

CTET L1 Sanskrit L2 English P1

Topic:- CDP_P1_CTET

1) Holding a pencil is an example of _____ skill while kicking a football is an example of _____ skill.

- (1) fine motor, gross motor
- (2) social, emotional
- (3) gross motor, fine motor
- (4) emotional, social

एक पेंसिल को पकड़ना _____ कौशल का उदाहरण है जबकि फुटबाल को धकेलना _____ कौशल का उदाहरण है।

- (1) सूक्ष्म गतिक, सकल गतिक
- (2) सामाजिक, भावनात्मक
- (3) सकल गतिक, सूक्ष्म गतिक
- (4) भावनात्मक, सामाजिक

[Question ID = 1][Question Description = CTET_P1_PART_1_CDP_SET_114_Q1]

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

2) Which of the following is **not** correct in the context of development ?

- (1) Development proceeds in a discontinuous manner.
- (2) Children develop at different rates.
- (3) Development is a result of complex interaction of nature and nurture.
- (4) Development is relatively orderly.

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

- (1) विकास एक अनिरन्तर तरीके से होता है।
- (2) बच्चों की विकास दर में विभिन्नताएँ होती हैं।
- (3) विकास प्रकृति और पालन-पोषण के जटिल संपर्क का परिणाम है।
- (4) विकास अपेक्षाकृत व्यवस्थित रूप से होता है।

[Question ID = 2][Question Description = CTET_P1_PART_1_CDP_SET_114_Q2]

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

3) _____ and _____ are the primary agents/agencies of socialisations for children in early childhood.

- (1) Religious organisations and law
- (2) Neighbourhood and social policies
- (3) Print media and school
- (4) Family and neighbourhood

_____ और _____ प्रारंभिक बाल्यावस्था के दौरान बच्चों के प्राथमिक समाजीकरण की संस्थाएँ हैं।

- (1) धार्मिक संस्थाएँ और कानून
- (2) आस-पड़ोस और सामाजिक नीतियाँ
- (3) प्रिंट/मुद्रक मीडिया और विद्यालय
- (4) परिवार और आस-पड़ोस

[Question ID = 3][Question Description = CTET_P1_PART_1_CDP_SET_114_Q3]

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

4) According to Jean Piaget's theory of cognitive development, at which stage most children develop concerns about social issues and justice ?

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

जीन पियाज़े के संज्ञानात्मक विकास के सिद्धांत के अनुसार, अधिकतर बच्चे किस स्तर पर सामाजिक मुद्दों और न्याय के प्रति समझ स्थापित कर लेते हैं ?

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

[Question ID = 4][Question Description = CTET_P1_PART_1_CDP_SET_114_Q4]

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

5) A student observes that stick A is larger than stick B and stick B is larger than stick C. Based on this observation the student infers that stick A is larger than stick C but when asked same problem verbally he fails to make correct inference. According to Piaget's theory, the student is at which stage of cognitive development ?

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

एक विद्यार्थी निरीक्षण करता है कि छड़ A, छड़ B से लम्बी है तथा छड़ B, छड़ C से लम्बी है। इस निरीक्षण के आधार पर विद्यार्थी यह निष्कर्ष निकालता है कि छड़ A, छड़ C से लम्बी है, परन्तु जब यही समस्या उससे मौखिक रूप से पूछी जाती है, तो वह सही निष्कर्ष नहीं निकाल पाता। पियाजे के सिद्धांत के अनुसार, विद्यार्थी संज्ञानात्मक विकास की किस अवस्था में है ?

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

[Question ID = 5][Question Description = CTET_P1_PART_1_CDP_SET_114_Q5]

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

6) Which of the following is explained by Lawrence Kohlberg ?

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

निम्न में से किसे लॉरेंस कोह्लबर्ग द्वारा वर्णित किया गया है ?

- (1) सामाजिक अनुबंध अभिविन्यास
- (2) निकटवर्ती विकास का क्षेत्र
- (3) आंतरिक वाक्
- (4) आत्मकेंद्रित वाक्

[Question ID = 6][Question Description = CTET_P1_PART_1_CDP_SET_114_Q6]

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

7) Rajesh, a 3rd grade student was struggling to find solution of a problem. Seeing this his teacher provided him some cues following which he could find the solution. In Lev Vygotsky's terms teacher's scaffolding helped Rajesh to achieve _____.

- (1) egocentrism
- (2) irreversible thinking
- (3) zone of proximal development
- (4) biological maturation

राजेश, तीसरी कक्षा का विद्यार्थी, एक समस्या का समाधान खोजने में जूझ रहा था। यह देखकर उसकी अध्यापिका ने उसे कुछ संकेत दिए, जिसके आधार पर वह समस्या का समाधान कर पाया। लेव वायगोत्स्की की शब्दावली में अध्यापिका ने पाइ प्रदान करके राजेश को _____ पाने में मदद की है।

- (1) स्व-केन्द्रीयता
- (2) अपरिवर्तनीय सोच
- (3) समीपस्थ विकास का क्षेत्र
- (4) जैविक परिपक्वता

[Question ID = 7][Question Description = CTET_P1_PART_1_CDP_SET_114_Q7]

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

8) Who among the following theorists emphasised on social constructivism in the context of learning ?

- (1) B. F. Skinner
- (2) Lawrence Kohlberg
- (3) Lev Vygotsky
- (4) Sigmund Freud

निम्नलिखित में से किस सिद्धांतकारी ने अधिगम के संदर्भ में सामाजिक संरचनावाद पर जोर दिया है ?

- (1) बी. एफ. स्किनर
- (2) लॉरेंस कोहलबर्ग
- (3) लेव वायगोत्स्की
- (4) सिगमंड फ्रॉयड

[Question ID = 8][Question Description = CTET_P1_PART_1_CDP_SET_114_Q8]

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

9) Learning by doing, discovery learning and collaborative learning are characteristics of a _____ classroom.

- (1) Behaviouristic
- (2) Progressive
- (3) Teacher-centered
- (4) Passive

करके सीखना, खोजी अधिगम और सहभागी अधिगम एक _____ कक्षा की विशेषताएँ हैं।

- (1) व्यवहारवादी
- (2) प्रगतिशील
- (3) अध्यापक-केंद्रित
- (4) निष्क्रिय

[Question ID = 9][Question Description = CTET_P1_PART_1_CDP_SET_114_Q9]

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

10) Radhika is a sports person as well as a good dancer. According to Howard Gardner, she has _____ type of intelligence.

- (1) intrapersonal
- (2) linguistic
- (3) bodily kinesthetic
- (4) musical

राधिका एक खिलाड़ी होने के साथ-साथ एक अच्छी नृत्यांगना भी है। हावर्ड गार्डनर के अनुसार उसके पास _____ प्रकार की बुद्धि है।

- (1) अंतःवैयक्तिक
- (2) भाषाई
- (3) शारीरिक गतिक-संवेदी
- (4) संगीतात्मक

[Question ID = 10][Question Description = CTET_P1_PART_1_CDP_SET_114_Q10]

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

11) According to National Education Policy 2020, priority should be given to _____ for the education of children up to the primary level.

- (1) mother tongue
- (2) foreign language
- (3) English language
- (4) only sign language

राष्ट्रीय शिक्षा नीति 2020 के अनुसार, प्राथमिक स्तर तक के बच्चों की शिक्षा के लिए _____ को प्राथमिकता दी जानी चाहिए ।

- (1) मातृभाषा
- (2) विदेशी भाषा
- (3) अंग्रेजी भाषा
- (4) केवल सांकेतिक भाषा

[Question ID = 11][Question Description = CTET_P1_PART_1_CDP_SET_114_Q11]

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

12) Which of the following statement represents a gender stereotype ?

- (1) Girls are equally competent in academics as boys.
- (2) Girls are always well-behaved, gentle and emotional.
- (3) Both boys and girls have competency to do well in sports.
- (4) Girls can handle both education and family in the same way as boys do.

निम्नलिखित में से कौन-सा कथन लिंग रूढ़िवादिता को दर्शाता है ?

- (1) लड़कियाँ लड़कों की तरह ही शैक्षिक क्षेत्र में सक्षम हैं ।
- (2) लड़कियाँ हमेशा अच्छा व्यवहार करने वाली, कोमल और भावुक होती हैं ।
- (3) लड़के और लड़कियाँ दोनों खेलों में अच्छा करने की सक्षमता है ।
- (4) लड़कियाँ लड़कों की ही तरह शिक्षा और परिवार दोनों को संभाल सकती हैं ।

[Question ID = 12][Question Description = CTET_P1_PART_1_CDP_SET_114_Q12]

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

13) **Assertion (A) :**

A teacher should avoid using standardised curriculum in a classroom comprising students from diverse socio-economic backgrounds.

Reason (R) :

Children learn best when they are extrinsically motivated to learn.

Choose the correct option.

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

अभिकथन (A) :

एक ऐसी कक्षा जिसमें विविध सामाजिक-आर्थिक परिप्रेक्ष्यों से संबंधित विद्यार्थी हैं, वहाँ अध्यापिका को मानकीकृत पाठ्यक्रम के इस्तेमाल से बचना चाहिए ।

कारण (R) :

बच्चे बहुत अच्छे से सीखते हैं जब वे बाह्य रूप से अभिप्रेरित हों ।

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 = 13][Question Description = CTET_P1_PART_1_CDP_SET_114_Q13]

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

14) Which of the following question asked by the teacher encourages creativity and problem-solving skills among children ?

- (1) What is pollution ?
- (2) What are the causes of pollution ?
- (3) What are the types of pollution ?
- (4) How can you control pollution in your city ?

शिक्षक द्वारा निम्न में से पूछा गया कौन-सा प्रश्न बच्चों में सृजनात्मकता और समस्या समाधान कौशलों को बढ़ावा देता है ?

- (1) प्रदूषण क्या होता है ?
- (2) प्रदूषण किन कारणों से हो सकता है ?
- (3) प्रदूषण कितने प्रकार का होता है ?
- (4) अपने शहर में आप प्रदूषण पर नियंत्रण किस प्रकार कर सकते हैं ?

[Question ID = 14][Question Description = CTET_P1_PART_1_CDP_SET_114_Q14]

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

15) The main objective of assessment should be :

- (1) labelling the students based on their performance.
- (2) complaining to the parents about what their ward cannot do.
- (3) drawing comparisons and creating hierarchies among students.
- (4) understanding the strengths and challenges faced by students in the process of learning.

मूल्यांकन का मुख्य उद्देश्य क्या होना चाहिए ?

- (1) प्रदर्शन के आधार पर विद्यार्थियों का नामीकरण करना ।
- (2) माता-पिता को उनके बच्चे की शिकायत करना कि वह क्या करने में असक्षम है ।
- (3) विद्यार्थियों में तुलना करना और पदानुक्रमता स्थापित करना ।
- (4) विद्यार्थियों द्वारा अधिगम प्रक्रिया में महसूस की जाने वाली चुनौतियों और उनके सामर्थ्य को समझना ।

[Question ID = 15][Question Description = CTET_P1_PART_1_CDP_SET_114_Q15]

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

16) Inclusive education means :

- (1) teaching students with diverse needs in different schools.
- (2) developing a schooling system where needs of all students are addressed.
- (3) dividing students in different sections based on their performance.
- (4) admitting the student in school and putting onus on him to adjust to the schooling system.

समावेशी शिक्षा का क्या मतलब है ?

- (1) विविध जरूरतों वाले विद्यार्थियों को अलग-अलग स्कूल में पढ़ाना ।
- (2) एक ऐसी स्कूली व्यवस्था स्थापित करना जहाँ सभी विद्यार्थियों की जरूरतों की पूर्ति हो ।
- (3) विद्यार्थियों को उनके प्रदर्शन के आधार पर अलग-अलग समूहों में बाँटना ।
- (4) विद्यार्थी को स्कूल में दाखिला देकर उस पर स्कूली व्यवस्था में समायोजित होने का भार डालना ।

[Question ID = 16][Question Description = CTET_P1_PART_1_CDP_SET_114_Q16]

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

17) A teacher in a diverse classroom _____

- (1) ignores some students to increase the achievement of other children.
- (2) uses different teaching-learning and assessment methods as per the needs of the students.
- (3) does not give any importance to the learning levels of the students.
- (4) creates a fearful environment in the classroom.

एक विविधता वाली कक्षा में एक शिक्षक को क्या करना चाहिए ?

- (1) अन्य बच्चों की उपलब्धि बढ़ाने के लिए कुछ छात्रों की उपेक्षा करनी चाहिए ।
- (2) विद्यार्थियों की आवश्यकता के अनुसार विभिन्न शिक्षण-अधिगम और मूल्यांकन विधियों का उपयोग करना चाहिए ।
- (3) विद्यार्थियों के सीखने के स्तर को कोई महत्व नहीं देना चाहिए ।
- (4) कक्षा में एक भयभीत वातावरण बनाना चाहिए ।

[Question ID = 17][Question Description = CTET_P1_PART_1_CDP_SET_114_Q17]

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

18) Students having dyslexia face direct challenge in _____ and students having dyscalculia face direct challenge in _____.

- (1) reading and writing, manipulating numbers
- (2) manipulating numbers, spelling words
- (3) spelling words, physical coordination
- (4) physical coordination, writing story

पठनवैकल्य से जूझने वाले विद्यार्थी _____ में और गुणजवैकल्य से जूझने वाले विद्यार्थी _____ में सापेक्ष रूप से चुनौती महसूस करते हैं ।

- (1) वाचन और लिखने, अंकों के हेरफेर
- (2) अंकों के हेरफेर, शब्द वर्तनी
- (3) शब्द वर्तनी, शारीरिक समन्वयता
- (4) शारीरिक समन्वयता, कहानी लेखन

[Question ID = 18][Question Description = CTET_P1_PART_1_CDP_SET_114_Q18]

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

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

- (1) provide as much information as possible in written format
- (2) use colour pens to highlight important information
- (3) make diagrams on blackboard to visually describe the concepts
- (4) use auditory ways of presenting the information

दृष्टिबाधिता से जुड़ते विद्यार्थियों के सफल समावेशन हेतु, एक अध्यापिका को क्या करना चाहिए ?

- (1) जितनी हो सके उतनी जानकारी लिखित स्वरूप में प्रदान करनी चाहिए
- (2) महत्वपूर्ण जानकारी को रंगीन लेखनियों द्वारा इंगित करना चाहिए
- (3) संप्रत्ययों की व्याख्या करने के लिए श्यामपट्ट पर आरेख बनाने चाहिए
- (4) जानकारी को प्रस्तुत करने के लिए मौखिक तरीके अपनाने चाहिए

[Question ID = 19][Question Description = CTET_P1_PART_1_CDP_SET_114_Q19]

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

20) Which of the following is correct in context of students with giftedness ?

- (1) They think convergently and conventionally.
- (2) They have low-receptivity to learn.
- (3) They avoid taking risks of performing new tasks.
- (4) They display reversibility and flexibility of mental processes.

प्रतिभाशाली विद्यार्थियों के संदर्भ में निम्न में से क्या सही है ?

- (1) वे अभिसारी और परम्परागत तरीके से सोचते हैं।
- (2) उनमें सीखने के प्रति कम ग्रहणशीलता होती है।
- (3) वे नए क्रियाकलापों को करने का जोखिम टालते हैं।
- (4) वे मानसिक क्रियाओं में परिवर्तनशीलता और लचीलापन दिखाते हैं।

[Question ID = 20][Question Description = CTET_P1_PART_1_CDP_SET_114_Q20]

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

21) *Assertion (A) :*

A teacher should promote collaboration, dialogues and debates among students in a classroom.

Reason (R) :

Children are capable to construct meaning of their environment through social interactions.

Choose the correct option.

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

अभिकथन (A) :

एक अध्यापिका को कक्षा में विद्यार्थियों के बीच सहभागिता, बातचीत और वैचारिक बहस को बढ़ावा देना चाहिए।

कारण (R) :

बच्चे सामाजिक अन्तःक्रिया द्वारा अपने वातावरण के बारे में अर्थ सृजन में सक्षम होते हैं।

सही विकल्प चुनिए।

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

[Question ID = 21][Question Description = CTET_P1_PART_1_CDP_SET_114_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 framework believes that 'learning is an active process which takes place in cultural contexts' ?

- (1) Psychoanalytic
- (2) Behaviouristic
- (3) Socio-constructivist
- (4) Moralistic

'अधिगम एक सक्रिय प्रक्रिया है जो एक सांस्कृतिक संदर्भ में होती है।' निम्न में से कौन-सा दृष्टिकोण इस विचार में विश्वास रखता है ?

- (1) मनोविश्लेषणवाद
- (2) व्यवहारवाद
- (3) सामाजिक-संरचनावाद
- (4) नैतिकवाद

[Question ID = 22][Question Description = CTET_P1_PART_1_CDP_SET_114_Q22]

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

23) Which of the following promotes learning of a new concept ?

- (1) Relating new knowledge with previous knowledge of students.
- (2) Disconnecting new knowledge from socio-cultural background of students.
- (3) Creating pressure and fear of failure among students.
- (4) Restricting social interactions and collaborations among students.

निम्न में से कौन-सा एक नए संप्रत्यय के अधिगम को बढ़ावा देता है ?

- (1) नए ज्ञान को विद्यार्थियों के पूर्व ज्ञान से जोड़ना ।
- (2) नए ज्ञान को विद्यार्थियों के सामाजिक-सांस्कृतिक संदर्भ से ना जोड़ना ।
- (3) विद्यार्थियों पर दबाव और असफलता का डर पैदा करना ।
- (4) विद्यार्थियों के बीच पारस्परिक संपर्क और सहभागिता पर रोक लगाना ।

[Question ID = 23][Question Description = CTET_P1_PART_1_CDP_SET_114_Q23]

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

24) Which of the following approach downplays the role of students as active agents in knowledge construction ?

- (1) Rote memorisation
- (2) Discovery learning
- (3) Inquiry
- (4) Exploration

निम्न में से कौन-सा उपागम ज्ञान निर्माण में विद्यार्थियों की सक्रिय भूमिका को कमतर रूप से देखता है ?

- (1) कंठस्थ स्मरण
- (2) खोजी अधिगम
- (3) खोजबीन
- (4) अन्वेषण

[Question ID = 24][Question Description = CTET_P1_PART_1_CDP_SET_114_Q24]

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

25) Renu always takes a decision by considering various aspects of problem-solving and comes up with many correct solutions at the end. She is using _____ type of thinking to solve the problem.

- (1) Divergent
- (2) Convergent
- (3) Egocentric
- (4) Irrational

रेणु हमेशा समस्या-समाधान के विभिन्न पहलुओं पर विचार करके और अंत में कई सही समाधान ढूँढ लेती है। वह समस्या को हल करने के लिए _____ प्रकार की सोच का उपयोग कर रही है।

- (1) अपसारी
- (2) अभिसारी
- (3) आत्मकेंद्रित
- (4) अतार्किक

[Question ID = 25][Question Description = CTET_P1_PART_1_CDP_SET_114_Q25]

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

26) Which of the following is the correct way to respond to the errors committed by students ?

- (1) Punishing the students for making errors.
- (2) Directly telling the correct answer to students and asking them to write it multiple times.
- (3) Asking the students to copy the answer from their friend.
- (4) Analysing the learning gaps which caused error and providing support to students accordingly.

विद्यार्थियों द्वारा की गई त्रुटियों से निपटने का सही तरीका क्या है ?

- (1) विद्यार्थियों को त्रुटियाँ करने के लिए दण्डित करना।
- (2) विद्यार्थियों को सीधे सही जवाब बता देना और उन्हें उसे बार-बार कॉपी में लिखने को देना।
- (3) विद्यार्थियों को अपने सहपाठी का सही जवाब नकल करने को कहना।
- (4) अधिगम कमियों का विश्लेषण करना जिनकी वजह से त्रुटि हुई है और विद्यार्थियों को तदनुसार सहायता प्रदान करना।

[Question ID = 26][Question Description = CTET_P1_PART_1_CDP_SET_114_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 emotions are students likely to experience when outcome is uncertain and focus is on failure ?

- (1) Enjoyment
- (2) Anxiety
- (3) Hope
- (4) Boredom

ऐसी स्थिति में जब परिणाम अनिश्चित है लेकिन ध्यान असफलता पर है, विद्यार्थी निम्न में से किस संवेग का अनुभव करेंगे ?

- (1) आनंद
- (2) दुश्चिंता
- (3) उम्मीद
- (4) बोरियत

[Question ID = 27][Question Description = CTET_P1_PART_1_CDP_SET_114_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) mastery-avoidance

विद्यार्थियों को किस तरह के लक्ष्य निर्धारित करने के लिए प्रेरित करना चाहिए ?

- (1) महारत-उन्मुखी
- (2) प्रदर्शन-उन्मुखी
- (3) असफलता-स्वीकार्य
- (4) महारत-परिहारी

[Question ID = 28][Question Description = CTET_P1_PART_1_CDP_SET_114_Q28]

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

29) Ability to monitor, evaluate and modify one's own thought process is called _____.

- (1) Recall
- (2) Memorisation
- (3) Attention
- (4) Metacognition

अपनी स्वयं की चिंतन प्रक्रिया को जाँचने, मूल्यांकन करने और तदनुसार परिवर्तित करने की योग्यता क्या कहलाती है ?

- (1) प्रत्यास्मरण
- (2) रटना
- (3) ध्यान
- (4) अधिसंज्ञान/परासंज्ञान

[Question ID = 29][Question Description = CTET_P1_PART_1_CDP_SET_114_Q29]

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

30) Which of the following sequence of content representation is most appropriate to teach a concept in primary grades ?

- (1) Symbols, concrete materials, images
- (2) Images, concrete materials, symbols
- (3) Concrete materials, images, symbols
- (4) Symbols, images, concrete materials

प्राथमिक कक्षाओं में किसी संप्रत्यय को पढ़ाने के लिए, निम्न में से विषयवस्तु प्रस्तुति का कौन-सा क्रम सर्वाधिक उपयुक्त है ?

- (1) संकेत, मूर्त सामग्री, चित्र
- (2) चित्र, मूर्त सामग्री, संकेत
- (3) मूर्त सामग्री, चित्र, संकेत
- (4) संकेत, चित्र, मूर्त सामग्री

[Question ID = 30][Question Description = CTET_P1_PART_1_CDP_SET_114_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) 32 bananas were distributed equally among 6 monkeys. How many bananas will be left ?

- (1) 0
- (2) 1
- (3) 2
- (4) 3

32 केलों को समान रूप से 6 बंदरों में बाँटा गया। कितने केले शेष रह जाएँगे ?

(1) 0

(2) 1

(3) 2

(4) 3

[Question ID = 31][Question Description = CTET_P1_PART_2_MATHS_SET_114_Q31]

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

2) If a student adds a two-digit number with a number obtained by reversing its digits, the sum will be

- (1) Divisible by 2
- (2) Divisible by 3
- (3) Divisible by 7
- (4) Divisible by 11

यदि एक विद्यार्थी दो अंकों की किसी संख्या को उस संख्या में जोड़ता है, जो अंकों को पलटने से प्राप्त होती है, तो प्राप्त योगफल होगा

- (1) 2 से विभाज्य
- (2) 3 से विभाज्य
- (3) 7 से विभाज्य
- (4) 11 से विभाज्य

[Question ID = 32][Question Description = CTET_P1_PART_2_MATHS_SET_114_Q32]

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

3) Ammu's mother has prepared some jalebis. They are less than fifty in number. Ammu noted that if these were divided among 2 or 3 or 7 persons equally, then no jalebi will be left. Now she has to share it equally among 5 persons. What is the minimum number of jalebis left out ?

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

अम्मू की माँ ने कुछ जलेबियाँ बनाईं। इनकी संख्या 50 से कम है। अम्मू ने देखा कि यदि इन्हें 2 या 3 या 7 व्यक्तियों में समान रूप से वितरित किया जाए, तो कोई जलेबी शेष नहीं बचेगी। अब, उन्हें इन जलेबियों को 5 व्यक्तियों में समान रूप से वितरित करना है। न्यूनतम कितनी जलेबियाँ शेष बचेंगी ?

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

[Question ID = 33][Question Description = CTET_P1_PART_2_MATHS_SET_114_Q33]

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

4) Three sisters Anna, Laya and Sana went for a picnic. Their mother gave them three notes of ₹ 100 and one note of ₹ 50. They purchased 4 bottles of juice of price ₹ 20.00 per bottle. They shared the remaining amount equally among themselves. What will be Sana's share ?

- (1) ₹ 80
- (2) ₹ 75
- (3) ₹ 100
- (4) ₹ 90

तीन बहनें अन्ना, लाया और सना एक पिकनिक पर गईं। उनकी माँ ने उन्हें ₹ 100 के तीन नोट और ₹ 50 का एक नोट दिया। उन्होंने ₹ 20.00 प्रति बोतल की दर से 4 बोतल जूस खरीदा। फिर, उन्होंने शेष धनराशि को समान रूप से आपस में बाँट लिया। सना का भाग कितना होगा ?

- (1) ₹ 80
- (2) ₹ 75
- (3) ₹ 100
- (4) ₹ 90

[Question ID = 34][Question Description = CTET_P1_PART_2_MATHS_SET_114_Q34]

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

- 5) Teacher draws two intersecting circles on the board and asks Nayana and Rajul to write as follows :

Rajul has to write all the factors of 80 in one circle. Nayana has to write all the factors of 110 in second circle. What is the largest number in the common portion of the circle ?

- (1) 2
- (2) 5
- (3) 10
- (4) 20

शिक्षक बोर्ड पर दो प्रतिच्छेदी वृत्तों को खींचता है तथा नयना और राजुल से इस प्रकार लिखने के लिए कहता है :

राजुल को एक वृत्त में 80 के सभी गुणनखंड लिखने हैं। नयना को दूसरे वृत्त में 110 के सभी गुणनखंड लिखने हैं। इन वृत्तों के उभयनिष्ठ भाग में सबसे बड़ी संख्या क्या है ?

- (1) 2
- (2) 5
- (3) 10
- (4) 20

[Question ID = 35][Question Description = CTET_P1_PART_2_MATHS_SET_114_Q35]

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

- 6) What is the difference between the place values of 7s in the number 276578 ?

- (1) 69993
- (2) 69930
- (3) 69300
- (4) 63000

संख्या 276578 में 7 के स्थानीय मानों का अंतर क्या है ?

- (1) 69993
- (2) 69930
- (3) 69300
- (4) 63000

[Question ID = 36][Question Description = CTET_P1_PART_2_MATHS_SET_114_Q36]

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

7) What is the number of faces in a triangular prism ?

- (1) 3
- (2) 5
- (3) 6
- (4) 7

किसी त्रिभुजीय आधार के प्रिज़म में फलकों की संख्या क्या है ?

- (1) 3
- (2) 5
- (3) 6
- (4) 7

[Question ID = 37][Question Description = CTET_P1_PART_2_MATHS_SET_114_Q37]

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

8) Which of the following pair of figures have the same number of lines of symmetry ?

- (1) Parallelogram and Rhombus
- (2) Kite and parallelogram
- (3) Square and Rectangle
- (4) Rectangle and Rhombus

निम्न में से किन आकृतियों के युग्म में सममित रेखाओं की संख्याएँ समान होती हैं ?

- (1) समांतर चतुर्भुज और समचतुर्भुज
- (2) पतंग और समांतर चतुर्भुज
- (3) वर्ग और आयत
- (4) आयत और समचतुर्भुज

[Question ID = 38][Question Description = CTET_P1_PART_2_MATHS_SET_114_Q38]

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

9) Measures of the two angles between hour and minute hands of a clock at 7 o'clock are

- (1) 330° , 30°
- (2) 285° , 75°
- (3) 210° , 150°
- (4) 270° , 90°

किसी घड़ी में 7 बजने पर, उसकी घंटे और मिनट की सुइयों के बीच के दो कोणों की माप होती है

- (1) 330° , 30°
- (2) 285° , 75°
- (3) 210° , 150°
- (4) 270° , 90°

[Question ID = 39][Question Description = CTET_P1_PART_2_MATHS_SET_114_Q39]

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

10) How many minimum number of square shaped stamps of side 1 cm are required to cover a figure which is of the shape of a rectangle of sides 4 cm and 6 cm attached to a square of side 3 cm ?

- (1) 9
- (2) 24
- (3) 33
- (4) 72

एक ऐसी आकृति को ढकने के लिए, 1 cm भुजा वाले वर्गाकार टिकटों की कितनी न्यूनतम संख्या की आवश्यकता होगी, जो 4 cm और 6 cm भुजाओं वाला एक आयत है और उसके साथ 3 cm भुजा का एक वर्ग जुड़ा हुआ है ?

- (1) 9
- (2) 24
- (3) 33
- (4) 72

[Question ID = 40][Question Description = CTET_P1_PART_2_MATHS_SET_114_Q40]

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

11) Which of the following weights **cannot** be measured by the weights of 100 g, 200 g and 500 g ?

- (1) 300 g
- (2) 400 g
- (3) 700 g
- (4) 750 g

निम्न में से कौन-से भार को 100 g, 200 g और 500 g के बाँटों से मापा **नहीं** जा सकता है ?

- (1) 300 g
- (2) 400 g
- (3) 700 g
- (4) 750 g

[Question ID = 41][Question Description = CTET_P1_PART_2_MATHS_SET_114_Q41]

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

12) Length of a rectangular field is 6 times its breadth. If length of the field is 120 m, then perimeter of the field is :

- (1) 240 m
- (2) 280 m
- (3) 560 m
- (4) 720 m

किसी आयताकार खेत की लंबाई उसकी चौड़ाई की 6 गुनी है। यदि इस खेत की लंबाई 120 m है, तो खेत का परिमाण है :

- (1) 240 m
- (2) 280 m
- (3) 560 m
- (4) 720 m

[Question ID = 42][Question Description = CTET_P1_PART_2_MATHS_SET_114_Q42]

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

- 13) The number of certain article sold by a shopkeeper on six consecutive days of a week is as shown below :

Day	Number of articles
Sunday	350
Monday	200
Tuesday	300
Wednesday	250
Thursday	120
Friday	150

What is the range of the sale of the article during the above days ?

- (1) 30
- (2) 50
- (3) 180
- (4) 230

किसी दुकानदार द्वारा किसी सप्ताह के 6 क्रमागत दिनों में बेची गई किसी विशेष वस्तु की संख्या नीचे दर्शाए अनुसार है :

दिन	वस्तु की संख्या
रविवार	350
सोमवार	200
मंगलवार	300
बुधवार	250
बृहस्पतिवार	120
शुक्रवार	150

उपर्युक्त दिनों की अवधि में इस वस्तु की बिक्री का परिसर क्या है ?

- (1) 30
- (2) 50
- (3) 180
- (4) 230

[Question ID = 43][Question Description = CTET_P1_PART_2_MATHS_SET_114_Q43]

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

14) The average of first five composite numbers is

- (1) 7.6
- (2) 7.4
- (3) 5.8
- (4) 5.6

प्रथम पाँच भाज्य संख्याओं का औसत है

- (1) 7.6
- (2) 7.4
- (3) 5.8
- (4) 5.6

[Question ID = 44][Question Description = CTET_P1_PART_2_MATHS_SET_114_Q44]

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

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

W, 2, V, 4, U, 8, T, 16, ____, ____

- (1) S, 18
- (2) R, 18
- (3) S, 32
- (4) R, 32

निम्न पैटर्न में अगली दो प्रविष्टियाँ लिखिए :

W, 2, V, 4, U, 8, T, 16, ____, ____

- (1) S, 18
- (2) R, 18
- (3) S, 32
- (4) R, 32

[Question ID = 45][Question Description = CTET_P1_PART_2_MATHS_SET_114_Q45]

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

1) Which of the following is least appropriate as an effective pedagogical strategy in mathematics ?

- (1) Developing tasks that elicit more than one response
- (2) Analysing the errors being made by the children
- (3) Use of strategies other than the formal algorithms
- (4) Pairing a child who has scored less marks in mathematics with the one who has scored more marks

गणित में प्रभावकारी शैक्षणिक युक्तियों के लिए निम्नलिखित में से कौन-सा सबसे कम उपयुक्त है ?

- (1) ऐसे कार्यों का सृजन करना जिनमें एक से अधिक उत्तर आने की संभावना हो
- (2) बच्चों द्वारा की गई त्रुटियों का विश्लेषण करना
- (3) औपचारिक कलन-विधि से अतिरिक्त दूसरी युक्तियों का उपयोग करना
- (4) जिस बच्चे को गणित में कम अंक प्राप्त हुए हैं, उस बच्चे को उस सहपाठी के साथ बैठाना जिसके अधिक अंक आए हैं

[Question ID = 46][Question Description = CTET_P1_PART_2_MATHS_SET_114_Q46]

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

2) According to National Curriculum Framework 2005, assessment in mathematics should include

- (1) Ranking the students according to their scores
- (2) Progress of the students in terms of conceptual understanding and acquisition of problem solving skill
- (3) Testing the knowledge of procedure and formulae
- (4) Testing the ability of a student to do error-free calculation

राष्ट्रीय पाठ्यचर्या रूपरेखा 2005 के अनुसार, गणित के आकलन में क्या शामिल होना चाहिए ?

- (1) विद्यार्थियों के अंकों के अनुसार उन्हें वरीयता क्रम देना
- (2) अवधारणात्मक समझ और समस्या समाधान कौशल के अर्जन के आधार पर विद्यार्थियों की प्रगति
- (3) प्रक्रियाओं और सूत्रों (फॉर्मूला) के ज्ञान का टेस्ट लेना
- (4) विद्यार्थी की त्रुटि-रहित गणना करने की योग्यता की जाँच करना

[Question ID = 47][Question Description = CTET_P1_PART_2_MATHS_SET_114_Q47]

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

- 3) Which of the following would be most appropriate in the context of learners focusing on understanding of patterns in numbers and shapes ?
- (1) Learners would develop number facts by themselves
 - (2) Learners would learn the names of geometrical shapes
 - (3) Learners would be able identify the unit of repeat in the pattern
 - (4) Learners would be able to appreciate the need of standard units of measurement

संख्याओं और आकृतियों में प्रतिमानों की समझ पर बल देते हुए अधिगमकर्ताओं के संदर्भ में निम्नलिखित में से कौन-सा सर्वाधिक उपयुक्त होगा ?

- (1) अधिगमकर्ता अपने आप ही संख्या तथ्यों को विकसित कर पाएँगे
- (2) अधिगमकर्ता ज्यामितीय आकृतियों के नाम सीखेंगे
- (3) अधिगमकर्ता प्रतिमान में पुनरावृत्त होने वाली इकाई को पहचानने में सक्षम होंगे
- (4) अधिगमकर्ता मापन की मानक इकाइयों की आवश्यकता की सराहना करने में सक्षम होंगे

[Question ID = 48][Question Description = CTET_P1_PART_2_MATHS_SET_114_Q48]

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

- 4) "Mathematics is critical to Society, Science, Technology and Engineering." Which among the following learning experiences of the primary grade students will help in realising the above statement ?
- (1) Collecting, organising, representing and interpreting data collected from various socio-scientific contexts
 - (2) Using mathematical concepts to manage the household budget
 - (3) Meeting people from various fields of employment especially engineers
 - (4) Participating in various mathematics quizzes and olympiads

"गणित समाज, विज्ञान, प्रौद्योगिकी और अभियांत्रिकी के लिए महत्वपूर्ण है।" निम्नलिखित में से कौन-से प्राथमिक कक्षा के विद्यार्थियों के अधिगम अनुभव, उपरोक्त कथन को चरितार्थ करने में सहायता करेंगे ?

- (1) विविध सामाजिक-वैज्ञानिक संदर्भों से एकत्रित आंकड़ों को एकत्रित, सुव्यवस्थित, निरूपित और उनकी व्याख्या करना
- (2) गणितीय अवधारणाओं का उपयोग करके घर-परिवार का बजट बनाना
- (3) रोज़गार के विविध क्षेत्रों से आए लोगों से मिलना विशेष रूप से इंजीनियरों से
- (4) गणित की विविध प्रश्नोत्तरियों और ओलिंपियाड में भाग लेना

[Question ID = 49][Question Description = CTET_P1_PART_2_MATHS_SET_114_Q49]

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

5) A teacher gave the following word problem in her class :

"For a school picnic 12 children can be accommodated in a car. How many cars are required if 78 children are going on the school picnic ?" One of the students came up with 6.5 as the answer.

Which of the following is most appropriate for the above situation ?

- (1) The answer given by the student is correct
- (2) The teacher can use this situation to introduce the concept of rounding off and its significance in daily life.
- (3) The question is misleading for the students
- (4) The student does not know the concept of division

एक शिक्षिका ने अपनी कक्षा में निम्नलिखित इबारती सवाल दिया :

"स्कूल पिकनिक के लिए एक गाड़ी में 12 बच्चों को बैठाया जा सकता है। अगर स्कूल पिकनिक पर 78 बच्चे जाएँगे तो कितनी गाड़ियों की आवश्यकता पड़ेगी।" एक विद्यार्थी ने इसका उत्तर 6.5 दिया।

निम्नलिखित में से कौन-सा उपरोक्त परिस्थिति के लिए सर्वाधिक उपयुक्त है ?

- (1) विद्यार्थी द्वारा दिया गया उत्तर सही है
- (2) शिक्षिका इस परिस्थिति का उपयोग निकटन करने की अवधारणा तथा इसके दैनिक जीवन में महत्व को प्रस्तुत करने के लिए कर सकती है
- (3) यह प्रश्न विद्यार्थियों को भ्रमित करने वाला है
- (4) विद्यार्थी विभाजन की अवधारणा नहीं जानता है

[Question ID = 50][Question Description = CTET_P1_PART_2_MATHS_SET_114_Q50]

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

6) Which of the following is **not** correct about fractions ?

- (1) Fraction represents the parts of a whole
- (2) Fraction represents a remaining part of the whole
- (3) Fraction represents a part of a collection
- (4) Fractions represent only the equivalent parts of a whole

निम्नलिखित में से कौन-सा भिन्न के बारे में सही **नहीं** है ?

- (1) भिन्न किसी पूर्ण के भागों को निरूपित करता है
- (2) भिन्न किसी पूर्ण के शेष भाग को निरूपित करता है
- (3) भिन्न किन्हीं वस्तुओं के संग्रह के एक भाग को निरूपित करता है
- (4) भिन्न किसी पूर्ण के केवल समतुल्य भागों को निरूपित करता है

[Question ID = 51][Question Description = CTET_P1_PART_2_MATHS_SET_114_Q51]

1. 1 [Option ID = 201]

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

7) Sikha has successfully classified the different types of triangles based on their sides. She is at which level of geometric thinking as per Van-Hiele's theory of geometric thinking ?

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

सिखा ने विभिन्न प्रकार के त्रिभुजों को उनकी भुजाओं के आधार पर सफलतापूर्वक वर्गीकृत किया है। वह वैन-हैले के सिद्धांत के अनुसार, ज्यामितीय चिंतन के किस स्तर पर है ?

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

[Question ID = 52][Question Description = CTET_P1_PART_2_MATHS_SET_114_Q52]

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

8) Arun is good in solving equations but usually faces challenges in solving word problems. Most of the time he asks "Should I add or subtract ?" "Should I multiply or divide ?" Such questions suggest :

- (1) He has problems in comprehending the language of the problem
- (2) He lacks understanding of number operations
- (3) He cannot add and multiply
- (4) He seeks opportunities to disturb the class

अरुण समीकरणों का हल खोजने में बहुत अच्छा है पर सामान्यतः इबारती प्रश्नों का समाधान खोजने में कठिनाई का अनुभव करता है। अधिकांश समय वह पूछता है कि, "मुझे जोड़ना है या घटाना ?" "मुझे भाग करना है या गुणा ?" इस प्रकार के प्रश्न क्या सुझाते हैं ?

- (1) उसे प्रश्न की भाषा को समझने में कठिनाई होती है
- (2) उसमें संख्या संक्रियाओं की समझ में कमी है
- (3) वह जोड़ और गुणा नहीं कर सकता
- (4) वह कक्षा में व्यवधान डालने के मौके ढूँढता रहता है

[Question ID = 53][Question Description = CTET_P1_PART_2_MATHS_SET_114_Q53]

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

9) Ms. Harshdeep, a primary grade mathematics teacher wants to strengthen pre-number concepts in her learners. She explains 1 is contained in 2, 1 and 2 are contained in 3, 1, 2 and 3 are contained in 4 and so on so forth. Which pre-number concept is she focusing upon ?

- (1) One-to-one correspondence
- (2) Hierarchical Inclusion
- (3) Counting
- (4) Conservation

सुश्री हर्षदीप, एक प्राथमिक कक्षा की गणित की शिक्षिका, अपने अधिगमकर्ताओं में संख्यापूर्व अवधारणाओं को सुदृढ़ करना चाहती है। वह समझाती है 2 में 1 निहित है, 3 में 1 और 2 निहित हैं, 4 में 1, 2 और 3 निहित हैं और इसी तरह आगे भी। वह किस संख्यापूर्व अवधारणा पर बल दे रही है ?

- (1) एकैकी संगति
- (2) पदानुक्रमिक समावेशन
- (3) गणना
- (4) संरक्षण

[Question ID = 54][Question Description = CTET_P1_PART_2_MATHS_SET_114_Q54]

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

10) A mathematics teacher poses the following word problem in her class :

"Sumita has 12 toffees while Asmita has 18 toffees. How many more toffees does Asmita have than Sumita ?"

One of the students responded, the answer is $12 + 18 = 30$ toffees. Which of the following is most appropriate for the answer given by the student ?

- (1) The answer given by the student is correct
- (2) The student has understood the problem but has made a computational mistake due to carelessness
- (3) The student has associated the operation of addition with the keyword "more" in the word problem
- (4) Such mistakes are common as word problems are too difficult to be solved by primary grade learners

एक गणित शिक्षिका अपनी कक्षा में निम्नलिखित इबारती सवाल प्रस्तुत करती है :

“सुमिता के पास 12 टॉफियाँ हैं जबकि अस्मिता के पास 18 टॉफियाँ हैं। सुमिता की तुलना में अस्मिता के पास कितनी अधिक टॉफियाँ हैं ?”

एक विद्यार्थी कहता है कि उत्तर है $12 + 18 = 30$ टॉफियाँ। निम्नलिखित में से कौन-सा विद्यार्थी द्वारा दिए गए उत्तर के लिए सर्वाधिक उपयुक्त है ?

- (1) विद्यार्थी द्वारा दिया गया उत्तर सही है
- (2) विद्यार्थी समस्या को समझ गया है परन्तु लापरवाही के कारण उसने एक अभिकलनात्मक त्रुटि की है
- (3) विद्यार्थी ने योग की संक्रिया को इबारती सवाल में संकेतशब्द (मूलशब्द) “अधिक” के साथ संबद्ध कर दिया है
- (4) ऐसी गलतियाँ आम हैं क्योंकि इबारती सवालों को प्राथमिक कक्षा के अधिगमकर्ताओं द्वारा हल किया जाना बहुत ही कठिन है

[Question ID = 55][Question Description = CTET_P1_PART_2_MATHS_SET_114_Q55]

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

11) According to National Curriculum Framework, 2005, at primary level, a teacher's pedagogical strategies in mathematics must focus upon

- (1) memorisation as children come to school as a blank slate.
- (2) developing concepts on the basis of the experiences of the child.
- (3) memorisation of formulae.
- (4) written practice in mathematics.

राष्ट्रीय पाठ्यचर्या रूपरेखा, 2005 के अनुसार प्राथमिक स्तर पर, गणित में एक शिक्षक की शिक्षाशास्त्रीय युक्तियों को केंद्रित होना चाहिए

- (1) कंठस्थ कराने पर क्योंकि बच्चे विद्यालय में एक कोरी स्लेट जैसे आते हैं।
- (2) बच्चों के अनुभवों के आधार पर अवधारणाओं को विकसित करने पर।
- (3) सूत्रों को कंठस्थ करने पर।
- (4) गणित में लिखित अभ्यास करने पर।

[Question ID = 56][Question Description = CTET_P1_PART_2_MATHS_SET_114_Q56]

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

12) "We teach mathematics because it has an inherent beauty that can provide the learner with delight and enjoyment." This statement highlights

- (1) Practical value of mathematics
- (2) Epistemological value of mathematics
- (3) Natural value of mathematics
- (4) Aesthetic value of mathematics

"हम गणित इसलिए पढ़ाते हैं क्योंकि इसमें अंतर्निष्ठ सरसता है जो कि अधिगमकर्ता को हर्ष और आनंद प्रदान कर सकता है।" यह कथन उजागर करता है

- (1) गणित के व्यवहारिक मान को
- (2) गणित के ज्ञान-मीमांसात्मक मान को
- (3) गणित के प्राकृतिक मान को
- (4) गणित के सौंदर्यपरक मान को

[Question ID = 57][Question Description = CTET_P1_PART_2_MATHS_SET_114_Q57]

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

13) National Education Policy (NEP) 2020 recommends to provide highest priority to achieve universal foundational literacy and numeracy in Primary School by 2025. To meet this goal of NEP 2020, Ministry of Education, Government of India has launched a mission project named

- (1) NISHTHA
- (2) NIPUN Bharat
- (3) FLN
- (4) DIKSHA

राष्ट्रीय शिक्षा नीति (एन.ई.पी.) 2020 प्रस्तावित करती है कि 2025 तक प्राथमिक विद्यालय में सार्वभौमिक बुनियादी साक्षरता और संख्यात्मकता प्राप्त करने को सर्वोच्च प्राथमिकता प्रदान करनी होगी। राष्ट्रीय शिक्षा नीति 2020 के इस लक्ष्य को हासिल करने के लिए, शिक्षा मंत्रालय, भारत सरकार ने _____ नामक परियोजना मिशन आरंभ किया है।

- (1) निष्ठा
- (2) निपुण भारत
- (3) एफ. एल. एन.
- (4) दीक्षा

[Question ID = 58][Question Description = CTET_P1_PART_2_MATHS_SET_114_Q58]

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

14) Gurvinder takes regular tests in his classrooms and compares the scores of the students. He then divides the students in groups of average achievers, below average achievers and above average achievers. The evaluation type is

- (1) Criterion-referenced
- (2) Formative
- (3) Norm-referenced
- (4) Prognostic

गुरविंदर अपनी कक्षा में विद्यार्थियों का नियमित रूप से टेस्ट लेता है और उनके अंकों की तुलना भी करता है। वह प्राप्त किए गए अंकों के आधार पर विद्यार्थियों के समूह बनाता है, जैसे कि - औसत अंक प्राप्त करने वाले, औसत से कम और औसत से अधिक अंक प्राप्त करने वाले विद्यार्थी। यह किस प्रकार का मूल्यांकन है ?

- (1) मानदण्ड-संदर्भित
- (2) रचनात्मक
- (3) मानक-संदर्भित
- (4) पूर्वानुमानिक

[Question ID = 59][Question Description = CTET_P1_PART_2_MATHS_SET_114_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 is least appropriate to develop mathematical language and communication among learners ?

- (1) Provide opportunities to children to work on mathematical problems in groups and express their ideas freely in class.
- (2) Ask the english language teacher to help children learn the words specifically used in mathematics.
- (3) Facilitate children to rephrase word problems using various ways of representations like symbols, pictures etc.
- (4) Provide situations to use standard mathematical notations, wherever possible, to communicate ideas and arguments.

निम्नलिखित में से कौन-सी गतिविधि अधिगमकर्ताओं में गणितीय भाषा और संप्रेषण को विकसित करने के लिए सबसे कम उपयुक्त है ?

- (1) बच्चों को समूहों में गणितीय समस्याओं पर काम करने तथा कक्षा में अपने विचारों को स्वतंत्र रूप से अभिव्यक्त करने के अवसर उपलब्ध कराना ।
- (2) अंग्रेजी भाषा के शिक्षक को गणित में विशिष्ट रूप से उपयोग होने वाले शब्दों को सीखने में बच्चों की सहायता करने के लिए कहना ।
- (3) प्रतीकों (चिह्नों), चित्रों आदि जैसे निरूपण के विभिन्न तरीकों का उपयोग करके इबारती सवालों को दोबारा (पुनः) व्यक्त करने में बच्चों को सहज-सुगम करना ।
- (4) जहाँ भी संभव हो विचारों और तर्क-वितर्कों को संप्रेषित करने के लिए मानक गणितीय अंकन/चिह्नों के उपयोग हेतु परिस्थितियाँ उपलब्ध कराना ।

[Question ID = 60][Question Description = CTET_P1_PART_2_MATHS_SET_114_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) Identify the correct statements :

- A. Social and economic marginalization are not interlinked.
- B. Social and economic marginalization are interlinked.
- C. Migration is temporary relocation of people because of developmental projects.
- D. Displacement is permanent relocation of people because of developmental projects.

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

सही कथनों की पहचान कीजिए :

- A. सामाजिक व आर्थिक हाशियाकरण आपस में जुड़े हुए नहीं हैं।
- B. सामाजिक व आर्थिक हाशियाकरण आपस में जुड़े हुए हैं।
- C. विकास परियोजनाओं के कारण लोगों का अस्थायी पुनःस्थानन प्रवसन कहलाता है।
- D. विकास परियोजनाओं के कारण लोगों का स्थाई पुनःस्थानन विस्थापन कहलाता है।

(1) A और C

(2) B और C

(3) A और D

(4) B और D

[Question ID = 61][Question Description = CTET_P1_PART_3_EVS_SET_114_Q61]

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

2) Consider the following statements regarding Baolis (Stepwells) :

- A. These are found mainly in rain parched areas.
- B. These are the traditional system of storing and conserving rainwater.
- C. These are used as a community resource.
- D. In stepwells the steps go down several storeys deep but nobody was allowed to go down the steps to reach the water.

The correct statements are :

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

बावड़ियों (सीढ़ीदार कुओं) के बारे में नीचे दिए गए कथनों पर विचार कीजिए :

- A. ये मुख्यतः वर्षा-रहित क्षेत्रों में ही दिखाई देते हैं।
- B. ये वर्षा के पानी के भण्डारण और संरक्षण की पारम्परिक प्रणाली है।
- C. इनका उपयोग सामुदायिक संसाधन के रूप में किया जाता है।
- D. बावड़ियों में सीढ़ियाँ जमीन के नीचे कई मंजिल तक जाती हैं परन्तु किसी को भी सीढ़ियों द्वारा नीचे पानी तक जाने की अनुमति नहीं होती है।

इनमें सही कथन हैं :

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

[Question ID = 62][Question Description = CTET_P1_PART_3_EVS_SET_114_Q62]

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

3) After a disaster, refugees/people return back to their original region. This is

- (1) Displacement
- (2) Transfer
- (3) Repatriation
- (4) Immigration

आपदा के बाद, शरणार्थी/लोग अपने क्षेत्र को वापस लौटते हैं। यह है

- (1) विस्थापन
- (2) स्थानांतरण
- (3) प्रत्यावर्तन
- (4) आप्रवास

[Question ID = 63][Question Description = CTET_P1_PART_3_EVS_SET_114_Q63]

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

4) Solve the following riddle :

"In trunk of trees holes I make
Hidden insects I intake
Tuk-tuk-tuk I work all day
Tell my name what people say"

- (1) Woodpecker
- (2) Indian Robin
- (3) Sunbird
- (4) Dove

नीचे दी गयी पहेली हल कीजिए :

"पेड़ के तने में छेद बनाऊँ
उसमें छिपे कीड़े मैं खाऊँ
टुक-टुक-टुक करता जाता हूँ
बोलो क्या कहलाता हूँ"

- (1) कठफोड़वा
- (2) कलचिड़ी
- (3) शकरखोरा
- (4) फ़ाख़ता

[Question ID = 64][Question Description = CTET_P1_PART_3_EVS_SET_114_Q64]

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

5) Consider the following statements regarding beekeeping in Bihar :

- A. The best period to start beekeeping is April to June.
- B. Every beehive has one queen that lays eggs.
- C. There are only a few males in the hive. They perform special role as workers and also make the hives.
- D. Female bees fly around flowers in search of nectar. They collect nectar from flowers for honey.

The correct statements are :

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

बिहार में मधुमक्खी पालन के बारे में नीचे दिए गए कथनों पर विचार कीजिए :

- A. मधुमक्खी पालन आरम्भ करने का सर्वोत्तम समय अप्रैल से जून है।
- B. प्रत्येक मधुमक्खी के छत्ते में एक रानी मक्खी होती है जो अण्डे देती है।
- C. छत्ते में केवल कुछ नर मक्खी होते हैं। ये श्रमिक के रूप में विशेष भूमिका निभाते हैं और छत्ता भी बनाते हैं।
- D. मादा मधुमक्खियाँ फूलों के चारों ओर रस के लिए नाचती हैं। ये फूलों से रस एकत्र करके शहद बनाती हैं।

इनमें सही कथन हैं :

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

[Question ID = 65][Question Description = CTET_P1_PART_3_EVS_SET_114_Q65]

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

6) In a village of Maharashtra with sugar fields, what is the role of a 'Mukadam' ?

- (1) He is an agent who provides access to different irrigation facilities.
- (2) He is an agent who allots ration to the families.
- (3) He is an agent who encourages use of modern agricultural facilities.
- (4) He is an agent who lends money and gives the details of the loan taken by each family.

महाराष्ट्र में गन्ने के खेतों वाले एक गाँव में, 'मुकादम' की क्या भूमिका है ?

- (1) वह एक एजेंट है जो विभिन्न सिंचाई की सुविधाओं को उपलब्ध कराता है।
- (2) वह एक एजेंट है जो परिवारों को राशन बँटवाता है।
- (3) वह एक एजेंट है जो आधुनिक कृषि सुविधाओं के प्रयोग को प्रोत्साहित करता है।
- (4) वह एक एजेंट है जो धन उधार पर देता है तथा प्रत्येक परिवार द्वारा लिए गए ऋण का विवरण देता है।

[Question ID = 66][Question Description = CTET_P1_PART_3_EVS_SET_114_Q66]

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

7) For testing proteins in food, the food turns violet because

- (1) copper sulphate is red and reacts with peptide bond to form violet colour.
- (2) the reagent methyl orange is yellow and it turns violet easily.
- (3) of the presence of peptide bond in food.
- (4) of the presence of O-peptide bond in food.

खाद्य-पदार्थों में प्रोटीन की जाँच के समय, खाद्य-पदार्थ बैंगनी रंग का हो जाता है क्योंकि

- (1) कॉपर सल्फेट लाल रंग का होता है तथा पेप्टाइड बंध के साथ अभिक्रिया के कारण बैंगनी रंग बनता है।
- (2) अभिकर्मक मेथिल ऑरेंज पीले रंग का है तथा उसका रंग बदल कर बैंगनी आसानी से हो जाता है।
- (3) खाद्य-पदार्थ में पेप्टाइड बंध की उपस्थिति होती है।
- (4) खाद्य-पदार्थ में O-पेप्टाइड बंध की उपस्थिति होती है।

[Question ID = 67][Question Description = CTET_P1_PART_3_EVS_SET_114_Q67]

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

8) Ramu complains of weak muscles and very little energy to work. He may be having deficiency of

- (1) Vitamin D
- (2) Vitamin A
- (3) Vitamin C
- (4) Vitamin B₁

रामू कमजोर मांसपेशियों तथा कार्य करने के लिए बहुत कम ऊर्जा की शिकायत करता है। उसे अभाव हो सकता है

- (1) विटामिन डी का
- (2) विटामिन ए का
- (3) विटामिन सी का
- (4) विटामिन बी₁ का

[Question ID = 68][Question Description = CTET_P1_PART_3_EVS_SET_114_Q68]

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

9) Pochampalli is a district of one of the states of our country. This district is famous for beautiful colourful sarees and a special kind of weave. "Pochampalli" was a part of which state ?

- (1) Karnataka
- (2) Andhra Pradesh
- (3) Tamil Nadu
- (4) Telangana

पोचमपल्ली हमारे ही देश के एक राज्य का जिला है। यह जिला अपनी सुन्दर चमकीली रंग-बिरंगी साड़ियों और विशेष प्रकार की बुनाई के लिए प्रसिद्ध है। यह जिला किस राज्य का भाग था ?

- (1) कर्नाटक
- (2) आंध्र प्रदेश
- (3) तमिलनाडु
- (4) तेलंगाना

[Question ID = 69][Question Description = CTET_P1_PART_3_EVS_SET_114_Q69]

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

10) Select from the following a pair of petroleum producing regions of our country :

- (1) Assam and Rajasthan
- (2) Bihar and Bombay High
- (3) Gujarat and Tamil Nadu
- (4) West Bengal and Bombay High

निम्नलिखित में से हमारे देश के पेट्रोलियम उत्पादक क्षेत्रों के युगल को चुनिए :

- (1) असम और राजस्थान
- (2) बिहार और बॉम्बे हाई
- (3) गुजरात और तमिलनाडु
- (4) पश्चिम बंगाल और बॉम्बे हाई

[Question ID = 70][Question Description = CTET_P1_PART_3_EVS_SET_114_Q70]

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

11) When an organism makes small changes in the body to overcome small problems due to change in surroundings it is called _____ .

- (1) Acclimatisation
- (2) Adaptation
- (3) Adoption
- (4) Adjustment

पास-पड़ोस के वातावरण में बदलाव के कारण छोटी-छोटी समस्याओं से पार पाने के लिए जब कोई जीव अपने शरीर में छोटे बदलाव करता है, तो यह _____ कहलाता है।

- (1) पर्यानुकूलन
- (2) अनुकूलन
- (3) अभिग्रहण
- (4) समायोजन

[Question ID = 71][Question Description = CTET_P1_PART_3_EVS_SET_114_Q71]

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

12) Which of the following erosion and deposition is **not** the work of sea waves ?

- (1) Arches
- (2) Cliff
- (3) Stacks
- (4) Loess

निम्नलिखित में से कौन-सा समुद्री लहरों से होने वाला अपरदन एवं निक्षेपण **नहीं** है ?

- (1) मेहराब
- (2) खड़ी चट्टान
- (3) ढेर
- (4) लोएस (पवनोढ मृत्तिका)

[Question ID = 72][Question Description = CTET_P1_PART_3_EVS_SET_114_Q72]

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

13) Meteorites burn up in this layer of atmosphere :

- (1) Thermosphere
- (2) Mesosphere
- (3) Stratosphere
- (4) Exosphere

वायुमंडल के इस परत में उल्का-पिंड जल जाते हैं :

- (1) बाह्य वायुमंडल
- (2) मध्यमंडल
- (3) समतापमंडल
- (4) बहिर्मंडल

[Question ID = 73][Question Description = CTET_P1_PART_3_EVS_SET_114_Q73]

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

14) What will happen if the orbit of moon starts decreasing ?

- (1) Moon will exert a greater gravitational force.
- (2) Low tide will become high and high tide will become low.
- (3) It will cause a low tidal bulge.
- (4) Neap tides will occur.

यदि चन्द्रमा का परिक्रमा-पथ घटना शुरू हो जाए तो क्या होगा ?

- (1) चन्द्रमा एक बृहत गुरुत्वीय बल प्रयोग में लाएगा ।
- (2) निम्न ज्वार-भाटा उच्च बन जाएगा और उच्च ज्वार-भाटा निम्न बन जाएगा ।
- (3) यह एक निम्न ज्वारीय उभार पैदा करेगा ।
- (4) निम्न ज्वार-भाटे पैदा होंगे ।

[Question ID = 74][Question Description = CTET_P1_PART_3_EVS_SET_114_Q74]

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

15) Coldest inhabited place on earth located in Ladakh is known as _____

- (1) Dras
- (2) Kargil
- (3) Gangri
- (4) Karakoram

लद्दाख में स्थित पृथ्वी की सबसे ठंडी बसी हुई/आबाद जगह का नाम है

- (1) द्रास
- (2) कारगिल
- (3) गांगरी
- (4) काराकोरम

[Question ID = 75][Question Description = CTET_P1_PART_3_EVS_SET_114_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) An EVS teacher explains to his students "Snake has no ears so it cannot hear Sapera's been." Which of the following statements explains the process skill involved in this ?

- A. Expressing natural curiosity about the environment.
- B. Establishing the cause and effect relationship.
- C. Exhibiting appreciation towards animal diversity.
- D. Making generalisation based on observation.

(1) B and D

(2) A and B

(3) B and C

(4) C and D

एक पर्यावरण अध्यापक अपने विद्यार्थियों को समझाता है कि "साँप के कान नहीं होते, इसलिए वे सपेरे की बीन नहीं सुन सकता है।"

निम्नलिखित में से कौन-से कथन प्रक्रिया कौशल की व्याख्या करते हैं ?

- A. पर्यावरण के बारे में स्वाभाविक जिज्ञासा की अभिव्यक्ति।
- B. कार्य और कारण संबंध की स्थापना।
- C. जीव विविधता के प्रति सराहना की अभिव्यक्ति।
- D. अवलोकन के आधार पर सामान्यीकरण करना।

(1) B और D

(2) A और B

(3) B और C

(4) C और D

[Question ID = 76][Question Description = CTET_P1_PART_3_EVS_SET_114_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 activity should be conducted/discussed in the class by the teacher to teach the topic spoilage of food ?

- (1) Observe cooking of food at home
- (2) To buy things in maximum quantity
- (3) To keep the chips packet in freezer
- (4) To check the expiry date before buying any commodity

खाद्य-पदार्थों के खराब हो जाने के प्रकरण को पढ़ाने के लिए निम्नलिखित में से कौन-सी क्रियाकलाप या चर्चा कक्षा में शिक्षक को करानी चाहिए ?

- (1) घर पर भोजन बनाने का अवलोकन करना
- (2) अधिकतम मात्रा में चीजों को खरीदना
- (3) चिप्स पैकेट को फ्रीज़र में रखना
- (4) किसी भी पदार्थ को खरीदने से पूर्व उसकी समाप्ति की तिथि की जाँच करना

[Question ID = 77][Question Description = CTET_P1_PART_3_EVS_SET_114_Q77]

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

3) Active learning is characterized by which of the following strategies ?

- (1) Self-study, Problem solving and Discussion
- (2) Testing achievement
- (3) Taking notes from blackboard
- (4) Delivering structured learning experiences

निम्नलिखित में से किस योजना से सक्रिय अधिगम पहचाना जाता है ?

- (1) स्व-पठन, समस्या समाधान और परिचर्चा
- (2) उपलब्धि परीक्षण
- (3) श्यामपट्ट से नोट लिखना
- (4) संरचित अधिगम अनुभव देना

[Question ID = 78][Question Description = CTET_P1_PART_3_EVS_SET_114_Q78]

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

4) When students are given the freedom to learn at their own pace, the approach of learning is

- (1) Collaborative learning
- (2) Adaptive learning
- (3) Active learning
- (4) Passive learning

जब विद्यार्थियों को उनकी अपनी गति से सीखने की स्वतंत्रता दी जाती है, तब अधिगम का यह उपागम कहलाता है

- (1) सहयोगात्मक अधिगम
- (2) अनुकूली अधिगम
- (3) सक्रिय अधिगम
- (4) निष्क्रिय अधिगम

[Question ID = 79][Question Description = CTET_P1_PART_3_EVS_SET_114_Q79]

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

5) Which of the following strategies promotes inquiry while teaching 'Shelter' to class V students ?

- (1) Asking students to collect pictures of different shelters in rural and urban areas
- (2) Showing pictures of shelters of different animals to students
- (3) Showing digital presentation on shelters of different animals to students
- (4) Asking students to narrate their experience of visiting shelters in community

कक्षा V के विद्यार्थियों को 'आवास' के बारे में सिखाते समय निम्नलिखित में से कौन-सी युक्ति अन्वेषण (इंक्वाइरी) को प्रोत्साहित करेगी ?

- (1) विद्यार्थियों से ग्रामीण एवं शहरी क्षेत्रों के विभिन्न आवासों के चित्र एकत्र करने के लिए कहना
- (2) विद्यार्थियों को विभिन्न पशुओं के आवासों के चित्र दिखाना
- (3) विद्यार्थियों को विभिन्न पशुओं के आवासों पर डिजिटल प्रस्तुतीकरण दिखाना
- (4) विद्यार्थियों को समुदाय में आवासों के भ्रमण के अपने अनुभवों का वर्णन करने को कहना

[Question ID = 80][Question Description = CTET_P1_PART_3_EVS_SET_114_Q80]

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

6) In primary classes, for teaching EVS, which of the following is essential ?

- A. Well-equipped lab
- B. A resource room
- C. Local resources
- D. Experiments using easily available material

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

प्राथमिक कक्षाओं में, पर्यावरण अध्ययन शिक्षण हेतु, निम्नलिखित में से क्या अनिवार्य है ?

- A. सुसज्जित प्रयोगशाला
- B. संसाधन कक्ष
- C. स्थानीय संसाधन
- D. आसानी से उपलब्ध सामग्री का उपयोग करने वाले प्रयोग

(1) A और B

(2) B और C

(3) C और D

(4) A और D

[Question ID = 81][Question Description = CTET_P1_PART_3_EVS_SET_114_Q81]

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

7) What could be the most appropriate for the students in the learning of EVS through experiments ?

- (1) Allow each child to perform the activity, observe, record, and make meaning of his or her observations.
- (2) Don't accept all the answers that children may give in their own language.
- (3) Allow students to memorize all the steps of the experiments, including facts and principles.
- (4) Allow students to write definitions of the outcome of the experiment.

प्रयोगों के माध्यम से पर्यावरण अध्ययन सीखने में विद्यार्थियों के लिए क्या सबसे उपयुक्त हो सकता है ?

- (1) प्रत्येक बच्चे को गतिविधि करने, निरीक्षण करने, रिकॉर्ड करने और अपने अवलोकनों का अर्थ बनाने की अनुमति दें ।
- (2) उन सभी उत्तरों को स्वीकार न करें जो बच्चे अपनी भाषा में दे सकते हैं ।
- (3) विद्यार्थियों को तथ्यों और सिद्धांतों सहित प्रयोगों के सभी चरणों को याद रखने की अनुमति दें ।
- (4) विद्यार्थियों को प्रयोग के परिणाम की परिभाषा लिखने की अनुमति दें ।

[Question ID = 82][Question Description = CTET_P1_PART_3_EVS_SET_114_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 documents is the cumulative evidence of successive learning achievement in a definite period ?

- (1) Assessment indicator scoring booklet
- (2) Annual assessment record register
- (3) Portfolio
- (4) Report card

निम्नलिखित में से कौन-सा दस्तावेज एक निश्चित अवधि में बच्चे की उत्तरोत्तर अधिगम उपलब्धि का संचयी साक्ष्य है ?

- (1) आकलन सूचक अंकन पुस्तिका
- (2) वार्षिक आकलन अभिलेख पंजिका
- (3) पोर्टफोलियो
- (4) रिपोर्ट कार्ड

[Question ID = 83][Question Description = CTET_P1_PART_3_EVS_SET_114_Q83]

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

9) Which of the following is a student-centred method of teaching EVS ?

- (1) Lecture method
- (2) Dictation
- (3) Lecture and dictation
- (4) Project method

पर्यावरण अध्ययन के शिक्षण का विद्यार्थी-केंद्रित प्रक्रम निम्नलिखित में से कौन-सा है ?

- (1) व्याख्यान विधि
- (2) श्रुतलेखन
- (3) व्याख्यान एवं श्रुतलेखन
- (4) प्रायोजन विधि

[Question ID = 84][Question Description = CTET_P1_PART_3_EVS_SET_114_Q84]

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

10) Indira is finding it difficult to understand that medicine for snake bite is made from snake's poison. Which of the following method should Indira's teacher use to help her understand better ?

- A. Inviting a doctor for a talk on "How snake bite is cured ?"
- B. Inviting a Sapera (Snake charmer) for explaining "How medicine is made from snake's poison ?"
- C. An explanation of the process by the teacher.
- D. A video presentation of the process how medicine is prepared from snake's poison.

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

इंदिरा को यह समझने में कठिनाई हो रही है कि साँप के काटने की दवाई साँप के जहर से ही बनती है। इंदिरा के शिक्षक को निम्नलिखित में से कौन-सी विधि का प्रयोग करना चाहिए जिससे वह इसे बेहतर तरीके से समझ सके ?

- A. "साँप के काटने पर इलाज कैसे किया जाता है ?" पर वार्ता के लिए डॉक्टर को आमंत्रित करें।
- B. "साँप के जहर से दवाई कैसे बनाई जाती है ?" यह समझाने के लिए सपेरे को आमंत्रित करें।
- C. शिक्षक द्वारा इस प्रक्रिया की व्याख्या की जाए।
- D. साँप के जहर की दवाई कैसे बनाई जाती है, उस प्रक्रिया का वीडियो प्रस्तुतीकरण।

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

[Question ID = 85][Question Description = CTET_P1_PART_3_EVS_SET_114_Q85]

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

11) Anita, an EVS teacher, is describing the advantage of choosing 'percentage' for reporting performance of students in assessments. Which is Anita's statement ?

- (1) Percentage is suitable for lower classes.
- (2) Percentage is easy to use for assessment of skills.
- (3) Percentage describe the strength and weakness of students.
- (4) Percentage is easy to use and interpret for administrative purpose.

एक पर्यावरण अध्ययन की शिक्षिका अनीता, विद्यार्थियों के आकलन में उनके प्रदर्शन को दर्शाने के लिए 'प्रतिशत' का चयन करने के लाभ का वर्णन कर रही है। अनीता का कौन-सा कथन है ?

- (1) निचली कक्षाओं के लिए प्रतिशत उपयुक्त है।
- (2) कौशलों के आकलन के लिए प्रतिशत का प्रयोग आसान है।
- (3) विद्यार्थियों की शक्तियों तथा कमज़ोरियों का वर्णन प्रतिशत से होता है।
- (4) प्रशासनिक उद्देश्य के लिए प्रतिशत का प्रयोग करने में एवं अर्थ निकालने में आसान है।

[Question ID = 86][Question Description = CTET_P1_PART_3_EVS_SET_114_Q86]

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

12) Playful activities are organised for children to

- (1) understand the rules of the society
- (2) remain active and promote their learning
- (3) develop gender stereotypes
- (4) play outdoors without any restrictions

बच्चों के लिए खेलों वाले क्रियाकलापों की व्यवस्था की जाती है जिससे वे

- (1) समाज के नियमों को समझें
- (2) सक्रिय रहें तथा अपने सीखने की प्रक्रिया को बढ़ाएँ
- (3) लिंग संबंधी रूढ़िबद्ध धारणाओं को विकसित करें
- (4) घर से बाहर बिना किसी रोक-टोक के खेलें

[Question ID = 87][Question Description = CTET_P1_PART_3_EVS_SET_114_Q87]

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

13) An activity is

- (1) verifying principles given in textbook
- (2) an open-ended exploration
- (3) helping children to learn
- (4) a way of presenting concepts

गतिविधि है

- (1) पाठ्यपुस्तक में दिए गए सिद्धांतों का पुष्टिकरण
- (2) एक खुला/स्वतंत्र अन्वेषण
- (3) बच्चों को सीखने में सहायता करना
- (4) अवधारणाओं को प्रस्तुत करने का तरीका

[Question ID = 88][Question Description = CTET_P1_PART_3_EVS_SET_114_Q88]

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

14) EVS as a subject is _____ .

- (1) cross-disciplinary
- (2) disciplinary
- (3) interdisciplinary
- (4) intradisciplinary

पर्यावरण अध्ययन किस प्रकार का विषय है ?

- (1) जिसमें अन्य विषय समाहित हों
- (2) विषयक
- (3) अंतर-विषयक
- (4) अंतरा-विषयक

[Question ID = 89][Question Description = CTET_P1_PART_3_EVS_SET_114_Q89]

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

15) The content in EVS textbooks should

- A. give written information to students
- B. provide opportunities to question and explore
- C. discourage rote memorisation
- D. avoid definitions and detailed description

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

पर्यावरण अध्ययन की पाठ्यपुस्तकों में सामग्री कैसी होनी चाहिए ?

- A. छात्रों को लिखित जानकारी देना
- B. प्रश्न करने एवं अन्वेषण के अवसर प्रदान करना
- C. रटने को हतोत्साहित करना
- D. परिभाषाओं तथा विस्तृत विवरण से बचना

(1) A, B और C

(2) B और C

(3) A, C और D

(4) B, C और D

[Question ID = 90][Question Description = CTET_P1_PART_3_EVS_SET_114_Q90]

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

Topic:- Sanskrit_Q91-99_L1_P1_CTET

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

ततो वीरवरेण स्वगृहं गत्वा निद्रायमाणा स्ववधूः प्रबोधिता पुत्रश्च । तौ निद्रां परित्यज्योत्थायोपविष्टौ । वीरवरस्तत्सर्वं लक्ष्मीवचनमुक्तवान् । तच्छ्रुत्वा सानन्दः शक्तिधरो ब्रूते — ‘धन्योऽहमेवंभूतः स्वामिराज्यरक्षार्थं यन्ममोपयोगः श्लाघ्यः । तत्कोऽधुना विलम्बस्य हेतुः ? एवंविधे कर्मणि देहस्य विनियोगः श्लाघ्यः ।

शक्तिधरमातोवाच — ‘यद्येतन्न कर्तव्यं तत्केनान्येन कर्मणा मुख्यस्य महावर्तनस्य निष्क्रयो भविष्यति ?’ इत्यालोच्य सर्वे सर्वमङ्गलायाः स्थानं गताः । तत्र सर्वमङ्गलां संपूज्य वीरवरो ब्रूते — ‘देवि ! प्रसीद । विजयतां विजयतां शूद्रको महाराजः, गृह्यतामुपहारः ।’ ततो वीरवरश्चिन्तयामास — ‘गृहीतराजवर्तनस्य निस्तारः कृतः’ ।

तदेतेन परित्यक्तेन मम राज्येनाप्यप्रयोजनम् । ततः शूद्रकेणापि खड्गः समुत्थापितः । अथ भगवत्या सर्वमङ्गलया राजा हस्ते धृत उक्तश्च — ‘पुत्र ! प्रसन्नास्मि ते एतावता साहसेनालम् । जीवनान्तेऽपि तव राज्यभङ्गो नास्ति ।’ राजा च साष्टाङ्गपातं प्रणम्योवाच — ‘देवि ! किं मे राज्येन, जीवितेन वा किं प्रयोजनम् ? यद्यहमनुकम्पनीयस्तदा ममायुःशेषेणायं सदारपुत्रो वीरवरो जीवतु । अन्यथाऽहं यथाप्राप्तं गतिं गच्छामि ।’ भगवत्युवाच — ‘पुत्र ! अनेन ते सत्त्वोत्कर्षेण भृत्यवात्सल्येन च तव तुष्टास्मि । गच्छ । विजयी भव । अयमपि सपरिवारो राजपुत्रो जीवतु ।’ इत्युक्त्वा देव्यदृश्याभवत् । ततो वीरवरः सपुत्रदारो गृहं गतः । राजापि तैरलक्षितः सत्वरमन्तःपुरं प्रविष्टः ।

‘धन्योऽहमेवंभूतः स्वामिराज्यार्थं यन्ममोपयोगः श्लाघ्यः’ इति कस्य कथनम् ?

(1) वीरवरस्य

(2) शक्तिधरस्य

(3) चम्पकस्य

(4) प्रतिहारस्य

[Question ID = 181][Question Description = CTET_P1_PART_4_L1_SET_114_SANSKRIT_Q91]

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

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

ततो वीरवरेण स्वगृहं गत्वा निद्रायमाणा स्ववधूः प्रबोधिता पुत्रश्च । तौ निद्रां परित्यज्योत्थायोपविष्टौ । वीरवरस्तत्सर्वं लक्ष्मीवचनमुक्तवान् । तच्छ्रुत्वा सानन्दः शक्तिधरो ब्रूते — ‘धन्योऽहमेवंभूतः स्वामिराज्यरक्षार्थं यन्ममोपयोगः श्लाघ्यः । तत्कोऽधुना विलम्बस्य हेतुः ? एवंविधे कर्मणि देहस्य विनियोगः श्लाघ्यः ।

शक्तिधरमातोवाच — ‘यद्येतन्न कर्तव्यं तत्केनान्येन कर्मणा मुख्यस्य महावर्तनस्य निष्क्रयो भविष्यति ?’ इत्यालोच्य सर्वे सर्वमङ्गलायाः स्थानं गताः । तत्र सर्वमङ्गलां संपूज्य वीरवरो ब्रूते — ‘देवि ! प्रसीद । विजयतां विजयतां शूद्रको महाराजः, गृह्यतामुपहारः ।’ ततो वीरवरश्चिन्तयामास — ‘गृहीतराजवर्तनस्य निस्तारः कृतः’ ।

तदेतेन परित्यक्तेन मम राज्येनाप्यप्रयोजनम् । ततः शूद्रकेणापि खड्गः समुत्थापितः । अथ भगवत्या सर्वमङ्गलया राजा हस्ते धृत उक्तश्च — ‘पुत्र ! प्रसन्नास्मि ते एतावता साहसेनालम् । जीवनान्तेऽपि तव राज्यभङ्गो नास्ति ।’ राजा च साष्टाङ्गपातं प्रणम्योवाच — ‘देवि ! किं मे राज्येन, जीवितेन वा किं प्रयोजनम् ? यद्यहमनुकम्पनीयस्तदा ममायुःशेषेणायं सदारपुत्रो वीरवरो जीवतु । अन्यथाऽहं यथाप्राप्तं गतिं गच्छामि ।’ भगवत्युवाच — ‘पुत्र ! अनेन ते सत्त्वोत्कर्षेण भृत्यवात्सल्येन च तव तुष्टास्मि । गच्छ । विजयी भव । अयमपि सपरिवारो राजपुत्रो जीवतु ।’ इत्युक्त्वा देव्यदृश्याभवत् । ततो वीरवरः सपुत्रदारो गृहं गतः । राजापि तैरलक्षितः सत्वरमन्तःपुरं प्रविष्टः ।

‘जीवनान्तेऽपि तवराज्यभङ्गो नास्ति’ — इति कस्य कथनम् ?

(1) सर्वमङ्गलायाः

(2) दमयन्त्यायाः

(3) वनदेवतायाः

(4) विमलायाः

[Question ID = 182][Question Description = CTET_P1_PART_4_L1_SET_114_SANSKRIT_Q92]

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

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

ततो वीरवरेण स्वगृहं गत्वा निद्रायमाणा स्ववधूः प्रबोधिता पुत्रश्च । तौ निद्रां परित्यज्योत्थायोपविष्टौ । वीरवरस्तत्सर्वं लक्ष्मीवचनमुक्तवान् । तच्छ्रुत्वा सानन्दः शक्तिधरो ब्रूते — ‘धन्योऽहमेवंभूतः स्वामिराज्यरक्षार्थं यन्ममोपयोगः श्लाघ्यः । तत्कोऽधुना विलम्बस्य हेतुः ? एवंविधे कर्मणि देहस्य विनियोगः श्लाघ्यः ।

शक्तिधरमातोवाच — ‘यद्येतन्न कर्तव्यं तत्केनान्येन कर्मणा मुख्यस्य महावर्तनस्य निष्क्रयो भविष्यति ?’ इत्यालोच्य सर्वे सर्वमङ्गलायाः स्थानं गताः । तत्र सर्वमङ्गलां संपूज्य वीरवरो ब्रूते — ‘देवि ! प्रसीद । विजयतां विजयतां शूद्रको महाराजः, गृह्यतामुपहारः ।’ ततो वीरवरश्चिन्तयामास — ‘गृहीतराजवर्तनस्य निस्तारः कृतः’ ।

तदेतेन परित्यक्तेन मम राज्येनाप्यप्रयोजनम् । ततः शूद्रकेणापि खड्गः समुत्थापितः । अथ भगवत्या सर्वमङ्गलया राजा हस्ते धृत उक्तश्च — ‘पुत्र ! प्रसन्नास्मि ते एतावता साहसेनालम् । जीवनान्तेऽपि तव राज्यभङ्गो नास्ति ।’ राजा च साष्टाङ्गपातं प्रणम्योवाच — ‘देवि ! किं मे राज्येन, जीवितेन वा किं प्रयोजनम् ? यद्यहमनुकम्पनीयस्तदा ममायुःशेषेणायं सदारपुत्रो वीरवरो जीवतु । अन्यथाऽहं यथाप्राप्तं गतिं गच्छामि ।’ भगवत्युवाच — ‘पुत्र ! अनेन ते सत्त्वोत्कर्षेण भृत्यवात्सल्येन च तव तुष्टास्मि । गच्छ । विजयी भव । अयमपि सपरिवारो राजपुत्रो जीवतु ।’ इत्युक्त्वा देव्यदृश्याभवत् । ततो वीरवरः सपुत्रदारो गृहं गतः । राजापि तैरलक्षितः सत्वरमन्तःपुरं प्रविष्टः ।

‘एतावता साहसेनालम्’ इत्यत्र ‘अलम्’ इति कस्मिन्नर्थेऽस्ति ?

(1) पर्याप्तेऽर्थे

(2) अल्पेऽर्थे

(3) स्वीकृतेऽर्थे

(4) निषेधेऽर्थे

[Question ID = 183][Question Description = CTET_P1_PART_4_L1_SET_114_SANSKRIT_Q93]

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

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

ततो वीरवरेण स्वगृहं गत्वा निद्रायमाणा स्ववधूः प्रबोधिता पुत्रश्च । तौ निद्रां परित्यज्योत्थायोपविष्टौ । वीरवरस्तत्सर्वं लक्ष्मीवचनमुक्तवान् । तच्छ्रुत्वा सानन्दः शक्तिधरो ब्रूते — ‘धन्योऽहमेवंभूतः स्वामिराज्यरक्षार्थं यन्ममोपयोगः श्लाघ्यः । तत्कोऽधुना विलम्बस्य हेतुः ? एवंविधे कर्मणि देहस्य विनियोगः श्लाघ्यः ।

शक्तिधरमातोवाच — ‘यद्येतन्न कर्तव्यं तत्केनान्येन कर्मणा मुख्यस्य महावर्तनस्य निष्क्रयो भविष्यति ?’ इत्यालोच्य सर्वे सर्वमङ्गलायाः स्थानं गताः । तत्र सर्वमङ्गलां संपूज्य वीरवरो ब्रूते — ‘देवि ! प्रसीद । विजयतां विजयतां शूद्रको महाराजः, गृह्यतामुपहारः ।’ ततो वीरवरश्चिन्तयामास — ‘गृहीतराजवर्तनस्य निस्तारः कृतः’ ।

तदेतेन परित्यक्तेन मम राज्येनाप्यप्रयोजनम् । ततः शूद्रकेणापि खड्गः समुत्थापितः । अथ भगवत्या सर्वमङ्गलया राजा हस्ते धृत उक्तश्च — ‘पुत्र ! प्रसन्नास्मि ते एतावता साहसेनालम् । जीवनान्तेऽपि तव राज्यभङ्गो नास्ति ।’ राजा च साष्टाङ्गपातं प्रणम्योवाच — ‘देवि ! किं मे राज्येन, जीवितेन वा किं प्रयोजनम् ? यद्यहमनुकम्पनीयस्तदा ममायुःशेषेणायं सदारपुत्रो वीरवरो जीवतु । अन्यथाऽहं यथाप्राप्तं गतिं गच्छामि ।’ भगवत्युवाच — ‘पुत्र ! अनेन ते सत्त्वोत्कर्षेण भृत्यवात्सल्येन च तव तुष्टास्मि । गच्छ । विजयी भव । अयमपि सपरिवारो राजपुत्रो जीवतु ।’ इत्युक्त्वा देव्यदृश्याभवत् । ततो वीरवरः सपुत्रदारो गृहं गतः । राजापि तैरलक्षितः सत्वरमन्तःपुरं प्रविष्टः ।

‘इत्युक्त्वा देव्यदृश्याभवत्’ इत्यत्र ‘अभवत्’ इत्यस्य निष्पत्तिरस्ति

(1) अस् + लुङ्प्रथमपुरुषैकवचनम्

(2) भू + लङ्प्रथमपुरुषैकवचनम्

(3) भू + लुङ्प्रथमपुरुषैकवचनम्

(4) अस् + लङ्प्रथमपुरुषैकवचनम्

[Question ID = 184][Question Description = CTET_P1_PART_4_L1_SET_114_SANSKRIT_Q94]

1. 1 [Option ID = 733]

2. 2 [Option ID = 734]

3. 3 [Option ID = 735]

4. 4 [Option ID = 736]

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

ततो वीरवरेण स्वगृहं गत्वा निद्रायमाणा स्ववधूः प्रबोधिता पुत्रश्च । तौ निद्रां परित्यज्योत्थायोपविष्टौ । वीरवरस्तत्सर्वं लक्ष्मीवचनमुक्तवान् । तच्छ्रुत्वा सानन्दः शक्तिधरो ब्रूते — ‘धन्योऽहमेवंभूतः स्वामिराज्यरक्षार्थं यन्ममोपयोगः श्लाघ्यः । तत्कोऽधुना विलम्बस्य हेतुः ? एवंविधे कर्मणि देहस्य विनियोगः श्लाघ्यः ।

शक्तिधरमातोवाच — ‘यद्येतन्न कर्तव्यं तत्केनान्येन कर्मणा मुख्यस्य महावर्तनस्य निष्क्रयो भविष्यति ?’ इत्यालोच्य सर्वे सर्वमङ्गलायाः स्थानं गताः । तत्र सर्वमङ्गलां संपूज्य वीरवरो ब्रूते — ‘देवि ! प्रसीद । विजयतां विजयतां शूद्रको महाराजः, गृह्यतामुपहारः ।’ ततो वीरवरश्चिन्तयामास — ‘गृहीतराजवर्तनस्य निस्तारः कृतः’ ।

तदेतेन परित्यक्तेन मम राज्येनाप्यप्रयोजनम् । ततः शूद्रकेणापि खड्गः समुत्थापितः । अथ भगवत्या सर्वमङ्गलया राजा हस्ते धृत उक्तश्च — ‘पुत्र ! प्रसन्नास्मि ते एतावता साहसेनालम् । जीवनान्तेऽपि तव राज्यभङ्गो नास्ति ।’ राजा च साष्टाङ्गपातं प्रणम्योवाच — ‘देवि ! किं मे राज्येन, जीवितेन वा किं प्रयोजनम् ? यद्यहमनुकम्पनीयस्तदा ममायुःशेषेणायं सदारपुत्रो वीरवरो जीवतु । अन्यथाऽहं यथाप्राप्तं गतिं गच्छामि ।’ भगवत्युवाच — ‘पुत्र ! अनेन ते सत्त्वोत्कर्षेण भृत्यवात्सल्येन च तव तुष्टास्मि । गच्छ । विजयी भव । अयमपि सपरिवारो राजपुत्रो जीवतु ।’ इत्युक्त्वा देव्यदृश्याभवत् । ततो वीरवरः सपुत्रदारो गृहं गतः । राजापि तैरलक्षितः सत्वरमन्तःपुरं प्रविष्टः ।

‘इत्युक्त्वा देव्यदृश्याभवत्’ इत्यत्र ‘उक्त्वा’ इत्यस्य का निष्पत्तिः ?

(1) वच् + तुमुन्

(2) वच् + क्तवतु

(3) उक्त + त्वा

(4) वच् + क्त्वा

[Question ID = 185][Question Description = CTET_P1_PART_4_L1_SET_114_SANSKRIT_Q95]

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

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

ततो वीरवरेण स्वगृहं गत्वा निद्रायमाणा स्ववधूः प्रबोधिता पुत्रश्च । तौ निद्रां परित्यज्योत्थायोपविष्टौ । वीरवरस्तत्सर्वं लक्ष्मीवचनमुक्तवान् । तच्छ्रुत्वा सानन्दः शक्तिधरो ब्रूते — ‘धन्योऽहमेवंभूतः स्वामिराज्यरक्षार्थं यन्ममोपयोगः श्लाघ्यः । तत्कोऽधुना विलम्बस्य हेतुः ? एवंविधे कर्मणि देहस्य विनियोगः श्लाघ्यः ।

शक्तिधरमातोवाच — ‘यद्येतन्न कर्तव्यं तत्केनान्येन कर्मणा मुख्यस्य महावर्तनस्य निष्क्रयो भविष्यति ?’ इत्यालोच्य सर्वे सर्वमङ्गलायाः स्थानं गताः । तत्र सर्वमङ्गलां संपूज्य वीरवरो ब्रूते — ‘देवि ! प्रसीद । विजयतां विजयतां शूद्रको महाराजः, गृह्यतामुपहारः ।’ ततो वीरवरश्चिन्तयामास — ‘गृहीतराजवर्तनस्य निस्तारः कृतः’ ।

तदेतेन परित्यक्तेन मम राज्येनाप्यप्रयोजनम् । ततः शूद्रकेणापि खड्गः समुत्थापितः । अथ भगवत्या सर्वमङ्गलया राजा हस्ते धृत उक्तश्च — ‘पुत्र ! प्रसन्नास्मि ते एतावता साहसेनालम् । जीवनान्तेऽपि तव राज्यभङ्गो नास्ति ।’ राजा च साष्टाङ्गपातं प्रणम्योवाच — ‘देवि ! किं मे राज्येन, जीवितेन वा किं प्रयोजनम् ? यद्यहमनुकम्पनीयस्तदा ममायुःशेषेणायं सदारपुत्रो वीरवरो जीवतु । अन्यथाऽहं यथाप्राप्तं गतिं गच्छामि ।’ भगवत्युवाच — ‘पुत्र ! अनेन ते सत्त्वोत्कर्षेण भृत्यवात्सल्येन च तव तुष्टास्मि । गच्छ । विजयी भव । अयमपि सपरिवारो राजपुत्रो जीवतु ।’ इत्युक्त्वा देव्यदृश्याभवत् । ततो वीरवरः सपुत्रदारो गृहं गतः । राजापि तैरलक्षितः सत्वरमन्तःपुरं प्रविष्टः ।

‘अनेन ते सर्वोत्कर्षेण’ इत्यत्र ‘अनेन’ इत्यस्य का निष्पत्तिः ?

- (1) तद् + तृतीयाविभक्तिः एकवचनपुल्लिङ्गम्
- (2) इदम् + तृतीयाविभक्तिः एकवचनपुल्लिङ्गम्
- (3) अदस् + तृतीयाविभक्तिः एकवचनपुल्लिङ्गम्
- (4) अस्मद् + तृतीयाविभक्तिः एकवचनपुल्लिङ्गम्

[Question ID = 186][Question Description = CTET_P1_PART_4_L1_SET_114_SANSKRIT_Q96]

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

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

ततो वीरवरेण स्वगृहं गत्वा निद्रायमाणा स्ववधूः प्रबोधिता पुत्रश्च । तौ निद्रां परित्यज्योत्थायोपविष्टौ । वीरवरस्तत्सर्वं लक्ष्मीवचनमुक्तवान् । तच्छ्रुत्वा सानन्दः शक्तिधरो ब्रूते — ‘धन्योऽहमेवंभूतः स्वामिराज्यरक्षार्थं यन्ममोपयोगः श्लाघ्यः । तत्कोऽधुना विलम्बस्य हेतुः ? एवंविधे कर्मणि देहस्य विनियोगः श्लाघ्यः ।

शक्तिधरमातोवाच — ‘यद्येतन्न कर्तव्यं तत्केनान्येन कर्मणा मुख्यस्य महावर्तनस्य निष्क्रयो भविष्यति ?’ इत्यालोच्य सर्वे सर्वमङ्गलायाः स्थानं गताः । तत्र सर्वमङ्गलां संपूज्य वीरवरो ब्रूते — ‘देवि ! प्रसीद । विजयतां विजयतां शूद्रको महाराजः, गृह्यतामुपहारः ।’ ततो वीरवरश्चिन्तयामास — ‘गृहीतराजवर्तनस्य निस्तारः कृतः’ ।

तदेतेन परित्यक्तेन मम राज्येनाप्यप्रयोजनम् । ततः शूद्रकेणापि खड्गः समुत्थापितः । अथ भगवत्या सर्वमङ्गलया राजा हस्ते धृत उक्तश्च — ‘पुत्र ! प्रसन्नास्मि ते एतावता साहसेनालम् । जीवनान्तेऽपि तव राज्यभङ्गो नास्ति ।’ राजा च साष्टाङ्गपातं प्रणम्योवाच — ‘देवि ! किं मे राज्येन, जीवितेन वा किं प्रयोजनम् ? यद्यहमनुकम्पनीयस्तदा ममायुःशेषेणायं सदारपुत्रो वीरवरो जीवतु । अन्यथाऽहं यथाप्राप्तं गतिं गच्छामि ।’ भगवत्युवाच — ‘पुत्र ! अनेन ते सत्त्वोत्कर्षेण भृत्यवात्सल्येन च तव तुष्टास्मि । गच्छ । विजयी भव । अयमपि सपरिवारो राजपुत्रो जीवतु ।’ इत्युक्त्वा देव्यदृश्याभवत् । ततो वीरवरः सपुत्रदारो गृहं गतः । राजापि तैरलक्षितः सत्वरमन्तःपुरं प्रविष्टः ।

‘गृहीतराजवर्तनस्य निस्तारः कृतः’ इत्यत्र ‘निस्तारः’ इति कस्मिन्नर्थेऽस्ति ?

(1) कार्यं निरुद्धम्

(2) नदी उत्तीर्णा

(3) ऋणमुक्तिः

(4) विस्तृतं कृतम्

[Question ID = 187][Question Description = CTET_P1_PART_4_L1_SET_114_SANSKRIT_Q97]

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

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

ततो वीरवरेण स्वगृहं गत्वा निद्रायमाणा स्ववधूः प्रबोधिता पुत्रश्च । तौ निद्रां परित्यज्योत्थायोपविष्टौ । वीरवरस्तत्सर्वं लक्ष्मीवचनमुक्तवान् । तच्छ्रुत्वा सानन्दः शक्तिधरो ब्रूते — ‘धन्योऽहमेवंभूतः स्वामिराज्यरक्षार्थं यन्ममोपयोगः श्लाघ्यः । तत्कोऽधुना विलम्बस्य हेतुः ? एवंविधे कर्मणि देहस्य विनियोगः श्लाघ्यः ।

शक्तिधरमातोवाच — ‘यद्येतन्न कर्तव्यं तत्केनान्येन कर्मणा मुख्यस्य महावर्तनस्य निष्क्रयो भविष्यति ?’ इत्यालोच्य सर्वे सर्वमङ्गलायाः स्थानं गताः । तत्र सर्वमङ्गलां संपूज्य वीरवरो ब्रूते — ‘देवि ! प्रसीद । विजयतां विजयतां शूद्रको महाराजः, गृह्यतामुपहारः ।’ ततो वीरवरश्चिन्तयामास — ‘गृहीतराजवर्तनस्य निस्तारः कृतः’ ।

तदेतेन परित्यक्तेन मम राज्येनाप्यप्रयोजनम् । ततः शूद्रकेणापि खड्गः समुत्थापितः । अथ भगवत्या सर्वमङ्गलया राजा हस्ते धृत उक्तश्च — ‘पुत्र ! प्रसन्नास्मि ते एतावता साहसेनालम् । जीवनान्तेऽपि तव राज्यभङ्गो नास्ति ।’ राजा च साष्टाङ्गपातं प्रणम्योवाच — ‘देवि ! किं मे राज्येन, जीवितेन वा किं प्रयोजनम् ? यद्यहमनुकम्पनीयस्तदा ममायुःशेषेणायं सदारपुत्रो वीरवरो जीवतु । अन्यथाऽहं यथाप्राप्तं गतिं गच्छामि ।’ भगवत्युवाच — ‘पुत्र ! अनेन ते सत्त्वोत्कर्षेण भृत्यवात्सल्येन च तव तुष्टास्मि । गच्छ । विजयी भव । अयमपि सपरिवारो राजपुत्रो जीवतु ।’ इत्युक्त्वा देव्यदृश्याभवत् । ततो वीरवरः सपुत्रदारो गृहं गतः । राजापि तैरलक्षितः सत्वरमन्तःपुरं प्रविष्टः ।

‘राजापि तैरलक्षितः सत्वरमन्तःपुरं प्रविष्टः’ इत्यत्र ‘अलक्षितः’ इत्यस्य कोऽर्थः ?

(1) सुहितः

(2) अनवलोकितः

(3) अवलोकितः

(4) सुपीतः

[Question ID = 188][Question Description = CTET_P1_PART_4_L1_SET_114_SANSKRIT_Q98]

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

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

ततो वीरवरेण स्वगृहं गत्वा निद्रायमाणा स्ववधूः प्रबोधिता पुत्रश्च । तौ निद्रां परित्यज्योत्थायोपविष्टौ । वीरवरस्तत्सर्वं लक्ष्मीवचनमुक्तवान् । तच्छ्रुत्वा सानन्दः शक्तिधरो ब्रूते — ‘धन्योऽहमेवंभूतः स्वामिराज्यरक्षार्थं यन्ममोपयोगः श्लाघ्यः । तत्कोऽधुना विलम्बस्य हेतुः ? एवंविधे कर्मणि देहस्य विनियोगः श्लाघ्यः ।

शक्तिधरमातोवाच — ‘यद्येतन्न कर्तव्यं तत्केनान्येन कर्मणा मुख्यस्य महावर्तनस्य निष्क्रयो भविष्यति ?’ इत्यालोच्य सर्वे सर्वमङ्गलायाः स्थानं गताः । तत्र सर्वमङ्गलां संपूज्य वीरवरो ब्रूते — ‘देवि ! प्रसीद । विजयतां विजयतां शूद्रको महाराजः, गृह्यतामुपहारः ।’ ततो वीरवरश्चिन्तयामास — ‘गृहीतराजवर्तनस्य निस्तारः कृतः’ ।

तदेतेन परित्यक्तेन मम राज्येनाप्यप्रयोजनम् । ततः शूद्रकेणापि खड्गः समुत्थापितः । अथ भगवत्या सर्वमङ्गलया राजा हस्ते धृत उक्तश्च — ‘पुत्र ! प्रसन्नास्मि ते एतावता साहसेनालम् । जीवनान्तेऽपि तव राज्यभङ्गो नास्ति ।’ राजा च साष्टाङ्गपातं प्रणम्योवाच — ‘देवि ! किं मे राज्येन, जीवितेन वा किं प्रयोजनम् ? यद्यहमनुकम्पनीयस्तदा ममायुःशेषेणायं सदारपुत्रो वीरवरो जीवतु । अन्यथाऽहं यथाप्राप्तं गतिं गच्छामि ।’ भगवत्युवाच — ‘पुत्र ! अनेन ते सत्त्वोत्कर्षेण भृत्यवात्सल्येन च तव तुष्टास्मि । गच्छ । विजयी भव । अयमपि सपरिवारो राजपुत्रो जीवतु ।’ इत्युक्त्वा देव्यदृश्याभवत् । ततो वीरवरः सपुत्रदारो गृहं गतः । राजापि तैरलक्षितः सत्वरमन्तःपुरं प्रविष्टः ।

‘एवंविधे कर्मणि देहस्य विनियोगः श्लाघ्यः’ अस्मिन् प्रसङ्गे ‘विनियोगः’ इत्यस्य कोऽर्थः ?

(1) उपयोगः

(2) अनुपयोगः

(3) दुर्योगः

(4) दुर्विपाकः

[Question ID = 189][Question Description = CTET_P1_PART_4_L1_SET_114_SANSKRIT_Q99]

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

Topic:- Sanskrit_Q100-105_L1_P1_CTET

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

आहार-निद्रा-भय-मैथुनं च

सामान्यमेतत्पशुभिर्नराणाम् ।

धर्मो हि तेषामधिको विशेषो

धर्मेण हीनाः पशुभिः समानाः ॥

उत्साहो बलवानार्यं नास्त्युत्साहात् परं बलम् ।

सोत्साहस्य हि लोकेषु न किञ्चिदपि दुर्लभम् ॥

उत्साहवन्तः पुरुषा नावसीदन्ति कर्मसु ।

उत्साहमात्रमाश्रित्य प्रतिलप्स्याम जानकीम् ॥

युक्ताहार-विहारस्य युक्तं चेष्टस्यकर्मसु ।

युक्तं स्वप्नावबोधस्य योगो भवति दुःखहा ॥

‘आहारनिद्राभयमैथुनं च’ इत्यस्मिन् श्लोके किं छन्दः ?

(1) अनुष्टुप्

(2) आर्या

(3) इन्द्रवज्रा

(4) मालिनी

[Question ID = 190][Question Description = CTET_P1_PART_4_L1_SET_114_SANSKRIT_Q100]

1. 1 [Option ID = 757]
2. 2 [Option ID = 758]
3. 3 [Option ID = 759]
4. 4 [Option ID = 760]

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

आहार-निद्रा-भय-मैथुनं च

सामान्यमेतत्पशुभिर्नराणाम् ।

धर्मो हि तेषामधिको विशेषो

धर्मेण हीनाः पशुभिः समानाः ॥

उत्साहो बलवानार्यं नास्त्युत्साहात् परं बलम् ।

सोत्साहस्य हि लोकेषु न किञ्चिदपि दुर्लभम् ॥

उत्साहवन्तः पुरुषा नावसीदन्ति कर्मसु ।

उत्साहमात्रमाश्रित्य प्रतिलप्स्याम जानकीम् ॥

युक्ताहार-विहारस्य युक्तं चेष्टस्यकर्मसु ।

युक्तं स्वप्नावबोधस्य योगो भवति दुःखहा ॥

पशुभिःसमानाः मानवाः के भवन्ति ?

(1) धर्मेणहीनाः

(2) अधर्मेणयुक्ताः

(3) मिथ्यावादिनः

(4) तस्कराः

[Question ID = 191][Question Description = CTET_P1_PART_4_L1_SET_114_SANSKRIT_Q101]

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

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

आहार-निद्रा-भय-मैथुनं च

सामान्यमेतत्पशुभिर्नराणाम् ।

धर्मो हि तेषामधिको विशेषो

धर्मेण हीनाः पशुभिः समानाः ॥

उत्साहो बलवानार्यं नास्त्युत्साहात् परं बलम् ।

सोत्साहस्य हि लोकेषु न किञ्चिदपि दुर्लभम् ॥

उत्साहवन्तः पुरुषा नावसीदन्ति कर्मसु ।

उत्साहमात्रमाश्रित्य प्रतिलप्स्याम जानकीम् ॥

युक्ताहार-विहारस्य युक्तं चेष्टस्यकर्मसु ।

युक्तं स्वप्नावबोधस्य योगो भवति दुःखहा ॥

के नरा कर्मसु नावसीदन्ति ?

(1) धार्मिकाः

(2) सन्यासिनः

(3) याज्ञिकाः

(4) उत्साहवन्तः

[Question ID = 192][Question Description = CTET_P1_PART_4_L1_SET_114_SANSKRIT_Q102]

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

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

आहार-निद्रा-भय-मैथुनं च

सामान्यमेतत्पशुभिर्नराणाम् ।

धर्मो हि तेषामधिको विशेषो

धर्मेण हीनाः पशुभिः समानाः ॥

उत्साहो बलवानार्यं नास्त्युत्साहात् परं बलम् ।

सोत्साहस्य हि लोकेषु न किञ्चिदपि दुर्लभम् ॥

उत्साहवन्तः पुरुषा नावसीदन्ति कर्मसु ।

उत्साहमात्रमाश्रित्य प्रतिलप्स्याम जानकीम् ॥

युक्ताहार-विहारस्य युक्तं चेष्टस्यकर्मसु ।

युक्तं स्वप्नावबोधस्य योगो भवति दुःखहा ॥

युक्ताहारविहारे यो युक्तो भवति तस्य योगः कीदृशो भवति ?

(1) सुखप्रदः

(2) दुःखहा

(3) दुःखदः

(4) शान्तः

[Question ID = 193][Question Description = CTET_P1_PART_4_L1_SET_114_SANSKRIT_Q103]

1. 1 [Option ID = 769]
2. 2 [Option ID = 770]
3. 3 [Option ID = 771]
4. 4 [Option ID = 772]

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

आहार-निद्रा-भय-मैथुनं च

सामान्यमेतत्पशुभिर्नराणाम् ।

धर्मो हि तेषामधिको विशेषो

धर्मेण हीनाः पशुभिः समानाः ॥

उत्साहो बलवानार्यं नास्त्युत्साहात् परं बलम् ।

सोत्साहस्य हि लोकेषु न किञ्चिदपि दुर्लभम् ॥

उत्साहवन्तः पुरुषा नावसीदन्ति कर्मसु ।

उत्साहमात्रमाश्रित्य प्रतिलप्स्याम जानकीम् ॥

युक्ताहार-विहारस्य युक्तं चेष्टस्यकर्मसु ।

युक्तं स्वप्नावबोधस्य योगो भवति दुःखहा ॥

‘युक्त-स्वप्नावबोधस्य’ इत्यस्मिन् प्रसङ्गे ‘स्वप्नः’ इत्यस्य कोऽर्थः ?

(1) निद्रा

(2) शिथिलता

(3) मतिभ्रमः

(4) आलस्यम्

[Question ID = 194][Question Description = CTET_P1_PART_4_L1_SET_114_SANSKRIT_Q104]

1. 1 [Option ID = 773]
2. 2 [Option ID = 774]
3. 3 [Option ID = 775]
4. 4 [Option ID = 776]

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

आहार-निद्रा-भय-मैथुनं च

सामान्यमेतत्पशुभिर्नराणाम् ।

धर्मो हि तेषामधिको विशेषो

धर्मेण हीनाः पशुभिः समानाः ॥

उत्साहो बलवानार्यं नास्त्युत्साहात् परं बलम् ।

सोत्साहस्य हि लोकेषु न किञ्चिदपि दुर्लभम् ॥

उत्साहवन्तः पुरुषा नावसीदन्ति कर्मसु ।

उत्साहमात्रमाश्रित्य प्रतिलप्स्याम जानकीम् ॥

युक्ताहार-विहारस्य युक्तं चेष्टस्यकर्मसु ।

युक्तं स्वप्नावबोधस्य योगो भवति दुःखहा ॥

‘उत्साहो बलवानार्यः’ इत्यस्मिन् प्रसङ्गे ‘आर्यः’ इत्यस्य कोऽर्थः ?

(1) आर्यसमाजस्य सदस्यः

(2) उच्चपदस्थः

(3) सम्माननीयः

(4) संज्ञावाचकः

[Question ID = 195][Question Description = CTET_P1_PART_4_L1_SET_114_SANSKRIT_Q105]

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

Topic:- Sanskrit_Q106-120_L1_P1_CTET

1) यानि शब्दरहितानि विरलशब्दयुक्तानि च पुस्तकानि, बालानां दृश्यविचाराणि प्रेक्षणकौशलानि च विकासे सहायकानि भवन्ति; तानि सन्ति

(1) चित्रपुस्तकानि

(2) विश्वकोशः (Thesaurus)

(3) धार्मिकपुराकल्पः प्रसिद्धवृत्तान्तश्च

(4) प्रदर्श्यसामग्री

[Question ID = 196][Question Description = CTET_P1_PART_4_L1_SET_114_SANSKRIT_Q106]

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

2) _____ अस्य सम्बन्धः तन्त्रिकीयवैकल्यतया सह वर्तते, यत् संज्ञानात्मक-असमर्थतायाः कारणमस्ति । येन शिक्षार्थी अक्षरान् शब्दान् वा पठने व्याख्याने च असमर्थो भवति तथा च आकृतिपरिज्ञाने ध्वनिपरिज्ञाने च भ्रमिषो भवति ।

(1) शिक्षण-असामर्थ्यम्

(2) शिक्षण-प्राथमिकता

(3) शिक्षण-शैली

(4) शिक्षण-भिन्नता

[Question ID = 197][Question Description = CTET_P1_PART_4_L1_SET_114_SANSKRIT_Q107]

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

3) उत्तमा अध्ययन-अध्यापन-सामग्री भवितुमर्हा

(1) भाषाशिक्षणे अध्यापकान् सुविधां ददाति

(2) भाषा-अर्जने शिक्षार्थिनां साहाय्यं करोति

(3) अध्ययन-अध्यापन प्रक्रियायां सुविधां ददाति

(4) मनोरञ्जनस्य साधनं भवेत्

[Question ID = 198][Question Description = CTET_P1_PART_4_L1_SET_114_SANSKRIT_Q108]

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

4) अध्यापन सामग्री, या पठन-श्रवण-उच्चारण-आदि-कतिपयेषु कौशलेषु केन्द्रिता भवति; विशेषरूपेण कथ्यते :

(1) कौशलआधारिता अध्यापनसामग्री

(2) श्रव्य-भाषा अध्यापनसामग्री

(3) ज्ञानवर्धनाय अध्यापनसामग्री

(4) कक्षाकक्षे अध्यापनसामग्री

[Question ID = 199][Question Description = CTET_P1_PART_4_L1_SET_114_SANSKRIT_Q109]

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

5) _____ न्यूनता बालेषु सामान्यरूपेण दृश्यते यदा ते कतिपयान् स्वरान् व्यञ्जनान् वा उच्चारणे अक्षमा भवन्ति । यदा ते शीघ्रतया वदन्ति तदातेषां स्वनिकस्तरः प्रभावितो भवति तथा च ते अक्षरविशेषस्य उच्चारणे काठिन्यमनुभवन्ति ।

(1) उच्चारणम्

(2) वर्तनी

(3) शब्दावली

(4) सांस्कृतिक

[Question ID = 200][Question Description = CTET_P1_PART_4_L1_SET_114_SANSKRIT_Q110]

1. 1 [Option ID = 797]

2. 2 [Option ID = 798]

3. 3 [Option ID = 799]

4. 4 [Option ID = 800]

6) एका अध्यापिका कक्षायां शिक्षणसहायकसामग्री रूपेण स्वगृहात् पणानि (Coins), मानचित्राणि, सूचकपत्राणि (Tickets), इत्यादीनि आनयति । एषा अध्ययन-अध्यापन पद्धतिः कथ्यते :

(1) गृहकार्यसाधनानि (Home objects)

(2) प्रदर्श्यसामग्री (Realia)

(3) अध्यापनसामग्री

(4) कक्षाकक्षसामग्री

[Question ID = 201][Question Description = CTET_P1_PART_4_L1_SET_114_SANSKRIT_Q111]

1. 1 [Option ID = 801]

2. 2 [Option ID = 802]

3. 3 [Option ID = 803]

4. 4 [Option ID = 804]

7) छात्रा वर्तनी-लेखने अशुद्धयः कर्तुं शक्नुवन्ति विशेषरूपेण अक्षरेषु वर्णानां परित्यागरूपेण । एषा वैकल्यता अस्ति

(1) अङ्गसञ्चालन-अयोग्यता

(2) संरचनात्मक-अयोग्यता

(3) भाषण-अयोग्यता

(4) अधिगम-अयोग्यता

[Question ID = 202][Question Description = CTET_P1_PART_4_L1_SET_114_SANSKRIT_Q112]

1. 1 [Option ID = 805]

2. 2 [Option ID = 806]

3. 3 [Option ID = 807]

4. 4 [Option ID = 808]

8) एकोऽध्यापकोऽवलोकयति यदेकश्छात्रो लेखने पठने च अनवरतेन अशुद्धिं करोति । यथा –
'यतः भवान् सङ्घर्षं करोति' इत्यस्य स्थाने वाक्यरचना एवं प्रकारा भवेत् 'यदि भवान् संघर्षं
करोति, तदा किं कर्तव्यम्' एवं प्रकारा अशुद्धिः कथ्यते ?

(1) कोशसम्बन्धि-अशुद्धिः

(2) वर्तनी-सम्बन्धि-अशुद्धिः

(3) संरचनात्मक-अशुद्धिः

(4) ध्वन्यात्मक-अशुद्धिः

[Question ID = 203][Question Description = CTET_P1_PART_4_L1_SET_114_SANSKRIT_Q113]

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

9) नव कोशीय यद्वा संरचनात्मकीय क्रियाकलाप-शिक्षणाय संवादहेतु कतमानेपथ्यनिर्देशाः
प्रयोक्तव्याः ?

(1) पाठ्यपुस्तकानि

(2) विश्वकोषः (Thesaurus)

(3) शब्दकोषः

(4) प्रदर्श्यसामग्री (Realia)

[Question ID = 204][Question Description = CTET_P1_PART_4_L1_SET_114_SANSKRIT_Q114]

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

10) अधोऽङ्कितेषु कतमं बाल साहित्येन सम्बन्धितं नास्ति ?

(1) चित्रपुस्तकानि

(2) विश्वकोषः (Thesaurus)

(3) धार्मिकपुराकल्पः प्रसिद्धवृत्तान्तश्च

(4) ऐतिहासिकवीराणां कथाः

[Question ID = 205][Question Description = CTET_P1_PART_4_L1_SET_114_SANSKRIT_Q115]

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

11) विद्यालये भाषाया उपकरणानि चयने कः मानदण्डः भवितव्यः ?

- (1) अभ्यासार्थं पर्याप्तं कार्यपत्रकम् ।
- (2) प्रतिदिनं शब्दावली वाक्यानि च प्रयोक्तव्यानि ।
- (3) तेषां अधिगम्यता, आवेष्टनम् शिक्षणीयता च ।
- (4) भाषानियमेषु ध्यानं केन्द्रीकरणम् ।

[Question ID = 206][Question Description = CTET_P1_PART_4_L1_SET_114_SANSKRIT_Q116]

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

12) बालस्य अहं केन्द्रीयता 'अहंकेन्द्रिकवाक्' इत्यस्य अर्थोऽस्ति :

- (1) एतेन मन्यते यद् अपरा जनाः बालवत् पश्यन्ति, शृण्वन्ति, अनुभवन्ति च ।
- (2) अन्ये जनाः तथैव अवधानं न ददति कार्ये यथा बालः अवधानं ददाति ।
- (3) एतेन मन्यते यद् अन्यजनाः बालस्य अपेक्षया तटस्थाः भवन्ति ।
- (4) अन्यजनाः बालस्य अपेक्षया अधिकं अवधानं ददति ।

[Question ID = 207][Question Description = CTET_P1_PART_4_L1_SET_114_SANSKRIT_Q117]

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

13) चॉम्सकीमहोदयेन कथितं यन्मानवः तादृशेन साधनेन युक्तोऽस्ति येन बालो भाषा-उत्पादने अर्जने च सामर्थ्यवान् भवति । तदस्ति

- (1) भाषा-अर्जन-यन्त्रम् (Language Acquisition Device)
- (2) सार्वभौमिकव्याकरणम् (Universal Grammar)
- (3) बोध्यगम्यनिवेशयन्त्रम् (Comprehensible Input Device)
- (4) सम्प्रेषणात्मकसामर्थ्यम् (Communicative Competence)

[Question ID = 208][Question Description = CTET_P1_PART_4_L1_SET_114_SANSKRIT_Q118]

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

14) उपचारात्मकमध्यापनमस्ति

- (1) अध्यापनाय सज्जा
- (2) यादृच्छिकप्रक्रिया
- (3) प्राथमिक-अध्यापकेभ्यः अध्यापनकार्यक्रमः
- (4) सुव्यवस्थितप्रक्रिया

[Question ID = 209][Question Description = CTET_P1_PART_4_L1_SET_114_SANSKRIT_Q119]

1. 1 [Option ID = 833]
2. 2 [Option ID = 834]

3. 3 [Option ID = 835]
4. 4 [Option ID = 836]

15) एका द्वादशवर्षीया छात्रा द्वयर्थकशब्दैर्मनोरञ्जयति । एतन्मनोरञ्जनं संकेतयति यत् सा करोति :

- (1) अतिक्रान्तभाषाविज्ञानविवेकः (Metalinguistic awareness)
(2) अर्थक्रीडा (Semantic slanting)
(3) निष्कर्षात्मकः तर्कः (Deductive reasoning)
(4) मानसिकमवरोधाः (Mental blocks)

[Question ID = 210][Question Description = CTET_P1_PART_4_L1_SET_114_SANSKRIT_Q120]

1. 1 [Option ID = 837]
2. 2 [Option ID = 838]
3. 3 [Option ID = 839]
4. 4 [Option ID = 840]

Topic:- ENG_Q121-128_L2_P1_CTET

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

1. The bike, a red Bajaj Pulsar 150 was our only transport. My husband, Rajesh used it to go to his work, putting in 60 hours per week to support his family of 6 members. It was not easy for him and the bike was especially helpful in getting groceries from the store. It saved us many hours of walking long distances as our grocery store was at quite a distance from where we lived. Being the only mode of transport, it was much treasured by the family.

2. But one day, an unfortunate incident occurred. In the morning when I was going out for a morning walk, I was shocked to see that the bike was missing from its usual parking place. I was so sad that someone would steal our bike that I wrote to the local daily and told them our sad story. Shortly after that, several people offered help. I was shocked to know that one wonderful stranger even bought a bike, then called my husband to pick it up from his place. Once again, my husband had a way to get to and from his work. It really is amazing that a complete stranger would go out of his way to help someone he had never even met.

3. It is commonly believed that a smile can be passed from one person to another. But I would say that such acts of kindness from one stranger to another are even more effective. This experience has had a spreading effect on our lives because it strengthened our faith in humanity as a whole. And it has influenced us to be more mindful of ways. We, too, can share such kind acts with others. No matter how big or small an act of kindness, it shows that someone cares and the results can be everlasting.

Why was the bike so important for the couple ?

- (1) The man earned his livelihood by giving the bike on rent.
(2) It was their only valuable possession.
(3) It was a strong and flashy bike.
(4) They needed it in their day-to-day life.

[Question ID = 369][Question Description = CTET_P1_PART_5_L2_SET_114_ENGLISH_Q121]

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

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

1. The bike, a red Bajaj Pulsar 150 was our only transport. My husband, Rajesh used it to go to his work, putting in 60 hours per week to support his family of 6 members. It was not easy for him and the bike was especially helpful in getting groceries from the store. It saved us many hours of walking long distances as our grocery store was at quite a distance from where we lived. Being the only mode of transport, it was much treasured by the family.

2. But one day, an unfortunate incident occurred. In the morning when I was going out for a morning walk, I was shocked to see that the bike was missing from its usual parking place. I was so sad that someone would steal our bike that I wrote to the local daily and told them our sad story. Shortly after that, several people offered help. I was shocked to know that one wonderful stranger even bought a bike, then called my husband to pick it up from his place. Once again, my husband had a way to get to and from his work. It really is amazing that a complete stranger would go out of his way to help someone he had never even met.

3. It is commonly believed that a smile can be passed from one person to another. But I would say that such acts of kindness from one stranger to another are even more effective. This experience has had a spreading effect on our lives because it strengthened our faith in humanity as a whole. And it has influenced us to be more mindful of ways. We, too, can share such kind acts with others. No matter how big or small an act of kindness, it shows that someone cares and the results can be everlasting.

After reading the passage we can infer that :

- (1) the couple worked for 60 hours a week
- (2) life was especially hard just before the New Year celebrations
- (3) help can come even from unexpected quarters
- (4) every family must purchase a Bajaj Pulsar

[Question ID = 370][Question Description = CTET_P1_PART_5_L2_SET_114_ENGLISH_Q122]

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

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

1. The bike, a red Bajaj Pulsar 150 was our only transport. My husband, Rajesh used it to go to his work, putting in 60 hours per week to support his family of 6 members. It was not easy for him and the bike was especially helpful in getting groceries from the store. It saved us many hours of walking long distances as our grocery store was at quite a distance from where we lived. Being the only mode of transport, it was much treasured by the family.

2. But one day, an unfortunate incident occurred. In the morning when I was going out for a morning walk, I was shocked to see that the bike was missing from its usual parking place. I was so sad that someone would steal our bike that I wrote to the local daily and told them our sad story. Shortly after that, several people offered help. I was shocked to know that one wonderful stranger even bought a bike, then called my husband to pick it up from his place. Once again, my husband had a way to get to and from his work. It really is amazing that a complete stranger would go out of his way to help someone he had never even met.

3. It is commonly believed that a smile can be passed from one person to another. But I would say that such acts of kindness from one stranger to another are even more effective. This experience has had a spreading effect on our lives because it strengthened our faith in humanity as a whole. And it has influenced us to be more mindful of ways. We, too, can share such kind acts with others. No matter how big or small an act of kindness, it shows that someone cares and the results can be everlasting.

Read the following statements :

(A) The stranger's act had a devastating effect on the couple.

(B) It made them much more humane and compassionate.

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

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

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

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

[Question ID = 371][Question Description = CTET_P1_PART_5_L2_SET_114_ENGLISH_Q123]

1. 1 [Option ID = 1481]

2. 2 [Option ID = 1482]

3. 3 [Option ID = 1483]

4. 4 [Option ID = 1484]

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

1. The bike, a red Bajaj Pulsar 150 was our only transport. My husband, Rajesh used it to go to his work, putting in 60 hours per week to support his family of 6 members. It was not easy for him and the bike was especially helpful in getting groceries from the store. It saved us many hours of walking long distances as our grocery store was at quite a distance from where we lived. Being the only mode of transport, it was much treasured by the family.

2. But one day, an unfortunate incident occurred. In the morning when I was going out for a morning walk, I was shocked to see that the bike was missing from its usual parking place. I was so sad that someone would steal our bike that I wrote to the local daily and told them our sad story. Shortly after that, several people offered help. I was shocked to know that one wonderful stranger even bought a bike, then called my husband to pick it up from his place. Once again, my husband had a way to get to and from his work. It really is amazing that a complete stranger would go out of his way to help someone he had never even met.

3. It is commonly believed that a smile can be passed from one person to another. But I would say that such acts of kindness from one stranger to another are even more effective. This experience has had a spreading effect on our lives because it strengthened our faith in humanity as a whole. And it has influenced us to be more mindful of ways. We, too, can share such kind acts with others. No matter how big or small an act of kindness, it shows that someone cares and the results can be everlasting.

What was the most pleasant outcome of writing their sad story to the newspaper ?

- (1) It alerted the policemen on duty
- (2) It drew the attention of a philanthropic person
- (3) It warned the authorities
- (4) Several people wrote sympathetic letters

[Question ID = 372][Question Description = CTET_P1_PART_5_L2_SET_114_ENGLISH_Q124]

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

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

1. The bike, a red Bajaj Pulsar 150 was our only transport. My husband, Rajesh used it to go to his work, putting in 60 hours per week to support his family of 6 members. It was not easy for him and the bike was especially helpful in getting groceries from the store. It saved us many hours of walking long distances as our grocery store was at quite a distance from where we lived. Being the only mode of transport, it was much treasured by the family.

2. But one day, an unfortunate incident occurred. In the morning when I was going out for a morning walk, I was shocked to see that the bike was missing from its usual parking place. I was so sad that someone would steal our bike that I wrote to the local daily and told them our sad story. Shortly after that, several people offered help. I was shocked to know that one wonderful stranger even bought a bike, then called my husband to pick it up from his place. Once again, my husband had a way to get to and from his work. It really is amazing that a complete stranger would go out of his way to help someone he had never even met.

3. It is commonly believed that a smile can be passed from one person to another. But I would say that such acts of kindness from one stranger to another are even more effective. This experience has had a spreading effect on our lives because it strengthened our faith in humanity as a whole. And it has influenced us to be more mindful of ways. We, too, can share such kind acts with others. No matter how big or small an act of kindness, it shows that someone cares and the results can be everlasting.

"Because it strengthened our faith _____" in para 3 is used as a/an

(1) Adverb clause

(2) Adjective clause

(3) Noun clause

(4) Coordinate clause

[Question ID = 373][Question Description = CTET_P1_PART_5_L2_SET_114_ENGLISH_Q125]

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

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

1. The bike, a red Bajaj Pulsar 150 was our only transport. My husband, Rajesh used it to go to his work, putting in 60 hours per week to support his family of 6 members. It was not easy for him and the bike was especially helpful in getting groceries from the store. It saved us many hours of walking long distances as our grocery store was at quite a distance from where we lived. Being the only mode of transport, it was much treasured by the family.

2. But one day, an unfortunate incident occurred. In the morning when I was going out for a morning walk, I was shocked to see that the bike was missing from its usual parking place. I was so sad that someone would steal our bike that I wrote to the local daily and told them our sad story. Shortly after that, several people offered help. I was shocked to know that one wonderful stranger even bought a bike, then called my husband to pick it up from his place. Once again, my husband had a way to get to and from his work. It really is amazing that a complete stranger would go out of his way to help someone he had never even met.

3. It is commonly believed that a smile can be passed from one person to another. But I would say that such acts of kindness from one stranger to another are even more effective. This experience has had a spreading effect on our lives because it strengthened our faith in humanity as a whole. And it has influenced us to be more mindful of ways. We, too, can share such kind acts with others. No matter how big or small an act of kindness, it shows that someone cares and the results can be everlasting.

' _____ the results can be everlasting.' The underlined word is used as a/an

(1) Noun

(2) Verb

(3) Adverb

(4) Adjective

[Question ID = 374][Question Description = CTET_P1_PART_5_L2_SET_114_ENGLISH_Q126]

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

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

1. The bike, a red Bajaj Pulsar 150 was our only transport. My husband, Rajesh used it to go to his work, putting in 60 hours per week to support his family of 6 members. It was not easy for him and the bike was especially helpful in getting groceries from the store. It saved us many hours of walking long distances as our grocery store was at quite a distance from where we lived. Being the only mode of transport, it was much treasured by the family.

2. But one day, an unfortunate incident occurred. In the morning when I was going out for a morning walk, I was shocked to see that the bike was missing from its usual parking place. I was so sad that someone would steal our bike that I wrote to the local daily and told them our sad story. Shortly after that, several people offered help. I was shocked to know that one wonderful stranger even bought a bike, then called my husband to pick it up from his place. Once again, my husband had a way to get to and from his work. It really is amazing that a complete stranger would go out of his way to help someone he had never even met.

3. It is commonly believed that a smile can be passed from one person to another. But I would say that such acts of kindness from one stranger to another are even more effective. This experience has had a spreading effect on our lives because it strengthened our faith in humanity as a whole. And it has influenced us to be more mindful of ways. We, too, can share such kind acts with others. No matter how big or small an act of kindness, it shows that someone cares and the results can be everlasting.

Which of the following statements is correct ?

(1) The couple bought groceries from a nearby store.

(2) Rajesh was a hard-working person.

(3) While going for work he found that the bike was missing.

(4) Only big acts of kindness, like gifting a bike can make someone happy.

[Question ID = 375][Question Description = CTET_P1_PART_5_L2_SET_114_ENGLISH_Q127]

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

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

1. The bike, a red Bajaj Pulsar 150 was our only transport. My husband, Rajesh used it to go to his work, putting in 60 hours per week to support his family of 6 members. It was not easy for him and the bike was especially helpful in getting groceries from the store. It saved us many hours of walking long distances as our grocery store was at quite a distance from where we lived. Being the only mode of transport, it was much treasured by the family.

2. But one day, an unfortunate incident occurred. In the morning when I was going out for a morning walk, I was shocked to see that the bike was missing from its usual parking place. I was so sad that someone would steal our bike that I wrote to the local daily and told them our sad story. Shortly after that, several people offered help. I was shocked to know that one wonderful stranger even bought a bike, then called my husband to pick it up from his place. Once again, my husband had a way to get to and from his work. It really is amazing that a complete stranger would go out of his way to help someone he had never even met.

3. It is commonly believed that a smile can be passed from one person to another. But I would say that such acts of kindness from one stranger to another are even more effective. This experience has had a spreading effect on our lives because it strengthened our faith in humanity as a whole. And it has influenced us to be more mindful of ways. We, too, can share such kind acts with others. No matter how big or small an act of kindness, it shows that someone cares and the results can be everlasting.

The word 'treasured' in para 1 means the same as

- (1) cherished
- (2) worshipped
- (3) rebelled
- (4) devoted

[Question ID = 376][Question Description = CTET_P1_PART_5_L2_SET_114_ENGLISH_Q128]

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

Topic:- ENG_Q129-135_L2_P1_CTET

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

1. Paul's blood carbon level was a constant high, indicating that the work of breathing was overwhelming. His blood test suggested that some of the excess carbon dioxide had been accumulating over days to weeks, as his lung disease and debility had advanced. Because his brain had slowly become acclimated to higher than normal levels of carbon dioxide, he remained lucid. He observed. He understood the ominous test results, as he was wheeled to an intensive care unit, one where so many of his own patients had struggled before or after neurosurgery, their families assembled by their bedsides.

2. Through the night, Paul discussed the question in a series of conversations with his physicians, his family, and then me. Around midnight, the critical care attendant came in to discuss treatment options with his family. The only remaining interaction would be to put Paul onto a ventilator. But was that what he wanted ?

3. I knew that our life was going to change forever. It would be a long, strenuous and tense journey in which both of us would have to stand for each other. This was an illness which can either bring a couple together or destroy the relation forever. The main concern was whether Paul would remain too ill to ever come off the ventilator. Would he be lost to delirium and then organ failure? Paul explored the alternative in lieu of intubation and finally decided he would choose 'comfort care', though death would come more surely and swiftly in that case.

Why was Paul in full use of his faculties in spite of higher blood carbon dioxide ?

- (1) Because of continuous high pollution levels
- (2) Because of advanced lung disease
- (3) Because his brain had become used to higher carbon dioxide levels
- (4) Because his debility was at a higher stage

[Question ID = 377][Question Description = CTET_P1_PART_5_L2_SET_114_ENGLISH_Q129]

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

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

1. Paul's blood carbon level was a constant high, indicating that the work of breathing was overwhelming. His blood test suggested that some of the excess carbon dioxide had been accumulating over days to weeks, as his lung disease and debility had advanced. Because his brain had slowly become acclimated to higher than normal levels of carbon dioxide, he remained lucid. He observed. He understood the ominous test results, as he was wheeled to an intensive care unit, one where so many of his own patients had struggled before or after neurosurgery, their families assembled by their bedsides.

2. Through the night, Paul discussed the question in a series of conversations with his physicians, his family, and then me. Around midnight, the critical care attendant came in to discuss treatment options with his family. The only remaining interaction would be to put Paul onto a ventilator. But was that what he wanted ?

3. I knew that our life was going to change forever. It would be a long, strenuous and tense journey in which both of us would have to stand for each other. This was an illness which can either bring a couple together or destroy the relation forever. The main concern was whether Paul would remain too ill to ever come off the ventilator. Would he be lost to delirium and then organ failure? Paul explored the alternative in lieu of intubation and finally decided he would choose 'comfort care', though death would come more surely and swiftly in that case.

By profession, Paul was a _____.

- (1) Neurosurgeon
- (2) Physiotherapist
- (3) Radiologist
- (4) Oncologist

[Question ID = 378][Question Description = CTET_P1_PART_5_L2_SET_114_ENGLISH_Q130]

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

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

1. Paul's blood carbon level was a constant high, indicating that the work of breathing was overwhelming. His blood test suggested that some of the excess carbon dioxide had been accumulating over days to weeks, as his lung disease and debility had advanced. Because his brain had slowly become acclimated to higher than normal levels of carbon dioxide, he remained lucid. He observed. He understood the ominous test results, as he was wheeled to an intensive care unit, one where so many of his own patients had struggled before or after neurosurgery, their families assembled by their bedsides.

2. Through the night, Paul discussed the question in a series of conversations with his physicians, his family, and then me. Around midnight, the critical care attendant came in to discuss treatment options with his family. The only remaining interaction would be to put Paul onto a ventilator. But was that what he wanted ?

3. I knew that our life was going to change forever. It would be a long, strenuous and tense journey in which both of us would have to stand for each other. This was an illness which can either bring a couple together or destroy the relation forever. The main concern was whether Paul would remain too ill to ever come off the ventilator. Would he be lost to delirium and then organ failure? Paul explored the alternative in lieu of intubation and finally decided he would choose 'comfort care', though death would come more surely and swiftly in that case.

Who decided the critical question whether Paul should be intubated or not ?

(1) Paul himself

(2) His mother

(3) His wife

(4) His doctor

[Question ID = 379][Question Description = CTET_P1_PART_5_L2_SET_114_ENGLISH_Q131]

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

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

1. Paul's blood carbon level was a constant high, indicating that the work of breathing was overwhelming. His blood test suggested that some of the excess carbon dioxide had been accumulating over days to weeks, as his lung disease and debility had advanced. Because his brain had slowly become acclimated to higher than normal levels of carbon dioxide, he remained lucid. He observed. He understood the ominous test results, as he was wheeled to an intensive care unit, one where so many of his own patients had struggled before or after neurosurgery, their families assembled by their bedsides.

2. Through the night, Paul discussed the question in a series of conversations with his physicians, his family, and then me. Around midnight, the critical care attendant came in to discuss treatment options with his family. The only remaining interaction would be to put Paul onto a ventilator. But was that what he wanted ?

3. I knew that our life was going to change forever. It would be a long, strenuous and tense journey in which both of us would have to stand for each other. This was an illness which can either bring a couple together or destroy the relation forever. The main concern was whether Paul would remain too ill to ever come off the ventilator. Would he be lost to delirium and then organ failure? Paul explored the alternative in lieu of intubation and finally decided he would choose 'comfort care', though death would come more surely and swiftly in that case.

What could be the worst outcome of intubation ?

- (1) Physical discomfort
- (2) Higher expenses
- (3) Constant vigil
- (4) Organ failure

[Question ID = 380][Question Description = CTET_P1_PART_5_L2_SET_114_ENGLISH_Q132]

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

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

1. Paul's blood carbon level was a constant high, indicating that the work of breathing was overwhelming. His blood test suggested that some of the excess carbon dioxide had been accumulating over days to weeks, as his lung disease and debility had advanced. Because his brain had slowly become acclimated to higher than normal levels of carbon dioxide, he remained lucid. He observed. He understood the ominous test results, as he was wheeled to an intensive care unit, one where so many of his own patients had struggled before or after neurosurgery, their families assembled by their bedsides.

2. Through the night, Paul discussed the question in a series of conversations with his physicians, his family, and then me. Around midnight, the critical care attendant came in to discuss treatment options with his family. The only remaining interaction would be to put Paul onto a ventilator. But was that what he wanted ?

3. I knew that our life was going to change forever. It would be a long, strenuous and tense journey in which both of us would have to stand for each other. This was an illness which can either bring a couple together or destroy the relation forever. The main concern was whether Paul would remain too ill to ever come off the ventilator. Would he be lost to delirium and then organ failure? Paul explored the alternative in lieu of intubation and finally decided he would choose 'comfort care', though death would come more surely and swiftly in that case.

'Comfort care' – this choice meant that the death would be more :

- (1) dangerous
- (2) fast
- (3) critical
- (4) risky

[Question ID = 381][Question Description = CTET_P1_PART_5_L2_SET_114_ENGLISH_Q133]

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

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

1. Paul's blood carbon level was a constant high, indicating that the work of breathing was overwhelming. His blood test suggested that some of the excess carbon dioxide had been accumulating over days to weeks, as his lung disease and debility had advanced. Because his brain had slowly become acclimated to higher than normal levels of carbon dioxide, he remained lucid. He observed. He understood the ominous tests results, as he was wheeled to an intensive care unit, one where so many of his own patients had struggled before or after neurosurgery, their families assembled by their bedsides.

2. Through the night, Paul discussed the question in a series of conversations with his physicians, his family, and then me. Around midnight, the critical care attendant came in to discuss treatment options with his family. The only remaining interaction would be to put Paul onto a ventilator. But was that what he wanted ?

3. I knew that our life was going to change forever. It would be a long, strenuous and tense journey in which both of us would have to stand for each other. This was an illness which can either bring a couple together or destroy the relation forever. The main concern was whether Paul would remain too ill to ever come off the ventilator. Would he be lost to delirium and then organ failure? Paul explored the alternative in lieu of intubation and finally decided he would choose 'comfort care', though death would come more surely and swiftly in that case.

'Overwhelming' as used in para 1 is a/an

(1) Verb

(2) Noun

(3) Adverb

(4) Adjective

[Question ID = 382][Question Description = CTET_P1_PART_5_L2_SET_114_ENGLISH_Q134]

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

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

1. Paul's blood carbon level was a constant high, indicating that the work of breathing was overwhelming. His blood test suggested that some of the excess carbon dioxide had been accumulating over days to weeks, as his lung disease and debility had advanced. Because his brain had slowly become acclimated to higher than normal levels of carbon dioxide, he remained lucid. He observed. He understood the ominous tests results, as he was wheeled to an intensive care unit, one where so many of his own patients had struggled before or after neurosurgery, their families assembled by their bedsides.

2. Through the night, Paul discussed the question in a series of conversations with his physicians, his family, and then me. Around midnight, the critical care attendant came in to discuss treatment options with his family. The only remaining interaction would be to put Paul onto a ventilator. But was that what he wanted ?

3. I knew that our life was going to change forever. It would be a long, strenuous and tense journey in which both of us would have to stand for each other. This was an illness which can either bring a couple together or destroy the relation forever. The main concern was whether Paul would remain too ill to ever come off the ventilator. Would he be lost to delirium and then organ failure? Paul explored the alternative in lieu of intubation and finally decided he would choose 'comfort care', though death would come more surely and swiftly in that case.

'Acclimated' in para 1 means 'getting adapted to a new_____'.
(1) environment
(2) situation
(3) ambience
(4) climate

[Question ID = 383][Question Description = CTET_P1_PART_5_L2_SET_114_ENGLISH_Q135]

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

Topic:- ENG_Q136-150_L2_P1_CTET

1) **Storytelling** should be used frequently in classrooms of young learners because :

- (1) It provides space for teachers to engage in another academic task.
- (2) It lays the foundation of logical understanding and imagination.
- (3) It lays the foundation for other academic engagements.
- (4) It allows students to imagine and relax.

[Question ID = 384][Question Description = CTET_P1_PART_5_L2_SET_114_ENGLISH_Q136]

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

2) Who proposed the concept of transformational grammar which refers to a finite set of rules to generate sentences and can be used to produce more sentences in that language ?

- (1) Chomsky
- (2) Piaget
- (3) Vygotsky
- (4) Skinner

[Question ID = 385][Question Description = CTET_P1_PART_5_L2_SET_114_ENGLISH_Q137]

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

3) A teacher engages her learners in a fun activity before beginning a new lesson. The purpose of this activity is to :

- (1) Discipline the learners before the lesson
- (2) Divert the attention of the learners
- (3) Reduce the workload of the teacher
- (4) Motivate and energize the learners

[Question ID = 386][Question Description = CTET_P1_PART_5_L2_SET_114_ENGLISH_Q138]

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

4) In a class-V classroom, a teacher uses a newspaper advertisement to discuss the content and design of the advertisement. Here the newspaper is _____.

- (1) material for reading comprehension
- (2) authentic material for language learning
- (3) a technique of language learning
- (4) for copying the context

[Question ID = 387][Question Description = CTET_P1_PART_5_L2_SET_114_ENGLISH_Q139]

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

5) _____ is a motor disorder that affects the coordination of the tongue and lips to produce sounds.

- (1) Dysphasia
- (2) Dyspraxia
- (3) Dysarthria
- (4) Dystopia

[Question ID = 388][Question Description = CTET_P1_PART_5_L2_SET_114_ENGLISH_Q140]

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

- 6) During a task, a student is talking to himself about ways in which he can proceed with the task. This kind of 'private speech' is a sign of :
- (1) Egocentrism
 - (2) Psychological disorder
 - (3) Anxiousness
 - (4) Self-regulation

[Question ID = 389][Question Description = CTET_P1_PART_5_L2_SET_114_ENGLISH_Q141]

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

- 7) A teacher is finalizing some topics for the students of class 5 to write a paragraph. At this stage he should choose the topics related to :
- (1) national themes
 - (2) religious beliefs
 - (3) personal life
 - (4) social issues

[Question ID = 390][Question Description = CTET_P1_PART_5_L2_SET_114_ENGLISH_Q142]

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

- 8) At primary level a teacher generally motivates learners for drawing and colouring as it helps in :
- (1) engaging learners to maintain discipline in the class.
 - (2) developing fine motor skills.
 - (3) entertaining learners by engaging them in fun activities.
 - (4) relaxing the child from the boredom of learning.

[Question ID = 391][Question Description = CTET_P1_PART_5_L2_SET_114_ENGLISH_Q143]

- 1. 1 [Option ID = 1561]
- 2. 2 [Option ID = 1562]
- 3. 3 [Option ID = 1563]
- 4. 4 [Option ID = 1564]

- 9) While teaching poem in a constructivist classroom a teacher should
- (1) read the text and ask the students to repeat after him.
 - (2) ask the students to memorise the word meanings of difficult words in the text.
 - (3) focus on the rules of grammar and its drill work.
 - (4) ask the students to interact in groups and give their personal response to the poem.

[Question ID = 392][Question Description = CTET_P1_PART_5_L2_SET_114_ENGLISH_Q144]

- 1. 1 [Option ID = 1565]
- 2. 2 [Option ID = 1566]
- 3. 3 [Option ID = 1567]
- 4. 4 [Option ID = 1568]

10) To assess reading skill at primary level, a language teacher should most importantly focus on :

- (1) associating the letters with its sound.
- (2) use of punctuation marks.
- (3) reading with fluency.
- (4) reading with understanding.

[Question ID = 393][Question Description = CTET_P1_PART_5_L2_SET_114_ENGLISH_Q145]

- 1. 1 [Option ID = 1569]
- 2. 2 [Option ID = 1570]
- 3. 3 [Option ID = 1571]
- 4. 4 [Option ID = 1572]

11) A teacher of class-II displays posters, children's work, poems, sight words, etc. on the classroom wall to make the learners notice language through these means. What should this be described as?

- (1) Input rich environment
- (2) Language practice through senses
- (3) Language acquisition
- (4) Language comprehension

[Question ID = 394][Question Description = CTET_P1_PART_5_L2_SET_114_ENGLISH_Q146]

- 1. 1 [Option ID = 1573]
- 2. 2 [Option ID = 1574]
- 3. 3 [Option ID = 1575]
- 4. 4 [Option ID = 1576]

12) The words that a child uses as productive vocabulary are the words

- (1) that he/she uses in writing and speaking.
- (2) which are recognized when someone speaks.
- (3) which are noticed while reading.
- (4) which children do not understand.

[Question ID = 395][Question Description = CTET_P1_PART_5_L2_SET_114_ENGLISH_Q147]

- 1. 1 [Option ID = 1577]
- 2. 2 [Option ID = 1578]
- 3. 3 [Option ID = 1579]
- 4. 4 [Option ID = 1580]

13) Multilingualism in school education means

- (1) learning of many languages from foundational stage.
- (2) using the language of learners in teaching-learning process.
- (3) language-in-education policy of the State for preparatory stage.
- (4) teaching only home language to learners.

[Question ID = 396][Question Description = CTET_P1_PART_5_L2_SET_114_ENGLISH_Q148]

- 1. 1 [Option ID = 1581]
- 2. 2 [Option ID = 1582]
- 3. 3 [Option ID = 1583]
- 4. 4 [Option ID = 1584]

14) Which among the following is a correct statement ?

- (1) When children start learning English they are like a clean slate.
- (2) In class-1 children do not know English at all.
- (3) Children come to school with a treasure of experience of their own language.
- (4) Children should be given a list of English words on the very first day in school.

[Question ID = 397][Question Description = CTET_P1_PART_5_L2_SET_114_ENGLISH_Q149]

- 1. 1 [Option ID = 1585]
- 2. 2 [Option ID = 1586]
- 3. 3 [Option ID = 1587]
- 4. 4 [Option ID = 1588]

15) At primary level, teacher focuses on reading aloud rather than silent reading in classroom to :

- (1) enable learners to read fast.
- (2) enable learners to share textbooks.
- (3) enable learners to be attentive and wait for their turn.
- (4) enable learners to read with correct pronunciation using punctuation marks.

[Question ID = 398][Question Description = CTET_P1_PART_5_L2_SET_114_ENGLISH_Q150]

- 1. 1 [Option ID = 1589]
- 2. 2 [Option ID = 1590]
- 3. 3 [Option ID = 1591]
- 4. 4 [Option ID = 1592]