



Your Personal Exams Guide



NDA



CDS



SSC CGL



CBSE UGC NET



IAS



SSC CHSL



CTET



MPSC



AFCAT



CSIR UDC NET



IBPS PO



UP POLICE



SSC MTS



SBI PO



BPSC



UP TET



IBPS RRB



IBPS CLERK



IES



UPSC CAPF



SSC Stenogr..



RRB NTPC



SSC GD



RBI GRADE B



RBI Assistant



DSSSB

CTET 2021 Paper 2 Social Studies Question Paper (Jan-10-2022) (Eng-Hin)

Total Time: 2 Hour : 30 Minute

Total Marks: 210

Instructions

Sl No.	Section Name	No. of Question	Maximum Marks
1	Child Development and Pedagogy	30	30
2	Social Studies	60	60
3	English - I	30	30
4	Hindi - I	30	30
5	English - II	30	30
6	Hindi - II	30	30

- 1.) A total of 150 minutes is allotted for the examination.
- 2.) The server will set your clock for you. In the top right corner of your screen, a countdown timer will display the remaining time for you to complete the exam. Once the timer reaches zero, the examination will end automatically. The paper need not be submitted when your timer reaches zero.
- 3.) There will, however, be sectional timing for this exam. You will have to complete each section within the specified time limit. Before moving on to the next section, you must complete the current one within the time limits.

Child Development and Pedagogy

1. Which principle of development suggests that different body systems grows at different rates? **(+1)**
- a. The cephalocaudal principle
 - b. The proximodistal principle
 - c. The principle of hierarchical integration
 - d. The principle of independence of systems
-
2. Physical development of children - **(+1)**
- a. consists of only quantitative changes.
 - b. consists of only qualitative changes.
 - c. can be accurately predicted by comparisons with developmental milestones.
 - d. occurs in an orderly and sequential manner but rates of development of individual children vary.
-
3. Developmental changes - **(+1)**
- a. are highly unpredictable.
 - b. occur very fast till middle childhood then reach a plateau and stop.
 - c. occur at varying rates in individuals.
 - d. are independent of the socio-cultural context.

4. **Assertion (A)** : Apart from academic concepts children learn a lot of skills as well as values and beliefs in schools. **(+1)**

Reason (R) : Schools are a secondary but important agency of socialization of children.

Choose the correct option.

- a. Both (A) and (R) are true and (R) is the correct explanation of (A).
- b. Both (A) and (R) are true and (R) is not the correct explanation of (A).
- c. (A) is true but (R) is false.
- d. Both (A) and (R) are false.

5. When a young child sees a camel for the first time she calls it 'lumpy horse'. In Piagetian theory this is an example of - **(+1)**

- a. conservation
- b. centration
- c. animism
- d. assimilation

6. Which of the following pair is a correct pair of Piagetian stage and its characteristic **(+1)**

- a. Stage-Formal operational; Characteristic-Hypo-thetico deductive reasoning
- b. Stage-Sensori-motor; Characteristic-Symbolic thinking

- c. Stage-Pre-operational; Characteristic-Conservation
 - d. Stage-Concrete operational; Characteristic-Abstract reasoning
-

7. In Lev Vygotsky's theory, physical items such as calculator, computer as well as intellectual frameworks such as language are called - **(+1)**

- a. figuration materials.
 - b. cultural tools.
 - c. concept maps.
 - d. memory aids.
-

8. In a classroom based on principles of Piaget, what should be the characteristics of the teacher? **(+1)**

- (i) Mobility
 - (ii) Flexibility
 - (iii) Didactic
 - (iv) Transmitter of knowledge
- a. (i) (ii)
 - b. (iii) (iv)
 - c. (ii) (iv)
 - d. (i) (ii) (iv)
-

9. Which of the following characterizes a progressive classroom? **(+1)**

- a. Material is meant only for display.
 - b. Seating arrangement is fixed.
 - c. Children are assessed at the end of the year through formal exams.
 - d. Teacher provides learning opportunities to children to enable conceptual understanding.
-

10. Moral reasoning is based on the understanding of ideal reciprocity – the Golden rule in which the individuals wants to maintain the approval of others at which stage in Kohlberg's theory of moral development? **(+1)**

- a. Punishment and obedience orientation
 - b. Social contract orientation
 - c. Universal ethical principles
 - d. Good boy-good girl orientation
-

11. Howard Gardner – **(+1)**

- a. proposed the idea of intelligence as a singular trait.
 - b. divided intelligence into two factors – 'general' and 'specific'.
 - c. classified intellectual traits on three dimensions – operations, contents and products.
 - d. argued that several distinct types of intelligence exist.
-

12. _____ is reflected in the perception that girls will do well in languages but will perform poorly in mathematics and science. **(+1)**

- a. Gender equity
- b. Gender equality
- c. Gender identity
- d. Gender stereotype

13. In a classroom with diverse learners from different languages and castes, it is important to – (+1)

- a. understand that differences are deficits in children and these need to be immediately corrected.
- b. understand that all children have a potential to learn and design activities to help them progress at their own pace.
- c. encourage all the children to adopt the same learning style so that everyone is at the same pace.
- d. encourage competition among the children to facilitate meaningful learning.

14. Assessment of children – (+1)

- a. should be undertake only to provide evidence for evaluating individual students.
- b. should serve the purpose of comparing children and levelling them accordingly.
- c. should be done only at the end of the year through objective paper-pencil tests.
- d. skills that the child possesses as well as here learning potential.

15. Which of the following statements about questioning in class is correct? **(+1)**

- a. Primary purpose of asking questions by the teacher is to test the students.
- b. Only teachers should ask questions in the class.
- c. Questions based on knowledge and comprehension should be encouraged rather than analysis and application.
- d. Teachers should use questions in the class to create cognitive conflict to facilitate learning.

16. Which of the following principle underlies the philosophy of Inclusive education? **(+1)**

- a. Discrimination
- b. Equity
- c. Labelling
- d. Stereotyping

17. Which of the following affects an individual's ability to move and maintain balance and posture? **(+1)**

- a. Autism
 - b. Cerebral Palsy
 - c. Dyslexia
 - d. Speech Impairment
-

18. In order to include students with specific learning disability, a teacher should **avoid:** **(+1)**

- a. breaking long tasks into appropriate parts.
 - b. providing prompts of strategies to use.
 - c. providing regular, quality feedback
 - d. setting rigid timelines of task submission.
-

19. Inclusion of students from economically weaker sections in private schools under the provision of Right to Education Act (2009) mainly aims at: **(+1)**

- a. Burdening the teacher with extra work.
 - b. Perpetuating inequality in education.
 - c. Reducing social stratification.
 - d. Strengthening stereotypes related to social classes.
-

20. Which of the following is a correctly matched pair of appropriate accommodation strategy for inclusion of students with the specified characteristics? **(+1)**

- a. Gifted: Give space to work independently
 - b. Autism: Increase sensory overload
 - c. Dyslexia: Assessment based on long-essay writing
 - d. Hearing impairment: Show movies without subtitles
-

21. **Assertion (A)** : A teacher discusses with her class 6th students, norms and rules for having meaningful classroom discussion. **(+1)**

Reason (R) : Teacher should always be in control in the class and dictate classroom without consulting the students.

Choose the correct option.

- a. Both (A) and (R) are true and (R) is the correct explanation of (A).
- b. Both (A) and (R) are true but (R) is not the correct explanation of (A).
- c. (A) is true but (R) is false.
- d. Both (A) and (R) are false.

-
22. In a socio-constructivist classroom - **(+1)**

- a. learning is decontextualized.
- b. teachers are in total control of the classroom.
- c. students construct knowledge by interacting with each other and the teachers.
- d. assessment is summative and standardized.

-
23. Which of the following statement is correct as per National Education Policy 2020? **(+1)**

- a. Monolingualism should be practiced at all levels.
- b. Emphasis should be placed on rote learning and learning-for exams.
- c. Use of technology should be discouraged for divyang students.

- d. Flexibility should be provided for students to choose their learning trajectories and programmes.

24. **Assertion (A)** : The new learning should be based upon preceding facts and information and related to what children already know. **(+1)**

Reason (R) : Children learn in a spiral and not a linear way.

Choose the correct option.

- a. Both (A) and (R) are true and (R) is the correct explanation of (A).
b. Both (A) and (R) are true but (R) is not the correct explanation of (A).
c. (A) is true but (R) is false.
d. Both (A) and (R) are false.

25. In order to facilitate learning among students, a teacher should _____ students to participate in classroom discussion and other _____ activities. **(+1)**

- a. discourage, constructive
b. discourage, meaningful
c. encourage, collaborative
d. encourage, meaningless

26. How does a child primarily think and learn? **(+1)**

- a. By being a passive receiver of information.
b. Through fear of punishment.

- c. Through her own activity in the world including social interactions.
 - d. By forming stimulus-response associations.
-

27. Which the following statements is **NOT** correct in the context of alternative conceptions of children? (+1)

- a. Children's conceptions are based on their social and cultural experiences.
 - b. Children are born to make sense of the world and they try to formulate reasons for phenomenon around them.
 - c. Children are illogical, unintelligent and do not possess the capacity for meaning-making.
 - d. It is important to understand children's conceptions and build upon it.
-

28. Knowledge that individual have their own thinking and how they themselves learn is called - (+1)

- a. cognition
 - b. metacognition
 - c. declarative knowledge
 - d. procedural knowledge
-

29. Students should be encouraged to set _____ goals and adopt a _____ view of ability. (+1)

- a. mastery-oriented; entity
- b. mastery-oriented; incremental

- c. ego-involved; entity
 - d. ego-involved; incremental
-

30. Which of the following factors are responsible for children's failure in schools? **(+1)**

- (i) Fear and anxiety
- (ii) Boredom and confusion
- (iii) Irrelevant curriculum
- (iv) Decontextualized pedagogy

- a. (i) (iii)
- b. (i) (ii) (iii)
- c. (i) (iii) (iv)
- d. (i) (ii) (iii) (iv)

Your Personal Exams Guide

Social Studies

31. Match the evidence found with the correct archaeological site.

(+1)

<u>List I</u>	<u>List II</u>
<u>Grain and Bones</u>	<u>Sites</u>
a. Millets, cattle, sheep, goat and pig.	(i) Gufkral (Kashmir)
b. Wheat and lentil	(ii) Mahagara (Uttar Pradesh)
c. Hoof marks on clay surface	(iii) Hallur (Andhra Pradesh)
d. Rice and fragmentary animal bones	(iv) Koldihwa (Uttar Pradesh)

a. a-iii, b-i, c-ii, d-iv

b. a-iv, b-ii, c-iii, d-i

c. a-iii, b-iv, c-ii, d-i

d. a-ii, b-i, c-iv, d-iii

32. At which of the following sites of the Indus Valley civilization adults were generally buried in the ground, laid out straight, with the head towards north?

(+1)

a. Lothal

b. Gufkral

c. Mehargarh

d. Inamgaon

33. Read the following Assertion (A) and Reasoning (R) on 'Empires'. (+1)

Assertion (A): Emperors needed more resources as their empire was large and needed big armies for protection.

Reasoning (R): A large number of officials were appointed to collect taxes and tributes.

Choose the correct option.

- a. Both (A) and (R) are true and (R) is the correct explanation of (A).
- b. Both (A) and (R) are true but (R) is not the correct explanation of (A).
- c. (A) is true but (R) is false.
- d. Both (A) and (R) are false.

34. Which one of the following statements related to architecture is not correct? (+1)

- a. The "Keystone" at the centre of the arch transferred the weight of the superstructure to the base of the Arch.
- b. Limestone cement was increasingly used in construction.
- c. Pietra dura was a technique to place horizontal beams across two vertical columns.
- d. The weight of the superstructure above the doors and windows was sometimes carried by arches.

35. Weavers of which community in Thanjavur and Uraiyur, during the Chola dynasty, were producing cloth for the temple flags? (+1)

- a. Padmashali

- b. Devanga
- c. Panika
- d. Saliya

36. There were a variety of cultural expressions in the medieval period that flourished across the Indian subcontinent. (+1)

Match the following items in List I with those in List II.

<u>List I</u>	<u>List II</u>
a) Grammar and Poetics	(i) Rasmanjari
b) Storytelling	(ii) Lilatilakam
c) Distinctive style	(iii) Kathak
d) Miniature painting	(iv) Gharanas

Choose the correct option.

- a. a-i, b-ii, c-iii, d-iv
- b. a-ii, b-iii, c-iv, d-i
- c. a-iii, b-iv, c-i, d-ii
- d. a-iv, b-i, c-ii, d-iii

37. Match the tribes with the region they have originally lived in. (+1)

<u>List – I</u>	<u>List – II</u>
a. Khokhar	i. Multan & Sind
b. Langhas & Arghuns	ii. Western Himalaya
c. Balochis	iii. Punjab
d. Gaddis	iv. North-West

Choose the correct option.

- a. a-iii, b-i, c-iv, d-ii
- b. a-ii, b-iv, c-iii, d-i
- c. a-iii, b-iv, c-ii, d-i
- d. a-iv, b-ii, c-i, d-iii

38. Read the following Assertion (A) and Reasoning (R) on the problems of indigo cultivators and the Blue Rebellion. (+1)

Assertion (A): In 1859, the ryots of Bengal rose in rebellion, refusing to grow indigo.

Reasoning (R): They were tired of the oppression forced on them by the zamindars.

Choose the correct option.

- a. Both (A) and (R) are true and (R) is the correct explanation of (A).
- b. Both (A) and (R) are true but (R) is not the correct explanation of (A).
- c. (A) is true but (R) is false.
- d. Both (A) and (R) are false.

39. Pandita Ramabai was an eminent Sanskrit scholar of the 19th century. Following are three statements made by students in a class. Choose the option that reflects her life and views. (+1)

- A. Hinduism has been progressive towards women.
- B. Founded a widow's home at Poona.
- C. Wrote the book Stripurushtulna, condemning the social differences between men and women.

- a. Only A
- b. Only B
- c. Only C
- d. Only A and B

40. Who among the following wrote The Cultivator's Whipcord? (+1)

- a. Keshub Chundersen
- b. Henry Derozio
- c. Pandita Ramabai
- d. Jyotirao Phule

41. Read the following statements A and B on Varna order. (+1)

- A. During later Vedic period, the Brahmanas divided people into four groups called 'Varnas' and this division was based on the system of hierarchy and discrimination against the lower varnas.

B. Many people did not accept the system of varnas laid down by the Brahmanas.

Choose the correct option.

- a. A is true but B is false.
- b. A is false but B is true.
- c. Both A and B are true and A is the reason for B.
- d. Both A and B are true and A is not the reason for B.

-
42. Read the Assertion (A) and Reasoning (R) on nationalist movement and Choose the correct option. (+1)

Assertion (A): A number of political associations were formed after 1850 by the Indians.

Reasoning (R): The consciousness that the British were exercising control over the resources of India and the lives of its people, and until this was ended India could not be for Indians, emerged during the second half of the nineteenth century.

- a. Both (A) and (R) are true and (R) is the correct explanation of (A).
- b. Both (A) and (R) are true but (R) is not the correct explanation of (A).
- c. (A) is true but (R) is false.
- d. Both (A) and (R) are false.

-
43. Arrange the following in chronological order. (+1)

A. Simon Commission

- B. Rowlatt Act
 - C. Khilafat Agitation
 - D. Dandi March
- a. C, B, A and D
 - b. B, C, D and A
 - c. A, B, D and C
 - d. B, C, A and D

44. For which of the following causes did the veteran Gandhian Potti Sriramalu die? (+1)

- a. He was protesting against Simon Commission.
- b. He was protesting against the division of India.
- c. He was demanding a separate state for Telugu speakers.
- d. He was demanding entry of 'lower castes' into temples.

45. Read the statements and choose the correct option. (+1)

Assertion (A): Mercury takes only about 88 days to complete one round along its orbit, as it is nearest to sun.

Reason (R): All the eight planets of the solar system move around the sun in fixed elongated paths called orbits.

- a. Both (A) and (R) are true and (R) is the correct explanation of (A).
- b. Both (A) and (R) are true but (R) is not the correct explanation of (A).

- c. (A) is true but (R) is false.
 - d. Both (A) and (R) are false.
-

46. What will be the time at 30° E when it is 12 noon at Greenwich? **(+1)**

- a. 10.00 AM
 - b. 1.00 PM
 - c. 2.00 PM
 - d. 1.30 PM
-

47. Identify the heat zone of the earth based on the given characteristics **(+1)**

- A. Areas are very cold.
- B. The sun here does not rise above the horizon.
- C. Areas lying between the Arctic Circle and the North Pole and Antarctic Circle and South Pole.
- D. Sun rays are always slanting and provide less heat.

Choose the correct option.

- a. Frigid Zone
 - b. Torrid Zone
 - c. Temperate Zone
 - d. Hot Zone
-

48. Match the equator and parallels of latitudes with their location.

(+1)

a. Arctic Circle	(i) $23\frac{1}{2}^{\circ}$ S
b. Tropic of Capricorn	(ii) 90° N
c. Equator	(iii) $66\frac{1}{2}^{\circ}$ N
d. North Pole	(iv) 0°

Choose the correct option.

- a. a-(i), b-(ii), c-(iii), d-(iv)
- b. a-(ii), b-(iv), c-(iii), d-(i)
- c. a-(iii), b-(i), c-(iv), d-(ii)
- d. a-(iv), b-(i), c-(ii), d-(iii)

49. Which of the following statements is the correct explanation of environment?

(+1)

- A. The place, things and nature that surround any living organism.
- B. Only human activities on earth.
- C. Both biotic and abiotic conditions existing on the earth.
- D. The combination of natural and human-made phenomena.

Choose the correct option.

- a. A, C and D
- b. A, B and D
- c. B, C and D

d. A, B and C

50. Identify the type of forests based on the features described below. (+1)

A. They are commonly found along the eastern margin of the continents, such as South China.

B. Oak, pine, eucalyptus are examples of the trees found here.

Choose the correct option.

- a. Tropical Evergreen Forests
- b. Tropical Deciduous Forests
- c. Temperate Evergreen Forests
- d. Temperate Deciduous Forests

51. Match the following natural vegetation with the required rainfall conditions. (+1)

A. Forests	(i) Moderate rainfall
B. Grasslands	(ii) Low rainfall
C. Shrubs	(iii) Plentiful rainfall

Choose the correct option.

- a. A-(iii), B-(i), C-(ii)
- b. A-(ii), B-(iii), C-(i)
- c. A-(i), B-(ii), C-(iii)
- d. A-(i), B-(iii), C-(ii)

52. Which of the following gases is produced by plants during photosynthesis? (+1)

- a. Nitrogen
- b. Carbon dioxide
- c. Oxygen
- d. Hydrogen

53. Read the statements A and B and choose the correct option. (+1)

Statement (A): The amount of insolation decreases from equator towards poles.

Statement (B): Solar radiation does not affect the distribution of temperature on earth.

Choose the correct option.

- a. Both (A) and (B) are true and (B) is the correct explanation of (A).
- b. Both (A) and (B) are true but (B) is not the correct explanation of (A).
- c. (A) is true but (B) is false.
- d. Both (A) and (B) are false.

54. Match the means of transport with their important features. (+1)

List I	List II
A. Roadways	(i) Fastest ways of transport.
B. Railways	(ii) Cheapest means for carrying heavy and bulky goods over long distances.
C. Waterways	(iii) Carry heavy goods and people over long distances quickly and cheaply.
D. Airways	(iv) Most commonly used specially for short distances.

Select the correct option.

- a. A-(i), B-(ii), C-(iv), D-(iii)
- b. A-(iii), B-(iv), C-(i), D-(ii)
- c. A-(iv), B-(iii), C-(ii), D-(i)
- d. A-(ii), B-(i), C-(iii), D-(iv)

55. Access to clean and adequate water sources is a major problem the world is facing today. Choose the methods from the following for conservation of water. (+1)

- A. Properly lined irrigation canals.
- B. Use of sprinklers, drip irrigation.
- C. Digging deep wells.
- D. Water harvesting

Choose the correct option.

- a. A, C and D
- b. B, C and D

c. A, B, and D

d. A, B and C

56. Read statements A and B on resources and identify which resource is being referred. **(+1)**

A. Natural substances become resources only when their original form is changed.

B. Technology is both an example of this resource, as well as an important factor for generating more of this resource.

Choose the correct option.

a. Abiotic resource

b. Actual resource

c. Human resource

d. Human made resource

57. Match the type of farming with the region where it is mainly practised. **(+1)**

A. Intensive subsistence agriculture	(i) Coffee in Brazil
B. Plantations	(ii) Temperate grasslands
C. Shifting cultivation	(iii) Monsoon region
D. Commercial grain farming	(iv) Tropical Africa

Choose the correct option.

a. A-(ii), B-(iii), C-(i), D-(iv)

- b.** A-(iii), B-(i), C-(iv), D-(ii)
 - c.** A-(i), B-(iv), C-(ii), D-(iii)
 - d.** A-(iv), B-(ii), C-(iii), D-(i)
-

58. If a school is celebrating festivals, which of the following situations reflects the celebration of diversity? **(+1)**

- a.** Raksha Bandhan in a Haryana school
 - b.** Onam in a Madhya Pradesh school
 - c.** Pongal in a Tamil Nadu school
 - d.** Holi in a Uttar Pradesh school
-

59. Who coined the phrase Unity in Diversity? **(+1)**

- a.** Mahatma Gandhi
 - b.** Jawahar Lal Nehru
 - c.** Rabindra Nath Tagore
 - d.** Sardar Vallabh Bhai Patel
-

60. A system of government in which power is divided between a central authority and various constituent units is called a _____. **(+1)**

- a.** Democratic state
- b.** Federal state

- c. Unitary state
- d. Communist state

61. Who from among the following appoints the secretary of a Gram Panchayat? (+1)

- a. Panchayat Samiti
- b. Zila Parishad
- c. Sarpanch
- d. Government

62. Read the statements and choose the correct option. (+1)

Assertion (A): Agricultural labourers do not find regular work throughout the year.

Reason (R): The land owners go for cheap labour from other villages.

- a. Both (A) and (R) are true and (R) is the correct explanation of (A).
- b. Both (A) and (R) are true but (R) is not the correct explanation of (A).
- c. (A) is true but (R) is false.
- d. Both (A) and (R) are false.

63. In an ideal democracy, the real source of power is/are (+1)

- a. the Parliament
- b. the Judiciary

- c. the People
 - d. the Aristocrats
-

64. Which of the following are examples of a stereotype? **(+1)**

- A. Girls are emotional, soft-spoken and gentle.
- B. Boys are rowdy and physically strong.
- C. Boys and girls are good in Maths.

Choose the correct option.

- a. A and B
 - b. B and C
 - c. A and C
 - d. A, B and C
-

65. Which of the following articles provides protection to persons arrested or detained under preventive detention law? **(+1)**

- a. Article 17
 - b. Article 21
 - c. Article 22
 - d. Article 25
-

66. The Constitution of India defines and demarcates the roles and responsibilities of three organs of the State-namely-the legislature, the executive and the **(+1)**

judiciary. This separation of powers ensures

- A. prevention of the misuse of power by any organ of the state.
- B. a check on the powers of the three organs of the state.
- C. to strengthen the spirit of co-operative federalism in India.
- D. balance of power between all three organs of the state.

Choose the correct option.

- a. A, B and D are true.
- b. B, C and D are true.
- c. A, C and D are true.
- d. A, B and C are true.

67. Under which Article did the Supreme Court direct the West Bengal government to pay compensation to Hakim Sheikh under Right to health? (+1)

- a. Article 14
- b. Article 21
- c. Article 25
- d. Article 32

68. Who was the chairman of the committee that was formed in 2005 to examine the social, economic and educational status of the Muslim community in India? (+1)

- a. Justice N.V. Ramana

- b. Justice Ranjan Gogoi
- c. Justice Rajinder Sachar
- d. Justice Y.V. Chandrachud

69. When a community is forced to live on the fringes of social and economic development, this is known as _____. (+1)

- a. malnourishment
- b. displacement
- c. marginalisation
- d. communalisation

70. Match the livelihoods in List I with the nature of their work given in List II. (+1)

List I	List II
a) Rickshaw Puller	(i) Shift work and temporary work
b) Garment Worker	(ii) Self-employed and no social security
c) Office Worker	(iii) Employ other workers and Self-employed
d) Shopkeeper	(iv) Monthly salary

Choose the correct option.

- a. a-i, b-ii, c-iii, d-iv
- b. a-ii, b-i, c-iv, d-iii
- c. a-iii, b-iv, c-i, d-ii

d. a-iv, b-iii, c-ii, d-i

71. Which of the following is/are normative concerns of social science? **(+1)**

- A. Respect for diversity
- B. Human Values
- C. Personal Development
- D. Freedom

Choose the correct option.

- a. A, B and C
 - b. B, C and D
 - c. A, B and D
 - d. A, C and D
-

72. 'The Social and Political life' textbooks at elementary level use storyboards because **(+1)**

- (A) they enhance the aesthetic value of the book.
- (B) they draw learners attention into the narrative through use of visuals
- (C) they are added in book for student's entertainment
- (D) stories are easily available for these books and related topics.

Choose the correct option.

- a. Only A is true.

- b. Only B is true.
 - c. Only A, B and C are true.
 - d. Only A, B and D are true.
-

73. A social science teacher is planning to discuss about 'marginalisation' with her students. Which of the following concepts is she most likely to put in her discussion? **(+1)**

- A. Land acquisition and forceful eviction of tribals from their land
- B. Stereotypical images about communities
- C. Positive discrimination
- D. Social, economic and educational status of a particular community

Choose the correct option.

- a. Only A, B and C
 - b. Only B, C and D
 - c. Only A, B and D
 - d. Only A, B, C and D
-

74. As a social science teacher you want to assess your students understanding of 'changes of seasons on earth'. Which of the following activity will most likely find place in your class? **(+1)**

- A. Asking students to note down the timings of sunrise and sunset for about 6 months from old news papers. Also comparing the days and nights and explaining the factors for this difference.

B. Asking students to draw an ellipse.

C. Asking students to explain revolution of the earth and its relationship with seasons.

D. Asking students to calculate next leap year.

Choose the correct option.

a. Only A and B

b. Only B and C

c. Only A and C

d. Only C

75. A teacher is discussing conflict resolution and key players in democracy with class VI students.

(+1)

Which of the following topics is she most likely to be discussing?

a. Role of government

b. Role of social movements

c. Panchayat Raj system

d. Universal voting in a democracy

76. A child who has never been to a village asks how is it possible to measure fields?

(+1)

As a teacher, which of the following aids would be most appropriate to explain, assuming you have access to all of them?

- a. An expert from a village ethnography
 - b. A picture of a Khasra record
 - c. Picture of tools used by a Patwari
 - d. A map of a village
-

77. A social science teacher wants students to discuss the theme 'Equality'. Which of the following activities will be most suitable for this? **(+1)**

- A. Asking students to discuss about two examples she has already given in the previous class.
- B. Asking students to form small groups and work collectively to find out new examples for equality.
- C. Asking students to discuss examples wherein people have been treated unequally.

Choose the correct option.

- a. Only B
 - b. Only A and B
 - c. Only B and C
 - d. All A, B and C
-

78. While teaching the topic 'Markets', a teacher asks the students, 'How do you think your neighbourhood shop gets its goods?' Why are there shortages of items sometimes? **(+1)**

The teacher is trying to encourage which of the following skills?

- a. Reasoning
- b. Narration
- c. Extrapolate
- d. Compare

79. Which of the following questions would be most appropriate to assess critical thinking skills on the topic of media? (+1)

- a. Explain how media gets information for its reports.
- b. Whose point of view is this article missing out on?
- c. Provide examples of 'setting agenda'.
- d. Define the terms 'public protest' and 'censorship'.

80. A student in class says, "*Bandagans* or military slaves had a high status during the times of Khalijs and Tughluqs. So in medieval India, slaves seemed to have held a good position in Sultanate courts." (+1)

Which of the following type of reasoning is the student using while making this statement?

- a. Inductive reasoning
- b. Deductive reasoning
- c. Cause-effect reasoning
- d. Reductive reasoning

81. In a geography class, a teacher asked her students to locate places on a globe, but she has observed that many of her students are unable to correctly locate places with the given instruction. Which of the following problems are most likely being faced by the students? (+1)

- A. Students cannot read the grid of parallels.
- B. Students do not know how to place directions on a globe.
- C. Information on directions of latitude and longitudes are not being properly given by the teacher.

Choose the appropriate option.

- a. Only B is possible.
- b. Only A and B are possible.
- c. Only B and C are possible.
- d. All A, B and C are possible.

82. With the help of primary sources, you want to find out more about the time when the East India Company was gradually transforming into a colonial power. Which among these would you choose for the purpose? (+1)

- A. Paintings drawn by painters commissioned by the British to commemorate certain events.
- B. Records of speeches delivered by certain British administrators in the British Parliament during that time.
- C. An article in a history journal that talks about the early activities of the British in the Indian subcontinent.

Choose the correct option.

- a. Only A
 - b. Only C
 - c. Only A and B
 - d. Only B and C
-

83. A teacher wants her students to inquire about development of industries in her social science classroom. Which of the following activities have more chances to be included in her teaching? **(+1)**

- A. Asking students to talk to two workers to find out if they are receiving the minimum wages laid down by law.
- B. Asking students to find out the changes in land use pattern in their village/city/town.
- C. Asking students to perform a role play on issues of social justice taking examples from their experiences.
- D. Asking students to write about whether the victims of the Bhopal gas tragedy got justice or not.

Choose the appropriate option.

- a. Only A, B and C
 - b. Only B, C and D
 - c. Only A, C and D
 - d. Only A, B and D
-

84. Read the following passage: **(+1)**

"The popular perception of social science is that it is a non-utilitarian subject. As a result, low self-esteem governs the classroom-transaction process, with both teachers and students feeling uninterested in comprehending its contents. From the initial stages of schooling, it is often suggested to students that the natural sciences are superior to the social sciences, and are the domain of 'bright' students."

Considering the above problems related to the study of Social Science, how can teachers make it more relevant for students? Choose the correct option.

- A. By emphasising that the social sciences are essential to provide social skills required to adjust to an increasingly interdependent world.
 - B. By highlighting the fact that the social sciences are vital in laying the foundations of an analytical and creative mind.
 - C. By imitating the methods of inquiry used in the physical and natural sciences.
- a. Only A is correct.
 - b. Only C is correct.
 - c. Only A and B are correct.
 - d. All A, B and C are correct.

85. Which one of the following assessment tools is generally not considered to evaluate the projects submitted by learners?

(+1)

- a. Rubrics
- b. Rating scale
- c. Checklist
- d. Classroom Quiz

86. Which of the following questions assesses the 'application' dimensions of cognitive process of learners? **(+1)**

- A. Give two reasons for declining child sex ratio in India.
- B. If it is 3.30 pm in London which is located nearby Greenwich, what is the time in Kolkata?
- C. What is the difference between disguised unemployment and seasonal unemployment?
- D. Which of the following activities can be included in the secondary sector: sandalwood making, quarrying, selling vegetables on roadsides and furniture making?

Choose the correct option.

- a. A, B and C
- b. B and C
- c. B and D
- d. A and D

87. A portfolio is considered as an authentic means of assessment as it – **(+1)**

- A. is based on evidence.
- B. provides samples of work which show learning growth over time.
- C. a random collection of variety of student's work.
- D. a colourful collection of students work.

Choose the correct option.

- a. Only A and B
 - b. Only C and D
 - c. Only A, B and C
 - d. Only B, C and D
-

88. Which of the following are mainly used in the assessment for certification? **(+1)**

- A. Term-end examination
 - B. Summative examination
 - C. Formal and Informal observation in class
 - D. Diagnostic evaluation
- a. A and B only
 - b. C only
 - c. A, C and D only
 - d. A, B and D only
-

89. Suppose a teacher wants to know the entry behaviours/prior knowledge of learners, which type of evaluation can she go for? **(+1)**

- a. Diagnostic Evaluation
- b. Placement Evaluation
- c. Summative Evaluation
- d. Formative Evaluation

90. Which of the following questions assess the learners' 'analysis' aspect of the cognitive dimension? (+1)

- A. When French Revolution did take place?
- B. How is food security ensured in India?
- C. Write essays on (i) Minimum Support Price (ii) Public Distribution System
- D. What do you understand by the word 'government'? List five ways in which you think the government affects your daily life.

Choose the correct option.

- a. A and B only
- b. A and C only
- c. B, C and D only
- d. A, B and D only

Your Personal Exams Guide

English – I

91. Read the passage given below and answer the questions/complete the statements that follow by choosing the most appropriate options out of the given ones. (+1)

1. Lionel was in a bad shape. He was bloodied and beaten. He was too weak to haul his poor, broken little body inside the house. By the time Nola saw him; his battered body had already lost too much blood. Lionel, the duck, died a few minutes later.
2. When Nola broke the news to her customers, they were devastated. One elderly gentleman was especially heart-broken. He used to feed Lionel a slice of bread or a biscuit which he kept in his pocket especially for the occasion. They would spend an hour every week like that, enjoying each other's company. When he heard about Lionel's death, the old man sat down on the same bench and let the tears run freely down his cheeks. Two weeks later, he was dead.
3. Nola also had to tell the children who used to play with Lionel on their way to school. Lionel waddled around them, muttering and letting them feel his soft white feathers while they waited for the bus. Some of the children made sympathy cards for Nola. She also received many condolences – a few from friends and many from strangers. It was only then that she realised how many friends Lionel had made; how many hearts he had touched. It seemed as if the whole town was mourning his death.

Which ultimate factor led to Lionel's death?

Lionel could not be saved as

- a. he was very weak.
- b. he was bloodied and beaten.
- c. he had lost too much blood.
- d. he was in a bad shape.

92. Read the passage given below and answer the questions/complete the statements that follow by choosing the most appropriate options out of the given ones.

(+1)

1. Lionel was in a bad shape. He was bloodied and beaten. He was too weak to haul his poor, broken little body inside the house. By the time Nola saw him; his battered body had already lost too much blood. Lionel, the duck, died a few minutes later.
2. When Nola broke the news to her customers, they were devastated. One elderly gentleman was especially heart-broken. He used to feed Lionel a slice of bread or a biscuit which he kept in his pocket especially for the occasion. They would spend an hour every week like that, enjoying each other's company. When he heard about Lionel's death, the old man sat down on the same bench and let the tears run freely down his cheeks. Two weeks later, he was dead.
3. Nola also had to tell the children who used to play with Lionel on their way to school. Lionel waddled around them, muttering and letting them feel his soft white feathers while they waited for the bus. Some of the children made sympathy cards for Nola. She also received many condolences – a few from friends and many from strangers. It was only then that she realised how many friends Lionel had made; how many hearts he had touched. It seemed as if the whole town was mourning his death.

Read the following statements:

- A. The old gentleman was devastated because he would not be able to feed Lionel bread or biscuit henceforth.
 - B. He enjoyed feeding Lionel at least for one hour every day.
- a. Both A and B are true and B is responsible for A.
 - b. Both A and B are true and A is responsible for B.
 - c. A is false but B is true.

d. A is true but B is false.

93. Read the passage given below and answer the questions/complete the statements that follow by choosing the most appropriate options out of the given ones. (+1)

1. Lionel was in a bad shape. He was bloodied and beaten. He was too weak to haul his poor, broken little body inside the house. By the time Nola saw him; his battered body had already lost too much blood. Lionel, the duck, died a few minutes later.
2. When Nola broke the news to her customers, they were devastated. One elderly gentleman was especially heart-broken. He used to feed Lionel a slice of bread or a biscuit which he kept in his pocket especially for the occasion. They would spend an hour every week like that, enjoying each other's company. When he heard about Lionel's death, the old man sat down on the same bench and let the tears run freely down his cheeks. Two weeks later, he was dead.
3. Nola also had to tell the children who used to play with Lionel on their way to school. Lionel waddled around them, muttering and letting them feel his soft white feathers while they waited for the bus. Some of the children made sympathy cards for Nola. She also received many condolences - a few from friends and many from strangers. It was only then that she realised how many friends Lionel had made; how many hearts he had touched. It seemed as if the whole town was mourning his death.

Nola was a/an:

- a. member of a religious institution.
- b. store keeper
- c. house wife.
- d. a veterinary surgeon.

94. Read the passage given below and answer the questions/complete the statements that follow by choosing the most appropriate options out of the given ones. (+1)

1. Lionel was in a bad shape. He was bloodied and beaten. He was too weak to haul his poor, broken little body inside the house. By the time Nola saw him; his battered body had already lost too much blood. Lionel, the duck, died a few minutes later.
2. When Nola broke the news to her customers, they were devastated. One elderly gentleman was especially heart-broken. He used to feed Lionel a slice of bread or a biscuit which he kept in his pocket especially for the occasion. They would spend an hour every week like that, enjoying each other's company. When he heard about Lionel's death, the old man sat down on the same bench and let the tears run freely down his cheeks. Two weeks later, he was dead.
3. Nola also had to tell the children who used to play with Lionel on their way to school. Lionel waddled around them, muttering and letting them feel his soft white feathers while they waited for the bus. Some of the children made sympathy cards for Nola. She also received many condolences – a few from friends and many from strangers. It was only then that she realised how many friends Lionel had made; how many hearts he had touched. It seemed as if the whole town was mourning his death.

The school children were sad because Lionel:

- a. used to walk with them to school.
- b. boarded the school bus along with them.
- c. played with them in the school bus.
- d. allowed them to feel his soft white feathers.

95. Read the passage given below and answer the questions/complete the statements that follow by choosing the most appropriate options out of the (+1)

given ones.

1. Lionel was in a bad shape. He was bloodied and beaten. He was too weak to haul his poor, broken little body inside the house. By the time Nola saw him; his battered body had already lost too much blood. Lionel, the duck, died a few minutes later.
2. When Nola broke the news to her customers, they were devastated. One elderly gentleman was especially heart-broken. He used to feed Lionel a slice of bread or a biscuit which he kept in his pocket especially for the occasion. They would spend an hour every week like that, enjoying each other's company. When he heard about Lionel's death, the old man sat down on the same bench and let the tears run freely down his cheeks. Two weeks later, he was dead.
3. Nola also had to tell the children who used to play with Lionel on their way to school. Lionel waddled around them, muttering and letting them feel his soft white feathers while they waited for the bus. Some of the children made sympathy cards for Nola. She also received many condolences – a few from friends and many from strangers. It was only then that she realised how many friends Lionel had made; how many hearts he had touched. It seemed as if the whole town was mourning his death.

Nola received many condolences from friends and strangers. She felt

- a. proud
- b. sad
- c. sympathetic
- d. angry

96. Read the passage given below and answer the questions/complete the statements that follow by choosing the most appropriate options out of the given ones.

(+1)

1. Lionel was in a bad shape. He was bloodied and beaten. He was too weak to haul his poor, broken little body inside the house. By the time Nola saw him; his battered body had already lost too much blood. Lionel, the duck, died a few minutes later.
2. When Nola broke the news to her customers, they were devastated. One elderly gentleman was especially heart-broken. He used to feed Lionel a slice of bread or a biscuit which he kept in his pocket especially for the occasion. They would spend an hour every week like that, enjoying each other's company. When he heard about Lionel's death, the old man sat down on the same bench and let the tears run freely down his cheeks. Two weeks later, he was dead.
3. Nola also had to tell the children who used to play with Lionel on their way to school. Lionel waddled around them, muttering and letting them feel his soft white feathers while they waited for the bus. Some of the children made sympathy cards for Nola. She also received many condolences - a few from friends and many from strangers. It was only then that she realised how many friends Lionel had made; how many hearts he had touched. It seemed as if the whole town was mourning his death.

In para 3 - 'While they waited for the bus' is an example of a/an

- a. Noun clause
- b. Adjective clause
- c. Adverb clause
- d. Coordinate clause

97. Read the passage given below and answer the questions/complete the statements that follow by choosing the most appropriate options out of the given ones.

(+1)

1. Lionel was in a bad shape. He was bloodied and beaten. He was too weak to haul his poor, broken little body inside the house. By the time Nola saw

him; his battered body had already lost too much blood. Lionel, the duck, died a few minutes later.

2. When Nola broke the news to her customers, they were devastated. One elderly gentleman was especially heart-broken. He used to feed Lionel a slice of bread or a biscuit which he kept in his pocket especially for the occasion. They would spend an hour every week like that, enjoying each other's company. When he heard about Lionel's death, the old man sat down on the same bench and let the tears run freely down his cheeks. Two weeks later, he was dead.
3. Nola also had to tell the children who used to play with Lionel on their way to school. Lionel waddled around them, muttering and letting them feel his soft white feathers while they waited for the bus. Some of the children made sympathy cards for Nola. She also received many condolences – a few from friends and many from strangers. It was only then that she realised how many friends Lionel had made; how many hearts he had touched. It seemed as if the whole town was mourning his death.

'Lionel waddled around them' means he

- a. walked with short steps
- b. galloped excitedly
- c. had a swinging gait
- d. both (1) and (3)

98. Read the passage given below and answer the questions/complete the statements that follow by choosing the most appropriate options out of the given ones.

(+1)

1. Lionel was in a bad shape. He was bloodied and beaten. He was too weak to haul his poor, broken little body inside the house. By the time Nola saw him; his battered body had already lost too much blood. Lionel, the duck, died a few minutes later.

2. When Nola broke the news to her customers, they were devastated. One elderly gentleman was especially heart-broken. He used to feed Lionel a slice of bread or a biscuit which he kept in his pocket especially for the occasion. They would spend an hour every week like that, enjoying each other's company. When he heard about Lionel's death, the old man sat down on the same bench and let the tears run freely down his cheeks. Two weeks later, he was dead.
3. Nola also had to tell the children who used to play with Lionel on their way to school. Lionel waddled around them, muttering and letting them feel his soft white feathers while they waited for the bus. Some of the children made sympathy cards for Nola. She also received many condolences – a few from friends and many from strangers. It was only then that she realised how many friends Lionel had made; how many hearts he had touched. It seemed as if the whole town was mourning his death.

'battered' in para 1 is used as a/an

- a. verb
- b. adjective
- c. noun
- d. adverb

99. Read the passage given below and answer the questions/complete the statements that follow by choosing the most appropriate options out of the given ones.

(+1)

1. Lionel was in a bad shape. He was bloodied and beaten. He was too weak to haul his poor, broken little body inside the house. By the time Nola saw him; his battered body had already lost too much blood. Lionel, the duck, died a few minutes later.
2. When Nola broke the news to her customers, they were devastated. One elderly gentleman was especially heart-broken. He used to feed Lionel a

slice of bread or a biscuit which he kept in his pocket especially for the occasion. They would spend an hour every week like that, enjoying each other's company. When he heard about Lionel's death, the old man sat down on the same bench and let the tears run freely down his cheeks. Two weeks later, he was dead.

3. Nola also had to tell the children who used to play with Lionel on their way to school. Lionel waddled around them, muttering and letting them feel his soft white feathers while they waited for the bus. Some of the children made sympathy cards for Nola. She also received many condolences – a few from friends and many from strangers. It was only then that she realised how many friends Lionel had made; how many hearts he had touched. It seemed as if the whole town was mourning his death.

The word 'mourn' in para 3 means to feel and show their

- a. anger
- b. frustration
- c. sadness
- d. apathy

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100. Read the stanzas given below and answer the questions/complete the statements that follow by choosing the most appropriate options out of the given ones. (+1)

(Richard Cory) was always quietly arrayed,
And he was always human when he talked;
But still he fluttered pulses when he said,
"Good morning" and he glittered when he walked.
And he was rich – yes richer than a king –

And admirably schooled in every grace:
In fine, we thought that he was every thing
To make us wish that we were in his place.
So we worked and waited for the light,
And went without meat and cursed the bread;
And Richard Cory, one calm summer night,
Went home and put a bullet through his head.

Richard Cory was dressed in:

- a. expensive clothes
- b. a simple dress
- c. colourful clothes
- d. loose and thin clothes

101. Read the stanzas given below and answer the questions/complete the statements that follow by choosing the most appropriate options out of the given ones.

(+1)

(Richard Cory) was always quietly arrayed,
And he was always human when he talked;
But still he fluttered pulses when he said,
"Good morning" and he glittered when he walked.
And he was rich – yes richer than a king –
And admirably schooled in every grace:

In fine, we thought that he was every thing
To make us wish that we were in his place.
So we worked and waited for the light,
And went without meat and cursed the bread;
And Richard Cory, one calm summer night,
Went home and put a bullet through his head.

He was:

- a. poor and polite
- b. proud and arrogant
- c. rich and polite
- d. rich and proud

102. Read the stanzas given below and answer the questions/complete the statements that follow by choosing the most appropriate options out of the given ones.

(+1)

(Richard Cory) was always quietly arrayed,
And he was always human when he talked;
But still he fluttered pulses when he said,
"Good morning" and he glittered when he walked.
And he was rich – yes richer than a king –
And admirably schooled in every grace:
In fine, we thought that he was every thing

To make us wish that we were in his place.
So we worked and waited for the light,
And went without meat and cursed the bread;
And Richard Cory, one calm summer night,
Went home and put a bullet through his head.

'he glittered when he walked'

The underlined is a _____

- a. simile
- b. metaphor
- c. personification
- d. symbol

103. Read the stanzas given below and answer the questions/complete the statements that follow by choosing the most appropriate options out of the given ones.

(+1)

(Richard Cory) was always quietly arrayed,
And he was always human when he talked;
But still he fluttered pulses when he said,
"Good morning" and he glittered when he walked.
And he was rich – yes richer than a king –
And admirably schooled in every grace:
In fine, we thought that he was every thing

To make us wish that we were in his place.
So we worked and waited for the light,
And went without meat and cursed the bread;
And Richard Cory, one calm summer night,
Went home and put a bullet through his head.

Study the following statements:

- (a) People around wanted to be like him.
- (b) Poor people were not jealous of him.
- a. (a) is right and (b) is wrong.
- b. (b) is right and (a) is wrong.
- c. Both (a) and (b) are right.
- d. Both (a) and (b) are wrong.

104. Read the stanzas given below and answer the questions/complete the statements that follow by choosing the most appropriate options out of the given ones.

(+1)

(Richard Cory) was always quietly arrayed,
And he was always human when he talked;
But still he fluttered pulses when he said,
"Good morning" and he glittered when he walked.
And he was rich – yes richer than a king –
And admirably schooled in every grace:

In fine, we thought that he was every thing
To make us wish that we were in his place.
So we worked and waited for the light,
And went without meat and cursed the bread;
And Richard Cory, one calm summer night,
Went home and put a bullet through his head.

Ordinary people:

- a. worked hard yet they were poor.
- b. were lazy so they could not earn their living.
- c. worked hard and secured their meals.
- d. did not have to work hard for their meat and bread.

105. Read the stanzas given below and answer the questions/complete the statements that follow by choosing the most appropriate options out of the given ones. (+1)

(Richard Cory) was always quietly arrayed,
And he was always human when he talked;
But still he fluttered pulses when he said,
"Good morning" and he glittered when he walked.
And he was rich – yes richer than a king –
And admirably schooled in every grace:
In fine, we thought that he was every thing

To make us wish that we were in his place.

So we worked and waited for the light,

And went without meat and cursed the bread;

And Richard Cory, one calm summer night,

Went home and put a bullet through his head.

The story of Richard Cory tells us that:

- (a) the rich are not always proud of their riches.
- (b) money can get one everything—even peace of mind.
- (c) Richard Cory was not happy despite his wealth.
- a. (a) is right and (b) is wrong.
- b. (b) is right and (c) is wrong.
- c. (c) is right and (a) is wrong.
- d. Both (a) and (b) are right.

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106. Situation (i) : Ramesh and Suresh discuss over lunch, in English, what they did at home the previous day. **(+1)**

Situation (ii) : Sunaina writes a detailed note in English on the experiment she performed in the Science lab.

Considering BICS and CALP as two aspects of language skills, which situation represents what?

- a. (i) is CALP, (ii) is BICS
- b. Both (i) and (ii) are CALP

c. Both (i) and (ii) are BICS

d. (i) is BICS, (ii) is CALP

107. Shyam Sunder reads a two page article from a magazine to understand the idea as a whole and tell his friend about it. (+1)

What is the reading strategy known as:

a. Top down strategy

b. Bottom up strategy

c. Summarising

d. Study skills

108. Which of the following pedagogical methods aligns CLOSELY with the 'constructivist' approach? (+1)

a. Showing day-to-day objects to introduce the concept of idioms.

b. Using annotations to infer the meaning of the text.

c. Using real-life examples to create sentences with similes.

d. Drawing a flowchart to predict the events in a story.

109. After introducing "reported speech" to grade 6 students, a teacher set up a pair activity: (+1)

Student A takes a piece of direct speech from a book and conveys it to Student B in reported speech. Student B tries to guess what the direct speech would

have been. Student A modifies his reported speech if needed, repeatedly, till Student B guesses correctly.

The above activity **MOST** closely represents...

- a. Krashen's Input hypothesis
- b. Krashen's Acquisition-Learning hypothesis
- c. Bruner's theory of development
- d. Swain's Output hypothesis

110. Which of the following is the **MOST APPROPRIATE** way for Ms. Meghna to demonstrate 'active listening' in a story-telling class? (+1)

- a. As a student is telling the story, the teacher asks her clarifying questions like "When you said....what did you mean?"
- b. Once a student completes the story, the teacher asks him questions like "What were your main takeaways?", "What did you learn?" etc.
- c. While a student is sharing the moral of the story, the teacher stops her and asks for the meaning of a new word she has used.
- d. After each segment of the story shared by a student, the teacher asks another student to summarise what this student shared.

111. National Education Policy (NEP) 2020 recommends the study of classical languages as ----- (+1)

- a. An additional option at the secondary stage
- b. An option under three language formula

- c. As a second language under language-in-education policy
 - d. As a modern Indian language under three language formula
-

112. Which of the following would you recommended as an effective strategy for vocabulary learning? (+1)

- a. Word web on various themes
 - b. Words with their meaning in mother tongue
 - c. Spelling contest
 - d. Memorisation of word
-

113. Which of the following is a scaffolding strategy? (+1)

- a. Providing students with texts and tasks above their level
 - b. Providing students with texts and tasks below their level
 - c. Providing support for learners to bridge the learning gaps
 - d. Providing support for learners through drills and coachings
-

114. Which of the following grammar concepts/sub-concepts is LEAST RELEVANT to be taught using the 'inductive approach' to teaching-learning? (+1)

- a. Basic forms of comparative adjectives
- b. Collective nouns for various common nouns
- c. Sentence conversion from simple to continuous tense

d. Sentence conversion from active to passive voice

115. Which approach/strategy advocates learning of words as word chunks? (+1)

- a. Collocation
 - b. Lexical approach
 - c. Use of dictionary
 - d. Word web
-

116. A teacher takes a weekly session to bring to the notice of learners of their errors they commit in writing. What does she do? (+1)

- a. Providing feedback
 - b. Error analysis
 - c. Correction of errors
 - d. Providing grammar lesson
-

117. A test item drops every sixth word from a passage and ask learners to supply the missing word. What is this test item known as? (+1)

- a. Fill in the blanks
 - b. Cloze
 - c. Grammar task
 - d. vocabulary task
-

118. Which of the following teaching-learning materials is a good resource to build the skill of 'making text-to-world connections'? (+1)

- a. Authentic materials and texts
- b. Word wall in the classroom
- c. Same text translated in multiple languages
- d. Literature texts of different genres

119. Which of the following is the **BEST** example of the 'flipped classroom approach' to teach about different writing styles? (+1)

- a. Teacher assigns students an online exercise on classifying texts based on their writing styles and then gives them individual feedback.
- b. Students watch a video about writing styles at home and in their next class identify which texts shared by the teacher belong to each style.
- c. Teacher delivers a lecture on writing styles over a video conference and students then watch more videos about examples for each style.
- d. Students watch a video about writing styles in the classroom and take an online quiz at home to identify which texts belong to each style.

120. Which of the following is true about language? (+1)

- a. language is a scientific system
- b. Language is a system of systems
- c. Language is culture free

d. Every language has a script

Prepp

Your Personal Exams Guide

Hindi - I

121. निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सबसे उपयुक्त उत्तर वाले विकल्प चुनिए- (+1)

मानव की दो मूल प्रवृत्तियाँ होती हैं। एक तो यह की लोग हमारे गुणों की कद्र करें, हमें दाद दें और हमारा आदर करें और दूसरे वे हम से प्रेम करें, हमारा अभाव महसूस करें, उनके जीवन में हम कुछ महत्त्व रखते हैं, ऐसा अनुभव करें। आपके जरा-से कार्य की भी यदि किसी ने सच्चे दिल से प्रशंसा की तो आपका दिल कैसा खिल उठता है? कोई आपकी सलाह माँगने आता है तो आपका मन कैसे फूल जाता है?

ऊपर से कोई कितना भी विश्वासी या आत्मतुष्ट क्यों न दिखाई दे, भीतर से वह हमारी आपकी तरह प्रशंसा का, प्रोत्साहन का, स्नेह का भूखा है। यदि आप उसे प्रामाणिकता-पूर्वक ले सकें तो आप फ़ौरन उसके हृदय के निकट पहुँच जाएँगे। दूसरों की भावनाओं को ठीक-ठीक समझना, उनकी कद्र करना, उनके साथ सच्चाई और स्नेह का व्यवहार करना यही व्यवहार कुशलता है। यही लोकप्रियता के दरवाजे खोलने की कुँजी है। जब लोग त्रस्त हों, पराजित हों या शोकग्रस्त हों तभी उन्हें हमारी सहानुभूति और प्रोत्साहन की ज़रूरत होती है। इस समय उनकी खिल्ली उड़ाने का मोह नहीं करना चाहिए।

'व्यवहार कुशलता' का उपयुक्त लक्षण क्या है?

- a. आत्मप्रशंसा के लिए अनुकूल आचरण करना।
- b. किसी को दुखी देखकर अपना दुःख व्यक्त करना।
- c. दूसरों के प्रति शिष्टाचार का निर्वहण करना।
- d. दूसरों की भावना के प्रति अनभिज्ञ रहना।

122. निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सबसे उपयुक्त उत्तर वाले विकल्प चुनिए- (+1)

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लेखक ने मनुष्य की किस मूल प्रवृत्ति की ओर ध्यान दिलाया है?

- a. किसी की प्रशंसा करना।
- b. दूसरे से स्नेह की अपेक्षा करना।
- c. किसी का तिरस्कार करना।
- d. दूसरे पर अपना अधिकार जताना।

123. निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सबसे उपयुक्त उत्तर वाले विकल्प चुनिए-

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गद्यांश के अनुसार निम्न में से कौनसा वाक्य सही नहीं है?

- a. सभी चाहते हैं कि उनके गुणों का आदर हो।
- b. दूसरों की प्रशंसा पाकर हम खुश हो जाते हैं।
- c. आत्मविश्वास से भरे व्यक्ति को भी प्रोत्साहन की ज़रूरत होती है।
- d. सभी व्यक्ति दूसरे के द्वारा सलाह माँगने पर बुरा मानते हैं।

124. निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सबसे उपयुक्त उत्तर वाले विकल्प चुनिए- (+1)

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किसी को हमारी सहानुभूति की ज़रूरत कब होती है?

- a. जब कोई अपने आप में संतुष्ट हो।
- b. जब कोई हारा हुआ महसूस करे।
- c. जब कोई हमारे हृदय के निकट हो।
- d. जब कोई हमारा अभाव महसूस करे।

125. निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सबसे उपयुक्त उत्तर वाले विकल्प चुनिए- (+1)

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ऊपर से कोई कितना भी विश्वासी या आत्मतुष्ट क्यों न दिखाई दे, भीतर से वह हमारी आपकी तरह प्रशंसा का, प्रोत्साहन का, स्नेह का भूखा है। यदि आप उसे प्रामाणिकता-पूर्वक ले सकें तो आप फौरन उसके हृदय के निकट पहुँच जाएँगे। दूसरों की भावनाओं को ठीक-ठीक समझना, उनकी कद्र करना, उनके साथ सच्चाई और स्नेह का व्यवहार करना यही व्यवहार कुशलता है। यही लोकप्रियता के दरवाजे खोलने की कुँजी है। जब लोग त्रस्त हों, पराजित हों या शोकग्रस्त हों तभी उन्हें हमारी सहानुभूति और प्रोत्साहन की ज़रूरत होती है। इस समय उनकी खिल्ली उड़ाने का मोह नहीं करना चाहिए।

लेखक ने लोकप्रिय होने के लिए कौन-सी युक्ति सुझाई है?

- a. शोकग्रस्त लोगों की उपेक्षा करना।
- b. लोगों से अपनी प्रशंसा करवाते रहना।
- c. सभी को सदैव सलाह देते रहना।
- d. सभी के साथ स्नेह का व्यवहार करना।

Your Personal Exams Guide

126. निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सबसे उपयुक्त उत्तर वाले विकल्प चुनिए-

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'मन कैसे फूल आता है।' वाक्यांश किस भाव की ओर संकेत कर रहा है?

- a. बेचैनी का भाव।
- b. प्रसन्न होने का भाव।
- c. दुखी होने का भाव।
- d. निराश होने का भाव।

127. निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सबसे उपयुक्त उत्तर वाले विकल्प चुनिए-

(+1)

मानव की दो मूल प्रवृत्तियाँ होती हैं। एक तो यह की लोग हमारे गुणों की कद्र करें, हमें दाद दें और हमारा आदर करें और दूसरे वे हम से प्रेम करें, हमारा अभाव महसूस करें, उनके जीवन में हम कुछ महत्त्व रखते हैं, ऐसा अनुभव करें। आपके जरा-से कार्य की भी यदि किसी ने सच्चे दिल से प्रशंसा की तो आपका दिल कैसा खिल उठता है? कोई आपकी सलाह माँगने आता है तो आपका मन कैसे फूल जाता है?

ऊपर से कोई कितना भी विश्वासी या आत्मतुष्ट क्यों न दिखाई दे, भीतर से वह हमारी आपकी तरह प्रशंसा का, प्रोत्साहन का, स्नेह का भूखा है। यदि आप उसे प्रामाणिकता-पूर्वक ले सकें तो आप फ़ौरन उसके हृदय के निकट पहुँच जाएँगे। दूसरों की भावनाओं को ठीक-ठीक समझना, उनकी कद्र करना, उनके साथ सच्चाई और स्नेह का व्यवहार करना यही व्यवहार कुशलता है। यही लोकप्रियता के दरवाजे खोलने की कुँजी है। जब लोग त्रस्त हों, पराजित हों या शोकग्रस्त हों तभी उन्हें हमारी सहानुभूति और प्रोत्साहन की ज़रूरत होती है। इस समय उनकी खिल्ली उड़ाने का मोह नहीं करना चाहिए।

'आप फ़ौरन उसके हृदय के निकट पहुँच जाएँगे।' रेखांकित पद से क्या आशय है

- a. हृदय पर अधिकार जमाना।
- b. कृपा पात्र बनाना।
- c. स्नेह का पात्र बनना।

d. भीतर छिपे रहस्य जानना।

128. निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सबसे उपयुक्त उत्तर वाले विकल्प चुनिए- (+1)

मानव की दो मूल प्रवृत्तियाँ होती हैं। एक तो यह की लोग हमारे गुणों की कद्र करें, हमें दाद दें और हमारा आदर करें और दूसरे वे हम से प्रेम करें, हमारा अभाव महसूस करें, उनके जीवन में हम कुछ महत्त्व रखते हैं, ऐसा अनुभव करें। आपके जरा-से कार्य की भी यदि किसी ने सच्चे दिल से प्रशंसा की तो आपका दिल कैसा खिल उठता है? कोई आपकी सलाह माँगने आता है तो आपका मन कैसे फूल जाता है?

ऊपर से कोई कितना भी विश्वासी या आत्मतुष्ट क्यों न दिखाई दे, भीतर से वह हमारी आपकी तरह प्रशंसा का, प्रोत्साहन का, स्नेह का भूखा है। यदि आप उसे प्रामाणिकता-पूर्वक ले सकें तो आप फौरन उसके हृदय के निकट पहुँच जाएँगे। दूसरों की भावनाओं को ठीक-ठीक समझना, उनकी कद्र करना, उनके साथ सच्चाई और स्नेह का व्यवहार करना यही व्यवहार कुशलता है। यही लोकप्रियता के दरवाजे खोलने की कुँजी है। जब लोग त्रस्त हों, पराजित हों या शोकग्रस्त हों तभी उन्हें हमारी सहानुभूति और प्रोत्साहन की ज़रूरत होती है। इस समय उनकी खिल्ली उड़ाने का मोह नहीं करना चाहिए।

‘खिल्ली उड़ाना’ से आशय है -

- a. हँसना-हँसाना।
- b. हँसी उड़ाना।
- c. बेवकूफ बनाना।
- d. मज़ाक करना।

129. निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सबसे उपयुक्त उत्तर वाले विकल्प चुनिए- (+1)

मानव की दो मूल प्रवृत्तियाँ होती हैं। एक तो यह की लोग हमारे गुणों की कद्र करें, हमें दाद दें और हमारा आदर करें और दूसरे वे हम से प्रेम करें, हमारा अभाव महसूस करें, उनके जीवन में हम कुछ महत्त्व रखते हैं, ऐसा अनुभव करें। आपके जरा-से कार्य की भी यदि किसी ने सच्चे दिल से प्रशंसा की तो आपका दिल कैसा खिल उठता है? कोई आपकी सलाह माँगने आता है तो आपका मन कैसे फूल जाता है?

ऊपर से कोई कितना भी विश्वासी या आत्मतुष्ट क्यों न दिखाई दे, भीतर से वह हमारी आपकी तरह प्रशंसा का, प्रोत्साहन का, स्नेह का भूखा है। यदि आप उसे प्रामाणिकता-पूर्वक ले सकें तो आप फ़ौरन उसके हृदय के निकट पहुँच जाएँगे। दूसरों की भावनाओं को ठीक-ठीक समझना, उनकी कद्र करना, उनके साथ सच्चाई और स्नेह का व्यवहार करना यही व्यवहार कुशलता है। यही लोकप्रियता के दरवाजे खोलने की कुँजी है। जब लोग त्रस्त हों, पराजित हों या शोकग्रस्त हों तभी उन्हें हमारी सहानुभूति और प्रोत्साहन की ज़रूरत होती है। इस समय उनकी खिल्ली उड़ाने का मोह नहीं करना चाहिए।

'प्रामाणिकता' में प्रत्यय है -

- a. ईक + ता
- b. इक + ता
- c. इक + त
- d. णिक + ता

130. निम्नलिखित काव्यांश को पढ़कर पूछे गए प्रश्नों के उत्तर दीजिए -

(+1)

गीत मेरे, देहरी के दीप सा बना।

एक दुनिया है हृदय में, मानता हूँ,

वह घिरी तम से, इसे भी जानता हूँ,

छा रहा है किंतु बाहर भी तिमिर-घन;

गीत मेरे, देहरी के दीप सा बना।

प्राण की लौ से तुझे जिस काल बाँँ,

और अपने कंठ पर तुझको सँवाँँ,

कह उठे संसार, आया ज्योति का क्षण;

गीत मेरे, देहरी के दीप सा बना।

दूर कर मुझमें भरी तू लालिमा जब,

फैल जाए विश्व में भी कालिमा तब,
जानता सीमा नहीं है अग्नि का कण;
गीत मेरे, देहरी के दीप-सा बन।

कवि ने देहरी का दीप जैसा बनने के लिए किसे कहा है?

- a. अपने हृदय को।
- b. अपने गीत को।
- c. समूचे विश्व को।
- d. अपने मित्र को।

131. निम्नलिखित काव्यांश को पढ़कर पूछे गए प्रश्नों के उत्तर दीजिए -

(+1)

गीत मेरे, देहरी के दीप सा बन।

एक दुनिया है हृदय में, मानता हूँ,

वह घिरी तम से, इसे भी जानता हूँ,

छा रहा है किंतु बाहर भी तिमिर-घन;

गीत मेरे, देहरी के दीप सा बन।

प्राण की लौ से तुझे जिस काल बारँ,

और अपने कंठ पर तुझको सँवारँ,

कह उठे संसार, आया ज्योति का क्षण;

गीत मेरे, देहरी के दीप सा बन।

दूर कर मुझमें भरी तू लालिमा जब,

फैल जाए विश्व में भी कालिमा तब,

जानता सीमा नहीं है अग्नि का कण;

गीत मेरे, देहरी के दीप-सा बन।

‘वह घिरी तम से’ पंक्ति के माध्यम से कवि ने किस ओर संकेत किया है?

- a. अपने घर में व्याप्त अंधकार की ओर
- b. घर की देहरी के बाहर फैले अंधकार की ओर
- c. अपने भीतर के अज्ञान की ओर
- d. संसार में व्याप्त अज्ञान की ओर

132. निम्नलिखित काव्यांश को पढ़कर पूछे गए प्रश्नों के उत्तर दीजिए -

(+1)

गीत मेरे, देहरी के दीप सा बन।

एक दुनिया है हृदय में, मानता हूँ,

वह घिरी तम से, इसे भी जानता हूँ,

छा रहा है किंतु बाहर भी तिमिर-घन;

गीत मेरे, देहरी के दीप सा बन।

प्राण की लौ से तुझे जिस काल बारूँ,

और अपने कंठ पर तुझको सँवारूँ,

कह उठे संसार, आया ज्योति का क्षण;

गीत मेरे, देहरी के दीप सा बन।

दूर कर मुझमें भरी तू लालिमा जब,

फैल जाए विश्व में भी कालिमा तब,

जानता सीमा नहीं है अग्नि का कण;

गीत मेरे, देहरी के दीप-सा बन।

कवि अपने गीत रूपी दीपक को अपने ज्ञान व जीवन शक्ति के द्वारा प्रज्ज्वलित करना चाहता है, यह भाव निम्न में से किस पंक्ति में निहित है?

- a. और अपने कंठ पर तुझको सँवाँ,;
- b. कह उठे संसार, आया ज्योति का क्षण;
- c. प्राण की लौ से तुझे जिस काल बाँ,;
- d. गीत मे रे , देहरी के दीप सा बन।

133. निम्नलिखित काव्यांश को पढ़कर पूछे गए प्रश्नों के उत्तर दीजिए -

(+1)

गीत मेरे, देहरी के दीप सा बन।

एक दुनिया है हृदय में, मानता हूँ,

वह घिरी तम से, इसे भी जानता हूँ,

छा रहा है किंतु बाहर भी तिमिर-घन;

गीत मेरे, देहरी के दीप सा बन।

प्राण की लौ से तुझे जिस काल बाँ,

और अपने कंठ पर तुझको सँवाँ,

कह उठे संसार, आया ज्योति का क्षण;

गीत मेरे, देहरी के दीप सा बन।

दूर कर मुझमें भरी तू लालिमा जब,

फैल जाए विश्व में भी कालिमा तब,

जानता सीमा नहीं है अग्नि का कण;

गीत मेरे, देहरी के दीप-सा बन।

प्रस्तुत काव्यांश में अंधकार के लिए कौन-से दो शब्द आए हैं?

- a. कालिमा, कण
- b. तम, घन
- c. तिमिर, तम
- d. काल, तिमिर

134. निम्नलिखित काव्यांश को पढ़कर पूछे गए प्रश्नों के उत्तर दीजिए -

(+1)

गीत मेरे, देहरी के दीप सा बन।

एक दुनिया है हृदय में, मानता हूँ,
वह घिरी तम से, इसे भी जानता हूँ,
छा रहा है किंतु बाहर भी तिमिर-घन;
गीत मेरे, देहरी के दीप सा बन।

प्राण की लौ से तुझे जिस काल बाँँ,
और अपने कंठ पर तुझको सँवाँँ,
कह उठे संसार, आया ज्योति का क्षण;
गीत मेरे, देहरी के दीप सा बन।

दूर कर मुझमें भरी तू लालिमा जब,
फैल जाए विश्व में भी कालिमा तब,
जानता सीमा नहीं है अग्नि का कण;
गीत मेरे, देहरी के दीप-सा बन।

काव्यांश में 'लालिमा' शब्द किस प्रतीक के रूप में आया है?

- a. सूर्य की आभा
- b. ज्ञान रूपी प्रकाश
- c. भोर का उजाला
- d. हृदय की चेतना

135. निम्नलिखित काव्यांश को पढ़कर पूछे गए प्रश्नों के उत्तर दीजिए -

(+1)

गीत मेरे, देहरी के दीप सा बन।

एक दुनिया है हृदय में, मानता हूँ,

वह घिरी तम से, इसे भी जानता हूँ,

छा रहा है किंतु बाहर भी तिमिर-घन;

गीत मेरे, देहरी के दीप सा बन।

प्राण की लौ से तुझे जिस काल बाँँ,

और अपने कंठ पर तुझको सँवाँँ,

कह उठे संसार, आया ज्योति का क्षण;

गीत मेरे, देहरी के दीप सा बन।

दूर कर मुझमें भरी तू लालिमा जब,

फैल जाए विश्व में भी कालिमा तब,

जानता सीमा नहीं है अग्नि का कण;

गीत मेरे, देहरी के दीप-सा बन।

‘दीप-सा’ में कौन सा अलंकार है?

- a. अनुप्रास
- b. रूपक

c. मानवीकरण

d. उपमा

136. स्थिति (i): रमेश और सुरेश दोपहर के भोजन के समय आपस में अंग्रेज़ी में उन सब कामों के बारे में बात कर रहे हैं, जो उन्होंने पिछले दिन घर पर किए थे। (+1)

स्थिति (ii): सुनयना विज्ञान की कक्षा में किए गए प्रयोग के बारे में विस्तार से टिप्पणी लिखती हैं।

a. (i) संज्ञानात्मक अकादमिक भाषा निपुणता है (CALP) और (ii) बुनियादी अंतः वैयक्तिक संप्रेषण कौशल (BICS) है।

b. (i) और (ii) दोनों CALP हैं।

c. (i) और (ii) दोनों BICS हैं।

d. (i) BICS है और (ii) CALP है।

137. श्यामसुंदर एक पत्रिका में पूरी बात समझने के लिए पूरे दो पन्ने का एक लेख पढ़ता है और इसके बारे में अपने मित्र को बताता है। पठन की इस युक्ति को किस रूप में जाना जाता है? (+1)

a. टॉप-डाउन युक्ति

b. बॉटम-अप युक्ति

c. सारांशीकरण

d. अध्ययन कौशल

138. निम्नलिखित में से कौन-सी शिक्षणशास्त्रीय विधि रचनावाद उपागम का अनुसरण करती है? (+1)

a. मुहावरों की संकल्पना समझाने के लिए दिन-प्रतिदिन में काम आने वाली वस्तुओं को दिखाना।

b. पाठ्य सामग्री का अर्थ समझने के लिए टीका-टिप्पणी का प्रयोग करना।

- c. उपमा अलंकार के प्रयोग वाले वाक्यों की रचना के लिए वास्तविक जीवन से उदाहरण लेकर समझाना।
- d. कहानी में घटनाओं का अनुमान लगाने के लिए फ्लोचार्ट बनाना।

139. कक्षा छह में 'रिपोर्टेड स्पीच' समझाने के बाद अध्यापिका विद्यार्थियों को समूह में गतिविधि करवाती है। (+1)

विद्यार्थी A डायरेक्ट स्पीच का एक कथन पुस्तक से पढ़कर विद्यार्थी B को रिपोर्टेड स्पीच में बताती है। विद्यार्थी B अनुमान लगाती है कि इस कथन की डायरेक्ट स्पीच क्या होगी।

विद्यार्थी A अपनी रिपोर्टेड स्पीच को आवश्यकतानुसार बदलकर तब तक दोहराती है जब तक कि विद्यार्थी B सही अनुमान नहीं लगा लेती।

यह गतिविधि किसका प्रतिनिधित्व करती है?

- a. क्लैशन की निवेश परिकल्पना
- b. क्लैशन की अर्जन अधिगम परिकल्पना
- c. ब्रून र का विकास का सिद्धांत
- d. स्वेन की परिणाम परिकल्पना

140. कथावाचन की कक्षा में सक्रिय श्रवण का प्रदर्शन करने के लिए श्रीमती मेघना को कौन-सा सर्वाधिक उपयुक्त तरीका अपनाना चाहिए? (+1)

- a. जैसा कि एक विद्यार्थी कहानी सुना रही है, अध्यापिका उससे स्पष्टीकरण माँग सकती है, जैसे कि जब तुमने यह कहा था तो इससे तुम्हारा क्या मतलब है?
- b. जब विद्यार्थी कहानी पूरी सुना दे तो अध्यापक प्रश्न पूछती है, "इस कहानी से तुमने क्या सीखा"?
- c. जब एक विद्यार्थी कहानी से मिली सीख सा ज्ञा कर रही थी तब अध्यापिका ने उसे रोका और कहानी में प्रयुक्त नए शब्द का अर्थ पूछा।

- d. विद्यार्थी द्वारा कहानी का प्रत्येक अंश समाप्त होने पर अध्यापिका दूसरे विद्यार्थी से उन अंशों का सारांश प्रस्तुत करने के लिए कहती है।

141. राष्ट्रीय शिक्षा नीति, 2020 शास्त्रीय भाषा के अध्ययन की किस रूप में अनुशंसा करती है? (+1)

- a. माध्यमिक स्तर पर एक अतिरिक्त विकल्प के रूप में।
- b. त्रिभाषा सूत्र के अंतर्गत एक विकल्प।
- c. शिक्षा में भाषा नीति के अंतर्गत द्वितीय भाषा के रूप में।
- d. त्रिभाषा सूत्र के अंतर्गत आधुनिक भारतीय भाषा के रूप में।

142. शब्द संपदा सीखने-सिखाने के लिए किस प्रभावशाली-युक्ति की अनुशंसा करेंगे? (+1)

- a. विभिन्न विषयों पर शब्द जाल
- b. मातृभाषा में अर्थ के साथ शब्द
- c. वर्तनी प्रतियोगिता
- d. शब्दों का कंठस्थीकरण

143. निम्नलिखित में से कौन-सी 'सहारा/मदद देने' से संबंधित युक्ति है? (+1)

- a. विद्यार्थियों को उनके स्तर से ऊपर की पाठ्यसामग्री और अभ्यास कार्य देना।
- b. विद्यार्थियों को उनके स्तर से कम की पाठ्यसामग्री और अभ्यास कार्य देना।
- c. विद्यार्थियों के सीखने में जहाँ-जहाँ कमी है, उसे दूर करने के लिए उन्हें मदद करना।
- d. ड्रिल और कोचिंग द्वारा विद्यार्थियों की मदद करना।

144. शिक्षण अधिगम में आगमनात्मक उपागम का प्रयोग करते हुए व्याकरण की कौन-सी अवधारणा/उपअवधारणा पढ़ाने के लिए सबसे कम प्रासंगिक है? (+1)

- a. तुलनात्मक विशेषणों के मूल नियम
- b. जाति-वाचक संज्ञाओं के लिए समूह संज्ञा
- c. वाक्य परिवर्तन- वर्तमान काल से भूतकाल
- d. वाक्य परिवर्तन- कृतवाच्य से कर्मवाच्य

145. निम्नलिखित में से कौन-सी युक्ति पठन सामग्री में से कुछ शब्दों को लेकर शब्द सिखाने की अनुशंसा करती है? (+1)

- a. विन्यास
- b. शब्दकोशीय उपागम
- c. शब्दकोश का प्रयोग
- d. शब्द जाल

146. एक अध्यापक शिक्षार्थियों को उनके द्वारा लेखन में की गई गलतियों को उनके संज्ञान में लाने के लिए सप्ताह में एक बार सत्र का आयोजन करती है। मुख्यतः वह क्या कर रही है? (+1)

- a. प्रतिपुष्टि देना
- b. त्रुटि विश्लेषण
- c. त्रुटियों में सुधार करना
- d. व्याकरण के पाठ प्रस्तुत करना

147. एक जाँच परीक्षण इस प्रकार का है जिसमें पठन सामग्री का एक अनुच्छेद लेकर उस अनुच्छेद का प्रत्येक छठा शब्द हटा दिया जाता है और शिक्षार्थियों को हटाए गए शब्दों के स्थान पर संदर्भानुसार उपयुक्त शब्द लिखने के लिए कहा जाता है। इस तरह के जाँच परीक्षण को क्या कहते हैं? (+1)

- a. रिक्त स्थानों की पूर्ति
- b. क्लोज़ परीक्षण
- c. व्याकरण कार्य
- d. शब्द-संपदा कार्य

148. निम्नलिखित में से कौन-सी शिक्षण अधिगम सामग्री 'पाठ्य सामग्री के आधार पर वास्तविक दुनिया को समझने' का कौशल विकसित करने का अच्छा स्रोत है? (+1)

- a. प्रामाणिक पाठ्य सामग्री एवं अन्य सामग्रियाँ
- b. कक्षा में शब्द दीवार
- c. विभिन्न भाषाओं में अनुदित एक ही पाठ्य-सामग्री
- d. विभिन्न विधाओं में साहित्यिक सामग्री

149. निम्नलिखित में से कौन-सा विभिन्न लेखन शैलियों के बारे में शिक्षण करने के लिए 'फ्लिप कक्षा उपागम' का सर्वोत्तम उदाहरण है? (+1)

- a. अध्यापक विद्यार्थीयों को उनकी लेखन शैलियों के आधार पर पाठ्य-सामग्री के वर्गीकरण हेतु ऑनलाइन अभ्यास देती है और उसके बाद उन्हें व्यक्तिगत रूप से प्रतिपुष्टि देती है।
- b. विद्यार्थी घर में लेखन शैलियों पर वीडियो देखते हैं और फिर अगले दिन कक्षा में अध्यापक द्वारा पढ़ाई जा रही पठन सामग्री में देखी गई शैलियों की पहचान करते हैं।
- c. अध्यापक वीडियो कांफ्रेंस के माध्यम से लेखन शैलियों पर व्याख्यान देती है, उसके बाद विद्यार्थी प्रत्येक शैली के उदाहरण वीडियो पर देखते हैं।

- d. विद्यार्थी कक्षा में लेखन शैलियों पर वीडियो देखते हैं और घर पर रहकर ऑनलाइन प्रश्नोत्तरी में भाग लेते हैं जिसमें पहचान करते हैं कि कौन-सी पठन सामग्री किस शैली में है।

150. निम्नलिखित में से कौन-सा भाषा के बारे में सही है?

(+1)

- a. भाषा एक वैज्ञानिक व्यवस्था है।
- b. भाषा व्यवस्थाओं की व्यवस्था है।
- c. भाषा का संस्कृति से कोई संबंध नहीं है।
- d. प्रत्येक भाषा की लिपि होती है।

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Your Personal Exams Guide

English – II

151. Read the passage given below and answer the questions/ complete the statements that follow by choosing the most appropriate options from the given ones. (+1)

The gorilla is something of a paradox in the African scene. One thinks one knows him very well. For a hundred years or more he has been killed, captured and imprisoned in zoos. His bones have been mounted in natural history museums everywhere, and he has always exerted a strong fascination upon scientists and romantics alike. He is the stereotyped monster of the horror films and the adventure books, and an obvious (though not perhaps strictly scientific) link with our ancestral past.

Yet the fact is we know very little about gorillas. No really satisfactory photograph has ever been taken of one in a wild state, no zoologist, however intrepid, has been able to keep the animal under close and constant observation in the dark jungles in which it lives. Carl Akley, the American naturalist, led two expeditions to these volcanoes in the nineteen twenties, and now lies buried here among the animals he loved so well. But even he was unable to discover how long the gorilla lives or how or why he dies, nor was he able to define the exact social pattern of the family groups, or indicate the final extent of their intelligence. All this and many other things remain almost as much a mystery as they were when a French explorer first described the animal to the civilised world a century ago. The Abominable Snowman who haunts the imagination of climbers in the Himalayas is hardly more elusive. The little that is known about gorillas certainly makes you want to know a great deal more. Sir Julian Huxley has recorded that thrice in the London zoo he saw an eighteen-month-old specimen trace the outline of its own shadow with its finger.

To study the gorilla the scientists:

- a. killed him and stuffed his body.
- b. captured him and kept him in a zoo.

- c. went close to him in his natural habitat.
- d. photographed him from close quarters.

152. Read the passage given below and answer the questions/ complete the statements that follow by choosing the most appropriate options from the given ones.

(+1)

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Our fascination for gorilla has made us:

- a. make monster movies about him.

- b. write adventure books on him.
- c. Keep a close watch on him in the jungles.
- d. Only 1 and 2

153. Read the passage given below and answer the questions/ complete the statements that follow by choosing the most appropriate options from the given ones.

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Care Akley lies buried in Africa where he:

- a. went there to make a lifelong study on the gorilla.
- b. learnt how the gorilla lives.
- c. studied how and why it dies.
- d. proved that the gorilla is an intelligent being.

154. Read the passage given below and answer the questions/ complete the statements that follow by choosing the most appropriate options from the given ones.

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Study the following statements:

(a) We know more about the Abominable Snowman than about the African gorilla.

(b) We are curious about the gorilla as we know a little about him.

a. (a) is right and (b) is wrong.

b. (b) is right and (a) is wrong.

c. Both (a) and (b) are right.

d. Both (a) and (b) are wrong.

155. Read the passage given below and answer the questions/ complete the statements that follow by choosing the most appropriate options from the given ones.

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Which of the following is true about the gorilla?

- a. We have studied the gorilla in natural history museums.
- b. We believe that now we have a little understanding of the gorilla.
- c. Science has proved that the gorilla in our ancestor.
- d. Naturalists have been able to make a close study of the social life of the gorilla.

156. Read the passage given below and answer the questions/ complete the statements that follow by choosing the most appropriate options from the given ones.

(+1)

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'His bones have been mounted

The underlined word means the same as:

- a. fixed
- b. enclosed
- c. erected / raised
- d. cleared

Your Personal Exams Guide

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(+1)

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'no zoologist, however intrepid

The word opposite in meaning to the underlined word is:

- a. fearless
- b. lazy
- c. timid
- d. stupid

158. Read the passage given below and answer the questions/ complete the statements that follow by choosing the most appropriate options from the given ones.

(+1)

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museums everywhere, and he has always exerted a strong fascination upon scientists and romantics alike. He is the stereotyped monster of the horror films and the adventure books, and an obvious (though not perhaps strictly scientific) link with our ancestral past.

Yet the fact is we know very little about gorillas. No really satisfactory photograph has ever been taken of one in a wild state, no zoologist, however intrepid, has been able to keep the animal under close and constant observation in the dark jungles in which it lives. Carl Akley, the American naturalist, led two expeditions to these volcanoes in the nineteen twenties, and now lies buried here among the animals he loved so well. But even he was unable to discover how long the gorilla lives or how or why he dies, nor was he able to define the exact social pattern of the family groups, or indicate the final extent of their intelligence. All this and many other things remain almost as much a mystery as they were when a French explorer first described the animal to the civilised world a century ago. The Abominable Snowman who haunts the imagination of climbers in the Himalayas is hardly more elusive. The little that is known about gorillas certainly makes you want to know a great deal more. Sir Julian Huxley has recorded that thrice in the London zoo he saw an eighteen-month-old specimen trace the outline of its own shadow with its finger.

'But even he was unable'

The underlined word is a/an

- a. Noun
- b. Adjective
- c. Adverb
- d. Preposition

159. Read the passage given below and answer the questions / complete the statements that follow by choosing the most appropriate options out of the

(+1)

given ones.

Motivations for ruralism in underdeveloped countries are understandably different from those in developed countries. There, it is a sheer physical necessity for the very act of man's survival. In the third world countries, which are predominantly rural, the only level that can lift human life above its present sub-human level, is rural development. Rural life in such countries has been stagnating for centuries on end. Nothing worthwhile has been done to ameliorate the condition of the rural population which is only slightly different from that of their quadruped counterparts. Ignorance, ill health and poverty have become synonymous with rural life in the undeveloped and underdeveloped countries. But the worst tragedy is that the concerned human populations have taken this state of affairs for granted, as something unalterable, something for which there is no remedy. Every ray of hope has gone out of their lives. In such countries, Rural Development is the inevitable condition of any material or non-material advancement. As such, enlightened sections of all such countries have been taking ever growing interest in the question of Rural Development. This was also part of the legacy of their freedom struggle. In countries like India, it is well-known that attempts at Rural development were an inseparable part of the Independence Movement. Leaders like Gandhiji realized quite well that Real India lived in her stagnating villages. Cities, which were mostly the products of western colonialism, were just artificial show pieces. Even then, there were two worlds. The posh areas, where the affluent few, mostly the products and custodians of imperial interest lived, were little islands engulfed by the vast ocean of dirt, represented by the vast majority of people.

Cities were by no means unknown to India, but in ancient India, they were integral parts, organically related to the rest of the country and society. But modern cities are exotic centres of commercial and industrial exploitation. Cities in ancient India were the flowers of cultural and artistic excellence of the nation, modern cities are just parasites, preying on and debilitating the country.

What is the urgent need today in villages?

- a. Independence movement
- b. Rural development
- c. Job opportunities
- d. Freedom struggle

160. Read the passage given below and answer the questions / complete the statements that follow by choosing the most appropriate options out of the given ones.

(+1)

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Read the following statements:

(a) The greatest impediment to progress in villages is not ignorance, poverty or ill health.

(b) The worst scenario is their acceptance of their condition, thinking it to be irreversible.

a. (a) is true and (b) is false

b. (a) is false and (b) is true

c. Both (a) and (b) are true

d. Both (a) and (b) are false

161. Read the passage given below and answer the questions / complete the statements that follow by choosing the most appropriate options out of the given ones.

(+1)

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'artificial showpieces' here refers to

- a. developed countries
- b. under developed countries
- c. cities
- d. villages

162. Read the passage given below and answer the questions / complete the statements that follow by choosing the most appropriate options out of the given ones.

(+1)

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Cities were by no means unknown to India, but in ancient India, they were integral parts, organically related to the rest of the country and society. But modern cities are exotic centres of commercial and industrial exploitation. Cities in ancient India were the flowers of cultural and artistic excellence of the nation, modern cities are just parasites, preying on and debilitating the country.

Read the following statements.

According to the writer of the passage:

- a) The concept of cities was non-existent in ancient India.
- b) Modern cities make the country weaker.
- c) They are a burden rather than an asset.
- a. (a) is true and (b) and (c) are false
- b. (a) is false and (b) and (c) are true
- c. (a) and (b) are true and (c) is false
- d. (a) and (c) are true and (b) is false

163. Read the passage given below and answer the questions / complete the statements that follow by choosing the most appropriate options out of the given ones.

(+1)

Motivations for ruralism in underdeveloped countries are understandably different from those in developed countries. There, it is a sheer physical necessity for the very act of man's survival. In the third world countries, which are predominantly rural, the only level that can lift human life above its present sub-human level, is rural development. Rural life in such countries has been stagnating for centuries on end. Nothing worthwhile has been done to ameliorate the condition of the rural population which is only slightly different from that of their quadruped counterparts. Ignorance, ill health and poverty have become synonymous with rural life in the undeveloped and underdeveloped countries. But the worst tragedy is that the concerned human populations have taken this state of affairs for granted, as something unalterable, something for which there is no remedy. Every ray of hope has gone out of their lives. In such countries, Rural Development is the inevitable condition of any material or non-material advancement. As such, enlightened sections of all such countries have been taking ever growing interest in the question of Rural Development. This was also part of the legacy of their freedom struggle. In countries like India, it is well-known that attempts at Rural development were an inseparable part of the Independence Movement.

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Cities were by no means unknown to India, but in ancient India, they were integral parts, organically related to the rest of the country and society. But modern cities are exotic centres of commercial and industrial exploitation. Cities in ancient India were the flowers of cultural and artistic excellence of the nation, modern cities are just parasites, preying on and debilitating the country.

'ameliorate' in sentence 6 is used as a/an _____.

- a. noun
- b. adjective
- c. verb
- d. adverb

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164. Read the passage given below and answer the questions / complete the statements that follow by choosing the most appropriate options out of the given ones.

(+1)

Motivations for ruralism in underdeveloped countries are understandably different from those in developed countries. There, it is a sheer physical necessity for the very act of man's survival. In the third world countries, which are predominantly rural, the only level that can lift human life above its present sub-human level, is rural development. Rural life in such countries has been stagnating for centuries on end. Nothing worthwhile has been done to ameliorate the condition of the rural population which is only slightly different from that of their quadruped counterparts. Ignorance, ill health and poverty

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'quadruped' (line 5) means

- a. any creature having two legs
- b. any creature having four legs
- c. an imbecile creature
- d. a poor person

165. Read the passage given below and answer the questions / complete the statements that follow by choosing the most appropriate options out of the given ones.

(+1)

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'legacy of their freedom struggle'. What part of speech is the word 'legacy' here?

- a. Verb
- b. Adverb
- c. Noun
- d. Adjective

166. Students from different home languages may find it difficult in English medium classrooms. (+1)

Which of the following activities will **NOT** help in providing initial support for this situation?

- a. Building a word wall in the classroom with words in English and their possible equivalents in home languages
- b. Creating heterogeneous groups of mixed English language proficiency
- c. Using physical gestures for certain words and phrases while reading aloud
- d. Weekly tasks of grammar based worksheets to be done at home by all students in class.

167. In a language class for 'making predictions', a teacher (T) has a conversation with students: (+1)

T: Rajesh, what are we making predictions on?

Rajesh: The plot of the story.

T: Why are they called predictions, Irfan?

Irfan: Because we need to guess what happens next.

Which of the following is the **MOST** appropriate follow-up question to deepen students' understanding of this skill?

- a. What do you think the main characters will do next?
- b. What happened next in a similar story you read last year?
- c. What clues does the story so far provide, on what will happen next?
- d. What is the meaning of a plot of a story? Give an example.

-
168. A teacher writes a few examples of simple present and simple past sentences and asks students what differences they notice in the sentences. The students discuss the differences and try converting some sentences from present to past. (+1)

Finally, the teacher asks students if they can state a rule for converting sentences from past to present.

The above teaching method is an example of...

- a. Deductive learning
- b. Inductive learning
- c. Flipped learning
- d. Cooperative learning

-
169. Desuggestopedia is sometimes used to teach English to students for whom it is not the home language. (+1)

Which of the following visualization exercises is an example of this method?

- a. Teacher reads aloud a story and asks students to close their eyes and visualise the setting. After each paragraph, she picks a student to identify the setting and corrects any errors.
- b. Working in pairs, one student reads part of the story aloud, the other visualises the setting and shares it, and vice versa. The first pair to complete this is rewarded by the teacher.
- c. Teacher reads aloud a story and asks students to close their eyes and visualise the setting. After the read aloud, she asks students to share what they visualised and be as creative as possible.
- d. Students work in groups of 3: The student assigned as 'reader' reads a paragraph, the 'visualiser' visualises the setting and shares it with the third who is assigned as 'note taker'.

170. Which of the following would require 'intensive listening' the LEAST? (+1)

- a. Listening to a short audiobook on a specific topic and summarising its main idea.
- b. Watching an English video with annotations that give definitions and example sentences for specific words.
- c. Listening to a text translated from first language to English and see how individual words correspond.
- d. Doing activities on a learning website where students convert sentences from one form to another and do self-checks.

171. Skimming and scanning are two sub-skills of reading. Identify which sub-skill is being applied for the two tasks given below: (+1)

(i) Teacher asks students to answer factual questions using the information in each chapter.

(ii) Teacher asks students to summarise the plot of a novel by reading the main headings in each chapter.

- a. (i) is skimming (ii) is scanning
- b. (i) is scanning (ii) is skimming
- c. both (i) and (ii) are examples of skimming
- d. both (i) and (ii) are examples of scanning

172. Which of the following is an example of a teacher trying to provide 'comprehensible input' as per Krashen's hypothesis? (+1)

- a. Providing students with text of their own levels for reading practice
- b. Sharing newspaper articles with students and asking them to read these aloud
- c. Underlining important words in a passage and checking if students comprehend their meaning.
- d. Providing students with texts slightly above their level

173. A teacher gives the same text to whole class and asks students to identify the main idea. However, she highlights key words in the text, for students with lower comprehension skills. (+1)

Is this a good example of differentiation? Why/Why not?

- a. No, because each student should be assigned a text that is at his or her learning level rather than the same one for the class.

- b. Yes, because this is a simple way to support students at lower reading levels so that they can complete the given task.
- c. No because it is unfair to students with good comprehension skills that others are getting support.
- d. Yes, because the teacher has 'watered down' the syllabus for students with weaker comprehension skills.

174. Which of the following pedagogical methods follows a 'contextualised approach' towards teaching the topic of **reported speech** in English Grammar? (+1)

- a. Explaining different rules of conversion from direct to reported speech with single-sentence examples.
- b. Encouraging students to apply the concept of reported speech in their first language and compare the two.
- c. Asking students to read a story at home and compare how characters speak with how their statements are quoted.
- d. Asking students to share with the class what they discussed at dinner table at home the previous day.

175. Story telling as a strategy denotes _____. (+1)

- a. Stories as inputs for language learning
- b. Stories for learning morals
- c. Stories as content learning
- d. Stories for memorisation

176. Mr. Ramdas gave his students an assignment to write a detailed review for a movie. (+1)

Post the assignment, which of the following questions would **MOST** suitable assessment as learning?

- a. According to your review, what is your biggest take away from the movie?
- b. Using the given rubric, relook at your review sample and incorporate missing points.
- c. For a total of 10 marks, write a detailed review for another movie of a different genre.
- d. Which aspects of writing the review for the movie did you find most difficult?

177. Which of the following assessments is **BEST** aligned with the learning objective: (+1)
Students will be able to use appropriate determiners in sentences.

- a. Fill in the blanks with appropriate determiners:
We ate all _ food. Both __sons are at college.
- b. Identify the determiners in the given sentence:
Those bags and purses belong to me.
- c. You are an honest man but this is my money.
The underlined words are all examples of_____.
- d. What are the different types of determiners? Explain with examples.

178. Which of the following resources could **BEST** serve as input for a descriptive writing class? (+1)

- a. A picture postcard
- b. A newspaper
- c. An instructions manual
- d. A dictionary

179. You create groups of three in your class and want students to build 'collaboration' while working on a language assignment. (+1)

Which of the following ICT based activities can most help the purpose?

- a. Students in each group self-check spellings and grammar using an online grammar tool.
- b. Students in each group create a Google document to write an essay building on each other's thoughts.
- c. Students in each group upload their essays to a common drive for teacher feedback.
- d. Students in each group search online for different stories by the same author and form an online collection.

180. A Grade VI student has good vocabulary and grammar, but has difficulty organising ideas to write coherent paragraphs. (+1)

Which of the following would be the **MOST** appropriate action that his teacher can take to help him?

- a. Thinking aloud about a topic and creating a mind map of ideas.
- b. Providing space for discussing with peers to brainstorm ideas.

- c. Giving starting words of each sentence and asking the student to complete them.
- d. Asking the student to draw pictures related to the topic.

Prepp

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Hindi – II

181. निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सबसे उपयुक्त उत्तर वाले विकल्प चुनिए -

(+1)

बच्चों को गणित पढ़ाते वक्त आवश्यक है की हम इससे संबंधित महत्वपूर्ण विषयों के बारे में अपने व्यवहार और दृष्टिकोणों से परिचित हों। उदाहरण के लिए हम गणित को कैसे देखते हैं? क्या हम समझते हैं कि यह एक अमूर्त, रुखा एवं जटिल विषय है जिसमें बहुत कुछ याद रखने की ज़रूरत होती है और जो वास्तव में कुछ लोगों के लिए ही है? या मानते हैं कि यह एक दिलचस्प और अर्थपूर्ण विषय है, जिसमें सोचने की आवश्यकता होती है और जिसे हर कोई सीख सकता है। एक और क्षेत्र जिस पर विचार करना चाहिए वह है हमारी यह धारणा कि बच्चे किस प्रकार से सीख सकते हैं। हम सभी शिक्षक यह महसूस करते हैं कि प्रत्येक कक्षा में कुछ बच्चे सीखने में ज़्यादा तेज़ होते हैं और शेष बच्चों की तुलना में गणित जल्दी से सीख लेते हैं। और कुछ बच्चे ऐसे होते हैं जो बिल्कुल भी नहीं सीख पाते हैं। इस तरह से हम बच्चों का वर्गीकरण कर डालते हैं - धीमी-तेज़ गति से सीखने वाले, न सीखने वाले आदि आदि। हममें से कुछ मानते हैं कि यह अंतर बच्चों के सामाजिक परिवेश की वजह से है। क्या कक्षा के अंदर भी ऐसे कोई कारक होते हैं, जो बच्चों की गणित सीखने की क्षमता को प्रभावित करते हैं; जैसे - पाठ्यक्रम, अध्यापक का दृष्टिकोण और सिखाने के तरीके आदि।

प्रस्तुत गद्यांश मुख्यतः किस बारे में है?

- अध्यापकों के गणित की पुस्तक के प्रति विचार।
- अध्यापकों के गणित सीखने के प्रति धारणा।
- अध्यापकों के गणित की उपयोगिता के प्रति राय।
- अध्यापकों के गणित के पाठ्यक्रम के प्रति विचार।

182. निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सबसे उपयुक्त उत्तर वाले विकल्प चुनिए -

(+1)

बच्चों को गणित पढ़ाते वक्त आवश्यक है की हम इससे संबंधित महत्वपूर्ण विषयों के बारे में अपने व्यवहार और दृष्टिकोणों से परिचित हों। उदाहरण के लिए हम गणित को कैसे देखते हैं? क्या हम समझते हैं कि यह एक अमूर्त, रुखा एवं जटिल विषय है जिसमें बहुत कुछ याद रखने की ज़रूरत होती है और जो वास्तव में कुछ लोगों के लिए ही है? या मानते हैं कि यह एक दिलचस्प और अर्थपूर्ण विषय है, जिसमें सोचने की आवश्यकता होती है और जिसे हर कोई सीख सकता है। एक

और क्षेत्र जिस पर विचार करना चाहिए वह है हमारी यह धारणा कि बच्चे किस प्रकार से सीख सकते हैं। हम सभी शिक्षक यह महसूस करते हैं कि प्रत्येक कक्षा में कुछ बच्चे सीखने में ज़्यादा तेज़ होते हैं और शेष बच्चों की तुलना में गणित जल्दी से सीख लेते हैं। और कुछ बच्चे ऐसे होते हैं जो बिल्कुल भी नहीं सीख पाते हैं। इस तरह से हम बच्चों का वर्गीकरण कर डालते हैं - धीमी-तेज़ गति से सीखने वाले, न सीखने वाले आदि आदि। हममें से कुछ मानते हैं कि यह अंतर बच्चों के सामाजिक परिवेश की वजह से है। क्या कक्षा के अंदर भी ऐसे कोई कारक होते हैं, जो बच्चों की गणित सीखने की क्षमता को प्रभावित करते हैं; जैसे - पाठ्यक्रम, अध्यापक का दृष्टिकोण और सिखाने के तरीके आदि।

गद्यांश में गणित से संबंधित किस धारणा का उल्लेख हुआ है?

- a. गणित की पढ़ाई अभियांत्रिकी के लिए आवश्यक है।
- b. गणित की पाठ्यपुस्तकें बहुत जटिल होती हैं।
- c. गणित वास्तव में कुछ लोगों के लिए ही है।
- d. गणित का सीखना प्राथमिक स्तर पर होना चाहिए।

183. निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सबसे उपयुक्त उत्तर वाले विकल्प चुनिए -

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बच्चों को गणित पढ़ाते वक्त आवश्यक है की हम इससे संबंधित महत्वपूर्ण विषयों के बारे में अपने व्यवहार और दृष्टिकोणों से परिचित हों। उदाहरण के लिए हम गणित को कैसे देखते हैं? क्या हम समझते हैं कि यह एक अमूर्त, रुखा एवं जटिल विषय है जिसमें बहुत कुछ याद रखने की ज़रूरत होती है और जो वास्तव में कुछ लोगों के लिए ही है? या मानते हैं कि यह एक दिलचस्प और अर्थपूर्ण विषय है, जिसमें सोचने की आवश्यकता होती है और जिसे हर कोई सीख सकता है। एक और क्षेत्र जिस पर विचार करना चाहिए वह है हमारी यह धारणा कि बच्चे किस प्रकार से सीख सकते हैं। हम सभी शिक्षक यह महसूस करते हैं कि प्रत्येक कक्षा में कुछ बच्चे सीखने में ज़्यादा तेज़ होते हैं और शेष बच्चों की तुलना में गणित जल्दी से सीख लेते हैं। और कुछ बच्चे ऐसे होते हैं जो बिल्कुल भी नहीं सीख पाते हैं। इस तरह से हम बच्चों का वर्गीकरण कर डालते हैं - धीमी-तेज़ गति से सीखने वाले, न सीखने वाले आदि आदि। हममें से कुछ मानते हैं कि यह अंतर बच्चों के सामाजिक परिवेश की वजह से है। क्या कक्षा के अंदर भी ऐसे कोई कारक होते हैं, जो बच्चों की गणित सीखने की क्षमता को प्रभावित करते हैं; जैसे - पाठ्यक्रम, अध्यापक का दृष्टिकोण और सिखाने के तरीके आदि।

बच्चों की गणित सीखने की क्षमता को प्रभावित करने वाले कक्षा के अंदर के किस कारक का उल्लेख नहीं किया गया है?

- a. अध्यापक का गणित के प्रति दृष्टिकोण
- b. गणित सिखाने के तरीके
- c. गणित की शिक्षण सामग्री
- d. गणित का पाठ्यक्रम

184. निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सबसे उपयुक्त उत्तर वाले विकल्प चुनिए -

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बच्चों को गणित पढ़ाते वक्त आवश्यक है की हम इससे संबंधित महत्वपूर्ण विषयों के बारे में अपने व्यवहार और दृष्टिकोणों से परिचित हों। उदाहरण के लिए हम गणित को कैसे देखते हैं? क्या हम समझते हैं कि यह एक अमूर्त, रुखा एवं जटिल विषय है जिसमें बहुत कुछ याद रखने की ज़रूरत होती है और जो वास्तव में कुछ लोगों के लिए ही है? या मानते हैं कि यह एक दिलचस्प और अर्थपूर्ण विषय है, जिसमें सोचने की आवश्यकता होती है और जिसे हर कोई सीख सकता है। एक और क्षेत्र जिस पर विचार करना चाहिए वह है हमारी यह धारणा कि बच्चे किस प्रकार से सीख सकते हैं। हम सभी शिक्षक यह महसूस करते हैं कि प्रत्येक कक्षा में कुछ बच्चे सीखने में ज़्यादा तेज़ होते हैं और शेष बच्चों की तुलना में गणित जल्दी से सीख लेते हैं। और कुछ बच्चे ऐसे होते हैं जो बिल्कुल भी नहीं सीख पाते हैं। इस तरह से हम बच्चों का वर्गीकरण कर डालते हैं - धीमी-तेज़ गति से सीखने वाले, न सीखने वाले आदि आदि। हममें से कुछ मानते हैं कि यह अंतर बच्चों के सामाजिक परिवेश की वजह से है। क्या कक्षा के अंदर भी ऐसे कोई कारक होते हैं, जो बच्चों की गणित सीखने की क्षमता को प्रभावित करते हैं; जैसे - पाठ्यक्रम, अध्यापक का दृष्टिकोण और सिखाने के तरीके आदि।

"..... हम गणित को कैसे देखते हैं?" वाक्यांश का आशय है -

- a. गणित के प्रति हमारी कितनी रुचि है?
- b. गणित के प्रति हमारी क्या मान्यताएँ हैं?
- c. गणित पढ़ाने का हमारा अनुभव कितना है?
- d. हमें गणित का कितना ज्ञान है?

185. निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सबसे उपयुक्त उत्तर वाले विकल्प चुनिए -

(+1)

बच्चों को गणित पढ़ाते वक्त आवश्यक है की हम इससे संबंधित महत्वपूर्ण विषयों के बारे में अपने व्यवहार और दृष्टिकोणों से परिचित हों। उदाहरण के लिए हम गणित को कैसे देखते हैं? क्या हम समझते हैं कि यह एक अमूर्त, सूखा एवं जटिल विषय है जिसमें बहुत कुछ याद रखने की ज़रूरत होती है और जो वास्तव में कुछ लोगों के लिए ही है? या मानते हैं कि यह एक दिलचस्प और अर्थपूर्ण विषय है, जिसमें सोचने की आवश्यकता होती है और जिसे हर कोई सीख सकता है। एक और क्षेत्र जिस पर विचार करना चाहिए वह है हमारी यह धारणा कि बच्चे किस प्रकार से सीख सकते हैं। हम सभी शिक्षक यह महसूस करते हैं कि प्रत्येक कक्षा में कुछ बच्चे सीखने में ज़्यादा तेज़ होते हैं और शेष बच्चों की तुलना में गणित जल्दी से सीख लेते हैं। और कुछ बच्चे ऐसे होते हैं जो बिल्कुल भी नहीं सीख पाते हैं। इस तरह से हम बच्चों का वर्गीकरण कर डालते हैं - धीमी-तेज़ गति से सीखने वाले, न सीखने वाले आदि आदि। हममें से कुछ मानते हैं कि यह अंतर बच्चों के सामाजिक परिवेश की वजह से है। क्या कक्षा के अंदर भी ऐसे कोई कारक होते हैं, जो बच्चों की गणित सीखने की क्षमता को प्रभावित करते हैं; जैसे - पाठ्यक्रम, अध्यापक का दृष्टिकोण और सिखाने के तरीके आदि।

गणित शिक्षण के संदर्भ में लेखक ने किस ओर ध्यान दिलाना चाहा है?

- a. सबको यह समझाना कि गणित एक दिलचस्प विषय है।
- b. इस धारणा पर विचार करना कि बच्चे कैसे सीखते हैं।
- c. गणित का मूल्यांकन साथ-साथ हो।
- d. कक्षा में कुछ बच्चे जल्दी सीख लेते हैं।

186. निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सबसे उपयुक्त उत्तर वाले विकल्प चुनिए -

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बच्चों को गणित पढ़ाते वक्त आवश्यक है की हम इससे संबंधित महत्वपूर्ण विषयों के बारे में अपने व्यवहार और दृष्टिकोणों से परिचित हों। उदाहरण के लिए हम गणित को कैसे देखते हैं? क्या हम समझते हैं कि यह एक अमूर्त, सूखा एवं जटिल विषय है जिसमें बहुत कुछ याद रखने की ज़रूरत होती है और जो वास्तव में कुछ लोगों के लिए ही है? या मानते हैं कि यह एक दिलचस्प और अर्थपूर्ण विषय है, जिसमें सोचने की आवश्यकता होती है और जिसे हर कोई सीख सकता है। एक और क्षेत्र जिस पर विचार करना चाहिए वह है हमारी यह धारणा कि बच्चे किस प्रकार से सीख सकते हैं। हम सभी शिक्षक यह महसूस करते हैं कि प्रत्येक कक्षा में कुछ बच्चे सीखने में ज़्यादा

तेज़ होते हैं और शेष बच्चों की तुलना में गणित जल्दी से सीख लेते हैं। और कुछ बच्चे ऐसे होते हैं जो बिल्कुल भी नहीं सीख पाते हैं। इस तरह से हम बच्चों का वर्गीकरण कर डालते हैं - धीमी-तेज़ गति से सीखने वाले, न सीखने वाले आदि आदि। हममें से कुछ मानते हैं कि यह अंतर बच्चों के सामाजिक परिवेश की वजह से है। क्या कक्षा के अंदर भी ऐसे कोई कारक होते हैं, जो बच्चों की गणित सीखने की क्षमता को प्रभावित करते हैं; जैसे - पाठ्यक्रम, अध्यापक का दृष्टिकोण और सिखाने के तरीके आदि।

'संबंधित' में प्रत्यय है -

- a. इत
- b. त
- c. ता
- d. ईय

187. निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सबसे उपयुक्त उत्तर वाले विकल्प चुनिए -

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बच्चों को गणित पढ़ाते वक्त आवश्यक है की हम इससे संबंधित महत्वपूर्ण विषयों के बारे में अपने व्यवहार और दृष्टिकोणों से परिचित हों। उदाहरण के लिए हम गणित को कैसे देखते हैं? क्या हम समझते हैं कि यह एक अमूर्त, रुखा एवं जटिल विषय है जिसमें बहुत कुछ याद रखने की ज़रूरत होती है और जो वास्तव में कुछ लोगों के लिए ही है? या मानते हैं कि यह एक दिलचस्प और अर्थपूर्ण विषय है, जिसमें सोचने की आवश्यकता होती है और जिसे हर कोई सीख सकता है। एक और क्षेत्र जिस पर विचार करना चाहिए वह है हमारी यह धारणा कि बच्चे किस प्रकार से सीख सकते हैं। हम सभी शिक्षक यह महसूस करते हैं कि प्रत्येक कक्षा में कुछ बच्चे सीखने में ज़्यादा तेज़ होते हैं और शेष बच्चों की तुलना में गणित जल्दी से सीख लेते हैं। और कुछ बच्चे ऐसे होते हैं जो बिल्कुल भी नहीं सीख पाते हैं। इस तरह से हम बच्चों का वर्गीकरण कर डालते हैं - धीमी-तेज़ गति से सीखने वाले, न सीखने वाले आदि आदि। हममें से कुछ मानते हैं कि यह अंतर बच्चों के सामाजिक परिवेश की वजह से है। क्या कक्षा के अंदर भी ऐसे कोई कारक होते हैं, जो बच्चों की गणित सीखने की क्षमता को प्रभावित करते हैं; जैसे - पाठ्यक्रम, अध्यापक का दृष्टिकोण और सिखाने के तरीके आदि।

विशेषण के भेद को ध्यान में रखते हुए कौन-सा भिन्न है?

- a. ज़्यादा तेज़

- b. जटिल विषय
- c. कुछ बच्चे
- d. अनेक अध्यापक

188. निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सबसे उपयुक्त उत्तर वाले विकल्प चुनिए - (+1)

बच्चों को गणित पढ़ाते वक्त आवश्यक है की हम इससे संबंधित महत्वपूर्ण विषयों के बारे में अपने व्यवहार और दृष्टिकोणों से परिचित हों। उदाहरण के लिए हम गणित को कैसे देखते हैं? क्या हम समझते हैं कि यह एक अमूर्त, रुखा एवं जटिल विषय है जिसमें बहुत कुछ याद रखने की ज़रूरत होती है और जो वास्तव में कुछ लोगों के लिए ही है? या मानते हैं कि यह एक दिलचस्प और अर्थपूर्ण विषय है, जिसमें सोचने की आवश्यकता होती है और जिसे हर कोई सीख सकता है। एक और क्षेत्र जिस पर विचार करना चाहिए वह है हमारी यह धारणा कि बच्चे किस प्रकार से सीख सकते हैं। हम सभी शिक्षक यह महसूस करते हैं कि प्रत्येक कक्षा में कुछ बच्चे सीखने में ज़्यादा तेज़ होते हैं और शेष बच्चों की तुलना में गणित जल्दी से सीख लेते हैं। और कुछ बच्चे ऐसे होते हैं जो बिल्कुल भी नहीं सीख पाते हैं। इस तरह से हम बच्चों का वर्गीकरण कर डालते हैं - धीमी-तेज़ गति से सीखने वाले, न सीखने वाले आदि आदि। हममें से कुछ मानते हैं कि यह अंतर बच्चों के सामाजिक परिवेश की वजह से है। क्या कक्षा के अंदर भी ऐसे कोई कारक होते हैं, जो बच्चों की गणित सीखने की क्षमता को प्रभावित करते हैं; जैसे - पाठ्यक्रम, अध्यापक का दृष्टिकोण और सिखाने के तरीके आदि।

एक साथ प्रयोग किए जाने वाले युग्मों में से कौन-सा शब्द-युग्म भिन्न है?

- a. धीमा-तेज़
- b. रुखा-सूखा
- c. ज़्यादा-कम
- d. सुख-दुःख

189. निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सबसे उपयुक्त उत्तर वाले विकल्प चुनिए - (+1)

भील समुदाय में चित्र बनाने वाले के लिए 'लखेरा' या 'लिखेन्द्र' शब्द का इस्तेमाल होता है। और चित्र बनाने की क्रिया के लिए 'लिखना' शब्द का इस्तेमाल होता है। चित्र बनाने की क्रिया को

लिखना कहने से अनायास ही उसका पाट खासा चौड़ा हो जाता है। सामान्य तौर पर चित्रों के संदर्भ में सारा दारोमदार सिर्फ 'देखने' पर होता है। जबकि लिखने में देखने, सुनने, स्पर्श करने की अनुभूतियों को भी बिम्ब, रूपक आदि के ज़रिए बताया जाता है। भूरी बाई भील समुदाय की एक जानी-मानी महान लखेरा हैं। भूरी बाई की चित्रभाषा, विशेषकर शुरुआती चित्रभाषा में उन्हीं के समुदाय के गोदना का महत्वपूर्ण स्थान है। इनके अलावा वस्त्र, आभूषण, गीत कथाओं, अनुष्ठानों की आकृतियों ने भी भूरीबाई से अपना रूप साझा किया। भूरी बाई के चित्रों में अंकित पेड़, पक्षी और मानुषी आकृतियों में एक लय, एक मौज है जो प्रकृति की लय की मात्र नक़ल नहीं है। भूरी बाई ने मज़दूरी के साथ-साथ चित्रकारी कर एक मिसाल कायम की और पद्मश्री पुरस्कार प्राप्त किया।

प्रस्तुत गद्यांश में भील समुदाय की किस कारीगरी का उल्लेख है?

- a. बुनकरी
- b. काष्ठकला
- c. चित्रकारी
- d. मूर्तिकला

190. निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सबसे उपयुक्त उत्तर वाले विकल्प चुनिए -

(+1)

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भूरी बाई की चित्रकारी में कौन-से नमूने अधिक मुखर हैं?

- a. पेड़, चंद्रमा, पक्षी
- b. पक्षी, पेड़, मानुषी आकृतियाँ
- c. सूर्य, चंद्रमा, नक्षत्र
- d. मानुषी आकृतियाँ, नदी, झरने

191. निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सबसे उपयुक्त उत्तर वाले विकल्प चुनिए - (+1)

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भील समुदाय में चित्र बनाने वाले के लिए 'लखेरा' शब्द का प्रयोग किया जाता है, क्योंकि -

- a. भील समुदाय के लोगों को 'लखेरा' शब्द बहुत पसंद है।
- b. भील समुदाय की चित्रकारी में लिखने वाली कलम का उपयोग किया जाता है।
- c. भील समुदाय की भाषा संपदा बहुत सीमित है।
- d. भील समुदाय में चित्र बनाने की क्रिया को लिखना कहा जाता है।

192. निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सबसे उपयुक्त उत्तर वाले विकल्प चुनिए - (+1)

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में सारा दारोमदार सिर्फ 'देखने' पर होता है। जबकि लिखने में देखने, सुनने, स्पर्श करने की अनुभूतियों को भी बिम्ब, रूपक आदि के ज़रिए बताया जाता है। भूरी बाई भील समुदाय की एक जानी-मानी महान लखेरा हैं। भूरी बाई की चित्रभाषा, विशेषकर शुरूआती चित्रभाषा में उन्हीं के समुदाय के गोदना का महत्वपूर्ण स्थान है। इनके अलावा वस्त्र, आभूषण, गीत कथाओं, अनुष्ठानों की आकृतियों ने भी भूरीबाई से अपना रूप साझा किया। भूरी बाई के चित्रों में अंकित पेड़, पक्षी और मानुषी आकृतियों में एक लय, एक मौज है जो प्रकृति की लय की मात्र नक़ल नहीं है। भूरी बाई ने मज़दूरी के साथ-साथ चित्रकारी कर एक मिसाल कायम की और पद्मश्री पुरस्कार प्राप्त किया।

'चित्र बनाने' की अपेक्षा 'चित्र लिखना' कहने से क्या विशेष अंतर आ जाता है?

- a. चित्रकार को साक्षर होने की अनुभूति होती है।
- b. चित्र में वर्ण-शब्द प्रतिबिंबित होने लगते हैं।
- c. चित्र देखते समय सभी संवेद मुखरित होने लगते हैं।
- d. चित्रकार का सामाजिक स्तर बढ़ जाता है।

193. निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सबसे उपयुक्त उत्तर वाले विकल्प चुनिए -

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"..... अनायास ही उसका पाट काफ़ी चौड़ा हो जाता है।"

गद्यांश के संदर्भ में 'पाट' का अर्थ है -

- a. रेशम को बटकर तैयार किया गया डोरा ।
- b. दृष्टिकोण में विस्तार या फैलाव ।
- c. क्षेत्रफल में विस्तार ।
- d. मिट्टी को गूँथने का बर्तन ।

194. निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सबसे उपयुक्त उत्तर वाले विकल्प चुनिए - (+1)

भील समुदाय में चित्र बनाने वाले के लिए 'लखेरा' या 'लिखेन्द्र' शब्द का इस्तेमाल होता है। और चित्र बनाने की क्रिया के लिए 'लिखना' शब्द का इस्तेमाल होता है। चित्र बनाने की क्रिया को लिखना कहने से अनायास ही उसका पाट खासा चौड़ा हो जाता है। सामान्य तौर पर चित्रों के संदर्भ में सारा दारोमदार सिर्फ 'देखने' पर होता है। जबकि लिखने में देखने, सुनने, स्पर्श करने की अनुभूतियों को भी बिम्ब, रूपक आदि के जरिए बताया जाता है। भूरी बाई भील समुदाय की एक जानी-मानी महान लखेरा हैं। भूरी बाई की चित्रभाषा, विशेषकर शुरूआती चित्रभाषा में उन्हीं के समुदाय के गोदना का महत्वपूर्ण स्थान है। इनके अलावा वस्त्र, आभूषण, गीत कथाओं, अनुष्ठानों की आकृतियों ने भी भूरीबाई से अपना रूप साझा किया। भूरी बाई के चित्रों में अंकित पेड़, पक्षी और मानुषी आकृतियों में एक लय, एक मौज है जो प्रकृति की लय की मात्र नकल नहीं है। भूरी बाई ने मज़दूरी के साथ-साथ चित्रकारी कर एक मिसाल कायम की और पद्मश्री पुरस्कार प्राप्त किया।

भूरी बाई को पद्मश्री पुरस्कार किसलिए प्राप्त हुआ?

- a. मजदूरी जैसा श्रम करने के लिए ।
- b. पारंपरिक चित्रकला के लिए ।
- c. अपने संघर्षमय जीवन के लिए ।
- d. 'गोदना' कला के प्रचार के लिए ।

195. निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सबसे उपयुक्त उत्तर वाले विकल्प चुनिए - (+1)

भील समुदाय में चित्र बनाने वाले के लिए 'लखेरा' या 'लिखेन्द्र' शब्द का इस्तेमाल होता है। और चित्र बनाने की क्रिया के लिए 'लिखना' शब्द का इस्तेमाल होता है। चित्र बनाने की क्रिया को

लिखना कहने से अनायास ही उसका पाट खासा चौड़ा हो जाता है। सामान्य तौर पर चित्रों के संदर्भ में सारा दारोमदार सिर्फ 'देखने' पर होता है। जबकि लिखने में देखने, सुनने, स्पर्श करने की अनुभूतियों को भी बिम्ब, रूपक आदि के ज़रिए बताया जाता है। भूरी बाई भील समुदाय की एक जानी-मानी महान लखेरा हैं। भूरी बाई की चित्रभाषा, विशेषकर शुरुआती चित्रभाषा में उन्हीं के समुदाय के गोदना का महत्वपूर्ण स्थान है। इनके अलावा वस्त्र, आभूषण, गीत कथाओं, अनुष्ठानों की आकृतियों ने भी भूरीबाई से अपना रूप साझा किया। भूरी बाई के चित्रों में अंकित पेड़, पक्षी और मानुषी आकृतियों में एक लय, एक मौज है जो प्रकृति की लय की मात्र नक़ल नहीं है। भूरी बाई ने मज़दूरी के साथ-साथ चित्रकारी कर एक मिसाल कायम की और पद्मश्री पुरस्कार प्राप्त किया।

'भूरी बाई की चित्रभाषा...'

'चित्रभाषा' पद का विग्रह है -

- a. चित्र के लिए भाषा
- b. चित्र और भाषा
- c. चित्र की भाषा
- d. चित्र में भाषा

196. भिन्न-भिन्न भाषिक परिवेश से आने वाले विद्यार्थियों को अंग्रेज़ी माध्यम की कक्षाओं में कठिनाई होती है। इस स्थिति में उन्हें कौन-सी गतिविधि किसी भी तरह की शुरुआती मदद नहीं करेगी? (+1)

- a. कक्षा में अंग्रेज़ी भाषा के शब्दों और घर की भाषा में उनके अर्थ से शब्द दीवार बनाना।
- b. मिश्रित अंग्रेज़ी भाषा दक्षता के विषम समूह बनाना।
- c. सस्वर वाचन के समय कुछ शब्दों और वाक्यांशों के लिए हाव-भाव एवं मुद्राएँ प्रदर्शित करना।
- d. कक्षा के सभी विद्यार्थियों को साप्ताहिक कार्य के रूप में व्याकरण आधारित कार्य पत्रक (वर्कशीट) घर पर करने को देना।

197. भाषा की कक्षा में अनुमान लगाने के संदर्भ में अध्यापक का विद्यार्थियों के साथ संवाद पढ़िए - (+1)

अध्यापक: राजेश, हम किस विषय के बारे में अनुमान लगा रहे हैं?

राजेश: कहानी के कथानक पर।

अध्यापक: इरफ़ान, हम इन्हें अनुमान लगाना क्यों कहते हैं?

इरफ़ान: क्योंकि आगे क्या होने वाला है, हमें यह अनुमान लगाना है?

निम्नलिखित में से कौन-सा फॉलो-अप प्रश्न अनुमान लगाने के कौशल में बच्चों की समझ को समृद्ध करेगा?

- a. आप क्या सोचते हैं कि मुख्य पात्र आगे क्या करने वाले हैं?
- b. आपने पिछले वर्ष इसी तरह की कहानी पढ़ी थी, उसमें क्या हुआ था?
- c. कहानी में अब तक जो हुआ उसके आधार पर बताएँ कि आगे क्या होने वाला है?
- d. कहानी के कथानक का अर्थ क्या है? उदाहरण देकर बताओ।

198. एक अध्यापिका वर्तमान काल और भूतकाल के कुछ सरल वाक्य लिखती है और विद्यार्थियों से (+1)

पूछती हैं कि इनमें क्या अंतर है। विद्यार्थी दोनों प्रकार के अंतरों पर चर्चा करते हैं तथा वर्तमान काल के कुछ वाक्यों को भूतकाल में बदलते हैं। बाद में अध्यापक विद्यार्थियों से प्रश्न करती हैं कि भूतकाल से वर्तमान काल में वाक्य को बदलने के लिए उन्होंने किन नियमों को ध्यान में रखा है? इस शिक्षण विधि को क्या कहेंगे ?

- a. निगमनात्मक अधिगम
- b. आगमनात्मक अधिगम
- c. फ्लिप अधिगम
- d. सहभागी अधिगम

199. जिन विद्यार्थियों के घर की भाषा अंग्रेज़ी नहीं है उन्हें अंग्रेज़ी पढ़ाने के लिए कभी-कभी 'डिसज्जस्टोपीडिया' विधि का प्रयोग किया जाता है। निम्नलिखित में से कौन-सा दृष्टात्मक अभ्यास इसी विधि का उदाहरण होगा? (+1)

- a. अध्यापिका ऊँचे स्वर में कहानी पढ़ती है, विद्यार्थियों को आँख बंद करने और कहानी के बिम्ब की कल्पना करने के लिए कहती है। प्रत्येक अनुच्छेद के बाद विद्यार्थी को कहानी का बिम्ब बताने के लिए कहती है साथ ही उसकी गलती को ठीक करती है।
- b. जोड़ों में कम करते हुए, विद्यार्थी ऊँचे स्वर में कहानी पढ़ते हैं। विद्यार्थी का दूसरा जोड़ा उस कहानी के बिम्ब के बारे में कल्पना करके साझा करता है। इसी प्रकार पहला जोड़ा भी अपनी बात साझा करता है। पहले जोड़े को अपनी बात पूरी करने पर पुरस्कृत किया जाता है।
- c. अध्यापक ऊँचे स्वर में कहानी पढ़ती है और विद्यार्थियों को आँखें बंद करके कहानी का बिम्ब सोचने के लिए कहती है। सस्वर कहानी सुनाने के बाद वह विद्यार्थियों को रचनात्मक रूप से अपने द्वारा सोचे गए बिंब को सुनने के लिए कहती है।
- d. विद्यार्थी तीन के समूह में काम करते हैं। एक समूह को पाठक यानी पठन का काम दिया है। दूसरे समूह को बिम्ब की कल्पना करनी है तीसरे समूह को टिप्पणियाँ दर्ज करनी है।

200. निम्नलिखित में से किसे सबसे कम 'गहन श्रवण' की आवश्यकता है? (+1)

- a. किसी विषय (टॉपिक) पर श्रवण सामग्री सुनना और उसके मुख्य बिंदु का सारांशीकरण करना।
- b. अंग्रेज़ी भाषा का एक वीडियो देखना जिसमें कुछ विशिष्ट शब्दों के लिए कुछ परिभाषाएँ एवं उदाहरण हेतु वाक्य हैं।
- c. प्रथम भाषा से अंग्रेज़ी में अनुदित पाठ्य सामग्री का श्रवण और पता लगाना कि शब्द कैसे एक-दूसरे को संबोधित करते हैं।
- d. वैबसाइट अधिगम पर गतिविधियाँ करना जहाँ विद्यार्थी वाक्यों को एक रूप से दूसरे रूप में बदलते हैं और स्वयं की जाँच करते हैं।

201. सरसरी तौर पर पढ़ना और बारीकी से पढ़ना पठन के दो उपकौशल हैं। नीचे दिए गए दो कामों में प्रयुक्त उपकौशलों की पहचान करें। (+1)

(i) अध्यापक विद्यार्थियों को प्रत्येक अध्याय में दी गई सूचना का प्रयोग करके तथ्यात्मक प्रश्नों के उत्तर देने के लिए कहती है।

(ii) अध्यापक विद्यार्थियों को प्रत्येक अध्याय में मुख्य शीर्षकों को पढ़कर उपन्यास के कथानक का सारांशीकरण करने के लिए कहती है।

a. (i) सरसरी तौर पर पढ़ना है (ii) बारीकी से पढ़ना है

b. (i) बारीकी से पढ़ना है (ii) सरसरी तौर पर पढ़ना है

c. (i) और (ii) दोनों सरसरी तौर पर पढ़ना है।

d. (i) और (ii) दोनों बारीकी से पढ़ना है।

202. निम्नलिखित में से कौन-सा क्रेशन की परिकल्पना के अनुसार अध्यापक द्वारा दिए जा रहे 'बोधगम्य निवेश' का उदाहरण है? (+1)

a. पठन अभ्यास के लिए विद्यार्थियों को उनके अपने स्तर की पठन सामग्री देना।

b. विद्यार्थियों को समाचार पत्र के लेख देना और उन्हें ऊँचे स्तर में पढ़ने के लिए कहना।

c. किसी अनुच्छेद में महत्वपूर्ण शब्दों को रेखांकित करना और यह जाँचना कि विद्यार्थी उनके अर्थ समझ पा रहे हैं या नहीं।

d. विद्यार्थियों को उनके पठन स्तर से थोड़े से ऊँचे स्तर की पठन सामग्री पढ़ने के लिए देना।

203. एक अध्यापक कक्षा में सभी बच्चों को एक ही पाठ्य सामग्री पढ़ने के लिए देती है और विद्यार्थियों को उसका मुख्य सार/बिंदु पहचानने के लिए कहती है। हालाँकि, वह पठन की कमतर क्षमता रखने वाले विद्यार्थियों के लिए पठन सामग्री में मुख्य शब्दों को रेखांकित करती है। भेदभाव करने का क्या यह उदाहरण सही है? क्यों/क्यों नहीं? (+1)

- a. नहीं, क्योंकि प्रत्येक विद्यार्थी को उसी के स्तर की पाठ्य सामग्री देनी चाहिए, सभी को एक ही स्तर वाली सामग्री नहीं देनी चाहिए।
- b. हाँ, क्योंकि कमतर पठन क्षमता रखने वाले विद्यार्थियों को मदद देने का यह सरल उपाय है जिससे कि वे भी प्रदत्त कार्य को कर सकें।
- c. नहीं, क्योंकि बेहतर पठन क्षमता रखने वालों के लिए यह अन्याय होगा की उन्हें मदद नहीं मिल रही है।
- d. हाँ, क्योंकि अध्यापक ने कमतर बोध कौशल रखने वाले विद्यार्थियों के लिए पाठ्यक्रम को कुछ हल्का/सरल किया है।

204. निम्नलिखित में से कौन-सी शिक्षणशास्त्रीय विधि अंग्रेज़ी व्याकरण में 'रिपोर्टेड स्पीच' का शिक्षण कराने के लिए संदर्भ से जुड़कर पढ़ाने वाली विधि है? (+1)

- a. एक वाक्य वाले उदाहरण लेकर 'डायरेक्ट' से 'रिपोर्टेड स्पीच' में बदलने के भिन्न-भिन्न नियमों की व्याख्या करना।
- b. विद्यार्थियों को 'रिपोर्टेड स्पीच' की अवधारणा को अपनी प्रथम भाषा में बदलना सीखाना और दोनों में तुलना करना।
- c. विद्यार्थियों को घर में कोई एक कहानी पढ़ने के लिए कहना और तुलना करना कि पात्र कैसे बोलते हैं और उनके कथन कैसे लिखे जाते हैं।
- d. विद्यार्थियों को अपनी कक्षा में यह साझा करने के लिए कहना कि पिछले दिन घर पर उन्होंने रात्रि भोजन के समय किस तरह की बातचीत की थी।

205. एक युक्ति के रूप में 'कथा वाचन' का क्या तात्पर्य है? (+1)

- a. भाषा अधिगम के लिए कहानी एक 'निवेश' (साधन) का काम करती है।
- b. कहानियों द्वारा नैतिक शिक्षा दी जा सकती है।
- c. कहानियों के माध्यम से विषय-वस्तु सिखाई जा सकती है।

d. कहानियाँ कंठस्थ कराने की अच्छी विधि है।

206. श्री रामदास ने अपने विद्यार्थियों को एक फिल्म की विस्तार से समीक्षा लिखने के लिए कहा। इस प्रदत्त कार्य के बाद 'अधिगम के रूप में आकलन' के संदर्भ में कौन-सा प्रश्न सबसे उपयुक्त है? (+1)

- a. आपकी समीक्षा के अनुसार, इस फिल्म से आपने क्या शिक्षा हासिल की?
- b. दिए गए रुब्रिक को ध्यान में रखते हुए, अपनी समीक्षा पर पुनः ध्यान दीजिए और उसमें आवश्यक संशोधन कीजिए।
- c. किसी और विधा की फिल्म की विस्तार से समीक्षा लिखो। कुल अंक दस है।
- d. आपको फिल्म के किस पहलू की समीक्षा लिखना बहुत कठिन लगा।

207. निम्नलिखित में से कौन-सी आकलन विधि सीखने के उद्देश्यों के अनुरूप है? (+1)

विद्यार्थी वाक्यों में उपयुक्त निधरिक शब्दों को भरते हैं।

- a. उपयुक्त निधरिकों के माध्यम से रिक्त स्थान की पूर्ति करो।
हमने सभी _____ भोज्य पदार्थ खाए। दोनों _____ लड़के विद्यालय में हैं।
- b. नीचे दिए गए वाक्य में निधरिक की पहचान करें।
वे थैले और पर्स मेरे हैं।
- c. आप एक ईमानदार व्यक्ति हैं लेकिन यह धनराशि मेरी है।
रेखांकित सभी शब्द _____ के उदाहरण हैं।
- d. निधरिक कितने प्रकार के होते हैं?
उदाहरण सहित समझाइए।

208. निम्नलिखित में से कौन-सा संसाधन गहन लेखन के लिए सर्वाधिक उपयुक्त निवेश हो सकता है? (+1)

- a. एक चित्रकार्ड

- b. समाचार-पत्र
- c. निर्देशिका
- d. शब्दकोश

209. अपनी कक्षा में विद्यार्थियों के तीन समूह बनाइये। आप विद्यार्थियों को सहभागिता के आधार पर भाषा के किसी प्रदत्त कार्य में जोड़ना चाहते हैं। (+1)

निम्नलिखित में से कौन-सी 'सूचना सम्प्रेषणात्मक प्रौद्योगिकी' (आई.सी.टी.) गतिविधि उपयुक्त उद्देश्य को प्राप्त करने में सहायक है?

- a. प्रत्येक समूह के विद्यार्थी ऑनलाइन व्याकरण उपकरण के माध्यम से वर्तनी और व्याकरण की स्वयं जाँच करते हैं।
- b. प्रत्येक समूह में विद्यार्थी एक दूसरे के विचारों को आधार बनाकर निबंध लिखने के लिए गूगल डॉक्यूमेंट तैयार करते हैं।
- c. प्रत्येक समूह में विद्यार्थी अध्यापक की प्रतिपुष्टि के लिए अपने-अपने निबंध एक साझा प्लेटफॉर्म पर अपलोड करते हैं।
- d. प्रत्येक समूह में विद्यार्थी उसी लेखन की विभिन्न कहानियों को ऑनलाइन ढूँढ़कर एक ऑनलाइन संग्रह तैयार करते हैं।

210. चौथी कक्षा के एक विद्यार्थी की शब्द संपदा और व्याकरण की समझ बहुत अच्छी है। परन्तु सम्बद्धता के साथ एक अनुच्छेद लिखने में विचारों का संयोजन करवाने में कठिनाई महसूस करती है। (+1)

इस विद्यार्थी की अध्यापिका इसे मदद करने के लिए कौन-सी सर्वाधिक उपयुक्त गतिविधि करवा सकती है?

- a. किसी टॉपिक पर मुखरित होकर विचार करना और विचारों का माइन्ड मैप बनाना।
- b. विचारों पर मानस-मंथन करने के लिए सहपाठियों के साथ चर्चा करने के लिए अवसर देना।

- c. प्रत्येक वाक्य के लिए शुरु के शब्द देना और विद्यार्थी से उसे पूरा करने के लिए कहना।
- d. विद्यार्थी को टॉपिक से संबंधित चित्र बनाने के लिए कहना।

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