

CTET MS L1 English L2 Sanskrit P2

Topic:- CDP_P2_CTET

1) **Assertion (A) :** Learning and development are related to each other.

Reason (R) : Learning creates new conditions for development.

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.

अभिकथन (A) : अधिगम और विकास एक दूसरे से जुड़े हुए हैं।

कारण (R) : अधिगम विकास के लिए नई स्थितियाँ सृजित करता 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 = 1][Question Description = S8_CDP_Q001]

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

2)

Which of the following statements about child development is correct ?

- (1) Development is a spontaneous process but appropriate environment is necessary to facilitate it.
- (2) Development is pre-determined by genetic factors and cannot be modified.
- (3) Heredity does not play any role in development.
- (4) The process of development begins only after the stage of infancy.

बच्चों के विकास के बारे में कौन सा कथन सही है?

- (1) विकास एक सहज रूप से होने वाली प्रक्रिया है किन्तु इसे सुसाधित करने के लिए उपयुक्त परिवेश का होना आवश्यक है।
- (2) विकास वंशानुगत कारकों के द्वारा पूर्व निश्चित होता है व इसमें बदलाव नहीं किया जा सकता।
- (3) आनुवांशिकता की विकास में कोई भूमिका नहीं है।
- (4) विकास की प्रक्रिया शैशवावस्था के चरण के बाद ही प्रारंभ होती है।

[Question ID = 2][Question Description = S8_CDP_Q002]

1. 1 [Option ID = 5]

2. 2 [Option ID = 6]
3. 3 [Option ID = 7]
4. 4 [Option ID = 8]

3) _____ is the process by which children learn the norms of the society.

- (1) Assimilation
- (2) Meta cognition
- (3) Socialization
- (4) Segregation

किस प्रक्रिया में बच्चे समाज में रहने के तौर-तरीके सीखते हैं ?

- (1) समायोजन
- (2) अधिसंज्ञान
- (3) सामाजीकरण
- (4) पृथक्करण

[Question ID = 3][Question Description = S8_CDP_Q003]

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

4)

Assertion (A) : Sarla, a six year old cannot do tasks of conservation and seriation.

Reason (R) : Children in pre-concrete stage have difficulties in considering multiple aspects of a situation.

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.

अभिकथन (A) : छह वर्षीय सरला संरक्षण और क्रमांकन के कार्य नहीं कर सकती है।

तर्क (R) : पूर्व संक्रियात्मक अवस्था में बच्चों को स्थिति के कई पहलुओं पर विचार करने में कठिनाई होती 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 = 4][Question Description = S8_CDP_Q004]

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

5)

According to Piaget which of these factors plays an important role in cognitive development ?

- (1) Activity
- (2) Conditioning
- (3) Imitation
- (4) Reinforcement

पियाजे के अनुसार इनमें से कौन सा कारक संज्ञानात्मक विकास में महत्वपूर्ण भूमिका निभाता है ?

- (1) गतिविधि
- (2) अनुकूलन
- (3) अनुकरण
- (4) पुर्नबलन

[Question ID = 5][Question Description = S8_CDP_Q005]

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

6)

Umed does not eat the chocolates his father has got for guests thinking of what would happen if he would get caught. According to Kohlberg's theory Umed is at which stage of moral development ?

- (1) Instrumental purpose orientation
- (2) Punishment and obedience orientation
- (3) Universal ethical principles
- (4) Good boy-good girl orientation

उम्मेद वह चॉकलेट नहीं खाता है जो उसके पिता मेहमानों के लिए लाए हैं, यह सोचकर कि अगर वह पकड़ा जाएगा तो क्या होगा। कोहलबर्ग के सिद्धांत के अनुसार उम्मेद नैतिक विकास के किस चरण में है ?

- (1) यांत्रिक सापेक्षता अभिविन्यास
- (2) सजा और आज्ञाकारिता अभिविन्यास
- (3) सार्वभौमिक नैतिक सिद्धांत/अभिविन्यास
- (4) अच्छा लड़का-अच्छी लड़की अभिविन्यास

[Question ID = 6][Question Description = S8_CDP_Q006]

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

7)

Who proposed that learning occurs when child engaged in a shared activity with a more knowledgeable peer or an adult ?

- (1) B.F. Skinner
- (2) Jean Piaget
- (3) Lev Vygotsky
- (4) Lawrence Kohlberg

किसने प्रतिपादित किया कि सीखने की प्रक्रिया तब होती है जब बच्चे अपने से ज्यादा ज्ञान वाले समकक्षी व वयस्कों के साथ साँझी गतिविधियाँ करते हैं ?

- (1) बी.एफ. स्कीनर
- (2) जॉ पियाजे
- (3) लेव व्यागोत्सकी
- (4) लावरेंस कोलहबर्ग

[Question ID = 7][Question Description = S8_CDP_Q007]

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

8)

When a teacher leads the child to the correct answer through various prompts rather than mere explanation, the help provided is referred to as :

- (1) scaffolding
- (2) direct instruction
- (3) conditioning
- (4) reinforcement

जब एक शिक्षिका एक बच्चे को व्याख्यान देने के बजाए अलग-अलग इशारे देकर सही उत्तर की तरफ ले जाती है तब यह मदद क्या कहलाती है ?

- (1) पाड़
- (2) प्रत्यक्षनिर्देश
- (3) अनुकूलन
- (4) पुर्नबलन

[Question ID = 8][Question Description = S8_CDP_Q008]

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

9)

In a progressive classroom learning :

- (1) Is constructed by the students themselves who play an active role
- (2) Is dictated by the teacher and students are passive recipients of the same
- (3) Happens by pairing of a stimulus and response
- (4) Takes place when the students are offered positive reinforcement

प्रगतिशील कक्षा में अधिगम :

- (1) का निर्माण सक्रिय रूप से छात्रों द्वारा स्वयं किया जाता है।
- (2) शिक्षक द्वारा निर्देशित किया जाता है और छात्र उसी के निष्क्रिय प्राप्तकर्ता होते हैं।
- (3) उद्दीपन और प्रतिक्रिया के युग्म व अनुबंधन से होता है।
- (4) तब होता है जब छात्रों को सकारात्मक पुर्नबलन दिया जाता है।

[Question ID = 9][Question Description = S8_CDP_Q009]

1. 1 [Option ID = 33]
2. 2 [Option ID = 34]
3. 3 [Option ID = 35]
4. 4 [Option ID = 36]

10) Howard Gardner challenged the notion that :

- (1) intelligence is pre-determined and fixed
- (2) intelligence is a broad concept that is not unitary
- (3) there are multiple forms of intelligence
- (4) individuals possess different types of intelligence in varying degrees

हावर्ड गार्डनर ने कौनसी धारणा को चुनौती दी?

- (1) बुद्धि पूर्व निर्धारित और निश्चित होती है।
- (2) बुद्धि एक व्यापक अवधारणा है जो एकात्मक नहीं है।
- (3) बुद्धि कई प्रकार की होती है।
- (4) व्यक्तियों के पास अलग-अलग मात्रा में विभिन्न प्रकार की बुद्धि होती है।

[Question ID = 10][Question Description = S8_CDP_Q010]

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

11)

Individuals with _____ demonstrate excellent reasoning skills, abstract thought, and the ability to infer based on patterns.

- (1) Logico-mathematical intelligence
- (2) Bodily-kinaesthetic intelligence
- (3) Interpersonal intelligence
- (4) Linguistic intelligence

_____ वाले व्यक्ति उत्कृष्ट तर्क कौशल, अमूर्त विचार और पैटर्न के आधार पर अनुमान लगाने की क्षमता प्रदर्शित करते हैं।

- (1) तर्क-गणितीय बुद्धिमत्ता
- (2) शारीरिक-गति संवेदनात्मकता
- (3) अंतरव्यक्तिक बुद्धि
- (4) भाषाई बुद्धि

[Question ID = 11][Question Description = S8_CDP_Q011]

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

12)

In Lev Vygotsky's theory self talk that guides thinking and action is referred to as _____ and should be _____.

- (1) private speech; encouraged
- (2) egocentric speech; encouraged
- (3) private speech; discouraged
- (4) egocentric speech; discouraged

लेव व्यागोत्सकी के सिद्धान्तों के अनुसार 'स्व वाक' जो हमारी सोच व व्यवहार को दिशा देता है _____ कहलाता है तथा उसे _____ किया जाना चाहिए।

- (1) निजि संवाद; प्रोत्साहित
- (2) आत्मकेन्द्रित संवाद; प्रोत्साहित
- (3) निजि संवाद; हतोत्साहित
- (4) आत्मकेन्द्रित; हतोत्साहित

[Question ID = 12][Question Description = S8_CDP_Q012]

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

13)

Assertion (A) : In middle school, teachers should encourage boys to study mathematics and sciences rather than languages.

Reason (R) : Boys do not have the inherent abilities to study languages.

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) : माध्यमिक स्कूल में शिक्षकों को लड़कों को भाषा पढ़ने के बजाए गणित व विज्ञान के विषयों को पढ़ने के लिए प्रोत्साहित करना चाहिए।

तर्क (R) : लड़कों में भाषा को पढ़ने की जन्मजात क्षमता नहीं होती।

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 = 13][Question Description = S8_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 **NOT** be undertaken :

- (1) To find out the readiness levels of children
- (2) To reflect upon and modify teaching - learning
- (3) To induce fear and stress of learning among children
- (4) To support and improve children's learning

मूल्यांकन किस उद्देश्य से नहीं किया जाना चाहिए ?

- (1) बच्चों की तैयारी के स्तर का पता लगाने
- (2) शिक्षण-अधिगम पर मनन करने और उसमें संशोधन करने
- (3) बच्चों में डर और सीखने का तनाव पैदा करने
- (4) बच्चों की शिक्षा का समर्थन और सुधार करने के लिए

[Question ID = 14][Question Description = S8_CDP_Q014]

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

15)

During a class test a teacher finds that most of the students have responded incorrectly to a concept based question. The teacher should :

- (1) Scold the children and ask them to work hard
- (2) Call the parents and complain that the children are not studying
- (3) Make the students write the answers to the question multiple times
- (4) Find out conceptual challenges in the students' thinking and teach accordingly

एक कक्षा परीक्षण के दौरान एक शिक्षक ने पाया कि अधिकांश छात्रों ने अवधारणा आधारित प्रश्न का उत्तर गलत दिया है। शिक्षक को चाहिए कि वे -

- (1) बच्चों को डाँटे और अधिक मेहनत करने को कहें।
- (2) माता-पिता को बुलाकर शिकायत करें कि बच्चे पढ़ाई नहीं कर रहे हैं।
- (3) विद्यार्थियों को प्रश्न के उत्तर कई बार लिखने को कहें।
- (4) छात्रों की सोच में वैचारिक चुनौतियों का पता लगाएँ और उसके अनुसार पढ़ाएँ।

[Question ID = 15][Question Description = S8_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 statements is true about inclusive education ?

- (i) It is a system of education, wherein students with and without 'disability' learn together.
 - (ii) It is about ensuring participation of all children while removing exclusion, discrimination, barriers to learning and participation.
 - (iii) It views differences between children and adults as hindrances for learning.
- (1) (i), (ii)
 - (2) (i), (iii)
 - (3) (ii), (iii)
 - (4) (i), (ii), (iii)

समावेशी शिक्षा के बारे में कौन सा कथन सही है ?

- (i) यह शिक्षा का वह तंत्र है जिसमें 'विकलांगता' व बिना 'विकलांगता' वाले विद्यार्थी एकट्ठे पढ़ते हैं।
 - (ii) इसमें बहिष्करण, भेदभाव तथा भागीदारी और सीखने में अन्यबाधाओं को दूर करते हुए सभी विद्यार्थियों की भागीदारी को सुनिश्चित किया जाता है।
 - (iii) इसमें बच्चों व वयस्कों के बीच के अंतर की सीखने में बाधक के रूप में देखा जाता है।
- (1) (i), (ii)
 - (2) (i), (iii)
 - (3) (ii), (iii)
 - (4) (i), (ii), (iii)

[Question ID = 16][Question Description = S8_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 classroom of diverse children, with children from disadvantaged communities, a teacher should :

- (1) totally ignore individual differences.
- (2) work towards eliminating all cultural differences.
- (3) recognize that differences are not 'deficits'.
- (4) identify children who can learn and focus on them only.

एक शिक्षिका को विविध बच्चों की कक्षा में जिसमें हाशिए पर समुदाय से आने वाले बच्चे भी शामिल हैं, क्या करना चाहिए ?

- (1) सभी व्यक्तिगत भिन्नताओं को नज़रंदाज़ करना चाहिए।
- (2) सभी सांस्कृतिक भिन्नताएँ मिटाने के लिए कार्य करने चाहिए।
- (3) मानना चाहिए कि विभिन्नताएँ, कमियाँ नहीं हैं।
- (4) उन बच्चे जो सीख सकते हैं को पहचानकर केवल उन्हीं पर ध्यान देना चाहिए।

[Question ID = 17][Question Description = S8_CDP_Q017]

- 1. 1 [Option ID = 65]

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

18) Which of the following would promote learning in an inclusive classroom ?

- (1) Competitive ethos
- (2) Collaborative learning
- (3) Standardized instruction
- (4) Rigid assessment strategies

कौन सी पद्धति एक समावेशी कक्षा में बच्चों के सीखने में सहायक होगी ?

- (1) प्रतिस्पर्धात्मक संस्कृति
- (2) सहयोगात्मक अधिगम
- (3) मानकीकृत निर्देश
- (4) सख्त मुल्यांकन प्रणाली

[Question ID = 18][Question Description = S8_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 are effective accommodations in the classroom environment as per the needs of students with locomotor disabilities ?

- (i) Provision of barrier - free environment
- (ii) Ensure free movement by placing furniture in less restrictive manner
- (iii) Follow multiple methods of assessment

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

निम्न में से कौन से शिक्षाशास्त्रीय प्रावधान एक विद्यार्थी जिसे गतिमान दिव्यांगता है की जरूरतों के अनुकूल उपयुक्त समायोजन हैं ?

- (i) बाधामुक्त वातावरण को सुनिश्चित करना
- (ii) मेज कुर्सी को कम प्रतिबंधात्मक तरीके से रखकर आने-जाने को सुगम बनाना
- (iii) मुल्यांकन की विविध पद्धतियों का प्रयोग

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

[Question ID = 19][Question Description = S8_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 typical indicators of creativity ?

- (i) Need for repeated practice
- (ii) Inability to concentrate
- (iii) Risk taking
- (iv) Flexibility
- (v) Intolerance for boredom

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

निम्नलिखित में से रचनात्मकता के विशिष्ट संकेतक कौन से हैं?

- (i) बारम्बार अभ्यास की आवश्यकता
- (ii) ध्यान केंद्रित करने में असमर्थता
- (iii) जोखिम उठाना
- (iv) लचीलापन
- (v) बोरियत के लिए असहिष्णुता

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

[Question ID = 20][Question Description = S8_CDP_Q020]

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

21)

In a socio-constructivist classroom the teacher is _____ and the tables and desks are _____ to facilitate group work.

- (1) Mobile; moveable
- (2) Mobile; fixed
- (3) Dictator; fixed
- (4) Dictator; moveable

एक सामाजिक-रचनात्मक कक्षा में शिक्षक को _____ और सामूहिक कार्य को सुगम बनाने के लिए, मेज़ व कुर्सी ऐसी होना चाहिए _____ ।

- (1) गतिशील; जिन्हें खिसकाया जा सके।
- (2) गतिशील; जो नियत हों।
- (3) तानाशाह; जो नियत हों।
- (4) तानाशाह; जिन्हें खिसकाया जा सके।

[Question ID = 21][Question Description = S8_CDP_Q021]

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

22)

Assertion (A) : Restricting learning to a permanent and measurable change in behavior is problematic.

Reason (R) : Learning is a complex activity that includes processes that take place internally.

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) : अधिगम को केवल सीखने में स्थायी व मापा जा सकनेवाला बदलाव देखना समस्यात्मक है।

तर्क (R) : सीखना एक जटिल क्रिया है जिसमें आंतरिक रूप से होने वाली प्रक्रियाएँ भी शामिल हैं।

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 = 22][Question Description = S8_CDP_Q022]

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

23)

Experimental learning stresses :

- (1) The role of reinforcement in learning
- (2) Importance of hands-on learning
- (3) That learning is a product rather than a process
- (4) Drill and mechanical practice

अनुभवात्मक अधिगम किस पर जोर डालता है?

- (1) सीखने में पुर्नबलन की भूमिका
- (2) करके सीखने की महत्वता
- (3) सीखना एक प्रक्रिया नहीं अपितु एक उत्पाद है
- (4) वेधन और यांत्रिक अभ्यास

[Question ID = 23][Question Description = S8_CDP_Q023]

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

24)

When students are not able to 'perform' as per the expectations of the school, the schools should first focus on reflecting upon :

- (1) The 'deficiencies' in these children
- (2) The economic background of the parents
- (3) The social background of the parents
- (4) The school and the classroom environment and ethos

जब छात्र स्कूल की अपेक्षाओं के अनुसार प्रदर्शन करने में सक्षम नहीं होते हैं, तो स्कूलों को सबसे पहले निम्नलिखित पर ध्यान केंद्रित करना चाहिए?

- (1) इन बच्चों में कमी पर
- (2) माता-पिता की आर्थिक पृष्ठभूमि पर
- (3) माता-पिता की सामाजिक पृष्ठभूमि पर
- (4) स्कूल और कक्षा का वातावरण और लोकाचार

[Question ID = 24][Question Description = S8_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 the following describes use of heuristics in problem-solving ?

- (1) A step-by step procedure for achieving as goals is prescribed.
- (2) The problem is divided into a number of intermediate goals and then focus on solving each sub-goal.
- (3) The students begin at the goal and move back to the unsolved initial problem.
- (4) The student limits her search for solutions to situations that have something in common with the one you currently face.

निम्नलिखित में से कौन सा समस्या-समाधान में स्वानुभाविकता के प्रयोग का वर्णन करता है?

- (1) लक्ष्यों को प्राप्त करने के लिए चरण-दर-चरण प्रक्रिया निर्धारित है।
- (2) समस्या को कई मध्यवर्ती लक्ष्यों में विभाजित किया जाता है और फिर प्रत्येक उप-लक्ष्य को हल करने पर ध्यान केंद्रित किया जाता है।
- (3) छात्र लक्ष्य से शुरू करते हैं और अनसुलझी प्रारंभिक समस्या पर वापस जाते हैं।
- (4) विद्यार्थी अपनी खोज को उन स्थितियों के समाधान के लिए सीमित कर देता है जिनमें कुछ ऐसी स्थिति है जिसका आप वर्तमान में सामना कर रहे हैं।

[Question ID = 25][Question Description = S8_CDP_Q025]

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

26)

Which of the following strategies is **NOT** helpful for a teacher to encourage emotional self regulation in her students ?

- (1) Helping students recognize and express their feelings
- (2) Discussing strategies for coping with emotions
- (3) Helping students recognize cultural differences in emotional expression
- (4) Encouraging students to compete with each other and constantly make comparisons creating a climate of mistrust

निम्न में से कौन सी कार्यनीति एक शिक्षिका को विद्यार्थियों में संवेगात्मक आत्म-नियमनता को प्रोत्साहित नहीं करेगी?

- (1) विद्यार्थियों को अपनी भावनाएँ पहचानने व उनकी अभिव्यक्ति करने में मदद करना।
- (2) संवेगों से जूझने की नीतियों पर चर्चा करना।
- (3) विद्यार्थियों को संवेगात्मक अभिव्यक्तियों में सांस्कृतिक विभिन्नताओं को पहचानने में मदद करना।
- (4) विद्यार्थियों को एक-दूसरे से प्रतिस्पर्धा के लिए प्रोत्साहित करना व लगातार तुलना करते हुए अविश्वास का माहौल बनाना।

[Question ID = 26][Question Description = S8_CDP_Q026]

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

27)

An effective way to encourage children for learning goals is :

- (1) to pressurise them to score well in exams
- (2) to constantly compare their performance with peers
- (3) to offer rewards or punishment for every behaviour
- (4) inculcate love, joy and curiosity for learning

बच्चों के सीखने के लक्ष्य की तरफ प्रेरित करने का प्रभावी तरीका क्या है?

- (1) परिक्षाओं में अच्छे अंक लाने के लिए उन पर दबाव डालना
- (2) उनके प्रदर्शन की हमेशा उनके समकक्षियों से तुलना करना
- (3) हर व्यवहार के लिए ईनाम या सजा प्रस्तुत करना
- (4) उनमें सीखने का आनंद, खुशी और उत्सुकता पैदा करना

[Question ID = 27][Question Description = S8_CDP_Q027]

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

28)

Which of the following statements does **not** support a belief in socio-constructivist perspective of learning ?

- (1) Children should receive qualitative feedback on their responses.
- (2) Teachers should make children aware of the inconsistencies in their thinking through questioning.
- (3) Teachers should ask questions to bring out children's misconceptions and prompt them to think on their own thinking.
- (4) Children should take on a passive role during the teaching process.

निम्नलिखित में से कौन सा कथन सीखने के सामाजिक-रचनात्मक परिप्रेक्ष्य में विश्वास का समर्थन **नहीं** करता है?

- (1) बच्चों को उनकी प्रतिक्रियाओं पर गुणात्मक प्रतिक्रिया दी जानी चाहिए।
- (2) शिक्षकों को चाहिए कि प्रश्न पूछने के दौरान बच्चों की उनकी सोच में विसंगतियों से अवगत कराएं।
- (3) शिक्षकों को बच्चों में भ्रांतियों को दूर करने के लिए प्रश्न पूछने चाहिए और उन्हें अपनी सोच पर सोचने के लिए प्रेरित करना चाहिए।
- (4) शिक्षण प्रक्रिया के दौरान बच्चों को निष्क्रिय भूमिका निभानी चाहिए।

[Question ID = 28][Question Description = S8_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 strategies would hinder students from becoming effective problem-solvers and critical thinkers ?

- (1) Asking students if they are sure they understand the problem accurately
- (2) Encouraging the students to think of analogies
- (3) Asking the students to think rather than doing the thinking for them
- (4) Encouraging the students to see only one way of seeing the problem and focus on a prescribed given solution

निम्नलिखित में से कौन सी रणनीति छात्रों को प्रभावी समस्या-समाधानकर्ता और महत्वपूर्ण विचारक बनने से रोकेगी ?

- (1) छात्रों से पूछना कि क्या वे सुनिश्चित हैं कि वे समस्या को ठीक से समझते हैं।
- (2) छात्रों को उपमाओं के बारे में सोचने के लिए प्रोत्साहित करना।
- (3) छात्रों को खुद से सोचने के लिए प्रेरित करना बजाय उनके लिए सोचने के।
- (4) छात्रों को समस्या को देखने का केवल एक ही तरीका देखने के लिए प्रोत्साहित करना और निर्धारित समाधान पर ध्यान केंद्रित करना।

[Question ID = 29][Question Description = S8_CDP_Q029]

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

30)

As an middle school teacher how will you increase intrinsic motivation in your students ?

- (1) Encouraging competition
- (2) Punishing undesirable behavior
- (3) Inculcating joy for learning
- (4) Offering materialistic rewards

एक माध्यमिक कक्षा की शिक्षिका के नाते आप अपने विद्यार्थियों में आंतरिक अभिप्रेरणा को कैसे बढ़ावा देंगी ?

- (1) प्रतिस्पर्धा को बढ़ावा देकर
- (2) अवांछनीय व्यवहार को दंडित करके
- (3) सीखने में आनंद की अनुभूति को बढ़ावा देकर
- (4) भौतिकवादी पुरस्कार देकर

[Question ID = 30][Question Description = S8_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)

What is the place value of 7 in the greatest 5 - digit number formed by using the digits 2, 4, 7, 9 and 8, without repetition of digits ?

- (1) 70000
- (2) 7000
- (3) 700
- (4) 70

अंकों की पुनरावर्ती के बिना, अंकों 2, 4, 7, 9 और 8 के उपयोग से बनाई जा सकने वाली 5-अंकों की अधिकतम संख्या में 7 का स्थानीय मान क्या है?

- (1) 70000
- (2) 7000
- (3) 700
- (4) 70

[Question ID = 31][Question Description = S8_Maths Content/Pedagogy_Q031]

- 1. 1 [Option ID = 121]
- 2. 2 [Option ID = 122]
- 3. 3 [Option ID = 123]
- 4. 4 [Option ID = 124]

2) Reciprocal of $\left(-2 \frac{1}{3} \div \frac{7}{3} \times \frac{2}{7}\right)$ is :

- (1) $-\frac{2}{7}$
- (2) $3 \frac{1}{2}$
- (3) $\frac{2}{7}$
- (4) $-3 \frac{1}{2}$

$\left(-2 \frac{1}{3} \div \frac{7}{3} \times \frac{2}{7}\right)$ का व्युत्क्रम है :

- (1) $-\frac{2}{7}$
- (2) $3 \frac{1}{2}$
- (3) $\frac{2}{7}$
- (4) $-3 \frac{1}{2}$

[Question ID = 32][Question Description = S8_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 numbers is **not** divisible by 99 ?

- (1) 2707056
- (2) 2703459
- (3) 2112462
- (4) 2409759

निम्नलिखित में से कौन-सी संख्या 99 से विभाज्य नहीं है ?

- (1) 2707056
- (2) 2703459
- (3) 2112462
- (4) 2409759

[Question ID = 33][Question Description = S8_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 $a = \frac{7}{9}$ and $b = \frac{5}{13}$, then the value of $(a^{-1} + b^{-1}) \times (a + b)^{-1}$ is :

- (1) $\frac{136}{35}$
- (2) $\frac{35}{117}$
- (3) $\frac{35}{136}$
- (4) $\frac{117}{35}$

यदि $a = \frac{7}{9}$ है तथा $b = \frac{5}{13}$ है, तो $(a^{-1} + b^{-1}) \times (a + b)^{-1}$ का मान है :

- (1) $\frac{136}{35}$
- (2) $\frac{35}{117}$
- (3) $\frac{35}{136}$
- (4) $\frac{117}{35}$

[Question ID = 34][Question Description = S8_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) By which least number should 196 be multiplied to make it a perfect cube ?

- (1) 14
- (2) 7
- (3) 49
- (4) 4

196 को किस न्यूनतम संख्या से गुणा किया जाए कि वह एक पूर्ण घन बन जाए ?

- (1) 14
- (2) 7
- (3) 49
- (4) 4

[Question ID = 35][Question Description = S8_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) If $3x - 2(2x - 5) = 2(x + 3) - 8$, then the value of $x^2 + 6x - 5$ is :

- (1) 50
- (2) 35
- (3) 40
- (4) 25

यदि $3x - 2(2x - 5) = 2(x + 3) - 8$ है, तो $x^2 + 6x - 5$ का मान है :

- (1) 50
- (2) 35
- (3) 40
- (4) 25

[Question ID = 36][Question Description = S8_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)

A person has a sum of ₹ 1350 in which he can buy exactly 5 tickets for an exhibition. How much more money will he need, if he buys 7 tickets ?

- (1) ₹ 540
- (2) ₹ 740
- (3) ₹ 1890
- (4) ₹ 3240

किसी व्यक्ति के पास ₹ 1350 हैं जिससे वह एक प्रदर्शनी के ठीक 5 टिकट खरीद सकता है। ऐसे 7 टिकट खरीदने के लिए उसे और कितनी धनराशि की आवश्यकता होगी ?

- (1) ₹ 540
- (2) ₹ 740
- (3) ₹ 1890
- (4) ₹ 3240

[Question ID = 37][Question Description = S8_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) $x^4 - (x - y)^4$ is equal to :

- (1) $y(2x - y)(2x^2 + y^2 - 2xy)$
- (2) $y(2x - y)(2x^2 - y^2 + 2xy)$
- (3) $x(2x - y)(2x^2 + y^2 + 2xy)$
- (4) $x(2x - y)(2x^2 + y^2 - 2xy)$

$x^4 - (x - y)^4$ बराबर है :

- (1) $y(2x - y)(2x^2 + y^2 - 2xy)$
- (2) $y(2x - y)(2x^2 - y^2 + 2xy)$
- (3) $x(2x - y)(2x^2 + y^2 + 2xy)$
- (4) $x(2x - y)(2x^2 + y^2 - 2xy)$

[Question ID = 38][Question Description = S8_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) The coefficient of y^2 in the expression

$(x + y)(2x + y) + (x + 2y)(x - y)$ is :

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

व्यंजक $(x + y)(2x + y) + (x + 2y)(x - y)$ में y^2 का गुणांक है :

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

[Question ID = 39][Question Description = S8_Maths Content/Pedagogy_Q039]

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

10)

$$\frac{2x^3 - 2xy^2 + x^2y - y^3}{(x-y)} \text{ is equal to :}$$

- (1) $(x+y)(2x-y)$
- (2) $(x-y)(2x+y)$
- (3) $(x+y)(2x+y)$
- (4) $(x-y)(2x-y)$

$$\frac{2x^3 - 2xy^2 + x^2y - y^3}{(x-y)} \text{ बराबर है :}$$

- (1) $(x+y)(2x-y)$
- (2) $(x-y)(2x+y)$
- (3) $(x+y)(2x+y)$
- (4) $(x-y)(2x-y)$

[Question ID = 40][Question Description = S8_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)

D is a point on side AC of a triangle ABC such that $AD = BD$, $CD = BC$ and $\angle BAC = 30^\circ$. Then, $\angle ABC + \angle BDC$ is equal to :

- (1) 120°
- (2) 130°
- (3) 135°
- (4) 150°

किसी त्रिभुज ABC की भुजा AC पर D एक बिंदु इस प्रकार स्थित है कि $AD = BD$, $CD = BC$ और $\angle BAC = 30^\circ$ है। तब, $\angle ABC + \angle BDC$ बराबर है :

- (1) 120°
- (2) 130°
- (3) 135°
- (4) 150°

[Question ID = 41][Question Description = S8_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)

If two parallel lines are intersected by a transversal, then which of the following statement/(s) is/are true ?

- (A) Corresponding angles are on the opposite sides of the transversal.
- (B) Interior angles on the same side of the transversal are supplementary.
- (C) Alternate interior angles are on the opposite sides of the transversal.
- (D) Alternate interior angles are supplementary.

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

यदि दो समांतर रेखाओं को एक तिर्यक रेखा प्रतिच्छेद करती है, तो निम्न में से, कौन सा (से) कथन सत्य है/हैं?

- (A) संगत कोण तिर्यक रेखा के विपरीत ओर स्थित होते हैं।
- (B) तिर्यक रेखा के एक ही ओर के अंतः कोण संपूरक होते हैं।
- (C) एकांतर अंतः कोण तिर्यक रेखा के विपरीत ओर स्थित होते हैं।
- (D) एकांतर अंतः कोण संपूरक होते हैं।

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

[Question ID = 42][Question Description = S8_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)

The ratio of three angles of a quadrilateral is 3 : 6 : 5 and its fourth angle is of 80° . The difference between the greatest and the smallest angles of the quadrilateral is :

- (1) 40°
- (2) 60°
- (3) 70°
- (4) 80°

किसी चतुर्भुज के तीन कोणों का अनुपात 3 : 6 : 5 है तथा उसका चौथा कोण 80° का है। उसके सबसे बड़े और सबसे छोटे कोणों का अंतर है :

- (1) 40°
- (2) 60°
- (3) 70°
- (4) 80°

[Question ID = 43][Question Description = S8_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)

Let F, V and E be the number of faces, vertices and edges, respectively of a pentagonal pyramid. Then, $4E + 2F - 3V$ is equal to :

- (1) 46
- (2) 34
- (3) 42
- (4) 36

मान लीजिए कि एक पंचभुज के आधार वाले पिरामिड के फलकों, शीर्षों और किनारों की संख्याएँ क्रमशः F, V और E हैं। तब $4E + 2F - 3V$ बराबर है :

- (1) 46
- (2) 34
- (3) 42
- (4) 36

[Question ID = 44][Question Description = S8_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)

In triangles ABC and PQR, $\angle A = 50^\circ$, $\angle C = 75^\circ$, $AB = 5$ cm, $\angle Q = 55^\circ$, $QR = 5$ cm and $\angle R = 50^\circ$. Then,

- (1) $\triangle ABC \cong \triangle PQR$
- (2) $\triangle ABC \cong \triangle QRP$
- (3) $\triangle PQR \cong \triangle CAB$
- (4) $\triangle PQR \cong \triangle CBA$

त्रिभुजों ABC और PQR में, $\angle A = 50^\circ$, $\angle C = 75^\circ$, $AB = 5 \text{ cm}$, $\angle Q = 55^\circ$, $QR = 5 \text{ cm}$ और $\angle R = 50^\circ$ हैं। तब,

- (1) $\triangle ABC \cong \triangle PQR$ है।
- (2) $\triangle ABC \cong \triangle QRP$ है।
- (3) $\triangle PQR \cong \triangle CAB$ है।
- (4) $\triangle PQR \cong \triangle CBA$ है।

[Question ID = 45][Question Description = S8_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)

Area of a parallelogram is equal to area of a rectangle of length 22 cm. If height of the parallelogram is 5 cm more than its corresponding base of 6 cm, then the perimeter of the rectangle is :

- (1) 66 cm
- (2) 50 cm
- (3) 33 cm
- (4) 25 cm

किसी समांतर चतुर्भुज का क्षेत्रफल लंबाई 22 cm वाले एक आयत के क्षेत्रफल के बराबर है। यदि इस समांतर चतुर्भुज की ऊँचाई, इसकी संगत आधार की लंबाई 6 cm से 5 cm अधिक है, तो आयत का परिमाण है :

- (1) 66 cm
- (2) 50 cm
- (3) 33 cm
- (4) 25 cm

[Question ID = 46][Question Description = S8_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 radius of the base of a metallic right circular cylindrical container of height 2 m is 35 cm. The capacity of the container (in litres) is $\left(\text{Use } \pi = \frac{22}{7} \right)$:

- (1) 792
- (2) 770
- (3) 760
- (4) 740

एक धातु से बने 2 मीटर ऊँचाई वाले एक लंब वृत्तीय बेलन के आकार के पात्र की आधार त्रिज्या 35 cm है। इस पात्र की धारिता (लीटर में) है $\left(\pi = \frac{22}{7} \text{ का उपयोग कीजिए}\right)$:

- (1) 792
- (2) 770
- (3) 760
- (4) 740

[Question ID = 47][Question Description = S8_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)

One diagonal of a rhombus shaped field of area 240 m^2 is of length 16 m. Then, cost of fencing the field at the rate of ₹ 21 per metre is :

- (1) ₹ 1428
- (2) ₹ 2142
- (3) ₹ 714
- (4) ₹ 1071

क्षेत्रफल 240 m^2 वाले एक समचतुर्भुजाकार खेत का एक विकर्ण 16 m लंबा है। तब, इस खेत पर ₹ 21 प्रति मीटर की दर से बाड़ लगाने की लागत है :

- (1) ₹ 1428
- (2) ₹ 2142
- (3) ₹ 714
- (4) ₹ 1071

[Question ID = 48][Question Description = S8_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) The mean of the median and mode of the observations 45, 50, 96, 68, 58, 96 and 94 is :

- (1) 116
- (2) 106
- (3) 82
- (4) 77

प्रेक्षकों 45, 50, 96, 68, 58, 96 और 94 के माध्यक और बहुलक का माध्य है :

- (1) 116
- (2) 106
- (3) 82
- (4) 77

[Question ID = 49][Question Description = S8_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)

Numbers 23, 24, 25, . . . , 46, 47, 48, 49 are written on number - cards (one number on one card). If a card is selected at random from these cards, then probability of getting a prime number is :

- (1) $\frac{7}{26}$
- (2) $\frac{8}{26}$
- (3) $\frac{7}{27}$
- (4) $\frac{8}{27}$

संख्या - कार्डों पर संख्याएँ 23, 24, 25, . . . , 46, 47, 48, 49 लिखी जाती हैं (एक कार्ड पर एक संख्या)। यदि इन कार्डों में से एक कार्ड को यादृच्छिक रूप से चुना जाता है, तो एक अभाज्य संख्या प्राप्त करने की प्रायिकता है :

- (1) $\frac{7}{26}$
- (2) $\frac{8}{26}$
- (3) $\frac{7}{27}$
- (4) $\frac{8}{27}$

[Question ID = 50][Question Description = S8_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)

According to National Curriculum Framework, 2005, which of the following is true about mathematics learning at primary level in schools ?

- (1) Children learn important mathematics and pose meaningful mathematical problems
- (2) Some children are not able to learn mathematics
- (3) Children from weaker section of society are not able to learn mathematics
- (4) Children need to be taught formal algorithms

राष्ट्रीय पाठ्यचर्या रूपरेखा - 2005 के अनुसार निम्नलिखित में से कौन-सा विद्यालय में प्राथमिक स्तर पर गणित के विषय में सत्य है?

- (1) बच्चे महत्वपूर्ण गणित सीखें और अर्थपूर्ण गणितीय समस्याएँ प्रस्तुत करें
- (2) कुछ बच्चे गणित नहीं सीख पाते
- (3) समाज के कमजोर वर्ग के बच्चे गणित नहीं सीख पाते
- (4) बच्चों को औपचारिक कलन विधि सिखाने की आवश्यकता है

[Question ID = 51][Question Description = S8_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 approaches are **NOT** utilised to establish mathematical truths ?

- (1) Deductive
- (2) Inductive
- (3) Contra-positive
- (4) Empirical

गणितीय सत्य को स्थापित करने के लिए निम्नलिखित में से कौन से उपागम का उपयोग **नहीं** किया जाता है ?

- (1) निगमनात्मक
- (2) आगमनात्मक
- (3) प्रतिस्थिति
- (4) आनुभविक

[Question ID = 52][Question Description = S8_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)

Rubrics as an assessment tool can be used in which of the following assessment strategies ?

- (A) Observation
- (B) Peer Assessment
- (C) Term-End Examination

Choose the **correct** option :

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

निम्नलिखित में से किन मूल्यांकन योजनाओं में रूब्रिक्स एक मूल्यांकन साधन के रूप में प्रयुक्त किया जा सकता है ?

- (A) अवलोकन
- (B) सहपाठी मूल्यांकन
- (C) सत्रांत परीक्षा

सही विकल्प का चयन कीजिए :

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

[Question ID = 53][Question Description = S8_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)

Which of the following objects is most appropriate to be used to introduce algebra and algebraic expressions to class VI students ?

- (1) Paper cuttings of various shapes
- (2) Abacus
- (3) Chart papers displaying examples of algebraic expressions
- (4) Matchsticks forming patterns in numbers, letters in words, etc.

कक्षा VI के विद्यार्थियों को बीजगणित एवं बीजीय व्यंजक का परिचय देने के लिए निम्नलिखित में से कौन सी वस्तुएँ सर्वथा उपयुक्त हैं ?

- (1) विभिन्न आकारों की पेपर कटिंग
- (2) अबेकस/गिनतारा
- (3) बीजीय व्यंजकों के उदाहरण दर्शाते चार्ट पेपर
- (4) संख्याओं, शब्दों के अक्षरों इत्यादि का माचिस की तीलियों से निर्मित प्रतिमान/प्रतिरूप

[Question ID = 54][Question Description = S8_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)

Which of the following displays the constructivist approach in the teaching of ratio and proportion to class VII students ?

- (1) Using real life examples where ideas of ratio and proportion are used, such as in cooking, sewing clothes and purchasing goods.
- (2) Students solving problems based on ratio and proportion on their own with the help of online resources.
- (3) Students are made to practice several exemplar questions on ratio and proportion.
- (4) Teacher defines the concepts of ratio and proportion and solving related examples on the blackboard.

निम्नलिखित में कौन-सा कक्षा VII के विद्यार्थियों को अनुपात एवं समानुपात के शिक्षण में रचनावादी उपागम को दर्शा रहा है ?

- (1) दिन-प्रतिदिन की क्रियाओं जैसे: भोजन पकाना, वस्त्र सिलना और वस्तुएँ खरीदना जिनमें अनुपात एवं समानुपात के विचार प्रयुक्त होते हैं, का उपयोग करना
- (2) विद्यार्थी ऑन लाइन संसाधनों का उपयोग करके अनुपात और समानुपात पर आधारित समस्याएँ स्वयं हल करने में संलग्न हैं।
- (3) विद्यार्थियों को अनुपात और समानुपात पर कई उदाहरणीय प्रश्नों का अभ्यास करवाया जा रहा है।
- (4) शिक्षक अनुपात एवं समानुपात की अवधारणाओं को परिभाषित करता है और संबंधित उदाहरणों को श्यामपट्ट पर लिखता है।

[Question ID = 55][Question Description = S8_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)

The difference between mixed and improper fraction is :

- (1) Only in their representation
- (2) Not known
- (3) That the mixed fraction includes a whole and a greater denominator while improper fraction has only a greater denominator
- (4) That the mixed fraction is a sum of two fractions while improper fraction is a difference of two fractions.

मिश्रित एवं विषम भिन्न में क्या अंतर है?

- (1) केवल उनके प्रस्तुतीकरण में
- (2) अंतर्ज्ञात नहीं है
- (3) कि मिश्रित भिन्न में एक पूर्ण और एक वृहत्तर हर सम्मिलित है जबकि विषम भिन्न में केवल एक वृहत्तर हर है।
- (4) कि मिश्रित भिन्न दो भिन्नो का योग है जबकि विषम भिन्न दो भिन्नो का घटाव है

[Question ID = 56][Question Description = S8_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) The transition from arithmetic to algebra occurs at upper primary stage.

This transition can be made easier for the child in terms of mathematics learning by :

- (1) Regular tests and assessments
- (2) Focusing on memorisation of formulae
- (3) Solving mathematical problems based on daily life
- (4) Solving problems from a variety of text-books

अंकगणित से बीजगणित तक पारगमन उच्च प्राथमिक स्तर पर होता है।

गणित अधिगम के संदर्भ में इस पारगमन को बच्चे के लिए सुसाध्य बनाया जा सकता है :

- (1) नियमित परीक्षा और आकलन द्वारा
- (2) सूत्रों के स्मरण करने पर ध्यान केंद्रित करके
- (3) दैनिक जीवन से संबंधित गणितीय समस्याओं का समाधान करके
- (4) विभिन्न पाठ्य पुस्तकों से समस्याओं का समाधान करके

[Question ID = 57][Question Description = S8_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)

While teaching perimeter of a rectangle, Mr. Chander has given a question, "Find the perimeter of a rectangle that measures 5 units by 7 units." The intention of the teacher is to assess _____.

- (1) Problem Solving Skill
- (2) Divergent Thinking
- (3) Analytical Thinking
- (4) Recall and Reproduction Skill

किसी आयत के परिमाप का शिक्षण करते हुए श्री चंद्र ने एक प्रश्न दिया “उस आयत के परिमाप का मान ज्ञात कीजिए जिसका माप 5 इकाई द्वारा (बाई) 7 इकाई है।” शिक्षक _____ का आकलन करना चाहता है :

- (1) समस्या समाधान कौशल
- (2) अपसारी चिंतन
- (3) विश्लेषणात्मक चिंतन
- (4) प्रत्यास्मरण एवं पुनरुत्पादन के कौशल

[Question ID = 58][Question Description = S8_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)

The least effective strategy adopted by a teacher to help a child in overcoming misconceptions in mathematics is :

- (1) Demonstrating varied examples in different contexts
- (2) Providing similar questions for practice till the child solves them correctly
- (3) By observing child's work and interacting with him/her to understand better
- (4) By organizing classroom discussions on various errors and misconceptions

शिक्षक द्वारा अपनाई जाने वाली सबसे कम उपयुक्त युक्ति जिससे वह गणित में भ्रांतियों से उभरने में बच्चे की सहायता करता है, वह है :

- (1) विभिन्न संदर्भों में विविध उदाहरणों का प्रदर्शन करना
- (2) अभ्यास के लिए एकरूप प्रश्न देना जब तक बच्चा उन्हें सही रूप से हल नहीं कर लेता
- (3) बच्चे के काम का अवलोकन करना और उसे अच्छी तरह से समझने के लिए उसके साथ बातचीत करना
- (4) विभिन्न त्रुटियों और अवधारणाओं पर कक्षा में परिचर्चाओं का आयोजन करना

[Question ID = 59][Question Description = S8_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)

Which of the following is most appropriate for mathematics learning beyond the textbooks and as a part of everyday life ?

- (1) It hinders the development of mathematical concepts of children in a classroom
- (2) It is not a necessary part of mathematical discourse in the classroom as it leads to misconceptions
- (3) It enriches the children's perception of mathematics
- (4) It hinders the development of problem-solving strategies in children

निम्नलिखित में से कौन-सा दैनिक जीवन के एक भाग के रूप में और पाठ्यपुस्तकों से परे गणित के अधिगम के लिए सर्वाधिक उपयुक्त है?

- (1) किसी कक्षा में यह बच्चों की गणितीय अवधारणा के विकास में रूकावट/अवरोध उत्पन्न करता है
- (2) यह कक्षा में गणितीय चर्चा का एक आवश्यक भाग नहीं है क्योंकि यह भ्रान्तियाँ उत्पन्न करता है
- (3) यह बच्चों के गणित के बोध को समृद्ध बनाता है
- (4) यह बच्चों में समस्या – समाधान की युक्तियों को विकसित करने में अवरोध उत्पन्न करता है

[Question ID = 60][Question Description = S8_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)

Sunita puts the following indicators in solutions A, B, C and makes the following observations :

Indicator	Colour change in A	Colour change in B	Colour change in C
Turmeric	No change	Reddish brown	Yellow
Phenolphthalein	Colourless	Pink	Colourless

The chemical nature of A, B, C respectively are :

- (1) acidic, basic, basic
- (2) basic, acidic, basic
- (3) basic, basic, acidic
- (4) acidic, basic, acidic

सुनीता ने A, B, C विलयनों में निम्नलिखित सूचक डाले और निम्न प्रेक्षण किए :

सूचक	A में रंग परिवर्तन	B में रंग परिवर्तन	C में रंग परिवर्तन
हल्दी	कोई परिवर्तन नहीं	रक्ताभ भूरा	पीला
फेनॉल्फ़थैलीन	रंगहीन	गुलाबी	रंगहीन

A, B, C की रासायनिक प्रकृति क्रमशः है :

- (1) अम्लीय, क्षारकीय, क्षारकीय
- (2) क्षारकीय, अम्लीय, क्षारकीय
- (3) क्षारकीय, क्षारकीय, अम्लीय
- (4) अम्लीय, क्षारकीय, अम्लीय

[Question ID = 61][Question Description = S8_Science_Q061]

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

2) In which of the following situations, water **cannot** be used to extinguish fire ?

- (A) Fire caused by wood
- (B) Fire caused by electrical short circuit
- (C) Fire caused by explosion in a car

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

निम्नलिखित में से किन स्थितियों में, जल को अग्नि बुझाने के उपयोग में **नहीं** लाया जा सकता ?

- (A) लकड़ी द्वारा उत्पन्न अग्नि
- (B) विद्युत लघुपथन द्वारा उत्पन्न अग्नि
- (C) कार में विस्फोट द्वारा उत्पन्न अग्नि

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

[Question ID = 62][Question Description = S8_Science_Q062]

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

3) Bags with wide straps are preferred to carry heavy loads. The reason for this is :

- (1) Increase in area of contact increases the pressure exerted
- (2) Increase in area of contact increases the force exerted
- (3) Increase in area of contact reduces pressure exerted
- (4) Increase in area of contact reduces the force exerted

भारी भार ले जाने के लिए चौड़े पट्टों के थैलों को प्राथमिकता दी जाती है। इसका कारण है कि :

- (1) संपर्क के क्षेत्रफल में वृद्धि से डाले गए दाब में वृद्धि होती है।
- (2) संपर्क के क्षेत्रफल में वृद्धि से डाले गए बल में वृद्धि होती है।
- (3) संपर्क के क्षेत्रफल में वृद्धि से डाले गए दाब में ह्रास होता है।
- (4) संपर्क के क्षेत्रफल में वृद्धि से डाले गए बल में ह्रास होता है।

[Question ID = 63][Question Description = S8_Science_Q063]

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

The speed of light changes as it enters from one medium to another as the optical density of the medium changes.

The change in speed of light as it travels through various media are depicted in the following table.

Media	Change in speed of light
A to B	increases
B to C	decreases
C to D	decreases

Which of the following represents correct descending order of optical densities of the media.

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

जैसे ही प्रकाश एक माध्यम से दूसरे माध्यम में प्रवेश करता है इसकी चाल बदल जाती है, क्योंकि माध्यम का प्रकाशीय घनत्व परिवर्तित हो जाता है।

विभिन्न माध्यमों में प्रकाश की चाल के परिवर्तन को निम्नलिखित सारणी में चित्रित किया गया है।

माध्यम	प्रकाश की चाल में परिवर्तन
A से B	वृद्धि होती है
B से C	ह्रास होता है
C से D	ह्रास होता है

माध्यमों के प्रकाशीय घनत्व के घटते क्रम को निम्न में कौन सही प्रकार से दर्शाता है?

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

[Question ID = 64][Question Description = S8_Science_Q064]

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

5)

Choose the correct option :

Assertion (A) : Venus is hotter than mercury though it is farther from sun than mercury.

Reason (R) : Venus rotates from east to west.

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

सही विकल्प का चयन कीजिए :

अभिकथन (A) : बुध की तुलना में शुक्र अधिक गर्म है अपितु बुध की अपेक्षा यह सूर्य से अधिक दूरी पर है।

कारण (R) : शुक्र पूर्व से पश्चिम की ओर परिक्रमा करता है।

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

[Question ID = 65][Question Description = S8_Science_Q065]

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

6)

Acid	Substance
Citric acid	A
B	Curd
C	Ant's sting
Hydrochloric acid	D

Which of the following options will correctly match the acids with the substance in which they are found ?

- (1) A-Orange, B-Lactic acid, C-Oxalic acid, D-Stomach
- (2) A-Lemon, B-Lactic acid, C-Formic acid, D-Toilet cleaner
- (3) A-Lemon, B-Ascorbic acid, C-Tannic acid, D-Stomach
- (4) A-Tomato, B-Citric acid, C-Formic acid, D-Toilet cleaner

अम्ल	पदार्थ
सिट्रिक अम्ल	A
B	दही
C	चींटी का डंक
हाइड्रोक्लोरिक अम्ल	D

निम्नलिखित में से कौन सा विकल्प अम्लों को उनके स्रोतों से सही प्रकार सुमेलित करता है ?

- (1) A-संतरा; B-लैक्टिक अम्ल; C-ऑक्सालिक अम्ल; D-आमाशय
- (2) A-नींबू; B-लैक्टिक अम्ल; C-फॉर्मिक अम्ल; D-शौचालय शोधक
- (3) A-नींबू; B-एस्कॉर्बिक अम्ल; C-टैनिक अम्ल; D-आमाशय
- (4) A-टमाटर; B-सिट्रिक अम्ल; C-फॉर्मिक अम्ल; D-शौचालय शोधक

[Question ID = 66][Question Description = S8_Science_Q066]

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

7) Identify the set of mixtures.

- (1) Air, blood, soil, toothpaste, citric acid
- (2) Salt water, blood, vinegar, marble
- (3) Baking soda, tap water, vinegar, sand
- (4) Sand, tap water, blood, air

मिश्रणों के समुच्चय की पहचान कीजिए ।

- (1) वायु, रक्त, मृदा, दंतमंजन, सिट्रिक अम्ल
- (2) लवण जल, रक्त, सिरका, संगमरमर
- (3) बेकिंग सोडा, नल का जल, सिरका, रेत
- (4) रेत, नल का जल, रक्त, वायु

[Question ID = 67][Question Description = S8_Science_Q067]

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

8) Which of the following statements is **not** correct regarding alloys ?

- (1) They are harder than metals.
- (2) They are corrosion resistant.
- (3) They have higher melting point than metals.
- (4) They are more ductile than metals.

मिश्रधातुओं के संदर्भ में निम्नलिखित में से कौन सा कथन सही नहीं है?

- (1) ये धातुओं से अधिक कठोर हैं।
- (2) ये संक्षारण रोधी हैं।
- (3) इनका गलनांक धातुओं की अपेक्षा उच्च है।
- (4) ये धातुओं की तुलना में अधिक तन्य है।

[Question ID = 68][Question Description = S8_Science_Q068]

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

9) Match the disease with its causative organism.

Disease	Organism
(A) Malaria	(i) Fungi
(B) Tuberculosis	(ii) Bacteria
(C) Hepatitis	(iii) Protozoa
(D) Ringworm	(iv) Virus
(1) (A)-(iii), (B)-(iv), (C)-(ii), (D)-(i)	
(2) (A)-(iii), (B)-(ii), (C)-(iv), (D)-(i)	
(3) (A)-(iii), (B)-(iv), (C)-(i), (D)-(ii)	
(4) (A)-(iii), (B)-(ii), (C)-(i), (D)-(iv)	

रोग को उसके उत्पादक जीव से सुमेलित कीजिए ।

रोग	जीव
(A) मलेरिया	(i) कवक
(B) क्षयरोग	(ii) जीवाणु
(C) हैपेटाइटिस	(iii) प्रोटोजोआ
(D) रिंगवर्म	(iv) विषाणु
(1) (A)-(iii), (B)-(iv), (C)-(ii), (D)-(i)	
(2) (A)-(iii), (B)-(ii), (C)-(iv), (D)-(i)	
(3) (A)-(iii), (B)-(iv), (C)-(i), (D)-(ii)	
(4) (A)-(iii), (B)-(ii), (C)-(i), (D)-(iv)	

[Question ID = 69][Question Description = S8_Science_Q069]

1. 1 [Option ID = 273]
2. 2 [Option ID = 274]
3. 3 [Option ID = 275]
4. 4 [Option ID = 276]

10)

A is both an exocrine and endocrine gland in human beings. It produces B hormone whose insufficient production causes C. In this disease/condition, the person may excrete D in his/her urine. The exocrine function of this gland is to aid in the process of E.

A, B, C, D and E respectively are :

- (1) Pituitary, thyroid, thyroxine, salts, growth
- (2) Pancreas, insulin, diabetes , salt, excretion
- (3) Pancreas, insulin, diabetes, sugar, digestion
- (4) Ovary, progesterone, menstruation, blood, reproduction

मानवों में A बहिःस्रावी और अंतःस्रावी ग्रंथि दोनों हैं। यह B हार्मोन उत्पन्न करता है जिसका अपर्याप्त उत्पादन C को जन्म देता है। इस रोग/स्थिति में व्यक्ति अपने मूत्र में D उत्सर्जित कर सकता है। इस ग्रंथि का बहिःस्राव कार्य E के प्रक्रम में सहायता करना है।

A, B, C, D और E क्रमशः हैं :

- (1) पीयूष, थायरायड (अवटु) ग्रंथि, थायराक्सिन, लवण, वृद्धि
- (2) अग्नशय, इंसुलिन, मधुमेह, लवण, उत्सर्जन
- (3) अग्नशय, इंसुलिन, मधुमेह, शर्करा, पाचन
- (4) अण्डाशय, प्रोजेस्ट्रॉन, मासिक धर्म, रक्त, प्रजनन

[Question ID = 70][Question Description = S8_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 statements is true ?

- (1) Excretion takes place only in animals
- (2) The amount of oxygen released by plants during photosynthesis is same as that of taken in during respiration
- (3) Plants reproduce through vegetative propagation only
- (4) Plants remove water as vapour and carbon dioxide

निम्नलिखित कथनों में से क्या सत्य है?

- (1) उत्सर्जन केवल पशुओं में होता है।
- (2) प्रकाश संश्लेषण प्रक्रिया के दौरान पौधों द्वारा मुक्त ऑक्सीजन की मात्रा, श्वसन में ली गई मात्रा के समान है।
- (3) पौधे केवल कायिक प्रवर्धन द्वारा प्रजनन करते हैं।
- (4) पौधे जल को वाष्प एवं कार्बन डाइऑक्साइड के रूप में निष्कासित करते हैं।

[Question ID = 71][Question Description = S8_Science_Q071]

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

12) Which amongst the following fuels is best suited for domestic purpose ?

Fuel	State	Ignition temp	Calorific value
A	liquid	low	moderate
B	solid	moderate	moderate
C	gas	high	low
D	gas	low	very high
E	liquid	moderate	high

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

घरेलू कार्यों के लिए निम्नलिखित में से कौन सा ईंधन सर्वाधिक उपयुक्त है ?

ईंधन	अवस्था	ज्वलन ताप	ऊष्मीय मान
A	द्रव	निम्न	मध्यम
B	ठोस	मध्यम	मध्यम
C	गैस	उच्च	निम्न
D	गैस	निम्न	अति उच्च
E	द्रव	मध्यम	उच्च

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

[Question ID = 72][Question Description = S8_Science_Q072]

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

13)

Shama observes that the leaves of rose plant have reticulate venation. She concludes that rose plant has taproot. Her conclusion is :

- (1) correct
- (2) incorrect
- (3) can not be based on above observation
- (4) needs verification

शमा ने पाया कि गुलाब के पौधे की पत्तियों में जालिकारूपी शिराविन्यास है। उसने निष्कर्ष निकाला कि गुलाब के पौधे में टैप जड़ है। उसका निष्कर्ष :

- (1) सही हैं
- (2) गलत है
- (3) उपरोक्त अवलोकन पर आधारित नहीं हो सकता
- (4) को सत्यापन की आवश्यकता है

[Question ID = 73][Question Description = S8_Science_Q073]

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

14)

Which of the following statements is true regarding transfer of heat through the process of convection ?

- (A) It takes place only in gases.
- (B) Heat flows in upward direction only.
- (C) Physical contact is not essential.
- (D) Heat is transferred by vibrational motion of particles.

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

संवहन के प्रक्रम में, ऊष्मा के स्थानान्तरण के संदर्भ में, निम्न में से कौन सा कथन सत्य है?

- (A) यह केवल गैसों में होता है।
- (B) ऊष्मा केवल उपरिमुखी दिशा में प्रवाह करती है।
- (C) भौतिक संपर्क आवश्यक नहीं है।
- (D) ऊष्मा का स्थानांतरण कणों की कंपायमान गति से होता है।

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

[Question ID = 74][Question Description = S8_Science_Q074]

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

15)

Two identical snakes 'A' and 'B' are moving on the ground. 'A' is moving by making broad loops while 'B' is moving by making narrow loops. Which one is moving faster ?

- (1) A
- (2) B
- (3) Both are moving at same speed
- (4) Can't be determined on the basis of above information

दो समरूप सर्प 'A' और 'B' धरती पर चल रहे हैं। 'A' चौड़ी कुंडली द्वारा गति कर रहा है जबकि 'B' संकरी कुंडली द्वारा गतिमान है। कौन तीव्र गति से चल रहा है ?

- (1) A
- (2) B
- (3) दोनों एकसमान चाल से गति कर रहे हैं।
- (4) उपरोक्त के आधार पर नियत नहीं किया जा सकता।

[Question ID = 75][Question Description = S8_Science_Q075]

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

16)

It is observed that an uncharged object 'X' acquires a charge opposite to that of a charged object 'Y'. The method of charging used is/are :

- (1) Friction
- (2) Friction or conduction
- (3) Friction or induction
- (4) Conduction

यह देखा गया है कि एक अनावेशित पिंड 'X' किसी आवेशित पिंड 'Y' के विपरीत आवेश उपार्जित करता है। आवेशित करने की विधि है/हैं :

- (1) घर्षण
- (2) घर्षण या चालन
- (3) घर्षण या प्रेरण
- (4) चालन

[Question ID = 76][Question Description = S8_Science_Q076]

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

17) Which of the following statements is/are true ?

- (A) Submerged plants have thin flexible stem.
- (B) Stomata in floating plants are present only on upper surface of leaf.
- (1) (A) is true and (B) is false
- (2) (A) is false and (B) is true
- (3) Both are true
- (4) Both are false

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

- (A) जलीय पौधों का तना पतला लचीला होता है।
- (B) प्लवमान पौधों में रंध्र केवल पर्ण की ऊपरी पृष्ठ पर होते हैं।
- (1) (A) सत्य है और (B) असत्य है।
- (2) (A) असत्य है और (B) सत्य है।
- (3) दोनों सत्य हैं।
- (4) दोनों असत्य हैं।

[Question ID = 77][Question Description = S8_Science_Q077]

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

18) Air friction acting on a falling object is :

- (1) in the direction of gravity
- (2) opposite to gravity
- (3) perpendicular to gravity
- (4) zero

गिरती हुई वस्तु पर वायु घर्षण होता है :

- (1) गुरुत्व की दिशा में
- (2) गुरुत्व के विपरीत
- (3) गुरुत्व के लम्बवत्
- (4) शून्य

[Question ID = 78][Question Description = S8_Science_Q078]

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

19)

In which of the following situations the distance-time graph of an object is a straight line :

- (A) object is at rest
- (B) object is moving with uniform speed
- (C) object is in non uniform motion
- (D) object is having uniform acceleration

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

निम्नलिखित में से किस स्थिति में किसी वस्तु का दूरी-समय ग्राफ एक सीधी रेखा है ?

- (A) वस्तु विरामावस्था में है।
- (B) वस्तु एक समान चाल से गति कर रही है।
- (C) वस्तु असमान चाल से गति में है।
- (D) वस्तु का त्वरण एक समान है।

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

[Question ID = 79][Question Description = S8_Science_Q079]

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

20) Kaleidoscope is based on the principle of :

- (1) refraction of light
- (2) dispersion of light
- (3) reflection of light
- (4) scattering of light

कैलेडोस्कोप जिस नियम पर आधारित है, वह है :

- (1) प्रकाश का अपवर्तन
- (2) प्रकाश का विक्षेपण
- (3) प्रकाश का परावर्तन
- (4) प्रकाश का प्रकीर्णन

[Question ID = 80][Question Description = S8_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 would **not** subscribe to a constructivist approach in science classroom ?

- (1) Students work collaboratively and are engaged in task oriented dialogue
- (2) Teachers elicit students' ideas and experiences to plan teaching learning
- (3) Teachers use specific outcome based end term assessment only to give feedback
- (4) Students are given frequent opportunities to engage in complex and meaningful problem solving tasks

निम्न में से कौन विज्ञान कक्षाकक्ष में एक रचनात्मक उपागम का अनुमोदन नहीं करता ?

- (1) विद्यार्थी सहयोगात्मक कार्य करते हैं और कार्य अभिमुख संवाद करते हैं।
- (2) शिक्षक शिक्षण-अधिगम योजना के लिए विद्यार्थियों से विचार एवं अनुभव जानते हैं।
- (3) शिक्षक केवल प्रतिपुष्टि देने के लिए विशिष्ट प्रतिफल आधारित अंतः सत्र मूल्यांकन का प्रयोग करते हैं।
- (4) विद्यार्थियों को जटिल एवं अर्थपूर्ण समस्या समाधान कार्यों को करने के अवसर बारंबार दिए जाते हैं।

[Question ID = 81][Question Description = S8_Science_Q081]

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

22) Which of the following statements is correct regarding scientific knowledge ?

- (1) Science is a Social enterprise
- (2) Scientific method is the only correct method of investigation
- (3) Serendipity has no role in Science
- (4) All scientific ideas are verified by controlled experiments

वैज्ञानिक ज्ञान के संदर्भ में निम्न में से कौन सा कथन सत्य है ?

- (1) विज्ञान एक सामाजिक उद्यम है।
- (2) अन्वेषण की सही प्रक्रिया केवल वैज्ञानिक प्रक्रिया है।
- (3) आकस्मिकता की विज्ञान में कोई भूमिका नहीं है।
- (4) सभी वैज्ञानिक विचारों का सत्यापन नियंत्रित प्रयोगों द्वारा किया जाता है।

[Question ID = 82][Question Description = S8_Science_Q082]

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

- 23) A gender sensitive pedagogy in Science entails :
- (A) addressing gender stereotypes represented in curriculum
 - (B) giving more opportunity to girls to participate in science activities
 - (C) using gender sensitive language in classroom interaction
 - (D) assigning gender based tasks to students
- (1) (A), (B), (C)
 - (2) (A), and (C)
 - (3) (B) and (D)
 - (4) (B), (C), (D)

विज्ञान में लिंग संवेदनशील शिक्षण के लिये आवश्यक है :

- (A) पाठ्यचर्या में प्रदर्शित लिंग रूढ़धारणा को संबोधित करना।
 - (B) बालिकाओं को वैज्ञानिक गतिविधियों में सम्मिलित करने के लिए अधिक अवसर प्रदान करना।
 - (C) कक्षाकक्ष अन्योन्यक्रिया में लिंग संवेदी भाषा का प्रयोग करना।
 - (D) विद्यार्थियों को लिंग आधारित कार्य बाँटना।
- (1) (A), (B), (C)
 - (2) (A) और (C)
 - (3) (B) और (D)
 - (4) (B), (C), (D)

[Question ID = 83][Question Description = S8_Science_Q083]

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

- 24) Comment on the following statement.
- Differentiated assessment needs to be used in an inclusive science classroom.
- (1) Yes, as it gives opportunity to all the learners
 - (2) No, as it gives rise to issues of parity
 - (3) Yes, as it will be easy for differently abled to score marks
 - (4) No, as it is very challenging for teacher to administer

निम्न कथन पर टिप्पणी कीजिए :

“किसी समावेशी विज्ञान कक्षाकक्ष में विभेदी मूल्यांकन का उपयोग करने की आवश्यकता है”।

- (1) हाँ, क्योंकि यह सभी अधिगमकर्त्ताओं को अवसर देता है।
- (2) नहीं, क्योंकि यह समाहर्ता के विषयों को उत्पन्न करती है।
- (3) हाँ, क्योंकि इससे विभिन्न क्षमताओं वाले विद्यार्थियों को अंक प्राप्त करने में आसानी होती है।
- (4) नहीं, क्योंकि इसे लागू करना शिक्षक के लिये चुनौतीपूर्ण है।

[Question ID = 84][Question Description = S8_Science_Q084]

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

25) Assessment for learning in Science does not include :

- (1) Self assessment
- (2) Formal and informal procedures of assessment
- (3) Feedback for students
- (4) Ranking after end term exam

विज्ञान में अधिगम का मूल्यांकन सम्मिलित नहीं करता :

- (1) स्व: मूल्यांकन
- (2) मूल्यांकन की औपचारिक एवं अनौपचारिक विधियाँ
- (3) विद्यार्थियों के लिये प्रतिपुष्टि
- (4) अंतसत्र परीक्षा के उपरान्त श्रेणीबद्धता

[Question ID = 85][Question Description = S8_Science_Q085]

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

26) Read the following statements.

S1 - A sample of water has boiling point 102°C

S2 - There may be some impurities present in the sample

Which of the following statements is correct with respect to boiling point of water ?

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

निम्न कथनों को पढ़िये :

S1 - जल के एक नमूने का क्वथनांक 102°C है।

S2 - नमूने में कुछ अशुद्धियाँ उपस्थित हो सकती हैं।

जल के क्वथनांक के संदर्भ में निम्न में से कौन सा कथन सही है ?

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

[Question ID = 86][Question Description = S8_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 approaches is best suited to develop deductive reasoning in learners while teaching about simple and compound leaves ?

- (1) Explaining the features of simple and compound leaves and asking students to classify the leaves
- (2) Asking students to explain the difference between a simple and a compound leaf
- (3) Showing different leaves to students and asking them to list their features
- (4) Asking students to observe various leaves and derive typical features of each

सरल एवं संयुक्त पर्णों के विषय में शिक्षण करते हुए, अधिगमकर्त्ताओं में निगमनात्मक विवेचना का विकास करने के लिए, निम्न में से कौन से उपागम सर्वोत्तम अनुकूलित हैं ?

- (1) सरल एवं संयुक्त पर्णों के लक्षण समझाइये और विद्यार्थियों को पर्णों को वर्गीकृत करने के लिये कहिये।
- (2) विद्यार्थियों को एक सरल एवं एक संयुक्त पर्ण में विभेदन समझाने के लिये कहिये।
- (3) विद्यार्थियों को विभिन्न पर्ण दिखाइये और उन्हें उनके लक्षण सूचिबद्ध करने के लिये कहिये।
- (4) विद्यार्थियों को विभिन्न पर्णों का अवलोकन करने और प्रत्येक के विशिष्ट लक्षणों तक पहुँचने के लिये कहिये।

[Question ID = 87][Question Description = S8_Science_Q087]

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

28)

Which of the following strategies are best suited to promote Art integrated learning in Science ?

- (A) Projects
- (B) Field trips
- (C) Anecdotal records
- (D) Portfolios
- (E) Journal writing

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

विज्ञान में कला समाकलित अधिगम को प्रोत्साहन देने के लिये निम्न में से कौन सी रणनीति सर्वाधिक अनुकूल है?

- (A) प्रायोजना
 - (B) क्षेत्रीय दौरे
 - (C) दंतकथा अभिलेखन
 - (D) पोर्टफोलियो
 - (E) दैनन्दिनी लेखन
- (1) (A), (B), (C)
 - (2) (A), (B), (D)
 - (3) (A), (B), (E)
 - (4) (B), (C), (D)

[Question ID = 88][Question Description = S8_Science_Q088]

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

29) Which of the following can be called as inquiry teaching strategies in Science ?

- (A) Providing detailed steps for investigation by teacher
 - (B) Learners participating in a group discussion
 - (C) Learners investigating their ideas
 - (D) Learners concluding on the basis of evidence and data
- (1) (A), (B)
 - (2) (B), (C)
 - (3) (C), (D)
 - (4) (A), (C)

निम्न में से किसे विज्ञान की जाँच-आधारित शिक्षण रणनीति कहा जा सकता है?

- (A) शिक्षक द्वारा अन्वेषण के लिए विस्तृत चरण प्रस्तुत करना।
 - (B) समूह परिचर्चा में अधिगमकर्त्ताओं का भाग लेना।
 - (C) अधिगमकर्त्ता अपने विचारों की खोज करें।
 - (D) अधिगमकर्त्ता प्रमाण एवं आँकड़ों के आधार पर निष्कर्ष निकालें।
- (1) (A), (B)
 - (2) (B), (C)
 - (3) (C), (D)
 - (4) (A), (C)

[Question ID = 89][Question Description = S8_Science_Q089]

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

Which of the following statements is/are correct regarding alternate conception held by children in Science :

- (A) They are stable
- (B) They are easy to change
- (C) They are influenced by observations
- (D) They reflect children's inability to understand Science

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

निम्न में से कौन सा/से कथन विज्ञान में बच्चों की वैकल्पिक अवधारणाओं के संदर्भ में सही है/हैं?

- (A) वे स्थायी हैं।
- (B) उन्हें परिवर्तित करना आसान है।
- (C) ये अवलोकनों द्वारा प्रभावित हैं।
- (D) ये विज्ञान को समझने में बच्चों की असमर्थता को प्रदर्शित करते हैं।

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

[Question ID = 90][Question Description = S8_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 that follow by selecting the correct/most appropriate option :

He had left his village without any previous thought or plan. If he had continued there he would have carried on the work of his forefathers-namely, tilling the land, living, marrying and ripening in his cornfield and ancestral home. But that was not to be. He had to leave home without telling anyone, and he could not rest till he left behind a couple of hundred miles. To a villager it is a great deal, as if an ocean flowed in between.

He had a working analysis of mankind's troubles: Marriage, Money and tangles of human ties. Long practice had sharpened his perception. Within five minutes he understood what was wrong. He charged three pies per question, never opened his mouth till the other had spoken for at least ten minutes, which provided him enough stuff for a dozen answers and advice. When he told the person before him gazing at his palm, 'In many ways you are not getting the fullest results for your efforts', nine out of ten were disposed to agree with him. Or, he questioned: 'Is there any woman in your family, may be even a distant relative, who is not well disposed towards you'? Or, he gave an analysis of character: Most of your troubles are due to your nature. How can you be otherwise, with Saturn where he is ? You have an impetuous nature and a rough exterior. This endeared him to their hearts immediately, for even the mildest of us loves to think that he has a forbidding exteriors.

Why did 'He' leave his village suddenly ?

- (1) He might have committed some crime.
- (2) He was wanted by the police.
- (3) The passage is silent about it.
- (4) He got annoyed with his parents.

[Question ID = 151][Question Description = S8_English Content/Pedagogy_Q091]

- 1. 1 [Option ID = 601]
- 2. 2 [Option ID = 602]
- 3. 3 [Option ID = 603]
- 4. 4 [Option ID = 604]

2)

Read the passage given below and answer the question that follow by selecting the correct/most appropriate option :

He had left his village without any previous thought or plan. If he had continued there he would have carried on the work of his forefathers-namely, tilling the land, living, marrying and ripening in his cornfield and ancestral home. But that was not to be. He had to leave home without telling anyone, and he could not rest till he left behind a couple of hundred miles. To a villager it is a great deal, as if an ocean flowed in between.

He had a working analysis of mankind's troubles: Marriage, Money and tangles of human ties. Long practice had sharpened his perception. Within five minutes he understood what was wrong. He charged three pies per question, never opened his mouth till the other had spoken for at least ten minutes, which provided him enough stuff for a dozen answers and advice. When he told the person before him gazing at his palm, 'In many ways you are not getting the fullest results for your efforts', nine out of ten were disposed to agree with him. Or, he questioned: 'Is there any woman in your family, may be even a distant relative, who is not well disposed towards you'? Or, he gave an analysis of character: Most of your troubles are due to your nature. How can you be otherwise, with Saturn where he is ? You have an impetuous nature and a rough exterior. This endeared him to their hearts immediately, for even the mildest of us loves to think that he has a forbidding exteriors.

How far did he travel from his native place ?

- (1) beyond anybody's reach.
- (2) about a couple of hundred miles.
- (3) not very far.
- (4) from where he could communicate with his parents

[Question ID = 152][Question Description = S8_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 that follow by selecting the correct/most appropriate option :

He had left his village without any previous thought or plan. If he had continued there he would have carried on the work of his forefathers-namely, tilling the land, living, marrying and ripening in his cornfield and ancestral home. But that was not to be. He had to leave home without telling anyone, and he could not rest till he left behind a couple of hundred miles. To a villager it is a great deal, as if an ocean flowed in between.

He had a working analysis of mankind's troubles: Marriage, Money and tangles of human ties. Long practice had sharpened his perception. Within five minutes he understood what was wrong. He charged three pies per question, never opened his mouth till the other had spoken for at least ten minutes, which provided him enough stuff for a dozen answers and advice. When he told the person before him gazing at his palm, 'In many ways you are not getting the fullest results for your efforts', nine out of ten were disposed to agree with him. Or, he questioned: 'Is there any woman in your family, may be even a distant relative, who is not well disposed towards you'? Or, he gave an analysis of character: Most of your troubles are due to your nature. How can you be otherwise, with Saturn where he is ? You have an impetuous nature and a rough exterior. This endeared him to their hearts immediately, for even the mildest of us loves to think that he has a forbidding exteriors.

What made him expert in his trade ?

- (1) His affable nature.
- (2) His education.
- (3) His understanding of human problems.
- (4) His common replies to his clients.

[Question ID = 153][Question Description = S8_English Content/Pedagogy_Q093]

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

4)

Read the passage given below and answer the question that follow by selecting the correct/most appropriate option :

He had left his village without any previous thought or plan. If he had continued there he would have carried on the work of his forefathers-namely, tilling the land, living, marrying and ripening in his cornfield and ancestral home. But that was not to be. He had to leave home without telling anyone, and he could not rest till he left behind a couple of hundred miles. To a villager it is a great deal, as if an ocean flowed in between.

He had a working analysis of mankind's troubles: Marriage, Money and tangles of human ties. Long practice had sharpened his perception. Within five minutes he understood what was wrong. He charged three pies per question, never opened his mouth till the other had spoken for at least ten minutes, which provided him enough stuff for a dozen answers and advice. When he told the person before him gazing at his palm, 'In many ways you are not getting the fullest results for your efforts', nine out of ten were disposed to agree with him. Or, he questioned: 'Is there any woman in your family, may be even a distant relative, who is not well disposed towards you'? Or, he gave an analysis of character: Most of your troubles are due to your nature. How can you be otherwise, with Saturn where he is ? You have an impetuous nature and a rough exterior. This endeared him to their hearts immediately, for even the mildest of us loves to think that he has a forbidding exteriors.

How did he satisfy his superstitious clients ?

- (1) By telling them to go back to their villages
- (2) By telling them that their problems were due to the influence of Saturn.
- (3) By repeating their questions.
- (4) By guessing their problems.

[Question ID = 154][Question Description = S8_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 that follow by selecting the correct/most appropriate option :

He had left his village without any previous thought or plan. If he had continued there he would have carried on the work of his forefathers-namely, tilling the land, living, marrying and ripening in his cornfield and ancestral home. But that was not to be. He had to leave home without telling anyone, and he could not rest till he left behind a couple of hundred miles. To a villager it is a great deal, as if an ocean flowed in between.

He had a working analysis of mankind's troubles: Marriage, Money and tangles of human ties. Long practice had sharpened his perception. Within five minutes he understood what was wrong. He charged three pies per question, never opened his mouth till the other had spoken for at least ten minutes, which provided him enough stuff for a dozen answers and advice. When he told the person before him gazing at his palm, 'In many ways you are not getting the fullest results for your efforts', nine out of ten were disposed to agree with him. Or, he questioned: 'Is there any woman in your family, may be even a distant relative, who is not well disposed towards you'? Or, he gave an analysis of character: Most of your troubles are due to your nature. How can you be otherwise, with Saturn where he is ? You have an impetuous nature and a rough exterior. This endeared him to their hearts immediately, for even the mildest of us loves to think that he has a forbidding exteriors.

What kind of life would he have led in his village ?

- (1) Lived at home
- (2) Telling people their fortune
- (3) Worked like a farmer
- (4) Both (1) and (3)

[Question ID = 155][Question Description = S8_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 that follow by selecting the correct/most appropriate option :

He had left his village without any previous thought or plan. If he had continued there he would have carried on the work of his forefathers-namely, tilling the land, living, marrying and ripening in his cornfield and ancestral home. But that was not to be. He had to leave home without telling anyone, and he could not rest till he left behind a couple of hundred miles. To a villager it is a great deal, as if an ocean flowed in between.

He had a working analysis of mankind's troubles: Marriage, Money and tangles of human ties. Long practice had sharpened his perception. Within five minutes he understood what was wrong. He charged three pies per question, never opened his mouth till the other had spoken for at least ten minutes, which provided him enough stuff for a dozen answers and advice. When he told the person before him gazing at his palm, 'In many ways you are not getting the fullest results for your efforts', nine out of ten were disposed to agree with him. Or, he questioned: 'Is there any woman in your family, may be even a distant relative, who is not well disposed towards you'? Or, he gave an analysis of character: Most of your troubles are due to your nature. How can you be otherwise, with Saturn where he is ? You have an impetuous nature and a rough exterior. This endeared him to their hearts immediately, for even the mildest of us loves to think that he has a forbidding exteriors.

"Provided him enough **stuff** for a dozen answers".

The word 'stuff' here means :

- (1) Material
- (2) Information
- (3) Packed
- (4) Items

[Question ID = 156][Question Description = S8_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 that follow by selecting the correct/most appropriate option :

He had left his village without any previous thought or plan. If he had continued there he would have carried on the work of his forefathers-namely, tilling the land, living, marrying and ripening in his cornfield and ancestral home. But that was not to be. He had to leave home without telling anyone, and he could not rest till he left behind a couple of hundred miles. To a villager it is a great deal, as if an ocean flowed in between.

He had a working analysis of mankind's troubles: Marriage, Money and tangles of human ties. Long practice had sharpened his perception. Within five minutes he understood what was wrong. He charged three pies per question, never opened his mouth till the other had spoken for at least ten minutes, which provided him enough stuff for a dozen answers and advice. When he told the person before him gazing at his palm, 'In many ways you are not getting the fullest results for your efforts', nine out of ten were disposed to agree with him. Or, he questioned: 'Is there any woman in your family, may be even a distant relative, who is not well disposed towards you'? Or, he gave an analysis of character: Most of your troubles are due to your nature. How can you be otherwise, with Saturn where he is ? You have an impetuous nature and a rough exterior. This endeared him to their hearts immediately, for even the mildest of us loves to think that he has a forbidding exteriors.

He was successful in his trade because :

- (1) he was really learned.
- (2) his predictions were always correct.
- (3) he said things which pleased and astonished every one.
- (4) he was an honest man.

[Question ID = 157][Question Description = S8_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 that follow by selecting the correct/most appropriate option :

He had left his village without any previous thought or plan. If he had continued there he would have carried on the work of his forefathers-namely, tilling the land, living, marrying and ripening in his cornfield and ancestral home. But that was not to be. He had to leave home without telling anyone, and he could not rest till he left behind a couple of hundred miles. To a villager it is a great deal, as if an ocean flowed in between.

He had a working analysis of mankind's troubles: Marriage, Money and tangles of human ties. Long practice had sharpened his perception. Within five minutes he understood what was wrong. He charged three pies per question, never opened his mouth till the other had spoken for at least ten minutes, which provided him enough stuff for a dozen answers and advice. When he told the person before him gazing at his palm, 'In many ways you are not getting the fullest results for your efforts', nine out of ten were disposed to agree with him. Or, he questioned: 'Is there any woman in your family, may be even a distant relative, who is not well disposed towards you'? Or, he gave an analysis of character: Most of your troubles are due to your nature. How can you be otherwise, with Saturn where he is ? You have an impetuous nature and a rough exterior. This endeared him to their hearts immediately, for even the mildest of us loves to think that he has a forbidding exteriors.

Long practice had sharpened his :

- (1) understanding of human behavior.
- (2) ability to reply.
- (3) knack of satisfying his clients.
- (4) wit

[Question ID = 158][Question Description = S8_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 that follow by selecting the correct/most appropriate option :

He had left his village without any previous thought or plan. If he had continued there he would have carried on the work of his forefathers-namely, tilling the land, living, marrying and ripening in his cornfield and ancestral home. But that was not to be. He had to leave home without telling anyone, and he could not rest till he left behind a couple of hundred miles. To a villager it is a great deal, as if an ocean flowed in between.

He had a working analysis of mankind's troubles: Marriage, Money and tangles of human ties. Long practice had sharpened his perception. Within five minutes he understood what was wrong. He charged three pies per question, never opened his mouth till the other had spoken for at least ten minutes, which provided him enough stuff for a dozen answers and advice. When he told the person before him gazing at his palm, 'In many ways you are not getting the fullest results for your efforts', nine out of ten were disposed to agree with him. Or, he questioned: 'Is there any woman in your family, may be even a distant relative, who is not well disposed towards you'? Or, he gave an analysis of character: Most of your troubles are due to your nature. How can you be otherwise, with Saturn where he is ? You have an impetuous nature and a rough exterior. This endeared him to their hearts immediately, for even the mildest of us loves to think that he has a forbidding exteriors.

The antonym of the word 'Impetuous' is :

- (1) Careless
- (2) Cautious
- (3) Forcible
- (4) Coward

[Question ID = 159][Question Description = S8_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 passage given below and answer the question that follow by selecting the correct/most appropriate option :

He wrought at one great work for years;
The world passed by with lofty look;
Sometimes his eyes were dashed with tears;
Sometimes his lips with laughter shook.

His wife and child went clothed in rags;
And in a windy garret starved;
He trod his measure on the flags;
And high on heaven his music carved.

Wishful he grew but never feared;
For always on the midnight skies;
His rich orchestral score appeared;
In stars and zones and galaxies.

He thought to copy down his score;
The moonlight was his lamp; he said,
'Listen my love', but on the floor,
His wife and child were lying dead.

What was the feeling of the poet ?

- (1) Happy
- (2) Sad
- (3) Sometime happy, sometime sad
- (4) Disappointed

[Question ID = 160][Question Description = S8_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 passage given below and answer the question that follow by selecting the correct/most appropriate option :

He wrought at one great work for years;
The world passed by with lofty look;
Sometimes his eyes were dashed with tears;
Sometimes his lips with laughter shook.

His wife and child went clothed in rags;
And in a windy garret starved;
He trod his measure on the flags;
And high on heaven his music carved.

Wishful he grew but never feared;
For always on the midnight skies;
His rich orchestral score appeared;
In stars and zones and galaxies.

He thought to copy down his score;
The moonlight was his lamp; he said,
'Listen my love', but on the floor,
His wife and child were lying dead.

What was the condition of his wife and child ?

- (1) Poverty-stricken
- (2) Complacent
- (3) Always hopeful
- (4) Indifferent to sorrows

[Question ID = 161][Question Description = S8_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 passage given below and answer the question that follow by selecting the correct/most appropriate option :

He wrought at one great work for years;
The world passed by with lofty look;
Sometimes his eyes were dashed with tears;
Sometimes his lips with laughter shook.

His wife and child went clothed in rags;
And in a windy garret starved;
He trod his measure on the flags;
And high on heaven his music carved.

Wishful he grew but never feared;
For always on the midnight skies;
His rich orchestral score appeared;
In stars and zones and galaxies.

He thought to copy down his score;
The moonlight was his lamp; he said,
'Listen my love', but on the floor,
His wife and child were lying dead.

What did the artist really want to achieve ?

- (1) Some name and fame
- (2) Great height in his art
- (3) was indifferent to material possessiveness
- (4) to always keep himself busy with his art

[Question ID = 162][Question Description = S8_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 passage given below and answer the question that follow by selecting the correct/most appropriate option :

He wrought at one great work for years;
The world passed by with lofty look;
Sometimes his eyes were dashed with tears;
Sometimes his lips with laughter shook.

His wife and child went clothed in rags;
And in a windy garret starved;
He trod his measure on the flags;
And high on heaven his music carved.

Wishful he grew but never feared;
For always on the midnight skies;
His rich orchestral score appeared;
In stars and zones and galaxies.

He thought to copy down his score;
The moonlight was his lamp; he said,
'Listen my love', but on the floor,
His wife and child were lying dead.

Could his wife and child rejoice in his achievement ?

- (1) They were already dead when he got success.
- (2) They were eagerly waiting for his return.
- (3) They were preparing to join him in his success.
- (4) They were in dire need of help.

[Question ID = 163][Question Description = S8_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 passage given below and answer the question that follow by selecting the correct/most appropriate option :

He wrought at one great work for years;
The world passed by with lofty look;
Sometimes his eyes were dashed with tears;
Sometimes his lips with laughter shook.

His wife and child went clothed in rags;
And in a windy garret starved;
He trod his measure on the flags;
And high on heaven his music carved.

Wishful he grew but never feared;
For always on the midnight skies;
His rich orchestral score appeared;
In stars and zones and galaxies.

He thought to copy down his score;
The moonlight was his lamp; he said,
'Listen my love', but on the floor,
His wife and child were lying dead.

Identify the figure of speech in the line 'His rich orchestral score appeared in stars and zones and galaxies'.

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

[Question ID = 164][Question Description = S8_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 passage given below and answer the question that follow by selecting the correct/most appropriate option :

He wrought at one great work for years;
The world passed by with lofty look;
Sometimes his eyes were dashed with tears;
Sometimes his lips with laughter shook.

His wife and child went clothed in rags;
And in a windy garret starved;
He trod his measure on the flags;
And high on heaven his music carved.

Wishful he grew but never feared;
For always on the midnight skies;
His rich orchestral score appeared;
In stars and zones and galaxies.

He thought to copy down his score;
The moonlight was his lamp; he said,
'Listen my love', but on the floor,
His wife and child were lying dead.

What was the attitude of the general public towards the artist's struggle ?

- (1) Contemptuous
- (2) Indifferent
- (3) Sympathetic
- (4) Encouraging

[Question ID = 165][Question Description = S8_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)

A group of people who share same norms regarding the use of language is referred to as :

- (1) Language Register
- (2) Speech Community
- (3) Speech Register
- (4) Language Community

[Question ID = 166][Question Description = S8_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 child is struggling to learn how to read ? His teacher helps him by using various word recognition strategies and after a few weeks he is able to read. This difference between what he can do without help and what he can do with help is called as ?

- (1) Zone of mastery learning
- (2) Scaffolding
- (3) Zone of proximal development
- (4) Language acquisition device

[Question ID = 167][Question Description = S8_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)

According to Chomsky, the human brain contains mental grammar which helps an individual to acquire language ? This is called :

- (1) Working Grammar
- (2) Universal Grammar
- (3) Mental Grammar
- (4) Hidden Grammar

[Question ID = 168][Question Description = S8_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)

Raghavi is reading the train time table as she has to book tickets for her trip to Jaipur. This reading is referred to as :

- (1) Skimming
- (2) Scanning
- (3) Extensive Reading
- (4) Shared Reading

[Question ID = 169][Question Description = S8_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 teacher of grade - 7 asks her students to write a paragraph. Which of the following should be the first step in writing ?

- (1) Drafting
- (2) Mind mapping
- (3) Reviewing
- (4) Editing

[Question ID = 170][Question Description = S8_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) The constructivist approach to language learning promotes :

- (1) Teacher - centered approach
- (2) Learner - centered approach
- (3) Culture of silence
- (4) Classroom noise

[Question ID = 171][Question Description = S8_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)

A teacher of grade 6 has to assess the listening skills of her students. From the activities below help her identify the most appropriate activity for assessment of listening skills.

- (1) The teacher shows a visual and asks the students to describe it.
- (2) The teacher asks students to complete the table based on the audio.
- (3) The teacher asks students to describe the mime they watched on screen.
- (4) The teacher asks the students to read aloud the given text.

[Question ID = 172][Question Description = S8_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) It is often seen that children scribble on the walls and notebooks. This may be seen as :

- (1) complete waste of time and should be discouraged.
- (2) an initial stage of learning to write and should be encouraged.
- (3) a stage for development of gross motor skills.
- (4) a bad habit and children should not be allowed to do so.

[Question ID = 173][Question Description = S8_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) _____ is the smallest meaning unit of sound in a language.

- (1) Morpheme
- (2) Phoneme
- (3) Syntax
- (4) Semantics

[Question ID = 174][Question Description = S8_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) Pre - linguistic stages of language development include :

- (1) Telegraphic speech
- (2) Self directed speech
- (3) Two word phase
- (4) Cooing and Babbling

[Question ID = 175][Question Description = S8_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)

The language learning method that gives opportunities to the learners to participate in a purposeful talk and promotes them to encounter with real life situations is :

- (1) Structural method
- (2) Direct method
- (3) Communicative method
- (4) Grammar translation method

[Question ID = 176][Question Description = S8_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)

A teacher observes that the students are making spelling mistakes in their writing. Which of the following teaching strategy will the teacher use to help students overcome this problem ?

- (1) Pronunciation drill
- (2) Mind mapping
- (3) Loud reading
- (4) Dictation

[Question ID = 177][Question Description = S8_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)

A teacher engages her pre-schoolers with big picture books and then asks them to describe these pictures. This will help the children to :

- (1) become effective communicators.
- (2) enhance their gross motor skills.
- (3) it helps them improve their handwriting.
- (4) it makes them confident and good writer.

[Question ID = 178][Question Description = S8_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)

An instructional technique in which language input is provided which is slightly advanced than the student's current language level is called :

- (1) Total Physical Response
- (2) Comprehensible input
- (3) Scaffolding
- (4) Linguistic input

[Question ID = 179][Question Description = S8_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)

Which of the following is NOT a strategy for reading comprehension :

- (1) Predicting
- (2) Summarizing
- (3) Inferencing
- (4) Editing

[Question ID = 180][Question Description = S8_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 विकल्पात्मकोत्तरेषु उचिततम् उत्तरं चित्वा लिखत ।

शतशः सहस्रशः तडागाः सहस्रैव शून्यात् न प्रकटीभूता । एतेषाम् आयोजनस्य नेपथ्ये निर्मापयितृणाम् एककम्, निर्मातृणां च दशकम् आसीत् । एतत् एककं दशकं च आहत्य शतकं सहस्रं वा रचयतः स्म । परं विगतेषु द्विशतवर्षेषु नूतनपद्धत्या समाजेन यत्किञ्चित् पठितम् । पठितेन तेन समाजेन एककं दशकं सहस्रकञ्च इत्येतानि शून्ये एव परिवर्तितानि । अस्य समाजस्य मनसि इयमपि जिज्ञासा नैव उद्भूता यद् अस्मात्पूर्वम् एतावतः तडागान् के रचयन्ति स्म । अद्य ये अज्ञातनामानः वर्तन्ते, पुरा ते बहुप्रथिताः आसन् । अशेषे हि देशे तडागाः निर्मियन्ते स्म, निर्मातारोऽपि अशेषे देशे निवसन्ति स्म ।

गजधरः इति सुन्दाः शब्दः तडागनिर्मातृणां सादरं स्मरणार्थम् । राजस्थानस्य केषुचिद् भागेषु शब्दोऽयं अद्यापि प्रचलति । कः गजधरः ? यः गजपरिमाणं धारयति सः गजधरः । गजपरिमाणं एव मापनकार्ये उपयुज्यते । समाजे त्रिहस्तपरिमाणात्मिकीं लौहयष्टिं हस्ते गृहीत्वा चलन्तः गजधराः इदानीं शिल्पिरूपेण नैव समादृताः सन्ति ।

गजधराः वास्तुकाराः आसन् । कामं ग्रामीण समाजो भवतु नागरसमाजो वा तस्य नव निर्माणस्य सुरक्षा प्रबन्धनस्य च दायित्वं गजधराः निभालयन्ति स्म । नगरनियोजनात् लघुनिर्माणपर्यन्तं सर्वाणि कार्याणि एतेष्वेव आधृतानि आसन् । ते योजनां प्रस्तुतवन्ति स्म, भवितव्यम् आकलयन्ति स्म उपकरणभारान् संगृह्णन्ति स्म । प्रतिदाने ते न याचन्ति स्म यद् दातुं स्वामिनः असमर्थाः भवेयुः । कार्यसमाप्तौ वेतनानि अतिरिच्य गजधरेभ्यः सम्मानमपि प्रदीयते स्म । नमः एतादृशेभ्यः शिल्पिभ्यः ।

गजधराः के आसन् ?

- (1) नर्तकाः
- (2) स्वर्णकाराः
- (3) कुम्भकाराः
- (4) वास्तुकाराः

[Question ID = 331][Question Description = S8_Sanskrit_Q121]

1. 1 [Option ID = 1321]
2. 2 [Option ID = 1322]
3. 3 [Option ID = 1323]
4. 4 [Option ID = 1324]

अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेषु उचिततम् उत्तरं चित्वा लिखत ।

शतशः सहस्रशः तडागाः सहस्रैव शून्यात् न प्रकटीभूता । एतेषाम् आयोजनस्य नेपथ्ये निर्मापयितृणाम् एककम्, निर्मातृणां च दशकम् आसीत् । एतत् एककं दशकं च आहत्य शतकं सहस्रं वा रचयतः स्म । परं विगतेषु द्विशतवर्षेषु नूतनपद्धत्या समाजेन यत्किञ्चित् पठितम् । पठितेन तेन समाजेन एककं दशकं सहस्रकञ्च इत्येतानि शून्ये एव परिवर्तितानि । अस्य समाजस्य मनसि इयमपि जिज्ञासा नैव उद्भूता यद् अस्मात्पूर्वम् एतावतः तडागान् के रचयन्ति स्म । अद्य ये अज्ञातनामानः वर्तन्ते, पुरा ते बहुप्रथिताः आसन् । अशेषे हि देशे तडागाः निर्मियन्ते स्म, निर्मातारोऽपि अशेषे देशे निवसन्ति स्म ।

गजधरः इति सुन्दाः शब्दः तडागनिर्मातृणां सादरं स्मरणार्थम् । राजस्थानस्य केषुचिद् भागेषु शब्दोऽयं अद्यापि प्रचलति । कः गजधरः ? यः गजपरिमाणं धारयति सः गजधरः । गजपरिमाणं एव मापनकार्ये उपयुज्यते । समाजे त्रिहस्तपरिमाणात्मिकीं लौहयष्टिं हस्ते गृहीत्वा चलन्तः गजधराः इदानीं शिल्पिरूपेण नैव समादृताः सन्ति ।

गजधराः वास्तुकाराः आसन् । कामं ग्रामीण समाजो भवतु नागरसमाजो वा तस्य नव निर्माणस्य सुरक्षा प्रबन्धनस्य च दायित्वं गजधराः निभालयन्ति स्म । नगरनियोजनात् लघुनिर्माणपर्यन्तं सर्वाणि कार्याणि एतेष्वेव आधृतानि आसन् । ते योजनां प्रस्तुतवन्ति स्म, भवितव्यम् आकलयन्ति स्म उपकरणभारान् संगृह्णन्ति स्म । प्रतिदाने ते न याचन्ति स्म यद् दातुं स्वामिनः असमर्थाः भवेयुः । कार्यसमाप्तौ वेतनानि अतिरिच्य गजधरेभ्यः सम्मानमपि प्रदीयते स्म । नमः एतादृशेभ्यः शिल्पिभ्यः ।

‘पुरा ते बहुप्रथिता आसन्’ अस्मिन् वाक्ये अव्ययपदं किम् ?

- (1) बहुप्रथिताः
- (2) ते
- (3) पुरा
- (4) आसन्

[Question ID = 332][Question Description = S8_Sanskrit_Q122]

1. 1 [Option ID = 1325]
2. 2 [Option ID = 1326]
3. 3 [Option ID = 1327]
4. 4 [Option ID = 1328]

अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेषु उचिततम् उत्तरं चित्वा लिखत ।

शतशः सहस्रशः तडागाः सहस्रैव शून्यात् न प्रकटीभूता । एतेषाम् आयोजनस्य नेपथ्ये निर्मापयितृणाम् एककम्, निर्मातृणां च दशकम् आसीत् । एतत् एककं दशकं च आहत्य शतकं सहस्रं वा रचयतः स्म । परं विगतेषु द्विशतवर्षेषु नूतनपद्धत्या समाजेन यत्किञ्चित् पठितम् । पठितेन तेन समाजेन एककं दशकं सहस्रकञ्च इत्येतानि शून्ये एव परिवर्तितानि । अस्य समाजस्य मनसि इयमपि जिज्ञासा नैव उद्भूता यद् अस्मात्पूर्वम् एतावतः तडागान् के रचयन्ति स्म । अद्य ये अज्ञातनामानः वर्तन्ते, पुरा ते बहुप्रथिताः आसन् । अशेषे हि देशे तडागाः निर्मियन्ते स्म, निर्मातारोऽपि अशेषे देशे निवसन्ति स्म ।

गजधरः इति सुन्दाः शब्दः तडागनिर्मातृणां सादरं स्मरणार्थम् । राजस्थानस्य केषुचिद् भागेषु शब्दोऽयं अद्यापि प्रचलति । कः गजधरः ? यः गजपरिमाणं धारयति सः गजधरः । गजपरिमाणं एव मापनकार्ये उपयुज्यते । समाजे त्रिहस्तपरिमाणात्मिकीं लौहयष्टिं हस्ते गृहीत्वा चलन्तः गजधराः इदानीं शिल्पिरूपेण नैव समादृताः सन्ति ।

गजधराः वास्तुकाराः आसन् । कामं ग्रामीण समाजो भवतु नागरसमाजो वा तस्य नव निर्माणस्य सुरक्षा प्रबन्धनस्य च दायित्वं गजधराः निभालयन्ति स्म । नगरनियोजनात् लघुनिर्माणपर्यन्तं सर्वाणि कार्याणि एतेष्वेव आधृतानि आसन् । ते योजनां प्रस्तुतवन्ति स्म, भवितव्यम् आकलयन्ति स्म उपकरणभारान् संगृह्णन्ति स्म । प्रतिदाने ते न याचन्ति स्म यद् दातुं स्वामिनः असमर्थाः भवेयुः । कार्यसमाप्तौ वेतनानि अतिरिच्य गजधरेभ्यः सम्मानमपि प्रदीयते स्म । नमः एतादृशेभ्यः शिल्पिभ्यः ।

शून्यात् सहस्रैव के न प्रकटीभूताः ?

- (1) तडागाः
- (2) पर्वताः
- (3) शतशः
- (4) वृक्षाः

[Question ID = 333][Question Description = S8_Sanskrit_Q123]

1. 1 [Option ID = 1329]
2. 2 [Option ID = 1330]
3. 3 [Option ID = 1331]
4. 4 [Option ID = 1332]

अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेषु उचिततम् उत्तरं चित्वा लिखत ।

शतशः सहस्रशः तडागाः सहस्रैव शून्यात् न प्रकटीभूता । एतेषाम् आयोजनस्य नेपथ्ये निर्मापयितृणाम् एककम्, निर्मातृणां च दशकम् आसीत् । एतत् एककं दशकं च आहत्य शतकं सहस्रं वा रचयतः स्म । परं विगतेषु द्विशतवर्षेषु नूतनपद्धत्या समाजेन यत्किञ्चित् पठितम् । पठितेन तेन समाजेन एककं दशकं सहस्रकञ्च इत्येतानि शून्ये एव परिवर्तितानि । अस्य समाजस्य मनसि इयमपि जिज्ञासा नैव उद्भूता यद् अस्मात्पूर्वम् एतावतः तडागान् के रचयन्ति स्म । अद्य ये अज्ञातनामानः वर्तन्ते, पुरा ते बहुप्रथिताः आसन् । अशेषे हि देशे तडागाः निर्मियन्ते स्म, निर्मातारोऽपि अशेषे देशे निवसन्ति स्म ।

गजधरः इति सुन्दाः शब्दः तडागनिर्मातृणां सादरं स्मरणार्थम् । राजस्थानस्य केषुचिद् भागेषु शब्दोऽयं अद्यापि प्रचलति । कः गजधरः ? यः गजपरिमाणं धारयति सः गजधरः । गजपरिमाणं एव मापनकार्ये उपयुज्यते । समाजे त्रिहस्तपरिमाणात्मिकीं लौहयष्टिं हस्ते गृहीत्वा चलन्तः गजधराः इदानीं शिल्पिरूपेण नैव समादृताः सन्ति ।

गजधराः वास्तुकाराः आसन् । कामं ग्रामीण समाजो भवतु नागरसमाजो वा तस्य नव निर्माणस्य सुरक्षा प्रबन्धनस्य च दायित्वं गजधराः निभालयन्ति स्म । नगरनियोजनात् लघुनिर्माणपर्यन्तं सर्वाणि कार्याणि एतेष्वेव आधृतानि आसन् । ते योजनां प्रस्तुतवन्ति स्म, भवितव्यम् आकलयन्ति स्म उपकरणभारान् संगृह्णन्ति स्म । प्रतिदाने ते न याचन्ति स्म यद् दातुं स्वामिनः असमर्थाः भवेयुः । कार्यसमाप्तौ वेतनानि अतिरिच्य गजधरेभ्यः सम्मानमपि प्रदीयते स्म । नमः एतादृशेभ्यः शिल्पिभ्यः ।

यः गजपरिमाणं धारयते सः कः कथ्यते ?

- (1) कृषकः
- (2) गजधरः
- (3) अयस्कारः
- (4) चक्रधरः

[Question ID = 334][Question Description = S8_Sanskrit_Q124]

1. 1 [Option ID = 1333]
2. 2 [Option ID = 1334]
3. 3 [Option ID = 1335]
4. 4 [Option ID = 1336]

5)

अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेषु उचिततम् उत्तरं चित्वा लिखत ।

शतशः सहस्रशः तडागाः सहस्रैव शून्यात् न प्रकटीभूता । एतेषाम् आयोजनस्य नेपथ्ये निर्मापयितृणाम् एककम्, निर्मातृणां च दशकम् आसीत् । एतत् एककं दशकं च आहत्य शतकं सहस्रं वा रचयतः स्म । परं विगतेषु द्विशतवर्षेषु नूतनपद्धत्या समाजेन यत्किञ्चित् पठितम् । पठितेन तेन समाजेन एककं दशकं सहस्रकञ्च इत्येतानि शून्ये एव परिवर्तितानि । अस्य समाजस्य मनसि इयमपि जिज्ञासा नैव उद्भूता यद् अस्मात्पूर्वम् एतावतः तडागान् के रचयन्ति स्म । अद्य ये अज्ञातनामानः वर्तन्ते, पुरा ते बहुप्रथिताः आसन् । अशेषे हि देशे तडागाः निर्मियन्ते स्म, निर्मातारोऽपि अशेषे देशे निवसन्ति स्म ।

गजधरः इति सुन्दाः शब्दः तडागनिर्मातृणां सादरं स्मरणार्थम् । राजस्थानस्य केषुचिद् भागेषु शब्दोऽयं अद्यापि प्रचलति । कः गजधरः ? यः गजपरिमाणं धारयति सः गजधरः । गजपरिमाणं एव मापनकार्ये उपयुज्यते । समाजे त्रिहस्तपरिमाणात्मिकीं लौहयष्टिं हस्ते गृहीत्वा चलन्तः गजधराः इदानीं शिल्पिरूपेण नैव समादृताः सन्ति ।

गजधराः वास्तुकाराः आसन् । कामं ग्रामीण समाजो भवतु नागरसमाजो वा तस्य नव निर्माणस्य सुरक्षा प्रबन्धनस्य च दायित्वं गजधराः निभालयन्ति स्म । नगरनियोजनात् लघुनिर्माणपर्यन्तं सर्वाणि कार्याणि एतेष्वेव आधृतानि आसन् । ते योजनां प्रस्तुतवन्ति स्म, भवितव्यम् आकलयन्ति स्म उपकरणभारान् संगृह्णन्ति स्म । प्रतिदाने ते न याचन्ति स्म यद् दातुं स्वामिनः असमर्थाः भवेयुः । कार्यसमाप्तौ वेतनानि अतिरिच्य गजधरेभ्यः सम्मानमपि प्रदीयते स्म । नमः एतादृशेभ्यः शिल्पिभ्यः ।

अधोलिखितपदेषु तुमुन्प्रत्ययान्तं पदं किम् ?

- (1) दातुं
- (2) पठितम्
- (3) परिचितः
- (4) जिज्ञासा

[Question ID = 335][Question Description = S8_Sanskrit_Q125]

1. 1 [Option ID = 1337]
2. 2 [Option ID = 1338]
3. 3 [Option ID = 1339]
4. 4 [Option ID = 1340]

अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेषु उचिततम् उत्तरं चित्वा लिखत ।

शतशः सहस्रशः तडागाः सहस्रैव शून्यात् न प्रकटीभूता । एतेषाम् आयोजनस्य नेपथ्ये निर्मापयितृणाम् एककम्, निर्मातृणां च दशकम् आसीत् । एतत् एककं दशकं च आहत्य शतकं सहस्रं वा रचयतः स्म । परं विगतेषु द्विशतवर्षेषु नूतनपद्धत्या समाजेन यत्किञ्चित् पठितम् । पठितेन तेन समाजेन एककं दशकं सहस्रकञ्च इत्येतानि शून्ये एव परिवर्तितानि । अस्य समाजस्य मनसि इयमपि जिज्ञासा नैव उद्भूता यद् अस्मात्पूर्वम् एतावतः तडागान् के रचयन्ति स्म । अद्य ये अज्ञातनामानः वर्तन्ते, पुरा ते बहुप्रथिताः आसन् । अशेषे हि देशे तडागाः निर्मियन्ते स्म, निर्मातारोऽपि अशेषे देशे निवसन्ति स्म ।

गजधरः इति सुन्दाः शब्दः तडागनिर्मातृणां सादरं स्मरणार्थम् । राजस्थानस्य केषुचिद् भागेषु शब्दोऽयं अद्यापि प्रचलति । कः गजधरः ? यः गजपरिमाणं धारयति सः गजधरः गजपरिमाणं एव मापनकार्ये उपयुज्यते । समाजे त्रिहस्तपरिमाणात्मिकीं लौहयष्टिं हस्ते गृहीत्वा चलन्तः गजधराः इदानीं शिल्पिरूपेण नैव समादृताः सन्ति ।

गजधराः वास्तुकाराः आसन् । कामं ग्रामीण समाजो भवतु नागरसमाजो वा तस्य नव निर्माणस्य सुरक्षा प्रबन्धनस्य च दायित्वं गजधराः निभालयन्ति स्म । नगरनियोजनात् लघुनिर्माणपर्यन्तं सर्वाणि कार्याणि एतेष्वेव आधृतानि आसन् । ते योजनां प्रस्तुतवन्ति स्म, भवितव्यम् आकलयन्ति स्म उपकरणभारान् संगृह्णन्ति स्म । प्रतिदाने ते न याचन्ति स्म यद् दातुं स्वामिनः असमर्थाः भवेयुः । कार्यसमाप्तौ वेतनानि अतिरिच्य गजधरेभ्यः सम्मानमपि प्रदीयते स्म । नमः एतादृशेभ्यः शिल्पिभ्यः ।

‘इत्येतानि’ – अस्य पदस्य शुद्ध विच्छेदः किं भवेत् ?

- (1) इत्येतानि
- (2) इती + एतानि
- (3) इति + एतानि
- (4) इत्येता + आनि

[Question ID = 336][Question Description = S8_Sanskrit_Q126]

1. 1 [Option ID = 1341]
2. 2 [Option ID = 1342]
3. 3 [Option ID = 1343]
4. 4 [Option ID = 1344]

अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेषु उचिततम् उत्तरं चित्वा लिखत ।

शतशः सहस्रशः तडागाः सहस्रैव शून्यात् न प्रकटीभूता । एतेषाम् आयोजनस्य नेपथ्ये निर्मापयितृणाम् एककम्, निर्मातृणां च दशकम् आसीत् । एतत् एककं दशकं च आहत्य शतकं सहस्रं वा रचयतः स्म । परं विगतेषु द्विशतवर्षेषु नूतनपद्धत्या समाजेन यत्किञ्चित् पठितम् । पठितेन तेन समाजेन एककं दशकं सहस्रकञ्च इत्येतानि शून्ये एव परिवर्तितानि । अस्य समाजस्य मनसि इयमपि जिज्ञासा नैव उद्भूता यद् अस्मात्पूर्वम् एतावतः तडागान् के रचयन्ति स्म । अद्य ये अज्ञातनामानः वर्तन्ते, पुरा ते बहुप्रथिताः आसन् । अशेषे हि देशे तडागाः निर्मियन्ते स्म, निर्मातारोऽपि अशेषे देशे निवसन्ति स्म ।

गजधरः इति सुन्दाः शब्दः तडागनिर्मातृणां सादरं स्मरणार्थम् । राजस्थानस्य केषुचिद् भागेषु शब्दोऽयं अद्यापि प्रचलति । कः गजधरः ? यः गजपरिमाणं धारयति सः गजधरः । गजपरिमाणं एव मापनकार्ये उपयुज्यते । समाजे त्रिहस्तपरिमाणात्मिकीं लौहयष्टिं हस्ते गृहीत्वा चलन्तः गजधराः इदानीं शिल्पिरूपेण नैव समादृताः सन्ति ।

गजधराः वास्तुकाराः आसन् । कामं ग्रामीण समाजो भवतु नागरसमाजो वा तस्य नव निर्माणस्य सुरक्षा प्रबन्धनस्य च दायित्वं गजधराः निभालयन्ति स्म । नगरनियोजनात् लघुनिर्माणपर्यन्तं सर्वाणि कार्याणि एतेष्वेव आधृतानि आसन् । ते योजनां प्रस्तुतवन्ति स्म, भवितव्यम् आकलयन्ति स्म उपकरणभारान् संगृह्णन्ति स्म । प्रतिदाने ते न याचन्ति स्म यद् दातुं स्वामिनः असमर्थाः भवेयुः । कार्यसमाप्तौ वेतनानि अतिरिच्य गजधरेभ्यः सम्मानमपि प्रदीयते स्म । नमः एतादृशेभ्यः शिल्पिभ्यः ।

गद्यांशे 'एतेषाम्' इति पदं केभ्यः प्रयुक्तम् ?

- (1) गजधरेभ्यः
- (2) तडागेभ्यः
- (3) शिल्पिभ्यः
- (4) स्वामिभ्यः

[Question ID = 337][Question Description = S8_Sanskrit_Q127]

1. 1 [Option ID = 1345]
2. 2 [Option ID = 1346]
3. 3 [Option ID = 1347]
4. 4 [Option ID = 1348]

अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेषु उचिततम् उत्तरं चित्वा लिखत ।

शतशः सहस्रशः तडागाः सहस्रैव शून्यात् न प्रकटीभूता । एतेषाम् आयोजनस्य नेपथ्ये निर्मापयितृणाम् एककम्, निर्मातृणां च दशकम् आसीत् । एतत् एककं दशकं च आहत्य शतकं सहस्रं वा रचयतः स्म । परं विगतेषु द्विशतवर्षेषु नूतनपद्धत्या समाजेन यत्किञ्चित् पठितम् । पठितेन तेन समाजेन एककं दशकं सहस्रकञ्च इत्येतानि शून्ये एव परिवर्तितानि । अस्य समाजस्य मनसि इयमपि जिज्ञासा नैव उद्भूता यद् अस्मात्पूर्वम् एतावतः तडागान् के रचयन्ति स्म । अद्य ये अज्ञातनामानः वर्तन्ते, पुरा ते बहुप्रथिताः आसन् । अशेषे हि देशे तडागाः निर्मियन्ते स्म, निर्मातारोऽपि अशेषे देशे निवसन्ति स्म ।

गजधरः इति सुन्दाः शब्दः तडागनिर्मातृणां सादरं स्मरणार्थम् । राजस्थानस्य केषुचिद् भागेषु शब्दोऽयं अद्यापि प्रचलति । कः गजधरः ? यः गजपरिमाणं धारयति सः गजधरः गजपरिमाणं एव मापनकार्ये उपयुज्यते । समाजे त्रिहस्तपरिमाणात्मिकीं लौहयष्टिं हस्ते गृहीत्वा चलन्तः गजधराः इदानीं शिल्पिरूपेण नैव समादृताः सन्ति ।

गजधराः वास्तुकाराः आसन् । कामं ग्रामीण समाजो भवतु नागरसमाजो वा तस्य नव निर्माणस्य सुरक्षा प्रबन्धनस्य च दायित्वं गजधराः निभालयन्ति स्म । नगरनियोजनात् लघुनिर्माणपर्यन्तं सर्वाणि कार्याणि एतेष्वेव आधृतानि आसन् । ते योजनां प्रस्तुतवन्ति स्म, भवितव्यम् आकलयन्ति स्म उपकरणभारान् संगृह्णन्ति स्म । प्रतिदाने ते न याचन्ति स्म यद् दातुं स्वामिनः असमर्थाः भवेयुः । कार्यसमाप्तौ वेतनानि अतिरिच्य गजधरेभ्यः सम्मानमपि प्रदीयते स्म । नमः एतादृशेभ्यः शिल्पिभ्यः ।

गजधराः किं न कुर्वन्ति स्म ?

- (1) नगरनियोजनम्
- (2) भाविष्यस्य आकलनम्
- (3) नृत्यम्
- (4) लघुनिर्माणम्

[Question ID = 338][Question Description = S8_Sanskrit_Q128]

1. 1 [Option ID = 1349]
2. 2 [Option ID = 1350]
3. 3 [Option ID = 1351]
4. 4 [Option ID = 1352]

Topic:- Sanskrit_Q129-135_L2_P2_CTET

1)

अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चिनुत।

एकः महात्मा स्व-शिष्येण सह वनमार्गेण तीर्थस्नानार्थं गच्छन् आसीत्। मध्ये-मध्ये वन्यजीवानां कर्कशः ध्वनिः तत्रत्यः तीव्र वायु-वेगः च शिष्यं प्रकम्पयति स्म। चलतोः चलतोः तयोः द्वयोः संध्या-समयः सञ्जातः। महात्मा शिष्यं सावधानं कृत्वा स्वयं सन्ध्योपासनार्थम् उपविष्टः। शिष्यः अकस्मात् तत्र आयान्तम् एकं भयानक-सिंहं दृष्ट्वा भयातुरः समीपस्थं एव एकं वृक्षं सत्वरम् आरूढवान् आत्मानं च सिंहात् सुरक्षितवान्। सिंहः महात्मानम् अजिघ्रत् निर्गतः च तूष्णीम्। ध्यान-मग्नः महात्मा इदं सर्वं न अजानात्। सिंहे निर्गते वृक्षात् अवतीर्य तथा स्थितः यथा किञ्चित् अभवत् एव न।

सन्ध्योपासनातः निवृत्तः महात्मा पुनः अग्रे शिष्येण सह प्रस्थितः सः किञ्चित् एव दूरे गतः आसीत् यत् एका वन-मक्षिका महात्मनः नासिकाम् अदंशत्। तेन महात्मा अत्यन्तं व्याकुलः अभवत्। इदं दृष्ट्वा शिष्यः महात्मानं पृष्ठवान् – “गुरुदेव! सिंहे समीपे आगते तु भवान् नैव भीतः, परम् अधुना एकया सामान्य मक्षिकया अपि दष्टः इयान् व्याकुलः अभवत्! इदं किम्? महात्मा उत्तरं दत्तवान्-पुत्र! तदा अहं मातागायत्र्या सह आसम्, अधुना च मनुष्येण त्वया सह अस्मि” इति। यः जनः ईश्वरं शरणं गतः, सः सदा सर्वत्र निर्भयः भवति। यदा ततः दूरे अवस्थितः, तदा सः पदे-पदे विपद्-ग्रस्तः तिष्ठति।

‘तदा अहं मात्रा सह आसम्’ – इति अस्मिन् वाक्ये अव्ययपदं किं अस्ति?

- (1) अहम्
- (2) मात्रा
- (3) तदा
- (4) आसम्

[Question ID = 339][Question Description = S8_Sanskrit_Q129]

1. 1 [Option ID = 1353]
2. 2 [Option ID = 1354]
3. 3 [Option ID = 1355]
4. 4 [Option ID = 1356]

2)

अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चिनुत।

एकः महात्मा स्व-शिष्येण सह वनमार्गेण तीर्थस्नानार्थं गच्छन् आसीत्। मध्ये-मध्ये वन्यजीवानां कर्कशः ध्वनिः तत्रत्यः तीव्र वायु-वेगः च शिष्यं प्रकम्पयति स्म। चलतोः चलतोः तयोः द्वयोः संध्या-समयः सञ्जातः। महात्मा शिष्यं सावधानं कृत्वा स्वयं सन्ध्योपासनार्थम् उपविष्टः। शिष्यः अकस्मात् तत्र आयान्तम् एकं भयानक-सिंहं दृष्ट्वा भयातुरः समीपस्थं एव एकं वृक्षं सत्वरम् आरूढवान् आत्मानं च सिंहात् सुरक्षितवान्। सिंहः महात्मानम् अजिघ्रत् निर्गतः च तूष्णीम्। ध्यान-मग्नः महात्मा इदं सर्वं न अजानात्। सिंहे निर्गते वृक्षात् अवतीर्य तथा स्थितः यथा किञ्चित् अभवत् एव न।

सन्ध्योपासनातः निवृत्तः महात्मा पुनः अग्रे शिष्येण सह प्रस्थितः सः किञ्चित् एव दूरे गतः आसीत् यत् एका वन-मक्षिका महात्मनः नासिकाम् अदंशत्। तेन महात्मा अत्यन्तं व्याकुलः अभवत्। इदं दृष्ट्वा शिष्यः महात्मानं पृष्ठवान् – “गुरुदेव! सिंहे समीपे आगते तु भवान् नैव भीतः, परम् अधुना एकया सामान्य मक्षिकया अपि दष्टः इयान् व्याकुलः अभवत्! इदं किम्? महात्मा उत्तरं दत्तवान्-पुत्र! तदा अहं मातागायत्र्या सह आसम्, अधुना च मनुष्येण त्वया सह अस्मि” इति। यः जनः ईश्वरं शरणं गतः, सः सदा सर्वत्र निर्भयः भवति। यदा ततः दूरे अवस्थितः, तदा सः पदे-पदे विपद्-ग्रस्तः तिष्ठति।

सिंहं दृष्ट्वा शिष्यः कम् आरूढवान्?

- (1) वृक्षं
- (2) अश्वं
- (3) पर्वतं
- (4) नौकां

[Question ID = 340][Question Description = S8_Sanskrit_Q130]

1. 1 [Option ID = 1357]
2. 2 [Option ID = 1358]
3. 3 [Option ID = 1359]
4. 4 [Option ID = 1360]

अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चिनुत।

एकः महात्मा स्व-शिष्येण सह वनमार्गेण तीर्थस्नानार्थं गच्छन् आसीत्। मध्ये-मध्ये वन्यजीवानां कर्कशः ध्वनिः तत्रत्यः तीव्र वायु-वेगः च शिष्यं प्रकम्पयति स्म। चलतोः चलतोः तयोः द्वयोः संध्या-समयः सञ्जातः। महात्मा शिष्यं सावधानं कृत्वा स्वयं सन्ध्योपासनार्थम् उपविष्टः। शिष्यः अकस्मात् तत्र आयान्तम् एकं भयानक-सिंहं दृष्ट्वा भयातुरः समीपस्थं एव एकं वृक्षं सत्वरम् आरूढवान् आत्मानं च सिंहात् सुरक्षितवान्। सिंहः महात्मानम् अजिघ्रत् निर्गतः च तूष्णीम्। ध्यान-मग्नः महात्मा इदं सर्वं न अजानात्। सिंहे निर्गते वृक्षात् अवतीर्य तथा स्थितः यथा किञ्चित् अभवत् एव न।

सन्ध्योपासनातः निवृत्तः महात्मा पुनः अग्रे शिष्येण सह प्रस्थितः सः किञ्चित् एव दूरे गतः आसीत् यत् एका वन-मक्षिका महात्मनः नासिकाम् अदंशत्। तेन महात्मा अत्यन्तं व्याकुलः अभवत्। इदं दृष्ट्वा शिष्यः महात्मानं पृष्ठवान् – “गुरुदेव! सिंहे समीपे आगते तु भवान् नैव भीतः, परम् अधुना एकया सामान्य मक्षिकया अपि दष्टः इयान् व्याकुलः अभवत्! इदं किम्? महात्मा उत्तरं दत्तवान्-पुत्र! तदा अहं मातागायत्र्या सह आसम्, अधुना च मनुष्येण त्वया सह अस्मि” इति। यः जनः ईश्वरं शरणं गतः, सः सदा सर्वत्र निर्भयः भवति। यदा ततः दूरे अवस्थितः, तदा सः पदे-पदे विपद्-ग्रस्तः तिष्ठति।

‘मुखरः’ इति अस्य पदस्य विपरीतार्थकम् पदं गद्यांशे किम् अस्ति?

- (1) वाचालः
- (2) तूष्णीम्
- (3) पीडितः
- (4) निर्भयः

[Question ID = 341][Question Description = S8_Sanskrit_Q131]

1. 1 [Option ID = 1361]
2. 2 [Option ID = 1362]
3. 3 [Option ID = 1363]
4. 4 [Option ID = 1364]

अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चिनुत।

एकः महात्मा स्व-शिष्येण सह वनमार्गेण तीर्थस्नानार्थं गच्छन् आसीत्। मध्ये-मध्ये वन्यजीवानां कर्कशः ध्वनिः तत्रत्यः तीव्र वायु-वेगः च शिष्यं प्रकम्पयति स्म। चलतोः चलतोः तयोः द्वयोः संध्या-समयः सञ्जातः। महात्मा शिष्यं सावधानं कृत्वा स्वयं सन्ध्योपासनार्थम् उपविष्टः। शिष्यः अकस्मात् तत्र आयान्तम् एकं भयानक-सिंहं दृष्ट्वा भयातुरः समीपस्थं एव एकं वृक्षं सत्वरम् आरूढवान् आत्मानं च सिंहात् सुरक्षितवान्। सिंहः महात्मानम् अजिघ्रत् निर्गतः च तूष्णीम्। ध्यान-मग्नः महात्मा इदं सर्वं न अजानात्। सिंहे निर्गते वृक्षात् अवतीर्य तथा स्थितः यथा किञ्चित् अभवत् एव न।

सन्ध्योपासनातः निवृत्तः महात्मा पुनः अग्रे शिष्येण सह प्रस्थितः सः किञ्चित् एव दूरे गतः आसीत् यत् एका वन-मक्षिका महात्मनः नासिकाम् अदंशत्। तेन महात्मा अत्यन्तं व्याकुलः अभवत्। इदं दृष्ट्वा शिष्यः महात्मानं पृष्ठवान् – “गुरुदेव! सिंहे समीपे आगते तु भवान् नैव भीतः, परम् अधुना एकया सामान्य मक्षिकया अपि दष्टः इयान् व्याकुलः अभवत्! इदं किम्? महात्मा उत्तरं दत्तवान्-पुत्र! तदा अहं मातागायत्र्या सह आसम्, अधुना च मनुष्येण त्वया सह अस्मि” इति। यः जनः ईश्वरं शरणं गतः, सः सदा सर्वत्र निर्भयः भवति। यदा ततः दूरे अवस्थितः, तदा सः पदे-पदे विपद्-ग्रस्तः तिष्ठति।

महात्मा केन दष्टः ?

- (1) सर्पेण
- (2) काकेन
- (3) वृश्चिकेन
- (4) मक्षिकया

[Question ID = 342][Question Description = S8_Sanskrit_Q132]

1. 1 [Option ID = 1365]
2. 2 [Option ID = 1366]
3. 3 [Option ID = 1367]
4. 4 [Option ID = 1368]

5)

अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चिनुत।

एकः महात्मा स्व-शिष्येण सह वनमार्गेण तीर्थस्नानार्थं गच्छन् आसीत्। मध्ये-मध्ये वन्यजीवानां कर्कशः ध्वनिः तत्रत्यः तीव्र वायु-वेगः च शिष्यं प्रकम्पयति स्म। चलतोः चलतोः तयोः द्वयोः संध्या-समयः सञ्जातः। महात्मा शिष्यं सावधानं कृत्वा स्वयं सन्ध्योपासनार्थम् उपविष्टः। शिष्यः अकस्मात् तत्र आयान्तम् एकं भयानक-सिंहं दृष्ट्वा भयातुरः समीपस्थं एव एकं वृक्षं सत्वरम् आरूढवान् आत्मानं च सिंहात् सुरक्षितवान्। सिंहः महात्मानम् अजिघ्रत् निर्गतः च तूष्णीम्। ध्यान-मग्नः महात्मा इदं सर्वं न अजानात्। सिंहे निर्गते वृक्षात् अवतीर्य तथा स्थितः यथा किञ्चित् अभवत् एव न।

सन्ध्योपासनातः निवृत्तः महात्मा पुनः अग्रे शिष्येण सह प्रस्थितः सः किञ्चित् एव दूरे गतः आसीत् यत् एका वन-मक्षिका महात्मनः नासिकाम् अदंशत्। तेन महात्मा अत्यन्तं व्याकुलः अभवत्। इदं दृष्ट्वा शिष्यः महात्मानं पृष्ठवान् – “गुरुदेव! सिंहे समीपे आगते तु भवान् नैव भीतः, परम् अधुना एकया सामान्य मक्षिकया अपि दष्टः इयान् व्याकुलः अभवत्! इदं किम्? महात्मा उत्तरं दत्तवान्-पुत्र! तदा अहं मातागायत्र्या सह आसम्, अधुना च मनुष्येण त्वया सह अस्मि” इति। यः जनः ईश्वरं शरणं गतः, सः सदा सर्वत्र निर्भयः भवति। यदा ततः दूरे अवस्थितः, तदा सः पदे-पदे विपद्-ग्रस्तः तिष्ठति।

‘सुरक्षितवान्’ इति अस्मिन् पदे कः प्रत्ययः अस्ति?

- (1) क्त्वा
- (2) क्त
- (3) क्तवतु
- (4) तुमुन्

[Question ID = 343][Question Description = S8_Sanskrit_Q133]

1. 1 [Option ID = 1369]
2. 2 [Option ID = 1370]
3. 3 [Option ID = 1371]
4. 4 [Option ID = 1372]

अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चिनुत।

एकः महात्मा स्व-शिष्येण सह वनमार्गेण तीर्थस्नानार्थं गच्छन् आसीत्। मध्ये-मध्ये वन्यजीवानां कर्कशः ध्वनिः तत्रत्यः तीव्र वायु-वेगः च शिष्यं प्रकम्पयति स्म। चलतोः चलतोः तयोः द्वयोः संध्या-समयः सञ्जातः। महात्मा शिष्यं सावधानं कृत्वा स्वयं सन्ध्योपासनार्थम् उपविष्टः। शिष्यः अकस्मात् तत्र आयान्तम् एकं भयानक-सिंहं दृष्ट्वा भयातुरः समीपस्थं एव एकं वृक्षं सत्वरम् आरूढवान् आत्मानं च सिंहात् सुरक्षितवान्। सिंहः महात्मानम् अजिघ्रत् निर्गतः च तूष्णीम्। ध्यान-मग्नः महात्मा इदं सर्वं न अजानात्। सिंहे निर्गते वृक्षात् अवतीर्य तथा स्थितः यथा किञ्चित् अभवत् एव न।

सन्ध्योपासनातः निवृत्तः महात्मा पुनः अग्रे शिष्येण सह प्रस्थितः सः किञ्चित् एव दूरे गतः आसीत् यत् एका वन-मक्षिका महात्मनः नासिकाम् अदंशत्। तेन महात्मा अत्यन्तं व्याकुलः अभवत्। इदं दृष्ट्वा शिष्यः महात्मानं पृष्ठवान् – “गुरुदेव! सिंहे समीपे आगते तु भवान् नैव भीतः, परम् अधुना एकया सामान्य मक्षिकया अपि दष्टः इयान् व्याकुलः अभवत्! इदं किम्? महात्मा उत्तरं दत्तवान्-पुत्र! तदा अहं मातागायत्र्या सह आसम्, अधुना च मनुष्येण त्वया सह अस्मि” इति। यः जनः ईश्वरं शरणं गतः, सः सदा सर्वत्र निर्भयः भवति। यदा ततः दूरे अवस्थितः, तदा सः पदे-पदे विपद्-ग्रस्तः तिष्ठति।

महात्मा किमर्थं शिष्येण सह गच्छति स्म?

- (1) तीर्थस्नानार्थम्
- (2) भोजनार्थम्
- (3) भ्रमणार्थम्
- (4) यजनार्थम्

[Question ID = 344][Question Description = S8_Sanskrit_Q134]

1. 1 [Option ID = 1373]
2. 2 [Option ID = 1374]
3. 3 [Option ID = 1375]
4. 4 [Option ID = 1376]

अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चिनुत।

एकः महात्मा स्व-शिष्येण सह वनमार्गेण तीर्थस्नानार्थं गच्छन् आसीत्। मध्ये-मध्ये वन्यजीवानां कर्कशः ध्वनिः तत्रत्यः तीव्र वायु-वेगः च शिष्यं प्रकम्पयति स्म। चलतोः चलतोः तयोः द्वयोः संध्या-समयः सञ्जातः। महात्मा शिष्यं सावधानं कृत्वा स्वयं सन्ध्योपासनार्थम् उपविष्टः। शिष्यः अकस्मात् तत्र आयान्तम् एकं भयानक-सिंहं दृष्ट्वा भयातुरः समीपस्थं एव एकं वृक्षं सत्वरम् आरूढवान् आत्मानं च सिंहात् सुरक्षितवान्। सिंहः महात्मानम् अजिघ्रत् निर्गतः च तूष्णीम्। ध्यान-मग्नः महात्मा इदं सर्वं न अजानात्। सिंहे निर्गते वृक्षात् अवतीर्य तथा स्थितः यथा किञ्चित् अभवत् एव न।

सन्ध्योपासनातः निवृत्तः महात्मा पुनः अग्रे शिष्येण सह प्रस्थितः सः किञ्चित् एव दूरे गतः आसीत् यत् एका वन-मक्षिका महात्मनः नासिकाम् अदंशत्। तेन महात्मा अत्यन्तं व्याकुलः अभवत्। इदं दृष्ट्वा शिष्यः महात्मानं पृष्ठवान् – “गुरुदेव! सिंहे समीपे आगते तु भवान् नैव भीतः, परम् अधुना एकया सामान्य मक्षिकया अपि दष्टः इयान् व्याकुलः अभवत्! इदं किम्? महात्मा उत्तरं दत्तवान्-पुत्र! तदा अहं मातागायत्र्या सह आसम्, अधुना च मनुष्येण त्वया सह अस्मि” इति। यः जनः ईश्वरं शरणं गतः, सः सदा सर्वत्र निर्भयः भवति। यदा ततः दूरे अवस्थितः, तदा सः पदे-पदे विपद्-ग्रस्तः तिष्ठति।

मध्ये-मध्ये कस्य कर्कशः ध्वनिः आगच्छति स्म?

- (1) गीतानाम्
- (2) वन्य-जीवानाम्
- (3) जलप्रपातस्य
- (4) मनुष्याणाम्

[Question ID = 345][Question Description = S8_Sanskrit_Q135]

1. 1 [Option ID = 1377]
2. 2 [Option ID = 1378]
3. 3 [Option ID = 1379]
4. 4 [Option ID = 1380]

Topic:- Sanskrit_Q136-150_L2_P2_CTET

1)

एकस्यां भाषाकक्षायां शिक्षिका भित्तौ किञ्चिद् पाठ्यांशम् स्थापितवती। अधुना, एकस्मात् युग्मात् एकः छात्रः पाठ्यं पठति, तदनन्तरं तम् मौखिकरूपेण स्वसहपाठिनम् कथयति। ततः स/सा एके कर्गदे तम् सन्देशं लिखति। एषः गतिविधिः कथ्यते-

- (1) आंशिकः श्रुतलेखः
- (2) निरन्तरः श्रुतलेखः (Running dictation)
- (3) सहपाठी श्रुतलेखः
- (4) खण्डितः श्रुतलेखः (Jigsaw dictation)

[Question ID = 346][Question Description = S8_Sanskrit_Q136]

1. 1 [Option ID = 1381]
2. 2 [Option ID = 1382]
3. 3 [Option ID = 1383]
4. 4 [Option ID = 1384]

2)

यदा वयम् एकं पाठ्यं, एकां कथां वा पठामः, तदा वयम् भाषासंरचनाविषयकस्य स्वज्ञानस्य प्रयोगं कुर्मः तथा च पूर्वज्ञानं प्राप्नुमः यत् अग्रे किं भविष्यति। एतत् कथ्यते -

- (1) अर्थविज्ञानसङ्केताः (Semantic cues)
- (2) संरचनात्मकसङ्केताः (Structural cues)
- (3) वाक्यविज्ञानसङ्केताः (Syntactic cues)
- (4) प्रकरणविषयकसङ्केताः (Thematic cues)

[Question ID = 347][Question Description = S8_Sanskrit_Q137]

1. 1 [Option ID = 1385]
2. 2 [Option ID = 1386]
3. 3 [Option ID = 1387]
4. 4 [Option ID = 1388]

3)

यदा छात्राः समूहेषु कार्यं कुर्वन्ति स्म, शिक्षिका अपश्यत् यत् एके समूहे एकः छात्रः अन्येषां समूहसदस्यानां विचारान् श्रवणापेक्षया स्वविचारान् श्रावयितुं अधिकतरः उत्सुकः आसीत्। सः व्याजमात्रं करोति श्रवणस्य। एतत् श्रवणं कथ्यते -

- (1) निष्क्रियश्रवणम् (Passive listening)
- (2) प्रतिबिम्बितश्रवणम् (Reflective listening)
- (3) प्रतिकूलश्रवणम् (Combative listening)
- (4) पश्चश्रवणम् (Post listening)

[Question ID = 348][Question Description = S8_Sanskrit_Q138]

1. 1 [Option ID = 1389]
2. 2 [Option ID = 1390]
3. 3 [Option ID = 1391]
4. 4 [Option ID = 1392]

4)

सकलाभाषापद्धतिः कस्य अर्थस्योपरि अश्रिता अस्ति -

- (1) पाठ्ये न तु प्रतिशब्दे (Individual word)
- (2) शब्देषु न तु पाठ्ये
- (3) वर्णे न तु प्रतिशब्दे
- (4) प्रतिशब्दस्य ध्वनौ न तु शब्देषु

[Question ID = 349][Question Description = S8_Sanskrit_Q139]

1. 1 [Option ID = 1393]
2. 2 [Option ID = 1394]
3. 3 [Option ID = 1395]
4. 4 [Option ID = 1396]

5)

एकस्याम् भाषाकक्षायां, यदा शिक्षिका पाठयति, तदा छात्राः पाठ्ये प्रभाविरूपेण एकाग्रचित्ताः सन्ति, तथा च ते शिक्षिकया पाठ्यमानात् किञ्चित् लिखन्ति अपि। ते संलग्नाः सन्ति -

- (1) टिप्पणीलेखने (Note taking)
- (2) सूचनापत्रलेखने (Notice writing)
- (3) पत्रलेखने
- (4) गद्यांशलेखने

[Question ID = 350][Question Description = S8_Sanskrit_Q140]

1. 1 [Option ID = 1397]
2. 2 [Option ID = 1398]
3. 3 [Option ID = 1399]
4. 4 [Option ID = 1400]

6) भारते विद्यालयीयशिक्षायां बहुभाषिकतायाः (Multilingualism) कः आशयः ?

- (1) भाषाणाम् पाठ्यविषयानाम् च अध्ययन-अध्यापने संसाधनरूपेण अस्य प्रयोगः।
- (2) वर्तमानपरिवर्तनशीले परिवेशे, सर्वैः छात्रैः संभावितरूपेण बह्वीनाम् भाषाणाम् ज्ञानं प्राप्तव्यम्।
- (3) एके आंग्लभाषामाध्यमे विद्यालये प्रत्येकछात्रेण आंग्लभाषायाः शिक्षणम्।
- (4) मातृभाषायाः प्रारम्भ हिन्दी आंग्लभाषा च - एतासां त्रिभाषाणां शिक्षणम्।

[Question ID = 351][Question Description = S8_Sanskrit_Q141]

1. 1 [Option ID = 1401]
2. 2 [Option ID = 1402]
3. 3 [Option ID = 1403]
4. 4 [Option ID = 1404]

7)

अष्टमकक्षायाः एका अध्यापिका अमन्यत् यत् छात्राणां भाषिकानुभवाः अभिव्यक्तिश्च सम्भाषणस्तरे एव भवितव्याः। भाषाकक्षायां अस्य अभ्यासार्थं तया छात्राः संलग्नाः कर्तव्याः

- (1) वार्तालापे (Dialogue)
- (2) मुग्धाभिनये (Pantomime)
- (3) निःशब्दपठने (Silent reading)
- (4) अभिनये (Mime)

[Question ID = 352][Question Description = S8_Sanskrit_Q142]

1. 1 [Option ID = 1405]
2. 2 [Option ID = 1406]
3. 3 [Option ID = 1407]
4. 4 [Option ID = 1408]

8)

एषः विचारः यत् सामाजिकः अन्तःसम्पर्कः (Social interaction) प्रभाविशिक्षणम् वर्धयितुं शक्नोति इति केन संस्थापितः ?

- (1) ले व्यागॉत्स्की (Lev Vygotsky)
- (2) जीन पियाजे (Jean Piaget)
- (3) नॉम चॉम्स्की (Noam Chomsky)
- (4) बी.एफ. स्किनर (B.F. Skinner)

[Question ID = 353][Question Description = S8_Sanskrit_Q143]

1. 1 [Option ID = 1409]
2. 2 [Option ID = 1410]
3. 3 [Option ID = 1411]
4. 4 [Option ID = 1412]

9)

एका शिक्षिका सहपाठिमूल्यांकनहेतुः छात्रान् स्व-स्व गद्यांशानाम् आदानप्रदानाय निर्दिशति । गद्यांशस्य आकलनार्थं सा तेभ्यः मापदण्डान् अपि प्रयच्छति । अधोलिखितेषु मापदण्डेषु कः एतदर्थं महत्त्वपूर्णः नास्ति -

- (1) विषयाधारितं वाक्यम्
- (2) सहायकविवरणम्
- (3) सुन्दरहस्तलेखनम्
- (4) संश्लेषः (Coherence)

[Question ID = 354][Question Description = S8_Sanskrit_Q144]

1. 1 [Option ID = 1413]
2. 2 [Option ID = 1414]
3. 3 [Option ID = 1415]
4. 4 [Option ID = 1416]

10)

अधोलिखितेषु किं पठनस्य उपकौशलम् न अस्ति -

- (1) सम्पर्कः (Connecting)
- (2) पूर्वकथनम् (Predicting)
- (3) अन्तःसम्पर्कः (Interacting)
- (4) संयोजनम् (Synthesizing)

[Question ID = 355][Question Description = S8_Sanskrit_Q145]

1. 1 [Option ID = 1417]
2. 2 [Option ID = 1418]
3. 3 [Option ID = 1419]
4. 4 [Option ID = 1420]

11)

एका शिक्षिका छात्रान् पाठयित्वा पठितपाठस्य सारांशाधारितानि हस्तपत्राणि (Handouts) छात्रेभ्यः यच्छति। तेषु हस्तपत्रेषु तया प्रत्येकः षष्ठः शब्दः न लिखितः। सा स्वछात्रान् तान् शब्दान् लिखितुं निर्दिशति। एषा परीक्षा का कथ्यते?

- (1) क्लोज़ परीक्षा (A cloze test)
- (2) रिक्तस्थानपूरणम्
- (3) सारांशनिष्पादनम्
- (4) लेखनपरीक्षा

[Question ID = 356][Question Description = S8_Sanskrit_Q146]

1. 1 [Option ID = 1421]
2. 2 [Option ID = 1422]
3. 3 [Option ID = 1423]
4. 4 [Option ID = 1424]

12) भाषाकौशलम् श्रेष्ठतरं भवेत् यदि तस्य अध्यापनं क्रियते -

- (1) स्पर्धात्मकाभ्यासानाम् साहाय्येन (Challenging drills)
- (2) साकल्ययुक्तया रीत्या (Integrated manner)
- (3) लिखितपरीणाम् अभ्यासानाम् च माध्यमेन
- (4) क्रमबद्धतया - श्रवणम् सम्भाषणम् पठनम् लेखनम् च

[Question ID = 357][Question Description = S8_Sanskrit_Q147]

1. 1 [Option ID = 1425]
2. 2 [Option ID = 1426]
3. 3 [Option ID = 1427]
4. 4 [Option ID = 1428]

13)

ध्रुवेण स्वप्रतिवेदनं (Report) पूर्णं कृतम्। तेन एतत् पुनर्पठितम् संशोधनानि च कृतानि। अस्मिन् कुत्रापि वर्णविन्यासः अशुद्धः न अस्ति तथा व्याकरणात्मकाः त्रुटयः अपि न सन्ति। सः स्वशिक्षिकायै स्वलेखनं दातुं सज्जितः अस्ति। ध्रुवः लेखप्रक्रियायाः कस्मिन् स्तरे विद्यते -

- (1) पूर्वलेखनम्
- (2) प्रारूपः
- (3) अशुद्धिशोधनम्
- (4) प्रकाशनम्

[Question ID = 358][Question Description = S8_Sanskrit_Q148]

1. 1 [Option ID = 1429]
2. 2 [Option ID = 1430]
3. 3 [Option ID = 1431]
4. 4 [Option ID = 1432]

14) व्याकरणशिक्षणे 'विज्ञापकज्ञानम्' (Declarative Knowledge) इति कस्य ज्ञानम् वर्तते?

- (1) व्याकरणात्मकविषयानां नियमविषयकम्
- (2) व्याकरणविषयानां रचनाविषयकम्
- (3) शब्दकोषप्रयोगविषयकम्
- (4) भाषाशिक्षणस्य विचारविषयकम्

[Question ID = 359][Question Description = S8_Sanskrit_Q149]

1. 1 [Option ID = 1433]
2. 2 [Option ID = 1434]
3. 3 [Option ID = 1435]
4. 4 [Option ID = 1436]

15)

एका शिक्षिका स्वछात्रान् प्रभाविरूपेण शब्दावलिं (Vocabulary) शिक्षितुं इच्छति स्म । तया स्वकक्षायां शब्दावलिं शिक्षितुं अधोलिखितेषु का पद्धतिः प्रयोक्तव्या –

- (1) लक्ष्यभाषायाः सर्वान् नवीनशब्दान् तेषां अर्थान् च श्यामपटे (Blackboard) लेखनम्
- (2) स्वछात्रान् एके पाठे कठिनशब्दानाम् अधोरेखाङ्कनं कर्तुं निर्देशनं तथा च स्व-स्व पितृभ्यः तेषां शब्दानां स्पष्टीकरणस्य पृच्छनम् ।
- (3) शब्दकोषे तेषां शब्दानाम् अर्थान् अवगन्तुम् निर्देशनम्
- (4) छात्रान् तेषां शब्दानां सार्थकरूपेण वर्गीकरणार्थं निर्देशनम्, तदनन्तरं वास्तविकजीवनोद्देश्येषु तेषां प्रयोगार्थं निर्देशनम्

[Question ID = 360][Question Description = S8_Sanskrit_Q150]

1. 1 [Option ID = 1437]
2. 2 [Option ID = 1438]
3. 3 [Option ID = 1439]
4. 4 [Option ID = 1440]