

CTET L1 Khasi L2 English 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 कोह्लबर्ग
- (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]

Topic:- Khasi_Q91-99_L1_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 :

Haba ngi ong 'Ka trei ka ktah', ka kdew ia ka kam ka jam kaba kham kongsan; kaba ki briew ki leh ki kam man la ka sngi kum ka lad ka lynti ban ioh kama kaji, ka ban pyndap pynbiang ia ki jingdonkam ba bun jait ha ka jingim ka jong u briew. Kumta ka trei ka ktah ka long ka bynta ka jong u briew kaba kongsanha kaba u hap ban wad ia la ka bam ka sa, ban da siewdor ruh ia ka, kumba ong ki tymmen Khasi ban bam umsyep bad la ka kama hok, ba da pynlut por pynlut bor ym shu im li li pen pen ne ban shu brai eh tang ha kiei kiei kiba ym siewdor bad kiba lah ban wallam ia ka thngan ka jingit. Ki riewstad ki ju kynthoh ba ka kam, ka trei ka ktah ka long hi kum ka jingnguh jingmane ia la ka jingim ha ka pyrthei jingim ka jong u briew. Kumta ka trei ka ktah ka mang ruh ia ka ioh ka kot ka biang ka bit ha ki jingdonkam ki jong u briew. 'Ngi dei namar kata ban don ka jingieit ia la ka trei ka ktah ban bam la ka umsyep bad kama hok la jong kum ka ktien sneng ia la ka jait bynriew.' Ka trei ka ktah ha ri Khasi lah ban phiah ha ki ar bynta jong ka por, shuwa ban wan kiew ki phareng, kata shuwa 1826, ka trei ka ktah ki Khasi kaba kongsan ka long ka rep ka riang, haba ryngkat ka ri jingri-jingdup, kane ka long salonsar ha baroh kawei ka Ri Khasi. Kaba bud ia kane ka jingtrei ka long ka kam teri nar. Ki briew kiba shong ha thaiñ Sohra. Nongspung, Nongstoiñ, ki thaiñ Khatsawphra, Mylliem, Nongkrem shaduh Patharkmah bad Rymbai-Myriaw bad ki thaiñ Nartiang ki long kiba nang ba tbit ha ka jingtrei nar. Kine ki jingtrei nar bapher bapher ha kylleng ka ri Khasi ki long ruh kiba ni bad ba itynnat, ha kata ka jingkhaiñ iapeiñ tiar hyndai ba tang kawei ka nap khapshiah lah ban ioh kylliang pat da ka masi raikhoh na ri thor. Ngi tip bad ngi pule ruh ba ha ka thaiñ kynshi ka donnam eh ha ka thaw bakhar kata u jingsiat pynbthei haba ki leh niam bad thep mawbah.

Haba ong ka 'trei ka ktah' ka mut

- (1) Ka kam kaba ki briew ki trei man la ka sngi
- (2) Ka kam kaba ki trei da ki kti
- (3) Ka kam kaba ki briew ki trei man la ka sngi kum ka lad kama
- (4) Kano kano ka jait kam

[Question ID = 271][Question Description = CTET_P1_PART_4_L1_SET_103_KHASI_Q91]

1. 1 [Option ID = 1081]
2. 2 [Option ID = 1082]
3. 3 [Option ID = 1083]
4. 4 [Option ID = 1084]

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

Haba ngi ong 'Ka trei ka ktah', ka kdew ia ka kam ka jam kaba kham kongsan; kaba ki briew ki leh ki kam man la ka sngi kum ka lad ka lynti ban ioh kama kaji, ka ban pyndap pynbiang ia ki jingdonkam ba bun jait ha ka jingim ka jong u briew. Kumta ka trei ka ktah ka long ka bynta ka jong u briew kaba kongsan ha kaba u hap ban wad ia la ka bam ka sa, ban da siewdor ruh ia ka, kumba ong ki tymmen Khasi ban bam umsyep bad la ka kama hok, ba da pynlut por pynlut bor ym shu im li li pen pen ne ban shu brai eh tang ha kiei kiei kiba ym siewdor bad kiba lah ban wallam ia ka thngan ka jingit. Ki riewstad ki ju kynthoh ba ka kam, ka trei ka ktah ka long hi kum ka jingnguh jingmane ia la ka jingim ha ka pyrthei jingim ka jong u briew. Kumta ka trei ka ktah ka mang ruh ia ka ioh ka kot ka biang ka bit ha ki jingdonkam ki jong u briew. 'Ngi dei namar kata ban don ka jingieit ia la ka trei ka ktah ban bam la ka umsyep bad kama hok la jong kum ka ktien sneng ia la ka jait bynriew.' Ka trei ka ktah ha ri Khasi lah ban phiah ha ki ar bynta jong ka por, shuwa ban wan kiew ki phareng, kata shuwa 1826, ka trei ka ktah ki Khasi kaba kongsan ka long ka rep ka riang, haba ryngkat ka ri jingri-jingdup, kane ka long salonsar ha baroh kawei ka Ri Khasi. Kaba bud ia kane ka jingtrei ka long ka kam teri nar. Ki briew kiba shong ha thaiñ Sohra. Nongspung, Nongstoiñ, ki thaiñ Khatsawphra, Mylliem, Nongkrem shaduh Patharkmah bad Rymbai-Myriaw bad ki thaiñ Nartiang ki long kiba nang ba tbit ha ka jingtrei nar. Kine ki jingtrei nar bapher bapher ha kylleng ka ri Khasi ki long ruh kiba ni bad ba itynnat, ha kata ka jingkhaiñ iapeiñ tiar hyndai ba tang kawei ka nap khapshiah lah ban ioh kylliang pat da ka masi raikhoh na ri thor. Ngi tip bad ngi pule ruh ba ha ka thaiñ kynshi ka donnam eh ha ka thaw bakhar kata u jingsiat pynbthei haba ki leh niam bad thep mawbah.

Ban shu im 'lili pen pen' ka mut kaba im

(1) lali ka jingim

(2) jaituh

(3) ka jingim kaba bha

(4) ka jingim ka bym myntoi

[Question ID = 272][Question Description = CTET_P1_PART_4_L1_SET_103_KHASI_Q92]

1. 1 [Option ID = 1085]
2. 2 [Option ID = 1086]
3. 3 [Option ID = 1087]
4. 4 [Option ID = 1088]

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

Haba ngi ong 'Ka trei ka ktah', ka kdew ia ka kam ka jam kaba kham kongsan; kaba ki briew ki leh ki kam man la ka sngi kum ka lad ka lynti ban ioh kama kaji, ka ban pyndap pynbiang ia ki jingdonkam ba bun jait ha ka jingim ka jong u briew. Kumta ka trei ka ktah ka long ka bynta ka jong u briew kaba kongsanha kaba u hap ban wad ia la ka bam ka sa, ban da siewdor ruh ia ka, kumba ong ki tymmen Khasi ban bam umsyep bad la ka kama hok, ba da pynlut por pynlut bor ym shu im li li pen pen ne ban shu brai eh tang ha kiei kiei kiba ym siewdor bad kiba lah ban wallam ia ka thngan ka jingit. Ki riewstad ki ju kynthoh ba ka kam, ka trei ka ktah ka long hi kum ka jingnguh jingmane ia la ka jingim ha ka pyrtnei jingim ka jong u briew. Kumta ka trei ka ktah ka mang ruh ia ka ioh ka kot ka biang ka bit ha ki jingdonkam ki jong u briew. 'Ngi dei namar kata ban don ka jingieit ia la ka trei ka ktah ban bam la ka umsyep bad kama hok la jong kum ka ktien sneng ia la ka jait bynriew.' Ka trei ka ktah ha ri Khasi lah ban phiah ha ki ar bynta jong ka por, shuwa ban wan kiew ki phareng, kata shuwa 1826, ka trei ka ktah ki Khasi kaba kongsan ka long ka rep ka riang, haba ryngkat ka ri jingri-jingdup, kane ka long salonsar ha baroh kawei ka Ri Khasi. Kaba bud ia kane ka jingtrei ka long ka kam teri nar. Ki briew kiba shong ha thain Sohra. Nongspung, Nongstoiñ, ki thain Khatsawphra, Mylliem, Nongkrem shaduh Patharkmah bad Rymbai-Myriaw bad ki thain Nartiang ki long kiba nang ba tbit ha ka jingtrei nar. Kine ki jingtrei nar bapher bapher ha kylleng ka ri Khasi ki long ruh kiba ni bad ba itynnat, ha kata ka jingkhain iapein tiar hyndai ba tang kawei ka nap khapshiah lah ban ioh kylliang pat da ka masi raikhoh na ri thor. Ngi tip bad ngi pule ruh ba ha ka thain kynshi ka donnam eh ha ka thaw bakhar kata u jingsiat pynbthei haba ki leh niam bad thep mawbah.

Ha shuwa ban wan ki phareng, ka trei ka ktah ha ri Khasi ka long

(1) ka rep ka riang

(2) ka trei nar

(3) shu bylla sngi

(4) trei karkhana

[Question ID = 273][Question Description = CTET_P1_PART_4_L1_SET_103_KHASI_Q93]

1. 1 [Option ID = 1089]
2. 2 [Option ID = 1090]
3. 3 [Option ID = 1091]
4. 4 [Option ID = 1092]

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

Haba ngi ong 'Ka trei ka ktah', ka kdew ia ka kam ka jam kaba kham kongsan; kaba ki briew ki leh ki kam man la ka sngi kum ka lad ka lynti ban ioh kama kaji, ka ban pyndap pynbiang ia ki jingdonkam ba bun jait ha ka jingim ka jong u briew. Kumta ka trei ka ktah ka long ka bynta ka jong u briew kaba kongsan ha kaba u hap ban wad ia la ka bam ka sa, ban da siewdor ruh ia ka, kumba ong ki tymmen Khasi ban bam umsyep bad la ka kama hok, ba da pynlut por pynlut bor ym shu im li li pen pen ne ban shu brai eh tang ha kiei kiei kiba ym siewdor bad kiba lah ban wallam ia ka thngan ka jingit. Ki riewstad ki ju kynthoh ba ka kam, ka trei ka ktah ka long hi kum ka jingnguh jingmane ia la ka jingim ha ka pyrthei jingim ka jong u briew. Kumta ka trei ka ktah ka mang ruh ia ka ioh ka kot ka biang ka bit ha ki jingdonkam ki jong u briew. 'Ngi dei namar kata ban don ka jingieit ia la ka trei ka ktah ban bam la ka umsyep bad kama hok la jong kum ka ktien sneng ia la ka jait bynriew.' Ka trei ka ktah ha ri Khasi lah ban phiah ha ki ar bynta jong ka por, shuwa ban wan kiew ki phareng, kata shuwa 1826, ka trei ka ktah ki Khasi kaba kongsan ka long ka rep ka riang, haba ryngkat ka ri jingri-jingdup, kane ka long salonsar ha baroh kawei ka Ri Khasi. Kaba bud ia kane ka jingtrei ka long ka kam teri nar. Ki briew kiba shong ha thaiñ Sohra. Nongspung, Nongstoiñ, ki thaiñ Khatsawphra, Mylliem, Nongkrem shaduh Patharkmah bad Rymbai-Myriaw bad ki thaiñ Nartiang ki long kiba nang ba tbit ha ka jingtrei nar. Kine ki jingtrei nar bapher bapher ha kylleng ka ri Khasi ki long ruh kiba ni bad ba itynnat, ha kata ka jingkhaiñ iapeiñ tiar hyndai ba tang kawei ka nap khapshiah lah ban ioh kylliang pat da ka masi raikhoh na ri thor. Ngi tip bad ngi pule ruh ba ha ka thaiñ kynshi ka donnam eh ha ka thaw bakhar kata u jingsiat pynbthei haba ki leh niam bad thep mawbah.

Ka Sohra, Nongspung bad Nongstoiñ ki long ki thaiñ kiba paw ha ka kam

- (1) jngoh kai pyrthei
- (2) kam rep
- (3) kam trei nar
- (4) kam thaiñ jingthaiñ

[Question ID = 274][Question Description = CTET_P1_PART_4_L1_SET_103_KHASI_Q94]

- 1. 1 [Option ID = 1093]
- 2. 2 [Option ID = 1094]
- 3. 3 [Option ID = 1095]
- 4. 4 [Option ID = 1096]

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

Haba ngi ong 'Ka trei ka ktah', ka kdew ia ka kam ka jam kaba kham kongsan; kaba ki briew ki leh ki kam man la ka sngi kum ka lad ka lynti ban ioh kamaï kajih, ka ban pyndap pynbiang ia ki jingdonkam ba bun jait ha ka jingim ka jong u briew. Kumta ka trei ka ktah ka long ka bynta ka jong u briew kaba kongsanha kaba u hap ban wad ia la ka bam ka sa, ban da siewdor ruh ia ka, kumba ong ki tymmen Khasi ban bam umsyep bad la ka kamaï hok, ba da pynlut por pynlut bor ym shu im li li pen pen ne ban shu brai eh tang ha kiei kiei kiba ym siewdor bad kiba lah ban wallam ia ka thngan ka jingit. Ki riewstad ki ju kynthoh ba ka kam, ka trei ka ktah ka long hi kum ka jingnguh jingmane ia la ka jingim ha ka pyrtnei jingim ka jong u briew. Kumta ka trei ka ktah ka mang ruh ia ka ioh ka kot ka biang ka bit ha ki jingdonkam ki jong u briew. 'Ngi dei namar kata ban don ka jingieit ia la ka trei ka ktah ban bam la ka umsyep bad kamaï hok la jong kum ka ktien sneng ia la ka jait bynriew.' Ka trei ka ktah ha ri Khasi lah ban phiah ha ki ar bynta jong ka por, shuwa ban wan kiew ki phareng, kata shuwa 1826, ka trei ka ktah ki Khasi kaba kongsan ka long ka rep ka riang, haba ryngkat ka ri jingri-jingdup, kane ka long salonsar ha baroh kawei ka Ri Khasi. Kaba bud ia kane ka jingtrei ka long ka kam teri nar. Ki briew kiba shong ha thaiñ Sohra. Nongspung, Nongstoiñ, ki thaiñ Khatsawphra, Mylliem, Nongkrem shaduh Patharkmah bad Rymbai-Myriaw bad ki thaiñ Nartiang ki long kiba nang ba tbit ha ka jingtrei nar. Kine ki jingtrei nar bapher bapher ha kylleng ka ri Khasi ki long ruh kiba ni bad ba itynnat, ha kata ka jingkhaii iapeiñ tiar hyndai ba tang kawei ka nap khapshiah lah ban ioh kylliang pat da ka masi raikhoh na ri thor. Ngi tip bad ngi pule ruh ba ha ka thaiñ kynshi ka donnam eh ha ka thaw bakhar kata u jingsiat pynbthei haba ki leh niam bad thep mawbah.

Ban bam ia la ka umsyep ka mut

(1) ban trei hok

(2) ban trei haduh da mih syep

(3) ka jingieit ia ka kam

(4) bam kamaï lajong

[Question ID = 275][Question Description = CTET_P1_PART_4_L1_SET_103_KHASI_Q95]

1. 1 [Option ID = 1097]
2. 2 [Option ID = 1098]
3. 3 [Option ID = 1099]
4. 4 [Option ID = 1100]

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

Haba ngi ong 'Ka trei ka ktah', ka kdew ia ka kam ka jam kaba kham kongsan; kaba ki briew ki leh ki kam man la ka sngi kum ka lad ka lynti ban ioh kama kaji, ka ban pyndap pynbiang ia ki jingdonkam ba bun jait ha ka jingim ka jong u briew. Kumta ka trei ka ktah ka long ka bynta ka jong u briew kaba kongsan ha kaba u hap ban wad ia la ka bam ka sa, ban da siewdor ruh ia ka, kumba ong ki tymmen Khasi ban bam umsyep bad la ka kama hok, ba da pynlut por pynlut bor ym shu im li li pen pen ne ban shu brai eh tang ha kiei kiei kiba ym siewdor bad kiba lah ban wallam ia ka thngan ka jingit. Ki riewstad ki ju kynthoh ba ka kam, ka trei ka ktah ka long hi kum ka jingnguh jingmane ia la ka jingim ha ka pyrthei jingim ka jong u briew. Kumta ka trei ka ktah ka mang ruh ia ka ioh ka kot ka biang ka bit ha ki jingdonkam ki jong u briew. 'Ngi dei namar kata ban don ka jingieit ia la ka trei ka ktah ban bam la ka umsyep bad kama hok la jong kum ka ktien sneng ia la ka jait bynriew.' Ka trei ka ktah ha ri Khasi lah ban phiah ha ki ar bynta jong ka por, shuwa ban wan kiew ki phareng, kata shuwa 1826, ka trei ka ktah ki Khasi kaba kongsan ka long ka rep ka riang, haba ryngkat ka ri jingri-jingdup, kane ka long salonsar ha baroh kawei ka Ri Khasi. Kaba bud ia kane ka jingtrei ka long ka kam teri nar. Ki briew kiba shong ha thaiñ Sohra. Nongspung, Nongstoiñ, ki thaiñ Khatsawphra, Mylliem, Nongkrem shaduh Patharkmah bad Rymbai-Myriaw bad ki thaiñ Nartiang ki long kiba nang ba tbit ha ka jingtrei nar. Kine ki jingtrei nar bapher bapher ha kylleng ka ri Khasi ki long ruh kiba ni bad ba itynnat, ha kata ka jingkhaiñ iapeiñ tiar hyndai ba tang kawei ka nap khapshiah lah ban ioh kylliang pat da ka masi raikhoh na ri thor. Ngi tip bad ngi pule ruh ba ha ka thaiñ kynshi ka donnam eh ha ka thaw bakhar kata u jingsiat pynbthei haba ki leh niam bad thep mawbah.

U Phareng u poi ha kine ki lum Khasi dei ha ka snem

(1) 1841

(2) 1829

(3) 1826

(4) 1836

[Question ID = 276][Question Description = CTET_P1_PART_4_L1_SET_103_KHASI_Q96]

1. 1 [Option ID = 1101]
2. 2 [Option ID = 1102]
3. 3 [Option ID = 1103]
4. 4 [Option ID = 1104]

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

Haba ngi ong 'Ka trei ka ktah', ka kdew ïa ka kam ka jam kaba kham kongsan; kaba ki briew ki leh ki kam man la ka sngi kum ka lad ka lynti ban ïoh kamaï kajih, ka ban pyndap pynbiang ïa ki jingdonkam ba bun jait ha ka jingim ka jong u briew. Kumta ka trei ka ktah ka long ka bynta ka jong u briew kaba kongsanha kaba u hap ban wad ïa la ka bam ka sa, ban da siewdor ruh ïa ka, kumba ong ki tymmen Khasi ban bam umsyep bad la ka kamaï hok, ba da pynlut por pynlut bor ym shu im li li pen pen ne ban shu brai eh tang ha kiei kiei kiba ym siewdor bad kiba lah ban wallam ïa ka thngan ka jingit. Ki riewstad ki ju kynthoh ba ka kam, ka trei ka ktah ka long hi kum ka jingnguh jingmane ïa la ka jingim ha ka pyrtnei jingim ka jong u briew. Kumta ka trei ka ktah ka mang ruh ïa ka ïoh ka kot ka biang ka bit ha ki jingdonkam ki jong u briew. 'Ngi dei namar kata ban don ka jingieit ïa la ka trei ka ktah ban bam la ka umsyep bad kamaï hok la jong kum ka ktien sneng ïa la ka jait bynriew.' Ka trei ka ktah ha ri Khasi lah ban phiah ha ki ar bynta jong ka por, shuwa ban wan kiew ki phareng, kata shuwa 1826, ka trei ka ktah ki Khasi kaba kongsan ka long ka rep ka riang, haba ryngkat ka ri jingri-jingdup, kane ka long salonsar ha baroh kawei ka Ri Khasi. Kaba bud ïa kane ka jingtrei ka long ka kam teri nar. Ki briew kiba shong ha thaiñ Sohra. Nongspung, Nongstoiñ, ki thaiñ Khatsawphra, Mylliem, Nongkrem shaduh Patharkmah bad Rymbai-Myriaw bad ki thaiñ Nartiang ki long kiba nang ba tbit ha ka jingtrei nar. Kine ki jingtrei nar bapher bapher ha kylleng ka ri Khasi ki long ruh kiba ni bad ba itynnat, ha kata ka jingkhaiï ïapeiñ tiar hyndai ba tang kawei ka nap khapshiah lah ban ïoh kylliang pat da ka masi raikhoh na ri thor. Ngi tip bad ngi pule ruh ba ha ka thaiñ kynshi ka donnam eh ha ka thaw bakhar kata u jingsiat pynbthei haba ki leh niam bad thep mawbah.

ïa ka trei ka ktah ha ri Khasi lah ban phiah ha ki

- (1) lai bynta
- (2) saw bynta
- (3) ar bynta
- (4) san bynta

[Question ID = 277][Question Description = CTET_P1_PART_4_L1_SET_103_KHASI_Q97]

- 1. 1 [Option ID = 1105]
- 2. 2 [Option ID = 1106]
- 3. 3 [Option ID = 1107]
- 4. 4 [Option ID = 1108]

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

Haba ngi ong 'Ka trei ka ktah', ka kdew ia ka kam ka jam kaba kham kongsan; kaba ki briew ki leh ki kam man la ka sngi kum ka lad ka lynti ban ioh kama kaji, ka ban pyndap pynbiang ia ki jingdonkam ba bun jait ha ka jingim ka jong u briew. Kumta ka trei ka ktah ka long ka bynta ka jong u briew kaba kongsan ha kaba u hap ban wad ia la ka bam ka sa, ban da siewdor ruh ia ka, kumba ong ki tymmen Khasi ban bam umsyep bad la ka kama hok, ba da pynlut por pynlut bor ym shu im li li pen pen ne ban shu brai eh tang ha kiei kiei kiba ym siewdor bad kiba lah ban wallam ia ka thngan ka jingit. Ki riewstad ki ju kynthoh ba ka kam, ka trei ka ktah ka long hi kum ka jingnguh jingmane ia la ka jingim ha ka pyrthei jingim ka jong u briew. Kumta ka trei ka ktah ka mang ruh ia ka ioh ka kot ka biang ka bit ha ki jingdonkam ki jong u briew. 'Ngi dei namar kata ban don ka jingieit ia la ka trei ka ktah ban bam la ka umsyep bad kama hok la jong kum ka ktien sneng ia la ka jait bynriew.' Ka trei ka ktah ha ri Khasi lah ban phiah ha ki ar bynta jong ka por, shuwa ban wan kiew ki phareng, kata shuwa 1826, ka trei ka ktah ki Khasi kaba kongsan ka long ka rep ka riang, haba ryngkat ka ri jingri-jingdup, kane ka long salonsar ha baroh kawei ka Ri Khasi. Kaba bud ia kane ka jingtrei ka long ka kam teri nar. Ki briew kiba shong ha thaiñ Sohra. Nongspung, Nongstoiñ, ki thaiñ Khatsawphra, Mylliem, Nongkrem shaduh Patharkmah bad Rymbai-Myriaw bad ki thaiñ Nartiang ki long kiba nang ba tbit ha ka jingtrei nar. Kine ki jingtrei nar bapher bapher ha kylleng ka ri Khasi ki long ruh kiba ni bad ba itynnat, ha kata ka jingkhaiñ iapeiñ tiar hyndai ba tang kawei ka nap khapshiah lah ban ioh kylliang pat da ka masi raikhoh na ri thor. Ngi tip bad ngi pule ruh ba ha ka thaiñ kynshi ka donnam eh ha ka thaw bakhar kata u jingsiat pynbthei haba ki leh niam bad thep mawbah.

Ha ki por hyndai, ha ka jingkhaiñ iapeiñ ka masi raikhoh ka iaryngkat dor bad

(1) Shi pyrha u khaw

(2) Shi tula ka ksiar

(3) Kawei ka nap khapshiah

(4) Shi kwintal u nar

[Question ID = 278][Question Description = CTET_P1_PART_4_L1_SET_103_KHASI_Q98]

1. 1 [Option ID = 1109]
2. 2 [Option ID = 1110]
3. 3 [Option ID = 1111]
4. 4 [Option ID = 1112]

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

Haba ngi ong 'Ka trei ka ktah', ka kdew ïa ka kam ka jam kaba kham kongsan; kaba ki briew ki leh ki kam man la ka sngi kum ka lad ka lynti ban ïoh kamaï kajih, ka ban pyndap pynbiang ïa ki jingdonkam ba bun jait ha ka jingim ka jong u briew. Kumta ka trei ka ktah ka long ka bynta ka jong u briew kaba kongsanha kaba u hap ban wad ïa la ka bam ka sa, ban da siewdor ruh ïa ka, kumba ong ki tymmen Khasi ban bam umsyep bad la ka kamaï hok, ba da pynlut por pynlut bor ym shu im li li pen pen ne ban shu brai eh tang ha kiei kiei kiba ym siewdor bad kiba lah ban wallam ïa ka thngan ka jingit. Ki riewstad ki ju kynthoh ba ka kam, ka trei ka ktah ka long hi kum ka jingnguh jingmane ïa la ka jingim ha ka pyrtnei jingim ka jong u briew. Kumta ka trei ka ktah ka mang ruh ïa ka ïoh ka kot ka biang ka bit ha ki jingdonkam ki jong u briew. 'Ngi dei namar kata ban don ka jingieit ïa la ka trei ka ktah ban bam la ka umsyep bad kamaï hok la jong kum ka ktien sneng ïa la ka jait bynriew.' Ka trei ka ktah ha ri Khasi lah ban phiah ha ki ar bynta jong ka por, shuwa ban wan kiew ki phareng, kata shuwa 1826, ka trei ka ktah ki Khasi kaba kongsan ka long ka rep ka riang, haba ryngkat ka ri jingri-jingdup, kane ka long salonsar ha baroh kawei ka Ri Khasi. Kaba bud ïa kane ka jingtrei ka long ka kam teri nar. Ki briew kiba shong ha thaiñ Sohra. Nongspung, Nongstoiñ, ki thaiñ Khatsawphra, Mylliem, Nongkrem shaduh Patharkmah bad Rymbai-Myriaw bad ki thaiñ Nartiang ki long kiba nang ba tbit ha ka jingtrei nar. Kine ki jingtrei nar bapher bapher ha kylleng ka ri Khasi ki long ruh kiba ni bad ba itynnat, ha kata ka jingkhaiï ïapeiñ tiar hyndai ba tang kawei ka nap khapshiah lah ban ïoh kylliang pat da ka masi raikhoh na ri thor. Ngi tip bad ngi pule ruh ba ha ka thaiñ kynshi ka donnam eh ha ka thaw bakhar kata u jingsiat pynbthei haba ki leh niam bad thep mawbah.

Ka Kynshi ka long kaba pawnam ha kaba

- (1) rep kba
- (2) bun ki doh um
- (3) bun ki mawshynrut
- (4) thaw bakhor

[Question ID = 279][Question Description = CTET_P1_PART_4_L1_SET_103_KHASI_Q99]

- 1. 1 [Option ID = 1113]
- 2. 2 [Option ID = 1114]
- 3. 3 [Option ID = 1115]
- 4. 4 [Option ID = 1116]

Topic:- Khasi_Q100-105_L1_P1_CTET

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

Ko Duitara jong nga
Ba kynud ki sur phylla,
Ma pha marwei pha bteng
Ia 'sai-ksiar jingkieng ka bneng,
Sha aiom ksia ba'n rong
La mynsiem u riew-raitong,
Ki dur hynñiew ki trep
Ia dohnud ki wan tyllap;
Pha tang shu kdup ia nga,
Ah ! ko meirilung jong nga,
Ha shadem ki sur ka bneng.
Ka jingpynlong briew ïa "Ka Duitara" da u myllung la tip kum

- (1) Ka Simile
(2) Ka Personification
(3) Ka Metaphor
(4) Ka Alliteration

[Question ID = 280][Question Description = CTET_P1_PART_4_L1_SET_103_KHASI_Q100]

1. 1 [Option ID = 1117]
2. 2 [Option ID = 1118]
3. 3 [Option ID = 1119]
4. 4 [Option ID = 1120]

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

Ko Duitara jong nga
Ba kynud ki sur phylla,
Ma pha marwei pha bteng
Ia 'sai-ksiar jingkieng ka bneng,
Sha aiom ksia ba'n rong
La mynsiem u riew-raitong,
Ki dur hynñiew ki trep
Ia dohnud ki wan tyllap;
Pha tang shu kdup ia nga,
Ah ! ko meirilung jong nga,
Ha shadem ki sur ka bneng.
Ka hap tara jong kane ka poim ka long

- (1) aa bb cc dd ee
(2) aa bb ccddeef
(3) ab abcdcdfe
(4) abba abba cdcd

[Question ID = 281][Question Description = CTET_P1_PART_4_L1_SET_103_KHASI_Q101]

1. 1 [Option ID = 1121]
2. 2 [Option ID = 1122]

3. 3 [Option ID = 1123]

4. 4 [Option ID = 1124]

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

Ko Duitara jong nga
Ba kynud ki sur phylla,
Ma pha marwei pha bteng
Ia 'sai-ksiar jingkieng ka bneng,
Sha aiom ksiar ba'n rong
La mynsiem u riew-raitung,
Ki dur hynñiew ki trep
Ia dohnud ki wan tyллеp;
Pha tang shu kdup ia nga,
Ah ! ko meirilung jong nga,
Ha shadem ki sur ka bneng.
Ka kyntien 'u riew raitong' ka thew ïano

- (1) ïa u briew uba shem jynjar
(2) ïa u briew ba im bha
(3) ïa u myllung jong kane ka poim
(4) ïa u Manik raitong

[Question ID = 282][Question Description = CTET_P1_PART_4_L1_SET_103_KHASI_Q102]

1. 1 [Option ID = 1125]

2. 2 [Option ID = 1126]

3. 3 [Option ID = 1127]

4. 4 [Option ID = 1128]

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

Ko Duitara jong nga
Ba kynud ki sur phylla,
Ma pha marwei pha bteng
Ia 'sai-ksiar jingkieng ka bneng,
Sha aiom ksiar ba'n rong
La mynsiem u riew-raitung,
Ki dur hynñiew ki trep
Ia dohnud ki wan tyллеp;
Pha tang shu kdup ia nga,
Ah ! ko meirilung jong nga,
Ha shadem ki sur ka bneng.
"Pha tang shu kdup ïa nga" Mano ba kdup ïa u myllung ?

- (1) Ka Kmie
(2) Ka Duitara
(3) Ka Poetry
(4) Ka Sur Jingrwai

[Question ID = 283][Question Description = CTET_P1_PART_4_L1_SET_103_KHASI_Q103]

1. 1 [Option ID = 1129]
2. 2 [Option ID = 1130]
3. 3 [Option ID = 1131]
4. 4 [Option ID = 1132]

5) **Jingbthah** : *Pule iā kane ka poim harum bad sa jubab iā ki jingkylli da kaba jied iā ki jubab kaba dei eh :*

Ko Duitara jong nga

Ba kynud ki sur phylla,

Ma pha marwei pha bteng

Ia 'sai-ksiar jingkieng ka bneng,

Sha aiom ksia ba'n rong

La mynsiem u riew-raitung,

Ki dur hynñiew ki trep

Ia dohnud ki wan tyllap;

Pha tang shu kdup ia nga,

Ah ! ko meirilung jong nga,

Ha shadem ki sur ka bneng.

Ki sur jong ka duitara ki long kiba kumno ?

(1) Kiba sngewtynnat

(2) Kiba pynshongshit

(3) Kiba phylla

(4) Kiba pynsngewmyllung

[Question ID = 284][Question Description = CTET_P1_PART_4_L1_SET_103_KHASI_Q104]

1. 1 [Option ID = 1133]
2. 2 [Option ID = 1134]
3. 3 [Option ID = 1135]
4. 4 [Option ID = 1136]

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

Ko Duitara jong nga
Ba kynud ki sur phylla,
Ma pha marwei pha bteng
Ia 'sai-ksiar jingkieng ka bneng,
Sha aiom ksia ba'n rong
La mynsiem u riew-raitung,
Ki dur hynñiew ki trep
Ia dohnud ki wan tylllep;
Pha tang shu kdup ia nga,
Ah ! ko meirilung jong nga,
Ha shadem ki sur ka bneng.
"Ki dur ki hynñiew ki trep"
Ki hynñiew ki trep ki thew ia

- (1) hynñiew tylli ki longiing
(2) hynñiew tylli ki trep
(3) Jaitbynriew Khasi
(4) ki iing ba la shna da u skum

[Question ID = 285][Question Description = CTET_P1_PART_4_L1_SET_103_KHASI_Q105]

1. 1 [Option ID = 1137]
2. 2 [Option ID = 1138]
3. 3 [Option ID = 1139]
4. 4 [Option ID = 1140]

Topic:- Khasi_Q106-120_L1_P1_CTET

- 1) Haba ki khynnah ki wan sha skul ryngkat bad ka jingia kynduh bad shibun ki jait ktien bapher bapher na iing ne na ka dong ba ki sah, ka nonghikai ha skul ka dei ban

- (1) iaaid lait na ka ktien ba ki kren ha iing
(2) peit bha ia ka ktien ba pyndonkam ban hikai
(3) pyndonkam ia ka ktien ba ki kren ha iing
(4) Ong ia ki ba kim dei ban pyndonkam ha skul ia ka ktien ba ki kren ha iing

[Question ID = 286][Question Description = CTET_P1_PART_4_L1_SET_103_KHASI_Q106]

1. 1 [Option ID = 1141]
2. 2 [Option ID = 1142]
3. 3 [Option ID = 1143]
4. 4 [Option ID = 1144]

- 2) Kano na kine harum ba ki nonghikai Kim dei ban leh bad ki khynnah ban pynlong ki nongkren ba tbit bha ?

- (1) Lehkai bad ka ktien
(2) Pynmih ktien
(3) Tei bad sam ia ka jingtip
(4) Kynmaw lyndet ia ki daialok jong ka jingialeh kai (role play) khnang ba kin lah ban leh bha.

[Question ID = 287][Question Description = CTET_P1_PART_4_L1_SET_103_KHASI_Q107]

1. 1 [Option ID = 1145]

2. 2 [Option ID = 1146]
3. 3 [Option ID = 1147]
4. 4 [Option ID = 1148]

3) Kano na kine harum ka long ka jingthoh kaba dei ?

- (1) Ki khynnah kiba wan ban shong ha ka English klas ki long kum ki sleit (slate) bym pat thoh eiei.
- (2) Ki khynnah ha ka Klas 1 kim tip ei ei shaphang ka English.
- (3) Ki khynnah ki wan sha skul ryngkat bad ki jingmad hi da lade ia kiba bun.
- (4) Ka jingiashem ki khynnah kam iarap eiei na ka bynta ka jingpule jong ki.

[Question ID = 288][Question Description = CTET_P1_PART_4_L1_SET_103_KHASI_Q108]

1. 1 [Option ID = 1149]
2. 2 [Option ID = 1150]
3. 3 [Option ID = 1151]
4. 4 [Option ID = 1152]

4) Man la uwei pa uwei u khynnah u la don lypa bad ki thup jong ki aiñ ka syntax kiba la tip kum ka Universal Grammar. Kane ka iadei bad.

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

[Question ID = 289][Question Description = CTET_P1_PART_4_L1_SET_103_KHASI_Q109]

1. 1 [Option ID = 1153]
2. 2 [Option ID = 1154]
3. 3 [Option ID = 1155]
4. 4 [Option ID = 1156]

5) Ka jingpyniasnoh ia ki dak thoh bad ka sawa jong ki ban pule ia ki kyntien thymmai la khot _____.

- (1) Morphology
- (2) Ban ithuk ia ka Kyntien
- (3) Ka Phonological Decoding
- (4) Ban pule sngewthuh (Reading Comprehension)

[Question ID = 290][Question Description = CTET_P1_PART_4_L1_SET_103_KHASI_Q110]

1. 1 [Option ID = 1157]
2. 2 [Option ID = 1158]
3. 3 [Option ID = 1159]
4. 4 [Option ID = 1160]

6) Kano na ki rukom (approach) kaba pynlah ia ka nonghikai ban iaroh ia kiwei ki jait ktien ha ka kamra klas bad ban long kum u mawpun lynti na ka bynta ki khynnah ba kin sngewthuh ia ki symboh pyrkhat (concepts) bad ban pynbha ia ka jingiadei ba jan hapdeng ka ktien kaba ki kren ha iing bad ka ktien kaba ai jinghikai ha skul ?

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

[Question ID = 291][Question Description = CTET_P1_PART_4_L1_SET_103_KHASI_Q111]

1. 1 [Option ID = 1161]
2. 2 [Option ID = 1162]
3. 3 [Option ID = 1163]
4. 4 [Option ID = 1164]

7) Kano na kine harum kam dei ka jingthoh kaba dei ?

- (1) Ka Jingkren ka wan ha ka kyrdan baar kaba bud ia kaba Sngap.
- (2) Dei ban pynbha shuwa ia ka skil ban thoh ha shuwa ban nang ia ki skil ban kren.
- (3) Ka jingpyrshang ban sngap ka dei ban long ha shuwa ka jingpyrshang ban kren.
- (4) Ia ki skil jong ka ktien dei ban pyrshang ha ba ia don lang (integration).

[Question ID = 292][Question Description = CTET_P1_PART_4_L1_SET_103_KHASI_Q112]

1. 1 [Option ID = 1165]
2. 2 [Option ID = 1166]
3. 3 [Option ID = 1167]
4. 4 [Option ID = 1168]

8) Ka ktien kaba u khynnah u pyndonkam bad ki paralok ka iapher na ka ktien kaba u pyndonkam bad ki nonghikai jong u. Ha kajuha rukom u kren bad ka kmie jong u shaphang ka bam bad kiwei kiwei-ha ki rukom kiba pher. Kano na ka snap (aspect) jong ka ktien ka shim bynta hangne ?

- (1) Ka snap jong ka sawdong sawkun (Environmental aspect)
- (2) Ka snap jong ka Formal aspect
- (3) Ka snap jong ka jingbymshah teh lakam ne iakren paralok (Informal aspect)
- (4) Ka snap jong ka imlang sahang (Social aspect)

[Question ID = 293][Question Description = CTET_P1_PART_4_L1_SET_103_KHASI_Q113]

1. 1 [Option ID = 1169]
2. 2 [Option ID = 1170]
3. 3 [Option ID = 1171]
4. 4 [Option ID = 1172]

9) Ka nonghikai ka batai nyngkong shuwa ia ki aiñ jong ki tense ia ki khynnah bad hadien ka phah ia ki ba kin shna senten ha ka present, past bad future tense. Ka bud ia ka

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

[Question ID = 294][Question Description = CTET_P1_PART_4_L1_SET_103_KHASI_Q114]

1. 1 [Option ID = 1173]
2. 2 [Option ID = 1174]
3. 3 [Option ID = 1175]
4. 4 [Option ID = 1176]

10) Ka sawdong sawkun jong ka klas kaba riewspah bha ha ka ktien ka thew ia ka Klas kaba ailad ia u khynnah ba un

- (1) iohi, sngap thuh bad pyndonkam ia ka ktien
- (2) Ban jop ia ka jingduna ha ka ktien
- (3) Thaw senten ia kaba um pat ju iohsngew
- (4) Pule kham shabar na kaba hikai ha kamra klas

[Question ID = 295][Question Description = CTET_P1_PART_4_L1_SET_103_KHASI_Q115]

1. 1 [Option ID = 1177]
2. 2 [Option ID = 1178]
3. 3 [Option ID = 1179]
4. 4 [Option ID = 1180]

11) Kano na kine harum KAM dei kaba shisha shaphang ka jingpynshongdor (assessment) ?

- (1) Ka Jingpynshongdor (Assessment) ka iarap ban ithuh ia ka jingkhlañ u khynnah, ka jingdon kam ka jingsngewtymat bad ka jinglah (preferences).
- (2) Ka Jingpynshongdor ka rah ia ka jingleh u Khynnah bad ka iarap ia u lyngba ki jingiakynduh ba thymmai jong u.
- (3) Ka Jingpynshongdor ka iarap ban ianujor ia ka jingpule ki khynnah para maki hapoh klas.
- (4) Ka Jingpynshongdor ka noh synñiang ha kaba lap naduh kaba sdang ia ki jingduna ha ka jingpule bad ki jingeh ha ka jingpule.

[Question ID = 296][Question Description = CTET_P1_PART_4_L1_SET_103_KHASI_Q116]

1. 1 [Option ID = 1181]
2. 2 [Option ID = 1182]
3. 3 [Option ID = 1183]
4. 4 [Option ID = 1184]

12) Kano na kine harum KAM dei kaba shisha shaphang ka rukom hikai ia ka ktien ba iakren (Communicative language)

- (1) Ka iarap ia ki nongpule ba kin mad ia ki jingjia ha ka jingim ba shisha.
- (2) Ka banjur ha kaba pynduna ia ki jingbakla ha kaba spel dak bad ha ka grammar.
- (3) Ka pyinkhreh ia ki nongpule ba kin nang ban kren da ki kyntien kiba don jingmut bad kiba snah.
- (4) Ka ban jur bha ha kaba pyndonkam ia ka ktien ban kren da ka jingdon jingmut ha kaba kren ia ka ktien thmu (target language).

[Question ID = 297][Question Description = CTET_P1_PART_4_L1_SET_103_KHASI_Q117]

1. 1 [Option ID = 1185]
2. 2 [Option ID = 1186]
3. 3 [Option ID = 1187]
4. 4 [Option ID = 1188]

13) Ka nonghikai katba ka dang pynbha ia kiskil kren hapdeng ki nongpule ka ong ba ngi dei ban buh ia ki daw tynrai ba kongsan ha ka por ba kren. Ki daw tynrai kiba lah ban pyinkhih jingmut ia ka jingjied jong ngi ia ki kyntien ha ka por ba ngi kren ia kiwei ki dei.

- I. Ka Khep (Context)
- II. Jingtong jong ka suiñbneng (Climate)
- III. U briew uba ngi iakren
- IV. Ka jingioh mynsiem (Motivation)

- (1) I, II bad III
- (2) I, III bad IV
- (3) II, III bad IV
- (4) tang III bad IV

[Question ID = 298][Question Description = CTET_P1_PART_4_L1_SET_103_KHASI_Q118]

1. 1 [Option ID = 1189]
2. 2 [Option ID = 1190]
3. 3 [Option ID = 1191]
4. 4 [Option ID = 1192]

14) Ka jinghikai ban ai jingiarap (Remedial Teaching) ka dei na ka bynta ki khynnah pule kiba

(1) Kim sngewthuh ia ka phang pule (topic) lane ki ia kynduh jingeh.

(2) Ki bym ju wan tista sha klas.

(3) Kiba don jingduna ha kaba pule.

(4) Kiba tbit bha ia ka ktien thmu (target language).

[Question ID = 299][Question Description = CTET_P1_PART_4_L1_SET_103_KHASI_Q119]

1. 1 [Option ID = 1193]

2. 2 [Option ID = 1194]

3. 3 [Option ID = 1195]

4. 4 [Option ID = 1196]

15) Lada uwei na ki khynnah kiba pule ha ka klas jong phi u don ka jingduna ha ka ba iohi, kum u nonghikai ktien phi dei ban

(1) Iarap ia u khynnah da kaba pynleh ia ki kam jong u.

(2) Pynbiang ia ki kot ba thoh da ki braille bad ki tiar iarap ba shu pynsngew haba pule bad sngap ia ka kot pule (text).

(3) Ai lad ia ki para klas jong u ba kin iarap ia u.

(4) Phah ia ki kmie ki kpa jong u ba kin iarap ia u ha ki kam jong u.

[Question ID = 300][Question Description = CTET_P1_PART_4_L1_SET_103_KHASI_Q120]

1. 1 [Option ID = 1197]

2. 2 [Option ID = 1198]

3. 3 [Option ID = 1199]

4. 4 [Option ID = 1200]

Topic:- ENG_Q121-128_L2_P1_CTET

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

1. A very good practice for preventing anger in the first place is to become masterful at listening. When we listen with true empathy, then we put ourselves in the other person's shoes and realise they are, indeed, a person, just like us. It is important to put judgement on one side when we listen; this is often very hard to begin with as we grow up being taught to judge everything we see and hear. But if we can simply be completely attentive to other people, then instead of anger rising up, we will seek to understand them even if they speak or act in a seemingly very hurtful or unfair way.

2. Talk about your emotions and listen with compassion to others; understanding is a two-way street. If you can begin to listen openly and without any judgment to those close to you, even those who are most annoying to you, then you begin to see them with compassion. You can then quietly begin to explore your feelings around these people, turn them over like pebbles and take a really good look. Do you want to feel angry around that person or do you want to stay peaceful and calm, whatever they throw at you?

3. I hope that as you practise, you may find your anger cools as you tread with a lighter step. Nourish yourself with nature, with times of contemplation and reflection. Look for things in life that inspire you rather than infuriate you ...It isn't easy, but with less anger in life, there opens up such a great space for inspiration, enjoyment and for simply getting on with things that really matter.

How can we prevent anger?

(1) by being scathing

(2) by being apathetic

(3) by being a good listener

(4) by being distraught

[Question ID = 1081][Question Description = CTET_P1_PART_5_L2_SET_103_ENGLISH_Q121]

1. 1 [Option ID = 4321]
2. 2 [Option ID = 4322]
3. 3 [Option ID = 4323]
4. 4 [Option ID = 4324]

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

1. A very good practice for preventing anger in the first place is to become masterful at listening. When we listen with true empathy, then we put ourselves in the other person's shoes and realise they are, indeed, a person, just like us. It is important to put judgement on one side when we listen; this is often very hard to begin with as we grow up being taught to judge everything we see and hear. But if we can simply be completely attentive to other people, then instead of anger rising up, we will seek to understand them even if they speak or act in a seemingly very hurtful or unfair way.

2. Talk about your emotions and listen with compassion to others; understanding is a two-way street. If you can begin to listen openly and without any judgment to those close to you, even those who are most annoying to you, then you begin to see them with compassion. You can then quietly begin to explore your feelings around these people, turn them over like pebbles and take a really good look. Do you want to feel angry around that person or do you want to stay peaceful and calm, whatever they throw at you?

3. I hope that as you practise, you may find your anger cools as you tread with a lighter step. Nourish yourself with nature, with times of contemplation and reflection. Look for things in life that inspire you rather than infuriate you ...It isn't easy, but with less anger in life, there opens up such a great space for inspiration, enjoyment and for simply getting on with things that really matter.

True empathy can be achieved when we

- (1) put other's problems above our own.
- (2) imbibe their prejudices.
- (3) sacrifice our comforts for others.
- (4) put ourselves in other's shoes.

[Question ID = 1082][Question Description = CTET_P1_PART_5_L2_SET_103_ENGLISH_Q122]

- 1. 1 [Option ID = 4325]
- 2. 2 [Option ID = 4326]
- 3. 3 [Option ID = 4327]
- 4. 4 [Option ID = 4328]

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

1. A very good practice for preventing anger in the first place is to become masterful at listening. When we listen with true empathy, then we put ourselves in the other person's shoes and realise they are, indeed, a person, just like us. It is important to put judgement on one side when we listen; this is often very hard to begin with as we grow up being taught to judge everything we see and hear. But if we can simply be completely attentive to other people, then instead of anger rising up, we will seek to understand them even if they speak or act in a seemingly very hurtful or unfair way.

2. Talk about your emotions and listen with compassion to others; understanding is a two-way street. If you can begin to listen openly and without any judgment to those close to you, even those who are most annoying to you, then you begin to see them with compassion. You can then quietly begin to explore your feelings around these people, turn them over like pebbles and take a really good look. Do you want to feel angry around that person or do you want to stay peaceful and calm, whatever they throw at you?

3. I hope that as you practise, you may find your anger cools as you tread with a lighter step. Nourish yourself with nature, with times of contemplation and reflection. Look for things in life that inspire you rather than infuriate you ...It isn't easy, but with less anger in life, there opens up such a great space for inspiration, enjoyment and for simply getting on with things that really matter.

What does the writer mean when he says "understanding is a two-way street"?

- (1) talking about emotions and listening with compassion
- (2) talking with enthusiasm and listening with compassion
- (3) talking with compassion and listening with emotions
- (4) listening and talking with emotions

[Question ID = 1083][Question Description = CTET_P1_PART_5_L2_SET_103_ENGLISH_Q123]

- 1. 1 [Option ID = 4329]
- 2. 2 [Option ID = 4330]
- 3. 3 [Option ID = 4331]
- 4. 4 [Option ID = 4332]

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

1. A very good practice for preventing anger in the first place is to become masterful at listening. When we listen with true empathy, then we put ourselves in the other person's shoes and realise they are, indeed, a person, just like us. It is important to put judgement on one side when we listen; this is often very hard to begin with as we grow up being taught to judge everything we see and hear. But if we can simply be completely attentive to other people, then instead of anger rising up, we will seek to understand them even if they speak or act in a seemingly very hurtful or unfair way.

2. Talk about your emotions and listen with compassion to others; understanding is a two-way street. If you can begin to listen openly and without any judgment to those close to you, even those who are most annoying to you, then you begin to see them with compassion. You can then quietly begin to explore your feelings around these people, turn them over like pebbles and take a really good look. Do you want to feel angry around that person or do you want to stay peaceful and calm, whatever they throw at you?

3. I hope that as you practise, you may find your anger cools as you tread with a lighter step. Nourish yourself with nature, with times of contemplation and reflection. Look for things in life that inspire you rather than infuriate you ...It isn't easy, but with less anger in life, there opens up such a great space for inspiration, enjoyment and for simply getting on with things that really matter.

In the context of the passage, 'lighter step' means

- (1) walk slowly
- (2) lose weight
- (3) tread with precaution
- (4) controlled reaction

[Question ID = 1084][Question Description = CTET_P1_PART_5_L2_SET_103_ENGLISH_Q124]

- 1. 1 [Option ID = 4333]
- 2. 2 [Option ID = 4334]
- 3. 3 [Option ID = 4335]
- 4. 4 [Option ID = 4336]

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

1. A very good practice for preventing anger in the first place is to become masterful at listening. When we listen with true empathy, then we put ourselves in the other person's shoes and realise they are, indeed, a person, just like us. It is important to put judgement on one side when we listen; this is often very hard to begin with as we grow up being taught to judge everything we see and hear. But if we can simply be completely attentive to other people, then instead of anger rising up, we will seek to understand them even if they speak or act in a seemingly very hurtful or unfair way.

2. Talk about your emotions and listen with compassion to others; understanding is a two-way street. If you can begin to listen openly and without any judgment to those close to you, even those who are most annoying to you, then you begin to see them with compassion. You can then quietly begin to explore your feelings around these people, turn them over like pebbles and take a really good look. Do you want to feel angry around that person or do you want to stay peaceful and calm, whatever they throw at you?

3. I hope that as you practise, you may find your anger cools as you tread with a lighter step. Nourish yourself with nature, with times of contemplation and reflection. Look for things in life that inspire you rather than infuriate you ...It isn't easy, but with less anger in life, there opens up such a great space for inspiration, enjoyment and for simply getting on with things that really matter.

Which of the following steps is **not** required to cool anger?

- (1) nourish yourself with nature
- (2) contemplation of actions
- (3) infuriating yourself
- (4) reflecting on the past

[Question ID = 1085][Question Description = CTET_P1_PART_5_L2_SET_103_ENGLISH_Q125]

- 1. 1 [Option ID = 4337]
- 2. 2 [Option ID = 4338]
- 3. 3 [Option ID = 4339]
- 4. 4 [Option ID = 4340]

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

1. A very good practice for preventing anger in the first place is to become masterful at listening. When we listen with true empathy, then we put ourselves in the other person's shoes and realise they are, indeed, a person, just like us. It is important to put judgement on one side when we listen; this is often very hard to begin with as we grow up being taught to judge everything we see and hear. But if we can simply be completely attentive to other people, then instead of anger rising up, we will seek to understand them even if they speak or act in a seemingly very hurtful or unfair way.

2. Talk about your emotions and listen with compassion to others; understanding is a two-way street. If you can begin to listen openly and without any judgment to those close to you, even those who are most annoying to you, then you begin to see them with compassion. You can then quietly begin to explore your feelings around these people, turn them over like pebbles and take a really good look. Do you want to feel angry around that person or do you want to stay peaceful and calm, whatever they throw at you?

3. I hope that as you practise, you may find your anger cools as you tread with a lighter step. Nourish yourself with nature, with times of contemplation and reflection. Look for things in life that inspire you rather than infuriate you ...It isn't easy, but with less anger in life, there opens up such a great space for inspiration, enjoyment and for simply getting on with things that really matter.

The word in the para 3 which means the same as "enrage" is

- (1) madden
- (2) reflection
- (3) infuriate
- (4) reflection

[Question ID = 1086][Question Description = CTET_P1_PART_5_L2_SET_103_ENGLISH_Q126]

- 1. 1 [Option ID = 4341]
- 2. 2 [Option ID = 4342]
- 3. 3 [Option ID = 4343]
- 4. 4 [Option ID = 4344]

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

1. A very good practice for preventing anger in the first place is to become masterful at listening. When we listen with true empathy, then we put ourselves in the other person's shoes and realise they are, indeed, a person, just like us. It is important to put judgement on one side when we listen; this is often very hard to begin with as we grow up being taught to judge everything we see and hear. But if we can simply be completely attentive to other people, then instead of anger rising up, we will seek to understand them even if they speak or act in a seemingly very hurtful or unfair way.

2. Talk about your emotions and listen with compassion to others; understanding is a two-way street. If you can begin to listen openly and without any judgment to those close to you, even those who are most annoying to you, then you begin to see them with compassion. You can then quietly begin to explore your feelings around these people, turn them over like pebbles and take a really good look. Do you want to feel angry around that person or do you want to stay peaceful and calm, whatever they throw at you?

3. I hope that as you practise, you may find your anger cools as you tread with a lighter step. Nourish yourself with nature, with times of contemplation and reflection. Look for things in life that inspire you rather than infuriate you ...It isn't easy, but with less anger in life, there opens up such a great space for inspiration, enjoyment and for simply getting on with things that really matter.

The antonym of 'masterful' as used in para 1 is

(1) incompetent

(2) virtuoso

(3) authoritative

(4) imperious

[Question ID = 1087][Question Description = CTET_P1_PART_5_L2_SET_103_ENGLISH_Q127]

1. 1 [Option ID = 4345]

2. 2 [Option ID = 4346]

3. 3 [Option ID = 4347]

4. 4 [Option ID = 4348]

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

1. A very good practice for preventing anger in the first place is to become masterful at listening. When we listen with true empathy, then we put ourselves in the other person's shoes and realise they are, indeed, a person, just like us. It is important to put judgement on one side when we listen; this is often very hard to begin with as we grow up being taught to judge everything we see and hear. But if we can simply be completely attentive to other people, then instead of anger rising up, we will seek to understand them even if they speak or act in a seemingly very hurtful or unfair way.

2. Talk about your emotions and listen with compassion to others; understanding is a two-way street. If you can begin to listen openly and without any judgment to those close to you, even those who are most annoying to you, then you begin to see them with compassion. You can then quietly begin to explore your feelings around these people, turn them over like pebbles and take a really good look. Do you want to feel angry around that person or do you want to stay peaceful and calm, whatever they throw at you?

3. I hope that as you practise, you may find your anger cools as you tread with a lighter step. Nourish yourself with nature, with times of contemplation and reflection. Look for things in life that inspire you rather than infuriate you ...It isn't easy, but with less anger in life, there opens up such a great space for inspiration, enjoyment and for simply getting on with things that really matter.

Which part of the following sentence contains an error?

- | | |
|---|---|
| <u>Talk about your emotions</u> | <u>and</u> |
| (a) | (b) |
| <u>listen for compassion to others;</u> | <u>understanding is a two-way street.</u> |
| (c) | (d) |

(1) (a)

(2) (c)

(3) (d)

(4) (b)

[Question ID = 1088][Question Description = CTET_P1_PART_5_L2_SET_103_ENGLISH_Q128]

1. 1 [Option ID = 4349]
2. 2 [Option ID = 4350]
3. 3 [Option ID = 4351]
4. 4 [Option ID = 4352]

Topic:- ENG_Q129-135_L2_P1_CTET

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

1. The framers of the American Constitution always hoped that leadership would not be limited to Americans of wealth or family connections and this was realised when Barack Obama became the President in 2008.

2. In his memoir, *Dreams from My Father* (1995), Obama describes the complexities of discovering his identity in adolescence. He was a gifted orator. In 1988, he went to Harvard Law School, where he attracted national attention as the first African American President of the Harvard Law Review. Returning to Chicago, he joined a small law firm specializing in civil rights.

3. At the Democratic National Convention that summer, he delivered the much-acclaimed keynote address. Some pundits instantly pronounced him a future President, but most did not expect it to happen for some time. Nevertheless, in 2008 he was elected over Arizona Senator, John McCain by 365 to 173 electoral votes.

4. As an incoming President, Obama faced many challenges — an economic collapse, wars in Iraq and Afghanistan, and the continuing menace of terrorism. Inaugurated before an estimated crowd of 1.8 million people, Obama proposed unprecedented federal spending to revive the economy and also hoped to renew America's stature in the world. During his first term he signed three signature bills: an omnibus bill to stimulate the economy, a legislation making health care more accessible and affordable, and a legislation reforming the nation's financial institutions. Obama also pressed for a fair pay act for women, financial reform legislation, and efforts for consumer protection. In 2009, Obama became the fourth President to receive the Nobel Peace Prize.

What was the opinion of the American Constitution framers?

(1) Leadership not connected to wealth and family.

(2) Oratory skills necessary for leadership.

(3) Presidentship of America leads to winning the Nobel Prize.

(4) Leadership and learning go hand-in-hand.

[Question ID = 1089][Question Description = CTET_P1_PART_5_L2_SET_103_ENGLISH_Q129]

1. 1 [Option ID = 4353]

2. 2 [Option ID = 4354]

3. 3 [Option ID = 4355]

4. 4 [Option ID = 4356]

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

1. The framers of the American Constitution always hoped that leadership would not be limited to Americans of wealth or family connections and this was realised when Barack Obama became the President in 2008.

2. In his memoir, *Dreams from My Father* (1995), Obama describes the complexities of discovering his identity in adolescence. He was a gifted orator. In 1988, he went to Harvard Law School, where he attracted national attention as the first African American President of the Harvard Law Review. Returning to Chicago, he joined a small law firm specializing in civil rights.

3. At the Democratic National Convention that summer, he delivered the much-acclaimed keynote address. Some pundits instantly pronounced him a future President, but most did not expect it to happen for some time. Nevertheless, in 2008 he was elected over Arizona Senator, John McCain by 365 to 173 electoral votes.

4. As an incoming President, Obama faced many challenges — an economic collapse, wars in Iraq and Afghanistan, and the continuing menace of terrorism. Inaugurated before an estimated crowd of 1.8 million people, Obama proposed unprecedented federal spending to revive the economy and also hoped to renew America's stature in the world. During his first term he signed three signature bills: an omnibus bill to stimulate the economy, a legislation making health care more accessible and affordable, and a legislation reforming the nation's financial institutions. Obama also pressed for a fair pay act for women, financial reform legislation, and efforts for consumer protection. In 2009, Obama became the fourth President to receive the Nobel Peace Prize.

Arrange the following events in Obama's life in correct chronological sequence.

- a. Barrack Obama becomes the President of America
- b. writes a memoir, *Dreams from My Father*
- c. joins a firm specializing in civil rights
- d. goes to Harvard Law School

(1) c, b, a, d

(2) c, d, a, b

(3) b, d, c, a

(4) a, c, d, b

[Question ID = 1090][Question Description = CTET_P1_PART_5_L2_SET_103_ENGLISH_Q130]

- 1. 1 [Option ID = 4357]
- 2. 2 [Option ID = 4358]
- 3. 3 [Option ID = 4359]
- 4. 4 [Option ID = 4360]

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

1. The framers of the American Constitution always hoped that leadership would not be limited to Americans of wealth or family connections and this was realised when Barack Obama became the President in 2008.

2. In his memoir, *Dreams from My Father* (1995), Obama describes the complexities of discovering his identity in adolescence. He was a gifted orator. In 1988, he went to Harvard Law School, where he attracted national attention as the first African American President of the Harvard Law Review. Returning to Chicago, he joined a small law firm specializing in civil rights.

3. At the Democratic National Convention that summer, he delivered the much-acclaimed keynote address. Some pundits instantly pronounced him a future President, but most did not expect it to happen for some time. Nevertheless, in 2008 he was elected over Arizona Senator, John McCain by 365 to 173 electoral votes.

4. As an incoming President, Obama faced many challenges — an economic collapse, wars in Iraq and Afghanistan, and the continuing menace of terrorism. Inaugurated before an estimated crowd of 1.8 million people, Obama proposed unprecedented federal spending to revive the economy and also hoped to renew America's stature in the world. During his first term he signed three signature bills: an omnibus bill to stimulate the economy, a legislation making health care more accessible and affordable, and a legislation reforming the nation's financial institutions. Obama also pressed for a fair pay act for women, financial reform legislation, and efforts for consumer protection. In 2009, Obama became the fourth President to receive the Nobel Peace Prize.

As an incoming President, what were the challenges that awaited him?

- A. an economic collapse
- B. wars in Iraq and Afghanistan
- C. continuing menace of terrorism
- D. unaffordable healthcare

(1) A, B, D

(2) A, C, D

(3) B, C, D

(4) A, B, C

[Question ID = 1091][Question Description = CTET_P1_PART_5_L2_SET_103_ENGLISH_Q131]

- 1. 1 [Option ID = 4361]
- 2. 2 [Option ID = 4362]
- 3. 3 [Option ID = 4363]
- 4. 4 [Option ID = 4364]

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

1. The framers of the American Constitution always hoped that leadership would not be limited to Americans of wealth or family connections and this was realised when Barack Obama became the President in 2008.

2. In his memoir, *Dreams from My Father* (1995), Obama describes the complexities of discovering his identity in adolescence. He was a gifted orator. In 1988, he went to Harvard Law School, where he attracted national attention as the first African American President of the Harvard Law Review. Returning to Chicago, he joined a small law firm specializing in civil rights.

3. At the Democratic National Convention that summer, he delivered the much-acclaimed keynote address. Some pundits instantly pronounced him a future President, but most did not expect it to happen for some time. Nevertheless, in 2008 he was elected over Arizona Senator, John McCain by 365 to 173 electoral votes.

4. As an incoming President, Obama faced many challenges — an economic collapse, wars in Iraq and Afghanistan, and the continuing menace of terrorism. Inaugurated before an estimated crowd of 1.8 million people, Obama proposed unprecedented federal spending to revive the economy and also hoped to renew America's stature in the world. During his first term he signed three signature bills: an omnibus bill to stimulate the economy, a legislation making health care more accessible and affordable, and a legislation reforming the nation's financial institutions. Obama also pressed for a fair pay act for women, financial reform legislation, and efforts for consumer protection. In 2009, Obama became the fourth President to receive the Nobel Peace Prize.

Which part of the following sentence contains an error?

In the Democratic National Convention in coming summer, he delivered

(a)

(b)

the much-acclaimed

keynote address.

(c)

(d)

(1) (a)

(2) (b)

(3) (c)

(4) (d)

[Question ID = 1092][Question Description = CTET_P1_PART_5_L2_SET_103_ENGLISH_Q132]

1. 1 [Option ID = 4365]

2. 2 [Option ID = 4366]

3. 3 [Option ID = 4367]

4. 4 [Option ID = 4368]

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

1. The framers of the American Constitution always hoped that leadership would not be limited to Americans of wealth or family connections and this was realised when Barack Obama became the President in 2008.

2. In his memoir, *Dreams from My Father* (1995), Obama describes the complexities of discovering his identity in adolescence. He was a gifted orator. In 1988, he went to Harvard Law School, where he attracted national attention as the first African American President of the Harvard Law Review. Returning to Chicago, he joined a small law firm specializing in civil rights.

3. At the Democratic National Convention that summer, he delivered the much-acclaimed keynote address. Some pundits instantly pronounced him a future President, but most did not expect it to happen for some time. Nevertheless, in 2008 he was elected over Arizona Senator, John McCain by 365 to 173 electoral votes.

4. As an incoming President, Obama faced many challenges — an economic collapse, wars in Iraq and Afghanistan, and the continuing menace of terrorism. Inaugurated before an estimated crowd of 1.8 million people, Obama proposed unprecedented federal spending to revive the economy and also hoped to renew America's stature in the world. During his first term he signed three signature bills: an omnibus bill to stimulate the economy, a legislation making health care more accessible and affordable, and a legislation reforming the nation's financial institutions. Obama also pressed for a fair pay act for women, financial reform legislation, and efforts for consumer protection. In 2009, Obama became the fourth President to receive the Nobel Peace Prize.

Which part of speech is the underlined word in the following sentence?

In 2009, Obama became the fourth President to receive the Nobel Peace Prize.

(1) Adjective

(2) Adverb

(3) Verb

(4) Noun

[Question ID = 1093][Question Description = CTET_P1_PART_5_L2_SET_103_ENGLISH_Q133]

1. 1 [Option ID = 4369]
2. 2 [Option ID = 4370]
3. 3 [Option ID = 4371]
4. 4 [Option ID = 4372]

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

1. The framers of the American Constitution always hoped that leadership would not be limited to Americans of wealth or family connections and this was realised when Barack Obama became the President in 2008.

2. In his memoir, *Dreams from My Father* (1995), Obama describes the complexities of discovering his identity in adolescence. He was a gifted orator. In 1988, he went to Harvard Law School, where he attracted national attention as the first African American President of the Harvard Law Review. Returning to Chicago, he joined a small law firm specializing in civil rights.

3. At the Democratic National Convention that summer, he delivered the much-acclaimed keynote address. Some pundits instantly pronounced him a future President, but most did not expect it to happen for some time. Nevertheless, in 2008 he was elected over Arizona Senator, John McCain by 365 to 173 electoral votes.

4. As an incoming President, Obama faced many challenges — an economic collapse, wars in Iraq and Afghanistan, and the continuing menace of terrorism. Inaugurated before an estimated crowd of 1.8 million people, Obama proposed unprecedented federal spending to revive the economy and also hoped to renew America's stature in the world. During his first term he signed three signature bills: an omnibus bill to stimulate the economy, a legislation making health care more accessible and affordable, and a legislation reforming the nation's financial institutions. Obama also pressed for a fair pay act for women, financial reform legislation, and efforts for consumer protection. In 2009, Obama became the fourth President to receive the Nobel Peace Prize.

Replace the underlined word from the options given below as used in the passage.

He was a gifted orator.

(1) debater

(2) speaker

(3) chatter

(4) talker

[Question ID = 1094][Question Description = CTET_P1_PART_5_L2_SET_103_ENGLISH_Q134]

1. 1 [Option ID = 4373]

2. 2 [Option ID = 4374]

3. 3 [Option ID = 4375]

4. 4 [Option ID = 4376]

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

1. The framers of the American Constitution always hoped that leadership would not be limited to Americans of wealth or family connections and this was realised when Barack Obama became the President in 2008.

2. In his memoir, *Dreams from My Father* (1995), Obama describes the complexities of discovering his identity in adolescence. He was a gifted orator. In 1988, he went to Harvard Law School, where he attracted national attention as the first African American President of the Harvard Law Review. Returning to Chicago, he joined a small law firm specializing in civil rights.

3. At the Democratic National Convention that summer, he delivered the much-acclaimed keynote address. Some pundits instantly pronounced him a future President, but most did not expect it to happen for some time. Nevertheless, in 2008 he was elected over Arizona Senator, John McCain by 365 to 173 electoral votes.

4. As an incoming President, Obama faced many challenges — an economic collapse, wars in Iraq and Afghanistan, and the continuing menace of terrorism. Inaugurated before an estimated crowd of 1.8 million people, Obama proposed unprecedented federal spending to revive the economy and also hoped to renew America's stature in the world. During his first term he signed three signature bills: an omnibus bill to stimulate the economy, a legislation making health care more accessible and affordable, and a legislation reforming the nation's financial institutions. Obama also pressed for a fair pay act for women, financial reform legislation, and efforts for consumer protection. In 2009, Obama became the fourth President to receive the Nobel Peace Prize.

Which word is closest in meaning to the word 'menace' in para 4?

- (1) effect
- (2) threat
- (3) significance
- (4) reason

[Question ID = 1095][Question Description = CTET_P1_PART_5_L2_SET_103_ENGLISH_Q135]

- 1. 1 [Option ID = 4377]
- 2. 2 [Option ID = 4378]
- 3. 3 [Option ID = 4379]
- 4. 4 [Option ID = 4380]

Topic:- ENG_Q136-150_L2_P1_CTET

1) A multilingual class is a class where the

- (1) learners speak a variety of the first language.
- (2) teacher knows the language of the learners.
- (3) learners are taught in multiple languages.
- (4) each learner knows more than two languages.

[Question ID = 1096][Question Description = CTET_P1_PART_5_L2_SET_103_ENGLISH_Q136]

- 1. 1 [Option ID = 4381]
- 2. 2 [Option ID = 4382]
- 3. 3 [Option ID = 4383]
- 4. 4 [Option ID = 4384]

2) Learners are learning a grammatical concept gradually and repeatedly, reinforcing concepts over time, rather than trying to master all grammatical rules at once. Such learning is

- (1) Situational learning
- (2) Spiral learning
- (3) Structural learning
- (4) Spatial learning

[Question ID = 1097][Question Description = CTET_P1_PART_5_L2_SET_103_ENGLISH_Q137]

- 1. 1 [Option ID = 4385]
- 2. 2 [Option ID = 4386]
- 3. 3 [Option ID = 4387]
- 4. 4 [Option ID = 4388]

3) The competencies of learners to understand texts and retrieve information from them, as well as interpreting the texts is

- (1) Reading fluency
- (2) Decoding
- (3) Dictation
- (4) Reading Comprehension

[Question ID = 1098][Question Description = CTET_P1_PART_5_L2_SET_103_ENGLISH_Q138]

- 1. 1 [Option ID = 4389]
- 2. 2 [Option ID = 4390]
- 3. 3 [Option ID = 4391]
- 4. 4 [Option ID = 4392]

4) A speech disorder that affects the flow of the speech by repeating the same word again and again is

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

[Question ID = 1099][Question Description = CTET_P1_PART_5_L2_SET_103_ENGLISH_Q139]

- 1. 1 [Option ID = 4393]
- 2. 2 [Option ID = 4394]
- 3. 3 [Option ID = 4395]
- 4. 4 [Option ID = 4396]

5) The awareness that a word is comprised of individual sounds and can be broken down to the individual sound or phoneme level is

- (1) letter awareness
- (2) word awareness
- (3) phonemic awareness
- (4) sentence awareness

[Question ID = 1100][Question Description = CTET_P1_PART_5_L2_SET_103_ENGLISH_Q140]

- 1. 1 [Option ID = 4397]
- 2. 2 [Option ID = 4398]
- 3. 3 [Option ID = 4399]
- 4. 4 [Option ID = 4400]

6) Which one of the following is related to intensive reading?

- (1) Helps students to train them to read fluently for their own enjoyment.
- (2) It is a supplementary reading which is concerned with decoding of the written material.
- (3) The purpose of reading is to understand the literal meaning of the text being read.
- (4) The students are free to choose the material they want to read.

[Question ID = 1101][Question Description = CTET_P1_PART_5_L2_SET_103_ENGLISH_Q141]

- 1. 1 [Option ID = 4401]
- 2. 2 [Option ID = 4402]
- 3. 3 [Option ID = 4403]
- 4. 4 [Option ID = 4404]

7) Which method believes that the form of the sentence is more important than the content?

- (1) Communicative Language Teaching method
- (2) Grammar Translation method
- (3) Structural Approach
- (4) Constructivist Approach

[Question ID = 1102][Question Description = CTET_P1_PART_5_L2_SET_103_ENGLISH_Q142]

- 1. 1 [Option ID = 4405]
- 2. 2 [Option ID = 4406]
- 3. 3 [Option ID = 4407]
- 4. 4 [Option ID = 4408]

8) Assertion (A): Remedial Teaching is an integral part of the teaching-learning programme.

Reason (R): Remedial teaching is to teach again the language item not properly learnt.

Choose the correct answer from the following.

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

[Question ID = 1103][Question Description = CTET_P1_PART_5_L2_SET_103_ENGLISH_Q143]

- 1. 1 [Option ID = 4409]
- 2. 2 [Option ID = 4410]
- 3. 3 [Option ID = 4411]
- 4. 4 [Option ID = 4412]

9) Textbooks contain stories, poems, plays and other forms of writing by writers. We need to select such materials because they are

- (1) authentic and in natural language.
- (2) written with the purpose to be used in textbooks.
- (3) written by well-known writers.
- (4) in simple language.

[Question ID = 1104][Question Description = CTET_P1_PART_5_L2_SET_103_ENGLISH_Q144]

- 1. 1 [Option ID = 4413]
- 2. 2 [Option ID = 4414]
- 3. 3 [Option ID = 4415]
- 4. 4 [Option ID = 4416]

10) Which one of the ways helps in creating print language-rich environment?

- (1) Writing the names of objects in the classroom and affixing them on the objects.
- (2) Asking the learner to tell the names of objects of the classroom in their languages.
- (3) Showing a movie with texts given below.
- (4) Providing a printer in each classroom.

[Question ID = 1105][Question Description = CTET_P1_PART_5_L2_SET_103_ENGLISH_Q145]

- 1. 1 [Option ID = 4417]
- 2. 2 [Option ID = 4418]
- 3. 3 [Option ID = 4419]
- 4. 4 [Option ID = 4420]

11) Anshu, a teacher of class 2 brings some objects for "Show and Tell" activity in her language classroom. What are these objects known as in language teaching-learning?

- (1) Show and Tell material
- (2) Realia
- (3) Language materials
- (4) Mnemonics

[Question ID = 1106][Question Description = CTET_P1_PART_5_L2_SET_103_ENGLISH_Q146]

- 1. 1 [Option ID = 4421]
- 2. 2 [Option ID = 4422]
- 3. 3 [Option ID = 4423]
- 4. 4 [Option ID = 4424]

12) At initial stage a teacher should focus on reading picture books because it

- (1) is fun to look at pictures.
- (2) motivates learners to draw such pictures.
- (3) helps learners to understand and analyse the pictures.
- (4) exposes learners to different colours.

[Question ID = 1107][Question Description = CTET_P1_PART_5_L2_SET_103_ENGLISH_Q147]

- 1. 1 [Option ID = 4425]
- 2. 2 [Option ID = 4426]
- 3. 3 [Option ID = 4427]
- 4. 4 [Option ID = 4428]

13) A teacher is putting the child's work as writing samples, drawings, stories, etc. in a folder, later she uses it for assessment. This is

- (1) Anecdotal record
- (2) Portfolio
- (3) Observation tool
- (4) Curriculum mapping

[Question ID = 1108][Question Description = CTET_P1_PART_5_L2_SET_103_ENGLISH_Q148]

- 1. 1 [Option ID = 4429]
- 2. 2 [Option ID = 4430]
- 3. 3 [Option ID = 4431]
- 4. 4 [Option ID = 4432]

14) Which one of the practices is most appreciable by a language teacher?

- (1) Ensure that all students in her class feel accepted and valued, no matter which language, social and cultural background he/she comes from.
- (2) Students who are confident speakers of English should be considered as the role models in the class.
- (3) Make some strict rule to not use their mother tongue in school.
- (4) Ensure that children, especially those coming from disadvantaged backgrounds have to work harder in language class.

[Question ID = 1109][Question Description = CTET_P1_PART_5_L2_SET_103_ENGLISH_Q149]

- 1. 1 [Option ID = 4433]
- 2. 2 [Option ID = 4434]
- 3. 3 [Option ID = 4435]
- 4. 4 [Option ID = 4436]

15) Which one of the following is based on a Bottom-up approach?

- (1) Start learning a language with poems and stories and then come to the alphabet.
- (2) Decode messages moving from sounds to words, phrases, clauses and so on.
- (3) The learner utilises his previous knowledge to figure out the meaning of language.
- (4) The teacher focuses on the whole language approach.

[Question ID = 1110][Question Description = CTET_P1_PART_5_L2_SET_103_ENGLISH_Q150]

- 1. 1 [Option ID = 4437]
- 2. 2 [Option ID = 4438]
- 3. 3 [Option ID = 4439]
- 4. 4 [Option ID = 4440]