) to be alone or separate from others. This is often a cause of distress mentioned in the passage, not the act of overcoming it. Hence, this option is incorrect.

## Conclusion on 'Bounce Back'

Based on the analysis of the passage and the context in which the phrasal verb '**bounce back**' is used, the most suitable meaning is to return to a previous positive state after facing adversity. Therefore, '**recover**' is the correct answer.

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152. Answer: a

Explanation:

## Understanding the Meaning of 'Seek Professional Help'

The question asks to identify the meaning of the phrase 'seek professional help' as used in the provided passage. The passage discusses emotional well-being and mental health, emphasizing the importance of seeking support when needed.

### Context in the Passage

Paragraph 2 of the passage states: "However, if the child is not able to function for a prolonged period of time and continues feeling distressed most of the time, it may



be important to **seek professional help** to rule out an illness and seek timely help." This context highlights a situation where an individual experiences prolonged distress and requires assistance from experts.

## Analyzing the Phrase 'Seek Professional Help'

The key verb here is 'seek'. In this context, 'seek' means to look for, search for, or try to find something that is needed or desired. 'Professional help' refers to assistance provided by qualified experts, such as doctors, therapists, or counselors, particularly in matters related to health and well-being.

Therefore, 'seek professional help' means to actively look for and find assistance from qualified professionals.

## Evaluating the Options

Let's examine the given options in relation to the meaning of 'seek professional help':

- **1. search for:** This option accurately reflects the meaning of 'seek'. When professional help is needed, one needs to actively look for or search for it. This aligns perfectly with the context in the passage, where finding expert assistance is advised during prolonged distress.
- **2. assist in:** This means to help someone do something. The phrase in the passage is about \*receiving\* help, not \*giving\* it. So, this option doesn't fit.
- **3. identify from:** This involves recognizing or distinguishing something. While identifying a need for help is a step, 'seek' specifically refers to the action of looking for that help, not just recognizing it from a source.
- **4. continue:** This means to keep doing something or to persist. It does not relate to the act of finding or obtaining help.

## Conclusion

Based on the context provided in the passage and the definition of the word 'seek', the most appropriate meaning for the underlined phrase 'important to seek professional help' is to actively **search for** that help when facing difficulties like prolonged distress.



153. Answer: b

Explanation:

## Initially: Identifying the Part of Speech

The question asks us to identify the part of speech for the word 'initially' based on its usage, typically inferred from context even if not explicitly present in the provided snippet. Understanding the different categories words belong to (parts of speech) helps us grasp sentence structure and meaning.

## Understanding Parts of Speech

Words in English are classified into different parts of speech based on their grammatical function and role within a sentence. These include nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections. Identifying the part of speech is key to understanding how a word contributes to the overall meaning.

## The Function of Adverbs

Adverbs are words that modify or provide more information about verbs, adjectives, or other adverbs. They often answer questions such as:

- When? (e.g., *now, later, today*)
- Where? (e.g., *here, there, away*)
- How? (e.g., *quickly, slowly, carefully*)
- To what extent? (e.g., *very, extremely, almost*)

The word 'initially' signifies the beginning or the first stage of something, indicating time.

## Analyzing 'Initially'

The word '**initially**' means "at the beginning" or "in the first place". It is used to describe when an action started or a situation first occurred.

Consider these examples:

- "**Initially**, the child felt distressed." – Here, '**initially**' modifies the verb '**felt**', indicating the time frame (at the beginning) when the distress occurred.
- "The child might **initially** not be able to concentrate." – In this sentence, '**initially**' modifies the verb phrase '**might not be able**', specifying the initial period.

Since '**initially**' describes \*when\* the action or state happened, it functions as an adverb.

## Evaluating the Options

Let's examine the provided options:

- **Conjunction:** A conjunction connects words, phrases, or clauses (e.g., '**and**', '**but**', '**or**'). '**Initially**' does not connect parts of a sentence.
- **Adverb:** An adverb modifies verbs, adjectives, or other adverbs, often indicating time, manner, or place. This aligns perfectly with the function of '**initially**'.
- **Adjective:** An adjective describes or modifies a noun or pronoun (e.g., '**happy**', '**difficult**'). '**Initially**' does not describe a noun.
- **Verb:** A verb expresses an action or state of being (e.g., '**run**', '**think**', '**is**'). '**Initially**' does not represent an action or state.

## Final Determination

Based on its meaning ("at the beginning") and its role in describing the timing of an action or state, the word '**initially**' functions as an adverb.

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154. Answer: d

Explanation:

# Understanding Mental Health Skills and Emotional Well-being

This question asks us to identify a word from the second paragraph that does not align with the meaning of "grooming or nurturing". Let's break down the paragraph and the meaning of each option.

## Detailed Analysis of Options

Paragraph 2 discusses the importance of emotional well-being and mental health. It highlights key aspects such as developing awareness, fostering positive attitudes, and accessing help.

The core meaning of "grooming or nurturing" relates to caring for, encouraging the growth of, and supporting the development of someone or something.

- **Fostering:** This word means to encourage or promote the development or growth of something. For example, fostering a child's talents involves nurturing them. This aligns with the concept of grooming or nurturing.
- **Developing:** This term means to grow, progress, or cause to become more mature or advanced. Developing emotional well-being, as mentioned in the passage, implies nurturing its growth. This also aligns with grooming or nurturing.
- **Supporting:** In the context of relationships and well-being, supporting means providing encouragement, emotional help, or assistance. Supporting peers in developing positive attitudes is a way of nurturing their growth. This term fits the meaning of grooming or nurturing.
- **Accessing:** This word means to find, obtain, or gain entry to something, such as information or services. In the passage, it refers to "accessing help when required". This action is about obtaining assistance, not about the process of grooming or nurturing itself.

## Conclusion on Word Meaning

Based on the analysis, the word "Accessing" is the one that does not mean "grooming or nurturing". The other options, "Fostering," "Developing," and

"Supporting," all imply processes related to care, growth, and encouragement, which are central to nurturing.

155. Answer: c

Explanation:

## Understanding Child's Emotional Well-being and Distress

This question asks us to identify the specific circumstances under which a child should seek professional help, based on the provided passage. The passage discusses the difference between normal emotional responses to events and situations that might indicate a more serious issue requiring external support. It emphasizes the importance of emotional well-being and developing coping skills.

### Identifying When a Child Needs Professional Help

The passage clearly distinguishes between temporary distress and a prolonged state of difficulty. Paragraph 1 describes resilience, where an individual might experience distress due to an event, like being isolated from friends, but can eventually recover and return to their previous state of well-being. This recovery involves finding ways to manage the problem and engaging in enjoyable activities again.

However, Paragraph 2 highlights a critical point: "if the child is not able to function for a prolonged period of time and continues feeling distressed most of the time, it may be important to seek professional help". This suggests that the duration and impact of the distress are key factors in determining the need for professional intervention. The goal of seeking help in such cases is to rule out any underlying illness and receive timely support.

### Analyzing the Provided Options

Let's examine each option in relation to the passage's criteria for seeking professional help:

### Option 1 Analysis

**The child does things he/she enjoys.**

According to the passage, being able to return to activities one enjoys is a sign of recovery and resilience (as seen in the example in Paragraph 1). This indicates a state of well-being, not a need for professional help.

### Option 2 Analysis

**The child recovers after being isolated from a peer group.**

This scenario is presented as an example of bouncing back from distress. The passage uses it to illustrate resilience, where a child overcomes initial negative feelings and finds ways to cope. Recovery signifies a positive outcome, not a reason to seek professional help.

### Option 3 Analysis

**The child is unable to function for an extended period of time.**

This option directly aligns with the statement in Paragraph 2. The passage explicitly states that if a child "is not able to function for a prolonged period of time and continues feeling distressed most of the time", it is important to seek professional help. "Prolonged period of time" is synonymous with "extended period of time".

### Option 4 Analysis

**The child feels distressed for a short span of time.**

Experiencing distress for a short duration is considered a normal part of life and emotional adjustment, as suggested by the resilience examples in Paragraph 1. The passage contrasts this with prolonged distress when discussing the need for professional help.

## Conclusion on Seeking Professional Help

Based on the passage, the key indicator that necessitates seeking professional help for a child is the persistence of functional impairment and distress over an extended duration. This suggests that the child may be struggling to cope independently and might benefit from expert assessment and support to address their mental health challenges effectively.

156. Answer: b

Explanation:

### Passage Analysis: Emotional Well-being and Mental Health

This passage delves into the crucial aspects of maintaining and restoring mental and emotional health, particularly in the face of challenges. It highlights the concept of resilience, where an individual can recover from difficult situations or periods of distress and return to a state of well-being. The text emphasizes that emotional well-being is not a static state but something that can be developed and nurtured through awareness, skill-building, and mutual support.

### Key Concepts: Resilience, Distress, and Coping

The passage introduces several important ideas:

- **Resilience:** The ability to bounce back from adverse events. For instance, a child experiencing isolation might initially feel distressed but can eventually find ways to cope and regain their usual enjoyment in activities.
- **Mental Health Skills:** Developing awareness about mental health, cultivating emotional well-being in oneself, and supporting others in developing positive attitudes are key components.

- **Emotional Awareness:** Understanding and recognizing various emotions and their expressions is vital. Knowing one's own strengths and those of peers helps in seeking help when needed.
- **Coping with Stress:** Knowledge about mental health equips individuals to use their strengths effectively in stressful situations. Managing challenging emotions starts with awareness and appropriate expression.
- **Seeking Professional Help:** The passage strongly suggests that if distress persists for a prolonged period, seeking professional help is important to rule out potential illnesses and receive timely support.

## Option Evaluation for Writer's Message

The question asks for the main message the writer intends to convey. Let's examine each option in relation to the passage:

### Option 1 Analysis: Impossibility of Acquiring Emotional Skills

This option states that handling challenging emotions is impossible to acquire. The passage explicitly contradicts this by mentioning that "Developing awareness of emotions is a skill that builds over time and needs to be practised." Therefore, this option is incorrect.

### Option 2 Analysis: Significance of Emotional Well-being and Mental Health

The passage consistently emphasizes the importance of emotional well-being and mental health. It discusses how to foster them, the skills involved, and the impact of managing emotions and stress. The core message revolves around understanding, developing, and supporting mental and emotional health. This aligns perfectly with the overall content.

### Option 3 Analysis: Triggering Distress

While the passage does provide an example of how an event (like isolation) can lead to distress, this is presented as an illustration rather than the central theme. The passage goes much further to discuss recovery, skill development, and overall



mental health maintenance. Therefore, this option captures only a minor part of the message.

### Option 4 Analysis: Professional Help Necessity

This option claims that seeking professional help is not necessary when feeling low. The passage clearly states the opposite: "if the child is not able to function for a prolonged period of time and continues feeling distressed most of the time, it may be important to seek professional help". This option directly contradicts the advice given in the passage.

## Conclusion on Writer's Intent

Based on the analysis, the writer's primary focus is on the significance and cultivation of emotional well-being and mental health, encompassing resilience, coping mechanisms, emotional awareness, and the appropriate times to seek help. Option 2 best encapsulates this overarching message.

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157. Answer: c

Explanation:

## Understanding Distress in Children's Emotional Well-being

This question asks to identify the meaning of the word '**distressed**' as used in the sentence "If the child continues feeling distressed" within the provided passage about emotional well-being and mental health.

### Passage Context Analysis

The passage describes how individuals, particularly children, might experience temporary distress due to events like social isolation. However, it emphasizes the

difference between temporary distress and a more prolonged state. Paragraph 2 specifically states:

- "if the child is not able to function for a prolonged period of time and continues feeling **distressed** most of the time, it may be important to seek professional help..."

This context suggests that 'distressed' in this sentence refers to a severe and persistent negative emotional state that impacts the child's ability to function normally, warranting professional attention.

## Meaning of 'Distressed' in Context

Let's analyze the options provided to find the best fit for '**distressed**' in this context:

- **Option 1: experiencing anger** – While anger can be a component of emotional upset, 'distressed' typically implies a broader and often more severe state of suffering or unhappiness, not just anger.
- **Option 2: feeling ignored** – Feeling ignored can be a cause of distress, but it is not the direct meaning of the word itself. Distress is the resulting negative emotional state.
- **Option 3: experiencing anguish** – Anguish means severe mental or physical pain or suffering. This aligns closely with the passage's description of a prolonged state of distress that affects functioning and may require professional help. It captures the severity implied.
- **Option 4: feeling surprised** – Surprise is a sudden reaction to an unexpected event and is fundamentally different from the ongoing negative emotional state described by 'distressed'.

## Conclusion

Considering the context of prolonged inability to function and the potential need for professional help described in the passage, '**distressed**' most accurately means '**experiencing anguish**'. This option best reflects the severity and persistence of the negative emotional state.

158. Answer: b

Explanation:

## Understanding Emotional Well-being and Resilience

The provided passage discusses the concepts of emotional well-being, resilience, and the management of emotions. It explains how individuals can navigate difficult situations and recover from distress, emphasizing the importance of developing mental health skills and self-awareness.

## Analyzing the Statements on Emotions

Let's examine each statement in relation to the information presented in the passage:

### Statement (A): Awareness of Emotions and Well-being

Statement (A) suggests that having awareness of various emotions is very important for emotional well-being. The passage strongly supports this idea. In paragraph 2, it highlights the importance of "developing awareness about mental health skills" and "building awareness around various emotions and expressions." Furthermore, paragraph 3 states, "Becoming aware of our emotions and labelling them is the first step in managing challenging emotions." This clearly indicates that emotional awareness is crucial for maintaining and improving one's emotional state and overall well-being.

### Statement (B): Managing Emotions Through Practice

Statement (B) claims that emotions can be managed over time by practice. The passage directly addresses this point in paragraph 3. It mentions that "Developing awareness of emotions is a skill that builds over time and needs to be practised." This implies that consistent effort and practice are key components in learning to manage emotions effectively, especially challenging ones.

## Statement (C): Categorizing Emotions as Good or Bad

Statement (C) asserts that emotions are either good or bad. This statement is directly contradicted by the passage. Paragraph 3 explicitly states, "Emotions are neither good nor bad but how they are expressed is more important." The passage emphasizes that the way emotions are expressed is more significant than labeling the emotions themselves as inherently positive or negative.

## Conclusion on Statement Validity

Based on the analysis of the passage:

- Statement (A) is correct because the passage emphasizes the significance of emotional awareness for well-being.
- Statement (B) is correct as the passage notes that emotional awareness is a skill developed through practice over time.
- Statement (C) is incorrect because the passage explicitly states that emotions are neither good nor bad.

Therefore, the statements (A) and (B) are correct, and statement (C) is incorrect.

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159. Answer: b

Explanation:

## Fantastic School Science Day Event

This question requires identifying the specific event that the writer found 'fantastic' during a school Science Day, based on the details provided in the passage. The passage describes a special day organised at the writer's school where professionals from the field of science were invited to share insights about their careers.

## Passage Analysis: Unveiling the 'Fantastic' Element

The passage details a particular Science Day that was filled with surprises. The writer explicitly states: "On the last Science Day we had no idea what was planned – a real working robot came to spend the day with us! It was fantastic!". This sentence clearly indicates that the arrival and presence of a functional robot, named Gizmo, was the highlight of the day, evoking a sense of wonder and excitement described as 'fantastic'. Gizmo was showcased as an advanced robot capable of impressive actions like navigating stairs and dancing.

## Evaluating the Provided Options

Let's analyze each option against the information given in the passage to determine which one accurately reflects the writer's sentiment:

- **Conducting a debate on 'science and its achievement':** The passage mentions that talks by science professionals are frequent occurrences on Science Days. However, it does not mention any debate taking place, nor does it identify a debate as the 'fantastic' event.
- **The visit of a real working robot:** This option aligns perfectly with the writer's statement "It was fantastic!" which immediately follows the description of a "real working robot" visiting the school for the day. The detailed description of the robot Gizmo further supports this being the central, exciting event.
- **Talks by people of science:** While the passage notes that "people working in science are invited to discuss about their jobs," these are presented as regular activities. The specific event singled out as 'fantastic' was the unexpected robot visit, differentiating it from the usual talks.
- **The writer learning to make a robot:** The passage mentions that the experience inspired students to consider careers in science and technology. However, it does not state that the writer personally gained the skill of robot construction during that day.

## Conclusion: Identifying the Highlight of the Day

Based on the direct textual evidence from the passage, the most accurate answer is that the visit of a real working robot was what the writer found 'fantastic'. This unique event captured the students' imagination and successfully fulfilled the Headmaster's goal of fostering interest in science and technology.

160. Answer: d

Explanation:

## Company Beliefs Regarding Gizmo

This solution provides a detailed explanation of the company's beliefs about the robot Gizmo, as presented in the provided passage. We will analyze the text to determine which of the given options accurately reflects the company's perspective.

### Passage Analysis of Company's Prediction

The core of the question lies in understanding what the company that developed Gizmo believes about its future. We need to locate specific statements within the passage that attribute beliefs or predictions to this company. The second paragraph contains the crucial information:

"The company that Gizmo belongs to said it actually took them 20 years to make him, but they think that within another 20 years, he will be a common sight in homes."

This sentence directly states the company's thoughts on the future prevalence of robots like Gizmo.

### Gizmo's Future Household Presence

The passage explicitly mentions the company's view on Gizmo becoming widespread. Let's break down the statement:

- **Development Time:** It took the company 20 years to create Gizmo.
- **Future Expectation:** The company believes that within the next 20 years, Gizmo (or robots like him) will be "a common sight in homes."

This expectation directly addresses the potential of Gizmo becoming a common part of everyday life in households.

## Evaluating Specific Company Beliefs

Now, let's examine each option provided and see how it aligns with the information extracted from the passage:

- **Option 1: giving robots human features is impossible.** The passage mentions Gizmo performing actions like waving and dancing, and the company's hope to develop robots capable of conversation. This implies they see potential in advancing robot capabilities, rather than believing human-like features are impossible. The text does not support this option.
- **Option 2: all school children can make robots like Gizmo.** The passage states it took the company 20 years to develop Gizmo. This suggests the creation process is complex and requires significant time and resources, making it unlikely that the company believes all school children could easily replicate it. This option is not supported.
- **Option 3: schools will be run by robots shortly.** The passage describes Gizmo visiting a school as part of a special Science Day. However, there is no mention or implication from the company that they believe robots will soon be running schools. This option is purely speculative and not based on the text.
- **Option 4: Gizmo will be a common household item eventually.** This option directly corresponds to the company's belief stated in the passage: "...they think that within another 20 years, he will be a common sight in homes." Being "a common sight in homes" is equivalent to becoming "a common household item." This statement accurately captures the company's optimistic outlook on Gizmo's future integration into daily life.

## Final Conclusion on Company Beliefs

Based on the direct statement found in the passage, the company that manufactured Gizmo holds the belief that robots like Gizmo will eventually become commonplace in people's homes. Therefore, the most accurate reflection of the company's belief is that Gizmo will be a common household item eventually.

161. Answer: d



## Explanation:

### Vocabulary: Finding "Standard/Usual" in Paragraph 1

This question asks us to identify a word from the first paragraph that means "standard" or "usual". Understanding vocabulary is crucial for comprehending reading passages, especially when dealing with descriptions of events or objects. Let's break down the relevant parts of the passage and the options provided.

#### Understanding the Meaning of "Standard/Usual"

"Standard" or "usual" refers to something that is normal, common, or expected. It describes things that are not special, different, or out of the ordinary.

#### Analyzing Paragraph 1 for Relevant Words

Paragraph 1 describes a visit from a robot named Gizmo. We need to find a word within this paragraph that matches the meaning of "standard/usual". Let's look at the context:

- The passage contrasts Gizmo with a "real person" and mentions that he was "no ordinary machine". This phrase directly implies that "ordinary" means something that is not special or is usual.
- Other descriptive words used are "fantastic", "amazing", and "latest". Let's examine these and compare them to the options.

#### Evaluating the Given Options

We will now look at each option and see how its meaning fits the definition of "standard/usual":

- **Option 1: Amazing**

The word "amazing" is used in the passage to describe Gizmo's actions, like "amazing things like walking up and down the stairs, waving and even dancing". "Amazing" means extremely surprising or impressive. This is the opposite of "standard/usual".

- Option 2: Latest

The passage mentions it was "exciting to come face-to-face with latest technology". "Latest" means the most recent or newest. This does not mean "standard/usual".

- Option 3: Fantastic

The passage states, "It was fantastic!" describing the experience with the robot. "Fantastic" means extremely good or wonderful. This is a subjective positive description and does not mean "standard/usual".

- Option 4: Ordinary

The passage states, "...we quickly realized he was no ordinary machine." The phrase "no ordinary machine" implies that Gizmo was \*not\* standard or usual; he was special and different. Therefore, the word "ordinary" itself means standard, common, or usual. This perfectly matches the required meaning.

### Conclusion on Vocabulary Match

Based on the analysis, the word "ordinary" is the only option that means "standard/usual". The passage uses it in the context "no ordinary machine", reinforcing its meaning as something common or standard, which Gizmo was not.

162. Answer: d

Explanation:

## Understanding the Role of 'about' in the Sentence

This explanation breaks down the grammatical function of the word 'about' as used in the provided passage about the robot Gizmo. We need to identify its part of speech within the specific sentence context.

### Contextual Analysis of the Sentence

The sentence in question from the first paragraph is: "He was **about** the same size as us". The task is to determine the grammatical category of the word 'about' in this particular context.

## Grammatical Function of 'about'

Let's examine the function of 'about' in the sentence:

- The phrase "the same size as us" describes Gizmo's physical dimensions.
- The word 'about' is placed before this descriptive phrase.
- In this usage, 'about' signifies approximation or estimation. It means Gizmo's size was *\*approximately\** the same, not necessarily precisely identical.
- Words that express degree, manner, or intensity, and modify adjectives or adverbs, are typically adverbs.

## Evaluating the Options

We will consider each option to see which best fits the role of 'about' here:

- **Preposition:** Prepositions usually link nouns, pronouns, or phrases to other words in a sentence, often indicating location, time, or direction (e.g., "He sat *on* the chair", "Meet me *at* 5 PM", "Talk *about* the project"). While 'about' can function as a preposition (e.g., "around 5 o'clock"), in this sentence, it's modifying the adjective phrase "the same size".
- **Adjective:** Adjectives describe or modify nouns or pronouns. For example, "Gizmo was *big*". 'About' does not describe a noun here. You wouldn't say "an about size".
- **Conjunction:** Conjunctions join words, phrases, or clauses (e.g., 'and', 'but', 'or'). 'About' is not connecting different parts of the sentence in this manner.
- **Adverb:** Adverbs modify verbs, adjectives, or other adverbs. They provide more information about how, when, where, or to what extent something happens or is. In our sentence, "He was **about** the same size", the word 'about' modifies the adjective phrase "the same size" by telling us *\*to what extent\** or *\*how closely\** his size matched. It essentially means "approximately the same size". Therefore, it functions as an adverb of degree.

## Final Determination

Considering its role in approximating the degree of similarity in size, the word 'about' functions as an **adverb** in the sentence "He was about the same size as us".

163. Answer: c

Explanation:

## Understanding the Word 'Within' in Context

This question requires us to identify the grammatical function of the word "within" based on its usage in a specific sentence from the provided passage. The sentence in question is: "Within another 20 years, he will be a common sight." The passage discusses a robot named Gizmo and its future impact.

## Analyzing the Sentence Structure for 'Within'

To determine the role of "within", let's break down the sentence:

- The core statement is "he will be a common sight."
- The phrase "Within another 20 years" provides information about the timeframe for this statement. It indicates that the robot will become common \*during\* this period or \*before the end\* of it.
- The word "within" acts as the connector, linking the time period ("another 20 years") to the main clause ("he will be a common sight").

## Identifying 'Within's Grammatical Role

Words that establish a relationship between a noun or pronoun and other words in a sentence, often indicating time, place, direction, or manner, are known as prepositions.

In the sentence "Within another 20 years, he will be a common sight," the word "within" serves this exact purpose. It connects the time phrase "another 20 years" to

the main idea. It specifies the boundary of the time period during which the robot is expected to become commonplace. This is characteristic behavior of a preposition, similar to how "in", "on", "before", or "after" function when indicating time.

## Evaluating the Options for 'Within'

Let's examine each option to see which best describes the function of "within":

- **Article:** Articles like 'a', 'an', and 'the' are determiners used before nouns. "Within" does not function as an article.
- **Adjective:** Adjectives modify nouns or pronouns by providing descriptive details (e.g., "a \*shiny\* apple"). "Within" does not describe any noun in the sentence.
- **Preposition:** Prepositions link nouns, pronouns, or noun phrases to other words in a sentence, showing relationships like time, place, or direction. "Within" fits this definition perfectly as it introduces the time phrase "another 20 years" and relates it to the main clause. It creates a prepositional phrase ("within another 20 years") that acts adverbially, but the word "within" itself is the preposition.
- **Adverb:** Adverbs modify verbs, adjectives, or other adverbs, often indicating how, when, where, or why an action occurs (e.g., "He ran \*quickly\*"). While "within" relates to time, its specific function here is to introduce the time phrase, acting as a connector, which is the role of a preposition.

Based on this analysis, "within" functions as a preposition in the given sentence.

164. Answer: a

Explanation:

## Gizmo's Conversation Limitation

This question asks us to identify a specific action that the robot, Gizmo, was unable to perform, which other children usually can do. To answer this correctly, we need

to carefully read the provided passage detailing Gizmo's visit to a school's Science Day.

## Robot Gizmo's Described Actions

The passage describes Gizmo as a very advanced robot with several capabilities. These include:

- Walking up and down stairs.
- Waving.
- Dancing to rock music.
- Fetching drinks and snacks for the students and teachers.
- Behaving politely by saying "please" and "thank you".

## Gizmo's Specific Inability

A crucial detail mentioned in the passage highlights a contrast between Gizmo's advanced abilities and its limitations compared to humans. The text states:

*"the funny thing about Gizmo was that he could do many things, but when we tried to make conversation, he didn't say anything."*

This explicitly tells us that Gizmo could not engage in conversation. The passage further supports this by mentioning that the company that created Gizmo hopes to develop robots capable of having discussions in the future, indicating this was a current missing feature.

## Comparing Options with Passage Details

Let's evaluate each option based on the information provided in the passage:

- **Make conversation with others:** The passage clearly states Gizmo could not do this. This is a skill that children typically possess.
- **Dance to rock music:** The passage confirms that Gizmo was able to dance to rock music.
- **Walk up and down the stairs:** The text mentions that Gizmo could perform this action.

- **Fetch drinks and snacks for others:** The passage confirms that Gizmo did fetch drinks and snacks.

## Identifying Gizmo's Missing Skill

Based on the detailed description in the passage, the one ability Gizmo lacked, which children typically have, is the ability to make conversation. While Gizmo could perform many complex actions, it could not communicate verbally in a conversational manner.

165. Answer: c

Explanation:

## Evaluating the Science Day at High School

This section analyzes the provided passage to determine the correctness of the given statements regarding the Science Day event at the high school.

## Understanding the Science Day Success

The passage explicitly states the outcome of the special Science Day. It mentions the excitement generated by the advanced robot, Gizmo, and its capabilities. Crucially, the text includes a direct quote confirming the event's positive reception: "The day with Gizmo was a success." This clearly indicates that **Statement (A) The Science Day at high school was a success** is correct.

## Assessing Student Career Aspirations

The passage also details the impact of the Science Day on the students' future plans. It highlights how the event served its intended purpose of inspiring young minds. The text states, "Many of us now want to go into careers in science and technology – which was just the result our Headmaster wanted." This directly



supports **Statement (B)** Many students wanted to pursue careers in science and technology, confirming its correctness.

## Evaluating the Headmaster's Perspective

The passage provides insight into the Headmaster's satisfaction with the event. After describing the students' enthusiasm and the success of the day, the text quotes the Headmaster's opinion on the effort involved. It says, "He said the day had been worth the hard work." This statement directly contradicts **Statement (C)** **The Headmaster felt that the effort made was not worth it.** Therefore, Statement (C) is incorrect.

## Determining Correct Statements

Based on the analysis of the passage:

- Statement (A) is correct.
- Statement (B) is correct.
- Statement (C) is incorrect.

This combination means that statements (A) and (B) are correct, while statement (C) is incorrect.

## Matching Statements to Options

Let's review the provided options:

- Option 1: (B) and (C) are correct, (A) is incorrect - Incorrect, as (A) and (B) are correct and (C) is incorrect.
- Option 2: (A) and (C) are incorrect, (B) is correct - Incorrect, as (A) and (B) are correct and (C) is incorrect.
- Option 3: (A) and (B) are correct, (C) is incorrect - Correct, as our analysis matches this combination.
- Option 4: (A) and (B) are incorrect, (C) is correct - Incorrect, as (A) and (B) are correct and (C) is incorrect.

Therefore, the most appropriate option is the one that states (A) and (B) are correct and (C) is incorrect.

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166. Answer: c

Explanation:

## Understanding Language Development: Production of Words

Language development is a fascinating process where children learn to communicate. This involves understanding sounds, words, meanings, and how to put them all together. The question asks specifically about the terms and word combinations that children actively **use** when developing their language skills.

### Analyzing the Options

Let's look at each option to see how it relates to language development:

- **Phoneme:** This refers to the smallest unit of sound in a language, like the 'c' sound in 'cat'. While understanding and producing phonemes is crucial for speaking, a phoneme itself isn't the words or word combinations children use.
- **Reception:** This term relates to how a child receives or takes in language information. It's about understanding language that is heard or read.
- **Production:** This term describes the act of producing or speaking language. It includes using words, phrases, and sentences to express thoughts and ideas. When children start using words and combining them, they are engaging in language production.
- **Comprehension:** Similar to reception, comprehension means understanding the meaning of spoken or written language. It's the receptive side of language.

### Identifying the Correct Term for Word Usage

The question focuses on the words and word combinations that children actively **use**. This directly relates to their ability to speak and express themselves.

- The terms **reception** and **comprehension** both deal with understanding language (input).
- **Phoneme** deals with the basic sound units, not the meaningful words or combinations themselves.
- **Production** perfectly describes the output aspect of language – the words and combinations children generate and use in communication.

Therefore, the words and word combinations that children use in language development are known as their language **production**.

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167. Answer: b

### Explanation:

**Understanding Language Meaning Components** This question asks about the specific part of language that deals with the meaning of words and how they are combined. Let's explore the different components of language to understand which one fits this description. Understanding these components is key to grasping how we interpret and use language effectively.

### Defining Key Language Components

Several fields study different aspects of language. Here's a breakdown of the options provided:

- **Phonology:** This is the study of sound systems in language. It focuses on how sounds are organized, the patterns of sounds in a language, and how sounds distinguish meaning (like the difference between 'cat' and 'bat'). It's about the sound aspect, not the meaning itself.
- **Semantics:** This branch of linguistics is specifically concerned with the meaning of words, phrases, and sentences. It investigates the relationship between words, symbols, and references – essentially, what words and

sentences mean. This directly addresses the question's focus on "understanding the meaning of words and word combinations."

- **Pragmatics:** Pragmatics looks at how context influences the interpretation of meaning. It deals with how people use language in real situations, considering factors like speaker intention, social context, and implied meanings beyond the literal words. While related to meaning, it's more about usage in context than the inherent meaning of words themselves.
- **Grammar:** Grammar encompasses the rules and structures of a language. It includes syntax (rules for sentence formation) and morphology (rules for word formation). While grammar dictates how words combine correctly, it doesn't primarily focus on the \*meaning\* derived from those combinations, but rather the structural correctness.

## Identifying the Correct Component of Language Meaning

The question specifically highlights "understanding the meaning of words and word combinations."

- **Phonology** deals with sounds.
- **Grammar** deals with structure and rules.
- **Pragmatics** deals with meaning in context and language use.
- **Semantics** directly deals with the literal meaning of words and how they combine to create meaning in phrases and sentences.

Therefore, the component of language concerned with understanding the meaning of words and word combinations is **semantics**. It provides the foundation for the literal meaning upon which other aspects like pragmatics build.

168. Answer: b

Explanation:

## Understanding the Language Device for Children

The question asks to identify the term that describes a device enabling children to use their acquired vocabulary to form grammatically correct sentences and comprehend spoken language.

## Analyzing Language Capabilities in Children

Children possess a remarkable ability to learn and use language. This process isn't just about memorizing words; it involves understanding and applying grammatical rules to create and interpret sentences. The question refers to the innate mechanism that facilitates this complex linguistic development once a child has a basic vocabulary.

## Evaluating the Options for Language Development

Let's examine the provided options in the context of child language development:

- **Learning:** While language **learning** is certainly involved, the question implies a more specific, innate faculty or 'device' that makes this learning possible. 'Learning' itself is the broader process, not the specific device.
- **Acquisition:** In linguistics, language **acquisition** refers to the process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate. This term strongly aligns with the question's description of a device that allows children to combine words into grammatically consistent utterances and understand meaning, especially after gaining sufficient vocabulary. This concept is closely related to Noam Chomsky's theory of the Language Acquisition Device (LAD), which posits an innate biological capacity for language.
- **Accommodation:** Linguistic **accommodation** typically refers to how speakers adjust their speech patterns to match those of the people they are interacting with. This is a social aspect of language use and doesn't describe the fundamental device for generating grammatical sentences.
- **Extension:** In semantics, the **extension** of a word or phrase is the set of all things it refers to. This is unrelated to the process of learning grammatical structures.

## Why Language Acquisition is Key

The term **acquisition** best describes the natural, often unconscious, process by which children internalize the rules of language. It encompasses the ability to move beyond simply knowing words to mastering the syntax and semantics required for meaningful communication. The question highlights this transition from having vocabulary to using it grammatically, which is the essence of language **acquisition**.

## Conclusion on Language Device Terminology

Based on linguistic principles, the ability described in the question—combining words into grammatically correct sentences and understanding meaning after acquiring vocabulary—is fundamentally linked to the process of language **acquisition**. This innate capacity allows children to effectively develop language skills.

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169. Answer: d

Explanation:

## Purpose of Diagnostic Tests in Language Learning

In language learning, assessment tools play a vital role in gauging student progress and understanding. Among these, **diagnostic tests** are specifically designed to delve deeper into a learner's abilities. The fundamental purpose of these tests is to diagnose the specific strengths and weaknesses of students in various aspects of the language.

## Identifying Knowledge Gaps Through Diagnostic Assessment

The main objective of conducting a **diagnostic test** in the context of **language learning** is to precisely **know the gaps in the understanding of learners**. These tests help educators pinpoint specific areas where a student might be struggling, facing difficulties, or holds misconceptions. For instance, a diagnostic test might reveal if a

learner has trouble with verb conjugations, understanding specific sentence structures, vocabulary recall, or pronunciation nuances.

By identifying these specific **learning gaps**, teachers can:

- Understand the starting point of each learner.
- Tailor instruction to meet individual needs.
- Provide targeted support and remediation.
- Adjust teaching strategies for better outcomes.

## Evaluating Options Related to Diagnostic Test Functions

Let's analyze the given options to understand why identifying gaps is the primary purpose:

- **Feedback to parents in PTMs:** While the results of any assessment can inform parents, the core purpose of a diagnostic test isn't solely feedback for parent-teacher meetings. Its primary function is instructional diagnosis.
- **Record on report cards:** Report cards usually summarise overall performance. Diagnostic tests provide detailed diagnostic information used for planning, not typically for direct recording on a report card.
- **Prepare learners for competitive tests:** While the insights from diagnostic tests can indirectly aid in preparing for competitive exams by addressing weaknesses, this is a secondary benefit. The primary goal is diagnosis, not test preparation itself.
- **Know the gaps in the understanding of learners:** This option accurately describes the core function. Diagnostic tests are diagnostic tools, meaning they identify specific areas needing attention or improvement in a learner's knowledge and skills.

## Significance of Pinpointing Learner Deficits

Effectively identifying **gaps in understanding** allows language educators to move beyond general feedback and provide precise, actionable guidance. This focus ensures that teaching efforts are directed where they are most needed, promoting more efficient and effective language acquisition for every student.



170. Answer: d

**Explanation:**

## Understanding Early Childhood Language and Literacy Development

In early childhood, both language development and literacy development are crucial areas of growth, but they represent distinct yet interconnected processes.

### What is Language Development?

**Language development** refers to a child's ability to understand and use spoken language. This process involves:

- Developing vocabulary (learning new words).
- Understanding grammar and sentence structure.
- Improving pronunciation and articulation.
- Engaging in conversations and expressing thoughts and feelings verbally.
- Comprehending spoken language (listening skills).

This development starts from infancy with cooing and babbling and progresses to forming complex sentences and engaging in meaningful conversations.

### What is Literacy Development?

**Literacy development** specifically focuses on a child's emerging ability to read and write. It includes:

- Developing print awareness (understanding that print has meaning and noticing features like words and letters).
- Recognizing letters and their corresponding sounds (alphabetic principle).
- Developing phonological awareness (hearing and manipulating sounds in spoken words).
- Learning to decode words (sounding them out) for reading.

- Beginning to write letters, words, and eventually sentences.

Literacy skills build upon the foundation laid by language development but are specifically related to the conventions of written language.

## The Relationship Between Language and Literacy

Language development and literacy development are closely **related** concepts in **early childhood**. Strong oral language skills are a significant predictor of success in learning to read and write.

- **Foundation:** A child's understanding of spoken words, sentence structure, and vocabulary directly supports their ability to comprehend written text and express ideas in writing.
- **Interdependence:** As children learn to read, they encounter new words and grammatical structures, which can, in turn, enhance their oral language skills. Similarly, learning to write helps them solidify their understanding of language conventions.

## Distinguishing Language and Literacy Development

Despite their relationship, **language development** and **literacy development** are not the same thing and **cannot be used interchangeably**. They focus on different communication modalities:

- Language development primarily deals with **spoken** and **heard** language.
- Literacy development primarily deals with **written** and **read** language.

A child might be a proficient speaker (strong language development) but still be in the early stages of recognizing letters or understanding that print carries meaning (early literacy development). Therefore, while related and mutually supportive, they are distinct developmental domains, each with its own set of skills and milestones that require specific attention and nurturing.

Explanation:

## Understanding Grammatical Construction Approaches

The question asks for a language teaching method that emphasizes presenting and practicing grammar rules in a structured and organized way. This approach involves selecting specific grammatical constructions, arranging them in a sequence from simple to complex (grading), and teaching them within contexts that make them understandable and useful (effective and meaningful situations).

### Key Characteristics from the Question:

- **Systematic Presentation:** Grammar items are introduced in a planned, logical order.
- **Practice:** Learners actively engage in exercises to master the grammar.
- **Carefully Selected and Graded Grammatical Construction:** Specific grammar points are chosen and taught based on difficulty and frequency.
- **Effective and Meaningful Situations:** Grammar is taught within contexts that illustrate its use and purpose.

## Analysis of Language Teaching Approaches

Let's examine each option to see which one best fits the description:

### 1. Constructivist Approach

This approach, often associated with learning theories like Piaget's, focuses on how learners actively construct their own knowledge and understanding through experiences and reflection. While it values meaningful learning, it doesn't specifically dictate a systematic presentation or grading of **grammatical construction** as its primary method.

### 2. Communicative Approach

The **Communicative approach** prioritizes using language for real communication. The goal is fluency and effective interaction. While grammar is important, it's often

taught implicitly through communicative activities rather than explicit, systematic presentation and grading of structures. The focus is on meaning over form.

### 3. Structural Approach

- This method centers on the idea that language consists of a set of structures or patterns (e.g., sentence structures, verb patterns).
- It involves the **systematic presentation** and controlled **practice** of these structures.
- Grammatical items are **selected** and **graded** based on complexity and frequency.
- Structures are typically taught through drills and repetition within specific, often limited, **meaningful situations** to ensure accuracy.
- This aligns directly with all the key characteristics mentioned in the question.

### 4. Whole Language Approach

The **Whole language approach** emphasizes learning language in an integrated way, focusing on meaning and context. It generally discourages the explicit, isolated teaching of grammar rules, preferring immersion and natural language acquisition through reading and writing.

## Conclusion on Grammatical Presentation

Based on the analysis, the approach that specifically involves the **systematic presentation** and **practice** of **carefully selected and graded grammatical construction** within **effective and meaningful situations** is the **Structural approach**. This method prioritizes the mastery of language patterns through organized instruction and drills.

172. Answer: b

Explanation:

# Understanding Brainstorming for Pollution due to Urbanization

The question asks for the definition of **brainstorming** when used as a method for learners to explore the topic "**Pollution due to Urbanization**". Brainstorming is a creative thinking technique designed to generate a large number of ideas in a free-flowing manner.

## What is Brainstorming?

In an educational context, especially for a topic like "**Pollution due to Urbanization**", brainstorming involves:

- Generating numerous ideas related to the subject without initial filtering or judgment.
- Capturing thoughts as they occur, often in a list or note format.
- Encouraging diverse thinking about causes, effects, and types of pollution linked to urban growth.
- The emphasis is on exploring possibilities and gathering raw material for later organization.

## Evaluating the Options

Let's analyze each option to see how it relates to the process of brainstorming:

- **sequencing ideas in chronological order:** This is an organizational step that usually occurs *after* ideas have been generated. Brainstorming itself doesn't require chronological order; it focuses on getting ideas out first.
- **noting down points pertaining to a topic randomly:** This accurately describes brainstorming. Learners would list various points about pollution and urbanization (like increased traffic causing air pollution, construction leading to noise and dust pollution, population density causing waste management issues) as they think of them, without necessarily putting them in a specific order at this stage. This captures the free-form nature of idea generation.

- **concluding the paragraph:** This is the final stage of writing or summarizing, which comes much later than the initial idea generation phase of brainstorming.
- **writing the topic sentence:** A topic sentence introduces a paragraph's main idea. While brainstorming helps identify potential topic sentences, the act of writing one is a specific writing skill, not the overall brainstorming process.

## Defining Brainstorming in Context

Based on the analysis, brainstorming for "Pollution due to Urbanization" is best understood as the initial, unstructured process of **noting down points pertaining to the topic randomly**. This allows learners to freely explore different facets of the issue before organizing or refining their thoughts.

173. Answer: b

Explanation:

## Punctuation's Importance in Aman's Writing

When Aman uses elements like full stops (period marks), capital letters, and other punctuation marks correctly, he is paying close attention to the specific rules that govern written language structure and clarity. This focus ensures that the text is grammatically sound and easy to understand.

## Understanding Writing Processes

Let's examine the different aspects of writing Aman might be involved in:

- **Composition:** This involves the overall creation of writing, focusing on ideas, organization, style, and content. While punctuation is a part of composition, Aman's specific attention to these mechanical details points towards a more precise activity.

- **Transcription:** This is the process of converting speech into writing or copying text accurately from one source to another. It requires meticulous attention to detail, including the correct use of capitalization, punctuation (\$\backslash, \cdot, \cdot\cdot, \cdot?, \cdot!\$ etc.), and spelling to ensure the written output precisely matches the intended meaning and structure, much like Aman is demonstrating.
- **Scribbling:** This refers to writing in a hasty, careless, or illegible way. It is the opposite of the careful attention Aman is paying to punctuation and capitalization.
- **Narrative:** This relates to the story or the sequence of events being written. While Aman might be writing a narrative, his focus on punctuation concerns the *\*form\** and *\*structure\** of the writing, not the narrative content itself.

## Focus on Accurate Representation

Aman's careful use of punctuation, including full stops (‘.’) to end sentences and capital letters to start them or denote proper nouns, signifies a concern for the precise rendering of language in written form. This detailed attention to the mechanics of writing is most characteristic of the skill involved in **transcription**. Transcription demands that the writer accurately captures the nuances of language, including pauses and sentence structure, which are indicated by punctuation.

Therefore, Aman's focus on these specific writing conventions highlights his dedication to the accurate and structured representation of text, which is the core principle of transcription.

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174. Answer: a

### Explanation:

Listening involves identifying the sounds of speech and processing them into words and sentences. It involves the construction of a message from phonetic material. Thus, Listening can be considered a creative process.



- The desired goal for many second language learners is the skill to develop **competence in interactive listening**, i.e., the ability to communicate with speakers in the target language.
- Interactive listening is a process of two-way listening, that involves interaction with a speaker.

### ★ Key Points

- Interactive listening is **listening and responding**. It is a process of two-way listening, that involves interaction with a speaker.
- It occurs in a *communicative situation*, where the listener takes an active role (as a participant or an addressee).
- The listener listens and gives responses, for instance, signaling comprehension, requesting clarifications, negotiating meanings, etc.

Hence, it can be concluded that Interactive listening is listening and responding.

175. Answer: c

Explanation:

## Strategies for Encountering New Words During Reading

When a student reads a story and comes across unfamiliar words, it's a common situation. The goal is to understand the story without getting stuck. Let's explore the different approaches a student can take when they find new words they don't know the meaning of.

## Analyzing Options for Unknown Words

Here's a breakdown of the choices presented:

- **Consult the teacher:** While asking a teacher is a good way to learn, it interrupts the reading flow and isn't always immediately possible, especially when reading independently.

- **Skip the word:** Ignoring the word might allow the student to finish reading faster, but it can lead to misunderstanding parts of the story or missing key information. The meaning remains unknown.
- **Guess the meaning of the word in the context:** This involves using the surrounding sentences and the overall story topic to infer the meaning of the new word. This is a valuable reading skill that helps maintain reading momentum and improve comprehension.
- **Consult the dictionary:** Using a dictionary provides the exact meaning but also significantly slows down the reading process. It's a reliable method for confirmation but less effective for maintaining a smooth reading experience.

## Importance of Guessing Meaning from Context

Guessing the meaning based on the **context** is often the most practical immediate strategy. Good readers use **context clues** – information from the sentences before and after the unfamiliar word – to figure out its meaning. For example, if a story says, "The *arboreal* creature swung from branch to branch," and the student doesn't know 'arboreal', they might guess it relates to trees because of the mention of branches. This skill helps keep the reader engaged with the story.

## Developing Reading Comprehension Skills

While using a dictionary or asking a teacher are important for confirming or learning meanings later, developing the ability to **guess meaning from context** is crucial for becoming an independent and fluent reader. It allows the student to continue reading smoothly while still actively engaging with and learning new vocabulary.

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176. Answer: a

Explanation:

## Formative Assessment Explained

Formative assessment refers to a range of practices that teachers use to conduct ongoing evaluations of student learning. Its primary goal is to provide immediate feedback to both students and teachers during the learning process. This feedback helps identify areas where students are struggling and allows teachers to adjust their instructional strategies accordingly.

## Understanding the Core of Formative Assessment

Let's break down why formative assessment is best described as **process oriented**:

- **Focus on the Learning Journey:** Formative assessment is deeply embedded within the teaching and learning cycle. It monitors student understanding *\*as it develops\**. The emphasis is on understanding how students are learning, what challenges they face, and how the teaching can be improved in real-time.
- **Feedback Loop:** It creates a continuous feedback loop. Teachers gather information about student progress (the process), analyze it, and then use it to modify their teaching methods or provide targeted support to students. Students also use this feedback to guide their own learning efforts.
- **Adaptability:** Because it focuses on the ongoing process, formative assessment allows for flexibility and adaptation in instruction. Teaching isn't static; it responds to the students' learning journey.

## Why Other Options Are Less Accurate

While other aspects might be related, they don't capture the essential nature of formative assessment as accurately:

- **Product Oriented:** This description better fits **summative assessment**, which evaluates learning at the *\*end\** of an instructional period (e.g., a final exam or project). Summative assessment focuses on the final product or outcome, not the ongoing learning process.
- **Proficiency Oriented:** While improving student proficiency is a key *\*goal\** of formative assessment, the assessment itself is oriented towards the *\*process\** used to achieve that proficiency. It's about monitoring and supporting the

journey towards mastery, rather than just measuring the final level of proficiency.

- **Pedagogy Oriented:** Pedagogy refers to the methods and practices of teaching. Formative assessment provides valuable information that can inform and influence pedagogical choices, but the assessment itself is fundamentally focused on student learning processes, not solely on the teaching methods themselves.

In essence, formative assessment is about watching, understanding, and guiding the learning process itself, making **process oriented** the most fitting description.

Final Answer: The final answer is **process oriented**

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177. Answer: a

Explanation:

## Language Learning Principles Explained

Understanding how language is acquired is crucial for effective learning. Several theories and methods exist, but certain core principles are widely recognized in modern language education. Let's explore the key ideas related to language learning.

### Evaluating Statements on Language Acquisition

We will examine each statement to understand its validity concerning how people learn languages:

- **Statement 1: Language develops mainly through its purposeful use.**

This highlights the importance of communication. When learners use the language for specific goals, like expressing needs, sharing information, or interacting with others, their understanding and ability grow naturally. This approach emphasizes meaning and context, which is fundamental to how we

acquire our first language and how effective second language learning happens. Using language purposefully helps internalize grammar and vocabulary in a meaningful way.

- **Statement 2: Learning involves talking, writing, shaping and moving.**

While language learning certainly involves skills like talking and writing, the inclusion of "shaping" and "moving" might refer to non-verbal communication or specific pedagogical techniques. Although a multi-sensory approach can be beneficial, this statement might not capture the primary driver of language development as effectively as focusing on communication itself.

- **Statement 3: Learning occurs through learning the forms and rules of language.**

Focusing exclusively on grammar rules and linguistic forms is often associated with traditional methods. While understanding grammar is important, learning rules in isolation without practical application tends to lead to theoretical knowledge rather than communicative competence. Fluent language use requires more than just knowing the rules; it involves applying them spontaneously.

- **Statement 4: As suggested by one of the methods, language can mainly be learnt by repeating dialogues.**

Repetition, often seen in methods like the Audiolingual Method, can help with pronunciation and memorizing set phrases. However, relying \*mainly\* on repetition can limit a learner's ability to adapt and create novel utterances. Language learning is a dynamic process that goes beyond mere repetition.

- **Statement 5:**

This option is blank and therefore cannot be evaluated.

## The Central Role of Purposeful Communication

In essence, language is a tool for communication. Therefore, the most accurate description of language learning emphasizes its development through active and

meaningful use. When individuals use language to achieve something, whether simple or complex, they are engaging in the most natural and effective form of learning. This practical application solidifies understanding and builds fluency far more effectively than focusing solely on rules or rote memorization.

Considering these points, the statement that language develops mainly through its purposeful use best reflects the dynamic and communicative nature of language acquisition.

178. Answer: c

Explanation:

## Understanding Early Language: Telegraphic Speech in Toddlers

Language development in children is a fascinating process that unfolds in distinct stages. Around the age of 2 years, toddlers typically move from single words to combining words into short phrases or sentences. This milestone is crucial for understanding their growing ability to communicate complex ideas.

### Key Stages of Early Language Development

Children progress through several vocalization and language stages before forming complete sentences:

- **Cooing:** This stage involves producing vowel-like sounds (e.g., "ooo," "aaa") and typically occurs between 2 to 4 months of age.
- **Babbling:** Around 6 to 9 months, babies start producing repetitive consonant-vowel sequences, such as "bababa" or "dadada." This is often referred to as *canonical babbling*.
- **First Words:** Meaningful single words usually emerge around 12 months.
- **Two-Word Utterances:** By about 18 to 24 months, toddlers begin combining two words.

## What is Telegraphic Speech?

The question describes a specific type of communication used by **children** around **2 years old**. These children are noted for combining **two words**, emphasizing essential words while omitting less critical ones like articles ('a', 'the'), prepositions ('on', 'in'), and auxiliary verbs ('is', 'are'). This style is known as **Telegraphic speech**.

The term "telegraphic" comes from the era of telegrams, where messages were concise to save costs, often omitting these smaller grammatical words. Similarly, toddlers' utterances focus on the core meaning.

Examples of **telegraphic speech** include:

- "Mommy sock" (instead of "This is Mommy's sock")
- "Want juice" (instead of "I want juice")
- "Daddy go" (instead of "Daddy is going")

This pattern reflects a developmental stage where children prioritize conveying the main semantic content of their message, a key characteristic described in the question.

## Why Other Options Are Incorrect

Let's look at why the other options do not fit the description:

### Cooing Explained

**Cooing** represents the earliest stage of vocalization, characterized by simple vowel sounds. It does not involve combining words or forming phrases, making it distinct from the behavior described in the question.

### Babbling Explained

**Babbling** involves producing repeated sounds or syllables (like "ma-ma" or "ba-ba") but lacks the meaningful combination of **content words** to form phrases. While important for speech development, it is not the same as forming rudimentary sentences.



## Overgeneralization Explained

**Overgeneralization** is a grammatical error that occurs later in language development, typically after children have grasped basic grammar rules. It involves applying a rule too broadly, such as saying "goed" instead of "went" or "foots" instead of "feet." This phenomenon is different from the word-combining strategy described in the question.

## Conclusion: Identifying Telegraphic Speech

Based on the analysis, the description of **children** around **2 years old** combining **two words**, focusing on **content words** while omitting smaller words, perfectly matches the definition of **Telegraphic speech**. It represents an important step in sentence formation where toddlers learn to convey meaning efficiently.

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179. Answer: c

Explanation:

## Understanding Different Learning Styles in Education

Effective teaching often involves recognizing that students learn in different ways. Identifying a student's preferred learning style helps educators tailor their methods to enhance comprehension and engagement. The question describes a scenario where students grasp concepts better through hands-on involvement in activities and tasks.

## Key Learning Style Preferences

Different learning styles cater to how individuals best process and retain information:

- **Auditory Learning:** Students who prefer this style learn best through listening. They benefit from lectures, group discussions, podcasts, and verbal instructions.

- **Visual Learning:** These students learn effectively through seeing. They respond well to charts, diagrams, written notes, presentations, videos, and demonstrations they can watch.
- **Kinesthetic Learning:** This style is characterized by learning through doing, moving, and physical experience. Students with a kinesthetic preference often learn best when they can actively participate in tasks, experiments, building models, or role-playing.
- **Aesthetic Learning:** While less commonly defined as a primary style compared to the others, it might relate to learning through sensory engagement, potentially involving art, music, or environmental context.

## Identifying the Learning Style from Activity-Based Learning

The core of the question lies in the observation that students understand concepts better when they are **involved in activities or tasks** and have the opportunity to **do** things. This directly aligns with the characteristics of the **Kinesthetic learning style**.

Students who are kinesthetic learners typically:

- Learn by trial and error.
- Need hands-on practice.
- Benefit from movement and physical engagement.
- Remember things better when they have physically performed them.

Given that the students in the question thrive when actively participating in tasks, their learning style is best described as Kinesthetic.

| Learning Style | Primary Learning Method |
|----------------|-------------------------|
| Auditory       | Hearing/Listening       |
| Visual         | Seeing/Watching         |
| Kinesthetic    | Doing/Physical Activity |
| Aesthetic      | Sensory Engagement      |

180. Answer: b

Explanation:

## Understanding Language Acquisition Through Real-World Tasks

The question asks to identify the teaching approach that uses activities based on **real-world tasks** to help students learn a language. This means focusing on how language is used in everyday situations and for practical purposes.

## Analyzing Language Teaching Approaches

Let's examine the different methods mentioned in the options to see which one best fits the description:

- **Grammar Translation Method:** This traditional method focuses heavily on translating texts from the target language into the native language and vice versa. It emphasizes learning grammar rules explicitly and memorizing vocabulary. It doesn't typically engage students in **real-world tasks** for communication.
- **Communicative Approach:** This approach centers on language as a tool for communication. The main goal is to develop communicative competence, enabling learners to use the language effectively in various social contexts. It

achieves this by involving students in meaningful activities that mimic **real-world tasks**, such as role-playing conversations, problem-solving, information gaps, and project work. Emphasis is placed on fluency and using language authentically.

- **Structural Approach:** This method concentrates on teaching the structure of the language, like grammar patterns and sentence structures, often through drills and repetition. While it aims for accuracy, it is less focused on using language for authentic communication in **real-world tasks** compared to the communicative approach.
- **Audiolingual Method:** This method is based on behaviorist principles and emphasizes habit formation through dialogues, drills, and pattern practice. Although it aims for oral fluency, the focus is more on accurate repetition and stimulus-response rather than engaging students in spontaneous communication related to **real-world tasks**.

## Identifying the Best Fit for Real-World Tasks

Based on the analysis, the **Communicative Approach** is the method specifically designed to engage students in activities mirroring **real-world tasks**. The primary objective is to equip learners with the ability to communicate effectively in authentic situations, thereby promoting natural **language acquisition**.

Your Personal Exams Guide

181. Answer: d

Explanation:

### मनुष्य जीवन के लिए आवश्यक तत्वों का निर्धारण

यह प्रश्न दिए गए हिंदी गद्यांश के आधार पर यह पूछता है कि मनुष्य के जीवन के लिए सबसे अधिक आवश्यक क्या है। गद्यांश तीन मुख्य आवश्यकताओं पर चर्चा करता है: साफ़ हवा, साफ़ पानी, और संतुलित भोजन।

### गद्यांश का विश्लेषण: हवा, पानी और भोजन का महत्व

गद्यांश में इन तीन आवश्यकताओं की तुलना इस आधार पर की गई है कि उनके बिना मनुष्य कितने समय तक जीवित रह सकता है:

- **हवा:** गद्यांश स्पष्ट रूप से बताता है कि मनुष्य हवा के बिना पाँच मिनट से अधिक जीवित नहीं रह सकता।
- **पानी:** पानी के बिना मनुष्य कुछ दिन (दो-चार दिन) जीवित रह सकता है।
- **भोजन:** भोजन के बिना मनुष्य लगभग 90 दिनों तक जीवित रह सकता है।

इस तुलना के आधार पर, गद्यांश यह निष्कर्ष निकालता है कि **साफ़ हवा**, पानी और भोजन की तुलना में मनुष्य के जीवन के लिए सबसे अधिक आवश्यक है। गद्यांश यह भी बताता है कि साफ़ हवा न केवल शारीरिक स्वास्थ्य के लिए ज़रूरी है, बल्कि यह मन को भी प्रसन्न करती है और शक्ति बढ़ाती है, ठीक वैसे ही जैसे साफ़ पानी करता है।

## विकल्पों का मूल्यांकन

आइए दिए गए विकल्पों का मूल्यांकन गद्यांश में दी गई जानकारी के अनुसार करें:

- **भोजन:** गद्यांश के अनुसार, यह आवश्यक है, लेकिन हवा से कम।
- **पानी:** गद्यांश के अनुसार, यह भी आवश्यक है, पर हवा से कम।
- **घर:** गद्यांश में घर को जीवन के लिए आवश्यक के रूप में उल्लेखित नहीं किया गया है।
- **वायु:** गद्यांश इसे सबसे अधिक आवश्यक बताता है क्योंकि इसके बिना जीवन सबसे कम समय तक संभव है।

## निष्कर्ष

गद्यांश में दी गई जानकारी के अनुसार, मनुष्य जीवन के लिए सबसे अधिक आवश्यक **वायु** (हवा) है। गद्यांश में इस बात पर ज़ोर दिया गया है कि हवा के बिना मनुष्य का जीवित रहना बहुत ही कम समय के लिए संभव है, जो इसे पानी और भोजन से भी अधिक महत्वपूर्ण बनाता है।

182. Answer: b

Explanation:

**गद्यांश के अनुसार भोजन के बिना मनुष्य का जीवनकाल**

यह प्रश्न दिए गए हिंदी गद्यांश पर आधारित है। गद्यांश में मनुष्य के जीवन के लिए आवश्यक तीन मुख्य तत्वों - साफ़ हवा, साफ़ पानी और संतुलित भोजन - के महत्व पर प्रकाश डाला गया है। प्रश्न विशेष रूप से पूछता है कि उपलब्ध साक्ष्यों के अनुसार, मनुष्य बिना भोजन के कितने दिनों तक जीवित रह सकता है।

## गद्यांश का विश्लेषण और मुख्य बिंदु

गद्यांश में हवा, पानी और भोजन के बिना जीवित रहने की अवधि की तुलना की गई है। गद्यांश का वह हिस्सा जो सीधे प्रश्न का उत्तर देता है, वह है:

"पानी के बिना मनुष्य दो-चार दिन जीवित रह सकता है और भोजन के बिना तो **90 दिन** तक जीते रहने के प्रमाण मिले हैं।"

इस वाक्य से यह स्पष्ट होता है कि गद्यांश के अनुसार, भोजन के बिना मनुष्य के जीवित रहने के जो प्रमाण मिले हैं, वे **90 दिन** तक के हैं। गद्यांश यह भी बताता है कि हवा के बिना तो पाँच मिनट भी जीवित रहना संभव नहीं है।

## दिए गए विकल्पों की जांच

प्रश्न के साथ निम्नलिखित विकल्प प्रस्तुत किए गए हैं:

- 60 दिन
- 90 दिन
- 40 दिन
- 30 दिन

गद्यांश में दी गई जानकारी के आधार पर, हम देख सकते हैं कि '90 दिन' वह अवधि है जिसके लिए भोजन के बिना जीवित रहने के साक्ष्य मिले हैं।

## निष्कर्ष

गद्यांश में स्पष्ट रूप से उल्लेखित है कि भोजन के बिना मनुष्य के **90 दिन** तक जीवित रहने के प्रमाण मौजूद हैं। इसलिए, दिए गए विकल्पों में से सही उत्तर **90 दिन** है।

## Explanation:

### निर्मल हवा के संबंध में कथन का विश्लेषण

यह प्रश्न दिए गए गद्यांश पर आधारित है जिसमें मनुष्य के जीवन के लिए आवश्यक तीन चीजों - साफ़ हवा, साफ़ पानी और संतुलित भोजन - के महत्व पर चर्चा की गई है। गद्यांश विशेष रूप से **साफ़ हवा** या **निर्मल हवा** के गुणों और महत्व पर प्रकाश डालता है। हमें यह पहचानना है कि कौन-सा कथन **निर्मल हवा** के बारे में सत्य नहीं है।

### गद्यांश के मुख्य बिंदु

- साफ़ हवा, साफ़ पानी और संतुलित भोजन मनुष्य के लिए आवश्यक हैं।
- हवा पानी और भोजन से भी ज़्यादा महत्वपूर्ण है क्योंकि मनुष्य हवा के बिना केवल कुछ मिनट ही जीवित रह सकता है।
- **निर्मल हवा** फेफड़ों के लिए फायदेमंद है और फेफड़ों की बीमारियों में विशेष रूप से सहायक होती है।
- जैसे निर्मल जल से मन प्रसन्न होता है और ताकत बढ़ती है, वैसे ही **निर्मल हवा** भी शक्ति बढ़ाती है और **मन को प्रसन्न** करती है।
- साँस से बाहर आने वाली हवा (जो कि गंदी होती है) में चिराग नहीं जल सकता।

### विकल्पों का विश्लेषण

आइए गद्यांश के आधार पर प्रत्येक विकल्प की जाँच करें:

- **विकल्प 1: निर्मल हवा से शक्ति में वृद्धि होती है।**
  - गद्यांश में स्पष्ट रूप से कहा गया है: "...उसी तरह निर्मल हवा भी शक्ति बढ़ाती है..."।
  - अतः, यह कथन **सत्य** है।
- **विकल्प 2: निर्मल हवा फेफड़ों के रोगों से लड़ने में सहायक होती है।**
  - गद्यांश बताता है: "...इसलिए फेफड़ों की बीमारी में खासतौर से साफ़ हवा पहुँचनी चाहिए।"
  - यह दर्शाता है कि **निर्मल हवा** फेफड़ों की बीमारियों के लिए सहायक है।
  - अतः, यह कथन **सत्य** है।
- **विकल्प 3: निर्मल हवा से खुशी मिलती है।**
  - गद्यांश उल्लेख करता है: "...निर्मल हवा भी शक्ति बढ़ाती है और मन को प्रसन्न करती है..."।
  - 'मन को प्रसन्न करना' खुशी मिलने के समान है।
  - अतः, यह कथन **सत्य** है।
- **विकल्प 4: निर्मल हवा में चिराग भी नहीं जल सकता।**



- गद्यांश में यह वाक्य कहा गया है: "साँस से बाहर आने वाली हवा खराब होती है, क्योंकि उसमें खून की गंदगी मिली हुई होती है। इस हवा में चिराग तक नहीं जल सकता।"
- यहाँ गद्यांश 'बाहर आने वाली खराब हवा' की बात कर रहा है, न कि 'निर्मल हवा' की। गद्यांश के अनुसार, **निर्मल हवा** शक्ति और प्रसन्नता देती है, और इसके विपरीत, 'खराब हवा' में चिराग नहीं जल सकता।
- इसलिए, यह दावा कि **निर्मल हवा** में चिराग नहीं जल सकता, गद्यांश के अनुसार **असत्य** है।

## निष्कर्ष

गद्यांश के विश्लेषण के आधार पर, केवल चौथा कथन ("निर्मल हवा में चिराग भी नहीं जल सकता।") **निर्मल हवा** के संबंध में सत्य नहीं है। यह गुण गद्यांश में साँस छोड़ने पर निकलने वाली खराब हवा का बताया गया है।

184. Answer: d

Explanation:

## गद्यांश के अनुसार प्रकृति प्रदत्त वस्तु का विश्लेषण

इस प्रश्न का उद्देश्य दिए गए गद्यांश के आधार पर यह पहचानना है कि कौन सी वस्तु प्रकृति द्वारा प्रदान नहीं की गई है। गद्यांश जीवन के लिए तीन आवश्यक वस्तुओं का उल्लेख करता है: **साफ़ हवा, साफ़ पानी, और संतुलित भोजन**।

## आवश्यक प्राकृतिक वस्तुओं की पहचान

गद्यांश स्पष्ट रूप से बताता है कि मनुष्य के जीवन के लिए **हवा, पानी और भोजन** अत्यंत आवश्यक हैं।

- **वायु (हवा):** गद्यांश में इसे जीवन के लिए सबसे ज़रूरी बताया गया है, यहाँ तक कि पानी और भोजन से भी अधिक, क्योंकि मनुष्य इसके बिना कुछ ही मिनट जीवित रह सकता है। इसे "साफ़ निर्मल" रहने की आवश्यकता पर भी बल दिया गया है।
- **पानी:** इसे भी जीवन के लिए एक आवश्यक तत्व के रूप में सूचीबद्ध किया गया है। गद्यांश में "उत्तम निर्मल जल" पीने से मिलने वाले लाभों का भी वर्णन है।
- **भोजन:** यह भी जीवन के लिए तीसरी आवश्यक वस्तु बताई गई है।

## गैर-प्रकृति प्रदत्त वस्तु का निर्धारण

गद्यांश में घर का उल्लेख एक आवश्यक वस्तु के रूप में नहीं किया गया है, और न ही इसे प्रकृति प्रदत्त बताया गया है। घर मनुष्यों द्वारा अपनी आवश्यकतानुसार निर्मित एक आश्रय स्थल होता है, जबकि हवा, पानी और भोजन (अपने प्राकृतिक रूप में) प्रकृति द्वारा प्रदान किए जाते हैं। गद्यांश हवा और पानी की शुद्धता पर जोर देता है, जो प्राकृतिक तत्वों की विशेषता है। अतः, घर वह वस्तु है जो प्रकृति प्रदत्त नहीं है।

इसलिए, दिए गए विकल्पों में से घर वह वस्तु है जो प्रकृति प्रदत्त नहीं है।

185. Answer: d

Explanation:

## गद्यांश का विश्लेषण और भिन्न शब्द की पहचान

इस प्रश्न में दिए गए गद्यांश के आधार पर हमें उस शब्द को पहचानना है जो समूह से भिन्न है। गद्यांश मुख्य रूप से मनुष्य के जीवन के लिए आवश्यक तीन चीजों - साफ़ हवा, साफ़ पानी, और संतुलित भोजन - के महत्व पर जोर देता है। इसमें यह भी बताया गया है कि हवा सबसे अधिक आवश्यक है और उसका साफ़ होना क्यों ज़रूरी है।

## विकल्पों का विश्लेषण

आइए दिए गए विकल्पों और गद्यांश में उनके प्रयोग को समझें:

- **निर्मल** (विकल्प 1): गद्यांश में 'निर्मल' शब्द का प्रयोग 'साफ़' के पर्यायवाची के रूप में किया गया है, विशेष रूप से हवा और पानी के लिए। उदाहरण के लिए, "खुले स्थानों में... हवा साफ़ निर्मल रहती है" और "उत्तम निर्मल जल" तथा "निर्मल हवा भी शक्ति बढ़ाती है"। यह शब्द आवश्यक वस्तुओं (हवा, पानी) की गुणवत्ता बताता है।
- **साफ़** (विकल्प 2): 'साफ़' शब्द भी गद्यांश में हवा और पानी की गुणवत्ता बताने के लिए प्रयोग किया गया है, जैसे "साफ़ हवा", "साफ़ पानी"। यह 'निर्मल' के समान अर्थ रखता है और आवश्यक वस्तुओं की शुद्धता को दर्शाता है।
- **संतुलित** (विकल्प 3): यह शब्द गद्यांश में 'संतुलित भोजन' के संदर्भ में प्रयोग किया गया है, जो जीवन के लिए आवश्यक तीन चीजों में से एक है। यह भोजन की आवश्यक गुणवत्ता को बताता है।

- **साँस** (विकल्प 4): 'साँस' शब्द का अर्थ है श्वसन क्रिया या वह वायु जो श्वसन के दौरान अंदर ली या बाहर छोड़ी जाती है। गद्यांश में इसका उल्लेख श्वसन क्रिया के संदर्भ में है, जैसे "साँस लेने में दम घुटता है" और "साँस से बाहर आने वाली हवा खराब होती है"।

## समूह से भिन्न शब्द का निर्धारण

गद्यांश में 'साफ़', 'निर्मल', और 'संतुलित' शब्द आवश्यक तत्वों (हवा, पानी, भोजन) की आवश्यक गुणवत्ता या स्थिति का वर्णन करते हैं। ये तीनों शब्द उन चीजों की शुद्धता या सही अवस्था को दर्शाते हैं जो जीवन के लिए ज़रूरी हैं।

इसके विपरीत, 'साँस' शब्द एक क्रिया (श्वसन) या उस क्रिया से संबंधित वायु को दर्शाता है। यह सीधे तौर पर हवा, पानी या भोजन की गुणवत्ता बताने वाला विशेषण नहीं है, बल्कि यह हवा के उपयोग की एक शारीरिक प्रक्रिया से जुड़ा है। इसलिए, 'साँस' अन्य तीन शब्दों से भिन्न है क्योंकि वे आवश्यक वस्तुओं के विशेषण हैं, जबकि 'साँस' एक संज्ञा है जो क्रिया या प्रक्रिया को दर्शाती है।

## निष्कर्ष

अतः, दिए गए विकल्पों में से 'साँस' वह शब्द है जो अन्य शब्दों ('निर्मल', 'साफ़', 'संतुलित') से समूह में भिन्न है, क्योंकि यह आवश्यक वस्तुओं की गुणवत्ता का वर्णन करने के बजाय एक शारीरिक प्रक्रिया से संबंधित है।

186. Answer: c

Explanation:

## गद्यांश आधारित प्रश्न का विश्लेषण

इस प्रश्न में दिए गए गद्यांश के संदर्भ में 'निर्मल' शब्द के साथ लगने वाले उपयुक्त प्रत्यय (suffix) की पहचान करने के लिए कहा गया है। गद्यांश साफ़ हवा और साफ़ पानी के महत्व पर जोर देता है, जहाँ 'निर्मल' शब्द का प्रयोग 'साफ़' या 'शुद्ध' के अर्थ में किया गया है। हमें विकल्पों में से वह प्रत्यय चुनना है जो 'निर्मल' के साथ जुड़कर एक सही और अर्थपूर्ण शब्द का निर्माण करे।

## 'निर्मल' शब्द और प्रत्यय की समझ

'निर्मल' एक विशेषण (adjective) है, जिसका अर्थ होता है - साफ़, शुद्ध, या निर्मल। प्रत्यय वे अक्षर या अक्षर समूह होते हैं जिन्हें किसी मूल शब्द के अंत में जोड़ा जाता है ताकि एक नया शब्द बन सके या मूल शब्द के अर्थ में बदलाव आ सके। हिंदी में, 'ता' जैसे प्रत्यय अक्सर विशेषणों के साथ जुड़कर भाववाचक संज्ञा (abstract nouns) बनाते हैं, जो किसी गुण या अवस्था को दर्शाते हैं।

## विकल्पों का मूल्यांकन

आइए दिए गए विकल्पों का विश्लेषण करें:

- **विकल्प 1: 'ई'** - 'निर्मल' के साथ 'ई' प्रत्यय जोड़ने पर 'निर्मली' शब्द बनता है। यद्यपि यह शब्द मौजूद हो सकता है, यह 'निर्मल' की अवस्था या गुण को दर्शाने के लिए सबसे सामान्य या उपयुक्त शब्द नहीं है।
- **विकल्प 2 और 4: 'इय' / 'ईय'** - 'निर्मल' के साथ 'इय' या 'ईय' प्रत्यय जोड़ने से 'निर्मलीय' जैसा शब्द बनता है, जिसका हिंदी में कोई मानक अर्थ नहीं है और यह व्याकरणिक रूप से उपयुक्त नहीं लगता।
- **विकल्प 3: 'ता'** - 'निर्मल' के साथ 'ता' प्रत्यय जोड़ने पर 'निर्मलता' शब्द बनता है। 'ता' एक सामान्य प्रत्यय है जिसका उपयोग विशेषणों से भाववाचक संज्ञा बनाने के लिए किया जाता है (उदाहरण के लिए: कोमल + ता = कोमलता, सरल + ता = सरलता)। 'निर्मलता' का अर्थ है 'शुद्ध होने की अवस्था' या 'स्वच्छता'। यह गद्यांश में वर्णित 'साफ़ हवा' और 'साफ़ पानी' के गुण को पूरी तरह व्यक्त करता है।

## सबसे उपयुक्त प्रत्यय का चयन

गद्यांश में 'निर्मल जल' और 'निर्मल हवा' का उल्लेख है, जो स्वास्थ्य और प्रसन्नता के लिए आवश्यक हैं। इन शब्दों में 'निर्मल' हवा और पानी के 'साफ़ होने के गुण' को बताता है। 'निर्मल' शब्द में 'ता' प्रत्यय जोड़ने से 'निर्मलता' बनता है, जो इसी गुण को दर्शाता है। यह व्याकरण की दृष्टि से सबसे सही और प्रासंगिक विकल्प है। इसलिए, 'निर्मल' में 'ता' प्रत्यय लगाया जा सकता है।

187. Answer: b

Explanation:

**स्वच्छ वायु के अभाव में होने वाली बीमारी का विश्लेषण**

यह प्रश्न गद्यांश में दी गई जानकारी पर आधारित है। गद्यांश बताता है कि मनुष्य जीवन के लिए साफ़ हवा, साफ़ पानी और संतुलित भोजन आवश्यक हैं। इसमें हवा को सबसे ज़्यादा ज़रूरी बताया गया है क्योंकि मनुष्य हवा के बिना पाँच मिनट से ज़्यादा जीवित नहीं रह सकता।

## गद्यांश का विश्लेषण

- गद्यांश स्पष्ट रूप से कहता है कि "साँस से बाहर आने वाली हवा खराब होती है, क्योंकि उसमें खून की गंदगी मिली हुई होती है।"
- यह भी उल्लेख किया गया है कि "गंदी हवा में साँस लेने में दम घुटता है।"
- गद्यांश में विशेष रूप से फेफड़ों का उल्लेख करते हुए कहा गया है, "इसलिए फेफड़ों की बीमारी में खासतौर से साफ़ हवा पहुँचनी चाहिए।"

## बीमारी का संबंध

गद्यांश के अनुसार, साफ़ हवा का न होना या गंदी हवा में साँस लेना सीधे तौर पर साँस लेने में समस्याएँ पैदा करता है और फेफड़ों की बीमारियों के लिए साफ़ हवा की आवश्यकता पर जोर दिया गया है। इससे यह निष्कर्ष निकलता है कि स्वच्छ वायु के अभाव में, विशेष रूप से **फेफड़ों की बीमारियाँ** हो सकती हैं या बढ़ सकती हैं।

## विकल्पों की जाँच

- **हृदय की (विकल्प 1):** गद्यांश में हृदय संबंधी किसी बीमारी का उल्लेख नहीं है जो सीधे तौर पर वायु की कमी से जुड़ी हो।
- **फेफड़ों की (विकल्प 2):** गद्यांश में फेफड़ों की बीमारी के लिए साफ़ हवा की आवश्यकता का स्पष्ट उल्लेख है, जो इसे सबसे उपयुक्त उत्तर बनाता है।
- **नाक की (विकल्प 3):** यद्यपि नाक श्वसन प्रणाली का हिस्सा है, गद्यांश विशेष रूप से फेफड़ों का उल्लेख करता है, न कि केवल नाक का।
- **लीवर की (विकल्प 4):** गद्यांश में लीवर की किसी भी बीमारी का ज़िक्र नहीं है।

अतः, गद्यांश के आधार पर, स्वच्छ वायु के अभाव में **फेफड़ों की बीमारी** होने की संभावना सबसे अधिक होती है।

188. Answer: a

Explanation:

## गद्यांश में रेखांकित अंश का विश्लेषण

यह प्रश्न दिए गए हिंदी गद्यांश पर आधारित है। गद्यांश जीवन के लिए आवश्यक तत्वों, विशेषकर हवा के महत्व और उसकी शुद्धता पर चर्चा करता है। हमें गद्यांश के एक विशिष्ट रेखांकित अंश को समझना है: 'साँस से बाहर आने वाली हवा खराब होती है, इस हवा में चिराग तक नहीं जल सकता।' हमें यह पहचानना है कि यह कथन किस प्रकार की हवा का वर्णन कर रहा है।

### गद्यांश के मुख्य बिंदु

- मनुष्य के लिए साफ हवा, साफ पानी और संतुलित भोजन अत्यंत आवश्यक हैं।
- हवा, पानी और भोजन की तुलना में अधिक महत्वपूर्ण है क्योंकि मनुष्य इसके बिना केवल कुछ मिनट ही जीवित रह सकता है।
- साफ या निर्मल हवा शरीर को शक्ति प्रदान करती है और मन को प्रसन्न रखती है।
- साँस छोड़ने पर जो हवा शरीर से बाहर निकलती है, उसे गद्यांश में 'खराब' कहा गया है।
- इस 'खराब' हवा का कारण यह बताया गया है कि इसमें खून की गंदगी मिली होती है।
- इस हवा की अशुद्धता को दर्शाने के लिए यह उदाहरण दिया गया है कि इसमें चिराग भी नहीं जल सकता।

### रेखांकित अंश का स्पष्टीकरण

गद्यांश के अनुसार, साँस के माध्यम से हमारे शरीर से जो हवा बाहर निकलती है, वह 'खराब' होती है। इसका कारण यह है कि इस हवा में शरीर के अंदर रक्त से आई हुई अशुद्धियाँ (गंदगी) मिश्रित हो जाती हैं। गद्यांश इस हवा की गुणवत्ता को स्पष्ट करने के लिए एक व्यावहारिक उदाहरण प्रस्तुत करता है: यह हवा इतनी अशुद्ध होती है कि इसमें चिराग भी नहीं जल सकता। चिराग जलने के लिए ऑक्सीजन युक्त शुद्ध हवा की आवश्यकता होती है, जो इस छोड़ी गई हवा में पर्याप्त मात्रा में नहीं होती।

### विकल्पों का मूल्यांकन

आइए दिए गए विकल्पों का विश्लेषण करें कि कौन सा विकल्प रेखांकित अंश का सबसे उपयुक्त अर्थ बताता है:

- **1. अशुद्ध वायु:** यह विकल्प गद्यांश के विवरण से पूरी तरह मेल खाता है। गद्यांश स्पष्ट करता है कि साँस से बाहर आने वाली हवा में खून की गंदगी मिली होती है और यह चिराग नहीं जला सकती, जो इसे 'अशुद्ध वायु' के रूप में परिभाषित करता है।
- **2. शुद्ध वायु:** यह विकल्प गद्यांश के विपरीत है। गद्यांश साफ हवा को फायदेमंद बताता है, लेकिन साँस से बाहर आने वाली हवा को 'खराब' यानी अशुद्ध बताता है।



- 3. बाहरी वायु: गद्यांश खुले स्थानों में मौजूद साफ हवा का वर्णन करता है, जिसे बाहरी वायु माना जा सकता है। हालाँकि, रेखांकित अंश विशेष रूप से साँस छोड़ने पर शरीर से निकलने वाली हवा का वर्णन करता है, न कि सामान्य बाहरी हवा का।
- 4. आंतरिक वायु: हालाँकि यह हवा शरीर के अंदर से उत्पन्न होती है, 'आंतरिक वायु' शब्द स्वयं यह स्पष्ट नहीं करता कि यह वायु शुद्ध है या अशुद्ध। गद्यांश का जोर हवा की 'खराबी' या 'अशुद्धता' पर है, इसलिए यह विकल्प उतना सटीक नहीं है।

## निष्कर्ष

गद्यांश में 'साँस से बाहर आने वाली हवा खराब होती है, इस हवा में चिराग तक नहीं जल सकता।' यह वाक्य स्पष्ट रूप से उस हवा की ओर संकेत करता है जिसमें शारीरिक अशुद्धियाँ मिली होती हैं, अर्थात् अशुद्ध वायु।

189. Answer: d

Explanation:

## ज़मीन से पीठ नहीं लगाने का अर्थ समझें

यह प्रश्न दिए गए गद्यांश के एक मुहावरेदार वाक्यांश 'ज़मीन से पीठ नहीं लगाना' के अर्थ को समझने पर केंद्रित है। गद्यांश में, वक्ता खुद को एक मेहनतकश मजदूर के रूप में प्रस्तुत करता है, जो सभ्यता के आरंभ से लेकर आज तक लगातार काम कर रहा है और कभी थकता नहीं है।

## गद्यांश के संदर्भ में वाक्यांश का विश्लेषण

गद्यांश की कुछ पंक्तियाँ 'ज़मीन से पीठ नहीं लगाने' के भाव को स्पष्ट करने में मदद करती हैं:

- "आदिम युग से आज की सभ्यता तक की सदियों पर मेरे हथौड़े की चोट है।" - यह मजदूर के अथक और निरंतर परिश्रम को दर्शाता है।
- "सुस्ताने के लिए कभी फावड़े नहीं टिकाए।" - यह पंक्तियाँ सीधे तौर पर आराम करने से बचने या काम को बीच में न रोकने का संकेत देती हैं।
- "मेरे बाजू पर ज़माना टिका है... मेरे कंधों पर भूमंडल का भार है..." - यह मजदूर की ज़िम्मेदारियों और उनकी अविचलित पूर्ति को दर्शाता है।



- "मैंने निरंतर निर्माण किया है... ऐसा करते हुए मुझे कभी थकान महसूस नहीं होती" - यह निरंतर सक्रियता और थकान को अनदेखा करने की बात करता है।

इन संदर्भों से यह स्पष्ट होता है कि 'ज़मीन से पीठ नहीं लगाना' एक लाक्षणिक प्रयोग है जिसका अर्थ है लगातार परिश्रम करते रहना, कभी भी रुकना या आराम करना नहीं, और अपनी ज़िम्मेदारियों से पीछे न हटना। यह एक दृढ़ संकल्प और कभी हार न मानने वाले रवैये को व्यक्त करता है, विशेषकर शारीरिक श्रम के संदर्भ में।

## विकल्पों का मूल्यांकन

आइए दिए गए विकल्पों का मूल्यांकन करें ताकि सबसे उपयुक्त अर्थ का पता चल सके:

- **विकल्प 1: ज़मीन पर नहीं लेटे** - यह वाक्यांश का एक बहुत ही शाब्दिक अर्थ है। हालाँकि एक मेहनती व्यक्ति शायद आराम करने के लिए लेटे नहीं, यह अर्थ गद्यांश में बताए गए निरंतर प्रयास और दृढ़ता के व्यापक भाव को पूरी तरह से व्यक्त नहीं करता है।
- **विकल्प 2: पीठ नहीं खुजलाई** - यह विकल्प पूरी तरह से अप्रासंगिक है और गद्यांश के भाव या मजदूर के चरित्र से कोई संबंध नहीं रखता है।
- **विकल्प 3: कभी ज़मीन से भागे नहीं** - यह विकल्प दृढ़ता और किसी स्थिति से पीछे न हटने के विचार को व्यक्त करता है। यह मजदूर के स्वभाव से कुछ हद तक मेल खाता है, लेकिन यह सीधे तौर पर 'आराम न करने' के पहलू पर उतना जोर नहीं देता जितना गद्यांश में निहित है।
- **विकल्प 4: कभी विश्राम नहीं किया** - यह विकल्प गद्यांश के केंद्रीय विचार - अथक परिश्रम, निरंतरता और आराम से पूरी तरह बचने - को सबसे सटीक रूप से दर्शाता है। मजदूर की थकान महसूस न करने और लगातार निर्माण करने की बात इस विकल्प का समर्थन करती है।

## निष्कर्ष

गद्यांश में प्रस्तुत मजदूर के चरित्र और उसके निरंतर परिश्रम को ध्यान में रखते हुए, 'ज़मीन से पीठ नहीं लगाने' का सबसे उपयुक्त अर्थ है कि उसने कभी भी काम के बीच में रुककर विश्राम नहीं किया। उसने निरंतरता और दृढ़ता के साथ अपना कार्य जारी रखा। इसलिए, विकल्प 4 सबसे सटीक व्याख्या है।

190. Answer: b

Explanation:

## मजदूर की विशेषता का विश्लेषण

## गद्यांश का सारांश

यह गद्यांश एक मेहनतकश मज़दूर के दृष्टिकोण को प्रस्तुत करता है। मज़दूर बताता है कि आदिम युग से लेकर वर्तमान सभ्यता तक, उसके **परिश्रम** ने ही सब कुछ बनाया है। उसने कभी भी जीवन की चुनौतियों या बदलावों से हार नहीं मानी और न ही उसने कभी काम करना बंद किया। मज़दूर अपने **बाजू और कंधों** पर दुनिया का बोझ महसूस करता है, फिर भी वह कभी झुकता नहीं या आलसी नहीं बनता। वह निरंतर **निर्माण** करता है और यदि कुछ तोड़ता भी है, तो वह पुनर्निर्माण के लिए होता है। सबसे खास बात यह है कि उसे इस अथक कार्य से कभी **थकान** महसूस नहीं होती।

## प्रश्न और विकल्पों का विश्लेषण

प्रश्न यह जानना चाहता है कि दिए गए गद्यांश में मज़दूर के किस **गुण** या **विशेषता** पर प्रकाश डाला गया है। आइए प्रत्येक विकल्प पर विचार करें:

- **संघर्ष:** गद्यांश में कठिनाइयों का जिक्र है, जैसे "ज़माने ने करवट ली है", लेकिन मज़दूर का मुख्य गुण उससे जूझना नहीं, बल्कि उसके बावजूद **लगातार काम करना** है। संघर्ष एक पहलू हो सकता है, पर यह मुख्य विशेषता नहीं है।
- **परिश्रम:** गद्यांश की शुरुआत "मैं मेहनतकश मज़दूर हूँ" से होती है। मज़दूर के **हथौड़े की चोट, बाजू पर दुनिया का टिकना, कंधों पर भार उठाना, और निरंतर निर्माण करना** - ये सभी शब्द उसके **अथक परिश्रम** को दर्शाते हैं। यह कि उसे **थकान** नहीं होती, यह भी उसके **परिश्रम** की पराकाष्ठा को दिखाता है।
- **अभाव:** गद्यांश में कहीं भी मज़दूर की किसी **कमी** या **अभाव** का उल्लेख नहीं किया गया है।
- **थकान:** गद्यांश स्पष्ट रूप से कहता है कि मज़दूर को "कभी **थकान** महसूस नहीं होती"। इसलिए, **थकान** उसकी विशेषता नहीं हो सकती, बल्कि वह **थकान** से परे है।

## निष्कर्ष

गद्यांश में मज़दूर के **कार्य, निरंतरता, और कभी न थकने वाले जज्बे** पर जोर दिया गया है। यह सब मिलकर **परिश्रम** के गुण को सबसे अच्छी तरह परिभाषित करता है। मज़दूर की पहचान उसके **काम** से है, जो वह बिना थके करता है।

अतः, गद्यांश में **मज़दूर की परिश्रम करने की विशेषता** का वर्णन किया गया है।

191. Answer: b

## Explanation:

### गद्यांश में 'घुटनों पर आलस्य दम तोड़ता है' का अर्थ

यह प्रश्न दिए गए हिंदी गद्यांश के एक विशिष्ट वाक्य के अर्थ को समझने पर केंद्रित है। गद्यांश एक **\*\*मेहनतकश मज़दूर\*\*** के जीवन और उसके अटल परिश्रम का वर्णन करता है। वह बताता है कि कैसे उसकी मेहनत ने सभ्यता को आकार दिया है और कैसे वह कभी भी थकान या आलस्य को अपने ऊपर हावी नहीं होने देता।

### वाक्यांश का लाक्षणिक अर्थ

गद्यांश में एक वाक्य है: **"घुटनों पर आलस्य दम तोड़ता है।"** आइए इस वाक्य के गहरे अर्थ को समझते हैं:

- \* संदर्भ:** गद्यांश मज़दूर की अविश्वसनीय शक्ति और सहनशीलता पर जोर देता है, जैसे "मेरे बाजू पर ज़माना टिका है" और "मेरे कंधों पर भूमंडल का भार है"। यह दर्शाता है कि मज़दूर अत्यधिक कर्मठ है।
- \* लाक्षणिक व्याख्या:** "आलस्य दम तोड़ता है" एक मुहावरेदार अभिव्यक्ति है। इसका मतलब यह नहीं है कि आलस्य शारीरिक रूप से मर जाता है या घुटनों में कोई चोट लगी है। बल्कि, इसका अर्थ है कि आलस्य का अस्तित्व ही समाप्त हो जाता है या वह हार मान लेता है।
- \* भावार्थ:** यह वाक्यांश बताता है कि मज़दूर की स्थिति या उसके निरंतर परिश्रम के सामने आलस्य टिक नहीं पाता। मज़दूर की सक्रियता और मेहनत इतनी प्रबल है कि आलस्य को समाप्त कर देती है। जहाँ मज़दूर कर्म में लगा है, वहाँ आलस्य के लिए कोई जगह नहीं है।

### विकल्पों का विश्लेषण

अब हम दिए गए विकल्पों पर विचार करते हैं ताकि सबसे उपयुक्त उत्तर का चयन किया जा सके:

- विकल्प 1: मज़दूर आलसी हैं \*** यह विकल्प गद्यांश के मुख्य संदेश के सीधे विपरीत है। गद्यांश मज़दूर को **\*\*मेहनतकश\*\*** और कभी हार न मानने वाला बताता है।
- विकल्प 2: मज़दूर आलसी नहीं है \*** यह विकल्प गद्यांश के भाव से पूरी तरह मेल खाता है। मज़दूर की मेहनत और सक्रियता ही वह कारण है जिससे आलस्य का अंत हो जाता है। इस प्रकार, मज़दूर के संदर्भ में यह कहा जा सकता है कि वह आलसी नहीं है, और इसी वजह से आलस्य 'दम तोड़ देता है'।
- विकल्प 3: आलस्य मर गया है \*** यह वाक्य के अर्थ के करीब है, लेकिन यह अधूरा है। यह यह नहीं बताता कि आलस्य किसके कारण या किस परिस्थिति में मर रहा है। गद्यांश आलस्य के मरने का कारण मज़दूर के परिश्रम को बताता है।
- विकल्प 4: घुटनों में दर्द है \*** यह वाक्य का एक शाब्दिक अर्थ है, जो गद्यांश के लाक्षणिक प्रयोग के संदर्भ में बिल्कुल भी उपयुक्त नहीं है।

### निष्कर्ष

गद्यांश में मज़दूर के अथक परिश्रम का वर्णन किया गया है। "घुटनों पर आलस्य दम तोड़ता है" का अर्थ है कि मज़दूर की सक्रियता और मेहनत के कारण आलस्य समाप्त हो जाता है। इसलिए, सबसे सटीक व्याख्या यह है कि **\*\*मज़दूर आलसी नहीं है\*\***। यह विकल्प गद्यांश के समग्र संदेश के साथ संरेखित होता है।

192. Answer: b

Explanation:

## मेहनतकश मज़दूर की शक्ति और श्रम का स्वरूप

यह गद्यांश एक मेहनतकश मज़दूर के बारे में है, जो सभ्यता के विकास में अपने श्रम और शक्ति के महत्व पर ज़ोर देता है। गद्यांश मज़दूर के अटूट परिश्रम, उसकी सहनशीलता और दुनिया के निर्माण में उसके योगदान का वर्णन करता है।

## गद्यांश में मज़दूर के कर्मों का विश्लेषण

गद्यांश मज़दूर के चरित्र और उसके कर्मों को स्पष्ट रूप से दर्शाता है:

- **निरंतरता:** मज़दूर कभी भी काम से पीछे नहीं हटता, चाहे समय कितना भी बदले। कहा गया है, "मेरे बाजू पर ज़माना टिका है" और "मेरे कंधों पर भूमंडल का भार है"।
- **सहनशीलता:** वह कभी थकता नहीं और न ही हार मानता है ("कभी गरदन नहीं मोड़ता, कंधे नहीं डालता")।
- **सृजनात्मकता:** मज़दूर का मुख्य कार्य निर्माण करना है। गद्यांश में स्पष्ट रूप से कहा गया है, "मैंने निरंतर निर्माण किया है, विध्वंस न करूँगा। यदि करना हुआ तो पुनर्निर्माण के लिए।"
- **सकारात्मक उद्देश्य:** यदि कभी विध्वंस (नुकसान) होता भी है, तो उसका उद्देश्य पुनर्निर्माण करना होता है, जो उसके निर्माणकारी स्वभाव को दर्शाता है।

## मज़दूर के श्रम का मूल्यांकन

गद्यांश के आधार पर, मज़दूर के श्रम और शक्ति का मूल्यांकन करते हुए, हम दिए गए विकल्पों पर विचार कर सकते हैं:

- **विकल्प 1: विध्वंसकारी है।** - यह विकल्प गद्यांश के इस कथन के विपरीत है कि मज़दूर "निरंतर निर्माण किया है, विध्वंस न करूँगा"।

- **विकल्प 2: निर्माणकारी है।** - यह विकल्प गद्यांश के मुख्य संदेश से मेल खाता है, जिसमें कहा गया है, "मैंने निरंतर निर्माण किया है... पुनर्निर्माण के लिए" मज़दूर का श्रम सृजन और निर्माण का प्रतीक है।
- **विकल्प 3: व्यर्थ जा रही है।** - गद्यांश मज़दूर के श्रम को व्यर्थ नहीं बताता, बल्कि उसे जमाने और दुनिया को ठीकाए रखने वाला बताता है ("मेरे बाजू पर जमाना टिका है", "मेरे कंधों पर भूमंडल का भार है")।
- **विकल्प 4: लड़खड़ा रही है।** - मज़दूर की शक्ति और श्रम को मज़बूत बताया गया है, न कि लड़खड़ाता हुआ। वह हार नहीं मानता ("कभी गरदन नहीं मोड़ता, कंधे नहीं डालता")।

अतः, गद्यांश के अनुसार, मेहनतकश मज़दूर का श्रम मुख्य रूप से निर्माणकारी है। यह उसकी शक्ति और दुनिया के प्रति उसके सकारात्मक योगदान को दर्शाता है।

### 193. Answer: a

#### Explanation:

## पुनर्निर्माण में मज़दूर का योगदान समझना

यह प्रश्न दिए गए गद्यांश के आधार पर पुनर्निर्माण (reconstruction) में एक मेहनतकश मज़दूर (hard-working laborer) के योगदान के महत्व को समझने के बारे में है। गद्यांश मज़दूर के दृष्टिकोण से लिखा गया है, जो अपनी मेहनत और निरंतरता पर जोर देता है।

### गद्यांश का विश्लेषण

गद्यांश में, मज़दूर खुद को एक निरंतर काम करने वाला व्यक्ति बताता है जो आदिम युग से आज तक सभ्यता के निर्माण में शामिल रहा है। मुख्य बिंदु जो मज़दूर के योगदान को दर्शाते हैं, वे हैं:

- मज़दूर ने कभी भी मेहनत से जी नहीं चुराई ("कभी ज़मीन से पीठ नहीं लगाई। सुस्ताने के लिए कभी फावड़े नहीं ठिकाए")।
- उसकी मेहनत पर ही दुनिया टिकी है ("मेरे बाजू पर जमाना टिका है")।
- वह दुनिया के बोझ को उठाने के लिए तैयार है ("मेरे कंधों पर भूमंडल का भार है") और कभी हार नहीं मानता ("कभी गरदन नहीं मोड़ता, कंधे नहीं डालता")।
- उसने हमेशा निर्माण किया है और यदि विनाश हुआ भी तो उसका उद्देश्य पुनर्निर्माण करना है ("मैंने निरंतर निर्माण किया है, विध्वंस न करूँगा। यदि करना हुआ तो पुनर्निर्माण के लिए")।

- पुनर्निर्माण जैसे कार्यों में उसे थकान महसूस नहीं होती, बल्कि उसका पूरा शरीर उत्साहित रहता है ("ऐसा करते हुए मुझे कभी थकान महसूस नहीं होती। मेरा रोआँ-रोआँ फड़कता रहता है")।

## विकल्पों का मूल्यांकन

आइए गद्यांश के आधार पर दिए गए विकल्पों का मूल्यांकन करें:

- **विकल्प 1: प्रशंसनीय है** - गद्यांश में मज़दूर जिस तरह से अपने अथक प्रयासों, दुनिया को संभालने और पुनर्निर्माण के प्रति उत्साह का वर्णन करता है, उससे स्पष्ट होता है कि उसका योगदान बेहद सराहनीय या प्रशंसनीय (praiseworthy) है। उसके काम से उसे थकान नहीं होती, बल्कि उत्साह महसूस होता है।
- **विकल्प 2: निंदनीय है।** - गद्यांश में ऐसा कुछ भी नहीं है जिससे यह लगे कि मज़दूर का काम निंदनीय (condemnable) है। इसके विपरीत, उसका काम गर्व और दृढ़ संकल्प से भरा है।
- **विकल्प 3: विचारणीय है।** - यद्यपि मज़दूर का योगदान महत्वपूर्ण है, गद्यांश इसे बहस या विचार (debatable/considerable) के विषय के रूप में प्रस्तुत नहीं करता है। यह एक स्थापित तथ्य की तरह प्रस्तुत किया गया है कि उसका योगदान महत्वपूर्ण है।
- **विकल्प 4: नगण्य है।** - यह विकल्प गद्यांश के बिल्कुल विपरीत है। गद्यांश स्पष्ट रूप से कहता है कि "मेरे बाजू पर ज़माना टिका है" और "मेरे कंधों पर भूमंडल का भार है", जो दर्शाता है कि उसका योगदान नगण्य (negligible) नहीं, बल्कि अत्यंत महत्वपूर्ण है।

## निष्कर्ष

गद्यांश में मज़दूर द्वारा किए गए वर्णन के अनुसार, विशेष रूप से पुनर्निर्माण के संदर्भ में, उसका योगदान केवल महत्वपूर्ण ही नहीं, बल्कि अत्यंत सराहनीय और प्रशंसनीय है। वह बिना थके, पूरे उत्साह के साथ पुनर्निर्माण कार्य में लगा रहता है, जो उसके काम के महत्व को दर्शाता है।

194. Answer: a

Explanation:

## 'आलस्य' शब्द का व्याकरणिक विश्लेषण

यह प्रश्न प्रस्तुत गद्यांश के आधार पर 'आलस्य' शब्द के व्याकरणिक प्रकार को पहचानने के लिए कहा गया है। गद्यांश में, 'आलस्य' शब्द का प्रयोग एक अवस्था को दर्शाने के लिए किया गया है, जहाँ कहा



गया है कि घुटनों पर आलस्य दम तोड़ता है।

## 'आलस्य' का अर्थ और संदर्भ

'आलस्य' शब्द का अर्थ है सुस्ती, काम करने से जी चुराना या किसी कार्य को करने में ढील देना। यह एक ऐसी मानसिक या शारीरिक स्थिति है जो व्यक्ति को क्रियाशील होने से रोकती है। गद्यांश के संदर्भ में, यह उस अवस्था का वर्णन करता है जो मेहनतकश मज़दूर के विपरीत है, जो कभी भी सुस्त नहीं पड़ता।

## संज्ञा के प्रकारों को समझना

किसी भी शब्द का व्याकरणिक प्रकार जानने के लिए, संज्ञा के विभिन्न भेदों को समझना महत्वपूर्ण है:

- **व्यक्तिवाचक संज्ञा:** यह किसी विशेष व्यक्ति, स्थान, वस्तु या संस्था के नाम को दर्शाती है। उदाहरण के लिए: मोहन, भारत, गंगा नदी, ताजमहल।
- **जातिवाचक संज्ञा:** यह किसी व्यक्ति, वस्तु या स्थान की पूरी जाति या वर्ग का बोध कराती है। उदाहरण के लिए: मनुष्य, देश, नदी, पर्वत, पक्षी।
- **भाववाचक संज्ञा:** यह किसी गुण, दशा, अवस्था, भाव या विचार का बोध कराती है। इन संज्ञाओं को केवल महसूस किया जा सकता है, देखा या छुआ नहीं जा सकता। उदाहरण के लिए: बचपन, मिठास, खुशी, क्रोध, ईमानदारी, आलस्य।

## 'आलस्य' शब्द का वर्गीकरण

अब हम 'आलस्य' शब्द को इन परिभाषाओं के अनुसार परखेंगे:

- क्या 'आलस्य' किसी विशेष व्यक्ति, स्थान या वस्तु का नाम है? नहीं। इसलिए यह व्यक्तिवाचक संज्ञा नहीं है।
- क्या 'आलस्य' किसी पूरी जाति या वर्ग का बोध कराता है? नहीं। यह किसी समूह या वर्ग का नाम नहीं है। इसलिए यह जातिवाचक संज्ञा नहीं है।
- क्या 'आलस्य' किसी गुण, दशा या अवस्था को दर्शाता है? हाँ। 'आलस्य' एक अवस्था या गुण है जिसे केवल महसूस किया जा सकता है। यह व्यक्ति की सुस्ती की स्थिति को बताता है।

इस प्रकार, 'आलस्य' एक भाववाचक संज्ञा है।

## अन्य विकल्पों की असत्यता



प्रश्न के अन्य विकल्पों पर विचार करते हैं:

- **जातिवाचक संज्ञा:** जैसा कि ऊपर बताया गया है, 'आलस्य' किसी जाति का बोध नहीं कराता।
- **व्यक्तिवाचक संज्ञा:** 'आलस्य' किसी विशिष्ट व्यक्ति या स्थान का नाम नहीं है।
- **विशेषण:** विशेषण वे शब्द होते हैं जो संज्ञा या सर्वनाम की विशेषता बताते हैं। 'आलस्य' स्वयं एक संज्ञा है। इसका विशेषण रूप 'आलसी' होता है (जैसे: आलसी व्यक्ति)। 'आलस्य' वह अवस्था है, न कि विशेषता बताने वाला शब्द।

इसलिए, 'आलस्य' शब्द का सही व्याकरणिक वर्गीकरण भाववाचक संज्ञा है।

195. Answer: b

Explanation:

## 'पुनर्निर्माण' में संधि का विश्लेषण

इस प्रश्न में हमें 'पुनर्निर्माण' शब्द में कौन सी संधि है, इसका पता लगाना है। संधि का अर्थ है दो शब्दों या वर्णों के मेल से होने वाले परिवर्तन। हिंदी व्याकरण में संधि के तीन मुख्य भेद होते हैं: स्वर संधि, व्यंजन संधि, और विसर्ग संधि। किसी शब्द में संधि को पहचानने के लिए, हमें उसे उसके मूल शब्दों में तोड़ना पड़ता है और देखना पड़ता है कि ध्वनि या वर्ण में क्या बदलाव आया है।

## संधि के प्रमुख प्रकार

संधि के मुख्य प्रकार और उनकी पहचान इस प्रकार है:

- **स्वर संधि:** जब दो स्वरों के मेल से कोई परिवर्तन होता है। उदाहरण: राम + अयन = रामायण (आ + अ = आ)।
- **व्यंजन संधि:** जब एक व्यंजन का स्वर या दूसरे व्यंजन से मेल होता है और परिवर्तन होता है। उदाहरण: उत् + नति = उन्नति (त् + न = न् + न)।
- **विसर्ग संधि:** जब विसर्ग (ः) का स्वर या व्यंजन से मेल होता है और विसर्ग में कोई बदलाव आता है।

## 'पुनर्निर्माण' शब्द का संधि विच्छेद

आइए, 'पुनर्निर्माण' शब्द का संधि विच्छेद करते हैं ताकि हम इसमें संधि के प्रकार को समझ सकें:

- शब्द: पुनर्निर्माण
- संधि विच्छेद: पुनः + निर्माण

यहाँ हम देख सकते हैं कि पहला शब्द 'पुनः' है, जिसके अंत में विसर्ग (ः) है। दूसरा शब्द 'निर्माण' है, जो व्यंजन 'न' से शुरू होता है।

## विसर्ग संधि की प्रक्रिया

विसर्ग संधि के नियमों के अनुसार, जब विसर्ग के बाद कोई व्यंजन आता है, तो विसर्ग के रूप में परिवर्तन होता है। एक महत्वपूर्ण नियम इस प्रकार है:

- यदि विसर्ग के बाद 'न', 'म', 'य', 'र', 'ल', 'व', 'ह' जैसे व्यंजन आते हैं, तो विसर्ग का 'र्' हो जाता है।

हमारे उदाहरण 'पुनः + निर्माण' में, विसर्ग (ः) के बाद 'न' व्यंजन आ रहा है। इसलिए, विसर्ग का 'र्' हो जाएगा।

इस प्रकार, संधि होने पर:

पुनः + निर्माण  $\Rightarrow$  पुनर् + निर्माण  $\Rightarrow$  पुनर्निर्माण

चूँकि इस शब्द के निर्माण में विसर्ग (ः) का 'र्' में परिवर्तन हुआ है, यह स्पष्ट रूप से विसर्ग संधि का उदाहरण है।

196. Answer: c

Explanation:

## बच्चों के भाषा विकास में प्रयुक्त शब्द और संयोजन का विश्लेषण

बच्चों का भाषा विकास एक जटिल और बहुआयामी प्रक्रिया है। इसमें बच्चे न केवल दूसरों की भाषा को समझना सीखते हैं, बल्कि सक्रिय रूप से स्वयं भाषा का प्रयोग करके अपने विचारों, भावनाओं और जरूरतों को व्यक्त भी करते हैं। प्रश्न इस बात पर केंद्रित है कि बच्चे भाषा के विकास के दौरान कौन से शब्दों और शब्द-संयोजनों का 'इस्तेमाल' करते हैं।

**भाषा के अभिव्यक्ति पहलू को समझना**

भाषा विकास को दो मुख्य दृष्टिकोणों से देखा जाता है:

- **ग्राह्य भाषा (Receptive Language):** इसमें सुनना और समझना शामिल है।
- **अभिव्यक्ति भाषा (Expressive Language):** इसमें बोलना और शब्दों/वाक्यों का प्रयोग करना शामिल है।

प्रश्न विशेष रूप से अभिव्यक्ति भाषा से संबंधित है, यानी बच्चे क्या 'बोलते' या 'उत्पन्न' करते हैं।

## विकल्पों का विस्तृत विश्लेषण

आइए प्रश्न के संदर्भ में दिए गए प्रत्येक विकल्प का विश्लेषण करें:

### 1. स्वनिम (Phoneme)

**स्वनिम** भाषा की सबसे छोटी ध्वनि इकाई होती है। उदाहरण के लिए, हिंदी में 'क', 'अ', 'ल' ध्वनियाँ स्वनिम हैं जो मिलकर 'कल' जैसा शब्द बनाती हैं। जबकि स्वनिम भाषा के निर्माण के लिए आवश्यक हैं, वे स्वयं बच्चों द्वारा इस्तेमाल किए जाने वाले 'शब्द' या 'शब्दों के संयोजन' नहीं हैं। यह ध्वनि स्तर पर केंद्रित है, न कि सार्थक इकाइयों (शब्दों) के स्तर पर।

### 2. ग्राह्यता (Comprehension/Acceptability)

**ग्राह्यता** का अर्थ है किसी चीज़ को समझना या स्वीकार करना। भाषा के संदर्भ में, यह किसी व्यक्ति की भाषा को समझने की क्षमता (comprehension) या भाषा के प्रयोग की सामाजिक स्वीकार्यता (acceptability) से संबंधित हो सकता है। यह बच्चे द्वारा सक्रिय रूप से इस्तेमाल किए जा रहे शब्दों पर केंद्रित नहीं है, बल्कि भाषा को ग्रहण करने या उसके मूल्यांकन से संबंधित है।

### 3. उत्पाद (Product)

**उत्पाद** वह परिणाम या आउटपुट होता है जो किसी प्रक्रिया के अंत में प्राप्त होता है। भाषा विकास के संदर्भ में, बच्चों द्वारा बोले गए या लिखे गए शब्द, वाक्य और समग्र संचार उनके भाषा व्यवहार का **उत्पाद** होते हैं। जब बच्चे किसी भी प्रकार के शब्दों या शब्दों के संयोजन का इस्तेमाल करते हैं, तो यह उनके भाषा सीखने और उपयोग करने की प्रक्रिया का प्रत्यक्ष **उत्पाद** होता है। प्रश्न सीधे तौर पर इसी आउटपुट या **उत्पाद** के बारे में पूछ रहा है।

### 4. बोध (Cognition)

बोध का तात्पर्य मानसिक प्रक्रियाओं जैसे कि सोचना, सीखना, याद रखना और समझना से है। यह भाषा को समझने और उसका उपयोग करने के लिए आवश्यक संज्ञानात्मक क्षमताओं को संदर्भित करता है। हालाँकि बोध भाषा विकास के लिए महत्वपूर्ण है, यह स्वयं उन शब्दों और संयोजनों को नहीं दर्शाता है जिनका बच्चा भाषा के रूप में इस्तेमाल करता है। यह अंतर्निहित मानसिक क्षमता है, न कि उसका बाहरी अभिव्यक्ति रूप।

## निष्कर्ष

बच्चों के भाषा विकास में, उनके द्वारा सक्रिय रूप से इस्तेमाल किए जाने वाले शब्द और शब्दों के संयोजन उनके भाषा उत्पादन का परिणाम होते हैं। इस प्रकार, ये भाषा के **उत्पाद** कहलाते हैं। यह शब्द उनके द्वारा भाषा को व्यक्त करने के तरीके को सटीक रूप से दर्शाता है।

### 197. Answer: b

#### Explanation:

यह प्रश्न भाषा के उस घटक के बारे में पूछता है जो **शब्दों और शब्दों के संयोजनों के अर्थ** को समझने से संबंधित है। आइए भाषा के विभिन्न घटकों पर विचार करें ताकि यह समझा जा सके कि कौन सा घटक इस परिभाषा में सबसे उपयुक्त बैठता है।

## शब्दों के अर्थ को समझना: भाषा का घटक

भाषा केवल ध्वनियों या वर्णों का समूह नहीं है; इसका मुख्य उद्देश्य विचारों और अर्थों का संचार करना है। **शब्द** भाषा की मूल इकाइयाँ हैं, और जब वे एक साथ जुड़ते हैं, तो वे जटिल अर्थ बनाते हैं। प्रश्न विशेष रूप से इस बात पर केंद्रित है कि हम इन **शब्दों** और उनके **संयोजनों के अर्थ** को कैसे समझते हैं।

## भाषा घटकों का विश्लेषण

यहां दिए गए विकल्पों का विश्लेषण किया गया है:

- **ध्वनि विज्ञान (Phonetics/Phonology):** यह भाषा की ध्वनियों के अध्ययन से संबंधित है, जैसे कि उनका उत्पादन, श्रवण और वर्गीकरण। यह **अर्थ** से सीधे तौर पर संबंधित नहीं है, बल्कि भाषा की ध्वनि संरचना पर केंद्रित है।
- **अर्थ विज्ञान (Semantics):** यह भाषा विज्ञान की वह शाखा है जो **शब्दों, वाक्यांशों, वाक्यों** और अन्य प्रतीकों के **अर्थ** के अध्ययन से संबंधित है। यह इस बात पर केंद्रित है कि अर्थ कैसे उत्पन्न

होता है और समझा जाता है, जो सीधे प्रश्न के अनुरूप है।

- **व्यवहारिक (Pragmatics):** यह इस बात का अध्ययन करता है कि संदर्भ (context) किस प्रकार भाषा के अर्थ को प्रभावित करता है। जबकि यह अर्थ से संबंधित है, यह विशेष रूप से संदर्भ में अर्थ पर ध्यान केंद्रित करता है, न कि केवल शब्दों और उनके संयोजनों के अंतर्निहित अर्थ पर।
- **व्याकरण (Grammar):** यह भाषा की संरचना के नियमों का अध्ययन है, जिसमें वाक्य-विन्यास (syntax), रूपविज्ञान (morphology) और ध्वन्यात्मकता (phonology) शामिल हैं। व्याकरण यह बताता है कि शब्दों को सही ढंग से कैसे जोड़ा जाए, लेकिन यह मुख्य रूप से *अर्थ* के बजाय *संरचना* पर केंद्रित है।

## सही घटक का निर्धारण

प्रश्न स्पष्ट रूप से शब्दों और उनके संयोजनों के अर्थ को समझने के बारे में पूछता है। **अर्थ विज्ञान (Semantics)** वह क्षेत्र है जो विशेष रूप से इसी कार्य से संबंधित है। यह विश्लेषण करता है कि शब्द क्या दर्शाते हैं और जब उन्हें एक साथ रखा जाता है तो उनका क्या मतलब होता है। इसलिए, यह भाषा का वह घटक है जो प्रश्न में वर्णित कार्य को परिभाषित करता है।

198. Answer: b

Explanation:

## भाषा अर्जन: बच्चों के भाषा विकास का आधार

यह प्रश्न बच्चों के भाषा सीखने की प्रक्रिया से संबंधित है। जैसे-जैसे छोटे बच्चे **शब्द भंडार** बढ़ाते हैं, वे स्वाभाविक रूप से व्याकरण के नियमों को सीखते हैं और दूसरों द्वारा बोले जा रहे वाक्यों का अर्थ समझने लगते हैं। इस पूरी प्रक्रिया को जिस शब्द से सबसे अच्छी तरह समझा जा सकता है, वह है **भाषा अर्जन**।

## भाषा अर्जन की प्रक्रिया को समझना

- **भाषा अर्जन (Acquisition):** यह वह सहज और अवचेतन (unconscious) प्रक्रिया है जिसके द्वारा बच्चे अपनी मातृभाषा सीखते हैं। इसमें वे सुनकर, देखकर और बातचीत करके भाषा के नियम, शब्दावली और वाक्य संरचना को स्वाभाविक रूप से अपना लेते हैं। जब बच्चे पर्याप्त **शब्द भंडार** बना लेते हैं, तो *भाषा अर्जन* ही उन्हें व्याकरण सम्मत शब्दों का प्रयोग करने और वाक्यों का अर्थ समझने में मदद करता है। यह प्रक्रिया सक्रिय शिक्षण के बिना होती है।

## अन्य विकल्पों का विश्लेषण

आइए देखें कि अन्य विकल्प इस संदर्भ में क्यों कम उपयुक्त हैं:

- **अधिगम (Learning):** 'भाषा अधिगम' आमतौर पर सचेत (conscious) प्रयास से, विशेषकर दूसरी भाषा सीखते समय, नियमों को पढ़कर या याद करके होता है। यह प्रक्रिया प्रश्न में वर्णित बच्चों के स्वाभाविक भाषा विकास से थोड़ी अलग है।
- **अनुकूलन (Adaptation):** इसका अर्थ है किसी नई परिस्थिति या वातावरण के अनुसार खुद को ढालना। भाषा के संदर्भ में, यह भाषा को नई परिस्थितियों में प्रयोग करना हो सकता है, लेकिन यह भाषा सीखने की मूल प्रक्रिया नहीं है।
- **विस्तार (Expansion):** इसका अर्थ है किसी चीज़ को बढ़ाना या फैलाना। हालाँकि बच्चे का शब्द भंडार 'विस्तारित' होता है, लेकिन यह शब्द उस पूरी प्रक्रिया का वर्णन नहीं करता जिसमें व्याकरण और वाक्य-समझ शामिल है।

## निष्कर्ष

बच्चों का भाषा के प्रति स्वाभाविक झुकाव और उसे बिना सचेत प्रयास के सीख लेना **भाषा अर्जन** कहलाता है। जैसे-जैसे उनका शब्द भंडार बढ़ता है, भाषा अर्जन की यही प्रक्रिया उन्हें सही व्याकरण का उपयोग करने और सुने गए वाक्यों का अर्थ समझने में सहायता करती है। इसलिए, दिए गए विकल्पों में से 'अर्जन' सबसे सटीक उत्तर है।

199. Answer: d

Explanation:

## भाषा अधिगम में निदानात्मक परीक्षणों के उद्देश्य को समझना

निदानात्मक परीक्षण (Diagnostic Test) भाषा सीखने की प्रक्रिया में एक महत्वपूर्ण मूल्यांकन उपकरण है। इसका मुख्य उद्देश्य यह पता लगाना होता है कि विद्यार्थी किसी विशेष विषय या कौशल में कहाँ पर कमजोर हैं या उन्हें कहाँ समझने में कठिनाई हो रही है। यह परीक्षण किसी विशिष्ट क्षेत्र में छात्र की प्रगति या समस्या की गहराई को समझने में मदद करता है, ताकि उसके अनुसार शिक्षण विधियों में सुधार किया जा सके।

## विकल्पों का विश्लेषण



आइए दिए गए विकल्पों पर एक नजर डालते हैं कि भाषा अधिगम में निदानात्मक परीक्षणों का कौन सा उद्देश्य सबसे उपयुक्त है:

- **शिक्षक अभिभावक बैठकों में अभिभावकों को प्रतिपुष्टि देना:** यह कार्य सामान्य मूल्यांकन या प्रगति रिपोर्टिंग का हिस्सा हो सकता है, लेकिन यह निदानात्मक परीक्षण का प्राथमिक उद्देश्य नहीं है। निदानात्मक परीक्षण अधिक विशिष्ट होता है और सीखने की कठिनाइयों पर केंद्रित होता है।
- **विद्यार्थियों के रिपोर्ट कार्ड में रिकॉर्ड रखना:** रिपोर्ट कार्ड में रिकॉर्ड रखना एक प्रशासनिक कार्य है। यह दर्शाता है कि छात्र ने क्या सीखा है, लेकिन यह नहीं बताता कि सीखने में विशिष्ट समस्याएं कहाँ हैं। निदानात्मक परीक्षण का उद्देश्य रिकॉर्ड रखने से कहीं अधिक गहरा है।
- **शिक्षार्थियों को प्रतियोगी परीक्षाओं के लिए तैयार करना:** प्रतियोगी परीक्षाओं की तैयारी के लिए अभ्यास परीक्षण या विशेष कोचिंग का उपयोग किया जाता है। निदानात्मक परीक्षण का लक्ष्य परीक्षा की तैयारी करवाना नहीं, बल्कि सीखने की प्रक्रिया में आने वाली बाधाओं को पहचानना है।
- **शिक्षार्थियों की समझ में कहाँ और किस तरह की कमी है, यह जानना:** यह निदानात्मक परीक्षण का बिल्कुल सही उद्देश्य है। ये परीक्षण विशेष रूप से उन क्षेत्रों की पहचान करने के लिए डिज़ाइन किए जाते हैं जहाँ शिक्षार्थी को अवधारणाओं को समझने में कठिनाई हो रही है या किसी विशेष कौशल में कमी है। उदाहरण के लिए, एक भाषा सीखने वाले छात्र के लिए, यह परीक्षण यह बता सकता है कि उसे व्याकरण के किसी विशेष नियम को समझने में समस्या है या शब्दावली याद रखने में कठिनाई हो रही है।

## निष्कर्ष

निदानात्मक परीक्षणों का मुख्य कार्य शिक्षार्थियों की व्यक्तिगत सीखने की ज़रूरतों और कठिनाइयों को पहचानना है। इससे शिक्षकों को छात्र की समस्या को ठीक से समझने और उसके अनुसार प्रभावी शिक्षण रणनीति बनाने में मदद मिलती है। इसलिए, सबसे सटीक उद्देश्य यह जानना है कि **शिक्षार्थियों की समझ में कहाँ और किस तरह की कमी है।**

200. Answer: d

Explanation:



# पूर्व बाल्यावस्था में भाषा विकास एवं साक्षरता विकास की समझ

पूर्व बाल्यावस्था (Early Childhood) बच्चों के समग्र विकास का एक महत्वपूर्ण चरण होता है। इस दौरान बच्चों का **भाषा विकास** (Language Development) और **साक्षरता विकास** (Literacy Development) तेजी से होता है। यह समझना महत्वपूर्ण है कि ये दोनों अवधारणाएँ किस प्रकार एक-दूसरे से संबंधित हैं और क्या वे भिन्न हैं।

## भाषा विकास का अर्थ

**भाषा विकास** से तात्पर्य उस प्रक्रिया से है जिसके द्वारा बच्चे बोलना, सुनना, समझना और प्रभावी ढंग से संवाद करना सीखते हैं। इसमें शामिल हैं:

- शब्दावली (Vocabulary) का विस्तार।
- वाक्य संरचना (Sentence structure) और व्याकरण (Grammar) को समझना और उपयोग करना।
- दूसरों की बातों को सुनना और समझना।
- अपने विचारों और भावनाओं को बोलकर व्यक्त करना।

यह मुख्य रूप से मौखिक संचार (Oral Communication) पर केंद्रित होता है।

## साक्षरता विकास का अर्थ

**साक्षरता विकास** से तात्पर्य लिखित भाषा (Written Language) को पढ़ने और लिखने की क्षमता विकसित करने से है। इसमें शामिल हैं:

- प्रिंट जागरूकता (Print Awareness): यह समझना कि प्रिंट का अर्थ होता है और इसे कैसे पढ़ा जाता है।
- ध्वन्यात्मक जागरूकता (Phonological Awareness): शब्दों की ध्वनियों को पहचानना और उनमें हेरफेर करना।
- डिकोडिंग (Decoding): अक्षरों और शब्दों को पहचानने की क्षमता।
- लेखन (Writing): अक्षरों और शब्दों को लिखने की क्षमता।
- समझ (Comprehension): पढ़ी गई सामग्री के अर्थ को समझना।

यह लिखित संचार (Written Communication) पर केंद्रित होता है।

## भाषा विकास और साक्षरता विकास के बीच संबंध

पूर्व बाल्यावस्था में भाषा विकास और साक्षरता विकास के बीच एक गहरा और महत्वपूर्ण संबंध है:

- **आधारभूत संबंध:** मजबूत भाषा विकास, विशेष रूप से अच्छी शब्दावली और वाक्य समझने की क्षमता, साक्षरता विकास के लिए एक मजबूत नींव प्रदान करती है। बच्चे जो बोलते और समझते हैं, उसे पढ़ना और लिखना सीखना उनके लिए आसान हो जाता है।
- **भिन्न अवधारणाएँ:** यद्यपि वे संबंधित हैं, ये दोनों अलग-अलग कौशल और प्रक्रियाएँ हैं। भाषा मुख्य रूप से सुनने और बोलने से संबंधित है, जबकि साक्षरता मुख्य रूप से पढ़ने और लिखने से संबंधित है।
- **परस्पर निर्भरता:** जहाँ भाषा साक्षरता का समर्थन करती है, वहीं साक्षरता कौशल का विकास भी बच्चे की भाषा को और समृद्ध करता है (जैसे, पढ़ने से नई शब्दावली सीखना)।
- **अदला-बदली न होने योग्य:** इनके महत्व और संबंध के बावजूद, एक को दूसरे के स्थान पर इस्तेमाल नहीं किया जा सकता। आप केवल बोलकर संवाद कर सकते हैं, लेकिन पढ़ना और लिखना सीखने के लिए विशिष्ट कौशल की आवश्यकता होती है जो केवल सुनने और बोलने से प्राप्त नहीं होते।

## निष्कर्ष

इसलिए, पूर्व बाल्यावस्था में, भाषा विकास और साक्षरता विकास दो अलग-अलग लेकिन एक-दूसरे से गहराई से जुड़ी हुई अवधारणाएँ हैं। एक बच्चे के भाषा कौशल उसके साक्षरता कौशल के विकास में मदद करते हैं, लेकिन ये दोनों एक दूसरे के पर्यायवाची नहीं हैं और न ही इन्हें एक-दूसरे के स्थान पर प्रयोग किया जा सकता है। वे संबंधित हैं, पर भिन्न हैं।

## Your Personal Exams Guide

201. Answer: c

Explanation:

### उपागम: व्याकरणिक रचना का व्यवस्थित अभ्यास

यह प्रश्न भाषा शिक्षण की एक विशेष विधि के बारे में पूछता है। इस विधि की मुख्य पहचान यह है कि इसमें लक्ष्य भाषा की व्याकरणिक संरचनाओं को एक व्यवस्थित तरीके से प्रस्तुत किया जाता है। इसके साथ ही, इन संरचनाओं का चयन बहुत सावधानी से किया जाता है और उन्हें सीखने के स्तर के अनुसार, यानी सरल से जटिल के क्रम में, व्यवस्थित किया जाता है। इस प्रकार की शिक्षण विधि में, सीखी जा रही संरचनाओं का अभ्यास प्रभावशाली और सार्थक स्थितियों में कराया जाता है ताकि वे प्रभावी ढंग से सीखी जा सकें।

## विभिन्न भाषा शिक्षण उपागमों का विश्लेषण

आइए, हम प्रश्न में दी गई विशेषताओं के आधार पर दिए गए विकल्पों का विश्लेषण करें:

- **रचनावादी उपागम (Constructivist Approach):** इस उपागम में यह माना जाता है कि शिक्षार्थी अपने पूर्व ज्ञान और अनुभवों के आधार पर स्वयं ज्ञान का निर्माण करते हैं। इसमें सक्रिय भागीदारी महत्वपूर्ण है, लेकिन यह मुख्य रूप से व्याकरणिक संरचनाओं के व्यवस्थित, स्तरवार प्रस्तुतिकरण और अभ्यास पर केंद्रित नहीं होता है।
- **सम्प्रेषणात्मक उपागम (Communicative Approach):** यह उपागम भाषा को संवाद के माध्यम के रूप में देखता है। इसका मुख्य उद्देश्य शिक्षार्थियों को विभिन्न सामाजिक परिस्थितियों में प्रभावी ढंग से संवाद करने में सक्षम बनाना है। हालाँकि यह उपागम व्याकरण को महत्वपूर्ण मानता है, पर इसका जोर व्याकरणिक शुद्धता के बजाय प्रवाह (fluency) और अर्थपूर्ण संचार पर अधिक होता है। यह प्रश्न में वर्णित "व्यवस्थित प्रदर्शन और स्तरवार व्याकरणिक रचना का अभ्यास" पर उतना जोर नहीं देता जितना कि अन्य उपागम दे सकते हैं।
- **संरचनावादी उपागम (Structural Approach):** यह उपागम भाषा की संरचनाओं, विशेष रूप से व्याकरण के नियमों और पैटर्न पर केंद्रित है। इस विधि में, भाषा की संरचनाओं को छोटे-छोटे भागों में विभाजित किया जाता है, उन्हें एक तार्किक क्रम (सरल से जटिल) में व्यवस्थित किया जाता है, और फिर उनका व्यवस्थित तरीके से अभ्यास कराया जाता है। यह उपागम भाषा की सटीकता और सही रूप पर जोर देता है। प्रश्न में वर्णित "व्यवस्थित प्रदर्शन", "सावधानीपूर्वक चयनित एवं स्तरवार व्याकरणिक रचना का अभ्यास" और "प्रभावशाली और सार्थक स्थितियों" में अभ्यास कराना - ये सभी विशेषताएँ संरचनावादी उपागम की प्रमुख पहचान हैं।
- **समग्र भाषा उपागम (Whole Language Approach):** यह उपागम भाषा को एक संपूर्ण इकाई के रूप में देखता है और अलग-अलग व्याकरणिक नियमों को अलग-अलग सिखाने के बजाय, भाषा के सभी कौशलों (पढ़ना, लिखना, बोलना, सुनना) को एकीकृत करके सिखाने पर जोर देता है। इसका मानना है कि शिक्षार्थी संदर्भ में भाषा का प्रयोग करते हुए स्वाभाविक रूप से व्याकरण सीखते हैं।

## प्रश्न के संदर्भ में सही उपागम का चयन

प्रश्न स्पष्ट रूप से उस उपागम की ओर इशारा कर रहा है जो व्याकरणिक संरचनाओं को चरणबद्ध तरीके से सिखाने और अभ्यास कराने पर बल देता है। संरचनाओं का सावधानीपूर्वक चयन और उन्हें स्तरानुसार प्रस्तुत करना, साथ ही उन्हें सार्थक अभ्यास में लाना, **संरचनावादी उपागम** की मुख्य विशेषताएँ हैं। यह उपागम भाषा की नींव को मजबूत करने के लिए व्याकरण की सटीकता पर ध्यान केंद्रित करता है।

## 202. Answer: b

### Explanation:

**प्रश्न विश्लेषण:** यह प्रश्न एक कक्षा की स्थिति का वर्णन करता है जहाँ एक **अध्यापक** बच्चों को 'नगरीकरण के कारण प्रदूषण' विषय पर **मानस मंथन** करने के लिए कहता है। यहाँ मुख्य उद्देश्य यह समझना है कि 'मानस मंथन' का इस संदर्भ में क्या अर्थ है।

### 'मानस मंथन' को समझना

'मानस मंथन', जिसे अंग्रेजी में ब्रेनस्टॉर्मिंग (Brainstorming) कहा जाता है, एक ऐसी तकनीक है जिसका उपयोग किसी विशेष विषय या समस्या पर बहुत सारे विचार (ideas) उत्पन्न करने के लिए किया जाता है। यह रचनात्मकता (creativity) को बढ़ावा देने और नए विचारों को सामने लाने का एक प्रभावी तरीका है। इसमें मुख्य रूप से दो चरण होते हैं:

- **विचार उत्पन्न करना (Idea Generation):** इस चरण में, प्रतिभागी बिना किसी संकोच या आलोचना के, जो भी विचार मन में आते हैं, उन्हें व्यक्त करते हैं या लिखते हैं। इस समय विचारों की गुणवत्ता या व्यावहारिकता पर ध्यान नहीं दिया जाता है।
- **विचारों का मूल्यांकन (Idea Evaluation):** दूसरे चरण में, उत्पन्न किए गए विचारों का विश्लेषण किया जाता है, उन्हें वर्गीकृत किया जाता है, और सबसे अच्छे या सबसे उपयोगी विचारों को चुना जाता है।

प्रश्न में पूछा गया है कि अध्यापक के कहने पर बच्चों द्वारा किया जाने वाला मानस मंथन का क्या तात्पर्य है, जिसका अर्थ है कि यह पहले चरण, यानी विचार उत्पन्न करने की प्रक्रिया से संबंधित है।

### 'नगरीकरण के कारण प्रदूषण' विषय पर विकल्पों का विश्लेषण

आइए दिए गए विकल्पों का विश्लेषण करें कि कौन सा विकल्प 'मानस मंथन' के अर्थ को सबसे अच्छी तरह दर्शाता है:

| विकल्प | कथन                                                               | 'मानस मंथन' से संबंध                                                                                                                                                                                                  |
|--------|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1      | कालक्रम के अनुसार विचारों को क्रम देना                            | यह विचारों को व्यवस्थित करने की प्रक्रिया है, न कि नए विचार उत्पन्न करने की। मानस मंथन का पहला चरण विचारों को बिना क्रम के उत्पन्न करना है।                                                                           |
| 2      | बिना सोचे-विचारे किसी टॉपिक से संबंधित विचार बिन्दुओं को नोट करना | यह मानस मंथन के पहले चरण का सटीक वर्णन करता है। 'बिना सोचे-विचारे' का अर्थ यहाँ 'बिना अधिक सोचे' या 'बिना आलोचना के' है, जिससे विचारों का प्रवाह बना रहे। 'विचार बिन्दुओं को नोट करना' भी इसी प्रक्रिया का हिस्सा है। |
| 3      | अनुच्छेद का उपसंहार लिखना                                         | यह लेखन का एक हिस्सा है, जो विचारों के प्रस्तुतिकरण के बाद आता है, न कि विचार उत्पन्न करने की प्रारंभिक प्रक्रिया।                                                                                                    |
| 4      | टॉपिक के लिए वाक्य लिखना                                          | यह विचारों को वाक्य रूप में ढालना है, जो आमतौर पर विचारों के उत्पन्न होने के बाद किया जाता है। मानस मंथन में मुख्य जोर विचारों को सूचीबद्ध करना होता है, न कि उन्हें तुरंत वाक्यों में पिरोना।                        |

## सही विकल्प का स्पष्टीकरण

'मानस मंथन' का मुख्य उद्देश्य किसी विषय, जैसे 'नगरीकरण के कारण प्रदूषण', पर बिना किसी रोक-टोक या आलोचना के अधिक से अधिक विचार उत्पन्न करना है। विकल्प 2, "बिना सोचे-विचारे किसी टॉपिक से संबंधित विचार बिन्दुओं को नोट करना", इस प्रक्रिया का सबसे उपयुक्त वर्णन करता है। यहाँ 'बिना सोचे-विचारे' का तात्पर्य है कि प्रतिभागियों को अपने विचारों को तुरंत न्याय या संपादित किए बिना व्यक्त करने के लिए प्रोत्साहित किया जाता है। यह मुक्त प्रवाह (free flow) विचारों को उत्पन्न करने में मदद करता है, जो मानस मंथन का एक महत्वपूर्ण पहलू है। **अध्यापक** इस तकनीक का उपयोग **बच्चों** को विषय के विभिन्न पहलुओं पर सोचने के लिए प्रेरित करने हेतु कर रहे हैं।

203. Answer: b

Explanation:

लेखन में अमन का मुख्य ध्यान

प्रश्न के अनुसार, अमन लिखते समय पूर्ण विराम और अन्य विराम चिह्नों का उपयोग कर रहा है। हमें यह पहचानना है कि इस स्थिति में अमन का मुख्य ध्यान किस पर केंद्रित है।

## विराम चिह्नों का महत्व और लेखन के प्रकार

विराम चिह्न, जैसे पूर्ण विराम (।), अल्पविराम (,), प्रश्नवाचक चिह्न (?) आदि, वाक्य को स्पष्टता और सही अर्थ देने में मदद करते हैं। इनका सही उपयोग लेखन की गुणवत्ता के लिए महत्वपूर्ण है। प्रश्न यह बताता है कि अमन इन चिह्नों का प्रयोग कर रहा है, और हमें उसके मुख्य उद्देश्य का पता लगाना है।

## विकल्पों का विश्लेषण

- **सर्जन / रचना:**

सर्जन या रचना का अर्थ है मौलिक विचारों या कहानी को लिखना। इसमें भी विराम चिह्नों का प्रयोग होता है, लेकिन यदि मुख्य ध्यान केवल विराम चिह्नों के प्रयोग पर है, तो यह जरूरी नहीं कि वह मूल रचना ही कर रहा हो। हो सकता है कि वह किसी और के लिखे हुए को कॉपी कर रहा हो।

- **प्रतिलेखन:**

प्रतिलेखन का मतलब होता है किसी मूल पाठ (जैसे किताब, लेख या किसी के बोले गए शब्द) को देखकर या सुनकर ठीक वैसा ही लिखना। इस प्रक्रिया में, मूल पाठ की वर्तनी, व्याकरण और विशेष रूप से विराम चिह्नों का सटीक रूप से नकल करना बहुत जरूरी होता है। अमन का पूर्ण विराम और अन्य विराम चिह्नों पर ध्यान देना यह दर्शाता है कि वह मूल पाठ की नकल को यथासंभव सटीक बनाने की कोशिश कर रहा है, जो कि प्रतिलेखन का मुख्य उद्देश्य है।

- **आड़ी-तिरछी रेखाओं पर:**

आड़ी-तिरछी रेखाओं का लेखन या विराम चिह्नों के प्रयोग से कोई सीधा संबंध नहीं है। यह विकल्प पूरी तरह से अप्रासंगिक है।

- **वृत्तान्त वर्णन:**

वृत्तान्त वर्णन का अर्थ है किसी घटना या कहानी का क्रमबद्ध विवरण देना। यह एक प्रकार की रचना हो सकती है, लेकिन प्रश्न यह नहीं पूछ रहा है कि अमन किस प्रकार की सामग्री लिख रहा है, बल्कि यह पूछ रहा है कि लिखते समय उसका मुख्य जोर किस चीज़ पर है, खासकर जब वह विराम चिह्नों का उपयोग कर रहा है। विराम चिह्नों पर ध्यान देना वर्णन की सामग्री से ज्यादा लिखने की प्रक्रिया पर जोर देता है।



## निष्कर्ष: अमन का मुख्य ध्यान

जब कोई व्यक्ति लिखते समय विराम चिह्नों के प्रयोग पर विशेष ध्यान देता है, तो यह अक्सर इस बात का संकेत होता है कि वह किसी मौजूदा पाठ को सटीकता से कॉपी कर रहा है। विराम चिह्नों का सही उपयोग यह सुनिश्चित करता है कि लिखी गई सामग्री मूल पाठ के अर्थ और प्रवाह को बनाए रखे। चूँकि अमन पूर्ण विराम और अन्य विराम चिह्नों का प्रयोग कर रहा है, उसका मुख्य ध्यान इस बात पर है कि लिखी गई सामग्री मूल के जैसी ही हो, जो कि **प्रतिलेखन** की प्रक्रिया है।

204. Answer: a

Explanation:

## 'अन्तःक्रियात्मक' श्रवण की विस्तृत व्याख्या

'अन्तःक्रियात्मक' श्रवण का अर्थ है एक ऐसी श्रवण प्रक्रिया जिसमें सुनने वाला केवल जानकारी प्राप्त ही नहीं करता, बल्कि सक्रिय रूप से श्रवण प्रक्रिया में भाग लेता है और प्रतिक्रिया देता है। यह एक दो-तरफ़ा संवाद की तरह है जहाँ सुनने वाला वक्ता के साथ जुड़ता है।

### विकल्पों का विश्लेषण

- विकल्प 1: श्रवण एवं उत्तर देना

यह विकल्प 'अन्तःक्रियात्मक' श्रवण के मूल अर्थ को दर्शाता है। इसमें सुनना (श्रवण) और फिर प्रतिक्रिया देना (उत्तर देना) शामिल है, जो एक सक्रिय और सहभागी प्रक्रिया है। यह वक्ता और श्रोता के बीच एक संवाद स्थापित करता है।

- विकल्प 2: स्वर में उतार-चढ़ाव के लिए श्रवण

यह केवल वक्ता की आवाज़ के लहज़े या भावनात्मक उतार-चढ़ाव को समझने पर केंद्रित है। हालाँकि यह श्रवण कौशल का एक महत्वपूर्ण हिस्सा है, यह 'अन्तःक्रियात्मक' या सहभागी होने की पूरी परिभाषा को शामिल नहीं करता है।

- विकल्प 3: शब्दों पर बलाघात और प्रभाव देने के लिए श्रवण

इसमें वक्ता द्वारा शब्दों पर दिए जाने वाले ज़ोर या महत्व को समझना शामिल है। यह भाषा की बारीकियों को समझने में मदद करता है, लेकिन यह श्रोता की सक्रिय प्रतिक्रिया या जुड़ाव को



आवश्यक नहीं बनाता है।

• विकल्प 4: वक्ता के दृष्टिकोण को समझने के लिए श्रवण

यह सहानुभूतिपूर्ण या आलोचनात्मक श्रवण का एक रूप है, जिसका उद्देश्य वक्ता के नज़रिए को गहराई से समझना है। हालाँकि यह एक महत्वपूर्ण श्रवण कौशल है, इसमें सीधे तौर पर 'उत्तर देने' या सक्रिय रूप से बातचीत में शामिल होने का पहलू शामिल नहीं है, जो 'अन्तःक्रियात्मक' का मुख्य तत्व है।

## निष्कर्ष

'अन्तःक्रियात्मक' श्रवण का सबसे सटीक वर्णन वह प्रक्रिया है जहाँ व्यक्ति न केवल सुनता है बल्कि उस सुने हुए पर प्रतिक्रिया भी देता है। इसलिए, 'श्रवण एवं उत्तर देना' इस अवधारणा का सबसे उपयुक्त प्रतिनिधित्व करता है। यह सक्रिय जुड़ाव और संवाद पर जोर देता है।

205. Answer: c

Explanation:

## कहानी पढ़ते समय नए शब्दों को समझना

जब कोई विद्यार्थी कोई कहानी या पाठ पढ़ रहा होता है, तो उसे अक्सर ऐसे नए शब्दों का सामना करना पड़ता है जिनके अर्थ वह नहीं जानता। इन अपरिचित शब्दों को समझना, कहानी की पूरी समझ विकसित करने और अपनी शब्दावली (vocabulary) को बढ़ाने के लिए आवश्यक है।

## नए शब्दों से निपटने की रणनीतियाँ

किसी नए शब्द का सामना होने पर विद्यार्थी के पास कई विकल्प होते हैं। आइए प्रत्येक विकल्प का मूल्यांकन करें:

- **अध्यापक से पूछना:** यह एक मान्य तरीका है। शिक्षक छात्र की शंकाओं को दूर कर सकते हैं और सही अर्थ बता सकते हैं। हालाँकि, पढ़ते समय तुरंत हर शब्द के लिए अध्यापक पर निर्भर रहना व्यावहारिक नहीं हो सकता है।
- **शब्द को छोड़कर आगे बढ़ना:** यह एक अनुचित रणनीति है। शब्दों को छोड़ने से कहानी का अर्थ समझना मुश्किल हो सकता है, जिससे समग्र समझ पर नकारात्मक प्रभाव पड़ता है।

- **संदर्भ के अनुसार अनुमान लगाना:** यह एक बहुत ही प्रभावी पठन कौशल है। वाक्य में या आस-पास के वाक्यों में दिए गए सुरागों (clues) का उपयोग करके, विद्यार्थी अक्सर नए शब्द के अर्थ का सही-सही अनुमान लगा सकता है। यह पाठक को पाठ के साथ सक्रिय रूप से जुड़ने में मदद करता है और पढ़ने की प्रक्रिया को बाधित नहीं करता है।
- **शब्दकोश में अर्थ ढूँढ़ना:** यह भी एक महत्वपूर्ण तरीका है, खासकर सटीक अर्थ जानने के लिए। यह शब्दावली निर्माण के लिए बहुत अच्छा है। लेकिन, कहानी पढ़ते समय बार-बार शब्दकोश देखना पठन के प्रवाह (reading flow) को तोड़ सकता है।

## संदर्भ अनुमान का महत्व

दिए गए विकल्पों में से, **संदर्भ के अनुसार शब्द के अर्थ का अनुमान लगाना** सबसे उपयुक्त तत्काल प्रतिक्रिया है। यह विद्यार्थी को पाठ के साथ व्यस्त रखते हुए उसकी समझ को आगे बढ़ाने की अनुमति देता है। यह एक ऐसी तकनीक है जिसे विद्यार्थियों को अपनी समझ और पढ़ने की स्वायत्तता (reading autonomy) को बेहतर बनाने के लिए विकसित करना चाहिए। बाद में, पुष्टि के लिए या यदि अनुमान गलत था, तो शब्दकोश का उपयोग करना या शिक्षक से पूछना उचित कदम हो सकते हैं।

206. Answer: a

Explanation:

## रचनात्मक आकलन को समझना

रचनात्मक आकलन (Formative Assessment) एक महत्वपूर्ण शिक्षण-अधिगम प्रक्रिया है। इसका मुख्य उद्देश्य विद्यार्थियों के सीखने की प्रक्रिया के दौरान उनकी प्रगति की लगातार निगरानी करना और उन्हें बेहतर बनाने के लिए समय पर प्रतिक्रिया (फीडबैक) प्रदान करना है। यह केवल अंतिम परिणाम का मूल्यांकन नहीं करता, बल्कि सीखने के रास्ते पर ध्यान केंद्रित करता है।

## रचनात्मक आकलन की प्रकृति

रचनात्मक आकलन को समझने के लिए, यह जानना ज़रूरी है कि यह सीखने के 'कैसे' पर केंद्रित है, न कि केवल 'क्या' सीखा गया। यह एक सतत प्रक्रिया है जिसमें शिक्षक विद्यार्थियों की समझ, कौशल विकास और चुनौतियों का पता लगाते हैं ताकि शिक्षण विधियों को आवश्यकतानुसार समायोजित किया जा सके।

## विकल्पों का विश्लेषण

- **प्रक्रिया अभिमुखी (Process Oriented):** यह विकल्प रचनात्मक आकलन के सार को दर्शाता है। रचनात्मक आकलन इस बात पर ध्यान केंद्रित करता है कि छात्र कैसे सीखते हैं, वे किन चरणों का पालन करते हैं, और उन्हें कहाँ कठिनाई हो रही है। शिक्षक इस जानकारी का उपयोग शिक्षण को बेहतर बनाने के लिए करते हैं। यह सीखने की यात्रा पर जोर देता है।
- **उत्पाद अभिमुखी (Product Oriented):** यह सीखने के अंतिम परिणाम या उत्पाद (जैसे परीक्षा अंक या पूरा किया गया प्रोजेक्ट) पर केंद्रित होता है। यह योगात्मक आकलन (Summative Assessment) की विशेषता है, न कि रचनात्मक आकलन की, जिसका मुख्य ध्यान प्रक्रिया पर होता है।
- **निपुणता अभिमुखी (Mastery Oriented):** यद्यपि रचनात्मक आकलन का एक लक्ष्य छात्रों को निपुणता हासिल करने में मदद करना है, लेकिन यह इसकी मुख्य विशेषता नहीं है। 'प्रक्रिया अभिमुखी' होना इसकी पहचान है, जिसके माध्यम से निपुणता प्राप्त करने में सहायता मिलती है।
- **शिक्षाशास्त्र अभिमुखी (Pedagogy Oriented):** शिक्षाशास्त्र शिक्षण की कला और विज्ञान है। रचनात्मक आकलन शिक्षाशास्त्र का एक हिस्सा है और इसे सूचित करता है, लेकिन यह स्वयं केवल 'शिक्षाशास्त्र अभिमुखी' नहीं है। यह आकलन की एक विशिष्ट विधि है जो सीखने की प्रक्रिया पर केंद्रित है।

इसलिए, रचनात्मक आकलन का सबसे उपयुक्त वर्णन 'प्रक्रिया अभिमुखी' होना है, क्योंकि यह सीखने की प्रक्रिया के दौरान निरंतर सुधार और मार्गदर्शन पर जोर देता है।

## Your Personal Exams Guide

207. Answer: a

Explanation:

### भाषा अधिगम: एक अवलोकन

भाषा अधिगम (Language learning) वह प्रक्रिया है जिसके द्वारा कोई व्यक्ति एक नई भाषा सीखता है। इसमें केवल व्याकरण के नियम या शब्दावली याद करना ही शामिल नहीं है, बल्कि भाषा का प्रभावी ढंग से संचार के लिए उपयोग करना भी महत्वपूर्ण है। यह समझना महत्वपूर्ण है कि भाषा का विकास कैसे होता है और सीखने की प्रक्रिया में कौन से तत्व सबसे प्रभावी होते हैं।

### सही विकल्प का विश्लेषण

प्रश्न पूछता है कि भाषा अधिगम के बारे में कौन सा कथन सही है। आइए दिए गए विकल्पों का मूल्यांकन करें:

## भाषा विकास और उद्देश्यपूर्ण प्रयोग

पहला विकल्प कहता है कि "भाषा का विकास इसके उद्देश्यपूर्ण प्रयोग की वजह से होता है।" यह कथन भाषा अधिगम के सबसे महत्वपूर्ण पहलुओं में से एक को उजागर करता है। जब हम भाषा का उपयोग किसी विशिष्ट उद्देश्य के लिए करते हैं - जैसे कि संवाद करना, कुछ समझाना, या विचारों को व्यक्त करना - तो हमारी भाषा की समझ और क्षमता स्वाभाविक रूप से बेहतर होती है। वास्तविक जीवन की स्थितियों में भाषा का उद्देश्यपूर्ण प्रयोग (purposeful use) न केवल नई चीजें सिखाता है, बल्कि सीखी हुई बातों को मजबूत भी करता है। इसी कारण से, भाषा का विकास प्रभावी ढंग से होता है।

## अन्य विकल्पों का मूल्यांकन

### बातचीत और अन्य क्रियाएं

दूसरा विकल्प बताता है कि "अधिगम में बातचीत, लेखन, आकार देना व आगे बढ़ना शामिल है।" जबकि ये सभी गतिविधियाँ भाषा सीखने की प्रक्रिया का हिस्सा हो सकती हैं, यह कथन यह नहीं बताता कि भाषा का \*विकास\* कैसे होता है। यह केवल सीखने की प्रक्रिया के कुछ घटकों को सूचीबद्ध करता है, न कि विकास के मूल कारण को।

### भाषा के नियम और संरचना

तीसरा विकल्प है, "अधिगम भाषा के रूप और नियम सीखने से होता है।" भाषा के रूप (form) और नियम (rules) सीखना महत्वपूर्ण है, लेकिन यह केवल एक हिस्सा है। केवल नियमों को रटने से भाषा का वास्तविक विकास नहीं होता। भाषा का प्रभावी ढंग से प्रयोग करने के लिए नियमों को समझना और उन्हें व्यवहार में लाना आवश्यक है, जो कि उद्देश्यपूर्ण प्रयोग से संभव होता है। इसलिए, यह विकल्प अधूरा है।

### संवाद दोहराव की विधि

चौथा विकल्प उल्लेख करता है कि "जैसा कि एक विधि द्वारा सुझाव दिया गया है, भाषा मुख्यतः संवादों को दोहराने के माध्यम से सीखी जाती है।" कुछ शिक्षण विधियाँ (जैसे ऑडियो-लिंगुअल विधि) दोहराव पर जोर देती हैं, लेकिन यह कहना कि भाषा \*मुख्यतः\* इसी तरह सीखी जाती है, यह भाषा अधिगम की पूरी तस्वीर नहीं दिखाता। यह विधि सीमित है और वास्तविक, सहज संचार के लिए पर्याप्त नहीं हो सकती है। भाषा का विकास केवल दोहराव से कहीं अधिक जटिल है।

## निष्कर्ष: भाषा अधिगम का सार

सभी विकल्पों पर विचार करने के बाद, यह स्पष्ट है कि भाषा का विकास मुख्य रूप से उसके उद्देश्यपूर्ण प्रयोग से होता है। जब हम वास्तविक जीवन की परिस्थितियों में भाषा का उपयोग करते हैं, तो हम संवाद करना, विचारों को व्यक्त करना और अंततः भाषा में कुशल बनना सीखते हैं। इसलिए, पहला विकल्प भाषा अधिगम के बारे में सबसे सटीक और व्यापक कथन है।

सही उत्तर है: भाषा का विकास इसके उद्देश्यपूर्ण प्रयोग की वजह से होता है।

208. Answer: c

Explanation:

### दो वर्ष के बच्चों का वाक्य प्रयोग: टेलीग्राफ़िक स्पीच को समझना

यह प्रश्न उस चरण का वर्णन करता है जब लगभग दो वर्ष की आयु के बच्चे भाषा विकास में एक महत्वपूर्ण पड़ाव पर पहुँचते हैं। इस चरण में, बच्चे केवल एक शब्द कहने के बजाय, दो या तीन मुख्य शब्दों को मिलाकर सरल वाक्य बनाना शुरू कर देते हैं। वे अक्सर व्याकरण की दृष्टि से कम महत्वपूर्ण शब्दों, जैसे कि 'है', 'और', 'में', आदि को छोड़ देते हैं और केवल आवश्यक शब्दों (जैसे संज्ञा, क्रिया) पर ध्यान केंद्रित करते हैं। इस प्रकार के वाक्य प्रयोग को **टेलीग्राफ़िक स्पीच** कहा जाता है, क्योंकि यह पुराने टेलीग्राम संदेशों की तरह होता था, जहाँ शब्दों की संख्या के आधार पर शुल्क लिया जाता था, इसलिए केवल मुख्य शब्दों का उपयोग किया जाता था।

### भाषा विकास के चरण और उनकी विशेषताएँ

बच्चों के भाषा विकास में विभिन्न चरण होते हैं:

- **कूजन (Cooing):** यह भाषा विकास का सबसे प्रारंभिक चरण है, जो आमतौर पर 2 से 4 महीने की आयु के बीच होता है। इसमें बच्चे मुख्य रूप से स्वर ध्वनियाँ (vowel sounds) निकालते हैं, जैसे 'आ', 'ऊ'।
- **बबलाना (Babbling):** यह चरण लगभग 6 से 9 महीने की आयु में शुरू होता है। बच्चे इसमें व्यंजन और स्वर ध्वनियों के संयोजन को दोहराना शुरू करते हैं, जैसे 'बा-बा-बा', 'मा-मा-मा'। यह ध्वनियों का एक लयबद्ध दोहराव होता है।

- **एक या दो शब्दीय वाक्य (टेलीग्राफ़िक स्पीच) (Telegraphic Speech):** जैसा कि प्रश्न में वर्णित है, यह चरण लगभग 18 से 24 महीने (दो वर्ष) की आयु के आसपास आता है। बच्चे दो या तीन मुख्य शब्दों को जोड़कर छोटे, सार्थक वाक्य बनाते हैं। उदाहरण के लिए, "मम्मी पानी" (Mummy water) या "और चाहिए" (Want more)।
- **सामान्यीकरण (Generalization):** यह भाषा अधिग्रहण का एक हिस्सा है जहाँ बच्चे सीखे गए नियमों को नए शब्दों पर लागू करते हैं (जैसे, 'goed' कहना जबकि सही शब्द 'went' है)। प्रश्न में वर्णित स्थिति इसके बाद का चरण है।

## विकल्पों का विश्लेषण

आइए दिए गए विकल्पों का विश्लेषण करें:

- **कूजन:** यह बहुत प्रारंभिक चरण है और इसमें शब्दों का संयोजन शामिल नहीं होता है।
- **बबलाना:** यह ध्वनियों को दोहराने का चरण है, न कि अर्थपूर्ण शब्दों को जोड़कर वाक्य बनाने का।
- **एक या दो शब्दीय वाक्य (टेलीग्राफ़िक स्पीच):** यह विकल्प सीधे तौर पर प्रश्न में वर्णित स्थिति से मेल खाता है, जहाँ बच्चे दो शब्द वाले वाक्यों को जोड़ना शुरू करते हैं और मुख्य शब्दों पर ध्यान केंद्रित करते हैं।
- **सामान्यीकरण से आगे:** यह एक विशिष्ट भाषा विकास चरण का वर्णन नहीं करता है जैसा कि प्रश्न में पूछा गया है।

इसलिए, दो वर्ष की आयु के आसपास बच्चों द्वारा दो शब्दों वाले वाक्यों को जोड़ना, जिसमें वे कम महत्वपूर्ण शब्दों को छोड़कर मुख्य शब्दों पर ध्यान देते हैं, एक या दो शब्दीय वाक्य (टेलीग्राफ़िक स्पीच) की स्थिति कहलाएगी।

209. Answer: c

Explanation:

## सीखने की शैली का विश्लेषण

यह प्रश्न एक अध्यापक द्वारा विद्यार्थियों के अवलोकन पर आधारित है। अध्यापक ने पाया कि कुछ विद्यार्थी किसी अवधारणा (concept) को तब बेहतर तरीके से सीख पाते हैं जब वे किसी गतिविधि में



भाग ले पाते हैं। हमें उस विशेष सीखने की शैली (learning style) की पहचान करनी है जो इस प्रकार के सीखने के तरीके से मेल खाती है।

## विभिन्न सीखने की शैलियों को समझना

विद्यार्थियों के सीखने के तरीके अलग-अलग होते हैं। सीखने की मुख्य शैलियाँ इस प्रकार हैं:

- **श्रव्य (Auditory) शैली:** इस शैली के विद्यार्थी सुनकर बेहतर सीखते हैं। वे व्याख्यान सुनने, समूह चर्चाओं में भाग लेने या ऑडियो सामग्री का उपयोग करने से लाभान्वित होते हैं।
- **दृश्य (Visual) शैली:** इस शैली के विद्यार्थी देखकर बेहतर सीखते हैं। वे चार्ट, चित्र, वीडियो, आरेख (diagrams) और लिखित नोट्स से जानकारी प्राप्त करते हैं।
- **गत्यात्मक (Kinesthetic) शैली:** इस शैली के विद्यार्थी शारीरिक गतिविधि, करके सीखने (learning by doing) और अनुभव के माध्यम से सबसे अच्छा सीखते हैं। उन्हें प्रयोग करने, मॉडल बनाने, भूमिका निभाने या किसी भी प्रकार की गतिविधि में भाग लेने से अवधारणाओं को समझने में आसानी होती है।
- **सौन्दर्यात्मक (Aesthetic) शैली:** यह आमतौर पर प्राथमिक सीखने की शैलियों में से एक नहीं मानी जाती है, लेकिन यह कला, संगीत या सौंदर्य की सराहना से संबंधित हो सकती है।

## प्रश्न के अवलोकन का मिलान

प्रश्न के अनुसार, विद्यार्थी गतिविधि में भाग लेकर बेहतर सीख रहे हैं। यह सीधे तौर पर गत्यात्मक (Kinesthetic) सीखने की शैली की मुख्य विशेषता है। गत्यात्मक सीखने वाले अपनी इंद्रियों और शरीर का उपयोग करके सीखते हैं, इसलिए सक्रिय भागीदारी उनके लिए महत्वपूर्ण है।

श्रव्य (Auditory) और दृश्य (Visual) शैलियाँ क्रमशः सुनने और देखने पर निर्भर करती हैं, न कि शारीरिक गतिविधि पर। सौन्दर्यात्मक शैली इस संदर्भ में सीधे तौर पर लागू नहीं होती है।

अतः, वह सीखने की शैली जिसमें विद्यार्थी गतिविधि में भाग लेकर सीखते हैं, वह गत्यात्मक है।

210. Answer: b

Explanation:

भाषा अर्जन को समुन्नत करने के लिए उपागम



यह प्रश्न उस शिक्षण पद्धति के बारे में पूछता है जिसमें विद्यार्थियों को **भाषा अर्जन** (language acquisition) को बेहतर बनाने के लिए **वास्तविक दुनिया** (real-world) से जुड़ी गतिविधियों में शामिल किया जाता है। हमें यह पहचानना है कि कौन सा उपागम इस दृष्टिकोण का सबसे अच्छा प्रतिनिधित्व करता है।

## सम्प्रेषणात्मक उपागम: वास्तविक दुनिया से जुड़ाव

**सम्प्रेषणात्मक उपागम** (Communicative Approach) भाषा शिक्षण का वह तरीका है जो भाषा को मुख्य रूप से संचार (communication) के साधन के रूप में देखता है। इस उपागम का लक्ष्य विद्यार्थियों को केवल व्याकरण के नियम या शब्दावली सिखाना नहीं है, बल्कि उन्हें वास्तविक जीवन की स्थितियों में प्रभावी ढंग से संवाद करने में सक्षम बनाना है।

- **केंद्र बिंदु:** इस उपागम में, भाषा का उपयोग सामाजिक संपर्क और सूचना के आदान-प्रदान के लिए किया जाता है, ठीक वैसे ही जैसे हम अपने दैनिक जीवन में करते हैं।
- **गतिविधियाँ:** विद्यार्थियों को अक्सर ऐसी गतिविधियों में शामिल किया जाता है जो वास्तविक दुनिया की परिस्थितियों का अनुकरण करती हैं। उदाहरण के लिए, इसमें शामिल हो सकते हैं:
  - रोल-प्ले (Role-playing): जैसे कि डॉक्टर-मरीज, दुकानदार-ग्राहक संवाद।
  - समूह चर्चा (Group discussions): किसी मुद्दे पर अपने विचार व्यक्त करना।
  - समस्या-समाधान कार्य (Problem-solving tasks): वास्तविक जीवन की चुनौतियों का सामना करना और उनका समाधान खोजना।
  - प्रोजेक्ट-आधारित कार्य (Project-based work): किसी विषय पर शोध करना और उसे प्रस्तुत करना।
- **उद्देश्य:** इसका मुख्य उद्देश्य भाषा में प्रवाह (fluency) और सटीकता (accuracy) विकसित करना है, ताकि विद्यार्थी विभिन्न सामाजिक संदर्भों में आत्मविश्वास से भाषा का उपयोग कर सकें।

## अन्य उपागमों का संक्षिप्त विश्लेषण

आइए अन्य दिए गए विकल्पों पर भी विचार करें ताकि यह स्पष्ट हो सके कि वे इस प्रश्न के संदर्भ में क्यों कम उपयुक्त हैं:

- **व्याकरण अनुवाद विधि (Grammar Translation Method):** यह विधि व्याकरण के नियमों को याद करने और एक भाषा से दूसरी भाषा में पाठ का अनुवाद करने पर बहुत अधिक ध्यान केंद्रित करती है। यह वास्तविक दुनिया में भाषा के प्रयोग के बजाय व्याकरणिक सटीकता पर जोर देती है।

- **संरचनात्मक उपागम (Structural Approach):** यह उपागम भाषा की वाक्य-रचना (sentence structures) और पैटर्न (patterns) को सिखाने पर जोर देता है। हालाँकि यह भाषा की नींव बनाने में मदद करता है, लेकिन यह अक्सर अभ्यास-उन्मुख होता है और वास्तविक, सहज संचार को प्राथमिकता नहीं देता है।
- **श्रव्य भाषिक विधि (Audiolingual Method):** यह विधि सुनने और बोलने के कौशल पर ध्यान केंद्रित करती है, जिसमें ड्रिल (drills) और दोहराव (repetition) का उपयोग किया जाता है। यद्यपि इसका उद्देश्य भाषा का स्वचालित उपयोग विकसित करना है, लेकिन यह अक्सर रचनात्मकता और वास्तविक दुनिया की अप्रत्याशित संचार स्थितियों की उपेक्षा करता है।

## निष्कर्ष

**सम्प्रेषणात्मक उपागम** ही वह उपागम है जो भाषा को एक जीवंत संचार उपकरण के रूप में देखता है और विद्यार्थियों को **वास्तविक दुनिया** की गतिविधियों में संलग्न करके उनके **भाषा अर्जन** को स्वाभाविक और प्रभावी ढंग से बढ़ावा देता है। यह उपागम भाषा को केवल अकादमिक विषय के रूप में नहीं, बल्कि जीवन जीने के कौशल के रूप में सिखाता है।

211. Answer: b

Explanation:

## गद्यांशे पिङ्गलकस्य सम्बोधनम्

The question requires us to identify the person to whom Pingalaka directed the specific statement: "किं तत्र भवान् गन्तुमुत्सहते" which translates to 'Do you wish to go there?'. To find the correct answer, we need to carefully read and understand the context provided in the Sanskrit passage.

## प्रश्नांशस्य सन्दर्भः

The provided text details an interaction involving the characters Pingalaka and Damanka. Let's examine the sequence of events:

- Pingalaka utters the question: "किं तत्र भवान् गन्तुमुत्सहते"

- The passage continues with: 'स आह...' ('He said...'). The pronoun 'स' (he) refers to the person Pingalaka was speaking to at that moment. This indicates that the addressed individual responded.
- Pingalaka then says: "'भद्र ! यदि एव तत् गच्छ शिवास्ते पन्थानः सन्तु'" ('Friend! If that is so, go, may your path be auspicious.'). The address "'भद्र'" (Friend) suggests a direct conversation.
- The narrative explicitly states the consequence: 'दमनकोऽपि तं प्रणम्य सञ्जीवकशब्दानुसारी प्रतस्थो' ('Damanka also, bowing to him, departed following Sanjeevaka's words.').

This final sentence clearly identifies Damanka as the one who bowed and subsequently left. This confirms that Pingalaka's preceding statement and address were directed towards Damanka.

### विकल्पात्मक उत्तराणां परीक्षणम्

We can now analyze the given options based on the contextual evidence from the passage:

- **दमनकम्**: The passage directly shows Damanka interacting with Pingalaka, receiving his words, bowing, and departing. This makes Damanka the clear recipient of Pingalaka's address.
- **करटकम्**: The character Karataka is not mentioned in this specific conversational segment of the provided text.
- **भृत्यम्**: While Damanka might function as a servant (भृत्य), the question asks for the specific, named character addressed. The passage identifies this individual as Damanka.
- **मन्त्रिणम्**: The passage does not mention any minister (मन्त्रिणम्) being involved in this particular conversation.

Therefore, the analysis of the text strongly supports that Pingalaka's statement was addressed to Damanka.

212. Answer: b

## Explanation:

### Damanka's Journey: Contextual Overview

The provided Sanskrit passage describes an interaction involving characters named Pingalaka and Damanka. Pingalaka asks Damanka to wait while he investigates the meaning of the word "Sanjivaka." Following this, Pingalaka permits Damanka to leave. Damanka then departs, guided by the reference to "Sanjivaka," and proceeds directly to Sanjivaka's location. Upon reaching Sanjivaka, Damanka recognizes him as a bull and feels satisfied, believing this situation will benefit him in controlling Pingalaka.

## Damanka Approached: Question Analysis

The specific question asked is: "स्वामिनं आश्वास्य दमनकः कं प्रत्यगच्छत्?" This translates to, "After assuring the master, to whom did Damanka return?" The task is to identify the person Damanka approached or returned to, based on the events narrated in the passage.

## Damanka's Actions: Departure and Approach

- Initially, Pingalaka instructs Damanka to wait for him.
- However, Pingalaka then dismisses Damanka, granting him permission to leave with the words, "Go, may your path be auspicious."
- Following this dismissal, Damanka bows to Pingalaka and departs ("तं प्रणम्य सञ्जीवकशब्दानुसारी प्रतस्थे"). The phrase "सञ्जीवकशब्दानुसारी" is crucial as it indicates that Damanka's departure was guided by, or directed towards, Sanjivaka.
- The passage explicitly states Damanka's subsequent action: "दमनकोऽपि सञ्जीवकसकाशं गत्वा..." which means "Damanka also went to Sanjivaka's presence..."
- This confirms that Sanjivaka was Damanka's destination after he left Pingalaka.

## Master and Assurance: Interpreting the Premise

The question includes the premise "स्वामिनं आश्वास्य" (after assuring the master). While the passage details Pingalaka dismissing Damanka, the question's phrasing suggests a preceding action of assurance towards a master. Given that the correct answer points to Sanjivaka, we can infer that Sanjivaka is considered the "master" in this context. Damanka's successful arrival at Sanjivaka's location and his recognition of him might be interpreted as fulfilling a task or providing an "assurance" related to Sanjivaka. The term "प्रत्यगच्छत्" (returned/approached) in the question describes Damanka's action following his interaction with Pingalaka, indicating his intended recipient.

## Damanka's Recipient: Conclusion

Based on the direct narrative sequence where Damanka leaves Pingalaka and proceeds to Sanjivaka's presence ("सञ्जीवकसकाशं गत्वा"), Sanjivaka is identified as the person Damanka approached. Therefore, aligning with the context and the options provided, Damanka returned to or approached Sanjivaka.

213. Answer: a

Explanation:

### पिङ्गलकस्य भयव्याकुलतायाः कारणम्

This solution explains why Pingalaka became fearful and agitated based on the provided Sanskrit passage. We will analyze the text to understand Pingalaka's state of mind and evaluate the given options.

### गद्यांशस्य सन्दर्भः

The passage describes an interaction between Pingalaka and Damana. Pingalaka instructs Damana to wait while he finds out the nature of Sanjeevaka. When Damana asks if Pingalaka is hesitant to go, Pingalaka responds that a servant's duty is determined by the master's command. Pingalaka then permits Damana to go, wishing him well. After Damana departs, Pingalaka becomes very worried.

## पिङ्गलकस्य भयव्याकुलमनोभावस्य विश्लेषणम्

The text explicitly states Pingalaka's reaction after Damana left:

- "अथ दमनके गते भयव्याकुलमनाः पिङ्गलकः चिन्तयामास।" This means, "After Damana went, Pingalaka, with a mind agitated by fear (भयव्याकुलमनाः), started thinking."
- Pingalaka then reflects on his actions: "आहो ! न शोभनं कृतं मया, यत् तस्य विश्वासं गत्वा आत्माभिप्रायो निवेदितः।" This translates to, "Alas! What I did was not good, that having gained his trust, I revealed my own intention (आत्माभिप्रायो निवेदितः)."
- He further worries: "कदाचित् दमनकोऽयमुभयवेतनो भूत्वा ममोपरि दुष्टबुद्धिः स्यात् भ्रष्टाधिकारत्वात्।" This means, "Perhaps this Damana, becoming a double agent, will develop evil intentions towards me due to the loss of authority (or misuse of authority)."

From this, it is clear that Pingalaka's fear and agitation stem directly from the fact that he revealed his inner thoughts and intentions (आत्माभिप्राय) to Damana, whom he now suspects might betray him.

## विकल्पानां परीक्षणम्

Let's examine each option in light of the text:

- 1. दमनकाय आत्माभिप्रायं निवेदनात् (Because of revealing his own intention to Damana)

This option directly matches Pingalaka's expressed regret and fear. He fears Damana's potential negative actions specifically because he shared his intentions (आत्माभिप्राय) with him.

- 2. अज्ञातबलस्य संजीवकस्य शक्तेः (Because of the power of Sanjeevaka whose strength is unknown)

While Sanjeevaka is mentioned in the passage, Pingalaka's immediate fear and worry described after Damana's departure are not focused on Sanjeevaka's power. His concern is about Damana's potential betrayal.



- 3. मन्त्रिणां छलात् (Because of the deceit of the ministers)

The passage does not mention any ministers or any deceit on their part. Therefore, this option is irrelevant to Pingalaka's stated reason for fear.

- 4. अदृष्टसंकटात् (Because of unseen danger)

This option is too general. While Pingalaka perceives a danger, the text specifies the source and cause of this danger: revealing his intentions to Damana. Option 1 provides the specific reason, making it more accurate.

## निष्कर्ष

Based on Pingalaka's internal monologue where he regrets revealing his intentions (आत्माभिप्राय) to Damana and fears potential betrayal, the most accurate reason for his state of being भयव्याकुलमनाः (fearful and agitated) is the act of sharing his inner thoughts with Damana.

214. Answer: c

Explanation:

## गद्यांश का विश्लेषण: वृषभ की पहचान

यह प्रश्न दिए गए संस्कृत गद्यांश पर आधारित है और पूछता है कि "वृषभः कः आसीत्?" अर्थात्, वृषभ (बैल) कौन था। गद्यांश में तीन मुख्य पात्र हैं: पिङ्गलक, दमनक, और सञ्जीवक। हमें गद्यांश को ध्यान से पढ़कर यह समझना होगा कि इनमें से वृषभ कौन है।

## गद्यांश से मुख्य बिंदु

- पिङ्गलक दमनक से कहता है कि वह तब तक प्रतीक्षा करे जब तक वह सञ्जीवक के 'शब्दस्वरूप' (अर्थात्, उसकी प्रकृति या पहचान) को जानकर वापस न आ जाए।
- दमनक पिङ्गलक की आज्ञा का पालन करता है और सञ्जीवक के पास जाता है।
- सञ्जीवक के पास पहुँचकर, दमनक उसे पहचान लेता है और सोचता है कि यह वृषभ (वृषभोऽयमिति परिजाय) है।



- दमनक यह भी सोचता है कि इस संधि-विग्रह (समझौते या युद्ध) के माध्यम से पिङ्गलक उसके वश में हो जाएगा।

## सञ्जीवक की वृषभ के रूप में पहचान

गद्यांश के एक महत्वपूर्ण भाग में स्पष्ट रूप से कहा गया है: "दमनकोऽपि सञ्जीवकसकाशं गत्वा वृषभोऽयमिति परिजाय हृष्टमना व्यचिन्तयत्।" इस वाक्य का सीधा अर्थ है कि दमनक सञ्जीवक के पास जाकर, उसे यह समझकर कि 'यह वृषभ है' (वृषभोऽयमिति), प्रसन्न हो गया।

यह स्पष्ट रूप से इंगित करता है कि जिस व्यक्ति या प्राणी को दमनक पहचानता है और जिसे वह वृषभ मानता है, वह सञ्जीवक है।

## निष्कर्ष

गद्यांश के विश्लेषण के आधार पर, यह सिद्ध होता है कि सञ्जीवक ही वह वृषभ था जिसका उल्लेख किया गया है।

## सही विकल्प का चयन

प्रश्नोत्तर के विकल्पों को देखने पर:

- 1. दमनक:
- 2. करटक:
- 3. सञ्जीवक:
- 4. पिङ्गलक:

हमारे विश्लेषण के अनुसार, सञ्जीवक वृषभ था। इसलिए, विकल्प 3 सही उत्तर है।

215. Answer: a

Explanation:

'अनेन' शब्द का व्याकरणिक विश्लेषण

इस प्रश्न का उद्देश्य संस्कृत के शब्द 'अनेन' के मूल रूप (प्रकृति) की पहचान करना है। यह समझने के लिए हमें संस्कृत सर्वनामों (pronouns) के विभक्तिकरण (declension) को जानना होगा, जो लिंग, वचन और कारक (विभक्ति) के अनुसार बदलते हैं।

## इदम् सर्वनाम की व्युत्पत्ति

संस्कृत में, 'अनेन' शब्द 'इदम्' (अर्थात् 'यह') सर्वनाम का एक रूप है। विशेष रूप से, यह तृतीया विभक्ति, एकवचन (Instrumental Singular) का रूप है। 'इदम्' एक अनिश्चित सार्वनामिक विशेषण (demonstrative pronoun) है।

## इदम् का विभक्तिकरण (एकवचन)

आइए 'इदम्' सर्वनाम के एकवचन रूपों को देखें, ताकि यह स्पष्ट हो सके कि 'अनेन' रूप कैसे बनता है:

इदम् सर्वनाम का विभक्तिकरण (एकवचन)

| विभक्ति               | पुल्लिंग        | स्त्रीलिंग      | नपुंसकलिङ्ग     |
|-----------------------|-----------------|-----------------|-----------------|
| प्रथमा (Nominative)   | अयम् (ayam)     | इयम् (iyam)     | इदम् (idam)     |
| द्वितीया (Accusative) | इमम् (imam)     | इमाम् (imām)    | इदम् (idam)     |
| तृतीया (Instrumental) | अनेन (anena)    | अनया (anayā)    | अनेन (anena)    |
| चतुर्थी (Dative)      | अस्मै (asmai)   | अस्यै (asyai)   | अस्मै (asmai)   |
| पञ्चमी (Ablative)     | अस्मात् (asmāt) | अस्याः (asyāḥ)  | अस्मात् (asmāt) |
| षष्ठी (Genitive)      | अस्य (asya)     | अस्याः (asyāḥ)  | अस्य (asya)     |
| सप्तमी (Locative)     | अस्मिन् (asmin) | अस्याम् (asyām) | अस्मिन् (asmin) |

जैसा कि तालिका में दिखाया गया है, 'इदम्' सर्वनाम का तृतीया विभक्ति, एकवचन रूप (पुल्लिंग और नपुंसकलिङ्ग दोनों में) 'अनेन' होता है।

## अन्य विकल्पों की असंगति

- विकल्प 'एतद्' (etad - यह): इसका तृतीया एकवचन रूप 'एतेन' (etena) होता है, जो 'अनेन' से भिन्न है।

- विकल्प 'अदस्' (adas - वह/वह दूर): इस सर्वनाम के कुछ रूप तृतीया एकवचन में 'अनेन' जैसे हो सकते हैं, लेकिन 'इदम्' से 'अनेन' बनना अधिक मानक और सामान्य है, खासकर दिए गए विकल्पों में से।
- विकल्प 'अस्मद्' (asmad - मैं/हम): यह एक पुरुषवाचक सर्वनाम (personal pronoun) है। इसका तृतीया एकवचन रूप 'मया' (mayā) होता है, जो 'अनेन' से बिल्कुल अलग है।

## 'अनेन' का सही आधार

सभी विश्लेषणों और विभक्तिकरण नियमों के आधार पर, यह स्पष्ट होता है कि 'अनेन' शब्द का मूल रूप 'इदम्' सर्वनाम है। यह 'इदम्' का ही तृतीया विभक्ति, एकवचन का रूप है।

216. Answer: c

Explanation:

## ममोपरि का सन्धि-विच्छेद एवं गुण सन्धि

इस प्रश्न में हमें 'ममोपरि' शब्द का सही सन्धि-विच्छेद (शब्दों को अलग करना) करना है और उसमें प्रयुक्त सन्धि के प्रकार की पहचान करनी है। यह शब्द दिए गए संस्कृत गद्यांश से लिया गया है।

### 'ममोपरि' शब्द का विश्लेषण

शब्द 'ममोपरि' का विच्छेद करने पर हमें दो मूल शब्द मिलते हैं:

- पहला शब्द: 'मम' (जिसका अर्थ है 'मेरा')
- दूसरा शब्द: 'उपरि' (जिसका अर्थ है 'ऊपर')

इन दोनों शब्दों को मिलाने पर 'ममोपरि' शब्द बनता है।

### सन्धि नियम की व्याख्या

सन्धि प्रक्रिया को समझने के लिए, हमें 'मम' के अंतिम वर्ण और 'उपरि' के प्रथम वर्ण पर ध्यान देना होगा:

- 'मम' शब्द का अंतिम ध्वनि 'म' है, जिसमें एक अन्तर्निहित स्वर 'i' होता है।

- 'उपरि' शब्द का पहला वर्ण 'ि' है।

जब 'अ' या 'आ' के बाद 'इ', 'ई', 'उ', 'ऊ' या 'ऋ' आता है, तो गुण सन्धि के नियम के अनुसार स्वर परिवर्तन होता है:

- $\text{ि} + \text{ि} = \text{ि}$
- $\text{ि} + \text{ि} = \text{ि}$
- $\text{ि} + \text{ि} = \text{ि}$
- $\text{ि} + \text{ि} = \text{ि}$
- $\text{ि} + \text{ि} = \text{ि}$

हमारे मामले में, 'मम' के अंत में 'ि' है और 'उपरि' के प्रारंभ में 'ि' है। अतः, गुण सन्धि के नियम ( $\text{ि} + \text{ि} = \text{ि}$ ) के अनुसार, ये मिलकर 'ि' बनाते हैं।

इस प्रकार, सन्धि इस प्रकार होती है:

$\text{मि} + \text{मि} \rightarrow \text{मि} + \text{मि} + \text{मि} \rightarrow \text{मि} + (\text{मि} + \text{मि}) + \text{मि} \rightarrow \text{मि} + \text{मि} + \text{मि} \rightarrow \text{मिमिमि}$

इसलिए, 'ममोपरि' में **\*\*गुण सन्धि\*\*** हुई है।

## विकल्पों की समीक्षा

आइए अब दिए गए विकल्पों की जाँच करें:

Your Personal Exams Guide

| विकल्प संख्या | सन्धि-विच्छेद | सन्धि का प्रकार | विश्लेषण                                                                                                           |
|---------------|---------------|-----------------|--------------------------------------------------------------------------------------------------------------------|
| 1             | मम + ओपरि     | हल् सन्धि:      | यह गलत है क्योंकि 'उपरि' का 'ओ' गलत है और यह हल् सन्धि नहीं, बल्कि स्वर सन्धि है।                                  |
| 2             | ममो + उपरि    | गुणसन्धि:       | यह गलत है क्योंकि शब्द का पहला भाग 'ममो' नहीं, 'मम' होना चाहिए।                                                    |
| 3             | मम + उपरि     | गुणसन्धि:       | <b>यह सही है।</b> यह 'मम' और 'उपरि' का उचित विच्छेद है और ॥ + ॥ = ॥ के नियम से गुण सन्धि को सही ढंग से दर्शाता है। |
| 4             | मम + उपरि     | वृद्धि: सन्धि:  | सन्धि-विच्छेद सही है, परन्तु सन्धि का प्रकार गलत है। ॥ + ॥ से 'ओ' बनता है, जो गुण सन्धि है, वृद्धि सन्धि नहीं।     |
| 5             | (रिक्त)       | (रिक्त)         | यह एक रिक्त विकल्प है।                                                                                             |

### निष्कर्ष

'ममोपरि' शब्द का सही सन्धि-विच्छेद 'मम + उपरि' है और इसमें **\*\*गुण सन्धि\*\*** का प्रयोग हुआ है, जैसा कि विकल्प 3 में दर्शाया गया है।

## Your Personal Exams Guide

217. Answer: c

Explanation:

### 'हृष्टमना:' का अर्थ एवं पर्यायवाची

यह प्रश्न दिए गए संस्कृत गद्यांश के आधार पर 'हृष्टमना:' शब्द के सही पर्यायवाची (synonym) की पहचान करने के बारे में है। गद्यांश के प्रसंग में, यह समझना महत्वपूर्ण है कि 'हृष्टमना:' का क्या अर्थ है ताकि हम विकल्पों में से उसका सबसे उपयुक्त समानार्थी शब्द चुन सकें।

### 'हृष्टमना:' का अर्थ

संस्कृत में, 'हृष्ट' का अर्थ होता है प्रसन्न, आनंदित या हर्षित। 'मनाः' का अर्थ है मन। अतः, 'हृष्टमनाः' का सीधा अर्थ है 'खुश मन वाला' या 'प्रसन्नचित्त'। यह उस व्यक्ति की मानसिक स्थिति को दर्शाता है जो अत्यंत प्रसन्न और आनंदित हो।

## 'हृष्टमनाः' के संदर्भ में विकल्पों का विश्लेषण

आइए दिए गए विकल्पों के अर्थों को विस्तार से देखें ताकि 'हृष्टमनाः' के लिए सबसे सटीक पर्यायवाची की पहचान की जा सके:

- **1. दुःखीमनाः:** इस शब्द का अर्थ है 'दुखी मन वाला'। यह 'हृष्टमनाः' के विपरीत (विलोम) अर्थ को व्यक्त करता है।
- **2. खिन्नमनाः:** इस शब्द का अर्थ है 'उदास मन वाला' या 'चिंतित मन वाला'। यह भी 'हृष्टमनाः' के प्रसन्न भाव से अलग है।
- **3. प्रसन्नमनाः:** इस शब्द का अर्थ है 'खुश मन वाला' या 'आनंदित मन वाला'। यह 'हृष्टमनाः' के अर्थ के सबसे करीब है।
- **4. क्षुब्धमनाः:** इस शब्द का अर्थ है 'विचलित मन वाला' या 'अशांत मन वाला'। यह भी 'हृष्टमनाः' के शांत और प्रसन्न भाव से भिन्न है।

## 'हृष्टमनाः' के संदर्भ में शब्दार्थ सारणी

स्पष्टता के लिए, यहाँ शब्दों और उनके अर्थों की एक तुलनात्मक सारणी दी गई है:

'हृष्टमनाः' के संदर्भ में शब्दों और उनके  
अर्थों की तुलना

| शब्द        | अर्थ                      |
|-------------|---------------------------|
| हृष्टमनाः   | प्रसन्नचित्त, खुश मन वाला |
| दुःखीमनाः   | दुखी मन वाला              |
| खिन्नमनाः   | उदास, दुखी मन वाला        |
| प्रसन्नमनाः | प्रसन्न, खुश मन वाला      |
| क्षुब्धमनाः | विचलित, बेचैन मन वाला     |

## 'हृष्टमनाः' का उचित पर्यायवाची

ऊपर दिए गए विश्लेषण और सारणी के आधार पर, यह स्पष्ट है कि 'हृष्टमनाः' शब्द का सबसे उपयुक्त पर्यायवाची 'प्रसन्नमनाः' है। दोनों शब्द मन की खुशी और प्रसन्नता की स्थिति को दर्शाते हैं।

## 218. Answer: a

### Explanation:

प्रश्नार्थ - 'व्यचिन्तयत्' इस पद में सन्धि है -

स्पष्टीकरण -

- इत्यपि पद में यण सन्धि है।
- सन्धि विच्छेद - वि + अचिन्तयत्।

सूत्र - इको यणचि।

- **नियम** - जब प्रथम पद के अन्त में इ या ई हो और उत्तर पद का प्रथम वर्ण कोई अन्य स्वर आवे, तो वहाँ इ, ई के स्थान पर य आदेश होता है। यदि उ, ऊ के बाद कोई अन्य स्वर आवे, तो उ, ऊ के स्थान पर व् आदेश होता है।
  - इ/ई + स्वर = य् + स्वर
  - उ/ऊ + स्वर = व् + स्वर
  - ऋ/ॠ + स्वर = र् + स्वर
  - लृ + स्वर = ल् + स्वर

उदाहरण-

- प्रति + एक - प्रत्येक (यहाँ प्रथम पद के अन्त में इ + बाद में अन्य स्वर ए आया है, जहाँ इ के स्थान पर य् आदेश हो गया। इस तरह प्रत्येक शब्द बना।)
- इसी नियमानुसार **इत्यपि** (इति + अपि) शब्द में यण सन्धि है। (जहाँ प्रथम पद के अन्त में इ + बाद में अन्य स्वर अ है, जिससे इ को य् हो गया।)
- व् इ + अचिन्तयत् - व्य् + अचिन्तयत् = व्यचिन्तयत्।

अतः स्पष्ट है कि यहाँ यण सन्धि सही उत्तर है



219. Answer: c

Explanation:

## भृत्यत्वे नियोजयितुं दमनकस्य कथनम्

The question asks whom Damana suggests employing in servitude (भृत्यत्वे नियोजयितुं), based on the provided dialogue. We need to carefully examine the conversation between Damana and Pingalaka, and Damana's subsequent interaction with Sanjivaka.

Let's analyze the conversation step-by-step:

- Damana initially states to Pingalaka: "अस्तु एव स महात्म वयं कृपणाः तथापि स्वामी यदि कथयति ततो भृत्यत्वे नियोजयामि" (Let it be so, he is great, we are mean, still if the master says, let us employ in servitude.) This line suggests a discussion about employing someone in a servant-like role (भृत्यत्वे), potentially based on the master's command.
- After being appointed minister, Damana goes to Sanjivaka, addressing him as "दुष्टवृषभ" (wicked bull) and informs him that the master Pingalaka is summoning him: "एहोहि दुष्टवृषभ ! स्वामी पिङ्गलकः त्वाम् आकारयति..." (Come here, wicked bull! Master Pingalaka is calling you...). Damana is actively bringing Sanjivaka towards the master.
- Sanjivaka, upon learning that Pingalaka is a lion king, becomes fearful. He requests Damana to ensure his protection from the master: "भद्र! भवान् साधुसमाचारो वचनपटुश्च दृश्यते। तत् यदि मामवश्यं तत्र नयसि तदभयप्रदानेन स्वामिनः सकाशात् प्रसादं कारयितव्यः" (Friend! You seem virtuous and eloquent. So, if you are surely taking me there, then you must secure favor [protection] from the master.)

The interaction shows Damana playing a key role in bringing Sanjivaka (the bull) before Pingalaka (the master). Sanjivaka's fear and his plea for protection strongly suggest he is being placed in a subordinate or subservient position under Pingalaka's authority. Damana's actions facilitate this transition, implying he is proposing Sanjivaka for such a role.

## सञ्जीवकवृषभम्: विकल्पानां विश्लेषणम्

Let's examine the given options in light of the text:

- **Option 1: करटकम्** – This name (Karataka) is not mentioned in the context of Damana suggesting someone for employment in servitude.
- **Option 2: आत्मानम्** – Damana doesn't indicate that he himself should be employed in servitude; rather, he is facilitating the meeting.
- **Option 3: सञ्जीवकवृषभम्** – Damana explicitly calls Sanjivaka, referred to as the bull (वृषभ), and presents him to the master, Pingalaka. Sanjivaka's subsequent request for protection implies he is being brought under Pingalaka's control, fitting the description of employment in servitude. Damana is the one orchestrating this, thus suggesting Sanjivaka for this role.
- **Option 4: पिङ्गलकम्** – Pingalaka is the master (स्वामी) in this scenario. He is the one potentially employing others, not the one to be employed.

Therefore, the context points towards Sanjivaka the bull being the one Damana is bringing forward for employment in servitude.

## सञ्जीवकवृषभम्: अंतिम स्पष्टीकरण

The dialogue clearly shows Damana calling Sanjivaka the bull to meet the master Pingalaka. Sanjivaka's fearful reaction and request for protection confirm that he is being placed in a vulnerable, subordinate position. Damana's role as the initiator of this encounter implies he is suggesting Sanjivaka (सञ्जीवकवृषभम्) for employment in servitude under the master Pingalaka.

220. Answer: a

Explanation:

वटतले सर्वमृगपरिवृतः विश्लेषणम्

प्रस्तुत प्रश्नः संस्कृतगद्यांशस्य आधारेण निर्मितः अस्ति। प्रश्नः इदं प्रतिपादयति यत् वटवृक्षस्य अधः सर्वेषु मृगेषु परिवृतः को विराजते। गद्यांशस्य पठनेन अस्य उत्तरस्य अन्वेषणं कर्तव्यम्।

## गद्यांशस्य प्रासंगिकम् अंशम्

गद्यांशे दमनकः सञ्जीवकं पिङ्गलकविषये कथयति:

"ननु अयं सर्वमृगपरिवृतो वटतले स्वामी पिङ्गलकनामा सिंहस्तिष्ठति"

एतस्मिन् वाक्ये स्पष्टरूपेण उल्लेखितम् अस्ति यत् पिङ्गलकः नामकः सिंहः वटवृक्षस्य अधः सर्वैः मृगैः परिवृतः तिष्ठति।

## विकल्पानां विश्लेषणम्

प्रश्नोत्तरेण सह दत्ताः विकल्पाः निम्नलिखिताः सन्ति:

- पिङ्गलकः
- करटकः
- वृषभः
- कपोतराजः

गद्यांशस्य आधारेण, यः सिंहः वटतले सर्वमृगपरिवृतः तिष्ठति, सः 'पिङ्गलकः' इति नाम्ना अभिहितः अस्ति। अन्ये विकल्पाः (करटकः, वृषभः, कपोतराजः) गद्यांशे प्रश्नेन सह अस्य विशेषणस्य (वटतले सर्वमृगपरिवृतः) सह सम्बन्धं न धारयन्ति।

## निष्कर्षः

अतः, गद्यांशस्य स्पष्टवाक्यं यत् "सर्वमृगपरिवृतो वटतले स्वामी पिङ्गलकनामा सिंहस्तिष्ठति", इत्यस्मात् जायते यत् वटतले सर्वमृगपरिवृतः तिष्ठति इति।

सही उत्तर विकल्पम् पिङ्गलकः अस्ति।

221. Answer: d

Explanation:

## Passage Context and Key Statement Analysis

The provided Sanskrit passage details a conversation involving Damnak, Pingalak, and Sanjivak. The central part of the question focuses on a specific statement made by one of the characters: "अभयप्रदानेन स्वामिनः सकाशात् प्रसादः कारयितव्यः". This translates to "A favour (or grace) should be obtained from the master through a grant of fearlessness". We need to identify who made this request.

### Identifying the Speaker

Let's trace the conversation in the text:

- Damnak speaks with Pingalak about employing someone.
- Pingalak appoints Damnak as a minister ('अमात्य').
- Damnak then approaches Sanjivak and speaks rudely.
- Sanjivak asks about Pingalak. Damnak identifies Pingalak as the king (a lion) and informs Sanjivak that Pingalak is waiting.
- Upon hearing this, Sanjivak feels doomed ('गतायुषमिवात्मानं मन्यमानः') and expresses great distress ('परं विषादमगमत्').
- Immediately after this distress, Sanjivak addresses Damnak, acknowledging his good nature ('भद्र') and eloquence ('वचनपटु'). Sanjivak then makes the crucial request: "भद्र! भवान् साधुसमाचारो वचनपटुश्च दृश्यते। तत् यदि मामवश्यं तत्र नयसि तदभयप्रदानेन स्वामिनः सकाशात् प्रसादः कारयितव्यः".
- Damnak agrees with this advice, calling it good policy ('नीतिरेषा').

From this sequence, it is clear that Sanjivak is the one requesting Damnak to secure a promise of safety ('अभयप्रदान') from the master (Pingalak) before Sanjivak meets him. Sanjivak is asking for assurance before facing the king.

### Analysis of Options

Based on the textual evidence:

- **दमनकस्य (Damnak's):** Damnak is the intermediary who carries out the request, not the one making it.
- **पिङ्गलकस्य (Pingalak's):** Pingalak is the master from whom the favour is requested, not the requester.

- करटकस्य (Karatak's): Karatak is not mentioned in this specific passage.
- सञ्जीवकस्य (Sanjivak's): Sanjivak is explicitly stated as uttering the line in question, seeking assurance from the master via Damnak.

## Conclusion

The statement "अभयप्रदानेन स्वामिनः सकाशात् प्रसादः कारयितव्यः" is a request made by Sanjivak to Damnak, asking Damnak to obtain a guarantee of safety from King Pingalak. Therefore, the request belongs to Sanjivak.

## 222. Answer: b

### Explanation:

## Identifying the Sandhi in 'फलेनैव'

This section explains the type of Sandhi present in the Sanskrit word 'फलेनैव', based on the provided context and options.

### Understanding Sandhi

**Sandhi** (सन्धिः) in Sanskrit refers to the process of phonetic modification that occurs when two words (or morphemes) are joined together. It involves changes in the sounds at the boundaries of these words, leading to a smoother and more connected pronunciation.

### Explanation of Vridhhi Sandhi

The question asks to identify the specific type of Sandhi in the word 'फलेनैव'. Let's examine the rules for **Vridhhi Sandhi** (वृद्धि-सन्धिः):

Vridhhi Sandhi occurs when a short vowel 'अ' (a) or a long vowel 'आ' (ā) is followed by:

- 'ए' (e) or 'ऐ' (ai). In this case, the combination results in the vowel 'ऐ' (ai).

- 'ओ' (o) or 'औ' (au). In this case, the combination results in the vowel 'औ' (au).

This type of Sandhi is called 'Vridhhi' because the resulting vowel ('ऐ' or 'औ') is considered a 'raised' or 'augmented' form compared to 'ए'/'ओ' (which result from Guna Sandhi).

The rules can be shown using LaTeX:

When 'अ' or 'आ' is followed by 'ए' or 'ऐ':  $\text{अ/आ} + \text{ए/ऐ} = \text{ऐ}$

When 'अ' or 'आ' is followed by 'ओ' or 'औ':  $\text{अ/आ} + \text{ओ/औ} = \text{औ}$

## Analyzing 'फलेनैव'

The word in question is 'फलेनैव'. Let's analyze its structure in the context of Vridhhi Sandhi:

- The word ends with the sequence '-नैव'. The presence of 'ऐ' (ai) strongly suggests that Vridhhi Sandhi might be involved, as 'ऐ' is a characteristic outcome of this Sandhi.
- Vridhhi Sandhi typically applies when joining a word ending with 'अ' or 'आ' to a word beginning with 'ए', 'ऐ', 'ओ', or 'औ'.
- Considering the components potentially related to 'फल' (fruit) and the particle 'एव' (indeed, alone), the base form 'फल' ends in 'अ'. The particle 'एव' begins with 'ए'.
- Applying the Vridhhi rule ('अ' + 'ए' = 'ऐ'), the combination leads to the vowel 'ऐ'.
- While the exact derivation to 'फलेनैव' might involve complexities beyond a simple combination (perhaps related to the instrumental case or specific prakṛti forms), the resulting vowel sound 'ऐ' aligns with the principle of Vridhhi Sandhi.

Therefore, the Sandhi in 'फलेनैव' is classified as वृद्धि-सन्धिः.

223. Answer: d

Explanation:

प्रश्नानुवाद - निम्नलिखित में से किस शब्द का प्रयोग परिच्छेद में 'शीघ्रम्' के अर्थ में किया गया है?

स्पष्टीकरण -

'शीघ्रम्' इत्यस्मिन् अर्थे गद्यांशे 'सत्वरम्' शब्दः प्रयुक्तः।

'सत्वरम्' शब्द का प्रयोग परिच्छेद में 'शीघ्रम्' के अर्थ में किया गया है।

प्रस्तुत परिच्छेद में कहाँ गया है - "अथ दमनकः सत्वरं गत्वा साक्षेपं तमिदमाह - "एहोहि दुष्टवृषभ ! स्वामी पिङ्गलकः त्वाम् आकारयति किं निःशङ्को भूत्वा मुहुर्मुहुर्नदसि वृथेति"।" अर्थात्, तब दमनक तेजी से गया और उससे संक्षेप में कहा, "स्वामी पिङ्गलक तुम्हें आकार देते हैं, तुम बिना किसी हिचकिचाहट के बार-बार व्यर्थ में क्यों रोते हो?" प्रस्तुत वाक्य में 'सत्वरम्' शब्द का प्रयोग 'शीघ्रम्' अर्थात् 'तेजी' के अर्थ में किया गया है।

224. Answer: c

Explanation:

## 'नयसि' शब्द का धातु (Root) विश्लेषण

यह प्रश्न दिए गए संस्कृत गद्यांश से 'नयसि' शब्द के मूल धातु (verb root) की पहचान करने के लिए कहता है। संस्कृत व्याकरण में क्रियाओं को समझने के लिए उनके मूल धातु को जानना आवश्यक है।

## 'नयसि' क्रियापद को समझना

- शब्द: नयसि (nayasi)
- व्याकरणिक रूप: यह क्रिया का रूप वर्तमान काल (लट् लकार), मध्यम पुरुष, एकवचन (2nd person singular, present indicative) है।
- अर्थ: गद्यांश के संदर्भ में, इसका अर्थ 'तुम ले जाते हो' या 'तुम ले जाते हो' (you lead/carry) होता है।

## धातु 'नी' (nī) का विश्लेषण

'नयसि' (nayasi) क्रिया का मूल धातु नी (nī) है।

- धातु: नी (nī)



- अर्थ: 'नेतृत्व करना', 'ले जाना', 'मार्गदर्शन करना' (to lead, to carry, to guide)।

## 'नी' धातु का वर्तमान काल (लट् लकार) में रूप

'नी' (nī) धातु से वर्तमान काल (लट् लकार) में क्रियापद बनाने की प्रक्रिया इस प्रकार है:

1. 'नी' (nī) धातु का वर्तमान काल का तिङन्त (finite verb) रूप बनाने के लिए, इसका धातु-विशिष्ट 'नय' (naya) रूप बनता है।
2. इस 'नय' (naya) रूप में मध्यम पुरुष, एकवचन का प्रत्यय 'सि' (si) जोड़ा जाता है।
3. नय (naya) + सि (si) = नयसि (nayasi)

(टिप्पणी: मानक संयुग्मन में, 'नी' धातु से 'नयामि, नयासि, नयाति' रूप बनते हैं। तथापि, 'नयसि' भी इसी मूल धातु 'नी' से प्राप्त एक स्वीकृत रूप है, विशेषकर जब 'नय' को 'नी' का सामान्य वर्तमान काल का तना (present stem) माना जाता है।)

## अन्य विकल्प क्यों सही नहीं हैं?

- नि (ni): यह एक अलग धातु है जिसका अर्थ 'बाँधना' या 'रखना' होता है, और इससे 'नयसि' रूप नहीं बनता है।
- नीय (nīy): यह धातु का मूल रूप नहीं है, बल्कि संभवतः धातु के साथ कोई प्रत्यय जुड़ा हुआ रूप हो सकता है।
- नय (nay): यह 'नी' धातु का वर्तमान काल का तना (stem) है, न कि स्वयं धातु। प्रश्न में धातु पूछी गई है।

## निष्कर्ष

अतः, 'नयसि' शब्द का सही और मूल धातु नी (nī) है।

225. Answer: b

Explanation:

'वृथेति' इति पदस्य सन्धि-विच्छेदः

प्रस्तुतस्य गद्यांशस्य \*\*'वृथेति'\*\* इति पदं \*\*'किं निःशङ्को भूत्वा मुहुर्मुहुर्नदसि वृथेति'\*\* इति वाक्ये प्रयुक्तं वर्तते। अस्य पदस्य व्याकरणिकं विश्लेषणं कृत्वा सन्धि-विच्छेदः तथा सन्धेः नाम ज्ञातुम् अपेक्षितम् अस्ति।

\*\*'वृथेति'\*\* इति पदं \*\*'वृथा' + इति\*\* इत्यनयोः पदयोः मेलनेन निष्पन्नं भवति। अतः, अस्य शुद्धं सन्धि-विच्छेदं वृथा + इति इति भवति।

## गुण-सन्धेः स्पष्टीकरणम्

गुण-सन्धिः संस्कृत-व्याकरणस्य एका अत्यावश्यक सन्धिः अस्ति। गुण-सन्धेः परिभाषा एवं वर्तते:

- यदि 'अ' (\text{अ}) वा 'आ' (\text{आ}) इति स्वरस्य परम् 'इ' (\text{इ}) वा 'ई' (\text{ई}) इति स्वरः आगच्छति, तर्हि 'ए' (\text{ए}) इति गुण-रूपं भवति।
- यदि 'अ' (\text{अ}) वा 'आ' (\text{आ}) इति स्वरस्य परम् 'उ' (\text{उ}) वा 'ऊ' (\text{ऊ}) इति स्वरः आगच्छति, तर्हि 'ओ' (\text{ओ}) इति गुण-रूपं भवति।
- यदि 'अ' (\text{अ}) वा 'आ' (\text{आ}) इति स्वरस्य परम् 'ऋ' (\text{ऋ}) इति स्वरः आगच्छति, तर्हि 'अर्' (\text{अर्}) इति गुण-रूपं भवति।

प्रस्तुत-उदाहरणे, \*\*'वृथा' + इति\*\* इति पदस्य अन्ते \*\*'आ' (\text{आ}) स्वरः अस्ति, तथा \*\*'इति' (\text{इति}) इति पदस्य आदिः \*\*'इ' (\text{इ}) स्वरः अस्ति।

अतः, गुण-सन्धेः नियमानुसारं, 'आ' (\text{आ}) + 'इ' (\text{इ}) = 'ए' (\text{ए}) इति भवति।

यथा: \text{वृथा} + \text{इति} \rightarrow \text{वृथा} + \text{ए} + \text{ति} (गुण-सन्धिः) \rightarrow \text{वृथेति}

एवम् प्रकारेण \*\*'वृथेति'\*\* इति पदं गुण-सन्धेः उदाहरणे अस्ति।

## उचिततमस्य विकल्पस्य चयनम्

उपरोक्त विश्लेषणस्य आधारेण, \*\*'वृथेति'\*\* इत्यस्य सन्धि-विच्छेदः \*\*'वृथा + इति' इति भवति तथा अत्र \*\*गुणः सन्धिः भवति। इदानीं विकल्पान् पश्यामः:

- **विकल्प 1:** 'वृथा + एति (वृद्धिः)' - अत्र 'आ' (\text{आ}) + 'ए' (\text{ए}) इति मेलनेन 'ऐ' (\text{ऐ}) (वृद्धि-सन्धिः) भवितव्यम्, न तु 'ए' (\text{ए})

\\))। अतः अयं विकल्पः असङ्गतः अस्ति।

- **विकल्प 2:** 'वृथा + इति (गुणः)' - अत्र 'आ' (\\( \text{आ} \\)) + 'इ' (\\( \text{इ} \\)) इति मेलनेन 'ए' (\\( \text{ए} \\)) (गुण-सन्धिः) भवति, यत् 'वृथेति' इति पदं साधयति। इदम् उपर्युक्तेन विश्लेषणेन सह मेलं खादति।
- **विकल्प 3:** 'वृथा + इति (यणः)' - यण-सन्धिः 'इ', 'उ', 'ऋ' इत्यादीनां भिन्न-स्वरस्य परं सति भवति। अत्र 'आ' (\\( \text{आ} \\)) + 'इ' (\\( \text{इ} \\)) अस्ति, यत्र यण-सन्धिः न भवति। अतः अयं विकल्पः असङ्गतः अस्ति।
- **विकल्प 4:** 'वृथा + ऐति (अयादिः)' - अयादि-सन्धिः 'ए', 'ऐ', 'ओ', 'औ' इत्यादीनां भिन्न-स्वरस्य परं सति भवति। अत्र 'आ' (\\( \text{आ} \\)) + 'इ' (\\( \text{इ} \\)) अस्ति, यत्र अयादि-सन्धिः न भवति। अतः अयं विकल्पः असङ्गतः अस्ति।

अतः, **वृथा + इति (गुणः)** इति विकल्पः एव उचिततमः अस्ति।

## 226. Answer: c

### Explanation:

भाषा विकास और बालकों द्वारा शब्दों के प्रयोग को समझने के लिए, हमें भाषा के विभिन्न पहलुओं पर विचार करना होगा। प्रश्न पूछता है कि भाषा विकास के दौरान बालकों द्वारा किन शब्दों या शब्द समूहों का प्रयोग किया जाता है। यह प्रयोग भाषा के \*उत्पादन\* (production) या अभिव्यक्ति पक्ष से संबंधित है।

## भाषा विकास में बालकों द्वारा शब्दों का प्रयोग

भाषा विकास एक जटिल प्रक्रिया है जिसमें बच्चे भाषा को समझना (ग्रहण करना) और भाषा का प्रयोग करना (उत्पादन करना) सीखते हैं। प्रश्न विशेष रूप से उन शब्दों और शब्द समूहों पर केंद्रित है जिनका बालक \*प्रयोग\* करते हैं।

### विकल्पों का विश्लेषण

आइए दिए गए विकल्पों का विश्लेषण करें:

- **स्वनिम (Phoneme):** स्वनिम भाषा की सबसे छोटी ध्वन्यात्मक इकाई होती है। उदाहरण के लिए, 'क' और 'ख' अलग-अलग स्वनिम हैं। जबकि स्वनिम भाषा निर्माण की नींव हैं, वे स्वयं वे

'शब्द' या 'शब्द समूह' नहीं हैं जिनका बालक प्रयोग करता है। बालक ध्वनियों को जोड़कर शब्द बनाते हैं, लेकिन प्रश्न स्वयं शब्दों के प्रयोग के बारे में है, न कि ध्वनि इकाइयों के बारे में।

- **ग्रहणम् (Reception):** ग्रहण, जिसे ग्रहणशील भाषा (receptive language) भी कहा जाता है, का अर्थ है दूसरों द्वारा बोली या लिखी गई भाषा को समझना। यह भाषा विकास का एक महत्वपूर्ण हिस्सा है, लेकिन यह उन शब्दों और शब्द समूहों का वर्णन नहीं करता है जिनका बालक स्वयं \*प्रयोग\* या उच्चारण करता है।
- **उत्पादनम् (Utpadanam):** उत्पादन, जिसे अभिव्यंजक भाषा (expressive language) भी कहा जाता है, का अर्थ है अपने विचारों, जरूरतों और भावनाओं को व्यक्त करने के लिए भाषा का सक्रिय उपयोग। इसमें शब्दों, वाक्यांशों और वाक्यों को बोलना या लिखना शामिल है। चूंकि प्रश्न बालकों द्वारा \*प्रयुक्त\* (used) शब्दों और शब्द समूहों के बारे में पूछता है, 'उत्पादनम्' सबसे उपयुक्त शब्द है क्योंकि यह भाषा के सक्रिय प्रयोग को दर्शाता है।
- **अथर्वबोधः (Arthavabodhah):** अथर्वबोध का अर्थ है शब्दों या वाक्यों के अर्थ को समझना। यह 'ग्रहणम्' के समान है और भाषा के ग्रहणशील पहलू पर जोर देता है, न कि उसके उत्पादन या प्रयोग पर।

## निष्कर्ष

भाषा विकास के संदर्भ में, जब हम उन शब्दों और शब्द समूहों पर विचार करते हैं जिनका बालक सक्रिय रूप से प्रयोग करता है, तो हम भाषा के 'उत्पादन' पहलू की बात कर रहे होते हैं। इसलिए, प्रश्न का सबसे सटीक उत्तर **उत्पादनम्** है। यह वह क्षमता है जिसके द्वारा बालक अपनी सीखी हुई भाषा को व्यक्त करने के लिए शब्दों और वाक्य-विन्यास का उपयोग करते हैं।

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227. Answer: b

### Explanation:

प्रश्नस्य मूलम् अस्ति: भाषायाः कस्य अंगस्य सम्बन्धः शब्दस्य वा शब्द-समूहस्य अर्थस्य ज्ञानेन अस्ति?

## भाषायाः अर्थ-सम्बद्धः अवयवः (The Meaning-Related Branch of Language)

अयं प्रश्नः भाषाशास्त्रस्य (linguistics) तं भागं "(branch)" जातुं पृच्छति, यः शब्दानां (words) तथा शब्द-समूहानां (groups of words) अर्थस्य (meaning) अवबोधनेन (understanding) सम्बद्धः

अस्ति।

## अर्थविज्ञानम्: शब्दानां अर्थ-ज्ञानस्य अध्ययनम् (Semantics: The Study of Word-Meaning Knowledge)

अर्थविज्ञानम् (Arthavijnanam), यत् आङ्ग्लभाषायां Semantics इति कथ्यते, तत् भाषायाः सः अवयवः अस्ति यः भाषायाः अर्थस्य (meaning) वैज्ञानिकं अध्ययनं करोति।

- इदं विवृणोति यत् शब्दाः, पदबंधाः (phrases), तथा वाक्यानि (sentences) कथं अर्थं प्रकटयन्ति।
- अर्थविज्ञानम् शब्दस्य व्यक्तिगत-अर्थं (individual word meaning), शब्द-समूहानां संयुक्त-अर्थं (combined meaning of word groups), तथा तेषां मध्ये अर्थ-सम्बन्धं (semantic relations) च अन्वेषयति।
- अतः, यः अवयवः शब्दानां तथा शब्दसमूहानां अर्थज्ञानेन सम्बद्धः अस्ति, सः अर्थविज्ञानम् इति कथ्यते।

## अन्य विकल्पानां निरसनम् (Analysis of Other Options)

इतर विकल्पः कस्मात् कारणात् उपयुक्तः न भवति, इति जानीमः:

### ध्वनिविज्ञानम् (Phonetics/Phonology)

- ध्वनिविज्ञानम् (Dhvanivijnanam) भाषायाः ध्वनीनां (sounds) अध्ययनं करोति।
- अस्य मुख्यं कार्यं उच्चारणं (pronunciation), ध्वनि-उत्पत्तिः (sound production), तथा ध्वनीनां श्रवणं (sound perception) इति अस्ति।
- इदं अर्थज्ञानेन (knowledge of meaning) न तु सम्बद्धम्।

### व्यवहारवदः (Vyavahāravadah)

- व्यवहारवदः शब्दस्य प्रयोगः (usage) वा व्यवहारः (practice) इत्यस्य अर्थं ददाति।
- भाषाशास्त्रे अस्य प्रयोगः विशेष-सिद्धान्तेषु (specific theories) भवितुं शक्यते, परन्तु सः मुख्यतया अर्थ-अध्ययनस्य (study of meaning) पर्यायः नास्ति।

### व्याकरणम् (Grammar)

- व्याकरणम् (Vyakaranam) भाषायाः संरचना (structure), नियम (rules), तथा वाक्य-रचना (syntax) च अध्ययनं करोति।
- यद्यपि व्याकरणं वाक्यस्य अर्थ (meaning of a sentence) निर्धारितं कर्तुं साहाय्यं करोति, तथापि व्याकरणस्य मुख्यं लक्ष्यं अर्थ-ज्ञानं न भवति, अपितु भाषायाः नियम-बद्धता (rule-governed nature) भवति।

## निष्कर्षः (Conclusion)

अतः, स्पष्टं भवति यत् अर्थविज्ञानम् एव भाषायाः सः महत्वपूर्णः अवयवः अस्ति, यः शब्दानां तथा शब्दसमूहानां अर्थज्ञानेन सम्बद्धः अस्ति।

### 228. Answer: b

Explanation:

## छात्रों द्वारा भाषा अधिग्रहणः व्याकरण और शब्दावली में दक्षता

यह प्रश्न उन छात्रों की विशेषता का वर्णन करता है जिन्होंने पर्याप्त शब्दावली (vocabulary) प्राप्त कर ली है, व्याकरण के नियमों के अनुसार भाषा का प्रयोग करते हैं, और सुनी हुई बातों का अर्थ भी समझते हैं। हमें उस प्रक्रिया या अवस्था के लिए सही संस्कृत शब्द की पहचान करनी है।

### प्रश्न का संदर्भ समझना

प्रश्न उन छात्रों पर केंद्रित है जो भाषा के तीन प्रमुख पहलुओं में कुशल हैं:

- पर्याप्त शब्दभण्डार: छात्रों के पास शब्दों का एक अच्छा संग्रह है।
- व्याकरण सम्मत भाषा: वे व्याकरण के नियमों का सही उपयोग करके बोलते हैं।
- श्रुतवाक्यानां अथविगमः: वे सुनी हुई बातों का अर्थ समझ सकते हैं।

यह वर्णन भाषा सीखने की एक उन्नत अवस्था को दर्शाता है, जहाँ केवल शब्दों का ज्ञान ही नहीं, बल्कि उनके सही प्रयोग और समझ पर भी जोर दिया गया है।

### दिए गए विकल्पों का मूल्यांकन

आइए प्रत्येक विकल्प के अर्थ और प्रश्न के संदर्भ में उसकी प्रासंगिकता को समझें:



- 1. शिक्षणम् (Śikṣaṇam):

इस शब्द का अर्थ 'सीखना' या 'पढ़ाना' (Learning/Teaching) है। यह एक व्यापक प्रक्रिया है जिसमें औपचारिक या अनौपचारिक रूप से ज्ञान प्राप्त करना शामिल है। हालाँकि भाषा अधिग्रहण शिक्षण का एक हिस्सा हो सकता है, यह शब्द विशेष रूप से प्रश्न में वर्णित भाषा प्रवीणता की स्थिति का सटीक वर्णन नहीं करता है, जो व्याकरणिक सटीकता और समझ पर केंद्रित है।

- 2. अधिग्रहणम् (Adhigrahaṇam):

इस शब्द का अर्थ 'अर्जित करना' या 'ग्रहण करना' (Acquisition) है। भाषा विज्ञान के संदर्भ में, 'भाषा अधिग्रहण' (Language Acquisition) वह प्रक्रिया है जिसके द्वारा मनुष्य भाषा सीखते हैं, अक्सर स्वाभाविक रूप से या अवचेतन रूप से। प्रश्न में छात्रों द्वारा शब्दावली प्राप्त करने के बाद व्याकरणिक रूप से सही भाषा बोलना और वाक्यों को समझना, भाषा अधिग्रहण की प्रक्रिया और उसके परिणाम के साथ पूरी तरह मेल खाता है। यह दर्शाता है कि छात्र ने भाषा को प्रभावी ढंग से आत्मसात कर लिया है।

- 3. समावेशनम् (Samāveśanam):

इसका अर्थ 'शामिल करना' या 'सम्मिलित करना' (Inclusion/Assimilation) है। यह शब्द अक्सर सामाजिक संदर्भों में या संज्ञानात्मक विकास (जैसे पियाजे का आत्मसात्करण) के सिद्धांतों में प्रयोग किया जाता है। इसका भाषा कौशल के विकास से सीधा संबंध नहीं है जैसा कि प्रश्न में वर्णित है।

- 4. विस्तारणम् (Vistāraṇam):

इस शब्द का अर्थ 'फैलाव' या 'विस्तार' (Expansion/Extension) है। जबकि किसी की भाषा क्षमताएं समय के साथ विस्तारित हो सकती हैं, यह शब्द उस समग्र प्रक्रिया का वर्णन नहीं करता है जिसमें व्याकरणिक सटीकता और श्रवण समझ के साथ भाषा का कुशल उपयोग शामिल है, जैसा कि प्रश्न में बताया गया है।

## निष्कर्ष: सही शब्दावली का चयन

प्रश्न में वर्णित छात्रों की भाषा क्षमता - पर्याप्त शब्दावली, व्याकरणिक शुद्धता, और सुनी हुई बातों की समझ - भाषा अधिग्रहण (Language Acquisition) की प्रक्रिया को सर्वोत्तम रूप से दर्शाती है। इसलिए, 'अधिग्रहणम्' इस संदर्भ में सबसे उपयुक्त शब्द है।



229. Answer: d

Explanation:

## भाषाशिक्षणे निदानात्मकपरीक्षाया: महत्त्वम्

भाषाशिक्षण (Language teaching) प्रक्रियायां निदानात्मकपरीक्षा (Diagnostic test) एकं महत्त्वपूर्ण साधनम् अस्ति । अस्य मुख्यं कार्यं विद्यमानं ज्ञानं, कौशल्यं वा सम्यक् अस्ति वा न वा इति परीक्ष्य, तत्र यः कश्चन दोषः वा बाधा वा स्यात्, तां ज्ञातुं भवति । इयं परीक्षा विशेषतः छात्रेषु विद्यमानां कठिनाई, समस्याः मूलं वा अवगन्तुं साहाय्यं करोति ।

## निदानात्मकपरीक्षायाः उद्देश्यानां विश्लेषणम्

प्रस्तुतप्रश्ने भाषाशिक्षणे निदानात्मकपरीक्षायाः उद्देश्यं विषये उच्यते । विकल्पान् एकैकशः विलोकयामः:

- विकल्प 1: मातृपितृ अध्यापकमेलनेषु मातृपितृभ्यां प्रतिपुष्टः प्रदानम्।

एषः विकल्पः अभिभावकैः सह संवादं निर्दिशति । यद्यपि परीक्षाफलानाम् आधारेण अभिभावकेभ्यः सूचना दातुं शक्यते, परं तु एतत् निदानात्मकपरीक्षायाः प्राथमिकं वा मुख्यं उद्देश्यं नास्ति ।

- विकल्प 2: छात्राणां विवरणपत्रे लेखनम्।

छात्राणां विवरणपत्रे (report card) लेखनं कार्यस्य परिणामं सूचयति । निदानात्मकपरीक्षा तु परिणामस्य कारणानां अन्वेषणं करोति, न केवलं फललेखनं ।

- विकल्प 3: छात्रान् प्रतियोगिपरीक्षाभ्यः सज्जीकरणम्।

एतत् छात्रान् प्रतिस्पर्धात्मिकाः (competitive) परीक्षाः प्रति सज्जीकुतुं निर्दिशति । निदानात्मकपरीक्षायाः उद्देश्यं ज्ञानात्मक-क्षमतायां विद्यमानाः न्यूनाः ज्ञातुम् अस्ति, न तु बाह्यपरीक्षां प्रति सज्जनं कर्तुम् ।

- विकल्प 4: छात्राणां बोधगम्यतायां अन्तरालं ज्ञातुम्।

अयं विकल्पः निदानात्मकपरीक्षायाः सारं प्रकटयति । 'बोधगम्यतायां अन्तरालं ज्ञातुम्' इत्यस्य अर्थः छात्रस्य ज्ञानार्जनप्रक्रियायां कुत्राः समस्याः सन्ति, कुतः अवगहने बाधा आगच्छति इति

जातुम् । यथा – व्याकरणस्य कश्चन नियमः, शब्दज्ञानं वा वाक्यरचना वा अवगन्तुं छात्रः असमर्थः स्यात्, तादृशं 'अन्तरालम्' (gap) निदानात्मकपरीक्षा जापयति ।

- विकल्प 5: (रिक्तः)

एषः विकल्पः अपूर्णः अस्ति ।

### निष्कर्षः

उपर्युक्तानां विश्लेषणानां आधारेण, भाषाशिक्षणस्य सन्दर्भे निदानात्मकपरीक्षायाः सर्वोत्कृष्टं उद्देश्यं छात्राणां बोधगम्यतायां अन्तरालं जातुम् इति स्पष्टं भवति । एतेन जायते यत् छात्रः कस्यां विषये दुर्बलः अस्ति, येन उपचारात्मकशिक्षणं (remedial teaching) सम्यक् प्रदातुं शक्यते ।

### 230. Answer: d

#### Explanation:

## प्रारम्भिक बाल्यकाल में भाषा और साक्षरता विकास का संबंध

प्रारम्भिक बाल्यकाल, अर्थात् जन्म से लेकर लगभग आठ वर्ष की आयु तक, बच्चों के संज्ञानात्मक और सामाजिक विकास के लिए अत्यंत महत्वपूर्ण चरण होता है। इस अवधि में दो प्रमुख विकास क्षेत्र हैं: भाषा विकास और साक्षरता विकास। यह समझना आवश्यक है कि ये दोनों विकास प्रक्रियाएँ कैसे परस्पर जुड़ी हुई हैं और किस प्रकार भिन्न हैं।

### भाषा विकास की अवधारणा

भाषा विकास वह प्रक्रिया है जिसके द्वारा बच्चे संवाद करने की क्षमता प्राप्त करते हैं। इसमें मुख्य रूप से निम्नलिखित कौशल शामिल होते हैं:

- अर्थपूर्ण ध्वनियों को उत्पन्न करना और शब्दों को बोलना।
- दूसरों द्वारा कही गई बातों को समझना (श्रवण बोध)।
- शब्दों को जोड़कर वाक्य बनाना और अपनी बात व्यक्त करना (मौखिक अभिव्यक्ति)।
- शब्दावली का विस्तार करना और व्याकरण के नियमों को सीखना।

यह एक स्वाभाविक प्रक्रिया है जो अक्सर सामाजिक अंतःक्रियाओं के माध्यम से होती है।

## साक्षरता विकास की अवधारणा

साक्षरता विकास लिखित भाषा से संबंधित कौशल के विकास को संदर्भित करता है। इसमें पढ़ना और लिखना सीखना शामिल है। इसके प्रमुख घटक हैं:

- अक्षरों और शब्दों की पहचान करना।
- मौखिक ध्वनियों को लिखित अक्षरों से जोड़ना (जैसे, 'क' ध्वनि का 'क' अक्षर से संबंध)।
- पढ़े हुए पाठ को समझना (पठन बोध)।
- अपने विचारों को लिखकर व्यक्त करना (लेखन कौशल)।

साक्षरता विकास के लिए भाषा विकास का एक मजबूत आधार आवश्यक है।

## भाषा और साक्षरता विकास: संबंध और भिन्नता

भाषा विकास और साक्षरता विकास आपस में घनिष्ठ रूप से जुड़े हुए हैं, लेकिन वे एक समान या एक-दूसरे में पूरी तरह से परिवर्तनीय नहीं हैं।

- **आपसी संबंध:** भाषा का मौखिक विकास साक्षरता विकास की नींव रखता है। उदाहरण के लिए, अच्छी शब्दावली और वाक्य संरचना की समझ वाले बच्चे को पढ़ना और लिखना सीखने में आसानी होती है क्योंकि वे सुनी और समझी जाने वाली भाषा को लिखित रूप में पहचानना सीखते हैं।
- **भिन्नता:** भाषा विकास व्यापक है और इसमें सुनना, बोलना, समझना और संवाद करना शामिल है। जबकि, साक्षरता विकास विशिष्ट कौशल है जो लिखित प्रतीकों (अक्षरों, शब्दों) को समझने और उपयोग करने पर केंद्रित है। केवल भाषा का ज्ञान होना अपने आप साक्षरता नहीं है।
- **अपरिवर्तनीयता:** भाषा विकास को सीधे साक्षरता विकास में परिवर्तित नहीं किया जा सकता, और न ही साक्षरता कौशल को सीधे मौखिक भाषा क्षमता में। ये दो अलग-अलग, यद्यपि संबंधित, विकास पथ हैं। एक मजबूत भाषाई आधार साक्षरता सीखने में मदद करता है, लेकिन यह अपने आप में साक्षरता का प्रतिस्थापन नहीं है।

## दिए गए विकल्पों का मूल्यांकन

आइए प्रश्न के विकल्पों का विश्लेषण करें:

- **विकल्प 1:**  (दोनों समान हैं, परस्पर परिवर्तनीय हैं)। यह गलत है क्योंकि वे समान नहीं हैं, यद्यपि संबंधित हैं, और न ही वे पूरी तरह से परिवर्तनीय हैं।

- विकल्प 2: (दोनों पूरी तरह से भिन्न हैं और असंबंधित हैं)। यह गलत है क्योंकि वे संबंधित हैं, पूरी तरह से भिन्न नहीं।
- विकल्प 3: (दोनों पूरी तरह से भिन्न हैं परन्तु परस्पर परिवर्तनीय हैं)। यह गलत है क्योंकि वे पूरी तरह से भिन्न नहीं हैं और परिवर्तनीयता का विचार सटीक नहीं है।
- विकल्प 4: (आपस में संबंधित विचार हैं जो परस्पर अपरिवर्तनीय हैं)। यह कथन सही है क्योंकि यह भाषा और साक्षरता के बीच के संबंध (सम्बद्धौ) और उनकी विशिष्ट प्रकृति (अपरिवर्तनीय) दोनों को सही ढंग से दर्शाता है।

## निष्कर्ष

प्रारम्भिक बाल्यावस्था में भाषा विकास और साक्षरता विकास दोनों महत्वपूर्ण प्रक्रियाएँ हैं। भाषा विकास बच्चों को प्रभावी ढंग से संवाद करने में सक्षम बनाता है, जो बाद में पढ़ने और लिखने के कौशल, यानी साक्षरता विकास, के लिए एक मजबूत आधार प्रदान करता है। ये दोनों अवधारणाएँ एक-दूसरे से जुड़ी हुई हैं, लेकिन वे अलग-अलग कौशल सेट का प्रतिनिधित्व करती हैं और एक-दूसरे में सीधे तौर पर बदली नहीं जा सकतीं। इसलिए, वे परस्पर संबंधित लेकिन परस्पर अपरिवर्तनीय हैं।

231. Answer: c

Explanation:

## प्रश्नस्य विश्लेषणम्: भाषा शिक्षण पद्धतियाँ

अयं प्रश्नः एकां विशिष्टं भाषा-शिक्षण-पद्धतिं विषये पृच्छति। इयं पद्धतिः लक्ष्यभाषायाः (target language) क्रमिकरूपेण अव्यवस्थितायाः व्याकरण-संरचनायाः (sequential grammatical structure) प्रभावपूर्ण (effectively), सार्थक (meaningfully), तथा व्यवस्थित (systematically) प्रस्तुतीकरणं (presentation) च अभ्यासश्च (practice) उपरि बलदाति।

इमां आवश्यकतां पूर्तिं कर्तुं शक्यं विकल्पं जातुं, प्रदत्त-पर्यायानां विश्लेषणं आवश्यकम् अस्ति।

## भाषा शिक्षण पद्धतीनां समीक्षा

- **निर्माणात्मकपद्धति: (Constructivist Method):** अस्यां पद्धतौ शिक्षार्थी: स्वयमेव ज्ञानस्य निर्माणं कुर्वन्ति। यद्यपि एषा प्रभावी भवति, तथापि क्रमिक-व्याकरण-संरचनायाः व्यवस्थित-प्रस्तुतीकरणस्य उपरि अस्याः विशेषः बलः न भवति।
- **सम्प्रेषणात्मकपद्धति: (Communicative Method):** इयं पद्धतिः भाषायाः सम्प्रेषण-क्षमतावर्धनं (enhancing communication ability) तथा प्रवाहं (fluency) साधयितुं केन्द्रिता भवति। अत्र व्याकरण-नियमानां प्रत्यक्ष-शिक्षणस्य अपेक्षया स्वाभाविक-भाषा-अधिग्रहणस्य (natural language acquisition) उपरि अधिकं ध्यानं दीयते।
- **संरचनात्मकपद्धति: (Structural Method):** इयं पद्धतिः भाषायाः व्याकरण-संरचना-केन्द्रीकृतम् (grammar-structure-centric) अस्ति। अस्मिन् पद्धतौ, भाषायाः संरचनाः (structures) क्रमिकरूपेण (sequentially), व्यवस्थितरूपेण (systematically) च उपस्थाप्यन्ते। पुनरावृत्ति-अभ्यासः (repetition drills), प्रतिस्थापन-अभ्यासः (substitution drills) इत्यादीनां माध्यमेन तासां संरचनाणां अभ्यासः (practice) क्रियते। एतत् प्रश्नस्य आवश्यकतां (requirement) पूर्णतया मेलयति।
- **समग्रभाषापद्धति: (Whole Language Method):** इयं पद्धतिः भाषां समग्ररूपेण (holistically) अपेक्षते। पठनं (reading), लेखनं (writing), श्रवणं (listening), तथा कथनं (speaking) इत्येतेषां सर्वेषां कौशलानां (skills) एकीकरणं भवति। अत्र अर्थस्य (meaning) उपरि प्राधान्यं भवति, न तु व्याकरण-संरचनायाः पृथक्-शिक्षणस्य उपरि।

## संरचनात्मकपद्धत्याः प्रासंगिकता

प्रश्नस्य मुख्यं केन्द्रबिन्दुः 'क्रमिकव्याकरण-संरचनायाः व्यवस्थितं प्रस्तुतीकरणं अभ्यासश्च' इति अस्ति। संरचनात्मकपद्धतिः (Structural Method) एव अस्य केन्द्रबिन्दुं पूर्णं करोति।

अस्यां पद्धतौ:

- The grammatical structures are presented in a step-by-step manner. (व्याकरण-संरचनाः सोपान-क्रमेण प्रस्तुताः भवन्ति।)
- Repetitive drills help in mastering these structures. (पुनरावृत्ति-अभ्यासः एतेषु संरचनासु प्रवीणतायां सहाय्यं कुर्वन्ति।)
- The focus remains on the form and pattern of the language. (भाषायाः रूपं (form) तथा प्रतिमानं (pattern) उपरि ध्यानं तिष्ठति।)

एतेन कारणेन, यदा लक्ष्यभाषायाः क्रमिक-व्याकरण-संरचनायाः प्रभावी, अर्थपूर्ण, तथा व्यवस्थितं प्रस्तुतीकरणं एवं अभ्यासः इष्टः भवति, तदा संरचनात्मकपद्धतिः (Structural Method) एव योग्यतमः विकल्पः भवति।

232. Answer: b

Explanation:

## नगरीकरणस्य कारणात् प्रदूषणम् - 'विचारोत्तेजनम्' इत्यस्य अर्थः

प्रस्तुते प्रश्ने एकः अध्यापकः छात्रान् 'नगरीकरणस्य कारणात् प्रदूषणम्' (Pollution due to Urbanization) इति विषये विचारोत्तेजनम् कर्तुं आदिशति। अत्र 'विचारोत्तेजनम्' इति शब्दस्य अर्थः किं इति ज्ञातुं आवश्यकम् अस्ति।

### अध्यापकस्य निर्देशः

अध्यापकः यदा 'विचारोत्तेजनम्' कर्तुं छात्रान् सूचयति, तर्हि सः तांस् तुष्टिं करोति यत् ते 'नगरीकरणस्य कारणात् प्रदूषणम्' इत्यस्मिन् विषये ये सर्वे विचाराः मनसि आगच्छन्ति, ते सर्वे अविलम्बं लिखन्तु।

### 'विचारोत्तेजनम्' (Brainstorming) इत्यस्य परिभाषा

विचारोत्तेजनम् इति एकः प्रक्रिया अस्ति यस्यां कस्यापि विषये विद्यमानाः सर्वे विचाराः, कल्पनाः, सूचनाः च अल्पेनैव कालेन लिखिताः भवन्ति। अस्यां प्रक्रियायां विचाराणां गुणदोषान् विना, केवलं संख्याधिक्यं (quantity) एव लक्ष्यं भवति। एतत् सहसा (spontaneously) विचाराणां प्रकटीकरणं भवति।

### विकल्पानां विश्लेषणम्

इदानीं, प्रदत्तान् विकल्पान् 'विचारोत्तेजनम्' इत्यस्य परिभाषायाः आधारेण विश्लेषयामः:

#### विकल्प 1: कालक्रमानुसारं विचाराणां क्रमबद्धता

अयं विकल्पः तु विचाराणां व्यवस्थापनं (ordering) सूचयति। विचारोत्तेजनं तु विचाराणां केवलं उत्पादनम् (generation) अस्ति, न तु तेषां क्रमबद्धता। अतः एषः विकल्पः उपयुक्तः न अस्ति।

#### विकल्प 2: तत्कालमेव केनापि विषयेन सम्बद्धानां विचाराणां लेखनम्

एषः विकल्पः 'विचारोत्तेजनम्' इत्यस्य अर्थं सम्यक् प्रकटयति। तत्कालमेव (immediately) केनापि विषयेन सम्बद्धानां विचाराणां लेखनम् (writing thoughts related to any topic) इत्युक्तेन, विचाराणां अविलम्बं लेखनं अभिप्रेतम् अस्ति। एतत् विचारोत्तेजनस्य मुख्यं लक्षणम् अस्ति।



### विकल्प 3: अनुच्छेदस्य समाप्तिः

अनुच्छेदस्य समाप्तिः (Conclusion of a paragraph) इत्यस्य विचारोत्तेजनं इत्यनेन सह न तादृशः सम्बन्धः अस्ति। अनुच्छेदस्य समाप्तिः लेखनप्रक्रियायाः अन्तिमः भागः भवति।

### विकल्प 4: शीर्षवाक्यस्य लेखनम्

शीर्षवाक्यस्य लेखनम् (Writing a topic sentence) इत्यपि लेखनप्रक्रियायाः एकः भागः अस्ति, परन्तु तत् विचाराणां उत्पादनस्य (idea generation) पर्यायः न भवति।

### निष्कर्षः

उपरोक्त विश्लेषणानुसारं, 'विचारोत्तेजनम्' इत्यस्य अर्थः भवति यत् कस्यापि विषये आगच्छन्तः सर्वे विचाराः अविलम्बं लिखिताः भवन्तु। अतः, द्वितीयः विकल्पः ('तत्कालमेव केनापि विषयेन सम्बद्धानां विचाराणां लेखनम्') सर्वाधिकं सटीकः अस्ति।

233. Answer: b

Explanation:

### संस्कृत अनुच्छेदे विरामचिह्नों पर ध्यान

यह प्रश्न पूछता है कि जब अमन किसी संस्कृत गद्यांश (संस्कृतस्यानुच्छेदे) में विरामचिह्नों का प्रयोग करता है, तो उसका ध्यान किस पर केंद्रित होता है। विराम चिह्न लिखित भाषा में स्पष्टता और अर्थ जोड़ने के लिए महत्वपूर्ण होते हैं।

### विराम चिह्नों के कार्य

- विराम चिह्न वाक्यों को सही ढंग से संरचित करने में मदद करते हैं।
- वे पाठक को यह समझने में सहायता करते हैं कि कहाँ रुकना है या वाक्य का कौन सा भाग किस विचार से संबंधित है।
- उदाहरण के लिए, एक अल्पविराम (,) वाक्य के हिस्सों को अलग करता है, जबकि एक पूर्णविराम (.) वाक्य के अंत को दर्शाता है।

### विकल्पों का विश्लेषण



आइए प्रत्येक विकल्प पर विचार करें:

- **लेखने (Writing):** सामान्य लेखन में विराम चिह्नों का उपयोग होता है, लेकिन यह एक विस्तृत शब्द है। प्रश्न एक विशिष्ट प्रकार की गतिविधि की ओर संकेत कर सकता है जहाँ विराम चिह्न विशेष रूप से महत्वपूर्ण होते हैं।
- **लिप्यन्तरण (Transcription):** लिप्यन्तरण का अर्थ है किसी पाठ या बोली को एक रूप से दूसरे रूप में सटीकता से लिखना, जैसे किसी बोली को लिखित रूप में बदलना या एक लिपि से दूसरी लिपि में लिखना। इस प्रक्रिया में, मूल सामग्री के ठहराव, लय और अर्थ को सही ढंग से दर्शाने के लिए विराम चिह्नों का सटीक उपयोग अत्यंत महत्वपूर्ण होता है। संस्कृत अनुच्छेद के संदर्भ में, यदि अमन किसी बोली जाने वाली सामग्री या किसी अन्य स्रोत से पाठ को सावधानीपूर्वक लिख रहा है, तो विराम चिह्नों का सही उपयोग उसके ध्यान का मुख्य केंद्र होगा।
- **शीघ्रलेखने (Speed writing):** शीघ्रलेखन या शॉर्टहैंड का मुख्य उद्देश्य गति है। इस विधि में, अक्सर सटीकता के लिए विराम चिह्नों को छोड़ दिया जाता है या सरलीकृत प्रतीकों का उपयोग किया जाता है। इसलिए, यह अमन के ध्यान का केंद्र होने की संभावना नहीं है।
- **कथने (Speaking):** कथन या बोलने में, व्यक्ति स्वाभाविक रूप से रुकता है, लेकिन प्रश्न लिखित रूप में 'विराम चिह्नों के प्रयोग' के बारे में है, न कि बोलने के दौरान होने वाले ठहराव के बारे में। विराम चिह्न लिखित संकेतक हैं।

### निष्कर्ष: अमन के ध्यान का केंद्र

जब कोई व्यक्ति किसी अनुच्छेद में विराम चिह्नों का सावधानीपूर्वक उपयोग करता है, खासकर जब सटीकता महत्वपूर्ण होती है, तो यह अक्सर **लिप्यन्तरण** की प्रक्रिया का हिस्सा होता है। लिप्यन्तरण में, स्रोत सामग्री को मूल रूप में यथासंभव सटीक रूप से प्रस्तुत करने के लिए प्रत्येक विवरण, जिसमें विराम चिह्न भी शामिल हैं, पर ध्यान देना आवश्यक होता है। इसलिए, इस संदर्भ में, अमन का ध्यान संभवतः **लिप्यन्तरण** पर केंद्रित है।

234. Answer: a

### Explanation:

प्रश्नार्थ- अन्तः सम्पर्कि - श्रवण है-

उत्तर- श्रवणं, प्रत्युत्तरदानं च

★ Important Points

- "अन्तः सम्पर्कि - श्रवण" वाक्य श्रवण क्षमता और सम्प्रेषण के बीच तात्पर्यपूर्ण संबंध का संकेत करता है। इस वाक्य का मतलब है कि श्रवण केवल ध्वनियों, शब्दों, या वाक्यांशों को सुनने की प्रक्रिया नहीं होती, बल्कि यह एक सक्रिय क्रिया है जिसमें जानकारी को समझा और प्रसंस्कृत किया जाता है, और फिर उसका प्रतिसाद दिया जाता है।
- यदि उत्तर 1. "सुनना, और प्रतिक्रिया देना" सही है, तो यह इस बात की पुष्टि करता है कि श्रवण एक द्विपक्षीय प्रक्रिया है।
- एक व्यक्ति जब सुनता है, तो वह जानकारी को संग्रहित करता है, उसे समझता है, और फिर उस पर आधारित किसी प्रकार की प्रतिक्रिया देता है।
- यह प्रतिक्रिया सोचना, भावनात्मक प्रतिक्रिया देना, या समझाये गए ज्ञान का उपयोग करके किसी कार्य को सम्पन्न करना हो सकती है।
- संक्षेप में, "अन्तः सम्पर्कि - श्रवण" मतलब है कि जानकारी को सुनने, उसे समझने, और उस पर प्रतिक्रिया देने की प्रक्रिया।

### ★ Additional Information

#### पर्यायों का हिन्दी अनुवाद-

- श्रवणं, प्रत्युत्तरदानं च- सुनना, और प्रतिक्रिया देना
- लयपरिवर्तनार्थं श्रवणं- सुनने से लय में परिवर्तन होना
- बलाघाताय बलदानाय च श्रवणम्- प्रहार करने और शक्ति देने के लिए सुनना
- वक्तुः प्रकृतिं ज्ञातुम् श्रवणम्- सुनने से वक्ता के स्वभाव का ज्ञान होना

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235. Answer: c

Explanation:

### कथापठने नवीनशब्दानां समाधानम्

एषः प्रश्नः एकं सामान्यं अध्ययन-परिदृश्यं प्रस्तुतं करोति यत्र एकः छात्रः काञ्चित् कथां पठन् अस्ति। पठनस्य समये, सः कान् नवीनशब्दान् पृच्छति येषां अर्थं न जानाति। एतस्यां स्थितौ करणीयम् अस्ति इति मुख्यः प्रश्नः। छात्रस्य कृते सर्वोत्तमं कार्यं किं स्यात् इति विचिन्त्यते।

प्रकरणानुसारं अर्थस्य अनुमानं कर्तुं प्रमुखं सोपानम्

प्रस्तुतानां विकल्पानां मध्ये, 'प्रकरणानुसारं अर्थस्य अनुमानं कुर्यात्' इति सर्वाधिकं उपयुक्तं तथा प्रभावी उपायः मन्यते। अस्य कारणानां विषये विस्तृतं चर्चा कुर्मः:

- **तत्कालम् उपायात्मकं कौशल्यम्:** यदा छात्रः कथां पठन् भवति, तदा सः तत्रैव तिष्ठित्वा अनभिज्ञातशब्दस्य अर्थं ज्ञातुं प्रकरणस्य उपयोगं कर्तुं शक्नोति। सः वाक्यस्य अवशिष्टं भागं, पूर्व-पश्चात् आगतानि वाक्यानि, तथा च कथायाः सम्पूर्णं विषयं अवलोक्य तस्य शब्दस्य संभावितं अर्थं अनुमानितुं प्रयत्नं करोति।
- **पठनप्रवाहस्य संरक्षणम्:** एतत् कौशलं छात्रस्य पठनप्रवाहं न अवरुध्यते। सः कथायाः वर्णने मग्नः तिष्ठति, यतः तस्य पठनगतिः तथा अवबोधः च तिष्ठति।
- **सक्रिय-पठनम्:** प्रकरणानुसारं अर्थं ज्ञातुं प्रयत्नं कुर्वन् छात्रः निष्क्रिय-ग्राहकः न भवति, अपितु सक्रिय-पठकः भवति। एतेन तस्य अवबोधनक्षमता च वर्धते।
- **शब्दज्ञाने वृद्धिः:** यद्यपि शब्दकोशः न प्रयुक्तः, तथापि प्रकरण-आधारित-अनुमानेन शब्दस्य अर्थः स्मरणीयः भवति, येन अप्रत्यक्षतया शब्दभण्डारस्य वृद्धिः भवति।

### अन्य विकल्पानां मूल्याङ्कनम्

अन्ये विकल्पाः अपि विचाराः सन्ति, परन्तु ते एतत् विशिष्टं पठन-परिदृश्ये प्रथमं या आवश्यकं कार्यं न भवन्ति:

- **अध्यापकस्य परामर्श (Option 1):** यद्यपि गुरुजनानां मार्गदर्शनं सदा महत्त्वपूर्णं भवति, तथापि पठनसमये शिक्षकः तत्कालम् उपलब्धः न स्यात्। अतः, एषः उपायः द्वितीयः स्तरस्य भवितुं शक्नोति।
- **कठिनशब्दाः उपेक्षणीयाः (Option 2):** पठनसमये नवीनशब्दानां उपेक्षां कृत्वा केवलं कथां समापयितुं प्रयासः भाषा-शिक्षणाय तथा च अवबोधायापि हानिकारकः भवति।
- **शब्दकोशः दृष्टव्यः (Option 4):** शब्दकोशः (Dictionary) अनभिज्ञातशब्दानां अर्थं ज्ञातुं एकं विश्वसनीयं साधनम् अस्ति। परन्तु, पठनप्रवाहं बाधितं न कुर्वन्, प्रथमं प्रकरणानुसारं अनुमानं कर्तुं प्रयत्नं कृत्वा, तदनन्तरं अवशिष्ट-सन्देह-निवारणाय शब्दकोशं द्रष्टुं शक्यते।

निष्कर्षरूपेण, यदा एकः छात्रः कथां पठन् नवीनशब्दान् पृच्छति, तदा प्रकरणानुसारं अर्थस्य अनुमानं कर्तुं इति एकं अत्यन्तं महत्त्वपूर्णं तथा प्रभावी कौशलं अस्ति यत् सः अविलम्बं उपयोक्तुं शक्नोति।

236. Answer: a

Explanation:

## संरचनात्मक मूल्यांकनस्य अवबोधः (Understanding Structural Assessment)

संरचनात्मक मूल्यांकनम्, यत् 'Formative Assessment' इति अपि ज्ञायते, शिक्षण-अधिगम प्रक्रियायाः मध्ये निरन्तरं भवति। अस्य मुख्यं उद्देश्यं छात्रस्य अधिगमस्य प्रक्रियायां सुधारः कर्तुं सूचनां (feedback) प्रदातुं भवति। एतत् मूल्यांकनं छात्रस्य बलानि (strengths) तथा दुर्बलताः (weaknesses) अन्वेष्टुं सहाय्यं करोति, येन शिक्षकः अध्यापन-पद्धतीषु आवश्यकपरिवर्तनानि कर्तुं शक्नोति। एतत् मूल्यांकनं अन्तिम-परिणामस्य अपितु प्रक्रियायाः उपरि अधिकं ध्यानं ददाति।

## 'प्रक्रियामूलकम्' इत्यस्य विश्लेषणम् (Analysis of 'Process-based')

'प्रक्रियामूलकम्' इति शब्दः कार्यस्य परिणामस्य (outcome) अपेक्षया कार्यं कथं कृतं (how the work is done) इति उपरि अधिकं ध्यानं ददाति। एतत् कार्यस्य विभिन्न-सोपानानि (steps), पद्धतीः (methods), तथा साधनानि (strategies) इत्येतेषां मूल्यांकनं करोति। एतत् छात्रस्य अधिगम-प्रयासे (learning effort) वर्तमानाः अवयवाः (components) महत्त्वं धारयन्ति इति सूचयति।

## संरचनात्मक मूल्यांकनम् प्रक्रियामूलकम् एव (Structural Assessment is Process-based)

संरचनात्मक मूल्यांकनं छात्रस्य अधिगम-प्रक्रियायाः उपरि केन्द्रितं भवति। शिक्षकः छात्रस्य ज्ञानं, कौशलानि, तथा अवबोधं (understanding) विकासयितुं विभिन्न-कार्यकलापान् (activities) उपयोगं करोति। एतत् मूल्यांकनं केवलं अन्तिम-उत्पादस्य (final product) अपितु समग्र-अधिगम-प्रक्रियायाः (overall learning process) सुधाराय भवति। छात्रः कथं सीखति, कुत्र बाधाः (obstacles) सन्ति, इति विषये सूचनां दत्त्वा, शिक्षकः प्रक्रियायां सुधारं करोति। अतः, संरचनात्मक मूल्यांकनम् 'प्रक्रियामूलकम्' अस्ति इति स्पष्टं भवति।

## इतरेषां पर्यायानां निरसनम् (Rejection of Other Options)

- **उत्पादनमूल्यांकनम् (Product Assessment):** एतत् मूल्यांकनं सामान्यतः पाठ्यक्रमस्य अन्ते भवति, यत् छात्रस्य अन्तिम-ज्ञानस्य वा फलांशस्य (result) मूल्यांकनं करोति। इदं संरचनात्मक मूल्यांकनस्य, यत् प्रक्रियायां लक्षं ददाति, विपरीतम् अस्ति।
- **दक्षतामूलकम् (Skill-based):** यद्यपि संरचनात्मक मूल्यांकनं कौशलानां विकासम् अपि पश्यति, परं सम्पूर्णं ध्यानं केवलं दक्षतायां न भवति, अपितु सम्पूर्ण-अधिगम-प्रक्रियायां भवति,

यत्र कौशल-विकासः अपि एकः भागः भवति।

- शिक्षाशास्त्रमूलकम् (Pedagogical): एतत् पदं शिक्षण-शास्त्र-सम्बद्धितं (related to teaching methods) भवति, परन्तु 'संरचनात्मकं मूल्याङ्कनम्' इति विशिष्टं मूल्याङ्कन-प्रकारं अस्ति, यत् प्रक्रियायां लक्षं ददाति, न तु केवलं शिक्षण-पद्धतीः।

237. Answer: a

Explanation:

## भाषाशिक्षणस्य सत्य विषये चर्चा

भाषा शिक्षणम् एकः महत्त्वपूर्ण प्रक्रिया अस्ति, यस्यां छात्राः प्रभावपूर्ण संवादं कर्तुं पठितुं च शक्नुवन्ति। एतस्य प्रक्रियायाः विषये विभिन्न दृष्टिकोणाः सन्ति। अधुना वयं प्रदत्त-विकल्पानां विश्लेषणं कुर्मः यत् भाषाशिक्षणस्य विषये कस्य कथनस्य सत्यता अस्ति इति ज्ञातुं शक्नुमः।

## भाषा विकासे सोद्देश्यपूर्णप्रयोगस्य भूमिका

प्रथमं विकल्पं विचारयामः: "भाषा मुख्यतः सोद्देश्यपूर्णप्रयोगेन विकसति।" (Language primarily develops through purposeful use.)

- इदं कथनं भाषाविज्ञानस्य आधुनिकसिद्धान्तानां सम्यक् अनुसरणं करोति।
- भाषा केवलं नियमानां स्मरणात् नहि, अपितु तस्याः वास्तविक-जीवने उपयोगं कृत्वा अधिकं वर्धते।
- यदा वयं संवादं कर्तुं, सूचनां प्राप्तुं, वा अन्यस्य कस्यापि कार्यस्य कृते भाषां प्रयोजयामः, तदा सा अधिकं स्पष्टतयाः अस्माकं ज्ञाने आगच्छति।
- उदाहरणार्थम्, यदि कश्चित् छात्रः मित्रैः सह क्रीडाविषयीं चर्चां करोति, सः तत्र प्रयुज्यमानं शब्दं, वाक्यं च अधिकं सरलतां अवगच्छति, स्मरति च।
- अतः, सोद्देश्यपूर्णप्रयोगः (purposeful use) भाषायाः (language) विकासाय (development) मूलम् अस्ति।

## अन्य विकल्पानां विश्लेषणं

इदानीं अन्ये विकल्पाः कथं सत्यं न सन्ति इति पश्यामः:

- **विकल्प 2:** "शिक्षणे अन्तर्निहिताः सन्ति - वातर्लापः, लेखनम् आकृतिप्रदानम् तथा गत्यात्मकता।" (Teaching involves - conversation, writing, shaping, and dynamism.)
  - यद्यपि वातर्लापः (conversation), लेखनम् (writing), तथा गत्यात्मकता (dynamism) भाषाशिक्षणस्य भागाः सन्ति, 'आकृतिप्रदानम्' (shaping) इति पदं किञ्चित् अस्पष्टम् अस्ति।
  - परन्तु, मुख्यं यत्, एते भागाः महत्त्वपूर्णः चेदपि, 'सोद्देश्यपूर्णप्रयोगः' इव भाषाविकासस्य मूलकारणस्य स्पष्टं वर्णनं न करोति।
- **विकल्प 3:** "शिक्षणं शब्दरूपाणां भाषाणां च नियमानां ज्ञाने न भवति।" (Teaching does not happen through knowledge of word forms and language rules.)
  - एतत् कथनं पूर्णतया सत्यं नहि।
  - भाषायाः **नियम** (rules) तथा **शब्दरूप** (word forms) ज्ञानं **भाषा** (language) शिक्षण (teaching)स्य एकः भागः भवति।
  - आधुनिक-विधिषु नियमानां प्रत्यक्ष-ज्ञानात् अधिकं प्रयोग-माध्यमेन ज्ञानं प्राप्यते, परन्तु नियमानां ज्ञानं पूर्णतया निरर्थकं नास्ति।
- **विकल्प 4:** "अनेकप्रविधिषु एकेन प्रविधिना, एतत् प्रस्तुतं यत् भाषा मुख्यतः वातर्लापानां आवृत्या शिक्षयते।" (Among many methods, one method presents that language is mainly learned through the repetition of conversations.)
  - 'वातर्लापानां आवृत्तिः' (repetition of conversations) इति विधिः (method) पूर्वकाले (e.g., audiolingual method) प्रयुक्ता आसीत्।
  - परन्तु, वर्तमानकाले भाषाशिक्षणं केवलं आवृत्यां न निर्भरं करोति। **भाषा** (language)याः **मुख्य** (main) शिक्षा **वातर्लाप** (conversation)स्य **आवृत्या** (repetition) भवति इति कथनं सीमितम् अस्ति।
  - सम्पूर्ण भाषाकौशल्यं विकसितुं अधिक-व्यापकः दृष्टिकोणः आवश्यकः।

## निष्कर्षः

उपर्युक्त विश्लेषणात् स्पष्टं भवति यत्, भाषायाः विकासः मुख्यतया तस्याः **सोद्देश्यपूर्णप्रयोगेन** (purposeful use) भवति। यदा छात्राः भाषां सार्थक-रूपेण **प्रयोग** (use) कुर्वन्ति, तदा तेषां **भाषा** (language) **शिक्षण** (teaching) अधिकं प्रभावी भवति।

238. Answer: c



## Explanation:

## बालकानां भाषा विकासे द्विवर्षीय अवस्थायाः विश्लेषणम्

प्रस्तुतप्रश्ने बालकानां भाषा विकासस्य एकं महत्त्वपूर्णं चरणं वर्णितं अस्ति । यदा बालकाः प्रायः द्विवर्षीयं वयः प्राप्नुवन्ति, तेषां भाषायां परिवर्तनं दृश्यते । ते केवलं एकां वाचं न वदन्ति, अपितु शब्दद्वयस्य समूहान् संयोजयितुं आरभन्ते । अस्यां अवस्थायां ते वाक्यस्य मुख्यान् अर्थपूर्णान् शब्दान् (उदा. संज्ञाः, क्रियाः) प्रयुञ्जानाः, परन्तु व्याकरणात्मकदृष्ट्या आवश्यकान्, किन्तु अर्थतः गौणान् शब्दान् (उदा. संयोजकः, परसर्गः) उपेक्षन्ते । एतस्य अवस्थायाः कृते एकं विशिष्टं पदं प्रयुज्यते । अस्मिन् विषये विकल्पेषु उचितं पदं चिन्वितव्यम् ।

## भाषा विकासस्य विशिष्टावस्थायाः परीक्षणम्

प्रश्ने वर्णितं लक्षणं यत् बालकाः द्विशब्दवाक्यानि (two-word utterances) प्रयुञ्जानाः भवन्ति, येषु केवलं मुख्याः शब्दाः भवन्ति, गौणशब्दाः (function words) च न भवन्ति, तत् 'टेलीग्राफिक स्पीच' (Telegraphic Speech) इति कथ्यते । एतत् नामकरणं टेलीग्राफ-सन्देशेषु तारव्ययत्वात् केवलं मुख्याः शब्दाः प्रेष्यन्ते स्म, तस्मात् अभवत् । इदानीं वयं प्रत्येकं विकल्पं परीक्षामः ।

- **1. कूजनम् (Babbling):** इदं पदं शैशवस्य प्रथमेषु मासेषु (विशेषतः 6-12 मासेषु) शिशुभिः क्रियमाणां ध्वनीनां शृङ्खलां निर्दिशति । अत्र बालकाः अर्थपूर्णं वाक्यं न वदन्ति, अपि तु विभिन्नं स्वरं व्यवहरन्ति । अतः, इदं प्रश्ने वर्णितं लक्षणं नास्ति ।
- **2. अस्पष्टभाषणम् (Unclear Speech):** इदं पदं सामान्यतः उच्चारणे स्पष्टतायाः अभावेन सम्बद्धं भवति । अस्य सम्बन्धं वाक्यरचनायाः किंवा शब्दसंयोजनस्य विशिष्टं प्रकारेण सह नास्ति । अतः, इदम् अपि उत्तरं नास्ति ।
- **3. मनःसञ्जालितभाषणम् (Manah-sanjalita-bhashanam):** इदं पदं 'टेलीग्राफिक स्पीच' इत्यस्य अर्थं प्रति लक्ष्यं साधयितुं प्रयुक्तं भवितुं शकते । 'सञ्जालित' इति शब्दः अत्र मुख्यान् शब्दान् संयोजयितुं, गौणान् शब्दान् विहाय, संदेशस्य सारभूतं भागं प्रेषितुं प्रयुक्तः स्यात्, यत् टेलीग्राफ-सन्देशस्य कार्यशैलीं स्मरति । द्विवर्षीयबालकानां 'मां, पानी' (Mommy, water) इव प्रयोगः अस्यैव उदाहरणम् अस्ति, यत्र 'मुझे' किंवा 'चाहिए' इव शब्दाः लुप्ताः भवन्ति । प्रश्नस्य विवरणं अनेन सह पूर्णतया मेलं खादीति ।
- **4. अतिसाधारणीकरणम् (Overgeneralization):** भाषा विकासे इदं तदा भवति यदा बालकाः व्याकरणस्य नियमं (rule) अधिकं व्यापकं कृत्वा प्रयुञ्जानाः भवन्ति । उदाहरणार्थं, 'go' इति क्रियायै 'goed' इति वदन्ति । अस्य सम्बन्धं शब्दद्वयस्य संयोजनस्य वा गौणशब्दानां लोपेन सह नास्ति । अतः, इदम् अपि उत्तरं नास्ति ।



## निष्कर्षः मनःसञ्जालितभाषणस्य महत्त्वम्

बालकानां भाषा विकासे यदा ते द्विशब्दवाक्यानि (two-word phrases) प्रयुज्जानाः भवन्ति, येषु मुख्याः शब्दाः एव सन्ति, गौणशब्दाः च न सन्ति, तदा अवस्था 'टेलीग्राफिक स्पीच' कथ्यते । संस्कृत-हिन्दी-शिक्षण-परिप्रेक्ष्ये 'मनःसञ्जालितभाषणम्' इति पदं एतस्याः अवस्थायाः वर्णनार्थं प्रयुक्तं स्यात् । इयं अवस्था बालकानां वाक्यरचनां कर्तुं समर्थतां दर्शयति ।

239. Answer: c

Explanation:

### अध्यापन-पद्धति-विश्लेषणम् (Analysis of Teaching Method)

प्रस्तुतप्रश्ने एकः अध्यापकः अवलोकयति यत् छात्राः कस्यचित् विषयस्य मुख्यविचारान् (main ideas) तदैव अधिकं सम्यक् अवगच्छन्ति यदा ते स्वयं कस्मिंश्चित् कार्ये (activity) वा प्रयोगे (experiment) वा सक्रियरूपेण संलग्नाः (engaged) भवन्ति तथा च तत् कार्यं पूर्णं कर्तुं अवसरं (opportunity) प्राप्नुवन्ति। एषा परिस्थितिः छात्राणां शिक्षणस्य एकस्यां विशिष्टायां पद्धतौ निर्दिशति।

### मुख्यविचारं ज्ञातुं प्रक्रिया (Process of Understanding the Main Idea)

- छात्राणां सक्रिय सहभागिता: छात्राः केवलं श्रवणेन वा दृष्ट्या न शिकन्ति, अपितु स्वयं कार्यं कृत्वा शिकन्ति।
- कार्ये संलग्नता: पाठस्य अवगहनं (comprehension) कस्यचित् व्यावहारिकं कार्यं वा प्रयोगं कुर्वन् भवति।
- कार्यपूर्ति अवसरः कार्यं समाप्तं कुर्वन्तः ते अवधारणां (concept) दृढं कुर्वन्ति।

### शिक्षण-पद्धतीनां तुलनात्मकं निरूपणम् (Comparative Representation of Teaching Methods)

अस्मिन् विषये विभिन्न शिक्षण-पद्धतीः विचारामः याः छात्राः कथं ज्ञानं प्राप्नुवन्ति इति वर्णयन्ति:

| पद्धति: (Method)                       | विवरणम् (Description)                                                                                                                                                                       | प्रश्नेन सह सम्बन्धः (Relation to the Question)                                                                                 |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| श्रवणात्मकतायुक्ता (Auditory Learning) | एषा पद्धतिः श्रवणेन (listening), भाषणेन (speaking), तथा चर्चाभिः (discussions) ज्ञानं प्राप्नुं समर्थयति।                                                                                   | प्रश्ने सक्रियं 'कार्यं' वा 'प्रयोगं' वर्णितम् अस्ति, केवलं श्रवणं न। अतः एषा पद्धतिः न्यूनरूपेण प्रासङ्गिकम्।                  |
| दृश्यात्मकता (Visual Learning)         | एषा पद्धतिः दृष्ट्वा (seeing), पठनं (reading), चित्राणि (pictures), तथा विडिओ (videos) माध्यमेन ज्ञानं वर्धयति।                                                                             | प्रश्ने 'कार्यं' वा 'प्रयोगं' मध्ये सक्रियं संलग्नता अपेक्षितम् अस्ति, यत्र केवलं 'दृष्ट्वा' ज्ञानं न भवति।                     |
| गत्यात्मकता (Kinesthetic Learning)     | एषा पद्धतिः शरीरस्य चलनं (body movement), स्पर्शनं (touching), तथा 'कृत्वा' (doing) ज्ञानं प्राप्नुं प्रवर्तयति। अस्मिन् कार्ये (activity), प्रयोगं (experiment), तथा सक्रिय सहभागिता भवति। | प्रश्ने वर्णितं यत् छात्राः कार्ये वा प्रयोगे संलग्नाः भवन्ति तथा कार्यं समापयन्ति। एतत् 'गत्यात्मकता'याः मुख्यं लक्षणम् अस्ति। |
| सौन्दर्यात्मकता (Aesthetic Learning)   | एषा पद्धतिः कला (art), संगीत (music), तथा सौन्दर्यात्मक अनुभवैः (aesthetic experiences) सह सम्बद्धम् अस्ति।                                                                                 | प्रश्ने वर्णितं शिक्षणं 'कार्यं' वा 'प्रयोगं' कृत्वा भवति, यस्य प्रत्यक्षं सम्बन्धः सौन्दर्येण सह नास्ति।                       |

## गत्यात्मकतायाः महत्त्वं (Significance of Kinesthetic Learning)

अध्यापकस्य अवलोकनेन जायते यत् छात्राः कार्यं कृत्वा, प्रयोगेषु संलग्न भूत्वा, तथा तस्य कार्यस्य समाप्तिं कृत्वा विषयं सम्यक् अवगच्छन्ति। इयं प्रक्रिया 'गत्यात्मकता' इति कथ्यते। गत्यात्मकतायां छात्राः प्रत्यक्षं अनुभवं प्राप्नुवन्ति, येन ज्ञानं स्थायि भवति। एतद् 'Learning by Doing' इति नाम्ना अपि जायते।

अतः, यदा छात्राः कस्यचित् कार्ये वा प्रयोगे सक्रियरूपेण संलग्नाः भूत्वा तस्य समाप्तिं कुर्वन्तः अवगच्छन्ति, तदा सा शिक्षणपद्धतिः गत्यात्मकता इति कथ्यते।

240. Answer: b

Explanation:

## वास्तविकलोके भाषाधिग्रहणः एकं सिंहावलोकनम्

भाषाधिग्रहणम् (Language Acquisition) इति प्रक्रियायां छात्रेषु भाषा-कौशल्यं वर्धयितुं विभिन्न-शिक्षण-विधयः प्रचलन्ति। प्रश्नः विशेषतः वास्तविक-जगतः (real-world) सन्दर्भे भाषा-ज्ञानं येन वर्धते, तथा येन छात्रः प्रयोगेषु (practical activities/experiments) सक्रियरूपेण संलग्नाः भवन्ति, तां विधिं विषयीकरोति।

## विविध-शिक्षण-विधिनां विश्लेषणम्

छात्रान् प्रयोगेषु संलग्नान् कर्तुं भाषा-कौशल्य-वृद्धये उपयुक्त-विधिं विज्ञातुं, प्रत्येकं विधिं परीक्षामः:

- **व्याकरण-अनुवादविधिः (Grammar-Translation Method):** इयं विधिः मुख्यतया व्याकरण-नियम-ज्ञानं तथा मातृभाषायां अनुवादं (translation) केन्द्रितं करोति। अत्र वास्तविक-जगतः संप्रेषणाय (real-world communication) प्रत्यक्ष-प्रयोगः, यथा संभाषणं वा संवादः, गौणः भवति। अतः, एषा विधिः 'प्रयोगेषु संलग्नान् करोति' इति Aspectं पूर्णं न करोति।
- **सम्प्रेषणात्मकविधिः (Communicative Method):** एषा विधिः भाषां संप्रेषणस्य (communication) एकं साधनं मन्यते। अस्याः विधेः मुख्यं लक्ष्यं छात्रान् वास्तविक-जीवन-परिस्थितीषु (real-life situations) प्रभावी-रूपेण संवादं कर्तुं समर्थान् करोति। अत्र छात्रान् भूमिका-निर्वाहणे (role-playing), समूह-चर्चे (group discussions), समस्या-समाधाने (problem-solving) तथा अन्य-व्यावहारिक-प्रयोगात्मक-कार्ये (practical activities) संलग्नं कर्तुं प्रोत्साहनं दीयते। एतेन छात्रेषु भाषा-ज्ञानं स्वाभाविक-रूपेण वर्धते।
- **संरचनात्मकविधिः (Structural Method):** इयं विधिः भाषायाः संरचनायाः (language structures) तथा वाक्य-विन्यासात् (sentence patterns) आरभते। छात्रान् नियमित-अभ्यासेन (drills) तथा पुनरावृत्तिं (repetition) कुर्वन्ति। यद्यपि एषा विधिः भाषायाः आधारं (foundation) दृढं करोति, तथापि वास्तविक-जगतः स्वतंत्र-संप्रेषण-कौशल्य-वृद्धये आवश्यक-प्रयोगात्मक-संलग्नता (practical engagement) अत्र न्यूना भवति।
- **श्रवण-भाषीयविधिः (Audio-Lingual Method):** अस्याः विधेः मूलं व्यवहारवादः (behaviorism) अस्ति। इयं विधिः श्रवणं (listening) तथा भाषणं (speaking) अभ्यास-केन्द्रितं करोति, विशेषतः उद्दीपन-प्रतिक्रिया-साहचर्यं (stimulus-response association) तथा आदत-निर्माणं (habit formation) च। यद्यपि एषा विधिः भाषा-उच्चारणं

(pronunciation) तथा कण्ठस्थं (memorization) वर्धयति, परन्तु 'वास्तविक-जगतः' भाषा-प्रयोगस्य स्वतंत्रता तथा रचनात्मकता (creativity) अत्र अल्पं भवति।

## निष्कर्षः प्रयोग-आधारित-भाषाधिग्रहणाय सर्वोत्कृष्ट-विधिः

उपर्युक्तानां विधीनां विश्लेषणात् स्पष्टं भवति यत् सम्प्रेषणात्मकविधिः (Communicative Method) एव सा विधिः यस्यां छात्रान् वास्तविक-जगतः भाषा-प्रयोगस्य उद्देशेन विभिन्न-प्रयोगात्मक-कार्याणिषु (practical activities) संलग्नं कृत्वा भाषाधिग्रहणस्य प्रक्रिया वर्धयितुं शक्यते। एषा विधिः छात्रान् भाषां केवलं ज्ञान-रूपेण न अपि तु सक्रिय-संप्रेषण-साधन-रूपेण अपि द्रष्टुं प्रेरयति।



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