

CTET MS L1 English L2 Sanskrit P2

Topic:- CDP_P2_CTET

1) Which of the following statements is correct about development ?

- (1) Development is uniform
- (2) Development is entirely unpredictable
- (3) There are individual differences in development
- (4) Development proceeds from specific to general

विकास के बारे में निम्न में से कौन-सा कथन सही है ?

- (1) विकास एकसमान होता है।
- (2) विकास बिल्कुल अप्रत्याशित है।
- (3) विकास में व्यक्तिगत विभिन्नताएँ होती हैं।
- (4) विकास विशिष्ट से सामान्य की ओर बढ़ता है।

[Question ID = 1][Question Description = S6_CDP_Q001]

- 1. 1 [Option ID = 1]
- 2. 2 [Option ID = 2]
- 3. 3 [Option ID = 3]
- 4. 4 [Option ID = 4]

2)

Assertion (A) : Provision of mid-day meals in schools can ensure better nutritional health of the students.

Reason (R) : Environmental factors do not play any role in shaping an individual since growth is determined only by heredity.

Choose the correct option :

- (1) Both (A) and (R) are true and (R) is the correct explanation of (A).
- (2) Both (A) and (R) are true but (R) is not the correct explanation of (A).
- (3) (A) is true but (R) is false.
- (4) Both (A) and (R) are false.

कथन (A) : स्कूलों में मीड-डे मील (भोजन) की व्यवस्था से छात्रों का बेहतर पोषण व स्वास्थ्य सुनिश्चित हो सकता है।

तर्क (R) : पर्यावरणीय कारक किसी व्यक्ति को आकार देने में कोई भूमिका नहीं निभाते हैं क्योंकि विकास केवल आनुवंशिकता से निर्धारित होता है।

सही विकल्प चुनें।

- (1) (A) और (R) दोनों सही हैं और (R) सही व्याख्या करता है (A) की।
- (2) (A) और (R) दोनों सही हैं लेकिन (R) सही व्याख्या नहीं है (A) की।
- (3) (A) सही है लेकिन (R) गलत है।
- (4) (A) और (R) दोनों गलत हैं।

[Question ID = 2][Question Description = S6_CDP_Q002]

- 1. 1 [Option ID = 5]
- 2. 2 [Option ID = 6]

3. 3 [Option ID = 7]
4. 4 [Option ID = 8]

- 3) As an agency of secondary socialization the primary function of the school is to :
- (1) Cut the child off from the home.
 - (2) Undo the learnings children had at home.
 - (3) Contradict the learnings acquired by the child in the family.
 - (4) Be an extension of the family and build upon the things child is familiar with.

सामाजीकरण की द्वितियक संस्था के रूप में स्कूल का क्या प्रमुख उद्देश्य है?

- (1) बच्चे को घर से अलग कर देना।
- (2) बच्चे की घर में सीखी बातों को पूर्ववत् करना।
- (3) बच्चों द्वारा घर में सीखी गई बातों का खंडन करना।
- (4) परिवार का विस्तार जिससे बच्चे की परिचित चीजों को आगे बढ़ाया जा सके।

[Question ID = 3][Question Description = S6_CDP_Q003]

1. 1 [Option ID = 9]
2. 2 [Option ID = 10]
3. 3 [Option ID = 11]
4. 4 [Option ID = 12]

4)

In Jean piaget's theory _____ is said to occur when a child perceives new objects or events in terms of existing schemas :

- (1) Assimilation
- (2) Organization
- (3) Metacognition
- (4) Scaffolding

जीन पियाजे के सिद्धांत में इस प्रक्रिया को क्या कहते हैं - जब कोई बच्चा मौजूदा स्कीमा के संदर्भ में नई वस्तुओं या घटनाओं को देखता है?

- (1) समावेशन
- (2) संगठन
- (3) अनुकूलन
- (4) पाड़

[Question ID = 4][Question Description = S6_CDP_Q004]

1. 1 [Option ID = 13]
2. 2 [Option ID = 14]
3. 3 [Option ID = 15]
4. 4 [Option ID = 16]

5)

Despite their abilities to solve different kinds of problems _____ children still cannot think hypothetically.

- (1) Sensori - motor
- (2) Concrete operational
- (3) Pre - operational
- (4) Formal operational

_____ में बच्चे विभिन्न प्रकार की समस्याओं को सुलझाने के कौशल पा लेते हैं परन्तु निगमनात्मक सोच नहीं कर पाते।

- (1) संवेदी चालक अवस्था
- (2) मूर्त संक्रियात्मक अवस्था
- (3) पूर्व संक्रियात्मक अवस्था
- (4) अमूर्त संक्रियात्मक अवस्था

[Question ID = 5][Question Description = S6_CDP_Q005]

1. 1 [Option ID = 17]
2. 2 [Option ID = 18]
3. 3 [Option ID = 19]
4. 4 [Option ID = 20]

6)

According to Kohlberg the pre-conventional level of moral development is characterised by :

- (1) Focus on how cultural factors and gender influences moral development
- (2) Good or bad is determined by the consequences of obeying or disobeying rules
- (3) The individual strives to maintain the expectations of others rather than focus on the consequences of one's actions.
- (4) Self-chosen ethical principles that are universal

कोहलबर्ग के अनुसार नैतिक विकास के पूर्व पारंपरिक स्तर की क्या विशेषता है?

- (1) इस बात पर ध्यान देना कि सांस्कृतिक कारक और लिंग नैतिक विकास को कैसे प्रभावित करते हैं।
- (2) अच्छा या बुरा नियमों के पालन या अवज्ञा के परिणामों से निर्धारित होता है।
- (3) व्यक्ति अपने कार्यों के परिणामों पर ध्यान केंद्रित करने के बजाय दूसरों की अपेक्षाओं को बनाए रखने का प्रयास करते हैं।
- (4) स्व-चुने हुए नैतिक सिद्धांतों का पालन करना जो सार्वभौमिक हैं।

[Question ID = 6][Question Description = S6_CDP_Q006]

1. 1 [Option ID = 21]
2. 2 [Option ID = 22]
3. 3 [Option ID = 23]
4. 4 [Option ID = 24]

7)

A teacher believing in Vygotsky's socio-cultural theory should :

- (1) Discourage interaction and dialogue among students
- (2) Provide appropriate scaffolding to students as and when required
- (3) Offer rewards and punishment to students regulating their behaviour
- (4) Enable students to form associations between stimulus and response

वायगोत्स्की के सामाजिक सांस्कृतिक सिद्धान्तों में विश्वास रखने वाली एक शिक्षिका को :

- (1) विद्यार्थियों के बीच अंतः क्रिया व संवाद को हतोत्साहित करना चाहिए।
- (2) जरूरत पड़ने पर उपयुक्त पाठ देना चाहिए।
- (3) विद्यार्थियों के व्यवहार को विनियमित करने के लिए ईनाम व सजा का उपयोग करना चाहिए।
- (4) विद्यार्थियों को उद्दीपन व प्रतिक्रिया के बीच अनुबंधन स्थापित करने के लिए प्रोत्साहित करना चाहिए।

[Question ID = 7][Question Description = S6_CDP_Q007]

1. 1 [Option ID = 25]
2. 2 [Option ID = 26]
3. 3 [Option ID = 27]
4. 4 [Option ID = 28]

8)

In Lev Vygotsky's theory, knowledge is co-constructed by the child and the adult _____ the zone of proximal development.

- (1) Outside
- (2) Within
- (3) Beneath
- (4) Ahead of

लेव व्यागोत्सकी के सिद्धान्तों के अनुसार बच्चों व वयस्कों के द्वारा ज्ञान का सह निर्माण समीपस्थ विकास के क्षेत्र के _____ किया जाता है।

- (1) बाहर
- (2) अंदर
- (3) नीचे
- (4) आगे

[Question ID = 8][Question Description = S6_CDP_Q008]

1. 1 [Option ID = 29]
2. 2 [Option ID = 30]
3. 3 [Option ID = 31]
4. 4 [Option ID = 32]

9) Which of the following is NOT included in a progressive and child-centered education ?

- (1) Use of digital technology and teaching-learning materials
- (2) Emphasising learning from activities, experiences, and playful exploratory manner
- (3) Emphasis only on course completion with structured curriculum
- (4) Active participation of students with democratic and free expression

एक प्रगतिशील और बाल केंद्रित शिक्षा के अंतर्गत निम्न में से किसका स्थान नहीं है ?

- (1) डिजिटल तकनीकी व शिक्षण अधिगम सामग्री का प्रयोग
- (2) क्रियात्मक, खेल, खोज व अनुभवों से सीखने पर बल देना
- (3) केवल संरचित पाठ्यक्रम समाप्ति पर बल देना
- (4) लोकतांत्रिक व स्वतंत्र अभिव्यक्ति के साथ छात्रों की सक्रिय भागीदारी

[Question ID = 9][Question Description = S6_CDP_Q009]

1. 1 [Option ID = 33]
2. 2 [Option ID = 34]

3. 3 [Option ID = 35]
4. 4 [Option ID = 36]

10)

Measurement of intelligence by calculating Intelligence Quotient (IQ) through use of standardized tests is problematic because -

- (1) are not Culturally fair
- (2) give only qualitative analysis
- (3) measure intelligence comprehensively
- (4) account for individual differences

मानकीकृत परीक्षणों के उपयोग से बुद्धिलब्धि (IQ) की अवधारणा के द्वारा बुद्धिमता का पता लगाने के बारे में एक प्रमुख चिंता यह है कि :

- (1) वे सांस्कृतिक रूप से निष्पक्ष नहीं हैं।
- (2) वे केवल गुणात्मक विश्लेषण करते हैं।
- (3) वे बुद्धि को व्यापक रूप से मापते हैं।
- (4) वे व्यक्तिगत मतभेदों के लिए जिम्मेदार हैं।

[Question ID = 10][Question Description = S6_CDP_Q010]

1. 1 [Option ID = 37]
2. 2 [Option ID = 38]
3. 3 [Option ID = 39]
4. 4 [Option ID = 40]

11)

Assertion (A) : Teachers should not create print-rich environment in the elementary classrooms.

Reason (R) : Development of language is an inborn ability.

Choose the correct option.

- (1) Both (A) and (R) are true and (R) is the correct explanation of (A).
- (2) Both (A) and (R) are true but (R) is not the correct explanation of (A).
- (3) (A) is true but (R) is false.
- (4) Both (A) and (R) are false.

कथन (A) : शिक्षकों को प्राथमिक-माध्यमिक कक्षा में मुद्रित समृद्ध वातावरण नहीं बनाना चाहिए।

तर्क (R) : भाषा का विकास एक जन्मजात क्षमता है।

सही विकल्प चुनें।

- (1) (A) और (R) दोनों सही हैं और (R) सही व्याख्या करता है (A) की।
- (2) (A) और (R) दोनों सही हैं लेकिन (R) सही व्याख्या नहीं है (A) की।
- (3) (A) सही है लेकिन (R) गलत है।
- (4) (A) और (R) दोनों गलत हैं।

[Question ID = 11][Question Description = S6_CDP_Q011]

1. 1 [Option ID = 41]
2. 2 [Option ID = 42]
3. 3 [Option ID = 43]
4. 4 [Option ID = 44]

12)

Assertion (A) : Boys and Girls learn to behave in 'Gender appropriate' ways by observing and limitating same-sex adults.

Reason (R) : Gender is a purely biological construct.

Choose the correct option.

- (1) Both (A) and (R) are true and (R) is the correct explanation of (A).
- (2) Both (A) and (R) are true but (R) is not the correct explanation of (A).
- (3) (A) is true but (R) is false.
- (4) Both (A) and (R) are false.

कथन (A) : लड़के व लड़कियाँ जेंडर उचित व्यवहार अपने जेंडर के वयस्कों का अवलोकन व अनुसरण करके सीखते हैं।

तर्क (R) : जेंडर पूर्णतः जैविक संरचना है।

सही विकल्प चुनें।

- (1) (A) और (R) दोनों सही हैं और (R) सही व्याख्या करता है (A) की।
- (2) (A) और (R) दोनों सही हैं लेकिन (R) सही व्याख्या नहीं है (A) की।
- (3) (A) सही है लेकिन (R) गलत है।
- (4) (A) और (R) दोनों गलत हैं।

[Question ID = 12][Question Description = S6_CDP_Q012]

1. 1 [Option ID = 45]
2. 2 [Option ID = 46]
3. 3 [Option ID = 47]
4. 4 [Option ID = 48]

13)

While interacting with a diverse group of students, a teacher :

- (1) Should discourage discussions that encourage the students to talk about their backgrounds and experiences.
- (2) Continuously reflect on her own stereotypes and biases.
- (3) Follow a uniform curriculum and standardised evaluation.
- (4) Adopt the lecture method as the primary mode of teaching.

छात्रों के विविध समूह के साथ बातचीत करते हुए एक शिक्षक को :

- (1) ऐसी चर्चाओं को हतोसाहित चाहिए जो छात्रों को उनकी पृष्ठभूमि और अनुभवों के बारे में बात करने के लिए प्रोत्साहित करें।
- (2) लगातार अपनी रुढ़ियों और पूर्वाग्रहों पर चिंतन करना चाहिए।
- (3) एक समान पाठ्यक्रम का पालन करके मूल्यांकन का मानकीकरण करना चाहिए।
- (4) शिक्षण की प्राथमिक विधा के रूप में व्याख्यान पद्धति को अपनाना चाहिए।

[Question ID = 13][Question Description = S6_CDP_Q013]

1. 1 [Option ID = 49]
2. 2 [Option ID = 50]
3. 3 [Option ID = 51]
4. 4 [Option ID = 52]

- 14) Assessment should be :
- (1) Holistic and continuous.
 - (2) Standardised and exam centric.
 - (3) Summative and norm-referenced.
 - (4) Teacher-centered and discontinuous

मुल्यांकन कैसा होना चाहिए?

- (1) सर्वांगीण व समग्र
- (2) मानकीकृत व परीक्षा केन्द्रित
- (3) योगात्मक व मानक संदर्भित
- (4) शिक्षक केन्द्रित व विच्छिन्न

[Question ID = 14][Question Description = S6_CDP_Q014]

1. 1 [Option ID = 53]
2. 2 [Option ID = 54]
3. 3 [Option ID = 55]
4. 4 [Option ID = 56]

- 15) Which of the following is **not** a characteristic of students who are critical thinkers ?
- (1) Open-mindedness and inquisitiveness
 - (2) Following instructions blindly
 - (3) Asking clarifying questions
 - (4) Assessing the credibility of sources

निम्न में से कौन-से अभिलक्षण एक समालोचनात्मक विद्यार्थी के नहीं हैं?

- (1) खुली मानसिकता व जिज्ञासू प्रवृत्ति
- (2) आँख बंद करके निर्देशों का पालन
- (3) स्पष्टीकरण के लिए प्रश्न पूछना
- (4) स्रोतों की विश्वासनीयता का आकलन

[Question ID = 15][Question Description = S6_CDP_Q015]

1. 1 [Option ID = 57]
2. 2 [Option ID = 58]
3. 3 [Option ID = 59]
4. 4 [Option ID = 60]

- 16) Which of the following advocates a flexible learning environment considering the unique needs of each child in an inclusive classroom ?
- (1) Highly structured curriculum
 - (2) Standardized assessment
 - (3) Universal designs for learning
 - (4) Uniform and summative assessment

निम्न में से क्या एक समावेशी कक्षा जिसमें प्रत्येक बच्चे की विशिष्ट जरूरतों के अनुरूप लचीले अधिगम में सहायक है?

- (1) बेहद मानकीकृत पाठ्यचर्या
- (2) मानीकीकृत आकलन
- (3) सीखने का सार्वभौमिक अभिकल्प
- (4) एकसमान व योगात्मक मूल्यांकन

[Question ID = 16][Question Description = S6_CDP_Q016]

1. 1 [Option ID = 61]
2. 2 [Option ID = 62]
3. 3 [Option ID = 63]
4. 4 [Option ID = 64]

17) In a group of diverse learners teachers should practise multicultural education :

- (1) Aimed at ensuring uniform and standardised curriculum.
- (2) By using uniform and standardized assessment.
- (3) By creating separate sections based on the cultural backgrounds of children.
- (4) By creating a classroom ethos where every child feels a sense of belonging.

विविध शिक्षार्थियों के समूह में शिक्षकों को बहुसांस्कृतिक शिक्षा का अभ्यास किस तरह करना चाहिए?

- (1) एक समान और मानकीकृत पाठ्यक्रम सुनिश्चित करके।
- (2) एकसमान और मानकीकृत आकलन सुनिश्चित करके।
- (3) बच्चों की सांस्कृतिक पृष्ठभूमि के आधार पर अलग-अलग संकाय बनाकर।
- (4) कक्षा का ऐसा लोकाचार बनाकर जहां हर बच्चा अपनेपन की भावना महसूस करे।

[Question ID = 17][Question Description = S6_CDP_Q017]

1. 1 [Option ID = 65]
2. 2 [Option ID = 66]
3. 3 [Option ID = 67]
4. 4 [Option ID = 68]

18)

Sunita exhibits repetitive motor actions and has difficulty making friends though she has ability for excellent attention, to detail. These are typical identifying characteristics of :

- (1) Autism
- (2) Dyslexia
- (3) Dysgraphia
- (4) Attention deficit hyperactivity disorder

सुनीता एक ही गतिक कार्य को कई बार दोहराती है तथा उसे दोस्त बनाने में बेहद कठिनाई होती है जबकि वह चीजों को बहुत बारीकी से परखने की समझ रखती है। यह किसके विशिष्ट अभिलक्षण हैं?

- (1) स्वलीनता
- (2) पाठन वैकल्य
- (3) लेखन वैकल्य
- (4) ध्यान न्यूनता अतिक्रियाशीलता विकार

[Question ID = 18][Question Description = S6_CDP_Q018]

1. 1 [Option ID = 69]

- 2. 2 [Option ID = 70]
- 3. 3 [Option ID = 71]
- 4. 4 [Option ID = 72]

19) Which of the following is an example of assistive technology to aid hearing ?

- (1) Braille system
- (2) Walking stick
- (3) Sound amplifier
- (4) Eyeglasses

कौन-सा उदाहरण सहायकी तकनीकी का इस्तेमाल करते हुए विद्यार्थियों को सुनने में मदद करेगा ?

- (1) ब्रेल प्रणाली
- (2) छड़ी
- (3) ध्वनि प्रवर्धक
- (4) चश्मा

[Question ID = 19][Question Description = S6_CDP_Q019]

- 1. 1 [Option ID = 73]
- 2. 2 [Option ID = 74]
- 3. 3 [Option ID = 75]
- 4. 4 [Option ID = 76]

20) Which of the following are important characteristics of creativity ?

- (i) Divergent thinking
- (ii) Originality of ideas
- (iii) Flexibility
- (iv) Convergent thinking

- (1) (i) (ii) (iii)
- (2) (i) (ii)
- (3) (ii) (iii)
- (4) (i) (ii) (iii) (iv)

निम्नलिखित में से रचनात्मकता की महत्वपूर्ण विशेषताएँ कौन-सी हैं ?

- (i) अभिसारी सोच
- (ii) विचारों की मौलिकता
- (iii) लचीलापन
- (iv) अपसारी सोच

- (1) (i) (ii) (iii)
- (2) (i) (ii)
- (3) (ii) (iii)
- (4) (i) (ii) (iii) (iv)

[Question ID = 20][Question Description = S6_CDP_Q020]

- 1. 1 [Option ID = 77]
- 2. 2 [Option ID = 78]
- 3. 3 [Option ID = 79]
- 4. 4 [Option ID = 80]

- 21) For effective learning, teachers should ensure that the learning activities :
- (1) Build on the previous understanding of the students and further it.
 - (2) Are aimed to only reproduce knowledge from the textbook.
 - (3) Are decontextualized and depersonalized.
 - (4) Are extremely complex and abstract.

प्रभावशाली अधिगम के लिए शिक्षकों को सुनिश्चित करना चाहिए कि शिक्षण गतिविधियाँ :

- (1) विद्यार्थियों के पूर्व ज्ञान पर आधारित हों व उसे आगे बढ़ाएँ।
- (2) केवल पाठ्यपुस्तक के ज्ञान की पुनरुक्ति पर केन्द्रित हों।
- (3) असंदर्भित व प्रतिरूपित हों।
- (4) बेहद जटिल व अमूर्त हों।

[Question ID = 21][Question Description = S6_CDP_Q021]

1. 1 [Option ID = 81]
2. 2 [Option ID = 82]
3. 3 [Option ID = 83]
4. 4 [Option ID = 84]

- 22) 'Alternative conceptions' among children :
- (1) Reflect the egocentric and irrational thinking of children.
 - (2) Are found only in children with very high IQ levels.
 - (3) Are an obstacle to learning and should be punished.
 - (4) Are the 'naive' theories that children construct about phenomenon around them.

बच्चों में वैकल्पिक अवधारणाएँ :

- (1) उनकी आत्मकेन्द्रित तथा तर्कशून्य सोच को दर्शाती हैं।
- (2) केवल उच्च बुद्धिलब्धि वाले विद्यार्थियों में पाई जाती है।
- (3) सीखने की प्रक्रिया में बाधा डालती हैं तथा उन्हें दंडित करना चाहिए।
- (4) बच्चों की अपने आस-पास की घटनाओं के बारे में बनाए 'सहज सिद्धांतों' को दर्शाती हैं।

[Question ID = 22][Question Description = S6_CDP_Q022]

1. 1 [Option ID = 85]
2. 2 [Option ID = 86]
3. 3 [Option ID = 87]
4. 4 [Option ID = 88]

- 23) Teachers can encourage effective problem solving by :
- (1) Discouraging multiple perspectives and guesses in her class
 - (2) Encouraging children to make intuitive guesses
 - (3) Writing step-by-step solution to the problem
 - (4) Focusing on the reproduction of textbook knowledge

शिक्षक प्रभावी समस्या-समाधान को प्रोत्साहित कर सकते हैं?

- (1) अपनी कक्षा में कई दृष्टिकोणों और अनुमानों को प्रोत्साहित करके
- (2) बच्चों को सहज अनुमान लगाने के लिए प्रोत्साहित करके
- (3) समस्या का चरण-दर-चरण समाधान लिखकर
- (4) पाठ्यपुस्तक ज्ञान के पुनरुत्पादन पर ध्यान केंद्रित करके

[Question ID = 23][Question Description = S6_CDP_Q023]

1. 1 [Option ID = 89]
2. 2 [Option ID = 90]
3. 3 [Option ID = 91]
4. 4 [Option ID = 92]

24)

As the class teacher of an underachieving child, which of the following facilitative strategies do you think would be most useful ?

- (1) Give the student a long lecture on his underachievement
- (2) Try to identify the reasons for his underachievement and set short term, achievable goals
- (3) Ask the school management to take necessary steps such as making a separate section for under achieving students
- (4) Call the parents of the child and tell them that their child does not have any ability so they should put the child in a separate school

एक कम उपलब्धि वाले बच्चे के कक्षा शिक्षक के रूप में, आपको निम्नलिखित में से कौन-सी रणनीति सबसे अधिक उपयोगी लगती है?

- (1) विद्यार्थी को उसकी कम उपलब्धि पर एक लंबा व्याख्यान देना।
- (2) उसकी कम उपलब्धि के कारणों की पहचान करने का प्रयास करना और अल्पकालिक, कर सकने योग्य लक्ष्य निर्धारित करना।
- (3) स्कूल प्रबंधन को आवश्यक कदम उठाने के लिए कहना जैसे कम उपलब्धि वाले छात्रों के लिए एक अलग संकाय बनाना।
- (4) बच्चे के माता-पिता को बताना और उन्हें बताना कि उनके बच्चे में कोई क्षमता नहीं है इसलिए वे बच्चे को एक अलग स्कूल में डाल दें।

[Question ID = 24][Question Description = S6_CDP_Q024]

1. 1 [Option ID = 93]
2. 2 [Option ID = 94]
3. 3 [Option ID = 95]
4. 4 [Option ID = 96]

25) Which of these is an important activity to enable conceptual understanding in children ?

- (1) Dialogue
- (2) Lecture
- (3) Direct Instruction
- (4) Rewards

बच्चों में अवधारणात्मक समझ को सक्षम करने के लिए इनमें से कौन सी महत्वपूर्ण गतिविधि है?

- (1) संवाद
- (2) व्याख्यान
- (3) प्रत्यक्ष निर्देश
- (4) पुरस्कार

[Question ID = 25][Question Description = S6_CDP_Q025]

- 1. 1 [Option ID = 97]
- 2. 2 [Option ID = 98]
- 3. 3 [Option ID = 99]
- 4. 4 [Option ID = 100]

26)

According to National Education policy 2020, experiential learning will be adopted in all stages. What is **NOT** correct with respect to experiential learning ?

- (i) It makes the teacher more active in the teaching-learning process than the students.
- (ii) It helps in connecting past experiences to gaining new knowledge and transfer of positive learning.
- (iii) It is completely based on the promotion of traditional bookish knowledge.
- (iv) It emphasizes on developing real and scientific understanding in students through experiences and experiments.

- (1) (ii), (iv)
- (2) (i), (iii)
- (3) (i), (iv)
- (4) (ii), (iii)

राष्ट्रीय शिक्षा नीति 2020 के अनुसार अनुभवात्मक अधिगम को सभी चरणों में अपनाया जाएगा। अनुभवात्मक अधिगम के संदर्भ में क्या सत्य नहीं है?

- (i) छात्रों की अपेक्षा शिक्षक को शिक्षण-अधिगम प्रक्रिया में अधिक सक्रिय बनाता है।
- (ii) पिछले अनुभवों को नए ज्ञान प्राप्त करने और सकारात्मक सीखने के हस्तांतरण से जोड़ने में मदद करता है।
- (iii) पूरी तरह से पारंपरिक किताबी ज्ञान को बढ़ावा देने पर आधारित है।
- (iv) अनुभवों और प्रयोगों के माध्यम से छात्रों में वास्तविक व वैज्ञानिक समझ विकसित करने पर जोर देता है।

- (1) (ii), (iv)
- (2) (i), (iii)
- (3) (i), (iv)
- (4) (ii), (iii)

[Question ID = 26][Question Description = S6_CDP_Q026]

- 1. 1 [Option ID = 101]
- 2. 2 [Option ID = 102]
- 3. 3 [Option ID = 103]
- 4. 4 [Option ID = 104]

27) Which of the following emotions facilitates the process of meaningful learning ?

- (1) Panic
- (2) Frustration
- (3) Irritation
- (4) Excitement

निम्नलिखित में से कौन-सी भावना सार्थक सीखने की प्रक्रिया को सुगम बनाती है ?

- (1) दहशत
- (2) कुण्ठा
- (3) चिढ़
- (4) उत्तेजना

[Question ID = 27][Question Description = S6_CDP_Q027]

- 1. 1 [Option ID = 105]
- 2. 2 [Option ID = 106]
- 3. 3 [Option ID = 107]
- 4. 4 [Option ID = 108]

28) Children learn best through the processes of :

- (1) Passive imitation
- (2) Drill and recall
- (3) Rote memorization
- (4) Guided discovery

बच्चे किस प्रक्रिया से सबसे बेहतर सीखते हैं ?

- (1) निष्क्रिय अनुकरण
- (2) वेधन व प्रत्यास्मरण
- (3) रटकर स्मरण
- (4) निर्देशित खोज

[Question ID = 28][Question Description = S6_CDP_Q028]

- 1. 1 [Option ID = 109]
- 2. 2 [Option ID = 110]
- 3. 3 [Option ID = 111]
- 4. 4 [Option ID = 112]

29)

Which of the following is a higher order ability that involves thinking about one's own thinking ?

- (1) Recall
- (2) Conditioning
- (3) Metacognition
- (4) Repetition

निम्न में से कौन-सा उच्च स्तरीय कौशल है जिसमें अपनी सोच के बारे में सोचना शामिल है?

- (1) प्रत्याहार
- (2) अनुबंधन
- (3) अधिसंज्ञान
- (4) पुनरावृत्ति

[Question ID = 29][Question Description = S6_CDP_Q029]

- 1. 1 [Option ID = 113]
- 2. 2 [Option ID = 114]
- 3. 3 [Option ID = 115]
- 4. 4 [Option ID = 116]

30) Teachers can encourage children to become intrinsically motivated by :

- (1) Use of methods of conditioning
- (2) Giving appropriate rewards
- (3) By use of punishment
- (4) By considering student's interests

शिक्षक बच्चों को आंतरिक रूप से अभिप्रेरित होने के लिए क्या कर सकते हैं?

- (1) अनुबंधन के तरीकों का प्रयोग
- (2) उचित पुरस्कार देना
- (3) दंड का प्रयोग
- (4) विद्यार्थियों की अभिरूचि को ध्यान में रखना

[Question ID = 30][Question Description = S6_CDP_Q030]

- 1. 1 [Option ID = 117]
- 2. 2 [Option ID = 118]
- 3. 3 [Option ID = 119]
- 4. 4 [Option ID = 120]

Topic:- MATH_P2_CTET

1) When we add one to four digit greatest number, we get :

- (1) A four digit number with unit digit 9.
- (2) The five digit greatest number.
- (3) The five digit least number.
- (4) A five digit number with unit digit 1.

जब हम चार अंकों की अधिकतम संख्या में एक जोड़ते हैं, तब हम प्राप्त करते हैं :

- (1) एक चार अंकों की संख्या जिसका इकाई का अंक 9 है।
- (2) पाँच अंकों की अधिकतम संख्या।
- (3) पाँच अंकों की न्यूनतम संख्या।
- (4) एक पाँच अंकों की संख्या, जिसका इकाई का अंक 1 है।

[Question ID = 31][Question Description = S6_Maths Content/Pedagogy_Q031]

- 1. 1 [Option ID = 121]
- 2. 2 [Option ID = 122]
- 3. 3 [Option ID = 123]

2) While teaching in Class VI students, teacher explains that :

$$6 + 4 = 4 + 6$$

$$6 - 4 \neq 4 - 6$$

$$6 \times 4 = 4 \times 6$$

Which property He/She is trying to explain :

- (1) Closure property
- (2) Associative property
- (3) Commutative property
- (4) Multiplicative inverse property

कक्षा VI के विद्यार्थियों को पढ़ाते समय, एक शिक्षक स्पष्ट करता है कि :

$$6 + 4 = 4 + 6$$

$$6 - 4 \neq 4 - 6$$

$$6 \times 4 = 4 \times 6$$

वह किस गुण को स्पष्ट करने का प्रयास कर रहा है?

- (1) संवरक गुण
- (2) साहचर्य गुण
- (3) क्रमविनिमेय गुण
- (4) गुणनात्मक प्रतिलोम गुण

[Question ID = 32][Question Description = S6_Maths Content/Pedagogy_Q032]

- 1. 1 [Option ID = 125]
- 2. 2 [Option ID = 126]
- 3. 3 [Option ID = 127]
- 4. 4 [Option ID = 128]

3) Which of the following is a prime number ?

- (1) 1
- (2) 2
- (3) 9
- (4) 4

निम्नलिखित में से कौनसी एक अभाज्य संख्या है?

- (1) 1
- (2) 2
- (3) 9
- (4) 4

[Question ID = 33][Question Description = S6_Maths Content/Pedagogy_Q033]

- 1. 1 [Option ID = 129]
- 2. 2 [Option ID = 130]
- 3. 3 [Option ID = 131]
- 4. 4 [Option ID = 132]

4) If we multiply a fraction by itself and then divide the product so obtained by its reciprocal, then the fraction obtained is $2\frac{10}{27}$. The original fraction is :

(1) $2\frac{1}{3}$

(2) $1\frac{1}{3}$

(3) $3\frac{1}{3}$

(4) $\frac{8}{3}$

यदि हम किसी भिन्न को स्वयं उससे गुणा करके प्राप्त गुणनफल को उसके व्युत्क्रम से भाग देते हैं, तो $2\frac{10}{27}$ प्राप्त होता है। वह मूल भिन्न है :

(1) $2\frac{1}{3}$

(2) $1\frac{1}{3}$

(3) $3\frac{1}{3}$

(4) $\frac{8}{3}$

[Question ID = 34][Question Description = S6_Maths Content/Pedagogy_Q034]

1. 1 [Option ID = 133]
2. 2 [Option ID = 134]
3. 3 [Option ID = 135]
4. 4 [Option ID = 136]

5) What number should be added to 0.01 to get 1.1 ?

(1) 1.11

(2) 1.09

(3) 0.91

(4) 0.19

1.1 प्राप्त करने के लिए, 0.01 में किस संख्या को जोड़ा जाना चाहिए ?

(1) 1.11

(2) 1.09

(3) 0.91

(4) 0.19

[Question ID = 35][Question Description = S6_Maths Content/Pedagogy_Q035]

1. 1 [Option ID = 137]
2. 2 [Option ID = 138]

3. 3 [Option ID = 139]
4. 4 [Option ID = 140]

- 6) For an algebraic operation (addition, subtraction or multiplication), which of the following statements is NOT true ?
- (1) Like terms are added
 - (2) Like terms are subtracted
 - (3) In addition and subtraction, like and unlike terms are left as they are
 - (4) Only like terms are multiplied

किसी बीजीय संक्रिया (योग, व्यवकलन या गुणन) के लिए, निम्नलिखित में से कौन-सा कथन सत्य नहीं है ?

- (1) समान पदों को जोड़ा जाता है।
- (2) समान पदों को घटाया जाता है।
- (3) योग और व्यवकलन में, समान और असमान पदों को ऐसे ही छोड़ दिया जाता है जैसे वे हैं।
- (4) केवल समान पदों को गुणा किया जाता है।

[Question ID = 36][Question Description = S6_Maths Content/Pedagogy_Q036]

1. 1 [Option ID = 141]
2. 2 [Option ID = 142]
3. 3 [Option ID = 143]
4. 4 [Option ID = 144]

- 7) The ages (in years) of Hari and Harry are in the ratio 5 : 7. Four years from now, the ratio of their ages will be 3 : 4. Their present ages are :
- (1) Hari 28 years, Harry 20 years.
 - (2) Hari 20 years, Harry 28 years.
 - (3) Hari 15 years, Harry 21 years.
 - (4) Hari 21 years, Harry 15 years.

हरि और हैरी की आयु (वर्षों में) का अनुपात 5 : 7 है। अब से 4 वर्ष बाद इनकी आयु का अनुपात 3 : 4 हो जाएगा। उनकी वर्तमान आयु हैं :

- (1) हरि 28 वर्ष, हैरी 20 वर्ष
- (2) हरि 20 वर्ष, हैरी 28 वर्ष
- (3) हरि 15 वर्ष, हैरी 21 वर्ष
- (4) हरि 21 वर्ष, हैरी 15 वर्ष

[Question ID = 37][Question Description = S6_Maths Content/Pedagogy_Q037]

1. 1 [Option ID = 145]
2. 2 [Option ID = 146]
3. 3 [Option ID = 147]
4. 4 [Option ID = 148]

- 8) In a two digit number, the digit in tens place exceeds the digit in units place by 4. If the sum of the digits is $\frac{1}{7}$ of the number, then the digit at the units place in the number is :
- (1) 5
 - (2) 4
 - (3) 3
 - (4) 1

किसी दो अंकों की संख्या में दहाई का अंक इकाई के अंक से 4 अधिक है। यदि अंकों का योग उस संख्या का $\frac{1}{7}$ है, तो इकाई के स्थान का अंक है :

- (1) 5
- (2) 4
- (3) 3
- (4) 1

[Question ID = 38][Question Description = S6_Maths Content/Pedagogy_Q038]

- 1. 1 [Option ID = 149]
- 2. 2 [Option ID = 150]
- 3. 3 [Option ID = 151]
- 4. 4 [Option ID = 152]

- 9) If x is the simple interest (in ₹) on ₹ 30000 at 15% per annum for 3 years, then the value of $2x + 50$ is :
- (1) 27500
 - (2) 27050
 - (3) 25750
 - (4) 25700

यदि x (₹ में) ₹ 30000 पर 15% वार्षिक ब्याज की दर से 3 वर्ष का साधारण ब्याज है, तो $2x + 50$ का मान है :

- (1) 27500
- (2) 27050
- (3) 25750
- (4) 25700

[Question ID = 39][Question Description = S6_Maths Content/Pedagogy_Q039]

- 1. 1 [Option ID = 153]
- 2. 2 [Option ID = 154]
- 3. 3 [Option ID = 155]
- 4. 4 [Option ID = 156]

10) $\frac{(4x^2 - 12x + 9)(ax^2 + bx)}{(2x^2 - 3x)}$ is equal to :

- (1) $(ax + b)(2x + 3)$
- (2) $(ax + b)(2x - 3)$
- (3) $(ax - b)(2x + 3)$
- (4) $(ax - b)(2x - 3)$

$\frac{(4x^2 - 12x + 9)(ax^2 + bx)}{(2x^2 - 3x)}$ बराबर है :

- (1) $(ax + b)(2x + 3)$
- (2) $(ax + b)(2x - 3)$
- (3) $(ax - b)(2x + 3)$
- (4) $(ax - b)(2x - 3)$

[Question ID = 40][Question Description = S6_Maths Content/Pedagogy_Q040]

- 1. 1 [Option ID = 157]
- 2. 2 [Option ID = 158]
- 3. 3 [Option ID = 159]
- 4. 4 [Option ID = 160]

11) If x , y and z , respectively represents the number of faces, edges and vertices of a hexagonal pyramid, then the value of $\left(\frac{x + y + z}{2}\right)^2$ is :

- (1) 121
- (2) 144
- (3) 169
- (4) 196

यदि एक षड्भुज आधार वाले पिरामिड के फलकों, किनारों और शीर्षों की संख्याएँ क्रमशः x , y और z से निरूपित

होती हैं, तो $\left(\frac{x + y + z}{2}\right)^2$ का मान है :

- (1) 121
- (2) 144
- (3) 169
- (4) 196

[Question ID = 41][Question Description = S6_Maths Content/Pedagogy_Q041]

- 1. 1 [Option ID = 161]
- 2. 2 [Option ID = 162]
- 3. 3 [Option ID = 163]
- 4. 4 [Option ID = 164]

- 12) A triangle is to be constructed with sides $(2p - 1)$ cm, $(2p + 1)$ cm and 12 cm. For constructing the triangle, p must always be :
- (1) Greater than 3
 - (2) Greater than 2.5
 - (3) Equal to 3
 - (4) Equal to 2.5

एक त्रिभुज की रचना की जानी है, जिसकी भुजाएँ $(2p - 1)$ cm, $(2p + 1)$ cm और 12 cm हैं। त्रिभुज की रचना के लिए, p सदैव :

- (1) 3 से अधिक होना चाहिए।
- (2) 2.5 से अधिक होना चाहिए।
- (3) 3 के बराबर होना चाहिए।
- (4) 2.5 के बराबर होना चाहिए।

[Question ID = 42][Question Description = S6_Maths Content/Pedagogy_Q042]

- 1. 1 [Option ID = 165]
- 2. 2 [Option ID = 166]
- 3. 3 [Option ID = 167]
- 4. 4 [Option ID = 168]

- 13) Number of degrees ($^{\circ}$) in four and two-third of a right angle is :
- (1) 310
 - (2) 330
 - (3) 420
 - (4) 400

$4\frac{2}{3}$ समकोणों में डिग्रियों ($^{\circ}$) की संख्या है :

- (1) 310
- (2) 330
- (3) 420
- (4) 400

[Question ID = 43][Question Description = S6_Maths Content/Pedagogy_Q043]

- 1. 1 [Option ID = 169]
- 2. 2 [Option ID = 170]
- 3. 3 [Option ID = 171]
- 4. 4 [Option ID = 172]

- 14) In which of the quadrilaterals - Rectangle, Square, Rhombus and Parallelogram, the diagonals are perpendicular to each other ?
- (1) Rectangle and Square
 - (2) Square and Rhombus
 - (3) Parallelogram and Rhombus
 - (4) Rhombus and Rectangle

आयत, वर्ग, समचतुर्भुज और समान्तर चतुर्भुज में से किन चतुर्भुजों के विकर्ण परस्पर लम्ब होते हैं?

- (1) आयत तथा वर्ग
- (2) वर्ग तथा समचतुर्भुज
- (3) समान्तर चतुर्भुज तथा समचतुर्भुज
- (4) समचतुर्भुज तथा आयत

[Question ID = 44][Question Description = S6_Maths Content/Pedagogy_Q044]

- 1. 1 [Option ID = 173]
- 2. 2 [Option ID = 174]
- 3. 3 [Option ID = 175]
- 4. 4 [Option ID = 176]

15) Which of the following figures have no line of symmetry ?

- (1) Isosceles triangle
- (2) Kite
- (3) Parallelogram
- (4) Circle

निम्न में से किस आकृति में कोई सममित रेखा नहीं होती है?

- (1) समद्विबाहु त्रिभुज
- (2) पतंग
- (3) समांतर चतुर्भुज
- (4) वृत्त

[Question ID = 45][Question Description = S6_Maths Content/Pedagogy_Q045]

- 1. 1 [Option ID = 177]
- 2. 2 [Option ID = 178]
- 3. 3 [Option ID = 179]
- 4. 4 [Option ID = 180]

16) If the volumes of two cubes are in the ratio 27 : 64, then the ratio of their total surface area is :

- (1) 27 : 64
- (2) 3 : 4
- (3) 9 : 16
- (4) 3 : 8

यदि दो घनों के आयतनों का अनुपात 27 : 64 है, तो उनके कुल पृष्ठीय क्षेत्रफलों का अनुपात है :

- (1) 27 : 64
- (2) 3 : 4
- (3) 9 : 16
- (4) 3 : 8

[Question ID = 46][Question Description = S6_Maths Content/Pedagogy_Q046]

- 1. 1 [Option ID = 181]
- 2. 2 [Option ID = 182]
- 3. 3 [Option ID = 183]
- 4. 4 [Option ID = 184]

- 17) The area of a rectangle of length 18 cm is equal to the area of a square of side 12 cm. Then, the perimeter of the rectangle (in cm) is :
- (1) 26
 - (2) 36
 - (3) 52
 - (4) 72

18 cm लंबाई वाले एक आयत का क्षेत्रफल 12 cm भुजा वाले एक वर्ग के क्षेत्रफल के बराबर है। उस आयत का परिमाप (cm में) है :

- (1) 26
- (2) 36
- (3) 52
- (4) 72

[Question ID = 47][Question Description = S6_Maths Content/Pedagogy_Q047]

- 1. 1 [Option ID = 185]
- 2. 2 [Option ID = 186]
- 3. 3 [Option ID = 187]
- 4. 4 [Option ID = 188]

- 18) The perimeter of a trapezium is 104 cm and each of its non-parallel sides is equal to 20 cm. If its height is 16 cm, then its area (in cm^2) is :
- (1) 512
 - (2) 496
 - (3) 472
 - (4) 448

किसी समलंब का परिमाप 104 cm है तथा उसकी प्रत्येक असमांतर भुजा 20 cm के बराबर है। यदि उसकी ऊँचाई 16 cm है, तो उसका क्षेत्रफल (cm^2 में) है :

- (1) 512
- (2) 496
- (3) 472
- (4) 448

[Question ID = 48][Question Description = S6_Maths Content/Pedagogy_Q048]

- 1. 1 [Option ID = 189]
- 2. 2 [Option ID = 190]
- 3. 3 [Option ID = 191]
- 4. 4 [Option ID = 192]

- 19) Which of the following is a characteristic of the median of a data ?
- (1) It get affected by extreme scores of data.
 - (2) It is same as finding mean.
 - (3) It is always equal to the value of $\frac{(\text{mean} + \text{mode})}{2}$.
 - (4) It does not get affected by extreme scores of the data.

निम्नलिखित में से कौन-सा आँकड़ों के माध्यक का एक अभिलक्षणिक है?

- (1) यह आँकड़ों के चरम अंकों से प्रभावित होता है।
- (2) यह माध्य ज्ञात करने के समान है।
- (3) यह सदैव $\frac{\text{माध्य} + \text{बहुलक}}{2}$ के मान के बराबर होता है।
- (4) यह आँकड़ों के चरम अंकों से प्रभावित नहीं होता है।

[Question ID = 49][Question Description = S6_Maths Content/Pedagogy_Q049]

- 1. 1 [Option ID = 193]
- 2. 2 [Option ID = 194]
- 3. 3 [Option ID = 195]
- 4. 4 [Option ID = 196]

20) A box contains 10 slips with numbered 1 to 10 (one number on one slip) which have been mixed well. One slip is chosen from the box without looking into it. What is the probability of getting a number greater than 6 ?

- (1) $\frac{1}{2}$
- (2) $\frac{2}{5}$
- (3) $\frac{3}{5}$
- (4) $\frac{4}{5}$

किसी डिब्बे में 10 पर्चियाँ रखी गई हैं जिन पर 1 से 10 तक संख्याएँ लिखी हुई हैं। (एक पर्ची पर एक संख्या) और इन्हें अच्छी प्रकार मिला दिया गया है। इस डिब्बे में से बिना अंदर देखे एक पर्ची निकाली जाती है। 6 से बड़ी संख्या प्राप्त होने की प्रायिकता क्या है?

- (1) $\frac{1}{2}$
- (2) $\frac{2}{5}$
- (3) $\frac{3}{5}$
- (4) $\frac{4}{5}$

[Question ID = 50][Question Description = S6_Maths Content/Pedagogy_Q050]

- 1. 1 [Option ID = 197]
- 2. 2 [Option ID = 198]
- 3. 3 [Option ID = 199]
- 4. 4 [Option ID = 200]

- 21) Which among the following is **NOT** a key process to be developed in mathematical reasoning ?
- (1) Recognising patterns
 - (2) Memorising a formula
 - (3) Identifying relationships
 - (4) Formulating hypothesis

गणितीय विवेचना के विकास में निम्नलिखित में से क्या एक महत्वपूर्ण प्रक्रिया नहीं है?

- (1) पैटर्न पहचानना
- (2) सूत्र कंठस्थ करना
- (3) संबंध ज्ञात करना
- (4) परिकल्पना का निर्माण करना

[Question ID = 51][Question Description = S6_Maths Content/Pedagogy_Q051]

1. 1 [Option ID = 201]
2. 2 [Option ID = 202]
3. 3 [Option ID = 203]
4. 4 [Option ID = 204]

- 22) Which of the following is the most appropriate method to teach the identity $(a + b)^2$ using chalk and blackboard ?
- (1) Write $(a + b)^2 = a^2 + b^2 + 2ab$ on the blackboard and solve related problems as examples
 - (2) Demonstrate the multiplication, $(a + b)^2 = (a + b) \times (a + b)$
 - (3) Take a chart of identities in the classroom and help students memorise them
 - (4) Make a jingle and help the students memorise all such identities

चॉक एवं श्याम पट्ट का उपयोग कर सर्वसमिका $(a + b)^2$ के शिक्षण की निम्नलिखित में से क्या सर्वाधिक उपयुक्त प्रणाली है?

- (1) श्याम पट्ट पर $(a + b)^2 = a^2 + b^2 + 2ab$ लिखिए और संबंधित प्रश्नों को उदाहरणों के तौर पर हल कीजिए
- (2) $(a + b)^2 = (a + b) \times (a + b)$ के गुणन को प्रदर्शित कीजिए
- (3) कक्षा में सर्व समिकाओं का एक चार्ट ले जाइए और विद्यार्थियों को उन्हें याद करने में सहायता कीजिए
- (4) तुकबंदी कीजिए और विद्यार्थियों की सर्वसमिकाओं को याद करने में सहायता कीजिए

[Question ID = 52][Question Description = S6_Maths Content/Pedagogy_Q052]

1. 1 [Option ID = 205]
2. 2 [Option ID = 206]
3. 3 [Option ID = 207]
4. 4 [Option ID = 208]

- 23) It has been observed that people involved in occupations that require mathematical skills of computation and estimation like vendors, construction workers etc. are often not able to cope up with formal school mathematics. Which of the following offers the most appropriate explanation for this ?
- (1) School mathematics requires a different level of intelligence
 - (2) Many people are inherently incapable of learning school mathematics
 - (3) School curriculum usually does not incorporate ways of teaching-learning specific to learners' cultural context
 - (4) People coming from these occupational backgrounds do not have time to practice problems given in the textbook at home

यह देखा गया है कि जो लोग ऐसे व्यवसायों में संलिप्त हैं जिनमें अभिकलन और अनुमान का गणितीय कौशल आवश्यक है जैसे विक्रेता, निर्माण कार्य से जुड़े मजदूर आदि वे प्रायः औपचारिक स्कूल गणित के साथ सामंजस्य नहीं बिठा पाते। निम्नलिखित में से कौन सा इसके संबंध में सर्वाधिक उपयुक्त व्याख्या देता है?

- (1) स्कूली गणित में बुद्धिमत्ता के एक अलग स्तर की जरूरत होती है
- (2) कई लोग स्कूली गणित सीखने में अंतर्निष्ठ निहित रूप से असक्षम होते हैं
- (3) स्कूली पाठ्याक्रम ज्यादातर अधिगमकर्ताओं के सांस्कृतिक संदर्भ में शिक्षण-अधिगम के तरीकों को समाविष्ट नहीं करता
- (4) ऐसे व्यावसायिक पृष्ठभूमि से आने वाले लोगों के पास घर पर पाठ्यपुस्तक में दी गई समस्याओं का अभ्यास करने का समय नहीं होता

[Question ID = 53][Question Description = S6_Maths Content/Pedagogy_Q053]

1. 1 [Option ID = 209]
2. 2 [Option ID = 210]
3. 3 [Option ID = 211]
4. 4 [Option ID = 212]

- 24) A student in class VI gives the following statement in a mathematics class :
"A 3D shape can be transformed into a 2D shape".
Which of the following concepts, the child is correctly applying to the above situation ?
- (1) Viewing objects from different sides
 - (2) Scaling
 - (3) Rotation
 - (4) Symmetry

एक विद्यार्थी ने गणित की कक्षा में निम्नलिखित वक्तव्य/कथन दिया-

“एक त्रि-आयामी आकार का द्वि-आयामी आकार में रूपांतरण किया जा सकता है।”

निम्नलिखित में से कौन सी अवधारणा का, उपरोक्त स्थिति में बच्चा सही रूप से प्रयोग कर रहा है?

- (1) वस्तुओं को अलग-अलग ओर/तरफ से देखना
- (2) शल्कन/सोपानी गणन
- (3) घूर्णन
- (4) सममिति

[Question ID = 54][Question Description = S6_Maths Content/Pedagogy_Q054]

1. 1 [Option ID = 213]

2. 2 [Option ID = 214]
3. 3 [Option ID = 215]
4. 4 [Option ID = 216]

25)

It was observed that a class VII student was able to find the answer of $\frac{1}{4} \div \frac{2}{3}$, but was not able to give a real-life situation of application of the same. The reason could be :

- (1) The teacher did not develop the idea of division of fractions using concrete materials before introducing the standard algorithm
- (2) There are hardly any real-life applications of fractions
- (3) The student did not pay attention when the teacher was teaching the topic
- (4) Division of fractions is a difficult concept for class VII student

यह देखा गया कि कक्षा VII का एक विद्यार्थी $\frac{1}{4} \div \frac{2}{3}$ का उत्तर ज्ञात कर पाया, किन्तु दैनिक जीवन से संबंधित

किसी घटना से उसका अनुप्रयोग नहीं दे पाया। इसका कारण हो सकता है कि-

- (1) शिक्षक ने मानक कलन विधि का परिचय देने से पूर्व मूर्त सामग्री का उपयोग कर भिन्नों के विभाजन के विचार का विकास नहीं किया
- (2) भिन्नों का वास्तविक जीवन में शायद ही कोई अनुप्रयोग हो
- (3) जब शिक्षक विषय पढ़ रहा था तब विद्यार्थी ने ध्यान नहीं दिया
- (4) कक्षा VII के विद्यार्थी के लिए भिन्नों का विभाजन एक कठिन अवधारणा है

[Question ID = 55][Question Description = S6_Maths Content/Pedagogy_Q055]

1. 1 [Option ID = 217]
2. 2 [Option ID = 218]
3. 3 [Option ID = 219]
4. 4 [Option ID = 220]

26)

Which of the following is the most appropriate way to teach the middle school students that mathematical probability of any outcome in a random event lies between 0 to 1 ?

- (1) By writing the formula of probability as possible outcomes divided by total number of outcomes
- (2) By using videos based on solving problems on probability from internet
- (3) By telling the students to do some experiments and verify
- (4) By conducting a practical experiment of any random event like throwing a dice, flipping a coin etc. and asking students to note the outcomes

निम्नलिखित में से कौन-सा, माध्यमिक स्कूल के विद्यार्थियों को यह पढ़ाने के लिए कि एक यादृच्छिक घटना में किसी भी परिणाम की गणितीय प्रायिकता 0 से 1 के बीच में आती है, सर्वाधिक उपयुक्त तरीका है?

- (1) प्रायिकता के सूत्र को, संभावित परिणामों बटा परिणामों की कुल संख्या की तरह लिखने के द्वारा
- (2) प्रायिकता की समस्याओं को हल करने पर आधारित इंटरनेट से लिए गए विडियो के उपयोग द्वारा
- (3) विद्यार्थियों को कुछ प्रयोग करने और सत्यापन करने के लिए कहने के द्वारा
- (4) किसी भी यादृच्छिक घटना जैसे पासा फेंकना, सिक्का उछालना आदि के प्रायोगिक प्रयोग का आयोजन कर और विद्यार्थियों को कर परिणामों को अंकित करने के लिए कहने के द्वारा

[Question ID = 56][Question Description = S6_Maths Content/Pedagogy_Q056]

1. 1 [Option ID = 221]

- 2. 2 [Option ID = 222]
- 3. 3 [Option ID = 223]
- 4. 4 [Option ID = 224]

- 27) According to many research studies, which of the following is the most appropriate reason for gender based differences in mathematical achievement in school mathematics education.
- (1) Inherent differences in cognitive capacities of males and females
 - (2) Persistent social stereotype carried out in classroom that mathematics is a male domain
 - (3) A natural difference in males and females with respect to interests in learning mathematics
 - (4) Differences in physiological and biological features of males and females

कई शोध-अध्ययनों के अनुसार, निम्नलिखित में से कौन सा स्कूली गणित शिक्षा में गणितीय उपलब्धियों में जेंडर पर आधारित भेदों का सर्वाधिक उपयुक्त कारण है?

- (1) पुरुषों एवं महिलाओं की संज्ञानात्मक क्षमताओं में अंतर्भूत (अंतर्निष्ठ) अंतर
- (2) कक्षा में दुराग्रही सामाजिक रूढ़िवादी सोच कि गणित पुरुषों का क्षेत्र है
- (3) गणित सीखने की रुचियों से संबंधित पुरुषों और महिलाओं में एक प्राकृतिक अंतर
- (4) पुरुषों और महिलाओं की मनोवैज्ञानिक और जैविक विशिष्टताओं में अंतर

[Question ID = 57][Question Description = S6_Maths Content/Pedagogy_Q057]

- 1. 1 [Option ID = 225]
- 2. 2 [Option ID = 226]
- 3. 3 [Option ID = 227]
- 4. 4 [Option ID = 228]

- 28) At primary level, children's thinking in mathematics progresses from :

- (A) abstract to concrete
- (B) complex to simple
- (C) simple to complex
- (D) concrete to abstract

Choose the **correct** option :

- (1) (A) and (B)
- (2) (B) and (C)
- (3) (A) and (D)
- (4) (C) and (D)

प्राथमिक स्तर पर गणित में बच्चों का चिंतन प्रगति करता है :

- (A) अमूर्त से मूर्त की ओर
- (B) जटिल से सरल की ओर
- (C) सरल से जटिल की ओर
- (D) मूर्त से अमूर्त की ओर

सही विकल्प का चयन कीजिए :

- (1) (A) और (B)
- (2) (B) और (C)
- (3) (A) और (D)
- (4) (C) और (D)

[Question ID = 58][Question Description = S6_Maths Content/Pedagogy_Q058]

- 1. 1 [Option ID = 229]
- 2. 2 [Option ID = 230]
- 3. 3 [Option ID = 231]
- 4. 4 [Option ID = 232]

29) Which among the following is an open ended question ?

- (1) Identify three objects which are in the shape of a cuboid
- (2) If sum of two numbers is 13 and their difference is 3, what are the numbers ?
- (3) Write as many as possible even prime numbers
- (4) Write even numbers, between 10 and 20 which are multiples of 2 and 3

निम्नलिखित में से कौन सा एक खुले सिरे वाला प्रश्न है ?

- (1) उन तीन वस्तुओं की पहचान करना जो एक षट्फलक के आकार में हैं
- (2) यदि दो संख्याओं का योग 13 है और उनका अन्तर 3 है, तब वे दो संख्याएँ क्या हैं ?
- (3) जितने भी संभव हो सके उतनी सम अभाज्य संख्याएँ लिखिए
- (4) 10 से 20 के बीच की वे सम संख्याएँ लिखिए जो 3 का गुणज हैं

[Question ID = 59][Question Description = S6_Maths Content/Pedagogy_Q059]

- 1. 1 [Option ID = 233]
- 2. 2 [Option ID = 234]
- 3. 3 [Option ID = 235]
- 4. 4 [Option ID = 236]

30) Ms. Fathima, a class VIII mathematics teacher has given a group project on problem solving in geometry to her students. She assessed her students over a period of time on various parameters like their analytical skills, problem solving skills, presentation skills; participation in group discussions etc. Which assessment tool will **NOT** be appropriate for this purpose ?

- (1) A Rating Scale
- (2) An Interview Schedule
- (3) A Checklist
- (4) Rubrics

कक्षा VIII की गणित शिक्षिका सुश्री फातिमा ने अपने विद्यार्थियों को ज्यामिति में समस्या समाधान पर एक समूह परियोजना दी। उन्होंने कुछ समय तक अपने विद्यार्थियों का आकलन विभिन्न प्राचलों जैसे उनका विश्लेषण कौशल, समस्या समाधान कौशल, प्रदर्शन कौशल; समूह परिचर्चा में भाग लेने का कौशल इत्यादि पर किया। आकलन का कौन सा साधन इस उद्देश्य के लिये उपयुक्त नहीं है?

- (1) एक रेटिंग स्केल
- (2) एक साक्षात्कार सारणी
- (3) एक चेक लिस्ट/जाँच सूची
- (4) रूब्रिक्स

[Question ID = 60][Question Description = S6_Maths Content/Pedagogy_Q060]

1. 1 [Option ID = 237]
2. 2 [Option ID = 238]
3. 3 [Option ID = 239]
4. 4 [Option ID = 240]

Topic:- SCIENCE_P2_CTET

1)
Two wires forming the open ends of a circuit consisting of a bulb and an electric cell are dipped in the following liquids one by one and it is noted whether the bulb in the circuit glows or not. Following are the observations :

liquid	Bulb glows or not
A	✓
B	×
C	×
D	✓

A, B, C and D could be :

- (1) copper sulphate, sugar solution, distilled water, salt water
- (2) sugar solution, distilled water, salt water, copper sulphate
- (3) distilled water, salt water, copper sulphate, sugar solution
- (4) salt water, copper sulphate, sugar solution, distilled water

एक विद्युत सेल और बल्ब से बने विद्युत परिपथ के दो खुले सिरे बनाती तारों को एक-एक करके निम्नलिखित द्रवों में डुबोया गया और नोट किया गया कि बल्ब जला या नहीं। किये गए अवलोकन निम्नलिखित हैं :

द्रव	बल्ब प्रदीप्त हुआ या नहीं
A	✓
B	×
C	×
D	✓

A, B, C, D द्रव हो सकते हैं

- (1) कॉपर सल्फेट, चीनी का विलयन, आसुत जल, लवणीय जल
- (2) चीनी का विलयन, आसुत जल, लवणीय जल, कॉपर सल्फेट
- (3) आसुत जल, लवणीय जल, कॉपर सल्फेट, चीनी का विलयन
- (4) लवणीय जल, कॉपर सल्फेट, चीनी का विलयन, आसुत जल

[Question ID = 61][Question Description = S6_Science_Q061]

1. 1 [Option ID = 241]
2. 2 [Option ID = 242]
3. 3 [Option ID = 243]
4. 4 [Option ID = 244]

2) The conversion of milk into curd is :

- (1) Physical and Reversible change
- (2) Physical and Irreversible change
- (3) Chemical and Reversible change
- (4) Chemical and Irreversible change

दूध का दही में परिवर्तन :

- (1) एक भौतिक और उत्क्रमणीय परिवर्तन है।
- (2) एक भौतिक और अनुत्क्रमणीय परिवर्तन है।
- (3) एक रासायनिक और उत्क्रमणीय परिवर्तन है।
- (4) एक रासायनिक और अनुत्क्रमणीय परिवर्तन है।

[Question ID = 62][Question Description = S6_Science_Q062]

1. 1 [Option ID = 245]
2. 2 [Option ID = 246]
3. 3 [Option ID = 247]
4. 4 [Option ID = 248]

3)

W is a chemical substance used in antacids as well as cleaning and baking products. It's chemical nature is X. When turmeric solution is added to X, it turns Y. The common name of W is Z. W, X, Y, Z respectively are :

- (1) sodium carbonate, basic, bluish, washing soda
- (2) sodium hydroxide, acidic, reddish, baking soda
- (3) sodium bicarbonate, basic, reddish, baking soda
- (4) sodium bicarbonate, acidic, reddish, washing soda

W एक रासायनिक पदार्थ है जिसका उपयोग एन्टैसिड के साथ-साथ धोने और बेकिंग उत्पादों में भी किया जाता है। इसकी रासायनिक प्रकृति X है। X में हल्दी का विलयन डालने पर वह Y में परिवर्तित हो जाता है। W का सामान्य नाम Z है। W, X, Y, Z क्रमशः हैं :

- (1) सोडियम कार्बोनेट, क्षारकीय, नीलाभ, वाशिंग सोडा
- (2) सोडियम हाइड्रॉक्साइड, अम्लीय, लाल, बेकिंग सोडा
- (3) सोडियम बाइकार्बोनेट, क्षारकीय, लाल, बेकिंग सोडा
- (4) सोडियम बाइकार्बोनेट, अम्लीय, लाल, वाशिंग सोडा

[Question ID = 63][Question Description = S6_Science_Q063]

1. 1 [Option ID = 249]
2. 2 [Option ID = 250]
3. 3 [Option ID = 251]
4. 4 [Option ID = 252]

4) Read the following statements regarding viruses and choose the correct statements :

- (A) They lack cellular structure
- (B) They contain DNA or RNA
- (C) They are smallest living micro-organisms
- (D) They can reproduce on their own
- (1) (A) and (C)
- (2) (A) and (B)
- (3) (B) and (C)
- (4) (C) and (D)

विषाणुओं के संदर्भ में निम्नलिखित कथनों को पढ़िये और सही कथनों का चयन कीजिए :

- (A) इनमें कोशिकीय संरचना नहीं होती।
- (B) इनमें DNA या RNA होता है।
- (C) ये लघुत्तम जीवित सूक्ष्मजीव हैं।
- (D) ये स्वयं प्रजनन कर सकते हैं।
- (1) (A) और (C)
- (2) (A) और (B)
- (3) (B) और (C)
- (4) (C) और (D)

[Question ID = 64][Question Description = S6_Science_Q064]

- 1. 1 [Option ID = 253]
- 2. 2 [Option ID = 254]
- 3. 3 [Option ID = 255]
- 4. 4 [Option ID = 256]

5)

Seismograph is an instrument used to measure the intensity of earth quakes. Seismograph mainly consists of a :

- (1) vibrating rod
- (2) electrical conductor
- (3) electromagnet
- (4) barometer

भूकम्प लेखी एक ऐसा यंत्र है जिसका उपयोग भूकंपों की तीव्रता मापने में किया जाता है। भूकम्प लेखी में मुख्यतः है :

- (1) कंपमान छड़
- (2) विद्युत चालक
- (3) विद्युत चुंबक
- (4) वायुदाबमापी

[Question ID = 65][Question Description = S6_Science_Q065]

- 1. 1 [Option ID = 257]
- 2. 2 [Option ID = 258]
- 3. 3 [Option ID = 259]
- 4. 4 [Option ID = 260]

6)

Which of the following represent correct set of organisms with their respective respiratory organ ?

Organism	Respiratory organ
(A) Earthworm	(I) Gill
(B) Cockroach	(II) Skin
(C) Dolphin	(III) Tracheal system
(D) Snail	(IV) Lungs
(1) (A)-(II), (B)-(III), (C)-(IV), (D)-(I)	
(2) (A)-(II), (B)-(III), (C)-(I), (D)-(IV)	
(3) (A)-(III), (B)-(II), (C)-(I), (D)-(IV)	
(4) (A)-(III), (B)-(IV), (C)-(I), (D)-(II)	

निम्नलिखित में से जीवों और उनके श्वसन अंगों का कौन-सा समुच्चय सही है ?

जीव	श्वसन अंग
(A) केंचुआ	(I) क्लोम
(B) कॉकरोच	(II) त्वचा
(C) डॉल्फिन	(III) श्वासनाल तंत्र
(D) घोंघा	(IV) फुफ्फुस
(1) (A)-(II), (B)-(III), (C)-(IV), (D)-(I)	
(2) (A)-(II), (B)-(III), (C)-(I), (D)-(IV)	
(3) (A)-(III), (B)-(II), (C)-(I), (D)-(IV)	
(4) (A)-(III), (B)-(IV), (C)-(I), (D)-(II)	

[Question ID = 66][Question Description = S6_Science_Q066]

1. 1 [Option ID = 261]
2. 2 [Option ID = 262]
3. 3 [Option ID = 263]
4. 4 [Option ID = 264]

7)

The sound travels from water into an iron rod and then into air and back into water. The speed of sound will successively :

- (1) increase, increase, decrease
- (2) decrease, increase, increase
- (3) increase, decrease, increase
- (4) decrease, increase, decrease

ध्वनि तरंगें जल से एक लोहे की छड़ में गति करती हैं और फिर वायु में गति करती हुई वापस जल में आती हैं। ध्वनि की गति में क्रमशः होगी :

- (1) वृद्धि, वृद्धि, ह्रास
- (2) ह्रास, वृद्धि, वृद्धि
- (3) वृद्धि, ह्रास, वृद्धि
- (4) ह्रास, वृद्धि, ह्रास

[Question ID = 67][Question Description = S6_Science_Q067]

1. 1 [Option ID = 265]
2. 2 [Option ID = 266]
3. 3 [Option ID = 267]
4. 4 [Option ID = 268]

8) Read the following statements and choose correct response :

Assertion (A) : There is no frictional force acting on a stationary car.

Reason (R) : Friction acts only on moving objects.

- (1) Both (A) and (R) are correct and (R) is correct explanation of (A).
- (2) Both (A) and (R) are correct but (R) is not correct explanation of (A).
- (3) (A) is correct but (R) is false
- (4) Both (A) and (R) are false

निम्नलिखित कथनों को पढ़िये और सही उत्तर का चयन कीजिए :

अभिकथन (A) : किसी स्थिर कार पर कोई घर्षण बल कार्य नहीं करता।

कारण (R) : घर्षण केवल गतिशील वस्तुओं पर कार्य करता है।

- (1) (A) और (R) दोनों सही हैं और (A) की (R) सही व्याख्या करता है।
- (2) (A) और (R) दोनों सही हैं, किन्तु (A) की (R) सही व्याख्या नहीं करता है।
- (3) (A) सही है किन्तु (R) गलत है।
- (4) (A) और (R) दोनों गलत हैं।

[Question ID = 68][Question Description = S6_Science_Q068]

1. 1 [Option ID = 269]
2. 2 [Option ID = 270]
3. 3 [Option ID = 271]
4. 4 [Option ID = 272]

9)

Reena takes a plastic bottle and makes three identical holes at different levels of the bottle. She fills the bottle and observes water flow. Which of the following statements about her observation and inference is correct ?

- (1) The water comes out of all the three holes with same force and falls at the same distance
- (2) The water from the topmost hole comes out with the least force and falls at the minimum distance
- (3) The water from the topmost hole comes out with most force and falls at the maximum distance
- (4) The water from the bottom hole comes out with least force and falls at minimum distance

रीना ने प्लास्टिक की एक बोतल ली और उसमें विभिन्न तलों पर सर्वसम तीन छिद्र बनाए। उसने बोतल को पानी से भर दिया और जल के प्रवाह का प्रेक्षण किया। निम्नलिखित में से कौन सा कथन उसके अवलोकन और निष्कर्ष के बारे में सही है?

- (1) जल तीनों छिद्रों में से समान बल से बाहर आया और एकसमान दूरी पर गिरा।
- (2) जल सर्वोच्च छिद्र से न्यूनतम बल से बाहर आया और न्यूनतम दूरी पर गिरा।
- (3) जल सर्वोच्च छिद्र से अत्यधिक बल सहित बाहर आया और अधिकतम दूरी पर गिरा।
- (4) जल निचले छिद्र से न्यूनतम बल से बाहर आया और न्यूनतम दूरी पर गिरा।

[Question ID = 69][Question Description = S6_Science_Q069]

1. 1 [Option ID = 273]
2. 2 [Option ID = 274]
3. 3 [Option ID = 275]

10) Which of the following statements is true ?

- (1) Soils with slow percolation rate retain more moisture
- (2) Roots of plants, humus and organic matter increases percolation rate
- (3) Fast percolation rate helps in better absorption of water by roots
- (4) Soils which have large particle size have slow percolation rate

निम्नलिखित कथनों में से कौन-सा कथन सत्य है ?

- (1) मंद परिस्रवण दर की मृदाओं में अधिक आर्द्रता होती है।
- (2) पौधे, खाद मिट्टी और कार्बनिक पदार्थ परिस्रवण दर में वृद्धि करते हैं।
- (3) तीव्र परिस्रवण दर जड़ों को जल अवशोषित करने में मदद करती है।
- (4) वृहत कणों के आकार की मृदाओं की परिस्रवण दर धीमी होती है।

[Question ID = 70][Question Description = S6_Science_Q070]

- 1. 1 [Option ID = 277]
- 2. 2 [Option ID = 278]
- 3. 3 [Option ID = 279]
- 4. 4 [Option ID = 280]

11) Which of the following materials is best suited to make a fuse wire ?

Material	Melting point	Resistivity
A	High	High
B	Low	High
C	High	Low
D	Low	Low

- (1) A
- (2) B
- (3) C
- (4) D

फ्यूज तार के निर्माण के लिए निम्न में से कौन-सा पदार्थ सर्वाधिक उपयुक्त है :

पदार्थ	गलनांक	प्रतिरोधकता
A	उच्च	उच्च
B	निम्न	उच्च
C	उच्च	निम्न
D	निम्न	निम्न

- (1) A
- (2) B
- (3) C
- (4) D

[Question ID = 71][Question Description = S6_Science_Q071]

- 1. 1 [Option ID = 281]
- 2. 2 [Option ID = 282]
- 3. 3 [Option ID = 283]
- 4. 4 [Option ID = 284]

12)

Read the following sentences about transpiration in plants :

- (A) Transpiration creates suction pull which causes water to reach great heights in tall trees.
- (B) Transpiration helps in maintaining optimum body temperature in plants.
- (C) Transpiration helps in absorption of water by the roots.

Which of the following statements is/are correct ?

- (1) (A) and (B)
- (2) (A) and (C)
- (3) (B) and (C)
- (4) (A), (B) and (C)

पौधों में वाष्पोत्सर्जन के संदर्भ में निम्नलिखित वाक्यों को पढ़िए :

- (A) वाष्पोत्सर्जन चूषण बल उत्पन्न करता है जो ऊँचे वृक्षों में जल को ऊँचाइयों तक पहुँचाता है।
- (B) वाष्पोत्सर्जन पौधों में अनुकूलतम तापमान संतुलित करने में मदद करता है।
- (C) वाष्पोत्सर्जन जड़ों को जल के अवशोषण में सहायता करता है।

निम्नलिखित में से कौन सा/से कथन सही है/हैं ?

- (1) (A) और (B)
- (2) (A) और (C)
- (3) (B) और (C)
- (4) (A), (B) और (C)

[Question ID = 72][Question Description = S6_Science_Q072]

- 1. 1 [Option ID = 285]
- 2. 2 [Option ID = 286]
- 3. 3 [Option ID = 287]
- 4. 4 [Option ID = 288]

13) If a clock shows quarter past three, how would it appear in a mirror ?

- (1) Quarter past three
- (2) Quarter past nine
- (3) Three Quarters past nine
- (4) Three Quarters past three

यदि कोई घड़ी सवा तीन दर्शाती है, तब यह दर्पण में कैसा दिखेगा ?

- (1) सवा तीन
- (2) सवा नौ
- (3) पौने नौ
- (4) पौने तीन

[Question ID = 73][Question Description = S6_Science_Q073]

- 1. 1 [Option ID = 289]
- 2. 2 [Option ID = 290]
- 3. 3 [Option ID = 291]
- 4. 4 [Option ID = 292]

- 14) Hens are _____ and _____ type of fertilisation takes place in them.
- (1) oviparous, internal
 - (2) oviparous, external
 - (3) viviparous, internal
 - (4) viviparous, external

मुर्गियाँ _____ होती हैं और उनमें _____ निषेचन होता है।

- (1) अण्डप्रजक, आन्तरिक
- (2) अण्डप्रजक, बाहरी
- (3) सजीवप्रजक, आन्तरिक
- (4) सजीवप्रजक, बाहरी

[Question ID = 74][Question Description = S6_Science_Q074]

1. 1 [Option ID = 293]
2. 2 [Option ID = 294]
3. 3 [Option ID = 295]
4. 4 [Option ID = 296]

- 15) The time period of a simple pendulum does not depend on :
- (1) length of pendulum, mass of bob, material of the bob
 - (2) length of pendulum, distance between two extreme positions
 - (3) mass of the bob, material of the bob
 - (4) length of pendulum, shape of bob

किसी सरल लोलक की कालावधि निर्भर नहीं है :

- (1) लोलक की लंबाई, गोलक के द्रव्यमान, गोलक के पदार्थ पर
- (2) लोलक की लंबाई, दो दूरतम स्थितियों में दूरी पर
- (3) गोलक के द्रव्यमान, गोलक के पदार्थ पर
- (4) लोलक की लंबाई, गोलक के आकार पर

[Question ID = 75][Question Description = S6_Science_Q075]

1. 1 [Option ID = 297]
2. 2 [Option ID = 298]
3. 3 [Option ID = 299]
4. 4 [Option ID = 300]

- 16) Which of the following plays most crucial role in disaster management of cyclones ?
- (1) Evacuation of people
 - (2) Monitoring distribution of resources
 - (3) Helping people to build houses
 - (4) Early and effective forecast systems

चक्रवातों के महाविपदा प्रबंधन में निम्नलिखित में से कौन अहम भूमिका निभाता है?

- (1) लोगों की निकासी
- (2) संसाधनों के वितरण की देखभाल
- (3) लोगों को घर निर्माण में मदद
- (4) प्रारंभिक एवं प्रभावी पूर्वसूचना तंत्र

[Question ID = 76][Question Description = S6_Science_Q076]

- 1. 1 [Option ID = 301]
- 2. 2 [Option ID = 302]
- 3. 3 [Option ID = 303]
- 4. 4 [Option ID = 304]

17)

The distance between Delhi and Agra is 180 km. Seeta travels in a car from Delhi to Agra and it takes her 5 hours to reach Agra. While returning, if the speed of the car is 60 km/hr, what is the time taken to complete the entire journey and what is the average speed of the car for this journey ?

- (1) 6 hours, 40 km/hr
- (2) 8 hours, 45 km/hr
- (3) 8 hours, 47 km/hr
- (4) 10 hours, 47 km/hr

दिल्ली और आगरा के मध्य दूरी 180 कि.मी. है। सीता कार द्वारा दिल्ली से आगरा सफर करती है और उसे आगरा पहुँचने में 5 घंटे लगते हैं। लौटते हुए, यदि कार की गति 60 कि.मी./घंटा है, तब पूरी यात्रा में कितना समय लगेगा और इस यात्रा के दौरान कार की औसत गति कितनी होगी ?

- (1) 6 घंटे, 40 कि.मी./घंटा
- (2) 8 घंटे, 45 कि.मी./घंटा
- (3) 8 घंटे, 47 कि.मी./घंटा
- (4) 10 घंटे, 47 कि.मी./घंटा

[Question ID = 77][Question Description = S6_Science_Q077]

- 1. 1 [Option ID = 305]
- 2. 2 [Option ID = 306]
- 3. 3 [Option ID = 307]
- 4. 4 [Option ID = 308]

18)

The shape of Red blood cells (RBCs) help in exchange of gases by providing large surface area. The shape of RBCs is :

- (1) long and thin
- (2) Flat
- (3) Disc shaped
- (4) Branched

लाल रक्त कोशिकाओं (RBC) का आकार वृहत् पृष्ठ क्षेत्रफल प्रदान कर गैसों के विनिमय में मदद करता है। RBC का आकार है :

- (1) लंबा एवं पतला
- (2) चपटा
- (3) चक्र के आकार का
- (4) शाखित

[Question ID = 78][Question Description = S6_Science_Q078]

1. 1 [Option ID = 309]
2. 2 [Option ID = 310]
3. 3 [Option ID = 311]
4. 4 [Option ID = 312]

19)

Which of these statements is not true if X and Y are elements and combine to form a compound Z ?

- (1) Atoms of X and Y are same
- (2) Atoms of X and Y are present in Z
- (3) Atoms of X, Y and Z are different
- (4) The distribution of atoms in Z is different from both X and Y

यदि X और Y तत्व हैं और संयोजन कर यौगिक Z बनाते हैं, तब निम्नलिखित में से कौन-सा कथन सत्य नहीं है?

- (1) X और Y के परमाणु एकसमान हैं।
- (2) X और Y के परमाणु Z में उपस्थित हैं।
- (3) X, Y और Z के परमाणु भिन्न-भिन्न हैं।
- (4) Z में परमाणुओं का वितरण, X और Y दोनों से भिन्न है।

[Question ID = 79][Question Description = S6_Science_Q079]

1. 1 [Option ID = 313]
2. 2 [Option ID = 314]
3. 3 [Option ID = 315]
4. 4 [Option ID = 316]

20)

Seema takes four test tubes and labels them as (A), (B), (C), (D). She puts an iron nail in each of the test tube and puts the following :

- (A) -oil
- (B) -soda lime
- (C) -hot water
- (D) -tap water

She closes all the test tubes and writes observations after few days.

Which of the following observations is correct ?

- (1) In test tube (A) and (C), the iron nail is rusted whereas in (B) and (D), it is not rusted
- (2) In test tubes (A) and (B), the iron nail is rusted whereas in (C) and (D), it is not rusted
- (3) In test tube (D), the iron nail is rusted whereas in (A), (B) and (C) it is not rusted
- (4) In test tube (C), the iron nail is rusted whereas in (A), (B) and (D) it is not rusted

सीमा ने चार परखनलियाँ लीं और उन्हें (A), (B), (C), (D) नामांकित किया। उसने प्रत्येक परखनली में लोहे की एक-एक कील डाली और निम्नलिखित पदार्थ डाले :

- (A) तेल
- (B) सोडा चूना
- (C) गर्म जल
- (D) नल का जल

उसने सभी परखनलियाँ बंद की और कुछ दिनों के पश्चात प्रेक्षणों को लिखा।

निम्नलिखित में से कौन-सा प्रेक्षण सही है ?

- (1) परखनली (A) और (C) में लोहे की कील पर जंग लग गया जबकि परखनली (B) और (D) जंग नहीं लगा।
- (2) परखनली (A) और (B) में लोहे की कील पर जंग लग गया जबकि परखनली (C) और (D) में, जंग नहीं लगा।
- (3) परखनली (D) में लोहे की कील पर जंग लग गया जबकि परखनली (A), (B) और (C) में कील पर जंग नहीं लगा।
- (4) परखनली (C) में लोहे की कील पर जंग लग गया जबकि (A), (B) और (D) में कील पर जंग नहीं लगा।

[Question ID = 80][Question Description = S6_Science_Q080]

- 1. 1 [Option ID = 317]
- 2. 2 [Option ID = 318]
- 3. 3 [Option ID = 319]
- 4. 4 [Option ID = 320]

21) Which of the following statements is/are true regarding Nature of Science ?

- (A) Science promotes Scepticism
 - (B) Science is always objective
 - (C) Science is interdisciplinary
 - (D) Science is same across all cultures
- (1) (A), (B)
 - (2) (B), (C)
 - (3) (C), (D)
 - (4) (A), (C)

विज्ञान की प्रकृति के संदर्भ में निम्न में से कौन सा/से कथन सत्य है/हैं :

- (A) विज्ञान संदेहवाद को बढ़ावा देता है।
 - (B) विज्ञान सर्वदा वस्तुनिष्ठ है।
 - (C) विज्ञान अंतः विषयी अध्ययन है।
 - (D) विज्ञान सभी संस्कृतियों में एकसमान है।
- (1) (A), (B)
 - (2) (B), (C)
 - (3) (C), (D)
 - (4) (A), (C)

[Question ID = 81][Question Description = S6_Science_Q081]

- 1. 1 [Option ID = 321]
- 2. 2 [Option ID = 322]
- 3. 3 [Option ID = 323]
- 4. 4 [Option ID = 324]

22)

'Naive conceptions' which children have about various science concepts and phenomenon ?

- (1) should be ignored by teacher as they are irrelevant
- (2) should be replaced by telling the correct ones
- (3) should be challenged by counter evidence
- (4) should be used for grading of correct understanding of concepts

विभिन्न वैज्ञानिक संप्रत्ययों एवं परिघटनाओं के विषय में बच्चों को जो 'सहज संप्रत्यय' हैं :

- (1) वे शिक्षक द्वारा अस्वीकार लिए जाने चाहिए क्योंकि वे अप्रासंगिक हैं।
- (2) उन्हें बोल कर सही संप्रत्ययों द्वारा विस्थापित करना-चाहिए।
- (3) उन्हें विरुद्ध प्रमाण द्वारा चुनौती देनी चाहिए।
- (4) संप्रत्ययों की सही समझ के लिए आकलन के लिए उपयोग करना चाहिए।

[Question ID = 82][Question Description = S6_Science_Q082]

1. 1 [Option ID = 325]
2. 2 [Option ID = 326]
3. 3 [Option ID = 327]
4. 4 [Option ID = 328]

23) Presenting non examples of a concept in Science :

- (1) promotes conceptual understanding
- (2) leads to conceptual gaps
- (3) leads to confusion
- (4) enhances procedural knowledge

विज्ञान में संप्रत्ययों के गैर उदाहरण प्रस्तुत करना :

- (1) संप्रत्ययों की समझ को प्रोत्साहित करता है।
- (2) संप्रत्ययों की कमियों की और अग्रसरित करता है।
- (3) भ्रम पैदा करता है।
- (4) विधिवत् ज्ञान को बढ़ावा देता है।

[Question ID = 83][Question Description = S6_Science_Q083]

1. 1 [Option ID = 329]
2. 2 [Option ID = 330]
3. 3 [Option ID = 331]
4. 4 [Option ID = 332]

24) Which of the following statements portrays a constructivist science classroom ?

- (A) The role of dialogue is given attention
- (B) Students' multiple perspectives are acknowledged
- (C) Connection between Science and other subject areas is highlighted
- (D) Objectivity in responses is given importance
- (E) Assessment focuses on correct and scientific responses

- (1) (C), (D), (E)
- (2) (A), (B), (C)
- (3) (A), (B), (E)
- (4) (B), (D), (E)

निम्न में से कौन-सा कथन एक रचनात्मक विज्ञान कक्षाकक्ष को निरूपित करता है ?

- (A) संवाद की भूमिका पर ध्यान दिया जाता है।
 - (B) विद्यार्थियों के बहुल परिप्रेक्ष्यों को संज्ञान में लिया जाता है।
 - (C) विज्ञान एवं अन्य विषय क्षेत्रों के संबंध पर विशेष बल दिया जाता है।
 - (D) उत्तरों में वस्तुनिष्ठता को महत्व दिया जाता है।
 - (E) मूल्यांकन सही एवं वैज्ञानिक उत्तरों पर केंद्रित होता है।
- (1) (C), (D), (E)
 - (2) (A), (B), (C)
 - (3) (A), (B), (E)
 - (4) (B), (D), (E)

[Question ID = 84][Question Description = S6_Science_Q084]

- 1. 1 [Option ID = 333]
- 2. 2 [Option ID = 334]
- 3. 3 [Option ID = 335]
- 4. 4 [Option ID = 336]

25) An inclusive science classroom is characterized by :

- (1) Standardized assessment
- (2) Individualized instructional plans
- (3) Uniform curriculum and instruction
- (4) Instruction by special educators

एक समावेशी विज्ञान कक्षाकक्ष का विशिष्ट लक्षण है :

- (1) मानकीकृत मूल्यांकन
- (2) वैयक्तिक निर्देश योजना
- (3) एकरूप पाठ्यचर्या एवं निर्देश
- (4) विशिष्ट शिक्षकों द्वारा निर्देश

[Question ID = 85][Question Description = S6_Science_Q085]

- 1. 1 [Option ID = 337]
- 2. 2 [Option ID = 338]
- 3. 3 [Option ID = 339]
- 4. 4 [Option ID = 340]

26)

A student suspends a bar magnet by a thread and writes the following statements in her copy :

S1 - The bar magnet comes to rest in such a position that one end points in the north and the other in the south direction

S2 - A freely suspended magnet aligns in North - South direction

Which of the following statements is/are correct ?

- (1) S1 is observation and S2 is inference
- (2) S1 is inference and S2 is observation
- (3) Both S1 and S2 are observations
- (4) Both S1 and S2 are inferences

एक छात्र ने एक छड़ चुंबक को धागे से लटकाया एवं अपनी कॉपी में निम्न कथन लिखे :

S1 - छड़ चुंबक विश्राम की ऐसी स्थिति में आया कि उसका एक सिरा उत्तर तथा दूसरा सिरा दक्षिण दिशा की ओर इंगित करता है।

S2 - एक मुक्त निलंबित चुंबक उत्तर-दक्षिण दिशा में संरेखित है।

निम्न में से कौन सा/से कथन सही है/हैं ?

- (1) S1 अवलोकन है और S2 निष्कर्ष है।
- (2) S1 निष्कर्ष है और S2 अवलोकन है।
- (3) S1 एवं S2 दोनों अवलोकन हैं।
- (4) S1 एवं S2 दोनों निष्कर्ष हैं।

[Question ID = 86][Question Description = S6_Science_Q086]

1. 1 [Option ID = 341]
2. 2 [Option ID = 342]
3. 3 [Option ID = 343]
4. 4 [Option ID = 344]

27)

Which of the following is a divergent question ?

- (1) Why is venus called an evening star ?
- (2) Why does lunar eclipse take place on a full moon day ?
- (3) What would happen if the periods of rotation and revolution of moon were not the same ?
- (4) Why is mercury the hottest planet ?

निम्न में से कौन-सा प्रश्न अपसारित प्रश्न है ?

- (1) शुक्र को सांध्य तारा क्यों कहते हैं ?
- (2) चंद्रग्रहण पूर्णिमा के दिन क्यों होता है ?
- (3) क्या होगा यदि चंद्रमा के घूर्णन एवं परिक्रमण की अवधि एकसमान ना हो ?
- (4) बुध सर्वाधिक गर्म ग्रह क्यों है ?

[Question ID = 87][Question Description = S6_Science_Q087]

1. 1 [Option ID = 345]
2. 2 [Option ID = 346]
3. 3 [Option ID = 347]
4. 4 [Option ID = 348]

28)

A teacher gives the following task to the students of class VIII.

“Interview 10 children from your neighbourhood to find out their food habits and diet. On the basis of information collected, identify the healthy diet patterns in the children”

Which process skills are being promoted by this activity ?

- (1) observing, defining operationally
- (2) communicating, defining operationally
- (3) observing, questioning
- (4) observing, communicating

एक शिक्षक ने कक्षा VIII के विद्यार्थियों को निम्नलिखित कार्य दिया :

“अपने पड़ोस के 10 बच्चों के आहार एवं भोजन की आदतों को ज्ञात करने के लिए उनका साक्षात्कार करो। प्राप्त सूचना के आधार पर बच्चों में स्वस्थ आहार के पैटर्न की पहचान करो।”

इस क्रियाकलाप द्वारा किन प्रक्रिया कौशलों को प्रोत्साहित किया गया है?

- (1) अवलोकन, परिचालक परिभाषा बनाना
- (2) संप्रेषण परिचालक परिभाषा बनाना
- (3) अवलोकन, प्रश्न पूछना
- (4) अवलोकन, संप्रेषण

[Question ID = 88][Question Description = S6_Science_Q088]

- 1. 1 [Option ID = 349]
- 2. 2 [Option ID = 350]
- 3. 3 [Option ID = 351]
- 4. 4 [Option ID = 352]

29)

To encourage girls to pursue STEM related careers, which of the following strategies can a science teacher use ?

- (A) Use gender sensitive language
 - (B) Invite women scientists to class
 - (C) Engage students in examining stereotypes
 - (D) Make gender based groups in class
 - (E) Have separate instruction for girls
- (1) (A), (B), (D)
 - (2) (A), (B), (C)
 - (3) (C), (D), (E)
 - (4) (A), (B), (E)

बालिकाओं को STEM संबंधित पेशा चुनने के लिए विज्ञान का एक शिक्षक निम्न में से कौन-सी युक्ति का उपयोग कर सकता है?

- (A) लिंग संवेदी भाषा का उपयोग
 - (B) कक्षा में महिला वैज्ञानिकों को आमंत्रित करना
 - (C) रूढ़धारणाओं को जाँचने के लिए विद्यार्थियों को सम्मिलित करना
 - (D) कक्षा में लिंग आधारित समूह बनाना
 - (E) बालिकाओं के लिए पृथक निर्देश देना
- (1) (A), (B), (D)
 - (2) (A), (B), (C)
 - (3) (C), (D), (E)
 - (4) (A), (B), (E)

[Question ID = 89][Question Description = S6_Science_Q089]

- 1. 1 [Option ID = 353]
- 2. 2 [Option ID = 354]
- 3. 3 [Option ID = 355]
- 4. 4 [Option ID = 356]

30)

Which of the following strategies are desirable for assessing learners meaningfully in Science ?

- (1) Same tasks should be given to all learners for parity
- (2) Learners' wrong answers should be ignored
- (3) Learners' reasoning should be given importance
- (4) Importance should be given to precise vocabulary and definitions

विज्ञान में अधिगमकर्त्ताओं के अर्थपूर्ण मूल्यांकन के लिए निम्न में से कौन सी योजना वांछनीय है ?

- (1) समाहर्ता के लिये सभी अधिगमकर्त्ताओं को एकरूप कार्य देना
- (2) अधिगमकर्त्ताओं के गलत उत्तरों की नज़र अंदाज़ करना
- (3) अधिगमकर्त्ताओं की विवेचना को महत्व देना
- (4) सुनिश्चित शब्दावली एवं परिभाषाओं को महत्व देना

[Question ID = 90][Question Description = S6_Science_Q090]

1. 1 [Option ID = 357]
2. 2 [Option ID = 358]
3. 3 [Option ID = 359]
4. 4 [Option ID = 360]

Topic: - ENG_Q91-99_L1_P2_CTET

1)

Read the passage given below and answer the question/complete the statements that follow by choosing the correct options out of the given ones.

On the night of the day on which this cruel deed was done, I was aroused from sleep by the cry of fire. The curtains of my bed were in flames. The whole house was blazing. It was with great difficulty that my wife, a servant, and myself, made our escape from the conflagration. The destruction was complete. My entire worldly wealth was swallowed up, and I resigned myself thenceforward to despair.

I am above the weakness of seeking to establish a sequence of cause and effect between the disaster and the atrocity. But I am detailing a chain of facts- and wish not to leave even a possible link imperfect. On the day succeeding the fire, I visited the ruins.

The walls, with one exception, had fallen in. This exception was found in a compartment wall, not very thick, which stood about the middle of the house and against which had rested the head of my bed. The plastering had here, in great measure, resisted the action of the fire-a fact which I attributed to its having been recently done.

About this wall a dense crowd had collected, and many persons seemed to be examining a particular portion of it with very minute and eager attention. The words, 'strange' ! 'singular !' and other similar expressions, excited my curiosity. I approached and saw, as if etched in bas relief upon the white surface, the figure of a gigantic cat. The impression was given with an accuracy truly marvellous. There was a rope about the animal's neck.

The narrator was sorry because :

- (1) his house had caught fire.
- (2) he had to resign.
- (3) he had to shift to a new house.
- (4) he had to buy new curtains.

[Question ID = 151][Question Description = S6_English Content/Pedagogy_Q091]

1. 1 [Option ID = 601]
2. 2 [Option ID = 602]
3. 3 [Option ID = 603]

2)

Read the passage given below and answer the question/complete the statements that follow by choosing the correct options out of the given ones.

On the night of the day on which this cruel deed was done, I was aroused from sleep by the cry of fire. The curtains of my bed were in flames. The whole house was blazing. It was with great difficulty that my wife, a servant, and myself, made our escape from the conflagration. The destruction was complete. My entire worldly wealth was swallowed up, and I resigned myself thenceforward to despair.

I am above the weakness of seeking to establish a sequence of cause and effect between the disaster and the atrocity. But I am detailing a chain of facts- and wish not to leave even a possible link imperfect. On the day succeeding the fire, I visited the ruins.

The walls, with one exception, had fallen in. This exception was found in a compartment wall, not very thick, which stood about the middle of the house and against which had rested the head of my bed. The plastering had here, in great measure, resisted the action of the fire-a fact which I attributed to its having been recently done.

About this wall a dense crowd had collected, and many persons seemed to be examining a particular portion of it with very minute and eager attention. The words, 'strange' ! 'singular !' and other similar expressions, excited my curiosity. I approached and saw, as if etched in bas relief upon the white surface, the figure of a gigantic cat. The impression was given with an accuracy truly marvellous. There was a rope about the animal's neck.

Study the following statements :

- (a) The narrator was keen to know the cause of the fire.
- (b) The fire reduced him to poverty.
- (1) (a) is true and (b) is false.
- (2) (b) is true and (a) is false.
- (3) Both (a) and (b) are true.
- (4) Both (a) and (b) are false.

[Question ID = 152][Question Description = S6_English Content/Pedagogy_Q092]

- 1. 1 [Option ID = 605]
- 2. 2 [Option ID = 606]
- 3. 3 [Option ID = 607]
- 4. 4 [Option ID = 608]

3)

Read the passage given below and answer the question/complete the statements that follow by choosing the correct options out of the given ones.

On the night of the day on which this cruel deed was done, I was aroused from sleep by the cry of fire. The curtains of my bed were in flames. The whole house was blazing. It was with great difficulty that my wife, a servant, and myself, made our escape from the conflagration. The destruction was complete. My entire worldly wealth was swallowed up, and I resigned myself thenceforward to despair.

I am above the weakness of seeking to establish a sequence of cause and effect between the disaster and the atrocity. But I am detailing a chain of facts- and wish not to leave even a possible link imperfect. On the day succeeding the fire, I visited the ruins.

The walls, with one exception, had fallen in. This exception was found in a compartment wall, not very thick, which stood about the middle of the house and against which had rested the head of my bed. The plastering had here, in great measure, resisted the action of the fire-a fact which I attributed to its having been recently done.

About this wall a dense crowd had collected, and many persons seemed to be examining a particular portion of it with very minute and eager attention. The words, 'strange' ! 'singular !' and other similar expressions, excited my curiosity. I approached and saw, as if etched in bas relief upon the white surface, the figure of a gigantic cat. The impression was given with an accuracy truly marvellous. There was a rope about the animal's neck.

Which of the following statements is TRUE ?

- (1) Fear of being burnt made the narrator wake up.
- (2) His servant helped his wife to escape.
- (3) Only a part of his wealth was saved.
- (4) A thin wall divided the house into two parts.

[Question ID = 153][Question Description = S6_English Content/Pedagogy_Q093]

1. 1 [Option ID = 609]
2. 2 [Option ID = 610]
3. 3 [Option ID = 611]
4. 4 [Option ID = 612]

Read the passage given below and answer the question/complete the statements that follow by choosing the correct options out of the given ones.

On the night of the day on which this cruel deed was done, I was aroused from sleep by the cry of fire. The curtains of my bed were in flames. The whole house was blazing. It was with great difficulty that my wife, a servant, and myself, made our escape from the conflagration. The destruction was complete. My entire worldly wealth was swallowed up, and I resigned myself thenceforward to despair.

I am above the weakness of seeking to establish a sequence of cause and effect between the disaster and the atrocity. But I am detailing a chain of facts- and wish not to leave even a possible link imperfect. On the day succeeding the fire, I visited the ruins.

The walls, with one exception, had fallen in. This exception was found in a compartment wall, not very thick, which stood about the middle of the house and against which had rested the head of my bed. The plastering had here, in great measure, resisted the action of the fire-a fact which I attributed to its having been recently done.

About this wall a dense crowd had collected, and many persons seemed to be examining a particular portion of it with very minute and eager attention. The words, 'strange' ! 'singular !' and other similar expressions, excited my curiosity. I approached and saw, as if etched in bas relief upon the white surface, the figure of a gigantic cat. The impression was given with an accuracy truly marvellous. There was a rope about the animal's neck.

Which of the following statements is NOT TRUE ?

- (1) The narrator wants to describe all the facts in detail.
- (2) Only one wall remained safe.
- (3) The narrator used to sleep with his head towards the wall.
- (4) This wall saved the narrator's life.

[Question ID = 154][Question Description = S6_English Content/Pedagogy_Q094]

1. 1 [Option ID = 613]
2. 2 [Option ID = 614]
3. 3 [Option ID = 615]
4. 4 [Option ID = 616]

5)

Read the passage given below and answer the question/complete the statements that follow by choosing the correct options out of the given ones.

On the night of the day on which this cruel deed was done, I was aroused from sleep by the cry of fire. The curtains of my bed were in flames. The whole house was blazing. It was with great difficulty that my wife, a servant, and myself, made our escape from the conflagration. The destruction was complete. My entire worldly wealth was swallowed up, and I resigned myself thenceforward to despair.

I am above the weakness of seeking to establish a sequence of cause and effect between the disaster and the atrocity. But I am detailing a chain of facts- and wish not to leave even a possible link imperfect. On the day succeeding the fire, I visited the ruins.

The walls, with one exception, had fallen in. This exception was found in a compartment wall, not very thick, which stood about the middle of the house and against which had rested the head of my bed. The plastering had here, in great measure, resisted the action of the fire-a fact which I attributed to its having been recently done.

About this wall a dense crowd had collected, and many persons seemed to be examining a particular portion of it with very minute and eager attention. The words, 'strange' ! 'singular !' and other similar expressions, excited my curiosity. I approached and saw, as if etched in bas relief upon the white surface, the figure of a gigantic cat. The impression was given with an accuracy truly marvellous. There was a rope about the animal's neck.

Study the following statements :

- (a) A number of people came to console the narrator.
- (b) They wanted to know the cause of the fire.
- (1) (a) is right and (b) is wrong.
- (2) (b) is right and (a) is wrong.
- (3) Both (a) and (b) are right.
- (4) Both (a) and (b) are wrong.

[Question ID = 155][Question Description = S6_English Content/Pedagogy_Q095]

- 1. 1 [Option ID = 617]
- 2. 2 [Option ID = 618]
- 3. 3 [Option ID = 619]
- 4. 4 [Option ID = 620]

Read the passage given below and answer the question/complete the statements that follow by choosing the correct options out of the given ones.

On the night of the day on which this cruel deed was done, I was aroused from sleep by the cry of fire. The curtains of my bed were in flames. The whole house was blazing. It was with great difficulty that my wife, a servant, and myself, made our escape from the conflagration. The destruction was complete. My entire worldly wealth was swallowed up, and I resigned myself thenceforward to despair.

I am above the weakness of seeking to establish a sequence of cause and effect between the disaster and the atrocity. But I am detailing a chain of facts- and wish not to leave even a possible link imperfect. On the day succeeding the fire, I visited the ruins.

The walls, with one exception, had fallen in. This exception was found in a compartment wall, not very thick, which stood about the middle of the house and against which had rested the head of my bed. The plastering had here, in great measure, resisted the action of the fire-a fact which I attributed to its having been recently done.

About this wall a dense crowd had collected, and many persons seemed to be examining a particular portion of it with very minute and eager attention. The words, 'strange' ! 'singular !' and other similar expressions, excited my curiosity. I approached and saw, as if etched in bas relief upon the white surface, the figure of a gigantic cat. The impression was given with an accuracy truly marvellous. There was a rope about the animal's neck.

Study the following statements :

- (a) The people were shocked at the damage caused by the fire.
- (b) The narrator felt curious at the excitement of the people.
- (c) From the wall a cat was glaring at the people.
- (1) (a) is right and (b) is wrong.
- (2) (b) is right and (c) is wrong.
- (3) (c) is right and (a) is wrong.
- (4) Both (a) and (b) are right.

[Question ID = 156][Question Description = S6_English Content/Pedagogy_Q096]

- 1. 1 [Option ID = 621]
- 2. 2 [Option ID = 622]
- 3. 3 [Option ID = 623]
- 4. 4 [Option ID = 624]

Read the passage given below and answer the question/complete the statements that follow by choosing the correct options out of the given ones.

On the night of the day on which this cruel deed was done, I was aroused from sleep by the cry of fire. The curtains of my bed were in flames. The whole house was blazing. It was with great difficulty that my wife, a servant, and myself, made our escape from the conflagration. The destruction was complete. My entire worldly wealth was swallowed up, and I resigned myself thenceforward to despair.

I am above the weakness of seeking to establish a sequence of cause and effect between the disaster and the atrocity. But I am detailing a chain of facts- and wish not to leave even a possible link imperfect. On the day succeeding the fire, I visited the ruins.

The walls, with one exception, had fallen in. This exception was found in a compartment wall, not very thick, which stood about the middle of the house and against which had rested the head of my bed. The plastering had here, in great measure, resisted the action of the fire-a fact which I attributed to its having been recently done.

About this wall a dense crowd had collected, and many persons seemed to be examining a particular portion of it with very minute and eager attention. The words, 'strange' ! 'singular !' and other similar expressions, excited my curiosity. I approached and saw, as if etched in bas relief upon the white surface, the figure of a gigantic cat. The impression was given with an accuracy truly marvellous. There was a rope about the animal's neck.

'...With one exception'....

The word exception means the same as :

- (1) oddity
- (2) preference
- (3) acceptance
- (4) absence

[Question ID = 157][Question Description = S6_English Content/Pedagogy_Q097]

- 1. 1 [Option ID = 625]
- 2. 2 [Option ID = 626]
- 3. 3 [Option ID = 627]
- 4. 4 [Option ID = 628]

Read the passage given below and answer the question/complete the statements that follow by choosing the correct options out of the given ones.

On the night of the day on which this cruel deed was done, I was aroused from sleep by the cry of fire. The curtains of my bed were in flames. The whole house was blazing. It was with great difficulty that my wife, a servant, and myself, made our escape from the conflagration. The destruction was complete. My entire worldly wealth was swallowed up, and I resigned myself thenceforward to despair.

I am above the weakness of seeking to establish a sequence of cause and effect between the disaster and the atrocity. But I am detailing a chain of facts- and wish not to leave even a possible link imperfect. On the day succeeding the fire, I visited the ruins.

The walls, with one exception, had fallen in. This exception was found in a compartment wall, not very thick, which stood about the middle of the house and against which had rested the head of my bed. The plastering had here, in great measure, resisted the action of the fire-a fact which I attributed to its having been recently done.

About this wall a dense crowd had collected, and many persons seemed to be examining a particular portion of it with very minute and eager attention. The words, 'strange' ! 'singular !' and other similar expressions, excited my curiosity. I approached and saw, as if etched in bas relief upon the white surface, the figure of a gigantic cat. The impression was given with an accuracy truly marvellous. There was a rope about the animal's neck.

'On the day succeeding the fire'

The word opposite in meaning to the underlined word is :

- (1) following
- (2) failing
- (3) preceding
- (4) seeking

[Question ID = 158][Question Description = S6_English Content/Pedagogy_Q098]

- 1. 1 [Option ID = 629]
- 2. 2 [Option ID = 630]
- 3. 3 [Option ID = 631]
- 4. 4 [Option ID = 632]

Read the passage given below and answer the question/complete the statements that follow by choosing the correct options out of the given ones.

On the night of the day on which this cruel deed was done, I was aroused from sleep by the cry of fire. The curtains of my bed were in flames. The whole house was blazing. It was with great difficulty that my wife, a servant, and myself, made our escape from the conflagration. The destruction was complete. My entire worldly wealth was swallowed up, and I resigned myself thenceforward to despair.

I am above the weakness of seeking to establish a sequence of cause and effect between the disaster and the atrocity. But I am detailing a chain of facts- and wish not to leave even a possible link imperfect. On the day succeeding the fire, I visited the ruins.

The walls, with one exception, had fallen in. This exception was found in a compartment wall, not very thick, which stood about the middle of the house and against which had rested the head of my bed. The plastering had here, in great measure, resisted the action of the fire-a fact which I attributed to its having been recently done.

About this wall a dense crowd had collected, and many persons seemed to be examining a particular portion of it with very minute and eager attention. The words, 'strange' ! 'singular !' and other similar expressions, excited my curiosity. I approached and saw, as if etched in bas relief upon the white surface, the figure of a gigantic cat. The impression was given with an accuracy truly marvellous. There was a rope about the animal's neck.

'The plastering had here'

The underlined word is a/an _____ .

- (1) Verb
- (2) Noun
- (3) Adjective
- (4) Interjection

[Question ID = 159][Question Description = S6_English Content/Pedagogy_Q099]

- 1. 1 [Option ID = 633]
- 2. 2 [Option ID = 634]
- 3. 3 [Option ID = 635]
- 4. 4 [Option ID = 636]

Topic:- ENG_Q100-105_L1_P2_CTET

1)

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

Is this a holy thing to see
In a rich and fruitful land,
Babes reduced to misery,
Fed with cold and usurous hand ?

Is that trembling cry a song ?
Can it be a song of joy ?
And so many children poor ?
It is a land of poverty !

And their sun does never shine,
And their fields are bleak and bare,
And their ways are fill'd with thorns ;
It is eternal winter there.

For where-e'er the sun does shine,
And where-e'er the rain does fall,
Babe can never hunger there,
Nor poverty the mind appall.

The poem :

- (1) is a song of joy.
- (2) is a voice of protest.
- (3) describes the glory of God.
- (4) makes an appeal to God.

[Question ID = 160][Question Description = S6_English Content/Pedagogy_Q100]

- 1. 1 [Option ID = 637]
- 2. 2 [Option ID = 638]
- 3. 3 [Option ID = 639]
- 4. 4 [Option ID = 640]

2)

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

Is this a holy thing to see
In a rich and fruitful land,
Babes reduced to misery,
Fed with cold and usurous hand ?

Is that trembling cry a song ?
Can it be a song of joy ?
And so many children poor ?
It is a land of poverty !

And their sun does never shine,
And their fields are bleak and bare,
And their ways are fill'd with thorns ;
It is eternal winter there.

For where-e'er the sun does shine,
And where-e'er the rain does fall,
Babe can never hunger there,
Nor poverty the mind appall.

The irony prevalent throughout the poem is that :

- (1) Children in a rich country are hungry.
- (2) There is no love for children here.
- (3) Children are singing in a trembling voice.
- (4) In a poor country so many children are poor.

[Question ID = 161][Question Description = S6_English Content/Pedagogy_Q101]

1. 1 [Option ID = 641]
2. 2 [Option ID = 642]
3. 3 [Option ID = 643]
4. 4 [Option ID = 644]

3)

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

Is this a holy thing to see
In a rich and fruitful land,
Babes reduced to misery,
Fed with cold and usurous hand ?

Is that trembling cry a song ?
Can it be a song of joy ?
And so many children poor ?
It is a land of poverty !

And their sun does never shine,
And their fields are bleak and bare,
And their ways are fill'd with thorns ;
It is eternal winter there.

For where-e'er the sun does shine,
And where-e'er the rain does fall,
Babe can never hunger there,
Nor poverty the mind appall.

'their ways are filled with thorns.'

The figure of speech used here is a :

- (1) Simile
- (2) Metaphor
- (3) Personification
- (4) Metonymy

[Question ID = 162][Question Description = S6_English Content/Pedagogy_Q102]

- 1. 1 [Option ID = 645]
- 2. 2 [Option ID = 646]
- 3. 3 [Option ID = 647]
- 4. 4 [Option ID = 648]

4)

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

Is this a holy thing to see
In a rich and fruitful land,
Babes reduced to misery,
Fed with cold and usurous hand ?

Is that trembling cry a song ?
Can it be a song of joy ?
And so many children poor ?
It is a land of poverty !

And their sun does never shine,
And their fields are bleak and bare,
And their ways are fill'd with thorns ;
It is eternal winter there.

For where-e'er the sun does shine,
And where-e'er the rain does fall,
Babe can never hunger there,
Nor poverty the mind appall.

'It is eternal winter here' actually means :

- (1) It is a very cold country.
- (2) Nothing grows in the fields.
- (3) Children enjoy the snowfall all the year round.
- (4) People are uncaring and callous.

[Question ID = 163][Question Description = S6_English Content/Pedagogy_Q103]

1. 1 [Option ID = 649]
2. 2 [Option ID = 650]
3. 3 [Option ID = 651]
4. 4 [Option ID = 652]

5)

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

Is this a holy thing to see
In a rich and fruitful land,
Babes reduced to misery,
Fed with cold and usurous hand ?

Is that trembling cry a song ?
Can it be a song of joy ?
And so many children poor ?
It is a land of poverty !

And their sun does never shine,
And their fields are bleak and bare,
And their ways are fill'd with thorns ;
It is eternal winter there.

For where-e'er the sun does shine,
And where-e'er the rain does fall,
Babe can never hunger there,
Nor poverty the mind appall.

'Usurous hand' means :

- (1) miserly nature
- (2) a sympathetic heart
- (3) a thrifty person
- (4) a useful person

[Question ID = 164][Question Description = S6_English Content/Pedagogy_Q104]

- 1. 1 [Option ID = 653]
- 2. 2 [Option ID = 654]
- 3. 3 [Option ID = 655]
- 4. 4 [Option ID = 656]

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

Is this a holy thing to see
In a rich and fruitful land,
Babes reduced to misery,
Fed with cold and usurous hand ?

Is that trembling cry a song ?
Can it be a song of joy ?
And so many children poor ?
It is a land of poverty !

And their sun does never shine,
And their fields are bleak and bare,
And their ways are fill'd with thorns ;
It is eternal winter there.

For where-e'er the sun does shine,
And where-e'er the rain does fall,
Babe can never hunger there,
Nor poverty the mind appall.

The child in the poem is :

- (1) singing a happy song.
- (2) playing in a rich and fruitful garden.
- (3) leading a miserable life.
- (4) suffering from cold.

[Question ID = 165][Question Description = S6_English Content/Pedagogy_Q105]

1. 1 [Option ID = 657]
2. 2 [Option ID = 658]
3. 3 [Option ID = 659]
4. 4 [Option ID = 660]

Topic:- ENG_Q106-120_L1_P2_CTET

1) Children acquire language through social interaction. This idea is supported by :

- (1) Piaget
- (2) Vygotsky
- (3) Chomsky
- (4) Skinner

[Question ID = 166][Question Description = S6_English Content/Pedagogy_Q106]

1. 1 [Option ID = 661]
2. 2 [Option ID = 662]
3. 3 [Option ID = 663]
4. 4 [Option ID = 664]

- 2) A 7 months old child makes vocalisations using of consonants and vowels. He is communicating using :
- (1) linguistic speech
 - (2) cooing
 - (3) phonemes
 - (4) babbling

[Question ID = 167][Question Description = S6_English Content/Pedagogy_Q107]

1. 1 [Option ID = 665]
2. 2 [Option ID = 666]
3. 3 [Option ID = 667]
4. 4 [Option ID = 668]

- 3) _____ talk is considered as a well organized talk.
- (1) Structured
 - (2) Short
 - (3) Long
 - (4) Random

[Question ID = 168][Question Description = S6_English Content/Pedagogy_Q108]

1. 1 [Option ID = 669]
2. 2 [Option ID = 670]
3. 3 [Option ID = 671]
4. 4 [Option ID = 672]

- 4) Students hear or read different parts of the text, then exchange information with others to complete the task :
- (1) Running dictation
 - (2) Composition dictation
 - (3) Jigsaw dictation
 - (4) Partial dictation

[Question ID = 169][Question Description = S6_English Content/Pedagogy_Q109]

1. 1 [Option ID = 673]
2. 2 [Option ID = 674]
3. 3 [Option ID = 675]
4. 4 [Option ID = 676]

- 5) A language teacher notices that her class 7 student has a difficulty in retelling a story, his speech is not fluent and he is unable to understand the meaning of words discussed in class. This language disorder is referred to as :
- (1) Dysphasia
 - (2) Dysgraphia
 - (3) Dyspraxia
 - (4) Dyscalculia

[Question ID = 170][Question Description = S6_English Content/Pedagogy_Q110]

1. 1 [Option ID = 677]
2. 2 [Option ID = 678]
3. 3 [Option ID = 679]
4. 4 [Option ID = 680]

- 6) A teacher tests the students in language skills at the end of each semester. This will help her to :
- (1) Assess student's language proficiency
 - (2) Measure their aptitude for learning the language
 - (3) Assign scores to them
 - (4) Define curricular objective

[Question ID = 171][Question Description = S6_English Content/Pedagogy_Q111]

1. 1 [Option ID = 681]
2. 2 [Option ID = 682]
3. 3 [Option ID = 683]
4. 4 [Option ID = 684]

- 7) Assessment in the language class must be conducted :
- (1) to know whether they have learnt the answers of the questions related to the text.
 - (2) during the teaching learning process
 - (3) to know how efficient is the teacher to teach
 - (4) only after the text is complete

[Question ID = 172][Question Description = S6_English Content/Pedagogy_Q112]

1. 1 [Option ID = 685]
2. 2 [Option ID = 686]
3. 3 [Option ID = 687]
4. 4 [Option ID = 688]

- 8) Which of the following statement is true for code mixing and code switching ?
- (1) Code mixing is when someone alternates two or more languages in same conversation while Code switching is when someone uses one word or phrase from one language to another language.
 - (2) Code mixing and code switching are synonymous to each other.
 - (3) Code mixing is when someone uses one word or phrase from one language to another language while code switching is when someone alternates two or more languages in same conversation.
 - (4) Code mixing and code switching is done only by monolinguals.

[Question ID = 173][Question Description = S6_English Content/Pedagogy_Q113]

1. 1 [Option ID = 689]
2. 2 [Option ID = 690]
3. 3 [Option ID = 691]
4. 4 [Option ID = 692]

- 9) Which of the following statement reflect the relation between reading and writing skill ?
- (1) A child who can't write also can't read.
 - (2) Reading and writing skill are integrated.
 - (3) Reading and writing should be taught separately.
 - (4) If a child does well in one of these skills he will definitely do well in other.

[Question ID = 174][Question Description = S6_English Content/Pedagogy_Q114]

1. 1 [Option ID = 693]
2. 2 [Option ID = 694]
3. 3 [Option ID = 695]
4. 4 [Option ID = 696]

- 10) A teacher asks the students to replace the underlined word with the correct option. Which skill is NOT being assessed by her ?
- (1) Listening
 - (2) Writing
 - (3) Reading
 - (4) Hearing

[Question ID = 175][Question Description = S6_English Content/Pedagogy_Q115]

1. 1 [Option ID = 697]
2. 2 [Option ID = 698]
3. 3 [Option ID = 699]
4. 4 [Option ID = 700]

- 11) Steps of process writing approach are :
- (1) Prewrite-Draft-Revise-Edit-Publish
 - (2) Prewrite-Revise-Edit-Write-Publish
 - (3) Prewrite-Edit-Revise-Write-Publish
 - (4) Write-Revise-Prewrite-Edit-Publish

[Question ID = 176][Question Description = S6_English Content/Pedagogy_Q116]

1. 1 [Option ID = 701]
2. 2 [Option ID = 702]
3. 3 [Option ID = 703]
4. 4 [Option ID = 704]

- 12) Reading to find specific facts is :
- (1) Scanning
 - (2) Skimming
 - (3) Decoding
 - (4) Extensive reading

[Question ID = 177][Question Description = S6_English Content/Pedagogy_Q117]

1. 1 [Option ID = 705]
2. 2 [Option ID = 706]
3. 3 [Option ID = 707]
4. 4 [Option ID = 708]

- 13) To promote the social language in class a teacher :
- (1) asked the learner to write a report on children's day.
 - (2) gave the learners the opportunity to interact with peers.
 - (3) asked the learners to write an invitation letter for her birthday.
 - (4) asked the learner to summarize the given text.

[Question ID = 178][Question Description = S6_English Content/Pedagogy_Q118]

1. 1 [Option ID = 709]
2. 2 [Option ID = 710]
3. 3 [Option ID = 711]
4. 4 [Option ID = 712]

- 14) Teacher asked the learners to choose the story books from the classroom library and read individually. She wants to promote :
- (1) Intensive reading
 - (2) Extensive reading
 - (3) Critical reading
 - (4) Shared reading

[Question ID = 179][Question Description = S6_English Content/Pedagogy_Q119]

1. 1 [Option ID = 713]
2. 2 [Option ID = 714]
3. 3 [Option ID = 715]
4. 4 [Option ID = 716]

- 15) A class-6 teacher conducts various activities in her class to improve spellings and punctuations. This will help her students to :
- (1) enhance their fluency
 - (2) enhance their listening skills
 - (3) improve their accuracy
 - (4) improve their vocabulary

[Question ID = 180][Question Description = S6_English Content/Pedagogy_Q120]

1. 1 [Option ID = 717]
2. 2 [Option ID = 718]
3. 3 [Option ID = 719]
4. 4 [Option ID = 720]

Topic:- Sanskrit_Q121-128_L2_P2_CTET

1) अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत -

राजा तारापीडः चन्द्रापीडसंज्ञकस्य आत्मजस्य यौवराज्य-अभिषेकार्थं सामग्रीसमुदायानां संघटनाय सेवकान् आज्ञापयामास। एकदा दर्शनार्थम् समुपस्थितम् यौवराज्यार्थं सद्यसम्भावयिताभिषेकम्, विनीतमपि चन्द्रापीडम् विनीततरम् चिकीर्षन् शुकनासः विस्तरेण वक्तुमुपचक्रमे। वत्स! सर्वज्ञस्य ते किमपि वक्तव्यं नास्ति। किन्तु प्रकृत्यैव बहुलतमः यौवनान्धकारः सूर्यस्य रश्मिभिः, मणीनां तेजोभिः, दीपानां प्रकाशेन-अपि च दूरीकर्तुम् अशक्य एव। अन्येषां मदानां कालान्तरे स्वयमेव उपशमो भवति, धनोन्मादस्य तु जीवनपर्यन्तमपि नोपशमः। 'तिमिर' संज्ञको असाध्यो नेत्ररोगः अञ्जन-आदिना चिकित्स्यः ऐश्वर्यतिमिरान्धत्वंतु अञ्जन-शलाकादिभिरपि अचिकित्स्यमेव। अन्यविधोष्मा सामान्य-उपचारैर् हाय, दर्पोष्मा तु म्रक्चन्दनादिभिः शीतोपचारैर् अपि-अहार्य एव।

विषजन्या मूर्च्छा मन्त्र-औषधविशेषैः शमयितुमलम्, किन्तु विषयविषास्वादमोहः पूर्वोक्तैः अन्यैरपि च साधन-विशेषैः शमनपथं नावतरति। सामान्य-पङ्क-लेपनं स्नानादिभिः प्रक्षालनीयम् भवति किन्तु प्रबलः अनुराग-पङ्क-अवलपः पानीयप्रभृतिभिर् अपि अप्रक्षालनीय एव। अन्यविधा निद्रा निशावसाने समापनीया भवति किन्तु साम्राज्यसुखसमूह-स्वापे नैव कथमपि समाप्यते, इत्यतः विस्तरेण अभिधीयसे मया। गर्भेश्वरत्वम्, अभिनवयौवनत्वम्, अप्रतिम-रूपत्वम्, अमानुष शक्तित्वम् इति इयम् खलु महती अनर्थपरम्परा। यौवनारम्भे च प्रायः शास्त्र-जल-प्रक्षालन-निर्मला-अपि बुद्धि-कालुष्यम् उपयाति। भवादृशाः जनाः एव उपदेशानां भाजनानि भवन्ति। अपगतमले हि मनसि स्फटिकमणाविव रजनीकर-गभस्तयो विशन्ति सुखेन उपदेशगुणाः।

जीवनपर्यन्तमपि कस्योन्मादस्य नोपशमः ?

- (1) यौवनोन्मादस्य
- (2) धनोन्मादस्य
- (3) विद्योन्मादस्य
- (4) मित्रोन्मादस्य

[Question ID = 721][Question Description = S6_Sanskrit_Q121]

1. 1 [Option ID = 2881]
2. 2 [Option ID = 2882]
3. 3 [Option ID = 2883]
4. 4 [Option ID = 2884]

2) अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत -

राजा तारापीडः चन्द्रापीडसंज्ञकस्य आत्मजस्य यौवराज्य-अभिषेकार्थं सामग्रीसमुदायानां संघटनाय सेवकान् आज्ञापयामास। एकदा दर्शनार्थम् समुपस्थितम् यौवराज्यार्थं सद्यसम्भावयिताभिषेकम्, विनीतमपि चन्द्रापीडम् विनीततरम् चिकीर्षन् शुकनासः विस्तरेण वक्तुमुपचक्रमे। वत्स! सर्वज्ञस्य ते किमपि वक्तव्यं नास्ति। किन्तु प्रकृत्यैव बहुलतमः यौवनान्धकारः सूर्यस्य रश्मिभिः, मणीनां तेजोभिः, दीपानां प्रकाशेन-अपि च दूरीकर्तुम् अशक्य एव। अन्येषां मदानां कालान्तरे स्वयमेव उपशमो भवति, धनोन्मादस्य तु जीवनपर्यन्तमपि नोपशमः। 'तिमिर' संज्ञको असाध्यो नेत्ररोगः अञ्जन-आदिना चिकित्स्यः ऐश्वर्यतिमिरान्धत्वन्तु अञ्जन-शलाकादिभिरपि अचिकित्स्यमेव। अन्यविधोष्मा सामान्य-उपचारैर् हाय, दर्पोष्मा तु स्रक्चन्दनादिभिः शीतोपचारैर् अपि-अहार्य एव।

विषजन्या मूर्च्छा मन्त्र-औषधिविशेषैः शमयितुमलम्, किन्तु विषयविषास्वादमोहः पूर्वोक्तैः अन्यैरपि च साधन-विशेषैः शमनपथं नावतरति। सामान्य-पङ्क-लेपनं स्नानादिभिः प्रक्षालनीयम् भवति किन्तु प्रबलः अनुराग-पङ्क-अवलपः पानीयप्रभृतिभिर् अपि अप्रक्षालनीय एव। अन्यविधा निद्रा निशावसाने समापनीया भवति किन्तु साम्राज्यसुखसमूह-स्वापे नैव कथमपि समाप्यते, इत्यतः विस्तरेण अभिधीयसे मया। गर्भेश्वरत्वम्, अभिनवयौवनत्वम्, अप्रतिम-रूपत्वम्, अमानुष शक्तित्वम् इति इयम् खलु महती अनर्थपरम्परा। यौवनारम्भे च प्रायः शास्त्र-जल-प्रक्षालन-निर्मला-अपि बुद्धि-कालुष्यम् उपयाति। भवादृशाः जनाः एव उपदेशानां भाजनानि भवन्ति। अपगतमले हि मनसि स्फटिकमणाविव रजनीकर-गभस्तयो विशन्ति सुखेन उपदेशगुणाः।

स्रक्चन्दनादिभिः शीतोपचारैर् अपि अहार्य का ?

- (1) सुखोष्मा
- (2) दुःखोष्मा
- (3) हर्षोष्मा
- (4) दर्पोष्मा

[Question ID = 722][Question Description = S6_Sanskrit_Q122]

1. 1 [Option ID = 2885]
2. 2 [Option ID = 2886]
3. 3 [Option ID = 2887]
4. 4 [Option ID = 2888]

3) अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत -

राजा तारापीडः चन्द्रापीडसंज्ञकस्य आत्मजस्य यौवराज्य-अभिषेकार्थं सामग्रीसमुदायानां संघटनाय सेवकान् आज्ञापयामास। एकदा दर्शनार्थम् समुपस्थितम् यौवराज्यार्थं सद्यसम्भावयिताभिषेकम्, विनीतमपि चन्द्रापीडम् विनीततरम् चिकीर्षन् शुकनासः विस्तरेण वक्तुमुपचक्रमे। वत्स! सर्वज्ञस्य ते किमपि वक्तव्यं नास्ति। किन्तु प्रकृत्यैव बहुलतमः यौवनान्धकारः सूर्यस्य रश्मिभिः, मणीनां तेजोभिः, दीपानां प्रकाशेन-अपि च दूरीकर्तुम् अशक्य एव। अन्येषां मदानां कालान्तरे स्वयमेव उपशमो भवति, धनोन्मादस्य तु जीवनपर्यन्तमपि नोपशमः। 'तिमिर' संज्ञको असाध्यो नेत्ररोगः अञ्जन-आदिना चिकित्स्यः ऐश्वर्यतिमिरान्धत्वन्तु अञ्जन-शलाकादिभिरपि अचिकित्स्यमेव। अन्यविधोष्मा सामान्य-उपचारैर् हार्य, दर्पोष्मा तु स्रक्चन्दनादिभिः शीतोपचारैर् अपि-अहार्य एव।

विषजन्या मूर्च्छा मन्त्र-औषधिविशेषैः शमयितुमलम्, किन्तु विषयविषास्वादमोहः पूर्वोक्तैः अन्यैरपि च साधन-विशेषैः शमनपथं नावतरति। सामान्य-पङ्क-लेपनं स्नानादिभिः प्रक्षालनीयम् भवति किन्तु प्रबलः अनुराग-पङ्क-अवलेपः पानीयप्रभृतिभिर् अपि अप्रक्षालनीय एव। अन्यविधा निद्रा निशावसाने समापनीया भवति किन्तु साम्राज्यसुखसमूह-स्वापे नैव कथमपि समाप्यते, इत्यतः विस्तरेण अभिधीयसे मया। गर्भेश्वरत्वम्, अभिनवयौवनत्वम्, अप्रतिम-रूपत्वम्, अमानुष शक्तित्वम् इति इयम् खलु महती अनर्थपरम्परा। यौवनारम्भे च प्रायः शास्त्र-जल-प्रक्षालन-निर्मला-अपि बुद्धि-कालुष्यम् उपयाति। भवादृशाः जनाः एव उपदेशानां भाजनानि भवन्ति। अपगतमले हि मनसि स्फटिकमणाविव रजनीकर-गभस्तयो विशन्ति सुखेन उपदेशगुणाः।

पानीय प्रभृतिभिर् अपि अप्रक्षालनीयः कः ?

- (1) अनुराग-पङ्क-अवलेपः
- (2) विषयविषास्वादमोहः
- (3) ऐश्वर्यतिमिरान्धत्वम्
- (4) यौवनान्धकारः

[Question ID = 723][Question Description = S6_Sanskrit_Q123]

1. 1 [Option ID = 2889]
2. 2 [Option ID = 2890]
3. 3 [Option ID = 2891]
4. 4 [Option ID = 2892]

4) अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत -

राजा तारापीडः चन्द्रापीडसंज्ञकस्य आत्मजस्य यौवराज्य-अभिषेकार्थं सामग्रीसमुदायानां संघटनाय सेवकान् आज्ञापयामास। एकदा दर्शनार्थम् समुपस्थितम् यौवराज्यार्थं सद्यसम्भावयिताभिषेकम्, विनीतमपि चन्द्रापीडम् विनीततरम् चिकीर्षन् शुकनासः विस्तरेण वक्तुमुपचक्रमे। वत्स! सर्वज्ञस्य ते किमपि वक्तव्यं नास्ति। किन्तु प्रकृत्यैव बहुलतमः यौवनान्धकारः सूर्यस्य रश्मिभिः, मणीनां तेजोभिः, दीपानां प्रकाशेन-अपि च दूरीकर्तुम् अशक्य एव। अन्येषां मदानां कालान्तरे स्वयमेव उपशमो भवति, धनोन्मादस्य तु जीवनपर्यन्तमपि नोपशमः। 'तिमिर' संज्ञको असाध्यो नेत्ररोगः अञ्जन-आदिना चिकित्स्यः ऐश्वर्यतिमिरान्धत्वंतु अञ्जन-शलाकादिभिरपि अचिकित्स्यमेव। अन्यविधोष्मा सामान्य-उपचारैर् हाय, दर्पोष्मा तु स्रक्चन्दनादिभिः शीतोपचारैर् अपि-अहार्य एव।

विषजन्या मूर्च्छा मन्त्र-औषधिविशेषैः शमयितुमलम्, किन्तु विषयविषास्वादमोहः पूर्वोक्तैः अन्यैरपि च साधन-विशेषैः शमनपथं नावतरति। सामान्य-पङ्क-लेपनं स्नानादिभिः प्रक्षालनीयम् भवति किन्तु प्रबलः अनुराग-पङ्क-अवलपः पानीयप्रभृतिभिर् अपि अप्रक्षालनीय एव। अन्यविधा निद्रा निशावसाने समापनीया भवति किन्तु साम्राज्यसुखसमूह-स्वापे नैव कथमपि समाप्यते, इत्यतः विस्तरेण अभिधीयसे मया। गर्भेश्वरत्वम्, अभिनवयौवनत्वम्, अप्रतिम-रूपत्वम्, अमानुष शक्तित्वम् इति इयम् खलु महती अनर्थपरम्परा। यौवनारम्भे च प्रायः शास्त्र-जल-प्रक्षालन-निर्मला-अपि बुद्धि-कालुष्यम् उपयाति। भवादृशाः जनाः एव उपदेशानां भाजनानि भवन्ति। अपगतमले हि मनसि स्फटिकमणाविव रजनीकर-गभस्तयो विशन्ति सुखेन उपदेशगुणाः।

शास्त्र-जल-प्रक्षालन-निर्मला-अपि बुद्धि कदा कालुष्यम् उपयाति -

- (1) वृद्धत्वे सति
- (2) यौवनारम्भे
- (3) गृहस्थाश्रमे
- (4) बाल्यकाले

[Question ID = 724][Question Description = S6_Sanskrit_Q124]

1. 1 [Option ID = 2893]
2. 2 [Option ID = 2894]
3. 3 [Option ID = 2895]
4. 4 [Option ID = 2896]

5) अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत -

राजा तारापीडः चन्द्रापीडसंज्ञकस्य आत्मजस्य यौवराज्य-अभिषेकार्थं सामग्रीसमुदायानां संघटनाय सेवकान् आज्ञापयामास। एकदा दर्शनार्थम् समुपस्थितम् यौवराज्यार्थं सद्यसम्भावयिताभिषेकम्, विनीतमपि चन्द्रापीडम् विनीततरम् चिकीर्षन् शुकनासः विस्तरेण वक्तुमुपचक्रमे। वत्स! सर्वज्ञस्य ते किमपि वक्तव्यं नास्ति। किन्तु प्रकृत्यैव बहुलतमः यौवनान्धकारः सूर्यस्य रश्मिभिः, मणीनां तेजोभिः, दीपानां प्रकाशेन-अपि च दूरीकर्तुम् अशक्य एव। अन्येषां मदानां कालान्तरे स्वयमेव उपशमो भवति, धनोन्मादस्य तु जीवनपर्यन्तमपि नोपशमः। 'तिमिर' संज्ञको असाध्यो नेत्ररोगः अञ्जन-आदिना चिकित्स्यः ऐश्वर्यतिमिरान्धत्वंतु अञ्जन-शलाकादिभिरपि अचिकित्स्यमेव। अन्यविधोष्मा सामान्य-उपचारैर् हाय, दर्पोष्मा तु मृक्चन्दनादिभिः शीतोपचारैर् अपि-अहार्य एव।

विषजन्या मूर्च्छा मन्त्र-औषधिविशेषैः शमयितुमलम्, किन्तु विषयविषास्वादमोहः पूर्वोक्तैः अन्यैरपि च साधन-विशेषैः शमनपथं नावतरति। सामान्य-पङ्क-लेपनं स्नानादिभिः प्रक्षालनीयम् भवति किन्तु प्रबलः अनुराग-पङ्क-अवलेपः पानीयप्रभृतिभिर् अपि अप्रक्षालनीय एव। अन्यविधा निद्रा निशावसाने समापनीया भवति किन्तु साम्राज्यसुखसमूह-स्वापे नैव कथमपि समाप्यते, इत्यतः विस्तरेण अभिधीयसे मया। गर्भेश्वरत्वम्, अभिनवयौवनत्वम्, अप्रतिम-रूपत्वम्, अमानुष शक्तित्वम् इति इयम् खलु महती अनर्थपरम्परा। यौवनारम्भे च प्रायः शास्त्र-जल-प्रक्षालन-निर्मला-अपि बुद्धि-कालुष्यम् उपयाति। भवादृशाः जनाः एव उपदेशानां भाजनानि भवन्ति। अपगतमले हि मनसि स्फटिकमणाविव रजनीकर-गभस्तयो विशन्ति सुखेन उपदेशगुणाः।

अधोऽङ्कितेषु कस्य गणना महती अनर्थपरम्परासु न कृता ?

- (1) अप्रतिम-रूपस्य
- (2) अभिनवयौवनस्य
- (3) अमानुषशक्तेः
- (4) अप्रतिम-विद्वत्तायाः

[Question ID = 725][Question Description = S6_Sanskrit_Q125]

1. 1 [Option ID = 2897]
2. 2 [Option ID = 2898]
3. 3 [Option ID = 2899]
4. 4 [Option ID = 2900]

6) अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत -

राजा तारापीडः चन्द्रापीडसंज्ञकस्य आत्मजस्य यौवराज्य-अभिषेकार्थं सामग्रीसमुदायानां संघटनाय सेवकान् आज्ञापयामास। एकदा दर्शनार्थम् समुपस्थितम् यौवराज्यार्थं सद्यसम्भावयिताभिषेकम्, विनीतमपि चन्द्रापीडम् विनीततरम् चिकीर्षन् शुकनासः विस्तरेण वक्तुमुपचक्रमे। वत्स! सर्वज्ञस्य ते किमपि वक्तव्यं नास्ति। किन्तु प्रकृत्यैव बहुलतमः यौवनान्धकारः सूर्यस्य रश्मिभिः, मणीनां तेजोभिः, दीपानां प्रकाशेन-अपि च दूरीकर्तुम् अशक्य एव। अन्येषां मदानां कालान्तरे स्वयमेव उपशमो भवति, धनोन्मादस्य तु जीवनपर्यन्तमपि नोपशमः। 'तिमिर' संज्ञको असाध्यो नेत्ररोगः अञ्जन-आदिना चिकित्स्यः ऐश्वर्यतिमिरान्धत्वन्तु अञ्जन-शलाकादिभिरपि अचिकित्स्यमेव। अन्यविधोष्मा सामान्य-उपचारैर् हाय, दर्पोष्मा तु स्रक्चन्दनादिभिः शीतोपचारैर् अपि-अहार्य एव।

विषजन्या मूर्च्छा मन्त्र-औषधविशेषैः शमयितुमलम्, किन्तु विषयविषास्वादमोहः पूर्वोक्तैः अन्यैरपि च साधन-विशेषैः शमनपथं नावतरति। सामान्य-पङ्क-लेपनं स्नानादिभिः प्रक्षालनीयम् भवति किन्तु प्रबलः अनुराग-पङ्क-अवलेपः पानीयप्रभृतिभिर् अपि अप्रक्षालनीय एव। अन्यविधा निद्रा निशावसाने समापनीया भवति किन्तु साम्राज्यसुखसमूह-स्वापे नैव कथमपि समाप्यते, इत्यतः विस्तरेण अभिधीयसे मया। गर्भेश्वरत्वम्, अभिनवयौवनत्वम्, अप्रतिम-रूपत्वम्, अमानुष शक्तित्वम् इति इयम् खलु महती अनर्थपरम्परा। यौवनारम्भे च प्रायः शास्त्र-जल-प्रक्षालन-निर्मला-अपि बुद्धि-कालुष्यम् उपयाति। भवादृशाः जनाः एव उपदेशानां भाजनानि भवन्ति। अपगतमले हि मनसि स्फटिकमणाविव रजनीकर-गभस्तयो विशन्ति सुखेन उपदेशगुणाः।

“अप्रतिमरूपत्वम्” इत्यत्र ‘अप्रतिम’ शब्दस्य कोऽर्थः ?

- (1) सौन्दर्यः
- (2) अनुपमः
- (3) सीमितः
- (4) लघुः

[Question ID = 726][Question Description = S6_Sanskrit_Q126]

1. 1 [Option ID = 2901]
2. 2 [Option ID = 2902]
3. 3 [Option ID = 2903]
4. 4 [Option ID = 2904]

7) अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत -

राजा तारापीडः चन्द्रापीडसंज्ञकस्य आत्मजस्य यौवराज्य-अभिषेकार्थं सामग्रीसमुदायानां संघटनाय सेवकान् आज्ञापयामास। एकदा दर्शनार्थम् समुपस्थितम् यौवराज्यार्थं सद्यसम्भावयिताभिषेकम्, विनीतमपि चन्द्रापीडम् विनीततरम् चिकीर्षन् शुकनासः विस्तरेण वक्तुमुपचक्रमे। वत्स! सर्वज्ञस्य ते किमपि वक्तव्यं नास्ति। किन्तु प्रकृत्यैव बहुलतमः यौवनान्धकारः सूर्यस्य रश्मिभिः, मणीनां तेजोभिः, दीपानां प्रकाशेन-अपि च दूरीकर्तुम् अशक्य एव। अन्येषां मदानां कालान्तरे स्वयमेव उपशमो भवति, धनोन्मादस्य तु जीवनपर्यन्तमपि नोपशमः। 'तिमिर' संज्ञको असाध्यो नेत्ररोगः अञ्जन-आदिना चिकित्स्यः ऐश्वर्यतिमिरान्धत्वन्तु अञ्जन-शलाकादिभिरपि अचिकित्स्यमेव। अन्यविधोष्मा सामान्य-उपचारैर् हाय, दर्पोष्मा तु स्रक्चन्दनादिभिः शीतोपचारैर् अपि-अहार्य एव।

विषजन्या मूर्च्छा मन्त्र-औषधविशेषैः शमयितुमलम्, किन्तु विषयविषास्वादमोहः पूर्वोक्तैः अन्यैरपि च साधन-विशेषैः शमनपथं नावतरति। सामान्य-पङ्क-लेपनं स्नानादिभिः प्रक्षालनीयम् भवति किन्तु प्रबलः अनुराग-पङ्क-अवलपः पानीयप्रभृतिभिर् अपि अप्रक्षालनीय एव। अन्यविधा निद्रा निशावसाने समापनीया भवति किन्तु साम्राज्यसुखसमूह-स्वापे नैव कथमपि समाप्यते, इत्यतः विस्तरेण अभिधीयसे मया। गर्भेश्वरत्वम्, अभिनवयौवनत्वम्, अप्रतिम-रूपत्वम्, अमानुष शक्तित्वम् इति इयम् खलु महती अनर्थपरम्परा। यौवनारम्भे च प्रायः शास्त्र-जल-प्रक्षालन-निर्मला-अपि बुद्धि-कालुष्यम् उपयाति। भवादृशाः जनाः एव उपदेशानां भाजनानि भवन्ति। अपगतमले हि मनसि स्फटिकमणाविव रजनीकर-गभस्तयो विशन्ति सुखेन उपदेशगुणाः।

“इत्यतः विस्तरेण अभिधीयसे मया” इति कः कथयति ?

- (1) चन्द्रापीडः
- (2) तारापीडः
- (3) शुकनासः
- (4) महाश्वेता

[Question ID = 727][Question Description = S6_Sanskrit_Q127]

1. 1 [Option ID = 2905]
2. 2 [Option ID = 2906]
3. 3 [Option ID = 2907]
4. 4 [Option ID = 2908]

8) अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत -

राजा तारापीडः चन्द्रापीडसंज्ञकस्य आत्मजस्य यौवराज्य-अभिषेकार्थं सामग्रीसमुदायानां संघटनाय सेवकान् आज्ञापयामास। एकदा दर्शनार्थम् समुपस्थितम् यौवराज्यार्थं सद्यसम्भावयिताभिषेकम्, विनीतमपि चन्द्रापीडम् विनीततरम् चिकीर्षन् शुकनासः विस्तरेण वक्तुमुपचक्रमे। वत्स! सर्वज्ञस्य ते किमपि वक्तव्यं नास्ति। किन्तु प्रकृत्यैव बहुलतमः यौवनान्धकारः सूर्यस्य रश्मिभिः, मणीनां तेजोभिः, दीपानां प्रकाशेन-अपि च दूरीकर्तुम् अशक्य एव। अन्येषां मदानां कालान्तरे स्वयमेव उपशमो भवति, धनोन्मादस्य तु जीवनपर्यन्तमपि नोपशमः। 'तिमिर' संज्ञको असाध्यो नेत्ररोगः अञ्जन-आदिना चिकित्स्यः ऐश्वर्यतिमिरान्धत्वन्तु अञ्जन-शलाकादिभिरपि अचिकित्स्यमेव। अन्यविधोष्मा सामान्य-उपचारैर् हार्य, दर्पोष्मा तु स्रक्चन्दनादिभिः शीतोपचारैर् अपि-अहार्य एव।

विषजन्या मूर्च्छा मन्त्र-औषधविशेषैः शमयितुमलम्, किन्तु विषयविषास्वादमोहः पूर्वोक्तैः अन्यैरपि च साधन-विशेषैः शमनपथं नावतरति। सामान्य-पङ्क-लेपनं स्नानादिभिः प्रक्षालनीयम् भवति किन्तु प्रबलः अनुराग-पङ्क-अवल्लेपः पानीयप्रभृतिभिर् अपि अप्रक्षालनीय एव। अन्यविधा निद्रा निशावसाने समापनीया भवति किन्तु साम्राज्यसुखसमूह-स्वापे नैव कथमपि समाप्यते, इत्यतः विस्तरेण अभिधीयसे मया। गर्भेश्वरत्वम्, अभिनवयौवनत्वम्, अप्रतिम-रूपत्वम्, अमानुष शक्तित्वम् इति इयम् खलु महती अनर्थपरम्परा। यौवनारम्भे च प्रायः शास्त्र-जल-प्रक्षालन-निर्मला-अपि बुद्धि-कालुष्यम् उपयाति। भवादृशाः जनाः एव उपदेशानां भाजनानि भवन्ति। अपगतमले हि मनसि स्फटिकमणाविव रजनीकर-गभस्तयो विशन्ति सुखेन उपदेशगुणाः।

उपदेशगुणाः सुखेन मनसि कदा विशन्ति ?

- (1) ध्यानावस्थायाम्
- (2) अपगतमले मनसि
- (3) अध्ययनगते मनसि
- (4) प्रसन्ने मनसि

[Question ID = 728][Question Description = S6_Sanskrit_Q128]

1. 1 [Option ID = 2909]
2. 2 [Option ID = 2910]
3. 3 [Option ID = 2911]
4. 4 [Option ID = 2912]

Topic: - Sanskrit_Q129-135_L2_P2_CTET

1) अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत -

अनन्तरं ते सर्वे जालनिबद्धा बभूवुः, ततो यस्य वचनात् तत्रावलम्बितास्तं सर्वे तिरस्कुर्वन्ति स्म। अतः एव उक्तम् - गणस्य अग्रतो न गच्छेत्, कार्ये सिद्धे सति फलं सर्वे समं प्राप्नुवन्ति। यदि कार्ये विघ्नं भवति, तत्र मुखरः हन्यते। तस्य तिरस्कारं श्रुत्वा चित्रग्रीव उवाच-नायमस्य दोषः हितकारी अपि आपतन्तीनाम् आपदां हेतुताम् आयाति। वनेषु वत्सस्य बन्धने मातृजङ्घा हि स्तम्भी भवति। विपत्काले विस्मय एव कापुरुष लक्षणम्, तदत्र धैर्यमवलम्ब्य प्रतिकारश्चिन्त्यताम्। इदानीमेवं क्रियताम्, सर्वैरेकचित्तीभूय जालमादाय उड्डीयताम्। ते सर्वे पक्षिणः जालमादाय उत्पतिताः, अनन्तरं स व्याधः सुदूराज्जालापहारकांस्तान् अवलोक्य पश्चाद्भावितोऽचिन्तयत्-एते विहङ्गमाः संहतास्तु मम जालं हरन्ति। यदा तु विवदिष्यन्ति तदा मे वशमेष्यन्ति। अनन्तरं ते पक्षिणः सुदूरं गताः। ततस्तेषु चक्षुर्विषयमतिक्रान्तेषु पक्षिषु स व्याधो निवृत्तः। अथ लुब्धकं निवृत्तं दृष्ट्वा कपोता ऊचुः - स्वामिन्! किमिदानीं कर्तुमुचितम्? चित्रग्रीव उवाच “मे मित्रं हिरण्यको नाम मूषिकराजो गण्डकीतीरे चित्रवने निवसति। सोऽस्माकं पाशांश्छेत्स्यति” इत्यालोच्य सर्वे हिरण्यक-विवरसमीपं गताः, हिरण्यकश्च सर्वदा अपायशंकया शतद्वारं विवरं कृत्वा निवसति। ततो हिरण्यकः कपोताऽवपातभयाच्चकितः तूष्णीं स्थितः। चित्रग्रीव उवाच - सखे हिरण्यक! कथमस्मान्न सम्भाषसे? ततो हिरण्यकस्तद्वचनं प्रत्यभिज्ञाय ससम्भ्रमं बहिर्निःसृत्य अब्रवीत् आः! पुण्यवानस्मि प्रियसुहृन्मे चित्रग्रीवः समायातः।

“तत्र मुखरः हन्यते” इत्यत्र ‘मुखरः’ इत्यस्य कोऽर्थः ?

- (1) मूर्खः
- (2) बहुभाषी
- (3) प्रमुखः
- (4) मौनी

[Question ID = 729][Question Description = S6_Sanskrit_Q129]

1. 1 [Option ID = 2913]
2. 2 [Option ID = 2914]
3. 3 [Option ID = 2915]
4. 4 [Option ID = 2916]

2) अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत -

अनन्तरं ते सर्वे जालनिबद्धा बभूवुः, ततो यस्य वचनात् तत्रावलम्बितास्तं सर्वे तिरस्कुर्वन्ति स्म। अतः एव उक्तम् - गणस्य अग्रतो न गच्छेत्, कार्ये सिद्धे सति फलं सर्वे समं प्राप्नुवन्ति। यदि कार्ये विघ्नं भवति, तत्र मुखरः हन्यते। तस्य तिरस्कारं श्रुत्वा चित्रग्रीव उवाच-नायमस्य दोषः हितकारी अपि आपतन्तीनाम् आपदां हेतुताम् आयाति। वनेषु वत्सस्य बन्धने मातृजङ्घा हि स्तम्भी भवति। विपत्काले विस्मय एव कापुरुष लक्षणम्, तदत्र धैर्यमवलम्ब्य प्रतिकारश्चिन्त्यताम्। इदानीमेवं क्रियताम्, सर्वैरेकचित्तीभूय जालमादाय उड्डीयताम्। ते सर्वे पक्षिणः जालमादाय उत्पतिताः, अनन्तरं स व्याधः सुदूराज्जालापहारकांस्तान् अवलोक्य पश्चाद्भावितोऽचिन्तयत्-एते विहङ्गमाः संहतास्तु मम जालं हरन्ति। यदा तु विवदिष्यन्ति तदा मे वशमेष्यन्ति। अनन्तरं ते पक्षिणः सुदूरं गताः। ततस्तेषु चक्षुर्विषयमतिक्रान्तेषु पक्षिषु स व्याधो निवृत्तः। अथ लुब्धकं निवृत्तं दृष्ट्वा कपोता ऊचुः - स्वामिन्! किमिदानीं कर्तुमुचितम्? चित्रग्रीव उवाच “मे मित्रं हिरण्यको नाम मूषिकराजो गण्डकीतीरे चित्रवने निवसति। सोऽस्माकं पाशांश्छेत्स्यति” इत्यालोच्य सर्वे हिरण्यक-विवरसमीपं गताः, हिरण्यकश्च सर्वदा अपायशंकया शतद्वारं विवरं कृत्वा निवसति। ततो हिरण्यकः कपोताऽवपातभयाच्चकितः तूष्णीं स्थितः। चित्रग्रीव उवाच - सखे हिरण्यक! कथमस्मान्न सम्भाषसे? ततो हिरण्यकस्तद्वचनं प्रत्यभिज्ञाय ससम्भ्रमं बहिर्निःसृत्य अब्रवीत् आः! पुण्यवानस्मि प्रियसुहृन्मे चित्रग्रीवः समायातः।

विपत्काले कापुरुषस्य किं लक्षणम् ?

- (1) विस्मयः
- (2) पलायनम्
- (3) किंकर्तव्यता
- (4) रोदनम्

[Question ID = 730][Question Description = S6_Sanskrit_Q130]

1. 1 [Option ID = 2917]
2. 2 [Option ID = 2918]
3. 3 [Option ID = 2919]
4. 4 [Option ID = 2920]

3) अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत -

अनन्तरं ते सर्वे जालनिबद्धा बभूवुः, ततो यस्य वचनात् तत्रावलम्बितास्तं सर्वे तिरस्कुर्वन्ति स्म। अतः एव उक्तम् - गणस्य अग्रतो न गच्छेत्, कार्ये सिद्धे सति फलं सर्वे समं प्राप्नुवन्ति। यदि कार्ये विघ्नं भवति, तत्र मुखरः हन्यते। तस्य तिरस्कारं श्रुत्वा चित्रग्रीव उवाच-नायमस्य दोषः हितकारी अपि आपतन्तीनाम् आपदां हेतुताम् आयाति। वनेषु वत्सस्य बन्धने मातृजङ्घा हि स्तम्भी भवति। विपत्काले विस्मय एव कापुरुष लक्षणम्, तदत्र धैर्यमवलम्ब्य प्रतिकारश्चिन्त्यताम्। इदानीमेवं क्रियताम्, सर्वैरेकचित्तीभूय जालमादाय उड्डीयताम्। ते सर्वे पक्षिणः जालमादाय उत्पतिताः, अनन्तरं स व्याधः सुदूराज्जालापहारकांस्तान् अवलोक्य पश्चाद्भावितोऽचिन्तयत्-एते विहङ्गमाः संहतास्तु मम जालं हरन्ति। यदा तु विवदिष्यन्ति तदा मे वशमेष्यन्ति। अनन्तरं ते पक्षिणः सुदूरं गताः। ततस्तेषु चक्षुर्विषयमतिक्रान्तेषु पक्षिषु स व्याधो निवृत्तः। अथ लुब्धकं निवृत्तं दृष्ट्वा कपोता ऊचुः - स्वामिन्! किमिदानीं कर्तुमुचितम्? चित्रग्रीव उवाच “मे मित्रं हिरण्यको नाम मूषिकराजो गण्डकीतीरे चित्रवने निवसति। सोऽस्माकं पाशांश्छेत्स्यति” इत्यालोच्य सर्वे हिरण्यक-विवरसमीपं गताः, हिरण्यकश्च सर्वदा अपायशंकया शतद्वारं विवरं कृत्वा निवसति। ततो हिरण्यकः कपोताऽवपातभयाच्चकितः तूष्णीं स्थितः। चित्रग्रीव उवाच - सखे हिरण्यक! कथमस्मान्न सम्भाषसे? ततो हिरण्यकस्तद्वचनं प्रत्यभिज्ञाय ससम्भ्रमं बहिर्निःसृत्य अब्रवीत् आः! पुण्यवानस्मि प्रियसुहृन्मे चित्रग्रीवः समायातः।

“हिरण्यको नाम मूषिकः” कुत्र निवसति -

- (1) जलसमीपे
- (2) गण्डकीतीरे
- (3) यमुनातीरे
- (4) हिमालये

[Question ID = 731][Question Description = S6_Sanskrit_Q131]

1. 1 [Option ID = 2921]
2. 2 [Option ID = 2922]
3. 3 [Option ID = 2923]
4. 4 [Option ID = 2924]

4) अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत -

अनन्तरं ते सर्वे जालनिबद्धा बभूवुः, ततो यस्य वचनात् तत्रावलम्बितास्तं सर्वे तिरस्कुर्वन्ति स्म। अतः एव उक्तम् - गणस्य अग्रतो न गच्छेत्, कार्ये सिद्धे सति फलं सर्वे समं प्राप्नुवन्ति। यदि कार्ये विघ्नं भवति, तत्र मुखरः हन्यते। तस्य तिरस्कारं श्रुत्वा चित्रग्रीव उवाच-नायमस्य दोषः हितकारी अपि आपतन्तीनाम् आपदां हेतुताम् आयाति। वनेषु वत्सस्य बन्धने मातृजङ्घा हि स्तम्भी भवति। विपत्काले विस्मय एव कापुरुष लक्षणम्, तदत्र धैर्यमवलम्ब्य प्रतिकारश्चिन्त्यताम्। इदानीमेवं क्रियताम्, सर्वैरेकचित्तीभूय जालमादाय उड्डीयताम्। ते सर्वे पक्षिणः जालमादाय उत्पतिताः, अनन्तरं स व्याधः सुदूराज्जालापहारकांस्तान् अवलोक्य पश्चाद्भावितोऽचिन्तयत्-एते विहङ्गमाः संहतास्तु मम जालं हरन्ति। यदा तु विवदिष्यन्ति तदा मे वशमेष्यन्ति। अनन्तरं ते पक्षिणः सुदूरं गताः। ततस्तेषु चक्षुर्विषयमतिक्रान्तेषु पक्षिषु स व्याधो निवृत्तः। अथ लुब्धकं निवृत्तं दृष्ट्वा कपोता ऊचुः - स्वामिन्! किमिदानीं कर्तुमुचितम्? चित्रग्रीव उवाच “मे मित्रं हिरण्यको नाम मूषिकराजो गण्डकीतीरे चित्रवने निवसति। सोऽस्माकं पाशांश्छेत्स्यति” इत्यालोच्य सर्वे हिरण्यक-विवरसमीपं गताः, हिरण्यकश्च सर्वदा अपायशंकया शतद्वारं विवरं कृत्वा निवसति। ततो हिरण्यकः कपोताऽवपातभयाच्चकितः तूष्णीं स्थितः। चित्रग्रीव उवाच - सखे हिरण्यक! कथमस्मान्न सम्भाषसे? ततो हिरण्यकस्तद्वचनं प्रत्यभिज्ञाय ससम्भ्रमं बहिर्निःसृत्य अब्रवीत् आः! पुण्यवानस्मि प्रियसुहृन्मे चित्रग्रीवः समायातः।

चित्रग्रीवः कोऽस्ति ?

- (1) कपोतराजः
- (2) खगराजः
- (3) मूषकः
- (4) व्याधः

[Question ID = 732][Question Description = S6_Sanskrit_Q132]

1. 1 [Option ID = 2925]
2. 2 [Option ID = 2926]
3. 3 [Option ID = 2927]
4. 4 [Option ID = 2928]

5) अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत -

अनन्तरं ते सर्वे जालनिबद्धा बभूवुः, ततो यस्य वचनात् तत्रावलम्बितास्तं सर्वे तिरस्कुर्वन्ति स्म। अतः एव उक्तम् - गणस्य अग्रतो न गच्छेत्, कार्ये सिद्धे सति फलं सर्वे समं प्राप्नुवन्ति। यदि कार्ये विघ्नं भवति, तत्र मुखरः हन्यते। तस्य तिरस्कारं श्रुत्वा चित्रग्रीव उवाच-नायमस्य दोषः हितकारी अपि आपतन्तीनाम् आपदां हेतुताम् आयाति। वनेषु वत्सस्य बन्धने मातृजङ्घा हि स्तम्भी भवति। विपत्काले विस्मय एव कापुरुष लक्षणम्, तदत्र धैर्यमवलम्ब्य प्रतिकारश्चिन्त्यताम्। इदानीमेवं क्रियताम्, सर्वैरेकचित्तीभूय जालमादाय उड्डीयताम्। ते सर्वे पक्षिणः जालमादाय उत्पतिताः, अनन्तरं स व्याधः सुदूराज्जालापहारकांस्तान् अवलोक्य पश्चाद्भावितोऽचिन्तयत्-एते विहङ्गमाः संहतास्तु मम जालं हरन्ति। यदा तु विवदिष्यन्ति तदा मे वशमेष्यन्ति। अनन्तरं ते पक्षिणः सुदूरं गताः। ततस्तेषु चक्षुर्विषयमतिक्रान्तेषु पक्षिषु स व्याधो निवृत्तः। अथ लुब्धकं निवृत्तं दृष्ट्वा कपोता ऊचुः - स्वामिन्! किमिदानीं कर्तुमुचितम्? चित्रग्रीव उवाच “मे मित्रं हिरण्यको नाम मूषिकराजो गण्डकीतीरे चित्रवने निवसति। सोऽस्माकं पाशांश्छेत्स्यति” इत्यालोच्य सर्वे हिरण्यक-विवरसमीपं गताः, हिरण्यकश्च सर्वदा अपायशंकया शतद्वारं विवरं कृत्वा निवसति। ततो हिरण्यकः कपोताऽवपातभयाच्चकितः तूष्णीं स्थितः। चित्रग्रीव उवाच - सखे हिरण्यक! कथमस्मान्न सम्भाषसे? ततो हिरण्यकस्तद्वचनं प्रत्यभिज्ञाय ससम्भ्रमं बहिर्निःसृत्य अब्रवीत् आः! पुण्यवानस्मि प्रियसुहृन्मे चित्रग्रीवः समायातः।

“यदा तु विवदिष्यन्ति तदा मे वशमेष्यन्ति” इति कस्य कथनम् ?

- (1) व्याधस्य
- (2) सिंहस्य
- (3) चित्रग्रीवस्य
- (4) शृगालस्य

[Question ID = 733][Question Description = S6_Sanskrit_Q133]

1. 1 [Option ID = 2929]
2. 2 [Option ID = 2930]
3. 3 [Option ID = 2931]
4. 4 [Option ID = 2932]

6) अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत -

अनन्तरं ते सर्वे जालनिबद्धा बभूवुः, ततो यस्य वचनात् तत्रावलम्बितास्तं सर्वे तिरस्कुर्वन्ति स्म। अतः एव उक्तम् - गणस्य अग्रतो न गच्छेत्, कार्ये सिद्धे सति फलं सर्वे समं प्राप्नुवन्ति। यदि कार्ये विघ्नं भवति, तत्र मुखरः हन्यते। तस्य तिरस्कारं श्रुत्वा चित्रग्रीव उवाच-नायमस्य दोषः हितकारी अपि आपतन्तीनाम् आपदां हेतुताम् आयाति। वनेषु वत्सस्य बन्धने मातृजङ्घा हि स्तम्भी भवति। विपत्काले विस्मय एव कापुरुष लक्षणम्, तदत्र धैर्यमवलम्ब्य प्रतिकारश्चिन्त्यताम्। इदानीमेवं क्रियताम्, सर्वैरेकचित्तीभूय जालमादाय उड्डीयताम्। ते सर्वे पक्षिणः जालमादाय उत्पतिताः, अनन्तरं स व्याधः सुदूराज्जालापहारकांस्तान् अवलोक्य पश्चाद्भावितोऽचिन्तयत्-एते विहङ्गमाः संहतास्तु मम जालं हरन्ति। यदा तु विवदिष्यन्ति तदा मे वशमेष्यन्ति। अनन्तरं ते पक्षिणः सुदूरं गताः। ततस्तेषु चक्षुर्विषयमतिक्रान्तेषु पक्षिषु स व्याधो निवृत्तः। अथ लुब्धकं निवृत्तं दृष्ट्वा कपोता ऊचुः - स्वामिन्! किमिदानीं कर्तुमुचितम्? चित्रग्रीव उवाच “मे मित्रं हिरण्यको नाम मूषिकराजो गण्डकीतीरे चित्रवने निवसति। सोऽस्माकं पाशांश्छेत्स्यति” इत्यालोच्य सर्वे हिरण्यक-विवरसमीपं गताः, हिरण्यकश्च सर्वदा अपायशंकया शतद्वारं विवरं कृत्वा निवसति। ततो हिरण्यकः कपोताऽवपातभयाच्चकितः तूष्णीं स्थितः। चित्रग्रीव उवाच - सखे हिरण्यक! कथमस्मान्न सम्भाषसे? ततो हिरण्यकस्तद्वचनं प्रत्यभिज्ञाय ससम्भ्रमं बहिर्निःसृत्य अब्रवीत् आः! पुण्यवानस्मि प्रियसुहृन्मे चित्रग्रीवः समायातः।

सखा वाचकः “मित्र” इति शब्दः कस्मिंलिङ्गे वर्तते ?

- (1) पुँलिङ्गे तथा च नपुंसकलिङ्गे
- (2) पुँलिङ्गे
- (3) नपुंसकलिङ्गे
- (4) स्त्रीलिङ्गे

[Question ID = 734][Question Description = S6_Sanskrit_Q134]

1. 1 [Option ID = 2933]
2. 2 [Option ID = 2934]
3. 3 [Option ID = 2935]
4. 4 [Option ID = 2936]

7) अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत -

अनन्तरं ते सर्वे जालनिबद्धा बभूवुः, ततो यस्य वचनात् तत्रावलम्बितास्तं सर्वे तिरस्कुर्वन्ति स्म। अतः एव उक्तम् - गणस्य अग्रतो न गच्छेत्, कार्ये सिद्धे सति फलं सर्वे समं प्राप्नुवन्ति। यदि कार्ये विघ्नं भवति, तत्र मुखरः हन्यते। तस्य तिरस्कारं श्रुत्वा चित्रग्रीव उवाच-नायमस्य दोषः हितकारी अपि आपतन्तीनाम् आपदां हेतुताम् आयाति। वनेषु वत्सस्य बन्धने मातृजङ्घा हि स्तम्भी भवति। विपत्काले विस्मय एव कापुरुष लक्षणम्, तदत्र धैर्यमवलम्ब्य प्रतिकारश्चिन्त्यताम्। इदानीमेवं क्रियताम्, सर्वैरेकचित्तीभूय जालमादाय उड्ड्रीयताम्। ते सर्वे पक्षिणः जालमादाय उत्पतिताः, अनन्तरं स व्याधः सुदूराज्जालापहारकांस्तान् अवलोक्य पश्चाद्भावितोऽचिन्तयत्-एते विहङ्गमाः संहतास्तु मम जालं हरन्ति। यदा तु विवदिष्यन्ति तदा मे वशमेष्यन्ति। अनन्तरं ते पक्षिणः सुदूरं गताः। ततस्तेषु चक्षुर्विषयमतिक्रान्तेषु पक्षिषु स व्याधो निवृत्तः। अथ लुब्धकं निवृत्तं दृष्ट्वा कपोता ऊचुः - स्वामिन्! किमिदानीं कर्तुमुचितम्? चित्रग्रीव उवाच “मे मित्रं हिरण्यको नाम मूषिकराजो गण्डकीतीरे चित्रवने निवसति। सोऽस्माकं पाशांश्छेत्स्यति” इत्यालोच्य सर्वे हिरण्यक-विवरसमीपं गताः, हिरण्यकश्च सर्वदा अपायशंकया शतद्वारं विवरं कृत्वा निवसति। ततो हिरण्यकः कपोताऽवपातभयाच्चकितः तूष्णीं स्थितः। चित्रग्रीव उवाच - सखे हिरण्यक! कथमस्मान्न सम्भाषसे? ततो हिरण्यकस्तद्वचनं प्रत्यभिज्ञाय ससम्भ्रमं बहिर्निःसृत्य अब्रवीत् आः! पुण्यवानस्मि प्रियसुहृन्मे चित्रग्रीवः समायातः।

चित्रग्रीवः कपोतानादय कस्य समीपे गतः ?

- (1) हिरण्यकस्य समीपे
- (2) पितुः समीपे
- (3) शृगालस्य समीपे
- (4) मातुः समीपे

[Question ID = 735][Question Description = S6_Sanskrit_Q135]

1. 1 [Option ID = 2937]
2. 2 [Option ID = 2938]
3. 3 [Option ID = 2939]
4. 4 [Option ID = 2940]

Topic:- Sanskrit_Q136-150_L2_P2_CTET

1) संरचनात्मक-उपागमः सम्प्रेषणात्मकाद् उपागमाद् भिन्नः यतोहि-अयं केन्द्रितोऽस्ति -

- (1) प्राथम्येन-अर्थे अनन्तरं प्रक्रियादशायाम् आकृतिशिक्षणे च।
- (2) प्राथम्येन आकृतौ अनन्तरं प्रक्रियादशायाम् अर्थावबोधने।
- (3) आकृतेः प्रयोगं ज्ञानञ्च।
- (4) अनुशीलनं स्वभावनिर्माणञ्च (On drilling and habit formation)

[Question ID = 736][Question Description = S6_Sanskrit_Q136]

1. 1 [Option ID = 2941]
2. 2 [Option ID = 2942]
3. 3 [Option ID = 2943]
4. 4 [Option ID = 2944]

2) अधोऽङ्कितेषु कतमो बोध-आधारितो गतिविधिः नास्ति ?

- (1) पाठ्यपुस्तकैः सह सम्बन्धः
- (2) प्राक् ज्ञानस्य प्रयोगः
- (3) पठनं तदनन्तरम् पठितज्ञानम् अन्येभ्यो वितरणम्
- (4) शब्दशः पठनम्

[Question ID = 737][Question Description = S6_Sanskrit_Q137]

1. 1 [Option ID = 2945]
2. 2 [Option ID = 2946]
3. 3 [Option ID = 2947]
4. 4 [Option ID = 2948]

3) त्रुटीनां विश्लेषणात्मकमध्ययनं किं भवति ?

- (1) त्रुटि-विश्लेषणम्
- (2) विपरीतात्मकं विश्लेषणम्
- (3) वाक्यविश्लेषणम्
- (4) शब्दविश्लेषणम्

[Question ID = 738][Question Description = S6_Sanskrit_Q138]

1. 1 [Option ID = 2949]
2. 2 [Option ID = 2950]
3. 3 [Option ID = 2951]
4. 4 [Option ID = 2952]

4) एकोऽध्यापकः सप्तकक्षा-छात्रेभ्यः पठनसमये टिप्पणीलेखनस्य कौशलं शिक्षयति। पठनसमये टिप्पणी लेखनाय कतमं कौशलं महत्त्वपूर्णम् अस्ति ?

- (1) प्रवाहेण लेखनं योजकचिह्नानां च प्रयोगः करणीयः।
- (2) शब्दानां स्थानेषु संकेतचिह्नानां संक्षिप्तरूपाणाञ्च प्रयोगः करणीयः ?
- (3) पठितपाठस्य स्वशब्देषु पुनर्लेखनम्।
- (4) विरामादिचिह्नैः सह सुस्पष्टं लेखनम्।

[Question ID = 739][Question Description = S6_Sanskrit_Q139]

1. 1 [Option ID = 2953]
2. 2 [Option ID = 2954]
3. 3 [Option ID = 2955]
4. 4 [Option ID = 2956]

5) छात्रा यद्वक्तुमिच्छन्ति तत्कथनाय उपयुक्तां पाठ्यपुस्तकान् (वस्तुजातम्) संकलयन्ति। एषा प्रक्रिया का अस्ति ?

- (1) श्रवणम्
- (2) लेखनम्
- (3) वदनम्
- (4) रचनात्मकम्

[Question ID = 740][Question Description = S6_Sanskrit_Q140]

1. 1 [Option ID = 2957]
2. 2 [Option ID = 2958]
3. 3 [Option ID = 2959]
4. 4 [Option ID = 2960]

6) नूतनां शब्दावलीं पाठनकाले अध्यापकेन प्रमुखतया किं करणीयम् ?

- (1) शिक्षार्थिनां गृहभाषायां शब्दानां अर्थं लेखनीयम्।
- (2) नूतनशब्दानां कठिनशब्दानाञ्चार्थज्ञानाय शब्दकोश-अध्ययनाय छात्राः प्रेरणीयाः ?
- (3) छात्राः विभिन्नेषु सन्दर्भेषु शब्दान् प्रयुज्येयुरिति प्रेरणा दातव्या।
- (4) छात्राः प्रेरणीया यत् ते श्रुतलेखपरीक्षार्थं शब्दानां वर्तनीं स्मरेयुः।

[Question ID = 741][Question Description = S6_Sanskrit_Q141]

1. 1 [Option ID = 2961]
2. 2 [Option ID = 2962]

3. 3 [Option ID = 2963]
4. 4 [Option ID = 2964]

7) भाषाया अध्यापिका वाञ्छति यत् तस्य छात्राः विज्ञेभ्यः पाठकेभ्यः सोद्देश्यं लिखन्तु। लक्ष्यमिममधिगन्तुं कोऽस्ति-उत्तम उपायः ?

- (1) छात्रा विद्यालयसम्बन्धितान् विषयानधिकृत्य स्वकीयान् विचारान् प्रकटयितुं प्रधानाचार्यं पत्रं लिखन्ति।
- (2) अध्यायान्ते लिखितानां प्रश्नानां परस्परं विचारविमर्शानन्तरम् उत्तरं लिखन्ति छात्राः।
- (3) छात्रा सद्यद्रष्टव्यस्य चलचित्रस्य समीक्षां लिखन्ति।
- (4) “मम विद्यालयः” इति विषयमधिकृत्य लिखन्ति छात्राः।

[Question ID = 742][Question Description = S6_Sanskrit_Q142]

1. 1 [Option ID = 2965]
2. 2 [Option ID = 2966]
3. 3 [Option ID = 2967]
4. 4 [Option ID = 2968]

8) अधोलिखितेषु के द्वे उत्पादके भाषाकौशले स्तः।

- (1) पठनं लेखनं च
- (2) श्रवणं भाषणं च
- (3) श्रवणं पठनं च
- (4) भाषणं लेखनं च

[Question ID = 743][Question Description = S6_Sanskrit_Q143]

1. 1 [Option ID = 2969]
2. 2 [Option ID = 2970]
3. 3 [Option ID = 2971]
4. 4 [Option ID = 2972]

9) एका षष्ठकक्षाया अध्यापिका पाठं पाठयन्ती छात्राणां ध्यानं व्याकरणम्प्रति – आकर्षयन्ती तेषां समक्षं व्यवहारिक जीवनस्य तादृशानि-अनल्पानि दृश्यानि-उपस्थापयति यत्र व्याकरण-नियमानां प्रयोगा अभवन्। तदनन्तरं सा व्याकरणस्य नियमान् निर्धारयितुं तेषां नियमानां साधनरूपेण उपयोगं करोति। एषा प्रक्रिया का कथ्यते?

- (1) सन्दर्भे व्याकरणम्
- (2) पाठान्तर्गते व्याकरणम्
- (3) छात्रैः सह व्याकरणम्
- (4) अनुवादे व्याकरणम्

[Question ID = 744][Question Description = S6_Sanskrit_Q144]

1. 1 [Option ID = 2973]
2. 2 [Option ID = 2974]
3. 3 [Option ID = 2975]
4. 4 [Option ID = 2976]

10) एकेन अध्यापकेन अवलोकितो यदेका छात्रा वामहस्तेन अनायासेन लिखति, अन्यानि च कार्याण्यपि सुगमतया सम्पादयति। अस्यां दशायां अध्यापकस्य कर्तव्यमस्ति –

- (1) तत्क्षणमेव छात्रां वामहस्तप्रयोगेण निवार्य दक्षिणहस्तप्रयोगाय प्रेरयेत्।
- (2) यथावत् सर्वाः क्रिया करणाय प्रोत्साहनं दद्यात्।
- (3) अभिभावकेभ्यः निर्देशं दद्यात् यत्ते दक्षिणहस्तेन लेखनस्य अभ्यासं कारयेयुः।
- (4) समस्यामेनां निवारयितुं विशेषज्ञ-अध्यापकेन सह सम्पर्कं कुर्यात्।

[Question ID = 745][Question Description = S6_Sanskrit_Q145]

1. 1 [Option ID = 2977]
2. 2 [Option ID = 2978]
3. 3 [Option ID = 2979]
4. 4 [Option ID = 2980]

11) विशुद्धरूपेण, द्रुततया, अभिव्यञ्जकतया, बोधगम्यरूपेण च छात्रस्य पुस्तकपठनस्य योग्यता; अधोलिखितासु का अस्ति ?

- (1) पठनबोधः
- (2) मौखिकभाषाविकासः
- (3) पठनप्रवीणता (Reading fluency)
- (4) कूटानुवादः (Decoding)

[Question ID = 746][Question Description = S6_Sanskrit_Q146]

1. 1 [Option ID = 2981]
2. 2 [Option ID = 2982]
3. 3 [Option ID = 2983]
4. 4 [Option ID = 2984]

12) यद्यपि कश्चित् छात्रः नैका वर्तनि-सम्बन्धिता अशुद्धयः कृतवान्, पुनरपि स 'भाषायाः समग्रप्रयोगे' सर्वाधिकान् अङ्कान् प्राप्नोत्। एष उपागमः (Approach) किम्भवति ?

- (1) समग्रभाषा
- (2) संरचनात्मक-उपागमः (Structural approach)
- (3) व्याकरण-अनुवादः
- (4) व्यवहारवादी-उपागमः (Behaviouristic)

[Question ID = 747][Question Description = S6_Sanskrit_Q147]

1. 1 [Option ID = 2985]
2. 2 [Option ID = 2986]
3. 3 [Option ID = 2987]
4. 4 [Option ID = 2988]

13) बहुभाषिककक्षायां पाठनार्थं निम्नाङ्कितेषु कतमा युक्तिः सर्वाधिका उपयुक्ता अस्ति ?

- (1) कूटपरिवर्तनं कूटसंमिश्रणञ्च (Code-Switching and Code Mixing)
- (2) कक्षाया भाषायां छात्राणां मातृभाषायां च अनुवादः
- (3) कक्षाया विविधभाषाभाषिणां छात्राणां समूहनिर्माणम् (Forming language groups in the class)
- (4) बहुभाषिककक्षायां नास्ति आवश्यकता युक्तिविशेषस्य

[Question ID = 748][Question Description = S6_Sanskrit_Q148]

1. 1 [Option ID = 2989]
2. 2 [Option ID = 2990]
3. 3 [Option ID = 2991]
4. 4 [Option ID = 2992]

14) योगात्मकम् आकलनम् किमस्ति (Summative assessment)

- (1) निदात्मकम् उपचारात्मकम् च
- (2) छात्रेभ्योऽभिभावकेभ्यश्च प्रभावीप्रतिपुष्टिं यच्छति।
- (3) शिक्षण-अधिगमप्रक्रियायां शिक्षार्थिभ्यः सक्रियसहभागिताया अवसरं ददाति।
- (4) अस्य प्रयोगं छात्राणाम् अधिगम-निष्पादनयोर् मूल्याङ्कनं कर्तुं क्रियते।

[Question ID = 749][Question Description = S6_Sanskrit_Q149]

1. 1 [Option ID = 2993]
2. 2 [Option ID = 2994]
3. 3 [Option ID = 2995]
4. 4 [Option ID = 2996]

15) कीदृशं श्रवणम् अधिकं ध्यानम् आकर्षयति कक्षायाम् ?

- (1) व्यापकम् (Extensive)
- (2) अतिशयः (Intensive)
- (3) सामान्यश्रवणम् (Hearing)
- (4) भेदपरकम् (Discriminative)

[Question ID = 750][Question Description = S6_Sanskrit_Q150]

1. 1 [Option ID = 2997]
2. 2 [Option ID = 2998]
3. 3 [Option ID = 2999]
4. 4 [Option ID = 3000]