

CTET L1 English L2 Hindi P1

Topic:- CDP_P1_CTET

- 1) While at times, different domains of development intersect in explaining human capabilities, yet which of the following domain of development explicitly discusses intellectual abilities such as problem solving, critical thinking and logical reasoning ?

- (1) Physical
- (2) Motor
- (3) Social
- (4) Cognitive

अनेक स्थितियों में, विकास के विभिन्न क्षेत्र मानवीय क्षमताओं की व्याख्या करने में परस्पर प्रतिच्छेद करते हैं, तथापि विकास का कौन-सा क्षेत्र प्रत्यक्ष रूप से बौद्धिक योग्यताओं जैसे कि समस्या-समाधान, समालोचनात्मक चिन्तन और तार्किकता की स्पष्टतया चर्चा करता है ?

- (1) शारीरिक
- (2) गत्यात्मक
- (3) सामाजिक
- (4) संज्ञानात्मक

[Question ID = 1][Question Description = CTET_P1_PART_1_CDP_SET_122_Q1]

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

- 2) Development proceeds from _____ to _____.

- (1) head, toe
- (2) complex, simple
- (3) extremities, centre
- (4) specific, general

विकास _____ से _____ की ओर बढ़ता है ।

- (1) सिर, पैर
- (2) जटिल, सरल
- (3) बाह्य, केन्द्र
- (4) विशिष्ट, सामान्य

[Question ID = 2][Question Description = CTET_P1_PART_1_CDP_SET_122_Q2]

- 1. 1 [Option ID = 5]

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

3) During early childhood, _____ is the primary agent of socialisation and _____ is the secondary agent of socialisation.

- (1) Mass media, Family
- (2) School, Family
- (3) Family, School
- (4) Print media, Mass media

प्रारंभिक बाल्यावस्था के दौरान, _____ सामाजीकरण का प्राथमिक कारक है और _____ सामाजीकरण का द्वितीयक कारक है।

- (1) जनसंचार माध्यम, परिवार
- (2) विद्यालय, परिवार
- (3) परिवार, विद्यालय
- (4) मुद्रित माध्यम, जनसंचार माध्यम

[Question ID = 3][Question Description = CTET_P1_PART_1_CDP_SET_122_Q3]

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

4) As per Jean Piaget's theory, if a scheme does not produce a satisfying result, then _____ takes place.

- (1) Imitation
- (2) Disequilibrium
- (3) Conservation
- (4) Zone of proximal development

जीन पियाजे के सिद्धांत के अनुसार, अगर एक स्कीम संतुष्ट परिणाम नहीं दे रहा है, तो _____ उत्पन्न होता है।

- (1) अनुकरण
- (2) असंतुलन
- (3) संरक्षण
- (4) विकास का समीपस्थ क्षेत्र

[Question ID = 4][Question Description = CTET_P1_PART_1_CDP_SET_122_Q4]

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

5) According to Jean Piaget's theory of cognitive development, at which stage do children begin to understand object permanence ?

- (1) Sensorimotor
- (2) Preoperational
- (3) Concrete operational
- (4) Formal operational

जीन पियाज़े के संज्ञानात्मक विकास के सिद्धांत के अनुसार, बच्चे किस अवस्था से वस्तु स्थायित्व समझना आरंभ कर देते हैं ?

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

[Question ID = 5][Question Description = CTET_P1_PART_1_CDP_SET_122_Q5]

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

6) When Raman was presented with 'Heinz' dilemma', he responded that Heinz should not steal the money because stealing is a crime and doing so will cause disturbance in society. At which stage of moral reasoning is Raman at present ?

- (1) Obedience and punishment orientation
- (2) Instrumental purpose orientation
- (3) Good boy-Good girl orientation
- (4) Law and Order orientation

रमन के सम्मुख 'हेन्ज की दुविधा' प्रस्तुत की गई। उसने प्रतिक्रिया व्यक्त की कि हेन्ज को पैसा नहीं चुराना चाहिए क्योंकि चोरी करना अपराध है और ऐसा करने से समाज में अव्यवस्था पैदा होगी। वर्तमान में रमन नैतिक विकास की किस अवस्था में है ?

- (1) आज्ञाकारिता और दण्ड अभिविन्यास
- (2) यंत्रीय उद्देश्य अभिविन्यास
- (3) अच्छा लड़का-अच्छी लड़की अभिविन्यास
- (4) कानून एवं व्यवस्था अभिविन्यास

[Question ID = 6][Question Description = CTET_P1_PART_1_CDP_SET_122_Q6]

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

7) Which of the following statement is correct as per Lev Vygotsky's ideas ?

- (1) Social isolation contributes to learning.
- (2) Children learn best without support of others.
- (3) Cues and hints impede pace of learning.
- (4) Cultural tools contribute to the learning process.

लेव वायगोत्स्की के विचारों के अनुसार निम्न में से कौन-सा कथन सही है ?

- (1) सामाजिक पृथक्कीकरण अधिगम में योगदान देता है।
- (2) बच्चे दूसरों के सहयोग के बिना सर्वाधिक अच्छी तरह से सीखते हैं।
- (3) संकेत और मदद अधिगम की गति में अवरोध पैदा करते हैं।
- (4) सांस्कृतिक उपकरण अधिगम की प्रक्रिया में योगदान देते हैं।

[Question ID = 7][Question Description = CTET_P1_PART_1_CDP_SET_122_Q7]

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

8) In accordance with Lev Vygotsky, which of the following method of teaching-learning promotes learning ?

- (1) Passive imitation
- (2) Cooperative learning
- (3) Expository teaching
- (4) Stimulus-response conditioning

लेव वायगोत्स्की के अनुसार, शिक्षण-अधिगम की निम्न में से कौन-सी विधि अधिगम को समुन्नत करती है ?

- (1) निष्क्रिय अनुकरण
- (2) सहभागी अधिगम
- (3) व्याख्यात्मक शिक्षण
- (4) उद्दीपन-प्रतिक्रिया अनुकूलन

[Question ID = 8][Question Description = CTET_P1_PART_1_CDP_SET_122_Q8]

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

9) Child-centered education advocates for

- (1) standardised curriculum
- (2) use of rewards and punishment
- (3) consideration of individual differences
- (4) inculcating entity belief of ability

बाल-केन्द्रित शिक्षा किसकी अनुशंसा करती है ?

- (1) मानकीकृत पाठ्यचर्या
- (2) पुरस्कार और दण्ड का इस्तेमाल
- (3) वैयक्तिक भिन्नताओं पर ध्यान देना
- (4) योग्यता के सत्तावादी मत का विकास करना

[Question ID = 9][Question Description = CTET_P1_PART_1_CDP_SET_122_Q9]

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

10) As per Howard Gardner's theory of intelligence, intelligence

- (1) levels are same among all children.
- (2) is a 'general' ability which has no biological base.
- (3) is fixed from the birth and does not get impacted by environmental factors.
- (4) is of many kinds and individuals possess different levels of different intelligences.

हावर्ड गार्डनर के बुद्धि के सिद्धांत के अनुसार, बुद्धि

- (1) के सभी बच्चों में एकसमान स्तर होते हैं।
- (2) एक 'सामान्य' योग्यता है जिसका कोई जैवकीय आधार नहीं है।
- (3) जन्म से ही स्थिर है और इस पर परिवेशीय कारकों का कोई प्रभाव नहीं पड़ता है।
- (4) कई प्रकार की होती है और व्यक्तियों के पास विभिन्न प्रकार की बुद्धि के विभिन्न स्तर होते हैं।

[Question ID = 10][Question Description = CTET_P1_PART_1_CDP_SET_122_Q10]

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

11) *Assertion (A) :*

Socio-constructivist theories of learning emphasize on creating print-rich environment in the class to facilitate learning process.

Reason (R) :

School climate does not play any role in language development and language development is entirely dependent on biological maturation.

Choose the correct option.

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

अभिकथन (A) :

अधिगम का सामाजिक-रचनावादी सिद्धांत अधिगम प्रक्रिया को सहज-सुगम बनाने के लिए कक्षा में मुद्रित-समृद्ध परिवेश के सृजन पर बल देता है।

तर्क (R) :

भाषा विकास में विद्यालय के परिवेश की कोई भूमिका नहीं है और भाषा विकास पूरी तरह से जैवकीय परिपक्वता पर निर्भर होता है।

सही विकल्प चुनें।

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

[Question ID = 11][Question Description = CTET_P1_PART_1_CDP_SET_122_Q11]

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

12) Boys are very powerful and tough, and girls are soft and sensitive. Such statements strengthen _____.

- (1) Gender equality
- (2) Gender equity
- (3) Gender empowerment
- (4) Gender stereotypes

लड़के बहुत शक्तिशाली और कठोर होते हैं तथा लड़कियाँ नरम और संवेदनशील होती हैं। इस तरह के कथन _____ को बढ़ावा देते हैं।

- (1) जेंडर समानता
- (2) जेंडर समता
- (3) जेंडर सशक्तीकरण
- (4) जेंडर रूढ़िवादिता

[Question ID = 12][Question Description = CTET_P1_PART_1_CDP_SET_122_Q12]

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

13) Individual differences in preferred learning styles of children should **not** be addressed by

- (1) presenting information to them in multiple ways
- (2) giving them chances to act on information in multiple ways
- (3) providing them opportunities to engage in work using multiple ways
- (4) labelling and segregating them in multiple ways

बच्चों की स्वीकृत अधिगम शैलियों में वैयक्तिक भिन्नताओं को किस प्रकार से संबोधित नहीं किया जाना चाहिए ?

- (1) उन्हें बहुविध तरीकों से जानकारीयाँ प्रस्तुत करके
- (2) उन्हें बहुविध तरीकों से जानकारीयों पर काम करने के अवसर देकर
- (3) उन्हें बहुविध तरीकों से काम में शामिल होने के अवसर देकर
- (4) उनका बहुविध तरीकों से नामीकरण (लेबलिंग) व पृथक्कीकरण करके

[Question ID = 13][Question Description = CTET_P1_PART_1_CDP_SET_122_Q13]

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

14) Assessment should be done mainly to

- (1) induce fear among students for exams.
- (2) identify their strengths and challenges to optimise learning.
- (3) promote and detain students as per their performance.
- (4) assign ranks and classify students in a hierarchical manner.

आकलन करने का मुख्य कारण क्या है ?

- (1) विद्यार्थियों में परीक्षा के प्रति भय पैदा करना ।
- (2) अधिगम को अनुकूलतम बनाने के लिए विद्यार्थियों की खूबियों और चुनौतियों की पहचान करना ।
- (3) विद्यार्थियों के निष्पादन के अनुसार उन्हें आगे की कक्षा में प्रोन्नत करना या रोक लेना ।
- (4) विद्यार्थियों को श्रेणी देना और वरीयताक्रम में वर्गीकृत करना ।

[Question ID = 14][Question Description = CTET_P1_PART_1_CDP_SET_122_Q14]

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

15) You want to promote critical thinking among your students. To do so, which of the following skills should you enhance ?

- (1) Convergent thinking
- (2) Self-reflection
- (3) Rote memorisation
- (4) Passive imitation

आप अपने विद्यार्थियों में समालोचनात्मक चिन्तन को समुन्नत करना चाहते हैं। ऐसा करने के लिए आप निम्न में से किन कौशलों का संवर्धन करना चाहेंगे ?

- (1) अभिसारी चिन्तन
- (2) स्व-चिन्तन/प्रतिबिम्बन
- (3) कंठस्थीकरण
- (4) निष्क्रिय अनुकरण

[Question ID = 15][Question Description = CTET_P1_PART_1_CDP_SET_122_Q15]

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

16) Low performance of children from disadvantaged backgrounds in schools indicates that

- (1) school caters to the needs of all students.
- (2) their parents do not understand the importance of education.
- (3) school is not responsive to needs and abilities of all children.
- (4) social environment of child is solely responsible for child's learning.

विद्यालयों में सुविधावंचित पृष्ठभूमि से आने वाले बच्चों का निम्न-स्तरीय निष्पादन किस ओर संकेत करता है ?

- (1) विद्यालय सभी विद्यार्थियों की आवश्यकताओं की ओर ध्यान देता है।
- (2) उनके माता-पिता शिक्षा का महत्व नहीं समझते हैं।
- (3) विद्यालय सभी बच्चों की आवश्यकताओं एवं योग्यताओं को संबोधित नहीं कर पाते।
- (4) बच्चों का सामाजिक परिवेश बच्चों के अधिगम के लिए पूरी तरह से उत्तरदायी है।

[Question ID = 16][Question Description = CTET_P1_PART_1_CDP_SET_122_Q16]

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

17) Disability is a result of impaired interaction between individual and social factors. Which model of disability supports this view ?

- (1) Medical
- (2) Charity
- (3) Social
- (4) Human right

विकलांगता वैयक्तिक और सामाजिक कारकों के बीच बाधित अन्तःक्रियाओं का परिणाम है। विकलांगता का कौन-सा प्रतिमान इस दृष्टिकोण को समर्थन देता है ?

- (1) चिकित्सीय
- (2) दानशीलता
- (3) सामाजिक
- (4) मानवीय अधिकार

[Question ID = 17][Question Description = CTET_P1_PART_1_CDP_SET_122_Q17]

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

18) In order to ensure successful inclusion of students with hearing impairment, a teacher should

- (1) extensively use lecture method for presenting information.
- (2) use oral tests for assessment of learning.
- (3) restrict the use of sign language in class.
- (4) ensure that oral communication is supplemented with visual representation.

श्रवण बाधिता वाले विद्यार्थियों के सफल समावेशन को सुनिश्चित करने के लिए अध्यापक को क्या करना चाहिए ?

- (1) जानकारी प्रस्तुत करने के लिए व्याख्यान विधि का अतिशय रूप से प्रयोग।
- (2) अधिगम के आकलन के लिए मौखिक परीक्षणों का प्रयोग।
- (3) कक्षा में सांकेतिक भाषा के प्रयोग का निषेध।
- (4) यह सुनिश्चित करना कि मौखिक सम्प्रेषण दृश्यात्मक प्रस्तुतीकरण के साथ पूरित हो।

[Question ID = 18][Question Description = CTET_P1_PART_1_CDP_SET_122_Q18]

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

19) Students with giftedness are likely to

- (1) lack intuitive understanding of the basics
- (2) respond much slower than their peers
- (3) withdraw very quickly if task is challenging
- (4) show eagerness to find solutions

मेधावी/प्रतिभाशाली बच्चों में किस तरह की संभावना है ?

- (1) उनमें मूल बातों की सहज समझ का अभाव होता है
- (2) अपने सहपाठियों की तुलना में काफी धीमी गति से प्रतिक्रिया देते हैं
- (3) यदि कार्य चुनौती भरा है, तो उस काम को तुरन्त छोड़ देते हैं
- (4) समाधान खोजने के प्रति इच्छा व्यक्त करते हैं

[Question ID = 19][Question Description = CTET_P1_PART_1_CDP_SET_122_Q19]

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

20) Which of the following provision will cause challenges to a student having Attention Deficit Hyperactivity Disorder ?

- (1) Access to assistive technology for written assignments
- (2) Stimulating a range of senses
- (3) breaking assignments into small and manageable chunks
- (4) lecturing for long duration without any breaks

निम्नलिखित में से कौन-सा प्रावधान 'अटेंशन डैफिशिट हाइपरएक्टिविटी डिस्ऑर्डर' वाले विद्यार्थी के लिए चुनौती प्रस्तुत करेगा ?

- (1) लिखित प्रदत्त कार्यों के लिए सहायक प्रौद्योगिकी तक सुगम्य पहुँच
- (2) विभिन्न संवेदों का उद्दीपन
- (3) प्रदत्त कार्यों को छोटे-छोटे प्रबंधनीय समूहों में प्रस्तुत करना
- (4) बिना किसी अंतराल के लंबी अवधि वाले व्याख्यान

[Question ID = 20][Question Description = CTET_P1_PART_1_CDP_SET_122_Q20]

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

21) *Assertion (A) :*

A teacher should encourage students to collaborate, do group work and actively participate in cooperative learning.

Reason (R) :

Learning is a social activity and students construct knowledge collectively.

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) :

अध्यापक को अपने विद्यार्थियों को सहयोगात्मक अधिगम में सहयोग करने, समूह कार्य करने और सक्रिय रूप से भाग लेने के लिए प्रोत्साहित करना चाहिए।

तर्क (R) :

अधिगम एक सामाजिक गतिविधि है और विद्यार्थियों को सामूहिक रूप से ज्ञान सृजन करना चाहिए।

सही विकल्प चुनें।

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

[Question ID = 21][Question Description = CTET_P1_PART_1_CDP_SET_122_Q21]

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

22) Which of the following method of teaching-learning does **not** value active role of students in knowledge construction ?

- (1) Behaviour conditioning
- (2) Peer collaboration
- (3) Discovery learning
- (4) Reciprocal teaching

शिक्षण-अधिगम की निम्न में से कौन-सी विधि ज्ञान के सृजन में विद्यार्थियों की सक्रिय भूमिका को महत्व **नहीं** देती है ?

- (1) व्यवहार अनुकूलन
- (2) सहपाठी सहभागिता
- (3) अन्वेषण अधिगम
- (4) पारस्परिक शिक्षण

[Question ID = 22][Question Description = CTET_P1_PART_1_CDP_SET_122_Q22]

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

23) Students learn better and effectively by

- (1) Passive imitation
- (2) Rewards and Punishments
- (3) Inquiry and discovery
- (4) Rote memorisation

विद्यार्थी किसके द्वारा बेहतर और प्रभावशाली तरीके से सीखते हैं ?

- (1) निष्क्रिय अनुकरण
- (2) पुरस्कार और दण्ड
- (3) जिज्ञासा और अन्वेषण
- (4) कंठस्थीकरण

[Question ID = 23][Question Description = CTET_P1_PART_1_CDP_SET_122_Q23]

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

24) Which of the following hinders development of problem-solving skills among students ?

- (1) Analogical thinking
- (2) Functional fixedness
- (3) Representation of problem in multiple ways
- (4) Focus on relevant information

निम्न में से कौन-सा विद्यार्थियों के समस्या-समाधान कौशलों के विकास में बाधक है ?

- (1) अनुरूपक चिंतन
- (2) प्रकार्यात्मक स्थिरता
- (3) बहुविध तरीकों से प्रश्नों का प्रस्तुतीकरण
- (4) प्रासंगिक सूचनाओं पर केन्द्रित होना

[Question ID = 24][Question Description = CTET_P1_PART_1_CDP_SET_122_Q24]

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

25) In what ways should alternative conceptions carried by students be addressed by the teacher ?

- (1) Alternative conceptions should be ignored without any discussion.
- (2) Students should not be allowed to share any alternative conceptions.
- (3) Students should be encouraged to share their ideas and these should be discussed thoroughly.
- (4) Students should be punished for carrying alternative conceptions.

विद्यार्थियों द्वारा गृहित वैकल्पिक अवधारणाएँ अध्यापकों द्वारा किस प्रकार संबोधित की जानी चाहिए ?

- (1) वैकल्पिक अवधारणाओं की कोई चर्चा किए बिना अनदेखी की जानी चाहिए ।
- (2) विद्यार्थियों को किसी भी प्रकार की वैकल्पिक अवधारणाएँ साझा करने की अनुमति नहीं देनी चाहिए ।
- (3) विद्यार्थियों को अपने विचार साझा करने के लिए प्रोत्साहित करना चाहिए और इन पर समग्रता से चर्चा करनी चाहिए ।
- (4) विद्यार्थियों को वैकल्पिक अवधारणाओं पर विचार करने के लिए दण्ड मिलना चाहिए ।

[Question ID = 25][Question Description = CTET_P1_PART_1_CDP_SET_122_Q25]

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

26) Which of the following is an example of extrinsic motivation ?

- (1) Learning to satisfy curiosity
- (2) Learning to improve understanding
- (3) Learning to win a cash prize
- (4) Learning to master a skill

निम्नलिखित में से कौन-सा बाह्य अभिप्रेरणा का उदाहरण है ?

- (1) जिज्ञासा को संतुष्ट करने के लिए अधिगम
- (2) समझ को समुन्नत करने के लिए अधिगम
- (3) तकद पुरस्कार पाने के लिए अधिगम
- (4) किसी कौशल में निपुणता प्राप्त करने के लिए अधिगम

[Question ID = 26][Question Description = CTET_P1_PART_1_CDP_SET_122_Q26]

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

27) Saima attributes her failure to lack of ability and considers ability as fixed. Experiencing repeated failure will lead to the development of _____ in her.

- (1) Curiosity
- (2) Learned helplessness
- (3) Pride
- (4) Hope

सायमा अपनी असफलता के लिए योग्यता में कमी को उत्तरदायी ठहराती है और योग्यता को एक स्थिर रूप की तरह मानती है। बार-बार असफलताओं का होना उसमें किस प्रकार की भावना का विकास करेगा ?

- (1) जिज्ञासा
- (2) असहायता का सीखा हुआ भाव
- (3) गर्व
- (4) आशा

[Question ID = 27][Question Description = CTET_P1_PART_1_CDP_SET_122_Q27]

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

28) You want your students to remember certain information. For this purpose, which of the following strategy should be avoided ?

- (1) Asking them to passively recite the same many times.
- (2) Making connections with their previous knowledge.
- (3) Giving opportunities to apply knowledge to real-life problems.
- (4) Providing exemplars and non-exemplars for that concept.

आप अपने विद्यार्थियों को कुछ जानकारी याद करवाना चाहते हैं। इस उद्देश्य के लिए, आप किस युक्ति से बचना चाहेंगे ?

- (1) आप उन्हें निष्क्रिय रूप से कई बार दोहराने के लिए कहेंगे।
- (2) उनके पूर्व ज्ञान से सम्बद्धता जोड़ेंगे।
- (3) ज्ञान को वास्तविक जीवन की समस्याओं में लागू करने के अवसर देंगे।
- (4) उस अवधारणा हेतु उदाहरण और गैर-उदाहरण प्रस्तुत करेंगे।

[Question ID = 28][Question Description = CTET_P1_PART_1_CDP_SET_122_Q28]

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

29) Which of the following factor is personal factor which influences learning ?

- (1) School climate
- (2) Heredity
- (3) Cultural context
- (4) Teacher's pedagogy

निम्नलिखित में से कौन-सा व्यक्तिगत कारक है जो अधिगम को प्रभावित करता है ?

- (1) स्कूली माहौल
- (2) आनुवंशिकता
- (3) सांस्कृतिक संदर्भ
- (4) अध्यापिका का शिक्षाशास्त्र

[Question ID = 29][Question Description = CTET_P1_PART_1_CDP_SET_122_Q29]

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

30) Learning is negatively influenced by

- (1) scaffolding provided by teacher
- (2) feeling of hopelessness
- (3) print-rich environment in school
- (4) individualised instructions as per students' needs

अधिगम किसके द्वारा नकारात्मक रूप से प्रभावित होता है ?

- (1) अध्यापिका द्वारा प्रदान पाइ
- (2) निराशा की भावना
- (3) विद्यालय का मुद्रित-समृद्ध परिवेश
- (4) विद्यार्थियों की ज़रूरत अनुसार वैयक्तिक रूप से दिए जा रहे अनुदेशन

[Question ID = 30][Question Description = CTET_P1_PART_1_CDP_SET_122_Q30]

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

Topic:- MATH_Q31-45_P1_CTET

1) $\frac{2}{7} + \frac{7}{2}$ is equal to

- (1) 1
- (2) $\frac{51}{14}$
- (3) $3\frac{11}{14}$
- (4) $\frac{55}{14}$

$\frac{2}{7} + \frac{7}{2}$ बराबर है

(1) 1

(2) $\frac{51}{14}$

(3) $3\frac{11}{14}$

(4) $\frac{55}{14}$

[Question ID = 31][Question Description = CTET_P1_PART_2_MATHS_SET_122_Q31]

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

2) Which of the following represents descending order arrangement of the numbers ?

(1) 20.2, 2.20, 2.022, 2.02, 2.002, 0.222

(2) 20.2, 2.20, 2.02, 2.022, 2.002, 0.222

(3) 20.2, 2.02, 2.022, 2.20, 2.002, 0.222

(4) 2.02, 2.002, 2.20, 2.022, 20.2, 0.222

निम्नलिखित में से किसमें संख्याएँ अवरोही क्रम में व्यवस्थित हैं ?

(1) 20.2, 2.20, 2.022, 2.02, 2.002, 0.222

(2) 20.2, 2.20, 2.02, 2.022, 2.002, 0.222

(3) 20.2, 2.02, 2.022, 2.20, 2.002, 0.222

(4) 2.02, 2.002, 2.20, 2.022, 20.2, 0.222

[Question ID = 32][Question Description = CTET_P1_PART_2_MATHS_SET_122_Q32]

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

3) Difference between the least common multiple of 4, 5 and 6 and the least common multiple of 5, 6 and 10 is :

(1) 30

(2) 60

(3) 15

(4) 45

4, 5 और 6 के सबसे छोटे सार्व गुणज और 5, 6 और 10 के सबसे छोटे सार्व गुणज में अंतर है :

(1) 30

(2) 60

(3) 15

(4) 45

[Question ID = 33][Question Description = CTET_P1_PART_2_MATHS_SET_122_Q33]

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

4) The difference between the smallest 5-digit number and the greatest 3-digit number is :

(1) 90001

(2) 901

(3) 9001

(4) 9000

5-अंकों वाली सबसे छोटी संख्या और 3-अंकों वाली सबसे बड़ी संख्या का अंतर है :

(1) 90001

(2) 901

(3) 9001

(4) 9000

[Question ID = 34][Question Description = CTET_P1_PART_2_MATHS_SET_122_Q34]

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

5) What should be added to the sum of 7077, 7707 and 7007 to obtain 27777 ?

(1) 7777

(2) 5986

(3) 5968

(4) 5698

27777 प्राप्त करने के लिए 7077, 7707 और 7007 के योगफल में क्या जोड़ना होगा ?

(1) 7777

(2) 5986

(3) 5968

(4) 5698

[Question ID = 35][Question Description = CTET_P1_PART_2_MATHS_SET_122_Q35]

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

6) In a school, there are 320 students, out of which one-fourth are girls and the rest are boys. Two-third of the number of boys are players. The number of boys who are not players is :

- (1) 80
- (2) 160
- (3) 40
- (4) 90

किसी विद्यालय में, 320 विद्यार्थी हैं, जिनमें से एक-चौथाई लड़कियाँ हैं और शेष लड़के हैं। लड़कों की संख्या के दो-तिहाई खिलाड़ी हैं। जो खिलाड़ी नहीं हैं, उन लड़कों की संख्या है :

- (1) 80
- (2) 160
- (3) 40
- (4) 90

[Question ID = 36][Question Description = CTET_P1_PART_2_MATHS_SET_122_Q36]

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

7) A taxi meter shows charges of ₹ 40 for the first two km of journey and ₹ 15 for every subsequent km travelled. Mohan pays ₹ 190 as fare to travel from his house to his office. How far is his office from his house ?

- (1) 12 km
- (2) 13 km
- (3) 14 km
- (4) 10 km

एक टैक्सी का मीटर पहले 2 km की यात्रा के लिए ₹ 40 का भाड़ा दिखाता है और उसके बाद प्रति km की यात्रा के लिए ₹ 15 का भाड़ा दिखाता है। मोहन ने अपने घर से अपने ऑफिस की यात्रा के लिए ₹ 190 किराया दिया। उसके घर से उसके ऑफिस की दूरी कितनी है ?

- (1) 12 km
- (2) 13 km
- (3) 14 km
- (4) 10 km

[Question ID = 37][Question Description = CTET_P1_PART_2_MATHS_SET_122_Q37]

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

8) A bucket is $\frac{2}{7}$ filled with water. Another 15 L of water is needed to fill the bucket to its brim.

What is the capacity of the bucket ?

- (1) 21 L
- (2) 14 L
- (3) 28 L
- (4) 7 L

एक बाल्टी के $\frac{2}{7}$ भाग में पानी है। बाल्टी को ऊपर तक पानी से भरने के लिए 15 L पानी की और आवश्यकता है। बाल्टी की धारिता क्या है ?

- (1) 21 L
- (2) 14 L
- (3) 28 L
- (4) 7 L

[Question ID = 38][Question Description = CTET_P1_PART_2_MATHS_SET_122_Q38]

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

9) A train started from station A at 17:40 and reached station B at 22:15 on the same day. The time taken by the train for the journey is

- (1) 2 hours 35 minutes
- (2) 3 hours 35 minutes
- (3) 4 hours 35 minutes
- (4) 5 hours 35 minutes

एक रेलगाड़ी स्टेशन A से 17:40 बजे चलती है तथा स्टेशन B पर उसी दिन 22:15 बजे पहुँचती है। रेलगाड़ी द्वारा यात्रा में लगा समय है

- (1) 2 घंटे 35 मिनट
- (2) 3 घंटे 35 मिनट
- (3) 4 घंटे 35 मिनट
- (4) 5 घंटे 35 मिनट

[Question ID = 39][Question Description = CTET_P1_PART_2_MATHS_SET_122_Q39]

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

10) A 90 cm long wire is bent to form a rectangle. If the width of this rectangle is 15 cm, what is its area ?

- (1) 300 cm^2
- (2) 450 cm^2
- (3) 240 cm^2
- (4) 480 cm^2

एक 90 cm लम्बी तार को मोड़कर एक आयत का रूप दिया गया। यदि आयत की चौड़ाई 15 cm है, तो इसका क्षेत्रफल क्या है ?

- (1) 300 cm^2
- (2) 450 cm^2
- (3) 240 cm^2
- (4) 480 cm^2

[Question ID = 40][Question Description = CTET_P1_PART_2_MATHS_SET_122_Q40]

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

11) The number of degrees in four and two-third right-angles is how much more than 395 ?

- (1) 35
- (2) 40
- (3) 20
- (4) 25

चार और दो-तिहाई समकोणों में डिग्रियों की संख्या 395 से कितनी अधिक है ?

- (1) 35
- (2) 40
- (3) 20
- (4) 25

[Question ID = 41][Question Description = CTET_P1_PART_2_MATHS_SET_122_Q41]

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

12) Identify the shape with the following properties :

- (a) It has 4 sides.
- (b) It is a closed figure.
- (c) It has opposite sides parallel and equal.
- (d) All its angles are of 90° .

- (1) Rectangle only
- (2) Square only
- (3) Rectangle or Square
- (4) Rhombus only

निम्न गुणों वाली आकृति की पहचान कीजिए :

- (a) इसकी 4 भुजाएँ हैं।
- (b) यह एक बंद आकृति है।
- (c) इसकी सम्मुख भुजाएँ बराबर और समांतर हैं।
- (d) इसके सभी कोण 90° के हैं।

- (1) केवल आयत
- (2) केवल वर्ग
- (3) आयत या वर्ग
- (4) केवल समचतुर्भुज

[Question ID = 42][Question Description = CTET_P1_PART_2_MATHS_SET_122_Q42]

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

13) Following are the marks obtained by 25 students in Mathematics :

16, 36, 45, 47, 30, 22, 34, 35, 39, 40, 37, 28, 47, 31, 33, 38, 42, 44, 49, 39, 27, 40, 35, 43, 33

How many students obtained marks between 32 and 42 ?

- (1) 11
- (2) 12
- (3) 13
- (4) 14

25 विद्यार्थियों द्वारा गणित में प्राप्तांक नीचे दिए गए हैं :

16, 36, 45, 47, 30, 22, 34, 35, 39, 40, 37, 28, 47, 31, 33, 38, 42, 44, 49, 39, 27, 40, 35, 43, 33

32 और 42 के बीच अंक प्राप्त करने वाले विद्यार्थियों की संख्या कितनी है ?

(1) 11

(2) 12

(3) 13

(4) 14

[Question ID = 43][Question Description = CTET_P1_PART_2_MATHS_SET_122_Q43]

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

14) The following table shows the number of computers sold by a dealer in six days :

Day	No. of computers sold
Monday	28
Tuesday	25
Wednesday	37
Thursday	23
Friday	38
Saturday	25

The difference between the total number of computers sold by the dealer on Monday, Wednesday and Saturday and the total number of computers sold on Tuesday, Thursday and Friday is

(1) 3

(2) 4

(3) 5

(4) 6

निम्न तालिका एक विक्रेता द्वारा छः दिनों में बेचे गए कंप्यूटरों की संख्या को प्रदर्शित करता है :

दिन	बेचे गए कंप्यूटरों की संख्या
सोमवार	28
मंगलवार	25
बुधवार	37
बृहस्पतिवार	23
शुक्रवार	38
शनिवार	25

सोमवार, बुधवार और शनिवार को विक्रेता द्वारा बेचे गए कंप्यूटरों की कुल संख्या तथा मंगलवार, बृहस्पतिवार और शुक्रवार को बेचे गए कंप्यूटरों की कुल संख्या में अंतर है

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

[Question ID = 44][Question Description = CTET_P1_PART_2_MATHS_SET_122_Q44]

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

15) Observe the following pattern :

$$1 = 1$$

$$3 + 5 = 8$$

$$7 + 9 + 11 = 27$$

$$13 + 15 + 17 + 19 = 64$$

What will be the number on the right hand side in the next row ?

- (1) 81
- (2) 100
- (3) 125
- (4) 216

निम्न पैटर्न का अवलोकन कीजिए :

$$1 = 1$$

$$3 + 5 = 8$$

$$7 + 9 + 11 = 27$$

$$13 + 15 + 17 + 19 = 64$$

अगली पंक्ति के दायें पक्ष में संख्या क्या होगी ?

(1) 81

(2) 100

(3) 125

(4) 216

[Question ID = 45][Question Description = CTET_P1_PART_2_MATHS_SET_122_Q45]

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

Topic:- MATH_Q46-60_P1_CTET

- 1) According to the National Curriculum Framework, 2005, one of the major systemic problems in teaching-learning of mathematics is that of compartmentalization. What does it imply ?
- (1) There is systematic division of students in different sections in the same class on the basis of their abilities.
 - (2) There is little systematic communication between primary school and high school teachers of mathematics.
 - (3) There is a systematic appointment of teachers at different levels for the school system.
 - (4) There is a systematic division of the school and college curriculum for mathematics.

राष्ट्रीय पाठ्यचर्या रूपरेखा, 2005 के अनुसार, गणित के शिक्षण-अधिगम में मुख्य व्यवस्थागत समस्याओं में से एक है कोष्ठीकरण (कंपार्टमेंटलाइजेशन)। यह क्या दर्शाता है ?

- (1) उनकी क्षमताओं/योग्यताओं के आधार पर यहाँ एक ही कक्षा के विद्यार्थियों का विभिन्न खण्डों (सेक्शन्स) में व्यवस्थित रूप से विभाजन है।
- (2) यहाँ प्राथमिक विद्यालय और हाईस्कूल के गणित शिक्षकों के मध्य बहुत ही कम व्यवस्थित संवाद है।
- (3) यहाँ स्कूली व्यवस्था के लिए सुव्यवस्थित रूप से विभिन्न स्तरों पर शिक्षकों की नियुक्ति होती है।
- (4) यहाँ विद्यालय और कॉलेज के गणित के पाठ्यक्रम में व्यवस्थित रूप से विभाजन है।

[Question ID = 46][Question Description = CTET_P1_PART_2_MATHS_SET_122_Q46]

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

2) Which of the following statements is most appropriate for standardized tests in mathematics ?

- (1) The subjectivity of these tests make them contextual.
- (2) These tests can be administered on small populations only.
- (3) They are highly biased.
- (4) They do not give an overall picture of child's ability.

निम्नलिखित में से कौन-सा कथन गणित में मानकीकृत परीक्षाओं (टेस्ट्स) के लिए सर्वाधिक उपयुक्त है ?

- (1) इन परीक्षाओं (टेस्ट्स) की व्यक्तिनिष्ठता उन्हें संदर्भात्मक बनाती है।
- (2) इन परीक्षाओं (टेस्ट्स) को केवल कम आबादी पर ही संचालित कर सकते हैं।
- (3) ये बहुत अधिक रूप से पक्षपाती होते हैं।
- (4) ये बच्चों की क्षमता का समग्र चित्र प्रस्तुत नहीं करते हैं।

[Question ID = 47][Question Description = CTET_P1_PART_2_MATHS_SET_122_Q47]

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

3) A child performs the subtraction and addition problems in the following way :

$$6 - 3 = 4$$

$$6 + 4 = 10$$

$$2 + 7 = 9$$

$$9 - 7 = 3$$

Which of the following concepts are being incorrectly applied by the child in the above situations ?

- (1) Place value
- (2) Proportionality
- (3) Counting backward
- (4) Numerals and sense of the numbers

एक बच्चा योग और घटाव के प्रश्न निम्नलिखित प्रकार से करता है :

$$6 - 3 = 4$$

$$6 + 4 = 10$$

$$2 + 7 = 9$$

$$9 - 7 = 3$$

उपर्युक्त परिस्थितियों में, बच्चा निम्नलिखित में से किन अवधारणाओं का गलत तरीके से अनुप्रयोग कर रहा है ?

- (1) स्थानीय मान
- (2) समानुपातिकता
- (3) पश्चगामी/पश्च गिनती करना
- (4) संख्यांक एवं संख्याओं का बोध

[Question ID = 48][Question Description = CTET_P1_PART_2_MATHS_SET_122_Q48]

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

4) Which of the following is least relevant for assessment in mathematics ?

- (1) Check for just separate components of mathematical proficiency rather than its valued aspects.
- (2) Measure what is important, not just what is easy to measure.
- (3) Open-ended questions are also important in assessing mathematical understanding.
- (4) Assessments should provide feedback to the learners and teacher.

निम्नलिखित में से कौन-सा गणित में आकलन के लिए सबसे कम प्रासंगिक है ?

- (1) गणितीय दक्षता के पृथक संघटकों का परीक्षण कीजिए बजाय उसके महत्वपूर्ण/मूल्यवान पहलुओं के ।
- (2) जो महत्वपूर्ण हो उसे मापिए, उसे नहीं जो मापने में सरल हो ।
- (3) गणितीय समझ के आकलन में खुले सिरे वाले प्रश्न भी महत्वपूर्ण होते हैं ।
- (4) आकलन को शिक्षक और अधिगमकर्ताओं को प्रतिपुष्टि प्रदान करनी चाहिए ।

[Question ID = 49][Question Description = CTET_P1_PART_2_MATHS_SET_122_Q49]

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

5) What would be the best example for the use of mathematical games in teaching of mathematics at the primary stage ?

- (1) Children are given some toys showing numbers and are allowed to play freely.
- (2) Teacher including mathematical puzzles and mathematical games using materials like shapes, pebbles, sticks in everyday lessons to build concepts.
- (3) Teacher teaching mathematics in a playground.
- (4) Teaching children to play video games as these enhance mathematical thinking.

प्राथमिक स्तर पर गणित शिक्षण हेतु गणितीय खेल के उपयोग का कौन-सा सबसे अच्छा उदाहरण होगा ?

- (1) बच्चों को संख्या/अंक लिखे हुए कुछ खिलौने देकर स्वयं खेलने की अनुमति देना ।
- (2) अवधारणाओं के निर्माण हेतु शिक्षक/शिक्षिका प्रतिदिन की पाठ-योजना में गणितीय पहेलियों और आकृतियों, पत्थरों, डंडियों जैसे सामग्रियों का उपयोग करते हुए गणितीय खेलों को सम्मिलित करता/करती है ।
- (3) शिक्षक/शिक्षिका खेल के मैदान में गणित का शिक्षण कर रहा/रही है ।
- (4) बच्चों को वीडियो गेम्स खेलना सिखाना, क्योंकि ये गणितीय चिंतन को बढ़ावा देते हैं ।

[Question ID = 50][Question Description = CTET_P1_PART_2_MATHS_SET_122_Q50]

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

6) At primary level, a textbook in mathematics must provide scope for

- (1) integrating many complex concepts in a single question.
- (2) a lot of exercises for practice.
- (3) contextual problems in mathematics.
- (4) practicing the formal algorithms.

प्राथमिक स्तर पर, गणित की पाठ्यपुस्तक में अनिवार्यता से यह अवसर उपलब्ध होने चाहिए

- (1) एक प्रश्न में कई जटिल अवधारणाओं का समाकलन होता ।
- (2) अभ्यास के लिए बहुत सारे प्रश्न देना ।
- (3) गणित में संदर्भात्मक समस्याएँ देना ।
- (4) औपचारिक कलन-विधि का अभ्यास करना ।

[Question ID = 51][Question Description = CTET_P1_PART_2_MATHS_SET_122_Q51]

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

7) "National Textbooks with local content and flavour." In the light of National Education Policy, 2020, which of the following represents/represent the meaning of the given statement ?

- (a) Teachers should ask only oral questions in local language of children.
- (b) All school textbooks should be translated in Hindi language.
- (c) Textbooks to be prepared in a way that is best suited to needs of the students and communities.
- (d) Textbooks shall contain desired nuances and supplementary material as per local contexts and needs.

Choose the correct option :

- (1) (a) and (c)
- (2) Only (d)
- (3) (b) and (c)
- (4) (c) and (d)

“स्थानीय विषय-वस्तु और आस्वाद के साथ राष्ट्रीय पाठ्यपुस्तकें।” राष्ट्रीय शिक्षा नीति, 2020 के आलोक में, निम्नलिखित में से कौन-सा/से दिए गए कथन के अर्थ को निरूपित करता/करते है/हैं ?

- (a) शिक्षक को बच्चों की स्थानीय भाषा में केवल मौखिक प्रश्न ही पूछने चाहिए।
- (b) सभी स्कूली पाठ्यपुस्तकों का हिन्दी भाषा में अनुवाद किया जाना चाहिए।
- (c) पाठ्यपुस्तकों को इस तरह से तैयार करना चाहिए जो कि विद्यार्थियों और समुदायों की आवश्यकताओं के मुताबिक हों।
- (d) पाठ्यपुस्तकों में स्थानीय संदर्भों और आवश्यकताओं के अनुसार वांछित बारीकियों और पूरक सामग्री को शामिल करना चाहिए।

सही विकल्प का चयन कीजिए :

- (1) (a) और (c)
- (2) केवल (d)
- (3) (b) और (c)
- (4) (c) और (d)

[Question ID = 52][Question Description = CTET_P1_PART_2_MATHS_SET_122_Q52]

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

- 8) A class V student, when asked to convert fractions like $\frac{3}{10}$, $\frac{7}{10}$, $\frac{15}{10}$, etc. into decimal numbers, writes them as :

$$\frac{3}{10} = 1.3, \frac{7}{10} = 1.7, \frac{15}{10} = 2.5$$

Which is the best explanation of his/her misconception ?

- (1) He/she has a careless attitude in the class.
- (2) He/she is adding numerator and denominator and placing the decimal in the middle of two digits of the number thus obtained.
- (3) He/she is using different kind of a mathematical algorithm.
- (4) He/she is scared of mathematics hence doing this mistake.

कक्षा V के एक विद्यार्थी को जब भिन्नों जैसे $\frac{3}{10}$, $\frac{7}{10}$, $\frac{15}{10}$, इत्यादि को दशमलव संख्याओं में बदलने के लिए कहा जाता है, तो वह $\frac{3}{10} = 1.3$, $\frac{7}{10} = 1.7$, $\frac{15}{10} = 2.5$ लिखता है।

इस गलत अवधारणा के लिए सबसे अच्छा स्पष्टीकरण इनमें से कौन-सा होगा ?

- (1) कक्षा में उसका लापरवाह स्वैया है।
- (2) वह अंश और हर को जोड़कर दशमलव को प्राप्त संख्या के दो अंकों के बीचोंबीच लगा रहा/रही है।
- (3) वह एक अलग प्रकार की गणितीय कलन-विधि का उपयोग कर रहा/रही है।
- (4) वह गणित से डरा हुआ/हुई है अतः यह त्रुटि कर रहा/रही है।

[Question ID = 53][Question Description = CTET_P1_PART_2_MATHS_SET_122_Q53]

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

- 9) Which among the following is the most appropriate method for explaining, "A remainder is always less than the divisor", to primary grade students ?

- (1) Use manipulatives like pebbles, balls, tokens etc. as dividends to be grouped equally in different ways and let the students establish the required relationship.
- (2) Give only two digit division problems based on getting different remainders.
- (3) Solve one or two division problems on blackboard and show the required relationship.
- (4) Use multiplication and addition to prove the relationship.

“एक शेष/शेषफल सर्वदा भाजक से कम होता है”, प्राथमिक स्तर के विद्यार्थियों को यह समझाने के लिए, निम्नलिखित में से कौन-सी प्रणाली/विधि सर्वाधिक उपयुक्त है ?

- (1) हस्तकौशल सामग्री जैसे कंकड़ों, गेंदों, टोकनों इत्यादि का उपयोग भाज्यों के रूप में करें जिनको विभिन्न तरीकों से बराबर समूहों में बाँटें और विद्यार्थियों को वांछित संबंध स्थापित करने दें ।
- (2) अलग-अलग शेषफल मिलने पर आधारित विभाजन की केवल दो अंकीय समस्याएँ दें ।
- (3) श्यामपट्ट पर एक या दो विभाजन के प्रश्नों को हल करें और वांछित संबंध दर्शाएँ ।
- (4) संबंध को प्रमाणित करने के लिए गुणन एवं योग का उपयोग करें ।

[Question ID = 54][Question Description = CTET_P1_PART_2_MATHS_SET_122_Q54]

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

10) According to Van Hiele's theory of geometric thinking, which of the following is true about the basic level of "visualization" present in children of primary grades ?

- (1) Children are able to recognize geometrical shapes by their properties.
- (2) At this level, the geometrical thinking is concerned with deduction of theorems.
- (3) Children are able to recognize geometrical figures by their appearance and form.
- (4) At this level, geometrical thinking is concerned with definitions of regular geometrical shapes.

वैन हिले के ज्यामितीय चिंतन के सिद्धांत के अनुसार, प्राथमिक कक्षा के बच्चों में “दृश्यीकरण” के बुनियादी स्तर की अवधारणा के बारे में निम्नलिखित में से कौन-सा कथन सत्य है ?

- (1) बच्चे ज्यामितीय आकृतियों को उनके गुणधर्मों के आधार पर पहचानने में सक्षम होते हैं ।
- (2) इस स्तर पर, ज्यामितीय चिंतन प्रमेयों के निगमन से संबंधित होता है ।
- (3) बच्चे ज्यामितीय आकृतियों को उनके स्वरूप और दिखावट के आधार पर पहचानने में सक्षम होते हैं ।
- (4) इस स्तर पर, ज्यामितीय चिंतन सम ज्यामितीय आकृतियों की परिभाषाओं से संबद्ध होता है ।

[Question ID = 55][Question Description = CTET_P1_PART_2_MATHS_SET_122_Q55]

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

11) According to National Education Policy (NEP), 2020, the motivation and empowerment of teachers is required to ensure the best possible future for children and nation. To envision this, it suggests to start opportunities like CPD. CPD stands for

- (1) Central Professional Development
- (2) Core Principle Development
- (3) Curricular Professional Development
- (4) Continuous Professional Development

राष्ट्र और बच्चों के श्रेष्ठ संभव भविष्य को सुनिश्चित करने के लिए राष्ट्रीय शिक्षा नीति (NEP), 2020 के अनुसार, शिक्षकों की अभिप्रेरणा और उनका सशक्तिकरण जरूरी है। इस दृष्टि कथन को साकार करने के लिए सी.पी.डी. (CPD) जैसे अवसरों को आरंभ करने का सुझाव दिया गया है। सी.पी.डी. (CPD) का अर्थ है

- (1) सेंट्रल प्रोफेशनल डिवेलपमेंट
- (2) कोर प्रिंसिपल डिवेलपमेंट
- (3) करीक्यूलर प्रोफेशनल डिवेलपमेंट
- (4) कॉन्टीन्यूअस प्रोफेशनल डिवेलपमेंट

[Question ID = 56][Question Description = CTET_P1_PART_2_MATHS_SET_122_Q56]

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

12) Evaluation helps _____ in diagnosing the general and specific learning difficulties of students and planning remedial teaching accordingly.

- (1) Teachers
- (2) Parents
- (3) Educational authorities
- (4) School Inspector

मूल्यांकन, विद्यार्थियों की सामान्य एवं विशिष्ट अधिगम कठिनाइयों के निदान में और उसके अनुसार उपचारी शिक्षण की योजना बनाने में _____ की सहायता करता है।

- (1) शिक्षकों
- (2) माता-पिता (अभिभावकों)
- (3) शैक्षिक अधिकारियों
- (4) स्कूल निरीक्षक (इंस्पेक्टर)

[Question ID = 57][Question Description = CTET_P1_PART_2_MATHS_SET_122_Q57]

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

13) Which among the following are **not** the learning outcomes for class I students as per the NCERT ?

- (1) Recognizes and writes numbers up to 50
- (2) Adds and subtracts numbers up to 20 without regrouping
- (3) Extends the concept of addition to multiplication
- (4) Recognizes the place value of a digit in a two-digit number

एन.सी.ई.आर.टी. के अनुसार कक्षा I के विद्यार्थियों के लिए निम्नलिखित में से कौन-सा एक अधिगम प्रतिफल **नहीं** है ?

- (1) 50 तक की संख्याओं को पहचानना और लिखना
- (2) पुनर्समूहीकरण के बिना 20 तक की संख्याओं को जोड़ना और घटाना
- (3) जोड़ की अवधारणा को गुणन तक विस्तारित करना
- (4) किसी दो-अंकीय संख्या में अंक के स्थानीय मान को पहचानना

[Question ID = 58][Question Description = CTET_P1_PART_2_MATHS_SET_122_Q58]

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

14) Mr. Joseph, a class V teacher has given an activity of drawing the picture of a circle and shading it to represent a fraction.

Which mode of Bruner's theory of learning is Mr. Joseph using here ?

- (1) Abstract
- (2) Iconic
- (3) Enactive
- (4) Symbolic

कक्षा V के एक शिक्षक, श्री जोसफ ने भिन्न को दर्शाने के लिए एक वृत्त का चित्र बनाने और उसे छायांकित करने का क्रियाकलाप दिया।

श्री जोसफ, ब्रूनर के अधिगम सिद्धांत के किस मोड (प्रकार) का उपयोग यहाँ कर रहे हैं ?

- (1) अमूर्त
- (2) दृश्यमापित (आइकोनिक)
- (3) अभिप्रदर्शन (एनेक्टिव)
- (4) सांकेतिक (सिंबोलिक)

[Question ID = 59][Question Description = CTET_P1_PART_2_MATHS_SET_122_Q59]

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

15) Which of the following statements is **not** true ?

- (1) Shapes can have same perimeter but different areas.
- (2) Shapes can have same area but different perimeters.
- (3) More than one figure can have same area.
- (4) Volume can not be estimated without knowing the dimensions of a figure.

निम्नलिखित में से कौन-सा कथन सत्य **नहीं** है ?

- (1) आकृतियों का परिमाण समान किन्तु क्षेत्रफल भिन्न हो सकता है ।
- (2) आकृतियों का क्षेत्रफल समान किन्तु परिमाण भिन्न हो सकता है ।
- (3) एक से अधिक आकृतियों का क्षेत्रफल समान हो सकता है ।
- (4) किसी आकृति के आयामों को जाने बिना उसके आयतन का अनुमान नहीं लगाया जा सकता है ।

[Question ID = 60][Question Description = CTET_P1_PART_2_MATHS_SET_122_Q60]

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

Topic:- EVS_Q61-75_P1_CTET

1) Select from the following a group comprising one state and one union territory of our country.

- (1) Manipur and Jammu and Kashmir
- (2) Assam and Odisha
- (3) Uttarakhand and Meghalaya
- (4) Telangana and Arunachal Pradesh

निम्नलिखित में से वह युगल चुनिए जो हमारे देश के एक राज्य और एक केन्द्र शासित प्रदेश से मिलकर बना है ।

- (1) मणिपुर और जम्मू और कश्मीर
- (2) असम और ओडिशा
- (3) उत्तराखण्ड और मेघालय
- (4) तेलंगाना और अरुणाचल प्रदेश

[Question ID = 61][Question Description = CTET_P1_PART_3_EVS_SET_122_Q61]

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

2) Three coastal states of India are

- (1) Telangana, Maharashtra, Odisha
- (2) Jharkhand, Gujarat, West Bengal
- (3) Assam, Odisha, Karnataka
- (4) Tripura, Kerala, Andhra Pradesh

भारत के तीन समुद्रतटवर्ती राज्य हैं

- (1) तेलंगाना, महाराष्ट्र, ओडिशा
- (2) झारखण्ड, गुजरात, पश्चिम बंगाल
- (3) असम, ओडिशा, कर्नाटक
- (4) त्रिपुरा, केरल, आंध्र प्रदेश

[Question ID = 62][Question Description = CTET_P1_PART_3_EVS_SET_122_Q62]

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

3) Three neighboring states of Madhya Pradesh are

- (1) Gujarat, Maharashtra, Chhattisgarh
- (2) Uttar Pradesh, Rajasthan, Bihar
- (3) Gujarat, Uttar Pradesh, Telangana
- (4) Rajasthan, Jharkhand, Odisha

मध्य प्रदेश के तीन निकटवर्ती राज्य हैं

- (1) गुजरात, महाराष्ट्र, छत्तीसगढ़
- (2) उत्तर प्रदेश, राजस्थान, बिहार
- (3) गुजरात, उत्तर प्रदेश, तेलंगाना
- (4) राजस्थान, झारखण्ड, ओडिशा

[Question ID = 63][Question Description = CTET_P1_PART_3_EVS_SET_122_Q63]

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

4) A student boarded an express train on 29th November 2022 at Surat for Nagercoil. The train departed at 20:30 hours and reached Nagercoil at 13:00 hours on 1st December 2022. If the train covers a distance of 2119 kilometers, the average speed of the train is approximately

- (1) 51 km/h
- (2) 52 km/h
- (3) 53 km/h
- (4) 54 km/h

एक छात्र 29 नवम्बर 2022 को सूरत से नगरकोइल जाने के लिए ट्रेन में बैठा। यह ट्रेन 20:30 बजे चली और 1 दिसम्बर 2022 को 13:00 बजे नगरकोइल पहुँची। यदि इस ट्रेन ने 2119 किलोमीटर दूरी चली, तो ट्रेन की औसत चाल है (निकटतम)

- (1) 51 किलोमीटर/घंटा
- (2) 52 किलोमीटर/घंटा
- (3) 53 किलोमीटर/घंटा
- (4) 54 किलोमीटर/घंटा

[Question ID = 64][Question Description = CTET_P1_PART_3_EVS_SET_122_Q64]

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

5) Your house is located at X and your school is located at Y and there is a busy highway in between X and Y. So, in order to reach the school you first go 200 m due West, then cross a 80 m long subway which is due North and finally reach your school which is 200 m due East. With respect to your school your house is

- (1) 480 m due North
- (2) 280 m North-West
- (3) 80 m due North
- (4) 80 m due South

आपका घर X और आपका विद्यालय Y पर स्थित है तथा X और Y के बीच एक व्यस्त राजमार्ग है। अतः आप अपने विद्यालय पहुँचने के लिए पहले 200 m ठीक पश्चिम दिशा में जाते हैं, फिर ठीक उत्तर दिशा में 80 m लम्बा सुरंग मार्ग पार करते हैं और अन्त में ठीक पूर्व दिशा में 200 m चलकर अपने विद्यालय पहुँचते हैं। आपके विद्यालय के सापेक्ष आपका घर है

- (1) 480 m ठीक उत्तर
- (2) 280 m उत्तर-पश्चिम
- (3) 80 m ठीक उत्तर
- (4) 80 m ठीक दक्षिण

[Question ID = 65][Question Description = CTET_P1_PART_3_EVS_SET_122_Q65]

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

6) Jhoom farming is practised by the people of the forest on the hills of

- (1) Jharkhand
- (2) Mizoram
- (3) Assam
- (4) Chhattisgarh

नीचे दिए गए किस राज्य के पहाड़ों के जंगलों में लोग झूम खेती के तरीके को अपनाते हैं ?

- (1) झारखण्ड
- (2) मिज़ोरम
- (3) असम
- (4) छत्तीसगढ़

[Question ID = 66][Question Description = CTET_P1_PART_3_EVS_SET_122_Q66]

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

7) Select from the following a pair of most common birds found in our country having excellent sight and can distinctly see things four times as far as we can.

- (1) Pigeon and Parrot
- (2) Crow and Koel
- (3) Vulture and Dove
- (4) Kite and Eagle

हमारे देश में पाए जाने वाले अति सामान्य पक्षियों का वह युगल (जोड़ा) चुनिए जिनकी दृष्टि श्रेष्ठ होती है और जो हमारी तुलना में वस्तुओं को चार गुनी अधिक दूरी से स्पष्ट देख सकते हैं।

- (1) कबूतर और तोता
- (2) कौआ और कोयल
- (3) गिद्ध और फ़ाख़ता
- (4) चील और बाज़

[Question ID = 67][Question Description = CTET_P1_PART_3_EVS_SET_122_Q67]

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

8) Select from the following, a set of two diseases spread/caused due to mosquitoes.

- (1) Cholera and Typhoid
- (2) Cholera and Malaria
- (3) Typhoid and Malaria
- (4) Dengue and Chikungunya

मच्छरों द्वारा होने/फैलने वाले दो रोगों का समुच्चय चुनिए।

- (1) हैजा और मियादी बुखार
- (2) हैजा और मलेरिया
- (3) मियादी बुखार और मलेरिया
- (4) डेंगू और चिकनगुनिया

[Question ID = 68][Question Description = CTET_P1_PART_3_EVS_SET_122_Q68]

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

9) Following scale is printed at one of the corners of a map of the Union Territory of Delhi :

Scale 1 cm = 960 metres

If on this map the measured distance between any two places is 39.8 cm, the actual distance between the two places is approximately

- (1) 36 kilometres
- (2) 37 kilometres
- (3) 38 kilometres
- (4) 39 kilometres

दिल्ली राज्य क्षेत्र के मानचित्र के एक कोने में नीचे दिया गया पैमाना छपा है :

पैमाना 1 सेन्टीमीटर = 960 मीटर

यदि इस मानचित्र पर किन्हीं दो स्थलों की मापी गयी दूरी 39.8 सेन्टीमीटर है, तो इन दोनों स्थलों के बीच की वास्तविक दूरी है (निकटतम)

- (1) 36 किलोमीटर
- (2) 37 किलोमीटर
- (3) 38 किलोमीटर
- (4) 39 किलोमीटर

[Question ID = 69][Question Description = CTET_P1_PART_3_EVS_SET_122_Q69]

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

- 10) A girl from a hilly area gave the following description of most of the houses of her state :
"At our place it rains heavily and snows as well. When it is very cold we like to sit in the sun.
Our houses are made of stone or wood. The roofs of our houses are made sloping."
This state must be
- (1) Himachal Pradesh
 - (2) Assam
 - (3) Bihar
 - (4) Ladakh

पहाड़ी क्षेत्र की किसी लड़की ने अपने राज्य के अधिकांश घरों के बारे में निम्नलिखित विवरण दिया :

"हमारे यहाँ वर्षा बहुत होती है और हिमपात भी होता है। जब ठंड अधिक हो जाती है तब धूप में बैठना अच्छा लगता है। हमारे घर पत्थर अथवा लकड़ी से बनाए जाते हैं। हमारे घरों की छतें ढालू होती हैं।"

यह राज्य होना चाहिए

- (1) हिमाचल प्रदेश
- (2) असम
- (3) बिहार
- (4) लद्दाख

[Question ID = 70][Question Description = CTET_P1_PART_3_EVS_SET_122_Q70]

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

- 11) Dal Lake is a famous tourist place of our country. In this lake there are houseboats in which people (visitors) like to live. They also like to sit in shikara and move the oars.
This lake is located in
- (1) Udaipur
 - (2) Jaipur
 - (3) Hyderabad
 - (4) Srinagar

डल झील हमारे देश का एक प्रसिद्ध पर्यटन स्थल है। इस झील में हाउसबोट हैं जिनमें लोग (पर्यटक) रहना पसन्द करते हैं। वे शिकारा में बैठकर चप्पू चलाना चाहते हैं। यह झील जिस शहर में स्थित है वह शहर है

- (1) उदयपुर
- (2) जयपुर
- (3) हैदराबाद
- (4) श्रीनगर

[Question ID = 71][Question Description = CTET_P1_PART_3_EVS_SET_122_Q71]

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

12) Mosquitoes often trouble us. Even in the dark they can find us by the

- (1) vibrations of our breath.
- (2) heat of the exhaled air.
- (3) smell of exhaled air.
- (4) smell of the sole of our feet and the heat of our body.

मच्छर प्रायः हमें परेशान करते हैं। अंधेरे में भी वे हमें ढूँढ़ सकते हैं

- (1) हमारे सांसों के कम्पनों द्वारा।
- (2) साँस द्वारा छोड़ी गयी वायु की गर्मी से।
- (3) साँस द्वारा छोड़ी गयी वायु की गंध द्वारा।
- (4) पैरों के तलवों की गंध और हमारे शरीर की गर्मी से।

[Question ID = 72][Question Description = CTET_P1_PART_3_EVS_SET_122_Q72]

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

13) Solve the following riddle :

"I can be powdered fine
To make food hot and spicy
If too much of me is added
I make you gasp, shhee, shhee ...
Your eyes and nose begin to water
And you cry
Think and tell me who am I
Tell me quickly, who am I ?"
The solution is

- (1) Turmeric
- (2) Clove
- (3) Cardamom
- (4) Red chilli

नीचे दी गयी पहेली को हल कीजिए :

"कूटी जाती पीसी जाती
भोजन तीखा खूब बनाती
खाने में ज्यादा होने पर
मुँह से निकले सी-सी ...
आँख और नाक से निकले पानी
याद दिला दूँ नानी
सोचो-सोचो कौन हूँ मैं
जल्दी बोलो कौन हूँ मैं ? "
इसका हल है

- (1) हल्दी
- (2) लौंग
- (3) इलायची
- (4) लाल मिर्च

[Question ID = 73][Question Description = CTET_P1_PART_3_EVS_SET_122_Q73]

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

14) Consider the following statements about "Khejadi trees" which are mainly found in the desert area of Rajasthan :

- A. This tree can grow without much water.
- B. This tree is very useful as its bark is used for making medicines and people like to eat its fruits.
- C. The wood of this tree is readily affected by insects hence not used as timber.
- D. It is not a shady tree.
- E. Animals in this area like to eat the leaves of this tree.

The correct statements are

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

राजस्थान के रेगिस्तानी इलाके में मुख्यतः पाए जाने वाले 'खेजड़ी' वृक्ष के विषय में नीचे दिए गए कथनों पर विचार कीजिए :

- A. इस वृक्ष को उगाने के लिए अधिक जल की आवश्यकता नहीं होती ।
- B. यह वृक्ष बहुत उपयोगी है, इसकी छाल से दवाइयाँ बनायी जाती हैं और लोग इसके फलों को खाना पसंद करते हैं ।
- C. इस वृक्ष की लकड़ी को शीघ्र ही कीड़ा लग जाता है अतः इसका इमारती लकड़ी की भांति उपयोग नहीं किया जाता है ।
- D. यह छायादार वृक्ष नहीं है ।
- E. जानवर इस वृक्ष की पत्तियों को खाना पसंद करते हैं ।

इनमें सही कथन हैं

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

[Question ID = 74][Question Description = CTET_P1_PART_3_EVS_SET_122_Q74]

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

15) Select from the following a state where people like to eat sea fish cooked in coconut.

- (1) Goa
- (2) Telangana
- (3) Chhattisgarh
- (4) Jharkhand

निम्नलिखित में से वह राज्य चुनिए जहाँ के लोग नारियल के तेल में पकी/तली समुद्री मछली खाना पसन्द करते हैं।

- (1) गोवा
- (2) तेलंगाना
- (3) छत्तीसगढ़
- (4) झारखण्ड

[Question ID = 75][Question Description = CTET_P1_PART_3_EVS_SET_122_Q75]

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

Topic:- EVS_Q76-90_P1_CTET

1) Teaching of EVS would be more effective if the teacher

- (1) has command on his/her subject.
- (2) tells objectives to students at the beginning of topic.
- (3) uses various meaningful, illustrative and relevant learning resources.
- (4) gives home assignment after finishing the topic.

पर्यावरण अध्ययन ज्यादा प्रभावशाली होगा यदि शिक्षक

- (1) विषय में पारंगत होगा/होगी।
- (2) शिक्षक ने उद्देश्य पाठ के प्रारंभ में ही बता दिए हैं।
- (3) विभिन्न अर्थपूर्ण और महत्वपूर्ण सीखने के संसाधनों का प्रयोग करता/करती है।
- (4) देता/देती है विषय पूरा करने पर घर के लिए दत्त-कार्य।

[Question ID = 76][Question Description = CTET_P1_PART_3_EVS_SET_122_Q76]

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

2) Why is it essential to integrate Environmental Studies ?

- (1) Because a child learns in whole rather than in parts.
- (2) Because child can connect his/her experiences with abstract.
- (3) Because child can memorize easily from 'whole'.
- (4) Because child can easily develop understanding from parts.

पर्यावरण अध्ययन को एकीकृत करने की आवश्यकता क्यों है ?

- (1) क्योंकि बच्चा खंडित बातों के बजाय संपूर्णता में बातों को आसानी से समझता है ।
- (2) क्योंकि बच्चा अमूर्त बातों से अपने अनुभव जोड़ पाता है ।
- (3) क्योंकि बच्चा 'संपूर्णता' में बातों को आसानी से रट सकता है ।
- (4) क्योंकि बच्चा खंडित बातों को आसानी से समझ कर सार्थक समझ विकसित कर पाता है ।

[Question ID = 77][Question Description = CTET_P1_PART_3_EVS_SET_122_Q77]

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

3) Which of the following technique is used in rating scale ?

- (1) Assignments
- (2) Checklist
- (3) Observation
- (4) Written questions

निम्नलिखित तकनीकों में से रेटिंग स्केल में कौन-सी तकनीक का उपयोग होता है ?

- (1) दत्त-कार्य
- (2) जाँच सूची
- (3) अवलोकन
- (4) लिखित प्रश्न

[Question ID = 78][Question Description = CTET_P1_PART_3_EVS_SET_122_Q78]

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

4) Which of the following is **not** a tool for formative assessment of learning in EVS ?

- (1) Annual Achievement Test
- (2) Anecdotal records
- (3) Portfolio
- (4) Rating Scale

निम्नलिखित में से कौन, पर्यावरण अध्ययन में सीखने का रचनात्मक आकलन का साधन नहीं है ?

- (1) वार्षिक उपलब्धि परीक्षण
- (2) व्याख्यानात्मक अभिलेख
- (3) पोर्टफोलियो
- (4) क्रम निर्धारण (रेटिंग) मापनी

[Question ID = 79][Question Description = CTET_P1_PART_3_EVS_SET_122_Q79]

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

5) Reading maps in Environment Studies develops an important skill in students. That skill is

- (1) Measuring globe and using positions of lines.
- (2) Drawing and painting skills.
- (3) Good communication skills to develop meaningful skills.
- (4) Understanding place, distance and direction in relation to each other.

पर्यावरण अध्ययन में मानचित्र पढ़ना एक आवश्यक कौशल विकसित करता है। वह कौशल है

- (1) ग्लोब का मापन और रेखाओं की स्थिति का उपयोग करने का कौशल।
- (2) उत्कृष्ट ड्राइंग और पेंटिंग कौशल।
- (3) अर्थपूर्ण कौशल निर्माण के लिए उत्कृष्ट संचार कौशल।
- (4) स्थान, दूरी और दिशाओं की सापेक्ष स्थिति को समझने का कौशल।

[Question ID = 80][Question Description = CTET_P1_PART_3_EVS_SET_122_Q80]

- 1. 1 [Option ID = 317]
- 2. 2 [Option ID = 318]
- 3. 3 [Option ID = 319]
- 4. 4 [Option ID = 320]

6) An EVS teacher conducts an experiment related to "what floats and what sinks in water". Which process skill will be developed in the student ?

- (1) Observation
- (2) Recognition
- (3) Sensitivity towards water
- (4) Understanding

एक शिक्षक “क्या डूबा क्या तैरा पानी में” से संबंधित एक प्रयोग का संचालन करता है।
विद्यार्थियों में निम्नलिखित में से कौन-सी प्रक्रिया कौशल का विकास होगा ?

- (1) अवलोकन
- (2) पहचानना
- (3) पानी के प्रति संवेदना
- (4) समझ

[Question ID = 81][Question Description = CTET_P1_PART_3_EVS_SET_122_Q81]

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

7) EVS teaching should encourage process skills, which are the core of inquiry-based hands-on learning. Which of the following is **not** a skill ?

- (1) Observing
- (2) Inferring
- (3) Determining
- (4) Predicting

पर्यावरण अध्ययन के शिक्षण में प्रक्रिया कौशल को प्रोत्साहित करना चाहिए जो कि पूछताछ आधारित प्रायोगिक अधिगम का मूल है। निम्नलिखित में से कौन, एक प्रक्रिया कौशल **नहीं** है ?

- (1) अवलोकन
- (2) निष्कर्ष निकालना
- (3) निर्धारित करना
- (4) पूर्वानुमान करना

[Question ID = 82][Question Description = CTET_P1_PART_3_EVS_SET_122_Q82]

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

8) An educational activity for EVS should

- (1) be real-life-based and enjoyable for students.
- (2) be of any time duration.
- (3) only be teacher-directed in nature.
- (4) focus on prescribed content of textbook only.

ई.वी.एस. का एक शिक्षाप्रद क्रियाकलाप होना चाहिए

- (1) वास्तविक जीवन पर आधारित और विद्यार्थियों के लिए आनंददायक ।
- (2) किसी भी समयावधि का ।
- (3) प्रकृति से केवल शिक्षक-अभिमुख ।
- (4) केवल पाठ्यपुस्तक की दी गई सामग्री पर केंद्रित ।

[Question ID = 83][Question Description = CTET_P1_PART_3_EVS_SET_122_Q83]

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

9) Arrange the following steps involved in practising activity-based learning in proper sequence :

- A. Conducting the activity
- B. Revising
- C. Planning
- D. Reflecting on the process

Choose the correct sequence

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

क्रियाकलाप आधारित अधिगम के अभ्यास में सम्मिलित निम्नलिखित चरणों को सही क्रम में व्यवस्थित कीजिए :

- A. क्रियाकलाप का संचालन
- B. दोहराना
- C. योजना बनाना
- D. प्रक्रम पर विचार करना

सही क्रम का चयन कीजिए

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

[Question ID = 84][Question Description = CTET_P1_PART_3_EVS_SET_122_Q84]

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

10) The premise of the EVS curriculum is

- (1) Constructivist theory
- (2) Cognitive theory
- (3) Social-Constructivist theory
- (4) Behaviourist learning theory

ई.वी.एस. पाठ्यचर्या का आधार वाक्य है

- (1) रचनावाद सिद्धांत
- (2) संज्ञानात्मक सिद्धांत
- (3) सामाजिक-रचनावाद सिद्धांत
- (4) व्यवहारवाद अधिगम सिद्धांत

[Question ID = 85][Question Description = CTET_P1_PART_3_EVS_SET_122_Q85]

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

11) Project method in teaching-learning of EVS is useful because

- (1) it enables a teacher to be a guide and facilitator.
- (2) it requires a variety of resources.
- (3) children are overwhelmed with 'the doing and the action' part of project.
- (4) it provides an opportunity for work experience and divergent thinking.

ई.वी.एस. के शिक्षण अधिगम में प्रायोजना प्रक्रम लाभकारी है क्योंकि

- (1) यह शिक्षक को एक मार्गदर्शक और सुगमकर्ता बनाता है ।
- (2) इसे विविध संसाधनों की आवश्यकता होती है ।
- (3) बच्चे प्रायोजना के करने वाले भाग और क्रिया के भाग से अभिभूत हो जाते हैं ।
- (4) यह कार्यानुभव एवं अभिसारी चिंतन के अवसर प्रदान करता है ।

[Question ID = 86][Question Description = CTET_P1_PART_3_EVS_SET_122_Q86]

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

12) Arrange the steps involved in problem-solving in correct sequence :

- (A) Define the problem
- (B) Discuss possible strategy for action
- (C) Evaluate the result
- (D) Analyse the problem

Choose the correct sequence

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

समस्या समाधान में सम्मिलित/निहित चरणों को सही क्रम में व्यवस्थित कीजिए :

- (A) समस्या को परिभाषित कीजिए
- (B) क्रिया के लिए संभावित योजना पर चर्चा कीजिए
- (C) परिणाम का मूल्यांकन कीजिए
- (D) समस्या का विश्लेषण कीजिए

सही क्रम का चयन कीजिए

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

[Question ID = 87][Question Description = CTET_P1_PART_3_EVS_SET_122_Q87]

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

13) Which of the following are examples of community resources of learning in EVS ?

Choose the correct group of resources :

- (1) University, River, Radio, Computer
- (2) Carpenter, Shopkeeper, Teachers, Parents
- (3) University, Waste material, Parents, Office
- (4) Mobile phone, Newspaper, Jingle, Radio

ई.वी.एस. में, निम्नलिखित में से अधिगम के सामुदायिक संसाधनों के उदाहरण कौन-से हैं ?
संसाधनों के सही समूह का चयन कीजिए :

- (1) विश्वविद्यालय, नदी, रेडियो, अभिकलित्र
- (2) बड़ई, दुकानदार, शिक्षक, माता-पिता
- (3) विश्वविद्यालय, अपशिष्ट सामग्री, माता-पिता, ऑफिस
- (4) मोबाइल फोन, समाचार पत्र, विज्ञापन गीत, रेडियो

[Question ID = 88][Question Description = CTET_P1_PART_3_EVS_SET_122_Q88]

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

14) Which of the following statements is true regarding 'Assignments' ?

- (1) Family can contribute in it according to their potential.
- (2) Assignment is the only way of evaluation.
- (3) Assignment shall be given as homework on daily basis.
- (4) Assignments help in creating ideas and develop clarity.

अधिविन्यास अथवा सत्रीय कार्य के विषय में कौन-सा कथन सही है ?

- (1) अपनी प्रक्रिया के अनुसार परिवार जन अधिविन्यास में योगदान दे सकते हैं ।
- (2) अधिविन्यास मूल्यांकन का एकमात्र तरीका होता है ।
- (3) अधिविन्यास को प्रतिदिन गृहकार्य के रूप में दिया जाना चाहिए ।
- (4) अधिविन्यास स्वयं के विचारों का निर्माण और उन्हें स्पष्ट करने में मदद करते हैं ।

[Question ID = 89][Question Description = CTET_P1_PART_3_EVS_SET_122_Q89]

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

15) If you find that some students of your class are very bright and intelligent, then how will you teach such students ?

- (1) No special strategy will be used.
- (2) They will be made to sit with higher-class students.
- (3) They will be taught separately.
- (4) They will be taught using enriched curriculum.

यदि आपको ज्ञात हो जाये कि आपकी कक्षा के कई विद्यार्थी बहुत होनहार और बुद्धिमान हैं, तब आप ऐसे विद्यार्थियों को कैसे पढ़ायेंगे ?

- (1) कोई विशिष्ट परियोजना/युक्ति प्रयुक्त नहीं की जाएगी ।
- (2) उन्हें उच्च कक्षा के विद्यार्थियों के साथ बैठाया जाएगा ।
- (3) उन्हें अलग पढ़ाया जाएगा ।
- (4) उन्हें समृद्ध पाठ्यचर्या का उपयोग कर पढ़ाया जाएगा ।

[Question ID = 90][Question Description = CTET_P1_PART_3_EVS_SET_122_Q90]

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

Topic:- ENG_Q91-99_L1_P1_CTET

- 1) **Directions :** Read the passage given below and answer the questions by choosing the most appropriate option.

He changed the world !

Six dots. Six bumps. Six bumps in different patterns, like constellations, spreading out over the page. What are they ? Numbers, letters, words ? Who made this code ?

None other than Louis Braille, a French twelve-year-old boy, who was blind, and his work changed the world of reading and writing forever.

Louis was from a small town near Paris. He was born on 4th January, 1809. Louis became blind by accident, when he was three years old. He was playing in his dad's workshop with a sharp tool that accidentally hurt his eye. The wound got infected, and the infection spread, and soon, Louis was blind in both the eyes.

Now Louis needed a new way to learn. He studied at his old school for two more years, but he couldn't learn everything just by listening. Things became better when Louis got a scholarship to the Royal Institution for Blind Youth in Paris, when he was ten. But even there, most of the teachers just talked to the students. The library had fourteen huge books with raised letters but they were very difficult to read.

In 1821, a former soldier named Charles Barbier visited the school. Barbier shared his invention, called 'night writing', a code of twelve raised dots that let soldiers share top-secret information on the battlefield without even having to speak.

Unfortunately, the code was not easy for the soldiers.

The young Louis Braille quickly realized how useful this system of raised dots could be, provided it was simplified.

Louis trimmed Barbier's twelve dots into six, and improved the system by the time he was fifteen. He published the first-ever Braille book in 1829. But did he stop there? No way! In 1837, he added symbols for maths and music. Louis Braille eventually became a teacher in the school where he had been a student.

Louis Braille had to change his school when he was young because he

- (1) did not like the school.
- (2) was finding it difficult to learn only by listening.
- (3) his parents had to go abroad.
- (4) could not get along with the students there.

[Question ID = 91][Question Description = CTET_P1_PART_4_L1_SET_122_ENGLISH_Q91]

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

- 2) **Directions :** Read the passage given below and answer the questions by choosing the most appropriate option.

He changed the world !

Six dots. Six bumps. Six bumps in different patterns, like constellations, spreading out over the page. What are they ? Numbers, letters, words ? Who made this code ?

None other than Louis Braille, a French twelve-year-old boy, who was blind, and his work changed the world of reading and writing forever.

Louis was from a small town near Paris. He was born on 4th January, 1809. Louis became blind by accident, when he was three years old. He was playing in his dad's workshop with a sharp tool that accidentally hurt his eye. The wound got infected, and the infection spread, and soon, Louis was blind in both the eyes.

Now Louis needed a new way to learn. He studied at his old school for two more years, but he couldn't learn everything just by listening. Things became better when Louis got a scholarship to the Royal Institution for Blind Youth in Paris, when he was ten. But even there, most of the teachers just talked to the students. The library had fourteen huge books with raised letters but they were very difficult to read.

In 1821, a former soldier named Charles Barbier visited the school. Barbier shared his invention, called 'night writing', a code of twelve raised dots that let soldiers share top-secret information on the battlefield without even having to speak.

Unfortunately, the code was not easy for the soldiers.

The young Louis Braille quickly realized how useful this system of raised dots could be, provided it was simplified.

Louis trimmed Barbier's twelve dots into six, and improved the system by the time he was fifteen. He published the first-ever Braille book in 1829. But did he stop there? No way! In 1837, he added symbols for maths and music. Louis Braille eventually became a teacher in the school where he had been a student.

Charles Barbier's invention, 'night writing' was useful for

- (1) Doctors
- (2) Sailors
- (3) Soldiers
- (4) Night-watchmen

[Question ID = 92][Question Description = CTET_P1_PART_4_L1_SET_122_ENGLISH_Q92]

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

- 3) **Directions :** Read the passage given below and answer the questions by choosing the most appropriate option.

He changed the world !

Six dots. Six bumps. Six bumps in different patterns, like constellations, spreading out over the page. What are they ? Numbers, letters, words ? Who made this code ?

None other than Louis Braille, a French twelve-year-old boy, who was blind, and his work changed the world of reading and writing forever.

Louis was from a small town near Paris. He was born on 4th January, 1809. Louis became blind by accident, when he was three years old. He was playing in his dad's workshop with a sharp tool that accidentally hurt his eye. The wound got infected, and the infection spread, and soon, Louis was blind in both the eyes.

Now Louis needed a new way to learn. He studied at his old school for two more years, but he couldn't learn everything just by listening. Things became better when Louis got a scholarship to the Royal Institution for Blind Youth in Paris, when he was ten. But even there, most of the teachers just talked to the students. The library had fourteen huge books with raised letters but they were very difficult to read.

In 1821, a former soldier named Charles Barbier visited the school. Barbier shared his invention, called 'night writing', a code of twelve raised dots that let soldiers share top-secret information on the battlefield without even having to speak.

Unfortunately, the code was not easy for the soldiers.

The young Louis Braille quickly realized how useful this system of raised dots could be, provided it was simplified.

Louis trimmed Barbier's twelve dots into six, and improved the system by the time he was fifteen. He published the first-ever Braille book in 1829. But did he stop there? No way! In 1837, he added symbols for maths and music. Louis Braille eventually became a teacher in the school where he had been a student.

Read the following statements A and B and infer the correct answer from the options that follow :

(A) Louis Braille published his first Braille Book in 1829.

(B) 'Night writing' was difficult for soldiers to use.

- (1) (A) is the effect of (B).
- (2) (B) is the reason for (A).
- (3) (A) and (B) have no connection with each other.
- (4) (B) is followed by (A).

[Question ID = 93][Question Description = CTET_P1_PART_4_L1_SET_122_ENGLISH_Q93]

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

- 4) **Directions :** Read the passage given below and answer the questions by choosing the most appropriate option.

He changed the world !

Six dots. Six bumps. Six bumps in different patterns, like constellations, spreading out over the page. What are they ? Numbers, letters, words ? Who made this code ?

None other than Louis Braille, a French twelve-year-old boy, who was blind, and his work changed the world of reading and writing forever.

Louis was from a small town near Paris. He was born on 4th January, 1809. Louis became blind by accident, when he was three years old. He was playing in his dad's workshop with a sharp tool that accidentally hurt his eye. The wound got infected, and the infection spread, and soon, Louis was blind in both the eyes.

Now Louis needed a new way to learn. He studied at his old school for two more years, but he couldn't learn everything just by listening. Things became better when Louis got a scholarship to the Royal Institution for Blind Youth in Paris, when he was ten. But even there, most of the teachers just talked to the students. The library had fourteen huge books with raised letters but they were very difficult to read.

In 1821, a former soldier named Charles Barbier visited the school. Barbier shared his invention, called 'night writing', a code of twelve raised dots that let soldiers share top-secret information on the battlefield without even having to speak.

Unfortunately, the code was not easy for the soldiers.

The young Louis Braille quickly realized how useful this system of raised dots could be, provided it was simplified.

Louis trimmed Barbier's twelve dots into six, and improved the system by the time he was fifteen. He published the first-ever Braille book in 1829. But did he stop there? No way! In 1837, he added symbols for maths and music. Louis Braille eventually became a teacher in the school where he had been a student.

Which of the following statements is true in reference to the passage ?

- (1) Louis Braille was blind since birth.
- (2) Louis Braille was blind by accident.
- (3) Louis Braille was blind due to his father's negligence.
- (4) Louis Braille became blind in a train accident.

[Question ID = 94][Question Description = CTET_P1_PART_4_L1_SET_122_ENGLISH_Q94]

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

- 5) **Directions :** Read the passage given below and answer the questions by choosing the most appropriate option.

He changed the world !

Six dots. Six bumps. Six bumps in different patterns, like constellations, spreading out over the page. What are they ? Numbers, letters, words ? Who made this code ?

None other than Louis Braille, a French twelve-year-old boy, who was blind, and his work changed the world of reading and writing forever.

Louis was from a small town near Paris. He was born on 4th January, 1809. Louis became blind by accident, when he was three years old. He was playing in his dad's workshop with a sharp tool that accidentally hurt his eye. The wound got infected, and the infection spread, and soon, Louis was blind in both the eyes.

Now Louis needed a new way to learn. He studied at his old school for two more years, but he couldn't learn everything just by listening. Things became better when Louis got a scholarship to the Royal Institution for Blind Youth in Paris, when he was ten. But even there, most of the teachers just talked to the students. The library had fourteen huge books with raised letters but they were very difficult to read.

In 1821, a former soldier named Charles Barbier visited the school. Barbier shared his invention, called 'night writing', a code of twelve raised dots that let soldiers share top-secret information on the battlefield without even having to speak.

Unfortunately, the code was not easy for the soldiers.

The young Louis Braille quickly realized how useful this system of raised dots could be, provided it was simplified.

Louis trimmed Barbier's twelve dots into six, and improved the system by the time he was fifteen. He published the first-ever Braille book in 1829. But did he stop there? No way! In 1837, he added symbols for maths and music. Louis Braille eventually became a teacher in the school where he had been a student.

Louis Braille quickly realised how useful this system of raised dots could be, provided it was simplified.

Identify the clause in the underlined part of the above sentence.

(1) Principal clause

(2) Noun clause

(3) Adverb clause

(4) Adjective clause

[Question ID = 95][Question Description = CTET_P1_PART_4_L1_SET_122_ENGLISH_Q95]

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

- 6) **Directions :** Read the passage given below and answer the questions by choosing the most appropriate option.

He changed the world !

Six dots. Six bumps. Six bumps in different patterns, like constellations, spreading out over the page. What are they ? Numbers, letters, words ? Who made this code ?

None other than Louis Braille, a French twelve-year-old boy, who was blind, and his work changed the world of reading and writing forever.

Louis was from a small town near Paris. He was born on 4th January, 1809. Louis became blind by accident, when he was three years old. He was playing in his dad's workshop with a sharp tool that accidentally hurt his eye. The wound got infected, and the infection spread, and soon, Louis was blind in both the eyes.

Now Louis needed a new way to learn. He studied at his old school for two more years, but he couldn't learn everything just by listening. Things became better when Louis got a scholarship to the Royal Institution for Blind Youth in Paris, when he was ten. But even there, most of the teachers just talked to the students. The library had fourteen huge books with raised letters but they were very difficult to read.

In 1821, a former soldier named Charles Barbier visited the school. Barbier shared his invention, called 'night writing', a code of twelve raised dots that let soldiers share top-secret information on the battlefield without even having to speak.

Unfortunately, the code was not easy for the soldiers.

The young Louis Braille quickly realized how useful this system of raised dots could be, provided it was simplified.

Louis trimmed Barbier's twelve dots into six, and improved the system by the time he was fifteen. He published the first-ever Braille book in 1829. But did he stop there? No way! In 1837, he added symbols for maths and music. Louis Braille eventually became a teacher in the school where he had been a student.

Read the following facts from A to E and rearrange them in chronological order.

- A. Louis Braille published his first book.
- B. A soldier Charles Barbier visited the Royal Institution for Blind Youth.
- C. Louis Braille became blind.
- D. Louis got a scholarship.
- E. Louis added symbols for maths and music in his Braille Book.

(1) A, B, C, D, E

(2) B, D, C, A, E

(3) C, D, B, A, E

(4) E, A, B, D, C

[Question ID = 96][Question Description = CTET_P1_PART_4_L1_SET_122_ENGLISH_Q96]

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

- 7) **Directions :** Read the passage given below and answer the questions by choosing the most appropriate option.

He changed the world !

Six dots. Six bumps. Six bumps in different patterns, like constellations, spreading out over the page. What are they ? Numbers, letters, words ? Who made this code ?

None other than Louis Braille, a French twelve-year-old boy, who was blind, and his work changed the world of reading and writing forever.

Louis was from a small town near Paris. He was born on 4th January, 1809. Louis became blind by accident, when he was three years old. He was playing in his dad's workshop with a sharp tool that accidentally hurt his eye. The wound got infected, and the infection spread, and soon, Louis was blind in both the eyes.

Now Louis needed a new way to learn. He studied at his old school for two more years, but he couldn't learn everything just by listening. Things became better when Louis got a scholarship to the Royal Institution for Blind Youth in Paris, when he was ten. But even there, most of the teachers just talked to the students. The library had fourteen huge books with raised letters but they were very difficult to read.

In 1821, a former soldier named Charles Barbier visited the school. Barbier shared his invention, called 'night writing', a code of twelve raised dots that let soldiers share top-secret information on the battlefield without even having to speak.

Unfortunately, the code was not easy for the soldiers.

The young Louis Braille quickly realized how useful this system of raised dots could be, provided it was simplified.

Louis trimmed Barbier's twelve dots into six, and improved the system by the time he was fifteen. He published the first-ever Braille book in 1829. But did he stop there? No way! In 1837, he added symbols for maths and music. Louis Braille eventually became a teacher in the school where he had been a student.

Which one of the following words is most similar in meaning to the word 'invention' as used in the passage ?

- (1) Realism
- (2) Creation
- (3) Misconception
- (4) Imitation

[Question ID = 97][Question Description = CTET_P1_PART_4_L1_SET_122_ENGLISH_Q97]

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

- 8) **Directions :** Read the passage given below and answer the questions by choosing the most appropriate option.

He changed the world !

Six dots. Six bumps. Six bumps in different patterns, like constellations, spreading out over the page. What are they ? Numbers, letters, words ? Who made this code ?

None other than Louis Braille, a French twelve-year-old boy, who was blind, and his work changed the world of reading and writing forever.

Louis was from a small town near Paris. He was born on 4th January, 1809. Louis became blind by accident, when he was three years old. He was playing in his dad's workshop with a sharp tool that accidentally hurt his eye. The wound got infected, and the infection spread, and soon, Louis was blind in both the eyes.

Now Louis needed a new way to learn. He studied at his old school for two more years, but he couldn't learn everything just by listening. Things became better when Louis got a scholarship to the Royal Institution for Blind Youth in Paris, when he was ten. But even there, most of the teachers just talked to the students. The library had fourteen huge books with raised letters but they were very difficult to read.

In 1821, a former soldier named Charles Barbier visited the school. Barbier shared his invention, called 'night writing', a code of twelve raised dots that let soldiers share top-secret information on the battlefield without even having to speak.

Unfortunately, the code was not easy for the soldiers.

The young Louis Braille quickly realized how useful this system of raised dots could be, provided it was simplified.

Louis trimmed Barbier's twelve dots into six, and improved the system by the time he was fifteen. He published the first-ever Braille book in 1829. But did he stop there? No way! In 1837, he added symbols for maths and music. Louis Braille eventually became a teacher in the school where he had been a student.

Which one of the following words is most opposite in meaning to the word 'simplified' as used in the passage ?

- (1) Popularized
- (2) Rationalised
- (3) Complicated
- (4) Clarified

[Question ID = 98][Question Description = CTET_P1_PART_4_L1_SET_122_ENGLISH_Q98]

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

- 9) **Directions :** Read the passage given below and answer the questions by choosing the most appropriate option.

He changed the world !

Six dots. Six bumps. Six bumps in different patterns, like constellations, spreading out over the page. What are they ? Numbers, letters, words ? Who made this code ?

None other than Louis Braille, a French twelve-year-old boy, who was blind, and his work changed the world of reading and writing forever.

Louis was from a small town near Paris. He was born on 4th January, 1809. Louis became blind by accident, when he was three years old. He was playing in his dad's workshop with a sharp tool that accidentally hurt his eye. The wound got infected, and the infection spread, and soon, Louis was blind in both the eyes.

Now Louis needed a new way to learn. He studied at his old school for two more years, but he couldn't learn everything just by listening. Things became better when Louis got a scholarship to the Royal Institution for Blind Youth in Paris, when he was ten. But even there, most of the teachers just talked to the students. The library had fourteen huge books with raised letters but they were very difficult to read.

In 1821, a former soldier named Charles Barbier visited the school. Barbier shared his invention, called 'night writing', a code of twelve raised dots that let soldiers share top-secret information on the battlefield without even having to speak.

Unfortunately, the code was not easy for the soldiers.

The young Louis Braille quickly realized how useful this system of raised dots could be, provided it was simplified.

Louis trimmed Barbier's twelve dots into six, and improved the system by the time he was fifteen. He published the first-ever Braille book in 1829. But did he stop there? No way! In 1837, he added symbols for maths and music. Louis Braille eventually became a teacher in the school where he had been a student.

Louis Braille eventually became a teacher in the school where he had been a student.

Which part of speech is the underlined word in the above sentence ?

(1) Noun

(2) Verb

(3) Adjective

(4) Adverb

[Question ID = 99][Question Description = CTET_P1_PART_4_L1_SET_122_ENGLISH_Q99]

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

Topic:- ENG_Q100-105_L1_P1_CTET

- 1) **Directions :** Read the poem given below and answer the questions by choosing the most appropriate option.

Riches I hold in light esteem,
And Love I laugh to scorn;
And lust of Fame was but a dream
That vanished with the morn;
And if I pray, the only prayer
That moves my lips for me
Is, "Leave the heart that now I bear,
And give me liberty!"
Yes, as my swift days near their goal,
It is all that I implore:
In life and death a chainless soul,
With courage to endure.

On the basis of the above poem, answer the following questions by choosing the most appropriate option given below :

What is the verse scheme in the first four lines ?

(1) aabb

(2) abba

(3) abab

(4) abbb

[Question ID = 100][Question Description = CTET_P1_PART_4_L1_SET_122_ENGLISH_Q100]

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

- 2) **Directions :** Read the poem given below and answer the questions by choosing the most appropriate option.

Riches I hold in light esteem,
And Love I laugh to scorn;
And lust of Fame was but a dream
That vanished with the morn;
And if I pray, the only prayer
That moves my lips for me
Is, "Leave the heart that now I bear,
And give me liberty!"
Yes, as my swift days near their goal,
It is all that I implore:
In life and death a chainless soul,
With courage to endure.

The poet says 'Love I laugh to scorn'. This means

- (1) She does not believe in love.
- (2) She feels the whole world is in love.
- (3) She believes in the value of materialistic possessions.
- (4) She makes fun of everything.

[Question ID = 101][Question Description = CTET_P1_PART_4_L1_SET_122_ENGLISH_Q101]

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

- 3) **Directions :** Read the poem given below and answer the questions by choosing the most appropriate option.

Riches I hold in light esteem,
And Love I laugh to scorn;
And lust of Fame was but a dream
That vanished with the morn;
And if I pray, the only prayer
That moves my lips for me
Is, "Leave the heart that now I bear,
And give me liberty!"
Yes, as my swift days near their goal,
It is all that I implore:
In life and death a chainless soul,
With courage to endure.

In the line 'And give me liberty' the word 'liberty' refers to

- (1) Life
- (2) Death
- (3) Riches
- (4) Freedom

[Question ID = 102][Question Description = CTET_P1_PART_4_L1_SET_122_ENGLISH_Q102]

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

4) **Directions :** Read the poem given below and answer the questions by choosing the most appropriate option.

Riches I hold in light esteem,
And Love I laugh to scorn;
And lust of Fame was but a dream
That vanished with the morn;
And if I pray, the only prayer
That moves my lips for me
Is, "Leave the heart that now I bear,
And give me liberty!"
Yes, as my swift days near their goal,
It is all that I implore:
In life and death a chainless soul,
With courage to endure.
The 'lust of Fame' ____ in the long run.

- (1) Multiplies
- (2) Vanishes
- (3) Sharpens
- (4) Diminishes

[Question ID = 103][Question Description = CTET_P1_PART_4_L1_SET_122_ENGLISH_Q103]

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

- 5) **Directions :** Read the poem given below and answer the questions by choosing the most appropriate option.

Riches I hold in light esteem,
And Love I laugh to scorn;
And lust of Fame was but a dream
That vanished with the morn;
And if I pray, the only prayer
That moves my lips for me
Is, "Leave the heart that now I bear,
And give me liberty!"
Yes, as my swift days near their goal,
It is all that I implore:
In life and death a chainless soul,
With courage to endure.

What does the 'Voice' in the poem want ?

- (1) To be rich
- (2) To be free of spirit and soul
- (3) To be free of dreams
- (4) To be famous

[Question ID = 104][Question Description = CTET_P1_PART_4_L1_SET_122_ENGLISH_Q104]

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

- 6) **Directions :** Read the poem given below and answer the questions by choosing the most appropriate option.

Riches I hold in light esteem,
And Love I laugh to scorn;
And lust of Fame was but a dream
That vanished with the morn;
And if I pray, the only prayer
That moves my lips for me
Is, "Leave the heart that now I bear,
And give me liberty!"
Yes, as my swift days near their goal,
It is all that I implore:
In life and death a chainless soul,
With courage to endure.

Which poetic device is used in 'a chainless soul' ?

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

[Question ID = 105][Question Description = CTET_P1_PART_4_L1_SET_122_ENGLISH_Q105]

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

Topic:- ENG_Q106-120_L1_P1_CTET

1) Which of the following is true for 'Dialect and Accent' ?

- (1) Dialect relates to the actual language used whereas accent refers to the way the language is spoken.
- (2) Accent relates to the actual language used whereas dialect refers to the way the language is spoken.
- (3) Accents are varieties of the same language that differ in their grammar.
- (4) Dialect is a manner of pronunciation particular to an individual.

[Question ID = 106][Question Description = CTET_P1_PART_4_L1_SET_122_ENGLISH_Q106]

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

2) The objectives of NIPUN Bharat Mission are set in the form of lakshya or targets to be achieved by the year 2026 – 27. The targets for literacy in class-1 are that the child

- (1) Reads simple words comprising of at least 2 to 3 alphabets.
- (2) Reads small sentences consisting of at least 4 to 5 simple words in an age appropriate unknown text.
- (3) Reads with meaning, 45 – 60 words per minute.
- (4) Reads with meaning, at least 60 words per minute.

[Question ID = 107][Question Description = CTET_P1_PART_4_L1_SET_122_ENGLISH_Q107]

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

3) A grade-3 teacher has to assess the listening skill of her students. Which activity should she conduct for the same ?

- (1) Ask the children to tell the meanings of the words from the text read.
- (2) Ask the children to draw a story as she narrates it.
- (3) Ask the child to introduce himself in 4 – 5 sentences.
- (4) Ask the child to describe the picture shown to him/her in three sentences.

[Question ID = 108][Question Description = CTET_P1_PART_4_L1_SET_122_ENGLISH_Q108]

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

4) A child reads a story book of her interest. This type of reading is referred to as

- (1) Scanning
- (2) Intensive reading
- (3) Skimming
- (4) Extensive reading

[Question ID = 109][Question Description = CTET_P1_PART_4_L1_SET_122_ENGLISH_Q109]

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

5) A teacher of grade-4 follows Process Writing approach with her children. Which of the following strategy can she adopt during pre-writing ?

- (1) Brainstorming
- (2) Reviewing
- (3) Editing
- (4) Revising

[Question ID = 110][Question Description = CTET_P1_PART_4_L1_SET_122_ENGLISH_Q110]

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

6) A teacher of grade-3 is practicing reading comprehension with her students. Which of the following strategy can she follow ?

- (1) Giving dictation of the difficult words that they read in the text.
- (2) Ask students questions on the text they have read.
- (3) Ask students to memorise and write the meanings of difficult words that they came across while reading a text.
- (4) Ask students to underline nouns that they came across while reading the text.

[Question ID = 111][Question Description = CTET_P1_PART_4_L1_SET_122_ENGLISH_Q111]

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

7) A reading activity in which learners hear or read different parts of a text, then exchange information with others in order to complete a task is referred to as

- (1) Running text
- (2) Running dictation
- (3) Dumb charades
- (4) Jigsaw dictation

[Question ID = 112][Question Description = CTET_P1_PART_4_L1_SET_122_ENGLISH_Q112]

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

8) NIPUN Bharat Mission launched by the Government of India focuses on strengthening foundational skills in language. It stands for

- (1) National Intervention for Proficiency in Understanding and Numeracy
- (2) National Initiative for Proficiency in Reading with Understanding and Numeracy
- (3) National Initiative for Proficiency in Understanding and Numeracy
- (4) National Intervention for Proficiency in Reading with Understanding and Numeracy

[Question ID = 113][Question Description = CTET_P1_PART_4_L1_SET_122_ENGLISH_Q113]

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

9) A learner is given a language task which she/he tries to accomplish with the support of peers or adults. The space between what they can do without assistance and what they can do with adult guidance or in collaboration with more capable peers is referred to as

- (1) Language Acquisition Device
- (2) Emergent literacy
- (3) Assimilation
- (4) Zone of Proximal Development

[Question ID = 114][Question Description = CTET_P1_PART_4_L1_SET_122_ENGLISH_Q114]

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

10) Creating a print rich environment helps in language learning. To create such an environment in class a teacher should

- (1) expose children to books and other reading material.
- (2) help children learn the print handwriting.
- (3) help the children learn hand printing.
- (4) ask the children to learn new words for the unknown printed text.

[Question ID = 115][Question Description = CTET_P1_PART_4_L1_SET_122_ENGLISH_Q115]

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

11) Which of the following is the correct sequence for stages of first language acquisition ?

- (1) Babbling, Two-word stage, Holophrastic stage, Telegraphic stage
- (2) Babbling, Holophrastic stage, Two-word stage, Telegraphic stage
- (3) Holophrastic stage, Babbling, Two-word stage, Telegraphic stage
- (4) Holophrastic stage, Two-word stage, Babbling, Telegraphic stage

[Question ID = 116][Question Description = CTET_P1_PART_4_L1_SET_122_ENGLISH_Q116]

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

12) The idea that humans are born with Language Acquisition device is given by

- (1) Lev Vygotsky
- (2) Noam Chomsky
- (3) Jean Piaget
- (4) Jerome Bruner

[Question ID = 117][Question Description = CTET_P1_PART_4_L1_SET_122_ENGLISH_Q117]

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

13) "*Understands and uses new words*" can be a rubric for assessing

- (1) pronunciation
- (2) grammar
- (3) fluency
- (4) vocabulary

[Question ID = 118][Question Description = CTET_P1_PART_4_L1_SET_122_ENGLISH_Q118]

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

14) Which of the following activity should **not** be conducted for assessing speaking skills of children ?

- (1) Tell the meanings of the words from the text read
- (2) Tell about the dress you like most
- (3) Introduce yourself in 4 – 5 sentences
- (4) Describe the picture shown in three sentences

[Question ID = 119][Question Description = CTET_P1_PART_4_L1_SET_122_ENGLISH_Q119]

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

15) _____ is a language disorder in which a person is not able to put words in proper order. It affects the way you speak and understand language.

- (1) Dyspraxia
- (2) Dysphrasia
- (3) Dysarthria
- (4) Dyscalculia

[Question ID = 120][Question Description = CTET_P1_PART_4_L1_SET_122_ENGLISH_Q120]

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

- 1) **निर्देश :** निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सही/सबसे उपयुक्त उत्तर वाले विकल्प को चुनिए ।

जिसके पास धैर्य है, वह जो इच्छा करता है प्राप्त कर लेता है । प्रकृति हमें धीरज धारण करने की सीख देती है । धैर्य जीवन में लक्ष्य प्राप्ति का द्वार खोलता है जो लोग 'जल्दी करो, जल्दी करो' की रट लगाते हैं, वे वास्तव में 'अधीर मन, गति कम' की प्राचीन लोकोक्ति को चरितार्थ करते हैं । सफलता और सम्मान उन्हीं को प्राप्त होता है, जो धैर्यपूर्वक काम में लगे रहते हैं । शांत मन से किसी कार्य को करने में निश्चित रूप से कम समय लगता है । बचपन के बाद जवानी धीरे-धीरे आती है । संसार के सभी कार्य धीरे-धीरे ही संपन्न होते हैं । यदि कोई रोगी डॉक्टर से दवाई लेने के तुरंत पश्चात् पूर्णतः स्वस्थ होने की कामना करता है, तो यह उसकी नितांत मूर्खता है । वृक्ष को कितना भी पानी दो, परन्तु फल प्राप्ति तो समय पर ही होगी । कहा गया है कि –

धीरे-धीरे रे मना, धीरे सब कुछ होत ।

माली सींचे सौ घड़ा, ऋतु आए फल होत ।

जब सब कामों का समय निश्चित है तो अधीर होने की क्या आवश्यकता है ?

'लक्ष्य प्राप्ति' का द्वार जीवन में कौन खोलता है ?

(1) लालच

(2) आशा

(3) धैर्य

(4) अधैर्य

[Question ID = 151][Question Description = CTET_P1_PART_5_L2_SET_122_HINDI_Q121]

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

2) **निर्देश :** निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सही/सबसे उपयुक्त उत्तर वाले विकल्प को चुनिए ।

जिसके पास धैर्य है, वह जो इच्छा करता है प्राप्त कर लेता है । प्रकृति हमें धीरज धारण करने की सीख देती है । धैर्य जीवन में लक्ष्य प्राप्ति का द्वार खोलता है जो लोग 'जल्दी करो, जल्दी करो' की रट लगाते हैं, वे वास्तव में 'अधीर मन, गति कम' की प्राचीन लोकोक्ति को चरितार्थ करते हैं । सफलता और सम्मान उन्हीं को प्राप्त होता है, जो धैर्यपूर्वक काम में लगे रहते हैं । शांत मन से किसी कार्य को करने में निश्चित रूप से कम समय लगता है । बचपन के बाद जवानी धीरे-धीरे आती है । संसार के सभी कार्य धीरे-धीरे ही संपन्न होते हैं । यदि कोई रोगी डॉक्टर से दवाई लेने के तुरंत पश्चात् पूर्णतः स्वस्थ होने की कामना करता है, तो यह उसकी नितांत मूर्खता है । वृक्ष को कितना भी पानी दो, परन्तु फल प्राप्ति तो समय पर ही होगी । कहा गया है कि –

धीरे-धीरे रे मना, धीरे सब कुछ होत ।

माली सींचे सौ घड़ा, ऋतु आए फल होत ।

जब सब कामों का समय निश्चित है तो अधीर होने की क्या आवश्यकता है ?

'अधीर मन, गति कम' की प्राचीन लोकोक्ति को कौन चरितार्थ करते हैं ?

- (1) जो धैर्य से काम करते हैं
- (2) जो परिश्रम से कार्य करते हैं
- (3) जो जल्दी करो, जल्दी करो की रट लगाते हैं
- (4) जो शांत मन से काम करते हैं

[Question ID = 152][Question Description = CTET_P1_PART_5_L2_SET_122_HINDI_Q122]

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

3) **निर्देश :** निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सही/सबसे उपयुक्त उत्तर वाले विकल्प को चुनिए ।

जिसके पास धैर्य है, वह जो इच्छा करता है प्राप्त कर लेता है । प्रकृति हमें धीरज धारण करने की सीख देती है । धैर्य जीवन में लक्ष्य प्राप्ति का द्वार खोलता है जो लोग 'जल्दी करो, जल्दी करो' की रट लगाते हैं, वे वास्तव में 'अधीर मन, गति कम' की प्राचीन लोकोक्ति को चरितार्थ करते हैं । सफलता और सम्मान उन्हीं को प्राप्त होता है, जो धैर्यपूर्वक काम में लगे रहते हैं । शांत मन से किसी कार्य को करने में निश्चित रूप से कम समय लगता है । बचपन के बाद जवानी धीरे-धीरे आती है । संसार के सभी कार्य धीरे-धीरे ही संपन्न होते हैं । यदि कोई रोगी डॉक्टर से दवाई लेने के तुरंत पश्चात् पूर्णतः स्वस्थ होने की कामना करता है, तो यह उसकी नितांत मूर्खता है । वृक्ष को कितना भी पानी दो, परन्तु फल प्राप्ति तो समय पर ही होगी । कहा गया है कि –

धीरे-धीरे रे मना, धीरे सब कुछ होत ।

माली सींचे सौ घड़ा, ऋतु आए फल होत ।

जब सब कामों का समय निश्चित है तो अधीर होने की क्या आवश्यकता है ?

माली कितना भी वृक्ष को सींच ले परन्तु फल प्राप्ति समय या ऋतु आने पर ही होती है – ये भावार्थ दोहे की किस पंक्ति से निकलता है ?

(1) धीरे धीरे रे मना, धीरे सब कुछ होत ।

(2) माली सींचे सौ घड़ा, ऋतु आए फल होत ।

(3) अधीर मन, गति कम

(4) जल्दी करो, जल्दी करो

[Question ID = 153][Question Description = CTET_P1_PART_5_L2_SET_122_HINDI_Q123]

1. 1 [Option ID = 609]

2. 2 [Option ID = 610]

3. 3 [Option ID = 611]

4. 4 [Option ID = 612]

- 4) **निर्देश :** निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सही/सबसे उपयुक्त उत्तर वाले विकल्प को चुनिए ।

जिसके पास धैर्य है, वह जो इच्छा करता है प्राप्त कर लेता है । प्रकृति हमें धीरज धारण करने की सीख देती है । धैर्य जीवन में लक्ष्य प्राप्ति का द्वार खोलता है जो लोग 'जल्दी करो, जल्दी करो' की रट लगाते हैं, वे वास्तव में 'अधीर मन, गति कम' की प्राचीन लोकोक्ति को चरितार्थ करते हैं । सफलता और सम्मान उन्हीं को प्राप्त होता है, जो धैर्यपूर्वक काम में लगे रहते हैं । शांत मन से किसी कार्य को करने में निश्चित रूप से कम समय लगता है । बचपन के बाद जवानी धीरे-धीरे आती है । संसार के सभी कार्य धीरे-धीरे ही संपन्न होते हैं । यदि कोई रोगी डॉक्टर से दवाई लेने के तुरंत पश्चात् पूर्णतः स्वस्थ होने की कामना करता है, तो यह उसकी नितांत मूर्खता है । वृक्ष को कितना भी पानी दो, परन्तु फल प्राप्ति तो समय पर ही होगी । कहा गया है कि –

धीरे-धीरे रे मना, धीरे सब कुछ होत ।

माली सींचे सौ घड़ा, ऋतु आए फल होत ।

जब सब कामों का समय निश्चित है तो अधीर होने की क्या आवश्यकता है ?

सफलता और सम्मान किसे प्राप्त होता है ?

(1) जो जल्दी-जल्दी काम करते हैं

(2) जो धीरे-धीरे काम करते हैं

(3) जो फल प्राप्ति की इच्छा रखते हैं

(4) जो धैर्यपूर्वक काम करते हैं

[Question ID = 154][Question Description = CTET_P1_PART_5_L2_SET_122_HINDI_Q124]

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

5) **निर्देश :** निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सही/सबसे उपयुक्त उत्तर वाले विकल्प को चुनिए ।

जिसके पास धैर्य है, वह जो इच्छा करता है प्राप्त कर लेता है । प्रकृति हमें धीरज धारण करने की सीख देती है । धैर्य जीवन में लक्ष्य प्राप्ति का द्वार खोलता है जो लोग 'जल्दी करो, जल्दी करो' की रट लगाते हैं, वे वास्तव में 'अधीर मन, गति कम' की प्राचीन लोकोक्ति को चरितार्थ करते हैं । सफलता और सम्मान उन्हीं को प्राप्त होता है, जो धैर्यपूर्वक काम में लगे रहते हैं । शांत मन से किसी कार्य को करने में निश्चित रूप से कम समय लगता है । बचपन के बाद जवानी धीरे-धीरे आती है । संसार के सभी कार्य धीरे-धीरे ही संपन्न होते हैं । यदि कोई रोगी डॉक्टर से दवाई लेने के तुरंत पश्चात् पूर्णतः स्वस्थ होने की कामना करता है, तो यह उसकी नितांत मूर्खता है । वृक्ष को कितना भी पानी दो, परन्तु फल प्राप्ति तो समय पर ही होगी । कहा गया है कि –

धीरे-धीरे रे मना, धीरे सब कुछ होत ।

माली सींचे सौ घड़ा, ऋतु आए फल होत ।

जब सब कामों का समय निश्चित है तो अधीर होने की क्या आवश्यकता है ?

प्रकृति हमें क्या सीख देती है ?

(1) इच्छा धारण करने की

(2) धीरज धारण करने की

(3) फल प्राप्त करने की

(4) जल्दी काम करने की

[Question ID = 155][Question Description = CTET_P1_PART_5_L2_SET_122_HINDI_Q125]

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

6) **निर्देश :** निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सही/सबसे उपयुक्त उत्तर वाले विकल्प को चुनिए ।

जिसके पास धैर्य है, वह जो इच्छा करता है प्राप्त कर लेता है । प्रकृति हमें धीरज धारण करने की सीख देती है । धैर्य जीवन में लक्ष्य प्राप्ति का द्वार खोलता है जो लोग 'जल्दी करो, जल्दी करो' की रट लगाते हैं, वे वास्तव में 'अधीर मन, गति कम' की प्राचीन लोकोक्ति को चरितार्थ करते हैं । सफलता और सम्मान उन्हीं को प्राप्त होता है, जो धैर्यपूर्वक काम में लगे रहते हैं । शांत मन से किसी कार्य को करने में निश्चित रूप से कम समय लगता है । बचपन के बाद जवानी धीरे-धीरे आती है । संसार के सभी कार्य धीरे-धीरे ही संपन्न होते हैं । यदि कोई रोगी डॉक्टर से दवाई लेने के तुरंत पश्चात् पूर्णतः स्वस्थ होने की कामना करता है, तो यह उसकी नितांत मूर्खता है । वृक्ष को कितना भी पानी दो, परन्तु फल प्राप्ति तो समय पर ही होगी । कहा गया है कि –

धीरे-धीरे रे मना, धीरे सब कुछ होत ।

माली सींचे सौ घड़ा, ऋतु आए फल होत ।

जब सब कामों का समय निश्चित है तो अधीर होने की क्या आवश्यकता है ?

फल-प्राप्ति का सामासिक-विग्रह होगा

(1) फल से प्राप्ति

(2) फल में प्राप्ति

(3) फल की प्राप्ति

(4) फल और प्राप्ति

[Question ID = 156][Question Description = CTET_P1_PART_5_L2_SET_122_HINDI_Q126]

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

7) **निर्देश :** निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सही/सबसे उपयुक्त उत्तर वाले विकल्प को चुनिए ।

जिसके पास धैर्य है, वह जो इच्छा करता है प्राप्त कर लेता है । प्रकृति हमें धीरज धारण करने की सीख देती है । धैर्य जीवन में लक्ष्य प्राप्ति का द्वार खोलता है जो लोग 'जल्दी करो, जल्दी करो' की रट लगाते हैं, वे वास्तव में 'अधीर मन, गति कम' की प्राचीन लोकोक्ति को चरितार्थ करते हैं । सफलता और सम्मान उन्हीं को प्राप्त होता है, जो धैर्यपूर्वक काम में लगे रहते हैं । शांत मन से किसी कार्य को करने में निश्चित रूप से कम समय लगता है । बचपन के बाद जवानी धीरे-धीरे आती है । संसार के सभी कार्य धीरे-धीरे ही संपन्न होते हैं । यदि कोई रोगी डॉक्टर से दवाई लेने के तुरंत पश्चात् पूर्णतः स्वस्थ होने की कामना करता है, तो यह उसकी नितांत मूर्खता है । वृक्ष को कितना भी पानी दो, परन्तु फल प्राप्ति तो समय पर ही होगी । कहा गया है कि –

धीरे-धीरे रे मना, धीरे सब कुछ होत ।

माली सींचे सौ घड़ा, ऋतु आए फल होत ।

जब सब कामों का समय निश्चित है तो अधीर होने की क्या आवश्यकता है ?

“नितांत” का अर्थ है

(1) बिल्कुल

(2) सरपट

(3) सबसे

(4) बड़ा

[Question ID = 157][Question Description = CTET_P1_PART_5_L2_SET_122_HINDI_Q127]

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

8) **निर्देश :** निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सही/सबसे उपयुक्त उत्तर वाले विकल्प को चुनिए ।

जिसके पास धैर्य है, वह जो इच्छा करता है प्राप्त कर लेता है । प्रकृति हमें धीरज धारण करने की सीख देती है । धैर्य जीवन में लक्ष्य प्राप्ति का द्वार खोलता है जो लोग 'जल्दी करो, जल्दी करो' की रट लगाते हैं, वे वास्तव में 'अधीर मन, गति कम' की प्राचीन लोकोक्ति को चरितार्थ करते हैं । सफलता और सम्मान उन्हीं को प्राप्त होता है, जो धैर्यपूर्वक काम में लगे रहते हैं । शांत मन से किसी कार्य को करने में निश्चित रूप से कम समय लगता है । बचपन के बाद जवानी धीरे-धीरे आती है । संसार के सभी कार्य धीरे-धीरे ही संपन्न होते हैं । यदि कोई रोगी डॉक्टर से दवाई लेने के तुरंत पश्चात् पूर्णतः स्वस्थ होने की कामना करता है, तो यह उसकी नितांत मूर्खता है । वृक्ष को कितना भी पानी दो, परन्तु फल प्राप्ति तो समय पर ही होगी । कहा गया है कि –

धीरे-धीरे रे मना, धीरे सब कुछ होत ।

माली सींचे सौ घड़ा, ऋतु आए फल होत ।

जब सब कामों का समय निश्चित है तो अधीर होने की क्या आवश्यकता है ?

“अधीर” का विलोम होगा

(1) धीर

(2) आतुर

(3) बेकरार

(4) व्यग्र

[Question ID = 158][Question Description = CTET_P1_PART_5_L2_SET_122_HINDI_Q128]

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

Topic:- HIN_Q129-135_L2_P1_CTET

- 1) **निर्देश :** निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सही/सबसे उपयुक्त उत्तर वाले विकल्प को चुनिए ।

हम अनेक छोटे-बड़े घरों में बँटे हुए हैं। कोई धर्म का घेरा है तो कोई जाति का, कोई देश का घेरा है तो कोई समाज और वंश परिवार का। इन घरों में बँधकर हम भूल गए हैं कि हम सबसे पहले मनुष्य हैं – प्रेम, त्याग, करुणा और सहानुभूति से भरे मनुष्य, एक-दूसरे के सुख-दुख से विचलित और प्रभावित होने वाले मनुष्य हैं। अपनी इस बहुमूल्य मनुष्यता को भुलाकर कभी हम धन, शक्ति, सत्ता और शिक्षा के अहंकार में चूर होकर दूसरों को मनुष्य ही नहीं समझते, कभी हम अपने ही धर्म को सबसे श्रेष्ठ मानकर शेष सभी धर्मों को झूठ और भ्रमों से भरा हुआ समझते हैं। अपने ही रीति-रिवाजों को सर्वोत्तम मानकर हम दूसरों के रीति-रिवाजों की खिल्ली उड़ाया करते हैं। सत्य यह है कि संसार का हर धर्म अच्छाइयों और सच्चाइयों में विश्वास करता है।

हम आज किस-किस प्रकार के घरों में घिरे हैं ?

- (1) छोटे-बड़े घरों में
- (2) लालच और मोह के घरों में
- (3) धन, शक्ति और सत्ता के घरों में
- (4) धर्म, जाति, देश, समाज आदि के घरों में

[Question ID = 159][Question Description = CTET_P1_PART_5_L2_SET_122_HINDI_Q129]

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

2) **निर्देश :** निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सही/सबसे उपयुक्त उत्तर वाले विकल्प को चुनिए ।

हम अनेक छोटे-बड़े घेरो में बँटे हुए हैं। कोई धर्म का घेरा है तो कोई जाति का, कोई देश का घेरा है तो कोई समाज और वंश परिवार का। इन घेरो में बँधकर हम भूल गए हैं कि हम सबसे पहले मनुष्य हैं – प्रेम, त्याग, करुणा और सहानुभूति से भरे मनुष्य, एक-दूसरे के सुख-दुख से विचलित और प्रभावित होने वाले मनुष्य हैं। अपनी इस बहुमूल्य मनुष्यता को भुलाकर कभी हम धन, शक्ति, सत्ता और शिक्षा के अहंकार में चूर होकर दूसरों को मनुष्य ही नहीं समझते, कभी हम अपने ही धर्म को सबसे श्रेष्ठ मानकर शेष सभी धर्मों को झूठ और भ्रमों से भरा हुआ समझते हैं। अपने ही रीति-रिवाजों को सर्वोत्तम मानकर हम दूसरों के रीति-रिवाजों की खिल्ली उड़ाया करते हैं। सत्य यह है कि संसार का हर धर्म अच्छाइयों और सच्चाइयों में विश्वास करता है।

अहंकार में चूर होकर हम

- (1) दूसरों को मनुष्य नहीं समझते
- (2) मनुष्यता को भूल जाते हैं
- (3) अपने धर्म को ही श्रेष्ठ समझते हैं
- (4) घेरो में बँध जाते हैं

[Question ID = 160][Question Description = CTET_P1_PART_5_L2_SET_122_HINDI_Q130]

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

3) **निर्देश :** निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सही/सबसे उपयुक्त उत्तर वाले विकल्प को चुनिए ।

हम अनेक छोटे-बड़े घरों में बँटे हुए हैं। कोई धर्म का घेरा है तो कोई जाति का, कोई देश का घेरा है तो कोई समाज और वंश परिवार का। इन घरों में बँधकर हम भूल गए हैं कि हम सबसे पहले मनुष्य हैं – प्रेम, त्याग, करुणा और सहानुभूति से भरे मनुष्य, एक-दूसरे के सुख-दुख से विचलित और प्रभावित होने वाले मनुष्य हैं। अपनी इस बहुमूल्य मनुष्यता को भुलाकर कभी हम धन, शक्ति, सत्ता और शिक्षा के अहंकार में चूर होकर दूसरों को मनुष्य ही नहीं समझते, कभी हम अपने ही धर्म को सबसे श्रेष्ठ मानकर शेष सभी धर्मों को झूठ और भ्रमों से भरा हुआ समझते हैं। अपने ही रीति-रिवाजों को सर्वोत्तम मानकर हम दूसरों के रीति-रिवाजों की खिल्ली उड़ाया करते हैं। सत्य यह है कि संसार का हर धर्म अच्छाईयों और सच्चाईयों में विश्वास करता है।

धर्म के संबंध में क्या बात सच है ?

- (1) यह रीति-रिवाज सिखाता है
- (2) अच्छाई और सच्चाई में विश्वास करना सिखाता है
- (3) अपने धर्म को श्रेष्ठ मानना सिखाता है
- (4) घरों में बाँटता है

[Question ID = 161][Question Description = CTET_P1_PART_5_L2_SET_122_HINDI_Q131]

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

- 4) **निर्देश :** निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सही/सबसे उपयुक्त उत्तर वाले विकल्प को चुनिए ।

हम अनेक छोटे-बड़े घेरो में बँटे हुए हैं। कोई धर्म का घेरा है तो कोई जाति का, कोई देश का घेरा है तो कोई समाज और वंश परिवार का। इन घेरो में बँधकर हम भूल गए हैं कि हम सबसे पहले मनुष्य हैं – प्रेम, त्याग, करुणा और सहानुभूति से भरे मनुष्य, एक-दूसरे के सुख-दुख से विचलित और प्रभावित होने वाले मनुष्य हैं। अपनी इस बहुमूल्य मनुष्यता को भुलाकर कभी हम धन, शक्ति, सत्ता और शिक्षा के अहंकार में चूर होकर दूसरों को मनुष्य ही नहीं समझते, कभी हम अपने ही धर्म को सबसे श्रेष्ठ मानकर शेष सभी धर्मों को झूठ और भ्रमों से भरा हुआ समझते हैं। अपने ही रीति-रिवाजों को सर्वोत्तम मानकर हम दूसरों के रीति-रिवाजों की खिल्ली उड़ाया करते हैं। सत्य यह है कि संसार का हर धर्म अच्छाइयों और सच्चाइयों में विश्वास करता है।

“सत्य है कि संसार का हर धर्म अच्छाइयों और सच्चाइयों में विश्वास करता है।” में रेखांकित अंश

- (1) प्रधान उपवाक्य है।
- (2) क्रिया-विशेषण आश्रित उपवाक्य है।
- (3) संज्ञा आश्रित उपवाक्य है।
- (4) विशेषण आश्रित उपवाक्य है।

[Question ID = 162][Question Description = CTET_P1_PART_5_L2_SET_122_HINDI_Q132]

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

- 5) **निर्देश :** निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सही/सबसे उपयुक्त उत्तर वाले विकल्प को चुनिए ।

हम अनेक छोटे-बड़े घेरो में बँटे हुए हैं। कोई धर्म का घेरा है तो कोई जाति का, कोई देश का घेरा है तो कोई समाज और वंश परिवार का। इन घेरो में बँधकर हम भूल गए हैं कि हम सबसे पहले मनुष्य हैं – प्रेम, त्याग, करुणा और सहानुभूति से भरे मनुष्य, एक-दूसरे के सुख-दुख से विचलित और प्रभावित होने वाले मनुष्य हैं। अपनी इस बहुमूल्य मनुष्यता को भुलाकर कभी हम धन, शक्ति, सत्ता और शिक्षा के अहंकार में चूर होकर दूसरों को मनुष्य ही नहीं समझते, कभी हम अपने ही धर्म को सबसे श्रेष्ठ मानकर शेष सभी धर्मों को झूठ और भ्रमों से भरा हुआ समझते हैं। अपने ही रीति-रिवाजों को सर्वोत्तम मानकर हम दूसरों के रीति-रिवाजों की खिल्ली उड़ाया करते हैं। सत्य यह है कि संसार का हर धर्म अच्छाईयों और सच्चाईयों में विश्वास करता है।

हम अपने ही धर्म को श्रेष्ठ मानकर सभी धर्मों को क्या समझते हैं ?

- (1) झूठ और भ्रमों से भरा हुआ
- (2) अच्छाई और सच्चाई से भरा
- (3) सुख-दुख से विचलित
- (4) अहंकार से भरा

[Question ID = 163][Question Description = CTET_P1_PART_5_L2_SET_122_HINDI_Q133]

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

- 6) **निर्देश :** निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सही/सबसे उपयुक्त उत्तर वाले विकल्प को चुनिए ।

हम अनेक छोटे-बड़े घेरो में बँटे हुए हैं। कोई धर्म का घेरा है तो कोई जाति का, कोई देश का घेरा है तो कोई समाज और वंश परिवार का। इन घेरो में बँधकर हम भूल गए हैं कि हम सबसे पहले मनुष्य हैं – प्रेम, त्याग, करुणा और सहानुभूति से भरे मनुष्य, एक-दूसरे के सुख-दुख से विचलित और प्रभावित होने वाले मनुष्य हैं। अपनी इस बहुमूल्य मनुष्यता को भुलाकर कभी हम धन, शक्ति, सत्ता और शिक्षा के अहंकार में चूर होकर दूसरों को मनुष्य ही नहीं समझते, कभी हम अपने ही धर्म को सबसे श्रेष्ठ मानकर शेष सभी धर्मों को झूठ और भ्रमों से भरा हुआ समझते हैं। अपने ही रीति-रिवाजों को सर्वोत्तम मानकर हम दूसरों के रीति-रिवाजों की खिल्ली उड़ाया करते हैं। सत्य यह है कि संसार का हर धर्म अच्छाइयों और सच्चाइयों में विश्वास करता है।

“खिल्ली उड़ाना” इसका अर्थ है

- (1) खुश होना
- (2) जोर-जोर से हँसना
- (3) जोर-जोर से रोना
- (4) किसी का मज़ाक बनाना

[Question ID = 164][Question Description = CTET_P1_PART_5_L2_SET_122_HINDI_Q134]

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

- 7) **निर्देश :** निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सही/सबसे उपयुक्त उत्तर वाले विकल्प को चुनिए ।

हम अनेक छोटे-बड़े घेरों में बँटे हुए हैं। कोई धर्म का घेरा है तो कोई जाति का, कोई देश का घेरा है तो कोई समाज और वंश परिवार का। इन घेरों में बँधकर हम भूल गए हैं कि हम सबसे पहले मनुष्य हैं – प्रेम, त्याग, करुणा और सहानुभूति से भरे मनुष्य, एक-दूसरे के सुख-दुख से विचलित और प्रभावित होने वाले मनुष्य हैं। अपनी इस बहुमूल्य मनुष्यता को भुलाकर कभी हम धन, शक्ति, सत्ता और शिक्षा के अहंकार में चूर होकर दूसरों को मनुष्य ही नहीं समझते, कभी हम अपने ही धर्म को सबसे श्रेष्ठ मानकर शेष सभी धर्मों को झूठ और भ्रमों से भरा हुआ समझते हैं। अपने ही रीति-रिवाजों को सर्वोत्तम मानकर हम दूसरों के रीति-रिवाजों की खिल्ली उड़ाया करते हैं। सत्य यह है कि संसार का हर धर्म अच्छाइयों और सच्चाइयों में विश्वास करता है।

शुद्ध शब्द होगा

- (1) सर्वोत्तम
- (2) सर्वोत्तम
- (3) सर्वतोम
- (4) सर्वोत्तम

[Question ID = 165][Question Description = CTET_P1_PART_5_L2_SET_122_HINDI_Q135]

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

Topic:- HIN_Q136-150_L2_P1_CTET

- 1) एक अध्यापक का विश्वास है कि मुक्त लेखन से उसके विद्यार्थियों के भाषायी कौशल मजबूत होंगे। मुक्त लेखन से तात्पर्य है
- (1) किसी भी निःशुल्क स्रोत से लिया गया लेखन।
 - (2) मुक्त चित्रकारी पर आधारित लेखन।
 - (3) मानस में जो कुछ भी विचार आ रहे हैं, उन्हें लेखन के नियमों को ध्यान में रखे बगैर लिखने पर आधारित लेखन।
 - (4) सुनियोजित लेखन, व्याकरणिक नियमों को केन्द्र में रखकर निःशुल्क स्रोत के लिए लिखा गया लेखन।

[Question ID = 166][Question Description = CTET_P1_PART_5_L2_SET_122_HINDI_Q136]

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

2) लेखन प्रक्रिया के चरण

- (1) प्रकाशन से आरंभ होते हैं।
- (2) मानस चित्रण पर समाप्त होते हैं।
- (3) मानस मंथन से आरंभ होते हैं।
- (4) समीक्षा पर समाप्त होते हैं।

[Question ID = 167][Question Description = CTET_P1_PART_5_L2_SET_122_HINDI_Q137]

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

3) दैनिक समाचार-पत्र पठन के लिए कौन-सी विधि प्रयुक्त की जाती है ?

- (1) विस्तृत पठन
- (2) बारीकी से पठन
- (3) विस्तारपूर्वक पठन
- (4) सरसरी तौर पर पठन

[Question ID = 168][Question Description = CTET_P1_PART_5_L2_SET_122_HINDI_Q138]

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

4) कक्षा छह के अध्यापक ने अपने विद्यार्थियों को पठन-पूर्व गतिविधि में संलग्न किया है। यह अध्यापक को किस तरह से मदद करेगा ?

- (1) पाठ्य सामग्री के सारांशीकरण में
- (2) विद्यार्थियों के पूर्व ज्ञान के साथ पाठ्य सामग्री को जोड़ने में
- (3) शिक्षार्थियों द्वारा पाठ्य सामग्री को याद करने और फिर ज्यों का त्यों कह देने में
- (4) पाठ्य सामग्री में आए कठिन शब्दों के अर्थ याद करने में

[Question ID = 169][Question Description = CTET_P1_PART_5_L2_SET_122_HINDI_Q139]

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

5) जो व्यक्ति विभिन्न भाषाओं को प्रवाह के साथ बोल सकता है, उसे क्या कहा जाएगा ?

- (1) द्विभाषी वक्ता
- (2) बहुभाषी
- (3) एकल भाषी वक्ता
- (4) भाषा वैज्ञानिक

[Question ID = 170][Question Description = CTET_P1_PART_5_L2_SET_122_HINDI_Q140]

1. 1 [Option ID = 677]
2. 2 [Option ID = 678]

3. 3 [Option ID = 679]

4. 4 [Option ID = 680]

- 6) कक्षा छह की विद्यार्थी गीतिका कुछ शब्दों को अच्छी तरह से उच्चारित नहीं कर पाती है। अध्यापिका उस पर व्यक्तिगत ध्यान देती है और विभिन्न युक्तियों द्वारा मदद करती है। वाइगोत्सकी के अनुसार इसे क्या कहेंगे ?

(1) पुनर्बलन

(2) मदद/सहारा देना

(3) अनुकूलन

(4) मॉडलिंग

[Question ID = 171][Question Description = CTET_P1_PART_5_L2_SET_122_HINDI_Q141]

1. 1 [Option ID = 681]

2. 2 [Option ID = 682]

3. 3 [Option ID = 683]

4. 4 [Option ID = 684]

- 7) यदि आपकी कक्षा में दृष्टिबाधित विद्यार्थी है तो भाषा अध्यापक होने के नाते कौन-सी युक्ति अपनाएँगे ?

(1) उसके लिए विशेष अध्यापक का प्रबन्ध करने के लिए प्रशासन को कहना

(2) उसके साथ सामान्य विद्यार्थी के रूप में व्यवहार करना और श्रव्य सामग्री द्वारा उसे सहयोग देना

(3) उसकी अनदेखी करके शेष विद्यार्थियों पर ध्यान देना

(4) यदि वह विद्यार्थी दूसरों से कमतर प्रदर्शन करती है तो उसे माफ़ कर देना

[Question ID = 172][Question Description = CTET_P1_PART_5_L2_SET_122_HINDI_Q142]

1. 1 [Option ID = 685]

2. 2 [Option ID = 686]

3. 3 [Option ID = 687]

4. 4 [Option ID = 688]

- 8) एक भाषा अध्यापक विभिन्न भाषायी गतिविधियों और कार्यों के माध्यम से अपने विद्यार्थियों के बारे में सूचना संग्रहण करके उनके अधिगम व प्रगति का आकलन करता है। इस आकलन को क्या कहेंगे ?

(1) रचनात्मक

(2) योगात्मक

(3) निपुणता

(4) सतत

[Question ID = 173][Question Description = CTET_P1_PART_5_L2_SET_122_HINDI_Q143]

1. 1 [Option ID = 689]

2. 2 [Option ID = 690]

3. 3 [Option ID = 691]

4. 4 [Option ID = 692]

9) कक्षा सात के अध्यापक को अपने शिक्षार्थियों के लेखन कौशल का आकलन करना है। उसके द्वारा विकसित परीक्षण मदों का क्या उद्देश्य है ?

- (1) शिक्षार्थी श्रुतलेख लिख सकें।
- (2) शिक्षार्थी किसी पात्र के बारे में वर्णन कर सकें।
- (3) शिक्षार्थी विचारों को सम्बद्धता और व्यवस्थित तरीके से अभिव्यक्त कर सकें।
- (4) शिक्षार्थी प्रश्नों को समझ सकें और अपने उत्तर लिख सकें।

[Question ID = 174][Question Description = CTET_P1_PART_5_L2_SET_122_HINDI_Q144]

1. 1 [Option ID = 693]
2. 2 [Option ID = 694]
3. 3 [Option ID = 695]
4. 4 [Option ID = 696]

10) पाठ्य सामग्री पढ़ने के बाद अध्यापिका ने कक्षा 6 के विद्यार्थियों को उनके पठन बोध के संवर्द्धन के लिए उन्हें पठन के बाद की गतिविधि में संलग्न किया। निम्नलिखित में से कौन-सा पठन के बाद का कार्य वह चुनेगी ?

- (1) पाठ में आए शब्दों का श्रुतलेख देना
- (2) पढ़े गए पाठ के बारे में 7 – 8 वाक्य लिखने के लिए कहना
- (3) पढ़े गए पाठ में आए कठिन शब्दों के अर्थ याद करने और लिखने के लिए कहना
- (4) श्यामपट्ट पर लिखे प्रश्न-उत्तरों को देखकर अपनी कॉपी में लिखने के लिए कहना

[Question ID = 175][Question Description = CTET_P1_PART_5_L2_SET_122_HINDI_Q145]

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

11) विद्यार्थियों की लेखन प्रक्रिया में सुधार लाने के लिए 'सहपाठी समीक्षा' एक महत्वपूर्ण युक्ति है। सहपाठी समीक्षा का उद्देश्य है

- (1) अपने सहपाठियों की गलतियाँ निकालने के लिए प्रोत्साहित करना।
- (2) सहपाठी को रचनात्मक प्रतिपुष्टि देना जो बाद में प्रारूप में सुधार की दृष्टि से सहायक होगी।
- (3) विद्यार्थियों के लेखन का मूल्यांकन करने में अध्यापक की मदद करना।
- (4) लेखन हेतु विचारों को सम्बद्ध करना और अनुच्छेद लिखना।

[Question ID = 176][Question Description = CTET_P1_PART_5_L2_SET_122_HINDI_Q146]

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

12) एक कुशल पाठक बनने के लिए ज़रूरी है कि प्रतिदिन के जीवन से और विभिन्न विषयों से अर्जित ज्ञान का इस्तेमाल करते हुए लिखित सामग्री के बारे में तर्क करना सीखना। इसका तात्पर्य यह हुआ कि 'कुशल पठन' _____ है।

- (1) प्रवाहपूर्ण
- (2) रचनात्मक
- (3) विस्तृत
- (4) डिकोड करना

[Question ID = 177][Question Description = CTET_P1_PART_5_L2_SET_122_HINDI_Q147]

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

13) निम्नलिखित में से कौन-सा कक्षा संसाधन के रूप में बहुभाषावाद के बारे में सही नहीं है ?

- (1) अध्यापक कक्षा की विविध भाषिक संस्कृति का सम्मान करते हैं।
- (2) भाषिक और सांस्कृतिक भिन्नताएँ भाषा अधिगम के लिए संसाधन का कार्य करती हैं।
- (3) अध्यापक कक्षा में विद्यार्थियों को अन्तःक्रिया करने के अवसर देते हैं।
- (4) बच्चों की विविध भाषाओं को कक्षा में न तो स्वीकृत किया जाना चाहिए न ही इस्तेमाल किया जाना चाहिए।

[Question ID = 178][Question Description = CTET_P1_PART_5_L2_SET_122_HINDI_Q148]

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

14) कक्षा पाँच की अध्यापिका अपने विद्यार्थियों को आकलन के ऐसे अवसर देती है जहाँ विद्यार्थियों को स्वयं पहचानना है कि उनकी प्रगति या भाषा प्रयोग सही है या नहीं। इस प्रकार के आकलन को क्या कहा जाएगा ?

- (1) योगात्मक आकलन
- (2) समूह आकलन
- (3) सहपाठी आकलन
- (4) स्व-आकलन

[Question ID = 179][Question Description = CTET_P1_PART_5_L2_SET_122_HINDI_Q149]

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

15) लेखन का वह कौन-सा प्रकार है जो तथ्यों की व्याख्या करता है और उन्हें सामने लाता है ?

(1) वर्णनात्मक लेखन

(2) व्याख्यात्मक लेखन

(3) प्रत्ययकारी लेखन

(4) वृत्तान्तात्मक लेखन

[Question ID = 180][Question Description = CTET_P1_PART_5_L2_SET_122_HINDI_Q150]

1. 1 [Option ID = 717]

2. 2 [Option ID = 718]

3. 3 [Option ID = 719]

4. 4 [Option ID = 720]

- 9) **निर्देश :** निम्नलिखित गद्यांश को पढ़कर पूछे गए प्रश्नों के सही/सबसे उपयुक्त उत्तर वाले विकल्प को चुनिए ।

साहस की ज़िंदगी सबसे बड़ी ज़िंदगी होती है । ऐसी ज़िंदगी की सबसे बड़ी पहचान यह है कि वह बिल्कुल निडर, बिल्कुल बेखौफ़ होती है । साहसी मनुष्य की पहली पहचान यह है कि वह इस बात की चिंता नहीं करता कि तमाशा देखने वाले लोग उसके बारे में क्या सोच रहे हैं । जनमत की उपेक्षा करके जीने वाला आदमी दुनिया की असली ताकत होता है और मनुष्यता को प्रकाश भी उसी आदमी से मिलता है । अड़ोस-पड़ोस को देखकर चलना, यह साधारण जीव का काम है । क्रांति करने वाले लोग अपने उद्देश्य की तुलना न तो पड़ोसी के उद्देश्य से करते हैं और न अपनी चाल को ही पड़ोसी की चाल देखकर मद्धिम बनाते हैं । साहसी मनुष्य उन सपनों में भी रस लेता है जिन सपनों का कोई व्यावहारिक अर्थ नहीं है ।

शुद्ध रूप छाँटिए

- (1) मद्विधिम
- (2) मद्धिम
- (3) मंधिम
- (4) मदधिम

[Question ID = 129][Question Description = CTET_P1_PART_4_L1_SET_122_HINDI_Q99]

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

Topic:- HIN_Q100-105_L1_P1_CTET

- 1) **निर्देश :** निम्नलिखित काव्यांश को पढ़कर पूछे गए प्रश्नों के सही/सबसे उपयुक्त उत्तर वाले विकल्प को चुनिए ।

चंदा तारों की सहज क्रांति, नदियों में है मुस्कान भरी
है पवन-झकोरों में दुलार खेतों में है दौलत बिखरी
पग-पग मेरा विश्वास भरा
तप से है ये जीवन निखरा
प्रखर कर्म का पाठ सतत
पढ़ाती मैं भारत माता हूँ ।
मैं वज्र सदृश विपदाओं को भी अनायास सह लेती हूँ
सुधा दान कर औरों को, मैं विष पीकर मुस्काती हूँ ।
धीरज का पाठ पढ़ाती हूँ
गौरव का मार्ग दिखाती हूँ
मैं सहज बोध, मैं सहज शक्ति
सुविवेकी भारत माता हूँ ।
यहाँ की नदियों और हवा में क्या है ?

(1) कटुता का भाव

(2) मुस्कान और दुलार

(3) जल और नमी

(4) दुस्साहस और सुंदरता

[Question ID = 130][Question Description = CTET_P1_PART_4_L1_SET_122_HINDI_Q100]

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

2) **निर्देश :** निम्नलिखित काव्यांश को पढ़कर पूछे गए प्रश्नों के सही/सबसे उपयुक्त उत्तर वाले विकल्प को चुनिए ।

चंदा तारों की सहज क्रांति, नदियों में है मुस्कान भरी
है पवन-झकोरों में दुलार खेतों में है दौलत बिखरी
पग-पग मेरा विश्वास भरा
तप से है ये जीवन निखरा
प्रखर कर्म का पाठ सतत
पढ़ाती मैं भारत माता हूँ ।
मैं वज्र सदृश विपदाओं को भी अनायास सह लेती हूँ
सुधा दान कर औरों को, मैं विष पीकर मुस्काती हूँ ।
धीरज का पाठ पढ़ाती हूँ
गौरव का मार्ग दिखाती हूँ
मैं सहज बोध, मैं सहज शक्ति
सुविवेकी भारत माता हूँ ।
“खेतों में दौलत बिखरी” होने का क्या तात्पर्य है ?

- (1) खेतों में फसल लहलहा रही है ।
- (2) खेतों में फूल मुरझा रहे हैं ।
- (3) खेतों में फसल सूख रही है ।
- (4) खेतों में धन गड़ा है ।

[Question ID = 131][Question Description = CTET_P1_PART_4_L1_SET_122_HINDI_Q101]

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

3) **निर्देश :** निम्नलिखित काव्यांश को पढ़कर पूछे गए प्रश्नों के सही/सबसे उपयुक्त उत्तर वाले विकल्प को चुनिए ।

चंदा तारों की सहज क्रांति, नदियों में है मुस्कान भरी
है पवन-झकोरों में दुलार खेतों में है दौलत बिखरी
पग-पग मेरा विश्वास भरा
तप से है ये जीवन निखरा
प्रखर कर्म का पाठ सतत
पढ़ाती मैं भारत माता हूँ ।
मैं वज्र सदृश विपदाओं को भी अनायास सह लेती हूँ
सुधा दान कर औरों को, मैं विष पीकर मुस्काती हूँ ।
धीरज का पाठ पढ़ाती हूँ
गौरव का मार्ग दिखाती हूँ
मैं सहज बोध, मैं सहज शक्ति
सुविवेकी भारत माता हूँ ।
भारत माँ को सुविवेकी क्यों कहा गया है ?

- (1) क्योंकि वह अन्न व जमीन छीन लेती है ।
- (2) क्योंकि वह वर्षा करवाने में सहायक होती है ।
- (3) क्योंकि वह धैर्य व गौरव का पाठ पढ़ाती है ।
- (4) क्योंकि वह सुधा पीकर मुस्काती है ।

[Question ID = 132][Question Description = CTET_P1_PART_4_L1_SET_122_HINDI_Q102]

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

- 4) **निर्देश :** निम्नलिखित काव्यांश को पढ़कर पूछे गए प्रश्नों के सही/सबसे उपयुक्त उत्तर वाले विकल्प को चुनिए ।

चंदा तारों की सहज क्रांति, नदियों में है मुस्कान भरी
है पवन-झकोरों में दुलार खेतों में है दौलत बिखरी
पग-पग मेरा विश्वास भरा
तप से है ये जीवन निखरा
प्रखर कर्म का पाठ सतत
पढ़ाती मैं भारत माता हूँ ।
मैं वज्र सदृश विपदाओं को भी अनायास सह लेती हूँ
सुधा दान कर औरों को, मैं विष पीकर मुस्काती हूँ ।
धीरज का पाठ पढ़ाती हूँ
गौरव का मार्ग दिखाती हूँ
मैं सहज बोध, मैं सहज शक्ति
सुविवेकी भारत माता हूँ ।
किसके पग में विश्वास भरा है ?

- (1) खेतों के
(2) बागों के
(3) मनुष्यों के
(4) भारत माता के

[Question ID = 133][Question Description = CTET_P1_PART_4_L1_SET_122_HINDI_Q103]

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

- 5) **निर्देश :** निम्नलिखित काव्यांश को पढ़कर पूछे गए प्रश्नों के सही/सबसे उपयुक्त उत्तर वाले विकल्प को चुनिए ।

चंदा तारों की सहज कांति, नदियों में है मुस्कान भरी
है पवन-झकोरों में दुलार खेतों में है दौलत बिखरी
पग-पग मेरा विश्वास भरा
तप से है ये जीवन निखरा
प्रखर कर्म का पाठ सतत
पढ़ाती मैं भारत माता हूँ ।
मैं वज्र सदृश विपदाओं को भी अनायास सह लेती हूँ
सुधा दान कर औरों को, मैं विष पीकर मुस्काती हूँ ।
धीरज का पाठ पढ़ाती हूँ
गौरव का मार्ग दिखाती हूँ
मैं सहज बोध, मैं सहज शक्ति
सुविवेकी भारत माता हूँ ।
'चंदा तारों सी सहज कांति' पंक्ति में निहित अलंकार है

- (1) यमक
(2) उपमा
(3) रूपक
(4) अनुप्रास

[Question ID = 134][Question Description = CTET_P1_PART_4_L1_SET_122_HINDI_Q104]

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

- 6) **निर्देश :** निम्नलिखित काव्यांश को पढ़कर पूछे गए प्रश्नों के सही/सबसे उपयुक्त उत्तर वाले विकल्प को चुनिए ।

चंदा तारों की सहज क्रांति, नदियों में है मुस्कान भरी
है पवन-झकोरों में दुलार खेतों में है दौलत बिखरी
पग-पग मेरा विश्वास भरा
तप से है ये जीवन निखरा
प्रखर कर्म का पाठ सतत
पढ़ाती मैं भारत माता हूँ ।
मैं वज्र सदृश विपदाओं को भी अनायास सह लेती हूँ
सुधा दान कर औरों को, मैं विष पीकर मुस्काती हूँ ।
धीरज का पाठ पढ़ाती हूँ
गौरव का मार्ग दिखाती हूँ
मैं सहज बोध, मैं सहज शक्ति
सुविवेकी भारत माता हूँ ।
'प्रखर' का अर्थ **नहीं** है

- (1) प्रचण्ड
- (2) तीक्ष्ण
- (3) कुशाग्र
- (4) सहनशील

[Question ID = 135][Question Description = CTET_P1_PART_4_L1_SET_122_HINDI_Q105]

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

Topic:- HIN_Q106-120_L1_P1_CTET

- 1) 'बोली और लहजे' के बारे में कौन-सा कथन सही है ?

- (1) बोली वास्तविक भाषा से संबंध रखती है जबकि लहजा भाषा कैसे बोली जा रही है, उस तरीके से संबंधित है ।
- (2) लहजा वास्तविक भाषा से संबंधित है जबकि बोली भाषा बोलने के तरीके से संबंधित है ।
- (3) लहजा एक ही भाषा के विविध रूप हैं जिनकी व्याकरण भिन्न-भिन्न होती है ।
- (4) बोली किसी व्यक्ति विशेष के उच्चारण का तरीका है ।

[Question ID = 136][Question Description = CTET_P1_PART_4_L1_SET_122_HINDI_Q106]

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

- 2) 'निपुण भारत मिशन' का उद्देश्य एक ऐसे लक्ष्य के रूप में सुनिश्चित किया गया है जिसे वर्ष 2026 – 27 तक पूरा करना है। कक्षा एक में साक्षरता के लक्ष्य इस तरह रखे गए हैं कि बच्चे
- (1) कम-से-कम 2 से 3 वर्णों वाले सरल शब्द पढ़ पाएँ।
 - (2) आयु उपयुक्त अपरिचित पाठ्य सामग्री में आए कम-से-कम 4 से 5 सरल शब्दों वाले छोटे वाक्य पढ़ पाएँ।
 - (3) प्रति मिनट 45 – 60 शब्द अर्थ सहित पढ़ पाएँ।
 - (4) प्रति मिनट कम-से-कम 60 शब्द अर्थ सहित पढ़ पाएँ।

[Question ID = 137][Question Description = CTET_P1_PART_4_L1_SET_122_HINDI_Q107]

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

- 3) कक्षा तीन की अध्यापिका ने अपने विद्यार्थियों के श्रवण कौशल का आकलन करना है। उसे इसके लिए किस गतिविधि का संचालन करना चाहिए ?
- (1) पढ़ी गई सामग्री से शब्दों का अर्थ बताने के लिए कहना
 - (2) सुनाई गई कहानी पर चित्र बनाने के लिए कहना
 - (3) विद्यार्थी को 4 – 5 वाक्यों में स्वयं का परिचय देने के लिए कहना
 - (4) दिखाए गए चित्र का तीन वाक्यों में वर्णन करने के लिए कहना

[Question ID = 138][Question Description = CTET_P1_PART_4_L1_SET_122_HINDI_Q108]

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

- 4) एक बालिका अपनी पसन्द की कहानी की पुस्तक पढ़ रही है। इस प्रकार के पठन को क्या कहेंगे ?
- (1) बारीकी से पठन
 - (2) गहन पठन
 - (3) सरसरी तौर पर पठन
 - (4) विस्तृत पठन

[Question ID = 139][Question Description = CTET_P1_PART_4_L1_SET_122_HINDI_Q109]

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

5) कक्षा चार की अध्यापिका प्रक्रिया आधारित लेखन उपागम का प्रयोग कर रही है। लेखन पूर्व गतिविधि के दौरान वह किस युक्ति का अनुसरण कर सकती है ?

- (1) मानस मंथन (ब्रेनस्टोर्मिंग)
- (2) समीक्षा करना
- (3) सम्पादन
- (4) पुनरावृत्ति

[Question ID = 140][Question Description = CTET_P1_PART_4_L1_SET_122_HINDI_Q110]

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

6) कक्षा तीन की अध्यापिका अपने विद्यार्थियों के साथ पठन बोध पर कार्य कर रही है। वह किस युक्ति का अनुसरण कर सकती है ?

- (1) पाठ में पढ़े गए कठिन शब्दों का श्रुतलेख करवाना
- (2) पढ़ी गयी पाठ्य सामग्री पर आधारित प्रश्न पूछना
- (3) पढ़ी गयी पाठ्य सामग्री में आए कठिन शब्दों के अर्थ याद करवाना और लिखवाना
- (4) पाठ्य सामग्री पढ़ने के दौरान सामने आ रहे संज्ञा शब्दों को रेखांकित करने के लिए कहना

[Question ID = 141][Question Description = CTET_P1_PART_4_L1_SET_122_HINDI_Q111]

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

7) एक पठन संबंधी गतिविधि जिसमें शिक्षार्थी पाठ्य सामग्री के विभिन्न हिस्सों को सुनते-पढ़ते हैं, तत्पश्चात् कार्य को पूरा करने के लिए सूचनाओं का आदान-प्रदान करते हैं, यह क्या कहलाएगी ?

- (1) प्रवाह के साथ पाठ्यसामग्री
- (2) प्रवाह के साथ श्रुतलेख
- (3) डम्ब शिराड (मूक अभिनय)
- (4) जिगसाँ श्रुतलेख

[Question ID = 142][Question Description = CTET_P1_PART_4_L1_SET_122_HINDI_Q112]

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

8) भारत सरकार द्वारा शुरू किए गए कार्यक्रम निपुन (NIPUN) भारत मिशन का मुख्य केन्द्र भाषा में बुनियादी कौशलों को मजबूत करना है। इसका पूरा नाम है

- (1) नेशनल इंटरवेंशन फॉर प्रोफिशिएंसी इन अंडरस्टैंडिंग एंड न्यूमरेसी
- (2) नेशनल इनीशिएटिव फॉर प्रोफिशिएंसी इन रीडिंग विथ अंडरस्टैंडिंग एंड न्यूमरेसी
- (3) नेशनल इनीशिएटिव फॉर प्रोफिशिएंसी इन अंडरस्टैंडिंग एंड न्यूमरेसी
- (4) नेशनल इंटरवेंशन फॉर प्रोफिशिएंसी इन रीडिंग विथ अंडरस्टैंडिंग एंड न्यूमरेसी

[Question ID = 143][Question Description = CTET_P1_PART_4_L1_SET_122_HINDI_Q113]

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

9) एक शिक्षार्थी ने अध्यापक द्वारा दिए गए भाषा कार्य को अपने सहपाठी या वयस्क की मदद से पूरा करना है। वह इस कार्य को बिना मदद के किस सीमा तक कर सकती है और कितना अपने वयस्क या अधिक सक्षम सहपाठी की मदद से कर सकती है, इन दोनों के बीच की संभाव्यता (अंतराल) को क्या कहा जाएगा ?

- (1) भाषा अर्जन उपकरण
- (2) आरंभिक साक्षरता
- (3) सादृशीकरण
- (4) निकटस्थ विकास का क्षेत्र

[Question ID = 144][Question Description = CTET_P1_PART_4_L1_SET_122_HINDI_Q114]

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

10) मुद्रित समृद्ध परिवेश का सृजन भाषा अधिगम में मदद करता है। कक्षा में इस प्रकार का परिवेश सृजित करने के लिए अध्यापक को क्या करना चाहिए ?

- (1) विद्यार्थियों को पुस्तकें व अन्य पाठ्य सामग्री पढ़ने के अवसर देने चाहिए।
- (2) विद्यार्थियों को मुद्रित हस्तलेखन सीखने में मदद करनी चाहिए।
- (3) विद्यार्थियों को हस्तमुद्रण सीखने में मदद करनी चाहिए।
- (4) अपरिचित मुद्रित पाठ्य सामग्री के लिए नए शब्द सीखने के लिए कहना चाहिए।

[Question ID = 145][Question Description = CTET_P1_PART_4_L1_SET_122_HINDI_Q115]

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

11) निम्नलिखित में से कौन-सा क्रम प्रथम भाषा अर्जन के चरणों का सही क्रम है ?

- (1) बबलाना, दो शब्दीय वाक्य चरण, एक शब्दीय वाक्य चरण, संक्षिप्त वाक्य चरण
- (2) बबलाना, एक शब्दीय वाक्य चरण, दो शब्दीय वाक्य चरण, संक्षिप्त वाक्य चरण
- (3) एक शब्दीय वाक्य चरण, बबलाना, दो शब्दीय वाक्य चरण, संक्षिप्त वाक्य चरण
- (4) एक शब्दीय वाक्य चरण, दो शब्दीय वाक्य चरण, बबलाना, संक्षिप्त वाक्य चरण

[Question ID = 146][Question Description = CTET_P1_PART_4_L1_SET_122_HINDI_Q116]

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

12) यह विचार कि मनुष्य सहजात भाषा अर्जन उपकरण के साथ जन्म लेते हैं, किसके द्वारा प्रतिपादित है ?

- (1) लेव वाइगोत्स्की
- (2) नॉम चॉमस्की
- (3) जीन पियाज़े
- (4) जिरोम ब्रूनर

[Question ID = 147][Question Description = CTET_P1_PART_4_L1_SET_122_HINDI_Q117]

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

13) 'नए शब्द समझती है और उनका प्रयोग करती है' यह रूबरिक किसका आकलन करेगा ?

- (1) उच्चारण
- (2) व्याकरण
- (3) प्रवाह
- (4) शब्द भंडार

[Question ID = 148][Question Description = CTET_P1_PART_4_L1_SET_122_HINDI_Q118]

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

14) निम्नलिखित में से कौन-सी गतिविधि बच्चों के वाचन कौशल के आकलन हेतु प्रयुक्त नहीं की जानी चाहिए ?

- (1) पढ़े गए पाठ से शब्दों के अर्थ बताओ
- (2) आप जिस परिधान को बहुत अधिक पसंद करती हैं, उसके बारे में बताओ
- (3) अपने-आप का 4 – 5 वाक्यों में परिचय दो
- (4) दिखाए जा रहे चित्र का तीन वाक्यों में वर्णन करो

[Question ID = 149][Question Description = CTET_P1_PART_4_L1_SET_122_HINDI_Q119]

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

15) वह कौन-सा भाषा विकार है जिसमें व्यक्ति उचित तरीके और उचित क्रम से शब्द नहीं रख पाता है ? यह भाषा बोलने और समझने के तरीके को प्रभावित करता है ।

- (1) डिस्प्रेक्सिया
- (2) डिस्प्रेज़िया
- (3) डिसरथ्रिया
- (4) डिस्कैलकुलिया

[Question ID = 150][Question Description = CTET_P1_PART_4_L1_SET_122_HINDI_Q120]

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

Topic:- ENG_Q121-128_L2_P1_CTET

1) **Directions :** Read the passage given below and answer the questions by choosing the most appropriate option.

Fifteen years ago, brothers Nadeem Shehzad and Mohammad Saud rescued an injured black kite and took it to a veterinary hospital. The hospital refused to treat the bird saying that they did not treat birds of prey. When the brothers found another wounded kite, they decided to take matters into their own hands. They took advice from veterinarians and the Internet, and set up an operation theatre in their bedroom. This was followed by an open-air ward on their terrace. Adults and children alike from nearby localities began bringing the injured birds they found.

Both Nadeem and Mohammad have always loved birds and animals and are saddened by the meagre facilities available to injured animals. Today the brothers have learned to treat such birds and they have 28 injured birds recovering on their rooftop. "We've taught ourselves to treat fairly complicated injuries," said Shehzad. In fact, the brothers are the only people in Delhi who stitch back torn wings. Their patients often fly off even before the stitches are fully healed!

"During Independence week, kite flying is a national pastime. However, the glass-coated kite string (manjha) is so sharp that it cuts through wings and bones of birds. It is dangerous for the pigeons, crows, owls, kites and other birds that get entangled in it! Often kite fliers don't realize that by leaving strings of cut kites on trees, wires and buildings – they're creating death traps for birds.

"We also want to learn micro-surgery to join broken arteries and veins. And we're studying techniques of joining bones," said Shehzad, "Then almost all the birds we treat will be able to fly free!"

The report is about

- (1) two birds sellers.
- (2) two brothers who treat injured birds.
- (3) two brothers who fly kites.
- (4) two brothers who are veterinarians.

[Question ID = 181][Question Description = CTET_P1_PART_5_L2_SET_122_ENGLISH_Q121]

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

2) **Directions :** Read the passage given below and answer the questions by choosing the most appropriate option.

Fifteen years ago, brothers Nadeem Shehzad and Mohammad Saud rescued an injured black kite and took it to a veterinary hospital. The hospital refused to treat the bird saying that they did not treat birds of prey. When the brothers found another wounded kite, they decided to take matters into their own hands. They took advice from veterinarians and the Internet, and set up an operation theatre in their bedroom. This was followed by an open-air ward on their terrace. Adults and children alike from nearby localities began bringing the injured birds they found.

Both Nadeem and Mohammad have always loved birds and animals and are saddened by the meagre facilities available to injured animals. Today the brothers have learned to treat such birds and they have 28 injured birds recovering on their rooftop. "We've taught ourselves to treat fairly complicated injuries," said Shehzad. In fact, the brothers are the only people in Delhi who stitch back torn wings. Their patients often fly off even before the stitches are fully healed! "During Independence week, kite flying is a national pastime. However, the glass-coated kite string (manjha) is so sharp that it cuts through wings and bones of birds. It is dangerous for the pigeons, crows, owls, kites and other birds that get entangled in it! Often kite fliers don't realize that by leaving strings of cut kites on trees, wires and buildings – they're creating death traps for birds.

"We also want to learn micro-surgery to join broken arteries and veins. And we're studying techniques of joining bones," said Shehzad, "Then almost all the birds we treat will be able to fly free!"

The boys were prompted to treat injured birds on their own because

- (1) of their love for birds.
- (2) of their love for surgeries.
- (3) a hospital refused to treat an injured kite.
- (4) there was no hospital for birds.

[Question ID = 182][Question Description = CTET_P1_PART_5_L2_SET_122_ENGLISH_Q122]

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

- 3) **Directions :** Read the passage given below and answer the questions by choosing the most appropriate option.

Fifteen years ago, brothers Nadeem Shehzad and Mohammad Saud rescued an injured black kite and took it to a veterinary hospital. The hospital refused to treat the bird saying that they did not treat birds of prey. When the brothers found another wounded kite, they decided to take matters into their own hands. They took advice from veterinarians and the Internet, and set up an operation theatre in their bedroom. This was followed by an open-air ward on their terrace. Adults and children alike from nearby localities began bringing the injured birds they found.

Both Nadeem and Mohammad have always loved birds and animals and are saddened by the meagre facilities available to injured animals. Today the brothers have learned to treat such birds and they have 28 injured birds recovering on their rooftop. "We've taught ourselves to treat fairly complicated injuries," said Shehzad. In fact, the brothers are the only people in Delhi who stitch back torn wings. Their patients often fly off even before the stitches are fully healed! "During Independence week, kite flying is a national pastime. However, the glass-coated kite string (manjha) is so sharp that it cuts through wings and bones of birds. It is dangerous for the pigeons, crows, owls, kites and other birds that get entangled in it! Often kite fliers don't realize that by leaving strings of cut kites on trees, wires and buildings – they're creating death traps for birds.

"We also want to learn micro-surgery to join broken arteries and veins. And we're studying techniques of joining bones," said Shehzad, "Then almost all the birds we treat will be able to fly free!"

Who helps the brothers locate injured birds ?

- (1) Hospital staff
- (2) Children who fly kites
- (3) Information on the Internet
- (4) Adults and children from nearby areas

[Question ID = 183][Question Description = CTET_P1_PART_5_L2_SET_122_ENGLISH_Q123]

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

- 4) **Directions :** Read the passage given below and answer the questions by choosing the most appropriate option.

Fifteen years ago, brothers Nadeem Shehzad and Mohammad Saud rescued an injured black kite and took it to a veterinary hospital. The hospital refused to treat the bird saying that they did not treat birds of prey. When the brothers found another wounded kite, they decided to take matters into their own hands. They took advice from veterinarians and the Internet, and set up an operation theatre in their bedroom. This was followed by an open-air ward on their terrace. Adults and children alike from nearby localities began bringing the injured birds they found.

Both Nadeem and Mohammad have always loved birds and animals and are saddened by the meagre facilities available to injured animals. Today the brothers have learned to treat such birds and they have 28 injured birds recovering on their rooftop. "We've taught ourselves to treat fairly complicated injuries," said Shehzad. In fact, the brothers are the only people in Delhi who stitch back torn wings. Their patients often fly off even before the stitches are fully healed! "During Independence week, kite flying is a national pastime. However, the glass-coated kite string (manjha) is so sharp that it cuts through wings and bones of birds. It is dangerous for the pigeons, crows, owls, kites and other birds that get entangled in it! Often kite fliers don't realize that by leaving strings of cut kites on trees, wires and buildings – they're creating death traps for birds.

"We also want to learn micro-surgery to join broken arteries and veins. And we're studying techniques of joining bones," said Shehzad, "Then almost all the birds we treat will be able to fly free!"

What does the term 'meagre facilities' refer to ?

- (1) Good facilities
- (2) Poor quality facilities
- (3) Minimum facilities
- (4) Useful facilities

[Question ID = 184][Question Description = CTET_P1_PART_5_L2_SET_122_ENGLISH_Q124]

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

- 5) **Directions :** Read the passage given below and answer the questions by choosing the most appropriate option.

Fifteen years ago, brothers Nadeem Shehzad and Mohammad Saud rescued an injured black kite and took it to a veterinary hospital. The hospital refused to treat the bird saying that they did not treat birds of prey. When the brothers found another wounded kite, they decided to take matters into their own hands. They took advice from veterinarians and the Internet, and set up an operation theatre in their bedroom. This was followed by an open-air ward on their terrace. Adults and children alike from nearby localities began bringing the injured birds they found.

Both Nadeem and Mohammad have always loved birds and animals and are saddened by the meagre facilities available to injured animals. Today the brothers have learned to treat such birds and they have 28 injured birds recovering on their rooftop. "We've taught ourselves to treat fairly complicated injuries," said Shehzad. In fact, the brothers are the only people in Delhi who stitch back torn wings. Their patients often fly off even before the stitches are fully healed! "During Independence week, kite flying is a national pastime. However, the glass-coated kite string (manjha) is so sharp that it cuts through wings and bones of birds. It is dangerous for the pigeons, crows, owls, kites and other birds that get entangled in it! Often kite fliers don't realize that by leaving strings of cut kites on trees, wires and buildings – they're creating death traps for birds.

"We also want to learn micro-surgery to join broken arteries and veins. And we're studying techniques of joining bones," said Shehzad, "Then almost all the birds we treat will be able to fly free!"

Which one of the following words is opposite in meaning to the word 'entangled' as used in the passage ?

- (1) Twisted
- (2) Intertwined
- (3) Released
- (4) Caught

[Question ID = 185][Question Description = CTET_P1_PART_5_L2_SET_122_ENGLISH_Q125]

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

- 6) **Directions :** Read the passage given below and answer the questions by choosing the most appropriate option.

Fifteen years ago, brothers Nadeem Shehzad and Mohammad Saud rescued an injured black kite and took it to a veterinary hospital. The hospital refused to treat the bird saying that they did not treat birds of prey. When the brothers found another wounded kite, they decided to take matters into their own hands. They took advice from veterinarians and the Internet, and set up an operation theatre in their bedroom. This was followed by an open-air ward on their terrace. Adults and children alike from nearby localities began bringing the injured birds they found.

Both Nadeem and Mohammad have always loved birds and animals and are saddened by the meagre facilities available to injured animals. Today the brothers have learned to treat such birds and they have 28 injured birds recovering on their rooftop. "We've taught ourselves to treat fairly complicated injuries," said Shehzad. In fact, the brothers are the only people in Delhi who stitch back torn wings. Their patients often fly off even before the stitches are fully healed! "During Independence week, kite flying is a national pastime. However, the glass-coated kite string (manjha) is so sharp that it cuts through wings and bones of birds. It is dangerous for the pigeons, crows, owls, kites and other birds that get entangled in it! Often kite fliers don't realize that by leaving strings of cut kites on trees, wires and buildings – they're creating death traps for birds.

"We also want to learn micro-surgery to join broken arteries and veins. And we're studying techniques of joining bones," said Shehzad, "Then almost all the birds we treat will be able to fly free!"

What makes Nadeem and Mohammad special in Delhi ?

- (1) They are experts in kite flying.
- (2) They are the only people who stitch back torn wings.
- (3) They have always loved birds and animals.
- (4) They make kites with soft and harmless strings.

[Question ID = 186][Question Description = CTET_P1_PART_5_L2_SET_122_ENGLISH_Q126]

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

- 7) **Directions :** Read the passage given below and answer the questions by choosing the most appropriate option.

Fifteen years ago, brothers Nadeem Shehzad and Mohammad Saud rescued an injured black kite and took it to a veterinary hospital. The hospital refused to treat the bird saying that they did not treat birds of prey. When the brothers found another wounded kite, they decided to take matters into their own hands. They took advice from veterinarians and the Internet, and set up an operation theatre in their bedroom. This was followed by an open-air ward on their terrace. Adults and children alike from nearby localities began bringing the injured birds they found.

Both Nadeem and Mohammad have always loved birds and animals and are saddened by the meagre facilities available to injured animals. Today the brothers have learned to treat such birds and they have 28 injured birds recovering on their rooftop. "We've taught ourselves to treat fairly complicated injuries," said Shehzad. In fact, the brothers are the only people in Delhi who stitch back torn wings. Their patients often fly off even before the stitches are fully healed! "During Independence week, kite flying is a national pastime. However, the glass-coated kite string (manjha) is so sharp that it cuts through wings and bones of birds. It is dangerous for the pigeons, crows, owls, kites and other birds that get entangled in it! Often kite fliers don't realize that by leaving strings of cut kites on trees, wires and buildings – they're creating death traps for birds.

"We also want to learn micro-surgery to join broken arteries and veins. And we're studying techniques of joining bones," said Shehzad, "Then almost all the birds we treat will be able to fly free!"

Read the following statements :

- (A) Nadeem and Mohammad set up an operation theatre in their bedroom.
(B) The veterinary hospital treated the birds of prey successfully.

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

[Question ID = 187][Question Description = CTET_P1_PART_5_L2_SET_122_ENGLISH_Q127]

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

- 8) **Directions :** Read the passage given below and answer the questions by choosing the most appropriate option.

Fifteen years ago, brothers Nadeem Shehzad and Mohammad Saud rescued an injured black kite and took it to a veterinary hospital. The hospital refused to treat the bird saying that they did not treat birds of prey. When the brothers found another wounded kite, they decided to take matters into their own hands. They took advice from veterinarians and the Internet, and set up an operation theatre in their bedroom. This was followed by an open-air ward on their terrace. Adults and children alike from nearby localities began bringing the injured birds they found.

Both Nadeem and Mohammad have always loved birds and animals and are saddened by the meagre facilities available to injured animals. Today the brothers have learned to treat such birds and they have 28 injured birds recovering on their rooftop. "We've taught ourselves to treat fairly complicated injuries," said Shehzad. In fact, the brothers are the only people in Delhi who stitch back torn wings. Their patients often fly off even before the stitches are fully healed! "During Independence week, kite flying is a national pastime. However, the glass-coated kite string (manjha) is so sharp that it cuts through wings and bones of birds. It is dangerous for the pigeons, crows, owls, kites and other birds that get entangled in it! Often kite fliers don't realize that by leaving strings of cut kites on trees, wires and buildings – they're creating death traps for birds.

"We also want to learn micro-surgery to join broken arteries and veins. And we're studying techniques of joining bones," said Shehzad, "Then almost all the birds we treat will be able to fly free!"

"We've taught ourselves to treat fairly complicated injuries."

Identify the clause in the underlined part of the sentence given above :

- (1) Adjective clause
- (2) Noun clause
- (3) Principal clause
- (4) Adverb clause

[Question ID = 188][Question Description = CTET_P1_PART_5_L2_SET_122_ENGLISH_Q128]

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

Topic:- ENG_Q129-135_L2_P1_CTET

1) **Directions :** Read the passage given below and answer the questions by choosing the most appropriate option.

1. Forty kilometers from Bellary, on the road to Bangalore, a thoughtful signboard directs you to a national monument. If you follow the directions for a few kilometers on this road, you will see a group of rocky hills rise abruptly from the plains, on the banks of the river Janagahalla. Between the river and the hills lies Siddapura, a small village. In three different spots on the hills in this village are inscribed the fabled edicts of Ashoka, one of the greatest figures of Indian history. Edicts were the orders given as messages by the ruler to his people.

2. Of these, the one at Brahmagiri is the best preserved and for the visitor, the most easily accessible. It is located right by the side of the road. All you have to do is to climb a short flight of steps and you are face to face with an Ashokan edict, chiseled on a huge boulder, facing skywards. The second edict is half a kilometer away from the main road, on an outcrop of rocks and the third, about two kilometers from the road, on top of a hill.

3. It was the practice in ancient times to inscribe codes of conduct on rocks. Ashoka followed this practice after his conversion to Buddhism which happened after his victorious battle in Kalinga. The carnage he saw in the war affected him profoundly. He had his messages on good behaviour and conservation inscribed in different parts of his far flung empire but the name Ashoka is not mentioned on a single edict. The edicts are in Pali, the language used by Buddhist missionaries and the characters are in Brahmi, the earliest known Indian script. The script used in these edicts was first deciphered by James Prinsep in 1837, who succeeded in deciphering an ancient inscription on a large stone pillar in Delhi.

4. Initially, scholars did not know who the author of the inscriptions was. Most of the edicts referred to 'the beloved of the Gods, Piyadasi' as the author. It was not until the last century, in 1915 with the discovery of another edict in which the author identified himself as 'King Ashoka Piyadasi' did historians realize that all the edicts were by Ashoka, the Great.

The passage talks about

- (1) King Ashoka.
- (2) how king Ashoka spread his messages.
- (3) a small village.
- (4) King Ashoka's good behaviour.

[Question ID = 189][Question Description = CTET_P1_PART_5_L2_SET_122_ENGLISH_Q129]

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

2) **Directions :** Read the passage given below and answer the questions by choosing the most appropriate option.

1. Forty kilometers from Bellary, on the road to Bangalore, a thoughtful signboard directs you to a national monument. If you follow the directions for a few kilometers on this road, you will see a group of rocky hills rise abruptly from the plains, on the banks of the river Janagahalla. Between the river and the hills lies Siddapura, a small village. In three different spots on the hills in this village are inscribed the fabled edicts of Ashoka, one of the greatest figures of Indian history. Edicts were the orders given as messages by the ruler to his people.

2. Of these, the one at Brahmagiri is the best preserved and for the visitor, the most easily accessible. It is located right by the side of the road. All you have to do is to climb a short flight of steps and you are face to face with an Ashokan edict, chiseled on a huge boulder, facing skywards. The second edict is half a kilometer away from the main road, on an outcrop of rocks and the third, about two kilometers from the road, on top of a hill.

3. It was the practice in ancient times to inscribe codes of conduct on rocks. Ashoka followed this practice after his conversion to Buddhism which happened after his victorious battle in Kalinga. The carnage he saw in the war affected him profoundly. He had his messages on good behaviour and conservation inscribed in different parts of his far flung empire but the name Ashoka is not mentioned on a single edict. The edicts are in Pali, the language used by Buddhist missionaries and the characters are in Brahmi, the earliest known Indian script. The script used in these edicts was first deciphered by James Prinsep in 1837, who succeeded in deciphering an ancient inscription on a large stone pillar in Delhi.

4. Initially, scholars did not know who the author of the inscriptions was. Most of the edicts referred to 'the beloved of the Gods, Piyadasi' as the author. It was not until the last century, in 1915 with the discovery of another edict in which the author identified himself as 'King Ashoka Piyadasi' did historians realize that all the edicts were by Ashoka, the Great.

"... on the road to Bangalore, a thoughtful signboard directs you" The word thoughtful is used for the signboard in the above line because

- (1) it directs one to a beautiful village.
- (2) it is located on top of a hill.
- (3) it shows the way to a national monument.
- (4) Ashoka's instructions were there on it.

[Question ID = 190][Question Description = CTET_P1_PART_5_L2_SET_122_ENGLISH_Q130]

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

3) **Directions :** Read the passage given below and answer the questions by choosing the most appropriate option.

1. Forty kilometers from Bellary, on the road to Bangalore, a thoughtful signboard directs you to a national monument. If you follow the directions for a few kilometers on this road, you will see a group of rocky hills rise abruptly from the plains, on the banks of the river Janagahalla. Between the river and the hills lies Siddapura, a small village. In three different spots on the hills in this village are inscribed the fabled edicts of Ashoka, one of the greatest figures of Indian history. Edicts were the orders given as messages by the ruler to his people.

2. Of these, the one at Brahmagiri is the best preserved and for the visitor, the most easily accessible. It is located right by the side of the road. All you have to do is to climb a short flight of steps and you are face to face with an Ashokan edict, chiseled on a huge boulder, facing skywards. The second edict is half a kilometer away from the main road, on an outcrop of rocks and the third, about two kilometers from the road, on top of a hill.

3. It was the practice in ancient times to inscribe codes of conduct on rocks. Ashoka followed this practice after his conversion to Buddhism which happened after his victorious battle in Kalinga. The carnage he saw in the war affected him profoundly. He had his messages on good behaviour and conservation inscribed in different parts of his far flung empire but the name Ashoka is not mentioned on a single edict. The edicts are in Pali, the language used by Buddhist missionaries and the characters are in Brahmi, the earliest known Indian script. The script used in these edicts was first deciphered by James Prinsep in 1837, who succeeded in deciphering an ancient inscription on a large stone pillar in Delhi.

4. Initially, scholars did not know who the author of the inscriptions was. Most of the edicts referred to 'the beloved of the Gods, Piyadasi' as the author. It was not until the last century, in 1915 with the discovery of another edict in which the author identified himself as 'King Ashoka Piyadasi' did historians realize that all the edicts were by Ashoka, the Great.

Which of the following is true in terms of the practice followed in the older days ?

- (1) Convert one's religion
- (2) Inscribe codes of conduct on rocks
- (3) Carve out monuments from rocks
- (4) Fight battles

[Question ID = 191][Question Description = CTET_P1_PART_5_L2_SET_122_ENGLISH_Q131]

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

4) **Directions :** Read the passage given below and answer the questions by choosing the most appropriate option.

1. Forty kilometers from Bellary, on the road to Bangalore, a thoughtful signboard directs you to a national monument. If you follow the directions for a few kilometers on this road, you will see a group of rocky hills rise abruptly from the plains, on the banks of the river Janagahalla. Between the river and the hills lies Siddapura, a small village. In three different spots on the hills in this village are inscribed the fabled edicts of Ashoka, one of the greatest figures of Indian history. Edicts were the orders given as messages by the ruler to his people.

2. Of these, the one at Brahmagiri is the best preserved and for the visitor, the most easily accessible. It is located right by the side of the road. All you have to do is to climb a short flight of steps and you are face to face with an Ashokan edict, chiseled on a huge boulder, facing skywards. The second edict is half a kilometer away from the main road, on an outcrop of rocks and the third, about two kilometers from the road, on top of a hill.

3. It was the practice in ancient times to inscribe codes of conduct on rocks. Ashoka followed this practice after his conversion to Buddhism which happened after his victorious battle in Kalinga. The carnage he saw in the war affected him profoundly. He had his messages on good behaviour and conservation inscribed in different parts of his far flung empire but the name Ashoka is not mentioned on a single edict. The edicts are in Pali, the language used by Buddhist missionaries and the characters are in Brahmi, the earliest known Indian script. The script used in these edicts was first deciphered by James Prinsep in 1837, who succeeded in deciphering an ancient inscription on a large stone pillar in Delhi.

4. Initially, scholars did not know who the author of the inscriptions was. Most of the edicts referred to 'the beloved of the Gods, Piyadasi' as the author. It was not until the last century, in 1915 with the discovery of another edict in which the author identified himself as 'King Ashoka Piyadasi' did historians realize that all the edicts were by Ashoka, the Great.

King Ashoka embraced Buddhism because he

- (1) wanted to adopt good behaviour.
- (2) was a great follower of Buddha.
- (3) was moved by the destruction caused in the battle in Kalinga.
- (4) wanted to spread the message of Buddhism.

[Question ID = 192][Question Description = CTET_P1_PART_5_L2_SET_122_ENGLISH_Q132]

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

5) **Directions :** Read the passage given below and answer the questions by choosing the most appropriate option.

1. Forty kilometers from Bellary, on the road to Bangalore, a thoughtful signboard directs you to a national monument. If you follow the directions for a few kilometers on this road, you will see a group of rocky hills rise abruptly from the plains, on the banks of the river Janagahalla. Between the river and the hills lies Siddapura, a small village. In three different spots on the hills in this village are inscribed the fabled edicts of Ashoka, one of the greatest figures of Indian history. Edicts were the orders given as messages by the ruler to his people.

2. Of these, the one at Brahmagiri is the best preserved and for the visitor, the most easily accessible. It is located right by the side of the road. All you have to do is to climb a short flight of steps and you are face to face with an Ashokan edict, chiseled on a huge boulder, facing skywards. The second edict is half a kilometer away from the main road, on an outcrop of rocks and the third, about two kilometers from the road, on top of a hill.

3. It was the practice in ancient times to inscribe codes of conduct on rocks. Ashoka followed this practice after his conversion to Buddhism which happened after his victorious battle in Kalinga. The carnage he saw in the war affected him profoundly. He had his messages on good behaviour and conservation inscribed in different parts of his far flung empire but the name Ashoka is not mentioned on a single edict. The edicts are in Pali, the language used by Buddhist missionaries and the characters are in Brahmi, the earliest known Indian script. The script used in these edicts was first deciphered by James Prinsep in 1837, who succeeded in deciphering an ancient inscription on a large stone pillar in Delhi.

4. Initially, scholars did not know who the author of the inscriptions was. Most of the edicts referred to 'the beloved of the Gods, Piyadasi' as the author. It was not until the last century, in 1915 with the discovery of another edict in which the author identified himself as 'King Ashoka Piyadasi' did historians realize that all the edicts were by Ashoka, the Great.

Which of the following words is similar in meaning to the word 'fabled' as used in paragraph 1 ?

- (1) Unknown
- (2) Historical
- (3) Renowned
- (4) Real

[Question ID = 193][Question Description = CTET_P1_PART_5_L2_SET_122_ENGLISH_Q133]

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

6) **Directions :** Read the passage given below and answer the questions by choosing the most appropriate option.

1. Forty kilometers from Bellary, on the road to Bangalore, a thoughtful signboard directs you to a national monument. If you follow the directions for a few kilometers on this road, you will see a group of rocky hills rise abruptly from the plains, on the banks of the river Janagahalla. Between the river and the hills lies Siddapura, a small village. In three different spots on the hills in this village are inscribed the fabled edicts of Ashoka, one of the greatest figures of Indian history. Edicts were the orders given as messages by the ruler to his people.

2. Of these, the one at Brahmagiri is the best preserved and for the visitor, the most easily accessible. It is located right by the side of the road. All you have to do is to climb a short flight of steps and you are face to face with an Ashokan edict, chiseled on a huge boulder, facing skywards. The second edict is half a kilometer away from the main road, on an outcrop of rocks and the third, about two kilometers from the road, on top of a hill.

3. It was the practice in ancient times to inscribe codes of conduct on rocks. Ashoka followed this practice after his conversion to Buddhism which happened after his victorious battle in Kalinga. The carnage he saw in the war affected him profoundly. He had his messages on good behaviour and conservation inscribed in different parts of his far flung empire but the name Ashoka is not mentioned on a single edict. The edicts are in Pali, the language used by Buddhist missionaries and the characters are in Brahmi, the earliest known Indian script. The script used in these edicts was first deciphered by James Prinsep in 1837, who succeeded in deciphering an ancient inscription on a large stone pillar in Delhi.

4. Initially, scholars did not know who the author of the inscriptions was. Most of the edicts referred to 'the beloved of the Gods, Piyadasi' as the author. It was not until the last century, in 1915 with the discovery of another edict in which the author identified himself as 'King Ashoka Piyadasi' did historians realize that all the edicts were by Ashoka, the Great.

Which of the following words is opposite in meaning to the word 'carnage' as used in paragraph 3 ?

- (1) Bloodshed
- (2) Killing
- (3) Havoc
- (4) Peace

[Question ID = 194][Question Description = CTET_P1_PART_5_L2_SET_122_ENGLISH_Q134]

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

7) **Directions :** Read the passage given below and answer the questions by choosing the most appropriate option.

1. Forty kilometers from Bellary, on the road to Bangalore, a thoughtful signboard directs you to a national monument. If you follow the directions for a few kilometers on this road, you will see a group of rocky hills rise abruptly from the plains, on the banks of the river Janagahalla. Between the river and the hills lies Siddapura, a small village. In three different spots on the hills in this village are inscribed the fabled edicts of Ashoka, one of the greatest figures of Indian history. Edicts were the orders given as messages by the ruler to his people.

2. Of these, the one at Brahmagiri is the best preserved and for the visitor, the most easily accessible. It is located right by the side of the road. All you have to do is to climb a short flight of steps and you are face to face with an Ashokan edict, chiseled on a huge boulder, facing skywards. The second edict is half a kilometer away from the main road, on an outcrop of rocks and the third, about two kilometers from the road, on top of a hill.

3. It was the practice in ancient times to inscribe codes of conduct on rocks. Ashoka followed this practice after his conversion to Buddhism which happened after his victorious battle in Kalinga. The carnage he saw in the war affected him profoundly. He had his messages on good behaviour and conservation inscribed in different parts of his far flung empire but the name Ashoka is not mentioned on a single edict. The edicts are in Pali, the language used by Buddhist missionaries and the characters are in Brahmi, the earliest known Indian script. The script used in these edicts was first deciphered by James Prinsep in 1837, who succeeded in deciphering an ancient inscription on a large stone pillar in Delhi.

4. Initially, scholars did not know who the author of the inscriptions was. Most of the edicts referred to 'the beloved of the Gods, Piyadasi' as the author. It was not until the last century, in 1915 with the discovery of another edict in which the author identified himself as 'King Ashoka Piyadasi' did historians realize that all the edicts were by Ashoka, the Great.

Between the river and the hills lies Siddapura, which is a very small village.

Identify the clause in the underlined part of the sentence given above :

- (1) Adjective clause
- (2) Noun clause
- (3) Adverb clause
- (4) Principal clause

[Question ID = 195][Question Description = CTET_P1_PART_5_L2_SET_122_ENGLISH_Q135]

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

Topic:- ENG_Q136-150_L2_P1_CTET

1) A teacher believes that freewriting will help her students to strengthen their language skills. Freewriting can be understood as writing

- (1) that is taken from any free source.
- (2) that is based on free drawing.
- (3) that is based on noting down everything that comes to mind, without concern for rules.
- (4) that is planned and written for a free source, with a focus and concern on grammatical rules.

[Question ID = 196][Question Description = CTET_P1_PART_5_L2_SET_122_ENGLISH_Q136]

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

2) The steps to the writing process

- (1) begin with publishing.
- (2) end with mindmapping.
- (3) begin with brainstorming.
- (4) end with reviewing.

[Question ID = 197][Question Description = CTET_P1_PART_5_L2_SET_122_ENGLISH_Q137]

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

3) Which reading technique is used for reading the daily newspaper ?

- (1) Extensive reading
- (2) Scanning
- (3) Detailed reading
- (4) Skimming

[Question ID = 198][Question Description = CTET_P1_PART_5_L2_SET_122_ENGLISH_Q138]

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

4) A teacher of class-6 engages her students in pre-reading activity. This will help the

- (1) teacher in summarizing the text.
- (2) teacher to connect the text with the previous knowledge of the learner.
- (3) learners to memorise and reproduce the text.
- (4) learners to memorise the meaning of difficult words they come across in the text.

[Question ID = 199][Question Description = CTET_P1_PART_5_L2_SET_122_ENGLISH_Q139]

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

5) A person who is fluent in many different languages is called a

- (1) bilingual speaker
- (2) polyglot
- (3) monolingual speaker
- (4) linguist

[Question ID = 200][Question Description = CTET_P1_PART_5_L2_SET_122_ENGLISH_Q140]

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

6) Gitika, a class-6 student is not able to pronounce a few words properly. The teacher provides her individual attention and helps her by using various strategies. In Vygotsky's view this kind of support is

- (1) Reinforcement
- (2) Scaffolding
- (3) Conditioning
- (4) Modeling

[Question ID = 201][Question Description = CTET_P1_PART_5_L2_SET_122_ENGLISH_Q141]

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

7) If there is a student with visual deficiency in a class, which of the following strategy must be followed by the language teacher ?

- (1) Informing the authorities for arranging special teacher for her
- (2) Treating her normally and providing support through audio material
- (3) Ignoring her and focusing on other students
- (4) Excusing her for performing lower than others

[Question ID = 202][Question Description = CTET_P1_PART_5_L2_SET_122_ENGLISH_Q142]

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

8) A language teacher assesses the learning and progress of each child of his class by collecting information by conducting various language activities and tasks given to them. This type of assessment is

- (1) Formative
- (2) Summative
- (3) Proficiency
- (4) Continuous

[Question ID = 203][Question Description = CTET_P1_PART_5_L2_SET_122_ENGLISH_Q143]

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

9) A teacher of grade-7 has to evaluate writing skill of her learners. Which of the following should be the objective of the test items developed by her ?

- (1) The learner is able to take dictation.
- (2) The learner is able to describe a character orally.
- (3) The learner is able to express ideas coherently and systematically.
- (4) The learner is able to comprehend the questions and write their answers.

[Question ID = 204][Question Description = CTET_P1_PART_5_L2_SET_122_ENGLISH_Q144]

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

10) After reading the text, the teacher has to engage her grade-6 students in post-reading activity for enhancing reading comprehension. Which of the following task should she select ?

- (1) Giving dictation of the words that they read in the text.
- (2) Ask students to write in 7 – 8 sentences about what they have read.
- (3) Ask students to memorize and write the meanings of difficult words that came across while reading a text.
- (4) Ask students to copy the questions and answers from the board in their notebooks.

[Question ID = 205][Question Description = CTET_P1_PART_5_L2_SET_122_ENGLISH_Q145]

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

11) Peer review is understood as an important strategy for improving students' writing process. The purpose of peer review is to

- (1) encourage in finding faults of their peers.
- (2) offer formative feedback to their peers which further helps them to improve their drafts.
- (3) help the teacher in evaluation of writing of students.
- (4) be able to connect ideas and build paragraphs for the writing.

[Question ID = 206][Question Description = CTET_P1_PART_5_L2_SET_122_ENGLISH_Q146]

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

12) Becoming a skilled reader requires learning to reason about written material using knowledge from everyday life and from disciplined fields of study. So, it can be said that skilled reading is _____.

- (1) Fluent
- (2) Constructive
- (3) Extensive
- (4) Decoding

[Question ID = 207][Question Description = CTET_P1_PART_5_L2_SET_122_ENGLISH_Q147]

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

13) Which of the following is **not** true for multilingualism as a classroom resource ?

- (1) Teachers respect diverse linguistic culture of the class.
- (2) Linguistic and cultural deviations are seen as tools for language learning.
- (3) Teacher gives opportunity for peer interaction in the class.
- (4) Diverse languages of children are neither tolerated nor used in class.

[Question ID = 208][Question Description = CTET_P1_PART_5_L2_SET_122_ENGLISH_Q148]

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

14) A teacher of class-5 provides such opportunities of assessment where students decide for themselves whether their progress or language use is good or not. This type of assessment is referred to as

- (1) Summative assessment
- (2) Group assessment
- (3) Peer assessment
- (4) Self-assessment

[Question ID = 209][Question Description = CTET_P1_PART_5_L2_SET_122_ENGLISH_Q149]

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

15) A type of writing that explains and illuminates facts is

- (1) Descriptive writing
- (2) Expository writing
- (3) Persuasive writing
- (4) Narrative writing

[Question ID = 210][Question Description = CTET_P1_PART_5_L2_SET_122_ENGLISH_Q150]

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