

CTET MS L1 English L2 Sanskrit P2

Topic:- CDP_P2_CTET

1) Which of the following is **NOT** included in physical development ?

- (1) Changes in body size and proportions
- (2) Functioning of body systems
- (3) Perceptual and motor capacities
- (4) Changes in emotional communication

निम्न में से क्या शारिरिक विकास में शामिल नहीं है ?

- (1) शारिरिक आकार व अनुपात में बदलाव
- (2) शारिरिक प्रणाली का कार्य
- (3) प्रतिबोधिक व गतिक कौशल
- (4) संवेगात्मक संप्रेक्षण में बदलाव

[Question ID = 31][Question Description = S12_CDP_Q001]

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

2) The course of development of children -

- (1) Is fixed at birth.
- (2) Can be altered with appropriate support from the environment.
- (3) Is uniform and follows the same pace across cultures.
- (4) Is totally unpredictable since it is disorderly.

बच्चों के विकास का क्रम :

- (1) जन्म के समय निश्चित हो जाता है।
- (2) पर्यावरण से उचित सहायता के साथ बदला जा सकता है।
- (3) एक समान है और सभी संस्कृतियों में विकास की गति समान रहती है।
- (4) पूरी तरह से अप्रत्याशित है क्योंकि यह अव्यवस्थित है।

[Question ID = 32][Question Description = S12_CDP_Q002]

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

3) An important primary agency of socialization is -

- (1) Library
- (2) School
- (3) Family
- (4) Government

सामाजीकरण की प्रमुख प्राथमिक संस्था कौन सी है?

- (1) पुस्तकालय
- (2) स्कूल
- (3) परिवार
- (4) सरकार

[Question ID = 33][Question Description = S12_CDP_Q003]

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

4)

Children in _____ stage can reason hypothetically and develop concerns around social issues.

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

किस चरण में बच्चे निगमनात्मक तर्क कर पाते हैं व सामाजिक मुद्दों से सरोकार रखते हैं?

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

[Question ID = 34][Question Description = S12_CDP_Q004]

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

5) One of major criticisms of Piaget's theory of cognitive development is that -

- (1) He did not consider children as active beings.
- (2) He gave too much importance to the role of language in cognition.
- (3) He did not take into account the influence of culture and society.
- (4) He laid too much emphasis on use of reward and punishment.

जॉ पियाजे के संज्ञानात्मक विकास की एक प्रमुख आलोचना है कि :

- (1) उन्होंने बच्चों को सक्रिय कर्ताओं के रूप में नहीं देखा।
- (2) उन्होंने अधिगम में भाषा की बहुत महत्वपूर्णता प्रस्तावित की।
- (3) उन्होंने समाज और संस्कृति के प्रभाव को ध्यान में नहीं रखा।
- (4) उन्होंने ईनाम व सजा के प्रयोग को बहुत ज्यादा प्रमुखता दी।

[Question ID = 35][Question Description = S12_CDP_Q005]

1. 1 [Option ID = 137]
2. 2 [Option ID = 138]
3. 3 [Option ID = 139]
4. 4 [Option ID = 140]

6)

According to Piaget which of these factors does **not** play an important role in cognitive development ?

- (1) Activity
- (2) Exploration
- (3) Language
- (4) Biological Maturation

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

- (1) गतिविधि
- (2) अन्वेषण
- (3) भाषा
- (4) जैविक परिपक्वता

[Question ID = 36][Question Description = S12_CDP_Q006]

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

7)

The stage 5 'Social contract orientation' of post - conventional morality as given by Lawrence Kohlberg is marked by the belief that -

- (1) The physical consequences of an action determine goodness or badness.
- (2) Obeying rules should bring some sort of benefit in return.
- (3) In order to maintain social order fixed rules must be established and obeyed.
- (4) Moral decisions should be made in terms of self - chosen ethical principles.

लॉरेंस कोहलबर्ग द्वारा दिए गए उत्तर पारंपरिक नैतिकता के पांचवे चरण 'सामाजिक अनुबंध अभिविन्यास' में व्यक्ति मानते हैं कि :

- (1) किसी क्रिया के भौतिक परिणाम ही उसकी अच्छाई या बुराई निर्धारित करते हैं।
- (2) नियमों का पालन करने के बदले में किसी प्रकार का लाभ मिलना चाहिए।
- (3) सामाजिक व्यवस्था को बनाए रखने के लिए निश्चित नियमों को स्थापित करना और उनका पालन करना आवश्यक है।
- (4) नैतिक निर्णय स्व-चुने हुए नैतिक सिद्धांतों के संदर्भ में किए जाने चाहिए।

[Question ID = 37][Question Description = S12_CDP_Q007]

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

8)

The idea that children should be guided and assisted in their learning as per the cultural context has been proposed by :

- (1) Howard Gardner
- (2) Lawrence Kohlberg
- (3) Jean Piaget
- (4) Lev Vygotsky

यह विचार कि बच्चों के सीखने में उनके सांस्कृतिक संदर्भ के अनुसार उनकी सहायता व मार्गदर्शन देना चाहिए किसने प्रस्तावित किया है?

- (1) हावर्ड गार्डनर
- (2) लावरेंस कोहलबर्ग
- (3) जॉ पियाजे
- (4) लेव व्यागोत्सकी

[Question ID = 38][Question Description = S12_CDP_Q008]

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

9) Giving hints and cues ; modelling the thought process for the students are examples of -

- (1) Conditioning
- (2) Delayed imitation
- (3) Rote memorisation
- (4) Scaffolding

विद्यार्थियों को संकेत व इशारे देना; सोच-विचार की प्रक्रियाओं को 'माडल' करना, किसके उदाहरण हैं?

- (1) अनुकुलन
- (2) विलंबित अनुसरण
- (3) रटकर स्मरण
- (4) पाड़

[Question ID = 39][Question Description = S12_CDP_Q009]

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

10) In a progressive classroom -

- (1) children engage in purposeful activities that realises their potential.
- (2) teacher is at the centre of all the teaching - learning activities.
- (3) textbook is the only source of learning.
- (4) exams are at the centre of all teaching - learning.

एक प्रगतिशील कक्षा में :

- (1) बच्चे अर्थपूर्ण गतिविधियों में संलग्न होते हैं जिससे वे अपनी क्षमता के अनुसार कार्य कर पाएँ।
- (2) शिक्षक सभी सीखने-सीखाने का केन्द्र है।
- (3) पाठ्यपुस्तक ही सीखने का एकमात्र स्रोत है।
- (4) सभी सीखने-सीखाने का केन्द्र परिक्षाएँ हैं।

[Question ID = 40][Question Description = S12_CDP_Q010]

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

11)

Individuals with _____ are able to distinguish between specific pitches, tones and rhythms that other may miss.

- (1) Logico - mathematical intelligence
- (2) Bodily - kinesthetic intelligence
- (3) Interpersonal intelligence
- (4) Musical intelligence

_____ वाले व्यक्ति विशिष्ट स्वरों, लय और ताल के बीच अंतर करने में सक्षम होते हैं जिसे पहचानने में अन्य चूक सकते हैं?

- (1) तर्क-गणितीय बुद्धि
- (2) शारीरिक-गति संवेदनात्मक बुद्धि
- (3) अंतरवैयक्तिक बुद्धि
- (4) संगीतमय बुद्धि

[Question ID = 41][Question Description = S12_CDP_Q011]

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

12) According to Lev Vygotsky language -

- (1) does not influence cognitive development.
- (2) is critical for cognitive development.
- (3) hinders cognitive development.
- (4) lags behind cognitive development.

लेव व्यागोत्सकी के अनुसार, भाषा :

- (1) की संज्ञानात्मक विकास में कोई भूमिका नहीं है।
- (2) संज्ञानात्मक विकास में बेहद महत्वपूर्ण है।
- (3) संज्ञानात्मक विकास में बाधा डालती है।
- (4) संज्ञानात्मक विकास के पीछे रहती है।

[Question ID = 42][Question Description = S12_CDP_Q012]

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

13)

Assertion (A) : It is important for middle school teachers to enable the students to look at the portrayal of gender stereotypes in the media critically.

Reason (R) : Media is an important socialising agency.

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 के शिक्षकों के लिए यह महत्वपूर्ण है कि वे मीडिया में जेंडर रूढ़िवादिता के चित्रण को आलोचनात्मक रूप से देखने के लिए छात्रों को सक्षम करें।

तर्क (R) : मीडिया सामाजिकरण की एक महत्वपूर्ण संस्था 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 = 43][Question Description = S12_CDP_Q013]

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

14) Which of the following statements about assessment of children is NOT correct ?

- (1) Assessment should help in assessing readiness levels.
- (2) Assessment should help in generating anxiety and fear.
- (3) Assessment should be carried out using a variety of means.
- (4) Assessment should include peer and self - assessment.

बच्चों के आकलन के बारे में निम्नलिखित में से कौन सा कथन सही नहीं है?

- (1) आकलन से बच्चों की तैयारी को परखने में मदद मिलनी चाहिए।
- (2) आकलन से चिंता और भय पैदा करने में मदद मिलनी चाहिए।
- (3) मूल्यांकन विभिन्न साधनों का उपयोग करके किया जाना चाहिए।
- (4) मूल्यांकन में सहकर्मी और स्व-मूल्यांकन शामिल होना चाहिए।

[Question ID = 44][Question Description = S12_CDP_Q014]

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

15) How is assessment linked to learning ?

- (1) There is no link between assessment and learning.
- (2) Assessment should take place at the end of learning.
- (3) Assessment should be an integral part of learning.
- (4) Learning should be directed towards assessment.

आकलन सीखने से कैसे जुड़ा है?

- (1) आकलन और सीखने के बीच कोई संबंध नहीं है।
- (2) आकलन सीखने के अंत में होना चाहिए।
- (3) आकलन सीखने का एक अभिन्न अंग होना चाहिए।
- (4) सीखने को मूल्यांकन के आधार पर निर्देशित किया जाना चाहिए।

[Question ID = 45][Question Description = S12_CDP_Q015]

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

16)

Inclusive education in schools should -

- (1) aim at eliminating the discriminatory and exclusionary practices that are a result of an attitude towards an individual or a group.
- (2) identify, classify and appropriately label group of children who have specific learning needs.
- (3) make provisions for special education of children who are 'not normal' only.
- (4) segregate children based on academic abilities.

विद्यालयों में समावेशी शिक्षा :

- (1) को किसी व्यक्ति या समूह विशेष के प्रति दृष्टिकोण के परिणाम स्वरूप उपजी भेदभावकारी और बहिष्कारी गतिविधियों को दूर करने का उद्देश्य रखना चाहिए।
- (2) को विशिष्ट अधिगम आवश्यकताओं वाले बच्चों के समूह की पहचान करनी चाहिए, उनका वर्गीकरण करना चाहिए व उनको उचित रूप से लेबल करना चाहिए।
- (3) को केवल उन्हीं बच्चों के लिए विशेष शिक्षा का प्रावधान करना चाहिए जो 'सामान्य' नहीं हैं।
- (4) को बच्चों की आकादमिक योग्यताओं के आधार पर उनका पृथकीकरण करना चाहिए।

[Question ID = 46][Question Description = S12_CDP_Q016]

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

17) Teachers can encourage children to think creatively by -

- (1) asking them to think of different ways to solve a problem.
- (2) asking them to memorize answers
- (3) asking recalls based questions
- (4) asking them to focus on only one aspect of a problem

शिक्षक बच्चों को रचनात्मक रूप से सोचने के लिए प्रोत्साहित कर सकते हैं?

- (1) उन्हें किसी समस्या को हल करने के विभिन्न तरीकों के बारे में सोचने के लिए कहकर
- (2) उन्हें उत्तर रटने के लिए कहकर
- (3) प्रत्यास्मरण पर आधारित प्रश्न पूछकर
- (4) उन्हें किसी समस्या के एक पहलू पर ध्यान केंद्रित करने के लिए कहकर

[Question ID = 47][Question Description = S12_CDP_Q017]

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

18) To cater to diversity in a classroom the teachers should focus on -

- (1) Segregation
- (2) Labelling
- (3) Negative discrimination
- (4) Equity

कक्षा में विविधता को पोषित करने के लिए शिक्षकों को किस पर ध्यान देना चाहिए?

- (1) पृथक्करण
- (2) नामीकरण
- (3) नकारात्मक भेदभाव
- (4) समता

[Question ID = 48][Question Description = S12_CDP_Q018]

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

19) In a diverse class with students from disadvantaged backgrounds a teacher should -

- (1) discourage all children from bringing their experiences to the class.
- (2) encourage only children from dominant groups to share their experiences.
- (3) encourage only children from disadvantaged groups to share their experiences.
- (4) share her own experiences and encourage all children to share their experiences.

बंचित पृष्ठभूमि के छात्रों वाली विविधता की कक्षा में एक शिक्षक को :

- (1) सभी बच्चों को अपने अनुभवों को कक्षा में लाने से हतोत्साहित करना चाहिए।
- (2) केवल प्रभावशाली समूहों के बच्चों को अपने अनुभव साझा करने के लिए प्रोत्साहित करना चाहिए।
- (3) केवल बंचित समूहों के बच्चों को अपने अनुभव साझा करने के लिए प्रोत्साहित करना चाहिए।
- (4) अपने अनुभव साझा करना चाहिए और सभी बच्चों को अपने अनुभव साझा करने के लिए प्रोत्साहित करना चाहिए।

[Question ID = 49][Question Description = S12_CDP_Q019]

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

20)

Assertion (A) : It is important to provide appropriate materials such as manipulatives calculators and maths apps to students struggling with dyscalculia.

Reason (R) : Students having autism perform repetitive motor actions.

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) : गुणज वैकल्य से जुझ रहे विद्यार्थियों को उपयुक्त सामग्री जैसे कि हस्त-कौशल युक्त वस्तुएँ, गणक यंत्र और गणित के ऐप उपलब्ध कराना महत्वपूर्ण है।

तर्क (R) : स्वलीनता से जुझ रहे विद्यार्थी गत्यात्मक क्रियाओं को बार-बार दोहराते 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 = 50][Question Description = S12_CDP_Q020]

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

21) The process of problem - solving is hindered by :

- (1) Analogical thinking
- (2) Heuristics
- (3) Means - end analysis
- (4) Functional fixedness

समस्या-समाधान की प्रक्रिया किसके द्वारा बाधित होती है?

- (1) अनुरूपित सोच
- (2) स्वानुभाविकता
- (3) साधन लक्ष्य विश्लेषण
- (4) प्रकार्यात्मक स्थिरता

[Question ID = 51][Question Description = S12_CDP_Q021]

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

22)

Assertion (A) : Teachers who believe that ability is not fixed and can be changed by putting in efforts are likely to motivate students to improve their performance at schools.

Reason (R) : Motivation is linked to beliefs teachers have about the abilities of students.

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) : जो शिक्षक यह मानते हैं कि क्षमता निश्चित नहीं है और प्रयास करके उसे बदला जा सकता है, छात्रों को स्कूलों में अपने प्रदर्शन में सुधार करने के लिए प्रेरित करने की संभावना प्रस्तुत करने हैं।

तर्क (R) : अभिप्रेरणा उन विश्वासों से जुड़ी है जो शिक्षक अपने छात्रों की क्षमताओं के बारे में रखते 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 = 52][Question Description = S12_CDP_Q022]

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

23)

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

- (1) Children's interactions with their peers are an important source of cognitive development.
- (2) Children acquire knowledge through their actions.
- (3) Pedagogy must incorporate activities that encourage experimentation.
- (4) Assessment should be undertaken only at the end of teaching.

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

- (1) अपने साथियों के साथ बच्चों की बातचीत संज्ञानात्मक विकास का एक महत्वपूर्ण स्रोत है।
- (2) बच्चे अपने कार्यों के माध्यम से ज्ञान प्राप्त करते हैं।
- (3) शिक्षाशास्त्र में ऐसी गतिविधियाँ शामिल होनी चाहिए जो प्रयोग को प्रोत्साहित करती हैं।
- (4) मूल्यांकन शिक्षण के अंत में ही किया जाना चाहिए।

[Question ID = 53][Question Description = S12_CDP_Q023]

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

24)

Assertion (A) : To ensure meaningful learning students should be expected to reproduce knowledge in the exact same way as it is received.

Reason (R) : Learning is the process of passive reception and reproduction of knowledge by children.

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) : अर्थपूर्ण अधिगम सुनिश्चित करने के लिए विद्यार्थियों से यह अपेक्षा की जानी चाहिए कि वे ज्ञान को ठीक उसी तरह से पुनरुत्पादित करें जैसे उन्होंने उसे गृहीत किया है।

तर्क (R) : अधिगम बच्चों द्वारा ज्ञान को निष्क्रिय रूप से प्राप्त करने और उसका पुनरुत्पादन करने की प्रक्रिया 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 = 54][Question Description = S12_CDP_Q024]

1. 1 [Option ID = 213]
2. 2 [Option ID = 214]
3. 3 [Option ID = 215]
4. 4 [Option ID = 216]

25)

Charu studies only to get passing marks in all the subjects and has no interest in any of the subjects. She is -

- (1) Intrinsically motivated.
- (2) Failure accepting learner.
- (3) Mastery - oriented learner.
- (4) Failure avoiding learner.

चारु की किसी विषय में कोई अभिरुचि नहीं है तथा वह केवल परीक्षा में उत्तीर्ण होने के लिए पढ़ती है। चारु :

- (1) आंतरिक रूप से अभिप्रेरित है।
- (2) असफलता स्वीकार्य विद्यार्थी है।
- (3) महारत उन्मुख विद्यार्थी है।
- (4) असफलता परिहार विद्यार्थी है।

[Question ID = 55][Question Description = S12_CDP_Q025]

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

26) Which of the following is **not** an effective strategy for learning ?

- (1) Meaningless recitation
- (2) Explaining to a peer
- (3) Self - questioning
- (4) Making concept maps

निम्नलिखित में से कौन-सी कार्यनीति अधिगम के लिए एक प्रभावी कार्यनीति **नहीं** है?

- (1) अर्थहीन अनुवाचन
- (2) अपने किसी साथी को समझाना
- (3) स्वयं से प्रश्न करना
- (4) अवधारणा-मानचित्र बनाना

[Question ID = 56][Question Description = S12_CDP_Q026]

- 1. 1 [Option ID = 221]
- 2. 2 [Option ID = 222]
- 3. 3 [Option ID = 223]
- 4. 4 [Option ID = 224]

- 27) In a middle school classroom emphasis should be on creating an environment of -
- (1) Cooperation and collaboration
 - (2) Competition and individualism
 - (3) Drill and rote memorisation
 - (4) Fear and stress

मध्य विद्यालय की कक्षा में किस प्रकार का वातावरण बनाने पर जोर दिया जाना चाहिए?

- (1) सहयोगात्मक और सहकारात्मक
- (2) प्रतिस्पर्धात्मक और व्यक्तिवादी
- (3) वेधन व रटना
- (4) भय और तनाव

[Question ID = 57][Question Description = S12_CDP_Q027]

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

28) Contemporary policies of education such as New Education Policy 2020 propose that learning should be :

- (1) Teacher oriented
- (2) Experiential
- (3) Behaviourist
- (4) Textbook centric

नई शिक्षा नीति 2020 जैसी समकालीन नीतियाँ सीखने के किस शिक्षाशास्त्र को प्रस्तावित करती हैं?

- (1) शिक्षक केन्द्रित
- (2) अनुभवात्मक
- (3) व्यवहारवादी
- (4) पाठ्यपुस्तक केन्द्रित

[Question ID = 58][Question Description = S12_CDP_Q028]

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

29) What should be the sequence of introduction of new concepts to children ?

- (1) Global to local
- (2) Abstract to concrete
- (3) Application based to conceptual understanding
- (4) Familiar to unfamiliar

बच्चों को नई अवधारणाओं के परिचय का क्रम क्या होना चाहिए ?

- (1) वैश्विक से स्थानीय
- (2) अमूर्त से ठोस
- (3) अनुप्रयोग से संप्रत्यात्मक समझ
- (4) अपरिचित से परिचित

[Question ID = 59][Question Description = S12_CDP_Q029]

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

30)

Meaningful learning of students at school is negatively influenced by _____ and positively influenced by _____.

- (1) Exclusionary practices; learner - centred pedagogy
- (2) Exclusionary practices; exam - oriented pedagogy
- (3) Inclusive practices; exam - oriented pedagogy
- (4) Inclusive practices; learner - centred pedagogy

विद्यालय में विद्यार्थियों का अर्थपूर्ण अधिगम _____ से नकारात्मक रूप से प्रभावित होता है और _____ से सकारात्मक रूप से प्रभावित होता है।

- (1) बहिष्करण प्रथाओं; शिक्षार्थी केंद्रित शिक्षाशास्त्र
- (2) बहिष्करण प्रथाओं; परीक्षा-उन्मुख शिक्षाशास्त्र
- (3) समावेशी प्रथाओं; परीक्षा-उन्मुख शिक्षाशास्त्र
- (4) समावेशी प्रथाओं; शिक्षार्थी-केंद्रित शिक्षाशास्त्र

[Question ID = 60][Question Description = S12_CDP_Q030]

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

1) The reciprocal of $\left(3\frac{5}{16} + 2\frac{3}{8}\right)$ is :

(1) $\frac{91}{16}$

(2) $\frac{93}{16}$

(3) $\frac{16}{91}$

(4) $\frac{16}{93}$

$\left(3\frac{5}{16} + 2\frac{3}{8}\right)$ का व्युत्क्रम है :

(1) $\frac{91}{16}$

(2) $\frac{93}{16}$

(3) $\frac{16}{91}$

(4) $\frac{16}{93}$

[Question ID = 61][Question Description = S12_Maths Content/Pedagogy_Q031]

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

2) The least number to be subtracted from 1989 to make it a perfect square is :

(1) 3

(2) 4

(3) 44

(4) 53

1989 को एक पूर्ण वर्ग बनाने के लिए उसमें से घटाई जाने वाली न्यूनतम संख्या है :

(1) 3

(2) 4

(3) 44

(4) 53

[Question ID = 62][Question Description = S12_Maths Content/Pedagogy_Q032]

1. 1 [Option ID = 245]

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

3)

If $x = 3^{91} \times 5^{73} \times 7^{12} \times 11^2$, $y = 3^{85} \times 5^{75} \times 7^9$ and $z = 3^{87} \times 5^{76} \times 11^3$, then LCM of x , y and z is :

- (1) $3^{85} \times 5^{73} \times 7^9 \times 11^2$
- (2) $3^{91} \times 5^{76} \times 7^9 \times 11^2$
- (3) $3^{91} \times 5^{73} \times 7^{12} \times 11^3$
- (4) $3^{91} \times 5^{76} \times 7^{12} \times 11^3$

यदि $x = 3^{91} \times 5^{73} \times 7^{12} \times 11^2$,

$y = 3^{85} \times 5^{75} \times 7^9$ तथा

$z = 3^{87} \times 5^{76} \times 11^3$ है,

तो x , y और z का LCM है :

- (1) $3^{85} \times 5^{73} \times 7^9 \times 11^2$
- (2) $3^{91} \times 5^{76} \times 7^9 \times 11^2$
- (3) $3^{91} \times 5^{73} \times 7^{12} \times 11^3$
- (4) $3^{91} \times 5^{76} \times 7^{12} \times 11^3$

[Question ID = 63][Question Description = S12_Maths Content/Pedagogy_Q033]

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

4)

If $\left(\frac{5}{3}\right)^{-5} \times \left(\frac{5}{3}\right)^{-11} = \left(\frac{25}{9}\right)^{4x}$, then the value of $(5x^3 + 3)$ is :

- (1) 37
- (2) -37
- (3) 43
- (4) -43

यदि $\left(\frac{5}{3}\right)^{-5} \times \left(\frac{5}{3}\right)^{-11} = \left(\frac{25}{9}\right)^{4x}$ है, तो $(5x^3 + 3)$ का मान है :

- (1) 37
- (2) -37
- (3) 43
- (4) -43

[Question ID = 64][Question Description = S12_Maths Content/Pedagogy_Q034]

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

4. 4 [Option ID = 256]

5)

Let x be the product of integers between -8 and -5 and y be the sum of the integers between -19 and -12 . What is the value of $(x+y)$?

- (1) -135
- (2) -70
- (3) -63
- (4) -51

-8 और -5 के बीच के पूर्णाकों का गुणनफल यदि x है, तथा -19 और -12 के बीच के पूर्णाकों का योग यदि y है, तो $(x+y)$ बराबर है :

- (1) -135
- (2) -70
- (3) -63
- (4) -51

[Question ID = 65][Question Description = S12_Maths Content/Pedagogy_Q035]

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

6) For what value(s) of m will $2y^3 + 3y^2 + 4y^m + 5$ will be a trinomial ?

- (1) Only 3
- (2) Only 2 and 3
- (3) Only 1, 2 and 3
- (4) Only 0, 2 and 3

m के किस (किन) मान (मानों) के लिए, $2y^3 + 3y^2 + 4y^m + 5$ एक त्रिपद होगा ?

- (1) केवल 3
- (2) केवल 2 और 3
- (3) केवल 1, 2 और 3
- (4) केवल 0, 2 और 3

[Question ID = 66][Question Description = S12_Maths Content/Pedagogy_Q036]

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

7)

A sum of money doubles itself at a certain rate of simple interest per annum in 10 years. In how much time will the same sum become four times of itself at the same rate of simple interest ?

- (1) 20 years
- (2) 25 years
- (3) 30 years
- (4) 40 years

कोई धनराशि किसी साधारण ब्याज की वार्षिक दर से 10 वर्ष में स्वयं की दुगुनी हो जाती है। वही धनराशि उतनी ही साधारण ब्याज की दर से कितने समय में स्वयं की चौगुनी हो जाएगी ?

- (1) 20 वर्ष
- (2) 25 वर्ष
- (3) 30 वर्ष
- (4) 40 वर्ष

[Question ID = 67][Question Description = S12_Maths Content/Pedagogy_Q037]

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

8)

The ages (in years) of two persons A and B are in the ratio 5 : 7. After 4 years, the ratio of their ages (in years) will be 3 : 4. What is the sum of their present ages ?

- (1) 56 years
- (2) 52 years
- (3) 48 years
- (4) 36 years

दो व्यक्तियों A और B की आयु (वर्षों में) का अनुपात 5 : 7 है। 4 वर्ष बाद, उनकी आयु (वर्षों में) का अनुपात 3 : 4 हो जाएगा। उनकी वर्तमान आयु का योग क्या है ?

- (1) 56 वर्ष
- (2) 52 वर्ष
- (3) 48 वर्ष
- (4) 36 वर्ष

[Question ID = 68][Question Description = S12_Maths Content/Pedagogy_Q038]

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

9)

On subtracting $4x^2y - 3xy + 5xy^2 - 8x + 7y - 10$ from $18 - 3x - 11y + 5xy - 2xy^2 + 5x^2y$, the sum of the coefficients of x^2y and xy^2 in the final result is :

- (1) -8
- (2) 8
- (3) 6
- (4) -6

$18 - 3x - 11y + 5xy - 2xy^2 + 5x^2y$ में से $4x^2y - 3xy + 5xy^2 - 8x + 7y - 10$ को घटाने पर प्राप्त परिणाम में x^2y और xy^2 के गुणांकों का योग है :

- (1) -8
- (2) 8
- (3) 6
- (4) -6

[Question ID = 69][Question Description = S12_Maths Content/Pedagogy_Q039]

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

10)
$$\frac{(4x^3 - 12x^2 - x + 3)(x^2 - 9)}{(x^2 - 6x + 9)(2x^2 - 5x - 3)}$$
 is equal to :

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

$$\frac{(4x^3 - 12x^2 - x + 3)(x^2 - 9)}{(x^2 - 6x + 9)(2x^2 - 5x - 3)} \text{ बराबर है :}$$

(1) $\frac{(2x - 1)(x - 3)}{(x + 3)}$

(2) $\frac{(2x - 1)(x + 3)}{(x - 3)}$

(3) $\frac{(2x + 1)(x - 3)}{(x + 3)}$

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

[Question ID = 70][Question Description = S12_Maths Content/Pedagogy_Q040]

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

11)

Side AB of a parallelogram ABCD is produced to a point E. If $\angle BAD = x$, $\angle ADC = 50^\circ$, $\angle BCD = y$ and $\angle CBE = z$, then the value of $x + y + z$ is :

- (1) 390°
- (2) 370°
- (3) 310°
- (4) 290°

किसी समांतर चतुर्भुज ABCD की भुजा AB को बिंदु E तक बढ़ाया जाता है। यदि $\angle BAD = x$, $\angle ADC = 50^\circ$, $\angle BCD = y$ और $\angle CBE = z$ है, तो $x + y + z$ का मान है :

- (1) 390°
- (2) 370°
- (3) 310°
- (4) 290°

[Question ID = 71][Question Description = S12_Maths Content/Pedagogy_Q041]

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

12)

Point P lies on a line AB. If PQ is a ray such that $\angle APQ = 5a - 2b$ and $\angle QPB = 3a + 2b$, then the value of $6a - 25^\circ$ is :

- (1) 135°
- (2) 120°
- (3) 110°
- (4) 95°

किसी रेखा AB पर स्थित P एक बिंदु है। यदि PQ एक किरण इस प्रकार है कि $\angle APQ = 5a - 2b$ तथा $\angle QPB = 3a + 2b$ है, तो $6a - 25^\circ$ का मान है :

- (1) 135°
- (2) 120°
- (3) 110°
- (4) 95°

[Question ID = 72][Question Description = S12_Maths Content/Pedagogy_Q042]

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

13)

ABC and DEF are two triangles such that $AB = 3$ cm, $\angle B = 120^\circ$, $BC = 6.2$ cm, $DE = 6.2$ cm, $DF = 3$ cm and $\angle D = 120^\circ$. Then, which of the following statements is true ?

- (1) $\triangle ABC \cong \triangle DEF$
- (2) $\triangle ABC \cong \triangle FDE$
- (3) $\triangle BCA \cong \triangle DFE$
- (4) $\triangle BAC \cong \triangle DEF$

ABC और DEF दो त्रिभुज इस प्रकार हैं कि $AB = 3$ cm, $\angle B = 120^\circ$, $BC = 6.2$ cm, $DE = 6.2$ cm, $DF = 3$ cm तथा $\angle D = 120^\circ$ है। तब, निम्नलिखित में से कौन-सा कथन सत्य है ?

- (1) $\triangle ABC \cong \triangle DEF$ है।
- (2) $\triangle ABC \cong \triangle FDE$ है।
- (3) $\triangle BCA \cong \triangle DFE$ है।
- (4) $\triangle BAC \cong \triangle DEF$ है।

[Question ID = 73][Question Description = S12_Maths Content/Pedagogy_Q043]

- 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 figures have both linear symmetry and rotational symmetry ?
- (1) Equilateral triangle and isosceles triangle
 - (2) Kite and rhombus
 - (3) Rectangle and kite
 - (4) Rhombus and rectangle

निम्नलिखित में से कौन-सी आकृतियों में रेखिक सममिति और घूर्णन सममिति दोनों हैं ?

- (1) समबाहु त्रिभुज और समद्विबाहु त्रिभुज
- (2) पतंग और समचतुर्भुज
- (3) आयत और पतंग
- (4) समचतुर्भुज और आयत

[Question ID = 74][Question Description = S12_Maths Content/Pedagogy_Q044]

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

- 15)
- In a triangle PQR, $\angle P = 80^\circ$ and internal bisectors of $\angle Q$ and $\angle R$ intersect at the point O. If $\angle QOR = x$, then value of $2x - 110^\circ$ is equal to :

- (1) 130°
- (2) 140°
- (3) 150°
- (4) 160°

किसी त्रिभुज PQR में, $\angle P = 80^\circ$ है तथा $\angle Q$ और $\angle R$ के अंतः समद्विभाजक बिंदु O पर प्रतिच्छेद करते हैं। यदि $\angle QOR = x$ है, तो $2x - 110^\circ$ का मान है :

- (1) 130°
- (2) 140°
- (3) 150°
- (4) 160°

[Question ID = 75][Question Description = S12_Maths Content/Pedagogy_Q045]

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

- 16)

The longest side of a right angled triangle is 90 cm and one of its other two sides is 54 cm. Area of this triangle is :

- (1) 4860 cm²
- (2) 3888 cm²
- (3) 2430 cm²
- (4) 1944 cm²

किसी समकोण त्रिभुज की सबसे लंबी भुजा 90 cm है तथा अन्य दो भुजाओं में से एक 54 cm है। इस त्रिभुज का क्षेत्रफल है :

- (1) 4860 cm²
- (2) 3888 cm²
- (3) 2430 cm²
- (4) 1944 cm²

[Question ID = 76][Question Description = S12_Maths Content/Pedagogy_Q046]

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

17)

A wooden cube of side 8 cm is cut into small cubes of side 2 cm each. What is the percentage increase or decrease in the surface area after such cutting ?

- (1) 300% decrease
- (2) 300% increase
- (3) 400% decrease
- (4) 400% increase

भुजा 8 cm वाले एक लकड़ी के घन को 2 cm भुजा वाले छोटे घनों में काटा जाता है। इस प्रकार घन को काटने पर पृष्ठीय क्षेत्रफल में प्रतिशत वृद्धि या कमी कितनी है?

- (1) 300% कमी
- (2) 300% वृद्धि
- (3) 400% कमी
- (4) 400% वृद्धि

[Question ID = 77][Question Description = S12_Maths Content/Pedagogy_Q047]

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

18)

There is a circular path of width 4 m inside a circular park along its boundary. If the radius of the park is 16 m, then area of the path is (Use $\pi = 3.14$) :

- (1) 251.68 m²
- (2) 261.58 m²
- (3) 351.68 m²
- (4) 361.58 m²

किसी वृत्ताकार पार्क के अंदर उसकी परिसीमा के अनुदिश 4 m चौड़ा एक वृत्ताकार पथ है। यदि इस पार्क की त्रिज्या 16 m है, तो पथ का क्षेत्रफल है ($\pi = 3.14$ उपयोग कीजिए) :

- (1) 251.68 m²
- (2) 261.58 m²
- (3) 351.68 m²
- (4) 361.58 m²

[Question ID = 78][Question Description = S12_Maths Content/Pedagogy_Q048]

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

19)

Observations 29, 32, 48, 50, x , $x + 2$, 72, 78, 84 and 95 are written in ascending order. If median of these observations is 63, then mean of the data is :

- (1) 60.4
- (2) 61.4
- (3) 62
- (4) 64

प्रेक्षण 29, 32, 48, 50, x , $x + 2$, 72, 78, 84 और 95 अवरोही क्रम में लिखे गए हैं। यदि इन प्रेक्षणों का माध्यक 63 है, तो इन आँकड़ों का माध्य है :

- (1) 60.4
- (2) 61.4
- (3) 62
- (4) 64

[Question ID = 79][Question Description = S12_Maths Content/Pedagogy_Q049]

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

20)

The probability of guessing the correct answer to a certain question is $\frac{x}{3}$. If the probability of not guessing the correct answer of the question is $\frac{x}{5}$, then the value of x is :

- (1) $\frac{8}{15}$
- (2) $\frac{8}{9}$
- (3) $\frac{9}{8}$
- (4) $\frac{15}{8}$

किसी प्रश्न के सही उत्तर का अनुमान लगाने की प्रायिकता $\frac{x}{3}$ है। यदि उस प्रश्न के सही उत्तर का अनुमान नहीं लगाने की प्रायिकता $\frac{x}{5}$ है, तो x का मान है :

- (1) $\frac{8}{15}$
- (2) $\frac{8}{9}$
- (3) $\frac{9}{8}$
- (4) $\frac{15}{8}$

[Question ID = 80][Question Description = S12_Maths Content/Pedagogy_Q050]

- 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 is **NOT** a purpose of assessment ?

- (1) Monitoring the growth of learners
- (2) Improving pedagogy as per learners' needs
- (3) Providing feedback to learners
- (4) Labeling the learners

निम्नलिखित में से कौन सा आकलन का उद्देश्य नहीं है?

- (1) अधिगमकर्ताओं की प्रगति का परीक्षण
- (2) शिक्षण प्रणाली को अधिगमकर्ताओं की आवश्यकतानुसार सुधारना
- (3) अधिगमकर्ताओं को प्रतिपुष्टि प्रदान करना
- (4) अधिगमकर्ताओं का वर्गीकरण करना

[Question ID = 81][Question Description = S12_Maths Content/Pedagogy_Q051]

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 is **NOT** true for the axioms in mathematics ?

- (1) They can be used to establish other mathematical truths
- (2) They are accepted without proofs
- (3) There are only a few number of axioms
- (4) An axiom can be used to disprove other axioms

गणित में अभिगृहीत (स्वयंसिद्ध) के लिए, निम्नलिखित में से क्या सत्य नहीं है?

- (1) ये अन्य गणितीय सत्यों को स्थापित करने में प्रयुक्त हो सकते हैं।
- (2) ये प्रमाण के बिना स्वीकार्य हैं।
- (3) अभिगृहीत केवल कुछ ही होते हैं।
- (4) एक अभिगृहीत अन्य अभिगृहीतों को अप्रमाणित करने में प्रयुक्त हो सकता है।

[Question ID = 82][Question Description = S12_Maths Content/Pedagogy_Q052]

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

23)

National Curriculum Framework 2005, position paper on mathematics education states that "The identification of patterns is central to mathematics". What could be the most appropriate reason this ?

- (1) It will create interest among students
- (2) It will develop problem solving skills
- (3) It will act as a base for algebraic thinking in later stages of learning
- (4) It is essential for approximation and optimization

राष्ट्रीय पाठ्यचर्या रूपरेखा 2005, में गणित शिक्षण का आधार पत्र व्यक्त करता है "पैटर्न की पहचान गणित के लिए अहम (महत्वपूर्ण) है" इसके लिये सर्वाधिक उपयुक्त कारण क्या हो सकता है?

- (1) यह विद्यार्थियों में रुचि उत्पन्न करेगा।
- (2) यह समस्या समाधान कौशल का विकास करेगा।
- (3) यह अधिगम के आगे के (भावी) चरणों में बीजगणितीय चिंतन के लिए एक आधार का कार्य करेगा।
- (4) यह सन्निकटीकरण और इष्टमीकरण (ऑप्टिमाइजेशन) के लिए आवश्यक है।

[Question ID = 83][Question Description = S12_Maths Content/Pedagogy_Q053]

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

24)

While teaching the concept of area and its measurement in class VI, a mathematics teacher demonstrates how to measure the areas of polygons using a graph paper. A student approaches him with an irregularly shaped leaf for finding its area. What should the teacher do in this situation ?

- (1) Tell the student that it is difficult to measure the area of such a leaf
- (2) Encourage the student by involving other students of the class and help them to explore various ways to find the area of the leaf
- (3) Ask the student to go back home and find it on google
- (4) Tell the student not to ask such irrelevant questions

कक्षा VI में क्षेत्रफल और उसके मापन की अवधारणा का शिक्षण करते हुए, गणित के एक शिक्षक ने ग्राफ पेपर का उपयोग करके यह दर्शाया कि बहुभुजों का क्षेत्रफल किस प्रकार मापा जाता है? एक विद्यार्थी क्षेत्रफल ज्ञात करने के लिए उनके पास एक अनियमित आकारवाली पत्ती को लेकर जाती है। इस स्थिति में शिक्षक को क्या करना चाहिए?

- (1) विद्यार्थी से कहें कि ऐसी पत्ती का क्षेत्रफल मापना कठिन है
- (2) कक्षा के अन्य विद्यार्थियों को सम्मिलित कर विद्यार्थी को प्रोत्साहित करें और पत्ती का क्षेत्रफल ज्ञात करने के विभिन्न मार्गों को खोजने में उनकी सहायता करें
- (3) विद्यार्थी को घर लौट कर गूगल पर उत्तर ज्ञात करने के लिए कहें
- (4) विद्यार्थी से कहें कि कक्षा में असंगत प्रश्न ना पूछें

[Question ID = 84][Question Description = S12_Maths Content/Pedagogy_Q054]

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

25)

While teaching the concept of squares and square roots, a teacher writes a series of odd numbers beginning from 1. S/He tries to show a pattern in the following way :

$$1 = 1$$

$$1 + 3 = 4 = 2^2$$

$$1 + 3 + 5 = 9 = 3^2$$

$$1 + 3 + 5 + 7 = 16 = 4^2 \text{ and so on. S/He does so to :}$$

- (1) Entertain learners
- (2) Show an arithmetic progression
- (3) Help learners deduce a general mathematical fact
- (4) Puzzle the learners

वर्ग और वर्ग मूलों की अवधारणा का शिक्षण करते हुए, एक शिक्षक ने 1 से आरंभ करते हुए विषम संख्याओं का एक क्रम लिखा। उसने निम्न प्रकार से प्रतिमान को दर्शाने का प्रयास किया

$$1 = 1$$

$$1 + 3 = 4 = 2^2$$

$$1 + 3 + 5 = 9 = 3^2$$

$$1 + 3 + 5 + 7 = 16 = 4^2 \text{ और क्रमशः। उसने ऐसा किया -}$$

- (1) शिक्षार्थियों के मनोरंजन के लिए
- (2) अंकगणितीय श्रेणी दर्शाने के लिए
- (3) एक सामान्य गणितीय तथ्य के निगमन में शिक्षार्थियों की सहायता के लिए
- (4) शिक्षार्थियों को दुविधा में डालने के लिए

[Question ID = 85][Question Description = S12_Maths Content/Pedagogy_Q055]

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

26)

A class VI student displays confusion in comparing unit fractions such as $\frac{1}{3}$, $\frac{1}{6}$, ... and usually identifies $\frac{1}{7}$ as greater than $\frac{1}{5}$. What is the most appropriate way to help this student ?

- (1) Call the parents and tell them to put the student in a tuition class
- (2) Help him/her memorize the rule that greater denominator means a smaller fraction
- (3) Give the student similar problems to practice at home
- (4) Use daily life experiences and concrete materials to demonstrate the concept of comparison of unit fractions

कक्षा VI के एक विद्यार्थी ने विभिन्न एकक भिन्नों जैसे $\frac{1}{3}$, $\frac{1}{6}$... की तुलना करने में दुविधा दर्शाई और प्रायः $\frac{1}{7}$

को $\frac{1}{5}$ से बड़ा कहा। इस विद्यार्थी की सहायता के लिए सबसे उपयुक्त तरीका क्या है?

- (1) माता-पिता को बुलाएँ और उनसे कहें कि बच्चे को ट्यूशन कक्षा में डालें
- (2) विद्यार्थी को यह नियम याद करने में सहायता करें कि बृहद हर का अर्थ छोटा भिन्न होता है
- (3) विद्यार्थी को घर पर अभ्यास के लिए समान प्रकार के प्रश्न दें
- (4) दैनिक जीवन के अनुभवों और मूर्त वस्तुओं का उपयोग कर, एकक भिन्न की तुलना की अवधारणा को दर्शाएँ

[Question ID = 86][Question Description = S12_Maths Content/Pedagogy_Q056]

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

27)

Most recently mathematical modeling is considered as indispensable aspect of mathematics education. Which of the following describes mathematical modeling in school mathematics ?

- (1) It means including activities in mathematics
- (2) It is related to making models using various types of materials
- (3) It involves mind mapping of learners and making pedagogical models likewise
- (4) It means to solve real problems in everyday life using mathematical concepts

हाल ही में गणितीय निर्देशन (मॉडलिंग) को गणित शिक्षा का एक अपरिहार्य पहलू माना गया है। निम्नलिखित में से कौन सा स्कूली गणित में गणितीय निर्देशन (मॉडलिंग) का वर्णन करता है?

- (1) इसका अर्थ गणित में गतिविधियों को सम्मिलित करना है
- (2) यह मॉडल बनाने के लिए विभिन्न प्रकार की सामग्रियों का उपयोग करने से संबंधित है
- (3) यह शिक्षार्थियों के मानस चित्रण के अनुसार शिक्षाशास्त्रीय मॉडल बनाने को सम्मिलित करता है
- (4) इसका अर्थ गणितीय अवधारणाओं के उपयोग से दैनिक जीवन की वास्तविक समस्याओं को हल करना है

[Question ID = 87][Question Description = S12_Maths Content/Pedagogy_Q057]

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

28)

What is the most appropriate reason for learners' misconceptions about integer operations in middle school mathematics ?

- (1) Understanding integer operations requires higher level of intelligence
- (2) Integer operations are abstract so the learners do not pay attention in the class
- (3) There is an unrealistic emphasis on rote memorization of rules of integer operations with little to no explanation given in the class
- (4) Integer operations cannot be explained with examples from real world problems

मिडिल स्कूल गणित में पूर्णांक संक्रियाओं के बारे में अधिगमकर्ताओं की भ्रांतियों के लिए सर्वाधिक उपयुक्त कारण क्या है?

- (1) पूर्णांक संक्रियाओं को समझने में उच्च स्तरीय बुद्धिमता की जरूरत होती है
- (2) पूर्णांक संक्रियाएँ अमूर्त होती हैं इसलिए अधिगमकर्ता कक्षा में ध्यान नहीं देते हैं
- (3) कक्षा में थोड़ी या कोई व्याख्या ना देते हुए पूर्णांक संक्रियाओं के नियमों को यंत्रवत् कंठस्थ करने पर अवास्तविक बल दिया जाता है
- (4) पूर्णांक संक्रियाओं को दैनिक जीवन की समस्याओं के उदाहरणों के साथ नहीं समझाया जा सकता है

[Question ID = 88][Question Description = S12_Maths Content/Pedagogy_Q058]

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 is least appropriate for teaching operations on fractions to primary grade children ?

- (1) Giving a variety of situations to add and subtract fractions
- (2) Giving a standard rule to add or subtract fractions
- (3) Showing models to visualize operation on fractions
- (4) Generalizing patterns to form rules for adding/subtracting fractions

निम्नलिखित में से कौन सा प्राथमिक स्तर के बच्चों के लिए भिन्नों पर संक्रियाओं के शिक्षण हेतु सबसे कम उपयुक्त है?

- (1) भिन्नों को घटाने और जमा करने के लिए विभिन्न प्रकार की परिस्थितियाँ देना
- (2) भिन्नों को घटाने और जमा करने के लिए एक मानक नियम देना
- (3) भिन्नों पर संक्रियाओं को आत्मसात करने के लिए प्रतिमानों को दर्शाना
- (4) भिन्नों के जोड़/घटाव के नियम बनाने के लिए प्रतिरूपों का सामान्यीकरण करना

[Question ID = 89][Question Description = S12_Maths Content/Pedagogy_Q059]

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

30)

At primary level, which of the following is most appropriate to be assessed in mathematics ?

- (1) Assessing facts and formulae learnt by students
- (2) Step-wise solution replicated in solving the problem
- (3) Use of alternate strategies and procedures
- (4) Assessing the ability to use formal algorithms only

प्राथमिक स्तर पर, गणित में, निम्नलिखित में से किसका आकलन करना सर्वाधिक उपयुक्त है?

- (1) विद्यार्थियों द्वारा सीखे गए तथ्यों और सूत्रों का आकलन
- (2) समस्या हल करने में चरण-बद्ध उत्तर को प्रतिबलित करना
- (3) वैकल्पिक युक्तियों और क्रियाविधियों का उपयोग करना
- (4) केवल औपचारिक कलन विधि के उपयोग की योग्यता का आकलन

[Question ID = 90][Question Description = S12_Maths Content/Pedagogy_Q060]

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

Topic:- SCIENCE_P2_CTET

1)

When a copper vessel is exposed to moist air for long, it acquires a dull green coating. What is this green substance ?

- (1) Mixture of copper oxide and copper hydroxide
- (2) Mixture of copper hydroxide and copper carbonate
- (3) Mixture of copper oxide and copper carbonate
- (4) Mixture of copper hydroxide and copper sulphate

जब तौबे के बर्तन को लंबे समय तक आर्द्र (नम) हवा में रखा जाता है, तब वह मंद हरी परत ग्रहण करता है। यह हरा पदार्थ क्या है ?

- (1) कॉपर ऑक्साइड और कॉपर हाइड्रोक्साइड का मिश्रण
- (2) कॉपर हाइड्रोक्साइड और कॉपर कार्बोनेट का मिश्रण
- (3) कॉपर ऑक्साइड और कॉपर कार्बोनेट का मिश्रण
- (4) कॉपर हाइड्रोक्साइड और कॉपर सल्फेट का मिश्रण

[Question ID = 91][Question Description = S12_Science_Q061]

- 1. 1 [Option ID = 361]
- 2. 2 [Option ID = 362]
- 3. 3 [Option ID = 363]
- 4. 4 [Option ID = 364]

2) Which of the following is NOT found in the section of a leaf ?

- (A) Guard cells
- (B) Stoma
- (C) Chlorophyll
- (D) Pseudopodia
- (E) Xylem

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

निम्नलिखित में से क्या, एक पत्री की काट में नहीं पाया जाता ?

- (A) द्वार-कोशिका
 - (B) रंध्र
 - (C) क्लोरोफिल
 - (D) पादाभ
 - (E) जाइलम
- (1) (A) और (B)
 - (2) (A) और (D)
 - (3) (C) और (E)
 - (4) (D) और (E)

[Question ID = 92][Question Description = S12_Science_Q062]

- 1. 1 [Option ID = 365]
- 2. 2 [Option ID = 366]
- 3. 3 [Option ID = 367]
- 4. 4 [Option ID = 368]

3)

Which one of the following options represent the correct sequence of processing of fibre into wool ?

- (1) Sorting, scouring, shearing, dyeing, rolling
- (2) Shearing, scouring, sorting, dyeing, rolling
- (3) Shearing, dyeing, scouring, sorting, rolling
- (4) Scouring, shearing, sorting, dyeing, rolling

निम्नलिखित में से कौन-सा विकल्प रेशे को ऊन में संसाधित करने के सही क्रम को निरूपित करता है :

- (1) घँटाई, निर्घर्षण, ऊन कटाई, रंगाई, लोटन
- (2) ऊन कटाई, निर्घर्षण, घँटाई, रंगाई, लोटन
- (3) ऊन कटाई, रंगाई, निर्घर्षण, घँटाई, लोटन
- (4) निर्घर्षण, ऊन कटाई, घँटाई, रंगाई, लोटन

[Question ID = 93][Question Description = S12_Science_Q063]

- 1. 1 [Option ID = 369]
- 2. 2 [Option ID = 370]
- 3. 3 [Option ID = 371]
- 4. 4 [Option ID = 372]

4) Reshma is boiling water in a metallic pan. Heat is transferred in many ways. Some are :

- (i) Heat transfers to the handle of the pan on the flame
- (ii) Heat transfers to increase the temperature of water in the pan on the flame
- (iii) Heat transfers to air near the pan

Which one of the following is **correct** representation of heat transfer ?

- (1) Conduction-(i), convection-(ii), radiation-(iii)
- (2) Convection-(i), conduction-(ii), radiation-(iii)
- (3) Conduction-(i), convection-(ii), conduction-(iii)
- (4) Conduction-(i), radiation-(ii), convection-(iii)

रेशमा धातु के एक पात्र में जल उबाल रही है। कई प्रकार से ऊष्मा का स्थानांतरण होता है। कुछ हैं :

- (i) ज्वाला पर रखे पात्र के हैंडल पर ऊष्मा स्थानांतरित होती है।
- (ii) ज्वाला पर रखे पात्र के जल का तापमान बढ़ाने में ऊष्मा स्थानांतरित होती है।
- (iii) पात्र के निकट की वायु पर ऊष्मा स्थानांतरित होती है।

निम्नलिखित में से कौन ऊष्मा के स्थानांतरण का **सही** निरूपण करता है :

- (1) चालन-(i), संवहन-(ii), विकिरण-(iii)
- (2) संवहन-(i), चालन-(ii), विकिरण-(iii)
- (3) चालन-(i), संवहन-(ii), चालन-(iii)
- (4) चालन-(i), विकिरण-(ii), संवहन-(iii)

[Question ID = 94][Question Description = S12_Science_Q064]

- 1. 1 [Option ID = 373]
- 2. 2 [Option ID = 374]
- 3. 3 [Option ID = 375]
- 4. 4 [Option ID = 376]

5)

Litmus is the most commonly used natural indicators to test whether a substance is acidic or basic in nature. From where is litmus extracted ?

- (1) China Rose
- (2) Turmeric
- (3) Lichens
- (4) Phenolphthalein

कोई पदार्थ प्रकृति में अम्लीय है या क्षारीय, वह जाँचने के लिए सामान्यतः सर्वाधिक प्रयुक्त प्राकृतिक सूचक लिटमस ही है। लिटमस का निष्कर्षण कहाँ से किया जाता है ?

- (1) चाइना रोज़ से
- (2) हल्दी से
- (3) शैक से
- (4) फीनॉल्फ्थैलिन से

[Question ID = 95][Question Description = S12_Science_Q065]

1. 1 [Option ID = 377]
2. 2 [Option ID = 378]
3. 3 [Option ID = 379]
4. 4 [Option ID = 380]

6) Which of the following is not a recommended practice to prevent rusting of iron ?

- (1) Mixing iron with carbon, chromium, nickel and manganese
- (2) Depositing a layer of zinc or chromium on iron
- (3) Greasing the piece of iron
- (4) Keeping an iron piece in a humid atmosphere

लोहे पर जंग के लगने को रोकने के लिए निम्नलिखित में से क्या एक अनुशंसित प्रथा नहीं है ?

- (1) लोहे को कार्बन, क्रोमियम, निकैल और मैंगनीज के साथ मिश्रित करना
- (2) लोहे पर जिंक या क्रोमियम की परत चढ़ाना
- (3) लोहे के टुकड़े को चिकना करना/पर चिकनाई लगाना
- (4) लोहे के टुकड़े को आर्द्र वायुमंडल में रखना

[Question ID = 96][Question Description = S12_Science_Q066]

1. 1 [Option ID = 381]
2. 2 [Option ID = 382]
3. 3 [Option ID = 383]
4. 4 [Option ID = 384]

7) Which of the following is correct about climate of a place ?

- (1) Climate is same as weather of that place
- (2) Climate is the day to day condition of the atmosphere at a place
- (3) Climate reports are prepared by the meteorological department on everyday basis
- (4) Climate is the average weather pattern taken over a long period of time

किसी स्थान की जलवायु के विषय में निम्नलिखित में से क्या सही है ?

- (1) उस स्थान की जलवायु और मौसम समान हैं।
- (2) किसी स्थान पर वायुमंडल की दिन-प्रतिदिन की स्थिति जलवायु है।
- (3) प्रतिदिन मौसम विभाग द्वारा जलवायु रिपोर्ट बनाई जाती हैं।
- (4) किसी लंबी अवधि के औसत मौसम का पैटर्न जलवायु है।

[Question ID = 97][Question Description = S12_Science_Q067]

1. 1 [Option ID = 385]
2. 2 [Option ID = 386]
3. 3 [Option ID = 387]
4. 4 [Option ID = 388]

8)

Areeba did an activity for calculation of moisture content of a soil sample. She took 200 gm of soil and spread it on a newspaper in the sun and allowed it to dry for 2 hours. After two hours the weight of soil was 180 gm. What is the percentage of moisture in the soil ?

- (1) 9%
- (2) 10%
- (3) 18%
- (4) 20%

अरीबा ने किसी मृदा के नमूने में नमी की मात्रा परिकलन करने के लिए एक क्रियाकलाप किया। उसने 200 ग्राम मृदा ली और उसे एक अखबार पर धूप में फैला दिया और उसे दो घंटे तक सूखने दिया। दो घंटे के पश्चात् मृदा का भार 180 ग्राम था। मृदा में नमी का प्रतिशत कितना है ?

- (1) 9%
- (2) 10%
- (3) 18%
- (4) 20%

[Question ID = 98][Question Description = S12_Science_Q068]

- 1. 1 [Option ID = 389]
- 2. 2 [Option ID = 390]
- 3. 3 [Option ID = 391]
- 4. 4 [Option ID = 392]

9)

Which one of the following option is **incorrect** about human circulatory system ?

- (1) Human heart is a four chambered structure
- (2) Pulmonary artery carries carbon dioxide rich blood to the lungs
- (3) Rhythmic contraction and relaxation of muscles in chambers of heart constitute heartbeat
- (4) The upper two chambers are called ventricles and the lower ones are atria

मानव परिसंचरण तंत्र के विषय में निम्नलिखित में से कौन सा विकल्प सही **नहीं** है ?

- (1) मानव हृदय एक चार-कोष्ठीय संरचना है।
- (2) फुफ्फुस धमनी कार्बन डाइऑक्साइड समृद्ध रक्त को फेफड़ों तक ले जाती है।
- (3) हृदय के कोष्ठों की पेशीयों का लयबद्ध सिकुड़ता एवं विस्तृत होना हृदयगति है।
- (4) ऊपरी दो कोष्ठ निलय कहलाते हैं और निचले दो कोष्ठ अलिंद हैं।

[Question ID = 99][Question Description = S12_Science_Q069]

- 1. 1 [Option ID = 393]
- 2. 2 [Option ID = 394]
- 3. 3 [Option ID = 395]
- 4. 4 [Option ID = 396]

10) Which one of the following is not a method of a sexual reproduction in plants ?

- (1) Budding
- (2) Spore formation
- (3) Pollination
- (4) Fragmentation

निम्नलिखित में से कौन सी विधि पौधों में अलैंगिक जनन की विधि नहीं है ?

- (1) मुकुलन
- (2) बीजाणु निर्माण
- (3) परागण
- (4) विखंडन

[Question ID = 100][Question Description = S12_Science_Q070]

- 1. 1 [Option ID = 397]
- 2. 2 [Option ID = 398]
- 3. 3 [Option ID = 399]
- 4. 4 [Option ID = 400]

11)

Ahmed walked to his school everyday. One particular day, he took 30 minutes from his home to the school. If on that day his average speed was 0.5 m/sec then calculate the distance between his home to the school.

- (1) 15 m
- (2) 45 m
- (3) 150 m
- (4) 450 m

अहमद प्रतिदिन पैदल अपने विद्यालय जाता है। एक विशेष दिन, उसने घर से विद्यालय जाने में 30 मिनट का समय लगाया। यदि उस दिन उसकी औसत चाल 0.5 मी./सेकंड थी, तब उसके घर से विद्यालय की दूरी का परिकलन कीजिए।

- (1) 15 मी.
- (2) 45 मी.
- (3) 150 मी.
- (4) 450 मी.

[Question ID = 101][Question Description = S12_Science_Q071]

- 1. 1 [Option ID = 401]
- 2. 2 [Option ID = 402]
- 3. 3 [Option ID = 403]
- 4. 4 [Option ID = 404]

12)

Now a days electric fuses in an electric circuit is replaced by which one of the following alternatives ?

- (A) Electromagnet
- (B) Stabilizers
- (C) Miniature Circuit Breakers
- (D) Compass needle

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

आजकल विद्युत परिपथ में विद्युत फ्यूज को निम्नलिखित कौन से विकल्प द्वारा विस्थापित कर दिया गया है ?

- (A) वैद्युत चुंबक
- (B) स्टेबिलाइजर
- (C) लघु परिपथ विच्छेदक
- (D) दिक् सूचक सुई

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

[Question ID = 102][Question Description = S12_Science_Q072]

- 1. 1 [Option ID = 405]
- 2. 2 [Option ID = 406]
- 3. 3 [Option ID = 407]
- 4. 4 [Option ID = 408]

13)

Column I lists different types of mirror and the **Column II** lists the characteristics of images formed by mirrors. Which one of the following option correctly matches **Column I** to that of **Column II** ?

Column - I	Column - II
(i) Plane mirror	(A) Erect, virtual and smaller in size
(ii) Concave mirror	(B) Erect, virtual and same size
(iii) Convex mirror	(C) Always real and inverted image
	(D) Real and inverted image except when object is placed very close to mirror

Options :

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

स्तंभ - I में विभिन्न प्रकार के दर्पणों की सूची है और स्तंभ - II में दर्पण द्वारा निर्मित प्रतिबिंबों के अभिलाक्षणिक गुण हैं। स्तंभ - I को स्तंभ - II से सही सुमेलित निम्नलिखित में से कौन सा विकल्प करता है ?

स्तंभ - I

स्तंभ - II

- | | |
|-------------------|---|
| (i) समतल दर्पण | (A) सीधा, आभासी और साइज में छोटा |
| (ii) अवतल दर्पण | (B) सीधा, आभासी और समान साइज का |
| (iii) उत्तल दर्पण | (C) सर्वदा वास्तविक और उल्टा प्रतिबिंब |
| | (D) वास्तविक एवं उल्टा प्रतिबिंब सिवाय जब वस्तु दर्पण के अति निकट रखी गई हो |

विकल्प :

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

[Question ID = 103][Question Description = S12_Science_Q073]

1. 1 [Option ID = 409]
2. 2 [Option ID = 410]
3. 3 [Option ID = 411]
4. 4 [Option ID = 412]

14)

Consider the following surfaces :

S_1 : Wet (with water) marble floor

S_2 : Dry marble floor

S_3 : Marble floor with oil spread on it

S_4 : Marble floor with newspaper on it

Ruhi runs her toy car on all the surfaces. The toy car is pushed with same force on all surfaces. It covers the distance d_1 , d_2 , d_3 and d_4 for the surfaces s_1 , s_2 , s_3 and s_4 respectively. Which one of the following options correctly shows the distance covered by the toy car on different surfaces in an increasing order ?

- (1) d_4, d_2, d_1, d_3
- (2) d_2, d_3, d_4, d_1
- (3) d_1, d_2, d_4, d_3
- (4) d_3, d_1, d_2, d_4

निम्नलिखित सतहों पर विचार कीजिए :

S_1 : संगमरमर का गीला फर्श

S_2 : संगमरमर का सूखा फर्श

S_3 : तेल फैलाया हुआ संगमरमर का फर्श

S_4 : संगमरमर के फर्श पर अखबार रखा हुआ

रुही ने अपनी खिलौना गाड़ी सभी सतहों पर दौड़ाई। सभी सतहों पर खिलौना गाड़ी को समान बल से धक्का दिया गया। इसने सतह s_1, s_2, s_3, s_4 पर क्रमशः d_1, d_2, d_3 और d_4 दूरी तय की। निम्नलिखित में से कौन सा विकल्प विभिन्न सतहों पर खिलौना गाड़ी द्वारा तय की गई दूरी को वृद्धि क्रम में सही दर्शा रहा है?

- (1) d_4, d_2, d_1, d_3
- (2) d_2, d_3, d_4, d_1
- (3) d_1, d_2, d_4, d_3
- (4) d_3, d_1, d_2, d_4

[Question ID = 104][Question Description = S12_Science_Q074]

- 1. 1 [Option ID = 413]
- 2. 2 [Option ID = 414]
- 3. 3 [Option ID = 415]
- 4. 4 [Option ID = 416]

15) Which one of the options is **incorrect** about force ?

- (1) Force has a magnitude as well as direction.
- (2) Force acting on an object may cause change in its shape.
- (3) Force can act on an object without being in contact with it.
- (4) Force is applied to an object only when one pushes it.

बल के संदर्भ में कौन सा विकल्प गलत है?

- (1) बल का परिमाण और दिशा दोनों होते हैं।
- (2) किसी वस्तु पर कार्य करता बल उसका आकार बदल सकता है।
- (3) बल किसी वस्तु के संपर्क में आये बिना उस पर कार्य कर सकता है।
- (4) किसी वस्तु पर बल तभी लगता है जब उसे धक्का दिया जाता है।

[Question ID = 105][Question Description = S12_Science_Q075]

- 1. 1 [Option ID = 417]
- 2. 2 [Option ID = 418]
- 3. 3 [Option ID = 419]
- 4. 4 [Option ID = 420]

16) Loudness of sound is proportional to the square of the _____ of the vibration producing the sound.

- (1) Amplitude
- (2) Frequency
- (3) Pitch
- (4) Time period

ध्वनि की उच्चता, ध्वनि उत्पन्न करती कंपन की _____ के वर्ग के समानुपाती है।

- (1) आयाम
- (2) आवृत्ति
- (3) तारत्व
- (4) समय-अवधि

[Question ID = 106][Question Description = S12_Science_Q076]

- 1. 1 [Option ID = 421]
- 2. 2 [Option ID = 422]
- 3. 3 [Option ID = 423]
- 4. 4 [Option ID = 424]

17)

Two plane mirrors are placed at an angle of 60° to each other. How many images of a coin is formed, when it is placed 4cm away from the mirror ?

- (1) 6
- (2) 5
- (3) 4
- (4) 3

दो समतल दर्पण एक दूसरे के साथ 60° के कोण पर रखे गए हैं। जब किसी सिक्के को दर्पण से 4 cm दूर रखा जाता है, तब सिक्के के कितने प्रतिबिंब बनते हैं :

- (1) 6
- (2) 5
- (3) 4
- (4) 3

[Question ID = 107][Question Description = S12_Science_Q077]

- 1. 1 [Option ID = 425]
- 2. 2 [Option ID = 426]
- 3. 3 [Option ID = 427]
- 4. 4 [Option ID = 428]

18) Which of the following is correct about reaction of phosphorus with water ?

- (1) Phosphorus doesn't react with water
- (2) Phosphorus oxide is formed
- (3) Phosphorus hydroxide is formed
- (4) Hydrogen gas is released

निम्नलिखित में से कौन सा फॉस्फोरस का जल के साथ अभिक्रिया के बारे में सही है ?

- (1) फॉस्फोरस जल के साथ अभिक्रिया नहीं करता है
- (2) फॉस्फोरस ऑक्साइड बनता है
- (3) फॉस्फोरस हाइड्रोक्साइड बनता है
- (4) हाइड्रोजन गैस मुक्त (निकलती) होती है

[Question ID = 108][Question Description = S12_Science_Q078]

1. 1 [Option ID = 429]
2. 2 [Option ID = 430]
3. 3 [Option ID = 431]
4. 4 [Option ID = 432]

19) Which one of the following is **incorrect** about magnets ?

- (1) Magnetite is the first magnet made by humans.
- (2) Magnet attracts iron, nickel and cobalt.
- (3) A freely suspended magnet always aligns in N-S direction.
- (4) Poles of a bar magnet are near its ends.

निम्नलिखित में से चुंबको के विषय में क्या गलत है?

- (1) मानव द्वारा निर्मित प्रथम चुंबक मैग्नेटाइट है।
- (2) चुंबक लोहे, निकैल और कोबाल्ट को आकर्षित करते हैं।
- (3) एक मुक्त लटका चुंबक सर्वदा N - S दिशा में संरेखित रहता है।
- (4) छड़ चुंबक के ध्रुव उसके सिरों के निकट होते हैं।

[Question ID = 109][Question Description = S12_Science_Q079]

1. 1 [Option ID = 433]
2. 2 [Option ID = 434]
3. 3 [Option ID = 435]
4. 4 [Option ID = 436]

20) What is the approximate range of audible frequencies for human ear ?

- (1) 10 to 10,000 Hz
- (2) 20 to 20,000 Hz
- (3) 40 to 40,000 Hz
- (4) 50 to 50,000 Hz

मानव कर्ण के लिए श्रव्य आवृत्तियों का सन्निकर परास क्या है?

- (1) 10 से 10,000 Hz
- (2) 20 से 20,000 Hz
- (3) 40 से 40,000 Hz
- (4) 50 से 50,000 Hz

[Question ID = 110][Question Description = S12_Science_Q080]

1. 1 [Option ID = 437]
2. 2 [Option ID = 438]
3. 3 [Option ID = 439]
4. 4 [Option ID = 440]

21)

A science teacher took students of class VII to science laboratory. Students were seated comfortably. The teacher held a ribbon of magnesium in a holder. Then she brought the tip of the ribbon near a candle flame. It burnt with a brilliant white light. Students carefully observed and recorded observation in their practical files.

Which one of the following strategies is the teacher using ?

- (1) Laboratory method
- (2) Demonstration
- (3) Project work
- (4) Field work

विज्ञान की एक शिक्षिका कक्षा VII के विद्यार्थियों को विज्ञान की प्रयोगशाला में ले गई। विद्यार्थियों को आरामपूर्वक बैठा दिया गया। शिक्षिका ने होल्डर में एक मैग्नीशियम के फीते को पकड़ा। तत्पश्चात वे फीते के शीर्ष को मोमबत्ती की ज्वाला के निकट लाई। वह चमकदार श्वेत प्रकाश के साथ जला। विद्यार्थियों ने सावधानीपूर्वक अवलोकन किया और अपनी प्रयोगशाला की फाइलों में अवलोकन को रिकॉर्ड किया।

शिक्षिका निम्नलिखित में से कौन सी युक्ति का उपयोग कर रही है ?

- (1) प्रयोगशाला प्रक्रम
- (2) प्रदर्शन
- (3) परियोजना कार्य
- (4) क्षेत्र कार्य

[Question ID = 111][Question Description = S12_Science_Q081]

- 1. 1 [Option ID = 441]
- 2. 2 [Option ID = 442]
- 3. 3 [Option ID = 443]
- 4. 4 [Option ID = 444]

22) Read the statements given below :

Statement A : It is an inferred explanation of observable events.

Statement B : It is a statement about the relationships among observable events.

Which one of the following is correct ?

- (1) A is about law and B is about theory
- (2) A is about theory and B is about law
- (3) A and B both are about law
- (4) A and B both are about theory

निम्नलिखित कथन (A) और कथन (B) को पढ़िए :

कथन (A) : यह अवलोकित घटनाओं की निष्कर्षित व्याख्या है।

कथन (B) : यह अवलोकित घटनाओं में संबंधों के विषय में कथन है।

निम्नलिखित में से क्या सही है ?

- (1) (A) नियम के विषय में और (B) सिद्धांत के विषय में हैं।
- (2) (A) सिद्धांत के विषय में और (B) नियम के विषय में हैं।
- (3) (A) और (B) दोनों नियमों के विषय में हैं।
- (4) (A) और (B) दोनों सिद्धांतों के विषय में हैं।

[Question ID = 112][Question Description = S12_Science_Q082]

1. 1 [Option ID = 445]
2. 2 [Option ID = 446]
3. 3 [Option ID = 447]
4. 4 [Option ID = 448]

23)

Which of the following is not an appropriate purpose of conducting scientific inquiry in science classroom ?

- (1) Designing investigations based on the questions
- (2) Using instruments, technology and mathematics in conducting investigation
- (3) Communicating scientific findings for critique and review by others
- (4) Increasing body of knowledge (including facts) of science

विज्ञान की कक्षा में वैज्ञानिक जाँच संचालित करने के लिए निम्नलिखित में से क्या एक उपयुक्त उद्देश्य नहीं है ?

- (1) प्रश्न आधारित अन्वेषणों की अभिकल्पना करना।
- (2) अन्वेषणों के चालन के लिए उपकरणों, तकनीकी और गणित का उपयोग करना
- (3) वैज्ञानिक प्राप्ति को अन्य द्वारा आलोचना एवं समीक्षा के लिए संचरित करना
- (4) विज्ञान के ज्ञान (तथ्य सम्मिलित) के ढाँचे को बढ़ाना

[Question ID = 113][Question Description = S12_Science_Q083]

1. 1 [Option ID = 449]
2. 2 [Option ID = 450]
3. 3 [Option ID = 451]
4. 4 [Option ID = 452]

24)

Read the statements given below :

Statement (A) : Technology is an application of science. It develops once science concepts are discovered.

Statement (B) : Technology can advance on its own.

Which one of the following is correct ?

- (1) Both (A) and (B) are true
- (2) Both (A) and (B) are false
- (3) (A) is true and (B) is false
- (4) (A) is false and (B) is true

नीचे दिए गए कथन (A) और (B) को पढ़िए :

कथन (A) : तकनीकी विज्ञान का एक अनुप्रयोग है। विज्ञान के संप्रत्ययों की खोज होने पर इसका विकास होता है।

कथन (B) : तकनीकी स्वयं ही उन्नति कर सकती है।

निम्नलिखित में से क्या सही है ?

- (1) (A) और (B) दोनों सत्य हैं।
- (2) (A) और (B) दोनों असत्य हैं।
- (3) (A) सत्य है और (B) असत्य है।
- (4) (A) असत्य है और (B) सत्य है।

[Question ID = 114][Question Description = S12_Science_Q084]

- 1. 1 [Option ID = 453]
- 2. 2 [Option ID = 454]
- 3. 3 [Option ID = 455]
- 4. 4 [Option ID = 456]

25)

A teacher gives students' groups the following materials - Rulers, straws, scissors, rubber bands, wood blocks, cans, balloons, strings, disposable cups and metal spoons.

Students were asked to demonstrate a change in the pitch of sound in as many ways as possible. Which pedagogy is used in the above activity ?

- (1) Project method
- (2) Expository teaching
- (3) Guided inquiry
- (4) Open inquiry

शिक्षक ने छात्रों के समूहों को निम्नलिखित सामग्री दी - मापनी, स्ट्रॉ, कैंची, रबर बैंड, लकड़ी के गुटके, कैन/डिब्बे, गुब्बारे, धागे, निवर्तनीय कप, और धातु के चम्मच।

विद्यार्थियों को कई प्रकार से ध्वनि के तारत्व में परिवर्तन को दर्शाने के लिए कहा गया।

ऊपर दी गई गतिविधि में कौन-सा शिक्षा-शास्त्र उपयोग में लाया गया है?

- (1) परियोजना कार्य
- (2) प्रतिपादक शिक्षण
- (3) निदेशित जाँच
- (4) मुक्त जाँच

[Question ID = 115][Question Description = S12_Science_Q085]

1. 1 [Option ID = 457]
2. 2 [Option ID = 458]
3. 3 [Option ID = 459]
4. 4 [Option ID = 460]

26) Read (A) and (B) given below :

(A) : There are many bubbles in the test tube containing the water plants.

(B) : The plants must be creating the bubbles.

Which one of the following is **true** ?

- (1) (A) is observation and (B) is inference
- (2) (A) is inference and (B) is observation
- (3) (A) and (B) both are observations
- (4) (A) and (B) both are inference

निम्नलिखित कथनों (A) और (B) को पढ़िए :

(A) : जलीय पौधों की परखनली में बहुत सारे बुलबुले हैं।

(B) : बुलबुले पौधे ही उत्पन्न कर रहे होंगे।

निम्नलिखित में से क्या सत्य है ?

- (1) (A) अवलोकन और (B) निष्कर्ष है
- (2) (A) निष्कर्ष और (B) अवलोकन है
- (3) (A) और (B) दोनों अवलोकन हैं
- (4) (A) और (B) दोनों निष्कर्ष हैं

[Question ID = 116][Question Description = S12_Science_Q086]

1. 1 [Option ID = 461]
2. 2 [Option ID = 462]
3. 3 [Option ID = 463]
4. 4 [Option ID = 464]

27)

Which of the following is an example of integrated process skill ?

- (1) Measuring the volume of lungs (lung capacity)
- (2) Estimating the distance between the class and the canteen in school
- (3) Predicting the growth of a plant during the 4th week based on data recorded for previous three weeks
- (4) Manipulating temperature and recording observation to find out how fermentation of yeast is affected by temperature

निम्नलिखित में से कौन समाकरित प्रक्रिया कौशल का एक उदाहरण है ?

- (1) फेफड़ों का आयतन (फुफ्फुस क्षमता) मापना
- (2) विद्यालय में कक्षा और कैंटीन के बीच की दूरी का अनुमान लगाना
- (3) पूर्व तीन सप्ताहों पर रिकॉर्ड किए गए आँकड़ों के आधार पर चौथे सप्ताह के दौरान पौधे की वृद्धि का पूर्वानुमान लगाना
- (4) यीस्ट का किण्वन तापमान द्वारा किस प्रकार प्रभावित होता है, यह ज्ञात करने के लिए तापमान को नियंत्रित करना एवं अवलोकन को रिकॉर्ड करना

[Question ID = 117][Question Description = S12_Science_Q087]

1. 1 [Option ID = 465]
2. 2 [Option ID = 466]
3. 3 [Option ID = 467]
4. 4 [Option ID = 468]

28)

Read Statements (A) and (B) given below :

(A) : Assessment of students through out the inquiry lessons.

(B) : Assessment at the end of the syllabus to check whether the instructional objectives are achieved.

Which one of the following is correct ?

- (1) Both (A) and (B) are formative assessment
- (2) Both (A) and (B) are summative assessment
- (3) (A) is summative and (B) is formative assessment
- (4) (A) is formative and (B) is summative assessment

नीचे दिए गए कथन (A) और (B) को पढ़िए :

(A) : जाँच पाठों के दौरान शुरु से अंत तक विद्यार्थियों का आकलन।

(B) : पाठ्यक्रम के अंत में आकलन यह जाँचने के लिए कि निर्देशित उद्देश्य प्राप्त हो गए हैं या नहीं।

निम्नलिखित में से क्या सही है ?

- (1) दोनों (A) और (B) निर्माणात्मक आकलन हैं।
- (2) दोनों (A) और (B) योगात्मक आकलन हैं।
- (3) (A) योगात्मक और (B) निर्माणात्मक आकलन है।
- (4) (A) निर्माणात्मक और (B) योगात्मक आकलन है।

[Question ID = 118][Question Description = S12_Science_Q088]

1. 1 [Option ID = 469]
2. 2 [Option ID = 470]
3. 3 [Option ID = 471]
4. 4 [Option ID = 472]

29)

Journal entries are encouraged in science classroom these days. Which of the following is **incorrect** about journals ?

- (1) It may involve engaging students in writing a response to a specific question
- (2) It promotes reflective learning
- (3) It is expository writing
- (4) It is for comprehension based convergent questions

इन दिनों विज्ञान की कक्षा में पत्रिका प्रविष्टियों को प्रोत्साहन दिया जा रहा है। पत्रिकाओं के संबंध में निम्नलिखित में से क्या गलत है ?

- (1) विद्यार्थियों को किसी एक विशिष्ट प्रश्न का उत्तर देने में व्यस्त रख सकते हैं।
- (2) यह अनुचितनीय अधिगम को प्रोत्साहित करते हैं।
- (3) यह प्रतिपादक लेखन है।
- (4) इसे अभिसारी प्रश्न आधारित बोध के लिए किया गया है।

[Question ID = 119][Question Description = S12_Science_Q089]

1. 1 [Option ID = 473]
2. 2 [Option ID = 474]
3. 3 [Option ID = 475]
4. 4 [Option ID = 476]

30)

Which one of the strategies doesn't address needs of diverse students in a science classroom ?

- (1) Cooperative learning groups
- (2) Lecture and demonstration by a teacher
- (3) Bulletin boards displaying culturally diverse information
- (4) Hands-on activities in groups

निम्नलिखित में से कौन सी योजना विज्ञान की कक्षा में विद्यार्थियों की विविधता को संबोधित नहीं करती :

- (1) सह सहयोगी अधिगम समूह
- (2) शिक्षक द्वारा व्याख्यान और प्रदर्शन
- (3) सांस्कृतिक विविध सूचना दर्शाते बुलेटिन बोर्ड
- (4) समूहों में हस्त क्रियाकलाप

[Question ID = 120][Question Description = S12_Science_Q090]

1. 1 [Option ID = 477]
2. 2 [Option ID = 478]
3. 3 [Option ID = 479]
4. 4 [Option ID = 480]

1)

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

1. When Nelson Mandela was sentenced to life imprisonment in 1964, the apartheid government believed he would disappear into obscurity. Everything possible was done to cut his contact with the outside world. Newspapers, publications and radio stations were banned from using his image or quoting him. He could write to his wife just once every six months. Denied access, the authorities reasoned, his radical views would certainly fade away. Or so they thought.
2. Yet, when he was released from prison 27 years later, the country exploded with joy. Rather than destroy his image, the news blackout had created a myth, an icon who had willingly paid the price to ensure equal opportunity for all. For South Africans, his appearance at the gates of Victor Verster Prison near Cape Town on February 11, 1990 was an odd experience. Many had no idea what he looked like. The sight of a tall slim man, smiling as he walked out of prison, had an electrifying effect on the thousands waiting to see Mandela, a man who at his trial had said that his fight against oppression of any kind was a cause *"for which I am prepared to die..."*.
3. Later, when Mandela stood outside the Cape Town City Hall to address the thousands who had come to see him, his message was not one of anger or revenge, but of reconciliation and peace. Madiba, as he was affectionately called, was free, but his task of universal voting and racial harmony had not yet begun.

Which word in para 1 is a close synonym of the word 'dim' ?

- (1) banned
- (2) denied
- (3) fade
- (4) disappear

[Question ID = 181][Question Description = S12_English Content/Pedagogy_Q091]

1. 1 [Option ID = 721]
2. 2 [Option ID = 722]
3. 3 [Option ID = 723]
4. 4 [Option ID = 724]

2)

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

1. When Nelson Mandela was sentenced to life imprisonment in 1964, the apartheid government believed he would disappear into obscurity. Everything possible was done to cut his contact with the outside world. Newspapers, publications and radio stations were banned from using his image or quoting him. He could write to his wife just once every six months. Denied access, the authorities reasoned, his radical views would certainly fade away. Or so they thought.
2. Yet, when he was released from prison 27 years later, the country exploded with joy. Rather than destroy his image, the news blackout had created a myth, an icon who had willingly paid the price to ensure equal opportunity for all. For South Africans, his appearance at the gates of Victor Verster Prison near Cape Town on February 11, 1990 was an odd experience. Many had no idea what he looked like. The sight of a tall slim man, smiling as he walked out of prison, had an electrifying effect on the thousands waiting to see Mandela, a man who at his trial had said that his fight against oppression of any kind was a cause *"for which I am prepared to die..."*.
3. Later, when Mandela stood outside the Cape Town City Hall to address the thousands who had come to see him, his message was not one of anger or revenge, but of reconciliation and peace. Madiba, as he was affectionately called, was free, but his task of universal voting and racial harmony had not yet begun.

Which word in para 1 has the opposite meaning of the word 'traditional' ?

- (1) apartheid
- (2) reasoned
- (3) denied
- (4) radical

[Question ID = 182][Question Description = S12_English Content/Pedagogy_Q092]

1. 1 [Option ID = 725]
2. 2 [Option ID = 726]
3. 3 [Option ID = 727]
4. 4 [Option ID = 728]

3)

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

1. When Nelson Mandela was sentenced to life imprisonment in 1964, the apartheid government believed he would disappear into obscurity. Everything possible was done to cut his contact with the outside world. Newspapers, publications and radio stations were banned from using his image or quoting him. He could write to his wife just once every six months. Denied access, the authorities reasoned, his radical views would certainly fade away. Or so they thought.
2. Yet, when he was released from prison 27 years later, the country exploded with joy. Rather than destroy his image, the news blackout had created a myth, an icon who had willingly paid the price to ensure equal opportunity for all. For South Africans, his appearance at the gates of Victor Verster Prison near Cape Town on February 11, 1990 was an odd experience. Many had no idea what he looked like. The sight of a tall slim man, smiling as he walked out of prison, had an electrifying effect on the thousands waiting to see Mandela, a man who at his trial had said that his fight against oppression of any kind was a cause *"for which I am prepared to die..."*.
3. Later, when Mandela stood outside the Cape Town City Hall to address the thousands who had come to see him, his message was not one of anger or revenge, but of reconciliation and peace. Madiba, as he was affectionately called, was free, but his task of universal voting and racial harmony had not yet begun.

What had news blackout of Mandela created ?

- (1) a total atmosphere of obscurity
- (2) fading away of Mandela's ideology
- (3) an icon who fought for all
- (4) an atmosphere of discontent

[Question ID = 183][Question Description = S12_English Content/Pedagogy_Q093]

1. 1 [Option ID = 729]
2. 2 [Option ID = 730]
3. 3 [Option ID = 731]
4. 4 [Option ID = 732]

4)

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

1. When Nelson Mandela was sentenced to life imprisonment in 1964, the apartheid government believed he would disappear into obscurity. Everything possible was done to cut his contact with the outside world. Newspapers, publications and radio stations were banned from using his image or quoting him. He could write to his wife just once every six months. Denied access, the authorities reasoned, his radical views would certainly fade away. Or so they thought.
2. Yet, when he was released from prison 27 years later, the country exploded with joy. Rather than destroy his image, the news blackout had created a myth, an icon who had willingly paid the price to ensure equal opportunity for all. For South Africans, his appearance at the gates of Victor Verster Prison near Cape Town on February 11, 1990 was an odd experience. Many had no idea what he looked like. The sight of a tall slim man, smiling as he walked out of prison, had an electrifying effect on the thousands waiting to see Mandela, a man who at his trial had said that his fight against oppression of any kind was a cause "*for which I am prepared to die...*".
3. Later, when Mandela stood outside the Cape Town City Hall to address the thousands who had come to see him, his message was not one of anger or revenge, but of reconciliation and peace. Madiba, as he was affectionately called, was free, but his task of universal voting and racial harmony had not yet begun.

Read both the statements carefully :

- (A) Many had no idea what Mandela looked like.
(B) Newspapers were banned from using his image.
- (1) Both (A) and (B) are true, (B) is the cause of (A)
 - (2) Both (A) and (B) are false
 - (3) Both (A) and (B) are true, (B) is not the cause of (A)
 - (4) Both (A) and (B) are true

[Question ID = 184][Question Description = S12_English Content/Pedagogy_Q094]

1. 1 [Option ID = 733]
2. 2 [Option ID = 734]
3. 3 [Option ID = 735]
4. 4 [Option ID = 736]

5)

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

1. When Nelson Mandela was sentenced to life imprisonment in 1964, the apartheid government believed he would disappear into obscurity. Everything possible was done to cut his contact with the outside world. Newspapers, publications and radio stations were banned from using his image or quoting him. He could write to his wife just once every six months. Denied access, the authorities reasoned, his radical views would certainly fade away. Or so they thought.
2. Yet, when he was released from prison 27 years later, the country exploded with joy. Rather than destroy his image, the news blackout had created a myth, an icon who had willingly paid the price to ensure equal opportunity for all. For South Africans, his appearance at the gates of Victor Verster Prison near Cape Town on February 11, 1990 was an odd experience. Many had no idea what he looked like. The sight of a tall slim man, smiling as he walked out of prison, had an electrifying effect on the thousands waiting to see Mandela, a man who at his trial had said that his fight against oppression of any kind was a cause "*for which I am prepared to die...*".
3. Later, when Mandela stood outside the Cape Town City Hall to address the thousands who had come to see him, his message was not one of anger or revenge, but of reconciliation and peace. Madiba, as he was affectionately called, was free, but his task of universal voting and racial harmony had not yet begun.

'When he was released from prison 27 years later'.

The underlined word in this expression is a/an :

- (1) adjective
- (2) adverb
- (3) preposition
- (4) verb

[Question ID = 185][Question Description = S12_English Content/Pedagogy_Q095]

1. 1 [Option ID = 737]
2. 2 [Option ID = 738]
3. 3 [Option ID = 739]
4. 4 [Option ID = 740]

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

1. When Nelson Mandela was sentenced to life imprisonment in 1964, the apartheid government believed he would disappear into obscurity. Everything possible was done to cut his contact with the outside world. Newspapers, publications and radio stations were banned from using his image or quoting him. He could write to his wife just once every six months. Denied access, the authorities reasoned, his radical views would certainly fade away. Or so they thought.
2. Yet, when he was released from prison 27 years later, the country exploded with joy. Rather than destroy his image, the news blackout had created a myth, an icon who had willingly paid the price to ensure equal opportunity for all. For South Africans, his appearance at the gates of Victor Verster Prison near Cape Town on February 11, 1990 was an odd experience. Many had no idea what he looked like. The sight of a tall slim man, smiling as he walked out of prison, had an electrifying effect on the thousands waiting to see Mandela, a man who at his trial had said that his fight against oppression of any kind was a cause *"for which I am prepared to die..."*.
3. Later, when Mandela stood outside the Cape Town City Hall to address the thousands who had come to see him, his message was not one of anger or revenge, but of reconciliation and peace. Madiba, as he was affectionately called, was free, but his task of universal voting and racial harmony had not yet begun.

The word 'blackout' in para 2 is a/an :

- (1) noun
- (2) verb
- (3) adjective
- (4) adverb

[Question ID = 186][Question Description = S12_English Content/Pedagogy_Q096]

1. 1 [Option ID = 741]
2. 2 [Option ID = 742]
3. 3 [Option ID = 743]
4. 4 [Option ID = 744]

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

1. When Nelson Mandela was sentenced to life imprisonment in 1964, the apartheid government believed he would disappear into obscurity. Everything possible was done to cut his contact with the outside world. Newspapers, publications and radio stations were banned from using his image or quoting him. He could write to his wife just once every six months. Denied access, the authorities reasoned, his radical views would certainly fade away. Or so they thought.
2. Yet, when he was released from prison 27 years later, the country exploded with joy. Rather than destroy his image, the news blackout had created a myth, an icon who had willingly paid the price to ensure equal opportunity for all. For South Africans, his appearance at the gates of Victor Verster Prison near Cape Town on February 11, 1990 was an odd experience. Many had no idea what he looked like. The sight of a tall slim man, smiling as he walked out of prison, had an electrifying effect on the thousands waiting to see Mandela, a man who at his trial had said that his fight against oppression of any kind was a cause "*for which I am prepared to die...*".
3. Later, when Mandela stood outside the Cape Town City Hall to address the thousands who had come to see him, his message was not one of anger or revenge, but of reconciliation and peace. Madiba, as he was affectionately called, was free, but his task of universal voting and racial harmony had not yet begun.

Read the following statements carefully :

- (A) Mandela stood outside the City Hall to address his people.
 - (B) His message was one of anger and revenge.
 - (C) He did not believe in reconciliation and peace.
- (1) (A) is correct, but (B) and (C) are incorrect.
 - (2) (B) is correct, but (A) and (C) are incorrect.
 - (3) (C) is correct, but (A) and (B) are incorrect.
 - (4) (A) and (B) are correct but, (C) is incorrect.

[Question ID = 187][Question Description = S12_English Content/Pedagogy_Q097]

1. 1 [Option ID = 745]
2. 2 [Option ID = 746]
3. 3 [Option ID = 747]
4. 4 [Option ID = 748]

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

1. When Nelson Mandela was sentenced to life imprisonment in 1964, the apartheid government believed he would disappear into obscurity. Everything possible was done to cut his contact with the outside world. Newspapers, publications and radio stations were banned from using his image or quoting him. He could write to his wife just once every six months. Denied access, the authorities reasoned, his radical views would certainly fade away. Or so they thought.
2. Yet, when he was released from prison 27 years later, the country exploded with joy. Rather than destroy his image, the news blackout had created a myth, an icon who had willingly paid the price to ensure equal opportunity for all. For South Africans, his appearance at the gates of Victor Verster Prison near Cape Town on February 11, 1990 was an odd experience. Many had no idea what he looked like. The sight of a tall slim man, smiling as he walked out of prison, had an electrifying effect on the thousands waiting to see Mandela, a man who at his trial had said that his fight against oppression of any kind was a cause "*for which I am prepared to die...*".
3. Later, when Mandela stood outside the Cape Town City Hall to address the thousands who had come to see him, his message was not one of anger or revenge, but of reconciliation and peace. Madiba, as he was affectionately called, was free, but his task of universal voting and racial harmony had not yet begun.

South Africans called Mandela 'Madiba' :

- (1) respectfully
- (2) willingly
- (3) lovingly
- (4) mockingly

[Question ID = 188][Question Description = S12_English Content/Pedagogy_Q098]

1. 1 [Option ID = 749]
2. 2 [Option ID = 750]
3. 3 [Option ID = 751]
4. 4 [Option ID = 752]

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

1. When Nelson Mandela was sentenced to life imprisonment in 1964, the apartheid government believed he would disappear into obscurity. Everything possible was done to cut his contact with the outside world. Newspapers, publications and radio stations were banned from using his image or quoting him. He could write to his wife just once every six months. Denied access, the authorities reasoned, his radical views would certainly fade away. Or so they thought.
2. Yet, when he was released from prison 27 years later, the country exploded with joy. Rather than destroy his image, the news blackout had created a myth, an icon who had willingly paid the price to ensure equal opportunity for all. For South Africans, his appearance at the gates of Victor Verster Prison near Cape Town on February 11, 1990 was an odd experience. Many had no idea what he looked like. The sight of a tall slim man, smiling as he walked out of prison, had an electrifying effect on the thousands waiting to see Mandela, a man who at his trial had said that his fight against oppression of any kind was a cause *"for which I am prepared to die..."*.
3. Later, when Mandela stood outside the Cape Town City Hall to address the thousands who had come to see him, his message was not one of anger or revenge, but of reconciliation and peace. Madiba, as he was affectionately called, was free, but his task of universal voting and racial harmony had not yet begun.

What was the cause for which Nelson Mandela was prepared to die ?

- (1) oppression of any kind
- (2) spreading the message of anger and revenge
- (3) universal voting and racial harmony for non Africans
- (4) reconciliation and peace

[Question ID = 189][Question Description = S12_English Content/Pedagogy_Q099]

1. 1 [Option ID = 753]
2. 2 [Option ID = 754]
3. 3 [Option ID = 755]
4. 4 [Option ID = 756]

Topic:- ENG_Q100-105_L1_P2_CTET

1)

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

Our lives are one big puzzle,
We don't know how many pieces we've got.
There are people that fit in quite nicely,
And people who try but do not.

We add laughter and tears and adventures,
And the lessons we've learnt to be true.
Make the most of each piece in your puzzle,
It'll be a grand masterpiece when it's done.

So you won't have to look back when it's over,
And realise you've left out the sun.

In line 7 of the poem, what does the phrase 'make the most of' mean ?

- (1) of little use
- (2) does not benefit any one
- (3) take advantage of
- (4) not give importance to

[Question ID = 190][Question Description = S12_English Content/Pedagogy_Q100]

- 1. 1 [Option ID = 757]
- 2. 2 [Option ID = 758]
- 3. 3 [Option ID = 759]
- 4. 4 [Option ID = 760]

2)

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

Our lives are one big puzzle,
We don't know how many pieces we've got.
There are people that fit in quite nicely,
And people who try but do not.

We add laughter and tears and adventures,
And the lessons we've learnt to be true.
Make the most of each piece in your puzzle,
It'll be a grand masterpiece when it's done.

So you won't have to look back when it's over,
And realise you've left out the sun.

Read these statements carefully :

- (A) Our lives are like a puzzle.
(B) We know how many pieces we have in it.
(1) (A) is correct but (B) is incorrect.
(2) Both (A) and (B) are incorrect.
(3) (A) is incorrect but (B) is correct.
(4) Both (A) and (B) are correct.

[Question ID = 191][Question Description = S12_English Content/Pedagogy_Q101]

1. 1 [Option ID = 761]
2. 2 [Option ID = 762]
3. 3 [Option ID = 763]
4. 4 [Option ID = 764]

3)

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

Our lives are one big puzzle,
We don't know how many pieces we've got.
There are people that fit in quite nicely,
And people who try but do not.

We add laughter and tears and adventures,
And the lessons we've learnt to be true.
Make the most of each piece in your puzzle,
It'll be a grand masterpiece when it's done.

So you won't have to look back when it's over,
And realise you've left out the sun.

'Our lives are one big puzzle'. This line is an example of a/an :

- (1) personification
- (2) metaphor
- (3) alliteration
- (4) simile

[Question ID = 192][Question Description = S12_English Content/Pedagogy_Q102]

- 1. 1 [Option ID = 765]
- 2. 2 [Option ID = 766]
- 3. 3 [Option ID = 767]
- 4. 4 [Option ID = 768]

4)

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

Our lives are one big puzzle,
We don't know how many pieces we've got.
There are people that fit in quite nicely,
And people who try but do not.

We add laughter and tears and adventures,
And the lessons we've learnt to be true.
Make the most of each piece in your puzzle,
It'll be a grand masterpiece when it's done.

So you won't have to look back when it's over,
And realise you've left out the sun.

The rhyme scheme in stanza 1 is :

- (1) abcc
- (2) abbc
- (3) abab
- (4) abcb

[Question ID = 193][Question Description = S12_English Content/Pedagogy_Q103]

- 1. 1 [Option ID = 769]
- 2. 2 [Option ID = 770]
- 3. 3 [Option ID = 771]
- 4. 4 [Option ID = 772]

5)

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

Our lives are one big puzzle,
We don't know how many pieces we've got.
There are people that fit in quite nicely,
And people who try but do not.

We add laughter and tears and adventures,
And the lessons we've learnt to be true.
Make the most of each piece in your puzzle,
It'll be a grand masterpiece when it's done.

So you won't have to look back when it's over,
And realise you've left out the sun.

According to the poet what do we add to our lives ?

- (A) laughter
- (B) tears
- (C) lessons learnt
- (D) grand masterpieces
- (E) adventures
- (1) (A), (B), (C) and (D)
- (2) (B), (C), (D) and (E)
- (3) (A), (B), (C) and (E)
- (4) (A), (C), (D) and (E)

[Question ID = 194][Question Description = S12_English Content/Pedagogy_Q104]

- 1. 1 [Option ID = 773]
- 2. 2 [Option ID = 774]
- 3. 3 [Option ID = 775]
- 4. 4 [Option ID = 776]

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

Our lives are one big puzzle,
We don't know how many pieces we've got.
There are people that fit in quite nicely,
And people who try but do not.

We add laughter and tears and adventures,
And the lessons we've learnt to be true.
Make the most of each piece in your puzzle,
It'll be a grand masterpiece when it's done.

So you won't have to look back when it's over,
And realise you've left out the sun.

According to the poet what will the puzzle be after completion ?

- (1) a masterpiece
- (2) a big problem
- (3) still a puzzle
- (4) a dream

[Question ID = 195][Question Description = S12_English Content/Pedagogy_Q105]

- 1. 1 [Option ID = 777]
- 2. 2 [Option ID = 778]
- 3. 3 [Option ID = 779]
- 4. 4 [Option ID = 780]

Topic:- ENG_Q106-120_L1_P2_CTET

1)

In language development, the words and word combinations that children understand is :

- (1) phoneme
- (2) reception
- (3) production
- (4) comprehension

[Question ID = 196][Question Description = S12_English Content/Pedagogy_Q106]

- 1. 1 [Option ID = 781]
- 2. 2 [Option ID = 782]
- 3. 3 [Option ID = 783]
- 4. 4 [Option ID = 784]

2)

The component of language concerned with how to engage in effective and appropriate communication with others is :

- (1) phonology
- (2) semantics
- (3) pragmatics
- (4) grammar

[Question ID = 197][Question Description = S12_English Content/Pedagogy_Q107]

1. 1 [Option ID = 785]
2. 2 [Option ID = 786]
3. 3 [Option ID = 787]
4. 4 [Option ID = 788]

3)

Every child has a built-in storehouse of rules that apply to all human languages is supported by :

- (1) behaviourist
- (2) nativist
- (3) cognitivists
- (4) constructivist

[Question ID = 198][Question Description = S12_English Content/Pedagogy_Q108]

1. 1 [Option ID = 789]
2. 2 [Option ID = 790]
3. 3 [Option ID = 791]
4. 4 [Option ID = 792]

4) Retelling of a story read by a student in his/her own words helps in assessing :

- (1) accuracy
- (2) fluency
- (3) comprehension
- (4) memory

[Question ID = 199][Question Description = S12_English Content/Pedagogy_Q109]

1. 1 [Option ID = 793]
2. 2 [Option ID = 794]
3. 3 [Option ID = 795]
4. 4 [Option ID = 796]

5)

The term 'comprehensible input' in language learning means :

- (1) providing language input to the children which is one level above the learner's language
- (2) providing language input to the children which is at the same level as the learner's language
- (3) providing maximum exposure to the target language to the child
- (4) making language learning interesting through story telling pedagogy

[Question ID = 200][Question Description = S12_English Content/Pedagogy_Q110]

1. 1 [Option ID = 797]
2. 2 [Option ID = 798]
3. 3 [Option ID = 799]
4. 4 [Option ID = 800]

6)

A teacher is reading the book, while reading he is focusing on vocabulary items, explaining the meanings of the words in the mother tongue of the learners. He explains the paragraph line by line in their native language. He is using _____ method/approach in the class.

- (1) communicative approach
- (2) structural approach
- (3) audiolingual method
- (4) grammar translation method

[Question ID = 201][Question Description = S12_English Content/Pedagogy_Q111]

- 1. 1 [Option ID = 801]
- 2. 2 [Option ID = 802]
- 3. 3 [Option ID = 803]
- 4. 4 [Option ID = 804]

7)

As per the structural approach, a teacher should grade the structure as per the needs of the learners on the principle of :

- (1) usefulness, simplicity and teachability.
- (2) function, classification, and frequency.
- (3) fossilization, categorization and stabilization.
- (4) prediction, production and grouping.

[Question ID = 202][Question Description = S12_English Content/Pedagogy_Q112]

- 1. 1 [Option ID = 805]
- 2. 2 [Option ID = 806]
- 3. 3 [Option ID = 807]
- 4. 4 [Option ID = 808]

8)

A language teacher gives his learners a detective story without an ending. Learners are asked to solve the mystery given in the story and to suggest the ending. This task will help to assess the language learning of learners at :

- (1) lower order thinking skill level
- (2) middle order thinking skill level
- (3) higher order thinking skill level
- (4) comprehension thinking skill level

[Question ID = 203][Question Description = S12_English Content/Pedagogy_Q113]

- 1. 1 [Option ID = 809]
- 2. 2 [Option ID = 810]
- 3. 3 [Option ID = 811]
- 4. 4 [Option ID = 812]

9)

Which one of the following strategies will NOT support children's language development ?

- (1) Providing opportunities for learning language in context.
- (2) Providing opportunities for children to interact with one another in classroom.
- (3) Planning activities in which children communicate for meaningful purposes.
- (4) Arranging effective models for the talk of native speakers of that language and asking children to imitate them.

[Question ID = 204][Question Description = S12_English Content/Pedagogy_Q114]

1. 1 [Option ID = 813]
2. 2 [Option ID = 814]
3. 3 [Option ID = 815]
4. 4 [Option ID = 816]

10)

As language teachers while planning for speaking and listening, we need to :

- (1) help children broaden the range and scope of their language by acquiring second and foreign languages at school.
- (2) give students dialogues to memorise and then ask them to enact the same in the class.
- (3) include a range of opportunities, purposes, audiences and groupings to promote a variety of types of talk.
- (4) identify the child's strengths, needs, interest and preferences to compare student's language performance with others in the class.

[Question ID = 205][Question Description = S12_English Content/Pedagogy_Q115]

1. 1 [Option ID = 817]
2. 2 [Option ID = 818]
3. 3 [Option ID = 819]
4. 4 [Option ID = 820]

11) Which one of the statement is TRUE ?

- (1) The writing involves composition but not transcription.
- (2) The writing involves transcription but not composition.
- (3) Some writing involves both composition and transcription.
- (4) All writing involves both composition and transcription.

[Question ID = 206][Question Description = S12_English Content/Pedagogy_Q116]

1. 1 [Option ID = 821]
2. 2 [Option ID = 822]
3. 3 [Option ID = 823]
4. 4 [Option ID = 824]

12)

Which of the following essays enables the learner to visualize the setting better, using their five senses?

- (1) Persuasive essays
- (2) Narrative essays
- (3) Argumentative essays
- (4) Expository essays

[Question ID = 207][Question Description = S12_English Content/Pedagogy_Q117]

1. 1 [Option ID = 825]

2. 2 [Option ID = 826]
3. 3 [Option ID = 827]
4. 4 [Option ID = 828]

13) The age when a child is most receptive to learn a language is :

- (1) silent period
- (2) critical period
- (3) linguistic period
- (4) awareness period

[Question ID = 208][Question Description = S12_English Content/Pedagogy_Q118]

1. 1 [Option ID = 829]
2. 2 [Option ID = 830]
3. 3 [Option ID = 831]
4. 4 [Option ID = 832]

14) Which of the following is the most important in language development ?

- (1) Using different tools and techniques of assessment.
- (2) Completing the syllabus and all the textual exercise of the textbook.
- (3) Providing the maximum opportunity to interact.
- (4) Using a lot of teaching aids.

[Question ID = 209][Question Description = S12_English Content/Pedagogy_Q119]

1. 1 [Option ID = 833]
2. 2 [Option ID = 834]
3. 3 [Option ID = 835]
4. 4 [Option ID = 836]

15) The ability to think about language as a system is called :

- (1) metalinguistic awareness
- (2) phonological awareness
- (3) print rich awareness
- (4) semantic awareness

[Question ID = 210][Question Description = S12_English Content/Pedagogy_Q120]

1. 1 [Option ID = 837]
2. 2 [Option ID = 838]
3. 3 [Option ID = 839]
4. 4 [Option ID = 840]

Topic:- Sanskrit_Q121-128_L2_P2_CTET

1)

निम्नलिखितं गद्यांशं पठित्वा प्रश्नानां समुचितविकल्पं चित्वा उत्तराणि देयानि -

अथ ते सर्वे भयत्रस्तमनसो मत्स्यकच्छपप्रभृतयस्तमभ्युपेत्य पप्रच्छुः-“माम! अस्ति कश्चिदुपायो येनास्माकं रक्षा भवति?”। बक आह- “अस्ति अस्य जलाशयस्य नातिदूरे प्रभूतजलसनाथं सरः पद्मिनीखण्डमण्डितं यच्चतुर्विंशत्यापि वर्षाणामवृष्ट्या न शोषमेष्यति। तद्यदि मम पृष्ठं कश्चिदरोहति तदहं तं तत्र नयामि”। अथ ते तत्र विश्वासमापन्नाः तात! मातुल! भ्रातः! इति ब्रुवाणा अहं पूर्वमहं पूर्वमिति समन्तात् परितस्थुः। सोऽपि दुष्टाशयः क्रमेण तान् पृष्ठे आरोप्य जलाशयस्य नातिदूरे शिलां समासाद्य तस्यामाक्षिप्य स्वेच्छया भक्षयित्वा भूयोऽपि जलाशयं समासाद्य जलचराणां मिथ्यावार्तासन्देशकैर्मनांसि रञ्जयन्तित्यामिषाहारवृत्तिमकरोत्। अन्यस्मिन् दिने च कुलीरकेणोक्तः- “माम! मया सह ते प्रथमः स्नेहसम्भाषः सञ्जातः। तत् किं मां परित्यज्य अन्यान्नयसि। तस्मादद्य मे प्राणत्राणं कुरु”। तदाकर्ण्य सोऽपि दुष्टाशयश्चिन्तितवान्। “निर्विण्णोऽहं मत्स्यमांसादनेन। तदद्य एनं कुलीरकं व्यञ्जनस्थाने करोमि”। इति विचिन्त्य तं पृष्ठे समारोप्य तां वध्यशिलामुद्दिश्य प्रस्थितः। कुलीरकोऽपि दूरादेवास्थिपर्वतं शिलाश्रयमवलोक्य मत्स्यास्थीनि परिज्ञाय तमपृच्छत्-“माम! कियदूरे स जलाशयः? मदीयभारेण अतिश्रान्तस्त्वं तत् कथय”। सोऽपि मन्दधीर्जलचरोऽयमिति मत्वा स्थले न प्रभवतीति सस्मितमिदमाह-“कुलीरक! कुतोऽन्यो जलाशयः मम प्राणयात्रेयम्, तस्मात् स्मर्यतामात्मनोऽभीष्टदेवता। त्वामपि अस्यां शिलायां निक्षिप्य भक्षयिष्यामि”।

मत्स्यादयः कम् अभ्युपेत्य पप्रच्छुः ?

- (1) वायसम्
- (2) कच्छपम्
- (3) बकम्
- (4) कुलीरकम्

[Question ID = 331][Question Description = S12_Sanskrit_Q121]

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

निम्नलिखितं गद्यांशं पठित्वा प्रश्नानां समुचितविकल्पं चित्वा उत्तराणि देयानि -

अथ ते सर्वे भयत्रस्तमनसो मत्स्यकच्छपप्रभृतयस्तमभ्युपेत्य पप्रच्छुः-“माम! अस्ति कश्चिदुपायो येनास्माकं रक्षा भवति?”। बक आह- “अस्ति अस्य जलाशयस्य नातिदूरे प्रभूतजलसनाथं सरः पद्मिनीखण्डमण्डितं यच्चतुर्विंशत्यापि वर्षाणामवृष्ट्या न शोषमेष्यति। तद्यदि मम पृष्ठं कश्चिदरोहति तदहं तं तत्र नयामि”। अथ ते तत्र विश्वासमापन्नाः तात! मातुल! भ्रातः! इति ब्रुवाणा अहं पूर्वमहं पूर्वमिति समन्तात् परितस्थुः। सोऽपि दुष्टाशयः क्रमेण तान् पृष्ठे आरोप्य जलाशयस्य नातिदूरे शिलां समासाद्य तस्यामाक्षिप्य स्वेच्छया भक्षयित्वा भूयोऽपि जलाशयं समासाद्य जलचराणां मिथ्यावार्तासन्देशकैर्मनांसि रञ्जयन्नित्यामिषाहारवृत्तिमकरोत्। अन्यस्मिन् दिने च कुलीरकेणोक्तः- “माम! मया सह ते प्रथमः स्नेहसम्भाषः सञ्जातः। तत् किं मां परित्यज्य अन्यान्नयसि। तस्मादद्य मे प्राणत्राणं कुरु”। तदाकर्ण्य सोऽपि दुष्टाशयश्चिन्तितवान्। “निर्विण्णोऽहं मत्स्यमांसादनेन। तदद्य एनं कुलीरकं व्यञ्जनस्थाने करोमि”। इति विचिन्त्य तं पृष्ठे समारोप्य तां वध्यशिलामुद्दिश्य प्रस्थितः। कुलीरकोऽपि दूरादेवास्थिपर्वतं शिलाश्रयमवलोक्य मत्स्यास्थीनि परिज्ञाय तमपृच्छत्-“माम! कियदूरे स जलाशयः? मदीयभारेण अतिश्रान्तस्त्वं तत् कथय”। सोऽपि मन्दधीर्जलचरोऽयमिति मत्वा स्थले न प्रभवतीति सस्मितमिदमाह-“कुलीरक! कुतोऽन्यो जलाशयः मम प्राणयात्रेयम्, तस्मात् स्मर्यतामात्मनोऽभीष्टदेवता। त्वामपि अस्यां शिलायां निक्षिप्य भक्षयिष्यामि”।

बकेन प्रस्तावितं सरः कतिषु वर्षेषु शोषं न यास्यति?

- (1) विंशतिवर्षेषु
- (2) चतुर्विंशतिवर्षेषु
- (3) षट्त्रिंशत्-वर्षेषु
- (4) असंख्यवर्षेषु

[Question ID = 332][Question Description = S12_Sanskrit_Q122]

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

निम्नलिखितं गद्यांशं पठित्वा प्रश्नानां समुचितविकल्पं चित्वा उत्तराणि देयानि -

अथ ते सर्वे भयत्रस्तमनसो मत्स्यकच्छपप्रभृतयस्तमभ्युपेत्य पप्रच्छुः-“माम! अस्ति कश्चिदुपायो येनास्माकं रक्षा भवति?”। बक आह- “अस्ति अस्य जलाशयस्य नातिदूरे प्रभूतजलसनाथं सरः पद्मिनीखण्डमण्डितं यच्चतुर्विंशत्यापि वर्षाणामवृष्ट्या न शोषमेष्यति। तद्यदि मम पृष्ठं कश्चिदरोहति तदहं तं तत्र नयामि”। अथ ते तत्र विश्वासमापन्नाः तात! मातुल! भ्रातः! इति ब्रुवाणा अहं पूर्वमहं पूर्वमिति समन्तात् परितस्थुः। सोऽपि दुष्टाशयः क्रमेण तान् पृष्ठे आरोप्य जलाशयस्य नातिदूरे शिलां समासाद्य तस्यामाक्षिप्य स्वेच्छया भक्षयित्वा भूयोऽपि जलाशयं समासाद्य जलचराणां मिथ्यावार्तासन्देशकैर्मनांसि रञ्जयन्नित्यामिषाहारवृत्तिमकरोत्। अन्यस्मिन् दिने च कुलीरकेणोक्तः- “माम! मया सह ते प्रथमः स्नेहसम्भाषः सञ्जातः। तत् किं मां परित्यज्य अन्यान्नयसि। तस्मादद्य मे प्राणत्राणं कुरु”। तदाकर्ण्य सोऽपि दुष्टाशयश्चिन्तितवान्। “निर्विण्णोऽहं मत्स्यमांसादनेन। तदद्य एनं कुलीरकं व्यञ्जनस्थाने करोमि”। इति विचिन्त्य तं पृष्ठे समारोप्य तां वध्यशिलामुद्दिश्य प्रस्थितः। कुलीरकोऽपि दूरादेवास्थिपर्वतं शिलाश्रयमवलोक्य मत्स्यास्थीनि परिज्ञाय तमपृच्छत्-“माम! कियदूरे स जलाशयः? मदीयभारेण अतिश्रान्तस्त्वं तत् कथय”। सोऽपि मन्दधीर्जलचरोऽयमिति मत्वा स्थले न प्रभवतीति सस्मितमिदमाह-“कुलीरक! कुतोऽन्यो जलाशयः मम प्राणयात्रेयम्, तस्मात् स्मर्यतामात्मनोऽभीष्टदेवता। त्वामपि अस्यां शिलायां निक्षिप्य भक्षयिष्यामि”।

बकः मत्स्यान् कुत्र आनीतवान्

- (1) जलाशयम्
- (2) शिलाम्
- (3) वृक्षकुञ्जे
- (4) नदीतीरे

[Question ID = 333][Question Description = S12_Sanskrit_Q123]

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

निम्नलिखितं गद्यांशं पठित्वा प्रश्नानां समुचितविकल्पं चित्वा उत्तराणि देयानि -

अथ ते सर्वे भयत्रस्तमनसो मत्स्यकच्छपप्रभृतयस्तमभ्युपेत्य पप्रच्छुः-“माम! अस्ति कश्चिदुपायो येनास्माकं रक्षा भवति?”। बक आह- “अस्ति अस्य जलाशयस्य नातिदूरे प्रभूतजलसनाथं सरः पद्मिनीखण्डमण्डितं यच्चतुर्विंशत्यापि वर्षाणामवृष्ट्या न शोषमेष्यति। तद्यदि मम पृष्ठं कश्चिदरोहति तदहं तं तत्र नयामि”। अथ ते तत्र विश्वासमापन्नाः तात! मातुल! भ्रातः! इति ब्रुवाणा अहं पूर्वमहं पूर्वमिति समन्तात् परितस्थुः। सोऽपि दुष्टाशयः क्रमेण तान् पृष्ठे आरोप्य जलाशयस्य नातिदूरे शिलां समासाद्य तस्यामाक्षिप्य स्वेच्छया भक्षयित्वा भूयोऽपि जलाशयं समासाद्य जलचराणां मिथ्यावार्तासन्देशकैर्मनांसि रञ्जयन्तित्यामिषाहारवृत्तिमकरोत्। अन्यस्मिन् दिने च कुलीरकेणोक्तः- “माम! मया सह ते प्रथमः स्नेहसम्भाषः सञ्जातः। तत् किं मां परित्यज्य अन्यान्नयसि। तस्मादद्य मे प्राणत्राणं कुरु”। तदाकर्ण्य सोऽपि दुष्टाशयश्चिन्तितवान्। “निर्विण्णोऽहं मत्स्यमांसादनेन। तदद्य एनं कुलीरकं व्यञ्जनस्थाने करोमि”। इति विचिन्त्य तं पृष्ठे समारोप्य तां वध्यशिलामुद्दिश्य प्रस्थितः। कुलीरकोऽपि दूरादेवास्थिपर्वतं शिलाश्रयमवलोक्य मत्स्यास्थीनि परिज्ञाय तमपृच्छत्-“माम! कियदूरे स जलाशयः? मदीयभारेण अतिश्रान्तस्त्वं तत् कथय”। सोऽपि मन्दधीर्जलचरोऽयमिति मत्वा स्थले न प्रभवतीति सस्मितमिदमाह-“कुलीरक! कुतोऽन्यो जलाशयः मम प्राणयात्रेयम्, तस्मात् स्मर्यतामात्मनोऽभीष्टदेवता। त्वामपि अस्यां शिलायां निक्षिप्य भक्षयिष्यामि”।

मत्स्यमांसभोजनेन कः निर्विण्णोऽभवत्?

- (1) कुलीरकः
- (2) बकः
- (3) वायसः
- (4) मकरः

[Question ID = 334][Question Description = S12_Sanskrit_Q124]

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

5)

निम्नलिखितं गद्यांशं पठित्वा प्रश्नानां समुचितविकल्पं चित्वा उत्तराणि देयानि -

अथ ते सर्वे भयत्रस्तमनसो मत्स्यकच्छपप्रभृतयस्तमभ्युपेत्य पप्रच्छुः-“माम! अस्ति कश्चिदुपायो येनास्माकं रक्षा भवति?”। बक आह- “अस्ति अस्य जलाशयस्य नातिदूरे प्रभूतजलसनाथं सरः पद्मिनीखण्डमण्डितं यच्चतुर्विंशत्यापि वर्षाणामवृष्ट्या न शोषमेष्यति। तद्यदि मम पृष्ठं कश्चिदरोहति तदहं तं तत्र नयामि”। अथ ते तत्र विश्वासमापन्नाः तात! मातुल! भ्रातः! इति ब्रुवाणा अहं पूर्वमहं पूर्वमिति समन्तात् परितस्थुः। सोऽपि दुष्टाशयः क्रमेण तान् पृष्ठे आरोप्य जलाशयस्य नातिदूरे शिलां समासाद्य तस्यामाक्षिप्य स्वेच्छया भक्षयित्वा भूयोऽपि जलाशयं समासाद्य जलचराणां मिथ्यावार्तासन्देशकैर्मनांसि रञ्जयन्नित्यामिषाहारवृत्तिमकरोत्। अन्यस्मिन् दिने च कुलीरकेणोक्तः- “माम! मया सह ते प्रथमः स्नेहसम्भाषः सञ्जातः। तत् किं मां परित्यज्य अन्यान्नयसि। तस्मादद्य मे प्राणत्राणं कुरु”। तदाकर्ण्य सोऽपि दुष्टाशयश्चिन्तितवान्। “निर्विण्णोऽहं मत्स्यमांसादनेन। तदद्य एनं कुलीरकं व्यञ्जनस्थाने करोमि”। इति विचिन्त्य तं पृष्ठे समारोप्य तां वध्यशिलामुद्दिश्य प्रस्थितः। कुलीरकोऽपि दूरादेवास्थिपर्वतं शिलाश्रयमवलोक्य मत्स्यास्थीनि परिज्ञाय तमपृच्छत्-“माम! कियदूरे स जलाशयः? मदीयभारेण अतिश्रान्तस्त्वं तत् कथय”। सोऽपि मन्दधीर्जलचरोऽयमिति मत्वा स्थले न प्रभवतीति सस्मितमिदमाह-“कुलीरक! कुतोऽन्यो जलाशयः मम प्राणयात्रेयम्, तस्मात् स्मर्यतामात्मनोऽभीष्टदेवता। त्वामपि अस्यां शिलायां निक्षिप्य भक्षयिष्यामि”।

‘समासाद्य’ शब्दस्य कोऽर्थः

- (1) दत्त्वा
- (2) भक्षयित्वा
- (3) गत्वा
- (4) परित्यज्य

[Question ID = 335][Question Description = S12_Sanskrit_Q125]

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

निम्नलिखितं गद्यांशं पठित्वा प्रश्नानां समुचितविकल्पं चित्वा उत्तराणि देयानि -

अथ ते सर्वे भयत्रस्तमनसो मत्स्यकच्छपप्रभृतयस्तमभ्युपेत्य पप्रच्छुः-“माम! अस्ति कश्चिदुपायो येनास्माकं रक्षा भवति?”। बक आह- “अस्ति अस्य जलाशयस्य नातिदूरे प्रभूतजलसनाथं सरः पद्मिनीखण्डमण्डितं यच्चतुर्विंशत्यापि वर्षाणामवृष्ट्या न शोषमेष्यति। तद्यदि मम पृष्ठं कश्चिदरोहति तदहं तं तत्र नयामि”। अथ ते तत्र विश्वासमापन्नाः तात! मातुल! भ्रातः! इति ब्रुवाणा अहं पूर्वमहं पूर्वमिति समन्तात् परितस्थुः। सोऽपि दुष्टाशयः क्रमेण तान् पृष्ठे आरोप्य जलाशयस्य नातिदूरे शिलां समासाद्य तस्यामाक्षिप्य स्वेच्छया भक्षयित्वा भूयोऽपि जलाशयं समासाद्य जलचराणां मिथ्यावार्तासन्देशकैर्मनांसि रञ्जयन्तित्यामिषाहारवृत्तिमकरोत्। अन्यस्मिन् दिने च कुलीरकेणोक्तः- “माम! मया सह ते प्रथमः स्नेहसम्भाषः सञ्जातः। तत् किं मां परित्यज्य अन्यान्नयसि। तस्मादद्य मे प्राणत्राणं कुरु”। तदाकर्ण्य सोऽपि दुष्टाशयश्चिन्तितवान्। “निर्विण्णोऽहं मत्स्यमांसादनेन। तदद्य एनं कुलीरकं व्यञ्जनस्थाने करोमि”। इति विचिन्त्य तं पृष्ठे समारोप्य तां वध्यशिलामुद्दिश्य प्रस्थितः। कुलीरकोऽपि दूरादेवास्थिपर्वतं शिलाश्रयमवलोक्य मत्स्यास्थीनि परिज्ञाय तमपृच्छत्-“माम! कियदूरे स जलाशयः? मदीयभारेण अतिश्रान्तस्त्वं तत् कथय”। सोऽपि मन्दधीर्जलचरोऽयमिति मत्वा स्थले न प्रभवतीति सस्मितमिदमाह-“कुलीरक! कुतोऽन्यो जलाशयः मम प्राणयात्रेयम्, तस्मात् स्मर्यतामात्मनोऽभीष्टदेवता। त्वामपि अस्यां शिलायां निक्षिप्य भक्षयिष्यामि”।

‘एष्यति’ इत्यस्मिन् क्रियापदे कः धातुः, कः लकारः?

- (1) इ धातु + लट् लकार
- (2) एष् + लट् लकारः
- (3) इ + लृट् लकारः
- (4) इष् + लट् लकारः

[Question ID = 336][Question Description = S12_Sanskrit_Q126]

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

निम्नलिखितं गद्यांशं पठित्वा प्रश्नानां समुचितविकल्पं चित्वा उत्तराणि देयानि -

अथ ते सर्वे भयत्रस्तमनसो मत्स्यकच्छपप्रभृतयस्तमभ्युपेत्य पप्रच्छुः-“माम! अस्ति कश्चिदुपायो येनास्माकं रक्षा भवति?”। बक आह- “अस्ति अस्य जलाशयस्य नातिदूरे प्रभूतजलसनाथं सरः पद्मिनीखण्डमण्डितं यच्चतुर्विंशत्यापि वर्षाणामवृष्ट्या न शोषमेष्यति। तद्यदि मम पृष्ठं कश्चिदरोहति तदहं तं तत्र नयामि”। अथ ते तत्र विश्वासमापन्नाः तात! मातुल! भ्रातः! इति ब्रुवाणा अहं पूर्वमहं पूर्वमिति समन्तात् परितस्थुः। सोऽपि दुष्टाशयः क्रमेण तान् पृष्ठे आरोप्य जलाशयस्य नातिदूरे शिलां समासाद्य तस्यामाक्षिप्य स्वेच्छया भक्षयित्वा भूयोऽपि जलाशयं समासाद्य जलचराणां मिथ्यावार्तासन्देशकैर्मनांसि रञ्जयन्नित्यामिषाहारवृत्तिमकरोत्। अन्यस्मिन् दिने च कुलीरकेणोक्तः- “माम! मया सह ते प्रथमः स्नेहसम्भाषः सञ्जातः। तत् किं मां परित्यज्य अन्यान्नयसि। तस्मादद्य मे प्राणत्राणं कुरु”। तदाकर्ण्य सोऽपि दुष्टाशयश्चिन्तितवान्। “निर्विण्णोऽहं मत्स्यमांसादनेन। तदद्य एनं कुलीरकं व्यञ्जनस्थाने करोमि”। इति विचिन्त्य तं पृष्ठे समारोप्य तां वध्यशिलामुद्दिश्य प्रस्थितः। कुलीरकोऽपि दूरादेवास्थिपर्वतं शिलाश्रयमवलोक्य मत्स्यास्थीनि परिज्ञाय तमपृच्छत्-“माम! कियदूरे स जलाशयः? मदीयभारेण अतिश्रान्तस्त्वं तत् कथय”। सोऽपि मन्दधीर्जलचरोऽयमिति मत्वा स्थले न प्रभवतीति सस्मितमिदमाह-“कुलीरक! कुतोऽन्यो जलाशयः मम प्राणयात्रेयम्, तस्मात् स्मर्यतामात्मनोऽभीष्टदेवता। त्वामपि अस्यां शिलायां निक्षिप्य भक्षयिष्यामि”।

‘भ्रातः’ इत्यत्र कस्मिन्नर्थे प्रथमा प्रयुज्यते?

- (1) कर्तृकारके
- (2) सम्बोधने
- (3) शेषार्थे
- (4) पञ्चम्यर्थे

[Question ID = 337][Question Description = S12_Sanskrit_Q127]

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

निम्नलिखितं गद्यांशं पठित्वा प्रश्नानां समुचितविकल्पं चित्वा उत्तराणि देयानि -

अथ ते सर्वे भयत्रस्तमनसो मत्स्यकच्छपप्रभृतयस्तमभ्युपेत्य पप्रच्छुः-“माम! अस्ति कश्चिदुपायो येनास्माकं रक्षा भवति?”। बक आह- “अस्ति अस्य जलाशयस्य नातिदूरे प्रभूतजलसनाथं सरः पद्मिनीखण्डमण्डितं यच्चतुर्विंशत्यापि वर्षाणामवृष्ट्या न शोषमेष्यति। तद्यदि मम पृष्ठं कश्चिदरोहति तदहं तं तत्र नयामि”। अथ ते तत्र विश्वासमापन्नाः तात! मातुल! भ्रातः! इति ब्रुवाणा अहं पूर्वमहं पूर्वमिति समन्तात् परितस्थुः। सोऽपि दुष्टाशयः क्रमेण तान् पृष्ठे आरोप्य जलाशयस्य नातिदूरे शिलां समासाद्य तस्यामाक्षिप्य स्वेच्छया भक्षयित्वा भूयोऽपि जलाशयं समासाद्य जलचराणां मिथ्यावार्तासन्देशकैर्मनांसि रञ्जयन्तित्यामिषाहारवृत्तिमकरोत्। अन्यस्मिन् दिने च कुलीरकेणोक्तः- “माम! मया सह ते प्रथमः स्नेहसम्भाषः सञ्जातः। तत् किं मां परित्यज्य अन्यान्नयसि। तस्मादद्य मे प्राणत्राणं कुरु”। तदाकर्ण्य सोऽपि दुष्टाशयश्चिन्तितवान्। “निर्विण्णोऽहं मत्स्यमांसादनेन। तदद्य एनं कुलीरकं व्यञ्जनस्थाने करोमि”। इति विचिन्त्य तं पृष्ठे समारोप्य तां वध्यशिलामुद्दिश्य प्रस्थितः। कुलीरकोऽपि दूरादेवास्थिपर्वतं शिलाश्रयमवलोक्य मत्स्यास्थीनि परिज्ञाय तमपृच्छत्-“माम! कियदूरे स जलाशयः? मदीयभारेण अतिश्रान्तस्त्वं तत् कथय”। सोऽपि मन्दधीर्जलचरोऽयमिति मत्वा स्थले न प्रभवतीति सस्मितमिदमाह-“कुलीरक! कुतोऽन्यो जलाशयः मम प्राणयात्रेयम्, तस्मात् स्मर्यतामात्मनोऽभीष्टदेवता। त्वामपि अस्यां शिलायां निक्षिप्य भक्षयिष्यामि”।

‘आक्षिप्य’ इत्यत्र का निर्मितिप्रक्रिया?

- (1) आ + क्षि + प्य
- (2) आ + क्षिप् + यत्
- (3) आ + क्षिप् + ण्यत्
- (4) आ + क्षिप् + ल्यप्

[Question ID = 338][Question Description = S12_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)

निम्नलिखितं गद्यांशं पठित्वा प्रश्नानां यथोचितं विकल्पं चित्वा उत्तराणि देयानि -

अस्ति कस्मिंश्चित् वनप्रदेशे नानाजलचरसनार्थं महत् सरः। तत्र च कृताश्रयो बक एको वृद्धभावमुपागतो मत्स्यान् व्यापादयितुमसमर्थः। ततश्च क्षुत्क्षामकण्ठः सरस्तीरे उपविष्टो मुक्ताफलप्रकरसदृशैः अश्रुप्रवाहैर्धरातलमभिषिञ्चन् रुरोद। एकः कुलीरको नानाजलचरसमेतः समेत्य तस्य दुःखेन दुःखितः सादरमिदमूचे, -“माम्! किमद्य त्वया न आहारवृत्तिः अनुष्ठीयते?। केवलमश्रुपूर्णनेत्राभ्यां सनिःश्वासेन स्थीयते”। स आह-“वत्स! सत्यमुपलक्षितं भवता, मया हि मत्स्यादनं प्रति परमवैराग्यतया साम्प्रतं प्रायोपवेशनं कृतं, तेनाहं समीपगतानपि मत्स्यान् न भक्षयामि”। कुलीरकः तच्छ्रुत्वा प्राह-“माम्! किं तद्वैराग्यकारणम्?”। स प्राह, -“वत्स! अहम् अस्मिन् सरसि जातो वृद्धिं गतश्च। तत् मया एतत् श्रुतं यत् द्वादशवार्षिकी अनावृष्टिः सम्पद्यते लग्ना”। कुलीरक आह, -“कस्मात् तच्छ्रुतम्? बक आह- “दैवज्ञमुखात्। यतः शनैश्चरो हि रोहिणीशकटं भित्वा भौमं शुक्रञ्च प्रयास्यति।”

सरः कीदृशं आसीत्

- (1) अनेकजलचरैः पूर्णम्
- (2) अनेकजलचरैः परित्यक्तम्
- (3) जलेन रहितम्
- (4) वायसैः परिवृत्तम्

[Question ID = 339][Question Description = S12_Sanskrit_Q129]

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

2)

निम्नलिखितं गद्यांशं पठित्वा प्रश्नानां यथोचितं विकल्पं चित्वा उत्तराणि देयानि -

अस्ति कस्मिंश्चित् वनप्रदेशे नानाजलचरसनार्थं महत् सरः। तत्र च कृताश्रयो बक एको वृद्धभावमुपागतो मत्स्यान् व्यापादयितुमसमर्थः। ततश्च क्षुत्क्षामकण्ठः सरस्तीरे उपविष्टो मुक्ताफलप्रकरसदृशैः अश्रुप्रवाहैर्धरातलमभिषिञ्चन् रुरोद। एकः कुलीरको नानाजलचरसमेतः समेत्य तस्य दुःखेन दुःखितः सादरमिदमूचे, -“माम्! किमद्य त्वया न आहारवृत्तिः अनुष्ठीयते?। केवलमश्रुपूर्णनेत्राभ्यां सनिःश्वासेन स्थीयते”। स आह-“वत्स! सत्यमुपलक्षितं भवता, मया हि मत्स्यादनं प्रति परमवैराग्यतया साम्प्रतं प्रायोपवेशनं कृतं, तेनाहं समीपगतानपि मत्स्यान् न भक्षयामि”। कुलीरकः तच्छ्रुत्वा प्राह-“माम्! किं तद्वैराग्यकारणम्?”। स प्राह, -“वत्स! अहम् अस्मिन् सरसि जातो वृद्धिं गतश्च। तत् मया एतत् श्रुतं यत् द्वादशवार्षिकी अनावृष्टिः सम्पद्यते लग्ना”। कुलीरक आह, -“कस्मात् तच्छ्रुतम्? बक आह- “दैवज्ञमुखात्। यतः शनैश्चरो हि रोहिणीशकटं भित्वा भौमं शुक्रञ्च प्रयास्यति।”

अश्रुप्रवाहैः कः रुरोद?

- (1) जलचरसमूहः
- (2) बकः
- (3) कुलीरकः
- (4) मत्स्यव्याधः

[Question ID = 340][Question Description = S12_Sanskrit_Q130]

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

3)

निम्नलिखितं गद्यांशं पठित्वा प्रश्नानां यथोचितं विकल्पं चित्वा उत्तराणि देयानि -

अस्ति कस्मिंश्चित् वनप्रदेशे नानाजलचरसनार्थं महत् सरः। तत्र च कृताश्रयो बक एको वृद्धभावमुपागतो मत्स्यान् व्यापादयितुमसमर्थः। ततश्च क्षुत्क्षामकण्ठः सरस्तीरे उपविष्टो मुक्ताफलप्रकरसदृशैः अश्रुप्रवाहैर्धरातलमभिषिञ्चन् रुरोद। एकः कुलीरको नानाजलचरसमेतः समेत्य तस्य दुःखेन दुःखितः सादरमिदमूचे, -“माम्! किमद्य त्वया न आहारवृत्तिः अनुष्ठीयते?। केवलमश्रुपूर्णनेत्राभ्यां सनिःश्वासेन स्थीयते”। स आह-“वत्स! सत्यमुपलक्षितं भवता, मया हि मत्स्यादनं प्रति परमवैराग्यतया साम्प्रतं प्रायोपवेशनं कृतं, तेनाहं समीपगतानपि मत्स्यान् न भक्षयामि”। कुलीरकः तच्छ्रुत्वा प्राह-“माम्! किं तद्वैराग्यकारणम्?”। स प्राह, -“वत्स! अहम् अस्मिन् सरसि जातो वृद्धिं गतश्च। तत् मया एतत् श्रुतं यत् द्वादशवार्षिकी अनावृष्टिः सम्पद्यते लग्ना”। कुलीरक आह, -“कस्मात् तच्छ्रुतम्? बक आह- “दैवज्ञमुखात्। यतः शनैश्चरो हि रोहिणीशकटं भित्वा भौमं शुक्रञ्च प्रयास्यति।”

क्षुत्क्षामकण्ठः कः आसीत्?

- (1) मत्स्यः
- (2) बकः
- (3) मत्स्यव्याधः
- (4) जलचरसमूहः

[Question ID = 341][Question Description = S12_Sanskrit_Q131]

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

4)

निम्नलिखितं गद्यांशं पठित्वा प्रश्नानां यथोचितं विकल्पं चित्वा उत्तराणि देयानि -

अस्ति कस्मिंश्चित् वनप्रदेशे नानाजलचरसनार्थं महत् सरः। तत्र च कृताश्रयो बक एको वृद्धभावमुपागतो मत्स्यान् व्यापादयितुमसमर्थः। ततश्च क्षुत्क्षामकण्ठः सरस्तीरे उपविष्टो मुक्ताफलप्रकरसदृशैः अश्रुप्रवाहैर्धरातलमभिषिञ्चन् रुरोद। एकः कुलीरको नानाजलचरसमेतः समेत्य तस्य दुःखेन दुःखितः सादरमिदमूचे, -“माम्! किमद्य त्वया न आहारवृत्तिः अनुष्ठीयते?। केवलमश्रुपूर्णनेत्राभ्यां सनिःश्वासेन स्थीयते”। स आह-“वत्स! सत्यमुपलक्षितं भवता, मया हि मत्स्यादनं प्रति परमवैराग्यतया साम्प्रतं प्रायोपवेशनं कृतं, तेनाहं समीपगतानपि मत्स्यान् न भक्षयामि”। कुलीरकः तच्छ्रुत्वा प्राह-“माम्! किं तद्वैराग्यकारणम्?”। स प्राह, -“वत्स! अहम् अस्मिन् सरसि जातो वृद्धिं गतश्च। तत् मया एतत् श्रुतं यत् द्वादशवार्षिकी अनावृष्टिः सम्पद्यते लग्ना”। कुलीरक आह, -“कस्मात् तच्छ्रुतम्? बक आह- “दैवज्ञमुखात्। यतः शनैश्चरो हि रोहिणीशकटं भित्वा भौमं शुक्रञ्च प्रयास्यति।”

‘भक्षयामि’ इत्यस्मिन्नर्थे निम्नलिखितेषु कः शब्दः प्रयोक्तुं शक्यते?

- (1) अद्यि
- (2) भक्षि
- (3) खादमि
- (4) अदामि

[Question ID = 342][Question Description = S12_Sanskrit_Q132]

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

5)

निम्नलिखितं गद्यांशं पठित्वा प्रश्नानां यथोचितं विकल्पं चित्वा उत्तराणि देयानि -

अस्ति कस्मिंश्चित् वनप्रदेशे नानाजलचरसनार्थं महत् सरः। तत्र च कृताश्रयो बक एको वृद्धभावमुपागतो मत्स्यान् व्यापादयितुमसमर्थः। ततश्च क्षुत्क्षामकण्ठः सरस्तीरे उपविष्टो मुक्ताफलप्रकरसदृशैः अश्रुप्रवाहैर्धरातलमभिषिञ्चन् रुरोद। एकः कुलीरको नानाजलचरसमेतः समेत्य तस्य दुःखेन दुःखितः सादरमिदमूचे, -“माम! किमद्य त्वया न आहारवृत्तिः अनुष्ठीयते?। केवलमश्रुपूर्णनेत्राभ्यां सनिःश्वासेन स्थीयते”। स आह-“वत्स! सत्यमुपलक्षितं भवता, मया हि मत्स्यादनं प्रति परमवैराग्यतया साम्प्रतं प्रायोपवेशनं कृतं, तेनाहं समीपगतानपि मत्स्यान् न भक्षयामि”। कुलीरकः तच्छ्रुत्वा प्राह-“माम! किं तद्वैराग्यकारणम्?”। स प्राह, -“वत्स! अहम् अस्मिन् सरसि जातो वृद्धिं गतश्च। तत् मया एतत् श्रुतं यत् द्वादशवार्षिकी अनावृष्टिः सम्पद्यते लग्ना”। कुलीरक आह, -“कस्मात् तच्छ्रुतम्? बक आह- “दैवज्ञमुखात्। यतः शनैश्चरो हि रोहिणीशकटं भित्वा भौमं शुक्रञ्च प्रयास्यति।”

निम्नलिखितेषु कः शब्दः क्त-प्रत्ययान्तः नास्ति?

- (1) उपागतः
- (2) उपविष्टः
- (3) दुःखितः
- (4) श्रुतम्

[Question ID = 343][Question Description = S12_Sanskrit_Q133]

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

6)

निम्नलिखितं गद्यांशं पठित्वा प्रश्नानां यथोचितं विकल्पं चित्वा उत्तराणि देयानि -

अस्ति कस्मिंश्चित् वनप्रदेशे नानाजलचरसनार्थं महत् सरः। तत्र च कृताश्रयो बक एको वृद्धभावमुपागतो मत्स्यान् व्यापादयितुमसमर्थः। ततश्च क्षुत्क्षामकण्ठः सरस्तीरे उपविष्टो मुक्ताफलप्रकरसदृशैः अश्रुप्रवाहैर्धरातलमभिषिञ्चन् रुरोद। एकः कुलीरको नानाजलचरसमेतः समेत्य तस्य दुःखेन दुःखितः सादरमिदमूचे, -“माम! किमद्य त्वया न आहारवृत्तिः अनुष्ठीयते?। केवलमश्रुपूर्णनेत्राभ्यां सनिःश्वासेन स्थीयते”। स आह-“वत्स! सत्यमुपलक्षितं भवता, मया हि मत्स्यादनं प्रति परमवैराग्यतया साम्प्रतं प्रायोपवेशनं कृतं, तेनाहं समीपगतानपि मत्स्यान् न भक्षयामि”। कुलीरकः तच्छ्रुत्वा प्राह-“माम! किं तद्वैराग्यकारणम्?”। स प्राह, -“वत्स! अहम् अस्मिन् सरसि जातो वृद्धिं गतश्च। तत् मया एतत् श्रुतं यत् द्वादशवार्षिकी अनावृष्टिः सम्पद्यते लग्ना”। कुलीरक आह, -“कस्मात् तच्छ्रुतम्? बक आह- “दैवज्ञमुखात्। यतः शनैश्चरो हि रोहिणीशकटं भित्वा भौमं शुक्रञ्च प्रयास्यति।”

‘सरसि’ इत्यस्यार्थे कोऽपरः पर्यायवाची शब्दः प्रयोक्तुं शक्यते?

- (1) जलधौ
- (2) वापौ
- (3) तडागे
- (4) सिन्धौ

[Question ID = 344][Question Description = S12_Sanskrit_Q134]

1. 1 [Option ID = 1373]
2. 2 [Option ID = 1374]

3. 3 [Option ID = 1375]

4. 4 [Option ID = 1376]

7)

निम्नलिखितं गद्यांशं पठित्वा प्रश्नानां यथोचितं विकल्पं चित्वा उत्तराणि देयानि -

अस्ति कस्मिंश्चित् वनप्रदेशे नानाजलचरसनार्थं महत् सरः। तत्र च कृताश्रयो बक एको वृद्धभावमुपागतो मत्स्यान् व्यापादयितुमसमर्थः। ततश्च क्षुत्क्षामकण्ठः सरस्तीरे उपविष्टो मुक्ताफलप्रकरसदृशैः अश्रुप्रवाहैर्धरातलमभिषिञ्चन् रुरोद। एकः कुलीरको नानाजलचरसमेतः समेत्य तस्य दुःखेन दुःखितः सादरमिदमूचे, -“माम्! किमद्य त्वया न आहारवृत्तिः अनुष्ठीयते?। केवलमश्रुपूर्णनेत्राभ्यां सनिःश्वासेन स्थीयते”। स आह-“वत्स! सत्यमुपलक्षितं भवता, मया हि मत्स्यादनं प्रति परमवैराग्यतया साम्प्रतं प्रायोपवेशनं कृतं, तेनाहं समीपगतानपि मत्स्यान् न भक्षयामि”। कुलीरकः तच्छ्रुत्वा प्राह-“माम्! किं तद्वैराग्यकारणम्?”। स प्राह, -“वत्स! अहम् अस्मिन् सरसि जातो वृद्धिं गतश्च। तत् मया एतत् श्रुतं यत् द्वादशवार्षिकी अनावृष्टिः सम्पद्यते लग्ना”। कुलीरक आह, -“कस्मात् तच्छ्रुतम्? बक आह- “दैवज्ञमुखात्। यतः शनैश्चरो हि रोहिणीशकटं भित्वा भौमं शुक्रञ्च प्रयास्यति।”

‘सरस्तीरे’ इत्यस्मिन् पदे कः समासः? सविग्रहं वर्णयताम्।

- (1) सरसि तीरे - सप्तमी तत्पुरुषः
- (2) सरसः तीरे - पञ्चमी तत्पुरुषः
- (3) सरसः तीरे - षष्ठी तत्पुरुषः
- (4) सरश्च तीरं च - द्वन्द्व तत्पुरुषः

[Question ID = 345][Question Description = S12_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) बालकाः सामाजिक-अन्तःसम्पर्कमाध्यमेन अधिगृह्यते। विचारोऽयं केन समर्थ्यते?

- (1) पियाजे
- (2) वायगोट्स्की
- (3) चौम्स्की
- (4) स्किनर

[Question ID = 346][Question Description = S12_Sanskrit_Q136]

1. 1 [Option ID = 1381]

2. 2 [Option ID = 1382]

3. 3 [Option ID = 1383]

4. 4 [Option ID = 1384]

2) भाषाविकासस्य कस्याम् अवस्थायाम् शिशवः व्यञ्जन-स्वरमिश्रणं दीर्घशृङ्खलायां पुनः पुनः उच्चरन्ति।

- (1) अस्पष्टवाक्-काले (Babbling)
- (2) कूजनकाले (Cooing)
- (3) मानसिकसम्भाषणकाले (Telegraphic speech)
- (4) आविष्कृतभाषणे

[Question ID = 347][Question Description = S12_Sanskrit_Q137]

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

3) प्रारम्भिकभाषा-शिक्षणे शैशवे अर्थोपलब्धिः तदा मन्यते यदा _____

- (1) भाषार्थवबोधनात् पूर्वं बालकस्य भाषा-उत्पादनं वर्धते।
- (2) बालकस्य भाषाबोधगम्यता भाषा-उत्पादनात् पूर्वं वर्धते।
- (3) भाषावबोधनस्य भाषा दक्षता
- (4) बालकस्य ध्वनिविज्ञानसंचेतना भाषार्थबोधनात्पूर्वं भवति।

[Question ID = 348][Question Description = S12_Sanskrit_Q138]

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

4)

मानवाः भाषाशिक्षणस्य सहजातयन्त्रेण सह जायन्ते। परिवेशात् निवेशरूपे शब्दानां सम्पर्केण यन्त्रम् इदम् संचालितं भवति। विचारोऽयं केन समर्थ्यते?

- (1) प्रकृतिवादिभिः
- (2) व्यवहारवादिभिः
- (3) संज्ञानवादिभिः
- (4) संरचनावादिभिः

[Question ID = 349][Question Description = S12_Sanskrit_Q139]

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

5)

चतुष्चक्रयुक्तानि सर्वाणि वाहनानि बालकः 'कार' इति ब्रवीति। प्रारम्भिक-शब्दावलिदोषोऽयम् यस्मिन् कश्चित् शब्दः व्यापकरूपेण बहुभ्यः पदार्थेभ्यः घटनाभ्यः वा प्रयुज्यते, कथ्यते -

- (1) अतिविस्तारः
- (2) न्यूनविस्तारः
- (3) वाणी-वैकल्यम्
- (4) वाक्-स्खलनम् (Stuttering)

[Question ID = 350][Question Description = S12_Sanskrit_Q140]

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

6)

कौशलयुक्तपाठकः भवितुं एतद् आवश्यकं अस्ति यत्-स दैनिकजीवनात्, अध्ययनस्य अनुशासितक्षेत्रेभ्यश्च ज्ञानं प्रयोज्य लिखितसामग्रीविषये तर्कपूर्णविवेचनार्थं शिक्षणं गृह्णीयात्। अतः, एतत् कथयितुं शक्यते यत् कौशलयुक्तपठनं स्यात् _____

- (1) प्रवाहपूर्णम्
- (2) संरचनात्मकम्
- (3) विस्तृतम् (Extensive)
- (4) निष्कूटनम् (Decoding)

[Question ID = 351][Question Description = S12_Sanskrit_Q141]

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

7)

कश्चिद् अध्यापकः अवकाशे गृहकार्यस्य रूपेण स्वछात्रान् दत्तसूच्याः स्वरुचेः उपन्यासं पठितुं कार्यं ददाति। एषः पठनप्रयोगः अस्ति _____

- (1) सघनपठनम्
- (2) विस्तृतपठनम्
- (3) परिवीक्षणम् (Scanning)
- (4) सहयोगि-पठनम्

[Question ID = 352][Question Description = S12_Sanskrit_Q142]

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

8)

कक्षासंसाधनरूपे निम्नलिखितेषु बहुभाषीयता किम् अस्ति ?

- (1) यतः छात्राः विभिन्नाभिः भाषाभिः सह विद्यालयम् आगच्छन्ति। अतः छात्राः प्रथमकक्षातः आंग्लभाषायां पाठ्यन्ते।
- (2) भाषिकाः सांस्कृतिकाश्च विविधताः मानकस्तरात् दूरीभवन्ति।
- (3) छात्राः विद्यालयीयशिक्षां मातृभाषायां प्रारभन्ते तथा यदा ते प्रोन्नतिं कुर्वन्ति तदा ते अधिकाः भाषाः योजयन्ति।
- (4) बालकानां विविधाः भाषाकक्षायां न सह्यन्ते नैव च प्रयोज्यन्ते।

[Question ID = 353][Question Description = S12_Sanskrit_Q143]

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

9)

यदा छात्राः स्व-उन्नत्या आत्मानं सन्तुष्टाः मन्यन्ते, असन्तुष्टाः वा, तदा ते यं स्वमूल्याङ्कनविधिं निर्धार्यन्ते, स कथ्यते

- (1) समेकितमूल्यांकनम्
- (2) सामूहिक-मूल्यांकनम्
- (3) सहपाठि-मूल्याङ्कनम्
- (4) आत्म-मूल्यांकनम्

[Question ID = 354][Question Description = S12_Sanskrit_Q144]

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

10)

‘उपभाषायाः’ तथा ‘बलाघातस्य’ विषये किं कथनं सत्यम् ?

- (1) ‘बलाघातः’ वास्तविकभाषया सम्बन्धितोऽस्ति, उपभाषा मूलभाषायाः भाषणविधिः कथ्यते ।
- (2) बलाघातः लोकशब्दान्, वाक्यांशान् वा विवृणोति, उपभाषा च भाषणविधिं विवृणोति ।
- (3) उपभाषा वास्तविकभाषया सम्बन्धिता अस्ति, बलाघातश्च तद्भाषायाः भाषणविधिं विवृणोति ।
- (4) उपबोली लोकशब्दैः वाक्यांशैः वा सम्बन्धिता अस्ति, बलाघातश्च विशिष्टप्रकरणे पारिभाषिकशब्दावल्या सम्बन्धितः अस्ति ।

[Question ID = 355][Question Description = S12_Sanskrit_Q145]

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

11)

निम्नलिखितेषु किं पठनोपरान्तप्रविधिः नास्ति ?

- (1) बहुविकल्पीया प्रश्नाः
- (2) रेखीय-संयोजका
- (3) संक्षिप्तीकरणम्
- (4) अनुमानम्

[Question ID = 356][Question Description = S12_Sanskrit_Q146]

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

12)

भाषाशिक्षणं वर्धयितुं शक्यते, यदि -

- (1) अध्यापकेन अधिकाधिकं पाठनसामग्री प्रयुज्यते ।
- (2) छात्राणां प्रोत्ततिं ज्ञातुं साप्ताहिक्यः परीक्षाः अध्यापकैः दीयन्ते ।
- (3) कक्षायां छात्राः वास्तविकीजीवनस्थितिः दीयन्ते यत् छात्राः परस्परं अन्तःसम्पर्कं कुर्युः ।
- (4) अध्यापकः संवादान् रटनाभ्यासेन स्मर्तुं छात्रान् ददाति । पश्चात् स तान् कक्षायां पुनः कथयितुं कथयति ।

[Question ID = 357][Question Description = S12_Sanskrit_Q147]

1. 1 [Option ID = 1425]
2. 2 [Option ID = 1426]

3. 3 [Option ID = 1427]
4. 4 [Option ID = 1428]

13)

अधस्तात् मूल्यांकनस्य द्वे पद्धती दीयेते।

- (A) छात्रान् कक्षायां समयप्रदानम् येन ते मूल्यांकनाय समूहेषु कार्यं कुर्युः, अर्थात् ते परस्परं परीक्षन्ताम्।
(B) छात्राः समेकितमूल्यांकनाय आत्मनः लेखनकार्यस्य पत्राधानानि सज्जीकुर्युः अर्थात् तेषां लेखनस्य षट् उत्तमलेखान् चिन्वन्तु।

एतयोः पद्धत्योः मैत्रीपूर्णमूल्यांकनाय कतमा सत्या अस्ति ?

- (1) (A) सत्यमस्ति, (B) मिथ्यास्ति
(2) (B) सत्यमस्ति, (A) मिथ्यास्ति
(3) (A) तथा (B) उभे सत्ये स्तः
(4) (A) तथा (B) उभे मिथ्या स्तः

[Question ID = 358][Question Description = S12_Sanskrit_Q148]

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

14)

षोडशवर्षीयः रघुः द्विवादनस्य समीपे विद्यालयाद् आगतः। उष्णवातावरणस्य कारणात् स श्रान्तः आसीत्। स कमपि गृहे न प्राप्तवान्। स पाकगृहे अगच्छत्, जम्बीरसं सज्जीकृतवान्, हिमखण्डान् च प्रावेशयत्। सः रुचिपूर्वकं अपिबत्।
एषः कीदृशस्य लेखनस्य प्रकारः अस्ति।

- (1) वर्णनात्मकं लेखनम्
(2) विवरणात्मकं लेखनम्
(3) प्रेरकलेखनम्
(4) कथनात्मकं लेखनम् (Narrative)

[Question ID = 359][Question Description = S12_Sanskrit_Q149]

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

15)

निम्नलिखितेषु किं पत्राधानमूल्याङ्कनम् कथ्यते ?

- (1) छात्राणां विविधशिक्षणानुभवानां संग्रहणं लेखनं तथा छात्राणां समग्रमूल्यांकनाय प्रयोगः।
(2) अध्ययन-अध्यापनस्य वर्षपर्यन्तं संग्रहणं, लेखनं तथा समग्रमूल्यांकनाय।
(3) छात्राणां सत्रान्तपरीक्षाणां उपयोगः।
(4) वर्षपर्यन्तं औपचारिकपरीक्षाणां माध्यमेन मूल्याङ्कनम्।

[Question ID = 360][Question Description = S12_Sanskrit_Q150]

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

