

CTET L1 English L2 Khasi P1

Topic:- CDP_P1_CTET

1) In the field of child development, the concept of 'brain plasticity' suggests

- (1) Entire period of childhood and adolescence is a sensitive period of cognitive development.
- (2) Development proceeds at same rate among all individuals.
- (3) Only heredity influences development, not environment.
- (4) Development in one domain doesn't influence development in another domain.

बाल विकास के क्षेत्र में, 'मस्तिष्क नमनीयता' संप्रत्यय क्या सुझाता है ?

- (1) बाल्यावस्था और किशोरावस्था का पूरी अवस्था संज्ञानात्मक विकास के लिए संवेदनशील अवस्था है ।
- (2) विकास सभी बालकों में एकसमान दर से होता है ।
- (3) केवल आनुवंशिकता विकास को प्रभावित करती है, वातावरण नहीं ।
- (4) एक क्षेत्र में विकास दूसरे क्षेत्र के विकास को प्रभावित नहीं करता है ।

[Question ID = 1][Question Description = CTET_P1_PART_1_CDP_SET_103_Q1]

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

2) Factors related to heredity of an individual and sources from environmental contexts

- (1) have no influence on development.
- (2) interact in complex ways to shape development.
- (3) never interact or impact development.
- (4) have very minimal impact on development.

किसी व्यक्ति की आनुवंशिकता से संबंधित कारक और वातावरणीय परिवेश से संबंधित स्रोत

- (1) का विकास पर कोई प्रभाव नहीं होता ।
- (2) एक जटिल तरीके की पारस्परिकता द्वारा विकास को रूप देते हैं ।
- (3) कभी पारस्परिकता नहीं करते और ना ही विकास को प्रभावित करते हैं ।
- (4) विकास पर बहुत ही कम प्रभाव डालते हैं ।

[Question ID = 2][Question Description = CTET_P1_PART_1_CDP_SET_103_Q2]

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

3) A child acquires the earliest socialisation lessons from

- (1) School
- (2) Media
- (3) Parents
- (4) Newspapers

एक बालक अपना प्रारंभिक समाजीकरण का पाठ _____ से पाता है।

- (1) विद्यालय
- (2) मीडिया
- (3) माता-पिता
- (4) अखबारों

[Question ID = 3][Question Description = CTET_P1_PART_1_CDP_SET_103_Q3]

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

4) As per Jean Piaget's theory of cognitive development, in which of the following stage do children begin to use symbols to represent objects ?

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

जीन पियाजे के संज्ञानात्मक विकास के सिद्धांत के अनुसार, निम्न में से किस चरण पर बच्चे वस्तुओं को वर्णित करने के लिए संकेतों का इस्तेमाल करने लगते हैं ?

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

[Question ID = 4][Question Description = CTET_P1_PART_1_CDP_SET_103_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, organised structures of knowledge in the brain are called

- (1) Operations
- (2) Schemas
- (3) Reflexes
- (4) Concepts

जीन पियाज़े के अनुसार, मस्तिष्क में ज्ञान की व्यवस्थित संरचनाएँ क्या कहलाती हैं ?

- (1) संचालन
- (2) स्कीमा
- (3) अनैच्छिक (सहज) क्रियाएँ
- (4) संप्रत्यय

[Question ID = 5][Question Description = CTET_P1_PART_1_CDP_SET_103_Q5]

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

6) 'Zone of Proximal Development' concept in learning is discussed by

- (1) Lawrence Kohlberg
- (2) Lev Vygotsky
- (3) Jean Piaget
- (4) Howard Gardner

'समीपस्थ विकास का क्षेत्र' अधिगम में संप्रत्यय की चर्चा निम्न में से किसने की है ?

- (1) लॉरेंस कोहलबर्ग
- (2) लेव वायगोत्स्की
- (3) जीन पियाज़े
- (4) हावर्ड गार्डनर

[Question ID = 6][Question Description = CTET_P1_PART_1_CDP_SET_103_Q6]

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

7) While describing the process of thinking, Lev Vygotsky categorically emphasized on the importance of _____.

- (1) Culture
- (2) Maturation
- (3) Negative feedback
- (4) Reinforcement

चिंतन प्रक्रिया का वर्णन करते हुए, लेव वायगोत्स्की स्पष्ट रूप से _____ की महत्त्वता पर जोर देते हैं।

- (1) संस्कृति
- (2) परिपक्वता
- (3) नकारात्मक प्रतिपुष्टि
- (4) पुनर्बलन

[Question ID = 7][Question Description = CTET_P1_PART_1_CDP_SET_103_Q7]

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

8) Who among the following proposed a sequence of development stages to describe moral reasoning among children and adults ?

- (1) B. F. Skinner
- (2) Howard Gardner
- (3) Lawrence Kohlberg
- (4) Lev Vygotsky

निम्न में से किसने बच्चों और वयस्कों में नैतिक तार्किकता का वर्णन करने के लिए विकास चरणों का एक क्रम सुझाया था ?

- (1) बी. एफ. स्किनर
- (2) हावर्ड गार्डनर
- (3) लॉरेंस कोह्लबर्ग
- (4) लेव वायगोत्स्की

[Question ID = 8][Question Description = CTET_P1_PART_1_CDP_SET_103_Q8]

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

9) **Assertion (A) :**

A teacher should provide a range of teaching-learning materials and educational resources in the classroom and should encourage students to explore them.

Reason (R) :

Students are capable of constructing knowledge in a conducive classroom environment.

Choose the correct option :

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

अभिकथन (A) :

एक अध्यापक को कक्षा में कई प्रकार की अध्यापन-अधिगम सामग्री और शैक्षिक संसाधन प्रदान करने चाहिए और विद्यार्थियों को उन्हें जाँचने के लिए प्रोत्साहित करना चाहिए।

तर्क (R) :

एक सहायक माहौल में विद्यार्थी ज्ञान निर्माण करने में सक्षम होते हैं।

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 = 9][Question Description = CTET_P1_PART_1_CDP_SET_103_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 often criticised for :

- (1) biased norms
- (2) doing qualitative assessment
- (3) being culturally sensitive
- (4) incorporating social context of children

बुद्धि लब्धि (IQ) परीक्षणों की आलोचना करने का आधार क्या है ?

- (1) पक्षपाती मानदंड
- (2) गुणात्मक आकलन का प्रयोग
- (3) सांस्कृतिक संवेदनशीलता को ध्यान में रखना
- (4) बच्चे के सामाजिक परिप्रेक्ष्य को शामिल करना

[Question ID = 10][Question Description = CTET_P1_PART_1_CDP_SET_103_Q10]

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

11) As per Lev Vygotsky, language _____.

- (1) hinders thinking
- (2) facilitates thinking
- (3) has no role in facilitating thinking
- (4) has very slight impact on thinking

लेव वायगोत्स्की के अनुसार, भाषा

- (1) चिंतन में बाधक है।
- (2) चिंतन को सुसाधित करती है।
- (3) चिंतन को सुसाधित करने में कोई भूमिका नहीं निभाती।
- (4) का चिंतन पर बहुत कम प्रभाव होता है।

[Question ID = 11][Question Description = CTET_P1_PART_1_CDP_SET_103_Q11]

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

12) Practice of limiting the optional choice of 'Home Science' for girls and 'Physical Education' for boys is grounded in

- (1) Gender stereotypes
- (2) Inclusive approach
- (3) Gender equality
- (4) Discovery approach

वैकल्पिक विषयों के चुनाव में लड़कियों के लिए 'गृह विज्ञान' का विषय और लड़कों के लिए 'शारीरिक शिक्षा' के विषय को सीमित कर देने की प्रथा किस पर आधारित है ?

- (1) जेंडर रूढ़िवादिता
- (2) समावेशी उपागम
- (3) जेंडर समानता
- (4) खोजी उपागम

[Question ID = 12][Question Description = CTET_P1_PART_1_CDP_SET_103_Q12]

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

13) Diversity in a classroom is a _____ for teaching-learning process.

- (1) Problem
- (2) Resource
- (3) Hinderance
- (4) Barrier

कक्षा में विविधता अध्यापन-अधिगम प्रक्रिया में _____ है।

- (1) समस्या
- (2) संसाधन
- (3) रुकावट
- (4) बाधा

[Question ID = 13][Question Description = CTET_P1_PART_1_CDP_SET_103_Q13]

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

14) Which of the following kind of assessment becomes 'Assessment as learning' for students ?

- (1) Assessment done by the teacher at the end of session
- (2) Assessment done by special educator before the session
- (3) Self-assessment by students
- (4) Assessment done through standardised tests

निम्न में से किस प्रकार का मूल्यांकन, विद्यार्थियों के लिए 'अधिगम का रूप' बन जाता है ?

- (1) सत्र के अंत में अध्यापक द्वारा किया गया मूल्यांकन
- (2) सत्र से पहले विशिष्ट शिक्षक द्वारा किया गया मूल्यांकन
- (3) विद्यार्थियों द्वारा किया गया स्व-मूल्यांकन
- (4) मानकीकृत परीक्षणों द्वारा किया गया मूल्यांकन

[Question ID = 14][Question Description = CTET_P1_PART_1_CDP_SET_103_Q14]

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

15) *Assertion (A) :*

A teacher should encourage students to revise questions and clarify doubts while learning about a new concept.

Reason (R) :

Raising questions creates a block in development of critical thinking.

Choose the correct option :

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

अभिकथन (A) :

किसी नए संप्रत्यय को सीखने के समय अध्यापिका द्वारा विद्यार्थियों को सवाल पूछने और अपने सन्देहों को स्पष्ट करने के लिए प्रोत्साहित किया जाना चाहिए ।

तर्क (R) :

सवाल पूछना समालोचनात्मक चिंतन के विकास में बाधा पैदा करता है ।

सही विकल्प चुनिए :

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

[Question ID = 15][Question Description = CTET_P1_PART_1_CDP_SET_103_Q15]

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

16) For successful inclusion of students belonging to disadvantaged groups, which of the following is likely to cause hinderance ?

- (1) Celebration of cultural and religious diversity
- (2) Acknowledgment of role models from their social groups
- (3) Highlighting differences in various practices and creating hierarchies among them
- (4) Inculcating a shared national identity and promoting a feeling of belongingness

वंचित समूहों से संबंधित विद्यार्थियों के सफल समायोजन हेतु, निम्न में से क्या बाधा बन जाती है ?

- (1) सांस्कृतिक और धार्मिक विविधता का समारोह
- (2) उनके सामाजिक समूहों से संबंधित प्रेरणास्रोतों की अभिस्वीकृति
- (3) विभिन्न प्रथाओं में अंतरों को प्रकाशित करना और उनमें पदानुक्रमता स्थापित करना
- (4) एक साझी राष्ट्रीय अस्मिता मनोगत करना और संबद्धता के भाव को बढ़ावा देना

[Question ID = 16][Question Description = CTET_P1_PART_1_CDP_SET_103_Q16]

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

17) Students with learning difficulties

- (1) are all alike in academic characteristics.
- (2) should be taught in a special school.
- (3) are always hyperactive.
- (4) are likely to differ in their academic strengths and challenges.

अधिगम कठिनाई महसूस करने वाले

- (1) सभी विद्यार्थी अपनी शैक्षिक विशेषताओं में एक जैसे होते हैं।
- (2) विद्यार्थियों को विशिष्ट विद्यालय में पढ़ाना चाहिए।
- (3) विद्यार्थी हमेशा अतिक्रियाशील होते हैं।
- (4) विद्यार्थी अपनी शैक्षिक सामर्थ्य और चुनौतियों में अलग-अलग हो सकते हैं।

[Question ID = 17][Question Description = CTET_P1_PART_1_CDP_SET_103_Q17]

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

18) For successful inclusion of students with low vision, it is important to

- (1) have appropriate assistive devices in the class
- (2) practice segregation of these students
- (3) fix their seat far from the board
- (4) deliver lessons only through visual presentation

कमतर दृष्टि से जूझते विद्यार्थियों के सफल समावेशन हेतु, यह महत्वपूर्ण है कि

- (1) कक्षा में उपयुक्त सहायक उपकरण मौजूद हो
- (2) इन विद्यार्थियों का पृथक्कीकरण किया जाए
- (3) बोर्ड से काफी दूर उनकी सीट स्थिर कर दी जाए
- (4) केवल दृश्य प्रस्तुतीकरण द्वारा ही पाठ पढ़ाए जाए

[Question ID = 18][Question Description = CTET_P1_PART_1_CDP_SET_103_Q18]

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

19) Students having Attention Deficit Hyperactivity Disorder (ADHD) are likely to

- (1) have persistent pattern of impulsivity.
- (2) stay in assigned seat for long period.
- (3) have high patience level to listen to everyone.
- (4) be very organised with their actions.

अवधान न्यूनता अतिक्रियाशीलता विकार (ADHD) से जूझते विद्यार्थियों के बारे में निम्न में से क्या सही है ?

- (1) वे आवेगशीलता के निरंतर स्वरूप दर्शाते हैं।
- (2) वे काफी देर तक निर्धारित सीट पर बैठ सकते हैं।
- (3) उनमें सभी को सुनने की अति सहनशीलता होती है।
- (4) वे अपनी क्रियाओं को व्यवस्थित रूप से करते हैं।

[Question ID = 19][Question Description = CTET_P1_PART_1_CDP_SET_103_Q19]

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

20) Which of the following strategy is likely to be effective in catering to the needs of students with giftedness ?

- (1) Giving additional time to comprehend information
- (2) Assigning simple and easy questions
- (3) Giving choice of self-initiated higher order thinking tasks
- (4) Keeping low expectations of success from them

निम्न में से कौन-सी युक्ति प्रतिभाशाली विद्यार्थियों की ज़रूरतों को पूरा करने की एक प्रभावी रणनीति है ?

- (1) जानकारी को समझने हेतु अतिरिक्त समय देना
- (2) बहुत आसान और सरल सवाल पूछना
- (3) स्व-चयनित उच्च क्रम चिंतन कार्य सौंपना
- (4) उनसे सफलता की निम्न उम्मीद रखना

[Question ID = 20][Question Description = CTET_P1_PART_1_CDP_SET_103_Q20]

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

21) To gain non-innate learnings such as playing a flute, playing chess

- (1) some form of explicit instructions and intrinsic motivation are required.
- (2) any kind of explicit instructions or motivation are not required.
- (3) explicit instruction is required but any kind of motivation is not needed.
- (4) explicit instruction from any source is not required at all.

गैर-जन्मजात अधिगम जैसे कि बाँसुरी बजाना, शतरंज खेलना सीखने के लिए

- (1) किसी तरह के बाह्य निर्देशन और आंतरिक अभिप्रेरणा की जरूरत है।
- (2) किसी भी तरह के बाह्य निर्देशन या अभिप्रेरणा की जरूरत नहीं होती है।
- (3) बाह्य निर्देशन की जरूरत होती है लेकिन किसी तरह की अभिप्रेरणा की जरूरत नहीं होती है।
- (4) किसी भी स्रोत से बाह्य निर्देशन की कोई जरूरत नहीं होती है।

[Question ID = 21][Question Description = CTET_P1_PART_1_CDP_SET_103_Q21]

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

22) Students learn best

- (1) through text-books only
- (2) by repeating words of the teacher only
- (3) by interacting with their surroundings
- (4) through passive imitation

विद्यार्थी सर्वाधिक बेहतर तरीके से किस प्रकार सीखते हैं ?

- (1) केवल पाठ्य-पुस्तकों द्वारा
- (2) केवल अध्यापक द्वारा कहे शब्दों को दोहरा कर
- (3) अपने आस-पड़ोस से पारस्परिकता द्वारा
- (4) निष्क्रिय नकल द्वारा

[Question ID = 22][Question Description = CTET_P1_PART_1_CDP_SET_103_Q22]

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

23) Pedagogies which are dominantly _____ yield to _____ of knowledge by students.

- (1) child-centric, construction
- (2) teacher-centric, construction
- (3) child-centric, mere reproduction
- (4) teacher-centric, destruction

प्रबल रूप से _____ शिक्षाशास्त्र, विद्यार्थियों द्वारा ज्ञान के _____ में सहायक है।

- (1) बाल-केन्द्रित, सर्जन
- (2) अध्यापक-केन्द्रित, सर्जन
- (3) बाल-केन्द्रित, केवल पुनरुत्पादन
- (4) अध्यापक-केन्द्रित, भंजन

[Question ID = 23][Question Description = CTET_P1_PART_1_CDP_SET_103_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 type becomes a barrier to students' engagement in learning process ?

- (1) Assignment related to students lives.
- (2) Assignment based on students interest.
- (3) Assignment that are too easy for students.
- (4) Assignment giving value to students opinions.

निम्न में से कौन-सा प्रकार विद्यार्थियों की अधिगम प्रक्रिया में संलग्नता में बाधक बन जाता है ?

- (1) विद्यार्थियों के जीवन से आधारित कार्य देना ।
- (2) विद्यार्थियों की रुचि आधारित कार्य देना ।
- (3) ऐसे कार्य देना जो विद्यार्थियों के लिए बहुत आसान हो ।
- (4) ऐसे कार्य देना जो विद्यार्थियों के विचारों को महत्व दे ।

[Question ID = 24][Question Description = CTET_P1_PART_1_CDP_SET_103_Q24]

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

25) Learning should be _____ .

- (1) meaningful and contextualised
- (2) decontextualised and meaningless
- (3) meaningful and decontextualised
- (4) contextualised and meaningless

अधिगम किस प्रकार का होना चाहिए ?

- (1) अर्थपूर्ण और संदर्भित
- (2) असंदर्भित और अर्थहीन
- (3) अर्थपूर्ण और असंदर्भित
- (4) संदर्भित और अर्थहीन

[Question ID = 25][Question Description = CTET_P1_PART_1_CDP_SET_103_Q25]

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

26) While the process of problem-solving involves a lot of back and forth, yet typically the first step in the process of problem-solving process is _____ .

- (1) finding appropriate solution
- (2) representing the problem
- (3) identifying the problem
- (4) evaluating the solution implemented

हालाँकि समस्या-समाधान प्रक्रिया में अक्सर हम चरणों पर फेर-बदल करते रहते हैं, फिर भी औसतन रूप से समस्या-समाधान प्रक्रिया का पहला चरण _____ होता है।

- (1) उपयुक्त हल ढूँढना
- (2) समस्या का प्रस्तुतीकरण
- (3) समस्या की पहचान
- (4) अपनाए गए समाधान का मूल्यांकन

[Question ID = 26][Question Description = CTET_P1_PART_1_CDP_SET_103_Q26]

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

27) Even before entering formal education, children develop fairly rich understanding of their surroundings including the objects and events they encounter in their everyday life. A teacher should

- (1) Ignore their understandings completely.
- (2) Attempt to replace it with standardised school curriculum.
- (3) Give importance to this understanding for advancing their knowledge.
- (4) Consider this understanding faulty and irrelevant for learning.

औपचारिक शिक्षा में प्रवेश करने से पूर्व ही बच्चे अपने आस-पड़ोस के बारे में, जैसे कि उन वस्तुओं और घटनाओं के बारे में जिनसे वे समागम करते हैं, एक संपन्न समझ विकसित कर लेते हैं। एक अध्यापिका को उनकी इस तरह की समझ को

- (1) पूरी तरह नकार देना चाहिए।
- (2) मानकीकृत पाठ्यक्रम से बदल देने का प्रयास करना चाहिए।
- (3) उनके ज्ञान को अग्रसर करने के लिए महत्वपूर्ण समझना चाहिए।
- (4) अधिगम के लिए दोषपूर्ण और महत्वहीन मानना चाहिए।

[Question ID = 27][Question Description = CTET_P1_PART_1_CDP_SET_103_Q27]

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

28) *Assertion (A) :*

Schools should ignore the emotional side of learning.

Reason (R) :

Emotions and cognition are not related.

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) :

विद्यालयों को अधिगम के संवेगात्मक पहलू को अनदेखा कर देना चाहिए।

तर्क (R) :

संवेग और संज्ञान एक-दूसरे से संबंधित नहीं है।

सही विकल्प चुनें :

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

[Question ID = 28][Question Description = CTET_P1_PART_1_CDP_SET_103_Q28]

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

29) Education should aim at motivating students for _____.

- (1) Competition
- (2) Rote memorisation
- (3) Independent thinking
- (4) Passive knowledge reproduction

शिक्षा का उद्देश्य विद्यार्थियों को _____ के लिए प्रेरित करना होता है।

- (1) प्रतिस्पर्धा
- (2) कंठस्थ स्मरण
- (3) स्वतंत्र चिंतन
- (4) निष्क्रिय ज्ञान पुनरुत्पादन

[Question ID = 29][Question Description = CTET_P1_PART_1_CDP_SET_103_Q29]

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

30) Learning can be facilitated by

- (1) promoting entity view of ability
- (2) not sharing the objectives of task with learners
- (3) increasing competition among students
- (4) providing opportunities for reflection

अधिगम को सुसाधित किस प्रकार किया जा सकता है ?

- (1) योग्यता के सत्त्व दृष्टिकोण को बढ़ावा देकर
- (2) कार्य के उद्देश्य को विद्यार्थियों से साझा ना करके
- (3) विद्यार्थियों में प्रतिस्पर्धा बढ़ाकर
- (4) चिंतन/प्रतिवर्तन के मौके प्रदान करके

[Question ID = 30][Question Description = CTET_P1_PART_1_CDP_SET_103_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) {Sum of multiples of 5 from 15 to 30 + HCF of 24 and 40 – smallest prime number} is equal to

- (1) 92
- (2) 93
- (3) 96
- (4) 97

{15 से 30 तक 5 के गुणजों का योगफल + 24 और 40 का HCF – सबसे छोटी अभाज्य संख्या} बराबर है

- (1) 92
- (2) 93
- (3) 96
- (4) 97

[Question ID = 31][Question Description = CTET_P1_PART_2_MATHS_SET_103_Q31]

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

2) What must be added to $(6 + 0.6 + 0.06 + 0.006)$ to obtain the number 7 ?

- (1) 0.034
- (2) 0.334
- (3) 0.340
- (4) 0.343

(6 + 0.6 + 0.06 + 0.006) में क्या जोड़ा जाए कि संख्या 7 प्राप्त हो जाए ?

(1) 0.034

(2) 0.334

(3) 0.340

(4) 0.343

[Question ID = 32][Question Description = CTET_P1_PART_2_MATHS_SET_103_Q32]

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

3) The sum of five consecutive even numbers is 60. What will be the sum, if the next two even numbers are also added to it ?

(1) 90

(2) 94

(3) 96

(4) 98

पाँच क्रमागत सम संख्याओं का योगफल 60 है। यदि अगली दो सम संख्याएँ भी उसमें जोड़ दी जाएँ, तो योगफल क्या होगा ?

(1) 90

(2) 94

(3) 96

(4) 98

[Question ID = 33][Question Description = CTET_P1_PART_2_MATHS_SET_103_Q33]

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

4) Scales, pencils and erasers are available in packets of 6, 10 and 12 respectively. If a shopkeeper wants to buy equal number of these items, then what is the minimum number of packets of scales, pencils and erasers respectively he needs to buy ?

(1) 9, 7, 5

(2) 8, 8, 8

(3) 10, 6, 5

(4) 6, 5, 10

स्केल, पैन्सिल तथा रबड़ क्रमशः 6, 10 तथा 12 के पैकेटों में उपलब्ध हैं। यदि कोई दुकानदार तीनों वस्तुएँ समान संख्या में खरीदना चाहता है, तो उसे स्केल, पैन्सिल तथा रबड़ के क्रमशः कम-से-कम कितने पैकेट खरीदने होंगे ?

- (1) 9, 7, 5
- (2) 8, 8, 8
- (3) 10, 6, 5
- (4) 6, 5, 10

[Question ID = 34][Question Description = CTET_P1_PART_2_MATHS_SET_103_Q34]

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

5) Shivani's mothers gave her ₹ 300 on standing first in an examination. She gave one-fourth of the money to her brother, one-third of the remaining to her younger sister and kept the remaining money for herself. How much money (in ₹) did she keep for herself ?

- (1) 125
- (2) 150
- (3) 165
- (4) 215

शिवानी को एक परीक्षा में प्रथम आने पर उसकी माँ ने उसे ₹ 300 दिए। उसने उस धनराशि में से एक-चौथाई अपने भाई को दे दी, बची हुई राशि का एक-तिहाई अपनी छोटी बहन को दे दिया तथा बची हुई धनराशि अपने लिए रख ली। शिवानी ने कितनी धनराशि (₹ में) अपने लिए रखी ?

- (1) 125
- (2) 150
- (3) 165
- (4) 215

[Question ID = 35][Question Description = CTET_P1_PART_2_MATHS_SET_103_Q35]

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

6) Raghav wants to purchase the following items. Prices and quantities required are given below :

Item	Price	Quantity
Milk	₹ 50 per litre	1 litre
Curd	₹ 80 per kg	250 g
Mangoes	₹ 60 per kg	$1\frac{1}{2}$ kg
Bananas	₹ 4 each	$\frac{1}{2}$ dozen

If he has ₹ 190 with him, then which of the following statements is correct ?

- (1) He has exact amount for purchasing the required items.
- (2) He is short by ₹ 6.
- (3) He has enough money to purchase 75 g more curd.
- (4) He will have a balance of ₹ 4 with him.

राघव निम्नलिखित वस्तुएँ खरीदना चाहता है। मूल्य तथा वांछित मात्राएँ नीचे दी गई हैं :

वस्तु	मूल्य	मात्रा
दूध	₹ 50 प्रति लीटर	1 लीटर
दही	₹ 80 प्रति kg	250 g
आम	₹ 60 प्रति kg	$1\frac{1}{2}$ kg
केले	₹ 4 प्रत्येक	$\frac{1}{2}$ दर्जन

यदि उसके पास ₹ 190 हैं, तो निम्न कथनों में से कौन-सा सही है ?

- (1) उसके पास अपनी जरूरत का सामान खरीदने के लिए यथार्थ रूप से पूरी-पूरी धनराशि है।
- (2) उसके पास ₹ 6 कम पड़ रहे हैं।
- (3) उसके पास पर्याप्त धनराशि है जिससे वह 75 g दही और खरीद सकता है।
- (4) उसके पास ₹ 4 शेष बचेंगे।

[Question ID = 36][Question Description = CTET_P1_PART_2_MATHS_SET_103_Q36]

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

7) Which of the following statements is true ?

- (1) 3 right angles = 300°
- (2) $3\frac{1}{2}$ right angles = 315°
- (3) 2 right angles = 190°
- (4) $2\frac{1}{2}$ right angles = 215°

निम्न कथनों में से कौन-सा सत्य है ?

- (1) 3 समकोण = 300°
- (2) $3\frac{1}{2}$ समकोण = 315°
- (3) 2 समकोण = 190°
- (4) $2\frac{1}{2}$ समकोण = 215°

[Question ID = 37][Question Description = CTET_P1_PART_2_MATHS_SET_103_Q37]

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

8) Which of the following **cannot** be the lengths of the sides of a right angled triangle ?

- (1) 15 cm, 8 cm, 17 cm
- (2) 6 cm, 8 cm, 10 cm
- (3) 4 cm, 5 cm, 6 cm
- (4) 5 cm, 12 cm, 13 cm

निम्न में से कौन-सी एक समकोण त्रिभुज की भुजाओं की लंबाइयाँ **नहीं** हो सकती ?

- (1) 15 cm, 8 cm, 17 cm
- (2) 6 cm, 8 cm, 10 cm
- (3) 4 cm, 5 cm, 6 cm
- (4) 5 cm, 12 cm, 13 cm

[Question ID = 38][Question Description = CTET_P1_PART_2_MATHS_SET_103_Q38]

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

9) How many capital letters of the English alphabets have rotational symmetry ?

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

अंग्रेजी वर्णमाला के कितने बड़े अक्षरों में घूर्णन सममिति होती है ?

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

[Question ID = 39][Question Description = CTET_P1_PART_2_MATHS_SET_103_Q39]

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

10) From a 12 cm long and 8 cm wide rectangular sheet, squares of sides of 3 cm are cut off from all the corners. What is the area (in cm^2) of the remaining sheet ?

- (1) 50
- (2) 60
- (3) 72
- (4) 84

एक 12 cm लम्बी और 8 cm चौड़ी आयताकार शीट के सभी कोनों से 3 cm भुजा के वर्ग काट लिए गए। इस प्रकार शेष बची शीट का क्षेत्रफल (cm^2 में) क्या होगा ?

- (1) 50
- (2) 60
- (3) 72
- (4) 84

[Question ID = 40][Question Description = CTET_P1_PART_2_MATHS_SET_103_Q40]

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

11) Train P leaves station A at 6:40 o'clock and reaches station B at 21:30 o'clock on the same day. Train Q leaves station A at 19:10 o'clock and reaches station B at 10:50 o'clock the next day. Which train takes more time and how much more time (in minutes) ?

- (1) P, 30
- (2) P, 40
- (3) Q, 50
- (4) Q, 70

रेलगाड़ी P स्टेशन A से 6:40 बजे चलती है और स्टेशन B पर उसी दिन 21:30 बजे पहुँचती है। रेलगाड़ी Q स्टेशन A से 19:10 बजे चलती है और अगले दिन 10:50 बजे स्टेशन B पर पहुँचती है। किस रेलगाड़ी ने अधिक समय और कितना अधिक समय (मिनटों में) लिया ?

- (1) P, 30
- (2) P, 40
- (3) Q, 50
- (4) Q, 70

[Question ID = 41][Question Description = CTET_P1_PART_2_MATHS_SET_103_Q41]

1. 1 [Option ID = 161]

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

12) Ankit runs on a circular track of length 400 m. He makes 3 rounds daily on it. How much distance (in km) does he cover on the track in a week ?

- (1) 7.2
- (2) 8.4
- (3) 8.8
- (4) 9.4

अंकित 400 m लम्बे एक वृत्ताकार पथ पर दौड़ लगाता है। वह उसके प्रतिदिन 3 चक्कर लगाता है। वह एक सप्ताह में उस पथ पर कितनी दूरी (km में) तय करता है ?

- (1) 7.2
- (2) 8.4
- (3) 8.8
- (4) 9.4

[Question ID = 42][Question Description = CTET_P1_PART_2_MATHS_SET_103_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 in the following pattern ?

1 A 1, 4 B 8, 9 C 27, 16 D 64, _____

- (1) 25 D 125
- (2) 25 E 100
- (3) 25 E 125
- (4) 36 E 100

निम्न पैटर्न में आगे क्या आएगा ?

1 A 1, 4 B 8, 9 C 27, 16 D 64, _____

- (1) 25 D 125
- (2) 25 E 100
- (3) 25 E 125
- (4) 36 E 100

[Question ID = 43][Question Description = CTET_P1_PART_2_MATHS_SET_103_Q43]

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

- 14) 540 students of a school voted for the best group song presented in a competition. Then, on the basis of the obtained votes, these group songs A, B, C and D were represented on a pie chart by angles of 120° , 80° , 70° , 90° respectively at the centre. How many students voted for group song B ? (Assume that one student has voted only for one group song.)

- (1) 100
- (2) 120
- (3) 140
- (4) 150

एक विद्यालय में समूह गान प्रतियोगिता में प्रस्तुत सबसे अच्छा गाना चुनने के लिए 540 विद्यार्थियों ने मतदान किया। प्राप्त मतों के आधार पर इन समूह गानों A, B, C और D को एक पाई चार्ट के रूप में निरूपित किया गया, जिनके लिए वृत्त के केन्द्र पर क्रमशः 120° , 80° , 70° और 90° के कोण बनते हैं। कितने विद्यार्थियों ने समूह गान B के लिए मत दिया ? (कल्पना कीजिए कि एक विद्यार्थी केवल एक समूह गान के लिए मत देता है।)

- (1) 100
- (2) 120
- (3) 140
- (4) 150

[Question ID = 44][Question Description = CTET_P1_PART_2_MATHS_SET_103_Q44]

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

- 15) The following table shows the marks in English and Mathematics obtained by four friends :

	English	Mathematics
Yogesh	72	64
Joseph	75	68
Vinita	69	79
Devika	73	76

Which of the options given below is correct ?

- (1) Joseph obtained maximum marks in English but minimum marks in Mathematics.
- (2) Devika got maximum marks in English and Mathematics combined.
- (3) Vinita obtained maximum marks in English as well as in Mathematics.
- (4) Yogesh obtained least marks in English as well as in Mathematics.

निम्न तालिका में चार मित्रों के अंग्रेज़ी और गणित में प्राप्तांक दर्शाए गए हैं :

	अंग्रेज़ी	गणित
योगेश	72	64
जोसफ	75	68
विनीता	69	79
देविका	73	76

नीचे दिए गए विकल्पों में से सही विकल्प क्या है ?

- (1) जोसफ को अंग्रेज़ी में अधिकतम लेकिन गणित में न्यूनतम अंक मिले ।
- (2) देविका को अंग्रेज़ी और गणित दोनों में मिलाकर अधिकतम अंक मिले ।
- (3) विनीता को अंग्रेज़ी और गणित दोनों में अधिकतम अंक मिले ।
- (4) योगेश को अंग्रेज़ी और गणित दोनों में ही न्यूनतम अंक मिले ।

[Question ID = 45][Question Description = CTET_P1_PART_2_MATHS_SET_103_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) Theorems in mathematics can be proved by using

- (1) Experimentation
- (2) Deduction
- (3) Verification
- (4) Observation

गणित में प्रमेयों को सिद्ध किया जा सकता है

- (1) प्रयोग द्वारा
- (2) निगमन द्वारा
- (3) जाँच द्वारा
- (4) प्रेक्षण द्वारा

[Question ID = 46][Question Description = CTET_P1_PART_2_MATHS_SET_103_Q46]

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

2) Which of the following is the best example of a crude method of assessment that encourages mechanical computation and rote memorization ?

- (1) Asking students to solve problems given in a worksheet by consulting peers and taking teacher's assistance.
- (2) Asking students to recite multiplication tables and formulae as these are basic skills required for computation.
- (3) Posing a real problem for students to solve that involves mathematical computations and concepts.
- (4) Taking regular formative assessment after every key topic is being discussed or taught in class.

यांत्रिक गणना एवं रटने पर आधारित आकलन की अपरिष्कृत विधि का सबसे अच्छा उदाहरण निम्न में से कौन-सा है ?

- (1) सहपाठी और शिक्षक/शिक्षिका की सहायता एवं परामर्श लेते हुए वर्कशीट में दी गई समस्याओं को हल करने के लिए विद्यार्थियों को कहना ।
- (2) गुणन सारणी/पहाड़े एवं सूत्रों को याद करने के लिए विद्यार्थियों को कहना क्योंकि ये अभिकलन हेतु बुनियादी कौशल के रूप में आवश्यक हैं ।
- (3) विद्यार्थियों को वास्तविक समस्या को हल करने के लिए देना जिसमें गणितीय अभिकलन एवं अवधारणाएँ शामिल हों ।
- (4) कक्षा में प्रत्येक मुख्य विषय-वस्तु को पढ़ाने या चर्चा करने के बाद नियमित रूप से रचनात्मक आकलन करना ।

[Question ID = 47][Question Description = CTET_P1_PART_2_MATHS_SET_103_Q47]

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

3) Which of the following is **not** true with respect to Van Hiele's Theory of Geometric Thinking ?

- (1) The levels are age dependent.
- (2) The levels are developmental.
- (3) The levels are sequential.
- (4) The levels move from concrete to abstract thinking in geometry.

निम्नलिखित में से कौन-सा वैन-हैले के ज्यामितीय चिंतन सिद्धांत के बारे में सही **नहीं** है ?

- (1) स्तर आयु पर निर्भर हैं ।
- (2) स्तर विकासात्मक हैं ।
- (3) स्तर अनुक्रमिक हैं ।
- (4) स्तर ज्यामिति में मूर्त से अमूर्त चिंतन की ओर चलते हैं ।

[Question ID = 48][Question Description = CTET_P1_PART_2_MATHS_SET_103_Q48]

1. 1 [Option ID = 189]
2. 2 [Option ID = 190]

3. 3 [Option ID = 191]

4. 4 [Option ID = 192]

4) Which among the following statements related with use(s) of games in mathematics is/are true ?

- (a) New concepts can be developed only through formal lecturing and not through games.
- (b) Games can be effectively used for practising newly developed mathematical skills.
- (c) Games cannot be used for assesment.

Choose the correct option :

- (1) Only (a)
- (2) Only (b)
- (3) (b) and (c)
- (4) (a) and (c)

निम्नलिखित में से कौन-सा/से कथन गणित में खेलों के उपयोग के लिए सत्य है/हैं ?

- (a) नवीन अवधारणाओं का विकास केवल औपचारिक भाषण द्वारा किया जा सकता है, खेलों द्वारा नहीं।
- (b) नए विकसित गणितीय कौशलों के अभ्यास के लिए खेलों का प्रभावी रूप से उपयोग किया जा सकता है।
- (c) खेल आकलन के लिए उपयोग नहीं किए जा सकते।

सही विकल्प का चयन कीजिए :

- (1) केवल (a)
- (2) केवल (b)
- (3) (b) और (c)
- (4) (a) और (c)

[Question ID = 49][Question Description = CTET_P1_PART_2_MATHS_SET_103_Q49]

1. 1 [Option ID = 193]

2. 2 [Option ID = 194]

3. 3 [Option ID = 195]

4. 4 [Option ID = 196]

5) A student in your class is able to infer that if set A has more objects than set B and set B has more objects than set C, then set A will have more objects than set C.

Which of the following measurement principles the student seems to have acquired ?

- (1) Proportional thinking
- (2) Commutativity
- (3) Conservation
- (4) Transitivity

आपकी कक्षा में एक विद्यार्थी यह आशय निकालने में सक्षम है कि अगर समुच्चय A में समुच्चय B की तुलना में अधिक वस्तुएँ हैं और समुच्चय B में समुच्चय C की तुलना में अधिक वस्तुएँ हैं, तो समुच्चय A में समुच्चय C की तुलना में अधिक वस्तुएँ होंगी। निम्नलिखित में से विद्यार्थी द्वारा मापन के कौन-से सिद्धांत को उपार्जित करने की संभावना दिख रही है ?

- (1) आनुपातिक चिंतन
- (2) क्रमविनिमेयता
- (3) संरक्षण
- (4) संक्रामिता

[Question ID = 50][Question Description = CTET_P1_PART_2_MATHS_SET_103_Q50]

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

6) Study of patterns has been promoted at primary level because :

- (1) Patterns are artistic in nature.
- (2) It is easy for a teacher to teach patterns at primary level.
- (3) Patterns lay the base for many mathematical concepts.
- (4) In primary grades, the syllabus is very less so children can be engaged in drawing patterns.

प्राथमिक स्तर पर प्रतिमानों के अध्ययन को संवर्धित किया गया है क्योंकि :

- (1) प्रतिमान प्रकृति में कलात्मक होते हैं।
- (2) प्राथमिक कक्षा में एक अध्यापक के लिए प्रतिमानों को पढ़ाना आसान होता है।
- (3) प्रतिमान कई गणितीय अवधारणाओं के आधार का निर्माण करते हैं।
- (4) प्राथमिक कक्षाओं में, पाठ्यक्रम बहुत कम है इसलिए बच्चों को प्रतिमानों को बनाने में व्यस्त रखा जा सकता है।

[Question ID = 51][Question Description = CTET_P1_PART_2_MATHS_SET_103_Q51]

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

7) While introducing the concept of numbers to class-I students, Mr. Abdullah, uses various objects/materials such as pencils, balls, toffees, etc.

Which of the following represents the most appropriate reason to use this strategy ?

- (1) To bring students' attention towards familiar objects.
- (2) To have some leisure time in a mathematics class.
- (3) Numbers, being an abstract concept, require concrete examples for conceptualisation.
- (4) Students need to be motivated to learn number concepts.

कक्षा-I के विद्यार्थियों को संख्याओं की अवधारणा प्रस्तुत करते हुए, श्री अब्दुल्लाह ने विभिन्न वस्तुओं/सामग्रियों जैसे पेंसिलें, गेंदें, टॉफियाँ, इत्यादि का उपयोग किया। निम्नलिखित में से कौन-सा इस युक्ति का उपयोग करने का सर्वाधिक उपयुक्त कारण है ?

- (1) विद्यार्थियों का ध्यान सुपरिचित वस्तुओं की ओर आकर्षित करना।
- (2) गणित की कक्षा में कुछ खाली समय बिताना।
- (3) संख्याओं, जो कि एक निराकार संप्रत्यय है, के संप्रत्ययीकरण हेतु साकार/मूर्त उदाहरण वांछनीय है।
- (4) विद्यार्थियों को संख्या संप्रत्यय अधिगम के लिए प्रोत्साहन की आवश्यकता है।

[Question ID = 52][Question Description = CTET_P1_PART_2_MATHS_SET_103_Q52]

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

8) In Synthetic method, we proceed from

- (1) Known to unknown
- (2) Unknown to known
- (3) Complex to simple
- (4) Example to rule

संश्लेषित विधि में, हम अग्रसर होते हैं

- (1) ज्ञात से अज्ञात की ओर
- (2) अज्ञात से ज्ञात की ओर
- (3) कठिन से सरल की ओर
- (4) उदाहरण से नियम की ओर

[Question ID = 53][Question Description = CTET_P1_PART_2_MATHS_SET_103_Q53]

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

9) According to National Curriculum Framework 2005, the textbooks of mathematics at primary level must include :

- (1) Technical mathematical vocabulary.
- (2) Mathematical stories, games and activities.
- (3) Formal algorithms to solve questions.
- (4) Precise definitions of mathematical concepts.

राष्ट्रीय पाठ्यचर्या रूपरेखा 2005 के अनुसार, गणित की प्राथमिक स्तर की पाठ्यपुस्तकों में _____ जरूर होनी चाहिए।

- (1) तकनीकी गणितीय शब्दावली
- (2) गणितीय कहानियाँ, खेल और क्रियाकलाप
- (3) प्रश्न हल करने की औपचारिक कलन-विधि
- (4) गणितीय संप्रत्ययों की सटीक परिभाषाएँ

[Question ID = 54][Question Description = CTET_P1_PART_2_MATHS_SET_103_Q54]

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

10) Evaluation is useful for various stakeholders in education. For a teacher, as one of the stakeholders, evaluation is helpful to

- (1) Frame syllabus and develop curriculum
- (2) Give important information about how to run a school
- (3) Identify both general and individualised learning challenges faced by students
- (4) Take valuable and serious administrative decisions

शिक्षा में विभिन्न हितधारकों के लिए मूल्यांकन लाभदायक है। एक हितधारी के रूप में एक शिक्षक के लिए, मूल्यांकन मददगार है

- (1) पाठ्यक्रम की रूपरेखा बनाने एवं पाठ्यचर्या के विकास में
- (2) एक विद्यालय का संचालन किस प्रकार किया जाता है, यह महत्वपूर्ण सूचना देने में
- (3) सामान्य एवम् वैयक्तिक अधिगम के दौरान विद्यार्थियों के सामने आयी कठिनाइयों की पहचान करने में
- (4) मूल्यवान एवं गंभीर प्रशासनिक निर्णयों को लेने में

[Question ID = 55][Question Description = CTET_P1_PART_2_MATHS_SET_103_Q55]

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

11) A child in a mathematics classroom, writes

$$4.78 > 4.9$$

$$7.26 > 7.3$$

Which of the following is the most appropriate reason for this error? The child

- (1) is careless and inattentive in the class.
- (2) needs to be given more similar problems to practise.
- (3) has over-generalized the rule that a three-digit number is greater than a two-digit number.
- (4) has mathematical learning disabilities.

गणित की कक्षा में एक बच्चा लिखता है

$$4 \cdot 78 > 4 \cdot 9$$

$$7 \cdot 26 > 7 \cdot 3$$

निम्नलिखित में से कौन-सा इस त्रुटि के लिए सर्वाधिक उपयुक्त कारण है ?

- (1) बच्चा लापरवाह है और कक्षा में सतर्क नहीं है।
- (2) बच्चे को अभ्यास के लिए अधिक समान प्रश्न देने की आवश्यकता है।
- (3) बच्चे ने इस नियम, कि एक तीन-अंकीय संख्या किसी दो अंकीय संख्या से बड़ी होती है, का अति व्यापकीकरण कर लिया है।
- (4) बच्चे में गणितीय अधिगम अयोग्यताएँ हैं।

[Question ID = 56][Question Description = CTET_P1_PART_2_MATHS_SET_103_Q56]

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

12) According to National Curriculum Framework 2005, primary level mathematics teaching and learning should focus on

- (1) learning mathematical terminologies
- (2) memorizing of algorithms
- (3) mathematical explorations through activities
- (4) rigorous practice of solving questions

राष्ट्रीय पाठ्यचर्या रूपरेखा 2005 के अनुसार, प्राथमिक स्तर के गणित का शिक्षण एवं अधिगम केंद्रित होना चाहिए

- (1) गणितीय शब्दावलियों के अधिगम पर
- (2) कलनविधियों को कंठस्थ करने पर
- (3) गतिविधियों के माध्यम से गणितीय पर्यवेक्षणों पर
- (4) प्रश्नों को हल करने के गहन अभ्यास पर

[Question ID = 57][Question Description = CTET_P1_PART_2_MATHS_SET_103_Q57]

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

13) Which of the following is *not* true about nature of mathematics ?

- (1) It is based on logical reasoning
- (2) It has its own unique language and symbols
- (3) It is abstract in nature
- (4) It has a very limited application in other disciplines

निम्नलिखित में से कौन-सा गणित की प्रकृति के बारे में सही नहीं है ?

- (1) यह तार्किक विवेचन पर आधारित है
- (2) इसकी अपनी विशिष्ट भाषा और चिह्न है
- (3) यह प्रकृति में अमूर्त है
- (4) अन्य विषयों में इसका अति सीमित अनुप्रयोग है

[Question ID = 58][Question Description = CTET_P1_PART_2_MATHS_SET_103_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, the statement, "School mathematics can play a significant role in developing estimation and approximation skills" is

- (1) Not true since mathematics is a subject which requires exact answers.
- (2) True since students may approximate the answers as it is difficult to remember many formulae and algorithms.
- (3) True since it helps in saving time in solving problems.
- (4) True since solutions to many scientific, mathematical and everyday problems involve estimation and approximation.

राष्ट्रीय पाठ्यचर्या रूपरेखा 2005 के अनुसार, यह कथन "अनुमान एवं सन्निकटन कौशल के विकास में स्कूली गणित एक सार्थक भूमिका निभा सकता है।"

- (1) सत्य नहीं है क्योंकि गणित एक ऐसा विषय है जिसमें सटीक उत्तरों की आवश्यकता होती है।
- (2) सत्य है, क्योंकि विद्यार्थियों के लिए कई सूत्र और कलन विधियों को याद करना कठिन है और वे उत्तरों का सन्निकटीकरण कर सकते हैं।
- (3) सत्य है, क्योंकि यह प्रश्न को हल करने में समय की बचत करता है।
- (4) सत्य है, क्योंकि कई वैज्ञानिक, गणितीय और प्रतिदिन की समस्याओं के हल में अनुमान एवं सन्निकटीकरण निहित है।

[Question ID = 59][Question Description = CTET_P1_PART_2_MATHS_SET_103_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 would be least appropriate to teach fractions to students at primary level?

- (1) Using pictorial representations of fractions.
- (2) Differentiating between fractions and natural numbers using definitions.
- (3) Using daily life examples of part and whole relationships.
- (4) Using paper-folding techniques to represent various fractions.

निम्नलिखित में से कौन-सा प्राथमिक स्तर पर विद्यार्थियों को भिन्न सिखाने के लिए सबसे कम उपयुक्त होगा ?

- (1) भिन्नों के चित्रात्मक निरूपण का उपयोग।
- (2) परिभाषाओं के उपयोग से भिन्नों और प्राकृतिक संख्याओं के बीच अंतर करना।
- (3) हिस्से और पूरे के संबंधों वाले दैनिक जीवन के उदाहरणों का उपयोग करना।
- (4) विभिन्न भिन्नों को निरूपित करने के लिए पेपर-फोल्डिंग तकनीक का उपयोग करना।

[Question ID = 60][Question Description = CTET_P1_PART_2_MATHS_SET_103_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) A tourist has reported as follows :

"I am in a village. Heavy rains is a common feature at this place. Hence, the villagers have made their houses almost 10 to 12 ft (i.e., 3 to 3.5 metres) above the ground on the bamboo pillars. The inner sides are also made of wood. The roofs are slopy."

The village must be in

- (1) Himachal Pradesh
- (2) Uttarakhand
- (3) Assam
- (4) Andhra Pradesh

किसी पर्यटक ने नीचे दिए अनुसार वर्णन किया है :

"मैं एक गाँव में हूँ। भारी वर्षा यहाँ की सामान्य विशेषता है। इसीलिए यहाँ के गाँवों के लोगों ने अपने घर बाँस के खम्बों पर धरती से लगभग 10 से 12 फुट (अर्थात् 3 से 3.5 मीटर) ऊँचाई पर बनाए हैं। ये घर भीतर से भी लकड़ी के बने हैं। इन घरों की छतें ढालू हैं।" यह गाँव निम्नलिखित में से कहाँ होना चाहिए ?

- (1) हिमाचल प्रदेश
- (2) उत्तराखण्ड
- (3) असम
- (4) आंध्र प्रदेश

[Question ID = 61][Question Description = CTET_P1_PART_3_EVS_SET_103_Q61]

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

2) The largest fair/tribal festival in South India is

- (1) Kumbha Mela
- (2) Sammakka Saralamma Jatara
- (3) Kharchi Festival
- (4) Gangaji Fair

दक्षिण भारत का सबसे बड़ा मेला/आदिवासी उत्सव है

- (1) कुंभ मेला
- (2) समक्का सरालम्मा जातरा
- (3) खरची उत्सव
- (4) गंगाजी मेला

[Question ID = 62][Question Description = CTET_P1_PART_3_EVS_SET_103_Q62]

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

3) It is a social concern that sewage in many cities in India is still

- (1) cleaned by machines
- (2) cleaned by manual scavengers
- (3) the best facility
- (4) is owned by private companies

यह एक सामाजिक चिन्ता का विषय है कि भारत में बहुत से शहरों में मलजल अब भी

- (1) मशीनों द्वारा साफ किया जाता है
- (2) मैला ढोने वालों के द्वारा हाथ से सफाई की जाती है
- (3) सबसे अच्छी सुविधा है
- (4) निजी कम्पनियों के स्वामित्व में है

[Question ID = 63][Question Description = CTET_P1_PART_3_EVS_SET_103_Q63]

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

4) Pochampalli is the name of

- (1) folk art paintings made with special colours
- (2) sarees with traditional geometric patterns of dying
- (3) type of goats whose fine wool is used for making shawls
- (4) range of ancient Indian temples

पोचमपल्ली नाम है

- (1) लोक चित्र कला का जो विशेष रंगों से बनाई जाती है
- (2) साड़ियों का जिन पर पारंपरिक रंगारि के ज्यामितीय नमूने होते हैं
- (3) बकरियों की किस्म का जिसका महीन ऊन शॉल बनाने के काम आता है
- (4) प्राचीन भारतीय मंदिरों की श्रेणी का

[Question ID = 64][Question Description = CTET_P1_PART_3_EVS_SET_103_Q64]

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

5) Consider the following statements :

- A. Lieutenant Commander Wahida Prism is a doctor in the Indian Navy.
- B. Wahida Prism comes from a very small village and has done her schooling from a government school.
- C. Wahida Prism is the first woman to lead a parade.
- D. Wahida Prism is a medical officer and just gives medicine to the patients.

The correct statements is/are :

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

नीचे दिए गए कथनों पर विचार कीजिए :

- A. लेफ्टीनंट कमांडर वहीदा प्रिज़म भारतीय नौसेना में डॉक्टर हैं।
- B. वहीदा प्रिज़म एक बहुत छोटे गाँव से हैं और उनकी पढ़ाई सरकारी विद्यालय में हुई है।
- C. वहीदा प्रिज़म पहली महिला हैं जिन्होंने एक परेड की कमान संभाली।
- D. वहीदा प्रिज़म मेडिकल ऑफिसर हैं और रोगियों को दवा ही देती हैं।

सही कथन है/हैं :

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

[Question ID = 65][Question Description = CTET_P1_PART_3_EVS_SET_103_Q65]

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

6) The unique art of embroidery of Varanasi is

- (1) Zardozi
- (2) Toda
- (3) Phulkari
- (4) Kantha

वाराणसी की कढ़ाई की अद्वितीय कला है

- (1) ज़रदोज़ी
- (2) तोड़ा
- (3) फुलकारी
- (4) कांथा

[Question ID = 66][Question Description = CTET_P1_PART_3_EVS_SET_103_Q66]

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

7) Which of the following would one use for travelling to space ?

- (1) A satellite
- (2) A rocket
- (3) An airplane
- (4) A meteoroid

निम्नलिखित में से कौन-सा अंतरिक्ष में यात्रा के लिए प्रयोग करेंगे ?

- (1) सेटेलाइट/उपग्रह
- (2) रॉकेट
- (3) वायुयान
- (4) उल्का पिंड

[Question ID = 67][Question Description = CTET_P1_PART_3_EVS_SET_103_Q67]

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

8) People from villages migrate to cities and towns

- (1) for better hygiene and open spaces
- (2) for better air quality and health provisions
- (3) for better job opportunities and educational facilities
- (4) for better water quality and social rules

लोग गाँवों से शहरों और कस्बों की ओर स्थानांतरित होते हैं ?

- (1) बेहतर स्वच्छता तथा खुली जगह के लिए
- (2) बेहतर गुणवत्ता की वायु तथा स्वास्थ्य सुविधाओं के लिए
- (3) बेहतर रोज़गार के अवसर तथा शैक्षिक सुविधाओं के लिए
- (4) बेहतर गुणवत्ता का जल तथा सामाजिक नियमों के लिए

[Question ID = 68][Question Description = CTET_P1_PART_3_EVS_SET_103_Q68]

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

- 9) We observe that in urban areas most of the wells which were functional about 40 years ago have dried up. Consider the following possible reasons for drying up of water in the wells.
- A. No one wants to use well as there are taps in every home.
 - B. People love to draw underground water using electric motor.
 - C. The soil around the trees, wells and nearby areas is now covered with cement / coal tar to make the surrounding clean.
 - D. The lakes (ponds) in which rainwater used to collect are no longer there.
- Tall buildings may be seen in those places.

The correct answers are

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

हम शहरी क्षेत्रों में यह देखते हैं कि अधिकांश कुएँ जो लगभग 40 वर्ष पूर्व पानी भरने के लिए उपयोग किए जाते थे अब सूख गए हैं। इन कुओं में पानी के सूखने के नीचे दिए गए संभावित कारणों पर विचार कीजिए।

- A. कोई भी कुओं का उपयोग करना नहीं चाहता है क्योंकि सभी घरों में टोंटियाँ लगी हैं।
- B. लोग विद्युत मोटर द्वारा भौम जल खींचना पसन्द करते हैं।
- C. पेड़ों, कुओं और आसपास की जमीन को अब सीमेन्ट / कोलतार द्वारा ढँक कर वातावरण को साफ बना दिया गया है।
- D. जिन झीलों (तालाबों) में वर्षा का पानी इकट्ठा होता था अब वहाँ नहीं है। उन स्थानों पर ऊँचे भवन देखे जा सकते हैं।

सही उत्तर हैं

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

[Question ID = 69][Question Description = CTET_P1_PART_3_EVS_SET_103_Q69]

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

10) On account of Yoga day celebrations, an EVS teacher decided to take 5th grade students on a tour to the 'Yoga capital of the World', which is

- (1) Ranikhet
- (2) Ooty
- (3) Rishikesh
- (4) Gangtok

योग दिवस के समारोह के उपलक्ष्य में, एक EVS का अध्यापक निश्चय करता है कि वह पाँचवीं कक्षा के छात्रों को 'विश्व की योग राजधानी' के भ्रमण पर ले जाएगा, जिसका नाम है

:

- (1) रानीखेत
- (2) ऊटी
- (3) ऋषिकेश
- (4) गैंगटॉक

[Question ID = 70][Question Description = CTET_P1_PART_3_EVS_SET_103_Q70]

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

11) At home, children are told to eat slowly and chew well. The most appropriate reason/s is/are

- A. they eat less
- B. their teeth remain safe
- C. they don't drink water while eating
- D. their food digests properly

Choose the correct option :

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

घर में बच्चों से धीरे-धीरे खाने के लिए एवं अच्छी तरह चबाने के लिए कहा जाता है ।

इसका/के सबसे उपयुक्त कारण है/हैं

- A. वे कम खाते हैं
- B. उनके दाँत सुरक्षित रहते हैं
- C. वे खाते समय पानी नहीं पीते
- D. उनके भोजन का पाचन सही ढंग से होता है

सही विकल्प को चुनिए :

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

[Question ID = 71][Question Description = CTET_P1_PART_3_EVS_SET_103_Q71]

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

12) Highest class of roads which are mostly 6 lanes or above are called

- (1) National highways
- (2) Airways
- (3) Expressways
- (4) Waterways

सड़कों का सर्वोच्च वर्ग जो अधिकतर 6 पथ या अधिक का होता है, क्या कहलाते हैं ?

- (1) राष्ट्रीय राजमार्ग
- (2) वायुमार्ग
- (3) एक्सप्रेसवे
- (4) जलमार्ग

[Question ID = 72][Question Description = CTET_P1_PART_3_EVS_SET_103_Q72]

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

13) Solve the following riddle :

"On my head I have a crest,
All say I dance the best,
Of my feathers I am proud."
I am

- (1) Parrot
- (2) Dove
- (3) Duck
- (4) Peacock

निम्नलिखित पहेली हल कीजिए :

"सिर पर मेरे ताज है,
सुन्दर नाच दिखाता हूँ,
सुन्दर पंखों पर नाज़ है।"
मैं हूँ

- (1) तोता
- (2) फ़ाख़ता
- (3) बत्तक/सुरखाब
- (4) मोर

[Question ID = 73][Question Description = CTET_P1_PART_3_EVS_SET_103_Q73]

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

14) The popular art and craft of Daman and Diu is :

- (1) Bamboo craft
- (2) Warli painting
- (3) Stoneware
- (4) Tortoise shell craft

दमन एवं दीव की लोकप्रिय कला एवं शिल्पकारी है

- (1) बाँस की शिल्पकारी
- (2) बरली चित्रकारी
- (3) पत्थर की शिल्पकारी
- (4) कछुए के कवच की शिल्पकारी

[Question ID = 74][Question Description = CTET_P1_PART_3_EVS_SET_103_Q74]

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

15) Vitamins and minerals are called micronutrients because

- (1) they can only be obtained by artificial supplements.
- (2) their deficiency causes various kinds of diseases.
- (3) they are required by humans in smaller amounts.
- (4) they are important components of all food items.

विटामिनों तथा खनिज लवणों को सूक्ष्म पोषक तत्व कहा जाता है क्योंकि

- (1) इनको केवल कृत्रिम संपूरकों द्वारा प्राप्त किया जा सकता है।
- (2) इनकी कमी/अभाव से विविध प्रकार के रोग हो जाते हैं।
- (3) मनुष्यों में इनकी आवश्यकता कम मात्रा में होती है।
- (4) ये सभी खाद्य पदार्थों के महत्वपूर्ण घटक हैं।

[Question ID = 75][Question Description = CTET_P1_PART_3_EVS_SET_103_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) Which of the following statements explains the fact that Environmental Studies is an inter-disciplinary subject ?

- A. It integrates the knowledge of various subjects for understanding all the aspects of environments.
- B. It is an interdisciplinary area which includes concepts in various forms.
- C. It is an area of interaction between biological, social and cultural environments.
- D. It is an area of interaction and mutual dependence between living and non-living components.
- E. It is the prior preparation of science and social science subjects of upper primary classes.

(1) A, B and C

(2) B, C and D

(3) C, D and E

(4) A, B and E

निम्नलिखित में से कौन-से कथन इस तथ्य को स्पष्ट करते हैं कि पर्यावरण अध्ययन एक अंतःअनुशासनिक विषय है ?

- A. यह पर्यावरण के सभी पहलुओं को समझने के लिए विभिन्न विषयों के ज्ञान को एकीकृत करता है।
- B. यह विविध रूप में अवधारणाओं को शामिल करने वाला एक अंतःअनुशासनिक क्षेत्र है।
- C. यह जैविक, सामाजिक व सांस्कृतिक पर्यावरण में होने वाली अंतःक्रिया का क्षेत्र है।
- D. यह जैविक और जीवित घटकों के मध्य परस्पर आश्रितता एवं अंतःक्रिया करने वाला क्षेत्र है।
- E. यह उच्च प्राथमिक कक्षाओं के विज्ञान एवं सामाजिक विज्ञान विषयों की पूर्व तैयारी है।

(1) A, B और C

(2) B, C और D

(3) C, D और E

(4) A, B और E

[Question ID = 76][Question Description = CTET_P1_PART_3_EVS_SET_103_Q76]

1. 1 [Option ID = 301]

2. 2 [Option ID = 302]

3. 3 [Option ID = 303]

4. 4 [Option ID = 304]

- 2) Theme-based approach in EVS helps in
- (1) covering all concepts and issues
 - (2) developing sensitivity towards the environment
 - (3) developing student-teacher relationship
 - (4) accessing knowledge holistically

पर्यावरण अध्ययन में थीम-आधारित पद्धति सहायक होती है

- (1) सभी प्रत्ययों एवं विषयों को शामिल करने में
- (2) पर्यावरण के प्रति संवेदनशीलता विकसित करने में
- (3) विद्यार्थी-अध्यापक संबंध विकसित करने में
- (4) ज्ञान को संपूर्णता से अर्जित करने में

[Question ID = 77][Question Description = CTET_P1_PART_3_EVS_SET_103_Q77]

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

- 3) Which of the following statements explain the nature of CCE ?

- A. This is an assessment which is done at the end of lesson and year.
- B. This is an assessment of what has been learnt instead of assessment for learning.
- C. This is providing an opportunity to learn constructively.
- D. This is an assessment for learning instead of assessment of what has been learnt.

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

निम्नलिखित में से कौन-से कथन सतत एवं समग्र मूल्यांकन की प्रकृति को स्पष्ट करते हैं ?

- A. यह पाठ तथा साल के अंत में होने वाला आकलन है।
- B. यह सीखने के लिए के बजाय सीखे गए का आकलन है।
- C. यह रचनात्मक रूप से सीखने के अवसर उपलब्ध कराना है।
- D. यह सीखे गए के बजाय सीखने के लिए का आकलन है।

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

[Question ID = 78][Question Description = CTET_P1_PART_3_EVS_SET_103_Q78]

1. 1 [Option ID = 309]

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

4) CCE in EVS stands for

- (1) Continuous and Cumulative Evaluation
- (2) Cumulative and Cognitive Evaluation
- (3) Comprehensive and Cumulative Evaluation
- (4) Continuous and Comprehensive Evaluation

EVS में CCE का अर्थ है

- (1) सतत एवं संचयी मूल्यांकन
- (2) संचयी एवं संज्ञानात्मक मूल्यांकन
- (3) व्यापक एवं संचयी मूल्यांकन
- (4) सतत एवं व्यापक मूल्यांकन

[Question ID = 79][Question Description = CTET_P1_PART_3_EVS_SET_103_Q79]

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

5) Which of the following statements are the objective of EVS ?

- A. To provide direct information, definitions & description about the environment.
- B. To develop sensitivity towards current environmental issues.
- C. To generate situations to interact with environment and acquire knowledge by self.
- D. To develop the efficiency to remove the environmental problems.

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

निम्नलिखित में से कौन-से कथन पर्यावरण अध्ययन के उद्देश्य हैं ?

- A. पर्यावरण के बारे में प्रत्यक्ष जानकारी, परिभाषाएँ और विवरण प्रदान करना ।
- B. मौजूदा पर्यावरणीय मुद्दों के प्रति संवेदनशीलता विकसित करना ।
- C. परिवेश से अंतःक्रिया करके स्वयं ज्ञानार्जन करने की स्थितियाँ बनाना ।
- D. पर्यावरणीय समस्याओं को दूर करने की कुशलता विकसित करना ।

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

[Question ID = 80][Question Description = CTET_P1_PART_3_EVS_SET_103_Q80]

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

6) In EVS, an environment as a concept is meant to include

- (1) physical environment and biological environment
- (2) biological environment, physical environment, socio-cultural environment
- (3) physical environment and socio-cultural environment
- (4) biological environment, life processes and systems, socio-cultural environment

पर्यावरण अध्ययन में संप्रत्यय के रूप में पर्यावरण सम्मिलित करता है

- (1) भौतिक पर्यावरण और जैविक पर्यावरण
- (2) जैविक पर्यावरण, भौतिक पर्यावरण, सामाजिक-सांस्कृतिक पर्यावरण
- (3) भौतिक पर्यावरण और सामाजिक-सांस्कृतिक पर्यावरण
- (4) जैविक पर्यावरण, जीवत प्रक्रम और तंत्र, सामाजिक-सांस्कृतिक पर्यावरण

[Question ID = 81][Question Description = CTET_P1_PART_3_EVS_SET_103_Q81]

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

7) While waiting for the school bus in the morning, Mona was asking her son Jayesh, facts and definitions for the EVS test to be held today.

Which of the following statements are big barriers for learning of Jayesh ?

- A. Mona is helping Jayesh by doing so, because by revising, Jayesh will learn facts and definitions by heart.
- B. Mona is helping Jayesh by doing so, because facts and definitions are learnt better in the morning hours.
- C. Mona is making Jayesh anxious by asking facts and definitions, instead of nurturing natural curiosity.
- D. Mona is making Jayesh anxious by asking facts and definitions instead of developing process skills.

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

सुबह स्कूल बस का इंतजार करते समय मोना अपने बेटे जयेश को आज आयोजित होने वाली पर्यावरण अध्ययन परीक्षा के लिए तथ्य और परिभाषाएँ पूछ रही थी।

निम्नलिखित में से कौन-से कथन जयेश के सीखने में सबसे बड़ी बाधाएँ हैं ?

- A. ऐसा करके मोना जयेश की सहायता कर रही है, क्योंकि दोहराने से जयेश तथ्यों और परिभाषाओं को अच्छी तरह याद करेगा।
- B. ऐसा करके मोना जयेश की सहायता कर रही है, क्योंकि तथ्यों और परिभाषाओं को सुबह के समय अच्छी तरह से याद किया जा सकता है।
- C. ऐसा करके मोना प्राकृतिक जिज्ञासा का पोषण कर रही है।
- D. ऐसा करके मोना प्रक्रिया कौशल विकसित कर रही है।

(1) A, B और C

(2) B, C और D

(3) C और D

(4) A और B

[Question ID = 82][Question Description = CTET_P1_PART_3_EVS_SET_103_Q82]

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

8) EVS text book is

- A. Child-centred
- B. Teacher-centred
- C. Subject-centred
- D. Community-centred

(1) Only A

(2) A and C

(3) A and B

(4) A and D

EVS की पाठ्य-पुस्तक उद्देशित है

- A. बाल-केंद्रित
- B. शिक्षक-केंद्रित
- C. विषय-केंद्रित
- D. समुदाय-केंद्रित

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

[Question ID = 83][Question Description = CTET_P1_PART_3_EVS_SET_103_Q83]

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

9) While teaching "Foods" to class IV students, Rukmini made the students eat "Chaat" a popular food. She asked students to describe the taste and guess the ingredients used in the chaat. This approach will help in the development of which of the following type of process skill ?

- (1) Theoretical skill
- (2) Practical skill
- (3) Observation skill
- (4) Skill of describing

कक्षा IV के विद्यार्थियों को "भोजन" पढ़ाते हुए रुक्मिणी ने विद्यार्थियों को एक लोकप्रिय भोजन "चाट" खिलाया। उसने विद्यार्थियों से इसके स्वाद का वर्णन करने तथा चाट में प्रयोग की गई सामग्री का अनुमान लगाने को कहा।

यह उपागम निम्नलिखित में से किस प्रकार के प्रक्रिया कौशल को विकसित करने में सहायक है ?

- (1) सैद्धांतिक कौशल
- (2) प्रायोगिक कौशल
- (3) अवलोकन कौशल
- (4) व्याख्या करने का कौशल

[Question ID = 84][Question Description = CTET_P1_PART_3_EVS_SET_103_Q84]

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

10) The skills developed by students when they conduct the activity given in the topic 'what floats, what sinks' are

- (1) Observation, Discovery, Discussions
- (2) Interviewing, Questioning, Cooperation
- (3) Observation, Recording, Analysis
- (4) Explanation, Discussion, Concern for Justice & Equality

जब विद्यार्थी, विषय 'क्या तैरता है क्या डूब जाता है' में दिए गए क्रियाकलाप को संचालित करते हैं, तब उनमें जिन कौशलों का विकास होता है, वे हैं

- (1) प्रेक्षण, खोज, चर्चा करना
- (2) साक्षात्कार करना, प्रश्न करना, सहयोग
- (3) प्रेक्षण, अभिलेखन, विश्लेषण
- (4) व्याख्या करना, चर्चा करना, न्याय एवं समानता से संबंध

[Question ID = 85][Question Description = CTET_P1_PART_3_EVS_SET_103_Q85]

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

11) Radha, an EVS teacher was making "Poori" at her home on Diwali. Her daughter Geeta wondered why the poori puffed on frying. As a teacher what should Radha do ?

- A. Tell her that water molecules get converted into steam and poori gets puffed due to steam thus formed.
- B. Ask her to think about other similar eatables that get puffed like "chapati" and think about the reason.
- C. Ask her to think about the reason and explain why poori gets puffed upon frying in oil.
- D. Show her that plate covering the rice utensil during cooking also moves upwards and ask why it moves upwards.

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

राधा, एक ई.वी.एस. की अध्यापिका, दिवाली पर अपने घर पूड़ी बना रही थी। उसकी बेटी गीता को यह आश्चर्य हुआ कि पूड़ी तलने पर फूली क्यों? राधा को एक शिक्षक होने के नाते क्या करना चाहिए?

- A. उससे कहे कि पानी के अणु भाप में बदल जाते हैं और इस तरह से बनी भाप के कारण पूड़ी फूल जाती है।
- B. उससे इस तरह की अन्य फूलने वाली खाने की वस्तुओं जैसे "चपाती" के बारे में सोचने को कहें और इसका कारण खोजने को कहें।
- C. उससे इसका कारण सोचने और यह समझाने को कहें कि तेल में तलने पर पूड़ी क्यों फूल जाती है।
- D. उसे यह दिखाएँ कि चावल पकाने के दौरान, चावल के बरतन को ढँकने वाली थाली भी ऊपर उठती है, और उससे उसके ऊपर उठने का कारण पूछें।

(1) A और B

(2) B और C

(3) C और D

(4) B और D

[Question ID = 86][Question Description = CTET_P1_PART_3_EVS_SET_103_Q86]

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

12) In class IV, chapter on 'Changing Times', students are expected to interact with their grandparents to find out about their childhood. This approach relies on

- (1) History
- (2) Archaeology
- (3) Written records
- (4) Oral history

कक्षा IV के पाठ 'बदलते समय' में विद्यार्थियों से यह अपेक्षा की जाती है कि वे अपने दादा-दादी से संवाद करें और उनसे उनके बाल्यकाल के विषय में जानें। यह उपागम निर्भर है

- (1) इतिहास पर
- (2) पुरातत्त्व पर
- (3) लिखित अभिलेखों पर
- (4) मौखिक इतिहास पर

[Question ID = 87][Question Description = CTET_P1_PART_3_EVS_SET_103_Q87]

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

13) In a camp, during evening Nayeema asked students to sweep their room for cleaning it. Mani said, "My grandmother says that if we sweep the house after sunset, we will become poor." What should Nayeema do ?

- (1) Tell Mani that no such thing happens if we sweep the house in the evening.
- (2) Tell Mani that keeping the place where we live clean is essential and so sweeping must be done.
- (3) Ask Mani if she has swept the house earlier to see what happens when sweeping is done after sunset.
- (4) Tell Mani to sweep the room and test whether she becomes poor by doing so.

कैम्प में, शाम के दौरान, नाईमा अपने विद्यार्थियों से उनके कमरे साफ करने के लिए झाड़ू लगाने को कहती हैं। मणि कहता है, "मेरी दादी कहती है अगर हम सूर्यास्त के बाद झाड़ू लगाएँ, तो हम गरीब हो जाएँगे।" नाईमा को क्या करना चाहिए ?

- (1) मणि से कहे कि अगर हम शाम को घर में झाड़ू लगाते हैं, तो ऐसा कुछ नहीं होता है।
- (2) मणि से कहे कि जहाँ हम रहते हैं, उस जगह को साफ रखना चाहिए, इसलिए झाड़ू लगाना चाहिए।
- (3) मणि से पूछे कि क्या उसने यह देखने के लिए कि अगर सूर्यास्त के बाद झाड़ू लगाया जाए तो क्या होता है, कभी झाड़ू लगाया है।
- (4) मणि से कहे कि वह झाड़ू लगाकर इस बात की जाँच करे कि ऐसा कर के क्या वह गरीब हो जाता है।

[Question ID = 88][Question Description = CTET_P1_PART_3_EVS_SET_103_Q88]

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

14) Students are encouraged to actively engage in the learning process thus developing practical skills that will be of help in their lives later. Such an idea depends upon

- (1) Discovery approach
- (2) Inquiry method
- (3) Conceptual approach
- (4) Experiential learning

विद्यार्थियों को अधिगम प्रक्रिया में सक्रिय भाग लेने के लिए प्रोत्साहित किया जाता है जिससे उनमें प्रक्रिया कौशलों का विकास होता है, जो उन्हें जीवन में मदद करेगा। ऐसा विचार निर्भर है

- (1) खोज उपागम पर
- (2) अन्वेषण विधि पर
- (3) संप्रत्ययात्मक उपागम पर
- (4) अनुभवात्मक अधिगम पर

[Question ID = 89][Question Description = CTET_P1_PART_3_EVS_SET_103_Q89]

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

15) While on a visit to the zoo, students were observing rabbits. Kiran asked the teacher, "Which is the rabbit who ran the race with the tortoise ? Where is the tortoise ?"

Kiran's questions indicate which of the following objectives of EVS learning ?

- (1) To connect children with the explorative activities
- (2) To nourish the creativity of children
- (3) To develop an awareness towards environmental issues
- (4) To develop sensitivity towards wild animals

चिड़ियाघर की सैर के दौरान विद्यार्थी खरगोश देख रहे थे। किरण ने अध्यापिका से पूछा, "वह खरगोश कौन-सा है, जिसने कछुए के साथ दौड़ लगाई थी ? वह कछुआ कहाँ है ?" किरण के प्रश्न पर्यावरण अध्ययन अधिगम के किन उद्देश्यों को इंगित करते हैं ?

- (1) बच्चों को अन्वेषणात्मक गतिविधियों से जोड़ना
- (2) बच्चों की सृजनात्मकता का पोषण करना
- (3) परिवेशीय मुद्दों पर जागरूकता का विकास करना
- (4) वन्य जीवों के प्रति संवेदनशीलता विकसित करना

[Question ID = 90][Question Description = CTET_P1_PART_3_EVS_SET_103_Q90]

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

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

1. Scientists discovered that some naturally-occurring lake bacteria grow faster and more efficiently on the remains of plastic bags than on natural matter like leaves and twigs. The study involved sampling 29 lakes across Scandinavia between August and September 2019.

2. The carbon compounds in plastic are broken down by bacteria and used as food for their growth. The effect is quite apparent: when plastic pollution raised the overall carbon level in lake water by just 4%, the rate of bacterial growth more than doubled. According to the findings, the plastic pollution in lakes is likely 'priming' the bacteria for rapid growth. It's almost like the plastic pollution is getting the bacteria's appetite going. This suggests that plastic pollution is stimulating the whole food web in lakes, because more bacteria means more food for the bigger organisms like ducks and fish.

3. Enriching waters with particular species of bacteria could be a natural way to remove plastic pollution from the environment according to the researchers. Lake bacteria were found to prefer plastic-derived carbon compounds over natural ones. The scientists believe this is because the carbon compounds from plastics are easier for the bacteria to break down and use as food.

4. The effect varied depending on the diversity of bacterial species present in the lake water — lakes with more different species were better at breaking down plastic pollution. The study also found that bacteria removed more plastic pollution in lakes that had fewer unique natural carbon compounds. This is because the bacteria in the lake water had fewer other food sources.

5. The results will help to prioritize lakes where pollution control is most urgent and to identify microbes that could be harnessed to help break down plastic waste and better manage environmental pollution.

6. This does not condone ongoing plastic pollution, the scientists caution. Some of the compounds within plastics can have toxic effects on the environment, particularly at high concentrations. If a lake has a lot of plastic pollution, but low bacterial diversity and a lot of different natural organic compounds, then its ecosystem will be more vulnerable to damage.

Which of the following words is opposite in meaning to the word 'apparent' as used in para 2 of the passage?

(1) seeming

(2) invisible

(3) possible

(4) clear

[Question ID = 91][Question Description = CTET_P1_PART_4_L1_SET_103_ENGLISH_Q91]

1. 1 [Option ID = 361]
2. 2 [Option ID = 362]
3. 3 [Option ID = 363]
4. 4 [Option ID = 364]

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

1. Scientists discovered that some naturally-occurring lake bacteria grow faster and more efficiently on the remains of plastic bags than on natural matter like leaves and twigs. The study involved sampling 29 lakes across Scandinavia between August and September 2019.

2. The carbon compounds in plastic are broken down by bacteria and used as food for their growth. The effect is quite apparent: when plastic pollution raised the overall carbon level in lake water by just 4%, the rate of bacterial growth more than doubled. According to the findings, the plastic pollution in lakes is likely 'priming' the bacteria for rapid growth. It's almost like the plastic pollution is getting the bacteria's appetite going. This suggests that plastic pollution is stimulating the whole food web in lakes, because more bacteria means more food for the bigger organisms like ducks and fish.

3. Enriching waters with particular species of bacteria could be a natural way to remove plastic pollution from the environment according to the researchers. Lake bacteria were found to prefer plastic-derived carbon compounds over natural ones. The scientists believe this is because the carbon compounds from plastics are easier for the bacteria to break down and use as food.

4. The effect varied depending on the diversity of bacterial species present in the lake water — lakes with more different species were better at breaking down plastic pollution. The study also found that bacteria removed more plastic pollution in lakes that had fewer unique natural carbon compounds. This is because the bacteria in the lake water had fewer other food sources.

5. The results will help to prioritize lakes where pollution control is most urgent and to identify microbes that could be harnessed to help break down plastic waste and better manage environmental pollution.

6. This does not condone ongoing plastic pollution, the scientists caution. Some of the compounds within plastics can have toxic effects on the environment, particularly at high concentrations. If a lake has a lot of plastic pollution, but low bacterial diversity and a lot of different natural organic compounds, then its ecosystem will be more vulnerable to damage.

Which one of the following words is similar in meaning to the word 'unique' as used in para 4 of the passage?

- (1) ordinary
- (2) similar
- (3) irrelevant
- (4) extraordinary

[Question ID = 92][Question Description = CTET_P1_PART_4_L1_SET_103_ENGLISH_Q92]

- 1. 1 [Option ID = 365]
- 2. 2 [Option ID = 366]
- 3. 3 [Option ID = 367]
- 4. 4 [Option ID = 368]

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

1. Scientists discovered that some naturally-occurring lake bacteria grow faster and more efficiently on the remains of plastic bags than on natural matter like leaves and twigs. The study involved sampling 29 lakes across Scandinavia between August and September 2019.

2. The carbon compounds in plastic are broken down by bacteria and used as food for their growth. The effect is quite apparent: when plastic pollution raised the overall carbon level in lake water by just 4%, the rate of bacterial growth more than doubled. According to the findings, the plastic pollution in lakes is likely 'priming' the bacteria for rapid growth. It's almost like the plastic pollution is getting the bacteria's appetite going. This suggests that plastic pollution is stimulating the whole food web in lakes, because more bacteria means more food for the bigger organisms like ducks and fish.

3. Enriching waters with particular species of bacteria could be a natural way to remove plastic pollution from the environment according to the researchers. Lake bacteria were found to prefer plastic-derived carbon compounds over natural ones. The scientists believe this is because the carbon compounds from plastics are easier for the bacteria to break down and use as food.

4. The effect varied depending on the diversity of bacterial species present in the lake water — lakes with more different species were better at breaking down plastic pollution. The study also found that bacteria removed more plastic pollution in lakes that had fewer unique natural carbon compounds. This is because the bacteria in the lake water had fewer other food sources.

5. The results will help to prioritize lakes where pollution control is most urgent and to identify microbes that could be harnessed to help break down plastic waste and better manage environmental pollution.

6. This does not condone ongoing plastic pollution, the scientists caution. Some of the compounds within plastics can have toxic effects on the environment, particularly at high concentrations. If a lake has a lot of plastic pollution, but low bacterial diversity and a lot of different natural organic compounds, then its ecosystem will be more vulnerable to damage.

Which part of speech does the underlined word belong to in the following sentence?

If a lake has a lot of plastic pollution, but low bacterial diversity and a lot of different natural organic compounds, then its ecosystem will be more vulnerable to damage.

(1) conjunction

(2) preposition

(3) adverb

(4) pronoun

[Question ID = 93][Question Description = CTET_P1_PART_4_L1_SET_103_ENGLISH_Q93]

1. 1 [Option ID = 369]

2. 2 [Option ID = 370]

3. 3 [Option ID = 371]

4. 4 [Option ID = 372]

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

1. Scientists discovered that some naturally-occurring lake bacteria grow faster and more efficiently on the remains of plastic bags than on natural matter like leaves and twigs. The study involved sampling 29 lakes across Scandinavia between August and September 2019.

2. The carbon compounds in plastic are broken down by bacteria and used as food for their growth. The effect is quite apparent: when plastic pollution raised the overall carbon level in lake water by just 4%, the rate of bacterial growth more than doubled. According to the findings, the plastic pollution in lakes is likely 'priming' the bacteria for rapid growth. It's almost like the plastic pollution is getting the bacteria's appetite going. This suggests that plastic pollution is stimulating the whole food web in lakes, because more bacteria means more food for the bigger organisms like ducks and fish.

3. Enriching waters with particular species of bacteria could be a natural way to remove plastic pollution from the environment according to the researchers. Lake bacteria were found to prefer plastic-derived carbon compounds over natural ones. The scientists believe this is because the carbon compounds from plastics are easier for the bacteria to break down and use as food.

4. The effect varied depending on the diversity of bacterial species present in the lake water — lakes with more different species were better at breaking down plastic pollution. The study also found that bacteria removed more plastic pollution in lakes that had fewer unique natural carbon compounds. This is because the bacteria in the lake water had fewer other food sources.

5. The results will help to prioritize lakes where pollution control is most urgent and to identify microbes that could be harnessed to help break down plastic waste and better manage environmental pollution.

6. This does not condone ongoing plastic pollution, the scientists caution. Some of the compounds within plastics can have toxic effects on the environment, particularly at high concentrations. If a lake has a lot of plastic pollution, but low bacterial diversity and a lot of different natural organic compounds, then its ecosystem will be more vulnerable to damage.

Which part of the sentence contains an error?

Mostly the newly recruited officers have no experience in the public sector.

(a)

(b)

(c)

(d)

(1) (b)

(2) (d)

(3) (c)

(4) (a)

[Question ID = 94][Question Description = CTET_P1_PART_4_L1_SET_103_ENGLISH_Q94]

1. 1 [Option ID = 373]
2. 2 [Option ID = 374]
3. 3 [Option ID = 375]
4. 4 [Option ID = 376]

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

1. Scientists discovered that some naturally-occurring lake bacteria grow faster and more efficiently on the remains of plastic bags than on natural matter like leaves and twigs. The study involved sampling 29 lakes across Scandinavia between August and September 2019.

2. The carbon compounds in plastic are broken down by bacteria and used as food for their growth. The effect is quite apparent: when plastic pollution raised the overall carbon level in lake water by just 4%, the rate of bacterial growth more than doubled. According to the findings, the plastic pollution in lakes is likely 'priming' the bacteria for rapid growth. It's almost like the plastic pollution is getting the bacteria's appetite going. This suggests that plastic pollution is stimulating the whole food web in lakes, because more bacteria means more food for the bigger organisms like ducks and fish.

3. Enriching waters with particular species of bacteria could be a natural way to remove plastic pollution from the environment according to the researchers. Lake bacteria were found to prefer plastic-derived carbon compounds over natural ones. The scientists believe this is because the carbon compounds from plastics are easier for the bacteria to break down and use as food.

4. The effect varied depending on the diversity of bacterial species present in the lake water — lakes with more different species were better at breaking down plastic pollution. The study also found that bacteria removed more plastic pollution in lakes that had fewer unique natural carbon compounds. This is because the bacteria in the lake water had fewer other food sources.

5. The results will help to prioritize lakes where pollution control is most urgent and to identify microbes that could be harnessed to help break down plastic waste and better manage environmental pollution.

6. This does not condone ongoing plastic pollution, the scientists caution. Some of the compounds within plastics can have toxic effects on the environment, particularly at high concentrations. If a lake has a lot of plastic pollution, but low bacterial diversity and a lot of different natural organic compounds, then its ecosystem will be more vulnerable to damage.

Which is the word of caution given by the scientists?

- (1) Some bacteria feed on remains of plastic bags.
- (2) Plastic pollution is stimulating the whole food web in lakes.
- (3) Bacteria can remove plastic pollution from lakes.
- (4) Compounds within plastics can have toxic effect on the environment.

[Question ID = 95][Question Description = CTET_P1_PART_4_L1_SET_103_ENGLISH_Q95]

- 1. 1 [Option ID = 377]
- 2. 2 [Option ID = 378]
- 3. 3 [Option ID = 379]
- 4. 4 [Option ID = 380]

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

1. Scientists discovered that some naturally-occurring lake bacteria grow faster and more efficiently on the remains of plastic bags than on natural matter like leaves and twigs. The study involved sampling 29 lakes across Scandinavia between August and September 2019.

2. The carbon compounds in plastic are broken down by bacteria and used as food for their growth. The effect is quite apparent: when plastic pollution raised the overall carbon level in lake water by just 4%, the rate of bacterial growth more than doubled. According to the findings, the plastic pollution in lakes is likely 'priming' the bacteria for rapid growth. It's almost like the plastic pollution is getting the bacteria's appetite going. This suggests that plastic pollution is stimulating the whole food web in lakes, because more bacteria means more food for the bigger organisms like ducks and fish.

3. Enriching waters with particular species of bacteria could be a natural way to remove plastic pollution from the environment according to the researchers. Lake bacteria were found to prefer plastic-derived carbon compounds over natural ones. The scientists believe this is because the carbon compounds from plastics are easier for the bacteria to break down and use as food.

4. The effect varied depending on the diversity of bacterial species present in the lake water — lakes with more different species were better at breaking down plastic pollution. The study also found that bacteria removed more plastic pollution in lakes that had fewer unique natural carbon compounds. This is because the bacteria in the lake water had fewer other food sources.

5. The results will help to prioritize lakes where pollution control is most urgent and to identify microbes that could be harnessed to help break down plastic waste and better manage environmental pollution.

6. This does not condone ongoing plastic pollution, the scientists caution. Some of the compounds within plastics can have toxic effects on the environment, particularly at high concentrations. If a lake has a lot of plastic pollution, but low bacterial diversity and a lot of different natural organic compounds, then its ecosystem will be more vulnerable to damage.

What does the writer mean by the expression 'bacteria's appetite going'?

- (1) hunger increases
- (2) hunger decreases phenomenally
- (3) no change in hunger
- (4) hunger decreases gradually

[Question ID = 96][Question Description = CTET_P1_PART_4_L1_SET_103_ENGLISH_Q96]

- 1. 1 [Option ID = 381]
- 2. 2 [Option ID = 382]
- 3. 3 [Option ID = 383]
- 4. 4 [Option ID = 384]

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

1. Scientists discovered that some naturally-occurring lake bacteria grow faster and more efficiently on the remains of plastic bags than on natural matter like leaves and twigs. The study involved sampling 29 lakes across Scandinavia between August and September 2019.

2. The carbon compounds in plastic are broken down by bacteria and used as food for their growth. The effect is quite apparent: when plastic pollution raised the overall carbon level in lake water by just 4%, the rate of bacterial growth more than doubled. According to the findings, the plastic pollution in lakes is likely 'priming' the bacteria for rapid growth. It's almost like the plastic pollution is getting the bacteria's appetite going. This suggests that plastic pollution is stimulating the whole food web in lakes, because more bacteria means more food for the bigger organisms like ducks and fish.

3. Enriching waters with particular species of bacteria could be a natural way to remove plastic pollution from the environment according to the researchers. Lake bacteria were found to prefer plastic-derived carbon compounds over natural ones. The scientists believe this is because the carbon compounds from plastics are easier for the bacteria to break down and use as food.

4. The effect varied depending on the diversity of bacterial species present in the lake water — lakes with more different species were better at breaking down plastic pollution. The study also found that bacteria removed more plastic pollution in lakes that had fewer unique natural carbon compounds. This is because the bacteria in the lake water had fewer other food sources.

5. The results will help to prioritize lakes where pollution control is most urgent and to identify microbes that could be harnessed to help break down plastic waste and better manage environmental pollution.

6. This does not condone ongoing plastic pollution, the scientists caution. Some of the compounds within plastics can have toxic effects on the environment, particularly at high concentrations. If a lake has a lot of plastic pollution, but low bacterial diversity and a lot of different natural organic compounds, then its ecosystem will be more vulnerable to damage.

According to the scientists, what could be harnessed to help break down plastic waste?

- (1) bacteria
- (2) microbes
- (3) bigger organisms
- (4) leaves and twigs

[Question ID = 97][Question Description = CTET_P1_PART_4_L1_SET_103_ENGLISH_Q97]

- 1. 1 [Option ID = 385]
- 2. 2 [Option ID = 386]
- 3. 3 [Option ID = 387]
- 4. 4 [Option ID = 388]

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

1. Scientists discovered that some naturally-occurring lake bacteria grow faster and more efficiently on the remains of plastic bags than on natural matter like leaves and twigs. The study involved sampling 29 lakes across Scandinavia between August and September 2019.

2. The carbon compounds in plastic are broken down by bacteria and used as food for their growth. The effect is quite apparent: when plastic pollution raised the overall carbon level in lake water by just 4%, the rate of bacterial growth more than doubled. According to the findings, the plastic pollution in lakes is likely 'priming' the bacteria for rapid growth. It's almost like the plastic pollution is getting the bacteria's appetite going. This suggests that plastic pollution is stimulating the whole food web in lakes, because more bacteria means more food for the bigger organisms like ducks and fish.

3. Enriching waters with particular species of bacteria could be a natural way to remove plastic pollution from the environment according to the researchers. Lake bacteria were found to prefer plastic-derived carbon compounds over natural ones. The scientists believe this is because the carbon compounds from plastics are easier for the bacteria to break down and use as food.

4. The effect varied depending on the diversity of bacterial species present in the lake water — lakes with more different species were better at breaking down plastic pollution. The study also found that bacteria removed more plastic pollution in lakes that had fewer unique natural carbon compounds. This is because the bacteria in the lake water had fewer other food sources.

5. The results will help to prioritize lakes where pollution control is most urgent and to identify microbes that could be harnessed to help break down plastic waste and better manage environmental pollution.

6. This does not condone ongoing plastic pollution, the scientists caution. Some of the compounds within plastics can have toxic effects on the environment, particularly at high concentrations. If a lake has a lot of plastic pollution, but low bacterial diversity and a lot of different natural organic compounds, then its ecosystem will be more vulnerable to damage.

Read the following statements :

A: Lake bacteria prefers natural carbon compounds over plastic derived ones.

B: Plastic pollution increases the rate of bacterial growth.

(1) A is correct, B is incorrect.

(2) A is incorrect, B is correct.

(3) Both A and B are correct.

(4) Both A and B are incorrect.

[Question ID = 98][Question Description = CTET_P1_PART_4_L1_SET_103_ENGLISH_Q98]

1. 1 [Option ID = 389]

2. 2 [Option ID = 390]

3. 3 [Option ID = 391]

4. 4 [Option ID = 392]

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

1. Scientists discovered that some naturally-occurring lake bacteria grow faster and more efficiently on the remains of plastic bags than on natural matter like leaves and twigs. The study involved sampling 29 lakes across Scandinavia between August and September 2019.

2. The carbon compounds in plastic are broken down by bacteria and used as food for their growth. The effect is quite apparent: when plastic pollution raised the overall carbon level in lake water by just 4%, the rate of bacterial growth more than doubled. According to the findings, the plastic pollution in lakes is likely 'priming' the bacteria for rapid growth. It's almost like the plastic pollution is getting the bacteria's appetite going. This suggests that plastic pollution is stimulating the whole food web in lakes, because more bacteria means more food for the bigger organisms like ducks and fish.

3. Enriching waters with particular species of bacteria could be a natural way to remove plastic pollution from the environment according to the researchers. Lake bacteria were found to prefer plastic-derived carbon compounds over natural ones. The scientists believe this is because the carbon compounds from plastics are easier for the bacteria to break down and use as food.

4. The effect varied depending on the diversity of bacterial species present in the lake water — lakes with more different species were better at breaking down plastic pollution. The study also found that bacteria removed more plastic pollution in lakes that had fewer unique natural carbon compounds. This is because the bacteria in the lake water had fewer other food sources.

5. The results will help to prioritize lakes where pollution control is most urgent and to identify microbes that could be harnessed to help break down plastic waste and better manage environmental pollution.

6. This does not condone ongoing plastic pollution, the scientists caution. Some of the compounds within plastics can have toxic effects on the environment, particularly at high concentrations. If a lake has a lot of plastic pollution, but low bacterial diversity and a lot of different natural organic compounds, then its ecosystem will be more vulnerable to damage.

What are the effects of increasing plastic pollution in lakes?

- A. Appetite of lake bacteria grows.
- B. Carbon level of lake water increases.
- C. Lake bacteria start disappearing.
- D. Increase in appetite of ducks and fish.

(1) A, B

(2) B, C

(3) A, D

(4) A, C

[Question ID = 99][Question Description = CTET_P1_PART_4_L1_SET_103_ENGLISH_Q99]

- 1. 1 [Option ID = 393]
- 2. 2 [Option ID = 394]
- 3. 3 [Option ID = 395]
- 4. 4 [Option ID = 396]

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

A simple child, that lightly draws its breath,
And feels it's life in every limb, what should it know of death?
I met a little cottage girl: she was eight years old, she said;
Her hair was thick with many a curl that clustered round her head.
She had a rustic, woodland air, and she was wildy clad:
Her eyes were fair, and very fair; – her beauty made me glad.
"Sisters and brothers, little maid, how many may you be?"
"How many? Seven in all," she said, and wondering looked at me.
"And where are they? I pray you tell." She answered, "Seven are we;"
And two of us at Conway dwell, and two are gone to sea.
"Two of us in the churchyard lie, my sister and my brother;
And, in the churchyard cottage, I dwell near them with my mother."

The poet wants to highlight the little girl's

- (1) innocence and simplicity
- (2) foolishness
- (3) stubborn attitude
- (4) irrational behaviour

[Question ID = 100][Question Description = CTET_P1_PART_4_L1_SET_103_ENGLISH_Q100]

- 1. 1 [Option ID = 397]
- 2. 2 [Option ID = 398]
- 3. 3 [Option ID = 399]
- 4. 4 [Option ID = 400]

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

A simple child, that lightly draws its breath,
And feels it's life in every limb, what should it know of death?
I met a little cottage girl: she was eight years old, she said;
Her hair was thick with many a curl that clustered round her head.
She had a rustic, woodland air, and she was wildy clad:
Her eyes were fair, and very fair; – her beauty made me glad.
"Sisters and brothers, little maid, how many may you be?"
"How many? Seven in all," she said, and wondering looked at me.
"And where are they? I pray you tell." She answered, "Seven are we;"
And two of us at Conway dwell, and two are gone to sea.
"Two of us in the churchyard lie, my sister and my brother;
And, in the churchyard cottage, I dwell near them with my mother."

What expression came on the girl's face? A look of

- (1) happiness
- (2) amazement
- (3) wonder
- (4) disbelief

[Question ID = 101][Question Description = CTET_P1_PART_4_L1_SET_103_ENGLISH_Q101]

1. 1 [Option ID = 401]
2. 2 [Option ID = 402]
3. 3 [Option ID = 403]
4. 4 [Option ID = 404]

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

A simple child, that lightly draws its breath,
And feels it's life in every limb, what should it know of death?
I met a little cottage girl: she was eight years old, she said;
Her hair was thick with many a curl that clustered round her head.
She had a rustic, woodland air, and she was wildy clad:
Her eyes were fair, and very fair; – her beauty made me glad.
"Sisters and brothers, little maid, how many may you be?"
"How many? Seven in all," she said, and wondering looked at me.
"And where are they? I pray you tell." She answered, "Seven are we;"
And two of us at Conway dwell, and two are gone to sea.
"Two of us in the churchyard lie, my sister and my brother;
And, in the churchyard cottage, I dwell near them with my mother."
What was the age of the girl?

- (1) Seven
- (2) Six
- (3) Eight
- (4) Nine

[Question ID = 102][Question Description = CTET_P1_PART_4_L1_SET_103_ENGLISH_Q102]

1. 1 [Option ID = 405]
2. 2 [Option ID = 406]
3. 3 [Option ID = 407]
4. 4 [Option ID = 408]

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

A simple child, that lightly draws its breath,
And feels it's life in every limb, what should it know of death?
I met a little cottage girl: she was eight years old, she said;
Her hair was thick with many a curl that clustered round her head.
She had a rustic, woodland air, and she was wildy clad:
Her eyes were fair, and very fair; – her beauty made me glad.
"Sisters and brothers, little maid, how many may you be?"
"How many? Seven in all," she said, and wondering looked at me.
"And where are they? I pray you tell." She answered, "Seven are we;"
And two of us at Conway dwell, and two are gone to sea.
"Two of us in the churchyard lie, my sister and my brother;
And, in the churchyard cottage, I dwell near them with my mother."

Identify the poetic device in line no. 7.

- (1) Oxymoron
- (2) Paradox
- (3) Alliteration
- (4) Metaphor

[Question ID = 103][Question Description = CTET_P1_PART_4_L1_SET_103_ENGLISH_Q103]

- 1. 1 [Option ID = 409]
- 2. 2 [Option ID = 410]
- 3. 3 [Option ID = 411]
- 4. 4 [Option ID = 412]

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

A simple child, that lightly draws its breath,
And feels it's life in every limb, what should it know of death?
I met a little cottage girl: she was eight years old, she said;
Her hair was thick with many a curl that clustered round her head.
She had a rustic, woodland air, and she was wildy clad:
Her eyes were fair, and very fair; – her beauty made me glad.
"Sisters and brothers, little maid, how many may you be?"
"How many? Seven in all," she said, and wondering looked at me.
"And where are they? I pray you tell." She answered, "Seven are we;"
And two of us at Conway dwell, and two are gone to sea.
"Two of us in the churchyard lie, my sister and my brother;
And, in the churchyard cottage, I dwell near them with my mother."

Find the synonym of the word 'dwell' as used in line 12.

- (1) wonder
- (2) run
- (3) play
- (4) live

[Question ID = 104][Question Description = CTET_P1_PART_4_L1_SET_103_ENGLISH_Q104]

1. 1 [Option ID = 413]
2. 2 [Option ID = 414]
3. 3 [Option ID = 415]
4. 4 [Option ID = 416]

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

A simple child, that lightly draws its breath,
And feels it's life in every limb, what should it know of death?
I met a little cottage girl: she was eight years old, she said;
Her hair was thick with many a curl that clustered round her head.
She had a rustic, woodland air, and she was wildly clad:
Her eyes were fair, and very fair; – her beauty made me glad.
"Sisters and brothers, little maid, how many may you be?"
"How many? Seven in all," she said, and wondering looked at me.
"And where are they? I pray you tell." She answered, "Seven are we;"
And two of us at Conway dwell, and two are gone to sea.
"Two of us in the churchyard lie, my sister and my brother;
And, in the churchyard cottage, I dwell near them with my mother."
How many siblings of the girl are **not** alive?

- (1) two
- (2) four
- (3) five
- (4) seven

[Question ID = 105][Question Description = CTET_P1_PART_4_L1_SET_103_ENGLISH_Q105]

1. 1 [Option ID = 417]
2. 2 [Option ID = 418]
3. 3 [Option ID = 419]
4. 4 [Option ID = 420]

Topic:- ENG_Q106-120_L1_P1_CTET

1) When children enter school with different language experiences from home and community, the teacher in school should

- (1) neglect their home language.
- (2) focus on language of instruction.
- (3) make use of their home language.
- (4) ask them not to use their home language at school.

[Question ID = 106][Question Description = CTET_P1_PART_4_L1_SET_103_ENGLISH_Q106]

1. 1 [Option ID = 421]
2. 2 [Option ID = 422]
3. 3 [Option ID = 423]
4. 4 [Option ID = 424]

2) Which one of the following should teachers **not** practice with children to make them effective communicators?

- (1) Play with language and use it for purposes.
- (2) Produce language
- (3) Build and share knowledge
- (4) Memorising the dialogues for role play to perform well.

[Question ID = 107][Question Description = CTET_P1_PART_4_L1_SET_103_ENGLISH_Q107]

- 1. 1 [Option ID = 425]
- 2. 2 [Option ID = 426]
- 3. 3 [Option ID = 427]
- 4. 4 [Option ID = 428]

3) Which among the following is a correct statement?

- (1) Children who come to English class are like a clean slate.
- (2) In Class-1, children do not know English at all.
- (3) Children come to school with a treasure of experience of their own.
- (4) Students' experiences do not support their learning.

[Question ID = 108][Question Description = CTET_P1_PART_4_L1_SET_103_ENGLISH_Q108]

- 1. 1 [Option ID = 429]
- 2. 2 [Option ID = 430]
- 3. 3 [Option ID = 431]
- 4. 4 [Option ID = 432]

4) Every child is equipped with a set of syntactic rules called universal grammar. This is related to

- (1) Language Acquisition Device
- (2) Language Acquiring Device
- (3) Learning Acquisition Derive
- (4) Language Acquisition Derive

[Question ID = 109][Question Description = CTET_P1_PART_4_L1_SET_103_ENGLISH_Q109]

- 1. 1 [Option ID = 433]
- 2. 2 [Option ID = 434]
- 3. 3 [Option ID = 435]
- 4. 4 [Option ID = 436]

5) The process of linking letters with their sounds to read new words is called _____.

- (1) Morphology
- (2) Word Recognition
- (3) Phonological Decoding
- (4) Reading Comprehension

[Question ID = 110][Question Description = CTET_P1_PART_4_L1_SET_103_ENGLISH_Q110]

- 1. 1 [Option ID = 437]
- 2. 2 [Option ID = 438]
- 3. 3 [Option ID = 439]
- 4. 4 [Option ID = 440]

6) Which approach enables a teacher to appreciate other languages in the classroom and provide a bridge for students to understand concepts and develop a closer link with their home language and instruction language of school?

- (1) Three-language formula
- (2) Multilingual approach
- (3) Multi-grade approach
- (4) Direct approach

[Question ID = 111][Question Description = CTET_P1_PART_4_L1_SET_103_ENGLISH_Q111]

- 1. 1 [Option ID = 441]
- 2. 2 [Option ID = 442]
- 3. 3 [Option ID = 443]
- 4. 4 [Option ID = 444]

7) Which one of the following is **not** a correct statement?

- (1) Speaking is the second stage following listening.
- (2) The writing skill should be developed before speaking skills.
- (3) Practice in listening should precede practice in speaking.
- (4) The language skills should be practised in integration.

[Question ID = 112][Question Description = CTET_P1_PART_4_L1_SET_103_ENGLISH_Q112]

- 1. 1 [Option ID = 445]
- 2. 2 [Option ID = 446]
- 3. 3 [Option ID = 447]
- 4. 4 [Option ID = 448]

8) The language a child uses with his friends is different from the language used with his teachers. The same way he speaks to his mother about food, etc. in different ways. Which aspect of language plays a part here?

- (1) Environmental aspect
- (2) Psychological aspect
- (3) Informal aspect
- (4) Social aspect

[Question ID = 113][Question Description = CTET_P1_PART_4_L1_SET_103_ENGLISH_Q113]

- 1. 1 [Option ID = 449]
- 2. 2 [Option ID = 450]
- 3. 3 [Option ID = 451]
- 4. 4 [Option ID = 452]

9) The teacher first explained the rules of tenses to the students and then asked them to frame sentences on present, past and future tense. She is following

- (1) Deductive Approach
- (2) Inductive Approach
- (3) Situational Approach
- (4) Structural Approach

[Question ID = 114][Question Description = CTET_P1_PART_4_L1_SET_103_ENGLISH_Q114]

- 1. 1 [Option ID = 453]
- 2. 2 [Option ID = 454]
- 3. 3 [Option ID = 455]
- 4. 4 [Option ID = 456]

10) Language rich environment refers to the environment which provides an opportunity to a child to

- (1) see, notice and use the language.
- (2) overcome language deficit.
- (3) create sentences he/she has never heard.
- (4) learn beyond the classroom.

[Question ID = 115][Question Description = CTET_P1_PART_4_L1_SET_103_ENGLISH_Q115]

- 1. 1 [Option ID = 457]
- 2. 2 [Option ID = 458]
- 3. 3 [Option ID = 459]
- 4. 4 [Option ID = 460]

11) Which one of the following is **not** true about assessment?

- (1) Assessment helps in identifying the child's strengths, needs, interests, and preferences.
- (2) Assessment potentiates child's performance and scaffolds it through interventions.
- (3) Assessment helps in comparing students' performances with each other in the class.
- (4) Assessment contributes to early identification of learning gaps and learning difficulties.

[Question ID = 116][Question Description = CTET_P1_PART_4_L1_SET_103_ENGLISH_Q116]

- 1. 1 [Option ID = 461]
- 2. 2 [Option ID = 462]
- 3. 3 [Option ID = 463]
- 4. 4 [Option ID = 464]

12) Which one of the following is **not** true about Communicative language teaching methods?

- (1) It promotes learners to encounter real-life situations.
- (2) It focuses on minimising spelling and grammatical errors.
- (3) It prepares the learners for meaningful and authentic communicative activity.
- (4) It lays emphasis on using language to communicate meaningfully in the target language.

[Question ID = 117][Question Description = CTET_P1_PART_4_L1_SET_103_ENGLISH_Q117]

- 1. 1 [Option ID = 465]
- 2. 2 [Option ID = 466]
- 3. 3 [Option ID = 467]
- 4. 4 [Option ID = 468]

13) A teacher while developing speaking skills among the learners said that we should keep some important factors while speaking. The factors that influence our choice of words when we speak to someone are

- I. Context
- II. Climate
- III. The person we are speaking to
- IV. Motivation

- (1) I, II and III
- (2) I, III and IV
- (3) II, III and IV
- (4) III and IV only

[Question ID = 118][Question Description = CTET_P1_PART_4_L1_SET_103_ENGLISH_Q118]

- 1. 1 [Option ID = 469]
- 2. 2 [Option ID = 470]

- 3. 3 [Option ID = 471]
- 4. 4 [Option ID = 472]

14) Remedial Teaching is for the students who

- (1) cannot understand the topic or are facing difficulty.
- (2) are irregular in attending classes.
- (3) have learning disabilities.
- (4) are proficient in the target language.

[Question ID = 119][Question Description = CTET_P1_PART_4_L1_SET_103_ENGLISH_Q119]

- 1. 1 [Option ID = 473]
- 2. 2 [Option ID = 474]
- 3. 3 [Option ID = 475]
- 4. 4 [Option ID = 476]

15) If one of the learners in your class is visually impaired, as a language teacher you will

- (1) support the child by doing his work.
- (2) provide braille books and audio aids to read and listen to the text.
- (3) give maximum opportunity to peers to help him out.
- (4) fix the duty of parents to complete his work.

[Question ID = 120][Question Description = CTET_P1_PART_4_L1_SET_103_ENGLISH_Q120]

- 1. 1 [Option ID = 477]
- 2. 2 [Option ID = 478]
- 3. 3 [Option ID = 479]
- 4. 4 [Option ID = 480]

Topic:- Khasi_Q121-128_L2_P1_CTET

- 1) **Jingbthah** : Pule ia kane ka pasoh harum bad sa jubab ia ki jingkylli da kaba jied ia ka jubab kaba dei eh :

Ka jingia-ngam um ka long kawei ka jingpyndonkam ha ka jingbishar mukotduma u Syiem Sohra. Haba ka don kano-kano ka mukotduma ka baeh ban shem ia ka hok kumno ban rai ha ka jingbishar, lane haba ka jia ka mukotduma hapdeng ki bakhrav ne ki khun-kur, lane hapdeng ki-khun ki-shnat, ki ju pynngam um ia ki arliang mamla. Ki don ar rukom ki jingia-ngam um : kawei ka long da kaba ki liang mamla kin iapynmih mar uwei u briew, ia uba ki khot u kshih, na la ka-liang, bad kita kin ia-ngam khlieh ha um ban iakan; kat uba lah slem ki kheih jop ia kata ka liang. Bad kawei pat ka rukom ka long ba kin ia-knieh ban shim ia ka kshar bad rupa kiba la buh hapoh wah lane hapoh u khiew, ba jar uba ioh ia ka kshar u ksan, bad uba ioh ia ka rupa u rem.

Ia kane ka jingpynia-ngam um la pynlong khnang da ki syiem hyndai tang kum ha kitei ki mukotduma ki baehbathaiñ, bad kiba i ma ban long thma ban shu rai ryngkew. Kumta ki la pynleit ha "ka blei, ne ka-um ka-ding" kumba ong. Ba jar uba rem da kata, um iamrem shuh, ba kam shym long ka jingrai-briew, hynrei kaba rai da u Blei hi. Kum kane ka jingpynngam um kam ju jia kynrei, ba ha ka shikhmat jong uno-uno u syiem ka da jia-tang shisien arsien.

Uno uno u syiem u lah ban pynlong ia ka jingbishar iangam um _____ ha ka jingim jong u.

(1) shikhmat

(2) laisien

(3) arkhmat

(4) man la ka por

[Question ID = 751][Question Description = CTET_P1_PART_5_L2_SET_103_KHASI_Q121]

1. 1 [Option ID = 3001]
2. 2 [Option ID = 3002]
3. 3 [Option ID = 3003]
4. 4 [Option ID = 3004]

- 2) **Jingbthah** : Pule ia kane ka pasoh harum bad sa jubab ia ki jingkylli da kaba jied ia ka jubab kaba dei eh :

Ka jingia-ngam um ka long kawei ka jingpyndonkam ha ka jingbishar mukotduma u Syiem Sohra. Haba ka don kano-kano ka mukotduma ka baeh ban shem ia ka hok kumno ban rai ha ka jingbishar, lane haba ka jia ka mukotduma hapteng ki bakhrav ne ki khun-kur, lane hapteng ki-khun ki-shnat, ki ju pynngam um ia ki arliang mamla. Ki don ar rukom ki jingia-ngam um : kawei ka long da kaba ki liang mamla kin iapynmih mar uwei u briew, ia uba ki khot u kshih, na la ka-liang, bad kita kin ia-ngam khlieh ha um ban iakan; kat uba lah slem ki kheih jop ia kata ka liang. Bad kawei pat ka rukom ka long ba kin ia-knieh ban shim ia ka kshar bad rupa kiba la buh hapoh wah lane hapoh u khiew, ba jar uba ioh ia ka kshar u ksan, bad uba ioh ia ka rupa u rem.

Ia kane ka jingpynia-ngam um la pynlong khnang da ki syiem hyndai tang kum ha kitei ki mukotduma ki baehbathaiñ, bad kiba i ma ban long thma ban shu rai ryngkew. Kumta ki la pynleit ha "ka blei, ne ka-um ka-ding" kumba ong. Ba jar uba rem da kata, um iamrem shuh, ba kam shym long ka jingrai-briew, hynrei kaba rai da u Blei hi. Kum kane ka jingpynngam um kam ju jia kynrei, ba ha ka shikhmat jong uno-uno u syiem ka da jia-tang shisien arsien.

Ka bishar ngam um la pyndonkam ha kaba bishar

- (1) ia u nongtuh
- (2) iakajia jaka
- (3) mokotduma
- (4) nongpyniap briew

[Question ID = 752][Question Description = CTET_P1_PART_5_L2_SET_103_KHASI_Q122]

- 1. 1 [Option ID = 3005]
- 2. 2 [Option ID = 3006]
- 3. 3 [Option ID = 3007]
- 4. 4 [Option ID = 3008]

- 3) **Jingbthah** : Pule ia kane ka pasoh harum bad sa jubab ia ki jingkylli da kaba jied ia ka jubab kaba dei eh :

Ka jingia-ngam um ka long kawei ka jingpyndonkam ha ka jingbishar mukotduma u Syiem Sohra. Haba ka don kano-kano ka mukotduma ka baeh ban shem ia ka hok kumno ban rai ha ka jingbishar, lane haba ka jia ka mukotduma hapdeng ki bakhrav ne ki khun-kur, lane hapdeng ki-khun ki-shnat, ki ju pynngam um ia ki arliang mamla. Ki don ar rukom ki jingia-ngam um : kawei ka long da kaba ki liang mamla kin iapynmih mar uwei u briew, ia uba ki khot u kshih, na la ka-liang, bad kita kin ia-ngam khlieh ha um ban iakan; kat uba lah slem ki kheih jop ia kata ka liang. Bad kawei pat ka rukom ka long ba kin ia-knieh ban shim ia ka kshar bad rupa kiba la buh hapoh wah lane hapoh u khiew, ba jar uba ioh ia ka kshar u ksan, bad uba ioh ia ka rupa u rem.

Ia kane ka jingpynia-ngam um la pynlong khnang da ki syiem hyndai tang kum ha kitei ki mukotduma ki baehbathaiñ, bad kiba i ma ban long thma ban shu rai ryngkew. Kumta ki la pynleit ha "ka blei, ne ka-um ka-ding" kumba ong. Ba jar uba rem da kata, um iamrem shuh, ba kam shym long ka jingrai-briew, hynrei kaba rai da u Blei hi. Kum kane ka jingpynngam um kam ju jia kynrei, ba ha ka shikhmat jong uno-uno u syiem ka da jia-tang shisien arsien.

Ha kane ka pasoh ka kyntien "Kshih" ka thew

- (1) Jait dohkha
- (2) Ka jingleh
- (3) U briew uba ngam um
- (4) Ka rukom jngi

[Question ID = 753][Question Description = CTET_P1_PART_5_L2_SET_103_KHASI_Q123]

- 1. 1 [Option ID = 3009]
- 2. 2 [Option ID = 3010]
- 3. 3 [Option ID = 3011]
- 4. 4 [Option ID = 3012]

- 4) **Jingbthah** : Pule ia kane ka pasoh harum bad sa jubab ia ki jingkylli da kaba jied ia ka jubab kaba dei eh :

Ka jingia-ngam um ka long kawei ka jingpyndonkam ha ka jingbisha mukotduma u Syiem Sohra. Haba ka don kano-kano ka mukotduma ka baeh ban shem ia ka hok kumno ban rai ha ka jingbisha, lane haba ka jia ka mukotduma hapdeng ki bakhrav ne ki khun-kur, lane hapdeng ki-khun ki-shnat, ki ju pynngam um ia ki arliang mamla. Ki don ar rukom ki jingia-ngam um : kawei ka long da kaba ki liang mamla kin iapynmih mar uwei u briew, ia uba ki khot u kshih, na la ka-liang, bad kita kin ia-ngam khlieh ha um ban iakan; kat uba lah slem ki kheih jop ia kata ka liang. Bad kawei pat ka rukom ka long ba kin ia-knieh ban shim ia ka kshar bad rupa kiba la buh hapoh wah lane hapoh u khiew, ba jar uba ioh ia ka kshar u ksan, bad uba ioh ia ka rupa u rem.

Ia kane ka jingpynia-ngam um la pynlong khnang da ki syiem hyndai tang kum ha kitei ki mukotduma ki baehbathai, bad kiba i ma ban long thma ban shu rai ryngkew. Kumta ki la pynleit ha "ka blei, ne ka-um ka-ding" kumba ong. Ba jar uba rem da kata, um iamrem shuh, ba kam shym long ka jingrai-briew, hynrei kaba rai da u Blei hi. Kum kane ka jingpynngam um kam ju jia kynrei, ba ha ka shikhmat jong uno-uno u syiem ka da jia-tang shisien arsien.

Ha ka bisha ia ngam-um ki ju

- (1) ia knieh ban shim ia ka kshar lane rupa
- (2) shong slem ha um
- (3) ban knieh tang ia ka kshar
- (4) ngam hapoh um

[Question ID = 754][Question Description = CTET_P1_PART_5_L2_SET_103_KHASI_Q124]

1. 1 [Option ID = 3013]
2. 2 [Option ID = 3014]
3. 3 [Option ID = 3015]
4. 4 [Option ID = 3016]

- 5) **Jingbthah** : Pule ia kane ka pasoh harum bad sa jubab ia ki jingkylli da kaba jied ia ka jubab kaba dei eh :

Ka jingia-ngam um ka long kawei ka jingpyndonkam ha ka jingbisha mukotduma u Syiem Sohra. Haba ka don kano-kano ka mukotduma ka baeh ban shem ia ka hok kumno ban rai ha ka jingbisha, lane haba ka jia ka mukotduma hapdeng ki bakhrav ne ki khun-kur, lane hapdeng ki-khun ki-shnat, ki ju pynngam um ia ki arliang mamla. Ki don ar rukom ki jingia-ngam um : kawei ka long da kaba ki liang mamla kin iapynmih mar uwei u briew, ia uba ki khot u kshih, na la ka-liang, bad kita kin ia-ngam khlieh ha um ban iakan; kat uba lah slem ki kheih jop ia kata ka liang. Bad kawei pat ka rukom ka long ba kin ia-knieh ban shim ia ka kshar bad rupa kiba la buh hapoh wah lane hapoh u khiew, ba jar uba ioh ia ka kshar u ksan, bad uba ioh ia ka rupa u rem.

Ia kane ka jingpynia-ngam um la pynlong khnang da ki syiem hyndai tang kum ha kitei ki mukotduma ki baehbathai, bad kiba i ma ban long thma ban shu rai ryngkew. Kumta ki la pynleit ha "ka blei, ne ka-um ka-ding" kumba ong. Ba jar uba rem da kata, um iamrem shuh, ba kam shym long ka jingrai-briew, hynrei kaba rai da u Blei hi. Kum kane ka jingpynngam um kam ju jia kynrei, ba ha ka shikhmat jong uno-uno u syiem ka da jia-tang shisien arsien.

Iano la rai pynksan ha ka bisha ngam um ?

- (1) ia uba lah ban jngi bha
- (2) uba lah ban shong slem ha um
- (3) uba ioh ia ka kshar
- (4) uba ioh ia ka rupa

[Question ID = 755][Question Description = CTET_P1_PART_5_L2_SET_103_KHASI_Q125]

- 1. 1 [Option ID = 3017]
- 2. 2 [Option ID = 3018]
- 3. 3 [Option ID = 3019]
- 4. 4 [Option ID = 3020]

- 6) **Jingbthah** : Pule ia kane ka pasoh harum bad sa jubab ia ki jingkylli da kaba jied ia ka jubab kaba dei eh :

Ka jingia-ngam um ka long kawei ka jingpyndonkam ha ka jingbishar mukotduma u Syiem Sohra. Haba ka don kano-kano ka mukotduma ka baeh ban shem ia ka hok kumno ban rai ha ka jingbishar, lane haba ka jia ka mukotduma hapdeng ki bakhrav ne ki khun-kur, lane hapdeng ki-khun ki-shnat, ki ju pynngam um ia ki arliang mamla. Ki don ar rukom ki jingia-ngam um : kawei ka long da kaba ki liang mamla kin iapynmih mar uwei u briew, ia uba ki khot u kshih, na la ka-liang, bad kita kin ia-ngam khlieh ha um ban iakan; kat uba lah slem ki kheih jop ia kata ka liang. Bad kawei pat ka rukom ka long ba kin ia-knieh ban shim ia ka kshar bad rupa kiba la buh hapoh wah lane hapoh u khiew, ba jar uba ioh ia ka kshar u ksan, bad uba ioh ia ka rupa u rem.

Ia kane ka jingpynia-ngam um la pynlong khnang da ki syiem hyndai tang kum ha kitei ki mukotduma ki baehbathaiñ, bad kiba i ma ban long thma ban shu rai ryngkew. Kumta ki la pynleit ha "ka blei, ne ka-um ka-ding" kumba ong. Ba jar uba rem da kata, um iamrem shuh, ba kam shym long ka jingrai-briew, hynrei kaba rai da u Blei hi. Kum kane ka jingpynngam um kam ju jia kynrei, ba ha ka shikhmat jong uno-uno u syiem ka da jia-tang shisien arsien.

Ki pynlong ia ka jingiangam um khnang ban don

- (1) Ka rai-briew
- (2) Ka rai-blei
- (3) Ka rai-syiem
- (4) Ka rai-paitbah

[Question ID = 756][Question Description = CTET_P1_PART_5_L2_SET_103_KHASI_Q126]

- 1. 1 [Option ID = 3021]
- 2. 2 [Option ID = 3022]
- 3. 3 [Option ID = 3023]
- 4. 4 [Option ID = 3024]

7) **Jingbthah** : Pule ia kane ka pasoh harum bad sa jubab ia ki jingkylli da kaba jied ia ka jubab kaba dei eh :

Ka jingia-ngam um ka long kawei ka jingpyndonkam ha ka jingbishar mukotduma u Syiem Sohra. Haba ka don kano-kano ka mukotduma ka baeh ban shem ia ka hok kumno ban rai ha ka jingbishar, lane haba ka jia ka mukotduma hapdeng ki bakhrav ne ki khun-kur, lane hapdeng ki-khun ki-shnat, ki ju pynngam um ia ki arliang mamla. Ki don ar rukom ki jingia-ngam um : kawei ka long da kaba ki liang mamla kin iapynmih mar uwei u briew, ia uba ki khot u kshih, na la ka-liang, bad kita kin ia-ngam khlieh ha um ban iakan; kat uba lah slem ki kheiñ jop ia kata ka liang. Bad kawei pat ka rukom ka long ba kin ia-knieh ban shim ia ka kshar bad rupa kiba la buh hapoh wah lane hapoh u khiew, ba jar uba ioh ia ka kshar u ksan, bad uba ioh ia ka rupa u rem.

Ia kane ka jingpynia-ngam um la pynlong khnang da ki syiem hyndai tang kum ha kitei ki mukotduma ki baehbathaiñ, bad kiba i ma ban long thma ban shu rai ryngkew. Kumta ki la pynleit ha "ka blei, ne ka-um ka-ding" kumba ong. Ba jar uba rem da kata, um iamrem shuh, ba kam shym long ka jingrai-briew, hynrei kaba rai da u Blei hi. Kum kane ka jingpynngam um kam ju jia kynrei, ba ha ka shikhmat jong uno-uno u syiem ka da jia-tang shisien arsien.

La ju pynlong ia kane ka bishar ngam um da u syiem

(1) Khyrim

(2) Myriaw

(3) Sutnga

(4) Sohra

[Question ID = 757][Question Description = CTET_P1_PART_5_L2_SET_103_KHASI_Q127]

1. 1 [Option ID = 3025]
2. 2 [Option ID = 3026]
3. 3 [Option ID = 3027]
4. 4 [Option ID = 3028]

- 8) **Jingbthah** : Pule ia kane ka pasoh harum bad sa jubab ia ki jingkylli da kaba jied ia ka jubab kaba dei eh :

Ka jingia-ngam um ka long kawei ka jingpyndonkam ha ka jingbisha mukotduma u Syiem Sohra. Haba ka don kano-kano ka mukotduma ka baeh ban shem ia ka hok kumno ban rai ha ka jingbisha, lane haba ka jia ka mukotduma hapdeng ki bakhrav ne ki khun-kur, lane hapdeng ki-khun ki-shnat, ki ju pynngam um ia ki arliang mamla. Ki don ar rukom ki jingia-ngam um : kawei ka long da kaba ki liang mamla kin iapynmih mar uwei u briew, ia uba ki khot u kshih, na la ka-liang, bad kita kin ia-ngam khlieh ha um ban iakan; kat uba lah slem ki kheih jop ia kata ka liang. Bad kawei pat ka rukom ka long ba kin ia-knieh ban shim ia ka kshar bad rupa kiba la buh hapoh wah lane hapoh u khiew, ba jar uba ioh ia ka kshar u ksan, bad uba ioh ia ka rupa u rem.

Ia kane ka jingpynia-ngam um la pynlong khnang da ki syiem hyndai tang kum ha kitei ki mukotduma ki baehbathai, bad kiba i ma ban long thma ban shu rai ryngkew. Kumta ki la pynleit ha "ka blei, ne ka-um ka-ding" kumba ong. Ba jar uba rem da kata, um iamrem shuh, ba kam shym long ka jingrai-briew, hynrei kaba rai da u Blei hi. Kum kane ka jingpynngam um kam ju jia kynrei, ba ha ka shikhmat jong uno-uno u syiem ka da jia-tang shisien arsien.

Ka bisha ngam-um la pynlong ban bisha ia ka jingiakajia hapdeng

(1) ki khun bad ki kmie ki kpa

(2) ki khun ki shnat

(3) ki khun ki raiot

(4) ki khun kur

[Question ID = 758][Question Description = CTET_P1_PART_5_L2_SET_103_KHASI_Q128]

1. 1 [Option ID = 3029]
2. 2 [Option ID = 3030]
3. 3 [Option ID = 3031]
4. 4 [Option ID = 3032]

Topic:- Khasi_Q129-135_L2_P1_CTET

- 1) **Jingbthah** : Pule ia ka pasoh harum bad sa jubab ia ki jingkylli da kaba jied ia ka jubab kaba dei eh :

Ha kane ka juk jong ngi mynta, kaba pule kot long kawei na ki jinglong badonkam jong u briew. Ha ki briew kiba la shai ka rukom im jong ki, ka jingpule kot ka long kaei kaei kabym banse bad ka long ka jingduh ia ki hi lada ki kyntait ia ka jingmyntoi jong ka. U briew u donkam ia ka bam ka dih ban bsa bad ban tei ia ka met jong u, kumjuh ruh u donkam ban pule, ban bsa bad ban tei ia ka jabieng jong u. Ka jingpule kot ym tang ka pynroi ia ka jingnang jingtip jong u briew, hynrei ka pyniar ruh ia ka rukom bad ka bor pyrkhat jong u. U briew uba pule u long u briew u bashemphang; bad da kaba u pule u sngewthuh ia ka rukom pyrkhat jong kiwei pat bad u iar jingmut; ubym pule, ym tang ba u khim jingmut, hynrei u lyngkot jingmut bad u khim ka jingnang jingtip. "Ka rynieng kat u siej, ka jingmut pat dang biej" kumba ong mano-re. U briew u iapher na u briew ha ka jingnang jingtip, wat lada dei para ba iashongskul ryngkat ruh; kane ka jingiapher ka leh ban long na ka jingnep bad ka jingluiñ jingmut, hynrei kham kongsan, na kaba pule ia kaban tei bad ban pyntbit ialade. Ha ka jingim kaba man la ka sngi, u briew u iakynduh ki briew kiba ha la ka jong ka jingmut, bun ki khlieh, bun ruh ki jingmut jingkhan. Bad hapdeng kine, ia ki briew ki bakhim jingmut kaba kli ialade kum u 'sew-ap-iing ha Shlah-ksew. U briew uba minot ban pule bad u ngam jylliew ha kata ka jingpule, u kynting ialade ha ka sahit jong ka jingnang jingtip kumba kynting u 'Lieng-jathang sha Mawsiang-bneng.

Kaba pule kot ka long

- (1) ban tei ia ka mynsiem
- (2) ban tip ia ki bym tip
- (3) ban bsa ia ka jabieng
- (4) ban tei ia ka met

[Question ID = 759][Question Description = CTET_P1_PART_5_L2_SET_103_KHASI_Q129]

- 1. 1 [Option ID = 3033]
- 2. 2 [Option ID = 3034]
- 3. 3 [Option ID = 3035]
- 4. 4 [Option ID = 3036]

2) **Jingbthah** : Pule ia ka pasoh harum bad sa jubab ia ki jingkylli da kaba jied ia ka jubab kaba dei eh :

Ha kane ka juk jong ngi mynta, kaba pule kot long kawei na ki jinglong badonkam jong u briew. Ha ki briew kiba la shai ka rukom im jong ki, ka jingpule kot ka long kaei kaei kabym banse bad ka long ka jingduh ia ki hi lada ki kyntait ia ka jingmyntoi jong ka. U briew u donkam ia ka bam ka dih ban bsa bad ban tei ia ka met jong u, kumjuh ruh u donkam ban pule, ban bsa bad ban tei ia ka jabieng jong u. Ka jingpule kot ym tang ka pynroi ia ka jingnang jingtip jong u briew, hynrei ka pyniar ruh ia ka rukom bad ka bor pyrkhat jong u. U briew uba pule u long u briew u bashemphang; bad da kaba u pule u sngewthuh ia ka rukom pyrkhat jong kiwei pat bad u iar jingmut; ubym pule, ym tang ba u khim jingmut, hynrei u lyngkot jingmut bad u khim ka jingnang jingtip. "Ka rynieng kat u siej, ka jingmut pat dang biej" kumba ong mano-re. U briew u iapher na u briew ha ka jingnang jingtip, wat lada dei para ba iashongskul ryngkat ruh; kane ka jingiapher ka leh ban long na ka jingnep bad ka jingluiñ jingmut, hynrei kham kongsan, na kaba pule ia kaban tei bad ban pyntbit ialade. Ha ka jingim kaba man la ka sngi, u briew u iakynduh ki briew kiba ha la ka jong ka jingmut, bun ki khlieh, bun ruh ki jingmut jingkhan. Bad hapdeng kine, ia ki briew ki bakhim jingmut kaba kli ialade kum u 'sew-ap-iing ha Shlah-ksew. U briew uba minot ban pule bad u ngam jylliew ha kata ka jingpule, u kynting ialade ha ka sahit jong ka jingnang jingtip kumba kynting u 'Lieng-jathang sha Mawsiang-bneng.

Ka 'Shah ksew' ka dei

(1) Ka phyllaw

(2) Ka phalor

(3) Ka Baranda

(4) Ka jingkhang

[Question ID = 760][Question Description = CTET_P1_PART_5_L2_SET_103_KHASI_Q130]

1. 1 [Option ID = 3037]
2. 2 [Option ID = 3038]
3. 3 [Option ID = 3039]
4. 4 [Option ID = 3040]

- 3) **Jingbthah** : Pule ia ka pasoh harum bad sa jubab ia ki jingkylli da kaba jied ia ka jubab kaba dei eh :

Ha kane ka juk jong ngi mynta, kaba pule kot long kawei na ki jinglong badonkam jong u briew. Ha ki briew kiba la shai ka rukom im jong ki, ka jingpule kot ka long kaei kaei kabym banse bad ka long ka jingduh ia ki hi lada ki kyntait ia ka jingmyntoi jong ka. U briew u donkam ia ka bam ka dih ban bsa bad ban tei ia ka met jong u, kumjuh ruh u donkam ban pule, ban bsa bad ban tei ia ka jabieng jong u. Ka jingpule kot ym tang ka pynroi ia ka jingnang jingtip jong u briew, hynrei ka pyniar ruh ia ka rukom bad ka bor pyrkhat jong u. U briew uba pule u long u briew u bashemphang; bad da kaba u pule u sngewthuh ia ka rukom pyrkhat jong kiwei pat bad u iar jingmut; ubym pule, ym tang ba u khim jingmut, hynrei u lyngkot jingmut bad u khim ka jingnang jingtip. "Ka rynieng kat u siej, ka jingmut pat dang biej" kumba ong mano-re. U briew u iapher na u briew ha ka jingnang jingtip, wat lada dei para ba iashongskul ryngkat ruh; kane ka jingiapher ka leh ban long na ka jingnep bad ka jingluiñ jingmut, hynrei kham kongsan, na kaba pule ia kaban tei bad ban pyntbit ialade. Ha ka jingim kaba man la ka sngi, u briew u iakynduh ki briew kiba ha la ka jong ka jingmut, bun ki khlieh, bun ruh ki jingmut jingkhan. Bad hapdeng kine, ia ki briew ki bakhim jingmut kaba kli ialade kum u 'sew-ap-iing ha Shlah-ksew. U briew uba minot ban pule bad u ngam jylliew ha kata ka jingpule, u kynting ialade ha ka sahit jong ka jingnang jingtip kumba kynting u 'Lieng-jathang sha Mawsiang-bneng.

"Bun ki khlieh" ka mut ba bun

(1) ki briew

(2) ki riewstad ba proh jobieng

(3) ba bun ki khlieh briew

(4) ki ba duna jingtip

[Question ID = 761][Question Description = CTET_P1_PART_5_L2_SET_103_KHASI_Q131]

1. 1 [Option ID = 3041]
2. 2 [Option ID = 3042]
3. 3 [Option ID = 3043]
4. 4 [Option ID = 3044]

- 4) **Jingbthah** : Pule ia ka pasoh harum bad sa jubab ia ki jingkylli da kaba jied ia ka jubab kaba dei eh :

Ha kane ka juk jong ngi mynta, kaba pule kot long kawei na ki jinglong badonkam jong u briew. Ha ki briew kiba la shai ka rukom im jong ki, ka jingpule kot ka long kaei kaei kabym banse bad ka long ka jingduh ia ki hi lada ki kyntait ia ka jingmyntoi jong ka. U briew u donkam ia ka bam ka dih ban bsa bad ban tei ia ka met jong u, kumjuh ruh u donkam ban pule, ban bsa bad ban tei ia ka jabieng jong u. Ka jingpule kot ym tang ka pynroi ia ka jingnang jingtip jong u briew, hynrei ka pyniar ruh ia ka rukom bad ka bor pyrkhat jong u. U briew uba pule u long u briew u bashemphang; bad da kaba u pule u sngewthuh ia ka rukom pyrkhat jong kiwei pat bad u iar jingmut; ubym pule, ym tang ba u khim jingmut, hynrei u lyngkot jingmut bad u khim ka jingnang jingtip. "Ka rynieng kat u siej, ka jingmut pat dang biej" kumba ong mano-re. U briew u iapher na u briew ha ka jingnang jingtip, wat lada dei para ba iashongskul ryngkat ruh; kane ka jingiapher ka leh ban long na ka jingnep bad ka jingluiñ jingmut, hynrei kham kongsan, na kaba pule ia kaban tei bad ban pyntbit ialade. Ha ka jingim kaba man la ka sngi, u briew u iakynduh ki briew kiba ha la ka jong ka jingmut, bun ki khlieh, bun ruh ki jingmut jingkhan. Bad hapdeng kine, ia ki briew ki bakhim jingmut kaba kli ialade kum u 'sew-ap-iing ha Shlah-ksew. U briew uba minot ban pule bad u ngam jylliew ha kata ka jingpule, u kynting ialade ha ka sahit jong ka jingnang jingtip kumba kynting u 'Lieng-jathang sha Mawsiang-bneng.

Kaei kaba pyniapher ia ki khynnah pule ha kamra klas

- (1) Ka ktien ba ki kren
- (2) Ka tynrai longiing
- (3) Ka jingnep Jingluiñ ka jingmut
- (4) Ka rukom kren

[Question ID = 762][Question Description = CTET_P1_PART_5_L2_SET_103_KHASI_Q132]

- 1. 1 [Option ID = 3045]
- 2. 2 [Option ID = 3046]
- 3. 3 [Option ID = 3047]
- 4. 4 [Option ID = 3048]

- 5) **Jingbthah** : Pule ia ka pasoh harum bad sa jubab ia ki jingkylli da kaba jied ia ka jubab kaba dei eh :

Ha kane ka juk jong ngi mynta, kaba pule kot long kawei na ki jinglong badonkam jong u briew. Ha ki briew kiba la shai ka rukom im jong ki, ka jingpule kot ka long kaei kaei kabym banse bad ka long ka jingduh ia ki hi lada ki kyntait ia ka jingmyntoi jong ka. U briew u donkam ia ka bam ka dih ban bsa bad ban tei ia ka met jong u, kumjuh ruh u donkam ban pule, ban bsa bad ban tei ia ka jabieng jong u. Ka jingpule kot ym tang ka pynroi ia ka jingnang jingtip jong u briew, hynrei ka pyniar ruh ia ka rukom bad ka bor pyrkhat jong u. U briew uba pule u long u briew u bashemphang; bad da kaba u pule u sngewthuh ia ka rukom pyrkhat jong kiwei pat bad u iar jingmut; ubym pule, ym tang ba u khim jingmut, hynrei u lyngkot jingmut bad u khim ka jingnang jingtip. "Ka rynieng kat u siej, ka jingmut pat dang biej" kumba ong mano-re. U briew u iapher na u briew ha ka jingnang jingtip, wat lada dei para ba iashongskul ryngkat ruh; kane ka jingiapher ka leh ban long na ka jingnep bad ka jingluiñ jingmut, hynrei kham kongsan, na kaba pule ia kaban tei bad ban pyntbit ialade. Ha ka jingim kaba man la ka sngi, u briew u iakynduh ki briew kiba ha la ka jong ka jingmut, bun ki khlieh, bun ruh ki jingmut jingkhan. Bad hapdeng kine, ia ki briew ki bakhim jingmut kaba kli ialade kum u 'sew-ap-iing ha Shlah-ksew. U briew uba minot ban pule bad u ngam jylliew ha kata ka jingpule, u kynting ialade ha ka sahit jong ka jingnang jingtip kumba kynting u 'Lieng-jathang sha Mawsiang-bneng.

Ka Jingleh kaba donkam tam jong u briew ka long

- (1) Ban bam
- (2) Ban Thiah
- (3) Ban pule kot
- (4) Ban trei

[Question ID = 763][Question Description = CTET_P1_PART_5_L2_SET_103_KHASI_Q133]

- 1. 1 [Option ID = 3049]
- 2. 2 [Option ID = 3050]
- 3. 3 [Option ID = 3051]
- 4. 4 [Option ID = 3052]

6) **Jingbthah** : Pule ia ka pasoh harum bad sa jubab ia ki jingkylli da kaba jied ia ka jubab kaba dei eh :

Ha kane ka juk jong ngi mynta, kaba pule kot long kawei na ki jinglong badonkam jong u briew. Ha ki briew kiba la shai ka rukom im jong ki, ka jingpule kot ka long kaei kaei kabym banse bad ka long ka jingduh ia ki hi lada ki kyntait ia ka jingmyntoi jong ka. U briew u donkam ia ka bam ka dih ban bsa bad ban tei ia ka met jong u, kumjuh ruh u donkam ban pule, ban bsa bad ban tei ia ka jabieng jong u. Ka jingpule kot ym tang ka pynroi ia ka jingnang jingtip jong u briew, hynrei ka pyniar ruh ia ka rukom bad ka bor pyrkhat jong u. U briew uba pule u long u briew u bashemphang; bad da kaba u pule u sngewthuh ia ka rukom pyrkhat jong kiwei pat bad u iar jingmut; ubym pule, ym tang ba u khim jingmut, hynrei u lyngkot jingmut bad u khim ka jingnang jingtip. "Ka rynieng kat u siej, ka jingmut pat dang bie]" kumba ong mano-re. U briew u iapher na u briew ha ka jingnang jingtip, wat lada dei para ba iashongskul ryngkat ruh; kane ka jingiapher ka leh ban long na ka jingnep bad ka jingluiñ jingmut, hynrei kham kongsan, na kaba pule ia kaban tei bad ban pyntbit ialade. Ha ka jingim kaba man la ka sngi, u briew u iakynduh ki briew kiba ha la ka jong ka jingmut, bun ki khlieh, bun ruh ki jingmut jingkhan. Bad hapdeng kine, ia ki briew ki bakhim jingmut kaba kli ialade kum u 'sew-ap-iing ha Shlah-ksew. U briew uba minot ban pule bad u ngam jylliew ha kata ka jingpule, u kynting ialade ha ka sahit jong ka jingnang jingtip kumba kynting u 'Lieng-jathang sha Mawsiang-bneng.

Kaba pule kot ka iarap ban pyniar ia ka

(1) rukom kren

(2) Rukom pyrkhat

(3) Rukom im

(4) Rukom tip

[Question ID = 764][Question Description = CTET_P1_PART_5_L2_SET_103_KHASI_Q134]

1. 1 [Option ID = 3053]
2. 2 [Option ID = 3054]
3. 3 [Option ID = 3055]
4. 4 [Option ID = 3056]

7) **Jingbthah** : Pule ia ka pasoh harum bad sa jubab ia ki jingkylli da kaba jied ia ka jubab kaba dei eh :

Ha kane ka juk jong ngi mynta, kaba pule kot long kawei na ki jinglong badonkam jong u briew. Ha ki briew kiba la shai ka rukom im jong ki, ka jingpule kot ka long kaei kaei kabym banse bad ka long ka jingduh ia ki hi lada ki kyntait ia ka jingmyntoi jong ka. U briew u donkam ia ka bam ka dih ban bsa bad ban tei ia ka met jong u, kumjuh ruh u donkam ban pule, ban bsa bad ban tei ia ka jabieng jong u. Ka jingpule kot ym tang ka pynroi ia ka jingnang jingtip jong u briew, hynrei ka pyniar ruh ia ka rukom bad ka bor pyrkhat jong u. U briew uba pule u long u briew u bashemphang; bad da kaba u pule u sngewthuh ia ka rukom pyrkhat jong kiwei pat bad u iar jingmut; ubym pule, ym tang ba u khim jingmut, hynrei u lyngkot jingmut bad u khim ka jingnang jingtip. "Ka rynieng kat u siej, ka jingmut pat dang biej" kumba ong mano-re. U briew u iapher na u briew ha ka jingnang jingtip, wat lada dei para ba iashongskul ryngkat ruh; kane ka jingiapher ka leh ban long na ka jingnep bad ka jingluiñ jingmut, hynrei kham kongsan, na kaba pule ia kaban tei bad ban pyntbit ialade. Ha ka jingim kaba man la ka sngi, u briew u iakynduh ki briew kiba ha la ka jong ka jingmut, bun ki khlieh, bun ruh ki jingmut jingkhan. Bad hapdeng kine, ia ki briew ki bakhim jingmut kaba kli ialade kum u 'sew-ap-iing ha Shlah-ksew. U briew uba minot ban pule bad u ngam jylliew ha kata ka jingpule, u kynting ialade ha ka sahit jong ka jingnang jingtip kumba kynting u 'Lieng-jathang sha Mawsiang-bneng.

Ka jingong "Ka rynieng kat u siej, ka jingmut pat dang biej" ka mut ia u briew

- (1) uba lyngkot ka jingmut jingpyrkhat
- (2) uba duna ka jingstad
- (3) uba duna ha ka bor pyrkhat
- (4) u bym nang ban pule kot pule sla

[Question ID = 765][Question Description = CTET_P1_PART_5_L2_SET_103_KHASI_Q135]

1. 1 [Option ID = 3057]
2. 2 [Option ID = 3058]
3. 3 [Option ID = 3059]
4. 4 [Option ID = 3060]

Topic: - Khasi_Q136-150_L2_P1_CTET

1) Ka klas kaba hikai bun ki jait ktien (Multilingual class) ka dei kaba

- (1) Ki nongpule ki kren shibun jait ki ktien nyngkong (first language)
- (2) Ka nonghikai ka tip ia ki ktien jong ki nongpule
- (3) La hikai ia ki nongpule da ki ktien ba bunjait
- (4) Uwei pa uwei u nongpule u tip palat ia artylli ki jait ktien

[Question ID = 766][Question Description = CTET_P1_PART_5_L2_SET_103_KHASI_Q136]

1. 1 [Option ID = 3061]
2. 2 [Option ID = 3062]
3. 3 [Option ID = 3063]
4. 4 [Option ID = 3064]

- 2) Ki nongpule ki pule suki bad bunsien ia ki symboh pyrkhat jong ka kramar, da kaba iaroh ia ki symboh pyrkhat ban ka por, ban ia kaba ki pyrshang ban lah bha ia baroh ki aiñ jong ka kramar shisien pule ka dei

- (1) Ka Situational Learning
- (2) Ka Spiral Learning
- (3) Ka Structural Learning
- (4) Ka Spatial Learning

[Question ID = 767][Question Description = CTET_P1_PART_5_L2_SET_103_KHASI_Q137]

- 1. 1 [Option ID = 3065]
- 2. 2 [Option ID = 3066]
- 3. 3 [Option ID = 3067]
- 4. 4 [Option ID = 3068]

- 3) Ka jingbit jong ki nongpule ban sngewthuh ia ki jingthoh (texts) bad ban ioh jingtip na ki, kumjuh ha kaba batai ia ki jingthoh (texts) ka dei.

- (1) Ka jingpule kaba snah bha (Reading fluency)
- (2) Ka Decoding
- (3) Ka Dictation
- (4) Ka Jingpule ban sngewthuh (Reading Comprehension)

[Question ID = 768][Question Description = CTET_P1_PART_5_L2_SET_103_KHASI_Q138]

- 1. 1 [Option ID = 3069]
- 2. 2 [Option ID = 3070]
- 3. 3 [Option ID = 3071]
- 4. 4 [Option ID = 3072]

- 4) Ka jingthlun ban kren kaba ktah ia ka jingtuid beit jong ka jingkren da kaba ban arsien ia kaju ka kyntien dei

- (1) U Phoneme
- (2) U Morpheme
- (3) Ka Dyspraxia
- (4) Ka Stuttering

[Question ID = 769][Question Description = CTET_P1_PART_5_L2_SET_103_KHASI_Q139]

- 1. 1 [Option ID = 3073]
- 2. 2 [Option ID = 3074]
- 3. 3 [Option ID = 3075]
- 4. 4 [Option ID = 3076]

- 5) Ka jingtip ia ka kyntien ka kynthup ia ki sawa bad kaba lah ban phiah sha u sawa lane sha ka kyrdan jong u phoneme ka dei

- (1) Ka jingtip ia ki dak
- (2) Ka jingtip ia ki kyntien
- (3) Ka jingtip ia ki sur u sawa
- (4) Ka jingtip ia ka senten

[Question ID = 770][Question Description = CTET_P1_PART_5_L2_SET_103_KHASI_Q140]

- 1. 1 [Option ID = 3077]
- 2. 2 [Option ID = 3078]
- 3. 3 [Option ID = 3079]
- 4. 4 [Option ID = 3080]

6) Kano na kine harum ka ïadei bad ka Intensive reading ?

(1) Ìarap ïa ki khynnah ba kin pynhikai ïa ki ba kin pule bha khlem jingbakla na ka bynta ka jingsngewtynnat jong ki.

(2) Ka dei kaba pule bynrap (supplementary reading) kaba banjur ryngkat ka decoding jong ki kot ba la thoh.

(3) Ka jingthmu jong kaba pule ka dei ban sngewthuh ïa ki jingmut kumba ki long jong ka kot ba ba pule.

(4) Ki khynnah pule ki long lait luid ban jied ïa kano kano ka kot ba ki kwah ban pule.

[Question ID = 771][Question Description = CTET_P1_PART_5_L2_SET_103_KHASI_Q141]

1. 1 [Option ID = 3081]
2. 2 [Option ID = 3082]
3. 3 [Option ID = 3083]
4. 4 [Option ID = 3084]

7) Kano na ki rukom (methods) kiba ngeit ba ka jinglong jong ka senten ka kham long kongsan ban ïa kaei kaba la thoh (content)

(1) Ka Communicative language teaching method

(2) Ka Grammar translation method

(3) Ka Structural approach

(4) Ka Constructivist approach

[Question ID = 772][Question Description = CTET_P1_PART_5_L2_SET_103_KHASI_Q142]

1. 1 [Option ID = 3085]
2. 2 [Option ID = 3086]
3. 3 [Option ID = 3087]
4. 4 [Option ID = 3088]

8) *Ka jingong kaba Skhem (S) :*

Ka jinghikai ban ai jingïarap ka dei ka bynta ba kongsan tam ha ka jinghikai – jingpule.

Ki jingong ba don ka Nia (N) :

Ka jinghikai ban ai jingïarap ka dei ban hikai biang ïa ki bynta jong ka ktien kaba khlem pule bha.

Jied ïa ka jubab ba dei na ki code ba la ai harum :

(1) Baroh ar (S) bad (N) ki dei kiba shisha, bad (N) ka dei ka jingbatai kaba biang jong ka (S).

(2) Baroh ar (S) bad (N) ki dei kiba shisha, hynrei (N) kam dei ka jingbatai kaba biang ïa ka (S).

(3) (S) Ka dei kaba shisha, hynrei (N) ka dei ka bym shisha.

(4) (S) Ka dei ka bym dei, hynrei (N) ka dei kaba shisha.

[Question ID = 773][Question Description = CTET_P1_PART_5_L2_SET_103_KHASI_Q143]

1. 1 [Option ID = 3089]
2. 2 [Option ID = 3090]
3. 3 [Option ID = 3091]
4. 4 [Option ID = 3092]

9) Ki kot pule kiba don ïa ki jingïathuh khana, sawangka, ki poem bad kiwei pat ki jait jingthoh ba la thoh da ki nongthoh. Ngi dei ban jied kum kine ki jait kot pule namar ki long _____.

- (1) Kiba bha bad la thoh ha ka ktien kaba shai
- (2) La thoh na ka bynta ban pyndonkam ha ki kot pule
- (3) La thoh da ki nongthoh kiba paw khmat
- (4) Ki long ha ka ktien kaba suk

[Question ID = 774][Question Description = CTET_P1_PART_5_L2_SET_103_KHASI_Q144]

- 1. 1 [Option ID = 3093]
- 2. 2 [Option ID = 3094]
- 3. 3 [Option ID = 3095]
- 4. 4 [Option ID = 3096]

10) Kano na ki lad kiba ïarap ha kaba pynlong ïa ka klas riewspah ha ka ktien ?

- (1) Thoh ïa ki kyrteng jong ki tiar kiba don hapoh kamra klas bad sa pyndait ïa ki ha ki tiar.
- (2) Phah ïa ki nongpule ba kin ïathuh ïa ki kyrteng jong ki tiar jong ka kamra klas ha ka ktien jong ki.
- (3) Pyni ïa ka dur im (movie) ryngkat bad kaba don jingthoh hapoh.
- (4) Pynbiang ïa ka kor shon kot (printer) ha man la ki kamra klas.

[Question ID = 775][Question Description = CTET_P1_PART_5_L2_SET_103_KHASI_Q145]

- 1. 1 [Option ID = 3097]
- 2. 2 [Option ID = 3098]
- 3. 3 [Option ID = 3099]
- 4. 4 [Option ID = 3100]

11) Ka Anshu, ka nonghikai jong ka klas 2 ka wanrah katto katne tylli ki tiar na ka bynta ka jingïalehkaï "Pyni" & "lathuh" ha ka kamra klas hikai ktien. La tip kumno ïa kine tiar ha kaba hikai – pule ïa ka ktien ?

- (1) Ki tiar Pyni bad ïathuh
- (2) Ki Realia
- (3) Ki tiar ktien (Language material)
- (4) Ki Mnemonic

[Question ID = 776][Question Description = CTET_P1_PART_5_L2_SET_103_KHASI_Q146]

- 1. 1 [Option ID = 3101]
- 2. 2 [Option ID = 3102]
- 3. 3 [Option ID = 3103]
- 4. 4 [Option ID = 3104]

12) Ha ka kyrdan kaba sdang ka nonghikai ka dei ban pynleit jingmut ha ki kot pule ba don dur namar ba :

- (1) Ka long kaba sngewtynnat ban peit dur
- (2) Ka ai mynsiem ïa ki khynnah pule ba kin dro kum kine ki jait jingdro
- (3) Ka ïarap ïa ki khynnah pule ba kin sngewthuh bad batai pharia (analyse) ïa ki dur
- (4) Pyni ïa ki khynnah pule ïa ki rong bapher bapher

[Question ID = 777][Question Description = CTET_P1_PART_5_L2_SET_103_KHASI_Q147]

- 1. 1 [Option ID = 3105]
- 2. 2 [Option ID = 3106]
- 3. 3 [Option ID = 3107]
- 4. 4 [Option ID = 3108]

13) Ka nonghikai ka ai kam ïa ki kam u khynnah kum ki jingthoh, jingdro, jingiathuh khana bad kiwei kiwei, ha kawei ka thup (folder), hadien ka pyndonkam ïa ki na ka bynta ban pynshongdor. Kane ka dei

- (1) Ka Anecdotal record
- (2) Ka Portfolio
- (3) Ki atiar ban khmih thuh (Observation tool)
- (4) Ka Curriculum mapping

[Question ID = 778][Question Description = CTET_P1_PART_5_L2_SET_103_KHASI_Q148]

- 1. 1 [Option ID = 3109]
- 2. 2 [Option ID = 3110]
- 3. 3 [Option ID = 3111]
- 4. 4 [Option ID = 3112]

14) Kano na kine ki rukom leh ka long kaba dei ban ai ka jingiaroh ïa ka nonghikai ktien ?

- (1) Pynthikna ba baroh ki khynnah pule ha ka klas jong ka ki sngew jan bad don dor ha kano kano ka ka tynrai jong ka ktien, ka imlang ka sahleng bad ka kolshor ka/u wan
- (2) Ki khynnah pule kiba skhem jingmut ha kaba kren ïa ka ktien English la shim ïa ki kum ki nuksa ba bha ha ka klas
- (3) Pyndonkam da ki aiñ kiba pyrkhing khnang ban ym don ba kren ïa ka ktien nongmei (mother tongue) ha skol
- (4) Pynthikna ba ki kynnah khamtam kiba wan na ki longiing kiba duna kin hab ban trei shitom ha ka klas jong ka ktien

[Question ID = 779][Question Description = CTET_P1_PART_5_L2_SET_103_KHASI_Q149]

- 1. 1 [Option ID = 3113]
- 2. 2 [Option ID = 3114]
- 3. 3 [Option ID = 3115]
- 4. 4 [Option ID = 3116]

15) Kano na kine harum la pynshong nongrim na ka rukom lynti na trai sha khlieh (Bottom-up approach) ?

- (1) Sdang ban pule ïa ka ktien da ki poem bad ki jingiathuh khana bad hadien sa wan sha ki dak khoh (alphabet).
- (2) Decode ïa ki khubor (messages) da kaba ïaid na ki sawa sha ki kyntien, ki phrase, ki klas bad kumta ter ter.
- (3) U khynnah pule u pyndonkam ïa ka jingtip ba mynshuwa ban shem ïa ka jingmut jong ka ktien.
- (4) Ka nonghikai ka khmih bniah ba baroh ki rukom jong ka ktien (language approach).

[Question ID = 780][Question Description = CTET_P1_PART_5_L2_SET_103_KHASI_Q150]

- 1. 1 [Option ID = 3117]
- 2. 2 [Option ID = 3118]
- 3. 3 [Option ID = 3119]
- 4. 4 [Option ID = 3120]
