

CTET SS L1 English L2 Sanskrit P2

Topic:- CDP_P2_CTET

1) Which of the following is a part of the domain of emotional development ?

- (1) Interpersonal Skills
- (2) Attention and Memory
- (3) Functioning of Body System
- (4) Perceptual and Motor Capacities

निम्न में से कौन से संवेगात्मक विकास का हिस्सा हैं ?

- (1) अंतर्व्यक्तिक कौशल
- (2) अवधान व स्मृति
- (3) शारिरिक प्रणाली की क्रिया
- (4) प्रतिबोधिक और गतिक कौशल

[Question ID = 1][Question Description = S10_CDP_Q001]

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

2) Which factors determine and influence development of children ?

- (i) Heredity
 - (ii) Physical environment
 - (iii) Socio-cultural factors
- (1) (i) and (iii)
 - (2) (i) and (ii)
 - (3) (ii) and (iii)
 - (4) (i), (ii) and (iii)

कौन से कारक बच्चों के विकास को निर्धारित व प्रभावित करते हैं ?

- (i) आनुवंशिकता
 - (ii) भौतिक वातावरण
 - (iii) सामाजिक-सांस्कृतिक कारक
- (1) (i) और (iii)
 - (2) (i) और (ii)
 - (3) (ii) और (iii)
 - (4) (i), (ii) और (iii)

[Question ID = 2][Question Description = S10_CDP_Q002]

1. 1 [Option ID = 5]
2. 2 [Option ID = 6]
3. 3 [Option ID = 7]
4. 4 [Option ID = 8]

3)

Assertion (A) : Motor co-ordination of children is not important for learning at the school.

Reason (R) : Learning and development are independent of each other.

Choose the **correct** option.

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

कथन (A) : स्कूल में सीखने के लिए बच्चों के गति कौशल का समन्वय महत्वपूर्ण नहीं है।

तर्क (R) : सीखना और विकास एक दूसरे से स्वतंत्र हैं।

सही विकल्प चुनें।

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

[Question ID = 3][Question Description = S10_CDP_Q003]

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

4)

What is the role of family and peers in the development and socialization of children in middle school ?

- (1) Both have no role.
- (2) Family does not have any role; peers have a significant role.
- (3) Peers do not have any role; family has a significant role.
- (4) Both have important though different roles.

माध्यमिक स्कूल में परिवार व समकक्षियों की बच्चों के विकास में क्या भूमिका है?

- (1) दोनों की कोई भूमिका नहीं है।
- (2) परिवार की कोई भूमिका नहीं है; समकक्षियों की महत्वपूर्ण भूमिका है।
- (3) समकक्षियों की कोई भूमिका नहीं है; परिवार की प्रमुख भूमिका।
- (4) दोनों की अलग-अलग परन्तु महत्वपूर्ण भूमिका है।

[Question ID = 4][Question Description = S10_CDP_Q004]

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

4. 4 [Option ID = 16]

5)

A student is able to interpret the logic of a verbal statement without questioning the validity of the statement in reality. According to Piaget at which stage of cognitive development is the student ?

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

एक विद्यार्थी शब्दिक कथन के तर्क को बिना वास्तविक परिस्थिति से सम्बन्धित किये विवेचित कर लेता है। पियाजे के अनुसार विद्यार्थी संज्ञानात्मक विकास की किस अवस्था में है ?

- (1) औपचारिक संक्रियात्मक अवस्था
- (2) पूर्व संक्रियात्मक अवस्था
- (3) मूर्त संक्रियात्मक अवस्था
- (4) संवेदी गामक अवस्था

[Question ID = 5][Question Description = S10_CDP_Q005]

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

6) As per Jean Piaget, children's thinking is _____ that of adults.

- (1) Qualitatively different from
- (2) Quantitatively different from
- (3) Inferior than
- (4) Superior than

जीन पियाजे के अनुसार, बच्चों की सोच वयस्कों _____ होती है।

- (1) से गुणात्मक रूप से भिन्न
- (2) से मात्रात्मक रूप से भिन्न
- (3) से कम
- (4) से बेहतर

[Question ID = 6][Question Description = S10_CDP_Q006]

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

7)

At which stage of Kohlberg's moral development do individuals believe that rules should involve mutual agreements and the rights of the individual should be protected ?

- (1) Instrumental purpose orientation
- (2) Punishment and obedience orientation
- (3) Social contract orientation
- (4) Good boy-good girl orientation

कोलबर्ग के नैतिक विकास के किस चरण में व्यक्तियों का मानना है कि नियमों में आपसी समझौते शामिल होने चाहिए और व्यक्ति के अधिकारों की रक्षा की जानी चाहिए?

- (1) यांत्रिक सापेक्षता अभिविन्यास
- (2) सजा और आज्ञाकारिता अभिविन्यास
- (3) सामाजिक अनुबंध अभिविन्यास
- (4) अच्छा लड़का-अच्छी लड़की अभिविन्यास

[Question ID = 7][Question Description = S10_CDP_Q007]

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

8)

In his _____ theory Lev Vygotsky proposed that learning is a process of co-construction of knowledge.

- (1) Behaviouristic
- (2) Socio-cultural
- (3) Information-processing
- (4) Psycho-dynamic

लेव व्यागोत्सकी ने _____ सिद्धान्त में प्रस्तावित किया कि सीखना ज्ञान के सह निर्माण की प्रक्रिया है।

- (1) व्यवहारवादी
- (2) सामाजिक सांस्कृतिक
- (3) सूचना के प्रसंस्करण
- (4) मनोगतिकी

[Question ID = 8][Question Description = S10_CDP_Q008]

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

9) An important classroom implication of Lev Vygotsky's theory is that :

- (1) Children should be expected to discover things completely on their own.
- (2) Children should be rewarded appropriately to increase desirable behaviour.
- (3) Children should be punished to decrease undesirable behaviour.
- (4) Children should be guided and assisted in their learning.

निम्न में से क्या लेव व्यागोत्सकी के सिद्धान्तों का उपयुक्त कक्षागत निहितार्थ है ?

- (1) बच्चों से अपेक्षा रखनी चाहिए कि वे पूर्ण रूप से खुद से चीजों को खोज पाएँगे।
- (2) बच्चों में वांछनीय व्यवहार को बढ़ावा देने के लिए उन्हें इनाम देने चाहिए।
- (3) बच्चों में अवांछनीय व्यवहार को कम करने के लिए सजा देनी चाहिए।
- (4) बच्चों का सीखने में मार्गदर्शन व सहायता करनी चाहिए।

[Question ID = 9][Question Description = S10_CDP_Q009]

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

10)

Roma helps Jaspreet solve a crossword puzzle by giving prompts and cues gradually reducing her support as Jaspreet becomes better at it. This is an example of :

- (1) Scaffolding
- (2) Observational Learning
- (3) Multiple Intelligence
- (4) Cognitive conflict

रोमा, जसप्रीत को एक क्रॉसवर्ड पहेली सुलझाने में संकेत व इशारे देकर मदद करती है जब तक जसप्रीत उसे करने में बेहतर न हो जाए। रोमा का धीरे-धीरे कर अपनी मदद कम करना, निम्न में से किसका उदाहरण है ?

- (1) पाड़
- (2) अनुकरण अधिगम
- (3) बहु बुद्धि
- (4) संज्ञानात्मक द्वंद्व

[Question ID = 10][Question Description = S10_CDP_Q010]

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

11)

Assertion (A) : In a progressive classroom the teacher should be diadactic and keep the children in control by maintaining 'pin-drop' silence.

Reason (R) : Children learn only when teachers exercise total control over 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 but (R) is not the correct explanation of (A).
- (3) (A) is true but (R) is false.
- (4) Both (A) and (R) are false.

कथन (A) : एक प्रगतिशील कक्षा में शिक्षिका को होना चाहिए और बच्चों को नियंत्रण में रखना चाहिए।

तर्क (R) : बच्चे तभी सीखते हैं जब शिक्षक उन पर पूर्ण रूप से नियंत्रण रखते हैं।

सही विकल्प चुनें।

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

[Question ID = 11][Question Description = S10_CDP_Q011]

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

12)

Individuals with _____ are able to make connections based on their prior knowledge and are drawn to categorization, patterning, and relationships between ideas.

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

_____ वाले व्यक्ति अपने पूर्व ज्ञान के आधार पर संबंध बनाने में सक्षम होते हैं और विचारों के बीच वर्गीकरण, पैटर्निंग और संबंधों को गहराई से देख पाते हैं।

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

[Question ID = 12][Question Description = S10_CDP_Q012]

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

13)

A teacher's remark in a co-education class to boys, "Be brave and don't behave weakly like girls" would encourage :

- (1) gender equity
- (2) gender stereotyping
- (3) gender role flexibility
- (4) gender equality

सह-शिक्षा कक्षा में लड़कों के लिए एक शिक्षक की टिप्पणी, “बहादुर बनो और लड़कियों की तरह कमजोर व्यवहार मत करो” किसको बढ़ावा देगा ?

- (1) जेंडर समता
- (2) जेंडर रूढ़िवादिता
- (3) जेंडर भूमिका में लचीलापन
- (4) जेंडर समानता

[Question ID = 13][Question Description = S10_CDP_Q013]

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

14)

Which of the following are key characteristics of Continuous and Comprehensive Evaluation ?

- (i) It's primary objective is to segregate and label childrens.
- (ii) It provides opportunities for teachers to reflect on their pedagogy.
- (iii) It incorporates assessment as a part of learning.
- (iv) It helps to promote learning by inducing fear and anxiety.

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

निम्न में से कौन सतत् एवं समग्र मुल्यांकन के प्रमुख अभिलक्षण हैं ?

- (i) इसका प्राथमिक उद्देश्य विद्यार्थियों का पृथक्करण व नामीकरण है।
- (ii) यह शिक्षकों को अपने शिक्षाशास्त्र पर मदद करने के अवसर देता है।
- (iii) यह मुल्यांकन को सीखने का हिस्सा मानता है।
- (iv) यह डर और चिंता पैदा करके सीखने को बढ़ाता है।

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

[Question ID = 14][Question Description = S10_CDP_Q014]

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

15)

Which of the following questions promotes critical thinking rather than mere recall of information ?

- (1) In which year was the last census held ?
- (2) Where was Mahatma Gandhi born ?
- (3) Who was the first President of India ?
- (4) How can democratic ideals be promoted in a society ?

निम्नलिखित में से कौन-सा प्रश्न समालोचनात्मक चिंतन को बढ़ावा देता है बजाए कि सूचनाओं के मात्र प्रत्यास्मरण को ?

- (1) आखिरी जनगणना किस वर्ष में हुई थी ?
- (2) महात्मा गाँधी का जन्म कहाँ हुआ था ?
- (3) भारत के प्रथम राष्ट्रपति कौन थे ?
- (4) समाज में लोकतांत्रिक आदर्शों को बढ़ावा कैसे दिया जा सकता है ?

[Question ID = 15][Question Description = S10_CDP_Q015]

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

16)

For successful inclusion of students belonging to disadvantaged groups the teachers should :

- (1) include aspects of their culture through various activities.
- (2) discourage them to take part in cultural activities and ask them to focus on studies.
- (3) encourage them to take part in cultural activities but not on studies.
- (4) gently ask the parents to enroll children in home tuitions.

वंचित समूहों के विद्यार्थियों के समावेशन को सफल बनाने के लिए, शिक्षकों को :

- (1) अलग-अलग प्रकार की गतिविधियों के माध्यम से उनकी संस्कृति के विभिन्न पहलुओं को शामिल करना चाहिए।
- (2) उन्हें सांस्कृतिक गतिविधियों में भाग लेने के लिए हतोत्साहित करना चाहिए और पढ़ाई पर ध्यान देने के लिए कहना चाहिए।
- (3) उन्हें सांस्कृतिक गतिविधियों में भाग लेने के लिए प्रोत्साहित करना चाहिए परन्तु पढ़ाई पर नहीं।
- (4) प्यार से उनके माता-पिता को उन्हें घर पर ट्यूशन पढ़ाने को कहना चाहिए।

[Question ID = 16][Question Description = S10_CDP_Q016]

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

17) A key pedagogical strategy to ensure inclusive education is :

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

समावेशी शिक्षा की प्रमुख शिक्षाशास्त्रीय रणनीति क्या है?

- (1) सहयोग
- (2) पृथक्करण
- (3) नकारात्मक भेद-भाव
- (4) नामीकरण

[Question ID = 17][Question Description = S10_CDP_Q017]

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

18)

A teacher should support inclusion of students belonging to disadvantaged groups by :

- (1) creating a classroom ethos where differences are accepted and every child is valued.
- (2) identifying children's academic abilities and always group children of same ability together.
- (3) segregation of children groups based on their caste.
- (4) promoting them to reproduce textbook knowledge even if it is meaningless to them.

एक शिक्षक को वंचित समूहों के विद्यार्थियों के समावेशन के लिए क्या करना चाहिए?

- (1) एक ऐसी कक्षा-नीति का निर्माण करना चाहिए जहाँ पर वैयक्तिक भिन्नताओं को स्वीकारा जाए और प्रत्येक बच्चे को महत्व दिया जाए।
- (2) बच्चों की शैक्षणिक क्षमताओं की पहचान करके समान क्षमताओं वाले बच्चों के समूह बनाए जाएँ।
- (3) बच्चों को उनकी जाति के आधार पर अलग-अलग समूहों में बाँटा जाए।
- (4) उन्हें पाठ्यपुस्तक-आधारित ज्ञान का पुनरुत्पादन करने के लिए बढ़ावा दिया जाए, भले ही वह उनके लिए अर्थहीन हो।

[Question ID = 18][Question Description = S10_CDP_Q018]

1. 1 [Option ID = 69]
2. 2 [Option ID = 70]
3. 3 [Option ID = 71]
4. 4 [Option ID = 72]

19)

A child's intelligence test score shows that she is above average, she is regular and active in class. Her mathematics grades and writing skill is good but when given the task of reading loudly her performance is poor, the child is likely to have :

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

एक बच्ची के बुद्धि परीक्षण के स्कोर यह दर्शाते हैं कि वह औसत से ऊपर है, वह कक्षा में नियमित तथा क्रियाशील है। उसके गणित के ग्रेड तथा लिखने का कौशल अच्छा है परन्तु जब उसे सुस्वर पाठन करने के लिये कहा जाता है तो उसका निष्पादन बुरा होता है। बच्ची में किसके लक्षण होने की संभावना है?

- (1) डिसग्रफिया
- (2) डिसकैल्क्यूलिया
- (3) डिस्लेक्सिया
- (4) स्वलीनता

[Question ID = 19][Question Description = S10_CDP_Q019]

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

20) What is creativity ?

- (1) Ability to repetitively perform an action without being bored.
- (2) Ability to rote memorize long passages.
- (3) Ability to think divergently.
- (4) Ability to copy and imitate others as it is.

रचनात्मकता क्या है?

- (1) बिना ऊब के किसी कार्य को बार-बार करने की क्षमता
- (2) लंबे गद्यांशों को रटने की क्षमता
- (3) अपसारी ढंग से सोचने की क्षमता
- (4) दूसरों की नकल ज्यों की त्यों करने की क्षमता

[Question ID = 20][Question Description = S10_CDP_Q020]

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

21) How is learning looked at in a socio-constructivist perspective ?

- (1) As active and social in character.
- (2) The process of passive acquisition of knowledge.
- (3) Relatively permanent change in behavior.
- (4) Conditioning between the stimulus and response.

सामाजिक-रचनात्मक परिप्रेक्ष्य में सीखने को किस प्रकार देखा जाता है?

- (1) सक्रिय और सामाजिक प्रक्रिया के रूप में
- (2) ज्ञान के निष्क्रिय अर्जन की प्रक्रिया
- (3) व्यवहार में अपेक्षाकृत स्थायी परिवर्तन
- (4) उत्तेजना और प्रतिक्रिया के बीच अनुबंध

[Question ID = 21][Question Description = S10_CDP_Q021]

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

22) _____ is an example of intrinsic motivation.

- (1) Studying to get first prize.
- (2) Learning to satisfy curiosity.
- (3) Completing work to get appreciation.
- (4) Coming first to get a bicycle.

आंतरिक अभिप्रेरण का उदाहरण क्या है?

- (1) प्रथम पुरस्कार पाने के लिए पढ़ना
- (2) अपनी उत्सुकता की संतुष्टि के लिए सीखना
- (3) सराहना पाने के लिए काम पूरा करना
- (4) साईकिल पाने के लिए प्रथम आना

[Question ID = 22][Question Description = S10_CDP_Q022]

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

23)

Assertion (A) : Effective teaching includes forming positive relationships with students and giving importance to their emotional needs.

Reason (R) : Emotions and learning are inter-related.

Choose the correct option.

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

कथन (A) : प्रभावी शिक्षण में छात्रों के साथ सकारात्मक संबंध बनाना और उनकी भावनात्मक जरूरतों को महत्व देना शामिल है।

तर्क (R) : भावनाएँ और सीखना परस्पर संबंधित हैं।

सही विकल्प चुनें।

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

[Question ID = 23][Question Description = S10_CDP_Q023]

1. 1 [Option ID = 89]
2. 2 [Option ID = 90]

3. 3 [Option ID = 91]
4. 4 [Option ID = 92]

24) Mastery oriented learners :

- (i) Set learning goals.
- (ii) Believe that ability is stable and permanent.
- (iii) Set very easy or no goals.
- (iv) Seek help and support to facilitate their learning.

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

महारत उन्मुखी विद्यार्थी :

- (i) सीखने के लिए लक्ष्य तय करते हैं
- (ii) मानते हैं कि क्षमता स्थिर व स्थायी है
- (iii) बहुत ही आसान लक्ष्य करते हैं या कोई लक्ष्य तय नहीं करते हैं
- (iv) अपने सीखने को सुसाध्य करने के लिए दूसरों की सहायता व मदद लेते हैं

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

[Question ID = 24][Question Description = S10_CDP_Q024]

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

25) Questioning by children :

- (1) Should be ignored.
- (2) Should be punished.
- (3) Should not be allowed.
- (4) Should be encouraged.

बच्चों के द्वारा प्रश्न पूछने :

- (1) को नजरअंदाज करना चाहिए।
- (2) पर उन्हें सजा होनी चाहिए।
- (3) की अनुमति नहीं दी जानी चाहिए।
- (4) को प्रोत्साहित किया जाना चाहिए।

[Question ID = 25][Question Description = S10_CDP_Q025]

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

26) Students learn effectively when the teacher :

- (1) does not have any expectations from them.
- (2) has very low expectations from them.
- (3) does not give any autonomy to the students.
- (4) focuses on the processes of inquiry through discovery learning.

विद्यार्थी प्रभावी तरीके से तब सीखते हैं जब शिक्षक :

- (1) उनसे किसी प्रकार की अपेक्षाएँ नहीं रखते हैं।
- (2) उनसे बहुत कम स्तर की अपेक्षाएँ रखते हैं।
- (3) उन्हें किसी तरह की स्वायत्तता प्रदान नहीं करते हैं।
- (4) खोज-अधिगम द्वारा अन्वेषण की प्रक्रियाओं पर ध्यान देते हैं।

[Question ID = 26][Question Description = S10_CDP_Q026]

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

27)

During the teaching-learning process, children are constantly encouraged by the teacher to create new knowledge through exploration, games, and various practical activities. This is an example of :

- (i) A progressive classroom in which children have the opportunity to learn by doing and their active participation.
 - (ii) A traditional classroom in which there is active participation of teacher rather than students in the teaching-learning process.
 - (iii) A classroom in which the teacher focuses on child-centered methods of learning rather than textbook knowledge.
 - (iv) A progressive classroom where the students are expected to be passive recipients of knowledge.
- (1) (i), (iii)
 - (2) (i), (ii)
 - (3) (iii), (iv)
 - (4) (ii), (iv)

शिक्षण अधिगम प्रक्रिया के दौरान शिक्षक द्वारा बच्चों को लगातार नए अन्वेषण, खेल और विभिन्न व्यावहारिक गतिविधियों के माध्यम से नया ज्ञान के सर्जन के लिए प्रोत्साहित किया जाता है। यह उदाहरण है :

- (i) एक प्रगतिशील कक्षा का जिसमें बच्चों को करके सीखने का अवसर एवं उनकी सक्रिय भागीदारी है।
- (ii) परंपरागत कक्षा का जिसमें शिक्षण अधिगम प्रक्रिया में शिक्षक की सक्रिय भागीदारी है।
- (iii) एक ऐसी कक्षा जिसमें शिक्षक किताबी ज्ञान से अलग हटकर बाल केंद्रित विधियों से अधिगम कराने को महत्व देता है।
- (iv) एक ऐसी कक्षा जिसमें शिक्षक को अधिगम कराने के अन्य तरीकों की जानकारी नहीं है।

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

[Question ID = 27][Question Description = S10_CDP_Q027]

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

28)

Assertion (A) : While teaching diverse group of learners a teacher should not have any discussion regarding the social and cultural context of students.

Reason (R) : Social and cultural contexts do not play any role in learning.

Choose the correct option.

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

अभिकथन (A) : शिक्षार्थियों के विविध प्रकार के समूह को पढ़ाते समय शिक्षक को उनके सामाजिक और सांस्कृतिक संदर्भ के बारे में किसी भी तरह की चर्चा नहीं करना चाहिए।

तर्क (R) : सामाजिक और सांस्कृतिक संदर्भ अधिगम में किसी भी प्रकार की भूमिका नहीं निभाते हैं।

सही विकल्प चुनें।

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

[Question ID = 28][Question Description = S10_CDP_Q028]

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

- 29) To facilitate deeper long lasting understanding amongst the students a teacher should :
- (1) Focus on memorisation of concepts.
 - (2) Use the methods of direct instruction.
 - (3) Make provisions for materials to facilitate learning by doing.
 - (4) Make verbal presentations and discourage questioning by children.

छात्रों के बीच गहरी संप्रत्यात्मक समझ को विकसित करने के लिए एक शिक्षक को :

- (1) अवधारणाओं को याद करने पर ध्यान देना चाहिए।
- (2) प्रत्यक्ष निर्देश के तरीकों का उपयोग करना चाहिए।
- (3) संसाधन के लिए प्रावधान करना चाहिए जिससे करके सीखने को सुसाधित किया जा सके।
- (4) मौखिक प्रस्तुतिकरण करना चाहिए और बच्चों को प्रश्न पूछने से हतोत्साहित करना चाहिए।

[Question ID = 29][Question Description = S10_CDP_Q029]

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

30)

Using diverse physical learning materials helps the children to make progression in learning concepts in the sequence of :

- (1) concrete to abstract
- (2) unfamiliar to familiar
- (3) higher-order to lower-order
- (4) complex to simple

विविध भौतिक शिक्षण सामग्री का उपयोग करने से बच्चों को सीखने की अवधारणाओं में किस क्रम में मदद मिलती है?

- (1) ठोस से अमूर्त
- (2) अपरिचित से परिचित
- (3) उच्च-क्रम से निचले क्रम
- (4) जटिल से सरल

[Question ID = 30][Question Description = S10_CDP_Q030]

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

Topic:- SS_P2_CTET

- 1) Sangam literature were composed and compiled in assemblies held in the city of :
- (1) Arikamedu
 - (2) Kaveripattinam
 - (3) Amaravati
 - (4) Madurai

संगम साहित्य की रचना एवं संकलन किस नगर के सम्मेलनों में की गई ?

- (1) अरिकामेदू
- (2) कावेरीपट्टीनम
- (3) अमरावती
- (4) मदुरै

[Question ID = 91][Question Description = S10_Social Science_Q031]

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

2)

Which of the following statements are true about Buddha ?

- (A) Buddha first taught his message at Sarnath.
- (B) Buddha taught his message in Sanskrit language.
- (C) Buddha taught people to be kind and to respect the lives of others, including animals.
- (D) Buddha believed that the results of our actions (called **Karma**), whether good or bad, affect us both in this life and the next.

Choose the appropriate option.

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

निम्नलिखित में से कौन से कथन बुद्ध के विषय में सही हैं ?

- (A) बुद्ध ने अपना सर्वप्रथम उपदेश सारनाथ में दिया था।
- (B) बुद्ध ने अपना उपदेश संस्कृत भाषा में दिया।
- (C) बुद्ध ने लोगों के दयालु होने तथा मनुष्यों के साथ-साथ जानवरों के जीवन का भी आदर करने की शिक्षा दी।
- (D) बुद्ध मानते थे कि हमारे कर्मों के परिणाम, चाहे वे अच्छे हों या बुरे, हमारे वर्तमान जीवन के साथ-साथ बाद के जीवन को भी प्रभावित करते हैं।

उपयुक्त विकल्प चुनें :

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

[Question ID = 92][Question Description = S10_Social Science_Q032]

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

3)

Read statements (A) and (B) and choose the correct option.

- (A) Under Alauddin Khalji the state brought the assessment and collection of land revenue under its own control.
- (B) The rights of the local chieftains to levy taxes continued and they were exempted from paying taxes.

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

कथनों (A) तथा (B) को पढ़ें तथा सही विकल्प चुने।

- (A) अलाउद्दीन खलजी के शासनकाल में भू-राजस्व के निर्धारण और वसूली के कार्य को राज्य अपने नियंत्रण में ले आया।
- (B) स्थानीय सामंतों द्वारा कर लगाने का अधिकार जारी रहा तथा उन्हें कर चुकाने से छूट दी गई।

विकल्प :

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

[Question ID = 93][Question Description = S10_Social Science_Q033]

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

4) Which of the following statements are true about the epic *Manimekalai* ?

- (A) It was written in Tamil.
- (B) It was composed by poet named Sattanar.
- (C) This describes the story of the daughter of Kovalan and Madhavi.
- (D) This was composed around 2500 years ago.

Options :

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

निम्नलिखित में से कौन से कथन **मणिमेखलई** महाकाव्य के विषय में सही हैं ?

- (A) यह तमिल में लिखा गया था।
- (B) यह सत्तनार नामक कवि द्वारा लिखा गया था।
- (C) उसमें कोवलन् तथा माधवी की बेटी की कहानी है।
- (D) यह लगभग 2500 वर्ष पूर्व लिखा गया था।

विकल्प :

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

[Question ID = 94][Question Description = S10_Social Science_Q034]

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

5) The Ahoms migrated to the Brahmaputra Valley from present day :

- (1) Bangladesh
- (2) Myanmar
- (3) Laos
- (4) Cambodia

अहोम लोग वर्तमान समय के _____ से आकर ब्रह्मपुत्र घाटी में आ बसे।

- (1) बांग्लादेश
- (2) म्यानमार
- (3) लाओस
- (4) कम्बोडिया

[Question ID = 95][Question Description = S10_Social Science_Q035]

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

6)

Which of the following statements are true about Surat from the sixteenth-seventeenth centuries ?

- (A) It was the gateway of trade with West Asia.
- (B) It was called the gate to Mecca as pilgrim ships sailed from here.
- (C) On an average five thousand ships of different countries could be found at any given time according to the English chronicler Ovington.

Options :

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

निम्नलिखित में से कौन सा कथन सोलहवीं-सत्रहवीं शताब्दियों के सूरत के संबंध में सही है ?

- (A) यह पश्चिमी एशिया के साथ व्यापार करने के लिए मुख्य-द्वार था।
- (B) इसे मक्का का प्रस्थान द्वार कहा जाता था, क्योंकि बहुत से हजयात्री जहाज से यहीं से रवाना होते थे।
- (C) अंग्रेज इतिहासकार ओविंगटन के अनुसार किसी भी समय पर भिन्न-भिन्न देशों के औसतन पाँच हजार जहाज इस बंदरगाह पर खड़े देखे जा सकते थे।

विकल्प :

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

[Question ID = 96][Question Description = S10_Social Science_Q036]

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

7)

Missionaries set up a mission at Serampore. This area was under the control of which of the following company ?

- (1) Danish East India Company
- (2) British East India Company
- (3) French East India Company
- (4) Portuguese East India Company

प्रचारकों ने सेरम्पोर में एक मिशन खोला। उस समय यह क्षेत्र निम्नलिखित में से किस कंपनी के अधीन था ?

- (1) डैनिश ईस्ट इंडिया कम्पनी
- (2) ब्रिटिश ईस्ट इंडिया कम्पनी
- (3) फ्रेंच ईस्ट इंडिया कम्पनी
- (4) पुर्तगीज ईस्ट इंडिया कम्पनी

[Question ID = 97][Question Description = S10_Social Science_Q037]

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

- 8) In the colonial period the British approach to tribals was such that _____.
- (1) their life continued as it was before colonisation.
 - (2) tribal chiefs retained administrative power over their areas.
 - (3) tribal chiefs retained titles over clusters of villages.
 - (4) rights over forest produce remained with adivasi people

औपनिवेशिक काल में अंग्रेजों का आदिवासियों की तरफ व्यवहार ऐसा था कि :

- (1) उनका जीवन उपनिवेश से पहले जैसा था वैसा ही चलता रहा।
- (2) आदिवासी मुखियाओं ने अपने क्षेत्रों पर प्रशासनिक अधिकार बनाए रखा।
- (3) आदिवासी मुखियाओं ने गाँवों के समूहों पर मालिकाना अधिकार बनाए रखा।
- (4) वन उत्पाद पर अधिकार आदिवासी लोगों के पास ही रहे।

[Question ID = 98][Question Description = S10_Social Science_Q038]

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

- 9) Match the following :

Coloumn I	Coloumn II
(a) Calcutta Madarsa	(i) 1791
(b) Banaras Sanskrit College	(ii) 1781
(c) English Education Act	(iii) 1854
(d) Wood's Despatch	(iv) 1835

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

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

मिलान करें :

कॉलम - I

- (a) कलकत्ता मदरसा
- (b) बनारस संस्कृत कॉलेज
- (c) अंग्रेजी शिक्षा अधिनियम
- (d) वुड्स डिस्पैच

कॉलम - II

- (i) 1791
- (ii) 1781
- (iii) 1854
- (iv) 1835

सही उत्तर का चुनाव करें :

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

[Question ID = 99][Question Description = S10_Social Science_Q039]

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

10) Gulamgiri, a book meaning slavery, was written by :

- (1) Mahatma Gandhi
- (2) B.R. Ambedkar
- (3) Jyotirao Phule
- (4) Raja Ram Mohan Roy

गुलामगीरी, एक पुस्तक जिसका अर्थ है गुलामी, किस ने लिखी थी ? सही उत्तर चुनें :

- (1) महात्मा गाँधी
- (2) बी.आर. अंबेडकर
- (3) ज्योतिराव फुले
- (4) राजा राम मोहन रॉय

[Question ID = 100][Question Description = S10_Social Science_Q040]

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

11)

Read the statements (A) and (B) considering the vision of national art :

- (A) : In Bengal, a new group of nationalist artists gathered around Abanindranath Tagore.
(B) : They rejected the art of Ravi Varma as imitative and westernised, and declared that such a style was unsuitable for depicting the nation's ancient myth and legends.

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

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

राष्ट्रीय कला की छवि के संदर्भ में कथन (A) एवं (B) को पढ़ें :

- (A) : बंगाल में राष्ट्र कलाकारों का एक नया समूह अबनिंद्रनाथ टैगोर के इर्द-गिर्द जुटने लगा ।
(B) : इस समूह के कलाकारों ने रवि वर्मा की कला को नकल आधारित और पश्चिमी रंग-ढंग की कहकर खारिज कर दिया और ऐलान किया कि इस तरह की शैली राष्ट्र के प्राचीन मिथकों और जनश्रुतियों को चित्रित करने के लिए उपयुक्त नहीं है ।

सही उत्तर का चुनाव करें :

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

[Question ID = 101][Question Description = S10_Social Science_Q041]

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

12)

Pandit, Look in your heart for knowledge
tell me where untouchability came from,
since you believe in it. Mix red juice, white juice and air
a body bakes in a body . . .
we eat by touching, we wash by touching, from a touch
the world was born.

So who's untouched, asks Kabir ?

Only she who is free from delusion

How do think the teacher should interpret the poem to her/his students ?

- (1) Concept of purity and pollution is inherited by birth.
- (2) Purity and pollution is determined by the nature of work.
- (3) The idea of untouchability is a social construct and is determined by our thoughts and beliefs.
- (4) Asymmetry among social groups is crucial for society to function.

पंडित देखहु मन में जानी।

कहु धौं छूति कहाँ से उपजी, तबहिं छूति तुम मानी॥

...

एकहि पाट सकल बैठाए, छूति लेत धौं काकी।

छूतिहि जेवन छूतिहि अँचवन, छूतिहि जग उपजाया।

कहैं कबीर ते छूति विवरजित, जाके संग न माया।

आपके विचार में शिक्षक को इस दोहे की व्याख्या छात्रों के समक्ष किस प्रकार करनी चाहिए ?

- (1) पवित्रता तथा अपवित्रता की अवधारणा जन्म से ही विरासत मिलती है।
- (2) पवित्रता तथा अपवित्रता कार्य की प्रकृति से निर्धारित होते हैं।
- (3) अस्पृश्यता का विचार एक सामाजिक रचना है तथा हमारे विचारों और धारणाओं से निर्धारित होती है।
- (4) सामाजिक समूहों के बीच विषमता समाज को क्रियाशील बनाए रखने में निर्णायक भूमिका निभाती है।

[Question ID = 102][Question Description = S10_Social Science_Q042]

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

13)

As a leader of the moderates in the National movement against British rule, which of the following methods would you have employed ?

- (1) Boycotting British goods and attacking British property.
- (2) Arguing for self rule in anti-British gatherings.
- (3) Petitioning the rulers to draw attention to injustice faced by Indians.
- (4) Organising uprisings in Chittagong.

ब्रिटिश शासन के विरुद्ध राष्ट्रीय आंदोलन में मध्यमार्गियों के नेता के रूप में आप निम्नलिखित में से किन विधियों को अपनाते ?

- (1) अंग्रेजी सामान का बहिष्कार और अंग्रेजी संपत्तियों पर हमला करना।
- (2) ब्रिटिश विरोधी बैठकों में स्वःशासन के लिए बहस करना।
- (3) भारतीयों पर ही रहे अन्याय की ओर ध्यान आकर्षित करने के लिए शासकों से याचना करना।
- (4) चित्तगोंग में विद्रोह का आयोजन करना।

[Question ID = 103][Question Description = S10_Social Science_Q043]

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

14) What constituted the mixed economy model that India adopted after Independence ?

- (1) Modern and traditional industries
- (2) Public and Private sector
- (3) Agriculture and Industries
- (4) Foreign and domestic investment

‘मिश्रित अर्थव्यवस्था’ मॉडल, जो भारत ने स्वतंत्रता के बाद अपनाया, वह किन से बना था ?

- (1) आधुनिक एवं परंपरागत उद्योग
- (2) सार्वजनिक एवं निजी क्षेत्र
- (3) कृषि एवं उद्योग
- (4) विदेशी एवं घरेलू निवेश

[Question ID = 104][Question Description = S10_Social Science_Q044]

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

15) Arrange the following continents in descending order of size :
South America, Africa, Antarctica, Europe, North America
Choose the **correct** option.

- (1) North America, Africa, South America, Europe, Antarctica
- (2) Africa, South America, North America, Europe, Antarctica
- (3) Africa, North America, South America, Antarctica, Europe
- (4) Africa, North America, South America, Europe, Antarctica

निम्नलिखित महाद्वीपों को आकार के अवरोही क्रम में लिखिए।

दक्षिणी अमेरिका, अफ्रीका, अंटार्कटिका, यूरोप, उत्तरी अमेरिका

सही विकल्प का चुनाव कीजिए।

- (1) उत्तरी अमेरिका, अफ्रीका, दक्षिणी अमेरिका, यूरोप, अंटार्कटिका
- (2) अफ्रीका, दक्षिणी अमेरिका, उत्तरी अमेरिका, यूरोप, अंटार्कटिका
- (3) अफ्रीका, उत्तरी अमेरिका, दक्षिणी अमेरिका, अंटार्कटिका, यूरोप
- (4) अफ्रीका, उत्तरी अमेरिका, दक्षिणी अमेरिका, यूरोप, अंटार्कटिका

[Question ID = 105][Question Description = S10_Social Science_Q045]

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

16) The Antarctic circle is located at :

- (1) $23 \frac{1}{2}^{\circ}$ S
- (2) $66 \frac{1}{2}^{\circ}$ S
- (3) $25 \frac{1}{2}^{\circ}$ S
- (4) $50 \frac{1}{2}^{\circ}$ S

दक्षिण ध्रुव वृत्त अवस्थित है :

- (1) $23 \frac{1}{2}^{\circ}$ द.
- (2) $66 \frac{1}{2}^{\circ}$ द.
- (3) $25 \frac{1}{2}^{\circ}$ द.
- (4) $50 \frac{1}{2}^{\circ}$ द.

[Question ID = 106][Question Description = S10_Social Science_Q046]

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

17)

Which of the following concept is required to understand and calculate time of a particular place ?

- (1) Revolution of earth
- (2) Longitude of the place and its relative direction from Greenwich
- (3) Latitude of the place and its relative direction from Greenwich
- (4) Longitude of the place, its relative direction from Greenwich and time at Greenwich

किसी स्थान विशेष पर समय की समझ व गणना हेतु निम्नलिखित में से किस पूर्व-संप्रत्यय की आवश्यकता होगी ?

- (1) पृथ्वी का परिक्रमण
- (2) स्थान विशेष का देशांतर और ग्रीनिच से उसकी तुलनात्मक दिशा
- (3) स्थान विशेष का अक्षांश और ग्रीनिच से उसकी तुलनात्मक दिशा
- (4) स्थान विशेष का देशांतर, ग्रीनिच से उसकी तुलनात्मक दिशा और ग्रीनिच पर समय

[Question ID = 107][Question Description = S10_Social Science_Q047]

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

18)

The earth rotates 360° in about 24 hours, which means 15° an hour, so when it is 12 midnight at Greenwich, the time at 15° W of Greenwich will be :

- (1) 1 PM
- (2) 1 AM
- (3) 11 PM
- (4) 11 AM

पृथ्वी लगभग 24 घंटे में अपने अक्ष पर 360° घूम जाती है, अर्थात् वह 1 घंटे में 15° घूमती है। इस प्रकार जब ग्रीनिच में रात के 12 बजते हैं, तब ग्रीनिच से 15° पश्चिम में समय होगा :

- (1) 1 अपराह्न
- (2) 1 पूर्वाह्न
- (3) 11 अपराह्न
- (4) 11 पूर्वाह्न

[Question ID = 108][Question Description = S10_Social Science_Q048]

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

19) Match the following and identify the correct tropical grassland :

- (1) Central Asia - Steppe
- (2) South Africa - Veld
- (3) Argentina - Pampas
- (4) Brazil - Campos

निम्न में से कौन सा उष्णकटिबंधीय घास का मैदान है ?

- (1) मध्य एशिया - स्टेपी
- (2) दक्षिण अफ्रीका - वेल्ड
- (3) अर्जेन्टीना - पैंपास
- (4) ब्राजील - कंपोस

[Question ID = 109][Question Description = S10_Social Science_Q049]

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

20) Consider the following statements about 'Ladakh' :

- (A) Ladakh is a cold desert.
- (B) Ladakh is at low altitude thus climate is extremely cold and dry.
- (C) Due to high aridity, the vegetation is sparse in Ladakh.

Choose the correct option.

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

‘लद्दाख’ के बारे में निम्न कथनों पर विचार कीजिए।

- (A) लद्दाख एक ठंडा रेगिस्तान है।
- (B) लद्दाख कम ऊँचाई पर होने के कारण यहाँ की जलवायु अत्यधिक ठंडी तथा शुष्क होती है।
- (C) लद्दाख में उच्च शुष्कता के कारण वनस्पति विरल है।

सही विकल्प का चुनाव कीजिए।

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

[Question ID = 110][Question Description = S10_Social Science_Q050]

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

21) Which of the following is/are correctly matched ?

Layer of Earth	Content
(A) Continental Mass	- Silica and Magnesium
(B) Oceanic Crust	- Silica and alumina
(C) Core	- Nickel and Iron

Choose the correct option.

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

निम्न में से कौन सा/से युग्म सही सुमेलित हैं?

पृथ्वी की परत	मूल तत्व
(A) महाद्वीपीय संहति	- सिलिका एवं मैग्नीशियम
(B) महासागरीय पर्पटी	- सिलिका एवं एलुमिना
(C) कोर/क्रोड	- निकल व लोहा

सही विकल्प का चुनाव कीजिए।

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

[Question ID = 111][Question Description = S10_Social Science_Q051]

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

22) Which of the following is an example of seasonal winds ?

- (1) Monsoon in India
- (2) Loo of Northern plains of India
- (3) Easterlies
- (4) Westerlies

निम्नलिखित में से कौन सा मौसमी पवनों का उदाहरण है ?

- (1) भारत में मॉनसूनी पवनें
- (2) भारत के उत्तरी मैदानों की लू
- (3) पूर्वी पवनें
- (4) पश्चिमी पवनें

[Question ID = 112][Question Description = S10_Social Science_Q052]

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

23)

Read the statements made by students A, B and C after a geography class on water and choose the **correct** option.

Student (A) : 'Waves are formed when winds scrape the water across ocean surface'.

Student (B) : 'Tsunami is caused by winds blowing at high speeds'.

Student (C) : 'Tides are a type of waves'.

Options :

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

भूगोल की कक्षा के पश्चात विद्यार्थियों द्वारा जल पर बनाए गए कथनों A, B और C को पढ़िए तथा सही विकल्प का चयन कीजिए।

विद्यार्थी (A) : 'जब तेज वायु सागर के पूरे सतह पर जल को रगड़ती हैं तब तरंगे उत्पन्न होती हैं'।

विद्यार्थी (B) : 'तेज वायु चलने पर सुनामी उत्पन्न होती है'।

विद्यार्थी (C) : 'ज्वार-भाटा तरंगों के प्रकार हैं'।

विकल्प :

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

[Question ID = 113][Question Description = S10_Social Science_Q053]

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

24) Which one of the following industries rose in the Velds ?

- (1) Wool industry due to sheep rearing
- (2) Wool industry due to yak rearing
- (3) Leather industry due to camel rearing
- (4) Agriculture industry due to wheat Production

इनमें से कौन सा उद्योग वेल्ड में विकसित हुआ ?

- (1) भेड़ पालन के कारण ऊनी उद्योग
- (2) याक पालन के कारण ऊनी उद्योग
- (3) ऊंट पालन के कारण चमड़ा उद्योग
- (4) गेहूं उत्पादन के कारण कृषि आधारित उद्योग

[Question ID = 114][Question Description = S10_Social Science_Q054]

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

25)

Consider the statements (A) and (B) and choose the correct answer :

(A) : Kolar mines are among the deepest in the world which makes mining of the ore a very expensive process.

(B) : Karnataka has deposits of gold in India.

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

कथन (A) और (B) पर विचार करें और सही उत्तर का चयन करें।

(A) : कोलार की खानें विश्व की गहरी खानों में से हैं जो अयस्क के खनन को बहुत खर्चीली प्रक्रिया बनाती हैं।

(B) : कर्नाटक में सोने के निक्षेप हैं।

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 = 115][Question Description = S10_Social Science_Q055]

1. 1 [Option ID = 457]

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

- 26) What is a common feature of Biogas and Firewood ?
- (1) Both takes almost same time of formation.
 - (2) Both are non conventional energy.
 - (3) Both can cause greenhouse effect.
 - (4) Both have similar kind of by-product during their formation.

बायो-गैस और ईंधन में समान लक्षण क्या हैं ?

- (1) दोनों को बनने में लगभग समान समय लगता है।
- (2) दोनों गैर परंपरागत ऊर्जा के स्रोत हैं।
- (3) दोनों हरित गृह प्रभाव का कारण बन सकती हैं।
- (4) दोनों के बनने की प्रक्रिया में समान प्रकार के सहउत्पाद बनते हैं।

[Question ID = 116][Question Description = S10_Social Science_Q056]

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

- 27)
- Which of the following features can be associated with intensive subsistence agriculture ?
- (A) Small plots and simple tools
 - (B) Thick populated area
 - (C) Semi arid area
 - (D) Climate with large number of days with sunshine

Options :

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

निम्नलिखित में से कौन सी विशिष्टता गहन निर्वाह कृषि से सम्बद्ध हैं ?

- (A) छोटे भूखण्ड और साधारण औजारों
- (B) सघन जनसंख्या वाले क्षेत्र
- (C) अर्धशुष्क क्षेत्र
- (D) अधिक धूप वाले दिनों से युक्त जलवायु

विकल्प :

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

[Question ID = 117][Question Description = S10_Social Science_Q057]

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

28) Which among the following is **not** an example of diversity but inequality ?

- (1) Difference of religion
- (2) Difference of mother tongue
- (3) Difference of economic status
- (4) Difference of food habits

निम्नलिखित में से क्या विविधता नहीं बल्कि असमानता का एक उदाहरण है ?

- (1) धर्म का अंतर
- (2) मातृभाषा का अंतर
- (3) आर्थिक स्तर का अंतर
- (4) खाद्य संबंधी आदतों का अंतर

[Question ID = 118][Question Description = S10_Social Science_Q058]

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

- 29) Prejudice would mean :
- (A) Judging people negatively.
 - (B) Seeing some people as inferior.
 - (C) Fixing people into one image.
- Choose the appropriate answer.
- (1) Only (A)
 - (2) Only (A) and (B)
 - (3) Only (B) and (C)
 - (4) Only (A) and (C)

पूर्वाग्रह का अर्थ होगा :

- (A) लोगों के बारे में नकारात्मक राय बनाना।
- (B) लोगों को हीनता की दृष्टि से देखना।
- (C) लोगों को एक ही छवि में बाँधना

उपयुक्त विकल्प का चुनाव कीजिए।

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

[Question ID = 119][Question Description = S10_Social Science_Q059]

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

- 30) Which among the following is **not** a law enacted by the Indian Parliament ?
- (1) Sedition Act
 - (2) Domestic Violence Act
 - (3) Street Vendors Act
 - (4) Hindu Succession Act

निम्नलिखित में से कौन सा कानून भारतीय संसद द्वारा पारित नहीं किया गया है ?

- (1) राजद्रोह का कानून
- (2) घरेलू हिंसा अधिनियम
- (3) स्ट्रीट वेंडर्स/पथ विक्रेता विनियम अधिनियम
- (4) हिन्दू उत्तराधिकार अधिनियम

[Question ID = 120][Question Description = S10_Social Science_Q060]

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

31)

Read the following statements :

- (A) Dispute with respect to allocation of GST to a state is matter of dispute between two states.
- (B) Dispute regarding sharing of river water is a matter of dispute between two states.

Select the correct answer :

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

निम्नलिखित कथनों को पढ़िए :

- (A) एक राज्य को GST (वस्तु एवं सेवा कर) के वितरण से संबंधित विवाद दो राज्यों के बीच विवाद का मामला है।
- (B) नदी के जल के बँटवारे से संबंधित विवाद दो राज्यों के बीच विवाद का मामला है।

सही उत्तर का चयन कीजिए।

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

[Question ID = 121][Question Description = S10_Social Science_Q061]

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

32)

Identify the term more likely to be associated with migrant workers in Indian towns and cities :

- (1) Organised workforce
- (2) Labour chowk
- (3) Landlords
- (4) Skilled technician

निम्नलिखित में से कौन सी शब्दावली भारत के शहरों के प्रवासी मजदूरों को दर्शाती है?

- (1) संगठित कार्यबल
- (2) लेबर चौक
- (3) भू मालिक
- (4) प्रशिक्षित तकनीशियन

[Question ID = 122][Question Description = S10_Social Science_Q062]

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

33) What is putting out system ?

- (1) An arrangement between the slave and the master
- (2) An arrangement between the merchant and the weavers
- (3) An arrangement between the government and the weavers
- (4) An arrangement between the farmers and the moneylender

दादन व्यवस्था क्या है ?

- (1) दास व स्वामी के बीच की व्यवस्था
- (2) व्यापारी व बुनकरों के बीच की व्यवस्था
- (3) सरकार व बुनकरों के बीच की व्यवस्था
- (4) किसानों व साहूकारों के बीच की व्यवस्था

[Question ID = 123][Question Description = S10_Social Science_Q063]

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

34)

Read the following statements on democracy in India.

(A) A democracy must be based on a free and fair election.

(B) In a democracy the final decision making power must rest with those elected by the people.

Choose the **correct** option :

- (1) (A) is correct, (B) is incorrect
- (2) (A) is incorrect, (B) is correct
- (3) (A) and (B) both correct
- (4) (A) and (B) both incorrect

भारत में लोकतंत्र पर निम्न कथनों को पढ़िए :

(A) लोकतंत्र मुक्त एवं निर्पक्ष चुनाव पर आधारित होना चाहिए।

(B) लोकतंत्र में अंतिम निर्णय लेने का अधिकार जनता द्वारा चुने गए व्यक्तियों के पास ही होनी चाहिए।

सही विकल्प का चयन कीजिए ।

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

[Question ID = 124][Question Description = S10_Social Science_Q064]

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

35)

Read the following statements and choose the correct option.

(A) Ronit's uncle wants him to score more so that he has good chances of securing a job.

(B) Laxmi Lakra (27) became the first woman engine driver for Northern Railways.

Which of the above statements can be used as an example of 'breaking gender stereotypes' ?

Options :

(1) Only (A)

(2) Only (B)

(3) Both (A) and (B)

(4) Neither (A) nor (B)

(A) रोनित के अंकल चाहते हैं कि वह अधिक अंक अर्जित करे ताकि उसके पास नौकरी प्राप्त करने के अच्छे अवसर हों।

(B) लक्ष्मी लकड़ा (27) भारतीय रेलवे में पहली महिला इंजन चालक बनी थीं।

उपरोक्त कथनों में से कौन से कथन को 'रूढ़ीबद्ध धारणाओं को तोड़ने' के उदाहरण के रूप में उपयोग कर सकते हैं?

विकल्प :

(1) केवल (A)

(2) केवल (B)

(3) (A) और (B) दोनों

(4) (A) और (B) दोनों नहीं

[Question ID = 125][Question Description = S10_Social Science_Q065]

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

36) Right to Health in India is recognized as a part of which fundamental right ?

(1) Freedom

(2) Equality

(3) Life

(4) Privacy

भारत में स्वास्थ्य के अधिकार को किस मौलिक अधिकार के एक प्रकार के रूप में मान्यता प्राप्त है?

(1) स्वतंत्रता

(2) समानता

(3) जीवन

(4) निजता

[Question ID = 126][Question Description = S10_Social Science_Q066]

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

37)

The provisions of Fundamental Rights and the Directive Principles of State Policy in Indian constitution seeks to establish :

- (A) Political democracy
- (B) Socio-economic democracy
- (C) Welfare state
- (D) Police state

Choose the correct option :

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

भारतीय संविधान में मौलिक अधिकार एवं नीति-निर्देशक तत्व स्थापित करना चाहते हैं :

- (A) राजनीतिक लोकतंत्र
- (B) सामाजिक-आर्थिक लोकतंत्र
- (C) कल्याणकारी राज्य
- (D) पुलिस राज्य

सही विकल्प का चयन कीजिए :

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

[Question ID = 127][Question Description = S10_Social Science_Q067]

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

38) Who presides over the Supreme Court of India ?

- (1) The President of India
- (2) The Judge of the Federal Court of India
- (3) The Chief Justice of India
- (4) The Attorney General of India

भारत के उच्चतम न्यायालय का मुखिया कौन होता है ?

- (1) भारत के राष्ट्रपति
- (2) फेडरल कोर्ट आफ इंडिया के न्यायाधीश
- (3) भारत के मुख्य न्यायाधीश
- (4) भारत के महान्यायवादी

[Question ID = 128][Question Description = S10_Social Science_Q068]

1. 1 [Option ID = 509]
2. 2 [Option ID = 510]
3. 3 [Option ID = 511]
4. 4 [Option ID = 512]

39) Which was the first state of India to introduce the mid-day meal scheme ?

- (1) Andhra Pradesh
- (2) Kerala
- (3) Tamil Nadu
- (4) Maharashtra

मध्याह्न भोजन कार्यक्रम शुरू करने वाला पहला भारतीय राज्य कौन था ?

- (1) आन्ध्र प्रदेश
- (2) केरल
- (3) तमिल नाडु
- (4) महाराष्ट्र

[Question ID = 129][Question Description = S10_Social Science_Q069]

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

40)

The Indian government has developed and implemented various schemes for attaining Sustainable Development Goals. Which of the following SDG is being addressed by Mid-day meal scheme ?

- (1) Goal - 01
- (2) Goal - 02
- (3) Goal - 03
- (4) Goal - 04

सतत विकास लक्ष्यों की प्राप्ति हेतु भारत सरकार कई योजनाओं का विकास व कार्यान्वयन कर रही है। मध्याह्न भोजन योजना के द्वारा वह किस सतत विकास लक्ष्य को पूरा करने की कोशिश कर रही है ?

- (1) लक्ष्य - 01
- (2) लक्ष्य - 02
- (3) लक्ष्य - 03
- (4) लक्ष्य - 04

[Question ID = 130][Question Description = S10_Social Science_Q070]

1. 1 [Option ID = 517]
2. 2 [Option ID = 518]
3. 3 [Option ID = 519]
4. 4 [Option ID = 520]

41)

Choose the most appropriate answer.

The purpose of assessment in social science is :

- (1) To facilitate streaming of the students in terms of their learning levels.
- (2) To appraise students' perceptivity and ability to understand and connect their learnings with lived realities.
- (3) To test the writing skills of students.
- (4) To evaluate the students' retention capacity.

सर्वाधिक उपयुक्त उत्तर का चयन कीजिए।

सामाजिक विज्ञान में आकलन का उद्देश्य है :

- (1) विद्यार्थियों को उनके अधिगम स्तरों के अनुसार प्रवाही बनाने में सहयोग करना।
- (2) विद्यार्थियों के ग्रहण क्षमता तथा अधिगम को समझने और उनकी जीवांत वास्तविकताओं के जोड़ने को आंकना।
- (3) विद्यार्थियों के लेखन के कौशल को परखना।
- (4) विद्यार्थियों की स्मरण क्षमता का मूल्यांकन करना।

[Question ID = 131][Question Description = S10_Social Science_Q071]

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

42)

Which of the following question (s) assess the 'Analysing' skill of learners ?

- (A) What type of clothes do people of Sahara Desert wear ?
- (B) Climate of Sahara Desert is hot in day time even then people wear heavy robes. Why ? Discuss with reasons and appropriate examples.
- (C) 'Present day Sahara used to be a lush green plain'. How could you examine the truthfulness of this argument ?

Choose the appropriate option :

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

निम्न में से कौन सा/से प्रश्न अधिगमकर्ता के 'विश्लेषण' कौशल का आकलन करता है ?

- (A) सहारा रेगिस्तान में लोग कैसे कपड़े पहनते हैं ?
- (B) सहारा रेगिस्तान में दिन में बहुत गर्मी होती है तब भी लोग भारी वस्त्र पहनते हैं। ऐसा क्यों होता है ? कारणों व उपयुक्त उदाहरणों द्वारा स्पष्ट करें।
- (C) 'आज का सहारा कभी हरा-भरा मैदानी इलाका हुआ करता था'। इस तर्क की सच्चाई की जाँच आप कैसे कर सकते हैं ?

उपयुक्त विकल्प का चुनाव कीजिए :

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

[Question ID = 132][Question Description = S10_Social Science_Q072]

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

43)

Which of the following questions assess 'applying' skill of the learner ?

- (A) How are beaches formed ?
- (B) How do people modify their environment ? Give example from your observation.
- (C) What do you think the government can do to help small farmers when they get into debt ? Discuss.

Choose the appropriate option :

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

निम्न में से कौन से प्रश्न अधिगमकर्ता के संप्रत्ययों को 'प्रयोग में लाने' के कौशल का आकलन करते हैं ?

- (A) तटों का निर्माण कैसे होता है ?
- (B) मनुष्य अपने आस-पास के वातावरण को कैसे बदलता है ? अपने अवलोकन से उदाहरण दीजिए।
- (C) जब छोटे किसान कर्ज में डूब जाते हैं तो आपके अनुसार सरकार उनकी सहायता के लिए क्या कर सकती है ? चर्चा कीजिए।

उपयुक्त विकल्प का चयन कीजिए।

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

[Question ID = 133][Question Description = S10_Social Science_Q073]

- 1. 1 [Option ID = 529]

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

44) Read the following statements about rubrics :

- (A) They add reliability to assessment.
- (B) They increase transparency in assessment.
- (C) They decrease subjectivity in assessment.

Choose the **correct** option :

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

रुब्रिक्स के बारे में निम्न कथनों को पढ़िए :

- (A) ये आकलन में विश्वसनीयता को बढ़ा देते हैं।
- (B) ये आकलन में पारदर्शिता को बढ़ा देते हैं।
- (C) ये आकलन में व्यक्तिपरकता को घटा देते हैं।

सही विकल्प का चुनाव कीजिए :

- (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 = 134][Question Description = S10_Social Science_Q074]

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

45) In a project work the assessments can be done through :

- (A) Oral presentation
- (B) Written report

Choose the **correct** option.

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

एक परियोजना कार्य में आकलन किया जा सकता है :

- (A) मौखिक प्रदर्शन द्वारा
- (B) लिखित रिपोर्ट द्वारा

सही विकल्प चुनें।

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

[Question ID = 135][Question Description = S10_Social Science_Q075]

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

46) Which of the following is considered as a 'secondary source' ?

- (1) A book review published in a newspaper.
- (2) A testimony of a partition survivor.
- (3) Photographs of bombings in the Ukraine war.
- (4) Girnar Rock inscription of king Rudradaman.

निम्नलिखित में से कौन सा 'द्वितीयक स्रोत' के रूप में माना जाता है ?

- (1) समाचार पत्र में प्रकाशित एक किताब की समीक्षा
- (2) विभाजन के उत्तरजीवी की आप बीती
- (3) यूक्रेन युद्ध में बमबारी के चित्र
- (4) राजा रुद्रदमन के गिरनार पत्थर पर अंकित अभिलेख

[Question ID = 136][Question Description = S10_Social Science_Q076]

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

47)

In incorporating local knowledge in the classroom, the following issues should be of concern to a social science teacher :

- (A) Authenticity of sources
- (B) Relevancy to syllabus
- (C) Quantity of examples
- (D) Interest building

Options :

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

कक्षा में स्थानीय ज्ञान को समाविष्ट करने में, सामाजिक विज्ञान के शिक्षक के लिए निम्नलिखित मामले चिंता का विषय होने चाहिए।

- (A) स्रोतों की प्रमाणिकता
- (B) पाठ्यक्रम के लिए प्रासंगिकता
- (C) उदाहरणों की मात्रा
- (D) रुचि उत्पन्न करना

विकल्प :

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

[Question ID = 137][Question Description = S10_Social Science_Q077]

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

48)

Which of the following should be of utmost concern to ensure proper conduction of social science education ?

It should be :

- (1) learner centric
- (2) textbook centric
- (3) teacher centric
- (4) discipline centric

निम्नलिखित में से कौन सा सामाजिक विज्ञान शिक्षा के सही आयोजन को सुनिश्चित करने के लिए गहन चिन्ता का विषय हो सकता है ?

यह होना चाहिए :

- (1) अधिगमकर्ता केंद्रित
- (2) पाठ्यपुस्तक केंद्रित
- (3) शिक्षक केंद्रित
- (4) विद्या-विशेष केंद्रित

[Question ID = 138][Question Description = S10_Social Science_Q078]

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

49) What is the relevance of giving an open book test in social science ?

- (1) To remove fear of examination.
- (2) To prevent rote memorisations of content.
- (3) To avoid invigilation duties for teachers.
- (4) So that students can find exact material for answers from the textbook/s.

सामाजिक विज्ञान में खुली पुस्तक परीक्षा की क्या सार्थकता है ?

- (1) परीक्षा का भय दूर करना।
- (2) विषयवस्तु रटने से बचना।
- (3) शिक्षकों को निरीक्षण से दूर रखना।
- (4) तकि छात्र पाठ्यपुस्तकों से उत्तर ढूँढ सके।

[Question ID = 139][Question Description = S10_Social Science_Q079]

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

50) Sensitivity and awareness on issues faced by marginal groups can be encouraged by :

- (A) identifying the factors that contribute to marginalisation.
- (B) making students identify the marginalised communities.
- (C) leaving out controversial issues so as not to hurt students' feelings.

Options :

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

हाशिये वाले समूहों ने जिन मामलों का सामना किया है उन पर संवेदनशीलता और जागरूकता प्रोत्साहित किया जा सकता है :

- (A) हाशियाकरण में योगदान देने वाले कारकों की पहचान करने के द्वारा।
- (B) विद्यार्थियों से हाशियाकृत समुदायों की पहचान करवाने के द्वारा।
- (C) विवादास्पद मामलों को छोड़ देना ताकि विद्यार्थियों की भावनाएँ आहत न हों।

विकल्प :

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

[Question ID = 140][Question Description = S10_Social Science_Q080]

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

51)

Which of the following examples would you give to best challenge the stereotypical gender depiction in discussing 'Advertisements' ?

- (A) A female driving in a car endorsement.
- (B) A male cooking in a refined oil endorsement.
- (C) A female washing clothes in a detergent endorsement.
- (D) A working female in a clothing endorsement.

Options :

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

निम्नलिखित उदाहरणों में से कौन सा उदाहरण आप विज्ञापनों पर परिचर्चा में रूढ़िबद्ध लैंगिक चित्रण को श्रेष्ठ चुनौती देने के लिए देंगे ?

- (A) एक कार बेचान में गाड़ी चलाती महिला
- (B) एक परिष्कृत तेल बेचान में खाना बनाता पुरुष
- (C) एक डिटर्जेंट बेचान में कपड़े धोती महिला
- (D) वस्त्रों के बेचान में काम करती महिला

विकल्प :

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

[Question ID = 141][Question Description = S10_Social Science_Q081]

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

52) What can be the purpose for introducing newspaper reading in class ?

- (1) To develop analytical skills on the basis of news and reports.
- (2) To break the monotony of textbook teaching.
- (3) To reduce the burden of teachers as students read newspapers in class.
- (4) To make students aware of sensational developments in the country.

कक्षा में अखबार पढ़ाने का क्या उद्देश्य हो सकता है ?

- (1) समाचार और रिपोर्टों के आधार पर विश्लेषणात्मक कौशल विकसित करना।
- (2) पाठ्यपुस्तक पढ़ाने की एकरसता तोड़ना।
- (3) छात्रों के कक्षा में समाचार पत्र पढ़ने से शिक्षकों का भार कम होगा।
- (4) छात्रों को देश के सनसनीखेज प्रगतियों से वाकिफ करना।

[Question ID = 142][Question Description = S10_Social Science_Q082]

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

53)

While 'introducing' the theme Panchayati Raj and Rural administration in a village school, what could be the most appropriate contextualised learning activity for students ?

- (1) A sarpanch sharing her experiences in the class.
- (2) Reading an article on the 73rd Amendment Act.
- (3) Watching a documentary on Panchayati Raj.
- (4) Asking students their opinions on the Gram Panchayat.

ग्रामीण स्कूल में पंचायती राज एवं ग्रामीण प्रशासन के थीम से परिचित करते समय, विद्यार्थियों के लिए सबसे उपयुक्त संदर्भात्मक अधिगम गतिविधि क्या हो सकती है ?

- (1) कक्षा में अपने अनुभवों को साझा करती एक सरपंच ।
- (2) 73वें संशोधन अधिनियम पर एक लेख पढ़ना।
- (3) पंचायती राज पर एक वृत्तचित्र देखना।
- (4) विद्यार्थियों से ग्राम पंचायत पर उनके विचार पूछना।

[Question ID = 143][Question Description = S10_Social Science_Q083]

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

54)

To pedagogically engage a visually challenged student in the class, which of the following would be most appropriate ?

- (1) Allot one day in a week, when all children have to use only audio material.
- (2) Ask one student to take care of this student, as you teach the class.
- (3) Give verbal clues regularly to the class asking students to think, imagine or respond
- (4) Hold separate class for this student

कक्षा में दृष्टिबाधित विद्यार्थी को शैक्षणिक रूप से शामिल करने के लिए निम्नलिखित में से कौन सा सर्वाधिक उपयुक्त होगा ?

- (1) सप्ताह में एक दिन निर्धारित कीजिए, जब सभी बच्चों को केवल श्रवण-सामग्री का उपयोग करना होगा।
- (2) जब आप कक्षा को पढ़ा रहे हों तब एक विद्यार्थी को उस विद्यार्थी की देखभाल करने के लिए कहना।
- (3) कक्षा को नियमित मौखिक संकेत देना और विद्यार्थियों को सोचने, कल्पना करने या उत्तर देने के लिए कहना।
- (4) इस विद्यार्थी के लिए एक अलग कक्षा लगाना।

[Question ID = 144][Question Description = S10_Social Science_Q084]

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

55)

Which teaching strategies would you use to make students aware and sensitised on 'Sanitation Work' ?

- (A) Lecture method and Questioning
- (B) Enacting a Roleplay and Debate
- (C) Inviting a person who does this work for Interaction
- (D) Documentary screening and Discussion

Options :

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

विद्यार्थियों को 'स्वच्छता कार्य' पर अवगत और संवेदनशील बनाने के लिए आप शिक्षण के किस तरीके को अपनाएंगे ?

- (A) व्याख्यान विधि एवं प्रश्न पूछना
- (B) भूमिका निभाने एवं वाद-विवाद
- (C) बातचीत के लिए ऐसे व्यक्ति को आमंत्रित करना जो यह कार्य करता है
- (D) वृत्तचित्र परदे पर दिखाना एवं परिचर्चा

विकल्प :

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

[Question ID = 145][Question Description = S10_Social Science_Q085]

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

56)

While discussing about leaders of the Indian National Movement, a teacher is expected to :

- (1) discuss only those names mentioned in the textbooks.
- (2) aid students to develop cynicism regarding leaders.
- (3) eulogise the contribution of all the leaders.
- (4) add relevant examples of local leaders.

भारतीय राष्ट्रीय आंदोलन के नेतृत्वकारियों को पढ़ाते हुए एक शिक्षक को :

- (1) सिर्फ पाठ्यपुस्तकों में वर्णित नामों की चर्चा करनी चाहिए।
- (2) छात्रों में नेताओं के प्रति निराशा (कटुता) पैदा करनी चाहिए।
- (3) सभी नेताओं के योगदान का गुणगान करना चाहिए।
- (4) स्थानीय नेताओं के प्रासंगिक उदाहरण देना चाहिए।

[Question ID = 146][Question Description = S10_Social Science_Q086]

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

57)

Which one of the following statements is /are necessary for promoting equality as a concept in the classroom.

- (A) Establishing an inclusive environment
- (B) Accommodating different learning styles and disabilities

Options :

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

निम्न में से कौन सा/से तरीका/तरीके कक्षा में समानता को बढ़ाने व प्रोत्साहित करने में जरूरी है ?

- (A) समावेशित माहौल स्थापित करना
- (B) अधिगम शैलियों और अक्षमताओं को समायोजित कर लेना

विकल्प :

- (1) केवल (A)
- (2) केवल (B)
- (3) दोनों (A) और (B)
- (4) दोनों (A) और (B) से कोई नहीं

[Question ID = 147][Question Description = S10_Social Science_Q087]

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

58)

While introducing 'Role of Government in Health', which of the following pictures would be best suitable to initiate discussion in the class ?

- (A) Picture of a government hospital
- (B) Sanitation layout of a locality
- (C) Picture of a wholesome meal

Options :

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

‘स्वास्थ्य में सरकार की भूमिका’ पढ़ाने के लिए निम्न में से कौन सा चित्र चर्चा शुरू करने के लिए उपयुक्त होगा ?

- (A) सरकारी अस्पताल का एक दृश्य
- (B) एक मुहल्ले के साफ-सफाई की स्थिति
- (C) पौष्टिक आहार युक्त एक थाली का चित्र

विकल्प :

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

[Question ID = 148][Question Description = S10_Social Science_Q088]

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

59)

‘Geography is a discipline which studies the interaction between man and his environment’.

Which of the following concerns seems valid for the above statement ?

- (1) The statement is grammatically wrong.
- (2) The statement is gender biased.
- (3) The statement is perfect.
- (4) The term ‘environment’ should be replaced by the term ‘surrounding’.

‘भूगोल एक ऐसी विद्या-विशेष है जो मनुष्य और उसके वातावरण के बीच के संवाद का अध्ययन करता है।’

उपरोक्त कथन के लिए निम्नलिखित व्यक्तियों में से कौन सी वैध है ?

- (1) कथन व्याकरणिक रूप से गलत है।
- (2) कथन लैंगिक भेदभावपूर्ण है।
- (3) कथन परिपूर्ण है।
- (4) ‘वातावरण’ शब्द को ‘प्रतिवेशी’ से बदल देना चाहिए।

[Question ID = 149][Question Description = S10_Social Science_Q089]

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

60)

Consider the two statements given below and choose the correct option :

Statement I : Social science carry a normative responsibility of creating a strong sense of human values.

Statement II : Social science teaching needs to aim at generating in students a critical moral and mental energy, making them alert to existing social realities.

Options :

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

निम्नलिखित दिये दो कथनों पर ध्यान दें और सही विकल्प का चयन करें।

कथन I : सामाजिक विज्ञान मानवीय मूल्यों के निर्माण की आदर्श जिम्मेदारी वहन करता है।

कथन II : सामाजिक विज्ञान के अध्यापन को विद्यार्थियों में विवेचनात्मक नैतिक एवं मानसिक उर्जा को पैदा करने पर ध्यान केंद्रित करने की आवश्यकता है, जिससे वे विद्यमान सामाजिक वास्तविकताओं से सजग रहें।

विकल्प :

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

[Question ID = 150][Question Description = S10_Social Science_Q090]

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

Topic:- ENG_Q91-99_L1_P2_CTET

1)

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

1. The art of academic writing is not easy to master. It is a formal skill, which requires precision and accuracy, and is perfected by continuous and dedicated practice. Academic writing is the skillful exposition and explanation of an argument, which the writer has carefully researched and developed over a sustained period of time. It is a time - consuming activity and demands patience and perseverance. But the joy of reading and sharing with others, one's succinctly composed piece of argument, is incomparable.
2. Before beginning to write, the writer must ask himself a few questions - Why am I writing ? What is it that I intend to share with others ? What purpose will my writing serve ? Have I read enough about the topic or theme about which I am going to write ? If one is hesitant to answer even one of the aforementioned questions, one better not write at all! Because academic writing is a serious activity - it makes one part of a shared community of readers and writers who wish to disseminate and learn from well - argued pieces of writing.
3. The Structure of an argumentative essay should take the form of - Introduction (Which should be around ten percent of the entire essay), Body (it should constitute eighty percent of the piece) and the Conclusion (again, ten percent of the essay). The introduction should function as the hook which draws the reader in and holds his attention, the body should include cogent and coherently linked paragraphs and the conclusion should re - state the argument and offer a substantial ending to the piece.

The word 'time - consuming' in para 1 is a/an :

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

[Question ID = 151][Question Description = S10_English Content/Pedagogy_Q091]

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

2)

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

1. The art of academic writing is not easy to master. It is a formal skill, which requires precision and accuracy, and is perfected by continuous and dedicated practice. Academic writing is the skillful exposition and explanation of an argument, which the writer has carefully researched and developed over a sustained period of time. It is a time - consuming activity and demands patience and perseverance. But the joy of reading and sharing with others, one's succinctly composed piece of argument, is incomparable.
2. Before beginning to write, the writer must ask himself a few questions - Why am I writing ? What is it that I intend to share with others ? What purpose will my writing serve ? Have I read enough about the topic or theme about which I am going to write ? If one is hesitant to answer even one of the aforementioned questions, one better not write at all! Because academic writing is a serious activity - it makes one part of a shared community of readers and writers who wish to disseminate and learn from well - argued pieces of writing.
3. The Structure of an argumentative essay should take the form of - Introduction (Which should be around ten percent of the entire essay), Body (it should constitute eighty percent of the piece) and the Conclusion (again, ten percent of the essay). The introduction should function as the hook which draws the reader in and holds his attention, the body should include cogent and coherently linked paragraphs and the conclusion should re - state the argument and offer a substantial ending to the piece.

'What purpose will my writing serve' ? The underlined word 'writing' in this sentence is a/an :

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

[Question ID = 152][Question Description = S10_English Content/Pedagogy_Q092]

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

3)

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

1. The art of academic writing is not easy to master. It is a formal skill, which requires precision and accuracy, and is perfected by continuous and dedicated practice. Academic writing is the skillful exposition and explanation of an argument, which the writer has carefully researched and developed over a sustained period of time. It is a time - consuming activity and demands patience and perseverance. But the joy of reading and sharing with others, one's succinctly composed piece of argument, is incomparable.
2. Before beginning to write, the writer must ask himself a few questions - Why am I writing ? What is it that I intend to share with others ? What purpose will my writing serve ? Have I read enough about the topic or theme about which I am going to write ? If one is hesitant to answer even one of the aforementioned questions, one better not write at all! Because academic writing is a serious activity - it makes one part of a shared community of readers and writers who wish to disseminate and learn from well - argued pieces of writing.
3. The Structure of an argumentative essay should take the form of - Introduction (Which should be around ten percent of the entire essay), Body (it should constitute eighty percent of the piece) and the Conclusion (again, ten percent of the essay). The introduction should function as the hook which draws the reader in and holds his attention, the body should include cogent and coherently linked paragraphs and the conclusion should re - state the argument and offer a substantial ending to the piece.

Which word in para 1 means 'Concisely' ?

- (1) Perseverance
- (2) Skillful
- (3) Carefully
- (4) Incomparable

[Question ID = 153][Question Description = S10_English Content/Pedagogy_Q093]

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

4)

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

1. The art of academic writing is not easy to master. It is a formal skill, which requires precision and accuracy, and is perfected by continuous and dedicated practice. Academic writing is the skillful exposition and explanation of an argument, which the writer has carefully researched and developed over a sustained period of time. It is a time - consuming activity and demands patience and perseverance. But the joy of reading and sharing with others, one's succinctly composed piece of argument, is incomparable.
2. Before beginning to write, the writer must ask himself a few questions - Why am I writing ? What is it that I intend to share with others ? What purpose will my writing serve ? Have I read enough about the topic or theme about which I am going to write ? If one is hesitant to answer even one of the aforementioned questions, one better not write at all! Because academic writing is a serious activity - it makes one part of a shared community of readers and writers who wish to disseminate and learn from well - argued pieces of writing.
3. The Structure of an argumentative essay should take the form of - Introduction (Which should be around ten percent of the entire essay), Body (it should constitute eighty percent of the piece) and the Conclusion (again, ten percent of the essay). The introduction should function as the hook which draws the reader in and holds his attention, the body should include cogent and coherently linked paragraphs and the conclusion should re - state the argument and offer a substantial ending to the piece.

The most appropriate synonym for the word 'disseminate' in para 2 is :

- (1) propagate
- (2) agitate
- (3) circulate
- (4) accumulate

[Question ID = 154][Question Description = S10_English Content/Pedagogy_Q094]

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

5)

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

1. The art of academic writing is not easy to master. It is a formal skill, which requires precision and accuracy, and is perfected by continuous and dedicated practice. Academic writing is the skillful exposition and explanation of an argument, which the writer has carefully researched and developed over a sustained period of time. It is a time - consuming activity and demands patience and perseverance. But the joy of reading and sharing with others, one's succinctly composed piece of argument, is incomparable.
2. Before beginning to write, the writer must ask himself a few questions - Why am I writing ? What is it that I intend to share with others ? What purpose will my writing serve ? Have I read enough about the topic or theme about which I am going to write ? If one is hesitant to answer even one of the aforementioned questions, one better not write at all! Because academic writing is a serious activity - it makes one part of a shared community of readers and writers who wish to disseminate and learn from well - argued pieces of writing.
3. The Structure of an argumentative essay should take the form of - Introduction (Which should be around ten percent of the entire essay), Body (it should constitute eighty percent of the piece) and the Conclusion (again, ten percent of the essay). The introduction should function as the hook which draws the reader in and holds his attention, the body should include cogent and coherently linked paragraphs and the conclusion should re - state the argument and offer a substantial ending to the piece.

Read the following statements carefully :

- (A) - Academic writing is a skill that can be easily mastered.
(B) - It requires careful research over short periods of time.
- (1) Statement (A) is correct and Statement (B) is incorrect.
 - (2) Both statements (A) and (B) are incorrect.
 - (3) Statement (A) is incorrect and statement (B) is correct.
 - (4) Both statements (A) and (B) are correct

[Question ID = 155][Question Description = S10_English Content/Pedagogy_Q095]

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

6)

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

1. The art of academic writing is not easy to master. It is a formal skill, which requires precision and accuracy, and is perfected by continuous and dedicated practice. Academic writing is the skillful exposition and explanation of an argument, which the writer has carefully researched and developed over a sustained period of time. It is a time - consuming activity and demands patience and perseverance. But the joy of reading and sharing with others, one's succinctly composed piece of argument, is incomparable.
2. Before beginning to write, the writer must ask himself a few questions - Why am I writing ? What is it that I intend to share with others ? What purpose will my writing serve ? Have I read enough about the topic or theme about which I am going to write ? If one is hesitant to answer even one of the aforementioned questions, one better not write at all! Because academic writing is a serious activity - it makes one part of a shared community of readers and writers who wish to disseminate and learn from well - argued pieces of writing.
3. The Structure of an argumentative essay should take the form of - Introduction (Which should be around ten percent of the entire essay), Body (it should constitute eighty percent of the piece) and the Conclusion (again, ten percent of the essay). The introduction should function as the hook which draws the reader in and holds his attention, the body should include cogent and coherently linked paragraphs and the conclusion should re - state the argument and offer a substantial ending to the piece.

Which of the following statements is NOT true about academic writing ?

- (1) It is a formal skill
- (2) It gives dual joys of reading and sharing
- (3) It requires less time and patience
- (4) It is not easy to perfect

[Question ID = 156][Question Description = S10_English Content/Pedagogy_Q096]

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

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

1. The art of academic writing is not easy to master. It is a formal skill, which requires precision and accuracy, and is perfected by continuous and dedicated practice. Academic writing is the skillful exposition and explanation of an argument, which the writer has carefully researched and developed over a sustained period of time. It is a time - consuming activity and demands patience and perseverance. But the joy of reading and sharing with others, one's succinctly composed piece of argument, is incomparable.
2. Before beginning to write, the writer must ask himself a few questions - Why am I writing ? What is it that I intend to share with others ? What purpose will my writing serve ? Have I read enough about the topic or theme about which I am going to write ? If one is hesitant to answer even one of the aforementioned questions, one better not write at all! Because academic writing is a serious activity - it makes one part of a shared community of readers and writers who wish to disseminate and learn from well - argued pieces of writing.
3. The Structure of an argumentative essay should take the form of - Introduction (Which should be around ten percent of the entire essay), Body (it should constitute eighty percent of the piece) and the Conclusion (again, ten percent of the essay). The introduction should function as the hook which draws the reader in and holds his attention, the body should include cogent and coherently linked paragraphs and the conclusion should re - state the argument and offer a substantial ending to the piece.

The Body and Conclusion of an argumentative essay should be around.

- (1) 90% of the Structure
- (2) 10% of the Structure
- (3) 80% of the Structure
- (4) 20% of the Structure

[Question ID = 157][Question Description = S10_English Content/Pedagogy_Q097]

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

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

1. The art of academic writing is not easy to master. It is a formal skill, which requires precision and accuracy, and is perfected by continuous and dedicated practice. Academic writing is the skillful exposition and explanation of an argument, which the writer has carefully researched and developed over a sustained period of time. It is a time-consuming activity and demands patience and perseverance. But the joy of reading and sharing with others, one's succinctly composed piece of argument, is incomparable.
2. Before beginning to write, the writer must ask himself a few questions - Why am I writing ? What is it that I intend to share with others ? What purpose will my writing serve ? Have I read enough about the topic or theme about which I am going to write ? If one is hesitant to answer even one of the aforementioned questions, one better not write at all! Because academic writing is a serious activity - it makes one part of a shared community of readers and writers who wish to disseminate and learn from well - argued pieces of writing.
3. The Structure of an argumentative essay should take the form of - Introduction (Which should be around ten percent of the entire essay), Body (it should constitute eighty percent of the piece) and the Conclusion (again, ten percent of the essay). The introduction should function as the hook which draws the reader in and holds his attention, the body should include cogent and coherently linked paragraphs and the conclusion should re - state the argument and offer a substantial ending to the piece.

Read the following sentences carefully about the structure of an argumentative essay :

- (A) - Introduction should be eye catching and attractive.
 - (B) - Body should be convincing and coherent.
 - (C) - Conclusion should introduce new topics / themes.
- (1) (B) is correct but (A) is incorrect
 - (2) Both (A) and (B) are Correct
 - (3) (A) is correct but (B) is incorrect
 - (4) Both (A) and (C) are correct

[Question ID = 158][Question Description = S10_English Content/Pedagogy_Q098]

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

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

1. The art of academic writing is not easy to master. It is a formal skill, which requires precision and accuracy, and is perfected by continuous and dedicated practice. Academic writing is the skillful exposition and explanation of an argument, which the writer has carefully researched and developed over a sustained period of time. It is a time - consuming activity and demands patience and perseverance. But the joy of reading and sharing with others, one's succinctly composed piece of argument, is incomparable.
2. Before beginning to write, the writer must ask himself a few questions - Why am I writing ? What is it that I intend to share with others ? What purpose will my writing serve ? Have I read enough about the topic or theme about which I am going to write ? If one is hesitant to answer even one of the aforementioned questions, one better not write at all! Because academic writing is a serious activity - it makes one part of a shared community of readers and writers who wish to disseminate and learn from well - argued pieces of writing.
3. The Structure of an argumentative essay should take the form of - Introduction (Which should be around ten percent of the entire essay), Body (it should constitute eighty percent of the piece) and the Conclusion (again, ten percent of the essay). The introduction should function as the hook which draws the reader in and holds his attention, the body should include cogent and coherently linked paragraphs and the conclusion should re - state the argument and offer a substantial ending to the piece.

Which of the following questions does a good writer keep in mind before writing ?

- (1) Does he want to perfect his writing skills ?
- (2) Is it for his own personal satisfaction ?
- (3) What does he want to share with the community ?
- (4) Does he want to gain quick popularity ?

[Question ID = 159][Question Description = S10_English Content/Pedagogy_Q099]

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

Topic:- ENG_Q100-105_L1_P2_CTET

1)

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

Tree at my window, window tree,
My sash is lowered when night comes on ;
But let there never be curtain drawn between you and me. - 3

Vague dream - head lifted out of the ground,
And thing next most diffuse to cloud ;
Not all your light tongues talking aloud could be profound. - 6

But tree, I have seen you taken and tossed,
And if you have seen me when I slept ;
You have seen me when I was taken and swept and all but lost. - 9

That day she put our heads together,
Fate and her imagination about her ;
Your head so much concerned with outer, mine with inner, weather. - 12

Which of the following statements is not true ?

- (1) The tree has witnessed many storms.
- (2) Fate brought the tree and the poet together.
- (3) The poet is talking to the tree outside his window.
- (4) The poet is unconcerned about the tree.

[Question ID = 160][Question Description = S10_English Content/Pedagogy_Q100]

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

2)

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

Tree at my window, window tree,
My sash is lowered when night comes on ;
But let there never be curtain drawn between you and me. - 3

Vague dream - head lifted out of the ground,
And thing next most diffuse to cloud ;
Not all your light tongues talking aloud could be profound. - 6

But tree, I have seen you taken and tossed,
And if you have seen me when I slept ;
You have seen me when I was taken and swept and all but lost. - 9

That day she put our heads together,
Fate and her imagination about her ;
Your head so much concerned with outer, mine with inner, weather. - 12

The word 'weather' in the last line refers to :

- (1) futuristic dreams
- (2) emotional feelings
- (3) health and wellness
- (4) materialistic desires

[Question ID = 161][Question Description = S10_English Content/Pedagogy_Q101]

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

3)

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

Tree at my window, window tree,
My sash is lowered when night comes on ;
But let there never be curtain drawn between you and me. - 3

Vague dream - head lifted out of the ground,
And thing next most diffuse to cloud ;
Not all your light tongues talking aloud could be profound. - 6

But tree, I have seen you taken and tossed,
And if you have seen me when I slept ;
You have seen me when I was taken and swept and all but lost. - 9

That day she put our heads together,
Fate and her imagination about her ;
Your head so much concerned with outer, mine with inner, weather. - 12

Read the following statements carefully :

- (A) The tree is silent and resilient.
- (B) It is concerned with poet's welfare.
- (1) (A) is correct, (B) is incorrect.
- (2) Both (A) and (B) are correct.
- (3) Both (A) and (B) are incorrect.
- (4) (A) is incorrect, (B) is correct

[Question ID = 162][Question Description = S10_English Content/Pedagogy_Q102]

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

4)

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

Tree at my window, window tree,
My sash is lowered when night comes on ;
But let there never be curtain drawn between you and me. - 3

Vague dream - head lifted out of the ground,
And thing next most diffuse to cloud ;
Not all your light tongues talking aloud could be profound. - 6

But tree, I have seen you taken and tossed,
And if you have seen me when I slept ;
You have seen me when I was taken and swept and all but lost. - 9

That day she put our heads together,
Fate and her imagination about her ;
Your head so much concerned with outer, mine with inner, weather. - 12

The phrase 'taken and tossed' in stanza 3 implies :

- (1) The tree has woken from slumber.
- (2) The tree has been uprooted
- (3) The tree has been put to sleep
- (4) The tree has braved the weather

[Question ID = 163][Question Description = S10_English Content/Pedagogy_Q103]

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

5)

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

Tree at my window, window tree,
My sash is lowered when night comes on ;
But let there never be curtain drawn between you and me. - 3

Vague dream - head lifted out of the ground,
And thing next most diffuse to cloud ;
Not all your light tongues talking aloud could be profound. - 6

But tree, I have seen you taken and tossed,
And if you have seen me when I slept ;
You have seen me when I was taken and swept and all but lost. - 9

That day she put our heads together,
Fate and her imagination about her ;
Your head so much concerned with outer, mine with inner, weather. - 12

In line 4 'Vague dream-head lifted out of the ground', the figure of speech used in the expression 'dream-head' is :

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

[Question ID = 164][Question Description = S10_English Content/Pedagogy_Q104]

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

6)

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

Tree at my window, window tree,
My sash is lowered when night comes on ;
But let there never be curtain drawn between you and me. - 3

Vague dream - head lifted out of the ground,
And thing next most diffuse to cloud ;
Not all your light tongues talking aloud could be profound. - 6

But tree, I have seen you taken and tossed,
And if you have seen me when I slept ;
You have seen me when I was taken and swept and all but lost. - 9

That day she put our heads together,
Fate and her imagination about her ;
Your head so much concerned with outer, mine with inner, weather. - 12

Identify the figure of speech in the expression 'light tongues' in line 6.

- (1) alliteration
- (2) metonymy
- (3) metaphor
- (4) hyperbole

[Question ID = 165][Question Description = S10_English Content/Pedagogy_Q105]

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

Topic:- ENG_Q106-120_L1_P2_CTET

1)

'Bilingualism' is the ability of the brain to :

- (1) manage two languages subconsciously and negotiate various cultural contexts using general cognitive abilities.
- (2) manage two languages at will and negotiate many social and cultural contexts using executive control.
- (3) control operations in two languages comfortably.
- (4) perform across social contexts with ease in two languages.

[Question ID = 166][Question Description = S10_English Content/Pedagogy_Q106]

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

2)

Language pedagogues have suggested that learners learn best when teachers scaffold students learning until the students can do it themselves. Which among the following is NOT a good tip for teaching vocabulary ?

- (1) Change activities frequently.
- (2) Keep learning and play separate in class
- (3) Use appropriate activities (Like songs, puzzles, games, art, etc.) for different kinds of student.
- (4) Pay special attention to your own word use and pronunciation.

[Question ID = 167][Question Description = S10_English Content/Pedagogy_Q107]

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

3)

Which of the following statements do NOT pertain to challenges faced by learners in listening practice ?

- (1) I have trouble catching the actual sounds when I listen to the news in English.
- (2) I find it difficult to respond to questions quickly.
- (3) I find it difficult to keep up with all the information I am getting.
- (4) I can't understand fast, natural native-sounding speech

[Question ID = 168][Question Description = S10_English Content/Pedagogy_Q108]

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

4) Translanguaging

- (1) challenges the notion of keeping languages separate in classrooms.
- (2) sees language as a 'verb' instead of an 'adverb'.
- (3) places the issue of translation at the center of language education.
- (4) shifts the focus from using English to using Indian languages in classrooms.

[Question ID = 169][Question Description = S10_English Content/Pedagogy_Q109]

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

5) Which of the following is NOT TRUE of creativity ?

- (1) Gives pleasure.
- (2) Evokes fictional imaginative worlds.
- (3) Encourages rote learning.
- (4) Recreate the familiar worlds in new ways.

[Question ID = 170][Question Description = S10_English Content/Pedagogy_Q110]

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

6) Which of the following is NOT TRUE of listening ?

- (1) Listening happens in real time.
- (2) The background noise in the recordings is a distraction.
- (3) Speakers speak at a fast pace, sometimes.
- (4) It depends on how fast you can read.

[Question ID = 171][Question Description = S10_English Content/Pedagogy_Q111]

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

7) Which of the following is NOT a concept from language education ?

- (1) Connectives
- (2) Six Thinking Hats.
- (3) Pronouns.
- (4) Grammar-Translation method.

[Question ID = 172][Question Description = S10_English Content/Pedagogy_Q112]

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

8)

Reading is _____.

- (1) to use what you know to understand what you don't.
- (2) making a hypothesis about the contents and functions of the text and following your own ideas.
- (3) a constant process of guessing. What one brings to the text is not as important as what one finds in it.
- (4) a constant process of guessing. What one brings to the text is more important than what one finds in it.

[Question ID = 173][Question Description = S10_English Content/Pedagogy_Q113]

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

9)

'I was teaching a grammar item, voice and tense the other day. I found this really good text full of lots of examples. I pointed out the examples and explained the use of passives. It appeared the students had understood. However, when I gave them practice activity, very few could do it.' Suggestions for this teacher are provided below. Choose the one that does NOT fit.

- (1) It is possible that her approach to teaching grammar didn't motivate the students.
- (2) Work with students on their vocabulary.
- (3) The level of the chosen text may not have been appropriate.
- (4) Use simple explanations instead of long-winded and complex ones.

[Question ID = 174][Question Description = S10_English Content/Pedagogy_Q114]

- 1. 1 [Option ID = 693]

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

10)

Lines 1-3 express two contrasting ideas of an argument in one sentence. Look for a second sentence in the first paragraph which contains a contrast.' This question is

- (1) checking factual reading.
- (2) checking inferential reading.
- (3) eliciting information.
- (4) checking a vocabulary concept.

[Question ID = 175][Question Description = S10_English Content/Pedagogy_Q115]

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

11) 'Concept maps'

- (1) are a way of mapping out the understanding of students.
- (2) are a way of getting students to write on a particular topic and find references.
- (3) involve producing a list of texts and internet sites on a specific topic
- (4) are a way of mapping out a student's understanding of a case study.

[Question ID = 176][Question Description = S10_English Content/Pedagogy_Q116]

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

12)

Which of the following statements regarding teaching grammar lessons is INCORRECT ?

- (1) Using listening for teaching grammar.
- (2) Using incorrect student language to talk about errors in speaking.
- (3) Creating mental images to make connections between words.
- (4) Using a paragraph instead of sentences for teaching.

[Question ID = 177][Question Description = S10_English Content/Pedagogy_Q117]

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

13)

Do mistakes matter ? Many people use imperfect language and yet they can make themselves understood. Where do mistakes matter the most ? Choose the ODD ONE out.

- (1) When we are interacting with higher authorities in the domain of work, it's crucial to use appropriate language.
- (2) Pronunciation teaching focuses on ensuring that students get the stress and intonation right so that they are intelligible.
- (3) When we work on student's accuracy, we work with them on correct use of language.
- (4) They do not matter much in writing as writing is a skill that allows more errors than other skills.

[Question ID = 178][Question Description = S10_English Content/Pedagogy_Q118]

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

14) Which of the following is NOT a concept from language teaching ?

- (1) Grammar translation method
- (2) Neural circuits
- (3) Contrastive analysis
- (4) Form and function

[Question ID = 179][Question Description = S10_English Content/Pedagogy_Q119]

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

15) What is India's language-in-education policy known as ?

- (1) Mother tongue based multilingualism
- (2) Three language formula
- (3) New Education policy 2020
- (4) Bilingualism

[Question ID = 180][Question Description = S10_English Content/Pedagogy_Q120]

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

Topic:- Sanskrit_Q121-128_L2_P2_CTET

1)

अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चित्वा लिखत ।

धेनुः भारतीयसंस्कृतेः प्रतीकम् । भारतीयानां कृते धेनुः न केवलं पशुः अपि तु जीवनपोषिणी शक्तिः अस्ति । सा अस्माकं कृषिं पोषयति, आर्थिकस्थितिं च वर्धयति । आयुर्वेदस्य वचनानुसारं धेनोः दुग्धम् आरोग्याय हितकरं, पौष्टिकाहारः च । गोदुग्धपानेन रोगनिरोधशक्तिः, बलम्, तेजः च लभ्यन्ते । दुग्धात् उत्पन्नं तक्रं, घृतं च स्वास्थ्यवर्धकम् इति वैद्याः कथयन्ति । आधि-व्याधि-निवारणाय दुग्ध-दधि-तक्र-नवनीत-घृतानाम् उपयोगः आयुर्वेदे निरूपितः । धेनवः न केवलं दुग्धदानेन उपकुर्वन्ति अपि तु कृषिकार्ये भारवहनार्थं साधनरूपेण अपि सहायकाः भवन्ति । श्रीकृष्णः कश्चन गोपबालः आसीत् । तस्य वेणुवादनेन आकृष्टाः धेनवः तं परितः तिष्ठन्ति स्म । सः गोवत्सैः सह क्रीडति स्म ।

गोमयम् इन्धनरूपेण उपयुज्यते । तेन इदानीं विद्युत् अपि उत्पद्यमाना अस्ति । अनेकैः खनिजैः युक्तं गोमयम् अत्युत्तमम् उर्वरकम् अस्ति । गोमूत्रं गोमयं च भूमेः उर्वरतां वर्धयतः । रासायनिकोर्वरकं तु भूमेः गुणवत्तां नाशयति, अस्माकं स्वास्थ्यस्य अपि हानिं करोति इति सर्वे अङ्गीकुर्वन्ति । अतः गोसम्पद् न केवलं ग्रामस्य, अपि तु सम्पूर्णदेशस्य स्वास्थ्यस्य आर्थिकतायाः च आधारभूता अस्ति ।

धेनुः कस्याः प्रतीकम् अस्ति ?

- (1) मानवसंस्कृतेः
- (2) विश्वसंस्कृतेः
- (3) भारतीयसंस्कृतेः
- (4) लोकसंस्कृतेः

[Question ID = 301][Question Description = S10_Sanskrit_Q121]

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

2)

अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चिन्त्वा लिखत ।

धेनुः भारतीयसंस्कृतेः प्रतीकम् । भारतीयानां कृते धेनुः न केवलं पशुः अपि तु जीवनपोषिणी शक्तिः अस्ति । सा अस्माकं कृषिं पोषयति, आर्थिकस्थितिं च वर्धयति । आयुर्वेदस्य वचनानुसारं धेनोः दुग्धम् आरोग्याय हितकरं, पौष्टिकाहारः च । गोदुग्धपानेन रोगनिरोधशक्तिः, बलम्, तेजः च लभ्यन्ते । दुग्धात् उत्पन्नं तक्रं, घृतं च स्वास्थ्यवर्धकम् इति वैद्याः कथयन्ति । आधि-व्याधि-निवारणाय दुग्ध-दधि-तक्र-नवनीत-घृतानाम् उपयोगः आयुर्वेदे निरूपितः । धेनवः न केवलं दुग्धदानेन उपकुर्वन्ति अपि तु कृषिकार्ये भारवहनार्थं साधनरूपेण अपि सहायकाः भवन्ति । श्रीकृष्णः कश्चन गोपबालः आसीत् । तस्य वेणुवादनेन आकृष्टाः धेनवः तं परितः तिष्ठन्ति स्म । सः गोवत्सैः सह क्रीडति स्म ।

गोमयम् इन्धनरूपेण उपयुज्यते । तेन इदानीं विद्युत् अपि उत्पद्यमाना अस्ति । अनेकैः खनिजैः युक्तं गोमयम् अत्युत्तमम् उर्वरकम् अस्ति । गोमूत्रं गोमयं च भूमेः उर्वरतां वर्धयतः । रासायनिकोर्वरकं तु भूमेः गुणवत्तां नाशयति, अस्माकं स्वास्थ्यस्य अपि हानिं करोति इति सर्वे अङ्गीकुर्वन्ति । अतः गोसम्पद् न केवलं ग्रामस्य, अपि तु सम्पूर्णदेशस्य स्वास्थ्यस्य आर्थिकतायाः च आधारभूता अस्ति ।

रोगनिरोधशक्तिः, बलं, तेजः च केन लभ्यन्ते ?

- (1) अजादुग्धेन
- (2) गोदुग्धपानेन
- (3) महिषीदुग्धपानेन
- (4) जलपानेन

[Question ID = 302][Question Description = S10_Sanskrit_Q122]

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

3)

अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चित्वा लिखत ।

धेनुः भारतीयसंस्कृतेः प्रतीकम् । भारतीयानां कृते धेनुः न केवलं पशुः अपि तु जीवनपोषिणी शक्तिः अस्ति । सा अस्माकं कृषिं पोषयति, आर्थिकस्थितिं च वर्धयति । आयुर्वेदस्य वचनानुसारं धेनोः दुग्धम् आरोग्याय हितकरं, पौष्टिकाहारः च । गोदुग्धपानेन रोगनिरोधशक्तिः, बलम्, तेजः च लभ्यन्ते । दुग्धात् उत्पन्नं तक्रं, घृतं च स्वास्थ्यवर्धकम् इति वैद्याः कथयन्ति । आधि-व्याधि-निवारणाय दुग्ध-दधि-तक्र-नवनीत-घृतानाम् उपयोगः आयुर्वेदे निरूपितः । धेनवः न केवलं दुग्धदानेन उपकुर्वन्ति अपि तु कृषिकार्ये भारवहनार्थं साधनरूपेण अपि सहायकाः भवन्ति । श्रीकृष्णः कश्चन गोपबालः आसीत् । तस्य वेणुवादनेन आकृष्टाः धेनवः तं परितः तिष्ठन्ति स्म । सः गोवत्सैः सह क्रीडति स्म ।

गोमयम् इन्धनरूपेण उपयुज्यते । तेन इदानीं विद्युत् अपि उत्पद्यमाना अस्ति । अनेकैः खनिजैः युक्तं गोमयम् अत्युत्तमम् उर्वरकम् अस्ति । गोमूत्रं गोमयं च भूमेः उर्वरतां वर्धयतः । रासायनिकोर्वरकं तु भूमेः गुणवत्तां नाशयति, अस्माकं स्वास्थ्यस्य अपि हानिं करोति इति सर्वे अङ्गीकुर्वन्ति । अतः गोसम्पद् न केवलं ग्रामस्य, अपि तु सम्पूर्णदेशस्य स्वास्थ्यस्य आर्थिकतायाः च आधारभूता अस्ति ।

उत्तमम् उर्वरकः किमस्ति ?

- (1) दुग्धम्
- (2) गोमूत्रम्
- (3) गोमयम्
- (4) रासायनिक-उर्वरकः

[Question ID = 303][Question Description = S10_Sanskrit_Q123]

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

अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चिन्त्वा लिखत ।

धेनुः भारतीयसंस्कृतेः प्रतीकम् । भारतीयानां कृते धेनुः न केवलं पशुः अपि तु जीवनपोषिणी शक्तिः अस्ति । सा अस्माकं कृषिं पोषयति, आर्थिकस्थितिं च वर्धयति । आयुर्वेदस्य वचनानुसारं धेनोः दुग्धम् आरोग्याय हितकरं, पौष्टिकाहारः च । गोदुग्धपानेन रोगनिरोधशक्तिः, बलम्, तेजः च लभ्यन्ते । दुग्धात् उत्पन्नं तक्रं, घृतं च स्वास्थ्यवर्धकम् इति वैद्याः कथयन्ति । आधि-व्याधि-निवारणाय दुग्ध-दधि-तक्र-नवनीत-घृतानाम् उपयोगः आयुर्वेदे निरूपितः । धेनवः न केवलं दुग्धदानेन उपकुर्वन्ति अपि तु कृषिकार्ये भारवहनार्थं साधनरूपेण अपि सहायकाः भवन्ति । श्रीकृष्णः कश्चन गोपबालः आसीत् । तस्य वेणुवादेन आकृष्टाः धेनवः तं परितः तिष्ठन्ति स्म । सः गोवत्सैः सह क्रीडति स्म ।

गोमयम् इन्धनरूपेण उपयुज्यते । तेन इदानीं विद्युत् अपि उत्पद्यमाना अस्ति । अनेकैः खनिजैः युक्तं गोमयम् अत्युत्तमम् उर्वरकम् अस्ति । गोमूत्रं गोमयं च भूमेः उर्वरतां वर्धयतः । रासायनिकोर्वरकं तु भूमेः गुणवत्तां नाशयति, अस्माकं स्वास्थ्यस्य अपि हानिं करोति इति सर्वे अङ्गीकुर्वन्ति । अतः गोसम्पद् न केवलं ग्रामस्य, अपि तु सम्पूर्णदेशस्य स्वास्थ्यस्य आर्थिकतायाः च आधारभूता अस्ति ।

कः गोपबालः आसीत् ?

- (1) भरतः
- (2) श्रीरामः
- (3) श्रीकृष्णः
- (4) उदयनः

[Question ID = 304][Question Description = S10_Sanskrit_Q124]

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

5)

अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चित्वा लिखत ।

धेनुः भारतीयसंस्कृतेः प्रतीकम् । भारतीयानां कृते धेनुः न केवलं पशुः अपि तु जीवनपोषिणी शक्तिः अस्ति । सा अस्माकं कृषिं पोषयति, आर्थिकस्थितिं च वर्धयति । आयुर्वेदस्य वचनानुसारं धेनोः दुग्धम् आरोग्याय हितकरं, पौष्टिकाहारः च । गोदुग्धपानेन रोगनिरोधशक्तिः, बलम्, तेजः च लभ्यन्ते । दुग्धात् उत्पन्नं तक्रं, घृतं च स्वास्थ्यवर्धकम् इति वैद्याः कथयन्ति । आधि-व्याधि-निवारणाय दुग्ध-दधि-तक्र-नवनीत-घृतानाम् उपयोगः आयुर्वेदे निरूपितः । धेनवः न केवलं दुग्धदानेन उपकुर्वन्ति अपि तु कृषिकार्ये भारवहनार्थं साधनरूपेण अपि सहायकाः भवन्ति । श्रीकृष्णः कश्चन गोपबालः आसीत् । तस्य वेणुवादनेन आकृष्टाः धेनवः तं परितः तिष्ठन्ति स्म । सः गोवत्सैः सह क्रीडति स्म ।

गोमयम् इन्धनरूपेण उपयुज्यते । तेन इदानीं विद्युत् अपि उत्पद्यमाना अस्ति । अनेकैः खनिजैः युक्तं गोमयम् अत्युत्तमम् उर्वरकम् अस्ति । गोमूत्रं गोमयं च भूमेः उर्वरतां वर्धयतः । रासायनिकोर्वरकं तु भूमेः गुणवत्तां नाशयति, अस्माकं स्वास्थ्यस्य अपि हानिं करोति इति सर्वे अङ्गीकुर्वन्ति । अतः गोसम्पद् न केवलं ग्रामस्य, अपि तु सम्पूर्णदेशस्य स्वास्थ्यस्य आर्थिकतायाः च आधारभूता अस्ति ।

‘धेनोः’ इति पदे का विभक्तिः ?

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

[Question ID = 305][Question Description = S10_Sanskrit_Q125]

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

अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चित्वा लिखत ।

धेनुः भारतीयसंस्कृतेः प्रतीकम् । भारतीयानां कृते धेनुः न केवलं पशुः अपि तु जीवनपोषिणी शक्तिः अस्ति । सा अस्माकं कृषिं पोषयति, आर्थिकस्थितिं च वर्धयति । आयुर्वेदस्य वचनानुसारं धेनोः दुग्धम् आरोग्याय हितकरं, पौष्टिकाहारः च । गोदुग्धपानेन रोगनिरोधशक्तिः, बलम्, तेजः च लभ्यन्ते । दुग्धात् उत्पन्नं तक्रं, घृतं च स्वास्थ्यवर्धकम् इति वैद्याः कथयन्ति । आधि-व्याधि-निवारणाय दुग्ध-दधि-तक्र-नवनीत-घृतानाम् उपयोगः आयुर्वेदे निरूपितः । धेनवः न केवलं दुग्धदानेन उपकुर्वन्ति अपि तु कृषिकार्ये भारवहनार्थं साधनरूपेण अपि सहायकाः भवन्ति । श्रीकृष्णः कश्चन गोपबालः आसीत् । तस्य वेणुवादनेन आकृष्टाः धेनवः तं परितः तिष्ठन्ति स्म । सः गोवत्सैः सह क्रीडति स्म ।

गोमयम् इन्धनरूपेण उपयुज्यते । तेन इदानीं विद्युत् अपि उत्पद्यमाना अस्ति । अनेकैः खनिजैः युक्तं गोमयम् अत्युत्तमम् उर्वरकम् अस्ति । गोमूत्रं गोमयं च भूमेः उर्वरतां वर्धयतः । रासायनिकोर्वरकं तु भूमेः गुणवत्तां नाशयति, अस्माकं स्वास्थ्यस्य अपि हानिं करोति इति सर्वे अङ्गीकुर्वन्ति । अतः गोसम्पद् न केवलं ग्रामस्य, अपि तु सम्पूर्णदेशस्य स्वास्थ्यस्य आर्थिकतायाः च आधारभूता अस्ति ।

‘आकृष्टाः’ इति पदे प्रयुक्तं कृदन्तप्रत्ययं चित्वा लिखत -

- (1) क्त्
- (2) तुमुन्
- (3) क्त्वा
- (4) शत्

[Question ID = 306][Question Description = S10_Sanskrit_Q126]

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

अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चित्वा लिखत ।

धेनुः भारतीयसंस्कृतेः प्रतीकम् । भारतीयानां कृते धेनुः न केवलं पशुः अपि तु जीवनपोषिणी शक्तिः अस्ति । सा अस्माकं कृषिं पोषयति, आर्थिकस्थितिं च वर्धयति । आयुर्वेदस्य वचनानुसारं धेनोः दुग्धम् आरोग्याय हितकरं, पौष्टिकाहारः च । गोदुग्धपानेन रोगनिरोधशक्तिः, बलम्, तेजः च लभ्यन्ते । दुग्धात् उत्पन्नं तक्रं, घृतं च स्वास्थ्यवर्धकम् इति वैद्याः कथयन्ति । आधि-व्याधि-निवारणाय दुग्ध-दधि-तक्र-नवनीत-घृतानाम् उपयोगः आयुर्वेदे निरूपितः । धेनवः न केवलं दुग्धदानेन उपकुर्वन्ति अपि तु कृषिकार्ये भारवहनार्थं साधनरूपेण अपि सहायकाः भवन्ति । श्रीकृष्णः कश्चन गोपबालः आसीत् । तस्य वेणुवादनेन आकृष्टाः धेनवः तं परितः तिष्ठन्ति स्म । सः गोवत्सैः सह क्रीडति स्म ।

गोमयम् इन्धनरूपेण उपयुज्यते । तेन इदानीं विद्युत् अपि उत्पद्यमाना अस्ति । अनेकैः खनिजैः युक्तं गोमयम् अत्युत्तमम् उर्वरकम् अस्ति । गोमूत्रं गोमयं च भूमेः उर्वरतां वर्धयतः । रासायनिकोर्वरकं तु भूमेः गुणवत्तां नाशयति, अस्माकं स्वास्थ्यस्य अपि हानिं करोति इति सर्वे अङ्गीकुर्वन्ति । अतः गोसम्पद् न केवलं ग्रामस्य, अपि तु सम्पूर्णदेशस्य स्वास्थ्यस्य आर्थिकतायाः च आधारभूता अस्ति ।

अव्ययपदं चित्वा लिखत -

- (1) प्रतीकम्
- (2) इदानीम्
- (3) तेजः
- (4) निरूपितः

[Question ID = 307][Question Description = S10_Sanskrit_Q127]

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

अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चित्वा लिखत ।

धेनुः भारतीयसंस्कृतेः प्रतीकम् । भारतीयानां कृते धेनुः न केवलं पशुः अपि तु जीवनपोषिणी शक्तिः अस्ति । सा अस्माकं कृषिं पोषयति, आर्थिकस्थितिं च वर्धयति । आयुर्वेदस्य वचनानुसारं धेनोः दुग्धम् आरोग्याय हितकरं, पौष्टिकाहारः च । गोदुग्धपानेन रोगनिरोधशक्तिः, बलम्, तेजः च लभ्यन्ते । दुग्धात् उत्पन्नं तक्रं, घृतं च स्वास्थ्यवर्धकम् इति वैद्याः कथयन्ति । आधि-व्याधि-निवारणाय दुग्ध-दधि-तक्र-नवनीत-घृतानाम् उपयोगः आयुर्वेदे निरूपितः । धेनवः न केवलं दुग्धदानेन उपकुर्वन्ति अपि तु कृषिकार्ये भारवहनार्थं साधनरूपेण अपि सहायकाः भवन्ति । श्रीकृष्णः कश्चन गोपबालः आसीत् । तस्य वेणुवादनेन आकृष्टाः धेनवः तं परितः तिष्ठन्ति स्म । सः गोवत्सैः सह क्रीडति स्म ।

गोमयम् इन्धनरूपेण उपयुज्यते । तेन इदानीं विद्युत् अपि उत्पद्यमाना अस्ति । अनेकैः खनिजैः युक्तं गोमयम् अत्युत्तमम् उर्वरकम् अस्ति । गोमूत्रं गोमयं च भूमेः उर्वरतां वर्धयतः । रासायनिकोर्वरकं तु भूमेः गुणवत्तां नाशयति, अस्माकं स्वास्थ्यस्य अपि हानिं करोति इति सर्वे अङ्गीकुर्वन्ति । अतः गोसम्पद् न केवलं ग्रामस्य, अपि तु सम्पूर्णदेशस्य स्वास्थ्यस्य आर्थिकतायाः च आधारभूता अस्ति ।

‘पोषणं करोति’ इत्यस्य समानार्थकं पदं चित्वा लिखत -

- (1) पालयति
- (2) वर्द्धयति
- (3) पोषयति
- (4) पाययति

[Question ID = 308][Question Description = S10_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)

अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चित्वा लिखत।

पूर्वं कलिङ्गराज्ये सत्यगुप्तः नाम राजा आसीत्। तस्य पुत्रः कमलापीडः। राजपुत्रः एषः बहु अध्ययनं कृतवान् आसीत्। यद्यपि एषः अतीव बुद्धिमान् किन्तु अहङ्कारी। सः सर्वदा महाराजम् एवं उपहसति स्म - महाराजस्य समीपे विशालं सैन्यम् आसीत्। कदाचित् राजकुमारः सेनाविषये उक्तवान् - “पितः! एतत् सैन्यं व्यर्थम्। अस्य सैन्यस्य वर्धने वृथा धनव्ययः। किम् एतेन प्रयोजनम्?” इति। “पुत्र! भवान् न जानाति। युद्धकाले सैन्यम् अत्यावश्यकम्। तदर्थं सर्वदा सैनिकानां रक्षणं पोषणं च करणीयम्। तथा कृतं चेदेव सैनिकाः युद्धकाले प्राणापायम् अविगणय्य युद्धं कुर्वन्ति। राज्यस्य रक्षणं कुर्वन्ति” इति उक्तवान् राजा।

“युद्धसमये एवं धनं दत्तं चेत् बहवः जना लभ्यन्ते। अन्नक्षेपणेन यथा काकाः आगच्छन्ति तथा धनदानेन जनाः अहमहमिकया आगच्छन्ति।” इति सगर्वम् उक्तवान् राजकुमारः। तदा राजा तूष्णीं स्थितवान्। राजा तद्दिने रात्रौ पुत्रम् एकत्र नीतवान्। तत्र अन्नं स्थापयित्वा पुत्रम् उक्तवान्। - “पुत्र! इदानीं काकान् आह्वयतु” इति। “रात्रौ कथं वा काकाः आगच्छन्ति? किं भवान् मूर्खः इति पृष्ठवान् राजकुमारः। “पुत्र! न अहं मूर्खः। भवतः अविवेकस्य निवारणार्थम् अहम् एवं कृतवान्। यथा अन्नदाने कृते अपि काकाः न आगच्छन्ति, तथैव युद्धकाले धने दत्ते अपि जनाः न लभ्यन्ते। अतः देशरक्षणार्थं सर्वदा सैन्यं रक्षणीयम्।” इति पुत्रम् उपदिष्टवान् राजा।

सत्यगुप्तस्य पुत्रः कः आसीत्?

- (1) चन्द्रापीडः
- (2) विमलादित्यः
- (3) कमलापीडः
- (4) चन्द्रगुप्तः

[Question ID = 309][Question Description = S10_Sanskrit_Q129]

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

अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चित्वा लिखत।

पूर्वं कलिङ्गराज्ये सत्यगुप्तः नाम राजा आसीत्। तस्य पुत्रः कमलापीडः। राजपुत्रः एषः बहु अध्ययनं कृतवान् आसीत्। यद्यपि एषः अतीव बुद्धिमान् किन्तु अहङ्कारी। सः सर्वदा महाराजम् एवं उपहसति स्म - महाराजस्य समीपे विशालं सैन्यम् आसीत्। कदाचित् राजकुमारः सेनाविषये उक्तवान् - “पितः! एतत् सैन्यं व्यर्थम्। अस्य सैन्यस्य वर्धने वृथा धनव्ययः। किम् एतेन प्रयोजनम्?” इति। “पुत्र! भवान् न जानाति। युद्धकाले सैन्यम् अत्यावश्यकम्। तदर्थं सर्वदा सैनिकानां रक्षणं पोषणं च करणीयम्। तथा कृतं चेदेव सैनिकाः युद्धकाले प्राणापायम् अविगणय्य युद्धं कुर्वन्ति। राज्यस्य रक्षणं कुर्वन्ति” इति उक्तवान् राजा।

“युद्धसमये एवं धनं दत्तं चेत् बहवः जना लभ्यन्ते। अन्नक्षेपणेन यथा काकाः आगच्छन्ति तथा धनदानेन जनाः अहमहमिकया आगच्छन्ति।” इति सगर्वम् उक्तवान् राजकुमारः। तदा राजा तूष्णीं स्थितवान्। राजा तद्दिने रात्रौ पुत्रम् एकत्र नीतवान्। तत्र अन्नं स्थापयित्वा पुत्रम् उक्तवान्। - “पुत्र! इदानीं काकान् आह्वयतु” इति। “रात्रौ कथं वा काकाः आगच्छन्ति? किं भवान् मूर्खः इति पृष्ठवान् राजकुमारः। “पुत्र! न अहं मूर्खः। भवतः अविवेकस्य निवारणार्थम् अहम् एवं कृतवान्। यथा अन्नदाने कृते अपि काकाः न आगच्छन्ति, तथैव युद्धकाले धने दत्ते अपि जनाः न लभ्यन्ते। अतः देशरक्षणार्थं सर्वदा सैन्यं रक्षणीयम्।” इति पुत्रम् उपदिष्टवान् राजा।

कलिङ्गराज्यस्य राज्ञः नाम किमासीत्?

- (1) विनयगुप्तः
- (2) चन्द्रगुप्तः
- (3) सत्यगुप्तः
- (4) श्रीगुप्तः

[Question ID = 310][Question Description = S10_Sanskrit_Q130]

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

अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चित्वा लिखत ।

पूर्वं कलिङ्गराज्ये सत्यगुप्तः नाम राजा आसीत् । तस्य पुत्रः कमलापीडः । राजपुत्रः एषः बहु अध्ययनं कृतवान् आसीत् । यद्यपि एषः अतीव बुद्धिमान् किन्तु अहङ्कारी । सः सर्वदा महाराजम् एवं उपहसति स्म - महाराजस्य समीपे विशालं सैन्यम् आसीत् । कदाचित् राजकुमारः सेनाविषये उक्तवान् - “पितः ! एतत् सैन्यं व्यर्थम् । अस्य सैन्यस्य वर्धने वृथा धनव्ययः । किम् एतेन प्रयोजनम् ?” इति । “पुत्र ! भवान् न जानाति । युद्धकाले सैन्यम् अत्यावश्यकम् । तदर्थं सर्वदा सैनिकानां रक्षणं पोषणं च करणीयम् । तथा कृतं चेदेव सैनिकाः युद्धकाले प्राणापायम् अविगणय्य युद्धं कुर्वन्ति । राज्यस्य रक्षणं कुर्वन्ति” इति उक्तवान् राजा ।

“युद्धसमये एवं धनं दत्तं चेत् बहवः जना लभ्यन्ते । अन्नक्षेपणेन यथा काकाः आगच्छन्ति तथा धनदानेन जनाः अहमहमिकया आगच्छन्ति ।” इति सगर्वम् उक्तवान् राजकुमारः । तदा राजा तूष्णीं स्थितवान् । राजा तद्दिने रात्रौ पुत्रम् एकत्र नीतवान् । तत्र अन्नं स्थापयित्वा पुत्रम् उक्तवान् । - “पुत्र ! इदानीं काकान् आह्वयतु” इति । “रात्रौ कथं वा काकाः आगच्छन्ति ? किं भवान् मूर्खः इति पृष्ठवान् राजकुमारः । “पुत्र ! न अहं मूर्खः । भवतः अविवेकस्य निवारणार्थम् अहम् एवं कृतवान् । यथा अन्नदाने कृते अपि काकाः न आगच्छन्ति, तथैव युद्धकाले धने दत्ते अपि जनाः न लभ्यन्ते । अतः देशरक्षणार्थं सर्वदा सैन्यं रक्षणीयम् ।” इति पुत्रम् उपदिष्टवान् राजा ।

कः महाराजम् उपहसति स्म ?

- (1) चन्द्रापीडः
- (2) कमलापीडः
- (3) श्रीहर्षः
- (4) उदयनः

[Question ID = 311][Question Description = S10_Sanskrit_Q131]

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

अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चित्वा लिखत।

पूर्वं कलिङ्गराज्ये सत्यगुप्तः नाम राजा आसीत्। तस्य पुत्रः कमलापीडः। राजपुत्रः एषः बहु अध्ययनं कृतवान् आसीत्। यद्यपि एषः अतीव बुद्धिमान् किन्तु अहङ्कारी। सः सर्वदा महाराजम् एवं उपहसति स्म - महाराजस्य समीपे विशालं सैन्यम् आसीत्। कदाचित् राजकुमारः सेनाविषये उक्तवान् - “पितः! एतत् सैन्यं व्यर्थम्। अस्य सैन्यस्य वर्धने वृथा धनव्ययः। किम् एतेन प्रयोजनम्?” इति। “पुत्र! भवान् न जानाति। युद्धकाले सैन्यम् अत्यावश्यकम्। तदर्थं सर्वदा सैनिकानां रक्षणं पोषणं च करणीयम्। तथा कृतं चेदेव सैनिकाः युद्धकाले प्राणापायम् अविगण्य युद्धं कुर्वन्ति। राज्यस्य रक्षणं कुर्वन्ति” इति उक्तवान् राजा।

“युद्धसमये एवं धनं दत्तं चेत् बहवः जना लभ्यन्ते। अन्नक्षेपणेन यथा काकाः आगच्छन्ति तथा धनदानेन जनाः अहमहमिकया आगच्छन्ति।” इति सगर्वम् उक्तवान् राजकुमारः। तदा राजा तूष्णीं स्थितवान्। राजा तद्दिने रात्रौ पुत्रम् एकत्र नीतवान्। तत्र अन्नं स्थापयित्वा पुत्रम् उक्तवान्। - “पुत्र! इदानीं काकान् आह्वयतु” इति। “रात्रौ कथं वा काकाः आगच्छन्ति? किं भवान् मूर्खः इति पृष्ठवान् राजकुमारः। “पुत्र! न अहं मूर्खः। भवतः अविवेकस्य निवारणार्थम् अहम् एवं कृतवान्। यथा अन्नदाने कृते अपि काकाः न आगच्छन्ति, तथैव युद्धकाले धने दत्ते अपि जनाः न लभ्यन्ते। अतः देशरक्षणार्थं सर्वदा सैन्यं रक्षणीयम्।” इति पुत्रम् उपदिष्टवान् राजा।

“युद्धसमये एवं धनं दत्तं चेत् बहवः जनाः लभ्यन्ते।” इति कः उक्तवान्?

- (1) कमलापीडः
- (2) सत्यगुप्तः
- (3) चन्द्रगुप्तः
- (4) श्रीविक्रमः

[Question ID = 312][Question Description = S10_Sanskrit_Q132]

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

अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चित्वा लिखत ।

पूर्वं कलिङ्गराज्ये सत्यगुप्तः नाम राजा आसीत् । तस्य पुत्रः कमलापीडः । राजपुत्रः एषः बहु अध्ययनं कृतवान् आसीत् । यद्यपि एषः अतीव बुद्धिमान् किन्तु अहङ्कारी । सः सर्वदा महाराजम् एवं उपहसति स्म - महाराजस्य समीपे विशालं सैन्यम् आसीत् । कदाचित् राजकुमारः सेनाविषये उक्तवान् - “पितः ! एतत् सैन्यं व्यर्थम् । अस्य सैन्यस्य वर्धने वृथा धनव्ययः । किम् एतेन प्रयोजनम् ?” इति । “पुत्र ! भवान् न जानाति । युद्धकाले सैन्यम् अत्यावश्यकम् । तदर्थं सर्वदा सैनिकानां रक्षणं पोषणं च करणीयम् । तथा कृतं चेदेव सैनिकाः युद्धकाले प्राणापायम् अविगण्य युद्धं कुर्वन्ति । राज्यस्य रक्षणं कुर्वन्ति” इति उक्तवान् राजा ।

“युद्धसमये एवं धनं दत्तं चेत् बहवः जना लभ्यन्ते । अन्नक्षेपणेन यथा काकाः आगच्छन्ति तथा धनदानेन जनाः अहमहमिकया आगच्छन्ति ।” इति सगर्वम् उक्तवान् राजकुमारः । तदा राजा तूष्णीं स्थितवान् । राजा तद्दिने रात्रौ पुत्रम् एकत्र नीतवान् । तत्र अन्नं स्थापयित्वा पुत्रम् उक्तवान् । - “पुत्र ! इदानीं काकान् आह्वयतु” इति । “रात्रौ कथं वा काकाः आगच्छन्ति ? किं भवान् मूर्खः इति पृष्ठवान् राजकुमारः । “पुत्र ! न अहं मूर्खः । भवतः अविवेकस्य निवारणार्थम् अहम् एवं कृतवान् । यथा अन्नदाने कृते अपि काकाः न आगच्छन्ति, तथैव युद्धकाले धने दत्ते अपि जनाः न लभ्यन्ते । अतः देशरक्षणार्थं सर्वदा सैन्यं रक्षणीयम् ।” इति पुत्रम् उपदिष्टवान् राजा ।

‘अविगण्य’ इति पदे प्रयुक्तं कृदन्तप्रत्ययं चित्वा लिखत -

- (1) शतृ
- (2) क्त्वा
- (3) शानच्
- (4) ल्यप्

[Question ID = 313][Question Description = S10_Sanskrit_Q133]

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

अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चित्वा लिखत ।

पूर्वं कलिङ्गराज्ये सत्यगुप्तः नाम राजा आसीत् । तस्य पुत्रः कमलापीडः । राजपुत्रः एषः बहु अध्ययनं कृतवान् आसीत् । यद्यपि एषः अतीव बुद्धिमान् किन्तु अहङ्कारी । सः सर्वदा महाराजम् एवं उपहसति स्म - महाराजस्य समीपे विशालं सैन्यम् आसीत् । कदाचित् राजकुमारः सेनाविषये उक्तवान् - “पितः ! एतत् सैन्यं व्यर्थम् । अस्य सैन्यस्य वर्धने वृथा धनव्ययः । किम् एतेन प्रयोजनम् ?” इति । “पुत्र ! भवान् न जानाति । युद्धकाले सैन्यम् अत्यावश्यकम् । तदर्थं सर्वदा सैनिकानां रक्षणं पोषणं च करणीयम् । तथा कृतं चेदेव सैनिकाः युद्धकाले प्राणापायम् अविगणय्य युद्धं कुर्वन्ति । राज्यस्य रक्षणं कुर्वन्ति” इति उक्तवान् राजा ।

“युद्धसमये एवं धनं दत्तं चेत् बहवः जना लभ्यन्ते । अन्नक्षेपणेन यथा काकाः आगच्छन्ति तथा धनदानेन जनाः अहमहमिकया आगच्छन्ति ।” इति सगर्वम् उक्तवान् राजकुमारः । तदा राजा तूष्णीं स्थितवान् । राजा तद्दिने रात्रौ पुत्रम् एकत्र नीतवान् । तत्र अन्नं स्थापयित्वा पुत्रम् उक्तवान् । - “पुत्र ! इदानीं काकान् आह्वयतु” इति । “रात्रौ कथं वा काकाः आगच्छन्ति ? किं भवान् मूर्खः इति पृष्ठवान् राजकुमारः । “पुत्र ! न अहं मूर्खः । भवतः अविवेकस्य निवारणार्थम् अहम् एवं कृतवान् । यथा अन्नदाने कृते अपि काकाः न आगच्छन्ति, तथैव युद्धकाले धने दत्ते अपि जनाः न लभ्यन्ते । अतः देशरक्षणार्थं सर्वदा सैन्यं रक्षणीयम् ।” इति पुत्रम् उपदिष्टवान् राजा ।

‘मौनः’ इत्यस्य समानार्थकं पदं चित्वा लिखत -

- (1) तूष्णीम्
- (2) व्यग्रः
- (3) चिन्तितः
- (4) गुरुः

[Question ID = 314][Question Description = S10_Sanskrit_Q134]

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

अधोलिखितं गद्यांशं पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चित्वा लिखत।

पूर्वं कलिङ्गराज्ये सत्यगुप्तः नाम राजा आसीत्। तस्य पुत्रः कमलापीडः। राजपुत्रः एषः बहु अध्ययनं कृतवान् आसीत्। यद्यपि एषः अतीव बुद्धिमान् किन्तु अहङ्कारी। सः सर्वदा महाराजम् एवं उपहसति स्म - महाराजस्य समीपे विशालं सैन्यम् आसीत्। कदाचित् राजकुमारः सेनाविषये उक्तवान् - “पितः! एतत् सैन्यं व्यर्थम्। अस्य सैन्यस्य वर्धने वृथा धनव्ययः। किम् एतेन प्रयोजनम्?” इति। “पुत्र! भवान् न जानाति। युद्धकाले सैन्यम् अत्यावश्यकम्। तदर्थं सर्वदा सैनिकानां रक्षणं पोषणं च करणीयम्। तथा कृतं चेदेव सैनिकाः युद्धकाले प्राणापायम् अविगणय्य युद्धं कुर्वन्ति। राज्यस्य रक्षणं कुर्वन्ति” इति उक्तवान् राजा।

“युद्धसमये एवं धनं दत्तं चेत् बहवः जना लभ्यन्ते। अन्नक्षेपणेन यथा काकाः आगच्छन्ति तथा धनदानेन जनाः अहमहमिकया आगच्छन्ति।” इति सगर्वम् उक्तवान् राजकुमारः। तदा राजा तूष्णीं स्थितवान्। राजा तद्दिने रात्रौ पुत्रम् एकत्र नीतवान्। तत्र अन्नं स्थापयित्वा पुत्रम् उक्तवान्। - “पुत्र! इदानीं काकान् आह्वयतु” इति। “रात्रौ कथं वा काकाः आगच्छन्ति? किं भवान् मूर्खः इति पृष्ठवान् राजकुमारः। “पुत्र! न अहं मूर्खः। भवतः अविवेकस्य निवारणार्थम् अहम् एवं कृतवान्। यथा अन्नदाने कृते अपि काकाः न आगच्छन्ति, तथैव युद्धकाले धने दत्ते अपि जनाः न लभ्यन्ते। अतः देशरक्षणार्थं सर्वदा सैन्यं रक्षणीयम्।” इति पुत्रम् उपदिष्टवान् राजा।

अव्ययपदं चित्वा लिखत -

- (1) बुद्धिमान्
- (2) भवान्
- (3) वृथा
- (4) प्रयोजनम्

[Question ID = 315][Question Description = S10_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) भाषा-अन्तरणम् (translanguaging) -

- (1) एकलिपिं विहाय बहुलिपिं प्रति अवधान-परिवर्तनम्।
- (2) भाषा द्वितन्त्रयोः बहुविधतन्त्राणां वा व्यवस्था अस्ति।
- (3) भाषा-अधिगमं भाषा-शिक्षायाः केन्द्रे स्थापयति।
- (4) भाषा-अधिगमावबोधनस्य एकभाषिप्रतिमानं न स्वीकरोति।

[Question ID = 316][Question Description = S10_Sanskrit_Q136]

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

2) अधोलिखितेषु भाषा-कक्षायां किं सृजनशीलतायाः व्यवधानं नास्ति ?

- (1) अप्रत्याशित-काल्पनिकविचाराणां हतोत्साहकरणम्।
- (2) छात्रैः आज्ञाकारिभवेतुं अपेक्षाकरणम्।
- (3) प्राप्ताङ्कं प्रति बलप्रदानम्।
- (4) छात्राणां प्रश्नपृच्छां प्रति उत्साहवर्धनम्।

[Question ID = 317][Question Description = S10_Sanskrit_Q137]

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

3) अधोलिखितेषु किं व्याकरणपाठशिक्षणेन सम्बद्धः नास्ति -

- (1) कालावधिः-क्रिययोः मध्ये अन्वयः
- (2) क्रियायाः कर्तृसम्बन्धि अभिज्ञानम्
- (3) अवधिः
- (4) वैषम्यमूलकयुग्माः (contrastive pairs)

[Question ID = 318][Question Description = S10_Sanskrit_Q138]

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

4)

स्टीफनकेशनमहोदयेन तां अवस्थां अभिधातुं किं पदं निर्धारितं, यस्यां 'इ' अवस्थायां वर्तमानः कोऽपि विद्यार्थी यदा तस्यायाः किं चित् उच्च-अवस्थायां इ+१ प्रवेशः भवति, तर्हि सः भाषा-अधिगम-अवस्थां प्राप्नोति ?

- (1) अवबोध्य-निविष्टिः (comprehensible input)
- (2) अवबोध्य-बहिर्गतः (comprehensible output)
- (3) अवबोध्य-अन्तर्ग्रहणम् (comprehensible intake)
- (4) अवबोध्य-भाषा (comprehensible language)

[Question ID = 319][Question Description = S10_Sanskrit_Q139]

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

5) पठने प्रामुख्येण किम् आयन्ति ?

- (1) परिकल्पना-निर्माणं, पूर्वानुमानं, पाठकस्य अनुमानानां निश्चयनम्
- (2) परिकल्पना-निर्माणं, अज्ञातशब्दानाम् अनुमानं, तेषाम् उच्चारण-ज्ञानम्
- (3) पाठवस्तुनः पाठाभिध्यासानां (शीर्षकः चित्राणि इत्यादयः) च अवबोधनम्
- (4) पाठकस्य प्रथमभाषायां पाठस्य मानस-अनुवादस्य दक्षता

[Question ID = 320][Question Description = S10_Sanskrit_Q140]

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

6)

यथाशक्यम् अस्माभिः शुद्धपाठस्य प्रयोगः करणीयः। अधोलिखितेषु एकं शुद्धपाठप्रयोगस्य कारणेषु न गण्यते।
शुद्धपाठाः –

- (1) छात्राणां समक्षं यथार्थकालिकपाठान् उपस्थापयन्ति।
- (2) प्रकृत्या सम्प्रेषणात्मकाः भवन्ति।
- (3) भाषायाः संस्कृतिम् अवधारयन्ति।
- (4) एतेषु चित्राणि सन्निविष्टानि बहु रुचिकराः च भवन्ति।

[Question ID = 321][Question Description = S10_Sanskrit_Q141]

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

7)

सारिका व्याकरण-शिक्षणाय श्रव्य-अवतरणं प्रयुङ्क्ते। सा उदाहरणानि प्रददाति। छात्रेभ्यः नियमान् व्याख्यायति, संरचनानाम् अभ्यासः कारयति। छात्राः तदपि अभ्यासकार्येषु सम्यक् निष्पादनं न कुर्वन्ति। अधोलिखितेषु सारिकायाः कृते परामर्शाः प्रदत्ताः। एतेषु अनुपयुक्ततमं चिनुत –

- (1) तया छात्रैः सह संवादस्थापनाय अवधानं देयं एवं छात्राणां कृते प्रायशः अभ्यासकरणाय साहाय्यं प्रदेयम्।
- (2) पठनसामर्थ्यं संवर्धयितुं छात्रैः सह प्रयासः करणीयः।
- (3) व्याकरणशिक्षणाय सामूहिक-अभ्यासस्य प्रयोगः करणीयः।
- (4) पौनः पौन्येन कक्षायां श्रव्य-ध्वनाङ्कनानां वादनम् (playing audio recordings)।

[Question ID = 322][Question Description = S10_Sanskrit_Q142]

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

8)

‘अवतरणे तत् पदम् अन्वेषयतु यस्य अर्थः ‘हताशा’ अस्ति’। अयं प्रश्नः अस्ति –

- (1) तथ्यात्मक-पठनस्य प्रशिक्षणम्
- (2) अनुमानात्मक-पठनस्य प्रशिक्षणम्
- (3) तथ्य-प्रकाशनम्
- (4) शब्दावलि-अवधारणायाः प्रशिक्षणम्

[Question ID = 323][Question Description = S10_Sanskrit_Q143]

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

9) द्विभाषिकतया सन्निकृष्टत्वेन सम्बद्धं पदं किमस्ति ?

- (1) भाषा-अन्तरणम् (language transfer)
- (2) सार्वभौमिक-व्याकरणम् (universal grammar)
- (3) त्रुटि-विश्लेषणम् (error analysis)
- (4) भाषिक-दक्षता

[Question ID = 324][Question Description = S10_Sanskrit_Q144]

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

10) 'छात्रान् उचितं क्रममनुसृत्य चतुरः पृथक्-अनुच्छेदान् संयोजयितुं निर्दिशतु।' अयं कस्योपरि प्रश्नः अस्ति ?

- (1) पठने व्याकरणस्य अवबोधनम्
- (2) लेखन-व्यवस्थापनम्
- (3) शब्दावलिः
- (4) उच्चारणम्

[Question ID = 325][Question Description = S10_Sanskrit_Q145]

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

11) सम्भाषणाभ्यासमधिकृत्य काजलस्य पाठः किञ्चित् असम्यक् जातः। अधस्तनेषु चिह्नयतु तया किं करणीयम् ?

- (1) सा छात्रान् युगबद्धा भूत्वा उपवेष्टुं कथयति।
- (2) तया चरित्र-अभिनयाः (role plays) विस्तरेण व्याख्यायते।
- (3) चरित्र-अभिनयाभ्यासे सा निर्देशयन्त्रं वितरति।
- (4) एकस्थाने वर्तमाना सा कक्षया उपस्थापयितायाः समस्यायाः समाधानं करोति।

[Question ID = 326][Question Description = S10_Sanskrit_Q146]

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

12)

षष्ठ-कक्षायाः शिक्षिका सम्भाषणे लेखने च विद्यमानाः त्रुटीः छात्रान् दर्शयति। तथापि तैः कृताः त्रुटयः सा न ज्ञापयति। सा किं करोति ?

- (1) सा प्रतिपुष्टीः प्रददाति।
- (2) सा उपचारत्मिकां कक्षां संचालयति।
- (3) सा त्रुटीः संशोधयति।
- (4) सा व्याकरणकक्षां संचालयति।

[Question ID = 327][Question Description = S10_Sanskrit_Q147]

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

13) अधोलिखितेषु किं व्याकरणशिक्षणविषये समीचीनं नास्ति -

- (1) शब्दानां मध्ये अन्वयं विधातुं मानसबिम्बाणां सृजनम्।
- (2) शिक्षणाय अनुच्छेदस्य स्थाने वाक्यानां प्रयोगः।
- (3) सम्भाषणत्रुटीनां विषये चर्चाकरणाय अशुद्धविद्यार्थिभाषायाः प्रयोगः।
- (4) व्याकरणं शिक्षणाय श्रवणस्य प्रयोगः।

[Question ID = 328][Question Description = S10_Sanskrit_Q148]

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

14) भाषा-सङ्गमः किमस्ति ?

- (1) अयम् एकः भाषाविषयकः कार्यक्रमः अस्ति।
- (2) इदम् एकं भाषाणां सम्मिलनम् अस्ति।
- (3) अयं भारतीयसर्वकारस्य विद्यालयेषु भारतीयभाषाणां संवर्धनाय कार्यक्रमः।
- (4) अयं विद्यालयेषु भाषाध्ययनकृते भारतसर्वकारस्य कार्यक्रमः।

[Question ID = 329][Question Description = S10_Sanskrit_Q149]

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

15) भाषायाः अध्ययनं किं कथ्यते ?

- (1) व्याकरणम्
- (2) भाषा-विज्ञानम्
- (3) शिक्षाप्रविधिः
- (4) भाषानीतिः

[Question ID = 330][Question Description = S10_Sanskrit_Q150]

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