

CTET L1 Sanskrit L2 English P1

Topic:- CDP_P1_CTET

1) Early childhood is a _____ period for emotional development.

- (1) sensitive
- (2) slow
- (3) passive
- (4) disturbing

बाल्यावस्था का शुरुआती दौर, भावनात्मक विकास के लिए एक _____ काल होता है।

- (1) संवेदनशील
- (2) सुस्त/धीमा
- (3) निष्क्रिय
- (4) परेशानीदायक

[Question ID = 1][Question Description = CTET_P1_PART_1_CDP_SET_109_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 statement is **not** correct in context of development?

- (1) Children develop at different rates.
- (2) Development takes place gradually.
- (3) Development is relatively orderly.
- (4) Development is always discontinuous.

विकास के संदर्भ में निम्न में से कौन-सा कथन सही **नहीं** है ?

- (1) बच्चे अलग-अलग दर/गति पर विकसित होते हैं।
- (2) विकास क्रमिक रूप से होता है।
- (3) विकास अपेक्षाकृत रूप से व्यवस्थित होता है।
- (4) विकास हमेशा अनिरन्तर होता है।

[Question ID = 2][Question Description = CTET_P1_PART_1_CDP_SET_109_Q2]

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

3) Which of the following is determined only by heredity factors ?

- (1) Colour of eyes
- (2) Level of understanding
- (3) Interest
- (4) Emotional maturity

निम्न में से कौन-सा केवल वंशानुगत कारकों से निर्धारित होता है ?

- (1) आँखों का रंग
- (2) समझ का स्तर
- (3) रुचि
- (4) भावनात्मक परिपक्वता

[Question ID = 3][Question Description = CTET_P1_PART_1_CDP_SET_109_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 do children begin to think through operations logically in one direction ?

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

जीन पियाजे के संज्ञानात्मक विकास के सिद्धांत के अनुसार, बच्चे किस चरण में संक्रियाओं को एक दिशीय तार्किक क्रम से सोचना शुरू कर देते हैं ?

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

[Question ID = 4][Question Description = CTET_P1_PART_1_CDP_SET_109_Q4]

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

5) As per Jean Piaget's theory, the process of adaptation to the environment incorporates :

- (1) Assimilation only
- (2) Accommodation only
- (3) Both assimilation and accommodation
- (4) Neither assimilation nor accommodation

जीन पियाज़े के सिद्धांत के अनुसार, अपने वातावरण से अनुकूलन की प्रक्रिया में क्या शामिल होता है ?

- (1) केवल समावेशन
- (2) केवल समायोजन
- (3) समावेशन और समायोजन दोनों
- (4) न तो समावेशन और न ही समायोजन

[Question ID = 5][Question Description = CTET_P1_PART_1_CDP_SET_109_Q5]

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

6) The importance of culture as the main determinant of cognitive development and learning is reflected in the theory of :

- (1) Jean Piaget's Cognitive development theory
- (2) Lawrence Kohlberg's moral development theory
- (3) Lev Vygotsky's socio-cultural theory
- (4) Erik Erikson's psychosocial theory

निम्न में से किस सिद्धांत के अनुसार, संज्ञानात्मक विकास और अधिगम में संस्कृति की अहम् महत्वपूर्ण भूमिका होती है ?

- (1) जीन पियाज़े का संज्ञानात्मक विकास सिद्धांत
- (2) लॉरेंस कोहलबर्ग का नैतिक विकास सिद्धांत
- (3) लेव वायगोत्स्की का सामाजिक-सांस्कृतिक सिद्धांत
- (4) एरिक एरिकसन का मनोवैज्ञानिक-सामाजिक सिद्धांत

[Question ID = 6][Question Description = CTET_P1_PART_1_CDP_SET_109_Q6]

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

7) Lev Vygotsky gave significant importance to _____ in the process of cognitive development.

- (1) social interactions
- (2) rote memorisation
- (3) delayed imitation
- (4) biological maturation

लेव वायगोत्स्की ने संज्ञानात्मक विकास प्रक्रिया में किसकी अहम् भूमिका मानी है ?

- (1) सामाजिक संपर्कता
- (2) कंठस्थ स्मरण
- (3) विलंबित नकल
- (4) जैविक परिपक्वता

[Question ID = 7][Question Description = CTET_P1_PART_1_CDP_SET_109_Q7]

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

8) Behaving particularly and intentionally in ways that impress the parents and teachers is a characteristic of _____ stage in Lawrence Kohlberg's theory of moral reasoning.

- (1) social contract orientation
- (2) good boy - good girl orientation
- (3) law and order orientation
- (4) punishment - obedience orientation

लॉरेंस कोह्लबर्ग के नैतिक तर्क सिद्धांत के अनुसार, बच्चे किस चरण में विशेष रूप से और जान-बूझकर इस तरीके से व्यवहार करते हैं जिससे माता-पिता और अध्यापक सकारात्मक रूप से प्रभावित हों ?

- (1) सामाजिक अनुबंध अभिविन्यास
- (2) अच्छा लड़का - अच्छी लड़की अभिविन्यास
- (3) कानून और व्यवस्था अभिविन्यास
- (4) दण्ड-आज्ञाकारिता अभिविन्यास

[Question ID = 8][Question Description = CTET_P1_PART_1_CDP_SET_109_Q8]

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

9) A classroom based on constructivist approach should

- (1) have high teacher-student ratio.
- (2) be resourceful and print rich.
- (3) promote competition among students.
- (4) restrict discussions and debates among students.

एक संरचनावाद आधारित कक्षा उपागम में क्या शामिल होना चाहिए ?

- (1) उच्च अध्यापक-शिक्षार्थी अनुपात होना ।
- (2) संसाधनयुक्त और मुद्रक संपन्न वातावरण होना ।
- (3) विद्यार्थियों के बीच प्रतिस्पर्धा को बढ़ावा देना ।
- (4) चर्चा और वाद-विवाद पर प्रतिबंध लगाना ।

[Question ID = 9][Question Description = CTET_P1_PART_1_CDP_SET_109_Q9]

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

10) As per Howard Gardner's theory of multiple intelligence, ability to understand others' emotions, feelings and moods is directly related to _____ intelligence.

- (1) interpersonal
- (2) intrapersonal
- (3) musical
- (4) linguistic

हावर्ड गार्डनर के बहुबुद्धि सिद्धांत के अनुसार, दूसरों के संवेगों, भावनाओं और मनोदशा को समझने की योग्यता प्रत्यक्ष रूप से _____ बुद्धि से संबंधित है ।

- (1) अंतर्वैयक्तिक
- (2) अंतः-वैयक्तिक
- (3) संगीतीय
- (4) भाषाई

[Question ID = 10][Question Description = CTET_P1_PART_1_CDP_SET_109_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 create a print-rich environment in classroom by providing a range of reading materials.

Reason (R) :

Language development is not influenced by the environmental factors.

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 कक्षा में विभिन्न प्रकार की पठन सामग्री प्रदान करके एक मुद्रक/प्रिंट-समृद्ध वातावरण सृजित करना चाहिए ।

तर्क (R) :

भाषा विकास वातावरणीय कारकों से प्रभावित नहीं होता है ।

सही विकल्प का चयन कीजिए ।

- (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_109_Q11]

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

12) Gender is a _____ concept while sex is _____ .

- (1) biological, social
- (2) social, biological
- (3) biological, physiological
- (4) physiological, biological

जेंडर एक _____ संप्रत्यय है जबकि लिंग _____ है ।

- (1) जैविक, सामाजिक
- (2) सामाजिक, जैविक
- (3) जैविक, शारीरिक
- (4) शारीरिक, जैविक

[Question ID = 12][Question Description = CTET_P1_PART_1_CDP_SET_109_Q12]

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

- 13) Fourth graders in a school prepare to perform Bihu dance for State day at their culturally diverse school. Will this help in reducing regional prejudice ? Why ?
- (i) Yes, through contact and collaboration with members of other ethnic/regional group.
 - (ii) Yes, through enhanced interpersonal understanding and perspective taking.
 - (iii) No, this will highlight state distinctions in students' minds.
 - (iv) No, this will encourage in-and-out group favouritism.
- (1) Only (i)
 - (2) Only (iv)
 - (3) (i) and (ii)
 - (4) (iii) and (iv)

एक सांस्कृतिक विविधता वाले स्कूल में चौथी कक्षा के विद्यार्थी राज्य दिवस पर बिहु नृत्य प्रस्तुत करने की तैयारी कर रहे हैं। क्या यह क्षेत्रीय पक्षपात घटाने में मददगार होगा ? क्यों ?

- (i) हाँ, दूसरे जातीय/क्षेत्रीय समूहों के लोगों से संबंध और सहयोग द्वारा।
 - (ii) हाँ, अंतर्वैयक्तिक समझ और दृष्टिकोण की समझ बढ़ने से।
 - (iii) नहीं, यह विद्यार्थियों के दिमाग में भेद डंगित करेगा।
 - (iv) नहीं, यह अपने और दूसरे समूह के प्रति प्रीतिपात्रता को बढ़ावा देगा।
- (1) केवल (i)
 - (2) केवल (iv)
 - (3) (i) और (ii)
 - (4) (iii) और (iv)

[Question ID = 13][Question Description = CTET_P1_PART_1_CDP_SET_109_Q13]

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

- 14) Socio-constructivist approach of learning supports assessment on the basis of :
- (1) dominantly recall-based tests
 - (2) collaborative project works
 - (3) questions requiring one-word answers
 - (4) standardised tests

अधिगम का सामाजिक-संरचनात्मक उपागम, निम्न में से किस आधार पर मूल्यांकन को बढ़ावा देता है ?

- (1) मुख्यतः प्रत्यास्मरण आधारित परीक्षणों द्वारा
- (2) सहयोगात्मक प्रोजेक्ट कार्यों द्वारा
- (3) एक शब्द के जवाब वाले सवालों द्वारा
- (4) मानकीकृत परीक्षणों द्वारा

[Question ID = 14][Question Description = CTET_P1_PART_1_CDP_SET_109_Q14]

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

15) Which of the following statement is correct in context of critical thinking ?

- (1) Critical thinking develops mainly through rote memorisation.
- (2) Critical thinking is meaningless in process of learning.
- (3) Critical thinking disrupts cognitive development.
- (4) Critical thinking can be promoted by giving reflection time to students.

समालोचनात्मक सोच के संदर्भ में निम्न में से कौन-सा कथन सही है ?

- (1) समालोचनात्मक सोच मुख्यतः रटकर याद करने से विकसित होता है।
- (2) अधिगम प्रक्रिया में समालोचनात्मक सोच अर्थहीन है।
- (3) समालोचनात्मक सोच संज्ञानात्मक विकास में बाधक है।
- (4) विद्यार्थियों को चिंतन हेतु समय देकर समालोचनात्मक सोच को बढ़ाया जा सकता है।

[Question ID = 15][Question Description = CTET_P1_PART_1_CDP_SET_109_Q15]

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

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

- (1) view diversity as a barrier to learning process.
- (2) teach these students in a separate section.
- (3) ignore socio-cultural context of all students.
- (4) develop a sense of belonging among all students.

वंचित समूहों से जुड़े विद्यार्थियों के सफल समावेशन हेतु, यह महत्वपूर्ण है कि :

- (1) विविधता को अधिगम प्रक्रिया में बाधा माना जाए।
- (2) इन विद्यार्थियों को एक अलग समूह में पढ़ाया जाए।
- (3) सभी विद्यार्थियों के सामाजिक-सांस्कृतिक परिप्रेक्ष्य को अनदेखा किया जाए।
- (4) सभी विद्यार्थियों में जुड़ाव की भावना विकसित की जाए।

[Question ID = 16][Question Description = CTET_P1_PART_1_CDP_SET_109_Q16]

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

17) Inclusion of children with special needs in a mainstream classroom will require _____.

- (1) segregation based on ability
- (2) more stress on competition among students
- (3) capacity building and sensitization
- (4) more emphasis on completing the course over learning

एक मुख्यधारा वाले कक्षाकक्ष में विशिष्ट जरूरतों वाले विद्यार्थियों के समावेशन के लिए क्या जरूरी है ?

- (1) योग्यता आधारित अलगाव ।
- (2) विद्यार्थियों में प्रतिस्पर्धा पर अधिक बल ।
- (3) सामर्थ्य निर्माण और संवेदीकरण ।
- (4) अधिगम के बजाय पाठ्यक्रम पूर्ण करने पर बल ।

[Question ID = 17][Question Description = CTET_P1_PART_1_CDP_SET_109_Q17]

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

18) Difficulty in spatial discrimination of numbers and shapes is directly associated with _____.

- (1) Dyscalculia
- (2) Attention Deficit Hyperactivity Disorder
- (3) Sensory Impairment
- (4) Hearing Impairment

अंकों और आकृतियों के स्थानिक विभेदन में कठिनाई निम्न में से किससे प्रत्यक्ष रूप से संबंधित है ?

- (1) गुणजवैकल्य
- (2) अवधान न्यूनता अतिक्रियाशीलता विकार
- (3) संवेदनात्मक बाधिता
- (4) श्रवण बाधिता

[Question ID = 18][Question Description = CTET_P1_PART_1_CDP_SET_109_Q18]

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

19) For successful inclusion of students with visual impairment, a teacher should :

- (1) ask the students to solve the problem on black board.
- (2) provide maps and diagrams in tactile format.
- (3) give hand-written notes to students.
- (4) restrict the use of laptop and mobile for study purpose.

दृष्टिबाधिता से जूझते विद्यार्थियों के सफल समावेशन हेतु, एक अध्यापक को क्या करना चाहिए ?

- (1) विद्यार्थी को श्यामपट्ट पर सवाल हल करने को कहना चाहिए ।
- (2) मानचित्रों और आरेखों के स्पर्शनीय प्रारूप उपलब्ध करवाना चाहिए ।
- (3) विद्यार्थी को हस्तलिखित नोट्स देना चाहिए ।
- (4) अध्ययन उद्देश्य हेतु लैपटॉप और मोबाइल के इस्तेमाल पर रोक लगानी चाहिए ।

[Question ID = 19][Question Description = CTET_P1_PART_1_CDP_SET_109_Q19]

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

20) For successful inclusion of students with Attention Deficit Hyperactivity Disorder (ADHD), a teacher should :

- (1) show long-duration movies in class.
- (2) avoid giving break-out time while switching from one activity to another.
- (3) give multiple tasks to perform at the same time.
- (4) break assignments into small, manageable chunks.

अवधान न्यूनता अतिक्रियाशीलता विकार से जूझते विद्यार्थियों के सफल समावेशन हेतु एक अध्यापिका को क्या करना चाहिए ?

- (1) लम्बी अवधि वाली फिल्में दिखानी चाहिए ।
- (2) एक गतिविधि से दूसरी पर जाने के दौरान बदलाव-अंतराल अवधि नहीं देनी चाहिए ।
- (3) एक ही समय पर कई कार्य करने को देने चाहिए ।
- (4) कार्यपत्र को छोटे-छोटे प्रबंधनीय खण्डों में बाँटकर देना चाहिए ।

[Question ID = 20][Question Description = CTET_P1_PART_1_CDP_SET_109_Q20]

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

21) A teacher should encourage her students to :

- (1) understand and process meaning of content being taught.
- (2) rote memorise the given information as it is.
- (3) copy the content passively from black board.
- (4) find solutions of problems through a fixed method only.

एक अध्यापिका द्वारा विद्यार्थियों को किस लिए अभिप्रेरित करना चाहिए ?

- (1) पढ़ाई गई विषयवस्तु को समझने और अर्थग्रहण करने हेतु ।
- (2) दी गई जानकारी को ज्यों की त्यों रट कर याद करने हेतु ।
- (3) श्यामपट्ट से विषयवस्तु की निष्क्रिय भाव से नकल उतारने हेतु ।
- (4) एक अटल तरीके से ही समस्याओं के हल ढूँढने हेतु ।

[Question ID = 21][Question Description = CTET_P1_PART_1_CDP_SET_109_Q21]

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

22) Which of the following pedagogical strategies have been promoted by National Education Policy 2020 ?

- (i) Drill and Practice
- (ii) Rote memorisation
- (iii) Inquiry-based learning
- (iv) Discussion-based approach

- (1) (i), (ii) only
- (2) (i), (iii) only
- (3) (iii), (iv) only
- (4) (i), (iv) only

राष्ट्रीय शिक्षा नीति 2020 निम्न में से कौन-सी शिक्षाशास्त्रीय रणनीतियों को बढ़ावा देती है ?

- (i) वेधन पुनरावृत्ति और बार-बार अभ्यास
- (ii) रट कर याद करना
- (iii) अन्वेषण-आधारित अधिगम
- (iv) चर्चा-आधारित उपागम

- (1) केवल (i), (ii)
- (2) केवल (i), (iii)
- (3) केवल (iii), (iv)
- (4) केवल (i), (iv)

[Question ID = 22][Question Description = CTET_P1_PART_1_CDP_SET_109_Q22]

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

23) Which of the following contribute to effective and meaningful learning ?

- (1) Standardised curriculum
- (2) Exam-centric approach
- (3) Inflexible time table
- (4) Learner-centric pedagogy

निम्न में से कौन प्रभावशाली और अर्थपूर्ण अधिगम में मदद करता है ?

- (1) मानकीकृत पाठ्यक्रम
- (2) परीक्षा-केंद्रित उपागम
- (3) अनम्य समय सारणी
- (4) अधिगमकर्ता-केंद्रित शिक्षाशास्त्र

[Question ID = 23][Question Description = CTET_P1_PART_1_CDP_SET_109_Q23]

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

24) Which of the following promotes a culture of learning in classroom ?

- (1) Fostering collaboration among students
- (2) Being rigid about pedagogy
- (3) Increase performance-oriented feedback
- (4) Ignore self-assessment and reflection by students

निम्न में से क्या कक्षा में अधिगम सहायक माहौल पैदा करता है ?

- (1) विद्यार्थियों के बीच सहकार्यता को बढ़ावा देना ।
- (2) शिक्षाशास्त्र के प्रति अनम्य/कठोर रवैया अपनाना ।
- (3) प्रदर्शन/निष्पादन-उन्मुखी प्रतिपुष्टियों को बढ़ावा देना ।
- (4) विद्यार्थियों द्वारा स्व-मूल्यांकन और स्व-चिंतन को नकारना

[Question ID = 24][Question Description = CTET_P1_PART_1_CDP_SET_109_Q24]

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

25) Which of the following hinders the process of problem-solving ?

- (1) Use of analogies
- (2) Means-end analysis
- (3) Response set
- (4) Verbalisation

निम्न में से कौन-सा समस्या-समाधान प्रक्रिया में बाधक है ?

- (1) अनुरूपकों का इस्तेमाल
- (2) साधन-लक्ष्य विश्लेषण
- (3) अनुक्रिया समुच्चय
- (4) मौखिकीकरण

[Question ID = 25][Question Description = CTET_P1_PART_1_CDP_SET_109_Q25]

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

26) *Assertion (A) :*

Students' misconceptions about any concept should be properly attended by the teacher instead of ignoring straight away.

Reason (R) :

Misconceptions are not always irrational rather represent 'naive' theories constructed by students based on their interaction with the environment.

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) :

किसी संप्रत्यय के बारे में विद्यार्थियों द्वारा गृहित भ्रान्तियों को अध्यापिका द्वारा परोक्ष रूप से नकारने की बजाय सही तरीके से ध्यान देना चाहिए।

तर्क (R) :

भ्रान्तियाँ हमेशा तर्कहीन नहीं होती हैं बल्कि वे विद्यार्थियों द्वारा उनके वातावरण से संपर्क करके बनाए गए 'सरल' सिद्धांत का रूप होती हैं।

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 = 26][Question Description = CTET_P1_PART_1_CDP_SET_109_Q26]

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

27) Which of the following statement is correct regarding emotion and cognition ?

- (1) High stress inhibits learning.
- (2) Interest inhibits learning.
- (3) High stress promotes learning.
- (4) Disinterest promotes learning.

संवेगों और संज्ञान के सम्बन्ध में निम्न में से कौन-सा कथन सही है ?

- (1) उच्च स्तरीय तनाव अधिगम में बाधक है ।
- (2) रुचि अधिगम में बाधक है ।
- (3) उच्च स्तरीय तनाव अधिगम में सहायक है ।
- (4) अरुचि अधिगम में सहायक है ।

[Question ID = 27][Question Description = CTET_P1_PART_1_CDP_SET_109_Q27]

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

28) Select the appropriate techniques favourable for motivating students for learning in the classroom.

- (i) Encouraging maximum participation of students in the classroom
- (ii) Encourage competition for marks
- (iii) Help students set goals based on their interest
- (iv) Giving freedom to students for expressing their ideas

Choose the correct option.

- (1) (i) and (iv)
- (2) (i), (iii) and (iv)
- (3) (ii), (iii) and (iv)
- (4) (i), (ii) and (iii)

कक्षा में विद्यार्थियों को अधिगम के प्रति अभिप्रेरित करने की कौन-सी युक्तियाँ सही हैं ?

- (i) कक्षा में विद्यार्थियों की अधिकतम सहभागिता को बढ़ावा देना ।
 - (ii) अंकों के लिए प्रतिस्पर्धा को बढ़ावा देना ।
 - (iii) विद्यार्थियों को उनकी रुचि के आधार पर लक्ष्य निर्धारित करने में मदद करना ।
 - (iv) विद्यार्थियों को अपने विचार व्यक्त करने की आजादी देना ।
- सही विकल्प चुनिए ।

- (1) (i) और (iv)
- (2) (i), (iii) और (iv)
- (3) (ii), (iii) और (iv)
- (4) (i), (ii) और (iii)

[Question ID = 28][Question Description = CTET_P1_PART_1_CDP_SET_109_Q28]

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

29) Equal access to education is a matter of _____.

- (1) privilege
- (2) exclusion
- (3) right
- (4) disadvantage

शिक्षा में समान अभिगम्यता/पहुँच एक _____ का विषय है ।

- (1) सुविधा
- (2) बहिष्करण
- (3) अधिकार
- (4) अलाभ

[Question ID = 29][Question Description = CTET_P1_PART_1_CDP_SET_109_Q29]

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

30) To support students for learning, teacher should :

- (1) promote entity view of ability.
- (2) ignore students' interests.
- (3) be considerate of individual differences among students.
- (4) motivate students for performance-oriented goals.

विद्यार्थियों के अधिगम को समर्थन देने के लिए एक अध्यापिका को क्या करना चाहिए ?

- (1) योग्यता के इकाई/सत्त्व दृष्टिकोण को बढ़ावा देना चाहिए ।
- (2) विद्यार्थियों की रुचियों को दर-किनार करना चाहिए ।
- (3) विद्यार्थियों की व्यक्तिगत विभिन्नताओं के प्रति विचारशील रहना चाहिए ।
- (4) विद्यार्थियों को प्रदर्शन-उन्मुखी लक्ष्यों के लिए प्रेरित करना चाहिए ।

[Question ID = 30][Question Description = CTET_P1_PART_1_CDP_SET_109_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) In a four-digit number, first digit is one-third the second digit, the third digit is sum of the first and second digits, while the last digit is three times the second digit. Which of the following is that number ?

- (1) 2682
- (2) 1458
- (3) 1349
- (4) 1236

चार अंकों की एक संख्या में, पहला अंक दूसरे अंक का एक-तिहाई है, तीसरा अंक पहले और दूसरे अंकों का योगफल है, जबकि अंतिम अंक दूसरे अंक का तीन गुना है। निम्नलिखित में से वह संख्या कौन-सी है ?

- (1) 2682
- (2) 1458
- (3) 1349
- (4) 1236

[Question ID = 31][Question Description = CTET_P1_PART_2_MATHS_SET_109_Q31]

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

2) The numbers 23.18, 22.2, 23.45, 22.28, 23.1 in the increasing order are

- (1) 22.2, 22.28, 23.18, 23.1, 23.45
- (2) 23.1, 23.18, 22.2, 22.28, 23.45
- (3) 22.28, 22.2, 23.18, 23.1, 23.45
- (4) 22.2, 22.28, 23.1, 23.18, 23.45

संख्याएँ 23.18, 22.2, 23.45, 22.28, 23.1 बढ़ते हुए क्रम में हैं

- (1) 22.2, 22.28, 23.18, 23.1, 23.45
- (2) 23.1, 23.18, 22.2, 22.28, 23.45
- (3) 22.28, 22.2, 23.18, 23.1, 23.45
- (4) 22.2, 22.28, 23.1, 23.18, 23.45

[Question ID = 32][Question Description = CTET_P1_PART_2_MATHS_SET_109_Q32]

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

3) What is the difference between the largest six-digit number and the smallest five-digit number ?

- (1) 900000
- (2) 988999
- (3) 989999
- (4) 899999

छः अंकों वाली सबसे बड़ी संख्या और पाँच अंकों वाली सबसे छोटी संख्या का अंतर क्या है ?

- (1) 900000
- (2) 988999
- (3) 989999
- (4) 899999

[Question ID = 33][Question Description = CTET_P1_PART_2_MATHS_SET_109_Q33]

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

4) How many whole numbers are there between 42 and 62 ?

- (1) 20
- (2) 21
- (3) 23
- (4) 19

42 और 62 के मध्य कितनी पूर्ण संख्याएँ हैं ?

- (1) 20
- (2) 21
- (3) 23
- (4) 19

[Question ID = 34][Question Description = CTET_P1_PART_2_MATHS_SET_109_Q34]

- 1. 1 [Option ID = 133]

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

5) In fractions $\frac{7}{10}, \frac{4}{9}, \frac{2}{15}, \frac{3}{5}$ and $\frac{2}{3}$, largest and smallest fractions are respectively

- (1) $\frac{7}{10}$ and $\frac{2}{15}$
- (2) $\frac{7}{10}$ and $\frac{4}{9}$
- (3) $\frac{2}{15}$ and $\frac{4}{9}$
- (4) $\frac{3}{5}$ and $\frac{7}{10}$

भिन्नो $\frac{7}{10}, \frac{4}{9}, \frac{2}{15}, \frac{3}{5}$ और $\frac{2}{3}$ में, सबसे बड़ी और सबसे छोटी भिन्न क्रमशः हैं

- (1) $\frac{7}{10}$ और $\frac{2}{15}$
- (2) $\frac{7}{10}$ और $\frac{4}{9}$
- (3) $\frac{2}{15}$ और $\frac{4}{9}$
- (4) $\frac{3}{5}$ और $\frac{7}{10}$

[Question ID = 35][Question Description = CTET_P1_PART_2_MATHS_SET_109_Q35]

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

6) In a calendar-year, the months, whose number of days are divisible by 2 as well as 5, are

- (1) April, June, September, November
- (2) March, October, November, December
- (3) April, May, July, September
- (4) January, April, August, October

एक कैलेंडर-वर्ष में; उन महीनों के नाम, जिनके दिनों की संख्या को 2 और 5 दोनों से विभाजित किया जा सकता है, निम्न हैं

- (1) अप्रैल, जून, सितम्बर, नवम्बर
- (2) मार्च, अक्टूबर, नवम्बर, दिसम्बर
- (3) अप्रैल, मई, जुलाई, सितम्बर
- (4) जनवरी, अप्रैल, अगस्त, अक्टूबर

[Question ID = 36][Question Description = CTET_P1_PART_2_MATHS_SET_109_Q36]

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

7) How many acute angles are there in the letters of the name 'AMAN' ?

- (1) 9
- (2) 10
- (3) 11
- (4) 8

'AMAN' नाम के अक्षरों में कितने न्यून कोण हैं ?

- (1) 9
- (2) 10
- (3) 11
- (4) 8

[Question ID = 37][Question Description = CTET_P1_PART_2_MATHS_SET_109_Q37]

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

8) How many lines of symmetry are there in a regular pentagon ?

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

एक सम पंचभुज में कितनी सममित रेखाएँ होती हैं ?

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

[Question ID = 38][Question Description = CTET_P1_PART_2_MATHS_SET_109_Q38]

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

9) Ramesh has a rectangular piece of paper. In his idle time, he folded one corner of the paper and observed that the paper has now 5 corners. He folded the remaining three corners. How many corners does the paper have now ?

- (1) 4
- (2) 8
- (3) 6
- (4) 7

रमेश के पास एक आयताकार कागज़ का टुकड़ा है। अपने खाली समय में, उसने उसका एक कोना मोड़ा, तो उसने देखा कि कागज़ के अब पाँच कोने हो गए हैं। उसने बाकी के तीन कोनों को भी मोड़ दिया। अब इस कागज़ के कितने कोने हो गए हैं ?

- (1) 4
- (2) 8
- (3) 6
- (4) 7

[Question ID = 39][Question Description = CTET_P1_PART_2_MATHS_SET_109_Q39]

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

10) In a confectionery shop, in a 1 kg box of besan ladoos (ignoring the weight of the box), there are 25 ladoos. Rekha wants to purchase 4 boxes of ladoos but with only 20 ladoos in one box. The shopkeeper prepared such boxes for her. What will be the weight of these 4 boxes ?

- (1) 2 kg 600 g
- (2) 3 kg 200 g
- (3) 3 kg 400 g
- (4) 2 kg 800 g

एक मिठाई की दुकान पर 1 kg बेसन के लड्डुओं (डिब्बे के भार को छोड़ते हुए) के एक डिब्बे में 25 लड्डू हैं। रेखा लड्डुओं के 4 डिब्बे खरीदना चाहती है, परन्तु उसे एक डिब्बे में केवल 20 लड्डू लेने हैं। दुकानदार ने उसे इस प्रकार के डिब्बे बनाकर दिए। इन 4 डिब्बों का भार कितना होगा ?

- (1) 2 kg 600 g
- (2) 3 kg 200 g
- (3) 3 kg 400 g
- (4) 2 kg 800 g

[Question ID = 40][Question Description = CTET_P1_PART_2_MATHS_SET_109_Q40]

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

- 11) Following table has two columns X and Y. Column X has some objects and column Y has units of their measurement. Match the objects of column X with their units of measurement in column Y.

Column X	Column Y
A. Length of expressway	a. mm
B. Dimension of a classroom	b. cm
C. Width of shoe lace	c. m
D. Length of banana	d. km

(1) A-b, B-c, C-a, D-d

(2) A-c, B-d, C-b, D-a

(3) A-d, B-b, C-a, D-c

(4) A-d, B-c, C-a, D-b

निम्न तालिका में दो स्तंभ X और Y हैं। स्तंभ X में कुछ वस्तुएँ हैं और स्तंभ Y में उनकी मापन की इकाइयाँ हैं। स्तंभ X की वस्तुओं का स्तंभ Y में दी गई उनकी मापन की इकाइयों से मिलान कीजिए।

स्तंभ X	स्तंभ Y
A. एक्सप्रेस-मार्ग की लंबाई	a. mm
B. एक कक्षा-कक्ष की विमा	b. cm
C. जूते के फीते की चौड़ाई	c. m
D. केले की लंबाई	d. km

(1) A-b, B-c, C-a, D-d

(2) A-c, B-d, C-b, D-a

(3) A-d, B-b, C-a, D-c

(4) A-d, B-c, C-a, D-b

[Question ID = 41][Question Description = CTET_P1_PART_2_MATHS_SET_109_Q41]

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

- 12) Bina purchased a total of 50 L hair oil. She wants to fill this oil into bottles each containing 80 mL oil. How many bottles will she need to fill ?

(1) 1250

(2) 750

(3) 500

(4) 625

बीना ने सिर पर लगाने वाला कुल 50 L तेल खरीदा । वह इस तेल को 80 mL की बोतलों में भरना चाहती है । उसे ऐसा करने के लिए कितनी बोतलों की आवश्यकता होगी ?

- (1) 1250
- (2) 750
- (3) 500
- (4) 625

[Question ID = 42][Question Description = CTET_P1_PART_2_MATHS_SET_109_Q42]

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

- 13) A teacher of class IV asked her class of 45 students about their one favourite type of movie-genre and recorded the data in a table as follows :

Movie-genre	Number of students
Cartoons	10
Family	7
Comedy	11
Horror	1
Romantic	7
Drama	9

The difference between the watchers of most liked and least liked movie-genres is

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

कक्षा IV की एक अध्यापिका ने अपनी कक्षा के 45 विद्यार्थियों से उनकी मनपसंद फिल्म-शैली के एक प्रकार के बारे में पूछा और आँकड़ों को निम्न तालिका के रूप में रिकॉर्ड किया :

फिल्म-शैली	विद्यार्थियों की संख्या
कार्टून	10
पारिवारिक	7
कॉमेडी	11
हॉरर	1
रोमांटिक	7
ड्रामा	9

सबसे अधिक पसंदीदा और सबसे कम पसंदीदा फिल्म-शैलियों के देखने वालों की संख्याओं में अंतर है

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

[Question ID = 43][Question Description = CTET_P1_PART_2_MATHS_SET_109_Q43]

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

14) For selling match boxes to retail shopkeepers, a whole-saler ordered some match boxes of size $6\text{ cm} \times 4\text{ cm} \times 2\text{ cm}$ each. He received them in one carton of size $60\text{ cm} \times 60\text{ cm} \times 60\text{ cm}$. What was the number of match boxes received by him ?

- (1) 900
- (2) 450
- (3) 2250
- (4) 4500

एक थोक-विक्रेता ने खुदरा दुकानदारों को माचिस की डिब्बियाँ बेचने के लिए, $6\text{ cm} \times 4\text{ cm} \times 2\text{ cm}$ माप वाली कुछ माचिस की डिब्बियों का ऑर्डर दिया। उसे वे एक कार्टन में प्राप्त हुई, जिसकी माप $60\text{ cm} \times 60\text{ cm} \times 60\text{ cm}$ थी। उसे प्राप्त हुई माचिस की डिब्बियों की संख्या क्या थी ?

- (1) 900
- (2) 450
- (3) 2250
- (4) 4500

[Question ID = 44][Question Description = CTET_P1_PART_2_MATHS_SET_109_Q44]

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

15) What is the missing number in the following pattern ?

32, 44, 56, _____

- (1) 45
- (2) 67
- (3) 58
- (4) 68

निम्न पैटर्न में लुप्त संख्या क्या है ?

32, 44, 56, _____

- (1) 45
- (2) 67
- (3) 58
- (4) 68

[Question ID = 45][Question Description = CTET_P1_PART_2_MATHS_SET_109_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) Which of the following statements is **not** true for objectives of mathematics education when compared with its aims ?

- (1) Objectives are specific and narrow.
- (2) Objectives can be evaluated.
- (3) Objectives are very broad and general.
- (4) Objectives are direct and concerned with teaching-learning process.

गणित की शिक्षा के लक्ष्यों की तुलना में निम्नलिखित में से कौन-सा कथन गणित शिक्षा के उद्देश्यों के लिए सही **नहीं** है ?

- (1) उद्देश्य विशिष्ट एवं संकीर्ण होते हैं ।
- (2) उद्देश्यों का आकलन हो सकता है ।
- (3) उद्देश्य अति विस्तृत एवं सामान्य होते हैं ।
- (4) उद्देश्य सरल और शिक्षण-अधिगम प्रक्रम से संबंधित होते हैं ।

[Question ID = 46][Question Description = CTET_P1_PART_2_MATHS_SET_109_Q46]

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

4. 4 [Option ID = 184]

2) Which one of the following terms means the ability to instantly recognize a small number of objects without actually counting them ?

- (1) Counting
- (2) Subitization
- (3) Conservation
- (4) Innovation

संख्या में कम वस्तुओं को बिना गिने तुरंत सही संख्या बताने की योग्यता को निम्नलिखित में से क्या कहा जाता है ?

- (1) गिनना
- (2) सबटाइजेशन
- (3) संरक्षण
- (4) नवरूपण

[Question ID = 47][Question Description = CTET_P1_PART_2_MATHS_SET_109_Q47]

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

3) Which of the following teaching-learning material/materials can be used to show the change in shape of a four-sided polygon ?

- A. Graph paper
- B. Geoboard
- C. Calculator
- D. Scale

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

निम्नलिखित में से कौन-सी शिक्षण-अधिगम सामग्री/सामग्रियों का उपयोग चार भुजाओं के बहुभुज की आकृति में परिवर्तन को प्रदर्शित करने के लिए किया जा सकता है ?

- A. ग्राफ पेपर
- B. जियोबोर्ड
- C. कैल्कुलेटर
- D. स्केल

(1) केवल C

(2) A और D

(3) केवल B

(4) A, B और D

[Question ID = 48][Question Description = CTET_P1_PART_2_MATHS_SET_109_Q48]

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

4) As envisaged by the National Education Policy, 2020 the goal of Early Childhood Care and Education (ECCE) before class I should be

- (1) to develop computational skills among learners
- (2) to develop basic numeracy skills among learners
- (3) to make children learn to write number names
- (4) to make children learn counting and multiplication tables

राष्ट्रीय शिक्षा नीति, 2020 के अनुसार, कक्षा I से पूर्व, प्रारंभिक बाल्यावस्था अवधान एवं शिक्षा (ECCE), का उद्देश्य होना चाहिए

- (1) शिक्षार्थियों में परिकलन कौशलों का विकास करना
- (2) शिक्षार्थियों में मूल गणन कौशलों का विकास करना
- (3) बच्चों को संख्याओं के नाम लिखना सिखाना
- (4) बच्चों को गिनती एवं गुणन पहाड़े याद करवाना

[Question ID = 49][Question Description = CTET_P1_PART_2_MATHS_SET_109_Q49]

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

5) Which of the following is the most appropriate strategy to enhance mathematical communication in the classrooms ?

- (1) Teacher writing the correct answers on the blackboard whenever students solve problem on their own
- (2) Teacher asking students to write the missing steps in the solution to a problem
- (3) Teacher encouraging students to explain their strategies to solve a problem
- (4) Teacher focusing on only precise communication in a mathematics class

निम्नलिखित में से कौन-सी युक्ति कक्षा में गणितीय संप्रेषण की वृद्धि के लिए सर्वाधिक उपयुक्त है ?

- (1) जब भी विद्यार्थी स्वयं समस्या को हल करते हैं तब शिक्षक श्यामपट्ट पर सही उत्तर लिखता है
- (2) शिक्षक विद्यार्थियों को समस्या के समाधान में छूटे हुए चरणों को लिखने के लिए कहता है
- (3) शिक्षक विद्यार्थियों को समस्या हल करने की अपनी युक्ति को समझाने के लिए प्रोत्साहित करता है
- (4) शिक्षक गणित की कक्षा में केवल सटीक संप्रेषण पर बल देता है

[Question ID = 50][Question Description = CTET_P1_PART_2_MATHS_SET_109_Q50]

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

6) Which of the following terms are undefined in mathematics ?

- A. Line
- B. Point
- C. Natural Numbers
- D. Diagonals of a square

Choose the correct option.

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

निम्नलिखित में से कौन-सी शब्दावलियाँ गणित में अपरिभाषित हैं ?

- A. रेखा
- B. बिन्दु
- C. प्राकृत संख्याएँ
- D. वर्ग के विकर्ण

सही विकल्प का चयन कीजिए।

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

[Question ID = 51][Question Description = CTET_P1_PART_2_MATHS_SET_109_Q51]

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

- 7) A customer went to a vegetable seller to buy vegetables. He bought 650 gm of spinach at the rate of ₹ 80/kg. The vegetable seller quickly calculated the price mentally by splitting 650 as $500 + 100 + 50$ and the price as $40 + 8 + 4 = ₹ 52$.

Which of the following concept/concepts of mathematics are being tacitly used by the vegetable seller ?

- A. Addition
- B. Ratio and Proportion
- C. Subtraction
- D. Division

Choose the correct option.

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

एक ग्राहक सब्जी विक्रेता के पास सब्जी खरीदने जाता है। वह ₹ 80/किलोग्राम के हिसाब से 650 ग्राम पालक खरीदता है। सब्जी विक्रेता मानसिक रूप से 650 को $500 + 100 + 50$ में तोड़कर जल्दी से परिकलित कर $40 + 8 + 4 = ₹ 52$ बताता है।

सब्जी विक्रेता ने निम्नलिखित में से किस गणितीय अवधारणा / अवधारणाओं का उपयोग किया है ?

- A. जोड़ना
- B. अनुपात एवं समानुपात
- C. घटाव
- D. भाग

सही विकल्प का चयन कीजिए।

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

[Question ID = 52][Question Description = CTET_P1_PART_2_MATHS_SET_109_Q52]

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

8) A student realises that all rectangles are parallelograms, but all parallelograms are not rectangles. According to Van Hiele's theory of geometric thinking, the student is at which stage of geometric thinking ?

- (1) Level 1 (Analysis)
- (2) Level 0 (Recognition)
- (3) Level 3 (Deduction)
- (4) Level 2 (Relationships)

एक विद्यार्थी समझता है कि सभी आयत समांतर चतुर्भुज होते हैं, परंतु सभी समांतर चतुर्भुज आयत नहीं होते हैं। वैन हिले के ज्यामितीय चिंतन के अनुसार, वह विद्यार्थी ज्यामितीय चिंतन के किस चरण पर है ?

- (1) चरण 1 (विश्लेषण)
- (2) चरण 0 (अभिज्ञान)
- (3) चरण 3 (निगमन)
- (4) चरण 2 (संबंधों की समझ)

[Question ID = 53][Question Description = CTET_P1_PART_2_MATHS_SET_109_Q53]

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

9) For teaching mathematics at primary stage, the pedagogy should focus on

- (1) Hypothesis generation and testing
- (2) Didactic communication
- (3) Inductive approach
- (4) Drill and practice

प्राथमिक स्तर पर गणित के शिक्षण के लिए, शिक्षाशास्त्र को केन्द्रित होना चाहिए

- (1) परिकल्पना सृजन एवं जाँच पर
- (2) उपदेशात्मक संप्रेषण पर
- (3) आगमनात्मक उपागम पर
- (4) ड्रिल एवं अभ्यास पर

[Question ID = 54][Question Description = CTET_P1_PART_2_MATHS_SET_109_Q54]

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

10) Which of the following can be used for developing mathematical concepts like probability ?

- A. Kabaddi
- B. Football
- C. Throwing a dice
- D. Cards

Choose the correct option.

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

निम्नलिखित में से किसका उपयोग प्रायिकता जैसी गणितीय अवधारणाओं को विकसित करने में किया जा सकता है ?

- A. कबड्डी
- B. फुटबॉल
- C. पासा उछालना
- D. ताश

सही विकल्प का चयन कीजिए।

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

[Question ID = 55][Question Description = CTET_P1_PART_2_MATHS_SET_109_Q55]

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

11) According to National Curriculum Framework, 2005, what is the most appropriate purpose of giving chapters like "Trip to Bhopal", "Junk Seller", etc. in primary class NCERT textbooks ?

- (1) to integrate English language learning in mathematics classroom
- (2) to break the monotony of student-centered classroom
- (3) to make mathematics relatable to the real life of children
- (4) to complete the syllabus of EVS along with mathematics

राष्ट्रीय पाठ्यचर्या रूपरेखा, 2005 के अनुसार, प्राथमिक कक्षा की NCERT पाठ्यपुस्तकों में, 'भोपाल यात्रा', 'कबाड़ बेचने वाला (जंक सैलर)', इत्यादि जैसे पाठ देने का सर्वाधिक उपयुक्त उद्देश्य क्या है ?

- (1) गणित कक्षा में अंग्रेजी भाषा अधिगम को समाहित करना
- (2) छात्र-केंद्रित कक्षा की नीरसता को तोड़ना
- (3) बच्चों के वास्तविक (दैनिक) जीवन से गणित को जोड़ना
- (4) गणित के साथ-साथ पर्यावरण विज्ञान (EVS) के पाठ्यक्रम को पूरा करना

[Question ID = 56][Question Description = CTET_P1_PART_2_MATHS_SET_109_Q56]

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

12) Which among the following is/are closed-ended questions ?

- A. List all even prime numbers.
- B. Write prime numbers between 20 and 30.
- C. If sum of the two numbers is 14, what are the two numbers ?

Choose the correct option.

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

निम्नलिखित में से कौन-सा/से बंद सिरे वाला/वाले प्रश्न है/हैं ?

- A. सभी सम अभाज्य संख्याओं की सूची बनाओ ।
- B. 20 और 30 के बीच की अभाज्य संख्याएँ लिखो ।
- C. यदि दो संख्याओं का योगफल 14 है, तब वह दो संख्याएँ कौन-सी होंगी ?

सही विकल्प का चयन कीजिए ।

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

[Question ID = 57][Question Description = CTET_P1_PART_2_MATHS_SET_109_Q57]

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

13) In a mathematics test, 'what is the formula of simple interest ?' is an example of _____ based question.

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

गणित के टेस्ट में, 'साधारण ब्याज का सूत्र क्या है ?', _____ पर आधारित प्रश्न का उदाहरण है ।

- (1) बोध
- (2) कौशल
- (3) ज्ञान
- (4) अनुप्रयोग

[Question ID = 58][Question Description = CTET_P1_PART_2_MATHS_SET_109_Q58]

- 1. 1 [Option ID = 229]

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

14) The CBSE introduced "Continuous and Comprehensive Evaluation" in response to National Curriculum Framework (2005) in the year

- (1) 2005
- (2) 2010
- (3) 2021
- (4) 2016

राष्ट्रीय पाठ्यचर्या रूपरेखा (2005) के प्रत्युत्तर में CBSE ने "सतत एवं समग्र मूल्यांकन" को किस वर्ष में प्रस्तावित किया ?

- (1) 2005
- (2) 2010
- (3) 2021
- (4) 2016

[Question ID = 59][Question Description = CTET_P1_PART_2_MATHS_SET_109_Q59]

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

15) Delma, a class-II student has solved a problem on subtraction in the following way :

$$\begin{array}{r} 64 \\ -47 \\ \hline 23 \end{array}$$

Which among the following is most appropriate regarding Delma's subtraction process ?

- (1) Delma committed a careless mistake while subtracting
- (2) Delma knows how to subtract
- (3) Delma is subtracting the bigger digit from the smaller digit
- (4) Delma should be given similar type of questions to practice

डेलमा, कक्षा-II की एक छात्रा ने, घटाने का प्रश्न निम्नलिखित प्रकार से हल किया :

$$\begin{array}{r} 64 \\ -47 \\ \hline 23 \end{array}$$

डेलमा की घटाव की विधि के सम्बन्ध में निम्नलिखित में से क्या सर्वाधिक उपयुक्त है ?

- (1) डेलमा ने घटाते हुए एक लापरवाह त्रुटि की
- (2) डेलमा जानती है कि घटाया कैसे जाता है
- (3) डेलमा बड़े अंक में से छोटे अंक को घटा रही है
- (4) डेलमा को समान प्रकार के और प्रश्न हल करने के लिए दिए जाने चाहिए

[Question ID = 60][Question Description = CTET_P1_PART_2_MATHS_SET_109_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) Just as directions left-right are relative, there is no up or down on the Earth and it is just relative. The Earth is round and we, the people of India actually stand up side down in relation to the people of

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

जिस प्रकार बायाँ-दायाँ सापेक्ष है उसी प्रकार पृथ्वी पर ऊपर-नीचे कुछ नहीं होता है केवल यह सापेक्ष होता है। पृथ्वी गोल है, वास्तव में हम भारत के लोग नीचे दिए गए किस देश के लोगों के सापेक्ष एक-दूसरे के उल्टे हो सकते हैं ?

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

[Question ID = 61][Question Description = CTET_P1_PART_3_EVS_SET_109_Q61]

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

2) The striking example where animals' erratic behaviour gave signals to tribal people about the incoming disaster was observed during

- (1) Indian Ocean Tsunami, 2004
- (2) Gujarat Earthquake, 2001
- (3) Kashmir Flood, 2014
- (4) Kedarnath Landslide, 2013

पशुओं के अनियमित व्यवहार के एक आश्चर्यजनक उदाहरण ने जब आदिवासियों को आने वाली आपदा के बारे में संकेत दिए थे, इस दौरान देखा गया था

- (1) हिंद महासागर की सुनामी, 2004
- (2) गुजरात का भूकंप, 2001
- (3) कश्मीर की बाढ़, 2014
- (4) केदारनाथ का भूस्खलन, 2013

[Question ID = 62][Question Description = CTET_P1_PART_3_EVS_SET_109_Q62]

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

3) What is a 'heat island' ?

- (1) An urban area in the form of island that depends on solar energy.
- (2) An island that has many commercial activities.
- (3) An urban or metropolitan area that is warmer than its surrounding rural areas.
- (4) A rural area that has much higher temperature compared to its nearby areas.

‘ऊष्मा द्वीप’ क्या है ?

- (1) द्वीप के रूप में एक शहरी क्षेत्र जो सौर ऊर्जा पर निर्भर है ।
- (2) वह द्वीप जिस पर कई व्यावसायिक गतिविधियाँ होती हैं ।
- (3) वह शहरी या महानगरीय क्षेत्र जो अपने आसपास के ग्रामीण क्षेत्रों से अधिक गर्म है ।
- (4) वह ग्रामीण क्षेत्र जिसका अपने आसपास के क्षेत्रों से उच्च तापमान है ।

[Question ID = 63][Question Description = CTET_P1_PART_3_EVS_SET_109_Q63]

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

4) Which of the following statement depicts the organisms in ascending order of size ?

- (1) Virus – Bacteria – Fungi – Algae
- (2) Bacteria – Virus – Fungi – Algae
- (3) Algae – Fungi – Bacteria – Virus
- (4) Fungi – Algae – Bacteria – Virus

निम्नलिखित में से कौन-सा कथन जीवों को उनके आकार के आधार पर बढ़ते हुए क्रम में दर्शाता है ?

- (1) विषाणु – जीवाणु – कवक – शैवाल
- (2) जीवाणु – विषाणु – कवक – शैवाल
- (3) शैवाल – कवक – जीवाणु – विषाणु
- (4) कवक – शैवाल – जीवाणु – विषाणु

[Question ID = 64][Question Description = CTET_P1_PART_3_EVS_SET_109_Q64]

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

5) Which one of the following is an insectivorous plant ?

- (1) Cuscuta plant
- (2) Lichen
- (3) Pitcher plant
- (4) Cactus

निम्नलिखित में से कौन-सा एक कीटभक्षी पौधा है ?

- (1) अमरबेल पौधा
- (2) शैवाक (लाइकेन)
- (3) पिचर पौधा
- (4) कैक्टस

[Question ID = 65][Question Description = CTET_P1_PART_3_EVS_SET_109_Q65]

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

6) In the chapter 'Hu tu tu, Hu tu tu' Karnam Malleshwari is

- (1) a boxer
- (2) a gymnast
- (3) a weight-lifter
- (4) a hockey player

पाठ 'हू तू तू, हू तू तू' में कर्णम मल्लेश्वरी है

- (1) एक मुक्केबाज
- (2) एक व्यायामी (जिम्नैस्ट)
- (3) एक भारोत्तोलक
- (4) एक हॉकी खिलाड़ी

[Question ID = 66][Question Description = CTET_P1_PART_3_EVS_SET_109_Q66]

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

7) You are at the railway station. In order to reach the examination centre you first go 50 m due North, then 100 m due East, then 300 m due North and finally 160 m due West. With respect to the examination centre, the direction of the railway station is

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

आप रेलवे स्टेशन पर हैं। अपने परीक्षा केन्द्र पर पहुँचने के लिए आप सबसे पहले ठीक उत्तर में 50 m चलते हैं, फिर ठीक पूर्व में 100 m चलते हैं, फिर ठीक उत्तर में 300 m चलते हैं और अन्त में ठीक पश्चिम में 160 m चलकर परीक्षा केन्द्र पहुँचते हैं। परीक्षा केन्द्र के सापेक्ष रेलवे स्टेशन की दिशा है

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

[Question ID = 67][Question Description = CTET_P1_PART_3_EVS_SET_109_Q67]

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

8) Identify all the correct/true facts about the tiger.

- A. Tiger's whiskers help them to move in dark and find its prey.
- B. Ears of tigers can move in different directions.
- C. Tiger's roar can be heard up to 5 kilometres away.
- D. Tiger marks their own area, which covers several kilometres, with urine.

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

बाघ के बारे में सभी सही तथ्यों को पहचानिए ।

- A. बाघ की मूँछें उन्हें अंधेरे में गति करने तथा शिकार को ढूँढने में मदद करती हैं ।
- B. बाघों के कान अलग-अलग दिशा में हिल सकते हैं ।
- C. बाघ की दहाड़ 5 किलोमीटर दूर तक सुनाई देती है ।
- D. बाघ अपने क्षेत्र को, जो अनेकों किलोमीटर का दायरा होता है, अपने पेशाब से अंकित करता है ।

(1) A, B और C

(2) A और B

(3) A, B और D

(4) A और C

[Question ID = 68][Question Description = CTET_P1_PART_3_EVS_SET_109_Q68]

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

9) Golconda fort was built by

- (1) Nizams of Hyderabad
- (2) Mughals
- (3) Qutubshahi Sultans
- (4) Rulers of Delhi Sultanate

गोलकुण्डा किले का निर्माण किया गया था

- (1) हैदराबाद के निज़ामों द्वारा
- (2) मुगलों द्वारा
- (3) कुतुबशाही सुल्तानों द्वारा
- (4) दिल्ली सल्तनत के शासकों द्वारा

[Question ID = 69][Question Description = CTET_P1_PART_3_EVS_SET_109_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 animals can see the objects in black and white colour ?

- (1) Bats, Owls, Hedgehogs
- (2) Rats, Snakes, Dogs
- (3) Cats, Cows, Owls
- (4) Bats, Snakes, Lions

निम्नलिखित में से कौन-से पशु वस्तुओं को श्वेत-श्याम रंग में देख पाते हैं ?

- (1) चमगादड़, उल्लू, काँटाचूहा
- (2) चूहा, साँप, कुत्ता
- (3) बिल्ली, गाय, उल्लू
- (4) चमगादड़, साँप, शेर

[Question ID = 70][Question Description = CTET_P1_PART_3_EVS_SET_109_Q70]

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

11) Example of an organism that takes nutrition from dead and decaying matter is known as

- (1) Grass
- (2) Dog
- (3) Mushrooms
- (4) Cuscuta or Amarbel

मृत एवं सड़े-गले पदार्थ से पोषण प्राप्त करने वाले जीव का उदाहरण है

- (1) घास
- (2) कुत्ता
- (3) खुर्मी
- (4) कुस्कुटा या अमरबेल

[Question ID = 71][Question Description = CTET_P1_PART_3_EVS_SET_109_Q71]

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

12) Kharif crops are sown at the beginning of the rainy season and are also known as monsoon crops. Which of the following set is an example of kharif crops ?

- (1) Rice, Maize, Sorghum, Bajra
- (2) Gram, Wheat, Pea, Mustard
- (3) Wheat, Pea, Mustard, Cotton
- (4) Gram, Rice, Cotton, Mustard

खरीफ़ की फसलों को वर्षा के मौसम के आरंभ में बोया जाता है तथा इन्हें मानसून (बरसात) की फसल भी कहा जाता है। निम्नलिखित में से कौन-सा समूह खरीफ़ की फसल का उदाहरण है ?

- (1) धान, मक्का, सोरघम, बाजरा
- (2) चना, गेहूँ, मटर, सरसों
- (3) गेहूँ, मटर, सरसों, कपास
- (4) चना, धान, कपास, सरसों

[Question ID = 72][Question Description = CTET_P1_PART_3_EVS_SET_109_Q72]

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

13) Which one of the following is *not* a Kharif crop ?

- (1) Rice
- (2) Maize
- (3) Soyabean
- (4) Wheat

निम्नलिखित में से कौन-सा एक खरीफ़ फसल *नहीं* है ?

- (1) धान
- (2) मक्का
- (3) सोयाबीन
- (4) गेहूँ

[Question ID = 73][Question Description = CTET_P1_PART_3_EVS_SET_109_Q73]

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

14) A boy boarded a train on 7th September, 2022 at Ahmedabad for Ernakulam. The train departed at 21:45 hours from Ahmedabad and reaches Ernakulam at 9:15 hours on 9th September, 2022. If the distance covered by the train during this time interval is 2055 kilometres, the average speed of the train is

- (1) 61.0 km/h
- (2) 59.8 km/h
- (3) 57.8 km/h
- (4) 56.2 km/h

कोई लड़का अहमदाबाद से एरनाकुलम जाने के लिए 7 सितम्बर, 2022 को ट्रेन में सवार हुआ। ट्रेन अहमदाबाद से 21:45 बजे चली और 9 सितम्बर, 2022 को 9:15 बजे एरनाकुलम पहुँची। यदि इस समय अन्तराल में ट्रेन 2055 किलोमीटर दूरी चली, तो ट्रेन की औसत चाल है

- (1) 61.0 km/h
- (2) 59.8 km/h
- (3) 57.8 km/h
- (4) 56.2 km/h

[Question ID = 74][Question Description = CTET_P1_PART_3_EVS_SET_109_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 is the correct sleeping time of animals ?

- (1) Cat - 10 hours
- (2) Python - 12 hours
- (3) Cow - 4 hours
- (4) Giraffe - 6 hours

निम्नलिखित में से कौन-सा पशुओं के सोने का सही समय है ?

- (1) बिल्ली - 10 घंटे
- (2) अजगर - 12 घंटे
- (3) गाय - 4 घंटे
- (4) जिराफ़ - 6 घंटे

[Question ID = 75][Question Description = CTET_P1_PART_3_EVS_SET_109_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) In EVS class III chapter "Our friend - Animals" story "The Queen's Garden", the gardener stopped birds from entering the garden & so the insects increased and the mangoes were less. Chennamma on reading the story said that her grandma feeds grains to birds in the temple, so in the story it has been given incorrectly that birds eat insects.

Chennamma is displaying which of the following ?

- A. Linking classroom learning to outside the school
- B. Analysis, evaluation & drawing inferences about concerns related to environment
- C. Appreciation of interrelationships of animals and their environment
- D. Natural curiosity in relation to natural environment

(1) A and B

(2) A and C

(3) A and D

(4) B and C

पर्यावरण अध्ययन कक्षा तीसरी के पाठ "हमारे साथी – जानवर" की कहानी "रानी का बाग" में माली ने पक्षियों को बाग में आने से रोक दिया, कीड़े बढ़ गए और आम कम हुए। चैनम्मा इस कहानी को पढ़कर कहती है कि उसकी नानी मंदिर में पक्षियों को अनाज खिलाती हैं, इसलिए कहानी में यह गलत दिया हुआ है कि पक्षी कीड़े खाते हैं ?

चैनम्मा निम्नलिखित में से क्या प्रदर्शित कर रही है ?

- A. कक्षाकक्ष अधिगम को विद्यालय के बाहर से जोड़ना
- B. पर्यावरण से सम्बन्धित सरोकारों के बारे में विश्लेषण, मूल्यांकन और निष्कर्ष निकालना
- C. जंतुओं और उनके पर्यावरण के अंतर्सम्बन्धों की सराहना
- D. प्राकृतिक पर्यावरण के बारे में सहज जिज्ञासा

(1) A और B

(2) A और C

(3) A और D

(4) B और C

[Question ID = 76][Question Description = CTET_P1_PART_3_EVS_SET_109_Q76]

1. 1 [Option ID = 301]

2. 2 [Option ID = 302]

3. 3 [Option ID = 303]

4. 4 [Option ID = 304]

2) A thematic approach has been used in EVS for class III to V instead of topic-based approach due to which of the following nature of EVS ?

- (1) Intradisciplinary
- (2) Disciplinary
- (3) Interdisciplinary
- (4) Cross-disciplinary

कक्षा III से V के लिए पर्यावरण अध्ययन में प्रकरण आधारित दृष्टिकोण के स्थान पर विषयगत (थीम-आधारित) दृष्टिकोण का उपयोग निम्नलिखित में से कौन-सी पर्यावरण अध्ययन की प्रकृति के कारण किया गया है ?

- (1) अंतरा-अनुशासनात्मक
- (2) अनुशासनात्मक
- (3) अंतर-अनुशासनात्मक
- (4) पार-अनुशासनात्मक

[Question ID = 77][Question Description = CTET_P1_PART_3_EVS_SET_109_Q77]

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

3) Summative assessment is

- (1) continuous monitoring of students' progress.
- (2) to provide feedback to modify ongoing teaching-learning.
- (3) considered as a landmark for passing or failing students.
- (4) to identify learning gaps of students and fixing them.

योगात्मक आकलन

- (1) विद्यार्थियों की प्रगति का निरंतर अनुवीक्षण है।
- (2) शिक्षण-अधिगम में परिवर्तन करने हेतु प्रतिपुष्टि मुहैया करने के लिए होता है।
- (3) विद्यार्थियों को पास अथवा फेल करने के लिए मार्गदर्शक माना जाता है।
- (4) विद्यार्थियों के अधिगम में कमी की पहचान करने में तथा उन्हें ठीक करने के लिए होता है।

[Question ID = 78][Question Description = CTET_P1_PART_3_EVS_SET_109_Q78]

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

- 4) In the chapter "A Snake Charmer's Story" of class V, EVS, the snake charmers (saperas) made medicines from plants collected from forests. They also play a 'been' made from dried gourd (lauki). Snakes eat rats in the field otherwise rats would eat crops.

All these facts indicate which of the following ?

- A. Interrelationship of plants, humans & animals
- B. Interdependence of plants, humans & animals
- C. Mutual dependence of plants, humans & animals
- D. Integrated nature of EVS

(1) A, B and C

(2) A, C and D

(3) Only B and D

(4) Only A and D

पर्यावरण अध्ययन कक्षा V की "कहानी सँपेरों की" पाठ में सँपेरे जंगल से जड़ी-बूटी इकट्ठी करते और उनसे दवाइयाँ बनाते हैं। वे सूखी लौकी से बनाई जाने वाली "बीन" बजाते हैं। साँप खेतों में चूहों को खाते हैं, नहीं तो वे फसलों को खाएँगे।

यह सभी तथ्य निम्नलिखित में से किसे सूचित करते हैं ?

- A. पौधों, मनुष्य और जानवरों के अंतर्सम्बन्ध
- B. पौधों, मनुष्य और जानवरों की अन्योन्याश्रितता
- C. पौधों, मनुष्य और जानवरों की परस्पर निर्भरता
- D. पर्यावरण अध्ययन का एकीकृत दृष्टिकोण

(1) A, B और C

(2) A, C और D

(3) केवल B और D

(4) केवल A और D

[Question ID = 79][Question Description = CTET_P1_PART_3_EVS_SET_109_Q79]

1. 1 [Option ID = 313]

2. 2 [Option ID = 314]

3. 3 [Option ID = 315]

4. 4 [Option ID = 316]

- 5) In the chapter, "From tasting to digesting" of EVS class V, it has been mentioned, "when Jhumpa tasted some of the things, she said "Sssee, Sssee, Sssee". "What do you think she may have eaten ?" The author is trying to relate this with which of the following ?

- (1) Experience of child
- (2) Sensory exploration
- (3) Imagination
- (4) Various tastes of eatables

कक्षा पाँचवीं के पर्यावरण अध्ययन पाठ, “चखने से पचने तक” में, यह बताया गया है कि, “कुछ चीज़ें चखने के बाद झुम्पा बोली ‘सी-सी-सी’। सोचो, उसने क्या खाया होगा ?” लेखक इसे निम्नलिखित में से किससे संबंधित करने का प्रयास कर रहा है ?

- (1) बच्चे के अनुभव
- (2) संवेदी अन्वेषण
- (3) कल्पना
- (4) खाद्य-पदार्थों के विभिन्न स्वाद

[Question ID = 80][Question Description = CTET_P1_PART_3_EVS_SET_109_Q80]

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

6) Activity approach in EVS refers to

- A. memorizing abstract concepts
- B. involving all the three domains of student learning
- C. understanding concepts through sensorimotor experiences
- D. using theme-based approach to teaching

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

पर्यावरण अध्ययन में क्रियाकलाप पद्धति संबंधित है

- A. अमूर्त प्रत्ययों को कंठस्थ करने से
- B. विद्यार्थियों के अधिगम के सभी तीनों आयामों को शामिल करने से
- C. संवेदीगमक अनुभवों द्वारा प्रत्ययों को समझने से
- D. शिक्षण के लिए विषय-वस्तु पर आधारित पद्धति के प्रयोग से

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

[Question ID = 81][Question Description = CTET_P1_PART_3_EVS_SET_109_Q81]

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

7) Usha who washes utensils at Manjari's house did not come on Saturday. Grandfather said, "This is the third time in this month that she has taken leave without informing. We will have to deduct the amount paid to her for this leave." Manjari felt bad about this. She felt sorry for the girl, who was working to support her family and did not even go to school. Manjari requests her grandfather to not do so. Which of the following curricular expectations is exhibited by Manjari ?

- (1) An awareness about immediate surroundings
- (2) Develop sensitivity for human resources in the immediate environment
- (3) Raise an issue related to justice & respect for human dignity
- (4) Developing skill of observation through interaction with immediate surroundings

मंजरी के घर, बरतन माँजने वाली ऊषा शनिवार को नहीं आई। दादाजी ने कहा, "यह इस महीने में तीसरी बार है जब उसने बिना बताए छुट्टी ली है। हमें इस छुट्टी के लिए उसे दिए जाने वाले पैसों में से पैसा काटना पड़ेगा।" मंजरी को ऊषा के लिए बुरा लग रहा था। वह अपने परिवार को सहारा देने के लिए काम कर रही थी और स्कूल भी नहीं जाती थी। मंजरी ने दादाजी से कहा कि वे ऐसा ना करें। मंजरी द्वारा निम्नलिखित में से कौन-सी पाठ्यचर्या अपेक्षा प्रदर्शित की जा रही है ?

- (1) नजदीकी पर्यावरण के बारे में जागरूकता
- (2) नजदीकी पर्यावरण में मानव संसाधन के प्रति संवेदनशीलता का विकास
- (3) न्याय और मानवीय गरिमा के सम्मान से संबंधित मुद्दा उठाना
- (4) नजदीकी परिवेश के साथ अंतःक्रिया द्वारा अवलोकन कौशल का विकास

[Question ID = 82][Question Description = CTET_P1_PART_3_EVS_SET_109_Q82]

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

8) Integrated approach of EVS proposes themes due to which of the following factors ?

- (1) For a connected & interrelated understanding
- (2) For development of child's personality
- (3) Moving beyond traditional boundaries of discipline
- (4) Triggering thinking skills of child

पर्यावरण अध्ययन का एकीकृत दृष्टिकोण विषयगत उपागम को निम्नलिखित में से किस कारक के कारण प्रस्तुत करता है ?

- (1) एक जुड़ी हुई और परस्पर संबंधित समझ के लिए
- (2) बालक के व्यक्तित्व के विकास के लिए
- (3) विषयों की पारम्परिक सीमाओं से परे जाने के लिए
- (4) बालक के चिंतन कौशलों को प्रारंभ करने के लिए

[Question ID = 83][Question Description = CTET_P1_PART_3_EVS_SET_109_Q83]

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

9) Importance of co-curricular activities in learning EVS at primary level can be established by

- (1) organising athletic competitions
- (2) promoting public speaking activities
- (3) making entertaining films
- (4) preparing the students for various professions

प्राथमिक स्तर पर पर्यावरण अध्ययन के अधिगम में सह-पाठ्यचर्या गतिविधियों के महत्व को किसके द्वारा प्रमाणित किया जाता है ?

- (1) खेल-कूद की प्रतियोगिताओं का आयोजन करके
- (2) सार्वजनिक बोल-चाल/भाषण की गतिविधियों को प्रोत्साहित करके
- (3) मनोरंजक फिल्में बना कर
- (4) विद्यार्थियों को विविध प्रकार के व्यवसायों के लिए तैयार करके

[Question ID = 84][Question Description = CTET_P1_PART_3_EVS_SET_109_Q84]

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

10) Anand's mother puts tulsi leaf in the prasad plate offered to God in her temple at his house. He shared this with his teacher in class. Teacher thinks about using this experience to develop a holistic (integrated scientific and social) perspective of studying plants.

Which of the following learning experience will be effective to achieve this objective ?

- (1) Tell students about the medicinal properties of tulsi leaf and festivals with which tulsi plant is related, like 'tulsi vivah'
- (2) Ask students to work in group projects exploring various plant leaves and search for its social & scientific significance
- (3) Exhibit a video presentation showing leaves and its social & scientific significance
- (4) Take the students for a field trip to a garden & discuss the uses of various leaves

आनन्द की मम्मी उसके घर के मंदिर में भगवान के सामने प्लेट में प्रसाद में तुलसी पत्ता रखकर चढ़ाती है। वह इसे कक्षा में अध्यापक को बताता है। अध्यापक इस अनुभव का प्रयोग पौधे के अध्ययन के समग्र (एकीकृत वैज्ञानिक एवं सामाजिक) दृष्टिकोण विकसित करने के लिए सोचते हैं।

इस उद्देश्य की प्राप्ति हेतु निम्नलिखित में से कौन-सा अधिगम अनुभव प्रभावी होगा ?

- (1) विद्यार्थियों को तुलसी पत्ते के औषधीय गुणों तथा उन त्योहारों के बारे में बताएँ जिससे तुलसी पौधा संबंधित है, जैसे 'तुलसी विवाह'
- (2) विद्यार्थियों से समूह परियोजनाओं में कार्य कर विभिन्न पौधों की पत्तियों का अन्वेषण करके उनके सामाजिक एवं वैज्ञानिक महत्व खोजने को कहें
- (3) पत्ते तथा उनके सामाजिक एवं वैज्ञानिक महत्व को प्रस्तुत करने हेतु वीडियो प्रस्तुतीकरण प्रदर्शित करें
- (4) विद्यार्थियों को बगीचे में क्षेत्र भ्रमण करने ले जाएँ और विभिन्न पत्तियों के उपयोग पर चर्चा करें

[Question ID = 85][Question Description = CTET_P1_PART_3_EVS_SET_109_Q85]

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

11) Taranjeet, a student of class III asked the teacher, "why does daddy have a beard & moustache while mother does not have beard & moustache. Why does mother wear bindi on the forehead & bangles in her hand while daddy does not do so ?" She is asking about secondary sexual characteristics & gender.

What will be the correct approach to answer this question ?

- (1) This is not the correct age to discuss such complex subjects
- (2) Assigning the students a project on "how males & females of different animals look different" and "different roles of male & female gender at home"
- (3) Presenting a video presentation on "secondary sexual characteristics & gender roles"
- (4) Explain to students that gender is a social construct while sex is a biological concept

कक्षा तीसरी की विद्यार्थी तरनजीत अपने शिक्षक से पूछती है, “डेडी के दाढ़ी मूँछ क्यों है जबकि मम्मी के नहीं। मम्मी सिर पर बिंदी क्यों लगाती है, हाथ में चूड़ी क्यों पहनती है जबकि डेडी ऐसा नहीं करते?” वह द्वितीयक लैंगिक लक्षण एवं जेंडर की बात कर रही है। इसका जवाब देने का सही तरीका क्या होगा?

- (1) यह उम्र इस तरह के जटिल विषयों पर बात करने की नहीं है।
- (2) विद्यार्थियों को, “विभिन्न जानवरों के नर व मादा अलग कैसे दिखते हैं” व “घर पर नर व मादा जेंडर की विभिन्न भूमिकाओं” पर परियोजना दें।
- (3) “द्वितीयक लैंगिक लक्षणों एवं जेंडर भूमिकाओं” पर वीडियो प्रस्तुतीकरण करें।
- (4) विद्यार्थियों को समझाना कि जेंडर एक सामाजिक निर्मिति है जबकि लिंग जैवकीय अवधारणा है।

[Question ID = 86][Question Description = CTET_P1_PART_3_EVS_SET_109_Q86]

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

12) Trips or excursions can be used to teach the theme 'food' to primary children because

- (1) it encourages them to observe different ways of growing food
- (2) they can have a break from the monotonous routine and enjoy themselves
- (3) they can understand the role of balanced diet
- (4) they should note down questions and ask their parents after getting back home

प्राथमिक स्तर के बच्चों को 'भोजन' का थीम पढ़ाने के लिए यात्रा या भ्रमण का उपयोग किया जा सकता है क्योंकि

- (1) यह उन्हें खाद्य-पदार्थों को उगाने की विभिन्न विधियों का अवलोकन करने के लिए प्रोत्साहित करता है
- (2) उन्हें अपनी एकरस दिनचर्या से छूट मिल सकती है तथा वे आनन्द मना सकते हैं
- (3) वे संतुलित आहार की भूमिका को समझ सकते हैं
- (4) उन्हें प्रश्नों को नोट कर लेना चाहिए तथा घर वापस लौटने के बाद अपने माता-पिता से पूछना चाहिए

[Question ID = 87][Question Description = CTET_P1_PART_3_EVS_SET_109_Q87]

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

- 13) Gulfam was participating in a classroom in salad making activity. While cutting onions, he felt tears coming from his eyes. He told his teacher, "Now I can cry in the play during the scene in which I lose my watch. I will cut onion backstage just before my scene."

Which of the following objectives of EVS is related with this ?

- (1) To engage child in exploratory & hands-on activity
- (2) To acquire psychomotor skills through observation & inference
- (3) To gain variety of experiences & basic understanding
- (4) To develop sensitivity for human resources in immediate environment

गुलफाम कक्षा में सलाद निर्माण गतिविधि में भाग ले रहा था। प्याज़ काटते समय उसे महसूस हुआ कि उसकी आँख में से पानी आ रहा है। उसने अपने शिक्षक से कहा, "अब मैं नाटक के उस दृश्य में रो सकता हूँ, जिसमें मेरी घड़ी खो गई है। मेरे दृश्य से पहले स्टेज के पीछे मैं प्याज़ काट लूँगा।"

पर्यावरण अध्ययन के निम्नलिखित उद्देश्यों में से कौन-सा इससे संबंधित है ?

- (1) बालक को खोजी एवं व्यावहारिक गतिविधि में संलग्न करना
- (2) अवलोकन एवं निष्कर्ष द्वारा मनोगत्यात्मक कौशलों का अर्जन
- (3) विभिन्न प्रकार के अनुभव और बुनियादी समझ ग्रहण करना
- (4) नजदीकी परिवेश में मानवीय संसाधनों के प्रति संवेदनशीलता विकसित करना

[Question ID = 88][Question Description = CTET_P1_PART_3_EVS_SET_109_Q88]

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

- 14) Geetika asked her father, "Why do you call "grandmother" "mother" while the neighbouring aunty calls her "aunty". The Rickshawala calls her "mausi" while the sabjiwala calls her "Tai". Is she not the same person ?

Geetika's father, who is a teacher thinks this as a suitable question to introduce the subtheme "relationship". Which of the following objectives of teaching EVS at the primary stage is concerned with this ?

- (1) To comprehend relationship between social & cultural environment
- (2) To develop an understanding drawn from lived experience & social aspect of life
- (3) To make the child curious
- (4) To nurture the curiosity of child in relation to natural environment including people

गीतिका ने उसके पापा से पूछा, “आप “दादी” को “माँ” क्यों कहते हो, जबकि पड़ोस की आंटी उन्हें “आंटी” कहती है। रिक्शेवाला उन्हें “मौसी” कहता है, जबकि सब्जीवाला उन्हें “ताई” कहता है।” क्या वह एक ही व्यक्ति नहीं है ?

गीतिका के पापा जो शिक्षक हैं, यह सोचते हैं कि यह उपविषय “संबंध” पढ़ाने हेतु उपयुक्त सवाल है। निम्नलिखित में से प्राथमिक स्तर पर पर्यावरण अध्ययन पढ़ाने का कौन-सा उद्देश्य इससे संबंधित है ?

- (1) सामाजिक एवं सांस्कृतिक पर्यावरण के बीच संबंधों की समझ
- (2) जीवत अनुभवों और जीवन के सामाजिक पक्ष से उपजी समझ का विकास
- (3) बालक को जिज्ञासु बनाना
- (4) प्राकृतिक पर्यावरण जिसमें लोग शामिल हों के संबंध में बालक की जिज्ञासा का पोषण करना

[Question ID = 89][Question Description = CTET_P1_PART_3_EVS_SET_109_Q89]

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

- 15) Reyhan was sneezing constantly. Amma prepared “kadha” for him using turmeric, honey, ajwain, lemon, ginger, black pepper & tulsi leaves. Next day he was feeling healthy and he went to school. He asked amma to teach him to prepare kadha.

Which of the following objectives are involved in this activity ?

- A. Understanding
- B. Creating
- C. Applying
- D. Remembering

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

रेहान लगातार छींके जा रहा था। अम्मा ने उसके लिए हल्दी, शहद, अजवाइन, नींबू, अदरक, काली मिर्च और तुलसी पत्ते का उपयोग कर "काढ़ा" बनाया। अगले दिन वह स्वस्थ महसूस कर रहा था और वह स्कूल गया। उसने अम्मा से उसे काढ़ा बनाना सिखाने के लिए कहा।

इस गतिविधि में निम्नलिखित में से कौन-से उद्देश्य शामिल हैं ?

- A. समझना
- B. निर्माण करना
- C. प्रयोग करना
- D. याद करना

(1) A, B और C

(2) B, C और D

(3) C, D और A

(4) D, A और B

[Question ID = 90][Question Description = CTET_P1_PART_3_EVS_SET_109_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 विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत ।

सर्वसम्मतोऽयं सिद्धान्तः यदस्माकं शरीरं प्रतिक्षणं क्षीयते, अतस्तस्य पूर्तिरपि परमपेक्ष्यते । नियमतः क्रियमाणो व्यायामः नितरां फलप्रदो भवति । यथा शयनासनविहारादिषु तथैव व्यायामेऽपि वयं नियमान् पालयेम ।

द्विप्रकारो व्यायामो भवति — शारीरो मानसश्च । भ्रमण-धावन-क्रीडनादिकं शारीरो व्यायामः । मनन-कल्पन-निदिध्यासनादिकं च मानसो व्यायामः । परमद्यत्वे व्यायामशब्देन प्रायः शारीरिकश्रम एव ज्ञायते । स्वस्थे शरीरे मस्तिष्कस्यापि व्यापारः परिचलति । परं कालनियमरहितः कादाचित्को व्यायामः नेष्टफलाय कल्पते । व्यायामेन शरीरस्य सर्वेषु भागेषु रक्तसंचारो जायते, मनसि स्फूर्तिरुदेति, रोगाः पलायन्ते, जीवनमाह्लादमयं जायते, सर्वावयवेषु कर्मण्यता, ऊर्जस्विता, सहिष्णुता चायाति । परिपाकशक्तिर्वर्धते यतश्च मनोऽपि प्रसीदति । मनःप्रसादेन सर्वाण्यपि कार्याणि सिध्यन्ति । स्वस्थः मानवो रोगशून्यावयवः सदा प्रसन्नमुख उत्साहवांश्च दृश्यते ।

इह जगति यावन्तः प्रसिद्धा महापुरुषा जाताः, ते सर्वे व्यायामप्रिया आसन् । हिन्दुकुलदिवाकरः कीर्तनीयचरितः श्रीराणाप्रतापसिंहः व्यायामस्य परमोपासक आसीत् । तन्महिम्नैव तस्य वक्षःस्थलं विशालं, बाहू पीनौ, कन्धरा च सुदृढा समजायत । तस्य नेत्रयोर्दुर्दर्शं तेजो व्यायामेन समुत्पादितम् । महाराष्ट्रकेसरी श्रीशिववीरोऽपि व्यायामबलेनैव स्वशरीरं स्फूर्तेः अदम्योत्साहस्य च केन्द्रमकरोत् । तस्य सर्वे सैनिका अश्वारोहणनिपुणा बभूवुः ।

व्यायामस्य अनेके भेदोपभेदाः सन्ति; केनचित् सर्वाङ्गीणः श्रमो जायते, केनचिच्चावयवविशेष एव पुष्टो भवति, यथा जलक्रीडया हाकीक्रीकेटादिक्रीडनेन वा । एषु मानवः स्वरुचिं विचार्य एकतममाश्रयेत् । ये व्यायामं कर्तुं न पारयन्ति ते भ्रमणमेव कुर्वन्तु । भ्रमणं हि नाम सर्वोत्कृष्टो व्यायामः । अनेन मनोविकासः, शक्तिवृद्धिः, पाचनसामर्थ्यं च जायते । नगराद् बहिः शुद्धवायुयुते क्षेत्रे धावनमपि बहुलाभकारि वर्तते ।

कस्य पूर्तिः परमपेक्ष्यते ?

(1) व्यायामस्य

(2) नियमस्य

(3) शरीरस्य

(4) क्षयस्य

[Question ID = 181][Question Description = CTET_P1_PART_4_L1_SET_109_SANSKRIT_Q91]

1. 1 [Option ID = 721]
2. 2 [Option ID = 722]
3. 3 [Option ID = 723]
4. 4 [Option ID = 724]

2) **निर्देशः** : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत ।

सर्वसम्मतोऽयं सिद्धान्तः यदस्माकं शरीरं प्रतिक्षणं क्षीयते, अतस्तस्य पूर्तिरपि परमपेक्ष्यते । नियमतः क्रियमाणो व्यायामः नितरां फलप्रदो भवति । यथा शयनासनविहारादिषु तथैव व्यायामेऽपि वयं नियमान् पालयेम ।

द्विप्रकारो व्यायामो भवति — शारीरो मानसश्च । भ्रमण-धावन-क्रीडनादिकं शारीरो व्यायामः । मनन-कल्पन-निदिध्यासनादिकं च मानसो व्यायामः । परमद्यत्वे व्यायामशब्देन प्रायः शारीरिकश्रम एव ज्ञायते । स्वस्थे शरीरे मस्तिष्कस्यापि व्यापारः परिचलति । परं कालनियमरहितः कादाचित्को व्यायामः नेष्टफलाय कल्पते । व्यायामेन शरीरस्य सर्वेषु भागेषु रक्तसंचारो जायते, मनसि स्फूर्तिरुदेति, रोगाः पलायन्ते, जीवनमाह्लादमयं जायते, सर्वावयवेषु कर्मण्यता, ऊर्जस्विता, सहिष्णुता चायाति । परिपाकशक्तिर्वर्धते यतश्च मनोऽपि प्रसीदति । मनःप्रसादेन सर्वाण्यपि कार्याणि सिध्यन्ति । स्वस्थः मानवो रोगशून्यावयवः सदा प्रसन्नमुख उत्साहवांश्च दृश्यते ।

इह जगति यावन्तः प्रसिद्धा महापुरुषा जाताः, ते सर्वे व्यायामप्रिया आसन् । हिन्दुकुलदिवाकरः कीर्तनीयचरितः श्रीराणाप्रतापसिंहः व्यायामस्य परमोपासक आसीत् । तन्महिम्नैव तस्य वक्षःस्थलं विशालं, बाहू पीनौ, कन्धरा च सुदृढा समजायत । तस्य नेत्रयोर्दुर्दर्शं तेजो व्यायामेन समुत्पादितम् । महाराष्ट्रकेसरी श्रीशिववीरोऽपि व्यायामबलेनैव स्वशरीरं स्फूर्तेः अदम्योत्साहस्य च केन्द्रमकरोत् । तस्य सर्वे सैनिका अश्वारोहणनिपुणा बभूवुः ।

व्यायामस्य अनेके भेदोपभेदाः सन्ति; केनचित् सर्वाङ्गीणः श्रमो जायते, केनचिच्चावयवविशेष एव पुष्टो भवति, यथा जलक्रीडया हाकीक्रीकेटादिक्रीडनेन वा । एषु मानवः स्वरुचिं विचार्य एकतममाश्रयेत् । ये व्यायामं कर्तुं न पारयन्ति ते भ्रमणमेव कुर्वन्तु । भ्रमणं हि नाम सर्वोत्कृष्टो व्यायामः । अनेन मनोविकासः, शक्तिवृद्धिः, पाचनसामर्थ्यं च जायते । नगराद् बहिः शुद्धवायुयुते क्षेत्रे धावनमपि बहुलाभकारि वर्तते ।

निदिध्यासनं कीदृशो व्यायामः ?

(1) मानसः

(2) शारीरः

(3) यौगिकः

(4) आध्यात्मिकः

[Question ID = 182][Question Description = CTET_P1_PART_4_L1_SET_109_SANSKRIT_Q92]

1. 1 [Option ID = 725]
2. 2 [Option ID = 726]
3. 3 [Option ID = 727]
4. 4 [Option ID = 728]

3) **निर्देशः** : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत ।

सर्वसम्मतोऽयं सिद्धान्तः यदस्माकं शरीरं प्रतिक्षणं क्षीयते, अतस्तस्य पूर्तिरपि परमपेक्ष्यते । नियमतः क्रियमाणो व्यायामः नितरां फलप्रदो भवति । यथा शयनासनविहारादिषु तथैव व्यायामेऽपि वयं नियमान् पालयेम ।

द्विप्रकारो व्यायामो भवति — शारीरो मानसश्च । भ्रमण-धावन-क्रीडनादिकं शारीरो व्यायामः । मनन-कल्पन-निदिध्यासनादिकं च मानसो व्यायामः । परमद्यत्वे व्यायामशब्देन प्रायः शारीरिकश्रम एव ज्ञायते । स्वस्थे शरीरे मस्तिष्कस्यापि व्यापारः परिचलति । परं कालनियमरहितः कादाचित्को व्यायामः नेष्टफलाय कल्पते । व्यायामेन शरीरस्य सर्वेषु भागेषु रक्तसंचारो जायते, मनसि स्फूर्तिरुदेति, रोगाः पलायन्ते, जीवनमाह्लादमयं जायते, सर्वावयवेषु कर्मण्यता, ऊर्जस्विता, सहिष्णुता चायाति । परिपाकशक्तिर्वर्धते यतश्च मनोऽपि प्रसीदति । मनःप्रसादेन सर्वाण्यपि कार्याणि सिध्यन्ति । स्वस्थः मानवो रोगशून्यावयवः सदा प्रसन्नमुख उत्साहवांश्च दृश्यते ।

इह जगति यावन्तः प्रसिद्धा महापुरुषा जाताः, ते सर्वे व्यायामप्रिया आसन् । हिन्दुकुलदिवाकरः कीर्तनीयचरितः श्रीराणाप्रतापसिंहः व्यायामस्य परमोपासक आसीत् । तन्महिम्नैव तस्य वक्षःस्थलं विशालं, बाहू पीनौ, कन्धरा च सुदृढा समजायत । तस्य नेत्रयोर्दुर्दर्शं तेजो व्यायामेन समुत्पादितम् । महाराष्ट्रकेसरी श्रीशिववीरोऽपि व्यायामबलेनैव स्वशरीरं स्फूर्तेः अदम्योत्साहस्य च केन्द्रमकरोत् । तस्य सर्वे सैनिका अश्वारोहणनिपुणा बभूवुः ।

व्यायामस्य अनेके भेदोपभेदाः सन्ति; केनचित् सर्वाङ्गीणः श्रमो जायते, केनचिच्चावयवविशेष एव पुष्टो भवति, यथा जलक्रीडया हाकीक्रीडादिक्रीडनेन वा । एषु मानवः स्वरुचिं विचार्य एकतममाश्रयेत् । ये व्यायामं कर्तुं न पारयन्ति ते भ्रमणमेव कुर्वन्तु । भ्रमणं हि नाम सर्वोत्कृष्टो व्यायामः । अनेन मनोविकासः, शक्तिवृद्धिः, पाचनसामर्थ्यं च जायते । नगराद् बहिः शुद्धवायुयुते क्षेत्रे धावनमपि बहुलाभकारि वर्तते ।

व्यायामः नेष्टफलाय कदा कल्पते ?

(1) कादाचित्कः

(2) कालनियमरहितः

(3) अधिकश्रमयुक्तः

(4) अस्वस्थ-अवस्थायाम्

[Question ID = 183][Question Description = CTET_P1_PART_4_L1_SET_109_SANSKRIT_Q93]

1. 1 [Option ID = 729]
2. 2 [Option ID = 730]
3. 3 [Option ID = 731]
4. 4 [Option ID = 732]

4) **निर्देशः** : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत ।

सर्वसम्मतोऽयं सिद्धान्तः यदस्माकं शरीरं प्रतिक्षणं क्षीयते, अतस्तस्य पूर्तिरपि परमपेक्ष्यते । नियमतः क्रियमाणो व्यायामः नितरां फलप्रदो भवति । यथा शयनासनविहारादिषु तथैव व्यायामेऽपि वयं नियमान् पालयेम ।

द्विप्रकारो व्यायामो भवति — शारीरो मानसश्च । भ्रमण-धावन-क्रीडनादिकं शारीरो व्यायामः । मनन-कल्पन-निदिध्यासनादिकं च मानसो व्यायामः । परमद्यत्वे व्यायामशब्देन प्रायः शारीरिकश्रम एव ज्ञायते । स्वस्थे शरीरे मस्तिष्कस्यापि व्यापारः परिचलति । परं कालनियमरहितः कादाचित्को व्यायामः नेष्टफलाय कल्पते । व्यायामेन शरीरस्य सर्वेषु भागेषु रक्तसंचारो जायते, मनसि स्फूर्तिरुदेति, रोगाः पलायन्ते, जीवनमाह्लादमयं जायते, सर्वावयवेषु कर्मण्यता, ऊर्जस्विता, सहिष्णुता चायाति । परिपाकशक्तिर्वर्धते यतश्च मनोऽपि प्रसीदति । मनःप्रसादेन सर्वाण्यपि कार्याणि सिध्यन्ति । स्वस्थः मानवो रोगशून्यावयवः सदा प्रसन्नमुख उत्साहवांश्च दृश्यते ।

इह जगति यावन्तः प्रसिद्धा महापुरुषा जाताः, ते सर्वे व्यायामप्रिया आसन् । हिन्दुकुलदिवाकरः कीर्तनीयचरितः श्रीराणाप्रतापसिंहः व्यायामस्य परमोपासक आसीत् । तन्महिम्नैव तस्य वक्षःस्थलं विशालं, बाहू पीनौ, कन्धरा च सुदृढा समजायत । तस्य नेत्रयोर्दुर्दर्शं तेजो व्यायामेन समुत्पादितम् । महाराष्ट्रकेसरी श्रीशिववीरोऽपि व्यायामबलेनैव स्वशरीरं स्फूर्तेः अदम्योत्साहस्य च केन्द्रमकरोत् । तस्य सर्वे सैनिका अश्वारोहणनिपुणा बभूवुः ।

व्यायामस्य अनेके भेदोपभेदाः सन्ति; केनचित् सर्वाङ्गीणः श्रमो जायते, केनचिच्चावयवविशेष एव पुष्टो भवति, यथा जलक्रीडया हाकीक्रीकेटादिक्रीडनेन वा । एषु मानवः स्वरुचिं विचार्य एकतममाश्रयेत् । ये व्यायामं कर्तुं न पारयन्ति ते भ्रमणमेव कुर्वन्तु । भ्रमणं हि नाम सर्वोत्कृष्टो व्यायामः । अनेन मनोविकासः, शक्तिवृद्धिः, पाचनसामर्थ्यं च जायते । नगराद् बहिः शुद्धवायुयुते क्षेत्रे धावनमपि बहुलाभकारि वर्तते ।

रोगाः केन पलायन्ते ?

(1) रक्तसंचारेण

(2) अङ्गानां स्फूर्त्या

(3) व्यायामेन

(4) मनसा

[Question ID = 184][Question Description = CTET_P1_PART_4_L1_SET_109_SANSKRIT_Q94]

1. 1 [Option ID = 733]
2. 2 [Option ID = 734]
3. 3 [Option ID = 735]
4. 4 [Option ID = 736]

5) **निर्देशः** : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत ।

सर्वसम्मतोऽयं सिद्धान्तः यदस्माकं शरीरं प्रतिक्षणं क्षीयते, अतस्तस्य पूर्तिरपि परमपेक्ष्यते । नियमतः क्रियमाणो व्यायामः नितरां फलप्रदो भवति । यथा शयनासनविहारादिषु तथैव व्यायामेऽपि वयं नियमान् पालयेम ।

द्विप्रकारो व्यायामो भवति — शारीरो मानसश्च । भ्रमण-धावन-क्रीडनादिकं शारीरो व्यायामः । मनन-कल्पन-निदिध्यासनादिकं च मानसो व्यायामः । परमद्वत्वे व्यायामशब्देन प्रायः शारीरिकश्रम एव ज्ञायते । स्वस्थे शरीरे मस्तिष्कस्यापि व्यापारः परिचलति । परं कालनियमरहितः कादाचित्को व्यायामः नेष्टफलाय कल्पते । व्यायामेन शरीरस्य सर्वेषु भागेषु रक्तसंचारो जायते, मनसि स्फूर्तिरुदेति, रोगाः पलायन्ते, जीवनमाह्लादमयं जायते, सर्वावयवेषु कर्मण्यता, ऊर्जस्विता, सहिष्णुता चायाति । परिपाकशक्तिर्वर्धते यतश्च मनोऽपि प्रसीदति । मनःप्रसादेन सर्वाण्यपि कार्याणि सिध्यन्ति । स्वस्थः मानवो रोगशून्यावयवः सदा प्रसन्नमुख उत्साहवांश्च दृश्यते ।

इह जगति यावन्तः प्रसिद्धा महापुरुषा जाताः, ते सर्वे व्यायामप्रिया आसन् । हिन्दुकुलदिवाकरः कीर्तनीयचरितः श्रीराणाप्रतापसिंहः व्यायामस्य परमोपासक आसीत् । तन्महिम्नैव तस्य वक्षःस्थलं विशालं, बाहू पीनौ, कन्धरा च सुदृढा समजायत । तस्य नेत्रयोर्दुर्दर्शं तेजो व्यायामेन समुत्पादितम् । महाराष्ट्रकेसरी श्रीशिववीरोऽपि व्यायामबलेनैव स्वशरीरं स्फूर्तेः अदम्योत्साहस्य च केन्द्रमकरोत् । तस्य सर्वे सैनिका अश्वारोहणनिपुणा बभूवुः ।

व्यायामस्य अनेके भेदोपभेदाः सन्ति; केनचित् सर्वाङ्गीणः श्रमो जायते, केनचिच्चावयवविशेष एव पुष्टो भवति, यथा जलक्रीडया हाकीक्रीकेटादिक्रीडनेन वा । एषु मानवः स्वरुचिं विचार्य एकतममाश्रयेत् । ये व्यायामं कर्तुं न पारयन्ति ते भ्रमणमेव कुर्वन्तु । भ्रमणं हि नाम सर्वोत्कृष्टो व्यायामः । अनेन मनोविकासः, शक्तिवृद्धिः, पाचनसामर्थ्यं च जायते । नगराद् बहिः शुद्धवायुयुते क्षेत्रे धावनमपि बहुलाभकारि वर्तते ।

ये कठोरव्यायामं कर्तुं न शक्नुवन्ति, तेषां कृते कीदृशो व्यायामः श्रेयान् ?

(1) प्राणायामः

(2) जलक्रीडा

(3) धावनम्

(4) भ्रमणम्

[Question ID = 185][Question Description = CTET_P1_PART_4_L1_SET_109_SANSKRIT_Q95]

1. 1 [Option ID = 737]
2. 2 [Option ID = 738]
3. 3 [Option ID = 739]
4. 4 [Option ID = 740]

6) **निर्देशः** : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत ।

सर्वसम्मतोऽयं सिद्धान्तः यदस्माकं शरीरं प्रतिक्षणं क्षीयते, अतस्तस्य पूर्तिरपि परमपेक्ष्यते । नियमतः क्रियमाणो व्यायामः नितरां फलप्रदो भवति । यथा शयनासनविहारादिषु तथैव व्यायामेऽपि वयं नियमान् पालयेम ।

द्विप्रकारो व्यायामो भवति — शारीरो मानसश्च । भ्रमण-धावन-क्रीडनादिकं शारीरो व्यायामः । मनन-कल्पन-निदिध्यासनादिकं च मानसो व्यायामः । परमद्यत्वे व्यायामशब्देन प्रायः शारीरिकश्रम एव ज्ञायते । स्वस्थे शरीरे मस्तिष्कस्यापि व्यापारः परिचलति । परं कालनियमरहितः कादाचित्को व्यायामः नेष्टफलाय कल्पते । व्यायामेन शरीरस्य सर्वेषु भागेषु रक्तसंचारो जायते, मनसि स्फूर्तिरुदेति, रोगाः पलायन्ते, जीवनमाह्लादमयं जायते, सर्वावयवेषु कर्मण्यता, ऊर्जस्विता, सहिष्णुता चायाति । परिपाकशक्तिर्वर्धते यतश्च मनोऽपि प्रसीदति । मनःप्रसादेन सर्वाण्यपि कार्याणि सिध्यन्ति । स्वस्थः मानवो रोगशून्यावयवः सदा प्रसन्नमुख उत्साहवांश्च दृश्यते ।

इह जगति यावन्तः प्रसिद्धा महापुरुषा जाताः, ते सर्वे व्यायामप्रिया आसन् । हिन्दुकुलदिवाकरः कीर्तनीयचरितः श्रीराणाप्रतापसिंहः व्यायामस्य परमोपासक आसीत् । तन्महिम्नैव तस्य वक्षःस्थलं विशालं, बाहू पीनौ, कन्धरा च सुदृढा समजायत । तस्य नेत्रयोर्दुर्दर्शं तेजो व्यायामेन समुत्पादितम् । महाराष्ट्रकेसरी श्रीशिववीरोऽपि व्यायामबलेनैव स्वशरीरं स्फूर्तेः अदम्योत्साहस्य च केन्द्रमकरोत् । तस्य सर्वे सैनिका अश्वारोहणनिपुणा बभूवुः ।

व्यायामस्य अनेके भेदोपभेदाः सन्ति; केनचित् सर्वाङ्गीणः श्रमो जायते, केनचिच्चावयवविशेष एव पुष्टो भवति, यथा जलक्रीडया हाकीक्रीकेटादिक्रीडनेन वा । एषु मानवः स्वरुचिं विचार्य एकतममाश्रयेत् । ये व्यायामं कर्तुं न पारयन्ति ते भ्रमणमेव कुर्वन्तु । भ्रमणं हि नाम सर्वोत्कृष्टो व्यायामः । अनेन मनोविकासः, शक्तिवृद्धिः, पाचनसामर्थ्यं च जायते । नगराद् बहिः शुद्धवायुयुते क्षेत्रे धावनमपि बहुलाभकारि वर्तते ।

‘क्षीयते’ इत्यस्य कृते कः शब्दः प्रयोक्तुं शक्यते ?

- (1) क्षीणाति
- (2) क्षिणोति
- (3) पुष्यति
- (4) एधते

[Question ID = 186][Question Description = CTET_P1_PART_4_L1_SET_109_SANSKRIT_Q96]

1. 1 [Option ID = 741]
2. 2 [Option ID = 742]
3. 3 [Option ID = 743]
4. 4 [Option ID = 744]

7) **निर्देशः** : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत ।

सर्वसम्मतोऽयं सिद्धान्तः यदस्माकं शरीरं प्रतिक्षणं क्षीयते, अतस्तस्य पूर्तिरपि परमपेक्ष्यते । नियमतः क्रियमाणो व्यायामः नितरां फलप्रदो भवति । यथा शयनासनविहारादिषु तथैव व्यायामेऽपि वयं नियमान् पालयेम ।

द्विप्रकारो व्यायामो भवति — शारीरो मानसश्च । भ्रमण-धावन-क्रीडनादिकं शारीरो व्यायामः । मनन-कल्पन-निदिध्यासनादिकं च मानसो व्यायामः । परमद्यत्वे व्यायामशब्देन प्रायः शारीरिकश्रम एव ज्ञायते । स्वस्थे शरीरे मस्तिष्कस्यापि व्यापारः परिचलति । परं कालनियमरहितः कादाचित्को व्यायामः नेष्टफलाय कल्पते । व्यायामेन शरीरस्य सर्वेषु भागेषु रक्तसंचारो जायते, मनसि स्फूर्तिरुदेति, रोगाः पलायन्ते, जीवनमाह्लादमयं जायते, सर्वावयवेषु कर्मण्यता, ऊर्जस्विता, सहिष्णुता चायाति । परिपाकशक्तिर्वर्धते यतश्च मनोऽपि प्रसीदति । मनःप्रसादेन सर्वाण्यपि कार्याणि सिध्यन्ति । स्वस्थः मानवो रोगशून्यावयवः सदा प्रसन्नमुख उत्साहवांश्च दृश्यते ।

इह जगति यावन्तः प्रसिद्धा महापुरुषा जाताः, ते सर्वे व्यायामप्रिया आसन् । हिन्दुकुलदिवाकरः कीर्तनीयचरितः श्रीराणाप्रतापसिंहः व्यायामस्य परमोपासक आसीत् । तन्महिम्नैव तस्य वक्षःस्थलं विशालं, बाहू पीनौ, कन्धरा च सुदृढा समजायत । तस्य नेत्रयोर्दुर्दर्शं तेजो व्यायामेन समुत्पादितम् । महाराष्ट्रकेसरी श्रीशिववीरोऽपि व्यायामबलेनैव स्वशरीरं स्फूर्तेः अदम्योत्साहस्य च केन्द्रमकरोत् । तस्य सर्वे सैनिका अश्वारोहणनिपुणा बभूवुः ।

व्यायामस्य अनेके भेदोपभेदाः सन्ति; केनचित् सर्वाङ्गीणः श्रमो जायते, केनचिच्चावयवविशेष एव पुष्टो भवति, यथा जलक्रीडया हाकीक्रीडादिक्रीडनेन वा । एषु मानवः स्वरुचिं विचार्य एकतममाश्रयेत् । ये व्यायामं कर्तुं न पारयन्ति ते भ्रमणमेव कुर्वन्तु । भ्रमणं हि नाम सर्वोत्कृष्टो व्यायामः । अनेन मनोविकासः, शक्तिवृद्धिः, पाचनसामर्थ्यं च जायते । नगराद् बहिः शुद्धवायुयुते क्षेत्रे धावनमपि बहुलाभकारि वर्तते ।

रुधिरशब्दस्यार्थे गद्यांशे कः शब्दः प्रयुक्तः ?

(1) संचारः

(2) स्फूर्तिः

(3) रक्तः

(4) रोगः

[Question ID = 187][Question Description = CTET_P1_PART_4_L1_SET_109_SANSKRIT_Q97]

1. 1 [Option ID = 745]
2. 2 [Option ID = 746]
3. 3 [Option ID = 747]
4. 4 [Option ID = 748]

8) **निर्देशः** : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत ।

सर्वसम्मतोऽयं सिद्धान्तः यदस्माकं शरीरं प्रतिक्षणं क्षीयते, अतस्तस्य पूर्तिरपि परमपेक्ष्यते । नियमतः क्रियमाणो व्यायामः नितरां फलप्रदो भवति । यथा शयनासनविहारादिषु तथैव व्यायामेऽपि वयं नियमान् पालयेम ।

द्विप्रकारो व्यायामो भवति — शारीरो मानसश्च । भ्रमण-धावन-क्रीडनादिकं शारीरो व्यायामः । मनन-कल्पन-निदिध्यासनादिकं च मानसो व्यायामः । परमद्यत्वे व्यायामशब्देन प्रायः शारीरिकश्रम एव ज्ञायते । स्वस्थे शरीरे मस्तिष्कस्यापि व्यापारः परिचलति । परं कालनियमरहितः कादाचित्को व्यायामः नेष्टफलाय कल्पते । व्यायामेन शरीरस्य सर्वेषु भागेषु रक्तसंचारो जायते, मनसि स्फूर्तिरुदेति, रोगाः पलायन्ते, जीवनमाह्लादमयं जायते, सर्वावयवेषु कर्मण्यता, ऊर्जस्विता, सहिष्णुता चायाति । परिपाकशक्तिर्वर्धते यतश्च मनोऽपि प्रसीदति । मनःप्रसादेन सर्वाण्यपि कार्याणि सिध्यन्ति । स्वस्थः मानवो रोगशून्यावयवः सदा प्रसन्नमुख उत्साहवांश्च दृश्यते ।

इह जगति यावन्तः प्रसिद्धा महापुरुषा जाताः, ते सर्वे व्यायामप्रिया आसन् । हिन्दुकुलदिवाकरः कीर्तनीयचरितः श्रीराणाप्रतापसिंहः व्यायामस्य परमोपासक आसीत् । तन्महिम्नैव तस्य वक्षःस्थलं विशालं, बाहू पीनौ, कन्धरा च सुदृढा समजायत । तस्य नेत्रयोर्दुर्दर्शं तेजो व्यायामेन समुत्पादितम् । महाराष्ट्रकेसरी श्रीशिववीरोऽपि व्यायामबलेनैव स्वशरीरं स्फूर्तेः अदम्योत्साहस्य च केन्द्रमकरोत् । तस्य सर्वे सैनिका अश्वारोहणनिपुणा बभूवुः ।

व्यायामस्य अनेके भेदोपभेदाः सन्ति; केनचित् सर्वाङ्गीणः श्रमो जायते, केनचिच्चावयवविशेष एव पुष्टो भवति, यथा जलक्रीडया हाकीक्रीकेटादिक्रीडनेन वा । एषु मानवः स्वरुचिं विचार्य एकतममाश्रयेत् । ये व्यायामं कर्तुं न पारयन्ति ते भ्रमणमेव कुर्वन्तु । भ्रमणं हि नाम सर्वोत्कृष्टो व्यायामः । अनेन मनोविकासः, शक्तिवृद्धिः, पाचनसामर्थ्यं च जायते । नगराद् बहिः शुद्धवायुयुते क्षेत्रे धावनमपि बहुलाभकारि वर्तते ।

‘सर्वावयवेषु’ इत्यत्र कः सन्धिः वर्तते ?

(1) दीर्घः

(2) गुणः

(3) यण्

(4) वृद्धिः

[Question ID = 188][Question Description = CTET_P1_PART_4_L1_SET_109_SANSKRIT_Q98]

1. 1 [Option ID = 749]
2. 2 [Option ID = 750]
3. 3 [Option ID = 751]
4. 4 [Option ID = 752]

9) **निर्देशः** : अधोलिखितं गद्यांशं पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत ।

सर्वसम्मतोऽयं सिद्धान्तः यदस्माकं शरीरं प्रतिक्षणं क्षीयते, अतस्तस्य पूर्तिरपि परमपेक्ष्यते । नियमतः क्रियमाणो व्यायामः नितरां फलप्रदो भवति । यथा शयनासनविहारादिषु तथैव व्यायामेऽपि वयं नियमान् पालयेम ।

द्विप्रकारो व्यायामो भवति — शारीरो मानसश्च । भ्रमण-धावन-क्रीडनादिकं शारीरो व्यायामः । मनन-कल्पन-निदिध्यासनादिकं च मानसो व्यायामः । परमद्यत्वे व्यायामशब्देन प्रायः शारीरिकश्रम एव ज्ञायते । स्वस्थे शरीरे मस्तिष्कस्यापि व्यापारः परिचलति । परं कालनियमरहितः कादाचित्को व्यायामः नेष्टफलाय कल्पते । व्यायामेन शरीरस्य सर्वेषु भागेषु रक्तसंचारो जायते, मनसि स्फूर्तिरुदेति, रोगाः पलायन्ते, जीवनमाह्लादमयं जायते, सर्वावयवेषु कर्मण्यता, ऊर्जस्विता, सहिष्णुता चायाति । परिपाकशक्तिर्वर्धते यतश्च मनोऽपि प्रसीदति । मनःप्रसादेन सर्वाण्यपि कार्याणि सिध्यन्ति । स्वस्थः मानवो रोगशून्यावयवः सदा प्रसन्नमुख उत्साहवांश्च दृश्यते ।

इह जगति यावन्तः प्रसिद्धा महापुरुषा जाताः, ते सर्वे व्यायामप्रिया आसन् । हिन्दुकुलदिवाकरः कीर्तनीयचरितः श्रीराणाप्रतापसिंहः व्यायामस्य परमोपासक आसीत् । तन्महिम्नैव तस्य वक्षःस्थलं विशालं, बाहू पीनौ, कन्धरा च सुदृढा समजायत । तस्य नेत्रयोर्दुर्दर्शं तेजो व्यायामेन समुत्पादितम् । महाराष्ट्रकेसरी श्रीशिववीरोऽपि व्यायामबलेनैव स्वशरीरं स्फूर्तेः अदम्योत्साहस्य च केन्द्रमकरोत् । तस्य सर्वे सैनिका अश्वारोहणनिपुणा बभूवुः ।

व्यायामस्य अनेके भेदोपभेदाः सन्ति; केनचित् सर्वाङ्गीणः श्रमो जायते, केनचिच्चावयवविशेष एव पुष्टो भवति, यथा जलक्रीडया हाकीक्रीकेटादिक्रीडनेन वा । एषु मानवः स्वरुचिं विचार्य एकतममाश्रयेत् । ये व्यायामं कर्तुं न पारयन्ति ते भ्रमणमेव कुर्वन्तु । भ्रमणं हि नाम सर्वोत्कृष्टो व्यायामः । अनेन मनोविकासः, शक्तिवृद्धिः, पाचनसामर्थ्यं च जायते । नगराद् बहिः शुद्धवायुयुते क्षेत्रे धावनमपि बहुलाभकारि वर्तते ।

‘उदेति’ इत्यत्र को धातुः को लकारश्च वर्तते ?

(1) उद् + लटलकारः

(2) ए + लटलकारः

(3) इ + लटलकारः

(4) उदे + लृटलकारः

[Question ID = 189][Question Description = CTET_P1_PART_4_L1_SET_109_SANSKRIT_Q99]

1. 1 [Option ID = 753]
2. 2 [Option ID = 754]
3. 3 [Option ID = 755]
4. 4 [Option ID = 756]

1) निर्देशः : अधोलिखितान् पद्यानि पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत ।

अर्थागमो नित्यमरोगिता च

प्रिया च भार्या प्रियवादिनी च ।

वश्यश्च पुत्रोऽर्थकरी च विद्या

षड् जीवलोकस्य सुखानि राजन् ! ॥1॥

यस्य कस्य प्रसूतोऽपि गुणवान् पूज्यते नरः ।

धनुर्वशविशुद्धोऽपि निर्गुणः किं करिष्यति ? ॥2॥

आहार-निद्रा-भय-मैथुनं च

सामान्यमेतत्पशुभिर्नराणाम् ।

धर्मो हि तेषामधिको विशेषो

धर्मेण हीनाः पशुभिः समानाः ॥3॥

अनभ्यासे विषं विद्या अजीर्णे भोजनं विषम् ।

विष सभा दरिद्रस्य वृद्धस्य तरुणी विषम् ॥4॥

कार्यमित्येव यत् कर्म नियतं क्रियतेऽर्जुन ! ।

संगं त्यक्त्वा फलं चैव स त्यागः सात्त्विको मतः ॥5॥

निम्नलिखितेषु किं न षट्सुखेषु वर्तते ?

(1) आरोग्यम्

(2) धनागमः

(3) युवापुत्रः

(4) धनदात्री विद्या

[Question ID = 190][Question Description = CTET_P1_PART_4_L1_SET_109_SANSKRIT_Q100]

1. 1 [Option ID = 757]

2. 2 [Option ID = 758]

3. 3 [Option ID = 759]

4. 4 [Option ID = 760]

2) निर्देशः : अधोलिखितान् पद्यानि पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत ।

अर्थागमो नित्यमरोगिता च
प्रिया च भार्या प्रियवादिनी च ।
वश्यश्च पुत्रोऽर्थकरी च विद्या
षड् जीवलोकस्य सुखानि राजन् ! ॥1॥
यस्य कस्य प्रसूतोऽपि गुणवान् पूज्यते नरः ।
धनुर्वशविशुद्धोऽपि निर्गुणः किं करिष्यति ? ॥2॥
आहार-निद्रा-भय-मैथुनं च
सामान्यमेतत्पशुभिर्नराणाम् ।
धर्मो हि तेषामधिको विशेषो
धर्मेण हीनाः पशुभिः समानाः ॥3॥
अनभ्यासे विषं विद्या अजीर्णे भोजनं विषम् ।
विष सभा दरिद्रस्य वृद्धस्य तरुणी विषम् ॥4॥
कार्यमित्येव यत् कर्म नियतं क्रियतेऽर्जुन ! ।
संगं त्यक्त्वा फलं चैव स त्यागः सात्विको मतः ॥5॥
द्वितीये पद्ये कस्मिन् शब्दे श्लेषः विद्यते ?

(1) प्रसूतः

(2) गुणवान्

(3) नरः

(4) निर्गुणः

[Question ID = 191][Question Description = CTET_P1_PART_4_L1_SET_109_SANSKRIT_Q101]

1. 1 [Option ID = 761]
2. 2 [Option ID = 762]
3. 3 [Option ID = 763]
4. 4 [Option ID = 764]

3) निर्देशः : अधोलिखितान् पद्यानि पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत ।

अर्थागमो नित्यमरोगिता च
प्रिया च भार्या प्रियवादिनी च ।
वश्यश्च पुत्रोऽर्थकरी च विद्या
षड् जीवलोकस्य सुखानि राजन् ! ॥1॥
यस्य कस्य प्रसूतोऽपि गुणवान् पूज्यते नरः ।
धनुर्वशविशुद्धोऽपि निर्गुणः किं करिष्यति ? ॥2॥
आहार-निद्रा-भय-मैथुनं च
सामान्यमेतत्पशुभिर्नराणाम् ।
धर्मो हि तेषामधिको विशेषो
धर्मेण हीनाः पशुभिः समानाः ॥3॥
अनभ्यासे विषं विद्या अजीर्णे भोजनं विषम् ।
विष सभा दरिद्रस्य वृद्धस्य तरुणी विषम् ॥4॥
कार्यमित्येव यत् कर्म नियतं क्रियतेऽर्जुन ! ।
संगं त्यक्त्वा फलं चैव स त्यागः सात्त्विको मतः ॥5॥
नराणां पशुभिः समानः किम् न भवति ?

(1) भयम्

(2) निद्रा

(3) भोजनम्

(4) धर्मः

[Question ID = 192][Question Description = CTET_P1_PART_4_L1_SET_109_SANSKRIT_Q102]

1. 1 [Option ID = 765]
2. 2 [Option ID = 766]
3. 3 [Option ID = 767]
4. 4 [Option ID = 768]

4) निर्देशः : अधोलिखितान् पद्यानि पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत ।

अर्थागमो नित्यमरोगिता च

प्रिया च भार्या प्रियवादिनी च ।

वश्यश्च पुत्रोऽर्थकरी च विद्या

षड् जीवलोकस्य सुखानि राजन् ! ॥1॥

यस्य कस्य प्रसूतोऽपि गुणवान् पूज्यते नरः ।

धनुर्वशविशुद्धोऽपि निर्गुणः किं करिष्यति ? ॥2॥

आहार-निद्रा-भय-मैथुनं च

सामान्यमेतत्पशुभिर्नराणाम् ।

धर्मो हि तेषामधिको विशेषो

धर्मेण हीनाः पशुभिः समानाः ॥3॥

अनभ्यासे विषं विद्या अजीर्णे भोजनं विषम् ।

विष सभा दरिद्रस्य वृद्धस्य तरुणी विषम् ॥4॥

कार्यमित्येव यत् कर्म नियतं क्रियतेऽर्जुन ! ।

संगं त्यक्त्वा फलं चैव स त्यागः सात्त्विको मतः ॥5॥

वृद्धस्य किं विषम् भवति ?

(1) अजीर्णम्

(2) दरिद्रता

(3) तरुणी

(4) विद्या

[Question ID = 193][Question Description = CTET_P1_PART_4_L1_SET_109_SANSKRIT_Q103]

1. 1 [Option ID = 769]

2. 2 [Option ID = 770]

3. 3 [Option ID = 771]

4. 4 [Option ID = 772]

5) निर्देशः : अधोलिखितान् पद्यानि पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत ।

अर्थागमो नित्यमरोगिता च

प्रिया च भार्या प्रियवादिनी च ।

वश्यश्च पुत्रोऽर्थकरी च विद्या

षड् जीवलोकस्य सुखानि राजन् ! ॥1॥

यस्य कस्य प्रसूतोऽपि गुणवान् पूज्यते नरः ।

धनुर्वशविशुद्धोऽपि निर्गुणः किं करिष्यति ? ॥2॥

आहार-निद्रा-भय-मैथुनं च

सामान्यमेतत्पशुभिर्नराणाम् ।

धर्मो हि तेषामधिको विशेषो

धर्मेण हीनाः पशुभिः समानाः ॥3॥

अनभ्यासे विषं विद्या अजीर्णे भोजनं विषम् ।

विष सभा दरिद्रस्य वृद्धस्य तरुणी विषम् ॥4॥

कार्यमित्येव यत् कर्म नियतं क्रियतेऽर्जुन ! ।

संगं त्यक्त्वा फलं चैव स त्यागः सात्त्विको मतः ॥5॥

‘क्रियते’ पदं कस्य वाच्यस्य वर्तते ?

(1) कर्मवाच्यस्य

(2) कर्मकर्तृवाच्यस्य

(3) कर्तृवाच्यस्य

(4) भाववाच्यस्य

[Question ID = 194][Question Description = CTET_P1_PART_4_L1_SET_109_SANSKRIT_Q104]

1. 1 [Option ID = 773]

2. 2 [Option ID = 774]

3. 3 [Option ID = 775]

4. 4 [Option ID = 776]

6) निर्देशः : अधोलिखितान् पद्यानि पठित्वा प्रश्नानां विकल्पात्मकोत्तरेभ्यः समीचीनमुत्तरं चिनुत ।

अर्थागमो नित्यमरोगिता च
प्रिया च भार्या प्रियवादिनी च ।
वश्यश्च पुत्रोऽर्थकरी च विद्या
षड् जीवलोकस्य सुखानि राजन् ! ॥1॥
यस्य कस्य प्रसूतोऽपि गुणवान् पूज्यते नरः ।
धनुर्वंशविशुद्धोऽपि निर्गुणः किं करिष्यति ? ॥2॥
आहार-निद्रा-भय-मैथुनं च
सामान्यमेतत्पशुभिर्नराणाम् ।
धर्मो हि तेषामधिको विशेषो
धर्मेण हीनाः पशुभिः समानाः ॥3॥
अनभ्यासे विषं विद्या अजीर्णे भोजनं विषम् ।
विष सभा दरिद्रस्य वृद्धस्य तरुणी विषम् ॥4॥
कार्यमित्येव यत् कर्म नियतं क्रियतेऽर्जुन ! ।
संगं त्यक्त्वा फलं चैव स त्यागः सात्विको मतः ॥5॥
'प्रसूतः' इत्यस्मिन् पदे कः कृत्-प्रत्ययः ?

- (1) क्तवतु
- (2) तस्
- (3) क्तः
- (4) तल्

[Question ID = 195][Question Description = CTET_P1_PART_4_L1_SET_109_SANSKRIT_Q105]

- 1. 1 [Option ID = 777]
- 2. 2 [Option ID = 778]
- 3. 3 [Option ID = 779]
- 4. 4 [Option ID = 780]

Topic:- Sanskrit_Q106-120_L1_P1_CTET

1) वायगोट्स्की विश्वसीति स्म यत् भाषा अस्ति

- (1) आलोचनात्मक-उपकरणम्
- (2) सांस्कृतिक-उपकरणम्
- (3) व्यर्थ-उपकरणम्
- (4) मनोवित्तोद-उपकरणम्

[Question ID = 196][Question Description = CTET_P1_PART_4_L1_SET_109_SANSKRIT_Q106]

- 1. 1 [Option ID = 781]
- 2. 2 [Option ID = 782]
- 3. 3 [Option ID = 783]
- 4. 4 [Option ID = 784]

2) भाषा पृथग्भूतेषु वाक्येषु शब्देषु वा निहिता नास्ति । अतः अध्यापकेन एषा सार्थकेषु प्रस्तोतव्या

- (1) वार्तालापेषु
- (2) रूपरेखाषु
- (3) हस्तलिपिषु
- (4) उपकरणेषु

[Question ID = 197][Question Description = CTET_P1_PART_4_L1_SET_109_SANSKRIT_Q107]

- 1. 1 [Option ID = 785]
- 2. 2 [Option ID = 786]
- 3. 3 [Option ID = 787]
- 4. 4 [Option ID = 788]

3) सार्धद्विवर्षीय बालकः स्वमातरं पुस्तकं पठन्तीं पश्यति । सोऽपि पृष्ठानि परिवर्तयति तथा पुस्तकं उपर्यधः कृत्वा गृह्णाति । स मुद्रितं भाषां पठितुं यतते । बालकः उदीयमानः _____ ।

- (1) पाठकः अस्ति
- (2) लेखकः अस्ति
- (3) वक्ता अस्ति
- (4) निरीक्षकः अस्ति

[Question ID = 198][Question Description = CTET_P1_PART_4_L1_SET_109_SANSKRIT_Q108]

- 1. 1 [Option ID = 789]
- 2. 2 [Option ID = 790]
- 3. 3 [Option ID = 791]
- 4. 4 [Option ID = 792]

4) ध्वनिविषयकः परिचयः ज्ञानम् अस्ति

- (1) भाषायाः
- (2) संगीतस्य
- (3) शब्दानाम्
- (4) ध्वनीनाम्

[Question ID = 199][Question Description = CTET_P1_PART_4_L1_SET_109_SANSKRIT_Q109]

- 1. 1 [Option ID = 793]
- 2. 2 [Option ID = 794]
- 3. 3 [Option ID = 795]
- 4. 4 [Option ID = 796]

5) एकः बालकः अवगच्छति यत् पृष्ठे मुद्रितांशः सार्थकशब्दान् अभिव्यनक्ति ये भाषमाणायाः भाषायाः सन्ति । स गृह्णाति

- (1) मुद्रणबोधम्
- (2) पृष्ठबोधम्
- (3) अर्थबोधम्
- (4) ध्वनिबोधम्

[Question ID = 200][Question Description = CTET_P1_PART_4_L1_SET_109_SANSKRIT_Q110]

- 1. 1 [Option ID = 797]
- 2. 2 [Option ID = 798]
- 3. 3 [Option ID = 799]
- 4. 4 [Option ID = 800]

6) यदा छात्राः प्रत्यक्षार्थाद् पाठ्यस्य निष्कृष्टार्थाद् वा बहिर्गन्तुम् अपेक्ष्यन्ते, अस्य निम्नलिखितम् उद्देश्यमस्ति

- (1) पाठ्यस्य पुनर्लब्धिः अवबोधश्च
- (2) मूल्याङ्कनात्मकं, विचारात्मकं च विवरणम्
- (3) भावावबोधः, सारीकरणम् च
- (4) परिवीक्षणम्, विहंगमदृष्टिपातश्च (Scanning and skimming)

[Question ID = 201][Question Description = CTET_P1_PART_4_L1_SET_109_SANSKRIT_Q111]

- 1. 1 [Option ID = 801]
- 2. 2 [Option ID = 802]
- 3. 3 [Option ID = 803]
- 4. 4 [Option ID = 804]

7) भाषाशिक्षणे आयुषः महत्त्वपूर्णः कालोऽस्ति

- (1) यदा बालकः शैक्षणिक भाषां प्रारभते ।
- (2) यदा बालकः भाषाधिगमे सर्वाधिको ग्रहणशीलोऽस्ति ।
- (3) यदा बालकः भाषाधिगमात् विरमति ।
- (4) यदा बालकः भाषाशिक्षणं प्रारभते ।

[Question ID = 202][Question Description = CTET_P1_PART_4_L1_SET_109_SANSKRIT_Q112]

- 1. 1 [Option ID = 805]
- 2. 2 [Option ID = 806]
- 3. 3 [Option ID = 807]
- 4. 4 [Option ID = 808]

8) अध्यापकः मन्यते यत् आविष्कृतवर्तिन्याः प्रयोगः छात्राणां वर्तनीज्ञानस्य क्षमतां न्यूनीकरोति ।

- (1) त्वं अध्यापकेन सह सहमतोऽसि ।
- (2) त्वं अध्यापकेन सह असहमतोऽसि ।
- (3) आविष्कृतवर्तिन्याः भाषाशिक्षणेन सह कोऽपि सम्बन्धो नास्ति ।
- (4) रचनात्मकपक्षानुसारं बालकाः नवीनां वर्तनीं आविष्कर्तुं सक्षमा सन्ति ।

[Question ID = 203][Question Description = CTET_P1_PART_4_L1_SET_109_SANSKRIT_Q113]

1. 1 [Option ID = 809]
2. 2 [Option ID = 810]
3. 3 [Option ID = 811]
4. 4 [Option ID = 812]

9) प्राथमिकस्तरे छात्राणां शिक्षणमाध्यमं किं भवितव्यम् ?

- (1) मातृभाषा
- (2) हिन्दी
- (3) आंग्लभाषा
- (4) राज्यभाषा

[Question ID = 204][Question Description = CTET_P1_PART_4_L1_SET_109_SANSKRIT_Q114]

1. 1 [Option ID = 813]
2. 2 [Option ID = 814]
3. 3 [Option ID = 815]
4. 4 [Option ID = 816]

10) 'राष्ट्रीय शिक्षा नीति-2020' इत्यस्यानुसारं बालकेन भाषितस्य भाषायाः, शिक्षणमाध्यमस्य च अन्तरालः

- (1) उपेक्षितव्यः
- (2) भवितव्यः
- (3) अधिकतमः भवितव्यः
- (4) सेतुयुक्तः करणीयः

[Question ID = 205][Question Description = CTET_P1_PART_4_L1_SET_109_SANSKRIT_Q115]

1. 1 [Option ID = 817]
2. 2 [Option ID = 818]
3. 3 [Option ID = 819]
4. 4 [Option ID = 820]

11) कश्चिद् अध्यापकः पञ्चमीकक्षायाः छात्राणां पठनकौशलस्य मूल्याङ्कनं करोति । निम्नलिखितेषु पठनकौशलस्य कतमः मार्गः प्रभावशाली अस्ति ?

- (1) पठित-पाठ्याश्रितः श्रुतलेखः
- (2) स्वशब्देषु पाठ्यस्य संक्षिप्तीकरणम्
- (3) पाठ्यं पठनानन्तरं शब्दार्थानां लेखनम्
- (4) पठितपाठ्यस्य विषयम् अधिकृत्य निबन्धलेखनम्

[Question ID = 206][Question Description = CTET_P1_PART_4_L1_SET_109_SANSKRIT_Q116]

1. 1 [Option ID = 821]
2. 2 [Option ID = 822]
3. 3 [Option ID = 823]
4. 4 [Option ID = 824]

12) विक्रमः मध्यप्रदेशे जन्म लब्धवान् । षड्वर्षानन्तरं तस्य पिता केरलप्रदेशे स्थानान्तरितः अभवत् । तत्र विक्रमः आंग्लमाध्यमस्य विद्यालये प्रविष्टः, परन्तु केषाञ्चिद् मासानां पश्चाद् स मलयालमभाषाम् अशिक्षत । अस्मिन् प्रकरणे विक्रमः

- (1) मलयालमम् परिवेशात् अशिक्षत ।
- (2) मलयालमम् विद्यालयात् अशिक्षत ।
- (3) मलयालमम् अनुशिक्षकात् (Tutor) अशिक्षत ।
- (4) भाषाशिक्षकात् मलयालमम् अशिक्षत् ।

[Question ID = 207][Question Description = CTET_P1_PART_4_L1_SET_109_SANSKRIT_Q117]

1. 1 [Option ID = 825]
2. 2 [Option ID = 826]
3. 3 [Option ID = 827]
4. 4 [Option ID = 828]

13) भाषा-पाठ्यपुस्तके दत्तानि चित्राणि छात्राय अवसरं ददाति

- (1) सम्पूर्णपाठ्यविषयं पठनेन विना एव अधिगन्तुम् ।
- (2) सहपाठिनां सहायतया पठितुं शिक्षितुं च ।
- (3) पाठ्यविषये घटनाः आकलयितुं अनुमातुं च ।
- (4) कया अपि सहायतया विना स्वयमेव पठितुम् शिक्षितुम् च ।

[Question ID = 208][Question Description = CTET_P1_PART_4_L1_SET_109_SANSKRIT_Q118]

1. 1 [Option ID = 829]
2. 2 [Option ID = 830]
3. 3 [Option ID = 831]
4. 4 [Option ID = 832]

14) कश्चिद् अध्यापकः चतुर्थकक्षायां 'संज्ञाः' पाठयितुम् इच्छति । संज्ञां पाठयितुं कः उपयुक्तविधिः ?

- (1) तान् संज्ञायाः परिभाषां तस्याः प्रकारान् च वर्णयतु
- (2) पठ्यमाने पाठे तान् व्यक्तेर्नामानि, स्थानानि वस्तूनि च रेखाङ्कितानि कर्तुं कथयतु
- (3) 'संज्ञा कास्ति' इत्यस्य व्याख्यां करोतु । तत्पश्चात् तान् उदाहरणानि दातुं कथयतु
- (4) संज्ञाधारितं कार्यफलकं पूरयितुं कथयतु

[Question ID = 209][Question Description = CTET_P1_PART_4_L1_SET_109_SANSKRIT_Q119]

1. 1 [Option ID = 833]
2. 2 [Option ID = 834]
3. 3 [Option ID = 835]
4. 4 [Option ID = 836]

15) कश्चिद् अध्यापकः अनुच्छेदलेखनार्थं प्रक्रियाविधिम् अनुसरति । छात्रेषु लेखनकौशलं संवर्धयितुं उचितः विधिः कोऽस्ति ?

(1) छात्रान् अनुच्छेदलेखनविषये पठितुं कथयतु

(2) विषयसम्बन्धितान् बिन्दून् ये मस्तिष्के आयान्ति तान् लेखितुं कथयतु

(3) विषयस्य विचारान् उपेक्ष्य व्याकरणत्रुटिषु केन्द्रितान् भवितुं छात्रान् कथयतु

(4) अन्वेषणयन्त्राणां प्रयोगं कृत्वा कश्चित् विचारान् संग्रहितुं कथयतु

[Question ID = 210][Question Description = CTET_P1_PART_4_L1_SET_109_SANSKRIT_Q120]

1. 1 [Option ID = 837]

2. 2 [Option ID = 838]

3. 3 [Option ID = 839]

4. 4 [Option ID = 840]

Topic:- ENG_Q121-128_L2_P1_CTET

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

At Shantiniketan or the Abode of Peace which his father Debendranath Tagore established as a centre of meditation, Rabindranath founded a school which reminds us of forest hermitages where teachers and pupils sought after and attained human fulfilment by wise thinking, righteous living and earnest faith. There no life should be taken, no idol worshipped and no irreverent word spoken against any people's worship or duty. Though Hinduism is the background of all the activities in the school, the birthdays of great prophets, the Buddha, Christ, Muhammad, Nanak are celebrated.

Rabindranath loved India because of her ideals. He says : 'I love India but my India is an idea and not a geographical expression. Therefore I am not a patriot. I shall seek my compatriots all over the world.' Though Indian in inspiration, Tagore's work had a universal appeal. India has been known all these centuries for her dignity of soul, valour and piety, tolerance and hospitality, there were occasions when she was not loyal to them.

Rabindranath Tagore asks us to preserve the old attitude of keeping firm our own framework and receiving and adapting outer influences. 'It is ideal mendicancy to discard our own and beg for the foreign, while at the same time 'it is abjectness of poverty to dwarf ourselves by rejecting the foreign.' Rabindranath condemned India's imitation of the West. He called that India, 'the eternal rag-picker at other peoples' dust bins.' Imitation, he says, is 'like dressing our skeleton with another man's skin, giving rise to eternal feuds, between the skin and the bones at every movement.' India should cease to be in bondage to others, but feel free to accomplish her own important mission of getting the peoples of the world together. Unity is truth and division is evil. "Remember how India has ever kept alive her power of binding together. She has ever established some sort of harmony amidst all kinds of difficulties and conflicts and hence she has survived till now. I have full faith in that India. Even now that India is slowly building up a marvellous reconciliation of the old order with the new, may each of us consciously join that work, may we be never misled by dullness or revolt into resisting it."

What is common between Shantiniketan and forest hermitages?

- (1) Both are cut off from human settlements.
- (2) Pupils in both are without worldly cares.
- (3) Teachers and pupils sought to attain highest good in life.
- (4) Both the teachers and the pupils belonged to the same caste.

[Question ID = 301][Question Description = CTET_P1_PART_5_L2_SET_109_ENGLISH_Q121]

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

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

At Shantiniketan or the Abode of Peace which his father Debendranath Tagore established as a centre of meditation, Rabindranath founded a school which reminds us of forest hermitages where teachers and pupils sought after and attained human fulfilment by wise thinking, righteous living and earnest faith. There no life should be taken, no idol worshipped and no irreverent word spoken against any people's worship or duty. Though Hinduism is the background of all the activities in the school, the birthdays of great prophets, the Buddha, Christ, Muhammad, Nanak are celebrated.

Rabindranath loved India because of her ideals. He says : 'I love India but my India is an idea and not a geographical expression. Therefore I am not a patriot. I shall seek my compatriots all over the world.' Though Indian in inspiration, Tagore's work had a universal appeal. India has been known all these centuries for her dignity of soul, valour and piety, tolerance and hospitality, there were occasions when she was not loyal to them.

Rabindranath Tagore asks us to preserve the old attitude of keeping firm our own framework and receiving and adapting outer influences. 'It is ideal mendicancy to discard our own and beg for the foreign, while at the same time 'it is abjectness of poverty to dwarf ourselves by rejecting the foreign.' Rabindranath condemned India's imitation of the West. He called that India, 'the eternal rag-picker at other peoples' dust bins.' Imitation, he says, is 'like dressing our skeleton with another man's skin, giving rise to eternal feuds, between the skin and the bones at every movement.' India should cease to be in bondage to others, but feel free to accomplish her own important mission of getting the peoples of the world together. Unity is truth and division is evil. "Remember how India has ever kept alive her power of binding together. She has ever established some sort of harmony amidst all kinds of difficulties and conflicts and hence she has survived till now. I have full faith in that India. Even now that India is slowly building up a marvellous reconciliation of the old order with the new, may each of us consciously join that work, may we be never misled by dullness or revolt into resisting it."

Hinduism is the background of all the activities in Shantiniketan. Why are the birthdays of non-prophets celebrated there?

- (1) To appease the people of other religions.
- (2) They do not have their own prophets.
- (3) Tagore had equal respect for all the religions.
- (4) The hermits and their pupils do not want to cut themselves off from the worldly affairs.

[Question ID = 302][Question Description = CTET_P1_PART_5_L2_SET_109_ENGLISH_Q122]

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

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

At Shantiniketan or the Abode of Peace which his father Debendranath Tagore established as a centre of meditation, Rabindranath founded a school which reminds us of forest hermitages where teachers and pupils sought after and attained human fulfilment by wise thinking, righteous living and earnest faith. There no life should be taken, no idol worshipped and no irreverent word spoken against any people's worship or duty. Though Hinduism is the background of all the activities in the school, the birthdays of great prophets, the Buddha, Christ, Muhammad, Nanak are celebrated.

Rabindranath loved India because of her ideals. He says : 'I love India but my India is an idea and not a geographical expression. Therefore I am not a patriot. I shall seek my compatriots all over the world.' Though Indian in inspiration, Tagore's work had a universal appeal. India has been known all these centuries for her dignity of soul, valour and piety, tolerance and hospitality, there were occasions when she was not loyal to them.

Rabindranath Tagore asks us to preserve the old attitude of keeping firm our own framework and receiving and adapting outer influences. 'It is ideal mendicancy to discard our own and beg for the foreign, while at the same time 'it is abjectness of poverty to dwarf ourselves by rejecting the foreign.' Rabindranath condemned India's imitation of the West. He called that India, 'the eternal rag-picker at other peoples' dust bins.' Imitation, he says, is 'like dressing our skeleton with another man's skin, giving rise to eternal feuds, between the skin and the bones at every movement.' India should cease to be in bondage to others, but feel free to accomplish her own important mission of getting the peoples of the world together. Unity is truth and division is evil. "Remember how India has ever kept alive her power of binding together. She has ever established some sort of harmony amidst all kinds of difficulties and conflicts and hence she has survived till now. I have full faith in that India. Even now that India is slowly building up a marvellous reconciliation of the old order with the new, may each of us consciously join that work, may we be never misled by dullness or revolt into resisting it."

In what sense does Tagore say, 'I am not a patriot'?

- (1) He was anti-national.
- (2) He did not believe in excessive nationalism.
- (3) He had no respect for the people of his own country.
- (4) He wanted his compatriots among the citizens of other countries.

[Question ID = 303][Question Description = CTET_P1_PART_5_L2_SET_109_ENGLISH_Q123]

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

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

At Shantiniketan or the Abode of Peace which his father Debendranath Tagore established as a centre of meditation, Rabindranath founded a school which reminds us of forest hermitages where teachers and pupils sought after and attained human fulfilment by wise thinking, righteous living and earnest faith. There no life should be taken, no idol worshipped and no irreverent word spoken against any people's worship or duty. Though Hinduism is the background of all the activities in the school, the birthdays of great prophets, the Buddha, Christ, Muhammad, Nanak are celebrated.

Rabindranath loved India because of her ideals. He says : 'I love India but my India is an idea and not a geographical expression. Therefore I am not a patriot. I shall seek my compatriots all over the world.' Though Indian in inspiration, Tagore's work had a universal appeal. India has been known all these centuries for her dignity of soul, valour and piety, tolerance and hospitality, there were occasions when she was not loyal to them.

Rabindranath Tagore asks us to preserve the old attitude of keeping firm our own framework and receiving and adapting outer influences. 'It is ideal mendicancy to discard our own and beg for the foreign, while at the same time 'it is abjectness of poverty to dwarf ourselves by rejecting the foreign.' Rabindranath condemned India's imitation of the West. He called that India, 'the eternal rag-picker at other peoples' dust bins.' Imitation, he says, is 'like dressing our skeleton with another man's skin, giving rise to eternal feuds, between the skin and the bones at every movement.' India should cease to be in bondage to others, but feel free to accomplish her own important mission of getting the peoples of the world together. Unity is truth and division is evil. "Remember how India has ever kept alive her power of binding together. She has ever established some sort of harmony amidst all kinds of difficulties and conflicts and hence she has survived till now. I have full faith in that India. Even now that India is slowly building up a marvellous reconciliation of the old order with the new, may each of us consciously join that work, may we be never misled by dullness or revolt into resisting it."

Why does Tagore advise us to 'Keep firm our own framework'?

- (1) We must not discard our Indianness.
- (2) We must try to be healthy citizens.
- (3) We must be loyal to the Indian Constitution.
- (4) We must first try to remedy the Indian polity.

[Question ID = 304][Question Description = CTET_P1_PART_5_L2_SET_109_ENGLISH_Q124]

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

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

At Shantiniketan or the Abode of Peace which his father Debendranath Tagore established as a centre of meditation, Rabindranath founded a school which reminds us of forest hermitages where teachers and pupils sought after and attained human fulfilment by wise thinking, righteous living and earnest faith. There no life should be taken, no idol worshipped and no irreverent word spoken against any people's worship or duty. Though Hinduism is the background of all the activities in the school, the birthdays of great prophets, the Buddha, Christ, Muhammad, Nanak are celebrated.

Rabindranath loved India because of her ideals. He says : 'I love India but my India is an idea and not a geographical expression. Therefore I am not a patriot. I shall seek my compatriots all over the world.' Though Indian in inspiration, Tagore's work had a universal appeal. India has been known all these centuries for her dignity of soul, valour and piety, tolerance and hospitality, there were occasions when she was not loyal to them.

Rabindranath Tagore asks us to preserve the old attitude of keeping firm our own framework and receiving and adapting outer influences. 'It is ideal mendicancy to discard our own and beg for the foreign, while at the same time 'it is abjectness of poverty to dwarf ourselves by rejecting the foreign.' Rabindranath condemned India's imitation of the West. He called that India, 'the eternal rag-picker at other peoples' dust bins.' Imitation, he says, is 'like dressing our skeleton with another man's skin, giving rise to eternal feuds, between the skin and the bones at every movement.' India should cease to be in bondage to others, but feel free to accomplish her own important mission of getting the peoples of the world together. Unity is truth and division is evil. "Remember how India has ever kept alive her power of binding together. She has ever established some sort of harmony amidst all kinds of difficulties and conflicts and hence she has survived till now. I have full faith in that India. Even now that India is slowly building up a marvellous reconciliation of the old order with the new, may each of us consciously join that work, may we be never misled by dullness or revolt into resisting it."

Tagore called India the "eternal rag-picker at 'other peoples' dustbin." What does the word 'other peoples' mean here?

- (1) Citizens of other poor countries
- (2) Foreign nationals
- (3) Indians
- (4) Enemies

[Question ID = 305][Question Description = CTET_P1_PART_5_L2_SET_109_ENGLISH_Q125]

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

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

At Shantiniketan or the Abode of Peace which his father Debendranath Tagore established as a centre of meditation, Rabindranath founded a school which reminds us of forest hermitages where teachers and pupils sought after and attained human fulfilment by wise thinking, righteous living and earnest faith. There no life should be taken, no idol worshipped and no irreverent word spoken against any people's worship or duty. Though Hinduism is the background of all the activities in the school, the birthdays of great prophets, the Buddha, Christ, Muhammad, Nanak are celebrated.

Rabindranath loved India because of her ideals. He says : 'I love India but my India is an idea and not a geographical expression. Therefore I am not a patriot. I shall seek my compatriots all over the world.' Though Indian in inspiration, Tagore's work had a universal appeal. India has been known all these centuries for her dignity of soul, valour and piety, tolerance and hospitality, there were occasions when she was not loyal to them.

Rabindranath Tagore asks us to preserve the old attitude of keeping firm our own framework and receiving and adapting outer influences. 'It is ideal mendicancy to discard our own and beg for the foreign, while at the same time 'it is abjectness of poverty to dwarf ourselves by rejecting the foreign.' Rabindranath condemned India's imitation of the West. He called that India, 'the eternal rag-picker at other peoples' dust bins.' Imitation, he says, is 'like dressing our skeleton with another man's skin, giving rise to eternal feuds, between the skin and the bones at every movement.' India should cease to be in bondage to others, but feel free to accomplish her own important mission of getting the peoples of the world together. Unity is truth and division is evil. "Remember how India has ever kept alive her power of binding together. She has ever established some sort of harmony amidst all kinds of difficulties and conflicts and hence she has survived till now. I have full faith in that India. Even now that India is slowly building up a marvellous reconciliation of the old order with the new, may each of us consciously join that work, may we be never misled by dullness or revolt into resisting it."

Which figure of speech has been used in the sentence 'like dressing our skeleton with other man's skin'?

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

[Question ID = 306][Question Description = CTET_P1_PART_5_L2_SET_109_ENGLISH_Q126]

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

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

At Shantiniketan or the Abode of Peace which his father Debendranath Tagore established as a centre of meditation, Rabindranath founded a school which reminds us of forest hermitages where teachers and pupils sought after and attained human fulfilment by wise thinking, righteous living and earnest faith. There no life should be taken, no idol worshipped and no irreverent word spoken against any people's worship or duty. Though Hinduism is the background of all the activities in the school, the birthdays of great prophets, the Buddha, Christ, Muhammad, Nanak are celebrated.

Rabindranath loved India because of her ideals. He says : 'I love India but my India is an idea and not a geographical expression. Therefore I am not a patriot. I shall seek my compatriots all over the world.' Though Indian in inspiration, Tagore's work had a universal appeal. India has been known all these centuries for her dignity of soul, valour and piety, tolerance and hospitality, there were occasions when she was not loyal to them.

Rabindranath Tagore asks us to preserve the old attitude of keeping firm our own framework and receiving and adapting outer influences. 'It is ideal mendicancy to discard our own and beg for the foreign, while at the same time 'it is abjectness of poverty to dwarf ourselves by rejecting the foreign.' Rabindranath condemned India's imitation of the West. He called that India, 'the eternal rag-picker at other peoples' dust bins.' Imitation, he says, is 'like dressing our skeleton with another man's skin, giving rise to eternal feuds, between the skin and the bones at every movement.' India should cease to be in bondage to others, but feel free to accomplish her own important mission of getting the peoples of the world together. Unity is truth and division is evil. "Remember how India has ever kept alive her power of binding together. She has ever established some sort of harmony amidst all kinds of difficulties and conflicts and hence she has survived till now. I have full faith in that India. Even now that India is slowly building up a marvellous reconciliation of the old order with the new, may each of us consciously join that work, may we be never misled by dullness or revolt into resisting it."

Name the word similar in meaning to the word 'bondage'.

- (1) relationship
- (2) slavery
- (3) jailed
- (4) kinship

[Question ID = 307][Question Description = CTET_P1_PART_5_L2_SET_109_ENGLISH_Q127]

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

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

At Shantiniketan or the Abode of Peace which his father Debendranath Tagore established as a centre of meditation, Rabindranath founded a school which reminds us of forest hermitages where teachers and pupils sought after and attained human fulfilment by wise thinking, righteous living and earnest faith. There no life should be taken, no idol worshipped and no irreverent word spoken against any people's worship or duty. Though Hinduism is the background of all the activities in the school, the birthdays of great prophets, the Buddha, Christ, Muhammad, Nanak are celebrated.

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Rabindranath Tagore asks us to preserve the old attitude of keeping firm our own framework and receiving and adapting outer influences. 'It is ideal mendicancy to discard our own and beg for the foreign, while at the same time 'it is abjectness of poverty to dwarf ourselves by rejecting the foreign.' Rabindranath condemned India's imitation of the West. He called that India, 'the eternal rag-picker at other peoples' dust bins.' Imitation, he says, is 'like dressing our skeleton with another man's skin, giving rise to eternal feuds, between the skin and the bones at every movement.' India should cease to be in bondage to others, but feel free to accomplish her own important mission of getting the peoples of the world together. Unity is truth and division is evil. "Remember how India has ever kept alive her power of binding together. She has ever established some sort of harmony amidst all kinds of difficulties and conflicts and hence she has survived till now. I have full faith in that India. Even now that India is slowly building up a marvellous reconciliation of the old order with the new, may each of us consciously join that work, may we be never misled by dullness or revolt into resisting it."

Choose the word opposite in meaning to the word 'survived'.

- (1) perished
- (2) thrived
- (3) persisted
- (4) abided

[Question ID = 308][Question Description = CTET_P1_PART_5_L2_SET_109_ENGLISH_Q128]

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

Topic:- ENG_Q129-135_L2_P1_CTET

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

The great advantage of early rising is the good start it gives us in our day's work. The early riser has done a large amount of hard work before other men have got out of bed. In the early morning the mind is fresh, and there are few sounds or other distractions so the work done at the time is generally well done. In many cases the early riser also finds time to take some exercise in the fresh morning air, and this exercise supplies him with a fund of energy that will last until the evening. By beginning so early, he knows, that he has plenty of time to do thoroughly all the work he can be expected to do, and is not tempted to hurry over any part of it. All his work being finished in good time, he has a long interval of rest in the evening before the timely hour when he goes to bed. He gets to sleep several hours before midnight at the time when sleep is most refreshing and after a sound night's rest rises early next morning in good health and spirits for the labours of a new day.

It is very plain that such a life as this is far more conducive to health than that of the man who shortens his waking hours by rising late, and so can afford in the course of the day little leisure for necessary rest. Any one who lies in bed late, must, if he wished to do a full day's work, go on working to a correspondingly late hour and deny himself the hour or two of evening exercise that he ought to take for the benefit of his health. But, in spite of all his efforts, he will probably not produce as good results as the early riser, because he misses the best working hours of the day.

The early riser

- (1) adds to his hours of work
- (2) is not disturbed by others
- (3) causes less disturbance to his neighbours
- (4) is a source of inspiration to others

[Question ID = 309][Question Description = CTET_P1_PART_5_L2_SET_109_ENGLISH_Q129]

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

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

The great advantage of early rising is the good start it gives us in our day's work. The early riser has done a large amount of hard work before other men have got out of bed. In the early morning the mind is fresh, and there are few sounds or other distractions so the work done at the time is generally well done. In many cases the early riser also finds time to take some exercise in the fresh morning air, and this exercise supplies him with a fund of energy that will last until the evening. By beginning so early, he knows, that he has plenty of time to do thoroughly all the work he can be expected to do, and is not tempted to hurry over any part of it. All his work being finished in good time, he has a long interval of rest in the evening before the timely hour when he goes to bed. He gets to sleep several hours before midnight at the time when sleep is most refreshing and after a sound night's rest rises early next morning in good health and spirits for the labours of a new day.

It is very plain that such a life as this is far more conducive to health than that of the man who shortens his waking hours by rising late, and so can afford in the course of the day little leisure for necessary rest. Any one who lies in bed late, must, if he wished to do a full day's work, go on working to a correspondingly late hour and deny himself the hour or two of evening exercise that he ought to take for the benefit of his health. But, in spite of all his efforts, he will probably not produce as good results as the early riser, because he misses the best working hours of the day.

Why is the work done in the early morning well done?

- (1) In the morning one has enjoyed a good sleep.
- (2) There is no one to supervise his work.
- (3) It being quiet all around, there are no distractions.
- (4) Because our elders have told us so.

[Question ID = 310][Question Description = CTET_P1_PART_5_L2_SET_109_ENGLISH_Q130]

- 1. 1 [Option ID = 1237]
- 2. 2 [Option ID = 1238]
- 3. 3 [Option ID = 1239]
- 4. 4 [Option ID = 1240]

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

The great advantage of early rising is the good start it gives us in our day's work. The early riser has done a large amount of hard work before other men have got out of bed. In the early morning the mind is fresh, and there are few sounds or other distractions so the work done at the time is generally well done. In many cases the early riser also finds time to take some exercise in the fresh morning air, and this exercise supplies him with a fund of energy that will last until the evening. By beginning so early, he knows, that he has plenty of time to do thoroughly all the work he can be expected to do, and is not tempted to hurry over any part of it. All his work being finished in good time, he has a long interval of rest in the evening before the timely hour when he goes to bed. He gets to sleep several hours before midnight at the time when sleep is most refreshing and after a sound night's rest rises early next morning in good health and spirits for the labours of a new day.

It is very plain that such a life as this is far more conducive to health than that of the man who shortens his waking hours by rising late, and so can afford in the course of the day little leisure for necessary rest. Any one who lies in bed late, must, if he wished to do a full day's work, go on working to a correspondingly late hour and deny himself the hour or two of evening exercise that he ought to take for the benefit of his health. But, in spite of all his efforts, he will probably not produce as good results as the early riser, because he misses the best working hours of the day.

Why is the early riser **not** tempted to hurry over his day's work?

- (1) He becomes complacent about time.
- (2) He has to spend less energy doing his work.
- (3) He need not waste his time in idle gossip.
- (4) He gets ample time to do full justice to each one of the jobs assigned to him.

[Question ID = 311][Question Description = CTET_P1_PART_5_L2_SET_109_ENGLISH_Q131]

- 1. 1 [Option ID = 1241]
- 2. 2 [Option ID = 1242]
- 3. 3 [Option ID = 1243]
- 4. 4 [Option ID = 1244]

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

The great advantage of early rising is the good start it gives us in our day's work. The early riser has done a large amount of hard work before other men have got out of bed. In the early morning the mind is fresh, and there are few sounds or other distractions so the work done at the time is generally well done. In many cases the early riser also finds time to take some exercise in the fresh morning air, and this exercise supplies him with a fund of energy that will last until the evening. By beginning so early, he knows, that he has plenty of time to do thoroughly all the work he can be expected to do, and is not tempted to hurry over any part of it. All his work being finished in good time, he has a long interval of rest in the evening before the timely hour when he goes to bed. He gets to sleep several hours before midnight at the time when sleep is most refreshing and after a sound night's rest rises early next morning in good health and spirits for the labours of a new day.

It is very plain that such a life as this is far more conducive to health than that of the man who shortens his waking hours by rising late, and so can afford in the course of the day little leisure for necessary rest. Any one who lies in bed late, must, if he wished to do a full day's work, go on working to a correspondingly late hour and deny himself the hour or two of evening exercise that he ought to take for the benefit of his health. But, in spite of all his efforts, he will probably not produce as good results as the early riser, because he misses the best working hours of the day.

What enables the early riser to go to bed at the proper time?

- (1) Because he believes in going to bed early.
- (2) He is able to finish his work in time and does not have to keep awake to finish his work.
- (3) He must adhere to his 'schedule' of work.
- (4) He feels very tired and sleepy.

[Question ID = 312][Question Description = CTET_P1_PART_5_L2_SET_109_ENGLISH_Q132]

- 1. 1 [Option ID = 1245]
- 2. 2 [Option ID = 1246]
- 3. 3 [Option ID = 1247]
- 4. 4 [Option ID = 1248]

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

The great advantage of early rising is the good start it gives us in our day's work. The early riser has done a large amount of hard work before other men have got out of bed. In the early morning the mind is fresh, and there are few sounds or other distractions so the work done at the time is generally well done. In many cases the early riser also finds time to take some exercise in the fresh morning air, and this exercise supplies him with a fund of energy that will last until the evening. By beginning so early, he knows, that he has plenty of time to do thoroughly all the work he can be expected to do, and is not tempted to hurry over any part of it. All his work being finished in good time, he has a long interval of rest in the evening before the timely hour when he goes to bed. He gets to sleep several hours before midnight at the time when sleep is most refreshing and after a sound night's rest rises early next morning in good health and spirits for the labours of a new day.

It is very plain that such a life as this is far more conducive to health than that of the man who shortens his waking hours by rising late, and so can afford in the course of the day little leisure for necessary rest. Any one who lies in bed late, must, if he wished to do a full day's work, go on working to a correspondingly late hour and deny himself the hour or two of evening exercise that he ought to take for the benefit of his health. But, in spite of all his efforts, he will probably not produce as good results as the early riser, because he misses the best working hours of the day.

Find the word almost similar in meaning to 'distraction'.

- (1) amusement
- (2) excitement
- (3) interference
- (4) placidity

[Question ID = 313][Question Description = CTET_P1_PART_5_L2_SET_109_ENGLISH_Q133]

- 1. 1 [Option ID = 1249]
- 2. 2 [Option ID = 1250]
- 3. 3 [Option ID = 1251]
- 4. 4 [Option ID = 1252]

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

The great advantage of early rising is the good start it gives us in our day's work. The early riser has done a large amount of hard work before other men have got out of bed. In the early morning the mind is fresh, and there are few sounds or other distractions so the work done at the time is generally well done. In many cases the early riser also finds time to take some exercise in the fresh morning air, and this exercise supplies him with a fund of energy that will last until the evening. By beginning so early, he knows, that he has plenty of time to do thoroughly all the work he can be expected to do, and is not tempted to hurry over any part of it. All his work being finished in good time, he has a long interval of rest in the evening before the timely hour when he goes to bed. He gets to sleep several hours before midnight at the time when sleep is most refreshing and after a sound night's rest rises early next morning in good health and spirits for the labours of a new day.

It is very plain that such a life as this is far more conducive to health than that of the man who shortens his waking hours by rising late, and so can afford in the course of the day little leisure for necessary rest. Any one who lies in bed late, must, if he wished to do a full day's work, go on working to a correspondingly late hour and deny himself the hour or two of evening exercise that he ought to take for the benefit of his health. But, in spite of all his efforts, he will probably not produce as good results as the early riser, because he misses the best working hours of the day.

Which word is opposite in meaning to 'conducive'?

- (1) harmful
- (2) salutary
- (3) useful
- (4) efficacious

[Question ID = 314][Question Description = CTET_P1_PART_5_L2_SET_109_ENGLISH_Q134]

- 1. 1 [Option ID = 1253]
- 2. 2 [Option ID = 1254]
- 3. 3 [Option ID = 1255]
- 4. 4 [Option ID = 1256]

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

The great advantage of early rising is the good start it gives us in our day's work. The early riser has done a large amount of hard work before other men have got out of bed. In the early morning the mind is fresh, and there are few sounds or other distractions so the work done at the time is generally well done. In many cases the early riser also finds time to take some exercise in the fresh morning air, and this exercise supplies him with a fund of energy that will last until the evening. By beginning so early, he knows, that he has plenty of time to do thoroughly all the work he can be expected to do, and is not tempted to hurry over any part of it. All his work being finished in good time, he has a long interval of rest in the evening before the timely hour when he goes to bed. He gets to sleep several hours before midnight at the time when sleep is most refreshing and after a sound night's rest rises early next morning in good health and spirits for the labours of a new day.

It is very plain that such a life as this is far more conducive to health than that of the man who shortens his waking hours by rising late, and so can afford in the course of the day little leisure for necessary rest. Any one who lies in bed late, must, if he wished to do a full day's work, go on working to a correspondingly late hour and deny himself the hour or two of evening exercise that he ought to take for the benefit of his health. But, in spite of all his efforts, he will probably not produce as good results as the early riser, because he misses the best working hours of the day.

What quality of work is done by the early riser in comparison to the work done by a late riser?

- (1) meticulous
- (2) just satisfactory
- (3) fair
- (4) solid

[Question ID = 315][Question Description = CTET_P1_PART_5_L2_SET_109_ENGLISH_Q135]

- 1. 1 [Option ID = 1257]
- 2. 2 [Option ID = 1258]
- 3. 3 [Option ID = 1259]
- 4. 4 [Option ID = 1260]

Topic:- ENG_Q136-150_L2_P1_CTET

- 1) Which of the following statements is true regarding language development?

- (1) It is a behaviour learnt from drill and repetition.
- (2) It is learnt only by imitating parents and elders.
- (3) Language learning is dependent on environment.
- (4) Language learning is a result of watching TV and listening to radio and other audio recordings.

[Question ID = 316][Question Description = CTET_P1_PART_5_L2_SET_109_ENGLISH_Q136]

- 1. 1 [Option ID = 1261]
- 2. 2 [Option ID = 1262]
- 3. 3 [Option ID = 1263]
- 4. 4 [Option ID = 1264]

- 2) Consider the following arguments about the principles of language teaching in primary classes and pick the most appropriate option given.

Assertion (A) : A language teacher should plan activities that will engage learners visually, aurally and kinesthetically.

Reason (R) : These are key learning styles at this level and also effective in achieving essential competencies.

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

[Question ID = 317][Question Description = CTET_P1_PART_5_L2_SET_109_ENGLISH_Q137]

- 1. 1 [Option ID = 1265]
- 2. 2 [Option ID = 1266]
- 3. 3 [Option ID = 1267]
- 4. 4 [Option ID = 1268]

- 3) Pick the option that includes the correct matches of column (A) and (B) to show effective language activities for developing language competencies.

Column (A)

Column (B)

- | | |
|----------------------------|--------------------------------------|
| (i) Listening to songs | a Articulation of discrete sounds |
| (ii) Making speeches | b Meaning making / comprehension |
| (iii) Reading the alphabet | c Turn-taking |
| (iv) Conversation | d Fragmentation / Chunking of sounds |

- (1) (i)-a, (ii)-b, (iii)-c, (iv)-d
- (2) (i)-b, (ii)-d, (iii)-a, (iv)-c
- (3) (i)-c, (ii)-b, (iii)-d, (iv)-a
- (4) (i)-d, (ii)-c, (iii)-b, (iv)-a

[Question ID = 318][Question Description = CTET_P1_PART_5_L2_SET_109_ENGLISH_Q138]

- 1. 1 [Option ID = 1269]
- 2. 2 [Option ID = 1270]
- 3. 3 [Option ID = 1271]
- 4. 4 [Option ID = 1272]

- 4) A good word stock helps in building proficiency. Which of the following depicts an effective vocabulary building strategy for classes 1 to 3?

In class 1 to 3, teach students

- (1) words according to grammatical categories.
- (2) words with simple spellings and meanings.
- (3) words used most frequently in the target language.
- (4) words with only simple consonant clusters.

[Question ID = 319][Question Description = CTET_P1_PART_5_L2_SET_109_ENGLISH_Q139]

- 1. 1 [Option ID = 1273]
- 2. 2 [Option ID = 1274]
- 3. 3 [Option ID = 1275]
- 4. 4 [Option ID = 1276]

- 5) Look at the assessment activity for listening skills given in column (A) and linguistic competency in column (B). Pick the option that gives the best match of activity to competency for the best results.

Column (A)

- (i) Reading aloud
- (ii) Dictation
- (iii) Rhyming contest
- (iv) Storytelling

Column (B)

- a Word recognition and spelling recall
- b Listening to self articulation
- c Listening comprehension
- d Practise sound pattern recognition

- (1) (i)-a, (ii)-b, (iii)-c, (iv)-d
- (2) (i)-d, (ii)-c, (iii)-b, (iv)-a
- (3) (i)-b, (ii)-a, (iii)-d, (iv)-c
- (4) (i)-c, (ii)-d, (iii)-a, (iv)-b

[Question ID = 320][Question Description = CTET_P1_PART_5_L2_SET_109_ENGLISH_Q140]

- 1. 1 [Option ID = 1277]
- 2. 2 [Option ID = 1278]
- 3. 3 [Option ID = 1279]
- 4. 4 [Option ID = 1280]

- 6) Pick the correct option about language acquisition as per linguists.

Assertion (A) : A child will speak the language of the community it is born into.

Reason (R) : Which language the child will speak, and the typical rhythm of it is part of nurturing.

- (1) Both (A) and (R) are true, and (R) correctly explains (A).
- (2) (A) is true, but (R) is false.
- (3) Both (A) and (R) are true, but (R) does not explain (A).
- (4) (A) is false, but (R) is true.

[Question ID = 321][Question Description = CTET_P1_PART_5_L2_SET_109_ENGLISH_Q141]

- 1. 1 [Option ID = 1281]
- 2. 2 [Option ID = 1282]
- 3. 3 [Option ID = 1283]
- 4. 4 [Option ID = 1284]

- 7) In primary classes, we use the whole classroom for creating a language-rich environment. The purpose is to make learner's experience

- (1) the beauty of the language classroom.
- (2) a total immersion in the target language.
- (3) the display of language activities you know.
- (4) the variety and glory of that language.

[Question ID = 322][Question Description = CTET_P1_PART_5_L2_SET_109_ENGLISH_Q142]

- 1. 1 [Option ID = 1285]
- 2. 2 [Option ID = 1286]
- 3. 3 [Option ID = 1287]
- 4. 4 [Option ID = 1288]

- 8) Consider the following arguments about the principles of language teaching in primary school and pick the most appropriate option given.

Assertion (A) : A language teacher should create ample opportunities for the students to listen, read, write, and spell the target language.

Reason (R) : Language teaching is not a transfer of knowledge but facilitation of experiential learning for students.

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

[Question ID = 323][Question Description = CTET_P1_PART_5_L2_SET_109_ENGLISH_Q143]

- 1. 1 [Option ID = 1289]
- 2. 2 [Option ID = 1290]
- 3. 3 [Option ID = 1291]
- 4. 4 [Option ID = 1292]

- 9) Which of the following strategy is the best way to either pick up or learn a language ?

- (1) Listen to it extensively and speak it
- (2) Read extensively and write occasionally
- (3) Write in the language as much as possible
- (4) Read and write as per the prescribed syllabus

[Question ID = 324][Question Description = CTET_P1_PART_5_L2_SET_109_ENGLISH_Q144]

- 1. 1 [Option ID = 1293]
- 2. 2 [Option ID = 1294]
- 3. 3 [Option ID = 1295]
- 4. 4 [Option ID = 1296]

- 10) Most of the children experience the language of instruction at school for the first time. Which of the following do you think are the best language opportunities at the beginning ?

A	B	C	D
Repetitive expressions like greetings, giving instructions, etc.	Learning to recognise the alphabet	Listening to stories and rhymes	Talking with the teacher and classmates

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

[Question ID = 325][Question Description = CTET_P1_PART_5_L2_SET_109_ENGLISH_Q145]

- 1. 1 [Option ID = 1297]
- 2. 2 [Option ID = 1298]
- 3. 3 [Option ID = 1299]
- 4. 4 [Option ID = 1300]

11) In language learning, sight words used in primary classrooms help learners in

- (1) spelling correctly
- (2) memorizing words
- (3) word recognition
- (4) making meaning

[Question ID = 326][Question Description = CTET_P1_PART_5_L2_SET_109_ENGLISH_Q146]

- 1. 1 [Option ID = 1301]
- 2. 2 [Option ID = 1302]
- 3. 3 [Option ID = 1303]
- 4. 4 [Option ID = 1304]

12) The items in columns (A) and (B) are matched differently in the options given. Pick the option that includes the best matches of language activities and learning outcomes.

Column (A)

Column (B)

- | | |
|-----------------------------|---------------------------------|
| (i) Singing in English | a Diction in speaking |
| (ii) Elocution | b Creative expression |
| (iii) Poetry writing | c Stress, rhythm and intonation |
| (iv) Talking / Conversation | d Turn-Taking |

- (1) (i)-a, (ii)-b, (iii)-c, (iv)-d
- (2) (i)-d, (ii)-c, (iii)-b, (iv)-a
- (3) (i)-c, (ii)-a, (iii)-b, (iv)-d
- (4) (i)-b, (ii)-d, (iii)-a, (iv)-c

[Question ID = 327][Question Description = CTET_P1_PART_5_L2_SET_109_ENGLISH_Q147]

- 1. 1 [Option ID = 1305]
- 2. 2 [Option ID = 1306]
- 3. 3 [Option ID = 1307]
- 4. 4 [Option ID = 1308]

13) Look at the assessment activity for speaking skills given in column (A) and linguistic competencies in column (B). Pick the option that gives the best match of activity to competency for the best results.

Column (A)

Column (B)

- | | |
|-----------------------|---|
| (i) Storytelling | a Vocabulary and spelling |
| (ii) Crossword puzzle | b Stress, rhythm and intonation |
| (iii) Recitation | c Listening, word recognition and spelling recall |
| (iv) Dictation | d Listening comprehension |

- (1) (i)-c, (ii)-b, (iii)-a, (iv)-d
- (2) (i)-a, (ii)-d, (iii)-b, (iv)-c
- (3) (i)-d, (ii)-a, (iii)-b, (iv)-c
- (4) (i)-b, (ii)-c, (iii)-a, (iv)-d

[Question ID = 328][Question Description = CTET_P1_PART_5_L2_SET_109_ENGLISH_Q148]

- 1. 1 [Option ID = 1309]
- 2. 2 [Option ID = 1310]
- 3. 3 [Option ID = 1311]
- 4. 4 [Option ID = 1312]

- 14) Which of the following strategies will enhance creative expression among the learners?
- (1) Asking learners to talk to the principal to organize creative writing competition in school
 - (2) Asking learners to evoke fictional imaginative worlds
 - (3) Reading a humorous story of an unfamiliar writer
 - (4) Encouraging learners to watch horror movies

[Question ID = 329][Question Description = CTET_P1_PART_5_L2_SET_109_ENGLISH_Q149]

- 1. 1 [Option ID = 1313]
- 2. 2 [Option ID = 1314]
- 3. 3 [Option ID = 1315]
- 4. 4 [Option ID = 1316]

- 15) As a teacher, which one of the following will you use as a grammar teaching strategy in a language classroom?
- (1) Asking students to translate the text in the target language
 - (2) Asking students to practise and drill the grammatical structure learnt by them
 - (3) Write the grammatical errors made by the students on the board
 - (4) Do a communication activity around the specific grammar point you taught

[Question ID = 330][Question Description = CTET_P1_PART_5_L2_SET_109_ENGLISH_Q150]

- 1. 1 [Option ID = 1317]
- 2. 2 [Option ID = 1318]
- 3. 3 [Option ID = 1319]
- 4. 4 [Option ID = 1320]