

CTET L1 English L2 Sanskrit P1

Topic:- CDP_P1_CTET

1) While biologically _____ abilities such as walking can be gained through _____ ;
biologically _____ abilities such as writing require _____ .

- (1) primary; playful interaction with environment; secondary; explicit instruction
- (2) secondary; playful interaction with environment; primary; explicit instruction
- (3) primary; explicit instruction; secondary; self-driven practice
- (4) secondary; eliminating explicit instruction; primary; explicit instruction

जैवकीय _____ योग्यताएँ जैसे कि चलना _____ के माध्यम से हासिल हो सकती है;
जैवकीय _____ योग्यताएँ जैसे कि लिखने के लिए _____ की आवश्यकता होती है।

- (1) प्राथमिक; परिवेश के साथ आनन्ददायी अन्तःक्रियाएँ; द्वितीयक; स्पष्ट अनुदेशन
- (2) द्वितीयक; परिवेश के साथ आनन्ददायी अन्तःक्रियाएँ; प्राथमिक; स्पष्ट अनुदेशन
- (3) प्राथमिक; स्पष्ट अनुदेशन; द्वितीयक; स्वयं-निर्देशित अभ्यास
- (4) द्वितीयक; स्पष्ट अनुदेशन की विलगता; प्राथमिक; स्पष्ट अनुदेशन

[Question ID = 1][Question Description = CTET_P1_PART_1_CDP_SET_101_Q1]

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

2) Which of the following statements is correct in the context of development ?

- (1) Development is purely a result of heredity only.
- (2) Course of development is from specific to general.
- (3) Development happens from outward to centre.
- (4) Development proceeds from head to toe.

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

- (1) विकास पूर्ण रूप से केवल आनुवंशिकता का ही परिणाम है।
- (2) विकास का क्रम विशिष्ट से सामान्य की ओर होता है।
- (3) विकास बाहर से केंद्र की ओर होता है।
- (4) विकास सिर से पाँव की ओर बढ़ता है।

[Question ID = 2][Question Description = CTET_P1_PART_1_CDP_SET_101_Q2]

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

3) Which of the following is primary socialisation agent/agency for children in primary grades ?

- (1) Immediate family
- (2) Cultural beliefs
- (3) Religious organisation
- (4) Print media

प्राथमिक कक्षा के बच्चों के लिए निम्नलिखित में से कौन-सा प्राथमिक समाजीकरण का कारक/संस्था है ?

- (1) निकटतम परिवार
- (2) सांस्कृतिक धारणाएँ
- (3) धार्मिक संगठन
- (4) मुद्रित संचार माध्यम

[Question ID = 3][Question Description = CTET_P1_PART_1_CDP_SET_101_Q3]

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

4) In accordance with Jean Piaget's theory of Cognitive Development, at what stage can children 'mentally do reverse thinking' ?

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

जीन पियाजे के संज्ञानात्मक विकास के सिद्धान्त के अनुसार, बच्चे किस अवस्था में 'चिंतन को मानसिक रूप से प्रतिवर्तित' कर सकते हैं ?

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

[Question ID = 4][Question Description = CTET_P1_PART_1_CDP_SET_101_Q4]

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

5) According to Jean Piaget, the process of continually fitting the experiences into our existing schemas is called _____ .

- (1) Assimilation
- (2) Accommodation
- (3) Categorisation
- (4) Conceptualisation

जीन पियाजे के अनुसार, हमारे मौजूदा स्कीमा में अनुभवों को लगातार सम्मिलित करने की प्रक्रिया को _____ कहा जाता है।

- (1) समावेशन
- (2) समायोजन
- (3) वर्गीकरण
- (4) संकल्पना निर्माण

[Question ID = 5][Question Description = CTET_P1_PART_1_CDP_SET_101_Q5]

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

6) Which of the following theory gives significant consideration to discussions and debates in the process of learning ?

- (1) B. F. Skinner's theory of Behaviourism
- (2) Lawrence Kohlberg's theory of moral development
- (3) Lev Vygotsky's Socio-cultural theory
- (4) Sigmund Freud's theory of Psychoanalysis

निम्नलिखित में से कौन-सा सिद्धांत सीखने की प्रक्रिया में चर्चा और वाद-विवाद को बहुत महत्व देता है ?

- (1) बी. एफ. स्किनर द्वारा प्रतिपादित व्यवहारवाद का सिद्धांत
- (2) लॉरेंस कोह्लबर्ग द्वारा नैतिक विकास का सिद्धांत
- (3) लेव वायगोत्स्की का सामाजिक-सांस्कृतिक सिद्धांत
- (4) सिगमंड फ्रायड का मनोविश्लेषण सिद्धांत

[Question ID = 6][Question Description = CTET_P1_PART_1_CDP_SET_101_Q6]

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

7) Seeing a student struggling with a question, her teacher decides to give cues and simplify the language of the question. In Lev Vygotsky's theory, this is referred to as _____.

- (1) Imitation
- (2) Conditioning
- (3) Scaffolding
- (4) Assimilation

एक विद्यार्थी को किसी सवाल से जूझते देखकर, उसकी अध्यापिका उस सवाल की भाषा को सरल करने और कुछ संकेत देने का निर्णय लेती है। लेव वायगोत्स्की के सिद्धांत में, इसे क्या कहा गया है ?

- (1) अनुकरण
- (2) अनुकूलन
- (3) पाइ
- (4) आत्मसात्करण

[Question ID = 7][Question Description = CTET_P1_PART_1_CDP_SET_101_Q7]

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

8) Lawrence Kohlberg used _____ to evaluate the moral reasoning among children and adults.

- (1) hypothetical situations
- (2) paper-pen test
- (3) drawings
- (4) report cards

लॉरेंस कोह्लबर्ग ने बच्चों एवं वयस्कों में नैतिक तर्क का मूल्यांकन के लिए किसका उपयोग किया ?

- (1) परिकल्पित स्थितियाँ
- (2) कागज़-कलम आधारित परीक्षा
- (3) चित्रकला
- (4) रिपोर्ट कार्ड्स

[Question ID = 8][Question Description = CTET_P1_PART_1_CDP_SET_101_Q8]

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

9) Advocates of constructivism give importance to

- (1) Child-centred curriculum
- (2) Culturally non-responsive pedagogy
- (3) Overlooking the individual differences
- (4) Convergent ways of thinking

रचनावाद का समर्थन करने वाले किसे महत्व देते हैं ?

- (1) बाल-केंद्रित पाठ्यचर्या को
- (2) सांस्कृतिक रूप से अनुत्तरदायी शिक्षणशास्त्रीय प्रविधियों को
- (3) व्यक्तिगत भिन्नताओं को अनदेखा करने को
- (4) चिन्तन के अभिसारी तरीकों को

[Question ID = 9][Question Description = CTET_P1_PART_1_CDP_SET_101_Q9]

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

10) Intelligence Quotient (IQ) tests are criticised for

- (1) being considerate of cultural diversity.
- (2) conceptualising intelligence as a set of different abilities.
- (3) ignoring the influence of environmental factors on test performance.
- (4) considering social factors in measuring memory, reasoning and verbal skills.

बुद्धि लब्धि (IQ) परीक्षणों की आलोचना इसलिए की जाती है क्योंकि वे

- (1) सांस्कृतिक विविधता को ध्यान में रखते हैं।
- (2) बुद्धि को विभिन्न क्षमताओं के एक समूह के रूप में मानते हैं।
- (3) परीक्षण निष्पादन पर पर्यावरणीय कारकों के प्रभाव को नज़र-अंदाज़ करते हैं।
- (4) स्मृति, तर्क और मौखिक कौशलों के मापन में सामाजिक कारकों को ध्यान में रखते हैं।

[Question ID = 10][Question Description = CTET_P1_PART_1_CDP_SET_101_Q10]

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

11) Which of the following statements is correct in context of language and thought ?

- (1) Jean Piaget suggested that language facilitates cognition.
- (2) Lev Vygotsky suggested that language has no influence on thinking.
- (3) Jean Piaget suggested that thinking depends on speech.
- (4) Lev Vygotsky suggested that language enables tools for thinking.

भाषा और विचार के संदर्भ में निम्नलिखित में से कौन-सा कथन सही है ?

- (1) जीन पियाज़े ने प्रस्तावित किया है कि भाषा संज्ञान में सहायक होती है।
- (2) लेव वायगोत्स्की ने प्रस्तावित किया है कि भाषा का चिंतन पर कोई प्रभाव नहीं होता है।
- (3) जीन पियाज़े ने प्रस्तावित किया है कि चिंतन करना भाषा को सीखने पर निर्भर करता है।
- (4) लेव वायगोत्स्की ने प्रस्तावित किया है कि भाषा चिंतन को सुसाधित करती है।

[Question ID = 11][Question Description = CTET_P1_PART_1_CDP_SET_101_Q11]

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

12) Gender is dominantly a/an _____ construct.

- (1) biological
- (2) social
- (3) medical
- (4) arbitrary

जेंडर प्रमुख रूप से एक _____ निर्मिति है।

- (1) जैविक
- (2) सामाजिक
- (3) चिकित्सीय
- (4) यादृच्छिक

[Question ID = 12][Question Description = CTET_P1_PART_1_CDP_SET_101_Q12]

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

13) **Assertion (A) :**

In order to cater to the needs of students belonging to diverse socio-economic backgrounds, a teacher should adopt standardised curriculum.

Reason (R) :

Standardised curriculum takes care of all kinds of individual differences.

Choose the correct option :

- (1) Both (A) and (R) are true and (R) is the correct explanation of (A)
- (2) Both (A) and (R) are true 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) :

विविध सामाजिक-आर्थिक पृष्ठभूमि वाले विद्यार्थियों की आवश्यकताओं को पूरा करने के लिए एक शिक्षक को मानकीकृत पाठ्यचर्या अपनानी चाहिए।

तर्क (R) :

मानकीकृत पाठ्यचर्या सभी प्रकार की व्यक्तिगत भिन्नताओं को ध्यान में रखती है।

सही विकल्प चुनिए :

- (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 = 13][Question Description = CTET_P1_PART_1_CDP_SET_101_Q13]

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

14) Formative assessment is done

- (1) at the end of session.
- (2) through standardised tests only.
- (3) throughout the teaching-learning process.
- (4) by a special educator only.

रचनात्मक आकलन

- (1) सत्र के अंत में किया जाता है।
- (2) केवल मानकीकृत परीक्षणों के माध्यम द्वारा किया जाता है।
- (3) समूची शिक्षण-अधिगम प्रक्रिया के दौरान किया जाता है।
- (4) केवल एक विशिष्ट शिक्षक द्वारा किया जाता है।

[Question ID = 14][Question Description = CTET_P1_PART_1_CDP_SET_101_Q14]

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

15) Which of the following approach is likely to promote critical thinking among students ?

- (1) Asking close-ended factual questions
- (2) Helping students develop hypothesis
- (3) Encouraging convergent thinking
- (4) Teaching using textbooks only

निम्नलिखित में से कौन-से उपागम के द्वारा विद्यार्थियों में समालोचनात्मक चिंतन को बढ़ावा देने की संभावना है ?

- (1) बंद-अंत वाले तथ्य आधारित प्रश्न पूछना
- (2) परिकल्पनाओं को विकसित करने में विद्यार्थी को सहयोग देना
- (3) अभिसारी चिंतन को बढ़ावा देना
- (4) केवल पाठ्यपुस्तकों द्वारा पढ़ाना

[Question ID = 15][Question Description = CTET_P1_PART_1_CDP_SET_101_Q15]

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

16) For successful inclusion of students belonging to Scheduled Tribe (ST), it is important to

- (1) teach in the language preferred by the dominant group.
- (2) ignore their cultural knowledge and experiences.
- (3) provide educational materials developed in their local language.
- (4) maintain social distance between school and their community.

अनुसूचित जनजाति (ST) के विद्यार्थियों के समावेशन को सफल बनाने के लिए यह महत्वपूर्ण है कि

- (1) प्रमुख समूह द्वारा पसंद की जाने वाली भाषा में पढ़ाया जाए ।
- (2) उनके सांस्कृतिक ज्ञान और अनुभवों की अनदेखी की जाए ।
- (3) उनकी अपनी स्थानीय भाषा में बनाई गई शैक्षिक सामग्रियों को उपलब्ध करवाया जाए ।
- (4) विद्यालय और उनके समुदाय के बीच सामाजिक दूरी कायम रखी जाए ।

[Question ID = 16][Question Description = CTET_P1_PART_1_CDP_SET_101_Q16]

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

17) Students with Dyslexia are likely to

- (1) show eagerness to write long essays.
- (2) have advanced vocabulary.
- (3) comprehend text with much ease.
- (4) be reluctant to read.

डिस्लेक्सिया से ग्रसित विद्यार्थी

- (1) लंबे निबंध लिखने के लिए बहुत उत्सुक होते हैं।
- (2) बहुत विकसित शब्दावली का प्रयोग करते हैं।
- (3) पठन-सामग्री को बहुत आसानी से समझते हैं।
- (4) पढ़ने के लिए अनिच्छुक होते हैं।

[Question ID = 17][Question Description = CTET_P1_PART_1_CDP_SET_101_Q17]

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

18) Which of the following becomes a barrier for inclusion of students with visual impairment ?

- (1) Audio taped notes
- (2) Braille books
- (3) Verbal descriptions of visual aids
- (4) Written or printed materials

निम्नलिखित में से दृष्टिबाधित विद्यार्थियों के समावेशन में कौन एक बाधक बनता है ?

- (1) रिकार्ड की गई श्रव्य सामग्री
- (2) ब्रेल लिपि वाली पुस्तकें
- (3) दृश्यात्मक सहायक-सामग्री के मौखिक विवरण
- (4) लिखित या मुद्रित सामग्री

[Question ID = 18][Question Description = CTET_P1_PART_1_CDP_SET_101_Q18]

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

19) Which of the following is directly associated with 'Attention Deficit Hyperactivity Disorder' ?

- (1) High attention span
- (2) Persistent impulsivity
- (3) Low activity levels
- (4) Extended patience to listen

निम्नलिखित में से क्या 'ध्यानाभाव एवं अतिसक्रियता विकार' से संबंधित है ?

- (1) उच्च अवधान अवधि
- (2) दृढ़ आवेगशीलता
- (3) निम्न स्तरीय क्रियाशीलता
- (4) सुनने के लिए विस्तारित धैर्य

[Question ID = 19][Question Description = CTET_P1_PART_1_CDP_SET_101_Q19]

1. 1 [Option ID = 73]

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

20) A key characteristic of 'Giftedness' is

- (1) High levels of intellectual ability
- (2) Lack of creativity
- (3) Impaired communication skills
- (4) Tendency to copy other's ideas

‘प्रतिभाशाली’ बच्चों की एक प्रमुख विशेषता है

- (1) उच्च स्तर की बौद्धिक क्षमता
- (2) रचनात्मकता की कमी
- (3) बाधित सम्प्रेषण कौशल
- (4) दूसरों के विचारों को नकल करने की प्रवृत्ति

[Question ID = 20][Question Description = CTET_P1_PART_1_CDP_SET_101_Q20]

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

21) *Assertion (A) :*

A teacher should present the contents to be taught in the form of connected and organised manner.

Reason (R) :

Learning is a passive process.

Choose the correct option :

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

अभिकथन (A) :

एक शिक्षक को विषय-वस्तु को पढ़ाने के लिए उसे सम्बद्ध एवं संगठित तरीके से प्रस्तुत करना चाहिए ।

तर्क (R) :

सीखना एक निष्क्रिय प्रक्रिया है ।

सही विकल्प चुनिए :

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

[Question ID = 21][Question Description = CTET_P1_PART_1_CDP_SET_101_Q21]

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

22) According to contemporary theories of cognition, memory is _____ .

- (1) capable of construction but incapable of interpretation
- (2) capable of construction as well as interpretation
- (3) capable of interpretation but not capable of construction
- (4) capable of neither construction nor of interpretation

संज्ञान के समकालीन सिद्धांतों के अनुसार, स्मृति

- (1) निर्माण करने में सक्षम लेकिन विवेचना करने में असक्षम है ।
- (2) निर्माण एवं विवेचना करने दोनों में सक्षम है ।
- (3) विवेचना करने में सक्षम पर निर्माण करने में असक्षम है ।
- (4) न तो निर्माण में और न ही विवेचना करने में सक्षम है ।

[Question ID = 22][Question Description = CTET_P1_PART_1_CDP_SET_101_Q22]

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

23) In order to promote construction of knowledge by learners, a school should promote _____ pedagogies.

- (1) child-centric
- (2) exam-centric
- (3) teacher-centric
- (4) textbook-centric

शिक्षार्थियों द्वारा ज्ञान के निर्माण को बढ़ावा देने के लिए, एक विद्यालय को _____
शिक्षणशास्त्रीय प्रविधियों को बढ़ावा देना चाहिए।

- (1) बाल-केंद्रित
- (2) परीक्षा-केंद्रित
- (3) शिक्षक-केंद्रित
- (4) पाठ्यपुस्तक-केंद्रित

[Question ID = 23][Question Description = CTET_P1_PART_1_CDP_SET_101_Q23]

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

24) Which of the following is **not** a part of universal design for learning guidelines ?

- (1) Multiple means of engagement
- (2) Multiple means of discrimination
- (3) Multiple means of representation
- (4) Multiple means of expression

निम्नलिखित में से अधिगम दिशा-निर्देशों के लिए कौन-सा सार्वभौमिक अभिकल्प का हिस्सा
नहीं है ?

- (1) सहभागिता के बहुविध साधन
- (2) भेदभाव के बहुविध तरीके
- (3) प्रतिनिधित्व के बहुविध साधन
- (4) अभिव्यक्ति के बहुविध तरीके

[Question ID = 24][Question Description = CTET_P1_PART_1_CDP_SET_101_Q24]

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

25) Which of the following promotes problem solving ?

- (1) Analogical thinking
- (2) Functional fixedness
- (3) Response set
- (4) Convergent thinking

निम्नलिखित में से किसके द्वारा समस्या समाधान को बढ़ावा दिया जा सकता है ?

- (1) अनुरूपात्मक चिंतन
- (2) कार्यात्मक स्थिरता
- (3) प्रतिक्रियाओं का समुच्चय
- (4) अभिसारी चिंतन

[Question ID = 25][Question Description = CTET_P1_PART_1_CDP_SET_101_Q25]

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

26) *Assertion (A) :*

Young children come to school with already developed 'naive' theories about their surroundings.

Reason (R) :

Such understandings are purely irrational and should be ignored.

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) :

विद्यालय आने से पूर्व छोटे बच्चों में अपने परिवेश की समझ बनाने के 'सहज' सिद्धान्त मौजूद होते हैं।

तर्क (R) :

इस प्रकार की समझ पूरी तरह से अतार्किक है और इसकी अनदेखी करनी चाहिए।

सही विकल्प चुनिए :

- (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 = 26][Question Description = CTET_P1_PART_1_CDP_SET_101_Q26]

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

27) Which of the following statement about emotions is **not** correct ?

- (1) Emotions influence information processing skills.
- (2) Emotional development gets influenced by environmental factors.
- (3) Emotions and cognition are completely independent of each other.
- (4) Emotions influence motivation to learn.

भावनाओं के बारे में निम्नलिखित में से कौन-सा कथन सही **नहीं** है ?

- (1) भावनाएँ कौशलों को प्रक्रमित करने वाली सूचना को प्रभावित करती हैं।
- (2) भावात्मक विकास परिवेशीय कारकों से प्रभावित होता है।
- (3) भावनाएँ और संज्ञान दोनों अपने-आप में एक-दूसरे से स्वतंत्र हैं।
- (4) भावनाएँ अधिगम के लिए अभिप्रेरणा को प्रभावित करती हैं।

[Question ID = 27][Question Description = CTET_P1_PART_1_CDP_SET_101_Q27]

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

28) Which of the following is **not** an example of intrinsic motivation ?

- (1) Curiosity
- (2) Interest
- (3) Urge for clarity
- (4) Striving for prize

निम्नलिखित में से कौन-सा आंतरिक अभिप्रेरणा का उदाहरण **नहीं** है ?

- (1) जिज्ञासा
- (2) रुचि
- (3) स्पष्टता के लिए चाहत
- (4) पुरस्कार पाने के लिए प्रयास करना

[Question ID = 28][Question Description = CTET_P1_PART_1_CDP_SET_101_Q28]

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

29) Learning is more effective if

- (1) Content is related to real-life experiences.
- (2) Material is too abstract and complex.
- (3) Content is delivered in disconnected chunks.
- (4) Previous knowledge is not activated.

सीखना अधिक प्रभावी होता है जब

- (1) विषय-वस्तु को वास्तविक-जीवन के अनुभवों के साथ जोड़ा जाए।
- (2) पठन सामग्री बहुत ही अमूर्त एवं जटिल हो।
- (3) विषय-वस्तु को असंबद्ध रूप से टुकड़ों-टुकड़ों में पढ़ाया जाए।
- (4) पूर्व ज्ञान से संबद्धता स्थापित न की जाए।

[Question ID = 29][Question Description = CTET_P1_PART_1_CDP_SET_101_Q29]

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

30) To create a conducive learning environment, a teacher should

- (1) foster collaboration among students
- (2) have very low expectations from students
- (3) avoid giving mastery-oriented feedback
- (4) not give any autonomy to students

एक अनुकूल (समर्थित) सीखने का वातावरण बनाने के लिए, एक शिक्षक को क्या करना चाहिए ?

- (1) विद्यार्थियों के बीच सहयोग को बढ़ावा देना चाहिए
- (2) विद्यार्थियों से बेहद कम अपेक्षाएँ रखनी चाहिए
- (3) महारत-उन्मुख प्रतिपुष्टि देने से बचना चाहिए
- (4) विद्यार्थियों को कोई स्वायत्तता नहीं देनी चाहिए

[Question ID = 30][Question Description = CTET_P1_PART_1_CDP_SET_101_Q30]

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

Topic:- MATH_Q31-45_P1_CTET

1) A 168 m long rope is cut into equal pieces of length $9\frac{1}{3}$ m. How many such pieces of the rope are obtained ?

- (1) 16
- (2) 17
- (3) 18
- (4) 19

168 m लम्बी एक रस्सी को $9\frac{1}{3}$ m लम्बाई के बराबर टुकड़ों में काटा गया। इस प्रकार बने रस्सी के कितने टुकड़े प्राप्त होते हैं ?

- (1) 16
- (2) 17
- (3) 18
- (4) 19

[Question ID = 31][Question Description = CTET_P1_PART_2_MATHS_SET_101_Q31]

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

2) Obtain (K + P) from the following addition :

$$\begin{array}{r} 5843103 \\ +26K7P92 \\ \hline 8521095 \end{array}$$

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

निम्नलिखित योग से (K + P) प्राप्त कीजिए :

$$\begin{array}{r} 5843103 \\ +26K7P92 \\ \hline 8521095 \end{array}$$

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

[Question ID = 32][Question Description = CTET_P1_PART_2_MATHS_SET_101_Q32]

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

3) The average temperature of 6 days is 32°C . If the temperature on first 5 of these days (in $^{\circ}\text{C}$) was 31, 31.5, 32.5, 31 and 32, then the temperature (in $^{\circ}\text{C}$) on the sixth day was :

- (1) 32
- (2) 33
- (3) 33.5
- (4) 34

छः दिनों का औसत तापमान 32°C है। यदि इनमें से प्रथम 5 दिनों का तापमान ($^{\circ}\text{C}$ में) 31, 31.5, 32.5, 31 और 32 था, तो छठे दिन का तापमान ($^{\circ}\text{C}$ में) था :

- (1) 32
- (2) 33
- (3) 33.5
- (4) 34

[Question ID = 33][Question Description = CTET_P1_PART_2_MATHS_SET_101_Q33]

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

4) LCM and HCF of x and y are 4 times and 2 times respectively of the HCF of 42 and 120. If x is 36, then what is the value of y ?

- (1) 3
- (2) 6
- (3) 8
- (4) 12

x और y के LCM तथा HCF क्रमशः 42 और 120 के HCF का 4 गुना और 2 गुना हैं। यदि x का मान 36 है, तो y का मान क्या होगा ?

- (1) 3
- (2) 6
- (3) 8
- (4) 12

[Question ID = 34][Question Description = CTET_P1_PART_2_MATHS_SET_101_Q34]

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

5) Which of the following has the smallest value ?

- (1) $3670 + 800 + 20$
- (2) $3955 + 601 - 80$
- (3) $4500 - 128 + 40$
- (4) $4600 - 150 - 29$

निम्नलिखित में से किसका मान सबसे कम है ?

(1) $3670 + 800 + 20$

(2) $3955 + 601 - 80$

(3) $4500 - 128 + 40$

(4) $4600 - 150 - 29$

[Question ID = 35][Question Description = CTET_P1_PART_2_MATHS_SET_101_Q35]

1. 1 [Option ID = 137]

2. 2 [Option ID = 138]

3. 3 [Option ID = 139]

4. 4 [Option ID = 140]

- 6) Shweta cut a cake on her birthday. She gave half of the cake to her three friends, kept $\frac{1}{4}$ of it for her sister and the rest for herself. Later, two more friends came and she divided her part in three equal pieces and they ate together.

How much part of the original cake could she eat ?

(1) $\frac{1}{3}$

(2) $\frac{1}{6}$

(3) $\frac{1}{8}$

(4) $\frac{1}{12}$

श्वेता ने अपने जन्मदिन पर केक काटा । उसने आधा केक अपनी तीन सहेलियों को दिया, इसका $\frac{1}{4}$ भाग अपनी बहन के लिए तथा शेष अपने लिए रखा । थोड़ी देर में, उसकी दो सहेलियाँ और आ गईं और उसने अपने हिस्से के केक के तीन बराबर हिस्से किए और तीनों ने मिलकर खाया ।

उसने पूरे केक का कितना भाग खाया ?

(1) $\frac{1}{3}$

(2) $\frac{1}{6}$

(3) $\frac{1}{8}$

(4) $\frac{1}{12}$

[Question ID = 36][Question Description = CTET_P1_PART_2_MATHS_SET_101_Q36]

1. 1 [Option ID = 141]

2. 2 [Option ID = 142]

3. 3 [Option ID = 143]

4. 4 [Option ID = 144]

7) $2\frac{1}{2}$ right-angles are equal to

- (1) 240°
- (2) 260°
- (3) 225°
- (4) 245°

$2\frac{1}{2}$ समकोण निम्नलिखित में से किसके बराबर है ?

- (1) 240°
- (2) 260°
- (3) 225°
- (4) 245°

[Question ID = 37][Question Description = CTET_P1_PART_2_MATHS_SET_101_Q37]

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

8) Which of the geometrical shapes – Equilateral triangle, Parallelogram, Rhombus, Rectangle and Square have two lines of symmetry ?

- (1) Equilateral triangle and Parallelogram
- (2) Rhombus and Parallelogram
- (3) Rectangle and Rhombus
- (4) Square and Rectangle

ज्यामितीय आकारों – समबाहु त्रिभुज, समान्तर चतुर्भुज, समचतुर्भुज, आयत और वर्ग, में से किन आकारों की दो सममित रेखाएँ होती हैं ?

- (1) समबाहु त्रिभुज तथा समान्तर चतुर्भुज
- (2) समचतुर्भुज तथा समान्तर चतुर्भुज
- (3) आयत तथा समचतुर्भुज
- (4) वर्ग तथा आयत

[Question ID = 38][Question Description = CTET_P1_PART_2_MATHS_SET_101_Q38]

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

9) Which of the following statements is/are true ?

- (i) Through two given points many lines can pass.
- (ii) Through a given point only one line can pass.
- (iii) Three collinear points cannot form a triangle.
- (iv) Sum of two obtuse angles is always a reflex angle.

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

निम्नलिखित में से कौन-सा/से कथन सत्य है/हैं ?

- (i) दो दिए गए बिन्दुओं से होकर जाती हुई अनेक रेखाएँ हो सकती हैं।
- (ii) दिए हुए एक बिन्दु से होकर जाती हुई केवल एक रेखा हो सकती है।
- (iii) तीन संरेखीय बिन्दु एक त्रिभुज नहीं बना सकते।
- (iv) दो अधिक कोणों का योग सदैव एक प्रतिवर्ती कोण होता है।

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

[Question ID = 39][Question Description = CTET_P1_PART_2_MATHS_SET_101_Q39]

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

10) A train started at 8:50 am. It covered a distance of 420 km with a speed of 70 km/h and a distance of 120 km with a speed of 80 km/h. In between the journey, the train stopped at 3 stations for 5 minutes, 8 minutes and 12 minutes respectively. At what time did it reach its destination ?

- (1) 4:05 pm
- (2) 4:45 pm
- (3) 4:50 pm
- (4) 5:45 pm

एक रेलगाड़ी ने 8:50 am पर चलना प्रारंभ किया। उसने 420 km की दूरी 70 km/h तथा 120 km की दूरी 80 km/h की चाल से तय की। रास्ते में वह रेलगाड़ी 3 स्टेशनों पर क्रमशः 5 मिनट, 8 मिनट व 12 मिनट के लिए रुकी। वह रेलगाड़ी कितने समय पर अपने गंतव्य स्थान पर पहुँची ?

- (1) 4:05 pm
- (2) 4:45 pm
- (3) 4:50 pm
- (4) 5:45 pm

[Question ID = 40][Question Description = CTET_P1_PART_2_MATHS_SET_101_Q40]

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

11) Which of the following statements is correct ?

- (1) 2 litres is less than 205 mL
- (2) 1.69 m is equal to 1690 cm
- (3) 6.25 litres is more than 6 litres 25 mL
- (4) 9 kg 75 g is equal to 975 g

निम्नलिखित में से कौन-सा कथन सही है ?

- (1) 2 लीटर कम है 205 mL से
- (2) 1.69 m बराबर है 1690 cm के
- (3) 6.25 लीटर अधिक है 6 लीटर 25 mL से
- (4) 9 kg 75 g बराबर है 975 g के

[Question ID = 41][Question Description = CTET_P1_PART_2_MATHS_SET_101_Q41]

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

12) The distance between two cities on a map is 19.2 cm. If 0.5 cm on the map is equal to 3 km on the ground, then what is the distance (in m) between the two cities ?

- (1) 115.2
- (2) 1152
- (3) 11520
- (4) 115200

मानचित्र पर दो शहरों के बीच की दूरी 19.2 cm है। यदि मानचित्र पर 0.5 cm भूमि 3 km के बराबर है, तो दोनों शहरों के बीच की दूरी (m में) कितनी होगी ?

- (1) 115.2
- (2) 1152
- (3) 11520
- (4) 115200

[Question ID = 42][Question Description = CTET_P1_PART_2_MATHS_SET_101_Q42]

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

13) What comes next is the following pattern ?

1 Z 1, 2 Y 4, 3 X 9, 4 W 16, _____

- (1) 5 U 25
- (2) 5 V 25
- (3) 6 V 25
- (4) 6 U 36

निम्नलिखित पैटर्न में आगे क्या आएगा ?

1 Z 1, 2 Y 4, 3 X 9, 4 W 16, _____

- (1) 5 U 25
- (2) 5 V 25
- (3) 6 V 25
- (4) 6 U 36

[Question ID = 43][Question Description = CTET_P1_PART_2_MATHS_SET_101_Q43]

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

14) Aditya spends his time during a day as shown below :

Sleep	7 hours
School	6 hours
Play	2 hours
Watching TV	2 hours
Others	7 hours

If this data is shown in a pie chart, what will be the difference in the central angles related to sleep and play ?

- (1) 60°
- (2) 75°
- (3) 80°
- (4) 90°

आदित्य अपने एक दिन के समय को निम्न प्रकार से व्यतीत करता है :

सोना	7 घंटे
स्कूल	6 घंटे
खेलना	2 घंटे
TV देखना	2 घंटे
अन्य	7 घंटे

यदि इन आँकड़ों को पाई चार्ट पर दिखाया जाए, तो सोने और खेलने से सम्बन्धित केन्द्रीय कोणों में अन्तर क्या होगा ?

- (1) 60°
- (2) 75°
- (3) 80°
- (4) 90°

[Question ID = 44][Question Description = CTET_P1_PART_2_MATHS_SET_101_Q44]

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

15) The temperatures of five cities on a day at 2 am and 2 pm are given below :

City	Temperature at 2 am (in °C)	Temperature at 2 pm (in °C)
Chennai	21.4	36.3
Delhi	18.9	28.5
Kolkata	12	28.1
Mumbai	15.2	38
Srinagar	2.3	12

Which city shows the least rise in temperature ?

- (1) Chennai
- (2) Delhi
- (3) Mumbai
- (4) Srinagar

पाँच शहरों के किसी दिन के 2 am तथा 2 pm पर तापमान नीचे दिए गए हैं :

शहर	2 am पर तापमान (°C में)	2 pm पर तापमान (°C में)
चेन्नई	21.4	36.3
दिल्ली	18.9	28.5
कोलकाता	12	28.1
मुम्बई	15.2	38
श्रीनगर	2.3	12

किस शहर के तापमान में न्यूनतम वृद्धि हुई है ?

- (1) चेन्नई
- (2) दिल्ली
- (3) मुम्बई
- (4) श्रीनगर

[Question ID = 45][Question Description = CTET_P1_PART_2_MATHS_SET_101_Q45]

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

Topic:- MATH_Q46-60_P1_CTET

- 1) Mathematical communication in a classroom can be enhanced by
- (1) reading the chapter given in the mathematics textbook before solving questions.
 - (2) making children learn definition of important concepts.
 - (3) giving opportunities to children to express their mathematical ideas.
 - (4) learning about life history of different mathematicians.

गणितीय संप्रेषण को कक्षा में _____ के द्वारा बढ़ाया जा सकता है।

- (1) समस्या हल करने से पहले गणित की पाठ्यपुस्तक में दिए गए पाठ को पढ़ने
- (2) बच्चों को महत्वपूर्ण अवधारणाओं की परिभाषा सिखाने
- (3) बच्चों को उनके गणितीय विचारों को अभिव्यक्त करने के अवसर प्रदान करने
- (4) विभिन्न गणितज्ञों के जीवन इतिहास के अधिगम

[Question ID = 46][Question Description = CTET_P1_PART_2_MATHS_SET_101_Q46]

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

- 2) Identify the proper mathematical symbol for "If P then Q".

- (1) $P = Q$
- (2) $P \Rightarrow Q$
- (3) $Q \Rightarrow P$
- (4) $P \Leftrightarrow Q$

"यदि P तो Q" के लिए सटीक/उपयुक्त गणितीय चिन्ह की पहचान कीजिए।

- (1) $P = Q$
- (2) $P \Rightarrow Q$
- (3) $Q \Rightarrow P$
- (4) $P \Leftrightarrow Q$

[Question ID = 47][Question Description = CTET_P1_PART_2_MATHS_SET_101_Q47]

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

- 3) According to National Curriculum Framework, 2005, which of the following mathematical skills are **not** involved in visual learning ?

- (1) Data handling
- (2) Representation
- (3) Visualization
- (4) Deductive Reasoning

राष्ट्रीय पाठ्यचर्या रूपरेखा, 2005 के अनुसार, निम्नलिखित में से कौन-सा गणितीय कौशल दृश्य अधिगम में आवेष्टित नहीं है ?

- (1) आँकड़ों का प्रहस्तन
- (2) निरूपण
- (3) दृश्यीकरण
- (4) निगमनात्मक विवेचन

[Question ID = 48][Question Description = CTET_P1_PART_2_MATHS_SET_101_Q48]

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

4) It is found that many children living in traditional occupational settings like market places, trading zones, etc are able to do mental calculations very easily.

These skills

- (1) are not suitable for formal school mathematics.
- (2) can be discussed in class by teachers for introducing various strategies adopted by different cultures in solving problems.
- (3) cannot be used for the purpose of assessing a child's level of cognition.
- (4) are too ambiguous and can only be learnt by children living in such settings.

ऐसा पाया गया है कि बहुत बच्चे जो कि पारंपरिक व्यवसाय जैसे बाजार, व्यापार क्षेत्र, आदि जगहों पर रहते हैं वे मानसिक परिकलन बहुत आसानी से कर लेते हैं।

ये कौशल

- (1) औपचारिक स्कूली गणित के लिए उपयुक्त नहीं हैं।
- (2) कक्षा में चर्चा का विषय हो सकते हैं जिनके द्वारा शिक्षक/शिक्षिकाएँ विभिन्न संस्कृतियों द्वारा अपनाई गई समस्या समाधान करने की कार्यनीतियाँ/विधियाँ प्रस्तुत कर सकते हैं।
- (3) बच्चे के संज्ञानात्मक स्तर के आकलन के उद्देश्य से उपयोग में नहीं लाए जा सकते।
- (4) बहुत अस्पष्ट होते हैं और ये केवल वही बच्चे सीख सकते हैं जो इस प्रकार के वातावरण में रहते हैं।

[Question ID = 49][Question Description = CTET_P1_PART_2_MATHS_SET_101_Q49]

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

5) According to National Curriculum Framework, 2005 _____ must be given least importance in mathematics at primary level.

- (1) Logical reasoning
- (2) Precision
- (3) Problem-solving
- (4) Visualization

राष्ट्रीय पाठ्यचर्या रूपरेखा, 2005 के अनुसार _____ को प्राथमिक स्तर पर गणित में सबसे कम महत्त्वता देनी चाहिए।

- (1) तार्किक विवेचन
- (2) सटीकता
- (3) समस्या-समाधान
- (4) दृश्यीकरण

[Question ID = 50][Question Description = CTET_P1_PART_2_MATHS_SET_101_Q50]

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

6) Which of the following statements is least related to Mathematical Modelling ?

- (1) An application of mathematics to solve problems in everyday life.
- (2) Making assumptions and approximations to simplify a problem.
- (3) Identifying important quantities and using tools or representations to find their relationships.
- (4) Using concrete models as teaching-learning material in mathematics classroom.

निम्नलिखित कथनों में से कौन-सा गणितीय निदर्शन (मॉडलिंग) से न्यूनतम संबंधित है ?

- (1) दैनिक जीवन में समस्याओं के समाधान के लिए गणित का उपयोग करना।
- (2) समस्या के सरलीकरण के लिए अनुमान लगाना और सन्निकटीकरण करना।
- (3) महत्वपूर्ण मात्राओं की पहचान करना तथा उनके संबंधों को ज्ञात करने के लिए साधनों या निरूपण का उपयोग करना।
- (4) गणित की कक्षा में अमूर्त प्रतिरूपों का शिक्षण-अधिगम सामग्री के रूप में उपयोग करना।

[Question ID = 51][Question Description = CTET_P1_PART_2_MATHS_SET_101_Q51]

- 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 is the most appropriate way to explain the meaning of top number and the bottom number in a fraction to fourth grade students ?

- (1) Telling them that top number is the numerator and bottom number is the denominator.
- (2) Using fraction models like circular pies, rectangular strips and appropriately shading the parts to show numerator and denominator and helping students to arrive at the definition.
- (3) After defining the numerator and denominator, asking the students to identify numerator and denominator in various pictures.
- (4) By defining that the bottom number is the total number of parts in which a shape/an object is cut and the top number represents the parts selected out of the total number of parts.

कक्षा-IV के विद्यार्थियों को भिन्न में ऊपर वाली संख्या और नीचे वाली संख्या का अर्थ समझाने हेतु निम्नलिखित में से कौन-सा तरीका सर्वाधिक उपयुक्त होगा ?

- (1) उन्हें यह बताना कि ऊपर वाली संख्या अंश होती है तथा नीचे वाली संख्या हर होती है ।
- (2) भिन्न के प्रतिरूप जैसे 'वृत्ताकार पाई', आयताकार पट्टी के उचित हिस्से को छायांकित कर, अंश और हर को प्रदर्शित कर, विद्यार्थी को स्वाभाविक रूप से स्वततः परिभाषा समझने में मदद करना ।
- (3) अंश और हर को परिभाषित करने के पश्चात् विभिन्न आकृतियों में विद्यार्थियों को अंश और हर को पहचानने के लिए कहना ।
- (4) यह परिभाषित करें कि कुल जितने हिस्से किसी आकृति / वस्तु में से किए गए हैं वह नीचे वाली संख्या है तथा जितने हिस्से उसमें से चयनित किए गए हैं वह ऊपर वाली संख्या है ।

[Question ID = 52][Question Description = CTET_P1_PART_2_MATHS_SET_101_Q52]

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

8) Which of the following is most appropriate to introduce the concept of 'measurement' to primary grade learners ?

- (1) Plan activities that are based on accurate and precise measurement.
- (2) Give the definition of different units of measurement.
- (3) Plan activities that involve measuring real-life objects using non-standard techniques.
- (4) Give various cut-outs of shapes to children and ask them to measure their sides using a scale.

प्राथमिक स्तर के शिक्षार्थियों को 'मापन' की अवधारणा से परिचित कराने के लिए निम्नलिखित में से कौन-सा सर्वाधिक उपयुक्त है ?

- (1) ऐसे क्रियाकलाप आयोजित कीजिए जो परिशुद्ध एवं सटीक मापन पर आधारित हों।
- (2) मापन की विभिन्न इकाइयों की परिभाषाएँ दीजिए।
- (3) ऐसे क्रियाकलाप आयोजित कीजिए जिनमें अमानक तकनीकियों का उपयोग कर वास्तविक-जीवन की वस्तुओं का मापन किया जा सके।
- (4) बच्चों को आकृतियों के विभिन्न टुकड़े दीजिए और मापनी (स्केल) का उपयोग कर उन्हें उनकी भुजाएँ मापने को कहिए।

[Question ID = 53][Question Description = CTET_P1_PART_2_MATHS_SET_101_Q53]

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

9) Which of the following holds true for remedial teaching in mathematics ?

- (1) It helps to identify gifted children in a mathematics class.
- (2) It helps children to excel in competitive exams.
- (3) It is beneficial only for children with special needs.
- (4) It is done to overcome difficulties in learning mathematics.

निम्नलिखित में से कौन-सा गणित में उपचारी शिक्षण के संबंध में सही है ?

- (1) यह गणित की कक्षा में प्रतिभाशाली बच्चों को पहचानने में सहायता करता है।
- (2) यह बच्चों को प्रतियोगात्मक परीक्षाओं में उत्कृष्ट प्रदर्शन करने में सहायता करता है।
- (3) यह केवल विशेष आवश्यकताओं वाले बच्चों के लिए ही लाभदायक है।
- (4) यह गणित अधिगम में आने वाली कठिनाइयों को दूर करने के लिए किया जाता है।

[Question ID = 54][Question Description = CTET_P1_PART_2_MATHS_SET_101_Q54]

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

10) Which one of the following is the most appropriate and important feature of a mathematics textbook at Primary level ?

- (1) It should contain more problems for the students to practice.
- (2) It should be colourful and designed in an attractive way.
- (3) It should focus more on the theoretical concepts.
- (4) It should focus more on contextual examples and activities while introducing mathematical concepts.

प्राथमिक स्तर पर गणित की पाठ्यपुस्तक का, निम्नलिखित में से कौन-सा एक सर्वाधिक उपयुक्त एवं महत्वपूर्ण लक्षण है ?

- (1) इसमें विद्यार्थियों के अभ्यास हेतु अधिक प्रश्न होने चाहिए ।
- (2) यह रंग-विरंगी और आकर्षक रूप में अभिकल्पित होनी चाहिए ।
- (3) यह सैद्धान्तिक अवधारणाओं पर अधिक केन्द्रित होनी चाहिए ।
- (4) गणितीय अवधारणाओं को प्रस्तुत करने के समय यह संदर्भात्मक उदाहरणों एवं क्रियाकलापों पर अधिक केन्द्रित होनी चाहिए ।

[Question ID = 55][Question Description = CTET_P1_PART_2_MATHS_SET_101_Q55]

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

11) Student's performance in a mathematics class is **not** evaluated in terms of

- (1) Problem-Solving Ability
- (2) Rote Memorizing Ability
- (3) Logical Thinking Ability
- (4) Visualisation Ability

गणित की कक्षा में किसी विद्यार्थी के निष्पादन का मूल्यांकन किस पर आधारित **नहीं** है ?

- (1) समस्या-समाधान क्षमता
- (2) कंठस्थ/रटने की क्षमता
- (3) तार्किक चिंतन क्षमता
- (4) दृश्यीकरण क्षमता

[Question ID = 56][Question Description = CTET_P1_PART_2_MATHS_SET_101_Q56]

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

12) Which of the following can be considered as a higher aim of mathematics education at elementary level according to National Curriculum Framework, 2005 ?

- (1) To develop numeracy skills in children
- (2) To make children experts in calculations
- (3) To develop clarity of thought and logico mathematical thinking
- (4) To build skills for competitive exams in future

राष्ट्रीय पाठ्यचर्या रूपरेखा, 2005 के अनुसार प्रारंभिक स्तर पर निम्नलिखित में से कौन-सा उद्देश्य गणितीय शिक्षा हेतु उच्च उद्देश्य माना गया है ?

- (1) बच्चों में संख्यात्मक कौशल का विकास करना
- (2) बच्चों को परिकलन कौशल में दक्ष करना
- (3) विचारों की स्पष्टता तथा तर्कपूर्ण गणितीय चिंतन का विकास करना
- (4) भविष्य में प्रतियोगात्मक परीक्षाओं हेतु कौशल का निर्माण करना

[Question ID = 57][Question Description = CTET_P1_PART_2_MATHS_SET_101_Q57]

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

13) More than 50% students of a class did not learn a topic in mathematics. Which of the following is **not** an appropriate strategy to help these children in learning the topic ?

- (1) Repeating the topic with different examples
- (2) Engaging the children in group tasks related to the topic
- (3) Asking the children to solve a large number of similar problems related to the topic
- (4) Creating cooperative learning situations involving the children who have already learnt the topic

कक्षा के 50% विद्यार्थियों ने गणित में एक विषय नहीं समझा। निम्नलिखित में से कौन-सी, विषय के अधिगम में बच्चों की सहायता करने की उपयुक्त विधि/कार्यनीति **नहीं** है ?

- (1) भिन्न-भिन्न उदाहरणों के साथ विषय को दोहराना
- (2) विषय संबंधी सामूहिक कार्यों में बच्चों को संलग्न करना
- (3) बच्चों को अधिक संख्या में विषय संबंधी समान प्रकार की समस्याओं को हल करने के लिए कहना
- (4) उन बच्चों को जिन्होंने पहले से ही वह विषय समझ लिया है, सम्मिलित करके सहयोगी अधिगम परिस्थिति की रचना करना

[Question ID = 58][Question Description = CTET_P1_PART_2_MATHS_SET_101_Q58]

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

14) According to National Curriculum Framework, 2005, which among the following is an activity based on 'constructivist' classroom ?

- (1) Teacher solves problem on the blackboard and students copy it.
- (2) Teacher observes the group activity and facilitates the students for problem solving.
- (3) Teacher asks the students to write important formulae on a chart paper and read them daily.
- (4) Teacher provides lots of homework to the students regularly.

राष्ट्रीय पाठ्यचर्या रूपरेखा, 2005 के अनुसार, निम्नलिखित में से कौन-सा क्रियाकलाप एक 'रचनात्मक' कक्षा पर आधारित है ?

- (1) शिक्षक श्यामपट्ट पर प्रश्न हल करते हैं और बच्चे उसकी नकल करते हैं।
- (2) शिक्षक समूह में किए गए क्रियाकलाप का अवलोकन करते हैं और विद्यार्थियों को प्रश्न हल करने में सुगमता प्रदान करते हैं।
- (3) शिक्षक बच्चों को महत्वपूर्ण सूत्र एक चार्ट पेपर पर लिखकर प्रतिदिन उसे पढ़ने के लिए कहते हैं।
- (4) शिक्षक विद्यार्थियों को नियमित रूप से बहुत सा गृहकार्य प्रदान करते हैं।

[Question ID = 59][Question Description = CTET_P1_PART_2_MATHS_SET_101_Q59]

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

15) Which of the following is **not** related to developing the concept of a circle among primary grade learners ?

- (1) Identifying circular objects from the surroundings
- (2) Drawing circles using a rope and a stick in sand
- (3) Showing a model of globe in the class
- (4) Tracing circles using some circular objects

निम्नलिखित में से कौन-सा प्राथमिक स्तर के अधिगमकर्ताओं में वृत्त की अवधारणा के विकास से संबंधित **नहीं** है ?

- (1) अपने परिवेश में वृत्ताकार वस्तुओं को पहचानना
- (2) रेत में रस्सी और डंडी के प्रयोग से वृत्तरेखण करना
- (3) कक्षा में ग्लोब का प्रतिमान दिखाना
- (4) कुछ वृत्ताकार वस्तुओं के उपयोग द्वारा वृत्तों का अनुरेखण करना

[Question ID = 60][Question Description = CTET_P1_PART_2_MATHS_SET_101_Q60]

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

Topic:- EVS_Q61-75_P1_CTET

1) Fermentation is conversion of

- (1) Sugar into alcohol
- (2) Yeast into alcohol
- (3) Sugar into CO₂
- (4) Yeast into CO₂

खमीरीकरण एक परिवर्तन की क्रिया है

- (1) शर्करा को ऐल्कोहॉल में बदलने की
- (2) खमीर (यीस्ट) को ऐल्कोहॉल में बदलने की
- (3) शर्करा को CO_2 (कार्बन डाइऑक्साइड) में बदलने की
- (4) खमीर (यीस्ट) को CO_2 (कार्बन डाइऑक्साइड) में बदलने की

[Question ID = 61][Question Description = CTET_P1_PART_3_EVS_SET_101_Q61]

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

2) Your house is located at X and the bookshop is located at Y. Although the market is just opposite but you cannot go straight because of the busy highway having barriers in between. So you first go 100 m due North, then cross a 50 m long Zebra Crossing which is due West and finally reach the bookshop at Y which is 150 m due South. With respect to the bookshop at Y, the direction of your house at X is

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

आपका घर X पर स्थित है और बुकशॉप Y पर स्थित है। यद्यपि आपका घर बाजार के ठीक सामने है, बीच में व्यस्त राजमार्ग, जिस पर रोधक लगे हैं, के कारण आप सीधे नहीं जा सकते हैं। आप पहले ठीक उत्तर में 100 m जाते हैं, फिर ठीक पश्चिम में 50 m लम्बा ज़ेब्रा क्रॉसिंग पार करते हैं और अन्त में ठीक दक्षिण में 150 m दूरी तय करके Y पर स्थित बुकशॉप पहुँचते हैं। Y पर बुकशॉप के सापेक्ष X पर आपके घर की दिशा है

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

[Question ID = 62][Question Description = CTET_P1_PART_3_EVS_SET_101_Q62]

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

3) Freeplay is where children

- (1) can do outdoor or indoor activities
- (2) follow the rules of the play
- (3) play gender-specific games as suggested by adults
- (4) organise specific activities

स्वच्छंद खेल होते हैं जहाँ बच्चे

- (1) बाहरी अथवा भीतरी क्रियाकलाप कर सकते हैं
- (2) खेल के नियमों का पालन करते हैं
- (3) बयस्कों द्वारा सलाह देने पर लिंग-विशिष्ट खेल खेलते हैं
- (4) विशिष्ट क्रियाकलाप आयोजित करते हैं

[Question ID = 63][Question Description = CTET_P1_PART_3_EVS_SET_101_Q63]

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

4) Sprouting in seeds can take place in the absence of

- (1) Sunlight
- (2) Air
- (3) Moisture
- (4) Moderate temperature

बीजों का अंकुरण किसकी अनुपस्थिति में हो सकता है ?

- (1) सूर्य का प्रकाश
- (2) वायु
- (3) नमी
- (4) मध्यम ताप

[Question ID = 64][Question Description = CTET_P1_PART_3_EVS_SET_101_Q64]

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

5) A person boarded an express train on 5th September, 2022 at Bhiwandi Road Railway Station for Nagercoil. The train departed at 21:15 hours from Bhiwandi Road and reached Nagercoil at 04:45 hours on 7th September, 2022. If the distance covered by the train is 1877 kilometres, the average speed of the train is

- (1) 60.5 km/h
- (2) 59.9 km/h
- (3) 59.5 km/h
- (4) 59.0 km/h

कोई व्यक्ति 5 सितम्बर, 2022 को नगरकोइल जाने के लिए भिवंडी रोड रेलवे स्टेशन पर एक एक्सप्रेस ट्रेन में सवार हुआ। यह ट्रेन 21:15 बजे भिवंडी रोड से चली तथा 7 सितम्बर, 2022 को 04:45 बजे नगरकोइल पहुँची। यदि इस समय अन्तराल में ट्रेन द्वारा चली गयी दूरी 1877 किलोमीटर है, तो ट्रेन की औसत चाल है

- (1) 60.5 km/h
- (2) 59.9 km/h
- (3) 59.5 km/h
- (4) 59.0 km/h

[Question ID = 65][Question Description = CTET_P1_PART_3_EVS_SET_101_Q65]

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

6) Pasteurized milk is heated to about _____ then suddenly chilled & stored.

- (1) 100°C for 15 minutes
- (2) 100°C for 3 minutes
- (3) 70°C for 5 minutes
- (4) 70°C for 15 to 30 seconds

पाश्चुरीकृत दूध को लगभग _____ तक गर्म किया जाता है, फिर अचानक अति ठंडा करके भंडारण किया जाता है।

- (1) 15 मिनट के लिए 100° सै.
- (2) 3 मिनट के लिए 100° सै.
- (3) 5 मिनट के लिए 70° सै.
- (4) 15 से 30 सैकण्ड के लिए 70° सै.

[Question ID = 66][Question Description = CTET_P1_PART_3_EVS_SET_101_Q66]

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

7) Based on the physical characteristics, Pumpkin plant can be classified as a

- (1) Climber
- (2) Shrub
- (3) Creeper
- (4) Herb

भौतिक विशेषताओं के आधार पर कद्दू के पौधे को किसमें वर्गीकृत किया जा सकता है ?

- (1) आरोही लता
- (2) झाड़ी
- (3) विसर्पी लता
- (4) शाक

[Question ID = 67][Question Description = CTET_P1_PART_3_EVS_SET_101_Q67]

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

8) Reading by touching and feeling with fingers is used by people who are unable to

- (1) hear
- (2) talk
- (3) touch
- (4) see

उँगलियों से छू कर एवं महसूस करके पढ़ने की क्रिया का प्रयोग उन लोगों द्वारा किया जाता है जो

- (1) सुन नहीं सकते
- (2) बोल नहीं सकते
- (3) छू नहीं सकते
- (4) देख नहीं सकते

[Question ID = 68][Question Description = CTET_P1_PART_3_EVS_SET_101_Q68]

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

9) The process of cooling due to evaporation is slow when the area of the water surface in contact with the atmosphere

- (1) increases and the atmospheric temperature is high.
- (2) increases and the atmospheric temperature is low.
- (3) decreases and the atmospheric temperature is high.
- (4) decreases and the atmospheric temperature is low.

वाष्पन के कारण शीतलन की प्रक्रिया तब धीमी होती है जब वायुमण्डल में जल के खुले पृष्ठ का क्षेत्रफल

- (1) बढ़ता है और वायुमण्डलीय ताप उच्च होता है।
- (2) बढ़ता है और वायुमण्डलीय ताप निम्न होता है।
- (3) घटता है और वायुमण्डलीय ताप उच्च होता है।
- (4) घटता है और वायुमण्डलीय ताप निम्न होता है।

[Question ID = 69][Question Description = CTET_P1_PART_3_EVS_SET_101_Q69]

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

10) The lively dance form of Bundelkhand region is

- (1) Swang
- (2) Matki
- (3) Bhagoria
- (4) Lavani

बुंदेलखण्ड क्षेत्र की फुर्तीली नृत्य शैली है

- (1) स्वांग
- (2) मटकी
- (3) भगोरिया
- (4) लावनी

[Question ID = 70][Question Description = CTET_P1_PART_3_EVS_SET_101_Q70]

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

11) In case of plants, identify the correct option.

- A. Plants prevent soil erosion.
- B. Dead and dried leaves are used to make fertilizers and pesticides.
- C. Animals provide shelter for plants.
- D. Plants provide us seeds some of which can be eaten.

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

पौधों के संदर्भ में, सही विकल्प की पहचान कीजिए।

- A. पौधे भूक्षरण को रोकते हैं।
- B. मृत एवं सूखी पत्तियाँ उर्वरक एवं कीटनाशक बनाने के लिए प्रयुक्त होती हैं।
- C. पशु, पौधों को आश्रय प्रदान करते हैं।
- D. पौधे हमें बीज प्रदान करते हैं जिनमें से कुछ खाए जा सकते हैं।

(1) A तथा B

(2) B तथा C

(3) C तथा D

(4) A तथा D

[Question ID = 71][Question Description = CTET_P1_PART_3_EVS_SET_101_Q71]

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

12) Parts of plants and their roles are mentioned below. The most appropriate statement is

- (1) Roots connect the plant to the leaves.
- (2) Fruits help in pollination.
- (3) Flowers are the reproductive parts of the plant.
- (4) Leaves support the upper part of the plant.

पौधों के भागों तथा उनके कार्यों (भूमिकाओं) को नीचे बताया गया है। सबसे उपयुक्त कथन है

- (1) जड़ें पौधों को पत्तों से जोड़ती हैं।
- (2) फल परागण में सहायता करते हैं।
- (3) फूल पौधे के प्रजनन अंग होते हैं।
- (4) पत्ते पौधे के ऊपरी भाग को सहारा देते हैं।

[Question ID = 72][Question Description = CTET_P1_PART_3_EVS_SET_101_Q72]

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

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

- (1) Mizoram and Lakshdweep
- (2) Jharkhand and Chhattisgarh
- (3) Ladakh and Puducherry
- (4) Jammu and Kashmir and Nagaland

निम्नलिखित में से भारत के संघ शासित प्रदेशों का युगल चुनिए :

- (1) मिज़ोरम और लक्षद्वीप
- (2) झारखण्ड और छत्तीसगढ़
- (3) लद्दाख और पुदुचेरी
- (4) जम्मू और कश्मीर और नागालैण्ड

[Question ID = 73][Question Description = CTET_P1_PART_3_EVS_SET_101_Q73]

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

14) In a cultural festival, Shruti wore a traditional saree/dress of Maharashtra known as

- (1) Banarasi
- (2) Nauvari
- (3) Kalamkari
- (4) Jamdani

एक सांस्कृतिक उत्सव में, श्रुति ने महाराष्ट्र की एक पारम्परिक साड़ी/पोशाक पहनी थी जिसका नाम है

- (1) बनारसी
- (2) नौवारी
- (3) कलमकारी
- (4) जामदानी

[Question ID = 74][Question Description = CTET_P1_PART_3_EVS_SET_101_Q74]

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

15) As per 'The Prohibition of Child Marriage Act, 2006' minimum age for marriage in India is

- (1) 18 years for boys and 18 years for girls
- (2) 18 years for girls and 21 years for boys
- (3) 21 years for boys and 21 years for girls
- (4) 21 years for girls and 25 years for boys

'बाल-विवाह निषेध अधिनियम, 2006' के अनुसार भारत में विवाह की न्यूनतम आयु है

- (1) लड़कों के लिए 18 वर्ष तथा लड़कियों के लिए 18 वर्ष
- (2) लड़कियों के लिए 18 वर्ष तथा लड़कों के लिए 21 वर्ष
- (3) लड़कों के लिए 21 वर्ष तथा लड़कियों के लिए 21 वर्ष
- (4) लड़कियों के लिए 21 वर्ष तथा लड़कों के लिए 25 वर्ष

[Question ID = 75][Question Description = CTET_P1_PART_3_EVS_SET_101_Q75]

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

Topic:- EVS_Q76-90_P1_CTET

1) Madhu studying in class III identifies Rose and Tulsi plants planted at his home. Which of the following processes are involved in the identification of plants ?

- A. Observation
- B. Comparison
- C. Prediction
- D. Decision-making

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

कक्षा-III में पढ़ने वाली मधु अपने घर में लगे गुलाब और तुलसी के पौधे को पहचानती है ।
पौधों की पहचान में निम्नलिखित में से कौन-सी प्रक्रियाएँ शामिल हैं ?

- A. अवलोकन
- B. तुलना
- C. अनुमान
- D. निर्णयन

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

[Question ID = 76][Question Description = CTET_P1_PART_3_EVS_SET_101_Q76]

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

2) In the teaching-learning of EVS, objective of conducting Nature Walk is

- (1) to highlight flora and fauna and develop emotional bonding with nature
- (2) to conduct a virtual tour of nature
- (3) to walk in a park and ensure fitness of learners
- (4) to engage learners in gardening and develop a kitchen garden

पर्यावरण अध्ययन के शिक्षण-अधिगम में प्रकृति की सैर संचालित करने का उद्देश्य है

- (1) वनस्पति जगत एवं प्राणिजगत पर विशेष बल देना और प्रकृति के साथ भावनात्मक संबंध का विकास करना
- (2) प्रकृति की एक आभासी यात्रा करना
- (3) एक पार्क में सैर करना और विद्यार्थियों की तन्दुरुस्ती सुनिश्चित करना
- (4) विद्यार्थियों को बागवानी में व्यस्त रखना और एक रसोई बगीचा विकसित करना

[Question ID = 77][Question Description = CTET_P1_PART_3_EVS_SET_101_Q77]

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

- 3) Rezi says that she can not become a truck driver like her father. She has to look after household and children like her mother. Which of the following method will be most useful to address this gender related concept in class ?

- (1) Group Discussion
- (2) Movie demonstration
- (3) Role play
- (4) Play

रेज़ी कहती है कि वह अपने पिता की तरह ट्रक ड्राइवर नहीं बन सकती। उसे अपनी माँ की तरह घर-बार संभालना है और बच्चों की देखभाल करनी है। निम्नलिखित में से कौन-सी विधि, कक्षा में जेंडर संबंधी, इस अवधारणा को संबोधित करने हेतु सर्वाधिक उपयोगी रहेगी ?

- (1) समूह चर्चा
- (2) चलचित्र प्रदर्शन
- (3) भूमिका निर्वहन
- (4) खेल

[Question ID = 78][Question Description = CTET_P1_PART_3_EVS_SET_101_Q78]

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

- 4) While teaching EVS to primary school children you happen to come across certain children who live in single-parent families. What would be your response to such a situation ?

- (1) Ignore these children and focus on the theme 'family and relationships'.
- (2) Sympathise with these children and ask them to explain the term 'family'.
- (3) Highlight difficulties faced by children in such families and focus on the topic.
- (4) Incorporate the context of such children and build a culture of empathy.

प्राथमिक विद्यालय के बच्चों को पर्यावरण अध्ययन का शिक्षण करते हुए, आपने पाया कि कुछ बच्चे एकल अभिभावक परिवारों में रहते हैं। इस परिस्थिति में आपकी क्या प्रतिक्रिया होगी ?

- (1) इन बच्चों की अवहेलना करें और विषय 'परिवार और संबंधों' पर ध्यान केंद्रित करें।
- (2) इन बच्चों से सहानुभूति दर्शाएँ और उन्हें 'परिवार' पद समझाने के लिए कहें।
- (3) ऐसे परिवारों में बच्चों द्वारा सामना की गई कठिनाइयों पर विशेष बल दें और विषय पर ध्यान केंद्रित करें।
- (4) ऐसे बच्चों का संदर्भ सम्मिलित करें और समानुभूति की एक संस्कृति का निर्माण करें।

[Question ID = 79][Question Description = CTET_P1_PART_3_EVS_SET_101_Q79]

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

5) Rupal, a class V student, tells her teacher that when her younger sister cries, her grandmother says to her to stop crying otherwise an old man sitting on the moon will take her away. What will you do if you are Rupal's teacher ?

- (1) Talk to Rupal's grandmother and forbid her from saying so.
- (2) Talk to Rupal and explain that her grandmother is lying.
- (3) Explain to Rupal about the moon and show that no such old man is there.
- (4) Ask Rupal to collect information and verify this fact.

रूपल, कक्षा V की छात्रा है, वह अपने शिक्षक को बताती है कि जब उसकी छोटी बहन रोती है तो दादी उससे कहती है कि चुप हो जा नहीं तो, चाँद पर बैठा बुढ़ा बाबा उसे ले जाएगा। यदि आप रूपल के शिक्षक हैं, तो आप क्या करेंगे ?

- (1) रूपल की दादी से बात करके उन्हें ऐसा कहने से मना करेंगे।
- (2) रूपल से बात करके समझाएँगे कि दादी झूठ कह रही है।
- (3) रूपल को चाँद के बारे में बताएँगे कि ऐसा कोई बाबा वहाँ नहीं है।
- (4) रूपल से कहेंगे कि वह सूचना का संकलन कर इस तथ्य की जाँच करे।

[Question ID = 80][Question Description = CTET_P1_PART_3_EVS_SET_101_Q80]

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

6) In class-I, as a teacher, you are expected to familiarise learners with the 'senses'. You will

- (1) ask learners to read about the topic and come prepared for the class.
- (2) ask learners to write about senses in their own words.
- (3) use concrete material to depict the function of each sense.
- (4) use role-play to transact the function of each sense.

कक्षा-I में, शिक्षक के रूप में आपसे अपेक्षा है कि आप विद्यार्थियों को 'ज्ञानेन्द्रियों' से परिचित करवाएँ। आप

- (1) विद्यार्थियों को विषय के संदर्भ में पढ़ने के लिए और तैयारी के साथ कक्षा में आने के लिए कहेंगे।
- (2) विद्यार्थियों को उनके अपने शब्दों में ज्ञानेन्द्रियों के विषय में लिखने के लिए कहेंगे।
- (3) प्रत्येक संवेदना का कार्य चित्रण करने के लिए मूर्त पदार्थ का उपयोग करेंगे।
- (4) प्रत्येक संवेदना का कार्य सम्पादित करने के लिए भूमिका-निर्वहन का उपयोग करेंगे।

[Question ID = 81][Question Description = CTET_P1_PART_3_EVS_SET_101_Q81]

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

7) Which of the following statements is the most suitable explanation of the nature of EVS ?

- (1) Adjustment between human behaviour & ecosystem
- (2) Education from primary to secondary education
- (3) A life-long continuous learning process about environment
- (4) Understanding and information about environment

निम्नलिखित में से कौन-सा कथन पर्यावरण अध्ययन की प्रकृति की सर्वाधिक उपयुक्त व्याख्या है ?

- (1) मानव व्यवहार और पारिस्थितिकी तंत्र में सामंजस्य
- (2) प्राथमिक से लेकर माध्यमिक शिक्षा तक की शिक्षा
- (3) पर्यावरण के बारे में सतत रहने वाली अधिगम प्रक्रिया
- (4) पर्यावरण के बारे में समझ और जानकारी

[Question ID = 82][Question Description = CTET_P1_PART_3_EVS_SET_101_Q82]

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

8) In class II, as an EVS teacher you have to transact 'Transport' topic in theme travel to the students, thus you will

- (1) ask students to read about it and make notes.
- (2) show them a computer presentation on importance of transport.
- (3) use information and communication tools and draw conclusions from their experiences.
- (4) Read newspaper articles to decipher uses of transport.

कक्षा II में, एक पर्यावरण अध्ययन शिक्षक के रूप में, आपको विद्यार्थियों को यात्रा थीम से 'परिवहन' प्रकरण का सम्पादन करना है, इसलिए आप

- (1) विद्यार्थियों को इसके संदर्भ में पढ़ने और नोट्स बनाने के लिए कहेंगे।
- (2) परिवहन के महत्व पर उन्हें एक कम्प्यूटर प्रस्तुतीकरण दिखाएँगे।
- (3) सूचना एवं सम्प्रेषण साधनों का उपयोग करेंगे और उनके अनुभवों से निष्कर्ष निकालेंगे।
- (4) परिवहन के उपयोगों का अर्थ निकालने के लिए समाचार-पत्रों के लेख पढ़ेंगे।

[Question ID = 83][Question Description = CTET_P1_PART_3_EVS_SET_101_Q83]

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

9) Which of the following statements best exhibits the nature of EVS ?

- (1) EVS is not a separate subject in itself.
- (2) EVS is preparation of (Science and Social Science) subjects of upper primary classes.
- (3) EVS is awareness and sensitivity about environment and environmental problems.
- (4) EVS is the efficiency of removing environmental problems.

पर्यावरण अध्ययन की प्रकृति को निम्नलिखित में से कौन सा कथन सर्वोत्तम प्रकार से प्रदर्शित करता है ?

- (1) पर्यावरण अध्ययन अपने आप में कोई अलग विषय नहीं है।
- (2) पर्यावरण अध्ययन उच्च प्राथमिक कक्षाओं के विषय (विज्ञान व सामाजिक विज्ञान) की पूर्व तैयारी है।
- (3) पर्यावरण अध्ययन पर्यावरण और पर्यावरणीय समस्याओं के बारे में जागरूकता और संवेदनशीलता है।
- (4) पर्यावरण अध्ययन पर्यावरणीय समस्याओं को दूर करने की कुशलता है।

[Question ID = 84][Question Description = CTET_P1_PART_3_EVS_SET_101_Q84]

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

10) Which of the following activities are appropriate for transacting 'here comes a letter' to the students of class III ?

- A. Read chapter on 'communication' and do related exercises.
- B. Ask students to collate information and then write in their own words.
- C. Prepare students for letter-writing to their grandparents.
- D. Plan a visit to the local post office to experience the work of a postman.

(1) A and B

(2) B and C

(3) A and D

(4) C and D

कक्षा III के विद्यार्थियों को प्रकरण "चिट्ठी आई है", के शिक्षण के लिए, निम्नलिखित में से कौन-से क्रियाकलाप उपयुक्त हैं ?

- A. 'संचार' का पाठ पढ़िये और संबंधित अभ्यास कीजिए ।
- B. विद्यार्थियों को, सूचना को जोड़कर और उनको अपने शब्दों में लिखने के लिए कहिये ।
- C. विद्यार्थियों को उनके दादा-दादी को पत्र लिखने के लिये तैयार करिये ।
- D. डाकिये के कार्य को अनुभव करने के लिए एक स्थानीय डाकघर जाने की योजना बनाइये ।

(1) A और B

(2) B और C

(3) A और D

(4) C और D

[Question ID = 85][Question Description = CTET_P1_PART_3_EVS_SET_101_Q85]

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

11) Which of the following statements are true in the context of EVS learning of children ?

- A. Children are actively connected to the world around them.
- B. Children coming from different backgrounds have similar contextual experiences.
- C. Diversity makes the teaching-learning process challenging.
- D. Diversity is an important resource in teaching-learning process.

(1) A, B and C

(2) A, C and D

(3) B, C and D

(4) A, B and D

निम्नलिखित में से कौन-से कथन बच्चों के पर्यावरण अध्ययन सीखने के संदर्भ में सत्य हैं ?

- A. बच्चे अपने आसपास की दुनिया से सक्रिय रूप से जुड़े रहते हैं।
- B. अलग-अलग पृष्ठभूमि से आए बच्चों के समान संदर्भित अनुभव होते हैं।
- C. विविधता सीखने-सिखाने की प्रक्रिया को चुनौतीपूर्ण बनाती है।
- D. विविधता सीखने-सिखाने की प्रक्रिया में महत्वपूर्ण संसाधन है।

(1) A, B और C

(2) A, C और D

(3) B, C और D

(4) A, B और D

[Question ID = 86][Question Description = CTET_P1_PART_3_EVS_SET_101_Q86]

1. 1 [Option ID = 341]

2. 2 [Option ID = 342]

3. 3 [Option ID = 343]

4. 4 [Option ID = 344]

12) In order to introduce the topic 'Birds' to the students of class IV, which one of the following would you prefer ?

- (1) Provide models of birds along with their names to your students for them to memorise.
- (2) Ask students to write about 'Birds' in their own words.
- (3) Use nature walk to identify local birds, their habits and habitats.
- (4) Show a video on birds followed by digital presentation.

कक्षा IV के विद्यार्थियों को विषय 'पक्षियों' प्रस्तुत करने के उद्देश्य से, आप निम्नलिखित में से किसे प्राथमिकता देंगे ?

- (1) अपने विद्यार्थियों को पक्षियों के प्रतिरूप उनके नामों की सूची के साथ, याद करने के लिए दीजिए ।
- (2) विद्यार्थियों को 'पक्षियों' के विषय में अपने शब्दों में लिखने के लिए कहिये ।
- (3) स्थानीय पक्षियों, उनकी प्रकृति और उनके आवास-स्थानों की पहचान करने के लिए प्रकृति की सैर का उपयोग कीजिए ।
- (4) पक्षियों पर एक वीडियो और उसके पश्चात् कम्प्यूटर प्रस्तुतीकरण दिखाइये ।

[Question ID = 87][Question Description = CTET_P1_PART_3_EVS_SET_101_Q87]

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

13) Vani said, "Mango tree is like an open umbrella." Which processes have been used by Vani in this statement ?

- A. Observation
- B. Comparison
- C. Decision-making
- D. Imagination

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

वाणी ने कहा, "आम का पेड़ खुली छतरी जैसा है ।" इस कथन में वाणी द्वारा किन प्रक्रियाओं का प्रयोग किया गया है ?

- A. अवलोकन
- B. तुलना
- C. निर्णयन
- D. कल्पना

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

[Question ID = 88][Question Description = CTET_P1_PART_3_EVS_SET_101_Q88]

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

14) During the transaction of class III topic on 'Water' students shared instances of people being refused to drink water from common resources like wells, ponds, etc. How would you deal with such a situation ?

- A. Ask students to not get distracted and focus on the topic.
- B. Ask students to not share such situations in class.
- C. Ask them to share experiences and emphasise the values of equality.
- D. Ask them to share experiences and write an essay on 'water conservation'

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

कक्षा III में विषय 'जल' का शिक्षण करते हुए, विद्यार्थियों ने ऐसे उदाहरणों को साझा किया जिसमें लोगों को सार्वजनिक संसाधनों जैसे कुओं, तालाबों, इत्यादि से जल पीने के लिए मना किया गया था। आप ऐसी परिस्थिति से कैसे निपटेंगे ?

- A. विद्यार्थियों को विषय से हटने से रोकेंगे और विषय पर ध्यान केंद्रित करने के लिए कहेंगे।
- B. विद्यार्थियों को ऐसी घटनाओं को कक्षा में साझा करने से मना करेंगे।
- C. उन्हें अनुभवों को साझा करने और समानता के मूल्यों पर बल देने के लिए कहेंगे।
- D. उन्हें अनुभवों को साझा करने और 'जल संरक्षण' पर निबन्ध लिखने के लिए कहेंगे।

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

[Question ID = 89][Question Description = CTET_P1_PART_3_EVS_SET_101_Q89]

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

15) Which of the following objectives is the most important for EVS subject ?

- (1) Development of understanding of subject concepts
- (2) Development of understanding of practical activity
- (3) Development of abilities of observation, enquiry, logic and conclusion
- (4) Development of ability to decide right and wrong on the basis of conscience

पर्यावरण अध्ययन विषय हेतु निम्नलिखित में से कौन-सा उद्देश्य सर्वाधिक महत्वपूर्ण है ?

- (1) विषयगत अवधारणाओं की समझ का विकास
- (2) प्रायोगिक गतिविधि की समझ का विकास
- (3) अवलोकन, खोजबीन, तर्क व निष्कर्ष की क्षमताओं का विकास
- (4) विवेक के आधार पर सही व गलत को तय करने की क्षमता का विकास

[Question ID = 90][Question Description = CTET_P1_PART_3_EVS_SET_101_Q90]

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

Topic:- ENG_Q91-99_L1_P1_CTET

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

1. From the age of four, Nidhi Goyal loved to paint, and wanted to be a portrait artist. When Nidhi was diagnosed with a degenerative eye disorder, at age 15, the loss of this dream was the biggest blow. Articulate, chatty, and quick to laugh, this through-and-through Mumbai girl eventually found a different creative outlet to suit her personality. A few years ago, she turned to stand-up comedy, both as a form of self-expression and as a way to extend the advocacy work.

2. With two visually impaired children and one sighted one, Nidhi's family developed its own brand of humour, which treated prejudice — not disability — as something to be pitied or mocked. "To do comedy," Nidhi tells us, "you need to be strong enough to point to that elephant in the room, which everyone is pretending is not there. And that's something I've done since childhood."

3. Nidhi dabbled in the performing arts in college, exploring every creative endeavour as her eyesight worsened. But she eventually chose a career in mass media and then transitioned to rights-based work for people with disabilities. She had never considered comedy, beyond the usual mainstream artists.

4. In May 2015, while chatting with activist Pramada Menon, the two of them were in splits over some of Nidhi's insights about the way disabled people are treated. Menon insisted that Nidhi perform too. So, Nidhi recorded instances of ignorance or prejudice that she encountered, ranging from misconceptions about disability and sexuality, to observations about navigating public spaces.

5. Nidhi has done stand-up in mainstream clubs, at conferences and for corporates, while continuing with her advocacy work. On top of all this, it's almost easy to overlook her achievement in navigating India's notoriously disability-unfriendly spaces — all the while taking notes for future jokes of course. "It's a shame that I get so much material," Nidhi says, laughing. "I mean, it's good for me..."

6. She may not have become a portrait painter, but Nidhi has succeeded in holding a mirror up to society, challenging its stereotypes one quip at a time.

"Nidhi's family developed its own brand of humour." What was this humour based on?

- (1) Disability need not be pitied.
- (2) Ignorance and prejudice are to be pitied.
- (3) Disability is laughable for others.
- (4) India is notoriously disability-unfriendly.

[Question ID = 91][Question Description = CTET_P1_PART_4_L1_SET_101_ENGLISH_Q91]

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

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

1. From the age of four, Nidhi Goyal loved to paint, and wanted to be a portrait artist. When Nidhi was diagnosed with a degenerative eye disorder, at age 15, the loss of this dream was the biggest blow. Articulate, chatty, and quick to laugh, this through-and-through Mumbai girl eventually found a different creative outlet to suit her personality. A few years ago, she turned to stand-up comedy, both as a form of self-expression and as a way to extend the advocacy work.

2. With two visually impaired children and one sighted one, Nidhi's family developed its own brand of humour, which treated prejudice — not disability — as something to be pitied or mocked. "To do comedy," Nidhi tells us, "you need to be strong enough to point to that elephant in the room, which everyone is pretending is not there. And that's something I've done since childhood."

3. Nidhi dabbled in the performing arts in college, exploring every creative endeavour as her eyesight worsened. But she eventually chose a career in mass media and then transitioned to rights-based work for people with disabilities. She had never considered comedy, beyond the usual mainstream artists.

4. In May 2015, while chatting with activist Pramada Menon, the two of them were in splits over some of Nidhi's insights about the way disabled people are treated. Menon insisted that Nidhi perform too. So, Nidhi recorded instances of ignorance or prejudice that she encountered, ranging from misconceptions about disability and sexuality, to observations about navigating public spaces.

5. Nidhi has done stand-up in mainstream clubs, at conferences and for corporates, while continuing with her advocacy work. On top of all this, it's almost easy to overlook her achievement in navigating India's notoriously disability-unfriendly spaces — all the while taking notes for future jokes of course. "It's a shame that I get so much material," Nidhi says, laughing. "I mean, it's good for me..."

6. She may not have become a portrait painter, but Nidhi has succeeded in holding a mirror up to society, challenging its stereotypes one quip at a time.

On the basis of the passage, pick the option that correctly classifies the facts (F) and opinions (O) of the following statements.

Statement 1 : Nidhi has a good sense of humour.

Statement 2 : Nidhi's family developed her sense of humour.

Statement 3 : Nidhi is an activist.

Statement 4 : India is notorious for disability unfriendly spaces.

(1) F: 1, 2, 3; O: 4

(2) F: 1, 4; O: 2, 3

(3) F: 1, 2; O: 3, 4

(4) F: 1, 3; O: 2, 4

[Question ID = 92][Question Description = CTET_P1_PART_4_L1_SET_101_ENGLISH_Q92]

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

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

1. From the age of four, Nidhi Goyal loved to paint, and wanted to be a portrait artist. When Nidhi was diagnosed with a degenerative eye disorder, at age 15, the loss of this dream was the biggest blow. Articulate, chatty, and quick to laugh, this through-and-through Mumbai girl eventually found a different creative outlet to suit her personality. A few years ago, she turned to stand-up comedy, both as a form of self-expression and as a way to extend the advocacy work.

2. With two visually impaired children and one sighted one, Nidhi's family developed its own brand of humour, which treated prejudice — not disability — as something to be pitied or mocked. "To do comedy," Nidhi tells us, "you need to be strong enough to point to that elephant in the room, which everyone is pretending is not there. And that's something I've done since childhood."

3. Nidhi dabbled in the performing arts in college, exploring every creative endeavour as her eyesight worsened. But she eventually chose a career in mass media and then transitioned to rights-based work for people with disabilities. She had never considered comedy, beyond the usual mainstream artists.

4. In May 2015, while chatting with activist Pramada Menon, the two of them were in splits over some of Nidhi's insights about the way disabled people are treated. Menon insisted that Nidhi perform too. So, Nidhi recorded instances of ignorance or prejudice that she encountered, ranging from misconceptions about disability and sexuality, to observations about navigating public spaces.

5. Nidhi has done stand-up in mainstream clubs, at conferences and for corporates, while continuing with her advocacy work. On top of all this, it's almost easy to overlook her achievement in navigating India's notoriously disability-unfriendly spaces — all the while taking notes for future jokes of course. "It's a shame that I get so much material," Nidhi says, laughing. "I mean, it's good for me..."

6. She may not have become a portrait painter, but Nidhi has succeeded in holding a mirror up to society, challenging its stereotypes one quip at a time.

Pick the correct sequence of events that happened in Nidhi's life.

- A. Stand-up comedy
- B. Losing eyesight
- C. Wanted to be a portrait artist
- D. Dabbled in the performing arts in college

(1) A, B, D, C

(2) C, B, D, A

(3) B, C, D, A

(4) D, C, A, B

[Question ID = 93][Question Description = CTET_P1_PART_4_L1_SET_101_ENGLISH_Q93]

1. 1 [Option ID = 369]

2. 2 [Option ID = 370]

3. 3 [Option ID = 371]

4. 4 [Option ID = 372]

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

1. From the age of four, Nidhi Goyal loved to paint, and wanted to be a portrait artist. When Nidhi was diagnosed with a degenerative eye disorder, at age 15, the loss of this dream was the biggest blow. Articulate, chatty, and quick to laugh, this through-and-through Mumbai girl eventually found a different creative outlet to suit her personality. A few years ago, she turned to stand-up comedy, both as a form of self-expression and as a way to extend the advocacy work.

2. With two visually impaired children and one sighted one, Nidhi's family developed its own brand of humour, which treated prejudice — not disability — as something to be pitied or mocked. "To do comedy," Nidhi tells us, "you need to be strong enough to point to that elephant in the room, which everyone is pretending is not there. And that's something I've done since childhood."

3. Nidhi dabbled in the performing arts in college, exploring every creative endeavour as her eyesight worsened. But she eventually chose a career in mass media and then transitioned to rights-based work for people with disabilities. She had never considered comedy, beyond the usual mainstream artists.

4. In May 2015, while chatting with activist Pramada Menon, the two of them were in splits over some of Nidhi's insights about the way disabled people are treated. Menon insisted that Nidhi perform too. So, Nidhi recorded instances of ignorance or prejudice that she encountered, ranging from misconceptions about disability and sexuality, to observations about navigating public spaces.

5. Nidhi has done stand-up in mainstream clubs, at conferences and for corporates, while continuing with her advocacy work. On top of all this, it's almost easy to overlook her achievement in navigating India's notoriously disability-unfriendly spaces — all the while taking notes for future jokes of course. "It's a shame that I get so much material," Nidhi says, laughing. "I mean, it's good for me..."

6. She may not have become a portrait painter, but Nidhi has succeeded in holding a mirror up to society, challenging its stereotypes one quip at a time.

Why does Nidhi say "It's a shame that I get so much material"?

- A. India is a notorious country.
- B. Prejudice against women and differently-abled still exists.
- C. Lack of disability-friendly spaces.
- D. Society is still not sensitive to disability.

(1) Only A

(2) A, B, C

(3) B, C

(4) B, C, D

[Question ID = 94][Question Description = CTET_P1_PART_4_L1_SET_101_ENGLISH_Q94]

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

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

1. From the age of four, Nidhi Goyal loved to paint, and wanted to be a portrait artist. When Nidhi was diagnosed with a degenerative eye disorder, at age 15, the loss of this dream was the biggest blow. Articulate, chatty, and quick to laugh, this through-and-through Mumbai girl eventually found a different creative outlet to suit her personality. A few years ago, she turned to stand-up comedy, both as a form of self-expression and as a way to extend the advocacy work.

2. With two visually impaired children and one sighted one, Nidhi's family developed its own brand of humour, which treated prejudice — not disability — as something to be pitied or mocked. "To do comedy," Nidhi tells us, "you need to be strong enough to point to that elephant in the room, which everyone is pretending is not there. And that's something I've done since childhood."

3. Nidhi dabbled in the performing arts in college, exploring every creative endeavour as her eyesight worsened. But she eventually chose a career in mass media and then transitioned to rights-based work for people with disabilities. She had never considered comedy, beyond the usual mainstream artists.

4. In May 2015, while chatting with activist Pramada Menon, the two of them were in splits over some of Nidhi's insights about the way disabled people are treated. Menon insisted that Nidhi perform too. So, Nidhi recorded instances of ignorance or prejudice that she encountered, ranging from misconceptions about disability and sexuality, to observations about navigating public spaces.

5. Nidhi has done stand-up in mainstream clubs, at conferences and for corporates, while continuing with her advocacy work. On top of all this, it's almost easy to overlook her achievement in navigating India's notoriously disability-unfriendly spaces — all the while taking notes for future jokes of course. "It's a shame that I get so much material," Nidhi says, laughing. "I mean, it's good for me..."

6. She may not have become a portrait painter, but Nidhi has succeeded in holding a mirror up to society, challenging its stereotypes one quip at a time.

According to the passage, which of the following statements is **not** true?

- (1) In Nidhi's family, there was only one child who was not differently-abled.
- (2) Nidhi has left activism for stand-up comedy.
- (3) Pramada Menon helped in shaping Nidhi's career as a stand-up comedian.
- (4) Nidhi also had a career in mass media.

[Question ID = 95][Question Description = CTET_P1_PART_4_L1_SET_101_ENGLISH_Q95]

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

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

1. From the age of four, Nidhi Goyal loved to paint, and wanted to be a portrait artist. When Nidhi was diagnosed with a degenerative eye disorder, at age 15, the loss of this dream was the biggest blow. Articulate, chatty, and quick to laugh, this through-and-through Mumbai girl eventually found a different creative outlet to suit her personality. A few years ago, she turned to stand-up comedy, both as a form of self-expression and as a way to extend the advocacy work.

2. With two visually impaired children and one sighted one, Nidhi's family developed its own brand of humour, which treated prejudice — not disability — as something to be pitied or mocked. "To do comedy," Nidhi tells us, "you need to be strong enough to point to that elephant in the room, which everyone is pretending is not there. And that's something I've done since childhood."

3. Nidhi dabbled in the performing arts in college, exploring every creative endeavour as her eyesight worsened. But she eventually chose a career in mass media and then transitioned to rights-based work for people with disabilities. She had never considered comedy, beyond the usual mainstream artists.

4. In May 2015, while chatting with activist Pramada Menon, the two of them were in splits over some of Nidhi's insights about the way disabled people are treated. Menon insisted that Nidhi perform too. So, Nidhi recorded instances of ignorance or prejudice that she encountered, ranging from misconceptions about disability and sexuality, to observations about navigating public spaces.

5. Nidhi has done stand-up in mainstream clubs, at conferences and for corporates, while continuing with her advocacy work. On top of all this, it's almost easy to overlook her achievement in navigating India's notoriously disability-unfriendly spaces — all the while taking notes for future jokes of course. "It's a shame that I get so much material," Nidhi says, laughing. "I mean, it's good for me..."

6. She may not have become a portrait painter, but Nidhi has succeeded in holding a mirror up to society, challenging its stereotypes one quip at a time.

Which of the following is the correct usage of the idiom "elephant in the room" as used in the passage?

- (1) There is an elephant in the room, run for your lives.
- (2) The elephant is in the room, now nobody can enter the room.
- (3) His constant need for self-validation was the elephant in the room.
- (4) Children enjoy elephant rides.

[Question ID = 96][Question Description = CTET_P1_PART_4_L1_SET_101_ENGLISH_Q96]

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

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

1. From the age of four, Nidhi Goyal loved to paint, and wanted to be a portrait artist. When Nidhi was diagnosed with a degenerative eye disorder, at age 15, the loss of this dream was the biggest blow. Articulate, chatty, and quick to laugh, this through-and-through Mumbai girl eventually found a different creative outlet to suit her personality. A few years ago, she turned to stand-up comedy, both as a form of self-expression and as a way to extend the advocacy work.

2. With two visually impaired children and one sighted one, Nidhi's family developed its own brand of humour, which treated prejudice — not disability — as something to be pitied or mocked. "To do comedy," Nidhi tells us, "you need to be strong enough to point to that elephant in the room, which everyone is pretending is not there. And that's something I've done since childhood."

3. Nidhi dabbled in the performing arts in college, exploring every creative endeavour as her eyesight worsened. But she eventually chose a career in mass media and then transitioned to rights-based work for people with disabilities. She had never considered comedy, beyond the usual mainstream artists.

4. In May 2015, while chatting with activist Pramada Menon, the two of them were in splits over some of Nidhi's insights about the way disabled people are treated. Menon insisted that Nidhi perform too. So, Nidhi recorded instances of ignorance or prejudice that she encountered, ranging from misconceptions about disability and sexuality, to observations about navigating public spaces.

5. Nidhi has done stand-up in mainstream clubs, at conferences and for corporates, while continuing with her advocacy work. On top of all this, it's almost easy to overlook her achievement in navigating India's notoriously disability-unfriendly spaces — all the while taking notes for future jokes of course. "It's a shame that I get so much material," Nidhi says, laughing. "I mean, it's good for me..."

6. She may not have become a portrait painter, but Nidhi has succeeded in holding a mirror up to society, challenging its stereotypes one quip at a time.

Find a word from para 1 which means the same as 'eloquent'.

(1) articulate

(2) chatty

(3) creative

(4) degenerative

[Question ID = 97][Question Description = CTET_P1_PART_4_L1_SET_101_ENGLISH_Q97]

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

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

1. From the age of four, Nidhi Goyal loved to paint, and wanted to be a portrait artist. When Nidhi was diagnosed with a degenerative eye disorder, at age 15, the loss of this dream was the biggest blow. Articulate, chatty, and quick to laugh, this through-and-through Mumbai girl eventually found a different creative outlet to suit her personality. A few years ago, she turned to stand-up comedy, both as a form of self-expression and as a way to extend the advocacy work.

2. With two visually impaired children and one sighted one, Nidhi's family developed its own brand of humour, which treated prejudice — not disability — as something to be pitied or mocked. "To do comedy," Nidhi tells us, "you need to be strong enough to point to that elephant in the room, which everyone is pretending is not there. And that's something I've done since childhood."

3. Nidhi dabbled in the performing arts in college, exploring every creative endeavour as her eyesight worsened. But she eventually chose a career in mass media and then transitioned to rights-based work for people with disabilities. She had never considered comedy, beyond the usual mainstream artists.

4. In May 2015, while chatting with activist Pramada Menon, the two of them were in splits over some of Nidhi's insights about the way disabled people are treated. Menon insisted that Nidhi perform too. So, Nidhi recorded instances of ignorance or prejudice that she encountered, ranging from misconceptions about disability and sexuality, to observations about navigating public spaces.

5. Nidhi has done stand-up in mainstream clubs, at conferences and for corporates, while continuing with her advocacy work. On top of all this, it's almost easy to overlook her achievement in navigating India's notoriously disability-unfriendly spaces — all the while taking notes for future jokes of course. "It's a shame that I get so much material," Nidhi says, laughing. "I mean, it's good for me..."

6. She may not have become a portrait painter, but Nidhi has succeeded in holding a mirror up to society, challenging its stereotypes one quip at a time.

The word in para 4 which is the antonym of 'unbias' is

- (1) ignorance
- (2) misconception
- (3) prejudice
- (4) encounter

[Question ID = 98][Question Description = CTET_P1_PART_4_L1_SET_101_ENGLISH_Q98]

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

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

1. From the age of four, Nidhi Goyal loved to paint, and wanted to be a portrait artist. When Nidhi was diagnosed with a degenerative eye disorder, at age 15, the loss of this dream was the biggest blow. Articulate, chatty, and quick to laugh, this through-and-through Mumbai girl eventually found a different creative outlet to suit her personality. A few years ago, she turned to stand-up comedy, both as a form of self-expression and as a way to extend the advocacy work.

2. With two visually impaired children and one sighted one, Nidhi's family developed its own brand of humour, which treated prejudice — not disability — as something to be pitied or mocked. "To do comedy," Nidhi tells us, "you need to be strong enough to point to that elephant in the room, which everyone is pretending is not there. And that's something I've done since childhood."

3. Nidhi dabbled in the performing arts in college, exploring every creative endeavour as her eyesight worsened. But she eventually chose a career in mass media and then transitioned to rights-based work for people with disabilities. She had never considered comedy, beyond the usual mainstream artists.

4. In May 2015, while chatting with activist Pramada Menon, the two of them were in splits over some of Nidhi's insights about the way disabled people are treated. Menon insisted that Nidhi perform too. So, Nidhi recorded instances of ignorance or prejudice that she encountered, ranging from misconceptions about disability and sexuality, to observations about navigating public spaces.

5. Nidhi has done stand-up in mainstream clubs, at conferences and for corporates, while continuing with her advocacy work. On top of all this, it's almost easy to overlook her achievement in navigating India's notoriously disability-unfriendly spaces — all the while taking notes for future jokes of course. "It's a shame that I get so much material," Nidhi says, laughing. "I mean, it's good for me..."

6. She may not have become a portrait painter, but Nidhi has succeeded in holding a mirror up to society, challenging its stereotypes one quip at a time.

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

Nidhi dabbled in the performing arts in college, exploring every creative endeavour as her eyesight worsened.

(1) Adverb

(2) Preposition

(3) Noun

(4) Verb

[Question ID = 99][Question Description = CTET_P1_PART_4_L1_SET_101_ENGLISH_Q99]

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

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

I wonder where the green grass went, 1

All buried under the new cement.

I wonder where the birds have flown,

They have gone to find another home.

I wonder where the footpath's gone,

Right underneath your car, my son..... 6

I wonder where the old folks go,

The nursing homes GB surely know.

What grows so fast before my eyes?

A garbage dump, a million flies..... 10

Is this the place you celebrate?

In prose you made it sound so great!

It was.....before I knew it was fate.

Identify the tone of the poem.

(1) Lamenting

(2) Euphoria

(3) Authoritative

(4) Nagging

[Question ID = 100][Question Description = CTET_P1_PART_4_L1_SET_101_ENGLISH_Q100]

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

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

I wonder where the green grass went, 1

All buried under the new cement.

I wonder where the birds have flown,

They have gone to find another home.

I wonder where the footpath's gone,

Right underneath your car, my son..... 6

I wonder where the old folks go,

The nursing homes GB surely know.

What grows so fast before my eyes?

A garbage dump, a million flies..... 10

Is this the place you celebrate?

In prose you made it sound so great!

It was.....before I knew it was fate.

Which one of the following statements is **not** correct?

(1) Development comes at a cost.

(2) Nature is disturbed by men.

(3) The poet knew beforehand that the destruction was destined.

(4) Man celebrates Nature's destruction.

[Question ID = 101][Question Description = CTET_P1_PART_4_L1_SET_101_ENGLISH_Q101]

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

- 3) **Directions :** Read the extract given below and answer the questions that follow by selecting the correct / most appropriate options.

I wonder where the green grass went, 1

All buried under the new cement.

I wonder where the birds have flown,

They have gone to find another home.

I wonder where the footpath's gone,

Right underneath your car, my son..... 6

I wonder where the old folks go,

The nursing homes GB surely know.

What grows so fast before my eyes?

A garbage dump, a million flies..... 10

Is this the place you celebrate?

In prose you made it sound so great!

It was.....before I knew it was fate.

The rhyme scheme in lines 1 – 4 is

(1) aabb

(2) abab

(3) abba

(4) abbb

[Question ID = 102][Question Description = CTET_P1_PART_4_L1_SET_101_ENGLISH_Q102]

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

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

I wonder where the green grass went, 1

All buried under the new cement.

I wonder where the birds have flown,

They have gone to find another home.

I wonder where the footpath's gone,

Right underneath your car, my son..... 6

I wonder where the old folks go,

The nursing homes GB surely know.

What grows so fast before my eyes?

A garbage dump, a million flies..... 10

Is this the place you celebrate?

In prose you made it sound so great!

It was.....before I knew it was fate.

Find the poetic device in the following line.

"I wonder where the green grass went"

(1) Personification

(2) Oxymoron

(3) Repetition

(4) Alliteration

[Question ID = 103][Question Description = CTET_P1_PART_4_L1_SET_101_ENGLISH_Q103]

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

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

I wonder where the green grass went, 1

All buried under the new cement.

I wonder where the birds have flown,

They have gone to find another home.

I wonder where the footpath's gone,

Right underneath your car, my son..... 6

I wonder where the old folks go,

The nursing homes GB surely know.

What grows so fast before my eyes?

A garbage dump, a million flies..... 10

Is this the place you celebrate?

In prose you made it sound so great!

It was.....before I knew it was fate.

Find the word which has a similar meaning to 'waste'.

(1) garbage

(2) flies

(3) fate

(4) cement

[Question ID = 104][Question Description = CTET_P1_PART_4_L1_SET_101_ENGLISH_Q104]

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

- 6) **Directions :** Read the extract given below and answer the questions that follow by selecting the correct / most appropriate options.

I wonder where the green grass went, 1

All buried under the new cement.

I wonder where the birds have flown,

They have gone to find another home.

I wonder where the footpath's gone,

Right underneath your car, my son..... 6

I wonder where the old folks go,

The nursing homes GB surely know.

What grows so fast before my eyes?

A garbage dump, a million flies..... 10

Is this the place you celebrate?

In prose you made it sound so great!

It was.....before I knew it was fate.

What would have been the probable reason for narrowing down of footpaths?

- (1) Deforestation
- (2) Cities turning into garbage heaps
- (3) Roadside parking
- (4) Beautification of cities

[Question ID = 105][Question Description = CTET_P1_PART_4_L1_SET_101_ENGLISH_Q105]

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

Topic:- ENG_Q106-120_L1_P1_CTET

- 1) To help students build their foundational reading skills, teachers need to help students

- (1) with personalised and differentiated instructions.
- (2) by giving them a standardised test to meet grade-specific outcomes.
- (3) to use a variety of technology.
- (4) with new and challenging vocabulary prior to reading.

[Question ID = 106][Question Description = CTET_P1_PART_4_L1_SET_101_ENGLISH_Q106]

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

- 2) A teacher of Class 2 is focusing on enhancing the ability to accurately and efficiently recognize known words in printed text. These words are

- (1) sight words
- (2) content words
- (3) difficult words
- (4) passive words

[Question ID = 107][Question Description = CTET_P1_PART_4_L1_SET_101_ENGLISH_Q107]

- 1. 1 [Option ID = 425]

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

3) Knowledge of more than one language

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

[Question ID = 108][Question Description = CTET_P1_PART_4_L1_SET_101_ENGLISH_Q108]

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

4) A teacher asks learners of Class 4 to read through a short passage with concentration and deeply examine it. She also scaffolds them as and when required by the learners. She is practising

- (1) Extensive reading
- (2) Intensive reading
- (3) Jigsaw reading
- (4) Partner reading

[Question ID = 109][Question Description = CTET_P1_PART_4_L1_SET_101_ENGLISH_Q109]

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

5) The method that helps the learners to be acquainted with language easily by using a realistic and practical situation for language teaching is called _____.

- (1) Structural Approach
- (2) Situational Language Teaching
- (3) Audiolingual method
- (4) Bilingual method

[Question ID = 110][Question Description = CTET_P1_PART_4_L1_SET_101_ENGLISH_Q110]

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

6) Pre-reading tasks are meant for

- (1) evaluating the reading skill of the learners.
- (2) giving the meanings of difficult words and phrases.
- (3) enabling learners to 'enter' into the text and motivating them.
- (4) explaining the grammatical items used in the reading text.

[Question ID = 111][Question Description = CTET_P1_PART_4_L1_SET_101_ENGLISH_Q111]

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

7) The first language acquisition consists of following stages

- (1) Cooing – Babbling – Holophrastic stage – Telegraphic speech – Two word stage
- (2) Cooing – Babbling – Two word stage – Telegraphic speech – Holophrastic stage
- (3) Cooing – Holophrastic stage – Babbling – Two word stage – Telegraphic speech
- (4) Cooing – Babbling – Holophrastic stage – Two word stage – Telegraphic speech

[Question ID = 112][Question Description = CTET_P1_PART_4_L1_SET_101_ENGLISH_Q112]

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

8) This approach involves looking at language as a whole and concentrating on the meaning rather than the grammatical structures and individual words.

- (1) Top-down approach
- (2) Bottom-up approach
- (3) Eclectic approach
- (4) Deductive approach

[Question ID = 113][Question Description = CTET_P1_PART_4_L1_SET_101_ENGLISH_Q113]

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

9) A teacher designs a test to find out the cause of the poor grades of his learners through a/an

- (1) diagnostic test
- (2) proficiency test
- (3) achievement test
- (4) aptitude test

[Question ID = 114][Question Description = CTET_P1_PART_4_L1_SET_101_ENGLISH_Q114]

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

10) A child participates actively in pairs and group work but does not get good scores in written exams. As a teacher you can support the student by

- (1) praising his social interaction.
- (2) explaining to the child's parents that he has no interest in writing.
- (3) requesting parents to help him in his studies.
- (4) giving him regular tests so that he can improve.

[Question ID = 115][Question Description = CTET_P1_PART_4_L1_SET_101_ENGLISH_Q115]

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

11) The main character of *The Jungle Book*, Mogli, who was raised in isolation from human contact had language deficits. This evidence supports which aspect of language development?

- (1) The child lacked a language environment at the right age.
- (2) The child was having some biological problems.
- (3) He was not born with the innate ability to speak.
- (4) He loved the language of animals rather than humans.

[Question ID = 116][Question Description = CTET_P1_PART_4_L1_SET_101_ENGLISH_Q116]

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

12) Pragmatics refers to the

- (1) social rules of language.
- (2) policy of school language.
- (3) instruction language of school.
- (4) academic language.

[Question ID = 117][Question Description = CTET_P1_PART_4_L1_SET_101_ENGLISH_Q117]

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

13) Which one of the following is **not** advocated as an element for assessment in a poem?

- (1) Grammar
- (2) Vocabulary
- (3) Poetic devices
- (4) Theme of the poem

[Question ID = 118][Question Description = CTET_P1_PART_4_L1_SET_101_ENGLISH_Q118]

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

14) Which method advocates the use of already acquired language skills in the mother tongue to develop and achieve fluency and accuracy in the learning of target language?

- (1) Direct method
- (2) Grammar Translation method
- (3) Bilingual method
- (4) Audiolingual method

[Question ID = 119][Question Description = CTET_P1_PART_4_L1_SET_101_ENGLISH_Q119]

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

15) Which one of the following is **not** true about dysgraphia, a learning disability?

- (1) It affects the learners' ability to write coherently.
- (2) It hinders in organising letters, numbers, or words on papers.
- (3) It affects gross motor skills and logical thinking.
- (4) It leads to problems with poor spelling, impaired handwriting, etc.

[Question ID = 120][Question Description = CTET_P1_PART_4_L1_SET_101_ENGLISH_Q120]

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

Topic:- Sanskrit_Q121-128_L2_P1_CTET

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

आसीत्कल्याणकटकवास्तव्यो भैरवो नाम व्याधः । स चैकदा मृगमन्विष्यमाणो विन्ध्याटवीं गतवान् । ततस्तेन व्यापादितं मृगमादाय गच्छता घोराकृतिः शूकरो दृष्टः । तेन व्याधेन मृगं भूमौ निधाय शूकरः शरेणाहतः । शूकरेणापि घनघोरगर्जनं कृत्वा स व्याधो मुष्कदेशे हतः संश्लिन्नद्रुम इव भूमौ निपपात । अत उच्यते जलमग्निर्विषं शस्त्रं क्षुधा-व्याधिः गिरेः पतनम् इत्यादिः किञ्चित् निमित्तम् आसाद्य देही स्वप्राणैर्विमुच्यते ।

अथ तयोः पादास्फालनेन सर्पोऽपि मृतः । अथानन्तरं दीर्घरावो नाम जम्बुकः परिभ्रमन्नाहारार्थी तान्मृतान्मृगव्याधसर्पशूकरानपश्यत् । अचिन्तयञ्च – ‘अहो ! अद्य महद्भोज्यं मे समुपस्थितम् । अथवा केनचिदुक्तं यथैव अचिन्तितानि दुःखानि देहिनः प्राप्नुवन्ति तथैव सुखान्यपि प्राप्नुवन्ति । मन्येऽहं दैवमत्र कारणम् ।

तद्भवतु । एषां मांसैर्मासत्रयम्मे सुखेन गमिष्यति । एकमासयावत् नरः पर्याप्तम्, मासद्वयं यावत् मृगशूकरौ एकं दिनं यावत् अहिः पर्याप्तं भविष्यति, अद्य तु मया धनुर्गुणो भक्ष्यः ।

ततः प्रथमबुभुक्षायामिदं निःस्वादु कोदण्डलग्नं स्नायुबन्धनं खादामि । इत्युक्त्वा तथा कृते सति छिन्ने स्नायुबन्धनं उत्पतितेन धनुषा हृदि निर्भिन्नः स दीर्घरावः पञ्चत्वं गतः । अतोऽहं ब्रवीमि – “कर्तव्यो धर्मः संचयो नित्यम्” इत्यादि । तथा च उच्यते – धनिनो यद् दानं ददति यच्च उपभोगं कुर्वन्ति तदेव तेषां धनमस्ति । मृत्युमुपागते सति तु तेषां धनानामुपयोगः अन्ये कुर्वन्ति ।

किमासाद्य देही स्वप्राणैर्विमुच्यते ?

- (1) प्रमत्तम्
- (2) निमित्तम्
- (3) युद्धम्
- (4) अनावृष्टिम्

[Question ID = 871][Question Description = CTET_P1_PART_5_L2_SET_101_SANSKRIT_Q121]

1. 1 [Option ID = 3481]
2. 2 [Option ID = 3482]
3. 3 [Option ID = 3483]
4. 4 [Option ID = 3484]

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

आसीत्कल्याणकटकवास्तव्यो भैरवो नाम व्याधः । स चैकदा मृगमन्त्रिष्यमाणो विन्ध्याटवीं गतवान् । ततस्तेन व्यापादितं मृगमादाय गच्छता घोराकृतिः शूकरो दृष्टः । तेन व्याधेन मृगं भूमौ निधाय शूकरः शरेणाहतः । शूकरेणापि घनघोरगर्जनं कृत्वा स व्याधो मुष्कदेशे हतः संश्लिन्नद्रुम इव भूमौ निपपात । अत उच्यते जलमग्निर्विषं शस्त्रं क्षुधा-व्याधिः गिरेः पतनम् इत्यादिः किञ्चित् निमित्तम् आसाद्य देही स्वप्राणैर्विमुच्यते ।

अथ तयोः पादास्फालनेन सर्पोऽपि मृतः । अथानन्तरं दीर्घरावो नाम जम्बुकः परिभ्रमन्नाहारार्थी तान्मृतान्मृगव्याधसर्पशूकरानपश्यत् । अचिन्तयञ्च – ‘अहो ! अद्य महद्भोज्यं मे समुपस्थितम् । अथवा केनचिदुक्तं यथैव अचिन्तितानि दुःखानि देहिनः प्राप्नुवन्ति तथैव सुखान्यपि प्राप्नुवन्ति । मन्येऽहं दैवमत्र कारणम् ।

तद्भवतु । एषां मांसैर्मासत्रयस्मै सुखेन गमिष्यति । एकमासयावत् नरः पर्याप्तम्, मासद्वयं यावत् मृगशूकरौ एकं दिनं यावत् अहिः पर्याप्तं भविष्यति, अद्य तु मया धनुर्गुणो भक्ष्यः । ततः प्रथमबुभुक्षायामिदं निःस्वादु कोदण्डलग्नं स्नायुबन्धनं खादामि । इत्युक्त्वा तथा कृते सति छिन्ने स्नायुबन्धनं उत्पतितेन धनुषा हृदि निर्भिन्नः स दीर्घरावः पञ्चत्वं गतः । अतोऽहं ब्रवीमि – “कर्तव्यो धर्म संचयो नित्यम्” इत्यादि । तथा च उच्यते – धनिनो यद् दानं ददति यच्च उपभोगं कुर्वन्ति तदेव तेषां धनमस्ति । मृत्युमुपागते सति तु तेषां धनानामुपयोगः अन्ये कुर्वन्ति ।

“अद्य महद्भोज्यं मे समुपस्थितम्” इति कथयति

(1) सुरावः

(2) लम्बकर्णः

(3) गौरवर्णः

(4) दीर्घरावः

[Question ID = 872][Question Description = CTET_P1_PART_5_L2_SET_101_SANSKRIT_Q122]

1. 1 [Option ID = 3485]
2. 2 [Option ID = 3486]
3. 3 [Option ID = 3487]
4. 4 [Option ID = 3488]

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

आसीत्कल्याणकटकवास्तव्यो भैरवो नाम व्याधः । स चैकदा मृगमन्विष्यमाणो विन्ध्याटवीं गतवान् । ततस्तेन व्यापादितं मृगमादाय गच्छता घोराकृतिः शूकरो दृष्टः । तेन व्याधेन मृगं भूमौ निधाय शूकरः शरेणाहतः । शूकरेणापि घनघोरगर्जनं कृत्वा स व्याधो मुष्कदेशे हतः संश्लिन्नद्रुम इव भूमौ निपपात । अत उच्यते जलमग्निर्विषं शस्त्रं क्षुधा-व्याधिः गिरेः पतनम् इत्यादिः किञ्चित् निमित्तम् आसाद्य देही स्वप्राणैर्विमुच्यते ।

अथ तयोः पादास्फालनेन सर्पोऽपि मृतः । अथानन्तरं दीर्घरावो नाम जम्बुकः परिभ्रमन्नाहारार्थी तान्मृतान्मृगव्याधसर्पशूकरानपश्यत् । अचिन्तयञ्च – ‘अहो ! अद्य महद्भोज्यं मे समुपस्थितम् । अथवा केनचिदुक्तं यथैव अचिन्तितानि दुःखानि देहितः प्राप्नुवन्ति तथैव सुखान्यपि प्राप्नुवन्ति । मन्येऽहं दैवमत्र कारणम् ।

तद्भवतु । एषां मांसैर्मासत्रयम्मे सुखेन गमिष्यति । एकमासयावत् नरः पर्याप्तम्, मासद्वयं यावत् मृगशूकरौ एकं दिनं यावत् अहिः पर्याप्तं भविष्यति, अद्य तु मया धनुर्गुणो भक्ष्यः ।

ततः प्रथमबुभुक्षायामिदं निःस्वादु कोदण्डलग्नं स्नायुबन्धनं खादामि । इत्युक्त्वा तथा कृते सति छिन्ने स्नायुबन्धनं उत्पतितेन धनुषा हृदि निर्भिन्नः स दीर्घरावः पञ्चत्वं गतः । अतोऽहं ब्रवीमि – “कर्तव्यो धर्म संचयो नित्यम्” इत्यादि । तथा च उच्यते – धनिनो यद् दानं ददति यच्च उपभोगं कुर्वन्ति तदेव तेषां धनमस्ति । मृत्युमुपागते सति तु तेषां धनानामुपयोगः अन्ये कुर्वन्ति ।

“अद्य तु मया धनुर्गुणो भक्ष्यः” इत्यत्र ‘धनुर्गुणः’ इत्यस्य कोऽर्थः ?

(1) सुधनुः

(2) प्रत्यञ्चा

(3) एतन्नाम-पशुः

(4) बहूनिधनूनि

[Question ID = 873][Question Description = CTET_P1_PART_5_L2_SET_101_SANSKRIT_Q123]

1. 1 [Option ID = 3489]
2. 2 [Option ID = 3490]
3. 3 [Option ID = 3491]
4. 4 [Option ID = 3492]

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

आसीत्कल्याणकटकवास्तव्यो भैरवो नाम व्याधः । स चैकदा मृगमन्विष्यमाणो विन्ध्याटवीं गतवान् । ततस्तेन व्यापादितं मृगमादाय गच्छता घोराकृतिः शूकरो दृष्टः । तेन व्याधेन मृगं भूमौ निधाय शूकरः शरेणाहतः । शूकरेणापि घनघोरगर्जनं कृत्वा स व्याधो मुष्कदेशे हतः संश्लिन्नद्रुम इव भूमौ निपपात । अत उच्यते जलमग्निर्विषं शस्त्रं क्षुधा-व्याधिः गिरेः पतनम् इत्यादिः किञ्चित् निमित्तम् आसाद्य देही स्वप्राणैर्विमुच्यते ।

अथ तयोः पादास्फालनेन सर्पोऽपि मृतः । अथानन्तरं दीर्घरावो नाम जम्बुकः परिभ्रमन्नाहारार्थी तान्मृतान्मृगव्याधसर्पशूकरानपश्यत् । अचिन्तयञ्च – ‘अहो ! अद्य महद्भोज्यं मे समुपस्थितम् । अथवा केनचिदुक्तं यथैव अचिन्तितानि दुःखानि देहितः प्राप्नुवन्ति तथैव सुखान्यपि प्राप्नुवन्ति । मन्येऽहं दैवमत्र कारणम् ।

तद्भवतु । एषां मांसैर्मासत्रयम्मे सुखेन गमिष्यति । एकमासयावत् नरः पर्याप्तम्, मासद्वयं यावत् मृगशूकरौ एकं दिनं यावत् अहिः पर्याप्तं भविष्यति, अद्य तु मया धनुर्गुणो भक्ष्यः ।

ततः प्रथमबुभुक्षायामिदं निःस्वादु कोदण्डलग्नं स्नायुबन्धनं खादामि । इत्युक्त्वा तथा कृते सति छिन्ने स्नायुबन्धनं उत्पतितेन धनुषा हृदि निर्भिन्नः स दीर्घरावः पञ्चत्वं गतः । अतोऽहं ब्रवीमि – “कर्तव्यो धर्म संचयो नित्यम्” इत्यादि । तथा च उच्यते – धनिनो यद् दानं ददति यच्च उपभोगं कुर्वन्ति तदेव तेषां धनमस्ति । मृत्युमुपागते सति तु तेषां धनानामुपयोगः अन्ये कुर्वन्ति ।

कीदृशं धनम् धनिनो भवति ?

- (1) यस्य उपभोगं कृतम्
- (2) यत्सुरक्षितम् कृतम्
- (3) यद्व्यापारे निविष्टम्
- (4) यत्कोषागारे निक्षिप्तम्

[Question ID = 874][Question Description = CTET_P1_PART_5_L2_SET_101_SANSKRIT_Q124]

1. 1 [Option ID = 3493]
2. 2 [Option ID = 3494]
3. 3 [Option ID = 3495]
4. 4 [Option ID = 3496]

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

आसीत्कल्याणकटकवास्तव्यो भैरवो नाम व्याधः । स चैकदा मृगमन्विष्यमाणो विन्ध्याटवीं गतवान् । ततस्तेन व्यापादितं मृगमादाय गच्छता घोराकृतिः शूकरो दृष्टः । तेन व्याधेन मृगं भूमौ निधाय शूकरः शरेणाहतः । शूकरेणापि घनघोरगर्जनं कृत्वा स व्याधो मुष्कदेशे हतः संश्लिन्नद्रुम इव भूमौ निपपात । अत उच्यते जलमग्निर्विषं शस्त्रं क्षुधा-व्याधिः गिरेः पतनम् इत्यादिः किञ्चित् निमित्तम् आसाद्य देही स्वप्राणैर्विमुच्यते ।

अथ तयोः पादास्फालनेन सर्पोऽपि मृतः । अथानन्तरं दीर्घरावो नाम जम्बुकः परिभ्रमन्नाहारार्थी तान्मृतान्मृगव्याधसर्पशूकरानपश्यत् । अचिन्तयञ्च – ‘अहो ! अद्य महद्भोज्यं मे समुपस्थितम् । अथवा केनचिदुक्तं यथैव अचिन्तितानि दुःखानि देहितः प्राप्नुवन्ति तथैव सुखान्यपि प्राप्नुवन्ति । मन्येऽहं दैवमत्र कारणम् ।

तद्भवतु । एषां मांसैर्मासत्रयम्मे सुखेन गमिष्यति । एकमासयावत् नरः पर्याप्तम्, मासद्वयं यावत् मृगशूकरौ एकं दिनं यावत् अहिः पर्याप्तं भविष्यति, अद्य तु मया धनुर्गुणो भक्ष्यः । ततः प्रथमबुभुक्षायामिदं निःस्वादु कोदण्डलग्नं स्नायुबन्धनं खादामि । इत्युक्त्वा तथा कृते सति छिन्ने स्नायुबन्धनं उत्पतितेन धनुषा हृदि निर्भिन्नः स दीर्घरावः पञ्चत्वं गतः । अतोऽहं ब्रवीमि – “कर्तव्यो धर्म संचयो नित्यम्” इत्यादि । तथा च उच्यते – धनिनो यद् दानं ददति यच्च उपभोगं कुर्वन्ति तदेव तेषां धनमस्ति । मृत्युमुपागते सति तु तेषां धनानामुपयोगः अन्ये कुर्वन्ति ।

“मृगमादाय गच्छता...” इत्यत्र को धातुः कश्च प्रत्ययः ‘गच्छता’ इति पदे ?

(1) गम् + क्तवतु

(2) गम् + तव्यत्

(3) गम् + शतृ

(4) गम् + क्त

[Question ID = 875][Question Description = CTET_P1_PART_5_L2_SET_101_SANSKRIT_Q125]

1. 1 [Option ID = 3497]
2. 2 [Option ID = 3498]
3. 3 [Option ID = 3499]
4. 4 [Option ID = 3500]

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

आसीत्कल्याणकटकवास्तव्यो भैरवो नाम व्याधः । स चैकदा मृगमन्विष्यमाणो विन्ध्याटवीं गतवान् । ततस्तेन व्यापादितं मृगमादाय गच्छता घोराकृतिः शूकरो दृष्टः । तेन व्याधेन मृगं भूमौ निधाय शूकरः शरेणाहतः । शूकरेणापि घनघोरगर्जनं कृत्वा स व्याधो मुष्कदेशे हतः संश्लिन्नद्रुम इव भूमौ निपपात । अत उच्यते जलमग्निर्विषं शस्त्रं क्षुधा-व्याधिः गिरेः पतनम् इत्यादिः किञ्चित् निमित्तम् आसाद्य देही स्वप्राणैर्विमुच्यते ।

अथ तयोः पादास्फालनेन सर्पोऽपि मृतः । अथानन्तरं दीर्घरावो नाम जम्बुकः परिभ्रमन्नाहारार्थी तान्मृतान्मृगव्याधसर्पशूकरानपश्यत् । अचिन्तयञ्च – ‘अहो ! अद्य महद्भोज्यं मे समुपस्थितम् । अथवा केनचिदुक्तं यथैव अचिन्तितानि दुःखानि देहितः प्राप्नुवन्ति तथैव सुखान्यपि प्राप्नुवन्ति । मन्येऽहं दैवमत्र कारणम् ।

तद्भवतु । एषां मांसैर्मासत्रयम्मे सुखेन गमिष्यति । एकमासयावत् नरः पर्याप्तम्, मासद्वयं यावत् मृगशूकरौ एकं दिनं यावत् अहिः पर्याप्तं भविष्यति, अद्य तु मया धनुर्गुणो भक्ष्यः । ततः प्रथमबुभुक्षायामिदं निःस्वादु कोदण्डलग्नं स्नायुबन्धनं खादामि । इत्युक्त्वा तथा कृते सति छिन्ने स्नायुबन्धनं उत्पतितेन धनुषा हृदि निर्भिन्नः स दीर्घरावः पञ्चत्वं गतः । अतोऽहं ब्रवीमि – “कर्तव्यो धर्म संचयो नित्यम्” इत्यादि । तथा च उच्यते – धनिनो यद् दानं ददति यच्च उपभोगं कुर्वन्ति तदेव तेषां धनमस्ति । मृत्युमुपागते सति तु तेषां धनानामुपयोगः अन्ये कुर्वन्ति ।

कः संश्लिन्नद्रुम इव भूमौ निपपात ?

(1) दीर्घराव

(2) भैरवः

(3) सर्पः

(4) शूकरः

[Question ID = 876][Question Description = CTET_P1_PART_5_L2_SET_101_SANSKRIT_Q126]

1. 1 [Option ID = 3501]
2. 2 [Option ID = 3502]
3. 3 [Option ID = 3503]
4. 4 [Option ID = 3504]

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

आसीत्कल्याणकटकवास्तव्यो भैरवो नाम व्याधः । स चैकदा मृगमन्विष्यमाणो विन्ध्याटवीं गतवान् । ततस्तेन व्यापादितं मृगमादाय गच्छता घोराकृतिः शूकरो दृष्टः । तेन व्याधेन मृगं भूमौ निधाय शूकरः शरेणाहतः । शूकरेणापि घनघोरगर्जनं कृत्वा स व्याधो मुष्कदेशे हतः संश्लिन्नद्रुम इव भूमौ निपपात । अत उच्यते जलमग्निर्विषं शस्त्रं क्षुधा-व्याधिः गिरेः पतनम् इत्यादिः किञ्चित् निमित्तम् आसाद्य देही स्वप्राणैर्विमुच्यते ।

अथ तयोः पादास्फालनेन सर्पोऽपि मृतः । अथानन्तरं दीर्घरावो नाम जम्बुकः परिभ्रमन्नाहारार्थी तान्मृतान्मृगव्याधसर्पशूकरानपश्यत् । अचिन्तयञ्च – ‘अहो ! अद्य महद्भोज्यं मे समुपस्थितम् । अथवा केनचिदुक्तं यथैव अचिन्तितानि दुःखानि देहितः प्राप्नुवन्ति तथैव सुखान्यपि प्राप्नुवन्ति । मन्येऽहं दैवमत्र कारणम् ।

तद्भवतु । एषां मांसैर्मासत्रयस्मे सुखेन गमिष्यति । एकमासयावत् नरः पर्याप्तम्, मासद्वयं यावत् मृगशूकरौ एकं दिनं यावत् अहिः पर्याप्तं भविष्यति, अद्य तु मया धनुर्गुणो भक्ष्यः ।

ततः प्रथमबुभुक्षायामिदं निःस्वादु कोदण्डलग्नं स्नायुबन्धनं खादामि । इत्युक्त्वा तथा कृते सति छिन्ने स्नायुबन्धनं उत्पतितेन धनुषा हृदि निर्भिन्नः स दीर्घरावः पञ्चत्वं गतः । अतोऽहं ब्रवीमि – “कर्तव्यो धर्म संचयो नित्यम्” इत्यादि । तथा च उच्यते – धनिनो यद् दानं ददति यच्च उपभोगं कुर्वन्ति तदेव तेषां धनमस्ति । मृत्युमुपागते सति तु तेषां धनानामुपयोगः अन्ये कुर्वन्ति ।

‘सर्पोऽपि मृतः’ इत्यत्र ‘मृतः’ अस्मिन् पदे को धातुः कश्च प्रत्ययः ?

(1) मृङ् + शतृ

(2) माङ् + ऋत

(3) मृङ् + क्तवतु

(4) मृङ् + क्त

[Question ID = 877][Question Description = CTET_P1_PART_5_L2_SET_101_SANSKRIT_Q127]

1. 1 [Option ID = 3505]
2. 2 [Option ID = 3506]
3. 3 [Option ID = 3507]
4. 4 [Option ID = 3508]

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

आसीत्कल्याणकटकवास्तव्यो भैरवो नाम व्याधः । स चैकदा मृगमन्विष्यमाणो विन्ध्याटवीं गतवान् । ततस्तेन व्यापादितं मृगमादाय गच्छता घोराकृतिः शूकरो दृष्टः । तेन व्याधेन मृगं भूमौ निधाय शूकरः शरेणाहतः । शूकरेणापि घनघोरगर्जनं कृत्वा स व्याधो मुष्कदेशे हतः संश्लिन्नद्रुम इव भूमौ निपपात । अत उच्यते जलमग्निर्विषं शस्त्रं क्षुधा-व्याधिः गिरेः पतनम् इत्यादिः किञ्चित् निमित्तम् आसाद्य देही स्वप्राणैर्विमुच्यते ।

अथ तयोः पादास्फालनेन सर्पोऽपि मृतः । अथानन्तरं दीर्घरावो नाम जम्बुकः परिभ्रमन्नाहारार्थी तान्मृतान्मृगव्याधसर्पशूकरानपश्यत् । अचिन्तयञ्च – ‘अहो ! अद्य महद्भोज्यं मे समुपस्थितम् । अथवा केनचिदुक्तं यथैव अचिन्तितानि दुःखानि देहितः प्राप्नुवन्ति तथैव सुखान्यपि प्राप्नुवन्ति । मन्येऽहं दैवमत्र कारणम् ।

तद्भवतु । एषां मांसैर्मासत्रयम्मे सुखेन गमिष्यति । एकमासयावत् नरः पर्याप्तम्, मासद्वयं यावत् मृगशूकरौ एकं दिनं यावत् अहिः पर्याप्तं भविष्यति, अद्य तु मया धनुर्गुणो भक्ष्यः ।

ततः प्रथमबुभुक्षायामिदं निःस्वादु कोदण्डलग्नं स्नायुबन्धनं खादामि । इत्युक्त्वा तथा कृते सति छिन्ने स्नायुबन्धनं उत्पतितेन धनुषा हृदि निर्भिन्नः स दीर्घरावः पञ्चत्वं गतः । अतोऽहं ब्रवीमि – “कर्तव्यो धर्म संचयो नित्यम्” इत्यादि । तथा च उच्यते – धनिनो यद् दानं ददति यच्च उपभोगं कुर्वन्ति तदेव तेषां धनमस्ति । मृत्युमुपागते सति तु तेषां धनानामुपयोगः अन्ये कुर्वन्ति ।

‘निःस्वादु कोदण्डलग्नम्’ अत्र ‘कोदण्ड’ इत्यस्य कोऽर्थः ?

(1) धनुः

(2) रज्जुः

(3) रश्मिः

(4) परशुः

[Question ID = 878][Question Description = CTET_P1_PART_5_L2_SET_101_SANSKRIT_Q128]

1. 1 [Option ID = 3509]
2. 2 [Option ID = 3510]
3. 3 [Option ID = 3511]
4. 4 [Option ID = 3512]

Topic:- Sanskrit_Q129-135_L2_P1_CTET

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

एकदा निभृतं शृगालो ब्रूते – ‘सखे ! अस्मिन्वनैकदेशे सस्यपूर्णक्षेत्रमस्ति । तदहं त्वां नीत्वा दर्शयामि ।’ तथा कृते सति मृगः प्रत्यहं तत्र गत्वा सस्यं खादति । अथ क्षेत्रपतिना तद्दृष्ट्वा पाशो योजितः । अनन्तरं पुनरागतो मृगः पाशैर्बद्धोऽचिन्तयत् – ‘को मामितः कालपाशादिव व्याधपाशात्त्रातुं मित्रादन्यः समर्थः ?’ अत्रान्तरे जम्बुकस्तत्रागत्योपस्थितोऽचिन्तयत् – ‘फलिता तावदस्माकं कपटप्रबन्धेन मनोरथसिद्धिः । एतस्योत्कृत्यमानस्य मांसासृग्लिमान्यस्थीनि मयावश्यं प्राप्तव्यानि । तानि बाहुल्येन भोजनानि भविष्यन्ति ।’ मृगस्तं दृष्ट्वाोल्लासितो ब्रूते – ‘सखे ! छिन्धि तावन्मम् बन्धनम्, सत्वरं त्रायस्व माम् । यतो हि इदमुच्यते लोके – अपत्सु मित्रस्य परीक्षा भवति, युद्धेषु वीरस्य, ऋणे जाते सति शुचितायाः, व्यसनेषु बान्धवानाम् च परीक्षा जायते । अन्यच्च य उत्सवे, व्यसने, दुर्भिक्षे, राष्ट्रविप्लवे, राजद्वारे, श्मशाने च सहाय्यं भवति स एव वास्तविकं मित्रं भवति ।

जम्बुको मुहुर्मुहुः पाशं विलोक्याचिन्तयत् – ‘दृढस्तावदयं बन्धः ।’ ब्रूते च – ‘सखे ! स्नायुनिर्मिता एते पाशाः । तदद्य भट्टारकवारे कथमेतान्दन्तैः स्पृशामि ? मित्र ! यदि चित्ते नान्यथा मन्यसे तदा प्रभाते यत्त्वया वक्तव्यं तत्कर्तव्यम् ।’ इत्युक्त्वा तत्समीप आत्मानमाच्छाद्य स्थितः सः । अनन्तरं स काकः प्रदोषकाले मृगमनागतमवलोक्येतस्ततोऽन्विष्य तथाविधं दृष्ट्वावाच – ‘सखे ! किमेतत् ?’ । मृगेणोक्तम् – ‘अवधीरितसुहृद्वाक्यस्य फलमेतत् । केनापि सत्यमेव भणितं यद्यो मित्राणां हितकामानां सुहृदां भाषितमवहेलयति तस्य विपत्संनिहिता भवति तथा च स नरः शत्रुनन्दनो भवति ।

“फलिता तावदस्माकं कपटप्रबन्धेन मनोरथसिद्धिः” इति कस्य कथनम् ?

(1) वृकस्य

(2) मृगस्य

(3) व्याधस्य

(4) जम्बूकस्य

[Question ID = 879][Question Description = CTET_P1_PART_5_L2_SET_101_SANSKRIT_Q129]

1. 1 [Option ID = 3513]

2. 2 [Option ID = 3514]

3. 3 [Option ID = 3515]

4. 4 [Option ID = 3516]

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

एकदा निभृतं शृगालो ब्रूते – ‘सखे ! अस्मिन्वनैकदेशे सस्यपूर्णक्षेत्रमस्ति । तदहं त्वां नीत्वा दर्शयामि ।’ तथा कृते सति मृगः प्रत्यहं तत्र गत्वा सस्यं खादति । अथ क्षेत्रपतिना तद्दृष्ट्वा पाशो योजितः । अनन्तरं पुनरागतो मृगः पाशैर्बद्धोऽचिन्तयत् – ‘को मामितः कालपाशादिव व्याधपाशात्त्रातुं मित्रादन्यः समर्थः ?’ अत्रान्तरे जम्बुकस्तत्रागत्योपस्थितोऽचिन्तयत् – ‘फलिता तावदस्माकं कपटप्रबन्धेन मनोरथसिद्धिः । एतस्योत्कृत्यमानस्य मांसासृग्लिमान्यस्थीनि मयावश्यं प्राप्तव्यानि । तानि बाहुल्येन भोजनानि भविष्यन्ति ।’ मृगस्तं दृष्ट्वाोल्लासितो ब्रूते – ‘सखे ! छिन्धि तावन्मम् बन्धनम्, सत्वरं त्रायस्व माम् । यतो हि इदमुच्यते लोके – अपत्सु मित्रस्य परीक्षा भवति, युद्धेषु वीरस्य, ऋणे जाते सति शुचितायाः, व्यसनेषु बान्धवानाम् च परीक्षा जायते । अन्यच्च य उत्सवे, व्यसने, दुर्भिक्षे, राष्ट्रविप्लवे, राजद्वारे, श्मशाने च सहाय्यं भवति स एव वास्तविकं मित्रं भवति ।

जम्बुको मुहुर्मुहुः पाशं विलोक्याचिन्तयत् – ‘दृढस्तावदयं बन्धः ।’ ब्रूते च – ‘सखे ! स्नायुनिर्मिता एते पाशाः । तदद्य भट्टारकवारे कथमेतान्दन्तैः स्पृशामि ? मित्र ! यदि चित्ते नान्यथा मन्यसे तदा प्रभाते यत्त्वया वक्तव्यं तत्कर्तव्यम् ।’ इत्युक्त्वा तत्समीप आत्मानमाच्छाद्य स्थितः सः । अनन्तरं स काकः प्रदोषकाले मृगमनागतमवलोक्येतस्ततोऽन्विष्य तथाविधं दृष्ट्वावाच – ‘सखे ! किमेतत् ?’ । मृगेणोक्तम् – ‘अवधीरितसुहृद्वाक्यस्य फलमेतत् । केनापि सत्यमेव भणितं यद्यो मित्राणां हितकामानां सुहृदां भाषितमवहेलयति तस्य विपत्संनिहिता भवति तथा च स नरः शत्रुनन्दनो भवति ।

ऋणे सति कस्य परीक्षा भवति ?

(1) शुचितायाः

(2) बान्धवानाम्

(3) मित्रस्य

(4) पुत्रस्य

[Question ID = 880][Question Description = CTET_P1_PART_5_L2_SET_101_SANSKRIT_Q130]

1. 1 [Option ID = 3517]

2. 2 [Option ID = 3518]

3. 3 [Option ID = 3519]

4. 4 [Option ID = 3520]

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

एकदा निभृतं शृगालो ब्रूते – ‘सखे ! अस्मिन्वनैकदेशे सस्यपूर्णक्षेत्रमस्ति । तदहं त्वां नीत्वा दर्शयामि ।’ तथा कृते सति मृगः प्रत्यहं तत्र गत्वा सस्यं खादति । अथ क्षेत्रपतिना तद्दृष्ट्वा पाशो योजितः । अनन्तरं पुनरागतो मृगः पाशैर्बद्धोऽचिन्तयत् – ‘को मामितः कालपाशादिव व्याधपाशात्त्रातुं मित्रादन्यः समर्थः ?’ अत्रान्तरे जम्बुकस्तत्रागत्योपस्थितोऽचिन्तयत् – ‘फलिता तावदस्माकं कपटप्रबन्धेन मनोरथसिद्धिः । एतस्योत्कृत्यमानस्य मांसासृग्लिमान्यस्थीनि मयावश्यं प्राप्तव्यानि । तानि बाहुल्येन भोजनानि भविष्यन्ति ।’ मृगस्तं दृष्ट्वाोल्लासितो ब्रूते – ‘सखे ! छिन्धि तावन्मम् बन्धनम्, सत्वरं त्रायस्व माम् । यतो हि इदमुच्यते लोके – अपत्सु मित्रस्य परीक्षा भवति, युद्धेषु वीरस्य, ऋणे जाते सति शुचितायाः, व्यसनेषु बान्धवानाम् च परीक्षा जायते । अन्यच्च य उत्सवे, व्यसने, दुर्भिक्षे, राष्ट्रविप्लवे, राजद्वारे, श्मशाने च सहाय्यं भवति स एव वास्तविकं मित्रं भवति ।

जम्बुको मुहुर्मुहुः पाशं विलोक्याचिन्तयत् – ‘दृढस्तावदयं बन्धः ।’ ब्रूते च – ‘सखे ! स्नायुनिर्मिता एते पाशाः । तदद्य भट्टारकवारे कथमेतान्दन्तैः स्पृशामि ? मित्र ! यदि चित्ते नान्यथा मन्यसे तदा प्रभाते यत्त्वया वक्तव्यं तत्कर्तव्यम् ।’ इत्युक्त्वा तत्समीप आत्मानमाच्छाद्य स्थितः सः । अनन्तरं स काकः प्रदोषकाले मृगमनागतमवलोक्येतस्ततोऽन्विष्य तथाविधं दृष्ट्वावाच – ‘सखे ! किमेतत् ?’ । मृगेणोक्तम् – ‘अवधीरितसुहृद्वाक्यस्य फलमेतत् । केनापि सत्यमेव भणितं यद्यो मित्राणां हितकामानां सुहृदां भाषितमवहेलयति तस्य विपत्संनिहिता भवति तथा च स नरः शत्रुनन्दनो भवति ।

‘तदद्य भट्टारकवारे कथमेतान्दन्तैः स्पृशामि’ इत्यत्र ‘भट्टारकवारः’ इत्यस्य कोऽर्थः ?

(1) मङ्गलवारः

(2) सोमवारः

(3) रविवारः

(4) शनिवारः

[Question ID = 881][Question Description = CTET_P1_PART_5_L2_SET_101_SANSKRIT_Q131]

1. 1 [Option ID = 3521]

2. 2 [Option ID = 3522]

3. 3 [Option ID = 3523]

4. 4 [Option ID = 3524]

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

एकदा निभृतं शृगालो ब्रूते – ‘सखे ! अस्मिन्वनैकदेशे सस्यपूर्णक्षेत्रमस्ति । तदहं त्वां नीत्वा दर्शयामि ।’ तथा कृते सति मृगः प्रत्यहं तत्र गत्वा सस्यं खादति । अथ क्षेत्रपतिना तद्दृष्ट्वा पाशो योजितः । अनन्तरं पुनरागतो मृगः पाशैर्बद्धोऽचिन्तयत् – ‘को मामितः कालपाशादिव व्याधपाशात्त्रातुं मित्रादन्यः समर्थः ?’ अत्रान्तरे जम्बुकस्तत्रागत्योपस्थितोऽचिन्तयत् – ‘फलिता तावदस्माकं कपटप्रबन्धेन मनोरथसिद्धिः । एतस्योत्कृत्यमानस्य मांसासृग्लिमान्यस्थीनि मयावश्यं प्राप्तव्यानि । तानि बाहुल्येन भोजनानि भविष्यन्ति ।’ मृगस्तं दृष्ट्वाोल्लासितो ब्रूते – ‘सखे ! छिन्धि तावन्मम् बन्धनम्, सत्वरं त्रायस्व माम् । यतो हि इदमुच्यते लोके – अपत्सु मित्रस्य परीक्षा भवति, युद्धेषु वीरस्य, ऋणे जाते सति शुचितायाः, व्यसनेषु बान्धवानाम् च परीक्षा जायते । अन्यच्च य उत्सवे, व्यसने, दुर्भिक्षे, राष्ट्रविप्लवे, राजद्वारे, श्मशाने च सहाय्यं भवति स एव वास्तविकं मित्रं भवति ।

जम्बुको मुहुर्मुहुः पाशं विलोक्याचिन्तयत् – ‘दृढस्तावदयं बन्धः ।’ ब्रूते च – ‘सखे ! स्नायुनिर्मिता एते पाशाः । तदद्य भट्टारकवारे कथमेतान्दन्तैः स्पृशामि ? मित्र ! यदि चित्ते नान्यथा मन्यसे तदा प्रभाते यत्त्वया वक्तव्यं तत्कर्तव्यम् ।’ इत्युक्त्वा तत्समीप आत्मानमाच्छाद्य स्थितः सः । अनन्तरं स काकः प्रदोषकाले मृगमनागतमवलोक्येतस्ततोऽन्विष्य तथाविधं दृष्ट्वावाच – ‘सखे ! किमेतत् ?’ । मृगेणोक्तम् – ‘अवधीरितसुहृद्वाक्यस्य फलमेतत् । केनापि सत्यमेव भणितं यद्यो मित्राणां हितकामानां सुहृदां भाषितमवहेलयति तस्य विपत्संनिहिता भवति तथा च स नरः शत्रुनन्दनो भवति ।

‘अनन्तरं स काकः प्रदोषकाले ...? इत्यत्र ‘प्रदोषकाले’ इत्यस्य कोऽर्थः ?

(1) रात्रौ

(2) सायंकाले

(3) मध्याह्ने

(4) प्रातःकाले

[Question ID = 882][Question Description = CTET_P1_PART_5_L2_SET_101_SANSKRIT_Q132]

1. 1 [Option ID = 3525]

2. 2 [Option ID = 3526]

3. 3 [Option ID = 3527]

4. 4 [Option ID = 3528]

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

एकदा निभृतं शृगालो ब्रूते – ‘सखे ! अस्मिन्वनैकदेशे सस्यपूर्णक्षेत्रमस्ति । तदहं त्वां नीत्वा दर्शयामि ।’ तथा कृते सति मृगः प्रत्यहं तत्र गत्वा सस्यं खादति । अथ क्षेत्रपतिना तद्दृष्ट्वा पाशो योजितः । अनन्तरं पुनरागतो मृगः पाशैर्बद्धोऽचिन्तयत् – ‘को मामितः कालपाशादिव व्याधपाशात्त्रातुं मित्रादन्यः समर्थः ?’ अत्रान्तरे जम्बुकस्तत्रागत्योपस्थितोऽचिन्तयत् – ‘फलिता तावदस्माकं कपटप्रबन्धेन मनोरथसिद्धिः । एतस्योत्कृत्यमानस्य मांसासृग्लिमान्यस्थीनि मयावश्यं प्राप्तव्यानि । तानि बाहुल्येन भोजनानि भविष्यन्ति ।’ मृगस्तं दृष्ट्वा ल्लासितो ब्रूते – ‘सखे ! छिन्धि तावन्मम बन्धनम्, सत्वरं त्रायस्व माम् । यतो हि इदमुच्यते लोके – अपत्सु मित्रस्य परीक्षा भवति, युद्धेषु वीरस्य, ऋणे जाते सति शुचितायाः, व्यसनेषु बान्धवानाम् च परीक्षा जायते । अन्यच्च य उत्सवे, व्यसने, दुर्भिक्षे, राष्ट्रविप्लवे, राजद्वारे, श्मशाने च सहाय्यं भवति स एव वास्तविकं मित्रं भवति ।

जम्बुको मुहुर्मुहुः पाशं विलोक्याचिन्तयत् – ‘दृढस्तावदयं बन्धः ।’ ब्रूते च – ‘सखे ! स्नायुनिर्मिता एते पाशाः । तदद्य भट्टारकवारे कथमेतान्दन्तैः स्पृशामि ? मित्र ! यदि चित्ते नान्यथा मन्यसे तदा प्रभाते यत्त्वया वक्तव्यं तत्कर्तव्यम् ।’ इत्युक्त्वा तत्समीप आत्मानमाच्छाद्य स्थितः सः । अनन्तरं स काकः प्रदोषकाले मृगमनागतमवलोक्येतस्ततोऽन्विष्य तथाविधं दृष्ट्वा वाच – ‘सखे ! किमेतत् ?’ । मृगेणोक्तम् – ‘अवधीरितसुहृद्वाक्यस्य फलमेतत् । केनापि सत्यमेव भणितं यद्यो मित्राणां हितकामानां सुहृदां भाषितमवहेलयति तस्य विपत्संनिहिता भवति तथा च स नरः शत्रुनन्दनो भवति ।

कस्य विपत्संनिहिता भवति ?

- (1) यः पितरौ न सेवते
- (2) यः दुःखितानां पार्श्वे निवसति
- (3) यः प्रातःकाले न उत्तिष्ठति
- (4) यः सुहृदां भाषितमवहेलयति

[Question ID = 883][Question Description = CTET_P1_PART_5_L2_SET_101_SANSKRIT_Q133]

1. 1 [Option ID = 3529]
2. 2 [Option ID = 3530]
3. 3 [Option ID = 3531]
4. 4 [Option ID = 3532]

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

एकदा निभृतं शृगालो ब्रूते – ‘सखे ! अस्मिन्वनैकदेशे सस्यपूर्णक्षेत्रमस्ति । तदहं त्वां नीत्वा दर्शयामि ।’ तथा कृते सति मृगः प्रत्यहं तत्र गत्वा सस्यं खादति । अथ क्षेत्रपतिना तद्दृष्ट्वा पाशो योजितः । अनन्तरं पुनरागतो मृगः पाशैर्बद्धोऽचिन्तयत् – ‘को मामितः कालपाशादिव व्याधपाशात्त्रातुं मित्रादन्यः समर्थः ?’ अत्रान्तरे जम्बुकस्तत्रागत्योपस्थितोऽचिन्तयत् – ‘फलिता तावदस्माकं कपटप्रबन्धेन मनोरथसिद्धिः । एतस्योत्कृत्यमानस्य मांसासृग्लिमान्यस्थीनि मयावश्यं प्राप्तव्यानि । तानि बाहुल्येन भोजनानि भविष्यन्ति ।’ मृगस्तं दृष्ट्वाोल्लासितो ब्रूते – ‘सखे ! छिन्धि तावन्मम् बन्धनम्, सत्वरं त्रायस्व माम् । यतो हि इदमुच्यते लोके – अपत्सु मित्रस्य परीक्षा भवति, युद्धेषु वीरस्य, ऋणे जाते सति शुचितायाः, व्यसनेषु बान्धवानाम् च परीक्षा जायते । अन्यच्च य उत्सवे, व्यसने, दुर्भिक्षे, राष्ट्रविप्लवे, राजद्वारे, श्मशाने च सहाय्यं भवति स एव वास्तविकं मित्रं भवति ।

जम्बुको मुहुर्मुहुः पाशं विलोक्याचिन्तयत् – ‘दृढस्तावदयं बन्धः ।’ ब्रूते च – ‘सखे ! स्नायुनिर्मिता एते पाशाः । तदद्य भट्टारकवारे कथमेतान्दन्तैः स्पृशामि ? मित्र ! यदि चित्ते नान्यथा मन्यसे तदा प्रभाते यत्त्वया वक्तव्यं तत्कर्तव्यम् ।’ इत्युक्त्वा तत्समीप आत्मानमाच्छाद्य स्थितः सः । अनन्तरं स काकः प्रदोषकाले मृगमनागतमवलोक्येतस्ततोऽन्विष्य तथाविधं दृष्ट्वावाच – ‘सखे ! किमेतत् ?’ । मृगेणोक्तम् – ‘अवधीरितसुहृद्वाक्यस्य फलमेतत् । केनापि सत्यमेव भणितं यद्यो मित्राणां हितकामानां सुहृदां भाषितमवहेलयति तस्य विपत्संनिहिता भवति तथा च स नरः शत्रुनन्दनो भवति ।

“प्रत्यहं गत्वा सस्यम्” ... अत्र ‘गत्वा’ पदे को धातुः कश्च प्रत्ययः ?

- (1) गम् + क्त्वा
- (2) गम् + क्त
- (3) गच्छ + णमुल
- (4) गम् + अनीयर्

[Question ID = 884][Question Description = CTET_P1_PART_5_L2_SET_101_SANSKRIT_Q134]

1. 1 [Option ID = 3533]
2. 2 [Option ID = 3534]
3. 3 [Option ID = 3535]
4. 4 [Option ID = 3536]

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

एकदा निभृतं शृगालो ब्रूते – ‘सखे ! अस्मिन्वनैकदेशे सस्यपूर्णक्षेत्रमस्ति । तदहं त्वां नीत्वा दर्शयामि ।’ तथा कृते सति मृगः प्रत्यहं तत्र गत्वा सस्यं खादति । अथ क्षेत्रपतिना तद्दृष्ट्वा पाशो योजितः । अनन्तरं पुनरागतो मृगः पाशैर्बद्धोऽचिन्तयत् – ‘को मामितः कालपाशादिव व्याधपाशात्त्रातुं मित्रादन्यः समर्थः ?’ अत्रान्तरे जम्बुकस्तत्रागत्योपस्थितोऽचिन्तयत् – ‘फलिता तावदस्माकं कपटप्रबन्धेन मनोरथसिद्धिः । एतस्योत्कृत्यमानस्य मांसासृग्लिमान्यस्थीनि मयावश्यं प्राप्तव्यानि । तानि बाहुल्येन भोजनानि भविष्यन्ति ।’ मृगस्तं दृष्ट्वाोल्लासितो ब्रूते – ‘सखे ! छिन्धि तावन्मम् बन्धनम्, सत्वरं त्रायस्व माम् । यतो हि इदमुच्यते लोके – अपत्सु मित्रस्य परीक्षा भवति, युद्धेषु वीरस्य, ऋणे जाते सति शुचितायाः, व्यसनेषु बान्धवानाम् च परीक्षा जायते । अन्यच्च य उत्सवे, व्यसने, दुर्भिक्षे, राष्ट्रविप्लवे, राजद्वारे, श्मशाने च सहाय्यं भवति स एव वास्तविकं मित्रं भवति ।

जम्बुको मुहुर्मुहुः पाशं विलोक्याचिन्तयत् – ‘दृढस्तावदयं बन्धः ।’ ब्रूते च – ‘सखे ! स्नायुनिर्मिता एते पाशाः । तदद्य भट्टारकवारे कथमेतान्दन्तैः स्पृशामि ? मित्र ! यदि चित्ते नान्यथा मन्यसे तदा प्रभाते यत्त्वया वक्तव्यं तत्कर्तव्यम् ।’ इत्युक्त्वा तत्समीप आत्मानमाच्छाद्य स्थितः सः । अनन्तरं स काकः प्रदोषकाले मृगमनागतमवलोक्येतस्ततोऽन्विष्य तथाविधं दृष्ट्वावाच – ‘सखे ! किमेतत् ?’ । मृगेणोक्तम् – ‘अवधीरितसुहृद्वाक्यस्य फलमेतत् । केनापि सत्यमेव भणितं यद्यो मित्राणां हितकामानां सुहृदां भाषितमवहेलयति तस्य विपत्संनिहिता भवति तथा च स नरः शत्रुनन्दनो भवति ।

‘तदा प्रभाते यत्त्वया वक्तव्यं तत्कर्तव्यम्’ अत्र ‘कर्तव्यम्’ इति पदे को धातुः कश्च प्रत्ययः ?

(1) कृ + क्त्वा

(2) कृ + क्यप्

(3) कृ + तव्य

(4) कर + क्त

[Question ID = 885][Question Description = CTET_P1_PART_5_L2_SET_101_SANSKRIT_Q135]

1. 1 [Option ID = 3537]

2. 2 [Option ID = 3538]

3. 3 [Option ID = 3539]

4. 4 [Option ID = 3540]

Topic:- Sanskrit_Q136-150_L2_P1_CTET

1) द्वितीयकक्षाया अध्यापिका बृहदाकारं पुस्तकम् ऊपरि उत्थापयति । अखिला कक्षा तां पुस्तकं पठति । तस्मिन् पुस्तके स्थूलाक्षराणि, चित्राणि सरला पाठ्यसामग्री चास्ति, येन सर्वे बालाः पठने सम्मिलिता भवेयुः । सा अनुसरति

- (1) निर्देशात्मकं पठनम्
- (2) सहयोगात्मकं पठनम्
- (3) खण्डितं पठनम्
- (4) उच्चस्वरेण पठनम्

[Question ID = 886][Question Description = CTET_P1_PART_5_L2_SET_101_SANSKRIT_Q136]

- 1. 1 [Option ID = 3541]
- 2. 2 [Option ID = 3542]
- 3. 3 [Option ID = 3543]
- 4. 4 [Option ID = 3544]

2) द्वितीयकक्षायाश्छात्रो जतिनः श्रवणे काठिन्यमनुभवति । तस्य सहायतार्थं भाषाया अध्यापकरूपेण, उचिता रणनीतिः का भवितुमर्हति ?

- (1) तस्य सहपाठिनः प्रेरयिष्यति यत् तेन सह वार्तालापे भावभङ्गिगमादिभिर्, व्यवहरेयुः, तस्य सहायकाश्च भवेयुः ।
- (2) एतादृशाश्छात्राः विशेषविद्यालयं गच्छेयुः तत्र ते उत्तमप्रकारेण शिक्षितुमर्हन्ति ।
- (3) एतदृशान् छात्रान् अधिकेन दत्तावधानेन पाठनेन अन्येषां छात्राणां शिक्षणसमयमल्पं भविष्यति ।
- (4) प्रधानाचार्यं सूचयिष्यन्ति यत् भवतां कक्षा तं बालकं सहयोगं न ददाति न च तं स्वीकरोति ।

[Question ID = 887][Question Description = CTET_P1_PART_5_L2_SET_101_SANSKRIT_Q137]

- 1. 1 [Option ID = 3545]
- 2. 2 [Option ID = 3546]
- 3. 3 [Option ID = 3547]
- 4. 4 [Option ID = 3548]

3) अभिकथनम् (A) :

बालाः पठनलेखनात्पूर्वं पठनलेखनविषये यत् जानन्ति, तत् प्रारम्भिकसाक्षरता कथ्यते ।

कारण (R) :

प्रारम्भिकसाक्षरता तदा प्रारभ्यते यदा प्रारम्भे बाल्यावस्थायां लालनपालनशिक्षासमये एव (ECCE) बालाः विद्यालये पठनं लेखनञ्च शिक्षन्ति ।

अधस्तनेपूचितमुत्तरं चिनुत

- (1) उभयं (A) तथा (R) उचितम् तथा च (R) इति उचिता व्याख्या अस्ति (A) इत्यस्य ।
- (2) उभयं (A) तथा (R) उचितम्, परन्तु (R) इति उचिता व्याख्या नास्ति (A) इत्यस्य ।
- (3) (A) इत्युचितम्परम् (R) इति अनुचितम् ।
- (4) (A) इति अनुचितम् परम् (R) इत्युचितम् ।

[Question ID = 888][Question Description = CTET_P1_PART_5_L2_SET_101_SANSKRIT_Q138]

1. 1 [Option ID = 3549]
2. 2 [Option ID = 3550]
3. 3 [Option ID = 3551]
4. 4 [Option ID = 3552]

4) यद्विषयं, शब्दबोधदक्षतया सह, लयबोधदक्षतया सह, शब्दान्तर्गतध्वनिबोधदक्षतया च सह शिक्षार्थिनः सोद्देश्यं भाषया सह समायोजयति, तदास्ति

- (1) साक्षरता-अभिज्ञा
- (2) स्वनिमिक-अभिज्ञा
- (3) सम्प्रेषण-अभिज्ञा
- (4) मौखिक-अभिज्ञा

[Question ID = 889][Question Description = CTET_P1_PART_5_L2_SET_101_SANSKRIT_Q139]

1. 1 [Option ID = 3553]
2. 2 [Option ID = 3554]
3. 3 [Option ID = 3555]
4. 4 [Option ID = 3556]

5) स भाषाया विकारो यद् सम्प्रेषणकौशलान् अवबोधनक्षमतांश्च प्रभावयति, अधोऽङ्कितेषु कोऽस्ति ?

- (1) गणनावैकल्यम्
- (2) भाषावैकल्यम्
- (3) गतिसमन्वयकवैकल्यम्
- (4) पठनवैकल्यम्

[Question ID = 890][Question Description = CTET_P1_PART_5_L2_SET_101_SANSKRIT_Q140]

1. 1 [Option ID = 3557]
2. 2 [Option ID = 3558]
3. 3 [Option ID = 3559]
4. 4 [Option ID = 3560]

6) कतमा पद्धतिः, शिक्षार्थिनः सोद्देश्यं वार्तालापाय प्रतिभागिनो भवितुं सुअवसरप्रदानाय बलं ददाति, यास्तान् जीवनस्य वास्तविकानां परिस्थितीनां सामुख्यं कर्तुं प्रोत्साहयति ?

- (1) सम्प्रेषणात्मकभाषायाः शिक्षणपद्धतिः
- (2) व्याकरणानुवादपद्धतिः
- (3) द्विभाषीपद्धतिः
- (4) श्रव्यभाषिकपद्धतिः

[Question ID = 891][Question Description = CTET_P1_PART_5_L2_SET_101_SANSKRIT_Q141]

1. 1 [Option ID = 3561]
2. 2 [Option ID = 3562]
3. 3 [Option ID = 3563]
4. 4 [Option ID = 3564]

7) परिवीक्षणस्य (Scanning) उद्देश्यमस्ति

- (1) लेखकस्य-अभिमतम्
- (2) दुरुहशब्दाः
- (3) वस्तुविशेषमथवा सूचनांशः
- (4) केन्द्रीयविचारः

[Question ID = 892][Question Description = CTET_P1_PART_5_L2_SET_101_SANSKRIT_Q142]

1. 1 [Option ID = 3565]
2. 2 [Option ID = 3566]
3. 3 [Option ID = 3567]
4. 4 [Option ID = 3568]

8) एका अध्यापिका विश्वसिति यत् सामान्यसंज्ञानात्मकविकासक्रमेण एव भाषा विकसति । सा कस्य सैद्धान्तिकपरिप्रेक्ष्यमनुसरति ?

- (1) जीनपियाजे इत्यस्य
- (2) बी.एफ. स्कीनरः इत्यस्य
- (3) लेव वाइगोत्स्की इत्यस्य
- (4) स्टीफनकेशन इत्यस्य

[Question ID = 893][Question Description = CTET_P1_PART_5_L2_SET_101_SANSKRIT_Q143]

1. 1 [Option ID = 3569]
2. 2 [Option ID = 3570]
3. 3 [Option ID = 3571]
4. 4 [Option ID = 3572]

9) भाषाशिक्षणस्य व्याकरणानुवादपद्धतिः बलाघाते केन्द्रीकरोति

- (1) मुख्यकेन्द्रबिन्दुरूपेण भाषायाः प्रयोगः ।
- (2) रूपकेन्द्रितं शिक्षणम् ।
- (3) अर्थकेन्द्रितं शिक्षणम् ।
- (4) अधिगमकाले उच्चारणं सुदृढीकरणम् ।

[Question ID = 894][Question Description = CTET_P1_PART_5_L2_SET_101_SANSKRIT_Q144]

1. 1 [Option ID = 3573]
2. 2 [Option ID = 3574]
3. 3 [Option ID = 3575]
4. 4 [Option ID = 3576]

10) अधोऽङ्कितासु कतमा उपचारात्मकशिक्षापद्धतेर् विशेषता नास्ति ?

- (1) अस्याः प्रयोगो भाषाकौशलानि संवर्धयितुं कर्तुं शक्यते ।
- (2) विशेषसमस्याया समाधाने अस्या प्रयोगं कर्तुं शक्यते ।
- (3) छात्रा यान् समस्यान् आह्वानान् च अनुभवन्ति तानभिज्ञाय अस्या प्रयोगं कर्तुं शक्यते ।
- (4) निर्धारितमानकानुसारं शिक्षार्थिनां अधिगमस्य मूल्याङ्कनम् ।

[Question ID = 895][Question Description = CTET_P1_PART_5_L2_SET_101_SANSKRIT_Q145]

1. 1 [Option ID = 3577]
2. 2 [Option ID = 3578]

3. 3 [Option ID = 3579]
4. 4 [Option ID = 3580]

11) अधोऽङ्कितेषु कतमं बहुभाषीयता विषये उचितं नास्ति ?

- (1) इदं गृहस्य भाषाया मध्ये विद्यालयस्य भाषाया मध्ये च स्वभाविकसञ्चरणे बलं ददाति ।
(2) प्रत्येकं छात्रः निपुणतामधिगमनार्थं कक्षाविशिष्टस्य विशिष्टानि, कौशलानि प्राप्नुयात् ।
इति सुनिश्चितकरणाय सहायको भवति ।
(3) सर्वे छात्राः कक्षायां भाषमाणाः अन्योऽन्यस्य भाषामधिगच्छेयुः । इति सुनिश्चितकरणाय
सहायको भवति ।
(4) बहुभाषिणः छात्राः संज्ञानात्मकतन्मयतायां तथा च शैक्षणिकक्रियाकलापे एक- भाषिभ्यः
छात्रेभ्यो उत्कृष्टतरा भवन्ति ।

[Question ID = 896][Question Description = CTET_P1_PART_5_L2_SET_101_SANSKRIT_Q146]

1. 1 [Option ID = 3581]
2. 2 [Option ID = 3582]
3. 3 [Option ID = 3583]
4. 4 [Option ID = 3584]

12) भाषाशिक्षणकाले कथाश्रावणं महत्त्वपूर्णं भवति । कथायाः कथनसम्बन्धेऽधोलिखितेषु कथनेषु
कतमं सर्वाधिकं महत्त्वपूर्णमस्ति ?

- (1) इदं कक्षायाम् आमोदं प्रमोदञ्च सृजति ।
(2) इदं भाषां पूर्णरूपेण प्रस्तौति ।
(3) इदं छात्रेषु नैतिकमूल्यानि विकासयति ।
(4) इदं छात्राणां शब्दभण्डारं वर्धयति ।

[Question ID = 897][Question Description = CTET_P1_PART_5_L2_SET_101_SANSKRIT_Q147]

1. 1 [Option ID = 3585]
2. 2 [Option ID = 3586]
3. 3 [Option ID = 3587]
4. 4 [Option ID = 3588]

13) प्रथमकक्षायाश्छात्रान् पाठनाय अस्माभिर् मौखिक भाषाया विकासे अधिकं ध्यानं दातव्यम् ।
अधोऽङ्कितेषु कतमः कक्षायी अभ्यासः मौखिकभाषायाविकासे प्रथम कक्षायाश्छात्रेभ्यः
उपयोगी भविष्यति ?

- (1) भूमिका-निर्वाहः
(2) व्याकरणिकक्रीडा
(3) गीतगानम्
(4) अक्षरज्ञानम्

[Question ID = 898][Question Description = CTET_P1_PART_5_L2_SET_101_SANSKRIT_Q148]

1. 1 [Option ID = 3589]
2. 2 [Option ID = 3590]
3. 3 [Option ID = 3591]
4. 4 [Option ID = 3592]

14) प्रायेण भाषाशिक्षकः युग्मे यद्वा समूहे करणीयानि कार्याणि ददाति । यदा शिक्षार्थिनः कार्यं कुर्वन्ति, तदा शिक्षकेण किं कर्तव्यम् ?

(1) शिक्षको व्यर्थं न तिष्ठेत् । तेन किमपि पठनीयम् यतो हि तस्य ज्ञानं वर्धताम् ।

(2) शिक्षकः सुनिश्चितं कुर्यात् यत् प्रत्येकं छात्रः कार्ये प्रतिभागी भवेत्; तेभ्यश्च मूलभूतां सुविधाम् दद्यात् ।

(3) छात्राणां स्वायत्तताया ध्यानं कुर्वन् तान् मुञ्चताम् ।

(4) इदमवधेयं यच्छात्राः कक्षायां कोलाहलं न कुर्युः ।

[Question ID = 899][Question Description = CTET_P1_PART_5_L2_SET_101_SANSKRIT_Q149]

1. 1 [Option ID = 3593]
2. 2 [Option ID = 3594]
3. 3 [Option ID = 3595]
4. 4 [Option ID = 3596]

15) प्रारम्भिकस्तरे प्रायेण शिक्षकः छात्रेभ्यः चित्राङ्कनाय (Drawing) अभिप्रेरयति । यतो हि

(1) बालाः चित्राङ्कनाय स्पृहन्ति ।

(2) इदं सहजकौशलानि विकासयति ।

(3) छात्रान् कलाकारान् निर्मापयितुं साहाय्यो भवति ।

(4) इदं तूलिकायाः ग्रहण-सञ्चालन-क्षमताञ्च वर्धयति ।

[Question ID = 900][Question Description = CTET_P1_PART_5_L2_SET_101_SANSKRIT_Q150]

1. 1 [Option ID = 3597]
2. 2 [Option ID = 3598]
3. 3 [Option ID = 3599]
4. 4 [Option ID = 3600]