

## CTET SS L1 English L2 Sanskrit 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:- SS\_P2\_CTET

1)

From among which of the first cities were pieces of cloth found attached to the lid of a silver vase ?

- (1) Mohenjodaro
- (2) Harappa
- (3) Lothal
- (4) Kalibangan

निम्न शुरुआती नगरों में से किस स्थान से कपड़े के टुकड़ों के अवशेष चाँदी के एक फूलदान के ढक्कन से चिपके हुए मिले ?

- (1) मोहनजोदड़ो
- (2) हड़प्पा
- (3) लोथल
- (4) कालीबंगा

[Question ID = 121][Question Description = S9\_Social Science\_Q031]

1. 1 [Option ID = 481]
2. 2 [Option ID = 482]
3. 3 [Option ID = 483]
4. 4 [Option ID = 484]

2)

Modern Indian scripts such as Devanagari, Bengali and Tamil have developed from the \_\_\_\_\_ script.

- (1) Sanskrit
- (2) Prakrit
- (3) Latin
- (4) Brahmi

आधुनिक भारत की लिपियाँ जैसे देवनागरी, बंगाली और तमिल का विकास \_\_\_\_\_ लिपि से हुआ है।

- (1) संस्कृत
- (2) प्राकृत
- (3) लैटिन
- (4) ब्राह्मी

[Question ID = 122][Question Description = S9\_Social Science\_Q032]

- 1. 1 [Option ID = 485]
- 2. 2 [Option ID = 486]
- 3. 3 [Option ID = 487]
- 4. 4 [Option ID = 488]

3) Arrange the following Delhi sultans in chronological order.

- (i) Ghiyasuddin Balban
- (ii) Khizr Khan
- (iii) Firuz Shah Tughluq
- (iv) Alauddin Khalji

**Options :**

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

निम्नलिखित दिल्ली के सुल्तानों को कालानुक्रमिक क्रम में व्यवस्थित करें।

- (i) गयासुद्दीन बलबन
- (ii) खिज़्र खान
- (iii) फिरोज़ शाह तुगलक़
- (iv) अलाउद्दीन खलजी

सही विकल्प चुनें।

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

[Question ID = 123][Question Description = S9\_Social Science\_Q033]

- 1. 1 [Option ID = 489]
- 2. 2 [Option ID = 490]
- 3. 3 [Option ID = 491]
- 4. 4 [Option ID = 492]

4) Match the following.

**List - I**

- (a) Banabhatta
- (b) Ashvaghosha
- (c) Harishena
- (d) Ravikirti

**List - II**

- (i) Buddha charita
- (ii) Harsha charita
- (iii) Pulkeshin II's Prashasti
- (iv) Samudragupta's Prashasti

Choose the **correct** option.

- (1) (a)-(iii), (b)-(iv), (c)-(i), (d)-(ii)
- (2) (a)-(i), (b)-(iii), (c)-(iv), (d)-(ii)
- (3) (a)-(ii), (b)-(i), (c)-(iv), (d)-(iii)
- (4) (a)-(iv), (b)-(iii), (c)-(ii), (d)-(i)

निम्नलिखित को मिलाएं। सही विकल्प चुनें।

**सूची - I**

- (a) बाणभट्ट
- (b) अश्वघोष
- (c) हरिषेण
- (d) रविकीर्ति

**सूची - II**

- (i) बुद्ध चरित
- (ii) हर्ष चरित
- (iii) पुलकेशिन द्वितीय की प्रशस्ति
- (iv) समुद्रगुप्त की प्रशस्ति

**विकल्प :**

- (1) (a)-(iii), (b)-(iv), (c)-(i), (d)-(ii)
- (2) (a)-(i), (b)-(iii), (c)-(iv), (d)-(ii)
- (3) (a)-(ii), (b)-(i), (c)-(iv), (d)-(iii)
- (4) (a)-(iv), (b)-(iii), (c)-(ii), (d)-(i)

[Question ID = 124][Question Description = S9\_Social Science\_Q034]

- 1. 1 [Option ID = 493]
- 2. 2 [Option ID = 494]
- 3. 3 [Option ID = 495]
- 4. 4 [Option ID = 496]

5) Magadhi (Magahi) is a form of which language ?

- (1) Pali
- (2) Prakrit
- (3) Maithili
- (4) Brahmi

किस भाषा का एक रूप मागधी (मगही) है?

- (1) पाली
- (2) प्राकृत
- (3) मैथिली
- (4) ब्राह्मी

[Question ID = 125][Question Description = S9\_Social Science\_Q035]

- 1. 1 [Option ID = 497]
- 2. 2 [Option ID = 498]
- 3. 3 [Option ID = 499]
- 4. 4 [Option ID = 500]

6)

Which of the following statements are true about the Virashaiva movement initiated by Basavanna ?

- (A) It started as a reaction against the Tamil Bhakti Movement.
- (B) It was inspired by the Tamil Bhakti Movement.
- (C) It preached the love of shiva as the path of salvation.

Choose the **correct** option.

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

निम्नलिखित में से कौन सा कथन बसवन्ना द्वारा आरंभ किए गए वीरशैव आंदोलन के बारे में सही है?

- (A) इसका आरंभ तमिल भक्ति आंदोलन के विरुद्ध एक प्रतिक्रिया के रूप में हुआ।
- (B) यह तमिल भक्ति आंदोलन से प्रेरित था।
- (C) इसने शिव से प्रेम को मुक्ति के मार्ग के रूप में अपनाने का उपदेश दिया।

सही विकल्प चुनें।

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

[Question ID = 126][Question Description = S9\_Social Science\_Q036]

- 1. 1 [Option ID = 501]
- 2. 2 [Option ID = 502]
- 3. 3 [Option ID = 503]
- 4. 4 [Option ID = 504]

7) The growers of woad in Europe saw which Indian crop as its competition ?

- (1) Cotton
- (2) Pepper
- (3) Jute
- (4) Indigo

यूरोप में वोड के उत्पादकों ने किस भारतीय फसल को उसके प्रतिस्पर्धी के रूप में देखा ?

- (1) कपास
- (2) काली मिर्च
- (3) जूट
- (4) नील

[Question ID = 127][Question Description = S9\_Social Science\_Q037]

- 1. 1 [Option ID = 505]
- 2. 2 [Option ID = 506]
- 3. 3 [Option ID = 507]
- 4. 4 [Option ID = 508]

8)  
Consider the following statements (A) and (B) and choose the correct option :

- (A) : The image of British rule bringing modern civilisation to India is powerfully emphasized in the paintings by the Daniells.
- (B) : The Daniells presented the traditional life of India as pre-modern, changeless and motionless in their picturesque landscape paintings.

**Options :**

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

निम्नलिखित कथनों (A) तथा (B) पर विचार करें और सही विकल्प का चयन करें :

- (A) : डैनियलों के चित्रकारी में ब्रिटिश शासन द्वारा भारत लाई जा रही आधुनिक सभ्यता के चित्रण पर जोर है।
- (B) : डैनियलों ने अपने सुरम्य परिदृश्य चित्रकारी में भारत की पारंपरिक जीवन को पूर्व आधुनिक, निरंतर तथा गतिहीन प्रस्तुत किया।

**विकल्प :**

- (1) (A) सही है किन्तु (B) गलत है।
- (2) (B) सही है किन्तु (A) गलत है।
- (3) (A) तथा (B) दोनों सही हैं।
- (4) (A) तथा (B) दोनों गलत हैं।

[Question ID = 128][Question Description = S9\_Social Science\_Q038]

- 1. 1 [Option ID = 509]
- 2. 2 [Option ID = 510]
- 3. 3 [Option ID = 511]

9)

Read statements 'A' & 'B' regarding Mahatma Gandhi's views on western education and choose the correct answer.

- (A) : Gandhi was against western education in India.  
 (B) : He thought that colonial education created a sense of inferiority in the minds of Indians.

**Options :**

- (1) (A) is true but (B) is false  
 (2) Both (A) & (B) are true but (B) does not explain (A)  
 (3) Both (A) & (B) are true and (B) explains (A)  
 (4) (A) is false but (B) is true

पश्चिमी शिक्षा के बारे में महात्मा गाँधी के विचार के संदर्भ में कथन 'A' एवं 'B' को पढ़ें तथा सही उत्तर चुनें :

- (A) : गाँधी, भारत में पश्चिमी शिक्षा के विरुद्ध थे।  
 (B) : वह सोचते थे कि औपनिवेशिक शिक्षा ने भारतीयों के मस्तिष्क में हीनता का बोध पैदा कर दिया है।

**विकल्प :**

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

[Question ID = 129][Question Description = S9\_Social Science\_Q039]

1. 1 [Option ID = 513]  
 2. 2 [Option ID = 514]  
 3. 3 [Option ID = 515]  
 4. 4 [Option ID = 516]

10) The main motive for the British to divide Bengal in 1905 was \_\_\_\_\_.

- (1) that Bengal was a big province at that time.  
 (2) the demand by the people of Bengal.  
 (3) for administrative convenience.  
 (4) to curtail the influence of Bengali nationalists and to split the people.

अंग्रेजों द्वारा 1905 में बंगाल विभाजन का मुख्य कारण था -

- (1) बंगाल उस समय एक बहुत बड़ा प्रांत था।  
 (2) बंगाल के लोग यह मांग थी।  
 (3) प्रशासनिक सुविधा के लिए।  
 (4) बंगाल के राष्ट्रवादियों के प्रभाव को कम करना तथा बंगाल के लोगों को विभाजित करने के लिए।

[Question ID = 130][Question Description = S9\_Social Science\_Q040]

1. 1 [Option ID = 517]  
 2. 2 [Option ID = 518]  
 3. 3 [Option ID = 519]

11)

Consider the following statements and choose the correct option :

**Assertion (A) :** The moderate section of the Congress demanded a greater representation in the government and in administration under the British rule.

**Reason (R) :** The moderates felt that the British had respect for the ideals of freedom and justice.

**Options :**

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

निम्नलिखित कथनों पर विचार करें और सही विकल्प का चयन करें :

**कथन (A) :** कांग्रेस के मध्यमार्गी धड़े ने ब्रिटिश शासन के अधीन सरकार और शासन में भारतीयों को और ज्यादा प्रतिनिधित्व दिए जाने की मांग उठाई।

**कारण (R) :** मध्यमार्गीयों को ये लगता था कि अंग्रेज स्वतंत्रता व न्याय के आदर्शों का सम्मान करते थे।

**विकल्प :**

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

[Question ID = 131][Question Description = S9\_Social Science\_Q041]

1. 1 [Option ID = 521]
2. 2 [Option ID = 522]
3. 3 [Option ID = 523]
4. 4 [Option ID = 524]

12)

Read the following statements, (A) and (B).

**(A) :** Pakistan was partitioned in 1971 and Bangladesh created.

**(B) :** One of the main reasons of partition was that the Bengali speakers of the east felt that their language and identity was being suppressed.

Choose the **correct** answer of the following :

- (1) Statement (A) is true and (B) is false
- (2) Statement (A) is false and (B) is true
- (3) Both (A) & (B) are true but (B) does not explain (A)
- (4) Both (A) & (B) are true and (B) explains (A)

निम्नलिखित कथन (A) तथा (B) को पढ़ें :

(A) : 1971 में पाकिस्तान का विभाजन हुआ और बंगलादेश अस्तित्व में आया।

(B) : विभाजन का एक मुख्य कारण यह था कि पूर्व के बंगला बोलने वाले लोगों को यह लगा कि उनके भाषा और पहचान को कुचला जा रहा है।

निम्नलिखित में से सही उत्तर चुनें :

- (1) कथन (A) सही है एवं (B) गलत है।
- (2) कथन (A) गलत है एवं (B) सही है।
- (3) दोनों कथन (A) एवं (B) सही हैं किन्तु कथन (B) कथन (A) की व्याख्या नहीं करते हैं।
- (4) दोनों कथन (A) एवं (B) सही हैं और कथन (B) कथन (A) की सही व्याख्या करते हैं।

[Question ID = 132][Question Description = S9\_Social Science\_Q042]

1. 1 [Option ID = 525]
2. 2 [Option ID = 526]
3. 3 [Option ID = 527]
4. 4 [Option ID = 528]

13) Sri Narayana Guru led caste equality movement :

- (1) in Kerala, Karnataka and Maharashtra.
- (2) to promote the idea of one God.
- (3) to endorse the idea of caste multiplicity.
- (4) in order to promote western education.

श्री नारायण गुरु ने जाति समानता आंदोलन की शुरुआत की :

- (1) केरल, कर्नाटक और महाराष्ट्र में
- (2) एक परमेश्वर के विचार को बढ़ावा देने के लिए
- (3) जाति विविधता के विचार को समर्थन देने के लिए
- (4) पश्चिमी शिक्षा को बढ़ावा देने के लिए

[Question ID = 133][Question Description = S9\_Social Science\_Q043]

1. 1 [Option ID = 529]
2. 2 [Option ID = 530]
3. 3 [Option ID = 531]
4. 4 [Option ID = 532]

14)

Veersalingam Pantulu was a reformer,

- (1) from Bombay Presidency who mobilised against casteism.
- (2) from Telugu speaking area of Madras Presidency, who campaigned for widow remarriage.
- (3) who founded the Arya Samaj.
- (4) who founded the Brahmo Samaj.

वीरेशलिंगम पंतुलु एक सुधारक थे :

- (1) बम्बई प्रेजीडेंसी से आते थे जिन्होंने जातिवाद के विरुद्ध लोगों को लामबंद किया
- (2) मद्रास प्रेजीडेंसी के तेलुगु भाषी इलाके से आते थे जिन्होंने विधवा विवाह के लिए अभियान चलाया
- (3) जिन्होंने आर्य समाज की स्थापना की
- (4) जिन्होंने ब्रह्मों समाज की स्थापना की

[Question ID = 134][Question Description = S9\_Social Science\_Q044]

1. 1 [Option ID = 533]
2. 2 [Option ID = 534]
3. 3 [Option ID = 535]
4. 4 [Option ID = 536]

15)

Consider the following statements and choose the correct option :

**Statement (A) :** Ground on which we are standing is slowly moving.

**Statement (B) :** Within earth internal and external processes are responsible for this continuous movement.

**Options :**

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

निम्नलिखित कथनों पर विचार करें और सही विकल्प का चयन करें :

**कथन (A) :** जिस मैदान पर हम खड़े हैं उसमें धीरे-धीरे गति हो रही है।

**कथन (B) :** पृथ्वी के अन्दर होने वाली इस लगातार गति के लिए आंतरिक व बाह्य प्रक्रियाएं उत्तरदायी हैं।

**विकल्प :**

- (1) (A) व (B) दोनों सही हैं तथा (B) व्याख्या है (A) की।
- (2) (A) व (B) दोनों सही हैं किन्तु (B) व्याख्या नहीं है (A) की।
- (3) (A) सही है किन्तु (B) गलत है।
- (4) (A) गलत है किन्तु (B) सही है।

[Question ID = 135][Question Description = S9\_Social Science\_Q045]

1. 1 [Option ID = 537]
2. 2 [Option ID = 538]
3. 3 [Option ID = 539]
4. 4 [Option ID = 540]

16) Match the column of Countries with the column of Latitudes.

| Latitudes               | Country                |
|-------------------------|------------------------|
| (a) Equator             | (i) India              |
| (b) Tropic of Cancer    | (ii) Republic of Congo |
| (c) Tropic of Capricorn | (iii) Chile            |

Options :

- (1) (a)-(i), (b)-(iii), (c)-(ii)
- (2) (a)-(iii), (b)-(ii), (c)-(i)
- (3) (a)-(ii), (b)-(iii), (c)-(i)
- (4) (a)-(ii), (b)-(i), (c)-(iii)

देशों के कॉलम का अक्षांशों के कॉलम से मिलान कीजिए :

| अक्षांश         | देश                |
|-----------------|--------------------|
| (a) विषुवत रेखा | (i) भारत           |
| (b) कर्क रेखा   | (ii) काँगो गणराज्य |
| (c) मकर रेखा    | (iii) चिली         |

विकल्प :

- (1) (a)-(i), (b)-(iii), (c)-(ii)
- (2) (a)-(iii), (b)-(ii), (c)-(i)
- (3) (a)-(ii), (b)-(iii), (c)-(i)
- (4) (a)-(ii), (b)-(i), (c)-(iii)

[Question ID = 136][Question Description = S9\_Social Science\_Q046]

- 1. 1 [Option ID = 541]
- 2. 2 [Option ID = 542]
- 3. 3 [Option ID = 543]
- 4. 4 [Option ID = 544]

17) Read the following statements (A) and (B) and choose the appropriate option.

(A) : Earth is slightly flattened at the middle and bulged at the poles.

(B) : Earth is slightly flattened at the poles and bulged in the middle.

Options :

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

निम्नलिखित कथनों (A) तथा (B) को पढ़िए और उपयुक्त विकल्प का चयन कीजिए।

(A) : पृथ्वी मध्य में थोड़ी चपटी तथा ध्रुवों पर उभरी हुई है।

(B) : पृथ्वी ध्रुवों पर थोड़ी चपटी तथा मध्य में उभरी हुई है।

**विकल्प :**

- (1) (A) और (B) दोनों सही हैं।
- (2) (A) और (B) दोनों गलत हैं।
- (3) (A) सही है लेकिन (B) गलत है।
- (4) (A) गलत है लेकिन (B) सही है।

[Question ID = 137][Question Description = S9\_Social Science\_Q047]

- 1. 1 [Option ID = 545]
- 2. 2 [Option ID = 546]
- 3. 3 [Option ID = 547]
- 4. 4 [Option ID = 548]

18)

If the time at Greenwich is 6:30 a.m, what will be the longitude of the place where the time is 11:30 a.m.

- (1) 60° East
- (2) 70° West
- (3) 75° East
- (4) 75° West

जब ग्रीनिच पर 6:30 पूर्वाह्न बजे होंगे तब 11:30 पूर्वाह्न किस देशांतर पर बजे होंगे ?

- (1) 60° पूर्व
- (2) 70° पश्चिम
- (3) 75° पूर्व
- (4) 75° पश्चिम

[Question ID = 138][Question Description = S9\_Social Science\_Q048]

- 1. 1 [Option ID = 549]
- 2. 2 [Option ID = 550]
- 3. 3 [Option ID = 551]
- 4. 4 [Option ID = 552]

19) Which of the following is different from the rest ?

- (1) Savanna
- (2) Campos
- (3) Llanos
- (4) Praire

निम्न में से कौन सा अन्यो से भिन्न है?

- (1) सवाना
- (2) कंपोस
- (3) लानोस
- (4) प्रेअरी

[Question ID = 139][Question Description = S9\_Social Science\_Q049]

- 1. 1 [Option ID = 553]
- 2. 2 [Option ID = 554]
- 3. 3 [Option ID = 555]
- 4. 4 [Option ID = 556]

- 20) Consider the following statements about 'Deserts' and choose the appropriate option :
- (A) Desert is an arid region.
  - (B) Desert area is characterised only by extreme hot temperature.
  - (C) Desert area could have gravel plains and plateaus besides vast stretches of sands.

**Options :**

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

‘मरुस्थलों’ के बारे में निम्न कथनों पर विचार कीजिए और उपयुक्त विकल्प का चयन कीजिए।

- (A) मरुस्थल एक शुष्क प्रदेश होता है।
- (B) मरुस्थल की विशेषता है कि यहाँ केवल अत्यधिक उच्च तापमान पाया जाता है।
- (C) मरुस्थलीय क्षेत्र में बालू के विशाल फैलाव के साथ बजरी के मैदान और पठारी इलाके भी पाए जा सकते हैं।

**विकल्प :**

- (1) (A) और (B) सही हैं।
- (2) (B) और (C) सही हैं।
- (3) (A) और (C) सही हैं।
- (4) (A), (B) और (C) सभी सही हैं।

[Question ID = 140][Question Description = S9\_Social Science\_Q050]

- 1. 1 [Option ID = 557]
- 2. 2 [Option ID = 558]
- 3. 3 [Option ID = 559]
- 4. 4 [Option ID = 560]

21) Consider the following statements about rocks :

- (A) Any natural mass of mineral matter that makes up earth's crust is called a rock.
- (B) Igneous rocks are formed from magma.
- (C) Deccan plateau is made up of granite.

Choose the **correct** option :

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

शैल के बारे में दिए गए कथनों पर विचार कीजिए :

- (A) पृथ्वी की पर्पटी बनाने वाले खनिज पदार्थ के किसी भी प्राकृतिक पिंड को शैल कहते हैं।
- (B) आग्नेय शैल मैग्मा से बनती हैं।
- (C) दक्कन पठार ग्रेनाइट से बना है।

सही विकल्प का चयन कीजिए।

- (1) (A) तथा (B) सही हैं।
- (2) (B) तथा (C) सही हैं।
- (3) (A) तथा (C) सही हैं।
- (4) केवल (B) सही है।

[Question ID = 141][Question Description = S9\_Social Science\_Q051]

- 1. 1 [Option ID = 561]
- 2. 2 [Option ID = 562]
- 3. 3 [Option ID = 563]
- 4. 4 [Option ID = 564]

22) Insolation is influenced by \_\_\_\_\_.

- (A) Clouds
- (B) Latitude
- (C) Water vapour and dust

Choose the **correct** option :

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

आतपन प्रभावित होता है \_\_\_\_\_ ।

- (A) बादलों द्वारा
- (B) अक्षांश द्वारा
- (C) जलवाष्प व धूलकणों द्वारा

सही विकल्प चुने :

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

[Question ID = 142][Question Description = S9\_Social Science\_Q052]

- 1. 1 [Option ID = 565]
- 2. 2 [Option ID = 566]
- 3. 3 [Option ID = 567]
- 4. 4 [Option ID = 568]

23) Consider the following statements on trade winds and choose the correct option.

- (1) The trade winds are unpredictable, they blow only in winters.
- (2) The trade winds blow from west to east.
- (3) The trade winds blow from east to west.
- (4) They blow in the polar region.

निम्नलिखित कथनों पर व्यापारिक पवनों के संदर्भ में विचार कीजिए तथा सही विकल्प का चुनाव कीजिए।

- (1) व्यापारिक पवनों के बारे में अनुमान नहीं लगाया जा सकता, ये सिर्फ सर्दियों में चलती हैं।
- (2) व्यापारिक पवनें पश्चिम से पूर्व की ओर चलती हैं।
- (3) व्यापारिक पवनें पूर्व से पश्चिम की ओर चलती हैं।
- (4) ये ध्रुवीय क्षेत्रों में बहती हैं।

[Question ID = 143][Question Description = S9\_Social Science\_Q053]

- 1. 1 [Option ID = 569]
- 2. 2 [Option ID = 570]
- 3. 3 [Option ID = 571]
- 4. 4 [Option ID = 572]

24)

Read the following **Assertion (A)** and **Reasoning (R)** and choose the appropriate option.

(A) : Less number of people live in the mountainous areas of the Ganga - Brahmaputra basin.

(R) : Environment plays a dominant role in the distribution of population.

**Options :**

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

दिए गए कथन (A) तथा कारण (R) को पढ़िए तथा सही विकल्प का चुनाव कीजिए :

(A) : गंगा-ब्रह्मपुत्र बेसिन के पर्वतीय क्षेत्र में कम लोग रहते हैं।

(R) : जनसंख्या के वितरण में पर्यावरण की प्रमुख भूमिका होती है।

**विकल्प :-**

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

[Question ID = 144][Question Description = S9\_Social Science\_Q054]

1. 1 [Option ID = 573]
2. 2 [Option ID = 574]
3. 3 [Option ID = 575]
4. 4 [Option ID = 576]

25)

Consider the statements A, B and C and choose the correct answer :

- (A) Minerals are found in igneous rocks, sedimentary rocks and metamorphic rocks.
- (B) Metallic minerals are found in igneous rocks but not in metamorphic and sedimentary rocks.
- (C) Mineral fuels are found in the sedimentary strata.

Which of the above statement/statements are true ?

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

कथन A, B और C पर विचार करें और सही उत्तर का चयन करें।

- (A) खनिज आग्नेय शैलों, अवसादी शैलों और कायांतरित शैलों में पाए जाते हैं।
- (B) धात्विक खनिज आग्नेय शैलों में पाए जाते हैं लेकिन कायांतरित एवं अवसादी शैलों में नहीं पाए जाते हैं।
- (C) खनिज ईंधन अवसादी स्तर में पाए जाते हैं।

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

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

[Question ID = 145][Question Description = S9\_Social Science\_Q055]

1. 1 [Option ID = 577]
2. 2 [Option ID = 578]
3. 3 [Option ID = 579]
4. 4 [Option ID = 580]

26)

Consider the following statements (A) and (R).

**Assertion (A) :** Gulf of Kachchh in India has tidal mill farms.

**Reason (R) :** Tidal energy can be harnessed by building dams at wide openings of the sea.

Choose the **correct** option :

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

निम्नलिखित कथनों (A) तथा (R) पर विचार करें।

**कथन (A) :** भारत में कच्छ की खाड़ी में विशाल ज्वारीय मिल के क्षेत्र हैं।

**कारण (R) :** ज्वारीय ऊर्जा का विदोहन समुद्र के चौड़े मुँहाने में, बाँध के निर्माण से किया जा सकता 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 = 146][Question Description = S9\_Social Science\_Q056]

- 1. 1 [Option ID = 581]
- 2. 2 [Option ID = 582]
- 3. 3 [Option ID = 583]
- 4. 4 [Option ID = 584]

27)

Arrange in descending order the amount of raw material required for the manufacture of steel.

- (A) Iron ore
- (B) Coal
- (C) Lime stone

**Options :**

- (1) (A) - (B) - (C)
- (2) (A) - (C) - (B)
- (3) (B) - (A) - (C)
- (4) (A) & (B) in equal amount but more than (C)

इस्पात के उत्पादन में कच्चे मालों को जरूरत पड़ने वाली मात्रा के हिसाब से घटते क्रम में रखें।

- (A) लौह अयस्क
- (B) कोयला
- (C) चूना-पत्थर

विकल्प :

- (1) (A) - (B) - (C)
- (2) (A) - (C) - (B)
- (3) (B) - (A) - (C)
- (4) (A) और (B) समान मात्रा में लेकिन (C) से ज्यादा

[Question ID = 147][Question Description = S9\_Social Science\_Q057]

- 1. 1 [Option ID = 585]
- 2. 2 [Option ID = 586]
- 3. 3 [Option ID = 587]
- 4. 4 [Option ID = 588]

28) Which among the following is the opposite of stereotyping ?

- (1) Recognition of individuality in society.
- (2) Fitting people into one pattern.
- (3) Having prejudices against a category of people.
- (4) Acknowledging homogeneity in society.

निम्नलिखित में से क्या रूढ़िबद्ध धारणाएँ बनाने का विपरीत है?

- (1) समाज में व्यक्तिकता की पहचान करना
- (2) लोगों को एक खाँचे में जड़ना
- (3) एक किस्म के लोगों के लिए पूर्वाग्रह रखना
- (4) समाज में एकरूपता की सराहना करना

[Question ID = 148][Question Description = S9\_Social Science\_Q058]

- 1. 1 [Option ID = 589]
- 2. 2 [Option ID = 590]
- 3. 3 [Option ID = 591]
- 4. 4 [Option ID = 592]

29) What would be missing in a society with uniformity ?

- (1) Equality
- (2) Sameness
- (3) Homogeneity
- (4) Diversity

एकरूपी समाज में किस चीज की कमी पाई जाएगी ?

- (1) समानता
- (2) समरूपता
- (3) समांगता/एकरूपता
- (4) विविधता

[Question ID = 149][Question Description = S9\_Social Science\_Q059]

- 1. 1 [Option ID = 593]
- 2. 2 [Option ID = 594]
- 3. 3 [Option ID = 595]
- 4. 4 [Option ID = 596]

30) The Panchayat at block level is called \_\_\_\_\_.

- (1) Janpad Panchayat
- (2) Zila Parishad
- (3) Panchayat sabha
- (4) Gram Panchayat

विकासखंड स्तर की पंचायत को \_\_\_\_\_ कहते हैं।

- (1) जनपद पंचायत
- (2) ज़िला परिषद
- (3) पंचायत सभा
- (4) ग्राम पंचायत

[Question ID = 150][Question Description = S9\_Social Science\_Q060]

- 1. 1 [Option ID = 597]
- 2. 2 [Option ID = 598]
- 3. 3 [Option ID = 599]
- 4. 4 [Option ID = 600]

31)

In America, women got the right to vote in 1920. In the light of the given statement, which among the following would **NOT** be a correct statement ?

- (1) Women were considered as equal to men prior to 1920.
- (2) Women and men were not treated equally prior to 1920 in matter of political rights.
- (3) America did not have Universal Adult Franchise prior to 1920.
- (4) Women's suffrage in America is a 20<sup>th</sup> century event.

अमेरिका में महिलाओं को मतदान का अधिकार 1920 में प्राप्त हुआ। दिए गए कथन के संदर्भ में, निम्नलिखित में से कौन सा वाक्य सही नहीं माना जाएगा ?

- (1) 1920 से पहले तक महिलाओं को पुरुषों के समान माना जाता था।
- (2) 1920 से पहले तक पुरुषों और महिलाओं को राजनीतिक अधिकारों में समानता नहीं दी गई थी।
- (3) 1920 से पहले अमेरिका में सार्वभौमिक मताधिकार नहीं था।
- (4) अमेरिका में महिला मताधिकार एक बीसवीं शताब्दी की घटना है।

[Question ID = 151][Question Description = S9\_Social Science\_Q061]

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

32)

Why goods sold in the weekly markets are cheaper than those sold in permanent shops ?

- (A) Weekly market traders do not need to hire workers.
- (B) Weekly market traders face tough competition.
- (C) Weekly market traders sell too low quality products.

Choose the appropriate option.

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

पक्की दुकानों की तुलना में साप्ताहिक बाजारों में बहुत सी चीजें सस्ते दामों पर क्यों मिल जाती हैं ?

- (A) साप्ताहिक बाजारों में व्यापारियों को कर्मचारी नहीं भर्ती करने पड़ते।
- (B) साप्ताहिक बाजारों में व्यापारियों को कड़ी प्रतियोगिता का सामना करना पड़ता है।
- (C) साप्ताहिक बाजारों में बेची जानी वाली वस्तुओं की गुणवत्ता बहुत खराब होती है।

उपयुक्त विकल्प का चयन कीजिए।

- (1) केवल (A) सही है।
- (2) केवल (B) सही है।
- (3) केवल (A) और (B) सही हैं।
- (4) केवल (B) और (C) सही हैं।

[Question ID = 152][Question Description = S9\_Social Science\_Q062]

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

33)

The struggle led by Tawa Matsya Sangh in Madhya Pradesh in the 1990s was to ensure which of the following right ?

- (1) Right to livelihood
- (2) Right to information
- (3) Right to land
- (4) Right to forest Products

1990 के दशक में मध्य प्रदेश में तवा मत्स्य संघ द्वारा संचालित संघर्ष निम्नलिखित में से किस अधिकार को सुनिश्चित करने के लिए चलाया गया था ?

- (1) जीविका का अधिकार
- (2) सूचना का अधिकार
- (3) भूमि का अधिकार
- (4) वन उत्पाद का अधिकार

[Question ID = 153][Question Description = S9\_Social Science\_Q063]

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

34) Majority of the members of the Rajya Sabha are elected by :

- (1) the people of the states.
- (2) the political parties that oppose the majority party.
- (3) the elected members or ministers of different areas.
- (4) the elected members of the legislative Assemblies of various states.

राज्यसभा के अधिकांश सदस्यों का चुनाव किया जाता है :

- (1) राज्य के लोगों द्वारा।
- (2) राजनीतिक दलों द्वारा जो बहुमत दल का विरोध करते हैं।
- (3) विभिन्न क्षेत्रों के निर्वाचित सदस्यों या मंत्रियों द्वारा।
- (4) विभिन्न राज्यों की विधान सभाओं के निर्वाचित सदस्यों द्वारा।

[Question ID = 154][Question Description = S9\_Social Science\_Q064]

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

35) International woman's day is celebrated every year on :

- (1) 8<sup>th</sup> March
- (2) 18<sup>th</sup> April
- (3) 11<sup>th</sup> June
- (4) 21<sup>st</sup> December

प्रतिवर्ष अंतर्राष्ट्रीय महिला दिवस मनाये जाने की तिथि है :

- (1) 8 मार्च
- (2) 18 अप्रैल
- (3) 11 जून
- (4) 21 दिसंबर

[Question ID = 155][Question Description = S9\_Social Science\_Q065]

- 1. 1 [Option ID = 617]

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

36)

Consider the following statements (A) and (R).

(A) : The Constitution of India recognises the right to water as being a part of the right to life under Article 21.

(R) : Every person should have universal access to water.

Choose the **correct** option :

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

निम्न कथनों (A) तथा (R) पर विचार कीजिए :

(A) : भारत के संविधान के अनुच्छेद 21 के तहत पानी के अधिकार को जीवन के अधिकार का हिस्सा माना गया है।

(R) : प्रत्येक व्यक्ति को पानी तक सार्वजनिक पहुँच होनी चाहिए।

सही विकल्प का चुनाव कीजिए :

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

[Question ID = 156][Question Description = S9\_Social Science\_Q066]

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

37)

Which among the following constitutional provision enable Radha from Madhya Pradesh to come to Delhi and work there ?

- (1) Fundamental Rights
- (2) Fundamental Duties
- (3) Parliamentary system
- (4) Directive principles of state policy

निम्नलिखित में से कौन सा संवैधानिक प्रावधान राधा को मध्यप्रदेश से दिल्ली आकर काम करने के समर्थ बनाता है?

- (1) मौलिक अधिकार
- (2) मौलिक दायित्व
- (3) संसदीय व्यवस्था
- (4) नीति-निर्देशक तत्त्व

[Question ID = 157][Question Description = S9\_Social Science\_Q067]

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

38)

D.K. Basu guidelines laid down by the Supreme Court relate to which of the following ?

- (1) Procedure to be followed by the police in matter of arrest & interrogation
- (2) Health care facilities in public hospitals
- (3) Investigation in domestic violence cases
- (4) Provision for appeal in a case from a lower court to a higher court

उच्चतम न्यायालय द्वारा दिए गए डी.के. बासु दिशानिर्देश निम्नलिखित में से किस के बारे में हैं ?

- (1) गिरफ्तारी और पूछताछ के दौरान पुलिस द्वारा मानी जाने वाली प्रक्रियाएँ
- (2) जन अस्पतालों में स्वास्थ्य सेवाएँ
- (3) घरेलू हिंसा के मामलों में जांच
- (4) निचली अदालत से उपरी अदालत में किसी मामले की लेकर अपील का प्रावधान

[Question ID = 158][Question Description = S9\_Social Science\_Q068]

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

39) Who is the author of 'Gendering Caste : through a Feminist Lens' ?

- (1) Ramabai
- (2) Uma Chakravarti
- (3) Soyraibai
- (4) Arundhati Roy

‘जेंडरिंग कास्ट : थ्रू अ फेमिनिस्ट लेन्स’ की लेखिका कौन हैं ?

- (1) रमाबाई
- (2) उमा चक्रवर्ती
- (3) सोयराबाई
- (4) अरुंधती रॉय

[Question ID = 159][Question Description = S9\_Social Science\_Q069]

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

40)

Which of the following is/are true statements about process of social marginalisation ?

- (A) People may experience marginalisation because they speak a different language.
- (B) Marginalised people experience a sense of disadvantage and powerlessness.
- (C) Marginalisation is often experienced in either social or economic or political sphere only.

Choose the **correct** option :

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

सामाजिक हाशियाकरण की प्रक्रिया के बारे में कौन सा/से कथन सही हैं?

- (A) कई व्यक्ति हाशियाकरण का अनुभव कर सकते हैं क्योंकि वे एक अलग भाषा बोलते हैं।
- (B) हाशियाई समूह शक्तिहीनता और पराजय का अहसास अनुभव करता है।
- (C) हाशियाकरण प्रायः राजनीतिक, सामाजिक, आर्थिक दायरे में किसी एक में ही महसूस किया जाता है।

सही विकल्प चुनें।

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

[Question ID = 160][Question Description = S9\_Social Science\_Q070]

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

41)

In an inclusive social science classroom, a teacher would \_\_\_\_\_.

- (1) believe that every child has a potential to learn as per his/her abilities and strength
- (2) attend only to the gifted and talented learners
- (3) use labels such as 'retarded learner' and 'slow learner'
- (4) show pity and sympathy towards the challenged learners

समावेशी सामाजिक विज्ञान की कक्षा में, एक शिक्षक :

- (1) विश्वास करेगा कि प्रत्येक बच्चे के पास उसके/उसकी शक्ति एवं क्षमताओं के अनुसार सीखने की संभावना है।
- (2) केवल प्रतिभावान एवं गुणी अधिगमकर्ताओं पर ही ध्यान देगा।
- (3) 'मंद-बुद्धि अधिगमकर्ता एवं मंद अधिगमकर्ता' जैसे वर्गीकरण का प्रयोग करेगा।
- (4) दिव्यांग अधिगमकर्ताओं के प्रति दया एवं सहानुभूति दिखाएगा।

[Question ID = 161][Question Description = S9\_Social Science\_Q071]

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

42)

The approach to bring together methods of enquiry and conceptual schemes from many disciplines into a combination for a course is called the following :

- (1) Multidisciplinary approach
- (2) Integrated approach
- (3) Unit approach
- (4) Interdisciplinary approach

एक पाठ्यक्रम में कई विषयों से अन्वेषण पद्धतियों एवं संकल्पनात्मक योजनाओं को साथ लाने के उपागम को कहते हैं :

- (1) बहुविषयात्मक उपागम
- (2) समावेशी उपागम
- (3) इकाई उपागम
- (4) अंतर्विषयात्मक उपागम

[Question ID = 162][Question Description = S9\_Social Science\_Q072]

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

43)

With regard to the factors to be kept in mind while developing a lesson plan for a Social and Political life class, consider the following statements and choose the correct option.

**Statement (I) :** While preparing lesson plans, a teacher should ensure that the teaching techniques and strategies are homogenous in nature.

**Statement (II) :** Theoretical knowledge should not be applied on lesson plans to avoid incomprehensibility.

**Options :**

- (1) Only (I) is correct
- (2) Only (II) is correct
- (3) Both (I) and (II) are correct
- (4) Both (I) and (II) are incorrect

सामाजिक एवं राजनीतिक जीवन की कक्षा में एक पाठ योजना विकसित किए जाते समय जिन कारकों को ध्यान में रखा जाना चाहिए, उसके संदर्भ में निम्न कथनों को पढ़िए तथा सही विकल्प का चुनाव कीजिए।

**कथन (I) :** पाठ योजना बनाते समय शिक्षक को यह सुनिश्चित करना चाहिए कि शैक्षिक प्रविधियाँ और युक्तियाँ प्रकृति में एकरूप हों।

**कथन (II) :** अबोधगम्यता से बचने के लिए पाठ योजना में सैद्धान्तिक ज्ञान को प्रयोग में नहीं लाना चाहिए।

**विकल्प :-**

- (1) केवल (I) सही है।
- (2) केवल (II) सही है।
- (3) दोनों (I) तथा (II) सही हैं।
- (4) दोनों (I) तथा (II) गलत हैं।

[Question ID = 163][Question Description = S9\_Social Science\_Q073]

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

44)

With regard to end text questions, consider the following two statements and choose the correct answer :

**Statement (I) :** Can be used to assess the extent to which content has been assimilated.

**Statement (II) :** Cover the main concepts raised by the chapter and encourage students to explain them in their own words.

**Options :**

- (1) Only (I) is correct
- (2) Only (II) is correct
- (3) Both (I) and (II) are correct
- (4) Both (I) and (II) are incorrect

पाठ के अंत में दिए प्रश्नों के संदर्भ में निम्न दो कथनों पर विचार कीजिए तथा सही विकल्प का चुनाव कीजिए :

**कथन (I) :** पाठ्य-वस्तु को किस हद तक आत्मसात् कर लिया है, इसके आकलन हेतु उपयोग में लाए जा सकते हैं।

**कथन (II) :** पाठ में उठाए गए मुख्य संप्रत्ययों को पूरा करते हैं तथा विद्यार्थियों के अपने शब्दों में समझाने हेतु प्रोत्साहित करते हैं।

**विकल्प :-**

- (1) केवल (I) सही है।
- (2) केवल (II) सही है।
- (3) दोनों (I) तथा (II) सही हैं।
- (4) दोनों (I) तथा (II) सही नहीं हैं।

[Question ID = 164][Question Description = S9\_Social Science\_Q074]

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

45)

"I had to sit away from the others in the class, and that too on the floor..... sometimes they would beat me without any reason".

In using this excerpt of Omprakash Valmiki from his autobiography, 'Joothan' in the class, you will encourage students to :

- (1) Interpret and comprehend the text
- (2) Analyse students' behaviour towards Valmiki
- (3) Reason why Valmiki was treated in such a manner
- (4) Introspect on Valmiki's experiences

“कक्षा में मुझे दूसरों से दूर बैठना पड़ता था, वह भी ज़मीन पर ..... कभी-कभी वे मुझे बिना किसी कारण के पीटते थे”।

कक्षा में ओमप्रकाश वाल्मीकि की आत्मकथा 'जूथन' से लिए गए उद्धरण के उपयोग से आप विद्यार्थियों को प्रोत्साहित करेंगे :

- (1) लेख की व्याख्या तथा समझने के लिए
- (2) वाल्मीकि के प्रति विद्यार्थियों के व्यवहार का विश्लेषण करने के लिए
- (3) क्यों वाल्मीकि के साथ-इस प्रकार का व्यवहार किया गया इसका तर्क देने के लिए
- (4) वाल्मीकि के अनुभवों पर आत्मविश्लेषण के लिए

[Question ID = 165][Question Description = S9\_Social Science\_Q075]

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

46)

In order to make students gain some understanding about the horrors of war and to be able to suggest peaceful alternatives, a teacher organises two weeks of teaching around the question 'can world war - III be prevented ?' Throughout their study students use information from a variety of disciplines.

This above approach is an example of :

- (1) Interdisciplinary approach
- (2) Integrated approach
- (3) Multidisciplinary approach
- (4) Unit approach

विद्यार्थियों को युद्ध की बीभत्सता के बारे में कुछ समझ अर्जित करने के लिए एवं शांतिपूर्ण विकल्पों को सुझाने में समर्थ बनाने के लिए, एक शिक्षक 'क्या तृतीय विश्व युद्ध टाला जा सकता है?' पर दो सप्ताह के अध्यापन का आयोजन करता है। उनके अध्ययन के समय विद्यार्थी विविध विषयों से सूचना का प्रयोग करते हैं।

उपरोक्त उपागम उदाहरण है :

- (1) अंतर्विषयात्मक उपागम का
- (2) समावेशी उपागम का
- (3) बहुविषयात्मक उपागम का
- (4) इकाई उपागम का

[Question ID = 166][Question Description = S9\_Social Science\_Q076]

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

47)

Consider the following statements and choose the appropriate option.

**Statement (I) :** People think and draw meaning from their experiences by using concepts and generalisations.

**Statement (II) :** In a social science classroom emphasis is to be laid on developing concepts and the ability to analyse socio-political realities rather than mere retention of information.

**Options :**

- (1) **Statement (I)** is false but **Statement (II)** is true
- (2) Both **Statement (I)** and **(II)** are true and **(I)** is the rational for **(II)**
- (3) **Statement (I)** is true, but **Statement (II)** is false
- (4) Both **Statement (I)** and **(II)** are true but **(I)** is not the rational for **(II)**

निम्नलिखित कथनों पर विचार करें तथा उपयुक्त विकल्प का चयन करें।

**कथन (I) :** लोग संकल्पनाओं और सामान्यीकरण का उपयोग करते हुए, लोग अपने अनुभवों के अर्थ निकालते हैं।

**कथन (II) :** सामाजिक विज्ञान की कक्षा में संकल्पनाओं के विकास एवं सामाजिक-राजनीतिक वास्तविकताओं के विश्लेषण की क्षमता पर बल होना चाहिए बजाय मात्र सूचना को स्मरण रखने के।

**विकल्प :-**

- (1) **कथन (I)** गलत है परन्तु **(II)** सही है।
- (2) **कथन (I)** और **(II)** दोनों सही हैं और **(I)**, **(II)** का मूलाधार है
- (3) **कथन (I)** सही है परन्तु **(II)** गलत है
- (4) **कथन (I)** और **(II)** दोनों सही हैं परन्तु **(I)**, **(II)** का मूलाधार नहीं है

[Question ID = 167][Question Description = S9\_Social Science\_Q077]

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

48)

A social science teacher wants to engage her students in evidence based enquiry on 'weather'. Which of the following tasks would find a place in her lesson plan ?

- (A) Asking students to note down weather report from a local newspaper for 10 days.
- (B) Asking students to note down important points from a documentary on climate change.
- (C) Asking students to collect songs on weather.

Choose the appropriate option.

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

सामाजिक विज्ञान की एक शिक्षिका 'मौसम' विषय पर अपने विद्यार्थियों को प्रमाण आधारित जाँच में संलग्न करना चाहती है। निम्न में से कौन सा कार्य उनकी पाठ योजना में शामिल होगा?

- (A) विद्यार्थियों को स्थानीय समाचार पत्र से दस दिन की मौसम रिपोर्ट लिखने का सुझाव देना।
- (B) कक्षा में जलवायु परिवर्तन पर वृत्त चित्र देखने के दौरान विद्यार्थियों को मुख्य बिन्दुओं को लिखने को कहना।
- (C) बच्चों को मौसम पर गाने एकत्रित करने को कहना।

उपयुक्त विकल्प का चुनाव कीजिए :

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

[Question ID = 168][Question Description = S9\_Social Science\_Q078]

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

49)

Consider the following statements and choose the appropriate option.

**Statement (I) :** In a study on the making of a historical cinema, a historical documentary will be a secondary source.

**Statement (II) :** Encyclopedias are a primary source of information.

**Options :**

- (1) **Statement (I) and (II) are false**
- (2) **Statement (I) is true and (II) is false**
- (3) **Statement (I) and (II) are true**
- (4) **Statement (I) is false and (II) is true**

निम्नलिखित कथनों पर विचार करें और सही विकल्प का चयन करें।

**कथन (I) :** ऐतिहासिक सिनेमा बनाने पर अध्ययन में एक ऐतिहासिक वृत्त-चित्र द्वितीयक स्रोत होगा।

**कथन (II) :** विश्वकोष (Encyclopedias) सूचना के प्राथमिक स्रोत हैं।

**विकल्प :-**

- (1) **कथन (I) और (II) दोनों गलत हैं**
- (2) **कथन (I) सही है तथा (II) गलत है**
- (3) **कथन (I) और (II) सही हैं**
- (4) **कथन (I) गलत है तथा (II) सही है**

[Question ID = 169][Question Description = S9\_Social Science\_Q079]

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

50)

What are the perceptions surrounding Social Science that can be dispelled with effective classroom engagement ?

- (A) It is non-Utilitarian.
- (B) It is all about rote memorisation.
- (C) It does not require problem solving skills.

**Options :**

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

सामाजिक विज्ञान के प्रति कौन सी धारणाएं हैं जिन्हें प्रभावी कक्षा विनियोजन के साथ दूर किया जा सकता है?

- (A) यह अव्यावहारिक है
- (B) यह बस यंत्रवत् कंठस्थ करने के बारे में है
- (C) इसमें समस्या समाधान के कौशल की जरूरत नहीं होती है

उपयुक्त विकल्प चुनें।

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

[Question ID = 170][Question Description = S9\_Social Science\_Q080]

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

51)

'Make a list of at least ten occupations in the city, town or village to which you belong and find out how long they have existed ?

This question attempts to assess students' understanding of :

- (A) Continuity
- (B) Complexity
- (C) Contrast

Choose the appropriate option.

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

आप जिस शहर, कस्बा या गाँव से संबंध रखते हैं उसके कम से कम दस व्यवसायों की सूची बनाइए और यह पता लगाएँ कि वे कितने समय से विद्यमान हैं?

यह प्रश्न विद्यार्थियों की \_\_\_\_\_ की समझ को आंकने का प्रयास करता है :

- (A) निरंतरता
- (B) जटिलता
- (C) विषमता

उपयुक्त विकल्प चुनें।

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

[Question ID = 171][Question Description = S9\_Social Science\_Q081]

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

52)

A teacher has been asked to prepare a report of students learning, relative to each other. Which type of test is relevant for her requirements ?

- (1) Peer assessment
- (2) Norm referenced assessment
- (3) Criterion - referenced tests
- (4) Rubric based assessment

एक शिक्षिका को विद्यार्थियों की एक दूसरे से संबंधित रिपोर्ट बनाने को कहा गया। इसके लिए किस प्रकार की परीक्षा प्रासंगिक होगा ?

- (1) सहभागी आंकलन
- (2) मानक संदर्भित आंकलन
- (3) मानदंड-संदर्भित टेस्ट
- (4) रूबरिक आधारित आंकलन

[Question ID = 172][Question Description = S9\_Social Science\_Q082]

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

53)

A Social Science teacher at middle level asked her students to prepare a project on the topic of 'Why are forests necessary'? Which of the following activity/activities students are supposed to be engaged in?

- (A) Collection of various samples of products made from wood.
- (B) Showing various forests areas found in India on map and using it for discussion related to the topic.

**Options :**

- (1) Only (A)
- (2) Only (B)
- (3) Both (A) and (B)
- (4) Neither (A) nor (B)

मिडिल स्तर पर सामाजिक विज्ञान की एक शिक्षिका अपने विद्यार्थियों को 'हमें वनों की आवश्यकता क्यों है', विषय पर परियोजना कार्य करने को कहते हैं। विद्यार्थियों को निम्न में से किस गतिविधि/गतिविधियों में संलग्न होने की अपेक्षा है?

- (A) लकड़ी से बने विभिन्न उत्पादों के नमूने इकट्ठे करना।
- (B) भारत में पाए जाने वाले विभिन्न वन क्षेत्रों को मानचित्र पर दर्शाना तथा विषय से संबंधित चर्चा करना।

सही विकल्प चुनें।

- (1) केवल (A)
- (2) केवल (B)
- (3) (A) तथा (B) दोनों
- (4) न तो (A) और न ही (B)

[Question ID = 173][Question Description = S9\_Social Science\_Q083]

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

54) In Social Science, the purpose of encouraging small group, field based projects is to :

- (1) decrease teachers burden so that she/he can assess less number of projects.
- (2) develop the skill among students to work as a team.
- (3) ensure safety of students in the field.
- (4) make it cost effective.

सामाजिक विज्ञान में, छोटे समूह वाली, क्षेत्र आधारित प्रायोजनाओं को प्रोत्साहित करने के उद्देश्य है :

- (1) शिक्षकों का भार कम करना ताकि वह कम संख्या में प्रायोजनाओं को आंक सके।
- (2) विद्यार्थियों के मध्य एक टीम के रूप में काम करने के कौशल को विकसित करना।
- (3) क्षेत्र में विद्यार्थियों की सुरक्षा सुनिश्चित करना।
- (4) प्रभावी लागत वाले होना

[Question ID = 174][Question Description = S9\_Social Science\_Q084]

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

55)

Which of the following questions attempt to check the applicational knowledge of students ?

- (1) What is a latitude ?
- (2) How can stereotypes impact the life of a girl ?
- (3) What actions are required to realise fundamental rights a reality ?
- (4) Who is a municipal councillor ?

निम्न में से किस प्रश्न से छात्र के व्यवहारिक ज्ञान की जाँच की जा सकती है ?

- (1) अक्षांश क्या है ?
- (2) रूढ़िबद्ध धारणाएँ एक लड़की की जिंदगी को कैसे प्रभावित करती हैं ?
- (3) मौलिक अधिकार को वास्तविकता में लाने के लिए किस तरह के कार्रवाईयों की जरूरत है ?
- (4) निगम पार्षद कौन होता है ?

[Question ID = 175][Question Description = S9\_Social Science\_Q085]

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

56)

Regarding teaching of controversial topics in Social Science, which of the following should a teacher keep in mind ?

- (1) Dismiss any conflicts that arise in class.
- (2) Taking up it only when the teacher is certain the children are from similar social contexts.
- (3) Engage with proper planning so that discussions happen with respect and dignity.
- (4) Avoid such themes altogether.

सामाजिक विज्ञान में विवादास्पद मुद्दों को पढ़ाते हुए एक शिक्षक को किन बातों का ध्यान रखना चाहिए ?

- (1) कक्षा में उत्पन्न हुए किसी भी तरह के विवाद को खारिज कर देना चाहिए।
- (2) शिक्षक जब निश्चित हो कि छात्र एक ही तरह के सामाजिक संदर्भों से आते हैं तभी मुद्दे उठाने चाहिए।
- (3) उचित योजना बनाकर विचार-विमर्श कराई जाए ताकि सम्मान और गरिमा बनी रहे।
- (4) इस तरह के विषय को कक्षा में पढ़ाया ही न जाए।

[Question ID = 176][Question Description = S9\_Social Science\_Q086]

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

57)

It is high tide when \_\_\_\_\_.

- (1) 'Moon and sun are in straight line with earth'
- (2) 'Moon is pulling huge water bodies on Earth from one side and sun from another direction'
- (3) 'It is windy'
- (4) 'Ocean currents become warm'

उच्च ज्वार होता है, जब :

- (1) चंद्रमा, सूर्य और पृथ्वी तीनों एक सीध में होते हैं।
- (2) चंद्रमा एक तरफ पृथ्वी के जल अपनी तरफ खींचता है और सूर्य दूसरी दिशा में।
- (3) तेज हवा चलती है।
- (4) महासागरीय धाराएं गर्म हो जाती हैं।

[Question ID = 177][Question Description = S9\_Social Science\_Q087]

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

58)

To understand the Coriolis effect on ocean currents, wherein force intervenes and causes water to move right in the northern hemisphere, which of the following concepts should the students be familiar with ?

- (1) Rotation and Axis of the Earth
- (2) Revolution and Insolation
- (3) Glaciers and Polar climate
- (4) Altitude and Sea level

कोरियोलिस प्रभाव जहाँ उत्तरी गोलार्द्ध में बल पानी को बाधित करता है और उसे दायीं ओर प्रवाहित करता है, को समझने के लिए विद्यार्थियों को निम्न में से किससे परिचित होना चाहिए।

- (1) पृथ्वी के घूर्णन व अक्ष
- (2) परिक्रमण एवं आतपन
- (3) हिमनद व ध्रुवीय जलवायु
- (4) तुंगता (ऊँचाई) व समुद्रतल

[Question ID = 178][Question Description = S9\_Social Science\_Q088]

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

59)

In discussing 'domestic violence', what is an appropriate way to project women who have faced violence ?

- (1) Victims
- (2) Strugglers
- (3) Survivors
- (4) Weaklings

‘घरेलू हिंसा’ पढ़ाते हुए, उस महिला जिसने हिंसा झेली है, को दर्शाने का सबसे उचित तरीका क्या होगा ?

- (1) पीड़िता
- (2) संघर्षरत
- (3) उत्तरजीवी (सर्वाइवर)
- (4) कमजोर

[Question ID = 179][Question Description = S9\_Social Science\_Q089]

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

60) How would you discuss the theme, 'Equality in Indian democracy' in the class ?

- (A) As a Fundamental Right we are entitled to.
- (B) As an ideal quality for living a fulfilling life.
- (C) By giving its proper definition and features.
- (D) By highlighting the inequalities that exists in Society.

**Options :**

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

‘भारतीय लोकतंत्र में समानता’ विषय की आप कक्षा में कैसे चर्चा करेंगे ? उपयुक्त विकल्प चुनें।

- (A) हमें मिले हुए मौलिक अधिकार के रूप में
- (B) एक परिपूर्ण जीवन के लिए एक आदर्श गुण के रूप में
- (C) इसकी परिभाषा और विशिष्टता बताते हुए
- (D) समाज में विद्यमान असमानताओं को उजागर करते हुए

**विकल्प :**

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

[Question ID = 180][Question Description = S9\_Social Science\_Q090]

- 1. 1 [Option ID = 717]

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

Topic:- ENG\_Q91-99\_L1\_P2\_CTET

1)

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

It was the festival of spring. From the shades of narrow lanes and alleys emerged a gaily clad humanity, thick as a crowd of bright coloured rabbits issuing from a warren and entered the flooded sea of sparkling silver sunshine outside the city gates, sped towards the fair. Some walked, some rode on horses, others sat, being carried in bamboo and bullock carts. One little boy ran between his parents, legs, brimming over with life and laughter, as the joyous, smiling morning, with its open greetings and unashamed invitations to come away into the fields, full of flowers and songs.

"Come child, come," called his parents, as he lagged behind, arrested by the toys in the shops that lined the way.

He hurried towards his parents, his feet obedient to their call, his eyes still lingering on the receding toys. As he came to where they had stopped to wait for him, he could not suppress the desire of his heart, even though he will know the old, cold stare of refusal in their eyes.

"I want that toy," he pleaded.

His father looked at him red-eyed in his familiar tyrant's way. His mother melted by the free spirit of the day, was tender, and giving him her finger to catch said:

"Look, child, what is before you."

The faint disgust of the child's unfulfilled desire had hardly been quelled in the heavy, pouting sob of a breath, 'M-o-th-e-r', when the pleasure of what was before him filled his eager eyes. They had left the dusty road on which they had walked so far to wend its weary way circuitously to the north, and had entered a footpath in a field.

The passage describes the experience of a child who :

- (1) goes to a fair in the company of his parents.
- (2) was forbidden by his parents from going near the flowers.
- (3) refused to be controlled by the strict behaviour of his father.
- (4) gets lost outside the city gates.

[Question ID = 181][Question Description = S9\_English Content/Pedagogy\_Q091]

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

2)

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

It was the festival of spring. From the shades of narrow lanes and alleys emerged a gaily clad humanity, thick as a crowd of bright coloured rabbits issuing from a warren and entered the flooded sea of sparkling silver sunshine outside the city gates, sped towards the fair. Some walked, some rode on horses, others sat, being carried in bamboo and bullock carts. One little boy ran between his parents, legs, brimming over with life and laughter, as the joyous, smiling morning, with its open greetings and unashamed invitations to come away into the fields, full of flowers and songs.

"Come child, come," called his parents, as he lagged behind, arrested by the toys in the shops that lined the way.

He hurried towards his parents, his feet obedient to their call, his eyes still lingering on the receding toys. As he came to where they had stopped to wait for him, he could not suppress the desire of his heart, even though he will know the old, cold stare of refusal in their eyes.

"I want that toy," he pleaded.

His father looked at him red-eyed in his familiar tyrant's way. His mother melted by the free spirit of the day, was tender, and giving him her finger to catch said:

"Look, child, what is before you."

The faint disgust of the child's unfulfilled desire had hardly been quelled in the heavy, pouting sob of a breath, 'M-o-th-e-r', when the pleasure of what was before him filled his eager eyes. They had left the dusty road on which they had walked so far to wend its weary way circuitously to the north, and had entered a footpath in a field.

Why did the father look at the child 'red eyed in his familiar tyrant's way' ?

- (1) The child wanted everything from the shops.
- (2) The child was lost.
- (3) The child's mother was indulgent to him.
- (4) They were getting late for the fair.

[Question ID = 182][Question Description = S9\_English Content/Pedagogy\_Q092]

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

3)

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

It was the festival of spring. From the shades of narrow lanes and alleys emerged a gaily clad humanity, thick as a crowd of bright coloured rabbits issuing from a warren and entered the flooded sea of sparkling silver sunshine outside the city gates, sped towards the fair. Some walked, some rode on horses, others sat, being carried in bamboo and bullock carts. One little boy ran between his parents, legs, brimming over with life and laughter, as the joyous, smiling morning, with its open greetings and unashamed invitations to come away into the fields, full of flowers and songs.

"Come child, come," called his parents, as he lagged behind, arrested by the toys in the shops that lined the way.

He hurried towards his parents, his feet obedient to their call, his eyes still lingering on the receding toys. As he came to where they had stopped to wait for him, he could not suppress the desire of his heart, even though he will know the old, cold stare of refusal in their eyes.

"I want that toy," he pleaded.

His father looked at him red-eyed in his familiar tyrant's way. His mother melted by the free spirit of the day, was tender, and giving him her finger to catch said:

"Look, child, what is before you."

The faint disgust of the child's unfulfilled desire had hardly been quelled in the heavy, pouting sob of a breath, 'M-o-th-e-r', when the pleasure of what was before him filled his eager eyes. They had left the dusty road on which they had walked so far to wend its weary way circuitously to the north, and had entered a footpath in a field.

The mother tried to :

- (1) reprimand her husband for scolding the child.
- (2) divert her child's attention.
- (3) drag him.
- (4) control his sobs.

[Question ID = 183][Question Description = S9\_English Content/Pedagogy\_Q093]

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

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

It was the festival of spring. From the shades of narrow lanes and alleys emerged a gaily clad humanity, thick as a crowd of bright coloured rabbits issuing from a warren and entered the flooded sea of sparkling silver sunshine outside the city gates, sped towards the fair. Some walked, some rode on horses, others sat, being carried in bamboo and bullock carts. One little boy ran between his parents, legs, brimming over with life and laughter, as the joyous, smiling morning, with its open greetings and unashamed invitations to come away into the fields, full of flowers and songs.

"Come child, come," called his parents, as he lagged behind, arrested by the toys in the shops that lined the way.

He hurried towards his parents, his feet obedient to their call, his eyes still lingering on the receding toys. As he came to where they had stopped to wait for him, he could not suppress the desire of his heart, even though he will know the old, cold stare of refusal in their eyes.

"I want that toy," he pleaded.

His father looked at him red-eyed in his familiar tyrant's way. His mother melted by the free spirit of the day, was tender, and giving him her finger to catch said:

"Look, child, what is before you."

The faint disgust of the child's unfulfilled desire had hardly been quelled in the heavy, pouting sob of a breath, 'M-o-th-e-r', when the pleasure of what was before him filled his eager eyes. They had left the dusty road on which they had walked so far to wend its weary way circuitously to the north, and had entered a footpath in a field.

The child was lagging behind :

- (1) as he wanted to escape his parents
- (2) as he was arrested by the toys in the shops
- (3) to avoid the rebuke of his father
- (4) to weep in silence

[Question ID = 184][Question Description = S9\_English Content/Pedagogy\_Q094]

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

5)

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

It was the festival of spring. From the shades of narrow lanes and alleys emerged a gaily clad humanity, thick as a crowd of bright coloured rabbits issuing from a warren and entered the flooded sea of sparkling silver sunshine outside the city gates, sped towards the fair. Some walked, some rode on horses, others sat, being carried in bamboo and bullock carts. One little boy ran between his parents, legs, brimming over with life and laughter, as the joyous, smiling morning, with its open greetings and unashamed invitations to come away into the fields, full of flowers and songs.

"Come child, come," called his parents, as he lagged behind, arrested by the toys in the shops that lined the way.

He hurried towards his parents, his feet obedient to their call, his eyes still lingering on the receding toys. As he came to where they had stopped to wait for him, he could not suppress the desire of his heart, even though he will know the old, cold stare of refusal in their eyes.

"I want that toy," he pleaded.

His father looked at him red-eyed in his familiar tyrant's way. His mother melted by the free spirit of the day, was tender, and giving him her finger to catch said:

"Look, child, what is before you."

The faint disgust of the child's unfulfilled desire had hardly been quelled in the heavy, pouting sob of a breath, 'M-o-th-e-r', when the pleasure of what was before him filled his eager eyes. They had left the dusty road on which they had walked so far to wend its weary way circuitously to the north, and had entered a footpath in a field.

Which word means almost the same as 'tyrant' ?

- (1) Despot
- (2) Dictator
- (3) Oppressor
- (4) Ruler

[Question ID = 185][Question Description = S9\_English Content/Pedagogy\_Q095]

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

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

It was the festival of spring. From the shades of narrow lanes and alleys emerged a gaily clad humanity, thick as a crowd of bright coloured rabbits issuing from a warren and entered the flooded sea of sparkling silver sunshine outside the city gates, sped towards the fair. Some walked, some rode on horses, others sat, being carried in bamboo and bullock carts. One little boy ran between his parents, legs, brimming over with life and laughter, as the joyous, smiling morning, with its open greetings and unashamed invitations to come away into the fields, full of flowers and songs.

“Come child, come,” called his parents, as he lagged behind, arrested by the toys in the shops that lined the way.

He hurried towards his parents, his feet obedient to their call, his eyes still lingering on the receding toys. As he came to where they had stopped to wait for him, he could not suppress the desire of his heart, even though he will know the old, cold stare of refusal in their eyes.

“I want that toy,” he pleaded.

His father looked at him red-eyed in his familiar tyrant’s way. His mother melted by the free spirit of the day, was tender, and giving him her finger to catch said:

“Look, child, what is before you.”

The faint disgust of the child’s unfulfilled desire had hardly been quelled in the heavy, pouting sob of a breath, ‘M-o-th-e-r’, when the pleasure of what was before him filled his eager eyes. They had left the dusty road on which they had walked so far to wend its weary way circuitously to the north, and had entered a footpath in a field.

**Find the word opposite in meaning to ‘sparkling’ is :**

- (1) Dim
- (2) Dull
- (3) Dark
- (4) Faint

[Question ID = 186][Question Description = S9\_English Content/Pedagogy\_Q096]

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

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

It was the festival of spring. From the shades of narrow lanes and alleys emerged a gaily clad humanity, thick as a crowd of bright coloured rabbits issuing from a warren and entered the flooded sea of sparkling silver sunshine outside the city gates, sped towards the fair. Some walked, some rode on horses, others sat, being carried in bamboo and bullock carts. One little boy ran between his parents, legs, brimming over with life and laughter, as the joyous, smiling morning, with its open greetings and unashamed invitations to come away into the fields, full of flowers and songs.

"Come child, come," called his parents, as he lagged behind, arrested by the toys in the shops that lined the way.

He hurried towards his parents, his feet obedient to their call, his eyes still lingering on the receding toys. As he came to where they had stopped to wait for him, he could not suppress the desire of his heart, even though he will know the old, cold stare of refusal in their eyes.

"I want that toy," he pleaded.

His father looked at him red-eyed in his familiar tyrant's way. His mother melted by the free spirit of the day, was tender, and giving him her finger to catch said:

"Look, child, what is before you."

The faint disgust of the child's unfulfilled desire had hardly been quelled in the heavy, pouting sob of a breath, 'M-o-th-e-r', when the pleasure of what was before him filled his eager eyes. They had left the dusty road on which they had walked so far to wend its weary way circuitously to the north, and had entered a footpath in a field.

" I want that toy," he pleaded. The word 'pleaded' here is used as a/an :

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

[Question ID = 187][Question Description = S9\_English Content/Pedagogy\_Q097]

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

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

It was the festival of spring. From the shades of narrow lanes and alleys emerged a gaily clad humanity, thick as a crowd of bright coloured rabbits issuing from a warren and entered the flooded sea of sparkling silver sunshine outside the city gates, sped towards the fair. Some walked, some rode on horses, others sat, being carried in bamboo and bullock carts. One little boy ran between his parents, legs, brimming over with life and laughter, as the joyous, smiling morning, with its open greetings and unashamed invitations to come away into the fields, full of flowers and songs.

"Come child, come," called his parents, as he lagged behind, arrested by the toys in the shops that lined the way.

He hurried towards his parents, his feet obedient to their call, his eyes still lingering on the receding toys. As he came to where they had stopped to wait for him, he could not suppress the desire of his heart, even though he will know the old, cold stare of refusal in their eyes.

"I want that toy," he pleaded.

His father looked at him red-eyed in his familiar tyrant's way. His mother melted by the free spirit of the day, was tender, and giving him her finger to catch said:

"Look, child, what is before you."

The faint disgust of the child's unfulfilled desire had hardly been quelled in the heavy, pouting sob of a breath, 'M-o-th-e-r', when the pleasure of what was before him filled his eager eyes. They had left the dusty road on which they had walked so far to wend its weary way circuitously to the north, and had entered a footpath in a field.

The family seems to be hurrying to a/the :

- (1) market
- (2) railway station
- (3) fair
- (4) relative's house

[Question ID = 188][Question Description = S9\_English Content/Pedagogy\_Q098]

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

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

It was the festival of spring. From the shades of narrow lanes and alleys emerged a gaily clad humanity, thick as a crowd of bright coloured rabbits issuing from a warren and entered the flooded sea of sparkling silver sunshine outside the city gates, sped towards the fair. Some walked, some rode on horses, others sat, being carried in bamboo and bullock carts. One little boy ran between his parents, legs, brimming over with life and laughter, as the joyous, smiling morning, with its open greetings and unashamed invitations to come away into the fields, full of flowers and songs.

“Come child, come,” called his parents, as he lagged behind, arrested by the toys in the shops that lined the way.

He hurried towards his parents, his feet obedient to their call, his eyes still lingering on the receding toys. As he came to where they had stopped to wait for him, he could not suppress the desire of his heart, even though he will know the old, cold stare of refusal in their eyes.

“I want that toy,” he pleaded.

His father looked at him red-eyed in his familiar tyrant’s way. His mother melted by the free spirit of the day, was tender, and giving him her finger to catch said:

“Look, child, what is before you.”

The faint disgust of the child’s unfulfilled desire had hardly been quelled in the heavy, pouting sob of a breath, ‘M-o-th-e-r’, when the pleasure of what was before him filled his eager eyes. They had left the dusty road on which they had walked so far to wend its weary way circuitously to the north, and had entered a footpath in a field.

What does the expression ‘brimming over with life and laughter’ mean ?

- (1) overflowing with joy and laughter
- (2) leaving sadness behind
- (3) aggressively heading towards the market
- (4) filled with energy

[Question ID = 189][Question Description = S9\_English Content/Pedagogy\_Q099]

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

Topic:- ENG\_Q100-105\_L1\_P2\_CTET

1)

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

Father, when he passed on  
left dust  
on a table full of papers,  
left debts and daughters,  
a bed wetting grandson,  
named by chance  
after him.

A house that leans  
slowly through our growing  
years on a bent coconut  
tree in the yard.

Being the burning type  
he burned properly  
as before, easily  
and at both ends,  
left his eye coins  
in the ashes that didn't  
look one bit different  
and some rough half-burned  
spinal discs for sons  
to pick gingerly

The opening stanza of the poem focuses attention on the :

- (1) crazy nature of the deceased father.
- (2) things left behind by the now dead father.
- (3) mess the dead father had created when alive.
- (4) papers concerning law suits the father had engaged himself in.

[Question ID = 190][Question Description = S9\_English Content/Pedagogy\_Q100]

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

2)

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

Father, when he passed on  
left dust  
on a table full of papers,  
left debts and daughters,  
a bed wetting grandson,  
named by chance  
after him.

A house that leans  
slowly through our growing  
years on a bent coconut  
tree in the yard.

Being the burning type  
he burned properly  
as before, easily  
and at both ends,  
left his eye coins  
in the ashes that didn't  
look one bit different  
and some rough half-burned  
spinal discs for sons  
to pick gingerly

The condition of the house the father left behind was :

- (1) surrounded by natural beauty
- (2) in a bad shape
- (3) that it was mortgaged
- (4) both (2) and (3)

[Question ID = 191][Question Description = S9\_English Content/Pedagogy\_Q101]

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

3)

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

Father, when he passed on  
left dust  
on a table full of papers,  
left debts and daughters,  
a bed wetting grandson,  
named by chance  
after him.

A house that leans  
slowly through our growing  
years on a bent coconut  
tree in the yard.

Being the burning type  
he burned properly  
as before, easily  
and at both ends,  
left his eye coins  
in the ashes that didn't  
look one bit different  
and some rough half-burned  
spinal discs for sons  
to pick gingerly

The expression 'Being the burning type' suggests :

- (1) angry nature of the father
- (2) very fragile physical frame
- (3) very snobbish
- (4) his quarrelsome habit

[Question ID = 192][Question Description = S9\_English Content/Pedagogy\_Q102]

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

4)

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

Father, when he passed on  
left dust  
on a table full of papers,  
left debts and daughters,  
a bed wetting grandson,  
named by chance  
after him.

A house that leans  
slowly through our growing  
years on a bent coconut  
tree in the yard.

Being the burning type  
he burned properly  
as before, easily  
and at both ends,  
left his eye coins  
in the ashes that didn't  
look one bit different  
and some rough half-burned  
spinal discs for sons  
to pick gingerly

Reference to the 'eye coins' tells us about the family being :

- (1) very uneducated
- (2) orthodox
- (3) backward
- (4) uncivilised

[Question ID = 193][Question Description = S9\_English Content/Pedagogy\_Q103]

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

5)

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

Father, when he passed on

left dust

on a table full of papers,

left debts and daughters,

a bed wetting grandson,

named by chance

after him.

A house that leans

slowly through our growing

years on a bent coconut

tree in the yard.

Being the burning type

he burned properly

as before, easily

and at both ends,

left his eye coins

in the ashes that didn't

look one bit different

and some rough half-burned

spinal discs for sons

to pick gingerly

The grandson was :

(1) much loved

(2) a nuisance for the family

(3) named by his grandfather proudly

(4) too young to go to school

[Question ID = 194][Question Description = S9\_English Content/Pedagogy\_Q104]

1. 1 [Option ID = 773]

2. 2 [Option ID = 774]

3. 3 [Option ID = 775]

4. 4 [Option ID = 776]

6)

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

Father, when he passed on

left dust

on a table full of papers,

left debts and daughters,

a bed wetting grandson,

named by chance

after him.

A house that leans

slowly through our growing

years on a bent coconut

tree in the yard.

Being the burning type

he burned properly

as before, easily

and at both ends,

left his eye coins

in the ashes that didn't

look one bit different

and some rough half-burned

spinal discs for sons

to pick gingerly

Being burning type

he burned properly

as before,

Identify the poetic device used in these lines :

(1) Personification

(2) Metaphor

(3) Alliteration

(4) Irony

[Question ID = 195][Question Description = S9\_English Content/Pedagogy\_Q105]

1. 1 [Option ID = 777]

2. 2 [Option ID = 778]

3. 3 [Option ID = 779]

4. 4 [Option ID = 780]

Topic:- ENG\_Q106-120\_L1\_P2\_CTET

1)

Given below are some language activities for classes 6 to 8, in column A. Match them with the related language teaching principles in column B. Pick the best option.

Column A

Column B

- |                                            |                                    |
|--------------------------------------------|------------------------------------|
| (i) Roleplay                               | (a) scaffolding                    |
| (ii) Summarising                           | (b) exposure to a variety of texts |
| (iii) Guided story writing                 | (c) Kinesthetic learning           |
| (iv) Language Magazine                     | (d) Constructive approach          |
| (1) (i)-(d), (ii)-(c), (iii)-(b), (iv)-(a) |                                    |
| (2) (i)-(a), (ii)-(b), (iii)-(c), (iv)-(d) |                                    |
| (3) (i)-(c), (ii)-(d), (iii)-(a), (iv)-(b) |                                    |
| (4) (i)-(b), (ii)-(a), (iii)-(d), (iv)-(c) |                                    |

[Question ID = 196][Question Description = S9\_English Content/Pedagogy\_Q106]

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

2) Which of the following is an example of constructive approach to language learning ?

- (1) Project Work
- (2) Pattern Practice
- (3) Grammar-translation
- (4) Inductive Method

[Question ID = 197][Question Description = S9\_English Content/Pedagogy\_Q107]

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

3)

Given below are 4 arguments pertaining to language learning. Choose the option which perfectly states the core argument of the Nativism school of thought.

- (1) Nature has no role in language learning.
- (2) A child is born with a language learning device.
- (3) Practice of language pattern reinforces learning.
- (4) Children learn language from their parents.

[Question ID = 198][Question Description = S9\_English Content/Pedagogy\_Q108]

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

4)

Read the activity given below and identify which sub-skill of listening is it developing ?  
The teacher reads out a poem and asks the students to look for one idea in the poem, which is supported by all other ideas in it.

- (1) Scanning for supporting details
- (2) Skimming for main idea
- (3) Making an inference
- (4) Making a global comprehension

[Question ID = 199][Question Description = S9\_English Content/Pedagogy\_Q109]

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

5) Read the test items given below and pick the option that best identifies its purpose.

- (a) Who do you think is the protagonist of the story ?
- (b) Why is the author telling us his/her story ?
- (c) Draw a verbal picture of the protagonist using details from the story.
- (d) Give 2 reasons to justify why X is the protagonist of the story.

| <u>A</u>            | <u>B</u>                                                     | <u>C</u>                                                       | <u>D</u>  |
|---------------------|--------------------------------------------------------------|----------------------------------------------------------------|-----------|
| identifying purpose | extracting a single<br>piece of information<br>from the text | extracting multiple<br>pieces of information<br>from the text. | Inference |

- (1) (a)-B,(b)-A,(c)-C,(d)-D
- (2) (a)-A,(b)-B,(c)-D,(d)-C
- (3) (a)-D,(b)-C, (c)-B,(d)-A
- (4) (a)-C,(b)-D,(c)-A,(d)-B

[Question ID = 200][Question Description = S9\_English Content/Pedagogy\_Q110]

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

6)

How does reading extensively help in acquiring correct grammatical forms in language learning ?

- (1) It helps to learn correct English consciously.
- (2) It gives ample exposure in vocabulary and correct structures.
- (3) It gives systematic exposure to correct language to the reader.
- (4) It helps the reader to build his/her active vocabulary correctly.

[Question ID = 201][Question Description = S9\_English Content/Pedagogy\_Q111]

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

7) In a reading comprehension question the learner has to :

- (1) translate in the mother tongue in the mind.
- (2) appreciate the beauty of the language.
- (3) make meaning from the text.
- (4) find meaning in a dictionary and read.

[Question ID = 202][Question Description = S9\_English Content/Pedagogy\_Q112]

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

8)

In the hybrid system of education, a language teachers will need to have the following set of skills. Pick the option that best describes the skills-set.

- (1) computer skills-pedagogical knowledge-subject knowledge
- (2) content knowledge-pedagogical knowledge-Digital competence
- (3) digital competence-use online content-zoom meeting
- (4) know online content-digital expertise-good internet connection

[Question ID = 203][Question Description = S9\_English Content/Pedagogy\_Q113]

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

9)

What is the advantage of the spiral curriculum on which all Indian language text books are based? Pick the option that best answers the question.

Ideas and concepts are:

- (1) arranged in a simple to complex order for ease of teaching.
- (2) arranged according to school session for ease of implementation
- (3) graded and continuous but allows revisiting when needed
- (4) arranged according to exam pattern for proper assessment.

[Question ID = 204][Question Description = S9\_English Content/Pedagogy\_Q114]

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

10) Pick the option that best completes the difference between learning and acquisition  
learning is \_\_\_\_\_ acquisition is \_\_\_\_\_

- (1) reading-writing. . . listening-speaking
- (2) a systematic process. . . not a systematic process
- (3) deliberate, instructional. . . spontaneous, natural
- (4) led by students . . . led by teachers

[Question ID = 205][Question Description = S9\_English Content/Pedagogy\_Q115]

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

11)

A teacher asks the students to write about the mood and tone of a poem using textual clues like vocabulary, imagery, literary devices used etc. Which of the following skills will the student use ?

A

B

C

Scanning for details

Skimming for main idea

Making inference

D

Global comprehension

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

[Question ID = 206][Question Description = S9\_English Content/Pedagogy\_Q116]

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

12) Which of the following is NOT a part of second language learning skills at school ?

- (1) Ability to ask questions and give response.
- (2) Using expressive gestures and a variety of words.
- (3) Imagining and expressing in words and sentences.
- (4) Translating into mother tongue and vice-versa.

[Question ID = 207][Question Description = S9\_English Content/Pedagogy\_Q117]

- 1. 1 [Option ID = 825]
- 2. 2 [Option ID = 826]
- 3. 3 [Option ID = 827]
- 4. 4 [Option ID = 828]

13)

A teacher asks her students to read a paragraph silently, highlight the new words, guess their meanings, and then look up in the dictionary. Which reading skill is she/he trying to develop

- (1) Scanning
- (2) Skimming
- (3) Inference
- (4) Prediction

[Question ID = 208][Question Description = S9\_English Content/Pedagogy\_Q118]

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

14)

Analyse the errors given, made by students in class 8, and choose the appropriate action to be taken.

Many of the students are unable to use the correct form of verbs for stating a routine activity, past actions and expressing attitude and intentions.

- (1) they are not able to understand and they should memorise the rules.
- (2) they are fossilized errors and cannot be removed.
- (3) they are structural errors needing more practice in correct forms.
- (4) they are application errors, and will go with time.

[Question ID = 209][Question Description = S9\_English Content/Pedagogy\_Q119]

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

15)

Which of the following will be a more appropriate assessment of language learning at a HOTS level ?

- (1) Write a newspaper report using the verbal clues given.
- (2) Complete the crossword puzzle using given the up and down clues.
- (3) Your village is facing acute water shortage . Your parents travel hours to fetch water. Make an analysis of the situation and write to the panchayat president your solution
- (4) Write an article on 'water shortage' in your village.

[Question ID = 210][Question Description = S9\_English Content/Pedagogy\_Q120]

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

Topic:- Sanskrit\_Q121-128\_L2\_P2\_CTET

1)

निम्नलिखितं गद्यांशं पठित्वा प्रश्नानां यथोचितं विकल्पं चित्वा उत्तराणि देयानि।

तदत्रास्ति विष्णुशर्मा नाम ब्राह्मणः सकलशास्त्रपारङ्गमश्छात्रसंसदिलब्धकीर्तिः तस्मै समर्पयतु एतान्। स नूनं द्राक् प्रबुद्धान् करिष्यति” इति। स राजा तदाकर्ण्य विष्णुशर्माणमाहूय प्रोवाच – “भो भगवन्! मदनुग्रहार्थमेतान् अर्थशास्त्रं प्रति द्रग्यथा अनन्यसदृशान् विदधासि तथा कुरु। तदा अहं त्वां शासनशतेन योजयिष्यामि”। अथ विष्णुशर्मा तं राजानमूचे – “देव! श्रूयतां मे तथ्यवचनम्। नाहं विद्याविक्रयं शासनशतेनापि करोमि। पुनरेतांस्तव पुत्रान् मासषट्केन यदि नीतिशास्त्रज्ञानं न करोमि ततः स्वनामत्यागं करोमि। किं बहुना, श्रूयतां ममैष सिंहनादः नाहमर्थलिप्सुर्ब्रवीमि। ममाशीतिवर्षस्य व्यावृत्तसर्वेन्द्रियार्थस्य न किञ्चदर्थेन प्रयोजनं किन्तु त्वत्प्रार्थनासिद्ध्यर्थं सरस्वतीविनोदं करिष्यामि। तल्लिख्यतामद्यतनो दिवसः यदि अहं षण्मासाभ्यन्तरे तव पुत्रान् नयशास्त्रं प्रति अनन्यसदृशान् न करिष्यामि ततो नार्हति देवो देवमार्गं सन्दर्शयितुम्”। अथासौ राजा तां ब्राह्मणस्यासंभव्यां प्रतिज्ञां श्रुत्वा ससचिवः प्रहृष्टो विस्मयान्वितः तस्मै सादरं तान् कुमारान् समर्प्य परां निर्वृतिमाजगाम। विष्णुशर्मापि तानादाय तदर्थं मित्रभेद-मित्रप्राप्ति-काकोलुकीय-लब्धप्रणाश-अपरीक्षितकारकाणि चेति पञ्च तन्त्राणि रचयित्वा पाठितास्ते राजपुत्राः। तेऽपि तानि अधीत्य मासषट्केन यथोक्ताः संवृत्ताः। ततः प्रभृति एतत्पञ्चतन्त्रकं नाम नीतिशास्त्रं बालावबोधनार्थं भूतले प्रवृत्तम्।

कस्मै समर्पयितुं परामर्शः दत्तः ?

- (1) विद्यालयस्य प्राचार्याय
- (2) गुरवे
- (3) मन्त्रिणे
- (4) विष्णुशर्मणे

[Question ID = 301][Question Description = S9\_Sanskrit\_Q121]

1. 1 [Option ID = 1201]
2. 2 [Option ID = 1202]
3. 3 [Option ID = 1203]
4. 4 [Option ID = 1204]

निम्नलिखितं गद्यांशं पठित्वा प्रश्नानां यथोचितं विकल्पं चित्वा उत्तराणि देयानि।

तदत्रास्ति विष्णुशर्मा नाम ब्राह्मणः सकलशास्त्रपारङ्गमश्छात्रसंसदिलब्धकीर्तिः तस्मै समर्पयतु एतान्। स नूनं द्राक् प्रबुद्धान् करिष्यति” इति। स राजा तदाकर्ण्य विष्णुशर्माणमाहूय प्रोवाच – “भो भगवन्! मदनुग्रहार्थमेतान् अर्थशास्त्रं प्रति द्राग्यथा अनन्यसदृशान् विदधासि तथा कुरु। तदा अहं त्वां शासनशतेन योजयिष्यामि”। अथ विष्णुशर्मा तं राजानमूचे – “देव! श्रूयतां मे तथ्यवचनम्। नाहं विद्याविक्रयं शासनशतेनापि करोमि। पुनरेतांस्तव पुत्रान् मासषट्केन यदि नीतिशास्त्रज्ञानं न करोमि ततः स्वनामत्यागं करोमि। किं बहुना, श्रूयतां ममैष सिंहनादः नाहमर्थलिप्सुर्ब्रवीमि। ममाशीतिवर्षस्य व्यावृत्तसर्वेन्द्रियार्थस्य न किञ्चदर्थेन प्रयोजनं किन्तु त्वत्प्रार्थनासिद्ध्यर्थं सरस्वतीविनोदं करिष्यामि। तल्लिख्यतामद्यतनो दिवसः यदि अहं षण्मासाभ्यन्तरे तव पुत्रान् नयशास्त्रं प्रति अनन्यसदृशान् न करिष्यामि ततो नार्हति देवो देवमार्गं सन्दर्शयितुम्”। अथासौ राजा तां ब्राह्मणस्यासंभ्रव्यां प्रतिज्ञां श्रुत्वा ससचिवः प्रहृष्टो विस्मयान्वितः तस्मै सादरं तान् कुमारान् समर्प्य परां निर्वृतिमाजगाम। विष्णुशर्मापि तानादाय तदर्थं मित्रभेद-मित्रप्राप्ति-काकोलुकीय-लब्धप्रणाश-अपरीक्षितकारकाणि चेति पञ्च तन्त्राणि रचयित्वा पाठितास्ते राजपुत्राः। तेऽपि तानि अधीत्य मासषट्केन यथोक्ताः संवृत्ताः। ततः प्रभृति एतत्पञ्चतन्त्रकं नाम नीतिशास्त्रं बालावबोधनार्थं भूतले प्रवृत्तम्।

राजा स्वपुत्रान् किं शास्त्रं पाठयितुं प्रार्थयत् ?

- (1) धर्मशास्त्रम्
- (2) आयुर्वेदशास्त्रम्
- (3) धनुर्वेदशास्त्रम्
- (4) अर्थशास्त्रम्

[Question ID = 302][Question Description = S9\_Sanskrit\_Q122]

1. 1 [Option ID = 1205]
2. 2 [Option ID = 1206]
3. 3 [Option ID = 1207]
4. 4 [Option ID = 1208]

निम्नलिखितं गद्यांशं पठित्वा प्रश्नानां यथोचितं विकल्पं चित्वा उत्तराणि देयानि।

तदत्रास्ति विष्णुशर्मा नाम ब्राह्मणः सकलशास्त्रपारङ्गमश्छात्रसंसदिलब्धकीर्तिः तस्मै समर्पयतु एतान्। स नूनं द्राक् प्रबुद्धान् करिष्यति” इति। स राजा तदाकर्ण्य विष्णुशर्माणमाहूय प्रोवाच – “भो भगवन्! मदनुग्रहार्थमेतान् अर्थशास्त्रं प्रति द्रग्यथा अनन्यसदृशान् विदधासि तथा कुरु। तदा अहं त्वां शासनशतेन योजयिष्यामि”। अथ विष्णुशर्मा तं राजानमूचे – “देव! श्रूयतां मे तथ्यवचनम्। नाहं विद्याविक्रयं शासनशतेनापि करोमि। पुनरेतांस्तव पुत्रान् मासषट्केन यदि नीतिशास्त्रज्ञानं न करोमि ततः स्वनामत्यागं करोमि। किं बहुना, श्रूयतां ममैष सिंहनादः नाहमर्थलिप्सुर्ब्रवीमि। ममाशीतिवर्षस्य व्यावृत्तसर्वेन्द्रियार्थस्य न किञ्चदर्थेन प्रयोजनं किन्तु त्वत्प्रार्थनासिद्ध्यर्थं सरस्वतीविनोदं करिष्यामि। तल्लिख्यतामद्यतनो दिवसः यदि अहं षण्मासाभ्यन्तरे तव पुत्रान् नयशास्त्रं प्रति अनन्यसदृशान् न करिष्यामि ततो नार्हति देवो देवमार्गं सन्दर्शयितुम्”। अथासौ राजा तां ब्राह्मणस्यासंभव्यां प्रतिज्ञां श्रुत्वा ससचिवः प्रहृष्टो विस्मयान्वितः तस्मै सादरं तान् कुमारान् समर्प्य परां निर्वृतिमाजगाम। विष्णुशर्मापि तानादाय तदर्थं मित्रभेद-मित्रप्राप्ति-काकोलुकीय-लब्धप्रणाश-अपरीक्षितकारकाणि चेति पञ्च तन्त्राणि रचयित्वा पाठितास्ते राजपुत्राः। तेऽपि तानि अधीत्य मासषट्केन यथोक्ताः संवृत्ताः। ततः प्रभृति एतत्पञ्चतन्त्रकं नाम नीतिशास्त्रं बालावबोधनार्थं भूतले प्रवृत्तम्।

स्वपुत्रान् पाठयितुं राजा विष्णुशर्मणे कः लोभः प्रदत्तः ?

- (1) मन्त्रिपदं दातुम्
- (2) भूयो धनं दातुम्
- (3) शासनशतं दातुम्
- (4) विद्वत्शिरोमणेः सम्मानं दातुम्

[Question ID = 303][Question Description = S9\_Sanskrit\_Q123]

1. 1 [Option ID = 1209]
2. 2 [Option ID = 1210]
3. 3 [Option ID = 1211]
4. 4 [Option ID = 1212]

निम्नलिखितं गद्यांशं पठित्वा प्रश्नानां यथोचितं विकल्पं चित्वा उत्तराणि देयानि।

तदत्रास्ति विष्णुशर्मा नाम ब्राह्मणः सकलशास्त्रपारङ्गमश्छात्रसंसदिलब्धकीर्तिः तस्मै समर्पयतु एतान्। स नूनं द्राक् प्रबुद्धान् करिष्यति” इति। स राजा तदाकर्ण्य विष्णुशर्माणमाहूय प्रोवाच – “भो भगवन्! मदनुग्रहार्थमेतान् अर्थशास्त्रं प्रति द्राग्यथा अनन्यसदृशान् विदधासि तथा कुरु। तदा अहं त्वां शासनशतेन योजयिष्यामि”। अथ विष्णुशर्मा तं राजानमूचे – “देव! श्रूयतां मे तथ्यवचनम्। नाहं विद्याविक्रयं शासनशतेनापि करोमि। पुनरेतांस्तव पुत्रान् मासषट्केन यदि नीतिशास्त्रज्ञानं न करोमि ततः स्वनामत्यागं करोमि। किं बहुना, श्रूयतां ममैष सिंहनादः नाहमर्थलिप्सुर्ब्रवीमि। ममाशीतिवर्षस्य व्यावृत्तसर्वेन्द्रियार्थस्य न किञ्चदर्थेन प्रयोजनं किन्तु त्वत्प्रार्थनासिद्ध्यर्थं सरस्वतीविनोदं करिष्यामि। तल्लिख्यतामद्यतनो दिवसः यदि अहं षण्मासाभ्यन्तरे तव पुत्रान् नयशास्त्रं प्रति अनन्यसदृशान् न करिष्यामि ततो नार्हति देवो देवमार्गं सन्दर्शयितुम्”। अथासौ राजा तां ब्राह्मणस्यासंभव्यां प्रतिज्ञां श्रुत्वा ससचिवः प्रहृष्टो विस्मयान्वितः तस्मै सादरं तान् कुमारान् समर्प्य परां निर्वृतिमाजगाम। विष्णुशर्मापि तानादाय तदर्थं मित्रभेद-मित्रप्राप्ति-काकोलुकीय-लब्धप्रणाश-अपरीक्षितकारकाणि चेति पञ्च तन्त्राणि रचयित्वा पाठितास्ते राजपुत्राः। तेऽपि तानि अधीत्य मासषट्केन यथोक्ताः संवृत्ताः। ततः प्रभृति एतत्पञ्चतन्त्रकं नाम नीतिशास्त्रं बालावबोधनार्थं भूतले प्रवृत्तम्।

परां निर्वृत्तिं कः प्राप्तवान्?

- (1) विष्णुशर्मा
- (2) राजा
- (3) सचिवः
- (4) राजपुत्राः

[Question ID = 304][Question Description = S9\_Sanskrit\_Q124]

1. 1 [Option ID = 1213]
2. 2 [Option ID = 1214]
3. 3 [Option ID = 1215]
4. 4 [Option ID = 1216]

निम्नलिखितं गद्यांशं पठित्वा प्रश्नानां यथोचितं विकल्पं चित्वा उत्तराणि देयानि।

तदत्रास्ति विष्णुशर्मा नाम ब्राह्मणः सकलशास्त्रपारङ्गमश्छात्रसंसदिलब्धकीर्तिः तस्मै समर्पयतु एतान्। स नूनं द्राक् प्रबुद्धान् करिष्यति” इति। स राजा तदाकर्ण्य विष्णुशर्माणमाहूय प्रोवाच – “भो भगवन्! मदनुग्रहार्थमेतान् अर्थशास्त्रं प्रति द्राग्यथा अनन्यसदृशान् विदधासि तथा कुरु। तदा अहं त्वां शासनशतेन योजयिष्यामि”। अथ विष्णुशर्मा तं राजानमूचे – “देव! श्रूयतां मे तथ्यवचनम्। नाहं विद्याविक्रयं शासनशतेनापि करोमि। पुनरेतांस्तव पुत्रान् मासषट्केन यदि नीतिशास्त्रज्ञानं न करोमि ततः स्वनामत्यागं करोमि। किं बहुना, श्रूयतां ममैष सिंहनादः नाहमर्थलिप्सुर्ब्रवीमि। ममाशीतिवर्षस्य व्यावृत्तसर्वेन्द्रियार्थस्य न किञ्चदर्थेन प्रयोजनं किन्तु त्वत्प्रार्थनासिद्ध्यर्थं सरस्वतीविनोदं करिष्यामि। तल्लिख्यतामद्यतनो दिवसः यदि अहं षण्मासाभ्यन्तरे तव पुत्रान् नयशास्त्रं प्रति अनन्यसदृशान् न करिष्यामि ततो नार्हति देवो देवमार्गं सन्दर्शयितुम्”। अथासौ राजा तां ब्राह्मणस्यासंभव्यां प्रतिज्ञां श्रुत्वा ससचिवः प्रहृष्टो विस्मयान्वितः तस्मै सादरं तान् कुमारान् समर्प्य परां निर्वृतिमाजगाम। विष्णुशर्मापि तानादाय तदर्थं मित्रभेद-मित्रप्राप्ति-काकोलुकीय-लब्धप्रणाश-अपरीक्षितकारकाणि चेति पञ्च तन्त्राणि रचयित्वा पाठितास्ते राजपुत्राः। तेऽपि तानि अधीत्य मासषट्केन यथोक्ताः संवृत्ताः। ततः प्रभृति एतत्पञ्चतन्त्रकं नाम नीतिशास्त्रं बालावबोधनार्थं भूतले प्रवृत्तम्।

अर्थलिप्सुः कः न आसीत्?

- (1) राज्ञः सचिवः
- (2) राजा
- (3) विष्णुशर्मा
- (4) राज्ञः सेवकः

[Question ID = 305][Question Description = S9\_Sanskrit\_Q125]

1. 1 [Option ID = 1217]
2. 2 [Option ID = 1218]
3. 3 [Option ID = 1219]
4. 4 [Option ID = 1220]

निम्नलिखितं गद्यांशं पठित्वा प्रश्नानां यथोचितं विकल्पं चित्वा उत्तराणि देयानि।

तदत्रास्ति विष्णुशर्मा नाम ब्राह्मणः सकलशास्त्रपारङ्गमश्छात्रसंसदिलब्धकीर्तिः तस्मै समर्पयतु एतान्। स नूनं द्राक् प्रबुद्धान् करिष्यति” इति। स राजा तदाकर्ण्य विष्णुशर्माणमाहूय प्रोवाच – “भो भगवन्! मदनुग्रहार्थमेतान् अर्थशास्त्रं प्रति द्राग्यथा अनन्यसदृशान् विदधासि तथा कुरु। तदा अहं त्वां शासनशतेन योजयिष्यामि”। अथ विष्णुशर्मा तं राजानमूचे – “देव! श्रूयतां मे तथ्यवचनम्। नाहं विद्याविक्रयं शासनशतेनापि करोमि। पुनरेतांस्तव पुत्रान् मासषट्केन यदि नीतिशास्त्रज्ञानं न करोमि ततः स्वनामत्यागं करोमि। किं बहुना, श्रूयतां ममैष सिंहनादः नाहमर्थलिप्सुर्ब्रवीमि। ममाशीतिवर्षस्य व्यावृत्तसर्वेन्द्रियार्थस्य न किञ्चदर्थेन प्रयोजनं किन्तु त्वत्प्रार्थनासिद्ध्यर्थं सरस्वतीविनोदं करिष्यामि। तल्लिख्यतामद्यतनो दिवसः यदि अहं षण्मासाभ्यन्तरे तव पुत्रान् नयशास्त्रं प्रति अनन्यसदृशान् न करिष्यामि ततो नार्हति देवो देवमार्गं सन्दर्शयितुम्”। अथासौ राजा तां ब्राह्मणस्यासंभ्रव्यां प्रतिज्ञां श्रुत्वा ससचिवः प्रहृष्टो विस्मयान्वितः तस्मै सादरं तान् कुमारान् समर्प्य परां निर्वृतिमाजगाम। विष्णुशर्मापि तानादाय तदर्थं मित्रभेद-मित्रप्राप्ति-काकोलुकीय-लब्धप्रणाश-अपरीक्षितकारकाणि चेति पञ्च तन्त्राणि रचयित्वा पाठितास्ते राजपुत्राः। तेऽपि तानि अधीत्य मासषट्केन यथोक्ताः संवृत्ताः। ततः प्रभृति एतत्पञ्चतन्त्रकं नाम नीतिशास्त्रं बालावबोधनार्थं भूतले प्रवृत्तम्।

‘द्राक्’ इत्यस्य शब्दस्य कोऽर्थः ?

- (1) अत्यधिकम्
- (2) बुद्धिमान्
- (3) शीघ्रम्
- (4) सर्वोपरि

[Question ID = 306][Question Description = S9\_Sanskrit\_Q126]

1. 1 [Option ID = 1221]
2. 2 [Option ID = 1222]
3. 3 [Option ID = 1223]
4. 4 [Option ID = 1224]

निम्नलिखितं गद्यांशं पठित्वा प्रश्नानां यथोचितं विकल्पं चित्वा उत्तराणि देयानि।

तदत्रास्ति विष्णुशर्मा नाम ब्राह्मणः सकलशास्त्रपारङ्गमश्छात्रसंसदिलब्धकीर्तिः तस्मै समर्पयतु एतान्। स नूनं द्राक् प्रबुद्धान् करिष्यति” इति। स राजा तदाकर्ण्य विष्णुशर्माणमाहूय प्रोवाच – “भो भगवन्! मदनुग्रहार्थमेतान् अर्थशास्त्रं प्रति द्रग्यथा अनन्यसदृशान् विदधासि तथा कुरु। तदा अहं त्वां शासनशतेन योजयिष्यामि”। अथ विष्णुशर्मा तं राजानमूचे – “देव! श्रूयतां मे तथ्यवचनम्। नाहं विद्याविक्रयं शासनशतेनापि करोमि। पुनरेतांस्तव पुत्रान् मासषट्केन यदि नीतिशास्त्रज्ञानं न करोमि ततः स्वनामत्यागं करोमि। किं बहुना, श्रूयतां ममैष सिंहनादः नाहमर्थलिप्सुर्ब्रवीमि। ममाशीतिवर्षस्य व्यावृत्तसर्वेन्द्रियार्थस्य न किञ्चदर्थेन प्रयोजनं किन्तु त्वत्प्रार्थनासिद्ध्यर्थं सरस्वतीविनोदं करिष्यामि। तल्लिख्यतामद्यतनो दिवसः यदि अहं षण्मासाभ्यन्तरे तव पुत्रान् नयशास्त्रं प्रति अनन्यसदृशान् न करिष्यामि ततो नार्हति देवो देवमार्गं सन्दर्शयितुम्”। अथासौ राजा तां ब्राह्मणस्यासंभव्यां प्रतिज्ञां श्रुत्वा ससचिवः प्रहृष्टो विस्मयान्वितः तस्मै सादरं तान् कुमारान् समर्प्य परां निर्वृतिमाजगाम। विष्णुशर्मापि तानादाय तदर्थं मित्रभेद-मित्रप्राप्ति-काकोलुकीय-लब्धप्रणाश-अपरीक्षितकारकाणि चेति पञ्च तन्त्राणि रचयित्वा पाठितास्ते राजपुत्राः। तेऽपि तानि अधीत्य मासषट्केन यथोक्ताः संवृत्ताः। ततः प्रभृति एतत्पञ्चतन्त्रकं नाम नीतिशास्त्रं बालावबोधनार्थं भूतले प्रवृत्तम्।

‘श्रुत्वा’ इत्यस्यार्थे गद्यांशे कः शब्दः प्रयुक्तः ?

- (1) आकर्ण्य
- (2) श्रूयताम्
- (3) समर्प्य
- (4) आहूय

[Question ID = 307][Question Description = S9\_Sanskrit\_Q127]

1. 1 [Option ID = 1225]
2. 2 [Option ID = 1226]
3. 3 [Option ID = 1227]
4. 4 [Option ID = 1228]

निम्नलिखितं गद्यांशं पठित्वा प्रश्नानां यथोचितं विकल्पं चित्वा उत्तराणि देयानि।

तदत्रास्ति विष्णुशर्मा नाम ब्राह्मणः सकलशास्त्रपारङ्गमश्छात्रसंसदिलब्धकीर्तिः तस्मै समर्पयतु एतान्। स नूनं द्राक् प्रबुद्धान् करिष्यति” इति। स राजा तदाकर्ण्य विष्णुशर्माणमाहूय प्रोवाच – “भो भगवन्! मदनुग्रहार्थमेतान् अर्थशास्त्रं प्रति द्राग्यथा अनन्यसदृशान् विदधासि तथा कुरु। तदा अहं त्वां शासनशतेन योजयिष्यामि”। अथ विष्णुशर्मा तं राजानमूचे – “देव! श्रूयतां मे तथ्यवचनम्। नाहं विद्याविक्रयं शासनशतेनापि करोमि। पुनरेतांस्तव पुत्रान् मासषट्केन यदि नीतिशास्त्रज्ञानं न करोमि ततः स्वनामत्यागं करोमि। किं बहुना, श्रूयतां ममैष सिंहनादः नाहमर्थलिप्सुर्ब्रवीमि। ममाशीतिवर्षस्य व्यावृत्तसर्वेन्द्रियार्थस्य न किञ्चदर्थेन प्रयोजनं किन्तु त्वत्प्रार्थनासिद्ध्यर्थं सरस्वतीविनोदं करिष्यामि। तल्लिख्यतामद्यतनो दिवसः यदि अहं षण्मासाभ्यन्तरे तव पुत्रान् नयशास्त्रं प्रति अनन्यसदृशान् न करिष्यामि ततो नार्हति देवो देवमार्गं सन्दर्शयितुम्”। अथासौ राजा तां ब्राह्मणस्यासंभ्रव्यां प्रतिज्ञां श्रुत्वा ससचिवः प्रहृष्टो विस्मयान्वितः तस्मै सादरं तान् कुमारान् समर्प्य परां निर्वृतिमाजगाम। विष्णुशर्मापि तानादाय तदर्थं मित्रभेद-मित्रप्राप्ति-काकोलुकीय-लब्धप्रणाश-अपरीक्षितकारकाणि चेति पञ्च तन्त्राणि रचयित्वा पाठितास्ते राजपुत्राः। तेऽपि तानि अधीत्य मासषट्केन यथोक्ताः संवृत्ताः। ततः प्रभृति एतत्पञ्चतन्त्रकं नाम नीतिशास्त्रं बालावबोधनार्थं भूतले प्रवृत्तम्।

‘संसदि’ इत्यस्मिन् शब्दे का विभक्तिः ?

- (1) तृतीया
- (2) द्वितीया
- (3) पञ्चमी
- (4) सप्तमी

[Question ID = 308][Question Description = S9\_Sanskrit\_Q128]

1. 1 [Option ID = 1229]
2. 2 [Option ID = 1230]
3. 3 [Option ID = 1231]
4. 4 [Option ID = 1232]

Topic:- Sanskrit\_Q129-135\_L2\_P2\_CTET

1)

निम्नलिखितं गद्यांशं पठित्वा प्रश्नानां उत्तराणि समुचितं विकल्पं चित्वा दत्त ।

इत्येवं सम्प्रधार्य मथुरागामीनि भाण्डानि आदाय शुभायां तिथौ गुरुजनानुज्ञातः सुरथाधिरूढः प्रस्थितः । तस्य च मंगलवृषभौ सञ्जीवकनन्दकनामानौ गृहोत्पन्नौ धूर्वोदारौ स्थितौ । तयोरेकः सञ्जीवकाभिधानो यमुनाकच्छमवतीर्णः सन् पङ्कपूरमासाद्य कलितचरणो युगभंगं विधाय निषसाद । अथ तं तदवस्थमालोक्य वर्द्धमानः परं विषादमगमत् । तदर्थं च स्नेहार्द्रहृदयः त्रिरात्रं प्रयाणभंगमकरोत् । अथ तं विषण्णमालोक्य सार्थिकैरभिहितम् – “भोः श्रेष्ठिन्! किमेवं वृषभस्य कृते सिंहव्याघ्रसमाकुले बह्वपायेऽस्मिन् वने समस्तसार्थः त्वया सन्देहे नियोजितः । अथासौ तदवधार्य सञ्जीवकस्य रक्षापुरुषान् निरूप्य अशेषसार्थं नीत्वा प्रस्थितः । अथ रक्षापुरुषा अपि बह्वपायं तद्वनं विदित्वा सञ्जीवकं परित्यज्य पृष्ठतो गत्वा अन्येद्युस्तं सार्थवाहं मिथ्याहुः – “स्वामिन् । मृतोऽसौ सञ्जीवकोऽस्माभिस्तु सार्थवाहस्याभीष्ट इति मत्वा वह्निना संस्कृतः” इति तच्छ्रुत्वा सार्थवाहः कृतज्ञतया स्नेहार्द्रहृदयस्तस्य और्ध्वदेहिकक्रियाः वृषोत्सर्गादिकाः सर्वाश्चकार । सञ्जीवकोऽप्यायुःशेषतया यमुनासलिलमिश्रैः शिशिरतरवातैः आप्यायितशरीरः कथञ्चिदप्युत्थाय यमुनातटमुपपेदे । तत्र मरकतसदृशानि बालतृणाग्राणि भक्षयन् कतिपयैरहोभिर्हरवृषभ इव पीनः ककुच्चान् बलवाश्च संवृत्तः प्रत्यहं वल्मीकशिखराग्राणि शृंगाभ्यां विदारयन् गर्जमानः आस्ते । साधु चेदमुच्यते –

सञ्जीवकः कः आसीत् ?

- (1) अश्वः
- (2) गजः
- (3) वृषभः
- (4) शृगालः

[Question ID = 309][Question Description = S9\_Sanskrit\_Q129]

1. 1 [Option ID = 1233]
2. 2 [Option ID = 1234]
3. 3 [Option ID = 1235]
4. 4 [Option ID = 1236]

2)

निम्नलिखितं गद्यांशं पठित्वा प्रश्नानां उत्तराणि समुचितं विकल्पं चित्वा दत्त ।

इत्येवं सम्प्रधार्य मथुरागामीनि भाण्डानि आदाय शुभायां तिथौ गुरुजनानुज्ञातः सुरथाधिरूढः प्रस्थितः । तस्य च मंगलवृषभौ सञ्जीवकनन्दकनामानौ गृहोत्पन्नौ धूर्वोदारौ स्थितौ । तयोरेकः सञ्जीवकाभिधानो यमुनाकच्छमवतीर्णः सन् पङ्कपूरमासाद्य कलितचरणो युगभङ्गं विधाय निषसाद । अथ तं तदवस्थमालोक्य वर्द्धमानः परं विषादमगमत् । तदर्थं च स्नेहार्द्रहृदयः त्रिरात्रं प्रयाणभङ्गमकरोत् । अथ तं विषण्णमालोक्य सार्थिकैरभिहितम् – “भोः श्रेष्ठिन्! किमेवं वृषभस्य कृते सिंहव्याघ्रसमाकुले बह्वपायेऽस्मिन् वने समस्तसार्थः त्वया सन्देहे नियोजितः । अथासौ तदवधार्य सञ्जीवकस्य रक्षापुरुषान् निरूप्य अशेषसार्थं नीत्वा प्रस्थितः । अथ रक्षापुरुषा अपि बह्वपायं तद्वनं विदित्वा सञ्जीवकं परित्यज्य पृष्ठतो गत्वा अन्येद्युस्तं सार्थवाहं मिथ्याहुः – “स्वामिन् । मृतोऽसौ सञ्जीवकोऽस्माभिस्तु सार्थवाहस्याभीष्ट इति मत्वा वह्निना संस्कृतः” इति तच्छ्रुत्वा सार्थवाहः कृतज्ञतया स्नेहार्द्रहृदयस्तस्य और्ध्वदेहिकक्रियाः वृषोत्सर्गादिकाः सर्वाश्चकार । सञ्जीवकोऽप्यायुःशेषतया यमुनासलिलमिश्रैः शिशिरतरवातैः आप्यायितशरीरः कथञ्चिदप्युत्थाय यमुनातटमुपपेदे । तत्र मरकतसदृशानि बालतृणाग्राणि भक्षयन् कतिपयैरहोभिर्हरवृषभ इव पीनः ककुच्चान् बलवाश्च संवृत्तः प्रत्यहं वल्मीकशिखराग्राणि शृंगाभ्यां विदारयन् गर्जमानः आस्ते । साधु चेदमुच्यते –

युगभङ्गं विधाय कः निषसाद ?

- (1) नन्दकः
- (2) वर्द्धमानः
- (3) सञ्जीवकः
- (4) सार्थिकः

[Question ID = 310][Question Description = S9\_Sanskrit\_Q130]

1. 1 [Option ID = 1237]
2. 2 [Option ID = 1238]
3. 3 [Option ID = 1239]
4. 4 [Option ID = 1240]

निम्नलिखितं गद्यांशं पठित्वा प्रश्नानां उत्तराणि समुचितं विकल्पं चित्वा दत्त ।

इत्येवं सम्प्रधार्य मथुरागामीनि भाण्डानि आदाय शुभायां तिथौ गुरुजनानुज्ञातः सुरथाधिरूढः प्रस्थितः । तस्य च मंगलवृषभौ सञ्जीवकनन्दकनामानौ गृहोत्पन्नौ धूर्वोढारौ स्थितौ । तयोरेकः सञ्जीवकाभिधानो यमुनाकच्छमवतीर्णः सन् पङ्कपूरमासाद्य कलितचरणो युगभंगं विधाय निषसाद । अथ तं तदवस्थमालोक्य वर्द्धमानः परं विषादमगमत् । तदर्थं च स्नेहार्द्रहृदयः त्रिरात्रं प्रयाणभंगमकरोत् । अथ तं विषण्णमालोक्य सार्थिकैरभिहितम् – “भोः श्रेष्ठिन् ! किमेवं वृषभस्य कृते सिंहव्याघ्रसमाकुले बह्वपायेऽस्मिन् वने समस्तसार्थः त्वया सन्देहे नियोजितः । अथासौ तदवधार्य सञ्जीवकस्य रक्षापुरुषान् निरूप्य अशेषसार्थं नीत्वा प्रस्थितः । अथ रक्षापुरुषा अपि बह्वपायं तद्वनं विदित्वा सञ्जीवकं परित्यज्य पृष्ठतो गत्वा अन्येद्युस्तं सार्थवाहं मिथ्याहुः – “स्वामिन् । मृतोऽसौ सञ्जीवकोऽस्माभिस्तु सार्थवाहस्याभीष्ट इति मत्वा वह्निना संस्कृतः” इति तच्छ्रुत्वा सार्थवाहः कृतज्ञतया स्नेहार्द्रहृदयस्तस्य और्ध्वदेहिकक्रियाः वृषोत्सर्गादिकाः सर्वाश्चकार । सञ्जीवकोऽप्यायुःशेषतया यमुनासलिलमिश्रैः शिशिरतरवातैः आप्यायितशरीरः कथञ्चिदप्युत्थाय यमुनातटमुपपेदे । तत्र मरकतसदृशानि बालतृणाग्राणि भक्षयन् कतिपयैरहोभिर्हरवृषभ इव पीनः ककुच्चान् बलवाश्च संवृतः प्रत्यहं वल्मीकशिखराग्राणि शृंगाभ्यां विदारयन् गर्जमानः आस्ते । साधु चेदमुच्यते –

सार्थवाहं सञ्जीवकस्य मृत्योर्विषये मिथ्या समाचारं के दत्तवन्तः ?

- (1) सार्थिकाः
- (2) रक्षापुरुषाः
- (3) राजपुरुषाः
- (4) वनवासिनः

[Question ID = 311][Question Description = S9\_Sanskrit\_Q131]

1. 1 [Option ID = 1241]
2. 2 [Option ID = 1242]
3. 3 [Option ID = 1243]
4. 4 [Option ID = 1244]

निम्नलिखितं गद्यांशं पठित्वा प्रश्नानां उत्तराणि समुचितं विकल्पं चित्वा दत्त ।

इत्येवं सम्प्रधार्य मथुरागामीनि भाण्डानि आदाय शुभायां तिथौ गुरुजनानुज्ञातः सुरथाधिरूढः प्रस्थितः । तस्य च मंगलवृषभौ सञ्जीवकनन्दकनामानौ गृहोत्पन्नौ धूर्वोढारौ स्थितौ । तयोरेकः सञ्जीवकाभिधानो यमुनाकच्छमवतीर्णः सन् पङ्कपूरमासाद्य कलितचरणो युगभंगं विधाय निषसाद । अथ तं तदवस्थमालोक्य वर्द्धमानः परं विषादमगमत् । तदर्थं च स्नेहार्द्रहृदयः त्रिरात्रं प्रयाणभंगमकरोत् । अथ तं विषण्णमालोक्य सार्थिकैरभिहितम् – “भोः श्रेष्ठिन्! किमेवं वृषभस्य कृते सिंहव्याघ्रसमाकुले बह्वपायेऽस्मिन् वने समस्तसार्थः त्वया सन्देहे नियोजितः । अथासौ तदवधार्य सञ्जीवकस्य रक्षापुरुषान् निरूप्य अशेषसार्थं नीत्वा प्रस्थितः । अथ रक्षापुरुषा अपि बह्वपायं तद्वनं विदित्वा सञ्जीवकं परित्यज्य पृष्ठतो गत्वा अन्येद्युस्तं सार्थवाहं मिथ्याहुः – “स्वामिन् । मृतोऽसौ सञ्जीवकोऽस्माभिस्तु सार्थवाहस्याभीष्ट इति मत्वा वह्निना संस्कृतः” इति तच्छ्रुत्वा सार्थवाहः कृतज्ञतया स्नेहार्द्रहृदयस्तस्य और्ध्वदेहिकक्रियाः वृषोत्सर्गादिकाः सर्वाश्चकार । सञ्जीवकोऽप्यायुःशेषतया यमुनासलिलमिश्रैः शिशिरतरवातैः आप्यायितशरीरः कथञ्चिदप्युत्थाय यमुनातटमुपपेदे । तत्र मरकतसदृशानि बालतृणाग्राणि भक्षयन् कतिपयैरहोभिर्हरवृषभ इव पीनः ककुच्चान् बलवाश्च संवृत्तः प्रत्यहं वल्मीकशिखराग्राणि शृंगाभ्यां विदारयन् गर्जमानः आस्ते । साधु चेदमुच्यते –

‘प्रयाण’ शब्दस्य कोऽर्थः ?

- (1) मृत्युः
- (2) वनम्
- (3) यात्रा
- (4) पङ्कम्

[Question ID = 312][Question Description = S9\_Sanskrit\_Q132]

1. 1 [Option ID = 1245]
2. 2 [Option ID = 1246]
3. 3 [Option ID = 1247]
4. 4 [Option ID = 1248]

5)

निम्नलिखितं गद्यांशं पठित्वा प्रश्नानां उत्तराणि समुचितं विकल्पं चित्वा दत्त ।

इत्येवं सम्प्रधार्य मथुरागामीनि भाण्डानि आदाय शुभायां तिथौ गुरुजनानुज्ञातः सुरथाधिरूढः प्रस्थितः । तस्य च मंगलवृषभौ सञ्जीवकनन्दकनामानौ गृहोत्पन्नौ धूर्वोदारौ स्थितौ । तयोरेकः सञ्जीवकाभिधानो यमुनाकच्छमवतीर्णः सन् पङ्कपूरमासाद्य कलितचरणो युगभंगं विधाय निषसाद । अथ तं तदवस्थमालोक्य वर्द्धमानः परं विषादमगमत् । तदर्थं च स्नेहार्द्रहृदयः त्रिरात्रं प्रयाणभंगमकरोत् । अथ तं विषण्णमालोक्य सार्थिकैरभिहितम् – “भोः श्रेष्ठिन्! किमेवं वृषभस्य कृते सिंहव्याघ्रसमाकुले बह्वपायेऽस्मिन् वने समस्तसार्थः त्वया सन्देहे नियोजितः । अथासौ तदवधार्य सञ्जीवकस्य रक्षापुरुषान् निरूप्य अशेषसार्थं नीत्वा प्रस्थितः । अथ रक्षापुरुषा अपि बह्वपायं तद्वनं विदित्वा सञ्जीवकं परित्यज्य पृष्ठतो गत्वा अन्येद्युस्तं सार्थवाहं मिथ्याहुः – “स्वामिन् । मृतोऽसौ सञ्जीवकोऽस्माभिस्तु सार्थवाहस्याभीष्ट इति मत्वा वह्निना संस्कृतः” इति तच्छ्रुत्वा सार्थवाहः कृतज्ञतया स्नेहार्द्रहृदयस्तस्य और्ध्वदेहिकक्रियाः वृषोत्सर्गादिकाः सर्वाश्चकार । सञ्जीवकोऽप्यायुःशेषतया यमुनासलिलमिश्रैः शिशिरतरवातैः आप्यायितशरीरः कथञ्चिदप्युत्थाय यमुनातटमुपपेदे । तत्र मरकतसदृशानि बालतृणाग्राणि भक्षयन् कतिपयैरहोभिर्हरवृषभ इव पीनः ककुच्चान् बलवाश्च संवृत्तः प्रत्यहं वल्मीकशिखराग्राणि शृंगाभ्यां विदारयन् गर्जमानः आस्ते । साधु चेदमुच्यते –

‘प्रस्थितः’ शब्दस्य निम्नलिखितेषु कः समानार्थी ?

- (1) व्यवस्थितः
- (2) अव्यवस्थितः
- (3) आगतः
- (4) गतः

[Question ID = 313][Question Description = S9\_Sanskrit\_Q133]

1. 1 [Option ID = 1249]
2. 2 [Option ID = 1250]
3. 3 [Option ID = 1251]
4. 4 [Option ID = 1252]

निम्नलिखितं गद्यांशं पठित्वा प्रश्नानां उत्तराणि समुचितं विकल्पं चित्वा दत्त ।

इत्येवं सम्प्रधार्य मथुरागामीनि भाण्डानि आदाय शुभायां तिथौ गुरुजनानुज्ञातः सुरथाधिरूढः प्रस्थितः । तस्य च मंगलवृषभौ सञ्जीवकनन्दकनामानौ गृहोत्पन्नौ धूर्वोदारौ स्थितौ । तयोरेकः सञ्जीवकाभिधानो यमुनाकच्छमवतीर्णः सन् पङ्कपूरमासाद्य कलितचरणो युगभंगं विधाय निषसाद । अथ तं तदवस्थमालोक्य वर्द्धमानः परं विषादमगमत् । तदर्थं च स्नेहार्द्रहृदयः त्रिरात्रं प्रयाणभंगमकरोत् । अथ तं विषण्णमालोक्य सार्थिकैरभिहितम् – “भोः श्रेष्ठिन्! किमेवं वृषभस्य कृते सिंहव्याघ्रसमाकुले बह्वपायेऽस्मिन् वने समस्तसार्थः त्वया सन्देहे नियोजितः । अथासौ तदवधार्य सञ्जीवकस्य रक्षापुरुषान् निरूप्य अशेषसार्थं नीत्वा प्रस्थितः । अथ रक्षापुरुषा अपि बह्वपायं तद्वनं विदित्वा सञ्जीवकं परित्यज्य पृष्ठतो गत्वा अन्येद्युस्तं सार्थवाहं मिथ्याहुः – “स्वामिन् । मृतोऽसौ सञ्जीवकोऽस्माभिस्तु सार्थवाहस्याभीष्ट इति मत्वा वह्निना संस्कृतः” इति तच्छ्रुत्वा सार्थवाहः कृतज्ञतया स्नेहार्द्रहृदयस्तस्य और्ध्वदेहिकक्रियाः वृषोत्सर्गादिकाः सर्वाश्चकार । सञ्जीवकोऽप्यायुःशेषतया यमुनासलिलमिश्रैः शिशिरतरवातैः आप्यायितशरीरः कथञ्चिदप्युत्थाय यमुनातटमुपपेदे । तत्र मरकतसदृशानि बालतृणाग्राणि भक्षयन् कतिपयैरहोभिर्हरवृषभ इव पीनः ककुच्चान् बलवाश्च संवृत्तः प्रत्यहं वल्मीकशिखराग्राणि शृंगाभ्यां विदारयन् गर्जमानः आस्ते । साधु चेदमुच्यते –

‘अकरोत्’ रूपमिदं कस्य लकारस्य ?

- (1) लट्लकारस्य
- (2) लङ्लकारस्य
- (3) लुङ्लकारस्य
- (4) विधिलिङ्लकारस्य

[Question ID = 314][Question Description = S9\_Sanskrit\_Q134]

1. 1 [Option ID = 1253]
2. 2 [Option ID = 1254]
3. 3 [Option ID = 1255]
4. 4 [Option ID = 1256]

निम्नलिखितं गद्यांशं पठित्वा प्रश्नानां उत्तराणि समुचितं विकल्पं चित्वा दत्त ।

इत्येवं सम्प्रधार्य मथुरागामीनि भाण्डानि आदाय शुभायां तिथौ गुरुजनानुज्ञातः सुरथाधिरूढः प्रस्थितः । तस्य च मंगलवृषभौ सञ्जीवकनन्दकनामानौ गृहोत्पन्नौ धूर्वोढारौ स्थितौ । तयोरेकः सञ्जीवकाभिधानो यमुनाकच्छमवतीर्णः सन् पङ्कजपूरमासाद्य कलितचरणो युगभंगं विधाय निषसाद । अथ तं तदवस्थमालोक्य वर्द्धमानः परं विषादमगमत् । तदर्थं च स्नेहार्द्रहृदयः त्रिरात्रं प्रयाणभंगमकरोत् । अथ तं विषण्णमालोक्य सार्थिकैरभिहितम् – “भोः श्रेष्ठिन्! किमेवं वृषभस्य कृते सिंहव्याघ्रसमाकुले बह्वपायेऽस्मिन् वने समस्तसार्थः त्वया सन्देहे नियोजितः । अथासौ तदवधार्य सञ्जीवकस्य रक्षापुरुषान् निरूप्य अशेषसार्थं नीत्वा प्रस्थितः । अथ रक्षापुरुषा अपि बह्वपायं तद्वनं विदित्वा सञ्जीवकं परित्यज्य पृष्ठतो गत्वा अन्येद्युस्तं सार्थवाहं मिथ्याहुः – “स्वामिन् । मृतोऽसौ सञ्जीवकोऽस्माभिस्तु सार्थवाहस्याभीष्ट इति मत्वा वह्निना संस्कृतः” इति तच्छ्रुत्वा सार्थवाहः कृतज्ञतया स्नेहार्द्रहृदयस्तस्य और्ध्वदेहिकक्रियाः वृषोत्सर्गादिकाः सर्वाश्चकार । सञ्जीवकोऽप्यायुःशेषतया यमुनासलिलमिश्रैः शिशिरतरवातैः आप्यायितशरीरः कथञ्चिदप्युत्थाय यमुनातटमुपपेदे । तत्र मरकतसदृशानि बालतृणाग्राणि भक्षयन् कतिपयैरहोभिर्हरवृषभ इव पीनः ककुच्चान् बलवाश्च संवृतः प्रत्यहं वल्मीकशिखराग्राणि शृंगाभ्यां विदारयन् गर्जमानः आस्ते । साधु चेदमुच्यते –

‘बह्वपाये’ इत्यत्र सन्धिविच्छेदः क्रियताम्

- (1) बहु + उपाये
- (2) बहु + अपाये
- (3) बहवी + अपाये
- (4) बहू + अपाये

[Question ID = 315][Question Description = S9\_Sanskrit\_Q135]

1. 1 [Option ID = 1257]
2. 2 [Option ID = 1258]
3. 3 [Option ID = 1259]
4. 4 [Option ID = 1260]

Topic:- Sanskrit\_Q136-150\_L2\_P2\_CTET

1)

कविताविषयकभाषाप्रयोगान्तर्गते दिवसमध्ये यः पूर्वं कृतः, छात्रैः किं शिक्षितं, इत्येतां स्थितिं ज्ञातुम् अध्यापकः पुनरीक्षते स्म । एतत्कृते स सम्पूर्णकक्षायाः विचारविमर्शम् प्रारब्धवान् । अयं विचारविमर्शः अस्ति –

- (1) प्रवचनम्
- (2) काव्यालोचनम्
- (3) रूपरेखा
- (4) पुनर्वीक्षणम्

[Question ID = 316][Question Description = S9\_Sanskrit\_Q136]

1. 1 [Option ID = 1261]
2. 2 [Option ID = 1262]
3. 3 [Option ID = 1263]
4. 4 [Option ID = 1264]

2) भाषा-अधिग्रहण-उपकरणम्-अस्ति

- (1) मस्तिष्कस्य भागः यां भाषां ग्रहितुं पूर्वतः प्रायोजितः अस्ति ।
- (2) मस्तिष्कस्य सः भागः यत्र भाषा संगृह्यते ।
- (3) तद् उपकरणं येन बाल्यकाले एकस्याः भाषायाः अधिकतराणां भाषाणां अधिगमः सम्भवः कृतः ।
- (4) तद् उपकरणं येन छात्राः नवीनैः शब्दैः सह अनुभवं कृतवन्तः ।

[Question ID = 317][Question Description = S9\_Sanskrit\_Q137]

1. 1 [Option ID = 1265]
2. 2 [Option ID = 1266]
3. 3 [Option ID = 1267]
4. 4 [Option ID = 1268]

3) पठन-अधिग्रहणार्थं कतमा संज्ञानात्मकयोग्यता इष्यते -

- (1) मानसिकप्रतिनिधित्वम्
- (2) मस्तिष्कसिद्धान्तः
- (3) भाष्यमाना भाषा
- (4) कल्पनाशक्ति :

[Question ID = 318][Question Description = S9\_Sanskrit\_Q138]

1. 1 [Option ID = 1269]
2. 2 [Option ID = 1270]
3. 3 [Option ID = 1271]
4. 4 [Option ID = 1272]

4) ध्वन्यात्मकज्ञानस्य काः तिस्रः अवस्थाः सन्ति ?

- (1) मात्राः, शब्दाः, वाक्यानि
- (2) ध्वनयः, स्वरोच्चता, स्वरशैली
- (3) गहनता, गतिः, लयः
- (4) मात्राः, अन्त्यानुप्रासः, ध्वनिग्रामाः (Phonemes)

[Question ID = 319][Question Description = S9\_Sanskrit\_Q139]

1. 1 [Option ID = 1273]
2. 2 [Option ID = 1274]
3. 3 [Option ID = 1275]
4. 4 [Option ID = 1276]

5)

कश्चिद् बालकः स्वपित्रा सह आपणं गच्छति। तस्य पिता गच्छन् मार्गचिह्नानि आपणचिह्नानि च दर्शयति, पठति च। अनेन तस्य निम्नलिखितस्य विकासे सहायता भविष्यति -

- (1) मुद्रणपरिचये
- (2) चिह्न (sign) भाषापरिचये
- (3) शिष्टाचार-परिचये
- (4) ध्वनिग्राम (phonemic) परिचये

[Question ID = 320][Question Description = S9\_Sanskrit\_Q140]

1. 1 [Option ID = 1277]
2. 2 [Option ID = 1278]
3. 3 [Option ID = 1279]
4. 4 [Option ID = 1280]

6)

चित्र-अध्ययन-प्रयोगाय अध्यापिका छात्रान् हस्तपत्राणि ददाति। एतानि चित्राणि बालकान् निम्नलिखिते सहायतां दास्यति -

- (1) भाषाविकासे
- (2) रेखाचित्रविकासे
- (3) शिष्टाचारविकासे
- (4) कलाविकासे

[Question ID = 321][Question Description = S9\_Sanskrit\_Q141]

1. 1 [Option ID = 1281]
2. 2 [Option ID = 1282]
3. 3 [Option ID = 1283]
4. 4 [Option ID = 1284]

7) निम्नलिखितेषु कतमं उदीयमान-साक्षरतायाः चिह्नं नास्ति -

- (1) बालकः एतज्जानाति यत् पठनक्रिया वामतः दक्षिणं प्रति भवति ।
- (2) बालकः सम्यग् रूपेण पठति ।
- (3) बालकः अनुभवति यद् अक्षराणि लेखनस्य प्रतिनिधित्वं कुर्वन्ति ।
- (4) बालकः सोद्देश्यं आरेखति ।

[Question ID = 322][Question Description = S9\_Sanskrit\_Q142]

1. 1 [Option ID = 1285]
2. 2 [Option ID = 1286]
3. 3 [Option ID = 1287]
4. 4 [Option ID = 1288]

8) आधारभूता साक्षरता निम्नलिखितस्य योग्यता अस्ति ।

- (1) वर्णमालायाः अक्षराणां अभिज्ञानम्
- (2) उपयुक्तध्वनिग्रामाणां परिचयः
- (3) पूर्णवाक्यानां लेखनम्
- (4) पठनं, लेखनं च

[Question ID = 323][Question Description = S9\_Sanskrit\_Q143]

1. 1 [Option ID = 1289]
2. 2 [Option ID = 1290]
3. 3 [Option ID = 1291]
4. 4 [Option ID = 1292]

9)

चतुर्थकक्षायाः पठनपरीक्षायाः सज्जीकरणे, अध्यापकः परामर्शः दीयते -

- (1) छात्रेभ्यः एतत्कथनं यत् 'परीक्षा अतिमहत्त्वपूर्णा अस्ति । तैः यथासम्भवं सर्वोत्तमं करणीयम्' ।
- (2) छात्राः निर्दिश्यन्तां यत् व्युत्क्रान्तानि वाक्यानि पठितपाठ्यानुसारं पुनः व्यवस्थापितव्यानि ।
- (3) छात्राः कथ्यन्तां यत् निर्देशः स्पष्टतया पठितव्यः तथा पठितपाठ्यस्य विषयमाश्रित्य शब्दसीमान्तर्गते एकः अनुच्छेदः लेखनीयः ।
- (4) परीक्षाविधिम् अनुसृत्य प्रश्नोत्तरस्य अभ्यासः छात्रैः कारणीयः ।

[Question ID = 324][Question Description = S9\_Sanskrit\_Q144]

1. 1 [Option ID = 1293]
2. 2 [Option ID = 1294]
3. 3 [Option ID = 1295]
4. 4 [Option ID = 1296]

10)

काचिद् अध्यापिका स्वछात्रान् बहुषु समूहप्रयोगेषु संलग्नान् करोति, यथा सामूहिकविचारविमर्शे, सामूहिकप्रायोजनासु, भूमिकानिर्वहणेषु इत्यादिषु एदादृशी सहपाठिभिः सह शिक्षणप्रक्रिया निम्नलिखितेषु केन समर्थिता -

- (1) स्किनरमहोदयेन
- (2) चौम्सकीमहोदयेन
- (3) वायगौत्स्कीमहोदयेन
- (4) पियाजेमहोदयेन

[Question ID = 325][Question Description = S9\_Sanskrit\_Q145]

1. 1 [Option ID = 1297]
2. 2 [Option ID = 1298]
3. 3 [Option ID = 1299]
4. 4 [Option ID = 1300]

11) निम्नलिखितेषु किं प्रभावशालिशिक्षणे आधारितम् अस्ति ?

- (1) अनुमानम्
- (2) सूचनालेखनम्
- (3) टिप्पणीलेखनम्
- (4) टिप्पणीग्रहणम्

[Question ID = 326][Question Description = S9\_Sanskrit\_Q146]

1. 1 [Option ID = 1301]
2. 2 [Option ID = 1302]
3. 3 [Option ID = 1303]
4. 4 [Option ID = 1304]

12)

यस्यां प्रक्रियायां छात्राणाम् आवश्यकता अस्ति – विचारोत्तेजनम्, व्यवस्था, प्रारूपम्, सम्पादनं तथा पुनर्वीक्षणं, सा प्रक्रिया विदधाति –

- (1) श्रवणकौशलम्
- (2) भाषणकौशलम्
- (3) पठनकौशलम्
- (4) लेखनकौशलम्

[Question ID = 327][Question Description = S9\_Sanskrit\_Q147]

1. 1 [Option ID = 1305]
2. 2 [Option ID = 1306]
3. 3 [Option ID = 1307]
4. 4 [Option ID = 1308]

13)

कश्चिद् अध्यापकः स्वछात्रान् पाठ्यं तूष्णीं पठितुं कथयति। अध्यापकरूपेण स छात्रान् निर्दिशेत् –

- (1) यदि ते कमपि शब्दं कठिनम् अनुभवन्ति, तदा ते अध्यापकं अगच्छन्तु।
- (2) प्रकरणानुसारं नवीनशब्दानां अर्थाः निष्कृष्टव्या तथा अर्थावबोधेन सह पठितव्याः।
- (3) पाठ्ये प्रयुक्ताः व्याकरणनियमाः रेखाङ्कितव्या तथा तेषु विशेषं ध्यानं दातव्यम्।
- (4) यदि ते पाठ्यस्य अर्थबोधं कर्तुं न शक्नुवन्ति तदापि पाठ्यं द्रुतगत्या पठितव्यम् तथा पाठ्यं निर्दिष्टकाले पठितव्यम्।

[Question ID = 328][Question Description = S9\_Sanskrit\_Q148]

1. 1 [Option ID = 1309]
2. 2 [Option ID = 1310]
3. 3 [Option ID = 1311]
4. 4 [Option ID = 1312]

14)

कश्चिद् भाषा-अध्यापकः स्वछात्रान् कथयति यत् ते कक्षायां समक्षं ग्रीष्मकालीन-अवकाशस्य स्मरणीयघटनाः वर्णयन्तु।  
भाषा-छात्रस्य कृते निम्नलिखितेषु कः विधिः सर्वोत्तमः अस्ति ?

- (1) स तान् कथयतु यत्ते स्वानुभवान् आङ्गलमाध्यमेन वर्णयन्तु।
- (2) स प्रयुक्तभाषाया प्रवाहे शुद्धतायाश्च विषये केन्द्रितो भवेत्।
- (3) स तान् गृहभाषायां स्वविचारान् प्रकटयितुं प्रोत्साहयेत्।
- (4) स पाठ्यक्रमं पूर्णतया पाठने केन्द्रितो भवेत्, न तु अन्यविषयेषु।

[Question ID = 329][Question Description = S9\_Sanskrit\_Q149]

1. 1 [Option ID = 1313]
2. 2 [Option ID = 1314]
3. 3 [Option ID = 1315]
4. 4 [Option ID = 1316]

15) उदीयमानलेखकेषु अध्यापकः उत्तमलेखनकौशलं विकासयितुं कथं शक्नोति ?

- (1) विषये स्पष्टनिर्देशं दत्त्वा शब्दसीमान्तर्गते भवितुं निर्दिशेत्।
- (2) छात्रैः यत् उत्तमं कृतं अध्यापकः तस्याः प्रशंसां कुर्यात् परिष्कर्तुं च स्वविचारान् कथयेत्।
- (3) सुन्दरलेखने लेखितुं निर्दिशेत्।
- (4) केवलं व्याकरण-त्रुटीः अधिकृत्य छात्रान् व्यापकं प्रतिपुष्टिं दद्यात्।

[Question ID = 330][Question Description = S9\_Sanskrit\_Q150]

1. 1 [Option ID = 1317]
2. 2 [Option ID = 1318]
3. 3 [Option ID = 1319]
4. 4 [Option ID = 1320]