

CTET L1 Sanskrit L2 English P1

Topic:- CDP_P1_CTET

1) Principle of cephalocaudal development suggests that :

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

विकास का शीर्षगामी सिद्धांत क्या कहता है ?

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

[Question ID = 1][Question Description = CTET_P1_PART_1_CDP_SET_113_Q1]

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

2) Which of the following is an example of gross motor skill ?

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

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

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

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

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

3) *Assertion (A) :*

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

Reason (R) :

Religious organisation is a primary agent of socialization.

Choose the correct option :

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

अभिकथन (A) :

विद्यालय बच्चे के समाजीकरण में एक महत्वपूर्ण भूमिका निभाता है।

कारण (R) :

धार्मिक संस्थाएँ समाजीकरण की प्राथमिक कारक है।

सही विकल्प चुनें :

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

[Question ID = 3][Question Description = CTET_P1_PART_1_CDP_SET_113_Q3]

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

4) According to Jean Piaget's theory of cognitive development, at which stage most children become capable of applying logic in solving complex problems ?

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

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

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

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

- 1. 1 [Option ID = 13]

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

11) *Assertion (A) :*

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

Reason (R) :

Language and thought develop independent to each other.

Choose the correct option :

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

अभिकथन (A) :

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

कारण (R) :

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

सही विकल्प चुनें :

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

18) Dyslexia is a _____ .

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

पठनवैकल्य एक _____ है।

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

[Question ID = 18][Question Description = CTET_P1_PART_1_CDP_SET_113_Q18]

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

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

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

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

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

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

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

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

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

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

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

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

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

21) *Assertion (A) :*

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

Reason (R) :

Learning is a process of passive acquisition of knowledge.

Choose the correct option :

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

अभिकथन (A) :

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

कारण (R) :

अधिगम, ज्ञान के निष्क्रिय अर्जन की प्रक्रिया है ।

सही विकल्प चुनें :

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

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

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

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

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

अधिगम को प्रभावशाली बनाने के लिए विषयवस्तु कैसी होनी चाहिए ?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

[Question ID = 30][Question Description = CTET_P1_PART_1_CDP_SET_113_Q30]

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

Topic:- MATH_Q31-45_P1_CTET

1) If A and B are digits and

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

then which of the following is true ?

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

यदि A और B अंक हैं तथा

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

है, तो निम्न में से कौन-सा सत्य है ?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Now, which of the following options is correct ?

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

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

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

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

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

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

- 1. 1 [Option ID = 133]

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

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

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

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

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

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

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

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

A has a capacity of 4 pebbles.

B has a capacity of 6 pebbles.

C has a capacity of 12 pebbles.

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

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

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

A में 4 कंकड़ों के रखे जाने की क्षमता है।

B में 6 कंकड़ों के रखे जाने की क्षमता है।

C में 12 कंकड़ों के रखे जाने की क्षमता है।

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

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

(1) 1

(2) 2

(3) 3

(4) 4

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

1. 1 [Option ID = 141]

2. 2 [Option ID = 142]

3. 3 [Option ID = 143]

4. 4 [Option ID = 144]

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

(1) 450°

(2) 480°

(3) 485°

(4) 495°

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

(1) 450°

(2) 480°

(3) 485°

(4) 495°

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

1. 1 [Option ID = 145]

2. 2 [Option ID = 146]

3. 3 [Option ID = 147]

4. 4 [Option ID = 148]

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

(1) 0

(2) 1

(3) 2

(4) 4

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

(1) 0

(2) 1

(3) 2

(4) 4

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

1. 1 [Option ID = 149]

2. 2 [Option ID = 150]

3. 3 [Option ID = 151]

4. 4 [Option ID = 152]

9) Identify the shape with the following properties :

A. It has 4 sides.

B. It is a closed figure.

C. Opposite sides are parallel.

D. All angles are equal.

(1) Only rectangle

(2) Only square

(3) Rectangle or square

(4) Only kite

निम्न गुणों वाले आकार की पहचान कीजिए :

A. इसकी 4 भुजाएँ हैं।

B. यह एक बंद आकृति है।

C. सम्मुख भुजाएँ समांतर हैं।

D. सभी कोण बराबर हैं।

(1) केवल आयत

(2) केवल वर्ग

(3) आयत या वर्ग

(4) केवल पतंग

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

1. 1 [Option ID = 153]

2. 2 [Option ID = 154]

3. 3 [Option ID = 155]

4. 4 [Option ID = 156]

10) The following letters represent money :

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

D = ₹ 2.00 ; E = ₹ 0.50.

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

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

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

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

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

निम्नलिखित अक्षर धनराशि निरूपित करते हैं :

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

D = ₹ 2.00 ; E = ₹ 0.50.

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

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

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

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

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

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

1. 1 [Option ID = 157]

2. 2 [Option ID = 158]

3. 3 [Option ID = 159]

4. 4 [Option ID = 160]

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

Then, area of each small rectangle will be

(1) 4 cm^2

(2) 6 cm^2

(3) 12 cm^2

(4) 24 cm^2

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

(1) 4 cm^2

(2) 6 cm^2

(3) 12 cm^2

(4) 24 cm^2

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

1. 1 [Option ID = 161]

2. 2 [Option ID = 162]

3. 3 [Option ID = 163]

4. 4 [Option ID = 164]

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

प्रथम पाँच अभाज्य संख्याओं का औसत क्या है ?

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

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

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

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

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

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

निम्नलिखित पैटर्न में, अगली दो प्रविष्टियों की पहचान कीजिए :

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

(1) 11, T

(2) T, 12

(3) E, 12

(4) E, T

[Question ID = 45][Question Description = CTET_P1_PART_2_MATHS_SET_113_Q45]

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

Topic:- MATH_Q46-60_P1_CTET

1) The sum of any two Natural Numbers is a Natural number – this property of Natural numbers is referred to as

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

[Question ID = 49][Question Description = CTET_P1_PART_2_MATHS_SET_113_Q49]

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

- 5) Which among the following is/are way(s) to enhance the skill of mathematical communication among primary school children ?
- A. Provide opportunities to solve problems based on a model problem solved by the teacher.
 - B. Ask the children to represent the given information in a clear and an organised way.
 - C. Provide opportunities to children to draw simple conclusions on their own and explain their reasoning.

Choose the correct option :

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

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

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

सही विकल्प का चयन कीजिए :

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Choose the correct option :

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

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

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

सही विकल्प का चयन कीजिए :

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Choose the correct option :

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

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

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

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

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

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

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

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

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

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

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

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

14) Which of the following is the most appropriate activity to introduce the concept of measurement among primary grade learners ?

- (1) Giving a meter scale to children to measure the length of their mathematics textbook.
- (2) Asking the children to use a wooden duster as a weight on a balance to find out which objects are heavier or lighter than the duster.
- (3) Asking children to approximate the sum of two numbers, 38 and 42.
- (4) Asking children to estimate the weight of their peers.

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

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

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

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

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

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

Choose the correct option :

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

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

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

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

[Question ID = 60][Question Description = CTET_P1_PART_2_MATHS_SET_113_Q60]

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

Topic:- EVS_Q61-75_P1_CTET

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

[Question ID = 69][Question Description = CTET_P1_PART_3_EVS_SET_113_Q69]

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

10) Which of the following is 'Gender parity' ?

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

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

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

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

(1) A और B

(2) C और D

(3) B और C

(4) A और D

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

15) Which of the following are omnivores ?

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

निम्नलिखित में से कौन-से सर्वाहारी हैं ?

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

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

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

Topic:- EVS_Q76-90_P1_CTET

- 1) EVS curriculum at the primary level follows an environmental approach. This means that EVS curriculum is
- A. for the environment
 - B. through the environment
 - C. about the environment
 - D. by the environment
- (1) B, C and D
 - (2) A, B and D
 - (3) A, B and C
 - (4) A, C and D

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

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

(1) B, C तथा D

(2) A, B तथा D

(3) A, B तथा C

(4) A, C तथा D

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

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

2) Which of the following terms describe EVS ?

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

(1) A, B and C

(2) A and B

(3) A and C

(4) B and C

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

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

(1) A, B और C

(2) A और B

(3) A और C

(4) B और C

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

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

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

(1) A and D

(2) A and B

(3) B and C

(4) A and C

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

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

(1) A और D

(2) A और B

(3) B और C

(4) A और C

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6) EVS curriculum follows a thematic approach because

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

पर्यावरण अध्ययन पाठ्यचर्या एक विषयक उपागम का अनुगमन करती है क्योंकि

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(1) A and B

(2) A and C

(3) A and D

(4) C and D

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

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

(1) A और B

(2) A और C

(3) A और D

(4) C और D

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

1. 1 [Option ID = 333]

2. 2 [Option ID = 334]

3. 3 [Option ID = 335]

4. 4 [Option ID = 336]

10) Nature of EVS at Primary level is

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

प्राथमिक स्तर पर पर्यावरण अध्ययन की प्रकृति है

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

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

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

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

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

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

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

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

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

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

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

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

(1) निम्न कोटि प्रश्न

(2) उच्च कोटि प्रश्न

(3) सरल प्रश्न

(4) जटिल प्रश्न

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Topic:- Sanskrit_Q91-99_L1_P1_CTET

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

केरलराज्यस्य कस्मिंश्चित् ग्रामे कृष्णः नाम प्रसिद्धः चित्रकारः वसति स्म । तस्य गृहे तस्य माता, पत्नी, पुत्रद्वयं च आसन् । ते धनिकाः तु न आसन् । चित्रकलया कृष्णः यावत् धनं सम्यादयाति तावत् तेषां जीवनार्थं पर्याप्तं भवति स्म ।

एकस्मिन् दिने रात्रौ सर्वे शयनं कृतवन्तः आसन् । तदा ते पार्श्वगृहतः आक्रन्दनं श्रुतवन्तः । कृष्णः झटिति उत्थाय बहिः आगत्य दृष्टवान् । पार्श्वगृहं अग्निना ज्वलत् आसीत् । गृहस्य अन्तः शिशुद्वयम् अस्ति इति सः ज्ञातवान् अग्नेः ज्वाला सर्वत्र प्रसृता आसीत् । गृहस्य प्रवेशः कष्टकरः आसीत् । तथापि कृष्णः झटिति अग्नेः मध्ये एव गृहं प्रविश्य शिशुद्वयमपि बहिः आनीतवान् । अग्नौ एव गतवान् इति कारणेन तस्य शरीरं पूर्णं दग्धम् आसीत् । चिकित्सालयं प्रति नयनात् पूर्वमेव सः दिवङ्गतः ।

तस्य परोपकारगुणं सर्वे जनाः श्लाघितवन्तः । केरलस्य प्रसिद्ध पत्रिकायाः मातृभूम्याः व्यवस्थापकः एतं विषयं ज्ञात्वा तस्य कुटुम्बस्य साहाय्यं कर्तुम् इष्टवान् । पत्रिकायाः व्यवस्थापकः तन्निमित्त-संगृहीतधनं स्वीकृत्य मित्रैः सह कृष्णस्य गृहं गतवान् । कृष्णस्य पत्नी तान् स्वागतीकृतवती । पश्चात् अन्तः गत्वा श्वश्रूम् आहूतवती । श्वश्रूः आगत्य तेषां कुशल-वार्तां विचारितवती । सः व्यवस्थापकः कृष्णस्य प्रशंसां कुर्वन् – “अम्ब भवत्याः पुत्रः परोपकारार्थं प्राणान् एव अर्पितवान् अस्ति । वयं तु भवत्याः पुत्रशोकं दूरीकर्तुं न शक्नुमः । तथापि भवताम् अग्रिमजीवने साहाय्यं भवतु इति किञ्चित् धनं संग्रह्य आनीतवन्तः स्म । कृपया एतत् धनं स्वीकरोतु” इति वदन् धनस्यूतं तस्याः पुरतः स्थापितवान् ।

तदा सा तत् धनम् अस्वीकुर्वती उक्तवती – “भोः पुत्रस्य मरणं यावत् पीडयति ततोऽप्यधिकं प्रतिवेशिनः कष्टं मां पीडयति । अस्माकं तु वासार्थं गृहम् अस्ति । तेषां तदपि नास्ति । अतः भवन्तः एतेन धनेन तेषां निमित्तम् एकं गृहं निर्माय यच्छन्तु” इति । मातुः वचनं श्रुत्वा पत्रिकायाः व्यवस्थापकः स्तब्धः अभवत् ।

चित्रकारस्य नाम किम् आसीत् ?

- (1) देवशर्मा
- (2) सुशर्मा
- (3) कृष्णः
- (4) भरतः

[Question ID = 151][Question Description = CTET_P1_PART_4_L1_SET_113_SANSKRIT_Q91]

1. 1 [Option ID = 601]
2. 2 [Option ID = 602]
3. 3 [Option ID = 603]

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

केरलराज्यस्य कस्मिंश्चित् ग्रामे कृष्णः नाम प्रसिद्धः चित्रकारः वसति स्म । तस्य गृहे तस्य माता, पत्नी, पुत्रद्वयं च आसन् । ते धनिकाः तु न आसन् । चित्रकलया कृष्णः यावत् धनं सम्यादयाति तावत् तेषां जीवनार्थं पर्याप्तं भवति स्म ।

एकस्मिन् दिने रात्रौ सर्वे शयनं कृतवन्तः आसन् । तदा ते पार्श्वगृहतः आक्रन्दनं श्रुतवन्तः । कृष्णः झटिति उत्थाय बहिः आगत्य दृष्टवान् । पार्श्वगृहं अग्निना ज्वलत् आसीत् । गृहस्य अन्तः शिशुद्वयम् अस्ति इति सः ज्ञातवान् अग्रे ज्वाला सर्वत्र प्रसृता आसीत् । गृहस्य प्रवेशः कष्टकरः आसीत् । तथापि कृष्णः झटिति अग्रे मध्ये एव गृहं प्रविश्य शिशुद्वयमपि बहिः आनीतवान् । अग्नौ एव गतवान् इति कारणेन तस्य शरीरं पूर्णं दग्धम् आसीत् । चिकित्सालयं प्रति नयनात् पूर्वमेव सः दिवङ्गतः ।

तस्य परोपकारगुणं सर्वे जनाः क्षाधितवन्तः । केरलस्य प्रसिद्ध पत्रिकायाः मातृभूम्याः व्यवस्थापकः एतं विषयं ज्ञात्वा तस्य कुटुम्बस्य साहाय्यं कर्तुम् इष्टवान् । पत्रिकायाः व्यवस्थापकः तन्निमित्त-संगृहीतधनं स्वीकृत्य मित्रैः सह कृष्णस्य गृहं गतवान् । कृष्णस्य पत्नी तान् स्वागतीकृतवती । पश्चात् अन्तः गत्वा श्वश्रूम् आहूतवती । श्वश्रूः आगत्य तेषां कुशल-वार्तां विचारितवती । सः व्यवस्थापकः कृष्णस्य प्रशंसां कुर्वन् – “अम्ब भवत्याः पुत्रः परोपकारार्थं प्राणान् एव अर्पितवान् अस्ति । वयं तु भवत्याः पुत्रशोकं दूरीकर्तुं न शक्नुमः । तथापि भवताम् अग्रिमजीवने साहाय्यं भवतु इति किञ्चित् धनं संग्रह्य आनीतवन्तः स्म । कृपया एतत् धनं स्वीकरोतु” इति वदन् धनस्यूतं तस्याः पुरतः स्थापितवान् ।

तदा सा तत् धनम् अस्वीकुर्वती उक्तवती – “भोः पुत्रस्य मरणं यावत् पीडयति ततोऽय्यधिकं प्रतिवेशिनः कष्टं मां पीडयति । अस्माकं तु वासार्थं गृहम् अस्ति । तेषां तदपि नास्ति । अतः भवन्तः एतेन धनेन तेषां निमित्तम् एकं गृहं निर्माय यच्छन्तु” इति । मातुः वचनं श्रुत्वा पत्रिकायाः व्यवस्थापकः स्तब्धः अभवत् ।

कृष्णः कस्मिन् राज्ये वसति स्म ?

- (1) कलिङ्गराज्ये
- (2) चोलराज्ये
- (3) कर्णाटकराज्ये
- (4) केरलराज्ये

[Question ID = 152][Question Description = CTET_P1_PART_4_L1_SET_113_SANSKRIT_Q92]

1. 1 [Option ID = 605]
2. 2 [Option ID = 606]
3. 3 [Option ID = 607]
4. 4 [Option ID = 608]

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

केरलराज्यस्य कस्मिंश्चित् ग्रामे कृष्णः नाम प्रसिद्धः चित्रकारः वसति स्म । तस्य गृहे तस्य माता, पत्नी, पुत्रद्वयं च आसन् । ते धनिकाः तु न आसन् । चित्रकलया कृष्णः यावत् धनं सम्यादयाति तावत् तेषां जीवनार्थं पर्याप्तं भवति स्म ।

एकस्मिन् दिने रात्रौ सर्वे शयनं कृतवन्तः आसन् । तदा ते पार्श्वगृहतः आक्रन्दनं श्रुतवन्तः । कृष्णः झटिति उत्थाय बहिः आगत्य दृष्टवान् । पार्श्वगृहं अग्निना ज्वलत् आसीत् । गृहस्य अन्तः शिशुद्वयम् अस्ति इति सः ज्ञातवान् अग्नेः ज्वाला सर्वत्र प्रसृता आसीत् । गृहस्य प्रवेशः कष्टकरः आसीत् । तथापि कृष्णः झटिति अग्नेः मध्ये एव गृहं प्रविश्य शिशुद्वयमपि बहिः आनीतवान् । अग्नौ एव गतवान् इति कारणेन तस्य शरीरं पूर्णं दग्धम् आसीत् । चिकित्सालयं प्रति नयनात् पूर्वमेव सः दिवङ्गतः ।

तस्य परोपकारगुणं सर्वे जनाः क्षाधितवन्तः । केरलस्य प्रसिद्ध पत्रिकायाः मातृभूम्याः व्यवस्थापकः एतं विषयं ज्ञात्वा तस्य कुटुम्बस्य साहाय्यं कर्तुम् इष्टवान् । पत्रिकायाः व्यवस्थापकः तन्निमित्त-संगृहीतधनं स्वीकृत्य मित्रैः सह कृष्णस्य गृहं गतवान् । कृष्णस्य पत्नी तान् स्वागतीकृतवती । पश्चात् अन्तः गत्वा श्वश्रूम् आहूतवती । श्वश्रूः आगत्य तेषां कुशल-वार्तां विचारितवती । सः व्यवस्थापकः कृष्णस्य प्रशंसां कुर्वन् – “अम्ब भवत्याः पुत्रः परोपकारार्थं प्राणान् एव अर्पितवान् अस्ति । वयं तु भवत्याः पुत्रशोकं दूरीकर्तुं न शक्नुमः । तथापि भवताम् अग्रिमजीवने साहाय्यं भवतु इति किञ्चित् धनं संग्रह्य आनीतवन्तः स्म । कृपया एतत् धनं स्वीकरोतु” इति वदन् धनस्यूतं तस्याः पुरतः स्थापितवान् ।

तदा सा तत् धनम् अस्वीकुर्वती उक्तवती – “भोः पुत्रस्य मरणं यावत् पीडयति ततोऽय्यधिकं प्रतिवेशिनः कष्टं मां पीडयति । अस्माकं तु वासार्थं गृहम् अस्ति । तेषां तदपि नास्ति । अतः भवन्तः एतेन धनेन तेषां निमित्तम् एकं गृहं निर्माय यच्छन्तु” इति । मातुः वचनं श्रुत्वा पत्रिकायाः व्यवस्थापकः स्तब्धः अभवत् ।

कृष्णः कथं स्वजीवनयापनं करोति स्म ?

(1) कृषिकार्येण

(2) व्यापारेण

(3) चित्रकलया

(4) अभिनयेन

[Question ID = 153][Question Description = CTET_P1_PART_4_L1_SET_113_SANSKRIT_Q93]

1. 1 [Option ID = 609]
2. 2 [Option ID = 610]
3. 3 [Option ID = 611]
4. 4 [Option ID = 612]

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

केरलराज्यस्य कस्मिंश्चित् ग्रामे कृष्णः नाम प्रसिद्धः चित्रकारः वसति स्म । तस्य गृहे तस्य माता, पत्नी, पुत्रद्वयं च आसन् । ते धनिकाः तु न आसन् । चित्रकलया कृष्णः यावत् धनं सम्यादयाति तावत् तेषां जीवनार्थं पर्याप्तं भवति स्म ।

एकस्मिन् दिने रात्रौ सर्वे शयनं कृतवन्तः आसन् । तदा ते पार्श्वगृहतः आक्रन्दनं श्रुतवन्तः । कृष्णः झटिति उत्थाय बहिः आगत्य दृष्टवान् । पार्श्वगृहं अग्निना ज्वलत् आसीत् । गृहस्य अन्तः शिशुद्वयम् अस्ति इति सः ज्ञातवान् अग्रेः ज्वाला सर्वत्र प्रसृता आसीत् । गृहस्य प्रवेशः कष्टकरः आसीत् । तथापि कृष्णः झटिति अग्रेः मध्ये एव गृहं प्रविश्य शिशुद्वयमपि बहिः आनीतवान् । अग्नौ एव गतवान् इति कारणेन तस्य शरीरं पूर्णं दग्धम् आसीत् । चिकित्सालयं प्रति नयनात् पूर्वमेव सः दिवङ्गतः ।

तस्य परोपकारगुणं सर्वे जनाः क्षाधितवन्तः । केरलस्य प्रसिद्ध पत्रिकायाः मातृभूम्याः व्यवस्थापकः एतं विषयं ज्ञात्वा तस्य कुटुम्बस्य साहाय्यं कर्तुम् इष्टवान् । पत्रिकायाः व्यवस्थापकः तन्निमित्त-संगृहीतधनं स्वीकृत्य मित्रैः सह कृष्णस्य गृहं गतवान् । कृष्णस्य पत्नी तान् स्वागतीकृतवती । पश्चात् अन्तः गत्वा श्वश्रूम् आहूतवती । श्वश्रूः आगत्य तेषां कुशल-वार्तां विचारितवती । सः व्यवस्थापकः कृष्णस्य प्रशंसां कुर्वन् – “अम्ब भवत्याः पुत्रः परोपकारार्थं प्राणान् एव अर्पितवान् अस्ति । वयं तु भवत्याः पुत्रशोकं दूरीकर्तुं न शक्नुमः । तथापि भवताम् अग्रिमजीवने साहाय्यं भवतु इति किञ्चित् धनं संग्रह्य आनीतवन्तः स्म । कृपया एतत् धनं स्वीकरोतु” इति वदन् धनस्यूतं तस्याः पुरतः स्थापितवान् ।

तदा सा तत् धनम् अस्वीकुर्वती उक्तवती – “भोः पुत्रस्य मरणं यावत् पीडयति ततोऽय्यधिकं प्रतिवेशिनः कष्टं मां पीडयति । अस्माकं तु वासार्थं गृहम् अस्ति । तेषां तदपि नास्ति । अतः भवन्तः एतेन धनेन तेषां निमित्तम् एकं गृहं निर्माय यच्छन्तु” इति । मातुः वचनं श्रुत्वा पत्रिकायाः व्यवस्थापकः स्तब्धः अभवत् ।

शिशुद्वयं बहिः कः आनीतवान् ?

(1) पत्रिका-व्यवस्थापकः

(2) कृष्णस्य पत्नी

(3) कृष्णस्य माता

(4) कृष्णः

[Question ID = 154][Question Description = CTET_P1_PART_4_L1_SET_113_SANSKRIT_Q94]

1. 1 [Option ID = 613]
2. 2 [Option ID = 614]
3. 3 [Option ID = 615]
4. 4 [Option ID = 616]

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

केरलराज्यस्य कस्मिंश्चित् ग्रामे कृष्णः नाम प्रसिद्धः चित्रकारः वसति स्म । तस्य गृहे तस्य माता, पत्नी, पुत्रद्वयं च आसन् । ते धनिकाः तु न आसन् । चित्रकलया कृष्णः यावत् धनं सम्यादयाति तावत् तेषां जीवनार्थं पर्याप्तं भवति स्म ।

एकस्मिन् दिने रात्रौ सर्वे शयनं कृतवन्तः आसन् । तदा ते पार्श्वगृहतः आक्रन्दनं श्रुतवन्तः । कृष्णः झटिति उत्थाय बहिः आगत्य दृष्टवान् । पार्श्वगृहं अग्निना ज्वलत् आसीत् । गृहस्य अन्तः शिशुद्वयम् अस्ति इति सः ज्ञातवान् अग्नेः ज्वाला सर्वत्र प्रसृता आसीत् । गृहस्य प्रवेशः कष्टकरः आसीत् । तथापि कृष्णः झटिति अग्नेः मध्ये एव गृहं प्रविश्य शिशुद्वयमपि बहिः आनीतवान् । अग्नौ एव गतवान् इति कारणेन तस्य शरीरं पूर्णं दग्धम् आसीत् । चिकित्सालयं प्रति नयनात् पूर्वमेव सः दिवङ्गतः ।

तस्य परोपकारगुणं सर्वे जनाः क्षाधितवन्तः । केरलस्य प्रसिद्ध पत्रिकायाः मातृभूम्याः व्यवस्थापकः एतं विषयं ज्ञात्वा तस्य कुटुम्बस्य साहाय्यं कर्तुम् इष्टवान् । पत्रिकायाः व्यवस्थापकः तन्निमित्त-संगृहीतधनं स्वीकृत्य मित्रैः सह कृष्णस्य गृहं गतवान् । कृष्णस्य पत्नी तान् स्वागतीकृतवती । पश्चात् अन्तः गत्वा श्वश्रूम् आहूतवती । श्वश्रूः आगत्य तेषां कुशल-वार्तां विचारितवती । सः व्यवस्थापकः कृष्णस्य प्रशंसां कुर्वन् – “अम्ब भवत्याः पुत्रः परोपकारार्थं प्राणान् एव अर्पितवान् अस्ति । वयं तु भवत्याः पुत्रशोकं दूरीकर्तुं न शक्नुमः । तथापि भवताम् अग्रिमजीवने साहाय्यं भवतु इति किञ्चित् धनं संग्रह्य आनीतवन्तः स्म । कृपया एतत् धनं स्वीकरोतु” इति वदन् धनस्यूतं तस्याः पुरतः स्थापितवान् ।

तदा सा तत् धनम् अस्वीकुर्वती उक्तवती – “भोः पुत्रस्य मरणं यावत् पीडयति ततोऽय्यधिकं प्रतिवेशिनः कष्टं मां पीडयति । अस्माकं तु वासार्थं गृहम् अस्ति । तेषां तदपि नास्ति । अतः भवन्तः एतेन धनेन तेषां निमित्तम् एकं गृहं निर्माय यच्छन्तु” इति । मातुः वचनं श्रुत्वा पत्रिकायाः व्यवस्थापकः स्तब्धः अभवत् ।

पत्रिकायाः नाम किमासीत् यस्याः व्यवस्थापकः कृष्णस्य पत्नीं मिलितवान् ?

(1) मातृभूमिः

(2) केरलगौरवः

(3) धर्मभूमिः

(4) सुधर्मा

[Question ID = 155][Question Description = CTET_P1_PART_4_L1_SET_113_SANSKRIT_Q95]

1. 1 [Option ID = 617]
2. 2 [Option ID = 618]
3. 3 [Option ID = 619]
4. 4 [Option ID = 620]

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

केरलराज्यस्य कस्मिंश्चित् ग्रामे कृष्णः नाम प्रसिद्धः चित्रकारः वसति स्म । तस्य गृहे तस्य माता, पत्नी, पुत्रद्वयं च आसन् । ते धनिकाः तु न आसन् । चित्रकलया कृष्णः यावत् धनं सम्यादयाति तावत् तेषां जीवनार्थं पर्याप्तं भवति स्म ।

एकस्मिन् दिने रात्रौ सर्वे शयनं कृतवन्तः आसन् । तदा ते पार्श्वगृहतः आक्रन्दनं श्रुतवन्तः । कृष्णः झटिति उत्थाय बहिः आगत्य दृष्टवान् । पार्श्वगृहं अग्निना ज्वलत् आसीत् । गृहस्य अन्तः शिशुद्वयम् अस्ति इति सः ज्ञातवान् अग्रेः ज्वाला सर्वत्र प्रसृता आसीत् । गृहस्य प्रवेशः कष्टकरः आसीत् । तथापि कृष्णः झटिति अग्रेः मध्ये एव गृहं प्रविश्य शिशुद्वयमपि बहिः आनीतवान् । अग्नौ एव गतवान् इति कारणेन तस्य शरीरं पूर्णं दग्धम् आसीत् । चिकित्सालयं प्रति नयनात् पूर्वमेव सः दिवङ्गतः ।

तस्य परोपकारगुणं सर्वे जनाः क्षाधितवन्तः । केरलस्य प्रसिद्ध पत्रिकायाः मातृभूम्याः व्यवस्थापकः एतं विषयं ज्ञात्वा तस्य कुटुम्बस्य साहाय्यं कर्तुम् इष्टवान् । पत्रिकायाः व्यवस्थापकः तन्निमित्त-संगृहीतधनं स्वीकृत्य मित्रैः सह कृष्णस्य गृहं गतवान् । कृष्णस्य पत्नी तान् स्वागतीकृतवती । पश्चात् अन्तः गत्वा श्वश्रूम् आहूतवती । श्वश्रूः आगत्य तेषां कुशल-वार्तां विचारितवती । सः व्यवस्थापकः कृष्णस्य प्रशंसां कुर्वन् – “अम्ब भवत्याः पुत्रः परोपकारार्थं प्राणान् एव अर्पितवान् अस्ति । वयं तु भवत्याः पुत्रशोकं दूरीकर्तुं न शक्नुमः । तथापि भवताम् अग्रिमजीवने साहाय्यं भवतु इति किञ्चित् धनं संग्रह्य आनीतवन्तः स्म । कृपया एतत् धनं स्वीकरोतु” इति वदन् धनस्यूतं तस्याः पुरतः स्थापितवान् ।

तदा सा तत् धनम् अस्वीकुर्वती उक्तवती – “भोः पुत्रस्य मरणं यावत् पीडयति ततोऽय्यधिकं प्रतिवेशिनः कष्टं मां पीडयति । अस्माकं तु वासार्थं गृहम् अस्ति । तेषां तदपि नास्ति । अतः भवन्तः एतेन धनेन तेषां निमित्तम् एकं गृहं निर्माय यच्छन्तु” इति । मातुः वचनं श्रुत्वा पत्रिकायाः व्यवस्थापकः स्तब्धः अभवत् ।

‘रात्रौ’ इति पदे का विभक्तिः ?

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

[Question ID = 156][Question Description = CTET_P1_PART_4_L1_SET_113_SANSKRIT_Q96]

1. 1 [Option ID = 621]
2. 2 [Option ID = 622]
3. 3 [Option ID = 623]
4. 4 [Option ID = 624]

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

केरलराज्यस्य कस्मिंश्चित् ग्रामे कृष्णः नाम प्रसिद्धः चित्रकारः वसति स्म । तस्य गृहे तस्य माता, पत्नी, पुत्रद्वयं च आसन् । ते धनिकाः तु न आसन् । चित्रकलया कृष्णः यावत् धनं सम्यादयाति तावत् तेषां जीवनार्थं पर्याप्तं भवति स्म ।

एकस्मिन् दिने रात्रौ सर्वे शयनं कृतवन्तः आसन् । तदा ते पार्श्वगृहतः आक्रन्दनं श्रुतवन्तः । कृष्णः झटिति उत्थाय बहिः आगत्य दृष्टवान् । पार्श्वगृहं अग्निना ज्वलत् आसीत् । गृहस्य अन्तः शिशुद्वयम् अस्ति इति सः ज्ञातवान् अग्नेः ज्वाला सर्वत्र प्रसृता आसीत् । गृहस्य प्रवेशः कष्टकरः आसीत् । तथापि कृष्णः झटिति अग्नेः मध्ये एव गृहं प्रविश्य शिशुद्वयमपि बहिः आनीतवान् । अग्नौ एव गतवान् इति कारणेन तस्य शरीरं पूर्णं दग्धम् आसीत् । चिकित्सालयं प्रति नयनात् पूर्वमेव सः दिवङ्गतः ।

तस्य परोपकारगुणं सर्वे जनाः क्षाधितवन्तः । केरलस्य प्रसिद्ध पत्रिकायाः मातृभूम्याः व्यवस्थापकः एतं विषयं ज्ञात्वा तस्य कुटुम्बस्य साहाय्यं कर्तुम् इष्टवान् । पत्रिकायाः व्यवस्थापकः तन्निमित्त-संगृहीतधनं स्वीकृत्य मित्रैः सह कृष्णस्य गृहं गतवान् । कृष्णस्य पत्नी तान् स्वागतीकृतवती । पश्चात् अन्तः गत्वा श्वश्रूम् आहूतवती । श्वश्रूः आगत्य तेषां कुशल-वार्तां विचारितवती । सः व्यवस्थापकः कृष्णस्य प्रशंसां कुर्वन् – “अम्ब भवत्याः पुत्रः परोपकारार्थं प्राणान् एव अर्पितवान् अस्ति । वयं तु भवत्याः पुत्रशोकं दूरीकर्तुं न शक्नुमः । तथापि भवताम् अग्रिमजीवने साहाय्यं भवतु इति किञ्चित् धनं संग्रह्य आनीतवन्तः स्म । कृपया एतत् धनं स्वीकरोतु” इति वदन् धनस्यूतं तस्याः पुरतः स्थापितवान् ।

तदा सा तत् धनम् अस्वीकुर्वती उक्तवती – “भोः पुत्रस्य मरणं यावत् पीडयति ततोऽय्यधिकं प्रतिवेशिनः कष्टं मां पीडयति । अस्माकं तु वासार्थं गृहम् अस्ति । तेषां तदपि नास्ति । अतः भवन्तः एतेन धनेन तेषां निमित्तम् एकं गृहं निर्माय यच्छन्तु” इति । मातुः वचनं श्रुत्वा पत्रिकायाः व्यवस्थापकः स्तब्धः अभवत् ।

‘कुर्वन्’ इति पदे प्रयुक्तः कृदन्तप्रत्ययः चित्वा लिखत

(1) शतृ

(2) क्त्वा

(3) शानच्

(4) ल्यप्

[Question ID = 157][Question Description = CTET_P1_PART_4_L1_SET_113_SANSKRIT_Q97]

1. 1 [Option ID = 625]
2. 2 [Option ID = 626]
3. 3 [Option ID = 627]
4. 4 [Option ID = 628]

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

केरलराज्यस्य कस्मिंश्चित् ग्रामे कृष्णः नाम प्रसिद्धः चित्रकारः वसति स्म । तस्य गृहे तस्य माता, पत्नी, पुत्रद्वयं च आसन् । ते धनिकाः तु न आसन् । चित्रकलया कृष्णः यावत् धनं सम्यादयाति तावत् तेषां जीवनार्थं पर्याप्तं भवति स्म ।

एकस्मिन् दिने रात्रौ सर्वे शयनं कृतवन्तः आसन् । तदा ते पार्श्वगृहतः आक्रन्दनं श्रुतवन्तः । कृष्णः झटिति उत्थाय बहिः आगत्य दृष्टवान् । पार्श्वगृहं अग्निना ज्वलत् आसीत् । गृहस्य अन्तः शिशुद्वयम् अस्ति इति सः ज्ञातवान् अग्नेः ज्वाला सर्वत्र प्रसृता आसीत् । गृहस्य प्रवेशः कष्टकरः आसीत् । तथापि कृष्णः झटिति अग्नेः मध्ये एव गृहं प्रविश्य शिशुद्वयमपि बहिः आनीतवान् । अग्नौ एव गतवान् इति कारणेन तस्य शरीरं पूर्णं दग्धम् आसीत् । चिकित्सालयं प्रति नयनात् पूर्वमेव सः दिवङ्गतः ।

तस्य परोपकारगुणं सर्वे जनाः क्षाधितवन्तः । केरलस्य प्रसिद्ध पत्रिकायाः मातृभूम्याः व्यवस्थापकः एतं विषयं ज्ञात्वा तस्य कुटुम्बस्य साहाय्यं कर्तुम् इष्टवान् । पत्रिकायाः व्यवस्थापकः तन्निमित्त-संगृहीतधनं स्वीकृत्य मित्रैः सह कृष्णस्य गृहं गतवान् । कृष्णस्य पत्नी तान् स्वागतीकृतवती । पश्चात् अन्तः गत्वा श्वश्रूम् आहूतवती । श्वश्रूः आगत्य तेषां कुशल-वार्तां विचारितवती । सः व्यवस्थापकः कृष्णस्य प्रशंसां कुर्वन् – “अम्ब भवत्याः पुत्रः परोपकारार्थं प्राणान् एव अर्पितवान् अस्ति । वयं तु भवत्याः पुत्रशोकं दूरीकर्तुं न शक्नुमः । तथापि भवताम् अग्रिमजीवने साहाय्यं भवतु इति किञ्चित् धनं संग्रह्य आनीतवन्तः स्म । कृपया एतत् धनं स्वीकरोतु” इति वदन् धनस्यूतं तस्याः पुरतः स्थापितवान् ।

तदा सा तत् धनम् अस्वीकुर्वती उक्तवती – “भोः पुत्रस्य मरणं यावत् पीडयति ततोऽय्यधिकं प्रतिवेशिनः कष्टं मां पीडयति । अस्माकं तु वासार्थं गृहम् अस्ति । तेषां तदपि नास्ति । अतः भवन्तः एतेन धनेन तेषां निमित्तम् एकं गृहं निर्माय यच्छन्तु” इति । मातुः वचनं श्रुत्वा पत्रिकायाः व्यवस्थापकः स्तब्धः अभवत् ।

‘त्वरितः’ इत्यस्य समानार्थकं पदं चित्वा लिखत

(1) समीपम्

(2) दूरम्

(3) झटिति

(4) सम्प्रतिः

[Question ID = 158][Question Description = CTET_P1_PART_4_L1_SET_113_SANSKRIT_Q98]

1. 1 [Option ID = 629]
2. 2 [Option ID = 630]
3. 3 [Option ID = 631]
4. 4 [Option ID = 632]

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

केरलराज्यस्य कस्मिंश्चित् ग्रामे कृष्णः नाम प्रसिद्धः चित्रकारः वसति स्म । तस्य गृहे तस्य माता, पत्नी, पुत्रद्वयं च आसन् । ते धनिकाः तु न आसन् । चित्रकलया कृष्णः यावत् धनं सम्यादयाति तावत् तेषां जीवनार्थं पर्याप्तं भवति स्म ।

एकस्मिन् दिने रात्रौ सर्वे शयनं कृतवन्तः आसन् । तदा ते पार्श्वगृहतः आक्रन्दनं श्रुतवन्तः । कृष्णः झटिति उत्थाय बहिः आगत्य दृष्टवान् । पार्श्वगृहं अग्निना ज्वलत् आसीत् । गृहस्य अन्तः शिशुद्वयम् अस्ति इति सः ज्ञातवान् अग्नेः ज्वाला सर्वत्र प्रसृता आसीत् । गृहस्य प्रवेशः कष्टकरः आसीत् । तथापि कृष्णः झटिति अग्नेः मध्ये एव गृहं प्रविश्य शिशुद्वयमपि बहिः आनीतवान् । अग्नौ एव गतवान् इति कारणेन तस्य शरीरं पूर्णं दग्धम् आसीत् । चिकित्सालयं प्रति नयनात् पूर्वमेव सः दिवङ्गतः ।

तस्य परोपकारगुणं सर्वे जनाः क्षाधितवन्तः । केरलस्य प्रसिद्ध पत्रिकायाः मातृभूम्याः व्यवस्थापकः एतं विषयं ज्ञात्वा तस्य कुटुम्बस्य साहाय्यं कर्तुम् इष्टवान् । पत्रिकायाः व्यवस्थापकः तन्निमित्त-संगृहीतधनं स्वीकृत्य मित्रैः सह कृष्णस्य गृहं गतवान् । कृष्णस्य पत्नी तान् स्वागतीकृतवती । पश्चात् अन्तः गत्वा श्वश्रूम् आहूतवती । श्वश्रूः आगत्य तेषां कुशल-वार्तां विचारितवती । सः व्यवस्थापकः कृष्णस्य प्रशंसां कुर्वन् – “अम्ब भवत्याः पुत्रः परोपकारार्थं प्राणान् एव अर्पितवान् अस्ति । वयं तु भवत्याः पुत्रशोकं दूरीकर्तुं न शक्नुमः । तथापि भवताम् अग्रिमजीवने साहाय्यं भवतु इति किञ्चित् धनं संग्रह्य आनीतवन्तः स्म । कृपया एतत् धनं स्वीकरोतु” इति वदन् धनस्यूतं तस्याः पुरतः स्थापितवान् ।

तदा सा तत् धनम् अस्वीकुर्वती उक्तवती – “भोः पुत्रस्य मरणं यावत् पीडयति ततोऽय्यधिकं प्रतिवेशिनः कष्टं मां पीडयति । अस्माकं तु वासार्थं गृहम् अस्ति । तेषां तदपि नास्ति । अतः भवन्तः एतेन धनेन तेषां निमित्तम् एकं गृहं निर्माय यच्छन्तु” इति । मातुः वचनं श्रुत्वा पत्रिकायाः व्यवस्थापकः स्तब्धः अभवत् ।

‘मृतः’ इत्यस्य समानार्थकं पदं चित्वा लिखत

(1) सुप्तः

(2) गतः

(3) दिवङ्गतः

(4) हतः

[Question ID = 159][Question Description = CTET_P1_PART_4_L1_SET_113_SANSKRIT_Q99]

1. 1 [Option ID = 633]
2. 2 [Option ID = 634]
3. 3 [Option ID = 635]
4. 4 [Option ID = 636]

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

उत्साहसम्पन्नमदीर्घसूत्रं क्रियाविधिज्ञं व्यसनेष्वसक्तम्

शूरं कृतज्ञं दृढनिश्चयं च लक्ष्मीः स्वयं वाञ्छति वासहेतोः ॥1॥

दातव्यं भोक्तव्यं धनविषये सञ्चयो न कर्तव्यः

पश्येह मधुकरीणां सञ्चितमर्थं हरन्त्यन्ये ॥2॥

अस्ति यद्यपि सर्वत्र नीरं नीरज-राजितम्

रमते न मरालस्य मानसं मानसं विना ॥3॥

सहसा विदधीत न क्रियामविवेकः परमापदां पदम्

वृणुते हि विमृश्यकारिणं गुणलुब्धाः स्वयमेव सम्पदः ॥4॥

स्वायत्तमेकान्तगुणं विधात्रा विनिर्मितं द्वादनमज्ञतायाः

विशेषतः सर्वविदां समाजे विभूषणं मौनमपण्डितानाम् ॥5॥

उद्यमेन हि सिध्यन्ति कार्याणि न मनोरथैः

न हि सुप्तस्य सिंहस्य प्रविशन्ति मुखे मृगाः ॥6॥

कः परमापदां पदम् ?

(1) विवेकः

(2) अविवेकः

(3) साहसः

(4) भयम्

[Question ID = 160][Question Description = CTET_P1_PART_4_L1_SET_113_SANSKRIT_Q100]

1. 1 [Option ID = 637]
2. 2 [Option ID = 638]
3. 3 [Option ID = 639]
4. 4 [Option ID = 640]

2) **निर्देशः** : अधोलिखितान् श्लोकान् पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चित्वा लिखत ।

उत्साहसम्पन्नमदीर्घसूत्रं क्रियाविधिज्ञं व्यसनेष्वसक्तम्
शूरं कृतज्ञं दृढनिश्चयं च लक्ष्मीः स्वयं वाञ्छति वासहेतोः ॥1॥

दातव्यं भोक्तव्यं धनविषये सञ्चयो न कर्तव्यः

पश्येह मधुकरीणां सञ्चितमर्थं हरन्त्यन्ये ॥2॥

अस्ति यद्यपि सर्वत्र नीरं नीरज-राजितम्

रमते न मरालस्य मानसं मानसं विना ॥3॥

सहसा विदधीत न क्रियामविवेकः परमापदां पदम्

वृणुते हि विमृश्यकारिणं गुणलुब्धाः स्वयमेव सम्पदः ॥4॥

स्वायत्तमेकान्तगुणं विधात्रा विनिर्मितं द्वादनमज्ञतायाः

विशेषतः सर्वविदां समाजे विभूषणं मौनमपण्डितानाम् ॥5॥

उद्यमेन हि सिध्यन्ति कार्याणि न मनोरथैः

न हि सुप्तस्य सिंहस्य प्रविशन्ति मुखे मृगाः ॥6॥

कार्याणि कैः न सिध्यन्ति ?

(1) उत्कोचैः

(2) व्यसनैः

(3) आलसैः

(4) मनोरथैः

[Question ID = 161][Question Description = CTET_P1_PART_4_L1_SET_113_SANSKRIT_Q101]

1. 1 [Option ID = 641]
2. 2 [Option ID = 642]
3. 3 [Option ID = 643]
4. 4 [Option ID = 644]

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

उत्साहसम्पन्नमदीर्घसूत्रं क्रियाविधिज्ञं व्यसनेष्वसक्तम्
शूरं कृतज्ञं दृढनिश्चयं च लक्ष्मीः स्वयं वाञ्छति वासहेतोः ॥1॥

दातव्यं भोक्तव्यं धनविषये सञ्चयो न कर्तव्यः

पश्येह मधुकरीणां सञ्चितमर्थं हरन्त्यन्ये ॥2॥

अस्ति यद्यपि सर्वत्र नीरं नीरज-राजितम्

रमते न मरालस्य मानसं मानसं विना ॥3॥

सहसा विदधीत न क्रियामविवेकः परमापदां पदम्

वृणुते हि विमृश्यकारिणं गुणलुब्धाः स्वयमेव सम्पदः ॥4॥

स्वायत्तमेकान्तगुणं विधात्रा विनिर्मितं द्वादनमज्ञतायाः

विशेषतः सर्वविदां समाजे विभूषणं मौनमपण्डितानाम् ॥5॥

उद्यमेन हि सिध्यन्ति कार्याणि न मनोरथैः

न हि सुप्तस्य सिंहस्य प्रविशन्ति मुखे मृगाः ॥6॥

लक्ष्मीः स्वयं कं वाञ्छति ?

(1) व्यसनेषु असक्तम्

(2) व्यसनेषु सक्तम्

(3) भीरुम्

(4) कारुणिकम्

[Question ID = 162][Question Description = CTET_P1_PART_4_L1_SET_113_SANSKRIT_Q102]

1. 1 [Option ID = 645]
2. 2 [Option ID = 646]
3. 3 [Option ID = 647]
4. 4 [Option ID = 648]

4) निर्देशः : अधोलिखितान् श्लोकान् पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चित्वा लिखत ।

उत्साहसम्पन्नमदीर्घसूत्रं क्रियाविधिज्ञं व्यसनेष्वसक्तम्
शूरं कृतज्ञं दृढनिश्चयं च लक्ष्मीः स्वयं वाञ्छति वासहेतोः ॥1॥

दातव्यं भोक्तव्यं धनविषये सञ्चयो न कर्तव्यः

पश्येह मधुकरीणां सञ्चितमर्थं हरन्त्यन्ये ॥2॥

अस्ति यद्यपि सर्वत्र नीरं नीरज-राजितम्

रमते न मरालस्य मानसं मानसं विना ॥3॥

सहसा विदधीत न क्रियामविवेकः परमापदां पदम्

वृणुते हि विमृश्यकारिणं गुणलुब्धाः स्वयमेव सम्पदः ॥4॥

स्वायत्तमेकान्तगुणं विधात्रा विनिर्मितं छादनमज्ञतायाः

विशेषतः सर्वविदां समाजे विभूषणं मौनमपण्डितानाम् ॥5॥

उद्यमेन हि सिध्यन्ति कार्याणि न मनोरथैः

न हि सुप्तस्य सिंहस्य प्रविशन्ति मुखे मृगाः ॥6॥

विधात्रा अज्ञतायाः छादनरूपेण किं निर्मितम् ?

(1) ज्ञानम्

(2) भयम्

(3) मौनम्

(4) लज्जाम्

[Question ID = 163][Question Description = CTET_P1_PART_4_L1_SET_113_SANSKRIT_Q103]

1. 1 [Option ID = 649]
2. 2 [Option ID = 650]
3. 3 [Option ID = 651]
4. 4 [Option ID = 652]

5) **निर्देशः** : अधोलिखितान् श्लोकान् पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः उचिततमम् उत्तरं चित्वा लिखत ।

उत्साहसम्पन्नमदीर्घसूत्रं क्रियाविधिज्ञं व्यसनेष्वसक्तम्
शूरं कृतज्ञं दृढनिश्चयं च लक्ष्मीः स्वयं वाञ्छति वासहेतोः ॥1॥

दातव्यं भोक्तव्यं धनविषये सञ्चयो न कर्तव्यः

पश्येह मधुकरीणां सञ्चितमर्थं हरन्त्यन्ये ॥2॥

अस्ति यद्यपि सर्वत्र नीरं नीरज-राजितम्

रमते न मरालस्य मानसं मानसं विना ॥3॥

सहसा विदधीत न क्रियामविवेकः परमापदां पदम्

वृणुते हि विमृश्यकारिणं गुणलुब्धाः स्वयमेव सम्पदः ॥4॥

स्वायत्तमेकान्तगुणं विधात्रा विनिर्मितं द्वादनमज्ञतायाः

विशेषतः सर्वविदां समाजे विभूषणं मौनमपण्डितानाम् ॥5॥

उद्यमेन हि सिध्यन्ति कार्याणि न मनोरथैः

न हि सुप्तस्य सिंहस्य प्रविशन्ति मुखे मृगाः ॥6॥

मानसं विना कस्य मनः न रमते ?

(1) कृषकस्य

(2) मरालस्य

(3) मूर्खस्य

(4) सेवकस्य

[Question ID = 164][Question Description = CTET_P1_PART_4_L1_SET_113_SANSKRIT_Q104]

1. 1 [Option ID = 653]
2. 2 [Option ID = 654]
3. 3 [Option ID = 655]
4. 4 [Option ID = 656]

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

उत्साहसम्पन्नमदीर्घसूत्रं क्रियाविधिज्ञं व्यसनेष्वसक्तम्

शूरं कृतज्ञं दृढनिश्चयं च लक्ष्मीः स्वयं वाञ्छति वासहेतोः ॥1॥

दातव्यं भोक्तव्यं धनविषये सञ्चयो न कर्तव्यः

पश्येह मधुकरीणां सञ्चितमर्थं हरन्त्यन्ये ॥2॥

अस्ति यद्यपि सर्वत्र नीरं नीरज-राजितम्

रमते न मरालस्य मानसं मानसं विना ॥3॥

सहसा विदधीत न क्रियामविवेकः परमापदां पदम्

वृणुते हि विमृश्यकारिणं गुणलुब्धाः स्वयमेव सम्पदः ॥4॥

स्वायत्तमेकान्तगुणं विधात्रा विनिर्मितं द्वादनमज्ञतायाः

विशेषतः सर्वविदां समाजे विभूषणं मौनमपण्डितानाम् ॥5॥

उद्यमेन हि सिध्यन्ति कार्याणि न मनोरथैः

न हि सुप्तस्य सिंहस्य प्रविशन्ति मुखे मृगाः ॥6॥

कस्य सञ्चितम् अर्थम् अन्ये हरन्ति ?

(1) पुष्पस्य

(2) मधुकरीणां

(3) नारीणां

(4) वानराणां

[Question ID = 165][Question Description = CTET_P1_PART_4_L1_SET_113_SANSKRIT_Q105]

1. 1 [Option ID = 657]
2. 2 [Option ID = 658]
3. 3 [Option ID = 659]
4. 4 [Option ID = 660]

Topic:- Sanskrit_Q106-120_L1_P1_CTET

1) नोम चॉमस्कीमहोदयस्य अनुसारेण, भाषाअधिग्रहणयुक्तिः (Language Acquisition Device) छात्रान् साहाय्यं करोति

(1) प्रौढव्यक्तिभिः प्रयुक्तभाषायाः अनुकरणे

(2) व्याकरण-नियमानां सृजने

(3) सुकरतया द्वितीयभाषायाः अधिगमे

(4) अन्यबालैः सह अन्तर्क्रियायाम्

[Question ID = 166][Question Description = CTET_P1_PART_4_L1_SET_113_SANSKRIT_Q106]

1. 1 [Option ID = 661]
2. 2 [Option ID = 662]
3. 3 [Option ID = 663]
4. 4 [Option ID = 664]

2) पञ्चमकक्षायाः शिक्षकः विद्यार्थिनां पृष्ठभूमि-रीति-परम्पराभिः सह पाठयतः पाठस्य सम्बन्धः स्थापयति । अत्र शिक्षकेन भाषाशिक्षणस्य कः सिद्धान्तः प्रयुज्यते ?

(1) शुद्धता-सिद्धान्तः

(2) सामूहिकता-सिद्धान्तः

(3) अभ्यास-सिद्धान्तः

(4) जीवनेन सह सम्बन्धस्थापन-सिद्धान्तः

[Question ID = 167][Question Description = CTET_P1_PART_4_L1_SET_113_SANSKRIT_Q107]

1. 1 [Option ID = 665]

2. 2 [Option ID = 666]

3. 3 [Option ID = 667]

4. 4 [Option ID = 668]

3) गोवाप्रान्ते कोंकणी-मराठी-आंग्लभाषा-हिन्दी-पोर्तुगीज इत्याख्याः भाषाः प्रचलिताः । एतद् ज्ञायते यत् गोवाप्रान्तः

(1) एकः बहुभाषिकः प्रान्तः

(2) एकः एकभाषिकः प्रान्तः

(3) एकः द्विभाषिकः प्रान्तः

(4) एकः प्रान्तः यस्मिन् उपरिलिखिताः भाषाः अध्यापनीयाः

[Question ID = 168][Question Description = CTET_P1_PART_4_L1_SET_113_SANSKRIT_Q108]

1. 1 [Option ID = 669]

2. 2 [Option ID = 670]

3. 3 [Option ID = 671]

4. 4 [Option ID = 672]

4) प्राथमिकस्तरे व्याकरणशिक्षणक्रमे स्वकक्षां अन्तर्क्रियापूर्णां स्पन्दशीलां च कर्तुं शिक्षकेन का पद्धतिः प्रयोज्या ?

(1) पाठ्यपुस्तकम्

(2) अनुवादः

(3) आगमनात्मिका

(4) निगमनात्मिका

[Question ID = 169][Question Description = CTET_P1_PART_4_L1_SET_113_SANSKRIT_Q109]

1. 1 [Option ID = 673]

2. 2 [Option ID = 674]

3. 3 [Option ID = 675]

4. 4 [Option ID = 676]

5) निष्क्रियशब्दावल्यां केषां शब्दानां समावेशः भवति ?

- (1) यदा-कदा प्रयुक्ताः शब्दाः
- (2) प्रायशः प्रयुक्ताः शब्दाः
- (3) भाषाविद्धिः प्रयुक्ताः शब्दाः
- (4) लेखकैः प्रयुक्ताः शब्दाः

[Question ID = 170][Question Description = CTET_P1_PART_4_L1_SET_113_SANSKRIT_Q110]

- 1. 1 [Option ID = 677]
- 2. 2 [Option ID = 678]
- 3. 3 [Option ID = 679]
- 4. 4 [Option ID = 680]

6) अधोलिखितेषु वाक्येषु त्रुटिविषये किम् असत्यम् ?

- (1) त्रुटयः भाषा-अधिगम-प्रक्रियायां अवरोधः जनयन्ति ।
- (2) त्रुटयः सर्वदा असमीचीनाः न भवन्ति ।
- (3) त्रुटयः भाषा-अधिगम-प्रक्रियायाः महत्त्वपूर्ण-पक्षाः भवन्ति ।
- (4) त्रुटयः द्वितीयभाषा-अधिग्रहणस्य प्रक्रियां अवगन्तुं साहायाः भवन्ति ।

[Question ID = 171][Question Description = CTET_P1_PART_4_L1_SET_113_SANSKRIT_Q111]

- 1. 1 [Option ID = 681]
- 2. 2 [Option ID = 682]
- 3. 3 [Option ID = 683]
- 4. 4 [Option ID = 684]

7) कल्पताम् यत् भवान् स्वविद्यालयस्य कस्यचित् कार्यक्रमस्य संयोजकः भूत्वा आयोजितगोष्ठ्यां निमन्त्रित-भाषाशास्त्रिणं साक्षात्कराय प्रवर्तयति । भवान् तं कार्यवृत्ति-रुचि-भविष्ययोजनादि-विषयकान् प्रश्नान् पृच्छति । एतादृशः गतिविधिः किं कथ्यते ?

- (1) श्रवणलेखनयोः गतिविधिः
- (2) सम्भाषण लेखनयोः गतिविधिः
- (3) पठनश्रवणयोः गतिविधिः
- (4) श्रवण-सम्भाषणयोः गतिविधिः

[Question ID = 172][Question Description = CTET_P1_PART_4_L1_SET_113_SANSKRIT_Q112]

- 1. 1 [Option ID = 685]
- 2. 2 [Option ID = 686]
- 3. 3 [Option ID = 687]
- 4. 4 [Option ID = 688]

8) यदा लेखनं तथ्यज्ञानं प्रदातुं क्रियते, यथा – 'पृथिवी कथं सूर्यस्य परिभ्रमणं करोति ?' तर्हि लेखनं किं कथ्यते ?

- (1) व्याख्यात्मक लेखनम् (Expository Writing)
- (2) प्रत्यायक-लेखनम् (Persuasive Writing)
- (3) आख्यानात्मक-लेखनम् (Narrative Writing)
- (4) विवरणात्मक-लेखनम् (Descriptive Writing)

[Question ID = 173][Question Description = CTET_P1_PART_4_L1_SET_113_SANSKRIT_Q113]

1. 1 [Option ID = 689]
2. 2 [Option ID = 690]
3. 3 [Option ID = 691]
4. 4 [Option ID = 692]

9) अधोलिखितेषु किम् कथनं असत्यम् ?
साहित्यस्य प्रयोगः विद्यार्थिभिः सह करणीयः यतो हि

- (1) अयं बहु-प्रेरणास्पदः ।
- (2) अयं पाठ्यक्रमेषु अनुपलब्धः ।
- (3) अन्यसंस्कृतिज्ञानाय छात्राणां साहाय्यं करोति ।
- (4) अयं भाषा-अधिग्रहणस्य आधारः भवति ।

[Question ID = 174][Question Description = CTET_P1_PART_4_L1_SET_113_SANSKRIT_Q114]

1. 1 [Option ID = 693]
2. 2 [Option ID = 694]
3. 3 [Option ID = 695]
4. 4 [Option ID = 696]

10) भाषा-अधिगमे नैदानिक-परीक्षायाः (Diagnostic test) प्रयोजनं किं भवति ?

- (1) योगात्मक-मूल्याङ्कनाय (Summative assessment) प्रश्नपत्र-निर्माणम्
- (2) विद्यार्थिनां अवबोधने विद्यमानानां अन्तरालानां ज्ञानम्
- (3) विद्यार्थिभ्यः आजीविका-प्रदातुं भाषा-दक्षतायाः परीक्षणम्
- (4) विशिष्टकार्याय अभ्यर्थिनः योग्यता-आकलनम्

[Question ID = 175][Question Description = CTET_P1_PART_4_L1_SET_113_SANSKRIT_Q115]

1. 1 [Option ID = 697]
2. 2 [Option ID = 698]
3. 3 [Option ID = 699]
4. 4 [Option ID = 700]

11) एतासु भाषासु का भारते द्वितीयाभाषा एव स्वीक्रियते ?

- (1) संस्कृतः
- (2) हिन्दी
- (3) आंग्लभाषा
- (4) उर्दू

[Question ID = 176][Question Description = CTET_P1_PART_4_L1_SET_113_SANSKRIT_Q116]

1. 1 [Option ID = 701]
2. 2 [Option ID = 702]
3. 3 [Option ID = 703]
4. 4 [Option ID = 704]

12) 'शब्द-अर्थयोः मध्ये कोऽपि अन्तर्विष्टः सम्बन्धः न वर्तते ।' अनेन वाक्येन आशयः अस्ति

- (1) भाषा अद्वितीया भवति
- (2) भाषा वाक् अस्ति
- (3) भाषा यादृच्छिकी भवति
- (4) भाषा गतिशीला भवति

[Question ID = 177][Question Description = CTET_P1_PART_4_L1_SET_113_SANSKRIT_Q117]

1. 1 [Option ID = 705]
2. 2 [Option ID = 706]
3. 3 [Option ID = 707]
4. 4 [Option ID = 708]

13) अधोलिखितेषु व्याकरणशिक्षणस्य श्रेष्ठतमा पद्धतिः का अस्ति ?

- (1) व्याख्यानम् (Lecture)
- (2) अभ्यासकार्यम् (Practice-drill)
- (3) अनुवादः (Translation)
- (4) आगमनत्मिका-निगमनात्मिका पद्धतिः

[Question ID = 178][Question Description = CTET_P1_PART_4_L1_SET_113_SANSKRIT_Q118]

1. 1 [Option ID = 709]
2. 2 [Option ID = 710]
3. 3 [Option ID = 711]
4. 4 [Option ID = 712]

14) 'दृश्य-शब्दः (Sight-word)' एका शब्दावली-सामग्री अस्ति

- (1) यः कण्ठस्थः करणीयः
- (2) पाठकः अभिजानाति, सार्थकं च अनुभवति यदा जटिलविक्षेपणविना दृश्यते
- (3) लेखकस्य विधाप्रभावं आकलयितुं साहाय्यं भवति
- (4) न्यूनं साक्षात्कृतः

[Question ID = 179][Question Description = CTET_P1_PART_4_L1_SET_113_SANSKRIT_Q119]

1. 1 [Option ID = 713]
2. 2 [Option ID = 714]
3. 3 [Option ID = 715]
4. 4 [Option ID = 716]

15) उदीयमान-साक्षरता-उपागम (Emergent Literacy Approach) आधारिता-कक्षायां बालैः प्रयोज्याः

- (1) रुढिगतानि प्रारम्भिकपुस्तकानि
- (2) विविध-लिखित-मौखिक-सामग्रीभिः सह व्यवहारः
- (3) अभ्यासकार्यपूर्णा कार्यपुस्तिका
- (4) मौखिक-अभ्यासाः

[Question ID = 180][Question Description = CTET_P1_PART_4_L1_SET_113_SANSKRIT_Q120]

1. 1 [Option ID = 717]
2. 2 [Option ID = 718]
3. 3 [Option ID = 719]
4. 4 [Option ID = 720]

Topic:- ENG_Q121-128_L2_P1_CTET

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

1. I have neighbours who have very happy and cheerful personalities. They appreciate all the good things in life, rather than focusing on what they perceive they lack in life. They do understand that into every life a little rain must fall. But the question is : Does your rain come from a stray cloud on an otherwise sunny day, or is it from a grey, overcast sky that never goes away ? It is a common misconception that life will always be better in the future. In truth, life is always full of challenges. We must decide to be happy in spite of circumstances.

2. I have never seen my neighbour 'Happy', angry at anything nor ever heard her say a mean word to anyone or about anyone. Happy and her husband, Jo have a huge garden. They are both very hard-working. Rather than wasting their time in useless activities, they enjoy working in their kitchen garden. They spend many happy hours working on it. Most of the neighbours watched interestingly as Jo doubled the size of their garden. As the cost of food increased at an alarming rate, we all wished we also had such a garden. While we spent our dollars at the market, Happy could be seen picking vegetables in her backyard.

3. Last month, Happy and Jo invited most of our neighbours for an 'all-day food festival'. By 9.00 a.m., nine of us were in the garden picking tomatoes, beans, potatoes and cucumbers. By 10.00 a.m. there was lots of laughter when we shared many stories and played many games. As we were leaving, Happy and Jo handed each of us a bag full of vegetables. What a delightful gift! However, the true gift was a blog about gardening in case we decided to plant a garden. And today I am proud of my own tomato plants.

We can infer that Happy and Jo

- (1) often quarrelled with each other
- (2) lived only on food that grew in their garden
- (3) are a generous and warm-hearted couple
- (4) liked to show off to their neighbours

[Question ID = 241][Question Description = CTET_P1_PART_5_L2_SET_113_ENGLISH_Q121]

1. 1 [Option ID = 961]
2. 2 [Option ID = 962]
3. 3 [Option ID = 963]
4. 4 [Option ID = 964]

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

1. I have neighbours who have very happy and cheerful personalities. They appreciate all the good things in life, rather than focusing on what they perceive they lack in life. They do understand that into every life a little rain must fall. But the question is : Does your rain come from a stray cloud on an otherwise sunny day, or is it from a grey, overcast sky that never goes away ? It is a common misconception that life will always be better in the future. In truth, life is always full of challenges. We must decide to be happy in spite of circumstances.

2. I have never seen my neighbour 'Happy', angry at anything nor ever heard her say a mean word to anyone or about anyone. Happy and her husband, Jo have a huge garden. They are both very hard-working. Rather than wasting their time in useless activities, they enjoy working in their kitchen garden. They spend many happy hours working on it. Most of the neighbours watched interestingly as Jo doubled the size of their garden. As the cost of food increased at an alarming rate, we all wished we also had such a garden. While we spent our dollars at the market, Happy could be seen picking vegetables in her backyard.

3. Last month, Happy and Jo invited most of our neighbours for an 'all-day food festival'. By 9.00 a.m., nine of us were in the garden picking tomatoes, beans, potatoes and cucumbers. By 10.00 a.m. there was lots of laughter when we shared many stories and played many games. As we were leaving, Happy and Jo handed each of us a bag full of vegetables. What a delightful gift! However, the true gift was a blog about gardening in case we decided to plant a garden. And today I am proud of my own tomato plants.

What was the narrator's reaction to the time spent in Happy's garden?

- (1) It was too monotonous.
- (2) It was not up to her expectation.
- (3) I was a sheer waste of time.
- (4) It was wonderful and productive.

[Question ID = 242][Question Description = CTET_P1_PART_5_L2_SET_113_ENGLISH_Q122]

- 1. 1 [Option ID = 965]
- 2. 2 [Option ID = 966]
- 3. 3 [Option ID = 967]
- 4. 4 [Option ID = 968]

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

1. I have neighbours who have very happy and cheerful personalities. They appreciate all the good things in life, rather than focusing on what they perceive they lack in life. They do understand that into every life a little rain must fall. But the question is : Does your rain come from a stray cloud on an otherwise sunny day, or is it from a grey, overcast sky that never goes away ? It is a common misconception that life will always be better in the future. In truth, life is always full of challenges. We must decide to be happy in spite of circumstances.

2. I have never seen my neighbour 'Happy', angry at anything nor ever heard her say a mean word to anyone or about anyone. Happy and her husband, Jo have a huge garden. They are both very hard-working. Rather than wasting their time in useless activities, they enjoy working in their kitchen garden. They spend many happy hours working on it. Most of the neighbours watched interestingly as Jo doubled the size of their garden. As the cost of food increased at an alarming rate, we all wished we also had such a garden. While we spent our dollars at the market, Happy could be seen picking vegetables in her backyard.

3. Last month, Happy and Jo invited most of our neighbours for an 'all-day food festival'. By 9.00 a.m., nine of us were in the garden picking tomatoes, beans, potatoes and cucumbers. By 10.00 a.m. there was lots of laughter when we shared many stories and played many games. As we were leaving, Happy and Jo handed each of us a bag full of vegetables. What a delightful gift! However, the true gift was a blog about gardening in case we decided to plant a garden. And today I am proud of my own tomato plants.

Happy and Jo invited their neighbours to their place to

- (1) motivate them to grow vegetables
- (2) celebrate Christmas
- (3) play games
- (4) share interesting stories

[Question ID = 243][Question Description = CTET_P1_PART_5_L2_SET_113_ENGLISH_Q123]

- 1. 1 [Option ID = 969]
- 2. 2 [Option ID = 970]
- 3. 3 [Option ID = 971]
- 4. 4 [Option ID = 972]

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

1. I have neighbours who have very happy and cheerful personalities. They appreciate all the good things in life, rather than focusing on what they perceive they lack in life. They do understand that into every life a little rain must fall. But the question is : Does your rain come from a stray cloud on an otherwise sunny day, or is it from a grey, overcast sky that never goes away ? It is a common misconception that life will always be better in the future. In truth, life is always full of challenges. We must decide to be happy in spite of circumstances.

2. I have never seen my neighbour 'Happy', angry at anything nor ever heard her say a mean word to anyone or about anyone. Happy and her husband, Jo have a huge garden. They are both very hard-working. Rather than wasting their time in useless activities, they enjoy working in their kitchen garden. They spend many happy hours working on it. Most of the neighbours watched interestingly as Jo doubled the size of their garden. As the cost of food increased at an alarming rate, we all wished we also had such a garden. While we spent our dollars at the market, Happy could be seen picking vegetables in her backyard.

3. Last month, Happy and Jo invited most of our neighbours for an 'all-day food festival'. By 9.00 a.m., nine of us were in the garden picking tomatoes, beans, potatoes and cucumbers. By 10.00 a.m. there was lots of laughter when we shared many stories and played many games. As we were leaving, Happy and Jo handed each of us a bag full of vegetables. What a delightful gift! However, the true gift was a blog about gardening in case we decided to plant a garden. And today I am proud of my own tomato plants.

Read the following sentences.

(A) Happy and Jo were not on good terms with their neighbours.

(B) A blog on gardening was indeed a 'delightful gift' apart from a bag of vegetables.

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

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

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

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

[Question ID = 244][Question Description = CTET_P1_PART_5_L2_SET_113_ENGLISH_Q124]

1. 1 [Option ID = 973]
2. 2 [Option ID = 974]
3. 3 [Option ID = 975]
4. 4 [Option ID = 976]

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

1. I have neighbours who have very happy and cheerful personalities. They appreciate all the good things in life, rather than focusing on what they perceive they lack in life. They do understand that into every life a little rain must fall. But the question is : Does your rain come from a stray cloud on an otherwise sunny day, or is it from a grey, overcast sky that never goes away ? It is a common misconception that life will always be better in the future. In truth, life is always full of challenges. We must decide to be happy in spite of circumstances.

2. I have never seen my neighbour 'Happy', angry at anything nor ever heard her say a mean word to anyone or about anyone. Happy and her husband, Jo have a huge garden. They are both very hard-working. Rather than wasting their time in useless activities, they enjoy working in their kitchen garden. They spend many happy hours working on it. Most of the neighbours watched interestingly as Jo doubled the size of their garden. As the cost of food increased at an alarming rate, we all wished we also had such a garden. While we spent our dollars at the market, Happy could be seen picking vegetables in her backyard.

3. Last month, Happy and Jo invited most of our neighbours for an 'all-day food festival'. By 9.00 a.m., nine of us were in the garden picking tomatoes, beans, potatoes and cucumbers. By 10.00 a.m. there was lots of laughter when we shared many stories and played many games. As we were leaving, Happy and Jo handed each of us a bag full of vegetables. What a delightful gift! However, the true gift was a blog about gardening in case we decided to plant a garden. And today I am proud of my own tomato plants.

Later, the narrator grew _____ in her kitchen garden.

(1) cucumbers

(2) tomatoes

(3) peppers

(4) cucumbers and tomatoes

[Question ID = 245][Question Description = CTET_P1_PART_5_L2_SET_113_ENGLISH_Q125]

1. 1 [Option ID = 977]
2. 2 [Option ID = 978]
3. 3 [Option ID = 979]
4. 4 [Option ID = 980]

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

1. I have neighbours who have very happy and cheerful personalities. They appreciate all the good things in life, rather than focusing on what they perceive they lack in life. They do understand that into every life a little rain must fall. But the question is : Does your rain come from a stray cloud on an otherwise sunny day, or is it from a grey, overcast sky that never goes away ? It is a common misconception that life will always be better in the future. In truth, life is always full of challenges. We must decide to be happy in spite of circumstances.

2. I have never seen my neighbour 'Happy', angry at anything nor ever heard her say a mean word to anyone or about anyone. Happy and her husband, Jo have a huge garden. They are both very hard-working. Rather than wasting their time in useless activities, they enjoy working in their kitchen garden. They spend many happy hours working on it. Most of the neighbours watched interestingly as Jo doubled the size of their garden. As the cost of food increased at an alarming rate, we all wished we also had such a garden. While we spent our dollars at the market, Happy could be seen picking vegetables in her backyard.

3. Last month, Happy and Jo invited most of our neighbours for an 'all-day food festival'. By 9.00 a.m., nine of us were in the garden picking tomatoes, beans, potatoes and cucumbers. By 10.00 a.m. there was lots of laughter when we shared many stories and played many games. As we were leaving, Happy and Jo handed each of us a bag full of vegetables. What a delightful gift! However, the true gift was a blog about gardening in case we decided to plant a garden. And today I am proud of my own tomato plants.

'Perceive' in para 1 does **not** mean the same as

- (1) to discern
- (2) to recognize
- (3) to become aware
- (4) to act recklessly

[Question ID = 246][Question Description = CTET_P1_PART_5_L2_SET_113_ENGLISH_Q126]

- 1. 1 [Option ID = 981]
- 2. 2 [Option ID = 982]
- 3. 3 [Option ID = 983]
- 4. 4 [Option ID = 984]

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

1. I have neighbours who have very happy and cheerful personalities. They appreciate all the good things in life, rather than focusing on what they perceive they lack in life. They do understand that into every life a little rain must fall. But the question is : Does your rain come from a stray cloud on an otherwise sunny day, or is it from a grey, overcast sky that never goes away ? It is a common misconception that life will always be better in the future. In truth, life is always full of challenges. We must decide to be happy in spite of circumstances.

2. I have never seen my neighbour 'Happy', angry at anything nor ever heard her say a mean word to anyone or about anyone. Happy and her husband, Jo have a huge garden. They are both very hard-working. Rather than wasting their time in useless activities, they enjoy working in their kitchen garden. They spend many happy hours working on it. Most of the neighbours watched interestingly as Jo doubled the size of their garden. As the cost of food increased at an alarming rate, we all wished we also had such a garden. While we spent our dollars at the market, Happy could be seen picking vegetables in her backyard.

3. Last month, Happy and Jo invited most of our neighbours for an 'all-day food festival'. By 9.00 a.m., nine of us were in the garden picking tomatoes, beans, potatoes and cucumbers. By 10.00 a.m. there was lots of laughter when we shared many stories and played many games. As we were leaving, Happy and Jo handed each of us a bag full of vegetables. What a delightful gift! However, the true gift was a blog about gardening in case we decided to plant a garden. And today I am proud of my own tomato plants.

'Blog' in para 3 is used as a/an

(1) Adverb

(2) Adjective

(3) Noun

(4) Verb

[Question ID = 247][Question Description = CTET_P1_PART_5_L2_SET_113_ENGLISH_Q127]

1. 1 [Option ID = 985]
2. 2 [Option ID = 986]
3. 3 [Option ID = 987]
4. 4 [Option ID = 988]

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

1. I have neighbours who have very happy and cheerful personalities. They appreciate all the good things in life, rather than focusing on what they perceive they lack in life. They do understand that into every life a little rain must fall. But the question is : Does your rain come from a stray cloud on an otherwise sunny day, or is it from a grey, overcast sky that never goes away ? It is a common misconception that life will always be better in the future. In truth, life is always full of challenges. We must decide to be happy in spite of circumstances.

2. I have never seen my neighbour 'Happy', angry at anything nor ever heard her say a mean word to anyone or about anyone. Happy and her husband, Jo have a huge garden. They are both very hard-working. Rather than wasting their time in useless activities, they enjoy working in their kitchen garden. They spend many happy hours working on it. Most of the neighbours watched interestingly as Jo doubled the size of their garden. As the cost of food increased at an alarming rate, we all wished we also had such a garden. While we spent our dollars at the market, Happy could be seen picking vegetables in her backyard.

3. Last month, Happy and Jo invited most of our neighbours for an 'all-day food festival'. By 9.00 a.m., nine of us were in the garden picking tomatoes, beans, potatoes and cucumbers. By 10.00 a.m. there was lots of laughter when we shared many stories and played many games. As we were leaving, Happy and Jo handed each of us a bag full of vegetables. What a delightful gift! However, the true gift was a blog about gardening in case we decided to plant a garden. And today I am proud of my own tomato plants.

'Cloud' in para 1 is symbolic of

- (1) difficulties
- (2) emotions
- (3) secrets
- (4) stability

[Question ID = 248][Question Description = CTET_P1_PART_5_L2_SET_113_ENGLISH_Q128]

- 1. 1 [Option ID = 989]
- 2. 2 [Option ID = 990]
- 3. 3 [Option ID = 991]
- 4. 4 [Option ID = 992]

Topic:- ENG_Q129-135_L2_P1_CTET

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

1. A proverb is a short, well-known saying that expresses a common truth or belief. Proverbs are popular around the world. Many proverbs give advice on how to live. Some proverbs are very old, but they are still used today. e.g., My son is just like me in many ways. After all, the apple does not fall far from the tree. Sometimes, I tell my children to work together to solve a problem because two heads are better than one.

2. Some people are pessimists while others are optimists. The difference lies in their looking at a situation in different ways. Pessimists always think how bad things can become finally or are already bad, whereas optimists might say that every cloud has a silver lining and they always look on the bright side of any situation. But most people are both pessimists and optimists. They hope for the best but prepare for the worst. Some people worry about what they will do in a given situation which might happen in the future, but it is always wise not to cross the bridge until you come to it. It is usually much better to prevent a problem from happening than it is to find ways to solve it. An ounce of prevention is worth a pound of cure.

3. Proverbs were recorded in 1350 - 1400. The word originated from the late Latin word 'Proverbia'. While thinking of proverbs, we picture expressions of ancient wisdom. In the Bible it is said that 'he will search out the hidden meanings of proverbs and will be conversant in the secrets of parables.'

'Two heads are better than one' means

- (1) A job can be done better by an expert only.
- (2) A problem can be solved easily if collectively faced.
- (3) A job can't be done well if too many people work on it.
- (4) One shouldn't do a wrong deed if everyone else does it.

[Question ID = 249][Question Description = CTET_P1_PART_5_L2_SET_113_ENGLISH_Q129]

- 1. 1 [Option ID = 993]
- 2. 2 [Option ID = 994]
- 3. 3 [Option ID = 995]
- 4. 4 [Option ID = 996]

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

1. A proverb is a short, well-known saying that expresses a common truth or belief. Proverbs are popular around the world. Many proverbs give advice on how to live. Some proverbs are very old, but they are still used today. e.g., My son is just like me in many ways. After all, the apple does not fall far from the tree. Sometimes, I tell my children to work together to solve a problem because two heads are better than one.

2. Some people are pessimists while others are optimists. The difference lies in their looking at a situation in different ways. Pessimists always think how bad things can become finally or are already bad, whereas optimists might say that every cloud has a silver lining and they always look on the bright side of any situation. But most people are both pessimists and optimists. They hope for the best but prepare for the worst. Some people worry about what they will do in a given situation which might happen in the future, but it is always wise not to cross the bridge until you come to it. It is usually much better to prevent a problem from happening than it is to find ways to solve it. An ounce of prevention is worth a pound of cure.

3. Proverbs were recorded in 1350 - 1400. The word originated from the late Latin word 'Proverbia'. While thinking of proverbs, we picture expressions of ancient wisdom. In the Bible it is said that 'he will search out the hidden meanings of proverbs and will be conversant in the secrets of parables.'

The word 'pessimist' means the same as people who

- (1) always expect bad things to happen
- (2) are always full of hope for the future
- (3) always prepare for the worst while hoping for the best
- (4) always look to the bright side of things

[Question ID = 250][Question Description = CTET_P1_PART_5_L2_SET_113_ENGLISH_Q130]

- 1. 1 [Option ID = 997]
- 2. 2 [Option ID = 998]
- 3. 3 [Option ID = 999]
- 4. 4 [Option ID = 1000]

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

1. A proverb is a short, well-known saying that expresses a common truth or belief. Proverbs are popular around the world. Many proverbs give advice on how to live. Some proverbs are very old, but they are still used today. e.g., My son is just like me in many ways. After all, the apple does not fall far from the tree. Sometimes, I tell my children to work together to solve a problem because two heads are better than one.

2. Some people are pessimists while others are optimists. The difference lies in their looking at a situation in different ways. Pessimists always think how bad things can become finally or are already bad, whereas optimists might say that every cloud has a silver lining and they always look on the bright side of any situation. But most people are both pessimists and optimists. They hope for the best but prepare for the worst. Some people worry about what they will do in a given situation which might happen in the future, but it is always wise not to cross the bridge until you come to it. It is usually much better to prevent a problem from happening than it is to find ways to solve it. An ounce of prevention is worth a pound of cure.

3. Proverbs were recorded in 1350 - 1400. The word originated from the late Latin word 'Proverbia'. While thinking of proverbs, we picture expressions of ancient wisdom. In the Bible it is said that 'he will search out the hidden meanings of proverbs and will be conversant in the secrets of parables.'

In a problematic situation an optimist is most likely to say

- (1) Don't cross the bridge until you come to it.
- (2) Every cloud has a silver lining.
- (3) Hope for the best and prepare for the worst.
- (4) An ounce of prevention is worth a pound of cure.

[Question ID = 251][Question Description = CTET_P1_PART_5_L2_SET_113_ENGLISH_Q131]

- 1. 1 [Option ID = 1001]
- 2. 2 [Option ID = 1002]
- 3. 3 [Option ID = 1003]
- 4. 4 [Option ID = 1004]

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

1. A proverb is a short, well-known saying that expresses a common truth or belief. Proverbs are popular around the world. Many proverbs give advice on how to live. Some proverbs are very old, but they are still used today. e.g., My son is just like me in many ways. After all, the apple does not fall far from the tree. Sometimes, I tell my children to work together to solve a problem because two heads are better than one.

2. Some people are pessimists while others are optimists. The difference lies in their looking at a situation in different ways. Pessimists always think how bad things can become finally or are already bad, whereas optimists might say that every cloud has a silver lining and they always look on the bright side of any situation. But most people are both pessimists and optimists. They hope for the best but prepare for the worst. Some people worry about what they will do in a given situation which might happen in the future, but it is always wise not to cross the bridge until you come to it. It is usually much better to prevent a problem from happening than it is to find ways to solve it. An ounce of prevention is worth a pound of cure.

3. Proverbs were recorded in 1350 - 1400. The word originated from the late Latin word 'Proverbia'. While thinking of proverbs, we picture expressions of ancient wisdom. In the Bible it is said that 'he will search out the hidden meanings of proverbs and will be conversant in the secrets of parables.'

Another word to describe a 'proverb' can be

(1) hyperbole

(2) functional verb

(3) maxim

(4) quotation

[Question ID = 252][Question Description = CTET_P1_PART_5_L2_SET_113_ENGLISH_Q132]

1. 1 [Option ID = 1005]
2. 2 [Option ID = 1006]
3. 3 [Option ID = 1007]
4. 4 [Option ID = 1008]

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

1. A proverb is a short, well-known saying that expresses a common truth or belief. Proverbs are popular around the world. Many proverbs give advice on how to live. Some proverbs are very old, but they are still used today. e.g., My son is just like me in many ways. After all, the apple does not fall far from the tree. Sometimes, I tell my children to work together to solve a problem because two heads are better than one.

2. Some people are pessimists while others are optimists. The difference lies in their looking at a situation in different ways. Pessimists always think how bad things can become finally or are already bad, whereas optimists might say that every cloud has a silver lining and they always look on the bright side of any situation. But most people are both pessimists and optimists. They hope for the best but prepare for the worst. Some people worry about what they will do in a given situation which might happen in the future, but it is always wise not to cross the bridge until you come to it. It is usually much better to prevent a problem from happening than it is to find ways to solve it. An ounce of prevention is worth a pound of cure.

3. Proverbs were recorded in 1350 - 1400. The word originated from the late Latin word 'Proverbia'. While thinking of proverbs, we picture expressions of ancient wisdom. In the Bible it is said that 'he will search out the hidden meanings of proverbs and will be conversant in the secrets of parables.'

Read the following sentences.

(A) Once upon a time proverbs were very popular all over the world.

(B) In a proverb, day-to-day events are expressed in a flowery and artificial style.

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

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

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

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

[Question ID = 253][Question Description = CTET_P1_PART_5_L2_SET_113_ENGLISH_Q133]

1. 1 [Option ID = 1009]

2. 2 [Option ID = 1010]

3. 3 [Option ID = 1011]

4. 4 [Option ID = 1012]

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

1. A proverb is a short, well-known saying that expresses a common truth or belief. Proverbs are popular around the world. Many proverbs give advice on how to live. Some proverbs are very old, but they are still used today. e.g., My son is just like me in many ways. After all, the apple does not fall far from the tree. Sometimes, I tell my children to work together to solve a problem because two heads are better than one.

2. Some people are pessimists while others are optimists. The difference lies in their looking at a situation in different ways. Pessimists always think how bad things can become finally or are already bad, whereas optimists might say that every cloud has a silver lining and they always look on the bright side of any situation. But most people are both pessimists and optimists. They hope for the best but prepare for the worst. Some people worry about what they will do in a given situation which might happen in the future, but it is always wise not to cross the bridge until you come to it. It is usually much better to prevent a problem from happening than it is to find ways to solve it. An ounce of prevention is worth a pound of cure.

3. Proverbs were recorded in 1350 - 1400. The word originated from the late Latin word 'Proverbia'. While thinking of proverbs, we picture expressions of ancient wisdom. In the Bible it is said that 'he will search out the hidden meanings of proverbs and will be conversant in the secrets of parables.'

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

(1) Noun

(2) Adjective

(3) Verb

(4) Adverb

[Question ID = 254][Question Description = CTET_P1_PART_5_L2_SET_113_ENGLISH_Q134]

1. 1 [Option ID = 1013]
2. 2 [Option ID = 1014]
3. 3 [Option ID = 1015]
4. 4 [Option ID = 1016]

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

1. A proverb is a short, well-known saying that expresses a common truth or belief. Proverbs are popular around the world. Many proverbs give advice on how to live. Some proverbs are very old, but they are still used today. e.g., My son is just like me in many ways. After all, the apple does not fall far from the tree. Sometimes, I tell my children to work together to solve a problem because two heads are better than one.

2. Some people are pessimists while others are optimists. The difference lies in their looking at a situation in different ways. Pessimists always think how bad things can become finally or are already bad, whereas optimists might say that every cloud has a silver lining and they always look on the bright side of any situation. But most people are both pessimists and optimists. They hope for the best but prepare for the worst. Some people worry about what they will do in a given situation which might happen in the future, but it is always wise not to cross the bridge until you come to it. It is usually much better to prevent a problem from happening than it is to find ways to solve it. An ounce of prevention is worth a pound of cure.

3. Proverbs were recorded in 1350 - 1400. The word originated from the late Latin word 'Proverbia'. While thinking of proverbs, we picture expressions of ancient wisdom. In the Bible it is said that 'he will search out the hidden meanings of proverbs and will be conversant in the secrets of parables.'

Which of the following words mean the same as 'Parable'?

- (1) Novel
- (2) Poetry
- (3) Fable
- (4) Short story

[Question ID = 255][Question Description = CTET_P1_PART_5_L2_SET_113_ENGLISH_Q135]

- 1. 1 [Option ID = 1017]
- 2. 2 [Option ID = 1018]
- 3. 3 [Option ID = 1019]
- 4. 4 [Option ID = 1020]

Topic:- ENG_Q136-150_L2_P1_CTET

1) While waiting for the arrival of his train at the station, Mr. Raman purchases a magazine. He quickly looks through it to see if anything interests him. This is an example of _____.

- (1) skimming
- (2) scanning
- (3) extensive reading
- (4) intensive reading

[Question ID = 256][Question Description = CTET_P1_PART_5_L2_SET_113_ENGLISH_Q136]

- 1. 1 [Option ID = 1021]
- 2. 2 [Option ID = 1022]
- 3. 3 [Option ID = 1023]
- 4. 4 [Option ID = 1024]

2) A language teacher reads each word given in the passage with correct pronunciation, stress, intonation and pause. She then translates it, explaining the difficult words given in the passage. This process of reading will help most of the learners to

- (1) Decode the text.
- (2) Read with comprehension.
- (3) Develop curiosity in the act of reading.
- (4) Be motivated to learn the language.

[Question ID = 257][Question Description = CTET_P1_PART_5_L2_SET_113_ENGLISH_Q137]

- 1. 1 [Option ID = 1025]
- 2. 2 [Option ID = 1026]
- 3. 3 [Option ID = 1027]
- 4. 4 [Option ID = 1028]

3) The quality of language in which words are used as symbols for objects, events, or ideas is called _____.

- (1) Productivity
- (2) Displacement
- (3) Semanticity
- (4) Syntax

[Question ID = 258][Question Description = CTET_P1_PART_5_L2_SET_113_ENGLISH_Q138]

- 1. 1 [Option ID = 1029]
- 2. 2 [Option ID = 1030]
- 3. 3 [Option ID = 1031]
- 4. 4 [Option ID = 1032]

4) In a language class, students are given an outline in words, or pictures to help them to write something. This way of writing is termed as _____.

- (1) guided writing
- (2) controlled writing
- (3) free writing
- (4) smooth writing

[Question ID = 259][Question Description = CTET_P1_PART_5_L2_SET_113_ENGLISH_Q139]

- 1. 1 [Option ID = 1033]
- 2. 2 [Option ID = 1034]
- 3. 3 [Option ID = 1035]
- 4. 4 [Option ID = 1036]

5) Which of the following is of least importance to improve the performance of a language teacher?

- (1) Self-evaluation
- (2) Remedial teaching
- (3) Observation reports
- (4) Reflective journal

[Question ID = 260][Question Description = CTET_P1_PART_5_L2_SET_113_ENGLISH_Q140]

- 1. 1 [Option ID = 1037]
- 2. 2 [Option ID = 1038]
- 3. 3 [Option ID = 1039]
- 4. 4 [Option ID = 1040]

6) Reema, a class-V teacher, brings reading materials like menu cards, newspaper cuttings, railway timetables, etc., to teach English to her students. What kind of material does the teacher encourage the learners to use in the classroom ?

- (1) Authentic material
- (2) Adapted material
- (3) Self-made material
- (4) Material easily available

[Question ID = 261][Question Description = CTET_P1_PART_5_L2_SET_113_ENGLISH_Q141]

- 1. 1 [Option ID = 1041]
- 2. 2 [Option ID = 1042]
- 3. 3 [Option ID = 1043]
- 4. 4 [Option ID = 1044]

7) 'A good test for evaluating language skills should be tested for its validity.' This means

- (1) how well do the tests relate to the objectives of the test.
- (2) how well the learners perform in the tests.
- (3) tests should produce similar results.
- (4) tests should contain recall-type items.

[Question ID = 262][Question Description = CTET_P1_PART_5_L2_SET_113_ENGLISH_Q142]

- 1. 1 [Option ID = 1045]
- 2. 2 [Option ID = 1046]
- 3. 3 [Option ID = 1047]
- 4. 4 [Option ID = 1048]

8) In a story-telling class, the teacher uses gestures and bodily movements to enact the characters. She encourages her students to respond in a similar manner. What learning style is the teacher using to teach language to her learners?

- (1) Auditory
- (2) Visual
- (3) Kinesthetic
- (4) Aesthetic

[Question ID = 263][Question Description = CTET_P1_PART_5_L2_SET_113_ENGLISH_Q143]

- 1. 1 [Option ID = 1049]
- 2. 2 [Option ID = 1050]
- 3. 3 [Option ID = 1051]
- 4. 4 [Option ID = 1052]

9) Which of the following statements are true of languages in India?

- (A) Hindi is the national language of India.
 - (B) Hindi is the official language of India.
 - (C) English is the official language of India.
 - (D) English is the associate official language of India.
- (1) (A) and (B) are true
 - (2) (B) and (D) are true
 - (3) (A) and (D) are true
 - (4) (B) and (C) are true

[Question ID = 264][Question Description = CTET_P1_PART_5_L2_SET_113_ENGLISH_Q144]

1. 1 [Option ID = 1053]
2. 2 [Option ID = 1054]
3. 3 [Option ID = 1055]
4. 4 [Option ID = 1056]

10) Knowledge of more than one language

- (1) becomes a burden to the teacher in the classroom.
- (2) confuses the learners while learning a new language.
- (3) is very helpful in teaching and learning a new language.
- (4) causes interference in learning a new language.

[Question ID = 265][Question Description = CTET_P1_PART_5_L2_SET_113_ENGLISH_Q145]

1. 1 [Option ID = 1057]
2. 2 [Option ID = 1058]
3. 3 [Option ID = 1059]
4. 4 [Option ID = 1060]

11) Which domain is **not** categorised as a domain of development?

- (1) Motor
- (2) Sensory
- (3) Cognitive
- (4) Rational

[Question ID = 266][Question Description = CTET_P1_PART_5_L2_SET_113_ENGLISH_Q146]

1. 1 [Option ID = 1061]
2. 2 [Option ID = 1062]
3. 3 [Option ID = 1063]
4. 4 [Option ID = 1064]

12) For a continuous evaluation, a _____ for the observation of behaviour and skills of the student can be created to keep track of the progress of the child in the major domains of growth.

- (1) Report
- (2) Account
- (3) Checklist
- (4) Flashcard

[Question ID = 267][Question Description = CTET_P1_PART_5_L2_SET_113_ENGLISH_Q147]

1. 1 [Option ID = 1065]
2. 2 [Option ID = 1066]
3. 3 [Option ID = 1067]
4. 4 [Option ID = 1068]

13) _____ is a language disorder that affects communication skills and comprehension abilities.

- (1) Dysphasia
- (2) Dyspraxia
- (3) Dysarthria
- (4) Dystopia

[Question ID = 268][Question Description = CTET_P1_PART_5_L2_SET_113_ENGLISH_Q148]

1. 1 [Option ID = 1069]
2. 2 [Option ID = 1070]
3. 3 [Option ID = 1071]
4. 4 [Option ID = 1072]

14) In the process of teaching and learning a language, the text book is

- (1) the only tool
- (2) one of the tools
- (3) one of the tools for evaluation
- (4) an assessment tool

[Question ID = 269][Question Description = CTET_P1_PART_5_L2_SET_113_ENGLISH_Q149]

- 1. 1 [Option ID = 1073]
- 2. 2 [Option ID = 1074]
- 3. 3 [Option ID = 1075]
- 4. 4 [Option ID = 1076]

15) Using 'realia' in the language class means bringing

- (1) Real life situations to communicate.
- (2) Real objects as teaching aids.
- (3) Realistic objectives for the learners.
- (4) Real level of the child's learning.

[Question ID = 270][Question Description = CTET_P1_PART_5_L2_SET_113_ENGLISH_Q150]

- 1. 1 [Option ID = 1077]
 - 2. 2 [Option ID = 1078]
 - 3. 3 [Option ID = 1079]
 - 4. 4 [Option ID = 1080]
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