

CTET MS L1 Sanskrit L2 English P2

Topic:- CDP_P2_CTET

1)

Assertion (A) : While most children begin to shed their milk teeth at about six years of age, a child doing so at five or seven is not considered 'abnormal'.

Reason (R) : Through the patterns of growth and sequence of physical development is universal, there is a considerable range of individual differences.

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

कथन : ज्यादातर बच्चों के दूध के दाँत छः वर्ष की उम्र में टूट जाते हैं, परन्तु किसी पाँच या सात वर्ष के बच्चे के दाँत टूटने को असामान्य नहीं देखा जाता।

तर्क (R) : हालाँकि वृद्धि व शारीरिक विकास का क्रम सार्वभौमिक है, इसमें व्यक्तिगत विभिन्नताओं के अनुसार काफी परास होता है।

सही विकल्प चुनें।

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

[Question ID = 31][Question Description = S9_CDP_Q001]

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

2)

Which principles states that each child develops at her own rate even though the direction of development is similar ?

- (1) Principle of Cephalocaudal development
- (2) Principle of Proximo-distal development
- (3) Principle of Uniformity
- (4) Principle of Individuality

किस सिद्धांत में प्रतिपादित किया गया है कि विकास की दिशा समान होने पर भी प्रत्येक बच्चे का विकास अपनी गति से होता है?

- (1) शीर्षगामी विकास का सिद्धांत
- (2) समीपदूराभिमुख विकास का सिद्धांत
- (3) एकरूपता का सिद्धांत
- (4) व्यक्तिगत विकास का सिद्धांत

[Question ID = 32][Question Description = S9_CDP_Q002]

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

3) Which of the following is **NOT** an important secondary agency of socialization ?

- (1) Family
- (2) Media
- (3) School
- (4) Peers

निम्न में से कौन-सी संस्था सामाजीकरण की द्वितीयक संस्था नहीं है?

- (1) परिवार
- (2) मिडिया
- (3) स्कूल
- (4) समकक्षी

[Question ID = 33][Question Description = S9_CDP_Q003]

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

4)
In _____, children can reason not just with objects but with formally stated propositions.

- (1) sensori-motor stage
- (2) pre-operational stage
- (3) concrete operational
- (4) formal operational

किस चरण में बच्चे न केवल वस्तुओं के संदर्भ में तर्क कर पाते हैं बल्कि प्रतिज्ञाप्तिक चिंतन करने में भी सक्षम होते हैं?

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

[Question ID = 34][Question Description = S9_CDP_Q004]

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

5)

According to Piaget, which is the **correct** sequence of stage of cognitive development beginning from the birth ?

- (1) Sensory Experience, Reversible Mental Operation, Hypothetical Thinking, Symbolic and Intuitive Thoughts
- (2) Sensory Experience, Symbolic and Intuitive Thoughts, Reversible Mental Operation, Hypothetical Thinking
- (3) Symbolic and Intuitive Thoughts, Hypothetical Thinking, Sensory Experience, Reversible Mental Operation
- (4) Reversible Mental Operation, Hypothetical Thinking, Symbolic and Intuitive Thoughts, Sensory Experiences

पियाजे के अनुसार जन्म के बाद संज्ञानात्मक विकास की अवस्थाओं का सही क्रम कौन-सा है ?

- (1) संवेदी अनुभव, प्रतिवर्तनीय मानसिक संक्रियाएं, परिकल्पनात्मक चिंतन, प्रतीकात्मक और सहज विचार।
- (2) संवेदी अनुभव, प्रतीकात्मक और सहज विचार, प्रतिवर्तनीय मानसिक संक्रियाएं, परिकल्पनात्मक चिंतन।
- (3) प्रतीकात्मक और सहज विचार, परिकल्पनात्मक चिंतन, संवेदी अनुभव, प्रतिवर्तनीय मानसिक संक्रियाएं।
- (4) प्रतिवर्तनीय मानसिक संक्रियाएं, परिकल्पनात्मक चिंतन, प्रतीकात्मक और सहज विचार, संवेदी अनुभव।

[Question ID = 35][Question Description = S9_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 Jean Piaget in order for cognitive development to take place effectively a child :

- (1) should undergo second order conditioning.
- (2) should be rewarded for every task.
- (3) should be given opportunities for active exploration.
- (4) should be given repeated tasks for drill and practice.

जॉ पियाजे के अनुसार अर्थपूर्ण संज्ञानात्मक विकास के लिए एक बच्ची :

- (1) को द्वितीय स्तर के अनुबंधन करने चाहिए।
- (2) को हर कार्य के लिए पुरस्कार मिलना चाहिए।
- (3) को सक्रिय अन्वेषण के मौके मुहैया कराने चाहिए।
- (4) को बारम्बार वेधन व अभ्यास करने के लिए कार्य देने चाहिए।

[Question ID = 36][Question Description = S9_CDP_Q006]

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

7)

In Kohlberg's _____ of moral development - what is good or bad is determined by the consequences of obeying or disobeying rules ?

- (1) Pre-operational level
- (2) Pre-conventional level
- (3) conventional level
- (4) Post-conventional level

नैतिक विकास के कोहलबर्ग के किस स्तर के अनुसार नियमों का पालन या अवज्ञा उनके अच्छे या बुरे परिणामों से निर्धारित होती है?

- (1) पूर्व-संचालन स्तर
- (2) पूर्व-पारंपरिक स्तर
- (3) पारंपरिक स्तर
- (4) उत्तर-पारंपरिक स्तर

[Question ID = 37][Question Description = S9_CDP_Q007]

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

8) According to Vygotsky, children learn through _____ their peers.

- (1) Social interaction with
- (2) Competiton with
- (3) Physically fighting with
- (4) making fun of

वायगोत्स्की के अनुसार, बच्चे अपने साथियों _____ के माध्यम से सीखते हैं।

- (1) के साथ सामाजिक संपर्क
- (2) के साथ प्रतियोगिता
- (3) से शारीरिक रूप से लड़ाई
- (4) का मजाक उड़ाने

[Question ID = 38][Question Description = S9_CDP_Q008]

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

9) In Lev Vygotsky's theory the idea of scaffolding means that :

- (1) the adults reduce the complexity of the task and make it very easy.
- (2) the adults vary the amount and nature of assistance.
- (3) the adults do not offer any support to the child.
- (4) the adults provide a variety of rewards to children.

लेव व्यागोत्सकी के सिद्धान्तों के अनुसार 'पाड़' के क्या मायने हैं?

- (1) वयस्कों का कार्य की जटीलता को कम करके उन्हें बेहद सरल बनाना।
- (2) वयस्कों का मदद की प्रकार व मात्रा में बदलाव करना।
- (3) वयस्कों का बच्चों को किसी प्रकार की मदद न देना।
- (4) वयस्कों का बच्चों को विभिन्न प्रकार के ईनाम देना।

[Question ID = 39][Question Description = S9_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) exams are held only at the end of the year determine the teaching-learning
- (2) children are respected and teachers have trust in the capacity of each child
- (3) standardized and uniform curriculum is followed for all children
- (4) pedagogy is rigid and teacher-centric

एक प्रगतिशील कक्षा में :

- (1) सीखने-सीखाने के मुल्यांकन के लिए परिक्षाएँ केवल साल के अंत में ली जाती हैं।
- (2) बच्चों का सम्मान किया जाता है और शिक्षकों का हर बच्चे की क्षमता में विश्वास होता है।
- (3) एकरूपी व मानीकृत पाठ्यचर्या का पालन किया जाता है।
- (4) शिक्षाशास्त्र अलचीला व शिक्षक-केन्द्रित होता है।

[Question ID = 40][Question Description = S9_CDP_Q010]

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

11)

Individuals having high _____ possess the ability to classify natural forms such as animal and plant species and rocks and mountain types.

- (1) Naturalistic intelligence
- (2) Linguistic intelligence
- (3) Musical intelligence
- (4) Intrapersonal intelligence

कौन-सी अधिक बुद्धि वाले व्यक्तियों में प्राकृतिक रूपों जैसे जानवरों और पौधों की प्रजातियों और चट्टानों और पर्वत प्रकारों को वर्गीकृत करने की क्षमता होती है?

- (1) प्राकृतिक बुद्धि
- (2) भाषाई बुद्धि
- (3) संगीतमय बुद्धि व्यक्ति
- (4) अंतःवैयक्तिक बौद्धिकता

[Question ID = 41][Question Description = S9_CDP_Q011]

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

12)

The statement that society determines the role of male, female and other genders articulates gender as :

- (1) a genetic concept
- (2) a physical construct
- (3) a social construct
- (4) a hereditary endowment

यह वाक्य-स्त्रियों, पुरुषों व दूसरे जेंडर की भूमिका समाज तय करता है - जेंडर की संरचना के बारे में क्या दर्शाती है?

- (1) जेंडर एक अनुवांशिक संरचना है।
- (2) जेंडर एक भौतिक संरचना है।
- (3) जेंडर एक सामाजिक संरचना है।
- (4) जेंडर वंशनुगत गुण है।

[Question ID = 42][Question Description = S9_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) : Teachers should emphasise on using and implementing standardized curriculum and assessment methods.

Reason(R) : Schools should work towards removing individual differences among children rather than accepting them.

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

कथन (A) : शिक्षकों को मानकीकृत पाठ्यचर्या व आकलन तरीकों के इस्तेमाल व कार्यान्वित करने पर बल देना चाहिए।

तर्क (R) : स्कूलों को बच्चों में व्यक्तिगत विभिन्नताओं को स्वीकारने की बजाए उन्हें हटाने का प्रयास करना चाहिए।

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 = S9_CDP_Q013]

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

- 14) Assessment should **NOT** be undertaken :
- (1) To find out the readiness levels of children for learning
 - (2) To improve the processes of teaching-learning
 - (3) To inculcate competitive spirit among children
 - (4) To help understand what the child can and cannot do

मूल्यांकन क्यों नहीं किया जाना चाहिए?

- (1) बच्चों की सीखने की तैयारी के स्तर का पता लगाने के लिए
- (2) सीखने-सिखाने की प्रक्रियाओं में सुधार करने के लिए
- (3) बच्चों में प्रतिस्पर्धा की भावना पैदा करने के लिए
- (4) यह समझने में मदद करने के लिए कि बच्ची क्या कर सकती है और क्या नहीं

[Question ID = 44][Question Description = S9_CDP_Q014]

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

- 15) To provide constructive feedback to the students on their learning and reflect on their own pedagogy, the teachers should :
- (1) Use summative assessment
 - (2) Use formative assessment
 - (3) Focus on scholastic aspects only
 - (4) Focus on use of paper-pencil objective type testing only

छात्रों को उनके सीखने पर रचनात्मक प्रतिक्रिया प्रदान करने और अपने स्वयं के अध्यापन पर मनन करने के लिए, शिक्षकों को :

- (1) योगात्मक मूल्यांकन का प्रयोग करना चाहिए।
- (2) रचनात्मक मूल्यांकन का प्रयोग करना चाहिए।
- (3) केवल शैक्षिक पहलुओं पर ध्यान देना चाहिए।
- (4) केवल पेपर-पेंसिल वस्तुनिष्ठ प्रकार के परीक्षण के उपयोग पर ध्यान देना चाहिए।

[Question ID = 45][Question Description = S9_CDP_Q015]

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

16) _____ characterizes an inclusive school set up :

- (1) Questioning exclusion
- (2) Accepting labelling
- (3) Endorsing segregation
- (4) Promoting stigmatization

समावेशी स्कूल की स्थापना में _____ शामिल है।

- (1) बहिष्करण पर सवाल उठाना
- (2) नामीकरण को अपनाना
- (3) पृथक्करण का पुष्टिकरण
- (4) दोषारोपण का प्रोत्साहन

[Question ID = 46][Question Description = S9_CDP_Q016]

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

17)

It is important to include children from disadvantaged and deprived backgrounds in the classroom discussion because :

- (1) These children are to be pitied and we should adopt a sympathetic attitude towards them.
- (2) Every child has a right to education and the teacher should involve all the children irrespective of their socio-economic cultural and religious context.
- (3) Such children do not have any potential to learn.
- (4) These children are 'stupid' and should not be allowed to mix with other children.

वंचित और वंचित पृष्ठभूमि के बच्चों को कक्षा की चर्चाओं में शामिल करना महत्वपूर्ण है क्योंकि :

- (1) इन बच्चों पर दया करनी चाहिए और हमें उनके प्रति सहानुभूतिपूर्ण रवैया अपनाना चाहिए।
- (2) प्रत्येक बच्चे को शिक्षा का अधिकार है और शिक्षक को सभी बच्चों को शामिल करना चाहिए, चाहे उनका सामाजिक-आर्थिक सांस्कृतिक और धार्मिक संदर्भ कुछ भी हो।
- (3) ऐसे बच्चों में सीखने की क्षमता नहीं होती।
- (4) ये बच्चे 'बेवकूफ' हैं और इन्हें दूसरे बच्चों के साथ घुलने-मिलने नहीं देना चाहिए।

[Question ID = 47][Question Description = S9_CDP_Q017]

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

18)

A Child has difficulty in distinguishing words such as 'WAS' and 'SAW', 'BATTLE' and 'BOTTLE'. Such a difficulty is a typical identifying characteristic of :

- (1) Dysgraphia
- (2) Dyscalculia
- (3) Dysaphasia
- (4) Dyslexia

एक बच्चे को कई शब्दों को आपस में अंतर करने में कठिनाई आती है- नमन और मनन; कलम और कमल। यह किसका विशिष्ट अभिलक्षण है?

- (1) लेखन वैकल्य
- (2) गुणज्ञ वैकल्य
- (3) भाषा वैकल्य
- (4) पठन वैकल्य

[Question ID = 48][Question Description = S9_CDP_Q018]

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

19)

Which of the following are effective accommodations in the classroom environment as per the needs of students with partial hearing loss ?

- (i) allow them to seat near the teacher
- (ii) minimize background noise
- (iii) use lecture method
- (iv) Give handouts using graphic organizers and mind maps

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

निम्न में से कौन-से शिक्षाशास्त्रीय प्रावधान एक विद्यार्थी जिसे कम सुनाई देता है की जरूरतों के अनुसार उपयुक्त समायोजन हैं?

- (i) शिक्षिका के पास बैठने की अनुमति देना
- (ii) परिवेश की पृष्ठभूमि के शोर को कम करना
- (iii) व्याख्यान प्रणाली का उपयोग
- (iv) विज्ञप्तिपत्रक देना जिसमें आलेखी आयोजक और संकल्पनात्मक चित्रण हो

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

[Question ID = 49][Question Description = S9_CDP_Q019]

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

20) A teacher can foster creativity in her students by :

- (1) Encouraging multiple ideas and intuitive guesses
- (2) Promoting mere reproduction of information
- (3) Repeated drill and practice
- (4) Ensuring that the teacher has absolute control over the children's learning

एक शिक्षिका अपने विद्यार्थियों में रचनात्मकता को किसके द्वारा बढ़ावा दे सकती है :

- (1) कई विचारों और सहज ज्ञान युक्त अनुमानों को प्रोत्साहित करना
- (2) केवल सूचना के पुनरुत्पादन को बढ़ावा देकर
- (3) बार-बार अभ्यास और वेधन से
- (4) यह सुनिश्चित करके कि शिक्षक का बच्चों की शिक्षा पर पूर्ण नियंत्रण है।

[Question ID = 50][Question Description = S9_CDP_Q020]

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

21) Teacher should encourage _____ rather than _____.

- (1) Intrinsic motivation ; extrinsic motivation
- (2) Competition ; co-operation
- (3) Performance-oriented goals ; mastery
- (4) Failure accepting goals ; failure aviodance goals

शिक्षक को _____ प्रोत्साहित करना चाहिए बजाय _____ के।

- (1) आंतरिक अभिप्रेरणा को; बाहरी अभिप्रेरणा
- (2) प्रतिस्पर्धा को; सहयोग
- (3) प्रदर्शन-उन्मुख लक्ष्य को; महारत उन्मुख लक्ष्य
- (4) विफलता स्वीकार्य लक्ष्य को; विफलता परिहार लक्ष्य

[Question ID = 51][Question Description = S9_CDP_Q021]

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

22) Which of the following emotions hinders the process of meaningful learning ?

- (1) Boredom
- (2) Enjoyment
- (3) Happiness
- (4) Pride

निम्नलिखित में से कौन-सी भावना सार्थक सीखने की प्रक्रिया में बाधा डालती है?

- (1) ऊब
- (2) आनंद
- (3) खुशी
- (4) गर्व

[Question ID = 52][Question Description = S9_CDP_Q022]

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

23) Students who exhibit 'learned helplessness' :

- (1) believe that ability is fixed and stable.
- (2) believe that ability is incremental - improvable with effort.
- (3) are mastery - oriented learners.
- (4) set learning - oriented goals.

विद्यार्थी जो 'अधिगम असाहयता' को दर्शाते हैं -

- (1) मानते हैं कि क्षमता स्थिर व स्थायी है।
- (2) मानते हैं कि क्षमता वृद्धिशील है - उसे प्रयास से बेहतर किया जा सकता है।
- (3) महारत उन्मुखी विद्यार्थी होते हैं।
- (4) सीखने उन्मुख लक्ष्य तय करते हैं।

[Question ID = 53][Question Description = S9_CDP_Q023]

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

24)

What the child learns, how well she learns it and how she is able to apply that learning to various situations depends on :

- (1) Opportunities she has to observe and interact with objects and people
- (2) Opportunities the teacher provides for memorization and recall
- (3) The kind of punishment she is given to ensure learning
- (4) The variety of materialistic rewards she is offered to complete the tasks

बच्चा क्या सीखता है, वह कितनी अच्छी तरह सीखता है और विभिन्न परिस्थितियों में उस सीखने को कैसे लागू कर पाता है, यह इस पर निर्भर करता है?

- (1) वस्तुओं और लोगों के अवलोकन और अंतःक्रिया के अवसर।
- (2) शिक्षक याद रखने और याद करने के कितने अवसर प्रदान करता है।
- (3) सीखने को सुनिश्चित करने के लिए उसे किस तरह की सजा दी जाती है।
- (4) कार्यों को पूरा करने के लिए उसे किस विभिन्न प्रकार के भौतिकवादी पुरस्कार दिए जाते हैं।

[Question ID = 54][Question Description = S9_CDP_Q024]

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

25)

Thinking about one's own thinking is known as _____ and is a _____ ability.

- (1) adaptation ; lower order
- (2) adaptation ; higher order
- (3) metacognition ; lower order
- (4) metacognition ; higher order

अपनी सोच के बारे में सोच पाना _____ कहलाता है और एक _____ कौशल है।

- (1) अनुकुलन; निम्न स्तरीय
- (2) अनुकुलन; उच्च स्तरीय
- (3) अधिसंज्ञान; निम्न स्तरीय
- (4) अधिसंज्ञान; उच्च स्तरीय

[Question ID = 55][Question Description = S9_CDP_Q025]

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

26) How can a teacher facilitate learning in a constructivist classroom ?

- (1) By asking children to do repeated drill and practice
- (2) By punishing the children who seem disinterested
- (3) By making the process of teaching learning interesting and interactive
- (4) By dictating the answers to the questions in the textbook

एक शिक्षिका रचनावादी कक्षा में सीखने को कैसे सुसाधित कर सकती है?

- (1) बच्चों को बारम्बार वेधन व अभ्यास करने को कहकर।
- (2) जो बच्चे अरुचि दिखाते हैं उन्हें सजा देकर।
- (3) सीखने सीखाने की प्रक्रिया को दिलचस्प व संवादात्मक बनाकर।
- (4) पाठ्यपुस्तक के सवालों के उत्तर निर्देशित करके।

[Question ID = 56][Question Description = S9_CDP_Q026]

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

27)

Assertion (A) : The primary role of a teacher in middle school classroom is to transmit knowledge and correct wrong answers of the students.

Reason (R) : Learning is a process of acquisition of facts that take place through drill and repeated practice.

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 and (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 स्कूली कक्षा कक्ष में एक शिक्षिका की प्रमुख भूमिका ज्ञान का स्थानांतरण व विद्यार्थियों के गलत उत्तरों को सही करना है।

तर्क (R) : सीखना तथ्यों को अर्जित करने की प्रक्रिया है तो वेधन व बारम्बार अभ्यास से आती 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 = 57][Question Description = S9_CDP_Q027]

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

28) Which of the following strategies are helpful in facilitating meaningful learning ?

- (i) Explaining to a peer
- (ii) Making concept maps
- (iii) Using imageries and creating flowcharts
- (iv) Thinking of examples and non-examples
- (v) Self-questioning

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

निम्न में से कौन-सी रणनीति अर्थपूर्ण अधिगम को सुसधित नहीं करेगी?

- (i) समकक्षी को समझाना
- (ii) संकल्पनात्मक मानचित्र बनाना
- (iii) मानसिक चित्र व प्रवाह संचित्र बनाना
- (iv) उदाहरण व गैर-उदाहरण सोचना
- (v) खुद से सवाल करना

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

[Question ID = 58][Question Description = S9_CDP_Q028]

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

29)

Neha is always concerned on getting more marks than Rashmi so that she can show her superiority to Rashmi. What kind of goals is Neha setting ?

- (1) intrinsic motivation driven goals
- (2) learning goals
- (3) mastery goals
- (4) performance goals

नेहा हमेशा रश्मी से अधिक अंक प्राप्त करने के लिए कार्य करती है ताकि वह खुद को रश्मी से बेहतर दिखा पाए। नेहा किस प्रकार के लक्ष्य निर्धारित कर रही है?

- (1) आंतरिक अभिप्रेरणा द्वारा निर्धारित लक्ष्य
- (2) सीखने के लक्ष्य
- (3) महारत लक्ष्य
- (4) प्रदर्शन लक्ष्य

[Question ID = 59][Question Description = S9_CDP_Q029]

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

30) In a socio-constructivist classroom, children's learning should **NOT** be influenced by :

- (1) Activities in the classroom
- (2) From the content given in the curriculum and books
- (3) Interaction with peer groups
- (4) Marks and scores obtained by friends

एक सामाजिक रचनावादी कक्षा कक्ष में बच्चों का सीखना किससे प्रभावित नहीं होगा ?

- (1) कक्षा कक्ष में की जाने वाली गतिविधियों से।
- (2) पाठ्यचर्या और पुस्तकों में दी गई विषय वस्तु से।
- (3) सहकर्मी समूह के साथ अंतःक्रिया।
- (4) दोस्तों द्वारा प्राप्त अंकों से।

[Question ID = 60][Question Description = S9_CDP_Q030]

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

Topic:- MATH_P2_CTET

1) The least number which must be added to 5774 to make it a perfect square is :

- (1) 1
- (2) 2
- (3) 5
- (4) 7

5774 में जोड़ी जाने वाली वह न्यूनतम संख्या, जिससे यह एक पूर्ण वर्ग बन जाए, निम्नलिखित है :

- (1) 1
- (2) 2
- (3) 5
- (4) 7

[Question ID = 61][Question Description = S9_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) A four - digit number $15y3$ is a multiple of 3. The sum of all the possible values of y is :

- (1) 3
- (2) 9
- (3) 12
- (4) 18

चार अंकों वाली एक संख्या $15y3$, संख्या 3 का एक गुणज है। y के सभी संभव मानों का योग है :

- (1) 3
- (2) 9
- (3) 12
- (4) 18

[Question ID = 62][Question Description = S9_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) The value of $3.5 \times 2.4 \times 4.8$ is :

(1) $\frac{1004}{25}$

(2) $\frac{1008}{25}$

(3) $\frac{5002}{5}$

(4) $\frac{5004}{5}$

$3.5 \times 2.4 \times 4.8$ का मान है :

(1) $\frac{1004}{25}$

(2) $\frac{1008}{25}$

(3) $\frac{5002}{5}$

(4) $\frac{5004}{5}$

[Question ID = 63][Question Description = S9_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) Additive inverse of $2^{-3} \times (-7)^{-3}$ is :

(1) -2744

(2) 2744

(3) $\frac{1}{2744}$

(4) $-\frac{1}{2744}$

$2^{-3} \times (-7)^{-3}$ का योज्य प्रतिलोम है :

(1) -2744

(2) 2744

(3) $\frac{1}{2744}$

(4) $-\frac{1}{2744}$

[Question ID = 64][Question Description = S9_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)

If x and y are respectively the HCF and LCM of 135, 108 and 198, then the value of $\frac{x}{y}$ is :

(1) 660

(2) 330

(3) $\frac{1}{330}$

(4) $\frac{1}{660}$

यदि x और y क्रमशः 135, 108 और 198 के HCF और LCM हैं, तो $\frac{x}{y}$ का मान है :

(1) 660

(2) 330

(3) $\frac{1}{330}$

(4) $\frac{1}{660}$

[Question ID = 65][Question Description = S9_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)

If $p = \frac{1}{2} x^2 y$ and $q = 3xy - 5x^3 y^4$, then $pq + 2x^3 y^2$ is equal to :

(1) $\frac{5}{2} x^5 y^5 - \frac{3}{2} x^3 y^2$

(2) $\frac{3}{2} x^3 y^2 - \frac{5}{2} x^5 y^5$

(3) $\frac{7}{2} x^3 y^2 - \frac{5}{2} x^5 y^5$

(4) $\frac{5}{2} x^5 y^5 - \frac{7}{2} x^3 y^2$

यदि $p = \frac{1}{2} x^2 y$ है तथा $q = 3xy - 5x^3 y^4$ है, तो $pq + 2x^3 y^2$ बराबर है :

(1) $\frac{5}{2} x^5 y^5 - \frac{3}{2} x^3 y^2$

(2) $\frac{3}{2} x^3 y^2 - \frac{5}{2} x^5 y^5$

(3) $\frac{7}{2} x^3 y^2 - \frac{5}{2} x^5 y^5$

(4) $\frac{5}{2} x^5 y^5 - \frac{7}{2} x^3 y^2$

[Question ID = 66][Question Description = S9_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)

$(x + 2z)^2 - 16x^2$ is equal to :

(1) $(5x + 2z) (5x - 2z)$

(2) $(5x + 2z) (2z - 3x)$

(3) $(3x + 2z) (2z - 5x)$

(4) $(3x + 2z) (2z - 3x)$

$(x + 2z)^2 - 16x^2$ बराबर है :

(1) $(5x + 2z) (5x - 2z)$

(2) $(5x + 2z) (2z - 3x)$

(3) $(3x + 2z) (2z - 5x)$

(4) $(3x + 2z) (2z - 3x)$

[Question ID = 67][Question Description = S9_Maths Content/Pedagogy_Q037]

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

8)

The solution of the equation $x + 7 - \frac{16x}{3} = 12 - \frac{7x}{2}$ is also the solution of the equation :

- (1) $2x - 10 = 5$
- (2) $5x + 4 = -26$
- (3) $3x - 7 = 25$
- (4) $2x + 15 = 4$

समीकरण $x + 7 - \frac{16x}{3} = 12 - \frac{7x}{2}$ का हल निम्नलिखित समीकरण का भी हल है :

- (1) $2x - 10 = 5$
- (2) $5x + 4 = -26$
- (3) $3x - 7 = 25$
- (4) $2x + 15 = 4$

[Question ID = 68][Question Description = S9_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)

A shopkeeper purchased two tables for a total of ₹ 9000 and marked the price of each table at ₹ 5000. If he sold each table at a discount of 2%, then his gain or loss in the whole transaction is :

- (1) ₹ 400 loss
- (2) ₹ 400 gain
- (3) ₹ 800 loss
- (4) ₹ 800 gain

किसी दुकानदार ने दो मेज कुल ₹ 9000 में खरीदीं तथा इनमें से प्रत्येक मेज का मूल्य ₹ 5000 अंकित किया। यदि वह प्रत्येक मेज को 2% की छूट देकर बेचता है, तो संपूर्ण सौदे में उसका लाभ या हानि है :

- (1) हानि ₹ 400
- (2) लाभ ₹ 400
- (3) हानि ₹ 800
- (4) लाभ ₹ 800

[Question ID = 69][Question Description = S9_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) If $5x^m + 2x^2 + 3x$ is a binomial, then possible value(s) of m can be :

- (1) Only 3
- (2) Only 2
- (3) Only 1
- (4) Both (1) and (2)

यदि $5x^m + 2x^2 + 3x$ एक द्विपद है, तो m का/के संभव मान हो सकता(ते) है/हैं :

- (1) केवल 3
- (2) केवल 2
- (3) केवल 1
- (4) (1) और (2) दोनों

[Question ID = 70][Question Description = S9_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) If PQRS is a rhombus in which $\angle PSR = 70^\circ$, then $2\angle PQR + 3\angle SPR$ is equal to :

- (1) 325°
- (2) 305°
- (3) 320°
- (4) 315°

PQRS एक समचतुर्भुज है, जिसमें $\angle PSR = 70^\circ$ है। तब, $2\angle PQR + 3\angle SPR$ बराबर है :

- (1) 325°
- (2) 305°
- (3) 320°
- (4) 315°

[Question ID = 71][Question Description = S9_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) Which of the following figures has linear symmetry but no rotational symmetry ?

- (1) Circle
- (2) Rhombus
- (3) Rectangle
- (4) Kite

निम्नलिखित में से किस आकृति में रैखिक सममिति है परंतु कोई घूर्णन सममिति नहीं है?

- (1) वृत्त
- (2) समचतुर्भुज
- (3) आयत
- (4) पतंग

[Question ID = 72][Question Description = S9_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)

The two interior opposite angles corresponding to an exterior angle 140° of a triangle are 60° and x . Then, value of $3x + 20^\circ$ is :

- (1) 200°
- (2) 230°
- (3) 240°
- (4) 260°

किसी त्रिभुज के एक बहिष्कोण 140° के संगत दो अभिमुख अंतः कोण 60° और x हैं। तब, $3x + 20^\circ$ का मान है :

- (1) 200°
- (2) 230°
- (3) 240°
- (4) 260°

[Question ID = 73][Question Description = S9_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)

Two corresponding angles formed by the intersection of two parallel lines by a transversal are x and 70° . Then, the value of $4x - 30^\circ$ is :

- (1) 440°
- (2) 410°
- (3) 280°
- (4) 250°

दो समांतर रेखाओं को एक तिर्यक रेखा द्वारा प्रतिच्छेद करने से बने दो संगत कोण x और 70° हैं। तब, $4x - 30^\circ$ का मान है :

- (1) 440°
- (2) 410°
- (3) 280°
- (4) 250°

[Question ID = 74][Question Description = S9_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)

Points P and S lie on the same side of line segment QR such that $PQ = SR$ and $PR = SQ$. Then, which of the following is true ?

- (1) $\triangle PQR \cong \triangle SQR$
- (2) $\triangle PQR \cong \triangle SRQ$
- (3) $\triangle PQR \cong \triangle RQS$
- (4) $\triangle PQR \cong \triangle QRS$

बिंदु P और S रेखाखंड QR के एक ही ओर इस प्रकार स्थित हैं कि $PQ = SR$ और $PR = SQ$ है। तब, निम्नलिखित में से कौन-सा सत्य है ?

- (1) $\triangle PQR \cong \triangle SQR$
- (2) $\triangle PQR \cong \triangle SRQ$
- (3) $\triangle PQR \cong \triangle RQS$
- (4) $\triangle PQR \cong \triangle QRS$

[Question ID = 75][Question Description = S9_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 cost of fencing a circular field at the rate of ₹ 5 per meter is ₹ 440. Then, the area of the field(in m^2) is $\left(\text{Use } \pi = \frac{22}{7} \right)$:

- (1) 308
- (2) 616
- (3) 924
- (4) 1232

किसी वृत्ताकार खेत पर ₹ 5 प्रति मीटर की दर से बाड़ लगाने की लागत ₹ 440 है। तब, उस खेत का क्षेत्रफल (m^2 में) है $\left(\pi = \frac{22}{7} \text{ लीजिए}\right)$:

- (1) 308
- (2) 616
- (3) 924
- (4) 1232

[Question ID = 76][Question Description = S9_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)

The area of a square is equal to the area of a rectangle of length 18 cm. If the length of the diagonal of the square is 12 cm, then the perimeter of the rectangle is :

- (1) 88 cm
- (2) 66 cm
- (3) 44 cm
- (4) 22 cm

किसी वर्ग का क्षेत्रफल 18 cm लंबाई वाले एक आयत के क्षेत्रफल के बराबर है। यदि इस वर्ग के विकर्ण की लंबाई 12 cm है, तो आयत का परिमाप है :

- (1) 88 cm
- (2) 66 cm
- (3) 44 cm
- (4) 22 cm

[Question ID = 77][Question Description = S9_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) If the surface area of a cube is 1176 m^2 , then the volume of the cube is :

- (1) 2744 m^3
- (2) 2644 m^3
- (3) 2474 m^3
- (4) 2464 m^3

यदि किसी घन का पृष्ठीय क्षेत्रफल 1176 m^2 है, तो उस घन का आयतन है :

- (1) 2744 m^3
- (2) 2644 m^3
- (3) 2474 m^3
- (4) 2464 m^3

[Question ID = 78][Question Description = S9_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)

A box contains some slips on which numbers 15, 16, 17, . . . , 49, 50, 51 are written (one number on one slip). A slip is taken out from the box at random. What is the probability that the selected slip bears a number divisible by 2 or 3 ?

- (1) $\frac{24}{36}$
- (2) $\frac{25}{36}$
- (3) $\frac{24}{37}$
- (4) $\frac{25}{37}$

किसी डिब्बे में कुछ पर्चियाँ रखी हुई हैं, जिन पर संख्याएँ 15, 16, 17, . . . , 49, 50, 51 लिखी हुई हैं। (एक पर्ची पर एक संख्या) इस डिब्बे में से एक पर्ची यादृच्छिक रूप से निकाली जाती है। चुनी हुई पर्ची पर 2 या 3 से विभाज्य संख्या अंकित होने की प्रायिकता क्या है?

- (1) $\frac{24}{36}$
- (2) $\frac{25}{36}$
- (3) $\frac{24}{37}$
- (4) $\frac{25}{37}$

[Question ID = 79][Question Description = S9_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 mean of the range and the median of the observations 13, 21, 17, 12, 15, 19, 19, 12, 20, 25 and 17 is :

- (1) 15
- (2) 16
- (3) 15.5
- (4) 16.5

प्रेक्षणों 13, 21, 17, 12, 15, 19, 19, 12, 20, 25 और 17 के परिसर और माध्यक का माध्य है :

- (1) 15
- (2) 16
- (3) 15.5
- (4) 16.5

[Question ID = 80][Question Description = S9_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)

The most appropriate illustration of an activity based approach to introduce Euler's formula related to solid shapes is :

- (1) Using a powerpoint presentation with animated videos about solid shapes
- (2) Telling students to tabulate the information about number of vertices, edges etc. using real solid shapes and explore the formula
- (3) Explaining the formula and giving worksheets to students to be completed at home
- (4) Asking the students to find about Euler's formula at home using internet

ठोस आकारों से संबंधित आइलर के सूत्र का परिचय देने के लिए एक क्रियाकलाप-आधारित उपागम का सबसे उपयुक्त उदाहरण है :

- (1) ठोस आकृतियों के जीवंत (ऐनीमेटेड) वीडियो के पॉवरप्वाइंट प्रस्तुतीकरण का उपयोग करना
- (2) विद्यार्थियों को वास्तविक ठोस आकृतियों का उपयोग कर शीर्षों व किनारों की संख्या, इत्यादि के विषय में सूचना को सारणीबद्ध करने एवं सूत्रों की खोज करने के लिए कहना
- (3) सूत्र की व्याख्या कर, विद्यार्थियों को कार्यपत्रिका (वर्कशीट) घर पर पूरी करने के लिए देना
- (4) इंटरनेट का उपयोग कर विद्यार्थियों को आइलर के सूत्र के विषय में ज्ञात करने के लिए कहना

[Question ID = 81][Question Description = S9_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)

A teacher makes the following symbolic representation on the blackboard in a 6th grade math class.

$$\underline{\hspace{2cm}} + 5 = 34$$

Which of the following concepts is least appropriate to be taught using the above model ?

- (1) Transposition
- (2) Algebraic variables like x, y, a etc
- (3) Linear equations
- (4) Algebraic expressions

एक शिक्षक कक्षा VI में श्यामपट्ट पर निम्नलिखित प्रतीकात्मक निरूपण बनाता है :

$$\underline{\hspace{2cm}} + 5 = 34$$

निम्नलिखित अवधारणाओं में से कौन सी अवधारणा उपरोक्त प्रतिमान के उपयोग द्वारा पढ़ाए जाने के लिए सबसे कम उपयुक्त है ?

- (1) पक्षांतरण
- (2) बीजीय चर जैसे x, y, a इत्यादि
- (3) रैखिक समीकरण
- (4) बीजीय व्यंजक

[Question ID = 82][Question Description = S9_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)

Which of the following is the most important prerequisite knowledge required for students to construct a pie chart for a given set of data ?

- (1) Measures of central tendencies
- (2) Frequency distribution
- (3) Ratio, proportion and angle measures
- (4) Bar graph

दिए गए आँकड़ों के समुच्चय का पाई चार्ट (pie chart) बनाने के लिए विद्यार्थियों के लिए निम्नलिखित में से कौन-सा पूर्वापेक्षित ज्ञान सबसे महत्वपूर्ण है ?

- (1) केंद्रीय प्रवृत्तियों के माप
- (2) बारंबारता बंटन
- (3) अनुपात, समानुपात और कोण के माप
- (4) बार-ग्राफ

[Question ID = 83][Question Description = S9_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) To build conceptual understanding among students in mathematics a teacher should :
- (1) List all the concepts on the blackboard
 - (2) Ask children to draw conceptual maps
 - (3) Give a number of questions to practice
 - (4) Make linkages between the conceptual and the procedural knowledge

गणित में, विद्यार्थियों में अवधारणात्मक समझ का विकास करने के लिए, किसी शिक्षक को :

- (1) श्यामपट्ट पर सभी अवधारणाओं की सूची बनानी चाहिए
- (2) बच्चों को अवधारणात्मक मानचित्रों का चित्रण करने के लिए कहना चाहिए
- (3) अभ्यास के लिए कई प्रश्न देने चाहिए
- (4) अवधारणात्मक एवं कार्यविधिक ज्ञान के बीच संबंध बनाने चाहिए

[Question ID = 84][Question Description = S9_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) Which of the following is/are open-ended problems ?

- (A) Draw a rectangle whose area is 36 cm^2
- (B) Write 10 multiples of 2 and 3
- (C) Write all even numbers up to 20

Choose the **correct** option.

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

निम्नलिखित में से कौन सी खुले सिरे वाली समस्याएँ है/हैं ?

- (A) एक आयत बनाएँ जिसका क्षेत्रफल 36 cm^2 हो
- (B) 2 और 3 के दस गुणज लिखिए
- (C) 20 तक सभी सम संख्याओं को लिखिए

सही विकल्प का चयन कीजिए

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

[Question ID = 85][Question Description = S9_Maths Content/Pedagogy_Q055]

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

26)

While teaching, a class VII Mathematics teacher presented a problem that was likely to initiate disagreement among the students. He did so to :

- (A) Use discussion as a pedagogic tool in his mathematics class
- (B) Encourage the shy students to speak
- (C) Help students to realize that in mathematics there could be disagreements
- (D) See which students were more attentive to his instructions

Choose the **correct** option.

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

कक्षा VII के गणित के एक शिक्षक ने शिक्षण करते हुए एक प्रश्न प्रस्तुत किया जिससे विद्यार्थियों में असहमति प्रारंभ होने की संभावना हो सकती है। उन्होंने ऐसा किया क्योंकि :

- (A) वह गणित की अपनी कक्षा में चर्चा को एक शिक्षण प्रणाली के रूप में उपयोग करना चाहते हैं
- (B) वह शर्मीले विद्यार्थियों को बोलने के लिए प्रोत्साहित कर रहे हैं
- (C) वह विद्यार्थियों को यह अहसास कराना चाहते हैं कि गणित में असहमतियाँ हो सकती हैं
- (D) वह यह देखना चाहते हैं कि कौन से विद्यार्थी उनके निर्देशों के लिए अधिक सतर्क हैं

सही विकल्प का चयन कीजिए

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

[Question ID = 86][Question Description = S9_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) Which of the following are the methods of mathematical reasoning ?

- (A) Empirical reasoning
- (B) Syllogism
- (C) Observational reasoning
- (D) Logical reasoning

Choose the **correct** option

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

निम्नलिखित में से कौन सी गणितीय विवेचना/तर्कणा की प्रणाली है ?

- (A) आनुभविक विवेचना
- (B) निगमनिक तर्क
- (C) अवलोकनात्मक विवेचना
- (D) तर्कसंगत विवेचना

सही विकल्प का चयन कीजिए।

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

[Question ID = 87][Question Description = S9_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)

According to NCERT, which of the following is **NOT** a part of mathematics curriculum at secondary level ?

- (1) Algebra
- (2) Probability
- (3) Trigonometry
- (4) Calculus

NCERT के अनुसार निम्नलिखित में से कौन सा माध्यमिक स्तर पर गणित पाठ्यचर्या का भाग नहीं है?

- (1) बीजगणित
- (2) प्रायिकता
- (3) त्रिकोणमिती
- (4) कलन (कैलकुलस)

[Question ID = 88][Question Description = S9_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 among the following teaching-learning resources **CANNOT** be used for Visually-challenged students in a mathematics classroom ?

- (1) Tactile Tiles
- (2) Computer
- (3) Geogebra
- (4) Abacus

गणित की कक्षा में, दृष्टि-बाधित विद्यार्थियों के लिए, निम्नलिखित में से कौन सा शिक्षण-अधिगम संसाधन उपयोग में नहीं लाया जा सकता ?

- (1) स्पर्शनीय टाइलें
- (2) कंप्यूटर
- (3) जियोजेब्रा
- (4) अबेकस

[Question ID = 89][Question Description = S9_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) What are conjectures in mathematics ?

- (1) A mathematical statement
- (2) A mathematical proposition that is already proved
- (3) A mathematical theorem
- (4) A mathematical statement that is yet to be proved

गणित में कन्जेक्चर क्या हैं?

- (1) एक गणितीय कथन
- (2) एक गणितीय प्रस्ताव जिसे पहले ही सिद्ध किया जा चुका है
- (3) एक गणितीय प्रमेय
- (4) एक गणितीय कथन जिसे अभी तक सिद्ध नहीं किया गया है

[Question ID = 90][Question Description = S9_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)

A are blood vessels which carry blood from all parts to heart. This blood is rich in **B**. These blood vessels have **C** walls.

A, B and C are respectively :

- (1) Arteries, oxygen, thick
- (2) Arteries, oxygen, thin
- (3) Veins, carbon dioxide, thick
- (4) Veins, carbon dioxide, thin

A रक्त वाहिकाएँ हैं जो सभी अंगों से हृदय तक रक्त वहन करती हैं। यह रक्त **B** से समृद्ध है। इन रक्त वाहिकाओं की **C** भित्तियाँ हैं।

A, B और C क्रमशः हैं :

- (1) घमनियाँ, ऑक्सीजन, मोटी
- (2) घमनियाँ, ऑक्सीजन, पतली
- (3) शिराएँ, कार्बन डाइऑक्साइड, मोटी
- (4) शिराएँ, कार्बन डाइऑक्साइड, पतली

[Question ID = 91][Question Description = S9_Science_Q061]

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

2) Identify the following :

Substance	Mode of storage in lab
-----------	------------------------

A	in kerosene
B	in glass bottle
C	under water
D	in plastic bottle

- (1) A-Sodium, B-Sodium hydroxide pellets, C-Phosphorus, D-Mercury
- (2) A-Phosphorus, B-Mercury, C-Sodium, D-Sodium hydroxide pellets
- (3) A-Sodium, B-Mercury, C-Phosphorus, D-Sodium hydroxide pellets
- (4) A-Phosphorus, B-Mercury, C-Sodium, D-Sodium hydroxide

निम्नलिखित की पहचान कीजिए :

पदार्थ	प्रयोगशाला में भंडारण की विधि
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A	किरोसिन में
B	काँच की शीशी में
C	जल के भीतर
D	प्लास्टिक की शीशी में

- (1) A-सोडियम, B-सोडियम हाइड्रॉक्साइड गुटिकाएँ, C-फॉस्फोरस, D-पारा
- (2) A-फॉस्फोरस, B-पारा, C-सोडियम, D-सोडियम हाइड्रॉक्साइड गुटिकाएँ
- (3) A-सोडियम, B-पारा, C-फॉस्फोरस, D-सोडियम हाइड्रॉक्साइड गुटिकाएँ
- (4) A-फॉस्फोरस, B-पारा, C-सोडियम, D-सोडियम हाइड्रॉक्साइड

[Question ID = 92][Question Description = S9_Science_Q062]

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

3) X is a digestive juice in human beings which does not contain any enzymes.

'X' is :

- (1) Pancreatic juice
- (2) Bile juice
- (3) Gastric juice
- (4) Salivary juice

मानवों में X एक पाचन रस है जिसमें कोई एन्जाइम नहीं होता ।

'X' है :

- (1) अग्नयाशयी रस
- (2) पित्ताशय रस
- (3) जठरीय रस
- (4) लार रस

[Question ID = 93][Question Description = S9_Science_Q063]

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

4) Sunita wants to buy a container to store mango pickle. She should buy a :

- (1) steel container as steel does not rust
- (2) plastic container as it is inexpensive
- (3) glass container as it does not react
- (4) tin container as it does not react

सुनिता आम के आचार के भंडारण के लिए एक पात्र खरीदना चाहती है। उसे खरीदना चाहिए :

- (1) स्टील का पात्र क्योंकि स्टील पर जंग नहीं लगता
- (2) प्लास्टिक का पात्र क्योंकि यह सस्ता है
- (3) काँच का पात्र क्योंकि यह अभिक्रिया नहीं करता
- (4) टिन का पात्र क्योंकि यह अभिक्रिया नहीं करता

[Question ID = 94][Question Description = S9_Science_Q064]

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

5) Which of the following are characteristic or adaptation features of trees in mountains ?

- (A) long penetrating roots
 - (B) needle like leaves
 - (C) sloping branches
 - (D) waxy, thick stem
 - (E) leaves with waxy coating
- (1) (A), (B), (D)
 - (2) (B) and (C)
 - (3) (B), (C), (D)
 - (4) (A) and (C)

निम्नलिखित में से कौन पर्वतों के पेड़ों/वृक्षों के अभिलक्षण या अनुकूलन लक्षण हैं।

- (A) लंबी बेघती जड़े
- (B) सुई जैसी पत्तियाँ
- (C) टलवाँ टहनियाँ
- (D) मोम, मोटा तना
- (E) मोम की परत के साथ पत्तियाँ
- (1) (A), (B) और (D)
- (2) (B) और (C)
- (3) (B), (C) और (D)
- (4) (A) और (C)

[Question ID = 95][Question Description = S9_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 processes do not involve chemical changes :

- (A) Dissolving sugar into milk
- (B) Setting milk into curd
- (C) Making butter milk from curd
- (D) Making cottage cheese from milk
- (1) (A) and (B)
- (2) (A) and (C)
- (3) (C) and (D)
- (4) (B) and (D)

निम्नलिखित में से कौन से प्रक्रमों में रासायनिक परिवर्तन निहित नहीं हैं ?

- (A) दूध में चीनी धोलना
- (B) दूध का दही जमाना
- (C) दही से छाछ बनाना
- (D) दूध से पनीर बनाना
- (1) (A) और (B)
- (2) (A) और (C)
- (3) (C) और (D)
- (4) (B) और (D)

[Question ID = 96][Question Description = S9_Science_Q066]

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

7) In human beings, fraternal twins are formed by :

- (1) fertilisation of one egg by one sperm
- (2) fertilisation of one egg by two sperms
- (3) fertilisation of two eggs by one sperm
- (4) fertilisation of two eggs by two sperms

मानवों में, भ्रात्रीय यमज उत्पन्न होते हैं :

- (1) एक शुक्राणु द्वारा एक अंड के निषेचन से
- (2) दो शुक्राणुओं द्वारा एक अंड के निषेचन से
- (3) एक शुक्राणु द्वारा दो अंडों के निषेचन से
- (4) दो शुक्राणुओं द्वारा दो अंडों के निषेचन से

[Question ID = 97][Question Description = S9_Science_Q067]

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

8)

Divers wear special suits and carry oxygen cylinder when they go for underwater diving. The main reason for this is:

- (1) The pressure due to water increases as one goes down
- (2) The pressure due to water decreases as one goes down
- (3) It is easy to swim with special suits
- (4) They do not get wet with special suit

गोताखोर जब अंतर्जलीय डुबकी लगाते हैं तब वे विशिष्ट सूट पहनते हैं और ऑक्सीजन सिलिंडर साथ रखते हैं। इसका मुख्य कारण है :

- (1) जब कोई जल के भीतर जाता है तब गहराई के साथ जल के द्वारा दाब में वृद्धि होती है।
- (2) जब कोई जल के भीतर जाता है तब जल द्वारा दाब में ह्रास होता है।
- (3) विशिष्ट सूट के साथ तैरना आसान होता है।
- (4) विशिष्ट सूट पहन कर वे भीगते नहीं हैं।

[Question ID = 98][Question Description = S9_Science_Q068]

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

9) When ice melts into water, which of the following takes place ?

- (1) Heat is added to the system
- (2) Heat is removed from the system
- (3) Heat is neither added nor removed
- (4) Heat is first added and then removed

जब बर्फ पिघल कर जल बनती है, तब निम्नलिखित में से कौन सी प्रक्रिया संपन्न होती है ?

- (1) निकाय में ऊष्मा का मीलन होता है।
- (2) निकाय से ऊष्मा का निष्कासन होता है।
- (3) ऊष्मा ना तो योजित होती है ना ही निष्कासित होती है।
- (4) ऊष्मा पहले योजित होती है और तत्पश्चात् निष्कासित होती है।

[Question ID = 99][Question Description = S9_Science_Q069]

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

10) An electromagnet is :

- (1) strong and permanent
- (2) strong and temporary
- (3) weak and permanent
- (4) weak and temporary

एक वैद्युतचुंबक है :

- (1) प्रबल एवं स्थायी
- (2) प्रबल एवं अस्थायी
- (3) दुर्बल एवं स्थायी
- (4) दुर्बल एवं अस्थायी

[Question ID = 100][Question Description = S9_Science_Q070]

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

11) Match the following:

- | | |
|--------------------|------------------------------------|
| (A) Concave mirror | (i) used for rear view in vehicles |
| (B) Concave lens | (ii) used in microscopes |
| (C) Convex mirror | (iii) used for near sightedness |
| (D) Convex lens | (iv) used in torch lights |
- (1) (A)-(ii), (B)-(iii), (C)-(iv), (D)-(i)
(2) (A)-(i), (B)-(iv), (C)-(ii), (D)-(iii)
(3) (A)-(iv), (B)-(iii), (C)-(i), (D)-(ii)
(4) (A)-(iii), (B)-(iv), (C)-(ii), (D)-(i)

निम्नलिखित को सुमेलित कीजिए :

- | | |
|-----------------|---|
| (A) अवतल दर्पण | (i) वाहनों में पश्च दृश्य के लिए प्रयुक्त |
| (B) अवतल लेंस | (ii) सूक्ष्मदर्शियों में प्रयुक्त |
| (C) उत्तल दर्पण | (iii) निकट दृष्टिता के लिए प्रयुक्त |
| (D) उत्तल लेंस | (iv) टार्च प्रकाश में प्रयुक्त |
- (1) (A)-(ii), (B)-(iii), (C)-(iv), (D)-(i)
(2) (A)-(i), (B)-(iv), (C)-(ii), (D)-(iii)
(3) (A)-(iv), (B)-(iii), (C)-(i), (D)-(ii)
(4) (A)-(iii), (B)-(iv), (C)-(ii), (D)-(i)

[Question ID = 101][Question Description = S9_Science_Q071]

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

12)

In which of the following cases, the line depicting the distance-time graph is parallel to time axis ?

- (1) Uniform motion
(2) Non-uniform accelerated motion
(3) Uniformly accelerated motion
(4) Object is at rest

निम्नलिखित में से किस परिघटना में, दूरी-समय के ग्राफ को निरूपित करती रेखा समय के अक्ष के समानान्तर है।

- (1) एकसमान गति
(2) असमान त्वरित गति
(3) एकसमान त्वरित गति
(4) बिंब/वस्तु विरामावस्था में है।

[Question ID = 102][Question Description = S9_Science_Q072]

1. 1 [Option ID = 405]

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

13) Which of the following statements is true ?

- (A) On a new moon day, the moon is in between the earth and the sun.
(B) On a full moon day, the earth is in between the sun and the moon.
(1) (A) is true and (B) is false.
(2) (A) is false and (B) is true.
(3) Both (A) and (B) are true.
(4) Both (A) and (B) are false.

निम्नलिखित कथनों में से क्या सत्य है :

- (A) अमावस की रात, चाँद, पृथ्वी और सूर्य के बीच होता है।
(B) पूर्णिमा की रात, पृथ्वी, सूर्य और चाँद के बीच होती है।
(1) (A) सत्य है और (B) असत्य है।
(2) (A) असत्य है और (B) सत्य है।
(3) (A) और (B) दोनों सत्य हैं।
(4) (A) और (B) दोनों असत्य हैं।

[Question ID = 103][Question Description = S9_Science_Q073]

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

14)

Assertion (A): A fish in a lake appears to be larger and raised to a man standing on the shore.

Reason (R): The light rays reaching the man from the fish in the water bend away from the normal.

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

अभिकथन (A): तट पर खड़े किसी व्यक्ति को किसी झील में मछली बड़ी और ऊँची उठी प्रतीत होती है।

कारण (R): जल में मछली से व्यक्ति की ओर आती हुई प्रकाश की किरणें अभिलंब से दूर मुड़ जाती हैं।

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

[Question ID = 104][Question Description = S9_Science_Q074]

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

15) The shape of parachute is such that it experiences _____ friction due to air.

- (1) maximum
- (2) minimum
- (3) no
- (4) infinite

पैराशूट का आकार इस प्रकार का है कि वह वायु के कारण _____ घर्षण का अनुभव करता है।

- (1) अधिकतम
- (2) न्यूनतम
- (3) शून्य
- (4) अनंत

[Question ID = 105][Question Description = S9_Science_Q075]

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

16)

Goldsmiths blows the **A** zone of the flame with a metal blow pipe to melt gold. The colour of this zone is **B** and it is zone of **C** combustion.

A, B and C respectively are:

- (1) middle zone, blue, partial
- (2) outermost, blue, complete
- (3) innermost, orange, partial
- (4) innermost, orange, complete

सोना गलाने के लिए, सुनार धातु की फूँकनी से ज्वाला के **A** क्षेत्र पर फूँक मारता है। इस क्षेत्र का रंग **B** है और यह एक **C** दहन क्षेत्र है।

A, B और C क्रमशः हैं :

- (1) मध्यम क्षेत्र, नीला, आंशिक
- (2) बाह्यतम, नीला, संपूर्ण
- (3) अन्तरतम, नारंगी, आंशिक
- (4) अन्तरतम, नारंगी, संपूर्ण

[Question ID = 106][Question Description = S9_Science_Q076]

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

17)

Metal **X** displaces metal **Y** from its salt solution but not able to displace metal **Z** from its salt solution. Metal **Y** displaces metal **W** from its salt solution. Which of the following depicts correct order of reactivity of metals ?

- (1) $X > Y > Z > W$
- (2) $Z > X > Y > W$
- (3) $X > Z > Y > W$
- (4) $W > X > Y > Z$

धातु **Y** को धातु **X** उसके लवणीय विलयन से विस्थापित करता है किन्तु धातु **Z** को उसके लवणीय विलयन से विस्थापित नहीं कर पाता। धातु **W** को धातु **Y** उसके लवणीय विलयन से विस्थापित करता है। धातुओं की अभिक्रियाशीलता के सही क्रम का निम्नलिखित में से कौन चित्रण करता है ?

- (1) $X > Y > Z > W$
- (2) $Z > X > Y > W$
- (3) $X > Z > Y > W$
- (4) $W > X > Y > Z$

[Question ID = 107][Question Description = S9_Science_Q077]

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

18)

Milk is rich in many vitamins and minerals, except :

- (1) Iron, Vitamin-C
- (2) Iron, Vitamin-A
- (3) Phosphorus, Vitamin-C
- (4) Phosphorus, Vitamin-A

दूध कई विटामिनों एवं खनिजों से समृद्ध है, सिवाय :

- (1) लोहा, विटामिन-C के
- (2) लोहा, विटामिन-A के
- (3) फॉस्फोरस, विटामिन-C के
- (4) फॉस्फोरस, विटामिन-A के

[Question ID = 108][Question Description = S9_Science_Q078]

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

19) Which of the following represents the cell organelles of an animal cell ?

- (A) cell membrane, cell wall, mitochondria, nucleus
- (B) cell membrane, vacuole, nucleus, plastids
- (C) cell membrane, cell wall, nucleus, mitochondria
- (D) cell membrane, nucleus, mitochondria, cytoplasm

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

निम्नलिखित में से कौन एक जीव कोशिका के कोशिकांगों को दर्शाता है?

- (A) कोशिका झिल्ली, कोशिका भित्ति, सूत्रकणिका, केन्द्रक
- (B) कोशिका झिल्ली, रसधानी, केन्द्रक, लवक
- (C) कोशिका झिल्ली, कोशिका भित्ति, केन्द्रक, सूत्रकणिका
- (D) कोशिका झिल्ली, केन्द्रक, सूत्रकणिका, कोशिका द्रव्य

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

[Question ID = 109][Question Description = S9_Science_Q079]

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

20) Hormones from **A** stimulate **B** to release **C** in females.

A, B, C respectively are :

- (1) thyroid, ovary, estrogen
- (2) pituitary, ovary, estrogen
- (3) pituitary, uterus, estrogen
- (4) thyroid, uterus, estrogen

A से स्रावित हार्मोन **B** को उद्दीपित करके स्त्रियों में **C** स्रावित करता है।

A, B, C क्रमशः हैं :

- (1) थायरॉइड, अंडाशय, ऐस्ट्रोजन
- (2) पीयूष, अंडाशय, ऐस्ट्रोजन
- (3) पीयूष, गर्भाशय, ऐस्ट्रोजन
- (4) थायरॉइड, गर्भाशय, ऐस्ट्रोजन

[Question ID = 110][Question Description = S9_Science_Q080]

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

21) Which of the following questions is open ended ?

- (1) Why are stems of cactus succulent ?
- (2) Why potato is a stem ?
- (3) List two differences between stem and root.
- (4) What would happen if there is no stem ?

निम्नलिखित में से कौन सा प्रश्न खुले सिरे का है ?

- (1) कैक्टस का तना गुदेदार क्यों होता है ?
- (2) आलु एक तना क्यों है ?
- (3) तना तथा जड़ में दो विभेदनों की सूची बनाइये।
- (4) क्या होगा यदि किसी पौधे में तना ना हो ?

[Question ID = 111][Question Description = S9_Science_Q081]

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

22)

Which of the following activities is best suited to sensitize the learners regarding water conservation in grade VI ?

- (1) Conducting a slogan writing competition
- (2) Asking students to conduct water audit in neighbourhood
- (3) Asking students to design a poster
- (4) Conduct a debate on the topic

जल संरक्षण के संदर्भ में कक्षा VI के शिक्षार्थियों को संवेदनशील बनाने के लिए निम्नलिखित में से कौन से क्रियाकलाप सर्वाधिक उपयुक्त हैं :

- (1) नारे लिखने की प्रतियोगिता का आयोजन करना
- (2) पास पड़ोस में जल अंकेक्षण के लिए विद्यार्थियों को कहना
- (3) विद्यार्थियों को एक पोस्टर की अभिकल्पना करने के लिए कहना
- (4) विषय पर वाद-विवाद प्रतियोगिता का आयोजन करना

[Question ID = 112][Question Description = S9_Science_Q082]

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

- 23) Neha, while working with magnets, writes the following statements in her copy :
- (A) North-Pole of magnet 'A' moves away from North-Pole of magnet 'B'.
(B) Like poles of a magnets repel each other.
- (1) (A) is observation, (B) is inference.
(2) (A) is inference, (B) is observation.
(3) Both (A) and (B) are observations.
(4) Both (A) and (B) are inferences.

नेहा ने चुंबकों के साथ कार्य करते हुए अपनी पुस्तिका में निम्नलिखित कथन लिखे :

- (A) चुंबक 'A' के उत्तरी ध्रुव से चुंबक 'B' का उत्तरी ध्रुव दूर हट जाता है।
(B) चुंबकों के एक समान ध्रुव एक दूसरे को प्रतिकर्षित करते हैं।
- (1) (A) अवलोकन है, (B) निष्कर्ष है।
(2) (A) निष्कर्ष है, (B) अवलोकन है।
(3) (A) और (B) दोनों अवलोकन हैं।
(4) (A) और (B) दोनों निष्कर्ष हैं।

[Question ID = 113][Question Description = S9_Science_Q083]

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

24)

Assertion (A): Learners' misconception in many science topics tend to be stable and resistant to change.

Reason (R): These ideas may draw on more than one scientific concept.

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

अभिकथन (A): विज्ञान के कई विषयों में शिक्षार्थियों की भ्रान्तियाँ स्थायी और परिवर्तन विरोधी होती हैं।

कारण (R): ये विचार एक से अधिक विज्ञानी संकल्पनाओं से उत्पन्न हुए हैं।

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

[Question ID = 114][Question Description = S9_Science_Q084]

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

25)

Which of the following statements is **not** true in the context of scientific investigations ?

- (1) Data and evidence are same
- (2) Results are influenced by the procedure
- (3) There is no one scientific method
- (4) Socio-cultural context of scientist influences conclusions

वैज्ञानिक अन्वेषणों के संदर्भ में निम्नलिखित में से कौन सा कथन सत्य नहीं है ?

- (1) आँकड़े तथा प्रमाण एक समान होते हैं।
- (2) परिणाम प्रक्रम द्वारा प्रभावित होते हैं।
- (3) कोई एक वैज्ञानिक विधि नहीं होती है।
- (4) वैज्ञानिक का सामाजिक-सांस्कृतिक संदर्भ-निष्कर्षों को प्रभावित करता है।

[Question ID = 115][Question Description = S9_Science_Q085]

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

26)

Which of the following statements best describe the difference between a 'Law' and a 'Theory' in Science ?

- (1) Laws are generalisations whereas theories are explanations.
- (2) Laws are named after a scientist whereas theories are not.
- (3) Laws are very old whereas theories are modern.
- (4) Laws are universal whereas theories are personal and contextual.

विज्ञान में 'नियम' और 'सिद्धांत' के बीच विभेदन की निम्नलिखित में से कौन सा कथन सर्वोत्तम रूप से व्याख्या करता है ?

- (1) 'नियम' समान्यीकरण हैं जबकि सिद्धांत व्याख्याएँ हैं।
- (2) नियम, किसी वैज्ञानिक के नाम पर नामांकित हैं जबकि सिद्धांत नहीं हैं।
- (3) नियम बहुत पुराने हैं जबकि सिद्धांत आधुनिक हैं।
- (4) नियम सर्वव्यापक हैं जबकि सिद्धांत व्यक्तिगत एवं प्रासंगिक हैं।

[Question ID = 116][Question Description = S9_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 statements is true regarding Science ?

- (A) Science is parsimonious.
- (B) Science is skeptical.
- (1) (A) is true, (B) is false.
- (2) (A) is false, (B) is true.
- (3) (A) and (B) are true.
- (4) (A) and (B) are false.

विज्ञान के संदर्भ में निम्नलिखित कथनों में से क्या सत्य है?

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

[Question ID = 117][Question Description = S9_Science_Q087]

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

28)

Which of the following statements reflect contemporary understanding of assessment in Science ?

- (1) Same type of tasks should be given to all students for parity.
- (2) Use of scientific vocabulary should be the most important criteria for assessment.
- (3) Process skills should be part of formal assessment.
- (4) Interdisciplinary projects should not be used for assessment in Science.

विज्ञान में आकलन की समकालीन समझ को निम्नलिखित में से कौन सा कथन प्रतिबिंबित करता है?

- (1) समकक्षता के लिए सभी विद्यार्थियों को एक ही प्रकार का कार्य देना चाहिए।
- (2) वैज्ञानिक शब्दावली का प्रयोग आकलन के लिए सर्वोत्तम कसौटी होना चाहिए।
- (3) प्रक्रिया कौशल औपचारिक आकलन का भाग होना चाहिए।
- (4) अंतरविषयी परियोजनाओं का उपयोग विज्ञान में आकलन के लिए नहीं होना चाहिए।

[Question ID = 118][Question Description = S9_Science_Q088]

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

29) In order to make Science classroom inclusive, the teacher needs to :

- (1) pay more attention to high achievers
- (2) allow self paced learning
- (3) use standardised curriculum
- (4) delete difficult tasks for some learners

विज्ञान की समावेशी कक्षा बनाने के उद्देश्य से, शिक्षक को आवश्यकता होगी :

- (1) उच्च क्षमताओं के विद्यार्थियों पर अधिक ध्यान देने की
- (2) स्व: चाल अधिगम को मान्यता देने की
- (3) मानकीकृत पाठ्यचर्या के उपयोग की
- (4) कुछ शिक्षार्थियों के लिए कठिन कार्यों को छोड़ने की

[Question ID = 119][Question Description = S9_Science_Q089]

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

30)

Which of the following activities is most desirable in explaining the difference between density and heaviness ?

- (1) Explaining the difference between density and heaviness
- (2) Defining density operationally
- (3) Giving opportunity to handle various objects of different shape, size and material
- (4) demonstration using physical balance

घनत्व तथा भारीपन में विभेदन की व्याख्या करने के लिए निम्नलिखित में से कौन सा क्रियाकलाप अति वांछनीय है?

- (1) घनत्व तथा भारीपन में अन्तर की व्याख्या करना
- (2) घनत्व को परिभाषित करना
- (3) विभिन्न आकार, माप और पदार्थ की वस्तुओं के साथ कार्य करने का अवसर देना
- (4) भौतिक तुला द्वारा प्रदर्शन करना

[Question ID = 120][Question Description = S9_Science_Q090]

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

Topic:- Sanskrit_Q91-99_L1_P2_CTET

1)

अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत।

अस्माकं विद्यालयः समया नगरे एकस्मिन् सुरम्ये स्थले स्थितोऽस्ति। विद्यालयस्याकर्षकाणि अभ्रङ्कषाणि भवनानि बलाद् हरन्ति दर्शकानां चेतांसि।

अस्माकं विद्यालयः रम्योद्यानमध्ये वर्तते, यस्य तुङ्गे मुखद्वारे दोधूयमाना पताका विराजते। अस्माकं विद्यालयेऽध्यापकानां संख्या षष्टिः, छात्राणां संख्या पञ्चाशदधिकं सहस्रं वर्तते। विद्यालयस्याध्यापकाः विविधविद्याप्रवीणाः शिक्षणकलानिपुणाश्च सन्ति। सर्वे एव स्वस्वविषये पारङ्गताः। तेषां मनोरमया शिक्षापद्धत्या आकृष्टाश्छात्रा घण्टानादसमाप्तावपि बहिर्गन्तुं नोत्सुकाः। छात्रा अपि व्युत्पन्नधियः सन्ति। शिक्षायामस्माकं विद्यालयः समग्रप्रदेशे ख्यातिं गतः, अतो दूरतोऽपि छात्रा अत्राध्ययनार्थमागच्छन्ति। अत्र न केवलं पुस्तकानामेव पठनं, पाठनम् अपि तु सदाचारस्य पाठोऽपि पाठ्यते, विनयस्यानुशासनस्यापि शिक्षणं भवति; देशभक्तेः समाजसेवाश्चापि शिक्षा दीयते, कर्तव्याकर्तव्ययोरपि सम्यग् ज्ञानं जायते। प्रतियोगिता-परीक्षासु अस्मद्विद्यालयीयाश्छात्राः प्रदेशे सदैव विशिष्टं स्थानं प्राप्नुवन्ति। ते खलु न केवलं पठन, एव अपि तु क्रीडने, वादने, तरणे एव भाषणप्रतियोगितास्वपि। देशसेवायां समाजसेवायामपि च ते विशिष्टं स्थानं लभन्ते। अत्र छात्राणां क्रीडनाय सुविस्तृतं क्रीडाक्षेत्रं विद्यते। अत्र सैनिकशिक्षाया अपि प्रबन्धो वर्तते। क्रीडनादि प्रतियोगितासु योग्यतमाश्छात्राः पारितोषिकमपि प्राप्नुवन्ति। विविधभाषासु वाक्पाटवार्थं विविधाः परिषदः प्रवर्तन्ते। विद्यार्थिनां स्वास्थ्यवृद्धयै व्यायामस्यापि प्रबन्धोऽस्ति। अत्र प्रायेण सर्वे छात्रा हृष्टपुष्टशरीरा विकसितवदना भद्रवेषाश्च सन्ति। अस्माकं विद्यालयः सर्वत्रैव स्वगुणानुरूपां ख्यातिं प्राप्तः। अस्माकमपि कर्तव्यमेतदस्ति यद् वयम् अस्य कीर्तिं चतुर्दिक्षु विस्तारयेम।

अस्माकं विद्यालयः कीदृशे स्थले स्थितोऽस्ति ?

- (1) नद्यास्तीरे
- (2) सुरम्ये
- (3) पुष्पगन्धावासिते
- (4) शीतले

[Question ID = 241][Question Description = S9_Sanskrit_Q091]

1. 1 [Option ID = 961]
2. 2 [Option ID = 962]
3. 3 [Option ID = 963]
4. 4 [Option ID = 964]

अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत।

अस्माकं विद्यालयः समया नगरे एकस्मिन् सुरम्ये स्थले स्थितोऽस्ति। विद्यालयस्याकर्षकाणि अभ्रङ्कषाणि भवनानि बलाद् हरन्ति दर्शकानां चेतांसि।

अस्माकं विद्यालयः रम्योद्यानमध्ये वर्तते, यस्य तुङ्गे मुखद्वारे दोधूयमाना पताका विराजते। अस्माकं विद्यालयेऽध्यापकानां संख्या षष्टिः, छात्राणां संख्या पञ्चाशदधिकं सहस्रं वर्तते। विद्यालयस्याध्यापकाः विविधविद्याप्रवीणाः शिक्षणकलानिपुणाश्च सन्ति। सर्वे एव स्वस्वविषये पारङ्गताः। तेषां मनोरमया शिक्षापद्धत्या आकृष्टाश्छात्रा घण्टानादसमाप्तावपि बहिर्गन्तुं नोत्सुकाः। छात्रा अपि व्युत्पन्नधियः सन्ति। शिक्षायामस्माकं विद्यालयः समग्रप्रदेशे ख्यातिं गतः, अतो दूरतोऽपि छात्रा अत्राध्ययनार्थमागच्छन्ति। अत्र न केवलं पुस्तकानामेव पठनं, पाठनम् अपि तु सदाचारस्य पाठोऽपि पाठ्यते, विनयस्यानुशासनस्यापि शिक्षणं भवति; देशभक्तेः समाजसेवाश्चापि शिक्षा दीयते, कर्तव्याकर्तव्ययोरपि सम्यग् ज्ञानं जायते। प्रतियोगिता-परीक्षासु अस्मद्विद्यालयीयाश्छात्राः प्रदेशे सदैव विशिष्टं स्थानं प्राप्नुवन्ति। ते खलु न केवलं पठन, एव अपि तु क्रीडने, वादने, तरणे एव भाषणप्रतियोगितास्वपि। देशसेवायां समाजसेवायामपि च ते विशिष्टं स्थानं लभन्ते। अत्र छात्राणां क्रीडनाय सुविस्तृतं क्रीडाक्षेत्रं विद्यते। अत्र सैनिकशिक्षाया अपि प्रबन्धो वर्तते। क्रीडनादि प्रतियोगितासु योग्यतमाश्छात्राः पारितोषिकमपि प्राप्नुवन्ति। विविधभाषासु वाक्पाटवार्थं विविधाः परिषदः प्रवर्तन्ते। विद्यार्थिनां स्वास्थ्यवृद्धयै व्यायामस्यापि प्रबन्धोऽस्ति। अत्र प्रायेण सर्वे छात्रा हृष्टपुष्टशरीरा विकसितवदना भद्रवेषाश्च सन्ति। अस्माकं विद्यालयः सर्वत्रैव स्वगुणानुरूपं ख्यातिं प्राप्तः। अस्माकमपि कर्तव्यमेतदस्ति यद् वयम् अस्य कीर्तिं चतुर्दिक्षु विस्तारयेम।

कानि दर्शकानां मनांसि हरन्ति ?

- (1) उद्यानानि
- (2) भवनानि
- (3) मुख्यद्वारे स्थिता पताका
- (4) अनुशासिताः छात्राः

[Question ID = 242][Question Description = S9_Sanskrit_Q092]

1. 1 [Option ID = 965]
2. 2 [Option ID = 966]
3. 3 [Option ID = 967]
4. 4 [Option ID = 968]

अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत।

अस्माकं विद्यालयः समया नगरे एकस्मिन् सुरम्ये स्थले स्थितोऽस्ति। विद्यालयस्याकर्षकाणि अभ्रङ्कषाणि भवनानि बलाद् हरन्ति दर्शकानां चेतांसि।

अस्माकं विद्यालयः रम्योद्यानमध्ये वर्तते, यस्य तुङ्गे मुखद्वारे दोधूयमाना पताका विराजते। अस्माकं विद्यालयेऽध्यापकानां संख्या षष्टिः, छात्राणां संख्या पञ्चाशदधिकं सहस्रं वर्तते। विद्यालयस्याध्यापकाः विविधविद्याप्रवीणाः शिक्षणकलानिपुणाश्च सन्ति। सर्वे एव स्वस्वविषये पारङ्गताः। तेषां मनोरमया शिक्षापद्धत्या आकृष्टाश्छात्रा घण्टानादसमाप्तावपि बहिर्गन्तुं नोत्सुकाः। छात्रा अपि व्युत्पन्नधियः सन्ति। शिक्षायामस्माकं विद्यालयः समग्रप्रदेशे ख्यातिं गतः, अतो दूरतोऽपि छात्रा अत्राध्ययनार्थमागच्छन्ति। अत्र न केवलं पुस्तकानामेव पठनं, पाठनम् अपि तु सदाचारस्य पाठोऽपि पाठ्यते, विनयस्यानुशासनस्यापि शिक्षणं भवति; देशभक्तेः समाजसेवाश्चापि शिक्षा दीयते, कर्तव्याकर्तव्ययोरपि सम्यग् ज्ञानं जायते। प्रतियोगिता-परीक्षासु अस्मद्विद्यालयीयाश्छात्राः प्रदेशे सदैव विशिष्टं स्थानं प्राप्नुवन्ति। ते खलु न केवलं पठन, एव अपि तु क्रीडने, वादने, तरणे एव भाषणप्रतियोगितास्वपि। देशसेवायां समाजसेवायामपि च ते विशिष्टं स्थानं लभन्ते। अत्र छात्राणां क्रीडनाय सुविस्तृतं क्रीडाक्षेत्रं विद्यते। अत्र सैनिकशिक्षाया अपि प्रबन्धो वर्तते। क्रीडनादि प्रतियोगितासु योग्यतमाश्छात्राः पारितोषिकमपि प्राप्नुवन्ति। विविधभाषासु वाक्पाटवार्थं विविधाः परिषदः प्रवर्तन्ते। विद्यार्थिनां स्वास्थ्यवृद्धयै व्यायामस्यापि प्रबन्धोऽस्ति। अत्र प्रायेण सर्वे छात्रा हृष्टपुष्टशरीरा विकसितवदना भद्रवेषाश्च सन्ति। अस्माकं विद्यालयः सर्वत्रैव स्वगुणानुरूपां ख्यातिं प्राप्तः। अस्माकमपि कर्तव्यमेतदस्ति यद् वयम् अस्य कीर्तिं चतुर्दिक्षु विस्तारयेम।

विद्यालयस्य अध्यापकाः कीदृशाः सन्ति ?

- (1) युवानः
- (2) सौन्दर्यमण्डिताः
- (3) विद्याप्रवीणाः
- (4) वक्तारः

[Question ID = 243][Question Description = S9_Sanskrit_Q093]

1. 1 [Option ID = 969]
2. 2 [Option ID = 970]
3. 3 [Option ID = 971]
4. 4 [Option ID = 972]

अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत।

अस्माकं विद्यालयः समया नगरे एकस्मिन् सुरम्ये स्थले स्थितोऽस्ति। विद्यालयस्याकर्षकाणि अभ्रङ्कषाणि भवनानि बलाद् हरन्ति दर्शकानां चेतांसि।

अस्माकं विद्यालयः रम्योद्यानमध्ये वर्तते, यस्य तुङ्गे मुखद्वारे दोधूयमाना पताका विराजते। अस्माकं विद्यालयेऽध्यापकानां संख्या षष्टिः, छात्राणां संख्या पञ्चाशदधिकं सहस्रं वर्तते। विद्यालयस्याध्यापकाः विविधविद्याप्रवीणाः शिक्षणकलानिपुणाश्च सन्ति। सर्वे एव स्वस्वविषये पारङ्गताः। तेषां मनोरमया शिक्षापद्धत्या आकृष्टाश्छात्रा घण्टानादसमाप्तावपि बहिर्गन्तुं नोत्सुकाः। छात्रा अपि व्युत्पन्नधियः सन्ति। शिक्षायामस्माकं विद्यालयः समग्रप्रदेशे ख्यातिं गतः, अतो दूरतोऽपि छात्रा अत्राध्ययनार्थमागच्छन्ति। अत्र न केवलं पुस्तकानामेव पठनं, पाठनम् अपि तु सदाचारस्य पाठोऽपि पाठ्यते, विनयस्यानुशासनस्यापि शिक्षणं भवति; देशभक्तेः समाजसेवाश्चापि शिक्षा दीयते, कर्तव्याकर्तव्ययोरपि सम्यग् ज्ञानं जायते। प्रतियोगिता-परीक्षासु अस्मद्विद्यालयीयाश्छात्राः प्रदेशे सदैव विशिष्टं स्थानं प्राप्नुवन्ति। ते खलु न केवलं पठन, एव अपि तु क्रीडने, वादने, तरणे एव भाषणप्रतियोगितास्वपि। देशसेवायां समाजसेवायामपि च ते विशिष्टं स्थानं लभन्ते। अत्र छात्राणां क्रीडनाय सुविस्तृतं क्रीडाक्षेत्रं विद्यते। अत्र सैनिकशिक्षाया अपि प्रबन्धो वर्तते। क्रीडनादि प्रतियोगितासु योग्यतमाश्छात्राः पारितोषिकमपि प्राप्नुवन्ति। विविधभाषासु वाक्पाटवार्थं विविधाः परिषदः प्रवर्तन्ते। विद्यार्थिनां स्वास्थ्यवृद्धयै व्यायामस्यापि प्रबन्धोऽस्ति। अत्र प्रायेण सर्वे छात्रा हृष्टपुष्टशरीरा विकसितवदना भद्रवेषाश्च सन्ति। अस्माकं विद्यालयः सर्वत्रैव स्वगुणानुरूपां ख्यातिं प्राप्तः। अस्माकमपि कर्तव्यमेतदस्ति यद् वयम् अस्य कीर्तिं चतुर्दिक्षु विस्तारयेम।

विद्यालयस्य ख्यातिः विशेषेण कस्मिन् क्षेत्रे वर्तते ?

- (1) क्रीडासु
- (2) शिक्षायाम्
- (3) प्रतिभायाम्
- (4) देशसेवायाम्

[Question ID = 244][Question Description = S9_Sanskrit_Q094]

1. 1 [Option ID = 973]
2. 2 [Option ID = 974]
3. 3 [Option ID = 975]
4. 4 [Option ID = 976]

5)

अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत।

अस्माकं विद्यालयः समया नगरे एकस्मिन् सुरम्ये स्थले स्थितोऽस्ति। विद्यालयस्याकर्षकाणि अभ्रङ्कषाणि भवनानि बलाद् हरन्ति दर्शकानां चेतांसि।

अस्माकं विद्यालयः रम्योद्यानमध्ये वर्तते, यस्य तुङ्गे मुखद्वारे दोधूयमाना पताका विराजते। अस्माकं विद्यालयेऽध्यापकानां संख्या षष्टिः, छात्राणां संख्या पञ्चाशदधिकं सहस्रं वर्तते। विद्यालयस्याध्यापकाः विविधविद्याप्रवीणाः शिक्षणकलानिपुणाश्च सन्ति। सर्वे एव स्वस्वविषये पारङ्गताः। तेषां मनोरमया शिक्षापद्धत्या आकृष्टाश्छात्रा घण्टानादसमाप्तावपि बहिर्गन्तुं नोत्सुकाः। छात्रा अपि व्युत्पन्नधियः सन्ति। शिक्षायामस्माकं विद्यालयः समग्रप्रदेशे ख्यातिं गतः, अतो दूरतोऽपि छात्रा अत्राध्ययनार्थमागच्छन्ति। अत्र न केवलं पुस्तकानामेव पठनं, पाठनम् अपि तु सदाचारस्य पाठोऽपि पाठ्यते, विनयस्यानुशासनस्यापि शिक्षणं भवति; देशभक्तेः समाजसेवाश्चापि शिक्षा दीयते, कर्तव्याकर्तव्ययोरपि सम्यग् ज्ञानं जायते। प्रतियोगिता-परीक्षासु अस्मद्विद्यालयीयाश्छात्राः प्रदेशे सदैव विशिष्टं स्थानं प्राप्नुवन्ति। ते खलु न केवलं पठन, एव अपि तु क्रीडने, वादने, तरणे एव भाषणप्रतियोगितास्वपि। देशसेवायां समाजसेवायामपि च ते विशिष्टं स्थानं लभन्ते। अत्र छात्राणां क्रीडनाय सुविस्तृतं क्रीडाक्षेत्रं विद्यते। अत्र सैनिकशिक्षाया अपि प्रबन्धो वर्तते। क्रीडनादि प्रतियोगितासु योग्यतमाश्छात्राः पारितोषिकमपि प्राप्नुवन्ति। विविधभाषासु वाक्पाटवार्थं विविधाः परिषदः प्रवर्तन्ते। विद्यार्थिनां स्वास्थ्यवृद्धयै व्यायामस्यापि प्रबन्धोऽस्ति। अत्र प्रायेण सर्वे छात्रा हृष्टपुष्टशरीरा विकसितवदना भद्रवेषाश्च सन्ति। अस्माकं विद्यालयः सर्वत्रैव स्वगुणानुरूपं ख्यातिं प्राप्तः। अस्माकमपि कर्तव्यमेतदस्ति यद् वयम् अस्य कीर्तिं चतुर्दिक्षु विस्तारयेम।

क्रीडनप्रतियोगितासु छात्राः किं लभन्ते ?

- (1) विद्यालयस्य शिक्षकाणां प्रशंसाम्
- (2) छात्रवृत्तिम्
- (3) पारितोषिकम्
- (4) आर्थिकसहायताम्

[Question ID = 245][Question Description = S9_Sanskrit_Q095]

1. 1 [Option ID = 977]
2. 2 [Option ID = 978]
3. 3 [Option ID = 979]
4. 4 [Option ID = 980]

अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत।

अस्माकं विद्यालयः समया नगरे एकस्मिन् सुरम्ये स्थले स्थितोऽस्ति। विद्यालयस्याकर्षकाणि अभ्रङ्कषाणि भवनानि बलाद् हरन्ति दर्शकानां चेतांसि।

अस्माकं विद्यालयः रम्योद्यानमध्ये वर्तते, यस्य तुङ्गे मुखद्वारे दोधूयमाना पताका विराजते। अस्माकं विद्यालयेऽध्यापकानां संख्या षष्टिः, छात्राणां संख्या पञ्चाशदधिकं सहस्रं वर्तते। विद्यालयस्याध्यापकाः विविधविद्याप्रवीणाः शिक्षणकलानिपुणाश्च सन्ति। सर्वे एव स्वस्वविषये पारङ्गताः। तेषां मनोरमया शिक्षापद्धत्या आकृष्टाश्छात्रा घण्टानादसमाप्तावपि बहिर्गन्तुं नोत्सुकाः। छात्रा अपि व्युत्पन्नधियः सन्ति। शिक्षायामस्माकं विद्यालयः समग्रप्रदेशे ख्यातिं गतः, अतो दूरतोऽपि छात्रा अत्राध्ययनार्थमागच्छन्ति। अत्र न केवलं पुस्तकानामेव पठनं, पाठनम् अपि तु सदाचारस्य पाठोऽपि पाठ्यते, विनयस्यानुशासनस्यापि शिक्षणं भवति; देशभक्तेः समाजसेवाश्चापि शिक्षा दीयते, कर्तव्याकर्तव्ययोरपि सम्यग् ज्ञानं जायते। प्रतियोगिता-परीक्षासु अस्मद्विद्यालयीयाश्छात्राः प्रदेशे सदैव विशिष्टं स्थानं प्राप्नुवन्ति। ते खलु न केवलं पठन, एव अपि तु क्रीडने, वादने, तरणे एव भाषणप्रतियोगितास्वपि। देशसेवायां समाजसेवायामपि च ते विशिष्टं स्थानं लभन्ते। अत्र छात्राणां क्रीडनाय सुविस्तृतं क्रीडाक्षेत्रं विद्यते। अत्र सैनिकशिक्षाया अपि प्रबन्धो वर्तते। क्रीडनादि प्रतियोगितासु योग्यतमाश्छात्राः पारितोषिकमपि प्राप्नुवन्ति। विविधभाषासु वाक्पाटवार्थं विविधाः परिषदः प्रवर्तन्ते। विद्यार्थिनां स्वास्थ्यवृद्धयै व्यायामस्यापि प्रबन्धोऽस्ति। अत्र प्रायेण सर्वे छात्रा हृष्टपुष्टशरीरा विकसितवदना भद्रवेषाश्च सन्ति। अस्माकं विद्यालयः सर्वत्रैव स्वगुणानुरूपं ख्यातिं प्राप्तः। अस्माकमपि कर्तव्यमेतदस्ति यद् वयम् अस्य कीर्तिं चतुर्दिक्षु विस्तारयेम।

‘शिक्षापद्धत्या’ इत्यत्र का विभक्तिर्वर्तते ?

- (1) षष्ठी
- (2) तृतीया
- (3) चतुर्थी
- (4) द्वितीया

[Question ID = 246][Question Description = S9_Sanskrit_Q096]

1. 1 [Option ID = 981]
2. 2 [Option ID = 982]
3. 3 [Option ID = 983]
4. 4 [Option ID = 984]

अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत।

अस्माकं विद्यालयः समया नगरे एकस्मिन् सुरम्ये स्थले स्थितोऽस्ति। विद्यालयस्याकर्षकाणि अभ्रङ्कषाणि भवनानि बलाद् हरन्ति दर्शकानां चेतांसि।

अस्माकं विद्यालयः रम्योद्यानमध्ये वर्तते, यस्य तुङ्गे मुखद्वारे दोधूयमाना पताका विराजते। अस्माकं विद्यालयेऽध्यापकानां संख्या षष्टिः, छात्राणां संख्या पञ्चाशदधिकं सहस्रं वर्तते। विद्यालयस्याध्यापकाः विविधविद्याप्रवीणाः शिक्षणकलानिपुणाश्च सन्ति। सर्वे एव स्वस्वविषये पारङ्गताः। तेषां मनोरमया शिक्षापद्धत्या आकृष्टाश्छात्रा घण्टानादसमाप्तावपि बहिर्गन्तुं नोत्सुकाः। छात्रा अपि व्युत्पन्नधियः सन्ति। शिक्षायामस्माकं विद्यालयः समग्रप्रदेशे ख्यातिं गतः, अतो दूरतोऽपि छात्रा अत्राध्ययनार्थमागच्छन्ति। अत्र न केवलं पुस्तकानामेव पठनं, पाठनम् अपि तु सदाचारस्य पाठोऽपि पाठ्यते, विनयस्यानुशासनस्यापि शिक्षणं भवति; देशभक्तेः समाजसेवाश्चापि शिक्षा दीयते, कर्तव्याकर्तव्ययोरपि सम्यग् ज्ञानं जायते। प्रतियोगिता-परीक्षासु अस्मद्विद्यालयीयाश्छात्राः प्रदेशे सदैव विशिष्टं स्थानं प्राप्नुवन्ति। ते खलु न केवलं पठन, एव अपि तु क्रीडने, वादने, तरणे एव भाषणप्रतियोगितास्वपि। देशसेवायां समाजसेवायामपि च ते विशिष्टं स्थानं लभन्ते। अत्र छात्राणां क्रीडनाय सुविस्तृतं क्रीडाक्षेत्रं विद्यते। अत्र सैनिकशिक्षाया अपि प्रबन्धो वर्तते। क्रीडनादि प्रतियोगितासु योग्यतमाश्छात्राः पारितोषिकमपि प्राप्नुवन्ति। विविधभाषासु वाक्पाटवार्थं विविधाः परिषदः प्रवर्तन्ते। विद्यार्थिनां स्वास्थ्यवृद्धयै व्यायामस्यापि प्रबन्धोऽस्ति। अत्र प्रायेण सर्वे छात्रा हृष्टपुष्टशरीरा विकसितवदना भद्रवेषाश्च सन्ति। अस्माकं विद्यालयः सर्वत्रैव स्वगुणानुरूपां ख्यातिं प्राप्तः। अस्माकमपि कर्तव्यमेतदस्ति यद् वयम् अस्य कीर्तिं चतुर्दिक्षु विस्तारयेम।

‘शिक्षणम्’ इत्यत्र कः कृत्प्रत्ययः ?

- (1) अण्
- (2) ण्
- (3) ल्युट्
- (4) वुट्

[Question ID = 247][Question Description = S9_Sanskrit_Q097]

1. 1 [Option ID = 985]
2. 2 [Option ID = 986]
3. 3 [Option ID = 987]
4. 4 [Option ID = 988]

अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत।

अस्माकं विद्यालयः समया नगरे एकस्मिन् सुरम्ये स्थले स्थितोऽस्ति। विद्यालयस्याकर्षकाणि अभ्रङ्कषाणि भवनानि बलाद् हरन्ति दर्शकानां चेतांसि।

अस्माकं विद्यालयः रम्योद्यानमध्ये वर्तते, यस्य तुङ्गे मुखद्वारे दोधूयमाना पताका विराजते। अस्माकं विद्यालयेऽध्यापकानां संख्या षष्टिः, छात्राणां संख्या पञ्चाशदधिकं सहस्रं वर्तते। विद्यालयस्याध्यापकाः विविधविद्याप्रवीणाः शिक्षणकलानिपुणाश्च सन्ति। सर्वे एव स्वस्वविषये पारङ्गताः। तेषां मनोरमया शिक्षापद्धत्या आकृष्टाश्छात्रा घण्टानादसमाप्तावपि बहिर्गन्तुं नोत्सुकाः। छात्रा अपि व्युत्पन्नधियः सन्ति। शिक्षायामस्माकं विद्यालयः समग्रप्रदेशे ख्यातिं गतः, अतो दूरतोऽपि छात्रा अत्राध्ययनार्थमागच्छन्ति। अत्र न केवलं पुस्तकानामेव पठनं, पाठनम् अपि तु सदाचारस्य पाठोऽपि पाठ्यते, विनयस्यानुशासनस्यापि शिक्षणं भवति; देशभक्तेः समाजसेवाश्चापि शिक्षा दीयते, कर्तव्याकर्तव्ययोरपि सम्यग् ज्ञानं जायते। प्रतियोगिता-परीक्षासु अस्मद्विद्यालयीयाश्छात्राः प्रदेशे सदैव विशिष्टं स्थानं प्राप्नुवन्ति। ते खलु न केवलं पठन, एव अपि तु क्रीडने, वादने, तरणे एव भाषणप्रतियोगितास्वपि। देशसेवायां समाजसेवायामपि च ते विशिष्टं स्थानं लभन्ते। अत्र छात्राणां क्रीडनाय सुविस्तृतं क्रीडाक्षेत्रं विद्यते। अत्र सैनिकशिक्षाया अपि प्रबन्धो वर्तते। क्रीडनादि प्रतियोगितासु योग्यतमाश्छात्राः पारितोषिकमपि प्राप्नुवन्ति। विविधभाषासु वाक्पाटवार्थं विविधाः परिषदः प्रवर्तन्ते। विद्यार्थिनां स्वास्थ्यवृद्धयै व्यायामस्यापि प्रबन्धोऽस्ति। अत्र प्रायेण सर्वे छात्रा हृष्टपुष्टशरीरा विकसितवदना भद्रवेषाश्च सन्ति। अस्माकं विद्यालयः सर्वत्रैव स्वगुणानुरूपां ख्यातिं प्राप्तः। अस्माकमपि कर्तव्यमेतदस्ति यद् वयम् अस्य कीर्तिं चतुर्दिक्षु विस्तारयेम।

‘कर्तव्याकर्तव्योः’ इत्यत्र कः समासः विद्यते ?

- (1) तत्पुरुषः
- (2) बहुव्रीहिः
- (3) द्वन्द्वः
- (4) द्विगुः

[Question ID = 248][Question Description = S9_Sanskrit_Q098]

1. 1 [Option ID = 989]
2. 2 [Option ID = 990]
3. 3 [Option ID = 991]
4. 4 [Option ID = 992]

अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत।

अस्माकं विद्यालयः समया नगरे एकस्मिन् सुरम्ये स्थले स्थितोऽस्ति। विद्यालयस्याकर्षकाणि अभ्रङ्कषाणि भवनानि बलाद् हरन्ति दर्शकानां चेतांसि।

अस्माकं विद्यालयः रम्योद्यानमध्ये वर्तते, यस्य तुङ्गे मुखद्वारे दोधूयमाना पताका विराजते। अस्माकं विद्यालयेऽध्यापकानां संख्या षष्टिः, छात्राणां संख्या पञ्चाशदधिकं सहस्रं वर्तते। विद्यालयस्याध्यापकाः विविधविद्याप्रवीणाः शिक्षणकलानिपुणाश्च सन्ति। सर्वे एव स्वस्वविषये पारङ्गताः। तेषां मनोरमया शिक्षापद्धत्या आकृष्टाश्छात्रा घण्टानादसमाप्तावपि बहिर्गन्तुं नोत्सुकाः। छात्रा अपि व्युत्पन्नधियः सन्ति। शिक्षायामस्माकं विद्यालयः समग्रप्रदेशे ख्यातिं गतः, अतो दूरतोऽपि छात्रा अत्राध्ययनार्थमागच्छन्ति। अत्र न केवलं पुस्तकानामेव पठनं, पाठनम् अपि तु सदाचारस्य पाठोऽपि पाठ्यते, विनयस्यानुशासनस्यापि शिक्षणं भवति; देशभक्तेः समाजसेवाश्चापि शिक्षा दीयते, कर्तव्याकर्तव्ययोरपि सम्यग् ज्ञानं जायते। प्रतियोगिता-परीक्षासु अस्मद्विद्यालयीयाश्छात्राः प्रदेशे सदैव विशिष्टं स्थानं प्राप्नुवन्ति। ते खलु न केवलं पठन, एव अपि तु क्रीडने, वादने, तरणे एव भाषणप्रतियोगितास्वपि। देशसेवायां समाजसेवायामपि च ते विशिष्टं स्थानं लभन्ते। अत्र छात्राणां क्रीडनाय सुविस्तृतं क्रीडाक्षेत्रं विद्यते। अत्र सैनिकशिक्षाया अपि प्रबन्धो वर्तते। क्रीडनादि प्रतियोगितासु योग्यतमाश्छात्राः पारितोषिकमपि प्राप्नुवन्ति। विविधभाषासु वाक्पाटवार्थं विविधाः परिषदः प्रवर्तन्ते। विद्यार्थिनां स्वास्थ्यवृद्धयै व्यायामस्यापि प्रबन्धोऽस्ति। अत्र प्रायेण सर्वे छात्रा हृष्टपुष्टशरीरा विकसितवदना भद्रवेषाश्च सन्ति। अस्माकं विद्यालयः सर्वत्रैव स्वगुणानुरूपां ख्यातिं प्राप्तः। अस्माकमपि कर्तव्यमेतदस्ति यद् वयम् अस्य कीर्तिं चतुर्दिक्षु विस्तारयेम।

निम्नलिखितेषु 'ख्याति' शब्दस्य कोऽर्थः ?

- (1) व्याख्यानपद्धतिः
- (2) निपुणता
- (3) प्रसिद्धिः
- (4) विद्वत्ता

[Question ID = 249][Question Description = S9_Sanskrit_Q099]

1. 1 [Option ID = 993]
2. 2 [Option ID = 994]
3. 3 [Option ID = 995]
4. 4 [Option ID = 996]

Topic:- Sanskrit_Q100-105_L1_P2_CTET

1) निम्नलिखितानां पद्यानाम् अर्थं गृहीत्वा निम्नलिखितानां प्रश्नानां यथोचितं उत्तराणि देयानि।

न स्वल्पस्य कृते भूरि नाशयेन्मतिमात्ररः।

एतदेवात्र पाण्डित्यं यत्स्वल्पाद्भूरिरक्षणम्॥

अनन्तपारं किल शब्दशास्त्रं स्वल्पं तथायुर्बहवश्च विघ्नाः।

सारं ततो ग्राह्यमपास्य फल्गु हंसैर्यथा क्षीरमिवाम्बुमध्यात्॥

आयुः कर्म च वित्तं च विद्या निधनमेव च।

पञ्चैतान्यपि सृज्यन्ते गर्भस्थस्यैव देहिनः॥

वरमेको गुणी पुत्रो न च मूर्खशतान्यपि।

एकश्चन्द्रस्तमो हन्ति न च तारागणा अपि॥

युक्ताहारविहारस्य युक्तचेष्टस्य कर्मसु।

युक्तस्वप्नावबोधस्य योगो भवति दुःखहा॥

किं पाण्डित्यम् अस्ति ?

(1) शास्त्राणाम् अनुशीलनम्

(2) स्वल्पस्य तुलनायां अधिकस्य रक्षणम्

(3) अर्जितधनस्य सदुपयोगः

(4) तर्कशास्त्रे नैपुण्यम्

[Question ID = 250][Question Description = S9_Sanskrit_Q100]

1. 1 [Option ID = 997]

2. 2 [Option ID = 998]

3. 3 [Option ID = 999]

4. 4 [Option ID = 1000]

2) निम्नलिखितानां पद्यानाम् अर्थं गृहीत्वा निम्नलिखितानां प्रश्नानां यथोचितं उत्तराणि देयानि।

न स्वल्पस्य कृते भूरि नाशयेन्मतिमान्नरः।

एतदेवात्र पाण्डित्यं यत्स्वल्पाद्भूरिरक्षणम्॥

अनन्तपारं किल शब्दशास्त्रं स्वल्पं तथायुर्बहवश्च विघ्नाः।

सारं ततो ग्राह्यमपास्य फल्गु हंसैर्यथा क्षीरमिवाम्बुमध्यात्॥

आयुः कर्म च वित्तं च विद्या निधनमेव च।

पञ्चैतान्यपि सृज्यन्ते गर्भस्थस्यैव देहिनः॥

वरमेको गुणी पुत्रो न च मूर्खशतान्यपि।

एकश्चन्द्रस्तमो हन्ति न च तारागणा अपि॥

युक्ताहारविहारस्य युक्तचेष्टस्य कर्मसु।

युक्तस्वप्नावबोधस्य योगो भवति दुःखहा॥

स्वल्पं किमस्ति ?

(1) धनम्

(2) आयुः

(3) विद्या

(4) शब्दशास्त्रम्

[Question ID = 251][Question Description = S9_Sanskrit_Q101]

1. 1 [Option ID = 1001]

2. 2 [Option ID = 1002]

3. 3 [Option ID = 1003]

4. 4 [Option ID = 1004]

3) निम्नलिखितानां पद्यानाम् अर्थं गृहीत्वा निम्नलिखितानां प्रश्नानां यथोचितं उत्तराणि देयानि।

न स्वल्पस्य कृते भूरि नाशयेन्मतिमात्ररः।

एतदेवात्र पाण्डित्यं यत्स्वल्पाद्भूरिरक्षणम्॥

अनन्तपारं किल शब्दशास्त्रं स्वल्पं तथायुर्बहवश्च विघ्नाः।

सारं ततो ग्राह्यमपास्य फल्गु हंसैर्यथा क्षीरमिवाम्बुमध्यात्॥

आयुः कर्म च वित्तं च विद्या निधनमेव च।

पञ्चैतान्यपि सृज्यन्ते गर्भस्थस्यैव देहिनः॥

वरमेको गुणी पुत्रो न च मूर्खशतान्यपि।

एकश्चन्द्रस्तमो हन्ति न च तारागणा अपि॥

युक्ताहारविहारस्य युक्तचेष्टस्य कर्मसु।

युक्तस्वप्नावबोधस्य योगो भवति दुःखहा॥

‘क्षीरमिवाम्बुमध्यात्’ अस्मिन् वाक्यांशे कोऽलङ्कारः ?

(1) उपमा

(2) उत्प्रेक्षा

(3) रूपकम्

(4) श्लेषः

[Question ID = 252][Question Description = S9_Sanskrit_Q102]

1. 1 [Option ID = 1005]
2. 2 [Option ID = 1006]
3. 3 [Option ID = 1007]
4. 4 [Option ID = 1008]

4) निम्नलिखितानां पद्यानाम् अर्थं गृहीत्वा निम्नलिखितानां प्रश्नानां यथोचितं उत्तराणि देयानि ।
न स्वल्पस्य कृते भूरि नाशयेन्मतिमान्नरः ।
एतदेवात्र पाण्डित्यं यत्स्वल्पाद्भूरिरक्षणम् ॥
अनन्तपारं किल शब्दशास्त्रं स्वल्पं तथायुर्बहवश्च विघ्नाः ।
सारं ततो ग्राह्यमपास्य फल्गु हंसैर्यथा क्षीरमिवाम्बुमध्यात् ॥
आयुः कर्म च वित्तं च विद्या निधनमेव च ।
पञ्चैतान्यपि सृज्यन्ते गर्भस्थस्यैव देहिनः ॥
वरमेको गुणी पुत्रो न च मूर्खशतान्यपि ।
एकश्चन्द्रस्तमो हन्ति न च तारागणा अपि ॥
युक्ताहारविहारस्य युक्तचेष्टस्य कर्मसु ।
युक्तस्वप्नावबोधस्य योगो भवति दुःखहा ॥

‘देहिनः’ पदस्य कोऽर्थः ?

- (1) देहनिर्मातुः
- (2) आत्मनः
- (3) परमात्मनः
- (4) देहधारिणः

[Question ID = 253][Question Description = S9_Sanskrit_Q103]

1. 1 [Option ID = 1009]
2. 2 [Option ID = 1010]
3. 3 [Option ID = 1011]
4. 4 [Option ID = 1012]

5) निम्नलिखितानां पद्यानाम् अर्थं गृहीत्वा निम्नलिखितानां प्रश्नानां यथोचितं उत्तराणि देयानि।

न स्वल्पस्य कृते भूरि नाशयेन्मतिमात्ररः।

एतदेवात्र पाण्डित्यं यत्स्वल्पाद्भूरिरक्षणम्॥

अनन्तपारं किल शब्दशास्त्रं स्वल्पं तथायुर्बहवश्च विघ्नाः।

सारं ततो ग्राह्यमपास्य फल्गु हंसैर्यथा क्षीरमिवाम्बुमध्यात्॥

आयुः कर्म च वित्तं च विद्या निधनमेव च।

पञ्चैतान्यपि सृज्यन्ते गर्भस्थस्यैव देहिनः॥

वरमेको गुणी पुत्रो न च मूर्खशतान्यपि।

एकश्चन्द्रस्तमो हन्ति न च तारागणा अपि॥

युक्ताहारविहारस्य युक्तचेष्टस्य कर्मसु।

युक्तस्वप्नावबोधस्य योगो भवति दुःखहा॥

‘हन्ति’ क्रियारूपम् कस्य गणस्य विद्यते ?

(1) भ्वादिगणस्य

(2) अदादिगणस्य

(3) जुहोत्यादिगणस्य

(4) दिवादिगणस्य

[Question ID = 254][Question Description = S9_Sanskrit_Q104]

1. 1 [Option ID = 1013]

2. 2 [Option ID = 1014]

3. 3 [Option ID = 1015]

4. 4 [Option ID = 1016]

6) निम्नलिखितानां पद्यानाम् अर्थं गृहीत्वा निम्नलिखितानां प्रश्नानां यथोचितं उत्तराणि देयानि।

न स्वल्पस्य कृते भूरि नाशयेन्मतिमात्ररः।

एतदेवात्र पाण्डित्यं यत्स्वल्पाद्भूरिरक्षणम्॥

अनन्तपारं किल शब्दशास्त्रं स्वल्पं तथायुर्बहवश्च विघ्नाः।

सारं ततो ग्राह्यमपास्य फल्गु हंसैर्यथा क्षीरमिवाम्बुमध्यात्॥

आयुः कर्म च वित्तं च विद्या निधनमेव च।

पञ्चैतान्यपि सृज्यन्ते गर्भस्थस्यैव देहिनः॥

वरमेको गुणी पुत्रो न च मूर्खशतान्यपि।

एकश्चन्द्रस्तमो हन्ति न च तारागणा अपि॥

युक्ताहारविहारस्य युक्तचेष्टस्य कर्मसु।

युक्तस्वप्नावबोधस्य योगो भवति दुःखहा॥

‘युक्तचेष्टस्य कर्मसु’ इत्यस्मिन् पद्यांशे ‘युक्तचेष्टः’ इत्यस्मिन् पदे कः समासः ?

(1) बहुव्रीहिः

(2) तत्पुरुषः

(3) कर्मधारयः

(4) द्वन्द्वः

[Question ID = 255][Question Description = S9_Sanskrit_Q105]

- 1 [Option ID = 1017]
- 2 [Option ID = 1018]
- 3 [Option ID = 1019]
- 4 [Option ID = 1020]

Topic:- Sanskrit_Q106-120_L1_P2_CTET

1)

अधस्तात् षष्ठीतः अष्टमीकक्षाभ्यः यावत् केचन भाषाप्रयोगाः दत्ताः सन्ति। एतेषां सम्बन्धितभाषाशिक्षणसिद्धान्तैः सह मेलनं कृत्वा समुचितं विकल्पं चिनुत।

भागः A

भागः B

- | | |
|----------------------------------|--|
| (A) भूमिका-निर्वहणम् (Role Play) | (I) सोपाननिर्माणम् (Scaffolding) |
| (B) सारनिर्माणम् | (II) विविधपाठ्यैः सम्पर्कः |
| (C) निर्दिष्टकथालेखनम् | (III) गत्यात्मकशिक्षणम् (Kinesthetic Learning) |
| (D) भाषापत्रिका | (IV) निर्माणात्मकपद्धतिः |
- (1) (A) - (IV), (B) - (III), (C) - (II), (D) - (I)
 - (2) (A) - (I), (B) - (II), (C) - (III), (D) - (IV)
 - (3) (A) - (III), (B) - (IV), (C) - (I), (D) - (II)
 - (4) (A) - (II), (B) - (I), (C) - (IV), (D) - (III)

[Question ID = 256][Question Description = S9_Sanskrit_Q106]

- 1 [Option ID = 1021]
- 2 [Option ID = 1022]

3. 3 [Option ID = 1023]
4. 4 [Option ID = 1024]

2) निम्नलिखितेषु भाषाशिक्षणस्य निर्माणात्मकपद्धतेः कतमम् उदाहरणम् अस्ति ?

- (1) परियोजनाकार्यम्
- (2) प्रतिमान-अभ्यासः (Pattern practice)
- (3) व्याकरण-अनुवादः
- (4) प्रेरणात्मकविधिः

[Question ID = 257][Question Description = S9_Sanskrit_Q107]

1. 1 [Option ID = 1025]
2. 2 [Option ID = 1026]
3. 3 [Option ID = 1027]
4. 4 [Option ID = 1028]

3)

अधस्तात् भाषाशिक्षणस्य विषये चत्वारः तर्कादत्ताः सन्ति। तं विकल्पं चिनुत यः सहजातीयतायाः (Nativism) विचारधारायाः मुख्यतर्कं पूर्णतया कथयति ?

- (1) भाषाशिक्षणे प्रकृतेः योगदानं नास्ति।
- (2) बालकः भाषाशिक्षणयन्त्रेण सह जायते।
- (3) भाषाप्रतिमानस्य अभ्यासः शिक्षणं पुनः ऊर्जस्विलं करोति।
- (4) बालकाः स्वमातृपितृभ्यां भाषां शिक्षन्ते।

[Question ID = 258][Question Description = S9_Sanskrit_Q108]

1. 1 [Option ID = 1029]
2. 2 [Option ID = 1030]
3. 3 [Option ID = 1031]
4. 4 [Option ID = 1032]

4)

निम्नलिखितं प्रयोगं पठत तथा एतद् ज्ञायतां यत् श्रवणस्य कतमम् उपकौशलम् वर्धते। अध्यापकः काञ्चित् कवितां पठति तथा कवितायाम् एकं विचारम् अन्वेष्टुं कथयति यः कवितानिष्ठैः सर्वैः विचारैः प्रपुष्यते।

- (1) विवरणं पोषयितुं परिवीक्षणम्। (Scanning)
- (2) मुख्यविचारस्य अन्वेषणाय विहंगमदृष्टिपातः।
- (3) निष्कर्षनिर्माणम्।
- (4) वैश्विक-बोधनिर्माणम्।

[Question ID = 259][Question Description = S9_Sanskrit_Q109]

1. 1 [Option ID = 1033]
2. 2 [Option ID = 1034]
3. 3 [Option ID = 1035]
4. 4 [Option ID = 1036]

- 5) अधोलिखितेषु प्रश्नेषु तं विकल्पं चिनुत यः सर्वोत्तमरूपेण उद्देश्यम् अभिजानाति।
- (A) युष्माकं मते कथायाः प्रवर्तकः (Protagonist) कोऽस्ति। (I) उद्देश्य-अभिज्ञानम्
 (B) लेखकः अस्मान् तस्य/तस्याः वा कथां वर्णयति। (II) पाठ्यात् एकस्या सूचनायाः निग्रहणम्
 (C) कथायाः तथ्यानि प्रयोज्य प्रवर्तकस्य मौखिकचित्रं (III) पाठ्यात् बहूनां सूचनाखण्डानां निग्रहणम्
 निर्मीयताम्।
 (D) 'अमुकजनः कथायाः प्रवर्तकः अस्ति' - अस्मिन् (IV) निष्कर्षणम्
 पक्षे द्वे कारणे दीयताम्।
- (1) (A) - (II), (B) - (I), (C) - (III), (D) - (IV)
 (2) (A) - (I), (B) - (II), (C) - (IV), (D) - (III)
 (3) (A) - (IV), (B) - (III), (C) - (II), (D) - (I)
 (4) (A) - (III), (B) - (IV), (C) - (I), (D) - (II)

[Question ID = 260][Question Description = S9_Sanskrit_Q110]

1. 1 [Option ID = 1037]
2. 2 [Option ID = 1038]
3. 3 [Option ID = 1039]
4. 4 [Option ID = 1040]

- 6) भाषाशिक्षणे पठनं व्याकरणरूपाणां ज्ञाने भूयसीं सहायतां करोति?
- (1) एतत् सप्रयासं शुद्धरूपेण आङ्ग्लभाषायाः शिक्षणे सहायतां करोति।
 (2) शब्दकोशस्य एवं च शुद्धसंरचनायाः पर्याप्तं सम्पर्को भवति।
 (3) एतद् शुद्धभाषायाः व्यवस्थितसम्पर्कः पाठकं ददाति।
 (4) एतद् पाठकाय शुद्धरूपेण व्यावहारिकशब्दकोशं निर्मातुं सहायतां ददाति।

[Question ID = 261][Question Description = S9_Sanskrit_Q111]

1. 1 [Option ID = 1041]
2. 2 [Option ID = 1042]
3. 3 [Option ID = 1043]
4. 4 [Option ID = 1044]

- 7) अर्थबोधार्थं दत्तानुच्छेदस्य पठने छात्रेण एतत् कर्तव्यम् ?
- (1) बुद्धौ मातृभाषायाम् अनुवादितव्यम्।
 (2) भाषायाः सौन्दर्यं प्रशंसितव्यम्।
 (3) पाठ्यात् अर्थो निष्कृष्टव्यः।
 (4) शब्दकोशे अर्थो द्रष्टव्यः तथा पठितव्यम्।

[Question ID = 262][Question Description = S9_Sanskrit_Q112]

1. 1 [Option ID = 1045]
2. 2 [Option ID = 1046]
3. 3 [Option ID = 1047]
4. 4 [Option ID = 1048]

8)

शिक्षायाः मिश्रितव्यवस्थायाम् अध्यापकस्य निम्नकौशलानाम् आवश्यकता भविष्यति। तादृशं कौशलं चिनुत यादृशं सर्वोत्कृष्टकौशलम् विवृणोति।

- (1) कम्प्यूटरकौशलम्, शिक्षाशास्त्रस्य ज्ञानं – विषयज्ञानम्।
- (2) विषयज्ञानम् – अङ्गीकरणक्षमता (Digital competence)
- (3) अङ्गीकरणक्षमता – सक्रियअन्तर्जालस्य प्रयोगः (Online content)– जूमकार्यक्रमे गोष्ठी
- (4) सक्रिय अन्तर्जालविषयज्ञानम् (know online content) – अङ्गीकरणनैपुण्यम् – उत्तम अन्तर्जालसंयोजनम्

[Question ID = 263][Question Description = S9_Sanskrit_Q113]

1. 1 [Option ID = 1049]
2. 2 [Option ID = 1050]
3. 3 [Option ID = 1051]
4. 4 [Option ID = 1052]

9)

वृत्तीयपाठ्यचर्यायाः (Spiral curriculum) यस्मिन् सर्वाणि भारतीय-भाषा-पाठ्यपुस्तकानि आधारितानि सन्ति – को लाभः ? समुचितं विकल्पं चिनुत।

विचाराः अवधारणाः च सन्ति –

- (1) पाठनस्य सौविध्यार्थं सरलतः कठिनं प्रति व्यवस्थिताः।
- (2) क्रियान्वयनस्य सौविध्यार्थं विद्यालयस्य सत्रानुकूलं व्यवस्थिताः।
- (3) स्तरीकृताः नियमिताश्च परन्तु आवश्यकतानुसारं पुनर्वीक्षणस्य आज्ञा।
- (4) सम्यग् मूल्याङ्कनाय परीक्षापद्धत्यनुसारं व्यवस्थिताः।

[Question ID = 264][Question Description = S9_Sanskrit_Q114]

1. 1 [Option ID = 1053]
2. 2 [Option ID = 1054]
3. 3 [Option ID = 1055]
4. 4 [Option ID = 1056]

10)

यो विकल्पः अधिगमस्य, अधिग्रहणस्य च अन्तरं सम्यक् स्पष्टीकरोति, तं चिनुत।

अधिगमः अस्ति _____ अधिग्रहणम् अस्ति _____।

- (1) पठनम्-लेखनम् _____ श्रवणम्-भाषणम्
- (2) व्यवस्थितप्रक्रिया _____ अव्यवस्थितप्रक्रिया
- (3) सप्रयासम्, शिक्षणपरकम् _____ अनायासम्, प्राकृतिकम्
- (4) छात्रैः नीतम् _____ अध्यापकैः नीतम्

[Question ID = 265][Question Description = S9_Sanskrit_Q115]

1. 1 [Option ID = 1057]
2. 2 [Option ID = 1058]
3. 3 [Option ID = 1059]
4. 4 [Option ID = 1060]

11)

कश्चिद् अध्यापकः कस्याश्चित् कवितायाः स्वर-तानस्य विषये लेखितुं कथयति। पाठ्यान्तर्गतानां शब्दकोषे-समालोचनामापदण्डादीनामपि प्रयोगः कर्तव्यः। छात्रः निम्नलिखितेषु कीदृशं कौशलं प्रयोक्ष्यति ?

- (A) तथ्यानां कृते परिवीक्षणम्
 - (B) मुख्यविचारार्थं विहगदर्शनम्
 - (C) निष्कर्षणम्
 - (D) वैश्विक-अर्थबोधः
- (1) केवलं (A), (C), (D)
 - (2) केवलं (A), (B), (C)
 - (3) केवलं (A), (B), (D)
 - (4) केवलं (B), (C), (D)

[Question ID = 266][Question Description = S9_Sanskrit_Q116]

- 1. 1 [Option ID = 1061]
- 2. 2 [Option ID = 1062]
- 3. 3 [Option ID = 1063]
- 4. 4 [Option ID = 1064]

12) निम्नलिखितेषु किं विद्यालये द्वितीय-भाषा-शिक्षण-कौशलस्य भागः नास्ति ?

- (1) प्रश्नान् कर्तुं तथा उत्तराणि दातुं योग्यता।
- (2) अभिव्यक्तिपरकसंकेतानां विविधशब्दानां च प्रयोगः।
- (3) शब्देषु वाक्येषु च कल्पना, अभिव्यक्तिश्च।
- (4) मातृभाषायाम् अनुवादः, तद्विपरीतं च।

[Question ID = 267][Question Description = S9_Sanskrit_Q117]

- 1. 1 [Option ID = 1065]
- 2. 2 [Option ID = 1066]
- 3. 3 [Option ID = 1067]
- 4. 4 [Option ID = 1068]

13)

काचिद् अध्यापिका छात्रान् एकम् अनुच्छेदं पठितुं कथयति। पठनक्रियायां नवीनशब्दाः अङ्कितव्याः तेषाम् अर्थाश्च अनुमातव्याः तदा शब्दकोशः परामृष्टव्यः। छात्रः कतमं पठनकौशलं विकासयितुं यतते।

- (1) परिवीक्षणम् (Scanning)
- (2) विहंगावलोकनम् (Skimming)
- (3) निष्कर्षणम्
- (4) अनुमानम्

[Question ID = 268][Question Description = S9_Sanskrit_Q118]

- 1. 1 [Option ID = 1069]
- 2. 2 [Option ID = 1070]
- 3. 3 [Option ID = 1071]
- 4. 4 [Option ID = 1072]

14)

अष्टमीकक्षायां छात्रैः कृतानां त्रुटीनां विश्लेषणं कुरुत। उचितं समाधानात्मकं कार्यं च चिनुत। केचन छात्राः दैनिकक्रियाणां, पूर्वकृतकर्मणां, प्रवृत्तीनां, संकल्पानां च कृते शुद्धक्रियारूपाणि च प्रयोक्तुं समर्थाः न सन्ति। ते सन्ति -

- (1) छात्राः अवगन्तुं न शक्नुवन्ति। तैः नियमाः कण्ठस्थीकर्तव्याः।
- (2) एताः रूढा त्रुटयः सन्ति। एताः दूरीकर्तुं न शक्यन्ते।
- (3) एताः संरचनात्मक-त्रुटयः सन्ति। संशोधनार्थं अधिकः अभ्यासः करणीयः।
- (4) एताः प्रयोगात्मकाः त्रुटयः सन्ति। कालान्तराले स्वयमेव गमिष्यन्ति।

[Question ID = 269][Question Description = S9_Sanskrit_Q119]

1. 1 [Option ID = 1073]
2. 2 [Option ID = 1074]
3. 3 [Option ID = 1075]
4. 4 [Option ID = 1076]

15)

उच्चस्तरीयचिन्तनस्तरे (HOT) निम्नलिखितेषु भाषाशिक्षणस्य अधिकोपयुक्तं मूल्यांकनं भविष्यति?

- (1) दत्तशब्दसंकेतानां प्रयोगं कुर्वन्तः समाचारपत्रप्रतिवेदनं लिखत।
- (2) उपर्यधः संकेतान् प्रयुञ्जन्तः अन्तः शब्दप्रहेलिकां पूरयत।
- (3) युष्माकं गृहं भूयांसं जलाभावम् अनुभवति। युष्माकं पितरौ होराः यावत् जलम् आनेतुं यात्रां कुर्वन्ति। स्थितेः विश्लेषणं कुरुत तथा पंचायतप्रधानाय समाधानार्थं लिखत।
- (4) युष्माकं ग्रामे 'जलाभावे' निबन्धं लिखत।

[Question ID = 270][Question Description = S9_Sanskrit_Q120]

1. 1 [Option ID = 1077]
2. 2 [Option ID = 1078]
3. 3 [Option ID = 1079]
4. 4 [Option ID = 1080]

Topic:- ENG_Q121-128_L2_P2_CTET

1)

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

But They had a strange visitor one day.

It was late in the afternoon and I was talking to the landlord about some packed lunch that I needed the next day. I was planning a short excursion by myself, to a group of caves nearby. The landlord was in a hurry, arranging things for a new guest who had booked a room for the season and was supposed to be moving in any moment arriving by the mail train.

And sure enough, soon, a young man came in-a porter carrying his luggage. He was barely twenty-five, clad in an ill fitting tweed suit, with drooping shoulders and wide trouser bottoms. Because of the journey, he looked untidy, his hair, his necktie, his shoes- all unkempt and needing attention. But he had a cheerful face and jet-black eyes sparkling with vitality.

Mr. Bhandari stepped forward and asked, 'Mr. David, I presume?'

The young man looked closely at his face, smiled and nodded, 'Room No. 18, please. Everything is ready.'

The young man again looked at him, smiled and nodded. He paid the porter, who bowed low for he was not asked to return the change - and disappeared. The young man gave me a brief, friendly look and sat before a huge book, which the land lord had pushed before him, making the necessary entries about himself and his intended stay.

At this time, he discovered the sealed envelope containing the typed chit lying on the table, addressed to him by name. He took the cover and tore it open. This coincided with the entry of the landlady into the room. She hurriedly asked her husband if this was the new guest, and having received confirmation; came forward and shook hands with the young man.

'Did you have a nice journey, Mr. David?' she asked, with her sweet smile.

The young man smiled and nodded nonchalantly, as if to say, 'well, neither very pleasant nor very unpleasant ?'

Who was the new visitor ?

- (1) The speaker
- (2) Mr. David, a new guest
- (3) Mr. Bhandari
- (4) The porter

[Question ID = 331][Question Description = S9_English Content/Pedagogy_Q121]

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

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

But They had a strange visitor one day.

It was late in the afternoon and I was talking to the landlord about some packed lunch that I needed the next day. I was planning a short excursion by myself, to a group of caves nearby. The landlord was in a hurry, arranging things for a new guest who had booked a room for the season and was supposed to be moving in any moment arriving by the mail train.

And sure enough, soon, a young man came in-a porter carrying his luggage. He was barely twenty-five, clad in an ill fitting tweed suit, with drooping shoulders and wide trouser bottoms. Because of the journey, he looked untidy, his hair, his necktie, his shoes- all unkempt and needing attention. But he had a cheerful face and jet-black eyes sparkling with vitality.

Mr. Bhandari stepped forward and asked, 'Mr. David, I presume?'

The young man looked closely at his face, smiled and nodded, 'Room No. 18, please. Everything is ready.'

The young man again looked at him, smiled and nodded. He paid the porter, who bowed low for he was not asked to return the change - and disappeared. The young man gave me a brief, friendly look and sat before a huge book, which the land lord had pushed before him, making the necessary entries about himself and his intended stay.

At this time, he discovered the sealed envelope containing the typed chit lying on the table, addressed to him by name. He took the cover and tore it open. This coincided with the entry of the landlady into the room. She hurriedly asked her husband if this was the new guest, and having received confirmation; came forward and shook hands with the young man.

'Did you have a nice journey, Mr. David?' she asked, with her sweet smile.

The young man smiled and nodded nonchalantly, as if to say, 'well, neither very pleasant nor very unpleasant ?'

How was the new visitor dressed ?

- (1) well-dressed
- (2) in ill fitting clothes
- (3) in shorts
- (4) in summer clothes

[Question ID = 332][Question Description = S9_English Content/Pedagogy_Q122]

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

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

But They had a strange visitor one day.

It was late in the afternoon and I was talking to the landlord about some packed lunch that I needed the next day. I was planning a short excursion by myself, to a group of caves nearby. The landlord was in a hurry, arranging things for a new guest who had booked a room for the season and was supposed to be moving in any moment arriving by the mail train.

And sure enough, soon, a young man came in-a porter carrying his luggage. He was barely twenty-five, clad in an ill fitting tweed suit, with drooping shoulders and wide trouser bottoms. Because of the journey, he looked untidy, his hair, his necktie, his shoes- all unkempt and needing attention. But he had a cheerful face and jet-black eyes sparkling with vitality.

Mr. Bhandari stepped forward and asked, 'Mr. David, I presume?'

The young man looked closely at his face, smiled and nodded, 'Room No. 18, please. Everything is ready.'

The young man again looked at him, smiled and nodded. He paid the porter, who bowed low for he was not asked to return the change - and disappeared. The young man gave me a brief, friendly look and sat before a huge book, which the land lord had pushed before him, making the necessary entries about himself and his intended stay.

At this time, he discovered the sealed envelope containing the typed chit lying on the table, addressed to him by name. He took the cover and tore it open. This coincided with the entry of the landlady into the room. She hurriedly asked her husband if this was the new guest, and having received confirmation; came forward and shook hands with the young man.

'Did you have a nice journey, Mr. David?' she asked, with her sweet smile.

The young man smiled and nodded nonchalantly, as if to say, 'well, neither very pleasant nor very unpleasant ?'

What made the porter bow low ?

- (1) He got a good tip.
- (2) He was invited to have coffee.
- (3) He was relieved that he got rid of his strange client.
- (4) He never expected such a friendly treatment.

[Question ID = 333][Question Description = S9_English Content/Pedagogy_Q123]

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

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

But They had a strange visitor one day.

It was late in the afternoon and I was talking to the landlord about some packed lunch that I needed the next day. I was planning a short excursion by myself, to a group of caves nearby. The landlord was in a hurry, arranging things for a new guest who had booked a room for the season and was supposed to be moving in any moment arriving by the mail train.

And sure enough, soon, a young man came in-a porter carrying his luggage. He was barely twenty-five, clad in an ill fitting tweed suit, with drooping shoulders and wide trouser bottoms. Because of the journey, he looked untidy, his hair, his necktie, his shoes- all unkempt and needing attention. But he had a cheerful face and jet-black eyes sparkling with vitality.

Mr. Bhandari stepped forward and asked, 'Mr. David, I presume?'

The young man looked closely at his face, smiled and nodded, 'Room No. 18, please. Everything is ready.'

The young man again looked at him, smiled and nodded. He paid the porter, who bowed low for he was not asked to return the change - and disappeared. The young man gave me a brief, friendly look and sat before a huge book, which the land lord had pushed before him, making the necessary entries about himself and his intended stay.

At this time, he discovered the sealed envelope containing the typed chit lying on the table, addressed to him by name. He took the cover and tore it open. This coincided with the entry of the landlady into the room. She hurriedly asked her husband if this was the new guest, and having received confirmation; came forward and shook hands with the young man.

'Did you have a nice journey, Mr. David?' she asked, with her sweet smile.

The young man smiled and nodded nonchalantly, as if to say, 'well, neither very pleasant nor very unpleasant ?'

What was the narrator planning to do ?

- (1) He came to the Guest House to meet its owner.
- (2) His friends were already staying there.
- (3) He had planned a visit to the nearby caves.
- (4) He was invited by the landlord and the landlady for the treatment of their daughter.

[Question ID = 334][Question Description = S9_English Content/Pedagogy_Q124]

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

5)

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

But They had a strange visitor one day.

It was late in the afternoon and I was talking to the landlord about some packed lunch that I needed the next day. I was planning a short excursion by myself, to a group of caves nearby. The landlord was in a hurry, arranging things for a new guest who had booked a room for the season and was supposed to be moving in any moment arriving by the mail train.

And sure enough, soon, a young man came in-a porter carrying his luggage. He was barely twenty-five, clad in an ill fitting tweed suit, with drooping shoulders and wide trouser bottoms. Because of the journey, he looked untidy, his hair, his necktie, his shoes-all unkempt and needing attention. But he had a cheerful face and jet-black eyes sparkling with vitality.

Mr. Bhandari stepped forward and asked, 'Mr. David, I presume?'

The young man looked closely at his face, smiled and nodded, 'Room No. 18, please. Everything is ready.'

The young man again looked at him, smiled and nodded. He paid the porter, who bowed low for he was not asked to return the change - and disappeared. The young man gave me a brief, friendly look and sat before a huge book, which the land lord had pushed before him, making the necessary entries about himself and his intended stay.

At this time, he discovered the sealed envelope containing the typed chit lying on the table, addressed to him by name. He took the cover and tore it open. This coincided with the entry of the landlady into the room. She hurriedly asked her husband if this was the new guest, and having received confirmation; came forward and shook hands with the young man.

'Did you have a nice journey, Mr. David?' she asked, with her sweet smile.

The young man smiled and nodded nonchalantly, as if to say, 'well, neither very pleasant nor very unpleasant ?'

How did Mr. David respond to Mr. Bhandari's greetings ?

- (1) he thought it below his dignity to respond
- (2) with a smile and a nod
- (3) nonchalantly
- (4) casually

[Question ID = 335][Question Description = S9_English Content/Pedagogy_Q125]

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

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

But They had a strange visitor one day.

It was late in the afternoon and I was talking to the landlord about some packed lunch that I needed the next day. I was planning a short excursion by myself, to a group of caves nearby. The landlord was in a hurry, arranging things for a new guest who had booked a room for the season and was supposed to be moving in any moment arriving by the mail train.

And sure enough, soon, a young man came in-a porter carrying his luggage. He was barely twenty-five, clad in an ill fitting tweed suit, with drooping shoulders and wide trouser bottoms. Because of the journey, he looked untidy, his hair, his necktie, his shoes- all unkempt and needing attention. But he had a cheerful face and jet-black eyes sparkling with vitality.

Mr. Bhandari stepped forward and asked, 'Mr. David, I presume?'

The young man looked closely at his face, smiled and nodded, 'Room No. 18, please. Everything is ready.'

The young man again looked at him, smiled and nodded. He paid the porter, who bowed low for he was not asked to return the change - and disappeared. The young man gave me a brief, friendly look and sat before a huge book, which the land lord had pushed before him, making the necessary entries about himself and his intended stay.

At this time, he discovered the sealed envelope containing the typed chit lying on the table, addressed to him by name. He took the cover and tore it open. This coincided with the entry of the landlady into the room. She hurriedly asked her husband if this was the new guest, and having received confirmation; came forward and shook hands with the young man.

'Did you have a nice journey, Mr. David?' she asked, with her sweet smile.

The young man smiled and nodded nonchalantly, as if to say, 'well, neither very pleasant nor very unpleasant ?'

How did Mr. David travel to the city ?

- (1) by his own car
- (2) walked down
- (3) by a mail train
- (4) on the horse-back

[Question ID = 336][Question Description = S9_English Content/Pedagogy_Q126]

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

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

But They had a strange visitor one day.

It was late in the afternoon and I was talking to the landlord about some packed lunch that I needed the next day. I was planning a short excursion by myself, to a group of caves nearby. The landlord was in a hurry, arranging things for a new guest who had booked a room for the season and was supposed to be moving in any moment arriving by the mail train.

And sure enough, soon, a young man came in-a porter carrying his luggage. He was barely twenty-five, clad in an ill fitting tweed suit, with drooping shoulders and wide trouser bottoms. Because of the journey, he looked untidy, his hair, his necktie, his shoes- all unkempt and needing attention. But he had a cheerful face and jet-black eyes sparkling with vitality.

Mr. Bhandari stepped forward and asked, 'Mr. David, I presume?'

The young man looked closely at his face, smiled and nodded, 'Room No. 18, please. Everything is ready.'

The young man again looked at him, smiled and nodded. He paid the porter, who bowed low for he was not asked to return the change - and disappeared. The young man gave me a brief, friendly look and sat before a huge book, which the land lord had pushed before him, making the necessary entries about himself and his intended stay.

At this time, he discovered the sealed envelope containing the typed chit lying on the table, addressed to him by name. He took the cover and tore it open. This coincided with the entry of the landlady into the room. She hurriedly asked her husband if this was the new guest, and having received confirmation; came forward and shook hands with the young man.

'Did you have a nice journey, Mr. David?' she asked, with her sweet smile.

The young man smiled and nodded nonchalantly, as if to say, 'well, neither very pleasant nor very unpleasant ?'

Who had kept the sealed envelope for Mr. David?

- (1) The landlord of the Guest House
- (2) The speaker
- (3) A patient seeking appointment
- (4) The porter had left it behind

[Question ID = 337][Question Description = S9_English Content/Pedagogy_Q127]

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

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

But They had a strange visitor one day.

It was late in the afternoon and I was talking to the landlord about some packed lunch that I needed the next day. I was planning a short excursion by myself, to a group of caves nearby. The landlord was in a hurry, arranging things for a new guest who had booked a room for the season and was supposed to be moving in any moment arriving by the mail train.

And sure enough, soon, a young man came in-a porter carrying his luggage. He was barely twenty-five, clad in an ill fitting tweed suit, with drooping shoulders and wide trouser bottoms. Because of the journey, he looked untidy, his hair, his necktie, his shoes- all unkempt and needing attention. But he had a cheerful face and jet-black eyes sparkling with vitality.

Mr. Bhandari stepped forward and asked, 'Mr. David, I presume?'

The young man looked closely at his face, smiled and nodded, 'Room No. 18, please. Everything is ready.'

The young man again looked at him, smiled and nodded. He paid the porter, who bowed low for he was not asked to return the change - and disappeared. The young man gave me a brief, friendly look and sat before a huge book, which the land lord had pushed before him, making the necessary entries about himself and his intended stay.

At this time, he discovered the sealed envelope containing the typed chit lying on the table, addressed to him by name. He took the cover and tore it open. This coincided with the entry of the landlady into the room. She hurriedly asked her husband if this was the new guest, and having received confirmation; came forward and shook hands with the young man.

'Did you have a nice journey, Mr. David?' she asked, with her sweet smile.

The young man smiled and nodded nonchalantly, as if to say, 'well, neither very pleasant nor very unpleasant ?'

Write the antonym of 'nearby'.

- (1) secluded
- (2) distant
- (3) remote
- (4) isolated

[Question ID = 338][Question Description = S9_English Content/Pedagogy_Q128]

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

Topic:- ENG_Q129-135_L2_P2_CTET

1)

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

Forests are essential for the well-being of mankind, the very existence of mankind would be in danger if forests are destroyed.

Forests protect the soil from erosion by wind and water and also help to improve the quality of soil. Trees have been providing wood to mankind ever since man learnt to cook and to live in huts and houses. They also provide grass for making huts, ropes, nets and baskets. As man became more civilised he started depending more on forests. There is no area of human existence today where something or the other made from forest raw material is not in use. In fact, whichever way you look in your house, school or college or outside, you will see something or the other which has been made from the raw materials obtained from forests.

But perhaps the most important service that trees provide to man in these days of fast growth of cities and industries is the role they play in reducing atmospheric pollution. The leaves of trees absorb huge quantities of carbon dioxide - a poisonous gas-from the atmosphere and release large quantities of pure oxygen into it. They also provide useful products such as wood, bark, flowers and fruits.

It is unfortunate that while the very existence of mankind is dependent on the existence of forests, it is man alone who is the greatest enemy of forests. The forests in our country have been steadily destroyed in the past. They are often cleared for purposes of agriculture, settlement of homeless persons and for providing land to the landless.

Apart from the legal deforestation, there is a lot of illegal deforestation carried out by people. The uncontrolled grazing by sheep, cows and buffaloes, cutting down trees for making charcoal, putting up factories, roads, canals, schools and colleges etc are some of the other reasons of deforestation. What is needed today is a massive programme of forest protection.

Forests mostly help to :

- (1) purify the air
- (2) improve the quality of fertilizers
- (3) provide wild animals for hunting
- (4) provide the tourists with resorts

[Question ID = 339][Question Description = S9_English Content/Pedagogy_Q129]

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

2)

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

Forests are essential for the well-being of mankind, the very existence of mankind would be in danger if forests are destroyed.

Forests protect the soil from erosion by wind and water and also help to improve the quality of soil. Trees have been providing wood to mankind ever since man learnt to cook and to live in huts and houses. They also provide grass for making huts, ropes, nets and baskets. As man became more civilised he started depending more on forests. There is no area of human existence today where something or the other made from forest raw material is not in use. In fact, whichever way you look in your house, school or college or outside, you will see something or the other which has been made from the raw materials obtained from forests.

But perhaps the most important service that trees provide to man in these days of fast growth of cities and industries is the role they play in reducing atmospheric pollution. The leaves of trees absorb huge quantities of carbon dioxide - a poisonous gas-from the atmosphere and release large quantities of pure oxygen into it. They also provide useful products such as wood, bark, flowers and fruits.

It is unfortunate that while the very existence of mankind is dependent on the existence of forests, it is man alone who is the greatest enemy of forests. The forests in our country have been steadily destroyed in the past. They are often cleared for purposes of agriculture, settlement of homeless persons and for providing land to the landless

Apart from the legal deforestation, there is a lot of illegal deforestation carried out by people. The uncontrolled grazing by sheep, cows and buffaloes, cutting down trees for making charcoal, putting up factories, roads, canals, schools and colleges etc are some of the other reasons of deforestation. What is needed today is a massive programme of forest protection.

In the past, man :

- (1) always lived in jungles
- (2) did not go for hunting
- (3) did not depend on forests for ecology
- (4) did not realise the importance of forests

[Question ID = 340][Question Description = S9_English Content/Pedagogy_Q130]

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

3)

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

Forests are essential for the well-being of mankind, the very existence of mankind would be in danger if forests are destroyed.

Forests protect the soil from erosion by wind and water and also help to improve the quality of soil. Trees have been providing wood to mankind ever since man learnt to cook and to live in huts and houses. They also provide grass for making huts, ropes, nets and baskets. As man became more civilised he started depending more on forests. There is no area of human existence today where something or the other made from forest raw material is not in use. In fact, whichever way you look in your house, school or college or outside, you will see something or the other which has been made from the raw materials obtained from forests.

But perhaps the most important service that trees provide to man in these days of fast growth of cities and industries is the role they play in reducing atmospheric pollution. The leaves of trees absorb huge quantities of carbon dioxide - a poisonous gas-from the atmosphere and release large quantities of pure oxygen into it. They also provide useful products such as wood, bark, flowers and fruits.

It is unfortunate that while the very existence of mankind is dependent on the existence of forests, it is man alone who is the greatest enemy of forests. The forests in our country have been steadily destroyed in the past. They are often cleared for purposes of agriculture, settlement of homeless persons and for providing land to the landless

Apart from the legal deforestation, there is a lot of illegal deforestation carried out by people. The uncontrolled grazing by sheep, cows and buffaloes, cutting down trees for making charcoal, putting up factories, roads, canals, schools and colleges etc are some of the other reasons of deforestation. What is needed today is a massive programme of forest protection.

Ironically, man himself is :

- (1) responsible for the destruction of forests
- (2) not dependent on forests for survival
- (3) getting his entire food from the forests
- (4) releasing oxygen to be consumed by the trees

[Question ID = 341][Question Description = S9_English Content/Pedagogy_Q131]

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

4)

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

Forests are essential for the well-being of mankind, the very existence of mankind would be in danger if forests are destroyed.

Forests protect the soil from erosion by wind and water and also help to improve the quality of soil. Trees have been providing wood to mankind ever since man learnt to cook and to live in huts and houses. They also provide grass for making huts, ropes, nets and baskets. As man became more civilised he started depending more on forests. There is no area of human existence today where something or the other made from forest raw material is not in use. In fact, whichever way you look in your house, school or college or outside, you will see something or the other which has been made from the raw materials obtained from forests.

But perhaps the most important service that trees provide to man in these days of fast growth of cities and industries is the role they play in reducing atmospheric pollution. The leaves of trees absorb huge quantities of carbon dioxide - a poisonous gas-from the atmosphere and release large quantities of pure oxygen into it. They also provide useful products such as wood, bark, flowers and fruits.

It is unfortunate that while the very existence of mankind is dependent on the existence of forests, it is man alone who is the greatest enemy of forests. The forests in our country have been steadily destroyed in the past. They are often cleared for purposes of agriculture, settlement of homeless persons and for providing land to the landless

Apart from the legal deforestation, there is a lot of illegal deforestation carried out by people. The uncontrolled grazing by sheep, cows and buffaloes, cutting down trees for making charcoal, putting up factories, roads, canals, schools and colleges etc are some of the other reasons of deforestation. What is needed today is a massive programme of forest protection.

Choose the synonym of "essential" :

- (1) important
- (2) necessary
- (3) imperative
- (4) insignificant

[Question ID = 342][Question Description = S9_English Content/Pedagogy_Q132]

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

5)

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

Forests are essential for the well-being of mankind, the very existence of mankind would be in danger if forests are destroyed.

Forests protect the soil from erosion by wind and water and also help to improve the quality of soil. Trees have been providing wood to mankind ever since man learnt to cook and to live in huts and houses. They also provide grass for making huts, ropes, nets and baskets. As man became more civilised he started depending more on forests. There is no area of human existence today where something or the other made from forest raw material is not in use. In fact, whichever way you look in your house, school or college or outside, you will see something or the other which has been made from the raw materials obtained from forests.

But perhaps the most important service that trees provide to man in these days of fast growth of cities and industries is the role they play in reducing atmospheric pollution. The leaves of trees absorb huge quantities of carbon dioxide - a poisonous gas-from the atmosphere and release large quantities of pure oxygen into it. They also provide useful products such as wood, bark, flowers and fruits.

It is unfortunate that while the very existence of mankind is dependent on the existence of forests, it is man alone who is the greatest enemy of forests. The forests in our country have been steadily destroyed in the past. They are often cleared for purposes of agriculture, settlement of homeless persons and for providing land to the landless

Apart from the legal deforestation, there is a lot of illegal deforestation carried out by people. The uncontrolled grazing by sheep, cows and buffaloes, cutting down trees for making charcoal, putting up factories, roads, canals, schools and colleges etc are some of the other reasons of deforestation. What is needed today is a massive programme of forest protection.

Choose the word opposite in meaning to 'purify'.

- (1) plunder
- (2) desecrate
- (3) destroy
- (4) pollute

[Question ID = 343][Question Description = S9_English Content/Pedagogy_Q133]

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

6)

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

Forests are essential for the well-being of mankind, the very existence of mankind would be in danger if forests are destroyed.

Forests protect the soil from erosion by wind and water and also help to improve the quality of soil. Trees have been providing wood to mankind ever since man learnt to cook and to live in huts and houses. They also provide grass for making huts, ropes, nets and baskets. As man became more civilised he started depending more on forests. There is no area of human existence today where something or the other made from forest raw material is not in use. In fact, whichever way you look in your house, school or college or outside, you will see something or the other which has been made from the raw materials obtained from forests.

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As man has progressed his dependence on forests has :

- (1) decreased
- (2) increased
- (3) become direct
- (4) become insignificant

[Question ID = 344][Question Description = S9_English Content/Pedagogy_Q134]

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

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

Forests are essential for the well-being of mankind, the very existence of mankind would be in danger if forests are destroyed.

Forests protect the soil from erosion by wind and water and also help to improve the quality of soil. Trees have been providing wood to mankind ever since man learnt to cook and to live in huts and houses. They also provide grass for making huts, ropes, nets and baskets. As man became more civilised he started depending more on forests. There is no area of human existence today where something or the other made from forest raw material is not in use. In fact, whichever way you look in your house, school or college or outside, you will see something or the other which has been made from the raw materials obtained from forests.

But perhaps the most important service that trees provide to man in these days of fast growth of cities and industries is the role they play in reducing atmospheric pollution. The leaves of trees absorb huge quantities of carbon dioxide - a poisonous gas-from the atmosphere and release large quantities of pure oxygen into it. They also provide useful products such as wood, bark, flowers and fruits.

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Apart from the legal deforestation, there is a lot of illegal deforestation carried out by people. The uncontrolled grazing by sheep, cows and buffaloes, cutting down trees for making charcoal, putting up factories, roads, canals, schools and colleges etc are some of the other reasons of deforestation. What is needed today is a massive programme of forest protection.

There is an urgent need of a massive programme of :

- (1) deforestation
- (2) forest protection
- (3) aforestation
- (4) both (2) and (3)

[Question ID = 345][Question Description = S9_English Content/Pedagogy_Q135]

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

Topic:- ENG_Q136-150_L2_P2_CTET

1)

The teacher was reviewing what the students learned earlier in the day during a language activity on a poem. For this a whole-class discussion was initiated by her. This discussion is :

- (1) Discourse
- (2) Poetic devices
- (3) Schema
- (4) Revision

[Question ID = 346][Question Description = S9_English Content/Pedagogy_Q136]

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

2) The language Acquisition Device is :

- (1) an area of the brain pre-programmed to learn language.
- (2) an area of the brain where language is stored.
- (3) a device that made learning more than one language in childhood possible.
- (4) a device that allowed children to experiment with new words.

[Question ID = 347][Question Description = S9_English Content/Pedagogy_Q137]

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

3) Which cognitive ability is required for reading acquisition ?

- (1) Mental representation
- (2) Theory of mind
- (3) Spoken language
- (4) Imagination

[Question ID = 348][Question Description = S9_English Content/Pedagogy_Q138]

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

4) What are the three stages of phonological awareness ?

- (1) syllables, words, sentences
- (2) sounds, pitch, tone
- (3) depth, speed, rhythm
- (4) syllables, rhymes, phonemes

[Question ID = 349][Question Description = S9_English Content/Pedagogy_Q139]

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

5)

A child is going to the market with his father, while going his father points out and read road signs and store signs. This will help him to develop :

- (1) Print awareness
- (2) Sign language awareness
- (3) ethic awareness
- (4) Phonemic awareness

[Question ID = 350][Question Description = S9_English Content/Pedagogy_Q140]

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

6)

A teacher gave the handouts for picture reading activity. These pictures will help children in :

- (1) Speech development
- (2) Drawing development
- (3) Aesthetic development
- (4) Art development

[Question ID = 351][Question Description = S9_English Content/Pedagogy_Q141]

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

7)

Which one of the following is NOT the sign of emergent literacy ?

- (1) a child realizing one reads from left to right
- (2) a child reads appropriately
- (3) a child realizing that letters represent writing
- (4) a child scribbles with a purpose

[Question ID = 352][Question Description = S9_English Content/Pedagogy_Q142]

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

8)

Foundational literacy is the ability to :

- (1) recognize the letters of the alphabet
- (2) identify appropriate phonemes
- (3) write complete sentences
- (4) read and write

[Question ID = 353][Question Description = S9_English Content/Pedagogy_Q143]

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

9)

In preparing reading test the teacher is best advised to :

- (1) tell the children the test is very important and they should do the best they can
- (2) ask learners to re-arrange the jumbled sentences in the proper sequence as per the text read.
- (3) ask the learners to read the instruction clearly and write a paragraph on the theme of the text read, following the word limit.
- (4) give the pupils practice in answering questions similar to the type that will appear on the test

[Question ID = 354][Question Description = S9_English Content/Pedagogy_Q144]

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

10)

A teacher engages her learners in a number of group activities such as group discussions, group projects, role plays, etc. Such learning process with peer groups was advocated by :

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

[Question ID = 355][Question Description = S9_English Content/Pedagogy_Q145]

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

11) Which of these is based on effective listening ?

- (1) Predicting
- (2) Notice writing
- (3) Note making
- (4) Note taking

[Question ID = 356][Question Description = S9_English Content/Pedagogy_Q146]

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

12)

Students need to brainstorm ideas, organize, draft, edit and revise their work, is a process, which reflects :

- (1) listening skills
- (2) speaking skills
- (3) reading skills
- (4) writing skills

[Question ID = 357][Question Description = S9_English Content/Pedagogy_Q147]

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

13)

A teacher asks his learners to read a text silently. As a teacher he should instruct learners .

- (1) that if they encounter any difficult word, they should come to the teacher
- (2) to infer the meaning of new words from the context and read with comprehension
- (3) to underline and pay special attention to grammar items used in the text
- (4) to read fast and complete the text in time even if they don't comprehend it

[Question ID = 358][Question Description = S9_English Content/Pedagogy_Q148]

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

14)

A language teacher asked her learners to describe in front of the class any memorable event they did during their summer vacations. Which one of the following is the best strategy for a language learner ?

- (1) He should ask them to share the event in English
- (2) He should focus on the fluency and accuracy of the language used.
- (3) He should encourage them to express ideas in their home language
- (4) He should focus on completing syllabus rather than focusing on such issues.

[Question ID = 359][Question Description = S9_English Content/Pedagogy_Q149]

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

15)

How can a teacher develop good writing skill in the budding writers ?

- (1) By giving clear instruction on the topic and word limit.
- (2) By praising learners what they did well and making specific comments to improve further
- (3) By asking learners to write in a good handwriting
- (4) By giving learners detailed feedback on grammatical errors only.

[Question ID = 360][Question Description = S9_English Content/Pedagogy_Q150]

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