



Your Personal Exams Guide



NDA



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RRB NTPC



SSC GD



RBI GRADE B



RBI Assistant



DSSSB

CTET 2022 Paper 2 Social Studies Question Paper (Jan-12-2023) (Eng-Hin-Skt)

Total Time: 2 Hour : 30 Minute

Total Marks: 240

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
7	Sanskrit - 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. In which period do children establish autonomy from the family and define personal values and goals carving their own identity? (+1)

- a. Early childhood
- b. Middle childhood
- c. Late childhood
- d. Adolescence

2. **Assertion (A)** : In the context of physical development it is important to look at a 'range' rather than specific age to understand a child's developments. (+1)

Reason (R) : There are considerable individual differences in children's growth and development.

Choose the correct options

- a. Both (A) and (R) 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

3. Which one of the following is not the principle of development ? (+1)

- a. Development is a sequential process
- b. Development has no specific direction

- c. Development is somewhat predictable
 - d. Development is a result of interplay of heredity and environmental factors
-

4. According to Jean Piaget, It is in _____ stage that the children are able to overcome the limitations of centration and demonstrate logical thought. (+1)

- a. sensori-motor
 - b. pre-operational
 - c. concrete-operational
 - d. formal operational
-

5. **Assertion (A):** Ramesh, a five year old reasons that the pounded from a broader glass to a taller glass has become more in quantity. (+1)

Reason (R): Children in concrete operational stage cannot solve problems in a systematic and logical manner.

Choose the correct options

- a. Both (A) and (R) 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
-

6. The stage of 'Instrumental purpose orientation' in Kohlberg's theory is characterized by: (+1)

- a. Satisfying personal needs
 - b. Viewing rules as fixed and absolute
 - c. Maintaining the approval of others
 - d. Abstract universal principle that are valid for all humanity
-

7. The term used by Lev Vygotsky to describe the process whereby two participants who begin a task with different understanding arrive at a shared understanding is _____ **(+1)**

- a. Zone of proximal development
 - b. Intersubjectivity
 - c. Conditioning
 - d. Discovery learning
-

8. In Lev Vygotsky's theory, language: **(+1)**

- a. Plays a significant role in cognitive development of children
 - b. Hinders children's cognitive abilities
 - c. Is highly influential in regulating children's emotional development
 - d. Does not play any role in development of children
-

9. In which type of classroom the teacher adopts pedagogy and assessment method to cater to needs of individual learners? **(+1)**

- a. Behaviouristic

- b. Teacher Centric
- c. Progressive
- d. Exam-centric

10. **Assertion (A):** The intelligence test is not the only measures to indentify a gifted child. (+1)

Reason (R): Each gifted child present different strengths, personalities and characteristics.

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

11. Young children often talk to themselves while play. As per Lev Vygotsky this is an example _____ and should be _____ by the teacher. (+1)

- a. Private speech, discouraged
- b. Private speech encouraged
- c. Egocentric speech discouraged
- d. Egocentric speech encouraged

12. Association of colour 'Pink' with girls and 'blue' with boys is an example of : (+1)

- a. Gender equity
 - b. Gender equality
 - c. Gender stereotyping
 - d. Gender empowerment
-

13. **Assertion (A)** : Teachers should create a classroom ethos in which they convey their belief in every individual child's ability to learn. **(+1)**

Reason (R) : Teachers' beliefs about children's abilities and their expectations from children influence learning.

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
-

14. An effective method to implement continuous and comprehensive evaluations is: **(+1)**

- a. to assess children periodically using a variety of strategies
 - b. to conduct assessment at the beginning and at the end of the year
 - c. through objective type written tests given to all children
 - d. through use of standardized test for assessment
-

15. Which of the following questions promotes critical thinking rather than mere recall? (+1)

- a. In which year was telephone invented?
- b. How many states are there in India?
- c. Who was the first prime minister of India?
- d. What are the various ways in which gender stereotypes can be challenged?

16. Which statement is correct about an inclusive classroom ? (+1)

- a. The participation of girls and other disadvantaged groups in the school curriculum and other activities is prohibited
- b. Inclusion creates in the education 'other' children which affects the quality of education
- c. During inclusion need of all children are addressed irrespective of difference in their abilities and backgrounds
- d. Inclusion only pertains to children with disabilities since only the benefits from it

17. Teachers can ensure that students belonging to disadvantaged groups are successfully included by : (+1)

- a. creating a separate 'section' for them
- b. making it compulsory for them to take tuitions at home
- c. completely disregarding their social and cultural contexts

d. inculcating in sense of belonging and boosting their confidence

18. Which of the following are effective accommodations in the classroom environment as per the need of students with low vision? **(+1)**

- (i) provide magnifying glass with light
- (ii) supplement blackboard work with oral; explanations
- (iii) use a lot of visual presentations
- (iv) give extra time to complete work

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

19. Teachers can encourage children to think creatively by: **(+1)**

- a. Asking them to think of different ways to solve a problem
 - b. Asking them to memorize answers
 - c. Asking recall based questions
 - d. Giving multiple choice questions
-

20. Which of the following pedagogies would be a hindrance to students learning in an inclusive classroom? **(+1)**

- a. Collaborative learning

- b. Ethos of care and empathy
 - c. Standardized instruction
 - d. Reasonable accommodation
-

21. Effective learning takes place when: (+1)

- a. Individual difference are ignored and dismissed in the class
 - b. Concepts are taught in an abstract and decontextualized way
 - c. Classroom environment is centered around fear and stress
 - d. The role of emotions in learning is acknowledged and addressed
-

22. When teachers promote KWL approach encouraging students to think about what they already know, and what they want to know, and identity what they have learnt at the end of the topic, what abilities are they encouraging? (+1)

- a. Metacognition
 - b. Memorization and recall
 - c. Imitation
 - d. Conditioning
-

23. Which of the following is teacher- centred method ? (+1)

- a. Collaborative learning
- b. Lecturing

- c. Concept mapping
 - d. Conduction experiments
-

24. Which of the following hinders problem-solving? (+1)

- a. Thinking aloud about various steps involved in problems solving
 - b. Thinking of worked examples
 - c. Getting stuck at one way of representing the problems
 - d. Brainstorming and discussion with peers
-

25. Knowledge or awareness of self as knower is referred to as : (+1)

- a. Adaptation
 - b. Metacognition
 - c. Regulation
 - d. Imitation
-

26. To enable students to make conceptual changes in their thinking a teacher should: (+1)

- a. Offer an explanation in a lecture mode
- b. Have discussions with the students and offer examples and non-examples
- c. Offer rewards for children to change their thinking

- d. Discourage children to think on their own and ask them to just listen to her and follow that
-

27. Mastery - oriented learners are characterized by _____ fear of failure and _____ view of ability. (+1)

- a. Low ; incremental
 - b. Low ; entity
 - c. High : incremental
 - d. High : entity
-

28. A teacher organizes various types of cultural programmes showing different traditions and festivals of India in the school. the purpose behind organising these programs should be: (+1)

- (A) Promoting collaborative learning
- (B) Developing respect for diversity
- (C) Promoting Creativity
- (D) Promoting Stereotypes

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

29. A teacher should have the qualities of: (+1)

- (i) Empathy
 - (ii) Care
 - (iii) Genuineness
 - (iv) Intolerance
- a. (i), (ii)
 - b. (i), (iii)
 - c. (i), (ii), (iii)
 - d. (i), (ii), (iii), (iv)

-
30. An effective way to keep children intrinsically motivated is by: (+1)
- a. Offering rewards
 - b. Giving punishments
 - c. Creating a learning environment that foster a sense of belonging and autonomy
 - d. Encouraging total compliance and passive receptions of information

Social Studies

31. Rules of the Mahajanapadas collected regular taxes. Which of the following were the sources of taxes? (+1)

- (a) Taxes on crops
- (b) Taxes on crafts person
- (c) Taxes on traders
- (d) Taxes on pilgrims

Choose the correct options

- a. (a), (b) and (c)
- b. (a), (b) and (d)
- c. (a) and (b)
- d. (a) and (d)

32. Consider the following statements and choose the appropriate options (+1)

Statement I : Emperors needed more resources than kings.

Statement II : Emperors had a large number of officials who collected taxes.

- a. I is true but II is false
- b. I is false but II is true
- c. Both I and II are true and I is explanations of II
- d. Both I and II are true and I is not explanation of II

33. Which of the following was not a ruling dynasty of the Delhi Sultanate? (+1)

- a. Khilji Dynasty
- b. The Mongols
- c. Early Turkish rulers
- d. Sayyid Dynasty

34. Which of the following are the technological and stylistic developments were noticeable from the twelfth century ? (+1)

- a. Arcuate and use of limestone cement
- b. Trabeate and use of limestone cement
- c. Trabeate and arcuate
- d. Arucate, Trabeate and use of limestone cement

35. Consider the following statement and choose the appropriate options. (+1)

Statement-I : Inscriptions indicate that around twelfth century Jatis, rather than varnas became the basis for organising society.

Statement-II : In order to promote the idea of 'unity' many tribes and specialised artisans were given statue of 'Jatis'.

- a. Statement I is false but II is true
- b. Statement I is true but II is false
- c. Both statement I and II are true but II is not correct explanation of I

- d. Both statement I and II are true but II is correct explanation of II

36. Consider the following statement and choose the appropriate options: (+1)

Statement-I: Some of the East India Company's rules violated religions sensibilities and beliefs of solders.

Statement-II: In 1824 the Sepoys refused to go Burma by sea route but offered to go by land route.

- a. Statement I is true but II is false
- b. Both I and II are true but II is not an example of I
- c. Statement I is false but II is true
- d. Both I and II are true and II is an example of I

37. Match the tribes with the areas of their influence. (+1)

List - A		List - B	
A.	Khokhar	i.	Multan
B.	Langahs	ii.	Western Himalayas
C.	Balochis	iii.	Punjab
D.	Gaddis	iv.	North-West of the Indian subcontinent

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

38. Consider the following statements on British role in tribal and choose the correct options. (+1)

Statement (A) : Under British rule the function and power of the tribal chiefs changed considerably.

Statement (B) : Tribal chiefs were allowed to keep their land titles over a cluster of villages and rent out lands.

- a. A is true, B is false
 - b. B is true, A is false
 - c. A and B are true
 - d. A and B are false
-

39. Match the following societies with the work they formed on and chose the correct options. (+1)

List – A		List – B	
A.	Brahma samaj	i.	demands for freedom of thought and expression
B.	Derozio and Young Bengal	ii.	salvation through social service
C.	Veda samaj	iii.	prohibited idolatory and sacrifice
D.	Ramakrishan mission	iv.	abolish caste distinctions

a. A – iii, B – i, C – iv, D – ii

b. A – i, B – iv, C – ii, D – iii

c. A – iv, B – ii, C – iii, D – i

d. A – ii, B – iii, C – i, D – iv

40. The Paramhans Mandali was founded for the abolition of _____. (+1)

a. Sati practice

b. Honour killing

c. Child marriage

d. Caste system

41. Sri Narayana Guru taught about caste equality mainly: (+1)

- (A) to demand work outside the caste assigned work
- (B) to promoted the idea that all humans belong to the same caste
- (C) to improve social status of people through western education

Choose the appropriate options

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

42. Match the two columns and choose the correct options (+1)

List - A		List - B	
A.	Rowlatt Satyagraha	i.	1921
B.	Call for Purna Swaraj	ii.	1930
C.	Dandi March	iii.	1919
D.	Non-Cooperation movement	iv.	1929

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

b. A – ii, B – i, C – iv, D – iii

c. A – iv, B – ii, C – i, D – iii

d. A – iii, B – iv, C – ii, D – i

43. By which one of the following Act did the British provide 'Provincial Autonomy' to Indians? (+1)

a. Morley Minto Reform, 1909

b. The Rowlatt Act, 1919

c. The Government of India Act, 1935

d. The Government of India Act, 1947

44. Consider the two statement (A) and (B): (+1)

Statement (A): English continued to be used in India after Independence because administrative transactions and communications between states would be easier.

Statement (B): English was accepted as an official language post-Independence without dispute.

Choose the correct options

a. (A) is true and (B) is also true

b. (A) is false and (B) is true

c. (A) is false and (B) is also false

d. (A) is true and (B) is false

45. As we move away from the sun in the Solar system: (+1)

- a. Time taken to complete one orbit around sun by planets increases
- b. Time take to complete one orbit around sun by planets decreases
- c. Time take to complete one spin on its own axis by planets increases
- d. Time take to complete one spin on its own axis by planets remains constant

46. Which longitude has been termed as standard meridian of India? (+1)

- a. $82^{\circ}30'$ West
- b. $82^{\circ}30'$ East
- c. $81^{\circ}30'$ West
- d. $81^{\circ}30'$ East

47. Which of the following statement is associated with Andes mountains and Great dividing range? (+1)

- a. Equator passes through both the region
- b. Tropic of Capricorn passes through both the region
- c. Both are located in the same time zone
- d. Both are located in the eastern part of the continent

48. Consider the following statements: (+1)

- (A) Globe provides more information about a country than maps
- (B) Large areas like continents or countries are shown on small scale maps
- (C) Only red colour is used for showing Plateau in a map

Which of the above statement/statements is/are true

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

49. In the biosphere, living beings are: (+1)

- a. inter related, but not interdependent on each other
- b. Interdependent, but not inter-related in each other
- c. neither inter-related, nor inter-dependent on each other
- d. inter-related, as well as inter-dependent on each other

50. Vultures in the Indian subcontinent were dying of kidney Failure shortly after (+1)

scavenging livestock treated with diclofenac (a painkiller). What efforts are relevant for saving them?

- (A) Ban on the production of diclofenac.
- (B) Ban for livestock diclofenac
- (C) Allow migration of vultures to some other continent
- (D) Try to change the food habit of vultures

(E) Breeding vultures in captivity

Choose the correct option

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

51. Consider the following statements.

(+1)

Statement (A): Solar energy is considered as an important renewable resource.

Statement (B): Over use and pollutions does not affect any renewable resource.

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

52. Gulf stream are examples of _____ .

(+1)

- a. Warm current
- b. Cold current
- c. Ocean current
- d. Winds

53. Consider the following statements on wind system: (+1)

(A) Equatorial low pressure belt is also called Doldrums

(B) Horse latitudes are high pressure areas

Choose the correct option

- a. Only (A) is true
- b. Only (B) is true
- c. Both (A) and (B) are true
- d. Neither (A) nor (B) is true

54. To practice transhumance people have often lived in _____. (+1)

- a. cities
- b. permanent settlements
- c. temporary settlements
- d. the open without shelter

55. If a rock contains copper, then the rock will be of which colour? (+1)

- a. Red
- b. Green
- c. Blue
- d. Brown

56. What step should be taken so that a potential resource could be utilised in near future? (+1)

- a. By increasing the level of associated technology
- b. By making polities regarding the use of that resource
- c. By making awareness in society
- d. By minimising the depletion of natural a resource

57. Consider the following Assertion (A) and Reasoning (R). (+1)

Assertion (A): Cotton textile and Jute based industries have some common features to be considered as sunrise industry.

Reasoning (R): Intensity of Sun rays plays an important role in sunrise industries.

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

58. The Indian National Anthem was originally composed in Bengali by (+1)

- a. Rabindranath Tagore
- b. Bankim Chandra Chatterjee

- c. Surojini Naidu
 - d. Subhash Chandra Bose
-

59. Which of the following is an example of discrimination not diversity? **(+1)**

- a. In an apartment some families celebrate Holi while some celebrate Christmas
 - b. In a school, some children sit on chairs while others are made to sit on the ground
 - c. In an market some vendors sell fish while some others sell fruits
 - d. On a street some house are painted white while some are painted yellow
-

60. Who appointed the Chief Minister of state? **(+1)**

- a. President of India
 - b. Speaker of the Legislative Assembly
 - c. Vice President of India
 - d. Governor of the state
-

61. Which among the following statement is not correct about urban administration in India? **(+1)**

- a. Municipal Corporations manage school and hospitals in cities
- b. Big cities have Municipal Councils
- c. Municipal corporation collect Property taxes

d. A ward councilor is and elected member

62. Which among the following would be called self-employed? (+1)

- a. A government factory worker
 - b. A cosmetic brand sales women
 - c. A rickshaw puller
 - d. A call centre employee
-

63. Rajeev owns 15 acres of fertile land. He got a loan of one lakh rupees for buying seeds from a government bank. He most likely belongs to a family of: (+1)

- a. Shopkeepers
 - b. Small formers
 - c. Agricultural workers
 - d. Large farmers
-

64. A long-standing demand has continued for reservation in parliament for which of the following categories? (+1)

- a. Scheduled Castes
 - b. Scheduled Tribes
 - c. Anglo Indian Community
 - d. Women
-

65. 'Amar Jiban' is an autobiography narrating the experiences of a _____. (+1)

- a. Spiritual leader
- b. Domestic servant
- c. Housewife
- d. Dalit

66. Which fundamental right has been reported by the Supreme Court to include within its fold the right to livelihood? (+1)

- a. Right to freedom
- b. Right to equality
- c. Right to life
- d. Right against exploitation

67. Which of the following is a valid function of the Indian constitution? (+1)

- (A) It generated a degree of trust that is required for different kinds of people to live together
- (B) It specifies how the government will be constituted
- (C) It expresses who will practice which faith and how

Choose the correct options

- a. Only (A) and (B)
- b. Only (B) and (C)

- c. Only (A) and (C)
 - d. (A), (B) and (C)
-

68. Which among the following is not related to the protection of women from the Domestic Violence Act 2005? (+1)

- a. Sexual abuse of a women by her husband
 - b. Verbal and emotional threats within a household
 - c. Economic exploitation of women in a household
 - d. Social discrimination on grounds of a women caste
-

69. A law brought in 1989 to prevent atrocities, seeks to protect which of the following? (+1)

- a. Other backward classes
 - b. Women
 - c. Religions Minorities
 - d. Scheduled castes and Scheduled tribes
-

70. Fill in the blank (+1)

Midday meal scheme helped in reducing _____ prejudices in schools.

- a. Gender
- b. Caste

- c. Class
 - d. Regional
-

71. At the upper primary stage the main focus of Social science is to: (+1)

- (A) Introduce the student to contemporary issues and problems
- (B) Developing proper perspective related to issues concerning environment, resources and development
- (C) Emplacing the concepts of plurality and change through study of Indian history

Choose the correct option

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

72. Manuscripts and document provide detailed information to historians but are difficult to be used by the common people because. (+1)

- (A) Decoding the manuscripts is tough
- (B) Decoding the manuscripts is always an easy task
- (C) Challenges of checking the originality of the manuscripts
- (D) Manuscripts are easy to find and hence to not attract the common people

Choose the correct option

- a. Only (A) is true
 - b. Only (A) and (B) are true
 - c. Only (A) and (C) are true
 - d. Only (C) and (D) are true
-

73. Students with learning disabilities learn best alongside other learners if the class in: (+1)

- a. Exclusive
 - b. Special
 - c. Inclusive
 - d. Digital
-

74. Consider the following statements related to Brainstorming. (+1)

Statement (A): Brainstorming is helpful in broadening students thoughts on a topic.

Statements (B): Student who practice brainstorming becomes more analytical.

Choose the correct options

- a. Statement (A) is true (B) is false
 - b. Statement (B) is true (A) is false
 - c. Both (A) and (B) are true
 - d. Only Statement (A) is true
-

75. A teacher divides the students in small group and gives them groups tasks to do. While students are working in the ground, the teacher should: **(+1)**

- a. rub the blackboard to utilize the time
 - b. prepare for next point to be taught
 - c. utilize the time prepare a test
 - d. visit group to group and clear students doubts and check the progress
-

76. With the help of a model of earth and a lamp which of the following concepts can be taught: **(+1)**

- (A) Day and Night
- (B) Climate change
- (C) Formation of conventional wind
- (D) Water cycle
- (E) Change of season

Choose the correct options

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

77. In order to introduce the concept of 'axis' and 'movement' of earth in an Elementary class more effectively, a teacher should: **(+1)**

(A) Ask students to draw a figure of earth and draw a line in its middle to show its axis

(B) Demonstrate and discuss using globe

(C) Piercing a big needle through a ball and discuss its similarity

(D) Use a map to discuss about both the concepts

Choose the appropriate options

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

78. Following statement are about co-operative learning

(+1)

Choose the correct one

Statement (A): Dividing students in groups of 4 or 5 according to their choice and asking them to co-operate on any task is cooperate learning.

Statement (B): Cooperative learning enhances student social skill.

- a. Statement (A) is true and (B) is false
 - b. Only statement (A) is true
 - c. Only statement (B) is true
 - d. Both statement (A), (B) are true
-

79. Use of e-rickshaws could be considered as step towards sustainable development; (+1)

- a. It contributes less towards environmental pollution than ever cycles
- b. It used non-renewable sources of energy
- c. It used clean energy
- d. It used physical labour of the rickshaws pullers

80. Consider the following statement and choose the appropriate option. (+1)

Statement (I): The adjectives and verbs used to describe characters social groups and event ideological assumptions.

Statement (II): In a classroom, it is important to portray historical figure as an ideal as children need something to look up to emulate.

- a. Both statements (I) and (II) are true
- b. Statement (II) is true but (I) is false
- c. Both statements (I) and (II) are false
- d. Statement (I) is true but (II) is false

81. While discussing the idea of unity in diversity a teacher introduces to students art forms that emerged during freedom struggle from different parts of the country. The teacher is bringing into the class, the following form of diversity: (+1)

- a. Cultural diversity
- b. Linguistic diversity

- c. Religious diversity
 - d. Regional diversity
-

82. The misconceptions of learners on 'rotation and revolution' of earth: **(+1)**

- a. Is an obstacle to the completion of course
 - b. Increases with more conformation and questions
 - c. Is an opportunity of strengthening the teaching learning process
 - d. prove that abstract geographical concepts develop only in adulthood
-

83. If there are two primary sources for historical event which differ in many aspect, what could be asked to identify what is correct and what is not? **(+1)**

- a. Which source had a legible calligraphy?
 - b. What are the reasons for the different is the two versions
 - c. Which of the two was created on the order of the powerful authority of that time?
 - d. Which of the two sources was in written form?
-

84. The collection of information on weather by using weather instruments is an example of collecting? **(+1)**

- a. Primary data
- b. Secondary data
- c. Tertiary data

d. Generic data

85. To explain about the health sector to your learners, you plan a visit with students to a nearby government hospital because: (+1)

- (A) it will give first hand experience to students
- (B) it is in close proximity to your school
- (C) it will be an outing for the students
- (D) it will make students aware about government schemes

Choose the correct options

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

86. Assessment of social science learning: (+1)

- a. is not useful as learners are from diverse backgrounds
 - b. helps find out the progress in learners over a period of time
 - c. helps find out those with poor social skills
 - d. helps find progress being made in the educational sector
-

87. A teacher wants to know the changing pattern of students learning and development. Which kind of assessment is suitable? (+1)

- a. Term end test
 - b. Monthly test
 - c. Weekly test
 - d. Portfolios
-

88. At which stage of teaching will the teacher decide about the assessment strategy to be used to know the achievement of learning objectives? (+1)

- a. Preactive stage of teaching
 - b. Interactive stage of teaching
 - c. Reflective stage of teaching
 - d. Post active stage of teaching
-

89. The statement 'textiles may be manufactured where cotton, water sources, a population of workers and transportation networks for shipping are all available,' is an example of the following: (+1)

- a. Areal association
 - b. Location
 - c. Spatial interaction
 - d. Demography
-

90. Consider the following Cases (I and II) and choose appropriate option. (+1)

Case I: Students were given a project with the guidelines that the project be submitted in 15 days and that the folder will be evaluated on content, neatness of preservation and illustration.

Case II: Students were encouraged to discuss and decide the theory of their projects, they are were to meet the teacher to discuss their progress throughout the process, teacher evaluated the project keeping in mind the process carried out

- a. Both Case I and Case II are examples of formative assessment
- b. Only Case I is an example of formative assessment
- c. Only Case II is an example of formative assessment
- d. Both Case I and Case II are non-examples of formative assessment

Prepp

Your Personal Exams Guide

English – I

91. Read the passage given below and answer the question that follow :

(+1)

1. The mind is always very defiant. If we are trying hard to concentrate on the Light, for instance, it will resist revolt and drag us everywhere else but to the Light. And this tussle continues every day for everyone.

2. Understanding this trait of the human mind, sages and scriptures have suggested that instead of trying to control it, one must put the mind completely aside. Stop treating the mind as an opponent that needs to be won over; instead we need to use it wherever and whenever it is required, as a friendly tool to assist us in our lives. And at the same time, also realise and go beyond the mind, where pure awareness awaits us. This journey follows three stages- concentration, meditation and mindfulness.

3. Concentration is disciplining the mind, but meditation is going beyond the mind. People think that meditation is all about concentrating on some object, like a source of light, or inhaling-exhaling our breath. Meditation is neither of these. It is not a mind activity. Meditation means dropping everything. In dropping, we become a witness and then, when one becomes a witness, what remains is pure awareness. This is a beautiful space of solitude.

4. The second stage, which is meditation, is not a struggle against the mind, but in a way, it is a process to observe, understand and experience the mind, and in turn have a glimpse of existence. When concentration ceases and one simply enjoys one's pure being, meditation arises. This state of pure being too is a process and one can arrive at it just by being indifferent to one's thoughts. Then there is a third state which is called mindfulness, a state of unadulterated awareness. We continue to do our daily chores but are always mindful, always aware. The Buddha calls it 'right mindfulness'. It is a pure space of no-mind.

The mind is often treated as:

- a. a tool
- b. a mystery

- c. an enemy
- d. a companion

92. Read the passage given below and answer the question that follow :

(+1)

1. The mind is always very defiant. If we are trying hard to concentrate on the Light, for instance, it will resist revolt and drag us everywhere else but to the Light. And this tussle continues every day for everyone.

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Read the following statements.

A. People think that meditation is all about concentration.

B. It creates solitude and pure awareness.

a. Both A and B are correct

b. Both A and B are incorrect

c. A is correct and B is incorrect

d. B is correct and A is incorrect

93. Read the passage given below and answer the question that follow :

(+1)

1. The mind is always very defiant. If we are trying hard to concentrate on the Light, for instance, it will resist revolt and drag us everywhere else but to the Light. And this tussle continues every day for everyone.

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4. The second stage, which is meditation, is not a struggle against the mind, but in a way, it is a process to observe, understand and experience the mind, and in turn have a glimpse of existence. When concentration ceases and one simply

enjoys one's pure being, meditation arises. This state of pure being too is a process and one can arrive at it just by being indifferent to one's thoughts. Then there is a third state which is called mindfulness, a state of unadulterated awareness. We continue to do our daily chores but are always mindful, always aware. The Buddha calls it 'right mindfulness'. It is a pure space of no-mind.

Which of the following statements is incorrect ?

- a. Mindfulness is a pure space of no-mind.
- b. Meditation is a mind activity.
- c. Meditation means dropping everything,
- d. The mind is always very defiant.

94. Read the passage given below and answer the question that follow :

(+1)

1. The mind is always very defiant. If we are trying hard to concentrate on the Light, for instance, it will resist revolt and drag us everywhere else but to the Light. And this tussle continues every day for everyone.

2. Understanding this trait of the human mind, sages and scriptures have suggested that instead of trying to control it, one must put the mind completely aside. Stop treating the mind as an opponent that needs to be won over; instead we need to use it wherever and whenever it is required, as a friendly tool to assist us in our lives. And at the same time, also realise and go beyond the mind, where pure awareness awaits us. This journey follows three stages- concentration, meditation and mindfulness.

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4. The second stage, which is meditation, is not a struggle against the mind, but in a way, it is a process to observe, understand and experience the mind, and in turn have a glimpse of existence. When concentration ceases and one simply enjoys one's pure being, meditation arises. This state of pure being too is a process and one can arrive at it just by being indifferent to one's thoughts. Then there is a third state which is called mindfulness, a state of unadulterated awareness. We continue to do our daily chores but are always mindful, always aware. The Buddha calls it 'right mindfulness'. It is a pure space of no-mind.

Which part of the speech does the underlined word belong to ?

When concentration ceases and one simply enjoys.

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

95. Read the passage given below and answer the question that follow :

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Find the word from the passage which means the same as the word, "convergence" :

- a. opponent
- b. resist
- c. unification
- d. scriptures

96. Read the passage given below and answer the question that follow :

(+1)

1. The mind is always very defiant. If we are trying hard to concentrate on the Light, for instance, it will resist revolt and drag us everywhere else but to the Light. And this tussle continues every day for everyone.

2. Understanding this trait of the human mind, sages and scriptures have suggested that instead of trying to control it, one must put the mind completely aside. Stop treating the mind as an opponent that needs to be won over;

instead we need to use it wherever and whenever it is required, as a friendly tool to assist us in our lives. And at the same time, also realise and go beyond the mind, where pure awareness awaits us. This journey follows three stages- concentration, meditation and mindfulness.

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'a state of unadulterated awareness'. The word 'unadulterated' means

- a. unsullied
- b. discontinued
- c. misjudged
- d. unconscious

97. Read the passage given below and answer the question that follow :

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Light. And this tussle continues every day for everyone.

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How many stages does this journey have ?

- a. 3
- b. 4
- c. 2
- d. 6

98. Read the passage given below and answer the question that follow :

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1. The mind is always very defiant. If we are trying hard to concentrate on the Light, for instance, it will resist revolt and drag us everywhere else but to the Light. And this tussle continues every day for everyone.

2. Understanding this trait of the human mind, sages and scriptures have suggested that instead of trying to control it, one must put the mind completely aside. Stop treating the mind as an opponent that needs to be won over; instead we need to use it wherever and whenever it is required, as a friendly tool to assist us in our lives. And at the same time, also realise and go beyond the mind, where pure awareness awaits us. This journey follows three stages- concentration, meditation and mindfulness.

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The mind without focus is in a _____ state.

- a. fixed
- b. mobile
- c. fluctuating

d. concentrated

99. Read the passage given below and answer the question that follow :

(+1)

1. The mind is always very defiant. If we are trying hard to concentrate on the Light, for instance, it will resist revolt and drag us everywhere else but to the Light. And this tussle continues every day for everyone.

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Select a word which means the same as 'solitude' (para 3) :

a. seclusion

b. desolation

c. retirement

d. desert

100. Read the poem given below and answer the question that follow:

(+1)

When the road you're trudging seems all uphill,

When the funds are low and debts are high,

And you want to Smile but have to sigh.

When care is pressing you down a bit,

Rest, if you must, but don't you quit.

Often the struggler has given up,

When he might capture the victor's cup.

And he learned too late, when the night slipped down,

How close he was to the golden crown,

Success is failure turned inside out,

The silver tint of clouds of doubt,

And you never can tell how close you are,

It may be near when it seems afar,

So stick to the fight when you're hardest hit,

It's when things seem worst that you mustn't quit.

Identify the poetic device in 'Success is failure turned inside out' :

- a. Simile
 - b. Metaphor
 - c. Oxymoron
 - d. Paradox
-

101. Read the poem given below and answer the question that follow:

(+1)

When the road you're trudging seems all uphill,

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So stick to the fight when you're hardest hit,

It's when things seem worst that you mustn't quit.

One must not quit _____?

- a. when the life takes turns
- b. when you have to sigh
- c. when one is close to win
- d. when things go worse

102. Read the poem given below and answer the question that follow:

(+1)

When the road you're trudging seems all uphill,
When the funds are low and debts are high,
And you want to Smile but have to sigh.
When care is pressing you down a bit,
Rest, if you must, but don't you quit.
Often the struggler has given up,
When he might capture the victor's cup.
And he learned too late, when the night slipped down,
How close he was to the golden crown,
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And you never can tell how close you are,
It may be near when it seems afar,
So stick to the fight when you're hardest hit,

It's when things seem worst that you mustn't quit.

Symbolic meaning of 'victor's cup' is _____

- a. Failure
- b. Success
- c. Acknowledgement
- d. Celebration

103. Read the poem given below and answer the question that follow:

(+1)

When the road you're trudging seems all uphill,
When the funds are low and debts are high,
And you want to Smile but have to sigh.
When care is pressing you down a bit,
Rest, if you must, but don't you quit.
Often the struggler has given up,
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Success is failure turned inside out,
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And you never can tell how close you are,
It may be near when it seems afar,

So stick to the fight when you're hardest hit,
It's when things seem worst that you mustn't quit.

Find a word from the poem which means the same as 'plodding' :

- a. trudging
- b. pressing
- c. gliding
- d. queering

104. Read the poem given below and answer the question that follow:

(+1)

When the road you're trudging seems all uphill,
When the funds are low and debts are high,
And you want to Smile but have to sigh.

When care is pressing you down a bit,
Rest, if you must, but don't you quit.

Often the struggler has given up,

When he might capture the victor's cup.

And he learned too late, when the night slipped down,
How close he was to the golden crown,
Success is failure turned inside out,
The silver tint of clouds of doubt,
And you never can tell how close you are,

It may be near when it seems afar,
So stick to the fight when you're hardest hit,
It's when things seem worst that you mustn't quit.

Out of the following, which one is the suitable title for the poem ?

- a. Don't quit
- b. Success and Failure
- c. Silver tint in clouds
- d. Life is queer

105. Read the poem given below and answer the question that follow:

(+1)

When the road you're trudging seems all uphill,
When the funds are low and debts are high,
And you want to Smile but have to sigh.
When care is pressing you down a bit,
Rest, if you must, but don't you quit.
Often the struggler has given up,
When he might capture the victor's cup.
And he learned too late, when the night slipped down,
How close he was to the golden crown,
Success is failure turned inside out,
The silver tint of clouds of doubt,

And you never can tell how close you are,

It may be near when it seems afar,

So stick to the fight when you're hardest hit,

It's when things seem worst that you mustn't quit.

'And he learned too late, when the night slipped down,

How close he was to the golden crown,' means _____.

- a. sense of regret
- b. realisation
- c. sense of loss
- d. coming of age

106. Extensive reading is a skill of reading which refers to : (+1)

- a. reading for entertainment
- b. reading for editing
- c. reading for gaining the deeper understanding of the text
- d. reading for getting overall view of the text

107. Reading a text for detailed information is : (+1)

- a. Extensive reading
- b. Reading with fun
- c. Process reading

d. Intensive reading

108. In the writing process drafting occurs after : (+1)

- a. Planning
 - b. reviewing
 - c. editing
 - d. rewriting
-

109. The steps to the writing process : (+1)

- a. end with publishing
 - b. end with mind mapping
 - c. end with brainstorming
 - d. end with reviewing
-

110. Free writing can be described as writing : (+1)

- a. that is borrowed from any source
 - b. that becomes poetry
 - c. down everything that comes to the mind, without concerning for rules
 - d. a detailed account in a journal
-

111. A language teacher emphasis on memorising patterns of sentences instead of understanding meaning. She uses : **(+1)**

- a. Grammar translation method
 - b. Communicative Approach
 - c. Direct Method
 - d. Structural approach
-

112. The smallest meaningful unit of sound in a language is **(+1)**

- a. morpheme
 - b. semantics
 - c. phoneme
 - d. syntax
-

113. A teacher believes that humans learn language in the same way as other skills and abilities-through experience. With which theorist does she not agree ? **(+1)**

- a. Piaget
 - b. Chomsky
 - c. Skinner
 - d. Vygotsky
-

114. Talking to younger children using simple speech, high pitch and changes in intonation is an example of : **(+1)**

- a. over generalization
 - b. linguistic speech
 - c. babbling
 - d. child directed speech
-

115. _____ is the learning disability that affects identification of speech sounds leading to reading difficulty. **(+1)**

- a. Dysgraphia
 - b. Aphasia
 - c. Dyslexia
 - d. Dyscalculia
-

Your Personal Exams Guide

116. A student of class VI is making pronunciation errors. The teacher can help him : **(+1)**

- a. by calling his parents to complain
 - b. by stopping the child correcting him as he commits mistakes
 - c. after the child finishes, tell the correct pronunciation of the word
 - d. by repeating the correct pronunciation
-

117. Print rich environment is considered as beneficial for child's language learning. (+1)
one best example for creating such environment is :

- a. providing printed textbooks to children.
- b. placing interesting stories, poems and child related information on the classroom and school walls.
- c. providing teachers with printed manuals, handbooks and guide books.
- d. providing opportunities to children to do creative work such as thumb printing, screen printing and other printing activities.

118. As per NIPUN Bharat Mission, Lakshayas (targets) i.e. the learning goals of FLN must be achieved by all states. For reading with comprehension the Lakshayas in grade 1 are : (+1)

- a. read with meaning 45-60 words per minute
- b. reads simple words comprising of at least 2-3 alphabets
- c. read small sentences consisting of at least 4-5 simple words in an age appropriate unknown text
- d. read with meaning at least 60 words per minute

119. Which reading technique is used for learning a subject for an exam ? (+1)

- a. Extensive reading
- b. Scanning
- c. Detailed reading

d. Skimming

120. A teacher wants to see the progress of her students' in their ability to write. Which tool will be most reliable for her ? **(+1)**

- a. Interview
- b. Rubrics
- c. Portfolio
- d. Self assessment

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Your Personal Exams Guide

Hindi - I

121. दिये गये गद्यांश के आधार पूछे गये प्रश्न के उत्तर के सबसे उपयुक्त विकल्प का चयन कीजिए। (+1)

12 जनवरी, 2013 को स्वामी विवेकानन्द की 150वीं जन्म जयंती पूरे देश में मनाई गई। इसे नाम दिया गया सार्धशती। आधे (पचास) के नाम शती (100) यानी डेढ़ सौ साल। स्वामी विवेकानन्द ने केवल उनतालीस वर्ष के अपने जीवन में जैसी अद्भुत काम कर दिखाया है। वैसा विरले लोग ही कर पाते हैं। इसके बचपन का नाम नरेन्द्र था। बंगाली उच्चारण के साथ घर में 'नरेन' बुलाते थे। 'विवेकानन्द' नाम उन्हें उनके गुरु रामकृष्ण परमहंस ने दिया था। अन्य देशों में भारत को स्वाभिमान के साथ एक नई पहचान दिलाने वालों में विवेकानन्द का नाम बड़ी श्रद्धा से लिया जाता है। वे अत्यंत संवेदनशील थे। कवि थे। प्रकाण्ड विद्वान थे। गंभीर अध्येता थे। चिंतक थे। साधक थे। अद्भुत स्मरणशक्ति के धनी थे। असाधारण वक्ता थे। यायावर थे। दूरदृष्टा थे। परम साहसी थे। दबे-कुचलों की आवाज थे। प्रगतिशील थे। धार्मिक थे, पर धर्मांध नहीं थे। साधुओं के साधु थे, ऋषियों के ऋषि थे। संन्यासियों के संन्यासी थे। स्वामी विवेकानन्द विराट भारत की समग्र पहचान थे।

स्वामी विवेकानन्द के अंदर कौन-से गुण है?

- a. चिंतक, दूरदृष्टा, कुशल वक्ता
- b. दूरदृष्टा, कुशल गृहस्थ एवं वक्ता
- c. कुशल गृहस्थ, वक्ता, धार्मिक
- d. धार्मिक धनाढ्य, संवेदनशील

122. दिये गये गद्यांश के आधार पूछे गये प्रश्न के उत्तर के सबसे उपयुक्त विकल्प का चयन कीजिए। (+1)

12 जनवरी, 2013 को स्वामी विवेकानन्द की 150वीं जन्म जयंती पूरे देश में मनाई गई। इसे नाम दिया गया सार्धशती। आधे (पचास) के नाम शती (100) यानी डेढ़ सौ साल। स्वामी विवेकानन्द ने केवल उनतालीस वर्ष के अपने जीवन में जैसी अद्भुत काम कर दिखाया है। वैसा विरले लोग ही कर पाते हैं। इसके बचपन का नाम नरेन्द्र था। बंगाली उच्चारण के साथ घर में 'नरेन' बुलाते थे। 'विवेकानन्द' नाम उन्हें उनके गुरु रामकृष्ण परमहंस ने दिया था। अन्य देशों में भारत को स्वाभिमान के साथ एक नई पहचान दिलाने वालों में विवेकानन्द का नाम बड़ी श्रद्धा से लिया जाता है। वे अत्यंत संवेदनशील थे। कवि थे। प्रकाण्ड विद्वान थे। गंभीर अध्येता थे। चिंतक थे। साधक

थे। अद्भुत स्मरणशक्ति के धनी थे। असाधारण वक्ता थे। यायावर थे। दूरदृष्टा थे। परम साहसी थे। दबे-कुचलों की आवाज थे। प्रगतिशील थे। धार्मिक थे, पर धर्मांध नहीं थे। साधुओं के साधु थे, ऋषियों के ऋषि थे। संन्यासियों के संन्यासी थे। स्वामी विवेकानन्द विराट भारत की समग्र पहचान थे।

स्वामी विवेकानन्द जी के गुरु थे -

- a. स्वामी तोतापुरी
- b. स्वामी रामकृष्ण परमहंस
- c. स्वामी रामकृष्ण परमात्मा
- d. स्वामी परमहंस मंडलेश्वर

123. दिये गये गद्यांश के आधार पूछे गये प्रश्न के उत्तर के सबसे उपयुक्त विकल्प का चयन कीजिए। (+1)

12 जनवरी, 2013 को स्वामी विवेकानन्द की 150वीं जन्म जयंती पूरे देश में मनाई गई। इसे नाम दिया गया सार्धशती। आधे (पचास) के नाम शती (100) यानी डेढ़ सौ साल। स्वामी विवेकानन्द ने केवल उनतालीस वर्ष के अपने जीवन में जैसी अद्भुत काम कर दिखाया है। वैसा विरले लोग ही कर पाते हैं। इसके बचपन का नाम नरेन्द्र था। बंगाली उच्चारण के साथ घर में 'नरेन' बुलाते थे। 'विवेकानन्द' नाम उन्हें उनके गुरु रामकृष्ण परमहंस ने दिया था। अन्य देशों में भारत को स्वाभिमान के साथ एक नई पहचान दिलाने वालों में विवेकानन्द का नाम बड़ी श्रद्धा से लिया जाता है। वे अत्यंत संवेदनशील थे। कवि थे। प्रकाण्ड विद्वान थे। गंभीर अध्येता थे। चिंतक थे। साधक थे। अद्भुत स्मरणशक्ति के धनी थे। असाधारण वक्ता थे। यायावर थे। दूरदृष्टा थे। परम साहसी थे। दबे-कुचलों की आवाज थे। प्रगतिशील थे। धार्मिक थे, पर धर्मांध नहीं थे। साधुओं के साधु थे, ऋषियों के ऋषि थे। संन्यासियों के संन्यासी थे। स्वामी विवेकानन्द विराट भारत की समग्र पहचान थे।

विद्यार्थी वर्ग को स्वामी विवेकानन्द जी के जीवन में किस गुण को आत्मसात करना चाहिए?

- a. धार्मिकता
- b. अध्ययनशीलता
- c. यायावरी

d. संन्यासी

124. दिये गये गद्यांश के आधार पूछे गये प्रश्न के उत्तर के सबसे उपयुक्त विकल्प का चयन कीजिए। (+1)

12 जनवरी, 2013 को स्वामी विवेकानन्द की 150वीं जन्म जयंती पूरे देश में मनाई गई। इसे नाम दिया गया सार्धशती। आधे (पचास) के नाम शती (100) यानी डेढ़ सौ साल। स्वामी विवेकानन्द ने केवल उनतालीस वर्ष के अपने जीवन में जैसी अद्भुत काम कर दिखाया है। वैसा विरले लोग ही कर पाते हैं। इसके बचपन का नाम नरेन्द्र था। बंगाली उच्चारण के साथ घर में 'नरेन' बुलाते थे। 'विवेकानन्द' नाम उन्हें उनके गुरु रामकृष्ण परमहंस ने दिया था। अन्य देशों में भारत को स्वाभिमान के साथ एक नई पहचान दिलाने वालों में विवेकानन्द का नाम बड़ी श्रद्धा से लिया जाता है। वे अत्यंत संवेदनशील थे। कवि थे। प्रकाण्ड विद्वान थे। गंभीर अध्येता थे। चिंतक थे। साधक थे। अद्भुत स्मरणशक्ति के धनी थे। असाधारण वक्ता थे। यायावर थे। दूरदृष्टा थे। परम साहसी थे। दबे-कुचलों की आवाज थे। प्रगतिशील थे। धार्मिक थे, पर धर्मांध नहीं थे। साधुओं के साधु थे, ऋषियों के ऋषि थे। संन्यासियों के संन्यासी थे। स्वामी विवेकानन्द विराट भारत की समग्र पहचान थे।

'सार्धशती' से तात्पर्य है - स्वामी विवेकानन्द जी की -

- a. साधना के 150 वर्ष की जयंती
- b. साधना के 100 वर्ष की जयंती
- c. 100 वीं जन्म - जयंती
- d. 150 वीं जन्म - जयंती

125. दिये गये गद्यांश के आधार पूछे गये प्रश्न के उत्तर के सबसे उपयुक्त विकल्प का चयन कीजिए। (+1)

12 जनवरी, 2013 को स्वामी विवेकानन्द की 150वीं जन्म जयंती पूरे देश में मनाई गई। इसे नाम दिया गया सार्धशती। आधे (पचास) के नाम शती (100) यानी डेढ़ सौ साल। स्वामी विवेकानन्द ने केवल उनतालीस वर्ष के अपने जीवन में जैसी अद्भुत काम कर दिखाया है। वैसा विरले लोग ही कर पाते हैं। इसके बचपन का नाम नरेन्द्र था। बंगाली उच्चारण के साथ घर में 'नरेन' बुलाते थे। 'विवेकानन्द' नाम उन्हें उनके गुरु रामकृष्ण परमहंस ने दिया था। अन्य देशों में भारत को स्वाभिमान के साथ एक नई पहचान दिलाने वालों में विवेकानन्द का नाम बड़ी श्रद्धा से लिया जाता है। वे अत्यंत संवेदनशील थे। कवि थे। प्रकाण्ड विद्वान थे। गंभीर अध्येता थे। चिंतक थे। साधक

थे। अद्भुत स्मरणशक्ति के धनी थे। असाधारण वक्ता थे। यायावर थे। दूरदृष्टा थे। परम साहसी थे। दबे-कुचलों की आवाज थे। प्रगतिशील थे। धार्मिक थे, पर धर्मांध नहीं थे। साधुओं के साधु थे, ऋषियों के ऋषि थे। संन्यासियों के संन्यासी थे। स्वामी विवेकानन्द विराट भारत की समग्र पहचान थे।

भारत की पहचान किससे हैं?

- a. स्वामी रामकृष्ण परमहंस जी से
- b. स्वामी विवेकानन्द जी से
- c. साधु-संन्यासियों से
- d. साधकों एवं धार्मिकों से

126. दिये गये गद्यांश के आधार पूछे गये प्रश्न के उत्तर के सबसे उपयुक्त विकल्प का चयन कीजिए। (+1)

12 जनवरी, 2013 को स्वामी विवेकानन्द की 150वीं जन्म जयंती पूरे देश में मनाई गई। इसे नाम दिया गया सार्धशती। आधे (पचास) के नाम शती (100) यानी डेढ़ सौ साल। स्वामी विवेकानन्द ने केवल उनतालीस वर्ष के अपने जीवन में जैसी अद्भुत काम कर दिखाया है। वैसा विरले लोग ही कर पाते हैं। इसके बचपन का नाम नरेन्द्र था। बंगाली उच्चारण के साथ घर में 'नरेन' बुलाते थे। 'विवेकानन्द' नाम उन्हें उनके गुरु रामकृष्ण परमहंस ने दिया था। अन्य देशों में भारत को स्वाभिमान के साथ एक नई पहचान दिलाने वालों में विवेकानन्द का नाम बड़ी श्रद्धा से लिया जाता है। वे अत्यंत संवेदनशील थे। कवि थे। प्रकाण्ड विद्वान थे। गंभीर अध्येता थे। चिंतक थे। साधक थे। अद्भुत स्मरणशक्ति के धनी थे। असाधारण वक्ता थे। यायावर थे। दूरदृष्टा थे। परम साहसी थे। दबे-कुचलों की आवाज थे। प्रगतिशील थे। धार्मिक थे, पर धर्मांध नहीं थे। साधुओं के साधु थे, ऋषियों के ऋषि थे। संन्यासियों के संन्यासी थे। स्वामी विवेकानन्द विराट भारत की समग्र पहचान थे।

गद्यांश के आधार पर कौन सा कथन असत्य है?

- a. स्वामी विवेकानन्द जी बहुत तेजस्वी थे।
- b. स्वामी विवेकानन्द पचास वर्ष भी जीवित नहीं रहे।
- c. स्वामी विवेकानन्द का जीवन अनुकरणीय है।

d. स्वामी विवेकानन्द जी साधारण वक्ता थे।

127. दिये गये गद्यांश के आधार पूछे गये प्रश्न के उत्तर के सबसे उपयुक्त विकल्प का चयन कीजिए। (+1)

12 जनवरी, 2013 को स्वामी विवेकानन्द की 150वीं जन्म जयंती पूरे देश में मनाई गई। इसे नाम दिया गया सार्धशती। आधे (पचास) के नाम शती (100) यानी डेढ़ सौ साल। स्वामी विवेकानन्द ने केवल उनतालीस वर्ष के अपने जीवन में जैसी अद्भुत काम कर दिखाया है। वैसा विरले लोग ही कर पाते हैं। इसके बचपन का नाम नरेन्द्र था। बंगाली उच्चारण के साथ घर में 'नरेन' बुलाते थे। 'विवेकानन्द' नाम उन्हें उनके गुरु रामकृष्ण परमहंस ने दिया था। अन्य देशों में भारत को स्वाभिमान के साथ एक नई पहचान दिलाने वालों में विवेकानन्द का नाम बड़ी श्रद्धा से लिया जाता है। वे अत्यंत संवेदनशील थे। कवि थे। प्रकाण्ड विद्वान थे। गंभीर अध्येता थे। चिंतक थे। साधक थे। अद्भुत स्मरणशक्ति के धनी थे। असाधारण वक्ता थे। यायावर थे। दूरदृष्टा थे। परम साहसी थे। दबे-कुचलों की आवाज थे। प्रगतिशील थे। धार्मिक थे, पर धर्मांध नहीं थे। साधुओं के साधु थे, ऋषियों के ऋषि थे। संन्यासियों के संन्यासी थे। स्वामी विवेकानन्द विराट भारत की समग्र पहचान थे।

'वे साधुओं के साथ थे' वाक्य से आशय है कि स्वामी विवेकानन्द जी -

- a. साधुओं के मुखिया थे।
- b. साधुओं के गुरु थे।
- c. सर्वोत्कृष्ट साधु थे।
- d. सर्वोत्कृष्ट गुरु थे।

128. दिये गये गद्यांश के आधार पूछे गये प्रश्न के उत्तर के सबसे उपयुक्त विकल्प का चयन कीजिए। (+1)

12 जनवरी, 2013 को स्वामी विवेकानन्द की 150वीं जन्म जयंती पूरे देश में मनाई गई। इसे नाम दिया गया सार्धशती। आधे (पचास) के नाम शती (100) यानी डेढ़ सौ साल। स्वामी विवेकानन्द ने केवल उनतालीस वर्ष के अपने जीवन में जैसी अद्भुत काम कर दिखाया है। वैसा विरले लोग ही कर पाते हैं। इसके बचपन का नाम नरेन्द्र था। बंगाली उच्चारण के साथ घर में 'नरेन' बुलाते थे। 'विवेकानन्द' नाम उन्हें उनके गुरु रामकृष्ण परमहंस ने दिया था। अन्य देशों में भारत को स्वाभिमान के साथ एक नई पहचान दिलाने वालों में विवेकानन्द का नाम बड़ी श्रद्धा से लिया जाता है। वे अत्यंत संवेदनशील थे। कवि थे। प्रकाण्ड विद्वान थे। गंभीर अध्येता थे। चिंतक थे। साधक

थे। अद्भुत स्मरणशक्ति के धनी थे। असाधारण वक्ता थे। यायावर थे। दूरदृष्टा थे। परम साहसी थे। दबे-कुचलों की आवाज थे। प्रगतिशील थे। धार्मिक थे, पर धर्मांध नहीं थे। साधुओं के साधु थे, ऋषियों के ऋषि थे। संन्यासियों के संन्यासी थे। स्वामी विवेकानन्द विराट भारत की समग्र पहचान थे।

'यायावर' का अर्थ है -

- a. घुमक्कड़
- b. दोस्त
- c. नेता
- d. विद्यार्थी

129. दिये गये गद्यांश के आधार पूछे गये प्रश्न के उत्तर के सबसे उपयुक्त विकल्प का चयन कीजिए। (+1)

12 जनवरी, 2013 को स्वामी विवेकानन्द की 150वीं जन्म जयंती पूरे देश में मनाई गई। इसे नाम दिया गया सार्धशती। आधे (पचास) के नाम शती (100) यानी डेढ़ सौ साल। स्वामी विवेकानन्द ने केवल उनतालीस वर्ष के अपने जीवन में जैसी अद्भुत काम कर दिखाया है। वैसा विरले लोग ही कर पाते हैं। इसके बचपन का नाम नरेन्द्र था। बंगाली उच्चारण के साथ घर में 'नरेन' बुलाते थे। 'विवेकानन्द' नाम उन्हें उनके गुरु रामकृष्ण परमहंस ने दिया था। अन्य देशों में भारत को स्वाभिमान के साथ एक नई पहचान दिलाने वालों में विवेकानन्द का नाम बड़ी श्रद्धा से लिया जाता है। वे अत्यंत संवेदनशील थे। कवि थे। प्रकाण्ड विद्वान थे। गंभीर अध्येता थे। चिंतक थे। साधक थे। अद्भुत स्मरणशक्ति के धनी थे। असाधारण वक्ता थे। यायावर थे। दूरदृष्टा थे। परम साहसी थे। दबे-कुचलों की आवाज थे। प्रगतिशील थे। धार्मिक थे, पर धर्मांध नहीं थे। साधुओं के साधु थे, ऋषियों के ऋषि थे। संन्यासियों के संन्यासी थे। स्वामी विवेकानन्द विराट भारत की समग्र पहचान थे।

गद्यांश में किस विशेषण शब्द का प्रयोग नहीं किया गया है?

- a. विद्वान
- b. संवेदनशील
- c. धार्मिक

d. संन्यासी

130. दिये गये काव्यांश को ध्यानपूर्वक पढ़िए और पूछे गए प्रश्न के लिए उपयुक्त विकल्प का चयन कीजिए। (+1)

पीकर जिनकी लाल शिखाएँ

उगल रहीं लू-लपट दिशाएँ

जिनके सिंहनाद से सहमी

धरती रही अभी तक डोल।

कलम, आज उनकी जय बोल !

अंधा चकाचौंध का मारा

क्या जाने इतिहास बेचारा ?

साक्षी हैं उनकी महिमा के,

सूर्य, चन्द्र, भूगोल, खगोल।

कलम आज उनकी जय बोल !

कविता में 'उनकी' सर्वनाम का प्रयोग किनके लिए किया गया है?

a. वीरों की

b. सिंहों की

c. लेखकों की

d. दिशाओं की

131. दिये गये काव्यांश को ध्यानपूर्वक पढ़िए और पूछे गए प्रश्न के लिए उपयुक्त विकल्प का चयन कीजिए। (+1)

पीकर जिनकी लाल शिखाएँ

उगल रहीं लू-लपट दिशाएँ

जिनके सिंहनाद से सहमी

धरती रही अभी तक डोल।

कलम, आज उनकी जय बोल !

अंधा चकाचौंध का मारा

क्या जाने इतिहास बेचारा ?

साक्षी हैं उनकी महिमा के,

सूर्य, चन्द्र, भूगोल, खगोल।

कलम आज उनकी जय बोल !

कविता में कौन-सा भाव मुखरित हुआ है?

a. विद्रोह का

b. वीरता का

c. करुणा का

d. दया का

132. दिये गये काव्यांश को ध्यानपूर्वक पढ़िए और पूछे गए प्रश्न के लिए उपयुक्त विकल्प का चयन कीजिए।

(+1)

पीकर जिनकी लाल शिखाएँ

उगल रहीं लू-लपट दिशाएँ

जिनके सिंहनाद से सहमी

धरती रही अभी तक डोल।

कलम, आज उनकी जय बोल !

अंधा चकाचौंध का मारा

क्या जाने इतिहास बेचारा ?

साक्षी हैं उनकी महिमा के,

सूर्य, चन्द्र, भूगोल, खगोल।

कलम आज उनकी जय बोल !

सूर्य चाँद आदि किसके गवाह हैं?

- a. दृष्टिहीनों की करुण स्थिति के
- b. देश पर मर - मिटने वालों के
- c. इतिहास लिखने वालों के
- d. सिंहनाद की वीभत्सता के

133. दिये गये काव्यांश को ध्यानपूर्वक पढ़िए और पूछे गए प्रश्न के लिए उपयुक्त विकल्प का चयन कीजिए। (+1)

पीकर जिनकी लाल शिखाएँ

उगल रहीं लू-लपट दिशाएँ

जिनके सिंहनाद से सहमी

धरती रही अभी तक डोल।

कलम, आज उनकी जय बोल !

अंधा चकाचौंध का मारा

क्या जाने इतिहास बेचारा ?

साक्षी हैं उनकी महिमा के,

सूर्य, चन्द्र, भूगोल, खगोल।

कलम आज उनकी जय बोल !

लेखक ने किसे बेचारा कहा है?

- a. इतिहास ने पढ़ने वालों को
- b. इतिहास न जानने वालों को
- c. इतिहास की चकाचौंध में रहने वालों को
- d. वीरों की वीरता, वीरगति को न जानने वालों को

134. दिये गये काव्यांश को ध्यानपूर्वक पढ़िए और पूछे गए प्रश्न के लिए उपयुक्त विकल्प का चयन कीजिए। (+1)

पीकर जिनकी लाल शिखाएँ

उगल रहीं लू-लपट दिशाएँ

जिनके सिंहनाद से सहमी

धरती रही अभी तक डोल।

कलम, आज उनकी जय बोल !

अंधा चकाचौंध का मारा

क्या जाने इतिहास बेचारा ?

साक्षी हैं उनकी महिमा के,

सूर्य, चन्द्र, भूगोल, खगोल।

कलम आज उनकी जय बोल !

सूर्य का पर्यायवाची शब्द नहीं है-

- a. रवि

- b. दिनकर
- c. प्रभाकर
- d. शशि

135. दिये गये काव्यांश को ध्यानपूर्वक पढ़िए और पूछे गए प्रश्न के लिए उपयुक्त विकल्प का चयन कीजिए। (+1)

पीकर जिनकी लाल शिखाएँ

उगल रहीं लू-लपट दिशाएँ

जिनके सिंहनाद से सहमी

धरती रही अभी तक डोल।

कलम, आज उनकी जय बोल !

अंधा चकाचौंध का मारा

क्या जाने इतिहास बेचारा ?

साक्षी हैं उनकी महिमा के,

सूर्य, चन्द्र, भूगोल, खगोल।

कलम आज उनकी जय बोल !

इतिहास में लगने वाला प्रत्यय हो सकता है-

- a. ई
- b. आ
- c. इक
- d. इत

136. 'गहन पठन' पठन का एक कौशल है जो _____ की ओर संकेत करता है। (+1)

- a. मनोरंजन के लिए पढ़ना
- b. संपादन के लिए पढ़ना
- c. पाठ्य वस्तु की गहरी समझ प्राप्त करने के लिए पढ़ना
- d. पाठ्य वस्तु का सिंहावलोकन प्राप्त करने के लिए पढ़ना

137. विस्तृत जानकारी के लिए पाठ्य-वस्तु को पढ़ना _____ है। (+1)

- a. विस्तृत पठन
- b. आनंद के साथ पठन
- c. पठन-प्रक्रिया
- d. गहन-पठन

138. लेखन प्रक्रिया में मसौदा तैयार करना _____ के बाद आता है। (+1)

- a. योजना बनाना
- b. समीक्षा करना
- c. संपादन करना
- d. पुनर्लेखन करना

139. लेखन प्रक्रिया के चरण- (+1)

- a. प्रकाशन पर समाप्त होते हैं।

- b. मानस मानचित्रण पर समाप्त होते हैं।
- c. मस्तिष्क आलोड़न पर समाप्त होते हैं।
- d. समीक्षा पर समाप्त होते हैं।

140. मुक्त लेखन को उस लेखन की तरह व्याख्यायित किया जा सकता है- (+1)

- a. जिसे किसी अन्य स्रोत से लिया जाता है।
- b. जो कविता बन जाती है।
- c. नियमों को ध्यान में रखे बिना जो भी मन में आए उसे लिख देना
- d. जर्नल में एक विस्तृत लेख

141. एक भाषा शिक्षिका अर्थ में समझ की बजाय वाक्यों की संरचना को याद करने पर बल देती है। वे ----- का उपयोग करती हैं। (+1)

- a. व्याकरण-अनुवाद पद्धति
- b. संप्रेषणपरक उपागम
- c. प्रत्यक्ष पद्धति
- d. संरचनात्मक उपागम

142. भाषा की ध्वनि की सबसे छोटी सार्थक इकाई (+1)

- a. रूपिम
- b. अर्थ विज्ञान
- c. स्वनिम

d. वाक्य संरचना

143. एक शिक्षिका का यह विश्वास है कि मानव भाषा भी उसी तरह सीखता है जैसे वह अनुभव के साक्ष्य से कौशल तथा योग्यताएँ सीखता है। वे किस सिद्धान्तवादी के विचार से सहमत हैं? (+1)

a. पियाजे

b. चमस्की

c. स्किनर

d. वाइगोत्स्की

144. छोटे बच्चों से बात करते समय सरल वाक् उच्च तान और अनुतान में बदलाव _____ के उदाहरण हैं। (+1)

a. अति सामान्यीकरण

b. भाषिक वाक्

c. बबलाना

d. बाल निर्देशित वाक्

145. _____ सीखने की वह अक्षमता है जो वाक् ध्वनियों की पहचान को प्रभावित करता है जिससे पढ़ने की समस्या उत्पन्न होती है। (+1)

a. डिस्ग्राफिया

b. अफेसिया

c. डिस्लेक्सिया

d. डिस्कैलकुलिया

146. कक्षा 6 का शिक्षार्थी उच्चारण में त्रुटियाँ करता है। शिक्षक उसकी मदद कर सकते हैं- (+1)

- a. शिकायत लगाने के लिए उसके माता-पिता को बुलाना
- b. जब बच्चा त्रुटि करता है तब उसे रोककर उसकी त्रुटियों को सुधारना
- c. जब बच्चा पढ़ना समाप्त कर दें तब शब्द का सही उच्चारण बताना
- d. सही उच्चारण को दोहराना

147. बच्चों के भाषा सीखने में मुद्रित समृद्ध परिवेश को लाभदायक माना जाता है। ऐसे परिवेश के निर्माण का सर्वश्रेष्ठ उदाहरण है- (+1)

- a. बच्चों को मुद्रित पुस्तकें उपलब्ध कराकर
- b. रोचक कहानियाँ, कविताएँ एवं बच्चों से संबंधित जानकारी कक्षा और विद्यालय को दीवारों पर लगाना
- c. शिक्षकों को मुद्रित मैनुअल्स, हैंडबुक्स और गाइडबुक्स उपलब्ध कराना
- d. बच्चों को सृजनात्मक कार्य के अवसर उपलब्ध कराना जैसे अंगूठे से छपाई, स्क्रीन प्रिंटिंग एवं अन्य प्रिंटिंग गतिविधियाँ

148. निपुण भारत मिशन के अनुसार लक्ष्य जैसे बुनियादी साक्षरता एवं संख्या बोध के सीखने के लक्ष्य सभी राज्य द्वारा प्राप्त किए जाने चाहिए कक्षा एक में समझ के साथ पढ़ने के लक्ष्य इस प्रकार हैं- (+1)

- a. प्रति मिनट 40-60 शब्दों को अर्थ के साथ पढ़ता
- b. कम से कम तीन अक्षरों से बनने वाले सरल शब्दों को पढ़ना
- c. आयु उपयुक्त अपरिचित पाठ्य-वस्तु में कम से कम 4-5 सरल शब्दों में बनने वाले छोटे वाक्य पढ़ना
- d. कम से कम 60 शब्द प्रति मिनट समझ के साथ पढ़ना

149. परीक्षा के लिए किसी विषय को सीखने के लिए किस पठन तकनीक का उपयोग किया जाता है? (+1)

- a. विस्तृत पठन
- b. स्कैनिंग
- c. विवरणात्मक पठन
- d. स्किमिंग

150. एक शिक्षिका अपने शिक्षार्थियों की लेखन योग्यता में प्रगति देखना चाहती है उनके लिए सर्वाधिक विश्वसनीय उपकरण कौन-सा होगा? (+1)

- a. साक्षात्कार
- b. रुब्रिक्स
- c. पोर्टफोलियो
- d. स्व-आंकलन

Your Personal Exams Guide

English – II

151. Read the passage given below and answer the question that follow :

(+1)

1. French cooking is considered by many to be the most prestigious and respectable cuisine in the world. With its formal techniques, emphasis on fresh ingredients and simple flavors, pride in presentation, and rich and colorful history, French cuisine truly has come to rule the world, laying the foundations for many other styles and specialities. To become a skilled chef, you must have extensive knowledge of French cooking fundamentals.

2. But how did French cuisine come to be so acclaimed? Let's explore the many ways French cuisine has impacted food and culture around the world.

3. Some of the inspiration for French cuisine can be traced back to medieval times. Back then, nobility dined on multi-course meals composed of wild game, meat, fruit, and grains, while peasants ate diets high in vegetables and legumes. Expensive salt and imported spices were widely used in the kitchens of the elite and were considered a status symbol.

4. Francois Pierre La Varenne published the first French cookbook in 1651 titled *Le Cuisinier Francois*. This inspired many chefs to record their work. The French Revolution in 1789 further helped to spread the study of cooking since it shattered the occupational restrictions established by the government. Additionally, more and more French people began cooking for themselves. Later, French cuisine expanded beyond France's borders, and chefs from around the world studied these published guides.

5. If you've studied French cuisine at all, you've probably heard of something called haute cuisine. Haute cuisine translates to "high cuisine" and refers to a shift in French cooking from an emphasis on abundance and quantity to an emphasis on moderation and quality. Marie-Antoine Careme is often credited with leading this change in the 1800s. He taught French cooking as a sophisticated art form that required technique and precision, and his recipe manuals made French cuisine more accessible.

What is NOT the secret behind the worldwide success of French cooking?

- a. magnificent past
- b. creative appearance
- c. sophisticated art form
- d. French chefs have traveled all across the globe

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(+1)

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The reason for global spread of French cooking was _____.

- a. French Revolution
- b. Publication of cook books
- c. French cooking for themselves
- d. Cooking began to lighten

153. Read the passage given below and answer the question that follow :

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'shift in French cooking' in para 5 means -----

- a. change from abundance to moderation
- b. in the same line
- c. widening
- d. complete transformation

Your Personal Exams Guide

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To become skilled in French cooking requires -----.

- a. charity
- b. showing compassion
- c. expertise in fundamentals
- d. survival

155. Read the passage given below and answer the question that follow :

(+1)

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"_____ laying the foundation for many other styles and specialities :

Which part of speech does the underlined word belong to ?

a. determiner

b. adjective

- c. proverb
- d. conjunction

156. Read the passage given below and answer the question that follow :

(+1)

1. French cooking is considered by many to be the most prestigious and respectable cuisine in the world. With its formal techniques, emphasis on fresh ingredients and simple flavors, pride in presentation, and rich and colorful history, French cuisine truly has come to rule the world, laying the foundations for many other styles and specialities. To become a skilled chef, you must have extensive knowledge of French cooking fundamentals.

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sophisticated art form that required technique and precision, and his recipe manuals made French cuisine more accessible.

Which of the given words can replace the underlined word in the following sentence ?

'_____ widely used in the kitchens of the elite and were considered a status symbol'.

- a. educated
- b. chefs
- c. aristocrats
- d. Frenchmen

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1. French cooking is considered by many to be the most prestigious and respectable cuisine in the world. With its formal techniques, emphasis on fresh ingredients and simple flavors, pride in presentation, and rich and colorful history, French cuisine truly has come to rule the world, laying the foundations for many other styles and specialities. To become a skilled chef, you must have extensive knowledge of French cooking fundamentals.

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What does 'high cuisine' emphasise ?

- a. abundance
- b. quantity
- c. exquisite
- d. quality

Your Personal Exams Guide

158. Read the passage given below and answer the question that follow :

(+1)

1. French cooking is considered by many to be the most prestigious and respectable cuisine in the world. With its formal techniques, emphasis on fresh ingredients and simple flavors, pride in presentation, and rich and colorful history, French cuisine truly has come to rule the world, laying the foundations for many other styles and specialities. To become a skilled chef, you must have extensive knowledge of French cooking fundamentals.

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Which word/ phrase is opposite in meaning to "acclaimed" ? (para 2)

- a. commend
- b. express approval of
- c. distinguished
- d. denounced

159. Read the passage given below and answer the question that follow:

(+1)

1. "Education is not preparation for life: education is life itself" –John Dewey. But today, education is becoming a roaring business. In spite of the overall

expansion of education, the standard of humanity has not improved. The real cause of this depredation is absence of objectives of education. I am proposing four objectives of education to educationists.

2. Firstly, gain knowledge from previous generations. Our ancestors delved deep into the mystery of life and attained solutions for world problems. If we study and imbibe these, we automatically become heir to the accumulated knowledge of our ancestors.

3. Secondly, concentration of the mind. Our mind is always running helter-skelter. It hardly stays anywhere for a long time. The study of books can keep the mind steady. It can be restrained through good literature.

4. Thirdly, upliftment of moral character. Mere study of books is not sufficient. We need to read books that uplift our life and thinking. A morally strong person is a national asset. Education can make a person morally strong.

5. Fourthly, after becoming strong in character, man makes the world morally strong. If you impart your acquired qualities to society, then you are fulfilling the objective of education. 'Help others to grow' should be the motto of every literate person.

According to the author, what is the major shortcoming of the modern education system?

- a. It is very expensive.
- b. It is outdated.
- c. The standard of humanity hasn't improved.
- d. There are no objectives of education.

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(+1)

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What stops us from becoming the real heir of our ancestors ?

- a. We are too self-involved.
- b. We are materialistic.
- c. We are disconnected from the past.
- d. We don't imbibe values and knowledge from the past.

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What does the author mean by the term "helter-skelter" ?

- a. careful
- b. methodological
- c. chaotic
- d. organised

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(+1)

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Study the following statements :

(A) We cannot ignore our ancestors.

(B) Moral character should not become a personal asset.

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

163. Read the passage given below and answer the question that follow:

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Which of the following quotes summarises the essence of the passage ?

- a. The philosophy of the school room in one generation will be the philosophy of government in the next.–Abraham Lincoln
- b. Education is the most powerful weapon which you can use to change the world.– Nelson Mandela
- c. Education is not the filling of a pail, but the lighting of a fire.– WB. Yeats
- d. Education is not merely learning of facts but training the mind to think what is right and what is wrong. – Einstein

164. Read the passage given below and answer the question that follow:

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Which part of speech is the underlined word in the following sentence ?

Education is becoming a roaring business.

- a. Auxiliary verb
- b. Non-finite verb
- c. Stative verb
- d. Irregular verb

165. Read the passage given below and answer the question that follow:

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Which of the following words has the closest meaning to 'depredation' as used in the passage ?

- a. plunder
- b. pickings
- c. bestow
- d. desolation

166. Someone handed over a leaflet to you in the street. Which reading technique will you use to read it ? (+1)

- a. Intensive reading
- b. Scanning
- c. Pre-reading
- d. Skimming

167. Which of the following is most suitable for reading? (+1)

- a. Reading is just decoding symbols
- b. Reading is uttering the text correctly
- c. Reading is comprehending the text
- d. Reading is memorising the spellings in the text

168. Pre-reading activity in class is to : (+1)

- a. Connect learner's previous knowledge with the text
- b. summarize the text
- c. prepare the learner to memorise the text
- d. make the learners to memorise the meaning of difficult words

169. Free writing helps students at what stage of writing process ? (+1)

- a. Editing stage
 - b. Proof reading Stage
 - c. Reviewing stage
 - d. Prewriting and discovery stage
-

170. Which of the following strategies is useful during prewriting stage of writing process ? (+1)

- a. Mind mapping
 - b. Summarising
 - c. Note making
 - d. Editing
-

171. The smallest meaningful unit of sound in a language is : (+1)

- a. Morpheme
 - b. Semantics
 - c. Phoneme
 - d. Syntax
-

172. A teacher believes that humans are born with the capacity to acquire language. So her belief aligns with : (+1)

- a. Operant conditioning

- b. Observational learning
 - c. Naftivism
 - d. Reinforcement
-

173. All infants coo and babble. This is supported by which theoretical perspective : (+1)

- a. behaviourist theory
 - b. nativist theory
 - c. operant conditoning theory
 - d. cognitivist theory
-

174. Geet is fluent in five different language. So, she may be called a : (+1)

- a. bilingual speaker
 - b. polyglot
 - c. monolingual speaker
 - d. linguist
-

175. Which of the following statements is true about language learning ? (+1)

- a. All individuals learn language at the same pace
- b. An individual can learn a language at a younger age
- c. An individual can learn two langauages in his/her lifetime

- d. An individual can learn a language at any age but it is easier to do so at a younger age.
-

176. Sadhna, a student of class VI has visual deficiency. Which strategy will you follow as a language teacher ? (+1)

- a. Request the authorities for arranging special teacher for her.
 - b. Treat her normally and provide support through audio material.
 - c. Request the principal to shift her to special school.
 - d. Excuse her for performing lower than others.
-

177. You are reading the recipe just before cooking. Which reading technique will you use ? (+1)

- a. Extensive reading
 - b. Scanning
 - c. Pre-reading
 - d. Skimming
-

178. Which of the following is most appropriate for child directed speech : (+1)

- a. it includes speaking complete sentences.
- b. it lacks repetition.
- c. it is related to past experiences.
- d. it is meant for attracting attention.

179. Development of oral language forms a strong base for future language learning. For development of oral language which classroom practice can be followed ? (+1)

- a. Chorus reading of a chapter/story in a textbook by the children along with teacher.
- b. Practicing pronunciation of difficult words.
- c. Memorising and reciting poems by the children.
- d. Conducting role play activity on stories children like.

180. A child in a class is not able to read properly, teacher provides her individual attention and help her to read by providing cues. In Vygotsky's view this kind of support is: (+1)

- a. reinforcement
- b. scaffolding
- c. conditioning
- d. modelling

Hindi – II

181. दिए गए गद्यांश को ध्यानपूर्वक पढ़िए और पूछे गए प्रश्न के लिए सबसे उपयुक्त विकल्प का चयन कीजिए। (+1)

हृष्ट-पुष्ट रहने के लिए पौष्टिक आहार का अपना पृथक् ही महत्व है। हमारा आहार आदर्श पथ्याहार होना चाहिए जो दीर्घायु के लिए चार महत्वपूर्ण सद्गुण प्रदान करता है। ऐसे आहार से शक्तिशाली पाचक रसों का उत्पादन होता है। उसके ग्रहण करने से एक धीमी एवं तालबद्ध हृदयगति बनी रहती है। यह शरीर में अच्छे निष्कासन में सहायता करता है। इसके सेवन से सदैव प्रसन्नचित्त प्रवृत्ति बनी रहती है। जीवन का एक सिद्धांत है कि आजीवन संतुलित आहार ग्रहण करना चाहिए। यह शरीर को सर्वोच्च अवस्था में रखता है। यह मस्तिष्क को प्रसन्नचित्त एवं जीवन के प्रति धनात्मक दृष्टिकोण बनाए रखने में भी मदद करता है। हमें अपनी आयु के ऊपर ध्यान देने की कोई आवश्यकता नहीं है। स्वास्थ्य का किसी भी आयु में फिर से निर्माण किया जा सकता है।

गद्यांश के अनुसार जीवन का सिद्धांत है -

- a. हमेशा आदर्शवादी बने रहना
- b. हमेशा प्रसन्नचित्त रहना
- c. जीवनपर्यंत संतुलित भोजन करना
- d. जीवनपर्यंत सद्गुणों से युक्त रहना

182. दिए गए गद्यांश को ध्यानपूर्वक पढ़िए और पूछे गए प्रश्न के लिए सबसे उपयुक्त विकल्प का चयन कीजिए। (+1)

हृष्ट-पुष्ट रहने के लिए पौष्टिक आहार का अपना पृथक् ही महत्व है। हमारा आहार आदर्श पथ्याहार होना चाहिए जो दीर्घायु के लिए चार महत्वपूर्ण सद्गुण प्रदान करता है। ऐसे आहार से शक्तिशाली पाचक रसों का उत्पादन होता है। उसके ग्रहण करने से एक धीमी एवं तालबद्ध हृदयगति बनी रहती है। यह शरीर में अच्छे निष्कासन में सहायता करता है। इसके सेवन से सदैव प्रसन्नचित्त प्रवृत्ति बनी रहती है। जीवन का एक सिद्धांत है कि आजीवन संतुलित आहार ग्रहण करना चाहिए। यह शरीर को सर्वोच्च अवस्था में रखता है। यह मस्तिष्क को प्रसन्नचित्त एवं जीवन के प्रति धनात्मक दृष्टिकोण बनाए रखने में भी मदद करता है। हमें अपनी आयु के ऊपर ध्यान

देने की कोई आवश्यकता नहीं है। स्वास्थ्य का किसी भी आयु में फिर से निर्माण किया जा सकता है।

'धनात्मक दृष्टिकोण' से तात्पर्य है -

- a. धन-प्राप्ति का दृष्टिकोण
- b. जमा करने का दृष्टिकोण
- c. धनाढ्य बनने का दृष्टिकोण
- d. सकारात्मक दृष्टिकोण

183. दिए गए गद्यांश को ध्यानपूर्वक पढ़िए और पूछे गए प्रश्न के लिए सबसे उपयुक्त विकल्प का चयन कीजिए। (+1)

हृष्ट-पुष्ट रहने के लिए पौष्टिक आहार का अपना पृथक् ही महत्व है। हमारा आहार आदर्श पथ्याहार होना चाहिए जो दीर्घायु के लिए चार महत्वपूर्ण सद्गुण प्रदान करता है। ऐसे आहार से शक्तिशाली पाचक रसों का उत्पादन होता है। उसके ग्रहण करने से एक धीमी एवं तालबद्ध हृदयगति बनी रहती है। यह शरीर में अच्छे निष्कासन में सहायता करता है। इसके सेवन से सदैव प्रसन्नचित्त प्रवृत्ति बनी रहती है। जीवन का एक सिद्धांत है कि आजीवन संतुलित आहार ग्रहण करना चाहिए। यह शरीर को सर्वोच्च अवस्था में रखता है। यह मस्तिष्क को प्रसन्नचित्त एवं जीवन के प्रति धनात्मक दृष्टिकोण बनाए रखने में भी मदद करता है। हमें अपनी आयु के ऊपर ध्यान देने की कोई आवश्यकता नहीं है। स्वास्थ्य का किसी भी आयु में फिर से निर्माण किया जा सकता है।

स्वास्थ्य निर्माण के लिए -

- a. आयु की कोई सीमा नहीं होती है
- b. आयु विशेष तक ही प्रयास कर सकते हैं
- c. पाचक रसों को ग्रहण करना चाहिए
- d. दीर्घायु होने की कामना करनी चाहिए

184. दिए गए गद्यांश को ध्यानपूर्वक पढ़िए और पूछे गए प्रश्न के लिए सबसे उपयुक्त विकल्प का चयन कीजिए। (+1)

हृष्ट-पुष्ट रहने के लिए पौष्टिक आहार का अपना पृथक् ही महत्व है। हमारा आहार आदर्श पथ्याहार होना चाहिए जो दीर्घायु के लिए चार महत्वपूर्ण सद्गुण प्रदान करता है। ऐसे आहार से शक्तिशाली पाचक रसों का उत्पादन होता है। उसके ग्रहण करने से एक धीमी एवं तालबद्ध हृदयगति बनी रहती है। यह शरीर में अच्छे निष्कासन में सहायता करता है। इसके सेवन से सदैव प्रसन्नचित्त प्रवृत्ति बनी रहती है। जीवन का एक सिद्धांत है कि आजीवन संतुलित आहार ग्रहण करना चाहिए। यह शरीर को सर्वोच्च अवस्था में रखता है। यह मस्तिष्क को प्रसन्नचित्त एवं जीवन के प्रति धनात्मक दृष्टिकोण बनाए रखने में भी मदद करता है। हमें अपनी आयु के ऊपर ध्यान देने की कोई आवश्यकता नहीं है। स्वास्थ्य का किसी भी आयु में फिर से निर्माण किया जा सकता है।

‘पथ्याहार’ से तात्पर्य ऐसे भोजन है जो -

- a. शाकाहारी होता है
- b. संतुलित होता है
- c. गरिष्ठ होता है
- d. पाचक रसों से पूर्ण होता है

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185. दिए गए गद्यांश को ध्यानपूर्वक पढ़िए और पूछे गए प्रश्न के लिए सबसे उपयुक्त विकल्प का चयन कीजिए। (+1)

हृष्ट-पुष्ट रहने के लिए पौष्टिक आहार का अपना पृथक् ही महत्व है। हमारा आहार आदर्श पथ्याहार होना चाहिए जो दीर्घायु के लिए चार महत्वपूर्ण सद्गुण प्रदान करता है। ऐसे आहार से शक्तिशाली पाचक रसों का उत्पादन होता है। उसके ग्रहण करने से एक धीमी एवं तालबद्ध हृदयगति बनी रहती है। यह शरीर में अच्छे निष्कासन में सहायता करता है। इसके सेवन से सदैव प्रसन्नचित्त प्रवृत्ति बनी रहती है। जीवन का एक सिद्धांत है कि आजीवन संतुलित आहार ग्रहण करना चाहिए। यह शरीर को सर्वोच्च अवस्था में रखता है। यह मस्तिष्क को प्रसन्नचित्त एवं जीवन के प्रति धनात्मक दृष्टिकोण बनाए रखने में भी मदद करता है। हमें अपनी आयु के ऊपर ध्यान देने की कोई आवश्यकता नहीं है। स्वास्थ्य का किसी भी आयु में फिर से निर्माण किया जा सकता है।

स्वस्थ व्यक्ति का लक्षण नहीं है -

- a. प्रसन्न रहना
- b. आशावादी होना
- c. तालबद्ध हृदयगति
- d. सदाचारी होना

186. दिए गए गद्यांश को ध्यानपूर्वक पढ़िए और पूछे गए प्रश्न के लिए सबसे उपयुक्त विकल्प का चयन कीजिए। (+1)

हृष्ट-पुष्ट रहने के लिए पौष्टिक आहार का अपना पृथक् ही महत्व है। हमारा आहार आदर्श पथ्याहार होना चाहिए जो दीर्घायु के लिए चार महत्वपूर्ण सद्गुण प्रदान करता है। ऐसे आहार से शक्तिशाली पाचक रसों का उत्पादन होता है। उसके ग्रहण करने से एक धीमी एवं तालबद्ध हृदयगति बनी रहती है। यह शरीर में अच्छे निष्कासन में सहायता करता है। इसके सेवन से सदैव प्रसन्नचित्त प्रवृत्ति बनी रहती है। जीवन का एक सिद्धांत है कि आजीवन संतुलित आहार ग्रहण करना चाहिए। यह शरीर को सर्वोच्च अवस्था में रखता है। यह मस्तिष्क को प्रसन्नचित्त एवं जीवन के प्रति धनात्मक दृष्टिकोण बनाए रखने में भी मदद करता है। हमें अपनी आयु के ऊपर ध्यान देने की कोई आवश्यकता नहीं है। स्वास्थ्य का किसी भी आयु में फिर से निर्माण किया जा सकता है।

स्वस्थ होने और दीर्घायु होने में -

- a. घनिष्ठ संबंध होता है
- b. घनिष्ठ संबंध नहीं होता
- c. नकारात्मक संबंध होता है
- d. कोई संबंध नहीं होता

187. दिए गए गद्यांश को ध्यानपूर्वक पढ़िए और पूछे गए प्रश्न के लिए सबसे उपयुक्त विकल्प का चयन कीजिए। (+1)

हृष्ट-पुष्ट रहने के लिए पौष्टिक आहार का अपना पृथक ही महत्व है। हमारा आहार आदर्श पथ्याहार होना चाहिए जो दीर्घायु के लिए चार महत्वपूर्ण सद्गुण प्रदान करता है। ऐसे आहार से शक्तिशाली पाचक रसों का उत्पादन होता है। उसके ग्रहण करने से एक धीमी एवं तालबद्ध हृदयगति बनी रहती है। यह शरीर में अच्छे निष्कासन में सहायता करता है। इसके सेवन से सदैव प्रसन्नचित्त प्रवृत्ति बनी रहती है। जीवन का एक सिद्धांत है कि आजीवन संतुलित आहार ग्रहण करना चाहिए। यह शरीर को सर्वोच्च अवस्था में रखता है। यह मस्तिष्क को प्रसन्नचित्त एवं जीवन के प्रति धनात्मक दृष्टिकोण बनाए रखने में भी मदद करता है। हमें अपनी आयु के ऊपर ध्यान देने की कोई आवश्यकता नहीं है। स्वास्थ्य का किसी भी आयु में फिर से निर्माण किया जा सकता है।

‘पथ्याहार’ का संधि-विच्छेद है -

- a. पथ्या + हार
- b. पथ्या + आहार
- c. पथ्य + आहार
- d. पथ्य + हार

188. दिए गए गद्यांश को ध्यानपूर्वक पढ़िए और पूछे गए प्रश्न के लिए सबसे उपयुक्त विकल्प का चयन कीजिए। (+1)

हृष्ट-पुष्ट रहने के लिए पौष्टिक आहार का अपना पृथक ही महत्व है। हमारा आहार आदर्श पथ्याहार होना चाहिए जो दीर्घायु के लिए चार महत्वपूर्ण सद्गुण प्रदान करता है। ऐसे आहार से शक्तिशाली पाचक रसों का उत्पादन होता है। उसके ग्रहण करने से एक धीमी एवं तालबद्ध हृदयगति बनी रहती है। यह शरीर में अच्छे निष्कासन में सहायता करता है। इसके सेवन से सदैव प्रसन्नचित्त प्रवृत्ति बनी रहती है। जीवन का एक सिद्धांत है कि आजीवन संतुलित आहार ग्रहण करना चाहिए। यह शरीर को सर्वोच्च अवस्था में रखता है। यह मस्तिष्क को प्रसन्नचित्त एवं जीवन के प्रति धनात्मक दृष्टिकोण बनाए रखने में भी मदद करता है। हमें अपनी आयु के ऊपर ध्यान देने की कोई आवश्यकता नहीं है। स्वास्थ्य का किसी भी आयु में फिर से निर्माण किया जा सकता है।

विशेषण - विशेष्य का उदाहरण है -

- a. हमारा आहार

- b. संतुलित आहार
- c. निराहार
- d. फलाहार

189. दिए गए गद्यांश को ध्यानपूर्वक पढ़िए और पूछे गए प्रश्न के लिए सबसे उपयुक्त विकल्प का चयन कीजिए। (+1)

सन् 1921 में महात्मा गांधी ने हाथ कटाई और हाथ - बुनाई उद्योग (जिसे खादी के नाम से पुकारते हैं) को फिर से जीवन देने के लिए चरखा अपनाने का संदेश दिया। खादी आंदोलन स्वतंत्रता संग्राम के एक अंग के रूप में प्रारंभ हुआ। महात्मा गांधी के लिए खादी वस्त्र मात्र नहीं था। वे इसे औद्योगिक कार्य या स्वतंत्रता प्राप्त करने के लिए राजनीतिक अस्त्र से अधिक भारत की अर्थव्यवस्था के पुनरुत्थान का प्रभावशाली माध्यम मानते थे। खेती और बागवानी के समान रुई की हाथ कटाई और हाथकते सूत की बुनाई एक अनुपम कार्य है। संसार में इसके जोड़ का कोई उद्योग नहीं।

सन् 1921 में महात्मा गांधी ने किसे पुनर्जीवित करने का प्रयास किया ?

- a. हाथ-बुनाई
- b. खादी उद्योग
- c. हाथ कटाई
- d. चरखा चलाने

190. दिए गए गद्यांश को ध्यानपूर्वक पढ़िए और पूछे गए प्रश्न के लिए सबसे उपयुक्त विकल्प का चयन कीजिए। (+1)

सन् 1921 में महात्मा गांधी ने हाथ कटाई और हाथ - बुनाई उद्योग (जिसे खादी के नाम से पुकारते हैं) को फिर से जीवन देने के लिए चरखा अपनाने का संदेश दिया। खादी आंदोलन स्वतंत्रता संग्राम के एक अंग के रूप में प्रारंभ हुआ। महात्मा गांधी के लिए खादी वस्त्र मात्र नहीं था। वे इसे औद्योगिक कार्य या स्वतंत्रता प्राप्त करने के लिए राजनीतिक अस्त्र से अधिक भारत की अर्थव्यवस्था के पुनरुत्थान का प्रभावशाली माध्यम मानते थे। खेती और बागवानी के समान रुई

की हाथ कटाई और हाथकते सूत की बुनाई एक अनुपम कार्य है। संसार में इसके जोड़ का कोई उद्योग नहीं।

_____ आंदोलन स्वतंत्रता संग्राम का एक हिस्सा था।

- a. हथकरघा
- b. चरखा
- c. खादी
- d. बुनाई

191. दिए गए गद्यांश को ध्यानपूर्वक पढ़िए और पूछे गए प्रश्न के लिए सबसे उपयुक्त विकल्प का चयन कीजिए। (+1)

सन् 1921 में महात्मा गांधी ने हाथ कटाई और हाथ - बुनाई उद्योग (जिसे खादी के नाम से पुकारते हैं) को फिर से जीवन देने के लिए चरखा अपनाने का संदेश दिया। खादी आंदोलन स्वतंत्रता संग्राम के एक अंग के रूप में प्रारंभ हुआ। महात्मा गांधी के लिए खादी वस्त्र मात्र नहीं था। वे इसे औद्योगिक कार्य या स्वतंत्रता प्राप्त करने के लिए राजनीतिक अस्त्र से अधिक भारत की अर्थव्यवस्था के पुनरुत्थान का प्रभावशाली माध्यम मानते थे। खेती और बागवानी के समान रुई की हाथ कटाई और हाथकते सूत की बुनाई एक अनुपम कार्य है। संसार में इसके जोड़ का कोई उद्योग नहीं।

भारतीय अर्थ व्यवस्था के पुनःउत्थान में _____ का महत्व था।

- a. वस्त्र उद्योग
- b. चरखा उद्योग
- c. सूती उद्योग
- d. खादी वस्त्र

192. दिए गए गद्यांश को ध्यानपूर्वक पढ़िए और पूछे गए प्रश्न के लिए सबसे उपयुक्त विकल्प का चयन कीजिए। (+1)

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हाथ-कटाई के समान उत्कृष्ट कार्य हैं -

- a. खेती और सूत-बुनाई
- b. सूत बुनाई और बागवानी
- c. खेती और बागवानी
- d. बागवानी और खादी उद्योग

193. दिए गए गद्यांश को ध्यानपूर्वक पढ़िए और पूछे गए प्रश्न के लिए सबसे उपयुक्त विकल्प का चयन कीजिए। (+1)

सन् 1921 में महात्मा गांधी ने हाथ कटाई और हाथ - बुनाई उद्योग (जिसे खादी के नाम से पुकारते हैं) को फिर से जीवन देने के लिए चरखा अपनाने का संदेश दिया। खादी आंदोलन स्वतंत्रता संग्राम के एक अंग के रूप में प्रारंभ हुआ। महात्मा गांधी के लिए खादी वस्त्र मात्र नहीं था। वे इसे औद्योगिक कार्य या स्वतंत्रता प्राप्त करने के लिए राजनीतिक अस्त्र से अधिक भारत की अर्थव्यवस्था के पुनरुत्थान का प्रभावशाली माध्यम मानते थे। खेती और बागवानी के समान रुई की हाथ कटाई और हाथकते सूत की बुनाई एक अनुपम कार्य है। संसार में इसके जोड़ का कोई उद्योग नहीं।

महात्मा गांधी के लिए खादी केवल वस्त्र ही नहीं था वह _____ भी था।

- a. स्वतंत्रता आंदोलन
- b. राजनीतिक रणनीति
- c. अर्थव्यवस्था अस्त्र

d. राजनीतिक अस्त्र

194. दिए गए गद्यांश को ध्यानपूर्वक पढ़िए और पूछे गए प्रश्न के लिए सबसे उपयुक्त विकल्प का चयन कीजिए। (+1)

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'औद्योगिक' में मूल शब्द है -

- a. औद्योग
- b. ओद्योग
- c. उद्योग
- d. उद्योगिक

195. दिए गए गद्यांश को ध्यानपूर्वक पढ़िए और पूछे गए प्रश्न के लिए सबसे उपयुक्त विकल्प का चयन कीजिए। (+1)

सन् 1921 में महात्मा गांधी ने हाथ कटाई और हाथ - बुनाई उद्योग (जिसे खादी के नाम से पुकारते हैं) को फिर से जीवन देने के लिए चरखा अपनाने का संदेश दिया। खादी आंदोलन स्वतंत्रता संग्राम के एक अंग के रूप में प्रारंभ हुआ। महात्मा गांधी के लिए खादी वस्त्र मात्र नहीं था। वे इसे औद्योगिक कार्य या स्वतंत्रता प्राप्त करने के लिए राजनीतिक अस्त्र से अधिक भारत की अर्थव्यवस्था के पुनरुत्थान का प्रभावशाली माध्यम मानते थे। खेती और बागवानी के समान रुई की हाथ कटाई और हाथकते सूत की बुनाई एक अनुपम कार्य है। संसार में इसके जोड़ का कोई उद्योग नहीं।

'पुनरुत्थान' का संधि-विच्छेद है -

- a. पुनर + उत्थान
- b. पुन + उत्थान
- c. पुनरु + त्थान
- d. पुनः + उत्थान

196. कोई व्यक्ति आपको गली में एक पर्चा देता है, आप उसे पढ़ने के लिए किस पठन तकनीक का प्रयोग करेंगे ? (+1)

- a. गहन पठन
- b. स्कैनिंग
- c. पूर्व-पठन
- d. स्किमिंग

197. निम्नलिखित में से पढ़ने के लिए सबसे उचित क्या है? (+1)

- a. पढ़ना केवल संकेतों की डिकोडिंग करना है
- b. पाठ्य वस्तु को सही रूप से बोलना पढ़ना है
- c. पाठ्य वस्तु को समझना पढ़ना है
- d. पाठ्य वस्तु की वर्तनी को याद रखना पढ़ना है।

198. कक्षा में पूर्व - पठन गतिविधि _____ के लिए है। (+1)

- a. पाठ्य-वस्तु के साथ शिक्षार्थी के पूर्व ज्ञान को जोड़ने
- b. पाठ्य-वस्तु का संक्षेपण करने

- c. पाठ्य-वस्तु को याद करने के लिए शिक्षार्थी को तैयार करने
- d. कठिन शब्दों के अर्थ को याद रखने के लिए शिक्षार्थियों को तैयार करने

199. 'मुक्त-लेखन' लेखन प्रक्रिया के किस चरण पर शिक्षार्थियों की सहायता करता है? (+1)

- a. संपादन चरण
- b. प्रूफ-रीडिंग चरण
- c. समीक्षा चरण
- d. पूर्व-लेखन एवं अन्वेषण स्तर

200. लेखन प्रक्रिया के पूर्व लेखन चरण के दौरान निम्नलिखित में से कौन-सी रणनीति उपयोगी है? (+1)

- a. मानस मानचित्रण
- b. सारांशीकरण
- c. नोट्स बनाना
- d. संपादन

201. भाषा में ध्वनि की सबसे छोटी सार्थक इकाई है - (+1)

- a. रूपिम
- b. अर्थ विज्ञान
- c. स्वनिम
- d. वाक्य-संरचना

202. एक शिक्षिका यह मानती है कि मनुष्य में जन्म से ही भाषा अर्जित करने की क्षमता होती है। तो उनका यह विश्वास _____ से मेल खाता है। (+1)

- a. संक्रियावादी अनुकूलन
- b. अवलोकनपरक सीखना
- c. सहजज्ञानवाद
- d. पुनर्बलन

203. सभी शिशु 'किलकते एवं बबलाते' हैं। यह किस सैद्धांतिक परिप्रेक्ष्य से समर्थित है (+1)

- a. व्यवहारवादी सिद्धान्त
- b. सहजज्ञानवादी सिद्धान्त
- c. संक्रियावादी अनुबंधन
- d. संज्ञानात्मक सिद्धान्त

204. गीता पाँच विभिन्न भाषाओं में प्रवाहपूर्ण ढंग से बोलती है। अतः उसे _____ कहा जा सकता है। (+1)

- a. द्विभाषी वक्ता
- b. बहुभाषाविद
- c. एकलभाषी वक्ता
- d. भाषावैज्ञानिक

205. भाषा सीखने के बारे में निम्नलिखित में कौन-सा कथन सत्य है- (+1)

- a. सभी व्यक्ति समान गति से भाषा सीखते हैं
- b. एक व्यक्ति शुरुआती उम्र में भाषा सीखा सकता है
- c. एक व्यक्ति अपने जीवनकाल में दो भाषाएँ सीख सकता है।
- d. एक व्यक्ति किसी भी उम्र में भाषा सीख सकता है लेकिन यह छोटी उम्र में करना आसान होता है

206. साधना, कक्षा 6 की मंददृष्टि वाली बालिका है। आप एक भाषा शिक्षक के रूप में किस रणनीति का पालन करेंगे? (+1)

- a. अधिकारियों से उसके लिए विशेष विद्यालय का प्रबंध करने के लिए कहेंगे।
- b. उसके साथ सामान्य रूप से व्यवहार करेंगे और श्रव्य सामग्री के माध्यम से उसे सहायता प्रदान करेंगे।
- c. प्राचार्या से उसे विशेष विद्यालय में स्थानांतरित करने के लिए कहेंगे।
- d. दूसरों से कमतर निष्पादन के लिए उसे क्षमा कर देंगे।

207. आप भोजन बनाने से पहले उसे बनाने की विधि पढ़ रहे हैं। आप किस पठन रणनीति का प्रयोग करेंगे- (+1)

- a. विस्तृत पठन
- b. स्कैनिंग
- c. पूर्व पठन
- d. स्कीमिंग

208. बाल-केन्द्रित वाक् के लिए निम्नलिखित में से कौन-सा सर्वाधिक उचित है- (+1)

- a. इसमें पूरा वाक्य शामिल होता है।
- b. इसमें पुनरावृत्ति का अभाव होता है।
- c. यह पूर्व अनुभवों से संबंधित है
- d. यह ध्यान आकर्षित करने के लिए है

209. मौखिक भाषा का विकास भविष्य में भाषा सीखने में एक मज़बूत आधार का निर्माण करता है। (+1)
मौखिक भाषा के विकास के लिए कौन-से कक्षायी अभ्यास का अनुगमन किया जा सकता है

- a. पाठ्य पुस्तक में पाठ / कहानी का बच्चों और शिक्षक के साथ समवेत पठन
- b. कठिन शब्दों के उच्चारण का अभ्यास करना
- c. बच्चों द्वारा कविताओं को याद करना और गाना
- d. बच्चे को पसंद आने वाली कहानियों की भूमिका निर्वह गतिविधि का आयोजन करना

210. कक्षा में एक बच्चा ठीक तरीके से पढ़ नहीं पाता, शिक्षक वैयक्तिक रूप से उसका ध्यान रखती है (+1)
और अनुसंकेतों को उपलब्ध कराते हुए उसकी सहायता करती है। वाइगोत्स्की की दृष्टि में इस तरह का सहयोग है-

- a. पुनर्बलन
- b. आधारभूत सहयोग
- c. अनुकूलन
- d. मॉडलिंग

Sanskrit – II

211. अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चित्वा लिखत-

(+1)

भारविः पितुः सपरिश्रमं पठति स्म। परन्तु पिता तस्य वैदुष्यम् एकवारम् अपि नैव प्रशंसितवान् अनेन खिन्नः भारविः पितरं हन्तुं निलीनः। रात्रौ तस्य मात्रा पृष्ठः पिता कथितवान् - "भारविः विश्व-विख्यातः एक अजरः अमरः महाकविः भवतु। इदं विचार्य एव अहं तं प्रत्यक्षं नैव प्रशंसामि। प्रशंसा प्रगतौ पूर्ण - विरामं योजयति। इदं श्रुत्वा भारविः स्वाचरणे पश्चात्तापं कुर्वन् प्रकटोभूय पितृ - पादयोः खड्गं निधाय स्वविचारितं सर्वं सत्यं सत्यम् अकथयत् तदपराधे च आत्मानं हन्तुं निर्णयं श्रावितवान् पित्रा तु 'आत्महत्या महान् अपराधः' इति सन्दिश्य प्रायश्चित्त - रूपं पत्न्या सह श्वशुरालये कानिचित् वर्षाणि प्रवासं कर्तुं सः निर्दिष्टः। भारविः तथाएव कृतवान्।

कानिचित् दिनानि सः श्वशुरालये। सपत्नीकः सानन्दः स्थितवान्। किन्तु पश्चात् श्वशुरेण आज्ञप्तः भारवित तस्य गाः चारयितुं प्रवृत्तः। एकतः गावः स्वेच्छया विचरन्त्यः चरन्ति स्म, तर्हि अन्यतः उपविश्य भारविः किरातार्जुनीयं नाम महाकाव्यं रचयितुं प्रावर्तत। गवां स्वक्षेत्रे प्रविश्य चरणेन कुपितः तत्क्षेपतिः भारवेः श्वशुरं भारवेः चेष्टितं यदा अश्रावयत् तदा श्वशुरः भारविं स्वकार्यं सावधानता - पूर्वकं सम्पादयितुं परुष-वाचा कथितवान् अपि। किन्तु अनेन रुष्टः न भूत्वा भारविः महाकाव्य-विरचनं नैव त्यक्तवान्।

भारविः किरातार्जुनीयस्य कानिचित् सुभाषितानि रात्रौ स्वपत्नीम् अपि श्रवयति स्म। आसात् सा संस्कृतज्ञ विदुषी। स्मरणशक्ति तस्याः तीव्रा आसीत्। एकदा सा गृहदार्सी-

"सहसा विदधीत न क्रियाम्, अविवेकः परमापदां पदम्। वृणुते हि विमृश्य कारिणुं, गुण - लुब्धा स्वयमेव सम्पदा॥"

इसं श्लोकं श्रावितवती। सा अपि ततः प्रभाविता इम् एव श्लोकम् अन्यत्र यत्र सा कार्यं करोति स्म - तत्रत्यां गृह-स्वामिनीम् अश्रावयत सा त् स्व-शयन-कक्षे स्थूल - स्थूलाक्षरेषु इमं लेखयित्वा उपयुक्त स्थाने-सुरक्षितवती।

द्वितीयास्मिन् एव दिने व्यापाराय दश-पञ्चदश-वर्षेभ्यः विदेशे कृत- प्रवासः तस्याः पतिः रात्रौ प्रतिनिवृत्तः। सः पत्न्याः कक्षे तरुणं हृष्टं पुष्टं युवकं शयानं। दृष्ट्वा पत्नीं च दुराचारिणा मत्वा यावत् एव तं हन्तुं प्रवृत्तः तावत् एवं तस्य दृष्टौ उपर्युक्तः श्लोकः आपतितः। विरम्य सः किञ्चित् विचारयितुं प्रवृत्त, तावत् एव तस्य पत्नी तं यथार्थतां प्रबोधितवती यत् अयम् आवयोः आत्मजः एव। "पापात् अहं सुरक्षितः अस्मि अनेन श्लोकेन" इति उक्तवा सः तस्य लेखकं भारचितं तदीयम् आवासम् उपगत्य बहु-बहु-धन- मानादि-समर्पणेन अभ्यनन्त्। श्वशुरः अपि अनेन अत्मानं गौरवन्तिवम् अमन्यत। पुनः प्रायश्चितावधौ समाप्ते गृहं प्रत्यावृत्तं भारविं पिता अति प्रवहदानन्दाश्रुपुरः पुनः पुनः समाश्लिष्य भूरि-भूरि मुक्तकण्ठम् अभिनन्दितवान् इति।

भारवे पत्न्याः का तीव्रा आसीत्।

- a. गतिः
- b. स्मरणशक्तिः
- c. स्वरः
- d. दृष्टिः

212. अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चित्वा लिखत-

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भारविः पितुः सपरिश्रमं पठति स्म। परन्तु पिता तस्य वैदुष्यम् एकवारम् अपि नैव प्रशंसितवान् अनेन खिन्नः भारविः पितरं हन्तुं निलीनः। रात्रौ तस्य मात्रा पृष्ठः पिता कथितवान् - "भारविः विश्व-विख्यातः एक अजरः अमरः महाकविः भवतु। इदं विचार्य एव अहं तं प्रत्यक्षं नैव प्रशंसामि। प्रशंसा प्रगतौ पूर्ण - विराम योजयति। इदं श्रुत्वा भारविः स्वाचरणे पश्चात्तापं कुर्वन् प्रकटोभूय पितृ - पादयोः खड्गं निधाय स्वविचारितं सर्व सत्यं सत्यम् अकथयत् तदपराधे च आत्मानं हन्तुं निर्णयं श्रावितवान् पित्रा तु 'आत्महत्या महान् अपराधः' इति सन्दिश्य प्रायश्चित्त - रूपं पत्न्या सह श्वशुरालये कानिचित् वर्षाणि प्रवासं कर्तुं सः निर्दिष्टः। भारविः तथाएव कृतवान्।

कानिचित् दिनानि सः श्वशुरालये। सपत्नीकः सानन्दः स्थितवान्। किन्तु पश्चात् श्वशुरेण आज्ञप्तः भारवित तस्य गाः चारयितुं प्रवृत्तः। एकतः गावः स्वेच्छया विचरन्त्यः चरन्ति स्म, तर्हि अन्यतः उपविश्य भारविः किरातार्जुनीयं नाम महाकाव्यं रचयितुं प्रावर्तत। गवां स्वक्षेत्रे प्रविश्य चरणेन कुपितः तत्क्षेपतिः भारवेः श्वशुरं भारवेः चेष्टितं यदा अश्रावयत् तदा श्वशुरः भारविं स्वकार्यं सावधानता - पूर्वकं सम्पादयितुं पुरुष-वाचा कथितवान् अपि। किन्तु अनेन रुष्टः न भूत्वा भारविः महाकाव्य-विरचनं नैव त्यक्तवान्।

भारविः किरातार्जुनीयस्य कानिचित् सुभाषितानि रात्रौ स्वपत्नीम् अपि श्रवयति स्म। आसात् सा संस्कृतज्ञ विदुषी। स्मरणशक्ति तस्याः तीव्रा आसीत्। एकदा सा गृहदार्सी-

"सहसा विदधीत न क्रियाम्, अविवेकः परमापदां पदम्। वृणुते हि विमृश्य कारिणुं, गुण - लुब्धा स्वयमेव सम्पदा॥"

इसं श्लोकं श्रावितवती। सा अपि ततः प्रभाविता इम् एव श्लोकम् अन्यत्र यत्र सा कार्यं करोति स्म - तत्रत्यां गृह-स्वामिनीम् अश्रावयत सा त् स्व-शयन-कक्षे स्थूल - स्थूलाक्षरेषु इमं लेखयित्वा उपयुक्त स्थाने-सुरक्षितवती।

द्वितीयास्मिन् एव दिने व्यापाराय दश-पञ्चदश-वर्षेभ्यः विदेशे कृत- प्रवासः तस्याः पतिः रात्रौ प्रतिनिवृत्तः। सः पत्न्याः कक्षे तरुणं हृष्टं पुष्टं युवकं शयानं। दृष्ट्वा पत्नीं च दुराचारिणा मत्वा यावत् एव तं हन्तुं प्रवृत्तः तावत् एवं तस्य दृष्टौ उपर्युक्तः श्लोकः आपतितः। विरम्य सः किञ्चित् विचारयितुं प्रवृत्तः, तावत् एव तस्य पत्नी तं यथार्थतां प्रबोधितवती यत् अयम् आवयोः आत्मजः एव। "पापात् अहं सुरक्षितः अस्मि अनेन श्लोकेन" इति उक्त्वा सः तस्य लेखकं भारचितं तदीयम् आवासम् उपगत्य बहु-बहु-धन- मानादि-समर्पणेन अभ्यनन्त। श्वशुरः अपि अनेन अत्मानं गौरवन्तिवम् अमन्यत। पुनः प्रायश्चितावधौ समाप्ते गृहं प्रत्यावृत्तं भारविं पिता अति प्रवहदानन्दाश्रुपुरः पुनः पुनः समाश्लिष्य भूरि-भूरि मुक्तकण्ठम् अभिनन्दितवान् इति।

'लिखितम्' इत्यस्य पदस्य समानार्थकं पदं गद्यांशे किम् अस्ति ?

- a. धावितुम्
- b. स्थातुम्
- c. रचयितुम्
- d. कर्तुम्

213. अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चित्वा लिखत-

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भारविः पितुः सपरिश्रमं पठति स्म। परन्तु पिता तस्य वैदुष्यम् एकवारम् अपि नैव प्रशंसितवान् अनेन खिन्नः भारविः पितरं हन्तुं निलीनः। रात्रौ तस्य मात्रा पृष्ठः पिता कथितवान् - "भारविः विश्व-विख्यातः एक अजरः अमरः महाकविः भवतु। इदं विचार्य एव अहं तं प्रत्यक्षं नैव प्रशंसामि। प्रशंसा प्रगतौ पूर्ण - विराम योजयति। इदं श्रुत्वा भारविः स्वाचरणे पश्चात्तापं कुर्वन् प्रकटोभूय पितृ - पादयोः खड्गं निधाय स्वविचारितं सर्व सत्यं सत्यम् अकथयत् तदपराधे च आत्मानं हन्तुं निर्णयं श्रावितवान् पित्रा तु 'आत्महत्या महान् अपराधः' इति सन्दिश्य प्रायश्चित्त - रूपं पत्न्या सह श्वशुरालये कानिचित् वर्षाणि प्रवासं कर्तुं सः निर्दिष्टः। भारविः तथाएव कृतवान्।

कानिचित् दिनानि सः श्वशुरालये। सपत्नीकः सानन्दः स्थितवान्। किन्तु पश्चात् श्वशुरेण आज्ञप्तः भारवित तस्य गाः चारयितुं प्रवृत्तः। एकतः गावः स्वेच्छया विचरन्त्यः चरन्ति स्म, तर्हि अन्यतः उपविश्य भारविः किरातार्जुनीयं नाम महाकाव्यं रचयितुं प्रावर्त्तत। गवां स्वक्षेत्रे प्रविश्य चरणेन कुपितः तत्क्षेपतिः भारवेः श्वशुरं भारवेः चेष्टितं यदा अश्रावयत् तदा श्वशुरः भारविं स्वकार्यं सावधानता - पूर्वकं सम्पादयितुं परुष-वाचा कथितवान् अपि। किन्तु अनेन रुष्टः न भूत्वा भारविः महाकाव्य-विरचनं नैव त्यक्तवान्।

भारविः किरातार्जुनीयस्य कानिचित् सुभाषितानि रात्रौ स्वपत्नीम् अपि श्रवयति स्म। आसात् सा संस्कृतज्ञ विदुषी। स्मरणशक्ति तस्याः तीव्रा आसीत्। एकदा सा गृहदासी-

"सहसा विदधीत न क्रियाम्, अविवेकः परमापदां पदम्। वृणुते हि विमृश्य कारिणुं, गुण - लुब्धा स्वयमेव सम्पदा॥"

इसं श्लोकं श्रावितवती। सा अपि ततः प्रभाविता इम् एव श्लोकम् अन्यत्र यत्र सा कार्यं करोति स्म - तत्रत्यां गृह-स्वामिनीम् अश्रावयत सा तृ स्व-शयन-कक्षे स्थूल - स्थूलाक्षरेषु इमं लेखयित्वा उपयुक्त स्थाने-सुरक्षितवती।

द्वितीयास्मिन् एव दिने व्यापाराय दश-पञ्चदश-वर्षेभ्यः विदेशे कृत- प्रवासः तस्याः पतिः रात्रौ प्रतिनिवृत्तः। सः पत्न्याः कक्षे तरुणं हृष्टं पुष्टं युवकं शयानं। दृष्ट्वा पत्नीं च दुराचारिणा मत्वा यावत् एव तं हन्तुं प्रवृत्तः तावत् एवं तस्य दृष्टौ उपर्युक्तः श्लोकः आपतितः। विरम्य सः किञ्चित् विचारयितुं प्रवृत्तः, तावत् एव तस्य पत्नी तं यथार्थतां प्रबोधितवती यत् अयम् आवयोः आत्मजः एव। "पापात् अहं सुरक्षितः अस्मि अनेन श्लोकेन" इति उक्त्वा सः तस्य लेखकं भारचितं तदीयम् आवासम् उपगत्य बहु-बहु-धन- मानादि-समर्पणेन अभ्यनन्त्। श्वशुरः अपि अनेन अत्मानं गौरवन्तिवम् अमन्यत। पुनः प्रायश्चितावधौ समाप्ते गृहं प्रत्यावृत्तं भारविं पिता अति प्रवहदानन्दाश्रुपुरः पुनः पुनः समाश्लिष्य भूरि-भूरि मुक्तकण्ठम् अभिनन्दितवान् इति।

भारविः सपत्नीकः कुत्र अवसत् ?

- a. अरण्ये
- b. देवालये
- c. भवने
- d. श्वशुरालये

214. अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चित्वा लिखत-

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भारविः पितुः सपरिश्रमं पठति स्म। परन्तु पिता तस्य वैदुष्यम् एकवारम् अपि नैव प्रशंसितवान् अनेन खिन्नः भारविः पितरं हन्तुं निलीनः। रात्रौ तस्य मात्रा पृष्ठः पिता कथितवान् - "भारविः विश्व-विख्यातः एक अजरः अमरः महाकविः भवतु। इदं विचार्य एव अहं तं प्रत्यक्षं नैव प्रशंसामि। प्रशंसा प्रगतौ पूर्ण - विराम योजयति। इदं श्रुत्वा भारविः स्वाचरणे पश्चात्तापं कुर्वन् प्रकटोभूय पितृ - पादयो खड्गं निधाय स्वविचारितं सर्व सत्यं सत्यम् अकथयत् तदपराधे च आत्मानं हन्तुं निर्णयं

श्रावितवान् पित्रा तु 'आत्महत्या महान् अपराधः' इति सन्दिश्य प्रायश्चित्त - रूपं पत्न्या सह श्वशुरालये कानिचित् वर्षाणि प्रवासं कर्तुं सः निर्दिष्टः। भारविः तथाएव कृतवान्।

कानिचित् दिनानि सः श्वशुरालये। सपत्नीकः सानन्दः स्थितवान्। किन्तु पश्चात् श्वशुरेण आज्ञप्तः भारवित तस्य गाः चारयितुं प्रवृत्तः। एकतः गावः स्वेच्छया विचरन्त्यः चरन्ति स्म, तर्हि अन्यतः उपविश्य भारविः किरातार्जुनीयं नाम महाकाव्यं रचयितुं प्रावर्तत। गवां स्वक्षेत्रे प्रविश्य चरणेन कुपितः तत्क्षेपतिः भारवेः श्वशुरं भारवेः चेष्टितं यदा अश्रावयत् तदा श्वशुरः भारविं स्वकार्यं सावधानता - पूर्वकं सम्पादयितुं पुरुष-वाचा कथितवान् अपि। किन्तु अनेन रुष्टः न भूत्वा भारविः महाकाव्य-विरचनं नैव त्यक्तवान्।

भारविः किरातार्जुनीयस्य कानिचित् सुभाषितानि रात्रौ स्वपत्नीम् अपि श्रवयति स्म। आसात् सा संस्कृतज्ञ विदुषी। स्मरणशक्ति तस्याः तीव्रा आसीत्। एकदा सा गृहदार्सी-

"सहसा विदधीत न क्रियाम्, अविवेकः परमापदां पदम्। वृणुते हि विमृश्य कारिणुं, गुण - लुब्धा स्वयमेव सम्पदा॥"

इसं श्लोकं श्रावितवती। सा अपि ततः प्रभाविता इम् एव श्लोकम् अन्यत्र यत्र सा कार्यं करोति स्म - तत्रत्यां गृह-स्वामिनीम् अश्रावयत सा त् स्व-शयन-कक्षे स्थूल - स्थूलाक्षरेषु इमं लेखयित्वा उपयुक्त स्थाने-सुरक्षितवती।

द्वितीयास्मिन् एव दिने व्यापाराय दश-पञ्चदश-वर्षेभ्यः विदेशे कृत- प्रवासः तस्याः पतिः रात्रौ प्रतिनिवृत्तः। सः पत्न्याः कक्षे तरुणं हृष्टं पुष्टं युवकं शयानं। दृष्ट्वा पत्नीं च दुराचारिणा मत्वा यावत् एव तं हन्तुं प्रवृत्तः तावत् एवं तस्य दृष्टौ उपर्युक्तः श्लोकः आपतितः। विरम्य सः किञ्चित् विचारयितुं प्रवृत्त, तावत् एव तस्य पत्नी तं यथार्थतां प्रबोधितवती यत् अयम् आवयोः आत्मजः एव। "पापात् अहं सुरक्षितः अस्मि अनेन श्लोकेन" इति उक्तवा सः तस्य लेखकं भारचितं तदीयम् आवासम् उपगत्य बहु-बहु-धन- मानादि-समर्पणेन अभ्यनन्त्। श्वशुरः अपि अनेन अत्मानं गौरवन्तिवम् अमन्यत। पुनः प्रायश्चितावधौ समाप्ते गृहं प्रत्यावृत्तं भारविं पिता अति प्रवहदानन्दाश्रुपुरः पुनः पुनः समाश्लिष्य भूरि-भूरि मुक्तकण्ठम् अभिनन्दितवान् इति।

प्रशंसा प्रगतौ किं योजयति?

- a. पूर्णविरामम्
- b. अर्धविरामम्
- c. तीव्रता
- d. गम्भीर्यम्

215. अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चित्वा लिखत-

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भारविः पितुः सपरिश्रमं पठति स्म। परन्तु पिता तस्य वैदुष्यम् एकवारम् अपि नैव प्रशंसितवान् अनेन खिन्नः भारविः पितरं हन्तुं निलीनः। रात्रौ तस्य मात्रा पृष्ठः पिता कथितवान् - "भारविः विश्व-विख्यातः एक अजरः अमरः महाकविः भवतु। इदं विचार्य एव अहं तं प्रत्यक्षं नैव प्रशंसामि। प्रशंसा प्रगतौ पूर्ण - विराम योजयति। इदं श्रुत्वा भारविः स्वाचरणे पश्चात्तापं कुर्वन् प्रकटोभूय पितृ - पादयोः खड्गं निधाय स्वविचारितं सर्वं सत्यं सत्यम् अकथयत् तदपराधे च आत्मानं हन्तुं निर्णयं श्रावितवान् पित्रा तु 'आत्महत्या महान् अपराधः' इति सन्दिश्य प्रायश्चित्त - रूपं पत्न्या सह श्वशुरालये कानिचित् वर्षाणि प्रवासं कर्तुं सः निर्दिष्टः। भारविः तथाएव कृतवान्।

कानिचित् दिनानि सः श्वशुरालये। सपत्नीकः सानन्दः स्थितवान्। किन्तु पश्चात् श्वशुरेण आज्ञप्तः भारवित तस्य गाः चारयितुं प्रवृत्तः। एकतः गावः स्वेच्छया विचरन्त्यः चरन्ति स्म, तर्हि अन्यतः उपविश्य भारविः किरातार्जुनीयं नाम महाकाव्यं रचयितुं प्रावर्तत। गवां स्वक्षेत्रे प्रविश्य चरणेन कुपितः तत्क्षेपतिः भारवेः श्वशुरं भारवेः चेष्टितं यदा अश्रावयत् तदा श्वशुरः भारविं स्वकार्यं सावधानता - पूर्वकं सम्पादयितुं परुष-वाचा कथितवान् अपि। किन्तु अनेन रुष्टः न भूत्वा भारविः महाकाव्य-विरचनं नैव त्यक्तवान्।

भारविः किरातार्जुनीयस्य कानिचित् सुभाषितानि रात्रौ स्वपत्नीम् अपि श्रवयति स्म। आसात् सा संस्कृतज्ञ विदुषी। स्मरणशक्ति तस्याः तीव्रा आसीत्। एकदा सा गृहदार्सी-

"सहसा विदधीत न क्रियाम्, अविवेकः परमापदां पदम्। वृणुते हि विमृश्य कारिणुं, गुण - लुब्धा स्वयमेव सम्पदा॥"

इसं श्लोकं श्रावितवती। सा अपि ततः प्रभाविता इम् एव श्लोकम् अन्यत्र यत्र सा कार्यं करोति स्म - तत्रत्यां गृह-स्वामिनीम् अश्रावयत सा त् स्व-शयन-कक्षे स्थूल - स्थूलाक्षरेषु इमं लेखयित्वा उपयुक्त स्थाने-सुरक्षितवती।

द्वितीयास्मिन् एव दिने व्यापाराय दश-पञ्चदश-वर्षेभ्यः विदेशे कृत- प्रवासः तस्याः पतिः रात्रौ प्रतिनिवृत्तः। सः पत्न्याः कक्षे तरुणं हृष्टं पुष्टं युवकं शयानं। दृष्ट्वा पत्नीं च दुराचारिणा मत्वा यावत् एव तं हन्तुं प्रवृत्तः तावत् एवं तस्य दृष्टौ उपर्युक्तः श्लोकः आपतितः। विरम्य सः किञ्चित् विचारयितुं प्रवृत्त, तावत् एव तस्य पत्नी तं यथार्थतां प्रबोधितवती यत् अयम् आवयोः आत्मजः एव। "पापात् अहं सुरक्षितः अस्मि अनेन श्लोकेन" इति उक्तवा सः तस्य लेखकं भारचितं तदीयम् आवासन् उपगत्य बहु-बहु-धन- मानादि-समर्पणेन अभ्यनन्त्। श्वशुरः अपि अनेन आत्मानं गौरवन्तिवम् अमन्यत। पुनः प्रायश्चितावधौ समाप्ते गृहं प्रत्यावृत्तं भारविं पिता अति प्रवहदानन्दाश्रुपुरः पुनः पुनः समाश्लिष्य भूरि-भूरि मुक्तकण्ठम् अभिनन्दितवान् इति।

भारविः किं न त्यक्तवान् ?

- a. गृहम्
- b. महाकाव्यविरचनम्
- c. वेदाध्ययनम्
- d. सङ्गीतवादनम्

216. अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चित्वा लिखत-

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भारविः पितुः सपरिश्रमं पठति स्म। परन्तु पिता तस्य वैदुष्यम् एकवारम् अपि नैव प्रशंसितवान् अनेन खिन्नः भारविः पितरं हन्तुं निलीनः। रात्रौ तस्य मात्रा पृष्ठः पिता कथितवान् - "भारविः विश्व-विख्यातः एक अजरः अमरः महाकविः भवतु। इदं विचार्य एव अहं तं प्रत्यक्षं नैव प्रशंसामि। प्रशंसा प्रगतौ पूर्ण - विरामं योजयति। इदं श्रुत्वा भारविः स्वाचरणे पश्चात्तापं कुर्वन् प्रकटोभूय पितु - पादयोः खड्गं निधाय स्वविचारितं सर्व सत्यं सत्यम् अकथयत् तदपराधे च आत्मानं हन्तुं निर्णयं श्रावितवान् पित्रा तु 'आत्महत्या महान् अपराधः' इति सन्दिश्य प्रायश्चित्त - रूपं पत्न्या सह श्वशुरालये कानिचित् वर्षाणि प्रवासं कर्तुं सः निर्दिष्टः। भारविः तथाएव कृतवान्।

कानिचित् दिनानि सः श्वशुरालये। सपत्नीकः सानन्दः स्थितवान्। किन्तु पश्चात् श्वशुरेण आज्ञप्तः भारवित तस्य गाः चारयितुं प्रवृत्तः। एकतः गावः स्वेच्छया विचरन्त्यः चरन्ति स्म, तर्हि अन्यतः उपविश्य भारविः किरातार्जुनीयं नाम महाकाव्यं रचयितुं प्रावर्तत। गवां स्वक्षेत्रे प्रविश्य चरणेन कुपितः तत्क्षेपतिः भारवेः श्वशुरं भारवेः चेष्टितं यदा अश्रावयत् तदा श्वशुरः भारविं स्वकार्यं सावधानता - पूर्वकं सम्पादयितुं परुष-वाचा कथितवान् अपि। किन्तु अनेन रुष्टः न भूत्वा भारविः महाकाव्य-विरचनं नैव त्यक्तवान्।

भारविः किरातार्जुनीयस्य कानिचित् सुभाषितानि रात्रौ स्वपत्नीम् अपि श्रवयति स्म। आसात् सा संस्कृतज्ञा विदुषी। स्मरणशक्ति तस्याः तीव्रा आसीत्। एकदा सा गृहदार्सी-

"सहसा विदधीत न क्रियाम्, अविवेकः परमापदां पदम्। वृणुते हि विमृश्य कारिणुं, गुण - लुब्धा स्वयमेव सम्पदा॥"

इसं श्लोकं श्रावितवती। सा अपि ततः प्रभाविता इम् एव श्लोकम् अन्यत्र यत्र सा कार्यं करोति स्म - तत्रत्यां गृह-स्वामिनीम् अश्रावयत सा त् स्व-शयन-कक्षे स्थूल - स्थूलाक्षरेषु इमं लेखयित्वा उपयुक्त स्थाने-सुरक्षितवती।

द्वितीयास्मिन् एव दिने व्यापाराय दश-पञ्चदश-वर्षेभ्यः विदेशे कृत- प्रवासः तस्याः पतिः रात्रौ प्रतिनिवृत्तः। सः पत्न्याः कक्षे तरुणं हृष्टं पुष्टं युवकं शयानं। दृष्ट्वा पत्नीं च दुराचारिणा मत्वा यावत् एव तं हन्तुं प्रवृत्तः तावत् एवं तस्य दृष्टौ उपर्युक्तः श्लोकः आपतितः। विरम्य सः किञ्चित् विचारयितुं प्रवृत्तः, तावत् एव तस्य पत्नी तं यथार्थतां प्रबोधितवती यत् अयम् आवयोः आत्मजः एव। "पापात् अहं सुरक्षितः अस्मि अनेन श्लोकेन" इति उक्त्वा सः तस्य लेखकं भारचितं तदीयम् आवासम् उपगत्य बहु-बहु-धन- मानादि-समर्पणेन अभ्यनन्त। श्वशुरः अपि अनेन अत्मानं गौरवन्तिवम् अमन्यत। पुनः प्रायश्चितावधौ समाप्ते गृहं प्रत्यावृत्तं भारविं पिता अति प्रवहदानन्दाश्रुपुरः पुनः पुनः समाश्लिष्य भूरि-भूरि मुक्तकण्ठम् अभिनन्दितवान् इति।

'पापात्' इति अस्मिन् पदे का विभक्तिः ?

- a. षष्ठी
- b. चतुर्थी
- c. द्वितीया
- d. पञ्चमी

217. अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चित्वा लिखत-

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भारविः पितुः सपरिश्रमं पठति स्म। परन्तु पिता तस्य वैदुष्यम् एकवारम् अपि नैव प्रशंसितवान् अनेन खिन्नः भारविः पितरं हन्तुं निलीनः। रात्रौ तस्य मात्रा पृष्ठः पिता कथितवान् - "भारविः विश्व-विख्यातः एक अजरः अमरः महाकविः भवतु। इदं विचार्य एव अहं तं प्रत्यक्षं नैव प्रशंसामि। प्रशंसा प्रगतौ पूर्ण - विराम योजयति। इदं श्रुत्वा भारविः स्वाचरणे पश्चात्तापं कुर्वन् प्रकटोभूय पितृ - पादयोः स्पर्शं निधाय स्वविचारितं सर्व सत्यं सत्यम् अकथयत् तदपराधे च आत्मानं हन्तुं निर्णयं श्रावितवान् पित्रा तु 'आत्महत्या महान् अपराधः' इति सन्दिश्य प्रायश्चित्त - रूपं पत्न्या सह श्वशुरालये कानिचित् वर्षाणि प्रवासं कर्तुं सः निर्दिष्टः। भारविः तथाएव कृतवान्।

कानिचित् दिनानि सः श्वशुरालये। सपत्नीकः सानन्दः स्थितवान्। किन्तु पश्चात् श्वशुरेण आज्ञप्तः भारवित तस्य गाः चारयितुं प्रवृत्तः। एकतः गावः स्वेच्छया विचरन्त्यः चरन्ति स्म, तर्हि अन्यतः उपविश्य भारविः किरातार्जुनीयं नाम महाकाव्यं रचयितुं प्रावर्त्तत। गवां स्वक्षेत्रे प्रविश्य चरणेन कुपितः तत्क्षेपतिः भारवेः श्वशुरं भारवेः चेष्टितं यदा अश्रावयत् तदा श्वशुरः भारविं स्वकार्यं सावधानता - पूर्वक सम्पादयितुं परुष-वाचा कथितवान् अपि। किन्तु अनेन रुष्टः न भूत्वा भारविः महाकाव्य-विरचनं नैव त्यक्तवान्।

भारविः किरातार्जुनीयस्य कानिचित् सुभाषितानि रात्रौ स्वपत्नीम् अपि श्रवयति स्म। आसात् सा संस्कृतज्ञ विदुषी। स्मरणशक्ति तस्याः तीव्रा आसीत्। एकदा सा गृहदासी-

"सहसा विदधीत न क्रियाम्, अविवेकः परमापदां पदम्। वृणुते हि विमृश्य कारिणुं, गुण - लुब्धा स्वयमेव सम्पदा॥"

इसं श्लोकं श्रावितवती। सा अपि ततः प्रभाविता इम् एव श्लोकम् अन्यत्र यत्र सा कार्यं करोति स्म - तत्रत्यां गृह-स्वामिनीम् अश्रावयत सा तृ स्व-शयन-कक्षे स्थूल - स्थूलाक्षरेषु इमं लेखयित्वा उपयुक्त स्थाने-सुरक्षितवती।

द्वितीयास्मिन् एव दिने व्यापाराय दश-पञ्चदश-वर्षेभ्यः विदेशे कृत- प्रवासः तस्याः पतिः रात्रौ प्रतिनिवृत्तः। सः पत्न्याः कक्षे तरुणं हृष्टं पुष्टं युवकं शयानं। दृष्ट्वा पत्नीं च दुराचारिणा मत्वा यावत् एव तं हन्तुं प्रवृत्तः तावत् एवं तस्य दृष्टौ उपर्युक्तः श्लोकः आपतितः। विरम्य सः किञ्चित् विचारयितुं प्रवृत्तः, तावत् एव तस्य पत्नी तं यथार्थतां प्रबोधितवती यत् अयम् आवयोः आत्मजः एव। "पापात् अहं सुरक्षितः अस्मि अनेन श्लोकेन" इति उक्त्वा सः तस्य लेखकं भारचितं तदीयम् आवासम् उपगत्य बहु-बहु-धन- मानादि-समर्पणेन अभ्यनन्त्। श्वशुरः अपि अनेन अत्मानं गौरवन्तिवम् अमन्यत। पुनः प्रायश्चितावधौ समाप्ते गृहं प्रत्यावृत्तं भारविं पिता अति प्रवहदानन्दाश्रुपुरः पुनः पुनः समाश्लिष्य भूरि-भूरि मुक्तकण्ठम् अभिनन्दितवान् इति।

गृहस्वामी कस्मात् सुरक्षितः अभवत् ?

- a. सर्पात्
- b. पापात्
- c. सिंहात्
- d. चौरात्

218. अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चित्वा लिखत-

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भारविः पितुः सपरिश्रमं पठति स्म। परन्तु पिता तस्य वैदुष्यम् एकवारम् अपि नैव प्रशंसितवान् अनेन खिन्नः भारविः पितरं हन्तुं निलीनः। रात्रौ तस्य मात्रा पृष्ठः पिता कथितवान् - "भारविः विश्व-विख्यातः एक अजरः अमरः महाकविः भवतु। इदं विचार्य एव अहं तं प्रत्यक्षं नैव प्रशंसामि। प्रशंसा प्रगतौ पूर्ण - विराम योजयति। इदं श्रुत्वा भारविः स्वाचरणे पश्चात्तापं कुर्वन् प्रकटोभूय पितृ - पादयो खड्गं निधाय स्वविचारितं सर्व सत्यं सत्यम् अकथयत् तदपराधे च आत्मानं हन्तुं निर्णयं

श्रावितवान् पित्रा तु 'आत्महत्या महान् अपराधः' इति सन्दिश्य प्रायश्चित्त - रूपं पत्न्या सह श्वशुरालये कानिचित् वर्षाणि प्रवासं कर्तुं सः निर्दिष्टः। भारविः तथाएव कृतवान्।

कानिचित् दिनानि सः श्वशुरालये। सपत्नीकः सानन्दः स्थितवान्। किन्तु पश्चात् श्वशुरेण आज्ञप्तः भारवित तस्य गाः चारयितुं प्रवृत्तः। एकतः गावः स्वेच्छया विचरन्त्यः चरन्ति स्म, तर्हि अन्यतः उपविश्य भारविः किरातार्जुनीयं नाम महाकाव्यं रचयितुं प्रावर्तत। गवां स्वक्षेत्रे प्रविश्य चरणेन कुपितः तत्क्षेपतिः भारवेः श्वशुरं भारवेः चेष्टितं यदा अश्रावयत् तदा श्वशुरः भारविं स्वकार्यं सावधानता - पूर्वकं सम्पादयितुं परुष-वाचा कथितवान् अपि। किन्तु अनेन रुष्टः न भूत्वा भारविः महाकाव्य-विरचनं नैव त्यक्तवान्।

भारविः किरातार्जुनीयस्य कानिचित् सुभाषितानि रात्रौ स्वपत्नीम् अपि श्रवयति स्म। आसात् सा संस्कृतज्ञ विदुषी। स्मरणशक्ति तस्याः तीव्रा आसीत्। एकदा सा गृहदार्सी-

"सहसा विदधीत न क्रियाम्, अविवेकः परमापदां पदम्। वृणुते हि विमृश्य कारिणुं, गुण - लुब्धा स्वयमेव सम्पदा॥"

इसं श्लोकं श्रावितवती। सा अपि ततः प्रभाविता इम् एव श्लोकम् अन्यत्र यत्र सा कार्यं करोति स्म - तत्रत्यां गृह-स्वामिनीम् अश्रावयत सा त् स्व-शयन-कक्षे स्थूल - स्थूलाक्षरेषु इमं लेखयित्वा उपयुक्त स्थाने-सुरक्षितवती।

द्वितीयास्मिन् एव दिने व्यापाराय दश-पञ्चदश-वर्षेभ्यः विदेशे कृत- प्रवासः तस्याः पतिः रात्रौ प्रतिनिवृत्तः। सः पत्न्याः कक्षे तरुणं हृष्टं पुष्टं युवकं शयानं। दृष्ट्वा पत्नीं च दुराचारिणा मत्वा यावत् एव तं हन्तुं प्रवृत्तः तावत् एवं तस्य दृष्टौ उपर्युक्तः श्लोकः आपतितः। विरम्य सः किञ्चित् विचारयितुं प्रवृत्त, तावत् एव तस्य पत्नी तं यथार्थतां प्रबोधितवती यत् अयम् आवयोः आत्मजः एव। "पापात् अहं सुरक्षितः अस्मि अनेन श्लोकेन" इति उक्तवा सः तस्य लेखकं भारचितं तदीयम् आवासम् उपगत्य बहु-बहु-धन- मानादि-समर्पणेन अभ्यनन्त्। श्वशुरः अपि अनेन अत्मानं गौरवन्तिवम् अमन्यत। पुनः प्रायश्चितावधौ समाप्ते गृहं प्रत्यावृत्तं भारविं पिता अति प्रवहदानन्दाश्रुपुरः पुनः पुनः समाश्लिष्य भूरि-भूरि मुक्तकण्ठम् अभिनन्दितवान् इति।

'अभ्यनन्दत्' इत्यस्य पदस्य शुद्धः विच्छेदः अस्ति?

- a. अभ्यन् + अन्दत्
- b. अभ्यन + न्दत्
- c. अभि + अनन्दत्
- d. अभ्य + नन्दत्

219. अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चित्वा लिखत-

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एकः धार्मिकः सत्सङ्गानुरागी राजा आसीत्। सः दूर - दूरात् साधून् महात्मनः आहूय तेभ्यः जानोपदेशं शृणोति तानि धनादि-प्रदानेन सम्मानयति स्म।

एकदा एकः महात्मा ततः दानं दक्षिणाम् आदाय परावर्तमानः कैश्चित् दस्युभिः दृष्टिः। ते दस्यवः तस्य साधोः हस्तौ कर्तयित्वा दान - दक्षिणाम् अच्छिद्य च पलायितवन्तः।

कतिपय - मासान्तरं सः एव महात्मा राजा पुनरपि भगवच्चर्चयै आहूतः। अस्मिन् वारे दस्तवः अति साधु - वेषं धृत्वा तस्मिन् राजकीये सत्सङ्गे समुपस्थिताः। तान् दृष्ट्वा कृत्त - हस्तः महात्मा राजानं कथितवान् - "महाराज ! इमे साधवः मम जानिनः सुहृदः सन्ति। इमे अवश्यं सम्माननीयाः।" राजा तान् अपूजयतु, एकां बृहतं धन-पेटिकां च तेषाम् आवासे प्रापयितुं स्वकीयम् एकं कर्मचारिणं प्रेषितवान्।

मार्गे कर्मचारी तान् साधून् अपृच्छत् - "कथ्यताम् महात्मा कथं जनाति ? कथम् असौ भवद्भ्यः इदं धनम् अदापयत् ?" साधवः उदतरन् - "सः मृत्युमुखे आसीत्। वयम् एव तं मृत्योः अमोचयाम। हस्तौ एकं तस्य कर्त्तितौ अभवताम्। अतः एव उपकारकान् अस्मान् सः महाराजेन सम्मानयत्।"

पृथ्वी माता तेषाम् इमां निराधार - वार्तां न असहत्। सा व्यदीर्यत्। तत्र एव ते व्यलीयन्त। विस्मितः कर्मचारी राजानम् उपगत्य सर्वां घटनाम् अश्रावयत्। कृत्त - हस्तः महात्मा अपि तदा तत्र एव आसीत्। सः अपि तैः साधुभिः सह दुर्घटितां घटनाम् आकर्ण्य अतीव दुःखितः अभवत्, उच्चैः उच्चैः रोदितुं प्रावर्तत च।

किन्तु आश्चर्यं! महत् आश्चर्यम् !! तदा एवं सः महात्मा पुनः उत्पन्न - हस्तः अजायत। राजा तद् एतद् दृष्ट्वा रहस्यम् एतस्य कथयितुं महात्मानं प्रार्थितवान्। महात्मा अकथयत् - "राजन्! सत्यम् एव ते साधवः मम सुहृदः सन्ति। भवद्भ्यः धन - ग्रहीतारौ हस्तौ छित्वा ते माम् उपकृतवन्तः एव। किन्तु भगवत्कृपया तो पुनर् अपित उत्पन्नौ। मम एव कारणेन ते पृथिव्यां व्यलीयन्त। मम एव कारणेन तेषां सुहृदां वियोगेन अहम् इदानीं भृशं दुःखी सञ्चातः विलयामि च" इति।

सत्सङ्गानुसारी राजा किं करोति स्म ?

- a. आखेटाय गच्छति स्म।
- b. संगीतं शृणोति स्म।
- c. जानोपदेशं शृणोति स्म।

d. युद्धं करोति स्म।

220. अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चित्वा लिखत-

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एकः धार्मिकः सत्सङ्गानुरागी राजा आसीत्। सः दूर - दूरात् साधून् महात्मनः आहूय तेभ्यः ज्ञानोपदेशं शृणोति तानि धनादि-प्रदानेन सम्मानयति स्म।

एकदा एकः महात्मा ततः दान दक्षिणाम् आदाय परावर्तमानः कैश्चित् दस्युभिः दृष्टिः। ते दस्यवः तस्य साधोः हस्तौ कर्तयित्वा दान - दक्षिणाम् अच्छिद्य च पलायितवन्तः।

कतिपय - मासान्तरं सः एव महात्मा राजा पुनरपि भगवच्चर्चयै आहूतः। अस्मिन् वारे दस्तवः अति साधु - वेषं धृत्वा तस्मिन् राजकीये सत्सङ्गे समुपस्थिताः। तान् दृष्ट्वा कृत-हस्तः महात्मा राजानं कथितवान् - "महाराज ! इमे साधवः मम ज्ञानिनः सुहृदः सन्ति। इमे अवश्यं सम्माननीयाः।" राजा तान् अपूजयत्, एकां बृहत् धन-पेटिकां च तेषाम् आवासे प्रापयितुं स्वकीयम् एकं कर्मचारिणं प्रेषितवान्।

मार्गे कर्मचारी तान् साधून् अपृच्छत् - "कथ्यताम् महात्मा कथं जनाति ? कथम् असौ भवद्भ्यः इदं धनम् अदापयत् ?" साधवः उदतरन् - "सः मृत्युमुखे आसीत्। वयम् एव तं मृत्योः अमोचयाम। हस्तौ एक तस्य कर्तितौ अभवताम्। अतः एव उपकारकान् अस्मान् सः महाराजेन सममानयत्।"

पृथ्वी माता तेषाम् इमां निराधार - वार्तां न असहत्। सा व्यदीर्यत। तत्र एव ते व्यलीयन्त। विस्मितः कर्मचारी राजानम् उपगत्य सर्वा घटनाम् अश्रावयत्। कृत - हस्तः महात्मा अपि तदा तत्र एव आसीत्। सः अपि तैः साधुभिः सह दुर्घटितां घटनाम् आकर्ण्य अतीव दुःखितः अभवत्, उच्चैः उच्चैः रोदितुं प्रावर्तत च।

किन्तु आश्चर्यं! महत् आश्चर्यम् !! तदा एवं सः महात्मा पुनः उत्पन्न - हस्तः अजायत। राजा तद् एतद् दृष्ट्वा रहस्यम् एतस्य कथयितुं महात्मानं प्रार्थितवान्। महात्मा अकथयत् - "राजन्! सत्यम् एव ते साधवः मम सुहृदः सन्ति। भवद्भ्यः धन - ग्रहीतारौ हस्तौ छित्वा ते माम् उपकृतवन्तः एव। किन्तु भगवत्कृपया तो पुनर् अपित उत्पन्नौ। मम एव कारणेन ते पृथिव्यां व्यलीयन्त। मम एव कारणेन तेषां सुहृदां वियोगेन अहम् इदानीं भृशं दुःखी सञ्जातः विलयामि च" इति।

महात्मा कै दृष्टः ?

a. दस्युभिः

b. नाविकैः

c. साधुभिः

d. सैनिकैः

221. अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चित्वा लिखत-

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एकः धार्मिकः सत्सङ्गानुरागी राजा आसीत्। सः दूर - दूरात् साधून् महात्मनः आहूय तेभ्यः ज्ञानोपदेशं शृणोति तानि धनादि-प्रदानेन सम्मानयति स्म।

एकदा एकः महात्मा ततः दान दक्षिणाम् आदाय परावर्तमानः कैश्चित् दस्युभिः दृष्टिः। ते दस्यवः तस्य साधोः हस्तौ कर्तयित्वा दान - दक्षिणाम् अच्छिद्य च पलायितवन्तः।

कतिपय - मासान्तरं सः एव महात्मा राजा पुनरपि भगवच्चर्चयि आहूतः। अस्मिन् वारे दस्तवः अति साधु - वेषं धृत्वा तस्मिन् राजकीये सत्सङ्गे समुपस्थिताः। तान् दृष्ट्वा कृत्त-हस्तः महात्मा राजानं कथितवान् - "महाराज ! इमे साधवः मम ज्ञानिनः सुहृदः सन्ति। इमे अवश्यं सम्माननीयाः।" राजा तान् अपूजयतु, एकां बृहत् धन-पेटिकां च तेषाम् आवासे प्रापयितुं स्वकीयम् एकं कर्मचारिणं प्रेषितवान्।

मार्गे कर्मचारी तान् साधून् अपृच्छत् - "कथ्यताम् महात्मा कथं जनाति ? कथम् असौ भवद्भ्यः इदं धनम् अदापयत् ?" साधवः उदतरन् - "सः मृत्युमुखे आसीत्। वयम् एव तं मृत्योः अमोचयाम। हस्तौ एक तस्य कर्तितौ अभवताम्। अतः एव उपकारकान् अस्मान् सः महाराजेन सम्मानयत्।"

पृथ्वी माता तेषाम् इमां निराधार - वार्तां न असहत। सा व्यदीर्यत। तत्र एव ते व्यलीयन्त। विस्मितः कर्मचारी राजानम् उपगत्य सर्वां घटनाम् अश्रावयत्। कृत्त - हस्तः महात्मा अपि तदा तत्र एव आसीत्। सः अपि तैः साधुभिः सह दुर्घटितां घटनाम् आकर्ण्य अतीव दुःखितः अभवत्, उच्चैः उच्चैः रोदितुं प्रावर्तत च।

किन्तु आश्चर्यं! महत् आश्चर्यम् !! तदा एवं सः महात्मा पुनः उत्पन्न - हस्तः अजायत। राजा तद् एतद् दृष्ट्वा रहस्यम् एतस्य कथयितुं महात्मानं प्रार्थितवान्। महात्मा अकथयत् - "राजन्! सत्यम् एव ते साधवः मम सुहृदः सन्ति। भवद्भ्यः धन - ग्रहीतारौ हस्तौ छित्वा ते माम् उपकृतवन्तः एव। किन्तु भगवत्कृपया तो पुनर् अपित उत्पन्नौ। मम एव कारणेन ते पृथिव्यां व्यलीयन्त। मम एव कारणेन तेषां सुहृदां वियोगेन अहम् इदानीं भृशं दुःखी सञ्जातः विलयामि च" इति।

पृथ्वीमाता किं न असहत् ?

a. वृष्टिम्

- b. अपमानम्
- c. नाट्यम्
- d. दस्यूनाम् निराधारवातम्

222. अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चित्वा लिखत-

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एकः धार्मिकः सत्सङ्गानुरागी राजा आसीत्। सः दूर - दूरात् साधून् महात्मनः आहूय तेभ्यः जानोपदेशं शृणोति तानि धनादि-प्रदानेन सम्मानयति स्म।

एकदा एकः महात्मा ततः दान दक्षिणाम् आदाय परावर्तमानः कैश्चित् दस्युभिः दृष्टिः। ते दस्यवः तस्य साधोः हस्तौ कर्तयित्वा दान - दक्षिणाम् अच्छिद्य च पलायितवन्तः।

कतिपय - मासान्तरं सः एव महात्मा राजा पुनरपि भगवच्चर्चयै आहूतः। अस्मिन् वारे दस्तवः अति साधु - वेषं धृत्वा तस्मिन् राजकीये सत्सङ्गे समुपस्थिताः। तान् दृष्ट्वा कृत-हस्तः महात्मा राजानं कथितवान् - "महाराज ! इमे साधवः मम जानिनः सुहृदः सन्ति। इमे अवश्यं सम्माननीयाः।" राजा तान् अपूजयतु, एकां बृहत धन-पेटिकां च तेषाम् आवासे प्रापयितुं स्वकीयम् एकं कर्मचारिणं प्रेषितवान्।

मार्गे कर्मचारी तान् साधून् अपृच्छत् - "कथ्यताम् महात्मा कथं जनाति ? कथम् असौ भवद्भ्यः इदं धनम् अदापयत् ?" साधवः उदतरन् - "सः मृत्युमुखे आसीत्। वयम् एव तं मृत्योः अमोचयाम। हस्तौ एक तस्य कर्तितौ अभवताम्। अतः एव उपकारकान् अस्मान् सः महाराजेन सममानयत्।"

पृथ्वी माता तेषाम् इमां निराधार - वार्तां न असहत। सा व्यदीर्यत। तत्र एव ते व्यलीयन्त। विस्मितः कर्मचारी राजानम् उपगत्य सर्वा घटनाम् अश्रावयत्। कृत - हस्तः महात्मा अपि तदा तत्र एव आसीत्। सः अपि तैः साधुभिः सह दुर्घटितां घटनाम् आकर्ण्य अतीव दुःखितः अभवत्, उच्चैः उच्चैः रोदितुं प्रावर्तत च।

किन्तु आश्चर्यं! महत् आश्चर्यम् !! तदा एवं सः महात्मा पुनः उत्पन्न - हस्तः अजायत। राजा तद् एतद् दृष्ट्वा रहस्यम् एतस्य कथयितुं महात्मानं प्रार्थितवान्। महात्मा अकथयत् - "राजन्! सत्यम् एव ते साधवः मम सुहृदः सन्ति। भवद्भ्यः धन - ग्रहीतारौ हस्तौ छित्वा ते माम् उपकृतवन्तः एव। किन्तु भगवत्कृपया तो पुनर् अपित उत्पन्नौ। मम एव कारणेन ते पृथिव्यां व्यलीयन्त। मम एव कारणेन तेषां सुहृदां वियोगेन अहम् इदानीं भृशं दुःखी सञ्जातः विलयामि च" इति।

साधुभिः इति अस्मिन् पदे का विभक्तिः ?

- a. षष्ठी
- b. तृतीया
- c. सप्तमी
- d. द्वितीया

223. अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चित्वा लिखत-

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एकः धार्मिकः सत्सङ्गानुरागी राजा आसीत्। सः दूर - दूरात् साधून् महात्मनः आहूय तेभ्यः जानोपदेशं शृणोति तानि धनादि-प्रदानेन सम्मानयति स्म।

एकदा एकः महात्मा ततः दान दक्षिणाम् आदाय परावर्तमानः कैश्चित् दस्युभिः दृष्टिः। ते दस्यवः तस्य साधोः हस्तौ कर्तयित्वा दान - दक्षिणाम् अच्छिद्य च पलायितवन्तः।

कतिपय - मासान्तरं सः एव महात्मा राजा पुनरपि भगवच्चर्चयै आहूतः। अस्मिन् वारे दस्तवः अति साधु - वेषं धृत्वा तस्मिन् राजकीये सत्सङ्गे समुपस्थिताः। तान् दृष्ट्वा कृत्त-हस्तः महात्मा राजानं कथितवान् - "महाराज ! इमे साधवः मम जानिनः सुहृदः सन्ति। इमे अवश्यं सम्माननीयाः।" राजा तान् अपूजयत्, एकां बृहत धन-पेटिकां च तेषाम् आवासे प्रापयितुं स्वकीयम् एकं कर्मचारिणं प्रेषितवान्।

मार्गे कर्मचारी तान् साधून् अपृच्छत् - "कथ्यताम् महात्मा कथं जनाति ? कथम् असौ भवद्भ्यः इदं धनम् अदापयत् ?" साधवः उदतरन् - "सः मृत्युमुखे आसीत्। वयम् एव तं मृत्योः अमोचयाम। हस्तौ एक तस्य कर्तितौ अभवताम्। अतः एव उपकारकान् अस्मान् सः महाराजेन सममानयत्।"

पृथ्वी माता तेषाम् इमां निराधार - वार्तां न असहत। सा व्यदीर्यत। तत्र एव ते व्यलीयन्त। विस्मितः कर्मचारी राजानम् उपगत्य सर्वा घटनाम् अश्रावयत्। कृत्त - हस्तः महात्मा अपि तदा तत्र एव आसीत्। सः अपि तैः साधुभिः सह दुर्घटितां घटनाम् आकर्ण्य अतीव दुःखितः अभवत्, उच्चैः उच्चैः रोदितुं प्रावर्तत च।

किन्तु आश्चर्यं महत् आश्चर्यम् !! तदा एवं सः महात्मा पुनः उत्पन्न - हस्तः अजायत। राजा तद् एतद् दृष्ट्वा रहस्यम् एतस्य कथयितुं महात्मानं प्रार्थितवान्। महात्मा अकथयत् - "राजन्! सत्यम् एव ते साधवः मम सुहृदः सन्ति। भवद्भ्यः धन - ग्रहीतारौ हस्तौ छित्वा ते माम् उपकृतवन्तः एव। किन्तु भगवत्कृपया तो पुनर् अपित उत्पन्नौ। मम एव कारणेन ते पृथिव्यां व्यलीयन्त। मम एव कारणेन तेषां सुहृदां वियोगेन अहम् इदानीं भृशं दुःखी सञ्जातः विलयामि च" इति।

'सुखी' इति अस्य पदस्य विपरीतार्थकम् पदं गद्यांशे किम् अस्ति ?

- a. दुःखी
- b. भयभीतः
- c. प्रसन्नः
- d. व्याकुलः

224. अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चित्वा लिखत-

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एकः धार्मिकः सत्सङ्गानुरागी राजा आसीत्। सः दूर - दूरात् साधून् महात्मनः आहूय तेभ्यः जानोपदेशं शृणोति तानि धनादि-प्रदानेन सम्मानयति स्म।

एकदा एकः महात्मा ततः दान दक्षिणाम् आदाय परावर्तमानः कैश्चित् दस्युभिः दृष्टिः। ते दस्यवः तस्य साधोः हस्तौ कर्तयित्वा दान - दक्षिणाम् अच्छिद्य च पलायितवन्तः।

कतिपय - मासान्तरं सः एव महात्मा राजा पुनरपि भगवच्चर्चयै आहूतः। अस्मिन् वारे दस्तवः अति साधु - वेषं धृत्वा तस्मिन् राजकीये सत्सङ्गे समुपस्थिताः। तान् दृष्ट्वा कृत-हस्तः महात्मा राजानं कथितवान् - "महाराज ! इमे साधवः मम जानिनः सुहृदः सन्ति। इमे अवश्यं सम्माननीयाः।" राजा तान् अपूजयत्, एकां बृहत् धन-पेटिकां च तेषाम् आवासे प्रापयितुं स्वकीयम् एकं कर्मचारिणं प्रेषितवान्।

मार्गे कर्मचारी तान् साधून् अपृच्छत् - "कथ्यताम् महात्मा कथं जनाति ? कथम् असौ भवद्भ्यः इदं धनम् अदापयत् ?" साधवः उदतरन् - "सः मृत्युमुखे आसीत्। वयम् एव तं मृत्योः अमोचयाम। हस्तौ एक तस्य कर्तितौ अभवताम्। अतः एव उपकारकान् अस्मान् सः महाराजेन सममानयत्।"

पृथ्वी माता तेषाम् इमां निराधार - वार्तां न असहत। सा व्यदीर्यत। तत्र एव ते व्यलीयन्त। विस्मितः कर्मचारी राजानम् उपगत्य सर्वा घटनाम् अश्रावयत्। कृत - हस्तः महात्मा अपि तदा तत्र एव आसीत्। सः अपि तैः साधुभिः सह दुर्घटितां घटनाम् आकर्ण्य अतीव दुःखितः अभवत्, उच्चैः उच्चैः रोदितुं प्रावर्तत च।

किन्तु आश्चर्यं! महत् आश्चर्यम् !! तदा एवं सः महात्मा पुनः उत्पन्न - हस्तः अजायत। राजा तद् एतद् दृष्ट्वा रहस्यम् एतस्य कथयितुं महात्मानं प्रार्थितवान्। महात्मा अकथयत् - "राजन्! सत्यम् एव ते साधवः मम सुहृदः सन्ति। भवद्भ्यः धन - ग्रहीतारौ हस्तौ छित्वा ते माम् उपकृतवन्तः एव। किन्तु

भगवत्कृपया तो पुनर् अपित उत्पन्नौ। मम एव कारणेन ते पृथिव्यां व्यलीयन्त। मम एव कारणेन तेषां सुहृदां वियोगेन अहम् इदानीं भृशं दुःखी सञ्चातः विलयामि च" इति।

राजा साधुभ्यः किं अयच्छत् ?

- a. रत्नानि
- b. भोजनं
- c. बृहती धनपेटिका
- d. गृहम्

225. अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चित्वा लिखत-

(+1)

एकः धार्मिकः सत्सङ्गानुरागी राजा आसीत्। सः दूर - दूरात् साधून् महात्मनः आहूय तेभ्यः जानोपदेशं शृणोति तानि धनादि-प्रदानेन सम्मानयति स्म।

एकदा एकः महात्मा ततः दान दक्षिणाम् आदाय परावर्तमानः कैश्चित् दस्युभिः दृष्टिः। ते दस्यवः तस्य साधोः हस्तौ कर्तयित्वा दान - दक्षिणाम् अच्छिद्य च पलायितवन्तः।

कतिपय - मासान्तरं सः एव महात्मा राजा पुनरपि भगवच्चर्चयै आहूतः। अस्मिन् वारे दस्तवः अति साधु - वेषं धृत्वा तस्मिन् राजकीये सत्सङ्गे समुपस्थिताः। तान् दृष्ट्वा कृत-हस्तः महात्मा राजानं कथितवान् - "महाराज ! इमे साधवः मम जानिनः सुहृदः सन्ति। इमे अवश्यं सम्माननीयाः।" राजा तान् अपूजयत्, एकां बृहत् धन-पेटिकां च तेषाम् आवासे प्रापयितुं स्वकीयम् एकं कर्मचारिणं प्रेषितवान्।

मार्गे कर्मचारी तान् साधून् अपृच्छत् - "कथ्यताम् महात्मा कथं जनाति ? कथम् असौ भवद्भ्यः इदं धनम् अदापयत् ?" साधवः उदतरन् - "सः मृत्युमुखे आसीत्। वयम् एव तं मृत्योः अमोचयाम। हस्तौ एक तस्य कर्तितौ अभवताम्। अतः एव उपकारकान् अस्मान् सः महाराजेन सममानयत्।"

पृथ्वी माता तेषाम् इमां निराधार - वार्तां न असहत्। सा व्यदीर्यत्। तत्र एव ते व्यलीयन्त। विस्मितः कर्मचारी राजानम् उपगत्य सर्वा घटनाम् अश्रावयत्। कृत - हस्तः महात्मा अपि तदा तत्र एव आसीत्। सः अपि तैः साधुभिः सह दुर्घटितां घटनाम् आकर्ण्य अतीव दुःखितः अभवत्, उच्चैः उच्चैः रोदितुं प्रावर्तत च।

किन्तु आश्चर्य! महत् आश्चर्यम् !! तदा एवं सः महात्मा पुनः उत्पन्न - हस्तः अजायत। राजा तद् एतद् दृष्ट्वा रहस्यम् एतस्य कथयितुं महात्मानं प्रार्थितवान्। महात्मा अकथयत् - "राजन्! सत्यम् एव ते साधवः मम सुहृदः सन्ति। भवद्भ्यः धन - ग्रहीतारौ हस्तौ छित्वा ते माम् उपकृतवन्तः एव। किन्तु भगवत्कृपया तो पुनर् अपित उत्पन्नौ। मम एव कारणेन ते पृथिव्यां व्यलीयन्त। मम एव कारणेन तेषां सुहृदां वियोगेन अहम् इदानीं भृशं दुःखी सञ्चातः विलयामि च" इति।

गद्यांश क्त्वाप्रत्ययान्तं पदं किम् ?

- a. रोदितुम्
- b. दृष्ट्वा
- c. उच्चैः
- d. आवासे

226. एकः जनः मार्गे भवते एकं पत्रकं ददाति। भवान् एतत् पठितुम् कस्याः पठनपद्धतेः प्रयोगं करिष्यति ?

(+1)

- a. गहनपठनम्
- b. क्रमवीक्षणम्
- c. पूर्वपठनम्
- d. द्रुतपठनम्

227. अधोलिखितेषु पठनाय किं श्रेष्ठं अस्ति?

(+1)

- a. पठनं केवलं संकेतानां निष्कूटनम् अस्ति।
- b. पाठ्यवस्तुनः सम्यक्धनं पठनम् अस्ति।
- c. पाठ्यवस्तुनः अवबोधं पठनम् अस्ति।

d. छात्रैः कठिनशब्दानां अर्थानां स्मरणं पठनं अस्ति।

228. कक्षायां पूर्वपठनविधिः कस्यार्थं भवति ?

(+1)

- a. छात्रस्य पूर्वज्ञानं पाठ्यवस्तुना सह योजयितुम्।
- b. पाठ्यं कण्ठस्थीकर्तुम्।
- c. पाठ्यं कण्ठस्थीकरणाय छात्रं सज्जीकर्तुम्।
- d. कठिनशब्दानां अर्थात् कण्ठस्थीकरणाय छात्रान् सज्जीकर्तुम्।

229. "मुक्तलेखनं" लेखनप्रक्रियायाः कस्मिन् स्तरे छात्रेभ्यः सहायकं भवति ?

(+1)

- a. सम्पादनस्तरे
- b. त्रुटिशोधनस्तरे
- c. समीक्षास्तरे
- d. पूर्वलेखनस्तरे अन्वेषणस्तरे च

230. लेखनप्रक्रियायां पूर्वलेखनस्तरे अधोलिखितेषु का पद्धतिः सहायिका भवति ?

(+1)

- a. मानसप्रारूपम्
- b. सारांशीकरणम्
- c. टिप्पणीसंकलनम्
- d. सम्पादनम्

231. भाषायां लघुतमा सार्थका ईकाई अस्ति-

(+1)

- a. रुपिम
- b. अर्थविज्ञानम्
- c. स्वनिम
- d. वाक्य-संरचना

232. एका शिक्षिका मन्यते यत् मानवाः जन्मतः एकभाषार्जनस्य योग्यतां। तस्याः विचारः केन सह सङ्गतः अस्ति- (+1)

- a. संक्रियावादी अनुकूलनेन
- b. अवलोकनपरकशिक्षणेन
- c. सहजज्ञानवादेन
- d. पुनर्बलनेन

233. सर्वे शिशवः कूजनं अव्यक्तवाचं च कुर्वन्ति। अयं केन सैद्धान्तिकपरिप्रेक्ष्येण समर्थितः ? (+1)

- a. व्यवहारवादीसिद्धान्तेन
- b. सहजज्ञानवादीसिद्धान्तेन
- c. संक्रियानुकूलनसिद्धान्तेन
- d. संज्ञानात्मकसिद्धान्तेन

234. गीता पञ्चभिन्नाभिः भाषाभिः सम्भाषते। अत एव सा _____ भवेत्। (+1)

- a. द्विभाषी वक्त्र
- b. बहुभाषाविद्

- c. एकलभाषी वक्तृ
- d. भाषावैज्ञानिकः

235. भाषाशिक्षणविषये अधोलिखितेषु किं कथनं सत्यं अस्ति: ? (+1)

- a. सर्वे जनाः समानगत्या भाषां शिक्षन्ते।
- b. कोऽपि जनः प्रारम्भिकवयसि भाषां शिक्षितुं शक्नोति।
- c. कोऽपि जनः स्वजीवनकाले द्विभाषानां अर्जितुम् शक्नोति।
- d. कोऽपि जनः कस्याम् अपि वयसि भाषां शिक्षितुं शक्नोति परन्तु अल्पवयसि एतत् सरलतरं भवति।

236. षष्ठकक्षायाः छात्रा - साधना मन्ददृष्टिः बालिका अस्ति। भाषाशिक्षकरूपेण भवान् कां पद्धतिं प्रयोज्यति? (+1)

- a. अधिकारिणं तस्यै विशेषाध्यापकस्य प्रबन्धनाय आग्रहः।
- b. तया सह सामान्यव्यवहारः तथा च श्रव्यसामग्रीमाध्यमेन तस्याः सहायता।
- c. प्रधानाचार्या ताम् विशेषविद्यालयं प्रेषितुं अभ्यर्थन।
- d. परेभ्यः निम्नतरप्रदर्शनाय तस्यै क्षमादानम्।

237. भवान् भोजनपचनात् पूर्व पाकविधिं पठति। भवान् कां पठनपद्धतिं पठति। भवान् कां पठनपद्धतिं प्रयोज्यति ? (+1)

- a. विस्तृतपठनम्
- b. क्रमवीक्षणम्
- c. पूर्वपठनम्

d. द्रुतपठनम्

238. बालकेन्द्रितवाचि अधोलिखितेषु किं सर्वाधिकं उचितं अस्ति ?

(+1)

- a. अस्यां पूर्णानि वाक्यानि समाविष्टानि सन्ति।
- b. अस्यां पुनरावृत्तेः अभावः वर्तते।
- c. इयं पूर्वानुभवैः सह संयुक्तः भवति।
- d. इयं ध्यानाकर्षणाय उपकल्पते।

239. मौखिकभाषायाः विकासः भाविभाषशिक्षणाय एकस्य सशक्तआधारस्य निर्माणं करोति। मौखिक भाषाविकासाय का कक्षापद्धतिः प्रयोज्या ?

(+1)

- a. पाठ्यपुस्तके पाठ्यकथायाः स्वशिक्षकेन सह छात्रैः समवेतपठनम्।
- b. कठिनशब्दानां उच्चारणभ्यासः।
- c. छात्रैः कवितानां कण्ठस्थीकरणं वचनं च।
- d. छात्राणाम् रुचिअनुसारं भूमिकानिर्वहणतिविधेः आयोजनम्।

240. कक्षायां एका बालिका सम्यक्पेण पठितुम् न शक्नोति। शिक्षिका तस्याः उपरि विशेषं ध्यानं ददाति तथा च अनुसंकेतप्रदानेन तस्याः साहाय्यं करोति। व्यागोत्स्कीमहोदस्य अनुसारं एतद्विधसहयोगः कथयते-

(+1)

- a. पुनर्बलनम्
- b. आधारभूतसहयोगः
- c. अनुकूलनम्
- d. प्रतिकूटिकरणम्