

CTET L1 Sanskrit L2 English P1

Topic:- CDP_P1_CTET

1) Intellectual abilities such as imagination, critical thinking and metacognition are discussed dominantly under _____ domain of development.

- (1) social
- (2) physical
- (3) moral
- (4) cognitive

बौद्धिक क्षमताएँ जैसे कि कल्पना, समालोचनात्मक सोच और परासंज्ञान की चर्चा परोक्ष रूप से विकास के _____ क्षेत्र के अंतर्गत की जाती है।

- (1) सामाजिक
- (2) शारीरिक
- (3) नैतिक
- (4) संज्ञानात्मक

[Question ID = 1][Question Description = CTET_P1_PART_1_CDP_SET_110_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 principle of development states that development proceeds in 'head to toe' direction ?

- (1) Principle of Continuity
- (2) Principle of Heredity
- (3) Cephalo-caudal principle
- (4) Proximo-distal principle

विकास 'सिर से पैर' की दिशा में विकसित होता है। निम्न में से कौन-सा सिद्धांत इस कथन को बतलाता है ?

- (1) निरन्तरता का सिद्धांत
- (2) आनुवंशिकता का सिद्धांत
- (3) शीर्षगामी सिद्धांत
- (4) अधोगामी सिद्धांत

[Question ID = 2][Question Description = CTET_P1_PART_1_CDP_SET_110_Q2]

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

4. 4 [Option ID = 8]

3) During early age, which of the following agencies act as primary agencies of socialisation for children ?

- (1) School and print media
- (2) Social media and law
- (3) Family and neighbourhood
- (4) Neighbourhood and social policy

प्रारंभिक वर्षों में, निम्न में से कौन-सी संस्थाएँ बच्चों के समाजीकरण में प्राथमिक संस्थाओं की भूमिका निभाती हैं ?

- (1) स्कूल और मुद्रक संचार
- (2) सामाजिक संचार और कानून
- (3) परिवार और पास-पड़ोस
- (4) पास-पड़ोस और सामाजिक नीति

[Question ID = 3][Question Description = CTET_P1_PART_1_CDP_SET_110_Q3]

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

4) According to Jean Piaget's theory of cognitive development, at which stage most children become capable of performing tasks requiring concept of conservation ?

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

जीन पियाज़े के संज्ञानात्मक विकास के सिद्धांत के अनुसार, किस चरण पर ज्यादातर बच्चे संरक्षण संप्रत्यय से सम्बन्धित कार्य कर लेते हैं ?

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

[Question ID = 4][Question Description = CTET_P1_PART_1_CDP_SET_110_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, significant changes in cognitive thinking takes place through the process of _____.
- (1) equilibration
 - (2) irreversible thinking
 - (3) rote memorisation
 - (4) delayed imitation

जीन पियाज़े के सिद्धांत के अनुसार, संज्ञानात्मक चिंतन में प्रमुख बदलाव किस प्रक्रिया द्वारा होते हैं ?

- (1) संतुलनीकरण द्वारा
- (2) अप्रतिलौमिक चिंतन द्वारा
- (3) रटकर स्मरण द्वारा
- (4) विलंबित नकल द्वारा

[Question ID = 5][Question Description = CTET_P1_PART_1_CDP_SET_110_Q5]

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

- 6) Who among the following proposed that 'our specific mental structures and processes can be traced to our interactions with others' ?
- (1) Howard Gardner
 - (2) Lawrence Kohlberg
 - (3) Jean Piaget
 - (4) Lev Vygotsky

निम्नलिखित में से किसने प्रस्तावित किया कि 'हमारी विशेष मानसिक संरचनाओं और प्रक्रियाओं को हमारी दूसरों से होने वाली पारस्परिकता में ढूँढा जा सकता है' ?

- (1) हॉवर्ड गार्डनर
- (2) लारेंस कोहलबर्ग
- (3) जीन पियाज़े
- (4) लेव वायगोत्स्की

[Question ID = 6][Question Description = CTET_P1_PART_1_CDP_SET_110_Q6]

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

7) Which of the following has been emphasized by Lev Vygotsky to facilitate learning ?

- (1) Cultural tools
- (2) Social isolation
- (3) Rewards and punishment
- (4) Drill and Practice

लेव वायगोत्स्की ने निम्न में से किसे अधिगम के सुसाध्य में महत्वपूर्ण माना है ?

- (1) सांस्कृतिक उपकरणों को
- (2) सामाजिक अलगाव
- (3) ईनाम और दण्ड
- (4) पुनरावृत्ति और अभ्यास

[Question ID = 7][Question Description = CTET_P1_PART_1_CDP_SET_110_Q7]

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

8) At which stage of Lawrence Kohlberg's theory of moral development do children follow 'tit for tat' reasoning to judge the actions of themselves and others ?

- (1) Instrumental purpose orientation
- (2) Good boy - nice girl orientation
- (3) Social-order maintaining orientation
- (4) Social contract orientation

लारेन्स कोह्लबर्ग के नैतिक विकास सिद्धांत के अनुसार, बच्चे किस चरण पर स्वयं एवम् दूसरों के कार्यों को आँकते समय 'जैसे को तैसा' तर्क का इस्तेमाल करते हैं ?

- (1) यान्त्रिक-उद्देश्य अभिनवीकरण
- (2) अच्छा लड़का - अच्छी लड़की अभिनवीकरण
- (3) सामाजिक-व्यवस्था निर्वाहन अभिनवीकरण
- (4) सामाजिक-समझौता अभिनवीकरण

[Question ID = 8][Question Description = CTET_P1_PART_1_CDP_SET_110_Q8]

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

9) In a constructivist classroom, students are encouraged to learn _____.

- (1) through discovery
- (2) for gaining external rewards
- (3) by passive imitation
- (4) by rote memorisation

एक संरचनावादी कक्षा में, विद्यार्थियों को किस लिए प्रेरित किया जाता है ?

- (1) अन्वेषण द्वारा सीखने के लिए
- (2) बाह्य पुरस्कार पाने हेतु सीखने के लिए
- (3) निष्क्रिय अनुसरण द्वारा सीखने के लिए
- (4) रट कर याद करके सीखने के लिए

[Question ID = 9][Question Description = CTET_P1_PART_1_CDP_SET_110_Q9]

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

10) As per Jean Piaget's views, 'Private speech' among children represents their _____.

- (1) advanced thinking
- (2) inability to regulate their thoughts
- (3) problem solving strategies
- (4) metacognitive skills

जीन पियाजे के विचार में, बच्चों की 'निजी वाक' क्या दर्शाती है ?

- (1) उनकी अग्रवर्ती सोच
- (2) उनकी अपनी सोच को विनियमित करने की अक्षमता
- (3) उनकी समस्या समाधान युक्तियाँ
- (4) उनका परासंज्ञानात्मक कौशल

[Question ID = 10][Question Description = CTET_P1_PART_1_CDP_SET_110_Q10]

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

11) Contemporary theories conceptualise intelligence as :

- (1) unidimensional general ability.
- (2) multidimensional ability having several different aspects.
- (3) an ability not influenced by heredity.
- (4) an ability not influenced by environmental factors.

समकालीन सिद्धान्त, बुद्धि को किस प्रकार अवधारित करते हैं ?

- (1) एक-दिशायी सामान्य क्षमता
- (2) बहुदिशायी क्षमता जिसके विभिन्न अलग-अलग आयाम हैं
- (3) आनुवंशिकता से ना प्रभावित होने वाली क्षमता
- (4) वातावरणीय कारकों से ना प्रभावित होने वाली क्षमता

[Question ID = 11][Question Description = CTET_P1_PART_1_CDP_SET_110_Q11]

- 1. 1 [Option ID = 41]

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

12) A teacher often says that 'Girls are good at dance and boys are good at science.' This statement is an example of :

- (1) gender bias
- (2) gender stereotype
- (3) gender equity
- (4) gender empowerment

एक अध्यापक अक्सर कहता है कि 'लड़कियाँ नृत्य में कुशल होती हैं और लड़के विज्ञान में।' यह कथन किसका उदाहरण है ?

- (1) जेंडर पक्षपात
- (2) जेंडर रूढ़िवादिता
- (3) जेंडर समता
- (4) जेंडर सशक्तीकरण

[Question ID = 12][Question Description = CTET_P1_PART_1_CDP_SET_110_Q12]

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

13) In order to cater to the individual differences among students related to social and cultural domains, it is important to :

- (1) adopt child-centric pedagogy.
- (2) follow a rigid and standardised curriculum.
- (3) implement summative ways of evaluation.
- (4) divide students in different groups based on their social and cultural identities.

विद्यार्थियों की सामाजिक और सांस्कृतिक आयामों से संबंधित व्यक्तिगत भिन्नताओं को संबोधित करने के लिए, निम्न में से क्या महत्वपूर्ण है ?

- (1) बाल-केन्द्रित शिक्षाशास्त्र को अपनाना ।
- (2) एक कठोर एवम् मानकीकृत पाठ्यचर्या का पालन करना ।
- (3) मूल्यांकन के योगात्मक तरीकों को लागू करना ।
- (4) विद्यार्थियों को उनकी सामाजिक और सांस्कृतिक पहचान के आधार पर अलग-अलग समूहों में बाँटना ।

[Question ID = 13][Question Description = CTET_P1_PART_1_CDP_SET_110_Q13]

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

14) Main purpose of assessment is to :

- (1) create a feeling of competition among students.
- (2) induce fear of failure among students.
- (3) categorise students as 'pass' or 'fail'.
- (4) understand students' progress and challenges in learning process.

मूल्यांकन का मुख्य उद्देश्य क्या है ?

- (1) विद्यार्थियों में प्रतिस्पर्धा की भावना पैदा करना ।
- (2) विद्यार्थियों में असफलता का डर पैदा करना ।
- (3) विद्यार्थियों को 'सफल' और 'असफल' के रूप में वर्गीकृत करना ।
- (4) अधिगम प्रक्रिया में विद्यार्थियों की प्रगति और चुनौतियों को समझना ।

[Question ID = 14][Question Description = CTET_P1_PART_1_CDP_SET_110_Q14]

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

15) *Assertion (A) :*

A teacher should encourage students to ask questions in the classroom.

Reason (R) :

Questioning plays an important role in developing critical thinking.

Choose the correct option :

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

कथन (A) :

एक अध्यापिका द्वारा विद्यार्थियों को कक्षा में सवाल पूछने के लिए प्रोत्साहित करना चाहिए ।

तर्क (R) :

सवाल पूछना समालोचनात्मक चिंतन के विकास में महत्वपूर्ण भूमिका निभाता है ।

सही विकल्प चुनिए :

- (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 = 15][Question Description = CTET_P1_PART_1_CDP_SET_110_Q15]

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

16) **Assertion (A) :**

It is important to implement standardised curriculum for successful inclusion of students belonging to disadvantaged groups.

Reason (R) :

Standardised curriculum accounts for all kind of individual differences among learners.

Choose the correct option :

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

कथन (A) :

वंचित वर्गों से संबंधित विद्यार्थियों के सफल समावेशन हेतु मानकीकृत पाठ्यक्रम को लागू करना बहुत महत्वपूर्ण है।

तर्क (R) :

मानकीकृत पाठ्यक्रम अधिगमकर्ताओं की सभी प्रकार की व्यक्तिगत विविधताओं को समाहित कर लेता है।

सही विकल्प चुनिए :

- (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 = 16][Question Description = CTET_P1_PART_1_CDP_SET_110_Q16]

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

17) **Which of the following factors hinders inclusion in education ?**

- (1) Competition among students
- (2) Multisensory approach
- (3) Infrastructural accessibility
- (4) Child-centered pedagogy

निम्न में से कौन-सा कारक शिक्षा में समावेशन में बाधक है ?

- (1) विद्यार्थियों में प्रतिस्पर्धा
- (2) बहुसंवेगी उपागम
- (3) आधारभूत संरचना सुगम्यता
- (4) बाल-केंद्रित शिक्षाशास्त्र

[Question ID = 17][Question Description = CTET_P1_PART_1_CDP_SET_110_Q17]

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

18) Which of the following statements is correct in context of students having dyslexia ?

- (1) They often face difficulty in text comprehension.
- (2) They are always lazy.
- (3) They cannot be gifted or talented in any field.
- (4) They always have above average intelligence levels.

पठनवैफल्य से जूझते विद्यार्थियों के संदर्भ में निम्न में से कौन-सा कथन सही है ?

- (1) उन्हें अक्सर लेख-बोध में कठिनाई आती है ।
- (2) वे हमेशा सुस्त होते हैं ।
- (3) वे किसी क्षेत्र में प्रतिभावान या कुशल नहीं हो सकते ।
- (4) उनका बुद्धि-स्तर हमेशा सामान्य से ऊपर होता है ।

[Question ID = 18][Question Description = CTET_P1_PART_1_CDP_SET_110_Q18]

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

19) Impulsivity, inattention and disorganisation are direct identifying characteristics of :

- (1) Attention Deficit Hyperactivity Disorder
- (2) Autism
- (3) Dyslexia
- (4) Visual impairment

आवेगशीलता, ध्यान ना दे पाना और अव्यवस्थित रहना निम्न में से किस विकार के सापेक्ष पहचान के लक्षण हैं ?

- (1) अवधान न्यूनता अतिक्रियाशीलता विकार
- (2) स्वलीनता
- (3) पठनवैफल्य
- (4) दृष्टिबाधिता

[Question ID = 19][Question Description = CTET_P1_PART_1_CDP_SET_110_Q19]

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

20) Which of the following is a comprehensive method to identify specific learning difficulties of students ?

- (1) Standardised Intelligence Quotient (IQ) tests
- (2) Multiple choice questions based tests
- (3) Exams at the end of year
- (4) Case study

निम्न में से कौन-सा विद्यार्थियों की विशिष्ट अधिगम कठिनाइयों को पहचानने का व्यापक तरीका है ?

- (1) मानकीकृत बुद्धि-लब्धि (IQ) परीक्षण
- (2) बहु-विकल्प वाले सवालों पर आधारित परीक्षण
- (3) साल के अंत में परीक्षाएँ
- (4) केस अध्ययन

[Question ID = 20][Question Description = CTET_P1_PART_1_CDP_SET_110_Q20]

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

21) Children learn effectively by _____.

- (1) rote memorisation of content
- (2) interacting with objects and people around them
- (3) fear of punishment
- (4) passively listening to the teacher

बच्चे किस तरह से प्रभावशाली ढंग से सीखते हैं ?

- (1) विषय-वस्तु को रट कर याद करने से ।
- (2) अपने आस-पास की वस्तुओं और व्यक्तियों से पारस्परिकता द्वारा ।
- (3) दण्ड के भय से ।
- (4) अध्यापिका को निष्क्रिय रूप से सुन कर ।

[Question ID = 21][Question Description = CTET_P1_PART_1_CDP_SET_110_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 enhances engagement of students in learning ?

- (1) Self-regulation by students.
- (2) Formation of entity view of ability.
- (3) Low expectation of teacher toward students.
- (4) Presenting content which is disconnected from their context.

निम्न में से कौन-सा विद्यार्थियों का अधिगम में लगाव को बढ़ाता है ?

- (1) विद्यार्थियों द्वारा स्व-नियमन ।
- (2) विद्यार्थियों का योग्यता के प्रति सत्त्व/स्थिर दृष्टिकोण बनाना ।
- (3) अध्यापक की विद्यार्थियों के प्रति निम्न अपेक्षाएँ होना ।
- (4) उनके संदर्भ से वियोजित विषय-वस्तु प्रस्तुत करना ।

[Question ID = 22][Question Description = CTET_P1_PART_1_CDP_SET_110_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 approach emphasizes on the learning through self-initiated activity by students and balanced facilitation by the teacher ?

- (1) Behaviourism
- (2) Observational learning
- (3) Expository teaching
- (4) Social-constructivism

निम्न में से कौन-सा उपागम विद्यार्थियों के स्वयं पहल करने और अध्यापिका के संतुलित सुसाध्य पर बल देता है ?

- (1) व्यवहारवाद
- (2) अनुकरण अधिगम
- (3) प्रतिपादक शिक्षण
- (4) सामाजिक-संरचनावाद

[Question ID = 23][Question Description = CTET_P1_PART_1_CDP_SET_110_Q23]

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

24) **Assertion (A) :**

In a constructivist classroom, it is important to create opportunities which help students to develop critical thinking and problem solving skills.

Reason (R) :

Meaningful learning is primarily reproduction of knowledge.

Choose the correct option :

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

कथन (A) :

एक संरचनावादी कक्षा में, यह महत्वपूर्ण है कि ऐसे अवसर पैदा किए जाएँ जिससे विद्यार्थियों में समालोचनात्मक सोच और समस्या समाधान कौशलों के विकास में मदद मिले ।

तर्क (R) :

सार्थक अधिगम मुख्य रूप से ज्ञान का ज्यों का त्यों पुनरुत्पादन है ।

सही विकल्प चुनिए :

- (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 = 24][Question Description = CTET_P1_PART_1_CDP_SET_110_Q24]

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

25) **Errors :**

- (1) play no role in the process of learning.
- (2) can be eliminated only by the way of negative reinforcement.
- (3) are committed only by students having learning disabilities.
- (4) should be analysed well by the teacher to understand learning gaps.

त्रुटियाँ :

- (1) अधिगम प्रक्रिया में कोई भूमिका नहीं निभाती ।
- (2) केवल नकारात्मक पुनर्बलन द्वारा दूर की जा सकती हैं ।
- (3) केवल वो विद्यार्थी करते हैं जिन्हें अधिगम अक्षमता होती है ।
- (4) अध्यापक द्वारा अच्छे तरीके से विश्लेषण की जानी चाहिए ताकि अधिगम कमियों को समझा जा सके ।

[Question ID = 25][Question Description = CTET_P1_PART_1_CDP_SET_110_Q25]

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

26) Cognitive skills such as attention, memory and problem solving etc. are _____.

- (1) not influenced by emotional state of the individual
- (2) negatively impacted by positive emotions
- (3) positively impacted by negative emotions
- (4) significantly influenced by emotional state of the individual

संज्ञानात्मक कौशल जैसे कि ध्यान, स्मृति और समस्या समाधान इत्यादि _____ ।

- (1) पर व्यक्ति की भावनात्मक स्थिति का कोई असर नहीं होता है
- (2) सकारात्मक भावों द्वारा नकारात्मक रूप से प्रभावित होते हैं
- (3) नकारात्मक भावों द्वारा सकारात्मक रूप से प्रभावित होते हैं
- (4) पर व्यक्ति की भावनात्मक स्थिति का गहरा असर पड़ता है

[Question ID = 26][Question Description = CTET_P1_PART_1_CDP_SET_110_Q26]

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

27) A teacher should motivate students to learn for :

- (1) gaining superiority over others.
- (2) getting tangible rewards such as cash prize, certificate etc.
- (3) enhancing their understanding of the concepts.
- (4) obtaining praise of teacher and parents.

एक अध्यापिका को विद्यार्थियों को सीखने के लिए क्यों अभिप्रेरित करना चाहिए ?

- (1) दूसरों के ऊपर श्रेष्ठता पाने के लिए ।
- (2) मूर्त पुरस्कार जैसे कि नकद इनाम, प्रमाण-पत्र इत्यादि पाने के लिए ।
- (3) संप्रत्ययों की समझ बढ़ाने के लिए ।
- (4) अध्यापिका और माता-पिता की प्रशंसा पाने के लिए ।

[Question ID = 27][Question Description = CTET_P1_PART_1_CDP_SET_110_Q27]

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

28) Which of the following pair of characteristics positively contribute to problem-solving abilities of students ?

- (1) Response set, metacognition
- (2) Analogical thinking, functional fixedness
- (3) Response set, convergent thinking
- (4) Divergent thinking, metacognition

निम्न अभिलक्षणों का कौन-सा युग्म, विद्यार्थियों की समस्या-समाधान क्षमताओं को सकारात्मक रूप से बढ़ाता है ?

- (1) अनुक्रिया समुच्चय, परासंज्ञान
- (2) समरूपक सोच, प्रकार्यात्मक स्थिरता
- (3) अनुक्रिया समुच्चय, अभिसारी सोच
- (4) अपसारी सोच, परासंज्ञान

[Question ID = 28][Question Description = CTET_P1_PART_1_CDP_SET_110_Q28]

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

29) Which of the following factors becomes a barrier to learning process in classroom ?

- (1) Rigid seating plan
- (2) Multiple ways of representation of the information
- (3) Respect for diversity
- (4) Resource-rich environment

निम्न में से कौन-सा कारक कक्षा में अधिगम प्रक्रिया में बाधक बन जाता है ?

- (1) बैठने की अनम्य योजना
- (2) जानकारी प्रस्तुति के विभिन्न तरीके
- (3) विविधता के प्रति सम्मान
- (4) संसाधन-संपन्न वातावरण

[Question ID = 29][Question Description = CTET_P1_PART_1_CDP_SET_110_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 a new concept, a teacher should :

- (1) Illustrate concept through one method only.
- (2) Avoid clarifying vocabulary and symbols.
- (3) Ignore activation of previous knowledge.
- (4) Establish links between different sub-concepts.

विद्यार्थियों को एक नए संप्रत्यय के अधिगम में सहयोग हेतु एक अध्यापक को क्या करना चाहिए ?

- (1) संप्रत्यय को केवल एक ही तरीके से समझाना चाहिए ।
- (2) भाषावली और चिह्नों/संकेतों को स्पष्ट करने से बचना चाहिए ।
- (3) पूर्व ज्ञान को सक्रिय करने से बचना चाहिए ।
- (4) विभिन्न उप-संप्रत्ययों के बीच संबंध स्थापित करना चाहिए ।

[Question ID = 30][Question Description = CTET_P1_PART_1_CDP_SET_110_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) Shrikant purchased a bunch of tulip flowers having 5 pink, 10 red, 12 yellow and 4 white flowers. If each tulip flower has 6 petals, then how many petals are there in the bunch ?

- (1) 192
- (2) 180
- (3) 188
- (4) 186

श्रीकान्त ने ट्यूलिप के फूलों का एक गुच्छा खरीदा, जिसमें 5 गुलाबी, 10 लाल, 12 पीले और 4 सफेद फूल हैं । यदि प्रत्येक ट्यूलिप के फूल में 6 पंखुड़ियाँ हैं, तो उस गुच्छे में कुल कितनी पंखुड़ियाँ हैं ?

- (1) 192
- (2) 180
- (3) 188
- (4) 186

[Question ID = 31][Question Description = CTET_P1_PART_2_MATHS_SET_110_Q31]

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

- 2) Numbers written in decreasing order are :

- (1) 3568, 2542, 5249, 2250, 1248
- (2) 5249, 3568, 2542, 2250, 1248
- (3) 1248, 2250, 2542, 3568, 5249
- (4) 5249, 3568, 2250, 2542, 1248

घटते हुए क्रम में लिखी संख्याएँ हैं :

(1) 3568, 2542, 5249, 2250, 1248

(2) 5249, 3568, 2542, 2250, 1248

(3) 1248, 2250, 2542, 3568, 5249

(4) 5249, 3568, 2250, 2542, 1248

[Question ID = 32][Question Description = CTET_P1_PART_2_MATHS_SET_110_Q32]

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

3) First bunch of bananas has $\frac{1}{4}$ excess to as many bananas as in second bunch. If the second bunch has 3 bananas less than that of the first bunch, then the number of bananas in the first bunch is

- (1) 9
- (2) 10
- (3) 12
- (4) 15

केले के पहले गुच्छे में दूसरे गुच्छे के केलों की संख्या से $\frac{1}{4}$ केले अधिक हैं। यदि दूसरे गुच्छे में पहले गुच्छे के केलों से 3 केले कम हैं, तो पहले गुच्छे में केलों की संख्या है

- (1) 9
- (2) 10
- (3) 12
- (4) 15

[Question ID = 33][Question Description = CTET_P1_PART_2_MATHS_SET_110_Q33]

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

4) In number 998, if first and third digits are interchanged, then difference between original and new number will be

- (1) 101
- (2) 9
- (3) 89
- (4) 99

संख्या 998 में, यदि पहले और तीसरे अंकों को आपस में बदल दिया जाए, तो आरंभिक और नई संख्याओं में अंतर होगा

(1) 101

(2) 9

(3) 89

(4) 99

[Question ID = 34][Question Description = CTET_P1_PART_2_MATHS_SET_110_Q34]

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

5) Among the fractions $\frac{4}{9}$, $\frac{11}{12}$, $\frac{1}{8}$, $\frac{5}{36}$ and $\frac{5}{72}$, which is the smallest fraction ?

(1) $\frac{1}{8}$

(2) $\frac{4}{9}$

(3) $\frac{5}{36}$

(4) $\frac{5}{72}$

भिन्न $\frac{4}{9}$, $\frac{11}{12}$, $\frac{1}{8}$, $\frac{5}{36}$ और $\frac{5}{72}$ में से सबसे छोटी भिन्न कौन-सी है ?

(1) $\frac{1}{8}$

(2) $\frac{4}{9}$

(3) $\frac{5}{36}$

(4) $\frac{5}{72}$

[Question ID = 35][Question Description = CTET_P1_PART_2_MATHS_SET_110_Q35]

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

6) Number of prime factors of 1000 is

(1) 6

(2) 2

(3) 3

(4) 5

1000 के अभाज्य गुणनखण्डों की संख्या है

(1) 6

(2) 2

(3) 3

(4) 5

[Question ID = 36][Question Description = CTET_P1_PART_2_MATHS_SET_110_Q36]

1. 1 [Option ID = 141]

2. 2 [Option ID = 142]

3. 3 [Option ID = 143]

4. 4 [Option ID = 144]

7) If sum of 921.20 and 212.85 is subtracted from the sum of 976.21 and 243.72 , then what will be the result obtained ?

(1) 85.88

(2) 74.78

(3) 86.98

(4) 84.76

यदि 976.21 और 243.72 के योगफल में से 921.20 और 212.85 के योगफल को घटाया जाए, तो परिणाम क्या प्राप्त होगा ?

(1) 85.88

(2) 74.78

(3) 86.98

(4) 84.76

[Question ID = 37][Question Description = CTET_P1_PART_2_MATHS_SET_110_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 circle ?

(1) 2

(2) Infinite

(3) 1

(4) 4

एक वृत्त में कितनी सममित रेखाएँ होती हैं ?

(1) 2

(2) अपरिमित

(3) 1

(4) 4

[Question ID = 38][Question Description = CTET_P1_PART_2_MATHS_SET_110_Q38]

1. 1 [Option ID = 149]

2. 2 [Option ID = 150]

3. 3 [Option ID = 151]

4. 4 [Option ID = 152]

9) Using six equilateral triangles, you can make which of the following shapes ?

(1) Regular pentagon

(2) Regular hexagon

(3) Square

(4) Regular octagon

छ: समबाहु त्रिभुजों के प्रयोग से, आप निम्नलिखित में से कौन-सी आकृति बना सकते हैं ?

(1) सम पंचभुज

(2) सम षट्भुज

(3) वर्ग

(4) सम अष्टभुज

[Question ID = 39][Question Description = CTET_P1_PART_2_MATHS_SET_110_Q39]

1. 1 [Option ID = 153]

2. 2 [Option ID = 154]

3. 3 [Option ID = 155]

4. 4 [Option ID = 156]

10) In the table given below, there are two columns X and Y. Match the type of angle given in column X with the measures of the angle given in column Y :

	X Type of angle		Y Measure of angle
A.	Acute angle	a.	180°
B.	Obtuse angle	b.	90°
C.	Straight angle	c.	120°
D.	Right angle	d.	45°

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

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

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

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

नीचे दी गई तालिका में, दो स्तंभ X और Y हैं। स्तंभ X में दिए गए कोण के प्रकार से स्तंभ Y में दिए गए कोण की माप से मिलान कीजिए :

	X कोण के प्रकार		Y कोण की माप
A.	न्यून कोण	a.	180°
B.	अधिक कोण	b.	90°
C.	ऋजुकोण	c.	120°
D.	समकोण	d.	45°

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

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

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

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

[Question ID = 40][Question Description = CTET_P1_PART_2_MATHS_SET_110_Q40]

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

11) It is given that weight of 1500 coins is 9 kg. What is the weight of 2200 such coins ?

- (1) 11 kg 800 g
- (2) 13 kg 200 g
- (3) 12 kg 400 g
- (4) 13 kg 800 g

दिया गया है कि 1500 सिक्कों का भार 9 kg है। ऐसे 2200 सिक्कों का भार कितना होगा ?

- (1) 11 kg 800 g
- (2) 13 kg 200 g
- (3) 12 kg 400 g
- (4) 13 kg 800 g

[Question ID = 41][Question Description = CTET_P1_PART_2_MATHS_SET_110_Q41]

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

12) Seema purchased a saree of 5.1 m length. She had a beautiful design on a tracing paper of 30 cm length. Using the tracing paper, she wants to trace one of the lengths of the saree with this design, which she will paint afterwards. How many times will she have to use this tracing paper to achieve her objective ?

(1) 38

(2) 34

(3) 17

(4) 19

सीमा ने एक 5.1 m लंबाई की साड़ी खरीदी। उसके पास एक ट्रेसिंग पेपर पर 30 cm लंबा एक सुंदर डिज़ाइन है। इस ट्रेसिंग पेपर की सहायता से, वह इस साड़ी की एक लंबाई को इस डिज़ाइन से ट्रेस करना चाहती है, जिसे वह बाद में पेंट करेगी। उसे कितनी बार इस ट्रेसिंग पेपर का प्रयोग करना होगा कि उसका उद्देश्य पूरा हो जाए ?

(1) 38

(2) 34

(3) 17

(4) 19

[Question ID = 42][Question Description = CTET_P1_PART_2_MATHS_SET_110_Q42]

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

13) What was the time 4 hours 20 minutes before 9:10 am ?

(1) 4:20 am

(2) 4:30 am

(3) 4:50 am

(4) 1:30 pm

9:10 am से 4 घंटे 20 मिनट पहले क्या समय था ?

(1) 4:20 am

(2) 4:30 am

(3) 4:50 am

(4) 1:30 pm

[Question ID = 43][Question Description = CTET_P1_PART_2_MATHS_SET_110_Q43]

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

14) In a pictograph, number of persons reading 1000 newspapers were represented by using a particular symbol. By how many such symbols will the persons reading Hindi newspapers be represented, if their number is 8500 ?

- (1) 85
- (2) 8.5
- (3) 850
- (4) 0.85

किसी चित्रालेख में, 1000 समाचार-पत्र पढ़ने वाले व्यक्तियों को किसी विशेष प्रतीक के उपयोग द्वारा निरूपित किया जाता है। हिन्दी समाचार-पत्रों को पढ़ने वाले व्यक्तियों को निरूपित करने के लिए ऐसे कितने प्रतीकों का उपयोग किया जाएगा, यदि उनकी संख्या 8500 है ?

- (1) 85
- (2) 8.5
- (3) 850
- (4) 0.85

[Question ID = 44][Question Description = CTET_P1_PART_2_MATHS_SET_110_Q44]

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

15) Study the pattern and write the missing number :

$$\begin{array}{rcl} 1 \times 1 & = & 1 \\ 11 \times 11 & = & 121 \\ 111 \times 111 & = & 12321 \\ 1111 \times 1111 & = & 1234321 \\ 11111 \times 11111 & = & \underline{\hspace{2cm}} \end{array}$$

- (1) 12354321
- (2) 12343421
- (3) 123454321
- (4) 12345321

पैटर्न का अध्ययन कीजिए और लुप्त संख्या लिखिए :

$$1 \times 1 = 1$$

$$11 \times 11 = 121$$

$$111 \times 111 = 12321$$

$$1111 \times 1111 = 1234321$$

$$11111 \times 11111 = \underline{\hspace{2cm}}$$

(1) 12354321

(2) 12343421

(3) 123454321

(4) 12345321

[Question ID = 45][Question Description = CTET_P1_PART_2_MATHS_SET_110_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 is a pre-number skill ?

- (1) Recognizing symbols of numbers
- (2) Ability to write number names in words
- (3) Ability to write counting
- (4) Ability to classify objects

निम्नलिखित में से कौन-सा संख्या-पूर्व कौशल है ?

- (1) संख्याओं के चिन्हों को पहचानना
- (2) संख्याओं को शब्दों में लिखने की योग्यता
- (3) गिनती लिखने की योग्यता
- (4) वस्तुओं को वर्गीकृत करने की योग्यता

[Question ID = 46][Question Description = CTET_P1_PART_2_MATHS_SET_110_Q46]

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

2) Which of the following teaching-learning resources can be best utilized for the teaching of fractions and their operations to primary grade students ?

- (1) Equal sized circular "Pie" pieces
- (2) Pictures depicting $\frac{1}{2}$ and $\frac{1}{4}$
- (3) Line segment drawings on the blackboard
- (4) Fractions written in symbolic form on the blackboard

प्राथमिक स्तर के विद्यार्थियों को भिन्न एवं उनकी संक्रियाओं के शिक्षण हेतु निम्नलिखित में से कौन-से शिक्षण-अधिगम के साधन का सबसे अच्छा उपयोग किया जा सकता है ?

- (1) वृत्ताकार “पाई” के बराबर टुकड़े
- (2) चित्र जो कि $\frac{1}{2}$ और $\frac{1}{4}$ को दर्शाते हों
- (3) श्यामपट्ट पर रेखाखण्ड बनाना
- (4) श्यामपट्ट पर लिखे भिन्नों का प्रतीकात्मक रूप

[Question ID = 47][Question Description = CTET_P1_PART_2_MATHS_SET_110_Q47]

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

3) In his class 5th mathematics test Saroj writes down that 3·24 is greater than 4·1, and argues that 'A number with three-digits is always bigger than one or two-digit number.' It is an example of

- (1) careless error
- (2) comprehension error
- (3) conceptual error
- (4) both careless and comprehension error

अपनी कक्षा 5वीं की गणित की परीक्षा में सरोज लिखते हैं कि 4·1 से 3·24 बड़ा है तथा यह तर्क देते हैं कि 'तीन अंकों वाली संख्या हमेशा एक या दो अंकों की संख्या से बड़ी होती है।' यह _____ का उदाहरण है।

- (1) लापरवाह त्रुटि
- (2) बोधगम्यता से संबंधित त्रुटि
- (3) अवधारणात्मक त्रुटि
- (4) दोनों लापरवाह त्रुटि और बोधगम्यता से संबंधित त्रुटि

[Question ID = 48][Question Description = CTET_P1_PART_2_MATHS_SET_110_Q48]

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

- 4) According to National Curriculum Framework, 2005, Mathematisation refers to
- A. interpreting or expressing mathematical ideas
 - B. solving all textbook questions
 - C. acquiring good grades in mathematics
 - D. the skill of seeing things in a mathematical way

Choose the correct option :

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

राष्ट्रीय पाठ्यचर्या रूपरेखा, 2005 के अनुसार, गणितीकरण का तात्पर्य है

- A. गणितीय विचारों की व्याख्या करना या व्यक्त करना
- B. पाठ्यपुस्तक के सभी प्रश्नों को हल करना
- C. गणित में अच्छे ग्रेड प्राप्त करना
- D. चीजों को गणितीय ढंग से देखने का कौशल

सही विकल्प का चयन कीजिए :

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

[Question ID = 49][Question Description = CTET_P1_PART_2_MATHS_SET_110_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 assessment techniques would help to enhance interdisciplinarity in mathematics ?
- A. Portfolio
 - B. Project
 - C. Field trips
 - D. Observation

Choose the correct option :

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

निम्नलिखित में से कौन-सी आकलन तकनीक गणित में अंतर्विषयिकता की वृद्धि में सहायता करेगी ?

- A. पोर्टफोलियो
- B. परियोजना
- C. क्षेत्र भ्रमण (फील्ड ट्रिप्स)
- D. अवलोकन

सही विकल्प का चयन कीजिए :

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

[Question ID = 50][Question Description = CTET_P1_PART_2_MATHS_SET_110_Q50]

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

6) Saba was given a set of rectangles in different orientations. She observed that in all the rectangles opposite sides were respectively equal. She is at what stage of Van Hiele's geometrical thinking ?

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

सबा को विभिन्न अभिविन्यासों में आयतों का एक सेट दिया गया था। उसने देखा कि सभी आयतों में विपरीत भुजाएँ क्रमशः समान थीं। वह वैन हiele के ज्यामितीय चिन्तन के किस चरण पर है ?

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

[Question ID = 51][Question Description = CTET_P1_PART_2_MATHS_SET_110_Q51]

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

7) Which of the following strategy, is most appropriate for a mathematics teacher to enhance creative abilities of the students ?

- (1) Instruct students to follow same strategy to solve the problems as discussed in class
- (2) Encourage students to seek alternative strategy to solve the problems
- (3) Encourage students to do more exercise on the same pattern as discussed in classroom
- (4) Encourage students to follow deductive approach to solve the problem

छात्रों की रचनात्मक क्षमताओं को बढ़ाने के लिए, निम्नलिखित में से कौन-सी युक्ति गणित के एक अध्यापक के लिए सबसे उपयुक्त है ?

- (1) विद्यार्थियों को कक्षा में चर्चा की गई समस्याओं को हल करने के लिए उसी युक्ति का पालन करने का निर्देश दें
- (2) विद्यार्थियों को समस्याओं को हल करने के लिए वैकल्पिक युक्तियाँ तलाशने के लिए प्रोत्साहित करें
- (3) विद्यार्थियों को उसी पैटर्न पर अधिक अभ्यास करने के लिए प्रोत्साहित करें जैसा कि कक्षा में चर्चा की गई है
- (4) समस्या को हल करने के लिए विद्यार्थियों को निगमनात्मक दृष्टिकोण का पालन करने के लिए प्रोत्साहित करें

[Question ID = 52][Question Description = CTET_P1_PART_2_MATHS_SET_110_Q52]

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

8) According to National Curriculum Framework, 2005, which of the following should be least focused upon in mathematics assessment ?

- (1) Conceptual understanding of the student
- (2) Procedural fluency of the student to solve the problem
- (3) Adaptive reasoning of the student
- (4) Student's disposition about mathematics

राष्ट्रीय पाठ्यचर्या रूपरेखा, 2005 के अनुसार, निम्नलिखित में से गणित के आकलन में किस पर सबसे कम ध्यान केंद्रित होना चाहिए ?

- (1) विद्यार्थी की अवधारणात्मक समझ पर
- (2) समस्या को हल करने के लिए विद्यार्थी के प्रक्रियात्मक प्रवाह पर
- (3) विद्यार्थी के अनुकूली विवेचन (तर्कणा) पर
- (4) गणित के बारे में विद्यार्थी की मनोवृत्ति पर

[Question ID = 53][Question Description = CTET_P1_PART_2_MATHS_SET_110_Q53]

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

9) Who among the following is associated with the development of concrete materials for teaching and learning of mathematical concepts for primary school children ? He is best known for developing multibase arithmetic blocks.

- (1) Zoltan P. Dienes
- (2) Jean Piaget
- (3) Max Wertheimer
- (4) Lev Vygotsky

प्राइमरी स्कूल के बच्चों के गणितीय अवधारणाओं के शिक्षण एवं अधिगम हेतु मूर्त सामग्रियों के विकास के लिए निम्नलिखित में से कौन संबद्ध है ? इन्हें बहुआधार अंकगणित ब्लॉक/खण्ड के लिए भी जाना जाता है ।

- (1) जॉल्टन पी. डाइन्स
- (2) जीन पियाजे
- (3) मैक्स वर्दिमर
- (4) लेव वायगोत्स्की

[Question ID = 54][Question Description = CTET_P1_PART_2_MATHS_SET_110_Q54]

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

10) The primary level mathematics curriculum should emphasise upon

- (1) Experiencing abstract mathematical concepts at concrete level
- (2) Developing technical mathematical language
- (3) Learning specific mathematical symbols
- (4) Performing mathematical operations only

प्राथमिक स्तर की गणित पाठ्यचर्या को बल देना चाहिए

- (1) मूर्त स्तर पर अमूर्त गणितीय अवधारणाओं का अनुभव करने पर
- (2) तकनीकी गणितीय भाषा के विकास पर
- (3) विशिष्ट गणितीय चिन्हों को सीखने पर
- (4) केवल गणितीय संक्रियाओं के करने पर

[Question ID = 55][Question Description = CTET_P1_PART_2_MATHS_SET_110_Q55]

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

11) Which of the following is the least appropriate characteristic of a mathematics lesson plan ?

- (1) It makes teaching systematic and well-organized
- (2) It helps teachers to learn to foresee and tackle learning difficulties of children
- (3) It helps in developing insights about learning needs and abilities of children
- (4) It helps students to develop the habit of undertaking immediate corrective measures

निम्नलिखित में से कौन-सी गणित की पाठ योजना की सबसे कम उपयुक्त विशेषता है ?

- (1) यह शिक्षण को व्यवस्थित और सुव्यवस्थित बनाती है
- (2) यह शिक्षकों को बच्चों की सीखने की कठिनाइयों का अनुमान लगाने और उनसे निपटने में मदद करती है
- (3) यह बच्चों की सीखने की जरूरतों और क्षमताओं के बारे में अंतर्दृष्टि विकसित करने में मदद करती है
- (4) यह छात्रों को तत्काल सुधारात्मक उपाय करने की आदत विकसित करने में मदद करती है

[Question ID = 56][Question Description = CTET_P1_PART_2_MATHS_SET_110_Q56]

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

12) Which of the following is **not** a characteristic of "Constructivist" mathematics classroom ?

- (1) Teacher helping to create the condition under which children discover concepts
- (2) Teacher using various types of activities which are essential for developing mathematical concepts
- (3) Teacher concentrating on using only standard algorithms to solve a problem
- (4) Teacher creating experiential learning environment in the classroom

निम्नलिखित में से कौन-सी एक गणित की "संरचनात्मक" कक्षा की विशेषता **नहीं** है ?

- (1) अध्यापक उस स्थिति को बनाने में मदद करते हैं जहाँ बच्चे अवधारणाओं को खोजते हैं
- (2) अध्यापक विभिन्न प्रकार की गतिविधियों का उपयोग करते हैं, जो गणितीय अवधारणाओं के विकास के लिए आवश्यक हैं
- (3) समस्या समाधान हेतु शिक्षक केवल मानक कलन-विधि पर ध्यान केंद्रित करते हैं
- (4) अध्यापक अपनी कक्षा में अनुभवात्मक अधिगम वातावरण बनाते हैं

[Question ID = 57][Question Description = CTET_P1_PART_2_MATHS_SET_110_Q57]

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

- 13) A child in a mathematics class says that :
"Sachin Tendulkar's Jersey number is 10."
"Yesterday I went to my uncle's house in bus number 234."
Which aspect of the number the child is referring to ?
- (1) Cardinal
 - (2) Nominal
 - (3) Ordinal
 - (4) Numeric-value

गणित की कक्षा में एक बच्चा कहता है :
"सचिन तेंदुलकर की जर्सी नम्बर 10 है।"
"कल मैं अपने चाचा के घर बस संख्या 234 से गया था।"
संख्या के किस पहलू का बच्चा उल्लेख कर रहा है ?

- (1) गणन
- (2) अंकित/नामिक
- (3) क्रमसूचक
- (4) संख्यात्मक-मान

[Question ID = 58][Question Description = CTET_P1_PART_2_MATHS_SET_110_Q58]

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

- 14) On the basis of the information given in the statement (A), which of the following reason(s) (R1) and (R2) are correct ?

Statement (A) : A student is unable to add 49 and 89.

Reason (R1) : Student is not comfortable with the concept of place value.

Reason (R2) : Student finds difficulty to operationalize the step of 'Regrouping.'

- (1) (R1) is the only correct reason for statement (A)
- (2) (R2) is the only correct reason for statement (A)
- (3) Both (R1) and (R2) can be the correct reason of statement (A)
- (4) Neither (R1) and nor (R2) is the correct reason for statement (A)

कथन (A) में दी गई जानकारी के आधार पर, निम्नलिखित में से कौन-से कारण (R1) तथा (R2) सही हैं ?

कथन (A) : एक छात्र 89 के साथ 49 जोड़ने में असमर्थ है।

कारण (R1) : विद्यार्थी स्थानीय मान की अवधारणा से सहज नहीं है।

कारण (R2) : छात्र को 'पुनःसमूहीकरण' के चरण को संचालित करने में कठिनाई होती है।

- (1) केवल (R1) कथन (A) का सही कारण है
- (2) केवल (R2) कथन (A) का सही कारण है
- (3) (R1) और (R2) दोनों ही कथन (A) के सही कारण हो सकते हैं
- (4) न तो (R1) और न ही (R2) कथन (A) का सही कारण है

[Question ID = 59][Question Description = CTET_P1_PART_2_MATHS_SET_110_Q59]

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

15) National Education Policy, 2020 lays particular emphasis on

- (1) the development of world-class infrastructure
- (2) the provision to give 100% employment
- (3) the provision to give free education
- (4) the development of creative potential of each child

राष्ट्रीय शिक्षा नीति, 2020 विशेष बल देती है

- (1) विश्व-स्तरीय आधारभूत संरचनाओं के विकास पर
- (2) 100% रोजगार देने के प्रबंध पर
- (3) मुफ्त शिक्षा देने के प्रबंध पर
- (4) प्रत्येक बच्चे की सृजनात्मक क्षमता के विकास पर

[Question ID = 60][Question Description = CTET_P1_PART_2_MATHS_SET_110_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) The process of cooling due to evaporation is slow when the area of the water surface in contact with the atmosphere
- (1) increases and the wind speed is high.
 - (2) increases and the wind speed is low.
 - (3) decreases and the wind speed is low.
 - (4) decreases and the wind speed is high.

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

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

[Question ID = 61][Question Description = CTET_P1_PART_3_EVS_SET_110_Q61]

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

2) Which of the following designs is used in rangoli and embroidery in Saurashtra, Gujarat ?

- (1) Chowkpurana
- (2) Naag Gumphana
- (3) Mandana
- (4) Aripa

निम्नलिखित में से कौन-सा डिज़ाइन सौराष्ट्र, गुजरात में रंगोली और कढ़ाई के लिए प्रयोग किया जाता है ?

- (1) चौकपूरना
- (2) नाग गंफन
- (3) मंदाना
- (4) आरीपन

[Question ID = 62][Question Description = CTET_P1_PART_3_EVS_SET_110_Q62]

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

3) Which of the following options is true about manure ?

- A. It enhances the water-holding capacity of soil.
- B. It makes the soil non-porous to stop exchange of gasses.
- C. It increases the number of friendly microbes.
- D. It improves the texture of the soil.

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

खाद के विषय में निम्नलिखित में से कौन-सा विकल्प सत्य है ?

- A. यह मृदा की जल-धारण क्षमता में वृद्धि करता है।
- B. यह गैसों का विनिमय रोकने के लिए मृदा को अरंध्री बनाता है।
- C. यह मित्र जीवाणुओं की संख्या में वृद्धि करता है।
- D. यह मृदा की संरचना को बेहतर बनाता है।

(1) A, B तथा C

(2) B, C तथा D

(3) A, C तथा D

(4) A, B तथा D

[Question ID = 63][Question Description = CTET_P1_PART_3_EVS_SET_110_Q63]

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

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

- (1) Jammu and Kashmir and Andman and Nicobar Islands
- (2) Nagaland and Lakshadweep
- (3) Delhi and Mizoram
- (4) Chandigarh and Jharkhand

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

- (1) जम्मू और कश्मीर और अण्डमान और निकोबार द्वीपसमूह
- (2) नागालैण्ड और लक्षद्वीप
- (3) दिल्ली और मिज़ोरम
- (4) चण्डीगढ़ और झारखण्ड

[Question ID = 64][Question Description = CTET_P1_PART_3_EVS_SET_110_Q64]

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

5) On the class V textbook a map of Golconda Fort is printed. On the right bottom of this map a scale is given which is as given below

Scale 1 cm = 110 metre

If a student on this map measures the distance between Fateh Darwaza and the Ibrahim Burj as 12.9 cm, then the actual distance between these two places must be

- (1) 14.19 kilometres
- (2) 1.419 kilometres
- (3) 141.9 metres
- (4) 1419 centimetres

कक्षा V की पाठ्यपुस्तक पर गोलकोण्डा किले का एक मानचित्र छपा है। इस मानचित्र के निचले दाहिने भाग पर एक पैमाना दिया गया है जो इस प्रकार है

पैमाना 1 cm = 110 मीटर

यदि कोई छात्र इस मानचित्र पर फतेह दरवाजा और इब्राहिम बुर्ज के बीच की दूरी 12.9 cm मापता है, तो इन दोनों स्थानों के बीच की वास्तविक दूरी होनी चाहिए

- (1) 14.19 किलोमीटर
- (2) 1.419 किलोमीटर
- (3) 141.9 मीटर
- (4) 1419 सेंटीमीटर

[Question ID = 65][Question Description = CTET_P1_PART_3_EVS_SET_110_Q65]

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

6) The height of the peak of Mount Everest from the sea level is

- (1) 7300 metre
- (2) 8300 metre
- (3) 8900 metre
- (4) 8950 metre

माउण्ट एवरेस्ट की चोटी की समुद्र तल से ऊँचाई है

- (1) 7300 मीटर
- (2) 8300 मीटर
- (3) 8900 मीटर
- (4) 8950 मीटर

[Question ID = 66][Question Description = CTET_P1_PART_3_EVS_SET_110_Q66]

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

7) Which of the following options is true about smog ?

- A. Generally formed in winter
- B. Made up of smoke and fog
- C. Causes ozone depletion
- D. Causes asthma and cough

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

धूम-कोहरे के विषय में निम्नलिखित में से कौन-सा विकल्प सत्य है ?

- A. प्रायः सर्दियों में बनता है
- B. धुएँ और कोहरे से बनता है
- C. ओज़ोन का अपक्षय करता है
- D. दमा एवं खाँसी उत्पन्न करता है

(1) A, C तथा D

(2) A, B तथा C

(3) A, B तथा D

(4) B, C तथा D

[Question ID = 67][Question Description = CTET_P1_PART_3_EVS_SET_110_Q67]

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

8) With respect to the location of the capital of India the directions of Jaipur (capital of Rajasthan) and Dehradun (capital of Uttarakhand) respectively are

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

भारत की राजधानी की स्थिति के सापेक्ष जयपुर (राजस्थान की राजधानी) और देहरादून (उत्तराखण्ड की राजधानी) की दिशाएँ क्रमशः हैं

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

[Question ID = 68][Question Description = CTET_P1_PART_3_EVS_SET_110_Q68]

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

9) Which of the following activities of separation is feasible in primary classroom ?

- A. Evaporation
- B. Winnowing
- C. Magnetic separation
- D. Fractional Distillation

(1) A and D

(2) B and D

(3) B, C and D

(4) A, B and C

निम्नलिखित में से पृथक्करण के कौन-से क्रियाकलाप प्राथमिक कक्षा में उपयुक्त होंगे ?

- A. वाष्पीकरण
- B. फटकना
- C. चुम्बकीय पृथक्करण
- D. प्रभाजी आसवन

(1) A तथा D

(2) B तथा D

(3) B, C तथा D

(4) A, B तथा C

[Question ID = 69][Question Description = CTET_P1_PART_3_EVS_SET_110_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 musical instruments are used in 'Been' party ?

- (1) Been, Murli, Sarangi and Dhol
- (2) Murli, Tumba, Been and Khanjiri
- (3) Tumba, Been, Khanjiri and Dhol
- (4) Been, Sarangi, Murli and Khanjiri

निम्नलिखित में से कौन-से वाद्य यंत्रों का प्रयोग 'बीन' मंडली में होता है ?

- (1) बीन, मुरली, सारंगी तथा ढोल
- (2) मुरली, तुम्बा, बीन तथा खंजरी
- (3) तुम्बा, बीन, खंजरी तथा ढोल
- (4) बीन, सारंगी, मुरली तथा खंजरी

[Question ID = 70][Question Description = CTET_P1_PART_3_EVS_SET_110_Q70]

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

11) Forests are the indicators of natural wealth of a nation. Which of the following statements is correct for forests ?

- (1) They play a role in maintaining water cycle.
- (2) It is a small area of land covered by trees.
- (3) They provide habitat for domesticated animals.
- (4) They are non-renewable natural resources.

वन किसी राष्ट्र की प्राकृतिक संपदा के सूचक होते हैं। वनों के संदर्भ में निम्नलिखित में से कौन-सा कथन सही है ?

- (1) ये जल चक्र को बनाए/चालू रखने में भूमिका निभाते हैं।
- (2) ये वृक्षों से ढका हुआ एक छोटा सा क्षेत्र है।
- (3) ये घरेलू पशुओं के लिए आवास उपलब्ध कराते हैं।
- (4) ये अनवीकरणीय प्राकृतिक संसाधन हैं।

[Question ID = 71][Question Description = CTET_P1_PART_3_EVS_SET_110_Q71]

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

12) Select correct statement from the following :

- (1) Kerala has its coast on Arabian Sea whereas Karnataka has its coast on the Bay of Bengal.
- (2) Karnataka has its coast on Arabian Sea whereas Kerala has its coast on the Bay of Bengal.
- (3) Kerala and Karnataka both have their coasts on the Bay of Bengal.
- (4) Kerala and Karnataka both have their coasts on the Arabian Sea.

निम्नलिखित में से सही कथन चुनिए :

- (1) केरल का तट अरब सागर पर तथा कर्नाटक का तट बंगाल की खाड़ी पर है।
- (2) कर्नाटक का तट अरब सागर पर तथा केरल का तट बंगाल की खाड़ी पर है।
- (3) केरल और कर्नाटक दोनों के तट बंगाल की खाड़ी पर हैं।
- (4) केरल और कर्नाटक दोनों के तट अरब सागर पर हैं।

[Question ID = 72][Question Description = CTET_P1_PART_3_EVS_SET_110_Q72]

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

13) High, dry and flat area called "Cold Desert" is a part of our country known as

- (1) Shimla (Himachal Pradesh)
- (2) Shillong (Meghalaya)
- (3) Srinagar (Jammu & Kashmir)
- (4) Leh (Ladakh)

ऊँचा, शुष्क (सूखा) और चपटा क्षेत्र जिसे "ठंडा रेगिस्तान" कहते हैं हमारे देश का वह भाग है जिसका नाम है

- (1) शिमला (हिमाचल प्रदेश)
- (2) शिलाँग (मेघालय)
- (3) श्रीनगर (जम्मू और कश्मीर)
- (4) लेह (लद्दाख)

[Question ID = 73][Question Description = CTET_P1_PART_3_EVS_SET_110_Q73]

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

14) The date on which Bachendri Pal stepped onto the peak of Mount Everest and pitched the Indian National Flag (Tiranga/Tricolour) is

- (1) 23rd May, 1984
- (2) 23rd May, 1989
- (3) 25th May, 1984
- (4) 25th May, 1989

वह तिथि (दिनांक) जिस दिन बछेन्द्री पाल ने माउण्ट एवरेस्ट की चोटी पर कदम रखा और भारतीय राष्ट्रीय ध्वज (तिरंगा) गाड़ा, है

- (1) 23 मई, 1984
- (2) 23 मई, 1989
- (3) 25 मई, 1984
- (4) 25 मई, 1989

[Question ID = 74][Question Description = CTET_P1_PART_3_EVS_SET_110_Q74]

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

15) The medicine of snake bite is available in all the government hospitals. It is made from

- (1) Shed skin of snake
- (2) Poison of snake
- (3) Flower of snake gourd plant
- (4) Seed of snake gourd plant

सभी सरकारी अस्पतालों में साँप के द्वारा काटने की दवाई मिलती है। यह किससे बनाई जाती है ?

- (1) साँप की झड़ी/छोड़ी हुई चर्म/त्वचा
- (2) साँप का विष/जहर
- (3) चिचिड़े के पौधे का फूल
- (4) चिचिड़े के पौधे का बीज

[Question ID = 75][Question Description = CTET_P1_PART_3_EVS_SET_110_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) Mendel's experiments have been included in EVS textbooks. The reason for this is

- A. to draw students' attention to steps of scientific inquiry
- B. to teach students that traits are transmitted from one generation to another
- C. to draw students' attention towards how traits are inherited by successive generations
- D. to help students find resemblances between themselves and their parents or relatives

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

पर्यावरण अध्ययन की पाठ्यपुस्तकों में मेंडल के प्रयोगों को शामिल किया गया है। इसका कारण है

- A. वैज्ञानिक पड़ताल के चरणों की ओर छात्रों का ध्यान आकर्षित करना
- B. छात्रों को सिखाना कि गुण एक पीढ़ी से दूसरी को संचरित किए जाते हैं
- C. छात्रों का ध्यान आकर्षित करना कि कैसे गुण उत्तरोत्तर पीढ़ियों द्वारा वंशागत होते हैं
- D. अपने तथा अपने अभिभावकों एवं रिश्तेदारों के बीच समानताएँ खोजने में छात्रों की सहायता करना

(1) A तथा C

(2) A तथा B

(3) B तथा C

(4) C तथा D

[Question ID = 76][Question Description = CTET_P1_PART_3_EVS_SET_110_Q76]

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

2) Nazli likes to eat jaggery. In the afternoon, when her mother was sleeping, she went to the kitchen and located the jaggery jar hidden by her mother.

This is an example of which of the following types of learning ?

- A. Classical conditioning
- B. Operant conditioning
- C. Cognitive learning
- D. Instrumental learning

(1) A and B

(2) B and C

(3) B and D

(4) C and D

नाज़ली को गुड़ खाना पसंद है। दोपहर में, जब उसकी मम्मी सो रही थी, तो नाज़ली रसोई में गई और उसने मम्मी द्वारा छिपाई गई गुड़ की बर्नी खोज ली। यह सीखने के निम्नलिखित प्रकारों में से कौन-सा एक उदाहरण है ?

- A. शास्त्रीय अनुबंधन
- B. क्रियाप्रसूत अनुबंधन
- C. संज्ञानात्मक अधिगम
- D. यांत्रिक अधिगम

(1) A और B

(2) B और C

(3) B और D

(4) C और D

[Question ID = 77][Question Description = CTET_P1_PART_3_EVS_SET_110_Q77]

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

3) Which of the following statements are related with the term, "continuous" of CCE ?

- A. Periodic evaluation of known aspects of growth and development
- B. Evaluation of curricular and cocurricular aspects of growth and development
- C. Diagnosis of learning gaps and provision of corrective measures
- D. Measurement of abilities, attitude and aptitude

(1) A and B

(2) B and C

(3) C and D

(4) A and C

निम्नलिखित में से कौन-से कथन सतत और समग्र मूल्यांकन अवधारणा के "सतत" पद से संबंधित हैं ?

- A. वृद्धि और विकास के अभिज्ञात पक्षों का आवधिक मूल्यांकन
- B. वृद्धि और विकास के पाठ्यचर्या-सम्बन्धी और सहपाठ्यचर्या-सम्बन्धी पक्षों का मूल्यांकन
- C. अधिगम अंतरालों का निदान और उपचारात्मक उपायों का प्रावधान
- D. क्षमताओं, मनोवृत्ति और अभिरुचि का मापन

(1) A और B

(2) B और C

(3) C और D

(4) A और C

[Question ID = 78][Question Description = CTET_P1_PART_3_EVS_SET_110_Q78]

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

4) EVS is the study of the environment that refers to the surroundings in which we live. It consists of themes and sub-themes. Which of the following is a main theme ?

- (1) Relationships
- (2) Plants
- (3) Work and play
- (4) Things we make and do

पर्यावरण अध्ययन पर्यावरण का वह अध्ययन है जो संबंधित है हमारे पास-पड़ोस से जिसमें हम रहते हैं। इसके अंतर्गत मूल विषय तथा उप-विषय होते हैं। निम्नलिखित में से कौन-सा मुख्य विषय है ?

- (1) संबंध
- (2) पौधे
- (3) कार्य एवं खेलकूद
- (4) चीज़ें जो हम बनाते हैं तथा करते हैं

[Question ID = 79][Question Description = CTET_P1_PART_3_EVS_SET_110_Q79]

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

5) The EVS textbook has a chapter on displacement of people, titled as 'no place for us'. It is intended to make children aware and be sensitized

- (1) about sufferings of people who are displaced from their native place in the name of development
- (2) that displacement of people is necessary for development of country
- (3) that city people do not create garbage, cities are dirty because of the slums
- (4) that the life of village people will be better in a big city

पर्यावरण अध्ययन की पाठ्यपुस्तक में एक पाठ लोगों के विस्थापन पर है, जिसका शीर्षक है 'हमारे लिए कोई स्थान नहीं'। यह बच्चों को जानकार और संवेदनशील बनाने के लिए उद्देशित है

- (1) उन लोगों की पीड़ा के बारे में जिन्हें उनकी जन्मभूमि से विकास के नाम पर विस्थापित कर दिया गया है
- (2) कि देश के विकास हेतु लोगों का विस्थापन आवश्यक है
- (3) कि शहरी लोग कूड़ा-करकट उत्पन्न नहीं करते, शहर झुग्गियों के कारण गंदे हैं
- (4) कि एक बड़े शहर में ग्रामीण लोगों का जीवन बेहतर होगा

[Question ID = 80][Question Description = CTET_P1_PART_3_EVS_SET_110_Q80]

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

6) Which of the following statements is the most accurate explanation for including lots of pictures in EVS books for classes 3 to 5 ?

- A. Pictures attract children
- B. Children are in the concrete operational stage of development
- C. Children understand the concept faster through pictures
- D. Pictures make the book attractive

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

निम्नलिखित में से कौन-से कथन पर्यावरण अध्ययन की कक्षा तीसरी से पाँचवीं तक की पुस्तकों में ढेर सारे चित्रों को शामिल करने की सर्वाधिक सटीक व्याख्या करते हैं ?

- A. चित्र बच्चों को आकर्षित करते हैं
- B. बच्चे विकास की मूर्त संक्रियात्मक अवस्था में हैं
- C. बच्चे चित्रों के माध्यम से अवधारणाओं को जल्दी समझते हैं
- D. चित्रों से किताब आकर्षक बनती है

(1) A और B

(2) B और C

(3) C और D

(4) A और D

[Question ID = 81][Question Description = CTET_P1_PART_3_EVS_SET_110_Q81]

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

7) An effective way for a teacher to teach the topic 'germination of seed' will be by :

- (1) asking students to watch an animated video of germination of moong seeds
- (2) making a chart of germination of moong seeds
- (3) asking students to sprout moong seeds and record the observation
- (4) showing a model of germination of moong seeds

एक अध्यापक के लिए 'बीज का अंकुरण' का विषय पढ़ाने के लिए प्रभावी तरीका होगा

- (1) विद्यार्थियों को एक सजीवक (ऐनीमेटेड) वीडियो देखने के लिए कहना जिसमें साबुत मूँग के बीजों का अंकुरण दिखाया गया हो
- (2) मूँग के बीजों का अंकुरण का चार्ट बनाना
- (3) विद्यार्थियों से मूँग के बीजों का अंकुरण करने के लिए कहना तथा अपने अवलोकन रिकॉर्ड करने को कहना
- (4) मूँग के बीजों के अंकुरण का मॉडल दिखाना

[Question ID = 82][Question Description = CTET_P1_PART_3_EVS_SET_110_Q82]

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

8) The National Curriculum Framework (NCF), 2005 emphasizes that learning of EVS should take place through

- (1) interactions with the environment around us, nature, things and people, both through actions and through language
- (2) only EVS textbooks prepared by NCERT and State boards
- (3) teachers and students involved in activities related to the environment
- (4) activities selected by the teachers suitable for the students

राष्ट्रीय पाठ्यचर्या की रूपरेखा (एन.सी.एफ.), 2005 इस बात पर जोर देती है कि पर्यावरण अध्ययन की शिक्षा होनी चाहिए

- (1) हमारे आस-पास के वातावरण, प्रकृति, चीजों और लोगों के साथ बातचीत, क्रियाओं और भाषा दोनों के माध्यम से
- (2) केवल एन.सी.ई.आर.टी. और राज्य बोर्डों द्वारा तैयार की गई पर्यावरण अध्ययन की पाठ्यपुस्तकों द्वारा
- (3) पर्यावरण से संबंधित गतिविधियों में शामिल शिक्षक और विद्यार्थियों द्वारा
- (4) विद्यार्थियों के लिए शिक्षकों द्वारा चयनित उपयुक्त गतिविधियों द्वारा

[Question ID = 83][Question Description = CTET_P1_PART_3_EVS_SET_110_Q83]

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

9) Fill in the blank with the most appropriate option.

_____ should become a medium for engaging young minds in first-hand observation of nature and understanding the pattern and processes in the natural and social worlds.

- (1) Parents
- (2) Peers
- (3) Environment
- (4) Teachers

सबसे उपयुक्त विकल्प से रिक्त स्थान की पूर्ति कीजिए।

_____ प्रकृति के प्रत्यक्ष अवलोकन और प्राकृतिक और सामाजिक दुनिया में पैटर्न और प्रक्रियाओं को समझने में युवा दिमाग को शामिल करने का एक माध्यम बनना चाहिए।

- (1) माता-पिता को
- (2) साथियों को
- (3) पर्यावरण को
- (4) शिक्षकों को

[Question ID = 84][Question Description = CTET_P1_PART_3_EVS_SET_110_Q84]

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

- 10) This year lots of mangoes were collected from the school's garden. Julie thought to utilize mangoes for teaching the chapter "Mangoes around the year" of class V environmental studies.

What will be the most appropriate approach to teach this chapter ?

- A. Visit to a food processing unit in which students are briefed about processing process by an expert
- B. Organising a "mango eatables fest," where students put stalls of various dishes of mangoes prepared by them
- C. Inviting an expert from food processing unit for an expert lecture in your class
- D. Organise an exhibition in which various food items prepared from mango are displayed

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

इस साल स्कूल के बगीचे से खूब सारे आम इकट्ठा हुए। जूली ने पर्यावरण अध्ययन कक्षा V के पाठ "खाएँ आम बारहों महीने" पढ़ाने के लिए इन आमों का उपयोग करने के बारे में सोचा। इस पाठ को पढ़ाने के लिए सर्वाधिक उपयुक्त तरीका कौन-सा होगा ?

- A. खाद्य प्रसंस्करण इकाई भ्रमण, जिसमें विशेषज्ञ विद्यार्थियों को प्रसंस्करण प्रक्रिया के बारे में बताएँ
- B. "आम खाद्य पदार्थ उत्सव" का आयोजन, जिसमें विद्यार्थी उनके द्वारा बनाए हुए आम के विभिन्न व्यंजनों का स्टॉल लगाएँ
- C. खाद्य प्रसंस्करण इकाई के विशेषज्ञ को आपकी कक्षा में विशेषज्ञ वार्ता के लिए आमंत्रित करें
- D. एक प्रदर्शनी का आयोजन, जिसमें आम से बने विभिन्न खाद्य पदार्थों को प्रदर्शित किया जाए

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

[Question ID = 85][Question Description = CTET_P1_PART_3_EVS_SET_110_Q85]

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

11) For EVS teaching, a teacher should select which of the following ?

- (1) Providing students opportunity to work alone
- (2) Helping students in doing work
- (3) Providing students opportunity to work in small groups
- (4) Providing students opportunity to work in large groups

पर्यावरण अध्ययन शिक्षण हेतु, अध्यापक को निम्नलिखित में से किसका चयन करना चाहिए ?

- (1) बच्चों को अकेले कार्य करने के अवसर प्रदान करें
- (2) बच्चों को कार्य करने में मदद करें
- (3) बच्चों को छोटे समूहों में कार्य करने के अवसर प्रदान करें
- (4) बच्चों को बड़े समूहों में कार्य करने के अवसर प्रदान करें

[Question ID = 86][Question Description = CTET_P1_PART_3_EVS_SET_110_Q86]

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

12) The key concepts/issues addressed in the theme 'Water' in class III EVS are

- (1) Local sources of water, uses of water, gender roles, distance estimates
- (2) Local sources of water, uses of water, gender roles, distance estimates, social discrimination, clean water for drinking
- (3) Local sources of water, uses of water, gender roles, distance estimates, purification of water
- (4) Local sources of water, uses of water, gender roles, distance estimates, rainwater harvesting

कक्षा III की पर्यावरण अध्ययन में विषय/पाठ 'जल' में जिन महत्वपूर्ण संप्रत्ययों/विषयों पर ध्यान दिया गया है, वे हैं

- (1) जल के स्थानीय स्रोत, जल के उपयोग, लिंग भूमिका, दूरी के अनुमान
- (2) जल के स्थानीय स्रोत, जल के उपयोग, लिंग भूमिका, दूरी के अनुमान, सामाजिक भेदभाव, पीने के लिए स्वच्छ जल
- (3) जल के स्थानीय स्रोत, जल के उपयोग, लिंग भूमिका, दूरी के अनुमान, जल का शुद्धीकरण
- (4) जल के स्थानीय स्रोत, जल के उपयोग, लिंग भूमिका, दूरी के अनुमान, वर्षा-जल संग्रहण

[Question ID = 87][Question Description = CTET_P1_PART_3_EVS_SET_110_Q87]

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

13) Which of the following process describes the nature of assessment ?

- A. Interactive
- B. Constructive
- C. Summative
- D. Evaluation

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

निम्नलिखित में से कौन-सी प्रक्रियाएँ आकलन की प्रकृति की व्याख्या करती हैं ?

- A. संवादात्मक
- B. रचनात्मक
- C. योगात्मक
- D. मूल्यांकन

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

[Question ID = 88][Question Description = CTET_P1_PART_3_EVS_SET_110_Q88]

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

14) Heredity is an abstract concept for students of class - V. Heena, an EVS teacher will organise _____ for creating an understanding of heredity for her students.

- (1) hands on activities
- (2) role play
- (3) exploratory activities
- (4) analysis of examples

कक्षा V के विद्यार्थियों के लिए वंशानुक्रम/आनुवंशिकता एक अमूर्त प्रत्यय है। एक पर्यावरण अध्ययन की शिक्षिका हीना अपने विद्यार्थियों में आनुवंशिकता की समझ पैदा करने के लिए _____ का आयोजन करेंगी।

- (1) हाथों से क्रियाकलाप
- (2) भूमिका निभाना
- (3) अन्वेषणात्मक क्रियाकलाप
- (4) उदाहरणों का विश्लेषण

[Question ID = 89][Question Description = CTET_P1_PART_3_EVS_SET_110_Q89]

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

15) Identify the features of EVS curriculum at the primary level from the following :

- A. Inclusive
- B. Contextual
- C. Experiential
- D. Global to local/subject-centred

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

निम्नलिखित में से प्राथमिक स्तर पर पर्यावरण अध्ययन की पाठ्यचर्या की विशेषताओं की पहचान कीजिए :

- A. समावेशित
- B. संदर्भ सहित
- C. अनुभवात्मक
- D. वैश्विक से स्थानीय/विषय-केन्द्रित

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

[Question ID = 90][Question Description = CTET_P1_PART_3_EVS_SET_110_Q90]

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

Topic:- Sanskrit_Q91-99_L1_P1_CTET

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

आसीत् पुरा धारायां महानगर्यां कश्चित् कृतधनो नाम महावणिक् । वसतेः बहिः तस्य फलोद्यानमासीत् । तस्मिन् बहुविधाः फलवृक्षा आसन् । ते सदैव प्रचुराणि फलानि फलन्ति स्म । फलानां विक्रयेण स विपुलं धनमार्जयत् । स धनिकः अभवत् । स विवाहम् अकरोत् । तस्य अपत्यानि च अजायन्त ।

स उद्यानस्य एकस्मिन् कोणे इष्टिकामयं द्विभूमिकं भवनमकारयत् । स तत्र कूपं न्यखानयत्, गाः अपालयत्, क्षेत्राणि अक्रीणात्, हलं च अचालयत्, सारमेयं कुक्कुटं च अरक्षत् । तस्य द्वौ कर्मकरौ भृत्यौ च आस्ताम् । सारमेयः तस्य प्राहरिकः आसीत् । कुक्कुटः तं सदैव अतिप्रभाते एव अबोधयत्, भृत्यौ च समये तस्य कार्याणि अकुर्वाताम् ।

कृतधनः परमः चतुरः श्रमशीलः व्यवसायी चाभवत् । तस्य कुक्कुटः निशायाः उत्तरार्धे चतुर्वादनसमये एव उच्चैः विरावमकरोत् । स तस्य निनादं श्रुत्वा विष्टराद् उत्थाय कृतशौचस्नानः नारायणस्य नामानि अजपत् । ततः सूर्योदयात् पूर्वमेव भृत्यौ अबोधयत्, न्ययोजयच्च तौ कार्येषु प्रातरेव ।

भृत्यौ तस्य अलसौ आस्ताम् । तौ स्वामिनः कार्यं सम्यक् कर्तुं न अकामयेताम् । तौ अविनीतौ चाभवताम् । परन्तु वेतनलोभात् कार्याणि कर्तुं पराधीनौ आस्ताम् । ते प्रातः विलम्बेन कार्याणि प्रारब्धमैच्छताम् ।

‘एष कुक्कुटः वणिजं प्रातः एव प्रबोधयति, स च आवां तत्क्षणादेव कार्येषु नियोजयति । सोऽयं खलः कृकवाकुः अकारणवैरी कदर्थयति नः’ इत्येवं विचारयन्तौ तौ तं ताम्रचूडं हन्तुं मनो दधातेतराम् । ततः तौ एकदा अवसरं लब्ध्वा तं कुक्कुटं जघ्नतुः । कुक्कुटस्य अभावेन वणिक् समयस्य ज्ञाने अन्ध इवाभवत् । तदा स समयेन कार्याणि कर्तुं न अपारयत् ।

वणिजः गृहे घटीयन्त्रं नाभवत् । स कुक्कुटः एव तस्य समयनिर्देशकः आसीत् । मृते च ताम्रचूडे स कृतधनः कदाचित् निशीथे एव उत्थाय कार्ये लगति स्म प्रबोध्य च भृत्यौ अपि न्ययोजयत् चर्यासु ।

तदा तौ पराधीनौ विलपन्तौ पश्चात्तापमकुर्वाताम् — हे साधो ! ताम्रचूड ! सुसमयज्ञ ! त्वयि जीवति आवां सुखिनौ आस्व, त्वयि उपरते तु नौ परमदुःखिनौ संजातौ । अयं मूढोऽस्माकं स्वामी अर्धरात्रे एव कार्याणि समारभ्य दुःखदो जायते नः । तदा मूढौ आवां तव गुणान् न जानीवः स्म ।

कृतधनः कुत्र वसति स्म ?

(1) प्रयागे

(2) काश्याम्

(3) पाटलिपुत्रे

(4) धारायाम्

2. 2 [Option ID = 602]
3. 3 [Option ID = 603]
4. 4 [Option ID = 604]

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

आसीत् पुरा धारायां महानगर्यां कश्चित् कृतधनो नाम महावणिक् । वसतेः बहिः तस्य फलोद्यानमासीत् । तस्मिन् बहुविधाः फलवृक्षा आसन् । ते सदैव प्रचुराणि फलानि फलन्ति स्म । फलानां विक्रयेण स विपुलं धनमार्जयत् । स धनिकः अभवत् । स विवाहम् अकरोत् । तस्य अपत्यानि च अजायन्त ।

स उद्यानस्य एकस्मिन् कोणे इष्टिकामयं द्विभूमिकं भवनमकारयत् । स तत्र कूपं न्यखानयत्, गाः अपालयत्, क्षेत्राणि अक्रीणात्, हलं च अचालयत्, सारमेयं कुक्कुटं च अरक्षत् । तस्य द्वौ कर्मकरौ भृत्यौ च आस्ताम् । सारमेयः तस्य प्राहरिकः आसीत् । कुक्कुटः तं सदैव अतिप्रभाते एव अबोधयत्, भृत्यौ च समये तस्य कार्याणि अकुर्वाताम् ।

कृतधनः परमः चतुरः श्रमशीलः व्यवसायी चाभवत् । तस्य कुक्कुटः निशायाः उत्तरार्धे चतुर्वादनसमये एव उच्चैः विरावमकरोत् । स तस्य निनादं श्रुत्वा विष्टराद् उत्थाय कृतशौचस्नानः नारायणस्य नामानि अजपत् । ततः सूर्योदयात् पूर्वमेव भृत्यौ अबोधयत्, न्ययोजयच्च तौ कार्येषु प्रातरेव ।

भृत्यौ तस्य अलसौ आस्ताम् । तौ स्वामिनः कार्यं सम्यक् कर्तुं न अकामयेताम् । तौ अविनीतौ चाभवताम् । परन्तु वेतनलोभात् कार्याणि कर्तुं पराधीनौ आस्ताम् । ते प्रातः विलम्बेन कार्याणि प्रारब्धमैच्छताम् ।

‘एष कुक्कुटः वणिजं प्रातः एव प्रबोधयति, स च आवां तत्क्षणादेव कार्येषु नियोजयति । सोऽयं खलः कृकवाकुः अकारणवैरी कदर्थयति नः’ इत्येवं विचारयन्तौ तौ तं ताम्रचूडं हन्तुं मनो दधातेतराम् । ततः तौ एकदा अवसरं लब्ध्वा तं कुक्कुटं जघ्नतुः । कुक्कुटस्य अभावेन वणिक् समयस्य ज्ञाने अन्ध इवाभवत् । तदा स समयेन कार्याणि कर्तुं न अपारयत् ।

वणिजः गृहे घटीयन्त्रं नाभवत् । स कुक्कुटः एव तस्य समयनिर्देशकः आसीत् । मृते च ताम्रचूडे स कृतधनः कदाचित् निशीथे एव उत्थाय कार्ये लगति स्म प्रबोध्य च भृत्यौ अपि न्ययोजयत् चर्यासु ।

तदा तौ पराधीनौ विलपन्तौ पश्चात्तापमकुर्वाताम् — हे साधो ! ताम्रचूड ! सुसमयज्ञ ! त्वयि जीवति आवां सुखिनौ आस्व, त्वयि उपरते तु नौ परमदुःखिनौ संजातौ । अयं मूढोऽस्माकं स्वामी अर्धरात्रे एव कार्याणि समारभ्य दुःखदो जायते नः । तदा मूढौ आवां तव गुणान् न जानीवः स्म ।

कृतधनस्य प्राहरिकः कः आसीत् ?

(1) सिंहः

(2) सारमेयः

(3) कुक्कुटः

(4) वृषभः

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

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

आसीत् पुरा धारायां महानगर्यां कश्चित् कृतधनो नाम महावणिक् । वसतेः बहिः तस्य फलोद्यानमासीत् । तस्मिन् बहुविधाः फलवृक्षा आसन् । ते सदैव प्रचुराणि फलानि फलन्ति स्म । फलानां विक्रयेण स विपुलं धनमार्जयत् । स धनिकः अभवत् । स विवाहम् अकरोत् । तस्य अपत्यानि च अजायन्त ।

स उद्यानस्य एकस्मिन् कोणे इष्टिकामयं द्विभूमिकं भवनमकारयत् । स तत्र कूपं न्यखानयत्, गाः अपालयत्, क्षेत्राणि अक्रीणात्, हलं च अचालयत्, सारमेयं कुक्कुटं च अरक्षत् । तस्य द्वौ कर्मकरौ भृत्यौ च आस्ताम् । सारमेयः तस्य प्राहरिकः आसीत् । कुक्कुटः तं सदैव अतिप्रभाते एव अबोधयत्, भृत्यौ च समये तस्य कार्याणि अकुर्वाताम् ।

कृतधनः परमः चतुरः श्रमशीलः व्यवसायी चाभवत् । तस्य कुक्कुटः निशायाः उत्तरार्धे चतुर्वादनसमये एव उच्चैः विरावमकरोत् । स तस्य निनादं श्रुत्वा विष्टराद् उत्थाय कृतशौचस्नानः नारायणस्य नामानि अजपत् । ततः सूर्योदयात् पूर्वमेव भृत्यौ अबोधयत्, न्ययोजयच्च तौ कार्येषु प्रातरेव ।

भृत्यौ तस्य अलसौ आस्ताम् । तौ स्वामिनः कार्यं सम्यक् कर्तुं न अकामयेताम् । तौ अविनीतौ चाभवताम् । परन्तु वेतनलोभात् कार्याणि कर्तुं पराधीनौ आस्ताम् । ते प्रातः विलम्बेन कार्याणि प्रारब्धमैच्छताम् ।

‘एष कुक्कुटः वणिजं प्रातः एव प्रबोधयति, स च आवां तत्क्षणादेव कार्येषु नियोजयति । सोऽयं खलः कृकवाकुः अकारणवैरी कदर्थयति नः’ इत्येवं विचारयन्तौ तौ तं ताम्रचूडं हन्तुं मनो दधातेतराम् । ततः तौ एकदा अवसरं लब्ध्वा तं कुक्कुटं जघ्नतुः । कुक्कुटस्य अभावेन वणिक् समयस्य ज्ञाने अन्ध इवाभवत् । तदा स समयेन कार्याणि कर्तुं न अपारयत् ।

वणिजः गृहे घटीयन्त्रं नाभवत् । स कुक्कुटः एव तस्य समयनिर्देशकः आसीत् । मृते च ताम्रचूडे स कृतधनः कदाचित् निशीथे एव उत्थाय कार्ये लगति स्म प्रबोध्य च भृत्यौ अपि न्ययोजयत् चर्यासु ।

तदा तौ पराधीनौ विलपन्तौ पश्चात्तापमकुर्वाताम् — हे साधो ! ताम्रचूड ! सुसमयज्ञ ! त्वयि जीवति आवां सुखिनौ आस्व, त्वयि उपरते तु नौ परमदुःखिनौ संजातौ । अयं मूढोऽस्माकं स्वामी अर्धरात्रे एव कार्याणि समारभ्य दुःखदो जायते नः । तदा मूढौ आवां तव गुणान् न जानीवः स्म ।

कृतधनः केन विपुलधनं अर्जितवान् ?

- (1) फलविक्रयेण
- (2) औषधिविक्रयेण
- (3) रत्नविक्रयेण
- (4) धान्यविक्रयेण

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

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

आसीत् पुरा धारायां महानगर्यां कश्चित् कृतधनो नाम महावणिक् । वसतेः बहिः तस्य फलोद्यानमासीत् । तस्मिन् बहुविधाः फलवृक्षा आसन् । ते सदैव प्रचुराणि फलानि फलन्ति स्म । फलानां विक्रयेण स विपुलं धनमार्जयत् । स धनिकः अभवत् । स विवाहम् अकरोत् । तस्य अपत्यानि च अजायन्त ।

स उद्यानस्य एकस्मिन् कोणे इष्टिकामयं द्विभूमिकं भवनमकारयत् । स तत्र कूपं न्यखानयत्, गाः अपालयत्, क्षेत्राणि अक्रीणात्, हलं च अचालयत्, सारमेयं कुक्कुटं च अरक्षत् । तस्य द्वौ कर्मकरौ भृत्यौ च आस्ताम् । सारमेयः तस्य प्राहरिकः आसीत् । कुक्कुटः तं सदैव अतिप्रभाते एव अबोधयत्, भृत्यौ च समये तस्य कार्याणि अकुर्वाताम् ।

कृतधनः परमः चतुरः श्रमशीलः व्यवसायी चाभवत् । तस्य कुक्कुटः निशायाः उत्तरार्धे चतुर्वादनसमये एव उच्चैः विरावमकरोत् । स तस्य निनादं श्रुत्वा विष्टराद् उत्थाय कृतशौचस्नानः नारायणस्य नामानि अजपत् । ततः सूर्योदयात् पूर्वमेव भृत्यौ अबोधयत्, न्ययोजयच्च तौ कार्येषु प्रातरेव ।

भृत्यौ तस्य अलसौ आस्ताम् । तौ स्वामिनः कार्यं सम्यक् कर्तुं न अकामयेताम् । तौ अविनीतौ चाभवताम् । परन्तु वेतनलोभात् कार्याणि कर्तुं पराधीनौ आस्ताम् । ते प्रातः विलम्बेन कार्याणि प्रारब्धमैच्छताम् ।

‘एष कुक्कुटः वणिजं प्रातः एव प्रबोधयति, स च आवां तत्क्षणादेव कार्येषु नियोजयति । सोऽयं खलः कृकवाकुः अकारणवैरी कदर्थयति नः’ इत्येवं विचारयन्तौ तौ तं ताम्रचूडं हन्तुं मनो दधातेतराम् । ततः तौ एकदा अवसरं लब्ध्वा तं कुक्कुटं जघ्नतुः । कुक्कुटस्य अभावेन वणिक् समयस्य ज्ञाने अन्ध इवाभवत् । तदा स समयेन कार्याणि कर्तुं न अपारयत् ।

वणिजः गृहे घटीयन्त्रं नाभवत् । स कुक्कुटः एव तस्य समयनिर्देशकः आसीत् । मृते च ताम्रचूडे स कृतधनः कदाचित् निशीथे एव उत्थाय कार्ये लगति स्म प्रबोध्य च भृत्यौ अपि न्ययोजयत् चर्यासु ।

तदा तौ पराधीनौ विलपन्तौ पश्चात्तापमकुर्वाताम् — हे साधो ! ताम्रचूड ! सुसमयज्ञ ! त्वयि जीवति आवां सुखिनौ आस्व, त्वयि उपरते तु नौ परमदुःखिनौ संजातौ । अयं मूढोऽस्माकं स्वामी अर्धरात्रे एव कार्याणि समारभ्य दुःखदो जायते नः । तदा मूढौ आवां तव गुणान् न जानीवः स्म ।

कुक्कुटं कौ हतवन्तौ ?

(1) चौरौ

(2) भृत्यौ

(3) राजसेवकौ

(4) मूषकौ

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

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

आसीत् पुरा धारायां महानगर्यां कश्चित् कृतधनो नाम महावणिक् । वसतेः बहिः तस्य फलोद्यानमासीत् । तस्मिन् बहुविधाः फलवृक्षा आसन् । ते सदैव प्रचुराणि फलानि फलन्ति स्म । फलानां विक्रयेण स विपुलं धनमार्जयत् । स धनिकः अभवत् । स विवाहम् अकरोत् । तस्य अपत्यानि च अजायन्त ।

स उद्यानस्य एकस्मिन् कोणे इष्टिकामयं द्विभूमिकं भवनमकारयत् । स तत्र कूपं न्यखानयत्, गाः अपालयत्, क्षेत्राणि अक्रीणात्, हलं च अचालयत्, सारमेयं कुक्कुटं च अरक्षत् । तस्य द्वौ कर्मकरौ भृत्यौ च आस्ताम् । सारमेयः तस्य प्राहरिकः आसीत् । कुक्कुटः तं सदैव अतिप्रभाते एव अबोधयत्, भृत्यौ च समये तस्य कार्याणि अकुर्वाताम् ।

कृतधनः परमः चतुरः श्रमशीलः व्यवसायी चाभवत् । तस्य कुक्कुटः निशायाः उत्तरार्धे चतुर्वादनसमये एव उच्चैः विरावमकरोत् । स तस्य निनादं श्रुत्वा विष्टराद् उत्थाय कृतशौचस्नानः नारायणस्य नामानि अजपत् । ततः सूर्योदयात् पूर्वमेव भृत्यौ अबोधयत्, न्ययोजयच्च तौ कार्येषु प्रातरेव ।

भृत्यौ तस्य अलसौ आस्ताम् । तौ स्वामिनः कार्यं सम्यक् कर्तुं न अकामयेताम् । तौ अविनीतौ चाभवताम् । परन्तु वेतनलोभात् कार्याणि कर्तुं पराधीनौ आस्ताम् । ते प्रातः विलम्बेन कार्याणि प्रारब्धमैच्छताम् ।

‘एष कुक्कुटः वणिजं प्रातः एव प्रबोधयति, स च आवां तत्क्षणादेव कार्येषु नियोजयति । सोऽयं खलः कृकवाकुः अकारणवैरी कदर्थयति नः’ इत्येवं विचारयन्तौ तौ तं ताम्रचूडं हन्तुं मनो दधातेतराम् । ततः तौ एकदा अवसरं लब्ध्वा तं कुक्कुटं जघ्नतुः । कुक्कुटस्य अभावेन वणिक् समयस्य ज्ञाने अन्ध इवाभवत् । तदा स समयेन कार्याणि कर्तुं न अपारयत् ।

वणिजः गृहे घटीयन्त्रं नाभवत् । स कुक्कुटः एव तस्य समयनिर्देशकः आसीत् । मृते च ताम्रचूडे स कृतधनः कदाचित् निशीथे एव उत्थाय कार्ये लगति स्म प्रबोध्य च भृत्यौ अपि न्ययोजयत् चर्यासु ।

तदा तौ पराधीनौ विलपन्तौ पश्चात्तापमकुर्वाताम् — हे साधो ! ताम्रचूड ! सुसमयज्ञ ! त्वयि जीवति आवां सुखिनौ आस्व, त्वयि उपरते तु नौ परमदुःखिनौ संजातौ । अयं मूढोऽस्माकं स्वामी अर्धरात्रे एव कार्याणि समारभ्य दुःखदो जायते नः । तदा मूढौ आवां तव गुणान् न जानीवः स्म ।

कृतधनस्य समयनिर्देशकः कः आसीत् ?

(1) वृषभः

(2) मूषकः

(3) सारमेयः

(4) कुक्कुटः

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

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

आसीत् पुरा धारायां महानगर्यां कश्चित् कृतधनो नाम महावणिक् । वसतेः बहिः तस्य फलोद्यानमासीत् । तस्मिन् बहुविधाः फलवृक्षा आसन् । ते सदैव प्रचुराणि फलानि फलन्ति स्म । फलानां विक्रयेण स विपुलं धनमार्जयत् । स धनिकः अभवत् । स विवाहम् अकरोत् । तस्य अपत्यानि च अजायन्त ।

स उद्यानस्य एकस्मिन् कोणे इष्टिकामयं द्विभूमिकं भवनमकारयत् । स तत्र कूपं न्यखानयत्, गाः अपालयत्, क्षेत्राणि अक्रीणात्, हलं च अचालयत्, सारमेयं कुक्कुटं च अरक्षत् । तस्य द्वौ कर्मकरौ भृत्यौ च आस्ताम् । सारमेयः तस्य प्राहरिकः आसीत् । कुक्कुटः तं सदैव अतिप्रभाते एव अबोधयत्, भृत्यौ च समये तस्य कार्याणि अकुर्वाताम् ।

कृतधनः परमः चतुरः श्रमशीलः व्यवसायी चाभवत् । तस्य कुक्कुटः निशायाः उत्तरार्धे चतुर्वादनसमये एव उच्चैः विरावमकरोत् । स तस्य निनादं श्रुत्वा विष्टराद् उत्थाय कृतशौचस्नानः नारायणस्य नामानि अजपत् । ततः सूर्योदयात् पूर्वमेव भृत्यौ अबोधयत्, न्ययोजयच्च तौ कार्येषु प्रातरेव ।

भृत्यौ तस्य अलसौ आस्ताम् । तौ स्वामिनः कार्यं सम्यक् कर्तुं न अकामयेताम् । तौ अविनीतौ चाभवताम् । परन्तु वेतनलोभात् कार्याणि कर्तुं पराधीनौ आस्ताम् । ते प्रातः विलम्बेन कार्याणि प्रारब्धमैच्छताम् ।

‘एष कुक्कुटः वणिजं प्रातः एव प्रबोधयति, स च आवां तत्क्षणादेव कार्येषु नियोजयति । सोऽयं खलः कृकवाकुः अकारणवैरी कदर्थयति नः’ इत्येवं विचारयन्तौ तौ तं ताम्रचूडं हन्तुं मनो दधातेतराम् । ततः तौ एकदा अवसरं लब्ध्वा तं कुक्कुटं जघ्नतुः । कुक्कुटस्य अभावेन वणिक् समयस्य ज्ञाने अन्ध इवाभवत् । तदा स समयेन कार्याणि कर्तुं न अपारयत् ।

वणिजः गृहे घटीयन्त्रं नाभवत् । स कुक्कुटः एव तस्य समयनिर्देशकः आसीत् । मृते च ताम्रचूडे स कृतधनः कदाचित् निशीथे एव उत्थाय कार्ये लगति स्म प्रबोध्य च भृत्यौ अपि न्ययोजयत् चर्यासु ।

तदा तौ पराधीनौ विलपन्तौ पश्चात्तापमकुर्वाताम् — हे साधो ! ताम्रचूड ! सुसमयज्ञ ! त्वयि जीवति आवां सुखिनौ आस्व, त्वयि उपरते तु नौ परमदुःखिनौ संजातौ । अयं मूढोऽस्माकं स्वामी अर्धरात्रे एव कार्याणि समारभ्य दुःखदो जायते नः । तदा मूढौ आवां तव गुणान् न जानीवः स्म ।

‘उत्थाय’ इति पदे प्रयुक्तं कृदन्तप्रत्ययं चित्वा लिखत

(1) क्त्वा

(2) शतृ

(3) ल्यप्

(4) शानच्

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

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

आसीत् पुरा धारायां महानगर्यां कश्चित् कृतधनो नाम महावणिक् । वसतेः बहिः तस्य फलोद्यानमासीत् । तस्मिन् बहुविधाः फलवृक्षा आसन् । ते सदैव प्रचुराणि फलानि फलन्ति स्म । फलानां विक्रयेण स विपुलं धनमार्जयत् । स धनिकः अभवत् । स विवाहम् अकरोत् । तस्य अपत्यानि च अजायन्त ।

स उद्यानस्य एकस्मिन् कोणे इष्टिकामयं द्विभूमिकं भवनमकारयत् । स तत्र कूपं न्यखानयत्, गाः अपालयत्, क्षेत्राणि अक्रीणात्, हलं च अचालयत्, सारमेयं कुक्कुटं च अरक्षत् । तस्य द्वौ कर्मकरौ भृत्यौ च आस्ताम् । सारमेयः तस्य प्राहरिकः आसीत् । कुक्कुटः तं सदैव अतिप्रभाते एव अबोधयत्, भृत्यौ च समये तस्य कार्याणि अकुर्वाताम् ।

कृतधनः परमः चतुरः श्रमशीलः व्यवसायी चाभवत् । तस्य कुक्कुटः निशायाः उत्तरार्धे चतुर्वादनसमये एव उच्चैः विरावमकरोत् । स तस्य निनादं श्रुत्वा विष्टराद् उत्थाय कृतशौचस्नानः नारायणस्य नामानि अजपत् । ततः सूर्योदयात् पूर्वमेव भृत्यौ अबोधयत्, न्ययोजयच्च तौ कार्येषु प्रातरेव ।

भृत्यौ तस्य अलसौ आस्ताम् । तौ स्वामिनः कार्यं सम्यक् कर्तुं न अकामयेताम् । तौ अविनीतौ चाभवताम् । परन्तु वेतनलोभात् कार्याणि कर्तुं पराधीनौ आस्ताम् । ते प्रातः विलम्बेन कार्याणि प्रारब्धमैच्छताम् ।

‘एष कुक्कुटः वणिजं प्रातः एव प्रबोधयति, स च आवां तत्क्षणादेव कार्येषु नियोजयति । सोऽयं खलः कृकवाकुः अकारणवैरी कदर्थयति नः’ इत्येवं विचारयन्तौ तौ तं ताम्रचूडं हन्तुं मनो दधातेतराम् । ततः तौ एकदा अवसरं लब्ध्वा तं कुक्कुटं जघ्नतुः । कुक्कुटस्य अभावेन वणिक् समयस्य ज्ञाने अन्ध इवाभवत् । तदा स समयेन कार्याणि कर्तुं न अपारयत् ।

वणिजः गृहे घटीयन्त्रं नाभवत् । स कुक्कुटः एव तस्य समयनिर्देशकः आसीत् । मृते च ताम्रचूडे स कृतधनः कदाचित् निशीथे एव उत्थाय कार्ये लगति स्म प्रबोध्य च भृत्यौ अपि न्ययोजयत् चर्यासु ।

तदा तौ पराधीनौ विलपन्तौ पश्चात्तापमकुर्वाताम् — हे साधो ! ताम्रचूड ! सुसमयज्ञ ! त्वयि जीवति आवां सुखिनौ आस्व, त्वयि उपरते तु नौ परमदुःखिनौ संजातौ । अयं मूढोऽस्माकं स्वामी अर्धरात्रे एव कार्याणि समारभ्य दुःखदो जायते नः । तदा मूढौ आवां तव गुणान् न जानीवः स्म ।

‘कुक्कुटः’ इत्यस्य पदस्य समानार्थकं पदं चित्वा लिखत

(1) ताम्रचूडः

(2) सारमेयः

(3) श्वानः

(4) विडालः

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

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

आसीत् पुरा धारायां महानगर्यां कश्चित् कृतधनो नाम महावणिक् । वसतेः बहिः तस्य फलोद्यानमासीत् । तस्मिन् बहुविधाः फलवृक्षा आसन् । ते सदैव प्रचुराणि फलानि फलन्ति स्म । फलानां विक्रयेण स विपुलं धनमार्जयत् । स धनिकः अभवत् । स विवाहम् अकरोत् । तस्य अपत्यानि च अजायन्त ।

स उद्यानस्य एकस्मिन् कोणे इष्टिकामयं द्विभूमिकं भवनमकारयत् । स तत्र कूपं न्यखानयत्, गाः अपालयत्, क्षेत्राणि अक्रीणात्, हलं च अचालयत्, सारमेयं कुक्कुटं च अरक्षत् । तस्य द्वौ कर्मकरौ भृत्यौ च आस्ताम् । सारमेयः तस्य प्राहरिकः आसीत् । कुक्कुटः तं सदैव अतिप्रभाते एव अबोधयत्, भृत्यौ च समये तस्य कार्याणि अकुर्वाताम् ।

कृतधनः परमः चतुरः श्रमशीलः व्यवसायी चाभवत् । तस्य कुक्कुटः निशायाः उत्तरार्धे चतुर्वादनसमये एव उच्चैः विरावमकरोत् । स तस्य निनादं श्रुत्वा विष्टराद् उत्थाय कृतशौचस्नानः नारायणस्य नामानि अजपत् । ततः सूर्योदयात् पूर्वमेव भृत्यौ अबोधयत्, न्ययोजयच्च तौ कार्येषु प्रातरेव ।

भृत्यौ तस्य अलसौ आस्ताम् । तौ स्वामिनः कार्यं सम्यक् कर्तुं न अकामयेताम् । तौ अविनीतौ चाभवताम् । परन्तु वेतनलोभात् कार्याणि कर्तुं पराधीनौ आस्ताम् । ते प्रातः विलम्बेन कार्याणि प्रारब्धमैच्छताम् ।

‘एष कुक्कुटः वणिजं प्रातः एव प्रबोधयति, स च आवां तत्क्षणादेव कार्येषु नियोजयति । सोऽयं खलः कृकवाकुः अकारणवैरी कदर्थयति नः’ इत्येवं विचारयन्तौ तौ तं ताम्रचूडं हन्तुं मनो दधातेतराम् । ततः तौ एकदा अवसरं लब्ध्वा तं कुक्कुटं जघ्नतुः । कुक्कुटस्य अभावेन वणिक् समयस्य ज्ञाने अन्ध इवाभवत् । तदा स समयेन कार्याणि कर्तुं न अपारयत् ।

वणिजः गृहे घटीयन्त्रं नाभवत् । स कुक्कुटः एव तस्य समयनिर्देशकः आसीत् । मृते च ताम्रचूडे स कृतधनः कदाचित् निशीथे एव उत्थाय कार्ये लगति स्म प्रबोध्य च भृत्यौ अपि न्ययोजयत् चर्यासु ।

तदा तौ पराधीनौ विलपन्तौ पश्चात्तापमकुर्वाताम् — हे साधो ! ताम्रचूड ! सुसमयज्ञ ! त्वयि जीवति आवां सुखिनौ आस्व, त्वयि उपरते तु नौ परमदुःखिनौ संजातौ । अयं मूढोऽस्माकं स्वामी अर्धरात्रे एव कार्याणि समारभ्य दुःखदो जायते नः । तदा मूढौ आवां तव गुणान् न जानीवः स्म ।

‘कदर्थयति’ इति क्रियापदस्य समानार्थकं पदं चित्वा लिखत

- (1) घातयति
- (2) पीडयति
- (3) ज्ञापयति
- (4) पाययति

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

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

आसीत् पुरा धारायां महानगर्यां कश्चित् कृतधनो नाम महावणिक् । वसतेः बहिः तस्य फलोद्यानमासीत् । तस्मिन् बहुविधाः फलवृक्षा आसन् । ते सदैव प्रचुराणि फलानि फलन्ति स्म । फलानां विक्रयेण स विपुलं धनमार्जयत् । स धनिकः अभवत् । स विवाहम् अकरोत् । तस्य अपत्यानि च अजायन्त ।

स उद्यानस्य एकस्मिन् कोणे इष्टिकामयं द्विभूमिकं भवनमकारयत् । स तत्र कूपं न्यखानयत्, गाः अपालयत्, क्षेत्राणि अक्रीणात्, हलं च अचालयत्, सारमेयं कुक्कुटं च अरक्षत् । तस्य द्वौ कर्मकरौ भृत्यौ च आस्ताम् । सारमेयः तस्य प्राहरिकः आसीत् । कुक्कुटः तं सदैव अतिप्रभाते एव अबोधयत्, भृत्यौ च समये तस्य कार्याणि अकुर्वाताम् ।

कृतधनः परमः चतुरः श्रमशीलः व्यवसायी चाभवत् । तस्य कुक्कुटः निशायाः उत्तरार्धे चतुर्वादनसमये एव उच्चैः विरावमकरोत् । स तस्य निनादं श्रुत्वा विष्टराद् उत्थाय कृतशौचस्नानः नारायणस्य नामानि अजपत् । ततः सूर्योदयात् पूर्वमेव भृत्यौ अबोधयत्, न्ययोजयच्च तौ कार्येषु प्रातरेव ।

भृत्यौ तस्य अलसौ आस्ताम् । तौ स्वामिनः कार्यं सम्यक् कर्तुं न अकामयेताम् । तौ अविनीतौ चाभवताम् । परन्तु वेतनलोभात् कार्याणि कर्तुं पराधीनौ आस्ताम् । ते प्रातः विलम्बेन कार्याणि प्रारब्धमैच्छताम् ।

‘एष कुक्कुटः वणिजं प्रातः एव प्रबोधयति, स च आवां तत्क्षणादेव कार्येषु नियोजयति । सोऽयं खलः कृकवाकुः अकारणवैरी कदर्थयति नः’ इत्येवं विचारयन्तौ तौ तं ताम्रचूडं हन्तुं मनो दधातेतराम् । ततः तौ एकदा अवसरं लब्ध्वा तं कुक्कुटं जघ्नतुः । कुक्कुटस्य अभावेन वणिक् समयस्य ज्ञाने अन्ध इवाभवत् । तदा स समयेन कार्याणि कर्तुं न अपारयत् ।

वणिजः गृहे घटीयन्त्रं नाभवत् । स कुक्कुटः एव तस्य समयनिर्देशकः आसीत् । मृते च ताम्रचूडे स कृतधनः कदाचित् निशीथे एव उत्थाय कार्ये लगति स्म प्रबोध्य च भृत्यौ अपि न्ययोजयत् चर्यासु ।

तदा तौ पराधीनौ विलपन्तौ पश्चात्तापमकुर्वाताम् — हे साधो ! ताम्रचूड ! सुसमयज्ञ ! त्वयि जीवति आवां सुखिनौ आस्व, त्वयि उपरते तु नौ परमदुःखिनौ संजातौ । अयं मूढोऽस्माकं स्वामी अर्धरात्रे एव कार्याणि समारभ्य दुःखदो जायते नः । तदा मूढौ आवां तव गुणान् न जानीवः स्म ।

‘जायते’ इति क्रियापदे मूलधातुः किम् ?

(1) जा

(2) जन्

(3) जि

(4) जीव्

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

Topic:- Sanskrit_Q100-105_L1_P1_CTET

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

मृदोः परिभवो नित्यं वैरं तीक्ष्णस्य नित्यशः

उत्सृज्य तद् द्वयं तस्मात्माध्यां वृत्तिं समाश्रयेत् ।1।

यावन्न यौवनप्राप्तः शिक्ष्यते तावदात्मजः

व्यतीतकाले केदारे कर्षणे किं करिष्यते ? ।2।

व्यसने मित्रपरीक्षा शूरपरीक्षा रणाङ्गणे भवति

विनये वंशपरीक्षा स्त्रियः परीक्षा तु निर्धने पुंसि ।3।

अपूर्वः कोऽपि कोशोऽयं विद्यते तव भारति ।

व्ययतो वृद्धिमायाति क्षयमायाति सञ्चयात् ।4।

अक्रोधेन जयेत् क्रोधमसाधुं साधुना जयेत्

जयेत् कदर्थं दानेन जयेत् सत्येन चानृतम् ।5।

कः आत्मजः न शिक्ष्यते ?

(1) धनप्राप्तः

(2) पदप्राप्तः

(3) यौवनप्राप्तः

(4) बालः

[Question ID = 160][Question Description = CTET_P1_PART_4_L1_SET_110_SANSKRIT_Q100]

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

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

मृदोः परिभवो नित्यं वैरं तीक्ष्णस्य नित्यशः

उत्सृज्य तद् द्वयं तस्मात्माध्यां वृत्तिं समाश्रयेत् ।1।

यावन्न यौवनप्राप्तः शिक्ष्यते तावदात्मजः

व्यतीतकाले केदारे कर्षणे किं करिष्यते ? ।2।

व्यसने मित्रपरीक्षा शूरपरीक्षा रणाङ्गणे भवति

विनये वंशपरीक्षा स्त्रियः परीक्षा तु निर्धने पुंसि ।3।

अपूर्वः कोऽपि कोशोऽयं विद्यते तव भारति ।

व्ययतो वृद्धिमायाति क्षयमायाति सञ्चयात् ।4।

अक्रोधेन जयेत् क्रोधमसाधुं साधुना जयेत्

जयेत् कदर्थं दानेन जयेत् सत्येन चानृतम् ।5।

अनृतं केन जयेत् ?

(1) मधुना

(2) सत्येन

(3) क्रोधेन

(4) धनेन

[Question ID = 161][Question Description = CTET_P1_PART_4_L1_SET_110_SANSKRIT_Q101]

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

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

मृदोः परिभवो नित्यं वैरं तीक्ष्णस्य नित्यशः

उत्सृज्य तद् द्वयं तस्मात्माध्यां वृत्तिं समाश्रयेत् ।1।

यावन्न यौवनप्राप्तः शिक्ष्यते तावदात्मजः

व्यतीतकाले केदारे कर्षणे किं करिष्यते ? ।2।

व्यसने मित्रपरीक्षा शूरपरीक्षा रणाङ्गणे भवति

विनये वंशपरीक्षा स्त्रियः परीक्षा तु निर्धने पुंसि ।3।

अपूर्वः कोऽपि कोशोऽयं विद्यते तव भारति ।

व्ययतो वृद्धिमायाति क्षयमायाति सञ्चयात् ।4।

अक्रोधेन जयेत् क्रोधमसाधुं साधुना जयेत्

जयेत् कदर्थं दानेन जयेत् सत्येन चानृतम् ।5।

व्ययतो का वृद्धिमायाति ?

(1) भारती

(2) लक्ष्मी

(3) उमा

(4) शक्तिः

[Question ID = 162][Question Description = CTET_P1_PART_4_L1_SET_110_SANSKRIT_Q102]

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

4) **निर्देशः** : अधोलिखितं श्लोकान् पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेषु उचिततमम् उत्तरं चिनुत ।

मृदोः परिभवो नित्यं वैरं तीक्ष्णस्य नित्यशः

उत्सृज्य तद् द्वयं तस्मात्माध्यां वृत्तिं समाश्रयेत् ।1।

यावन्न यौवनप्राप्तः शिक्ष्यते तावदात्मजः

व्यतीतकाले केदारे कर्षणे किं करिष्यते ? ।2।

व्यसने मित्रपरीक्षा शूरपरीक्षा रणाङ्गणे भवति

विनये वंशपरीक्षा स्त्रियः परीक्षा तु निर्धने पुंसि ।3।

अपूर्वः कोऽपि कोशोऽयं विद्यते तव भारति ।

व्ययतो वृद्धिमायाति क्षयमायाति सञ्चयात् ।4।

अक्रोधेन जयेत् क्रोधमसाधुं साधुना जयेत्

जयेत् कदर्थं दानेन जयेत् सत्येन चानृतम् ।5।

का वृत्तिः समाश्रयितव्या ?

(1) प्रथमा

(2) निम्ना

(3) मध्या

(4) क्षीणा

[Question ID = 163][Question Description = CTET_P1_PART_4_L1_SET_110_SANSKRIT_Q103]

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

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

मृदोः परिभवो नित्यं वैरं तीक्ष्णस्य नित्यशः

उत्सृज्य तद् द्वयं तस्मात्माध्यां वृत्तिं समाश्रयेत् ।1।

यावन्न यौवनप्राप्तः शिक्ष्यते तावदात्मजः

व्यतीतकाले केदारे कर्षणे किं करिष्यते ? ।2।

व्यसने मित्रपरीक्षा शूरपरीक्षा रणाङ्गणे भवति

विनये वंशपरीक्षा स्त्रियः परीक्षा तु निर्धने पुंसि ।3।

अपूर्वः कोऽपि कोशोऽयं विद्यते तव भारति ।

व्ययतो वृद्धिमायाति क्षयमायाति सञ्चयात् ।4।

अक्रोधेन जयेत् क्रोधमसाधुं साधुना जयेत्

जयेत् कदर्थं दानेन जयेत् सत्येन चानृतम् ।5।

मित्रपरीक्षा कदा करणीया ?

(1) उल्लासे

(2) व्यसने

(3) रणाङ्गणे

(4) विनये

[Question ID = 164][Question Description = CTET_P1_PART_4_L1_SET_110_SANSKRIT_Q104]

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

6) निर्देशः : अधोलिखितं श्लोकान् पठित्वा तदाधारितप्रश्नानां विकल्पात्मकोत्तरेषु उचिततमम् उत्तरं चिनुत ।

मृदोः परिभवो नित्यं वैरं तीक्ष्णस्य नित्यशः

उत्सृज्य तद् द्वयं तस्मात्माध्यां वृत्तिं समाश्रयेत् ।1।

यावन्न यौवनप्राप्तः शिक्ष्यते तावदात्मजः

व्यतीतकाले केदारे कर्षणे किं करिष्यते ? ।2।

व्यसने मित्रपरीक्षा शूरपरीक्षा रणाङ्गणे भवति

विनये वंशपरीक्षा स्त्रियः परीक्षा तु निर्धने पुंसि ।3।

अपूर्वः कोऽपि कोशोऽयं विद्यते तव भारति ।

व्ययतो वृद्धिमायाति क्षयमायाति सञ्जयात् ।4।

अक्रोधेन जयेत् क्रोधमसाधुं साधुना जयेत्

जयेत् कदर्थं दानेन जयेत् सत्येन चानृतम् ।5।

कदर्थं केन जयेत् ?

(1) उपकारेण

(2) विद्यया

(3) दानेन

(4) ज्ञानेन

[Question ID = 165][Question Description = CTET_P1_PART_4_L1_SET_110_SANSKRIT_Q105]

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

Topic:- Sanskrit_Q106-120_L1_P1_CTET

1) भाषालिप्योः पार्थक्यं भारतीयस्य बहुभाषावादस्य एकं वैशिष्ट्यं अस्ति । यथा

(1) कोऽपि द्विभाषायां लेखितुं समर्थः भवेत् ।

(2) कोऽपि कस्यांचित् भाषायां लेखितुं समर्थः भवेत् परं तु तस्यामेव संभाषणे न ।

(3) कोऽपि देवनागरीलिपिमाध्यमेन उर्दूभाषायां लेखने समर्थः भवेत् ।

(4) कोऽपि ध्वनिचिह्नानि (Phonetic symbols) प्रयुज्य आङ्ग्लभाषायां लेखने समर्थः भवेत् ।

[Question ID = 166][Question Description = CTET_P1_PART_4_L1_SET_110_SANSKRIT_Q106]

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

2) भाषान्तरणम् (Translanguaging)

- (1) बहुभाषाप्रयोगतः एकभाषायाः प्रयोगं प्रति अवधान-अन्तरणम् ।
- (2) भाषां 'प्रक्रिया' इति पश्यति न तु 'वस्तु' इति ।
- (3) बहुभाषावादस्य कृते अधुनातनसाहित्ये प्रयुक्ता नवीनशब्दावली ।
- (4) भाषां अनुवादस्य विस्तृतपरम्परायाः केन्द्रवत् पश्यति ।

[Question ID = 167][Question Description = CTET_P1_PART_4_L1_SET_110_SANSKRIT_Q107]

1. 1 [Option ID = 665]
2. 2 [Option ID = 666]
3. 3 [Option ID = 667]
4. 4 [Option ID = 668]

3) भाषाशिक्षायां सृजनशीलत्वं किमस्ति ?

- (1) स्वतन्त्र-अभिनव-कक्षाकार्यं यस्यां व्याख्यावैभिन्न्यं उत्तरवैभिन्न्यं च स्वीक्रियते ।
- (2) किञ्चित् अवबोधनाय विविधविषयतत्त्वानां सम्मिलनम् ।
- (3) शिक्षणस्य नवप्रविधिमाश्रित्य कक्षा गतिविधिः ।
- (4) कक्षासामग्री यस्यां सम्प्रेषणात्मकभाषाशिक्षणं प्रयुज्यते ।

[Question ID = 168][Question Description = CTET_P1_PART_4_L1_SET_110_SANSKRIT_Q108]

1. 1 [Option ID = 669]
2. 2 [Option ID = 670]
3. 3 [Option ID = 671]
4. 4 [Option ID = 672]

4) श्रव्य-पाठ दृष्ट्या अधोलिखितेषु किं सम्यक् परामर्शः अस्ति ?

- (1) रिकार्डिंग इत्यस्य वादनपूर्वं श्रवणप्रक्रियासम्बन्धिहस्तपत्रं दातव्यम् ।
- (2) सारांश-श्रवणकाले स्वनित-लेखनी-माध्यमेन श्यामपट्टे लेखनम् ।
- (3) रिकार्डिंग वादनम् (Playing recording) नैकाधिकवारं करणीयम् ।
- (4) श्रव्यपाठः छात्राणां स्तरानुसारेण अस्ति इति परीक्षितुं मा विरमतु ।

[Question ID = 169][Question Description = CTET_P1_PART_4_L1_SET_110_SANSKRIT_Q109]

1. 1 [Option ID = 673]
2. 2 [Option ID = 674]
3. 3 [Option ID = 675]
4. 4 [Option ID = 676]

5) अधोलिखितेषु किं व्याकरणपाठे न सन्निविष्टः ?

- (1) छात्र भाषायाः शिक्षककृत् शुद्धिकरणम्
- (2) किञ्चित् व्याकरणप्रयोगमवलम्ब्य संवादक्रिया
- (3) शिक्षकेण अर्थरूपयोः परीक्षणम्
- (4) पठित-वाक्यानाम् अभ्यासः

[Question ID = 170][Question Description = CTET_P1_PART_4_L1_SET_110_SANSKRIT_Q110]

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

6) अधोलिखितेषु किं भाषाशिक्षणस्य अवधारणा नास्ति ?

- (1) भाषान्तरणम् (Translanguaging)
- (2) बुद्धिमत्ता (Intelligence)
- (3) पठन-वैकल्यम् (Reading disorder)
- (4) विशिष्टं भाषावैकल्यम् (Specific language impairment)

[Question ID = 171][Question Description = CTET_P1_PART_4_L1_SET_110_SANSKRIT_Q111]

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

7) भाषाकक्षायां शिक्षकस्य प्रश्नाः महत्त्वपूर्ण शिक्षणोपकरणं भवन्ति यतो हि ते

- (1) शिक्षकेभ्यः सतत्भाषणात् किञ्चित् विश्रामः प्रददति ।
- (2) कक्षायां छात्राणां सहभागितां वर्द्धयन्ति ।
- (3) शिक्षकैः सुदीर्घव्याख्यासु अवलम्बनं न अपेक्ष्यते ।
- (4) एतस्मिन् काले शिक्षकाः पाठ्योजनाविषये त्वरितं निर्णेतुं शक्याः भवेयुः ।

[Question ID = 172][Question Description = CTET_P1_PART_4_L1_SET_110_SANSKRIT_Q112]

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

8) शब्दकोशस्य बहूनि वैशिष्ट्यानि भवन्ति । छात्राणां सामान्यशब्दकोशे अधोलिखितेषु किं न सन्निविष्टः ?

- (1) उच्चारणम्
- (2) शब्दार्थः
- (3) शब्दोत्पत्तिः
- (4) बलाघातः

[Question ID = 173][Question Description = CTET_P1_PART_4_L1_SET_110_SANSKRIT_Q113]

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

9) अधोलिखितेषु किं पठनस्य पक्षः न अस्ति ?

- (1) भाषायाः लिपि-अभिज्ञानम्
- (2) पाठात् बहिर्गत्वा पाठस्य व्याख्या
- (3) पाठस्य मुख्यविन्दूनां अभिज्ञानम्
- (4) कर्तृकर्मवाच्ययोः अभिज्ञानम्

[Question ID = 174][Question Description = CTET_P1_PART_4_L1_SET_110_SANSKRIT_Q114]

- 1. 1 [Option ID = 693]

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

10) भाषाशिक्षणप्रसङ्गेषु, 'प्रामाणिकतायाः' अवधारणा प्रयोज्या _____ ।

- (1) विशुद्ध सम्प्रेषणप्रयोजनपूर्णकार्ये
- (2) द्विभाषि शब्दसूच्याम्
- (3) वाचिक-लिखितपाठ्योः
- (4) प्रारम्भिक-साक्षरतायाम्

[Question ID = 175][Question Description = CTET_P1_PART_4_L1_SET_110_SANSKRIT_Q115]

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

11) भाषाक्रीडायाः प्रयोगविषये अधोलिखितेषु किं कथनं असमीचीनम् ?

- (1) इयं छात्रान् अधिगम-प्रयोजनात् दूरीकरोति ।
- (2) पूर्व-अधिगमे पुनर्बलं दातुं क्रीडाः प्रयुज्यन्ते ।
- (3) पाठ-दृष्ट्या क्रीडा सम्यक् कार्यं भवेत् ।
- (4) अधिगम-प्रयोजनैः सह क्रीडानां संयोजनं शिक्षकैः करणीयम् ।

[Question ID = 176][Question Description = CTET_P1_PART_4_L1_SET_110_SANSKRIT_Q116]

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

12) अधोलिखिताः विचाराः सम्भाषणशिक्षणविषयकाः सन्ति । एतेषु कः विचारः अनुपयुक्तः भवेत् ?

- (1) सम्भाषणपूर्वे वाक्यांशान् दत्वा छात्राणां सज्जीकरणम् ।
- (2) सम्भाषणाभ्यासप्रयोजनेन दत्तानि प्रकरणानि छात्राणां स्तरानुकूलं भवेयुः ।
- (3) सम्भाषणपाठः पूर्वपठितपाठात् तथ्यग्रहणं कुर्यात् ।
- (4) सम्भाषणकाले एव छात्राणां सम्भाषणशुद्धिकरणं सर्वोत्तमम् ।

[Question ID = 177][Question Description = CTET_P1_PART_4_L1_SET_110_SANSKRIT_Q117]

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

13) भाषाशिक्षणमधिकृत्य राष्ट्रीयशिक्षा नीति: 2020 विषये अधोलिखितेषु किं असमीचीनम् ?

- (1) माध्यमिकस्तरेषु वैदेशिक भाषाणां शिक्षणम्
- (2) मध्यस्तरे (Middle) माध्यमिकस्तरे (Secondary) श्रेण्य (Classical) भाषाणां शिक्षणम्
- (3) गृहभाषया/मातृभाषया एव शिक्षणम्
- (4) प्रारम्भिकशिक्षणवर्षेभ्यः एव आङ्ग्लभाषया शिक्षणम्

[Question ID = 178][Question Description = CTET_P1_PART_4_L1_SET_110_SANSKRIT_Q118]

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

14) एकः शिक्षकः विविधप्रकारकाः परीक्षाः आयोजयति - लिखिता, मौखिकी, भिन्न-भिन्न काले दत्तकार्याधारिता परीक्षाः च । तदन्तरं सः एताः मूल्याङ्कनाय प्रयुङ्क्ते । एवंविधं मूल्याङ्कनं किं कथ्यते ?

- (1) रूपात्मक-मूल्याङ्कनम् (Formative assessment)
- (2) योगात्मक-मूल्याङ्कनम् (Summative assessment)
- (3) पत्राधान-मूल्याङ्कनम् (Portfolio assessment)
- (4) सामर्थ्याधारित-मूल्याङ्कनम् (Competency-based assessment)

[Question ID = 179][Question Description = CTET_P1_PART_4_L1_SET_110_SANSKRIT_Q119]

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

15) उत्तरप्रदेशस्य पश्चिमभागे प्रचलिता हिन्दीभाषा बिहारप्रान्तस्य पूर्वभागे प्रचलिता हिन्दीभाषायाः काचिद् भिन्ना अस्ति । परं तु एतयोः उभयोः क्षेत्रयोः भाषाभाषिणः अपरस्य भाषां सुष्ठु अवगच्छन्ति । हिन्दीभाषायाः एतादृशौ प्रकारौ किं कथ्येते ?

- (1) भिन्नाः भाषाः
- (2) एका हिन्दीभाषा अस्तु अपरा तु भोजपुरीभाषा अस्तु
- (3) एते हिन्दीभाषायाः विभाषे (Dialects) स्तः
- (4) एते एकैव भाषा स्तः

[Question ID = 180][Question Description = CTET_P1_PART_4_L1_SET_110_SANSKRIT_Q120]

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

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

1. Last month I got the chance to take part in an underwater research project in an area of the Gulf of Mexico called the Flower Gardens. A team of professional researchers led by the scientist Dr. Phillips was trying to learn more about the fish and various creatures that live in this part of the sea. The Flower Gardens are a long way from the shore and we spent three days on a boat.

2. The team used a piece of underwater equipment called a Remotely Operated Vehicle (ROV) to collect information. The ROV could measure water depth and temperature and it also had a camera that sent live film back to the boat. The ROV was great fun. It was controlled by a computer on the boat, and I was allowed to operate it a few times.

3. However, the thing I enjoyed most was diving into the water. At first, I was quite frightened — mainly because I couldn't see land in any direction. But as soon as I jumped into the water, I wasn't afraid anymore. It was amazing to see the colourful fish swimming around and I could see all the way to the Flower Gardens, which are almost 30 meters down.

4. I will never forget the Flower Gardens. The trip was like a holiday but I also learnt new things about science and research projects. The team was very friendly and everyone was happy to explain what they knew about the sea. It was a great opportunity and it made me think about my goal in life. The experience will definitely help me work harder to become a scientist.

What is **incorrect** regarding the location of the Flower Gardens?

- (1) It is 30 meters below sea level.
- (2) It is inaccessible by boat.
- (3) It requires 3 days to reach there from shore.
- (4) It is located in the Gulf of Mexico.

[Question ID = 241][Question Description = CTET_P1_PART_5_L2_SET_110_ENGLISH_Q121]

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

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

1. Last month I got the chance to take part in an underwater research project in an area of the Gulf of Mexico called the Flower Gardens. A team of professional researchers led by the scientist Dr. Phillips was trying to learn more about the fish and various creatures that live in this part of the sea. The Flower Gardens are a long way from the shore and we spent three days on a boat.

2. The team used a piece of underwater equipment called a Remotely Operated Vehicle (ROV) to collect information. The ROV could measure water depth and temperature and it also had a camera that sent live film back to the boat. The ROV was great fun. It was controlled by a computer on the boat, and I was allowed to operate it a few times.

3. However, the thing I enjoyed most was diving into the water. At first, I was quite frightened — mainly because I couldn't see land in any direction. But as soon as I jumped into the water, I wasn't afraid anymore. It was amazing to see the colourful fish swimming around and I could see all the way to the Flower Gardens, which are almost 30 meters down.

4. I will never forget the Flower Gardens. The trip was like a holiday but I also learnt new things about science and research projects. The team was very friendly and everyone was happy to explain what they knew about the sea. It was a great opportunity and it made me think about my goal in life. The experience will definitely help me work harder to become a scientist.

In the expression 'sent live film back to the boat', the underlined word is a/an

(1) Adjective

(2) Verb

(3) Noun

(4) Adverb

[Question ID = 242][Question Description = CTET_P1_PART_5_L2_SET_110_ENGLISH_Q122]

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

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

1. Last month I got the chance to take part in an underwater research project in an area of the Gulf of Mexico called the Flower Gardens. A team of professional researchers led by the scientist Dr. Phillips was trying to learn more about the fish and various creatures that live in this part of the sea. The Flower Gardens are a long way from the shore and we spent three days on a boat.

2. The team used a piece of underwater equipment called a Remotely Operated Vehicle (ROV) to collect information. The ROV could measure water depth and temperature and it also had a camera that sent live film back to the boat. The ROV was great fun. It was controlled by a computer on the boat, and I was allowed to operate it a few times.

3. However, the thing I enjoyed most was diving into the water. At first, I was quite frightened — mainly because I couldn't see land in any direction. But as soon as I jumped into the water, I wasn't afraid anymore. It was amazing to see the colourful fish swimming around and I could see all the way to the Flower Gardens, which are almost 30 meters down.

4. I will never forget the Flower Gardens. The trip was like a holiday but I also learnt new things about science and research projects. The team was very friendly and everyone was happy to explain what they knew about the sea. It was a great opportunity and it made me think about my goal in life. The experience will definitely help me work harder to become a scientist.

What does the writer say about the ROV?

- (1) It was difficult to operate.
- (2) It recorded what was happening underwater.
- (3) It was an expensive piece of equipment.
- (4) It could only go so far underwater.

[Question ID = 243][Question Description = CTET_P1_PART_5_L2_SET_110_ENGLISH_Q123]

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

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

1. Last month I got the chance to take part in an underwater research project in an area of the Gulf of Mexico called the Flower Gardens. A team of professional researchers led by the scientist Dr. Phillips was trying to learn more about the fish and various creatures that live in this part of the sea. The Flower Gardens are a long way from the shore and we spent three days on a boat.

2. The team used a piece of underwater equipment called a Remotely Operated Vehicle (ROV) to collect information. The ROV could measure water depth and temperature and it also had a camera that sent live film back to the boat. The ROV was great fun. It was controlled by a computer on the boat, and I was allowed to operate it a few times.

3. However, the thing I enjoyed most was diving into the water. At first, I was quite frightened — mainly because I couldn't see land in any direction. But as soon as I jumped into the water, I wasn't afraid anymore. It was amazing to see the colourful fish swimming around and I could see all the way to the Flower Gardens, which are almost 30 meters down.

4. I will never forget the Flower Gardens. The trip was like a holiday but I also learnt new things about science and research projects. The team was very friendly and everyone was happy to explain what they knew about the sea. It was a great opportunity and it made me think about my goal in life. The experience will definitely help me work harder to become a scientist.

Read the following statements:

(a) The trip to the Flower Gardens was an unforgettable experience for the writer.

(b) He did not learn any new things about science and research projects.

(c) His team members were unwilling to share what they knew about the sea.

(1) (b) is true, (a) and (c) are false

(2) (c) is true, (a) and (b) are false

(3) (a) is true, (b) and (c) are false

(4) (a) is false, (b) and (c) are true

[Question ID = 244][Question Description = CTET_P1_PART_5_L2_SET_110_ENGLISH_Q124]

1. 1 [Option ID = 973]

2. 2 [Option ID = 974]

3. 3 [Option ID = 975]

4. 4 [Option ID = 976]

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

1. Last month I got the chance to take part in an underwater research project in an area of the Gulf of Mexico called the Flower Gardens. A team of professional researchers led by the scientist Dr. Phillips was trying to learn more about the fish and various creatures that live in this part of the sea. The Flower Gardens are a long way from the shore and we spent three days on a boat.

2. The team used a piece of underwater equipment called a Remotely Operated Vehicle (ROV) to collect information. The ROV could measure water depth and temperature and it also had a camera that sent live film back to the boat. The ROV was great fun. It was controlled by a computer on the boat, and I was allowed to operate it a few times.

3. However, the thing I enjoyed most was diving into the water. At first, I was quite frightened — mainly because I couldn't see land in any direction. But as soon as I jumped into the water, I wasn't afraid anymore. It was amazing to see the colourful fish swimming around and I could see all the way to the Flower Gardens, which are almost 30 meters down.

4. I will never forget the Flower Gardens. The trip was like a holiday but I also learnt new things about science and research projects. The team was very friendly and everyone was happy to explain what they knew about the sea. It was a great opportunity and it made me think about my goal in life. The experience will definitely help me work harder to become a scientist.

The word 'remotely' in para 2 means

- (1) Located at a hidden spot.
- (2) Located under the sea.
- (3) Located far away.
- (4) Equipment to collect information.

[Question ID = 245][Question Description = CTET_P1_PART_5_L2_SET_110_ENGLISH_Q125]

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

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

1. Last month I got the chance to take part in an underwater research project in an area of the Gulf of Mexico called the Flower Gardens. A team of professional researchers led by the scientist Dr. Phillips was trying to learn more about the fish and various creatures that live in this part of the sea. The Flower Gardens are a long way from the shore and we spent three days on a boat.

2. The team used a piece of underwater equipment called a Remotely Operated Vehicle (ROV) to collect information. The ROV could measure water depth and temperature and it also had a camera that sent live film back to the boat. The ROV was great fun. It was controlled by a computer on the boat, and I was allowed to operate it a few times.

3. However, the thing I enjoyed most was diving into the water. At first, I was quite frightened — mainly because I couldn't see land in any direction. But as soon as I jumped into the water, I wasn't afraid anymore. It was amazing to see the colourful fish swimming around and I could see all the way to the Flower Gardens, which are almost 30 meters down.

4. I will never forget the Flower Gardens. The trip was like a holiday but I also learnt new things about science and research projects. The team was very friendly and everyone was happy to explain what they knew about the sea. It was a great opportunity and it made me think about my goal in life. The experience will definitely help me work harder to become a scientist.

The word 'amazing' in para 3 does **not** mean

- (1) dissatisfying
- (2) breathtaking
- (3) astounding
- (4) astonishing

[Question ID = 246][Question Description = CTET_P1_PART_5_L2_SET_110_ENGLISH_Q126]

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

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

1. Last month I got the chance to take part in an underwater research project in an area of the Gulf of Mexico called the Flower Gardens. A team of professional researchers led by the scientist Dr. Phillips was trying to learn more about the fish and various creatures that live in this part of the sea. The Flower Gardens are a long way from the shore and we spent three days on a boat.

2. The team used a piece of underwater equipment called a Remotely Operated Vehicle (ROV) to collect information. The ROV could measure water depth and temperature and it also had a camera that sent live film back to the boat. The ROV was great fun. It was controlled by a computer on the boat, and I was allowed to operate it a few times.

3. However, the thing I enjoyed most was diving into the water. At first, I was quite frightened — mainly because I couldn't see land in any direction. But as soon as I jumped into the water, I wasn't afraid anymore. It was amazing to see the colourful fish swimming around and I could see all the way to the Flower Gardens, which are almost 30 meters down.

4. I will never forget the Flower Gardens. The trip was like a holiday but I also learnt new things about science and research projects. The team was very friendly and everyone was happy to explain what they knew about the sea. It was a great opportunity and it made me think about my goal in life. The experience will definitely help me work harder to become a scientist.

What was the writer's experience regarding diving? Select the most appropriate option.

- (1) His main worry was losing sight of the boat.
- (2) He enjoyed it less than other parts of the trip.
- (3) He was quite disappointed by the variety of fish.
- (4) His feelings changed once he was in the water.

[Question ID = 247][Question Description = CTET_P1_PART_5_L2_SET_110_ENGLISH_Q127]

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

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

1. Last month I got the chance to take part in an underwater research project in an area of the Gulf of Mexico called the Flower Gardens. A team of professional researchers led by the scientist Dr. Phillips was trying to learn more about the fish and various creatures that live in this part of the sea. The Flower Gardens are a long way from the shore and we spent three days on a boat.

2. The team used a piece of underwater equipment called a Remotely Operated Vehicle (ROV) to collect information. The ROV could measure water depth and temperature and it also had a camera that sent live film back to the boat. The ROV was great fun. It was controlled by a computer on the boat, and I was allowed to operate it a few times.

3. However, the thing I enjoyed most was diving into the water. At first, I was quite frightened — mainly because I couldn't see land in any direction. But as soon as I jumped into the water, I wasn't afraid anymore. It was amazing to see the colourful fish swimming around and I could see all the way to the Flower Gardens, which are almost 30 meters down.

4. I will never forget the Flower Gardens. The trip was like a holiday but I also learnt new things about science and research projects. The team was very friendly and everyone was happy to explain what they knew about the sea. It was a great opportunity and it made me think about my goal in life. The experience will definitely help me work harder to become a scientist.

What effect has the trip had on the writer?

- (1) It has changed his opinion of sea animals.
- (2) It has made him a lot more interested in science.
- (3) It has made him think of his next holiday destination.
- (4) He is not happy with his new friends in the research team.

[Question ID = 248][Question Description = CTET_P1_PART_5_L2_SET_110_ENGLISH_Q128]

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

Topic:- ENG_Q129-135_L2_P1_CTET

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

1. Animals are those souls who have a voice but remain unheard; they are voiceless. They try to communicate pain, fear, and love, but are ignored. They have a right to live a life without facing brutality but instead they die in vain. Animal activism is kind of social work that can help birds and animals live a life of dignity.

2. The world we live in is a world made by humans which includes massive architecture, speeding cars, plastic waste, pollution, etc. Why should animals bear its negative consequences? Why should elephants and pandas not have a home because we want buildings and skyscrapers? Why should dogs die under speeding cars because we want to reach faraway places on time? Why should birds choke on plastic garbage which we have used for our benefit and thrown out in the open? Why do humans need products tested on animals which can be tested in simulators and on other substitutes giving more accurate and reliable results.

3. Let's come together for our planet to make it free from all sorts of animal torture and one which makes us compassionate and sensitive. Let's spread awareness about animal cruelty and welfare with our community through social media. We can even conduct formal and informal workshops for the younger children of our locality to promote this noble endeavour. Mahatma Gandhi rightly said, "The greatness of a nation and its moral progress can be judged by the way its animals are treated."

'Animals have a voice but remain unheard,' says the writer. This is because they

(1) are submissive

(2) face brutality

(3) lack dignity

(4) are ignored

[Question ID = 249][Question Description = CTET_P1_PART_5_L2_SET_110_ENGLISH_Q129]

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

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

1. Animals are those souls who have a voice but remain unheard; they are voiceless. They try to communicate pain, fear, and love, but are ignored. They have a right to live a life without facing brutality but instead they die in vain. Animal activism is kind of social work that can help birds and animals live a life of dignity.

2. The world we live in is a world made by humans which includes massive architecture, speeding cars, plastic waste, pollution, etc. Why should animals bear its negative consequences? Why should elephants and pandas not have a home because we want buildings and skyscrapers? Why should dogs die under speeding cars because we want to reach faraway places on time? Why should birds choke on plastic garbage which we have used for our benefit and thrown out in the open? Why do humans need products tested on animals which can be tested in simulators and on other substitutes giving more accurate and reliable results.

3. Let's come together for our planet to make it free from all sorts of animal torture and one which makes us compassionate and sensitive. Let's spread awareness about animal cruelty and welfare with our community through social media. We can even conduct formal and informal workshops for the younger children of our locality to promote this noble endeavour. Mahatma Gandhi rightly said, "The greatness of a nation and its moral progress can be judged by the way its animals are treated."

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

- (1) Elephants and pandas are protected to build skyscrapers.
- (2) Overspeeding cars lead to animal deaths.
- (3) Product testing has alternative options.
- (4) Workshops can promote awareness about animal cruelty.

[Question ID = 250][Question Description = CTET_P1_PART_5_L2_SET_110_ENGLISH_Q130]

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

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

1. Animals are those souls who have a voice but remain unheard; they are voiceless. They try to communicate pain, fear, and love, but are ignored. They have a right to live a life without facing brutality but instead they die in vain. Animal activism is kind of social work that can help birds and animals live a life of dignity.

2. The world we live in is a world made by humans which includes massive architecture, speeding cars, plastic waste, pollution, etc. Why should animals bear its negative consequences? Why should elephants and pandas not have a home because we want buildings and skyscrapers? Why should dogs die under speeding cars because we want to reach faraway places on time? Why should birds choke on plastic garbage which we have used for our benefit and thrown out in the open? Why do humans need products tested on animals which can be tested in simulators and on other substitutes giving more accurate and reliable results.

3. Let's come together for our planet to make it free from all sorts of animal torture and one which makes us compassionate and sensitive. Let's spread awareness about animal cruelty and welfare with our community through social media. We can even conduct formal and informal workshops for the younger children of our locality to promote this noble endeavour. Mahatma Gandhi rightly said, "The greatness of a nation and its moral progress can be judged by the way its animals are treated."

In the expression, 'they have a right to live', the underlined group of words is a/an

(1) Verb

(2) Noun

(3) Adverb

(4) Adjective

[Question ID = 251][Question Description = CTET_P1_PART_5_L2_SET_110_ENGLISH_Q131]

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

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

1. Animals are those souls who have a voice but remain unheard; they are voiceless. They try to communicate pain, fear, and love, but are ignored. They have a right to live a life without facing brutality but instead they die in vain. Animal activism is kind of social work that can help birds and animals live a life of dignity.

2. The world we live in is a world made by humans which includes massive architecture, speeding cars, plastic waste, pollution, etc. Why should animals bear its negative consequences? Why should elephants and pandas not have a home because we want buildings and skyscrapers? Why should dogs die under speeding cars because we want to reach faraway places on time? Why should birds choke on plastic garbage which we have used for our benefit and thrown out in the open? Why do humans need products tested on animals which can be tested in simulators and on other substitutes giving more accurate and reliable results.

3. Let's come together for our planet to make it free from all sorts of animal torture and one which makes us compassionate and sensitive. Let's spread awareness about animal cruelty and welfare with our community through social media. We can even conduct formal and informal workshops for the younger children of our locality to promote this noble endeavour. Mahatma Gandhi rightly said, "The greatness of a nation and its moral progress can be judged by the way its animals are treated."

'Birds choke on plastic', the word that is underlined is a/an

(1) Verb

(2) Noun

(3) Adverb

(4) Conjunction

[Question ID = 252][Question Description = CTET_P1_PART_5_L2_SET_110_ENGLISH_Q132]

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

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

1. Animals are those souls who have a voice but remain unheard; they are voiceless. They try to communicate pain, fear, and love, but are ignored. They have a right to live a life without facing brutality but instead they die in vain. Animal activism is kind of social work that can help birds and animals live a life of dignity.

2. The world we live in is a world made by humans which includes massive architecture, speeding cars, plastic waste, pollution, etc. Why should animals bear its negative consequences? Why should elephants and pandas not have a home because we want buildings and skyscrapers? Why should dogs die under speeding cars because we want to reach faraway places on time? Why should birds choke on plastic garbage which we have used for our benefit and thrown out in the open? Why do humans need products tested on animals which can be tested in simulators and on other substitutes giving more accurate and reliable results.

3. Let's come together for our planet to make it free from all sorts of animal torture and one which makes us compassionate and sensitive. Let's spread awareness about animal cruelty and welfare with our community through social media. We can even conduct formal and informal workshops for the younger children of our locality to promote this noble endeavour. Mahatma Gandhi rightly said, "The greatness of a nation and its moral progress can be judged by the way its animals are treated."

Which word in para 3 means 'an attempt to achieve a goal'?

(1) compassionate

(2) promote

(3) endeavour

(4) sensitive

[Question ID = 253][Question Description = CTET_P1_PART_5_L2_SET_110_ENGLISH_Q133]

1. 1 [Option ID = 1009]
2. 2 [Option ID = 1010]
3. 3 [Option ID = 1011]
4. 4 [Option ID = 1012]

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

1. Animals are those souls who have a voice but remain unheard; they are voiceless. They try to communicate pain, fear, and love, but are ignored. They have a right to live a life without facing brutality but instead they die in vain. Animal activism is kind of social work that can help birds and animals live a life of dignity.

2. The world we live in is a world made by humans which includes massive architecture, speeding cars, plastic waste, pollution, etc. Why should animals bear its negative consequences? Why should elephants and pandas not have a home because we want buildings and skyscrapers? Why should dogs die under speeding cars because we want to reach faraway places on time? Why should birds choke on plastic garbage which we have used for our benefit and thrown out in the open? Why do humans need products tested on animals which can be tested in simulators and on other substitutes giving more accurate and reliable results.

3. Let's come together for our planet to make it free from all sorts of animal torture and one which makes us compassionate and sensitive. Let's spread awareness about animal cruelty and welfare with our community through social media. We can even conduct formal and informal workshops for the younger children of our locality to promote this noble endeavour. Mahatma Gandhi rightly said, "The greatness of a nation and its moral progress can be judged by the way its animals are treated."

'Skyscrapers' in para 2 mean

- (1) compact buildings
- (2) towering buildings
- (3) modified Buildings
- (4) distorted buildings

[Question ID = 254][Question Description = CTET_P1_PART_5_L2_SET_110_ENGLISH_Q134]

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

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

1. Animals are those souls who have a voice but remain unheard; they are voiceless. They try to communicate pain, fear, and love, but are ignored. They have a right to live a life without facing brutality but instead they die in vain. Animal activism is kind of social work that can help birds and animals live a life of dignity.

2. The world we live in is a world made by humans which includes massive architecture, speeding cars, plastic waste, pollution, etc. Why should animals bear its negative consequences? Why should elephants and pandas not have a home because we want buildings and skyscrapers? Why should dogs die under speeding cars because we want to reach faraway places on time? Why should birds choke on plastic garbage which we have used for our benefit and thrown out in the open? Why do humans need products tested on animals which can be tested in simulators and on other substitutes giving more accurate and reliable results.

3. Let's come together for our planet to make it free from all sorts of animal torture and one which makes us compassionate and sensitive. Let's spread awareness about animal cruelty and welfare with our community through social media. We can even conduct formal and informal workshops for the younger children of our locality to promote this noble endeavour. Mahatma Gandhi rightly said, "The greatness of a nation and its moral progress can be judged by the way its animals are treated."

Read the following statements:

(a) Animals lead a neglected life.

(b) Humans need to be compassionate towards animals.

(1) (a) is incorrect, but (b) is correct

(2) Both (a) and (b) are incorrect

(3) Both (a) and (b) are correct

(4) (a) is correct, but (b) is incorrect

[Question ID = 255][Question Description = CTET_P1_PART_5_L2_SET_110_ENGLISH_Q135]

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

Topic:- ENG_Q136-150_L2_P1_CTET

1) Asia has a lot to offer in terms of the development of a theory of multilingualism with its linguistic, literary, and cultural diversity, the colonial history and historical richness. Multilingualism signifies _____.

(1) formal linguistic skills and communicative competence which involves using language appropriately in varied social contexts.

(2) formal linguistic skills and linguistic competence which involves an understanding of grammar.

(3) an awareness of literary traditions and literary texts and the culture of the target language.

(4) an awareness of the four skills, the literature and culture of the target language.

[Question ID = 256][Question Description = CTET_P1_PART_5_L2_SET_110_ENGLISH_Q136]

1. 1 [Option ID = 1021]

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

2) Which of the following is **not** true of Translanguaging ?

- (1) It believes that languages should be taught in isolation.
- (2) It challenges the notion of two languages being separate systems.
- (3) It places the issue of social justice at the center of language education.
- (4) It shifts the focus from using one language to using many.

[Question ID = 257][Question Description = CTET_P1_PART_5_L2_SET_110_ENGLISH_Q137]

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

3) Nurturing the creative potential of learners is

- (1) to be confined to pre-school classes and special programmes.
- (2) a process distinct from mainstream teaching.
- (3) just one among the many tasks assigned to teachers.
- (4) to encourage all ideas, even the wrong ones.

[Question ID = 258][Question Description = CTET_P1_PART_5_L2_SET_110_ENGLISH_Q138]

1. 1 [Option ID = 1029]
2. 2 [Option ID = 1030]
3. 3 [Option ID = 1031]
4. 4 [Option ID = 1032]

4) A teacher feels her listening lesson went badly. Most of the things she did, were not helpful for the students. Look at the things she did. Choose the one that was a good idea.

- (1) She handed out the detailed listening task after the recording had started.
- (2) She got students to check their answers in pairs before discussing the answers with them.
- (3) She did not give cue to the recording. It took them some time to find the right point in the recording.
- (4) She did not give the students a gist task.

[Question ID = 259][Question Description = CTET_P1_PART_5_L2_SET_110_ENGLISH_Q139]

1. 1 [Option ID = 1033]
2. 2 [Option ID = 1034]
3. 3 [Option ID = 1035]
4. 4 [Option ID = 1036]

5) Which one of these is **not** a step in a grammar lesson ?

- (1) Write collected errors on the board.
- (2) Use classroom interaction to check the meaning of the grammar point.
- (3) Checking of meaning and form by teacher.
- (4) Translating words into the first or another language.

[Question ID = 260][Question Description = CTET_P1_PART_5_L2_SET_110_ENGLISH_Q140]

1. 1 [Option ID = 1037]
2. 2 [Option ID = 1038]
3. 3 [Option ID = 1039]
4. 4 [Option ID = 1040]

6) Which of the following is **not** a concept from language education?

- (1) Multilingualism
- (2) Audiolingual method
- (3) Task-based learning
- (4) Prototype theory

[Question ID = 261][Question Description = CTET_P1_PART_5_L2_SET_110_ENGLISH_Q141]

- 1. 1 [Option ID = 1041]
- 2. 2 [Option ID = 1042]
- 3. 3 [Option ID = 1043]
- 4. 4 [Option ID = 1044]

7) If a learner is at a stage 'i' according to Stephen Krashen, acquisition takes place when she is exposed to _____ at the level of 'i+1'.

- (1) input and intake
- (2) incomprehensible input
- (3) comprehensible input
- (4) input and output

[Question ID = 262][Question Description = CTET_P1_PART_5_L2_SET_110_ENGLISH_Q142]

- 1. 1 [Option ID = 1045]
- 2. 2 [Option ID = 1046]
- 3. 3 [Option ID = 1047]
- 4. 4 [Option ID = 1048]

8) Main ways of reading are

- (1) reading long and short texts and getting the gist.
- (2) reading for pleasure, reading for information and extrapolation.
- (3) skimming, scanning and intentional reading.
- (4) skimming, scanning and inferential and extrapolative reading.

[Question ID = 263][Question Description = CTET_P1_PART_5_L2_SET_110_ENGLISH_Q143]

- 1. 1 [Option ID = 1049]
- 2. 2 [Option ID = 1050]
- 3. 3 [Option ID = 1051]
- 4. 4 [Option ID = 1052]

9) Which of the following is **not** a concept from language education?

- (1) Negative feedback
- (2) Psychoanalysis
- (3) Dyslexia
- (4) Translation

[Question ID = 264][Question Description = CTET_P1_PART_5_L2_SET_110_ENGLISH_Q144]

- 1. 1 [Option ID = 1053]
- 2. 2 [Option ID = 1054]
- 3. 3 [Option ID = 1055]
- 4. 4 [Option ID = 1056]

10) 'Blended learning'

- (1) is a combination of audiolingual method and communicative language teaching.
- (2) is a combination of traditional methodology and an Internet-based online approach to teaching.
- (3) is learning content of subjects in the first language.
- (4) is using a combination of two apps for language teaching.

[Question ID = 265][Question Description = CTET_P1_PART_5_L2_SET_110_ENGLISH_Q145]

- 1. 1 [Option ID = 1057]
- 2. 2 [Option ID = 1058]
- 3. 3 [Option ID = 1059]
- 4. 4 [Option ID = 1060]

11) 'Authenticity' is related to the notion of 'realness' or 'trueness to origin'. The term has been used to characterize texts, learning material, tasks, cultural artefacts, etc. Which of the following are **not** a feature of authentic materials?

- (1) Authentic texts can be found in encyclopedias.
- (2) Newspapers, hoardings and brochures are examples of authentic texts.
- (3) Authentic material can look dated very quickly.
- (4) Authentic texts contain cultural information.

[Question ID = 266][Question Description = CTET_P1_PART_5_L2_SET_110_ENGLISH_Q146]

- 1. 1 [Option ID = 1061]
- 2. 2 [Option ID = 1062]
- 3. 3 [Option ID = 1063]
- 4. 4 [Option ID = 1064]

12) "Based on your understanding of the story, do you think the tortoise will convince the rabbit?"
This question is

- (1) checking factual reading.
- (2) eliciting information.
- (3) checking a vocabulary concept.
- (4) checking extrapolative reading.

[Question ID = 267][Question Description = CTET_P1_PART_5_L2_SET_110_ENGLISH_Q147]

- 1. 1 [Option ID = 1065]
- 2. 2 [Option ID = 1066]
- 3. 3 [Option ID = 1067]
- 4. 4 [Option ID = 1068]

13) Many students who learn English already have a deep knowledge of one language. These errors can be at many levels. Choose the one that does **not** fit.

- (1) When L1 and English come into contact, there might be confusion at the level of sounds.
- (2) When majority Indian learners start learning English they are totally unfamiliar with the language.
- (3) Students might have problems in the use of articles in English.
- (4) Majority second language learners find it difficult to master the use of prepositions.

[Question ID = 268][Question Description = CTET_P1_PART_5_L2_SET_110_ENGLISH_Q148]

- 1. 1 [Option ID = 1069]
- 2. 2 [Option ID = 1070]
- 3. 3 [Option ID = 1071]
- 4. 4 [Option ID = 1072]

14) "Ask students to organize four disjoint paragraphs in the right order." This is a question on

(1) Understanding grammar in reading

(2) Organization in writing

(3) Vocabulary

(4) Pronunciation

[Question ID = 269][Question Description = CTET_P1_PART_5_L2_SET_110_ENGLISH_Q149]

1. 1 [Option ID = 1073]

2. 2 [Option ID = 1074]

3. 3 [Option ID = 1075]

4. 4 [Option ID = 1076]

15) Which of the following is **not** true of National Education Policy, 2020 on Language Education?

(1) Study of mother tongue, other Indian languages, classical language, foreign language.

(2) Mother tongue/home language as medium of instruction as long as possible.

(3) English as a medium from the foundational stage of schooling.

(4) Study of foreign language during the secondary stage of schooling.

[Question ID = 270][Question Description = CTET_P1_PART_5_L2_SET_110_ENGLISH_Q150]

1. 1 [Option ID = 1077]

2. 2 [Option ID = 1078]

3. 3 [Option ID = 1079]

4. 4 [Option ID = 1080]