

## CTET L1 Assamese L2 English P1

Topic:- CDP\_P1\_CTET

1) While biologically \_\_\_\_\_ abilities such as walking can be gained through \_\_\_\_\_ ; biologically \_\_\_\_\_ abilities such as writing require \_\_\_\_\_ .

- (1) primary; playful interaction with environment; secondary; explicit instruction
- (2) secondary; playful interaction with environment; primary; explicit instruction
- (3) primary; explicit instruction; secondary; self-driven practice
- (4) secondary; eliminating explicit instruction; primary; explicit instruction

जैवकीय \_\_\_\_\_ योग्यताएँ जैसे कि चलना \_\_\_\_\_ के माध्यम से हासिल हो सकती है; जैवकीय \_\_\_\_\_ योग्यताएँ जैसे कि लिखने के लिए \_\_\_\_\_ की आवश्यकता होती है।

- (1) प्राथमिक; परिवेश के साथ आनन्ददायी अन्तःक्रियाएँ; द्वितीयक; स्पष्ट अनुदेशन
- (2) द्वितीयक; परिवेश के साथ आनन्ददायी अन्तःक्रियाएँ; प्राथमिक; स्पष्ट अनुदेशन
- (3) प्राथमिक; स्पष्ट अनुदेशन; द्वितीयक; स्वयं-निर्देशित अभ्यास
- (4) द्वितीयक; स्पष्ट अनुदेशन की विलगता; प्राथमिक; स्पष्ट अनुदेशन

[Question ID = 1][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_101\_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 statements is correct in the context of development ?

- (1) Development is purely a result of heredity only.
- (2) Course of development is from specific to general.
- (3) Development happens from outward to centre.
- (4) Development proceeds from head to toe.

विकास के संदर्भ में निम्नलिखित में से कौन-सा कथन सही है ?

- (1) विकास पूर्ण रूप से केवल आनुवंशिकता का ही परिणाम है।
- (2) विकास का क्रम विशिष्ट से सामान्य की ओर होता है।
- (3) विकास बाहर से केंद्र की ओर होता है।
- (4) विकास सिर से पाँव की ओर बढ़ता है।

[Question ID = 2][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_101\_Q2]

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

3) Which of the following is primary socialisation agent/agency for children in primary grades ?

- (1) Immediate family
- (2) Cultural beliefs
- (3) Religious organisation
- (4) Print media

प्राथमिक कक्षा के बच्चों के लिए निम्नलिखित में से कौन-सा प्राथमिक समाजीकरण का कारक/संस्था है ?

- (1) निकटतम परिवार
- (2) सांस्कृतिक धारणाएँ
- (3) धार्मिक संगठन
- (4) मुद्रित संचार माध्यम

[Question ID = 3][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_101\_Q3]

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

4) In accordance with Jean Piaget's theory of Cognitive Development, at what stage can children 'mentally do reverse thinking' ?

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

जीन पियाजे के संज्ञानात्मक विकास के सिद्धान्त के अनुसार, बच्चे किस अवस्था में 'चिंतन को मानसिक रूप से प्रतिवर्तित' कर सकते हैं ?

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

[Question ID = 4][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_101\_Q4]

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

5) According to Jean Piaget, the process of continually fitting the experiences into our existing schemas is called \_\_\_\_\_ .

- (1) Assimilation
- (2) Accommodation
- (3) Categorisation
- (4) Conceptualisation

जीन पियाजे के अनुसार, हमारे मौजूदा स्कीमा में अनुभवों को लगातार सम्मिलित करने की प्रक्रिया को \_\_\_\_\_ कहा जाता है।

- (1) समावेशन
- (2) समायोजन
- (3) वर्गीकरण
- (4) संकल्पना निर्माण

[Question ID = 5][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_101\_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 theory gives significant consideration to discussions and debates in the process of learning ?

- (1) B. F. Skinner's theory of Behaviourism
- (2) Lawrence Kohlberg's theory of moral development
- (3) Lev Vygotsky's Socio-cultural theory
- (4) Sigmund Freud's theory of Psychoanalysis

निम्नलिखित में से कौन-सा सिद्धांत सीखने की प्रक्रिया में चर्चा और वाद-विवाद को बहुत महत्व देता है ?

- (1) बी. एफ. स्किनर द्वारा प्रतिपादित व्यवहारवाद का सिद्धांत
- (2) लॉरेंस कोह्लबर्ग द्वारा नैतिक विकास का सिद्धांत
- (3) लेव वायगोत्स्की का सामाजिक-सांस्कृतिक सिद्धांत
- (4) सिगमंड फ्रायड का मनोविश्लेषण सिद्धांत

[Question ID = 6][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_101\_Q6]

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

7) Seeing a student struggling with a question, her teacher decides to give cues and simplify the language of the question. In Lev Vygotsky's theory, this is referred to as \_\_\_\_\_.

- (1) Imitation
- (2) Conditioning
- (3) Scaffolding
- (4) Assimilation

एक विद्यार्थी को किसी सवाल से जूझते देखकर, उसकी अध्यापिका उस सवाल की भाषा को सरल करने और कुछ संकेत देने का निर्णय लेती है। लेव वायगोत्स्की के सिद्धांत में, इसे क्या कहा गया है ?

- (1) अनुकरण
- (2) अनुकूलन
- (3) पाइ
- (4) आत्मसात्करण

[Question ID = 7][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_101\_Q7]

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

8) Lawrence Kohlberg used \_\_\_\_\_ to evaluate the moral reasoning among children and adults.

- (1) hypothetical situations
- (2) paper-pen test
- (3) drawings
- (4) report cards

लॉरेंस कोह्लबर्ग ने बच्चों एवं वयस्कों में नैतिक तर्क का मूल्यांकन के लिए किसका उपयोग किया ?

- (1) परिकल्पित स्थितियाँ
- (2) कागज़-कलम आधारित परीक्षा
- (3) चित्रकला
- (4) रिपोर्ट कार्ड्स

[Question ID = 8][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_101\_Q8]

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

9) Advocates of constructivism give importance to

- (1) Child-centred curriculum
- (2) Culturally non-responsive pedagogy
- (3) Overlooking the individual differences
- (4) Convergent ways of thinking

रचनावाद का समर्थन करने वाले किसे महत्व देते हैं ?

- (1) बाल-केंद्रित पाठ्यचर्या को
- (2) सांस्कृतिक रूप से अनुत्तरदायी शिक्षणशास्त्रीय प्रविधियों को
- (3) व्यक्तिगत भिन्नताओं को अनदेखा करने को
- (4) चिन्तन के अभिसारी तरीकों को

[Question ID = 9][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_101\_Q9]

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

10) Intelligence Quotient (IQ) tests are criticised for

- (1) being considerate of cultural diversity.
- (2) conceptualising intelligence as a set of different abilities.
- (3) ignoring the influence of environmental factors on test performance.
- (4) considering social factors in measuring memory, reasoning and verbal skills.

बुद्धि लब्धि (IQ) परीक्षणों की आलोचना इसलिए की जाती है क्योंकि वे

- (1) सांस्कृतिक विविधता को ध्यान में रखते हैं।
- (2) बुद्धि को विभिन्न क्षमताओं के एक समूह के रूप में मानते हैं।
- (3) परीक्षण निष्पादन पर पर्यावरणीय कारकों के प्रभाव को नज़र-अंदाज़ करते हैं।
- (4) स्मृति, तर्क और मौखिक कौशलों के मापन में सामाजिक कारकों को ध्यान में रखते हैं।

[Question ID = 10][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_101\_Q10]

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

11) Which of the following statements is correct in context of language and thought ?

- (1) Jean Piaget suggested that language facilitates cognition.
- (2) Lev Vygotsky suggested that language has no influence on thinking.
- (3) Jean Piaget suggested that thinking depends on speech.
- (4) Lev Vygotsky suggested that language enables tools for thinking.

भाषा और विचार के संदर्भ में निम्नलिखित में से कौन-सा कथन सही है ?

- (1) जीन पियाज़े ने प्रस्तावित किया है कि भाषा संज्ञान में सहायक होती है।
- (2) लेव वायगोत्स्की ने प्रस्तावित किया है कि भाषा का चिंतन पर कोई प्रभाव नहीं होता है।
- (3) जीन पियाज़े ने प्रस्तावित किया है कि चिंतन करना भाषा को सीखने पर निर्भर करता है।
- (4) लेव वायगोत्स्की ने प्रस्तावित किया है कि भाषा चिंतन को सुसाधित करती है।

[Question ID = 11][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_101\_Q11]

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

12) Gender is dominantly a/an \_\_\_\_\_ construct.

- (1) biological
- (2) social
- (3) medical
- (4) arbitrary

जेंडर प्रमुख रूप से एक \_\_\_\_\_ निर्मिति है।

- (1) जैविक
- (2) सामाजिक
- (3) चिकित्सीय
- (4) यादृच्छिक

[Question ID = 12][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_101\_Q12]

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

13) **Assertion (A) :**

In order to cater to the needs of students belonging to diverse socio-economic backgrounds, a teacher should adopt standardised curriculum.

**Reason (R) :**

Standardised curriculum takes care of all kinds of individual differences.

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) :

विविध सामाजिक-आर्थिक पृष्ठभूमि वाले विद्यार्थियों की आवश्यकताओं को पूरा करने के लिए एक शिक्षक को मानकीकृत पाठ्यचर्या अपनानी चाहिए ।

तर्क (R) :

मानकीकृत पाठ्यचर्या सभी प्रकार की व्यक्तिगत भिन्नताओं को ध्यान में रखती है ।

सही विकल्प चुनिए :

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

[Question ID = 13][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_101\_Q13]

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

14) Formative assessment is done

- (1) at the end of session.
- (2) through standardised tests only.
- (3) throughout the teaching-learning process.
- (4) by a special educator only.

रचनात्मक आकलन

- (1) सत्र के अंत में किया जाता है ।
- (2) केवल मानकीकृत परीक्षणों के माध्यम द्वारा किया जाता है ।
- (3) समूची शिक्षण-अधिगम प्रक्रिया के दौरान किया जाता है ।
- (4) केवल एक विशिष्ट शिक्षक द्वारा किया जाता है ।

[Question ID = 14][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_101\_Q14]

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

15) Which of the following approach is likely to promote critical thinking among students ?

- (1) Asking close-ended factual questions
- (2) Helping students develop hypothesis
- (3) Encouraging convergent thinking
- (4) Teaching using textbooks only

निम्नलिखित में से कौन-से उपागम के द्वारा विद्यार्थियों में समालोचनात्मक चिंतन को बढ़ावा देने की संभावना है ?

- (1) बंद-अंत वाले तथ्य आधारित प्रश्न पूछना
- (2) परिकल्पनाओं को विकसित करने में विद्यार्थी को सहयोग देना
- (3) अभिसारी चिंतन को बढ़ावा देना
- (4) केवल पाठ्यपुस्तकों द्वारा पढ़ाना

[Question ID = 15][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_101\_Q15]

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

16) For successful inclusion of students belonging to Scheduled Tribe (ST), it is important to

- (1) teach in the language preferred by the dominant group.
- (2) ignore their cultural knowledge and experiences.
- (3) provide educational materials developed in their local language.
- (4) maintain social distance between school and their community.

अनुसूचित जनजाति (ST) के विद्यार्थियों के समावेशन को सफल बनाने के लिए यह महत्वपूर्ण है कि

- (1) प्रमुख समूह द्वारा पसंद की जाने वाली भाषा में पढ़ाया जाए ।
- (2) उनके सांस्कृतिक ज्ञान और अनुभवों की अनदेखी की जाए ।
- (3) उनकी अपनी स्थानीय भाषा में बनाई गई शैक्षिक सामग्रियों को उपलब्ध करवाया जाए ।
- (4) विद्यालय और उनके समुदाय के बीच सामाजिक दूरी कायम रखी जाए ।

[Question ID = 16][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_101\_Q16]

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

17) Students with Dyslexia are likely to

- (1) show eagerness to write long essays.
- (2) have advanced vocabulary.
- (3) comprehend text with much ease.
- (4) be reluctant to read.

डिस्लेक्सिया से ग्रसित विद्यार्थी

- (1) लंबे निबंध लिखने के लिए बहुत उत्सुक होते हैं।
- (2) बहुत विकसित शब्दावली का प्रयोग करते हैं।
- (3) पठन-सामग्री को बहुत आसानी से समझते हैं।
- (4) पढ़ने के लिए अनिच्छुक होते हैं।

[Question ID = 17][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_101\_Q17]

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

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

- (1) Audio taped notes
- (2) Braille books
- (3) Verbal descriptions of visual aids
- (4) Written or printed materials

निम्नलिखित में से दृष्टिबाधित विद्यार्थियों के समावेशन में कौन एक बाधक बनता है ?

- (1) रिकार्ड की गई श्रव्य सामग्री
- (2) ब्रेल लिपि वाली पुस्तकें
- (3) दृश्यात्मक सहायक-सामग्री के मौखिक विवरण
- (4) लिखित या मुद्रित सामग्री

[Question ID = 18][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_101\_Q18]

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

19) Which of the following is directly associated with 'Attention Deficit Hyperactivity Disorder' ?

- (1) High attention span
- (2) Persistent impulsivity
- (3) Low activity levels
- (4) Extended patience to listen

निम्नलिखित में से क्या 'ध्यानाभाव एवं अतिसक्रियता विकार' से संबंधित है ?

- (1) उच्च अवधान अवधि
- (2) दृढ़ आवेगशीलता
- (3) निम्न स्तरीय क्रियाशीलता
- (4) सुनने के लिए विस्तारित धैर्य

[Question ID = 19][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_101\_Q19]

1. 1 [Option ID = 73]

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

20) A key characteristic of 'Giftedness' is

- (1) High levels of intellectual ability
- (2) Lack of creativity
- (3) Impaired communication skills
- (4) Tendency to copy other's ideas

‘प्रतिभाशाली’ बच्चों की एक प्रमुख विशेषता है

- (1) उच्च स्तर की बौद्धिक क्षमता
- (2) रचनात्मकता की कमी
- (3) बाधित सम्प्रेषण कौशल
- (4) दूसरों के विचारों को नकल करने की प्रवृत्ति

[Question ID = 20][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_101\_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 present the contents to be taught in the form of connected and organised manner.

*Reason (R) :*

Learning is a passive process.

Choose the correct option :

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

अभिकथन (A) :

एक शिक्षक को विषय-वस्तु को पढ़ाने के लिए उसे सम्बद्ध एवं संगठित तरीके से प्रस्तुत करना चाहिए ।

तर्क (R) :

सीखना एक निष्क्रिय प्रक्रिया है ।

सही विकल्प चुनिए :

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

[Question ID = 21][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_101\_Q21]

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

22) According to contemporary theories of cognition, memory is \_\_\_\_\_ .

- (1) capable of construction but incapable of interpretation
- (2) capable of construction as well as interpretation
- (3) capable of interpretation but not capable of construction
- (4) capable of neither construction nor of interpretation

संज्ञान के समकालीन सिद्धांतों के अनुसार, स्मृति

- (1) निर्माण करने में सक्षम लेकिन विवेचना करने में असक्षम है ।
- (2) निर्माण एवं विवेचना करने दोनों में सक्षम है ।
- (3) विवेचना करने में सक्षम पर निर्माण करने में असक्षम है ।
- (4) न तो निर्माण में और न ही विवेचना करने में सक्षम है ।

[Question ID = 22][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_101\_Q22]

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

23) In order to promote construction of knowledge by learners, a school should promote \_\_\_\_\_ pedagogies.

- (1) child-centric
- (2) exam-centric
- (3) teacher-centric
- (4) textbook-centric

शिक्षार्थियों द्वारा ज्ञान के निर्माण को बढ़ावा देने के लिए, एक विद्यालय को \_\_\_\_\_  
शिक्षणशास्त्रीय प्रविधियों को बढ़ावा देना चाहिए।

- (1) बाल-केंद्रित
- (2) परीक्षा-केंद्रित
- (3) शिक्षक-केंद्रित
- (4) पाठ्यपुस्तक-केंद्रित

[Question ID = 23][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_101\_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 is **not** a part of universal design for learning guidelines ?

- (1) Multiple means of engagement
- (2) Multiple means of discrimination
- (3) Multiple means of representation
- (4) Multiple means of expression

निम्नलिखित में से अधिगम दिशा-निर्देशों के लिए कौन-सा सार्वभौमिक अभिकल्प का हिस्सा  
नहीं है ?

- (1) सहभागिता के बहुविध साधन
- (2) भेदभाव के बहुविध तरीके
- (3) प्रतिनिधित्व के बहुविध साधन
- (4) अभिव्यक्ति के बहुविध तरीके

[Question ID = 24][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_101\_Q24]

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

25) Which of the following promotes problem solving ?

- (1) Analogical thinking
- (2) Functional fixedness
- (3) Response set
- (4) Convergent thinking

निम्नलिखित में से किसके द्वारा समस्या समाधान को बढ़ावा दिया जा सकता है ?

- (1) अनुरूपात्मक चिंतन
- (2) कार्यात्मक स्थिरता
- (3) प्रतिक्रियाओं का समुच्चय
- (4) अभिसारी चिंतन

[Question ID = 25][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_101\_Q25]

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

26) *Assertion (A) :*

Young children come to school with already developed 'naive' theories about their surroundings.

*Reason (R) :*

Such understandings are purely irrational and should be ignored.

Choose the correct option :

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

*अभिकथन (A) :*

विद्यालय आने से पूर्व छोटे बच्चों में अपने परिवेश की समझ बनाने के 'सहज' सिद्धान्त मौजूद होते हैं।

*तर्क (R) :*

इस प्रकार की समझ पूरी तरह से अतार्किक है और इसकी अनदेखी करनी चाहिए।

सही विकल्प चुनिए :

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

[Question ID = 26][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_101\_Q26]

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

27) Which of the following statement about emotions is **not** correct ?

- (1) Emotions influence information processing skills.
- (2) Emotional development gets influenced by environmental factors.
- (3) Emotions and cognition are completely independent of each other.
- (4) Emotions influence motivation to learn.

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

- (1) भावनाएँ कौशलों को प्रक्रमित करने वाली सूचना को प्रभावित करती हैं।
- (2) भावात्मक विकास परिवेशीय कारकों से प्रभावित होता है।
- (3) भावनाएँ और संज्ञान दोनों अपने-आप में एक-दूसरे से स्वतंत्र हैं।
- (4) भावनाएँ अधिगम के लिए अभिप्रेरणा को प्रभावित करती हैं।

[Question ID = 27][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_101\_Q27]

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

28) Which of the following is **not** an example of intrinsic motivation ?

- (1) Curiosity
- (2) Interest
- (3) Urge for clarity
- (4) Striving for prize

निम्नलिखित में से कौन-सा आंतरिक अभिप्रेरणा का उदाहरण **नहीं** है ?

- (1) जिज्ञासा
- (2) रुचि
- (3) स्पष्टता के लिए चाहत
- (4) पुरस्कार पाने के लिए प्रयास करना

[Question ID = 28][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_101\_Q28]

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

29) Learning is more effective if

- (1) Content is related to real-life experiences.
- (2) Material is too abstract and complex.
- (3) Content is delivered in disconnected chunks.
- (4) Previous knowledge is not activated.

सीखना अधिक प्रभावी होता है जब

- (1) विषय-वस्तु को वास्तविक-जीवन के अनुभवों के साथ जोड़ा जाए।
- (2) पठन सामग्री बहुत ही अमूर्त एवं जटिल हो।
- (3) विषय-वस्तु को असंबद्ध रूप से टुकड़ों-टुकड़ों में पढ़ाया जाए।
- (4) पूर्व ज्ञान से संबद्धता स्थापित न की जाए।

[Question ID = 29][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_101\_Q29]

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

30) To create a conducive learning environment, a teacher should

- (1) foster collaboration among students
- (2) have very low expectations from students
- (3) avoid giving mastery-oriented feedback
- (4) not give any autonomy to students

एक अनुकूल (समर्थित) सीखने का वातावरण बनाने के लिए, एक शिक्षक को क्या करना चाहिए ?

- (1) विद्यार्थियों के बीच सहयोग को बढ़ावा देना चाहिए
- (2) विद्यार्थियों से बेहद कम अपेक्षाएँ रखनी चाहिए
- (3) महारत-उन्मुख प्रतिपुष्टि देने से बचना चाहिए
- (4) विद्यार्थियों को कोई स्वायत्तता नहीं देनी चाहिए

[Question ID = 30][Question Description = CTET\_P1\_PART\_1\_CDP\_SET\_101\_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) A 168 m long rope is cut into equal pieces of length  $9\frac{1}{3}$  m. How many such pieces of the rope are obtained ?

- (1) 16
- (2) 17
- (3) 18
- (4) 19

168 m लम्बी एक रस्सी को  $9\frac{1}{3}$  m लम्बाई के बराबर टुकड़ों में काटा गया। इस प्रकार बने रस्सी के कितने टुकड़े प्राप्त होते हैं ?

- (1) 16
- (2) 17
- (3) 18
- (4) 19

[Question ID = 31][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_101\_Q31]

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

2) Obtain (K + P) from the following addition :

$$\begin{array}{r} 5843103 \\ +26K7P92 \\ \hline 8521095 \end{array}$$

- (1) 14
- (2) 15
- (3) 16
- (4) 17

निम्नलिखित योग से (K + P) प्राप्त कीजिए :

$$\begin{array}{r} 5843103 \\ +26K7P92 \\ \hline 8521095 \end{array}$$

- (1) 14
- (2) 15
- (3) 16
- (4) 17

[Question ID = 32][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_101\_Q32]

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

3) The average temperature of 6 days is  $32^{\circ}\text{C}$ . If the temperature on first 5 of these days (in  $^{\circ}\text{C}$ ) was 31, 31.5, 32.5, 31 and 32, then the temperature (in  $^{\circ}\text{C}$ ) on the sixth day was :

- (1) 32
- (2) 33
- (3) 33.5
- (4) 34

छः दिनों का औसत तापमान  $32^{\circ}\text{C}$  है। यदि इनमें से प्रथम 5 दिनों का तापमान ( $^{\circ}\text{C}$  में) 31, 31.5, 32.5, 31 और 32 था, तो छठे दिन का तापमान ( $^{\circ}\text{C}$  में) था :

- (1) 32
- (2) 33
- (3) 33.5
- (4) 34

[Question ID = 33][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_101\_Q33]

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

4) LCM and HCF of  $x$  and  $y$  are 4 times and 2 times respectively of the HCF of 42 and 120. If  $x$  is 36, then what is the value of  $y$  ?

- (1) 3
- (2) 6
- (3) 8
- (4) 12

$x$  और  $y$  के LCM तथा HCF क्रमशः 42 और 120 के HCF का 4 गुना और 2 गुना हैं। यदि  $x$  का मान 36 है, तो  $y$  का मान क्या होगा ?

- (1) 3
- (2) 6
- (3) 8
- (4) 12

[Question ID = 34][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_101\_Q34]

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

5) Which of the following has the smallest value ?

- (1)  $3670 + 800 + 20$
- (2)  $3955 + 601 - 80$
- (3)  $4500 - 128 + 40$
- (4)  $4600 - 150 - 29$

निम्नलिखित में से किसका मान सबसे कम है ?

(1)  $3670 + 800 + 20$

(2)  $3955 + 601 - 80$

(3)  $4500 - 128 + 40$

(4)  $4600 - 150 - 29$

[Question ID = 35][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_101\_Q35]

1. 1 [Option ID = 137]

2. 2 [Option ID = 138]

3. 3 [Option ID = 139]

4. 4 [Option ID = 140]

- 6) Shweta cut a cake on her birthday. She gave half of the cake to her three friends, kept  $\frac{1}{4}$  of it for her sister and the rest for herself. Later, two more friends came and she divided her part in three equal pieces and they ate together.

How much part of the original cake could she eat ?

(1)  $\frac{1}{3}$

(2)  $\frac{1}{6}$

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

(4)  $\frac{1}{12}$

श्वेता ने अपने जन्मदिन पर केक काटा । उसने आधा केक अपनी तीन सहेलियों को दिया, इसका  $\frac{1}{4}$  भाग अपनी बहन के लिए तथा शेष अपने लिए रखा । थोड़ी देर में, उसकी दो सहेलियाँ और आ गईं और उसने अपने हिस्से के केक के तीन बराबर हिस्से किए और तीनों ने मिलकर खाया ।

उसने पूरे केक का कितना भाग खाया ?

(1)  $\frac{1}{3}$

(2)  $\frac{1}{6}$

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

(4)  $\frac{1}{12}$

[Question ID = 36][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_101\_Q36]

1. 1 [Option ID = 141]

2. 2 [Option ID = 142]

3. 3 [Option ID = 143]

4. 4 [Option ID = 144]

7)  $2\frac{1}{2}$  right-angles are equal to

- (1)  $240^\circ$
- (2)  $260^\circ$
- (3)  $225^\circ$
- (4)  $245^\circ$

$2\frac{1}{2}$  समकोण निम्नलिखित में से किसके बराबर है ?

- (1)  $240^\circ$
- (2)  $260^\circ$
- (3)  $225^\circ$
- (4)  $245^\circ$

[Question ID = 37][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_101\_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 geometrical shapes – Equilateral triangle, Parallelogram, Rhombus, Rectangle and Square have two lines of symmetry ?

- (1) Equilateral triangle and Parallelogram
- (2) Rhombus and Parallelogram
- (3) Rectangle and Rhombus
- (4) Square and Rectangle

ज्यामितीय आकारों – समबाहु त्रिभुज, समान्तर चतुर्भुज, समचतुर्भुज, आयत और वर्ग, में से किन आकारों की दो सममित रेखाएँ होती हैं ?

- (1) समबाहु त्रिभुज तथा समान्तर चतुर्भुज
- (2) समचतुर्भुज तथा समान्तर चतुर्भुज
- (3) आयत तथा समचतुर्भुज
- (4) वर्ग तथा आयत

[Question ID = 38][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_101\_Q38]

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

9) Which of the following statements is/are true ?

- (i) Through two given points many lines can pass.
- (ii) Through a given point only one line can pass.
- (iii) Three collinear points cannot form a triangle.
- (iv) Sum of two obtuse angles is always a reflex angle.

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

निम्नलिखित में से कौन-सा/से कथन सत्य है/हैं ?

- (i) दो दिए गए बिन्दुओं से होकर जाती हुई अनेक रेखाएँ हो सकती हैं।
- (ii) दिए हुए एक बिन्दु से होकर जाती हुई केवल एक रेखा हो सकती है।
- (iii) तीन संरेखीय बिन्दु एक त्रिभुज नहीं बना सकते।
- (iv) दो अधिक कोणों का योग सदैव एक प्रतिवर्ती कोण होता है।

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

[Question ID = 39][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_101\_Q39]

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

10) A train started at 8:50 am. It covered a distance of 420 km with a speed of 70 km/h and a distance of 120 km with a speed of 80 km/h. In between the journey, the train stopped at 3 stations for 5 minutes, 8 minutes and 12 minutes respectively. At what time did it reach its destination ?

- (1) 4:05 pm
- (2) 4:45 pm
- (3) 4:50 pm
- (4) 5:45 pm

एक रेलगाड़ी ने 8:50 am पर चलना प्रारंभ किया। उसने 420 km की दूरी 70 km/h तथा 120 km की दूरी 80 km/h की चाल से तय की। रास्ते में वह रेलगाड़ी 3 स्टेशनों पर क्रमशः 5 मिनट, 8 मिनट व 12 मिनट के लिए रुकी। वह रेलगाड़ी कितने समय पर अपने गंतव्य स्थान पर पहुँची ?

- (1) 4:05 pm
- (2) 4:45 pm
- (3) 4:50 pm
- (4) 5:45 pm

[Question ID = 40][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_101\_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 statements is correct ?

- (1) 2 litres is less than 205 mL
- (2) 1.69 m is equal to 1690 cm
- (3) 6.25 litres is more than 6 litres 25 mL
- (4) 9 kg 75 g is equal to 975 g

निम्नलिखित में से कौन-सा कथन सही है ?

- (1) 2 लीटर कम है 205 mL से
- (2) 1.69 m बराबर है 1690 cm के
- (3) 6.25 लीटर अधिक है 6 लीटर 25 mL से
- (4) 9 kg 75 g बराबर है 975 g के

[Question ID = 41][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_101\_Q41]

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

12) The distance between two cities on a map is 19.2 cm. If 0.5 cm on the map is equal to 3 km on the ground, then what is the distance (in m) between the two cities ?

- (1) 115.2
- (2) 1152
- (3) 11520
- (4) 115200

मानचित्र पर दो शहरों के बीच की दूरी 19.2 cm है। यदि मानचित्र पर 0.5 cm भूमि 3 km के बराबर है, तो दोनों शहरों के बीच की दूरी (m में) कितनी होगी ?

- (1) 115.2
- (2) 1152
- (3) 11520
- (4) 115200

[Question ID = 42][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_101\_Q42]

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

13) What comes next is the following pattern ?

1 Z 1, 2 Y 4, 3 X 9, 4 W 16, \_\_\_\_\_

- (1) 5 U 25
- (2) 5 V 25
- (3) 6 V 25
- (4) 6 U 36

निम्नलिखित पैटर्न में आगे क्या आएगा ?

1 Z 1, 2 Y 4, 3 X 9, 4 W 16, \_\_\_\_\_

- (1) 5 U 25
- (2) 5 V 25
- (3) 6 V 25
- (4) 6 U 36

[Question ID = 43][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_101\_Q43]

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

14) Aditya spends his time during a day as shown below :

|             |         |
|-------------|---------|
| Sleep       | 7 hours |
| School      | 6 hours |
| Play        | 2 hours |
| Watching TV | 2 hours |
| Others      | 7 hours |

If this data is shown in a pie chart, what will be the difference in the central angles related to sleep and play ?

- (1)  $60^\circ$
- (2)  $75^\circ$
- (3)  $80^\circ$
- (4)  $90^\circ$

आदित्य अपने एक दिन के समय को निम्न प्रकार से व्यतीत करता है :

|          |        |
|----------|--------|
| सोना     | 7 घंटे |
| स्कूल    | 6 घंटे |
| खेलना    | 2 घंटे |
| TV देखना | 2 घंटे |
| अन्य     | 7 घंटे |

यदि इन आँकड़ों को पाई चार्ट पर दिखाया जाए, तो सोने और खेलने से सम्बन्धित केन्द्रीय कोणों में अन्तर क्या होगा ?

- (1)  $60^\circ$
- (2)  $75^\circ$
- (3)  $80^\circ$
- (4)  $90^\circ$

[Question ID = 44][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_101\_Q44]

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

15) The temperatures of five cities on a day at 2 am and 2 pm are given below :

| City     | Temperature at<br>2 am (in °C) | Temperature at<br>2 pm (in °C) |
|----------|--------------------------------|--------------------------------|
| Chennai  | 21.4                           | 36.3                           |
| Delhi    | 18.9                           | 28.5                           |
| Kolkata  | 12                             | 28.1                           |
| Mumbai   | 15.2                           | 38                             |
| Srinagar | 2.3                            | 12                             |

Which city shows the least rise in temperature ?

- (1) Chennai
- (2) Delhi
- (3) Mumbai
- (4) Srinagar

पाँच शहरों के किसी दिन के 2 am तथा 2 pm पर तापमान नीचे दिए गए हैं :

| शहर     | 2 am पर तापमान<br>(°C में) | 2 pm पर तापमान<br>(°C में) |
|---------|----------------------------|----------------------------|
| चेन्नई  | 21.4                       | 36.3                       |
| दिल्ली  | 18.9                       | 28.5                       |
| कोलकाता | 12                         | 28.1                       |
| मुम्बई  | 15.2                       | 38                         |
| श्रीनगर | 2.3                        | 12                         |

किस शहर के तापमान में न्यूनतम वृद्धि हुई है ?

- (1) चेन्नई
- (2) दिल्ली
- (3) मुम्बई
- (4) श्रीनगर

[Question ID = 45][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_101\_Q45]

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

Topic:- MATH\_Q46-60\_P1\_CTET

- 1) Mathematical communication in a classroom can be enhanced by
- (1) reading the chapter given in the mathematics textbook before solving questions.
  - (2) making children learn definition of important concepts.
  - (3) giving opportunities to children to express their mathematical ideas.
  - (4) learning about life history of different mathematicians.

गणितीय संप्रेषण को कक्षा में \_\_\_\_\_ के द्वारा बढ़ाया जा सकता है।

- (1) समस्या हल करने से पहले गणित की पाठ्यपुस्तक में दिए गए पाठ को पढ़ने
- (2) बच्चों को महत्वपूर्ण अवधारणाओं की परिभाषा सिखाने
- (3) बच्चों को उनके गणितीय विचारों को अभिव्यक्त करने के अवसर प्रदान करने
- (4) विभिन्न गणितज्ञों के जीवन इतिहास के अधिगम

[Question ID = 46][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_101\_Q46]

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

- 2) Identify the proper mathematical symbol for "If P then Q".

- (1)  $P = Q$
- (2)  $P \Rightarrow Q$
- (3)  $Q \Rightarrow P$
- (4)  $P \Leftrightarrow Q$

"यदि P तो Q" के लिए सटीक/उपयुक्त गणितीय चिन्ह की पहचान कीजिए।

- (1)  $P = Q$
- (2)  $P \Rightarrow Q$
- (3)  $Q \Rightarrow P$
- (4)  $P \Leftrightarrow Q$

[Question ID = 47][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_101\_Q47]

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

- 3) According to National Curriculum Framework, 2005, which of the following mathematical skills are **not** involved in visual learning ?

- (1) Data handling
- (2) Representation
- (3) Visualization
- (4) Deductive Reasoning

राष्ट्रीय पाठ्यचर्या रूपरेखा, 2005 के अनुसार, निम्नलिखित में से कौन-सा गणितीय कौशल दृश्य अधिगम में आवेष्टित नहीं है ?

- (1) आँकड़ों का प्रहस्तन
- (2) निरूपण
- (3) दृश्यीकरण
- (4) निगमनात्मक विवेचन

[Question ID = 48][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_101\_Q48]

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

4) It is found that many children living in traditional occupational settings like market places, trading zones, etc are able to do mental calculations very easily.

These skills

- (1) are not suitable for formal school mathematics.
- (2) can be discussed in class by teachers for introducing various strategies adopted by different cultures in solving problems.
- (3) cannot be used for the purpose of assessing a child's level of cognition.
- (4) are too ambiguous and can only be learnt by children living in such settings.

ऐसा पाया गया है कि बहुत बच्चे जो कि पारंपरिक व्यवसाय जैसे बाजार, व्यापार क्षेत्र, आदि जगहों पर रहते हैं वे मानसिक परिकलन बहुत आसानी से कर लेते हैं।

ये कौशल

- (1) औपचारिक स्कूली गणित के लिए उपयुक्त नहीं हैं।
- (2) कक्षा में चर्चा का विषय हो सकते हैं जिनके द्वारा शिक्षक/शिक्षिकाएँ विभिन्न संस्कृतियों द्वारा अपनाई गई समस्या समाधान करने की कार्यनीतियाँ/विधियाँ प्रस्तुत कर सकते हैं।
- (3) बच्चे के संज्ञानात्मक स्तर के आकलन के उद्देश्य से उपयोग में नहीं लाए जा सकते।
- (4) बहुत अस्पष्ट होते हैं और ये केवल वही बच्चे सीख सकते हैं जो इस प्रकार के वातावरण में रहते हैं।

[Question ID = 49][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_101\_Q49]

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

5) According to National Curriculum Framework, 2005 \_\_\_\_\_ must be given least importance in mathematics at primary level.

- (1) Logical reasoning
- (2) Precision
- (3) Problem-solving
- (4) Visualization

राष्ट्रीय पाठ्यचर्या रूपरेखा, 2005 के अनुसार \_\_\_\_\_ को प्राथमिक स्तर पर गणित में सबसे कम महत्त्वता देनी चाहिए ।

- (1) तार्किक विवेचन
- (2) सटीकता
- (3) समस्या-समाधान
- (4) दृश्यीकरण

[Question ID = 50][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_101\_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 statements is least related to Mathematical Modelling ?

- (1) An application of mathematics to solve problems in everyday life.
- (2) Making assumptions and approximations to simplify a problem.
- (3) Identifying important quantities and using tools or representations to find their relationships.
- (4) Using concrete models as teaching-learning material in mathematics classroom.

निम्नलिखित कथनों में से कौन-सा गणितीय निदर्शन (मॉडलिंग) से न्यूनतम संबंधित है ?

- (1) दैनिक जीवन में समस्याओं के समाधान के लिए गणित का उपयोग करना ।
- (2) समस्या के सरलीकरण के लिए अनुमान लगाना और सन्निकटीकरण करना ।
- (3) महत्वपूर्ण मात्राओं की पहचान करना तथा उनके संबंधों को ज्ञात करने के लिए साधनों या निरूपण का उपयोग करना ।
- (4) गणित की कक्षा में अमूर्त प्रतिरूपों का शिक्षण-अधिगम सामग्री के रूप में उपयोग करना ।

[Question ID = 51][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_101\_Q51]

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

7) Which of the following is the most appropriate way to explain the meaning of top number and the bottom number in a fraction to fourth grade students ?

- (1) Telling them that top number is the numerator and bottom number is the denominator.
- (2) Using fraction models like circular pies, rectangular strips and appropriately shading the parts to show numerator and denominator and helping students to arrive at the definition.
- (3) After defining the numerator and denominator, asking the students to identify numerator and denominator in various pictures.
- (4) By defining that the bottom number is the total number of parts in which a shape/an object is cut and the top number represents the parts selected out of the total number of parts.

कक्षा-IV के विद्यार्थियों को भिन्न में ऊपर वाली संख्या और नीचे वाली संख्या का अर्थ समझाने हेतु निम्नलिखित में से कौन-सा तरीका सर्वाधिक उपयुक्त होगा ?

- (1) उन्हें यह बताना कि ऊपर वाली संख्या अंश होती है तथा नीचे वाली संख्या हर होती है ।
- (2) भिन्न के प्रतिरूप जैसे 'वृत्ताकार पाई', आयताकार पट्टी के उचित हिस्से को छायांकित कर, अंश और हर को प्रदर्शित कर, विद्यार्थी को स्वाभाविक रूप से स्वततः परिभाषा समझने में मदद करना ।
- (3) अंश और हर को परिभाषित करने के पश्चात् विभिन्न आकृतियों में विद्यार्थियों को अंश और हर को पहचानने के लिए कहना ।
- (4) यह परिभाषित करें कि कुल जितने हिस्से किसी आकृति / वस्तु में से किए गए हैं वह नीचे वाली संख्या है तथा जितने हिस्से उसमें से चयनित किए गए हैं वह ऊपर वाली संख्या है ।

[Question ID = 52][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_101\_Q52]

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

8) Which of the following is most appropriate to introduce the concept of 'measurement' to primary grade learners ?

- (1) Plan activities that are based on accurate and precise measurement.
- (2) Give the definition of different units of measurement.
- (3) Plan activities that involve measuring real-life objects using non-standard techniques.
- (4) Give various cut-outs of shapes to children and ask them to measure their sides using a scale.

प्राथमिक स्तर के शिक्षार्थियों को 'मापन' की अवधारणा से परिचित कराने के लिए निम्नलिखित में से कौन-सा सर्वाधिक उपयुक्त है ?

- (1) ऐसे क्रियाकलाप आयोजित कीजिए जो परिशुद्ध एवं सटीक मापन पर आधारित हों।
- (2) मापन की विभिन्न इकाइयों की परिभाषाएँ दीजिए।
- (3) ऐसे क्रियाकलाप आयोजित कीजिए जिनमें अमानक तकनीकियों का उपयोग कर वास्तविक-जीवन की वस्तुओं का मापन किया जा सके।
- (4) बच्चों को आकृतियों के विभिन्न टुकड़े दीजिए और मापनी (स्केल) का उपयोग कर उन्हें उनकी भुजाएँ मापने को कहिए।

[Question ID = 53][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_101\_Q53]

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

9) Which of the following holds true for remedial teaching in mathematics ?

- (1) It helps to identify gifted children in a mathematics class.
- (2) It helps children to excel in competitive exams.
- (3) It is beneficial only for children with special needs.
- (4) It is done to overcome difficulties in learning mathematics.

निम्नलिखित में से कौन-सा गणित में उपचारी शिक्षण के संबंध में सही है ?

- (1) यह गणित की कक्षा में प्रतिभाशाली बच्चों को पहचानने में सहायता करता है।
- (2) यह बच्चों को प्रतियोगात्मक परीक्षाओं में उत्कृष्ट प्रदर्शन करने में सहायता करता है।
- (3) यह केवल विशेष आवश्यकताओं वाले बच्चों के लिए ही लाभदायक है।
- (4) यह गणित अधिगम में आने वाली कठिनाइयों को दूर करने के लिए किया जाता है।

[Question ID = 54][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_101\_Q54]

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

10) Which one of the following is the most appropriate and important feature of a mathematics textbook at Primary level ?

- (1) It should contain more problems for the students to practice.
- (2) It should be colourful and designed in an attractive way.
- (3) It should focus more on the theoretical concepts.
- (4) It should focus more on contextual examples and activities while introducing mathematical concepts.

प्राथमिक स्तर पर गणित की पाठ्यपुस्तक का, निम्नलिखित में से कौन-सा एक सर्वाधिक उपयुक्त एवं महत्वपूर्ण लक्षण है ?

- (1) इसमें विद्यार्थियों के अभ्यास हेतु अधिक प्रश्न होने चाहिए ।
- (2) यह रंग-विरंगी और आकर्षक रूप में अभिकल्पित होनी चाहिए ।
- (3) यह सैद्धान्तिक अवधारणाओं पर अधिक केन्द्रित होनी चाहिए ।
- (4) गणितीय अवधारणाओं को प्रस्तुत करने के समय यह संदर्भात्मक उदाहरणों एवं क्रियाकलापों पर अधिक केन्द्रित होनी चाहिए ।

[Question ID = 55][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_101\_Q55]

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

11) Student's performance in a mathematics class is **not** evaluated in terms of

- (1) Problem-Solving Ability
- (2) Rote Memorizing Ability
- (3) Logical Thinking Ability
- (4) Visualisation Ability

गणित की कक्षा में किसी विद्यार्थी के निष्पादन का मूल्यांकन किस पर आधारित **नहीं** है ?

- (1) समस्या-समाधान क्षमता
- (2) कंठस्थ/रटने की क्षमता
- (3) तार्किक चिंतन क्षमता
- (4) दृश्यीकरण क्षमता

[Question ID = 56][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_101\_Q56]

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

12) Which of the following can be considered as a higher aim of mathematics education at elementary level according to National Curriculum Framework, 2005 ?

- (1) To develop numeracy skills in children
- (2) To make children experts in calculations
- (3) To develop clarity of thought and logico mathematical thinking
- (4) To build skills for competitive exams in future

राष्ट्रीय पाठ्यचर्या रूपरेखा, 2005 के अनुसार प्रारंभिक स्तर पर निम्नलिखित में से कौन-सा उद्देश्य गणितीय शिक्षा हेतु उच्च उद्देश्य माना गया है ?

- (1) बच्चों में संख्यात्मक कौशल का विकास करना
- (2) बच्चों को परिकलन कौशल में दक्ष करना
- (3) विचारों की स्पष्टता तथा तर्कपूर्ण गणितीय चिंतन का विकास करना
- (4) भविष्य में प्रतियोगात्मक परीक्षाओं हेतु कौशल का निर्माण करना

[Question ID = 57][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_101\_Q57]

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

13) More than 50% students of a class did not learn a topic in mathematics. Which of the following is **not** an appropriate strategy to help these children in learning the topic ?

- (1) Repeating the topic with different examples
- (2) Engaging the children in group tasks related to the topic
- (3) Asking the children to solve a large number of similar problems related to the topic
- (4) Creating cooperative learning situations involving the children who have already learnt the topic

कक्षा के 50% विद्यार्थियों ने गणित में एक विषय नहीं समझा। निम्नलिखित में से कौन-सी, विषय के अधिगम में बच्चों की सहायता करने की उपयुक्त विधि/कार्यनीति **नहीं** है ?

- (1) भिन्न-भिन्न उदाहरणों के साथ विषय को दोहराना
- (2) विषय संबंधी सामूहिक कार्यों में बच्चों को संलग्न करना
- (3) बच्चों को अधिक संख्या में विषय संबंधी समान प्रकार की समस्याओं को हल करने के लिए कहना
- (4) उन बच्चों को जिन्होंने पहले से ही वह विषय समझ लिया है, सम्मिलित करके सहयोगी अधिगम परिस्थिति की रचना करना

[Question ID = 58][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_101\_Q58]

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

14) According to National Curriculum Framework, 2005, which among the following is an activity based on 'constructivist' classroom ?

- (1) Teacher solves problem on the blackboard and students copy it.
- (2) Teacher observes the group activity and facilitates the students for problem solving.
- (3) Teacher asks the students to write important formulae on a chart paper and read them daily.
- (4) Teacher provides lots of homework to the students regularly.

राष्ट्रीय पाठ्यचर्या रूपरेखा, 2005 के अनुसार, निम्नलिखित में से कौन-सा क्रियाकलाप एक 'रचनात्मक' कक्षा पर आधारित है ?

- (1) शिक्षक श्यामपट्ट पर प्रश्न हल करते हैं और बच्चे उसकी नकल करते हैं।
- (2) शिक्षक समूह में किए गए क्रियाकलाप का अवलोकन करते हैं और विद्यार्थियों को प्रश्न हल करने में सुगमता प्रदान करते हैं।
- (3) शिक्षक बच्चों को महत्वपूर्ण सूत्र एक चार्ट पेपर पर लिखकर प्रतिदिन उसे पढ़ने के लिए कहते हैं।
- (4) शिक्षक विद्यार्थियों को नियमित रूप से बहुत सा गृहकार्य प्रदान करते हैं।

[Question ID = 59][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_101\_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 is **not** related to developing the concept of a circle among primary grade learners ?

- (1) Identifying circular objects from the surroundings
- (2) Drawing circles using a rope and a stick in sand
- (3) Showing a model of globe in the class
- (4) Tracing circles using some circular objects

निम्नलिखित में से कौन-सा प्राथमिक स्तर के अधिगमकर्ताओं में वृत्त की अवधारणा के विकास से संबंधित **नहीं** है ?

- (1) अपने परिवेश में वृत्ताकार वस्तुओं को पहचानना
- (2) रेत में रस्सी और डंडी के प्रयोग से वृत्तरेखण करना
- (3) कक्षा में ग्लोब का प्रतिमान दिखाना
- (4) कुछ वृत्ताकार वस्तुओं के उपयोग द्वारा वृत्तों का अनुरेखण करना

[Question ID = 60][Question Description = CTET\_P1\_PART\_2\_MATHS\_SET\_101\_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) Fermentation is conversion of

- (1) Sugar into alcohol
- (2) Yeast into alcohol
- (3) Sugar into  $\text{CO}_2$
- (4) Yeast into  $\text{CO}_2$

खमीरीकरण एक परिवर्तन की क्रिया है

- (1) शर्करा को ऐल्कोहॉल में बदलने की
- (2) खमीर (यीस्ट) को ऐल्कोहॉल में बदलने की
- (3) शर्करा को  $\text{CO}_2$  (कार्बन डाइऑक्साइड) में बदलने की
- (4) खमीर (यीस्ट) को  $\text{CO}_2$  (कार्बन डाइऑक्साइड) में बदलने की

[Question ID = 61][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_101\_Q61]

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

2) Your house is located at X and the bookshop is located at Y. Although the market is just opposite but you cannot go straight because of the busy highway having barriers in between. So you first go 100 m due North, then cross a 50 m long Zebra Crossing which is due West and finally reach the bookshop at Y which is 150 m due South. With respect to the bookshop at Y, the direction of your house at X is

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

आपका घर X पर स्थित है और बुकशॉप Y पर स्थित है। यद्यपि आपका घर बाजार के ठीक सामने है, बीच में व्यस्त राजमार्ग, जिस पर रोधक लगे हैं, के कारण आप सीधे नहीं जा सकते हैं। आप पहले ठीक उत्तर में 100 m जाते हैं, फिर ठीक पश्चिम में 50 m लम्बा ज़ेब्रा क्रॉसिंग पार करते हैं और अन्त में ठीक दक्षिण में 150 m दूरी तय करके Y पर स्थित बुकशॉप पहुँचते हैं। Y पर बुकशॉप के सापेक्ष X पर आपके घर की दिशा है

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

[Question ID = 62][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_101\_Q62]

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

3) Freeplay is where children

- (1) can do outdoor or indoor activities
- (2) follow the rules of the play
- (3) play gender-specific games as suggested by adults
- (4) organise specific activities

स्वच्छंद खेल होते हैं जहाँ बच्चे

- (1) बाहरी अथवा भीतरी क्रियाकलाप कर सकते हैं
- (2) खेल के नियमों का पालन करते हैं
- (3) बयस्कों द्वारा सलाह देने पर लिंग-विशिष्ट खेल खेलते हैं
- (4) विशिष्ट क्रियाकलाप आयोजित करते हैं

[Question ID = 63][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_101\_Q63]

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

4) Sprouting in seeds can take place in the absence of

- (1) Sunlight
- (2) Air
- (3) Moisture
- (4) Moderate temperature

बीजों का अंकुरण किसकी अनुपस्थिति में हो सकता है ?

- (1) सूर्य का प्रकाश
- (2) वायु
- (3) नमी
- (4) मध्यम ताप

[Question ID = 64][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_101\_Q64]

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

5) A person boarded an express train on 5<sup>th</sup> September, 2022 at Bhiwandi Road Railway Station for Nagercoil. The train departed at 21:15 hours from Bhiwandi Road and reached Nagercoil at 04:45 hours on 7<sup>th</sup> September, 2022. If the distance covered by the train is 1877 kilometres, the average speed of the train is

- (1) 60.5 km/h
- (2) 59.9 km/h
- (3) 59.5 km/h
- (4) 59.0 km/h

कोई व्यक्ति 5 सितम्बर, 2022 को नगरकोइल जाने के लिए भिवंडी रोड रेलवे स्टेशन पर एक एक्सप्रेस ट्रेन में सवार हुआ। यह ट्रेन 21:15 बजे भिवंडी रोड से चली तथा 7 सितम्बर, 2022 को 04:45 बजे नगरकोइल पहुँची। यदि इस समय अन्तराल में ट्रेन द्वारा चली गयी दूरी 1877 किलोमीटर है, तो ट्रेन की औसत चाल है

- (1) 60.5 km/h
- (2) 59.9 km/h
- (3) 59.5 km/h
- (4) 59.0 km/h

[Question ID = 65][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_101\_Q65]

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

6) Pasteurized milk is heated to about \_\_\_\_\_ then suddenly chilled & stored.

- (1) 100°C for 15 minutes
- (2) 100°C for 3 minutes
- (3) 70°C for 5 minutes
- (4) 70°C for 15 to 30 seconds

पाश्चुरीकृत दूध को लगभग \_\_\_\_\_ तक गर्म किया जाता है, फिर अचानक अति ठंडा करके भंडारण किया जाता है।

- (1) 15 मिनट के लिए 100° सै.
- (2) 3 मिनट के लिए 100° सै.
- (3) 5 मिनट के लिए 70° सै.
- (4) 15 से 30 सैकण्ड के लिए 70° सै.

[Question ID = 66][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_101\_Q66]

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

7) Based on the physical characteristics, Pumpkin plant can be classified as a

- (1) Climber
- (2) Shrub
- (3) Creeper
- (4) Herb

भौतिक विशेषताओं के आधार पर कद्दू के पौधे को किसमें वर्गीकृत किया जा सकता है ?

- (1) आरोही लता
- (2) झाड़ी
- (3) विसर्पी लता
- (4) शाक

[Question ID = 67][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_101\_Q67]

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

8) Reading by touching and feeling with fingers is used by people who are unable to

- (1) hear
- (2) talk
- (3) touch
- (4) see

उँगलियों से छू कर एवं महसूस करके पढ़ने की क्रिया का प्रयोग उन लोगों द्वारा किया जाता है जो

- (1) सुन नहीं सकते
- (2) बोल नहीं सकते
- (3) छू नहीं सकते
- (4) देख नहीं सकते

[Question ID = 68][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_101\_Q68]

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

9) The process of cooling due to evaporation is slow when the area of the water surface in contact with the atmosphere

- (1) increases and the atmospheric temperature is high.
- (2) increases and the atmospheric temperature is low.
- (3) decreases and the atmospheric temperature is high.
- (4) decreases and the atmospheric temperature is low.

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

- (1) बढ़ता है और वायुमण्डलीय ताप उच्च होता है।
- (2) बढ़ता है और वायुमण्डलीय ताप निम्न होता है।
- (3) घटता है और वायुमण्डलीय ताप उच्च होता है।
- (4) घटता है और वायुमण्डलीय ताप निम्न होता है।

[Question ID = 69][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_101\_Q69]

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

10) The lively dance form of Bundelkhand region is

- (1) Swang
- (2) Matki
- (3) Bhagoria
- (4) Lavani

बुंदेलखण्ड क्षेत्र की फुर्तीली नृत्य शैली है

- (1) स्वांग
- (2) मटकी
- (3) भगोरिया
- (4) लावनी

[Question ID = 70][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_101\_Q70]

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

11) In case of plants, identify the correct option.

- A. Plants prevent soil erosion.
- B. Dead and dried leaves are used to make fertilizers and pesticides.
- C. Animals provide shelter for plants.
- D. Plants provide us seeds some of which can be eaten.

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

पौधों के संदर्भ में, सही विकल्प की पहचान कीजिए।

- A. पौधे भूक्षरण को रोकते हैं।
- B. मृत एवं सूखी पत्तियाँ उर्वरक एवं कीटनाशक बनाने के लिए प्रयुक्त होती हैं।
- C. पशु, पौधों को आश्रय प्रदान करते हैं।
- D. पौधे हमें बीज प्रदान करते हैं जिनमें से कुछ खाए जा सकते हैं।

(1) A तथा B

(2) B तथा C

(3) C तथा D

(4) A तथा D

[Question ID = 71][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_101\_Q71]

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

12) Parts of plants and their roles are mentioned below. The most appropriate statement is

- (1) Roots connect the plant to the leaves.
- (2) Fruits help in pollination.
- (3) Flowers are the reproductive parts of the plant.
- (4) Leaves support the upper part of the plant.

पौधों के भागों तथा उनके कार्यों (भूमिकाओं) को नीचे बताया गया है। सबसे उपयुक्त कथन है

- (1) जड़ें पौधों को पत्तों से जोड़ती हैं।
- (2) फल परागण में सहायता करते हैं।
- (3) फूल पौधे के प्रजनन अंग होते हैं।
- (4) पत्ते पौधे के ऊपरी भाग को सहारा देते हैं।

[Question ID = 72][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_101\_Q72]

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

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

- (1) Mizoram and Lakshdweep
- (2) Jharkhand and Chhattisgarh
- (3) Ladakh and Puducherry
- (4) Jammu and Kashmir and Nagaland

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

- (1) मिज़ोरम और लक्षद्वीप
- (2) झारखण्ड और छत्तीसगढ़
- (3) लद्दाख और पुदुचेरी
- (4) जम्मू और कश्मीर और नागालैण्ड

[Question ID = 73][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_101\_Q73]

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

14) In a cultural festival, Shruti wore a traditional saree/dress of Maharashtra known as

- (1) Banarasi
- (2) Nauvari
- (3) Kalamkari
- (4) Jamdani

एक सांस्कृतिक उत्सव में, श्रुति ने महाराष्ट्र की एक पारम्परिक साड़ी/पोशाक पहनी थी जिसका नाम है

- (1) बनारसी
- (2) नौवारी
- (3) कलमकारी
- (4) जामदानी

[Question ID = 74][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_101\_Q74]

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

15) As per 'The Prohibition of Child Marriage Act, 2006' minimum age for marriage in India is

- (1) 18 years for boys and 18 years for girls
- (2) 18 years for girls and 21 years for boys
- (3) 21 years for boys and 21 years for girls
- (4) 21 years for girls and 25 years for boys

'बाल-विवाह निषेध अधिनियम, 2006' के अनुसार भारत में विवाह की न्यूनतम आयु है

- (1) लड़कों के लिए 18 वर्ष तथा लड़कियों के लिए 18 वर्ष
- (2) लड़कियों के लिए 18 वर्ष तथा लड़कों के लिए 21 वर्ष
- (3) लड़कों के लिए 21 वर्ष तथा लड़कियों के लिए 21 वर्ष
- (4) लड़कियों के लिए 21 वर्ष तथा लड़कों के लिए 25 वर्ष

[Question ID = 75][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_101\_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) Madhu studying in class III identifies Rose and Tulsi plants planted at his home. Which of the following processes are involved in the identification of plants ?

- A. Observation
- B. Comparison
- C. Prediction
- D. Decision-making

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

कक्षा-III में पढ़ने वाली मधु अपने घर में लगे गुलाब और तुलसी के पौधे को पहचानती है । पौधों की पहचान में निम्नलिखित में से कौन-सी प्रक्रियाएँ शामिल हैं ?

- A. अवलोकन
- B. तुलना
- C. अनुमान
- D. निर्णयन

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

[Question ID = 76][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_101\_Q76]

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

2) In the teaching-learning of EVS, objective of conducting Nature Walk is

- (1) to highlight flora and fauna and develop emotional bonding with nature
- (2) to conduct a virtual tour of nature
- (3) to walk in a park and ensure fitness of learners
- (4) to engage learners in gardening and develop a kitchen garden

पर्यावरण अध्ययन के शिक्षण-अधिगम में प्रकृति की सैर संचालित करने का उद्देश्य है

- (1) वनस्पति जगत एवं प्राणिजगत पर विशेष बल देना और प्रकृति के साथ भावनात्मक संबंध का विकास करना
- (2) प्रकृति की एक आभासी यात्रा करना
- (3) एक पार्क में सैर करना और विद्यार्थियों की तन्दुरुस्ती सुनिश्चित करना
- (4) विद्यार्थियों को बागवानी में व्यस्त रखना और एक रसोई बगीचा विकसित करना

[Question ID = 77][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_101\_Q77]

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

- 3) Rezi says that she can not become a truck driver like her father. She has to look after household and children like her mother. Which of the following method will be most useful to address this gender related concept in class ?

- (1) Group Discussion
- (2) Movie demonstration
- (3) Role play
- (4) Play

रेज़ी कहती है कि वह अपने पिता की तरह ट्रक ड्राइवर नहीं बन सकती। उसे अपनी माँ की तरह घर-बार संभालना है और बच्चों की देखभाल करनी है। निम्नलिखित में से कौन-सी विधि, कक्षा में जेंडर संबंधी, इस अवधारणा को संबोधित करने हेतु सर्वाधिक उपयोगी रहेगी ?

- (1) समूह चर्चा
- (2) चलचित्र प्रदर्शन
- (3) भूमिका निर्वहन
- (4) खेल

[Question ID = 78][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_101\_Q78]

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

- 4) While teaching EVS to primary school children you happen to come across certain children who live in single-parent families. What would be your response to such a situation ?

- (1) Ignore these children and focus on the theme 'family and relationships'.
- (2) Sympathise with these children and ask them to explain the term 'family'.
- (3) Highlight difficulties faced by children in such families and focus on the topic.
- (4) Incorporate the context of such children and build a culture of empathy.

प्राथमिक विद्यालय के बच्चों को पर्यावरण अध्ययन का शिक्षण करते हुए, आपने पाया कि कुछ बच्चे एकल अभिभावक परिवारों में रहते हैं। इस परिस्थिति में आपकी क्या प्रतिक्रिया होगी ?

- (1) इन बच्चों की अवहेलना करें और विषय 'परिवार और संबंधों' पर ध्यान केंद्रित करें।
- (2) इन बच्चों से सहानुभूति दर्शाएँ और उन्हें 'परिवार' पद समझाने के लिए कहें।
- (3) ऐसे परिवारों में बच्चों द्वारा सामना की गई कठिनाइयों पर विशेष बल दें और विषय पर ध्यान केंद्रित करें।
- (4) ऐसे बच्चों का संदर्भ सम्मिलित करें और समानुभूति की एक संस्कृति का निर्माण करें।

[Question ID = 79][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_101\_Q79]

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

5) Rupal, a class V student, tells her teacher that when her younger sister cries, her grandmother says to her to stop crying otherwise an old man sitting on the moon will take her away. What will you do if you are Rupal's teacher ?

- (1) Talk to Rupal's grandmother and forbid her from saying so.
- (2) Talk to Rupal and explain that her grandmother is lying.
- (3) Explain to Rupal about the moon and show that no such old man is there.
- (4) Ask Rupal to collect information and verify this fact.

रूपल, कक्षा V की छात्रा है, वह अपने शिक्षक को बताती है कि जब उसकी छोटी बहन रोती है तो दादी उससे कहती है कि चुप हो जा नहीं तो, चाँद पर बैठा बुढ़ा बाबा उसे ले जाएगा। यदि आप रूपल के शिक्षक हैं, तो आप क्या करेंगे ?

- (1) रूपल की दादी से बात करके उन्हें ऐसा कहने से मना करेंगे।
- (2) रूपल से बात करके समझाएँगे कि दादी झूठ कह रही है।
- (3) रूपल को चाँद के बारे में बताएँगे कि ऐसा कोई बाबा वहाँ नहीं है।
- (4) रूपल से कहेंगे कि वह सूचना का संकलन कर इस तथ्य की जाँच करे।

[Question ID = 80][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_101\_Q80]

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

6) In class-I, as a teacher, you are expected to familiarise learners with the 'senses'. You will

- (1) ask learners to read about the topic and come prepared for the class.
- (2) ask learners to write about senses in their own words.
- (3) use concrete material to depict the function of each sense.
- (4) use role-play to transact the function of each sense.

कक्षा-I में, शिक्षक के रूप में आपसे अपेक्षा है कि आप विद्यार्थियों को 'ज्ञानेन्द्रियों' से परिचित करवाएँ। आप

- (1) विद्यार्थियों को विषय के संदर्भ में पढ़ने के लिए और तैयारी के साथ कक्षा में आने के लिए कहेंगे।
- (2) विद्यार्थियों को उनके अपने शब्दों में ज्ञानेन्द्रियों के विषय में लिखने के लिए कहेंगे।
- (3) प्रत्येक संवेदना का कार्य चित्रण करने के लिए मूर्त पदार्थ का उपयोग करेंगे।
- (4) प्रत्येक संवेदना का कार्य सम्पादित करने के लिए भूमिका-निर्वहन का उपयोग करेंगे।

[Question ID = 81][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_101\_Q81]

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

7) Which of the following statements is the most suitable explanation of the nature of EVS ?

- (1) Adjustment between human behaviour & ecosystem
- (2) Education from primary to secondary education
- (3) A life-long continuous learning process about environment
- (4) Understanding and information about environment

निम्नलिखित में से कौन-सा कथन पर्यावरण अध्ययन की प्रकृति की सर्वाधिक उपयुक्त व्याख्या है ?

- (1) मानव व्यवहार और पारिस्थितिकी तंत्र में सामंजस्य
- (2) प्राथमिक से लेकर माध्यमिक शिक्षा तक की शिक्षा
- (3) पर्यावरण के बारे में सतत रहने वाली अधिगम प्रक्रिया
- (4) पर्यावरण के बारे में समझ और जानकारी

[Question ID = 82][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_101\_Q82]

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

8) In class II, as an EVS teacher you have to transact 'Transport' topic in theme travel to the students, thus you will

- (1) ask students to read about it and make notes.
- (2) show them a computer presentation on importance of transport.
- (3) use information and communication tools and draw conclusions from their experiences.
- (4) Read newspaper articles to decipher uses of transport.

कक्षा II में, एक पर्यावरण अध्ययन शिक्षक के रूप में, आपको विद्यार्थियों को यात्रा थीम से 'परिवहन' प्रकरण का सम्पादन करना है, इसलिए आप

- (1) विद्यार्थियों को इसके संदर्भ में पढ़ने और नोट्स बनाने के लिए कहेंगे।
- (2) परिवहन के महत्व पर उन्हें एक कम्प्यूटर प्रस्तुतीकरण दिखाएँगे।
- (3) सूचना एवं सम्प्रेषण साधनों का उपयोग करेंगे और उनके अनुभवों से निष्कर्ष निकालेंगे।
- (4) परिवहन के उपयोगों का अर्थ निकालने के लिए समाचार-पत्रों के लेख पढ़ेंगे।

[Question ID = 83][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_101\_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 statements best exhibits the nature of EVS ?

- (1) EVS is not a separate subject in itself.
- (2) EVS is preparation of (Science and Social Science) subjects of upper primary classes.
- (3) EVS is awareness and sensitivity about environment and environmental problems.
- (4) EVS is the efficiency of removing environmental problems.

पर्यावरण अध्ययन की प्रकृति को निम्नलिखित में से कौन सा कथन सर्वोत्तम प्रकार से प्रदर्शित करता है ?

- (1) पर्यावरण अध्ययन अपने आप में कोई अलग विषय नहीं है।
- (2) पर्यावरण अध्ययन उच्च प्राथमिक कक्षाओं के विषय (विज्ञान व सामाजिक विज्ञान) की पूर्व तैयारी है।
- (3) पर्यावरण अध्ययन पर्यावरण और पर्यावरणीय समस्याओं के बारे में जागरूकता और संवेदनशीलता है।
- (4) पर्यावरण अध्ययन पर्यावरणीय समस्याओं को दूर करने की कुशलता है।

[Question ID = 84][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_101\_Q84]

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

10) Which of the following activities are appropriate for transacting 'here comes a letter' to the students of class III ?

- A. Read chapter on 'communication' and do related exercises.
- B. Ask students to collate information and then write in their own words.
- C. Prepare students for letter-writing to their grandparents.
- D. Plan a visit to the local post office to experience the work of a postman.

(1) A and B

(2) B and C

(3) A and D

(4) C and D

कक्षा III के विद्यार्थियों को प्रकरण "चिट्ठी आई है", के शिक्षण के लिए, निम्नलिखित में से कौन-से क्रियाकलाप उपयुक्त हैं ?

- A. 'संचार' का पाठ पढ़िये और संबंधित अभ्यास कीजिए ।
- B. विद्यार्थियों को, सूचना को जोड़कर और उनको अपने शब्दों में लिखने के लिए कहिये ।
- C. विद्यार्थियों को उनके दादा-दादी को पत्र लिखने के लिये तैयार करिये ।
- D. डाकिये के कार्य को अनुभव करने के लिए एक स्थानीय डाकघर जाने की योजना बनाइये ।

(1) A और B

(2) B और C

(3) A और D

(4) C और D

[Question ID = 85][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_101\_Q85]

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

11) Which of the following statements are true in the context of EVS learning of children ?

- A. Children are actively connected to the world around them.
- B. Children coming from different backgrounds have similar contextual experiences.
- C. Diversity makes the teaching-learning process challenging.
- D. Diversity is an important resource in teaching-learning process.

(1) A, B and C

(2) A, C and D

(3) B, C and D

(4) A, B and D

निम्नलिखित में से कौन-से कथन बच्चों के पर्यावरण अध्ययन सीखने के संदर्भ में सत्य हैं ?

- A. बच्चे अपने आसपास की दुनिया से सक्रिय रूप से जुड़े रहते हैं।
- B. अलग-अलग पृष्ठभूमि से आए बच्चों के समान संदर्भित अनुभव होते हैं।
- C. विविधता सीखने-सिखाने की प्रक्रिया को चुनौतीपूर्ण बनाती है।
- D. विविधता सीखने-सिखाने की प्रक्रिया में महत्वपूर्ण संसाधन है।

(1) A, B और C

(2) A, C और D

(3) B, C और D

(4) A, B और D

[Question ID = 86][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_101\_Q86]

1. 1 [Option ID = 341]

2. 2 [Option ID = 342]

3. 3 [Option ID = 343]

4. 4 [Option ID = 344]

12) In order to introduce the topic 'Birds' to the students of class IV, which one of the following would you prefer ?

- (1) Provide models of birds along with their names to your students for them to memorise.
- (2) Ask students to write about 'Birds' in their own words.
- (3) Use nature walk to identify local birds, their habits and habitats.
- (4) Show a video on birds followed by digital presentation.

कक्षा IV के विद्यार्थियों को विषय 'पक्षियों' प्रस्तुत करने के उद्देश्य से, आप निम्नलिखित में से किसे प्राथमिकता देंगे ?

- (1) अपने विद्यार्थियों को पक्षियों के प्रतिरूप उनके नामों की सूची के साथ, याद करने के लिए दीजिए ।
- (2) विद्यार्थियों को 'पक्षियों' के विषय में अपने शब्दों में लिखने के लिए कहिये ।
- (3) स्थानीय पक्षियों, उनकी प्रकृति और उनके आवास-स्थानों की पहचान करने के लिए प्रकृति की सैर का उपयोग कीजिए ।
- (4) पक्षियों पर एक वीडियो और उसके पश्चात् कम्प्यूटर प्रस्तुतीकरण दिखाइये ।

[Question ID = 87][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_101\_Q87]

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

13) Vani said, "Mango tree is like an open umbrella." Which processes have been used by Vani in this statement ?

- A. Observation
- B. Comparison
- C. Decision-making
- D. Imagination

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

वाणी ने कहा, "आम का पेड़ खुली छतरी जैसा है ।" इस कथन में वाणी द्वारा किन प्रक्रियाओं का प्रयोग किया गया है ?

- A. अवलोकन
- B. तुलना
- C. निर्णयन
- D. कल्पना

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

[Question ID = 88][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_101\_Q88]

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

14) During the transaction of class III topic on 'Water' students shared instances of people being refused to drink water from common resources like wells, ponds, etc. How would you deal with such a situation ?

- A. Ask students to not get distracted and focus on the topic.
- B. Ask students to not share such situations in class.
- C. Ask them to share experiences and emphasise the values of equality.
- D. Ask them to share experiences and write an essay on 'water conservation'

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

कक्षा III में विषय 'जल' का शिक्षण करते हुए, विद्यार्थियों ने ऐसे उदाहरणों को साझा किया जिसमें लोगों को सार्वजनिक संसाधनों जैसे कुओं, तालाबों, इत्यादि से जल पीने के लिए मना किया गया था। आप ऐसी परिस्थिति से कैसे निपटेंगे ?

- A. विद्यार्थियों को विषय से हटने से रोकेंगे और विषय पर ध्यान केंद्रित करने के लिए कहेंगे।
- B. विद्यार्थियों को ऐसी घटनाओं को कक्षा में साझा करने से मना करेंगे।
- C. उन्हें अनुभवों को साझा करने और समानता के मूल्यों पर बल देने के लिए कहेंगे।
- D. उन्हें अनुभवों को साझा करने और 'जल संरक्षण' पर निबन्ध लिखने के लिए कहेंगे।

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

[Question ID = 89][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_101\_Q89]

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

15) Which of the following objectives is the most important for EVS subject ?

- (1) Development of understanding of subject concepts
- (2) Development of understanding of practical activity
- (3) Development of abilities of observation, enquiry, logic and conclusion
- (4) Development of ability to decide right and wrong on the basis of conscience

पर्यावरण अध्ययन विषय हेतु निम्नलिखित में से कौन-सा उद्देश्य सर्वाधिक महत्वपूर्ण है ?

- (1) विषयगत अवधारणाओं की समझ का विकास
- (2) प्रायोगिक गतिविधि की समझ का विकास
- (3) अवलोकन, खोजबीन, तर्क व निष्कर्ष की क्षमताओं का विकास
- (4) विवेक के आधार पर सही व गलत को तय करने की क्षमता का विकास

[Question ID = 90][Question Description = CTET\_P1\_PART\_3\_EVS\_SET\_101\_Q90]

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

Topic:- Assamese\_Q91-99\_L1\_P1\_CTET

1) **নির্দেশ :** তলত দিয়া ৰচনাখণ্ড মনোযোগেৰে পঢ়ি তাৰ তলত দিয়া বৈকল্পিক উত্তৰৰ প্ৰশ্নসমূহৰ আটাইতকৈ শুদ্ধ উত্তৰটো নিৰ্বাচন কৰা।

পতংগৰ আচৰিত ধৰণৰ সহিষ্ণুতা আৰু শক্তিশালী পেশীসমূহৰ ওপৰত ইহঁতৰ শ্বাসতন্ত্ৰ। ষ্টেগৰ্ন (Staghorn) নামৰ এবিধ ঔবৰুৱা জাতীয় পতংগই নিজৰ ওজনতকৈ 90 গুণ অধিক ওজনৰ বস্তু নিজৰ দৈৰ্ঘ্যতকৈ 30 গুণ অধিক দূৰত্বলৈ ক'তো নোৰোৱাকৈ টানি নিব পাৰে। এই কাম কৰোঁতে সিহঁতক আধা ঘণ্টা মান সময় লাগে, অথচ সিহঁতৰ ভাগৰ নালাগে। এক মিলিমিটাৰ মান দীঘল ঠেং থকা কেতকুৰি বা চেৰেপা এটাই পথালিকৈ জাপ মাৰি একেটা জাঁপতে 32 চেণ্টিমিটাৰ মান দূৰত্ব অতিক্ৰম কৰিব পাৰে আৰু 20 চেণ্টিমিটাৰ মান ওপৰলৈও জপিয়াব পাৰে। গড় হিচাবত মানুহ এজনৰ উচ্চতা 180 চেণ্টিমিটাৰ মান হ'ব। মানুহেও যদি জাপ মৰা প্ৰতিযোগিতাত চেৰেপাৰ লগত ফেৰ মাৰে, তেন্তে তেওঁ একোটা জাপত এক কিলোমিটাৰৰ চাৰিভাগৰ এভাগ দূৰত্বলৈ জঁপিয়াব লাগিব আৰু ওখ জাপ মাৰিলেও 137 মিটাৰ উচ্চতালৈ জঁপিয়াব লাগিব। পতংগৰ আকাৰো বেলেগ বেলেগ। খালি চকুৰে কথমপি মণিব পৰা এমিবাতকৈ অকণমানহে ডাঙৰ পতংগ আছে। আনহাতে জীৱাশ্মৰ ৰূপত 75 চেণ্টিমিটাৰ দীঘল জঁয়াও পোৱা হৈছে। তেনেই ক্ষুদ্ৰ পতংগটোতকৈ এই ডাঙৰ পতংগটো প্ৰায় এহেজাৰ গুণমান ডাঙৰ।

আকাৰৰ দৰেই পতংগৰ ৰঙো নানা ধৰণৰ। কিছুমান পতংগৰ ৰং শেঁতা আৰু অনুজ্জ্বল, বাকীবোৰ বগা, হালধীয়া, কমলা, ৰঙা, মুগা, নীলা বা ক'লা যি কোনো ধৰণৰ হ'ব পাৰে। বেছিভাগ পতংগৰে গাত বিভিন্ন ৰঙৰ দাগ, পটি বা চিন আদি থাকে আৰু বিপৰীত ৰঙৰ সংমিশ্ৰণেৰে ধুনীয়া ধুনীয়া নক্সাৰ সৃষ্টি কৰে। কিছুমান ঔবৰুৱা জাতীয় পতংগ, পখিলা আৰু চগা সঁচাকৈয়ে ধুনীয়া। পতংগৰ বেলেগ বেলেগ ৰং হোৱাৰো কাৰণ আছে। পাখিত থকা বিভিন্ন ৰঙৰ দানাৰ কাৰণেই ঘাইকৈ সিহঁতৰ ৰং বেলেগ বেলেগ হয়। কেতিয়াবা পোহৰ তৰংগৰ বহুধৰণৰ প্ৰতিফলন, নিৰ্বাচনাত্মক অৱশোষণ, প্ৰতিসৰণ, আৰু বিচ্ছুৰণ বা ব্যতিকৰণৰ কাৰণেও ৰং বেলেগ বেলেগ হয়। ছালত থকা ক্ষুদ্ৰ ক্ষুদ্ৰ গঠনসমূহৰ বৈশিষ্ট্যতাৰ বাবেই পোহৰ তৰংগই এনে ধৰণে ক্ৰিয়া কৰে।

পতংগসমূহ প্রাণীজগতৰ এক প্রাচীন গোষ্ঠী । মহান পেলিস'জইক মহাকল্পৰ (300,000,000 বছৰৰ আগৰ) কাৰ্বনিফে'ৰাছ কল্পৰে পৰা পতংগৰ জীৱাশ্ম পোৱা হৈছে । আটাইতকৈ পুৰণি চিনাকী পতংগসমূহ পেলিঅ'দিক্টিয় ষ্টেৰা নামৰ বিলুপ্ত বৰ্গটোৰ অন্তৰ্গত । সিহঁতৰ সম্পূৰ্ণকৈয়ে পাখি আছিল যদিও ভালদৰে উৰিব নোৱাৰিছিল সিহঁতৰো এতিয়াৰ পতংগবোৰৰ দৰে দুয়োৰা পাখিয়েই আছিল, কিন্তু পাখিৰ সন্মুখত চুটি, অৰ্দ্ধগোলাকাৰ বা ডিম্বাকৃতিৰ দুটা পিণ্ড আছিল ।

শ্বাসতন্ত্ৰৰ বাবেই পতংগ -

- (1) আকাৰত সৰু হয়
- (2) শক্তিশালী পেশীসম্পন্ন আৰু সহিষ্ণু
- (3) দীঘল হয়
- (4) ওখ স্থানলৈ জপিওৱাত সফল

[Question ID = 151][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_101\_ASSAMESE\_Q91]

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

2) **নিৰ্দেশ :** তলত দিয়া ৰচনাখণ্ড মনোযোগেৰে পঢ়ি তাৰ তলত দিয়া বৈকল্পিক উত্তৰৰ প্ৰশ্নসমূহৰ আটাইতকৈ শুদ্ধ উত্তৰটো নিৰ্বাচন কৰা ।

পতংগৰ আচৰিত ধৰণৰ সহিষ্ণুতা আৰু শক্তিশালী পেশীসমূহৰ ওৰিতেই হ'ল ইহঁতৰ শ্বাসতন্ত্ৰ । ষ্টেগৰ্ন (Staghorn) নামৰ এবিধ গুবৰুৱা জাতীয় পতংগই নিজৰ ওজনতকৈ 90 গুণ অধিক ওজনৰ বস্তু নিজৰ দৈৰ্ঘ্যতকৈ 30 গুণ অধিক দূৰত্বলৈ ক'তো নোৰোৱাকৈ টানি নিব পাৰে । এই কাম কৰোঁতে সিহঁতক আধা ঘণ্টা মান সময় লাগে, অথচ সিহঁতৰ ভাগৰ নালাগে । এক মিলিমিটাৰ মান দীঘল ঠেং থকা কেতকুৰি বা চেৰেপা এটাই পথালিকৈ জাপ মাৰি একেটা জাঁপতে 32 চেণ্টিমিটাৰ মান দূৰত্ব অতিক্ৰম কৰিব পাৰে আৰু 20 চেণ্টিমিটাৰ মান ওপৰলৈও জপিয়াব পাৰে । গড় হিচাবত মানুহ এজনৰ উচ্চতা 180 চেণ্টিমিটাৰ মান হ'ব । মানুহেও যদি জাপ মৰা প্ৰতিযোগিতাত চেৰেপাৰ লগত ফেৰ মাৰে, তেন্তে তেওঁ একোটা জাপত এক কিলোমিটাৰৰ চাৰিভাগৰ এভাগ দূৰত্বলৈ জঁপিয়াব লাগিব আৰু ওখ জাপ মাৰিলেও 137 মিটাৰ উচ্চতালৈ জঁপিয়াব লাগিব । পতংগৰ আকাৰো বেলেগ বেলেগ । খালি চকুৰে কথমপি মণিব পৰা এমিবাতকৈ অকণমানহে ডাঙৰ পতংগ আছে । আনহাতে জীৱাশ্মৰ ৰূপত 75 চেণ্টিমিটাৰ দীঘল জঁয়াও পোৱা হৈছে । তেনেই ক্ষুদ্ৰ পতংগটোতকৈ এই ডাঙৰ পতংগটো প্ৰায় এহেজাৰ গুণমান ডাঙৰ ।

আকাৰৰ দৰেই পতংগৰ ৰঙো নানা ধৰণৰ । কিছুমান পতংগৰ ৰং শেঁতা আৰু অনুজ্জ্বল, বাকীবোৰ বগা, হালধীয়া, কমলা, ৰঙা, মুগা, নীলা বা ক'লা যি কোনো ধৰণৰ হ'ব পাৰে । বেছিভাগ পতংগৰে গাত বিভিন্ন ৰঙৰ দাগ, পটি বা চিন আদি থাকে আৰু বিপৰীত ৰঙৰ সংমিশ্ৰণেৰে ধুনীয়া ধুনীয়া নক্সাৰ সৃষ্টি কৰে ।

কিছুমান ঔবৰুৱা জাতীয় পতংগ, পখিলা আৰু চগা সঁচাকৈয়ে ধুনীয়া । পতংগৰ বেলেগ বেলেগ ৰং হোৱাৰো কাৰণ আছে । পাখিত থকা বিভিন্ন ৰঙৰ দানাৰ কাৰণেই ঘাইকৈ সিহঁতৰ ৰং বেলেগ বেলেগ হয় । কেতিয়াবা পোহৰ তৰংগৰ বহুধৰণৰ প্ৰতিফলন, নিৰ্বাচনাত্মক অৱশেষণ, প্ৰতিসৰণ, আৰু বিচ্ছুৰণ বা ব্যতিকৰণৰ কাৰণেও ৰং বেলেগ বেলেগ হয় । ছালত থকা ক্ষুদ্ৰ ক্ষুদ্ৰ গঠনসমূহৰ বৈশিষ্ট্যতাৰ বাবেই পোহৰ তৰংগই এনে ধৰণে ক্ৰিয়া কৰে ।

পতংগসমূহ প্ৰাণীজগতৰ এক প্ৰাচীন গোষ্ঠী । মহান পেলিস'জাইক মহাকল্পৰ (300,000,000 বছৰৰ আগৰ) কাৰ্বনিফে'ৰাছ কল্পৰে পৰা পতংগৰ জীৱাশ্ম পোৱা হৈছে । আটাইতকৈ পুৰণি চিনাকী পতংগসমূহ পেলিঅ'দিক্টিয় ষ্টেৰা নামৰ বিলুপ্ত বৰ্গটোৰ অন্তৰ্গত । সিহঁতৰ সম্পূৰ্ণকৈয়ে পাখি আছিল যদিও ভালদৰে উৰিব নোৱাৰিছিল সিহঁতৰো এতিয়াৰ পতংগবোৰৰ দৰে দুয়োৰা পাখিয়েই আছিল, কিন্তু পাখিৰ সন্মুখত চুটি, অৰ্দ্ধগোলাকাৰ বা ডিম্বাকৃতিৰ দুটা পিণ্ড আছিল ।

শৰীৰৰ দৈৰ্ঘ্যৰ ৩০ গুণ অধিক দূৰত্বলৈ নিজতকৈ ২০ গুণ অধিক গধুৰ বস্তু টানিব পৰা পতংগটো

- (1) চেৰেপা
- (2) জঁয়া
- (3) এবিধ ঔবৰুৱা
- (4) এমিবা

[Question ID = 152][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_101\_ASSAMESE\_Q92]

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

3) **নিৰ্দেশ :** তলত দিয়া ৰচনাখণ্ড মনোযোগেৰে পঢ়ি তাৰ তলত দিয়া বৈকল্পিক উত্তৰৰ প্ৰশ্নসমূহৰ আটাইতকৈ শুদ্ধ উত্তৰটো নিৰ্বাচন কৰা ।

পতংগৰ আচৰিত ধৰণৰ সহিষ্ণুতা আৰু শক্তিশালী পেশীসমূহৰ ওপৰতই হ'ল ইহঁতৰ শ্বাসতন্ত্ৰ । ষ্টেগৰ্ণ (Staghorn) নামৰ এবিধ ঔবৰুৱা জাতীয় পতংগই নিজৰ ওজনতকৈ 90 গুণ অধিক ওজনৰ বস্তু নিজৰ দৈৰ্ঘ্যতকৈ 30 গুণ অধিক দূৰত্বলৈ ক'তো নোৰোৱাকৈ টানি নিব পাৰে । এই কাম কৰোঁতে সিহঁতক আধা ঘণ্টা মান সময় লাগে, অথচ সিহঁতৰ ভাগৰ নালাগে । এক মিলিমিটাৰ মান দীঘল ঠেং থকা কেতকুৰি বা চেৰেপা এটাই পখালিকৈ জাপ মাৰি একেটা জাঁপতে 32 চেণ্টিমিটাৰ মান দূৰত্ব অতিক্ৰম কৰিব পাৰে আৰু 20 চেণ্টিমিটাৰ মান ওপৰলৈও জঁপিয়াব পাৰে । গড় হিচাবত মানুহ এজনৰ উচ্চতা 180 চেণ্টিমিটাৰ মান হ'ব । মানুহেও যদি জাপ মৰা প্ৰতিযোগিতাত চেৰেপাৰ লগত ফেৰ মাৰে, তেন্তে তেওঁ একোটা জাপত এক কিলোমিটাৰৰ চাৰিভাগৰ এভাগ দূৰত্বলৈ জঁপিয়াব লাগিব আৰু ওখ জাপ মাৰিলেও 137 মিটাৰ উচ্চতালৈ জঁপিয়াব লাগিব । পতংগৰ আকাৰো বেলেগ বেলেগ

। খালি চকুৰে কথমপি মণিব পৰা এমিবাতকৈ অকণমানহে ডাঙৰ পতংগ আছে ।  
আনহাতে জীৱাশ্মৰ ৰূপত 75 চেণ্টিমাটৰ দীঘল জঁয়াও পোৱা হৈছে । তেনেই ক্ষুদ্ৰ  
পতংগটোতকৈ এই ডাঙৰ পতংগটো প্ৰায় এহেজাৰ গুণমান ডাঙৰ ।

আকাৰৰ দৰেই পতংগৰ ৰঙো নানা ধৰণৰ । কিছুমান পতংগৰ ৰং শেঁতা আৰু  
অনুজ্জ্বল, বাকীবোৰ বগা, হালধীয়া, কমলা, ৰঙা, মুগা, নীলা বা ক'লা যি কোনো  
ধৰণৰ হ'ব পাৰে । বেছিভাগ পতংগৰে গাত বিভিন্ন ৰঙৰ দাগ, পটি বা চিন  
আদি থাকে আৰু বিপৰীত ৰঙৰ সংমিশ্ৰণেৰে ধুনীয়া ধুনীয়া নক্সাৰ সৃষ্টি কৰে ।  
কিছুমান গুবৰুৱা জাতীয় পতংগ, পখিলা আৰু চগা সঁচাকৈয়ে ধুনীয়া । পতংগৰ  
বেলেগ বেলেগ ৰং হোৱাৰো কাৰণ আছে । পাখিত থকা বিভিন্ন ৰঙৰ দানাৰ  
কাৰণেই ঘাইকৈ সিহঁতৰ ৰং বেলেগ বেলেগ হয় । কেতিয়াবা পোহৰ তৰংগৰ  
বহুধৰণৰ প্ৰতিফলন, নিৰ্বাচনাত্মক অৱশোষণ, প্ৰতিসৰণ, আৰু বিচ্ছুৰণ বা  
ব্যতিকৰণৰ কাৰণেও ৰং বেলেগ বেলেগ হয় । ছালত থকা ক্ষুদ্ৰ ক্ষুদ্ৰ গঠনসমূহৰ  
বৈশিষ্ট্যতাৰ বাবেই পোহৰ তৰংগই এনে ধৰণে ক্ৰিয়া কৰে ।

পতংগসমূহ প্ৰাণীজগতৰ এক প্ৰাচীন গোষ্ঠী । মহান পেলিস'জইক মহাকল্পৰ  
(300,000,000 বছৰৰ আগৰ) কাৰ্বনিফে'ৰাছ কল্পৰে পৰা পতংগৰ জীৱাশ্ম পোৱা  
হৈছে । আটাইতকৈ পুৰণি চিনাকী পতংগসমূহ পেলিঅ'দিক্টিয় ষ্টেৰা নামৰ বিলুপ্ত  
বৰ্গটোৰ অন্তৰ্গত । সিহঁতৰ সম্পূৰ্ণকৈয়ে পাখি আছিল যদিও ভালদৰে উৰিব  
নোৱাৰিছিল সিহঁতৰো এতিয়াৰ পতংগবোৰৰ দৰে দুয়োৰা পাখিয়েই আছিল, কিন্তু  
পাখিৰ সন্মুখত চুটি, অৰ্দ্ধগোলাকাৰ বা ডিম্বাকৃতিৰ দুটা পিণ্ড আছিল ।

চেৰেপাৰ জাঁপ মাৰিব পৰা ক্ষমতাৰ লগত ফেৰ মাৰিলে মানুহে এবাৰত কিমান  
ওপৰলৈ জপিয়াব পাৰিব লাগিব ?

(1) ১৮০ ছে.মি.

(2) ১৩৭ মি.

(3) ৩২ মি.

(4) ২০ মি.

[Question ID = 153][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_101\_ASSAMESE\_Q93]

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

4) **নিৰ্দেশ :** তলত দিয়া ৰচনাখণ্ড মনোযোগেৰে পঢ়ি তাৰ তলত দিয়া বৈকল্পিক উত্তৰৰ  
প্ৰশ্নসমূহৰ আটাইতকৈ শুদ্ধ উত্তৰটো নিৰ্বাচন কৰা ।

পতংগৰ আচৰিত ধৰণৰ সহিষ্ণুতা আৰু শক্তিশালী পেশীসমূহৰ ওপৰতেই হ'ল ইহঁতৰ  
স্বাসতন্ত্ৰ । ষ্টেগৰ্ণ (Staghorn) নামৰ এবিধ গুবৰুৱা জাতীয় পতংগই নিজৰ  
ওজনতকৈ 90 গুণ অধিক ওজনৰ বস্তু নিজৰ দৈৰ্ঘ্যতকৈ 30 গুণ অধিক দূৰত্বলৈ  
ক'তো নোৰোৱাকৈ টানি নিব পাৰে । এই কাম কৰোঁতে সিহঁতক আধা ঘণ্টা মান

সময় লাগে, অথচ সিহঁতৰ ভাগৰ নালাগে । এক মিলিমিটাৰ মান দীঘল ঠেং থকা কেতকুৰি বা চেৰেপা এটাই পথালিকৈ জাপ মাৰি একেটা জাঁপতে 32 চেণ্টিমিটাৰ মান দূৰত্ব অতিক্ৰম কৰিব পাৰে আৰু 20 চেণ্টিমিটাৰ মান ওপৰলৈও জঁপিয়াব পাৰে । গড় হিচাবত মানুহ এজনৰ উচ্চতা 180 চেণ্টিমিটাৰ মান হ'ব । মানুহেও যদি জাপ মৰা প্ৰতিযোগিতাত চেৰেপাৰ লগত ফেৰ মাৰে, তেন্তে তেওঁ একোটা জাপত এক কিলোমিটাৰৰ চাৰিভাগৰ এভাগ দূৰত্বলৈ জঁপিয়াব লাগিব আৰু ওখ জাপ মাৰিলেও 137 মিটাৰ উচ্চতালৈ জঁপিয়াব লাগিব । পতংগৰ আকাৰো বেলেগ বেলেগ । খালি চকুৰে কথমপি মণিব পৰা এমিবাতকৈ অকণমানহে ডাঙৰ পতংগ আছে । আনহাতে জীৱাশ্মৰ ৰূপত 75 চেণ্টিমিটাৰ দীঘল জঁয়াও পোৱা হৈছে । তেনেই ক্ষুদ্ৰ পতংগটোতকৈ এই ডাঙৰ পতংগটো প্ৰায় এহেজাৰ গুণমান ডাঙৰ ।

আকাৰৰ দৰেই পতংগৰ ৰঙো নানা ধৰণৰ । কিছুমান পতংগৰ ৰং শেঁতা আৰু অনুজ্জ্বল, বাকীবোৰ বগা, হালধীয়া, কমলা, ৰঙা, মুগা, নীলা বা ক'লা যি কোনো ধৰণৰ হ'ব পাৰে । বেছিভাগ পতংগৰে গাত বিভিন্ন ৰঙৰ দাগ, পটি বা চিন আদি থাকে আৰু বিপৰীত ৰঙৰ সংমিশ্ৰণেৰে ধুনীয়া ধুনীয়া নক্সাৰ সৃষ্টি কৰে । কিছুমান গুবৰুৱা জাতীয় পতংগ, পখিলা আৰু চগা সঁচাকৈয়ে ধুনীয়া । পতংগৰ বেলেগ বেলেগ ৰং হোৱাৰো কাৰণ আছে । পাখিত থকা বিভিন্ন ৰঙৰ দানাৰ কাৰণেই ঘাইকৈ সিহঁতৰ ৰং বেলেগ বেলেগ হয় । কেতিয়াবা পোহৰ তৰংগৰ বহুধৰণৰ প্ৰতিফলন, নিৰ্বাচনাত্মক অৱশোষণ, প্ৰতিসৰণ, আৰু বিচ্ছুৰণ বা ব্যতিকৰণৰ কাৰণেও ৰং বেলেগ বেলেগ হয় । ছালত থকা ক্ষুদ্ৰ ক্ষুদ্ৰ গঠনসমূহৰ বৈশিষ্ট্যতাৰ বাবেই পোহৰ তৰংগই এনে ধৰণে ক্ৰিয়া কৰে ।

পতংগসমূহ প্ৰাণীজগতৰ এক প্ৰাচীন গোষ্ঠী । মহান পেলিস'জইক মহাকল্পৰ (300,000,000 বছৰৰ আগৰ) কাৰ্বনিফে'ৰাছ কল্পৰে পৰা পতংগৰ জীৱাশ্ম পোৱা হৈছে । আটাইতকৈ পুৰণি চিনাকী পতংগসমূহ পেলিঅ'দিক্টিয় ষ্টেৰা নামৰ বিলুপ্ত বৰ্গটোৰ অন্তৰ্গত । সিহঁতৰ সম্পূৰ্ণকৈয়ে পাখি আছিল যদিও ভালদৰে উৰিব নোৱাৰিছিল সিহঁতৰো এতিয়াৰ পতংগবোৰৰ দৰে দুয়োৰো পাখিয়েই আছিল, কিন্তু পাখিৰ সন্মুখত চুটি, অৰ্দ্ধগোলাকাৰ বা ডিম্বাকৃতিৰ দুটা পিণ্ড আছিল ।

জীৱাশ্মৰ ৰূপত পোৱা বৃহৎ জঁয়াটো পৃথিৱীৰ আটাইতকৈ ক্ষুদ্ৰ পতংগৰ তুলনাত প্ৰায়

(1) দহগুণ ডাঙৰ

(2) এশগুণ ডাঙৰ

(3) বিশগুণ ডাঙৰ

(4) এহেজাৰ গুণ ডাঙৰ

[Question ID = 154][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_101\_ASSAMESE\_Q94]

1. 1 [Option ID = 613]

2. 2 [Option ID = 614]

3. 3 [Option ID = 615]

- 5) **নিৰ্দেশ :** তলত দিয়া ৰচনাখণ্ড মনোযোগেৰে পঢ়ি তাৰ তলত দিয়া বৈকল্পিক উত্তৰৰ প্ৰশ্নসমূহৰ আটাইতকৈ শুদ্ধ উত্তৰটো নিৰ্বাচন কৰা।

পতংগৰ আচৰিত ধৰণৰ সহিষ্ণুতা আৰু শক্তিশালী পেশীসমূহৰ ওৰিতেই হ'ল ইহঁতৰ শ্বাসতন্ত্ৰ। ষ্টেগৰ্হন (Staghorn) নামৰ এবিধ ঔবৰুৱা জাতীয় পতংগই নিজৰ ওজনতকৈ 90 গুণ অধিক ওজনৰ বস্তু নিজৰ দৈৰ্ঘ্যতকৈ 30 গুণ অধিক দূৰত্বলৈ ক'তো নোৰোৱাকৈ টানি নিব পাৰে। এই কাম কৰোঁতে সিহঁতক আধা ঘণ্টা মান সময় লাগে, অথচ সিহঁতৰ ভাগৰ নালাগে। এক মিলিমিটাৰ মান দীঘল ঠেং থকা কেতকুৰি বা চেৰেপা এটাই পথালিকৈ জাপ মাৰি একেটা জাঁপতে 32 চেণ্টিমিটাৰ মান দূৰত্ব অতিক্ৰম কৰিব পাৰে আৰু 20 চেণ্টিমিটাৰ মান ওপৰলৈও জঁপিয়াব পাৰে। গড় হিচাবত মানুহ এজনৰ উচ্চতা 180 চেণ্টিমিটাৰ মান হ'ব। মানুহেও যদি জাপ মৰা প্ৰতিযোগিতাত চেৰেপাৰ লগত ফেৰ মাৰে, তেন্তে তেওঁ একোটা জাপত এক কিলোমিটাৰৰ চাৰিভাগৰ এভাগ দূৰত্বলৈ জঁপিয়াব লাগিব আৰু ওখ জাপ মাৰিলেও 137 মিটাৰ উচ্চতালৈ জঁপিয়াব লাগিব। পতংগৰ আকাৰো বেলেগ বেলেগ। খালি চকুৰে কথমপি মণিব পৰা এমিৰাতকৈ অকণমানহে ডাঙৰ পতংগ আছে। আনহাতে জীৱাশ্মৰ ৰূপত 75 চেণ্টিমিটাৰ দীঘল জঁয়াও পোৱা হৈছে। তেনেই ক্ষুদ্ৰ পতংগটোতকৈ এই ডাঙৰ পতংগটো প্ৰায় এহেজাৰ গুণমান ডাঙৰ।

আকাৰৰ দৰেই পতংগৰ ৰঙো নানা ধৰণৰ। কিছুমান পতংগৰ ৰং শেঁতা আৰু অনুজ্বল, বাকীবোৰ বগা, হালধীয়া, কমলা, ৰঙা, মুগা, নীলা বা ক'লা যি কোনো ধৰণৰ হ'ব পাৰে। বেছিভাগ পতংগৰে গাত বিভিন্ন ৰঙৰ দাগ, পটি বা চিন আদি থাকে আৰু বিপৰীত ৰঙৰ সংমিশ্ৰণেৰে ধুনীয়া ধুনীয়া নক্সাৰ সৃষ্টি কৰে। কিছুমান ঔবৰুৱা জাতীয় পতংগ, পখিলা আৰু চগা সঁচাকৈয়ে ধুনীয়া। পতংগৰ বেলেগ বেলেগ ৰং হোৱাৰো কাৰণ আছে। পাখিত থকা বিভিন্ন ৰঙৰ দানাৰ কাৰণেই ঘাইকৈ সিহঁতৰ ৰং বেলেগ বেলেগ হয়। কেতিয়াবা পোহৰ তৰংগৰ বহুধৰণৰ প্ৰতিফলন, নিৰ্বাচনাত্মক অৱশোষণ, প্ৰতিসৰণ, আৰু বিচ্ছুৰণ বা ব্যতিকৰণৰ কাৰণেও ৰং বেলেগ বেলেগ হয়। ছালত থকা ক্ষুদ্ৰ ক্ষুদ্ৰ গঠনসমূহৰ বৈশিষ্ট্যতাৰ বাবেই পোহৰ তৰংগই এনে ধৰণে ক্ৰিয়া কৰে।

পতংগসমূহ প্ৰাণীজগতৰ এক প্ৰাচীন গোষ্ঠী। মহান পেলিস'জাইক মহাকল্পৰ (300,000,000 বছৰৰ আগৰ) কাৰ্বনিফে'ৰাছ কল্পৰে পৰা পতংগৰ জীৱাশ্ম পোৱা হৈছে। আটাইতকৈ পুৰণি চিনাকী পতংগসমূহ পেলিঅ'দিক্টিয় ষ্টেৰা নামৰ বিলুপ্ত বৰ্গটোৰ অন্তৰ্গত। সিহঁতৰ সম্পূৰ্ণকৈয়ে পাখি আছিল যদিও ভালদৰে উৰিব নোৱাৰিছিল সিহঁতৰো এতিয়াৰ পতংগবোৰৰ দৰে দুয়োৰা পাখিয়েই আছিল, কিন্তু পাখিৰ সন্মুখত চুটি, অৰ্দ্ধগোলাকাৰ বা ডিম্বাকৃতিৰ দুটা পিণ্ড আছিল।

নানা ৰঙী পতংগৰ পাখিত -

(1) দাগ থাকে

(2) নানা ৰঙৰ দানা থাকে

(3) শেঁতা ৰং থাকে

(4) পটি থাকে

[Question ID = 155][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_101\_ASSAMESE\_Q95]

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

6) **নিৰ্দেশ :** তলত দিয়া ৰচনাখণ্ড মনোযোগেৰে পঢ়ি তাৰ তলত দিয়া বৈকল্পিক উত্তৰৰ প্ৰশ্নসমূহৰ আটাইতকৈ শুদ্ধ উত্তৰটো নিৰ্বাচন কৰা।

পতংগৰ আচৰিত ধৰণৰ সহিষ্ণুতা আৰু শক্তিশালী পেশীসমূহৰ ওৰিতেই হ'ল ইহঁতৰ শ্বাসতন্ত্ৰ। ষ্টেগৰ্ণ (Staghorn) নামৰ এবিধ ঔবৰুৱা জাতীয় পতংগই নিজৰ ওজনতকৈ 90 গুণ অধিক ওজনৰ বস্তু নিজৰ দৈৰ্ঘ্যতকৈ 30 গুণ অধিক দূৰত্বলৈ ক'তো নোৰোৱাকৈ টানি নিব পাৰে। এই কাম কৰোঁতে সিহঁতক আধা ঘণ্টা মান সময় লাগে, অথচ সিহঁতৰ ভাগৰ নালাগে। এক মিলিমিটাৰ মান দীঘল ঠেং থকা কেতকুৰি বা চেৰেপা এটাই পথালিকৈ জাপ মাৰি একেটা জাঁপতে 32 চেণ্টিমিটাৰ মান দূৰত্ব অতিক্ৰম কৰিব পাৰে আৰু 20 চেণ্টিমিটাৰ মান ওপৰলৈও জঁপিয়াব পাৰে। গড় হিচাবত মানুহ এজনৰ উচ্চতা 180 চেণ্টিমিটাৰ মান হ'ব। মানুহেও যদি জাপ মৰা প্ৰতিযোগিতাত চেৰেপাৰ লগত ফেৰ মাৰে, তেন্তে তেওঁ একোটা জাপত এক কিলোমিটাৰৰ চাৰিভাগৰ এভাগ দূৰত্বলৈ জঁপিয়াব লাগিব আৰু ওখ জাপ মাৰিলেও 137 মিটাৰ উচ্চতালৈ জঁপিয়াব লাগিব। পতংগৰ আকাৰো বেলেগ বেলেগ। খালি চকুৰে কথমপি মণিব পৰা এমিবাতকৈ অকণমানহে ডাঙৰ পতংগ আছে। আনহাতে জীৱাশ্মৰ ৰূপত 75 চেণ্টিমিটাৰ দীঘল জঁয়াও পোৱা হৈছে। তেনেই ক্ষুদ্ৰ পতংগটোতকৈ এই ডাঙৰ পতংগটো প্ৰায় এহেজাৰ গুণমান ডাঙৰ।

আকাৰৰ দৰেই পতংগৰ ৰঙো নানা ধৰণৰ। কিছুমান পতংগৰ ৰং শেঁতা আৰু অনুজ্জ্বল, বাকীবোৰ বগা, হালধীয়া, কমলা, ৰঙা, মুগা, নীলা বা ক'লা যি কোনো ধৰণৰ হ'ব পাৰে। বেছিভাগ পতংগৰে গাত বিভিন্ন ৰঙৰ দাগ, পটি বা চিন আদি থাকে আৰু বিপৰীত ৰঙৰ সংমিশ্ৰণেৰে ধুনীয়া ধুনীয়া নক্সাৰ সৃষ্টি কৰে। কিছুমান ঔবৰুৱা জাতীয় পতংগ, পখিলা আৰু চগা সঁচাকৈয়ে ধুনীয়া। পতংগৰ বেলেগ বেলেগ ৰং হোৱাৰো কাৰণ আছে। পাখিত থকা বিভিন্ন ৰঙৰ দানাৰ কাৰণেই ঘাইকৈ সিহঁতৰ ৰং বেলেগ বেলেগ হয়। কেতিয়াবা পোহৰ তৰংগৰ বহুধৰণৰ প্ৰতিফলন, নিৰ্বাচনাত্মক অৱশোষণ, প্ৰতিসৰণ, আৰু বিচ্ছুৰণ বা ব্যতিকৰণৰ কাৰণেও ৰং বেলেগ বেলেগ হয়। ছালত থকা ক্ষুদ্ৰ ক্ষুদ্ৰ গঠনসমূহৰ বৈশিষ্ট্যতাৰ বাবেই পোহৰ তৰংগই এনে ধৰণে ক্ৰিয়া কৰে।

পতংগসমূহ প্ৰাণীজগতৰ এক প্ৰাচীন গোষ্ঠী। মহান পেলিস'জইক মহাকল্পৰ (300,000,000 বছৰৰ আগৰ) কাৰ্বনিফে'ৰাছ কল্পৰে পৰা পতংগৰ জীৱাশ্ম পোৱা হৈছে। আটাইতকৈ পুৰণি চিনাকী পতংগসমূহ পেলিঅ'দিক্টিয় ষ্টেৰা নামৰ বিলুপ্ত

বৰ্গটোৰ অন্তৰ্গত । সিহঁতৰ সম্পূৰ্ণকৈয়ে পাখি আছিল যদিও ভালদৰে উৰিব নোৱাৰিছিল সিহঁতৰো এতিয়াৰ পতংগবোৰৰ দৰে দুয়োৰো পাখিয়েই আছিল, কিন্তু পাখিৰ সন্মুখত চুটি, অৰ্দ্ধগোলাকাৰ বা ডিম্বাকৃতিৰ দুটা পিণ্ড আছিল ।

কিমান পুৰণি দিনৰ পতংগৰ জীৱাশ্ম পোৱা গৈছে ?

- (1) তিনি কোটি বছৰৰ আগৰ
- (2) তিনিশ কোটি বছৰৰ আগৰ
- (3) ত্ৰিশ কোটি বছৰৰ আগৰ
- (4) তিনি হাজাৰ কোটি বছৰৰ আগৰ

[Question ID = 156][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_101\_ASSAMESE\_Q96]

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

7) **নিৰ্দেশ :** তলত দিয়া ৰচনাখণ্ড মনোযোগেৰে পঢ়ি তাৰ তলত দিয়া বৈকল্পিক উত্তৰৰ প্ৰশ্নসমূহৰ আটাইতকৈ শুদ্ধ উত্তৰটো নিৰ্বাচন কৰা ।

পতংগৰ আচৰিত ধৰণৰ সহিষ্ণুতা আৰু শক্তিশালী পেশীসমূহৰ ওপৰতেই হ'ল ইহঁতৰ শ্বাসতন্ত্ৰ । ষ্টেগৰ্ণ (Staghorn) নামৰ এবিধ ঔবৰুৱা জাতীয় পতংগই নিজৰ ওজনতকৈ 90 গুণ অধিক ওজনৰ বস্তু নিজৰ দৈৰ্ঘ্যতকৈ 30 গুণ অধিক দূৰত্বলৈ ক'তো নোৰোৱাকৈ টানি নিব পাৰে । এই কাম কৰোঁতে সিহঁতক আধা ঘণ্টা মান সময় লাগে, অথচ সিহঁতৰ ভাগৰ নালাগে । এক মিলিমিটাৰ মান দীঘল ঠেং থকা কেতকুৰি বা চেৰেপা এটাই পথালিকৈ জাপ মাৰি একেটা জাঁপতে 32 চেণ্টিমিটাৰ মান দূৰত্ব অতিক্ৰম কৰিব পাৰে আৰু 20 চেণ্টিমিটাৰ মান ওপৰলৈও জপিয়াব পাৰে । গড় হিচাবত মানুহ এজনৰ উচ্চতা 180 চেণ্টিমিটাৰ মান হ'ব । মানুহেও যদি জাপ মৰা প্ৰতিযোগিতাত চেৰেপাৰ লগত ফেৰ মাৰে, তেন্তে তেওঁ একোটা জাপত এক কিলোমিটাৰৰ চাৰিভাগৰ এভাগ দূৰত্বলৈ জঁপিয়াব লাগিব আৰু ওখ জাপ মাৰিলেও 137 মিটাৰ উচ্চতালৈ জঁপিয়াব লাগিব । পতংগৰ আকাৰো বেলেগ বেলেগ । খালি চকুৰে কথমপি মণিব পৰা এমিৰাতকৈ অকণমানহে ডাঙৰ পতংগ আছে । আনহাতে জীৱাশ্মৰ ৰূপত 75 চেণ্টিমিটাৰ দীঘল জঁয়াও পোৱা হৈছে । তেনেই ক্ষুদ্ৰ পতংগটোতকৈ এই ডাঙৰ পতংগটো প্ৰায় এহেজাৰ গুণমান ডাঙৰ ।

আকাৰৰ দৰেই পতংগৰ ৰঙো নানা ধৰণৰ । কিছুমান পতংগৰ ৰং শেঁতা আৰু অনুজ্বল, বাকীবোৰ বগা, হালধীয়া, কমলা, ৰঙা, মুগা, নীলা বা ক'লা যি কোনো ধৰণৰ হ'ব পাৰে । বেছিভাগ পতংগৰে গাত বিভিন্ন ৰঙৰ দাগ, পটি বা চিন আদি থাকে আৰু বিপৰীত ৰঙৰ সংমিশ্ৰণেৰে ধুনীয়া ধুনীয়া নক্সাৰ সৃষ্টি কৰে । কিছুমান ঔবৰুৱা জাতীয় পতংগ, পখিলা আৰু চগা সঁচাকৈয়ে ধুনীয়া । পতংগৰ বেলেগ বেলেগ ৰং হোৱাৰো কাৰণ আছে । পাখিত থকা বিভিন্ন ৰঙৰ দানাৰ কাৰণেই ঘাইকৈ সিহঁতৰ ৰং বেলেগ বেলেগ হয় । কেতিয়াবা পোহৰ তৰংগৰ

বহুধৰণৰ প্ৰতিফলন, নিৰ্বাচনাত্মক অৱশোষণ, প্ৰতিসৰণ, আৰু বিচ্ছুৰণ বা ব্যতিকৰণৰ কাৰণেও ৰং বেলেগ বেলেগ হয়। ছালত থকা ক্ষুদ্ৰ ক্ষুদ্ৰ গঠনসমূহৰ বৈশিষ্ট্যতাৰ বাবেই পোহৰ তৰংগই এনে ধৰণে ক্ৰিয়া কৰে।

পতংগসমূহ প্ৰাণীজগতৰ এক প্ৰাচীন গোষ্ঠী। মহান পেলিস'জইক মহাকল্পৰ (300,000,000 বছৰৰ আগৰ) কাৰ্বনিফে'ৰাছ কল্পৰে পৰা পতংগৰ জীৱাশ্ম পোৱা হৈছে। আটাইতকৈ পুৰণি চিনাকী পতংগসমূহ পেলিঅ'দিক্টিয় প্লেচা নামৰ বিলুপ্ত বৰ্গটোৰ অন্তৰ্গত। সিহঁতৰ সম্পূৰ্ণকৈয়ে পাখি আছিল যদিও ভালদৰে উৰিব নোৱাৰিছিল সিহঁতৰো এতিয়াৰ পতংগবোৰৰ দৰে দুয়োৰা পাখিয়েই আছিল, কিন্তু পাখিৰ সন্মুখত চুটি, অৰ্দ্ধগোলাকাৰ বা ডিম্বাকৃতিৰ দুটা পিণ্ড আছিল।

ওপৰৰ পাঠটোৰ আধাৰত তলত দুটা উক্তি দিয়া হৈছে। উক্তি দুটা পঢ়ি শুদ্ধ বিকল্পটো চিনাক্ত কৰা।

- a. চেৰেপা এটাই ৩২ ছে.মি. ওপৰলৈ জঁপিয়াব পাৰে।
- b. পোহৰৰ তৰংগৰ প্ৰতিফলনেও পতংগৰ পাখিৰ ৰং নিৰ্দ্ধাৰণ কৰে।

- (1) a আৰু b দুয়োটাই শুদ্ধ
- (2) a আৰু b দুয়োটাই অশুদ্ধ
- (3) a শুদ্ধ আৰু b অশুদ্ধ
- (4) a অশুদ্ধ আৰু b শুদ্ধ

[Question ID = 157][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_101\_ASSAMESE\_Q97]

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

8) **নিৰ্দেশ :** তলত দিয়া ৰচনাখণ্ড মনোযোগেৰে পঢ়ি তাৰ তলত দিয়া বৈকল্পিক উত্তৰৰ প্ৰশ্নসমূহৰ আটাইতকৈ শুদ্ধ উত্তৰটো নিৰ্বাচন কৰা।

পতংগৰ আচৰিত ধৰণৰ সহিষ্ণুতা আৰু শক্তিশালী পেশীসমূহৰ ওপৰতেই হ'ল ইহঁতৰ শ্বাসতন্ত্ৰ। ষ্টেগৰ্ন (Staghorn) নামৰ এবিধ ওবৰুৱা জাতীয় পতংগই নিজৰ ওজনতকৈ 90 গুণ অধিক ওজনৰ বস্তু নিজৰ দৈৰ্ঘ্যতকৈ 30 গুণ অধিক দূৰত্বলৈ ক'তো নোৰোৱাকৈ টানি নিব পাৰে। এই কাম কৰোঁতে সিহঁতক আধা ঘণ্টা মান সময় লাগে, অথচ সিহঁতৰ ভাগৰ নালাগে। এক মিলিমিটাৰ মান দীঘল ঠেং থকা কেতকুৰি বা চেৰেপা এটাই পথালিকৈ জাপ মাৰি একেটা জাঁপতে 32 চেণ্টিমিটাৰ মান দূৰত্ব অতিক্ৰম কৰিব পাৰে আৰু 20 চেণ্টিমিটাৰ মান ওপৰলৈও জঁপিয়াব পাৰে। গড় হিচাবত মানুহ এজনৰ উচ্চতা 180 চেণ্টিমিটাৰ মান হ'ব। মানুহেও যদি জাপ মৰা প্ৰতিযোগিতাত চেৰেপাৰ লগত ফেৰ মাৰে, তেন্তে তেওঁ একোটা জাপত এক কিলোমিটাৰৰ চাৰিভাগৰ এভাগ দূৰত্বলৈ জঁপিয়াব লাগিব আৰু ওখ জাপ মাৰিলেও 137 মিটাৰ উচ্চতালৈ জঁপিয়াব লাগিব। পতংগৰ আকাৰো বেলেগ বেলেগ। খালি চকুৰে কথমপি মণিব পৰা এমিবাতকৈ অকণমানহে ডাঙৰ পতংগ আছে।

আনহাতে জীৱাশ্মৰ ৰূপত 75 চেণ্টিমাটৰ দীঘল জঁয়াও পোৱা হৈছে । তেনেই ক্ষুদ্ৰ পতংগটোতকৈ এই ডাঙৰ পতংগটো প্ৰায় এহেজাৰ গুণমান ডাঙৰ ।

আকাৰৰ দৰেই পতংগৰ ৰঙো নানা ধৰণৰ । কিছুমান পতংগৰ ৰং শেঁতা আৰু অনুজ্জ্বল, বাকীবোৰ বগা, হালধীয়া, কমলা, ৰঙা, মুগা, নীলা বা ক'লা যি কোনো ধৰণৰ হ'ব পাৰে । বেছিভাগ পতংগৰে গাত বিভিন্ন ৰঙৰ দাগ, পটি বা চিন আদি থাকে আৰু বিপৰীত ৰঙৰ সংমিশ্ৰণেৰে ধুনীয়া ধুনীয়া নক্সাৰ সৃষ্টি কৰে । কিছুমান গুবৰুৱা জাতীয় পতংগ, পখিলা আৰু চগা সঁচাকৈয়ে ধুনীয়া । পতংগৰ বেলেগ বেলেগ ৰং হোৱাৰো কাৰণ আছে । পাখিত থকা বিভিন্ন ৰঙৰ দানাৰ কাৰণেই ঘাইকৈ সিহঁতৰ ৰং বেলেগ বেলেগ হয় । কেতিয়াবা পোহৰ তৰংগৰ বহুধৰণৰ প্ৰতিফলন, নিৰ্বাচনাত্মক অৱশোষণ, প্ৰতিসৰণ, আৰু বিচ্ছুৰণ বা ব্যতিকৰণৰ কাৰণেও ৰং বেলেগ বেলেগ হয় । ছালত থকা ক্ষুদ্ৰ ক্ষুদ্ৰ গঠনসমূহৰ বৈশিষ্ট্যতাৰ বাবেই পোহৰ তৰংগই এনে ধৰণে ক্ৰিয়া কৰে ।

পতংগসমূহ প্ৰাণীজগতৰ এক প্ৰাচীন গোষ্ঠী । মহান পেলিস'জইক মহাকল্পৰ (300,000,000 বছৰৰ আগৰ) কাৰ্বনিফে'ৰাছ কল্পৰে পৰা পতংগৰ জীৱাশ্ম পোৱা হৈছে । আটাইতকৈ পুৰণি চিনাকী পতংগসমূহ পেলিঅ'দিক্টিয় ষ্টেৰা নামৰ বিলুপ্ত বৰ্গটোৰ অন্তৰ্গত । সিহঁতৰ সম্পূৰ্ণকৈয়ে পাখি আছিল যদিও ভালদৰে উৰিব নোৱাৰিছিল সিহঁতৰো এতিয়াৰ পতংগবোৰৰ দৰে দুয়োৰো পাখিয়েই আছিল, কিন্তু পাখিৰ সন্মুখত চুটি, অৰ্দ্ধগোলাকাৰ বা ডিম্বাকৃতিৰ দুটা পিণ্ড আছিল ।

ওপৰৰ পাঠটোৰ আধাৰত দিয়া তলৰ উক্তি আৰু যুক্তি দুটা পটি শুদ্ধ বিকল্পটো নিৰ্দ্ধাৰণ কৰা -

a উক্তি :

অতি গধুৰ বস্তু টানিলেও পতংগৰ ভাগৰ নালাগে ।

b যুক্তি :

পতংগই নিজৰ শৰীৰতকৈ ৯০ গুণ অধিক গধুৰ বস্তু টানিব পাৰে ।

(1) b হৈছে aৰ শুদ্ধ ব্যাখ্যা

(2) a শুদ্ধ কিন্তু b ইয়াৰ শুদ্ধ ব্যাখ্যা নহয়

(3) a অশুদ্ধ কিন্তু b শুদ্ধ

(4) a আৰু b দুয়োটাই অশুদ্ধ

[Question ID = 158][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_101\_ASSAMESE\_Q98]

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

9) **নিৰ্দেশ :** তলত দিয়া ৰচনাখণ্ড মনোযোগেৰে পঢ়ি তাৰ তলত দিয়া বৈকল্পিক উত্তৰৰ প্ৰশ্নসমূহৰ আটাইতকৈ শুদ্ধ উত্তৰটো নিৰ্বাচন কৰা ।

পতংগৰ আচৰিত ধৰণৰ সহিষ্ণুতা আৰু শক্তিশালী পেশীসমূহৰ ওপৰত ইহঁতৰ

শ্বাসতন্ত্ৰ । ষ্টেগৰ্ন (Staghorn) নামৰ এবিধ ঔবৰুৱা জাতীয় পতংগই নিজৰ ওজনতকৈ 90 গুণ অধিক ওজনৰ বস্তু নিজৰ দৈৰ্ঘ্যতকৈ 30 গুণ অধিক দূৰত্বলৈ ক'তো নোৰোৱাকৈ টানি নিব পাৰে । এই কাম কৰোঁতে সিহঁতক আধা ঘণ্টা মান সময় লাগে, অথচ সিহঁতৰ ভাগৰ নালাগে । এক মিলিমিটাৰ মান দীঘল ঠেং থকা কেতকুৰি বা চেৰেপা এটাই পথালিকৈ জাপ মাৰি একেটা জাঁপতে 32 চেণ্টিমিটাৰ মান দূৰত্ব অতিক্ৰম কৰিব পাৰে আৰু 20 চেণ্টিমিটাৰ মান ওপৰলৈও জপিয়াব পাৰে । গড় হিচাবত মানুহ এজনৰ উচ্চতা 180 চেণ্টিমিটাৰ মান হ'ব । মানুহেও যদি জাপ মৰা প্ৰতিযোগিতাত চেৰেপাৰ লগত ফেৰ মাৰে, তেন্তে তেওঁ একেটা জাপত এক কিলোমিটাৰৰ চাৰিভাগৰ এভাগ দূৰত্বলৈ জঁপিয়াব লাগিব আৰু ওখ জাপ মাৰিলেও 137 মিটাৰ উচ্চতালৈ জঁপিয়াব লাগিব । পতংগৰ আকাৰো বেলেগ বেলেগ । খালি চকুৰে কথমপি মনিব পৰা এমিবাতকৈ অকণমানহে ডাঙৰ পতংগ আছে । আনহাতে জীৱাশ্মৰ ৰূপত 75 চেণ্টিমিটাৰ দীঘল জঁয়াও পোৱা হৈছে । তেনেই ক্ষুদ্ৰ পতংগটোতকৈ এই ডাঙৰ পতংগটো প্ৰায় এহেজাৰ গুণমান ডাঙৰ ।

আকাৰৰ দৰেই পতংগৰ ৰঙো নানা ধৰণৰ । কিছুমান পতংগৰ ৰং শেঁতা আৰু অনুজ্বল, বাকীবোৰ বগা, হালধীয়া, কমলা, ৰঙা, মুগা, নীলা বা ক'লা যি কোনো ধৰণৰ হ'ব পাৰে । বেছিভাগ পতংগৰে গাত বিভিন্ন ৰঙৰ দাগ, পটি বা চিন আদি থাকে আৰু বিপৰীত ৰঙৰ সংমিশ্ৰণেৰে ধুনীয়া ধুনীয়া নক্সাৰ সৃষ্টি কৰে । কিছুমান ঔবৰুৱা জাতীয় পতংগ, পখিলা আৰু চগা সঁচাকৈয়ে ধুনীয়া । পতংগৰ বেলেগ বেলেগ ৰং হোৱাৰো কাৰণ আছে । পাখিত থকা বিভিন্ন ৰঙৰ দানাৰ কাৰণেই ঘাইকৈ সিহঁতৰ ৰং বেলেগ বেলেগ হয় । কেতিয়াবা পোহৰ তৰংগৰ বহুধৰণৰ প্ৰতিফলন, নিৰ্বাচনাত্মক অৱশোষণ, প্ৰতিসৰণ, আৰু বিচ্ছুৰণ বা ব্যতিকৰণৰ কাৰণেও ৰং বেলেগ বেলেগ হয় । ছালত থকা ক্ষুদ্ৰ ক্ষুদ্ৰ গঠনসমূহৰ বৈশিষ্ট্যতাৰ বাবেই পোহৰ তৰংগই এনে ধৰণে ক্ৰিয়া কৰে ।

পতংগসমূহ প্ৰাণীজগতৰ এক প্ৰাচীন গোষ্ঠী । মহান পেলিস'জইক মহাকল্পৰ (300,000,000 বছৰৰ আগৰ) কাৰ্বনিফে'ৰাছ কল্পৰে পৰা পতংগৰ জীৱাশ্ম পোৱা হৈছে । আটাইতকৈ পুৰণি চিনাকী পতংগসমূহ পেলিঅ'দিক্টিয় ষ্টেৰা নামৰ বিলুপ্ত বৰ্গটোৰ অন্তৰ্গত । সিহঁতৰ সম্পূৰ্ণকৈয়ে পাখি আছিল যদিও ভালদৰে উৰিব নোৱাৰিছিল সিহঁতৰো এতিয়াৰ পতংগবোৰৰ দৰে দুয়োৰা পাখিয়েই আছিল, কিন্তু পাখিৰ সন্মুখত চুটি, অৰ্দ্ধগোলাকাৰ বা ডিম্বাকৃতিৰ দুটা পিণ্ড আছিল ।

“বেছিভাগ পতংগৰে গাত বিভিন্ন ৰঙৰ দাগ, পটি বা চিন আদি থাকে ।” – এই বাক্যটোৰ কাল হৈছে –

- (1) নিত্য বৰ্তমান কাল
- (2) স্বৰূপ বৰ্তমান কাল
- (3) স্বৰূপ ভূত কাল
- (4) সাম্ভাৱ্য ভৱ কাল

[Question ID = 159][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_101\_ASSAMESE\_Q99]

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

Topic:- Assamese\_Q100-105\_L1\_P1\_CTET

1) **নিৰ্দেশ :** তলৰ পদ্যাংশ পঢ়ি তাৰ তলত দিয়া বৈকল্পিক প্ৰশ্নসমূহৰ শুদ্ধ উত্তৰটো চিনাক্ত কৰা।

হৰধনু ভাঙি ৰামে সীতাক লভিলে,  
উঠিল গোৰু বানী ৰাজ-সমাজত  
জয়, জয়, শব্দিলে অন্তিমপুৰত,  
সীতাক সম্বাদ তাৰ দূতী আহি দিলে।  
ভানুমতী সখীয়েকে বুলিলে বচন,  
- স্বামী পালা সীতা তুমি কত তপ কৰি,  
বত্ৰময় হাত দুটি ধনু ভাঙে ধৰি  
শুনি হাঁহি জানকীয়ে ঘূৰালে বদন।  
লাজ পাই সখীয়েকে মাতিলে আকৌ  
- কিয় কৰা সীতা দেৱী বিষাদ মনত  
নহয় ৰামৰ হাত শিলৰ নিচিনা,  
তুলা যেন পাবা কিন্তু তোমাৰ হাতত।  
ৰ'দত পৃথিৱী ফাটি হয় ছিটাছিট,  
কোমল পদুমে কিন্তু ৰ'দৰে নিৰ্মিত।  
ৰামে হৰধনু ভঙাৰ খবৰ সীতাক কোনে আহি দিলেহি ?

- (1) ভানুমতীয়ে
- (2) জানকীয়ে
- (3) দূতীয়ে
- (4) সখীয়েকে

[Question ID = 160][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_101\_ASSAMESE\_Q100]

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

2) **নিৰ্দেশ :** তলৰ পদ্যাংশ পঢ়ি তাৰ তলত দিয়া বৈকল্পিক প্ৰশ্নসমূহৰ শুদ্ধ উত্তৰটো চিনাক্ত কৰা।

হৰধনু ভাঙি ৰামে সীতাক লভিলে,  
উঠিল গোবৰ বানী ৰাজ-সমাজত  
জয়, জয়, শব্দিলে অস্ত্ৰেশপুৰত,  
সীতাক সম্বাদ তাৰ দূতী আহি দিলে।  
ভানুমতী সখীয়েকে বুলিলে বচন,  
- স্বামী পালা সীতা তুমি কত তপ কৰি,  
বত্ৰময় হাত দুটি ধনু ভাঙে ধৰি  
শুনি হাঁহি জানকীয়ে ঘূৰালে বদন।  
লাজ পাই সখীয়েকে মাতিলে আকৌ  
- কিয় কৰা সীতা দেৱী বিষাদ মনত  
নহয় ৰামৰ হাত শিলৰ নিচিনা,  
তুলা যেন পাবা কিন্তু তোমাৰ হাতত।  
ৰ'দত পৃথিৱী ফাটি হয় ছিটাছিট,  
কোমল পদুমে কিন্তু ৰ'দৰে নিৰ্মিত।  
অস্ত্ৰেশপুৰত কাৰ জয়ধ্বনি বাজিছে?

(1) ৰাজ সমাজৰ

(2) সীতাৰ

(3) দশৰথৰ

(4) ৰামৰ

[Question ID = 161][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_101\_ASSAMESE\_Q101]

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

3) **নিৰ্দেশ :** তলৰ পদ্যাংশ পঢ়ি তাৰ তলত দিয়া বৈকল্পিক প্ৰশ্নসমূহৰ শুদ্ধ উত্তৰটো চিনাক্ত কৰা।

হৰধনু ভাঙি ৰামে সীতাক লভিলে,  
উঠিল গোবৰ বানী ৰাজ-সমাজত  
জয়, জয়, শব্দিলে অন্তেষপুৰত,  
সীতাক সম্বাদ তাৰ দূতী আহি দিলে।  
ভানুমতী সখীয়েকে বুলিলে বচন,  
- স্বামী পালা সীতা তুমি কত তপ কৰি,  
বজ্ৰময় হাত দুটি ধনু ভাঙে ধৰি  
শুনি হাঁহি জানকীয়ে ঘূৰালে বদন।  
লাজ পাই সখীয়েকে মাতিলে আকৌ  
- কিয় কৰা সীতা দেৱী বিষাদ মনত  
নহয় ৰামৰ হাত শিলৰ নিচিনা,  
তুলা যেন পাবা কিন্তু তোমাৰ হাতত।  
ৰ'দত পৃথিৱী ফাটি হয় ছিটাছিট,  
কোমল পদুমে কিন্তু ৰ'দৰে নিৰ্মিত।

“বজ্ৰময় হাত দুটি ধনু ভাঙে ধৰি।” - কাৰ হাত বজ্ৰময় বুলি কোৱা হৈছে ?

(1) ৰজাসকলৰ

(2) ৰামৰ

(3) শিৱৰ

(4) দশৰথৰ

[Question ID = 162][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_101\_ASSAMESE\_Q102]

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

4) **নিৰ্দেশ :** তলৰ পদ্যাংশ পঢ়ি তাৰ তলত দিয়া বৈকল্পিক প্ৰশ্নসমূহৰ শুদ্ধ উত্তৰটো চিনাক্ত কৰা।

হৰধনু ভাঙি ৰামে সীতাক লভিলে,  
উঠিল গোবৰ বানী ৰাজ-সমাজত  
জয়, জয়, শব্দিলে অন্তেষপুৰত,  
সীতাক সম্বাদ তাৰ দূতী আহি দিলে।  
ভানুমতী সখীয়েকে বুলিলে বচন,  
- স্বামী পালা সীতা তুমি কত তপ কৰি,  
বত্ৰময় হাত দুটি ধনু ভাঙে ধৰি  
শুনি হাঁহি জানকীয়ে ঘূৰালে বদন।  
লাজ পাই সখীয়েকে মাতিলে আকৌ  
- কিয় কৰা সীতা দেৱী বিষাদ মনত  
নহয় ৰামৰ হাত শিলৰ নিচিনা,  
তুলা যেন পাবা কিন্তু তোমাৰ হাতত।  
ৰ'দত পৃথিৱী ফাটি হয় ছিটাছিট,  
কোমল পদুমে কিন্তু ৰ'দৰে নিৰ্মিত।

“ৰামৰ হাত শিলৰ নিচিনা নহয়, সীতাই হাতত ল'লে তুলাৰ নিচিনা পাব।” -  
এই কথাষাৰ কোনে কৈছিল ?

(1) শিৱ

(2) ভানুমতী

(3) দূতী

(4) সমবেত ৰাজন্যবৰ্গ

[Question ID = 163][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_101\_ASSAMESE\_Q103]

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

5) **নিৰ্দেশ :** তলৰ পদ্যাংশ পঢ়ি তাৰ তলত দিয়া বৈকল্পিক প্ৰশ্নসমূহৰ শুদ্ধ উত্তৰটো চিনাক্ত কৰা।

হৰধনু ভাঙি ৰামে সীতাক লভিলে,  
উঠিল গোবৰ বানী ৰাজ-সমাজত  
জয়, জয়, শব্দিলে অন্তেষপুৰত,  
সীতাক সন্মাদ তাৰ দূতী আহি দিলে।  
ভানুমতী সখীয়েকে বুলিলে বচন,  
- স্বামী পালা সীতা তুমি কত তপ কৰি,  
বজ্ৰময় হাত দুটি ধনু ভাঙে ধৰি  
শুনি হাঁহি জানকীয়ে ঘূৰালে বদন।  
লাজ পাই সখীয়েকে মাতিলে আকৌ  
- কিয় কৰা সীতা দেৱী বিষাদ মনত  
নহয় ৰামৰ হাত শিলৰ নিচিনা,  
তুলা যেন পাবা কিন্তু তোমাৰ হাতত।  
ৰ'দত পৃথিৱী ফাটি হয় ছিটাছিট,  
কোমল পদুমে কিন্তু ৰ'দৰে নিৰ্মিত।

তলৰ বাক্যকেইটিৰ শুদ্ধাশুদ্ধ বিচাৰ কৰা -

- a. কঠোৰ তপৰ বলত সীতাই ৰামক স্বামী ৰূপে পাইছিল।
- b. বজ্ৰ কঠিন হাতেৰে ৰামে হৰধনু ভংগ কৰিছিল।

(1) a আৰু b দুয়োটা শুদ্ধ

(2) a আৰু b দুয়োটা অশুদ্ধ

(3) a শুদ্ধ b অশুদ্ধ

(4) a অশুদ্ধ b শুদ্ধ

[Question ID = 164][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_101\_ASSAMESE\_Q104]

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

6) **নিৰ্দেশ :** তলৰ পদ্যাংশ পঢ়ি তাৰ তলত দিয়া বৈকল্পিক প্ৰশ্নসমূহৰ শুদ্ধ উত্তৰটো চিনাক্ত কৰা।

হৰধনু ভাঙি ৰামে সীতাক লভিলে,  
উঠিল গোৰু বানী ৰাজ-সমাজত  
জয়, জয়, শব্দিলে অন্তিমপুৰত,  
সীতাক সম্বাদ তাৰ দূতী আহি দিলে।  
ভানুমতী সখীয়েকে বুলিলে বচন,  
- স্বামী পালা সীতা তুমি কত তপ কৰি,  
বত্ৰময় হাত দুটি ধনু ভাঙে ধৰি  
শুনি হাঁহি জানকীয়ে ঘূৰালে বদন।  
লাজ পাই সখীয়েকে মাতিলে আকৌ  
- কিয় কৰা সীতা দেৱী বিষাদ মনত  
নহয় ৰামৰ হাত শিলৰ নিচিনা,  
তুলা যেন পাবা কিন্তু তোমাৰ হাতত।  
ৰ'দত পুখিৰী ফাটি হয় ছিটাছিট,  
কোমল পদুমে কিন্তু ৰ'দৰে নিৰ্মিত।

“ৰামৰ হাত তুলাৰ দৰে কোমল পাবা” - ওপৰৰ কবিতাটোৰ আলমত লিখা এই বাক্যটোত কি কাব্যিক উপাদান আছে?

- (1) ৰূপক
- (2) উপমা
- (3) প্ৰতীক
- (4) কল্পচিত্ৰ

[Question ID = 165][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_101\_ASSAMESE\_Q105]

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

Topic:- Assamese\_Q106-120\_L1\_P1\_CTET

1) শিক্ষকে শিকাৰুৰ পঠন দক্ষতাৰ আধাৰ নিৰ্মাণৰ ক্ষেত্ৰত সহায় কৰিবৰ বাবে সহায় কৰিব লাগে -

- (1) ব্যক্তিগত আৰু প্ৰভেদসূচক শিক্ষন (differentiate instruction)ৰ যোগেদি
- (2) গ্ৰেড ভিত্তিক মানবিশিষ্ট পৰীক্ষাৰ সহায়ত
- (3) বিভিন্ন কাৰিকৰী প্ৰযুক্তি ব্যৱহাৰ কৰি
- (4) পঠনৰ পূৰ্বে নতুন আৰু প্ৰত্যাৱৰ্তনপূৰ্ণ শব্দভাণ্ডাৰৰ যোগেদি

[Question ID = 166][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_101\_ASSAMESE\_Q106]

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

2) দ্বিতীয় শ্ৰেণীৰ এগৰাকী শিক্ষকে ছপা ৰূপত থকা পাঠৰ পৰিচিত শব্দবোৰ সঠিকভাৱে আৰু দক্ষতাৰে চিনাক্ত কৰা সামৰ্থ্য বৃদ্ধিৰ বাবে মনোনিৱেশ কৰিছে। এই শব্দবোৰ

- (1) অৱলোকিত শব্দ (Sight word)
- (2) সাৰ শব্দ (Content word)
- (3) জটিল শব্দ
- (4) কৰ্মবাচ্যমূলক শব্দ (Passive word)

[Question ID = 167][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_101\_ASSAMESE\_Q107]

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

3) এটাতকৈ অধিক ভাষাৰ জ্ঞান হৈছে -

- (1) এগৰাকী ভাষা শিক্ষকৰ বাবে ভাষা শিক্ষণৰ শ্ৰেণীত বোজা স্বৰূপ
- (2) শিকাৰু এগৰাকীয়ে এটা নতুন শ্ৰেণীকোঁতাত শিক্ষা গ্ৰহণ কৰি থাকোঁতে মানসিক সংস্থিতি স্থাপন কৰা সহায় কৰে
- (3) এটা নতুন ভাষা শিক্ষণ আৰু শিকনত সহায় কৰে
- (4) এটা নতুন ভাষা শিক্ষাত ব্যাঘাত সৃষ্টি কৰে

[Question ID = 168][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_101\_ASSAMESE\_Q108]

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

4) এগৰাকী শিক্ষকে চতুৰ্থ শ্ৰেণীৰ শিক্ষাৰ্থীসকলক এটা চুটি পাঠাংশ মনোযোগেৰে পঢ়িবলৈ দি গভীৰভাৱে বিশ্লেষণ কৰিবলৈ দিছে। তেওঁ প্ৰয়োজন সাপেক্ষে শিকাৰু সকলক তাৰ আধাৰটোও নিৰ্মাণ কৰি দিছে। তেওঁ কৰা কাৰ্য্যটি -

- (1) বিস্তৃত পঠন (Extensive reading)
- (2) ঐকান্তিক পঠন (Intensive reading)
- (3) জটিলখণ্ডৰ পুনঃসংস্থিতি পঠন (Jigsaw reading)
- (4) সংগী পঠন (Partner reading)

[Question ID = 169][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_101\_ASSAMESE\_Q109]

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

5) বাস্তবসম্মত আৰু ব্যবহারিক परिस्थितिৰ সহায়ত শিক্ষাৰু সহজভাৱে ভাষা এটাৰ সৈতে परिचय কৰি দিয়া পদ্ধতিটোক ভাষা শিকনৰ পদ্ধতিত কোৱা হয় -

- (1) গঠনবাদী দৃষ্টিভঙ্গী (Structural approach)
- (2) পদ্ধতি অনুকূল ভাষা শিকন পদ্ধতি (Situational language teaching method)
- (3) শ্রব্য-ভাষিক পদ্ধতি (Audio-lingual method)
- (4) দ্বিভাষিক পদ্ধতি

[Question ID = 170][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_101\_ASSAMESE\_Q110]

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

6) পূৰ্ব পঠন কাৰ্যসমূহ প্ৰয়োজন হয় -

- (1) শিকাৰুৰ পঠন দক্ষতা পৰীক্ষাৰ ক্ষেত্ৰত
- (2) জটিল শব্দ আৰু খণ্ডবাক্যৰ অৰ্থপ্ৰদান কৰাৰ ক্ষেত্ৰত
- (3) শিকাৰু পাঠত প্ৰবেশ কৰিবলৈ সামৰ্থ্য প্ৰদান কৰা আৰু তেওঁলোকক অনুপ্ৰানিত কৰা
- (4) পঠনীয়া পাঠত থকা বৈয়াকৰনিক প্ৰসংগসমূহৰ ব্যাখ্যাৰ ক্ষেত্ৰত

[Question ID = 171][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_101\_ASSAMESE\_Q111]

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

7) প্ৰথম ভাষা আহৰণৰ ক্ষেত্ৰত নিম্নোক্ত স্তৰসমূহ প্ৰযোজ্য হয় -

- (1) গুণগুণোৱা (Coowing) - কলকলোৱা (Babbling) - একশাব্দিক স্তৰ (Holophrastic stage) - চমু বক্তব্য (Telegraphic speech) - দুটা শব্দৰ স্তৰ (Two word stage)
- (2) গুণগুণোৱা (Coowing) - কলকলোৱা (Babbling) - দুটা শব্দৰ স্তৰ (Two word stage) - চমু বক্তব্য (Telegraphic speech) - একশাব্দিক স্তৰ (Holophrastic stage)
- (3) গুণগুণোৱা (Coowing) - একশাব্দিক স্তৰ (Holophrastic stage) - কলকলোৱা (Babbling) - দুটা শব্দৰ স্তৰ (Two word stage) - চমু বক্তব্য (Telegraphic speech)
- (4) গুণগুণোৱা (Coowing) - একশাব্দিক স্তৰ (Holophrastic stage) - দুটা শব্দৰ স্তৰ (Two word stage) - চমু বক্তব্য (Telegraphic speech)

[Question ID = 172][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_101\_ASSAMESE\_Q112]

1. 1 [Option ID = 685]
2. 2 [Option ID = 686]

3. 3 [Option ID = 687]

4. 4 [Option ID = 688]

8) এই অভিগমনটোৱে ভাষাক সামগ্ৰিকভাৱে বিচাৰ কৰে আৰু বৈয়াকৰনিক গাঁথনি তথা একক শব্দতকৈ অৰ্থৰ ওপৰত অধিক গুৰুত্ব প্ৰদান কৰে। এই অভিগমনটো হৈছে –

(1) অধোমুখী অভিগমন (Top-down approach)

(2) উৰ্ধ্বমুখী অভিগমন (Bottom-up approach)

(3) নিৰ্বাচনমুখী অভিগমন (Electin approach)

(4) অৱৰোধী অভিগমন (Deductive approach)

[Question ID = 173][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_101\_ASSAMESE\_Q113]

1. 1 [Option ID = 689]

2. 2 [Option ID = 690]

3. 3 [Option ID = 691]

4. 4 [Option ID = 692]

9) এগৰাকী শিক্ষকে কম গ্ৰেড পোৱা ছাত্ৰ-ছাত্ৰী সকলে কি কাৰণে কম গ্ৰেড লাভ কৰিছে তাৰ কাৰণ জানিবৰ বাবে \_\_\_\_\_ ৰ যোগেদি এটা পৰীক্ষাৰ আৰ্হি প্ৰস্তুত কৰিছে।

(1) নিদানমূলক পৰীক্ষণ (Diagnostic test)

(2) দক্ষতা পৰীক্ষা (Proficiency test)

(3) ফলাফল পৰীক্ষণ (Achievement test)

(4) ব্যুৎপত্তি পৰীক্ষণ (Aptitude test)

[Question ID = 174][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_101\_ASSAMESE\_Q114]

1. 1 [Option ID = 693]

2. 2 [Option ID = 694]

3. 3 [Option ID = 695]

4. 4 [Option ID = 696]

10) এটি শিশুয়ে যুঁটি বান্ধি আৰু গোটত কাম কৰোঁতে সক্ৰিয় ভাৱে অংশগ্ৰহণ কৰিও লিখিত পৰীক্ষাত ভাল নম্বৰ লাভ কৰিবলৈ সক্ষম নহল। এগৰাকী শিক্ষক হিচাপে আপুনি শিশুটিক কেনেকৈ সহায় কৰিব?

(1) তেওঁৰ সামূহিক অংশগ্ৰহণক প্ৰশংসা কৰি।

(2) তেওঁৰ অভিভাৱকক শিশুটিৰ লিখাৰ প্ৰতি আগ্ৰহ নাইকিয়া বুলি জনাই দি।

(3) অভিভাৱকক শিশুটিৰ উৎকৰ্ষতাত সহায় কৰিবৰ বাবে অনুৰোধ কৰি।

(4) তেওঁ যাতে উন্নতি কৰিব পাৰে তাৰ বাবে নিয়মিত পৰীক্ষা লৈ।

[Question ID = 175][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_101\_ASSAMESE\_Q115]

1. 1 [Option ID = 697]

2. 2 [Option ID = 698]

3. 3 [Option ID = 699]

4. 4 [Option ID = 700]

11) 'দ্য জাংগল বুক' গ্ৰন্থখনৰ মূল চৰিত্ৰ ম'গলিয়ে মানুহৰ সংসৰ্গলৈ নহা বাবে ভাষিক সমস্যাৰ সন্মুখীন হৈছিল। এই উদাহৰণটোৱে ভাষা বিকাশৰ কোনটো দিশ সূচায় ?

- (1) শিশুটিয়ে সঠিক বয়সত সঠিক ভাষিক পৰিবেশ লাভ নকৰিলে।
- (2) শিশুটিৰ কিছুমান জৈৱিক সমস্যা আছিল।
- (3) তেওঁ বাক শক্তিৰ জন্মগত শক্তি সহ জন্ম হোৱা নাছিল।
- (4) তেওঁ মানুহৰ মুখৰ ভাষাতকৈ জীৱজন্তুৰ ভাষাহে বেছি ভাল পাইছিল।

[Question ID = 176][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_101\_ASSAMESE\_Q116]

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

12) প্ৰয়োগবাদে (Pragmatics) সূচায় –

- (1) ভাষাৰ সামাজিক নিয়ম
- (2) বিদ্যালয়ৰ ভাষাৰ আঁচনি
- (3) বিদ্যালয়ত শিক্ষাৰ ভাষা
- (4) বিদ্যায়তনিক ভাষা

[Question ID = 177][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_101\_ASSAMESE\_Q117]

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

13) তলৰ কোনটো কবিতা এটা পৰীক্ষনৰ ক্ষেত্ৰত দৰকাৰী উপাদান বুলি গন্য কৰা নহয় ?

- (1) ব্যাকৰণ
- (2) শব্দভান্ডাৰ
- (3) কাব্যিক উপকৰণ
- (4) কবিতাটোৰ বিষয়বস্তু

[Question ID = 178][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_101\_ASSAMESE\_Q118]

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

14) কোনটো পদ্ধতিয়ে মাতৃভাষাত ইতিপূৰ্বে আহৰণ কৰা কৌশলবোৰ উন্নত কৰাত সহায় কৰে আৰু এটা লক্ষ্যভাষাত সাৱলীলতা আয়ত্তকৰণ আৰু বিশুদ্ধতা অনাত সহায় কৰে ?

(1) প্রত্যক্ষ পদ্ধতি (Direct Method)

(2) ব্যাকৰণ অনুবাদ পদ্ধতি (Grammar Translation Method)

(3) দ্বিভাষিক পদ্ধতি

(4) শ্ৰৱণভাষাবৈজ্ঞানিক (Audiolingual) পদ্ধতি

[Question ID = 179][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_101\_ASSAMESE\_Q119]

1. 1 [Option ID = 713]

2. 2 [Option ID = 714]

3. 3 [Option ID = 715]

4. 4 [Option ID = 716]

15) শিকন অসামৰ্থ্যতা হিচাপে তলৰ কোনটো ডিচগ্ৰাফিয়া (dysgraphia)ৰ ক্ষেত্ৰত সত্য নহয় ?

(1) ই শিকাৰুৰ বিশুদ্ধ লিখন দক্ষতাক প্ৰভাৱিত কৰে ।

(2) ই বৰ্ণৰ সংযুতি সৃষ্টি, সংখ্যা আৰু শব্দ কাগজত লিখাত বাধাৰ সৃষ্টি কৰে ।

(3) ই সামগ্ৰিক মটৰ দক্ষতা (motor skills) আৰু যুক্তিবাদী চিন্তা (logical thinking) অক প্ৰভাৱিত কৰে ।

(4) ই দুৰ্বল বানান, বেয়া হাতৰ আখৰ আদি সমস্যাৰ সৃষ্টি কৰে ।

[Question ID = 180][Question Description = CTET\_P1\_PART\_4\_L1\_SET\_101\_ASSAMESE\_Q120]

1. 1 [Option ID = 717]

2. 2 [Option ID = 718]

3. 3 [Option ID = 719]

4. 4 [Option ID = 720]

Topic:- ENG\_Q121-128\_L2\_P1\_CTET

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

1. Google has honoured Anasuya Sarabhai with a doodle on her 132<sup>nd</sup> birth anniversary. She founded the Ahmedabad Textile Labour Association, India's oldest union of textile workers, in 1920. Known as 'Motaben', Gujarati for 'elder sister', she was born in 1885 into the affluent Sarabhai family in Ahmedabad.

2. In 1912, Anasuya left for England to continue her studies and it was there that the turnaround in her life came. During this time, she came in contact with George Bernard Shaw and Sidney Webb, who recommended a gradual transition to a socialist society. Next year she returned to India and started working with the marginal and disempowered communities.

3. She began by opening a school for poor students of all castes, creches and toilets for women. "One morning, I was sitting outside in the compound combing out the children's hair when I saw a group of 15 workers passing by as if in a trance. I called out to them,... What's the matter? Why do you look so listless?" They said, "Behen, we have just finished our work. We have worked for two nights and a day without a break, and now we are on our way home." These words filled me with horror. This was no different than slavery."

4. When epidemic hit Ahmedabad in 1914, the condition of the mill workers deteriorated further and they approached Anasuya to take up their cause. She gave an ultimatum to the mill owners and even went against her brother, Ambalal, who was the then-president of the Mill Owners' Association, demanding better wages and working ambience for the labourers.

5. She was supported in her work by Mahatma Gandhi and in 1918, Anasuya managed mill owners to accede to the demand of Ahmedabad weavers for 35% wage hike. Thus, laying the foundation for Gujarat's oldest labour union, Majoor Mahajan Sangh, on February 25, 1920. However, Anasuya ensured that the relationship between the mill owners and the union always remained harmonious and any differences were nipped in the bud.

Which of the following statements is correct?

- (1) Anasuya and her brother were always at loggerheads with each other.
- (2) Without her brother's help she couldn't have gone to England.
- (3) She went against her brother in 1914, when she took up the case of mill workers.
- (4) She encouraged the union to fight against the mill owners.

[Question ID = 961][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_101\_ENGLISH\_Q121]

- 1. 1 [Option ID = 3841]
- 2. 2 [Option ID = 3842]
- 3. 3 [Option ID = 3843]
- 4. 4 [Option ID = 3844]

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

1. Google has honoured Anasuya Sarabhai with a doodle on her 132<sup>nd</sup> birth anniversary. She founded the Ahmedabad Textile Labour Association, India's oldest union of textile workers, in 1920. Known as 'Motaben', Gujarati for 'elder sister', she was born in 1885 into the affluent Sarabhai family in Ahmedabad.

2. In 1912, Anasuya left for England to continue her studies and it was there that the turnaround in her life came. During this time, she came in contact with George Bernard Shaw and Sidney Webb, who recommended a gradual transition to a socialist society. Next year she returned to India and started working with the marginal and disempowered communities.

3. She began by opening a school for poor students of all castes, creches and toilets for women. "One morning, I was sitting outside in the compound combing out the children's hair when I saw a group of 15 workers passing by as if in a trance. I called out to them,... What's the matter? Why do you look so listless?" They said, "Behen, we have just finished our work. We have worked for two nights and a day without a break, and now we are on our way home." These words filled me with horror. This was no different than slavery."

4. When epidemic hit Ahmedabad in 1914, the condition of the mill workers deteriorated further and they approached Anasuya to take up their cause. She gave an ultimatum to the mill owners and even went against her brother, Ambalal, who was the then-president of the Mill Owners' Association, demanding better wages and working ambience for the labourers.

5. She was supported in her work by Mahatma Gandhi and in 1918, Anasuya managed mill owners to accede to the demand of Ahmedabad weavers for 35% wage hike. Thus, laying the foundation for Gujarat's oldest labour union, Majoor Mahajan Sangh, on February 25, 1920. However, Anasuya ensured that the relationship between the mill owners and the union always remained harmonious and any differences were nipped in the bud.

When did a turnaround come in Anasuya Sarabhai's life?

- (1) When she heard the women's plight of long working hours
- (2) When she came in contact with G.B Shaw and Sidney Webb
- (3) After her first meeting with Mahatma Gandhi
- (4) During the epidemic of 1914

[Question ID = 962][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_101\_ENGLISH\_Q122]

- 1. 1 [Option ID = 3845]
- 2. 2 [Option ID = 3846]
- 3. 3 [Option ID = 3847]
- 4. 4 [Option ID = 3848]

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

1. Google has honoured Anasuya Sarabhai with a doodle on her 132<sup>nd</sup> birth anniversary. She founded the Ahmedabad Textile Labour Association, India's oldest union of textile workers, in 1920. Known as 'Motaben', Gujarati for 'elder sister', she was born in 1885 into the affluent Sarabhai family in Ahmedabad.

2. In 1912, Anasuya left for England to continue her studies and it was there that the turnaround in her life came. During this time, she came in contact with George Bernard Shaw and Sidney Webb, who recommended a gradual transition to a socialist society. Next year she returned to India and started working with the marginal and disempowered communities.

3. She began by opening a school for poor students of all castes, creches and toilets for women. "One morning, I was sitting outside in the compound combing out the children's hair when I saw a group of 15 workers passing by as if in a trance. I called out to them,... What's the matter? Why do you look so listless?" They said, "Behen, we have just finished our work. We have worked for two nights and a day without a break, and now we are on our way home." These words filled me with horror. This was no different than slavery."

4. When epidemic hit Ahmedabad in 1914, the condition of the mill workers deteriorated further and they approached Anasuya to take up their cause. She gave an ultimatum to the mill owners and even went against her brother, Ambalal, who was the then-president of the Mill Owners' Association, demanding better wages and working ambience for the labourers.

5. She was supported in her work by Mahatma Gandhi and in 1918, Anasuya managed mill owners to accede to the demand of Ahmedabad weavers for 35% wage hike. Thus, laying the foundation for Gujarat's oldest labour union, Majoor Mahajan Sangh, on February 25, 1920. However, Anasuya ensured that the relationship between the mill owners and the union always remained harmonious and any differences were nipped in the bud.

After her return from England, how did she begin her work?

- (1) Opened schools, creches and toilets for poor women
- (2) Established the first trade union in Ahmedabad
- (3) Began working with Mahatma Gandhi for better wages
- (4) Managed mill workers

[Question ID = 963][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_101\_ENGLISH\_Q123]

- 1. 1 [Option ID = 3849]
- 2. 2 [Option ID = 3850]
- 3. 3 [Option ID = 3851]
- 4. 4 [Option ID = 3852]

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

1. Google has honoured Anasuya Sarabhai with a doodle on her 132<sup>nd</sup> birth anniversary. She founded the Ahmedabad Textile Labour Association, India's oldest union of textile workers, in 1920. Known as 'Motaben', Gujarati for 'elder sister', she was born in 1885 into the affluent Sarabhai family in Ahmedabad.

2. In 1912, Anasuya left for England to continue her studies and it was there that the turnaround in her life came. During this time, she came in contact with George Bernard Shaw and Sidney Webb, who recommended a gradual transition to a socialist society. Next year she returned to India and started working with the marginal and disempowered communities.

3. She began by opening a school for poor students of all castes, creches and toilets for women. "One morning, I was sitting outside in the compound combing out the children's hair when I saw a group of 15 workers passing by as if in a trance. I called out to them,... What's the matter? Why do you look so listless?" They said, "Behen, we have just finished our work. We have worked for two nights and a day without a break, and now we are on our way home." These words filled me with horror. This was no different than slavery."

4. When epidemic hit Ahmedabad in 1914, the condition of the mill workers deteriorated further and they approached Anasuya to take up their cause. She gave an ultimatum to the mill owners and even went against her brother, Ambalal, who was the then-president of the Mill Owners' Association, demanding better wages and working ambience for the labourers.

5. She was supported in her work by Mahatma Gandhi and in 1918, Anasuya managed mill owners to accede to the demand of Ahmedabad weavers for 35% wage hike. Thus, laying the foundation for Gujarat's oldest labour union, Majoor Mahajan Sangh, on February 25, 1920. However, Anasuya ensured that the relationship between the mill owners and the union always remained harmonious and any differences were nipped in the bud.

In 1914, Anasuya Sarabhai was pitted against her brother Ambalal Sarabhai because she was a \_\_\_\_\_ and he was the \_\_\_\_\_.

(1) Union leader; Secretary of Mill Owners' Association

(2) Social worker; President of Mill Owners' Association

(3) Union leader; President of Mill Owners' Association

(4) Social worker; Secretary of Mill Owners' Association

[Question ID = 964][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_101\_ENGLISH\_Q124]

1. 1 [Option ID = 3853]

2. 2 [Option ID = 3854]

3. 3 [Option ID = 3855]

4. 4 [Option ID = 3856]

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

1. Google has honoured Anasuya Sarabhai with a doodle on her 132<sup>nd</sup> birth anniversary. She founded the Ahmedabad Textile Labour Association, India's oldest union of textile workers, in 1920. Known as 'Motaben', Gujarati for 'elder sister', she was born in 1885 into the affluent Sarabhai family in Ahmedabad.

2. In 1912, Anasuya left for England to continue her studies and it was there that the turnaround in her life came. During this time, she came in contact with George Bernard Shaw and Sidney Webb, who recommended a gradual transition to a socialist society. Next year she returned to India and started working with the marginal and disempowered communities.

3. She began by opening a school for poor students of all castes, creches and toilets for women. "One morning, I was sitting outside in the compound combing out the children's hair when I saw a group of 15 workers passing by as if in a trance. I called out to them,... What's the matter? Why do you look so listless?" They said, "Behen, we have just finished our work. We have worked for two nights and a day without a break, and now we are on our way home." These words filled me with horror. This was no different than slavery."

4. When epidemic hit Ahmedabad in 1914, the condition of the mill workers deteriorated further and they approached Anasuya to take up their cause. She gave an ultimatum to the mill owners and even went against her brother, Ambalal, who was the then-president of the Mill Owners' Association, demanding better wages and working ambience for the labourers.

5. She was supported in her work by Mahatma Gandhi and in 1918, Anasuya managed mill owners to accede to the demand of Ahmedabad weavers for 35% wage hike. Thus, laying the foundation for Gujarat's oldest labour union, Majoor Mahajan Sangh, on February 25, 1920. However, Anasuya ensured that the relationship between the mill owners and the union always remained harmonious and any differences were nipped in the bud.

The workers were in trance because they had worked for \_\_\_\_\_.

(1) 36 hours

(2) 24 hours

(3) 48 hours

(4) 18 hours

[Question ID = 965][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_101\_ENGLISH\_Q125]

1. 1 [Option ID = 3857]
2. 2 [Option ID = 3858]
3. 3 [Option ID = 3859]
4. 4 [Option ID = 3860]

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

1. Google has honoured Anasuya Sarabhai with a doodle on her 132<sup>nd</sup> birth anniversary. She founded the Ahmedabad Textile Labour Association, India's oldest union of textile workers, in 1920. Known as 'Motaben', Gujarati for 'elder sister', she was born in 1885 into the affluent Sarabhai family in Ahmedabad.

2. In 1912, Anasuya left for England to continue her studies and it was there that the turnaround in her life came. During this time, she came in contact with George Bernard Shaw and Sidney Webb, who recommended a gradual transition to a socialist society. Next year she returned to India and started working with the marginal and disempowered communities.

3. She began by opening a school for poor students of all castes, creches and toilets for women. "One morning, I was sitting outside in the compound combing out the children's hair when I saw a group of 15 workers passing by as if in a trance. I called out to them,... What's the matter? Why do you look so listless?" They said, "Behen, we have just finished our work. We have worked for two nights and a day without a break, and now we are on our way home." These words filled me with horror. This was no different than slavery."

4. When epidemic hit Ahmedabad in 1914, the condition of the mill workers deteriorated further and they approached Anasuya to take up their cause. She gave an ultimatum to the mill owners and even went against her brother, Ambalal, who was the then-president of the Mill Owners' Association, demanding better wages and working ambience for the labourers.

5. She was supported in her work by Mahatma Gandhi and in 1918, Anasuya managed mill owners to accede to the demand of Ahmedabad weavers for 35% wage hike. Thus, laying the foundation for Gujarat's oldest labour union, Majoor Mahajan Sangh, on February 25, 1920. However, Anasuya ensured that the relationship between the mill owners and the union always remained harmonious and any differences were nipped in the bud.

'Nipped in the bud' is a type of \_\_\_\_\_.

(1) phrase

(2) idiom

(3) phrasal verb

(4) figure of speech

[Question ID = 966][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_101\_ENGLISH\_Q126]

1. 1 [Option ID = 3861]
2. 2 [Option ID = 3862]
3. 3 [Option ID = 3863]
4. 4 [Option ID = 3864]

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

1. Google has honoured Anasuya Sarabhai with a doodle on her 132<sup>nd</sup> birth anniversary. She founded the Ahmedabad Textile Labour Association, India's oldest union of textile workers, in 1920. Known as 'Motaben', Gujarati for 'elder sister', she was born in 1885 into the affluent Sarabhai family in Ahmedabad.

2. In 1912, Anasuya left for England to continue her studies and it was there that the turnaround in her life came. During this time, she came in contact with George Bernard Shaw and Sidney Webb, who recommended a gradual transition to a socialist society. Next year she returned to India and started working with the marginal and disempowered communities.

3. She began by opening a school for poor students of all castes, creches and toilets for women. "One morning, I was sitting outside in the compound combing out the children's hair when I saw a group of 15 workers passing by as if in a trance. I called out to them,... What's the matter? Why do you look so listless?" They said, "Behen, we have just finished our work. We have worked for two nights and a day without a break, and now we are on our way home." These words filled me with horror. This was no different than slavery."

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5. She was supported in her work by Mahatma Gandhi and in 1918, Anasuya managed mill owners to accede to the demand of Ahmedabad weavers for 35% wage hike. Thus, laying the foundation for Gujarat's oldest labour union, Majoor Mahajan Sangh, on February 25, 1920. However, Anasuya ensured that the relationship between the mill owners and the union always remained harmonious and any differences were nipped in the bud.

Which part of the following sentence contains an error?

- (a) Next year she returns to India
- (b) and started working
- (c) with the marginal
- (d) and disempowered communities.

(1) (a)

(2) (b)

(3) (c)

(4) (d)

[Question ID = 967][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_101\_ENGLISH\_Q127]

- 1. 1 [Option ID = 3865]
- 2. 2 [Option ID = 3866]
- 3. 3 [Option ID = 3867]
- 4. 4 [Option ID = 3868]

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

1. Google has honoured Anasuya Sarabhai with a doodle on her 132<sup>nd</sup> birth anniversary. She founded the Ahmedabad Textile Labour Association, India's oldest union of textile workers, in 1920. Known as 'Motaben', Gujarati for 'elder sister', she was born in 1885 into the affluent Sarabhai family in Ahmedabad.

2. In 1912, Anasuya left for England to continue her studies and it was there that the turnaround in her life came. During this time, she came in contact with George Bernard Shaw and Sidney Webb, who recommended a gradual transition to a socialist society. Next year she returned to India and started working with the marginal and disempowered communities.

3. She began by opening a school for poor students of all castes, creches and toilets for women. "One morning, I was sitting outside in the compound combing out the children's hair when I saw a group of 15 workers passing by as if in a trance. I called out to them,... What's the matter? Why do you look so listless?" They said, "Behen, we have just finished our work. We have worked for two nights and a day without a break, and now we are on our way home." These words filled me with horror. This was no different than slavery."

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Which of the following words is an antonym of 'affluent'?(Para 1)

(1) rich

(2) prosperous

(3) well-off

(4) impoverished

[Question ID = 968][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_101\_ENGLISH\_Q128]

1. 1 [Option ID = 3869]
2. 2 [Option ID = 3870]
3. 3 [Option ID = 3871]
4. 4 [Option ID = 3872]

Topic:- ENG\_Q129-135\_L2\_P1\_CTET

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

1. According to a *Rutgers University* study, eating more protein, when dieting, improves food choices and prevents the loss of lean body mass, which is often connected with weight loss. The data was gathered from more than 200 men and women who took part in clinical studies.

2. The quality of the person's food choices is significantly impacted by even a little increase in protein consumption, from 18% to 20% of their total caloric intake, according to a review of pooled data from many weight-loss trials conducted.

3. Dieters who follow calorie-restricted weight-loss plans often cut down on the consumption of nutritious meals that include micronutrients like iron and zinc. Higher protein intake is often linked to healthier outcomes, but the relationship between protein consumption and diet quality is not well known, according to researchers.

4. Participants' body mass indexes indicated that they were either overweight or obese, and their ages ranged from 24 to 75. Over a six-month period, all participants were counseled to lose weight by following a diet that was 500 calories deficient. They were encouraged to allot 18 percent of their caloric intake to lean protein, such as poultry, unprocessed red meat, fish, legumes, and dairy, and to expend the balance of their calories on fruits, vegetables, and whole grains. They were discouraged from ingesting saturated fats, refined grains, sugar, and salt.

5. Participants kept detailed food records, which researchers analyzed for diet quality, specific categories of food consumed and ratios, and specific sources of protein. The participants who self-selected their protein intake were then characterized by researchers into a lower-protein approach with 18 percent of overall calories coming from protein or a higher-protein approach with 20 percent of the overall food intake coming from protein.

6. The study concluded:

- Both low- and high-protein groups lost the same amount of weight — about five percent of their body weight over six months.
- Higher-protein group individuals chose a mix of healthier foods to eat overall, specifically increasing their intake of green vegetables and cut back on sugar and refined grains.
- Higher-protein group individuals were better able to retain their lean muscle mass.

Read the following statements :

A) A calorie-restricted diet generally involves cutting down on nutritious meals.

B) Such a diet results in conservation of lean body mass.

(1) A is correct, B is incorrect

(2) A is incorrect, B is correct

(3) Both A and B are incorrect

(4) Both A and B are correct

[Question ID = 969][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_101\_ENGLISH\_Q129]

1. 1 [Option ID = 3873]
2. 2 [Option ID = 3874]
3. 3 [Option ID = 3875]
4. 4 [Option ID = 3876]

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

1. According to a *Rutgers University* study, eating more protein, when dieting, improves food choices and prevents the loss of lean body mass, which is often connected with weight loss. The data was gathered from more than 200 men and women who took part in clinical studies.

2. The quality of the person's food choices is significantly impacted by even a little increase in protein consumption, from 18% to 20% of their total caloric intake, according to a review of pooled data from many weight-loss trials conducted.

3. Dieters who follow calorie-restricted weight-loss plans often cut down on the consumption of nutritious meals that include micronutrients like iron and zinc. Higher protein intake is often linked to healthier outcomes, but the relationship between protein consumption and diet quality is not well known, according to researchers.

4. Participants' body mass indexes indicated that they were either overweight or obese, and their ages ranged from 24 to 75. Over a six-month period, all participants were counseled to lose weight by following a diet that was 500 calories deficient. They were encouraged to allot 18 percent of their caloric intake to lean protein, such as poultry, unprocessed red meat, fish, legumes, and dairy, and to expend the balance of their calories on fruits, vegetables, and whole grains. They were discouraged from ingesting saturated fats, refined grains, sugar, and salt.

5. Participants kept detailed food records, which researchers analyzed for diet quality, specific categories of food consumed and ratios, and specific sources of protein. The participants who self-selected their protein intake were then characterized by researchers into a lower-protein approach with 18 percent of overall calories coming from protein or a higher-protein approach with 20 percent of the overall food intake coming from protein.

6. The study concluded:

- Both low- and high-protein groups lost the same amount of weight — about five percent of their body weight over six months.
- Higher-protein group individuals chose a mix of healthier foods to eat overall, specifically increasing their intake of green vegetables and cut back on sugar and refined grains.
- Higher-protein group individuals were better able to retain their lean muscle mass.

Read the following statements:

A) For weight loss we should not eat saturated fats and refined grains.

B) Weight loss was found to be greater in low-protein group participants.

(1) A is false and B is true

(2) B is false and A is true

(3) Both A and B are false

(4) Both A and B are true

[Question ID = 970][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_101\_ENGLISH\_Q130]

1. 1 [Option ID = 3877]
2. 2 [Option ID = 3878]
3. 3 [Option ID = 3879]
4. 4 [Option ID = 3880]

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

1. According to a *Rutgers University* study, eating more protein, when dieting, improves food choices and prevents the loss of lean body mass, which is often connected with weight loss. The data was gathered from more than 200 men and women who took part in clinical studies.

2. The quality of the person's food choices is significantly impacted by even a little increase in protein consumption, from 18% to 20% of their total caloric intake, according to a review of pooled data from many weight-loss trials conducted.

3. Dieters who follow calorie-restricted weight-loss plans often cut down on the consumption of nutritious meals that include micronutrients like iron and zinc. Higher protein intake is often linked to healthier outcomes, but the relationship between protein consumption and diet quality is not well known, according to researchers.

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5. Participants kept detailed food records, which researchers analyzed for diet quality, specific categories of food consumed and ratios, and specific sources of protein. The participants who self-selected their protein intake were then characterized by researchers into a lower-protein approach with 18 percent of overall calories coming from protein or a higher-protein approach with 20 percent of the overall food intake coming from protein.

6. The study concluded:

- Both low- and high-protein groups lost the same amount of weight — about five percent of their body weight over six months.
- Higher-protein group individuals chose a mix of healthier foods to eat overall, specifically increasing their intake of green vegetables and cut back on sugar and refined grains.
- Higher-protein group individuals were better able to retain their lean muscle mass.

The diet of high-protein group participants included

- (1) poultry, legumes, dairy, unprocessed red meat
- (2) poultry, legumes, dairy, refined grains, vegetables
- (3) poultry, legumes, dairy, saturated fats, salts
- (4) poultry, legumes, dairy, whole grains, sugar

[Question ID = 971][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_101\_ENGLISH\_Q131]

1. 1 [Option ID = 3881]
2. 2 [Option ID = 3882]
3. 3 [Option ID = 3883]
4. 4 [Option ID = 3884]

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

1. According to a *Rutgers University* study, eating more protein, when dieting, improves food choices and prevents the loss of lean body mass, which is often connected with weight loss. The data was gathered from more than 200 men and women who took part in clinical studies.

2. The quality of the person's food choices is significantly impacted by even a little increase in protein consumption, from 18% to 20% of their total caloric intake, according to a review of pooled data from many weight-loss trials conducted.

3. Dieters who follow calorie-restricted weight-loss plans often cut down on the consumption of nutritious meals that include micronutrients like iron and zinc. Higher protein intake is often linked to healthier outcomes, but the relationship between protein consumption and diet quality is not well known, according to researchers.

4. Participants' body mass indexes indicated that they were either overweight or obese, and their ages ranged from 24 to 75. Over a six-month period, all participants were counseled to lose weight by following a diet that was 500 calories deficient. They were encouraged to allot 18 percent of their caloric intake to lean protein, such as poultry, unprocessed red meat, fish, legumes, and dairy, and to expend the balance of their calories on fruits, vegetables, and whole grains. They were discouraged from ingesting saturated fats, refined grains, sugar, and salt.

5. Participants kept detailed food records, which researchers analyzed for diet quality, specific categories of food consumed and ratios, and specific sources of protein. The participants who self-selected their protein intake were then characterized by researchers into a lower-protein approach with 18 percent of overall calories coming from protein or a higher-protein approach with 20 percent of the overall food intake coming from protein.

6. The study concluded:

- Both low- and high-protein groups lost the same amount of weight — about five percent of their body weight over six months.
- Higher-protein group individuals chose a mix of healthier foods to eat overall, specifically increasing their intake of green vegetables and cut back on sugar and refined grains.
- Higher-protein group individuals were better able to retain their lean muscle mass.

Which statement is **not** true in the light of the given passage?

- (1) Eating more protein when dieting improves food choices.
- (2) Unprocessed red meat is a form of lean protein.
- (3) Lean body mass is managed better in high protein group individuals.
- (4) There exists a strong correlation between protein consumption and diet quality.

[Question ID = 972][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_101\_ENGLISH\_Q132]

1. 1 [Option ID = 3885]
2. 2 [Option ID = 3886]
3. 3 [Option ID = 3887]
4. 4 [Option ID = 3888]

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

1. According to a *Rutgers University* study, eating more protein, when dieting, improves food choices and prevents the loss of lean body mass, which is often connected with weight loss. The data was gathered from more than 200 men and women who took part in clinical studies.

2. The quality of the person's food choices is significantly impacted by even a little increase in protein consumption, from 18% to 20% of their total caloric intake, according to a review of pooled data from many weight-loss trials conducted.

3. Dieters who follow calorie-restricted weight-loss plans often cut down on the consumption of nutritious meals that include micronutrients like iron and zinc. Higher protein intake is often linked to healthier outcomes, but the relationship between protein consumption and diet quality is not well known, according to researchers.

4. Participants' body mass indexes indicated that they were either overweight or obese, and their ages ranged from 24 to 75. Over a six-month period, all participants were counseled to lose weight by following a diet that was 500 calories deficient. They were encouraged to allot 18 percent of their caloric intake to lean protein, such as poultry, unprocessed red meat, fish, legumes, and dairy, and to expend the balance of their calories on fruits, vegetables, and whole grains. They were discouraged from ingesting saturated fats, refined grains, sugar, and salt.

5. Participants kept detailed food records, which researchers analyzed for diet quality, specific categories of food consumed and ratios, and specific sources of protein. The participants who self-selected their protein intake were then characterized by researchers into a lower-protein approach with 18 percent of overall calories coming from protein or a higher-protein approach with 20 percent of the overall food intake coming from protein.

6. The study concluded:

- Both low- and high-protein groups lost the same amount of weight — about five percent of their body weight over six months.
- Higher-protein group individuals chose a mix of healthier foods to eat overall, specifically increasing their intake of green vegetables and cut back on sugar and refined grains.
- Higher-protein group individuals were better able to retain their lean muscle mass.

Which of the following words is the most suitable antonym of "expend" as used in para 4 of the passage?

- (1) renew
- (2) disrupt
- (3) conserve
- (4) make

[Question ID = 973][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_101\_ENGLISH\_Q133]

- 1. 1 [Option ID = 3889]
- 2. 2 [Option ID = 3890]
- 3. 3 [Option ID = 3891]
- 4. 4 [Option ID = 3892]

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

1. According to a *Rutgers University* study, eating more protein, when dieting, improves food choices and prevents the loss of lean body mass, which is often connected with weight loss. The data was gathered from more than 200 men and women who took part in clinical studies.

2. The quality of the person's food choices is significantly impacted by even a little increase in protein consumption, from 18% to 20% of their total caloric intake, according to a review of pooled data from many weight-loss trials conducted.

3. Dieters who follow calorie-restricted weight-loss plans often cut down on the consumption of nutritious meals that include micronutrients like iron and zinc. Higher protein intake is often linked to healthier outcomes, but the relationship between protein consumption and diet quality is not well known, according to researchers.

4. Participants' body mass indexes indicated that they were either overweight or obese, and their ages ranged from 24 to 75. Over a six-month period, all participants were counseled to lose weight by following a diet that was 500 calories deficient. They were encouraged to allot 18 percent of their caloric intake to lean protein, such as poultry, unprocessed red meat, fish, legumes, and dairy, and to expend the balance of their calories on fruits, vegetables, and whole grains. They were discouraged from ingesting saturated fats, refined grains, sugar, and salt.

5. Participants kept detailed food records, which researchers analyzed for diet quality, specific categories of food consumed and ratios, and specific sources of protein. The participants who self-selected their protein intake were then characterized by researchers into a lower-protein approach with 18 percent of overall calories coming from protein or a higher-protein approach with 20 percent of the overall food intake coming from protein.

6. The study concluded:

- Both low- and high-protein groups lost the same amount of weight — about five percent of their body weight over six months.
- Higher-protein group individuals chose a mix of healthier foods to eat overall, specifically increasing their intake of green vegetables and cut back on sugar and refined grains.
- Higher-protein group individuals were better able to retain their lean muscle mass.

Which part of speech is the underlined word in the following sentence ?

Food choices are significantly impacted by even a little increase in protein consumption.

(1) Adjective

(2) Adverb

(3) Conjunction

(4) Preposition

[Question ID = 974][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_101\_ENGLISH\_Q134]

1. 1 [Option ID = 3893]
2. 2 [Option ID = 3894]
3. 3 [Option ID = 3895]
4. 4 [Option ID = 3896]

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

1. According to a *Rutgers University* study, eating more protein, when dieting, improves food choices and prevents the loss of lean body mass, which is often connected with weight loss. The data was gathered from more than 200 men and women who took part in clinical studies.

2. The quality of the person's food choices is significantly impacted by even a little increase in protein consumption, from 18% to 20% of their total caloric intake, according to a review of pooled data from many weight-loss trials conducted.

3. Dieters who follow calorie-restricted weight-loss plans often cut down on the consumption of nutritious meals that include micronutrients like iron and zinc. Higher protein intake is often linked to healthier outcomes, but the relationship between protein consumption and diet quality is not well known, according to researchers.

4. Participants' body mass indexes indicated that they were either overweight or obese, and their ages ranged from 24 to 75. Over a six-month period, all participants were counseled to lose weight by following a diet that was 500 calories deficient. They were encouraged to allot 18 percent of their caloric intake to lean protein, such as poultry, unprocessed red meat, fish, legumes, and dairy, and to expend the balance of their calories on fruits, vegetables, and whole grains. They were discouraged from ingesting saturated fats, refined grains, sugar, and salt.

5. Participants kept detailed food records, which researchers analyzed for diet quality, specific categories of food consumed and ratios, and specific sources of protein. The participants who self-selected their protein intake were then characterized by researchers into a lower-protein approach with 18 percent of overall calories coming from protein or a higher-protein approach with 20 percent of the overall food intake coming from protein.

6. The study concluded:

- Both low- and high-protein groups lost the same amount of weight — about five percent of their body weight over six months.
- Higher-protein group individuals chose a mix of healthier foods to eat overall, specifically increasing their intake of green vegetables and cut back on sugar and refined grains.
- Higher-protein group individuals were better able to retain their lean muscle mass.

Which part of the following sentence contains an error?

Good source of protein includes legumes, dairy, poultry, fish and lean red meats.

(a)

(b)

(c)

(d)

(1) (b)

(2) (c)

(3) (d)

(4) (a)

[Question ID = 975][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_101\_ENGLISH\_Q135]

1. 1 [Option ID = 3897]
2. 2 [Option ID = 3898]
3. 3 [Option ID = 3899]
4. 4 [Option ID = 3900]

- 1) A teacher in class 2 is holding a big book up and the whole class reads from the same book. The book has large fonts, illustrations, and simple text so that all children can participate in reading. What strategy does the teacher follow ?

- (1) Guided Reading
- (2) Shared Reading
- (3) Jigsaw Reading
- (4) Aloud Reading

[Question ID = 976][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_101\_ENGLISH\_Q136]

- 1. 1 [Option ID = 3901]
- 2. 2 [Option ID = 3902]
- 3. 3 [Option ID = 3903]
- 4. 4 [Option ID = 3904]

- 2) Jatin, a class 2 student, has a hearing impairment. As a language teacher what could be the appropriate strategy to scaffold him?

- (1) Promote the classmates to use gestures while communicating with him and be supportive.
- (2) Such children should go to special schools where they will learn better.
- (3) Focusing more on such a child will minimise teaching time of other children.
- (4) Inform the principal that your class is not accepting and cooperating with the child.

[Question ID = 977][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_101\_ENGLISH\_Q137]

- 1. 1 [Option ID = 3905]
- 2. 2 [Option ID = 3906]
- 3. 3 [Option ID = 3907]
- 4. 4 [Option ID = 3908]

- 3) *Assertion (A):*

Early literacy is what children know about reading and writing before they read or write.

*Reason (R):*

Early literacy starts when a child learns to read and write at school during Early childhood care and education (ECCE).

Choose the correct answer from the following.

- (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) (A) is false, but (R) is true.

[Question ID = 978][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_101\_ENGLISH\_Q138]

- 1. 1 [Option ID = 3909]
- 2. 2 [Option ID = 3910]
- 3. 3 [Option ID = 3911]
- 4. 4 [Option ID = 3912]

- 4) The domain that includes the competencies of word awareness, rhyme awareness, and awareness of sound within words which engages learners meaningfully with language is

- (1) Literary Awareness
- (2) Phonological Awareness
- (3) Communication Awareness
- (4) Spoken Awareness

[Question ID = 979][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_101\_ENGLISH\_Q139]

1. 1 [Option ID = 3913]
2. 2 [Option ID = 3914]
3. 3 [Option ID = 3915]
4. 4 [Option ID = 3916]

5) A language disorder that affects communication skills and comprehension abilities

- (1) Dyscalculia
- (2) Dysphasia
- (3) Dyspraxia
- (4) Dyslexia

[Question ID = 980][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_101\_ENGLISH\_Q140]

1. 1 [Option ID = 3917]
2. 2 [Option ID = 3918]
3. 3 [Option ID = 3919]
4. 4 [Option ID = 3920]

6) Which method lays stress on giving opportunities to learners to participate in a purposeful talk in the classroom as it promotes learners to encounter real life situations ?

- (1) Communicative Language Teaching
- (2) Grammar translation method
- (3) Bilingual method
- (4) Audiolingual method

[Question ID = 981][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_101\_ENGLISH\_Q141]

1. 1 [Option ID = 3921]
2. 2 [Option ID = 3922]
3. 3 [Option ID = 3923]
4. 4 [Option ID = 3924]

7) Scanning is meant for finding out

- (1) the opinion of the author
- (2) difficult words
- (3) a specific item or piece of information
- (4) the central idea

[Question ID = 982][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_101\_ENGLISH\_Q142]

1. 1 [Option ID = 3925]
2. 2 [Option ID = 3926]
3. 3 [Option ID = 3927]
4. 4 [Option ID = 3928]

8) A teacher believes that development of language is a continuation of general cognitive development. She follows the theoretical perspective of \_\_\_\_\_.

- (1) Jean Piaget
- (2) B. F. Skinner
- (3) Lev Vygotsky
- (4) Stephen Krashen

[Question ID = 983][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_101\_ENGLISH\_Q143]

1. 1 [Option ID = 3929]
2. 2 [Option ID = 3930]
3. 3 [Option ID = 3931]
4. 4 [Option ID = 3932]

9) Grammar-translation method of teaching language focuses on

- (1) language use as the main focus
- (2) form-focussed teaching
- (3) meaning-focussed teaching
- (4) strengthening the pronunciation while learning

[Question ID = 984][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_101\_ENGLISH\_Q144]

- 1. 1 [Option ID = 3933]
- 2. 2 [Option ID = 3934]
- 3. 3 [Option ID = 3935]
- 4. 4 [Option ID = 3936]

10) Which one of the following is **not** the characteristic of remedial teaching?

- (1) It can be used for improving language skills.
- (2) It can be used to rectify a particular problem area.
- (3) To be carried out after the identification of problems and challenges faced by students.
- (4) To evaluate student learning at a standard or benchmark.

[Question ID = 985][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_101\_ENGLISH\_Q145]

- 1. 1 [Option ID = 3937]
- 2. 2 [Option ID = 3938]
- 3. 3 [Option ID = 3939]
- 4. 4 [Option ID = 3940]

11) Which one of the following is **not** true about multilingualism?

- (1) It emphasises a smooth transition between the home and school language.
- (2) It helps in ensuring that every child attains grade specific skills to attain proficiency.
- (3) It helps to ensure that all children learn each other's language spoken in the class.
- (4) Multilingual children have greater cognitive flexibility and perform academically better than monolinguals.

[Question ID = 986][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_101\_ENGLISH\_Q146]

- 1. 1 [Option ID = 3941]
- 2. 2 [Option ID = 3942]
- 3. 3 [Option ID = 3943]
- 4. 4 [Option ID = 3944]

12) Story telling plays an important role in language teaching. Which of the following is most important regarding story telling?

- (1) It creates fun in the class.
- (2) It presents language as a whole.
- (3) It develops moral values among the students.
- (4) It improves student's vocabulary.

[Question ID = 987][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_101\_ENGLISH\_Q147]

- 1. 1 [Option ID = 3945]
- 2. 2 [Option ID = 3946]
- 3. 3 [Option ID = 3947]
- 4. 4 [Option ID = 3948]

13) For teaching children of class 1, we should focus on oral language development. Which of the following classroom practice will enable learners to enhance oral language skill at class 1?

- (1) Role play
- (2) Grammar games
- (3) Singing rhymes
- (4) Learning alphabets

[Question ID = 988][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_101\_ENGLISH\_Q148]

- 1. 1 [Option ID = 3949]
- 2. 2 [Option ID = 3950]
- 3. 3 [Option ID = 3951]
- 4. 4 [Option ID = 3952]

14) A language teacher generally gives task that has to be done in pairs and groups. What should the teacher do when learners are involved in the task?

- (1) The teacher should not sit idly. She must read something to enhance learning.
- (2) The teacher must ensure that everyone should participate and scaffold them.
- (3) Respecting the autonomy of learners, she must leave them.
- (4) Ensure that students should not make noise in the class.

[Question ID = 989][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_101\_ENGLISH\_Q149]

- 1. 1 [Option ID = 3953]
- 2. 2 [Option ID = 3954]
- 3. 3 [Option ID = 3955]
- 4. 4 [Option ID = 3956]

15) At primary level a teacher generally motivates learners for drawing as

- (1) children love drawing.
- (2) it develops gross motor skills.
- (3) it will help them to be an artist.
- (4) it strengthens their grip and control on pencils.

[Question ID = 990][Question Description = CTET\_P1\_PART\_5\_L2\_SET\_101\_ENGLISH\_Q150]

- 1. 1 [Option ID = 3957]
- 2. 2 [Option ID = 3958]
- 3. 3 [Option ID = 3959]
- 4. 4 [Option ID = 3960]