

CTET L1 Sanskrit L2 English P1

Topic:- CDP_P1_CTET

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

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

विकास का शीर्षगामी सिद्धांत क्या सुझाता है ?

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

[Question ID = 1][Question Description = CTET_P1_PART_1_CDP_SET_105_Q1]

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

2) Which of the following is a hereditary factor which influences development ?

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

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

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

[Question ID = 2][Question Description = CTET_P1_PART_1_CDP_SET_105_Q2]

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

3) Which of the following is the primary agent of socialization for very young children ?

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

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

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

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

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

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

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

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

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

[Question ID = 4][Question Description = CTET_P1_PART_1_CDP_SET_105_Q4]

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

5) According to Jean Piaget, the combining, arranging, recombining and rearranging of behaviours and thoughts into coherent systems is called

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

11) Language and thought _____ .

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

भाषा और विचार

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

[Question ID = 14][Question Description = CTET_P1_PART_1_CDP_SET_105_Q14]

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

15) Which of the following questions will be helpful in promoting critical thinking among students ?

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

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

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

[Question ID = 15][Question Description = CTET_P1_PART_1_CDP_SET_105_Q15]

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

16) For successful inclusion of students belonging to disadvantaged groups, it is important to

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

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

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

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

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

17) Students with Dyscalculia are likely to face challenge in

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

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

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

[Question ID = 17][Question Description = CTET_P1_PART_1_CDP_SET_105_Q17]

1. 1 [Option ID = 65]

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

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

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

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

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

[Question ID = 18][Question Description = CTET_P1_PART_1_CDP_SET_105_Q18]

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

19) Which of the following is a typical characteristic of students with Autism ?

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

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

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

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

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

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

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

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

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

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

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

21) Children learn best by

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

बच्चे सबसे बेहतर _____ द्वारा सीखते हैं।

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

26) Alternative conceptions carried by students

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

विद्यार्थियों द्वारा ग्रहित वैकल्पिक अवधारणाएँ

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

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

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

27) Learning is

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

अधिगम

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

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

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

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

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

Choose the correct option :

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

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

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

सही विकल्प चुनें :

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

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

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

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

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

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

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

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

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

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

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

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

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

[Question ID = 30][Question Description = CTET_P1_PART_1_CDP_SET_105_Q30]

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

Topic:- MATH_Q31-45_P1_CTET

1) Without repeating the digits 0, 3 and 5, how many different three digit numbers can be formed using these three digits ?

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

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

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

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

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

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

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

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

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

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

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

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

- (1) 180
- (2) 82
- (3) 80
- (4) 100

20 लीटर दूध को किसी स्कूल के सभी विद्यार्थियों में समान रूप से वितरित किया गया । यदि प्रत्येक विद्यार्थी को $\frac{1}{4}$ लीटर दूध प्राप्त हुआ, तो उस स्कूल में विद्यार्थियों की संख्या थी :

- (1) 180
- (2) 82
- (3) 80
- (4) 100

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

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

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

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

1 और 50 के बीच में कितने अभाज्य युग्म हैं ?

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

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

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

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

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

एक उचित भिन्न और एक विषम भिन्न का गुणनफल :

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

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

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

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

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

चार अंकों की अधिकतम और न्यूनतम संख्याओं का योगफल है :

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

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

- 1. 1 [Option ID = 141]

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

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

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

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

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

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

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

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

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

एक घन का प्रत्येक फलक किस आकार का होता है ?

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

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

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

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

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

$2\frac{2}{3}$ समकोण बराबर है

(1) 180°

(2) 200°

(3) 210°

(4) 240°

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

1. 1 [Option ID = 153]

2. 2 [Option ID = 154]

3. 3 [Option ID = 155]

4. 4 [Option ID = 156]

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

(1) 19 km 7 hm 5 dam 3 m

(2) 20 km 8 hm 6 dam

(3) 20 km 9 hm 8 dam 4 m

(4) 15 km 9 hm 7 dam 5 m

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

(1) 19 km 7 hm 5 dam 3 m

(2) 20 km 8 hm 6 dam

(3) 20 km 9 hm 8 dam 4 m

(4) 15 km 9 hm 7 dam 5 m

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

1. 1 [Option ID = 157]

2. 2 [Option ID = 158]

3. 3 [Option ID = 159]

4. 4 [Option ID = 160]

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

(1) 2 hours 35 minutes

(2) 2 hours 40 minutes

(3) 2 hours 45 minutes

(4) 3 hours 45 minutes

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

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

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

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

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

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

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

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

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

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

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

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

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

निम्नलिखित पैटर्न में अगला कथन क्या होगा ?

$$1 + 3 = 4,$$

$$3 + 6 = 9,$$

$$6 + 10 = 16,$$

$$__ + __ = __$$

(1) $7 + 17 = 24$

(2) $8 + 17 = 25$

(3) $10 + 15 = 25$

(4) $10 + 14 = 24$

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

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

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

(1) 

(2) 

(3) 

(4) 

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

(1) 

(2) 

(3) 

(4) 

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

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

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

(1) 10

(2) 11

(3) 12

(4) 20

प्रथम 10 सम प्राकृत संख्याओं का माध्य है

(1) 10

(2) 11

(3) 12

(4) 20

[Question ID = 45][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q45]

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

Topic:- MATH_Q46-60_P1_CTET

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

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

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

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

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

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

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

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

Options :

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

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

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

विकल्प :

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

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

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

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

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

Choose the correct options :

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

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

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

सही विकल्प का चयन कीजिए :

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

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

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

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

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

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

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

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

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

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

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

Choose the correct option :

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

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

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

सही विकल्प का चयन कीजिए :

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

[Question ID = 50][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q50]

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

6) Which of the following items are a necessary component(s) of a resource room for primary school mathematics teaching and learning ?

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

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

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

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

(1) केवल C

(2) A और B

(3) A और C

(4) A, C और D

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

1. 1 [Option ID = 201]

2. 2 [Option ID = 202]

3. 3 [Option ID = 203]

4. 4 [Option ID = 204]

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

(1) Induction

(2) Decomposition

(3) Reversibility

(4) Classification

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

(1) आगमन

(2) अपघटन

(3) उत्क्रमणीयता

(4) वर्गीकरण

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

1. 1 [Option ID = 205]

2. 2 [Option ID = 206]

3. 3 [Option ID = 207]

4. 4 [Option ID = 208]

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

Choose the correct option :

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

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

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

सही विकल्प का चयन कीजिए :

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

[Question ID = 53][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q53]

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

- 9) Which of the following(s) is/are negation of the statement 'All triangles are equilateral triangles' ?

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

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

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

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

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

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

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

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

Which property of measurement is being referred here ?

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

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

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

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

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

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

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

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

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

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

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

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

12) Lesson planning belongs to which phase of teaching ?

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

पाठ योजना शिक्षण के किस चरण से संबंधित है ?

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

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

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

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

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

Such questions :

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

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

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

ऐसे प्रश्नों :

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

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

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

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

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

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

The purpose of the above activity is :

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

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

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

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

उपर्युक्त क्रियाकलाप का उद्देश्य है :

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

[Question ID = 59][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q59]

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

15) Which of the following assessment techniques are **not** part of Formative Assessment in mathematics ?

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

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

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

[Question ID = 60][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q60]

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

Topic:- EVS_Q61-75_P1_CTET

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

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

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

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

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

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

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

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

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

- (1) चार
- (2) छः
- (3) आठ
- (4) दो

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

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

3) Baoli refers to

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

बावड़ी का अर्थ है

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(1) A और B

(2) A, C और D

(3) A, B और C

(4) केवल A

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

1. 1 [Option ID = 273]

2. 2 [Option ID = 274]

3. 3 [Option ID = 275]

4. 4 [Option ID = 276]

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

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

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

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

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

1. 1 [Option ID = 277]

2. 2 [Option ID = 278]

3. 3 [Option ID = 279]

4. 4 [Option ID = 280]

11) Changpa is :

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

चाँगपा है :

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

[Question ID = 75][Question Description = CTET_P1_PART_3_EVS_SET_105_Q75]

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

Topic:- EVS_Q76-90_P1_CTET

1) Which of the following terms describes the characteristics of an EVS teacher ?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(1) A, B और C

(2) B, C और D

(3) A, C और D

(4) A, B और D

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

EVS कक्षा में छात्रों से बहुत सारे प्रश्न पूछने से :

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

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

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

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

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

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

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

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

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

8) Effective discussion

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

प्रभावी विचार-विमर्श

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

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

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

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

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

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

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

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

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

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

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

निरंतर एवं व्यापक मूल्यांकन में 'व्यापक' का संबंध है

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

[Question ID = 85][Question Description = CTET_P1_PART_3_EVS_SET_105_Q85]

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

11) Which of the following are the process skills of Environmental Studies ?

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

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

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

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

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

12) For EVS teaching, effective teaching-learning material

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

EVS के शिक्षण हेतु, प्रभावी शिक्षण-अधिगम सामग्री

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

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

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

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

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

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

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

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

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

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

14) Importance of practical work at primary level

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

प्राथमिक स्तर पर प्रयोगात्मक कार्य का महत्व :

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

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

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

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

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

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

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

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

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

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

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

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

एकदा मोहनदासः मित्रैः सह एकं नाटकं द्रष्टुम् अगच्छत् । तस्मिन् राज्ञः हरिश्चन्द्रस्य कर्मनिष्ठा गहनतमा सत्यभक्तिश्च प्रदर्शिते आस्ताम् । असौ निजयत्याः अपि श्मशानकरं गृहीत्वा सत्यमपालयत् । नाटकं दृष्ट्वा मोहनदासस्य चेतसि महत् परिवर्तनं सञ्जातम् । असौ चिरम् अरोदीत, मनसि सङ्कल्पश्च अकरोत् यत् सत्यरक्षायां स हरिश्चन्द्र इव आचरिष्यति ।

एकदा गाइल्सनामा विद्यालयनिरीक्षकः विद्यालयमागतः । तत्र एकस्यां कक्षायां वर्णविन्यासज्ञानं परीक्षितुमारभत । मोहनदासं विहाय सर्वे बालाः शुद्धं वर्णविन्यासम् अकुर्वन् । सः केटल (Kettle) इत्यस्य शब्दस्य वर्णविन्यासं कर्तुं नाशक्नोत् । आत्मनः संदिग्धां प्रतिष्ठां चिन्त्यमानः तस्य शिक्षकः आतङ्कितः अभवत् । सः शिक्षकः निकटस्थश्यामपट्टतः शुद्धां वर्तनीम् अनुकर्तुं सङ्केतेन मोहनदासं प्रैरयत् । यद्यपि निरीक्षकस्य ध्यानम् अन्यत्र आसीत् तथापि मोहनः सम्मुखमवलोकयन् अपि शिक्षकस्य अनुकरणं नाकरोत् । कक्षाया अनन्तरं मोहनस्य शिक्षकः तस्मै अकुप्यत्, सहपाठिनश्च तस्योपहासम् अकुर्वन् । यदायं गृहं परावर्तत तदात्मानं क्षतम् अवसन्नश्च अन्वभवत् । परं गभीरे अन्तरात्मनि स्वसङ्कल्पं स्मारं स्मारं नवां द्युतिं नवं सामर्थ्यञ्च अधिगतवान् ।

मोहनदासः केन सम्बद्धं नाटकं दृष्टवान् ?

- (1) राजाविक्रमादित्येन
- (2) उदयेन
- (3) हरिश्चन्द्रेण
- (4) भरतेन

[Question ID = 361][Question Description = CTET_P1_PART_4_L1_SET_105_SANSKRIT_Q91]

1. 1 [Option ID = 1441]
2. 2 [Option ID = 1442]
3. 3 [Option ID = 1443]
4. 4 [Option ID = 1444]

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

एकदा मोहनदासः मित्रैः सह एकं नाटकं द्रष्टुम् अगच्छत् । तस्मिन् राज्ञः हरिश्चन्द्रस्य कर्मनिष्ठा गहनतमा सत्यभक्तिश्च प्रदर्शिते आस्ताम् । असौ निजयत्र्याः अपि श्मशानकरं गृहीत्वा सत्यमपालयत् । नाटकं दृष्ट्वा मोहनदासस्य चेतसि महत् परिवर्तनं सञ्जातम् । असौ चिरम् अरोदीत, मनसि सङ्कल्पञ्च अकरोत् यत् सत्यरक्षायां स हरिश्चन्द्र इव आचरिष्यति ।

एकदा गाइल्सनामा विद्यालयनिरीक्षकः विद्यालयमागतः । तत्र एकस्यां कक्षायां वर्णविन्यासज्ञानं परीक्षितुमारभत । मोहनदासं विहाय सर्वे बालाः शुद्धं वर्णविन्यासम् अकुर्वन् । सः केटल (Kettle) इत्यस्य शब्दस्य वर्णविन्यासं कर्तुं नाशक्नोत् । आत्मनः संदिग्धां प्रतिष्ठां चिन्त्यमानः तस्य शिक्षकः आतङ्कितः अभवत् । सः शिक्षकः निकटस्थश्यामपट्टतः शुद्धां वर्तनीम् अनुकर्तुं सङ्केतेन मोहनदासं प्रैरयत् । यद्यपि निरीक्षकस्य ध्यानम् अन्यत्र आसीत् तथापि मोहनः सम्मुखमवलोकयन् अपि शिक्षकस्य अनुकरणं नाकरोत् । कक्षाया अनन्तरं मोहनस्य शिक्षकः तस्मै अकुप्यत्, सहपाठिनश्च तस्योपहासम् अकुर्वन् । यदायं गृहं परावर्तत तदात्मानं क्षतम् अवसन्नश्च अन्वभवत् । परं गभीरे अन्तरात्मनि स्वसङ्कल्पं स्मारं स्मारं नवां द्युतिं नवं सामर्थ्यञ्च अधिगतवान् ।

विद्यालयनिरीक्षकस्य नाम किं आसीत् ?

(1) गाइल्सः

(2) पीटरः

(3) फिलिपः

(4) डेविडः

[Question ID = 362][Question Description = CTET_P1_PART_4_L1_SET_105_SANSKRIT_Q92]

1. 1 [Option ID = 1445]
2. 2 [Option ID = 1446]
3. 3 [Option ID = 1447]
4. 4 [Option ID = 1448]

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

एकदा मोहनदासः मित्रैः सह एकं नाटकं द्रष्टुम् अगच्छत् । तस्मिन् राज्ञः हरिश्चन्द्रस्य कर्मनिष्ठा गहनतमा सत्यभक्तिश्च प्रदर्शिते आस्ताम् । असौ निजयत्र्याः अपि श्मशानकरं गृहीत्वा सत्यमपालयत् । नाटकं दृष्ट्वा मोहनदासस्य चेतसि महत् परिवर्तनं सञ्जातम् । असौ चिरम् अरोदीत, मनसि सङ्कल्पञ्च अकरोत् यत् सत्यरक्षायां स हरिश्चन्द्र इव आचरिष्यति ।

एकदा गाइल्सनामा विद्यालयनिरीक्षकः विद्यालयमागतः । तत्र एकस्यां कक्षायां वर्णविन्यासज्ञानं परीक्षितुमारभत । मोहनदासं विहाय सर्वे बालाः शुद्धं वर्णविन्यासम् अकुर्वन् । सः केटल (Kettle) इत्यस्य शब्दस्य वर्णविन्यासं कर्तुं नाशक्नोत् । आत्मनः संदिग्धां प्रतिष्ठां चिन्त्यमानः तस्य शिक्षकः आतङ्कितः अभवत् । सः शिक्षकः निकटस्थश्यामपट्टतः शुद्धां वर्तनीम् अनुकर्तुं सङ्केतेन मोहनदासं प्रैरयत् । यद्यपि निरीक्षकस्य ध्यानम् अन्यत्र आसीत् तथापि मोहनः सम्मुखमवलोकयन् अपि शिक्षकस्य अनुकरणं नाकरोत् । कक्षाया अनन्तरं मोहनस्य शिक्षकः तस्मै अकुप्यत्, सहपाठिनश्च तस्योपहासम् अकुर्वन् । यदायं गृहं परावर्तत तदात्मानं क्षतम् अवसन्नश्च अन्वभवत् । परं गभीरे अन्तरात्मनि स्वसङ्कल्पं स्मारं स्मारं नवां द्युतिं नवं सामर्थ्यञ्च अधिगतवान् ।

कं विहाय सर्वे बालाः शुद्धं अलिखन् ?

- (1) चन्दनदासम्
- (2) कर्मदासम्
- (3) मोहनदासम्
- (4) चन्द्रदासम्

[Question ID = 363][Question Description = CTET_P1_PART_4_L1_SET_105_SANSKRIT_Q93]

1. 1 [Option ID = 1449]
2. 2 [Option ID = 1450]
3. 3 [Option ID = 1451]
4. 4 [Option ID = 1452]

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

एकदा मोहनदासः मित्रैः सह एकं नाटकं द्रष्टुम् अगच्छत् । तस्मिन् राज्ञः हरिश्चन्द्रस्य कर्मनिष्ठा गहनतमा सत्यभक्तिश्च प्रदर्शिते आस्ताम् । असौ निजयत्याः अपि श्मशानकरं गृहीत्वा सत्यमपालयत् । नाटकं दृष्ट्वा मोहनदासस्य चेतसि महत् परिवर्तनं सञ्जातम् । असौ चिरम् अरोदीत, मनसि सङ्कल्पञ्च अकरोत् यत् सत्यरक्षायां स हरिश्चन्द्र इव आचरिष्यति ।

एकदा गाइल्सनामा विद्यालयनिरीक्षकः विद्यालयमागतः । तत्र एकस्यां कक्षायां वर्णविन्यासज्ञानं परीक्षितुमारभत । मोहनदासं विहाय सर्वे बालाः शुद्धं वर्णविन्यासम् अकुर्वन् । सः केटल (Kettle) इत्यस्य शब्दस्य वर्णविन्यासं कर्तुं नाशक्नोत् । आत्मनः संदिग्धां प्रतिष्ठां चिन्त्यमानः तस्य शिक्षकः आतङ्कितः अभवत् । सः शिक्षकः निकटस्थश्यामपट्टतः शुद्धां वर्तनीम् अनुकर्तुं सङ्केतेन मोहनदासं प्रैरयत् । यद्यपि निरीक्षकस्य ध्यानम् अन्यत्र आसीत् तथापि मोहनः सम्मुखमवलोकयन् अपि शिक्षकस्य अनुकरणं नाकरोत् । कक्षाया अनन्तरं मोहनस्य शिक्षकः तस्मै अकुप्यत्, सहपाठिनश्च तस्योपहासम् अकुर्वन् । यदायं गृहं परावर्तत तदात्मानं क्षतम् अवसन्नश्च अन्वभवत् । परं गभीरे अन्तरात्मनि स्वसङ्कल्पं स्मारं स्मारं नवां द्युतिं नवं सामर्थ्यञ्च अधिगतवान् ।

मोहनदासः कस्य शब्दस्य वर्णविन्यासे त्रुटिम् अकरोत् ?

- (1) केटल इति शब्दस्य
- (2) केमल इति शब्दस्य
- (3) चेयर इति शब्दस्य
- (4) बॉल इति शब्दस्य

[Question ID = 364][Question Description = CTET_P1_PART_4_L1_SET_105_SANSKRIT_Q94]

1. 1 [Option ID = 1453]
2. 2 [Option ID = 1454]
3. 3 [Option ID = 1455]
4. 4 [Option ID = 1456]

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

एकदा मोहनदासः मित्रैः सह एकं नाटकं द्रष्टुम् अगच्छत् । तस्मिन् राज्ञः हरिश्चन्द्रस्य कर्मनिष्ठा गहनतमा सत्यभक्तिश्च प्रदर्शिते आस्ताम् । असौ निजयत्र्याः अपि श्मशानकरं गृहीत्वा सत्यमपालयत् । नाटकं दृष्ट्वा मोहनदासस्य चेतसि महत् परिवर्तनं सञ्जातम् । असौ चिरम् अरोदीत, मनसि सङ्कल्पञ्च अकरोत् यत् सत्यरक्षायां स हरिश्चन्द्र इव आचरिष्यति ।

एकदा गाइल्सनामा विद्यालयनिरीक्षकः विद्यालयमागतः । तत्र एकस्यां कक्षायां वर्णविन्यासज्ञानं परीक्षितुमारभत । मोहनदासं विहाय सर्वे बालाः शुद्धं वर्णविन्यासम् अकुर्वन् । सः केटल (Kettle) इत्यस्य शब्दस्य वर्णविन्यासं कर्तुं नाशक्नोत् । आत्मनः संदिग्धां प्रतिष्ठां चिन्त्यमानः तस्य शिक्षकः आतङ्कितः अभवत् । सः शिक्षकः निकटस्थश्यामपट्टतः शुद्धां वर्तनीम् अनुकर्तुं सङ्केतेन मोहनदासं प्रैरयत् । यद्यपि निरीक्षकस्य ध्यानम् अन्यत्र आसीत् तथापि मोहनः सम्मुखमवलोकयन् अपि शिक्षकस्य अनुकरणं नाकरोत् । कक्षाया अनन्तरं मोहनस्य शिक्षकः तस्मै अकुप्यत्, सहपाठिनश्च तस्योपहासम् अकुर्वन् । यदायं गृहं परावर्तत तदात्मानं क्षतम् अवसन्नश्च अन्वभवत् । परं गभीरे अन्तरात्मनि स्वसङ्कल्पं स्मारं स्मारं नवां द्युतिं नवं सामर्थ्यञ्च अधिगतवान् ।

शिक्षकः कस्मै अकुप्यत् ?

- (1) छात्राय
- (2) मोहनदासाय
- (3) रामाय
- (4) भरताय

[Question ID = 365][Question Description = CTET_P1_PART_4_L1_SET_105_SANSKRIT_Q95]

1. 1 [Option ID = 1457]
2. 2 [Option ID = 1458]
3. 3 [Option ID = 1459]
4. 4 [Option ID = 1460]

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

एकदा मोहनदासः मित्रैः सह एकं नाटकं द्रष्टुम् अगच्छत् । तस्मिन् राज्ञः हरिश्चन्द्रस्य कर्मनिष्ठा गहनतमा सत्यभक्तिश्च प्रदर्शिते आस्ताम् । असौ निजयत्र्याः अपि श्मशानकरं गृहीत्वा सत्यमपालयत् । नाटकं दृष्ट्वा मोहनदासस्य चेतसि महत् परिवर्तनं सञ्जातम् । असौ चिरम् अरोदीत, मनसि सङ्कल्पञ्च अकरोत् यत् सत्यरक्षायां स हरिश्चन्द्र इव आचरिष्यति ।

एकदा गाइल्सनामा विद्यालयनिरीक्षकः विद्यालयमागतः । तत्र एकस्यां कक्षायां वर्णविन्यासज्ञानं परीक्षितुमारभत । मोहनदासं विहाय सर्वे बालाः शुद्धं वर्णविन्यासम् अकुर्वन् । सः केटल (Kettle) इत्यस्य शब्दस्य वर्णविन्यासं कर्तुं नाशक्नोत् । आत्मनः संदिग्धां प्रतिष्ठां चिन्त्यमानः तस्य शिक्षकः आतङ्कितः अभवत् । सः शिक्षकः निकटस्थश्यामपट्टतः शुद्धां वर्तनीम् अनुकर्तुं सङ्केतेन मोहनदासं प्रेरयत् । यद्यपि निरीक्षकस्य ध्यानम् अन्यत्र आसीत् तथापि मोहनः सम्मुखमवलोकयन् अपि शिक्षकस्य अनुकरणं नाकरोत् । कक्षाया अनन्तरं मोहनस्य शिक्षकः तस्मै अकुप्यत्, सहपाठिनश्च तस्योपहासम् अकुर्वन् । यदायं गृहं परावर्तत तदात्मानं क्षतम् अवसन्नश्च अन्वभवत् । परं गभीरे अन्तरात्मनि स्वसङ्कल्पं स्मारं स्मारं नवां द्युतिं नवं सामर्थ्यञ्च अधिगतवान् ।

‘चेतसि’ इत्यर्थे प्रयुक्तं समानार्थकं पदं चित्वा लिखत

- (1) इन्द्रियेषु
- (2) गात्रे
- (3) मनसि
- (4) हस्ते

[Question ID = 366][Question Description = CTET_P1_PART_4_L1_SET_105_SANSKRIT_Q96]

1. 1 [Option ID = 1461]
2. 2 [Option ID = 1462]
3. 3 [Option ID = 1463]
4. 4 [Option ID = 1464]

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

एकदा मोहनदासः मित्रैः सह एकं नाटकं द्रष्टुम् अगच्छत् । तस्मिन् राज्ञः हरिश्चन्द्रस्य कर्मनिष्ठा गहनतमा सत्यभक्तिश्च प्रदर्शिते आस्ताम् । असौ निजयत्र्याः अपि श्मशानकरं गृहीत्वा सत्यमपालयत् । नाटकं दृष्ट्वा मोहनदासस्य चेतसि महत् परिवर्तनं सञ्जातम् । असौ चिरम् अरोदीत, मनसि सङ्कल्पञ्च अकरोत् यत् सत्यरक्षायां स हरिश्चन्द्र इव आचरिष्यति ।

एकदा गाइल्सनामा विद्यालयनिरीक्षकः विद्यालयमागतः । तत्र एकस्यां कक्षायां वर्णविन्यासज्ञानं परीक्षितुमारभत । मोहनदासं विहाय सर्वे बालाः शुद्धं वर्णविन्यासम् अकुर्वन् । सः केटल (Kettle) इत्यस्य शब्दस्य वर्णविन्यासं कर्तुं नाशक्नोत् । आत्मनः संदिग्धां प्रतिष्ठां चिन्त्यमानः तस्य शिक्षकः आतङ्कितः अभवत् । सः शिक्षकः निकटस्थश्यामपट्टतः शुद्धां वर्तनीम् अनुकर्तुं सङ्केतेन मोहनदासं प्रैरयत् । यद्यपि निरीक्षकस्य ध्यानम् अन्यत्र आसीत् तथापि मोहनः सम्मुखमवलोकयन् अपि शिक्षकस्य अनुकरणं नाकरोत् । कक्षाया अनन्तरं मोहनस्य शिक्षकः तस्मै अकुप्यत्, सहपाठिनश्च तस्योपहासम् अकुर्वन् । यदायं गृहं परावर्तत तदात्मानं क्षतम् अवसन्नश्च अन्वभवत् । परं गभीरे अन्तरात्मनि स्वसङ्कल्पं स्मारं स्मारं नवां द्युतिं नवं सामर्थ्यञ्च अधिगतवान् ।

‘कान्ति’ इत्यस्य समानार्थकं पदं चित्वा लिखत

- (1) भ्रान्तिम्
- (2) द्युतिम्
- (3) कृतिम्
- (4) उन्नतिम्

[Question ID = 367][Question Description = CTET_P1_PART_4_L1_SET_105_SANSKRIT_Q97]

1. 1 [Option ID = 1465]
2. 2 [Option ID = 1466]
3. 3 [Option ID = 1467]
4. 4 [Option ID = 1468]

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

एकदा मोहनदासः मित्रैः सह एकं नाटकं द्रष्टुम् अगच्छत् । तस्मिन् राज्ञः हरिश्चन्द्रस्य कर्मनिष्ठा गहनतमा सत्यभक्तिश्च प्रदर्शिते आस्ताम् । असौ निजयत्याः अपि श्मशानकरं गृहीत्वा सत्यमपालयत् । नाटकं दृष्ट्वा मोहनदासस्य चेतसि महत् परिवर्तनं सञ्जातम् । असौ चिरम् अरोदीत, मनसि सङ्कल्पञ्च अकरोत् यत् सत्यरक्षायां स हरिश्चन्द्र इव आचरिष्यति ।

एकदा गाइल्सनामा विद्यालयनिरीक्षकः विद्यालयमागतः । तत्र एकस्यां कक्षायां वर्णविन्यासज्ञानं परीक्षितुमारभत । मोहनदासं विहाय सर्वे बालाः शुद्धं वर्णविन्यासम् अकुर्वन् । सः केटल (Kettle) इत्यस्य शब्दस्य वर्णविन्यासं कर्तुं नाशक्नोत् । आत्मनः संदिग्धां प्रतिष्ठां चिन्त्यमानः तस्य शिक्षकः आतङ्कितः अभवत् । सः शिक्षकः निकटस्थश्यामपट्टतः शुद्धां वर्तनीम् अनुकर्तुं सङ्केतेन मोहनदासं प्रैरयत् । यद्यपि निरीक्षकस्य ध्यानम् अन्यत्र आसीत् तथापि मोहनः सम्मुखमवलोकयन् अपि शिक्षकस्य अनुकरणं नाकरोत् । कक्षाया अनन्तरं मोहनस्य शिक्षकः तस्मै अकुप्यत्, सहपाठिनश्च तस्योपहासम् अकुर्वन् । यदायं गृहं परावर्तत तदात्मानं क्षतम् अवसन्नश्च अन्वभवत् । परं गभीरे अन्तरात्मनि स्वसङ्कल्पं स्मारं स्मारं नवां द्युतिं नवं सामर्थ्यञ्च अधिगतवान् ।

‘विहाय’ इति पदे प्रयुक्तः कृदन्तप्रत्ययः चित्वा लिखत

- (1) ल्यप्
- (2) शतृ
- (3) तुमुन्
- (4) क्तवत्

[Question ID = 368][Question Description = CTET_P1_PART_4_L1_SET_105_SANSKRIT_Q98]

1. 1 [Option ID = 1469]
2. 2 [Option ID = 1470]
3. 3 [Option ID = 1471]
4. 4 [Option ID = 1472]

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

एकदा मोहनदासः मित्रैः सह एकं नाटकं द्रष्टुम् अगच्छत् । तस्मिन् राज्ञः हरिश्चन्द्रस्य कर्मनिष्ठा गहनतमा सत्यभक्तिश्च प्रदर्शिते आस्ताम् । असौ निजयत्र्याः अपि श्मशानकरं गृहीत्वा सत्यमपालयत् । नाटकं दृष्ट्वा मोहनदासस्य चेतसि महत् परिवर्तनं सञ्जातम् । असौ चिरम् अरोदीत, मनसि सङ्कल्पञ्च अकरोत् यत् सत्यरक्षायां स हरिश्चन्द्र इव आचरिष्यति ।

एकदा गाइल्सनामा विद्यालयनिरीक्षकः विद्यालयमागतः । तत्र एकस्यां कक्षायां वर्णविन्यासज्ञानं परीक्षितुमारभत । मोहनदासं विहाय सर्वे बालाः शुद्धं वर्णविन्यासम् अकुर्वन् । सः केटल (Kettle) इत्यस्य शब्दस्य वर्णविन्यासं कर्तुं नाशक्नोत् । आत्मनः संदिग्धां प्रतिष्ठां चिन्त्यमानः तस्य शिक्षकः आतङ्कितः अभवत् । सः शिक्षकः निकटस्थश्यामपट्टतः शुद्धां वर्तनीम् अनुकर्तुं सङ्केतेन मोहनदासं प्रैरयत् । यद्यपि निरीक्षकस्य ध्यानम् अन्यत्र आसीत् तथापि मोहनः सम्मुखमवलोकयन् अपि शिक्षकस्य अनुकरणं नाकरोत् । कक्षाया अनन्तरं मोहनस्य शिक्षकः तस्मै अकुप्यत्, सहपाठिनश्च तस्योपहासम् अकुर्वन् । यदायं गृहं परावर्तत तदात्मानं क्षतम् अवसन्नश्च अन्वभवत् । परं गभीरे अन्तरात्मनि स्वसङ्कल्पं स्मारं स्मारं नवां द्युतिं नवं सामर्थ्यञ्च अधिगतवान् ।

‘आस्ताम्’ इति क्रियापदे मूलधातुः कः ?

(1) आस्

(2) अस्

(3) सु

(4) तुद्

[Question ID = 369][Question Description = CTET_P1_PART_4_L1_SET_105_SANSKRIT_Q99]

1. 1 [Option ID = 1473]
2. 2 [Option ID = 1474]
3. 3 [Option ID = 1475]
4. 4 [Option ID = 1476]

Topic:- Sanskrit_Q100-105_L1_P1_CTET

1) निर्देशः : अधोलिखितान् श्लोकान् पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चिनुत ।

विद्वत्त्वं च नृपत्वं च नैव तुल्यं कदाचन ।

स्वदेशे पूज्यते राजा विद्वान् सर्वत्र पूज्यते ॥1॥

अक्रोधेन जयेत् क्रोधमसाधुं साधुना जयेत् ।

जयेत् कदर्यं दानेन, जयेत् सत्येन चानृतम् ॥2॥

परोक्षे कार्यहन्तारं प्रत्यक्षे प्रियवादिनम् ।

वर्जयेत्तादृशं मित्रं विषकुम्भं पयोमुखम् ॥3॥

शान्तितुल्यं तपो नास्ति न सन्तोषात्परं सुखम् ।

न तृष्णायाः परो व्याधिर्न च धर्मो दया परः ॥4॥

चन्दनं शीतलं लोके, चन्दनादपि चन्द्रमाः ।

चन्द्रचन्दनयोर्मध्ये शीतला साधुसङ्गतिः ॥5॥

चन्दनादपि शीतलं कः भवति ?

(1) सूर्यः

(2) रात्रिः

(3) चन्द्रमाः

(4) वायुः

[Question ID = 370][Question Description = CTET_P1_PART_4_L1_SET_105_SANSKRIT_Q100]

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

2) निर्देशः : अधोलिखितान् श्लोकान् पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चिनुत ।

विद्वत्त्वं च नृपत्वं च नैव तुल्यं कदाचन ।

स्वदेशे पूज्यते राजा विद्वान् सर्वत्र पूज्यते ॥1॥

अक्रोधेन जयेत् क्रोधमसाधुं साधुना जयेत् ।

जयेत् कदर्यं दानेन, जयेत् सत्येन चानृतम् ॥2॥

परोक्षे कार्यहन्तारं प्रत्यक्षे प्रियवादिनम् ।

वर्जयेत्तादृशं मित्रं विषकुम्भं पयोमुखम् ॥3॥

शान्तितुल्यं तपो नास्ति न सन्तोषात्परं सुखम् ।

न तृष्णायाः परो व्याधिर्न च धर्मो दया परः ॥4॥

चन्दनं शीतलं लोके, चन्दनादपि चन्द्रमाः ।

चन्द्रचन्दनयोर्मध्ये शीतला साधुसङ्गतिः ॥5॥

कार्यहन्ता मित्रं कीदृशं भवति ?

(1) विषकुम्भवत्

(2) मधुकुम्भवत्

(3) दुग्धकुम्भवत्

(4) अमृतकुम्भवत्

[Question ID = 371][Question Description = CTET_P1_PART_4_L1_SET_105_SANSKRIT_Q101]

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

3) निर्देशः : अधोलिखितान् श्लोकान् पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चिनुत ।

विद्वत्त्वं च नृपत्वं च नैव तुल्यं कदाचन ।

स्वदेशे पूज्यते राजा विद्वान् सर्वत्र पूज्यते ॥1॥

अक्रोधेन जयेत् क्रोधमसाधुं साधुना जयेत् ।

जयेत् कदर्यं दानेन, जयेत् सत्येन चानृतम् ॥2॥

परोक्षे कार्यहन्तारं प्रत्यक्षे प्रियवादिनम् ।

वर्जयेत्तादृशं मित्रं विषकुम्भं पयोमुखम् ॥3॥

शान्तितुल्यं तपो नास्ति न सन्तोषात्परं सुखम् ।

न तृष्णायाः परो व्याधिर्न च धर्मो दया परः ॥4॥

चन्दनं शीतलं लोके, चन्दनादपि चन्द्रमाः ।

चन्द्रचन्दनयोर्मध्ये शीतला साधुसङ्गतिः ॥5॥

राजा कुत्र पूज्यते ?

(1) गृहे

(2) स्वर्गे

(3) सर्वत्र

(4) स्वदेशे

[Question ID = 372][Question Description = CTET_P1_PART_4_L1_SET_105_SANSKRIT_Q102]

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

4) **निर्देशः** : अधोलिखितान् श्लोकान् पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चिनुत ।

विद्वत्त्वं च नृपत्वं च नैव तुल्यं कदाचन ।

स्वदेशे पूज्यते राजा विद्वान् सर्वत्र पूज्यते ॥1॥

अक्रोधेन जयेत् क्रोधमसाधुं साधुना जयेत् ।

जयेत् कदर्यं दानेन, जयेत् सत्येन चानृतम् ॥2॥

परोक्षे कार्यहन्तारं प्रत्यक्षे प्रियवादिनम् ।

वर्जयेत्तादृशं मित्रं विषकुम्भं पयोमुखम् ॥3॥

शान्तितुल्यं तपो नास्ति न सन्तोषात्परं सुखम् ।

न तृष्णायाः परो व्याधिर्न च धर्मो दया परः ॥4॥

चन्दनं शीतलं लोके, चन्दनादपि चन्द्रमाः ।

चन्द्रचन्दनयोर्मध्ये शीतला साधुसङ्गतिः ॥5॥

अनृतं केन जयेत् ?

(1) असत्येन

(2) सत्येन

(3) क्षमया

(4) करुणया

[Question ID = 373][Question Description = CTET_P1_PART_4_L1_SET_105_SANSKRIT_Q103]

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

5) निर्देशः : अधोलिखितान् श्लोकान् पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चिनुत ।

विद्वत्त्वं च नृपत्वं च नैव तुल्यं कदाचन ।

स्वदेशे पूज्यते राजा विद्वान् सर्वत्र पूज्यते ॥1॥

अक्रोधेन जयेत् क्रोधमसाधुं साधुना जयेत् ।

जयेत् कदर्यं दानेन, जयेत् सत्येन चानृतम् ॥2॥

परोक्षे कार्यहन्तारं प्रत्यक्षे प्रियवादिनम् ।

वर्जयेत्तादृशं मित्रं विषकुम्भं पयोमुखम् ॥3॥

शान्तितुल्यं तपो नास्ति न सन्तोषात्परं सुखम् ।

न तृष्णायाः परो व्याधिर्न च धर्मो दया परः ॥4॥

चन्दनं शीतलं लोके, चन्दनादपि चन्द्रमाः ।

चन्द्रचन्दनयोर्मध्ये शीतला साधुसङ्गतिः ॥5॥

कस्मात् परं सुखं नास्ति ?

(1) सत्यात्

(2) त्यागात्

(3) सन्तोषात्

(4) असत्यात्

[Question ID = 374][Question Description = CTET_P1_PART_4_L1_SET_105_SANSKRIT_Q104]

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

6) निर्देशः : अधोलिखितान् श्लोकान् पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चिनुत ।

विद्वत्त्वं च नृपत्वं च नैव तुल्यं कदाचन ।

स्वदेशे पूज्यते राजा विद्वान् सर्वत्र पूज्यते ॥1॥

अक्रोधेन जयेत् क्रोधमसाधुं साधुना जयेत् ।

जयेत् कदर्यं दानेन, जयेत् सत्येन चानृतम् ॥2॥

परोक्षे कार्यहन्तारं प्रत्यक्षे प्रियवादिनम् ।

वर्जयेत्तादृशं मित्रं विषकुम्भं पयोमुखम् ॥3॥

शान्तितुल्यं तपो नास्ति न सन्तोषात्परं सुखम् ।

न तृष्णायाः परो व्याधिर्न च धर्मो दया परः ॥4॥

चन्दनं शीतलं लोके, चन्दनादपि चन्द्रमाः ।

चन्द्रचन्दनयोर्मध्ये शीतला साधुसङ्गतिः ॥5॥

कदर्यं केन जयेत ?

(1) दानेन

(2) ज्ञानेन

(3) सत्येन

(4) क्रोधेन

[Question ID = 375][Question Description = CTET_P1_PART_4_L1_SET_105_SANSKRIT_Q105]

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

Topic:- Sanskrit_Q106-120_L1_P1_CTET

1) भाषा अस्ति ।

(1) एकं कृत्रिमं तन्त्रम्

(2) एकं नियम-संचालितं तन्त्रम्

(3) एकं व्याकरणिकं तन्त्रम्

(4) तन्त्रम् अस्ति यस्मिन् नियमाः सन्ति

[Question ID = 376][Question Description = CTET_P1_PART_4_L1_SET_105_SANSKRIT_Q106]

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

2) भारतस्य विद्यालये-भाषा (Language-in-School) इति शिक्षा-नीतिः किं कथ्यते ?

- (1) बहुभाषावादः (Multilingualism)
- (2) त्रिभाषा सूत्रम्
- (3) राजभाषा नीतिः (Official Language Policy)
- (4) राष्ट्रीय शिक्षा नीतिः 2020

[Question ID = 377][Question Description = CTET_P1_PART_4_L1_SET_105_SANSKRIT_Q107]

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

3) एकः बालः पटनानगरात् आगत्य मुम्बईनगरं वसति । सः विद्यालये आँग्लभाषां पठति, स्व सहपाठिभिः प्रतिवेशिभिः सह व्यवहारवशात् सः मराठीभाषामपि अध्ययनाय समर्थः अस्ति । एतेन भवान् किं अवगच्छति ?

- (1) उभयो भाषयोः शिक्षणं भाषा-अधिग्रहणम् अस्ति ।
- (2) आँग्लभाषा शिक्षणं भाषा-अधिग्रहणं अस्ति एवं मराठी-शिक्षणं तु भाषा-शिक्षणम् अस्ति ।
- (3) आँग्लभाषा शिक्षणं भाषा-शिक्षणं अस्ति एवं मराठी-शिक्षणं भाषा-अधिग्रहणम् अस्ति ।
- (4) उभयो भाषयोः शिक्षणं भाषा-शिक्षणम् अस्ति ।

[Question ID = 378][Question Description = CTET_P1_PART_4_L1_SET_105_SANSKRIT_Q108]

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

4) पीटरः स्वमातृभाषया पठने कुशलः अस्ति, सः आंग्लभाषया अपि पठने कुशलः अस्ति । एतत् किं कथ्यते ?

- (1) सामर्थ्य-अन्तरणम् (Competency transfer)
- (2) सुविज्ञतायाः अनभिज्ञतां प्रति संचरणम्
- (3) भाषिक-योग्यता
- (4) कौशल-अन्तरणम्

[Question ID = 379][Question Description = CTET_P1_PART_4_L1_SET_105_SANSKRIT_Q109]

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

5) सप्तमकक्षायाः शिक्षकः आशीषः छात्रान् एकां प्रहेलिकां दत्त्वा, तान् चतुर्संख्यांकसमूहेषु विभजते । शिक्षकः छात्रान् स्वाभिप्रायकथनपूर्वकं प्रहेलिकां समाधातुं निर्दिशति । भाषा-शिक्षणस्य इयं पद्धतिः किं कथ्यते ?

- (1) स्फुट-चिन्तन-प्रविधिः (Think aloud protocol)
- (2) कथनाय चिन्तनम् (Thinking to speak)
- (3) स्फुट-कथन-प्रविधिः (Speak aloud protocol)
- (4) समस्याधारित-कथनम्

[Question ID = 380][Question Description = CTET_P1_PART_4_L1_SET_105_SANSKRIT_Q110]

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

6) पाठ्यपुस्तकनिर्माणक्रमे पाठचयन-दृष्ट्या किं प्रमुखेन विचारणीयः ?

- (1) पाठः छात्रस्य जीवनमधिकृत्य भवेत् ।
- (2) पाठः नैसर्गिक भाषया भवेत्, प्रामाणिकः पाठः च भवेत् ।
- (3) पाठः छात्रस्य स्वदेश-सम्बद्धः भवेत् ।
- (4) पाठः समुचित-विधानुगतः भवेत् ।

[Question ID = 381][Question Description = CTET_P1_PART_4_L1_SET_105_SANSKRIT_Q111]

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

7) अधोलिखितेषु का भाषा श्रेण्य (Classical) भाषा नास्ति ?

- (1) संस्कृतः
- (2) तमिलः
- (3) मलयालमः
- (4) हिन्दी

[Question ID = 382][Question Description = CTET_P1_PART_4_L1_SET_105_SANSKRIT_Q112]

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

8) भाषा-विषयक-ज्ञानम् अस्ति

- (1) प्रक्रियात्मकं ज्ञानम् (Procedural Knowledge)
- (2) निर्णयात्मकं ज्ञानम् (Declarative Knowledge)
- (3) प्रक्रियाधारित ज्ञानम् (Process-based Knowledge)
- (4) भाषायाः व्याकरणम्

[Question ID = 383][Question Description = CTET_P1_PART_4_L1_SET_105_SANSKRIT_Q113]

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

9) भाषायाः केन्द्रिकता अस्ति

- (1) विषयस्य ज्ञानार्जने भाषायाः महती भूमिका भवेत्, इति परिज्ञानम् ।
- (2) भाषा पृथक्तया शिक्षणीया, इति परिज्ञानम् ।
- (3) भाषा शिक्षणं च अन्तःसम्बद्धे भवेताम्, इति परिज्ञानम् ।
- (4) भाषा संवादप्रयोजनेन भवति, विचाराः भाषां न अपेक्ष्यन्ते ।

[Question ID = 384][Question Description = CTET_P1_PART_4_L1_SET_105_SANSKRIT_Q114]

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

10) संविभाग (Portfolio) आकलनम् अस्ति

- (1) कक्षायां छात्राणां ज्ञानार्जनस्य आलेखनम् ।
- (2) छात्रस्य न्यूनता-अन्वेषणम् ।
- (3) वार्षिक-परीक्षा काले साहाय्यकम् ।
- (4) आकलन-प्रयोजनाय छात्राणां सर्व-शिक्षणगतिविधीनां आलेखनम् ।

[Question ID = 385][Question Description = CTET_P1_PART_4_L1_SET_105_SANSKRIT_Q115]

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

11) द्रुतपठनम् (Skimming) अस्ति

- (1) पाठस्य सारार्थग्रहणाय पठनम् ।
- (2) विशिष्टसूचना-दृष्ट्या पठनम् ।
- (3) लेखकाभिप्रायं ज्ञातुं पठनम् ।
- (4) पाठेतर पठनम् ।

[Question ID = 386][Question Description = CTET_P1_PART_4_L1_SET_105_SANSKRIT_Q116]

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

12) सामर्थ्याधारित-शिक्षणम् समर्थयति

- (1) छात्रैः विषयवस्तुनि नैपुण्ये अवधानं दातुम्
- (2) छात्रान् विषयविशेषज्ञाः इति भवितुम्
- (3) छात्राणां समाजे कार्यस्थले च कार्यसम्पादने
- (4) छात्रैः उच्चप्रतिशताङ्कं लब्धुम्

[Question ID = 387][Question Description = CTET_P1_PART_4_L1_SET_105_SANSKRIT_Q117]

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

13) अष्टमकक्षायाः शिक्षकः राघवनः कक्षाः पञ्च-पञ्चमित समूहे विभज्य प्रत्येकं समूहस्य कृते कञ्चित् विषयमधिकृत्य सम्भाषणाय भाषानिविष्टीन् (Language-inputs) भूमिकां च आवण्टयति । इदं कार्यं कथ्यते

- (1) स्फुट-चिन्तनम्-प्रविधिः (Think aloud protocol)
- (2) भूमिका-निर्वहनम् (Role-play)
- (3) नाटकम् (Dramatics)
- (4) भाषा-विकासः

[Question ID = 388][Question Description = CTET_P1_PART_4_L1_SET_105_SANSKRIT_Q118]

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

14) एकः शिक्षकः स्वकक्षां एवंविध संयोजयति यत्र छात्राः मुख्याविन्दून् लिखन्ति, रूपरेखायाः लेखनं कुर्वन्ति, प्रथमप्रारूपं लिखन्ति, परिष्कारं कुर्वन्ति, तदन्तरं अन्तिमप्रारूपं लिखन्ति । अत्र शिक्षकेण का पद्धतिः प्रयुक्ता ?

- (1) प्रक्रियाधारित शिक्षणम्
- (2) लेखनस्य प्रक्रिया-उपागमः
- (3) लेखनस्य उत्पादाधारित उपागमः
- (4) प्रयोजनपरक लेखनम्

[Question ID = 389][Question Description = CTET_P1_PART_4_L1_SET_105_SANSKRIT_Q119]

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

15) उच्चारण-शिक्षणे अधोलिखितेषु कः प्रविधिः प्रभावकारी अस्ति ?

- (1) सर्वछात्रेभ्यः वर्णविज्ञानस्य शिक्षणम्
- (2) शब्दानां ध्वनीनां च लिप्यन्तरणं (Transcription) माध्यमेन शिक्षणम्
- (3) विरोधियुग्मानां (Contrastive pairs) दृष्टान्तमाध्यमेन शिक्षणम्
- (4) अक्षराणां ध्वनीनां मध्ये विद्यमानासङ्गतिः दृष्टान्तमाध्यमेन शिक्षणम्

[Question ID = 390][Question Description = CTET_P1_PART_4_L1_SET_105_SANSKRIT_Q120]

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

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

Few can do without a post-lunch nap — one of the most universal and most popular forms of human relaxation. The urge is irresistible, especially after a satisfying lunch.

Lunch generally induces a sleepy effect that can't be easily shaken off, try as one might. At home, one instinctively heads for the bed or favourite couch to succumb, quite pleasurably, to the seduction of sleep for a short while.

When accustomed to a post-lunch nap, skipping it is difficult and renders one irritable. In my working days, I had colleagues whose moods would be soured if they missed their midday catnap. And now as a senior citizen, it is an integral part of my daily routine. Knowing how much I value my nap, my considerate family ensures that it's seldom disrupted. For, one awakes from a siesta refreshed and energised ready to take on the challenges of the rest of the day.

Of course, none is more unwelcome than the intruder who noisily barges in while one is napping. Equally annoying is the phone or doorbell that rings at that opportune time — a vexation a boss of mine tackled cleverly. Quite mysteriously, after lunch, he used to go incommunicado when I sometimes needed to contact him. His butler would dutifully 'dethrone' the telephone receiver from its cradle.

In boarding school in Tiruchi in the 1950s, no student ever dared to raise his voice when he passed the headmaster's sanctum between the hallowed hour of 1 pm and 2 pm. If anyone forgetfully did, the dictator's first-floor window would fly open and he would bawl him into undignified flight.

Study the following statements :

- (a) Every satisfying meal makes one feel sleepy.
- (b) Such sleepiness can be prevented with some effort.

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

[Question ID = 721][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q121]

- 1. 1 [Option ID = 2881]
- 2. 2 [Option ID = 2882]
- 3. 3 [Option ID = 2883]
- 4. 4 [Option ID = 2884]

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

Few can do without a post-lunch nap — one of the most universal and most popular forms of human relaxation. The urge is irresistible, especially after a satisfying lunch.

Lunch generally induces a sleepy effect that can't be easily shaken off, try as one might. At home, one instinctively heads for the bed or favourite couch to succumb, quite pleasurably, to the seduction of sleep for a short while.

When accustomed to a post-lunch nap, skipping it is difficult and renders one irritable. In my working days, I had colleagues whose moods would be soured if they missed their midday catnap. And now as a senior citizen, it is an integral part of my daily routine. Knowing how much I value my nap, my considerate family ensures that it's seldom disrupted. For, one awakes from a siesta refreshed and energised ready to take on the challenges of the rest of the day.

Of course, none is more unwelcome than the intruder who noisily barges in while one is napping. Equally annoying is the phone or doorbell that rings at that opportune time — a vexation a boss of mine tackled cleverly. Quite mysteriously, after lunch, he used to go incommunicado when I sometimes needed to contact him. His butler would dutifully 'dethrone' the telephone receiver from its cradle.

In boarding school in Tiruchi in the 1950s, no student ever dared to raise his voice when he passed the headmaster's sanctum between the hallowed hour of 1 pm and 2 pm. If anyone forgetfully did, the dictator's first-floor window would fly open and he would bawl him into undignified flight.

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

- (1) A short nap on a couch is irresistible.
- (2) A happy lunch is sleep-inducing.
- (3) A catnap after lunch is a habit-forming activity.
- (4) A bed is good only for a longish sleep.

[Question ID = 722][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q122]

- 1. 1 [Option ID = 2885]
- 2. 2 [Option ID = 2886]
- 3. 3 [Option ID = 2887]
- 4. 4 [Option ID = 2888]

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

Few can do without a post-lunch nap — one of the most universal and most popular forms of human relaxation. The urge is irresistible, especially after a satisfying lunch.

Lunch generally induces a sleepy effect that can't be easily shaken off, try as one might. At home, one instinctively heads for the bed or favourite couch to succumb, quite pleasurably, to the seduction of sleep for a short while.

When accustomed to a post-lunch nap, skipping it is difficult and renders one irritable. In my working days, I had colleagues whose moods would be soured if they missed their midday catnap. And now as a senior citizen, it is an integral part of my daily routine. Knowing how much I value my nap, my considerate family ensures that it's seldom disrupted. For, one awakes from a siesta refreshed and energised ready to take on the challenges of the rest of the day.

Of course, none is more unwelcome than the intruder who noisily barges in while one is napping. Equally annoying is the phone or doorbell that rings at that opportune time — a vexation a boss of mine tackled cleverly. Quite mysteriously, after lunch, he used to go incommunicado when I sometimes needed to contact him. His butler would dutifully 'dethrone' the telephone receiver from its cradle.

In boarding school in Tiruchi in the 1950s, no student ever dared to raise his voice when he passed the headmaster's sanctum between the hallowed hour of 1 pm and 2 pm. If anyone forgetfully did, the dictator's first-floor window would fly open and he would bawl him into undignified flight.

Which of the following is a correct statement ?

- (1) Office-goers sleep through their lunch break.
- (2) Old people get irritated if their post-lunch nap is disturbed.
- (3) Siesta is undisturbed sleep after dinner.
- (4) Lunch makes only old people drowsy and sleepy.

[Question ID = 723][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q123]

- 1. 1 [Option ID = 2889]
- 2. 2 [Option ID = 2890]
- 3. 3 [Option ID = 2891]
- 4. 4 [Option ID = 2892]

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

Few can do without a post-lunch nap — one of the most universal and most popular forms of human relaxation. The urge is irresistible, especially after a satisfying lunch.

Lunch generally induces a sleepy effect that can't be easily shaken off, try as one might. At home, one instinctively heads for the bed or favourite couch to succumb, quite pleasurably, to the seduction of sleep for a short while.

When accustomed to a post-lunch nap, skipping it is difficult and renders one irritable. In my working days, I had colleagues whose moods would be soured if they missed their midday catnap. And now as a senior citizen, it is an integral part of my daily routine. Knowing how much I value my nap, my considerate family ensures that it's seldom disrupted. For, one awakes from a siesta refreshed and energised ready to take on the challenges of the rest of the day.

Of course, none is more unwelcome than the intruder who noisily barges in while one is napping. Equally annoying is the phone or doorbell that rings at that opportune time — a vexation a boss of mine tackled cleverly. Quite mysteriously, after lunch, he used to go incommunicado when I sometimes needed to contact him. His butler would dutifully 'dethrone' the telephone receiver from its cradle.

In boarding school in Tiruchi in the 1950s, no student ever dared to raise his voice when he passed the headmaster's sanctum between the hallowed hour of 1 pm and 2 pm. If anyone forgetfully did, the dictator's first-floor window would fly open and he would bawl him into undignified flight.

Study the following statements :

- (a) Senior citizens disconnect their doorbells in the afternoon.
- (b) Visitors feel welcomed in the evening.

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

[Question ID = 724][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q124]

- 1. 1 [Option ID = 2893]
- 2. 2 [Option ID = 2894]
- 3. 3 [Option ID = 2895]
- 4. 4 [Option ID = 2896]

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

Few can do without a post-lunch nap — one of the most universal and most popular forms of human relaxation. The urge is irresistible, especially after a satisfying lunch.

Lunch generally induces a sleepy effect that can't be easily shaken off, try as one might. At home, one instinctively heads for the bed or favourite couch to succumb, quite pleasurably, to the seduction of sleep for a short while.

When accustomed to a post-lunch nap, skipping it is difficult and renders one irritable. In my working days, I had colleagues whose moods would be soured if they missed their midday catnap. And now as a senior citizen, it is an integral part of my daily routine. Knowing how much I value my nap, my considerate family ensures that it's seldom disrupted. For, one awakes from a siesta refreshed and energised ready to take on the challenges of the rest of the day.

Of course, none is more unwelcome than the intruder who noisily barges in while one is napping. Equally annoying is the phone or doorbell that rings at that opportune time — a vexation a boss of mine tackled cleverly. Quite mysteriously, after lunch, he used to go incommunicado when I sometimes needed to contact him. His butler would dutifully 'dethrone' the telephone receiver from its cradle.

In boarding school in Tiruchi in the 1950s, no student ever dared to raise his voice when he passed the headmaster's sanctum between the hallowed hour of 1 pm and 2 pm. If anyone forgetfully did, the dictator's first-floor window would fly open and he would bawl him into undignified flight.

Study the following statements :

- (a) The telephone receiver could be taken down to prevent irritating calls.
- (b) The headmaster at Tiruchi used to sleep between 1 pm and 2 pm.
- (c) He enjoyed his pre-lunch sleep in his office.

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

[Question ID = 725][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q125]

- 1. 1 [Option ID = 2897]
- 2. 2 [Option ID = 2898]
- 3. 3 [Option ID = 2899]
- 4. 4 [Option ID = 2900]

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

Few can do without a post-lunch nap — one of the most universal and most popular forms of human relaxation. The urge is irresistible, especially after a satisfying lunch.

Lunch generally induces a sleepy effect that can't be easily shaken off, try as one might. At home, one instinctively heads for the bed or favourite couch to succumb, quite pleasurably, to the seduction of sleep for a short while.

When accustomed to a post-lunch nap, skipping it is difficult and renders one irritable. In my working days, I had colleagues whose moods would be soured if they missed their midday catnap. And now as a senior citizen, it is an integral part of my daily routine. Knowing how much I value my nap, my considerate family ensures that it's seldom disrupted. For, one awakes from a siesta refreshed and energised ready to take on the challenges of the rest of the day.

Of course, none is more unwelcome than the intruder who noisily barges in while one is napping. Equally annoying is the phone or doorbell that rings at that opportune time — a vexation a boss of mine tackled cleverly. Quite mysteriously, after lunch, he used to go incommunicado when I sometimes needed to contact him. His butler would dutifully 'dethrone' the telephone receiver from its cradle.

In boarding school in Tiruchi in the 1950s, no student ever dared to raise his voice when he passed the headmaster's sanctum between the hallowed hour of 1 pm and 2 pm. If anyone forgetfully did, the dictator's first-floor window would fly open and he would bawl him into undignified flight.

'generally induces a sleepy effect'

The underlined word means the same as :

- (1) invokes
- (2) clears
- (3) causes
- (4) checks

[Question ID = 726][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q126]

- 1. 1 [Option ID = 2901]
- 2. 2 [Option ID = 2902]
- 3. 3 [Option ID = 2903]
- 4. 4 [Option ID = 2904]

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

Few can do without a post-lunch nap — one of the most universal and most popular forms of human relaxation. The urge is irresistible, especially after a satisfying lunch.

Lunch generally induces a sleepy effect that can't be easily shaken off, try as one might. At home, one instinctively heads for the bed or favourite couch to succumb, quite pleasurably, to the seduction of sleep for a short while.

When accustomed to a post-lunch nap, skipping it is difficult and renders one irritable. In my working days, I had colleagues whose moods would be soured if they missed their midday catnap. And now as a senior citizen, it is an integral part of my daily routine. Knowing how much I value my nap, my considerate family ensures that it's seldom disrupted. For, one awakes from a siesta refreshed and energised ready to take on the challenges of the rest of the day.

Of course, none is more unwelcome than the intruder who noisily barges in while one is napping. Equally annoying is the phone or doorbell that rings at that opportune time — a vexation a boss of mine tackled cleverly. Quite mysteriously, after lunch, he used to go incommunicado when I sometimes needed to contact him. His butler would dutifully 'dethrone' the telephone receiver from its cradle.

In boarding school in Tiruchi in the 1950s, no student ever dared to raise his voice when he passed the headmaster's sanctum between the hallowed hour of 1 pm and 2 pm. If anyone forgetfully did, the dictator's first-floor window would fly open and he would bawl him into undignified flight.

'..... if they missed their midday catnap'

The above is a/an _____ clause.

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

[Question ID = 727][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q127]

- 1. 1 [Option ID = 2905]
- 2. 2 [Option ID = 2906]
- 3. 3 [Option ID = 2907]
- 4. 4 [Option ID = 2908]

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

Few can do without a post-lunch nap — one of the most universal and most popular forms of human relaxation. The urge is irresistible, especially after a satisfying lunch.

Lunch generally induces a sleepy effect that can't be easily shaken off, try as one might. At home, one instinctively heads for the bed or favourite couch to succumb, quite pleasurably, to the seduction of sleep for a short while.

When accustomed to a post-lunch nap, skipping it is difficult and renders one irritable. In my working days, I had colleagues whose moods would be soured if they missed their midday catnap. And now as a senior citizen, it is an integral part of my daily routine. Knowing how much I value my nap, my considerate family ensures that it's seldom disrupted. For, one awakes from a siesta refreshed and energised ready to take on the challenges of the rest of the day.

Of course, none is more unwelcome than the intruder who noisily barges in while one is napping. Equally annoying is the phone or doorbell that rings at that opportune time — a vexation a boss of mine tackled cleverly. Quite mysteriously, after lunch, he used to go incommunicado when I sometimes needed to contact him. His butler would dutifully 'dethrone' the telephone receiver from its cradle.

In boarding school in Tiruchi in the 1950s, no student ever dared to raise his voice when he passed the headmaster's sanctum between the hallowed hour of 1 pm and 2 pm. If anyone forgetfully did, the dictator's first-floor window would fly open and he would bawl him into undignified flight.

'When accustomed to a

The underlined word is a/an :

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

[Question ID = 728][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q128]

- 1. 1 [Option ID = 2909]
- 2. 2 [Option ID = 2910]
- 3. 3 [Option ID = 2911]
- 4. 4 [Option ID = 2912]

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 options.

The garden on the terrace of our house is not just a green place. It is indeed an earthly paradise of blossoms of rose, hibiscus, marigolds, jasmine, sunflower, dahlia and many more. My spouse, a green thumb, grows all the plants in the garden, toils for many hours to nurture them and keep them healthy, away from the onslaught of pests. Of course, I help her in the gardening.

In the morning, I sit in our garden, with the rays of the sun playing over my person and the cool breeze caressing me, watching the flocks of butterflies flitting about blossoms and hearing the warbling of birds from the trees and rustling music of tree leaves; I feel refreshed, happy and peaceful.

Not just plants and flowers I behold in my garden. There are interesting visitors. A squirrel comes scurrying to the guava tree and nibbling at a fruit, squeaking, its bushy tail rising and falling and it's beady eyes rolling in a queer way. A couple of sparrows, chirping, land on the compound wall and pick up some grains; they keep moving in their springy gait on the compound wall and finding their way into the garden and among plants.

In the evenings too, I seek my blessed place of comfort, happiness and peace in our garden. The sky stretching endlessly overhead makes a wonderful canopy with its clouds, dark and silver, gliding slowly.

The evening sun is a delightful spectacle. Flocks of birds are seen homing for their nests. While the evening sky is darkening, numerous stars, one by one, blinking, winking, twinkling, keep appearing all over with the moon illuminating the whole sky.

The writer's terrace has become an earthly paradise because of

- (1) his spouse
- (2) rose, marigold and jasmine, etc.
- (3) onslaught of pests
- (4) his spouse and rose, marigold and jasmine, etc.

[Question ID = 729][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q129]

- 1. 1 [Option ID = 2913]
- 2. 2 [Option ID = 2914]
- 3. 3 [Option ID = 2915]
- 4. 4 [Option ID = 2916]

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

The garden on the terrace of our house is not just a green place. It is indeed an earthly paradise of blossoms of rose, hibiscus, marigolds, jasmine, sunflower, dahlia and many more. My spouse, a green thumb, grows all the plants in the garden, toils for many hours to nurture them and keep them healthy, away from the onslaught of pests. Of course, I help her in the gardening.

In the morning, I sit in our garden, with the rays of the sun playing over my person and the cool breeze caressing me, watching the flocks of butterflies flitting about blossoms and hearing the warbling of birds from the trees and rustling music of tree leaves; I feel refreshed, happy and peaceful.

Not just plants and flowers I behold in my garden. There are interesting visitors. A squirrel comes scurrying to the guava tree and nibbling at a fruit, squeaking, its bushy tail rising and falling and it's beady eyes rolling in a queer way. A couple of sparrows, chirping, land on the compound wall and pick up some grains; they keep moving in their springy gait on the compound wall and finding their way into the garden and among plants.

In the evenings too, I seek my blessed place of comfort, happiness and peace in our garden. The sky stretching endlessly overhead makes a wonderful canopy with its clouds, dark and silver, gliding slowly.

The evening sun is a delightful spectacle. Flocks of birds are seen homing for their nests. While the evening sky is darkening, numerous stars, one by one, blinking, winking, twinkling, keep appearing all over with the moon illuminating the whole sky.

What has been the writer's role in this ?

- (1) He has a green thumb.
- (2) He sits in the garden.
- (3) He helps his wife.
- (4) He feels refreshed.

[Question ID = 730][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q130]

- 1. 1 [Option ID = 2917]
- 2. 2 [Option ID = 2918]
- 3. 3 [Option ID = 2919]
- 4. 4 [Option ID = 2920]

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

The garden on the terrace of our house is not just a green place. It is indeed an earthly paradise of blossoms of rose, hibiscus, marigolds, jasmine, sunflower, dahlia and many more. My spouse, a green thumb, grows all the plants in the garden, toils for many hours to nurture them and keep them healthy, away from the onslaught of pests. Of course, I help her in the gardening.

In the morning, I sit in our garden, with the rays of the sun playing over my person and the cool breeze caressing me, watching the flocks of butterflies flitting about blossoms and hearing the warbling of birds from the trees and rustling music of tree leaves; I feel refreshed, happy and peaceful.

Not just plants and flowers I behold in my garden. There are interesting visitors. A squirrel comes scurrying to the guava tree and nibbling at a fruit, squeaking, its bushy tail rising and falling and it's beady eyes rolling in a queer way. A couple of sparrows, chirping, land on the compound wall and pick up some grains; they keep moving in their springy gait on the compound wall and finding their way into the garden and among plants.

In the evenings too, I seek my blessed place of comfort, happiness and peace in our garden. The sky stretching endlessly overhead makes a wonderful canopy with its clouds, dark and silver, gliding slowly.

The evening sun is a delightful spectacle. Flocks of birds are seen homing for their nests. While the evening sky is darkening, numerous stars, one by one, blinking, winking, twinkling, keep appearing all over with the moon illuminating the whole sky.

What does **not** make the writer feel refreshed ?

- (1) the sun's rays falling on him
- (2) chirping of birds
- (3) toiling for many hours
- (4) flocks of butterflies

[Question ID = 731][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q131]

- 1. 1 [Option ID = 2921]
- 2. 2 [Option ID = 2922]
- 3. 3 [Option ID = 2923]
- 4. 4 [Option ID = 2924]

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

The garden on the terrace of our house is not just a green place. It is indeed an earthly paradise of blossoms of rose, hibiscus, marigolds, jasmine, sunflower, dahlia and many more. My spouse, a green thumb, grows all the plants in the garden, toils for many hours to nurture them and keep them healthy, away from the onslaught of pests. Of course, I help her in the gardening.

In the morning, I sit in our garden, with the rays of the sun playing over my person and the cool breeze caressing me, watching the flocks of butterflies flitting about blossoms and hearing the warbling of birds from the trees and rustling music of tree leaves; I feel refreshed, happy and peaceful.

Not just plants and flowers I behold in my garden. There are interesting visitors. A squirrel comes scurrying to the guava tree and nibbling at a fruit, squeaking, its bushy tail rising and falling and it's beady eyes rolling in a queer way. A couple of sparrows, chirping, land on the compound wall and pick up some grains; they keep moving in their springy gait on the compound wall and finding their way into the garden and among plants.

In the evenings too, I seek my blessed place of comfort, happiness and peace in our garden. The sky stretching endlessly overhead makes a wonderful canopy with its clouds, dark and silver, gliding slowly.

The evening sun is a delightful spectacle. Flocks of birds are seen homing for their nests. While the evening sky is darkening, numerous stars, one by one, blinking, winking, twinkling, keep appearing all over with the moon illuminating the whole sky.

Study the following statements :

- (a) A squirrel comes to pick up some grains.
- (b) The sparrows climb the guava trees and nibble at the fruit.

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

[Question ID = 732][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q132]

- 1. 1 [Option ID = 2925]
- 2. 2 [Option ID = 2926]
- 3. 3 [Option ID = 2927]
- 4. 4 [Option ID = 2928]

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

The garden on the terrace of our house is not just a green place. It is indeed an earthly paradise of blossoms of rose, hibiscus, marigolds, jasmine, sunflower, dahlia and many more. My spouse, a green thumb, grows all the plants in the garden, toils for many hours to nurture them and keep them healthy, away from the onslaught of pests. Of course, I help her in the gardening.

In the morning, I sit in our garden, with the rays of the sun playing over my person and the cool breeze caressing me, watching the flocks of butterflies flitting about blossoms and hearing the warbling of birds from the trees and rustling music of tree leaves; I feel refreshed, happy and peaceful.

Not just plants and flowers I behold in my garden. There are interesting visitors. A squirrel comes scurrying to the guava tree and nibbling at a fruit, squeaking, its bushy tail rising and falling and it's beady eyes rolling in a queer way. A couple of sparrows, chirping, land on the compound wall and pick up some grains; they keep moving in their springy gait on the compound wall and finding their way into the garden and among plants.

In the evenings too, I seek my blessed place of comfort, happiness and peace in our garden. The sky stretching endlessly overhead makes a wonderful canopy with its clouds, dark and silver, gliding slowly.

The evening sun is a delightful spectacle. Flocks of birds are seen homing for their nests. While the evening sky is darkening, numerous stars, one by one, blinking, winking, twinkling, keep appearing all over with the moon illuminating the whole sky.

Study the following statements :

- (a) The sparrows jump down the compound wall.
- (b) Dark and silver clouds partly cover the evening sky.
- (c) The moon is surrounded by twinkling stars.

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

[Question ID = 733][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q133]

- 1. 1 [Option ID = 2929]
- 2. 2 [Option ID = 2930]
- 3. 3 [Option ID = 2931]
- 4. 4 [Option ID = 2932]

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

The garden on the terrace of our house is not just a green place. It is indeed an earthly paradise of blossoms of rose, hibiscus, marigolds, jasmine, sunflower, dahlia and many more. My spouse, a green thumb, grows all the plants in the garden, toils for many hours to nurture them and keep them healthy, away from the onslaught of pests. Of course, I help her in the gardening.

In the morning, I sit in our garden, with the rays of the sun playing over my person and the cool breeze caressing me, watching the flocks of butterflies flitting about blossoms and hearing the warbling of birds from the trees and rustling music of tree leaves; I feel refreshed, happy and peaceful.

Not just plants and flowers I behold in my garden. There are interesting visitors. A squirrel comes scurrying to the guava tree and nibbling at a fruit, squeaking, its bushy tail rising and falling and it's beady eyes rolling in a queer way. A couple of sparrows, chirping, land on the compound wall and pick up some grains; they keep moving in their springy gait on the compound wall and finding their way into the garden and among plants.

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The evening sun is a delightful spectacle. Flocks of birds are seen homing for their nests. While the evening sky is darkening, numerous stars, one by one, blinking, winking, twinkling, keep appearing all over with the moon illuminating the whole sky.

'Of course, I help her in the gardening.'

The above statement is a/an _____ clause.

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

[Question ID = 734][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q134]

- 1. 1 [Option ID = 2933]
- 2. 2 [Option ID = 2934]
- 3. 3 [Option ID = 2935]
- 4. 4 [Option ID = 2936]

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

The garden on the terrace of our house is not just a green place. It is indeed an earthly paradise of blossoms of rose, hibiscus, marigolds, jasmine, sunflower, dahlia and many more. My spouse, a green thumb, grows all the plants in the garden, toils for many hours to nurture them and keep them healthy, away from the onslaught of pests. Of course, I help her in the gardening.

In the morning, I sit in our garden, with the rays of the sun playing over my person and the cool breeze caressing me, watching the flocks of butterflies flitting about blossoms and hearing the warbling of birds from the trees and rustling music of tree leaves; I feel refreshed, happy and peaceful.

Not just plants and flowers I behold in my garden. There are interesting visitors. A squirrel comes scurrying to the guava tree and nibbling at a fruit, squeaking, its bushy tail rising and falling and it's beady eyes rolling in a queer way. A couple of sparrows, chirping, land on the compound wall and pick up some grains; they keep moving in their springy gait on the compound wall and finding their way into the garden and among plants.

In the evenings too, I seek my blessed place of comfort, happiness and peace in our garden. The sky stretching endlessly overhead makes a wonderful canopy with its clouds, dark and silver, gliding slowly.

The evening sun is a delightful spectacle. Flocks of birds are seen homing for their nests. While the evening sky is darkening, numerous stars, one by one, blinking, winking, twinkling, keep appearing all over with the moon illuminating the whole sky.

'A squirrel came scurrying ...'

The underlined word means the same as :

- (1) rustling
- (2) hustling
- (3) dallying
- (4) lumbering

[Question ID = 735][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q135]

- 1. 1 [Option ID = 2937]
- 2. 2 [Option ID = 2938]
- 3. 3 [Option ID = 2939]
- 4. 4 [Option ID = 2940]

Topic:- ENG_Q136-150_L2_P1_CTET

- 1) The study of language is known as

- (1) Language system
- (2) Linguistics
- (3) Language process
- (4) Grammar of a language

[Question ID = 736][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q136]

- 1. 1 [Option ID = 2941]
- 2. 2 [Option ID = 2942]
- 3. 3 [Option ID = 2943]
- 4. 4 [Option ID = 2944]

2) Three-language formula aims at

- (1) promoting mother tongue-based multilingualism.
- (2) promoting all languages in school.
- (3) promoting languages of learners along with Hindi and English.
- (4) learning three languages of the states compulsorily.

[Question ID = 737][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q137]

- 1. 1 [Option ID = 2945]
- 2. 2 [Option ID = 2946]
- 3. 3 [Option ID = 2947]
- 4. 4 [Option ID = 2948]

3) Swati, a teacher of class 6 brought some objects and compared those ideas and feelings attached to them through a whole classroom discussion for vocabulary learning in the classroom. What are the objects she used in her class known as ?

- (1) Teaching aids
- (2) Realia
- (3) Activity-based learning
- (4) Learner-centered learning

[Question ID = 738][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q138]

- 1. 1 [Option ID = 2949]
- 2. 2 [Option ID = 2950]
- 3. 3 [Option ID = 2951]
- 4. 4 [Option ID = 2952]

4) A teacher wanted to select a text from a newspaper or a magazine. She selected the text suitable for the learner's age in terms of theme and cognitive level. What was/were the parameters for selecting the text ?

- (1) Content and psychological validity
- (2) Content validity
- (3) Psychological validity
- (4) Social and language validity

[Question ID = 739][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q139]

- 1. 1 [Option ID = 2953]
- 2. 2 [Option ID = 2954]
- 3. 3 [Option ID = 2955]
- 4. 4 [Option ID = 2956]

5) How many languages are recognized by the Eighth Schedule of the Indian Constitution ?

- (1) 22
- (2) 121
- (3) 16
- (4) 18

[Question ID = 740][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q140]

- 1. 1 [Option ID = 2957]
- 2. 2 [Option ID = 2958]
- 3. 3 [Option ID = 2959]
- 4. 4 [Option ID = 2960]

6) Learning grammar through understanding and practice is

- (1) Procedural knowledge
- (2) Declarative knowledge
- (3) Knowledge about language
- (4) Grammatical knowledge

[Question ID = 741][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q141]

- 1. 1 [Option ID = 2961]
- 2. 2 [Option ID = 2962]
- 3. 3 [Option ID = 2963]
- 4. 4 [Option ID = 2964]

7) Language across the curriculum perspective recognizes that

- (1) all learning is language learning.
- (2) language plays a role in learning of the content subjects.
- (3) content subject teacher does not need to consider language in content class.
- (4) content subjects are more important than languages in school.

[Question ID = 742][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q142]

- 1. 1 [Option ID = 2965]
- 2. 2 [Option ID = 2966]
- 3. 3 [Option ID = 2967]
- 4. 4 [Option ID = 2968]

8) Which of the following is *not* true of continuous and comprehensive assessment ?

- (1) Learner receives feedback from the teacher.
- (2) Assessing the learner periodically.
- (3) Assessing the learner continuously.
- (4) Learner is aware of assessment mechanisms.

[Question ID = 743][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q143]

- 1. 1 [Option ID = 2969]
- 2. 2 [Option ID = 2970]
- 3. 3 [Option ID = 2971]
- 4. 4 [Option ID = 2972]

9) Kiran reads a newspaper to find an interesting fact about mountains. What is this reading known as ?

- (1) Taking notes
- (2) Skimming
- (3) Reading aloud
- (4) Scanning

[Question ID = 744][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q144]

- 1. 1 [Option ID = 2973]
- 2. 2 [Option ID = 2974]
- 3. 3 [Option ID = 2975]
- 4. 4 [Option ID = 2976]

10) A child from Delhi moves to Hyderabad and learns Telugu through his interaction with peers and people in neighborhood. This is known as

- (1) Language learning
- (2) Language acquisition
- (3) Language addition
- (4) Language processes

[Question ID = 745][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q145]

- 1. 1 [Option ID = 2977]
- 2. 2 [Option ID = 2978]
- 3. 3 [Option ID = 2979]
- 4. 4 [Option ID = 2980]

11) Which of the following is true of teaching poetry ?

- (1) Poetry is for language acquisition
- (2) Poetry is for grammar learning
- (3) Poetry is for appreciation and enjoyment
- (4) Poetry is for knowledge acquisition

[Question ID = 746][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q146]

- 1. 1 [Option ID = 2981]
- 2. 2 [Option ID = 2982]
- 3. 3 [Option ID = 2983]
- 4. 4 [Option ID = 2984]

12) National Education Policy 2020 recommends the study of classical languages

- (1) as additional options
- (2) under three-language formula
- (3) from early stages of schooling
- (4) at the university level

[Question ID = 747][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q147]

- 1. 1 [Option ID = 2985]
- 2. 2 [Option ID = 2986]
- 3. 3 [Option ID = 2987]
- 4. 4 [Option ID = 2988]

13) Writing

- (1) does not require practice.
- (2) is a product-based activity.
- (3) is a process-based activity.
- (4) is what learners write in one go.

[Question ID = 748][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q148]

- 1. 1 [Option ID = 2989]
- 2. 2 [Option ID = 2990]
- 3. 3 [Option ID = 2991]
- 4. 4 [Option ID = 2992]

14) A teacher divides her learners of one class into groups of five and allots them themes and topics which the learners have chosen and asks them to collect required information on their topics and interpret and write a report to be presented to the whole class. What is this activity known as ?

- (1) Task
- (2) Group work
- (3) Constructivist activity
- (4) Project work

[Question ID = 749][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q149]

- 1. 1 [Option ID = 2993]
- 2. 2 [Option ID = 2994]
- 3. 3 [Option ID = 2995]
- 4. 4 [Option ID = 2996]

15) NIPUN Bharat is

- (1) a national initiative for promotion of science and technology education.
- (2) Government of India's programme to promote adult literacy and numeracy.
- (3) Government of India's programme to promote reading and numeracy among young learners.
- (4) a national programme for promoting mother tongue-based education.

[Question ID = 750][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q150]

- 1. 1 [Option ID = 2997]
- 2. 2 [Option ID = 2998]
- 3. 3 [Option ID = 2999]
- 4. 4 [Option ID = 3000]