

CTET L1 English L2 Sanskrit P1

Topic:- CDP_P1_CTET

1) Principle of 'cephalocaudal' suggests that development _____ .

- (1) proceeds from centre to outward
- (2) proceeds from head to toe
- (3) occurs at same rate among all individuals
- (4) is a coaction of nature and environment

विकास का शीर्षगामी सिद्धांत क्या सुझाता है ?

- (1) विकास केन्द्र से बाहर की ओर होता है ।
- (2) विकास सिर से पैर की ओर होता है ।
- (3) सभी व्यक्तियों में समान दर से होता है ।
- (4) प्रकृति और वातावरण की मिश्रित क्रिया का परिणाम है ।

[Question ID = 1][Question Description = CTET_P1_PART_1_CDP_SET_105_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 is a hereditary factor which influences development ?

- (1) Social policies
- (2) Educational institutions
- (3) Biological maturation
- (4) Cultural practices

निम्न में से कौन-सा आनुवंशिक कारक है जो विकास को प्रभावित करता है ?

- (1) सामाजिक नीतियाँ
- (2) शैक्षिक संस्थाएँ
- (3) जैविक परिपक्वता
- (4) सांस्कृतिक प्रथाएँ

[Question ID = 2][Question Description = CTET_P1_PART_1_CDP_SET_105_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 the primary agent of socialization for very young children ?

- (1) Books
- (2) Cinema
- (3) Parents' workplace
- (4) Family

बहुत छोटे बच्चों के लिए निम्न में से कौन-सी समाजीकरण की प्राथमिक संस्था है ?

- (1) किताबें
- (2) सिनेमा
- (3) माता-पिता का कार्यस्थल
- (4) परिवार

[Question ID = 3][Question Description = CTET_P1_PART_1_CDP_SET_105_Q3]

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

4) According to Jean Piaget's theory of cognitive development, most children become capable to think logically about concrete problems at _____ stage.

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

जीन पियाजे के संज्ञानात्मक विकास सिद्धांत के अनुसार, अधिकतर बच्चे किस चरण में मूर्त समस्याओं के बारे में तार्किक रूप से सोचने में सक्षम हो जाते हैं ?

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

[Question ID = 4][Question Description = CTET_P1_PART_1_CDP_SET_105_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 combining, arranging, recombining and rearranging of behaviours and thoughts into coherent systems is called

- (1) disequilibrium
- (2) conceptualisation
- (3) organisation
- (4) misconception

जीन पियाजे के अनुसार, व्यवहारों और विचारों को संयोजन, व्यवस्थिकरण, पुनर्संयोजन और पुनर्व्यवस्थिकरण करके सुसंगत प्रणाली में लाना क्या कहलाता है ?

- (1) असंतुलनीकरण
- (2) संकल्पना
- (3) संगठन
- (4) मिथ्या धारणा

[Question ID = 5][Question Description = CTET_P1_PART_1_CDP_SET_105_Q5]

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

6) Lev Vygotsky gave significant importance to _____ in development of thinking and learning.

- (1) Rewards and punishments
- (2) Cultural tools
- (3) Same ability-based groupings
- (4) Advance organisers

लेव वायगोत्स्की के अनुसार _____ चिंतन और अधिगम विकास प्रक्रिया में महत्वपूर्ण भूमिका निभाते हैं।

- (1) पुरस्कार और दण्ड
- (2) सांस्कृतिक उपकरण
- (3) समान योग्यता-समूह निर्माण
- (4) अग्रिम आयोजक

[Question ID = 6][Question Description = CTET_P1_PART_1_CDP_SET_105_Q6]

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

7) In Lev Vygotsky's theory, the strategy of 'simplifying questions, giving cues and telling initial steps to solve a question helps them in overcoming the obstacles of solving a given question' is referred to as :

- (1) Scaffolding
- (2) Analogy
- (3) Maturation
- (4) Socialisation

लेव वायगोत्स्की के सिद्धांत में वह योजना 'जिसमें अध्यापिका विद्यार्थियों के लिए सवालों का सरलीकरण करती है, उन्हें संकेत देती है और सवाल को हल करने के प्राथमिक चरण बताती है ताकि वे दी गई समस्या के समाधान को खोजने में आने वाली बाधाओं को पार कर सकें' क्या कहलाती है ?

- (1) पाइ
- (2) अनुरूपक
- (3) परिपक्वता
- (4) समाजीकरण

[Question ID = 7][Question Description = CTET_P1_PART_1_CDP_SET_105_Q7]

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

8) Lawrence Kohlberg evaluated the _____ among children and adults.

- (1) impact of praise on emotions
- (2) factors influencing physical development
- (3) development of moral reasoning
- (4) course of emotional development

लारेंस कोहलबर्ग ने बच्चों और वयस्कों से संबंधित किस विषय की जाँच की थी ?

- (1) प्रशंसा का संवेगों पर प्रभाव
- (2) शारीरिक विकास को प्रभावित करने वाले कारक
- (3) नैतिक तर्क का विकास
- (4) संवेगात्मक विकास का क्रम

[Question ID = 8][Question Description = CTET_P1_PART_1_CDP_SET_105_Q8]

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

9) Which of the following aspect should be promoted by a teacher among her students ?

- (1) Passive imitation
- (2) Rote memorisation
- (3) Knowledge construction
- (4) High competition

एक अध्यापिका को अपने विद्यार्थियों में निम्न में से किस पहलू को बढ़ावा देना चाहिए ?

- (1) निष्क्रिय नकल
- (2) कंठस्थ स्मरण
- (3) ज्ञान निर्माण
- (4) उच्च प्रतिस्पर्धा

[Question ID = 9][Question Description = CTET_P1_PART_1_CDP_SET_105_Q9]

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

10) As per recent conceptualisation of intelligence, Intelligence Quotient (IQ) tests are not appropriate to assess an individual's intelligence because they are often

- (1) valid
- (2) reliable
- (3) culturally biased
- (4) comprehensive

बुद्धि के समकालीन संप्रत्ययों के अनुसार, बुद्धि लब्धि परीक्षण किसी व्यक्ति की बुद्धिमत्ता को जाँचने के लिए उपयुक्त नहीं है क्योंकि वे अक्सर _____ होते हैं।

- (1) वैध
- (2) विश्वसनीय
- (3) सांस्कृतिक रूप से पूर्वाग्रहित
- (4) व्यापक

[Question ID = 10][Question Description = CTET_P1_PART_1_CDP_SET_105_Q10]

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

11) Language and thought _____ .

- (1) interact in many significant ways
- (2) develop independent of each other
- (3) have no influence on an individual's development
- (4) interact only in a fixed and uniform way

भाषा और विचार

- (1) कई महत्वपूर्ण रूपों से अंतःक्रिया करते हैं।
- (2) एक-दूसरे से स्वतंत्र रूप से विकसित होते हैं।
- (3) किसी व्यक्ति के विकास को प्रभावित नहीं करते हैं।
- (4) एक स्थिर और एक-रूप तरीके से ही अंतःक्रिया करते हैं।

[Question ID = 11][Question Description = CTET_P1_PART_1_CDP_SET_105_Q11]

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

12) Around what age do children generally get an initial sense of gender roles ?

- (1) 4 years
- (2) 10 years
- (3) 14 years
- (4) 18 years

लगभग किस उम्र के आस-पास, प्रायः बच्चों में जेंडर भूमिका की प्रारंभिक समझ आ जाती है ?

- (1) 4 वर्ष
- (2) 10 वर्ष
- (3) 14 वर्ष
- (4) 18 वर्ष

[Question ID = 12][Question Description = CTET_P1_PART_1_CDP_SET_105_Q12]

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

13) To promote inclusion in education, a teacher should create a class environment which _____.

- (1) nurtures acceptance of diversity
- (2) promotes stereotypes and labelling
- (3) nurtures entity belief about ability
- (4) promotes competitive feeling among students

शिक्षा में समावेशन को बढ़ावा देने के लिए, एक अध्यापक को ऐसा कक्षा वातावरण पैदा करना चाहिए जो

- (1) विविधता के प्रतिग्रहण को पोषित करे
- (2) रूढ़िवादों और नामीकरणों को बढ़ावा दे
- (3) योग्यता के बारे में सत्त्व धारणा को पोषित करे
- (4) विद्यार्थियों में प्रतिस्पर्धा की भावना को बढ़ावा दे

[Question ID = 13][Question Description = CTET_P1_PART_1_CDP_SET_105_Q13]

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

14) To utilise assessment as 'Assessment for learning,' it should be done mainly :

- (1) as an on-going activity
- (2) after completion of half syllabus
- (3) at end of the session only
- (4) at beginning of the session only

मूल्यांकन को 'अधिगम के लिए मूल्यांकन' रूप में इस्तेमाल करने के लिए क्या करना चाहिए ?

- (1) मूल्यांकन एक निरंतर प्रक्रिया के रूप में करें
- (2) मुख्यतः आधा पाठ्यक्रम पूरा होने के बाद मूल्यांकन करें
- (3) सत्र के अंत में ही मूल्यांकन करें
- (4) सत्र के शुरू में ही मूल्यांकन करें

[Question ID = 14][Question Description = CTET_P1_PART_1_CDP_SET_105_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 questions will be helpful in promoting critical thinking among students ?

- (1) What is the formula of $(a+b)^2$?
- (2) Who was India's first President ?
- (3) How can we avoid water crisis in future ?
- (4) On which date is Children's Day celebrated ?

निम्न में से कौन-सा सवाल विद्यार्थियों में आलोचनात्मक चिंतन को बढ़ाने में मददगार है ?

- (1) $(a+b)^2$ का सूत्र क्या है ?
- (2) भारत का पहला राष्ट्रपति कौन था ?
- (3) हम किस तरह भविष्य में जल संकट को टाल सकते हैं ?
- (4) बाल दिवस किस तारीख पर मनाया जाता है ?

[Question ID = 15][Question Description = CTET_P1_PART_1_CDP_SET_105_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 disadvantaged groups, it is important to

- (1) teach them in a separate section only.
- (2) promote sense of belonging among them.
- (3) ignore the social-cultural context of these students.
- (4) make tuition-taking after school compulsory for them.

पिछड़े वर्गों से आने वाले विद्यार्थियों के सफल समावेशन हेतु महत्वपूर्ण है कि

- (1) उन्हें केवल अलग संकाय में पढ़ाया जाए ।
- (2) उनमें अपनेपन की भावना को बढ़ावा दिया जाए ।
- (3) उन विद्यार्थियों के सामाजिक-सांस्कृतिक संदर्भ को अनदेखा किया जाए ।
- (4) उनके लिए विद्यालय पश्चात् ट्यूशन लेना अनिवार्य किया जाए ।

[Question ID = 16][Question Description = CTET_P1_PART_1_CDP_SET_105_Q16]

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

17) Students with Dyscalculia are likely to face challenge in

- (1) Mathematics
- (2) Singing
- (3) Running
- (4) Drawing

गुणज वैफल्य से जूझने वाले विद्यार्थी अक्सर किस क्षेत्र में चुनौती महसूस करते हैं ?

- (1) गणित
- (2) गायन
- (3) दौड़
- (4) चित्रण

[Question ID = 17][Question Description = CTET_P1_PART_1_CDP_SET_105_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 provisions becomes a barrier for inclusion of students with visual impairment ?

- (1) Braille books
- (2) Tactile maps
- (3) Assistance of scribe
- (4) Written exams

निम्न में से कौन-सा प्रावधान दृष्टिबाधिता से जूझने वाले विद्यार्थियों के समावेशन में बाधक बन जाता है ?

- (1) ब्रेल किताबें
- (2) स्पर्शनीय मानचित्र
- (3) लिपिक की मदद लेना
- (4) लिखित परीक्षाएँ

[Question ID = 18][Question Description = CTET_P1_PART_1_CDP_SET_105_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 a typical characteristic of students with Autism ?

- (1) Repetitive behaviour
- (2) Cognitive flexibility
- (3) High communicable skills
- (4) Urge for frequent changes in routine

निम्न में से कौन-सा गुण प्रायः स्वलीनता ग्रहित विद्यार्थियों में देखा जाता है ?

- (1) पुनरावृत्तीय व्यवहार
- (2) संज्ञानात्मक नम्यता
- (3) उच्च-स्तरीय संप्रेषण कौशल
- (4) दिनचर्या में बारंबार बदलाव की चाह

[Question ID = 19][Question Description = CTET_P1_PART_1_CDP_SET_105_Q19]

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

20) Reshma started to read independently at the age of 3 and has read every book she could get her hands on. Reshma is showing characteristics of

- (1) Autism
- (2) Giftedness
- (3) Dyslexia
- (4) Intellectual disability

रेशमा 3 साल की उम्र से ही स्वतंत्र रूप से पढ़ने लगी और उसने अपनी पहुँच की हर किताब पढ़ ली। रेशमा किस तरह की विशेषता दिखा रही है ?

- (1) स्वलीनता
- (2) प्रतिभाशीलता
- (3) पठनवैफल्य
- (4) मानसिक विकलांगता

[Question ID = 20][Question Description = CTET_P1_PART_1_CDP_SET_105_Q20]

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

21) Children learn best by

- (1) Guided discovery
- (2) Drill and practice
- (3) Passive imitation
- (4) Rote memorisation

बच्चे सबसे बेहतर _____ द्वारा सीखते हैं।

- (1) खोजी अधिगम
- (2) पुनरावृत्ति और अभ्यास
- (3) निष्क्रिय नकल
- (4) कंठस्थ स्मरण

[Question ID = 21][Question Description = CTET_P1_PART_1_CDP_SET_105_Q21]

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

22) Assertion (A) : School should emphasize on mere reproduction of materials learned.
Reason (R) : Memory is neither constructive nor interpretative.
Choose the correct option :

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

कथन (A) : विद्यालयों को केवल सीखी गई सामग्रियों के पुनरुत्पादन पर जोर देना चाहिए।

तर्क (R) : स्मृति ना तो रचनात्मक होती है और ना ही निर्वचनात्मक होती है।
सही विकल्प चुनें :

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

[Question ID = 22][Question Description = CTET_P1_PART_1_CDP_SET_105_Q22]

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

23) A teacher should design and transact learning activities which are

- (1) very abstract in nature
- (2) in sync with students' interest
- (3) alien and foreign to students' context
- (4) aimed at mere reproduction of previous knowledge

एक अध्यापिका को कैसे अधिगम क्रियाकलाप बनाने और सम्पादित करने चाहिए ?

- (1) जिनकी प्रवृत्ति अति अमूर्त हो
- (2) जो विद्यार्थियों की रुचि के अनुरूप हो
- (3) जो विद्यार्थियों के परिवेश से गैर और अन्यदेशीय हो
- (4) जिनका उद्देश्य सिर्फ पूर्व ज्ञान का पुनरुत्पादन मात्र हो

[Question ID = 23][Question Description = CTET_P1_PART_1_CDP_SET_105_Q23]

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

24) In order to maximise students' engagement in learning process, a teacher should

- (1) minimise autonomy of students
- (2) maximise distractions
- (3) minimise individual choices
- (4) maximise authenticity of task

अधिगम प्रक्रिया में विद्यार्थियों की संलग्नता को अधिकाधिक करने के लिए एक अध्यापिका को क्या करना चाहिए ?

- (1) विद्यार्थियों की स्वायत्तता को न्यूनतम कर देना चाहिए
- (2) विकर्षणों को अधिकतम कर देना चाहिए
- (3) व्यक्तिगत विकल्पों को न्यूनतम कर देना चाहिए
- (4) कार्य की सत्यता को अधिकतम कर देना चाहिए

[Question ID = 24][Question Description = CTET_P1_PART_1_CDP_SET_105_Q24]

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

25) A general strategy that might lead to solution of a given problem is called

- (1) Mnemonics
- (2) Functional fixedness
- (3) Response set
- (4) Heuristics

एक सामान्य युक्ति जो दी गई समस्या के समाधान तक पहुँचने में मददगार हो सकती है, _____ कहलाती है।

- (1) स्मृति-सहायक तकनीक
- (2) प्रकार्यात्मक स्थिरता
- (3) अनुक्रिया समुच्चय
- (4) अनुमानी सोच

[Question ID = 25][Question Description = CTET_P1_PART_1_CDP_SET_105_Q25]

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

26) Alternative conceptions carried by students

- (1) serve no purpose in process of learning.
- (2) are purely illogical and irrational.
- (3) represent students' 'naive' theories.
- (4) should be absolutely ignored by the teacher.

विद्यार्थियों द्वारा ग्रहित वैकल्पिक अवधारणाएँ

- (1) अधिगम प्रक्रिया में कोई भूमिका नहीं निभाती।
- (2) पूरी तरह अतार्किक और अविवेकी होती हैं।
- (3) विद्यार्थियों के 'सहज' सिद्धांतों/ज्ञान को दर्शाती हैं।
- (4) अध्यापक द्वारा सिरे से अनदेखी कर दी जानी चाहिए।

[Question ID = 26][Question Description = CTET_P1_PART_1_CDP_SET_105_Q26]

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

27) Learning is

- (1) significantly influenced by emotions.
- (2) not influenced by emotions.
- (3) rarely influenced by social context.
- (4) not influenced by social context.

अधिगम

- (1) संवेगों से महत्वपूर्ण रूप से प्रभावित होता है।
- (2) संवेगों से प्रभावित नहीं होता है।
- (3) सामाजिक संदर्भ से कभी कभार प्रभावित होता है।
- (4) सामाजिक संदर्भ से कभी भी प्रभावित नहीं होता है।

[Question ID = 27][Question Description = CTET_P1_PART_1_CDP_SET_105_Q27]

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

28) Assertion (A) : A teacher should motivate students to learn for understanding the concept.

Reason (R) : Learning is more effective and meaningful when it is mastery oriented.

Choose the correct option :

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

कथन (A) : एक अध्यापक द्वारा विद्यार्थियों को संप्रत्यय की समझ पाने के लिए अधिगम करने हेतु अभिप्रेरित करना चाहिए ।

तर्क (R) : अधिगम अधिक प्रभावी और अर्थपूर्ण होता है अगर वो महारत-उन्मुखी हो ।

सही विकल्प चुनें :

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

[Question ID = 28][Question Description = CTET_P1_PART_1_CDP_SET_105_Q28]

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

29) Which of the following factor hinders learning among students ?

- (1) Playful interaction with environment
- (2) Self-motivated practice
- (3) Urge to know and discover
- (4) Rigid and inflexible curriculum

निम्न में से कौन-सा कारक विद्यार्थियों के अधिगम में बाधक बन जाता है ?

- (1) वातावरण से स्वाभाविक/सहज पारस्परिक क्रिया
- (2) स्व-अभिप्रेरित अभ्यास
- (3) जानने और खोज करने की चाह
- (4) कठोर और अनम्य पाठ्यक्रम

[Question ID = 29][Question Description = CTET_P1_PART_1_CDP_SET_105_Q29]

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

30) Being cognizant of one's own cognitive processes is referred to as _____ .

- (1) Memorisation
- (2) Accommodation
- (3) Metacognition
- (4) Delayed imitation

अपनी स्वयं की संज्ञानात्मक प्रक्रियाओं से अवगत होना क्या कहलाता है ?

- (1) स्मृतिकरण
- (2) समायोजन
- (3) परासंज्ञान
- (4) विलंबित तकल

[Question ID = 30][Question Description = CTET_P1_PART_1_CDP_SET_105_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) Without repeating the digits 0, 3 and 5, how many different three digit numbers can be formed using these three digits ?

- (1) 1
- (2) 2
- (3) 3
- (4) 4

अंकों 0, 3 और 5 की पुनरावर्ती किए बिना, इन तीन अंकों के उपयोग से, तीन अंकों की कितनी भिन्न-भिन्न संख्याएँ बनाई जा सकती हैं ?

- (1) 1
- (2) 2
- (3) 3
- (4) 4

[Question ID = 31][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q31]

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

2) In the number 10467, which digit has the highest place value ?

- (1) 7
- (2) 6
- (3) 1
- (4) 4

संख्या 10467 में, किस अंक का अधिकतम स्थानीय मान है ?

(1) 7

(2) 6

(3) 1

(4) 4

[Question ID = 32][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q32]

1. 1 [Option ID = 125]

2. 2 [Option ID = 126]

3. 3 [Option ID = 127]

4. 4 [Option ID = 128]

3) 20 litres of milk was divided equally among all students of a school. If each student got $\frac{1}{4}$ litre of milk, then number of students in the school was :

(1) 180

(2) 82

(3) 80

(4) 100

20 लीटर दूध को किसी स्कूल के सभी विद्यार्थियों में समान रूप से वितरित किया गया ।

यदि प्रत्येक विद्यार्थी को $\frac{1}{4}$ लीटर दूध प्राप्त हुआ, तो उस स्कूल में विद्यार्थियों की संख्या थी :

(1) 180

(2) 82

(3) 80

(4) 100

[Question ID = 33][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q33]

1. 1 [Option ID = 129]

2. 2 [Option ID = 130]

3. 3 [Option ID = 131]

4. 4 [Option ID = 132]

4) How many twin primes are there between 1 and 50 ?

(1) 5

(2) 6

(3) 3

(4) 4

1 और 50 के बीच में कितने अभाज्य युग्म हैं ?

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

[Question ID = 34][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q34]

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

5) The product of a proper fraction and an improper fraction is :

- (1) greater than both proper fraction and improper fraction
- (2) less than both proper fraction and improper fraction
- (3) greater than proper fraction and less than improper fraction
- (4) less than proper fraction and greater than improper fraction

एक उचित भिन्न और एक विषम भिन्न का गुणनफल :

- (1) उचित भिन्न और विषम भिन्न दोनों से बड़ा होता है
- (2) उचित भिन्न और विषम भिन्न दोनों से छोटा होता है
- (3) उचित भिन्न से बड़ा होता है तथा विषम भिन्न से छोटा होता है
- (4) उचित भिन्न से छोटा होता है तथा विषम भिन्न से बड़ा होता है

[Question ID = 35][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q35]

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

6) The sum of the greatest and smallest numbers of four digits is :

- (1) 8999
- (2) 10999
- (3) 11110
- (4) 11111

चार अंकों की अधिकतम और न्यूनतम संख्याओं का योगफल है :

- (1) 8999
- (2) 10999
- (3) 11110
- (4) 11111

[Question ID = 36][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q36]

- 1. 1 [Option ID = 141]

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

7) Number of lines that can be drawn through a point is :

- (1) Two
- (2) Four
- (3) Ten
- (4) Infinitely many

एक बिंदु से होकर खींची जा सकने वाली रेखाओं की संख्या है :

- (1) दो
- (2) चार
- (3) दस
- (4) अपरिमित रूप से अनेक

[Question ID = 37][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q37]

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

8) What is the shape of each face of a cube ?

- (1) Rectangle
- (2) Triangle
- (3) Square
- (4) Pentagon

एक घन का प्रत्येक फलक किस आकार का होता है ?

- (1) आयत
- (2) त्रिभुज
- (3) वर्ग
- (4) पंचभुज

[Question ID = 38][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q38]

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

9) $2\frac{2}{3}$ of a right angle is equal to

- (1) 180°
- (2) 200°
- (3) 210°
- (4) 240°

$2\frac{2}{3}$ समकोण बराबर है

(1) 180°

(2) 200°

(3) 210°

(4) 240°

[Question ID = 39][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q39]

1. 1 [Option ID = 153]

2. 2 [Option ID = 154]

3. 3 [Option ID = 155]

4. 4 [Option ID = 156]

10) A scooter travelled 67 km 8 hm 4 dam in one month and 48 km 8 dam 7 m in the second month. How much more distance did it travel in the first month than the second month ?

(1) 19 km 7 hm 5 dam 3 m

(2) 20 km 8 hm 6 dam

(3) 20 km 9 hm 8 dam 4 m

(4) 15 km 9 hm 7 dam 5 m

किसी स्कूटर ने पहले माह में 67 km 8 hm 4 dam की दूरी तय की तथा दूसरे माह में 48 km 8 dam 7 m की दूरी तय की। दूसरे माह की तुलना में उसने पहले माह में कितनी दूरी अधिक तय की ?

(1) 19 km 7 hm 5 dam 3 m

(2) 20 km 8 hm 6 dam

(3) 20 km 9 hm 8 dam 4 m

(4) 15 km 9 hm 7 dam 5 m

[Question ID = 40][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q40]

1. 1 [Option ID = 157]

2. 2 [Option ID = 158]

3. 3 [Option ID = 159]

4. 4 [Option ID = 160]

11) In a school, the students started studying at 10:10 a.m. and recess was at 12:55 p.m. What was the study time up to recess ?

(1) 2 hours 35 minutes

(2) 2 hours 40 minutes

(3) 2 hours 45 minutes

(4) 3 hours 45 minutes

किसी स्कूल में विद्यार्थियों का अध्ययन 10:10 a.m. पर प्रारंभ हुआ तथा 12:55 p.m. पर मध्यावकाश प्रारंभ हुआ। मध्यावकाश तक अध्ययन समय कितना था ?

- (1) 2 घंटे 35 मिनट
- (2) 2 घंटे 40 मिनट
- (3) 2 घंटे 45 मिनट
- (4) 3 घंटे 45 मिनट

[Question ID = 41][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q41]

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

12) Four identical squares are joined together to form a rectangle whose area is 256 sq units. What is the perimeter of each square ?

- (1) 24 units
- (2) 32 units
- (3) 40 units
- (4) 16 units

चार सर्वसम वर्गों को क्षेत्रफल 256 वर्ग इकाइयों का एक आयत बनाने के लिए जोड़ा जाता है। प्रत्येक वर्ग का परिमाण क्या है ?

- (1) 24 इकाई
- (2) 32 इकाई
- (3) 40 इकाई
- (4) 16 इकाई

[Question ID = 42][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q42]

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

13) What will be the next statement in the following pattern ?

$1 + 3 = 4,$
 $3 + 6 = 9,$
 $6 + 10 = 16,$
 $__ + __ = __$

- (1) $7 + 17 = 24$
- (2) $8 + 17 = 25$
- (3) $10 + 15 = 25$
- (4) $10 + 14 = 24$

निम्नलिखित पैटर्न में अगला कथन क्या होगा ?

$$1 + 3 = 4,$$

$$3 + 6 = 9,$$

$$6 + 10 = 16,$$

$$__ + __ = __$$

(1) $7 + 17 = 24$

(2) $8 + 17 = 25$

(3) $10 + 15 = 25$

(4) $10 + 14 = 24$

[Question ID = 43][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q43]

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

14) In the "tally marks" representation, which of the following correctly represents 9 observations ?

(1) 

(2) 

(3) 

(4) 

"मिलान चिह्न" निरूपण में, निम्नलिखित में से कौन-सा 9 प्रेक्षणों को सही रूप से निरूपित करता है ?

(1) 

(2) 

(3) 

(4) 

[Question ID = 44][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q44]

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

15) The mean of the first ten even natural numbers is

(1) 10

(2) 11

(3) 12

(4) 20

प्रथम 10 सम प्राकृत संख्याओं का माध्य है

(1) 10

(2) 11

(3) 12

(4) 20

[Question ID = 45][Question Description = CTET_P1_PART_2_MATHS_SET_105_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) Harman, a class-V student can describe the properties of a square but is not able to explain the relationship between squares, rectangles and parallelograms. Harman is at which level of thinking as per Van-Hiele Theory of Geometric thinking ?

- (1) Visualisation
- (2) Abstraction
- (3) Deduction
- (4) Analysis

कक्षा-V का एक छात्र, हरमन, एक वर्ग के गुण समझा पाता है किन्तु वर्गों, आयतों एवं समांतर चतुर्भुज के बीच के संबंधों की व्याख्या नहीं कर पाता। वैन-हैले के ज्यामितीय चिंतन के सिद्धांत के अनुसार हरमन चिंतन के किस स्तर पर है ?

- (1) दृश्यीकरण
- (2) संक्षेपीकरण
- (3) निगमन
- (4) विश्लेषण

[Question ID = 46][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q46]

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

2) Which of the following are mostly utilised to establish mathematical truths ?

- A. Experimentation
- B. Verification
- C. Logical reasoning
- D. Postulates

Options :

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

निम्नलिखित में से कितन का गणितीय सत्यों को स्थापित करने के लिए अधिकतर उपयोग होता है ?

- A. प्रयोग का
- B. सत्यापन का
- C. तार्किक विवेचन का
- D. अभिगृहीतों का

विकल्प :

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

[Question ID = 47][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q47]

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

3) Which among the following is/are helpful in developing aesthetic values while learning mathematics ?

- A. Providing students with opportunities to solve more problems.
- B. Exploring the use of mathematics in various arts, architecture and rangolis.
- C. Providing opportunities to students to formulate their own questions and Investigate mathematical situations in their surroundings.

Choose the correct options :

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

निम्नलिखित में से कौन-सा/से गणित का अधिगम करते हुए सौंदर्यपरक मूल्यों के विकास के लिए सहायक है/हैं ?

- A. विद्यार्थियों को अधिक प्रश्नों को हल करने के अवसर प्रदान करना ।
- B. विभिन्न कलाओं, वास्तुकला और रंगोलियों में गणित के उपयोग का अन्वेषण करना ।
- C. विद्यार्थियों को उनके आस-पास की गणितीय स्थितियों की जाँच करने और अपने स्वयं के प्रश्न बनाने के अवसर प्रदान करना ।

सही विकल्प का चयन कीजिए :

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

[Question ID = 48][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q48]

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

4) Individuals are assessed by comparing their performance or score against their own previous performance or score in

- (1) Benchmark Assessment
- (2) Ipsative Assessment
- (3) Criterion-Referenced Assessment
- (4) Norm-Referenced Assessment

व्यक्तियों का उनके स्वयं के पिछले प्रदर्शन या स्कोर के सापेक्ष उनके प्रदर्शन या अंकों की तुलना की जाती है

- (1) बेंचमार्क आकलन में
- (2) इप्सेटिव आकलन में
- (3) मानदंड-संदर्भित आकलन में
- (4) सामान्य-संदर्भित आकलन में

[Question ID = 49][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q49]

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

5) Which among the following is/are major aim/aims at introducing shapes in primary level mathematics ?

- A. To develop visualisation skill.
- B. To develop spatial reasoning skill.
- C. To memorize the names of the shapes.

Choose the correct option :

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

निम्नलिखित में से कौन-सा प्राथमिक स्तर के गणित में आकृतियों का परिचय कराने का मुख्य उद्देश्य हो सकता/ते है/हैं ?

- A. दृश्यीकरण कौशल का विकास
- B. दिक्स्थान संबंधी विवेचन कौशल का विकास
- C. आकृतियों के नाम याद करना

सही विकल्प का चयन कीजिए :

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

[Question ID = 50][Question Description = CTET_P1_PART_2_MATHS_SET_105_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 items are a necessary component(s) of a resource room for primary school mathematics teaching and learning ?

- A. Charts, books and multiplication tables
- B. Stationery items like pen, pencil, ruler, etc.
- C. Concrete teaching-learning material like ganitmala, tangrams, 3D-shapes, geoboards, blocks, tiles, etc.
- D. Catalogues, teacher journals, and other reading materials for teachers

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

प्राइमरी स्कूली गणित शिक्षण एवं अधिगम हेतु निम्नलिखित में से कौन-सी वस्तु/वस्तुओं का संसाधन कक्ष में होना आवश्यक है ?

- A. चार्ट, पुस्तकें और गुणन सारणी
- B. स्टेशनरी वस्तुएँ जैसे, पेन, पेंसिल, रूलर, इत्यादि
- C. मूर्त शिक्षण-अधिगम सामग्री जैसे गणितमाला, टेनग्राम, त्रिविमीय आकृतियाँ, जियोबोर्ड, ब्लॉक, टाइल्स, इत्यादि
- D. सूचीपत्र, शिक्षक पत्रिकाएँ तथा शिक्षक/शिक्षिकाओं के पढ़ने हेतु अन्य सामग्रियाँ

(1) केवल C

(2) A और B

(3) A और C

(4) A, C और D

[Question ID = 51][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q51]

1. 1 [Option ID = 201]

2. 2 [Option ID = 202]

3. 3 [Option ID = 203]

4. 4 [Option ID = 204]

7) A class-V student can recognize and group different geometrical shapes according to their properties and attributes. Which of the following cognitive skills most appropriately helps the child to complete the above task ?

(1) Induction

(2) Decomposition

(3) Reversibility

(4) Classification

कक्षा-V का एक विद्यार्थी विभिन्न ज्यामितीय आकृतियों को उनके गुणों और विशेषताओं के अनुसार पहचान सकता है और समूहीकरण कर सकता है। निम्नलिखित में से कौन-सा संज्ञानात्मक कौशल सर्वाधिक उपयुक्त रूप से बच्चे के उपर्युक्त कार्य को पूरा करने में सहायता करता है ?

(1) आगमन

(2) अपघटन

(3) उत्क्रमणीयता

(4) वर्गीकरण

[Question ID = 52][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q52]

1. 1 [Option ID = 205]

2. 2 [Option ID = 206]

3. 3 [Option ID = 207]

4. 4 [Option ID = 208]

- 8) Which among the following is the most appropriate activity for teaching the concept of money in daily life to primary class students ?
- A. Organising a role play
 - B. Visiting a nearby market
 - C. Teaching the rules of conversion for different types of money
 - D. Using an algorithm

Choose the correct option :

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

निम्नलिखित में से कौन-सा क्रियाकलाप, प्राथमिक कक्षाओं के विद्यार्थियों को दैनिक जीवन में मुद्रा अवधारणा के शिक्षण के लिए सर्वाधिक उपयुक्त है ?

- A. भूमिका निर्वहन आयोजित करना
- B. समीप के बाजार जा कर
- C. विभिन्न प्रकार के मुद्रा परिवर्तन के नियमों के शिक्षण द्वारा
- D. कलन-विधि का उपयोग करना

सही विकल्प का चयन कीजिए :

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

[Question ID = 53][Question Description = CTET_P1_PART_2_MATHS_SET_105_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(s) is/are negation of the statement 'All triangles are equilateral triangles' ?

- A. It is false that all triangles are equilateral triangles.
- B. There exists a triangle which is not an equilateral triangle.
- C. All equilateral triangles are triangles.

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

निम्नलिखित में से कौन-सा/से कथन 'सभी त्रिभुज समबाहु त्रिभुज हैं' का निषेध है/हैं ?

- A. यह गलत है कि सभी त्रिभुज समबाहु त्रिभुज हैं।
- B. एक त्रिभुज मौजूद है जो एक समबाहु त्रिभुज नहीं है।
- C. सभी समबाहु त्रिभुज, त्रिभुज हैं।

(1) A और B

(2) केवल C

(3) केवल B

(4) A और C

[Question ID = 54][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q54]

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

10) A child states that : "If line AB is shorter than line CD and line CD is shorter than line EF, then line AB will be shorter than line EF."

Which property of measurement is being referred here ?

- (1) Associative Property
- (2) Commutative Property
- (3) Transitive Property
- (4) Conservative Property

एक बालिका व्यक्त करती है : "यदि रेखा AB रेखा CD से छोटी है और रेखा CD रेखा EF से छोटी है, तब रेखा AB रेखा EF से छोटी होगी।"

मापन के कौन-से गुणधर्म का यहाँ उल्लेख किया गया है ?

- (1) सहचारी गुणधर्म
- (2) क्रमविनिमेय गुणधर्म
- (3) संक्रामिता गुणधर्म
- (4) संरक्षण गुणधर्म

[Question ID = 55][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q55]

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

11) Which of the following is an example of play-way method of teaching counting and concept of number to children of grade I ?

- (1) Teacher taking children to playground and making them recite numbers.
- (2) Allowing children to play freely as it may promote knowledge of numbers and counting skills.
- (3) Teacher using concrete materials like pebbles, tokens, beads and allowing children to play with these in a guided manner.
- (4) Teacher using number chart and showing it to all children seated across the class using a pointer.

कक्षा-I के बच्चों को गिनती और अंक की अवधारणा के शिक्षण हेतु निम्नलिखित में से कौन-सा खेल विधि का एक उदाहरण है ?

- (1) शिक्षक/शिक्षिका बच्चों को खेल के मैदान में लेकर जाएँ और उन्हें गिनती का पाठ करवाएँ ।
- (2) बच्चों को कुछ भी खेलने की अनुमति दें क्योंकि यह अंकों के ज्ञान और गणन कौशल को बढ़ावा दे सकता है ।
- (3) शिक्षक/शिक्षिका मूर्त वस्तुओं जैसे पत्थर के टुकड़े, टोकन, मोती आदि का उपयोग करे और बच्चों को निर्देशानुसार इन वस्तुओं से खेलने की अनुमति दें ।
- (4) शिक्षक/शिक्षिका अंक चार्ट का उपयोग करे और संकेतक (पॉइंटर) का उपयोग करते हुए कक्षा में बैठे सभी बच्चों को दिखाएँ ।

[Question ID = 56][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q56]

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

12) Lesson planning belongs to which phase of teaching ?

- (1) Pre-active
- (2) Interactive
- (3) Post-active
- (4) Interactive and Post-active

पाठ योजना शिक्षण के किस चरण से संबंधित है ?

- (1) प्री-एक्टिव
- (2) इंटरएक्टिव
- (3) पोस्ट-एक्टिव
- (4) इंटरएक्टिव और पोस्ट-एक्टिव

[Question ID = 57][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q57]

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

- 13) A primary grade mathematics teacher distributes various circular cut-outs, rectangular strips to different groups of students in her class. She then asks them to use the material and solve the following question :

"Sum of which fractions would make $\frac{1}{2}$?"

Such questions :

- (1) should be discouraged as it leads development of misconceptions related to fractions
- (2) are too difficult for children to solve at this level
- (3) should be encouraged as it leads to multiple answers
- (4) should be discouraged as multiple answers have no place in mathematics

एक प्राथमिक स्तर की गणित शिक्षिका अपनी कक्षा में विद्यार्थियों के भिन्न-भिन्न समूहों को वृत्ताकार टुकड़े (कट-आउट्स), आयताकार पट्टियाँ बाँट देती है। तब वह उनको सामग्री का उपयोग कर निम्नलिखित प्रश्न को हल करने को कहती है :

"कौन-से भिन्नों का जोड़ $\frac{1}{2}$ होगा ?"

ऐसे प्रश्नों :

- (1) को हतोत्साहित करना चाहिए क्योंकि ये भिन्नों से संबंधित भ्रान्तियों की ओर ले जाते हैं
- (2) को हल करना बच्चों के लिए इस स्तर पर अत्यधिक कठिन है
- (3) को प्रोत्साहित करना चाहिए क्योंकि ये अनेक उत्तरों की ओर ले जाते हैं
- (4) को हतोत्साहित करना चाहिए क्योंकि अनेक उत्तरों का गणित में कोई स्थान नहीं है

[Question ID = 58][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q58]

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

- 14) The children in a mathematics class are given few wooden blocks for an activity. The children came up with the following statements :

"My Math book weighs more than 2 blocks but less than 3 blocks."

"The weight of my pencil box is a bit less than 2 blocks."

The purpose of the above activity is :

- (1) to engage students in creative work while teacher is busy
- (2) to strengthen the concept of addition of weights
- (3) to introduce the concept of conversion of units to measure weight
- (4) to form the base to introduce the concept of measurement of weights

किसी क्रियाकलाप को करने के लिए गणित की कक्षा में बच्चों को कुछ लकड़ी के टुकड़े दिए। बच्चों ने निम्नलिखित कथन प्रस्तावित किए :

"मेरी गणित की पुस्तक का भार 2 टुकड़ों से अधिक किन्तु 3 टुकड़ों से कम है।"

"मेरे पेंसिल बॉक्स का भार लकड़ी के 2 टुकड़ों से कुछ कम है।"

उपर्युक्त क्रियाकलाप का उद्देश्य है :

- (1) विद्यार्थियों को सृजनात्मक कार्य में व्यस्त रखना जब शिक्षक व्यस्त है
- (2) भारों के योग की अवधारणा को सुदृढ़ करना
- (3) भार मापन के लिए इकाइयों के परिवर्तन की अवधारणा से परिचय करवाना
- (4) भार मापने की अवधारणा का परिचय देने के लिए आधार बनाना

[Question ID = 59][Question Description = CTET_P1_PART_2_MATHS_SET_105_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 assessment techniques are **not** part of Formative Assessment in mathematics ?

- (1) Portfolios
- (2) Rubrics
- (3) Observation
- (4) Term-End Examination

निम्नलिखित में से आकलन की कौन-सी तकनीक, गणित में रचनात्मक आकलन का हिस्सा नहीं है ?

- (1) पोर्टफोलियो
- (2) रूब्रिक्स
- (3) अवलोकन
- (4) सत्र-अंत परीक्षा

[Question ID = 60][Question Description = CTET_P1_PART_2_MATHS_SET_105_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) A person boarded a train on 6th September, 2022 at Ahmedabad for Thiruvananthapuram. The train departed at 11:30 hours from Ahmedabad and reached Thiruvananthapuram at 3:00 hours on 8th September, 2022. If the distance covered by the train is 2277 kilometres, the average speed of the train is

- (1) 60.5 km/h
- (2) 57.9 km/h
- (3) 59.5 km/h
- (4) 59.0 km/h

कोई व्यक्ति अहमदाबाद से तिरुवनंतपुरम जाने के लिए 6 सितम्बर, 2022 को ट्रेन में सवार हुआ। यह ट्रेन अहमदाबाद से 11:30 बजे चली और 8 सितम्बर, 2022 को 3:00 बजे तिरुवनंतपुरम पहुँची। यदि ट्रेन द्वारा चली गयी दूरी 2277 किलोमीटर है, तो ट्रेन की औसत चाल है

- (1) 60.5 km/h
- (2) 57.9 km/h
- (3) 59.5 km/h
- (4) 59.0 km/h

[Question ID = 61][Question Description = CTET_P1_PART_3_EVS_SET_105_Q61]

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

2) The teaching material for visually challenged students is in braille script. The braille script is based on _____ points/dots.

- (1) Four
- (2) Six
- (3) Eight
- (4) Two

दृष्टि दोष से ग्रसित विद्यार्थियों के लिए ब्रेल लिपि को शैक्षिक सामान के रूप में प्रयोग किया जाता है। ब्रेल लिपि आधारित है _____ बिन्दुओं पर।

- (1) चार
- (2) छः
- (3) आठ
- (4) दो

[Question ID = 62][Question Description = CTET_P1_PART_3_EVS_SET_105_Q62]

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

3) Baoli refers to

- (1) Well
- (2) Stepwell
- (3) Pond
- (4) Stream

बावड़ी का अर्थ है

- (1) कुआँ
- (2) सीढ़ीदार कुआँ
- (3) तालाब
- (4) झरना

[Question ID = 63][Question Description = CTET_P1_PART_3_EVS_SET_105_Q63]

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

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

- (1) increases and the humidity (water vapour) in air is high.
- (2) increases and the humidity (water vapour) in air is low.
- (3) decreases and the humidity (water vapour) in air is low.
- (4) decreases and the humidity (water vapour) in air is high.

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

- (1) बढ़ता है और वायु में नमी (जलवाष्प की मात्रा) अधिक होती है।
- (2) बढ़ता है और वायु में नमी (जलवाष्प की मात्रा) कम होती है।
- (3) घटता है और वायु में नमी (जलवाष्प की मात्रा) कम होती है।
- (4) घटता है और वायु में नमी (जलवाष्प की मात्रा) अधिक होती है।

[Question ID = 64][Question Description = CTET_P1_PART_3_EVS_SET_105_Q64]

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

5) A teacher is displaying different vegetables with their edible parts. For garlic, she displays its

- (1) Bulb
- (2) Root
- (3) Seed
- (4) Rhizome

एक अध्यापिका विभिन्न सब्जियों को उनके खाने-योग्य भागों के साथ दिखा रही है। लहसुन के लिए, वह दिखाती है

- (1) बल्ब
- (2) जड़
- (3) बीज
- (4) राइज़ोम

[Question ID = 65][Question Description = CTET_P1_PART_3_EVS_SET_105_Q65]

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

6) Millennium Development Goals with the aim of international development were replaced by which of the following in the United Nations General Assembly in the year 2015 ?

- (1) Environment development Goals
- (2) Gender equality Goals
- (3) Sustainable development Goals
- (4) Social development Goals

वर्ष 2015 में, संयुक्त राष्ट्र महासभा में अंतर्राष्ट्रीय विकास उद्देशित सहस्राब्दि विकास लक्ष्यों को निम्नलिखित में से किन लक्ष्यों द्वारा विस्थापित किया गया था ?

- (1) पर्यावरणीय विकास लक्ष्य
- (2) लिंग समानता लक्ष्य
- (3) धारणीय विकास लक्ष्य
- (4) सामाजिक विकास लक्ष्य

[Question ID = 66][Question Description = CTET_P1_PART_3_EVS_SET_105_Q66]

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

7) The term 'oil' is used for which of the following ?

- (1) Petrol and crude oil
- (2) Diesel and petrol
- (3) Crude oil and diesel
- (4) Petrol, diesel and crude oil

निम्नलिखित में से किसके लिए पद 'तेल' प्रयुक्त होता है ?

- (1) पेट्रोल और कच्चा तेल
- (2) डीज़ल और पेट्रोल
- (3) कच्चा तेल और डीज़ल
- (4) पेट्रोल, डीज़ल और कच्चा तेल

[Question ID = 67][Question Description = CTET_P1_PART_3_EVS_SET_105_Q67]

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

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

- (1) Nagaland and Arunachal Pradesh
- (2) Lakshdweep and Chandigarh
- (3) Delhi and Uttarakhand
- (4) Ladakh and Mizoram

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

- (1) नागालैण्ड और अरुणाचल प्रदेश
- (2) लक्षद्वीप और चण्डीगढ़
- (3) दिल्ली और उत्तराखण्ड
- (4) लद्दाख और मिज़ोरम

[Question ID = 68][Question Description = CTET_P1_PART_3_EVS_SET_105_Q68]

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

9) Which of the following statements is/are **true** regarding 'Watershed Management' ?

- A. Conservation of groundwater and surface water
- B. Can be handled at an individual level
- C. Allocation of funds is needed to plan
- D. Framing of watershed policy for conserving water

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

निम्नलिखित में से कौन-सा/से कथन 'जलविभाजक प्रबंधन' के संदर्भ में **सही** है/हैं ?

- A. भूमिगत तथा सतही जल का संरक्षण
- B. व्यक्तिगत स्तर पर सँभाला जा सकता है
- C. योजना बनाने के लिए निधि/कोष के आवंटन का निर्धारण
- D. जल के संरक्षण हेतु जलविभाजक पॉलिसी का गठन करना

(1) A और B

(2) A, C और D

(3) A, B और C

(4) केवल A

[Question ID = 69][Question Description = CTET_P1_PART_3_EVS_SET_105_Q69]

1. 1 [Option ID = 273]

2. 2 [Option ID = 274]

3. 3 [Option ID = 275]

4. 4 [Option ID = 276]

10) Which of the following is the National Tree of India ?

- (1) Peepul Tree
- (2) Neem Tree
- (3) Banyan Tree
- (4) Kadamba Tree

निम्नलिखित में से कौन-सा भारत का राष्ट्रीय वृक्ष है ?

- (1) पीपल का वृक्ष
- (2) नीम का वृक्ष
- (3) बरगद का वृक्ष
- (4) कदम्ब का वृक्ष

[Question ID = 70][Question Description = CTET_P1_PART_3_EVS_SET_105_Q70]

1. 1 [Option ID = 277]

2. 2 [Option ID = 278]

3. 3 [Option ID = 279]

4. 4 [Option ID = 280]

11) Changpa is :

- (1) A tribe living in cold deserts
- (2) A tribe living on the mountains
- (3) A tribe living in plateau region
- (4) A tribe living near rivers

चाँगपा है :

- (1) ठंडे रेगिस्तानों में निवास करने वाली एक जनजाति
- (2) पहाड़ों पर निवास करने वाली एक जनजाति
- (3) पठार क्षेत्र में निवास करने वाली एक जनजाति
- (4) नदियों के समीप रहने वाली एक जनजाति

[Question ID = 71][Question Description = CTET_P1_PART_3_EVS_SET_105_Q71]

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

12) With respect to the location of the Capital of India, the direction of Chandigarh (Capital of Punjab) and Dehradun (Capital of Uttarakhand) respectively are

- (1) North-east and North-west
- (2) South-east and North-east
- (3) North-west and North-east
- (4) South-west and North-west

भारत की राजधानी की स्थिति के सापेक्ष चण्डीगढ़ (पंजाब की राजधानी) और देहरादून (उत्तराखण्ड की राजधानी) की दिशाएँ क्रमशः हैं

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

[Question ID = 72][Question Description = CTET_P1_PART_3_EVS_SET_105_Q72]

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

13) The important factor contributing to 'substance abuse' is :

- (1) The gender of the abuser
- (2) Locality where they belong from growing tobacco
- (3) Substances regularly used by other family members
- (4) Climatic condition of the area

महत्वपूर्ण कारक जो 'पदार्थ के दुरुपयोग' में योगदान देता है :

- (1) दुरुपयोग करने वाले का लिंग
- (2) वे जिस क्षेत्र के रहने वाले हैं वहाँ तम्बाकू उगाया जाता है
- (3) अन्य परिवार के सदस्यों द्वारा पदार्थों का नियमित प्रयोग/उपयोग
- (4) क्षेत्र की जलवायु की स्थिति

[Question ID = 73][Question Description = CTET_P1_PART_3_EVS_SET_105_Q73]

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

14) Migration is an important concept in the social sciences. Emigration basically denotes which of the following ?

- (1) Movement from one country to another
- (2) Movement from one urban region to another
- (3) Movement out of a country
- (4) Movement into a country

सामाजिक विज्ञान में प्रवासन एक महत्वपूर्ण संप्रत्यय है। उत्प्रवासन मूलतः निम्नलिखित में से किसे निर्दिष्ट करता है ?

- (1) एक देश से दूसरे देश में स्थान बदलना
- (2) एक शहरी क्षेत्र से दूसरे शहरी क्षेत्र में स्थान बदलना
- (3) एक देश से बाहर स्थान बदलना
- (4) एक देश में अंदर स्थान बदलना

[Question ID = 74][Question Description = CTET_P1_PART_3_EVS_SET_105_Q74]

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

15) The place where the Changpas use to keep their sheep and goats is called :

- (1) Rebo
- (2) Lekha
- (3) Shed
- (4) Pen

वह स्थान जहाँ चाँगपा अपनी भेड़ें एवं बकरियाँ रखते थे, कहलाता है :

- (1) रेबो
- (2) लेखा
- (3) शेड
- (4) पेन

[Question ID = 75][Question Description = CTET_P1_PART_3_EVS_SET_105_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) Which of the following terms describes the characteristics of an EVS teacher ?

- A. Content transmitter
- B. Learning facilitator
- C. Co-learner
- D. Behaviour transformer
- E. Content transactor

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

निम्नलिखित में से कौन-से पद पर्यावरण अध्ययन शिक्षक की विशेषताओं की व्याख्या करते हैं ?

- A. विषयवस्तु संचारक
- B. अधिगम सहजकर्ता
- C. सह-अधिगमकर्ता
- D. व्यवहार रूपांतरकर्ता
- E. विषयवस्तु संचारक

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

[Question ID = 76][Question Description = CTET_P1_PART_3_EVS_SET_105_Q76]

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

- 2) 'Buzz groups' in EVS teaching-learning process are to
- (1) Check effects of noise pollution
 - (2) Assess the goals of EVS transaction
 - (3) Assign a small group an issue along with task to complete
 - (4) Reduce lack of interest in themes

EVS शिक्षण-अधिगम प्रक्रम में 'बज़ समूह' का दायित्व है

- (1) ध्वनि प्रदूषण के प्रभावों पर नियंत्रण रखना
- (2) EVS सम्पादन के लक्ष्यों का आकलन करना
- (3) छोटे समूह को कार्य पूर्ण करने के साथ-साथ उन्हें एक समस्या देना
- (4) विषयों में अरुचि कम करना

[Question ID = 77][Question Description = CTET_P1_PART_3_EVS_SET_105_Q77]

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

- 3) During a forest visit, Shima observed a brightly coloured flower plant. Shima requested her teacher to pluck the plant for her garden. Teacher replied "Every beautiful flower and plant should not be plucked. This is a rare plant and the species may be lost if all the students start plucking the plant from the forest." Teacher is trying to fulfil which of the following objectives of EVS teaching ?

- A. Developing an awareness about relationship between human beings and environment.
- B. Developing an awareness about environmental problems resulting due to human activities.
- C. Developing an awareness about conserving environment for human survival.
- D. Developing a sense of responsibility to ensure appropriate actions to solve environmental problems.

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

जंगल भ्रमण के दौरान शिमा ने एक चमकीला रंगीन फूल वाला पौधा देखा। शिमा ने अपने अध्यापक से अनुरोध किया कि वे उसके बगीचे के लिए उस पौधे को उखाड़े। अध्यापक ने उत्तर दिया, "हर सुन्दर फूल और पौधे को नहीं तोड़ा जाना चाहिए। यह एक दुर्लभ पौधा है और अगर सभी विद्यार्थी जंगल से पौधे को तोड़ने लगे तो प्रजाति नष्ट हो सकती है।" अध्यापक पर्यावरण अध्ययन शिक्षण के निम्नलिखित में से किस उद्देश्य को पूर्ण करने का प्रयास कर रहा है ?

- A. मानव और पर्यावरण के बीच संबंधों की जागरूकता का विकास।
- B. मानव क्रियाकलाप द्वारा उपजने वाली पर्यावरणीय समस्याओं के बारे में जागरूकता का विकास।
- C. मानव प्रजाति के अस्तित्व के लिए पर्यावरण को संरक्षित करने की जागरूकता का विकास।
- D. पर्यावरणीय समस्याओं के समाधान हेतु उचित कार्यवाही सुनिश्चित करने की जिम्मेदारी के बोध का विकास।

(1) A, B और C

(2) B, C और D

(3) A, C और D

(4) A, B और D

[Question ID = 78][Question Description = CTET_P1_PART_3_EVS_SET_105_Q78]

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

4) In order to study an identified environmental issue which method would be most appropriate ?

- (1) Interview method
- (2) Observation method
- (3) Problem-solving method
- (4) Questionnaire method

किसी चिन्हित पर्यावरणीय समस्या के अध्ययन के लिए कौन-सी विधि सर्वथा उपयुक्त है ?

- (1) साक्षात्कार विधि
- (2) अवलोकन विधि
- (3) समस्या-समाधान विधि
- (4) प्रश्नोत्तरी विधि

[Question ID = 79][Question Description = CTET_P1_PART_3_EVS_SET_105_Q79]

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

5) Revati wants to educate children about planting the seeds which they collected. Which of the following resources should Revati use for this ?

- (1) Community resources
- (2) Institutional resources
- (3) Natural resources
- (4) Technology resources

रेवती बच्चों को उनके द्वारा संकलित बीजों को लगाने के बारे में शिक्षित करना चाहती है। इसके लिए रेवती को निम्नलिखित में से किन संसाधनों का उपयोग करना चाहिए ?

- (1) सामुदायिक संसाधन
- (2) संस्थागत संसाधन
- (3) प्राकृतिक संसाधन
- (4) प्रौद्योगिकीय संसाधन

[Question ID = 80][Question Description = CTET_P1_PART_3_EVS_SET_105_Q80]

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

6) Asking lots of questions to the students in EVS classroom

- (1) makes students understand the concepts better
- (2) engages them and improves discipline
- (3) helps students realise the importance of the topic
- (4) helps in differentiating between learners

EVS कक्षा में छात्रों से बहुत सारे प्रश्न पूछने से :

- (1) छात्र प्रत्ययों को बेहतर समझते हैं
- (2) छात्र कार्यों में लगे रहते हैं तथा उनके अनुशासन में सुधार होता है
- (3) छात्रों को विषय का महत्व समझने में मदद मिलती है
- (4) छात्रों के बीच भेद करने में मदद मिलती है

[Question ID = 81][Question Description = CTET_P1_PART_3_EVS_SET_105_Q81]

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

7) Swami lives near a river. Due to heavy rains, water pipelines were damaged and drinking water supply was interrupted. Swami's father bought a water can. Swami asked his father, "Why do we have to purchase canned water when so much water is flowing in the river around us?" What should Swami's father do?

- (1) Tell Swami that during rainy season water gets contaminated and it is unsafe to drink such water.
- (2) Tell Swami that river water may contain bacteria, viruses and other parasites and may cause diseases.
- (3) Tell Swami that canned water is treated to make it clean and safe for drinking.
- (4) Tell Swami to compare river water and canned water in a glass and observe the difference.

स्वामी नदी के पास रहता है। भारी बारिश की वजह से पानी की पाइपलाइन क्षतिग्रस्त हो जाती है और पेयजल आपूर्ति बाधित हो जाती है। स्वामी के पिता पानी का केन खरीदते हैं। स्वामी अपने पिता से पूछता है, "जब हमारी पास की नदी में इतना पानी बह रहा है, तो हमें पानी का केन क्यों खरीदना पड़ता है?" स्वामी के पिता को क्या करना चाहिए?

- (1) स्वामी से कहना चाहिए कि बारिश के मौसम में पानी प्रदूषित हो जाता है और ऐसा पानी पीना सुरक्षित नहीं है।
- (2) स्वामी से कहना चाहिए कि नदी के पानी में जीवाणु, विषाणु व अन्य परजीवी हो सकते हैं और बीमारी हो सकती है।
- (3) स्वामी से कहना चाहिए कि पानी के केन में रखे पानी को उपचारित करके स्वच्छ बनाया गया है और वह पीने के लिए सुरक्षित है।
- (4) स्वामी से कहना चाहिए कि वो नदी के पानी और पानी के केन में रखे पानी को गिलास में रख कर अवलोकन करके अंतर लिखे।

[Question ID = 82][Question Description = CTET_P1_PART_3_EVS_SET_105_Q82]

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

8) Effective discussion

- (1) deviates from the main topic
- (2) encourages participation
- (3) involves criticism
- (4) helps in identifying the best view

प्रभावी विचार-विमर्श

- (1) मूल विषय से हट जाता है
- (2) सहभागिता को प्रोत्साहित करता है
- (3) आलोचना शामिल करता है
- (4) सर्वोत्तम दृष्टिकोण की पहचान करने में मदद करता है

[Question ID = 83][Question Description = CTET_P1_PART_3_EVS_SET_105_Q83]

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

9) Class-V planned to plant some plants in the school garden. Tessi suggested that the boys should dig pits by taking mud out and the girls will water the plants. Kush objected, "Why can girls not dig pits ?" How should the classroom teacher address this issue ?

- (1) Tell the children that Tessi is right because boys are more stronger physically than girls.
- (2) Tell the children that girls are more caring than boys hence they should water the plants.
- (3) Tell the children to choose their role in planting plants according to their choice.
- (4) Tell the children to discuss what girls and boys should do and why they think so.

कक्षा-V ने विद्यालय उद्यान में कुछ पौधे लगाने की योजना बनाई। टेसी ने सुझाव दिया कि लड़कों को गड्ढा खोदकर मिट्टी बाहर निकालना चाहिए और लड़कियाँ पौधों को पानी देंगी। कुश ने इसका विरोध करते हुए कहा, "लड़कियाँ गड्ढा क्यों नहीं खोद सकती हैं।" कक्षा अध्यापक को इस मुद्दे को कैसे संबोधित करना चाहिए ?

- (1) बच्चों को कहना चाहिए कि टेसी सही है क्योंकि लड़के लड़कियों से शारीरिक रूप में ज्यादा ताकतवर होते हैं।
- (2) बच्चों से कहना चाहिए कि लड़कियाँ लड़कों से ज्यादा ध्यान रखती हैं इसलिए उन्हें ही पौधों को पानी देना चाहिए।
- (3) बच्चों से कहना चाहिए कि वे अपनी पसंद के अनुसार पौधे लगाने में अपनी भूमिका चुन सकते हैं।
- (4) बच्चों से कहना चाहिए कि वे इस पर चर्चा करें कि लड़के और लड़कियों को क्या करना चाहिए और वे ऐसा क्यों सोचते हैं।

[Question ID = 84][Question Description = CTET_P1_PART_3_EVS_SET_105_Q84]

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

10) 'Comprehensive' in Continuous and Comprehensive Evaluation refers to

- (1) both scholastic and non-scholastic areas of a student's growth
- (2) regularity in assessment
- (3) identifying learning difficulties
- (4) evaluation of co-curricular activities

निरंतर एवं व्यापक मूल्यांकन में 'व्यापक' का संबंध है

- (1) किसी छात्र की शैक्षिक तथा गैर-शैक्षिक दोनों वृद्धि के क्षेत्रों से
- (2) आकलन में नियमितता
- (3) सीखने की समस्याओं की पहचान
- (4) सह-पाठ्यगामी क्रियाकलापों का मूल्यांकन

[Question ID = 85][Question Description = CTET_P1_PART_3_EVS_SET_105_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 are the process skills of Environmental Studies ?

- A. Enlisting facts
 - B. Questioning
 - C. Hypothesizing
 - D. Experimenting
 - E. Reaching final conclusion
 - F. Dialogue
 - G. Changing conclusion based on observation
 - H. Analysis of data
- (1) B, D, F, G and H
 - (2) A, B, C, D and E
 - (3) A, C, D, F and G
 - (4) A, D, E, F and H

निम्नलिखित में से कौन-से पर्यावरण अध्ययन के प्रक्रिया कौशल हैं ?

- A. तथ्यों की सूची बनाना
 - B. सवाल उठाना
 - C. परिकल्पनाएँ बनाना
 - D. परीक्षण करना
 - E. अंतिम निष्कर्ष पर पहुँचना
 - F. संवाद
 - G. अवलोकन के आधार पर निष्कर्ष में परिवर्तन
 - H. आँकड़ों का विश्लेषण करना
- (1) B, D, F, G और H
 - (2) A, B, C, D और E
 - (3) A, C, D, F और G
 - (4) A, D, E, F और H

[Question ID = 86][Question Description = CTET_P1_PART_3_EVS_SET_105_Q86]

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

12) For EVS teaching, effective teaching-learning material

- (1) needs to be costly
- (2) should be made by teachers themselves
- (3) needs to be learner-centred
- (4) should be impersonal

EVS के शिक्षण हेतु, प्रभावी शिक्षण-अधिगम सामग्री

- (1) महँगी होनी चाहिए
- (2) शिक्षकों द्वारा स्वयं बनाई जानी चाहिए
- (3) छात्र-केन्द्रित होनी चाहिए
- (4) अवैयक्तिक होनी चाहिए

[Question ID = 87][Question Description = CTET_P1_PART_3_EVS_SET_105_Q87]

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

13) A teacher asked students to bring seeds to teach, "How seeds grow into plants." Soha and Tara brought different sized mustard seeds. Soha's seeds were bigger than Tara's seeds. Teacher asked students, "Which seeds will grow bigger plants ?" Which of the following response of students will be suitable ?

- (1) Bigger sized seeds will grow bigger plants.
- (2) Smaller sized seeds will grow smaller plants.
- (3) Big and small sized seeds will grow same sized plants.
- (4) Seeds must be sown to observe which seeds will grow bigger plants.

अध्यापक ने विद्यार्थियों को "बीज से पौधे कैसे उगते हैं।" पढ़ाने के लिए बीज लाने को कहा। सोहा और तारा अलग-अलग आकार के सरसों के बीज लाई। सोहा के बीज तारा के बीजों से बड़े आकार के थे। अध्यापक ने विद्यार्थियों से पूछा, "कौन-से बीज बड़े आकार के पौधे बनाएँगे?" विद्यार्थियों की निम्नलिखित में से कौन-सी प्रतिक्रिया उपयुक्त होगी ?

- (1) बड़े आकार के बीजों से बड़े पौधे उगेंगे।
- (2) छोटे आकार के बीजों से छोटे पौधे उगेंगे।
- (3) बड़े और छोटे आकार के बीजों से एक जैसे आकार के पौधे उगेंगे।
- (4) बीजों को बो कर देखना पड़ेगा कि कौन-से बीज से बड़े पौधे उगेंगे।

[Question ID = 88][Question Description = CTET_P1_PART_3_EVS_SET_105_Q88]

1. 1 [Option ID = 349]
2. 2 [Option ID = 350]

3. 3 [Option ID = 351]
4. 4 [Option ID = 352]

14) Importance of practical work at primary level

- (1) clearly focuses on outcome of the practical work
- (2) helps to retain information for a longer time
- (3) enhances teacher's role in learning
- (4) enhances affective domain of students

प्राथमिक स्तर पर प्रयोगात्मक कार्य का महत्व :

- (1) प्रयोगात्मक कार्य के निष्कर्ष पर स्पष्ट रूप से केन्द्रित होना
- (2) जानकारी को लंबे समय तक बनाए रखने में सहायक होना
- (3) सीखने की प्रक्रिया में शिक्षक की भूमिका को बढ़ावा देना
- (4) छात्रों के भावात्मक क्षेत्र को बढ़ावा देना

[Question ID = 89][Question Description = CTET_P1_PART_3_EVS_SET_105_Q89]

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

15) Shabana was conducting an activity to teach classification. She asked her students to place things in different groups.

Riddhi placed knife and apple together in one group. What should Shabana do ?

- (1) Tell Riddhi that knife is a metal and must be placed along with other metals.
- (2) Tell Riddhi that apple is a fruit and must be placed along with other fruits.
- (3) Tell Riddhi that she has placed knife and apple together in one group, which is wrong.
- (4) Ask Riddhi to explain why she has placed knife and apple together in one group.

शबाना वर्गीकरण पढ़ाने के लिए एक गतिविधि संचालित कर रही थी। उसने अपने विद्यार्थियों को वस्तुओं को विभिन्न समूहों में रखने को कहा।

रिद्धि ने चाकू और सेब को एक समूह में रखा। शबाना को क्या करना चाहिए ?

- (1) रिद्धि से कहना चाहिए कि चाकू धातु है और अन्य धातुओं के साथ रखा जाना चाहिए।
- (2) रिद्धि से कहना चाहिए कि सेब फल है और अन्य फलों के साथ रखा जाना चाहिए।
- (3) रिद्धि से कहना चाहिए कि उसने चाकू और सेब को एक साथ एक समूह में रखा है, जो गलत है।
- (4) रिद्धि से कहना चाहिए कि वो यह समझाए कि उसने चाकू और सेब को एक समूह में क्यों रखा है।

[Question ID = 90][Question Description = CTET_P1_PART_3_EVS_SET_105_Q90]

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

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

“Pandemic” is a household word today. According to Merriam-Webster’s dictionary, it was the most searched word in 2020 and was declared the word of the year — thanks to COVID-19, the latest, but not the last, pandemic that humanity encounters.

A disease outbreak across continents and spreading globally is a pandemic. Hundreds of them have “plagued” humankind down the millennia, and we have records of major outbreaks such as “The Plague”. The three plague pandemics over different regions and periods, killed as many as 350 million people approximately. This was followed by seven major outbreaks of cholera, five of influenza, and three of Coronavirus, including the latest.

How and when do pandemics originate ? There is enough evidence to suggest that infections of pandemic proportions emerged when the hunter-gatherer, nomadic tribes transitioned into more sedentary agrarian settlers. By a rough estimate, infectious diseases could have emerged only within the past 11,000 years following the rise of agriculture. For infections to spread and sustain, it needed large groups of population. Such settlements were unheard of in history before the advent of agriculture. Such diseases were earlier called “crowd diseases”.

The twin disease burden that humanity faces — communicable diseases such as influenza, chicken pox and non-communicable diseases such as hypertension, diabetes and cancer owe their origin to a great extent to this transition of man from hunter-gatherer to agriculturist. To put it simply, the growth of civilisation is the root cause of diseases.

Most microbes which cause diseases were originally colonising animals. For a disease to establish as a pandemic, complex movements of animal-human transmission are involved. This again was facilitated when the agrarians domesticated animals such as goats, cows, horses and pigs. In the process of milching, riding, ploughing they established longer and closer nearness which made such animal-to-human transmission possible.

“Pandemic” became a household word because

- (1) it was the most searched/used word in 2020.
- (2) it was declared word of the year.
- (3) of COVID-19.
- (4) of humanity encounters.

[Question ID = 91][Question Description = CTET_P1_PART_4_L1_SET_105_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.

“Pandemic” is a household word today. According to Merriam-Webster’s dictionary, it was the most searched word in 2020 and was declared the word of the year — thanks to COVID-19, the latest, but not the last, pandemic that humanity encounters.

A disease outbreak across continents and spreading globally is a pandemic. Hundreds of them have “plagued” humankind down the millennia, and we have records of major outbreaks such as “The Plague”. The three plague pandemics over different regions and periods, killed as many as 350 million people approximately. This was followed by seven major outbreaks of cholera, five of influenza, and three of Coronavirus, including the latest.

How and when do pandemics originate ? There is enough evidence to suggest that infections of pandemic proportions emerged when the hunter-gatherer, nomadic tribes transitioned into more sedentary agrarian settlers. By a rough estimate, infectious diseases could have emerged only within the past 11,000 years following the rise of agriculture. For infections to spread and sustain, it needed large groups of population. Such settlements were unheard of in history before the advent of agriculture. Such diseases were earlier called “crowd diseases”.

The twin disease burden that humanity faces — communicable diseases such as influenza, chicken pox and non-communicable diseases such as hypertension, diabetes and cancer owe their origin to a great extent to this transition of man from hunter-gatherer to agriculturist. To put it simply, the growth of civilisation is the root cause of diseases.

Most microbes which cause diseases were originally colonising animals. For a disease to establish as a pandemic, complex movements of animal-human transmission are involved. This again was facilitated when the agrarians domesticated animals such as goats, cows, horses and pigs. In the process of milching, riding, ploughing they established longer and closer nearness which made such animal-to-human transmission possible.

Which epidemic has been described to have killed the maximum number of people ?

- (1) the three plagues
- (2) seven attacks of cholera
- (3) five attacks of influenza
- (4) COVID-19

[Question ID = 92][Question Description = CTET_P1_PART_4_L1_SET_105_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.

"Pandemic" is a household word today. According to Merriam-Webster's dictionary, it was the most searched word in 2020 and was declared the word of the year — thanks to COVID-19, the latest, but not the last, pandemic that humanity encounters.

A disease outbreak across continents and spreading globally is a pandemic. Hundreds of them have "plagued" humankind down the millennia, and we have records of major outbreaks such as "The Plague". The three plague pandemics over different regions and periods, killed as many as 350 million people approximately. This was followed by seven major outbreaks of cholera, five of influenza, and three of Coronavirus, including the latest.

How and when do pandemics originate ? There is enough evidence to suggest that infections of pandemic proportions emerged when the hunter-gatherer, nomadic tribes transitioned into more sedentary agrarian settlers. By a rough estimate, infectious diseases could have emerged only within the past 11,000 years following the rise of agriculture. For infections to spread and sustain, it needed large groups of population. Such settlements were unheard of in history before the advent of agriculture. Such diseases were earlier called "crowd diseases".

The twin disease burden that humanity faces — communicable diseases such as influenza, chicken pox and non-communicable diseases such as hypertension, diabetes and cancer owe their origin to a great extent to this transition of man from hunter-gatherer to agriculturist. To put it simply, the growth of civilisation is the root cause of diseases.

Most microbes which cause diseases were originally colonising animals. For a disease to establish as a pandemic, complex movements of animal-human transmission are involved. This again was facilitated when the agrarians domesticated animals such as goats, cows, horses and pigs. In the process of milching, riding, ploughing they established longer and closer nearness which made such animal-to-human transmission possible.

When did humankind begin to become civilised ?

- (1) with the industrial revolution
- (2) with the invention of automobiles
- (3) with the beginning of agricultural settlements
- (4) with inter continental travelling

[Question ID = 93][Question Description = CTET_P1_PART_4_L1_SET_105_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.

"Pandemic" is a household word today. According to Merriam-Webster's dictionary, it was the most searched word in 2020 and was declared the word of the year — thanks to COVID-19, the latest, but not the last, pandemic that humanity encounters.

A disease outbreak across continents and spreading globally is a pandemic. Hundreds of them have "plagued" humankind down the millennia, and we have records of major outbreaks such as "The Plague". The three plague pandemics over different regions and periods, killed as many as 350 million people approximately. This was followed by seven major outbreaks of cholera, five of influenza, and three of Coronavirus, including the latest.

How and when do pandemics originate ? There is enough evidence to suggest that infections of pandemic proportions emerged when the hunter-gatherer, nomadic tribes transitioned into more sedentary agrarian settlers. By a rough estimate, infectious diseases could have emerged only within the past 11,000 years following the rise of agriculture. For infections to spread and sustain, it needed large groups of population. Such settlements were unheard of in history before the advent of agriculture. Such diseases were earlier called "crowd diseases".

The twin disease burden that humanity faces — communicable diseases such as influenza, chicken pox and non-communicable diseases such as hypertension, diabetes and cancer owe their origin to a great extent to this transition of man from hunter-gatherer to agriculturist. To put it simply, the growth of civilisation is the root cause of diseases.

Most microbes which cause diseases were originally colonising animals. For a disease to establish as a pandemic, complex movements of animal-human transmission are involved. This again was facilitated when the agrarians domesticated animals such as goats, cows, horses and pigs. In the process of milching, riding, ploughing they established longer and closer nearness which made such animal-to-human transmission possible.

Study the following statements :

- (a) Hunters and gatherers were responsible for the spread of infectious diseases.
- (b) Nomadic tribes were sedentary in their living.
- (c) Diabetes and cancer are not contagious.

- (1) (a) and (b) are correct but (c) is incorrect
- (2) (b) and (c) are correct but (a) is incorrect
- (3) (a) and (c) are correct but (b) is incorrect
- (4) (a) and (b) are incorrect but (c) is correct

[Question ID = 94][Question Description = CTET_P1_PART_4_L1_SET_105_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.

"Pandemic" is a household word today. According to Merriam-Webster's dictionary, it was the most searched word in 2020 and was declared the word of the year — thanks to COVID-19, the latest, but not the last, pandemic that humanity encounters.

A disease outbreak across continents and spreading globally is a pandemic. Hundreds of them have "plagued" humankind down the millennia, and we have records of major outbreaks such as "The Plague". The three plague pandemics over different regions and periods, killed as many as 350 million people approximately. This was followed by seven major outbreaks of cholera, five of influenza, and three of Coronavirus, including the latest.

How and when do pandemics originate ? There is enough evidence to suggest that infections of pandemic proportions emerged when the hunter-gatherer, nomadic tribes transitioned into more sedentary agrarian settlers. By a rough estimate, infectious diseases could have emerged only within the past 11,000 years following the rise of agriculture. For infections to spread and sustain, it needed large groups of population. Such settlements were unheard of in history before the advent of agriculture. Such diseases were earlier called "crowd diseases".

The twin disease burden that humanity faces — communicable diseases such as influenza, chicken pox and non-communicable diseases such as hypertension, diabetes and cancer owe their origin to a great extent to this transition of man from hunter-gatherer to agriculturist. To put it simply, the growth of civilisation is the root cause of diseases.

Most microbes which cause diseases were originally colonising animals. For a disease to establish as a pandemic, complex movements of animal-human transmission are involved. This again was facilitated when the agrarians domesticated animals such as goats, cows, horses and pigs. In the process of milching, riding, ploughing they established longer and closer nearness which made such animal-to-human transmission possible.

Study the following statements :

- (a) Most viruses originally prospered on animals.
- (b) From domesticated animals they transmitted to humans.

- (1) (a) is correct and (b) is incorrect
- (2) (b) is correct and (a) is incorrect
- (3) Both (a) and (b) are correct
- (4) Both (a) and (b) are incorrect

[Question ID = 95][Question Description = CTET_P1_PART_4_L1_SET_105_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.

"Pandemic" is a household word today. According to Merriam-Webster's dictionary, it was the most searched word in 2020 and was declared the word of the year — thanks to COVID-19, the latest, but not the last, pandemic that humanity encounters.

A disease outbreak across continents and spreading globally is a pandemic. Hundreds of them have "plagued" humankind down the millennia, and we have records of major outbreaks such as "The Plague". The three plague pandemics over different regions and periods, killed as many as 350 million people approximately. This was followed by seven major outbreaks of cholera, five of influenza, and three of Coronavirus, including the latest.

How and when do pandemics originate ? There is enough evidence to suggest that infections of pandemic proportions emerged when the hunter-gatherer, nomadic tribes transitioned into more sedentary agrarian settlers. By a rough estimate, infectious diseases could have emerged only within the past 11,000 years following the rise of agriculture. For infections to spread and sustain, it needed large groups of population. Such settlements were unheard of in history before the advent of agriculture. Such diseases were earlier called "crowd diseases".

The twin disease burden that humanity faces — communicable diseases such as influenza, chicken pox and non-communicable diseases such as hypertension, diabetes and cancer owe their origin to a great extent to this transition of man from hunter-gatherer to agriculturist. To put it simply, the growth of civilisation is the root cause of diseases.

Most microbes which cause diseases were originally colonising animals. For a disease to establish as a pandemic, complex movements of animal-human transmission are involved. This again was facilitated when the agrarians domesticated animals such as goats, cows, horses and pigs. In the process of milching, riding, ploughing they established longer and closer nearness which made such animal-to-human transmission possible.

'Hundreds of them have plagued humankind.' The underlined word is a/an _____.

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

[Question ID = 96][Question Description = CTET_P1_PART_4_L1_SET_105_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.

“Pandemic” is a household word today. According to Merriam-Webster’s dictionary, it was the most searched word in 2020 and was declared the word of the year — thanks to COVID-19, the latest, but not the last, pandemic that humanity encounters.

A disease outbreak across continents and spreading globally is a pandemic. Hundreds of them have “plagued” humankind down the millennia, and we have records of major outbreaks such as “The Plague”. The three plague pandemics over different regions and periods, killed as many as 350 million people approximately. This was followed by seven major outbreaks of cholera, five of influenza, and three of Coronavirus, including the latest.

How and when do pandemics originate ? There is enough evidence to suggest that infections of pandemic proportions emerged when the hunter-gatherer, nomadic tribes transitioned into more sedentary agrarian settlers. By a rough estimate, infectious diseases could have emerged only within the past 11,000 years following the rise of agriculture. For infections to spread and sustain, it needed large groups of population. Such settlements were unheard of in history before the advent of agriculture. Such diseases were earlier called “crowd diseases”.

The twin disease burden that humanity faces — communicable diseases such as influenza, chicken pox and non-communicable diseases such as hypertension, diabetes and cancer owe their origin to a great extent to this transition of man from hunter-gatherer to agriculturist. To put it simply, the growth of civilisation is the root cause of diseases.

Most microbes which cause diseases were originally colonising animals. For a disease to establish as a pandemic, complex movements of animal-human transmission are involved. This again was facilitated when the agrarians domesticated animals such as goats, cows, horses and pigs. In the process of milching, riding, ploughing they established longer and closer nearness which made such animal-to-human transmission possible.

‘How and when do pandemics originate?’

The above is a/an _____ clause.

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

[Question ID = 97][Question Description = CTET_P1_PART_4_L1_SET_105_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.

"Pandemic" is a household word today. According to Merriam-Webster's dictionary, it was the most searched word in 2020 and was declared the word of the year — thanks to COVID-19, the latest, but not the last, pandemic that humanity encounters.

A disease outbreak across continents and spreading globally is a pandemic. Hundreds of them have "plagued" humankind down the millennia, and we have records of major outbreaks such as "The Plague". The three plague pandemics over different regions and periods, killed as many as 350 million people approximately. This was followed by seven major outbreaks of cholera, five of influenza, and three of Coronavirus, including the latest.

How and when do pandemics originate ? There is enough evidence to suggest that infections of pandemic proportions emerged when the hunter-gatherer, nomadic tribes transitioned into more sedentary agrarian settlers. By a rough estimate, infectious diseases could have emerged only within the past 11,000 years following the rise of agriculture. For infections to spread and sustain, it needed large groups of population. Such settlements were unheard of in history before the advent of agriculture. Such diseases were earlier called "crowd diseases".

The twin disease burden that humanity faces — communicable diseases such as influenza, chicken pox and non-communicable diseases such as hypertension, diabetes and cancer owe their origin to a great extent to this transition of man from hunter-gatherer to agriculturist. To put it simply, the growth of civilisation is the root cause of diseases.

Most microbes which cause diseases were originally colonising animals. For a disease to establish as a pandemic, complex movements of animal-human transmission are involved. This again was facilitated when the agrarians domesticated animals such as goats, cows, horses and pigs. In the process of milching, riding, ploughing they established longer and closer nearness which made such animal-to-human transmission possible.

'There is enough evidence to suggest'

The underlined word means the same as :

- (1) expression
- (2) proof
- (3) charge
- (4) guess

[Question ID = 98][Question Description = CTET_P1_PART_4_L1_SET_105_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.

"Pandemic" is a household word today. According to Merriam-Webster's dictionary, it was the most searched word in 2020 and was declared the word of the year — thanks to COVID-19, the latest, but not the last, pandemic that humanity encounters.

A disease outbreak across continents and spreading globally is a pandemic. Hundreds of them have "plagued" humankind down the millennia, and we have records of major outbreaks such as "The Plague". The three plague pandemics over different regions and periods, killed as many as 350 million people approximately. This was followed by seven major outbreaks of cholera, five of influenza, and three of Coronavirus, including the latest.

How and when do pandemics originate ? There is enough evidence to suggest that infections of pandemic proportions emerged when the hunter-gatherer, nomadic tribes transitioned into more sedentary agrarian settlers. By a rough estimate, infectious diseases could have emerged only within the past 11,000 years following the rise of agriculture. For infections to spread and sustain, it needed large groups of population. Such settlements were unheard of in history before the advent of agriculture. Such diseases were earlier called "crowd diseases".

The twin disease burden that humanity faces — communicable diseases such as influenza, chicken pox and non-communicable diseases such as hypertension, diabetes and cancer owe their origin to a great extent to this transition of man from hunter-gatherer to agriculturist. To put it simply, the growth of civilisation is the root cause of diseases.

Most microbes which cause diseases were originally colonising animals. For a disease to establish as a pandemic, complex movements of animal-human transmission are involved. This again was facilitated when the agrarians domesticated animals such as goats, cows, horses and pigs. In the process of milching, riding, ploughing they established longer and closer nearness which made such animal-to-human transmission possible.

'To put it simply, the growth'

The underlined word is opposite in meaning to :

- (1) variance
- (2) decay
- (3) taboo
- (4) deliverance

[Question ID = 99][Question Description = CTET_P1_PART_4_L1_SET_105_ENGLISH_Q99]

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

Topic:- ENG_Q100-105_L1_P1_CTET

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

One day there fell in great Benares' temple-court.

A wondrous plate of gold, whereon these words were writ;

'To him who loveth best, a gift from Heaven.'

There at

The priests made proclamation: 'At the midday hour,

Each day, let those assemble who for virtue deem
their right to Heaven's gift the best; and we will hear
the deeds of mercy done, and so adjudge.'

The news

ran swift as light, and soon from every quarter came
nobles and munshis, hermits, scholars, holy men,
and all renowned for gracious or for splendid deeds,
meanwhile the priests in solemn council sat and heard
what each had done to merit best the gift of Heaven.

Who gifted the plate of gold ?

- (1) It was donated by a rich man.
- (2) It was a piece of offering to the deity.
- (3) It was a boon from God.
- (4) It fell from the sky.

[Question ID = 100][Question Description = CTET_P1_PART_4_L1_SET_105_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.

One day there fell in great Benares' temple-court.

A wondrous plate of gold, whereon these words were writ;

'To him who loveth best, a gift from Heaven.'

There at

The priests made proclamation: 'At the midday hour,

Each day, let those assemble who for virtue deem
their right to Heaven's gift the best; and we will hear
the deeds of mercy done, and so adjudge.'

The news

ran swift as light, and soon from every quarter came
nobles and munshis, hermits, scholars, holy men,
and all renowned for gracious or for splendid deeds,
meanwhile the priests in solemn council sat and heard
what each had done to merit best the gift of Heaven.

The priests decided :

- (1) to go from place to place in search of the deserving person.
- (2) to invite people to recite their acts of mercy.
- (3) to draw a lottery among the devotees.
- (4) to use the gold to renovate the temple.

[Question ID = 101][Question Description = CTET_P1_PART_4_L1_SET_105_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.

One day there fell in great Benares' temple-court.

A wondrous plate of gold, whereon these words were writ;

'To him who loveth best, a gift from Heaven.'

There at

The priests made proclamation: 'At the midday hour,

Each day, let those assemble who for virtue deem
their right to Heaven's gift the best; and we will hear
the deeds of mercy done, and so adjudge.'

The news

ran swift as light, and soon from every quarter came
nobles and munshis, hermits, scholars, holy men,
and all renowned for gracious or for splendid deeds,
meanwhile the priests in solemn council sat and heard
what each had done to merit best the gift of Heaven.

Why did some 'hermits' ask for the gold plate ?

- (1) Such hermits might have been fake hermits.
- (2) They might have felt greedy.
- (3) Such hermits might have been fake hermits and they might have felt greedy.
- (4) They were living in and serving the society.

[Question ID = 102][Question Description = CTET_P1_PART_4_L1_SET_105_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.

One day there fell in great Benares' temple-court.

A wondrous plate of gold, whereon these words were writ;

'To him who loveth best, a gift from Heaven.'

There at

The priests made proclamation: 'At the midday hour,

Each day, let those assemble who for virtue deem
their right to Heaven's gift the best; and we will hear
the deeds of mercy done, and so adjudge.'

The news

ran swift as light, and soon from every quarter came
nobles and munshis, hermits, scholars, holy men,
and all renowned for gracious or for splendid deeds,
meanwhile the priests in solemn council sat and heard
what each had done to merit best the gift of Heaven.

'as swift as light'

The figure of speech used here is :

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

[Question ID = 103][Question Description = CTET_P1_PART_4_L1_SET_105_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.

One day there fell in great Benares' temple-court.

A wondrous plate of gold, whereon these words were writ;

'To him who loveth best, a gift from Heaven.'

There at

The priests made proclamation: 'At the midday hour,

Each day, let those assemble who for virtue deem
their right to Heaven's gift the best; and we will hear
the deeds of mercy done, and so adjudge.'

The news

ran swift as light, and soon from every quarter came
nobles and munshis, hermits, scholars, holy men,
and all renowned for gracious or for splendid deeds,
meanwhile the priests in solemn council sat and heard
what each had done to merit best the gift of Heaven.

'.... let those assemble....'

The word opposite in meaning to the underlined word is :

(1) couple

(2) disperse

(3) raise

(4) organise

[Question ID = 104][Question Description = CTET_P1_PART_4_L1_SET_105_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.

One day there fell in great Benares' temple-court.

A wondrous plate of gold, whereon these words were writ;

'To him who loveth best, a gift from Heaven.'

There at

The priests made proclamation: 'At the midday hour,

Each day, let those assemble who for virtue deem

their right to Heaven's gift the best; and we will hear

the deeds of mercy done, and so adjudge.'

The news

ran swift as light, and soon from every quarter came

nobles and munshis, hermits, scholars, holy men,

and all renowned for gracious or for splendid deeds,

meanwhile the priests in solemn council sat and heard

what each had done to merit best the gift of Heaven.

'.... who for virtue deem'

The underlined word means the same as :

- (1) believe
- (2) prove
- (3) describe
- (4) function

[Question ID = 105][Question Description = CTET_P1_PART_4_L1_SET_105_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) Language is

- (1) an artificial system.
- (2) a rule-governed system.
- (3) a grammatical system.
- (4) a system which does have rules.

[Question ID = 106][Question Description = CTET_P1_PART_4_L1_SET_105_ENGLISH_Q106]

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

2) What is India's language-in-school education strategy known as ?

- (1) Multilingualism
- (2) Three-language formula
- (3) Official language policy
- (4) National Education Policy 2020

[Question ID = 107][Question Description = CTET_P1_PART_4_L1_SET_105_ENGLISH_Q107]

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

3) A child moves from Patna to Mumbai. She has English as one of the languages in school and she is able to learn Marathi with her interaction with peers and people from her neighborhood. What do you understand by this ?

- (1) Learning both the languages is language acquisition.
- (2) English language learning is language acquisition and Marathi learning is language learning.
- (3) English language learning is language learning and Marathi learning is language acquisition.
- (4) Learning both the languages is language learning.

[Question ID = 108][Question Description = CTET_P1_PART_4_L1_SET_105_ENGLISH_Q108]

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

4) Peter is a good reader in his mother tongue and he is able to read very well in English language too. What is this known as ?

- (1) Competency transfer
- (2) Moving from familiar to unfamiliar
- (3) Linguistic ability
- (4) Skill transfer

[Question ID = 109][Question Description = CTET_P1_PART_4_L1_SET_105_ENGLISH_Q109]

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

5) Ashish, a teacher of class-7 supplied a riddle to learners and divided them into groups of four. Learners in groups of four have to solve the riddle by speaking out what they think. What is this language learning strategy known as ?

- (1) Think aloud protocol
- (2) Thinking to speak
- (3) Speak aloud protocol
- (4) Problem-based speaking

[Question ID = 110][Question Description = CTET_P1_PART_4_L1_SET_105_ENGLISH_Q110]

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

6) One major consideration while selecting a text for a textbook is that

- (1) The text should be from the life of the learner.
- (2) The text should be in natural language and an authentic text.
- (3) The text should be from the country where the learner lives.
- (4) The text should be from an appropriate genre.

[Question ID = 111][Question Description = CTET_P1_PART_4_L1_SET_105_ENGLISH_Q111]

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

7) Which one of the languages is *not* a classical language ?

- (1) Sanskrit
- (2) Tamil
- (3) Malayalam
- (4) Hindi

[Question ID = 112][Question Description = CTET_P1_PART_4_L1_SET_105_ENGLISH_Q112]

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

8) Knowledge about language is

- (1) Procedural knowledge
- (2) Declarative knowledge
- (3) Process-based knowledge
- (4) Grammar of a language

[Question ID = 113][Question Description = CTET_P1_PART_4_L1_SET_105_ENGLISH_Q113]

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

9) Centrality of language is

- (1) recognizing that language plays a role in learning of content subject.
- (2) recognizing that languages are learnt in isolation.
- (3) recognizing that language and learning are interrelated.
- (4) recognizing that language is for communication and ideas do not need a language.

[Question ID = 114][Question Description = CTET_P1_PART_4_L1_SET_105_ENGLISH_Q114]

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

10) Portfolio assessment is

- (1) recording of the learning by learners in the classroom.
- (2) to find out where the learner lacks.
- (3) to support the annual board examination.
- (4) recording of all the learning acts of learners for assessment.

[Question ID = 115][Question Description = CTET_P1_PART_4_L1_SET_105_ENGLISH_Q115]

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

11) Skimming is

- (1) reading for the overall meaning of the text.
- (2) reading for specific information.
- (3) reading the author's intention.
- (4) reading beyond the text.

[Question ID = 116][Question Description = CTET_P1_PART_4_L1_SET_105_ENGLISH_Q116]

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

12) Competency-based teaching enables

- (1) learners to focus on mastery of the content.
- (2) learners to become experts in the subject.
- (3) learners to function in society and at work.
- (4) learners to secure high percentage.

[Question ID = 117][Question Description = CTET_P1_PART_4_L1_SET_105_ENGLISH_Q117]

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

13) Raghavan, teacher of class-8 divides the class into groups of five and assigns each one a character and language input to speak in a conversation on a particular topic. What is this task known as ?

- (1) Think aloud protocol
- (2) Role play
- (3) Dramatics
- (4) Language development

[Question ID = 118][Question Description = CTET_P1_PART_4_L1_SET_105_ENGLISH_Q118]

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

14) A teacher organizes her class in such a way that learners jot down points, make an outline, write the first draft, improve it and write the final draft in the writing class. What strategy does the teacher adopt here ?

- (1) Process-based learning
- (2) Process approach to writing
- (3) Product-based approach to writing
- (4) Writing for purposes

[Question ID = 119][Question Description = CTET_P1_PART_4_L1_SET_105_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 ways is effective for teaching of pronunciation ?

- (1) Teaching phonology to all learners
- (2) Teaching through transcription of words and sounds
- (3) Illustrating through contrastive pairs
- (4) Illustrating with the correspondence between letters and sounds

[Question ID = 120][Question Description = CTET_P1_PART_4_L1_SET_105_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 उचिततमम् उत्तरं चिनुत ।

राजः भोजस्य राज्ये दुर्मुखः नामकः एक चौरः निवसति स्म । किन्तु अधिकतरं सः चौर्यं कर्तुं न पारितवान् । अनेन दुःखी सः प्रतिवेशि-राज्ये प्रवेष्टुं रात्रौ प्रचलितः । मध्ये एकं साध्वाश्रमं प्राप्य तत्र एवं स्थितः । साधुः तस्य भव्यं आतिथ्यं कृतवान् । अनेन प्रसन्नः सः चौरः प्रातः तं प्रणम्य तां विद्यां शिक्षयितुं प्रार्थयत्, यया सः भव्यां भोग-सामग्रीं निष्पादितवान् । साधुः तथा प्रतिज्ञातवान् तम् उपदिष्टवान् च – “त्वं कम् अपि व्यवसायं कुर्याः, किन्तु असत्यं कदापि न वदेः, न च यस्य अन्नं भक्षयेः तं हानिं प्रापयेः ।”

चौरः तथा स्वीकृत्य राजः भोजस्य एव प्रासादे चौर्यं कर्तुं ततः परावृत्तः । अर्द्धरात्रौ सः सामन्त-वेशं धृत्वा राज-प्रासादं प्रविष्टः । प्रहरिणा पृष्टः सः आत्मानं चौरम् एव पर्यचाययत् । किन्तु प्रहरी तथा न विश्वस्य तं प्रवेशात् नैव निवारितवान् । निर्बाधं चौरः भोजस्य शयन-कक्षे प्रविष्टः । तदा भोजः नगरी-सुरक्षा-व्यवस्थां द्रष्टुं निर्गतः आसीत् चौरः सर्वां स्वाभीष्टां सामग्रीं सङ्कलितां कृत्वा चलितुम् एव उद्यतः अभवत् यत् तत्र एकस्मिन् पात्रे रक्षिते मिष्टान्ने तस्य दृष्टिः न्यपतत् । सः तद् भक्षितवान् । भक्षणोत्तरं तस्य स्मृतौ साधोः वाक्यम् आयातं यत् – ‘यस्य अन्नं भक्षयेः तं हानिं न प्रापयेः ।’ चौरः सर्वां सामग्रीं तत्र एव परित्यज्य रिक्त-हस्तः ततः निर्गतः । पश्चात् परावृत्तः भोजः कक्षे इदं दुर्दृश्यं दृष्टवान्, तदा प्रातः ‘दुर्मुखस्य एव इदं कृत्यं स्यात्’ इति अनुमाय तम् आहूतवान् । राजा पृष्टः च सः सर्वं सत्यम् अकथयत् । अनेन सन्तुष्टः राजा तं भूरि भूरि प्रशंसितवान्, स्वकीये रक्षा-विभागे च नियुक्तवान् । इदानीं दुर्मुखः अपि सुमुखः भूत्वा चौर्य-कर्म पर्यत्यजत् इति ।

दुर्मुखः कस्य राज्ये निवसति स्म ?

(1) रामस्य

(2) कृष्णस्य

(3) भोजस्य

(4) गोपालस्य

[Question ID = 661][Question Description = CTET_P1_PART_5_L2_SET_105_SANSKRIT_Q121]

1. 1 [Option ID = 2641]

2. 2 [Option ID = 2642]

3. 3 [Option ID = 2643]

4. 4 [Option ID = 2644]

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

राजः भोजस्य राज्ये दुर्मुखः नामकः एक चौरः निवसति स्म । किन्तु अधिकतरं सः चौर्यं कर्तुं न पारितवान् । अनेन दुःखी सः प्रतिवेशि-राज्ये प्रवेष्टुं रात्रौ प्रचलितः । मध्ये एकं साध्वाश्रमं प्राप्य तत्र एवं स्थितः । साधुः तस्य भव्यं आतिथ्यं कृतवान् । अनेन प्रसन्नः सः चौरः प्रातः तं प्रणम्य तां विद्यां शिक्षयितुं प्रार्थयत्, यया सः भव्यां भोग-सामग्रीं निष्पादितवान् । साधुः तथा प्रतिज्ञातवान् तम् उपदिष्टवान् च – “त्वं कम् अपि व्यवसायं कुर्याः, किन्तु असत्यं कदापि न वदेः, न च यस्य अन्नं भक्षयेः तं हानिं प्रापयेः ।”

चौरः तथा स्वीकृत्य राजः भोजस्य एव प्रासादे चौर्यं कर्तुं ततः परावृत्तः । अर्द्धरात्रौ सः सामन्त-वेशं धृत्वा राज-प्रासादं प्रविष्टः । प्रहरिणा पृष्टः सः आत्मानं चौरम् एव पर्यचाययत् । किन्तु प्रहरी तथा न विश्वस्य तं प्रवेशात् नैव निवारितवान् । निर्बाधं चौरः भोजस्य शयन-कक्षे प्रविष्टः । तदा भोजः नगरी-सुरक्षा-व्यवस्थां द्रष्टुं निर्गतः आसीत् चौरः सर्वां स्वाभीष्टां सामग्रीं सङ्कलितां कृत्वा चलितुम् एव उद्यतः अभवत् यत् तत्र एकस्मिन् पात्रे रक्षिते मिष्टान्ने तस्य दृष्टिः न्यपतत् । सः तद् भक्षितवान् । भक्षणोत्तरं तस्य स्मृतौ साधोः वाक्यम् आयातं यत् – ‘यस्य अन्नं भक्षयेः तं हानिं न प्रापयेः ।’ चौरः सर्वां सामग्रीं तत्र एव परित्यज्य रिक्त-हस्तः ततः निर्गतः । पश्चात् परावृत्तः भोजः कक्षे इदं दुर्दृश्यं दृष्टवान्, तदा प्रातः ‘दुर्मुखस्य एव इदं कृत्यं स्यात्’ इति अनुमाय तम् आहूतवान् । राजा पृष्टः च सः सर्वं सत्यम् अकथयत् । अनेन सन्तुष्टः राजा तं भूरि भूरि प्रशंसितवान्, स्वकीये रक्षा-विभागे च नियुक्तवान् । इदानीं दुर्मुखः अपि सुमुखः भूत्वा चौर्य-कर्म पर्यत्यजत् इति ।

दुर्मुखस्य भव्यं आतिथ्यं कः कृतवान् ?

(1) राजा

(2) साधुः

(3) निर्धनः

(4) धनिकः

[Question ID = 662][Question Description = CTET_P1_PART_5_L2_SET_105_SANSKRIT_Q122]

1. 1 [Option ID = 2645]
2. 2 [Option ID = 2646]
3. 3 [Option ID = 2647]
4. 4 [Option ID = 2648]

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

राजः भोजस्य राज्ये दुर्मुखः नामकः एक चौरः निवसति स्म । किन्तु अधिकतरं सः चौर्यं कर्तुं न पारितवान् । अनेन दुःखी सः प्रतिवेशि-राज्ये प्रवेष्टुं रात्रौ प्रचलितः । मध्ये एकं साध्वाश्रमं प्राप्य तत्र एवं स्थितः । साधुः तस्य भव्यं आतिथ्यं कृतवान् । अनेन प्रसन्नः सः चौरः प्रातः तं प्रणम्य तां विद्यां शिक्षयितुं प्रार्थयत्, यया सः भव्यां भोग-सामग्रीं निष्पादितवान् । साधुः तथा प्रतिज्ञातवान् तम् उपदिष्टवान् च – “त्वं कम् अपि व्यवसायं कुर्याः, किन्तु असत्यं कदापि न वदेः, न च यस्य अन्नं भक्षयेः तं हानिं प्रापयेः ।”

चौरः तथा स्वीकृत्य राजः भोजस्य एव प्रासादे चौर्यं कर्तुं ततः परावृत्तः । अर्द्धरात्रौ सः सामन्त-वेशं धृत्वा राज-प्रासादं प्रविष्टः । प्रहरिणा पृष्ठः सः आत्मानं चौरम् एव पर्यचाययत् । किन्तु प्रहरी तथा न विश्वस्य तं प्रवेशात् नैव निवारितवान् । निर्बाधं चौरः भोजस्य शयन-कक्षे प्रविष्टः । तदा भोजः नगरी-सुरक्षा-व्यवस्थां द्रष्टुं निर्गतः आसीत् चौरः सर्वां स्वाभीष्टां सामग्रीं सङ्कलितां कृत्वा चलितुम् एव उद्यतः अभवत् यत् तत्र एकस्मिन् पात्रे रक्षिते मिष्टान्ने तस्य दृष्टिः न्यपतत् । सः तद् भक्षितवान् । भक्षणोत्तरं तस्य स्मृतौ साधोः वाक्यम् आयातं यत् – ‘यस्य अन्नं भक्षयेः तं हानिं न प्रापयेः ।’ चौरः सर्वां सामग्रीं तत्र एव परित्यज्य रिक्त-हस्तः ततः निर्गतः । पश्चात् परावृत्तः भोजः कक्षे इदं दुर्दृश्यं दृष्टवान्, तदा प्रातः ‘दुर्मुखस्य एव इदं कृत्यं स्यात्’ इति अनुमाय तम् आहूतवान् । राजा पृष्ठः च सः सर्वं सत्यम् अकथयत् । अनेन सन्तुष्टः राजा तं भूरि भूरि प्रशंसितवान्, स्वकीये रक्षा-विभागे च नियुक्तवान् । इदानीं दुर्मुखः अपि सुमुखः भूत्वा चौर्य-कर्म पर्यत्यजत् इति ।

दुर्मुखः कथं वेषं धृत्वा राजप्रसादे प्रविष्टः ?

- (1) सामन्त-वेशम्
- (2) दस्यु-वेशम्
- (3) नृप-वेशम्
- (4) कृषक-वेशम्

[Question ID = 663][Question Description = CTET_P1_PART_5_L2_SET_105_SANSKRIT_Q123]

1. 1 [Option ID = 2649]
2. 2 [Option ID = 2650]
3. 3 [Option ID = 2651]
4. 4 [Option ID = 2652]

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

राजः भोजस्य राज्ये दुर्मुखः नामकः एक चौरः निवसति स्म । किन्तु अधिकतरं सः चौर्यं कर्तुं न पारितवान् । अनेन दुःखी सः प्रतिवेशि-राज्ये प्रवेष्टुं रात्रौ प्रचलितः । मध्ये एकं साध्वाश्रमं प्राप्य तत्र एवं स्थितः । साधुः तस्य भव्यं आतिथ्यं कृतवान् । अनेन प्रसन्नः सः चौरः प्रातः तं प्रणम्य तां विद्यां शिक्षयितुं प्रार्थयत्, यया सः भव्यां भोग-सामग्रीं निष्पादितवान् । साधुः तथा प्रतिज्ञातवान् तम् उपदिष्टवान् च – “त्वं कम् अपि व्यवसायं कुर्याः, किन्तु असत्यं कदापि न वदेः, न च यस्य अन्नं भक्षयेः तं हानिं प्रापयेः ।”

चौरः तथा स्वीकृत्य राजः भोजस्य एव प्रासादे चौर्यं कर्तुं ततः परावृत्तः । अर्द्धरात्रौ सः सामन्त-वेशं धृत्वा राज-प्रासादं प्रविष्टः । प्रहरिणा पृष्ठः सः आत्मानं चौरम् एव पर्यचाययत् । किन्तु प्रहरी तथा न विश्वस्य तं प्रवेशात् नैव निवारितवान् । निर्बाधं चौरः भोजस्य शयन-कक्षे प्रविष्टः । तदा भोजः नगरी-सुरक्षा-व्यवस्थां द्रष्टुं निर्गतः आसीत् चौरः सर्वां स्वाभीष्टां सामग्रीं सङ्कलितां कृत्वा चलितुम् एव उद्यतः अभवत् यत् तत्र एकस्मिन् पात्रे रक्षिते मिष्टान्ने तस्य दृष्टिः न्यपतत् । सः तद् भक्षितवान् । भक्षणोत्तरं तस्य स्मृतौ साधोः वाक्यम् आयातं यत् – ‘यस्य अन्नं भक्षयेः तं हानिं न प्रापयेः ।’ चौरः सर्वां सामग्रीं तत्र एव परित्यज्य रिक्त-हस्तः ततः निर्गतः । पश्चात् परावृत्तः भोजः कक्षे इदं दुर्दृश्यं दृष्टवान्, तदा प्रातः ‘दुर्मुखस्य एव इदं कृत्यं स्यात्’ इति अनुमाय तम् आहूतवान् । राजा पृष्ठः च सः सर्वं सत्यम् अकथयत् । अनेन सन्तुष्टः राजा तं भूरि भूरि प्रशंसितवान्, स्वकीये रक्षा-विभागे च नियुक्तवान् । इदानीं दुर्मुखः अपि सुमुखः भूत्वा चौर्य-कर्म पर्यत्यजत् इति ।

राजा दुर्मुखं कुत्र नियुक्तवान् ?

- (1) गृह-विभागे
- (2) कृषि-विभागे
- (3) रक्षा-विभागे
- (4) सीमा-विभागे

[Question ID = 664][Question Description = CTET_P1_PART_5_L2_SET_105_SANSKRIT_Q124]

1. 1 [Option ID = 2653]
2. 2 [Option ID = 2654]
3. 3 [Option ID = 2655]
4. 4 [Option ID = 2656]

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

राजः भोजस्य राज्ये दुर्मुखः नामकः एक चौरः निवसति स्म । किन्तु अधिकतरं सः चौर्यं कर्तुं न पारितवान् । अनेन दुःखी सः प्रतिवेशि-राज्ये प्रवेष्टुं रात्रौ प्रचलितः । मध्ये एकं साध्वाश्रमं प्राप्य तत्र एवं स्थितः । साधुः तस्य भव्यं आतिथ्यं कृतवान् । अनेन प्रसन्नः सः चौरः प्रातः तं प्रणम्य तां विद्यां शिक्षयितुं प्रार्थयत्, यया सः भव्यां भोग-सामग्रीं निष्पादितवान् । साधुः तथा प्रतिज्ञातवान् तम् उपदिष्टवान् च – “त्वं कम् अपि व्यवसायं कुर्याः, किन्तु असत्यं कदापि न वदेः, न च यस्य अन्नं भक्षयेः तं हानिं प्रापयेः ।”

चौरः तथा स्वीकृत्य राजः भोजस्य एव प्रासादे चौर्यं कर्तुं ततः परावृत्तः । अर्द्धरात्रौ सः सामन्त-वेशं धृत्वा राज-प्रासादं प्रविष्टः । प्रहरिणा पृष्टः सः आत्मानं चौरम् एव पर्यचाययत् । किन्तु प्रहरी तथा न विश्वस्य तं प्रवेशात् नैव निवारितवान् । निर्बाधं चौरः भोजस्य शयन-कक्षे प्रविष्टः । तदा भोजः नगरी-सुरक्षा-व्यवस्थां द्रष्टुं निर्गतः आसीत् चौरः सर्वां स्वाभीष्टां सामग्रीं सङ्कलितां कृत्वा चलितुम् एव उद्यतः अभवत् यत् तत्र एकस्मिन् पात्रे रक्षिते मिष्टान्ने तस्य दृष्टिः न्यपतत् । सः तद् भक्षितवान् । भक्षणोत्तरं तस्य स्मृतौ साधोः वाक्यम् आयातं यत् – ‘यस्य अन्नं भक्षयेः तं हानिं न प्रापयेः ।’ चौरः सर्वां सामग्रीं तत्र एव परित्यज्य रिक्त-हस्तः ततः निर्गतः । पश्चात् परावृत्तः भोजः कक्षे इदं दुर्दृश्यं दृष्टवान्, तदा प्रातः ‘दुर्मुखस्य एव इदं कृत्यं स्यात्’ इति अनुमाय तम् आहूतवान् । राजा पृष्टः च सः सर्वं सत्यम् अकथयत् । अनेन सन्तुष्टः राजा तं भूरि भूरि प्रशंसितवान्, स्वकीये रक्षा-विभागे च नियुक्तवान् । इदानीं दुर्मुखः अपि सुमुखः भूत्वा चौर्य-कर्म पर्यत्यजत् इति ।

‘अनुमानं कृत्वा’ इत्यस्य पदस्य समानार्थकं चित्वा लिखत

- (1) अनुभूय
- (2) अनुमाय
- (3) आदाय
- (4) आनीय

[Question ID = 665][Question Description = CTET_P1_PART_5_L2_SET_105_SANSKRIT_Q125]

1. 1 [Option ID = 2657]
2. 2 [Option ID = 2658]
3. 3 [Option ID = 2659]
4. 4 [Option ID = 2660]

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

राजः भोजस्य राज्ये दुर्मुखः नामकः एक चौरः निवसति स्म । किन्तु अधिकतरं सः चौर्यं कर्तुं न पारितवान् । अनेन दुःखी सः प्रतिवेशि-राज्ये प्रवेष्टुं रात्रौ प्रचलितः । मध्ये एकं साध्वाश्रमं प्राप्य तत्र एवं स्थितः । साधुः तस्य भव्यं आतिथ्यं कृतवान् । अनेन प्रसन्नः सः चौरः प्रातः तं प्रणम्य तां विद्यां शिक्षयितुं प्रार्थयत्, यया सः भव्यां भोग-सामग्रीं निष्पादितवान् । साधुः तथा प्रतिज्ञातवान् तम् उपदिष्टवान् च – “त्वं कम् अपि व्यवसायं कुर्याः, किन्तु असत्यं कदापि न वदेः, न च यस्य अन्नं भक्षयेः तं हानिं प्रापयेः ।”

चौरः तथा स्वीकृत्य राजः भोजस्य एव प्रासादे चौर्यं कर्तुं ततः परावृत्तः । अर्द्धरात्रौ सः सामन्त-वेशं धृत्वा राज-प्रासादं प्रविष्टः । प्रहरिणा पृष्ठः सः आत्मानं चौरम् एव पर्यचाययत् । किन्तु प्रहरी तथा न विश्वस्य तं प्रवेशात् नैव निवारितवान् । निर्बाधं चौरः भोजस्य शयन-कक्षे प्रविष्टः । तदा भोजः नगरी-सुरक्षा-व्यवस्थां द्रष्टुं निर्गतः आसीत् चौरः सर्वां स्वाभीष्टां सामग्रीं सङ्कलितां कृत्वा चलितुम् एव उद्यतः अभवत् यत् तत्र एकस्मिन् पात्रे रक्षिते मिष्टान्ने तस्य दृष्टिः न्यपतत् । सः तद् भक्षितवान् । भक्षणोत्तरं तस्य स्मृतौ साधोः वाक्यम् आयातं यत् – ‘यस्य अन्नं भक्षयेः तं हानिं न प्रापयेः ।’ चौरः सर्वां सामग्रीं तत्र एव परित्यज्य रिक्त-हस्तः ततः निर्गतः । पश्चात् परावृत्तः भोजः कक्षे इदं दुर्दृश्यं दृष्टवान्, तदा प्रातः ‘दुर्मुखस्य एव इदं कृत्यं स्यात्’ इति अनुमाय तम् आहूतवान् । राजा पृष्ठः च सः सर्वं सत्यम् अकथयत् । अनेन सन्तुष्टः राजा तं भूरि भूरि प्रशंसितवान्, स्वकीये रक्षा-विभागे च नियुक्तवान् । इदानीं दुर्मुखः अपि सुमुखः भूत्वा चौर्य-कर्म पर्यत्यजत् इति ।

‘रात्रौ’ इत्यस्मिन् पदे का विभक्तिः प्रयुक्ता ?

(1) प्रथमा

(2) तृतीया

(3) षष्ठी

(4) सप्तमी

[Question ID = 666][Question Description = CTET_P1_PART_5_L2_SET_105_SANSKRIT_Q126]

1. 1 [Option ID = 2661]

2. 2 [Option ID = 2662]

3. 3 [Option ID = 2663]

4. 4 [Option ID = 2664]

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

राजः भोजस्य राज्ये दुर्मुखः नामकः एक चौरः निवसति स्म । किन्तु अधिकतरं सः चौर्यं कर्तुं न पारितवान् । अनेन दुःखी सः प्रतिवेशि-राज्ये प्रवेष्टुं रात्रौ प्रचलितः । मध्ये एकं साध्वाश्रमं प्राप्य तत्र एवं स्थितः । साधुः तस्य भव्यं आतिथ्यं कृतवान् । अनेन प्रसन्नः सः चौरः प्रातः तं प्रणम्य तां विद्यां शिक्षयितुं प्रार्थयत्, यया सः भव्यां भोग-सामग्रीं निष्पादितवान् । साधुः तथा प्रतिज्ञातवान् तम् उपदिष्टवान् च – “त्वं कम् अपि व्यवसायं कुर्याः, किन्तु असत्यं कदापि न वदेः, न च यस्य अन्नं भक्षयेः तं हानिं प्रापयेः ।”

चौरः तथा स्वीकृत्य राजः भोजस्य एव प्रासादे चौर्यं कर्तुं ततः परावृत्तः । अर्द्धरात्रौ सः सामन्त-वेशं धृत्वा राज-प्रासादं प्रविष्टः । प्रहरिणा पृष्टः सः आत्मानं चौरम् एव पर्यचाययत् । किन्तु प्रहरी तथा न विश्वस्य तं प्रवेशात् नैव निवारितवान् । निर्बाधं चौरः भोजस्य शयन-कक्षे प्रविष्टः । तदा भोजः नगरी-सुरक्षा-व्यवस्थां द्रष्टुं निर्गतः आसीत् चौरः सर्वां स्वाभीष्टां सामग्रीं सङ्कलितां कृत्वा चलितुम् एव उद्यतः अभवत् यत् तत्र एकस्मिन् पात्रे रक्षिते मिष्टान्ने तस्य दृष्टिः न्यपतत् । सः तद् भक्षितवान् । भक्षणोत्तरं तस्य स्मृतौ साधोः वाक्यम् आयातं यत् – ‘यस्य अन्नं भक्षयेः तं हानिं न प्रापयेः ।’ चौरः सर्वां सामग्रीं तत्र एव परित्यज्य रिक्त-हस्तः ततः निर्गतः । पश्चात् परावृत्तः भोजः कक्षे इदं दुर्दृश्यं दृष्टवान्, तदा प्रातः ‘दुर्मुखस्य एव इदं कृत्यं स्यात्’ इति अनुमाय तम् आहूतवान् । राजा पृष्टः च सः सर्वं सत्यम् अकथयत् । अनेन सन्तुष्टः राजा तं भूरि भूरि प्रशंसितवान्, स्वकीये रक्षा-विभागे च नियुक्तवान् । इदानीं दुर्मुखः अपि सुमुखः भूत्वा चौर्य-कर्म पर्यत्यजत् इति ।

‘प्रणम्य’ इत्यस्मिन् पदे कः कृदन्तप्रत्ययः युक्तः ?

(1) शानच्

(2) ल्यप्

(3) शतृ

(4) क्त्वा

[Question ID = 667][Question Description = CTET_P1_PART_5_L2_SET_105_SANSKRIT_Q127]

1. 1 [Option ID = 2665]
2. 2 [Option ID = 2666]
3. 3 [Option ID = 2667]
4. 4 [Option ID = 2668]

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

राजः भोजस्य राज्ये दुर्मुखः नामकः एक चौरः निवसति स्म । किन्तु अधिकतरं सः चौर्यं कर्तुं न पारितवान् । अनेन दुःखी सः प्रतिवेशि-राज्ये प्रवेष्टुं रात्रौ प्रचलितः । मध्ये एकं साध्वाश्रमं प्राप्य तत्र एवं स्थितः । साधुः तस्य भव्यं आतिथ्यं कृतवान् । अनेन प्रसन्नः सः चौरः प्रातः तं प्रणम्य तां विद्यां शिक्षयितुं प्रार्थयत्, यया सः भव्यां भोग-सामग्रीं निष्पादितवान् । साधुः तथा प्रतिज्ञातवान् तम् उपदिष्टवान् च – “त्वं कम् अपि व्यवसायं कुर्याः, किन्तु असत्यं कदापि न वदेः, न च यस्य अन्नं भक्षयेः तं हानिं प्रापयेः ।”

चौरः तथा स्वीकृत्य राजः भोजस्य एव प्रासादे चौर्यं कर्तुं ततः परावृत्तः । अर्द्धरात्रौ सः सामन्त-वेशं धृत्वा राज-प्रासादं प्रविष्टः । प्रहरिणा पृष्टः सः आत्मानं चौरम् एव पर्यचाययत् । किन्तु प्रहरी तथा न विश्वस्य तं प्रवेशात् नैव निवारितवान् । निर्बाधं चौरः भोजस्य शयन-कक्षे प्रविष्टः । तदा भोजः नगरी-सुरक्षा-व्यवस्थां द्रष्टुं निर्गतः आसीत् चौरः सर्वां स्वाभीष्टां सामग्रीं सङ्कलितां कृत्वा चलितुम् एव उद्यतः अभवत् यत् तत्र एकस्मिन् पात्रे रक्षिते मिष्टान्ने तस्य दृष्टिः न्यपतत् । सः तद् भक्षितवान् । भक्षणोत्तरं तस्य स्मृतौ साधोः वाक्यम् आयातं यत् – ‘यस्य अन्नं भक्षयेः तं हानिं न प्रापयेः ।’ चौरः सर्वां सामग्रीं तत्र एव परित्यज्य रिक्त-हस्तः ततः निर्गतः । पश्चात् परावृत्तः भोजः कक्षे इदं दुर्दृश्यं दृष्टवान्, तदा प्रातः ‘दुर्मुखस्य एव इदं कृत्यं स्यात्’ इति अनुमाय तम् आहूतवान् । राजा पृष्टः च सः सर्वं सत्यम् अकथयत् । अनेन सन्तुष्टः राजा तं भूरि भूरि प्रशंसितवान्, स्वकीये रक्षा-विभागे च नियुक्तवान् । इदानीं दुर्मुखः अपि सुमुखः भूत्वा चौर्य-कर्म पर्यत्यजत् इति ।

‘संप्रति’ इति पदस्य समानार्थकं पदं चित्वा लिखत

(1) तदा

(2) कदा

(3) इदानीं

(4) दिने

[Question ID = 668][Question Description = CTET_P1_PART_5_L2_SET_105_SANSKRIT_Q128]

1. 1 [Option ID = 2669]
2. 2 [Option ID = 2670]
3. 3 [Option ID = 2671]
4. 4 [Option ID = 2672]

Topic:- Sanskrit_Q129-135_L2_P1_CTET

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

कृषिप्रधानोऽयम् अस्माकं भारतदेशः । अत्रत्याः अशीतिततोऽप्यधिकं प्रतिशतं जनाः ग्रामेषु वसन्ति । ग्रामवासिनः प्रायेण कृषकाः भवन्ति । ते प्रातः कालादारभ्य सायं यावत् महता परिश्रमेण क्षेत्रेषु कर्म कुर्वन्ति । स्वक्षेत्राणि हलेन कर्षन्ति, तत्र बीजानि वपन्ति । ग्रामीणाः जनाः परिश्रमशीलाः भवन्ति । एतदर्थं ते स्वशरीरं बलवन्तं विधातुं पुष्कलमात्रायां दुग्धं घृतं-दधि, च खादन्ति । एतकृते ते स्व-स्वगृहेषु गाम्, अजां महिषीं च पालयन्ति । भोजनेषु हरितानि शाकानि प्रयुज्यन्ते यानि ते स्वक्षेत्रेभ्यः एव प्राप्नुवन्ति ।

केचन गृहाणि परितः अपि शाकानि रोपयन्ति । ग्रामे जलं वायुः च प्रदूषिते न स्तः । भ्रमणाय कुल्यातटं, नद्याः तटम्, उपवनानि च सन्ति । जनाः सामाजिकानि, राष्ट्रियाणि, धार्मिकाणि च पर्वाणि मिलित्वा सोत्साहं परस्परं सौहार्देन च सम्पादयन्ति । सुखे-दुःखे च अन्योन्यं साहाय्यं कुर्वन्तः आनन्दमयं जीवनं यापयन्ति । सत्यमेवोक्तम् – यः कोऽपि भारतं सम्यक् ज्ञातुमिच्छति तेन भारतीयाः ग्रामाः दृष्टव्याः यतोऽहि भारतं नैसर्गिकरूपेण ग्रामेष्वेव दृश्यते ।

ग्रामवासिनः प्रायेण किं भवन्ति ?

(1) अलसाः

(2) कृपणाः

(3) कृषकाः

(4) निर्धनाः

[Question ID = 669][Question Description = CTET_P1_PART_5_L2_SET_105_SANSKRIT_Q129]

1. 1 [Option ID = 2673]
2. 2 [Option ID = 2674]
3. 3 [Option ID = 2675]
4. 4 [Option ID = 2676]

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

कृषिप्रधानोऽयम् अस्माकं भारतदेशः । अत्रत्याः अशीतिततोऽप्यधिकं प्रतिशतं जनाः ग्रामेषु वसन्ति । ग्रामवासिनः प्रायेण कृषकाः भवन्ति । ते प्रातः कालादारभ्य सायं यावत् महता परिश्रमेण क्षेत्रेषु कर्म कुर्वन्ति । स्वक्षेत्राणि हलेन कर्षन्ति, तत्र बीजानि वपन्ति । ग्रामीणाः जनाः परिश्रमशीलाः भवन्ति । एतदर्थं ते स्वशरीरं बलवन्तं विधातुं पुष्कलमात्रायां दुग्धं घृतं-दधि, च खादन्ति । एतकृते ते स्व-स्वगृहेषु गाम्, अजां महिषीं च पालयन्ति । भोजनेषु हरितानि शाकानि प्रयुज्यन्ते यानि ते स्वक्षेत्रेभ्यः एव प्राप्नुवन्ति ।

केचन गृहाणि परितः अपि शाकानि रोपयन्ति । ग्रामे जलं वायुः च प्रदूषिते न स्तः । भ्रमणाय कुल्यातटं, नद्याः तटम्, उपवनानि च सन्ति । जनाः सामाजिकानि, राष्ट्रियाणि, धार्मिकाणि च पर्वाणि मिलित्वा सोत्साहं परस्परं सौहार्देन च सम्पादयन्ति । सुखे-दुःखे च अन्योन्यं साहाय्यं कुर्वन्तः आनन्दमयं जीवनं यापयन्ति । सत्यमेवोक्तम् – यः कोऽपि भारतं सम्यक् ज्ञातुमिच्छति तेन भारतीयाः ग्रामाः दृष्टव्याः यतोऽहि भारतं नैसर्गिकरूपेण ग्रामेष्वेव दृश्यते ।

ग्रामवासिनः हरितानि शाकानि केभ्यः प्राप्नुवन्ति ?

(1) राजक्षेत्रेभ्यः

(2) परक्षेत्रेभ्यः

(3) नगरेभ्यः

(4) स्वक्षेत्रेभ्यः

[Question ID = 670][Question Description = CTET_P1_PART_5_L2_SET_105_SANSKRIT_Q130]

1. 1 [Option ID = 2677]
2. 2 [Option ID = 2678]
3. 3 [Option ID = 2679]
4. 4 [Option ID = 2680]

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

कृषिप्रधानोऽयम् अस्माकं भारतदेशः । अत्रत्याः अशीतिततोऽप्यधिकं प्रतिशतं जनाः ग्रामेषु वसन्ति । ग्रामवासिनः प्रायेण कृषकाः भवन्ति । ते प्रातः कालादारभ्य सायं यावत् महता परिश्रमेण क्षेत्रेषु कर्म कुर्वन्ति । स्वक्षेत्राणि हलेन कर्षन्ति, तत्र बीजानि वपन्ति । ग्रामीणाः जनाः परिश्रमशीलाः भवन्ति । एतदर्थं ते स्वशरीरं बलवन्तं विधातुं पुष्कलमात्रायां दुग्धं घृतं-दधि, च खादन्ति । एतकृते ते स्व-स्वगृहेषु गाम्, अजां महिषीं च पालयन्ति । भोजनेषु हरितानि शाकानि प्रयुज्यन्ते यानि ते स्वक्षेत्रेभ्यः एव प्राप्नुवन्ति ।

केचन गृहाणि परितः अपि शाकानि रोपयन्ति । ग्रामे जलं वायुः च प्रदूषिते न स्तः । भ्रमणाय कुल्यातटं, नद्याः तटम्, उपवनानि च सन्ति । जनाः सामाजिकानि, राष्ट्रियाणि, धार्मिकाणि च पर्वाणि मिलित्वा सोत्साहं परस्परं सौहार्देन च सम्पादयन्ति । सुखे-दुःखे च अन्योन्यं साहाय्यं कुर्वन्तः आनन्दमयं जीवनं यापयन्ति । सत्यमेवोक्तम् – यः कोऽपि भारतं सम्यक् ज्ञातुमिच्छति तेन भारतीयाः ग्रामाः दृष्टव्याः यतोऽहि भारतं नैसर्गिकरूपेण ग्रामेष्वेव दृश्यते ।

भारतस्य सम्यक् ज्ञानाय किं दृष्टव्याः ?

(1) नगराणि

(2) ग्रामाः

(3) प्रकृतयः

(4) दूरदर्शनम्

[Question ID = 671][Question Description = CTET_P1_PART_5_L2_SET_105_SANSKRIT_Q131]

1. 1 [Option ID = 2681]
2. 2 [Option ID = 2682]
3. 3 [Option ID = 2683]
4. 4 [Option ID = 2684]

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

कृषिप्रधानोऽयम् अस्माकं भारतदेशः । अत्रत्याः अशीतिततोऽप्यधिकं प्रतिशतं जनाः ग्रामेषु वसन्ति । ग्रामवासिनः प्रायेण कृषकाः भवन्ति । ते प्रातः कालादारभ्य सायं यावत् महता परिश्रमेण क्षेत्रेषु कर्म कुर्वन्ति । स्वक्षेत्राणि हलेन कर्षन्ति, तत्र बीजानि वपन्ति । ग्रामीणाः जनाः परिश्रमशीलाः भवन्ति । एतदर्थं ते स्वशरीरं बलवन्तं विधातुं पुष्कलमात्रायां दुग्धं घृतं-दधि, च खादन्ति । एतकृते ते स्व-स्वगृहेषु गाम्, अजां महिषीं च पालयन्ति । भोजनेषु हरितानि शाकानि प्रयुज्यन्ते यानि ते स्वक्षेत्रेभ्यः एव प्राप्नुवन्ति ।

केचन गृहाणि परितः अपि शाकानि रोपयन्ति । ग्रामे जलं वायुः च प्रदूषिते न स्तः । भ्रमणाय कुल्यातटं, नद्याः तटम्, उपवनानि च सन्ति । जनाः सामाजिकानि, राष्ट्रियाणि, धार्मिकाणि च पर्वाणि मिलित्वा सोत्साहं परस्परं सौहार्देन च सम्पादयन्ति । सुखे-दुःखे च अन्योन्यं साहाय्यं कुर्वन्तः आनन्दमयं जीवनं यापयन्ति । सत्यमेवोक्तम् – यः कोऽपि भारतं सम्यक् ज्ञातुमिच्छति तेन भारतीयाः ग्रामाः दृष्टव्याः यतोऽहि भारतं नैसर्गिकरूपेण ग्रामेष्वेव दृश्यते ।

‘कर्तुम्’ इत्यस्य समानार्थकं पदं चित्वा लिखत

- (1) गन्तुम्
- (2) कूर्दितुम्
- (3) पठितुम्
- (4) विधातुम्

[Question ID = 672][Question Description = CTET_P1_PART_5_L2_SET_105_SANSKRIT_Q132]

1. 1 [Option ID = 2685]
2. 2 [Option ID = 2686]
3. 3 [Option ID = 2687]
4. 4 [Option ID = 2688]

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

कृषिप्रधानोऽयम् अस्माकं भारतदेशः । अत्रत्याः अशीतिततोऽप्यधिकं प्रतिशतं जनाः ग्रामेषु वसन्ति । ग्रामवासिनः प्रायेण कृषकाः भवन्ति । ते प्रातः कालादारभ्य सायं यावत् महता परिश्रमेण क्षेत्रेषु कर्म कुर्वन्ति । स्वक्षेत्राणि हलेन कर्षन्ति, तत्र बीजानि वपन्ति । ग्रामीणाः जनाः परिश्रमशीलाः भवन्ति । एतदर्थं ते स्वशरीरं बलवन्तं विधातुं पुष्कलमात्रायां दुग्धं घृतं-दधि, च खादन्ति । एतकृते ते स्व-स्वगृहेषु गाम्, अजां महिषीं च पालयन्ति । भोजनेषु हरितानि शाकानि प्रयुज्यन्ते यानि ते स्वक्षेत्रेभ्यः एव प्राप्नुवन्ति ।

केचन गृहाणि परितः अपि शाकानि रोपयन्ति । ग्रामे जलं वायुः च प्रदूषिते न स्तः । भ्रमणाय कुल्यातटं, नद्याः तटम्, उपवनानि च सन्ति । जनाः सामाजिकानि, राष्ट्रियाणि, धार्मिकाणि च पर्वाणि मिलित्वा सोत्साहं परस्परं सौहार्देन च सम्पादयन्ति । सुखे-दुःखे च अन्योन्यं साहाय्यं कुर्वन्तः आनन्दमयं जीवनं यापयन्ति । सत्यमेवोक्तम् – यः कोऽपि भारतं सम्यक् ज्ञातुमिच्छति तेन भारतीयाः ग्रामाः दृष्टव्याः यतोऽहि भारतं नैसर्गिकरूपेण ग्रामेष्वेव दृश्यते ।

‘आरम्भं कृत्वा’ इत्यर्थे प्रयुक्तं पदं चित्वा लिखत

(1) आदाय

(2) आरभ्य

(3) आनीय

(4) संपठ्य

[Question ID = 673][Question Description = CTET_P1_PART_5_L2_SET_105_SANSKRIT_Q133]

1. 1 [Option ID = 2689]
2. 2 [Option ID = 2690]
3. 3 [Option ID = 2691]
4. 4 [Option ID = 2692]

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

कृषिप्रधानोऽयम् अस्माकं भारतदेशः । अत्रत्याः अशीतिततोऽप्यधिकं प्रतिशतं जनाः ग्रामेषु वसन्ति । ग्रामवासिनः प्रायेण कृषकाः भवन्ति । ते प्रातः कालादारभ्य सायं यावत् महता परिश्रमेण क्षेत्रेषु कर्म कुर्वन्ति । स्वक्षेत्राणि हलेन कर्षन्ति, तत्र बीजानि वपन्ति । ग्रामीणाः जनाः परिश्रमशीलाः भवन्ति । एतदर्थं ते स्वशरीरं बलवन्तं विधातुं पुष्कलमात्रायां दुग्धं घृतं-दधि, च खादन्ति । एतकृते ते स्व-स्वगृहेषु गाम्, अजां महिषीं च पालयन्ति । भोजनेषु हरितानि शाकानि प्रयुज्यन्ते यानि ते स्वक्षेत्रेभ्यः एव प्राप्नुवन्ति ।

केचन गृहाणि परितः अपि शाकानि रोपयन्ति । ग्रामे जलं वायुः च प्रदूषिते न स्तः । भ्रमणाय कुल्यातटं, नद्याः तटम्, उपवनानि च सन्ति । जनाः सामाजिकानि, राष्ट्रियाणि, धार्मिकाणि च पर्वाणि मिलित्वा सोत्साहं परस्परं सौहार्देन च सम्पादयन्ति । सुखे-दुःखे च अन्योन्यं साहाय्यं कुर्वन्तः आनन्दमयं जीवनं यापयन्ति । सत्यमेवोक्तम् – यः कोऽपि भारतं सम्यक् ज्ञातुमिच्छति तेन भारतीयाः ग्रामाः दृष्टव्याः यतोऽहि भारतं नैसर्गिकरूपेण ग्रामेष्वेव दृश्यते ।

‘स्तः’ इति पदे मूलधातुः कः ?

(1) आस्

(2) पठ्

(3) गम्

(4) अस्

[Question ID = 674][Question Description = CTET_P1_PART_5_L2_SET_105_SANSKRIT_Q134]

1. 1 [Option ID = 2693]
2. 2 [Option ID = 2694]
3. 3 [Option ID = 2695]
4. 4 [Option ID = 2696]

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

कृषिप्रधानोऽयम् अस्माकं भारतदेशः । अत्रत्याः अशीतिततोऽप्यधिकं प्रतिशतं जनाः ग्रामेषु वसन्ति । ग्रामवासिनः प्रायेण कृषकाः भवन्ति । ते प्रातः कालादारभ्य सायं यावत् महता परिश्रमेण क्षेत्रेषु कर्म कुर्वन्ति । स्वक्षेत्राणि हलेन कर्षन्ति, तत्र बीजानि वपन्ति । ग्रामीणाः जनाः परिश्रमशीलाः भवन्ति । एतदर्थं ते स्वशरीरं बलवन्तं विधातुं पुष्कलमात्रायां दुग्धं घृतं-दधि, च खादन्ति । एतकृते ते स्व-स्वगृहेषु गाम्, अजां महिषीं च पालयन्ति । भोजनेषु हरितानि शाकानि प्रयुज्यन्ते यानि ते स्वक्षेत्रेभ्यः एव प्राप्नुवन्ति ।

केचन गृहाणि परितः अपि शाकानि रोपयन्ति । ग्रामे जलं वायुः च प्रदूषिते न स्तः । भ्रमणाय कुल्यातटं, नद्याः तटम्, उपवनानि च सन्ति । जनाः सामाजिकानि, राष्ट्रियाणि, धार्मिकाणि च पर्वाणि मिलित्वा सोत्साहं परस्परं सौहार्देन च सम्पादयन्ति । सुखे-दुःखे च अन्योन्यं साहाय्यं कुर्वन्तः आनन्दमयं जीवनं यापयन्ति । सत्यमेवोक्तम् – यः कोऽपि भारतं सम्यक् ज्ञातुमिच्छति तेन भारतीयाः ग्रामाः दृष्टव्याः यतोऽहि भारतं नैसर्गिकरूपेण ग्रामेष्वेव दृश्यते ।

‘पुष्कलमात्रायां’ इति पदे का विभक्तिः प्रयुक्ता ?

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

[Question ID = 675][Question Description = CTET_P1_PART_5_L2_SET_105_SANSKRIT_Q135]

1. 1 [Option ID = 2697]
2. 2 [Option ID = 2698]
3. 3 [Option ID = 2699]
4. 4 [Option ID = 2700]

Topic:- Sanskrit_Q136-150_L2_P1_CTET

1) भाषायाः अध्ययनः किं कथ्यते ?

- (1) भाषा-तन्त्रम्
- (2) भाषा-विज्ञानः
- (3) भाषा-प्रक्रिया
- (4) भाषायाः व्याकरणम्

[Question ID = 676][Question Description = CTET_P1_PART_5_L2_SET_105_SANSKRIT_Q136]

1. 1 [Option ID = 2701]
2. 2 [Option ID = 2702]
3. 3 [Option ID = 2703]
4. 4 [Option ID = 2704]

2) त्रिभाषा सूत्रस्य लक्ष्यः

- (1) बहुभाषावाद-आधारितः मातृभाषायाः संवर्धनः
- (2) विद्यालये सर्व-भाषायाः संवर्धनः
- (3) हिन्दी-आङ्ग्लभाषाभ्याम् साकम् विद्यार्थिनां भाषाणां संवर्धनः
- (4) प्रान्तस्य त्रिभाषाणां अनिवार्य शिक्षणम्

[Question ID = 677][Question Description = CTET_P1_PART_5_L2_SET_105_SANSKRIT_Q137]

1. 1 [Option ID = 2705]
2. 2 [Option ID = 2706]
3. 3 [Option ID = 2707]
4. 4 [Option ID = 2708]

3) पष्ठकक्षायाः एका शिक्षिका स्वाती कानिचित् वस्तूनि आनयति एवं कक्षायां शब्दावलीशिक्षणाय तैः वस्तुभिः सह सम्बद्धान् विचारान् भावनाः च कक्षा-परिचर्चा-माध्यमेन व्याख्यायति । कक्षायां तया प्रयुक्तवस्तूनि किं कथ्यन्ते ?

- (1) शिक्षण-सामग्री (Teaching aids)
- (2) दृश्यवस्तु (Realia)
- (3) गतिविधि-आधारित शिक्षणम्
- (4) छात्र-आधारित शिक्षणम्

[Question ID = 678][Question Description = CTET_P1_PART_5_L2_SET_105_SANSKRIT_Q138]

1. 1 [Option ID = 2709]
2. 2 [Option ID = 2710]
3. 3 [Option ID = 2711]
4. 4 [Option ID = 2712]

4) एकः अध्यापकः समाचारपत्रात् पत्रिकायाः वा एकं पाठं चेतुं इच्छति । एतत् चयनं तेन विषयवस्तूनि सञ्ज्ञानस्तरं च अधिकृत्य छात्राणां आयुःविचार्य कृतम् । पाठचयने काः मापदण्डाः निर्धारिताः ?

- (1) विषयवस्तु (Content) मनोवैज्ञानिक वैधता च
- (2) विषयवस्तुसम्बन्धि-वैधता
- (3) मनोवैज्ञानिक वैधता
- (4) सामाजिक-भाषिक वैधता

[Question ID = 679][Question Description = CTET_P1_PART_5_L2_SET_105_SANSKRIT_Q139]

1. 1 [Option ID = 2713]
2. 2 [Option ID = 2714]
3. 3 [Option ID = 2715]
4. 4 [Option ID = 2716]

5) भारतीय संविधानस्य अष्टम-अनुसूचिमध्ये कति भाषाः स्वीकृताः ?

(1) 22

(2) 221

(3) 16

(4) 18

[Question ID = 680][Question Description = CTET_P1_PART_5_L2_SET_105_SANSKRIT_Q140]

1. 1 [Option ID = 2717]
2. 2 [Option ID = 2718]
3. 3 [Option ID = 2719]
4. 4 [Option ID = 2720]

6) अवबोधनेन अभ्यास-माध्यमेन च भाषा-शिक्षणम् अस्ति

(1) प्रक्रियात्मकं ज्ञानम् (Procedural knowledge)

(2) निर्णयात्मकं ज्ञानम् (Declarative knowledge)

(3) भाषाविषयक-ज्ञानम्

(4) व्याकरणात्मकं ज्ञानम्

[Question ID = 681][Question Description = CTET_P1_PART_5_L2_SET_105_SANSKRIT_Q141]

1. 1 [Option ID = 2721]
2. 2 [Option ID = 2722]
3. 3 [Option ID = 2723]
4. 4 [Option ID = 2724]

7) पाठ्यक्रमव्यापि-भाषा परिप्रेक्ष्यः (Language across the curriculum perspective) किं मन्यते ?

(1) सर्व शिक्षणं भाषा-शिक्षणम् ।

(2) भाषेतर-विषय-शिक्षणे भाषा महत्त्वपूर्णा भूमिकां निर्वहति ।

(3) भाषेतर-विषय-शिक्षकः स्वकक्षायां भाषा-विचारः न अपेक्षते ।

(4) विद्यालये भाषाभ्यः भाषेतर-विषयाः अधिकाः महत्त्वपूर्णाः ।

[Question ID = 682][Question Description = CTET_P1_PART_5_L2_SET_105_SANSKRIT_Q142]

1. 1 [Option ID = 2725]
2. 2 [Option ID = 2726]
3. 3 [Option ID = 2727]
4. 4 [Option ID = 2728]

8) सतत-व्यापक-मूल्याङ्कन-विषये अधस्तनेषु किं असत्यम् ?

(1) छात्रः शिक्षकात् प्रतिपुष्टिः गृह्णाति ।

(2) छात्रस्य सावधिक-मूल्याङ्कनम्

(3) छात्रस्य सतत-मूल्याङ्कनम् ।

(4) छात्रः मूल्याङ्कन-प्रविधिभिः अवगतः अस्ति ।

[Question ID = 683][Question Description = CTET_P1_PART_5_L2_SET_105_SANSKRIT_Q143]

1. 1 [Option ID = 2729]
2. 2 [Option ID = 2730]

3. 3 [Option ID = 2731]

4. 4 [Option ID = 2732]

9) किरनः पर्वताणां विषये रुचिकरं तथ्यं ज्ञातुं समाचार-पत्रं पठति । एवंविध पठनं किं कथ्यते ?

(1) टिप्पणकर्म (Taking notes)

(2) द्रुतपठनम् (Skimming)

(3) सस्वर-पठनम्

(4) क्रमवीक्षणम् (Scanning)

[Question ID = 684][Question Description = CTET_P1_PART_5_L2_SET_105_SANSKRIT_Q144]

1. 1 [Option ID = 2733]

2. 2 [Option ID = 2734]

3. 3 [Option ID = 2735]

4. 4 [Option ID = 2736]

10) दिल्लीनगराद् आगत्य एकः बालकः हैदराबादनगरे निवसति । स्वसहपाठिभिः प्रतिवेशिकैः सह संवाद-माध्यमेन सः तेलुगू-भाषां शिक्षते । एतत् किं कथ्यते ?

(1) भाषा-ज्ञानार्जनम् (Language learning)

(2) भाषा-अधिग्रहणम् (Language acquisition)

(3) भाषा-योगः (Language addition)

(4) भाषा-प्रक्रमः (Language-processes)

[Question ID = 685][Question Description = CTET_P1_PART_5_L2_SET_105_SANSKRIT_Q145]

1. 1 [Option ID = 2737]

2. 2 [Option ID = 2738]

3. 3 [Option ID = 2739]

4. 4 [Option ID = 2740]

11) काव्य-शिक्षणक्रमे अधोलिखितेषु किं सत्यम् ?

(1) काव्यं भाषा-अधिग्रहणार्थं भवति ।

(2) काव्यं व्याकरण-शिक्षणार्थं भवति ।

(3) काव्यं रसास्वादानाय भवति ।

(4) काव्यं ज्ञान-अधिग्रहणार्थं भवति ।

[Question ID = 686][Question Description = CTET_P1_PART_5_L2_SET_105_SANSKRIT_Q146]

1. 1 [Option ID = 2741]

2. 2 [Option ID = 2742]

3. 3 [Option ID = 2743]

4. 4 [Option ID = 2744]

12) राष्ट्रीय-शिक्षा-नीतिः 2020 श्रेष्ठभाषाणां अध्ययनअध्यायनं कथंविध अनुशंसति ?

(1) अतिरिक्त-विकल्पाः (Additional options)

(2) त्रिभाषासूत्रान्तरे

(3) शिक्षायाः प्रारम्भिक-अवस्थायाः आरभ्य एव

(4) विश्वविद्यालयस्तरे एव

[Question ID = 687][Question Description = CTET_P1_PART_5_L2_SET_105_SANSKRIT_Q147]

1. 1 [Option ID = 2745]
2. 2 [Option ID = 2746]
3. 3 [Option ID = 2747]
4. 4 [Option ID = 2748]

13) लेखनम्

- (1) अभ्यासः न अपेक्षते ।
- (2) उत्पादाधारित-गतिविधिः अस्ति ।
- (3) प्रक्रिया-आधारित गतिविधिः अस्ति ।
- (4) छात्राः एकवारं एव लेखनं कुर्युः ।

[Question ID = 688][Question Description = CTET_P1_PART_5_L2_SET_105_SANSKRIT_Q148]

1. 1 [Option ID = 2749]
2. 2 [Option ID = 2750]
3. 3 [Option ID = 2751]
4. 4 [Option ID = 2752]

14) एकः अध्यापकः प्रथमकक्षायाः स्वछात्रान् पञ्चसंख्याक-समूहेषु विभज्य छात्रैः चयनितानि प्रकरणानि वितरति, तान् प्रकरण-सम्बन्धि-तथ्यसंग्रहणार्थं, व्याख्याकर्तुं च निर्दिशति, प्रतिवेदनं लेखनाय च निर्दिशति, यत् तैः कक्षायां प्रदर्शनीयः गतिविधिः ज्ञायते

- (1) कृत्यकः (Task)
- (2) समूह-कार्यः (Group-work)
- (3) संरचनावादी-गतिविधिः (Constructivist activity)
- (4) परियोजना-कार्यः

[Question ID = 689][Question Description = CTET_P1_PART_5_L2_SET_105_SANSKRIT_Q149]

1. 1 [Option ID = 2753]
2. 2 [Option ID = 2754]
3. 3 [Option ID = 2755]
4. 4 [Option ID = 2756]

15) 'NIPUN भारतः' अस्ति

- (1) विज्ञान-तकनीकि-शिक्षा-संवर्धनाय राष्ट्रीय-उपक्रमः
- (2) प्रौढ-साक्षरतां संवर्धनाय भारतसर्वकारस्य कार्यक्रमः
- (3) बालविद्यार्थिषु पठनम् अङ्कज्ञानं च संवर्धनाय भारतसर्वकारस्य कार्यक्रमः
- (4) मातृभाषा-आधारित-शिक्षासंवर्धनाय राष्ट्रीयकार्यक्रमः

[Question ID = 690][Question Description = CTET_P1_PART_5_L2_SET_105_SANSKRIT_Q150]

1. 1 [Option ID = 2757]
2. 2 [Option ID = 2758]
3. 3 [Option ID = 2759]
4. 4 [Option ID = 2760]

