

CTET L1 English L2 Sanskrit P1

Topic:- CDP_P1_CTET

1) Principle of cephalocaudal development suggests that :

- (1) Rate of development is uniform across all cultures.
- (2) Development is discontinuous.
- (3) Development proceeds from head to toe.
- (4) Development proceeds from center to extremes.

विकास का शीर्षगामी सिद्धांत क्या कहता है ?

- (1) विकास दर सभी संस्कृतियों में एकसमान होती है।
- (2) विकास अनिरन्तर होता है।
- (3) विकास सिर से पैर की तरफ बढ़ता है।
- (4) विकास केन्द्र से बाह्य तरफ बढ़ता है।

[Question ID = 1][Question Description = CTET_P1_PART_1_CDP_SET_113_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 an example of gross motor skill ?

- (1) Kicking a football
- (2) Threading a needle
- (3) Holding a pencil to write
- (4) Putting bead in a thread

निम्न में से कौन-सा स्थूल गतिक कौशल का उदाहरण है ?

- (1) फुटबाल को धकेलना
- (2) सुई में धागा पिरोना
- (3) लिखने के लिए पेंसिल पकड़ना
- (4) धागे में मोती पिरोना

[Question ID = 2][Question Description = CTET_P1_PART_1_CDP_SET_113_Q2]

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

3) *Assertion (A) :*

School plays an important role in the socialization of the child.

Reason (R) :

Religious organisation is a primary agent of socialization.

Choose the correct option :

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

अभिकथन (A) :

विद्यालय बच्चे के समाजीकरण में एक महत्वपूर्ण भूमिका निभाता है।

कारण (R) :

धार्मिक संस्थाएँ समाजीकरण की प्राथमिक कारक है।

सही विकल्प चुनें :

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

[Question ID = 3][Question Description = CTET_P1_PART_1_CDP_SET_113_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, at which stage most children become capable of applying logic in solving complex problems ?

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

जीन पियाजे के संज्ञानात्मक सिद्धांत के अनुसार, किस चरण पर बच्चे जटिल समस्याओं के समाधान में तर्क का इस्तेमाल करने में सक्षम हो जाते हैं ?

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

[Question ID = 4][Question Description = CTET_P1_PART_1_CDP_SET_113_Q4]

- 1. 1 [Option ID = 13]

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

5) Children modify their mental schemas when they encounter new information. In Jean Piaget's terms, this process is called _____.

- (1) Imitation
- (2) Accommodation
- (3) Assimilation
- (4) Verbalisation

बच्चे जब नई जानकारी से सामना करते हैं, तो वे अपनी मानसिक संरचनाओं (स्कीमा) का संशोधन कर लेते हैं। जीन पियाजे की शब्दावली में यह प्रक्रिया क्या कहलाती है ?

- (1) अनुसरण
- (2) समायोजन
- (3) समावेशन
- (4) मौखिकीकरण

[Question ID = 5][Question Description = CTET_P1_PART_1_CDP_SET_113_Q5]

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

6) Which one of the following concepts is **not** explained by Lev Vygotsky ?

- (1) The Social Contract orientation
- (2) Zone of proximal development
- (3) Private speech
- (4) Scaffolding

निम्न में से किस संप्रत्यय की व्याख्या लेव वायगोत्स्की ने **नहीं** की है ?

- (1) सामाजिक अनुबंध अभिविन्यास
- (2) समीपस्थ विकास का क्षेत्र
- (3) निजी वाक्
- (4) पाइ

[Question ID = 6][Question Description = CTET_P1_PART_1_CDP_SET_113_Q6]

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

7) According to Lev Vygotsky, _____ play a significant role in creating our cognitive structures and thinking processes.

- (1) Schemas
- (2) Social interactions
- (3) Genetic predispositions
- (4) Reflexes

लेव वायगोत्स्की के अनुसार, _____ हमारी संज्ञानात्मक संरचनाओं और चिंतन प्रक्रिया के निर्माण में महत्वपूर्ण भूमिका निभाते हैं।

- (1) स्कीमा
- (2) सामाजिक संपर्कता
- (3) आनुवंशिक प्रवृत्तियाँ
- (4) अनैच्छिक (सहज) क्रियाएँ

[Question ID = 7][Question Description = CTET_P1_PART_1_CDP_SET_113_Q7]

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

8) The correct sequence of levels of moral development according to Lawrence Kohlberg is :

- (1) Pre-conventional, Conventional, Post-conventional
- (2) Pre-conventional, Non-conventional, Post-conventional
- (3) Post-conventional, Conventional, Pre-conventional
- (4) Conventional, Pre-conventional, Post-conventional

लॉरेंस कोह्लबर्ग के अनुसार नैतिक विकास के स्तरों का सही क्रम क्या है ?

- (1) पूर्व-पारंपरिक, पारंपरिक, उत्तर-पारंपरिक
- (2) पूर्व-पारंपरिक, गैर-पारंपरिक, उत्तर-पारंपरिक
- (3) उत्तर-पारंपरिक, पारंपरिक, पूर्व-पारंपरिक
- (4) पारंपरिक, पूर्व-पारंपरिक, उत्तर-पारंपरिक

[Question ID = 8][Question Description = CTET_P1_PART_1_CDP_SET_113_Q8]

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

9) Progressive education suggests that _____ should be the centre of educational planning.

- (1) Exams
- (2) Teachers
- (3) Parents
- (4) Students

प्रगतिशील शिक्षा सुझाती है कि _____ शैक्षिक नियोजन का केंद्र होने/नी चाहिए ।

- (1) परीक्षाएँ
- (2) अध्यापक
- (3) माता-पिता
- (4) विद्यार्थी

[Question ID = 9][Question Description = CTET_P1_PART_1_CDP_SET_113_Q9]

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

10) According to Howard Gardner, which type of intelligence an individual should possess to be a successful poet and writer ?

- (1) Intrapersonal
- (2) Linguistic
- (3) Bodily kinaesthetic
- (4) Spatial

हावर्ड गार्डनर के अनुसार, एक अच्छा कवि और लेखक होने के लिए एक व्यक्ति में किस प्रकार की बुद्धि होनी चाहिए ?

- (1) अंतःवैयक्तिक
- (2) भाषायी
- (3) शारीरिक गति संवेदी
- (4) दिशायी

[Question ID = 10][Question Description = CTET_P1_PART_1_CDP_SET_113_Q10]

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

11) *Assertion (A) :*

A teacher should encourage her students to verbalise their thoughts while working on a given problem.

Reason (R) :

Language and thought develop independent to each other.

Choose the correct option :

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

अभिकथन (A) :

एक अध्यापिका को अपने विद्यार्थियों को दी गई समस्या पर काम करते हुए अपने विचारों का मौखिकीकरण करने के लिए प्रोत्साहित करना चाहिए ।

कारण (R) :

भाषा और सोच का विकास एक-दूसरे से स्वतंत्र रूप में होता है ।

सही विकल्प चुनें :

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

[Question ID = 11][Question Description = CTET_P1_PART_1_CDP_SET_113_Q11]

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

12) In your class, whenever a boy cries, other students tease him by saying, 'Do not behave like girls, boys do not cry'. Their statement reflects _____.

- (1) Gender Equity
- (2) Gender Equality
- (3) Gender Constancy
- (4) Gender Stereotype

आपकी कक्षा में जब भी कोई लड़का रोता है, तो दूसरे विद्यार्थी उसे यह कह कर चिढ़ाते हैं कि 'लड़कियों की तरह व्यवहार मत करो, लड़के नहीं रोते हैं' । उनका यह कथन क्या दर्शाता है ?

- (1) लैंगिक समता
- (2) लैंगिक समानता
- (3) लैंगिक स्थिरता
- (4) लैंगिक रूढ़िवादिता

[Question ID = 12][Question Description = CTET_P1_PART_1_CDP_SET_113_Q12]

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

13) Individual differences in preferred learning styles of students should be considered as _____.

- (1) hinderance to teaching-learning process
- (2) natural and obvious process of development
- (3) a kind of 'abnormal behaviour'
- (4) a result of convergent thinking

विद्यार्थियों की अधिगम शैली चयन में व्यक्तिगत विभिन्नताओं को किस नजरिये से देखना चाहिए ?

- (1) अध्यापन-अधिगम प्रक्रिया में बाधा के रूप में
- (2) विकास प्रक्रिया के एक प्राकृतिक और स्वाभाविक रूप में
- (3) एक प्रकार के 'असामान्य व्यवहार' के रूप में
- (4) अभिसारी चिंतन के नतीजे के रूप में

[Question ID = 13][Question Description = CTET_P1_PART_1_CDP_SET_113_Q13]

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

14) Which of the following statement is **not** correct in context of 'assessment for learning' ?

- (1) Assessment should be comprehensive.
- (2) Assessment should be continuous.
- (3) Assessment should be done using standardised tests.
- (4) Self-assessment by students should be a part of assessment for learning.

'अधिगम हेतु मूल्यांकन' के संदर्भ में निम्न में से कौन-सा कथन सही **नहीं** है ?

- (1) मूल्यांकन व्यापक होना चाहिए ।
- (2) मूल्यांकन सतत होना चाहिए ।
- (3) मूल्यांकन मानकीकृत परीक्षणों द्वारा करना चाहिए ।
- (4) विद्यार्थियों द्वारा स्व-मूल्यांकन अधिगम हेतु मूल्यांकन का हिस्सा होना चाहिए ।

[Question ID = 14][Question Description = CTET_P1_PART_1_CDP_SET_113_Q14]

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

15) Which one of the following question asked by the teacher promotes creativity and problem-solving attitude among children ?

- (1) What is your name ?
- (2) How can you reduce pollution in your city ?
- (3) Where do you live ?
- (4) When did India get independence ?

शिक्षक द्वारा पूछे गए निम्नलिखित में से कौन-सा प्रश्न बच्चों में रचनात्मकता और समस्या समाधान दृष्टिकोण को बढ़ावा देता है ?

- (1) आपका नाम क्या है ?
- (2) आप अपने शहर में प्रदूषण कैसे कम कर सकते हैं ?
- (3) आप कहाँ रहते हैं ?
- (4) भारत को आजादी कब मिली ?

[Question ID = 15][Question Description = CTET_P1_PART_1_CDP_SET_113_Q15]

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

16) Socio-cultural knowledge carried by students belonging to marginalised groups should be

- (1) considered irrelevant to the teaching-learning process.
- (2) valued and considered important for teaching-learning process.
- (3) ignored and avoided to be included in teaching-learning process.
- (4) considered 'inferior' than socio-cultural knowledge carried by other students.

हाशिये पर स्थित समूहों से आने वाले विद्यार्थियों के सामाजिक-सांस्कृतिक ज्ञान के प्रति किस तरह का दृष्टिकोण होना चाहिए ?

- (1) उसे अध्यापन-अधिगम प्रक्रिया में अर्थहीन मानना चाहिए ।
- (2) उसे मान देना चाहिए और अध्यापन-अधिगम प्रक्रिया में शामिल करना चाहिए ।
- (3) उसे नकार देना चाहिए और अध्यापन-अधिगम प्रक्रिया में शामिल करने से बचना चाहिए ।
- (4) उसे दूसरे समूहों के विद्यार्थियों द्वारा ग्रहण सामाजिक-सांस्कृतिक ज्ञान से 'कमतर' समझना चाहिए ।

[Question ID = 16][Question Description = CTET_P1_PART_1_CDP_SET_113_Q16]

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

17) While students with Autism face challenges in certain domains, they typically carry strength for

- (1) attention to minute detail
- (2) effective communication
- (3) cognitive flexibility
- (4) accurately understanding social situations

हालाँकि स्वलीनता से जूझने वाले विद्यार्थी विशिष्ट क्षेत्रों में चुनौती महसूस करते हैं, फिर भी उनमें सामान्यतः _____ का सामर्थ्य होता है।

- (1) बारीक जानकारी पर ध्यान देने
- (2) प्रभावशाली संप्रेषण
- (3) संज्ञानात्मक नम्यता
- (4) सामाजिक परिस्थितियों को सटीक रूप से समझने

[Question ID = 17][Question Description = CTET_P1_PART_1_CDP_SET_113_Q17]

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

18) Dyslexia is a _____ .

- (1) specific learning difficulty
- (2) sensory impairment
- (3) part of Autism Spectrum Disorder
- (4) hearing disability

पठनवैकल्य एक _____ है।

- (1) विशिष्ट अधिगम कठिनाई
- (2) संवेदी क्षति
- (3) स्वलीनता क्रम विकार का हिस्सा
- (4) श्रवणात्मक अशक्तता

[Question ID = 18][Question Description = CTET_P1_PART_1_CDP_SET_113_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 factor becomes a barrier for the inclusion of students with visual impairment ?

- (1) Tactile pictures
- (2) Hand-written notes
- (3) Audio-taped lectures
- (4) Braille books

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

- (1) स्पर्शनीय चित्र
- (2) हस्तलिखित नोट्स
- (3) ऑडियो टेप का व्याख्यान
- (4) ब्रैल (उभारशील) किताबें

[Question ID = 19][Question Description = CTET_P1_PART_1_CDP_SET_113_Q19]

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

20) Students with Attention Deficit Hyperactivity Disorder (ADHD) typically exhibit :

- (1) High concentration
- (2) Impulsivity
- (3) Organised workspace
- (4) Ability to be still for long hours

अवधान न्यूनता अतिक्रियाशीलता विकार (ADHD) से जूझने वाले विद्यार्थी निम्न में से किस गुण को अकसर दर्शाते हैं ?

- (1) उच्च एकाग्रता
- (2) आवेगशीलता
- (3) कार्यक्षेत्र में व्यवस्थितता/संगठन
- (4) लम्बे समय तक स्थिर रहने की योग्यता

[Question ID = 20][Question Description = CTET_P1_PART_1_CDP_SET_113_Q20]

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

21) *Assertion (A) :*

For meaningful learning, students should be provided with ample opportunities to actively construct knowledge.

Reason (R) :

Learning is a process of passive acquisition of knowledge.

Choose the correct option :

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

अभिकथन (A) :

अर्थपूर्ण अधिगम हेतु, विद्यार्थियों को सक्रिय रूप से ज्ञान सृजन करने के बहुतायत अवसर प्रदान करने चाहिए ।

कारण (R) :

अधिगम, ज्ञान के निष्क्रिय अर्जन की प्रक्रिया है ।

सही विकल्प चुनें :

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

[Question ID = 21][Question Description = CTET_P1_PART_1_CDP_SET_113_Q21]

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

22) What should be the nature of subject content to make learning effective ?

- (1) Very abstract and complex
- (2) Presented in disconnected chunks
- (3) Related to students' socio-cultural context
- (4) Too easy and over-simplified

अधिगम को प्रभावशाली बनाने के लिए विषयवस्तु कैसी होनी चाहिए ?

- (1) बहुत अमूर्त और जटिल
- (2) असंबंधित खण्डों में प्रस्तुतित
- (3) विद्यार्थियों के सामाजिक-सांस्कृतिक परिवेश से संबंधित
- (4) अति आसान और अत्यधिक सरल

[Question ID = 22][Question Description = CTET_P1_PART_1_CDP_SET_113_Q22]

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

23) Reflecting on one's own thinking process is called _____.

- (1) Memorisation
- (2) Metacognition
- (3) Conditioning
- (4) Assimilation

अपनी खुद की सोच प्रक्रिया पर चिंतन करना क्या कहलाता है ?

- (1) स्मृतीकरण
- (2) अभिसंज्ञान
- (3) अनुकूलन
- (4) आत्मसात्करण

[Question ID = 23][Question Description = CTET_P1_PART_1_CDP_SET_113_Q23]

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

24) As per social-constructivism approach of learning, which of the following is **not** an effective way of meaningful learning ?

- (1) Self-initiated enquiry
- (2) Active engagement in discussions
- (3) Discovery learning
- (4) Passive imitation

अधिगम के सामाजिक-संरचनावादी उपागम के अनुसार, निम्न में से कौन-सा तरीका अर्थपूर्ण अधिगम के लिए प्रभावशाली **नहीं** है?

- (1) स्व-पहल अन्वेषण
- (2) चर्चाओं में सक्रिय भागीदारी
- (3) खोजी अधिगम
- (4) निष्क्रिय अनुसरण

[Question ID = 24][Question Description = CTET_P1_PART_1_CDP_SET_113_Q24]

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

25) To develop problem-solving skills among students, it is important to foster _____ among them.

- (1) functional fixedness
- (2) convergent thinking
- (3) divergent thinking
- (4) egocentrism

विद्यार्थियों में समस्या-समाधान कौशलों के विकास के लिए, निम्न में से किसे बढ़ावा देना महत्वपूर्ण है ?

- (1) प्रकार्यात्मक स्थिरता
- (2) अभिसारी चिंतन
- (3) अपसारी चिंतन
- (4) आत्म-केन्द्रीयता

[Question ID = 25][Question Description = CTET_P1_PART_1_CDP_SET_113_Q25]

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

26) Alternative conceptions held by students should be _____ by the teacher because they are _____.

- (1) ignored, extremely erroneous
- (2) attended properly, significant in the process of learning
- (3) dealt strictly, result of highly irrational thinking
- (4) promoted, significant in labelling of students

विद्यार्थियों द्वारा ग्रहित वैकल्पिक अवधारणाओं से अध्यापक को किस प्रकार निपटना चाहिए ?

- (1) उन्हें अनदेखा कर देना चाहिए क्योंकि वे अवधारणाएँ अत्यन्त गलत/त्रुटिपूर्ण होती हैं।
- (2) उन्हें ठीक तरह से समझा जाना चाहिए क्योंकि वे अधिगम प्रक्रिया में महत्वपूर्ण होती हैं।
- (3) उनसे कठोरता से निपटना चाहिए क्योंकि वे अत्यधिक तर्कहीन चिंतन का परिणाम हैं।
- (4) उन्हें बढ़ावा देना चाहिए क्योंकि वे विद्यार्थियों के नामीकरण के लिए महत्वपूर्ण हैं।

[Question ID = 26][Question Description = CTET_P1_PART_1_CDP_SET_113_Q26]

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

27) Students are likely to experience _____ when they believe that their efforts will not make any difference to the outcome of task.

- (1) learned helplessness
- (2) intrinsic motivation
- (3) pride
- (4) relief

विद्यार्थी निम्न में से क्या महसूस करेंगे यदि वे यह विश्वास करने लगें कि उनके प्रयासों का कार्य के परिणाम पर कोई असर नहीं पड़ेगा ?

- (1) अधिगम अशक्तता/असाध्यता
- (2) आंतरिक अभिप्रेरणा
- (3) गौरव
- (4) राहत

[Question ID = 27][Question Description = CTET_P1_PART_1_CDP_SET_113_Q27]

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

28) Which of the following is an example of intrinsic motivation ?

- (1) Participation in discussions to gain knowledge.
- (2) Participation in discussions to win cash prize.
- (3) Participation discussions to influence peers.
- (4) Participating in discussions to avoid punishment.

निम्न में से कौन-सा आंतरिक अभिप्रेरणा का उदाहरण है ?

- (1) ज्ञान प्राप्त करने के लिए चर्चा में भाग लेना ।
- (2) नकद इनाम जीतने के लिए चर्चा में भाग लेना ।
- (3) सहपाठियों को प्रभावित करने के लिए चर्चा में भाग लेना ।
- (4) दण्ड से बचने के लिए चर्चा में भाग लेना ।

[Question ID = 28][Question Description = CTET_P1_PART_1_CDP_SET_113_Q28]

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

29) What kind of goals should a teacher promote among her learners ?

- (1) Approach-oriented mastery goals
- (2) Avoidance-oriented mastery goals
- (3) Approach-oriented performance goals
- (4) Avoidance-oriented performance goals

एक अध्यापिका को अपने अधिगमकर्ताओं में किस प्रकार के लक्ष्यों को बढ़ावा देना चाहिए ?

- (1) महारत हासिल करने की दिशा में उन्मुख लक्ष्य
- (2) परिहार-उन्मुखी महारत लक्ष्य
- (3) प्रदर्शन की दिशा में उन्मुख लक्ष्य
- (4) परिहार-उन्मुखी प्रदर्शन लक्ष्य

[Question ID = 29][Question Description = CTET_P1_PART_1_CDP_SET_113_Q29]

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

30) Which of the following skill should **not** be promoted among students ?

- (1) Metacognition
- (2) Reflection
- (3) Creativity
- (4) Docility

विद्यार्थियों में निम्न में से किस कौशल को बढ़ावा **नहीं** देना चाहिए ?

- (1) अभिसंज्ञान
- (2) चिंतन
- (3) सृजनात्मकता
- (4) अधीनता उन्मुखी

[Question ID = 30][Question Description = CTET_P1_PART_1_CDP_SET_113_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) If A and B are digits and

$$\begin{array}{r} 623 \\ -41A \\ \hline B08 \end{array}$$

then which of the following is true ?

- (1) A = 5, B = 2
- (2) A = 1, B = 2
- (3) A = 5, B = 1
- (4) A = 5, B = 0

यदि A और B अंक हैं तथा

$$\begin{array}{r} 623 \\ -41A \\ \hline B08 \end{array}$$

है, तो निम्न में से कौन-सा सत्य है ?

- (1) A = 5, B = 2
- (2) A = 1, B = 2
- (3) A = 5, B = 1
- (4) A = 5, B = 0

[Question ID = 31][Question Description = CTET_P1_PART_2_MATHS_SET_113_Q31]

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

2) James arranged some flowers in 4 columns such that each column has 6 flowers in it. If Jaleel wants to arrange these flowers in 8 columns, how many flowers should be there in each column so that each column contains equal number of flowers ?

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

जेम्स ने कुछ फूलों को 4 स्तंभों में इस प्रकार व्यवस्थित किया कि प्रत्येक स्तंभ में 6 फूल थे। यदि जलील इन फूलों को 8 स्तंभों में व्यवस्थित करना चाहता है, तो प्रत्येक स्तंभ में कितने फूल होंगे, ताकि प्रत्येक स्तंभ में फूलों की संख्या समान है ?

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

[Question ID = 32][Question Description = CTET_P1_PART_2_MATHS_SET_113_Q32]

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

3) Three friends visited a sweetshop, where the shopkeeper gave them 'Vadas' in three plates. Total number of 'Vadas' was 12. The number of vadas of these plates, if arranged properly, were consecutive three even numbers. What was the maximum number of Vadas kept in a plate ?

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

तीन मित्र एक मिठाई की दुकान पर गए, जहाँ दुकानदार ने उन्हें तीन प्लेटों में 'वड़े' दिए। 'वड़ों' की कुल संख्या 12 थी। प्लेटों में रखे इन वड़ों की संख्याओं को यदि उचित रूप से व्यवस्थित किया जाए, तो ये तीन क्रमागत सम संख्याएँ थीं। एक प्लेट में रखे 'वड़ों' की अधिकतम संख्या क्या थी ?

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

[Question ID = 33][Question Description = CTET_P1_PART_2_MATHS_SET_113_Q33]

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

4) Latheef wrote numbers 2 to 50 on a sheet of paper. He encircled 2 and struck off all multiples of 2. Then, he encircled the least number which was not encircled or struck off. Then, he struck off all multiples of that least number. He repeats this process until all the numbers are over. Then,

- I. 17 is encircled.
- II. 17 is a prime number.

Now, which of the following options is correct ?

- (1) I is true and II is a correct explanation for it.
- (2) I is not true, but II is true.
- (3) I is true, but II is not a correct explanation for it.
- (4) I is not true and II is not a correct explanation for it.

लतीफ ने कागज की एक शीट पर 2 से 50 तक की संख्याएँ लिखी। उसने 2 पर घेरा लगाया तथा 2 के सभी गुणजों को काट दिया। फिर, उसने उस न्यूनतम संख्या पर घेरा लगाया जिस पर घेरा नहीं लगा था या जिसे काटा नहीं गया था। फिर, उसने इस न्यूनतम संख्या के सभी गुणजों को काट दिया। यह प्रक्रिया तब तक जारी रखी गई जब तक सभी संख्याएँ पूरी नहीं हो गई। तब,

- I. 17 पर घेरा लगाया गया।
- II. 17 एक अभाज्य संख्या है।

अब, निम्न में से कौन-सा विकल्प सही है ?

- (1) I सत्य है, तथा II इसका सही स्पष्टीकरण है।
- (2) I सत्य नहीं है, परंतु II सत्य है।
- (3) I सत्य है, परंतु II इसका सही स्पष्टीकरण नहीं है।
- (4) I सत्य नहीं है तथा II इसका सही स्पष्टीकरण नहीं है।

[Question ID = 34][Question Description = CTET_P1_PART_2_MATHS_SET_113_Q34]

- 1. 1 [Option ID = 133]

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

5) Hanna has 10 cards on which digits 0 to 9 are written. She wants to make a three-digit number using these cards without repetition. If she used cards bearing 4 and 5, then the number of three-digit numbers she can form, which are divisible by 9, is

- (1) 2
- (2) 6
- (3) 10
- (4) 12

हन्ना के पास 10 कार्ड हैं, जिन पर 0 से 9 तक के अंक लिखे हैं। वह इन कार्डों के उपयोग से, अंकों की पुनरावृत्ति के बिना, तीन अंकों की संख्याएँ बनाना चाहती है। यदि वह 4 और 5 अंकों वाले कार्डों का उपयोग करती है, तब इस प्रकार बनाई जा सकने वाली तीन अंकों की संख्याओं की जो 9 से विभाज्य हैं, कुल संख्या है

- (1) 2
- (2) 6
- (3) 10
- (4) 12

[Question ID = 35][Question Description = CTET_P1_PART_2_MATHS_SET_113_Q35]

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

6) Three cups A, B and C can have pebbles of equal size in the following manner :

A has a capacity of 4 pebbles.

B has a capacity of 6 pebbles.

C has a capacity of 12 pebbles.

To fill a pit, C has to be used 2 times. Suppose that pit has to be filled, using A and B only. If cup B is used 2 times, then how many times does cup A have to be used ?

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

तीन कपों A, B और C में समान माप के कंकड़ इस प्रकार रखे जा सकते हैं :

A में 4 कंकड़ों के रखे जाने की क्षमता है।

B में 6 कंकड़ों के रखे जाने की क्षमता है।

C में 12 कंकड़ों के रखे जाने की क्षमता है।

किसी गड्ढे को भरने के लिए, C का उपयोग दो बार किया जाना पड़ता है।

मान लीजिए कि इस गड्ढे को केवल A और B के उपयोग से भरा जाना है। यदि कप B का उपयोग 2 बार किया जाता है, तो कप A का उपयोग कितनी बार किया जाएगा ?

(1) 1

(2) 2

(3) 3

(4) 4

[Question ID = 36][Question Description = CTET_P1_PART_2_MATHS_SET_113_Q36]

1. 1 [Option ID = 141]

2. 2 [Option ID = 142]

3. 3 [Option ID = 143]

4. 4 [Option ID = 144]

7) Value of $5\frac{1}{2}$ right angles is equal to

(1) 450°

(2) 480°

(3) 485°

(4) 495°

$5\frac{1}{2}$ समकोणों का मान बराबर है

(1) 450°

(2) 480°

(3) 485°

(4) 495°

[Question ID = 37][Question Description = CTET_P1_PART_2_MATHS_SET_113_Q37]

1. 1 [Option ID = 145]

2. 2 [Option ID = 146]

3. 3 [Option ID = 147]

4. 4 [Option ID = 148]

8) A parallelogram has following number of lines of symmetry :

(1) 0

(2) 1

(3) 2

(4) 4

एक समांतर चतुर्भुज में, सममित रेखाओं की संख्या निम्न होती है :

(1) 0

(2) 1

(3) 2

(4) 4

[Question ID = 38][Question Description = CTET_P1_PART_2_MATHS_SET_113_Q38]

1. 1 [Option ID = 149]

2. 2 [Option ID = 150]

3. 3 [Option ID = 151]

4. 4 [Option ID = 152]

9) Identify the shape with the following properties :

A. It has 4 sides.

B. It is a closed figure.

C. Opposite sides are parallel.

D. All angles are equal.

(1) Only rectangle

(2) Only square

(3) Rectangle or square

(4) Only kite

निम्न गुणों वाले आकार की पहचान कीजिए :

A. इसकी 4 भुजाएँ हैं।

B. यह एक बंद आकृति है।

C. सम्मुख भुजाएँ समांतर हैं।

D. सभी कोण बराबर हैं।

(1) केवल आयत

(2) केवल वर्ग

(3) आयत या वर्ग

(4) केवल पतंग

[Question ID = 39][Question Description = CTET_P1_PART_2_MATHS_SET_113_Q39]

1. 1 [Option ID = 153]

2. 2 [Option ID = 154]

3. 3 [Option ID = 155]

4. 4 [Option ID = 156]

10) The following letters represent money :

A = ₹ 10.00 ; B = ₹ 20.00 ; C = ₹ 5.00 ;

D = ₹ 2.00 ; E = ₹ 0.50.

Which of the following combination is **not** equal to ₹ 45.50 ?

(1) A = 4, B = 0, C = 0, D = 2, E = 3

(2) A = 0, B = 2, C = 1, D = 0, E = 1

(3) A = 2, B = 1, C = 1, D = 0, E = 1

(4) A = 1, B = 2, C = 0, D = 0, E = 1

निम्नलिखित अक्षर धनराशि निरूपित करते हैं :

A = ₹ 10.00 ; B = ₹ 20.00 ; C = ₹ 5.00 ;

D = ₹ 2.00 ; E = ₹ 0.50.

निम्नलिखित में से कौन-सा संयोजन ₹ 45.50 के बराबर **नहीं** है ?

(1) A = 4, B = 0, C = 0, D = 2, E = 3

(2) A = 0, B = 2, C = 1, D = 0, E = 1

(3) A = 2, B = 1, C = 1, D = 0, E = 1

(4) A = 1, B = 2, C = 0, D = 0, E = 1

[Question ID = 40][Question Description = CTET_P1_PART_2_MATHS_SET_113_Q40]

1. 1 [Option ID = 157]

2. 2 [Option ID = 158]

3. 3 [Option ID = 159]

4. 4 [Option ID = 160]

11) A rectangular sheet of paper of sides 4 cm and 6 cm is divided into 4 equal small rectangles.

Then, area of each small rectangle will be

(1) 4 cm^2

(2) 6 cm^2

(3) 12 cm^2

(4) 24 cm^2

भुजाओं 4 cm और 6 cm वाली एक आयताकार कागज की शीट को 4 समान छोटे आयतों में विभाजित किया गया है। तब, प्रत्येक छोटे आयत का क्षेत्रफल होगा

(1) 4 cm^2

(2) 6 cm^2

(3) 12 cm^2

(4) 24 cm^2

[Question ID = 41][Question Description = CTET_P1_PART_2_MATHS_SET_113_Q41]

1. 1 [Option ID = 161]

2. 2 [Option ID = 162]

3. 3 [Option ID = 163]

4. 4 [Option ID = 164]

- 12) Teacher gives the following objects to keep in two pans of the balance such that first object in first pan and second object in second pan.

Choose the correct option from the following, in which the first pan is down :

- (1) 1 Notebook, School bag with all books
- (2) 1 Notebook, 1 Chalk
- (3) 1 Geometry box, 5 Text books
- (4) 1 Pencil, 1 Geometry box

शिक्षक एक तुला के दोनों पलड़ों में रखने के लिए, निम्नलिखित वस्तुएँ देती हैं, ताकि पहली वस्तु पहले पलड़े में रहे तथा दूसरी वस्तु दूसरे पलड़े में रहे।

निम्नलिखित विकल्पों में से सही विकल्प चुनिए, जब पहला पलड़ा नीचे रहता है :

- (1) 1 नोटबुक, सभी पुस्तकों के साथ स्कूल बैग
- (2) 1 नोटबुक, 1 चॉक
- (3) 1 ज्यामिति बॉक्स, 5 पाठ्यपुस्तकें
- (4) 1 पेंसिल, 1 ज्यामिति बॉक्स

[Question ID = 42][Question Description = CTET_P1_PART_2_MATHS_SET_113_Q42]

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

- 13) The number of students in different sections A, B, C, D and E, of a class are given in the following table :

Section	A	B	C	D	E
Number of Students	40	43	42	32	36

In which pairs of sections is the difference between number of students the same ?

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

किसी कक्षा के विभिन्न सैक्शनों A, B, C, D और E में विद्यार्थियों की संख्याएँ निम्न सारणी में दी गई हैं :

सैक्शन	A	B	C	D	E
विद्यार्थियों की संख्या	40	43	42	32	36

सैक्शनों के किन युग्मों में विद्यार्थियों की संख्याओं का अंतर समान है ?

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

[Question ID = 43][Question Description = CTET_P1_PART_2_MATHS_SET_113_Q43]

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

14) What is the average of first five prime numbers ?

- (1) 5
- (2) 5.2
- (3) 5.5
- (4) 5.6

प्रथम पाँच अभाज्य संख्याओं का औसत क्या है ?

- (1) 5
- (2) 5.2
- (3) 5.5
- (4) 5.6

[Question ID = 44][Question Description = CTET_P1_PART_2_MATHS_SET_113_Q44]

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

15) Identify the next two entries in the following pattern :

1, 2, 3, F, 5, 6, 7, E, 9, 10, _____, _____

- (1) 11, T
- (2) T, 12
- (3) E, 12
- (4) E, T

निम्नलिखित पैटर्न में, अगली दो प्रविष्टियों की पहचान कीजिए :

1, 2, 3, F, 5, 6, 7, E, 9, 10, ____, ____

(1) 11, T

(2) T, 12

(3) E, 12

(4) E, T

[Question ID = 45][Question Description = CTET_P1_PART_2_MATHS_SET_113_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) The sum of any two Natural Numbers is a Natural number – this property of Natural numbers is referred to as

- (1) Closure property
- (2) Distributive property
- (3) Commutative property
- (4) Associative property

किन्हीं दो प्राकृतिक संख्याओं का कुल योगफल एक प्राकृतिक संख्या है – प्राकृतिक संख्याओं के इस गुण को किस रूप में जाना जाता है ?

- (1) संवरक गुण
- (2) वितरणात्मक गुण
- (3) क्रमविनिमय गुण
- (4) सहचारी गुण

[Question ID = 46][Question Description = CTET_P1_PART_2_MATHS_SET_113_Q46]

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

2) A teacher asks a child to draw a quadrilateral and then to convert it into a parallelogram. The child is able to do it. At which level of Van-Hiele's theory of geometric thinking is the child ?

- (1) Axiomatic
- (2) Visualization
- (3) Analysis
- (4) Formal deduction

शिक्षक एक बच्चे को चतुर्भुज बनाने और फिर उसे समांतर चतुर्भुज में परिवर्तित करने के लिए कहता है। बच्चा यह कर देता है। वह बच्चा वैन-हैले के ज्यामितीय चिंतन सिद्धांत के किस स्तर पर है ?

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

[Question ID = 47][Question Description = CTET_P1_PART_2_MATHS_SET_113_Q47]

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

3) According to National Curriculum Framework 2005, for children to enjoy mathematics

- (1) Extra questions for practice should be included in each chapter.
- (2) Students should solve unit-end exercises.
- (3) Difficult topics should not be included in mathematics assessment.
- (4) Real life experiences of students should be a part of mathematics textbooks.

राष्ट्रीय पाठ्यचर्या रूपरेखा 2005 के अनुसार, बच्चे गणित में आनंद लें, इसके लिए

- (1) प्रत्येक पाठ में अभ्यास के लिए अतिरिक्त प्रश्न सम्मिलित करने चाहिए।
- (2) विद्यार्थियों को प्रत्येक इकाई के अंत में दिए गए अभ्यासों को हल करना चाहिए।
- (3) गणित के आकलन में कठिन विषयों को सम्मिलित नहीं करना चाहिए।
- (4) विद्यार्थियों के वास्तविक (दैनिक) जीवन के अनुभव गणित की पाठ्यपुस्तकों का भाग होने चाहिए।

[Question ID = 48][Question Description = CTET_P1_PART_2_MATHS_SET_113_Q48]

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

4) Ms. Roohi, a primary class Mathematics teacher asks her students to explain their answers after solving a given problem. She does the same for every correct or incorrect answer given by the student. The purpose of Ms. Roohi is to

- (1) understand the thinking process of her students while solving the problem to arrive at an answer.
- (2) save her time of checking the answers of the students.
- (3) integrate English language class with Mathematics class.
- (4) prepare her students for the upcoming school inspection

सुश्री रूही, प्राथमिक कक्षा की गणित शिक्षिका ने अपने विद्यार्थियों को दी गई समस्या को हल करने के बाद उनके उत्तरों को समझाने के लिए कहा। विद्यार्थी द्वारा दिए गए प्रत्येक सही या गलत उत्तर के लिए वह यही करती हैं। सुश्री रूही का उद्देश्य है

- (1) उत्तर पर पहुँचने के लिए समस्या को हल करते समय अपने विद्यार्थियों की चिंतन प्रक्रिया को समझना।
- (2) विद्यार्थियों के उत्तरों को जाँचने में लगने वाले अपने समय की बचत करना।
- (3) अंग्रेजी भाषा की कक्षा को गणित की कक्षा के साथ एकीकृत करना।
- (4) आगामी स्कूल निरीक्षण के लिए अपने विद्यार्थियों को तैयार करना।

[Question ID = 49][Question Description = CTET_P1_PART_2_MATHS_SET_113_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 way(s) to enhance the skill of mathematical communication among primary school children ?
- A. Provide opportunities to solve problems based on a model problem solved by the teacher.
 - B. Ask the children to represent the given information in a clear and an organised way.
 - C. Provide opportunities to children to draw simple conclusions on their own and explain their reasoning.

Choose the correct option :

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

निम्नलिखित में से कौन-सा/से प्राथमिक स्कूल के बच्चों में गणितीय संप्रेषण के कौशल में वृद्धि करने का/के तरीका/तरीके है/हैं ?

- A. शिक्षक द्वारा हल की गई आदर्श समस्या पर आधारित समस्याओं को हल करने के अवसर उपलब्ध कराना ।
- B. बच्चों को स्पष्ट व व्यवस्थित तरीके से सूचना को निरूपित करने के लिए कहना ।
- C. बच्चों को अपने आप सरल निष्कर्ष निकालने और अपने तर्क को समझाने के अवसर उपलब्ध कराना ।

सही विकल्प का चयन कीजिए :

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

[Question ID = 50][Question Description = CTET_P1_PART_2_MATHS_SET_113_Q50]

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

6) According to National Curriculum Framework 2005, one of the main goals of Mathematics education is mathematisation of the child's thought process. Which of the following reflects the meaning of above statement most appropriately ?

- (1) It is more important to know how to develop mathematical thinking and ability to handle abstractions in children than to focus on how much mathematics a child knows.
- (2) Mathematics education should focus on including only those topics in Mathematics curriculum which are useful in daily life.
- (3) Mathematics is useful in daily life hence solving problems in mathematics will mathematize the child's mind.
- (4) It is important to know how to solve various problems in mathematics, hence focus should be on including maximum topics in mathematics curriculum.

राष्ट्रीय पाठ्यचर्या रूपरेखा 2005 के अनुसार, गणित शिक्षा का एक मुख्य उद्देश्य है – बच्चे की विचार प्रक्रिया का गणितीकरण। निम्नलिखित में से किसके द्वारा उपर्युक्त कथन का अर्थ सबसे उपयुक्त रूप से परिलक्षित होता है ?

- (1) बच्चे कितना गणित जानते हैं, इस पर बल देने के स्थान पर यह जानना महत्वपूर्ण है कि बच्चों में गणितीय चिंतन और अमूर्त विचारों को समझने की योग्यता कैसे विकसित की जाए।
- (2) गणित शिक्षा को गणित की पाठ्यचर्या में केवल वही प्रकरण (टॉपिक) शामिल करने चाहिए जो रोजमर्रा के जीवन में उपयोगी हैं।
- (3) गणित रोजमर्रा के जीवन में उपयोगी है, अतः गणित के प्रश्नों के हल खोजने से बच्चे के मस्तिष्क का गणितीकरण हो जाएगा।
- (4) गणित में विभिन्न प्रश्नों के हल कैसे खोजे जाएँ यह जानना महत्वपूर्ण है, इसलिए गणित की पाठ्यचर्या में अधिकतम प्रकरण (टॉपिक) शामिल करने चाहिए।

[Question ID = 51][Question Description = CTET_P1_PART_2_MATHS_SET_113_Q51]

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

7) A child solved the problem on addition of fractions in the following way :

$$\frac{1}{2} + \frac{1}{3} = \frac{2}{5}$$

Which of the following is least appropriate in the given context ?

- (1) The child does not know the algorithm of addition of two fractions.
- (2) The child does not know how to find L.C.M.
- (3) The child does not know equivalent fractions.
- (4) The child does not know addition of numbers.

एक बालिका ने भिन्नों के योग पर एक सवाल को इस प्रकार से हल किया :

$$\frac{1}{2} + \frac{1}{3} = \frac{2}{5}$$

निम्नलिखित में से कौन-सा कथन दिए गए संदर्भ के लिए सबसे कम उपयुक्त है ?

- (1) बालिका दो भिन्नों के योग की कलनविधि के बारे में नहीं जानती है।
- (2) बालिका लघुतम समापवर्त्य (एल.सी.एम.) ज्ञात करना नहीं जानती है।
- (3) बालिका समतुल्य भिन्नों के बारे में नहीं जानती है।
- (4) बालिका संख्याओं के योग के बारे में नहीं जानती है।

[Question ID = 52][Question Description = CTET_P1_PART_2_MATHS_SET_113_Q52]

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

8) As a primary class Mathematics teacher, which of the following examples would you consider most appropriate to assess students' ability for mathematical representation ?

- A. Ability to use numerals to represent numbers
- B. Ability to draw a histogram to represent frequency distribution
- C. Ability to draw pictographs to represent data

Choose the correct option :

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

प्राथमिक कक्षा की गणित की एक शिक्षिका के रूप में, निम्नलिखित में से कौन-से उदाहरण को आप विद्यार्थियों की गणितीय निरूपण की क्षमता को आँकने के लिए सर्वाधिक उपयुक्त मानेंगी ?

- A. संख्याओं को निरूपित करने के लिए संख्यांक/अंकों का उपयोग करने की क्षमता
- B. बारंबारता बंटन को निरूपित करने के लिए आयत-चित्र बनाने की क्षमता
- C. आंकड़ों को निरूपित करने के लिए चित्रालेख बनाने की क्षमता

सही विकल्प का चयन कीजिए :

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

[Question ID = 53][Question Description = CTET_P1_PART_2_MATHS_SET_113_Q53]

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

9) When asked to write 109, a primary grade student wrote the number as 19. Which of the following is most appropriate in the context of error made by the student ?

- (1) Revisit the concept of place value with a focus on zero as a place-holder.
- (2) Ask the child to memorise the counting from 1 to 150 and then write in his notebook.
- (3) Write the numbers from 99 to 110 on blackboard and underline 109.
- (4) Ask the child to see the correct answer from the notebook of his peers.

जब 109 लिखने के लिए कहा गया तब एक प्राथमिक कक्षा के बच्चे ने इस संख्या को 19 लिख दिया। निम्नलिखित में से कौन-सा विद्यार्थी द्वारा की गई त्रुटि के संदर्भ में सर्वाधिक उपयुक्त है ?

- (1) शून्य को एक स्थान के रूप में समझते हुए स्थानीय मान की अवधारणा को दोहराएँ।
- (2) बच्चे को 1 से 150 तक की गिनती को कंठस्थ करने तथा अपनी कॉपी में लिखने के लिए कहें।
- (3) श्यामपट्ट पर 99 से 110 तक की संख्याएँ लिखें तथा 109 को रेखांकित करें।
- (4) बच्चे को अपने सहपाठियों की कॉपी में से सही उत्तर देखने के लिए कहें।

[Question ID = 54][Question Description = CTET_P1_PART_2_MATHS_SET_113_Q54]

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

10) The statement "Opportunities for children to engage with the cultural and historical significance of Mathematics could be seen as a potential for building their interest and positive attitudes towards Mathematics"

- (1) is true, but cannot be used for primary school curriculum as primary school children are too young to appreciate cultural and historical values of Mathematics.
- (2) is true and such opportunities are needed to be provided to the primary school children to promote their interest in Mathematics.
- (3) is not true as it can be a part of History or Social Science but not Mathematics curriculum.
- (4) is not true as it will divert children's thinking from Mathematics to History and Culture.

कथन "बच्चों को गणित के सांस्कृतिक और ऐतिहासिक महत्व के साथ जुड़ने के अवसरों को उनकी गणित के प्रति रुचि एवं सकारात्मक मनोवृत्ति निर्माण के लिए संभाव्य रूप में देखा जा सकता है"

- (1) सही है, परन्तु प्राथमिक स्कूल पाठ्यक्रम के लिए उपयोग नहीं किया जा सकता है क्योंकि प्राथमिक स्कूल के बच्चे गणित के सांस्कृतिक एवं ऐतिहासिक मूल्यों की सराहना करने के लिए बहुत छोटे हैं।
- (2) सही है, और प्राथमिक स्कूल के बच्चों में गणित के प्रति रुचि को प्रोत्साहित करने के लिए इस तरह के अवसर प्रदान करने की ज़रूरत है।
- (3) सही नहीं है क्योंकि यह इतिहास या सामाजिक विज्ञान का हिस्सा हो सकता है परन्तु गणित पाठ्यक्रम का नहीं।
- (4) सही नहीं है क्योंकि यह बच्चों के चिंतन को गणित से हटकर इतिहास व संस्कृति की ओर मोड़ देगा।

[Question ID = 55][Question Description = CTET_P1_PART_2_MATHS_SET_113_Q55]

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

11) The contrapositive of the statement "If 10 is greater than 7, then 11 is greater than 8 is"

- (1) If 11 is greater than 8, then 10 is greater than 7.
- (2) If 11 is not greater than 8, then 10 is not greater than 7.
- (3) If 11 is not greater than 8, then 10 is greater than 7.
- (4) If 11 is greater than 8, then 10 is not greater than 7.

"यदि 10, 7 से बड़ा है, तो 11, 8 से बड़ा है" कथन की प्रतिस्थिति (कान्ट्रापॉज़िटिव) है

- (1) यदि 11, 8 से बड़ा है, तो 10, 7 से बड़ा है।
- (2) यदि 11, 8 से बड़ा नहीं है, तो 10, 7 से बड़ा नहीं है।
- (3) यदि 11, 8 से बड़ा नहीं है, तो 10, 7 से बड़ा है।
- (4) यदि 11, 8 से बड़ा है, तो 10, 7 से बड़ा नहीं है।

[Question ID = 56][Question Description = CTET_P1_PART_2_MATHS_SET_113_Q56]

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

12) Arrange the following in the most appropriate sequence to teach the concept of place value of two-digit numbers to Class-I learners :

- A. Use picture chart to pictorially represent a number in terms of tens and ones
- B. Write the number in the expanded form
- C. Use base 10 blocks, beads, tokens, etc. for bundling activities to represent two-digit numbers
- D. Represent tens and ones in each number as T and O

Choose the correct option :

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

कक्षा I के अधिगमकर्ताओं को दो अंकीय संख्याओं के स्थानीय मान की अवधारणा को पढ़ाने के लिए निम्नलिखित को सर्वाधिक उपयुक्त अनुक्रम में व्यवस्थित करें :

- A. इकाई व दहाई के रूप में संख्या का चित्रात्मक निरूपण करने के लिए चित्रों के चार्ट का उपयोग करना
 - B. संख्या को विस्तारित रूप में लिखना
 - C. दो अंकीय संख्याओं को दर्शाने के लिए बेस 10 ब्लॉक, मोती, टोकन, आदि का उपयोग करके बंडल बनाने की गतिविधियाँ करना
 - D. प्रत्येक संख्या में इकाइयों व दहाइयों को निरूपित करना
- सही विकल्प का चयन कीजिए :

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

[Question ID = 57][Question Description = CTET_P1_PART_2_MATHS_SET_113_Q57]

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

13) As per Fundamental Principles of National Education Policy (NEP) 2020, the achievement of foundational literacy and numeracy by all students needs to be ensured by

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

राष्ट्रीय शिक्षा नीति (एन.ई.पी.) (2020) के मूल सिद्धांतों के अनुसार, सभी विद्यार्थियों द्वारा _____ तक बुनियादी साक्षरता और संख्यात्मकता की उपलब्धि को सुनिश्चित करने की आवश्यकता है ।

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

[Question ID = 58][Question Description = CTET_P1_PART_2_MATHS_SET_113_Q58]

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

- 14) Which of the following is the most appropriate activity to introduce the concept of measurement among primary grade learners ?
- (1) Giving a meter scale to children to measure the length of their mathematics textbook.
 - (2) Asking the children to use a wooden duster as a weight on a balance to find out which objects are heavier or lighter than the duster.
 - (3) Asking children to approximate the sum of two numbers, 38 and 42.
 - (4) Asking children to estimate the weight of their peers.

निम्नलिखित में से कौन-सी प्राथमिक कक्षा के अधिगमकर्ताओं को मापन की अवधारणा प्रस्तुत करने की सर्वाधिक उपयुक्त गतिविधि है ?

- (1) बच्चों को उनकी गणित पाठ्यपुस्तक की लंबाई मापने के लिए मीटर स्केल (पैमाना) देना ।
- (2) बच्चों को तराजू पर लकड़ी के डस्टर को बाट (वजन) के रूप में इस्तेमाल कर यह ज्ञात करने के लिए कहना कि डस्टर की तुलना में कौन-सी वस्तुएँ भारी या हल्की हैं ।
- (3) बच्चों को दो संख्याओं 38 और 42 के योग के सन्निकटन के लिए कहना ।
- (4) बच्चों को उनके सहपाठियों के वजन का अनुमान लगाने के लिए कहना ।

[Question ID = 59][Question Description = CTET_P1_PART_2_MATHS_SET_113_Q59]

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

- 15) Mr. Jafar, a Class-I teacher prefers to use oral questioning over paper-pencil test to assess children's learning in Mathematics. Which among the following is/are most appropriate in the given context ?

- A. He can gather information about the children's learning and can use it for modifying his pedagogy
- B. He can save a lot of time checking the notebooks and test papers of the children
- C. It will help in enhancing children's mathematical communication skills

Choose the correct option :

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

श्री ज़फर, कक्षा I के शिक्षक, गणित में बच्चों के अधिगम को आँकने के लिए पेपर-पेंसिल टेस्ट की बजाय मौखिक प्रश्न पूछने को अधिमान्य देते हैं। निम्नलिखित में से कौन-सा/से दिए गए संदर्भ में सर्वाधिक उपयुक्त है/हैं ?

- A. वह बच्चों के अधिगम के बारे में जानकारी इक्कट्टी कर सकते हैं तथा उसका उपयोग अपने शिक्षाशास्त्र को बेहतर बनाने के लिए कर सकते हैं
 - B. वह बच्चों के टेस्ट पेपर और कॉपियों को जाँचने में अपना काफी समय बचा सकते हैं
 - C. यह बच्चों में गणितीय संप्रेषण के कौशल की वृद्धि करने में सहायता करेगा
- सही विकल्प का चयन कीजिए :

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

[Question ID = 60][Question Description = CTET_P1_PART_2_MATHS_SET_113_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) You are at the railway station and you have to go to your hotel. You follow the route suggested by the map. As per map you first go 60 m due East, then 200 m due North, then 350 m due West and then finally 40 m due North to reach the hotel. With respect to the hotel the direction of the railway station is

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

आप रेलवे स्टेशन पर हैं और आपको अपने होटल जाना है। आप मानचित्र में सुझाए अनुसार रास्ते पर चलते हैं। इस मानचित्र के अनुसार आप पहले 60 m ठीक पूर्व, फिर 200 m ठीक उत्तर, फिर 350 m ठीक पश्चिम और फिर अन्त में ठीक उत्तर में 40 m चलकर होटल पहुँचते हैं। होटल के सापेक्ष रेलवे स्टेशन की दिशा है

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

[Question ID = 61][Question Description = CTET_P1_PART_3_EVS_SET_113_Q61]

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

2) Meena rushed to the rooftop to see the sighting of moon in order to celebrate

- (1) Nuakhai
- (2) Pongal
- (3) Karwa Chauth
- (4) Basant Panchami

मीना दौड़ कर छत के ऊपर चाँद देखने के लिए जाती है, किस त्योहार को मनाने के लिए ?

- (1) नुआखाई
- (2) पोंगल
- (3) करवा चौथ
- (4) बसंत पंचमी

[Question ID = 62][Question Description = CTET_P1_PART_3_EVS_SET_113_Q62]

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

3) A boy boarded a train on 3rd September, 2022 at Surat for Nagercoil. The train started at 16:15 hours from Surat and reached Nagercoil on 5th September, 2022 at 04:45 hours. If the distance covered by the train is 2119 km during this time-interval, the average speed of the train is

- (1) 56.1 km/h
- (2) 58.3 km/h
- (3) 59.2 km/h
- (4) 62.4 km/h

एक लड़का सूरत से नगरकोइल जाने के लिए 3 सितम्बर, 2022 को ट्रेन में सवार हुआ। ट्रेन सूरत से 16:15 बजे चली और 5 सितम्बर, 2022 को 04:45 बजे नगरकोइल पहुँची। यदि इस समय-अन्तराल में ट्रेन द्वारा चली गयी दूरी 2119 किलोमीटर है, तो ट्रेन की औसत चाल है

- (1) 56.1 किलोमीटर प्रति घण्टा
- (2) 58.3 किलोमीटर प्रति घण्टा
- (3) 59.2 किलोमीटर प्रति घण्टा
- (4) 62.4 किलोमीटर प्रति घण्टा

[Question ID = 63][Question Description = CTET_P1_PART_3_EVS_SET_113_Q63]

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

4) The first Indian woman who has spent more than six months in space is

- (1) Wahida Prism
- (2) Karnam Malleswari
- (3) Bachendri Pal
- (4) Sunita Williams

छह महीने से भी अधिक समय तक अंतरिक्ष में रहने वाली प्रथम भारतीय महिला है

- (1) वहीदा प्रिज़म
- (2) कर्णम मल्लेश्वरी
- (3) बछेन्द्री पाल
- (4) सुनीता विलियम्स

[Question ID = 64][Question Description = CTET_P1_PART_3_EVS_SET_113_Q64]

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

5) The sanitation facilities created by the Sulabh are used by over 10 million people everyday. Who is the founder of Sulabh International ?

- (1) Bindeshwar Pathak
- (2) Vinoba Bhave
- (3) Baba Amte
- (4) Anna Hazare

सुलभ द्वारा रचित स्वच्छता की सुविधाओं का उपयोग प्रतिदिन एक करोड़ से ज्यादा लोगों द्वारा किया जाता है। सुलभ अन्तर्राष्ट्रीय के संस्थापक कौन हैं ?

- (1) बिन्देश्वर पाठक
- (2) विनोबा भावे
- (3) बाबा आम्टे
- (4) अन्ना हज़ारे

[Question ID = 65][Question Description = CTET_P1_PART_3_EVS_SET_113_Q65]

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

6) The process of cooling due to evaporation is slow when the atmospheric temperature

- (1) increases and the wind speed is high.
- (2) increases and the wind speed is low.
- (3) decreases and the wind speed is low.
- (4) decreases and the wind speed is high.

वाष्पन के कारण शीतलन की प्रक्रिया तब धीमी होती है जब वायुमण्डल का ताप

- (1) बढ़ता है और वायु के बहने की चाल अधिक होती है।
- (2) बढ़ता है और वायु के बहने की चाल कम होती है।
- (3) घटता है और वायु के बहने की चाल कम होती है।
- (4) घटता है और वायु के बहने की चाल अधिक होती है।

[Question ID = 66][Question Description = CTET_P1_PART_3_EVS_SET_113_Q66]

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

7) An EVS teacher of class V asked the students to list the anthropogenic causes of earthquake. Ravi wrote the correct cause as

- (1) Volcanic eruption
- (2) Mining activities
- (3) Movement of tectonic plates
- (4) Landslide induced earthquake

कक्षा V की एक पर्यावरण अध्ययन की अध्यापिका अपने विद्यार्थियों से भूकंप के मानवीय कारणों की सूची बनाने को कहती है। रवि ने इसका सही कारण लिखा जो है

- (1) ज्वालामुखी विस्फोट
- (2) खनन के क्रियाकलाप
- (3) विवर्तनिक (टेक्टॉनिक) प्लेट्स का हिलना
- (4) भूस्खलन के कारण होने वाला भूकंप

[Question ID = 67][Question Description = CTET_P1_PART_3_EVS_SET_113_Q67]

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

8) House protects us from heat, cold, rain and dust. Caravan is a house on _____.

- (1) Wheels
- (2) Boats
- (3) Snow
- (4) Railway tracks

घर हमें गर्मी, सदी, बरसात एवं धूल से बचाता है। कारवाँ (केरेवेन) _____ पर एक घर होता है।

- (1) पहियों
- (2) नाव
- (3) बर्फ
- (4) रेल की पटरियों

[Question ID = 68][Question Description = CTET_P1_PART_3_EVS_SET_113_Q68]

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

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

- (1) Nagaland and Mizoram
- (2) Tripura and Jharkhand
- (3) Jharkhand and Chandigarh
- (4) Ladakh and Jammu and Kashmir

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

- (1) नागालैण्ड और मिज़ोरम
- (2) त्रिपुरा और झारखण्ड
- (3) झारखण्ड और चण्डीगढ़
- (4) लद्दाख और जम्मू और कश्मीर

[Question ID = 69][Question Description = CTET_P1_PART_3_EVS_SET_113_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 'Gender parity' ?

- A. Absence of discrimination on the basis of a person's sex
- B. Understanding socially determined differences between men and women
- C. Ability to perceive existing gender differences and issues
- D. Same educational sources received by persons of any gender

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

निम्नलिखित में से कौन-सा 'लिंग समानता' है ?

- A. व्यक्ति के लिंग के आधार पर भेद-भाव का न होना
- B. महिलाओं तथा पुरुषों के बीच सामाजिक तौर पर निर्धारित भिन्नताओं को समझना
- C. विद्यमान लिंग भेदों तथा विषयों को महसूस करने की क्षमता रखना
- D. किसी भी लिंग के व्यक्ति के प्राप्य शिक्षा के स्रोत समान होना

(1) A और B

(2) C और D

(3) B और C

(4) A और D

[Question ID = 70][Question Description = CTET_P1_PART_3_EVS_SET_113_Q70]

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

11) With respect to the location of the capital of India, the directions of Lucknow (capital of Uttar Pradesh) and Chandigarh (capital of Punjab) respectively are

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

भारत की राजधानी की स्थिति के सापेक्ष लखनऊ (उत्तर प्रदेश की राजधानी) और चंडीगढ़ (पंजाब की राजधानी) की दिशाएँ क्रमशः हैं

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

[Question ID = 71][Question Description = CTET_P1_PART_3_EVS_SET_113_Q71]

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

12) In separation process, what part of bajra is used in the mortar for crushing ?

- (1) Stems
- (2) Seeds
- (3) Cobs
- (4) Flowers

पृथक्करण की प्रक्रिया में, बाजरे का कौन-सा भाग ओखली में पीसने के लिए प्रयोग किया जाता है ?

- (1) तने
- (2) बीज
- (3) बाली
- (4) फूल

[Question ID = 72][Question Description = CTET_P1_PART_3_EVS_SET_113_Q72]

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

13) Places where the temperature does not usually drop below 0°C are

- (1) Kanpur, Raipur
- (2) Leh, Ladakh
- (3) Joshimath, Manali
- (4) Kedarnath, Amarnath

वे जगह जहाँ तापमान अक्सर 0°C से नीचे नहीं गिरता है, उनके नाम हैं

- (1) कानपुर, रायपुर
- (2) लेह, लद्दाख
- (3) जोशीमठ, मनाली
- (4) केदारनाथ, अमरनाथ

[Question ID = 73][Question Description = CTET_P1_PART_3_EVS_SET_113_Q73]

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

14) A cook is making biryani and he wants to separate the rice and water. What method will he use ?

- (1) Evaporation
- (2) Winnowing
- (3) Decantation
- (4) Hand Picking

एक रसोईया बिरयानी बना रहा है तथा वह चावल व पानी को अलग करना चाहता है। वह कौन-सी विधि का प्रयोग करेगा ?

- (1) वाष्पीकरण
- (2) फटकना
- (3) निथारना
- (4) हाथ से चुनना

[Question ID = 74][Question Description = CTET_P1_PART_3_EVS_SET_113_Q74]

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

15) Which of the following are omnivores ?

- (1) Crow, Pig, Human
- (2) Rabbit, Cow, Horse
- (3) Tiger, Lion, Wolf
- (4) Goat, Elephant, Pig

निम्नलिखित में से कौन-से सर्वाहारी हैं ?

- (1) कौवा, सूअर, मनुष्य
- (2) खरगोश, गाय, घोड़ा
- (3) बाघ, शेर, भेड़िया
- (4) बकरी, हाथी, सूअर

[Question ID = 75][Question Description = CTET_P1_PART_3_EVS_SET_113_Q75]

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

Topic:- EVS_Q76-90_P1_CTET

1) EVS curriculum at the primary level follows an environmental approach. This means that EVS curriculum is

- A. for the environment
- B. through the environment
- C. about the environment
- D. by the environment

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

प्राथमिक स्तर पर पर्यावरण अध्ययन पाठ्यचर्या एक पर्यावरणीय उपागम का अनुगमन करती है। इसका अर्थ है कि पर्यावरण अध्ययन पाठ्यचर्या

- A. पर्यावरण के लिए है
- B. पर्यावरण के माध्यम से है
- C. पर्यावरण के बारे में है
- D. पर्यावरण से है

(1) B, C तथा D

(2) A, B तथा D

(3) A, B तथा C

(4) A, C तथा D

[Question ID = 76][Question Description = CTET_P1_PART_3_EVS_SET_113_Q76]

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

2) Which of the following terms describe EVS ?

- A. Exploration of environment
- B. Interaction with environment
- C. Information about environment

(1) A, B and C

(2) A and B

(3) A and C

(4) B and C

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

- A. पर्यावरण का अन्वेषण
- B. पर्यावरण के साथ अंतःक्रिया
- C. पर्यावरण के बारे में सूचना

(1) A, B और C

(2) A और B

(3) A और C

(4) B और C

[Question ID = 77][Question Description = CTET_P1_PART_3_EVS_SET_113_Q77]

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

- 3) The purpose of conducting 'Observation' activities in EVS is to
- A. Collect random similarities and differences
 - B. Create awareness about objects around us
 - C. Seek information from children about their previous knowledge
 - D. Seek information from the object to extend children's ideas and understanding

(1) A and D

(2) A and B

(3) B and C

(4) A and C

पर्यावरण अध्ययन में 'अवलोकन' क्रियाकलापों को संचालित करने का उद्देश्य है

- A. यादृच्छिक समानताएँ एवं विभिन्नताएँ एकत्र करना
- B. हमारे आसपास की वस्तुओं के बारे में जानकारी एकत्र करना
- C. बच्चों से उनके पूर्व ज्ञान के विषय में सूचना माँगना
- D. बच्चों के विचारों एवं समझ को आगे बढ़ाने के लिए वस्तु से सूचना प्राप्त करना

(1) A और D

(2) A और B

(3) B और C

(4) A और C

[Question ID = 78][Question Description = CTET_P1_PART_3_EVS_SET_113_Q78]

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

- 4) In the EVS book of class V, an example of a plant that hunts 'Nepenthes' has been given. What will be most suitable for a teacher to do while discussing this ?

- (1) To explain to students why this plant hunts.
- (2) Ask students why this plant hunts.
- (3) To ask students to search reason why this plant hunts.
- (4) Ask students to think why some animals hunt.

कक्षा पाँच की पर्यावरण अध्ययन पुस्तक में, शिकारी पौधे 'नीपेन्थिस' का उदाहरण दिया गया है। शिक्षक द्वारा इस पर चर्चा करते समय निम्नलिखित में से क्या करना सर्वाधिक उपयुक्त होगा ?

- (1) विद्यार्थियों को यह स्पष्ट करना कि पौधा शिकार क्यों करता है।
- (2) विद्यार्थियों से प्रश्न करना कि पौधा शिकार क्यों करता है।
- (3) विद्यार्थियों से कारण खोजने के लिए कहना कि पौधा शिकार क्यों करता है।
- (4) विद्यार्थियों से यह सोचने के लिए कहना कि कुछ जंतु शिकार क्यों करते हैं।

[Question ID = 79][Question Description = CTET_P1_PART_3_EVS_SET_113_Q79]

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

5) Raziya is performing an experimental activity which was performed by her teacher earlier. She commits a mistake. What should her teacher Roshan do ?

- (1) He should correct the mistake.
- (2) He should not correct the mistake.
- (3) He should point out her mistake and explore the correct answer for her.
- (4) He should point out the mistake and let her explore the correct answer.

रज़िया एक प्रयोगात्मक गतिविधि का प्रदर्शन कर रही है, जो पूर्व में उसके शिक्षक द्वारा प्रदर्शित की गई थी। वह एक गलती करती है। उसके शिक्षक रोशन को निम्नलिखित में से क्या करना चाहिए ?

- (1) उसे गलती को सुधार देना चाहिए।
- (2) उसे गलती को नहीं सुधारना चाहिए।
- (3) उसे उसकी गलती को संकेत करना चाहिए और उसे सही हल खोज कर देना चाहिए।
- (4) उसे गलती को संकेत करना चाहिए और बच्चे को सही हल खोजने देना चाहिए।

[Question ID = 80][Question Description = CTET_P1_PART_3_EVS_SET_113_Q80]

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

6) EVS curriculum follows a thematic approach because

- (1) One teacher can teach all EVS topics easily.
- (2) Thematic approach develops a differentiated understanding of EVS topics.
- (3) Thematic approach breaks the barriers of subject boundaries.
- (4) A subject-centred approach will have thick text books.

पर्यावरण अध्ययन पाठ्यचर्या एक विषयक उपागम का अनुगमन करती है क्योंकि

- (1) एक ही शिक्षिका पर्यावरण अध्ययन के सभी विषयों को सरलता से पढ़ा सकती है।
- (2) विषयक उपागम छात्रों में पर्यावरण अध्ययन के विषयों की विशिष्ट समझ का विकास करता है।
- (3) विषयक उपागम से विषय की परिस्थितियों के अवरोधों को तोड़ा जा सकता है।
- (4) एक विषय-केन्द्रित उपागम में मोटी पाठ्य-पुस्तकें होंगी।

[Question ID = 81][Question Description = CTET_P1_PART_3_EVS_SET_113_Q81]

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

7) Which of the following themes/subthemes could be related to the competency given below ?
"Evaluates various forms of discrimination in society."

- (1) Environment
- (2) Fuel
- (3) Work and play
- (4) Plants

निम्नलिखित में से कौन-से विषय/उपविषय नीचे दी गई दक्षता से संबंधित हो सकते हैं ?
"समाज में भेदभाव के विभिन्न रूपों का मूल्यांकन करता है।"

- (1) पर्यावरण
- (2) ईंधन
- (3) काम और खेल
- (4) पौधे

[Question ID = 82][Question Description = CTET_P1_PART_3_EVS_SET_113_Q82]

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

- 8) Binu, an EVS teacher of class V asks students to conduct survey in their neighbourhood about water consumption and family size. What process skills is being promoted by this activity ?
- A. Questioning
 - B. Measuring
 - C. Communicating
 - D. Inferring
 - E. Making and using models
- (1) A, B and C
(2) B, C and D
(3) C, D and E
(4) A, C and D

बीनू, कक्षा V की पर्यावरण अध्ययन शिक्षिका, छात्रों से उनके पड़ोस में जल की खपत तथा परिवार के आकार के बारे में सर्वेक्षण करने के लिए कहती है। इस क्रियाकलाप से कौन-से प्रक्रिया कौशलों को प्रोत्साहित किया जा रहा है ?

- A. प्रश्न करना
 - B. मापना
 - C. संप्रेषण/संवाद करना
 - D. परिणाम निकालना
 - E. मॉडल बनाना एवं प्रयोग करना
- (1) A, B और C
(2) B, C और D
(3) C, D और E
(4) A, C और D

[Question ID = 83][Question Description = CTET_P1_PART_3_EVS_SET_113_Q83]

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

9) Gopaba asks students to bring rose flowers to teach the process of making Gulkand. Hetal complains to Gopaba that Rashi has stolen rose from the neighbouring house. What should Gopaba do ?

- A. He should teach the students the process of making Gulkand.
- B. He should make a plan to develop a school garden with the help of gardener to plant flowering plants.
- C. He should make a plan to develop a school garden with the help of students to plant flowering plants.
- D. He should ask Hetal to plant a rose plant in school garden and take its care untill it flowers.

(1) A and B

(2) A and C

(3) A and D

(4) C and D

गोपाबा गुलकंद बनाने की प्रक्रिया सिखाने के लिए अपने विद्यार्थियों से गुलाब के फूल लाने को कहते हैं। हेतल गोपाबा से शिकायत करती है कि राशि ने पड़ोस के घर से गुलाब का फूल चुराया है। गोपाबा को क्या करना चाहिए ?

- A. उसे विद्यार्थियों को गुलकंद बनाने की प्रक्रिया सिखानी चाहिए।
- B. उसे फूलों के पौधे लगाने के लिए माली की सहायता से स्कूल उद्यान विकसित करने की योजना बनानी चाहिए।
- C. उसे फूलों के पौधे लगाने के लिए विद्यार्थियों की सहायता से स्कूल उद्यान विकसित करने की योजना बनानी चाहिए।
- D. उसे हेतल से स्कूल उद्यान में गुलाब का पौधा लगाकर उसमें फूल आने तक उसकी देखभाल करने के लिए कहना चाहिए।

(1) A और B

(2) A और C

(3) A और D

(4) C और D

[Question ID = 84][Question Description = CTET_P1_PART_3_EVS_SET_113_Q84]

1. 1 [Option ID = 333]

2. 2 [Option ID = 334]

3. 3 [Option ID = 335]

4. 4 [Option ID = 336]

10) Nature of EVS at Primary level is

- (1) Integrated
- (2) Intradisciplinary
- (3) Correlation of subjects
- (4) Combination of subjects

प्राथमिक स्तर पर पर्यावरण अध्ययन की प्रकृति है

- (1) एकीकृत
- (2) अंतरा-अनुशासनात्मक
- (3) विषयों का सहसंबंध
- (4) विषयों का संयोजन

[Question ID = 85][Question Description = CTET_P1_PART_3_EVS_SET_113_Q85]

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

11) Gul took the students of class III for a visit to a garden. There were several plants and trees there. Which of the following will be most appropriate for the EVS ?

- (1) Names of trees and plants
- (2) Scientific characteristics of trees and plants
- (3) Medicinal names of trees and plants
- (4) Environmental situations in which trees and plants grow

गुल कक्षा III के विद्यार्थियों को उद्यान भ्रमण के लिए ले गई। वहाँ कई पेड़ और पौधे थे। पर्यावरण अध्ययन के लिए वहाँ निम्नलिखित में से किसका अध्ययन करना सर्वाधिक महत्वपूर्ण है ?

- (1) पेड़ एवं पौधों के नाम
- (2) पेड़ एवं पौधों की वैज्ञानिक विशेषताएँ
- (3) पेड़ एवं पौधों के औषधीय नाम
- (4) पर्यावरणीय स्थितियाँ जिनमें पेड़ व पौधे उगते हैं

[Question ID = 86][Question Description = CTET_P1_PART_3_EVS_SET_113_Q86]

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

12) EVS classroom will need to provide opportunities to children to be able to progressively ask

- (1) Lower order questions
- (2) Higher order questions
- (3) Simple questions
- (4) Complex questions

पर्यावरण अध्ययन की कक्षा को बच्चों को उत्तरोत्तर ऐसे प्रश्न पूछने की योग्यता के अवसर देने की आवश्यकता होगी

(1) निम्न कोटि प्रश्न

(2) उच्च कोटि प्रश्न

(3) सरल प्रश्न

(4) जटिल प्रश्न

[Question ID = 87][Question Description = CTET_P1_PART_3_EVS_SET_113_Q87]

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

13) Rezi holds a bangle before moon and says, "My bangle is larger than the moon since it fits inside the bangle." The following processes are involved in her statement in which sequence ?

- A. Comparison
- B. Logic
- C. Observation
- D. Inference

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

रेज़ी चाँद के सामने चूड़ी रखती है और कहती है, "मेरी चूड़ी चाँद से बड़ी है, क्योंकि चाँद चूड़ी में आ रहा है।" उसके कथन में निम्नलिखित प्रक्रियाएँ किस अनुक्रम में सम्मिलित हैं ?

- A. तुलना
- B. तर्क
- C. अवलोकन
- D. निष्कर्ष

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

[Question ID = 88][Question Description = CTET_P1_PART_3_EVS_SET_113_Q88]

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

- 14) What will be the correct sequence of following components of CCE ?
- A. Continuous observation, classroom teaching review and planning
 - B. Wide range of teaching-learning experiences to be provided to children
 - C. Continuous improvement in teaching-learning process
 - D. Determination of levels of development with desired skills
- (1) A → B → C → D
- (2) B → A → C → D
- (3) D → C → B → A
- (4) C → D → A → B

सतत एवं समग्र मूल्यांकन प्रक्रिया के निम्नलिखित घटकों का सही अनुक्रम क्या होगा ?

- A. सतत अवलोकन, कक्षा शिक्षण समीक्षा एवं नियोजन
- B. बच्चों को उपलब्ध कराए जाने वाले शिक्षण-अधिगम अनुभवों की व्यापकता
- C. शिक्षण-अधिगम प्रक्रिया में निरंतर सुधार
- D. अपेक्षित दक्षताओं के साथ विकास के स्तर का निर्धारण

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

[Question ID = 89][Question Description = CTET_P1_PART_3_EVS_SET_113_Q89]

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

- 15) The most appropriate strategy for teaching water availability and its reuse or recycling in EVS can be

- (1) Discussion
- (2) Projects and discussion
- (3) Interview
- (4) Experiment

पर्यावरण अध्ययन में पानी की उपलब्धता और इसके पुनः उपयोग या पुनर्चक्रण सिखाने के लिए सबसे उपयुक्त रणनीति हो सकती है

- (1) चर्चा
- (2) परियोजनाएँ एवं चर्चा
- (3) साक्षात्कार
- (4) प्रयोग

[Question ID = 90][Question Description = CTET_P1_PART_3_EVS_SET_113_Q90]

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

Topic:- ENG_Q91-99_L1_P1_CTET

1) **Directions :** Read the following passage and answer the questions that follow :

1. Marie Curie was one of the most accomplished scientists in history. Together with her husband, Pierre, she discovered radium, an element widely used for treating cancer. She also studied uranium and other radioactive substances. Pierre and Marie's amicable collaboration later helped unlock the secrets of the atom.

2. Marie was born in 1867 in Warsaw, Poland, where her father was a professor of Physics. At an early age, she displayed a brilliant mind and a blithe personality. Her great exuberance for learning prompted her to continue with her studies even after high school. She became disgruntled, however, when she learned that the University in Warsaw was closed to women. Determined to receive a higher education, she defiantly left Poland and in 1891 entered the Sorbonne, a French University, where she earned her master's degree and doctorate in Physics.

Marie was fortunate to have studied at the Sorbonne with some of the greatest scientists of her day, one of whom was Pierre Curie. Marie and Pierre spent many productive years working together in the Physics laboratory. A short time after they discovered radium, Pierre was killed by a horse-drawn wagon in 1906. Marie was heartbroken. Despondently she recalled their relationship and the joy that they had shared in scientific research.

3. Marie Curie herself suffered from a fatal illness from her long exposure to radium. However, her feeling of desolation began to fade when she was asked to work as a Physics professor at the Sorbonne. She was the first woman to be given a professorship at the world famous University. In 1911, she received the Nobel Prize in Chemistry.

Marie was a bright child and had a/an _____ personality.

- (1) reserved
- (2) introvert
- (3) cheerful
- (4) emotional

[Question ID = 91][Question Description = CTET_P1_PART_4_L1_SET_113_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 following passage and answer the questions that follow :

1. Marie Curie was one of the most accomplished scientists in history. Together with her husband, Pierre, she discovered radium, an element widely used for treating cancer. She also studied uranium and other radioactive substances. Pierre and Marie's amicable collaboration later helped unlock the secrets of the atom.

2. Marie was born in 1867 in Warsaw, Poland, where her father was a professor of Physics. At an early age, she displayed a brilliant mind and a blithe personality. Her great exuberance for learning prompted her to continue with her studies even after high school. She became disgruntled, however, when she learned that the University in Warsaw was closed to women. Determined to receive a higher education, she defiantly left Poland and in 1891 entered the Sorbonne, a French University, where she earned her master's degree and doctorate in Physics.

Marie was fortunate to have studied at the Sorbonne with some of the greatest scientists of her day, one of whom was Pierre Curie. Marie and Pierre spent many productive years working together in the Physics laboratory. A short time after they discovered radium, Pierre was killed by a horse-drawn wagon in 1906. Marie was heartbroken. Despondently she recalled their relationship and the joy that they had shared in scientific research.

3. Marie Curie herself suffered from a fatal illness from her long exposure to radium. However, her feeling of desolation began to fade when she was asked to work as a Physics professor at the Sorbonne. She was the first woman to be given a professorship at the world famous University. In 1911, she received the Nobel Prize in Chemistry.

Marie was _____ when she could not study at the University in Warsaw.

(1) dejected

(2) angry

(3) anxious

(4) worried

[Question ID = 92][Question Description = CTET_P1_PART_4_L1_SET_113_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 following passage and answer the questions that follow :

1. Marie Curie was one of the most accomplished scientists in history. Together with her husband, Pierre, she discovered radium, an element widely used for treating cancer. She also studied uranium and other radioactive substances. Pierre and Marie's amicable collaboration later helped unlock the secrets of the atom.

2. Marie was born in 1867 in Warsaw, Poland, where her father was a professor of Physics. At an early age, she displayed a brilliant mind and a blithe personality. Her great exuberance for learning prompted her to continue with her studies even after high school. She became disgruntled, however, when she learned that the University in Warsaw was closed to women. Determined to receive a higher education, she defiantly left Poland and in 1891 entered the Sorbonne, a French University, where she earned her master's degree and doctorate in Physics.

Marie was fortunate to have studied at the Sorbonne with some of the greatest scientists of her day, one of whom was Pierre Curie. Marie and Pierre spent many productive years working together in the Physics laboratory. A short time after they discovered radium, Pierre was killed by a horse-drawn wagon in 1906. Marie was heartbroken. Despondently she recalled their relationship and the joy that they had shared in scientific research.

3. Marie Curie herself suffered from a fatal illness from her long exposure to radium. However, her feeling of desolation began to fade when she was asked to work as a Physics professor at the Sorbonne. She was the first woman to be given a professorship at the world famous University. In 1911, she received the Nobel Prize in Chemistry.

Marie _____ when she left Poland and travelled to France to enter the Sorbonne, a French University.

- (1) respected the authorities
- (2) challenged the authorities
- (3) acted submissively
- (4) acted remorsefully

[Question ID = 93][Question Description = CTET_P1_PART_4_L1_SET_113_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 following passage and answer the questions that follow :

1. Marie Curie was one of the most accomplished scientists in history. Together with her husband, Pierre, she discovered radium, an element widely used for treating cancer. She also studied uranium and other radioactive substances. Pierre and Marie's amicable collaboration later helped unlock the secrets of the atom.

2. Marie was born in 1867 in Warsaw, Poland, where her father was a professor of Physics. At an early age, she displayed a brilliant mind and a blithe personality. Her great exuberance for learning prompted her to continue with her studies even after high school. She became disgruntled, however, when she learned that the University in Warsaw was closed to women. Determined to receive a higher education, she defiantly left Poland and in 1891 entered the Sorbonne, a French University, where she earned her master's degree and doctorate in Physics.

Marie was fortunate to have studied at the Sorbonne with some of the greatest scientists of her day, one of whom was Pierre Curie. Marie and Pierre spent many productive years working together in the Physics laboratory. A short time after they discovered radium, Pierre was killed by a horse-drawn wagon in 1906. Marie was heartbroken. Despondently she recalled their relationship and the joy that they had shared in scientific research.

3. Marie Curie herself suffered from a fatal illness from her long exposure to radium. However, her feeling of desolation began to fade when she was asked to work as a Physics professor at the Sorbonne. She was the first woman to be given a professorship at the world famous University. In 1911, she received the Nobel Prize in Chemistry.

The Curies' _____ collaboration helped unlock the secrets of the atom.

(1) competitive

(2) ferocious

(3) strained

(4) friendly

[Question ID = 94][Question Description = CTET_P1_PART_4_L1_SET_113_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 following passage and answer the questions that follow :

1. Marie Curie was one of the most accomplished scientists in history. Together with her husband, Pierre, she discovered radium, an element widely used for treating cancer. She also studied uranium and other radioactive substances. Pierre and Marie's amicable collaboration later helped unlock the secrets of the atom.

2. Marie was born in 1867 in Warsaw, Poland, where her father was a professor of Physics. At an early age, she displayed a brilliant mind and a blithe personality. Her great exuberance for learning prompted her to continue with her studies even after high school. She became disgruntled, however, when she learned that the University in Warsaw was closed to women. Determined to receive a higher education, she defiantly left Poland and in 1891 entered the Sorbonne, a French University, where she earned her master's degree and doctorate in Physics.

Marie was fortunate to have studied at the Sorbonne with some of the greatest scientists of her day, one of whom was Pierre Curie. Marie and Pierre spent many productive years working together in the Physics laboratory. A short time after they discovered radium, Pierre was killed by a horse-drawn wagon in 1906. Marie was heartbroken. Despondently she recalled their relationship and the joy that they had shared in scientific research.

3. Marie Curie herself suffered from a fatal illness from her long exposure to radium. However, her feeling of desolation began to fade when she was asked to work as a Physics professor at the Sorbonne. She was the first woman to be given a professorship at the world famous University. In 1911, she received the Nobel Prize in Chemistry.

Pierre was Marie's _____.

- (1) friend
- (2) father
- (3) husband
- (4) competitor

[Question ID = 95][Question Description = CTET_P1_PART_4_L1_SET_113_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 following passage and answer the questions that follow :

1. Marie Curie was one of the most accomplished scientists in history. Together with her husband, Pierre, she discovered radium, an element widely used for treating cancer. She also studied uranium and other radioactive substances. Pierre and Marie's amicable collaboration later helped unlock the secrets of the atom.

2. Marie was born in 1867 in Warsaw, Poland, where her father was a professor of Physics. At an early age, she displayed a brilliant mind and a blithe personality. Her great exuberance for learning prompted her to continue with her studies even after high school. She became disgruntled, however, when she learned that the University in Warsaw was closed to women. Determined to receive a higher education, she defiantly left Poland and in 1891 entered the Sorbonne, a French University, where she earned her master's degree and doctorate in Physics.

Marie was fortunate to have studied at the Sorbonne with some of the greatest scientists of her day, one of whom was Pierre Curie. Marie and Pierre spent many productive years working together in the Physics laboratory. A short time after they discovered radium, Pierre was killed by a horse-drawn wagon in 1906. Marie was heartbroken. Despondently she recalled their relationship and the joy that they had shared in scientific research.

3. Marie Curie herself suffered from a fatal illness from her long exposure to radium. However, her feeling of desolation began to fade when she was asked to work as a Physics professor at the Sorbonne. She was the first woman to be given a professorship at the world famous University. In 1911, she received the Nobel Prize in Chemistry.

Pierre died due to _____.

- (1) a fatal illness
- (2) an accident
- (3) long exposure to radium
- (4) old age

[Question ID = 96][Question Description = CTET_P1_PART_4_L1_SET_113_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 following passage and answer the questions that follow :

1. Marie Curie was one of the most accomplished scientists in history. Together with her husband, Pierre, she discovered radium, an element widely used for treating cancer. She also studied uranium and other radioactive substances. Pierre and Marie's amicable collaboration later helped unlock the secrets of the atom.

2. Marie was born in 1867 in Warsaw, Poland, where her father was a professor of Physics. At an early age, she displayed a brilliant mind and a blithe personality. Her great exuberance for learning prompted her to continue with her studies even after high school. She became disgruntled, however, when she learned that the University in Warsaw was closed to women. Determined to receive a higher education, she defiantly left Poland and in 1891 entered the Sorbonne, a French University, where she earned her master's degree and doctorate in Physics.

Marie was fortunate to have studied at the Sorbonne with some of the greatest scientists of her day, one of whom was Pierre Curie. Marie and Pierre spent many productive years working together in the Physics laboratory. A short time after they discovered radium, Pierre was killed by a horse-drawn wagon in 1906. Marie was heartbroken. Despondently she recalled their relationship and the joy that they had shared in scientific research.

3. Marie Curie herself suffered from a fatal illness from her long exposure to radium. However, her feeling of desolation began to fade when she was asked to work as a Physics professor at the Sorbonne. She was the first woman to be given a professorship at the world famous University. In 1911, she received the Nobel Prize in Chemistry.

Read the following statements :

(A) Marie was disappointed when she was not admitted to the University in Warsaw because of her poor grades.

(B) Radium is the only radioactive substance and is thus in high demand.

(1) (A) is true and (B) is false

(2) (A) is false and (B) is true

(3) Both (A) and (B) are true

(4) Both (A) and (B) are false

[Question ID = 97][Question Description = CTET_P1_PART_4_L1_SET_113_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 following passage and answer the questions that follow :

1. Marie Curie was one of the most accomplished scientists in history. Together with her husband, Pierre, she discovered radium, an element widely used for treating cancer. She also studied uranium and other radioactive substances. Pierre and Marie's amicable collaboration later helped unlock the secrets of the atom.

2. Marie was born in 1867 in Warsaw, Poland, where her father was a professor of Physics. At an early age, she displayed a brilliant mind and a blithe personality. Her great exuberance for learning prompted her to continue with her studies even after high school. She became disgruntled, however, when she learned that the University in Warsaw was closed to women. Determined to receive a higher education, she defiantly left Poland and in 1891 entered the Sorbonne, a French University, where she earned her master's degree and doctorate in Physics.

Marie was fortunate to have studied at the Sorbonne with some of the greatest scientists of her day, one of whom was Pierre Curie. Marie and Pierre spent many productive years working together in the Physics laboratory. A short time after they discovered radium, Pierre was killed by a horse-drawn wagon in 1906. Marie was heartbroken. Despondently she recalled their relationship and the joy that they had shared in scientific research.

3. Marie Curie herself suffered from a fatal illness from her long exposure to radium. However, her feeling of desolation began to fade when she was asked to work as a Physics professor at the Sorbonne. She was the first woman to be given a professorship at the world famous University. In 1911, she received the Nobel Prize in Chemistry.

'Exuberance' in para 2 is used as a/an

(1) Noun

(2) Verb

(3) Adverb

(4) Adjective

[Question ID = 98][Question Description = CTET_P1_PART_4_L1_SET_113_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 following passage and answer the questions that follow :

1. Marie Curie was one of the most accomplished scientists in history. Together with her husband, Pierre, she discovered radium, an element widely used for treating cancer. She also studied uranium and other radioactive substances. Pierre and Marie's amicable collaboration later helped unlock the secrets of the atom.

2. Marie was born in 1867 in Warsaw, Poland, where her father was a professor of Physics. At an early age, she displayed a brilliant mind and a blithe personality. Her great exuberance for learning prompted her to continue with her studies even after high school. She became disgruntled, however, when she learned that the University in Warsaw was closed to women. Determined to receive a higher education, she defiantly left Poland and in 1891 entered the Sorbonne, a French University, where she earned her master's degree and doctorate in Physics.

Marie was fortunate to have studied at the Sorbonne with some of the greatest scientists of her day, one of whom was Pierre Curie. Marie and Pierre spent many productive years working together in the Physics laboratory. A short time after they discovered radium, Pierre was killed by a horse-drawn wagon in 1906. Marie was heartbroken. Despondently she recalled their relationship and the joy that they had shared in scientific research.

3. Marie Curie herself suffered from a fatal illness from her long exposure to radium. However, her feeling of desolation began to fade when she was asked to work as a Physics professor at the Sorbonne. She was the first woman to be given a professorship at the world famous University. In 1911, she received the Nobel Prize in Chemistry.

Marie is remembered to this day because she _____ radium, a radioactive substance.

- (1) designed
- (2) imagined
- (3) invented
- (4) discovered

[Question ID = 99][Question Description = CTET_P1_PART_4_L1_SET_113_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 following poem and answer the questions that follow :

Each One, Teach One
Each one, Teach one,
Let this be our slogan
Let us spread the light
Of learning, across the nation. _____ 5
The gift of knowledge, they say
It is the loveliest gift of all.
Let us offer this gift
To those whose needs are small. _____ 9
To those who never learnt
How to write or read
Instead of making noises
Let's get on with the deed. _____ 13
According to the poet the best gift is the gift of _____.

- (1) wealth
- (2) customs
- (3) health
- (4) education

[Question ID = 100][Question Description = CTET_P1_PART_4_L1_SET_113_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 following poem and answer the questions that follow :

Each One, Teach One
Each one, Teach one,
Let this be our slogan
Let us spread the light
Of learning, across the nation. _____ 5
The gift of knowledge, they say
It is the loveliest gift of all.
Let us offer this gift
To those whose needs are small. _____ 9
To those who never learnt
How to write or read
Instead of making noises
Let's get on with the deed. _____ 13
Which of the following is the main idea of this poem?

- (1) To spread light amongst people
- (2) To spread literacy
- (3) To achieve economic independence as a nation
- (4) To give beautiful gifts to needy persons

[Question ID = 101][Question Description = CTET_P1_PART_4_L1_SET_113_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 following poem and answer the questions that follow :

Each One, Teach One

Each one, Teach one,

Let this be our slogan

Let us spread the light

Of learning, across the nation. _____ 5

The gift of knowledge, they say

It is the loveliest gift of all.

Let us offer this gift

To those whose needs are small. _____ 9

To those who never learnt

How to write or read

Instead of making noises

Let's get on with the deed. _____ 13

The inability to read or write is known as _____.

(1) famine

(2) ignorance

(3) illiteracy

(4) desperation

[Question ID = 102][Question Description = CTET_P1_PART_4_L1_SET_113_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 following poem and answer the questions that follow :

Each One, Teach One
Each one, Teach one,
Let this be our slogan
Let us spread the light
Of learning, across the nation. _____ 5
The gift of knowledge, they say
It is the loveliest gift of all.
Let us offer this gift
To those whose needs are small. _____ 9
To those who never learnt
How to write or read
Instead of making noises
Let's get on with the deed. _____ 13

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

- (1) We should teach at least one person.
- (2) We should advertise about our coaching centres.
- (3) Literacy can awaken the people from ignorance.
- (4) The gift of knowledge is the best gift of all.

[Question ID = 103][Question Description = CTET_P1_PART_4_L1_SET_113_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 following poem and answer the questions that follow :

Each One, Teach One
Each one, Teach one,
Let this be our slogan
Let us spread the light
Of learning, across the nation. _____ 5
The gift of knowledge, they say
It is the loveliest gift of all.
Let us offer this gift
To those whose needs are small. _____ 9
To those who never learnt
How to write or read
Instead of making noises
Let's get on with the deed. _____ 13

'deed' in line 13 relates to something that you _____ .

- (1) speak
- (2) write
- (3) read
- (4) do

[Question ID = 104][Question Description = CTET_P1_PART_4_L1_SET_113_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 following poem and answer the questions that follow :

Each One, Teach One

Each one, Teach one,

Let this be our slogan

Let us spread the light

Of learning, across the nation. _____ 5

The gift of knowledge, they say

It is the loveliest gift of all.

Let us offer this gift

To those whose needs are small. _____ 9

To those who never learnt

How to write or read

Instead of making noises

Let's get on with the deed. _____ 13

The rhyme pattern in the second stanza is _____.

(1) abcb

(2) abab

(3) abca

(4) aabc

[Question ID = 105][Question Description = CTET_P1_PART_4_L1_SET_113_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) According to Noam Chomsky, Language Acquisition Device (LAD) helps children to

(1) imitate the language spoken by adults.

(2) generate grammar rules.

(3) learn a second language easily.

(4) interact with other children.

[Question ID = 106][Question Description = CTET_P1_PART_4_L1_SET_113_ENGLISH_Q106]

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

2) While teaching language to class-V, Mr. Lal relates the text to the child's background, customs, and traditions. Which principle of language teaching is Mr. Lal applying?

- (1) Principle of accuracy
- (2) Principle of grouping
- (3) Principle of practice
- (4) Principle of linking with life

[Question ID = 107][Question Description = CTET_P1_PART_4_L1_SET_113_ENGLISH_Q107]

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

3) The languages spoken in Goa are Konkani, Marathi, English, Hindi and Portuguese. This means that Goa is a _____.

- (1) multilingual State
- (2) monolingual State
- (3) bilingual State
- (4) State where languages are taught

[Question ID = 108][Question Description = CTET_P1_PART_4_L1_SET_113_ENGLISH_Q108]

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

4) While teaching grammar at the primary level, a teacher should use _____ method to make the class engaging and interactive.

- (1) Textbook
- (2) Translation
- (3) Inductive
- (4) Deductive

[Question ID = 109][Question Description = CTET_P1_PART_4_L1_SET_113_ENGLISH_Q109]

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

5) Passive vocabulary consists of words that are _____.

- (1) used occasionally
- (2) used frequently
- (3) words used by linguists
- (4) words used by authors

[Question ID = 110][Question Description = CTET_P1_PART_4_L1_SET_113_ENGLISH_Q110]

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

6) What is **not** true about errors in the following statement?

- (1) Errors hinder the language learning process.
- (2) Errors are not always bad.
- (3) Errors are crucial aspects of the language learning process.
- (4) Errors help to understand the process of second language acquisition.

[Question ID = 111][Question Description = CTET_P1_PART_4_L1_SET_113_ENGLISH_Q111]

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

7) Imagine that you are the secretary of an activity club interviewing a linguist who is invited to chair a seminar in your school. Ask him about his profession, his hobbies, and his future plans. This kind of activity can be

- (1) listening and writing activity
- (2) speaking and writing activity
- (3) reading and listening activity
- (4) listening and speaking activity

[Question ID = 112][Question Description = CTET_P1_PART_4_L1_SET_113_ENGLISH_Q112]

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

8) Writing to provide factual information such as 'Why the Earth revolves around the Sun' can be categorised under

- (1) expository writing
- (2) persuasive writing
- (3) narrative writing
- (4) descriptive writing

[Question ID = 113][Question Description = CTET_P1_PART_4_L1_SET_113_ENGLISH_Q113]

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

9) Which of the following statement is **not** true?

Literature should be used with students because

- (1) it is very motivating.
- (2) it is not found in the syllabus.
- (3) it helps students to understand another culture.
- (4) it is the basis for language acquisition.

[Question ID = 114][Question Description = CTET_P1_PART_4_L1_SET_113_ENGLISH_Q114]

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

10) The purpose of a diagnostic test in language learning is to

- (1) plan and prepare a question paper for summative assessment.
- (2) know the gaps in the learner's understanding.
- (3) test the language proficiency of students for providing them jobs.
- (4) assess the suitability of a candidate for a specific programme.

[Question ID = 115][Question Description = CTET_P1_PART_4_L1_SET_113_ENGLISH_Q115]

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

11) Which language is regarded as a second language in India?

- (1) Sanskrit
- (2) Hindi
- (3) English
- (4) Urdu

[Question ID = 116][Question Description = CTET_P1_PART_4_L1_SET_113_ENGLISH_Q116]

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

12) 'There is no inherent relationship between the words of a language and their meaning.' This statement refers to

- (1) Language is unique.
- (2) Language is vocal.
- (3) Language is arbitrary.
- (4) Language is dynamic.

[Question ID = 117][Question Description = CTET_P1_PART_4_L1_SET_113_ENGLISH_Q117]

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

13) Which is the best method to teach grammar?

- (1) Lecture
- (2) Practice drill
- (3) Translation
- (4) Inductive - Deductive

[Question ID = 118][Question Description = CTET_P1_PART_4_L1_SET_113_ENGLISH_Q118]

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

14) A 'Sight word' is a vocabulary item that

- (1) is to be learnt by heart.
- (2) the reader recognises and finds meaningful when seen, without a complicated analysis.
- (3) helps in judging the effectiveness of the author's style.
- (4) is less encountered.

[Question ID = 119][Question Description = CTET_P1_PART_4_L1_SET_113_ENGLISH_Q119]

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

15) In a classroom based on emergent literacy approach, children should use

- (1) conventional primers.
- (2) interact with different kinds of written and spoken material.
- (3) worksheets containing drill exercises.
- (4) oral drill practices.

[Question ID = 120][Question Description = CTET_P1_PART_4_L1_SET_113_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 विकल्पात्मकोत्तरेषु उचिततमम् उत्तरं चित्वा लिखत ।

सुशर्मा कस्यचन लघुदेशस्य राजा । प्रजानां सुखं कथं स्यात् इति सर्वदा चिन्तयति स्म सः । अथ कदाचित् इन्दुधरः नाम राजा तस्य देशम् आगतः । उभौ अपि विहारार्थं गतौ । तदवसरे सुशर्मा अपृच्छत् – “भवतः देशः तु मम देशात् अपि सुविशालः । तथापि भवतः राज्ये शान्तिसुखादयः अधिकाः । तत् कथम् ? मम राज्ये शान्तिसुखादिकं वर्धयितुं मया किं करणीयम् ?” इति ।

“मम राज्ये चत्वारः प्रहरिणः सन्ति । तेषां कारणतः सुखशान्त्यादयः मम देशे स्थिराः” – इति अवदत् इन्दुधरः ।

“चत्वारः प्रहरिणः एव किं समग्रां सुखशान्त्यादिव्यवस्थां निर्वहन्ति ? महते आश्चर्याय एतत् !! अहं तैः सह समालोचितुम् इच्छामि । तेषां मार्गदर्शनं प्राप्य मम देशे अपि योग्यां व्यवस्थां परिकल्पयिष्यामि । कृपया तेषां मेलनाय अनुज्ञा दीयताम्” इति प्रार्थितवान् सुशर्मा ।

तदा हसन् उक्तवान् इन्दुधरः – “तेषां मेलनं न सम्भाव्यते ।..”

“कथं तत् ?” – आश्चर्येण अपृच्छत् सुशर्मा ।

“यतः ते सन्ति अमूर्तरूपाः ।”

“मया न अवगतः भवतः कथनस्य आशयः । अमूर्ताः कथं प्रहरिकार्यं कर्तुम् अर्हेयुः ?”

“ते सन्ति सत्यप्रेमन्यायत्यागाः । ते एव मम देशस्य प्रहरिणः । ते असत्यात्, घृणातः, अन्यायात्, स्वार्थात् च मम मदेशस्य च रक्षणं कुर्वन्ति । ते चत्वारः अपि शक्तिमन्तः यथा स्युः तथा व्यवस्थाम् अहं करोमि । सामर्थ्यं प्राप्य ते चत्वारः देशं सुष्ठुतया परिरक्षन्ति । मम तु पूर्णम् अवधानं भवति तेषां चतुर्णां पोषणविषये... ।”

क्षणं विचिन्त्य अवदत् सुशर्मा – “युक्तम् उक्तं भवता । मम देशे अपि तेषां पोषणाय योग्यां व्यवस्थां करिष्यामि । ततः मम देशः अपि अचिरात् एव शान्तिसुखोपेतः भवितुम् अर्हति” इति ।

लघुदेशस्य राजा कः आसीत् ?

(1) सुधर्मा

(2) सुशर्मा

(3) सुवर्मा

(4) सुश्रुतः

[Question ID = 211][Question Description = CTET_P1_PART_5_L2_SET_113_SANSKRIT_Q121]

1. 1 [Option ID = 841]
2. 2 [Option ID = 842]
3. 3 [Option ID = 843]
4. 4 [Option ID = 844]

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

सुशर्मा कस्यचन लघुदेशस्य राजा । प्रजानां सुखं कथं स्यात् इति सर्वदा चिन्तयति स्म सः । अथ कदाचित् इन्दुधरः नाम राजा तस्य देशम् आगतः । उभौ अपि विहारार्थं गतौ । तदवसरे सुशर्मा अपृच्छत् – “भवतः देशः तु मम देशात् अपि सुविशालः । तथापि भवतः राज्ये शान्तिसुखादयः अधिकाः । तत् कथम् ? मम राज्ये शान्तिसुखादिकं वर्धयितुं मया किं करणीयम् ?” इति ।

“मम राज्ये चत्वारः प्रहरिणः सन्ति । तेषां कारणतः सुखशान्त्यादयः मम देशे स्थिराः” – इति अवदत् इन्दुधरः ।

“चत्वारः प्रहरिणः एव किं समग्रां सुखशान्त्यादिव्यवस्थां निर्वहन्ति ? महते आश्चर्याय एतत् !! अहं तैः सह समालोचितुम् इच्छामि । तेषां मार्गदर्शनं प्राप्य मम देशे अपि योग्यां व्यवस्थां परिकल्पयिष्यामि । कृपया तेषां मेलनाय अनुज्ञा दीयताम्” इति प्रार्थितवान् सुशर्मा ।

तदा हसन् उक्तवान् इन्दुधरः – “तेषां मेलनं न सम्भाव्यते ।..”

“कथं तत् ?” – आश्चर्येण अपृच्छत् सुशर्मा ।

“यतः ते सन्ति अमूर्तरूपाः ।”

“मया न अवगतः भवतः कथनस्य आशयः । अमूर्ताः कथं प्रहरिकार्यं कर्तुम् अर्हेयुः ?”

“ते सन्ति सत्यप्रेमन्यायत्यागाः । ते एव मम देशस्य प्रहरिणः । ते असत्यात्, घृणातः, अन्यायात्, स्वार्थात् च मम मदेशस्य च रक्षणं कुर्वन्ति । ते चत्वारः अपि शक्तिमन्तः यथा स्युः तथा व्यवस्थाम् अहं करोमि । सामर्थ्यं प्राप्य ते चत्वारः देशं सुष्ठुतया परिरक्षन्ति । मम तु पूर्णम् अवधानं भवति तेषां चतुर्णां पोषणविषये... ।”

क्षणं विचिन्त्य अवदत् सुशर्मा – “युक्तम् उक्तं भवता । मम देशे अपि तेषां पोषणाय योग्यां व्यवस्थां करिष्यामि । ततः मम देशः अपि अचिरात् एव शान्तिसुखोपेतः भवितुम् अर्हति” इति ।

सुशर्मणः देशं कः आगतः ?

(1) इन्दुधरः

(2) बिन्दुधरः

(3) हलधरः

(4) चक्रधरः

[Question ID = 212][Question Description = CTET_P1_PART_5_L2_SET_113_SANSKRIT_Q122]

1. 1 [Option ID = 845]
2. 2 [Option ID = 846]
3. 3 [Option ID = 847]
4. 4 [Option ID = 848]

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

सुशर्मा कस्यचन लघुदेशस्य राजा । प्रजानां सुखं कथं स्यात् इति सर्वदा चिन्तयति स्म सः । अथ कदाचित् इन्दुधरः नाम राजा तस्य देशम् आगतः । उभौ अपि विहारार्थं गतौ । तदवसरे सुशर्मा अपृच्छत् – “भवतः देशः तु मम देशात् अपि सुविशालः । तथापि भवतः राज्ये शान्तिसुखादयः अधिकाः । तत् कथम् ? मम राज्ये शान्तिसुखादिकं वर्धयितुं मया किं करणीयम् ?” इति ।

“मम राज्ये चत्वारः प्रहरिणः सन्ति । तेषां कारणतः सुखशान्त्यादयः मम देशे स्थिराः” – इति अवदत् इन्दुधरः ।

“चत्वारः प्रहरिणः एव किं समग्रां सुखशान्त्यादिव्यवस्थां निर्वहन्ति ? महते आश्चर्याय एतत् !! अहं तैः सह समालोचितुम् इच्छामि । तेषां मार्गदर्शनं प्राप्य मम देशे अपि योग्यां व्यवस्थां परिकल्पयिष्यामि । कृपया तेषां मेलनाय अनुज्ञा दीयताम्” इति प्रार्थितवान् सुशर्मा ।

तदा हसन् उक्तवान् इन्दुधरः – “तेषां मेलनं न सम्भाव्यते ।..”

“कथं तत् ?” – आश्चर्येण अपृच्छत् सुशर्मा ।

“यतः ते सन्ति अमूर्तरूपाः ।”

“मया न अवगतः भवतः कथनस्य आशयः । अमूर्ताः कथं प्रहरिकार्यं कर्तुम् अर्हेयुः ?”

“ते सन्ति सत्यप्रेमन्यायत्यागाः । ते एव मम देशस्य प्रहरिणः । ते असत्यात्, घृणातः, अन्यायात्, स्वार्थात् च मम मदेशस्य च रक्षणं कुर्वन्ति । ते चत्वारः अपि शक्तिमन्तः यथा स्युः तथा व्यवस्थाम् अहं करोमि । सामर्थ्यं प्राप्य ते चत्वारः देशं सुष्ठुतया परिरक्षन्ति । मम तु पूर्णम् अवधानं भवति तेषां चतुर्णां पोषणविषये... ।”

क्षणं विचिन्त्य अवदत् सुशर्मा – “युक्तम् उक्तं भवता । मम देशे अपि तेषां पोषणाय योग्यां व्यवस्थां करिष्यामि । ततः मम देशः अपि अचिरात् एव शान्तिसुखोपेतः भवितुम् अर्हति” इति ।

‘मम राज्ये चत्वारः प्रहरिणः सन्ति’ इति कः उक्तवान् ?

(1) इन्दुधरः

(2) सुशर्मा

(3) कृष्णः

(4) गोपालः

[Question ID = 213][Question Description = CTET_P1_PART_5_L2_SET_113_SANSKRIT_Q123]

1. 1 [Option ID = 849]
2. 2 [Option ID = 850]
3. 3 [Option ID = 851]
4. 4 [Option ID = 852]

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

सुशर्मा कस्यचन लघुदेशस्य राजा । प्रजानां सुखं कथं स्यात् इति सर्वदा चिन्तयति स्म सः । अथ कदाचित् इन्दुधरः नाम राजा तस्य देशम् आगतः । उभौ अपि विहारार्थं गतौ । तदवसरे सुशर्मा अपृच्छत् – “भवतः देशः तु मम देशात् अपि सुविशालः । तथापि भवतः राज्ये शान्तिसुखादयः अधिकाः । तत् कथम् ? मम राज्ये शान्तिसुखादिकं वर्धयितुं मया किं करणीयम् ?” इति ।

“मम राज्ये चत्वारः प्रहरिणः सन्ति । तेषां कारणतः सुखशान्त्यादयः मम देशे स्थिराः” – इति अवदत् इन्दुधरः ।

“चत्वारः प्रहरिणः एव किं समग्रां सुखशान्त्यादिव्यवस्थां निर्वहन्ति ? महते आश्चर्याय एतत् !! अहं तैः सह समालोचितुम् इच्छामि । तेषां मार्गदर्शनं प्राप्य मम देशे अपि योग्यां व्यवस्थां परिकल्पयिष्यामि । कृपया तेषां मेलनाय अनुज्ञा दीयताम्” इति प्रार्थितवान् सुशर्मा ।

तदा हसन् उक्तवान् इन्दुधरः – “तेषां मेलनं न सम्भाव्यते ।..”

“कथं तत् ?” – आश्चर्येण अपृच्छत् सुशर्मा ।

“यतः ते सन्ति अमूर्तरूपाः ।”

“मया न अवगतः भवतः कथनस्य आशयः । अमूर्ताः कथं प्रहरिकार्यं कर्तुम् अर्हेयुः ?”

“ते सन्ति सत्यप्रेमन्यायत्यागाः । ते एव मम देशस्य प्रहरिणः । ते असत्यात्, घृणातः, अन्यायात्, स्वार्थात् च मम मदेशस्य च रक्षणं कुर्वन्ति । ते चत्वारः अपि शक्तिमन्तः यथा स्युः तथा व्यवस्थाम् अहं करोमि । सामर्थ्यं प्राप्य ते चत्वारः देशं सुष्ठुतया परिरक्षन्ति । मम तु पूर्णम् अवधानं भवति तेषां चतुर्णां पोषणविषये... ।”

क्षणं विचिन्त्य अवदत् सुशर्मा – “युक्तम् उक्तं भवता । मम देशे अपि तेषां पोषणाय योग्यां व्यवस्थां करिष्यामि । ततः मम देशः अपि अचिरात् एव शान्तिसुखोपेतः भवितुम् अर्हति” इति ।

चत्वारः प्रहरिणः के सन्ति ?

(1) सत्यदयान्यायत्यागाः

(2) धृति-सत्यन्यायत्यागाः

(3) सत्यप्रेमन्यायत्यागाः

(4) सत्यविरागन्यायत्यागाः

[Question ID = 214][Question Description = CTET_P1_PART_5_L2_SET_113_SANSKRIT_Q124]

1. 1 [Option ID = 853]

2. 2 [Option ID = 854]

3. 3 [Option ID = 855]

4. 4 [Option ID = 856]

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

सुशर्मा कस्यचन लघुदेशस्य राजा । प्रजानां सुखं कथं स्यात् इति सर्वदा चिन्तयति स्म सः । अथ कदाचित् इन्दुधरः नाम राजा तस्य देशम् आगतः । उभौ अपि विहारार्थं गतौ । तदवसरे सुशर्मा अपृच्छत् – “भवतः देशः तु मम देशात् अपि सुविशालः । तथापि भवतः राज्ये शान्तिसुखादयः अधिकाः । तत् कथम् ? मम राज्ये शान्तिसुखादिकं वर्धयितुं मया किं करणीयम् ?” इति ।

“मम राज्ये चत्वारः प्रहरिणः सन्ति । तेषां कारणतः सुखशान्त्यादयः मम देशे स्थिराः” – इति अवदत् इन्दुधरः ।

“चत्वारः प्रहरिणः एव किं समग्रां सुखशान्त्यादिव्यवस्थां निर्वहन्ति ? महते आश्चर्याय एतत् !! अहं तैः सह समालोचितुम् इच्छामि । तेषां मार्गदर्शनं प्राप्य मम देशे अपि योग्यां व्यवस्थां परिकल्पयिष्यामि । कृपया तेषां मेलनाय अनुज्ञा दीयताम्” इति प्रार्थितवान् सुशर्मा ।

तदा हसन् उक्तवान् इन्दुधरः – “तेषां मेलनं न सम्भाव्यते ।..”

“कथं तत् ?” – आश्चर्येण अपृच्छत् सुशर्मा ।

“यतः ते सन्ति अमूर्तरूपाः ।”

“मया न अवगतः भवतः कथनस्य आशयः । अमूर्ताः कथं प्रहरिकार्यं कर्तुम् अर्हेयुः ?”

“ते सन्ति सत्यप्रेमन्यायत्यागाः । ते एव मम देशस्य प्रहरिणः । ते असत्यात्, घृणातः, अन्यायात्, स्वार्थात् च मम मदेशस्य च रक्षणं कुर्वन्ति । ते चत्वारः अपि शक्तिमन्तः यथा स्युः तथा व्यवस्थाम् अहं करोमि । सामर्थ्यं प्राप्य ते चत्वारः देशं सुष्ठुतया परिरक्षन्ति । मम तु पूर्णम् अवधानं भवति तेषां चतुर्णां पोषणविषये... ।”

क्षणं विचिन्त्य अवदत् सुशर्मा – “युक्तम् उक्तं भवता । मम देशे अपि तेषां पोषणाय योग्यां व्यवस्थां करिष्यामि । ततः मम देशः अपि अचिरात् एव शान्तिसुखोपेतः भवितुम् अर्हति” इति ।

‘चतुर्णाम्’ इति पदे का विभक्तिः प्रयुक्ता ?

(1) षष्ठी

(2) द्वितीया

(3) तृतीया

(4) प्रथमा

[Question ID = 215][Question Description = CTET_P1_PART_5_L2_SET_113_SANSKRIT_Q125]

1. 1 [Option ID = 857]
2. 2 [Option ID = 858]
3. 3 [Option ID = 859]
4. 4 [Option ID = 860]

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

सुशर्मा कस्यचन लघुदेशस्य राजा । प्रजानां सुखं कथं स्यात् इति सर्वदा चिन्तयति स्म सः । अथ कदाचित् इन्दुधरः नाम राजा तस्य देशम् आगतः । उभौ अपि विहारार्थं गतौ । तदवसरे सुशर्मा अपृच्छत् – “भवतः देशः तु मम देशात् अपि सुविशालः । तथापि भवतः राज्ये शान्तिसुखादयः अधिकाः । तत् कथम् ? मम राज्ये शान्तिसुखादिकं वर्धयितुं मया किं करणीयम् ?” इति ।

“मम राज्ये चत्वारः प्रहरिणः सन्ति । तेषां कारणतः सुखशान्त्यादयः मम देशे स्थिराः” – इति अवदत् इन्दुधरः ।

“चत्वारः प्रहरिणः एव किं समग्रां सुखशान्त्यादिव्यवस्थां निर्वहन्ति ? महते आश्चर्याय एतत् !! अहं तैः सह समालोचितुम् इच्छामि । तेषां मार्गदर्शनं प्राप्य मम देशे अपि योग्यां व्यवस्थां परिकल्पयिष्यामि । कृपया तेषां मेलनाय अनुज्ञा दीयताम्” इति प्रार्थितवान् सुशर्मा ।

तदा हसन् उक्तवान् इन्दुधरः – “तेषां मेलनं न सम्भाव्यते ।..”

“कथं तत् ?” – आश्चर्येण अपृच्छत् सुशर्मा ।

“यतः ते सन्ति अमूर्तरूपाः ।”

“मया न अवगतः भवतः कथनस्य आशयः । अमूर्ताः कथं प्रहरिकार्यं कर्तुम् अर्हेयुः ?”

“ते सन्ति सत्यप्रेमन्यायत्यागाः । ते एव मम देशस्य प्रहरिणः । ते असत्यात्, घृणातः, अन्यायात्, स्वार्थात् च मम मदेशस्य च रक्षणं कुर्वन्ति । ते चत्वारः अपि शक्तिमन्तः यथा स्युः तथा व्यवस्थाम् अहं करोमि । सामर्थ्यं प्राप्य ते चत्वारः देशं सुष्ठुतया परिरक्षन्ति । मम तु पूर्णम् अवधानं भवति तेषां चतुर्णां पोषणविषये... ।”

क्षणं विचिन्त्य अवदत् सुशर्मा – “युक्तम् उक्तं भवता । मम देशे अपि तेषां पोषणाय योग्यां व्यवस्थां करिष्यामि । ततः मम देशः अपि अचिरात् एव शान्तिसुखोपेतः भवितुम् अर्हति” इति ।

‘वहनं कुर्वन्ति’ इत्यस्य क्रियापदस्य समानार्थकं चित्वा लिखत

(1) संवहन्ति

(2) निर्वहन्ति

(3) प्रतिवहन्ति

(4) दुर्वहन्ति

[Question ID = 216][Question Description = CTET_P1_PART_5_L2_SET_113_SANSKRIT_Q126]

1. 1 [Option ID = 861]

2. 2 [Option ID = 862]

3. 3 [Option ID = 863]

4. 4 [Option ID = 864]

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

सुशर्मा कस्यचन लघुदेशस्य राजा । प्रजानां सुखं कथं स्यात् इति सर्वदा चिन्तयति स्म सः । अथ कदाचित् इन्दुधरः नाम राजा तस्य देशम् आगतः । उभौ अपि विहारार्थं गतौ । तदवसरे सुशर्मा अपृच्छत् – “भवतः देशः तु मम देशात् अपि सुविशालः । तथापि भवतः राज्ये शान्तिसुखादयः अधिकाः । तत् कथम् ? मम राज्ये शान्तिसुखादिकं वर्धयितुं मया किं करणीयम् ?” इति ।

“मम राज्ये चत्वारः प्रहरिणः सन्ति । तेषां कारणतः सुखशान्त्यादयः मम देशे स्थिराः” – इति अवदत् इन्दुधरः ।

“चत्वारः प्रहरिणः एव किं समग्रां सुखशान्त्यादिव्यवस्थां निर्वहन्ति ? महते आश्चर्याय एतत् !! अहं तैः सह समालोचितुम् इच्छामि । तेषां मार्गदर्शनं प्राप्य मम देशे अपि योग्यां व्यवस्थां परिकल्पयिष्यामि । कृपया तेषां मेलनाय अनुज्ञा दीयताम्” इति प्रार्थितवान् सुशर्मा ।

तदा हसन् उक्तवान् इन्दुधरः – “तेषां मेलनं न सम्भाव्यते ।..”

“कथं तत् ?” – आश्चर्येण अपृच्छत् सुशर्मा ।

“यतः ते सन्ति अमूर्तरूपाः ।”

“मया न अवगतः भवतः कथनस्य आशयः । अमूर्ताः कथं प्रहरिकार्यं कर्तुम् अर्हेयुः ?”

“ते सन्ति सत्यप्रेमन्यायत्यागाः । ते एव मम देशस्य प्रहरिणः । ते असत्यात्, घृणातः, अन्यायात्, स्वार्थात् च मम मदेशस्य च रक्षणं कुर्वन्ति । ते चत्वारः अपि शक्तिमन्तः यथा स्युः तथा व्यवस्थाम् अहं करोमि । सामर्थ्यं प्राप्य ते चत्वारः देशं सुष्ठुतया परिरक्षन्ति । मम तु पूर्णम् अवधानं भवति तेषां चतुर्णां पोषणविषये... ।”

क्षणं विचिन्त्य अवदत् सुशर्मा – “युक्तम् उक्तं भवता । मम देशे अपि तेषां पोषणाय योग्यां व्यवस्थां करिष्यामि । ततः मम देशः अपि अचिरात् एव शान्तिसुखोपेतः भवितुम् अर्हति” इति ।

‘दीयताम्’ इति क्रियापदं कस्मिन् लकारे प्रयुक्तम् ?

(1) विधिलिङ्गलकारः

(2) लोटलकारः

(3) लृटलकारः

(4) लटलकारः

[Question ID = 217][Question Description = CTET_P1_PART_5_L2_SET_113_SANSKRIT_Q127]

1. 1 [Option ID = 865]
2. 2 [Option ID = 866]
3. 3 [Option ID = 867]
4. 4 [Option ID = 868]

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

सुशर्मा कस्यचन लघुदेशस्य राजा । प्रजानां सुखं कथं स्यात् इति सर्वदा चिन्तयति स्म सः । अथ कदाचित् इन्दुधरः नाम राजा तस्य देशम् आगतः । उभौ अपि विहारार्थं गतौ । तदवसरे सुशर्मा अपृच्छत् – “भवतः देशः तु मम देशात् अपि सुविशालः । तथापि भवतः राज्ये शान्तिसुखादयः अधिकाः । तत् कथम् ? मम राज्ये शान्तिसुखादिकं वर्धयितुं मया किं करणीयम् ?” इति ।

“मम राज्ये चत्वारः प्रहरिणः सन्ति । तेषां कारणतः सुखशान्त्यादयः मम देशे स्थिराः” – इति अवदत् इन्दुधरः ।

“चत्वारः प्रहरिणः एव किं समग्रां सुखशान्त्यादिव्यवस्थां निर्वहन्ति ? महते आश्चर्याय एतत् !! अहं तैः सह समालोचितुम् इच्छामि । तेषां मार्गदर्शनं प्राप्य मम देशे अपि योग्यां व्यवस्थां परिकल्पयिष्यामि । कृपया तेषां मेलनाय अनुज्ञा दीयताम्” इति प्रार्थितवान् सुशर्मा ।

तदा हसन् उक्तवान् इन्दुधरः – “तेषां मेलनं न सम्भाव्यते ।..”

“कथं तत् ?” – आश्चर्येण अपृच्छत् सुशर्मा ।

“यतः ते सन्ति अमूर्तरूपाः ।”

“मया न अवगतः भवतः कथनस्य आशयः । अमूर्ताः कथं प्रहरिकार्यं कर्तुम् अर्हेयुः ?”

“ते सन्ति सत्यप्रेमन्यायत्यागाः । ते एव मम देशस्य प्रहरिणः । ते असत्यात्, घृणातः, अन्यायात्, स्वार्थात् च मम मदेशस्य च रक्षणं कुर्वन्ति । ते चत्वारः अपि शक्तिमन्तः यथा स्युः तथा व्यवस्थाम् अहं करोमि । सामर्थ्यं प्राप्य ते चत्वारः देशं सुष्ठुतया परिरक्षन्ति । मम तु पूर्णम् अवधानं भवति तेषां चतुर्णां पोषणविषये... ।”

क्षणं विचिन्त्य अवदत् सुशर्मा – “युक्तम् उक्तं भवता । मम देशे अपि तेषां पोषणाय योग्यां व्यवस्थां करिष्यामि । ततः मम देशः अपि अचिरात् एव शान्तिसुखोपेतः भवितुम् अर्हति” इति ।

‘हसन्’ इति पदे प्रयुक्तः कृदन्तप्रत्ययः लिखत

(1) क्त

(2) क्त्वा

(3) शतृ

(4) शानच्

[Question ID = 218][Question Description = CTET_P1_PART_5_L2_SET_113_SANSKRIT_Q128]

1. 1 [Option ID = 869]
2. 2 [Option ID = 870]
3. 3 [Option ID = 871]
4. 4 [Option ID = 872]

Topic:- Sanskrit_Q129-135_L2_P1_CTET

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

‘न जाने एषः श्रेष्ठी स्वस्य पादत्राणं सप्ताहमात्रे कथं त्रोटयति’ चर्मकारः मंगू स्वगतमकथयत् । तस्यापणस्याग्रे श्रेष्ठिनः रामलालस्यापणम् आसीत् यदा मंगू आदिनं कार्यं न प्राप्नोति तदा रामलालस्य भृत्यः सायङ्काले आगत्य पादत्राणं समीकरणाय ददाति स्म । मंगू पादत्राणं सीत्वा प्रददाति स्म । भृत्यस्तस्मै रूप्यकाणि दत्वागच्छति ।

द्वि-त्रिदिवसानां पश्चात् पुनस्तथैव भवति । अद्यापि सायंकालोऽभूत् परञ्च मंगू किञ्चिदपि कार्यं न लब्धवान् एवं दृष्ट्वा श्रेष्ठिना पुनस्स्वस्य पादत्राणं त्रोटितम् ।

अद्य तु श्रेष्ठिनं पृच्छाम्येव यत्कथं प्रतिदिनमित्थं करोति “भो स्वामिन् कथं भवान् पादत्राणं स्वयमेव त्रोटयित्वा पुनः समीकरणाय मंगोः पार्श्वे प्रेषयति ।”

रामलालः पादत्राणं भृत्यस्य हस्ते स्थापितमन्यच्च विहसन् अवदत् “भो ! पश्य यदिने तस्य पार्श्वे कोऽपि ग्राहको नागच्छति तदाहं पादत्राणं त्रोटयामि । काममेषः मंगू निर्धनः स्यात् परञ्च स्वाभिमानो वर्तते, सः कृतस्य एव परिश्रमस्य धनं नयति । दानस्वरूपेण स न नयति । यद्यनेन व्याजेन तस्य स्वाभिमानः मम च स्वाभावः रक्ष्यते तर्हि का हानिः । तस्य नेत्रे जलासिक्ते आस्ताम् ।

चर्मकारस्य नाम किम् आसीत् ?

(1) गंगू

(2) मंगू

(3) सोहनः

(4) भरतः

[Question ID = 219][Question Description = CTET_P1_PART_5_L2_SET_113_SANSKRIT_Q129]

1. 1 [Option ID = 873]
2. 2 [Option ID = 874]
3. 3 [Option ID = 875]
4. 4 [Option ID = 876]

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

‘न जाने एषः श्रेष्ठी स्वस्य पादत्राणं सप्ताहमात्रे कथं त्रोटयति’ चर्मकारः मंगू स्वगतमकथयत् । तस्यापणस्याग्रे श्रेष्ठिनः रामलालस्यापणम् आसीत् यदा मंगू आदिनं कार्यं न प्राप्नोति तदा रामलालस्य भृत्यः सायङ्काले आगत्य पादत्राणं समीकरणाय ददाति स्म । मंगू पादत्राणं सीत्वा प्रददाति स्म । भृत्यस्तस्मै रूप्यकाणि दत्वागच्छति ।

द्वि-त्रिदिवसानां पश्चात् पुनस्तथैव भवति । अद्यापि सायंकालोऽभूत् परञ्च मंगू किञ्चिदपि कार्यं न लब्धवान् एवं दृष्ट्वा श्रेष्ठिना पुनस्स्वस्य पादत्राणं त्रोटितम् ।

अद्य तु श्रेष्ठिनं पृच्छाम्येव यत्कथं प्रतिदिनमित्थं करोति “भो स्वामिन् कथं भवान् पादत्राणं स्वयमेव त्रोटयित्वा पुनः समीकरणाय मंगोः पार्श्वे प्रेषयति ।”

रामलालः पादत्राणं भृत्यस्य हस्ते स्थापितमन्यञ्च विहसन् अवदत् “भो ! पश्य यद्दिने तस्य पार्श्वे कोऽपि ग्राहको नागच्छति तदाहं पादत्राणं त्रोटयामि । काममेषः मंगू निर्धनः स्यात् परञ्च स्वाभिमानो वर्तते, सः कृतस्य एव परिश्रमस्य धनं नयति । दानस्वरूपेण स न नयति । यद्यनेन व्याजेन तस्य स्वाभिमानः मम च स्वाभावः रक्ष्यते तर्हि का हानिः । तस्य नेत्रे जलासिक्ते आस्ताम् ।

रामलालः कः आसीत् ?

(1) श्रेष्ठी

(2) कृषकः

(3) राजा

(4) भृत्यः

[Question ID = 220][Question Description = CTET_P1_PART_5_L2_SET_113_SANSKRIT_Q130]

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

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

‘न जाने एषः श्रेष्ठी स्वस्य पादत्राणं सप्ताहमात्रे कथं त्रोटयति’ चर्मकारः मंगू स्वगतमकथयत् । तस्यापणस्याग्रे श्रेष्ठिनः रामलालस्यापणम् आसीत् यदा मंगू आदिनं कार्यं न प्राप्नोति तदा रामलालस्य भृत्यः सायङ्काले आगत्य पादत्राणं समीकरणाय ददाति स्म । मंगू पादत्राणं सीत्वा प्रददाति स्म । भृत्यस्तस्मै रूप्यकाणि दत्वागच्छति ।

द्वि-त्रिदिवसानां पश्चात् पुनस्तथैव भवति । अद्यापि सायंकालोऽभूत् परञ्च मंगू किञ्चिदपि कार्यं न लब्धवान् एवं दृष्ट्वा श्रेष्ठिना पुनस्स्वस्य पादत्राणं त्रोटितम् ।

अद्य तु श्रेष्ठिनं पृच्छाम्येव यत्कथं प्रतिदिनमित्थं करोति “भो स्वामिन् कथं भवान् पादत्राणं स्वयमेव त्रोटयित्वा पुनः समीकरणाय मंगोः पार्श्वे प्रेषयति ।”

रामलालः पादत्राणं भृत्यस्य हस्ते स्थापितमन्यञ्च विहसन् अवदत् “भो ! पश्य यद्दिने तस्य पार्श्वे कोऽपि ग्राहको नागच्छति तदाहं पादत्राणं त्रोटयामि । काममेषः मंगू निर्धनः स्यात् परञ्च स्वाभिमानो वर्तते, सः कृतस्य एव परिश्रमस्य धनं नयति । दानस्वरूपेण स न नयति । यद्यनेन व्याजेन तस्य स्वाभिमानः मम च स्वाभावः रक्ष्यते तर्हि का हानिः । तस्य नेत्रे जलासिक्ते आस्ताम् ।

कस्य नेत्रे जलासिक्ते आस्ताम् ?

(1) रामलालस्य

(2) भृत्यस्य

(3) राज्ञः

(4) कृषकस्य

[Question ID = 221][Question Description = CTET_P1_PART_5_L2_SET_113_SANSKRIT_Q131]

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

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

‘न जाने एषः श्रेष्ठी स्वस्य पादत्राणं सप्ताहमात्रे कथं त्रोटयति’ चर्मकारः मंगू स्वगतमकथयत् । तस्यापणस्याग्रे श्रेष्ठिनः रामलालस्यापणम् आसीत् यदा मंगू आदिनं कार्यं न प्राप्नोति तदा रामलालस्य भृत्यः सायङ्काले आगत्य पादत्राणं समीकरणाय ददाति स्म । मंगू पादत्राणं सीत्वा प्रददाति स्म । भृत्यस्तस्मै रूप्यकाणि दत्वागच्छति ।

द्वि-त्रिदिवसानां पश्चात् पुनस्तथैव भवति । अद्यापि सायंकालोऽभूत् परञ्च मंगू किञ्चिदपि कार्यं न लब्धवान् एवं दृष्ट्वा श्रेष्ठिना पुनस्स्वस्य पादत्राणं त्रोटितम् ।

अद्य तु श्रेष्ठिनं पृच्छाम्येव यत्कथं प्रतिदिनमित्थं करोति “भो स्वामिन् कथं भवान् पादत्राणं स्वयमेव त्रोटयित्वा पुनः समीकरणाय मंगोः पार्श्वे प्रेषयति ।”

रामलालः पादत्राणं भृत्यस्य हस्ते स्थापितमन्यञ्च विहसन् अवदत् “भो ! पश्य यदिने तस्य पार्श्वे कोऽपि ग्राहको नागच्छति तदाहं पादत्राणं त्रोटयामि । काममेषः मंगू निर्धनः स्यात् परञ्च स्वाभिमानो वर्तते, सः कृतस्य एव परिश्रमस्य धनं नयति । दानस्वरूपेण स न नयति । यद्यनेन व्याजेन तस्य स्वाभिमानः मम च स्वाभावः रक्ष्यते तर्हि का हानिः । तस्य नेत्रे जलासिक्ते आस्ताम् ।

‘सेवकः’ इत्यस्य समानार्थकं पदं चित्वा लिखत

(1) भृत्यः

(2) राजा

(3) कृषकः

(4) मन्त्री

[Question ID = 222][Question Description = CTET_P1_PART_5_L2_SET_113_SANSKRIT_Q132]

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

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

‘न जाने एषः श्रेष्ठी स्वस्य पादत्राणं सप्ताहमात्रे कथं त्रोटयति’ चर्मकारः मंगू स्वगतमकथयत् । तस्यापणस्याग्रे श्रेष्ठिनः रामलालस्यापणम् आसीत् यदा मंगू आदिनं कार्यं न प्राप्नोति तदा रामलालस्य भृत्यः सायङ्काले आगत्य पादत्राणं समीकरणाय ददाति स्म । मंगू पादत्राणं सीत्वा प्रददाति स्म । भृत्यस्तस्मै रूप्यकाणि दत्वागच्छति ।

द्वि-त्रिदिवसानां पश्चात् पुनस्तथैव भवति । अद्यापि सायंकालोऽभूत् परञ्च मंगू किञ्चिदपि कार्यं न लब्धवान् एवं दृष्ट्वा श्रेष्ठिना पुनस्स्वस्य पादत्राणं त्रोटितम् ।

अद्य तु श्रेष्ठिनं पृच्छाम्येव यत्कथं प्रतिदिनमित्थं करोति “भो स्वामिन् कथं भवान् पादत्राणं स्वयमेव त्रोटयित्वा पुनः समीकरणाय मंगोः पार्श्वे प्रेषयति ।”

रामलालः पादत्राणं भृत्यस्य हस्ते स्थापितमन्यच्च विहसन् अवदत् “भो ! पश्य यद्दिने तस्य पार्श्वे कोऽपि ग्राहको नागच्छति तदाहं पादत्राणं त्रोटयामि । काममेषः मंगू निर्धनः स्यात् परञ्च स्वाभिमानो वर्तते, सः कृतस्य एव परिश्रमस्य धनं नयति । दानस्वरूपेण स न नयति । यद्यनेन व्याजेन तस्य स्वाभिमानः मम च स्वाभावः रक्ष्यते तर्हि का हानिः । तस्य नेत्रे जलासिक्ते आस्ताम् ।

‘श्रेष्ठिनः’ इति पदे का विभक्तिः प्रयुक्ता ?

(1) द्वितीया

(2) चतुर्थी

(3) सप्तमी

(4) षष्ठी

[Question ID = 223][Question Description = CTET_P1_PART_5_L2_SET_113_SANSKRIT_Q133]

1. 1 [Option ID = 889]
2. 2 [Option ID = 890]
3. 3 [Option ID = 891]
4. 4 [Option ID = 892]

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

‘न जाने एषः श्रेष्ठी स्वस्य पादत्राणं सप्ताहमात्रे कथं त्रोटयति’ चर्मकारः मंगू स्वगतमकथयत् । तस्यापणस्याग्रे श्रेष्ठिनः रामलालस्यापणम् आसीत् यदा मंगू आदिनं कार्यं न प्राप्नोति तदा रामलालस्य भृत्यः सायङ्काले आगत्य पादत्राणं समीकरणाय ददाति स्म । मंगू पादत्राणं सीत्वा प्रददाति स्म । भृत्यस्तस्मै रूप्यकाणि दत्वागच्छति ।

द्वि-त्रिदिवसानां पश्चात् पुनस्तथैव भवति । अद्यापि सायंकालोऽभूत् परञ्च मंगू किञ्चिदपि कार्यं न लब्धवान् एवं दृष्ट्वा श्रेष्ठिना पुनस्स्वस्य पादत्राणं त्रोटितम् ।

अद्य तु श्रेष्ठिनं पृच्छाम्येव यत्कथं प्रतिदिनमित्थं करोति “भो स्वामिन् कथं भवान् पादत्राणं स्वयमेव त्रोटयित्वा पुनः समीकरणाय मंगोः पार्श्वे प्रेषयति ।”

रामलालः पादत्राणं भृत्यस्य हस्ते स्थापितमन्यञ्च विहसन् अवदत् “भो ! पश्य यदिने तस्य पार्श्वे कोऽपि ग्राहको नागच्छति तदाहं पादत्राणं त्रोटयामि । काममेषः मंगू निर्धनः स्यात् परञ्च स्वाभिमानो वर्तते, सः कृतस्य एव परिश्रमस्य धनं नयति । दानस्वरूपेण स न नयति । यद्यनेन व्याजेन तस्य स्वाभिमानः मम च स्वाभावः रक्ष्यते तर्हि का हानिः । तस्य नेत्रे जलासिक्ते आस्ताम् ।

‘कामम्’ इत्यस्य पदनिवर्चनं कुरुत

(1) सञ्ज्ञा

(2) क्रिया

(3) क्रिया-विशेषणम्

(4) विशेषणम्

[Question ID = 224][Question Description = CTET_P1_PART_5_L2_SET_113_SANSKRIT_Q134]

1. 1 [Option ID = 893]
2. 2 [Option ID = 894]
3. 3 [Option ID = 895]
4. 4 [Option ID = 896]

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

‘न जाने एषः श्रेष्ठी स्वस्य पादत्राणं सप्ताहमात्रे कथं त्रोटयति’ चर्मकारः मंगू स्वगतमकथयत् । तस्यापणस्याग्रे श्रेष्ठिनः रामलालस्यापणम् आसीत् यदा मंगू आदिनं कार्यं न प्राप्नोति तदा रामलालस्य भृत्यः सायङ्काले आगत्य पादत्राणं समीकरणाय ददाति स्म । मंगू पादत्राणं सीत्वा प्रददाति स्म । भृत्यस्तस्मै रूप्यकाणि दत्वागच्छति ।

द्वि-त्रिदिवसानां पश्चात् पुनस्तथैव भवति । अद्यापि सायंकालोऽभूत् परञ्च मंगू किञ्चिदपि कार्यं न लब्धवान् एवं दृष्ट्वा श्रेष्ठिना पुनस्स्वस्य पादत्राणं त्रोटितम् ।

अद्य तु श्रेष्ठिनं पृच्छाम्येव यत्कथं प्रतिदिनमित्थं करोति “भो स्वामिन् कथं भवान् पादत्राणं स्वयमेव त्रोटयित्वा पुनः समीकरणाय मंगोः पार्श्वे प्रेषयति ।”

रामलालः पादत्राणं भृत्यस्य हस्ते स्थापितमन्यच्च विहसन् अवदत् “भो ! पश्य यद्दिने तस्य पार्श्वे कोऽपि ग्राहको नागच्छति तदाहं पादत्राणं त्रोटयामि । काममेषः मंगू निर्धनः स्यात् परञ्च स्वाभिमानो वर्तते, सः कृतस्य एव परिश्रमस्य धनं नयति । दानस्वरूपेण स न नयति । यद्यनेन व्याजेन तस्य स्वाभिमानः मम च स्वाभावः रक्ष्यते तर्हि का हानिः । तस्य नेत्रे जलासिक्ते आस्ताम् ।

‘आगत्य’ इति पदे प्रयुक्तः कृदन्तप्रत्ययः चित्वा लिखत

(1) ल्यप्

(2) क्त

(3) क्त्वा

(4) शतृ

[Question ID = 225][Question Description = CTET_P1_PART_5_L2_SET_113_SANSKRIT_Q135]

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

Topic:- Sanskrit_Q136-150_L2_P1_CTET

1) स्वरेलयानस्य आगमनाय प्रतीक्षमाणः रमणमहोदयः एकां पत्रिकां क्रीणाति, सः किञ्चित् रुचिकरं द्रष्टुम् अचिरं पत्रिकायाः अवलोकनं करोति । इदं कस्य उदाहरणम् अस्ति ?

(1) द्रुतपठनम् (Skimming)

(2) क्रमवीक्षणम् (Scanning)

(3) विस्तृतपठनम्

(4) गहनपठनम्

[Question ID = 226][Question Description = CTET_P1_PART_5_L2_SET_113_SANSKRIT_Q136]

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

- 2) एकः भाषाशिक्षकः अनुच्छेदे प्रयुक्तं प्रत्येकशब्दं शुद्ध-उच्चारण-बलाघात-पूर्वकं पठति तदन्तरं विश्राम्यति, कठिनशब्दानां व्याख्यापूर्वकं सः अनुवादमपि करोति पठनस्य इयं प्रक्रिया कथंविधं विद्यार्थिभ्यः साहाय्यं भवति ?

- (1) इयं पाठस्य विकूटनम् करोति ।
- (2) इयं अवबोधपूर्वकं पठनं करोति ।
- (3) इयं पठनक्रियायां औत्सुक्यं जनयति ।
- (4) विद्यार्थिनः भाषां अधिगन्तुं प्रेरिताः अनुभवन्ति ।

[Question ID = 227][Question Description = CTET_P1_PART_5_L2_SET_113_SANSKRIT_Q137]

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

- 3) भाषायाः वैशिष्ट्यं, यतस्मिन् शब्दाः वस्तु-घटना-विचाराणां च प्रतीकवत् प्रयुज्यन्ते, तत् किं कथ्यते ?

- (1) उत्पादकता (Productivity)
- (2) विस्थापनम् (Displacement)
- (3) अर्थ-कलनम् (Semanticity)
- (4) वाक्य-रचना (Syntax)

[Question ID = 228][Question Description = CTET_P1_PART_5_L2_SET_113_SANSKRIT_Q138]

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

- 4) एकस्यां भाषा-कक्षायां शब्दान्, चित्राणि च अवलम्ब्य छात्रेभ्यः एका रूपरेखा दत्ता, यां आधृत्य तैः किञ्चित् लेखनीयः । एतादृशं लेखनं किं कथ्यते ?

- (1) मार्गदर्शित-लेखनम् (Guided Writing)
- (2) नियन्त्रित-लेखनम् (Controlled Writing)
- (3) मुक्त-लेखनम् (Free Writing)
- (4) सहज-लेखनम् (Smooth Writing)

[Question ID = 229][Question Description = CTET_P1_PART_5_L2_SET_113_SANSKRIT_Q139]

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

5) भाषाविद्यार्थिनः निष्पादनम् उन्नेतुं अधोलिखितेषु किं नाधिकं महत्त्वपूर्णम् ?

- (1) स्व-मूल्याङ्कनम्
- (2) उपचारात्मक-शिक्षणम्
- (3) पर्यवेक्षण-प्रतिवेदनम् (Observation Reports)
- (4) वैचारिक-पत्रिका (Reflective Journal)

[Question ID = 230][Question Description = CTET_P1_PART_5_L2_SET_113_SANSKRIT_Q140]

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

6) पञ्चमकक्षायाः शिक्षिका रीमा स्वछात्रान् भाषां पाठयितुं खाद्यसूची (Menu cards) समाचारपत्राणां अंशाः — रेलयानसमयतालिका इत्यादयः पठनसामग्रीः कक्षायां आनयति कथंविध-सामग्रीणां प्रयोगं शिक्षिका प्रोत्साहयति ?

- (1) प्रामाणिक सामग्री (Authentic material)
- (2) अनुकूलित सामग्री (Adopted material)
- (3) स्वनिर्मित-सामग्री
- (4) सुकरतया उपलब्धा-सामग्री

[Question ID = 231][Question Description = CTET_P1_PART_5_L2_SET_113_SANSKRIT_Q141]

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

7) भाषाकौशलस्य मूल्याङ्कनाय उत्कृष्टा परीक्षा सा भवेत् यस्यां कौशलस्य वैधतायाः परीक्षा भवति । अस्य आशयः अस्ति ?

- (1) परीक्षाः कथं परीक्षाप्रयोजनेन सह सम्यक्तया संयोजिताः भवेयुः
- (2) परीक्षायां विद्यार्थिनां प्रदर्शनः कथं उत्कृष्टः भवेत्
- (3) सर्वपरीक्षाः एकसमानं परिणामं जनयेयुः
- (4) परीक्षासु स्मरणसामग्रीः प्राचुर्येण भवेयुः

[Question ID = 232][Question Description = CTET_P1_PART_5_L2_SET_113_SANSKRIT_Q142]

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

8) एकस्यां कथावाचन-कक्षायां शिक्षकः कथापात्राणां अनुकृतिं विधातुं भाव-भङ्गिमाः शारीरिक-मुद्राः च प्रयुङ्क्ते । सा स्वछात्रान् एतेषां अनुवर्तनं कर्तुं निर्दिशति । अत्र भाषाशिक्षणाय शिक्षिकया का पद्धतिः प्रयोज्या ?

- (1) श्रवणमूलकः (Auditory)
- (2) दृश्यमूलकः (Visual)
- (3) अङ्ग-सञ्चरणमूलकः (Kinesthetic)
- (4) सौन्दर्यमूलक (Aesthetic)

[Question ID = 233][Question Description = CTET_P1_PART_5_L2_SET_113_SANSKRIT_Q143]

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

9) भारतदेशे भाषाविषये अधोलिखितेषु किं कथनं सत्यम् अस्ति ?

- A. हिन्दी भारतस्य राष्ट्रीयभाषा अस्ति ।
- B. हिन्दी भारतस्य राजभाषा अस्ति ।
- C. आंग्लभाषा भारतस्य राजभाषा अस्ति ।
- D. आंग्लभाषा भारतस्य सहायकराजभाषा अस्ति ।

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

[Question ID = 234][Question Description = CTET_P1_PART_5_L2_SET_113_SANSKRIT_Q144]

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

10) एकाधिक-भाषाणां ज्ञानम्

- (1) भाषाकक्षायां शिक्षकाय भारवत् भवति ।
- (2) नवभाषा-अधिगम-अवसरे भ्रमाः जनयति
- (3) नवभाषायाः अध्ययन-अध्यापने नितरां साहाय्यं भवति ।
- (4) नवभाषायाः अधिगमे हस्तक्षेपः करोति ।

[Question ID = 235][Question Description = CTET_P1_PART_5_L2_SET_113_SANSKRIT_Q145]

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

11) अधोलिखितेषु किं क्षेत्रं विकासस्य क्षेत्रम् इति न वर्गीकृतम् ?

- (1) अङ्गसंचलनम् (Motor)
- (2) संवेदनम् (Sensory)
- (3) संज्ञानात्मकम् (Cognitive)
- (4) तार्किकम् (Rational)

[Question ID = 236][Question Description = CTET_P1_PART_5_L2_SET_113_SANSKRIT_Q146]

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

12) विकासस्य प्रमुखक्षेत्रे छात्रस्य प्रगतिं निरीक्षणाय, तस्य व्यवहारं कौशलानिपर्यवेक्षणाय च सतत-मूल्याङ्कनार्थम् — अधोलिखितेषु किं प्रयुज्यते ?

- (1) प्रतिवेदनम् (Report)
- (2) विवरणम् (Account)
- (3) स्मरणार्थसूची (Checklist)
- (4) प्रदर्शिका (Flashcard)

[Question ID = 237][Question Description = CTET_P1_PART_5_L2_SET_113_SANSKRIT_Q147]

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

13) अधोलिखितेषु कस्य भाषावैकल्यस्य सम्बन्धः सम्प्रेषणकौशलैः, अवबोधसामर्थ्यैः सह अस्ति ?

- (1) डिस्फेजिया (Dysphasia)
- (2) डिस्प्रेक्सिया (Dyspraxia)
- (3) डिसार्थरिया (Dysarthria)
- (4) डिस्टोपिया (Dystopia)

[Question ID = 238][Question Description = CTET_P1_PART_5_L2_SET_113_SANSKRIT_Q148]

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

14) भाषाशिक्षण-अधिगम-प्रक्रियायां पाठ्यपुस्तकस्य का भूमिका भवेत् ?

- (1) केवलं उपकरणम्
- (2) उपकरणेषु एकम् उपकरणम्
- (3) मूल्याङ्कनोपकरणेषु एकम् उपकरणम्
- (4) आकलन-उपकरणम् (Assessment tool)

[Question ID = 239][Question Description = CTET_P1_PART_5_L2_SET_113_SANSKRIT_Q149]

- 1. 1 [Option ID = 953]

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

15) भाषाकक्षायां 'दृश्यवस्तु' (Realia) इत्यस्य प्रयोगेण कः आशयः ?

- (1) सम्प्रेषणाय वास्तविकजीवनस्थितयः
- (2) शिक्षणसामग्रीदृष्ट्या वास्तविक वस्तूनि
- (3) छात्राणां कृते वास्तविक वस्तूनि
- (4) छात्राधिगमस्य वास्तविक-अवस्थितिः

[Question ID = 240][Question Description = CTET_P1_PART_5_L2_SET_113_SANSKRIT_Q150]

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