

CTET L1 Sanskrit L2 English P1

Topic:- CDP_P1_CTET

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

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

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

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

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

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

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

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

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

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

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

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

3) **Assertion (A) :**

Parents should be involved in discussions on childhood care.

Reason (R) :

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

Choose the correct option :

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

कथन (A) :

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

तर्क (R) :

बाल विकास पारिवारिक परिवेश से प्रभावित होता है।

सही विकल्प चुनें :

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

[Question ID = 3][Question Description = CTET_P1_PART_1_CDP_SET_112_Q3]

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

4) As per Jean Piaget's theory of cognitive development, the concept of class inclusion is attained by children during _____ stage.

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

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

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

[Question ID = 4][Question Description = CTET_P1_PART_1_CDP_SET_112_Q4]

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

5) According to Jean Piaget's theory of cognitive development, at which stage most children can think hypothetically ?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

9) *Assertion (A) :*

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

Reason (R) :

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

Choose the correct option :

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

कथन (A) :

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

तर्क (R) :

शिक्षक शिक्षण-अधिगम प्रक्रिया में कोई भूमिका नहीं निभाता।

सही विकल्प चुनें :

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

[Question ID = 9][Question Description = CTET_P1_PART_1_CDP_SET_112_Q9]

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

10) The theory of multiple intelligence states that :

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

बहु-बुद्धि सिद्धांत कहता है कि :

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

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

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

11) Lev Vygotsky views language :

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

लेव वायगोत्स्की भाषा को किस प्रकार देखते हैं ?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

14) What should be the main purpose of assessment ?

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

मूल्यांकन का मुख्य उद्देश्य क्या होना चाहिए ?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

[Question ID = 20][Question Description = CTET_P1_PART_1_CDP_SET_112_Q20]

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

21) **Assertion (A) :**

A teacher should encourage students to work in groups and promote discussions with peers.

Reason (R) :

Learning is a social process.

Choose the correct option :

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

कथन (A) :

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

तर्क (R) :

अधिगम एक सामाजिक प्रक्रिया है ।

सही विकल्प चुनें :

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

[Question ID = 21][Question Description = CTET_P1_PART_1_CDP_SET_112_Q21]

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

22) Which of the following should be used to promote effective and meaningful learning ?

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

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

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

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

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

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

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

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

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

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

[Question ID = 23][Question Description = CTET_P1_PART_1_CDP_SET_112_Q23]

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

24) Which of the following strategies helps students to remember information for longer durations ?

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

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

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

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

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

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

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

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

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

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

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

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

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

विद्यार्थियों की त्रुटियों के सम्बन्ध में, अध्यापिका को :

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

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

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

27) Cognition and emotions are _____.

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

संज्ञान और भावनाएँ _____ हैं।

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

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

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

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

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

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

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

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

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

29) National Education Policy 2020 emphasises on :

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

राष्ट्रीय शिक्षा नीति 2020 ने किस पर जोर दिया है ?

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

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

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

30) _____ impacts learning negatively.

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

_____ अधिगम को नकारात्मक रूप से प्रभावित करता है।

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

[Question ID = 30][Question Description = CTET_P1_PART_1_CDP_SET_112_Q30]

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

Topic: - MATH_Q31-45_P1_CTET

1) Sum of two even numbers and two odd numbers is :

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

यदि x और y दो संख्याएँ इस प्रकार हैं कि इनका योगफल 110 है और इनका अंतर 100 है, तो

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

She wants her students to learn about

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

13) Which of the following figures has largest area ?

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

निम्नलिखित में से किस आकृति का अधिकतम क्षेत्रफल है ?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

$$1 + 3 = 4$$

$$1 + 3 + 5 = 9$$

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

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

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

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

$$1 + 3 = 4$$

$$1 + 3 + 5 = 9$$

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

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

(1) 18

(2) 20

(3) 25

(4) 36

[Question ID = 45][Question Description = CTET_P1_PART_2_MATHS_SET_112_Q45]

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

Topic:- MATH_Q46-60_P1_CTET

1) According to National Curriculum Framework, 2005, which of the following shows mathematical thinking of a child ?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

[Question ID = 48][Question Description = CTET_P1_PART_2_MATHS_SET_112_Q48]

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

4) Which of the following pedagogical processes are appreciated to enhance Foundational Numeracy Skills among students as per 'NIPUN Bharat Mission' ?

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

Choose the correct options :

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

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

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

सही विकल्प का चयन कीजिए :

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

[Question ID = 59][Question Description = CTET_P1_PART_2_MATHS_SET_112_Q59]

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

15) Which of the following statements is **not** true about Bloom's Taxonomy for mathematics ?

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

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

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

[Question ID = 60][Question Description = CTET_P1_PART_2_MATHS_SET_112_Q60]

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

Topic:- EVS_Q61-75_P1_CTET

1) Consider the following statements about Stepwells (Bavdis) :

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

The correct statements is/are

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

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

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

सही कथन है/हैं

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

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

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

2) Plants that grow without seeds are :

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

बिना बीजों के उगने वाले पौधे हैं :

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

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

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

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

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

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

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

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

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

4) Jhum cultivation is :

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

झूम खेती है :

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

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

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

5) Solve the following riddle :

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

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

निम्नलिखित पहेली हल कीजिए :

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

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

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

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

6) Chiropterophily is pollination of plants by :

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

जंतुपरागण किसके द्वारा पौधों के परागण की विधि है ?

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

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

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

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

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

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

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

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

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

8) Consider the following statements about elephants :

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

The correct statements are :

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

हाथियों के बारे में निम्नलिखित कथनों पर विचार कीजिए :

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

इनमें सही कथन हैं :

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

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

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

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

Johad, Stepwell, Lakes.

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

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

जोहाद, बावड़ी, झील।

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(1) केवल B और C

(2) केवल A और C

(3) केवल C और D

(4) केवल B और D

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

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

13) Which of the following pair is correct ?

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

निम्नलिखित में से कौन-सा जोड़ा सही है ?

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

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

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

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

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

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

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

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

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

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

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

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

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

[Question ID = 75][Question Description = CTET_P1_PART_3_EVS_SET_112_Q75]

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

Topic:- EVS_Q76-90_P1_CTET

1) EVS curriculum follows a thematic approach because

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

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

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

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

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

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

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

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

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

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

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

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

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

3) Portfolio is

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

पोर्टफोलियो है

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

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

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

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

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

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

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

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

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

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

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

The correct option is :

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

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

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

सही विकल्प है :

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

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

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

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

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

(1) A, B and C

(2) B, C and D

(3) C, D and A

(4) D, A and B

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

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

(1) A, B और C

(2) B, C और D

(3) C, D और A

(4) D, A और B

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

1. 1 [Option ID = 321]

2. 2 [Option ID = 322]

3. 3 [Option ID = 323]

4. 4 [Option ID = 324]

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

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

(1) A, B and D

(2) B, C and D

(3) A, B and C

(4) A and B

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

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

(1) A, B और D

(2) B, C और D

(3) A, B और C

(4) A और B

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

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

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

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

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

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

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

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

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

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

(1) A and B

(2) B and C

(3) C and D

(4) A and C

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

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

(1) A और B

(2) B और C

(3) C और D

(4) A और C

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

[Question ID = 90][Question Description = CTET_P1_PART_3_EVS_SET_112_Q90]

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

Topic:- Sanskrit_Q91-99_L1_P1_CTET

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

कश्चित् गोमार्युनाम शृगालः क्षुत्क्षामकंठः इतस्ततः परिभ्रमन् वने सैन्यद्वयसंग्रामभूमिमपश्यत् । तस्याञ्च दुन्दुभेः पतितस्य वायुवशात् वल्लीशाखाग्रैः हन्यमानस्य शब्दमशृणोत् । अथ क्षुभितहृदयश्चिन्तयामास । “अहो ! विनष्टोऽस्मि । तद्यावत् न अस्य प्रोच्चारितशब्दस्य दृष्टिगोचरे गच्छामि तावत् अन्यतो व्रजामि । अथवा नैतत् युज्यते सहसैव पितृपैतामहं वनं त्यक्तुम् ।

तत् तावत् जानामि कस्य अयं शब्दः” । धैर्यमालम्ब्य विमर्शयन् यावत् मन्दं मन्दं गच्छति तावत् दुन्दुभिम् अपश्यत् । स च तं परिज्ञाय समीपं गत्वा स्वयमेव कौतुकात् अताडयत् । भूयश्च हर्षात् अचिन्तयत् । “अहो ! चिरादेतत् अस्माकं महत् भोजनमापतितम्, तत् नूनं प्रभूतमांसमेदोऽसृग्मिः परिपूरितं भविष्यति” । ततः परुषचर्मावगुण्ठितं तत्कथमपि विदार्य एकदेशे छिद्रं कृत्वा संहृष्टमना मध्ये प्रविष्टः परं चर्मविदारणतोदंष्ट्राभङ्गः समजनि । अथ निराशीभूतः तत् दारुशेषमवलोक्य क्षोकमेनमपठत् । “पूर्वमेव मया ज्ञातम्” इति । “ततो न शब्दमात्रात् भेतव्यम्” । पिङ्गलक आह – “भोः । पश्य अयं मम सर्वोऽपि परिग्रहो भयव्याकुलितमनाः पलायितुमिच्छति । तत् कथमहं धैर्यावष्टम्भं करोमि” । सोऽब्रवीत् – “स्वामिन् ! नैषामेष दोषो यतः स्वामिसदृशा एव भवन्ति भृत्याः ।

शृगालस्य किं नाम आसीत् ?

(1) क्षुत्क्षामकण्ठः

(2) गोमायुः

(3) दुन्दुभिः

(4) हन्यमानः

[Question ID = 280][Question Description = CTET_P1_PART_4_L1_SET_112_SANSKRIT_Q91]

1. 1 [Option ID = 1117]
2. 2 [Option ID = 1118]
3. 3 [Option ID = 1119]
4. 4 [Option ID = 1120]

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

कश्चित् गोमार्युनाम शृगालः क्षुत्क्षामकंठः इतस्ततः परिभ्रमन् वने सैन्यद्वयसंग्रामभूमिमपश्यत् । तस्याञ्च दुन्दुभेः पतितस्य वायुवशात् वल्लीशाखाग्रैः हन्यमानस्य शब्दमशृणोत् । अथ क्षुभितहृदयश्चिन्तयामास । “अहो ! विनष्टोऽस्मि । तद्यावत् न अस्य प्रोच्चारितशब्दस्य दृष्टिगोचरे गच्छामि तावत् अन्यतो व्रजामि । अथवा नैतत् युज्यते सहसैव पितृपैतामहं वनं त्यक्तुम् ।

तत् तावत् जानामि कस्य अयं शब्दः” । धैर्यमालम्ब्य विमर्शयन् यावत् मन्दं मन्दं गच्छति तावत् दुन्दुभिम् अपश्यत् । स च तं परिज्ञाय समीपं गत्वा स्वयमेव कौतुकात् अताडयत् । भूयश्च हर्षात् अचिन्तयत् । “अहो ! चिरादेतत् अस्माकं महत् भोजनमापतितम्, तत् नूनं प्रभूतमांसमेदोऽसृग्मिः परिपूरितं भविष्यति” । ततः परुषचर्मावगुण्ठितं तत्कथमपि विदार्य एकदेशे छिद्रं कृत्वा संहृष्टमना मध्ये प्रविष्टः परं चर्मविदारणतोदंष्ट्राभङ्गः समजनि । अथ निराशीभूतः तत् दारुशेषमवलोक्य क्षोकमेनमपठत् । “पूर्वमेव मया ज्ञातम्” इति । “ततो न शब्दमात्रात् भेतव्यम्” । पिङ्गलक आह – “भोः । पश्य अयं मम सर्वोऽपि परिग्रहो भयव्याकुलितमनाः पलायितुमिच्छति । तत् कथमहं धैर्याविष्टम्भं करोमि” । सोऽब्रवीत् – “स्वामिन् ! नैषामेष दोषो यतः स्वामिसदृशा एव भवन्ति भृत्याः ।

शृगालः किं कुर्वन् संग्रामभूमिम् अपश्यत् ?

(1) भयभीतः

(2) भोजनं कुर्वन्

(3) वने भ्रमन्

(4) शब्दं शृण्वन्

[Question ID = 281][Question Description = CTET_P1_PART_4_L1_SET_112_SANSKRIT_Q92]

1. 1 [Option ID = 1121]
2. 2 [Option ID = 1122]
3. 3 [Option ID = 1123]
4. 4 [Option ID = 1124]

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

कश्चित् गोमार्युनाम शृगालः क्षुत्क्षामकंठः इतस्ततः परिभ्रमन् वने सैन्यद्वयसंग्रामभूमिमपश्यत् । तस्याञ्च दुन्दुभेः पतितस्य वायुवशात् वल्लीशाखाग्रैः हन्यमानस्य शब्दमशृणोत् । अथ क्षुभितहृदयश्चिन्तयामास । “अहो ! विनष्टोऽस्मि । तद्यावत् न अस्य प्रोच्चारितशब्दस्य दृष्टिगोचरे गच्छामि तावत् अन्यतो व्रजामि । अथवा नैतत् युज्यते सहसैव पितृपैतामहं वनं त्यक्तुम् ।

तत् तावत् जानामि कस्य अयं शब्दः” । धैर्यमालम्ब्य विमर्शयन् यावत् मन्दं मन्दं गच्छति तावत् दुन्दुभिम् अपश्यत् । स च तं परिज्ञाय समीपं गत्वा स्वयमेव कौतुकात् अताडयत् । भूयश्च हर्षात् अचिन्तयत् । “अहो ! चिरादेतत् अस्माकं महत् भोजनमापतितम्, तत् नूनं प्रभूतमांसमेदोऽसृग्मिः परिपूरितं भविष्यति” । ततः परुषचर्मावगुण्ठितं तत्कथमपि विदार्य एकदेशे छिद्रं कृत्वा संहृष्टमना मध्ये प्रविष्टः परं चर्मविदारणतोदंष्ट्राभङ्गः समजनि । अथ निराशीभूतः तत् दारुशेषमवलोक्य क्षोकमेनमपठत् । “पूर्वमेव मया ज्ञातम्” इति । “ततो न शब्दमात्रात् भेतव्यम्” । पिङ्गलक आह – “भोः । पश्य अयं मम सर्वोऽपि परिग्रहो भयव्याकुलितमनाः पलायितुमिच्छति । तत् कथमहं धैर्यावष्टम्भं करोमि” । सोऽब्रवीत् – “स्वामिन् ! नैषामेष दोषो यतः स्वामिसदृशा एव भवन्ति भृत्याः ।

शृगालः कस्य शब्दम् अशृणोत् ?

(1) वल्लीशाखानाम्

(2) सिंहस्य

(3) दुन्दुभेः

(4) धावतां शृगालानाम्

[Question ID = 282][Question Description = CTET_P1_PART_4_L1_SET_112_SANSKRIT_Q93]

1. 1 [Option ID = 1125]
2. 2 [Option ID = 1126]
3. 3 [Option ID = 1127]
4. 4 [Option ID = 1128]

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

कश्चित् गोमार्युनाम शृगालः क्षुत्क्षामकंठः इतस्ततः परिभ्रमन् वने सैन्यद्वयसंग्रामभूमिमपश्यत् । तस्याञ्च दुन्दुभेः पतितस्य वायुवशात् वल्लीशाखाग्रैः हन्यमानस्य शब्दमशृणोत् । अथ क्षुभितहृदयश्चिन्तयामास । “अहो ! विनष्टोऽस्मि । तद्यावत् न अस्य प्रोच्चारितशब्दस्य दृष्टिगोचरे गच्छामि तावत् अन्यतो व्रजामि । अथवा नैतत् युज्यते सहसैव पितृपैतामहं वनं त्यक्तुम् ।

तत् तावत् जानामि कस्य अयं शब्दः” । धैर्यमालम्ब्य विमर्शयन् यावत् मन्दं मन्दं गच्छति तावत् दुन्दुभिम् अपश्यत् । स च तं परिज्ञाय समीपं गत्वा स्वयमेव कौतुकात् अताडयत् । भूयश्च हर्षात् अचिन्तयत् । “अहो ! चिरादेतत् अस्माकं महत् भोजनमापतितम्, तत् नूनं प्रभूतमांसमेदोऽसृग्मिः परिपूरितं भविष्यति” । ततः परुषचर्मावगुण्ठितं तत्कथमपि विदार्य एकदेशे छिद्रं कृत्वा संहृष्टमना मध्ये प्रविष्टः परं चर्मविदारणतोदंष्ट्राभङ्गः समजनि । अथ निराशीभूतः तत् दारुशेषमवलोक्य क्षोकमेनमपठत् । “पूर्वमेव मया ज्ञातम्” इति । “ततो न शब्दमात्रात् भेतव्यम्” । पिङ्गलक आह – “भोः । पश्य अयं मम सर्वोऽपि परिग्रहो भयव्याकुलितमनाः पलायितुमिच्छति । तत् कथमहं धैर्याविष्टम्भं करोमि” । सोऽब्रवीत् – “स्वामिन् ! नैषामेष दोषो यतः स्वामिसदृशा एव भवन्ति भृत्याः ।

शृगालः कौतुकात् किं अताडयत् ?

(1) वृक्षभूमिम्

(2) वृक्षम्

(3) दुन्दुभिम्

(4) दुन्दुभि-पृष्ठम्

[Question ID = 283][Question Description = CTET_P1_PART_4_L1_SET_112_SANSKRIT_Q94]

1. 1 [Option ID = 1129]
2. 2 [Option ID = 1130]
3. 3 [Option ID = 1131]
4. 4 [Option ID = 1132]

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

कश्चित् गोमार्युनाम शृगालः क्षुत्क्षामकंठः इतस्ततः परिभ्रमन् वने सैन्यद्वयसंग्रामभूमिमपश्यत् । तस्याञ्च दुन्दुभेः पतितस्य वायुवशात् वल्लीशाखाग्रैः हन्यमानस्य शब्दमशृणोत् । अथ क्षुभितहृदयश्चिन्तयामास । “अहो ! विनष्टोऽस्मि । तद्यावत् न अस्य प्रोच्चारितशब्दस्य दृष्टिगोचरे गच्छामि तावत् अन्यतो व्रजामि । अथवा नैतत् युज्यते सहसैव पितृपैतामहं वनं त्यक्तुम् ।

तत् तावत् जानामि कस्य अयं शब्दः” । धैर्यमालम्ब्य विमर्शयन् यावत् मन्दं मन्दं गच्छति तावत् दुन्दुभिम् अपश्यत् । स च तं परिज्ञाय समीपं गत्वा स्वयमेव कौतुकात् अताडयत् । भूयश्च हर्षात् अचिन्तयत् । “अहो ! चिरादेतत् अस्माकं महत् भोजनमापतितम्, तत् नूनं प्रभूतमांसमेदोऽसृग्मिः परिपूरितं भविष्यति” । ततः परुषचर्मावगुंठितं तत्कथमपि विदार्य एकदेशे छिद्रं कृत्वा संहृष्टमना मध्ये प्रविष्टः परं चर्मविदारणतोदंष्ट्राभङ्गः समजनि । अथ निराशीभूतः तत् दारुशेषमवलोक्य क्षोकमेनमपठत् । “पूर्वमेव मया ज्ञातम्” इति । “ततो न शब्दमात्रात् भेतव्यम्” । पिङ्गलक आह – “भोः । पश्य अयं मम सर्वोऽपि परिग्रहो भयव्याकुलितमनाः पलायितुमिच्छति । तत् कथमहं धैर्यावष्टम्भं करोमि” । सोऽब्रवीत् – “स्वामिन् ! नैषामेष दोषो यतः स्वामिसदृशा एव भवन्ति भृत्याः ।

शृगालः दुन्दुभेर्मध्ये कथं प्रविष्टः ?

- (1) चर्ममध्ये नखैः चर्मन्तर्गते छिद्रं कृत्वा
- (2) दन्त्रैः छिद्रं कृत्वा
- (3) वृक्षशाखाग्रैः छिद्रं कृत्वा
- (4) वनकण्टकैः छिद्रं कृत्वा

[Question ID = 284][Question Description = CTET_P1_PART_4_L1_SET_112_SANSKRIT_Q95]

1. 1 [Option ID = 1133]
2. 2 [Option ID = 1134]
3. 3 [Option ID = 1135]
4. 4 [Option ID = 1136]

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

कश्चित् गोमार्युनाम शृगालः क्षुत्क्षामकण्ठः इतस्ततः परिभ्रमन् वने सैन्यद्वयसंग्रामभूमिमपश्यत् । तस्याञ्च दुन्दुभेः पतितस्य वायुवशात् वल्लीशाखाग्रैः हन्यमानस्य शब्दमशृणोत् । अथ क्षुभितहृदयश्चिन्तयामास । “अहो ! विनष्टोऽस्मि । तद्यावत् न अस्य प्रोच्चारितशब्दस्य दृष्टिगोचरे गच्छामि तावत् अन्यतो व्रजामि । अथवा नैतत् युज्यते सहसैव पितृपैतामहं वनं त्यक्तुम् ।

तत् तावत् जानामि कस्य अयं शब्दः” । धैर्यमालम्ब्य विमर्शयन् यावत् मन्दं मन्दं गच्छति तावत् दुन्दुभिम् अपश्यत् । स च तं परिज्ञाय समीपं गत्वा स्वयमेव कौतुकात् अताडयत् । भूयश्च हर्षात् अचिन्तयत् । “अहो ! चिरादेतत् अस्माकं महत् भोजनमापतितम्, तत् नूनं प्रभूतमांसमेदोऽसृग्मिः परिपूरितं भविष्यति” । ततः परुषचर्मावगुण्ठितं तत्कथमपि विदार्य एकदेशे छिद्रं कृत्वा संहृष्टमना मध्ये प्रविष्टः परं चर्मविदारणतोदंष्ट्राभङ्गः समजनि । अथ निराशीभूतः तत् दारुशेषमवलोक्य क्षोकमेनमपठत् । “पूर्वमेव मया ज्ञातम्” इति । “ततो न शब्दमात्रात् भेतव्यम्” । पिङ्गलक आह – “भोः । पश्य अयं मम सर्वोऽपि परिग्रहो भयव्याकुलितमनाः पलायितुमिच्छति । तत् कथमहं धैर्यावष्टम्भं करोमि” । सोऽब्रवीत् – “स्वामिन् ! नैषामेष दोषो यतः स्वामिसदृशा एव भवन्ति भृत्याः ।

‘क्षुत्क्षामकण्ठः’ इत्यस्मिन् पदेः क समासः ? समासविग्रहपूर्वकं समासस्य नाम लिख्यताम्

(1) क्षुधया क्षामः कण्ठः यस्य स, बहुव्रीहिः

(2) क्षुधया क्षामश्च कण्ठश्च, द्वन्द्वः

(3) क्षुधक्षामः कण्ठः यस्य सः, बहुव्रीहिः

(4) क्षुधया क्षामकण्ठः, तृतीया तत्पुरुषः

[Question ID = 285][Question Description = CTET_P1_PART_4_L1_SET_112_SANSKRIT_Q96]

1. 1 [Option ID = 1137]
2. 2 [Option ID = 1138]
3. 3 [Option ID = 1139]
4. 4 [Option ID = 1140]

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

कश्चित् गोमार्युनाम शृगालः क्षुत्क्षामकंठः इतस्ततः परिभ्रमन् वने सैन्यद्वयसंग्रामभूमिमपश्यत् । तस्याञ्च दुन्दुभेः पतितस्य वायुवशात् वल्लीशाखाग्रैः हन्यमानस्य शब्दमशृणोत् । अथ क्षुभितहृदयश्चिन्तयामास । “अहो ! विनष्टोऽस्मि । तद्यावत् न अस्य प्रोच्चारितशब्दस्य दृष्टिगोचरे गच्छामि तावत् अन्यतो व्रजामि । अथवा नैतत् युज्यते सहसैव पितृपैतामहं वनं त्यक्तुम् ।

तत् तावत् जानामि कस्य अयं शब्दः” । धैर्यमालम्ब्य विमर्शयन् यावत् मन्दं मन्दं गच्छति तावत् दुन्दुभिम् अपश्यत् । स च तं परिज्ञाय समीपं गत्वा स्वयमेव कौतुकात् अताडयत् । भूयश्च हर्षात् अचिन्तयत् । “अहो ! चिरादेतत् अस्माकं महत् भोजनमापतितम्, तत् नूनं प्रभूतमांसमेदोऽसृग्मिः परिपूरितं भविष्यति” । ततः परुषचर्मावगुंठितं तत्कथमपि विदार्य एकदेशे छिद्रं कृत्वा संहृष्टमना मध्ये प्रविष्टः परं चर्मविदारणतोदंष्ट्राभङ्गः समजनि । अथ निराशीभूतः तत् दारुशेषमवलोक्य श्लोकमेनमपठत् । “पूर्वमेव मया ज्ञातम्” इति । “ततो न शब्दमात्रात् भेतव्यम्” । पिङ्गलक आह – “भोः । पश्य अयं मम सर्वोऽपि परिग्रहो भयव्याकुलितमनाः पलायितुमिच्छति । तत् कथमहं धैर्याविष्टम्भं करोमि” । सोऽब्रवीत् – “स्वामिन् ! नैषामेष दोषो यतः स्वामिसदृशा एव भवन्ति भृत्याः ।

‘जानामि’ धातुरूपे कः धातुः ?

(1) जा

(2) जन्

(3) विद्

(4) जान्

[Question ID = 286][Question Description = CTET_P1_PART_4_L1_SET_112_SANSKRIT_Q97]

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

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

कश्चित् गोमार्युनाम शृगालः क्षुत्क्षामकंठः इतस्ततः परिभ्रमन् वने सैन्यद्वयसंग्रामभूमिमपश्यत् । तस्याञ्च दुन्दुभेः पतितस्य वायुवशात् वल्लीशाखाग्रैः हन्यमानस्य शब्दमशृणोत् । अथ क्षुभितहृदयश्चिन्तयामास । “अहो ! विनष्टोऽस्मि । तद्यावत् न अस्य प्रोच्चारितशब्दस्य दृष्टिगोचरे गच्छामि तावत् अन्यतो व्रजामि । अथवा नैतत् युज्यते सहसैव पितृपैतामहं वनं त्यक्तुम् ।

तत् तावत् जानामि कस्य अयं शब्दः” । धैर्यमालम्ब्य विमर्शयन् यावत् मन्दं मन्दं गच्छति तावत् दुन्दुभिम् अपश्यत् । स च तं परिज्ञाय समीपं गत्वा स्वयमेव कौतुकात् अताडयत् । भूयश्च हर्षात् अचिन्तयत् । “अहो ! चिरादेतत् अस्माकं महत् भोजनमापतितम्, तत् नूनं प्रभूतमांसमेदोऽसृग्मिः परिपूरितं भविष्यति” । ततः परुषचर्मावगुण्ठितं तत्कथमपि विदार्य्य एकदेशे छिद्रं कृत्वा संहृष्टमना मध्ये प्रविष्टः परं चर्मविदारणतोदंष्ट्राभङ्गः समजनि । अथ निराशीभूतः तत् दारुशेषमवलोक्य क्षोकमेनमपठत् । “पूर्वमेव मया ज्ञातम्” इति । “ततो न शब्दमात्रात् भेतव्यम्” । पिङ्गलक आह – “भोः । पश्य अयं मम सर्वोऽपि परिग्रहो भयव्याकुलितमनाः पलायितुमिच्छति । तत् कथमहं धैर्याविष्टम्भं करोमि” । सोऽब्रवीत् – “स्वामिन् ! नैषामेष दोषो यतः स्वामिसदृशा एव भवन्ति भृत्याः ।

‘व्रजामि’ इत्यस्य कोऽर्थः ?

- (1) जानामि
- (2) गच्छामि
- (3) दधामि
- (4) कथयामि

[Question ID = 287][Question Description = CTET_P1_PART_4_L1_SET_112_SANSKRIT_Q98]

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

9) निर्देशः : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेषु उचिततमम् उत्तरं चितुत ।

कश्चित् गोमार्युनाम शृगालः क्षुत्क्षामकंठः इतस्ततः परिभ्रमन् वने सैन्यद्वयसंग्रामभूमिमपश्यत् । तस्याञ्च दुन्दुभेः पतितस्य वायुवशात् वल्लीशाखाग्रैः हन्यमानस्य शब्दमशृणोत् । अथ क्षुभितहृदयश्चिन्तयामास । “अहो ! विनष्टोऽस्मि । तद्यावत् न अस्य प्रोच्चारितशब्दस्य दृष्टिगोचरे गच्छामि तावत् अन्यतो व्रजामि । अथवा नैतत् युज्यते सहसैव पितृपैतामहं वनं त्यक्तुम् ।

तत् तावत् जानामि कस्य अयं शब्दः” । धैर्यमालम्ब्य विमर्शयन् यावत् मन्दं मन्दं गच्छति तावत् दुन्दुभिम् अपश्यत् । स च तं परिज्ञाय समीपं गत्वा स्वयमेव कौतुकात् अताडयत् । भूयश्च हर्षात् अचिन्तयत् । “अहो ! चिरादेतत् अस्माकं महत् भोजनमापतितम्, तत् नूनं प्रभूतमांसमेदोऽसृग्मिः परिपूरितं भविष्यति” । ततः परुषचर्मावगुण्ठितं तत्कथमपि विदार्य एकदेशे छिद्रं कृत्वा संहृष्टमना मध्ये प्रविष्टः परं चर्मविदारणतोदंष्ट्राभङ्गः समजनि । अथ निराशीभूतः तत् दारुशेषमवलोक्य क्षोकमेनमपठत् । “पूर्वमेव मया ज्ञातम्” इति । “ततो न शब्दमात्रात् भेतव्यम्” । पिङ्गलक आह – “भोः । पश्य अयं मम सर्वोऽपि परिग्रहो भयव्याकुलितमनाः पलायितुमिच्छति । तत् कथमहं धैर्यावष्टम्भं करोमि” । सोऽब्रवीत् – “स्वामिन् ! नैषामेष दोषो यतः स्वामिसदृशा एव भवन्ति भृत्याः ।

‘हन्यमानः’ इत्यत्र कः कृत्प्रत्ययः ?

- (1) शानच्
- (2) मानच्
- (3) मान
- (4) कान्

[Question ID = 288][Question Description = CTET_P1_PART_4_L1_SET_112_SANSKRIT_Q99]

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

Topic:- Sanskrit_Q100-105_L1_P1_CTET

1) निर्देशः : अधोलिखितानि पद्यानि पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेषु उचिततमम् उत्तरं चिनुत ।

भये वा यदि वा हर्षे संप्राप्ते यो विमर्शयेत् ।

कृत्यं न कुरुते वेगान्न स सन्तापमाप्नुयात् ॥ 1 ॥

अश्वः शस्त्रं शास्त्रं वीणा वाणी नरश्च नारी च ।

पुरुषविशेषं प्राप्ता भवन्त्ययोग्याश्च योग्याश्च ॥ 2 ॥

सदैवापद्रुतो राजा भोग्यो भवति मन्त्रिणाम् ।

अत एव हि वाञ्छन्ति मन्त्रिणः सापदं नृपम् ॥ 3 ॥

दुःखमित्येव यत् कर्म काय क्लेशभयात्त्यजेत् ।

स कृत्वा राजसं त्यागं नैव त्यागफलं लभेत् ॥ 4 ॥

अभिवादनशीलस्य नित्यं वृद्धोपसेविनः ।

चत्वारि तस्य वर्धन्ते आयुर्विद्या यशो बलम् ॥ 5 ॥

सन्तापं कः न आप्नुयात् ?

(1) यः हर्षे भये वा प्राप्ते विमर्शयेत्

(2) यः कार्यं वेगात् कुर्यात्

(3) यः भयावसरे निलीयते

(4) यः केवलं हर्षे सम्प्राप्ते विमर्शयेत्

[Question ID = 289][Question Description = CTET_P1_PART_4_L1_SET_112_SANSKRIT_Q100]

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

2) निर्देशः : अधोलिखितानि पद्यानि पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेषु उचिततमम् उत्तरं चिनुत ।

भये वा यदि वा हर्षे संप्राप्ते यो विमर्शयेत् ।

कृत्यं न कुरुते वेगान्न स सन्तापमाप्नुयात् ॥ 1 ॥

अश्वः शस्त्रं शास्त्रं वीणा वाणी नरश्च नारी च ।

पुरुषविशेषं प्राप्ता भवन्त्ययोग्याश्च योग्याश्च ॥ 2 ॥

सदैवापद्रुतो राजा भोग्यो भवति मन्त्रिणाम् ।

अत एव हि वाञ्छन्ति मन्त्रिणः सापदं नृपम् ॥ 3 ॥

दुःखमित्येव यत् कर्म काय क्लेशभयात्त्यजेत् ।

स कृत्वा राजसं त्यागं नैव त्यागफलं लभेत् ॥ 4 ॥

अभिवादनशीलस्य नित्यं वृद्धोपसेविनः ।

चत्वारि तस्य वर्धन्ते आयुर्विद्या यशो बलम् ॥ 5 ॥

अश्वः कदा अयोग्यः भवति ?

(1) यदा कार्ये न योज्यते

(2) यदा वृद्धः भवति

(3) यदा योग्यपुरुषं न प्राप्नोति

(4) यदा क्षतः भवति

[Question ID = 290][Question Description = CTET_P1_PART_4_L1_SET_112_SANSKRIT_Q101]

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

3) निर्देशः : अधोलिखितानि पद्यानि पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेषु उचिततमम् उत्तरं चिनुत ।

भये वा यदि वा हर्षे संप्राप्ते यो विमर्शयेत् ।

कृत्यं न कुरुते वेगान्न स सन्तापमाप्नुयात् ॥ 1 ॥

अश्वः शस्त्रं शास्त्रं वीणा वाणी नरश्च नारी च ।

पुरुषविशेषं प्राप्ता भवन्त्ययोग्याश्च योग्याश्च ॥ 2 ॥

सदैवापद्रुतो राजा भोग्यो भवति मन्त्रिणाम् ।

अत एव हि वाञ्छन्ति मन्त्रिणः सापदं नृपम् ॥ 3 ॥

दुःखमित्येव यत् कर्म काय क्लेशभयात्त्यजेत् ।

स कृत्वा राजसं त्यागं नैव त्यागफलं लभेत् ॥ 4 ॥

अभिवादनशीलस्य नित्यं वृद्धोपसेविनः ।

चत्वारि तस्य वर्धन्ते आयुर्विद्या यशो बलम् ॥ 5 ॥

मन्त्रिणः आपद्युक्तं नृपं किमर्थम् वाञ्छन्ति ?

(1) यतः मन्त्रिणः स्वयं राज्यलोलुपाः भवन्ति ।

(2) यतः आपद्ग्रस्तः राजा मन्त्रिणां भोग्यो भवति ।

(3) आपद्ग्रस्तः राजा दुर्बलो भूत्वा रुग्णो भवति ।

(4) आपद्ग्रस्तः राजा शीघ्रमेव मृत्युं प्राप्नोति, मन्त्रिणः तस्य धनं वाञ्छन्ति ।

[Question ID = 291][Question Description = CTET_P1_PART_4_L1_SET_112_SANSKRIT_Q102]

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

4) निर्देशः : अधोलिखितानि पद्यानि पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेषु उचिततमम् उत्तरं चिनुत ।

भये वा यदि वा हर्षे संप्राप्ते यो विमर्शयेत् ।

कृत्यं न कुरुते वेगान्न स सन्तापमाप्नुयात् ॥ 1 ॥

अश्वः शस्त्रं शास्त्रं वीणा वाणी नरश्च नारी च ।

पुरुषविशेषं प्राप्ता भवन्त्ययोग्याश्च योग्याश्च ॥ 2 ॥

सदैवापद्रुतो राजा भोग्यो भवति मन्त्रिणाम् ।

अत एव हि वाञ्छन्ति मन्त्रिणः सापदं नृपम् ॥ 3 ॥

दुःखमित्येव यत् कर्म काय क्लेशभयात्त्यजेत् ।

स कृत्वा राजसं त्यागं नैव त्यागफलं लभेत् ॥ 4 ॥

अभिवादनशीलस्य नित्यं वृद्धोपसेविनः ।

चत्वारि तस्य वर्धन्ते आयुर्विद्या यशो बलम् ॥ 5 ॥

‘त्यजेत्’ इत्यस्मिन् धातुरूपे कः लकारः ?

(1) लोट्

(2) विधिलिङ्

(3) आशीर्लिङ्

(4) लृट्

[Question ID = 292][Question Description = CTET_P1_PART_4_L1_SET_112_SANSKRIT_Q103]

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

5) निर्देशः : अधोलिखितानि पद्यानि पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेषु उचिततमम् उत्तरं चिनुत ।

भये वा यदि वा हर्षे संप्राप्ते यो विमर्शयेत् ।

कृत्यं न कुरुते वेगान्न स सन्तापमाप्नुयात् ॥ 1 ॥

अश्वः शस्त्रं शास्त्रं वीणा वाणी नरश्च नारी च ।

पुरुषविशेषं प्राप्ता भवन्त्ययोग्याश्च योग्याश्च ॥ 2 ॥

सदैवापद्रुतो राजा भोग्यो भवति मन्त्रिणाम् ।

अत एव हि वाञ्छन्ति मन्त्रिणः सापदं नृपम् ॥ 3 ॥

दुःखमित्येव यत् कर्म काय क्लेशभयात्त्यजेत् ।

स कृत्वा राजसं त्यागं नैव त्यागफलं लभेत् ॥ 4 ॥

अभिवादनशीलस्य नित्यं वृद्धोपसेविनः ।

चत्वारि तस्य वर्धन्ते आयुर्विद्या यशो बलम् ॥ 5 ॥

‘वाञ्छन्ति’ इत्यस्यर्थे कोऽन्यः शब्दः प्रयोक्तुं शक्यते ?

(1) सेवन्ते

(2) गच्छन्ति

(3) इच्छन्ति

(4) नियन्त्रयन्ति

[Question ID = 293][Question Description = CTET_P1_PART_4_L1_SET_112_SANSKRIT_Q104]

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

6) निर्देशः : अधोलिखितानि पद्यानि पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेषु उचिततमम् उत्तरं चिनुत ।

भये वा यदि वा हर्षे संप्राप्ते यो विमर्शयेत् ।

कृत्यं न कुरुते वेगान्न स सन्तापमाप्नुयात् ॥ 1 ॥

अश्वः शस्त्रं शास्त्रं वीणा वाणी नरश्च नारी च ।

पुरुषविशेषं प्राप्ता भवन्त्ययोग्याश्च योग्याश्च ॥ 2 ॥

सदैवापद्रुतो राजा भोग्यो भवति मन्त्रिणाम् ।

अत एव हि वाञ्छन्ति मन्त्रिणः सापदं नृपम् ॥ 3 ॥

दुःखमित्येव यत् कर्म काय क्लेशभयात्त्यजेत् ।

स कृत्वा राजसं त्यागं नैव त्यागफलं लभेत् ॥ 4 ॥

अभिवादनशीलस्य नित्यं वृद्धोपसेविनः ।

चत्वारि तस्य वर्धन्ते आयुर्विद्या यशो बलम् ॥ 5 ॥

‘प्राप्त’ इत्यत्र कः धातुः क प्रत्ययः ?

(1) प्राप् + त

(2) प्राप् + क्त

(3) आप् + क्त

(4) आप् + तस्

[Question ID = 294][Question Description = CTET_P1_PART_4_L1_SET_112_SANSKRIT_Q105]

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

Topic:- Sanskrit_Q106-120_L1_P1_CTET

1) एकाधिकभाषायाः ज्ञानम्

(1) भाषाकक्षायाम् अध्यापकाय भारो भवति ।

(2) नवीनकक्षायां पठन्तः छात्राः समरूपाः भवन्ति ।

(3) एषा नवीनां भाषां शिक्षयितुं पाठयितुं च सहायका भवति ।

(4) नवीनभाषायाः शिक्षणे बाधा भवति ।

[Question ID = 295][Question Description = CTET_P1_PART_4_L1_SET_112_SANSKRIT_Q106]

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

2) कश्चिद् अध्यापकः मन्यते यत् बालकाः स्वमस्तिष्के व्याकरणनियमैः सह जायते । अतः ते कामपि भाषां शिक्षितुमर्हन्ति । भाषाविषयका इयं अवधारणा निम्नलिखितेन सह सम्बद्धा अस्ति

(1) व्यवहारवादेन

(2) संज्ञानवादेन

(3) प्रकृतिवादेन

(4) संरचनावादेन

[Question ID = 296][Question Description = CTET_P1_PART_4_L1_SET_112_SANSKRIT_Q107]

1. 1 [Option ID = 1181]

2. 2 [Option ID = 1182]

3. 3 [Option ID = 1183]

4. 4 [Option ID = 1184]

3) पुस्तकालये पुस्तकालयहोरायां छात्राः गच्छन्ति तथा स्वरुचेः पुस्तकानि पठन्ति । ते संलग्नाः सन्ति

(1) गहनपठने

(2) परिवीक्षणे (Scanning)

(3) विस्तृतपठने

(4) समालोचनात्मकपठने

[Question ID = 297][Question Description = CTET_P1_PART_4_L1_SET_112_SANSKRIT_Q108]

1. 1 [Option ID = 1185]

2. 2 [Option ID = 1186]

3. 3 [Option ID = 1187]

4. 4 [Option ID = 1188]

4) कक्षायाः मुद्रण-समृद्ध-परिवेशस्य अर्थोऽस्ति

(1) कक्षायां बालकानां पुस्तकैः तथा अन्य पठनपदार्थैः सम्पर्कः

(2) बालकान् मुद्रण-हस्तलेखं लेखयितुम् प्रेरणम्

(3) बालकान् हस्तमुद्रणस्य शिक्षणम्

(4) बालकान् आसन्न परिवेशात् अप्रयोज्य - सामग्र्याः एकत्रीकर्तुं कथनम् । तस्याः च कस्यापि वस्तुनः निर्माणम्

[Question ID = 298][Question Description = CTET_P1_PART_4_L1_SET_112_SANSKRIT_Q109]

1. 1 [Option ID = 1189]

2. 2 [Option ID = 1190]

3. 3 [Option ID = 1191]

4. 4 [Option ID = 1192]

5) ध्वनिज्ञानस्य तिस्रः अवस्थाः सन्ति

- (1) मात्राः, शब्दाः, वाक्यानि
- (2) ध्वनयः, उच्चता, स्वरसामंजस्यम्
- (3) मात्राः, अन्त्यानुप्रासयुक्ता कविता, ध्वनिग्रामाः
- (4) गहनता, गतिः, लयः

[Question ID = 299][Question Description = CTET_P1_PART_4_L1_SET_112_SANSKRIT_Q110]

- 1. 1 [Option ID = 1193]
- 2. 2 [Option ID = 1194]
- 3. 3 [Option ID = 1195]
- 4. 4 [Option ID = 1196]

6) कस्मिन् आयुषि त्रयेषु स्तरेषु अर्थात् मात्रा, अन्त्यानुप्रासयुक्ता कविता तथा ध्वनिग्रामाः इत्येतेषां ज्ञानविकासः प्रारभते ?

- (1) 3 – 4 वर्षस्य आयुषि
- (2) 4 – 5 वर्षस्य आयुषि
- (3) 5 – 6 वर्षस्य आयुषि
- (4) 6 – 7 वर्षस्य आयुषि

[Question ID = 300][Question Description = CTET_P1_PART_4_L1_SET_112_SANSKRIT_Q111]

- 1. 1 [Option ID = 1197]
- 2. 2 [Option ID = 1198]
- 3. 3 [Option ID = 1199]
- 4. 4 [Option ID = 1200]

7) मानक-पठन-परीक्षार्थं पञ्चमक्षां सज्जीकर्तुं, अध्यापकेन परामर्शः दीयते

- (1) छात्राः निर्देश्याः यत् परीक्षा अतीव महत्त्वपूर्णा अस्ति, अतः तैः यत्कर्तुं शक्यते तत् सर्वश्रेष्ठयोगेन करणीयम् ।
- (2) निम्नस्तरीयछात्रान् परीक्षोपयोगिनं शिक्षणं अतिरिक्तकाले दातव्यम् ।
- (3) परीक्षायां पृष्ठव्यानि सम्भावित-प्रश्नोत्तराणि अभ्यासयितव्यानि ।
- (4) छात्रेभ्यः मानक परीक्षायाः विशेषताः व्याख्यातव्याः ।

[Question ID = 301][Question Description = CTET_P1_PART_4_L1_SET_112_SANSKRIT_Q112]

- 1. 1 [Option ID = 1201]
- 2. 2 [Option ID = 1202]
- 3. 3 [Option ID = 1203]
- 4. 4 [Option ID = 1204]

8) भाषाकक्षायां कश्चिद् अध्यापकः प्रत्येकं छात्रे व्यक्तिगतरूपेण नवीनपाठ्यं पठितुं सहायतार्थं ध्यानं ददाति । अयं अध्यापकः विश्वसिति यत्

- (1) छात्राः सदैव समूहेषु सुष्ठु शिक्षन्ते ।
- (2) अध्यापक-प्रशिक्षण-कार्यक्रमाः एतत् निर्धारयन्ति ।
- (3) एतद् अध्यापकान् प्रत्येकं छात्रं अनुशासितुं उत्कृष्टतरान् अवसरान् प्रददाति ।
- (4) छात्राः भिन्न गतिना भिन्न प्रकारेण च शिक्षन्ते ।

[Question ID = 302][Question Description = CTET_P1_PART_4_L1_SET_112_SANSKRIT_Q113]

1. 1 [Option ID = 1205]
2. 2 [Option ID = 1206]
3. 3 [Option ID = 1207]
4. 4 [Option ID = 1208]

9) प्राथमिकस्तरे मातृभाषामाध्यमेन पाठयितुं श्रेयस्तरं भवति यतः

- (1) एतद् अध्यापके आत्मविश्वासं जनयति ।
- (2) एतद् अध्यापनं सरलं करोति ।
- (3) बौद्धिकविकासे एतत् सहायकं भवति ।
- (4) एतत् छात्रान् प्राकृतिक-वातावरणे पठने सहायतां करोति ।

[Question ID = 303][Question Description = CTET_P1_PART_4_L1_SET_112_SANSKRIT_Q114]

1. 1 [Option ID = 1209]
2. 2 [Option ID = 1210]
3. 3 [Option ID = 1211]
4. 4 [Option ID = 1212]

10) निवेश-समृद्ध वातावरणं प्राथमिकस्तरे भाषाशिक्षणे महत्त्वपूर्णयोगदानं दातुं शक्नोति यतः एतत् छात्रं साहाय्यं प्रददाति

- (1) अभीष्टलक्ष्यभाषायाः व्याकरणनियमान् स्मर्तुम् ।
- (2) भाषायाः संरचनां ज्ञातुम् ।
- (3) लक्ष्यभाषायाः गृहभाषायां अनुवादेन भाषां शिक्षितुम् ।
- (4) तादृशं अवसरं प्रदातुं यादृशे भाषा, दृश्यते, अवलोक्यते (Noticed) शिक्ष्यते च ।

[Question ID = 304][Question Description = CTET_P1_PART_4_L1_SET_112_SANSKRIT_Q115]

1. 1 [Option ID = 1213]
2. 2 [Option ID = 1214]
3. 3 [Option ID = 1215]
4. 4 [Option ID = 1216]

11) प्राक्-लेखनप्रक्रियायां अध्यापकः छात्रान् लेखनार्थं सज्जीकरणाय स्वविचारान् संग्रहितुं कथयति । निम्नलिखितासु पद्धतिषु कतमा प्राक्-लेखनप्रक्रियायाः अङ्गं नास्ति ?

- (1) बौद्धिक-रूपरेखा
- (2) स्वतन्त्र लेखनम्
- (3) विचारोत्तेजनम्
- (4) सहपाठिना पुनरवलोकनम्

[Question ID = 305][Question Description = CTET_P1_PART_4_L1_SET_112_SANSKRIT_Q116]

1. 1 [Option ID = 1217]
2. 2 [Option ID = 1218]
3. 3 [Option ID = 1219]
4. 4 [Option ID = 1220]

12) सहपाठिभिः पुनर्वीक्षणं छात्राणां लेखनप्रक्रियापरिष्कारार्थं एका महत्त्वपूर्णा पद्धतिरस्ति । अस्याः उद्देश्यं एतत् स्यात्

- (1) सहपाठिनां दोषान् कथयितुं छात्रान् विश्वासपूर्णान् कर्तुम् ।
- (2) सहपाठिभ्यः रचनात्मक-प्रतिपुष्टिं दातुं या तेषां आलेखान् अधिकतरं परिष्कृतान् कुर्यात् ।
- (3) तेषां लेखनाय नवविचारान् उत्पादयितुं विकासयितुम् च ।
- (4) विचारान् योजयितुं, लेखनाय अनुच्छेदान् निर्मातुं छात्रान् योग्यान् कर्तुम् ।

[Question ID = 306][Question Description = CTET_P1_PART_4_L1_SET_112_SANSKRIT_Q117]

1. 1 [Option ID = 1221]
2. 2 [Option ID = 1222]
3. 3 [Option ID = 1223]
4. 4 [Option ID = 1224]

13) पियाजे महोदयस्य अनुसारं संज्ञानात्मकविकासस्य प्रथमावस्थायाः अन्ते भाषा प्रारभते । एतत्कथ्यते

- (1) आकृतिबोधात्मकता (Spatial awareness)
- (2) प्रतीकात्मक-विचारः (Symbolic thought)
- (3) बौद्धिकरूपरेखा (Mental map)
- (4) पदार्थ-स्थायित्व (Objective permanence)

[Question ID = 307][Question Description = CTET_P1_PART_4_L1_SET_112_SANSKRIT_Q118]

1. 1 [Option ID = 1225]
2. 2 [Option ID = 1226]
3. 3 [Option ID = 1227]
4. 4 [Option ID = 1228]

14) एकां कथां पठित्वा, गीता स्वशब्देषु तां कथां पुनः कथयति । स्थित्यनुसारं सा कथायां नवीन पात्राणि, घटनाश्च समावेशयति । अध्यापकेन किं कर्तव्यम् ?

- (1) बालकं संशोधयेत्
- (2) बालकस्य प्रशंसा करणीया
- (3) बालकं दण्डयेत्
- (4) बालकः उपेक्षितव्यः

[Question ID = 308][Question Description = CTET_P1_PART_4_L1_SET_112_SANSKRIT_Q119]

- 1. 1 [Option ID = 1229]
- 2. 2 [Option ID = 1230]
- 3. 3 [Option ID = 1231]
- 4. 4 [Option ID = 1232]

15) कूजनम्, अस्पष्टवाक् शिशोः प्रथमो भाषा-ध्वनिरस्ति । अत्र कूजनम् भवति

- (1) भाषायाः तत्स्वरूपं यत् शिशुभिः, चलनोन्मुखबालकैः सह वार्तालापं कर्तुं परिणतजनैः प्रयुज्यते ।
- (2) प्रायः मासद्वयस्य आयुषः शिशुभिः ये स्वरसदृशाः मधुरध्वनयः उच्चार्यन्ते ।
- (3) षण्मासस्य आयुषः समीपं बालकैः स्वर-व्यञ्जन मिश्रणयुक्ता ये ध्वनयः दीर्घतानेषु पुनः पुनः उच्चार्यन्ते ।
- (4) परिणतजनैः ये ध्वनयः उच्चार्यन्ते ते एव लघुवाक्येषु उच्चतानैः बालकैः भाष्यन्ते ।

[Question ID = 309][Question Description = CTET_P1_PART_4_L1_SET_112_SANSKRIT_Q120]

- 1. 1 [Option ID = 1233]
- 2. 2 [Option ID = 1234]
- 3. 3 [Option ID = 1235]
- 4. 4 [Option ID = 1236]

Topic:- ENG_Q121-128_L2_P1_CTET

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

1. An individual, in a state of well-being at one point of time, may be pushed into distress by an event or situation but may be able to bounce back to the state of well-being again. For example, after being isolated from a peer group, a child might initially feel low and experience distress. The child might not be able to concentrate on studies or interact with others, but over a period of time may bounce back and find ways to deal with the problem and get back to doing things the child enjoys.

2. However, if the child is not able to function for a prolonged period of time and continues feeling distressed most of the time, it may be important to seek professional help to rule out an illness and seek timely help. Emotional well-being and mental health is to develop awareness about mental health skills, developing emotional well-being in self, and fostering and supporting one another in developing positive attitudes and accessing help when required. The emphasis is also on building awareness around various emotions and expressions, identify their own and their peers' personal strengths and skills to reach out for help, if and when required.

3. The knowledge about mental health helps in identifying and using their strengths to cope with stressful situations. After all, emotions are a part of life. Becoming aware of our emotions and labelling them is the first step in managing challenging emotions. Emotions are neither good nor bad but how they are expressed is more important. Developing awareness of emotions is a skill that builds over time and needs to be practised.

The phrasal verb 'bounce back' in para 1 means

- (1) enjoy
- (2) experience
- (3) recover
- (4) isolate

[Question ID = 370][Question Description = CTET_P1_PART_5_L2_SET_112_ENGLISH_Q121]

- 1. 1 [Option ID = 1477]
- 2. 2 [Option ID = 1478]
- 3. 3 [Option ID = 1479]
- 4. 4 [Option ID = 1480]

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

1. An individual, in a state of well-being at one point of time, may be pushed into distress by an event or situation but may be able to bounce back to the state of well-being again. For example, after being isolated from a peer group, a child might initially feel low and experience distress. The child might not be able to concentrate on studies or interact with others, but over a period of time may bounce back and find ways to deal with the problem and get back to doing things the child enjoys.

2. However, if the child is not able to function for a prolonged period of time and continues feeling distressed most of the time, it may be important to seek professional help to rule out an illness and seek timely help. Emotional well-being and mental health is to develop awareness about mental health skills, developing emotional well-being in self, and fostering and supporting one another in developing positive attitudes and accessing help when required. The emphasis is also on building awareness around various emotions and expressions, identify their own and their peers' personal strengths and skills to reach out for help, if and when required.

3. The knowledge about mental health helps in identifying and using their strengths to cope with stressful situations. After all, emotions are a part of life. Becoming aware of our emotions and labelling them is the first step in managing challenging emotions. Emotions are neither good nor bad but how they are expressed is more important. Developing awareness of emotions is a skill that builds over time and needs to be practised.

The underlined word in the expression 'important to seek professional help' means

- (1) search for
- (2) assist in
- (3) identify from
- (4) continue

[Question ID = 371][Question Description = CTET_P1_PART_5_L2_SET_112_ENGLISH_Q122]

- 1. 1 [Option ID = 1481]
- 2. 2 [Option ID = 1482]
- 3. 3 [Option ID = 1483]
- 4. 4 [Option ID = 1484]

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

1. An individual, in a state of well-being at one point of time, may be pushed into distress by an event or situation but may be able to bounce back to the state of well-being again. For example, after being isolated from a peer group, a child might initially feel low and experience distress. The child might not be able to concentrate on studies or interact with others, but over a period of time may bounce back and find ways to deal with the problem and get back to doing things the child enjoys.

2. However, if the child is not able to function for a prolonged period of time and continues feeling distressed most of the time, it may be important to seek professional help to rule out an illness and seek timely help. Emotional well-being and mental health is to develop awareness about mental health skills, developing emotional well-being in self, and fostering and supporting one another in developing positive attitudes and accessing help when required. The emphasis is also on building awareness around various emotions and expressions, identify their own and their peers' personal strengths and skills to reach out for help, if and when required.

3. The knowledge about mental health helps in identifying and using their strengths to cope with stressful situations. After all, emotions are a part of life. Becoming aware of our emotions and labelling them is the first step in managing challenging emotions. Emotions are neither good nor bad but how they are expressed is more important. Developing awareness of emotions is a skill that builds over time and needs to be practised.

The word 'initially' in para 1 is a/an

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

[Question ID = 372][Question Description = CTET_P1_PART_5_L2_SET_112_ENGLISH_Q123]

- 1. 1 [Option ID = 1485]
- 2. 2 [Option ID = 1486]
- 3. 3 [Option ID = 1487]
- 4. 4 [Option ID = 1488]

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

1. An individual, in a state of well-being at one point of time, may be pushed into distress by an event or situation but may be able to bounce back to the state of well-being again. For example, after being isolated from a peer group, a child might initially feel low and experience distress. The child might not be able to concentrate on studies or interact with others, but over a period of time may bounce back and find ways to deal with the problem and get back to doing things the child enjoys.

2. However, if the child is not able to function for a prolonged period of time and continues feeling distressed most of the time, it may be important to seek professional help to rule out an illness and seek timely help. Emotional well-being and mental health is to develop awareness about mental health skills, developing emotional well-being in self, and fostering and supporting one another in developing positive attitudes and accessing help when required. The emphasis is also on building awareness around various emotions and expressions, identify their own and their peers' personal strengths and skills to reach out for help, if and when required.

3. The knowledge about mental health helps in identifying and using their strengths to cope with stressful situations. After all, emotions are a part of life. Becoming aware of our emotions and labelling them is the first step in managing challenging emotions. Emotions are neither good nor bad but how they are expressed is more important. Developing awareness of emotions is a skill that builds over time and needs to be practised.

Which word in para 2 does **not** mean grooming or nurturing?

- (1) Fostering
- (2) Developing
- (3) Supporting
- (4) Accessing

[Question ID = 373][Question Description = CTET_P1_PART_5_L2_SET_112_ENGLISH_Q124]

- 1. 1 [Option ID = 1489]
- 2. 2 [Option ID = 1490]
- 3. 3 [Option ID = 1491]
- 4. 4 [Option ID = 1492]

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

1. An individual, in a state of well-being at one point of time, may be pushed into distress by an event or situation but may be able to bounce back to the state of well-being again. For example, after being isolated from a peer group, a child might initially feel low and experience distress. The child might not be able to concentrate on studies or interact with others, but over a period of time may bounce back and find ways to deal with the problem and get back to doing things the child enjoys.

2. However, if the child is not able to function for a prolonged period of time and continues feeling distressed most of the time, it may be important to seek professional help to rule out an illness and seek timely help. Emotional well-being and mental health is to develop awareness about mental health skills, developing emotional well-being in self, and fostering and supporting one another in developing positive attitudes and accessing help when required. The emphasis is also on building awareness around various emotions and expressions, identify their own and their peers' personal strengths and skills to reach out for help, if and when required.

3. The knowledge about mental health helps in identifying and using their strengths to cope with stressful situations. After all, emotions are a part of life. Becoming aware of our emotions and labelling them is the first step in managing challenging emotions. Emotions are neither good nor bad but how they are expressed is more important. Developing awareness of emotions is a skill that builds over time and needs to be practised.

According to the writer, a child needs to seek professional help if

- (1) the child does things he/she enjoys.
- (2) the child recovers after being isolated from a peer group.
- (3) the child is unable to function for an extended period of time.
- (4) the child feels distressed for a short span of time.

[Question ID = 374][Question Description = CTET_P1_PART_5_L2_SET_112_ENGLISH_Q125]

- 1. 1 [Option ID = 1493]
- 2. 2 [Option ID = 1494]
- 3. 3 [Option ID = 1495]
- 4. 4 [Option ID = 1496]

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

1. An individual, in a state of well-being at one point of time, may be pushed into distress by an event or situation but may be able to bounce back to the state of well-being again. For example, after being isolated from a peer group, a child might initially feel low and experience distress. The child might not be able to concentrate on studies or interact with others, but over a period of time may bounce back and find ways to deal with the problem and get back to doing things the child enjoys.

2. However, if the child is not able to function for a prolonged period of time and continues feeling distressed most of the time, it may be important to seek professional help to rule out an illness and seek timely help. Emotional well-being and mental health is to develop awareness about mental health skills, developing emotional well-being in self, and fostering and supporting one another in developing positive attitudes and accessing help when required. The emphasis is also on building awareness around various emotions and expressions, identify their own and their peers' personal strengths and skills to reach out for help, if and when required.

3. The knowledge about mental health helps in identifying and using their strengths to cope with stressful situations. After all, emotions are a part of life. Becoming aware of our emotions and labelling them is the first step in managing challenging emotions. Emotions are neither good nor bad but how they are expressed is more important. Developing awareness of emotions is a skill that builds over time and needs to be practised.

What is the writer trying to convey in this passage ?

- (1) Handling challenging emotions is a skill impossible to acquire.
- (2) Importance of emotional well-being and mental health.
- (3) How one can be pushed into distress by an event.
- (4) Seeking professional help is not necessary when you are feeling low.

[Question ID = 375][Question Description = CTET_P1_PART_5_L2_SET_112_ENGLISH_Q126]

- 1. 1 [Option ID = 1497]
- 2. 2 [Option ID = 1498]
- 3. 3 [Option ID = 1499]
- 4. 4 [Option ID = 1500]

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

1. An individual, in a state of well-being at one point of time, may be pushed into distress by an event or situation but may be able to bounce back to the state of well-being again. For example, after being isolated from a peer group, a child might initially feel low and experience distress. The child might not be able to concentrate on studies or interact with others, but over a period of time may bounce back and find ways to deal with the problem and get back to doing things the child enjoys.

2. However, if the child is not able to function for a prolonged period of time and continues feeling distressed most of the time, it may be important to seek professional help to rule out an illness and seek timely help. Emotional well-being and mental health is to develop awareness about mental health skills, developing emotional well-being in self, and fostering and supporting one another in developing positive attitudes and accessing help when required. The emphasis is also on building awareness around various emotions and expressions, identify their own and their peers' personal strengths and skills to reach out for help, if and when required.

3. The knowledge about mental health helps in identifying and using their strengths to cope with stressful situations. After all, emotions are a part of life. Becoming aware of our emotions and labelling them is the first step in managing challenging emotions. Emotions are neither good nor bad but how they are expressed is more important. Developing awareness of emotions is a skill that builds over time and needs to be practised.

'If the child continues feeling distressed.' In this sentence, the underlined words mean

(1) experiencing anger

(2) feeling ignored

(3) experiencing anguish

(4) feeling surprised

[Question ID = 376][Question Description = CTET_P1_PART_5_L2_SET_112_ENGLISH_Q127]

1. 1 [Option ID = 1501]
2. 2 [Option ID = 1502]
3. 3 [Option ID = 1503]
4. 4 [Option ID = 1504]

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

1. An individual, in a state of well-being at one point of time, may be pushed into distress by an event or situation but may be able to bounce back to the state of well-being again. For example, after being isolated from a peer group, a child might initially feel low and experience distress. The child might not be able to concentrate on studies or interact with others, but over a period of time may bounce back and find ways to deal with the problem and get back to doing things the child enjoys.

2. However, if the child is not able to function for a prolonged period of time and continues feeling distressed most of the time, it may be important to seek professional help to rule out an illness and seek timely help. Emotional well-being and mental health is to develop awareness about mental health skills, developing emotional well-being in self, and fostering and supporting one another in developing positive attitudes and accessing help when required. The emphasis is also on building awareness around various emotions and expressions, identify their own and their peers' personal strengths and skills to reach out for help, if and when required.

3. The knowledge about mental health helps in identifying and using their strengths to cope with stressful situations. After all, emotions are a part of life. Becoming aware of our emotions and labelling them is the first step in managing challenging emotions. Emotions are neither good nor bad but how they are expressed is more important. Developing awareness of emotions is a skill that builds over time and needs to be practised.

Read the following statements :

- (A) Having awareness of various emotions is of great importance for one's emotional well-being.
- (B) Emotions are either good or bad.
- (C) Emotions can be managed over time by practice.

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

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

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

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

[Question ID = 377][Question Description = CTET_P1_PART_5_L2_SET_112_ENGLISH_Q128]

- 1. 1 [Option ID = 1505]
- 2. 2 [Option ID = 1506]
- 3. 3 [Option ID = 1507]
- 4. 4 [Option ID = 1508]

Topic:- ENG_Q129-135_L2_P1_CTET

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

1. People my age dislike doing science at high school. I go to one where science subjects are popular. We frequently have special Science Days which are organized by our Headmaster and teachers. On these days, people working in science are invited to discuss about their jobs. On the last Science Day we had no idea what was planned – a real working robot came to spend the day with us! It was fantastic! The robot's name was Gizmo. We were told he was the most advanced robot in the world, we quickly realized he was no ordinary machine. He could do amazing things like walking up and down the stairs, waving and even dancing to rock music. He was about the same size as us, with long arms and legs, but apart from that not at all similar to a real person. Instead of a face, he had a helmet like a spaceman's. It was very exciting to come face-to-face with latest technology.

2. The company that Gizmo belongs to said it actually took them 20 years to make him, but they think that within another 20 years, he will be a common sight in homes. Everyone liked the way Gizmo behaved, as he always said 'please' and 'thank you', and even fetched our drinks and snacks. The funny thing about Gizmo was that he could do many things, but when we tried to make conversation, he didn't say anything. The company that developed the robot hopes that they can make one that will do complicated things like having discussions one day. The day with Gizmo was a success. Many of us now want to go into careers in science and technology — which was just the result our Headmaster wanted. He said the day had been worth the hard work.

What according to the writer was 'fantastic' at school one day ?

- (1) Conducting a debate on 'science and its achievement'
- (2) The visit of a real working robot
- (3) Talks by people of science
- (4) The writer learning to make a robot

[Question ID = 378][Question Description = CTET_P1_PART_5_L2_SET_112_ENGLISH_Q129]

- 1. 1 [Option ID = 1509]
- 2. 2 [Option ID = 1510]
- 3. 3 [Option ID = 1511]
- 4. 4 [Option ID = 1512]

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

1. People my age dislike doing science at high school. I go to one where science subjects are popular. We frequently have special Science Days which are organized by our Headmaster and teachers. On these days, people working in science are invited to discuss about their jobs. On the last Science Day we had no idea what was planned – a real working robot came to spend the day with us! It was fantastic! The robot's name was Gizmo. We were told he was the most advanced robot in the world, we quickly realized he was no ordinary machine. He could do amazing things like walking up and down the stairs, waving and even dancing to rock music. He was about the same size as us, with long arms and legs, but apart from that not at all similar to a real person. Instead of a face, he had a helmet like a spaceman's. It was very exciting to come face-to-face with latest technology.

2. The company that Gizmo belongs to said it actually took them 20 years to make him, but they think that within another 20 years, he will be a common sight in homes. Everyone liked the way Gizmo behaved, as he always said 'please' and 'thank you', and even fetched our drinks and snacks. The funny thing about Gizmo was that he could do many things, but when we tried to make conversation, he didn't say anything. The company that developed the robot hopes that they can make one that will do complicated things like having discussions one day. The day with Gizmo was a success. Many of us now want to go into careers in science and technology — which was just the result our Headmaster wanted. He said the day had been worth the hard work.

The company that made Gizmo, believes that

- (1) giving robots human features is impossible.
- (2) all school children can make robots like Gizmo.
- (3) schools will be run by robots shortly.
- (4) gizmo will be a common household item eventually.

[Question ID = 379][Question Description = CTET_P1_PART_5_L2_SET_112_ENGLISH_Q130]

- 1. 1 [Option ID = 1513]
- 2. 2 [Option ID = 1514]
- 3. 3 [Option ID = 1515]
- 4. 4 [Option ID = 1516]

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

1. People my age dislike doing science at high school. I go to one where science subjects are popular. We frequently have special Science Days which are organized by our Headmaster and teachers. On these days, people working in science are invited to discuss about their jobs. On the last Science Day we had no idea what was planned – a real working robot came to spend the day with us! It was fantastic! The robot's name was Gizmo. We were told he was the most advanced robot in the world, we quickly realized he was no ordinary machine. He could do amazing things like walking up and down the stairs, waving and even dancing to rock music. He was about the same size as us, with long arms and legs, but apart from that not at all similar to a real person. Instead of a face, he had a helmet like a spaceman's. It was very exciting to come face-to-face with latest technology.

2. The company that Gizmo belongs to said it actually took them 20 years to make him, but they think that within another 20 years, he will be a common sight in homes. Everyone liked the way Gizmo behaved, as he always said 'please' and 'thank you', and even fetched our drinks and snacks. The funny thing about Gizmo was that he could do many things, but when we tried to make conversation, he didn't say anything. The company that developed the robot hopes that they can make one that will do complicated things like having discussions one day. The day with Gizmo was a success. Many of us now want to go into careers in science and technology — which was just the result our Headmaster wanted. He said the day had been worth the hard work.

Which word in para 1 means standard/usual?

- (1) Amazing
- (2) Latest
- (3) Fantastic
- (4) Ordinary

[Question ID = 380][Question Description = CTET_P1_PART_5_L2_SET_112_ENGLISH_Q131]

- 1. 1 [Option ID = 1517]
- 2. 2 [Option ID = 1518]
- 3. 3 [Option ID = 1519]
- 4. 4 [Option ID = 1520]

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

1. People my age dislike doing science at high school. I go to one where science subjects are popular. We frequently have special Science Days which are organized by our Headmaster and teachers. On these days, people working in science are invited to discuss about their jobs. On the last Science Day we had no idea what was planned – a real working robot came to spend the day with us! It was fantastic! The robot's name was Gizmo. We were told he was the most advanced robot in the world, we quickly realized he was no ordinary machine. He could do amazing things like walking up and down the stairs, waving and even dancing to rock music. He was about the same size as us, with long arms and legs, but apart from that not at all similar to a real person. Instead of a face, he had a helmet like a spaceman's. It was very exciting to come face-to-face with latest technology.

2. The company that Gizmo belongs to said it actually took them 20 years to make him, but they think that within another 20 years, he will be a common sight in homes. Everyone liked the way Gizmo behaved, as he always said 'please' and 'thank you', and even fetched our drinks and snacks. The funny thing about Gizmo was that he could do many things, but when we tried to make conversation, he didn't say anything. The company that developed the robot hops that they can make one that will do complicated things like having discussions one day. The day with Gizmo was a success. Many of us now want to go into careers in science and technology — which was just the result our Headmaster wanted. He said the day had been worth the hard work.

The underlined word in the sentence in para 1 'He was about the same size as us', is a/an

- (1) Preposition
- (2) Adjective
- (3) Conjunction
- (4) Adverb

[Question ID = 381][Question Description = CTET_P1_PART_5_L2_SET_112_ENGLISH_Q132]

- 1. 1 [Option ID = 1521]
- 2. 2 [Option ID = 1522]
- 3. 3 [Option ID = 1523]
- 4. 4 [Option ID = 1524]

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

1. People my age dislike doing science at high school. I go to one where science subjects are popular. We frequently have special Science Days which are organized by our Headmaster and teachers. On these days, people working in science are invited to discuss about their jobs. On the last Science Day we had no idea what was planned – a real working robot came to spend the day with us! It was fantastic! The robot's name was Gizmo. We were told he was the most advanced robot in the world, we quickly realized he was no ordinary machine. He could do amazing things like walking up and down the stairs, waving and even dancing to rock music. He was about the same size as us, with long arms and legs, but apart from that not at all similar to a real person. Instead of a face, he had a helmet like a spaceman's. It was very exciting to come face-to-face with latest technology.

2. The company that Gizmo belongs to said it actually took them 20 years to make him, but they think that within another 20 years, he will be a common sight in homes. Everyone liked the way Gizmo behaved, as he always said 'please' and 'thank you', and even fetched our drinks and snacks. The funny thing about Gizmo was that he could do many things, but when we tried to make conversation, he didn't say anything. The company that developed the robot hopes that they can make one that will do complicated things like having discussions one day. The day with Gizmo was a success. Many of us now want to go into careers in science and technology — which was just the result our Headmaster wanted. He said the day had been worth the hard work.

Within another 20 years, he will be a common sight. The word 'within' is a/an

(1) Article

(2) Adjective

(3) Preposition

(4) Adverb

[Question ID = 382][Question Description = CTET_P1_PART_5_L2_SET_112_ENGLISH_Q133]

1. 1 [Option ID = 1525]
2. 2 [Option ID = 1526]
3. 3 [Option ID = 1527]
4. 4 [Option ID = 1528]

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

1. People my age dislike doing science at high school. I go to one where science subjects are popular. We frequently have special Science Days which are organized by our Headmaster and teachers. On these days, people working in science are invited to discuss about their jobs. On the last Science Day we had no idea what was planned – a real working robot came to spend the day with us! It was fantastic! The robot's name was Gizmo. We were told he was the most advanced robot in the world, we quickly realized he was no ordinary machine. He could do amazing things like walking up and down the stairs, waving and even dancing to rock music. He was about the same size as us, with long arms and legs, but apart from that not at all similar to a real person. Instead of a face, he had a helmet like a spaceman's. It was very exciting to come face-to-face with latest technology.

2. The company that Gizmo belongs to said it actually took them 20 years to make him, but they think that within another 20 years, he will be a common sight in homes. Everyone liked the way Gizmo behaved, as he always said 'please' and 'thank you', and even fetched our drinks and snacks. The funny thing about Gizmo was that he could do many things, but when we tried to make conversation, he didn't say anything. The company that developed the robot hopes that they can make one that will do complicated things like having discussions one day. The day with Gizmo was a success. Many of us now want to go into careers in science and technology — which was just the result our Headmaster wanted. He said the day had been worth the hard work.

What was the one thing that robot Gizmo could **not** do which other children could ?

- (1) Make conversation with others
- (2) Dance to rock music
- (3) Walk up and down the stairs
- (4) Fetch drinks and snacks for others

[Question ID = 383][Question Description = CTET_P1_PART_5_L2_SET_112_ENGLISH_Q134]

- 1. 1 [Option ID = 1529]
- 2. 2 [Option ID = 1530]
- 3. 3 [Option ID = 1531]
- 4. 4 [Option ID = 1532]

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

1. People my age dislike doing science at high school. I go to one where science subjects are popular. We frequently have special Science Days which are organized by our Headmaster and teachers. On these days, people working in science are invited to discuss about their jobs. On the last Science Day we had no idea what was planned – a real working robot came to spend the day with us! It was fantastic! The robot's name was Gizmo. We were told he was the most advanced robot in the world, we quickly realized he was no ordinary machine. He could do amazing things like walking up and down the stairs, waving and even dancing to rock music. He was about the same size as us, with long arms and legs, but apart from that not at all similar to a real person. Instead of a face, he had a helmet like a spaceman's. It was very exciting to come face-to-face with latest technology.

2. The company that Gizmo belongs to said it actually took them 20 years to make him, but they think that within another 20 years, he will be a common sight in homes. Everyone liked the way Gizmo behaved, as he always said 'please' and 'thank you', and even fetched our drinks and snacks. The funny thing about Gizmo was that he could do many things, but when we tried to make conversation, he didn't say anything. The company that developed the robot hopes that they can make one that will do complicated things like having discussions one day. The day with Gizmo was a success. Many of us now want to go into careers in science and technology — which was just the result our Headmaster wanted. He said the day had been worth the hard work.

Read the statements carefully :

- (A) The Science Day at high school was a success.
- (B) Many students wanted to pursue careers in science and technology.
- (C) The Headmaster felt that the effort made was not worth it.

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

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

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

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

[Question ID = 384][Question Description = CTET_P1_PART_5_L2_SET_112_ENGLISH_Q135]

- 1. 1 [Option ID = 1533]
- 2. 2 [Option ID = 1534]
- 3. 3 [Option ID = 1535]
- 4. 4 [Option ID = 1536]

Topic:- ENG_Q136-150_L2_P1_CTET

1) In language development, the words and word combinations that children use is known as

(1) Phoneme

(2) Reception

(3) Production

(4) Comprehension

[Question ID = 385][Question Description = CTET_P1_PART_5_L2_SET_112_ENGLISH_Q136]

- 1. 1 [Option ID = 1537]
- 2. 2 [Option ID = 1538]
- 3. 3 [Option ID = 1539]
- 4. 4 [Option ID = 1540]

2) The component of language concerned with understanding the meaning of words and word combinations is known as

- (1) phonology
- (2) semantics
- (3) pragmatics
- (4) grammar

[Question ID = 386][Question Description = CTET_P1_PART_5_L2_SET_112_ENGLISH_Q137]

- 1. 1 [Option ID = 1541]
- 2. 2 [Option ID = 1542]
- 3. 3 [Option ID = 1543]
- 4. 4 [Option ID = 1544]

3) The language _____ device permits children, as soon as they have acquired sufficient vocabulary, to combine words into grammatically consistent utterances and to understand the meaning of sentences they hear.

- (1) learning
- (2) acquisition
- (3) accommodation
- (4) extension

[Question ID = 387][Question Description = CTET_P1_PART_5_L2_SET_112_ENGLISH_Q138]

- 1. 1 [Option ID = 1545]
- 2. 2 [Option ID = 1546]
- 3. 3 [Option ID = 1547]
- 4. 4 [Option ID = 1548]

4) The purpose of diagnostic test in language learning is to :

- (1) give feedback to the parents in the mega PTMs.
- (2) record on the report card of students.
- (3) plan and prepare learners for competitive tests.
- (4) know the gaps in the understanding of learners.

[Question ID = 388][Question Description = CTET_P1_PART_5_L2_SET_112_ENGLISH_Q139]

- 1. 1 [Option ID = 1549]
- 2. 2 [Option ID = 1550]
- 3. 3 [Option ID = 1551]
- 4. 4 [Option ID = 1552]

5) In early childhood, language development and literacy development refers to

- (1) the same concept and can be used interchangeably.
- (2) two completely different concepts and they are unrelated.
- (3) two different concepts but can be used interchangeably.
- (4) two related concepts which cannot be used interchangeably.

[Question ID = 389][Question Description = CTET_P1_PART_5_L2_SET_112_ENGLISH_Q140]

- 1. 1 [Option ID = 1553]
- 2. 2 [Option ID = 1554]
- 3. 3 [Option ID = 1555]
- 4. 4 [Option ID = 1556]

6) Which of the following approaches involves systematic presentation and practice of carefully selected and graded grammatical construction of the target language in effective and meaningful situations?

- (1) Constructivist approach
- (2) Communicative approach
- (3) Structural approach
- (4) Whole language approach

[Question ID = 390][Question Description = CTET_P1_PART_5_L2_SET_112_ENGLISH_Q141]

- 1. 1 [Option ID = 1557]
- 2. 2 [Option ID = 1558]
- 3. 3 [Option ID = 1559]
- 4. 4 [Option ID = 1560]

7) A teacher asks learners to brainstorm on the topic "Pollution due to Urbanization". Here, brainstorming means

- (1) sequencing ideas in chronological order.
- (2) noting down points pertaining to a topic randomly.
- (3) concluding the paragraph.
- (4) writing the topic sentence.

[Question ID = 391][Question Description = CTET_P1_PART_5_L2_SET_112_ENGLISH_Q142]

- 1. 1 [Option ID = 1561]
- 2. 2 [Option ID = 1562]
- 3. 3 [Option ID = 1563]
- 4. 4 [Option ID = 1564]

8) Aman uses full stops and capital letters and is aware of other punctuation marks while writing. Here, Aman is focusing on

- (1) composition
- (2) transcription
- (3) scribbling
- (4) narrative

[Question ID = 392][Question Description = CTET_P1_PART_5_L2_SET_112_ENGLISH_Q143]

- 1. 1 [Option ID = 1565]
- 2. 2 [Option ID = 1566]
- 3. 3 [Option ID = 1567]
- 4. 4 [Option ID = 1568]

9) 'Interactive' listening is

- (1) Listening and responding
- (2) Listening for tone modulation
- (3) Listening for word stress and emphasis
- (4) Listening for finding out speaker's attitude

[Question ID = 393][Question Description = CTET_P1_PART_5_L2_SET_112_ENGLISH_Q144]

- 1. 1 [Option ID = 1569]
- 2. 2 [Option ID = 1570]
- 3. 3 [Option ID = 1571]
- 4. 4 [Option ID = 1572]

10) A student, while reading a story, finds some new words and is not aware of the meaning of those words. He should

- (1) consult the teacher.
- (2) skip the word to complete his reading in time.
- (3) guess the meaning of the word in the context.
- (4) consult the dictionary.

[Question ID = 394][Question Description = CTET_P1_PART_5_L2_SET_112_ENGLISH_Q145]

- 1. 1 [Option ID = 1573]
- 2. 2 [Option ID = 1574]
- 3. 3 [Option ID = 1575]
- 4. 4 [Option ID = 1576]

11) Formative assessment is

- (1) process oriented
- (2) product oriented
- (3) proficiency oriented
- (4) pedagogy oriented

[Question ID = 395][Question Description = CTET_P1_PART_5_L2_SET_112_ENGLISH_Q146]

- 1. 1 [Option ID = 1577]
- 2. 2 [Option ID = 1578]
- 3. 3 [Option ID = 1579]
- 4. 4 [Option ID = 1580]

12) Which of the following is true of language learning ?

- (1) Language develops mainly through its purposeful use.
- (2) Learning involves talking, writing, shaping and moving.
- (3) Learning occurs through learning the forms and rules of language.
- (4) As suggested by one of the methods, language can mainly be learnt by repeating dialogues.

[Question ID = 396][Question Description = CTET_P1_PART_5_L2_SET_112_ENGLISH_Q147]

- 1. 1 [Option ID = 1581]
- 2. 2 [Option ID = 1582]
- 3. 3 [Option ID = 1583]
- 4. 4 [Option ID = 1584]

13) When children are around 2 years old, they begin to combine two-word phrases, focusing on content words while leaving out less important words. These two words' utterances are called

- (1) Cooing
- (2) Babbling
- (3) Telegraphic speech
- (4) Overgeneralization

[Question ID = 397][Question Description = CTET_P1_PART_5_L2_SET_112_ENGLISH_Q148]

- 1. 1 [Option ID = 1585]
- 2. 2 [Option ID = 1586]
- 3. 3 [Option ID = 1587]
- 4. 4 [Option ID = 1588]

14) A teacher finds that some students understand the concept more clearly when they are involved in some activities or task and get the chance to do it. Their learning style is

- (1) Auditory
- (2) Visual
- (3) Kinesthetic
- (4) Aesthetic

[Question ID = 398][Question Description = CTET_P1_PART_5_L2_SET_112_ENGLISH_Q149]

- 1. 1 [Option ID = 1589]
- 2. 2 [Option ID = 1590]
- 3. 3 [Option ID = 1591]
- 4. 4 [Option ID = 1592]

15) Which approach/method engages students in the activities around real-world tasks to promote language acquisition?

- (1) Grammar translation method
- (2) Communicative approach
- (3) Structural approach
- (4) Audiolingual method

[Question ID = 399][Question Description = CTET_P1_PART_5_L2_SET_112_ENGLISH_Q150]

- 1. 1 [Option ID = 1593]
 - 2. 2 [Option ID = 1594]
 - 3. 3 [Option ID = 1595]
 - 4. 4 [Option ID = 1596]
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