

CTET L1 English L2 Sanskrit P1

Topic:- CDP_P1_CTET

1) While domains of development sometimes overlap in explaining students' abilities, yet which of the following domain of development dominantly attempts to study the nature of reasoning of individuals about their and others' actions and behaviours?

- (1) Language development
- (2) Moral development
- (3) Physical development
- (4) Cultural development

हालाँकि विकास के विभिन्न क्षेत्र विद्यार्थियों की योग्यताओं का वर्णन करते हुए पारस्परिकता करते हैं, फिर भी निम्न में से विकास का कौन-सा क्षेत्र मुख्य रूप से व्यक्तियों के अपने और दूसरों के कार्यों और व्यवहारों पर तर्क की प्रवृत्ति का अध्ययन करता है ?

- (1) भाषा विकास
- (2) नैतिक विकास
- (3) शारीरिक विकास
- (4) सांस्कृतिक विकास

[Question ID = 1][Question Description = CTET_P1_PART_1_CDP_SET_112_Q1]

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

2) Which principle of development states that development takes place from head to toe ?

- (1) Development is predictable.
- (2) Development is a product of maturation and learning.
- (3) Development proceeds in a specific direction.
- (4) Rate of development varies across children.

विकास का कौन-सा सिद्धांत बताता है कि विकास सिर से पैर तक होता है ?

- (1) विकास पूर्वानुमेय है ।
- (2) विकास परिपक्वता और सीखने का एक उत्पाद है ।
- (3) विकास एक विशेष दिशा में आगे बढ़ता है ।
- (4) बच्चों के विकास की दर में विभिन्नताएँ होती हैं ।

[Question ID = 2][Question Description = CTET_P1_PART_1_CDP_SET_112_Q2]

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

3) **Assertion (A) :**

Parents should be involved in discussions on childhood care.

Reason (R) :

A child's development is influenced by family's atmosphere.

Choose the correct option :

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

कथन (A) :

अभिभावकों को बाल्यावस्था देखभाल से संबंधित चर्चा में शामिल करना चाहिए।

तर्क (R) :

बाल विकास पारिवारिक परिवेश से प्रभावित 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 = 3][Question Description = CTET_P1_PART_1_CDP_SET_112_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 of cognitive development, the concept of class inclusion is attained by children during _____ stage.

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

जीन पियाजे के संज्ञानात्मक विकास सिद्धांत के अनुसार, वर्ग समावेशन की अवधारणा बच्चों द्वारा किस चरण के दौरान प्राप्त की जाती है ?

- (1) मूर्त संक्रियात्मक
- (2) संवेदीगामक
- (3) पूर्व-संक्रियात्मक
- (4) औपचारिक संक्रियात्मक

[Question ID = 4][Question Description = CTET_P1_PART_1_CDP_SET_112_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 most children can think hypothetically ?

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

जीन पियाज़े के संज्ञानात्मक विकास सिद्धांत के अनुसार, किस चरण पर अधिकतर बच्चे परिकल्पनात्मक रूप से सोचने लगते हैं ?

- (1) संवेदीगामक
- (2) पूर्व-संक्रियात्मक
- (3) मूर्त संक्रियात्मक
- (4) औपचारिक संक्रियात्मक

[Question ID = 5][Question Description = CTET_P1_PART_1_CDP_SET_112_Q5]

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

6) As per Lev Vygotsky's ideas, a teacher should help students to achieve zone of proximal development by providing :

- (1) punishment
- (2) rewards
- (3) scaffolding
- (4) negative feedback

लेव वायगोत्स्की के विचारों के अनुसार, विद्यार्थियों के समीपस्थ विकास का क्षेत्र पाने में मदद करने के लिए एक अध्यापिका को क्या देना चाहिए ?

- (1) दण्ड
- (2) पुरस्कार
- (3) पाठ
- (4) नकारात्मक प्रतिपुष्टि

[Question ID = 6][Question Description = CTET_P1_PART_1_CDP_SET_112_Q6]

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

7) Lev Vygotsky emphasised on the use of _____ for advancing _____ development among children.

- (1) interactions, physical
- (2) rewards, moral
- (3) mnemonics, social
- (4) cultural tools, cognitive

लेव वायगोत्स्की ने _____ विकास में वृद्धि हेतु _____ के इस्तेमाल पर बल दिया है।

- (1) शारीरिक, पारस्परिकता
- (2) नैतिक, पुरस्कारों
- (3) सामाजिक, स्मृति-सहायक विधियों
- (4) संज्ञानात्मक, सांस्कृतिक उपकरणों

[Question ID = 7][Question Description = CTET_P1_PART_1_CDP_SET_112_Q7]

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

8) Who among the following proposed the theory of moral development among children ?

- (1) Konrad Lorenz
- (2) Sigmund Freud
- (3) Lawrence Kohlberg
- (4) Erik Erikson

निम्नलिखित में से किसने बच्चों में नैतिक विकास के सिद्धांत का प्रस्ताव रखा ?

- (1) कोनार्ड लोरेन्ज
- (2) सिगमंड फ्रायड
- (3) लॉरेंस कोहलबर्ग
- (4) एरिक एरिकसन

[Question ID = 8][Question Description = CTET_P1_PART_1_CDP_SET_112_Q8]

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

9) *Assertion (A) :*

Activity-based teaching-learning is considered child-centered.

Reason (R) :

Teachers do not play any role in teaching-learning process.

Choose the correct option :

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

कथन (A) :

क्रिया-आधारित शिक्षण-अधिगम को बाल-केन्द्रित माना जाता है।

तर्क (R) :

शिक्षक शिक्षण-अधिगम प्रक्रिया में कोई भूमिका नहीं निभाता।

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 = 9][Question Description = CTET_P1_PART_1_CDP_SET_112_Q9]

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

10) The theory of multiple intelligence states that :

- (1) Intelligence can be of different types.
- (2) Intelligence cannot be accelerated.
- (3) Intelligence can be measured accurately.
- (4) Intelligence levels are same among all individuals.

बहु-बुद्धि सिद्धांत कहता है कि :

- (1) बुद्धि विभिन्न प्रकार की हो सकती है।
- (2) बुद्धि को तेज नहीं किया जा सकता है।
- (3) बुद्धि को सटीक रूप से मापा जा सकता है।
- (4) सभी व्यक्तियों में बुद्धि स्तर एक समान हैं।

[Question ID = 10][Question Description = CTET_P1_PART_1_CDP_SET_112_Q10]

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

11) Lev Vygotsky views language :

- (1) as a barrier in learning process.
- (2) as a cultural tool which facilitates learning.
- (3) as meaningless in thought process.
- (4) as an insignificant component of biological maturation.

लेव वायगोत्स्की भाषा को किस प्रकार देखते हैं ?

- (1) भाषा अधिगम प्रक्रिया में बाधक है।
- (2) भाषा एक सांस्कृतिक उपकरण है जो अधिगम को सुसाधित करती है।
- (3) भाषा चिंतन प्रक्रिया में अर्थहीन है।
- (4) भाषा जैविक परिपक्वता का एक नगण्य अंश है।

[Question ID = 11][Question Description = CTET_P1_PART_1_CDP_SET_112_Q11]

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

12) Buying blue-coloured clothes for boys and pink-coloured clothes for girls promotes :

- (1) Gender stereotyping
- (2) Genetic characteristics of boys and girls
- (3) Gender fluidity
- (4) Sex selection

लड़कों के लिए नीले रंग के कपड़े और लड़कियों के लिए गुलाबी रंग के कपड़े खरीदना किसे बढ़ावा देता है ?

- (1) लिंग रूढ़िबद्धता
- (2) लड़के और लड़कियों के आनुवंशिक लक्षण
- (3) लिंग तरलता
- (4) लिंग चयन

[Question ID = 12][Question Description = CTET_P1_PART_1_CDP_SET_112_Q12]

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

13) Sarita, an English teacher observed that her students show differences in their learning levels about what she teaches. So Sarita should :

- (1) follow a uniform way of teaching so that individual differences in learning are reduced.
- (2) make very strict rules for the students to follow.
- (3) incorporate a variety of experiences in her teaching to improve learning.
- (4) not be concerned about these difficulties.

अंग्रेजी विषय की एक शिक्षिका, सरिता ने यह देखा कि कक्षा में जो वह पढ़ाती है उसे सीखने के स्तर पर विद्यार्थी विभिन्नताएँ दिखाते हैं। इसलिए सरिता को चाहिए कि वह :

- (1) शिक्षण के एक समान तरीके का पालन करे ताकि सीखने में व्यक्तिगत अंतर कम हो।
- (2) छात्रों के पालन के लिए बहुत सख्त नियम बनाए।
- (3) सीखने में सुधार के लिए अपने शिक्षण में विभिन्न प्रकार के अनुभवों को शामिल करे।
- (4) इन मतभेदों के बारे में ध्यान ना दे।

[Question ID = 13][Question Description = CTET_P1_PART_1_CDP_SET_112_Q13]

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

14) What should be the main purpose of assessment ?

- (1) Labelling of students.
- (2) Same ability-based grouping of students.
- (3) Understanding learning progress of students.
- (4) Detention of students who score low.

मूल्यांकन का मुख्य उद्देश्य क्या होना चाहिए ?

- (1) विद्यार्थियों का नामीकरण।
- (2) समान योग्यता-आधारित विद्यार्थियों का समूहीकरण।
- (3) विद्यार्थियों की अधिगम प्रगति को समझना।
- (4) कम अंक पाने वाले विद्यार्थियों का अवरोधन।

[Question ID = 14][Question Description = CTET_P1_PART_1_CDP_SET_112_Q14]

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

15) Involving students in the process of assessment shifts the nature of assessment from :

- (1) 'Assessment of learning' to 'Assessment for learning'
- (2) Formative assessment to Summative assessment
- (3) Comprehensive assessment to Non-comprehensive assessment
- (4) Continuous assessment to Non-continuous assessment

मूल्यांकन की प्रक्रिया में विद्यार्थियों को शामिल करके मूल्यांकन की प्रकृति में किस प्रकार का बदलाव आता है ?

- (1) 'अधिगम का मूल्यांकन', 'अधिगम के लिए' मूल्यांकन हो जाता है
- (2) रचनात्मक मूल्यांकन, योगात्मक मूल्यांकन में बदल जाता है
- (3) व्यापक मूल्यांकन, अव्यापक मूल्यांकन में बदल जाता है
- (4) सतत मूल्यांकन, असतत मूल्यांकन में बदल जाता है

[Question ID = 15][Question Description = CTET_P1_PART_1_CDP_SET_112_Q15]

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

16) In order to support inclusion of students belonging to disadvantaged groups, a teacher should :

- (1) Foster sense of belonging among all students.
- (2) Highlight students' weakness in front of the class.
- (3) Teach these students in a separate section.
- (4) Use standardised curriculum for all students.

हाशिये पर स्थित (वंचित) वर्गों से आने वाले विद्यार्थियों के समावेशन में मदद करने के लिए एक अध्यापिका को क्या करना चाहिए ?

- (1) सभी छात्रों के बीच अपनेपन की भावना को बढ़ावा देना चाहिए ।
- (2) कक्षा के सामने उनकी कमजोरी को उजागर करना चाहिए ।
- (3) उन्हें एक अलग सेक्शन में पढ़ाना चाहिए ।
- (4) सभी छात्रों के लिए मानकीकृत पाठ्यक्रम का प्रयोग करना चाहिए ।

[Question ID = 16][Question Description = CTET_P1_PART_1_CDP_SET_112_Q16]

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

17) To promote inclusion of a student with visual impairment a teacher should :

- (1) verbally explain the information.
- (2) show charts to explain the concept.
- (3) use sign language.
- (4) look at them frequently.

कक्षा में एक दृष्टिबाधिता से जूझते शिक्षार्थी के समावेशन को बढ़ावा देने के लिए, एक अध्यापिका को क्या करना चाहिए ?

- (1) जानकारी का मौखिक विवरण देना चाहिए ।
- (2) संप्रत्यय के विवरण हेतु चार्ट दिखाना चाहिए ।
- (3) सांकेतिक भाषा का प्रयोग करना चाहिए ।
- (4) उनकी तरफ बार-बार देखना चाहिए ।

[Question ID = 17][Question Description = CTET_P1_PART_1_CDP_SET_112_Q17]

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

18) The characteristic feature of a specific learning disability 'Dyslexia' is :

- (1) Difficulty in comprehension of text.
- (2) Difficulty in walking.
- (3) Difficulty in verbal communication.
- (4) Difficulty in eating.

एक विशिष्ट अधिगम असमर्थता 'पठनवैकल्य' की क्या विशेषता है ?

- (1) लेख के बोध में कठिनाई
- (2) चलने में कठिनाई
- (3) मौखिक संप्रेषण में कठिनाई
- (4) खाने में कठिनाई

[Question ID = 18][Question Description = CTET_P1_PART_1_CDP_SET_112_Q18]

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

19) Which of the following facility needs to be provided in the school to help children belonging to deprived groups ?

- (1) Providing flexibility in choosing the subjects.
- (2) Implementing same educational programmes for all children in the class.
- (3) Forcing them to take admission in special schools.
- (4) Teaching them in a separate section of same school.

वंचित समूहों से आने वाले बच्चों की सहायता के लिए स्कूल में निम्नलिखित में से कौन-सी सुविधा प्रदान करने की आवश्यकता है ?

- (1) विषयों के चयन में लचीलापन प्रदान करना ।
- (2) कक्षा के सभी बच्चों के लिए समान शैक्षिक कार्यक्रम लागू करना ।
- (3) उन्हें किसी विशेष स्कूल में प्रवेश लेने के लिए बाध्य करना ।
- (4) उन्हें उसी स्कूल के एक अलग सेक्शन में पढ़ाना ।

[Question ID = 19][Question Description = CTET_P1_PART_1_CDP_SET_112_Q19]

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

20) If Twinkle writes with her left hand, then her teacher should :

- (1) Discourage her to use the left hand.
- (2) Allow her to exercise her choice.
- (3) Report it to the school counsellor.
- (4) Force her to use the right hand.

यदि ट्वींकल अपने बाएँ हाथ से लिखती है, तो उसकी शिक्षिका को क्या करना चाहिए ?

- (1) उसे बाएँ हाथ का उपयोग करने के लिए हतोत्साहित करें ।
- (2) उसे अपनी पसंद का प्रयोग करने दें ।
- (3) इसकी रिपोर्ट स्कूल काउंसलर को दें ।
- (4) उसे दाहिने हाथ का उपयोग करने के लिए मजबूर करें ।

[Question ID = 20][Question Description = CTET_P1_PART_1_CDP_SET_112_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 work in groups and promote discussions with peers.

Reason (R) :

Learning is a social process.

Choose the correct option :

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

कथन (A) :

एक अध्यापिका द्वारा विद्यार्थियों को समूह में काम करने और सहपाठियों संग चर्चा द्वारा सीखने के लिए प्रेरित करना चाहिए ।

तर्क (R) :

अधिगम एक सामाजिक प्रक्रिया 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 = 21][Question Description = CTET_P1_PART_1_CDP_SET_112_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 should be used to promote effective and meaningful learning ?

- (i) examples
 - (ii) non-examples
 - (iii) analogies
 - (iv) negative reinforcement
- (1) Only (i)
 - (2) (i) and (ii) only
 - (3) (i), (ii) and (iii) only
 - (4) (i), (ii), (iii) and (iv)

प्रभावशाली और अर्थपूर्ण अधिगम को बढ़ावा देने के लिए निम्न में से कितना प्रयोग करना चाहिए ?

- (i) उदाहरण
 - (ii) गैर-उदाहरण
 - (iii) अनुरूपक
 - (iv) नकारात्मक पुनर्बलन
- (1) केवल (i)
 - (2) केवल (i) और (ii)
 - (3) केवल (i), (ii) और (iii)
 - (4) (i), (ii), (iii) और (iv)

[Question ID = 22][Question Description = CTET_P1_PART_1_CDP_SET_112_Q22]

- 1. 1 [Option ID = 85]
- 2. 2 [Option ID = 86]

3. 3 [Option ID = 87]
4. 4 [Option ID = 88]

23) In a constructivist classroom, learning should be conceptualised as :

- (1) mere reproduction of knowledge.
- (2) disconnected from real life.
- (3) a result of classical conditioning.
- (4) a result of active interaction with environment.

एक संरचनावादी कक्षा में, अधिगम को किस प्रकार देखा जाना चाहिए ?

- (1) केवल ज्ञान का पुनरुत्पादन ।
- (2) वास्तविक जीवन से वियोजित ।
- (3) शास्त्रीय अनुकूलन का परिणाम ।
- (4) वातावरण से सक्रिय पारस्परिकता/संपर्क का परिणाम ।

[Question ID = 23][Question Description = CTET_P1_PART_1_CDP_SET_112_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 strategies helps students to remember information for longer durations ?

- (1) Creating groups of meaningless words related to information.
- (2) Presenting information in disorganised manner.
- (3) Creative visual metaphors and analogies related to information.
- (4) Presenting information without any context.

निम्न में से कौन-सी युक्ति विद्यार्थियों को जानकारी को लम्बे समय तक याद रखने में मदद करेगी ?

- (1) जानकारी से संबंधित बेमतलब शब्दों का समूह बनाना ।
- (2) जानकारी को अव्यवस्थित रूप में प्रस्तुत करना ।
- (3) जानकारी से संबंधित दृश्य रूपक और समरूपक बनाना ।
- (4) जानकारी को बिना किसी संदर्भ के प्रस्तुत करना ।

[Question ID = 24][Question Description = CTET_P1_PART_1_CDP_SET_112_Q24]

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

25) Which of the following should be avoided by a teacher if he wants to promote problem solving abilities in his students ?

- (1) Motivate students to understand the problem properly.
- (2) Encourage them to see different perspectives of the problem.
- (3) Help them to develop the habit of doing systematic work.
- (4) Encourage them to complete the task anyhow.

यदि एक शिक्षक विद्यार्थियों में समस्या समाधान क्षमताएँ विकसित करना चाहता है तो उसे निम्न में से किससे बचना चाहिए ?

- (1) समस्या को ठीक से समझने के लिये विद्यार्थियों को प्रेरित करना ।
- (2) विद्यार्थियों को समस्या के विभिन्न पहलू देखने के लिये प्रोत्साहित करना ।
- (3) विद्यार्थियों में व्यवस्थित कार्य करने की आदत विकसित करना ।
- (4) विद्यार्थियों को प्रेरित करना कि वे कार्य को जैसे भी हो जल्दी करें ।

[Question ID = 25][Question Description = CTET_P1_PART_1_CDP_SET_112_Q25]

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

26) With reference to errors made by students, a teacher should :

- (1) minimize errors by negative reinforcement.
- (2) minimize errors by punishment.
- (3) find out the learning gaps causing errors.
- (4) ignore the errors.

विद्यार्थियों की त्रुटियों के सम्बन्ध में, अध्यापिका को :

- (1) नकारात्मक पुनर्बलन द्वारा त्रुटियों को कम करना चाहिए ।
- (2) दण्ड द्वारा त्रुटियों को कम करना चाहिए ।
- (3) उन अधिगम कमियों को खोजना चाहिए जिनकी वजह से त्रुटियाँ हुई हैं ।
- (4) त्रुटियों की उपेक्षा करनी चाहिए ।

[Question ID = 26][Question Description = CTET_P1_PART_1_CDP_SET_112_Q26]

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

27) Cognition and emotions are _____.

- (1) independent to each other
- (2) rarely related to each other
- (3) interrelated to each other
- (4) not influenced by environmental factors

संज्ञान और भावनाएँ _____ हैं।

- (1) एक-दूसरे से स्वतंत्र
- (2) एक-दूसरे से कभी-कभार ही संबंधित
- (3) एक-दूसरे से परस्पर संबंधित
- (4) वातावरणीय कारकों द्वारा प्रभावित नहीं होते

[Question ID = 27][Question Description = CTET_P1_PART_1_CDP_SET_112_Q27]

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

28) A student who considers his lack of ability as the reason for repeated failures is likely to develop a sense of _____.

- (1) high self-esteem
- (2) learned helplessness
- (3) positive self-concept
- (4) increased self-efficacy

एक विद्यार्थी जो बार-बार मिलने वाली असफलताओं का कारण उसकी योग्यता की कमी को मानता है, उसमें कौन-सा भाव पैदा हो सकता है ?

- (1) उच्च आत्म-सम्मान
- (2) अधिगम निस्सहायता
- (3) सकारात्मक आत्म-अवधारणा
- (4) आत्म-प्रभावकारिता में वृद्धि

[Question ID = 28][Question Description = CTET_P1_PART_1_CDP_SET_112_Q28]

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

29) National Education Policy 2020 emphasises on :

- (1) Multidisciplinary education
- (2) Rigid curriculum
- (3) Summative assessment
- (4) Exam-centric pedagogy

राष्ट्रीय शिक्षा नीति 2020 ने किस पर जोर दिया है ?

- (1) बहुविषयकता शिक्षा
- (2) कठोर पाठ्यक्रम
- (3) योगात्मक आकलन
- (4) परीक्षा-केन्द्रित शिक्षाशास्त्र

[Question ID = 29][Question Description = CTET_P1_PART_1_CDP_SET_112_Q29]

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

30) _____ impacts learning negatively.

- (1) Malnutrition
- (2) Curiosity
- (3) Metacognition
- (4) Mastery oriented goal

_____ अधिगम को नकारात्मक रूप से प्रभावित करता है।

- (1) कुपोषण
- (2) उत्सुकता
- (3) अभिसंज्ञान
- (4) महारत उन्मुखी लक्ष्य

[Question ID = 30][Question Description = CTET_P1_PART_1_CDP_SET_112_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) Sum of two even numbers and two odd numbers is :

- (1) Always even
- (2) Always odd
- (3) Neither even nor odd
- (4) Sometimes even and sometimes odd

दो सम संख्याओं और दो विषम संख्याओं का योगफल होता है :

- (1) सदैव सम
- (2) सदैव विषम
- (3) न तो सम और न ही विषम
- (4) कभी सम और कभी विषम

[Question ID = 31][Question Description = CTET_P1_PART_2_MATHS_SET_112_Q31]

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

2) A rectangular piece of cake is cut into 4 equal parts. One of these parts is divided into two equal parts. If the one part, so obtained, is divided into 4 equal parts again, then the smallest part will be

- (1) $\frac{1}{32}$ of the cake
- (2) $\frac{1}{16}$ of the cake
- (3) $\frac{1}{10}$ of the cake
- (4) $\frac{1}{8}$ of the cake

केक के एक आयताकार टुकड़े को 4 समान भागों में काटा जाता है। इनमें से एक भाग को दो बराबर भागों में बाँटा जाता है। इस प्रकार प्राप्त एक भाग को पुनः 4 बराबर भागों में बाँटा जाता है, तो सबसे छोटा भाग होगा

- (1) केक का $\frac{1}{32}$
- (2) केक का $\frac{1}{16}$
- (3) केक का $\frac{1}{10}$
- (4) केक का $\frac{1}{8}$

[Question ID = 32][Question Description = CTET_P1_PART_2_MATHS_SET_112_Q32]

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

3) Jeevan writes numbers 1 to 100 on a rectangle, which is divided into hundred equal squares. Minu shades all multiples of 8 in it with yellow. Mahin shades multiples of 9 in it with green. Then, the largest number in the rectangular array, which has both colours is

- (1) 8
- (2) 9
- (3) 36
- (4) 72

जीवन एक आयत में, जिसे 100 समान वर्गों में विभाजित किया गया है, 1 से 100 तक संख्याएँ लिखता है। मीनू इसमें 8 के सभी गुणजों को पीले रंग से छायांकित कर देती है। महिन इसमें 9 के सभी गुणजों को हरे रंग से छायांकित कर देता है। इस आयताकार व्यूह में सबसे बड़ी संख्या, जिसमें दोनों रंग भरे गए हैं, निम्न है

- (1) 8
- (2) 9
- (3) 36
- (4) 72

[Question ID = 33][Question Description = CTET_P1_PART_2_MATHS_SET_112_Q33]

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

4) Anagha wants to make a 3×3 magic square using the numbers 3 to 11. What will be the sum of the numbers in each row ?

- (1) 20
- (2) 21
- (3) 7
- (4) 14

अनाघा 3 से 11 तक की संख्याओं के उपयोग से एक 3×3 मैजिक वर्ग बनाना चाहती है। प्रत्येक पंक्ति में संख्याओं का योगफल क्या होगा ?

- (1) 20
- (2) 21
- (3) 7
- (4) 14

[Question ID = 34][Question Description = CTET_P1_PART_2_MATHS_SET_112_Q34]

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

5) If x and y are two numbers such that their sum is 110 and difference is 100, then

- (1) $x = 100, y = 10$
- (2) $x = 105, y = 5$
- (3) $x = 90, y = 20$
- (4) $x = 85, y = 15$

यदि x और y दो संख्याएँ इस प्रकार हैं कि इनका योगफल 110 है और इनका अंतर 10 है, तो

- (1) $x = 100, y = 10$ है
- (2) $x = 105, y = 5$ है
- (3) $x = 90, y = 20$ है
- (4) $x = 85, y = 15$ है

[Question ID = 35][Question Description = CTET_P1_PART_2_MATHS_SET_112_Q35]

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

6) Which of the following numbers is divisible by 9 ?

- (1) 261345
- (2) 216315
- (3) 216615
- (4) 216617

निम्नलिखित में से कौन-सी संख्या 9 से विभाज्य है ?

- (1) 261345
- (2) 216315
- (3) 216615
- (4) 216617

[Question ID = 36][Question Description = CTET_P1_PART_2_MATHS_SET_112_Q36]

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

7) The sum of all angles formed in the letter 'H' is equal to

- (1) sum of angles of a triangle.
- (2) sum of interior angles of a quadrilateral.
- (3) angle opposite to hypotenuse of a right-angled triangle.
- (4) four times the angle formed at one vertex of an equilateral triangle.

अक्षर 'H' में बने सभी कोणों का योगफल बराबर है

- (1) एक त्रिभुज के कोणों के योगफल के
- (2) एक चतुर्भुज के अंतःकोणों के योगफल के
- (3) एक समकोण त्रिभुज के कर्ण के सम्मुख कोण के
- (4) एक समबाहु त्रिभुज के एक शीर्ष पर बने कोण के चार गुने के

[Question ID = 37][Question Description = CTET_P1_PART_2_MATHS_SET_112_Q37]

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

8) What will be the distance between the tips of minute hand and hour hand of a 12-hour clock at 9:00 am, if minute hand is of 4 cm and hour hand is of 3 cm ?

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

एक 12 घंटे वाली घड़ी में 9:00 am पर मिनट की सुई के सिरे और घंटे की सुई के सिरे के बीच की दूरी क्या होगी, यदि मिनट की सुई की लंबाई 4 cm है और घंटे की सुई की लंबाई 3 cm है ?

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

[Question ID = 38][Question Description = CTET_P1_PART_2_MATHS_SET_112_Q38]

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

9) A teacher gave three figures to class 5 students - (i) Circle, (ii) Square and (iii) Triangle.

She asked them, "How many figures will look same after half a turn" ?

She wants her students to learn about

- (1) Rotational symmetry
- (2) Lines of symmetry
- (3) Comparison of angles
- (4) Comparison of areas

शिक्षक ने कक्षा 5 के विद्यार्थियों को तीन आकृतियाँ (i) वृत्त, (ii) वर्ग, और (iii) त्रिभुज दीं।

उन्होंने उनसे पूछा, "इनमें से कितनी आकृतियाँ आधे घूर्णन के बाद समान रहेंगी? वह अपने विद्यार्थियों को निम्न के बारे में अध्ययन कराना चाह रही हैं :

- (1) घूर्णन सममिति
- (2) सममित रेखाएँ
- (3) कोणों की तुलना
- (4) क्षेत्रफलों की तुलना

[Question ID = 39][Question Description = CTET_P1_PART_2_MATHS_SET_112_Q39]

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

10) Bincy was born on 08-08-2007. Her age on 31-07-2022 was

- (1) 14 years 11 months 31 days
- (2) 14 years 11 months 30 days
- (3) 14 years 11 months 23 days
- (4) 15 years 11 months 30 days

बिन्सी का जन्म 08-08-2007 में हुआ। 31-07-2022 में उसकी आयु थी

- (1) 14 वर्ष 11 माह 31 दिन
- (2) 14 वर्ष 11 माह 30 दिन
- (3) 14 वर्ष 11 माह 23 दिन
- (4) 15 वर्ष 11 माह 30 दिन

[Question ID = 40][Question Description = CTET_P1_PART_2_MATHS_SET_112_Q40]

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

11) Reading in an electricity meter in June 2022 was 263 units. Next month it became 345 units. If electricity charges for first 50 units is ₹ 4 per unit and for 51 to 100 units, charge is ₹ 5 per unit; what will be the total electricity charges for July 2022 ?

- (1) ₹ 160
- (2) ₹ 200
- (3) ₹ 560
- (4) ₹ 410

जून 2022 में, बिजली के एक मीटर में रीडिंग 263 यूनिट थी। अगले माह यह रीडिंग 345 यूनिट हो गई। यदि प्रथम 50 यूनिटों के लिए विद्युत शुल्क ₹ 4 प्रति यूनिट है तथा 51 से 100 यूनिटों के लिए यह शुल्क ₹ 5 प्रति यूनिट है; तो जुलाई 2022 के लिए कुल विद्युत शुल्क क्या होगा ?

- (1) ₹ 160
- (2) ₹ 200
- (3) ₹ 360
- (4) ₹ 410

[Question ID = 41][Question Description = CTET_P1_PART_2_MATHS_SET_112_Q41]

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

12) A toy-car costs ₹ 35.00, a banana costs ₹ 2.50, a notebook costs ₹ 25.00 and a glass of lemon juice costs ₹ 12.50. Which of the following combination can Arun afford, if he has ₹ 50 with him ?

- (1) 1 notebook, 1 banana and 2 glasses of juice
- (2) 1 toy-car, 2 bananas and 1 notebook
- (3) 1 notebook, 2 bananas and 1 glass of juice
- (4) 2 notebooks and 1 banana

एक खिलौना-कार का मूल्य ₹ 35.00, एक केले का मूल्य ₹ 2.50, एक नोटबुक का मूल्य ₹ 25.00 तथा नींबू के जूस के एक गिलास का मूल्य ₹ 12.50 है। यदि अरुण के पास ₹ 50 हैं, तो निम्नलिखित में से किस संयोजन के लिए उसके पास पर्याप्त धनराशि है ?

- (1) 1 नोटबुक, 1 केला और जूस के 2 गिलास
- (2) 1 खिलौना-कार, 2 केले और 1 नोटबुक
- (3) 1 नोटबुक, 2 केले और जूस का 1 गिलास
- (4) 2 नोटबुक और 1 केला

[Question ID = 42][Question Description = CTET_P1_PART_2_MATHS_SET_112_Q42]

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

13) Which of the following figures has largest area ?

- (1) Rectangle with sides 3 units and 4 units
- (2) Square with sides 3 units
- (3) Circle with radius 2 units
- (4) Right-angled triangle with sides 3 units and 4 units (other than hypotenuse)

निम्नलिखित में से किस आकृति का अधिकतम क्षेत्रफल है ?

- (1) भुजाओं 3 इकाई और 4 इकाई वाला आयत
- (2) भुजाओं 3 इकाई वाला वर्ग
- (3) त्रिज्या 2 इकाई वाला वृत्त
- (4) भुजाओं 3 इकाई और 4 इकाई (कर्ण को छोड़कर) वाला समकोण त्रिभुज

[Question ID = 43][Question Description = CTET_P1_PART_2_MATHS_SET_112_Q43]

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

14) Marks obtained by class V students in a Mathematics Test are as shown below :

6, 1, 2, 8, 5, 0, 5, 5, 1, 9, 7, 8, 5, 0, 0, 8, 3, 8, 10, 10, 3, 4, 7, 8, 9, 8, 0, 2

How many students obtained marks more than or equal to 5 ?

- (1) 14
- (2) 15
- (3) 16
- (4) 17

एक गणित टेस्ट में कक्षा V के विद्यार्थियों द्वारा प्राप्त किए गए अंक नीचे दर्शाए अनुसार हैं :

6, 1, 2, 8, 5, 0, 5, 5, 1, 9, 7, 8, 5, 0, 0, 8, 3, 8, 10, 10, 3, 4, 7, 8, 9, 8, 0, 2

कितने विद्यार्थियों ने 5 या 5 से अधिक अंक प्राप्त किए ?

- (1) 14
- (2) 15
- (3) 16
- (4) 17

[Question ID = 44][Question Description = CTET_P1_PART_2_MATHS_SET_112_Q44]

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

15) What will be the number on right hand side of the next row in the following pattern ?

$$1 + 3 = 4$$

$$1 + 3 + 5 = 9$$

$$1 + 3 + 5 + 7 = 16$$

$$\underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

- (1) 18
- (2) 20
- (3) 25
- (4) 36

निम्नलिखित पैटर्न में अगली पंक्ति के दायें ओर क्या संख्या होगी ?

$$1 + 3 = 4$$

$$1 + 3 + 5 = 9$$

$$1 + 3 + 5 + 7 = 16$$

$$\underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

(1) 18

(2) 20

(3) 25

(4) 36

[Question ID = 45][Question Description = CTET_P1_PART_2_MATHS_SET_112_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 National Curriculum Framework, 2005, which of the following shows mathematical thinking of a child ?

- (1) Ability to give exact definition of mathematical concepts
- (2) Ability to recall the correct formulae/facts
- (3) Ability to calculate fast
- (4) Ability to explain mathematical procedures

राष्ट्रीय पाठ्यचर्या रूपरेखा, 2005 के अनुसार निम्नलिखित में से कौन-सा बच्चे के गणितीय चिंतन को दर्शाता है ?

- (1) गणितीय अवधारणाओं की सटीक परिभाषा देने की योग्यता
- (2) सही सूत्रों/तथ्यों को स्मरण करने की योग्यता
- (3) शीघ्र गणना करने की योग्यता
- (4) गणितीय प्रक्रिया-विधियों को समझाने की योग्यता

[Question ID = 46][Question Description = CTET_P1_PART_2_MATHS_SET_112_Q46]

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

2) Which of the following strategies are **not** suitable for students with low achievement in mathematics ?

- (1) Using activities centered on students' interest
- (2) Reducing the number of practice problems in a single work session
- (3) Assigning only the most difficult problem
- (4) Allocating extra time for teacher-guided practice

निम्नलिखित में से कौन-सी युक्तियाँ गणित में कम उपलब्धि वाले विद्यार्थियों के लिए उपयुक्त नहीं हैं ?

- (1) विद्यार्थियों की रुचि पर केंद्रित गतिविधियों का उपयोग करना
- (2) एकल कार्य सत्र में अभ्यास समस्याओं की संख्या को कम रखना
- (3) केवल सबसे कठिन समस्या निर्दिष्ट करना
- (4) शिक्षक-निर्देशित अभ्यास के लिए अतिरिक्त समय आवंटित करना

[Question ID = 47][Question Description = CTET_P1_PART_2_MATHS_SET_112_Q47]

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

3) A child in a mathematics class says that 5 dots, 5 sticks, 5 marbles all represent the number five. The child is referring to which aspect of the number ?

- (1) Ordinality
- (2) Nominality
- (3) Cardinality
- (4) Place value

एक बच्चा गणित की कक्षा में कहता है कि 5 बिन्दु, 5 लकड़ियाँ, 5 कंचे सभी, संख्या पाँच को निरूपित करते हैं। बच्चा संख्या के किस पहलू की ओर संकेत कर रहा है ?

- (1) क्रमसूचकता
- (2) नामिक मान को
- (3) गणनीयता
- (4) स्थानीय मान

[Question ID = 48][Question Description = CTET_P1_PART_2_MATHS_SET_112_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 pedagogical processes are appreciated to enhance Foundational Numeracy Skills among students as per 'NIPUN Bharat Mission' ?

- A. The classroom environment should cultivate the spirit of exploration and visualization of concepts.
- B. Provide opportunities to enable child to solve real-life problems and not just textbook problems.
- C. The instruction should be given in local language.
- D. Errors should not be given any space in a mathematics classroom.

Choose the correct options :

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

'निपुण भारत मिशन' के अनुसार, विद्यार्थियों के बीच मूलभूत संख्यात्मक कौशल को बढ़ाने के लिए निम्नलिखित में से कौन-सी शैक्षणिक प्रक्रियाओं को सराहा जा सकता है ?

- A. कक्षा के माहौल को अवधारणाओं की खोज और दृश्यीकरण की भावना पैदा करने वाली होनी चाहिए।
- B. बच्चे को वास्तविक-जीवन की समस्याओं को हल करने में सक्षम बनाने के अवसर प्रदान करें, न कि केवल पाठ्यपुस्तक की समस्याओं को।
- C. निर्देश स्थानीय भाषा में दिया जाना चाहिए।
- D. गणित की कक्षाओं में त्रुटियों के लिए कोई स्थान नहीं होना चाहिए।

सही विकल्प का चयन कीजिए :

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

[Question ID = 49][Question Description = CTET_P1_PART_2_MATHS_SET_112_Q49]

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

5) While introducing the concept of Addition of Fractions, in class V, Daljeet, a mathematics teacher focuses only on using the standard correct procedure to solve a given problem. She gives many questions to her learners for practice by using the algorithm taught. As a mathematics teacher, Daljeet exhibits

- (1) Relational understanding
- (2) Instrumental understanding
- (3) An understanding of the needs of her learners
- (4) An understanding of the errors made by her learners in addition of fractions

कक्षा V में भिन्नों के योग की अवधारणा का परिचय कराते हुए, गणित की एक शिक्षिका दलजीत, एक समस्या को हल करने के लिए केवल सही मानक क्रियाविधि के उपयोग पर बल देती हैं। वह सिखाई गई कलन-विधि से, अपने शिक्षार्थियों को कई प्रश्न अभ्यास के लिए देती है। गणित की एक शिक्षिका के रूप में, दलजीत दर्शाती है

- (1) संबंधात्मक समझ
- (2) यांत्रिक समझ
- (3) अपने शिक्षार्थियों की आवश्यकताओं की समझ
- (4) भिन्नों के योग में अपने शिक्षार्थियों द्वारा की गई त्रुटियों की समझ

[Question ID = 50][Question Description = CTET_P1_PART_2_MATHS_SET_112_Q50]

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

6) Which of the following is **not** an advantage of integrating Art in mathematics ?

- (1) Helps visualization
- (2) Connects mathematics with the real world
- (3) Inculcates respect for culture and heritage
- (4) Helps in rote learning in mathematics

निम्नलिखित में से कौन-सा गणित में कला को समाहित करने का फायदा **नहीं** है ?

- (1) दृश्यीकरण में सहायता करना
- (2) गणित को वास्तविक दुनिया से जोड़ना
- (3) संस्कृति और विरासत के लिए सम्मान पैदा करना
- (4) गणित में रटकर सीखने में सहायता करना

[Question ID = 51][Question Description = CTET_P1_PART_2_MATHS_SET_112_Q51]

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

- 7) Gurdeep wants to develop a mathematics kit to be used in his primary mathematics classes. He must include
- (1) materials that are used in everyday life.
 - (2) highly sophisticated instruments.
 - (3) only ICT-based materials.
 - (4) expensive concrete models.

गुरदीप प्राथमिक गणित कक्षाओं में उपयोग हेतु गणित का एक किट विकसित करना चाहता है। उसे सम्मिलित करना चाहिए -

- (1) दैनिक जीवन में प्रयुक्त सामग्री
- (2) उच्च परिष्कृत साधन
- (3) केवल ICT-आधारित सामग्री
- (4) महँगे ठोस/अमूर्त मॉडल

[Question ID = 52][Question Description = CTET_P1_PART_2_MATHS_SET_112_Q52]

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

- 8) Which of the following represents the correct sequence of Van Hiele's levels of geometric thinking ?
- (1) Visualization, Analysis, Relationships, Formal Deduction
 - (2) Visualization, Relationships, Analysis, Formal Deduction
 - (3) Relationships, Visualization, Formal Deduction, Analysis
 - (4) Analysis, Visualization, Relationships, Formal Deduction

निम्नलिखित में से कौन-सा वैन हिले के ज्यामितीय चिंतन के स्तरों के सही अनुक्रम को निरूपित करता है ?

- (1) दृश्यीकरण, विश्लेषण, संबंध की समझ, औपचारिक निगमन
- (2) दृश्यीकरण, संबंध की समझ, विश्लेषण, औपचारिक निगमन
- (3) संबंध की समझ, दृश्यीकरण, औपचारिक निगमन, विश्लेषण
- (4) विश्लेषण, दृश्यीकरण, संबंध की समझ, औपचारिक निगमन

[Question ID = 53][Question Description = CTET_P1_PART_2_MATHS_SET_112_Q53]

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

9) The terminologies 'Area models', 'Length or Measurement models' and 'Set models' are associated with the teaching of which of the following mathematical concepts ?

- (1) Place value
- (2) Areas of planes
- (3) Sets and data handling
- (4) Fractions

शब्दावली 'क्षेत्र मॉडल', 'लम्बाई या मापन मॉडल' और 'समुच्चय (सेट) मॉडल' निम्नलिखित में से कौन-सी गणितीय अवधारणाओं के शिक्षण से संबंधित हैं ?

- (1) स्थानीय मान
- (2) समतलों का क्षेत्रफल
- (3) समुच्चय एवं आँकड़ों का प्रबंधन
- (4) भिन्न

[Question ID = 54][Question Description = CTET_P1_PART_2_MATHS_SET_112_Q54]

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

10) According to National Curriculum Framework, 2005 posing meaningful problems in a mathematics classroom is one of the important practices. Which of the following is least related to the given statement ?

- (1) Making students' ideas in mathematics more visible in the classroom.
- (2) Emphasizing on the thinking process of students while he/she is posing a problem.
- (3) Directing students to pose problems that has unique, precise and correct answer.
- (4) Providing time to allow students to organize their thoughts.

राष्ट्रीय पाठ्यचर्या रूपरेखा, 2005 के अनुसार, गणित की कक्षा में अर्थपूर्ण समस्याओं को प्रस्तुत करना एक महत्वपूर्ण व्यवहार है। निम्नलिखित में से कौन-सा कथन उपरोक्त कथन से सबसे कम रूप से संबंधित है ?

- (1) कक्षा में विद्यार्थियों के गणित के विचारों को और अधिक स्पष्ट बनाना।
- (2) जब विद्यार्थी अपनी समस्या प्रस्तुत कर रहा/रही हो उस समय उसकी चिंतन प्रक्रिया पर बल देना।
- (3) विद्यार्थियों को ऐसी समस्याओं को प्रस्तुत करने का निर्देश देना जिनका एक अद्वितीय, सटीक और सही उत्तर हो।
- (4) विद्यार्थियों को अपने विचारों को संगठित/सुनियोजित करने का समय प्रदान करना।

[Question ID = 55][Question Description = CTET_P1_PART_2_MATHS_SET_112_Q55]

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

- 11) Which of the following statements most appropriately represents the principle of equality in mathematics education ?
- (1) Enhancing the learning of all by celebrating students' diversity
 - (2) Use of ICT in teaching mathematics in present times is a must for every school
 - (3) Only few gifted students with computational skills can develop mathematical reasoning
 - (4) Mathematics should be taught as compulsory subject upto class XII

निम्नलिखित कथनों में से कौन-सा गणित शिक्षा में समानता के सिद्धांत को सर्वाधिक उपयुक्त रूप से निरूपित करता है ?

- (1) विद्यार्थियों में विविधता को महत्त्व देते हुए सभी के अधिगम को बढ़ावा देना
- (2) वर्तमान समय में प्रत्येक स्कूल के लिए गणित के अध्यापन में ICT का उपयोग अतिआवश्यक है
- (3) अभिकलन कौशल वाले केवल कुछ मेधावी छात्र ही गणितीय तर्कणा को विकसित कर पाते हैं
- (4) कक्षा XII तक गणित को एक अनिवार्य विषय के रूप में पढ़ाया जाना चाहिए

[Question ID = 56][Question Description = CTET_P1_PART_2_MATHS_SET_112_Q56]

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

- 12) When asked to write Thirty Eight, a class II child wrote it as 308. As a primary class mathematics teacher how will you rectify child's error ?
- (1) Provide similar examples for practice
 - (2) Use manipulatives to strengthen the concept of place value
 - (3) Ask the child to copy the answer from his/her classmate
 - (4) Write the counting from 1 to 40 on blackboard and show the right answer

जब कक्षा II के बच्चे को 38 लिखने के लिए कहा गया तब उसने 308 लिखा। गणित के प्राथमिक कक्षा के शिक्षक के रूप में आप इस बच्चे की त्रुटि कैसे सुधारेंगे ?

- (1) अभ्यास के लिए समान उदाहरण प्रदान करके
- (2) स्थानीय मान की अवधारणा को सुदृढ़ करने के लिए हस्त कौशल सामग्री का उपयोग करके
- (3) बच्चे को अपने सहपाठियों से उत्तर नकल करके लिखने के लिए कहकर
- (4) श्यामपट्ट पर 1 से 40 तक की गिनती लिखकर सही उत्तर को बताकर

[Question ID = 57][Question Description = CTET_P1_PART_2_MATHS_SET_112_Q57]

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

13) Who among the following are the authors of the book titled "A Handbook for Designing Mathematics Laboratory in Schools" NCERT 2005

- (1) V. S. Verma and A. Mukherjee
- (2) P. E. Bryant and T. Nunes
- (3) Hukum Singh, Ram Avtar and V. P. Singh
- (4) R. S. Aggarwal and P. Singh

किताब "अ हैंडबुक फॉर डिजाइनिंग मैथमेटिक्स लेबॉरेट्री इन स्कूल्स" एन.सी.ई.आर.टी. 2005 के लेखक निम्नलिखित में से कौन हैं ?

- (1) वी.एस.वर्मा एवं ए. मुखर्जी
- (2) पी.ई. ब्रायन्त एवं टी. नन्स
- (3) हुकुम सिंह, राम अवतार एवं वी.पी. सिंह
- (4) आर.एस. अग्रवाल एवं पी. सिंह

[Question ID = 58][Question Description = CTET_P1_PART_2_MATHS_SET_112_Q58]

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

14) Which of the following is **not** a characteristic of open-ended questions in mathematics ?

- (1) Useful for secondary classes only
- (2) Trial and error
- (3) Multiple answers
- (4) Develops problem solving skills

निम्नलिखित में से कौन-सी गणित में खुले सिरे वाले प्रश्नों की विशेषता **नहीं** है ?

- (1) केवल माध्यमिक कक्षाओं के लिए उपयोगी
- (2) प्रयास और त्रुटि
- (3) एक से अधिक उत्तर
- (4) समस्या समाधान कौशल को विकसित करना

[Question ID = 59][Question Description = CTET_P1_PART_2_MATHS_SET_112_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 about Bloom's Taxonomy for mathematics ?

- (1) Each domain is multi-tiered.
- (2) Each domain is arranged in a hierarchical structure.
- (3) Each domain classifies learning according to increasing levels of complexity.
- (4) Next level of learning is a prerequisite for the lower level of learning for a particular domain.

गणित के लिए ब्लूम टैक्सोनॉमी के बारे में निम्नलिखित में से कौन-सा कथन सत्य **नहीं** है ?

- (1) प्रत्येक पक्ष बहु-स्तरीय होता है।
- (2) प्रत्येक पक्ष पदानुक्रमित संरचना में व्यवस्थित होता है।
- (3) प्रत्येक पक्ष जटिलता के बढ़ते स्तरों के अनुसार सीखने को वर्गीकृत करता है।
- (4) किसी एक विशेष पक्ष के अगले स्तर को सीखने के लिए निचले स्तर को सीखना पूर्वपेक्षा है।

[Question ID = 60][Question Description = CTET_P1_PART_2_MATHS_SET_112_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) Consider the following statements about Stepwells (Bavdis) :

- A. These are the traditional systems of storage and conservation of rainwater.
- B. These were used as community resources.
- C. In stepwells, steps go down several steps deep but the people were allowed to draw water up from the well using pulleys.

The correct statements is/are

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

बावड़ियों (सीढ़ीदार कुओं) के विषय में निम्नलिखित कथनों पर विचार कीजिए :

- A. ये वर्षा के पानी के भण्डारण और संरक्षण की पारम्परिक प्रणालियाँ हैं।
- B. इनका प्रयोग सामुदायिक संसाधनों के रूप में किया जाता था।
- C. बावड़ियों में सीढ़ियाँ जमीन के नीचे कई मंजिल तक जाती हैं परन्तु लोगों को घिरनियों द्वारा कुएँ से पानी खींचने की अनुमति थी।

सही कथन है/हैं

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

[Question ID = 61][Question Description = CTET_P1_PART_3_EVS_SET_112_Q61]

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

2) Plants that grow without seeds are :

- (1) Apples
- (2) Pinus
- (3) Fern
- (4) Prunes

बिना बीजों के उगने वाले पौधे हैं :

- (1) सेब
- (2) पाइनस
- (3) फर्न
- (4) प्रून्स

[Question ID = 62][Question Description = CTET_P1_PART_3_EVS_SET_112_Q62]

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

3) In India we have around 22 Constitutionally recognized languages. Several States in India have their own official languages. Santhali and Kuduk languages are spoken in _____.

- (1) Jharkhand
- (2) Assam
- (3) Manipur
- (4) Odisha

भारत में हमारी करीब 22 संवैधानिक रूप से मान्यता-प्राप्त भाषाएँ हैं। भारत के अनेक राज्यों में अपनी आधिकारिक भाषाएँ हैं। संथाली एवं कुडुक भाषा बोली जाती हैं _____ में।

- (1) झारखंड
- (2) असम
- (3) मणिपुर
- (4) ओडिशा

[Question ID = 63][Question Description = CTET_P1_PART_3_EVS_SET_112_Q63]

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

4) Jhum cultivation is :

- (1) Organic agriculture
- (2) Slash and burn agriculture
- (3) Limited use of chemical pesticides
- (4) Crop rotation

झूम खेती है :

- (1) जैविक खेती
- (2) काटो और जलाओ खेती
- (3) रासायनिक पीड़कनाशियों का सीमित उपयोग
- (4) फसल चक्रण

[Question ID = 64][Question Description = CTET_P1_PART_3_EVS_SET_112_Q64]

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

5) Solve the following riddle :

"My beak is very special
I use it like a needle
Stitching leaves I make my home
By what name I am known ?

- (1) Indian Robin
- (2) Sunbird
- (3) Tailorbird
- (4) Weaver bird

निम्नलिखित पहेली हल कीजिए :

"चोंच है मेरी बड़ी निराली
सुई हो जैसे सिलने वाली
पत्ते सिल कर घर बनाऊँ
कौन-सी चिड़िया मैं कहलाऊँ ?

- (1) कलचिड़ी
- (2) शक्करखोरा
- (3) दर्जिन चिड़िया
- (4) वीवर पक्षी (बया)

[Question ID = 65][Question Description = CTET_P1_PART_3_EVS_SET_112_Q65]

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

6) Chiropterophily is pollination of plants by :

- (1) Birds
- (2) Bats
- (3) Squirrels
- (4) Bees

जंतुपरागण किसके द्वारा पौधों के परागण की विधि है ?

- (1) पक्षी
- (2) चमगादड़
- (3) गिलहरी
- (4) मधुमक्खियाँ

[Question ID = 66][Question Description = CTET_P1_PART_3_EVS_SET_112_Q66]

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

7) Our country is rich in heritage and culture and art is a part of the culture. The famous traditional art form of West Bengal is _____.

- (1) Jamdani
- (2) Chikankari
- (3) Patola
- (4) Pochampalli

हमारे देश की विरासत एवं संस्कृति समृद्ध है तथा कला इस संस्कृति का हिस्सा है। पश्चिम बंगाल का प्रसिद्ध पारंपरिक कला का रूप _____ है।

- (1) जामदानी
- (2) चिकनकारी
- (3) पटोला
- (4) पोचमपल्ली

[Question ID = 67][Question Description = CTET_P1_PART_3_EVS_SET_112_Q67]

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

8) Consider the following statements about elephants :

- A. A three month-old baby elephant generally weighs less than 1 quintal.
- B. Elephants do not rest very much. They sleep for only two to four hours in a day.
- C. An elephant herd mainly has females and baby elephants. The oldest female is the leader of the herd.
- D. A herd may have 20 to 25 female elephants and young ones. Male elephants live in the herd till they are 8-10 years old.

The correct statements are :

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

हाथियों के बारे में निम्नलिखित कथनों पर विचार कीजिए :

- A. सामान्यतः तीन माह आयु के हाथी के बच्चे का भार एक क्विंटल से कम होता है।
- B. हाथी अत्यधिक आराम नहीं करते हैं। वे एक दिन में केवल दो से चार घण्टे सोते हैं।
- C. हाथियों के झुण्ड में मुख्यतः हथिनियाँ और बच्चे ही रहते हैं और सबसे बुजुर्ग हथिनी ही पूरे झुण्ड की नेता होती है।
- D. किसी झुण्ड में 20 से 25 हथिनियाँ और बच्चे होते हैं। नर हाथी 8-10 वर्ष की आयु होने तक ही झुण्ड में रहते हैं।

इनमें सही कथन हैं :

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

[Question ID = 68][Question Description = CTET_P1_PART_3_EVS_SET_112_Q68]

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

9) There are 3 traditional water conservation systems given below. Identify the correct option where you can see them :

Johad, Stepwell, Lakes.

- (1) Nalanda, Udaipur, Prayagraj, Jodhpur
- (2) Udaipur, Jaipur, Nalanda, Bikaner
- (3) Prayagraj, Nainital, Udaipur, Jaisalmer
- (4) Jodhpur, Jaisalmer, Bikaner, Udaipur

तीन परंपरागत जल संरक्षण की पद्धतियाँ नीचे दी हुई हैं। सही विकल्प का चयन कीजिए जहाँ आप उन्हें देख सकते हैं :

जोहाद, बावड़ी, झील।

- (1) नालंदा, उदयपुर, प्रयागराज, जोधपुर
- (2) उदयपुर, जयपुर, नालंदा, बीकानेर
- (3) प्रयागराज, नैनीताल, उदयपुर, जैसलमेर
- (4) जोधपुर, जैसलमेर, बीकानेर, उदयपुर

[Question ID = 69][Question Description = CTET_P1_PART_3_EVS_SET_112_Q69]

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

10) Neeraj Chopra is a champion Olympian. Which game does he play ?

- (1) Javelin Throw
- (2) Shotput Throw
- (3) Archery
- (4) Triple Jump

नीरज चोपड़ा एक चैंपियन ओलंपियन हैं। वे कौन-सा खेल खेलते हैं ?

- (1) जैवलिन थ्रो (भाला फेंक)
- (2) शॉटपुट थ्रो
- (3) आर्चरी (तीरंदाजी)
- (4) ट्रिपल जम्प

[Question ID = 70][Question Description = CTET_P1_PART_3_EVS_SET_112_Q70]

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

- 11) Pitcher plant (Nepenthes) traps and eats frogs, insects and even mice. In our country this plant is found in
- (1) Meghalaya
 - (2) Nagaland
 - (3) Mizoram
 - (4) Arunachal Pradesh

घटपर्णी (नीपेन्थिस) चूहों, मेंढकों और कीड़े-मकौड़ों को फंसा कर उन्हें खा जाता है। हमारे देश में यह पौधा कहाँ पाया जाता है ?

- (1) मेघालय
- (2) नागालैण्ड
- (3) मिज़ोरम
- (4) अरुणाचल प्रदेश

[Question ID = 71][Question Description = CTET_P1_PART_3_EVS_SET_112_Q71]

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

- 12) Ravi's clinical pathology report diagnosed his haemoglobin level as 12 gm/dL. This means Ravi is/has :
- A. Anaemic
 - B. Not Anaemic
 - C. Normal haemoglobin level
 - D. Normal red blood cell count
- (1) Only B and C
 - (2) Only A and C
 - (3) Only C and D
 - (4) Only B and D

रवि की रोग-विषयक पैथोलॉजी रिपोर्ट के अनुसार उसके हीमोग्लोबिन का स्तर 12 ग्राम/डेसी लिटर है। इसका अर्थ है कि रवि

- A. रक्तहीनता से ग्रस्त है
- B. रक्तहीनता से ग्रस्त नहीं है
- C. का सामान्य हीमोग्लोबिन स्तर है
- D. की लाल रक्त कोशिका की गणना सामान्य है

(1) केवल B और C

(2) केवल A और C

(3) केवल C और D

(4) केवल B और D

[Question ID = 72][Question Description = CTET_P1_PART_3_EVS_SET_112_Q72]

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

13) Which of the following pair is correct ?

- (1) Sania Mirza : Table-tennis
- (2) Saina Nehwal : Badminton
- (3) P.T. Usha : Weightlifting
- (4) K. Malleshwari : Athletics

निम्नलिखित में से कौन-सा जोड़ा सही है ?

- (1) सानिया मिर्जा : टेबल-टेनिस
- (2) सायना नेहवाल : बैडमिंटन
- (3) पी.टी. ऊषा : वेटलिफ्टिंग
- (4) के. मल्लेश्वरी : ऐथलेटिक्स

[Question ID = 73][Question Description = CTET_P1_PART_3_EVS_SET_112_Q73]

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

14) The Earth is round and it revolves around the Sun. So when there is mid-day in India, there is mid-night in

- (1) Algeria
- (2) Alaska (USA)
- (3) Argentina
- (4) Canada

पृथ्वी गोल है और वह सूर्य की परिक्रमा करती है। अतः जब भारत में मध्याह्न (दोपहर) होता है, तब नीचे दिए गए किस देश में मध्य-रात्रि होती है ?

- (1) अल्जीरिया
- (2) अलास्का (यू.एस.ए.)
- (3) अर्जेंटीना
- (4) कनाडा

[Question ID = 74][Question Description = CTET_P1_PART_3_EVS_SET_112_Q74]

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

15) In ancient monuments, a part of the wall comes out in a round shape and they are also higher than the walls. They are known as :

- (1) Skylight
- (2) Dromer
- (3) Platform
- (4) Bastion

प्राचीन इमारतों में, दीवार का एक हिस्सा गोलाकार में बाहर निकलता है और वे दीवारों से भी ऊँचे होते हैं। उन्हें कहते हैं :

- (1) झरोखा
- (2) ड्रोमर
- (3) चबूतरा
- (4) बुर्ज

[Question ID = 75][Question Description = CTET_P1_PART_3_EVS_SET_112_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) EVS curriculum follows a thematic approach because

- (1) thematic approach develops an integrated and holistic understanding of topics
- (2) thematic approach develops a differentiated understanding of EVS topics
- (3) subject-centred approach will have thick textbooks
- (4) thematic approach helps one teacher teach all EVS topics easily

ई.वी.एस. पाठ्यचर्या एक विषय-वस्तु आधारित उपागम का अनुगमन करती है क्योंकि

- (1) विषय-वस्तु आधारित उपागम से विषयों की एकीकृत एवं समग्र समझ का विकास होता है
- (2) विषय-वस्तु आधारित उपागम से ई.वी.एस. के विषयों की विशिष्ट समझ का विकास होता है
- (3) विषय-केन्द्रित उपागम में मोटी पाठ्य-पुस्तकें होंगी
- (4) विषय-वस्तु आधारित उपागम से एक शिक्षक सभी ई.वी.एस. के विषयों को सरलता से पढ़ा लेता है

[Question ID = 76][Question Description = CTET_P1_PART_3_EVS_SET_112_Q76]

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

2) Nature of the Environmental Studies is described by which of the following terms ?

- A. Multidisciplinary
- B. Unified
- C. Integrated
- D. Solitary

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

निम्नलिखित में से कौन-से पद पर्यावरण अध्ययन की प्रकृति का वर्णन करते हैं ?

- A. बहु-अनुशासनिक
- B. सम्मिलित
- C. एकीकृत
- D. एकल

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

[Question ID = 77][Question Description = CTET_P1_PART_3_EVS_SET_112_Q77]

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

3) Portfolio is

- (1) a collection of the best work done by a child in a particular duration.
- (2) a collection of the best work done by all the children in a particular duration.
- (3) a collection of all the work done by a child in a particular duration.
- (4) a collection of all the work done by all the children in a particular time.

पोर्टफोलियो है

- (1) एक विशेष अवधि में बच्चे द्वारा किए गए सर्वोत्तम कार्यों का संग्रह।
- (2) एक विशेष अवधि में सभी बच्चों द्वारा किए गए सर्वोत्तम कार्यों का संग्रह।
- (3) एक विशेष अवधि में बच्चे द्वारा किए गए समस्त कार्यों का संग्रह।
- (4) एक विशेष अवधि में सभी बच्चों द्वारा किए गए समस्त कार्यों का संग्रह।

[Question ID = 78][Question Description = CTET_P1_PART_3_EVS_SET_112_Q78]

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

4) The syllabus of EVS gradually extends the child's understanding of his/her world beginning from :

- (1) Family
- (2) Immediate self
- (3) Neighbourhood
- (4) Country

ई.वी.एस. का पाठ्यक्रम संसार के बारे में बच्चे की समझ को धीरे-धीरे बढ़ाता है, _____ से आरंभ करते हुए।

- (1) परिवार
- (2) स्वयं अपने आप
- (3) पास-पड़ोस
- (4) देश

[Question ID = 79][Question Description = CTET_P1_PART_3_EVS_SET_112_Q79]

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

5) As per EVS curriculum, children are expected to :

- A. acquire awareness about immediate surroundings through lived experiences on various themes related to daily life.
- B. nurture natural curiosity and creativity for immediate surroundings.
- C. develop sensitivity for natural, physical and human resources in the immediate environment.
- D. organize rallies and demonstrations to protect environment.

The correct option is :

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

ई.वी.एस. पाठ्यचर्या के अनुसार, बच्चों से यह अपेक्षा की जाती है कि :

- A. वे दैनिक जीवन से संबंधित विभिन्न विषयों पर अपने निकटतम परिवेश के बारे में अपने अनुभवों द्वारा जानकारी प्राप्त करें।
- B. वे निकटतम परिवेश के लिए प्राकृतिक/नैसर्गिक जिज्ञासा एवं सृजनात्मकता को पोषित करें।
- C. वे निकटतम पर्यावरण में प्राकृतिक, भौतिक और मानव संसाधनों के प्रति संवेदनशीलता का विकास करें।
- D. वे पर्यावरण संरक्षण के लिए रैलियों और प्रदर्शनों का आयोजन करें।

सही विकल्प है :

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

[Question ID = 80][Question Description = CTET_P1_PART_3_EVS_SET_112_Q80]

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

6) Which of the following experiences are important for an EVS learner ?

- A. Contextual Experience
- B. Contrived Experience
- C. Real life Experience
- D. Simulated Experience

(1) A, B and C

(2) B, C and D

(3) C, D and A

(4) D, A and B

निम्नलिखित में से पर्यावरण अध्ययन अधिगमकर्ता के लिए कौन-से अनुभव महत्वपूर्ण हैं ?

- A. प्रासंगिक अनुभव
- B. आविष्कारक अनुभव
- C. वास्तविक जीवन अनुभव
- D. अनुरूपक अनुभव

(1) A, B और C

(2) B, C और D

(3) C, D और A

(4) D, A और B

[Question ID = 81][Question Description = CTET_P1_PART_3_EVS_SET_112_Q81]

1. 1 [Option ID = 321]

2. 2 [Option ID = 322]

3. 3 [Option ID = 323]

4. 4 [Option ID = 324]

7) Which of the following statements is true in relation to EVS ?

- A. EVS is taught from grade III to V.
- B. In grades I and II the skills of EVS are embedded in the curriculum of Math and Language.
- C. NCERT syllabus of EVS classifies the topics into themes and sub themes along with their possible connections.
- D. The EVS curriculum enables the learner to appreciate the environment in a holistic manner and compartmentalize topics into science and social science.

(1) A, B and D

(2) B, C and D

(3) A, B and C

(4) A and B

ई.वी.एस. के संबंध में निम्नलिखित में से कौन-सा कथन सत्य है ?

- A. ई.वी.एस. को ग्रेड III से V तक पढ़ाया जाता है।
- B. ग्रेड I और II में ई.वी.एस. के कौशल गणित और भाषा के पाठ्यक्रम में अंतर्निहित हैं।
- C. ई.वी.एस. का एन.सी.ई.आर.टी. पाठ्यचर्या विषयों को उनके संभावित कनेक्शन के साथ विषयों और उप-विषयों में वर्गीकृत करता है।
- D. ई.वी.एस. पाठ्यचर्या विद्यार्थियों को पर्यावरण की समग्र रूप से सराहना करने और विषयों को विज्ञान और सामाजिक विज्ञान में विभाजित करने में सक्षम बनाता है।

(1) A, B और D

(2) B, C और D

(3) A, B और C

(4) A और B

[Question ID = 82][Question Description = CTET_P1_PART_3_EVS_SET_112_Q82]

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

8) Which perspective do teachers teaching EVS need to develop in learners to understand environmental issues ?

- (1) Multidisciplinary perspective
- (2) Disciplinary perspective
- (3) Global perspective
- (4) Preserving and protecting the environment

पर्यावरण के मुद्दों को समझने के लिए ई.वी.एस. पढ़ाने वाले शिक्षकों को विद्यार्थियों में कौन-सा परिप्रेक्ष्य विकसित करने की आवश्यकता है ?

- (1) बहु-विषयक परिप्रेक्ष्य
- (2) अनुशासनात्मक परिप्रेक्ष्य
- (3) वैश्विक परिप्रेक्ष्य
- (4) पर्यावरण का संरक्षण और सुरक्षा

[Question ID = 83][Question Description = CTET_P1_PART_3_EVS_SET_112_Q83]

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

9) Which of the following are suitable explanations of "observation" activities in EVS ?

- A. To enable children to see similarities to extend children's learning.
- B. To enable children to see differences to extend children's learning.
- C. To enable children to seek information to extend children's learning.
- D. To enable children to nurture natural curiosity to extend children's learning.

(1) A and B

(2) B and C

(3) C and D

(4) A and C

निम्नलिखित में से कौन-सी पर्यावरण अध्ययन में "अवलोकन" गतिविधियों की उपयुक्त व्याख्या है ?

- A. बच्चों को समानताएँ देखने में सक्षम बनाना जिससे बच्चों के सीखने का विस्तार हो ।
- B. बच्चों को अंतर देखने में सक्षम बनाना जिससे बच्चों के सीखने का विस्तार हो ।
- C. बच्चों को सूचनाएँ प्राप्त करने में सक्षम बनाना जिससे बच्चों के सीखने का विस्तार हो ।
- D. बच्चों की स्वाभाविक जिज्ञासा का पोषण करना जिससे बच्चों के सीखने का विस्तार हो ।

(1) A और B

(2) B और C

(3) C और D

(4) A और C

[Question ID = 84][Question Description = CTET_P1_PART_3_EVS_SET_112_Q84]

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

10) Which of the following statements clarify the nature of Continuous and Comprehensive Evaluation ?

- A. CCE is assigning grades to children for their overall progress.
- B. CCE is assigning marks to children for their overall progress.
- C. CCE provides information about the changes in the levels of students from time to time.
- D. CCE is informing children about how they can progress in their learning process.

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

निम्नलिखित में से कौन-से कथन सतत एवं व्यापक मूल्यांकन की प्रकृति को स्पष्ट करते हैं ?

- A. सतत एवं व्यापक मूल्यांकन बच्चों की संपूर्ण प्रगति के लिए उन्हें ग्रेड दिया जाना है ।
- B. सतत एवं व्यापक मूल्यांकन बच्चों की संपूर्ण प्रगति के लिए उन्हें अंक दिया जाना है ।
- C. सतत एवं व्यापक मूल्यांकन समय-समय पर बच्चों के सीखने के स्तरों में आने वाले परिवर्तन की जानकारी देता है ।
- D. सतत एवं व्यापक मूल्यांकन बच्चों को यह बताना है कि वे अपनी अधिगम प्रक्रिया को आगे कैसे बढ़ाएँ ।

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

[Question ID = 85][Question Description = CTET_P1_PART_3_EVS_SET_112_Q85]

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

11) Which of the following is most important for an EVS teacher to develop among its students towards environment conservation ?

- (1) Knowledge
- (2) Attitude
- (3) Skill
- (4) Understanding

अपने विद्यार्थियों में पर्यावरण संरक्षण के प्रति निम्नलिखित में से किसका विकास करना, एक पर्यावरण अध्ययन शिक्षक के लिए सर्वाधिक महत्वपूर्ण है ?

- (1) ज्ञान
- (2) अभिवृत्ति
- (3) कौशल
- (4) समझ

[Question ID = 86][Question Description = CTET_P1_PART_3_EVS_SET_112_Q86]

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

12) Tashi is finding it difficult to explain the terms, "glucose", "acid" and "acidity" given in the EVS Book. What should Tashi do ?

- (1) Show the packets of glucose and acid to children.
- (2) Ask students to read the Hindi meanings of these words from the dictionary.
- (3) Try to explain in local language of children and discuss their experiences.
- (4) Invite local doctor in class for expert lecture.

ताशी को पर्यावरण अध्ययन की पुस्तक में दिए गए शब्द "ग्लूकोज़", "एसिड" व "एसिडिटी" बच्चों को समझाने में कठिनाई हो रही है। ताशी को क्या करना चाहिए ?

- (1) ग्लूकोज़ और एसिड के पैकेट ला कर बच्चों को दिखाएँ।
- (2) विद्यार्थियों से शब्दकोश में से इन शब्दों के हिन्दी अर्थ पढ़ने को कहें।
- (3) बच्चों की स्थानीय भाषा तथा अनुभवों पर चर्चा कर समझाने का प्रयास करें।
- (4) कक्षा में स्थानीय डॉक्टर को विशेषज्ञ वार्ता के लिए आमंत्रित करें।

[Question ID = 87][Question Description = CTET_P1_PART_3_EVS_SET_112_Q87]

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

13) Environmental Studies is about which of the following forms of learning ?

- A. Factual
- B. Experiential
- C. Experimental

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

पर्यावरण अध्ययन अधिगम के निम्नलिखित स्वरूपों में से किन स्वरूपों के बारे में है ?

- A. तथ्यात्मक
- B. अनुभवात्मक
- C. प्रयोगात्मक

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

[Question ID = 88][Question Description = CTET_P1_PART_3_EVS_SET_112_Q88]

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

14) The EVS curriculum should stress upon which of the following ?

- A. Content
- B. Process
- C. Facts
- D. Application

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

पर्यावरण अध्ययन पाठ्यक्रम को निम्नलिखित में से किस पर जोर देना चाहिए ?

- A. विषय-वस्तु
- B. प्रक्रिया
- C. तथ्य
- D. अनुप्रयोग

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

[Question ID = 89][Question Description = CTET_P1_PART_3_EVS_SET_112_Q89]

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

15) Basva is going to conduct a puppet show on farmers' life. This will develop which of the following process skills in the students ?

- (1) Remembering skill
- (2) Recognising skill
- (3) Conceptual skill
- (4) Observation skill

बसवा किसानों के जीवन पर एक कठपुतली कार्यक्रम का मंचन करती है। इससे विद्यार्थियों में निम्नलिखित में से कौन-से प्रक्रिया कौशल का विकास होगा ?

- (1) याद रखने का कौशल
- (2) पहचानने का कौशल
- (3) अवधारणात्मक कौशल
- (4) अवलोकन कौशल

[Question ID = 90][Question Description = CTET_P1_PART_3_EVS_SET_112_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 that follow by selecting the correct / most appropriate option :

1. **Kids for Tigers** is an environmental educational programme for schools across India launched in 2000 which aims to bring out the vital connection between the survival of the tiger and ecological security of the Indian subcontinent. Through 'edutainment' workshops, tiger fests, nature walks, film shows and tiger information kits, Kids for Tigers seeks to increase awareness among children about India's biodiversity and sensitize them to the fact that saving tigers and their forests will also secure our water supply and help save ourselves. Their rationale is simple, "We cannot save the tiger without saving its forests. If we do this, we are saving India's purest water sources".

2. The organization does not believe that children must wait to become adults before taking charge of their destinies. They are encouraged to make their voices heard, to write to powerful decision-makers and influence their own families and communities. These children are young defenders of the wild and have lobbied for the tiger at the national level, asked for protection for wildlife sanctuaries, met with political leaders, senior government officials, editors of newspapers and magazines and public figures of all kinds. Their contributions have been recognized and admired by environmental groups in India and abroad. Some of the world's most credible wildlife experts have taken out time to help groom the most promising among these tiger warriors in their future role at the frontline of the tiger's defense.

3. Public rallies, signature campaigns, petition sheets, photo exhibitions, celebration of eco days, like World Environment Day are some activities undertaken to heighten the cause. The aim is to increase the reach across the country. Even though there are no tigers in Kashmir, work is being done to spread awareness about the endangered *Hangul*, the State animal.

The word 'charge' in para 2 is a/an

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

[Question ID = 220][Question Description = CTET_P1_PART_4_L1_SET_112_ENGLISH_Q91]

- 1. 1 [Option ID = 877]
- 2. 2 [Option ID = 878]
- 3. 3 [Option ID = 879]
- 4. 4 [Option ID = 880]

2) **Directions :** Read the passage given below and answer the questions that follow by selecting the correct / most appropriate option :

1. **Kids for Tigers** is an environmental educational programme for schools across India launched in 2000 which aims to bring out the vital connection between the survival of the tiger and ecological security of the Indian subcontinent. Through 'edutainment' workshops, tiger fests, nature walks, film shows and tiger information kits, Kids for Tigers seeks to increase awareness among children about India's biodiversity and sensitize them to the fact that saving tigers and their forests will also secure our water supply and help save ourselves. Their rationale is simple, "We cannot save the tiger without saving its forests. If we do this, we are saving India's purest water sources".

2. The organization does not believe that children must wait to become adults before taking charge of their destinies. They are encouraged to make their voices heard, to write to powerful decision-makers and influence their own families and communities. These children are young defenders of the wild and have lobbied for the tiger at the national level, asked for protection for wildlife sanctuaries, met with political leaders, senior government officials, editors of newspapers and magazines and public figures of all kinds. Their contributions have been recognized and admired by environmental groups in India and abroad. Some of the world's most credible wildlife experts have taken out time to help groom the most promising among these tiger warriors in their future role at the frontline of the tiger's defense.

3. Public rallies, signature campaigns, petition sheets, photo exhibitions, celebration of eco days, like World Environment Day are some activities undertaken to heighten the cause. The aim is to increase the reach across the country. Even though there are no tigers in Kashmir, work is being done to spread awareness about the endangered *Hangul*, the State animal.

In the expression, 'spread awareness about the endangered Hangul', the underlined word is a/an

(1) Adjective

(2) Verb

(3) Noun

(4) Adverb

[Question ID = 221][Question Description = CTET_P1_PART_4_L1_SET_112_ENGLISH_Q92]

1. 1 [Option ID = 881]
2. 2 [Option ID = 882]
3. 3 [Option ID = 883]
4. 4 [Option ID = 884]

3) **Directions :** Read the passage given below and answer the questions that follow by selecting the correct / most appropriate option :

1. **Kids for Tigers** is an environmental educational programme for schools across India launched in 2000 which aims to bring out the vital connection between the survival of the tiger and ecological security of the Indian subcontinent. Through 'edutainment' workshops, tiger fests, nature walks, film shows and tiger information kits, Kids for Tigers seeks to increase awareness among children about India's biodiversity and sensitize them to the fact that saving tigers and their forests will also secure our water supply and help save ourselves. Their rationale is simple, "We cannot save the tiger without saving its forests. If we do this, we are saving India's purest water sources".

2. The organization does not believe that children must wait to become adults before taking charge of their destinies. They are encouraged to make their voices heard, to write to powerful decision-makers and influence their own families and communities. These children are young defenders of the wild and have lobbied for the tiger at the national level, asked for protection for wildlife sanctuaries, met with political leaders, senior government officials, editors of newspapers and magazines and public figures of all kinds. Their contributions have been recognized and admired by environmental groups in India and abroad. Some of the world's most credible wildlife experts have taken out time to help groom the most promising among these tiger warriors in their future role at the frontline of the tiger's defense.

3. Public rallies, signature campaigns, petition sheets, photo exhibitions, celebration of eco days, like World Environment Day are some activities undertaken to heighten the cause. The aim is to increase the reach across the country. Even though there are no tigers in Kashmir, work is being done to spread awareness about the endangered *Hangul*, the State animal.

Which word in para 2 is similar in meaning to the phrase 'make an impact' ?

- (1) Credible
- (2) Influence
- (3) Lobbied
- (4) Charge

[Question ID = 222][Question Description = CTET_P1_PART_4_L1_SET_112_ENGLISH_Q93]

- 1. 1 [Option ID = 885]
- 2. 2 [Option ID = 886]
- 3. 3 [Option ID = 887]
- 4. 4 [Option ID = 888]

4) **Directions :** Read the passage given below and answer the questions that follow by selecting the correct / most appropriate option :

1. **Kids for Tigers** is an environmental educational programme for schools across India launched in 2000 which aims to bring out the vital connection between the survival of the tiger and ecological security of the Indian subcontinent. Through 'edutainment' workshops, tiger fests, nature walks, film shows and tiger information kits, Kids for Tigers seeks to increase awareness among children about India's biodiversity and sensitize them to the fact that saving tigers and their forests will also secure our water supply and help save ourselves. Their rationale is simple, "We cannot save the tiger without saving its forests. If we do this, we are saving India's purest water sources".

2. The organization does not believe that children must wait to become adults before taking charge of their destinies. They are encouraged to make their voices heard, to write to powerful decision-makers and influence their own families and communities. These children are young defenders of the wild and have lobbied for the tiger at the national level, asked for protection for wildlife sanctuaries, met with political leaders, senior government officials, editors of newspapers and magazines and public figures of all kinds. Their contributions have been recognized and admired by environmental groups in India and abroad. Some of the world's most credible wildlife experts have taken out time to help groom the most promising among these tiger warriors in their future role at the frontline of the tiger's defense.

3. Public rallies, signature campaigns, petition sheets, photo exhibitions, celebration of eco days, like World Environment Day are some activities undertaken to heighten the cause. The aim is to increase the reach across the country. Even though there are no tigers in Kashmir, work is being done to spread awareness about the endangered *Hangul*, the State animal.

Which word in para 2 means the opposite of the word 'destruction' ?

(1) Contribution

(2) Credible

(3) Powerful

(4) Protection

[Question ID = 223][Question Description = CTET_P1_PART_4_L1_SET_112_ENGLISH_Q94]

1. 1 [Option ID = 889]

2. 2 [Option ID = 890]

3. 3 [Option ID = 891]

4. 4 [Option ID = 892]

5) **Directions :** Read the passage given below and answer the questions that follow by selecting the correct / most appropriate option :

1. **Kids for Tigers** is an environmental educational programme for schools across India launched in 2000 which aims to bring out the vital connection between the survival of the tiger and ecological security of the Indian subcontinent. Through 'edutainment' workshops, tiger fests, nature walks, film shows and tiger information kits, Kids for Tigers seeks to increase awareness among children about India's biodiversity and sensitize them to the fact that saving tigers and their forests will also secure our water supply and help save ourselves. Their rationale is simple, "We cannot save the tiger without saving its forests. If we do this, we are saving India's purest water sources".

2. The organization does not believe that children must wait to become adults before taking charge of their destinies. They are encouraged to make their voices heard, to write to powerful decision-makers and influence their own families and communities. These children are young defenders of the wild and have lobbied for the tiger at the national level, asked for protection for wildlife sanctuaries, met with political leaders, senior government officials, editors of newspapers and magazines and public figures of all kinds. Their contributions have been recognized and admired by environmental groups in India and abroad. Some of the world's most credible wildlife experts have taken out time to help groom the most promising among these tiger warriors in their future role at the frontline of the tiger's defense.

3. Public rallies, signature campaigns, petition sheets, photo exhibitions, celebration of eco days, like World Environment Day are some activities undertaken to heighten the cause. The aim is to increase the reach across the country. Even though there are no tigers in Kashmir, work is being done to spread awareness about the endangered *Hangul*, the State animal.

Read the following statements :

(A) Tiger warriors are being groomed by unknown wildlife experts.

(B) The role of children in the future is to be at the forefront of protecting tigers.

(C) To save the tiger, saving forests is vital.

(1) (B) and (C) are correct, (A) is incorrect

(2) (A) and (B) are correct, (C) is incorrect

(3) (A) and (C) are incorrect, (B) is correct

(4) (A) and (B) are incorrect, (C) is correct

[Question ID = 224][Question Description = CTET_P1_PART_4_L1_SET_112_ENGLISH_Q95]

1. 1 [Option ID = 893]

2. 2 [Option ID = 894]

3. 3 [Option ID = 895]

4. 4 [Option ID = 896]

6) **Directions :** Read the passage given below and answer the questions that follow by selecting the correct / most appropriate option :

1. **Kids for Tigers** is an environmental educational programme for schools across India launched in 2000 which aims to bring out the vital connection between the survival of the tiger and ecological security of the Indian subcontinent. Through 'edutainment' workshops, tiger fests, nature walks, film shows and tiger information kits, Kids for Tigers seeks to increase awareness among children about India's biodiversity and sensitize them to the fact that saving tigers and their forests will also secure our water supply and help save ourselves. Their rationale is simple, "We cannot save the tiger without saving its forests. If we do this, we are saving India's purest water sources".

2. The organization does not believe that children must wait to become adults before taking charge of their destinies. They are encouraged to make their voices heard, to write to powerful decision-makers and influence their own families and communities. These children are young defenders of the wild and have lobbied for the tiger at the national level, asked for protection for wildlife sanctuaries, met with political leaders, senior government officials, editors of newspapers and magazines and public figures of all kinds. Their contributions have been recognized and admired by environmental groups in India and abroad. Some of the world's most credible wildlife experts have taken out time to help groom the most promising among these tiger warriors in their future role at the frontline of the tiger's defense.

3. Public rallies, signature campaigns, petition sheets, photo exhibitions, celebration of eco days, like World Environment Day are some activities undertaken to heighten the cause. The aim is to increase the reach across the country. Even though there are no tigers in Kashmir, work is being done to spread awareness about the endangered *Hangul*, the State animal.

Activities which heighten the cause of tigers include

- (1) Signature campaigns except workshops
- (2) Public rallies and film shows
- (3) Petition sheets but not nature walks
- (4) Photo exhibitions excluding film shows

[Question ID = 225][Question Description = CTET_P1_PART_4_L1_SET_112_ENGLISH_Q96]

- 1. 1 [Option ID = 897]
- 2. 2 [Option ID = 898]
- 3. 3 [Option ID = 899]
- 4. 4 [Option ID = 900]

7) **Directions :** Read the passage given below and answer the questions that follow by selecting the correct / most appropriate option :

1. **Kids for Tigers** is an environmental educational programme for schools across India launched in 2000 which aims to bring out the vital connection between the survival of the tiger and ecological security of the Indian subcontinent. Through 'edutainment' workshops, tiger fests, nature walks, film shows and tiger information kits, Kids for Tigers seeks to increase awareness among children about India's biodiversity and sensitize them to the fact that saving tigers and their forests will also secure our water supply and help save ourselves. Their rationale is simple, "We cannot save the tiger without saving its forests. If we do this, we are saving India's purest water sources".

2. The organization does not believe that children must wait to become adults before taking charge of their destinies. They are encouraged to make their voices heard, to write to powerful decision-makers and influence their own families and communities. These children are young defenders of the wild and have lobbied for the tiger at the national level, asked for protection for wildlife sanctuaries, met with political leaders, senior government officials, editors of newspapers and magazines and public figures of all kinds. Their contributions have been recognized and admired by environmental groups in India and abroad. Some of the world's most credible wildlife experts have taken out time to help groom the most promising among these tiger warriors in their future role at the frontline of the tiger's defense.

3. Public rallies, signature campaigns, petition sheets, photo exhibitions, celebration of eco days, like World Environment Day are some activities undertaken to heighten the cause. The aim is to increase the reach across the country. Even though there are no tigers in Kashmir, work is being done to spread awareness about the endangered *Hangul*, the State animal.

'Kids for Tigers' is a programme for

- (1) public figures
- (2) decision-makers
- (3) film-makers
- (4) school children

[Question ID = 226][Question Description = CTET_P1_PART_4_L1_SET_112_ENGLISH_Q97]

- 1. 1 [Option ID = 901]
- 2. 2 [Option ID = 902]
- 3. 3 [Option ID = 903]
- 4. 4 [Option ID = 904]

8) **Directions :** Read the passage given below and answer the questions that follow by selecting the correct / most appropriate option :

1. **Kids for Tigers** is an environmental educational programme for schools across India launched in 2000 which aims to bring out the vital connection between the survival of the tiger and ecological security of the Indian subcontinent. Through 'edutainment' workshops, tiger fests, nature walks, film shows and tiger information kits, Kids for Tigers seeks to increase awareness among children about India's biodiversity and sensitize them to the fact that saving tigers and their forests will also secure our water supply and help save ourselves. Their rationale is simple, "We cannot save the tiger without saving its forests. If we do this, we are saving India's purest water sources".

2. The organization does not believe that children must wait to become adults before taking charge of their destinies. They are encouraged to make their voices heard, to write to powerful decision-makers and influence their own families and communities. These children are young defenders of the wild and have lobbied for the tiger at the national level, asked for protection for wildlife sanctuaries, met with political leaders, senior government officials, editors of newspapers and magazines and public figures of all kinds. Their contributions have been recognized and admired by environmental groups in India and abroad. Some of the world's most credible wildlife experts have taken out time to help groom the most promising among these tiger warriors in their future role at the frontline of the tiger's defense.

3. Public rallies, signature campaigns, petition sheets, photo exhibitions, celebration of eco days, like World Environment Day are some activities undertaken to heighten the cause. The aim is to increase the reach across the country. Even though there are no tigers in Kashmir, work is being done to spread awareness about the endangered *Hangul*, the State animal.

According to the writer, Environment Day activities are **not** undertaken by children to

- (1) sensitize them about ecological security.
- (2) be ignorant about the cause of tigers.
- (3) increase reach across the country.
- (4) spread awareness.

[Question ID = 227][Question Description = CTET_P1_PART_4_L1_SET_112_ENGLISH_Q98]

- 1. 1 [Option ID = 905]
- 2. 2 [Option ID = 906]
- 3. 3 [Option ID = 907]
- 4. 4 [Option ID = 908]

9) **Directions :** Read the passage given below and answer the questions that follow by selecting the correct / most appropriate option :

1. **Kids for Tigers** is an environmental educational programme for schools across India launched in 2000 which aims to bring out the vital connection between the survival of the tiger and ecological security of the Indian subcontinent. Through 'edutainment' workshops, tiger fests, nature walks, film shows and tiger information kits, Kids for Tigers seeks to increase awareness among children about India's biodiversity and sensitize them to the fact that saving tigers and their forests will also secure our water supply and help save ourselves. Their rationale is simple, "We cannot save the tiger without saving its forests. If we do this, we are saving India's purest water sources".

2. The organization does not believe that children must wait to become adults before taking charge of their destinies. They are encouraged to make their voices heard, to write to powerful decision-makers and influence their own families and communities. These children are young defenders of the wild and have lobbied for the tiger at the national level, asked for protection for wildlife sanctuaries, met with political leaders, senior government officials, editors of newspapers and magazines and public figures of all kinds. Their contributions have been recognized and admired by environmental groups in India and abroad. Some of the world's most credible wildlife experts have taken out time to help groom the most promising among these tiger warriors in their future role at the frontline of the tiger's defense.

3. Public rallies, signature campaigns, petition sheets, photo exhibitions, celebration of eco days, like World Environment Day are some activities undertaken to heighten the cause. The aim is to increase the reach across the country. Even though there are no tigers in Kashmir, work is being done to spread awareness about the endangered *Hangul*, the State animal.

In the expression 'to heighten the cause', what does the writer intend to convey ?

- (1) To think of temporary solutions
- (2) To increase personal popularity
- (3) To increase awareness
- (4) To have a limited scope

[Question ID = 228][Question Description = CTET_P1_PART_4_L1_SET_112_ENGLISH_Q99]

- 1. 1 [Option ID = 909]
- 2. 2 [Option ID = 910]
- 3. 3 [Option ID = 911]
- 4. 4 [Option ID = 912]

Topic:- ENG_Q100-105_L1_P1_CTET

- 1) **Directions :** Read the stanzas given below and answer the questions that follow by selecting the correct/most appropriate option :

The synopsis looked good, the cover looked nice,
You opened the book and began a new life.
You found a new home, you met some new friends,
You kept on reading, hoping it would never end.
You danced through the pages, you sang out the words
You felt all their joy, and all their pain and hurt.
The pages cut your fingers, and the words cut your heart,
Like the author had a knife, and was tearing your soul apart.
You laughed with the characters, and with them, you cried,
You fell in love with them, too but with them, you died,
And when the book reached its end, and your broken heart couldn't heal,
You suddenly realized that all that you read is not real.

What does the word 'synopsis' in line 1 mean ?

- (1) Debate
- (2) Narration
- (3) Summary
- (4) Deliberation

[Question ID = 229][Question Description = CTET_P1_PART_4_L1_SET_112_ENGLISH_Q100]

- 1. 1 [Option ID = 913]
- 2. 2 [Option ID = 914]
- 3. 3 [Option ID = 915]
- 4. 4 [Option ID = 916]

- 2) **Directions :** Read the stanzas given below and answer the questions that follow by selecting the correct/most appropriate option :

The synopsis looked good, the cover looked nice,
You opened the book and began a new life.
You found a new home, you met some new friends,
You kept on reading, hoping it would never end.
You danced through the pages, you sang out the words
You felt all their joy, and all their pain and hurt.
The pages cut your fingers, and the words cut your heart,
Like the author had a knife, and was tearing your soul apart.
You laughed with the characters, and with them, you cried,
You fell in love with them, too but with them, you died,
And when the book reached its end, and your broken heart couldn't heal,
You suddenly realized that all that you read is not real.

Which of the following feelings did the poet **not** feel initially while reading the book ?

- (1) He was upset with life of the characters.
- (2) He wanted to keep on reading and not stop.
- (3) He enjoyed the new friends he made while reading.
- (4) He liked the cover and synopsis of the book.

[Question ID = 230][Question Description = CTET_P1_PART_4_L1_SET_112_ENGLISH_Q101]

1. 1 [Option ID = 917]
2. 2 [Option ID = 918]
3. 3 [Option ID = 919]
4. 4 [Option ID = 920]

3) **Directions :** Read the stanzas given below and answer the questions that follow by selecting the correct/most appropriate option :

The synopsis looked good, the cover looked nice,
You opened the book and began a new life.
You found a new home, you met some new friends,
You kept on reading, hoping it would never end.
You danced through the pages, you sang out the words
You felt all their joy, and all their pain and hurt.
The pages cut your fingers, and the words cut your heart,
Like the author had a knife, and was tearing your soul apart.
You laughed with the characters, and with them, you cried,
You fell in love with them, too but with them, you died,
And when the book reached its end, and your broken heart couldn't heal,
You suddenly realized that all that you read is not real.

Read the following statements :

- (A) The poet reached the end of the book he was reading.
(B) He realized that the characters of the book were imaginary.

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

[Question ID = 231][Question Description = CTET_P1_PART_4_L1_SET_112_ENGLISH_Q102]

1. 1 [Option ID = 921]
2. 2 [Option ID = 922]
3. 3 [Option ID = 923]
4. 4 [Option ID = 924]

- 4) **Directions :** Read the stanzas given below and answer the questions that follow by selecting the correct/most appropriate option :

The synopsis looked good, the cover looked nice,
You opened the book and began a new life.
You found a new home, you met some new friends,
You kept on reading, hoping it would never end.
You danced through the pages, you sang out the words
You felt all their joy, and all their pain and hurt.
The pages cut your fingers, and the words cut your heart,
Like the author had a knife, and was tearing your soul apart.
You laughed with the characters, and with them, you cried,
You fell in love with them, too but with them, you died,
And when the book reached its end, and your broken heart couldn't heal,
You suddenly realized that all that you read is not real.

'The words cut your heart.' Which figure of speech can be identified in this line ?

- (1) Parallelism
- (2) Metaphor
- (3) Simile
- (4) Alliteration

[Question ID = 232][Question Description = CTET_P1_PART_4_L1_SET_112_ENGLISH_Q103]

- 1. 1 [Option ID = 925]
- 2. 2 [Option ID = 926]
- 3. 3 [Option ID = 927]
- 4. 4 [Option ID = 928]

- 5) **Directions :** Read the stanzas given below and answer the questions that follow by selecting the correct/most appropriate option :

The synopsis looked good, the cover looked nice,
You opened the book and began a new life.
You found a new home, you met some new friends,
You kept on reading, hoping it would never end.
You danced through the pages, you sang out the words
You felt all their joy, and all their pain and hurt.
The pages cut your fingers, and the words cut your heart,
Like the author had a knife, and was tearing your soul apart.
You laughed with the characters, and with them, you cried,
You fell in love with them, too but with them, you died,
And when the book reached its end, and your broken heart couldn't heal,
You suddenly realized that all that you read is not real.

What is conveyed in the line, 'You danced through the pages, you sang out the words' ?

- (1) The poet felt joy, pain and hurt reading the book.
- (2) The poet was overjoyed while reading the book.
- (3) The poet sang and danced after reading the book.
- (4) The characters of the book danced before his eyes.

[Question ID = 233][Question Description = CTET_P1_PART_4_L1_SET_112_ENGLISH_Q104]

1. 1 [Option ID = 929]
2. 2 [Option ID = 930]
3. 3 [Option ID = 931]
4. 4 [Option ID = 932]

6) **Directions :** Read the stanzas given below and answer the questions that follow by selecting the correct/most appropriate option :

The synopsis looked good, the cover looked nice,
You opened the book and began a new life.
You found a new home, you met some new friends,
You kept on reading, hoping it would never end.
You danced through the pages, you sang out the words
You felt all their joy, and all their pain and hurt.
The pages cut your fingers, and the words cut your heart,
Like the author had a knife, and was tearing your soul apart.
You laughed with the characters, and with them, you cried,
You fell in love with them, too but with them, you died,
And when the book reached its end, and your broken heart couldn't heal,
You suddenly realized that all that you read is not real.

As conveyed by the poet in para 2, what were **not** his feelings that connected him to the characters of the book?

- (1) Love
- (2) Pain
- (3) Sorrow
- (4) Jealousy

[Question ID = 234][Question Description = CTET_P1_PART_4_L1_SET_112_ENGLISH_Q105]

1. 1 [Option ID = 933]
2. 2 [Option ID = 934]
3. 3 [Option ID = 935]
4. 4 [Option ID = 936]

Topic:- ENG_Q106-120_L1_P1_CTET

1) Knowledge of more than one language

- (1) becomes a burden to the teacher in the language classroom.
- (2) configures the learners while learning in a new classroom.
- (3) is very helpful in teaching and learning a new language.
- (4) comes as interference in learning a new language.

[Question ID = 235][Question Description = CTET_P1_PART_4_L1_SET_112_ENGLISH_Q106]

1. 1 [Option ID = 937]
2. 2 [Option ID = 938]
3. 3 [Option ID = 939]
4. 4 [Option ID = 940]

2) A teacher believes that children are born with grammar rules in their brain and thus they can learn any language. Her approach to language acquisition is aligned with

- (1) Behaviourists
- (2) Cognitivists
- (3) Nativists
- (4) Constructivists

[Question ID = 236][Question Description = CTET_P1_PART_4_L1_SET_112_ENGLISH_Q107]

- 1. 1 [Option ID = 941]
- 2. 2 [Option ID = 942]
- 3. 3 [Option ID = 943]
- 4. 4 [Option ID = 944]

3) In the library period, students go to the library and read the book of their interest. They are engaged in

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

[Question ID = 237][Question Description = CTET_P1_PART_4_L1_SET_112_ENGLISH_Q108]

- 1. 1 [Option ID = 945]
- 2. 2 [Option ID = 946]
- 3. 3 [Option ID = 947]
- 4. 4 [Option ID = 948]

4) Print rich environment of the class refers to

- (1) exposing children to books and other reading material in the class.
- (2) making the children learn the print handwriting.
- (3) making the children learn hand printing.
- (4) asking the children to collect waste material from their immediate environment and create something.

[Question ID = 238][Question Description = CTET_P1_PART_4_L1_SET_112_ENGLISH_Q109]

- 1. 1 [Option ID = 949]
- 2. 2 [Option ID = 950]
- 3. 3 [Option ID = 951]
- 4. 4 [Option ID = 952]

5) The three stages of phonological awareness are

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

[Question ID = 239][Question Description = CTET_P1_PART_4_L1_SET_112_ENGLISH_Q110]

- 1. 1 [Option ID = 953]
- 2. 2 [Option ID = 954]
- 3. 3 [Option ID = 955]
- 4. 4 [Option ID = 956]

6) At what age does phonological awareness at all three levels begin to develop?

- (1) 3 – 4 years old
- (2) 4 – 5 years old
- (3) 5 – 6 years old
- (4) 6 – 7 years old

[Question ID = 240][Question Description = CTET_P1_PART_4_L1_SET_112_ENGLISH_Q111]

- 1. 1 [Option ID = 957]
- 2. 2 [Option ID = 958]
- 3. 3 [Option ID = 959]
- 4. 4 [Option ID = 960]

7) In preparing a fifth grade class to take a standardised reading test the teacher is best advised to :

- (1) tell the children the test is very important and they should do the best they can.
- (2) coach the below grade level readers, as the rest of the class will do well anyway.
- (3) give the pupils practice in answering questions similar to the type that will appear on the test.
- (4) explain to the learner the characteristics of standardised test.

[Question ID = 241][Question Description = CTET_P1_PART_4_L1_SET_112_ENGLISH_Q112]

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

8) In a language class, a teacher gives individual attention to each child to help them in reading a new text. This teacher believes that

- (1) the learners always learn better in groups.
- (2) the teacher training programmes prescribe it.
- (3) it offers better opportunities to teachers to discipline each learner.
- (4) the children learn at different pace and learn differently.

[Question ID = 242][Question Description = CTET_P1_PART_4_L1_SET_112_ENGLISH_Q113]

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

9) At primary level, it is better to teach in mother language because

- (1) it develops self-confidence in teachers.
- (2) it makes teaching easy.
- (3) it is helpful in intellectual development.
- (4) it helps children to learn in natural atmosphere.

[Question ID = 243][Question Description = CTET_P1_PART_4_L1_SET_112_ENGLISH_Q114]

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

10) Input rich environment can play an important role in language learning at primary grade by helping the child to

- (1) memorise the grammatical rules of the target language.
- (2) understand the structure of language.
- (3) learn language by translating the target language into home language.
- (4) provide opportunity where the language is seen, noticed and learnt.

[Question ID = 244][Question Description = CTET_P1_PART_4_L1_SET_112_ENGLISH_Q115]

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

11) During the pre-writing process, the teacher asks children to organize their ideas for preparing them to write. Which of the following strategies is **not** part of the pre-writing process ?

- (1) Mind mapping
- (2) Freewriting
- (3) Brainstorming
- (4) Peer review

[Question ID = 245][Question Description = CTET_P1_PART_4_L1_SET_112_ENGLISH_Q116]

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

12) The purpose of peer review as an important strategy for improving student's writing process must be

- (1) to make them confident in finding faults of their peers.
- (2) to offer formative feedback to their peers which further helps them to improve their drafts.
- (3) to generate and develop ideas for their writing.
- (4) to be able to connect ideas and build paragraphs for the writing.

[Question ID = 246][Question Description = CTET_P1_PART_4_L1_SET_112_ENGLISH_Q117]

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

13) According to Piaget, the language begins by the end of the first stage of cognitive development. This is referred to as

- (1) Spatial awareness
- (2) Symbolic thought
- (3) Mental map
- (4) Object permanence

[Question ID = 247][Question Description = CTET_P1_PART_4_L1_SET_112_ENGLISH_Q118]

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

14) After reading a story, Geet retells the story in her own words and adds certain new characters and incidents. To handle the situation, the teacher should

- (1) correct the child.
- (2) appreciate the child.
- (3) punish the child.
- (4) ignore the child.

[Question ID = 248][Question Description = CTET_P1_PART_4_L1_SET_112_ENGLISH_Q119]

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

15) Cooing and babbling refer to first speech sounds of the infant. Here, cooing is

- (1) the form of language adopted by adults when speaking to infants and toddlers.
- (2) pleasant vowel-like noises made by infants beginning around 2 months.
- (3) repetition of consonant-vowel combinations in long strings, beginning around six months of age.
- (4) short sentences with high pitched exaggerated intonation spoken by adults.

[Question ID = 249][Question Description = CTET_P1_PART_4_L1_SET_112_ENGLISH_Q120]

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

Topic:- Sanskrit_Q121-128_L2_P1_CTET

1) **निर्देशः** : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेषु उचिततमम् उत्तरं चिनुत ।

तत् पौरुषावष्टम्भं कृत्वा त्वं तावत् अत्र एव प्रतिपालय यावदहमेतत् शब्दस्वरूपं ज्ञात्वा आगच्छामि । ततः पश्चात् यथोचितं कार्यम्” इति । पिङ्गलक आह – “किं तत्र भवान् गन्तुमुत्सहते” । स आह – “किं स्वाम्यादेशात्सद्भृत्यस्य कृत्याकृत्यमस्ति

पिङ्गलक आह – “भद्र ! यदि एवं तत् गच्छ शिवास्ते पन्थानः सन्तु” इति । दमनकोऽपि तं प्रणम्य सञ्जीवकशब्दानुसारी प्रतस्थे । अथ दमनके गते भयव्याकुलमनाः पिङ्गलकः चिन्तयामास । “अहो ! न शोभनं कृतं मया, यत् तस्य विश्वासं गत्वा आत्माभिप्रायो निवेदितः । कदाचित् दमनकोऽयमुभयवेतनो भूत्वा ममोपरि दुष्टबुद्धिः स्यात् भ्रष्टाधिकारत्वात् ।

एवं सम्प्रधार्य स्थानान्तरं गत्वा दमनकमार्गमवलोकयन् एकाकी तस्थौ । दमनकोऽपि सञ्जीवकसकाशं गत्वा वृषभोऽयमिति परिजाय हृष्टमना व्यचिन्तयत् । “अहो ! शोभनमापतितम् अनेन एतस्य सन्धिविग्रहद्वारेण मम पिङ्गलको वश्यो भविष्यति इति ।

‘किं तत्र भवान् गन्तुमुत्सहते ?’ पिङ्गलकस्य इदम् कथनम् कं अकथ्यत ? प्रकरणात् ज्ञायताम् ।

(1) करटकम्

(2) दमनकम्

(3) भृत्यम्

(4) मन्त्रिणम्

[Question ID = 340][Question Description = CTET_P1_PART_5_L2_SET_112_SANSKRIT_Q121]

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

2) **निर्देशः** : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेषु उचिततमम् उत्तरं चिनुत ।

तत् पौरुषावष्टम्भं कृत्वा त्वं तावत् अत्र एव प्रतिपालय यावदहमेतत् शब्दस्वरूपं ज्ञात्वा आगच्छामि । ततः पश्चात् यथोचितं कार्यम्” इति । पिङ्गलक आह – “किं तत्र भवान् गन्तुमुत्सहते” । स आह – “किं स्वाम्यादेशात्सद्भृत्यस्य कृत्याकृत्यमस्ति पिङ्गलक आह – “भद्र ! यदि एवं तत् गच्छ शिवास्ते पन्थानः सन्तु” इति । दमनकोऽपि तं प्रणम्य सञ्जीवकशब्दानुसारी प्रतस्थे । अथ दमनके गते भयव्याकुलमनाः पिङ्गलकः चिन्तयामास । “अहो ! न शोभनं कृतं मया, यत् तस्य विश्वासं गत्वा आत्माभिप्रायो निवेदितः । कदाचित् दमनकोऽयमुभयवेतनो भूत्वा ममोपरि दुष्टबुद्धिः स्यात् भ्रष्टाधिकारत्वात् । एवं सम्प्रधार्य स्थानान्तरं गत्वा दमनकमार्गमवलोकयन् एकाकी तस्थौ । दमनकोऽपि सञ्जीवकसकाशं गत्वा वृषभोऽयमिति परिजाय हृष्टमना व्यचिन्तयत् । “अहो ! शोभनमापतितम् अनेन एतस्य सन्धिविग्रहद्वारेण मम पिङ्गलको वश्यो भविष्यति इति । स्वामिनं आश्वास्य दमनकः कं प्रत्यगच्छत् ?

(1) पिङ्गलकम्

(2) सञ्जीवकम्

(3) व्याधम्

(4) सारथिम्

[Question ID = 341][Question Description = CTET_P1_PART_5_L2_SET_112_SANSKRIT_Q122]

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

3) **निर्देशः** : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेषु उचिततमम् उत्तरं चिनुत ।

तत् पौरुषावष्टम्भं कृत्वा त्वं तावत् अत्र एव प्रतिपालय यावदहमेतत् शब्दस्वरूपं ज्ञात्वा आगच्छामि । ततः पश्चात् यथोचितं कार्यम्” इति । पिङ्गलक आह – “किं तत्र भवान् गन्तुमुत्सहते” । स आह – “किं स्वाम्यादेशात्सद्भृत्यस्य कृत्याकृत्यमस्ति

पिङ्गलक आह – “भद्र ! यदि एवं तत् गच्छ शिवास्ते पन्थानः सन्तु” इति । दमनकोऽपि तं प्रणम्य सञ्जीवकशब्दानुसारी प्रतस्थे । अथ दमनके गते भयव्याकुलमनाः पिङ्गलकः चिन्तयामास । “अहो ! न शोभनं कृतं मया, यत् तस्य विश्वासं गत्वा आत्माभिप्रायो निवेदितः । कदाचित् दमनकोऽयमुभयवेतनो भूत्वा ममोपरि दुष्टबुद्धिः स्यात् भ्रष्टाधिकारत्वात् ।

एवं सम्प्रधार्य स्थानान्तरं गत्वा दमनकमार्गमवलोकयन् एकाकी तस्थौ । दमनकोऽपि सञ्जीवकसकाशं गत्वा वृषभोऽयमिति परिजाय हृष्टमना व्यचिन्तयत् । “अहो ! शोभनमापतितम् अनेन एतस्य सन्धिविग्रहद्वारेण मम पिङ्गलको वश्यो भविष्यति इति ।

पिङ्गलकः किमर्थं भयव्याकुलमताः अभवत् ?

(1) दमनकाय आत्माभिप्रायं निवेदनात्

(2) अज्ञातबलस्य सञ्जीवकस्य शक्तेः

(3) मन्त्रिणां छलात्

(4) अदृष्टसंकटात्

[Question ID = 342][Question Description = CTET_P1_PART_5_L2_SET_112_SANSKRIT_Q123]

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

4) **निर्देशः** : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेषु उचिततमम् उत्तरं चिनुत ।

तत् पौरुषावष्टम्भं कृत्वा त्वं तावत् अत्र एव प्रतिपालय यावदहमेतत् शब्दस्वरूपं ज्ञात्वा आगच्छामि । ततः पश्चात् यथोचितं कार्यम्” इति । पिङ्गलक आह – “किं तत्र भवान् गन्तुमुत्सहते” । स आह – “किं स्वाम्यादेशात्सद्भृत्यस्य कृत्याकृत्यमस्ति

पिङ्गलक आह – “भद्र ! यदि एवं तत् गच्छ शिवास्ते पन्थानः सन्तु” इति । दमनकोऽपि तं प्रणम्य सञ्जीवकशब्दानुसारी प्रतस्थे । अथ दमनके गते भयव्याकुलमनाः पिङ्गलकः चिन्तयामास । “अहो ! न शोभनं कृतं मया, यत् तस्य विश्वासं गत्वा आत्माभिप्रायो निवेदितः । कदाचित् दमनकोऽयमुभयवेतनो भूत्वा ममोपरि दुष्टबुद्धिः स्यात् भ्रष्टाधिकारत्वात् ।

एवं सम्प्रधार्य स्थानान्तरं गत्वा दमनकमार्गमवलोकयन् एकाकी तस्थौ । दमनकोऽपि सञ्जीवकसकाशं गत्वा वृषभोऽयमिति परिजाय हृष्टमना व्यचिन्तयत् । “अहो ! शोभनमापतितम् अनेन एतस्य सन्धिविग्रहद्वारेण मम पिङ्गलको वश्यो भविष्यति इति ।

वृषभः कः आसीत् ?

(1) दमनकः

(2) करटकः

(3) सञ्जीवकः

(4) पिङ्गलकः

[Question ID = 343][Question Description = CTET_P1_PART_5_L2_SET_112_SANSKRIT_Q124]

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

5) **निर्देशः** : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेषु उचिततमम् उत्तरं चिनुत ।

तत् पौरुषावष्टम्भं कृत्वा त्वं तावत् अत्र एव प्रतिपालय यावदहमेतत् शब्दस्वरूपं ज्ञात्वा आगच्छामि । ततः पश्चात् यथोचितं कार्यम्” इति । पिङ्गलक आह – “किं तत्र भवान् गन्तुमुत्सहते” । स आह – “किं स्वाम्यादेशात्सद्भृत्यस्य कृत्याकृत्यमस्ति पिङ्गलक आह – “भद्र ! यदि एवं तत् गच्छ शिवास्ते पन्थानः सन्तु” इति । दमनकोऽपि तं प्रणम्य सञ्जीवकशब्दानुसारी प्रतस्थे । अथ दमनके गते भयव्याकुलमनाः पिङ्गलकः चिन्तयामास । “अहो ! न शोभनं कृतं मया, यत् तस्य विश्वासं गत्वा आत्माभिप्रायो निवेदितः । कदाचित् दमनकोऽयमुभयवेतनो भूत्वा ममोपरि दुष्टबुद्धिः स्यात् भ्रष्टाधिकारत्वात् । एवं सम्प्रधार्य स्थानान्तरं गत्वा दमनकमार्गमवलोकयन् एकाकी तस्थौ । दमनकोऽपि सञ्जीवकसकाशं गत्वा वृषभोऽयमिति परिजाय हृष्टमना व्यचिन्तयत् । “अहो ! शोभनमापतितम् अनेन एतस्य सन्धिविग्रहद्वारेण मम पिङ्गलको वश्यो भविष्यति इति ।

‘अनेन’ इत्ययं शब्दः कस्य रूपम् ?

- (1) इदम्
- (2) एतद्
- (3) अदस्
- (4) अस्मद्

[Question ID = 344][Question Description = CTET_P1_PART_5_L2_SET_112_SANSKRIT_Q125]

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

6) **निर्देशः** : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेषु उचिततमम् उत्तरं चिनुत ।

तत् पौरुषावष्टम्भं कृत्वा त्वं तावत् अत्र एव प्रतिपालय यावदहमेतत् शब्दस्वरूपं ज्ञात्वा आगच्छामि । ततः पश्चात् यथोचितं कार्यम्” इति । पिङ्गलक आह – “किं तत्र भवान् गन्तुमुत्सहते” । स आह – “किं स्वाम्यादेशात्सद्भृत्यस्य कृत्याकृत्यमस्ति पिङ्गलक आह – “भद्र ! यदि एवं तत् गच्छ शिवास्ते पन्थानः सन्तु” इति । दमनकोऽपि तं प्रणम्य सञ्जीवकशब्दानुसारी प्रतस्थे । अथ दमनके गते भयव्याकुलमनाः पिङ्गलकः चिन्तयामास । “अहो ! न शोभनं कृतं मया, यत् तस्य विश्वासं गत्वा आत्माभिप्रायो निवेदितः । कदाचित् दमनकोऽयमुभयवेतनो भूत्वा ममोपरि दुष्टबुद्धिः स्यात् भ्रष्टाधिकारत्वात् । एवं सम्प्रधार्य स्थानान्तरं गत्वा दमनकमार्गमवलोकयन् एकाकी तस्थौ । दमनकोऽपि सञ्जीवकसकाशं गत्वा वृषभोऽयमिति परिजाय हृष्टमना व्यचिन्तयत् । “अहो ! शोभनमापतितम् अनेन एतस्य सन्धिविग्रहद्वारेण मम पिङ्गलको वश्यो भविष्यति इति ।

‘ममोपरि’ इत्यस्य सन्धिविच्छेदः करणीयः

- (1) मम् + ओपरि (हल् सन्धिः)
- (2) ममो + उपरि (गुणसन्धिः)
- (3) मम + उपरि (गुणसन्धिः)
- (4) मम + उपरि (वृद्धिः सन्धिः)

[Question ID = 345][Question Description = CTET_P1_PART_5_L2_SET_112_SANSKRIT_Q126]

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

7) **निर्देशः** : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेषु उचिततमम् उत्तरं चिनुत ।

तत् पौरुषावष्टम्भं कृत्वा त्वं तावत् अत्र एव प्रतिपालय यावदहमेतत् शब्दस्वरूपं ज्ञात्वा आगच्छामि । ततः पश्चात् यथोचितं कार्यम्” इति । पिङ्गलक आह – “किं तत्र भवान् गन्तुमुत्सहते” । स आह – “किं स्वाम्यादेशात्सद्भृत्यस्य कृत्याकृत्यमस्ति

पिङ्गलक आह – “भद्र ! यदि एवं तत् गच्छ शिवास्ते पन्थानः सन्तु” इति । दमनकोऽपि तं प्रणम्य सञ्जीवकशब्दानुसारी प्रतस्थे । अथ दमनके गते भयव्याकुलमनाः पिङ्गलकः चिन्तयामास । “अहो ! न शोभनं कृतं मया, यत् तस्य विश्वासं गत्वा आत्माभिप्रायो निवेदितः । कदाचित् दमनकोऽयमुभयवेतनो भूत्वा ममोपरि दुष्टबुद्धिः स्यात् भ्रष्टाधिकारत्वात् ।

एवं सम्प्रधार्य स्थानान्तरं गत्वा दमनकमार्गमवलोकयन् एकाकी तस्थौ । दमनकोऽपि सञ्जीवकसकाशं गत्वा वृषभोऽयमिति परिजाय हृष्टमना व्यचिन्तयत् । “अहो ! शोभनमापतितम् अनेन एतस्य सन्धिविग्रहद्वारेण मम पिङ्गलको वश्यो भविष्यति इति ।

‘हृष्टमनाः’ इत्यस्य पर्यायवाची किमस्ति ?

(1) दुःखीमनाः

(2) खिन्नमनाः

(3) प्रसन्नमनाः

(4) क्षुब्धमनाः

[Question ID = 346][Question Description = CTET_P1_PART_5_L2_SET_112_SANSKRIT_Q127]

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

8) **निर्देशः** : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेषु उचिततमम् उत्तरं चिनुत ।

तत् पौरुषावष्टम्भं कृत्वा त्वं तावत् अत्र एव प्रतिपालय यावदहमेतत् शब्दस्वरूपं ज्ञात्वा आगच्छामि । ततः पश्चात् यथोचितं कार्यम्” इति । पिङ्गलक आह – “किं तत्र भवान् गन्तुमुत्सहते” । स आह – “किं स्वाम्यादेशात्सद्भृत्यस्य कृत्याकृत्यमस्ति पिङ्गलक आह – “भद्र ! यदि एवं तत् गच्छ शिवास्ते पन्थानः सन्तु” इति । दमनकोऽपि तं प्रणम्य सञ्जीवकशब्दानुसारी प्रतस्थे । अथ दमनके गते भयव्याकुलमनाः पिङ्गलकः चिन्तयामास । “अहो ! न शोभनं कृतं मया, यत् तस्य विश्वासं गत्वा आत्माभिप्रायो निवेदितः । कदाचित् दमनकोऽयमुभयवेतनो भूत्वा ममोपरि दुष्टबुद्धिः स्यात् भ्रष्टाधिकारत्वात् । एवं सम्प्रधार्य स्थानान्तरं गत्वा दमनकमार्गमवलोकयन् एकाकी तस्थौ । दमनकोऽपि सञ्जीवकसकाशं गत्वा वृषभोऽयमिति परिजाय हृष्टमना व्यचिन्तयत् । “अहो ! शोभनमापतितम् अनेन एतस्य सन्धिविग्रहद्वारेण मम पिङ्गलको वश्यो भविष्यति इति । ‘व्यचिन्तयत्’ इत्यत्र कः सन्धिः वर्तते ?

(1) यणसन्धिः

(2) अयादिसन्धिः

(3) गुणसन्धिः

(4) विसर्गसन्धिः

[Question ID = 347][Question Description = CTET_P1_PART_5_L2_SET_112_SANSKRIT_Q128]

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

Topic:- Sanskrit_Q129-135_L2_P1_CTET

1) **निर्देशः** : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेषु उचिततमम् उत्तरं चिनुत ।

दमनक आह – “अस्तु एवं स महात्मा वयं कृपणाः तथापि स्वामी यदि कथयति ततो भृत्यत्वे नियोजयामि ।” पिङ्गलक आह – “(सोच्छवासम्) किं भवान् शक्नोत्येवं कर्तुम् ?” । दमनक आह – “किमसाध्यं बुद्धेरस्ति” ।

पिङ्गलक आह – “यदि एवं तर्हि अमात्यपदे अध्यारोपितस्त्वम् । अद्यप्रभृति प्रसादनिग्रहादिकं त्वयैव कार्यमिति निश्चयः” । अथ दमनकः सत्वरं गत्वा साक्षेपं तमिदमाह – “एह्येहि दुष्टवृषभ ! स्वामी पिङ्गलकः त्वाम् आकारयति किं निःशङ्को भूत्वा मुहुर्मुहुर्नदसि वृथेति” । तच्छ्रुत्वा सञ्जीवकोऽब्रवीत् – “भद्र ! कोऽयं पिङ्गलकः ?” । दमनकः आह – “किं स्वामिनं पिङ्गलकमपि न जानासि ? तत्क्षणं प्रतिपालय फलेनैव ज्ञास्यसि । ननु अयं सर्वमृगपरिवृतो वटतले स्वामी पिङ्गलकनामा सिंहस्तिष्ठति” । तच्छ्रुत्वा गतायुषमिवात्मानं मन्यमानः सञ्जीवकः परं विषादमगमत् । आह च – “भद्र ! भवान् साधुसमाचारो वचनपटुश्च दृश्यते । तत् यदि मामवश्यं तत्र नयसि तदभयप्रदानेन स्वामिनः सकाशात् प्रसादः कारयितव्यः” । दमनक आह – “भौः सत्यमभिहितं भवता । नीतिरेषा ।”

दमनकः भृत्यत्वे कं नियोजयितुं कथयति । संवादक्रमेण ज्ञायताम् ?

(1) करटकम्

(2) आत्मानम्

(3) सञ्जीवकवृषभम्

(4) पिङ्गलकम्

[Question ID = 348][Question Description = CTET_P1_PART_5_L2_SET_112_SANSKRIT_Q129]

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

2) **निर्देशः** : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेषु उचिततमम् उत्तरं चिनुत ।

दमनक आह – “अस्तु एवं स महात्मा वयं कृपणाः तथापि स्वामी यदि कथयति ततो भृत्यत्वे नियोजयामि ।” पिङ्गलक आह – “(सोच्छवासम्) किं भवान् शक्नोत्येवं कर्तुम् ?” । दमनक आह – “किमसाध्यं बुद्धेरस्ति” ।

पिङ्गलक आह – “यदि एवं तर्हि अमात्यपदे अध्यारोपितस्त्वम् । अद्यप्रभृति प्रसादनिग्रहादिकं त्वयैव कार्यमिति निश्चयः” । अथ दमनकः सत्वरं गत्वा साक्षेपं तमिदमाह – “एह्येहि दुष्टवृषभ ! स्वामी पिङ्गलकः त्वाम् आकारयति किं निःशङ्को भूत्वा मुहुर्मुहुर्नदसि वृथेति” । तच्छ्रुत्वा सञ्जीवकोऽब्रवीत् – “भद्र ! कोऽयं पिङ्गलकः ?” । दमनकः आह – “किं स्वामिनं पिङ्गलकमपि न जानासि ? तत्क्षणं प्रतिपालय फलेनैव ज्ञास्यसि । ननु अयं सर्वमृगपरिवृतो वटतले स्वामी पिङ्गलकनामा सिंहस्तिष्ठति” । तच्छ्रुत्वा गतायुषमिवात्मानं मन्यमानः सञ्जीवकः परं विषादमगमत् । आह च – “भद्र ! भवान् साधुसमाचारो वचनपटुश्च दृश्यते । तत् यदि मामवश्यं तत्र नयसि तदभयप्रदानेन स्वामिनः सकाशात् प्रसादः कारयितव्यः” । दमनक आह – “भौः सत्यमभिहितं भवता । नीतिरेषा ।”

वटतले सर्वमृगपरिवृतः कः तिष्ठति ?

(1) पिङ्गलकः

(2) करटकः

(3) वृषभः

(4) कपोतराजः

[Question ID = 349][Question Description = CTET_P1_PART_5_L2_SET_112_SANSKRIT_Q130]

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

3) **निर्देशः** : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेषु उचिततमम् उत्तरं चिनुत ।

दमनक आह – “अस्तु एवं स महात्मा वयं कृपणाः तथापि स्वामी यदि कथयति ततो भृत्यत्वे नियोजयामि ।” पिङ्गलक आह – “(सोच्छवासम्) किं भवान् शक्नोत्येवं कर्तुम् ?” । दमनक आह – “किमसाध्यं बुद्धेरस्ति” ।

पिङ्गलक आह – “यदि एवं तर्हि अमात्यपदे अध्यारोपितस्त्वम् । अद्यप्रभृति प्रसादनिग्रहादिकं त्वयैव कार्यमिति निश्चयः” । अथ दमनकः सत्वरं गत्वा साक्षेपं तमिदमाह – “एह्येहि दुष्टवृषभ ! स्वामी पिङ्गलकः त्वाम् आकारयति किं निःशङ्को भूत्वा मुहुर्मुहुर्नदसि वृथेति” । तच्छ्रुत्वा सञ्जीवकोऽब्रवीत् – “भद्र ! कोऽयं पिङ्गलकः ?” । दमनकः आह – “किं स्वामिनं पिङ्गलकमपि न जानासि ? तत्क्षणं प्रतिपालय फलेनैव ज्ञास्यसि । ननु अयं सर्वमृगपरिवृतो वटतले स्वामी पिङ्गलकनामा सिंहस्तिष्ठति” । तच्छ्रुत्वा गतायुषमिवात्मानं मन्यमानः सञ्जीवकः परं विषादमगमत् । आह च – “भद्र ! भवान् साधुसमाचारो वचनपटुश्च दृश्यते । तत् यदि मामवश्यं तत्र नयसि तदभयप्रदानेन स्वामिनः सकाशात् प्रसादः कारयितव्यः” । दमनक आह – “भौः सत्यमभिहितं भवता । नीतिरेषा ।”

“अभयप्रदानेन स्वामिनः सकाशात् प्रसादः कारयितव्यः”

कथनमिदं कस्य विद्यते ?

(1) दमनकस्य

(2) पिङ्गलकस्य

(3) करटकस्य

(4) सञ्जीवकस्य

[Question ID = 350][Question Description = CTET_P1_PART_5_L2_SET_112_SANSKRIT_Q131]

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

4) **निर्देशः** : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेषु उचिततमम् उत्तरं चिनुत ।

दमनक आह – “अस्तु एवं स महात्मा वयं कृपणाः तथापि स्वामी यदि कथयति ततो भृत्यत्वे नियोजयामि ।” पिङ्गलक आह – “(सोच्छवासम्) किं भवान् शक्नोत्येवं कर्तुम् ?” । दमनक आह – “किमसाध्यं बुद्धेरस्ति” ।

पिङ्गलक आह – “यदि एवं तर्हि अमात्यपदे अध्यारोपितस्त्वम् । अद्यप्रभृति प्रसादनिग्रहादिकं त्वयैव कार्यमिति निश्चयः” । अथ दमनकः सत्वरं गत्वा साक्षेपं तमिदमाह – “एह्येहि दुष्टवृषभ ! स्वामी पिङ्गलकः त्वाम् आकारयति किं निःशङ्को भूत्वा मुहुर्मुहुर्नदसि वृथेति” । तच्छ्रुत्वा सञ्जीवकोऽब्रवीत् – “भद्र ! कोऽयं पिङ्गलकः ?” । दमनकः आह – “किं स्वामिनं पिङ्गलकमपि न जानासि ? तत्क्षणं प्रतिपालय फलेनैव ज्ञास्यसि । ननु अयं सर्वमृगपरिवृतो वटतले स्वामी पिङ्गलकनामा सिंहस्तिष्ठति” । तच्छ्रुत्वा गतायुषमिवात्मानं मन्यमानः सञ्जीवकः परं विषादमगमत् । आह च – “भद्र ! भवान् साधुसमाचारो वचनपटुश्च दृश्यते । तत् यदि मामवश्यं तत्र नयसि तदभयप्रदानेन स्वामिनः सकाशात् प्रसादः कारयितव्यः” । दमनक आह – “भौः सत्यमभिहितं भवता । नीतिरेषा ।”

‘फलेनैव’ इत्यत्र कः सन्धिः वर्तते ?

(1) गुणसन्धिः

(2) वृद्धि-सन्धिः

(3) हल् सन्धिः

(4) यण् सन्धिः

[Question ID = 351][Question Description = CTET_P1_PART_5_L2_SET_112_SANSKRIT_Q132]

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

5) **निर्देशः** : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेषु उचिततमम् उत्तरं चिनुत ।

दमनक आह – “अस्तु एवं स महात्मा वयं कृपणाः तथापि स्वामी यदि कथयति ततो भृत्यत्वे नियोजयामि ।” पिङ्गलक आह – “(सोच्छवासम्) किं भवान् शक्नोत्येवं कर्तुम् ?” । दमनक आह – “किमसाध्यं बुद्धेरस्ति” ।

पिङ्गलक आह – “यदि एवं तर्हि अमात्यपदे अध्यारोपितस्त्वम् । अद्यप्रभृति प्रसादनिग्रहादिकं त्वयैव कार्यमिति निश्चयः” । अथ दमनकः सत्वरं गत्वा साक्षेपं तमिदमाह – “एह्येहि दुष्टवृषभ ! स्वामी पिङ्गलकः त्वाम् आकारयति किं निःशङ्को भूत्वा मुहुर्मुहुर्नदसि वृथेति” । तच्छ्रुत्वा सञ्जीवकोऽब्रवीत् – “भद्र ! कोऽयं पिङ्गलकः ?” । दमनकः आह – “किं स्वामिनं पिङ्गलकमपि न जानासि ? तत्क्षणं प्रतिपालय फलेनैव ज्ञास्यसि । ननु अयं सर्वमृगपरिवृतो वटतले स्वामी पिङ्गलकनामा सिंहस्तिष्ठति” । तच्छ्रुत्वा गतायुषमिवात्मानं मन्यमानः सञ्जीवकः परं विषादमगमत् । आह च – “भद्र ! भवान् साधुसमाचारो वचनपटुश्च दृश्यते । तत् यदि मामवश्यं तत्र नयसि तदभयप्रदानेन स्वामिनः सकाशात् प्रसादः कारयितव्यः” । दमनक आह – “भौः सत्यमभिहितं भवता । नीतिरेषा ।”

‘शीघ्रम्’ इत्यस्मिन् अर्थे गद्यांशे निम्नलिखितेषु कः शब्दः प्रयुक्तः ?

- (1) प्रभृति
- (2) मुहुर्मुहुः
- (3) साक्षेपम्
- (4) सत्वरम्

[Question ID = 352][Question Description = CTET_P1_PART_5_L2_SET_112_SANSKRIT_Q133]

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

6) **निर्देशः** : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेषु उचिततमम् उत्तरं चिनुत ।

दमनक आह – “अस्तु एवं स महात्मा वयं कृपणाः तथापि स्वामी यदि कथयति ततो भृत्यत्वे नियोजयामि ।” पिङ्गलक आह – “(सोच्छवासम्) किं भवान् शक्नोत्येवं कर्तुम् ?” । दमनक आह – “किमसाध्यं बुद्धेरस्ति” ।

पिङ्गलक आह – “यदि एवं तर्हि अमात्यपदे अध्यारोपितस्त्वम् । अद्यप्रभृति प्रसादनिग्रहादिकं त्वयैव कार्यमिति निश्चयः” । अथ दमनकः सत्वरं गत्वा साक्षेपं तमिदमाह – “एह्येहि दुष्टवृषभ ! स्वामी पिङ्गलकः त्वाम् आकारयति किं निःशङ्को भूत्वा मुहुर्मुहुर्नदसि वृथेति” । तच्छ्रुत्वा सञ्जीवकोऽब्रवीत् – “भद्र ! कोऽयं पिङ्गलकः ?” । दमनकः आह – “किं स्वामिनं पिङ्गलकमपि न जानासि ? तत्क्षणं प्रतिपालय फलेनैव ज्ञास्यसि । ननु अयं सर्वमृगपरिवृतो वटतले स्वामी पिङ्गलकनामा सिंहस्तिष्ठति” । तच्छ्रुत्वा गतायुषमिवात्मानं मन्यमानः सञ्जीवकः परं विषादमगमत् । आह च – “भद्र ! भवान् साधुसमाचारो वचनपटुश्च दृश्यते । तत् यदि मामवश्यं तत्र नयसि तदभयप्रदानेन स्वामिनः सकाशात् प्रसादः कारयितव्यः” । दमनक आह – “भौः सत्यमभिहितं भवता । नीतिरेषा ।”

‘नयसि’ शब्दे कः धातुः ?

(1) नि

(2) नीय्

(3) नी

(4) नय्

[Question ID = 353][Question Description = CTET_P1_PART_5_L2_SET_112_SANSKRIT_Q134]

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

7) निर्देशः : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेषु उचिततमम् उत्तरं चिनुत ।

दमनक आह – “अस्तु एवं स महात्मा वयं कृपणाः तथापि स्वामी यदि कथयति ततो भृत्यत्वे नियोजयामि ।” पिङ्गलक आह – “(सोच्छवासम्) किं भवान् शक्नोत्येवं कर्तुम् ?” । दमनक आह – “किमसाध्यं बुद्धेरस्ति” ।

पिङ्गलक आह – “यदि एवं तर्हि अमात्यपदे अध्यारोपितस्त्वम् । अद्यप्रभृति प्रसादनिग्रहादिकं त्वयैव कार्यमिति निश्चयः” । अथ दमनकः सत्वरं गत्वा साक्षेपं तमिदमाह – “एह्येहि दुष्टवृषभ ! स्वामी पिङ्गलकः त्वाम् आकारयति किं निःशङ्को भूत्वा मुहुर्मुहुर्नदसि वृथेति” । तच्छ्रुत्वा सञ्जीवकोऽब्रवीत् – “भद्र ! कोऽयं पिङ्गलकः ?” । दमनकः आह – “किं स्वामिनं पिङ्गलकमपि न जानासि ? तत्क्षणं प्रतिपालय फलेनैव ज्ञास्यसि । ननु अयं सर्वमृगपरिवृतो वटतले स्वामी पिङ्गलकनामा सिंहस्तिष्ठति” । तच्छ्रुत्वा गतायुषमिवात्मानं मन्यमानः सञ्जीवकः परं विषादमगमत् । आह च – “भद्र ! भवान् साधुसमाचारो वचनपटुश्च दृश्यते । तत् यदि मामवश्यं तत्र नयसि तदभयप्रदानेन स्वामिनः सकाशात् प्रसादः कारयितव्यः” । दमनक आह – “भौः सत्यमभिहितं भवता । नीतिरेषा ।”

‘वृथेति’ इत्यत्र सन्धिविच्छेदः करणीयः । सन्धेर्नामोल्लेखः अपि कर्तव्यः ।

- (1) वृथा + एति (वृद्धिः)
- (2) वृथा + इति (गुणः)
- (3) वृथा + इति (यण्)
- (4) वृथा + ऐति (अयादिः)

[Question ID = 354][Question Description = CTET_P1_PART_5_L2_SET_112_SANSKRIT_Q135]

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

Topic:- Sanskrit_Q136-150_L2_P1_CTET

1) भाषाविकासे, बालकैः ये शब्दाः, शब्दसमूहाः वा प्रयुज्यन्ते, तदस्ति

- (1) स्वनिम (Phoneme)
- (2) ग्रहणम् (Reception)
- (3) उत्पादनम्
- (4) अर्थावबोधः

[Question ID = 355][Question Description = CTET_P1_PART_5_L2_SET_112_SANSKRIT_Q136]

1. 1 [Option ID = 1417]
2. 2 [Option ID = 1418]
3. 3 [Option ID = 1419]
4. 4 [Option ID = 1420]

2) भाषायाः सोऽवयवः यः शब्दानां शब्दसमूहानां वा अर्थज्ञानेन सम्बद्धोऽस्ति, कथ्यते

(1) ध्वनिविज्ञानम्

(2) अर्थविज्ञानम्

(3) व्यवहारवादः

(4) व्याकरणम्

[Question ID = 356][Question Description = CTET_P1_PART_5_L2_SET_112_SANSKRIT_Q137]

1. 1 [Option ID = 1421]

2. 2 [Option ID = 1422]

3. 3 [Option ID = 1423]

4. 4 [Option ID = 1424]

3) तत्साधनं येन छात्राः, पर्याप्तं शब्दभण्डारं प्राप्त्यनन्तरं व्याकरणसम्मतं भाषां ब्रुवन्ति तथा श्रुतवाक्यानां अर्थमप्यवगच्छन्ति, कथ्यते

(1) शिक्षणम् (Learning)

(2) अधिग्रहणम्

(3) समावेशनम् (Accommodation)

(4) विस्तारणम्

[Question ID = 357][Question Description = CTET_P1_PART_5_L2_SET_112_SANSKRIT_Q138]

1. 1 [Option ID = 1425]

2. 2 [Option ID = 1426]

3. 3 [Option ID = 1427]

4. 4 [Option ID = 1428]

4) भाषाशिक्षणे निदानात्मकपरीक्षायाः उद्देश्यम् अस्ति

(1) मातृपितृ-अध्यापकमेलनेषु मातृपितृभ्यां प्रतिपुष्टेः प्रदानम् ।

(2) छात्राणां विवरणपत्रे लेखनम् ।

(3) छात्रान् प्रतियोगिपरीक्षाभ्यः सज्जीकरणम् ।

(4) छात्राणां बोधगम्यतायां अन्तरालं ज्ञातुम् ।

[Question ID = 358][Question Description = CTET_P1_PART_5_L2_SET_112_SANSKRIT_Q139]

1. 1 [Option ID = 1429]

2. 2 [Option ID = 1430]

3. 3 [Option ID = 1431]

4. 4 [Option ID = 1432]

5) प्रारम्भिकबाल्यकाले भाषाविकासः साक्षरताविकासः इत्येतौ के कथ्येते ?

(1) उभौ समानौ स्तः, परस्परं परिवर्तनीयौ स्तः

(2) उभौ पूर्णतः भिन्नौ स्तः परस्परं असम्बद्धौ च स्तः

(3) उभौ पूर्णतः भिन्नौ स्तः परन्तु परस्परं परिवर्तनीयौ स्तः

(4) परस्परं सम्बद्धौ विचारौ यौ परस्परम् अपरिवर्तनीयौ स्तः

[Question ID = 359][Question Description = CTET_P1_PART_5_L2_SET_112_SANSKRIT_Q140]

1. 1 [Option ID = 1433]

2. 2 [Option ID = 1434]

3. 3 [Option ID = 1435]

4. 4 [Option ID = 1436]

6) निम्नलिखिताषु का पद्धतिः भवति यस्यां लक्ष्यभाषायाः क्रमिकव्याकरण-संरचनायाः प्रभावपूर्वकं सार्थकं च व्यवस्थितं प्रस्तुतीकरणं अभ्यासश्च क्रियेते ?

(1) निर्माणात्मकपद्धतिः

(2) सम्प्रेषणात्मकपद्धतिः

(3) संरचनात्मकपद्धतिः

(4) समग्रभाषापद्धतिः

[Question ID = 360][Question Description = CTET_P1_PART_5_L2_SET_112_SANSKRIT_Q141]

1. 1 [Option ID = 1437]

2. 2 [Option ID = 1438]

3. 3 [Option ID = 1439]

4. 4 [Option ID = 1440]

7) कश्चिद् अध्यापकः “नगरीकरणस्य कारणात् प्रदूषणम्” इत्यस्मिन् विषये विचारोत्तेजनं कर्तुं कथयति । अत्र विचारोत्तेजनस्य कोऽर्थः ।

(1) कालक्रमानुसारं विचाराणां क्रमवद्धता

(2) तत्कालमेव केनापि विषयेन सम्बद्धानां विचाराणां लेखनम्

(3) अनुच्छेदस्य समाप्तिः

(4) शीर्षकवाक्यस्य लेखनम्

[Question ID = 361][Question Description = CTET_P1_PART_5_L2_SET_112_SANSKRIT_Q142]

1. 1 [Option ID = 1441]

2. 2 [Option ID = 1442]

3. 3 [Option ID = 1443]

4. 4 [Option ID = 1444]

8) अमनः संस्कृतस्यानुच्छेदे विरामचिह्नानां प्रयोगं करोति । अत्र अमनस्य ध्यानं कस्मिन् केन्द्रितम् अस्ति ?

(1) लेखने

(2) लिप्यन्तरणे (Transcription)

(3) शीघ्रलेखने

(4) कथने

[Question ID = 362][Question Description = CTET_P1_PART_5_L2_SET_112_SANSKRIT_Q143]

1. 1 [Option ID = 1445]

2. 2 [Option ID = 1446]

3. 3 [Option ID = 1447]

4. 4 [Option ID = 1448]

9) अन्तःसम्पर्क-श्रवणं भवति

- (1) श्रवणं, प्रत्युत्तरदानं च
- (2) लयपरिवर्तनार्थं श्रवणं
- (3) बलाघाताय बलदानाय च श्रवणम्
- (4) वक्तुः प्रकृतिं ज्ञातुम् श्रवणम्

[Question ID = 363][Question Description = CTET_P1_PART_5_L2_SET_112_SANSKRIT_Q144]

- 1. 1 [Option ID = 1449]
- 2. 2 [Option ID = 1450]
- 3. 3 [Option ID = 1451]
- 4. 4 [Option ID = 1452]

10) कश्चित् छात्रः, कामपि कथां पठन्, काश्चिन्नवीनान् शब्दान् प्राप्नोति परन्तु स तेषाम् अर्थं न जानाति । तेन करणीयम् अस्ति

- (1) अध्यापकस्य परामर्शं गृह्णीयात् ।
- (2) स्वपठनं समये समाप्तं कर्तुं तेन कठिनशब्दाः उपेक्षणीयाः ।
- (3) प्रकरणानुसारं अर्थस्य अनुमानं कुर्यात् ।
- (4) शब्दकोशः दृष्टव्यः ।

[Question ID = 364][Question Description = CTET_P1_PART_5_L2_SET_112_SANSKRIT_Q145]

- 1. 1 [Option ID = 1453]
- 2. 2 [Option ID = 1454]
- 3. 3 [Option ID = 1455]
- 4. 4 [Option ID = 1456]

11) संरचनात्मकं मूल्याङ्कनम् अस्ति

- (1) प्रक्रियामूलकम्
- (2) उत्पादनमूल्याङ्कनम्
- (3) दक्षतामूलकम्
- (4) शिक्षाशास्त्रमूलकम्

[Question ID = 365][Question Description = CTET_P1_PART_5_L2_SET_112_SANSKRIT_Q146]

- 1. 1 [Option ID = 1457]
- 2. 2 [Option ID = 1458]
- 3. 3 [Option ID = 1459]
- 4. 4 [Option ID = 1460]

12) भाषाशिक्षणस्य विषये किं कथनं सत्यम् अस्ति ?

- (1) भाषा मुख्यतः सोद्देश्यपूर्णप्रयोगेन विकसति ।
- (2) शिक्षणे अन्तर्निहिताः सन्ति – वार्तालापः, लेखनम्, आकृतिप्रदानम् तथा गत्यात्मकता ।
- (3) शिक्षणं शब्दरूपाणां भाषाणां च नियमानां ज्ञाने न भवति ।
- (4) अनेकप्रविधिषु एकेन प्रविधिना, एतत् प्रस्तुतं यत् भाषा मुख्यतः वार्तालापानां आवृत्या शिक्ष्यते ।

[Question ID = 366][Question Description = CTET_P1_PART_5_L2_SET_112_SANSKRIT_Q147]

1. 1 [Option ID = 1461]
2. 2 [Option ID = 1462]
3. 3 [Option ID = 1463]
4. 4 [Option ID = 1464]

13) यदा बालकाः आयुषः प्रायः द्विवर्षे प्राप्नुवन्ति, ते शब्दद्वयस्य समूहान् योजयितुं प्रारभन्ते । ते मुख्यान् शब्दानेव योजयन्ति तथा गौणान् शब्दान् उपेक्षन्ते । शब्दद्वयस्य कथनं कथ्यते

- (1) कूजनम्
- (2) अस्पष्टभाषणम्
- (3) मनःसञ्चालितभाषणम्
- (4) अतिसाधारणीकरणम्

[Question ID = 367][Question Description = CTET_P1_PART_5_L2_SET_112_SANSKRIT_Q148]

1. 1 [Option ID = 1465]
2. 2 [Option ID = 1466]
3. 3 [Option ID = 1467]
4. 4 [Option ID = 1468]

14) कश्चिद् अध्यापकः निरीक्षते यत् छात्राः मुख्यविचारं तदावगच्छन्ति यदा ते कस्मिंश्चित् कार्ये प्रयोगे वा संलग्नाः भवन्ति तथा च कार्यं समाप्तं अवसरं प्राप्नुवन्ति । तेषां शिक्षणपद्धतिः कथ्यते

- (1) श्रवणात्मकतायुक्ता
- (2) दृश्यात्मकता
- (3) गत्यात्मकता
- (4) सौन्दर्यात्मकता

[Question ID = 368][Question Description = CTET_P1_PART_5_L2_SET_112_SANSKRIT_Q149]

1. 1 [Option ID = 1469]
2. 2 [Option ID = 1470]
3. 3 [Option ID = 1471]
4. 4 [Option ID = 1472]

15) वास्तविकलोके भाषाधिग्रहणं वर्धयितुं को विधिः छात्रान् प्रयोगेषु संलग्नान् करोति ?

- (1) व्याकरण-अनुवादविधिः
- (2) सम्प्रेषणात्मकविधिः
- (3) संरचनात्मकविधिः
- (4) श्रवण-भाषीयविधिः

[Question ID = 369][Question Description = CTET_P1_PART_5_L2_SET_112_SANSKRIT_Q150]

1. 1 [Option ID = 1473]
2. 2 [Option ID = 1474]
3. 3 [Option ID = 1475]
4. 4 [Option ID = 1476]

