

CTET L1 English L2 Sanskrit P1

Topic:- CDP_P1_CTET

1) Which domain of development discusses aspects related to display of self-control, expression and understanding of feelings ?

- (1) Emotional
- (2) Moral
- (3) Physical
- (4) Motor

विकास का कौन-सा क्षेत्र स्व-नियमन प्रदर्शन, भावनाओं को समझने और दर्शाने से संबंधित पहलुओं की बात करता है ?

- (1) संवेगात्मक
- (2) नैतिक
- (3) शारीरिक
- (4) गत्यात्मक

[Question ID = 46][Question Description = CTET_P1_PART_1_CDP_SET_116_Q1]

- 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 statement about development is correct ?

- (1) Development is purely erratic.
- (2) Development is highly discontinuous.
- (3) Rate of development varies across individuals.
- (4) Development proceeds from toe to head.

निम्नलिखित में से कौन-सा कथन विकास के बारे में सही है ?

- (1) विकास पूरी तरह से अनिश्चित है।
- (2) विकास अत्यधिक अनिरंतर है।
- (3) व्यक्तियों की विकास दर में विभिन्नता पाई जाती है।
- (4) विकास पैर से सिर की तरफ होता है।

[Question ID = 47][Question Description = CTET_P1_PART_1_CDP_SET_116_Q2]

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

3) Which of the following statement is correct regarding influence of heredity and environment on development ?

- (1) Impact of heredity and environment on development is fixed and cannot be altered.
- (2) Only environment impacts development not heredity.
- (3) Only heredity impacts development not environment.
- (4) Both heredity and environment impact development in a complex manner.

आनुवंशिकता और वातावरण के विकास पर प्रभाव के संदर्भ में निम्न में से कौन-सा कथन सही है ?

- (1) आनुवंशिकता और वातावरण का विकास पर प्रभाव निश्चित है और उसे बदला नहीं जा सकता ।
- (2) केवल वातावरण ही विकास को प्रभावित करता है, आनुवंशिकता नहीं ।
- (3) केवल आनुवंशिकता ही विकास को प्रभावित करती है, वातावरण नहीं ।
- (4) आनुवंशिकता और वातावरण दोनों ही एक जटिल रूप से विकास को प्रभावित करते हैं ।

[Question ID = 48][Question Description = CTET_P1_PART_1_CDP_SET_116_Q3]

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

4) Which of the following is the earliest stage in Jean Piaget's theory of cognitive development ?

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

जीन पियाज़े के संज्ञानात्मक विकास के सिद्धांत के अनुसार विकास का पहला चरण क्या है ?

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

[Question ID = 49][Question Description = CTET_P1_PART_1_CDP_SET_116_Q4]

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

5) Which of the following statement is correct as per Jean Piaget's theory of cognitive development ?

- (1) Language facilitates cognitive development.
- (2) Biological maturation has no influence on development.
- (3) Children in preoperational stage are capable of hypothetico-deductive reasoning.
- (4) Children in concrete operational stage understand classification and seriation.

जीन पियाजे के संज्ञानात्मक विकास के सिद्धांत के अनुसार, निम्न में से कौन-सा कथन सही है ?

- (1) भाषा, संज्ञानात्मक विकास को सुसाधित करती है।
- (2) जैविक परिपक्वता का विकास पर कोई प्रभाव नहीं पड़ता।
- (3) पूर्व-संक्रियात्मक चरण में बच्चे परिकल्पनात्मक निगमनात्मक तर्क करने में सक्षम होते हैं।
- (4) मूर्त संक्रियात्मक चरण में बच्चे वर्गीकरण और क्रमबद्धता समझ पाते हैं।

[Question ID = 50][Question Description = CTET_P1_PART_1_CDP_SET_116_Q5]

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

6) Anil directs most of his actions in a way that earns him rewards from his parents. As per Lawrence Kohlberg's theory at which level of moral reasoning, Anil is likely to be ?

- (1) Pre-conventional
- (2) Conventional
- (3) Post-conventional
- (4) Formal conventional

अनिल अपनी गतिविधियों को इस तरह निर्देशित करता है जिससे कि वह अपने माता-पिता से पुरस्कार पा सके। लॉरेंस कोहलबर्ग के सिद्धांत के अनुसार, वह नैतिक तर्क के किस स्तर पर है ?

- (1) पूर्व-परंपरागत
- (2) परंपरागत
- (3) उत्तर-परंपरागत
- (4) औपचारिक परंपरागत

[Question ID = 51][Question Description = CTET_P1_PART_1_CDP_SET_116_Q6]

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

7) Which of the following has been emphasised by Lev Vygotsky for development of thought among children ?

- (1) Social interactions
- (2) Genetic maturation
- (3) Classical conditioning of behaviour
- (4) Drill and Practice

लेव वायगोत्स्की ने बच्चों के विचारों के विकास में निम्न में से किसकी भूमिका को महत्वपूर्ण माना है ?

- (1) सामाजिक अंतःक्रियाएँ
- (2) आनुवंशिक परिपक्वता
- (3) व्यवहार का शास्त्रीय अनुकूलन
- (4) पुनरावृत्ति एवं अभ्यास

[Question ID = 52][Question Description = CTET_P1_PART_1_CDP_SET_116_Q7]

- 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 statement is correct as per Lev Vygotsky's theory ?

- (1) Discussions and debates hinders learning.
- (2) Providing cues and hints fosters learning.
- (3) Private speech among children represents their egocentrism.
- (4) Learning is an individualised passive process.

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

- (1) चर्चा और वैचारिक बहस अधिगम में बाधक हैं।
- (2) संकेत और इशारे अधिगम को बढ़ावा देते हैं।
- (3) निजी वाक् बच्चों की आत्म-केंद्रीयता का प्रतीक है।
- (4) अधिगम एक व्यक्तिगत निष्क्रिय प्रक्रिया है।

[Question ID = 53][Question Description = CTET_P1_PART_1_CDP_SET_116_Q8]

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

9) In order to shift practices of your school from behaviourism to constructivism which of the following move you will choose ?

- (1) From flexible curriculum to standardised curriculum.
- (2) From teacher-centric pedagogy to exam-centric pedagogy.
- (3) From formative assessment to summative assessment.
- (4) From rote memorisation to discovery learning.

अपने स्कूल की प्रथाओं को व्यवहारवादी विचारधारा से बदलकर संरचनावादी विचारधारा पर आधारित करने के लिए आप निम्न में से कौन-सा बदलाव चुनेंगे ?

- (1) लचीले पाठ्यक्रम की बजाए मानकीकृत पाठ्यक्रम अपनाएंगे ।
- (2) अध्यापक-केंद्रित शिक्षाशास्त्र की बजाए परीक्षा-केंद्रित शिक्षाशास्त्र अपनाएंगे ।
- (3) रचनात्मक आकलन की बजाए योगात्मक आकलन को अपनाएंगे ।
- (4) कंठस्थ स्मरण की बजाए खोजी अधिगम को अपनाएंगे ।

[Question ID = 54][Question Description = CTET_P1_PART_1_CDP_SET_116_Q9]

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

10) A student is very good at interpreting the intentions, motivation level and moods of the classmates. According to Gardner's theory of multiple intelligences, this student has _____ intelligence.

- (1) Naturalist
- (2) Interpersonal
- (3) Logical
- (4) Spiritual

एक विद्यार्थी अपने सहपाठियों के इरादों, प्रेरणा स्तर तथा मनोदशा को उचित प्रकार से समझने में सक्षम है । गार्डनर के बहु-बुद्धि सिद्धांत के अनुसार, विद्यार्थी में किस प्रकार की बुद्धि है ?

- (1) प्राकृतिक
- (2) अंतर्वैयक्तिक
- (3) तार्किक
- (4) आध्यात्मिक

[Question ID = 55][Question Description = CTET_P1_PART_1_CDP_SET_116_Q10]

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

11) Jean Piaget used the term _____ to refer to the actions that are carried out and reversed mentally.

- (1) Functions
- (2) Equilibration
- (3) Egocentrism
- (4) Operations

जीन पियाज़े के अनुसार, वे क्रियाएँ जिन्हें मानसिक स्तर पर निष्पादित और प्रतिलोमित किया जाता है, _____ कहलाती है।

- (1) प्रकार्य
- (2) संतुलनीकरण
- (3) आत्म-केन्द्रीयता
- (4) संक्रियाएँ

[Question ID = 56][Question Description = CTET_P1_PART_1_CDP_SET_116_Q11]

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

12) 'Boys are always good at mechanics and girls are good at embroidery' represents

- (1) Gender equity
- (2) Gender equality
- (3) Gender parity
- (4) Gender stereotyping

'लड़के हमेशा यंत्रविज्ञान में अच्छे होते हैं और लड़कियाँ कढ़ाई करने में', यह कथन क्या दर्शाता है ?

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

[Question ID = 57][Question Description = CTET_P1_PART_1_CDP_SET_116_Q12]

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

13) Which of the following is correct about individual differences in learning preferences ?

- (1) All learners prefer same style of acquiring skills.
- (2) Learning preferences are not impacted by socio-cultural factors.
- (3) Standardised curriculum comprehensively accounts for individual differences in learning preferences.
- (4) Teacher-centric pedagogies do not cater to individual differences of students' learning preferences.

अधिगम वरीयताओं में व्यक्तिगत विभिन्नताओं के बारे में निम्न में से क्या सही है ?

- (1) सभी अधिगमकर्ता एक ही तरह से कौशल ग्रहण करना पसंद करते हैं।
- (2) अधिगम वरीयताएँ सामाजिक-सांस्कृतिक कारकों से प्रभावित नहीं होती हैं।
- (3) मानकीकृत पाठ्यचर्या अधिगम वरीयताओं में व्यक्तिगत विभिन्नताओं को व्यापक रूप से शामिल करता है।
- (4) अध्यापक-केंद्रित शिक्षाशास्त्र विद्यार्थियों की अधिगम वरीयताओं की व्यक्तिगत विभिन्नताओं की पूर्ति नहीं करता है।

[Question ID = 58][Question Description = CTET_P1_PART_1_CDP_SET_116_Q13]

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

14) Iram a primary school teacher. She monitors students' progress throughout the school year by using projects, group assignments, written assignments and open book exams. Iram practices _____ assessment.

- (1) Summative
- (2) Formative
- (3) Rigid
- (4) Discontinuous

इरम एक प्राथमिक स्कूल में अध्यापिका है। वह विद्यार्थियों की प्रगति को जाँचने के लिए पूरे सत्र के दौरान प्रोजेक्ट, समूह कार्यपत्रक, लिखित कार्यपत्रक और खुली किताब परीक्षाओं का प्रयोग करती है। इस तरह से इरम _____ मूल्यांकन का अभ्यास करती है।

- (1) संकलनात्मक/योगात्मक
- (2) संरचनात्मक
- (3) अनम्य
- (4) अनिरन्तर

[Question ID = 59][Question Description = CTET_P1_PART_1_CDP_SET_116_Q14]

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

15) To promote critical thinking among students, a teacher should promote a learning environment where :

- (1) students can formulate plausible hypothesis.
- (2) convergent thinking is promoted.
- (3) tendency of asking questions is negatively reinforced.
- (4) rote memorisation is preferred over experimentation.

विद्यार्थियों में समालोचनात्मक चिंतन को बढ़ावा देने के लिए, एक अध्यापिका को ऐसा अधिगम माहौल बनाना चाहिए जहाँ :

- (1) विद्यार्थी संभाव्य परिकल्पनाएँ निरूपित कर सकें।
- (2) अभिसारी चिंतन को बढ़ावा मिले।
- (3) प्रश्न पूछने की प्रवृत्ति को नकारात्मक रूप से पुनर्बलित किया जाए।
- (4) कंठस्थ स्मरण को प्रयोगकार्य से ज्यादा अधिमानित किया जाए।

[Question ID = 60][Question Description = CTET_P1_PART_1_CDP_SET_116_Q15]

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

16) Which of the following need to be promoted for creating an inclusive culture which successfully includes students from diverse socio-economic backgrounds ?

- (i) Respect for diversity
- (ii) Ignorance of individual differences
- (iii) Focus on performance-oriented goals
- (iv) Flexible curriculum

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

एक ऐसा समावेशी वातावरण बनाने के लिए जिसमें विविध सामाजिक-आर्थिक परिवेशों से आने वाले विद्यार्थियों को सफल रूप से समावेशित किया जा सके, निम्न में से किसे बढ़ावा दिया जाना चाहिए ?

- (i) विविधता के प्रति सम्मान
- (ii) व्यक्तिगत विभिन्नताओं के प्रति उदासीनता
- (iii) प्रदर्शन-उन्मुखी लक्ष्यों पर केन्द्रित
- (iv) लचीला पाठ्यक्रम

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

[Question ID = 61][Question Description = CTET_P1_PART_1_CDP_SET_116_Q16]

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

17) 'Dyspraxia' causes direct challenges in

- (1) Social interactions
- (2) Physical coordination
- (3) Regulating emotions
- (4) Storing information

गतिसमन्वयवैकल्य सापेक्ष रूप से किस क्षेत्र को प्रभावित करता है ?

- (1) सामाजिक पारस्परिकता
- (2) शारीरिक सामंजस्य
- (3) भावनात्मक नियमन
- (4) सूचना संग्रहण

[Question ID = 62][Question Description = CTET_P1_PART_1_CDP_SET_116_Q17]

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

18) Which of the following should be avoided to promote the inclusion of students with visual impairment ?

- (1) Frequent changes in arrangement of furniture and other physical objects.
- (2) Providing microphone for voice clarity.
- (3) Use of multimedia teaching.
- (4) Use of tactile teaching aids.

एक समावेशित कक्षा में दृष्टिबाधिता से जूझते विद्यार्थियों के समावेशन को बढ़ावा देने के लिए किससे बचना चाहिए ?

- (1) फर्नीचर तथा अन्य भौतिक वस्तुओं के स्थानों में और कक्षा व्यवस्था में जल्दी-जल्दी परिवर्तन करना ।
- (2) स्वर की स्पष्टता के लिए माइक्रोफोन का प्रयोग करना ।
- (3) मल्टीमीडिया शिक्षण का प्रयोग करना ।
- (4) स्पर्शनीय सहायक सामग्री का प्रयोग करना ।

[Question ID = 63][Question Description = CTET_P1_PART_1_CDP_SET_116_Q18]

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

19) Students with Autism are likely to have

- (1) Advance communication skills.
- (2) Extraordinarily good social relationships.
- (3) Urge for frequent changes in their routine.
- (4) High sensitivity to sensory information.

स्वलीनलता से जूझते विद्यार्थी के बारे में कौन-सा कथन सही है ?

- (1) उनके सम्प्रेषण कौशल अग्रिम स्तर के होते हैं ।
- (2) उनके सामाजिक रिश्ते अद्भुत रूप से अच्छे होते हैं ।
- (3) उनमें अपनी दिनचर्या में निरंतर बदलाव की इच्छा होती है ।
- (4) उनमें संवेदिक सूचना के प्रति उच्च स्तरीय संवेदनशीलता होती है ।

[Question ID = 64][Question Description = CTET_P1_PART_1_CDP_SET_116_Q19]

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

20) Which of the following is a characteristic of a student with giftedness ?

- (1) Tendency to opt for easy tasks
- (2) Slow comprehension
- (3) Inclination for precision in thinking
- (4) Lack of curiosity

निम्नलिखित में से कौन-सी एक प्रतिभावान विद्यार्थी की विशेषता है ?

- (1) आसान कार्यों को चुनने की प्रवृत्ति
- (2) धीमी समझ
- (3) सोच में सटीकता की ओर झुकाव
- (4) जिज्ञासा की कमी

[Question ID = 65][Question Description = CTET_P1_PART_1_CDP_SET_116_Q20]

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

21) While teaching a concept in primary grades, which of the following sequence a teacher should choose to represent the teaching-learning materials ?

- (1) First present pictures of objects then concrete objects
- (2) First present symbols then pictures of objects
- (3) First present concrete objects then pictures of objects
- (4) First present symbols then concrete objects

प्राथमिक कक्षाओं में एक संप्रत्यय को पढ़ाते हुए, अध्यापक को अध्यापन-अधिगम सामग्री को प्रस्तुत करने के लिए किस क्रम का चुनाव करना चाहिए ?

- (1) पहले वस्तुओं के चित्र और फिर मूर्त वस्तुएँ प्रस्तुत करना ।
- (2) पहले चिह्न और फिर वस्तुओं के चित्र प्रस्तुत करना ।
- (3) पहले मूर्त वस्तुएँ और फिर वस्तुओं के चित्र प्रस्तुत करना ।
- (4) पहले चिह्न और फिर मूर्त वस्तुएँ प्रस्तुत करना ।

[Question ID = 66][Question Description = CTET_P1_PART_1_CDP_SET_116_Q21]

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

22) Which of the following should **not** be emphasised to enhance students' engagement in learning ?

- (1) Relevance of content
- (2) Competition among students
- (3) Peer collaboration
- (4) Contextualisation of information

विद्यार्थियों की अधिगम में संलग्नता को बढ़ावा देने हेतु, निम्न में से किसे महत्व **नहीं** देना चाहिए ?

- (1) विषयवस्तु की प्रासंगिकता
- (2) विद्यार्थियों के बीच प्रतिस्पर्धा
- (3) सहपाठी सहभागिता
- (4) जानकारी का संदर्भिकरण

[Question ID = 67][Question Description = CTET_P1_PART_1_CDP_SET_116_Q22]

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

23) Which of the following approach of learning considers learners as active beings who are capable of constructing new knowledge through explorations and interactions with their surroundings ?

- (1) Constructivist
- (2) Psychoanalytic
- (3) Behaviourist
- (4) Functionalist

निम्न में से किस उपागम का मानना है कि अधिगमकर्ता सक्रिय प्राणी है जो अन्वेषण और अपने आस-पास से अंतःक्रियाओं द्वारा नए ज्ञान के सर्जन में सक्षम होते हैं ?

- (1) संरचनावादी
- (2) मनोविश्लेषणवादी
- (3) व्यवहारवादी
- (4) प्रकार्यवादी

[Question ID = 68][Question Description = CTET_P1_PART_1_CDP_SET_116_Q23]

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

24) Which of the following strategy does **not** facilitate learning ?

- (1) Making predictions
- (2) Concept mapping
- (3) Functional fixedness
- (4) Creating non-exemplars

निम्न में से कौन-सी युक्ति अधिगम को सुसाधित **नहीं** करती है ?

- (1) अनुमान लगाना
- (2) संप्रत्यय प्रतिचित्रण
- (3) प्रकार्यात्मक स्थिरता
- (4) गैर-उदाहरण निर्मित करना

[Question ID = 69][Question Description = CTET_P1_PART_1_CDP_SET_116_Q24]

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

25) In order to facilitate problem solving skills among students, a teacher should

- (1) discourage students to use heuristics.
- (2) encourage students to explore multiple possible solutions.
- (3) avoid providing scaffolding to activate required schemas.
- (4) avoid giving opportunities to students for reflecting on their thinking process.

विद्यार्थियों में समस्या समाधान कौशलों को सुसाधित करने के लिए, एक अध्यापक को क्या करना चाहिए ?

- (1) विद्यार्थियों को अनुमान/स्वतः शोध प्रणाली के इस्तेमाल पर हतोत्साहित करे।
- (2) विद्यार्थियों को विभिन्न संभावित समाधानों को खोजने के लिए प्रोत्साहित करे।
- (3) जरूरी स्कीमाओं को सक्रिय करने के लिए पाठ प्रदान ना करे।
- (4) विद्यार्थियों को अपनी चिंतन प्रक्रिया पर प्रतिबिंबित करने के अवसर ना प्रदान करे।

[Question ID = 70][Question Description = CTET_P1_PART_1_CDP_SET_116_Q25]

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

26) When asked about the sources of water, Seema, a 6-year-old insists to consider 'tap' as foremost source of water. Her alternative conception about source of water _____.

- (1) is highly erroneous
- (2) has no basis and is purely irrational
- (3) represents her 'naive' theory as per her experience
- (4) should be discarded by the teacher without any discussion

जल के स्रोतों के बारे में पूछे जाने पर, 6 वर्षीय सीमा नल को सबसे बड़ा जल स्रोत मानने पर हठ करती है। जल स्रोत के बारे में उसकी वैकल्पिक धारणा _____।

- (1) निहायत त्रुटिपूर्ण है
- (2) का कोई आधार नहीं है और पूरी तरह तर्कहीन है
- (3) उसके अनुभव के आधार पर बने 'सरल सिद्धांत' को दर्शाती है
- (4) को अध्यापक द्वारा सीधे रूप से बिना चर्चा के नकार देना चाहिए

[Question ID = 71][Question Description = CTET_P1_PART_1_CDP_SET_116_Q26]

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

27) **Assertion (A) :**

A teacher should consider the emotional state of students in the process of teaching-learning at school.

Reason (R) :

Emotions are inextricably intertwined with motivation and cognition.

Choose the correct option.

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

अभिकथन (A) :

अध्यापन-अधिगम प्रक्रिया में एक अध्यापिका को विद्यार्थियों की भावनात्मक स्थिति को ध्यान में रखना चाहिए ।

कारण (R) :

भाव, अभिप्रेरणा और संज्ञान से जटिल रूप से जुड़े होते हैं ।

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 = 72][Question Description = CTET_P1_PART_1_CDP_SET_116_Q27]

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

28) 'Learning to prove superiority over peers' represents _____ goal orientation.

- (1) Mastery-approach
- (2) Mastery-avoidance
- (3) Performance-approach
- (4) Performance-avoidance

‘अपने सहपाठियों से प्रधानता सिद्ध करने के लिए अधिगम’ किस तरह का लक्ष्य अभिविन्यास दर्शाता है ?

- (1) महारत-अभिगमन
- (2) महारत-परिहार
- (3) प्रदर्शन-अभिगमन
- (4) प्रदर्शन-परिहार

[Question ID = 73][Question Description = CTET_P1_PART_1_CDP_SET_116_Q28]

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

29) To create a conducive learning environment, it is important for a teacher to

- (1) strictly follow time table and avoid flexibility in routine.
- (2) know and express respect for students' socio-cultural background.
- (3) avoid giving agency and freedom to students for expressing their opinions.
- (4) focus on conditioning of behaviour over conceptual understanding.

अधिगम हेतु एक सहायक माहौल बनाने के लिए, एक अध्यापिका को क्या करना चाहिए ?

- (1) कठोरता से समय सारणी का पालन करना चाहिए और दिनचर्या में लचीलेपन को टालना चाहिए ।
- (2) विद्यार्थियों के सामाजिक-सांस्कृतिक परिवेशों को जानना चाहिए और उनके प्रति सम्मान रखना चाहिए ।
- (3) विद्यार्थियों को अपने विचार व्यक्त करने की स्वतंत्रता और आजादी देने से बचना चाहिए ।
- (4) संप्रत्यय की समझ के बजाए व्यवहार के अनुकूलन पर बल देना चाहिए ।

[Question ID = 74][Question Description = CTET_P1_PART_1_CDP_SET_116_Q29]

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

30) Which of the following statement is **not** correct about learning ?

- (1) Learning is an active process of knowledge construction.
- (2) For learning to take place, some level of readiness among students is required.
- (3) Social interactions do not play any role in learning process.
- (4) Learning is effective when acquired through active involvement of learner.

अधिगम के बारे में निम्न में से कौन-सा कथन सही **नहीं** है ?

- (1) अधिगम ज्ञान सर्जन की एक सक्रिय प्रक्रिया है ।
- (2) अधिगम हेतु, विद्यार्थियों में कुछ स्तर की तत्परता होनी आवश्यक है ।
- (3) सामाजिक पारस्परिकता का अधिगम प्रक्रिया में कोई महत्व नहीं है ।
- (4) अधिगम प्रभावशाली होता है अगर वह अधिगमकर्ता की सक्रिय भागीदारी द्वारा ग्रहण किया जाता है ।

[Question ID = 75][Question Description = CTET_P1_PART_1_CDP_SET_116_Q30]

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

Topic:- MATH_Q31-45_P1_CTET

1) What should be subtracted from the sum of eleven thousand, eleven hundred and eleven to obtain ten thousand ?

- (1) 101111
- (2) 10111
- (3) 2011
- (4) 2111

ग्यारह हजार, ग्यारह सौ और ग्यारह के योगफल में से क्या घटाया जाए कि दस हजार प्राप्त हो ?

(1) 101111

(2) 10111

(3) 2011

(4) 2111

[Question ID = 76][Question Description = CTET_P1_PART_2_MATHS_SET_116_Q31]

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

2) What should be added to the sum of 8668, 6888 and 8868 to obtain 33110 ?

(1) 6688

(2) 6868

(3) 8686

(4) 8866

33110 प्राप्त करने के लिए 8668, 6888 और 8868 के योगफल में क्या जोड़ा जाए ?

(1) 6688

(2) 6868

(3) 8686

(4) 8866

[Question ID = 77][Question Description = CTET_P1_PART_2_MATHS_SET_116_Q32]

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

3) Red and Green dots are marked on the floor. Red dots are bigger than Green dots. Shweta and Kanta throw rings on that floor. For each red dot inside the ring they will get 5 points and for each green dot 1 point. The one getting more points will be the winner. Shweta has 5 red dots and 7 green dots inside her ring and Kanta has 4 red dots and 12 green dots inside her ring. Identify the winner and state the reason.

(1) Kanta, as she gets more points than Shweta

(2) Shweta, as she gets more points than Kanta

(3) Winner cannot be determined as data is incomplete

(4) Game is draw as both of them earn equal points

फर्श पर कुल लाल और हरे बिन्दु बनाये गए हैं। लाल बिन्दु हरे बिन्दु से बड़े हैं। श्वेता और कांता फर्श पर घेरे फेंकती हैं। घेरे के अंदर एक लाल बिन्दु आने पर 5 अंक और हरा बिन्दु आने पर 1 अंक मिलता है। जिसके पास अधिक अंक आएँगे वह विजेता होगा। श्वेता के घेरे में 5 लाल बिन्दु और 7 हरे बिन्दु और कांता के घेरे में 4 लाल बिन्दु और 12 हरे बिन्दु आए। विजेता को पहचानिए और कारण बताइए।

- (1) कांता, क्योंकि उसे श्वेता से ज्यादा अंक मिले
- (2) श्वेता, क्योंकि उसे कांता से ज्यादा अंक मिले
- (3) विजेता घोषित करने के लिए पर्याप्त जानकारी उपलब्ध नहीं है
- (4) खेल ड्रॉ हो गया, क्योंकि दोनों ने समान अंक प्राप्त किए

[Question ID = 78][Question Description = CTET_P1_PART_2_MATHS_SET_116_Q33]

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

4) Which of the following statements is **false** ?

- (1) There are infinitely many prime numbers.
- (2) All prime numbers are odd numbers.
- (3) A prime number has only two factors.
- (4) There is only one prime number between 90 and 100.

निम्नलिखित कथनों में से कौन-सा **असत्य** है ?

- (1) अभाज्य संख्याएँ अपरिमित रूप से अनेक हैं।
- (2) सभी अभाज्य संख्याएँ विषम संख्याएँ होती हैं।
- (3) अभाज्य संख्याओं के केवल दो गुणनखण्ड होते हैं।
- (4) 90 और 100 के बीच केवल एक अभाज्य संख्या है।

[Question ID = 79][Question Description = CTET_P1_PART_2_MATHS_SET_116_Q34]

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

5) How many quarters are there in $9\frac{3}{4} + 3\frac{1}{2}$?

- (1) 35
- (2) 26
- (3) 62
- (4) 53

$9\frac{3}{4} + 3\frac{1}{2}$ में कितने चौथाई हैं ?

(1) 35

(2) 26

(3) 62

(4) 53

[Question ID = 80][Question Description = CTET_P1_PART_2_MATHS_SET_116_Q35]

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

6) 12 millions can be written in Indian Number System as :

(1) 1 crore 20 lakh

(2) 12 lakh

(3) 1 lakh 20 thousand

(4) 12 crores

12 मिलियन को भारतीय संख्या प्रणाली में निम्न प्रकार से लिखा जा सकता है :

(1) 1 करोड़ 20 लाख

(2) 12 लाख

(3) 1 लाख 20 हजार

(4) 12 करोड़

[Question ID = 81][Question Description = CTET_P1_PART_2_MATHS_SET_116_Q36]

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 letters does **not** have any line symmetry ?

(1) B

(2) X

(3) S

(4) T

निम्नलिखित अक्षरों में से किसमें कोई रेखिक सममिति **नहीं** है ?

(1) B

(2) X

(3) S

(4) T

[Question ID = 82][Question Description = CTET_P1_PART_2_MATHS_SET_116_Q37]

1. 1 [Option ID = 325]

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

8) A polygon is called regular when its :

- (1) All sides are equal
- (2) All angles are equal
- (3) Opposite sides are equal
- (4) All sides and all angles are equal

एक बहुभुज को समबहुभुज कहा जाता है जब उसकी :

- (1) सभी भुजाएँ बराबर हों
- (2) सभी कोण बराबर हों
- (3) आमने-सामने की भुजाएँ बराबर हों
- (4) सभी भुजाएँ और सभी कोण बराबर हों

[Question ID = 83][Question Description = CTET_P1_PART_2_MATHS_SET_116_Q38]

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 angles is traced by minute hand of a correct clock in 45 minutes ?

- (1) 45°
- (2) 90°
- (3) 180°
- (4) 270°

एक सही घड़ी की मिनट की सुई 45 मिनट में निम्नलिखित में से कितने अंश का कोण अनुरेखित करती है ?

- (1) 45°
- (2) 90°
- (3) 180°
- (4) 270°

[Question ID = 84][Question Description = CTET_P1_PART_2_MATHS_SET_116_Q39]

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

10) The price list of vegetables in a market is given as follows :

Item	Quantity	Price (₹)
Potato	2 kg	60
Onion	1 kg	35
Tomato	1 kg	40
Chillies	50 g	10
Carrot	250 g	25
Lemon	2 pieces	10

Tapan buys 1 kg potatoes, $\frac{1}{2}$ kg onion, $\frac{1}{2}$ kg tomatoes, 250 g carrot, 100 g chillies and 4 lemons. He gives a note of ₹ 500 to the shopkeeper. How much money will he get back ?

- (1) ₹ 231.50
- (2) ₹ 367.50
- (3) ₹ 132.50
- (4) ₹ 376.50

बाज़ार में सब्जियों की मूल्य सूची निम्नलिखित है :

वस्तु	मात्रा	मूल्य (₹ में)
आलू	2 kg	60
प्याज	1 kg	35
टमाटर	1 kg	40
मिर्च	50 g	10
गाजर	250 g	25
नींबू	2 नग	10

तपन ने 1 kg आलू, $\frac{1}{2}$ kg प्याज, $\frac{1}{2}$ kg टमाटर, 250 g गाजर, 100 g मिर्च और 4 नींबू खरीदे। उसने दुकानदार को ₹ 500 का नोट दिया। उसे कितने रुपये वापिस मिलेंगे ?

- (1) ₹ 231.50
- (2) ₹ 367.50
- (3) ₹ 132.50
- (4) ₹ 376.50

[Question ID = 85][Question Description = CTET_P1_PART_2_MATHS_SET_116_Q40]

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

11) A bottle is filled $\frac{1}{3}$ rd with milk. Another packet of 500 mL of milk is needed to fill this bottle completely. What is the capacity of the bottle ?

- (1) 500 mL
- (2) 750 mL
- (3) 1 L
- (4) 1 L 250 mL

एक बोतल के $\frac{1}{3}$ भाग में दूध है। बोतल को पूरा भरने के लिए 500 mL पैकेट दूध की आवश्यकता है। बोतल की धारिता क्या है ?

- (1) 500 mL
- (2) 750 mL
- (3) 1 L
- (4) 1 L 250 mL

[Question ID = 86][Question Description = CTET_P1_PART_2_MATHS_SET_116_Q41]

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

12) Richa started her journey at 16:45 and finished at 23:10. The time taken by her in completing the journey is

- (1) 5 hours 55 minutes
- (2) 6 hours 45 minutes
- (3) 5 hours 35 minutes
- (4) 6 hours 25 minutes

रिचा ने 16:45 बजे अपनी यात्रा शुरू की और 23:10 बजे समाप्त की। यात्रा पूरी करने में उसके द्वारा लिया गया समय है

- (1) 5 घंटे 55 मिनट
- (2) 6 घंटे 45 मिनट
- (3) 5 घंटे 35 मिनट
- (4) 6 घंटे 25 मिनट

[Question ID = 87][Question Description = CTET_P1_PART_2_MATHS_SET_116_Q42]

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

13) What is the next number :

$8 \times 64, 7 \times 49, 6 \times 36, \underline{\hspace{2cm}} ?$

- (1) 181
- (2) 156
- (3) 125
- (4) 100

अगली संख्या क्या है :

$8 \times 64, 7 \times 49, 6 \times 36, \underline{\hspace{2cm}} ?$

- (1) 181
- (2) 156
- (3) 125
- (4) 100

[Question ID = 88][Question Description = CTET_P1_PART_2_MATHS_SET_116_Q43]

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

14) Tally marks are used to find

- (1) Mean
- (2) Median
- (3) Maximum and Minimum Number
- (4) Frequency

मिलान चिह्नों का प्रयोग निम्न में से किसको ज्ञात करने के लिए किया जाता है ?

- (1) माध्य
- (2) माध्यक
- (3) अधिकतम व न्यूनतम संख्या
- (4) बारंबारता

[Question ID = 89][Question Description = CTET_P1_PART_2_MATHS_SET_116_Q44]

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

15) The table given below shows the growth of rabbits every year in a forest :

Time	Number of rabbits
Start	10
1 year	18
2 year	32
3 year	58
4 year	108

After each year the number of rabbits was :

- (1) More than double the number of rabbits in the last year
- (2) 8 more than the number in the last year
- (3) Double the number in the last year
- (4) A little less than double the number of rabbits in the last year

नीचे दी गई तालिका में एक जंगल में हर वर्ष खरगोशों की संख्या में होने वाली बढ़ोतरी को दिखाया गया है :

वर्ष	खरगोशों की संख्या
आरंभ	10
1 वर्ष	18
2 वर्ष	32
3 वर्ष	58
4 वर्ष	108

हर वर्ष के बाद खरगोशों की संख्या :

- (1) पिछले वर्ष की संख्या के दुगुने से कुछ अधिक थी
- (2) पिछले वर्ष की संख्या से 8 अधिक थी
- (3) पिछले वर्ष की संख्या से दुगुनी थी
- (4) पिछले वर्ष की खरगोशों की संख्या के दुगुने से कुछ कम थी

[Question ID = 90][Question Description = CTET_P1_PART_2_MATHS_SET_116_Q45]

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

Topic:- MATH_Q46-60_P1_CTET

1) Which of the following does **not** come under pre-number skills ?

- (1) Classification
- (2) Ordering
- (3) One to one correspondence
- (4) Reciting tables

निम्न में से कौन-सा पूर्व संख्या कौशल से संबंधित **नहीं** है ?

- (1) वर्गीकरण
- (2) क्रमबद्धता
- (3) एक से एक मिलान (एकैकी संगति)
- (4) पहाड़े पढ़ना

[Question ID = 91][Question Description = CTET_P1_PART_2_MATHS_SET_116_Q46]

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

2) Which of the following is the most appropriate strategy to introduce the concept of Equivalent Fractions at primary level ?

- (1) Using circular cut-outs and rectangular strips
- (2) Using algorithm of multiplication of fractions
- (3) Using algorithm of division of fractions
- (4) Using the concept of LCM

प्राथमिक स्तर पर समतुल्य भिन्नों की अवधारणा को प्रस्तुत करने के लिए निम्नलिखित में से कौन-सी विधि सर्वाधिक उपयुक्त है ?

- (1) वृत्ताकार कट-आउट और आयताकार पट्टियों का उपयोग करना
- (2) भिन्नों के गुणन की कलनविधि का उपयोग करना
- (3) भिन्नों के विभाजन/भाग की कलनविधि का उपयोग करना
- (4) लघुतम समापवर्त्य की अवधारणा का उपयोग करना

[Question ID = 92][Question Description = CTET_P1_PART_2_MATHS_SET_116_Q47]

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

3) Which of the following contexts is least appropriate to introduce the concept of negative numbers to learners ?

- (1) Temperature going down below 0°C
- (2) Floors in a multi-storey building below ground level
- (3) Showing the subtraction of two numbers as $12 - 28 = -16$
- (4) Account of a shopkeeper which shows profit and loss

निम्नलिखित संदर्भों में से कौन-सा संदर्भ शिक्षार्थियों को ऋणात्मक संख्याओं की अवधारणा को प्रस्तुत करने के लिए सबसे कम उपयुक्त है ?

- (1) तापमान का 0°C से नीचे जाना
- (2) एक बहु-मंजिला इमारत के भूतल से नीचे के तल
- (3) दो संख्याओं का व्यवकलन दर्शाना जैसे कि $12 - 28 = -16$
- (4) एक दुकानदार का खाता जो लाभ और हानि को दर्शाता है

[Question ID = 93][Question Description = CTET_P1_PART_2_MATHS_SET_116_Q48]

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

4) Which of the following is **not** a characteristic of mathematics language ?

- (1) Precise
- (2) Concise
- (3) Symbolic
- (4) Ambiguous

निम्नलिखित में से कौन-सा गणितीय भाषा का गुण **नहीं** है ?

- (1) सटीकता
- (2) संक्षिप्तीकरण
- (3) प्रतीकात्मक
- (4) अस्पष्टता

[Question ID = 94][Question Description = CTET_P1_PART_2_MATHS_SET_116_Q49]

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

5) According to National Curriculum Framework, 2005, school mathematics should take place in a situation where :

- (a) a teacher engages every child in posing and solving meaningful problems in mathematics.
- (b) children see mathematics as a part of their daily lives and something to discuss about.
- (c) every child is capable of solving all the textbook questions without taking help from a teacher.
- (d) focus is only on creating great mathematicians for the country.

Choose the correct option :

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

राष्ट्रीय पाठ्यचर्या रूपरेखा, 2005 के अनुसार, स्कूली गणित उस परिस्थिति में होना चाहिए जहाँ :

- (a) एक शिक्षक प्रत्येक बच्चे को गणित में अर्थपूर्ण समस्याएँ प्रस्तुत और हल करने में संलग्न रखता है।
- (b) बच्चे गणित को उनके दैनिक जीवन के हिस्से के रूप में देखते हैं जिसके बारे में वह चर्चा कर सकते हैं।
- (c) प्रत्येक बच्चा बिना शिक्षक की सहायता लिए पाठ्यपुस्तक के सभी प्रश्नों को हल करने की क्षमता रखता है।
- (d) जहाँ देश के लिए केवल महान गणितज्ञों के सृजन पर बल हो।

सही विकल्प का चयन कीजिए :

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

[Question ID = 95][Question Description = CTET_P1_PART_2_MATHS_SET_116_Q50]

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

- 6) A student writes three hundred six as 3006.
Which of the following is most appropriate for the above situation ?
- (1) The answer given by the child is correct
 - (2) He/she lacks the understanding of place value concept
 - (3) He/she does not know counting
 - (4) He/she cannot read

एक छात्र तीन सौ छः को 3006 के रूप में लिखता है।

उपरोक्त परिस्थिति के लिए निम्नलिखित में से कौन-सा सबसे उपयुक्त है ?

- (1) बच्चे द्वारा दिया गया उत्तर सही है
- (2) उसमें स्थानीय मान की अवधारणा की समझ की कमी है
- (3) वह गिनती नहीं जानता/जानती
- (4) वह पढ़ नहीं सकता/सकती

[Question ID = 96][Question Description = CTET_P1_PART_2_MATHS_SET_116_Q51]

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

- 7) A primary class teacher gave a collection of shapes to the students and asked them to sort them into different groups based on the properties of the shapes. She is assessing her students at _____ level of geometric thinking according to Van-Hiele's theory.
- (1) Visualization
 - (2) Axiomatic
 - (3) Formal Deduction
 - (4) Analysis

प्राइमरी कक्षा की अध्यापिका अपने विद्यार्थियों को आकृतियों का एक समूह देती है और उन्हें उन आकृतियों के गुणों के आधार पर विभिन्न समूहों में वर्गीकृत करने को कहती है। वैन-हैले के सिद्धांत के अनुसार वह विद्यार्थियों का ज्यामितीय चिंतन के _____ स्तर पर आकलन कर रही है।

- (1) दृश्यीकरण
- (2) स्वयंसिद्धता
- (3) औपचारिक निगमन
- (4) विश्लेषण

[Question ID = 97][Question Description = CTET_P1_PART_2_MATHS_SET_116_Q52]

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

- 8) The focus of mathematics learning should be on
- (1) Conceptual learning and logical reasoning
 - (2) Solving questions from mathematics textbook
 - (3) Getting good marks in examination
 - (4) Memorizing formulae and shortcuts of mathematics

गणित अधिगम _____ पर केंद्रित होना चाहिए।

- (1) अवधारणात्मक अधिगम और तार्किक विचार (तर्कणा)
- (2) गणित की पाठ्यपुस्तक से प्रश्न को हल करने
- (3) परीक्षा में अच्छे अंक प्राप्त करने
- (4) गणित के सूत्रों को याद करने और गणित में लघुपथ प्रयोग करने

[Question ID = 98][Question Description = CTET_P1_PART_2_MATHS_SET_116_Q53]

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

- 9) Students' learning difficulties can be assessed by conducting achievement test followed by
- (1) Criterion referenced test
 - (2) Norm referenced test
 - (3) Diagnostic test
 - (4) Oral test

उपलब्धि परीक्षण के बाद _____ लेकर विद्यार्थियों के अधिगम में कठिनाइयों का आकलन किया जा सकता है।

- (1) मानक संदर्भित परीक्षण (क्राइटेरियन रेफरेन्सड टैस्ट)
- (2) मानदण्ड संदर्भित परीक्षण (नॉर्म रेफरेन्सड टैस्ट)
- (3) निदानात्मक परीक्षण
- (4) मौखिक परीक्षण

[Question ID = 99][Question Description = CTET_P1_PART_2_MATHS_SET_116_Q54]

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

- 10) According to National Education Policy (NEP) 2020, Universal Foundational Literacy and Numeracy in primary school has to be achieved by
- (1) 2024
 - (2) 2025
 - (3) 2026
 - (4) 2027

राष्ट्रीय शिक्षा नीति (NEP) 2020 के अनुसार, सार्वभौमिक बुनियादी साक्षरता और संख्यात्मकता प्राथमिक विद्यालयों में _____ वर्ष तक हासिल की जानी होगी।

(1) 2024

(2) 2025

(3) 2026

(4) 2027

[Question ID = 100][Question Description = CTET_P1_PART_2_MATHS_SET_116_Q55]

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

11) When asked to draw an angle of 120° using a protractor a child drew an acute angle of 60° . What would be the most appropriate remediation for the error made by the child?

- (1) Place the protractor correctly on zero and now ask the child to draw the angle again.
- (2) Tell the child the rule how to use the protractor.
- (3) Ask the child to draw the same angle using a compass if he/she is unable to use the protractor.
- (4) Ask the child to draw a rough estimate of the angle first and then the actual angle using the protractor and compare the two.

एक प्रोट्रेक्टर (चाँदा) का उपयोग करते हुए जब एक बच्चे को 120° का कोण बनाने के लिए कहा तब उसने 60° का एक न्यून कोण बना दिया। बच्चे द्वारा की गई त्रुटि को सुधारने के लिए निम्नलिखित में से सबसे उपयुक्त क्या समाधान होगा?

- (1) प्रोट्रेक्टर (चाँदा) को सही तरह से शून्य (0) पर रखें और अब बच्चे को कोण दोबारा बनाने को कहें।
- (2) बच्चे को यह नियम बताएँ कि प्रोट्रेक्टर (चाँदा) का कैसे इस्तेमाल करना है।
- (3) अगर बच्चा प्रोट्रेक्टर (चाँदा) इस्तेमाल करने में असक्षम है तो उसे उसी कोण को एक परकार (कम्पास) का उपयोग करके बनाने के लिए कहें।
- (4) बच्चे को पहले कोण को एक रूख अनुमान लगाकर बनाने के लिए कहें और फिर उसे प्रोट्रेक्टर का उपयोग करके वास्तविक कोण बनाकर दोनों की तुलना करने को कहें।

[Question ID = 101][Question Description = CTET_P1_PART_2_MATHS_SET_116_Q56]

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

12) A teacher brings in time tables of different classes, railway charts of train arrivals and departures, surveys published in newspaper in her mathematics class. The intention of the teacher is to :

- (1) give the real life context of 'Data-Handling' to children.
- (2) help them make tables for tabulating the data.
- (3) introduce the concept of probability.
- (4) teach them how to make time tables for classes and railways.

एक शिक्षिका गणित की अपनी कक्षा में विभिन्न कक्षाओं की समय-सारणियाँ, ट्रेन के आगमन और गन्तव्य समय के रेलवे के चार्ट, अखबारों में छपे सर्वेक्षण लेकर आती हैं। शिक्षिका का उद्देश्य है :

- (1) बच्चों को दैनिक जीवन के संदर्भों पर आधारित 'आँकड़ों का प्रबंधन' देना।
- (2) आँकड़ों को सारणीबद्ध करने के लिए सारणियाँ बनाने में बच्चों की सहायता करना।
- (3) प्रायिकता की अवधारणा को प्रस्तुत करना।
- (4) उनको यह सिखाना कि कक्षाओं और रेलवे के लिए समय-सारणियाँ कैसे बनाई जाती हैं।

[Question ID = 102][Question Description = CTET_P1_PART_2_MATHS_SET_116_Q57]

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

13) What should be the remedy for a child if he/she writes $\frac{1}{4} > \frac{1}{3}$?

- (1) Teacher should ask the child to represent $\frac{1}{4}$ and $\frac{1}{3}$ in the same picture.
- (2) Teacher should give the definition of unit fractions.
- (3) Teacher should teach the child how to calculate L.C.M.
- (4) Teacher should teach the comparison of natural numbers.

यदि एक बालिका $\frac{1}{4} > \frac{1}{3}$ लिखती है तो उसकी उस त्रुटि को सुधारने के लिए अध्यापिका को क्या करना चाहिए ?

- (1) एक आकृति में $\frac{1}{4}$ और $\frac{1}{3}$ दर्शाने के लिए बालिका को कहना चाहिए।
- (2) इकाई भिन्न की परिभाषा देनी चाहिए।
- (3) बालिका को लघुतम समापवर्त्य (LCM) निकालना समझाना चाहिए।
- (4) प्राकृत संख्याओं की तुलना करनी सिखानी चाहिए।

[Question ID = 103][Question Description = CTET_P1_PART_2_MATHS_SET_116_Q58]

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

14) Which of the following is least appropriate to develop mathematical reasoning among learners ?

- (1) Making and testing generalizations
- (2) Solving a problem using a given formula
- (3) Exploring different ways to solve a problem
- (4) Comparing and ordering

निम्नलिखित में से कौन-सा शिक्षार्थियों में गणितीय विवेचन (तार्किकता) को विकसित करने के लिए सबसे कम उपयुक्त है ?

- (1) सामान्यीकरण करना और जाँचना
- (2) दिए गए सूत्र का उपयोग करके समस्या हल करना
- (3) एक समस्या को हल करने के लिए विभिन्न तरीके खोजना
- (4) तुलना एवं क्रमबद्ध करना

[Question ID = 104][Question Description = CTET_P1_PART_2_MATHS_SET_116_Q59]

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

15) How can a teacher address a student's misconceptions of a mathematical concept ?

- (1) Asking the parents to arrange home tuitions for the student.
- (2) Giving worksheets and focusing on learning procedures to solve the problem.
- (3) Ignoring the student's misconceptions as the student will learn the concept eventually.
- (4) Understanding student's reasoning towards the concept and then facilitating him/her accordingly.

एक शिक्षक विद्यार्थी की गणितीय अवधारणाओं की भ्रान्तियों को किस प्रकार संबोधित कर सकता है ?

- (1) अभिभावकों को विद्यार्थी के लिए घर पर ट्यूशन की व्यवस्था कराने के लिए कहना ।
- (2) कार्यपत्र देना और प्रश्न हल करने के लिए कार्यविधियों को याद करने पर ध्यान केंद्रित करना ।
- (3) विद्यार्थी की भ्रान्तियों की अनदेखी करना क्योंकि विद्यार्थी अंततः अवधारणाएँ सीख ही लेगा ।
- (4) विद्यार्थी की अवधारणा के प्रति तार्किकता को समझना और उसे उसके अनुसार सहज सुगम बनाना ।

[Question ID = 105][Question Description = CTET_P1_PART_2_MATHS_SET_116_Q60]

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

1) In order to prevent breeding of mosquitoes it is advised to put kerosene on the surface of stagnant water. The advantage of this action is that the

- (1) mosquitoes are repelled by kerosene.
- (2) mosquitoes are killed by kerosene.
- (3) mosquitoes get stuck in the layer of kerosene.
- (4) the layer of kerosene cuts the oxygen supply and thereby stops the mosquito breeding.

मच्छरों के प्रजनन को रोकने के लिए ठहरे हुए पानी के पृष्ठ पर किरोसिन डालने का परामर्श दिया जाता है। ऐसा करने का लाभ यह है कि

- (1) मच्छर किरोसिन से प्रतिकर्षित होकर भाग जाते हैं।
- (2) मच्छर किरोसिन से मर जाते हैं।
- (3) मच्छर किरोसिन की परत में फँस जाते हैं।
- (4) किरोसिन की परत ऑक्सीजन की आपूर्ति को रोक देती है और मच्छरों का प्रजनन थम जाता है।

[Question ID = 106][Question Description = CTET_P1_PART_3_EVS_SET_116_Q61]

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

2) Solve the following riddle :

"Dead animals I do eat
Making places clean and neat
High up in the sky I fly
Tell the name I am called by "
The solution is

- (1) Crow
- (2) Pigeon
- (3) Woodpecker
- (4) Vulture

निम्नलिखित पहेली हल कीजिए :

“मरे जानवर खाकर मैं
जगह साफ कर देता हूँ
ऊँचाइयों पर उड़ता हूँ
बोलो क्या कहलाता हूँ”
इसका हल है

(1) कौआ

(2) कबूतर

(3) कठफोड़वा

(4) गिद्ध

[Question ID = 107][Question Description = CTET_P1_PART_3_EVS_SET_116_Q62]

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

3) Consider the following statements regarding bee-keeping in Bihar :

- A. The best time to start bee-keeping is October to December.
- B. Most of the bees in the hive are worker bees and they do most of the important work for the hive.
- C. Every beehive has only one queen bee that lays eggs.
- D. There are only a few males in the hive. They make the hive and also look after the baby bees.

The correct statements are

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

बिहार में मधुमक्खी पालन के बारे में नीचे दिए गए कथनों पर विचार कीजिए :

- A. मधुमक्खी पालन आरम्भ करने का सर्वोत्तम समय अक्टूबर से दिसम्बर है।
- B. छत्ते में अधिकांश मक्खियाँ काम करने वाली होती हैं और ये ही छत्ते के अधिकांश महत्वपूर्ण कार्यों को करती हैं।
- C. प्रत्येक छत्ते में केवल एक रानी मक्खी होती है जो अण्डे देती है।
- D. छत्ते में केवल कुछ नर मक्खियाँ होती हैं। ये छत्ता बनाती हैं और बच्चों को भी पालती हैं।

इनमें सही कथन हैं

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

[Question ID = 108][Question Description = CTET_P1_PART_3_EVS_SET_116_Q63]

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

4) We celebrate different festivals during different phases of moon. Which of the following festival is celebrated on a new moon day ?

- (1) Diwali
- (2) Holi
- (3) Eid
- (4) Raksha Bandhan

हम चन्द्रमा की विभिन्न कलाओं के दौरान विभिन्न त्योहार मनाते हैं। निम्नलिखित में से कौन-सा त्योहार नव चन्द्र के दिन मनाया जाता है ?

- (1) दीपावली
- (2) होली
- (3) ईद
- (4) रक्षा बंधन

[Question ID = 109][Question Description = CTET_P1_PART_3_EVS_SET_116_Q64]

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

5) Select from the following a group of all poisonous snakes found in India :

- (1) Indian rat snake, Cobra, Python
- (2) Cobra, Common krait, Russel's viper, Sand boa
- (3) Cobra, Common krait, Russel's viper, Saw scaled viper
- (4) Russel's viper, Saw scaled viper, Common krait, Indian rock python

निम्नलिखित में से, भारत में पाए जाने वाले सभी विषधर सर्पों के समूह का चयन कीजिए :

- (1) भारतीय चूहा सर्प, नाग, पायथन (अजगर)
- (2) नाग, करैत, दुबोइया, रेत बोआ
- (3) नाग, करैत, दुबोइया, अफ्राई
- (4) दुबोइया, अफ्राई, करैत, भारतीय चट्टान पायथन (अजगर)

[Question ID = 110][Question Description = CTET_P1_PART_3_EVS_SET_116_Q65]

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

6) Consider the following statements about "Khejadi" tree :

- A. This tree is mainly found in hilly areas.
- B. This grows without much water.
- C. It is a shady tree and the children like to play in its shade.
- D. This tree stores water in its trunk and people use thin pipes to drink this water.
- E. People cook and eat its fruits (beans) and use its bark for making medicines.

The correct statements are :

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

“खेजड़ी” वृक्ष के बारे में निम्नलिखित कथनों पर विचार कीजिए :

- A. यह वृक्ष मुख्यतः पर्वतीय क्षेत्रों में पाया जाता है।
 - B. इसे उगने के लिए अधिक पानी की आवश्यकता नहीं होती है।
 - C. यह छायादार वृक्ष है और बच्चे इसकी छाया में खेलना पसन्द करते हैं।
 - D. इस वृक्ष के तने में पानी एकत्र होता है और लोग पतली नली से इस पानी को पीते हैं।
 - E. लोग इस पेड़ की फलियों की सब्जी बनाते हैं और इसकी छाल से दवाई बनाते हैं।
- इनमें से सही कथन हैं :

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

[Question ID = 111][Question Description = CTET_P1_PART_3_EVS_SET_116_Q66]

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

7) Select a group of three petroleum products from the following :

- (1) Diesel, Petrol, Ethanol
- (2) Plastics, Paints, LPG
- (3) Wax, Grease, Rayon
- (4) LPG, Coaltar, Wax

निम्नलिखित में से तीन पेट्रोलियम उत्पादों का समूह चुनिए :

- (1) डीज़ल, पेट्रोल, एथेनॉल
- (2) प्लास्टिक, पेन्ट, एल.पी.जी.
- (3) मोम, ग्रीस, रेयॉन
- (4) एल.पी.जी, कोलतार, मोम

[Question ID = 112][Question Description = CTET_P1_PART_3_EVS_SET_116_Q67]

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

8) You are at a railway station and want to reach your hotel. There is a busy highway between the railway station and the hotel. In order to reach the hotel you first go 100 m due west, then cross a 50 m long zebra-crossing, towards due north, then 500 m due east, and then finally 70 m due north to reach the hotel. With respect to the hotel the direction of the railway station is

- (1) North-East
- (2) North-West
- (3) South-East
- (4) South-West

आप रेलवे स्टेशन पर हैं और अपने होटल पहुँचना चाहते हैं। रेलवे स्टेशन और होटल के बीच एक व्यस्त राजमार्ग है। होटल पहुँचने के लिए पहले आप ठीक पश्चिम में 100 मी. चलते हैं, फिर ठीक उत्तर में 50 मी. लम्बा जेबरा-क्रॉसिंग पार करते हैं, फिर ठीक पूर्व में 500 मी. और अन्त में ठीक उत्तर में 70 मी. दूरी चलकर होटल पहुँचते हैं। होटल के सापेक्ष रेलवे स्टेशन की दिशा है

- (1) उत्तर-पूर्व
- (2) उत्तर-पश्चिम
- (3) दक्षिण-पूर्व
- (4) दक्षिण-पश्चिम

[Question ID = 113][Question Description = CTET_P1_PART_3_EVS_SET_116_Q68]

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

9) An EVS teacher asked her students to drink water that is safe. She is talking about

- (1) Fresh water
- (2) Ground water
- (3) Potable water
- (4) Tap water

एक पर्यावरण अध्ययन की अध्यापिका अपने विद्यार्थियों को सुरक्षित पेय जल पीने के लिए कहती है। वह बात कर रही है

- (1) ताज़े पानी की
- (2) भूमिगत जल की
- (3) पेय जल की
- (4) नल के पानी की

[Question ID = 114][Question Description = CTET_P1_PART_3_EVS_SET_116_Q69]

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

10) Who among the following got the Nobel Prize in Medicine in December 1902, for his work on Malaria ?

- (1) Ronald Ross
- (2) Alexander Fleming
- (3) Leeuwenhoek
- (4) Robert Hooke

निम्नलिखित में से किसे मलेरिया पर अपने कार्य के लिए दिसम्बर 1902 में, चिकित्सा के लिए नोबेल पुरस्कार प्राप्त हुआ है ?

- (1) रोनाल्ड रॉस
- (2) अलेक्जेंडर फ्लेमिंग
- (3) लियुवेनहॉक
- (4) रॉबर्ट हुक

[Question ID = 115][Question Description = CTET_P1_PART_3_EVS_SET_116_Q70]

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

11) The process of cooling due to evaporation is slow when the wind speed

- (1) increases and the amount of moisture in air (humidity) is high.
- (2) increases and the amount of moisture in air (humidity) is low.
- (3) decreases and the amount of moisture in air (humidity) is low.
- (4) decreases and the amount of moisture in air (humidity) is high.

वाष्पन के कारण शीतलन की प्रक्रिया तब धीमी होती है जब वायु के बहने की चाल

- (1) बढ़ती है और वायु में नमी की मात्रा (जलवाष्प या आर्द्रता) अधिक होती है।
- (2) बढ़ती है और वायु में नमी की मात्रा (जलवाष्प या आर्द्रता) कम होती है।
- (3) घटती है और वायु में नमी की मात्रा (जलवाष्प या आर्द्रता) कम होती है।
- (4) घटती है और वायु में नमी की मात्रा (जलवाष्प या आर्द्रता) अधिक होती है।

[Question ID = 116][Question Description = CTET_P1_PART_3_EVS_SET_116_Q71]

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

12) Select from the following a pair of Union Territories of India :

- (1) Goa, Puducherry
- (2) Mizoram, Ladakh
- (3) Delhi, Lakshdweep
- (4) Nagaland, Jammu and Kashmir

निम्नलिखित में से भारत के केन्द्र शासित प्रदेशों के युगल को चुनिए :

- (1) गोआ, पुदुचेरी
- (2) मिज़ोरम, लद्दाख
- (3) दिल्ली, लक्षद्वीप
- (4) नागालैण्ड, जम्मू और कश्मीर

[Question ID = 117][Question Description = CTET_P1_PART_3_EVS_SET_116_Q72]

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

13) Lunar eclipse occurs on a _____ day.

- (1) Crescent moon
- (2) Quarter moon
- (3) Full moon
- (4) New moon

चंद्र ग्रहण _____ के दिन होता है।

- (1) बाल चन्द्र
- (2) चौथाई चन्द्र
- (3) पूर्णिमा
- (4) नव चन्द्र

[Question ID = 118][Question Description = CTET_P1_PART_3_EVS_SET_116_Q73]

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

14) Which among the following practices of rainwater harvesting originated in Rajasthan ?

- (1) Guls
- (2) Kuls
- (3) Bavdis
- (4) Naulas

राजस्थान में उद्भूत वर्षा जल संग्रहण की प्रथा निम्नलिखित में से कौन-सी है ?

- (1) गुल
- (2) कुल
- (3) बावड़ी
- (4) नौला

[Question ID = 119][Question Description = CTET_P1_PART_3_EVS_SET_116_Q74]

- 1. 1 [Option ID = 473]

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

15) With respect to the location of the capital of India, the directions of the capital of Odisha (Bhubaneswar) and the capital of Karnataka (Bangaluru) respectively are

- (1) South-East and South
- (2) South-West and South-East
- (3) South-East and North-West
- (4) North-East and South

भारत की राजधानी की स्थिति के सापेक्ष ओडिशा की राजधानी (भुवनेश्वर) और कर्नाटक की राजधानी (बेंगलुरु) की दिशाएँ क्रमशः हैं

- (1) दक्षिण-पूर्व और दक्षिण
- (2) दक्षिण-पश्चिम और दक्षिण-पूर्व
- (3) दक्षिण-पूर्व और उत्तर-पश्चिम
- (4) उत्तर-पूर्व और दक्षिण

[Question ID = 120][Question Description = CTET_P1_PART_3_EVS_SET_116_Q75]

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

Topic:- EVS_Q76-90_P1_CTET

1) Shahmir takes the students of his class to the museum. During the visit, they observe an old painting showing construction of a fort. Shahmir asks students to see how many men and women are working and the type of work they are doing ? What is Shahmir trying to develop in students ?

- A. Observation
- B. Analysis
- C. Comparison
- D. Appreciation

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

शाहमीर अपनी कक्षा के विद्यार्थियों को संग्रहालय ले जाता है। भ्रमण के दौरान वे एक पुरानी पेंटिंग देखते हैं, जिसमें एक किले का निर्माण दिखाया हुआ है। शाहमीर विद्यार्थियों से यह देखने का आग्रह करता है कि उसमें कितने पुरुष और महिला कार्य कर रहे हैं, और वे किस प्रकार का काम कर रहे हैं। शाहमीर विद्यार्थियों में क्या विकसित करने का प्रयास कर रहा है ?

- A. अवलोकन
- B. विश्लेषण
- C. तुलना
- D. सराहना

(1) A और B

(2) B और C

(3) C और D

(4) A और D

[Question ID = 121][Question Description = CTET_P1_PART_3_EVS_SET_116_Q76]

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

2) Thavari was delighted to inform Aparna that this Akha Teej, she is being married, she will get new lehnga sadi, lots of sweets and jewellery and go to another village. Aparna is concerned about this girl studying in class III being married at such a tender age. This usually happens in the village. What should Aparna do to prevent child marriage in her village ?

- (1) Inform police and prevent marriage.
- (2) Talk to her parents and prevent marriage.
- (3) Contact village panchayat representative and prevent marriage.
- (4) Invite village community to a school play showing drawbacks of child marriage.

थावरी, अपर्णा को यह बताते हुए बहुत खुश हो रही थी कि इस आखा तीज पर उसकी शादी हो रही है, उसे नया लहंगा साड़ी मिलेगा, खूब सारी मिठाई और गहने मिलेंगे और वो दूसरे गाँव जाएगी। अपर्णा इस तीसरी कक्षा में पढ़ने वाली लड़की के इतनी छोटी उम्र में विवाह को लेकर चिंतित है। यह प्रथा अक्सर इस गाँव में होती रहती है। अपने गाँव में बाल विवाह प्रथा को रोकने के लिए अपर्णा को क्या करना चाहिए ?

- (1) पुलिस को सूचित कर शादी को रोक देना चाहिए।
- (2) उसके माता-पिता से बात करके, विवाह को रोक देना चाहिए।
- (3) ग्राम पंचायत प्रतिनिधि से बात करके शादी को रोक देना चाहिए।
- (4) ग्रामीण समुदाय को स्कूल में आमंत्रित कर बाल विवाह के दुष्परिणामों पर अक्सर नाटक दिखाना चाहिए।

[Question ID = 122][Question Description = CTET_P1_PART_3_EVS_SET_116_Q77]

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

3) Which of the following is **not** an appropriate approach to teach EVS ?

- A. Experimentation
- B. Instruction through lectures
- C. Story-telling
- D. Guided inquiry
- E. Discussions

(1) A and C

(2) B

(3) D

(4) E

निम्नलिखित में से कौन-सा ई.वी.एस. के शिक्षण के लिए उपयुक्त उपागम **नहीं** है ?

- A. प्रयोग करना
- B. व्याख्यानों द्वारा शिक्षण
- C. कथा-वाचन
- D. निर्देशित अन्वेषण
- E. विचार-विमर्श

(1) A और C

(2) B

(3) D

(4) E

[Question ID = 123][Question Description = CTET_P1_PART_3_EVS_SET_116_Q78]

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

4) A student finds any EVS topic taught in the class difficult to understand and is unable to process it for assessment later. How will you help him/her to learn topics ?

- A. Make a mixed peer group while learning.
- B. Break the tasks into parts and teach the parts separately.
- C. Develop braille lessons for all lessons for him/her.
- D. Develop audio lessons for all lessons for him/her.

Choose the correct option.

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

एक विद्यार्थी को कक्षा में पढ़ाया गया कोई भी ई.वी.एस. का विषय समझने में मुश्किल होती है तथा वह भावी आकलन के लिए उसे ग्रहण नहीं कर पाता। विषय को सीखने में आप उसकी मदद कैसे करेंगे ?

- A. अधिगम के समय एक मिश्रित समकक्ष समूह बनाकर।
- B. कार्यों को हिस्सों में विभाजित करके तथा प्रत्येक हिस्से को अलग-अलग सिखा कर।
- C. उस विद्यार्थी के लिए सभी पाठों के ब्रेल पाठ विकसित करके।
- D. उस विद्यार्थी के लिए सभी पाठों के श्रव्य-पाठ विकसित करके।

सही विकल्प चुनिए।

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

[Question ID = 124][Question Description = CTET_P1_PART_3_EVS_SET_116_Q79]

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

5) Which of the following is the most important objective of EVS teaching ?

- (1) Developing conceptual knowledge.
- (2) Developing procedural knowledge.
- (3) Developing higher order thinking skills.
- (4) Developing conceptual understanding.

निम्नलिखित में से कौन-सा पर्यावरण अध्ययन शिक्षण का सर्वाधिक महत्वपूर्ण उद्देश्य है ?

- (1) अवधारणात्मक ज्ञान का विकास करना ।
- (2) प्रक्रियागत ज्ञान का विकास करना ।
- (3) उच्च स्तरीय चिंतन कौशलों का विकास करना ।
- (4) अवधारणात्मक समझ का विकास करना ।

[Question ID = 125][Question Description = CTET_P1_PART_3_EVS_SET_116_Q80]

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

6) Which amongst the following represents the learning indicators of EVS learning ?

- (1) Observation and reporting
- (2) Synthesising
- (3) Concern for shared vision
- (4) Researching

ई.वी.एस. अधिगम के अधिगम सूचकों/संकेतों को निम्नलिखित में से कौन-सा निरूपित करता है ?

- (1) अवलोकन और विवरण देना
- (2) संश्लेषण करना
- (3) साझा दृष्टिकोण के प्रति संवेदना रखना
- (4) अनुसंधान करना

[Question ID = 126][Question Description = CTET_P1_PART_3_EVS_SET_116_Q81]

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

7) Which NCF recommended that in the first two years i.e. classes I and II Environmental Studies will look at both the natural and social environment, while in classes III to V there would be separate portion for social studies and general science called Part I and Part II.

- (1) NCF 2000
- (2) NCF 1988
- (3) NCF 1975
- (4) NCF 2005

किस राष्ट्रीय पाठ्यचर्या की रूपरेखा ने यह सिफारिश की थी कि पहले दो वर्षों अर्थात् कक्षाएँ I और II, में पर्यावरण अध्ययन में प्राकृतिक एवं सामाजिक वातावरण दोनों सम्मिलित होंगे, जबकि कक्षाओं III से V में, सामाजिक अध्ययन और सामान्य विज्ञान, भाग I और भाग II, पृथक-पृथक भाग होंगे ?

- (1) एन.सी.एफ. 2000
- (2) एन.सी.एफ. 1988
- (3) एन.सी.एफ. 1975
- (4) एन.सी.एफ. 2005

[Question ID = 127][Question Description = CTET_P1_PART_3_EVS_SET_116_Q82]

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

8) As soon as the interval bell rings, children are filled with joy thinking the mid-day meal to be served and their mouth waters.

This is an example of which of the following types of learning ?

- (1) Observational learning
- (2) Classical conditioning
- (3) Operant conditioning
- (4) Instrumental conditioning

जैसे ही इंटरवेल की घंटी बजती है, बच्चे परोसे जाने वाले मध्याह्न भोजन के बारे में सोचकर खुश हो जाते हैं और उनके मुँह में पानी आ जाता है।

यह सीखने के निम्नलिखित प्रकारों में से किस प्रकार का उदाहरण है ?

- (1) प्रेक्षणीय अधिगम
- (2) शास्त्रीय अनुबंधन
- (3) क्रियाप्रसूत अनुबंधन
- (4) यांत्रिक अनुबंधन

[Question ID = 128][Question Description = CTET_P1_PART_3_EVS_SET_116_Q83]

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

9) In EVS class V chapter "Super senses", it is given that birds give different warning calls. Which of the following will be the most suitable approach for teaching this ?

- (1) Imitating different calls by teachers.
- (2) Imitating different calls by students.
- (3) Asking students to identify recorded calls.
- (4) Taking students to a field visit and listening calls by birds.

पर्यावरण अध्ययन कक्षा पाँचवीं के पाठ “कैसे पहचाना चींटी ने दोस्त को” में यह बताया गया है कि पक्षी अलग-अलग चेतावनी आवाज़ें निकालते हैं। निम्नलिखित में इसे पढ़ाने हेतु सर्वाधिक उपयुक्त विधि कौन-सी होगी ?

- (1) शिक्षकों द्वारा विभिन्न आवाज़ों की नकल किया जाना।
- (2) विद्यार्थियों द्वारा विभिन्न आवाज़ों की नकल किया जाना।
- (3) विद्यार्थियों से रिकॉर्ड की गई आवाज़ों को पहचानने के लिए कहना।
- (4) विद्यार्थियों को भ्रमण पर ले जाना और पक्षियों की आवाज़ें सुनने के लिए कहना।

[Question ID = 129][Question Description = CTET_P1_PART_3_EVS_SET_116_Q84]

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

10) Which of the following is/are true with respect to the School Based Assessment ?

- A. It is learner-centred.
- B. It is teacher-centred.
- C. It is diagnostic in nature.
- D. Its focus is on evaluation of achievement.

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

स्कूल आधारित आकलन के संबंध में निम्नलिखित में से कौन-सा/से सत्य है/हैं ?

- A. यह शिक्षार्थी-केंद्रित है।
- B. यह शिक्षक-केंद्रित है।
- C. यह प्रकृति में नैदानिक है।
- D. इसका फोकस उपलब्धि के मूल्यांकन पर है।

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

[Question ID = 130][Question Description = CTET_P1_PART_3_EVS_SET_116_Q85]

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

11) Which of the following is applicable for Unit Plan ?

- (1) It is planning for a subject matter which is a cohesive whole.
- (2) It is planning for more than 10 lessons.
- (3) It consists of detailing learning activities for each lesson plan.
- (4) It is planning teaching-learning for an academic year.

निम्नलिखित में से कौन-सा इकाई योजना के लिए प्रयोज्य है ?

- (1) किसी ऐसी विषय-वस्तु के लिए योजना बनाना जो कि समग्र रूप से संबद्ध हो ।
- (2) 10 से अधिक पाठों के लिए योजना बनाना ।
- (3) इसमें प्रत्येक पाठ योजना के लिए विस्तृत अधिगम के क्रियाकलाप हैं ।
- (4) यह एक शैक्षिक सत्र के लिए शिक्षण-अधिगम की योजना बनाना है ।

[Question ID = 131][Question Description = CTET_P1_PART_3_EVS_SET_116_Q86]

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

12) Which of these is an integral component of Environmental Education at the primary level ?

- (1) Children's environment
- (2) Textbooks
- (3) Linguistic proficiency
- (4) Teacher

निम्नलिखित में से कौन-सा, प्राथमिक स्तर पर पर्यावरण शिक्षा का एक अभिन्न घटक है ?

- (1) बच्चों का वातावरण
- (2) पाठ्यपुस्तकें
- (3) भाषिकी योग्यता
- (4) शिक्षक

[Question ID = 132][Question Description = CTET_P1_PART_3_EVS_SET_116_Q87]

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

13) According to NCF 2005 objectives of teaching EVS at the primary level are :

- A. To develop an awareness about environmental issues.
- B. To nurture the curiosity and creativity of the child particularly in relation to the natural environment.
- C. To enhance children's learning capabilities by providing a concrete learning experience.
- D. To provide linear exposure to students.

Choose the correct option :

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

एन.सी.एफ. 2005 के अनुसार प्राथमिक स्तर पर ई.वी.एस. के शिक्षण के उद्देश्य हैं :

- A. पर्यावरणीय विषयों के संबंध में जानकारी का विकास करना ।
- B. बच्चे की जिज्ञासा और सृजनात्मकता को पोषित करना, विशेष रूप से प्राकृतिक वातावरण के विषय में ।
- C. बच्चों की अधिगम क्षमताओं को, विशेषकर एक मूर्त अधिगम अनुभव द्वारा बढ़ाना ।
- D. विद्यार्थियों को एक रेखीय अभिज्ञता देना ।

सही विकल्प चुनिए :

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

[Question ID = 133][Question Description = CTET_P1_PART_3_EVS_SET_116_Q88]

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

14) Which of the following is a characteristic of discussion method ?

- A. Categorizing students.
- B. Improving writing skills of students.
- C. Involving interchange of ideas among peers.
- D. Enhancing self-confidence in students.

Choose the correct option :

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

निम्नलिखित में से कौन-सा परिचर्चा प्रणाली का गुणधर्म है ?

- A. विद्यार्थियों को वर्गीकृत करना ।
- B. विद्यार्थियों के लेखन कौशल को बेहतर बनाना ।
- C. सहपाठियों में विचारों के आदान-प्रदान को सम्मिलित करना ।
- D. विद्यार्थियों में आत्मविश्वास बढ़ाना ।

सही विकल्प चुनिए :

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

[Question ID = 134][Question Description = CTET_P1_PART_3_EVS_SET_116_Q89]

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

15) Which of the following will be suitable for transacting the theme "Relationships" in EVS class ?

- (1) Role play
- (2) Conducting lecture
- (3) Experiments
- (4) Demonstrations

निम्नलिखित में से कौन-सा ई.वी.एस. कक्षा में "संबंध" थीम के लिए उपयुक्त होगा ?

- (1) रोल प्ले
- (2) व्याख्यान संचालन
- (3) प्रयोग
- (4) प्रदर्शन

[Question ID = 135][Question Description = CTET_P1_PART_3_EVS_SET_116_Q90]

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

Topic:- ENG_Q91-99_L1_P1_CTET

1) **Directions :** Read the passage given below and answer the questions that follow by choosing the most appropriate options from the given ones.

1. You should feel beautiful and you should feel safe, what you surround yourself with should bring you peace of mind and peace of spirit.

2. Mental peace refers to the deliberate state of spiritual calm and the potential of stressors such as the burden arising from pretending to perform at an optimal level with a positive mind (inner peace). Peace of mind is generally associated with joy, happiness, calmness, prayer, yoga, meditation, etc. Many spiritual practices refer to this peace as an experience of knowing oneself. But we all know that inner peace is important for mental health. The human beings who are mentally strong are confident that they can handle whatever life throws their way.

3. The people you surround yourself with affect the way you think, feel and behave. Mentally strong people don't waste their time or energy trying to change toxic people. They establish healthy emotional and physical boundaries.

4. These people take appropriate accountability. They recognize the responsibility for their choice, but they acknowledge factors beyond their control, like the state of the economy, the weather and other people's choice.

5. Mentally strong people are willing to put in the hard work it takes to gain contentment. They refuse to give in to instant gratification or temporary attachment. They look for ways to build a brighter future by creating long-term goals. People face their fear, venture into unknown areas and test their limits. They know that being uncomfortable is tolerable and allowing themselves to experience discomfort is the key to living a better life.

6. Finally, further reflection on the nature of basic human needs in relationship to self and identity can provide the means to address the most deep rooted of inner conflicts. Just find inner peace and unwrap your best self.

7. **"Peace begins with a smile!"**

According to the passage, which of the following is **not** associated with peace of mind?

- (1) Joy and calmness
- (2) Happiness and prayer
- (3) Yoga and meditation
- (4) Meditation and stoicism

[Question ID = 136][Question Description = CTET_P1_PART_4_L1_SET_116_ENGLISH_Q91]

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

2) **Directions :** Read the passage given below and answer the questions that follow by choosing the most appropriate options from the given ones.

1. You should feel beautiful and you should feel safe, what you surround yourself with should bring you peace of mind and peace of spirit.

2. Mental peace refers to the deliberate state of spiritual calm and the potential of stressors such as the burden arising from pretending to perform at an optimal level with a positive mind (inner peace). Peace of mind is generally associated with joy, happiness, calmness, prayer, yoga, meditation, etc. Many spiritual practices refer to this peace as an experience of knowing oneself. But we all know that inner peace is important for mental health. The human beings who are mentally strong are confident that they can handle whatever life throws their way.

3. The people you surround yourself with affect the way you think, feel and behave. Mentally strong people don't waste their time or energy trying to change toxic people. They establish healthy emotional and physical boundaries.

4. These people take appropriate accountability. They recognize the responsibility for their choice, but they acknowledge factors beyond their control, like the state of the economy, the weather and other people's choice.

5. Mentally strong people are willing to put in the hard work it takes to gain contentment. They refuse to give in to instant gratification or temporary attachment. They look for ways to build a brighter future by creating long-term goals. People face their fear, venture into unknown areas and test their limits. They know that being uncomfortable is tolerable and allowing themselves to experience discomfort is the key to living a better life.

6. Finally, further reflection on the nature of basic human needs in relationship to self and identity can provide the means to address the most deep rooted of inner conflicts. Just find inner peace and unwrap your best self.

7. "Peace begins with a smile!"

The human beings who are mentally strong

(1) can accept anything.

(2) are narcissists.

(3) can handle any situation.

(4) are multi-taskers.

[Question ID = 137][Question Description = CTET_P1_PART_4_L1_SET_116_ENGLISH_Q92]

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

3) **Directions :** Read the passage given below and answer the questions that follow by choosing the most appropriate options from the given ones.

1. You should feel beautiful and you should feel safe, what you surround yourself with should bring you peace of mind and peace of spirit.

2. Mental peace refers to the deliberate state of spiritual calm and the potential of stressors such as the burden arising from pretending to perform at an optimal level with a positive mind (inner peace). Peace of mind is generally associated with joy, happiness, calmness, prayer, yoga, meditation, etc. Many spiritual practices refer to this peace as an experience of knowing oneself. But we all know that inner peace is important for mental health. The human beings who are mentally strong are confident that they can handle whatever life throws their way.

3. The people you surround yourself with affect the way you think, feel and behave. Mentally strong people don't waste their time or energy trying to change toxic people. They establish healthy emotional and physical boundaries.

4. These people take appropriate accountability. They recognize the responsibility for their choice, but they acknowledge factors beyond their control, like the state of the economy, the weather and other people's choice.

5. Mentally strong people are willing to put in the hard work it takes to gain contentment. They refuse to give in to instant gratification or temporary attachment. They look for ways to build a brighter future by creating long-term goals. People face their fear, venture into unknown areas and test their limits. They know that being uncomfortable is tolerable and allowing themselves to experience discomfort is the key to living a better life.

6. Finally, further reflection on the nature of basic human needs in relationship to self and identity can provide the means to address the most deep rooted of inner conflicts. Just find inner peace and unwrap your best self.

7. "Peace begins with a smile!"

How are mentally strong people able to survive toxic people?

(1) They avoid them in all circumstances and become introverts.

(2) They establish and maintain distance from negativities around.

(3) They try to reason and are empathetic towards toxic people.

(4) They try to cut them off from their lives and live freely.

[Question ID = 138][Question Description = CTET_P1_PART_4_L1_SET_116_ENGLISH_Q93]

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

4) **Directions :** Read the passage given below and answer the questions that follow by choosing the most appropriate options from the given ones.

1. You should feel beautiful and you should feel safe, what you surround yourself with should bring you peace of mind and peace of spirit.

2. Mental peace refers to the deliberate state of spiritual calm and the potential of stressors such as the burden arising from pretending to perform at an optimal level with a positive mind (inner peace). Peace of mind is generally associated with joy, happiness, calmness, prayer, yoga, meditation, etc. Many spiritual practices refer to this peace as an experience of knowing oneself. But we all know that inner peace is important for mental health. The human beings who are mentally strong are confident that they can handle whatever life throws their way.

3. The people you surround yourself with affect the way you think, feel and behave. Mentally strong people don't waste their time or energy trying to change toxic people. They establish healthy emotional and physical boundaries.

4. These people take appropriate accountability. They recognize the responsibility for their choice, but they acknowledge factors beyond their control, like the state of the economy, the weather and other people's choice.

5. Mentally strong people are willing to put in the hard work it takes to gain contentment. They refuse to give in to instant gratification or temporary attachment. They look for ways to build a brighter future by creating long-term goals. People face their fear, venture into unknown areas and test their limits. They know that being uncomfortable is tolerable and allowing themselves to experience discomfort is the key to living a better life.

6. Finally, further reflection on the nature of basic human needs in relationship to self and identity can provide the means to address the most deep rooted of inner conflicts. Just find inner peace and unwrap your best self.

7. **"Peace begins with a smile!"**

Which of the following are the habits of mentally strong people? Choose their priorities grade-wise.

- A. Accountable
- B. Responsible
- C. Hard-working
- D. Face fear
- E. Discomforting others

(1) B, C, D, E

(2) A, B, C, E

(3) A, B, C, D

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

[Question ID = 139][Question Description = CTET_P1_PART_4_L1_SET_116_ENGLISH_Q94]

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

5) **Directions :** Read the passage given below and answer the questions that follow by choosing the most appropriate options from the given ones.

1. You should feel beautiful and you should feel safe, what you surround yourself with should bring you peace of mind and peace of spirit.

2. Mental peace refers to the deliberate state of spiritual calm and the potential of stressors such as the burden arising from pretending to perform at an optimal level with a positive mind (inner peace). Peace of mind is generally associated with joy, happiness, calmness, prayer, yoga, meditation, etc. Many spiritual practices refer to this peace as an experience of knowing oneself. But we all know that inner peace is important for mental health. The human beings who are mentally strong are confident that they can handle whatever life throws their way.

3. The people you surround yourself with affect the way you think, feel and behave. Mentally strong people don't waste their time or energy trying to change toxic people. They establish healthy emotional and physical boundaries.

4. These people take appropriate accountability. They recognize the responsibility for their choice, but they acknowledge factors beyond their control, like the state of the economy, the weather and other people's choice.

5. Mentally strong people are willing to put in the hard work it takes to gain contentment. They refuse to give in to instant gratification or temporary attachment. They look for ways to build a brighter future by creating long-term goals. People face their fear, venture into unknown areas and test their limits. They know that being uncomfortable is tolerable and allowing themselves to experience discomfort is the key to living a better life.

6. Finally, further reflection on the nature of basic human needs in relationship to self and identity can provide the means to address the most deep rooted of inner conflicts. Just find inner peace and unwrap your best self.

7. **"Peace begins with a smile!"**

How can we find the most deep-rooted inner conflict, according to the passage?

(1) With reflection

(2) With meditation

(3) With discussion

(4) With cognizance

[Question ID = 140][Question Description = CTET_P1_PART_4_L1_SET_116_ENGLISH_Q95]

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

6) **Directions :** Read the passage given below and answer the questions that follow by choosing the most appropriate options from the given ones.

1. You should feel beautiful and you should feel safe, what you surround yourself with should bring you peace of mind and peace of spirit.

2. Mental peace refers to the deliberate state of spiritual calm and the potential of stressors such as the burden arising from pretending to perform at an optimal level with a positive mind (inner peace). Peace of mind is generally associated with joy, happiness, calmness, prayer, yoga, meditation, etc. Many spiritual practices refer to this peace as an experience of knowing oneself. But we all know that inner peace is important for mental health. The human beings who are mentally strong are confident that they can handle whatever life throws their way.

3. The people you surround yourself with affect the way you think, feel and behave. Mentally strong people don't waste their time or energy trying to change toxic people. They establish healthy emotional and physical boundaries.

4. These people take appropriate accountability. They recognize the responsibility for their choice, but they acknowledge factors beyond their control, like the state of the economy, the weather and other people's choice.

5. Mentally strong people are willing to put in the hard work it takes to gain contentment. They refuse to give in to instant gratification or temporary attachment. They look for ways to build a brighter future by creating long-term goals. People face their fear, venture into unknown areas and test their limits. They know that being uncomfortable is tolerable and allowing themselves to experience discomfort is the key to living a better life.

6. Finally, further reflection on the nature of basic human needs in relationship to self and identity can provide the means to address the most deep rooted of inner conflicts. Just find inner peace and unwrap your best self.

7. **"Peace begins with a smile!"**

Which part of the following sentence contains an error?

They establishes healthy, emotional and physical boundaries for them.

(a)

(b)

(c)

(d)

(1) (d)

(2) (c)

(3) (b)

(4) (a)

[Question ID = 141][Question Description = CTET_P1_PART_4_L1_SET_116_ENGLISH_Q96]

1. 1 [Option ID = 561]

2. 2 [Option ID = 562]

3. 3 [Option ID = 563]

4. 4 [Option ID = 564]

7) **Directions :** Read the passage given below and answer the questions that follow by choosing the most appropriate options from the given ones.

1. You should feel beautiful and you should feel safe, what you surround yourself with should bring you peace of mind and peace of spirit.

2. Mental peace refers to the deliberate state of spiritual calm and the potential of stressors such as the burden arising from pretending to perform at an optimal level with a positive mind (inner peace). Peace of mind is generally associated with joy, happiness, calmness, prayer, yoga, meditation, etc. Many spiritual practices refer to this peace as an experience of knowing oneself. But we all know that inner peace is important for mental health. The human beings who are mentally strong are confident that they can handle whatever life throws their way.

3. The people you surround yourself with affect the way you think, feel and behave. Mentally strong people don't waste their time or energy trying to change toxic people. They establish healthy emotional and physical boundaries.

4. These people take appropriate accountability. They recognize the responsibility for their choice, but they acknowledge factors beyond their control, like the state of the economy, the weather and other people's choice.

5. Mentally strong people are willing to put in the hard work it takes to gain contentment. They refuse to give in to instant gratification or temporary attachment. They look for ways to build a brighter future by creating long-term goals. People face their fear, venture into unknown areas and test their limits. They know that being uncomfortable is tolerable and allowing themselves to experience discomfort is the key to living a better life.

6. Finally, further reflection on the nature of basic human needs in relationship to self and identity can provide the means to address the most deep rooted of inner conflicts. Just find inner peace and unwrap your best self.

7. **"Peace begins with a smile!"**

Which of the following is **not** an appropriate synonym of 'burden' as used in para 2 of the passage?

(1) onus

(2) load

(3) gist

(4) weight

[Question ID = 142][Question Description = CTET_P1_PART_4_L1_SET_116_ENGLISH_Q97]

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

8) **Directions :** Read the passage given below and answer the questions that follow by choosing the most appropriate options from the given ones.

1. You should feel beautiful and you should feel safe, what you surround yourself with should bring you peace of mind and peace of spirit.

2. Mental peace refers to the deliberate state of spiritual calm and the potential of stressors such as the burden arising from pretending to perform at an optimal level with a positive mind (inner peace). Peace of mind is generally associated with joy, happiness, calmness, prayer, yoga, meditation, etc. Many spiritual practices refer to this peace as an experience of knowing oneself. But we all know that inner peace is important for mental health. The human beings who are mentally strong are confident that they can handle whatever life throws their way.

3. The people you surround yourself with affect the way you think, feel and behave. Mentally strong people don't waste their time or energy trying to change toxic people. They establish healthy emotional and physical boundaries.

4. These people take appropriate accountability. They recognize the responsibility for their choice, but they acknowledge factors beyond their control, like the state of the economy, the weather and other people's choice.

5. Mentally strong people are willing to put in the hard work it takes to gain contentment. They refuse to give in to instant gratification or temporary attachment. They look for ways to build a brighter future by creating long-term goals. People face their fear, venture into unknown areas and test their limits. They know that being uncomfortable is tolerable and allowing themselves to experience discomfort is the key to living a better life.

6. Finally, further reflection on the nature of basic human needs in relationship to self and identity can provide the means to address the most deep rooted of inner conflicts. Just find inner peace and unwrap your best self.

7. **"Peace begins with a smile!"**

Which part of speech is the underlined in the following sentence?

"They refuse to give in to instant gratification or temporary attachment."

(1) Auxillary verb

(2) Phrasal verb

(3) Principal verb

(4) Linking verb

[Question ID = 143][Question Description = CTET_P1_PART_4_L1_SET_116_ENGLISH_Q98]

1. 1 [Option ID = 569]

2. 2 [Option ID = 570]

3. 3 [Option ID = 571]

4. 4 [Option ID = 572]

9) **Directions :** Read the passage given below and answer the questions that follow by choosing the most appropriate options from the given ones.

1. You should feel beautiful and you should feel safe, what you surround yourself with should bring you peace of mind and peace of spirit.

2. Mental peace refers to the deliberate state of spiritual calm and the potential of stressors such as the burden arising from pretending to perform at an optimal level with a positive mind (inner peace). Peace of mind is generally associated with joy, happiness, calmness, prayer, yoga, meditation, etc. Many spiritual practices refer to this peace as an experience of knowing oneself. But we all know that inner peace is important for mental health. The human beings who are mentally strong are confident that they can handle whatever life throws their way.

3. The people you surround yourself with affect the way you think, feel and behave. Mentally strong people don't waste their time or energy trying to change toxic people. They establish healthy emotional and physical boundaries.

4. These people take appropriate accountability. They recognize the responsibility for their choice, but they acknowledge factors beyond their control, like the state of the economy, the weather and other people's choice.

5. Mentally strong people are willing to put in the hard work it takes to gain contentment. They refuse to give in to instant gratification or temporary attachment. They look for ways to build a brighter future by creating long-term goals. People face their fear, venture into unknown areas and test their limits. They know that being uncomfortable is tolerable and allowing themselves to experience discomfort is the key to living a better life.

6. Finally, further reflection on the nature of basic human needs in relationship to self and identity can provide the means to address the most deep rooted of inner conflicts. Just find inner peace and unwrap your best self.

7. **"Peace begins with a smile!"**

Which of the following words means the same as 'liability' (para 4) ?

- (1) Accountability
- (2) Acknowledgement
- (3) Appropriateness
- (4) Control

[Question ID = 144][Question Description = CTET_P1_PART_4_L1_SET_116_ENGLISH_Q99]

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

Topic:- ENG_Q100-105_L1_P1_CTET

- 1) **Directions :** Read the poem given below and answer the questions that follow by choosing the most appropriate options out of those that follow.

LEISURE

What is this life if, full of care,
We have no time to stand and stare.
No time to stand beneath the boughs
And stare as long as sheep or cows.
No time to see, when woods we pass,
Where squirrels hide their nuts in grass.
No time to see, in broad daylight,
Streams full of stars, like skies at night.
No time to turn at Beauty's glance,
And watch her feet, how they can dance.
No time to wait till her mouth can
Enrich that smile her eyes began.
A poor life this if, full of care,
We have no time to stand and stare.

According to the poem, which of the following is **not** a leisure activity?

- (1) Watching cattle grazing
- (2) Observing rodents hide nuts
- (3) Appreciating the streams as they flow
- (4) Reading a course book

[Question ID = 145][Question Description = CTET_P1_PART_4_L1_SET_116_ENGLISH_Q100]

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

- 2) **Directions :** Read the poem given below and answer the questions that follow by choosing the most appropriate options out of those that follow.

LEISURE

What is this life if, full of care,
We have no time to stand and stare.
No time to stand beneath the boughs
And stare as long as sheep or cows.
No time to see, when woods we pass,
Where squirrels hide their nuts in grass.
No time to see, in broad daylight,
Streams full of stars, like skies at night.
No time to turn at Beauty's glance,
And watch her feet, how they can dance.
No time to wait till her mouth can
Enrich that smile her eyes began.
A poor life this if, full of care,
We have no time to stand and stare.
The poet calls life poor because we

- (1) are always stressed out all the time.
- (2) have no time to relax and enjoy.
- (3) are fidgeting over inconsequential.
- (4) have several responsibilities in life.

[Question ID = 146][Question Description = CTET_P1_PART_4_L1_SET_116_ENGLISH_Q101]

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

- 3) **Directions :** Read the poem given below and answer the questions that follow by choosing the most appropriate options out of those that follow.

LEISURE

What is this life if, full of care,
We have no time to stand and stare.
No time to stand beneath the boughs
And stare as long as sheep or cows.
No time to see, when woods we pass,
Where squirrels hide their nuts in grass.
No time to see, in broad daylight,
Streams full of stars, like skies at night.
No time to turn at Beauty's glance,
And watch her feet, how they can dance.
No time to wait till her mouth can
Enrich that smile her eyes began.
A poor life this if, full of care,
We have no time to stand and stare.
What does the poet mean by 'streams full of stars'?

- (1) Water is clear and sparkling.
- (2) Stars are reflected in the stream.
- (3) Stones and pebbles look like stars.
- (4) Scales of trout are glittering.

[Question ID = 147][Question Description = CTET_P1_PART_4_L1_SET_116_ENGLISH_Q102]

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

- 4) **Directions :** Read the poem given below and answer the questions that follow by choosing the most appropriate options out of those that follow.

LEISURE

What is this life if, full of care,
We have no time to stand and stare.
No time to stand beneath the boughs
And stare as long as sheep or cows.
No time to see, when woods we pass,
Where squirrels hide their nuts in grass.
No time to see, in broad daylight,
Streams full of stars, like skies at night.
No time to turn at Beauty's glance,
And watch her feet, how they can dance.
No time to wait till her mouth can
Enrich that smile her eyes began.
A poor life this if, full of care,
We have no time to stand and stare.

Which of the following closely captures the essence of the poem?

- (1) Nothing worthwhile can be done without being idle.
- (2) In our leisure, we realise what kind of people we are.
- (3) Leisure is a necessity of life.
- (4) Leisure is time for doing something useful.

[Question ID = 148][Question Description = CTET_P1_PART_4_L1_SET_116_ENGLISH_Q103]

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

- 5) **Directions :** Read the poem given below and answer the questions that follow by choosing the most appropriate options out of those that follow.

LEISURE

What is this life if, full of care,
We have no time to stand and stare.
No time to stand beneath the boughs
And stare as long as sheep or cows.
No time to see, when woods we pass,
Where squirrels hide their nuts in grass.
No time to see, in broad daylight,
Streams full of stars, like skies at night.
No time to turn at Beauty's glance,
And watch her feet, how they can dance.
No time to wait till her mouth can
Enrich that smile her eyes began.
A poor life this if, full of care,
We have no time to stand and stare.
'And watch her feet how they can dance.'

Identify the figure of speech.

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

[Question ID = 149][Question Description = CTET_P1_PART_4_L1_SET_116_ENGLISH_Q104]

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

- 6) **Directions :** Read the poem given below and answer the questions that follow by choosing the most appropriate options out of those that follow.

LEISURE

What is this life if, full of care,
We have no time to stand and stare.
No time to stand beneath the boughs
And stare as long as sheep or cows.
No time to see, when woods we pass,
Where squirrels hide their nuts in grass.
No time to see, in broad daylight,
Streams full of stars, like skies at night.
No time to turn at Beauty's glance,
And watch her feet, how they can dance.
No time to wait till her mouth can
Enrich that smile her eyes began.
A poor life this if, full of care,
We have no time to stand and stare.

Identify the poetic device in the given line.

"streams full of stars, like skies at night."

- (1) Simile
- (2) Metaphor
- (3) Onomatopoeia
- (4) Synecdoche

[Question ID = 150][Question Description = CTET_P1_PART_4_L1_SET_116_ENGLISH_Q105]

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

Topic:- ENG_Q106-120_L1_P1_CTET

- 1) **Communicative Language Teaching** in language stresses on giving opportunities to learners

- (1) to use the mother tongue freely in the classroom.
- (2) to repeat the memorized dialogue with correct pronunciation.
- (3) to participate in a purposeful talk in the target language.
- (4) to practise the pattern of structure in the target language.

[Question ID = 151][Question Description = CTET_P1_PART_4_L1_SET_116_ENGLISH_Q106]

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

2) Storytelling as a strategy for language learning does **not** aim at

- (1) giving opportunity to create your own version of the story.
- (2) teaching morals to learners.
- (3) allowing children to experience diverse cultures.
- (4) encouraging the use of imagination and creativity.

[Question ID = 152][Question Description = CTET_P1_PART_4_L1_SET_116_ENGLISH_Q107]

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

3) After reading a text the child is reflecting on the content in relation to his own knowledge of the world. The subskill of reading used by the child is

- (1) global comprehension
- (2) local comprehension
- (3) skimming the text
- (4) interpretation of the text

[Question ID = 153][Question Description = CTET_P1_PART_4_L1_SET_116_ENGLISH_Q108]

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

4) Which one of the following will be the more appropriate assessment of language learning for class-V at a HOTS level?

- (1) Analyse the sentence - "Rahim is having breakfast".
- (2) Write a paragraph on Saving Trees.
- (3) Imagine you are a reporter visiting the villages suffering from scarcity of water. Research and write a report in 300 words.
- (4) Write the words related to food in the word web.

[Question ID = 154][Question Description = CTET_P1_PART_4_L1_SET_116_ENGLISH_Q109]

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

5) A teacher analyses that many of the students are unable to articulate the similar sounds of the English alphabets. As the teacher believes that it is interference of language 1, so

- (1) nothing is to be done about it.
- (2) ear-training and practice is needed.
- (3) it will affect understanding.
- (4) it will affect the usage of English.

[Question ID = 155][Question Description = CTET_P1_PART_4_L1_SET_116_ENGLISH_Q110]

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

6) As per NIPUN Bharat Mission, lakshayas (targets) i.e. the learning goals of FLN mission for literacy at the end of grade-3 are

- (1) read with meaning at least 100 words per minute.
- (2) read simple words comprising of at least 2 – 3 alphabets.
- (3) read small sentences consisting of at least 4 – 5 simple words in an age-appropriate unknown text.
- (4) read with meaning at least 60 words per minute.

[Question ID = 156][Question Description = CTET_P1_PART_4_L1_SET_116_ENGLISH_Q111]

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

7) Teaching second language with the support of mother tongue in the classroom is the characteristic feature of _____ method.

- (1) Direct
- (2) Bilingual
- (3) Grammar translation
- (4) Art Integrated Learning

[Question ID = 157][Question Description = CTET_P1_PART_4_L1_SET_116_ENGLISH_Q112]

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

8) Believing that social interaction is an important stimulus for language learning, a teacher organizes tasks and activities in pairs and group work. Her thought aligns with

- (1) Piaget
- (2) Chomsky
- (3) Skinner
- (4) Vygotsky

[Question ID = 158][Question Description = CTET_P1_PART_4_L1_SET_116_ENGLISH_Q113]

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

9) Which one of the following is **not** a subskill of reading?

- (1) Predicting
- (2) Editing
- (3) Skimming
- (4) Scanning

[Question ID = 159][Question Description = CTET_P1_PART_4_L1_SET_116_ENGLISH_Q114]

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

10) A child in a class is not able to write properly, teacher provides her individual attention and helps her to build hand-eye coordination by practising and handholding. This assistance by the teacher is

- (1) Reinforcement
- (2) Scaffolding
- (3) Conditioning
- (4) Modelling

[Question ID = 160][Question Description = CTET_P1_PART_4_L1_SET_116_ENGLISH_Q115]

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

11) Which of the following is the first decision that needs to be made while developing a portfolio?

- (1) What goes in it?
- (2) How and when are the entries selected?
- (3) What should it look like?
- (4) How is the portfolio evaluated?

[Question ID = 161][Question Description = CTET_P1_PART_4_L1_SET_116_ENGLISH_Q116]

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

12) A 3-year-old child started telling a story based on the pictures in a book. The child is a/an

- (1) emergent reader.
- (2) storyteller.
- (3) picture reader.
- (4) conventional reader.

[Question ID = 162][Question Description = CTET_P1_PART_4_L1_SET_116_ENGLISH_Q117]

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

13) A language teacher places more emphasis on repetition of sentence patterns rather than understanding their meaning. She is following

- (1) Grammar translation method
- (2) Audio-lingual method
- (3) Situational approach
- (4) Communicative approach

[Question ID = 163][Question Description = CTET_P1_PART_4_L1_SET_116_ENGLISH_Q118]

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

14) A child learns his or her first language in

- (1) Hospitable environment
- (2) Tutored environment
- (3) Formal environment
- (4) Natural environment

[Question ID = 164][Question Description = CTET_P1_PART_4_L1_SET_116_ENGLISH_Q119]

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

15) While teaching new vocabulary, a teacher should

- (1) write the meaning in the first language of learners.
- (2) give them opportunities to utilise the words in context.
- (3) practise words by substituting them in various pattern drills.
- (4) ask learners to memorise them and reproduce them whenever required.

[Question ID = 165][Question Description = CTET_P1_PART_4_L1_SET_116_ENGLISH_Q120]

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

Topic:- Sanskrit_Q121-128_L2_P1_CTET

1) **निर्देशः** : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत ।

अस्ति भागीरथीतीरे गृध्रकूटनाम्नि पर्वते महान्पकटीवृक्षः । तस्य कोटरे दैवदुर्विपाकादूलितनखनयनो जरद्ववनामा गृध्रः प्रतिवसति । अथ कृपया तज्जीवनाय तद्वृक्षवासिनः पक्षिणः स्वाहारात्किञ्चित्किञ्चिदुद्धृत्य ददति । तेनासौ जीवति । अथ कदाचिद्दीर्घकर्णनामा मार्जारः पक्षिशवकान्भक्षितुं तत्रागतः । ततस्तमायान्तं दृष्ट्वा पक्षिशवकैर्भयार्तैः कोलाहलः कृतः । तच्छ्रुत्वा जरद्ववेनोक्तम् – ‘कोऽयमायाति ?’ । दीर्घकर्णो गृध्रमवलोक्य सभयमाह – ‘हा, हतोऽस्मि’ ।

अधुनास्य संनिधाने पलायितुमक्षमः । तद्यथा भवितव्यं तद्व्रवतु । तावद्विश्वासमुत्पाद्यास्य समीपं गच्छामि ।’ इत्यालोच्योपसृत्याब्रवीत् – ‘आर्य ! त्वामभिवन्दे ।’ गृध्रोऽवदत् – ‘कस्त्वम् ?’ । सोऽवदत् – ‘मार्जारोऽहम्’ । गृध्रो ब्रूते – ‘दूरमपसर । नो चेद्धन्तव्योऽसि मया’ । मार्जारोऽवदत् – ‘श्रूयतां तावदस्मद्वचनम् । ततो यद्यहं वध्यस्तदा हन्तव्यः ।

जरद्ववः कस्य नामास्ति ?

- (1) वृक्षस्य
- (2) गृध्रस्य
- (3) पर्वतस्य
- (4) कोटरस्य

[Question ID = 286][Question Description = CTET_P1_PART_5_L2_SET_116_SANSKRIT_Q121]

1. 1 [Option ID = 1141]
2. 2 [Option ID = 1142]
3. 3 [Option ID = 1143]
4. 4 [Option ID = 1144]

2) **निर्देशः** : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत ।

अस्ति भागीरथीतीरे गृध्रकूटनाम्नि पर्वते महान्पकटीवृक्षः । तस्य कोटरे दैवदुर्विपाकादूलितनखनयनो जरद्ववनामा गृध्रः प्रतिवसति । अथ कृपया तज्जीवनाय तद्वृक्षवासिनः पक्षिणः स्वाहारात्किञ्चित्किञ्चिदुद्धृत्य ददति । तेनासौ जीवति । अथ कदाचिद्दीर्घकर्णनामा मार्जारः पक्षिशावकान्भक्षितुं तत्रागतः । ततस्तमायान्तं दृष्ट्वा पक्षिशावकैर्भयार्तैः कोलाहलः कृतः । तच्छ्रुत्वा जरद्ववेनोक्तम् – ‘कोऽयमायाति ?’ । दीर्घकर्णो गृध्रमवलोक्य सभयमाह – ‘हा, हतोऽस्मि’ ।

अधुनास्य संनिधाने पलायितुमक्षमः । तद्यथा भवितव्यं तद्ववतु । तावद्विश्वासमुत्पाद्यास्य समीपं गच्छामि ।’ इत्यालोच्योपसृत्याब्रवीत् – ‘आर्य ! त्वामभिवन्दे ।’ गृध्रोऽवदत् – ‘कस्त्वम् ?’ । सोऽवदत् – ‘मार्जारोऽहम्’ । गृध्रो ब्रूते – ‘दूरमपसर । नो चेद्धन्तव्योऽसि मया’ । मार्जारोऽवदत् – ‘श्रूयतां तावदस्मद्वचनम् । ततो यद्यहं वध्यस्तदा हन्तव्यः ।

गृध्रः कथं जीवति स्म ?

- (1) पक्षिभिः स्वाहारात् दत्तेन भोजनेन
- (2) मृत्पशूनां मांसभक्षणेन
- (3) पक्षिणां शावकैः
- (4) वने फलादिभोजनेन

[Question ID = 287][Question Description = CTET_P1_PART_5_L2_SET_116_SANSKRIT_Q122]

1. 1 [Option ID = 1145]
2. 2 [Option ID = 1146]
3. 3 [Option ID = 1147]
4. 4 [Option ID = 1148]

3) **निर्देशः** : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत ।

अस्ति भागीरथीतीरे गृध्रकूटनाम्नि पर्वते महान्पकटीवृक्षः । तस्य कोटरे दैवदुर्विपाकादूलितनखनयनो जरद्ववनामा गृध्रः प्रतिवसति । अथ कृपया तज्जीवनाय तद्वृक्षवासिनः पक्षिणः स्वाहारात्किञ्चित्किञ्चिदुद्धृत्य ददति । तेनासौ जीवति । अथ कदाचिद्दीर्घकर्णनामा मार्जारः पक्षिशावकान्भक्षितुं तत्रागतः । ततस्तमायान्तं दृष्ट्वा पक्षिशावकैर्भयार्तैः कोलाहलः कृतः । तच्छ्रुत्वा जरद्ववेनोक्तम् – ‘कोऽयमायाति ?’ । दीर्घकर्णो गृध्रमवलोक्य सभयमाह – ‘हा, हतोऽस्मि’ ।

अधुनास्य संनिधाने पलायितुमक्षमः । तद्यथा भवितव्यं तद्ववतु । तावद्विश्वासमुत्पाद्यास्य समीपं गच्छामि ।’ इत्यालोच्योपसृत्याब्रवीत् – ‘आर्य ! त्वामभिवन्दे ।’ गृध्रोऽवदत् – ‘कस्त्वम् ?’ । सोऽवदत् – ‘मार्जारोऽहम्’ । गृध्रो ब्रूते – ‘दूरमपसर । नो चेद्धन्तव्योऽसि मया’ । मार्जारोऽवदत् – ‘श्रूयतां तावदस्मद्वचनम् । ततो यद्यहं वध्यस्तदा हन्तव्यः ।

‘दीर्घकर्णः’ इति कस्य नाम आसीत् ?

(1) वायसस्य

(2) शृगालस्य

(3) गृध्रस्य

(4) मार्जारस्य

[Question ID = 288][Question Description = CTET_P1_PART_5_L2_SET_116_SANSKRIT_Q123]

1. 1 [Option ID = 1149]
2. 2 [Option ID = 1150]
3. 3 [Option ID = 1151]
4. 4 [Option ID = 1152]

4) **निर्देशः** : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत ।

अस्ति भागीरथीतीरे गृध्रकूटनाम्नि पर्वते महान्पकटीवृक्षः । तस्य कोटरे दैवदुर्विपाकादूलितनखनयनो जरद्ववनामा गृध्रः प्रतिवसति । अथ कृपया तज्जीवनाय तद्वृक्षवासिनः पक्षिणः स्वाहारात्किञ्चित्किञ्चिदुद्धृत्य ददति । तेनासौ जीवति । अथ कदाचिद्दीर्घकर्णनामा मार्जारः पक्षिशावकान्भक्षितुं तत्रागतः । ततस्तमायान्तं दृष्ट्वा पक्षिशावकैर्भयार्तैः कोलाहलः कृतः । तच्छ्रुत्वा जरद्ववेनोक्तम् – ‘कोऽयमायाति ?’ । दीर्घकर्णो गृध्रमवलोक्य सभयमाह – ‘हा, हतोऽस्मि’ ।

अधुनास्य संनिधाने पलायितुमक्षमः । तद्यथा भवितव्यं तद्ववतु । तावद्विश्वासमुत्पाद्यास्य समीपं गच्छामि ।’ इत्यालोच्योपसृत्याब्रवीत् – ‘आर्य ! त्वामभिवन्दे ।’ गृध्रोऽवदत् – ‘कस्त्वम् ?’ । सोऽवदत् – ‘मार्जारोऽहम्’ । गृध्रो ब्रूते – ‘दूरमपसर । नो चेद्धन्तव्योऽसि मया’ । मार्जारोऽवदत् – ‘श्रूयतां तावदस्मद्वचनम् । ततो यद्यहं वध्यस्तदा हन्तव्यः ।

कं दृष्ट्वा पक्षिशावकैः कोलाहलः कृतः ?

(1) जरद्ववम्

(2) वायसम्

(3) वृकम्

(4) मार्जारम्

[Question ID = 289][Question Description = CTET_P1_PART_5_L2_SET_116_SANSKRIT_Q124]

1. 1 [Option ID = 1153]
2. 2 [Option ID = 1154]
3. 3 [Option ID = 1155]
4. 4 [Option ID = 1156]

5) **निर्देशः** : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत ।

अस्ति भागीरथीतीरे गृध्रकूटनाम्नि पर्वते महान्पकटीवृक्षः । तस्य कोटरे दैवदुर्विपाकादूलितनखनयनो जरद्ववनामा गृध्रः प्रतिवसति । अथ कृपया तज्जीवनाय तद्वृक्षवासिनः पक्षिणः स्वाहारात्किञ्चित्किञ्चिदुद्धृत्य ददति । तेनासौ जीवति । अथ कदाचिद्दीर्घकर्णनामा मार्जारः पक्षिशावकान्भक्षितुं तत्रागतः । ततस्तमायान्तं दृष्ट्वा पक्षिशावकैर्भयार्तैः कोलाहलः कृतः । तच्छ्रुत्वा जरद्ववेनोक्तम् – ‘कोऽयमायाति ?’ । दीर्घकर्णो गृध्रमवलोक्य सभयमाह – ‘हा, हतोऽस्मि’ ।

अधुनास्य संनिधाने पलायितुमक्षमः । तद्यथा भवितव्यं तद्ववतु । तावद्विश्वासमुत्पाद्यास्य समीपं गच्छामि ।’ इत्यालोच्योपसृत्याब्रवीत् – ‘आर्य ! त्वामभिवन्दे ।’ गृध्रोऽवदत् – ‘कस्त्वम् ?’ । सोऽवदत् – ‘मार्जारोऽहम्’ । गृध्रो ब्रूते – ‘दूरमपसर । नो चेद्धन्तव्योऽसि मया’ । मार्जारोऽवदत् – ‘श्रूयतां तावदस्मद्वचनम् । ततो यद्यहं वध्यस्तदा हन्तव्यः ।

मार्जारिण का नीतिः विचारिता ?

(1) पलायनस्य

(2) भयोत्पादनस्य

(3) विश्वासोत्पादनस्य

(4) क्षमाप्रार्थनायाः

[Question ID = 290][Question Description = CTET_P1_PART_5_L2_SET_116_SANSKRIT_Q125]

1. 1 [Option ID = 1157]
2. 2 [Option ID = 1158]
3. 3 [Option ID = 1159]
4. 4 [Option ID = 1160]

6) **निर्देशः** : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत ।

अस्ति भागीरथीतीरे गृध्रकूटनाम्नि पर्वते महान्पकटीवृक्षः । तस्य कोटरे दैवदुर्विपाकादूलितनखनयनो जरद्ववनामा गृध्रः प्रतिवसति । अथ कृपया तज्जीवनाय तद्वृक्षवासिनः पक्षिणः स्वाहारात्किञ्चित्किञ्चिदुद्धृत्य ददति । तेनासौ जीवति । अथ कदाचिद्दीर्घकर्णनामा मार्जारः पक्षिशावकान्भक्षितुं तत्रागतः । ततस्तमायान्तं दृष्ट्वा पक्षिशावकैर्भयार्तैः कोलाहलः कृतः । तच्छ्रुत्वा जरद्ववेनोक्तम् – ‘कोऽयमायाति ?’ । दीर्घकर्णो गृध्रमवलोक्य सभयमाह – ‘हा, हतोऽस्मि’ ।

अधुनास्य संनिधाने पलायितुमक्षमः । तद्यथा भवितव्यं तद्ववतु । तावद्विश्वासमुत्पाद्यास्य समीपं गच्छामि ।’ इत्यालोच्योपसृत्याब्रवीत् – ‘आर्य ! त्वामभिवन्दे ।’ गृध्रोऽवदत् – ‘कस्त्वम् ?’ । सोऽवदत् – ‘मार्जारोऽहम्’ । गृध्रो ब्रूते – ‘दूरमपसर । नो चेद्धन्तव्योऽसि मया’ । मार्जारोऽवदत् – ‘श्रूयतां तावदस्मद्वचनम् । ततो यद्यहं वध्यस्तदा हन्तव्यः ।

‘वृक्षवासिनः’ इत्यस्मिन् शब्दे कः समासः ?

(1) तत्पुरुषः

(2) बहुव्रीहिः

(3) द्वन्द्वः

(4) अव्ययीभावः

[Question ID = 291][Question Description = CTET_P1_PART_5_L2_SET_116_SANSKRIT_Q126]

1. 1 [Option ID = 1161]
2. 2 [Option ID = 1162]
3. 3 [Option ID = 1163]
4. 4 [Option ID = 1164]

7) **निर्देशः** : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत ।

अस्ति भागीरथीतीरे गृध्रकूटनाम्नि पर्वते महान्पकटीवृक्षः । तस्य कोटरे दैवदुर्विपाकादूलितनखनयनो जरद्ववनामा गृध्रः प्रतिवसति । अथ कृपया तज्जीवनाय तद्वृक्षवासिनः पक्षिणः स्वाहारात्किञ्चित्किञ्चिदुद्धृत्य ददति । तेनासौ जीवति । अथ कदाचिद्दीर्घकर्णनामा मार्जारः पक्षिशावकान्भक्षितुं तत्रागतः । ततस्तमायान्तं दृष्ट्वा पक्षिशावकैर्भयार्तैः कोलाहलः कृतः । तच्छ्रुत्वा जरद्ववेनोक्तम् – ‘कोऽयमायाति ?’ । दीर्घकर्णो गृध्रमवलोक्य सभयमाह – ‘हा, हतोऽस्मि’ ।

अधुनास्य संनिधाने पलायितुमक्षमः । तद्यथा भवितव्यं तद्ववतु । तावद्विश्वासमुत्पाद्यास्य समीपं गच्छामि ।’ इत्यालोच्योपसृत्याब्रवीत् – ‘आर्य ! त्वामभिवन्दे ।’ गृध्रोऽवदत् – ‘कस्त्वम् ?’ । सोऽवदत् – ‘मार्जारोऽहम्’ । गृध्रो ब्रूते – ‘दूरमपसर । नो चेद्धन्तव्योऽसि मया’ । मार्जारोऽवदत् – ‘श्रूयतां तावदस्मद्वचनम् । ततो यद्यहं वध्यस्तदा हन्तव्यः ।

‘उद्धृत्य’ इत्यस्य शब्दस्य निर्वचनम् क्रियताम्

(1) उत् + धृ + त्य

(2) उद् + हृ + क्यप्

(3) उत् + हृ + ल्यप्

(4) उत् + हृ + ण्यत्

[Question ID = 292][Question Description = CTET_P1_PART_5_L2_SET_116_SANSKRIT_Q127]

1. 1 [Option ID = 1165]
2. 2 [Option ID = 1166]
3. 3 [Option ID = 1167]
4. 4 [Option ID = 1168]

8) **निर्देशः** : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत ।

अस्ति भागीरथीतीरे गृध्रकूटनाम्नि पर्वते महान्पकटीवृक्षः । तस्य कोटरे दैवदुर्विपाकादूलितनखनयनो जरद्ववनामा गृध्रः प्रतिवसति । अथ कृपया तज्जीवनाय तद्वृक्षवासिनः पक्षिणः स्वाहारात्किञ्चित्किञ्चिदुद्धृत्य ददति । तेनासौ जीवति । अथ कदाचिद्दीर्घकर्णनामा मार्जारः पक्षिशावकान्भक्षितुं तत्रागतः । ततस्तमायान्तं दृष्ट्वा पक्षिशावकैर्भयार्तैः कोलाहलः कृतः । तच्छ्रुत्वा जरद्ववेनोक्तम् – ‘कोऽयमायाति ?’ । दीर्घकर्णो गृध्रमवलोक्य सभयमाह – ‘हा, हतोऽस्मि’ ।

अधुनास्य संनिधाने पलायितुमक्षमः । तद्यथा भवितव्यं तद्ववतु । तावद्विश्वासमुत्पाद्यास्य समीपं गच्छामि ।’ इत्यालोच्योपसृत्याब्रवीत् – ‘आर्य ! त्वामभिवन्दे ।’ गृध्रोऽवदत् – ‘कस्त्वम् ?’ । सोऽवदत् – ‘मार्जारोऽहम्’ । गृध्रो ब्रूते – ‘दूरमपसर । नो चेद्धन्तव्योऽसि मया’ । मार्जारोऽवदत् – ‘श्रूयतां तावदस्मद्वचनम् । ततो यद्यहं वध्यस्तदा हन्तव्यः ।

‘आयान्तम्’ इत्यस्य स्थाने कोऽपरः शब्दः प्रयोक्तुं शक्यते ?

(1) नीयमानम्

(2) धावमानम्

(3) गच्छन्तम्

(4) आगच्छन्तम्

[Question ID = 293][Question Description = CTET_P1_PART_5_L2_SET_116_SANSKRIT_Q128]

1. 1 [Option ID = 1169]
2. 2 [Option ID = 1170]
3. 3 [Option ID = 1171]
4. 4 [Option ID = 1172]

Topic:- Sanskrit_Q129-135_L2_P1_CTET

1) **निर्देशः** : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत ।

गृध्रो ब्रूते — ‘ब्रूहि, किमर्थमागतोऽसि ?’ । सोऽवदत् — ‘अहमत्र गङ्गातीरे नित्यस्नायी निरामिषाशी ब्रह्मचारी चान्द्रायणव्रतमाचरंस्तिष्ठामि । ‘यूयं धर्मज्ञानरता विश्वासभूमयः’ इति पक्षिणः सर्वे सर्वदा ममाग्रे प्रस्तुवन्ति । अतो भवद्भ्यो विद्यावयोवृद्धेभ्यो धर्मं श्रोतुमिहागतः । भवन्तश्चैतादृशा धर्मज्ञा यन्मामतिथिं हन्तुमुद्यताः ।

गृध्रोऽवदत् — ‘मार्जारो हि मांसरुचिः । पक्षिशावकाश्चात्र निवसन्ति । तेनाहमेवं ब्रवीमि ।’ तच्छ्रुत्वा मार्जारो भूमिं स्पृष्ट्वा कर्णौ स्पृशति । ब्रूते च — ‘मया धर्मशास्त्रं श्रुत्वा वीतरागेणेदं दुष्करं व्रतं चान्द्रायणमध्यवसितम् । परस्परं विवदमानानामपि धर्मशास्त्राणाम् ‘अहिंसा परमो धर्मः’ इत्यत्रैकमत्यम् ।

एवं विश्वास्य स मार्जारिस्तरुकोटरे स्थितः ।

ततो दिनेषु गच्छत्सु पक्षिशावकानाक्रम्य कोटरमानीय प्रत्यहं खादति । येषामपत्यानि खादितानि तैः शोकातैर्विलपद्भिरितस्ततो जिज्ञासा समारब्धा । तत्परिज्ञाय मार्जारः कोटरान्निःसृत्य बहिःपलायितः । पश्चात्पक्षिभिरितस्ततो निरूपयद्भिस्त्र तरुकोटरे शावकास्थीनि प्राप्तानि । अनन्तरं त ऊचुः — “अनेनैव जरद्वेनास्माकं शावकाः खादिताः” इति सर्वैः पक्षिभिर्निश्चित्य गृध्रो व्यापादितः ।

‘यूयं धर्मज्ञानरता विश्वासभूमयः’ एते शब्दाः कस्य सन्ति संवादक्रमेण निश्चीयताम् ?

(1) गृध्रस्य

(2) मार्जारस्य

(3) चान्द्रायणस्य

(4) ब्रह्मचारिणः

[Question ID = 294][Question Description = CTET_P1_PART_5_L2_SET_116_SANSKRIT_Q129]

1. 1 [Option ID = 1173]
2. 2 [Option ID = 1174]
3. 3 [Option ID = 1175]
4. 4 [Option ID = 1176]

2) **निर्देशः** : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत ।

गृध्रो ब्रूते — ‘ब्रूहि, किमर्थमागतोऽसि ?’ । सोऽवदत् — ‘अहमत्र गङ्गातीरे नित्यस्नायी निरामिषाशी ब्रह्मचारी चान्द्रायणव्रतमाचरंस्तिष्ठामि । ‘यूयं धर्मज्ञानरता विश्वासभूमयः’ इति पक्षिणः सर्वे सर्वदा ममाग्रे प्रस्तुवन्ति । अतो भवद्भ्यो विद्यावयोवृद्धेभ्यो धर्मं श्रोतुमिहागतः । भवन्तश्चैतादृशा धर्मज्ञा यन्मामतिथिं हन्तुमुद्यताः ।

गृध्रोऽवदत् — ‘मार्जारो हि मांसरुचिः । पक्षिशावकाश्चात्र निवसन्ति । तेनाहमेवं ब्रवीमि ।’ तच्छ्रुत्वा मार्जारो भूमिं स्पृष्ट्वा कर्णौ स्पृशति । ब्रूते च — ‘मया धर्मशास्त्रं श्रुत्वा वीतरागेणेदं दुष्करं व्रतं चान्द्रायणमध्यवसितम् । परस्परं विवदमानानामपि धर्मशास्त्राणाम् ‘अहिंसा परमो धर्मः’ इत्यत्रैकमत्यम् ।

एवं विश्वास्य स मार्जारिस्तरुकोटरे स्थितः ।

ततो दिनेषु गच्छत्सु पक्षिशावकानाक्रम्य कोटरमानीय प्रत्यहं खादति । येषामपत्यानि खादितानि तैः शोकातैर्विलपद्भिरितस्ततो जिज्ञासा समारब्धा । तत्परिज्ञाय मार्जारः कोटरान्निःसृत्य बहिःपलायितः । पश्चात्पक्षिभिरितस्ततो निरूपयद्भिस्त्र तरुकोटरे शावकास्थीनि प्राप्तानि । अनन्तरं त ऊचुः — “अनेनैव जरद्वेनास्माकं शावकाः खादिताः” इति सर्वैः पक्षिभिर्निश्चित्य गृध्रो व्यापादितः ।

गृध्रस्य मनसि मार्जारात् कस्मात् करणात् भयमासीत् ?

(1) मार्जारः छलपूर्वकं वदति स्म

(2) मार्जारस्य मांसभक्षणे रुचिः अस्ति । कदाचित् पक्षिशावकान् खादेत्

(3) मार्जारस्य सान्निध्ये पक्षिणः भयाक्रान्ताः स्युः

(4) मार्जारः विश्वसनीयो नास्ति

[Question ID = 295][Question Description = CTET_P1_PART_5_L2_SET_116_SANSKRIT_Q130]

1. 1 [Option ID = 1177]
2. 2 [Option ID = 1178]
3. 3 [Option ID = 1179]
4. 4 [Option ID = 1180]

3) **निर्देशः** : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत ।

गृध्रो ब्रूते — ‘ब्रूहि, किमर्थमागतोऽसि ?’ । सोऽवदत् — ‘अहमत्र गङ्गातीरे नित्यस्नायी निरामिषाशी ब्रह्मचारी चान्द्रायणव्रतमाचरंस्तिष्ठामि । ‘यूयं धर्मज्ञानरता विश्वासभूमयः’ इति पक्षिणः सर्वे सर्वदा ममाग्रे प्रस्तुवन्ति । अतो भवद्भ्यो विद्यावयोवृद्धेभ्यो धर्मं श्रोतुमिहागतः । भवन्तश्चैतादृशा धर्मज्ञा यन्मामतिथिं हन्तुमुद्यताः ।

गृध्रोऽवदत् — ‘मार्जारो हि मांसरुचिः । पक्षिशावकाश्चात्र निवसन्ति । तेनाहमेवं ब्रवीमि ।’ तच्छ्रुत्वा मार्जारो भूमिं स्पृष्ट्वा कर्णौ स्पृशति । ब्रूते च — ‘मया धर्मशास्त्रं श्रुत्वा वीतरागेणेदं दुष्करं व्रतं चान्द्रायणमध्यवसितम् । परस्परं विवदमानानामपि धर्मशास्त्राणाम् ‘अहिंसा परमो धर्मः’ इत्यत्रैकमत्यम् ।

एवं विश्वास्य स मार्जारिस्तरुकोटरे स्थितः ।

ततो दिनेषु गच्छत्सु पक्षिशावकानाक्रम्य कोटरमानीय प्रत्यहं खादति । येषामपत्यानि खादितानि तैः शोकातैर्विलपद्भिरितस्ततो जिज्ञासा समारब्धा । तत्परिज्ञाय मार्जारः कोटरान्निःसृत्य बहिःपलायितः । पश्चात्पक्षिभिरितस्ततो निरूपयद्भिस्त्र तरुकोटरे शावकास्थीनि प्राप्तानि । अनन्तरं त ऊचुः — “अनेनैव जरद्वेनास्माकं शावकाः खादिताः” इति सर्वैः पक्षिभिर्निश्चित्य गृध्रो व्यापादितः ।

पक्षिणः विश्वास्य मार्जारः कुत्र अवसत् ?

(1) तरुकुञ्जेषु

(2) वृक्षशाखायाम्

(3) तरुकोटरे

(4) तरुमूले

[Question ID = 296][Question Description = CTET_P1_PART_5_L2_SET_116_SANSKRIT_Q131]

1. 1 [Option ID = 1181]
2. 2 [Option ID = 1182]
3. 3 [Option ID = 1183]
4. 4 [Option ID = 1184]

4) **निर्देशः** : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत ।

गृध्रो ब्रूते — ‘ब्रूहि, किमर्थमागतोऽसि ?’ । सोऽवदत् — ‘अहमत्र गङ्गातीरे नित्यस्नायी निरामिषाशी ब्रह्मचारी चान्द्रायणव्रतमाचरंस्तिष्ठामि । ‘यूयं धर्मज्ञानरता विश्वासभूमयः’ इति पक्षिणः सर्वे सर्वदा ममाग्रे प्रस्तुवन्ति । अतो भवद्भ्यो विद्यावयोवृद्धेभ्यो धर्मं श्रोतुमिहागतः । भवन्तश्चैतादृशा धर्मज्ञा यन्मामतिथिं हन्तुमुद्यताः ।

गृध्रोऽवदत् — ‘मार्जारो हि मांसरुचिः । पक्षिशावकाश्चात्र निवसन्ति । तेनाहमेवं ब्रवीमि ।’ तच्छ्रुत्वा मार्जारो भूमिं स्पृष्ट्वा कर्णौ स्पृशति । ब्रूते च — ‘मया धर्मशास्त्रं श्रुत्वा वीतरागेणेदं दुष्करं व्रतं चान्द्रायणमध्यवसितम् । परस्परं विवदमानानामपि धर्मशास्त्राणाम् ‘अहिंसा परमो धर्मः’ इत्यत्रैकमत्यम् ।

एवं विश्वास्य स मार्जारिस्तरुकोटरे स्थितः ।

ततो दिनेषु गच्छत्सु पक्षिशावकानाक्रम्य कोटरमानीय प्रत्यहं खादति । येषामपत्यानि खादितानि तैः शोकातैर्विलपद्भिरितस्ततो जिज्ञासा समारब्धा । तत्परिज्ञाय मार्जारः कोटरान्निःसृत्य बहिःपलायितः । पश्चात्पक्षिभिरितस्ततो निरूपयद्भिस्त्र तरुकोटरे शावकास्थीनि प्राप्तानि । अनन्तरं त ऊचुः — “अनेनैव जरद्वेनास्माकं शावकाः खादिताः” इति सर्वैः पक्षिभिर्निश्चित्य गृध्रो व्यापादितः ।

गद्यांशे शावकशब्दस्यार्थं कः अपरः शब्दः प्रयुक्तः ?

- (1) बालकः
- (2) शिशुः
- (3) अपत्यम्
- (4) सन्ततिः

[Question ID = 297][Question Description = CTET_P1_PART_5_L2_SET_116_SANSKRIT_Q132]

1. 1 [Option ID = 1185]
2. 2 [Option ID = 1186]
3. 3 [Option ID = 1187]
4. 4 [Option ID = 1188]

5) **निर्देशः** : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत ।

गृध्रो ब्रूते — ‘ब्रूहि, किमर्थमागतोऽसि ?’ । सोऽवदत् — ‘अहमत्र गङ्गातीरे नित्यस्नायी निरामिषाशी ब्रह्मचारी चान्द्रायणव्रतमाचरंस्तिष्ठामि । ‘यूयं धर्मज्ञानरता विश्वासभूमयः’ इति पक्षिणः सर्वे सर्वदा ममाग्रे प्रस्तुवन्ति । अतो भवद्भ्यो विद्यावयोवृद्धेभ्यो धर्मं श्रोतुमिहागतः । भवन्तश्चैतादृशा धर्मज्ञा यन्मामतिथिं हन्तुमुद्यताः ।

गृध्रोऽवदत् — ‘मार्जारो हि मांसरुचिः । पक्षिशावकाश्चात्र निवसन्ति । तेनाहमेवं ब्रवीमि ।’ तच्छ्रुत्वा मार्जारो भूमिं स्पृष्ट्वा कर्णौ स्पृशति । ब्रूते च — ‘मया धर्मशास्त्रं श्रुत्वा वीतरागेणेदं दुष्करं व्रतं चान्द्रायणमध्यवसितम् । परस्परं विवदमानानामपि धर्मशास्त्राणाम् ‘अहिंसा परमो धर्मः’ इत्यत्रैकमत्यम् ।

एवं विश्वास्य स मार्जारिस्तरुकोटरे स्थितः ।

ततो दिनेषु गच्छत्सु पक्षिशावकानाक्रम्य कोटरमानीय प्रत्यहं खादति । येषामपत्यानि खादितानि तैः शोकातैर्विलपद्भिरितस्ततो जिज्ञासा समारब्धा । तत्परिज्ञाय मार्जारः कोटरान्निःसृत्य बहिःपलायितः । पश्चात्पक्षिभिरितस्ततो निरूपयद्भिस्त्र तरुकोटरे शावकास्थीनि प्राप्तानि । अनन्तरं त ऊचुः — “अनेनैव जरद्वेनास्माकं शावकाः खादिताः” इति सर्वैः पक्षिभिर्निश्चित्य गृध्रो व्यापादितः ।

‘प्रत्यहं’ अत्र कः समासः ?

(1) अव्ययीभावः

(2) तत्पुरुषः

(3) बहुव्रीहिः

(4) नञ् समासः

[Question ID = 298][Question Description = CTET_P1_PART_5_L2_SET_116_SANSKRIT_Q133]

1. 1 [Option ID = 1189]
2. 2 [Option ID = 1190]
3. 3 [Option ID = 1191]
4. 4 [Option ID = 1192]

6) **निर्देशः** : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत ।

गृध्रो ब्रूते — ‘ब्रूहि, किमर्थमागतोऽसि ?’ । सोऽवदत् — ‘अहमत्र गङ्गातीरे नित्यस्नायी निरामिषाशी ब्रह्मचारी चान्द्रायणव्रतमाचरंस्तिष्ठामि । ‘यूयं धर्मज्ञानरता विश्वासभूमयः’ इति पक्षिणः सर्वे सर्वदा ममाग्रे प्रस्तुवन्ति । अतो भवद्भ्यो विद्यावयोवृद्धेभ्यो धर्मं श्रोतुमिहागतः । भवन्तश्चैतादृशा धर्मज्ञा यन्मामतिथिं हन्तुमुद्यताः ।

गृध्रोऽवदत् — ‘मार्जारो हि मांसरुचिः । पक्षिशावकाश्चात्र निवसन्ति । तेनाहमेवं ब्रवीमि ।’ तच्छ्रुत्वा मार्जारो भूमिं स्पृष्ट्वा कर्णौ स्पृशति । ब्रूते च — ‘मया धर्मशास्त्रं श्रुत्वा वीतरागेणेदं दुष्करं व्रतं चान्द्रायणमध्यवसितम् । परस्परं विवदमानानामपि धर्मशास्त्राणाम् ‘अहिंसा परमो धर्मः’ इत्यत्रैकमत्यम् ।

एवं विश्वास्य स मार्जारिस्तरुकोटरे स्थितः ।

ततो दिनेषु गच्छत्सु पक्षिशावकानाक्रम्य कोटरमानीय प्रत्यहं खादति । येषामपत्यानि खादितानि तैः शोकातैर्विलपद्भिरितस्ततो जिज्ञासा समारब्धा । तत्परिज्ञाय मार्जारः कोटरान्निःसृत्य बहिःपलायितः । पश्चात्पक्षिभिरितस्ततो निरूपयद्भिस्तत्र तरुकोटरे शावकास्थीनि प्राप्तानि । अनन्तरं त ऊचुः — “अनेनैव जरद्वेनास्माकं शावकाः खादिताः” इति सर्वैः पक्षिभिर्निश्चित्य गृध्रो व्यापादितः ।

‘समारब्धा’ इत्यस्मिन् शब्दे किम् कृतप्रत्ययः ?

(1) ध

(2) धा

(3) त

(4) क्त

[Question ID = 299][Question Description = CTET_P1_PART_5_L2_SET_116_SANSKRIT_Q134]

1. 1 [Option ID = 1193]
2. 2 [Option ID = 1194]
3. 3 [Option ID = 1195]
4. 4 [Option ID = 1196]

7) निर्देशः : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत ।

गृध्रो ब्रूते — ‘ब्रूहि, किमर्थमागतोऽसि ?’ । सोऽवदत् — ‘अहमत्र गङ्गातीरे नित्यस्नायी निरामिषाशी ब्रह्मचारी चान्द्रायणव्रतमाचरंस्तिष्ठामि । ‘यूयं धर्मज्ञानरता विश्वासभूमयः’ इति पक्षिणः सर्वे सर्वदा ममाग्रे प्रस्तुवन्ति । अतो भवद्भ्यो विद्यावयोवृद्धेभ्यो धर्मं श्रोतुमिहागतः । भवन्तश्चैतादृशा धर्मज्ञा यन्मामतिथिं हन्तुमुद्यताः ।

गृध्रोऽवदत् — ‘मार्जारो हि मांसरुचिः । पक्षिशावकाश्चात्र निवसन्ति । तेनाहमेवं ब्रवीमि ।’ तच्छ्रुत्वा मार्जारो भूमिं स्पृष्ट्वा कर्णौ स्पृशति । ब्रूते च — ‘मया धर्मशास्त्रं श्रुत्वा वीतरागेणेदं दुष्करं व्रतं चान्द्रायणमध्यवसितम् । परस्परं विवदमानानामपि धर्मशास्त्राणाम् ‘अहिंसा परमो धर्मः’ इत्यत्रैकमत्यम् ।

एवं विश्वास्य स मार्जारस्तरुकोटरे स्थितः ।

ततो दिनेषु गच्छत्सु पक्षिशावकानाक्रम्य कोटरमानीय प्रत्यहं खादति । येषामपत्यानि खादितानि तैः शोकार्तेर्विलपद्भिरितस्ततो जिज्ञासा समारब्धा । तत्परिज्ञाय मार्जारः कोटरान्निःसृत्य बहिःपलायितः । पश्चात्पक्षिभिरितस्ततो निरूपयद्भिस्तत्र तरुकोटरे शावकास्थीनि प्राप्तानि । अनन्तरं त ऊचुः — “अनेनैव जरद्वेनास्माकं शावकाः खादिताः” इति सर्वैः पक्षिभिर्निश्चित्य गृध्रो व्यापादितः ।

अस्माद् अनुच्छेदात् का शिक्षा ग्राह्या ?

- (1) मांसभक्षकाः न विश्वसनीयाः
- (2) कपटपूर्णा शब्दा परीक्षितव्याः
- (3) सर्वे जनाः छलिनः
- (4) पक्षिभिः दुर्बलैः न भवितव्यम्

[Question ID = 300][Question Description = CTET_P1_PART_5_L2_SET_116_SANSKRIT_Q135]

1. 1 [Option ID = 1197]
2. 2 [Option ID = 1198]
3. 3 [Option ID = 1199]
4. 4 [Option ID = 1200]

Topic:- Sanskrit_Q136-150_L2_P1_CTET

1) द्वितीयकक्षायाः अध्यापकः छात्रान् निर्दिशति यत् ते स्वगृहात् न्यूनातिन्यूनं एकं वस्तु ‘दर्शय च वर्णय च’ इत्येतस्य प्रयोगार्थं आनयन्तु । तदा स छात्रान् तद्वस्तु गृहीत्वा वर्णयितुम् कथयति । भाषायाः अध्यापने, अध्ययने च एतानि वस्तूनि निम्नलिखितेषु किं कथ्यते ?

- (1) भाषा-शिक्षणसामग्री
- (2) अध्यापकस्य वास्तविकपदार्थाः
- (3) छात्रस्य वास्तविकपदार्थाः
- (4) प्रदर्शकसामग्री (Realia)

[Question ID = 301][Question Description = CTET_P1_PART_5_L2_SET_116_SANSKRIT_Q136]

1. 1 [Option ID = 1201]

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

2) यदि अध्यापकः सर्वान् विधीन् जानाति, तदा अध्यापकः केवलं यं विधिं प्रयोक्ष्यति, सोऽस्ति

- (1) व्याकरण-अनुवादविधिः
- (2) प्रत्यक्षविधिः
- (3) प्रयोगाधारितशिक्षणम्
- (4) विभिन्नदर्शनग्राही विधिः

[Question ID = 302][Question Description = CTET_P1_PART_5_L2_SET_116_SANSKRIT_Q137]

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

3) निम्नलिखितेषु कतमः प्रयोगः पठनान्तरप्रयोगः ?

- (1) पाठ्यान्तर्गते दत्तानि चित्राणि प्रति छात्राणां ध्यानाकर्षणम्
- (2) छात्रस्य पूर्वानुभवैः सह पाठ्येन सह सम्बन्धं स्थापयितुं प्रश्नानां पृच्छनम् ।
- (3) विषयेन सम्बन्धितान् परिचितशब्दान् चेतुं तथा च अग्रिमपाठस्य अनुमानम्
- (4) कथायाः अन्तं परिवर्तयितुं छात्रेभ्यः निर्देशः

[Question ID = 303][Question Description = CTET_P1_PART_5_L2_SET_116_SANSKRIT_Q138]

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

4) छात्रस्य कस्मिन्नपि विषये दौर्बल्यं निर्णेतुं साधनम् अस्ति

- (1) उपलब्धि-परीक्षा
- (2) निदानात्मक-परीक्षा
- (3) समेकित-परीक्षा (Summative Test)
- (4) लिखित-परीक्षा

[Question ID = 304][Question Description = CTET_P1_PART_5_L2_SET_116_SANSKRIT_Q139]

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

5) निम्नलिखितेषु कतमं पत्राधानस्य उद्देश्यम् नास्ति ?

- (1) समयानुसारं एतत् विकासं, परिवर्तनं च दर्शयितुं प्रयुज्यते ।
- (2) एतत् अपरिष्कृतसामग्रीं (Raw Data) संक्षिप्तसामग्रीं च एकत्रीकर्तुं प्रयुज्यते ।
- (3) छात्राणां शक्तिं दौर्बल्यं च ज्ञातुं प्रयुज्यते ।
- (4) छात्रस्य कार्यस्य प्रतिमानं निर्मातुं एतत् प्रयुज्यते ।

[Question ID = 305][Question Description = CTET_P1_PART_5_L2_SET_116_SANSKRIT_Q140]

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

6) कश्चित् छात्रः एकस्य अपठित-अनुच्छेदस्य समीक्षात्मकदृष्ट्या मूल्यांकनं कृत्वा स्वपठनयोग्यताः प्रदर्शयति । एतत् सम्बन्धं प्रदर्शयति

- (1) मुद्रण-समृद्धनिवेशेन
- (2) मुद्रण-समृद्ध-उत्पादनेन
- (3) अवबोध्य-निवेशेन
- (4) अवबोध्य-उत्पादनेन

[Question ID = 306][Question Description = CTET_P1_PART_5_L2_SET_116_SANSKRIT_Q141]

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

7) दैनिकगतिविधिषु ये छात्राः पुस्तकानां विषये शिक्षन्ते, तेषाम् एतत् लक्षणम् अस्ति

- (1) उदीयमानलेखकानाम्
- (2) उदीयमानसाक्षरतायाः
- (3) बहुविषयकपाठकानाम्
- (4) यथानिर्देशं पाठकानाम्

[Question ID = 307][Question Description = CTET_P1_PART_5_L2_SET_116_SANSKRIT_Q142]

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

8) कश्चिद् अध्यापकः स्वछात्रान् समाचारपत्रस्य पृष्ठानि द्रष्टुं एतद् ज्ञातुं कथयति यत् क्रीडावार्ता कस्मिन् पृष्ठे वर्तते । तथा तिस्रः अन्तर्राष्ट्रीयसमाचारवार्ताः सूचीबद्धाः कर्तुम् कथयति । एतस्य प्रयोगस्य आधारः कोऽस्ति

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

[Question ID = 308][Question Description = CTET_P1_PART_5_L2_SET_116_SANSKRIT_Q143]

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

9) स्वभावनिर्माणे कः उपागमः भूयो बलं ददाति ?

(1) निर्माणात्मक-उपागमः

(2) व्यावहारिक-उपागमः

(3) सम्प्रेषणात्मकः-उपागमः

(4) समग्र-भाषा-उपागमः

[Question ID = 309][Question Description = CTET_P1_PART_5_L2_SET_116_SANSKRIT_Q144]

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

10) निम्नलिखितासु का प्रक्रिया बालके उदीयमानसाक्षरतां वर्धयति तत्कृते सहायतां च करोति ?

(1) तान् भाषायाः वर्णमालायाः शिक्षणम्

(2) पुस्तकानां एवं विधिना प्रदर्शनम् यत् बालकाः तानि न प्राप्नुवन्ति येन पुस्तकानां सुरक्षा स्यात्, पुस्तकानि त्रुटितानि अपि न स्युः

(3) कक्षाकक्षे सर्वाणि वस्तूनि पत्राङ्कितानि (Label) स्युः

(4) मौनपठनकाले छात्रान् शब्दान् अङ्गुल्या प्रदर्शयितुं प्रोत्साहनम्

[Question ID = 310][Question Description = CTET_P1_PART_5_L2_SET_116_SANSKRIT_Q145]

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

11) बालकस्य अप्रयुज्यमानशब्दावल्याः शब्दान् निष्कृत्य क्रियाशीलशब्दावल्यां आनेतुं अध्यापकेन एतत्कर्तुं अवसराः निर्मातव्याः ।

(1) शब्दान् बहुलतया प्रयोक्तुम्

(2) शब्दान् बहुलतया श्रोतुम्

(3) शब्दार्थान् ज्ञातुं परन्तु न प्रयोक्तुम्

(4) शब्दानाम् विपरीतार्थकान् पर्यायवाचिनश्च ज्ञातुम्

[Question ID = 311][Question Description = CTET_P1_PART_5_L2_SET_116_SANSKRIT_Q146]

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

12) त्रुटयः शिक्षणस्य क्षेत्राणि सन्ति तथा प्रतिपुष्टिं ददति

(1) अध्यापकेभ्यः अध्यापन-अवसररूपेण

(2) छात्रेभ्यः शिक्षण-अवसररूपेण

(3) अध्यापकेभ्यः छात्रेभ्यश्च उभाभ्याम्

(4) त्रुटयः अध्ययन-अध्यापन-अवसाराणाम् अङ्गरूपेण भवितुं नार्हन्ति

[Question ID = 312][Question Description = CTET_P1_PART_5_L2_SET_116_SANSKRIT_Q147]

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

13) निम्नलिखितेषु कतमं अर्थाधारितप्रयोगेषु न आयाति ?

- (1) पाठ्यसम्पर्कः
- (2) पठितकथायाः पुनःश्रावणम्
- (3) प्रकरणानुसारं व्याकरणस्य नियमानाम् अन्वेषणम्
- (4) बालकान् वरिष्ठानां प्रत्यनुकरणं कर्तुम्

[Question ID = 313][Question Description = CTET_P1_PART_5_L2_SET_116_SANSKRIT_Q148]

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

14) एतद् ज्ञातुं यत् छात्रैः सद्यःपठितः अध्यायः कीदृशः सम्यग् अवगतः न वा, अध्यापकेन प्रत्येकं पञ्चमः शब्दः विलोपितः तथा सारे रिक्तस्थानं पूरयितुम् अकथयत् । एषा परीक्षा का कथ्यते ?

- (1) लेखन मूल्याङ्कनम्
- (2) रिक्तस्थानपूर्तिः
- (3) विलुप्तशब्दपूर्ति (Cloze Test)
- (4) सार-सम्पूर्ति

[Question ID = 314][Question Description = CTET_P1_PART_5_L2_SET_116_SANSKRIT_Q149]

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

15) 'निपुण-भारत-मिशन' इत्यस्यानुसारं द्वितीय स्तरसमाप्तौ साक्षरतायै 'एफ.एल.एन.' इत्यस्य शिक्षणउद्देश्यम् किम् अस्ति ?

- (1) प्रतिमिनटं 45 – 60 शब्दानां अर्थसहितं पठनम् ।
- (2) न्यूनातिन्यूनं द्वि-त्रि-वर्णमाला-अक्षरयुक्तानां सरलशब्दानां पठनम् ।
- (3) सरलवाक्यानां पठनम् यत्र चतुःपञ्च सरलशब्दाः अज्ञातपाठात् समुचित-वयोनुकूलं स्युः ।
- (4) अर्थसहितं न्यूनातिन्यूनं 60 शब्दानां पठनम् ।

[Question ID = 315][Question Description = CTET_P1_PART_5_L2_SET_116_SANSKRIT_Q150]

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

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