

CTET L1 Sanskrit L2 English P1

Topic:- CDP_P1_CTET

1) _____ is an example of gross motor skills.

- (1) Running
- (2) Grasping
- (3) Scribbling
- (4) Squeezing

_____ स्थूल गत्यात्मक कौशल का उदाहरण है।

- (1) भागना
- (2) पकड़ना
- (3) आड़ी-तिरछी रेखाएँ खींचना
- (4) निचोड़ना

[Question ID = 1][Question Description = CTET_P1_PART_1_CDP_SET_111_Q1]

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

2) Most children learn to hold a glass before they hold a pen. Which principle of development explains this specific direction of development ?

- (1) Cephalo-Caudal Principle
- (2) Proximo-Distal Principle
- (3) Principle of Interaction
- (4) Principle of Exclusion

अधिकतर बच्चे पेन पकड़ना सीखने से पहले गिलास पकड़ना सीख लेते हैं। विकास का कौन-सा सिद्धांत इस विशेष दिशा का वर्णन करता है ?

- (1) शीर्षगामी सिद्धांत
- (2) अधोगामी सिद्धांत
- (3) पारस्परिकता/संपर्क का सिद्धांत
- (4) बहिष्कार का सिद्धांत

[Question ID = 2][Question Description = CTET_P1_PART_1_CDP_SET_111_Q2]

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

3) Which of the following are primary agencies of socialisation for very young children ?

- (1) Neighbourhood and Print media
- (2) School and Law
- (3) Social policy and Religion
- (4) Family and Neighbourhood

बहुत छोटे बच्चों के लिए निम्न में से कौन-सी संस्थाएँ समाजीकरण की प्राथमिक संस्थाएँ हैं ?

- (1) आस-पड़ोस और मुद्रक संचार
- (2) विद्यालय और कानून
- (3) सामाजिक नीति और धर्म
- (4) परिवार और आस-पड़ोस

[Question ID = 3][Question Description = CTET_P1_PART_1_CDP_SET_111_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 can children think deductively ?

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

जीन पियाजे के संज्ञानात्मक विकास सिद्धांत के अनुसार, बच्चे किस चरण में निगमनात्मक रूप से सोच सकते हैं ?

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

[Question ID = 4][Question Description = CTET_P1_PART_1_CDP_SET_111_Q4]

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

5) Reena, a 5-year-old girl is shown two identical transparent glasses, both short and wide in shape. Both have exactly same amount of milk in them. She agrees that the quantity is the same. However, when same milk from one glass was poured into a taller, narrower glass, she believes that taller glass has more milk than shorter glass. As per Jean Piaget's theory, this represents

- (1) Difficulty in decentering
- (2) Animism
- (3) Semiotic function
- (4) Hypothetical-deductive reasoning

पाँच वर्षीय रीना को दो पारदर्शी समरूप गिलास दिखाए गए, जो दोनों ही आकार में छोटे और चौड़े थे। दोनों में बराबर मात्रा में दूध डाला गया जिसे दिखाने पर रीना ने बराबर होने की सहमति जताई। फिर एक गिलास के दूध को किसी अन्य गिलास में डाला गया जो अपेक्षाकृत लम्बा और संकीर्ण था। अब रीना का मानना है कि लम्बे गिलास में छोटे गिलास की अपेक्षा दूध ज्यादा है। जीन पियाज़े के सिद्धांत के अनुसार यह क्या दर्शाता है ?

- (1) विकेंद्रीकरण में कठिनाई
- (2) जीववादी सोच
- (3) लाक्षणिक प्रकार्य
- (4) काल्पनिक-निगमनात्मक तर्क

[Question ID = 5][Question Description = CTET_P1_PART_1_CDP_SET_111_Q5]

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

6) Anu argues that 'only society not individuals can determine what is right'. As per Lawrence Kohlberg's moral development theory, which stage is represented in this example ?

- (1) Obedience and Punishment orientation
- (2) Good boy-good girl orientation
- (3) Authority and social-order maintaining orientation
- (4) Universal ethical principles orientation

अनु का तर्क है कि 'केवल समाज ही तय कर सकता है कि क्या सही है, व्यक्तिगत रूप नहीं'। लारेंस कोहलबर्ग के नैतिक विकास सिद्धांत के अनुसार यह उदाहरण किस चरण को दर्शाता है ?

- (1) आज्ञापालन एवम् दण्ड अभिविन्यास
- (2) अच्छा लड़का-अच्छी लड़की अभिविन्यास
- (3) अधिकारिता एवम् सामाजिक-क्रम व्यवस्था अभिविन्यास
- (4) सार्वभौमिक नैतिक सिद्धांत अभिविन्यास

[Question ID = 6][Question Description = CTET_P1_PART_1_CDP_SET_111_Q6]

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

7) As per Lev Vygotsky's ideas, which of the following is a correct way of scaffolding students' learning ?

- (1) Conditioning the response by a stimulus.
- (2) Giving rewards on correct answers.
- (3) Providing prompts and cues when required.
- (4) Telling answers directly without discussion.

लेव वायगोत्स्की के विचारों के अनुसार, निम्न में से विद्यार्थियों के अधिगम को पाइ प्रदान करने का कौन-सा तरीका सही है ?

- (1) उद्दीपन के द्वारा प्रतिक्रिया को अनुकूलित करना ।
- (2) सही जवाबों के लिए पुरस्कार देना ।
- (3) जरूरत पड़ने पर संकेत और इशारे देना ।
- (4) बिना चर्चा के सीधा जवाब बता देना ।

[Question ID = 7][Question Description = CTET_P1_PART_1_CDP_SET_111_Q7]

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

8) Lev Vygotsky advocated for_____.

- (1) extensive focus on rote memorisation
- (2) collaborative learning
- (3) exam-centric pedagogy
- (4) standardised curriculum

लेव वायगोत्स्की ने निम्न में से किसे बढ़ावा दिया ?

- (1) कंठस्थ स्मरण पर अत्यधिक जोर
- (2) सहयोगात्मक अधिगम
- (3) परीक्षा-केन्द्रित शिक्षाशास्त्र
- (4) मानकीकृत पाठ्यक्रम

[Question ID = 8][Question Description = CTET_P1_PART_1_CDP_SET_111_Q8]

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

9) In a progressive classroom, learners are viewed as _____.

- (1) passive recipient of knowledge
- (2) active participant in knowledge construction
- (3) capable of learning only by lecture method
- (4) incapable of processing information independently

एक प्रगतिशील कक्षा में, अधिगमकर्ताओं को किस तरह समझा जाता है ?

- (1) ज्ञान के निष्क्रिय ग्रहणकर्ता के रूप में
- (2) ज्ञान निर्माण में सक्रिय भागीदार के रूप में
- (3) केवल व्याख्यान विधि से सीखने में सक्षम
- (4) स्वतंत्र रूप से सूचना प्रसंस्करण में असक्षम

[Question ID = 9][Question Description = CTET_P1_PART_1_CDP_SET_111_Q9]

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

10) Rajni is really good at creating mental representation and transformation of seen objects. As per Howard Gardner's theory of multiple intelligence, what kind of intelligence is she exhibiting ?

- (1) Linguistic
- (2) Musical
- (3) Spatial
- (4) Interpersonal

रजनी देखी गई वस्तुओं के मानसिक चित्रण और परिवर्तन में बहुत कुशल है। हॉवर्ड गार्डनर के बहुबुद्धि सिद्धांत के अनुसार, वह किस प्रकार की बुद्धि दर्शाती है ?

- (1) भाषायी
- (2) संगीतीय
- (3) स्थानिक
- (4) अंतर्वैयक्तिक

[Question ID = 10][Question Description = CTET_P1_PART_1_CDP_SET_111_Q10]

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

11) Verbalisation of his own thoughts often helps James to find the solution of given problems. This statement suggests that :

- (1) Language and cognition are not related.
- (2) Biological maturation causes language development.
- (3) Language facilitates cognition.
- (4) Cognition gets delayed by interference of linguistic expression.

अपने विचारों का मौखिकीकरण जेम्स को दिए सवालों का जवाब ढूँढने में अक्सर मदद करता है। यह कथन क्या सुझाता है ?

- (1) भाषा और संज्ञान संबंधित नहीं हैं।
- (2) जैविक परिपक्वता भाषा विकास के लिए जिम्मेवार है।
- (3) भाषा संज्ञान को सुसाधित करती है।
- (4) भाषाई अभिव्यक्ति के हस्तक्षेप से संज्ञान में देरी आ जाती है।

[Question ID = 11][Question Description = CTET_P1_PART_1_CDP_SET_111_Q11]

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

12) Gender is _____

- (1) an identity shaped by society.
- (2) predetermined since conception period.
- (3) an innate biological quality.
- (4) not influenced by socialisation agencies.

जेन्डर _____

- (1) एक ऐसी अस्मिता है जो सामाजिक संरचनाओं द्वारा आकृति पाती है।
- (2) गर्भधारण के समय से ही पूर्व-निर्धारित होता है।
- (3) एक जन्मजात जैविक गुण है।
- (4) समाजीकरण की संस्थाओं से प्रभावित नहीं होता है।

[Question ID = 12][Question Description = CTET_P1_PART_1_CDP_SET_111_Q12]

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

13) "Having a diverse curriculum with children from varied social, economic and cultural backgrounds enriches the learning experience of all students."

This statement is :

- (1) correct, because children learn many skills from their peers.
- (2) correct, because it makes the classroom more hierarchial.
- (3) incorrect, because it leads to unnecessary competition.
- (4) incorrect, because it can confuse the children and they may feel lost.

"विभिन्न सामाजिक, आर्थिक और सांस्कृतिक पृष्ठभूमि के बच्चों से युक्त कक्षा में विविध पाठ्यक्रम होने से सभी छात्रों के सीखने के अनुभव समृद्ध होते हैं।" यह कथन :

- (1) सही है, क्योंकि बच्चे अपने साथियों से कई कौशल सीखते हैं।
- (2) सही है, क्योंकि यह कक्षा को अधिक श्रेणीबद्ध बनाता है।
- (3) गलत है, क्योंकि इससे अनावश्यक प्रतिस्पर्धा होती है।
- (4) गलत है, क्योंकि यह बच्चों को भ्रमित कर सकता है और वे खोया हुआ महसूस कर सकते हैं।

[Question ID = 13][Question Description = CTET_P1_PART_1_CDP_SET_111_Q13]

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

14) Assessment for learning should be :

- (1) Contextual
- (2) Standardised
- (3) Norm-referenced
- (4) Teacher-oriented

'अधिगम के लिए' मूल्यांकन किस प्रकार का होना चाहिए ?

- (1) संदर्भित
- (2) मानकीकृत
- (3) मानदंड-संदर्भित
- (4) अध्यापक-अभिमुखी

[Question ID = 14][Question Description = CTET_P1_PART_1_CDP_SET_111_Q14]

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

15) Which of the following strategy of a teacher will promote creative thinking among students ?

- (1) Giving long passages to rote memorise
- (2) Encouraging convergent ways of representing a problem
- (3) Rewarding functional fixedness
- (4) Presenting problems that require search for innovative solutions

एक अध्यापिका द्वारा अपनाई गई कौन-सी युक्ति विद्यार्थियों में सृजनात्मक सोच को बढ़ावा देगी ?

- (1) बड़े-बड़े गद्य कंठस्थ याद करने के लिए देना
- (2) किसी समस्या को दर्शाने के अभिसारी तरीके को प्रोत्साहित करना
- (3) प्रकार्यात्मक स्थिरता को पुरस्कृत करना
- (4) ऐसी समस्याएँ प्रस्तुत करना जिनके लिए नवचारी समाधान खोजने की जरूरत हो

[Question ID = 15][Question Description = CTET_P1_PART_1_CDP_SET_111_Q15]

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

16) Successful inclusion of students belonging to disadvantaged groups requires _____.

- (1) inflexible curriculum
- (2) exam-centric pedagogy
- (3) reasonable accommodations
- (4) inaccessible infrastructure

वंचित वर्गों से संबंधित विद्यार्थियों के सफल समावेशन हेतु निम्न में से क्या जरूरी है ?

- (1) अनम्य पाठ्यक्रम
- (2) परीक्षा-केन्द्रित शिक्षाशास्त्र
- (3) उचित समायोजन
- (4) अगम्य/दुर्गम इमारती संरचना

[Question ID = 16][Question Description = CTET_P1_PART_1_CDP_SET_111_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 principle underlies the philosophy of inclusion ?

- (1) Equity
- (2) Equality
- (3) Segregation
- (4) Discrimination

निम्न में से किस सिद्धांत पर समावेशन की विचारधारा आधारित है ?

- (1) समता
- (2) समानता
- (3) अलगाव
- (4) पक्षपात

[Question ID = 17][Question Description = CTET_P1_PART_1_CDP_SET_111_Q17]

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

18) Students having Attention-Deficit-Hyperactivity Disorder typically tend to be :

- (1) Highly organised.
- (2) Very attentive.
- (3) Patient while listening to long instructions.
- (4) Restless.

अवधान-न्यूनता-अतिक्रियाशीलता विकार से जूझते विद्यार्थियों में निम्न में से कौन-सा अभिलक्षण अक्सर पाया जाता है ?

- (1) उच्च स्तरीय तौर से व्यवस्थित होना ।
- (2) बहुत सचेत होना ।
- (3) लंबे निर्देशों को सुनते समय धैर्यवान रहना ।
- (4) आकुल होना ।

[Question ID = 18][Question Description = CTET_P1_PART_1_CDP_SET_111_Q18]

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

19) Students who are creative are likely to :

- (1) take long time to understand task.
- (2) come up with innovative original ideas.
- (3) be behind their agemates in cognitive development.
- (4) require higher efforts in learning content.

सृजनात्मक विद्यार्थी के बारे में निम्न में से क्या सही है ?

- (1) वे कार्य को समझने में काफी समय लेते हैं ।
- (2) वे नवीन और मूल विचार सुझाते हैं ।
- (3) वे अपने सहपाठियों के मुकाबले संज्ञानात्मक विकास में पिछड़े होते हैं ।
- (4) उन्हें विषय-वस्तु को समझने में काफी मेहनत लगती है ।

[Question ID = 19][Question Description = CTET_P1_PART_1_CDP_SET_111_Q19]

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

20) Autism causes challenges in several domains. Yet students with autism often have strength for _____ which can be utilised by the teacher.

- (1) retaining extensive factual information
- (2) interpreting social situations correctly
- (3) cognitive flexibility
- (4) communicating their feelings clearly

स्वलीनता कई प्रकार के क्षेत्रों में चुनौती पैदा करती है। फिर भी स्वलीनता से जूझते विद्यार्थियों में निम्न में से कौन-सा सामर्थ्य होता है जिसका अध्यापिका सदुपयोग कर सकती है ?

- (1) व्यापक तथ्यात्मक जानकारी का प्रतिधारण
- (2) सामाजिक परिस्थितियों का सही विवेचन
- (3) संज्ञानात्मक नम्यता
- (4) अपनी भावनाओं का सटीक संप्रेषण

[Question ID = 20][Question Description = CTET_P1_PART_1_CDP_SET_111_Q20]

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

21) In order to enhance effective and meaningful learning for students, a teacher should emphasise on :

- (1) rote memorisation of given information.
- (2) increasing competitive spirit among students.
- (3) conditioning of behaviour.
- (4) relating content with real-life contexts.

विद्यार्थियों में प्रभावशाली एवम् अर्थपूर्ण अधिगम को बढ़ावा देने के लिए, एक अध्यापिका को किस पर बल देना चाहिए ?

- (1) दी गई जानकारी को कंठस्थ स्मरण करने के लिए।
- (2) विद्यार्थियों में प्रतिस्पर्धा की भावना को बढ़ाने के लिए।
- (3) व्यवहार के अनुकूलन के लिए।
- (4) पाठ्यसामग्री को वास्तविक-जीवन संदर्भ से जोड़ने के लिए।

[Question ID = 21][Question Description = CTET_P1_PART_1_CDP_SET_111_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 approach undermines students' ability ?

- (1) Discovery learning
- (2) Cooperative learning
- (3) Intuitive guessing
- (4) Passive imitation

निम्न में से कौन-सा उपागम विद्यार्थियों के ज्ञान अर्जन की योग्यता को कमतर आँकता है ?

- (1) खोजी अधिगम
- (2) सहयोगात्मक अधिगम
- (3) सहज अनुमान लगाना
- (4) निष्क्रिय नकल

[Question ID = 22][Question Description = CTET_P1_PART_1_CDP_SET_111_Q22]

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

23) *Assertion (A) :*

A teacher should activate students' previous knowledge while teaching a new concept.

Reason (R) :

Learning is more effective when content is presented in disconnected chunks of information.

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) :

किसी नए संप्रत्यय को पढ़ाने के समय एक अध्यापिका को विद्यार्थियों के पूर्व ज्ञान को सक्रिय करना चाहिए ।

तर्क (R) :

अधिगम अधिक प्रभावशाली होता है जब विषय-वस्तु को जानकारी के असंबंधित खण्डों के रूप में प्रस्तुत किया जाता 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 = 23][Question Description = CTET_P1_PART_1_CDP_SET_111_Q23]

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

24) Learning is _____ and _____ in character.

- (1) active, social
- (2) passive, social
- (3) active, individual
- (4) passive, individual

अधिगम की प्रकृति _____ और _____ है।

- (1) सक्रिय, सामाजिक
- (2) निष्क्रिय, सामाजिक
- (3) सक्रिय, व्यक्तिगत
- (4) निष्क्रिय, व्यक्तिगत

[Question ID = 24][Question Description = CTET_P1_PART_1_CDP_SET_111_Q24]

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

25) Which of the following are effective problem solving strategies ?

- (i) Mnemonics
 - (ii) Heuristics
 - (iii) Functional fixedness
 - (iv) Algorithms
- (1) (i), (ii), (iii)
 - (2) (ii), (iii), (iv)
 - (3) (i), (iii), (iv)
 - (4) (i), (ii), (iv)

निम्न में से कौन-सी युक्तियाँ समस्या-समाधान के लिए प्रभावशाली हैं ?

- (i) स्मृति-सहायक विधियाँ
 - (ii) अन्वेषण
 - (iii) प्रकार्यात्मक स्थिरता
 - (iv) कलन-विधि
- (1) (i), (ii), (iii)
 - (2) (ii), (iii), (iv)
 - (3) (i), (iii), (iv)
 - (4) (i), (ii), (iv)

[Question ID = 25][Question Description = CTET_P1_PART_1_CDP_SET_111_Q25]

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

26) **Assertion (A) :**

A teacher should encourage students to share their ideas even if they represent misconceptions about the concept.

Reason (R) :

Misconceptions represent 'naïve' theories constructed by students and are meaningful in learning process.

Choose the correct option :

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

कथन (A) :

एक अध्यापिका को विद्यार्थियों को अपने विचार साझा करने के लिए प्रेरित करना चाहिए चाहे वो विचार भ्रान्तियाँ ही क्यों ना हों।

तर्क (R) :

भ्रान्तियाँ विद्यार्थियों द्वारा गठित 'सहज' सिद्धांत होती हैं जो अधिगम प्रक्रिया में महत्वपूर्ण होती हैं।

सही विकल्प चुनें :

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

[Question ID = 26][Question Description = CTET_P1_PART_1_CDP_SET_111_Q26]

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

27) Which of the following statements is correct about emotions and cognition ?

- (1) High anxiety improves problem-solving skills.
- (2) Moderate excitement improves involvement and learning.
- (3) Hopelessness motivates the learners to try harder.
- (4) Shame motivates the learners to take initiatives in group works.

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

- (1) उच्च स्तरीय दुश्चिंता समस्या-समाधान कौशलों को बेहतर करती है ।
- (2) संतुलित उत्साह भागीदारी और अधिगम को बढ़ाता है ।
- (3) निराशा अधिगमकर्ताओं को और अधिक प्रयास करने को अभिप्रेरित करती है ।
- (4) शर्मिंदगी अधिगमकर्ताओं को सामूहिक कार्यों में पहल करने के लिए अभिप्रेरित करती है ।

[Question ID = 27][Question Description = CTET_P1_PART_1_CDP_SET_111_Q27]

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

28) Students should be motivated to frame _____ goals.

- (1) Mastery oriented
- (2) Performance oriented
- (3) Failure accepting
- (4) Success avoidance

विद्यार्थियों को किस प्रकार के लक्ष्य निर्धारित करने के लिए प्रेरित किया जाना चाहिए ?

- (1) महारत उन्मुखी
- (2) प्रदर्शन उन्मुखी
- (3) असफलता स्वीकृत
- (4) सफलता परिहार

[Question ID = 28][Question Description = CTET_P1_PART_1_CDP_SET_111_Q28]

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

29) _____ influences learning positively while _____ influences learning negatively.

- (1) Brainstorming, Concept mapping
- (2) Passive imitation, enquiry
- (3) Discussion, critical thinking
- (4) Schema activation, Learned helplessness

_____ अधिगम को सकारात्मक रूप से प्रभावित करता है जबकि _____ नकारात्मक रूप से प्रभावित करता है।

- (1) विचारावेश, संकल्पना मानचित्रण
- (2) निष्क्रिय नकल, अनुसंधान
- (3) चर्चा, समालोचनात्मक चिंतन
- (4) स्कीमा सक्रियता, अधिगम अशक्तता

[Question ID = 29][Question Description = CTET_P1_PART_1_CDP_SET_111_Q29]

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

30) National Education Policy (2020) recommends pedagogies which are _____.

- (1) exam-centric
- (2) teacher-centric
- (3) learner-centric
- (4) exclusion-centric

राष्ट्रीय शिक्षा नीति (2020) किस प्रकार के शिक्षाशास्त्रों का प्रस्ताव रखती है ?

- (1) परीक्षा-केन्द्रित
- (2) अध्यापक-केन्द्रित
- (3) अधिगमकर्ता-केन्द्रित
- (4) बहिष्कार-केन्द्रित

[Question ID = 30][Question Description = CTET_P1_PART_1_CDP_SET_111_Q30]

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

Topic:- MATH_Q31-45_P1_CTET

1) In a bag, there are 1 white ball and 3 red balls. How many white balls should be added to the bag so that total number of white balls will become $\frac{1}{2}$ of the balls in the bag ?

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

किसी थैले में, 1 सफेद गेंद और 3 लाल गेंदें हैं। इस थैले में कितनी सफेद गेंदें और डाल दी जाएँ ताकि सफेद गेंदों की संख्या उस थैले की कुल गेंदों की संख्या का $\frac{1}{2}$ हो जाएँ ?

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

[Question ID = 31][Question Description = CTET_P1_PART_2_MATHS_SET_111_Q31]

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

2) Out of 12 white sheets of equal size, Naveen coloured $\frac{3}{4}$ of them with red paint. How many white sheets are remaining now ?

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

समान माप की 12 सफेद शीटों में से नवीन उनके $\frac{3}{4}$ भाग में लाल रंग का पेंट कर देता है। अब कितनी सफेद शीट शेष रह गई हैं ?

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

[Question ID = 32][Question Description = CTET_P1_PART_2_MATHS_SET_111_Q32]

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

3) The least number which is a common multiple of 45, 85 and 105 is

- (1) 765
- (2) 5355
- (3) 315
- (4) 1785

संख्याओं 45, 85 और 105 का लघुतम सार्व गुणज है

- (1) 765
- (2) 5355
- (3) 315
- (4) 1785

[Question ID = 33][Question Description = CTET_P1_PART_2_MATHS_SET_111_Q33]

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

4) Die A consists of numbers 1, 3 and 5 on three faces and 0 is marked on all other faces. On the second die B; odd numbers 1, 3 and 5 are replaced by twice of those numbers and remaining three faces consist of 2, 4 and 6. Both the dice are thrown together and product of numbers obtained is taken. If we write all possible products, which product will be obtained three times ?

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

पासे A के तीन फलकों पर संख्याएँ 1, 3 और 5 अंकित हैं तथा अन्य सभी फलकों पर 0 अंकित हैं। दूसरे पासे B में; विषम संख्याओं 1, 3 और 5 को उनके दुगुने से प्रतिस्थापित कर दिया जाता है तथा शेष तीन फलकों पर 2, 4 और 6 अंकित हैं। दोनों पासों को एक साथ फेंका जाता है तथा प्राप्त संख्याओं का गुणनफल नोट किया जाता है। यदि हम सभी संभव गुणनफलों को लिखें, तो कौन-सा गुणनफल तीन बार प्राप्त होगा ?

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

[Question ID = 34][Question Description = CTET_P1_PART_2_MATHS_SET_111_Q34]

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

5) Mayank was supposed to add two even numbers. Instead of that he added two odd numbers. Then, the answer will be

- (1) Different but again an even number
- (2) Same as supposed to be
- (3) Different and an odd number
- (4) Different even number larger than it was supposed to be

मयंक को दो सम संख्याओं को जोड़ना था । इसके स्थान पर उसने दो विषम संख्याओं को जोड़ दिया । तब, उसका उत्तर होगा

- (1) अलग (भिन्न) परंतु पुनः एक सम संख्या
- (2) जैसा प्राप्त होना था वही
- (3) अलग तथा एक विषम संख्या
- (4) अलग सम संख्या जो पहले प्राप्त होने वाली संख्या से बड़ी है

[Question ID = 35][Question Description = CTET_P1_PART_2_MATHS_SET_111_Q35]

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

6) How many twin primes are there between the numbers 19 and 51 ?

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

संख्याओं 19 और 51 के बीच में कितने अभाज्य युग्म हैं ?

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

[Question ID = 36][Question Description = CTET_P1_PART_2_MATHS_SET_111_Q36]

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

7) The angle between the hour hand and the minute hand of a 12-hour clock is 180° at the following time :

- (1) 5:30
- (2) 9:00
- (3) 6:00
- (4) 12:30

एक 12 घंटे वाली घड़ी की घंटे की सुई और मिनट की सुई के बीच का कोण 180° निम्न समय पर होता है :

- (1) 5:30
- (2) 9:00
- (3) 6:00
- (4) 12:30

[Question ID = 37][Question Description = CTET_P1_PART_2_MATHS_SET_111_Q37]

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

8) Teacher shows the following figures to the class II children :

Match box, Brick, Geometry box

All of these are examples of a shape called

- (1) Cube
- (2) Cuboid
- (3) Cone
- (4) Cylinder

शिक्षक ने कक्षा II के बच्चों को निम्नलिखित आकृतियाँ दर्शाई :

माचिस की डिब्बी, ईंट, ज्यामिति बॉक्स

ये सभी वस्तुएँ उस आकार के उदाहरण हैं, जो कहलाता है

- (1) घन
- (2) घनाभ
- (3) शंकु
- (4) बेलन

[Question ID = 38][Question Description = CTET_P1_PART_2_MATHS_SET_111_Q38]

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

9) Which of the following figures has linear symmetry but no rotational symmetry ?

- (1) Rectangle
- (2) Kite
- (3) Equilateral triangle
- (4) Rhombus

निम्नलिखित में से किस आकृति में रैखिक सममिति है, परंतु घूर्णन सममिति नहीं है ?

- (1) आयत
- (2) पतंग
- (3) समबाहु त्रिभुज
- (4) समचतुर्भुज

[Question ID = 39][Question Description = CTET_P1_PART_2_MATHS_SET_111_Q39]

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

10) Jayanth measured sides of a rectangle using a matchstick. He got its length as 6 times of his matchstick and breadth 3 times of the same matchstick. If his matchstick is of length 40 mm, what is the area of rectangle in square centimetres ?

- (1) 288
- (2) 278
- (3) 72
- (4) 96

जयंथ ने एक आयत की भुजाओं को एक दियासलाई के उपयोग से मापा। उसे इस आयत की लंबाई दियासलाई की लंबाई की 6 गुनी प्राप्त हुई तथा चौड़ाई उसी दियासलाई की 3 गुनी प्राप्त हुई। यदि उसकी दियासलाई की लंबाई 40 mm है, तो उस आयत का क्षेत्रफल वर्ग सेंटीमीटरों में क्या है ?

- (1) 288
- (2) 278
- (3) 72
- (4) 96

[Question ID = 40][Question Description = CTET_P1_PART_2_MATHS_SET_111_Q40]

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

11) Jayanth purchased 2 kg of Jamun at the rate of ₹ 100.00 per kg. His friend Kirana has contributed $\frac{3}{10}$ of the money for it. How much Jamun she should get from Jayanth ?

- (1) 600 grams
- (2) 800 grams
- (3) 1000 grams
- (4) 300 grams

जयंथ ने ₹ 100.00 प्रति kg की दर से 2 kg जामुन खरीदे। इसके लिए, उसके मित्र किराना ने इस धनराशि के $\frac{3}{10}$ भाग के बराबर योगदान दिया। जयंथ से उसे कितने जामुन प्राप्त होंगे ?

- (1) 600 ग्राम
- (2) 800 ग्राम
- (3) 1000 ग्राम
- (4) 300 ग्राम

[Question ID = 41][Question Description = CTET_P1_PART_2_MATHS_SET_111_Q41]

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

12) Bijoy gets up at 6:00 am in the morning. When he started for going to school, the minute hand of the clock was at 12 and hour hand was at 9. How much time he spent in home after he woke up till going to school ?

- (1) 6 hours
- (2) 9 hours
- (3) 12 hours
- (4) 3 hours

बिजोय प्रातः 6:00 am पर सो कर उठा। जब वह स्कूल जाने लगा, तो घड़ी की मिनट वाली सुई 12 पर थी तथा घंटे की सुई 9 पर थी। उसने घर में, प्रातः उठने से लेकर स्कूल जाने लगने तक कितना समय व्यतीत किया ?

- (1) 6 घंटे
- (2) 9 घंटे
- (3) 12 घंटे
- (4) 3 घंटे

[Question ID = 42][Question Description = CTET_P1_PART_2_MATHS_SET_111_Q42]

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

13) Students of class III conducted a survey among themselves. For that, they made a table with names of fruits written on it. Each student has to put a star '*' mark in the table against the fruit they like. They got 7 stars '*' for mangoes, 5 stars '*' for apples and 6 stars '*' for oranges. Which of the following conclusions is correct from the table ?

- (1) Out of 18 students, 6 like mangoes.
- (2) Out of 18 students, 11 do not like oranges.
- (3) Mango is the most favourite fruit.
- (4) Orange is the fruit which most of them don't like.

कक्षा III के विद्यार्थियों ने स्वयं आपस में एक सर्वे किया। इसके लिए, उन्होंने एक सारणी बनाई और उसमें फलों के नाम लिख दिए। प्रत्येक विद्यार्थी को इस सारणी में लिखे फल के सम्मुख अपनी पसंद के लिए एक स्टार '*' चिह्न अंकित करना था। उन्हें आमों के लिए 7 स्टार '*', सेबों के लिए 5 स्टार '*' और संतरों के लिए 6 स्टार '*' प्राप्त होते हैं। इस सारणी से निम्नलिखित में से कौन-सा निष्कर्ष सही है ?

- (1) 18 विद्यार्थियों में से 6 विद्यार्थी आम पसंद करते हैं।
- (2) 18 विद्यार्थियों में से 11 विद्यार्थी संतरे पसंद नहीं करते हैं।
- (3) आम सबसे अधिक पसंद किए जाने वाला फल है।
- (4) संतरा वह फल है, जिसे अधिकतम विद्यार्थी पसंद नहीं करते हैं।

[Question ID = 43][Question Description = CTET_P1_PART_2_MATHS_SET_111_Q43]

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

14) Which one of the following correctly represent 7 observations of a data, using tally marks ?

- (1) || || ||
- (2) ~~||~~ ||
- (3) ~~||~~ ||
- (4) |||| ~~||~~

निम्नलिखित में से कौन-सा एक आँकड़ों के 7 प्रेक्षणों को, मिलान चिह्नों के उपयोग से सही रूप से निरूपण करता है ?

- (1) || || ||
- (2) ~~||~~ ||
- (3) ~~||~~ ||
- (4) |||| ~~||~~

[Question ID = 44][Question Description = CTET_P1_PART_2_MATHS_SET_111_Q44]

1. 1 [Option ID = 173]
2. 2 [Option ID = 174]

3. 3 [Option ID = 175]

4. 4 [Option ID = 176]

15) The next number in the following pattern is :

1, 3, 6, 10, _____

(1) 11

(2) 13

(3) 12

(4) 15

निम्नलिखित पैटर्न में अगली संख्या है :

1, 3, 6, 10, _____

(1) 11

(2) 13

(3) 12

(4) 15

[Question ID = 45][Question Description = CTET_P1_PART_2_MATHS_SET_111_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) Raju understands that all rhombus are parallelogram but reverse is not true. According to Van Hiele's theory of geometric thinking, Raju is at which level ?

(1) Visualization

(2) Analysis

(3) Abstraction/Relationship

(4) Formal Deduction

राजू समझता है कि सभी समचतुर्भुज समांतर चतुर्भुज हैं लेकिन उत्क्रमण सत्य नहीं है। वैन हिले के ज्यामितीय चिन्तन के सिद्धांत के अनुसार, राजू किस स्तर पर है ?

(1) दृश्यीकरण

(2) विश्लेषण

(3) अमूर्तन/संबंधों की समझ

(4) औपचारिक निगमन

[Question ID = 46][Question Description = CTET_P1_PART_2_MATHS_SET_111_Q46]

1. 1 [Option ID = 181]

2. 2 [Option ID = 182]

3. 3 [Option ID = 183]

4. 4 [Option ID = 184]

2) National Curriculum Framework, 2005, identifies crude methods of assessment as a major problem in teaching-learning of mathematics. Which of the following statements is least appropriate in the given context ?

- (1) Crude methods of assessment encourages perception of mathematics as mechanical computation.
- (2) Crude assessment techniques instill a sense of fear and failure regarding mathematics.
- (3) There is a wide scope of giving feedback to students in assessment techniques in mathematics.
- (4) Due to assessment techniques in mathematics many students find themselves unable to cope with the demands made by mathematics.

राष्ट्रीय पाठ्यचर्या रूपरेखा, 2005, आकलन की अपरिष्कृत विधियों को गणित शिक्षण-अधिगम की प्रमुख समस्या के रूप में पहचान करता है। निम्नलिखित में से कौन-सा कथन इस संदर्भ में सबसे कम उपयुक्त है ?

- (1) आकलन की अपरिष्कृत विधियाँ गणित को यांत्रिक गणनाओं के रूप में देखने के दृष्टिकोण को बढ़ावा देती हैं।
- (2) आकलन की अपरिष्कृत विधियाँ गणित को लेकर डर व असफलता का भाव उत्पन्न करती हैं।
- (3) गणित में आकलन की विधियों में विद्यार्थियों को प्रतिपुष्टि प्रदान करने का व्यापक दायरा है।
- (4) गणित में आकलन की विधियों के कारण अधिकांश विद्यार्थी गणित की माँगों को पूरा करने में स्वयं को कमज़ोर तथा अयोग्य पाते हैं।

[Question ID = 47][Question Description = CTET_P1_PART_2_MATHS_SET_111_Q47]

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

3) Which among the following is/are true in the context of errors made by children in mathematics learning ?

- A. Errors are an indicator of a child's learning process and are hence important.
- B. Errors are an indicator of lack of competency of a teacher.
- C. Errors will become a burden for teachers as he/she would be required to teach the concept again.

Choose the correct option :

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

गणित अधिगम के दौरान बच्चों द्वारा की गई त्रुटियों के संदर्भ में, निम्नलिखित में से क्या सत्य है/हैं ?

- A. त्रुटियाँ बच्चे की अधिगम प्रक्रिया की सूचक हैं और इसलिए महत्वपूर्ण हैं।
- B. त्रुटियाँ शिक्षक की योग्यता में कमी की सूचक हैं।
- C. त्रुटियाँ शिक्षकों के लिए एक बोझ बन जाएँगी क्योंकि उन्हें अवधारणा को दोबारा पढ़ाने की आवश्यकता होगी।

सही विकल्प का चयन कीजिए :

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

[Question ID = 48][Question Description = CTET_P1_PART_2_MATHS_SET_111_Q48]

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

4) Which of the following is **not** a characteristic of competency-based mathematics learning ?

- (1) Learning outcomes are explicit and measurable.
- (2) The pedagogy is based on activities, experiences and integration of arts/sports/technology.
- (3) Transition of children to the next level of learning outcomes does not depend upon achieving certain level of proficiency at the current level.
- (4) Formative assessment is primarily used and skills or concepts are assessed in multiple contexts.

निम्नलिखित में से कौन-सी योग्यता-आधारित गणित शिक्षण की विशेषता **नहीं** है ?

- (1) अधिगम के प्रतिफल स्पष्ट और मापने योग्य होते हैं।
- (2) शिक्षणशास्त्र गतिविधियों, अनुभवों तथा कला/खेल/प्रौद्योगिकी के समाकलन पर आधारित होता है।
- (3) बच्चों का अधिगम-प्रतिफल के अगले स्तर पर बढ़ना, उनके वर्तमान स्तर पर एक निश्चित स्तर की दक्षता हासिल करने पर निर्भर नहीं करता है।
- (4) प्राथमिक रूप से रचनात्मक आकलन का उपयोग किया जाता है और कौशल या अवधारणाओं का आकलन कई संदर्भों में किया जाता है।

[Question ID = 49][Question Description = CTET_P1_PART_2_MATHS_SET_111_Q49]

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

- 5) Which of the following is **not** a suitable teaching-learning material for mathematics learning at the primary level ?
- (1) Tangrams
 - (2) Dienes Blocks
 - (3) Tessellation Kits
 - (4) Theodolite

प्राथमिक स्तर पर गणित शिक्षण के लिए निम्नलिखित में से कौन-सी शिक्षण-अधिगम सामग्री उपयुक्त **नहीं** है ?

- (1) टेनग्राम
- (2) डाइन्स ब्लॉक
- (3) टेसीलेशन (टाइलिंग) किट
- (4) कोण मापी (थिओडोलाइट)

[Question ID = 50][Question Description = CTET_P1_PART_2_MATHS_SET_111_Q50]

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

- 6) A primary class mathematics teacher engages the children in making groups of shapes that have similar properties and then count the number of shapes in each group. Which of the following may **not** be an objective of this activity ?
- (1) Learning the skill of classification
 - (2) Learning about shapes
 - (3) Learning about counting
 - (4) Learning about estimation and approximation

एक प्राथमिक कक्षा का गणित शिक्षक बच्चों को समान गुणों वाली आकृतियों का समूह बनाने में तथा फिर प्रत्येक समूह में आकृतियों की संख्या को गिनने में संलग्न रखता है। निम्नलिखित में से कौन-सा इस गतिविधि का उद्देश्य **नहीं** हो सकता है ?

- (1) वर्गीकरण का कौशल सीखना
- (2) आकृतियों के बारे में सीखना
- (3) गिनती के बारे में सीखना
- (4) अनुमान तथा सन्निकटन के बारे में सीखना

[Question ID = 51][Question Description = CTET_P1_PART_2_MATHS_SET_111_Q51]

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

7) According to National Education Policy (NEP), 2020, attaining “foundational literacy and numeracy” for all children became an urgent national mission. Foundational numeracy as per NEP, 2020 refers to

- (1) the ability to understand different types of numbers
- (2) the ability to carry out basic mathematical operations with Indian numerals
- (3) the ability to develop only counting skills among learners
- (4) the learning of historical development of numbers

राष्ट्रीय शिक्षा नीति (NEP), 2020 के अनुसार, सभी बच्चों को “बुनियादी साक्षरता एवं सांख्यिकी” स्तर तक पहुँचाना एक आवश्यक राष्ट्रीय मिशन बन गया है।

राष्ट्रीय शिक्षा नीति, 2020 के अनुसार बुनियादी सांख्यिकी का अर्थ है

- (1) विभिन्न प्रकार की संख्याओं को समझने की योग्यता
- (2) भारतीय संख्याओं पर मौलिक गणितीय संक्रियाओं को करने की योग्यता
- (3) शिक्षार्थियों में केवल गिनने के कौशल के विकास की योग्यता
- (4) संख्याओं के ऐतिहासिक विकास को जानना

[Question ID = 52][Question Description = CTET_P1_PART_2_MATHS_SET_111_Q52]

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

8) Which of the following is the most appropriate example of activity-based approach to teaching and learning of properties of geometrical shapes in class IV ?

- (1) Children involved in cutting and pasting geometrical shapes from a chart in their notebooks.
- (2) A chart depicting the classification of different properties of various geometrical shapes is being used by the teacher in the class.
- (3) Children are given numerous cutouts of different shapes and are made to analyse number of sides, angles and vertices, etc.
- (4) Children are made to copy various geometrical figures from the blackboard.

कक्षा IV में क्रियाकलाप-आधारित विधि द्वारा ज्यामितीय आकृतियों के गुणधर्म के शिक्षण-अधिगम हेतु निम्नलिखित में से कौन-सा उदाहरण सर्वाधिक उपयुक्त होगा ?

- (1) बच्चों द्वारा ज्यामितीय आकृतियों को चार्ट से काटकर अपनी पुस्तिका में चिपकाना।
- (2) शिक्षक/शिक्षिका द्वारा कक्षा में एक चार्ट का उपयोग करना जिसमें विविध ज्यामितीय आकारों/आकृतियों के विभिन्न गुणधर्मों का वर्गीकरण के साथ चित्रण हो।
- (3) बच्चों को विविध आकृतियों के आकार में कटी हुई सामग्री देना तथा उनको भुजाओं की संख्या, कोणों और शीर्षों, आदि के अनुसार विश्लेषण करवाना।
- (4) बच्चों द्वारा श्यामपट्ट से विविध ज्यामितीय आकृतियों की नकल करवाना।

[Question ID = 53][Question Description = CTET_P1_PART_2_MATHS_SET_111_Q53]

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

9) Which of the following mathematical statement is true ?

- (1) All even numbers are composite numbers.
- (2) All odd numbers are prime numbers.
- (3) There are four prime numbers between 1 to 10.
- (4) A prime number can be written as the product of more than two natural numbers.

निम्नलिखित में से कौन-सा गणितीय कथन सही है ?

- (1) सभी सम संख्याएँ भाज्य संख्याएँ हैं।
- (2) सभी विषम संख्याएँ अभाज्य संख्याएँ हैं।
- (3) 1 से 10 के बीच में चार अभाज्य संख्याएँ हैं।
- (4) एक अभाज्य संख्या को दो से अधिक प्राकृत संख्याओं के गुणनफल के रूप में लिखा जा सकता है।

[Question ID = 54][Question Description = CTET_P1_PART_2_MATHS_SET_111_Q54]

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

10) According to National Curriculum Framework, 2005 which is the most common misconception held by children about mathematics ?

- (1) "Mathematics is not just about numbers"
- (2) "Mathematics is indeed very interesting"
- (3) "Mathematics requires some abstraction"
- (4) "Mathematics is the most difficult and hence a scary subject"

राष्ट्रीय पाठ्यचर्या रूपरेखा, 2005 के अनुसार, निम्नलिखित में से बच्चों में गणित के प्रति सबसे अधिक सामान्य भ्रांति क्या है ?

- (1) "गणित केवल संख्या के बारे में नहीं है"
- (2) "गणित वास्तव में बहुत रुचिपूर्ण है"
- (3) "गणित में कुछ अमूर्तनों की आवश्यकता होती है"
- (4) "गणित बहुत मुश्किल है अतः एक भयावह विषय है"

[Question ID = 55][Question Description = CTET_P1_PART_2_MATHS_SET_111_Q55]

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

- 11) While introducing the concept of time, a teacher was simultaneously using the phrases 'quarter past 3', 'quarter to 3, etc'. She intends to
- (1) Teach the spelling of 'quarter' to students
 - (2) Make a base for introducing digital clocks
 - (3) Tell the difference between the words 'past' and 'to'
 - (4) Help her students make connection between elapsed time and time remaining

समय की अवधारणा का परिचय कराते हुए, एक शिक्षिका 'पौने 3 तथा सवा 3' जैसे शब्द एक साथ उपयोग करती है। उसका उद्देश्य है

- (1) 'पौने' तथा 'सवा' की वर्तनी विद्यार्थियों को सिखाना
- (2) अंक घड़ी प्रस्तुत करने का आधार निर्माण
- (3) 'पौने' तथा 'सवा' शब्दों में अंतर बताना
- (4) अपने विद्यार्थियों को गुजरे हुए समय एवं शेष समय के बीच संबंध बनाने में सहायता करना

[Question ID = 56][Question Description = CTET_P1_PART_2_MATHS_SET_111_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 statement is/are correct for 'tests in mathematics' ?
- A. Formative achievement test does not have any characteristics of diagnostic test.
 - B. Diagnostic test is followed by remedial teaching, if required.
 - C. Summative tests are product oriented.
- Choose the correct option :

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

निम्नलिखित में से 'गणित में परीक्षण' के संदर्भ में कौन-सा/से कथन सही है/हैं ?

- A. रचनात्मक उपलब्धि परीक्षण में नैदानिक परीक्षण की कोई भी विशेषता नहीं होती है।
- B. नैदानिक परीक्षण के बाद उपचारात्मक शिक्षण, यदि आवश्यक हो, दिया जाता है।
- C. योगात्मक परीक्षण उत्पाद उन्मुख हैं।

सही विकल्प का चयन कीजिए :

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

[Question ID = 57][Question Description = CTET_P1_PART_2_MATHS_SET_111_Q57]

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

13) To show that Statement A $\Rightarrow$ Statement B, Shudha starts proving by assuming "not B", and argue to arrive at "not A". Which method did Shudha employ ?

- (1) Proof by induction
- (2) Proof by construction
- (3) Proof by exhaustion
- (4) Proof by contrapositive

कथन ए $\Rightarrow$ कथन बी को सिद्ध करने के लिए, शुधा, "बी नहीं" मानकर उपपत्ति शुरू करती है, और "ए नहीं" पर पहुँचने का तर्क देती है। शुधा ने किस विधि का प्रयोग किया है ?

- (1) आगमन उपपत्ति
- (2) निर्माण उपपत्ति
- (3) निःशेषण उपपत्ति
- (4) प्रतिपरिवर्तित/प्रतिस्थिति उपपत्ति

[Question ID = 58][Question Description = CTET_P1_PART_2_MATHS_SET_111_Q58]

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

14) A child added two numbers like this in the following way :

$$23+47 = 20+40+10 = 70$$

Which of the following is most appropriate with respect to the above problem ?

- (1) It is a wrong strategy of addition
- (2) Addition must be done from right to left
- (3) The child has not understood the concept of addition
- (4) It is an alternate strategy of addition

एक बच्चे ने निम्नलिखित रूप से दो संख्याओं को जोड़ा :

$$23+47 = 20+40+10 = 70$$

निम्नलिखित में से उपरोक्त समस्या के संबंध में कौन-सा सर्वाधिक उपयुक्त है ?

- (1) यह योग की गलत युक्ति है
- (2) योग को दाएँ से बाएँ की तरफ ही करना चाहिए
- (3) बच्चे ने योग की अवधारणा को नहीं समझा है
- (4) यह योग की वैकल्पिक युक्ति है

[Question ID = 59][Question Description = CTET_P1_PART_2_MATHS_SET_111_Q59]

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

15) Which of the following activities, a mathematics teacher can do to increase spatial understanding among the primary stage learners ?

- A. Give learners many opportunities to handle objects such as blocks, boxes, containers, shape sorters.
- B. Help learners to define concepts like similarity, congruence, etc. by giving different examples.
- C. Encourage learners to make new shapes by putting materials together and taking them apart in different arrangements.
- D. Encourage learners to identify different shapes around them.

Choose the correct option :

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

प्राथमिक स्तर के शिक्षार्थियों के बीच दिक्स्थान संबंधी समझ को बढ़ाने के लिए गणित शिक्षक निम्नलिखित में से कौन-सी गतिविधि कर सकता है ?

- A. बच्चों को ब्लॉक, बक्से, कंटेनर, आकार सॉर्टर जैसी वस्तुओं को संभालने के कई अवसर दें ।
- B. विभिन्न उदाहरण देते हुए समरूपता, सर्वांगसमता जैसी अवधारणा को परिभाषित करने में बच्चों की मदद करना ।
- C. विभिन्न व्यवस्थाओं में सामग्री को एक साथ रखकर और फिर अलग-अलग करके बच्चों को नई आकृतियाँ बनाने के लिए प्रोत्साहित करना ।
- D. बच्चों को अपने चारों तरफ विभिन्न आकृतियों को पहचानने के लिए प्रोत्साहित करना ।

सही विकल्प का चयन कीजिए :

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

[Question ID = 60][Question Description = CTET_P1_PART_2_MATHS_SET_111_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) In the textbook for class V a map of Golconda fort is printed. On the right bottom of this map a scale is printed which is as given below :

Scale 1 cm = 110 metre

If on this map the distance between the Fateh Darwaza and the Petla Burj is 15.4 cm, the actual distance between these two places is

- (1) 16.94 kilometres
- (2) 16.44 kilometres
- (3) 1.644 kilometres
- (4) 1.694 kilometres

कक्षा V की पाठ्य-पुस्तक में गोलकोण्डा के किले का मानचित्र छपा है। इस मानचित्र के दाहिने निचले भाग पर एक पैमाना छपा है जो इस प्रकार है :

पैमाना 1 सेमी = 110 मीटर

यदि इस मानचित्र पर फतेह दरवाजा और पेटला बुर्ज के बीच की दूरी 15.4 सेमी है, तो इन दोनों स्थानों के बीच की वास्तविक दूरी है

- (1) 16.94 किलोमीटर
- (2) 16.44 किलोमीटर
- (3) 1.644 किलोमीटर
- (4) 1.694 किलोमीटर

[Question ID = 61][Question Description = CTET_P1_PART_3_EVS_SET_111_Q61]

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

2) The government law that 'no one can catch and keep snakes' comes under which Act ?

- (1) Environment (Protection) Act (1986)
- (2) Biological Diversity Act (2002)
- (3) Wildlife Protection Act (1972)
- (4) Forest Conservation Act (1980)

सरकारी कानून जिसके अनुसार, 'कोई भी व्यक्ति साँप को पकड़ व रख नहीं सकता है' किस अधिनियम के अंतर्गत आता है ?

- (1) पर्यावरण (संरक्षण) अधिनियम (1986)
- (2) जैविक विविधता अधिनियम (2002)
- (3) वन्यजीव संरक्षण अधिनियम (1972)
- (4) वन संरक्षण अधिनियम (1980)

[Question ID = 62][Question Description = CTET_P1_PART_3_EVS_SET_111_Q62]

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

3) Rajaji National Park is located in

- (1) Uttarakhand
- (2) Gujarat
- (3) Himachal Pradesh
- (4) Uttar Pradesh

राजाजी राष्ट्रीय उद्यान स्थित है :

- (1) उत्तराखण्ड में
- (2) गुजरात में
- (3) हिमाचल प्रदेश में
- (4) उत्तर प्रदेश में

[Question ID = 63][Question Description = CTET_P1_PART_3_EVS_SET_111_Q63]

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

4) Which one of the following is non-renewable form of energy ?

- (1) Solar energy
- (2) Geo-thermal energy
- (3) Natural gas
- (4) Tidal energy

निम्नलिखित में से कौन-सा अनवीकरणीय ऊर्जा का रूप है ?

- (1) सौर ऊर्जा
- (2) भू-तापीय ऊर्जा
- (3) प्राकृतिक गैस
- (4) ज्वारीय ऊर्जा

[Question ID = 64][Question Description = CTET_P1_PART_3_EVS_SET_111_Q64]

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

5) Which of the following Union Territory is on the coast of Bay of Bengal ?

- (1) Lakshadweep
- (2) Nagaland
- (3) Puducherry
- (4) Dadra and Nagar Haveli, Daman and Diu

निम्न में से कौन-सा केन्द्र शासित प्रदेश बंगाल की खाड़ी के तट पर स्थित है ?

- (1) लक्षद्वीप
- (2) नागालैंड
- (3) पुदुचेरी
- (4) दादरा और नागर हवेली, दमन और दीव

[Question ID = 65][Question Description = CTET_P1_PART_3_EVS_SET_111_Q65]

- 1. 1 [Option ID = 257]

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

6) Rahul has cold. He can't taste the flavour of his favourite food. This is because

- (1) Papillae is not sensitive.
- (2) The taste buds are swollen.
- (3) Cold affects his sense of smell.
- (4) Cold makes your taste buds numb.

राहुल को जुकाम है। वह अपने पसंदीदा भोजन का स्वाद नहीं ले पा रहा है। यह इस कारण है

- (1) पैपिले संवेदनशील नहीं है।
- (2) स्वाद कलिकाएँ सूजी हुई हैं।
- (3) जुकाम से उसकी सूँघने की अनुभूति प्रभावित हो गयी है।
- (4) जुकाम आपकी स्वाद कलिकाओं को सुन्न कर देता है।

[Question ID = 66][Question Description = CTET_P1_PART_3_EVS_SET_111_Q66]

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

7) Wildlife Conservation Week is celebrated during first week of

- (1) October
- (2) April
- (3) July
- (4) May

वन्य जीव संरक्षण सप्ताह किस माह के पहले सप्ताह के दौरान मनाया जाता है ?

- (1) अक्टूबर
- (2) अप्रैल
- (3) जुलाई
- (4) मई

[Question ID = 67][Question Description = CTET_P1_PART_3_EVS_SET_111_Q67]

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

8) Who won Stockholm Water Prize in 2015 for his/her contribution in water harvesting and conservation ?

- (1) Rajendra Singh
- (2) Sunderlal Bahuguna
- (3) Medha Patkar
- (4) Panduranga Hegde

जल संग्रहण एवं संरक्षण में योगदान के लिए 2015 में किसने स्टॉकहोम जल पुरस्कार जीता था ?

- (1) राजेन्द्र सिंह
- (2) सुन्दरलाल बहुगुणा
- (3) मेधा पाटकर
- (4) पांडुरंग हेगड़े

[Question ID = 68][Question Description = CTET_P1_PART_3_EVS_SET_111_Q68]

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

9) Match the following :

Location	Common houses
(a) Assam	(i) Houses made of stones with wooden floor and wooden ceiling.
(b) Leh(Ladakh)	(ii) Houses made of stones/wood with slanting roofs.
(c) Manali (Himachal Pradesh)	(iii) Mud houses made of thick walls. Roofs made of thorny bushes.
(d) Rajasthan	(iv) Multistorey houses with large glass windows.
	(v) Elevated houses made on bamboo pillars.

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

निम्नलिखित का मिलान कीजिए :

स्थान	सामान्य घर
(a) असम	(i) घर पत्थर के बने जिनकी फर्श और छतें लकड़ी की बनी हैं ।
(b) लेह (लद्दाख)	(ii) पत्थर/लकड़ी के बने घर जिनकी छतें ढालू हैं ।
(c) मनाली (हिमाचल प्रदेश)	(iii) मिट्टी की मोटी दीवारों के घर जिनकी छतें कँटीली झाड़ियों की बनी हैं ।
(d) राजस्थान	(iv) बहुमंजिले घर जिनकी बड़ी खिड़कियाँ काँच की हैं । (v) बाँस के खम्भों पर बने ऊँचे घर जिनकी छतें ढालू हैं ।

(1) a-(v), b-(i), c-(ii), d-(iii)

(2) a-(v), b-(i), c-(iii), d-(ii)

(3) a-(v), b-(iv), c-(ii), d-(iii)

(4) a-(i), b-(ii), c-(v), d-(iv)

[Question ID = 69][Question Description = CTET_P1_PART_3_EVS_SET_111_Q69]

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

10) Which is the correct sequence of taste buds from tip to side and then back of your tongue ?

- (1) Sweet, Sour, Salty, Bitter
- (2) Sweet, Salty, Sour, Bitter
- (3) Bitter, Sour, Salty, Sweet
- (4) Bitter, Salty, Sour, Sweet

स्वाद कलिकाओं का सही अनुक्रम जीभ के सिरे से अगल-बगल और फिर पीछे तक का क्या होगा ?

- (1) मीठा, खट्टा, नमकीन, कड़वा
- (2) मीठा, नमकीन, खट्टा, कड़वा
- (3) कड़वा, खट्टा, नमकीन, मीठा
- (4) कड़वा, नमकीन, खट्टा, मीठा

[Question ID = 70][Question Description = CTET_P1_PART_3_EVS_SET_111_Q70]

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

11) A species of plant or animal that is seriously at the risk of extinction is called as _____ .

- (1) Endangered species
- (2) Rare species
- (3) Endemic species
- (4) Extinct species

किसी पौधे अथवा जन्तु की प्रजाति जिसका गंभीर रूप से विलुप्त होने का खतरा हो, उसे _____ कहते हैं।

- (1) संकटापन्न प्रजातियाँ
- (2) दुर्लभ प्रजातियाँ
- (3) स्थानीय प्रजातियाँ
- (4) विलुप्त हो चुकी प्रजातियाँ

[Question ID = 71][Question Description = CTET_P1_PART_3_EVS_SET_111_Q71]

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

12) Giant squirrel species is confined to Pachmarhi Biosphere Reserve and is not found anywhere else. Such species is known as :

- (1) Exotic species
- (2) Invasive species
- (3) Endemic species
- (4) Keystone species

बृहत् गिलहरी की प्रजाति पंचमढ़ी जीवमंडल आरक्षित क्षेत्र तक सीमित है और यह कहीं और नहीं पाई जाती। ऐसी प्रजाति को कहते हैं :

- (1) अन्यस्थानिक प्रजाति
- (2) आक्रामक प्रजाति
- (3) स्थानिक प्रजाति
- (4) कीस्टोन प्रजाति

[Question ID = 72][Question Description = CTET_P1_PART_3_EVS_SET_111_Q72]

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

13) In a Naval Parade the number of platoons that march behind the leader is

- (1) Three
- (2) Four
- (3) Five
- (4) Seven

नौसेना की परेड में लीडर के पीछे चलने वाली टुकड़ियों (प्लाटूनो) की संख्या होती है

- (1) तीन
- (2) चार
- (3) पाँच
- (4) सात

[Question ID = 73][Question Description = CTET_P1_PART_3_EVS_SET_111_Q73]

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

14) Rohan went to the fruit market to buy varieties of mangoes. Identify the correct group of mangoes purchased by Rohan :

- (1) Hapus, Neelum, Allahabad Safeda, Dasherri
- (2) Alphonso, Kesar, Totapari, Neelum
- (3) Kesar, Dasherri, Banarsi, Chittidar
- (4) Langra, Totapari, Banarsi, Kesar

रोहन आमों की विभिन्न किस्में खरीदने के लिए फलों की मंडी (बाज़ार) में गया। रोहन द्वारा खरीदे गए आमों के सही समूह को पहचानिए :

- (1) हापुस, नीलम, इलाहाबाद सफेदा, दसहरी
- (2) अल्फाँसो, केसर, तोतापरी, नीलम
- (3) केसर, दसहरी, बनारसी, चित्तीदार
- (4) लंगड़ा, तोतापरी, बनारसी, केसर

[Question ID = 74][Question Description = CTET_P1_PART_3_EVS_SET_111_Q74]

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

15) A tribe is a group of distinct people who have their own way of living and culture. To which region/state does the Jarawa tribes belong ?

- (1) Andaman and Nicobar Island
- (2) Jharkhand
- (3) Nagaland
- (4) Chhattisgarh

कोई जनजाति एक ऐसे सुस्पष्ट लोगों का समूह होता है जिनकी अपनी जीवन-शैली तथा संस्कृति होती है। जरावा जनजाति किस क्षेत्र/राज्य की है ?

- (1) अण्डमान तथा निकोबार द्वीप समूह
- (2) झारखंड
- (3) नागालैंड
- (4) छत्तीसगढ़

[Question ID = 75][Question Description = CTET_P1_PART_3_EVS_SET_111_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) Identify a competency for your students of class 5 for the theme 'Shelter'.

- (1) Outline the journey of food from field to market to home.
- (2) Relate to the concept of mapping and representation of a place in two dimensions.
- (3) Describe the journey of a raw material to a finished product.
- (4) Explain the various people's movements to preserve the forests.

विषय 'आवास' से संबंधित अपने कक्षा 5 के छात्रों की एक दक्षता पहचानिए।

- (1) खेत से बाज़ार से घर तक की खाद्य पदार्थों की यात्रा की रूपरेखा बनाना।
- (2) मानचित्रण की संकल्पना को तथा दो आयामों में एक स्थान का चित्रण से संबद्ध करना।
- (3) कच्चे माल से तैयार उत्पादन तक की यात्रा का वर्णन करना।
- (4) वनों के संरक्षण हेतु विविध जन आंदोलनों का वर्णन करना।

[Question ID = 76][Question Description = CTET_P1_PART_3_EVS_SET_111_Q76]

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

2) Which of the following task will you select to assess your students formatively on the concept 'food' ?

- (1) Drawing different kinds of food items eaten by birds.
- (2) Recalling definitions of herbivores and carnivores.
- (3) Discussing different myths about food items in the class.
- (4) Writing a test on parts of plants eaten as food.

‘खाद्य’ (भोजन) के प्रत्यय पर अपने छात्रों का रचनात्मक रूप से आकलन करने के लिए आप निम्नलिखित में से कौन-से कार्य का चयन करेंगे ?

- (1) पक्षियों द्वारा खाए जाने वाले विभिन्न खाद्य-पदार्थों के चित्र बनाना ।
- (2) शाकाहारी एवं मांसाहारी की परिभाषाएँ याद दिलाना ।
- (3) खाद्य पदार्थों से संबंधित विभिन्न मिथकों के बारे में कक्षा में विचार-विमर्श करना ।
- (4) खाद्य स्वरूप खाए जाने वाले पौधों के भागों पर टेस्ट लिखना ।

[Question ID = 77][Question Description = CTET_P1_PART_3_EVS_SET_111_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 is the most important factor for the selection of methods to present concepts in EVS ?

- (1) Nature of concept
- (2) Richness of live experiences
- (3) Learning preference of students
- (4) Availability of learning resources

पर्यावरण अध्ययन में अवधारणाओं को प्रस्तुत करने की विधियों के चयन के लिए निम्नलिखित में से कौन-सा सर्वाधिक महत्वपूर्ण कारक है ?

- (1) अवधारणा की प्रकृति
- (2) जीवत अनुभवों की समृद्धता
- (3) विद्यार्थियों की अधिगम प्राथमिकता/वरीयता
- (4) अधिगम संसाधनों की उपलब्धता

[Question ID = 78][Question Description = CTET_P1_PART_3_EVS_SET_111_Q78]

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

4) Group discussion is a suitable method for teaching Environmental Studies due to which of the following reasons ?

- (1) Interpersonal skills are developed.
- (2) Children learn to respect diversity.
- (3) Helps in multipurpose thinking and novel solution.
- (4) Helps in breaking boundaries between subjects.

पर्यावरण अध्ययन शिक्षण हेतु, निम्नलिखित में से किस कारण से समूह चर्चा उपयुक्त विधि है ?

- (1) अन्तर्वैयक्तिक कौशलों का विकास होता है।
- (2) बच्चे भिन्नताओं का सम्मान करना सीखते हैं।
- (3) बहुमुखी चिंतन एवं नवीन समाधान में सहायक हैं।
- (4) विषयों के बीच की सीमाएँ तोड़ने में सहायक हैं।

[Question ID = 79][Question Description = CTET_P1_PART_3_EVS_SET_111_Q79]

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

5) Identify a competency for the theme 'Family and Friends' for students of class 5.

- (1) State reason for community eating.
- (2) Differentiate between transfer and displacement.
- (3) Differentiate the material of houses in rural and urban areas.
- (4) Explain why different tools and materials are required for making a variety of objects.

कक्षा 5 के छात्रों के लिए 'परिवार एवं मित्र' विषय के लिए एक दक्षता की पहचान कीजिए।

- (1) सामुदायिक भोजन खाने के कारण का उल्लेख कीजिए।
- (2) स्थानांतरण तथा विस्थापन में अंतर स्पष्ट कीजिए।
- (3) ग्रामीण तथा शहरी क्षेत्रों में घरों की सामग्री में अंतर स्पष्ट कीजिए।
- (4) स्पष्ट कीजिए कि विविध प्रकार की वस्तुओं के निर्माण के लिए भिन्न औजारों एवं सामग्री की आवश्यकता क्यों होती है।

[Question ID = 80][Question Description = CTET_P1_PART_3_EVS_SET_111_Q80]

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

6) Narratives have been included extensively in EVS textbooks in order to

- A. Follow the guidelines of NCF, 2005.
- B. Enhance understanding of fundamental concepts.
- C. Provide enjoyment in learning of fundamental concepts.
- D. Develop communication skills in students.

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

ई.वी.एस. की पाठ्य-पुस्तकों में वृत्तांतों को व्यापक रूप से शामिल किया गया है जिससे कि

- A. NCF, 2005 के निर्देशों का पालन हो ।
- B. मूलभूत प्रत्ययों की समझ को बढ़ावा मिले ।
- C. मूलभूत प्रत्ययों को सीखने में आनंद मिले ।
- D. छात्रों में संप्रेषण के कौशलों का विकास हो ।

(1) A और B

(2) A, B और C

(3) B, C और D

(4) केवल C

[Question ID = 81][Question Description = CTET_P1_PART_3_EVS_SET_111_Q81]

1. 1 [Option ID = 321]

2. 2 [Option ID = 322]

3. 3 [Option ID = 323]

4. 4 [Option ID = 324]

7) Which of the following statements describes the characteristics of Formative Assessment ?

- A. It is a formal test given to all.
- B. Children are not aware that they are being assessed.
- C. This is an account to be recorded in progress report.
- D. This is an observation of student's progress during learning
- E. This is a process of reform in learning of children through observation of their activities.

(1) A, B and C

(2) C, D and E

(3) A, C and D

(4) B, D and E

निम्नलिखित में से कौन-से कथन संरचनात्मक आकलन की विशेषताओं का वर्णन करते हैं ?

- A. यह सब बच्चों को दिए जाने वाले औपचारिक परीक्षण हैं।
- B. इसमें बच्चों को यह पता ही नहीं चलता कि उनका आकलन किया जा रहा है।
- C. यह प्रगति पत्र में दर्ज किये जाने वाला विवरण है।
- D. यह सीखने के दौरान बच्चों की प्रगति का अवलोकन है।
- E. यह बच्चों की गतिविधियों के अवलोकन द्वारा उनके सीखने में सुधार की प्रक्रिया है।

(1) A, B और C

(2) C, D और E

(3) A, C और D

(4) B, D और E

[Question ID = 82][Question Description = CTET_P1_PART_3_EVS_SET_111_Q82]

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

8) Which of the following statements describe the characteristics of summative evaluation ?

- A. It is testing the quality of a child's work on the basis of definite criteria.
- B. It is testing the quality of achievement of child during learning.
- C. It is a comparison of a child's achievement with that of other children.
- D. It is a comparison of a child's progress with his/her own past progress.

(1) A and B

(2) A and C

(3) A and D

(4) B and D

निम्नलिखित में से कौन-से कथन समेकित मूल्यांकन की विशेषताओं का वर्णन करते हैं ?

- A. यह निर्धारित मानदंड के आधार पर बच्चे के कार्य की गुणवत्ता की जाँच करना है।
- B. यह सीखने के दौरान बच्चे की उपलब्धि की गुणवत्ता को परखना है।
- C. यह एक बच्चे की उपलब्धि की तुलना दूसरे बच्चों की उपलब्धि से करना है।
- D. यह एक बच्चे की प्रगति की तुलना स्वयं की पिछली प्रगति से करना है।

(1) A और B

(2) A और C

(3) A और D

(4) B और D

[Question ID = 83][Question Description = CTET_P1_PART_3_EVS_SET_111_Q83]

- 1. 1 [Option ID = 329]

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

9) As per NCF 2005, which of the following is one of the six themes suggested in the EVS syllabus ?

- (1) Plants
- (2) Animals
- (3) Shelter
- (4) Changes around us

राष्ट्रीय पाठ्यचर्या रूपरेखा 2005 के अनुसार ई.वी.एस. पाठ्यचर्या में सुझाए गए छः थीमों में से, निम्नलिखित में से एक थीम कौन-सा है ?

- (1) पौधे
- (2) पशु
- (3) आश्रय
- (4) हमारे चारों ओर परिवर्तन

[Question ID = 84][Question Description = CTET_P1_PART_3_EVS_SET_111_Q84]

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

10) The theme 'Family and Friends' in EVS curriculum encompasses

- (1) Shelter
- (2) Work and Play
- (3) Water
- (4) Life

ई.वी.एस. पाठ्यचर्या में थीम 'परिवार और मित्र' सम्मिलित करता है

- (1) आश्रय
- (2) कार्य और खेल
- (3) जल
- (4) जीवन

[Question ID = 85][Question Description = CTET_P1_PART_3_EVS_SET_111_Q85]

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

11) Sabiya painted the sky green and trees blue in her painting. What should the teacher do first ?

- (1) Ask Sabiya to see the pictures of sky and tree and redraw.
- (2) Tell Sabiya that sky is blue and trees are green and she has coloured wrong.
- (3) Appreciate her painting and ask why she has chosen such colours.
- (4) Take Sabiya to the garden and let her observe sky and trees.

सबिया ने अपने चित्र में आकाश को हरा और पेड़ को नीला रंग किया। उसके शिक्षक को पहले क्या करना चाहिए ?

- (1) सबिया से आकाश और पेड़ का चित्र देखने के लिए कहें और चित्र फिर से बनाने को कहें।
- (2) सबिया को बताएँ कि आकाश नीला होता है और पेड़ हरे होते हैं और उसने गलत रंग किया है।
- (3) उसके चित्र की सराहना करें और पूछें कि उसने इन रंगों का चयन क्यों किया है।
- (4) सबिया को बगीचे में ले जाएँ और उसे आकाश और पेड़ देखने दें।

[Question ID = 86][Question Description = CTET_P1_PART_3_EVS_SET_111_Q86]

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

12) The syllabus of EVS is organised in which of the following manner ?

- A. Beginning from child's immediate surroundings to the wider environment.
- B. Beginning from wider environment to the child's immediate surroundings.
- C. Beginning from child as "self" to "self" in larger context.
- D. Beginning from "self" in larger context to child as "self".

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

पर्यावरण अध्ययन का पाठ्यक्रम निम्नलिखित में से किस प्रकार संगठित है ?

- A. बच्चे के निकटस्थ परिवेश से प्रारंभ होकर व्यापक पर्यावरण तक ।
- B. व्यापक पर्यावरण से प्रारंभ होकर बच्चे के निकटस्थ परिवेश तक ।
- C. “स्व” के रूप में बच्चे से प्रारंभ होकर “स्व” के रूप में व्यापक संदर्भ तक ।
- D. “स्व” के रूप में व्यापक संदर्भ से “स्व” के रूप में बालक तक ।

(1) A और B

(2) B और C

(3) A और C

(4) B और D

[Question ID = 87][Question Description = CTET_P1_PART_3_EVS_SET_111_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 statements is most suitable regarding how children learn about environment ?

- A. Children learn alone through their own efforts.
- B. Children learn through interaction with environment.
- C. Children learn through discussion with friends.
- D. Children learn through explanation by teacher.

(1) A and B

(2) B and C

(3) C and D

(4) A and D

निम्नलिखित में से कौन-से कथन बच्चों के पर्यावरण से सीखने के बारे में सर्वाधिक उपयुक्त हैं ?

- A. बच्चे अपने प्रयासों से अकेले सीखते हैं ।
- B. बच्चे पर्यावरण से अन्तःक्रिया द्वारा सीखते हैं ।
- C. बच्चे अपने दोस्तों के साथ चर्चा द्वारा सीखते हैं ।
- D. बच्चे शिक्षक की व्याख्या से सीखते हैं ।

(1) A और B

(2) B और C

(3) C और D

(4) A और D

[Question ID = 88][Question Description = CTET_P1_PART_3_EVS_SET_111_Q88]

1. 1 [Option ID = 349]

2. 2 [Option ID = 350]

3. 3 [Option ID = 351]

4. 4 [Option ID = 352]

14) Antra was finding it difficult to understand how to solve a puzzle alone but with his elder brother Prasoon she could easily solve the puzzle in a few minutes. Which of the following may be the reason for this ?

- (1) Children develop naturally through successive stages of intellectual development.
- (2) Children can cross the "Zone of Proximal development" through the scaffolding provided by adult support.
- (3) Children learn through interaction with environment.
- (4) Children construct meaning in social interaction.

अंतरा को अकेले पहेली हल करना मुश्किल लग रहा था लेकिन अपने बड़े भाई प्रसून के साथ वह कुछ ही मिनटों में पहेली को आसानी से सुलझा सकी। इसका कारण निम्नलिखित में से क्या हो सकता है ?

- (1) बच्चे बौद्धिक विकास की क्रमिक अवस्थाओं में स्वाभाविक रूप से विकसित होते हैं।
- (2) बच्चे वयस्क के सहारे द्वारा दिए गए स्केफोल्डिंग से "समीपस्थ विकास के क्षेत्र" को पार कर लेते हैं।
- (3) बच्चे परिवेश से अंतःक्रिया के माध्यम से सीखते हैं।
- (4) बच्चे सामाजिक अंतःक्रिया में अर्थ निर्माण करते हैं।

[Question ID = 89][Question Description = CTET_P1_PART_3_EVS_SET_111_Q89]

1. 1 [Option ID = 353]

2. 2 [Option ID = 354]

3. 3 [Option ID = 355]

4. 4 [Option ID = 356]

15) The syllabus in EVS at primary level is organized in a manner that it begins

- (1) from the learner's immediate surroundings.
- (2) from the neighborhood and community.
- (3) from the global context.
- (4) from the larger context.

प्राथमिक स्तर पर ई.वी.एस. में पाठ्यक्रम इस तरह से व्यवस्थित किया जाता है कि यह शुरू होता है

- (1) सीखने वाले के तत्काल परिवेश से।
- (2) पड़ोस और समुदाय से।
- (3) वैश्विक संदर्भ से।
- (4) बड़े संदर्भ से।

[Question ID = 90][Question Description = CTET_P1_PART_3_EVS_SET_111_Q90]

1. 1 [Option ID = 357]

2. 2 [Option ID = 358]

3. 3 [Option ID = 359]

4. 4 [Option ID = 360]

Topic:- Sanskrit_Q91-99_L1_P1_CTET

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

एकदा कस्यचित् वृक्षस्य छायायां पिपीलिकानां सभा अभवत् । सभायां तस्यां नैकाः पिपीलिकाः उपस्थिताः । प्रत्येकं पिपीलिका स्वविचारान् स्वव्यथां च अकथयत् । काचित् पिपीलिका उत्थाय अवदत् — ‘अहं किमपि वक्तुकामा अस्मि । मानवानां विषये अहं किमपि वक्तुम् उत्सहे ।’

सर्वाभिः पिपीलिकाभिः सा अनुमोदिता । श्रोतॄणां पुरतः स्थित्वा सा वक्तुम् आरभत, ‘अयि सखिजनाः, मानवः अस्माकं महान् अरिः । सः सदैव अस्मान् पीडयति । अस्माकं गृहाणि नाशयति । अस्माकं विनाशार्थं विषयुक्तानां रसायनानाम् उपयोगं कुर्वति । मिष्टान्नपात्रं जले निक्षिपति यथा वा तस्मिन् पात्रे लवङ्गिकाः निक्षिपति । कोऽपराधः कृतः अस्माभिः मनुष्याणाम् ? किमर्थं तेषाम् अत्याचाराः अस्माभिः सोढव्याः ? अस्य अन्यायस्य प्रतिकारार्थम् अस्माभिः मानवाः नितरां पीडनीयाः ।

तस्याः पिपीलिकाया एतद् वक्तव्यं श्रुत्वा सर्वाः पिपीलिकाः परस्परसंवादं कृत्वा ‘मानवः दण्डनीयः एव’ इति उक्तवन्तः । तासां कोलाहलः यदा वृद्धिं गतः तदा काचित् प्रौढा पिपीलिका उत्थाय अवदत् — ‘किमर्थम् एवं चर्चा क्रियते ? शान्तिः अस्तु । शान्तेन मनसा चिन्तनम् आवश्यकम् । मनुष्यः न अस्माकं शत्रुः । नूनं वयं मानवात् श्रेष्ठाः । अस्माकं एकत्वं मानवेषु नैव दृश्यते । अस्माकम् उद्योगशीलता मनुष्यैः सदैव प्रशस्यते । अस्माकम् अनुशासनं तेषां कृते आदर्शभूतम् । अस्माकं गुणानां महत्तां मनुष्यः काव्येषु गायति । ननु भवत्यः सर्वाः जानन्ति तं श्लोकं यद् —

गच्छन् पिपीलिको याति योजनानां शतान्यपि ।

मनुष्यः सदैव अस्मान् सहते । तस्य गृहे अतिक्रमणं कृत्वा वयं तत्र निवसामः । प्राचीनकाले कश्चित् उग्रतपाः ऋषिः शरीरे बल्मीकानि धारयन् तपः आचरितवान् इति कथा अस्माभिः अपि श्रुता । मनुष्यः एव अस्मद्भ्यां खाद्यं ददाति । तस्य मिष्टान्नप्रियता अस्माकं कृते उपकारिका । अतः मानवानां विषये मनसि क्रोधः न धारणीयः । ते अस्माकं मित्राणि, न शत्रवः । तैः विना अस्माकं उदरनिर्वाहस्य प्रश्नः उग्ररूपं धारयेत् इति मनसि कर्तव्यम् ।

अनुभववृद्धायाः तस्या एतान् विचारान् श्रुत्वा सर्वाभिः पिपीलिकाभिः मनुष्यस्य महत्त्वं ज्ञातम् । स्वगुणाः च ताभिः अवगताः । ‘मनुष्यात् वयं श्रेष्ठः’ इति विचारेण ताः सर्वाः सुखायिताः । इतः परं मानवस्य आश्रयेण एव अस्माभिः वस्तव्यम् इति निश्चयेन पिपीलिकानां पङ्क्तिः मिष्टान्नस्य अन्वेषणार्थं प्रस्थिता ।

‘प्रतिकारार्थम्’ इति अस्य पदस्य सन्धिविच्छेदः किम् अस्ति ?

(1) प्रतिकार + अर्थम्

(2) प्रतिका + रार्थम्

(3) प्रति + कारार्थम्

(4) प्रतिकारा + अर्थम्

[Question ID = 151][Question Description = CTET_P1_PART_4_L1_SET_111_SANSKRIT_Q91]

1. 1 [Option ID = 601]
2. 2 [Option ID = 602]
3. 3 [Option ID = 603]
4. 4 [Option ID = 604]

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

एकदा कस्यचित् वृक्षस्य छायायां पिपीलिकानां सभा अभवत् । सभायां तस्यां नैकाः पिपीलिकाः उपस्थिताः । प्रत्येकं पिपीलिका स्वविचारान् स्वव्यथां च अकथयत् । काचित् पिपीलिका उत्थाय अवदत् — ‘अहं किमपि वक्तुकामा अस्मि । मानवानां विषये अहं किमपि वक्तुम् उत्सहे ।’

सर्वाभिः पिपीलिकाभिः सा अनुमोदिता । श्रोतॄणां पुरतः स्थित्वा सा वक्तुम् आरभत, ‘अयि सखिजनाः, मानवः अस्माकं महान् अरिः । सः सदैव अस्मान् पीडयति । अस्माकं गृहाणि नाशयति । अस्माकं विनाशार्थं विषयुक्तानां रसायनानाम् उपयोगं कुर्वति । मिष्टान्नपात्रं जले निक्षिपति यथा वा तस्मिन् पात्रे लवङ्गिकाः निक्षिपति । कोऽपराधः कृतः अस्माभिः मनुष्याणाम् ? किमर्थं तेषाम् अत्याचाराः अस्माभिः सोढव्याः ? अस्य अन्यायस्य प्रतिकारार्थम् अस्माभिः मानवाः नितरां पीडनीयाः ।

तस्याः पिपीलिकाया एतद् वक्तव्यं श्रुत्वा सर्वाः पिपीलिकाः परस्परसंवादं कृत्वा ‘मानवः दण्डनीयः एव’ इति उक्तवन्तः । तासां कोलाहलः यदा वृद्धिं गतः तदा काचित् प्रौढा पिपीलिका उत्थाय अवदत् — ‘किमर्थम् एवं चर्चा क्रियते ? शान्तिः अस्तु । शान्तेन मनसा चिन्तनम् आवश्यकम् । मनुष्यः न अस्माकं शत्रुः । नूनं वयं मानवात् श्रेष्ठाः । अस्माकं एकत्वं मानवेषु नैव दृश्यते । अस्माकम् उद्योगशीलता मनुष्यैः सदैव प्रशस्यते । अस्माकम् अनुशासनं तेषां कृते आदर्शभूतम् । अस्माकं गुणानां महत्तां मनुष्यः काव्येषु गायति । ननु भवत्यः सर्वाः जानन्ति तं श्लोकं यद् —

गच्छन् पिपीलिको याति योजनानां शतान्यपि ।

मनुष्यः सदैव अस्मान् सहते । तस्य गृहे अतिक्रमणं कृत्वा वयं तत्र निवसामः । प्राचीनकाले कश्चित् उग्रतपाः ऋषिः शरीरे बल्मीकानि धारयन् तपः आचरितवान् इति कथा अस्माभिः अपि श्रुता । मनुष्यः एव अस्मद्भ्यां खाद्यं ददाति । तस्य मिष्टान्नप्रियता अस्माकं कृते उपकारिका । अतः मानवानां विषये मनसि क्रोधः न धारणीयः । ते अस्माकं मित्राणि, न शत्रवः । तैः विना अस्माकं उदरनिर्वाहस्य प्रश्नः उग्ररूपं धारयेत् इति मनसि कर्तव्यम् ।

अनुभववृद्धायाः तस्या एतान् विचारान् श्रुत्वा सर्वाभिः पिपीलिकाभिः मनुष्यस्य महत्त्वं ज्ञातम् । स्वगुणाः च ताभिः अवगताः । ‘मनुष्यात् वयं श्रेष्ठः’ इति विचारेण ताः सर्वाः सुखायिताः । इतः परं मानवस्य आश्रयेण एव अस्माभिः वस्तव्यम् इति निश्चयेन पिपीलिकानां पङ्क्तिः मिष्टान्नस्य अन्वेषणार्थं प्रस्थिता ।

गच्छन् पिपीलिका कुत्र याति ?

(1) स्वगृहम्

(2) बिलम्

(3) योजनानां शतानि

(4) नदीम्

[Question ID = 152][Question Description = CTET_P1_PART_4_L1_SET_111_SANSKRIT_Q92]

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

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

एकदा कस्यचित् वृक्षस्य छायायां पिपीलिकानां सभा अभवत् । सभायां तस्यां नैकाः पिपीलिकाः उपस्थिताः । प्रत्येकं पिपीलिका स्वविचारान् स्वव्यथां च अकथयत् । काचित् पिपीलिका उत्थाय अवदत् — ‘अहं किमपि वक्तुकामा अस्मि । मानवानां विषये अहं किमपि वक्तुम् उत्सहे ।’

सर्वाभिः पिपीलिकाभिः सा अनुमोदिता । श्रोतॄणां पुरतः स्थित्वा सा वक्तुम् आरभत, ‘अयि सखिजनाः, मानवः अस्माकं महान् अरिः । सः सदैव अस्मान् पीडयति । अस्माकं गृहाणि नाशयति । अस्माकं विनाशार्थं विषयुक्तानां रसायनानाम् उपयोगं कुर्वति । मिष्टान्नपात्रं जले निक्षिपति यथा वा तस्मिन् पात्रे लवङ्गिकाः निक्षिपति । कोऽपराधः कृतः अस्माभिः मनुष्याणाम् ? किमर्थं तेषाम् अत्याचाराः अस्माभिः सोढव्याः ? अस्य अन्यायस्य प्रतिकारार्थम् अस्माभिः मानवाः नितरां पीडनीयाः ।

तस्याः पिपीलिकाया एतद् वक्तव्यं श्रुत्वा सर्वाः पिपीलिकाः परस्परसंवादं कृत्वा ‘मानवः दण्डनीयः एव’ इति उक्तवन्तः । तासां कोलाहलः यदा वृद्धिं गतः तदा काचित् प्रौढा पिपीलिका उत्थाय अवदत् — ‘किमर्थम् एवं चर्चा क्रियते ? शान्तिः अस्तु । शान्तेन मनसा चिन्तनम् आवश्यकम् । मनुष्यः न अस्माकं शत्रुः । नूनं वयं मानवात् श्रेष्ठाः । अस्माकं एकत्वं मानवेषु नैव दृश्यते । अस्माकम् उद्योगशीलता मनुष्यैः सदैव प्रशस्यते । अस्माकम् अनुशासनं तेषां कृते आदर्शभूतम् । अस्माकं गुणानां महत्तां मनुष्यः काव्येषु गायति । ननु भवत्यः सर्वाः जानन्ति तं श्लोकं यद् —

गच्छन् पिपीलिको याति योजनानां शतान्यपि ।

मनुष्यः सदैव अस्मान् सहते । तस्य गृहे अतिक्रमणं कृत्वा वयं तत्र निवसामः । प्राचीनकाले कश्चित् उग्रतपाः ऋषिः शरीरे बल्मीकानि धारयन् तपः आचरितवान् इति कथा अस्माभिः अपि श्रुता । मनुष्यः एव अस्मद्भ्यां खाद्यं ददाति । तस्य मिष्टान्नप्रियता अस्माकं कृते उपकारिका । अतः मानवानां विषये मनसि क्रोधः न धारणीयः । ते अस्माकं मित्राणि, न शत्रवः । तैः विना अस्माकं उदरनिर्वाहस्य प्रश्नः उग्ररूपं धारयेत् इति मनसि कर्तव्यम् ।

अनुभववृद्धायाः तस्या एतान् विचारान् श्रुत्वा सर्वाभिः पिपीलिकाभिः मनुष्यस्य महत्त्वं ज्ञातम् । स्वगुणाः च ताभिः अवगताः । ‘मनुष्यात् वयं श्रेष्ठः’ इति विचारेण ताः सर्वाः सुखायिताः । इतः परं मानवस्य आश्रयेण एव अस्माभिः वस्तव्यम् इति निश्चयेन पिपीलिकानां पङ्क्तिः मिष्टान्नस्य अन्वेषणार्थं प्रस्थिता ।

मानवः किं न करोति ?

- (1) पिपीलिकाः पीडयति
- (2) पिपीलिकान् पूजयति
- (3) पिपीलिकानां गृहाणि नाशयति
- (4) मिष्टान्नपात्रं जले निक्षिपति

[Question ID = 153][Question Description = CTET_P1_PART_4_L1_SET_111_SANSKRIT_Q93]

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

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

एकदा कस्यचित् वृक्षस्य छायायां पिपीलिकानां सभा अभवत् । सभायां तस्यां नैकाः पिपीलिकाः उपस्थिताः । प्रत्येकं पिपीलिका स्वविचारान् स्वव्यथां च अकथयत् । काचित् पिपीलिका उत्थाय अवदत् — ‘अहं किमपि वक्तुकामा अस्मि । मानवानां विषये अहं किमपि वक्तुम् उत्सहे ।’

सर्वाभिः पिपीलिकाभिः सा अनुमोदिता । श्रोतॄणां पुरतः स्थित्वा सा वक्तुम् आरभत, ‘अयि सखिजनाः, मानवः अस्माकं महान् अरिः । सः सदैव अस्मान् पीडयति । अस्माकं गृहाणि नाशयति । अस्माकं विनाशार्थं विषयुक्तानां रसायनानाम् उपयोगं कुर्वति । मिष्टान्नपात्रं जले निक्षिपति यथा वा तस्मिन् पात्रे लवङ्गिकाः निक्षिपति । कोऽपराधः कृतः अस्माभिः मनुष्याणाम् ? किमर्थं तेषाम् अत्याचाराः अस्माभिः सोढव्याः ? अस्य अन्यायस्य प्रतिकारार्थम् अस्माभिः मानवाः नितरां पीडनीयाः ।

तस्याः पिपीलिकाया एतद् वक्तव्यं श्रुत्वा सर्वाः पिपीलिकाः परस्परसंवादं कृत्वा ‘मानवः दण्डनीयः एव’ इति उक्तवन्तः । तासां कोलाहलः यदा वृद्धिं गतः तदा काचित् प्रौढा पिपीलिका उत्थाय अवदत् — ‘किमर्थम् एवं चर्चा क्रियते ? शान्तिः अस्तु । शान्तेन मनसा चिन्तनम् आवश्यकम् । मनुष्यः न अस्माकं शत्रुः । नूनं वयं मानवात् श्रेष्ठाः । अस्माकं एकत्वं मानवेषु नैव दृश्यते । अस्माकम् उद्योगशीलता मनुष्यैः सदैव प्रशस्यते । अस्माकम् अनुशासनं तेषां कृते आदर्शभूतम् । अस्माकं गुणानां महत्तां मनुष्यः काव्येषु गायति । ननु भवत्यः सर्वाः जानन्ति तं श्लोकं यद् —

गच्छन् पिपीलिको याति योजनानां शतान्यपि ।

मनुष्यः सदैव अस्मान् सहते । तस्य गृहे अतिक्रमणं कृत्वा वयं तत्र निवसामः । प्राचीनकाले कश्चित् उग्रतपाः ऋषिः शरीरे बल्मीकानि धारयन् तपः आचरितवान् इति कथा अस्माभिः अपि श्रुता । मनुष्यः एव अस्मद्भ्यां खाद्यं ददाति । तस्य मिष्टान्नप्रियता अस्माकं कृते उपकारिका । अतः मानवानां विषये मनसि क्रोधः न धारणीयः । ते अस्माकं मित्राणि, न शत्रवः । तैः विना अस्माकं उदरनिर्वाहस्य प्रश्नः उग्ररूपं धारयेत् इति मनसि कर्तव्यम् ।

अनुभववृद्धायाः तस्या एतान् विचारान् श्रुत्वा सर्वाभिः पिपीलिकाभिः मनुष्यस्य महत्त्वं ज्ञातम् । स्वगुणाः च ताभिः अवगताः । ‘मनुष्यात् वयं श्रेष्ठः’ इति विचारेण ताः सर्वाः सुखायिताः । इतः परं मानवस्य आश्रयेण एव अस्माभिः वस्तव्यम् इति निश्चयेन पिपीलिकानां पङ्क्तिः मिष्टान्नस्य अन्वेषणार्थं प्रस्थिता ।

‘अयि सखीजनाः, मानवः अस्माकं महान् अरिः’ इति वाक्यं पिपीलिकया कुत्र कथितम् ?

(1) जलाशये

(2) क्रीडाक्षेत्रे

(3) वने

(4) पिपीलिकानां सभायाम्

[Question ID = 154][Question Description = CTET_P1_PART_4_L1_SET_111_SANSKRIT_Q94]

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

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

एकदा कस्यचित् वृक्षस्य छायायां पिपीलिकानां सभा अभवत् । सभायां तस्यां नैकाः पिपीलिकाः उपस्थिताः । प्रत्येकं पिपीलिका स्वविचारान् स्वव्यथां च अकथयत् । काचित् पिपीलिका उत्थाय अवदत् — ‘अहं किमपि वक्तुकामा अस्मि । मानवानां विषये अहं किमपि वक्तुम् उत्सहे ।’

सर्वाभिः पिपीलिकाभिः सा अनुमोदिता । श्रोतॄणां पुरतः स्थित्वा सा वक्तुम् आरभत, ‘अयि सखिजनाः, मानवः अस्माकं महान् अरिः । सः सदैव अस्मान् पीडयति । अस्माकं गृहाणि नाशयति । अस्माकं विनाशार्थं विषयुक्तानां रसायनानाम् उपयोगं कुर्वति । मिष्टान्नपात्रं जले निक्षिपति यथा वा तस्मिन् पात्रे लवङ्गिकाः निक्षिपति । कोऽपराधः कृतः अस्माभिः मनुष्याणाम् ? किमर्थं तेषाम् अत्याचाराः अस्माभिः सोढव्याः ? अस्य अन्यायस्य प्रतिकारार्थम् अस्माभिः मानवाः नितरां पीडनीयाः ।

तस्याः पिपीलिकाया एतद् वक्तव्यं श्रुत्वा सर्वाः पिपीलिकाः परस्परसंवादं कृत्वा ‘मानवः दण्डनीयः एव’ इति उक्तवन्तः । तासां कोलाहलः यदा वृद्धिं गतः तदा काचित् प्रौढा पिपीलिका उत्थाय अवदत् — ‘किमर्थम् एवं चर्चा क्रियते ? शान्तिः अस्तु । शान्तेन मनसा चिन्तनम् आवश्यकम् । मनुष्यः न अस्माकं शत्रुः । नूनं वयं मानवात् श्रेष्ठाः । अस्माकं एकत्वं मानवेषु नैव दृश्यते । अस्माकम् उद्योगशीलता मनुष्यैः सदैव प्रशस्यते । अस्माकम् अनुशासनं तेषां कृते आदर्शभूतम् । अस्माकं गुणानां महत्तां मनुष्यः काव्येषु गायति । ननु भवत्यः सर्वाः जानन्ति तं श्लोकं यद् —

गच्छन् पिपीलिको याति योजनानां शतान्यपि ।

मनुष्यः सदैव अस्मान् सहते । तस्य गृहे अतिक्रमणं कृत्वा वयं तत्र निवसामः । प्राचीनकाले कश्चित् उग्रतपाः ऋषिः शरीरे बल्मीकानि धारयन् तपः आचरितवान् इति कथा अस्माभिः अपि श्रुता । मनुष्यः एव अस्मद्भ्यां खाद्यं ददाति । तस्य मिष्टान्नप्रियता अस्माकं कृते उपकारिका । अतः मानवानां विषये मनसि क्रोधः न धारणीयः । ते अस्माकं मित्राणि, न शत्रवः । तैः विना अस्माकं उदरनिर्वाहस्य प्रश्नः उग्ररूपं धारयेत् इति मनसि कर्तव्यम् ।

अनुभववृद्धायाः तस्या एतान् विचारान् श्रुत्वा सर्वाभिः पिपीलिकाभिः मनुष्यस्य महत्त्वं ज्ञातम् । स्वगुणाः च ताभिः अवगताः । ‘मनुष्यात् वयं श्रेष्ठः’ इति विचारेण ताः सर्वाः सुखायिताः । इतः परं मानवस्य आश्रयेण एव अस्माभिः वस्तव्यम् इति निश्चयेन पिपीलिकानां पङ्क्तिः मिष्टान्नस्य अन्वेषणार्थं प्रस्थिता ।

‘अनुशासनम्’ इति अस्मिन् पदे कः प्रत्ययः ?

(1) ल्युट्

(2) घञ्

(3) क्त्वा

(4) तुमुन्

[Question ID = 155][Question Description = CTET_P1_PART_4_L1_SET_111_SANSKRIT_Q95]

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

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

एकदा कस्यचित् वृक्षस्य छायायां पिपीलिकानां सभा अभवत् । सभायां तस्यां नैकाः पिपीलिकाः उपस्थिताः । प्रत्येकं पिपीलिका स्वविचारान् स्वव्यथां च अकथयत् । काचित् पिपीलिका उत्थाय अवदत् — ‘अहं किमपि वक्तुकामा अस्मि । मानवानां विषये अहं किमपि वक्तुम् उत्सहे ।’

सर्वाभिः पिपीलिकाभिः सा अनुमोदिता । श्रोतॄणां पुरतः स्थित्वा सा वक्तुम् आरभत, ‘अयि सखिजनाः, मानवः अस्माकं महान् अरिः । सः सदैव अस्मान् पीडयति । अस्माकं गृहाणि नाशयति । अस्माकं विनाशार्थं विषयुक्तानां रसायनानाम् उपयोगं कुर्वति । मिष्टान्नपात्रं जले निक्षिपति यथा वा तस्मिन् पात्रे लवङ्गिकाः निक्षिपति । कोऽपराधः कृतः अस्माभिः मनुष्याणाम् ? किमर्थं तेषाम् अत्याचाराः अस्माभिः सोढव्याः ? अस्य अन्यायस्य प्रतिकारार्थम् अस्माभिः मानवाः नितरां पीडनीयाः ।

तस्याः पिपीलिकाया एतद् वक्तव्यं श्रुत्वा सर्वाः पिपीलिकाः परस्परसंवादं कृत्वा ‘मानवः दण्डनीयः एव’ इति उक्तवन्तः । तासां कोलाहलः यदा वृद्धिं गतः तदा काचित् प्रौढा पिपीलिका उत्थाय अवदत् — ‘किमर्थम् एवं चर्चा क्रियते ? शान्तिः अस्तु । शान्तेन मनसा चिन्तनम् आवश्यकम् । मनुष्यः न अस्माकं शत्रुः । नूनं वयं मानवात् श्रेष्ठाः । अस्माकं एकत्वं मानवेषु नैव दृश्यते । अस्माकम् उद्योगशीलता मनुष्यैः सदैव प्रशस्यते । अस्माकम् अनुशासनं तेषां कृते आदर्शभूतम् । अस्माकं गुणानां महत्तां मनुष्यः काव्येषु गायति । ननु भवत्यः सर्वाः जानन्ति तं श्लोकं यद् —

गच्छन् पिपीलिको याति योजनानां शतान्यपि ।

मनुष्यः सदैव अस्मान् सहते । तस्य गृहे अतिक्रमणं कृत्वा वयं तत्र निवसामः । प्राचीनकाले कश्चित् उग्रतपाः ऋषिः शरीरे बल्मीकानि धारयन् तपः आचरितवान् इति कथा अस्माभिः अपि श्रुता । मनुष्यः एव अस्मद्भ्यां खाद्यं ददाति । तस्य मिष्टान्नप्रियता अस्माकं कृते उपकारिका । अतः मानवानां विषये मनसि क्रोधः न धारणीयः । ते अस्माकं मित्राणि, न शत्रवः । तैः विना अस्माकं उदरनिर्वाहस्य प्रश्नः उग्ररूपं धारयेत् इति मनसि कर्तव्यम् ।

अनुभववृद्धायाः तस्या एतान् विचारान् श्रुत्वा सर्वाभिः पिपीलिकाभिः मनुष्यस्य महत्त्वं ज्ञातम् । स्वगुणाः च ताभिः अवगताः । ‘मनुष्यात् वयं श्रेष्ठः’ इति विचारेण ताः सर्वाः सुखायिताः । इतः परं मानवस्य आश्रयेण एव अस्माभिः वस्तव्यम् इति निश्चयेन पिपीलिकानां पङ्क्तिः मिष्टान्नस्य अन्वेषणार्थं प्रस्थिता ।

मानवानां विषये मनसि किं न धारणीयः ?

(1) प्रेम

(2) क्रोधः

(3) ईर्ष्या

(4) घृणा

[Question ID = 156][Question Description = CTET_P1_PART_4_L1_SET_111_SANSKRIT_Q96]

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

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

एकदा कस्यचित् वृक्षस्य छायायां पिपीलिकानां सभा अभवत् । सभायां तस्यां नैकाः पिपीलिकाः उपस्थिताः । प्रत्येकं पिपीलिका स्वविचारान् स्वव्यथां च अकथयत् । काचित् पिपीलिका उत्थाय अवदत् — ‘अहं किमपि वक्तुकामा अस्मि । मानवानां विषये अहं किमपि वक्तुम् उत्सहे ।’

सर्वाभिः पिपीलिकाभिः सा अनुमोदिता । श्रोतॄणां पुरतः स्थित्वा सा वक्तुम् आरभत, ‘अयि सखिजनाः, मानवः अस्माकं महान् अरिः । सः सदैव अस्मान् पीडयति । अस्माकं गृहाणि नाशयति । अस्माकं विनाशार्थं विषयुक्तानां रसायनानाम् उपयोगं कुर्वति । मिष्टान्नपात्रं जले निक्षिपति यथा वा तस्मिन् पात्रे लवङ्गिकाः निक्षिपति । कोऽपराधः कृतः अस्माभिः मनुष्याणाम् ? किमर्थं तेषाम् अत्याचाराः अस्माभिः सोढव्याः ? अस्य अन्यायस्य प्रतिकारार्थम् अस्माभिः मानवाः नितरां पीडनीयाः ।

तस्याः पिपीलिकाया एतद् वक्तव्यं श्रुत्वा सर्वाः पिपीलिकाः परस्परसंवादं कृत्वा ‘मानवः दण्डनीयः एव’ इति उक्तवन्तः । तासां कोलाहलः यदा वृद्धिं गतः तदा काचित् प्रौढा पिपीलिका उत्थाय अवदत् — ‘किमर्थम् एवं चर्चा क्रियते ? शान्तिः अस्तु । शान्तेन मनसा चिन्तनम् आवश्यकम् । मनुष्यः न अस्माकं शत्रुः । नूनं वयं मानवात् श्रेष्ठाः । अस्माकं एकत्वं मानवेषु नैव दृश्यते । अस्माकम् उद्योगशीलता मनुष्यैः सदैव प्रशस्यते । अस्माकम् अनुशासनं तेषां कृते आदर्शभूतम् । अस्माकं गुणानां महत्तां मनुष्यः काव्येषु गायति । ननु भवत्यः सर्वाः जानन्ति तं श्लोकं यद् —

गच्छन् पिपीलिको याति योजनानां शतान्यपि ।

मनुष्यः सदैव अस्मान् सहते । तस्य गृहे अतिक्रमणं कृत्वा वयं तत्र निवसामः । प्राचीनकाले कश्चित् उग्रतपाः ऋषिः शरीरे बल्मीकानि धारयन् तपः आचरितवान् इति कथा अस्माभिः अपि श्रुता । मनुष्यः एव अस्मद्भ्यां खाद्यं ददाति । तस्य मिष्टान्नप्रियता अस्माकं कृते उपकारिका । अतः मानवानां विषये मनसि क्रोधः न धारणीयः । ते अस्माकं मित्राणि, न शत्रवः । तैः विना अस्माकं उदरनिर्वाहस्य प्रश्नः उग्ररूपं धारयेत् इति मनसि कर्तव्यम् ।

अनुभववृद्धायाः तस्या एतान् विचारान् श्रुत्वा सर्वाभिः पिपीलिकाभिः मनुष्यस्य महत्त्वं ज्ञातम् । स्वगुणाः च ताभिः अवगताः । ‘मनुष्यात् वयं श्रेष्ठाः’ इति विचारेण ताः सर्वाः सुखायिताः । इतः परं मानवस्य आश्रयेण एव अस्माभिः वस्तव्यम् इति निश्चयेन पिपीलिकानां पङ्क्तिः मिष्टान्नस्य अन्वेषणार्थं प्रस्थिता ।

केन विचारेण सर्वाः पिपीलिकाः सुखायिताः ?

(1) वयं दुःखिताः सन्ति

(2) सर्वाः प्रसन्नाः सन्ति

(3) मनुष्यात् वयं श्रेष्ठाः

(4) वयं संगठिताः सन्ति

[Question ID = 157][Question Description = CTET_P1_PART_4_L1_SET_111_SANSKRIT_Q97]

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

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

एकदा कस्यचित् वृक्षस्य छायायां पिपीलिकानां सभा अभवत् । सभायां तस्यां नैकाः पिपीलिकाः उपस्थिताः । प्रत्येकं पिपीलिका स्वविचारान् स्वव्यथां च अकथयत् । काचित् पिपीलिका उत्थाय अवदत् — ‘अहं किमपि वक्तुकामा अस्मि । मानवानां विषये अहं किमपि वक्तुम् उत्सहे ।’

सर्वाभिः पिपीलिकाभिः सा अनुमोदिता । श्रोतॄणां पुरतः स्थित्वा सा वक्तुम् आरभत, ‘अयि सखिजनाः, मानवः अस्माकं महान् अरिः । सः सदैव अस्मान् पीडयति । अस्माकं गृहाणि नाशयति । अस्माकं विनाशार्थं विषयुक्तानां रसायनानाम् उपयोगं कुर्वति । मिष्टान्नपात्रं जले निक्षिपति यथा वा तस्मिन् पात्रे लवङ्गिकाः निक्षिपति । कोऽपराधः कृतः अस्माभिः मनुष्याणाम् ? किमर्थं तेषाम् अत्याचाराः अस्माभिः सोढव्याः ? अस्य अन्यायस्य प्रतिकारार्थम् अस्माभिः मानवाः नितरां पीडनीयाः ।

तस्याः पिपीलिकाया एतद् वक्तव्यं श्रुत्वा सर्वाः पिपीलिकाः परस्परसंवादं कृत्वा ‘मानवः दण्डनीयः एव’ इति उक्तवन्तः । तासां कोलाहलः यदा वृद्धिं गतः तदा काचित् प्रौढा पिपीलिका उत्थाय अवदत् — ‘किमर्थम् एवं चर्चा क्रियते ? शान्तिः अस्तु । शान्तेन मनसा चिन्तनम् आवश्यकम् । मनुष्यः न अस्माकं शत्रुः । नूनं वयं मानवात् श्रेष्ठाः । अस्माकं एकत्वं मानवेषु नैव दृश्यते । अस्माकम् उद्योगशीलता मनुष्यैः सदैव प्रशस्यते । अस्माकम् अनुशासनं तेषां कृते आदर्शभूतम् । अस्माकं गुणानां महत्तां मनुष्यः काव्येषु गायति । ननु भवत्यः सर्वाः जानन्ति तं श्लोकं यद् —

गच्छन् पिपीलिको याति योजनानां शतान्यपि ।

मनुष्यः सदैव अस्मान् सहते । तस्य गृहे अतिक्रमणं कृत्वा वयं तत्र निवसामः । प्राचीनकाले कश्चित् उग्रतपाः ऋषिः शरीरे बल्मीकानि धारयन् तपः आचरितवान् इति कथा अस्माभिः अपि श्रुता । मनुष्यः एव अस्मद्भ्यां खाद्यं ददाति । तस्य मिष्टान्नप्रियता अस्माकं कृते उपकारिका । अतः मानवानां विषये मनसि क्रोधः न धारणीयः । ते अस्माकं मित्राणि, न शत्रवः । तैः विना अस्माकं उदरनिर्वाहस्य प्रश्नः उग्ररूपं धारयेत् इति मनसि कर्तव्यम् ।

अनुभववृद्धायाः तस्या एतान् विचारान् श्रुत्वा सर्वाभिः पिपीलिकाभिः मनुष्यस्य महत्त्वं ज्ञातम् । स्वगुणाः च ताभिः अवगताः । ‘मनुष्यात् वयं श्रेष्ठः’ इति विचारेण ताः सर्वाः सुखायिताः । इतः परं मानवस्य आश्रयेण एव अस्माभिः वस्तव्यम् इति निश्चयेन पिपीलिकानां पङ्क्तिः मिष्टान्नस्य अन्वेषणार्थं प्रस्थिता ।

‘मिष्टान्नस्य’ – अस्मिन् पदे का विभक्तिः ?

- (1) तृतीया
- (2) द्वितीया
- (3) प्रथमा
- (4) षष्ठी

[Question ID = 158][Question Description = CTET_P1_PART_4_L1_SET_111_SANSKRIT_Q98]

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

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

एकदा कस्यचित् वृक्षस्य छायायां पिपीलिकानां सभा अभवत् । सभायां तस्यां नैकाः पिपीलिकाः उपस्थिताः । प्रत्येकं पिपीलिका स्वविचारान् स्वव्यथां च अकथयत् । काचित् पिपीलिका उत्थाय अवदत् — ‘अहं किमपि वक्तुकामा अस्मि । मानवानां विषये अहं किमपि वक्तुम् उत्सहे ।’

सर्वाभिः पिपीलिकाभिः सा अनुमोदिता । श्रोतॄणां पुरतः स्थित्वा सा वक्तुम् आरभत, ‘अयि सखिजनाः, मानवः अस्माकं महान् अरिः । सः सदैव अस्मान् पीडयति । अस्माकं गृहाणि नाशयति । अस्माकं विनाशार्थं विषयुक्तानां रसायनानाम् उपयोगं कुर्वति । मिष्टान्नपात्रं जले निक्षिपति यथा वा तस्मिन् पात्रे लवङ्गिकाः निक्षिपति । कोऽपराधः कृतः अस्माभिः मनुष्याणाम् ? किमर्थं तेषाम् अत्याचाराः अस्माभिः सोढव्याः ? अस्य अन्यायस्य प्रतिकारार्थम् अस्माभिः मानवाः नितरां पीडनीयाः ।

तस्याः पिपीलिकाया एतद् वक्तव्यं श्रुत्वा सर्वाः पिपीलिकाः परस्परसंवादं कृत्वा ‘मानवः दण्डनीयः एव’ इति उक्तवन्तः । तासां कोलाहलः यदा वृद्धिं गतः तदा काचित् प्रौढा पिपीलिका उत्थाय अवदत् — ‘किमर्थम् एवं चर्चा क्रियते ? शान्तिः अस्तु । शान्तेन मनसा चिन्तनम् आवश्यकम् । मनुष्यः न अस्माकं शत्रुः । नूनं वयं मानवात् श्रेष्ठाः । अस्माकं एकत्वं मानवेषु नैव दृश्यते । अस्माकम् उद्योगशीलता मनुष्यैः सदैव प्रशस्यते । अस्माकम् अनुशासनं तेषां कृते आदर्शभूतम् । अस्माकं गुणानां महत्तां मनुष्यः काव्येषु गायति । ननु भवत्यः सर्वाः जानन्ति तं श्लोकं यद् —

गच्छन् पिपीलिको याति योजनानां शतान्यपि ।

मनुष्यः सदैव अस्मान् सहते । तस्य गृहे अतिक्रमणं कृत्वा वयं तत्र निवसामः । प्राचीनकाले कश्चित् उग्रतपाः ऋषिः शरीरे बल्मीकानि धारयन् तपः आचरितवान् इति कथा अस्माभिः अपि श्रुता । मनुष्यः एव अस्मद्भ्यां खाद्यं ददाति । तस्य मिष्टान्नप्रियता अस्माकं कृते उपकारिका । अतः मानवानां विषये मनसि क्रोधः न धारणीयः । ते अस्माकं मित्राणि, न शत्रवः । तैः विना अस्माकं उदरनिर्वाहस्य प्रश्नः उग्ररूपं धारयेत् इति मनसि कर्तव्यम् ।

अनुभववृद्धायाः तस्या एतान् विचारान् श्रुत्वा सर्वाभिः पिपीलिकाभिः मनुष्यस्य महत्त्वं ज्ञातम् । स्वगुणाः च ताभिः अवगताः । ‘मनुष्यात् वयं श्रेष्ठः’ इति विचारेण ताः सर्वाः सुखायिताः । इतः परं मानवस्य आश्रयेण एव अस्माभिः वस्तव्यम् इति निश्चयेन पिपीलिकानां पङ्क्तिः मिष्टान्नस्य अन्वेषणार्थं प्रस्थिता ।

‘अरिः’ अस्य पदस्य समानार्थकपदं गद्यांशे किम् अस्ति ?

(1) मित्रम्

(2) शत्रुः

(3) अध्यापकः

(4) मानवः

[Question ID = 159][Question Description = CTET_P1_PART_4_L1_SET_111_SANSKRIT_Q99]

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

Topic:- Sanskrit_Q100-105_L1_P1_CTET

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

वज्रादपि कठोराणि मृदूनि कुसुमादपि ।

लोकोत्तराणां चेतांसि को हि विज्ञातुम् अर्हसि ॥1

अनारम्भो हि कार्यस्य प्रथमं बुद्धिलक्षणम् ।

प्रारब्धस्यान्तगमनं द्वितीयं बुद्धिलक्षणम् ॥2

आचारः कुलमाख्याति वपुराख्याति भोजनम् ।

वचनं श्रुतमाख्याति स्नेहमाख्याति लोचनम् ॥3

यथा गजपतिः श्रान्तः छायां वृक्षमाश्रितः ।

विश्रम्य तं द्रुमं हन्ति तथा नीचः स्वमाश्रयम् ॥4

कस्य दोषः कुले नास्ति व्याधिना को न पीडितः ।

केन न व्यसनं प्राप्तं श्रियः कस्य निरन्तराः ॥5

लोचनम् किं आख्याति ?

(1) क्रोधम्

(2) स्नेहम्

(3) हास्यम्

(4) घृणाम्

[Question ID = 160][Question Description = CTET_P1_PART_4_L1_SET_111_SANSKRIT_Q100]

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

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

वज्रादपि कठोराणि मृदूनि कुसुमादपि ।

लोकोत्तराणां चेतांसि को हि विज्ञातुम् अर्हसि ॥1

अनारम्भो हि कार्यस्य प्रथमं बुद्धिलक्षणम् ।

प्रारब्धस्यान्तगमनं द्वितीयं बुद्धिलक्षणम् ॥2

आचारः कुलमाख्याति वपुराख्याति भोजनम् ।

वचनं श्रुतमाख्याति स्नेहमाख्याति लोचनम् ॥3

यथा गजपतिः श्रान्तः छायाथी वृक्षमाश्रितः ।

विश्रम्य तं द्रुमं हन्ति तथा नीचः स्वमाश्रयम् ॥4

कस्य दोषः कुले नास्ति व्याधिना को न पीडितः ।

केन न व्यसनं प्राप्तं श्रियः कस्य निरन्तराः ॥5

तुमुन्प्रत्ययान्तं पदं चित्वा लिखत ।

(1) यथा

(2) केन

(3) प्राप्तम्

(4) विज्ञातुम्

[Question ID = 161][Question Description = CTET_P1_PART_4_L1_SET_111_SANSKRIT_Q101]

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

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

वज्रादपि कठोराणि मृदूनि कुसुमादपि ।

लोकोत्तराणां चेतांसि को हि विज्ञातुम् अर्हसि ॥1॥

अनारम्भो हि कार्यस्य प्रथमं बुद्धिलक्षणम् ।

प्रारब्धस्यान्तगमनं द्वितीयं बुद्धिलक्षणम् ॥2॥

आचारः कुलमाख्याति वपुराख्याति भोजनम् ।

वचनं श्रुतमाख्याति स्नेहमाख्याति लोचनम् ॥3॥

यथा गजपतिः श्रान्तः छायाधीं वृक्षमाश्रितः ।

विश्रम्य तं द्रुमं हन्ति तथा नीचः स्वमाश्रयम् ॥4॥

कस्य दोषः कुले नास्ति व्याधिना को न पीडितः ।

केन न व्यसनं प्राप्तं श्रियः कस्य निरन्तराः ॥5॥

लोकोत्तराणां चेतांसि कीदृशानि भवन्ति ?

(1) अव्यवस्थितानि

(2) चिन्तनशीलानि

(3) कुसुमादपि मृदूनि

(4) चिन्ताग्रस्तानि

[Question ID = 162][Question Description = CTET_P1_PART_4_L1_SET_111_SANSKRIT_Q102]

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

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

वज्रादपि कठोराणि मृदूनि कुसुमादपि ।

लोकोत्तराणां चेतांसि को हि विज्ञातुम् अर्हसि ॥1

अनारम्भो हि कार्यस्य प्रथमं बुद्धिलक्षणम् ।

प्रारब्धस्यान्तगमनं द्वितीयं बुद्धिलक्षणम् ॥2

आचारः कुलमाख्याति वपुराख्याति भोजनम् ।

वचनं श्रुतमाख्याति स्नेहमाख्याति लोचनम् ॥3

यथा गजपतिः श्रान्तः छायाथी वृक्षमाश्रितः ।

विश्रम्य तं द्रुमं हन्ति तथा नीचः स्वमाश्रयम् ॥4

कस्य दोषः कुले नास्ति व्याधिना को न पीडितः ।

केन न व्यसनं प्राप्तं श्रियः कस्य निरन्तराः ॥5

द्वितीयं बुद्धिलक्षणम् किम् ?

(1) गहनपठनम्

(2) तपश्चर्या

(3) मननचिन्तनम्

(4) प्रारब्धस्यान्तगमनम्

[Question ID = 163][Question Description = CTET_P1_PART_4_L1_SET_111_SANSKRIT_Q103]

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

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

वज्रादपि कठोराणि मृदूनि कुसुमादपि ।

लोकोत्तराणां चेतांसि को हि विज्ञातुम् अर्हसि ॥1

अनारम्भो हि कार्यस्य प्रथमं बुद्धिलक्षणम् ।

प्रारब्धस्यान्तगमनं द्वितीयं बुद्धिलक्षणम् ॥2

आचारः कुलमाख्याति वपुराख्याति भोजनम् ।

वचनं श्रुतमाख्याति स्नेहमाख्याति लोचनम् ॥3

यथा गजपतिः श्रान्तः छायाथी वृक्षमाश्रितः ।

विश्रम्य तं द्रुमं हन्ति तथा नीचः स्वमाश्रयम् ॥4

कस्य दोषः कुले नास्ति व्याधिना को न पीडितः ।

केन न व्यसनं प्राप्तं श्रियः कस्य निरन्तराः ॥5

कोऽपि जनः केन न पीडितः ?

(1) दुःखेन

(2) व्याधिना

(3) सर्पेण

(4) चौर्येण

[Question ID = 164][Question Description = CTET_P1_PART_4_L1_SET_111_SANSKRIT_Q104]

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

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

वज्रादपि कठोराणि मृदूनि कुसुमादपि ।

लोकोत्तराणां चेतांसि को हि विज्ञातुम् अर्हसि ॥1॥

अनारम्भो हि कार्यस्य प्रथमं बुद्धिलक्षणम् ।

प्रारब्धस्यान्तगमनं द्वितीयं बुद्धिलक्षणम् ॥2॥

आचारः कुलमाख्याति वपुराख्याति भोजनम् ।

वचनं श्रुतमाख्याति स्नेहमाख्याति लोचनम् ॥3॥

यथा गजपतिः श्रान्तः छायाथी वृक्षमाश्रितः ।

विश्रम्य तं द्रुमं हन्ति तथा नीचः स्वमाश्रयम् ॥4॥

कस्य दोषः कुले नास्ति व्याधिना को न पीडितः ।

केन न व्यसनं प्राप्तं श्रियः कस्य निरन्तराः ॥5॥

‘उच्चः’ इति पदस्य विलोमशब्दः श्लोके प्रयुक्तः । तच्चित्वा लिखत

(1) नीचः

(2) निम्नः

(3) श्रेष्ठः

(4) मधुरः

[Question ID = 165][Question Description = CTET_P1_PART_4_L1_SET_111_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) भाषाविषये अधोलिखितेषु किं सत्यम् ?

(1) भाषा एका तन्त्राणाम् तन्त्रम्

(2) भाषा एका वैज्ञानिकं तन्त्रम्

(3) भाषायै व्याकरणं आवश्यकम् अस्ति

(4) प्रत्येकभाषायाः एका लिपिः वर्तते

[Question ID = 166][Question Description = CTET_P1_PART_4_L1_SET_111_SANSKRIT_Q106]

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

2) एका छात्रा वर्णानाम् तथा च पठनक्रमे वर्णैः सूचितध्वनीनाम् उच्चारणं करोति । एतत् कथ्यते

- (1) कूटकरणम् (Encoding)
- (2) अर्थबोधनाय पठनम् (Reading for meaning)
- (3) कण्ठस्थीकरणम् (Memorizing)
- (4) निष्कूटनम् (Decoding)

[Question ID = 167][Question Description = CTET_P1_PART_4_L1_SET_111_SANSKRIT_Q107]

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

3) एका शिक्षिका स्वकक्षायां द्वितीयभाषां पाठयति । सा छात्रान् अन्तर्क्रियार्थं (Interaction) व्याख्यार्थं च स्वस्वभाषां प्रयोक्तुं कथयति । शिक्षिका कां पद्धतिं प्रयुङ्कते ?

- (1) द्विभाषिकता (Bilingualism)
- (2) अन्तर्भाषिकता (Translingualism)
- (3) बहुभाषिकता (Multilingualism)
- (4) समूहकार्यम् (Group work)

[Question ID = 168][Question Description = CTET_P1_PART_4_L1_SET_111_SANSKRIT_Q108]

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

4) राष्ट्रीयशिक्षानीतिः 2020 इत्यस्याम् आधारभूतस्तरः (Foundational stage) अनुशंसितः

- (1) द्वौ वर्षौ
- (2) त्रयः वर्षाः
- (3) चत्वारः वर्षाः
- (4) पञ्च वर्षाः

[Question ID = 169][Question Description = CTET_P1_PART_4_L1_SET_111_SANSKRIT_Q109]

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

5) अधोलिखितेषु बालकानाम् भाषाविकासाय कः स्रोतः अस्ति ?

- (1) यदा बालकाः अन्यैः जनैः उच्चारितां भाषां शृण्वन्ति
- (2) गर्भकाले मात्रा सम्भाषिता भाषा
- (3) शिशोः जन्मसमये मातरम् प्रति उच्चारिता भाषा
- (4) मात्रा शिशुभिः सह वार्तालापे प्रयुक्ता भाषा

[Question ID = 170][Question Description = CTET_P1_PART_4_L1_SET_111_SANSKRIT_Q110]

- 1. 1 [Option ID = 677]
- 2. 2 [Option ID = 678]

3. 3 [Option ID = 679]

4. 4 [Option ID = 680]

- 6) एका बालिका प्रारम्भिकशिक्षायै विद्यालयं अधुना एव आयाति । सा भित्तिषु भूतले च आकृतिरहितं समरूपतारहितं च किम् अपि लिखति । बालिकायाः भाषाविकासक्रमे एता क्रिया किं कथ्यते ?

(1) उदीयमाना साक्षरता (Emergent Literacy)

(2) कार्यात्मिका साक्षरता (Functional Literacy)

(3) अयं संज्ञानात्मक विकासस्य (Cognitive Development) एकः भागः अस्ति

(4) अङ्कज्ञानस्य विकासः (Development of Numeracy)

[Question ID = 171][Question Description = CTET_P1_PART_4_L1_SET_111_SANSKRIT_Q111]

1. 1 [Option ID = 681]

2. 2 [Option ID = 682]

3. 3 [Option ID = 683]

4. 4 [Option ID = 684]

- 7) अधोलिखितेषु भाषाशिक्षणविषये किं सत्यं न अस्ति ?

a. बालकाः समकालमेव विविधभाषान् शिक्षितुं शक्नुवन्ति ।

b. द्वितीयभाषाशिक्षणे प्रथमाभाषा हस्तक्षेपं करोति ।

c. भाषा सन्दर्भेषु सार्थकप्रयोगमाध्यमेन शिक्ष्यते ।

d. भाषा शिक्ष्यते यदा नियमाः शिक्षिताः ।

(1) a तथा c सत्ये न स्तः

(2) b तथा d सत्ये न स्तः

(3) b, c तथा d सत्यानि न सन्ति

(4) a तथा d सत्ये न स्तः

[Question ID = 172][Question Description = CTET_P1_PART_4_L1_SET_111_SANSKRIT_Q112]

1. 1 [Option ID = 685]

2. 2 [Option ID = 686]

3. 3 [Option ID = 687]

4. 4 [Option ID = 688]

- 8) एकः पञ्चकक्षायाः छात्रः अरुणः वृक्षाणाम् विषये एकं गद्यांशं शृणोति । सः ध्वनिषु, शब्देषु समग्रपरिकल्पनायां च एकाग्रचित्तः भवति । एता श्रवणपद्धतिः किं कथ्यते ?

(1) ऊर्ध्व-अधोगामिपद्धतिः (Top-down model)

(2) मिश्रितपद्धतिः (Mixed model)

(3) गुणात्मकपद्धतिः (Qualitative approach)

(4) अधोऊर्ध्वगामिपद्धतिः (Bottom up approach)

[Question ID = 173][Question Description = CTET_P1_PART_4_L1_SET_111_SANSKRIT_Q113]

1. 1 [Option ID = 689]

2. 2 [Option ID = 690]

3. 3 [Option ID = 691]

4. 4 [Option ID = 692]

9) एका शिक्षिका पञ्चमकक्षायाः छात्रेभ्यः जिह्वाव्यावर्तनात्मकानि (Tongue-twisters) कानिचित् कथनानि यच्छति तथा च छात्रान् तान् कथनान् उच्चरितुं कथयति । सा छात्रान् किं शिक्षितुम् इच्छसि ?

- (1) श्रवणं, सम्भाषणम्, उच्चारणं च
- (2) सम्भाषणं पठनं च
- (3) उच्चारणम्
- (4) सर्वाणि समग्रकौशलानि

[Question ID = 174][Question Description = CTET_P1_PART_4_L1_SET_111_SANSKRIT_Q114]

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

10) सङ्केतभाषाविषये अधोलिखितेषु किं सत्यं न अस्ति ?

- (1) सङ्केतभाषायाः व्याकरणं वर्तते
- (2) सङ्केतभाषा एका नैसर्गिकभाषा अस्ति
- (3) सङ्केतभाषायाः व्याकरणं न वर्तते
- (4) सङ्केतभाषायाः विविधाः प्रभेदाः सन्ति

[Question ID = 175][Question Description = CTET_P1_PART_4_L1_SET_111_SANSKRIT_Q115]

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

11) एका शिक्षिका कक्षायां एकं युग्मकार्यं समाचरति । सा छात्रान् अष्टवाक्ययुक्तात् गद्यांशात् वैकल्पिकं वाक्यं पठितुं कथयति । तदा छात्राः स्वसहपाठिना उक्तं वाक्यं श्रुत्वा लिखन्ति । ते गद्यांशं पूर्णं कुर्वन्ति तथा तं गद्यांशं अन्यजनाय परीक्षणाय प्रयच्छन्ति यतो हि तैः सम्यक्-रूपेण श्रुतं लिखितं च अथवा न । एषा भाषाशिक्षणगतिविधिः कथ्यते

- (1) पारस्परिकश्रुतलेखः (Mutual dictation)
- (2) गद्यांशश्रुतलेखः
- (3) श्रवणगतिविधिः
- (4) लेखनगतिविधिः

[Question ID = 176][Question Description = CTET_P1_PART_4_L1_SET_111_SANSKRIT_Q116]

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

12) 'एकः भारतः श्रेष्ठः भारतः' किम् अस्ति ?

- (1) विद्यालयीयेषु छात्रेषु भारतीयभाषाणां संस्कृतेः च संवर्धनाय भारतसर्वकारस्य मुख्यः कार्यक्रमः (Flagship programme)
- (2) पर्यटनस्य सांस्कृतिकअन्वेषणस्य संवर्धनाय च भारतसर्वकारस्य रेलयोजना
- (3) कस्मिन् अपि विद्यालये छात्राणाम् ऐक्यार्थं कार्यक्रमः ।
- (4) विद्यालयीयशिक्षामाध्यमेन भारतस्य स्वदेशीसंस्कृतेः, परम्पराणाम् इतिहासस्य च अन्वेषणम् ।

[Question ID = 177][Question Description = CTET_P1_PART_4_L1_SET_111_SANSKRIT_Q117]

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

13) एका शिक्षिका स्वकक्षायाः अन्तरे बहिः च सर्वाणां छात्राणां अवबोधकार्याणि गृह्णाति । सा तानि कार्याणि छात्राणाम् आकलनार्थं प्रयुङ्क्ते । आकलनस्य एषा प्रक्रिया कथ्यते

- (1) योगात्मक-आकलनम् (Summative assessment)
- (2) रचनात्मक-आकलनम् (Formative assessment)
- (3) पत्राधान-आकलनम् (Portfolio assessment)
- (4) सतत-आकलनम् (Continuous assessment)

[Question ID = 178][Question Description = CTET_P1_PART_4_L1_SET_111_SANSKRIT_Q118]

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

14) भारतीयसंविधानानुसारेण हिन्दीभाषायाः का अवस्थितिः ?

- (1) राजभाषा
- (2) सहायिकाराजभाषा
- (3) सम्पर्कभाषा
- (4) राष्ट्रीयभाषा

[Question ID = 179][Question Description = CTET_P1_PART_4_L1_SET_111_SANSKRIT_Q119]

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

15) एका बालिका स्वमातृभाषाज्ञानेन सह विद्यालयं प्रविशति, सा स्वमातृभाषायाः भिन्नां सामाजिकभाषाम् अपि जानाति । विद्यालये शिक्षणभाषामाध्यमरूपेण अन्या भाषा वर्तते । तस्याः भाषाशिक्षणविषये अधोलिखितेषु किं कथनं सत्यं **न** अस्ति ?

- a. तस्याः अन्यभाषाज्ञानेन तस्याः विद्यालयीयं भाषाशिक्षणं सफलं भविष्यति ।
- b. तस्याः विद्यालयीयभाषाशिक्षणे तस्याः मातृभाषा अन्या भाषा च अवरोधिके भविष्यतः ।
- c. सा अन्याद्वाभाषाविषयकस्वज्ञानस्य प्रयोगः स्वभाषिकज्ञानार्जनाय कर्तुं शक्नोति ।
- d. सा सुअवसरान् कार्यान् च प्राप्य सर्वान् अपि भाषान् शिक्षयति ।

(1) a सत्यं न अस्ति

(2) b सत्यं न अस्ति

(3) c सत्यं न अस्ति

(4) d सत्यं न अस्ति

[Question ID = 180][Question Description = CTET_P1_PART_4_L1_SET_111_SANSKRIT_Q120]

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

Topic:- ENG_Q121-128_L2_P1_CTET

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

1. Alfred Nobel was born on October 21, 1833 in Sweden. When he was a young boy, one morning, he got up from the dining table and went to his laboratory workshop in the backyard. The next minute, he came running back towards the house. Behind him sounded the loudest explosion anyone in the neighbourhood had ever heard. Alfred's laboratory disappeared in flames.

2. The people of the town were horrified. They were also very angry. They had warned him against experimenting with explosives. They even transported his laboratory on a barge. Then they towed the barge out into the middle of a lake. Now, they would be safe if there was an explosion again. In 1842, Nobel's family moved to Russia where he obtained his education. He travelled widely as a young man and became fluent in five languages. Interested in literature, he wrote poetry, plays and novels when he was free.

3. In the 1860s, he began experimenting with nitroglycerin in his father's factory. He discovered that when mixed with the fine porous powder called kieselguhr, this mixture could be used by construction and mining companies as a safe explosive. There was a need to dig tunnels in the mountains, to build roads through forests and rocky plains, dig canals for ships to sail through and to build railway tracks over mountains. Something was needed to blast away the trees, dirt and stones. They had used gunpowder before, but it was not strong enough. The discovery of dynamite found a solution to their problems.

4. Nobel, who later became very wealthy because of his creations, endowed a \$9 million fund in his will as awards for people whose work benefited humanity.

Read the following sentences :

- (A) The people of the town were horrified and angry with the loud explosion.
- (B) They transported his laboratory on a barge into the middle of a lake.
- (C) They then felt they would be unsafe if there was an explosion.

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

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

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

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

[Question ID = 301][Question Description = CTET_P1_PART_5_L2_SET_111_ENGLISH_Q121]

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

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

1. Alfred Nobel was born on October 21, 1833 in Sweden. When he was a young boy, one morning, he got up from the dining table and went to his laboratory workshop in the backyard. The next minute, he came running back towards the house. Behind him sounded the loudest explosion anyone in the neighbourhood had ever heard. Alfred's laboratory disappeared in flames.

2. The people of the town were horrified. They were also very angry. They had warned him against experimenting with explosives. They even transported his laboratory on a barge. Then they towed the barge out into the middle of a lake. Now, they would be safe if there was an explosion again. In 1842, Nobel's family moved to Russia where he obtained his education. He travelled widely as a young man and became fluent in five languages. Interested in literature, he wrote poetry, plays and novels when he was free.

3. In the 1860s, he began experimenting with nitroglycerin in his father's factory. He discovered that when mixed with the fine porous powder called kieselguhr, this mixture could be used by construction and mining companies as a safe explosive. There was a need to dig tunnels in the mountains, to build roads through forests and rocky plains, dig canals for ships to sail through and to build railway tracks over mountains. Something was needed to blast away the trees, dirt and stones. They had used gunpowder before, but it was not strong enough. The discovery of dynamite found a solution to their problems.

4. Nobel, who later became very wealthy because of his creations, endowed a \$9 million fund in his will as awards for people whose work benefited humanity.

When did Alfred Nobel begin his education in Russia ?

- (1) After obtaining fluency in 5 languages
- (2) After warnings from the people of the town
- (3) After having travelled widely
- (4) At the age of nine

[Question ID = 302][Question Description = CTET_P1_PART_5_L2_SET_111_ENGLISH_Q122]

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

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

1. Alfred Nobel was born on October 21, 1833 in Sweden. When he was a young boy, one morning, he got up from the dining table and went to his laboratory workshop in the backyard. The next minute, he came running back towards the house. Behind him sounded the loudest explosion anyone in the neighbourhood had ever heard. Alfred's laboratory disappeared in flames.

2. The people of the town were horrified. They were also very angry. They had warned him against experimenting with explosives. They even transported his laboratory on a barge. Then they towed the barge out into the middle of a lake. Now, they would be safe if there was an explosion again. In 1842, Nobel's family moved to Russia where he obtained his education. He travelled widely as a young man and became fluent in five languages. Interested in literature, he wrote poetry, plays and novels when he was free.

3. In the 1860s, he began experimenting with nitroglycerin in his father's factory. He discovered that when mixed with the fine porous powder called kieselguhr, this mixture could be used by construction and mining companies as a safe explosive. There was a need to dig tunnels in the mountains, to build roads through forests and rocky plains, dig canals for ships to sail through and to build railway tracks over mountains. Something was needed to blast away the trees, dirt and stones. They had used gunpowder before, but it was not strong enough. The discovery of dynamite found a solution to their problems.

4. Nobel, who later became very wealthy because of his creations, endowed a \$9 million fund in his will as awards for people whose work benefited humanity.

Sequence these events that happened in the life of Alfred Nobel.

(A) The loudest explosion sounded in the neighbourhood.

(B) He went to the laboratory workshop.

(C) He got up from the dining table that morning.

(D) He came running back towards the house.

(1) (D) → (C) → (A) → (B)

(2) (B) → (C) → (A) → (D)

(3) (C) → (B) → (D) → (A)

(4) (C) → (D) → (B) → (A)

[Question ID = 303][Question Description = CTET_P1_PART_5_L2_SET_111_ENGLISH_Q123]

1. 1 [Option ID = 1209]

2. 2 [Option ID = 1210]

3. 3 [Option ID = 1211]

4. 4 [Option ID = 1212]

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

1. Alfred Nobel was born on October 21, 1833 in Sweden. When he was a young boy, one morning, he got up from the dining table and went to his laboratory workshop in the backyard. The next minute, he came running back towards the house. Behind him sounded the loudest explosion anyone in the neighbourhood had ever heard. Alfred's laboratory disappeared in flames.

2. The people of the town were horrified. They were also very angry. They had warned him against experimenting with explosives. They even transported his laboratory on a barge. Then they towed the barge out into the middle of a lake. Now, they would be safe if there was an explosion again. In 1842, Nobel's family moved to Russia where he obtained his education. He travelled widely as a young man and became fluent in five languages. Interested in literature, he wrote poetry, plays and novels when he was free.

3. In the 1860s, he began experimenting with nitroglycerin in his father's factory. He discovered that when mixed with the fine porous powder called kieselguhr, this mixture could be used by construction and mining companies as a safe explosive. There was a need to dig tunnels in the mountains, to build roads through forests and rocky plains, dig canals for ships to sail through and to build railway tracks over mountains. Something was needed to blast away the trees, dirt and stones. They had used gunpowder before, but it was not strong enough. The discovery of dynamite found a solution to their problems.

4. Nobel, who later became very wealthy because of his creations, endowed a \$9 million fund in his will as awards for people whose work benefited humanity.

The meaning of the word 'fluent' in para 2 is

- (1) articulate
- (2) ineloquent
- (3) creative
- (4) wealthy

[Question ID = 304][Question Description = CTET_P1_PART_5_L2_SET_111_ENGLISH_Q124]

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

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

1. Alfred Nobel was born on October 21, 1833 in Sweden. When he was a young boy, one morning, he got up from the dining table and went to his laboratory workshop in the backyard. The next minute, he came running back towards the house. Behind him sounded the loudest explosion anyone in the neighbourhood had ever heard. Alfred's laboratory disappeared in flames.

2. The people of the town were horrified. They were also very angry. They had warned him against experimenting with explosives. They even transported his laboratory on a barge. Then they towed the barge out into the middle of a lake. Now, they would be safe if there was an explosion again. In 1842, Nobel's family moved to Russia where he obtained his education. He travelled widely as a young man and became fluent in five languages. Interested in literature, he wrote poetry, plays and novels when he was free.

3. In the 1860s, he began experimenting with nitroglycerin in his father's factory. He discovered that when mixed with the fine porous powder called kieselguhr, this mixture could be used by construction and mining companies as a safe explosive. There was a need to dig tunnels in the mountains, to build roads through forests and rocky plains, dig canals for ships to sail through and to build railway tracks over mountains. Something was needed to blast away the trees, dirt and stones. They had used gunpowder before, but it was not strong enough. The discovery of dynamite found a solution to their problems.

4. Nobel, who later became very wealthy because of his creations, endowed a \$9 million fund in his will as awards for people whose work benefited humanity.

'He came running back towards the house.' The underlined word is a/an

(1) Adjective

(2) Preposition

(3) Conjunction

(4) Verb

[Question ID = 305][Question Description = CTET_P1_PART_5_L2_SET_111_ENGLISH_Q125]

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

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

1. Alfred Nobel was born on October 21, 1833 in Sweden. When he was a young boy, one morning, he got up from the dining table and went to his laboratory workshop in the backyard. The next minute, he came running back towards the house. Behind him sounded the loudest explosion anyone in the neighbourhood had ever heard. Alfred's laboratory disappeared in flames.

2. The people of the town were horrified. They were also very angry. They had warned him against experimenting with explosives. They even transported his laboratory on a barge. Then they towed the barge out into the middle of a lake. Now, they would be safe if there was an explosion again. In 1842, Nobel's family moved to Russia where he obtained his education. He travelled widely as a young man and became fluent in five languages. Interested in literature, he wrote poetry, plays and novels when he was free.

3. In the 1860s, he began experimenting with nitroglycerin in his father's factory. He discovered that when mixed with the fine porous powder called kieselguhr, this mixture could be used by construction and mining companies as a safe explosive. There was a need to dig tunnels in the mountains, to build roads through forests and rocky plains, dig canals for ships to sail through and to build railway tracks over mountains. Something was needed to blast away the trees, dirt and stones. They had used gunpowder before, but it was not strong enough. The discovery of dynamite found a solution to their problems.

4. Nobel, who later became very wealthy because of his creations, endowed a \$9 million fund in his will as awards for people whose work benefited humanity.

Dynamite did not blast away

(1) Roads

(2) Trees

(3) Stones

(4) Dirt

[Question ID = 306][Question Description = CTET_P1_PART_5_L2_SET_111_ENGLISH_Q126]

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

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

1. Alfred Nobel was born on October 21, 1833 in Sweden. When he was a young boy, one morning, he got up from the dining table and went to his laboratory workshop in the backyard. The next minute, he came running back towards the house. Behind him sounded the loudest explosion anyone in the neighbourhood had ever heard. Alfred's laboratory disappeared in flames.

2. The people of the town were horrified. They were also very angry. They had warned him against experimenting with explosives. They even transported his laboratory on a barge. Then they towed the barge out into the middle of a lake. Now, they would be safe if there was an explosion again. In 1842, Nobel's family moved to Russia where he obtained his education. He travelled widely as a young man and became fluent in five languages. Interested in literature, he wrote poetry, plays and novels when he was free.

3. In the 1860s, he began experimenting with nitroglycerin in his father's factory. He discovered that when mixed with the fine porous powder called kieselguhr, this mixture could be used by construction and mining companies as a safe explosive. There was a need to dig tunnels in the mountains, to build roads through forests and rocky plains, dig canals for ships to sail through and to build railway tracks over mountains. Something was needed to blast away the trees, dirt and stones. They had used gunpowder before, but it was not strong enough. The discovery of dynamite found a solution to their problems.

4. Nobel, who later became very wealthy because of his creations, endowed a \$9 million fund in his will as awards for people whose work benefited humanity.

'Towed the barge', in this phrase the word 'towed' is **not** similar in meaning to

- (1) Hauled
- (2) Dragged
- (3) Pulled
- (4) Drowned

[Question ID = 307][Question Description = CTET_P1_PART_5_L2_SET_111_ENGLISH_Q127]

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

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

1. Alfred Nobel was born on October 21, 1833 in Sweden. When he was a young boy, one morning, he got up from the dining table and went to his laboratory workshop in the backyard. The next minute, he came running back towards the house. Behind him sounded the loudest explosion anyone in the neighbourhood had ever heard. Alfred's laboratory disappeared in flames.

2. The people of the town were horrified. They were also very angry. They had warned him against experimenting with explosives. They even transported his laboratory on a barge. Then they towed the barge out into the middle of a lake. Now, they would be safe if there was an explosion again. In 1842, Nobel's family moved to Russia where he obtained his education. He travelled widely as a young man and became fluent in five languages. Interested in literature, he wrote poetry, plays and novels when he was free.

3. In the 1860s, he began experimenting with nitroglycerin in his father's factory. He discovered that when mixed with the fine porous powder called kieselguhr, this mixture could be used by construction and mining companies as a safe explosive. There was a need to dig tunnels in the mountains, to build roads through forests and rocky plains, dig canals for ships to sail through and to build railway tracks over mountains. Something was needed to blast away the trees, dirt and stones. They had used gunpowder before, but it was not strong enough. The discovery of dynamite found a solution to their problems.

4. Nobel, who later became very wealthy because of his creations, endowed a \$9 million fund in his will as awards for people whose work benefited humanity.

The word 'endowed' in para 4 does **not** mean

- (1) created
- (2) borrowed
- (3) donated
- (4) gifted

[Question ID = 308][Question Description = CTET_P1_PART_5_L2_SET_111_ENGLISH_Q128]

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

Topic:- ENG_Q129-135_L2_P1_CTET

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

1. Scouting is the movement which means a series of organized activities working towards an objective. Scouting movement thus implies both an objective to be achieved and an organization to ensure this. It is a voluntary, non-political, educational movement for young people, open to all without distinction of origin, race or creed, in accordance with the purpose, principles and methods conceived by the founder Lord Baden Powell in 1907.

2. It believes in character training and preparation for good citizenship designed for the benefit of boys and girls. It implies an attractive outdoor life coupled with activities which promote development of character, encourage formation of healthy habits, impart skills useful in everyday life and prepare an individual for service to society and fellowmen. It is a kind of training which instills a sense of responsibility and trustworthiness, offers to the individual opportunities for developing initiative and leadership and promotes self-control, self-reliance and self-direction.

3. The purpose of the movement is to contribute to the education of young people in achieving their full physical, intellectual, emotional, social and spiritual potential as individuals, as responsible citizens and as members of their local, national and international communities. Wherever they may be, members are actively committed to the three principles or fundamental laws and beliefs which must be observed and which represent a code of conduct. They are — Duty to God, Duty to Others and Duty to Self. Scouting seeks to be relevant to young people in the various socio-cultural environments in which they grow up to continuously adjust to meet the needs of young people in a rapidly changing world.

Which of the following statements is **not** true about scouting ?

- (1) It imparts everyday life skills
- (2) It instills sense of irresponsibility
- (3) It prepares for good citizenship
- (4) It encourages healthy habits

[Question ID = 309][Question Description = CTET_P1_PART_5_L2_SET_111_ENGLISH_Q129]

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

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

1. Scouting is the movement which means a series of organized activities working towards an objective. Scouting movement thus implies both an objective to be achieved and an organization to ensure this. It is a voluntary, non-political, educational movement for young people, open to all without distinction of origin, race or creed, in accordance with the purpose, principles and methods conceived by the founder Lord Baden Powell in 1907.

2. It believes in character training and preparation for good citizenship designed for the benefit of boys and girls. It implies an attractive outdoor life coupled with activities which promote development of character, encourage formation of healthy habits, impart skills useful in everyday life and prepare an individual for service to society and fellowmen. It is a kind of training which instills a sense of responsibility and trustworthiness, offers to the individual opportunities for developing initiative and leadership and promotes self-control, self-reliance and self-direction.

3. The purpose of the movement is to contribute to the education of young people in achieving their full physical, intellectual, emotional, social and spiritual potential as individuals, as responsible citizens and as members of their local, national and international communities. Wherever they may be, members are actively committed to the three principles or fundamental laws and beliefs which must be observed and which represent a code of conduct. They are — Duty to God, Duty to Others and Duty to Self. Scouting seeks to be relevant to young people in the various socio-cultural environments in which they grow up to continuously adjust to meet the needs of young people in a rapidly changing world.

What do the underlined words in the phrase 'outdoor life coupled with activities' signify ?

- (1) together with
- (2) one after the other
- (3) separate from
- (4) one before the other

[Question ID = 310][Question Description = CTET_P1_PART_5_L2_SET_111_ENGLISH_Q130]

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

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

1. Scouting is the movement which means a series of organized activities working towards an objective. Scouting movement thus implies both an objective to be achieved and an organization to ensure this. It is a voluntary, non-political, educational movement for young people, open to all without distinction of origin, race or creed, in accordance with the purpose, principles and methods conceived by the founder Lord Baden Powell in 1907.

2. It believes in character training and preparation for good citizenship designed for the benefit of boys and girls. It implies an attractive outdoor life coupled with activities which promote development of character, encourage formation of healthy habits, impart skills useful in everyday life and prepare an individual for service to society and fellowmen. It is a kind of training which instills a sense of responsibility and trustworthiness, offers to the individual opportunities for developing initiative and leadership and promotes self-control, self-reliance and self-direction.

3. The purpose of the movement is to contribute to the education of young people in achieving their full physical, intellectual, emotional, social and spiritual potential as individuals, as responsible citizens and as members of their local, national and international communities. Wherever they may be, members are actively committed to the three principles or fundamental laws and beliefs which must be observed and which represent a code of conduct. They are — Duty to God, Duty to Others and Duty to Self. Scouting seeks to be relevant to young people in the various socio-cultural environments in which they grow up to continuously adjust to meet the needs of young people in a rapidly changing world.

Read the following statements :

- (A) Scouting activities work towards a non-specific goal.
- (B) Scouting is a non-voluntary movement for young people.
- (C) Scouting is a series of organized activities.
- (D) Scouting members observe a code of conduct.

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

[Question ID = 311][Question Description = CTET_P1_PART_5_L2_SET_111_ENGLISH_Q131]

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

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

1. Scouting is the movement which means a series of organized activities working towards an objective. Scouting movement thus implies both an objective to be achieved and an organization to ensure this. It is a voluntary, non-political, educational movement for young people, open to all without distinction of origin, race or creed, in accordance with the purpose, principles and methods conceived by the founder Lord Baden Powell in 1907.

2. It believes in character training and preparation for good citizenship designed for the benefit of boys and girls. It implies an attractive outdoor life coupled with activities which promote development of character, encourage formation of healthy habits, impart skills useful in everyday life and prepare an individual for service to society and fellowmen. It is a kind of training which instills a sense of responsibility and trustworthiness, offers to the individual opportunities for developing initiative and leadership and promotes self-control, self-reliance and self-direction.

3. The purpose of the movement is to contribute to the education of young people in achieving their full physical, intellectual, emotional, social and spiritual potential as individuals, as responsible citizens and as members of their local, national and international communities. Wherever they may be, members are actively committed to the three principles or fundamental laws and beliefs which must be observed and which represent a code of conduct. They are — Duty to God, Duty to Others and Duty to Self. Scouting seeks to be relevant to young people in the various socio-cultural environments in which they grow up to continuously adjust to meet the needs of young people in a rapidly changing world.

Which word in para 1 means the same as the word 'sequence' ?

(1) objective

(2) principles

(3) series

(4) methods

[Question ID = 312][Question Description = CTET_P1_PART_5_L2_SET_111_ENGLISH_Q132]

1. 1 [Option ID = 1245]

2. 2 [Option ID = 1246]

3. 3 [Option ID = 1247]

4. 4 [Option ID = 1248]

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

1. Scouting is the movement which means a series of organized activities working towards an objective. Scouting movement thus implies both an objective to be achieved and an organization to ensure this. It is a voluntary, non-political, educational movement for young people, open to all without distinction of origin, race or creed, in accordance with the purpose, principles and methods conceived by the founder Lord Baden Powell in 1907.

2. It believes in character training and preparation for good citizenship designed for the benefit of boys and girls. It implies an attractive outdoor life coupled with activities which promote development of character, encourage formation of healthy habits, impart skills useful in everyday life and prepare an individual for service to society and fellowmen. It is a kind of training which instills a sense of responsibility and trustworthiness, offers to the individual opportunities for developing initiative and leadership and promotes self-control, self-reliance and self-direction.

3. The purpose of the movement is to contribute to the education of young people in achieving their full physical, intellectual, emotional, social and spiritual potential as individuals, as responsible citizens and as members of their local, national and international communities. Wherever they may be, members are actively committed to the three principles or fundamental laws and beliefs which must be observed and which represent a code of conduct. They are — Duty to God, Duty to Others and Duty to Self. Scouting seeks to be relevant to young people in the various socio-cultural environments in which they grow up to continuously adjust to meet the needs of young people in a rapidly changing world.

Which part of speech is the underlined word in the expression 'impart skills useful in everyday life' ?

(1) Adverb

(2) Verb

(3) Noun

(4) Adjective

[Question ID = 313][Question Description = CTET_P1_PART_5_L2_SET_111_ENGLISH_Q133]

1. 1 [Option ID = 1249]

2. 2 [Option ID = 1250]

3. 3 [Option ID = 1251]

4. 4 [Option ID = 1252]

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

1. Scouting is the movement which means a series of organized activities working towards an objective. Scouting movement thus implies both an objective to be achieved and an organization to ensure this. It is a voluntary, non-political, educational movement for young people, open to all without distinction of origin, race or creed, in accordance with the purpose, principles and methods conceived by the founder Lord Baden Powell in 1907.

2. It believes in character training and preparation for good citizenship designed for the benefit of boys and girls. It implies an attractive outdoor life coupled with activities which promote development of character, encourage formation of healthy habits, impart skills useful in everyday life and prepare an individual for service to society and fellowmen. It is a kind of training which instills a sense of responsibility and trustworthiness, offers to the individual opportunities for developing initiative and leadership and promotes self-control, self-reliance and self-direction.

3. The purpose of the movement is to contribute to the education of young people in achieving their full physical, intellectual, emotional, social and spiritual potential as individuals, as responsible citizens and as members of their local, national and international communities. Wherever they may be, members are actively committed to the three principles or fundamental laws and beliefs which must be observed and which represent a code of conduct. They are — Duty to God, Duty to Others and Duty to Self. Scouting seeks to be relevant to young people in the various socio-cultural environments in which they grow up to continuously adjust to meet the needs of young people in a rapidly changing world.

The word 'potential' in para 3 is a/an

(1) Interjection

(2) Noun

(3) Adjective

(4) Adverb

[Question ID = 314][Question Description = CTET_P1_PART_5_L2_SET_111_ENGLISH_Q134]

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

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

1. Scouting is the movement which means a series of organized activities working towards an objective. Scouting movement thus implies both an objective to be achieved and an organization to ensure this. It is a voluntary, non-political, educational movement for young people, open to all without distinction of origin, race or creed, in accordance with the purpose, principles and methods conceived by the founder Lord Baden Powell in 1907.

2. It believes in character training and preparation for good citizenship designed for the benefit of boys and girls. It implies an attractive outdoor life coupled with activities which promote development of character, encourage formation of healthy habits, impart skills useful in everyday life and prepare an individual for service to society and fellowmen. It is a kind of training which instills a sense of responsibility and trustworthiness, offers to the individual opportunities for developing initiative and leadership and promotes self-control, self-reliance and self-direction.

3. The purpose of the movement is to contribute to the education of young people in achieving their full physical, intellectual, emotional, social and spiritual potential as individuals, as responsible citizens and as members of their local, national and international communities. Wherever they may be, members are actively committed to the three principles or fundamental laws and beliefs which must be observed and which represent a code of conduct. They are — Duty to God, Duty to Others and Duty to Self. Scouting seeks to be relevant to young people in the various socio-cultural environments in which they grow up to continuously adjust to meet the needs of young people in a rapidly changing world.

The word 'initiative' in para 2 does **not** mean

- (1) enterprising ability
- (2) resourcefulness
- (3) inability
- (4) inventiveness

[Question ID = 315][Question Description = CTET_P1_PART_5_L2_SET_111_ENGLISH_Q135]

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

Topic:- ENG_Q136-150_L2_P1_CTET

1) Which one of the following is **not** an objective of developing reading among learners ?

- (1) Decoding of the text
- (2) Making meaning of the text
- (3) Inferring from the text
- (4) Relating the text with one's previous knowledge

[Question ID = 316][Question Description = CTET_P1_PART_5_L2_SET_111_ENGLISH_Q136]

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

2) A teacher of class-6 makes her learners read the story which she plans to take up the next day and collect ideas about the same. What does she attempt to realize here ?

- (1) It is a pre-reading task
- (2) Connecting with the previous knowledge of the learners
- (3) Social activities for effective reading and learning in the classroom
- (4) Adopt a strategy to engage learners with their writing

[Question ID = 317][Question Description = CTET_P1_PART_5_L2_SET_111_ENGLISH_Q137]

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

3) Which of the following is true of foundational stage in National Education Policy (NEP) 2020 ?

- (1) First five years of schooling up to class-2
- (2) First three years of schooling up to class-1
- (3) First eight years of schooling up to class-5
- (4) General schooling up to class-10

[Question ID = 318][Question Description = CTET_P1_PART_5_L2_SET_111_ENGLISH_Q138]

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

4) Children scribble on the wall and floor.

- (1) This is part of their emergent literacy.
- (2) This is part of their functional literacy.
- (3) This is post-reading literacy activity.
- (4) This is while-reading literacy activity.

[Question ID = 319][Question Description = CTET_P1_PART_5_L2_SET_111_ENGLISH_Q139]

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

5) What does mother tongue-based multilingualism aim at in school education ?

- (1) Children learn their mother tongue and learn through their mother tongue
- (2) Children learn school language, English and Hindi and later foreign languages
- (3) Children learn the official language, English and a foreign language
- (4) Children begin their schooling in the mother tongue and move on to add more languages

[Question ID = 320][Question Description = CTET_P1_PART_5_L2_SET_111_ENGLISH_Q140]

- 1. 1 [Option ID = 1277]
- 2. 2 [Option ID = 1278]
- 3. 3 [Option ID = 1279]
- 4. 4 [Option ID = 1280]

6) A teacher organizes a pair work in the classroom. Learners are given a set of six sentences and each learner in the pair has to read out the sentences alternatively and the other learner writes the sentences read out by the other. They complete the six sentences and read together taking turns. What is this task known as ?

- (1) Teaching spelling
- (2) Writing task
- (3) Reading task
- (4) Mutual dictation

[Question ID = 321][Question Description = CTET_P1_PART_5_L2_SET_111_ENGLISH_Q141]

- 1. 1 [Option ID = 1281]
- 2. 2 [Option ID = 1282]
- 3. 3 [Option ID = 1283]
- 4. 4 [Option ID = 1284]

7) Which of the following is true of language learning ?

- (1) Grammar learning is essential for language learning.
- (2) Some languages are difficult to learn.
- (3) All children learn languages in the same manner.
- (4) Language is learnt through use and engagement with it.

[Question ID = 322][Question Description = CTET_P1_PART_5_L2_SET_111_ENGLISH_Q142]

- 1. 1 [Option ID = 1285]
- 2. 2 [Option ID = 1286]
- 3. 3 [Option ID = 1287]
- 4. 4 [Option ID = 1288]

8) A teacher of class-4 asks learners to discuss and collect words relating to 'food' and 'eating'. She then asks her learners to write them on chart papers to be displayed on the wall. What strategy did she adopt to promote vocabulary learning in her classroom ?

- (1) Vocabulary through group work
- (2) Word cluster
- (3) Thematic approach
- (4) Whole word approach

[Question ID = 323][Question Description = CTET_P1_PART_5_L2_SET_111_ENGLISH_Q143]

- 1. 1 [Option ID = 1289]
- 2. 2 [Option ID = 1290]
- 3. 3 [Option ID = 1291]
- 4. 4 [Option ID = 1292]

9) A teacher of class-5 makes her learners read the tongue twister sentences many times in pairs. What does she attempt to teach her learners ?

- (1) Reading
- (2) Pronunciation
- (3) Speaking
- (4) Listening

[Question ID = 324][Question Description = CTET_P1_PART_5_L2_SET_111_ENGLISH_Q144]

- 1. 1 [Option ID = 1293]
- 2. 2 [Option ID = 1294]
- 3. 3 [Option ID = 1295]
- 4. 4 [Option ID = 1296]

10) Which of the following purposes do Rhymes and Songs serve during the formative learning of language learning ?

- (A) They are inputs for language learning.
- (B) They exercise the imagination of learners.
- (C) They are for memorization and drilling.
- (D) They are for rote learning.

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

[Question ID = 325][Question Description = CTET_P1_PART_5_L2_SET_111_ENGLISH_Q145]

- 1. 1 [Option ID = 1297]
- 2. 2 [Option ID = 1298]
- 3. 3 [Option ID = 1299]
- 4. 4 [Option ID = 1300]

11) Learners of class-4 are asked to speak to their parents and grandparents about their childhood and social life when they were children. They have to make an oral presentation about their interaction in the classroom. Later they make a poster on it to display on walls. What is this activity known as ?

- (1) Speaking activity
- (2) Writing activity
- (3) Project work
- (4) Oral development tasks

[Question ID = 326][Question Description = CTET_P1_PART_5_L2_SET_111_ENGLISH_Q146]

- 1. 1 [Option ID = 1301]
- 2. 2 [Option ID = 1302]
- 3. 3 [Option ID = 1303]
- 4. 4 [Option ID = 1304]

12) A teacher of class-3 gives each group of learners a word and asks her learners to find the words which can be added before or after the given word to make a new word. What is this known as ?

- (1) Collocation
- (2) Word web
- (3) Vocabulary
- (4) Thematic words

[Question ID = 327][Question Description = CTET_P1_PART_5_L2_SET_111_ENGLISH_Q147]

- 1. 1 [Option ID = 1305]
- 2. 2 [Option ID = 1306]
- 3. 3 [Option ID = 1307]
- 4. 4 [Option ID = 1308]

13) Which one of the following statements is true ?

- (1) Writing develops along with reading.
- (2) Reading develops first followed by writing.
- (3) Development of writing takes time.
- (4) Writing develops before reading.

[Question ID = 328][Question Description = CTET_P1_PART_5_L2_SET_111_ENGLISH_Q148]

- 1. 1 [Option ID = 1309]
- 2. 2 [Option ID = 1310]
- 3. 3 [Option ID = 1311]
- 4. 4 [Option ID = 1312]

14) Kanika is a teacher of Environmental Science. She asked her learners to read a text/lesson from the textbook and sets vocabulary and comprehension tasks to learn both the content subject and language. What is this strategy/process known as ?

- (1) Learning from reading
- (2) Learning Geography
- (3) Learning words
- (4) Language across the curriculum

[Question ID = 329][Question Description = CTET_P1_PART_5_L2_SET_111_ENGLISH_Q149]

- 1. 1 [Option ID = 1313]
- 2. 2 [Option ID = 1314]
- 3. 3 [Option ID = 1315]
- 4. 4 [Option ID = 1316]

15) A teacher collects the errors committed by learners in writing, both spelling and grammatical errors. She then discusses with her learners every week without mentioning who commits such errors. What is this known as ?

- (1) Remedial teaching
- (2) Providing feedback
- (3) Informing the learners that their errors are serious
- (4) Informing the learners that errors are hindrances to language learning

[Question ID = 330][Question Description = CTET_P1_PART_5_L2_SET_111_ENGLISH_Q150]

- 1. 1 [Option ID = 1317]
- 2. 2 [Option ID = 1318]
- 3. 3 [Option ID = 1319]
- 4. 4 [Option ID = 1320]