

CTET L1 Odia L2 English P1

Topic:- CDP_P1_CTET

1) Principle of 'cephalocaudal' suggests that development _____ .

- (1) proceeds from centre to outward
- (2) proceeds from head to toe
- (3) occurs at same rate among all individuals
- (4) is a coaction of nature and environment

विकास का शीर्षगामी सिद्धांत क्या सुझाता है ?

- (1) विकास केन्द्र से बाहर की ओर होता है ।
- (2) विकास सिर से पैर की ओर होता है ।
- (3) सभी व्यक्तियों में समान दर से होता है ।
- (4) प्रकृति और वातावरण की मिश्रित क्रिया का परिणाम है ।

[Question ID = 1][Question Description = CTET_P1_PART_1_CDP_SET_105_Q1]

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

2) Which of the following is a hereditary factor which influences development ?

- (1) Social policies
- (2) Educational institutions
- (3) Biological maturation
- (4) Cultural practices

निम्न में से कौन-सा आनुवंशिक कारक है जो विकास को प्रभावित करता है ?

- (1) सामाजिक नीतियाँ
- (2) शैक्षिक संस्थाएँ
- (3) जैविक परिपक्वता
- (4) सांस्कृतिक प्रथाएँ

[Question ID = 2][Question Description = CTET_P1_PART_1_CDP_SET_105_Q2]

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

3) Which of the following is the primary agent of socialization for very young children ?

- (1) Books
- (2) Cinema
- (3) Parents' workplace
- (4) Family

बहुत छोटे बच्चों के लिए निम्न में से कौन-सी समाजीकरण की प्राथमिक संस्था है ?

- (1) किताबें
- (2) सिनेमा
- (3) माता-पिता का कार्यस्थल
- (4) परिवार

[Question ID = 3][Question Description = CTET_P1_PART_1_CDP_SET_105_Q3]

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

4) According to Jean Piaget's theory of cognitive development, most children become capable to think logically about concrete problems at _____ stage.

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

जीन पियाजे के संज्ञानात्मक विकास सिद्धांत के अनुसार, अधिकतर बच्चे किस चरण में मूर्त समस्याओं के बारे में तार्किक रूप से सोचने में सक्षम हो जाते हैं ?

- (1) संवेदीगमक
- (2) पूर्व-संक्रियात्मक
- (3) मूर्त संक्रियात्मक
- (4) औपचारिक संक्रियात्मक

[Question ID = 4][Question Description = CTET_P1_PART_1_CDP_SET_105_Q4]

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

5) According to Jean Piaget, the combining, arranging, recombining and rearranging of behaviours and thoughts into coherent systems is called

- (1) disequibration
- (2) conceptualisation
- (3) organisation
- (4) misconception

जीन पियाजे के अनुसार, व्यवहारों और विचारों को संयोजन, व्यवस्थिकरण, पुनर्संयोजन और पुनर्व्यवस्थिकरण करके सुसंगत प्रणाली में लाना क्या कहलाता है ?

- (1) असंतुलनीकरण
- (2) संकल्पना
- (3) संगठन
- (4) मिथ्या धारणा

[Question ID = 5][Question Description = CTET_P1_PART_1_CDP_SET_105_Q5]

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

6) Lev Vygotsky gave significant importance to _____ in development of thinking and learning.

- (1) Rewards and punishments
- (2) Cultural tools
- (3) Same ability-based groupings
- (4) Advance organisers

लेव वायगोत्स्की के अनुसार _____ चिंतन और अधिगम विकास प्रक्रिया में महत्वपूर्ण भूमिका निभाते हैं।

- (1) पुरस्कार और दण्ड
- (2) सांस्कृतिक उपकरण
- (3) समान योग्यता-समूह निर्माण
- (4) अग्रिम आयोजक

[Question ID = 6][Question Description = CTET_P1_PART_1_CDP_SET_105_Q6]

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

7) In Lev Vygotsky's theory, the strategy of 'simplifying questions, giving cues and telling initial steps to solve a question helps them in overcoming the obstacles of solving a given question' is referred to as :

- (1) Scaffolding
- (2) Analogy
- (3) Maturation
- (4) Socialisation

लेव वायगोत्स्की के सिद्धांत में वह योजना 'जिसमें अध्यापिका विद्यार्थियों के लिए सवालों का सरलीकरण करती है, उन्हें संकेत देती है और सवाल को हल करने के प्राथमिक चरण बताती है ताकि वे दी गई समस्या के समाधान को खोजने में आने वाली बाधाओं को पार कर सकें' क्या कहलाती है ?

- (1) पाइ
- (2) अनुरूपक
- (3) परिपक्वता
- (4) समाजीकरण

[Question ID = 7][Question Description = CTET_P1_PART_1_CDP_SET_105_Q7]

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

8) Lawrence Kohlberg evaluated the _____ among children and adults.

- (1) impact of praise on emotions
- (2) factors influencing physical development
- (3) development of moral reasoning
- (4) course of emotional development

लारेंस कोहलबर्ग ने बच्चों और वयस्कों से संबंधित किस विषय की जाँच की थी ?

- (1) प्रशंसा का संवेगों पर प्रभाव
- (2) शारीरिक विकास को प्रभावित करने वाले कारक
- (3) नैतिक तर्क का विकास
- (4) संवेगात्मक विकास का क्रम

[Question ID = 8][Question Description = CTET_P1_PART_1_CDP_SET_105_Q8]

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

9) Which of the following aspect should be promoted by a teacher among her students ?

- (1) Passive imitation
- (2) Rote memorisation
- (3) Knowledge construction
- (4) High competition

एक अध्यापिका को अपने विद्यार्थियों में निम्न में से किस पहलू को बढ़ावा देना चाहिए ?

- (1) निष्क्रिय नकल
- (2) कंठस्थ स्मरण
- (3) ज्ञान निर्माण
- (4) उच्च प्रतिस्पर्धा

[Question ID = 9][Question Description = CTET_P1_PART_1_CDP_SET_105_Q9]

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

10) As per recent conceptualisation of intelligence, Intelligence Quotient (IQ) tests are not appropriate to assess an individual's intelligence because they are often

- (1) valid
- (2) reliable
- (3) culturally biased
- (4) comprehensive

बुद्धि के समकालीन संप्रत्ययों के अनुसार, बुद्धि लब्धि परीक्षण किसी व्यक्ति की बुद्धिमत्ता को जाँचने के लिए उपयुक्त नहीं है क्योंकि वे अक्सर _____ होते हैं।

- (1) वैध
- (2) विश्वसनीय
- (3) सांस्कृतिक रूप से पूर्वाग्रहित
- (4) व्यापक

[Question ID = 10][Question Description = CTET_P1_PART_1_CDP_SET_105_Q10]

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

11) Language and thought _____ .

- (1) interact in many significant ways
- (2) develop independent of each other
- (3) have no influence on an individual's development
- (4) interact only in a fixed and uniform way

भाषा और विचार

- (1) कई महत्वपूर्ण रूपों से अंतःक्रिया करते हैं।
- (2) एक-दूसरे से स्वतंत्र रूप से विकसित होते हैं।
- (3) किसी व्यक्ति के विकास को प्रभावित नहीं करते हैं।
- (4) एक स्थिर और एक-रूप तरीके से ही अंतःक्रिया करते हैं।

[Question ID = 11][Question Description = CTET_P1_PART_1_CDP_SET_105_Q11]

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

12) Around what age do children generally get an initial sense of gender roles ?

- (1) 4 years
- (2) 10 years
- (3) 14 years
- (4) 18 years

लगभग किस उम्र के आस-पास, प्रायः बच्चों में जेंडर भूमिका की प्रारंभिक समझ आ जाती है ?

- (1) 4 वर्ष
- (2) 10 वर्ष
- (3) 14 वर्ष
- (4) 18 वर्ष

[Question ID = 12][Question Description = CTET_P1_PART_1_CDP_SET_105_Q12]

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

13) To promote inclusion in education, a teacher should create a class environment which _____.

- (1) nurtures acceptance of diversity
- (2) promotes stereotypes and labelling
- (3) nurtures entity belief about ability
- (4) promotes competitive feeling among students

शिक्षा में समावेशन को बढ़ावा देने के लिए, एक अध्यापक को ऐसा कक्षा वातावरण पैदा करना चाहिए जो

- (1) विविधता के प्रतिग्रहण को पोषित करे
- (2) रूढ़िवादों और नामीकरणों को बढ़ावा दे
- (3) योग्यता के बारे में सत्त्व धारणा को पोषित करे
- (4) विद्यार्थियों में प्रतिस्पर्धा की भावना को बढ़ावा दे

[Question ID = 13][Question Description = CTET_P1_PART_1_CDP_SET_105_Q13]

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

14) To utilise assessment as 'Assessment for learning,' it should be done mainly :

- (1) as an on-going activity
- (2) after completion of half syllabus
- (3) at end of the session only
- (4) at beginning of the session only

मूल्यांकन को 'अधिगम के लिए मूल्यांकन' रूप में इस्तेमाल करने के लिए क्या करना चाहिए ?

- (1) मूल्यांकन एक निरंतर प्रक्रिया के रूप में करें
- (2) मुख्यतः आधा पाठ्यक्रम पूरा होने के बाद मूल्यांकन करें
- (3) सत्र के अंत में ही मूल्यांकन करें
- (4) सत्र के शुरू में ही मूल्यांकन करें

[Question ID = 14][Question Description = CTET_P1_PART_1_CDP_SET_105_Q14]

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

15) Which of the following questions will be helpful in promoting critical thinking among students ?

- (1) What is the formula of $(a+b)^2$?
- (2) Who was India's first President ?
- (3) How can we avoid water crisis in future ?
- (4) On which date is Children's Day celebrated ?

निम्न में से कौन-सा सवाल विद्यार्थियों में आलोचनात्मक चिंतन को बढ़ाने में मददगार है ?

- (1) $(a+b)^2$ का सूत्र क्या है ?
- (2) भारत का पहला राष्ट्रपति कौन था ?
- (3) हम किस तरह भविष्य में जल संकट को टाल सकते हैं ?
- (4) बाल दिवस किस तारीख पर मनाया जाता है ?

[Question ID = 15][Question Description = CTET_P1_PART_1_CDP_SET_105_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, it is important to

- (1) teach them in a separate section only.
- (2) promote sense of belonging among them.
- (3) ignore the social-cultural context of these students.
- (4) make tuition-taking after school compulsory for them.

पिछड़े वर्गों से आने वाले विद्यार्थियों के सफल समावेशन हेतु महत्वपूर्ण है कि

- (1) उन्हें केवल अलग संकाय में पढ़ाया जाए ।
- (2) उनमें अपनेपन की भावना को बढ़ावा दिया जाए ।
- (3) उन विद्यार्थियों के सामाजिक-सांस्कृतिक संदर्भ को अनदेखा किया जाए ।
- (4) उनके लिए विद्यालय पश्चात् ट्यूशन लेना अनिवार्य किया जाए ।

[Question ID = 16][Question Description = CTET_P1_PART_1_CDP_SET_105_Q16]

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

17) Students with Dyscalculia are likely to face challenge in

- (1) Mathematics
- (2) Singing
- (3) Running
- (4) Drawing

गुणज वैफल्य से जूझने वाले विद्यार्थी अक्सर किस क्षेत्र में चुनौती महसूस करते हैं ?

- (1) गणित
- (2) गायन
- (3) दौड़
- (4) चित्रण

[Question ID = 17][Question Description = CTET_P1_PART_1_CDP_SET_105_Q17]

1. 1 [Option ID = 65]

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

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

- (1) Braille books
- (2) Tactile maps
- (3) Assistance of scribe
- (4) Written exams

निम्न में से कौन-सा प्रावधान दृष्टिबाधिता से जूझने वाले विद्यार्थियों के समावेशन में बाधक बन जाता है ?

- (1) ब्रेल किताबें
- (2) स्पर्शनीय मानचित्र
- (3) लिपिक की मदद लेना
- (4) लिखित परीक्षाएँ

[Question ID = 18][Question Description = CTET_P1_PART_1_CDP_SET_105_Q18]

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

19) Which of the following is a typical characteristic of students with Autism ?

- (1) Repetitive behaviour
- (2) Cognitive flexibility
- (3) High communicable skills
- (4) Urge for frequent changes in routine

निम्न में से कौन-सा गुण प्रायः स्वलीनता ग्रहित विद्यार्थियों में देखा जाता है ?

- (1) पुनरावृत्तीय व्यवहार
- (2) संज्ञानात्मक नम्यता
- (3) उच्च-स्तरीय संप्रेषण कौशल
- (4) दिनचर्या में बारंबार बदलाव की चाह

[Question ID = 19][Question Description = CTET_P1_PART_1_CDP_SET_105_Q19]

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

20) Reshma started to read independently at the age of 3 and has read every book she could get her hands on. Reshma is showing characteristics of

- (1) Autism
- (2) Giftedness
- (3) Dyslexia
- (4) Intellectual disability

रेशमा 3 साल की उम्र से ही स्वतंत्र रूप से पढ़ने लगी और उसने अपनी पहुँच की हर किताब पढ़ ली। रेशमा किस तरह की विशेषता दिखा रही है ?

- (1) स्वलीनता
- (2) प्रतिभाशीलता
- (3) पठनवैफल्य
- (4) मानसिक विकलांगता

[Question ID = 20][Question Description = CTET_P1_PART_1_CDP_SET_105_Q20]

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

21) Children learn best by

- (1) Guided discovery
- (2) Drill and practice
- (3) Passive imitation
- (4) Rote memorisation

बच्चे सबसे बेहतर _____ द्वारा सीखते हैं।

- (1) खोजी अधिगम
- (2) पुनरावृत्ति और अभ्यास
- (3) निष्क्रिय नकल
- (4) कंठस्थ स्मरण

[Question ID = 21][Question Description = CTET_P1_PART_1_CDP_SET_105_Q21]

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

22) Assertion (A) : School should emphasize on mere reproduction of materials learned.
Reason (R) : Memory is neither constructive nor interpretative.
Choose the correct option :

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

कथन (A) : विद्यालयों को केवल सीखी गई सामग्रियों के पुनरुत्पादन पर जोर देना चाहिए।

तर्क (R) : स्मृति ना तो रचनात्मक होती है और ना ही निर्वचनात्मक होती 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 = 22][Question Description = CTET_P1_PART_1_CDP_SET_105_Q22]

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

23) A teacher should design and transact learning activities which are

- (1) very abstract in nature
- (2) in sync with students' interest
- (3) alien and foreign to students' context
- (4) aimed at mere reproduction of previous knowledge

एक अध्यापिका को कैसे अधिगम क्रियाकलाप बनाने और सम्पादित करने चाहिए ?

- (1) जिनकी प्रवृत्ति अति अमूर्त हो
- (2) जो विद्यार्थियों की रुचि के अनुरूप हो
- (3) जो विद्यार्थियों के परिवेश से गैर और अन्यदेशीय हो
- (4) जिनका उद्देश्य सिर्फ पूर्व ज्ञान का पुनरुत्पादन मात्र हो

[Question ID = 23][Question Description = CTET_P1_PART_1_CDP_SET_105_Q23]

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

24) In order to maximise students' engagement in learning process, a teacher should

- (1) minimise autonomy of students
- (2) maximise distractions
- (3) minimise individual choices
- (4) maximise authenticity of task

अधिगम प्रक्रिया में विद्यार्थियों की संलग्नता को अधिकाधिक करने के लिए एक अध्यापिका को क्या करना चाहिए ?

- (1) विद्यार्थियों की स्वायत्तता को न्यूनतम कर देना चाहिए
- (2) विकर्षणों को अधिकतम कर देना चाहिए
- (3) व्यक्तिगत विकल्पों को न्यूनतम कर देना चाहिए
- (4) कार्य की सत्यता को अधिकतम कर देना चाहिए

[Question ID = 24][Question Description = CTET_P1_PART_1_CDP_SET_105_Q24]

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

25) A general strategy that might lead to solution of a given problem is called

- (1) Mnemonics
- (2) Functional fixedness
- (3) Response set
- (4) Heuristics

एक सामान्य युक्ति जो दी गई समस्या के समाधान तक पहुँचने में मददगार हो सकती है, _____ कहलाती है।

- (1) स्मृति-सहायक तकनीक
- (2) प्रकार्यात्मक स्थिरता
- (3) अनुक्रिया समुच्चय
- (4) अनुमानी सोच

[Question ID = 25][Question Description = CTET_P1_PART_1_CDP_SET_105_Q25]

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

26) Alternative conceptions carried by students

- (1) serve no purpose in process of learning.
- (2) are purely illogical and irrational.
- (3) represent students' 'naive' theories.
- (4) should be absolutely ignored by the teacher.

विद्यार्थियों द्वारा ग्रहित वैकल्पिक अवधारणाएँ

- (1) अधिगम प्रक्रिया में कोई भूमिका नहीं निभाती।
- (2) पूरी तरह अतार्किक और अविवेकी होती हैं।
- (3) विद्यार्थियों के 'सहज' सिद्धांतों/ज्ञान को दर्शाती हैं।
- (4) अध्यापक द्वारा सिरे से अनदेखी कर दी जानी चाहिए।

[Question ID = 26][Question Description = CTET_P1_PART_1_CDP_SET_105_Q26]

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

27) Learning is

- (1) significantly influenced by emotions.
- (2) not influenced by emotions.
- (3) rarely influenced by social context.
- (4) not influenced by social context.

अधिगम

- (1) संवेगों से महत्वपूर्ण रूप से प्रभावित होता है।
- (2) संवेगों से प्रभावित नहीं होता है।
- (3) सामाजिक संदर्भ से कभी कभार प्रभावित होता है।
- (4) सामाजिक संदर्भ से कभी भी प्रभावित नहीं होता है।

[Question ID = 27][Question Description = CTET_P1_PART_1_CDP_SET_105_Q27]

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

28) Assertion (A) : A teacher should motivate students to learn for understanding the concept.

Reason (R) : Learning is more effective and meaningful when it is mastery oriented.

Choose the correct option :

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

कथन (A) : एक अध्यापक द्वारा विद्यार्थियों को संप्रत्यय की समझ पाने के लिए अधिगम करने हेतु अभिप्रेरित करना चाहिए ।

तर्क (R) : अधिगम अधिक प्रभावी और अर्थपूर्ण होता है अगर वो महारत-उन्मुखी हो ।

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_105_Q28]

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

29) Which of the following factor hinders learning among students ?

- (1) Playful interaction with environment
- (2) Self-motivated practice
- (3) Urge to know and discover
- (4) Rigid and inflexible curriculum

निम्न में से कौन-सा कारक विद्यार्थियों के अधिगम में बाधक बन जाता है ?

- (1) वातावरण से स्वाभाविक/सहज पारस्परिक क्रिया
- (2) स्व-अभिप्रेरित अभ्यास
- (3) जानने और खोज करने की चाह
- (4) कठोर और अनम्य पाठ्यक्रम

[Question ID = 29][Question Description = CTET_P1_PART_1_CDP_SET_105_Q29]

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

30) Being cognizant of one's own cognitive processes is referred to as _____ .

- (1) Memorisation
- (2) Accommodation
- (3) Metacognition
- (4) Delayed imitation

अपनी स्वयं की संज्ञानात्मक प्रक्रियाओं से अवगत होना क्या कहलाता है ?

- (1) स्मृतिकरण
- (2) समायोजन
- (3) परासंज्ञान
- (4) विलंबित तकल

[Question ID = 30][Question Description = CTET_P1_PART_1_CDP_SET_105_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) Without repeating the digits 0, 3 and 5, how many different three digit numbers can be formed using these three digits ?

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

अंकों 0, 3 और 5 की पुनरावर्ती किए बिना, इन तीन अंकों के उपयोग से, तीन अंकों की कितनी भिन्न-भिन्न संख्याएँ बनाई जा सकती हैं ?

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

[Question ID = 31][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q31]

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

2) In the number 10467, which digit has the highest place value ?

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

संख्या 10467 में, किस अंक का अधिकतम स्थानीय मान है ?

(1) 7

(2) 6

(3) 1

(4) 4

[Question ID = 32][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q32]

1. 1 [Option ID = 125]

2. 2 [Option ID = 126]

3. 3 [Option ID = 127]

4. 4 [Option ID = 128]

3) 20 litres of milk was divided equally among all students of a school. If each student got $\frac{1}{4}$ litre of milk, then number of students in the school was :

(1) 180

(2) 82

(3) 80

(4) 100

20 लीटर दूध को किसी स्कूल के सभी विद्यार्थियों में समान रूप से वितरित किया गया ।

यदि प्रत्येक विद्यार्थी को $\frac{1}{4}$ लीटर दूध प्राप्त हुआ, तो उस स्कूल में विद्यार्थियों की संख्या थी :

(1) 180

(2) 82

(3) 80

(4) 100

[Question ID = 33][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q33]

1. 1 [Option ID = 129]

2. 2 [Option ID = 130]

3. 3 [Option ID = 131]

4. 4 [Option ID = 132]

4) How many twin primes are there between 1 and 50 ?

(1) 5

(2) 6

(3) 3

(4) 4

1 और 50 के बीच में कितने अभाज्य युग्म हैं ?

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

[Question ID = 34][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q34]

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

5) The product of a proper fraction and an improper fraction is :

- (1) greater than both proper fraction and improper fraction
- (2) less than both proper fraction and improper fraction
- (3) greater than proper fraction and less than improper fraction
- (4) less than proper fraction and greater than improper fraction

एक उचित भिन्न और एक विषम भिन्न का गुणनफल :

- (1) उचित भिन्न और विषम भिन्न दोनों से बड़ा होता है
- (2) उचित भिन्न और विषम भिन्न दोनों से छोटा होता है
- (3) उचित भिन्न से बड़ा होता है तथा विषम भिन्न से छोटा होता है
- (4) उचित भिन्न से छोटा होता है तथा विषम भिन्न से बड़ा होता है

[Question ID = 35][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q35]

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

6) The sum of the greatest and smallest numbers of four digits is :

- (1) 8999
- (2) 10999
- (3) 11110
- (4) 11111

चार अंकों की अधिकतम और न्यूनतम संख्याओं का योगफल है :

- (1) 8999
- (2) 10999
- (3) 11110
- (4) 11111

[Question ID = 36][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q36]

- 1. 1 [Option ID = 141]

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

7) Number of lines that can be drawn through a point is :

- (1) Two
- (2) Four
- (3) Ten
- (4) Infinitely many

एक बिंदु से होकर खींची जा सकने वाली रेखाओं की संख्या है :

- (1) दो
- (2) चार
- (3) दस
- (4) अपरिमित रूप से अनेक

[Question ID = 37][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q37]

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

8) What is the shape of each face of a cube ?

- (1) Rectangle
- (2) Triangle
- (3) Square
- (4) Pentagon

एक घन का प्रत्येक फलक किस आकार का होता है ?

- (1) आयत
- (2) त्रिभुज
- (3) वर्ग
- (4) पंचभुज

[Question ID = 38][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q38]

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

9) $2\frac{2}{3}$ of a right angle is equal to

- (1) 180°
- (2) 200°
- (3) 210°
- (4) 240°

$2\frac{2}{3}$ समकोण बराबर है

(1) 180°

(2) 200°

(3) 210°

(4) 240°

[Question ID = 39][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q39]

1. 1 [Option ID = 153]

2. 2 [Option ID = 154]

3. 3 [Option ID = 155]

4. 4 [Option ID = 156]

10) A scooter travelled 67 km 8 hm 4 dam in one month and 48 km 8 dam 7 m in the second month. How much more distance did it travel in the first month than the second month ?

(1) 19 km 7 hm 5 dam 3 m

(2) 20 km 8 hm 6 dam

(3) 20 km 9 hm 8 dam 4 m

(4) 15 km 9 hm 7 dam 5 m

किसी स्कूटर ने पहले माह में 67 km 8 hm 4 dam की दूरी तय की तथा दूसरे माह में 48 km 8 dam 7 m की दूरी तय की। दूसरे माह की तुलना में उसने पहले माह में कितनी दूरी अधिक तय की ?

(1) 19 km 7 hm 5 dam 3 m

(2) 20 km 8 hm 6 dam

(3) 20 km 9 hm 8 dam 4 m

(4) 15 km 9 hm 7 dam 5 m

[Question ID = 40][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q40]

1. 1 [Option ID = 157]

2. 2 [Option ID = 158]

3. 3 [Option ID = 159]

4. 4 [Option ID = 160]

11) In a school, the students started studying at 10:10 a.m. and recess was at 12:55 p.m. What was the study time up to recess ?

(1) 2 hours 35 minutes

(2) 2 hours 40 minutes

(3) 2 hours 45 minutes

(4) 3 hours 45 minutes

किसी स्कूल में विद्यार्थियों का अध्ययन 10:10 a.m. पर प्रारंभ हुआ तथा 12:55 p.m. पर मध्यावकाश प्रारंभ हुआ। मध्यावकाश तक अध्ययन समय कितना था ?

- (1) 2 घंटे 35 मिनट
- (2) 2 घंटे 40 मिनट
- (3) 2 घंटे 45 मिनट
- (4) 3 घंटे 45 मिनट

[Question ID = 41][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q41]

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

12) Four identical squares are joined together to form a rectangle whose area is 256 sq units. What is the perimeter of each square ?

- (1) 24 units
- (2) 32 units
- (3) 40 units
- (4) 16 units

चार सर्वसम वर्गों को क्षेत्रफल 256 वर्ग इकाइयों का एक आयत बनाने के लिए जोड़ा जाता है। प्रत्येक वर्ग का परिमाण क्या है ?

- (1) 24 इकाई
- (2) 32 इकाई
- (3) 40 इकाई
- (4) 16 इकाई

[Question ID = 42][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q42]

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

13) What will be the next statement in the following pattern ?

$1 + 3 = 4,$
 $3 + 6 = 9,$
 $6 + 10 = 16,$
 $__ + __ = __$

- (1) $7 + 17 = 24$
- (2) $8 + 17 = 25$
- (3) $10 + 15 = 25$
- (4) $10 + 14 = 24$

निम्नलिखित पैटर्न में अगला कथन क्या होगा ?

$$1 + 3 = 4,$$

$$3 + 6 = 9,$$

$$6 + 10 = 16,$$

$$___ + ___ = ______$$

(1) $7 + 17 = 24$

(2) $8 + 17 = 25$

(3) $10 + 15 = 25$

(4) $10 + 14 = 24$

[Question ID = 43][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q43]

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

14) In the "tally marks" representation, which of the following correctly represents 9 observations ?

(1) 

(2) 

(3) 

(4) 

"मिलान चिह्न" निरूपण में, निम्नलिखित में से कौन-सा 9 प्रेक्षणों को सही रूप से निरूपित करता है ?

(1) 

(2) 

(3) 

(4) 

[Question ID = 44][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q44]

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

15) The mean of the first ten even natural numbers is

(1) 10

(2) 11

(3) 12

(4) 20

प्रथम 10 सम प्राकृत संख्याओं का माध्य है

(1) 10

(2) 11

(3) 12

(4) 20

[Question ID = 45][Question Description = CTET_P1_PART_2_MATHS_SET_105_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) Harman, a class-V student can describe the properties of a square but is not able to explain the relationship between squares, rectangles and parallelograms. Harman is at which level of thinking as per Van-Hiele Theory of Geometric thinking ?

- (1) Visualisation
- (2) Abstraction
- (3) Deduction
- (4) Analysis

कक्षा-V का एक छात्र, हरमन, एक वर्ग के गुण समझा पाता है किन्तु वर्गों, आयतों एवं समांतर चतुर्भुज के बीच के संबंधों की व्याख्या नहीं कर पाता। वैन-हैले के ज्यामितीय चिंतन के सिद्धांत के अनुसार हरमन चिंतन के किस स्तर पर है ?

- (1) दृश्यीकरण
- (2) संक्षेपीकरण
- (3) निगमन
- (4) विश्लेषण

[Question ID = 46][Question Description = CTET_P1_PART_2_MATHS_SET_105_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 are mostly utilised to establish mathematical truths ?

- A. Experimentation
- B. Verification
- C. Logical reasoning
- D. Postulates

Options :

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

निम्नलिखित में से कितन का गणितीय सत्यों को स्थापित करने के लिए अधिकतर उपयोग होता है ?

- A. प्रयोग का
- B. सत्यापन का
- C. तार्किक विवेचन का
- D. अभिगृहीतों का

विकल्प :

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

[Question ID = 47][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q47]

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

3) Which among the following is/are helpful in developing aesthetic values while learning mathematics ?

- A. Providing students with opportunities to solve more problems.
- B. Exploring the use of mathematics in various arts, architecture and rangolis.
- C. Providing opportunities to students to formulate their own questions and Investigate mathematical situations in their surroundings.

Choose the correct options :

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

निम्नलिखित में से कौन-सा/से गणित का अधिगम करते हुए सौंदर्यपरक मूल्यों के विकास के लिए सहायक है/हैं ?

- A. विद्यार्थियों को अधिक प्रश्नों को हल करने के अवसर प्रदान करना ।
- B. विभिन्न कलाओं, वास्तुकला और रंगोलियों में गणित के उपयोग का अन्वेषण करना ।
- C. विद्यार्थियों को उनके आस-पास की गणितीय स्थितियों की जाँच करने और अपने स्वयं के प्रश्न बनाने के अवसर प्रदान करना ।

सही विकल्प का चयन कीजिए :

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

[Question ID = 48][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q48]

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

4) Individuals are assessed by comparing their performance or score against their own previous performance or score in

- (1) Benchmark Assessment
- (2) Ipsative Assessment
- (3) Criterion-Referenced Assessment
- (4) Norm-Referenced Assessment

व्यक्तियों का उनके स्वयं के पिछले प्रदर्शन या स्कोर के सापेक्ष उनके प्रदर्शन या अंकों की तुलना की जाती है

- (1) बेंचमार्क आकलन में
- (2) इप्सैटिव आकलन में
- (3) मानदंड-संदर्भित आकलन में
- (4) सामान्य-संदर्भित आकलन में

[Question ID = 49][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q49]

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

5) Which among the following is/are major aim/aims at introducing shapes in primary level mathematics ?

- A. To develop visualisation skill.
- B. To develop spatial reasoning skill.
- C. To memorize the names of the shapes.

Choose the correct option :

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

निम्नलिखित में से कौन-सा प्राथमिक स्तर के गणित में आकृतियों का परिचय कराने का मुख्य उद्देश्य हो सकता/ते है/हैं ?

- A. दृश्यीकरण कौशल का विकास
- B. दिक्स्थान संबंधी विवेचन कौशल का विकास
- C. आकृतियों के नाम याद करना

सही विकल्प का चयन कीजिए :

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

[Question ID = 50][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q50]

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

6) Which of the following items are a necessary component(s) of a resource room for primary school mathematics teaching and learning ?

- A. Charts, books and multiplication tables
- B. Stationery items like pen, pencil, ruler, etc.
- C. Concrete teaching-learning material like ganitmala, tangrams, 3D-shapes, geoboards, blocks, tiles, etc.
- D. Catalogues, teacher journals, and other reading materials for teachers

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

प्राइमरी स्कूली गणित शिक्षण एवं अधिगम हेतु निम्नलिखित में से कौन-सी वस्तु/वस्तुओं का संसाधन कक्ष में होना आवश्यक है ?

- A. चार्ट, पुस्तकें और गुणन सारणी
- B. स्टेशनरी वस्तुएँ जैसे, पेन, पेंसिल, रूलर, इत्यादि
- C. मूर्त शिक्षण-अधिगम सामग्री जैसे गणितमाला, टेनग्राम, त्रिविमीय आकृतियाँ, जियोबोर्ड, ब्लॉक, टाइल्स, इत्यादि
- D. सूचीपत्र, शिक्षक पत्रिकाएँ तथा शिक्षक/शिक्षिकाओं के पढ़ने हेतु अन्य सामग्रियाँ

(1) केवल C

(2) A और B

(3) A और C

(4) A, C और D

[Question ID = 51][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q51]

1. 1 [Option ID = 201]

2. 2 [Option ID = 202]

3. 3 [Option ID = 203]

4. 4 [Option ID = 204]

7) A class-V student can recognize and group different geometrical shapes according to their properties and attributes. Which of the following cognitive skills most appropriately helps the child to complete the above task ?

(1) Induction

(2) Decomposition

(3) Reversibility

(4) Classification

कक्षा-V का एक विद्यार्थी विभिन्न ज्यामितीय आकृतियों को उनके गुणों और विशेषताओं के अनुसार पहचान सकता है और समूहीकरण कर सकता है। निम्नलिखित में से कौन-सा संज्ञानात्मक कौशल सर्वाधिक उपयुक्त रूप से बच्चे के उपर्युक्त कार्य को पूरा करने में सहायता करता है ?

(1) आगमन

(2) अपघटन

(3) उत्क्रमणीयता

(4) वर्गीकरण

[Question ID = 52][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q52]

1. 1 [Option ID = 205]

2. 2 [Option ID = 206]

3. 3 [Option ID = 207]

4. 4 [Option ID = 208]

8) Which among the following is the most appropriate activity for teaching the concept of money in daily life to primary class students ?

- A. Organising a role play
- B. Visiting a nearby market
- C. Teaching the rules of conversion for different types of money
- D. Using an algorithm

Choose the correct option :

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

निम्नलिखित में से कौन-सा क्रियाकलाप, प्राथमिक कक्षाओं के विद्यार्थियों को दैनिक जीवन में मुद्रा अवधारणा के शिक्षण के लिए सर्वाधिक उपयुक्त है ?

- A. भूमिका निर्वहन आयोजित करना
- B. समीप के बाजार जा कर
- C. विभिन्न प्रकार के मुद्रा परिवर्तन के नियमों के शिक्षण द्वारा
- D. कलन-विधि का उपयोग करना

सही विकल्प का चयन कीजिए :

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

[Question ID = 53][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q53]

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

9) Which of the following(s) is/are negation of the statement 'All triangles are equilateral triangles' ?

- A. It is false that all triangles are equilateral triangles.
- B. There exists a triangle which is not an equilateral triangle.
- C. All equilateral triangles are triangles.

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

निम्नलिखित में से कौन-सा/से कथन 'सभी त्रिभुज समबाहु त्रिभुज हैं' का निषेध है/हैं ?

- A. यह गलत है कि सभी त्रिभुज समबाहु त्रिभुज हैं।
- B. एक त्रिभुज मौजूद है जो एक समबाहु त्रिभुज नहीं है।
- C. सभी समबाहु त्रिभुज, त्रिभुज हैं।

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

[Question ID = 54][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q54]

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

10) A child states that : "If line AB is shorter than line CD and line CD is shorter than line EF, then line AB will be shorter than line EF."

Which property of measurement is being referred here ?

- (1) Associative Property
- (2) Commutative Property
- (3) Transitive Property
- (4) Conservative Property

एक बालिका व्यक्त करती है : "यदि रेखा AB रेखा CD से छोटी है और रेखा CD रेखा EF से छोटी है, तब रेखा AB रेखा EF से छोटी होगी।"

मापन के कौन-से गुणधर्म का यहाँ उल्लेख किया गया है ?

- (1) सहचारी गुणधर्म
- (2) क्रमविनिमेय गुणधर्म
- (3) संक्रामिता गुणधर्म
- (4) संरक्षण गुणधर्म

[Question ID = 55][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q55]

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

11) Which of the following is an example of play-way method of teaching counting and concept of number to children of grade I ?

- (1) Teacher taking children to playground and making them recite numbers.
- (2) Allowing children to play freely as it may promote knowledge of numbers and counting skills.
- (3) Teacher using concrete materials like pebbles, tokens, beads and allowing children to play with these in a guided manner.
- (4) Teacher using number chart and showing it to all children seated across the class using a pointer.

कक्षा-I के बच्चों को गिनती और अंक की अवधारणा के शिक्षण हेतु निम्नलिखित में से कौन-सा खेल विधि का एक उदाहरण है ?

- (1) शिक्षक/शिक्षिका बच्चों को खेल के मैदान में लेकर जाएँ और उन्हें गिनती का पाठ करवाएँ ।
- (2) बच्चों को कुछ भी खेलने की अनुमति दें क्योंकि यह अंकों के ज्ञान और गणन कौशल को बढ़ावा दे सकता है ।
- (3) शिक्षक/शिक्षिका मूर्त वस्तुओं जैसे पत्थर के टुकड़े, टोकन, मोती आदि का उपयोग करे और बच्चों को निर्देशानुसार इन वस्तुओं से खेलने की अनुमति दें ।
- (4) शिक्षक/शिक्षिका अंक चार्ट का उपयोग करे और संकेतक (पॉइंटर) का उपयोग करते हुए कक्षा में बैठे सभी बच्चों को दिखाएँ ।

[Question ID = 56][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q56]

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

12) Lesson planning belongs to which phase of teaching ?

- (1) Pre-active
- (2) Interactive
- (3) Post-active
- (4) Interactive and Post-active

पाठ योजना शिक्षण के किस चरण से संबंधित है ?

- (1) प्री-एक्टिव
- (2) इंटरएक्टिव
- (3) पोस्ट-एक्टिव
- (4) इंटरएक्टिव और पोस्ट-एक्टिव

[Question ID = 57][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q57]

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

- 13) A primary grade mathematics teacher distributes various circular cut-outs, rectangular strips to different groups of students in her class. She then asks them to use the material and solve the following question :

"Sum of which fractions would make $\frac{1}{2}$?"

Such questions :

- (1) should be discouraged as it leads development of misconceptions related to fractions
- (2) are too difficult for children to solve at this level
- (3) should be encouraged as it leads to multiple answers
- (4) should be discouraged as multiple answers have no place in mathematics

एक प्राथमिक स्तर की गणित शिक्षिका अपनी कक्षा में विद्यार्थियों के भिन्न-भिन्न समूहों को वृत्ताकार टुकड़े (कट-आउट्स), आयताकार पट्टियाँ बाँट देती है। तब वह उनको सामग्री का उपयोग कर निम्नलिखित प्रश्न को हल करने को कहती है :

"कौन-से भिन्नों का जोड़ $\frac{1}{2}$ होगा ?"

ऐसे प्रश्नों :

- (1) को हतोत्साहित करना चाहिए क्योंकि ये भिन्नों से संबंधित भ्रान्तियों की ओर ले जाते हैं
- (2) को हल करना बच्चों के लिए इस स्तर पर अत्यधिक कठिन है
- (3) को प्रोत्साहित करना चाहिए क्योंकि ये अनेक उत्तरों की ओर ले जाते हैं
- (4) को हतोत्साहित करना चाहिए क्योंकि अनेक उत्तरों का गणित में कोई स्थान नहीं है

[Question ID = 58][Question Description = CTET_P1_PART_2_MATHS_SET_105_Q58]

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

- 14) The children in a mathematics class are given few wooden blocks for an activity. The children came up with the following statements :

"My Math book weighs more than 2 blocks but less than 3 blocks."

"The weight of my pencil box is a bit less than 2 blocks."

The purpose of the above activity is :

- (1) to engage students in creative work while teacher is busy
- (2) to strengthen the concept of addition of weights
- (3) to introduce the concept of conversion of units to measure weight
- (4) to form the base to introduce the concept of measurement of weights

किसी क्रियाकलाप को करने के लिए गणित की कक्षा में बच्चों को कुछ लकड़ी के टुकड़े दिए। बच्चों ने निम्नलिखित कथन प्रस्तावित किए :

"मेरी गणित की पुस्तक का भार 2 टुकड़ों से अधिक किन्तु 3 टुकड़ों से कम है।"

"मेरे पेंसिल बॉक्स का भार लकड़ी के 2 टुकड़ों से कुछ कम है।"

उपर्युक्त क्रियाकलाप का उद्देश्य है :

- (1) विद्यार्थियों को सृजनात्मक कार्य में व्यस्त रखना जब शिक्षक व्यस्त है
- (2) भारों के योग की अवधारणा को सुदृढ़ करना
- (3) भार मापन के लिए इकाइयों के परिवर्तन की अवधारणा से परिचय करवाना
- (4) भार मापने की अवधारणा का परिचय देने के लिए आधार बनाना

[Question ID = 59][Question Description = CTET_P1_PART_2_MATHS_SET_105_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 assessment techniques are **not** part of Formative Assessment in mathematics ?

- (1) Portfolios
- (2) Rubrics
- (3) Observation
- (4) Term-End Examination

निम्नलिखित में से आकलन की कौन-सी तकनीक, गणित में रचनात्मक आकलन का हिस्सा नहीं है ?

- (1) पोर्टफोलियो
- (2) रूब्रिक्स
- (3) अवलोकन
- (4) सत्र-अंत परीक्षा

[Question ID = 60][Question Description = CTET_P1_PART_2_MATHS_SET_105_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 person boarded a train on 6th September, 2022 at Ahmedabad for Thiruvananthapuram. The train departed at 11:30 hours from Ahmedabad and reached Thiruvananthapuram at 3:00 hours on 8th September, 2022. If the distance covered by the train is 2277 kilometres, the average speed of the train is

- (1) 60.5 km/h
- (2) 57.9 km/h
- (3) 59.5 km/h
- (4) 59.0 km/h

कोई व्यक्ति अहमदाबाद से तिरुवनंतपुरम जाने के लिए 6 सितम्बर, 2022 को ट्रेन में सवार हुआ। यह ट्रेन अहमदाबाद से 11:30 बजे चली और 8 सितम्बर, 2022 को 3:00 बजे तिरुवनंतपुरम पहुँची। यदि ट्रेन द्वारा चली गयी दूरी 2277 किलोमीटर है, तो ट्रेन की औसत चाल है

- (1) 60.5 km/h
- (2) 57.9 km/h
- (3) 59.5 km/h
- (4) 59.0 km/h

[Question ID = 61][Question Description = CTET_P1_PART_3_EVS_SET_105_Q61]

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

2) The teaching material for visually challenged students is in braille script. The braille script is based on _____ points/dots.

- (1) Four
- (2) Six
- (3) Eight
- (4) Two

दृष्टि दोष से ग्रसित विद्यार्थियों के लिए ब्रेल लिपि को शैक्षिक सामान के रूप में प्रयोग किया जाता है। ब्रेल लिपि आधारित है _____ बिन्दुओं पर।

- (1) चार
- (2) छः
- (3) आठ
- (4) दो

[Question ID = 62][Question Description = CTET_P1_PART_3_EVS_SET_105_Q62]

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

3) Baoli refers to

- (1) Well
- (2) Stepwell
- (3) Pond
- (4) Stream

बावड़ी का अर्थ है

- (1) कुआँ
- (2) सीढ़ीदार कुआँ
- (3) तालाब
- (4) झरना

[Question ID = 63][Question Description = CTET_P1_PART_3_EVS_SET_105_Q63]

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

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

- (1) increases and the humidity (water vapour) in air is high.
- (2) increases and the humidity (water vapour) in air is low.
- (3) decreases and the humidity (water vapour) in air is low.
- (4) decreases and the humidity (water vapour) in air is high.

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

- (1) बढ़ता है और वायु में नमी (जलवाष्प की मात्रा) अधिक होती है।
- (2) बढ़ता है और वायु में नमी (जलवाष्प की मात्रा) कम होती है।
- (3) घटता है और वायु में नमी (जलवाष्प की मात्रा) कम होती है।
- (4) घटता है और वायु में नमी (जलवाष्प की मात्रा) अधिक होती है।

[Question ID = 64][Question Description = CTET_P1_PART_3_EVS_SET_105_Q64]

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

5) A teacher is displaying different vegetables with their edible parts. For garlic, she displays its

- (1) Bulb
- (2) Root
- (3) Seed
- (4) Rhizome

एक अध्यापिका विभिन्न सब्जियों को उनके खाने-योग्य भागों के साथ दिखा रही है। लहसुन के लिए, वह दिखाती है

- (1) बल्ब
- (2) जड़
- (3) बीज
- (4) राइज़ोम

[Question ID = 65][Question Description = CTET_P1_PART_3_EVS_SET_105_Q65]

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

6) Millennium Development Goals with the aim of international development were replaced by which of the following in the United Nations General Assembly in the year 2015 ?

- (1) Environment development Goals
- (2) Gender equality Goals
- (3) Sustainable development Goals
- (4) Social development Goals

वर्ष 2015 में, संयुक्त राष्ट्र महासभा में अंतर्राष्ट्रीय विकास उद्देशित सहस्राब्दि विकास लक्ष्यों को निम्नलिखित में से किन लक्ष्यों द्वारा विस्थापित किया गया था ?

- (1) पर्यावरणीय विकास लक्ष्य
- (2) लिंग समानता लक्ष्य
- (3) धारणीय विकास लक्ष्य
- (4) सामाजिक विकास लक्ष्य

[Question ID = 66][Question Description = CTET_P1_PART_3_EVS_SET_105_Q66]

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

7) The term 'oil' is used for which of the following ?

- (1) Petrol and crude oil
- (2) Diesel and petrol
- (3) Crude oil and diesel
- (4) Petrol, diesel and crude oil

निम्नलिखित में से किसके लिए पद 'तेल' प्रयुक्त होता है ?

- (1) पेट्रोल और कच्चा तेल
- (2) डीज़ल और पेट्रोल
- (3) कच्चा तेल और डीज़ल
- (4) पेट्रोल, डीज़ल और कच्चा तेल

[Question ID = 67][Question Description = CTET_P1_PART_3_EVS_SET_105_Q67]

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

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

- (1) Nagaland and Arunachal Pradesh
- (2) Lakshdweep and Chandigarh
- (3) Delhi and Uttarakhand
- (4) Ladakh and Mizoram

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

- (1) नागालैण्ड और अरुणाचल प्रदेश
- (2) लक्षद्वीप और चण्डीगढ़
- (3) दिल्ली और उत्तराखण्ड
- (4) लद्दाख और मिज़ोरम

[Question ID = 68][Question Description = CTET_P1_PART_3_EVS_SET_105_Q68]

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

9) Which of the following statements is/are **true** regarding 'Watershed Management' ?

- A. Conservation of groundwater and surface water
- B. Can be handled at an individual level
- C. Allocation of funds is needed to plan
- D. Framing of watershed policy for conserving water

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

निम्नलिखित में से कौन-सा/से कथन 'जलविभाजक प्रबंधन' के संदर्भ में **सही** है/हैं ?

- A. भूमिगत तथा सतही जल का संरक्षण
- B. व्यक्तिगत स्तर पर सँभाला जा सकता है
- C. योजना बनाने के लिए निधि/कोष के आवंटन का निर्धारण
- D. जल के संरक्षण हेतु जलविभाजक पॉलिसी का गठन करना

(1) A और B

(2) A, C और D

(3) A, B और C

(4) केवल A

[Question ID = 69][Question Description = CTET_P1_PART_3_EVS_SET_105_Q69]

1. 1 [Option ID = 273]

2. 2 [Option ID = 274]

3. 3 [Option ID = 275]

4. 4 [Option ID = 276]

10) Which of the following is the National Tree of India ?

- (1) Peepul Tree
- (2) Neem Tree
- (3) Banyan Tree
- (4) Kadamba Tree

निम्नलिखित में से कौन-सा भारत का राष्ट्रीय वृक्ष है ?

- (1) पीपल का वृक्ष
- (2) नीम का वृक्ष
- (3) बरगद का वृक्ष
- (4) कदम्ब का वृक्ष

[Question ID = 70][Question Description = CTET_P1_PART_3_EVS_SET_105_Q70]

1. 1 [Option ID = 277]

2. 2 [Option ID = 278]

3. 3 [Option ID = 279]

4. 4 [Option ID = 280]

11) Changpa is :

- (1) A tribe living in cold deserts
- (2) A tribe living on the mountains
- (3) A tribe living in plateau region
- (4) A tribe living near rivers

चाँगपा है :

- (1) ठंडे रेगिस्तानों में निवास करने वाली एक जनजाति
- (2) पहाड़ों पर निवास करने वाली एक जनजाति
- (3) पठार क्षेत्र में निवास करने वाली एक जनजाति
- (4) नदियों के समीप रहने वाली एक जनजाति

[Question ID = 71][Question Description = CTET_P1_PART_3_EVS_SET_105_Q71]

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

12) With respect to the location of the Capital of India, the direction of Chandigarh (Capital of Punjab) and Dehradun (Capital of Uttarakhand) respectively are

- (1) North-east and North-west
- (2) South-east and North-east
- (3) North-west and North-east
- (4) South-west and North-west

भारत की राजधानी की स्थिति के सापेक्ष चण्डीगढ़ (पंजाब की राजधानी) और देहरादून (उत्तराखण्ड की राजधानी) की दिशाएँ क्रमशः हैं

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

[Question ID = 72][Question Description = CTET_P1_PART_3_EVS_SET_105_Q72]

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

13) The important factor contributing to 'substance abuse' is :

- (1) The gender of the abuser
- (2) Locality where they belong from growing tobacco
- (3) Substances regularly used by other family members
- (4) Climatic condition of the area

महत्वपूर्ण कारक जो 'पदार्थ के दुरुपयोग' में योगदान देता है :

- (1) दुरुपयोग करने वाले का लिंग
- (2) वे जिस क्षेत्र के रहने वाले हैं वहाँ तम्बाकू उगाया जाता है
- (3) अन्य परिवार के सदस्यों द्वारा पदार्थों का नियमित प्रयोग/उपयोग
- (4) क्षेत्र की जलवायु की स्थिति

[Question ID = 73][Question Description = CTET_P1_PART_3_EVS_SET_105_Q73]

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

14) Migration is an important concept in the social sciences. Emigration basically denotes which of the following ?

- (1) Movement from one country to another
- (2) Movement from one urban region to another
- (3) Movement out of a country
- (4) Movement into a country

सामाजिक विज्ञान में प्रवासन एक महत्वपूर्ण संप्रत्यय है। उत्प्रवासन मूलतः निम्नलिखित में से किसे निर्दिष्ट करता है ?

- (1) एक देश से दूसरे देश में स्थान बदलना
- (2) एक शहरी क्षेत्र से दूसरे शहरी क्षेत्र में स्थान बदलना
- (3) एक देश से बाहर स्थान बदलना
- (4) एक देश में अंदर स्थान बदलना

[Question ID = 74][Question Description = CTET_P1_PART_3_EVS_SET_105_Q74]

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

15) The place where the Changpas use to keep their sheep and goats is called :

- (1) Rebo
- (2) Lekha
- (3) Shed
- (4) Pen

वह स्थान जहाँ चाँगपा अपनी भेड़ें एवं बकरियाँ रखते थे, कहलाता है :

- (1) रेबो
- (2) लेखा
- (3) शेड
- (4) पेन

[Question ID = 75][Question Description = CTET_P1_PART_3_EVS_SET_105_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 terms describes the characteristics of an EVS teacher ?

- A. Content transmitter
- B. Learning facilitator
- C. Co-learner
- D. Behaviour transformer
- E. Content transactor

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

निम्नलिखित में से कौन-से पद पर्यावरण अध्ययन शिक्षक की विशेषताओं की व्याख्या करते हैं ?

- A. विषयवस्तु संचारक
- B. अधिगम सहजकर्ता
- C. सह-अधिगमकर्ता
- D. व्यवहार रूपांतरकर्ता
- E. विषयवस्तु संचारक

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

[Question ID = 76][Question Description = CTET_P1_PART_3_EVS_SET_105_Q76]

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

- 2) 'Buzz groups' in EVS teaching-learning process are to
- (1) Check effects of noise pollution
 - (2) Assess the goals of EVS transaction
 - (3) Assign a small group an issue along with task to complete
 - (4) Reduce lack of interest in themes

EVS शिक्षण-अधिगम प्रक्रम में 'बज़ समूह' का दायित्व है

- (1) ध्वनि प्रदूषण के प्रभावों पर नियंत्रण रखना
- (2) EVS सम्पादन के लक्ष्यों का आकलन करना
- (3) छोटे समूह को कार्य पूर्ण करने के साथ-साथ उन्हें एक समस्या देना
- (4) विषयों में अरुचि कम करना

[Question ID = 77][Question Description = CTET_P1_PART_3_EVS_SET_105_Q77]

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

- 3) During a forest visit, Shima observed a brightly coloured flower plant. Shima requested her teacher to pluck the plant for her garden. Teacher replied "Every beautiful flower and plant should not be plucked. This is a rare plant and the species may be lost if all the students start plucking the plant from the forest." Teacher is trying to fulfil which of the following objectives of EVS teaching ?

- A. Developing an awareness about relationship between human beings and environment.
- B. Developing an awareness about environmental problems resulting due to human activities.
- C. Developing an awareness about conserving environment for human survival.
- D. Developing a sense of responsibility to ensure appropriate actions to solve environmental problems.

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

जंगल भ्रमण के दौरान शिमा ने एक चमकीला रंगीन फूल वाला पौधा देखा। शिमा ने अपने अध्यापक से अनुरोध किया कि वे उसके बगीचे के लिए उस पौधे को उखाड़े। अध्यापक ने उत्तर दिया, "हर सुन्दर फूल और पौधे को नहीं तोड़ा जाना चाहिए। यह एक दुर्लभ पौधा है और अगर सभी विद्यार्थी जंगल से पौधे को तोड़ने लगे तो प्रजाति नष्ट हो सकती है।" अध्यापक पर्यावरण अध्ययन शिक्षण के निम्नलिखित में से किस उद्देश्य को पूर्ण करने का प्रयास कर रहा है ?

- A. मानव और पर्यावरण के बीच संबंधों की जागरूकता का विकास।
- B. मानव क्रियाकलाप द्वारा उपजने वाली पर्यावरणीय समस्याओं के बारे में जागरूकता का विकास।
- C. मानव प्रजाति के अस्तित्व के लिए पर्यावरण को संरक्षित करने की जागरूकता का विकास।
- D. पर्यावरणीय समस्याओं के समाधान हेतु उचित कार्यवाही सुनिश्चित करने की जिम्मेदारी के बोध का विकास।

(1) A, B और C

(2) B, C और D

(3) A, C और D

(4) A, B और D

[Question ID = 78][Question Description = CTET_P1_PART_3_EVS_SET_105_Q78]

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

4) In order to study an identified environmental issue which method would be most appropriate ?

- (1) Interview method
- (2) Observation method
- (3) Problem-solving method
- (4) Questionnaire method

किसी चिन्हित पर्यावरणीय समस्या के अध्ययन के लिए कौन-सी विधि सर्वथा उपयुक्त है ?

- (1) साक्षात्कार विधि
- (2) अवलोकन विधि
- (3) समस्या-समाधान विधि
- (4) प्रश्नोत्तरी विधि

[Question ID = 79][Question Description = CTET_P1_PART_3_EVS_SET_105_Q79]

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

5) Revati wants to educate children about planting the seeds which they collected. Which of the following resources should Revati use for this ?

- (1) Community resources
- (2) Institutional resources
- (3) Natural resources
- (4) Technology resources

रेवती बच्चों को उनके द्वारा संकलित बीजों को लगाने के बारे में शिक्षित करना चाहती है। इसके लिए रेवती को निम्नलिखित में से किन संसाधनों का उपयोग करना चाहिए ?

- (1) सामुदायिक संसाधन
- (2) संस्थागत संसाधन
- (3) प्राकृतिक संसाधन
- (4) प्रौद्योगिकीय संसाधन

[Question ID = 80][Question Description = CTET_P1_PART_3_EVS_SET_105_Q80]

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

6) Asking lots of questions to the students in EVS classroom

- (1) makes students understand the concepts better
- (2) engages them and improves discipline
- (3) helps students realise the importance of the topic
- (4) helps in differentiating between learners

EVS कक्षा में छात्रों से बहुत सारे प्रश्न पूछने से :

- (1) छात्र प्रत्ययों को बेहतर समझते हैं
- (2) छात्र कार्यों में लगे रहते हैं तथा उनके अनुशासन में सुधार होता है
- (3) छात्रों को विषय का महत्व समझने में मदद मिलती है
- (4) छात्रों के बीच भेद करने में मदद मिलती है

[Question ID = 81][Question Description = CTET_P1_PART_3_EVS_SET_105_Q81]

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

7) Swami lives near a river. Due to heavy rains, water pipelines were damaged and drinking water supply was interrupted. Swami's father bought a water can. Swami asked his father, "Why do we have to purchase canned water when so much water is flowing in the river around us?" What should Swami's father do?

- (1) Tell Swami that during rainy season water gets contaminated and it is unsafe to drink such water.
- (2) Tell Swami that river water may contain bacteria, viruses and other parasites and may cause diseases.
- (3) Tell Swami that canned water is treated to make it clean and safe for drinking.
- (4) Tell Swami to compare river water and canned water in a glass and observe the difference.

स्वामी नदी के पास रहता है। भारी बारिश की वजह से पानी की पाइपलाइन क्षतिग्रस्त हो जाती है और पेयजल आपूर्ति बाधित हो जाती है। स्वामी के पिता पानी का केन खरीदते हैं। स्वामी अपने पिता से पूछता है, "जब हमारी पास की नदी में इतना पानी बह रहा है, तो हमें पानी का केन क्यों खरीदना पड़ता है?" स्वामी के पिता को क्या करना चाहिए?

- (1) स्वामी से कहना चाहिए कि बारिश के मौसम में पानी प्रदूषित हो जाता है और ऐसा पानी पीना सुरक्षित नहीं है।
- (2) स्वामी से कहना चाहिए कि नदी के पानी में जीवाणु, विषाणु व अन्य परजीवी हो सकते हैं और बीमारी हो सकती है।
- (3) स्वामी से कहना चाहिए कि पानी के केन में रखे पानी को उपचारित करके स्वच्छ बनाया गया है और वह पीने के लिए सुरक्षित है।
- (4) स्वामी से कहना चाहिए कि वो नदी के पानी और पानी के केन में रखे पानी को गिलास में रख कर अवलोकन करके अंतर लिखे।

[Question ID = 82][Question Description = CTET_P1_PART_3_EVS_SET_105_Q82]

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

8) Effective discussion

- (1) deviates from the main topic
- (2) encourages participation
- (3) involves criticism
- (4) helps in identifying the best view

प्रभावी विचार-विमर्श

- (1) मूल विषय से हट जाता है
- (2) सहभागिता को प्रोत्साहित करता है
- (3) आलोचना शामिल करता है
- (4) सर्वोत्तम दृष्टिकोण की पहचान करने में मदद करता है

[Question ID = 83][Question Description = CTET_P1_PART_3_EVS_SET_105_Q83]

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

9) Class-V planned to plant some plants in the school garden. Tessi suggested that the boys should dig pits by taking mud out and the girls will water the plants. Kush objected, "Why can girls not dig pits ?" How should the classroom teacher address this issue ?

- (1) Tell the children that Tessi is right because boys are more stronger physically than girls.
- (2) Tell the children that girls are more caring than boys hence they should water the plants.
- (3) Tell the children to choose their role in planting plants according to their choice.
- (4) Tell the children to discuss what girls and boys should do and why they think so.

कक्षा-V ने विद्यालय उद्यान में कुछ पौधे लगाने की योजना बनाई। टेसी ने सुझाव दिया कि लड़कों को गड्ढा खोदकर मिट्टी बाहर निकालना चाहिए और लड़कियाँ पौधों को पानी देंगी। कुश ने इसका विरोध करते हुए कहा, "लड़कियाँ गड्ढा क्यों नहीं खोद सकती हैं।" कक्षा अध्यापक को इस मुद्दे को कैसे संबोधित करना चाहिए ?

- (1) बच्चों को कहना चाहिए कि टेसी सही है क्योंकि लड़के लड़कियों से शारीरिक रूप में ज्यादा ताकतवर होते हैं।
- (2) बच्चों से कहना चाहिए कि लड़कियाँ लड़कों से ज्यादा ध्यान रखती हैं इसलिए उन्हें ही पौधों को पानी देना चाहिए।
- (3) बच्चों से कहना चाहिए कि वे अपनी पसंद के अनुसार पौधे लगाने में अपनी भूमिका चुन सकते हैं।
- (4) बच्चों से कहना चाहिए कि वे इस पर चर्चा करें कि लड़के और लड़कियों को क्या करना चाहिए और वे ऐसा क्यों सोचते हैं।

[Question ID = 84][Question Description = CTET_P1_PART_3_EVS_SET_105_Q84]

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

10) 'Comprehensive' in Continuous and Comprehensive Evaluation refers to

- (1) both scholastic and non-scholastic areas of a student's growth
- (2) regularity in assessment
- (3) identifying learning difficulties
- (4) evaluation of co-curricular activities

निरंतर एवं व्यापक मूल्यांकन में 'व्यापक' का संबंध है

- (1) किसी छात्र की शैक्षिक तथा गैर-शैक्षिक दोनों वृद्धि के क्षेत्रों से
- (2) आकलन में नियमितता
- (3) सीखने की समस्याओं की पहचान
- (4) सह-पाठ्यगामी क्रियाकलापों का मूल्यांकन

[Question ID = 85][Question Description = CTET_P1_PART_3_EVS_SET_105_Q85]

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

11) Which of the following are the process skills of Environmental Studies ?

- A. Enlisting facts
 - B. Questioning
 - C. Hypothesizing
 - D. Experimenting
 - E. Reaching final conclusion
 - F. Dialogue
 - G. Changing conclusion based on observation
 - H. Analysis of data
- (1) B, D, F, G and H
 - (2) A, B, C, D and E
 - (3) A, C, D, F and G
 - (4) A, D, E, F and H

निम्नलिखित में से कौन-से पर्यावरण अध्ययन के प्रक्रिया कौशल हैं ?

- A. तथ्यों की सूची बनाना
 - B. सवाल उठाना
 - C. परिकल्पनाएँ बनाना
 - D. परीक्षण करना
 - E. अंतिम निष्कर्ष पर पहुँचना
 - F. संवाद
 - G. अवलोकन के आधार पर निष्कर्ष में परिवर्तन
 - H. आँकड़ों का विश्लेषण करना
- (1) B, D, F, G और H
 - (2) A, B, C, D और E
 - (3) A, C, D, F और G
 - (4) A, D, E, F और H

[Question ID = 86][Question Description = CTET_P1_PART_3_EVS_SET_105_Q86]

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

12) For EVS teaching, effective teaching-learning material

- (1) needs to be costly
- (2) should be made by teachers themselves
- (3) needs to be learner-centred
- (4) should be impersonal

EVS के शिक्षण हेतु, प्रभावी शिक्षण-अधिगम सामग्री

- (1) महँगी होनी चाहिए
- (2) शिक्षकों द्वारा स्वयं बनाई जानी चाहिए
- (3) छात्र-केन्द्रित होनी चाहिए
- (4) अवैयक्तिक होनी चाहिए

[Question ID = 87][Question Description = CTET_P1_PART_3_EVS_SET_105_Q87]

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

13) A teacher asked students to bring seeds to teach, "How seeds grow into plants." Soha and Tara brought different sized mustard seeds. Soha's seeds were bigger than Tara's seeds. Teacher asked students, "Which seeds will grow bigger plants ?" Which of the following response of students will be suitable ?

- (1) Bigger sized seeds will grow bigger plants.
- (2) Smaller sized seeds will grow smaller plants.
- (3) Big and small sized seeds will grow same sized plants.
- (4) Seeds must be sown to observe which seeds will grow bigger plants.

अध्यापक ने विद्यार्थियों को "बीज से पौधे कैसे उगते हैं।" पढ़ाने के लिए बीज लाने को कहा। सोहा और तारा अलग-अलग आकार के सरसों के बीज लाई। सोहा के बीज तारा के बीजों से बड़े आकार के थे। अध्यापक ने विद्यार्थियों से पूछा, "कौन-से बीज बड़े आकार के पौधे बनाएँगे?" विद्यार्थियों की निम्नलिखित में से कौन-सी प्रतिक्रिया उपयुक्त होगी ?

- (1) बड़े आकार के बीजों से बड़े पौधे उगेंगे।
- (2) छोटे आकार के बीजों से छोटे पौधे उगेंगे।
- (3) बड़े और छोटे आकार के बीजों से एक जैसे आकार के पौधे उगेंगे।
- (4) बीजों को बो कर देखना पड़ेगा कि कौन-से बीज से बड़े पौधे उगेंगे।

[Question ID = 88][Question Description = CTET_P1_PART_3_EVS_SET_105_Q88]

1. 1 [Option ID = 349]
2. 2 [Option ID = 350]

3. 3 [Option ID = 351]
4. 4 [Option ID = 352]

14) Importance of practical work at primary level

- (1) clearly focuses on outcome of the practical work
- (2) helps to retain information for a longer time
- (3) enhances teacher's role in learning
- (4) enhances affective domain of students

प्राथमिक स्तर पर प्रयोगात्मक कार्य का महत्व :

- (1) प्रयोगात्मक कार्य के निष्कर्ष पर स्पष्ट रूप से केन्द्रित होना
- (2) जानकारी को लंबे समय तक बनाए रखने में सहायक होना
- (3) सीखने की प्रक्रिया में शिक्षक की भूमिका को बढ़ावा देना
- (4) छात्रों के भावात्मक क्षेत्र को बढ़ावा देना

[Question ID = 89][Question Description = CTET_P1_PART_3_EVS_SET_105_Q89]

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

15) Shabana was conducting an activity to teach classification. She asked her students to place things in different groups.

Riddhi placed knife and apple together in one group. What should Shabana do ?

- (1) Tell Riddhi that knife is a metal and must be placed along with other metals.
- (2) Tell Riddhi that apple is a fruit and must be placed along with other fruits.
- (3) Tell Riddhi that she has placed knife and apple together in one group, which is wrong.
- (4) Ask Riddhi to explain why she has placed knife and apple together in one group.

शबाना वर्गीकरण पढ़ाने के लिए एक गतिविधि संचालित कर रही थी। उसने अपने विद्यार्थियों को वस्तुओं को विभिन्न समूहों में रखने को कहा।

रिद्धि ने चाकू और सेब को एक समूह में रखा। शबाना को क्या करना चाहिए ?

- (1) रिद्धि से कहना चाहिए कि चाकू धातु है और अन्य धातुओं के साथ रखा जाना चाहिए।
- (2) रिद्धि से कहना चाहिए कि सेब फल है और अन्य फलों के साथ रखा जाना चाहिए।
- (3) रिद्धि से कहना चाहिए कि उसने चाकू और सेब को एक साथ एक समूह में रखा है, जो गलत है।
- (4) रिद्धि से कहना चाहिए कि वो यह समझाए कि उसने चाकू और सेब को एक समूह में क्यों रखा है।

[Question ID = 90][Question Description = CTET_P1_PART_3_EVS_SET_105_Q90]

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

1) **ନିର୍ଦ୍ଦେଶ :** ନିମ୍ନ ଅନୁଛେଦଟି ପାଠକରି ପ୍ରଶ୍ନସଂଖ୍ୟା ର ଉତ୍ତର ପ୍ରଦାନ କର ।

ପ୍ରାକୃତିକ ଓଡ଼ିଶା ଗିରିବନ ସଂକ୍ଷ୍ମ ଗଡ଼ଜାତ ଅଞ୍ଚଳ ଓ ସମୁଦ୍ର ଉପକୂଳ ଅଞ୍ଚଳରେ ମୁଖ୍ୟତଃ ଦୁଇଭାଗ ହୋଇ ଯୁଗେ ଯୁଗେ ରହିଆସିଛି । ଗିରିବନସଂକ୍ଷ୍ମ ଅଞ୍ଚଳର ରାଜାମାନେ ମଧ୍ୟେ ମଧ୍ୟେ ଓଡ଼ିଶାର ଗଜପତିଙ୍କ ଆନୁଗତ୍ୟ ସ୍ୱୀକାର କରୁଥିଲେ ମଧ୍ୟ ଓଡ଼ିଶାର ଅର୍ଥନୈତିକ ଓ ସାଂସ୍କୃତିକ ବିକାଶ ପାଇଁ ସେମାନଙ୍କ ଅବଦାନ ଖୁବ୍ କମ୍ ଥିଲା । ଆଦିବାସୀବହୁଳ ଏହି ଅଞ୍ଚଳରେ ଲୋକମାନେ ଆରଣ୍ୟ ଓ ଅନୁନ୍ନତ ଅବସ୍ଥାରେ ଜୀବନଯାପନ କରୁଥିଲେ । ଏଣୁ ସମୁଦ୍ର ଉପକୂଳ ଅଞ୍ଚଳ ହିଁ ପ୍ରକୃତରେ ଓଡ଼ିଶାର ହୃଦୟ ଥିଲା; ମାତ୍ର ଏ ଅଞ୍ଚଳ ମଧ୍ୟ ଆଜିକାଲି ପରି ବହୁସମୟରେ ପ୍ରାକୃତିକ ବିପର୍ଯ୍ୟୟରେ ବିଧ୍ୱସ୍ତ ହେଉଥିଲା । ବାତ୍ୟା, ବନ୍ୟା ଓ ଦୁର୍ଭିକ୍ଷ ବହୁସମୟରେ ଏ ଅଞ୍ଚଳର ସହର ହୋଇ ରହିଥିଲା । ଯେତେବେଳେ ପ୍ରବଳପରାକ୍ରମୀ କପିଳେନ୍ଦ୍ର ସାମ୍ରାଜ୍ୟ ବିସ୍ତାର କରୁଥିଲେ, ସେତେବେଳେ ମଧ୍ୟ ଓଡ଼ିଶାରେ ଦୁର୍ଭିକ୍ଷର କରାଳ ଛାୟା ଦେଖାଦେଇଥିଲା । ମାଦଳାପାଞ୍ଜିରେ ଲେଖାଅଛି – “(କପିଳେନ୍ଦ୍ରଙ୍କ) 11 ଅଙ୍କରେ ରାଜ୍ୟରେ ମହରଗ ପଡ଼ିଲା । ଧାନ ଭରଣ ଶଏ ପାଞ୍ଜିକାହାଣ ହୋଇଲା । ସେ ମହରଗରେ ବହୁତ ଲୋକ ମଲେ”

କପିଳେନ୍ଦ୍ର ଯେଉଁ ସାମ୍ରାଜ୍ୟ ଗଢ଼ିଥିଲେ, ତାଙ୍କ ନାତି ପ୍ରତାପରୁଦ୍ରଙ୍କ 1540 ଖ୍ରୀଷ୍ଟାବ୍ଦରେ ମୃତ୍ୟୁପରେ ତାହା ଭାଙ୍ଗିପଡ଼ିଥିଲା । ଏହାପରେ ଭୋଇରାଜାମାନଙ୍କ ଅମଳରେ ହତ୍ୟା, ଗୁପ୍ତହତ୍ୟା, ଗୃହବିବାଦ, ଷଡ଼ଯନ୍ତ୍ର, ଦେଶନ୍ତୋହର ଯେଉଁ କଳଙ୍କମୟ ଅଧ୍ୟାୟ ଆରମ୍ଭ ହୋଇଥିଲା, ତାହାର ପରିସମାପ୍ତି ଘଟିଥିଲା 1568 ଖ୍ରୀଷ୍ଟାବ୍ଦରେ । 1568 ରେ ଓଡ଼ିଶାର ସ୍ୱାଧୀନତା-ରବି ଅସ୍ତମିତ ହେବା ପରେ ଓଡ଼ିଶା ଗୋଟିଏ ଅନ୍ଧକାରାଚ୍ଛନ୍ନ ରାଜ୍ୟରେ ପରିଣତ ହୋଇଥିଲା ।

ଏହି ଖ୍ରୀଷ୍ଟାବ୍ଦରେ ବଙ୍ଗନବାବ ସୁଲେମାନ କରରାଣି ଓଡ଼ିଶାକୁ ବଙ୍ଗର ଅଙ୍ଗଭୂତ କଲେ ଏବଂ ସେହିଦିନଠାରୁ ବ୍ରିଟିଶ ରାଜତ୍ୱର ଶେଷ ପର୍ଯ୍ୟାୟ ପର୍ଯ୍ୟନ୍ତ ଦକ୍ଷିଣାଞ୍ଚଳ ଛଡ଼ା ଓଡ଼ିଶାର ସମଗ୍ର ଉପକୂଳ ଅଞ୍ଚଳ ବଙ୍ଗର ଅଂଶବିଶେଷ ହୋଇ ରହିଲା । ଓଡ଼ିଶାର ଦକ୍ଷିଣାଞ୍ଚଳ ଗୋଲକୁଣ୍ଡା ସୁଲତାନଙ୍କ ଦ୍ୱାରା ବିଜିତ ହେବାରୁ ଏହି ଅଞ୍ଚଳ ମଧ୍ୟ ମୁସଲମାନ ଶାସିତ ଅଞ୍ଚଳ ହୋଇ ରହିଲା ।

ସମ୍ରାଟ କପିଳେନ୍ଦ୍ରଦେବଙ୍କ ନାତି କିଏ ?

- (1) ଦିବ୍ୟସିଂହଦେବ
- (2) ପ୍ରତାପରୁଦ୍ରଦେବ
- (3) ପୁରୁଷୋତ୍ତମଦେବ
- (4) ବୀରକିଶୋର ଦେବ

[Question ID = 301][Question Description = CTET_P1_PART_4_L1_SET_105_ODIA_Q91]

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

2) ନିର୍ଦ୍ଦେଶ : ନିମ୍ନ ଅନୁଛେଦଟି ପାଠକରି ପ୍ରଶ୍ନସଂଖ୍ୟା ର ଉତ୍ତର ପ୍ରଦାନ କର ।

ପ୍ରାକୃତିକ ଓଡ଼ିଶା ଗିରିବନ ସଂକ୍ଷୁଳ ଗଡ଼ଜାତ ଅଞ୍ଚଳ ଓ ସମୁଦ୍ର ଉପକୂଳ ଅଞ୍ଚଳରେ ମୁଖ୍ୟତଃ ଦୁଇଭାଗ ହୋଇ ଯୁଗେ ଯୁଗେ ରହିଆସିଛି । ଗିରିବନସଂକ୍ଷୁଳ ଅଞ୍ଚଳର ରାଜାମାନେ ମଧ୍ୟେ ମଧ୍ୟେ ଓଡ଼ିଶାର ଗଜପତିଙ୍କ ଆନ୍ତରତ୍ୟ ସ୍ୱାକାର କରୁଥିଲେ ମଧ୍ୟ ଓଡ଼ିଶାର ଅର୍ଥନୈତିକ ଓ ସାଂସ୍କୃତିକ ବିକାଶ ପାଇଁ ସେମାନଙ୍କ ଅବଦାନ ଖୁବ୍ କମ୍ ଥିଲା । ଆଦିବାସୀବହୁଳ ଏହି ଅଞ୍ଚଳରେ ଲୋକମାନେ ଆରଣ୍ୟ ଓ ଅନୁନ୍ନତ ଅବସ୍ଥାରେ ଜୀବନଯାପନ କରୁଥିଲେ । ଏଣୁ ସମୁଦ୍ର ଉପକୂଳ ଅଞ୍ଚଳ ହିଁ ପ୍ରକୃତରେ ଓଡ଼ିଶାର ହୃଦୟ ଥିଲା; ମାତ୍ର ଏ ଅଞ୍ଚଳ ମଧ୍ୟ ଆଜିକାଲି ପରି ବହୁସମୟରେ ପ୍ରାକୃତିକ ବିପର୍ଯ୍ୟୟରେ ବିଧ୍ୱସ୍ତ ହେଉଥିଲା । ବାତ୍ୟା, ବନ୍ୟା ଓ ଦୁର୍ଭିକ୍ଷ ବହୁସମୟରେ ଏ ଅଞ୍ଚଳର ସହରର ହୋଇ ରହିଥିଲା । ଯେତେବେଳେ ପ୍ରବଳପରାକ୍ରମୀ କପିଳେନ୍ଦ୍ର ସାମ୍ରାଜ୍ୟ ବିସ୍ତାର କରୁଥିଲେ, ସେତେବେଳେ ମଧ୍ୟ ଓଡ଼ିଶାରେ ଦୁର୍ଭିକ୍ଷର କରାଳ ଛାୟା ଦେଖାଦେଇଥିଲା । ମାଦଳାପାଞ୍ଜିରେ ଲେଖାଅଛି – “(କପିଳେନ୍ଦ୍ରଙ୍କ) 11 ଅଙ୍କରେ ରାଜ୍ୟରେ ମହରଗ ପଡ଼ିଲା । ଧାନ ଭରଣ ଶ୍ୟା ପାଞ୍ଜିକାହାଣ ହୋଇଲା । ସେ ମହରଗରେ ବହୁତ ଲୋକ ମଲେ”

କପିଳେନ୍ଦ୍ର ଯେଉଁ ସାମ୍ରାଜ୍ୟ ଗଢ଼ିଥିଲେ, ତାଙ୍କ ନାତି ପ୍ରତାପରୁଦ୍ରଙ୍କ 1540 ଖ୍ରୀଷ୍ଟାବ୍ଦରେ ମୃତ୍ୟୁପରେ ତାହା ଭାଙ୍ଗିପଡ଼ିଥିଲା । ଏହାପରେ ଭୋଇରାଜାମାନଙ୍କ ଅମଳରେ ହତ୍ୟା, ଗୁପ୍ତହତ୍ୟା, ଗୃହବିବାଦ, ଷଡ଼ଯନ୍ତ୍ର, ଦେଶଦ୍ରୋହର ଯେଉଁ କଳଙ୍କମୟ ଅଧ୍ୟାୟ ଆରମ୍ଭ ହୋଇଥିଲା, ତାହାର ପରିସମାପ୍ତି ଘଟିଥିଲା 1568 ଖ୍ରୀଷ୍ଟାବ୍ଦରେ । 1568 ରେ ଓଡ଼ିଶାର ସ୍ୱାଧୀନତା-ରବି ଅସ୍ତମିତ ହେବା ପରେ ଓଡ଼ିଶା ଗୋଟିଏ ଅନ୍ଧକାରାଚ୍ଛନ୍ନ ରାଜ୍ୟରେ ପରିଣତ ହୋଇଥିଲା ।

ଏହି ଖ୍ରୀଷ୍ଟାବ୍ଦରେ ବଙ୍ଗନବାବ ସୁଲେମାନ କରରାଣି ଓଡ଼ିଶାକୁ ବଙ୍ଗର ଅଙ୍ଗୀଭୂତ କଲେ ଏବଂ ସେହିଦିନଠାରୁ ବ୍ରିଟିଶ ରାଜତ୍ୱର ଶେଷ ପର୍ଯ୍ୟାୟ ପର୍ଯ୍ୟନ୍ତ ଦକ୍ଷିଣାଞ୍ଚଳ ଛଡ଼ା ଓଡ଼ିଶାର ସମଗ୍ର ଉପକୂଳ ଅଞ୍ଚଳ ବଙ୍ଗର ଅଂଶବିଶେଷ ହୋଇ ରହିଲା । ଓଡ଼ିଶାର ଦକ୍ଷିଣାଞ୍ଚଳ ଗୋଲକୁଣ୍ଡା ସୁଲତାନଙ୍କ ଦ୍ୱାରା ବିଜିତ ହେବାରୁ ଏହି ଅଞ୍ଚଳ ମଧ୍ୟ ମୁସଲମାନ ଶାସିତ ଅଞ୍ଚଳ ହୋଇ ରହିଲା ।

ବାସ୍ତବରେ କେଉଁ ଅଞ୍ଚଳ ଓଡ଼ିଶାର ହୃଦୟ ଥିଲା ?

(1) ମାଳ ଅଞ୍ଚଳ

(2) ସମତଳ ଅଞ୍ଚଳ

(3) ସମୁଦ୍ର ଉପକୂଳ ଅଞ୍ଚଳ

(4) ଅରଣ୍ୟାଞ୍ଚଳ

[Question ID = 302][Question Description = CTET_P1_PART_4_L1_SET_105_ODIA_Q92]

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

3) ନିର୍ଦ୍ଦେଶ : ନିମ୍ନ ଅନୁଛେଦଟି ପାଠକରି ପ୍ରଶ୍ନସଂଖ୍ୟା ର ଉତ୍ତର ପ୍ରଦାନ କର ।

ପ୍ରାକୃତିକ ଓଡ଼ିଶା ଗିରିବନ ସଂକ୍ଷୁଳ ଗଡ଼ଜାତ ଅଞ୍ଚଳ ଓ ସମୁଦ୍ର ଉପକୂଳ ଅଞ୍ଚଳରେ ମୁଖ୍ୟତଃ ଦୁଇଭାଗ ହୋଇ ଯୁଗେ ଯୁଗେ ରହିଆସିଛି । ଗିରିବନସଂକ୍ଷୁଳ ଅଞ୍ଚଳର ରାଜାମାନେ ମଧ୍ୟେ ମଧ୍ୟେ ଓଡ଼ିଶାର ଗଜପତିଙ୍କ ଆନୁଗତ୍ୟ ସ୍ୱୀକାର କରୁଥିଲେ ମଧ୍ୟ ଓଡ଼ିଶାର ଅର୍ଥନୈତିକ ଓ ସାଂସ୍କୃତିକ ବିକାଶ ପାଇଁ ସେମାନଙ୍କ ଅବଦାନ ଖୁବ୍ କମ୍ ଥିଲା । ଆଦିବାସୀବହୁଳ ଏହି ଅଞ୍ଚଳରେ ଲୋକମାନେ ଆରଣ୍ୟ ଓ ଅନୁନ୍ନତ ଅବସ୍ଥାରେ ଜୀବନଯାପନ କରୁଥିଲେ । ଏଣୁ ସମୁଦ୍ର ଉପକୂଳ ଅଞ୍ଚଳ ହିଁ ପ୍ରକୃତରେ ଓଡ଼ିଶାର ହୃଦୟିକ ଥିଲା; ମାତ୍ର ଏ ଅଞ୍ଚଳ ମଧ୍ୟ ଆଜିକାଲି ପରି ବହୁସମୟରେ ପ୍ରାକୃତିକ ବିପର୍ଯ୍ୟୟରେ ବିଧ୍ୱସ୍ତ ହେଉଥିଲା । ବାତ୍ୟା, ବନ୍ୟା ଓ ଦୁର୍ଭିକ୍ଷ ବହୁସମୟରେ ଏ ଅଞ୍ଚଳର ସହରର ହୋଇ ରହିଥିଲା । ଯେତେବେଳେ ପ୍ରବଳପରାକ୍ରମୀ କପିଳେନ୍ଦ୍ର ସାମ୍ରାଜ୍ୟ ବିସ୍ତାର କରୁଥିଲେ, ସେତେବେଳେ ମଧ୍ୟ ଓଡ଼ିଶାରେ ଦୁର୍ଭିକ୍ଷର କରାଳ ଛାୟା ଦେଖାଦେଇଥିଲା । ମାଦଳାପାଞ୍ଜିରେ ଲେଖାଅଛି – “(କପିଳେନ୍ଦ୍ରଙ୍କ) 11 ଅଙ୍କରେ ରାଜ୍ୟରେ ମହରଗ ପଡ଼ିଲା । ଧାନ ଭରଣ ଶ୍ୟା ପାଞ୍ଜିକାହାଣ ହୋଇଲା । ସେ ମହରଗରେ ବହୁତ ଲୋକ ମଲେ”

କପିଳେନ୍ଦ୍ର ଯେଉଁ ସାମ୍ରାଜ୍ୟ ଗଢ଼ିଥିଲେ, ତାଙ୍କ ନାତି ପ୍ରତାପରୁଦ୍ରଙ୍କ 1540 ଖ୍ରୀଷ୍ଟାବ୍ଦରେ ମୃତ୍ୟୁପରେ ତାହା ଭାଙ୍ଗିପଡ଼ିଥିଲା । ଏହାପରେ ଭୋଇରାଜାମାନଙ୍କ ଅମଳରେ ହତ୍ୟା, ଗୁପ୍ତହତ୍ୟା, ଗୃହବିବାଦ, ଷଡ଼ଯନ୍ତ୍ର, ଦେଶନ୍ଦ୍ରୋହର ଯେଉଁ କଳଙ୍କମୟ ଅଧ୍ୟାୟ ଆରମ୍ଭ ହୋଇଥିଲା, ତାହାର ପରିସମାପ୍ତି ଘଟିଥିଲା 1568 ଖ୍ରୀଷ୍ଟାବ୍ଦରେ । 1568 ରେ ଓଡ଼ିଶାର ସ୍ୱାଧୀନତା-ରବି ଅସ୍ତମିତ ହେବା ପରେ ଓଡ଼ିଶା ଗୋଟିଏ ଅନ୍ଧକାରାଚ୍ଛନ୍ନ ରାଜ୍ୟରେ ପରିଣତ ହୋଇଥିଲା ।

ଏହି ଖ୍ରୀଷ୍ଟାବ୍ଦରେ ବଙ୍ଗନବାବ ସୁଲେମାନ କରରାଣି ଓଡ଼ିଶାକୁ ବଙ୍ଗର ଅଙ୍ଗୀଭୂତ କଲେ ଏବଂ ସେହିଦିନଠାରୁ ବ୍ରିଟିଶ ରାଜତ୍ୱର ଶେଷ ପର୍ଯ୍ୟାୟ ପର୍ଯ୍ୟନ୍ତ ଦକ୍ଷିଣାଞ୍ଚଳ ଛଡ଼ା ଓଡ଼ିଶାର ସମଗ୍ର ଉପକୂଳ ଅଞ୍ଚଳ ବଙ୍ଗର ଅଂଶବିଶେଷ ହୋଇ ରହିଲା । ଓଡ଼ିଶାର ଦକ୍ଷିଣାଞ୍ଚଳ ଗୋଲକୁଣ୍ଡା ସୁଲତାନଙ୍କ ଦ୍ୱାରା ବିଜିତ ହେବାରୁ ଏହି ଅଞ୍ଚଳ ମଧ୍ୟ ମୁସଲମାନ ଶାସିତ ଅଞ୍ଚଳ ହୋଇ ରହିଲା ।

କେଉଁ ଅଞ୍ଚଳର ଲୋକେ ଅତ୍ୟନ୍ତ ଅନୁନ୍ନତ ଅବସ୍ଥାରେ ରହିଥିଲେ ?

(1) ଗିରିବନସଂକ୍ଷୁଳ ଅଞ୍ଚଳ

(2) ସମତଳ ଅଞ୍ଚଳ

(3) ଉପକୂଳ ଅଞ୍ଚଳ

(4) ଗଡ଼ଜାତ ଅଞ୍ଚଳ

[Question ID = 303][Question Description = CTET_P1_PART_4_L1_SET_105_ODIA_Q93]

1. 1 [Option ID = 1209]
2. 2 [Option ID = 1210]
3. 3 [Option ID = 1211]
4. 4 [Option ID = 1212]

4) ନିର୍ଦ୍ଦେଶ : ନିମ୍ନ ଅନୁଛେଦଟି ପାଠକରି ପ୍ରଶ୍ନସଂଖ୍ୟା ର ଉତ୍ତର ପ୍ରଦାନ କର ।

ପ୍ରାକୃତିକ ଓଡ଼ିଶା ଗିରିବନ ସଂକ୍ଷୁଳ ଗଡ଼ଜାତ ଅଞ୍ଚଳ ଓ ସମୁଦ୍ର ଉପକୂଳ ଅଞ୍ଚଳରେ ମୁଖ୍ୟତଃ ଦୁଇଭାଗ ହୋଇ ଯୁଗେ ଯୁଗେ ରହିଆସିଛି । ଗିରିବନସଂକ୍ଷୁଳ ଅଞ୍ଚଳର ରାଜାମାନେ ମଧ୍ୟେ ମଧ୍ୟେ ଓଡ଼ିଶାର ଗଜପତିଙ୍କ ଆନୁଗତ୍ୟ ସ୍ୱୀକାର କରୁଥିଲେ ମଧ୍ୟ ଓଡ଼ିଶାର ଅର୍ଥନୈତିକ ଓ ସାଂସ୍କୃତିକ ବିକାଶ ପାଇଁ ସେମାନଙ୍କ ଅବଦାନ ଖୁବ୍ କମ୍ ଥିଲା । ଆଦିବାସୀବହୁଳ ଏହି ଅଞ୍ଚଳରେ ଲୋକମାନେ ଆରଣ୍ୟ ଓ ଅନୁନ୍ନତ ଅବସ୍ଥାରେ ଜୀବନଯାପନ କରୁଥିଲେ । ଏଣୁ ସମୁଦ୍ର ଉପକୂଳ ଅଞ୍ଚଳ ହିଁ ପ୍ରକୃତରେ ଓଡ଼ିଶାର ହୃଦୟିକ ଥିଲା; ମାତ୍ର ଏ ଅଞ୍ଚଳ ମଧ୍ୟ ଆଜିକାଲି ପରି ବହୁସମୟରେ ପ୍ରାକୃତିକ ବିପର୍ଯ୍ୟୟରେ ବିଧ୍ୱସ୍ତ ହେଉଥିଲା । ବାତ୍ୟା, ବନ୍ୟା ଓ ଦୁର୍ଭିକ୍ଷ ବହୁସମୟରେ ଏ ଅଞ୍ଚଳର ସହରର ହୋଇ ରହିଥିଲା । ଯେତେବେଳେ ପ୍ରବଳପରାକ୍ରମୀ କପିଳେନ୍ଦ୍ର ସାମ୍ରାଜ୍ୟ ବିସ୍ତାର କରୁଥିଲେ, ସେତେବେଳେ ମଧ୍ୟ ଓଡ଼ିଶାରେ ଦୁର୍ଭିକ୍ଷର କରାଳ ଛାୟା ଦେଖାଦେଇଥିଲା । ମାଦଳାପାଞ୍ଜିରେ ଲେଖାଅଛି – “(କପିଳେନ୍ଦ୍ରଙ୍କ) 11 ଅଙ୍କରେ ରାଜ୍ୟରେ ମହରଗ ପଡ଼ିଲା । ଧାନ ଭରଣ ଶ୍ୟା ପାଞ୍ଜିକାହାଣ ହୋଇଲା । ସେ ମହରଗରେ ବହୁତ ଲୋକ ମଲେ”

କପିଳେନ୍ଦ୍ର ଯେଉଁ ସାମ୍ରାଜ୍ୟ ଗଢ଼ିଥିଲେ, ତାଙ୍କ ନାତି ପ୍ରତାପରୁଦ୍ରଙ୍କ 1540 ଖ୍ରୀଷ୍ଟାବ୍ଦରେ ମୃତ୍ୟୁପରେ ତାହା ଭାଙ୍ଗିପଡ଼ିଥିଲା । ଏହାପରେ ଭୋଇରାଜାମାନଙ୍କ ଅମଳରେ ହତ୍ୟା, ଗୁପ୍ତହତ୍ୟା, ଗୃହବିବାଦ, ଷଡ଼ଯନ୍ତ୍ର, ଦେଶଦ୍ରୋହର ଯେଉଁ କଳଙ୍କମୟ ଅଧ୍ୟାୟ ଆରମ୍ଭ ହୋଇଥିଲା, ତାହାର ପରିସମାପ୍ତି ଘଟିଥିଲା 1568 ଖ୍ରୀଷ୍ଟାବ୍ଦରେ । 1568 ରେ ଓଡ଼ିଶାର ସ୍ୱାଧୀନତା-ରବି ଅସ୍ତମିତ ହେବା ପରେ ଓଡ଼ିଶା ଗୋଟିଏ ଅନ୍ଧକାରାଚ୍ଛନ୍ନ ରାଜ୍ୟରେ ପରିଣତ ହୋଇଥିଲା ।

ଏହି ଖ୍ରୀଷ୍ଟାବ୍ଦରେ ବଙ୍ଗନବାବ ସୁଲେମାନ କରରାଣି ଓଡ଼ିଶାକୁ ବଙ୍ଗର ଅଙ୍ଗୀଭୂତ କଲେ ଏବଂ ସେହିଦିନଠାରୁ ବ୍ରିଟିଶ ରାଜତ୍ୱର ଶେଷ ପର୍ଯ୍ୟାୟ ପର୍ଯ୍ୟନ୍ତ ଦକ୍ଷିଣାଞ୍ଚଳ ଛଡ଼ା ଓଡ଼ିଶାର ସମଗ୍ର ଉପକୂଳ ଅଞ୍ଚଳ ବଙ୍ଗର ଅଂଶବିଶେଷ ହୋଇ ରହିଲା । ଓଡ଼ିଶାର ଦକ୍ଷିଣାଞ୍ଚଳ ଗୋଲକୁଣ୍ଡା ସୁଲତାନଙ୍କ ଦ୍ୱାରା ବିଜିତ ହେବାରୁ ଏହି ଅଞ୍ଚଳ ମଧ୍ୟ ମୁସଲମାନ ଶାସିତ ଅଞ୍ଚଳ ହୋଇ ରହିଲା ।

ଓଡ଼ିଶାର ଉପକୂଳ ଅଞ୍ଚଳର ସାଥୀ କିଏ ଥିଲା ?

(1) ଲୁଣ୍ଠନ

(2) ଦୁର୍ଭିକ୍ଷ

(3) ଶୋଷଣ

(4) ପ୍ରଜାପୀଡ଼ନ

[Question ID = 304][Question Description = CTET_P1_PART_4_L1_SET_105_ODIA_Q94]

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

5) ନିର୍ଦ୍ଦେଶ : ନିମ୍ନ ଅନୁଛେଦଟି ପାଠକରି ପ୍ରଶ୍ନସଂଖ୍ୟା ର ଉତ୍ତର ପ୍ରଦାନ କର ।

ପ୍ରାକୃତିକ ଓଡ଼ିଶା ଗିରିବନ ସଂକ୍ଷୁଳ ଗଡ଼ଜାତ ଅଞ୍ଚଳ ଓ ସମୁଦ୍ର ଉପକୂଳ ଅଞ୍ଚଳରେ ମୁଖ୍ୟତଃ ଦୁଇଭାଗ ହୋଇ ଯୁଗେ ଯୁଗେ ରହିଆସିଛି । ଗିରିବନସଂକ୍ଷୁଳ ଅଞ୍ଚଳର ରାଜାମାନେ ମଧ୍ୟେ ମଧ୍ୟେ ଓଡ଼ିଶାର ଗଜପତିଙ୍କ ଆନ୍ତରତ୍ୟ ସ୍ୱାକାର କରୁଥିଲେ ମଧ୍ୟ ଓଡ଼ିଶାର ଅର୍ଥନୈତିକ ଓ ସାଂସ୍କୃତିକ ବିକାଶ ପାଇଁ ସେମାନଙ୍କ ଅବଦାନ ଖୁବ୍ କମ୍ ଥିଲା । ଆଦିବାସୀବହୁଳ ଏହି ଅଞ୍ଚଳରେ ଲୋକମାନେ ଆରଣ୍ୟ ଓ ଅନୁନ୍ନତ ଅବସ୍ଥାରେ ଜୀବନଯାପନ କରୁଥିଲେ । ଏଣୁ ସମୁଦ୍ର ଉପକୂଳ ଅଞ୍ଚଳ ହିଁ ପ୍ରକୃତରେ ଓଡ଼ିଶାର ହୃଦୟିକ ଥିଲା; ମାତ୍ର ଏ ଅଞ୍ଚଳ ମଧ୍ୟ ଆଜିକାଲି ପରି ବହୁସମୟରେ ପ୍ରାକୃତିକ ବିପର୍ଯ୍ୟୟରେ ବିଧ୍ୱସ୍ତ ହେଉଥିଲା । ବାତ୍ୟା, ବନ୍ୟା ଓ ଦୁର୍ଭିକ୍ଷ ବହୁସମୟରେ ଏ ଅଞ୍ଚଳର ସହରର ହୋଇ ରହିଥିଲା । ଯେତେବେଳେ ପ୍ରବଳପରାକ୍ରମୀ କପିଳେନ୍ଦ୍ର ସାମ୍ରାଜ୍ୟ ବିସ୍ତାର କରୁଥିଲେ, ସେତେବେଳେ ମଧ୍ୟ ଓଡ଼ିଶାରେ ଦୁର୍ଭିକ୍ଷର କରାଳ ଛାୟା ଦେଖାଦେଇଥିଲା । ମାଦଳାପାଞ୍ଜିରେ ଲେଖାଅଛି – “(କପିଳେନ୍ଦ୍ରଙ୍କ) 11 ଅଙ୍କରେ ରାଜ୍ୟରେ ମହରଗ ପଡ଼ିଲା । ଧାନ ଭରଣ ଶ୍ୟା ପାଞ୍ଜିକାହାଣ ହୋଇଲା । ସେ ମହରଗରେ ବହୁତ ଲୋକ ମଲେ”

କପିଳେନ୍ଦ୍ର ଯେଉଁ ସାମ୍ରାଜ୍ୟ ଗଢ଼ିଥିଲେ, ତାଙ୍କ ନାତି ପ୍ରତାପରୁଦ୍ରଙ୍କ 1540 ଖ୍ରୀଷ୍ଟାବ୍ଦରେ ମୃତ୍ୟୁପରେ ତାହା ଭାଙ୍ଗିପଡ଼ିଥିଲା । ଏହାପରେ ଭୋଇରାଜାମାନଙ୍କ ଅମଳରେ ହତ୍ୟା, ଗୁପ୍ତହତ୍ୟା, ଗୃହବିବାଦ, ଷଡ଼ଯନ୍ତ୍ର, ଦେଶଦ୍ରୋହର ଯେଉଁ କଳଙ୍କମୟ ଅଧ୍ୟାୟ ଆରମ୍ଭ ହୋଇଥିଲା, ତାହାର ପରିସମାପ୍ତି ଘଟିଥିଲା 1568 ଖ୍ରୀଷ୍ଟାବ୍ଦରେ । 1568 ରେ ଓଡ଼ିଶାର ସ୍ୱାଧୀନତା-ରବି ଅସ୍ତମିତ ହେବା ପରେ ଓଡ଼ିଶା ଗୋଟିଏ ଅନ୍ଧକାରାଚ୍ଛନ୍ନ ରାଜ୍ୟରେ ପରିଣତ ହୋଇଥିଲା ।

ଏହି ଖ୍ରୀଷ୍ଟାବ୍ଦରେ ବଙ୍ଗନବାବ ସୁଲେମାନ କରରାଣି ଓଡ଼ିଶାକୁ ବଙ୍ଗର ଅଙ୍ଗୀଭୂତ କଲେ ଏବଂ ସେହିଦିନଠାରୁ ବ୍ରିଟିଶ ରାଜତ୍ୱର ଶେଷ ପର୍ଯ୍ୟାୟ ପର୍ଯ୍ୟନ୍ତ ଦକ୍ଷିଣାଞ୍ଚଳ ଛଡ଼ା ଓଡ଼ିଶାର ସମଗ୍ର ଉପକୂଳ ଅଞ୍ଚଳ ବଙ୍ଗର ଅଂଶବିଶେଷ ହୋଇ ରହିଲା । ଓଡ଼ିଶାର ଦକ୍ଷିଣାଞ୍ଚଳ ଗୋଲକୁଣ୍ଡା ସୁଲତାନଙ୍କ ସ୍ତ୍ରୀରା ବିଜିତ ହେବାରୁ ଏହି ଅଞ୍ଚଳ ମଧ୍ୟ ମୁସଲମାନ ଶାସିତ ଅଞ୍ଚଳ ହୋଇ ରହିଲା ।

କେଉଁ ରାଜାଙ୍କ ଏକାଦଶ ଅଙ୍କରେ ରାଜ୍ୟରେ ମହରଗ ପଡ଼ିଥିଲା ?

- (1) କପିଳେନ୍ଦ୍ରଦେବ
- (2) ପୁରୁଷୋତ୍ତମଦେବ
- (3) ଦିବ୍ୟସିଂହଦେବ
- (4) ରାମଚନ୍ଦ୍ରଦେବ

[Question ID = 305][Question Description = CTET_P1_PART_4_L1_SET_105_ODIA_Q95]

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

6) ନିର୍ଦ୍ଦେଶ : ନିମ୍ନ ଅନୁଛେଦଟି ପାଠକରି ପ୍ରଶ୍ନସଂଖ୍ୟା ର ଉତ୍ତର ପ୍ରଦାନ କର ।

ପ୍ରାକୃତିକ ଓଡ଼ିଶା ଗିରିବନ ସଂକ୍ଷୁଳ ଗଡ଼ଜାତ ଅଞ୍ଚଳ ଓ ସମୁଦ୍ର ଉପକୂଳ ଅଞ୍ଚଳରେ ମୁଖ୍ୟତଃ ଦୁଇଭାଗ ହୋଇ ଯୁଗେ ଯୁଗେ ରହିଆସିଛି । ଗିରିବନସଂକ୍ଷୁଳ ଅଞ୍ଚଳର ରାଜାମାନେ ମଧ୍ୟେ ମଧ୍ୟେ ଓଡ଼ିଶାର ଗଜପତିଙ୍କ ଆନ୍ତରତ୍ୟ ସ୍ୱାକାର କରୁଥିଲେ ମଧ୍ୟ ଓଡ଼ିଶାର ଅର୍ଥନୈତିକ ଓ ସାଂସ୍କୃତିକ ବିକାଶ ପାଇଁ ସେମାନଙ୍କ ଅବଦାନ ଖୁବ୍ କମ୍ ଥିଲା । ଆଦିବାସୀବହୁଳ ଏହି ଅଞ୍ଚଳରେ ଲୋକମାନେ ଆରଣ୍ୟ ଓ ଅନୁନ୍ନତ ଅବସ୍ଥାରେ ଜୀବନଯାପନ କରୁଥିଲେ । ଏଣୁ ସମୁଦ୍ର ଉପକୂଳ ଅଞ୍ଚଳ ହିଁ ପ୍ରକୃତରେ ଓଡ଼ିଶାର ହୃଦୟ ଥିଲା; ମାତ୍ର ଏ ଅଞ୍ଚଳ ମଧ୍ୟ ଆଜିକାଲି ପରି ବହୁସମୟରେ ପ୍ରାକୃତିକ ବିପର୍ଯ୍ୟୟରେ ବିଧ୍ୱସ୍ତ ହେଉଥିଲା । ବାତ୍ୟା, ବନ୍ୟା ଓ ଦୁର୍ଭିକ୍ଷ ବହୁସମୟରେ ଏ ଅଞ୍ଚଳର ସହରର ହୋଇ ରହିଥିଲା । ଯେତେବେଳେ ପ୍ରବଳପରାକ୍ରମୀ କପିଳେନ୍ଦ୍ର ସାମ୍ରାଜ୍ୟ ବିସ୍ତାର କରୁଥିଲେ, ସେତେବେଳେ ମଧ୍ୟ ଓଡ଼ିଶାରେ ଦୁର୍ଭିକ୍ଷର କରାଳ ଛାୟା ଦେଖାଦେଇଥିଲା । ମାଦଳାପାଞ୍ଜିରେ ଲେଖାଅଛି – “(କପିଳେନ୍ଦ୍ରଙ୍କ) 11 ଅଙ୍କରେ ରାଜ୍ୟରେ ମହରଗ ପଡ଼ିଲା । ଧାନ ଭରଣ ଶ୍ୟା ପାଞ୍ଜିକାହାଣ ହୋଇଲା । ସେ ମହରଗରେ ବହୁତ ଲୋକ ମଲେ”

କପିଳେନ୍ଦ୍ର ଯେଉଁ ସାମ୍ରାଜ୍ୟ ଗଢ଼ିଥିଲେ, ତାଙ୍କ ନାତି ପ୍ରତାପରୁଦ୍ରଙ୍କ 1540 ଖ୍ରୀଷ୍ଟାବ୍ଦରେ ମୃତ୍ୟୁପରେ ତାହା ଭାଙ୍ଗିପଡ଼ିଥିଲା । ଏହାପରେ ଭୋଇରାଜାମାନଙ୍କ ଅମଳରେ ହତ୍ୟା, ଗୁପ୍ତହତ୍ୟା, ଗୃହବିବାଦ, ଷଡ଼ଯନ୍ତ୍ର, ଦେଶଦ୍ରୋହର ଯେଉଁ କଳଙ୍କମୟ ଅଧ୍ୟାୟ ଆରମ୍ଭ ହୋଇଥିଲା, ତାହାର ପରିସମାପ୍ତି ଘଟିଥିଲା 1568 ଖ୍ରୀଷ୍ଟାବ୍ଦରେ । 1568 ରେ ଓଡ଼ିଶାର ସ୍ୱାଧୀନତା-ରବି ଅସ୍ତମିତ ହେବା ପରେ ଓଡ଼ିଶା ଗୋଟିଏ ଅନ୍ଧକାରାଚ୍ଛନ୍ନ ରାଜ୍ୟରେ ପରିଣତ ହୋଇଥିଲା ।

ଏହି ଖ୍ରୀଷ୍ଟାବ୍ଦରେ ବଙ୍ଗନବାବ ସୁଲେମାନ କରରାଣି ଓଡ଼ିଶାକୁ ବଙ୍ଗର ଅଙ୍ଗୀଭୂତ କଲେ ଏବଂ ସେହିଦିନଠାରୁ ବ୍ରିଟିଶ ରାଜତ୍ୱର ଶେଷ ପର୍ଯ୍ୟାୟ ପର୍ଯ୍ୟନ୍ତ ଦକ୍ଷିଣାଞ୍ଚଳ ଛଡ଼ା ଓଡ଼ିଶାର ସମଗ୍ର ଉପକୂଳ ଅଞ୍ଚଳ ବଙ୍ଗର ଅଂଶବିଶେଷ ହୋଇ ରହିଲା । ଓଡ଼ିଶାର ଦକ୍ଷିଣାଞ୍ଚଳ ଗୋଲକୁଣ୍ଡା ସୁଲତାନଙ୍କ ଦ୍ୱାରା ବିଜିତ ହେବାରୁ ଏହି ଅଞ୍ଚଳ ମଧ୍ୟ ମୁସଲମାନ ଶାସିତ ଅଞ୍ଚଳ ହୋଇ ରହିଲା ।

କେଉଁ ବଂଶର ରାଜାଙ୍କ ଅମଳରେ ନାନା କଳଂକିତ ଅଧ୍ୟାୟ ଦେଖିବାକୁ ମିଳିଥିଲା ?

- (1) ସୂର୍ଯ୍ୟବଂଶର
- (2) ଭୋଇବଂଶର
- (3) କେଶରୀବଂଶର
- (4) ଗଙ୍ଗବଂଶର

[Question ID = 306][Question Description = CTET_P1_PART_4_L1_SET_105_ODIA_Q96]

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

7) ନିର୍ଦ୍ଦେଶ : ନିମ୍ନ ଅନୁଛେଦଟି ପାଠକରି ପ୍ରଶ୍ନସଂଖ୍ୟା ର ଉତ୍ତର ପ୍ରଦାନ କର ।

ପ୍ରାକୃତିକ ଓଡ଼ିଶା ଗିରିବନ ସଂକ୍ଷୁଳ ଗଡ଼ଜାତ ଅଞ୍ଚଳ ଓ ସମୁଦ୍ର ଉପକୂଳ ଅଞ୍ଚଳରେ ମୁଖ୍ୟତଃ ଦୁଇଭାଗ ହୋଇ ଯୁଗେ ଯୁଗେ ରହିଆସିଛି । ଗିରିବନସଂକ୍ଷୁଳ ଅଞ୍ଚଳର ରାଜାମାନେ ମଧ୍ୟେ ମଧ୍ୟେ ଓଡ଼ିଶାର ଗଜପତିଙ୍କ ଆନୁଗତ୍ୟ ସ୍ୱୀକାର କରୁଥିଲେ ମଧ୍ୟ ଓଡ଼ିଶାର ଅର୍ଥନୈତିକ ଓ ସାଂସ୍କୃତିକ ବିକାଶ ପାଇଁ ସେମାନଙ୍କ ଅବଦାନ ଖୁବ୍ କମ୍ ଥିଲା । ଆଦିବାସୀବହୁଳ ଏହି ଅଞ୍ଚଳରେ ଲୋକମାନେ ଆରଣ୍ୟ ଓ ଅନୁନ୍ନତ ଅବସ୍ଥାରେ ଜୀବନଯାପନ କରୁଥିଲେ । ଏଣୁ ସମୁଦ୍ର ଉପକୂଳ ଅଞ୍ଚଳ ହିଁ ପ୍ରକୃତରେ ଓଡ଼ିଶାର ହୃଦୟିକ ଥିଲା; ମାତ୍ର ଏ ଅଞ୍ଚଳ ମଧ୍ୟ ଆଜିକାଲି ପରି ବହୁସମୟରେ ପ୍ରାକୃତିକ ବିପର୍ଯ୍ୟୟରେ ବିଧ୍ୱସ୍ତ ହେଉଥିଲା । ବାତ୍ୟା, ବନ୍ୟା ଓ ଦୁର୍ଭିକ୍ଷ ବହୁସମୟରେ ଏ ଅଞ୍ଚଳର ସହରର ହୋଇ ରହିଥିଲା । ଯେତେବେଳେ ପ୍ରବଳପରାକ୍ରମୀ କପିଳେନ୍ଦ୍ର ସାମ୍ରାଜ୍ୟ ବିସ୍ତାର କରୁଥିଲେ, ସେତେବେଳେ ମଧ୍ୟ ଓଡ଼ିଶାରେ ଦୁର୍ଭିକ୍ଷର କରାଳ ଛାୟା ଦେଖାଦେଇଥିଲା । ମାଦଳାପାଞ୍ଜିରେ ଲେଖାଅଛି – “(କପିଳେନ୍ଦ୍ରଙ୍କ) 11 ଅଙ୍କରେ ରାଜ୍ୟରେ ମହରଗ ପଡ଼ିଲା । ଧାନ ଭରଣ ଶ୍ୟା ପାଞ୍ଜିକାହାଣ ହୋଇଲା । ସେ ମହରଗରେ ବହୁତ ଲୋକ ମଲେ”

କପିଳେନ୍ଦ୍ର ଯେଉଁ ସାମ୍ରାଜ୍ୟ ଗଢ଼ିଥିଲେ, ତାଙ୍କ ନାତି ପ୍ରତାପରୁଦ୍ରଙ୍କ 1540 ଖ୍ରୀଷ୍ଟାବ୍ଦରେ ମୃତ୍ୟୁପରେ ତାହା ଭାଙ୍ଗିପଡ଼ିଥିଲା । ଏହାପରେ ଭୋଇରାଜାମାନଙ୍କ ଅମଳରେ ହତ୍ୟା, ଗୁପ୍ତହତ୍ୟା, ଗୃହବିବାଦ, ଷଡ଼ଯନ୍ତ୍ର, ଦେଶଦ୍ରୋହର ଯେଉଁ କଳଙ୍କମୟ ଅଧ୍ୟାୟ ଆରମ୍ଭ ହୋଇଥିଲା, ତାହାର ପରିସମାପ୍ତି ଘଟିଥିଲା 1568 ଖ୍ରୀଷ୍ଟାବ୍ଦରେ । 1568 ରେ ଓଡ଼ିଶାର ସ୍ୱାଧୀନତା-ରବି ଅସ୍ତମିତ ହେବା ପରେ ଓଡ଼ିଶା ଗୋଟିଏ ଅନ୍ଧକାରାଚ୍ଛନ୍ନ ରାଜ୍ୟରେ ପରିଣତ ହୋଇଥିଲା ।

ଏହି ଖ୍ରୀଷ୍ଟାବ୍ଦରେ ବଙ୍ଗନବାବ ସୁଲେମାନ କରରାଣି ଓଡ଼ିଶାକୁ ବଙ୍ଗର ଅଙ୍ଗୀଭୂତ କଲେ ଏବଂ ସେହିଦିନଠାରୁ ବ୍ରିଟିଶ ରାଜତ୍ୱର ଶେଷ ପର୍ଯ୍ୟାୟ ପର୍ଯ୍ୟନ୍ତ ଦକ୍ଷିଣାଞ୍ଚଳ ଛଡ଼ା ଓଡ଼ିଶାର ସମଗ୍ର ଉପକୂଳ ଅଞ୍ଚଳ ବଙ୍ଗର ଅଂଶବିଶେଷ ହୋଇ ରହିଲା । ଓଡ଼ିଶାର ଦକ୍ଷିଣାଞ୍ଚଳ ଗୋଲକୁଣ୍ଡା ସୁଲତାନଙ୍କ ଦ୍ୱାରା ବିଜିତ ହେବାରୁ ଏହି ଅଞ୍ଚଳ ମଧ୍ୟ ମୁସଲମାନ ଶାସିତ ଅଞ୍ଚଳ ହୋଇ ରହିଲା ।

ସୁଲେମାନ କରରାଣି କେଉଁ ଅଞ୍ଚଳରେ ନବାବ ଥିଲେ ?

- (1) ଦିଲ୍ଲୀର
- (2) ହାଇଦ୍ରାବାଦର
- (3) ବଙ୍ଗଳାର
- (4) ନାଗପୁରର

[Question ID = 307][Question Description = CTET_P1_PART_4_L1_SET_105_ODIA_Q97]

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

8) ନିର୍ଦ୍ଦେଶ : ନିମ୍ନ ଅନୁଛେଦଟି ପାଠକରି ପ୍ରଶ୍ନସଂଖ୍ୟା ର ଉତ୍ତର ପ୍ରଦାନ କର ।

ପ୍ରାକୃତିକ ଓଡ଼ିଶା ଗିରିବନ ସଂକ୍ଷୁଳ ଗଡ଼ଜାତ ଅଞ୍ଚଳ ଓ ସମୁଦ୍ର ଉପକୂଳ ଅଞ୍ଚଳରେ ମୁଖ୍ୟତଃ ଦୁଇଭାଗ ହୋଇ ଯୁଗେ ଯୁଗେ ରହିଆସିଛି । ଗିରିବନସଂକ୍ଷୁଳ ଅଞ୍ଚଳର ରାଜାମାନେ ମଧ୍ୟେ ମଧ୍ୟେ ଓଡ଼ିଶାର ଗଜପତିଙ୍କ ଆନୁଗତ୍ୟ ସ୍ୱୀକାର କରୁଥିଲେ ମଧ୍ୟ ଓଡ଼ିଶାର ଅର୍ଥନୈତିକ ଓ ସାଂସ୍କୃତିକ ବିକାଶ ପାଇଁ ସେମାନଙ୍କ ଅବଦାନ ଖୁବ୍ କମ୍ ଥିଲା । ଆଦିବାସୀବହୁଳ ଏହି ଅଞ୍ଚଳରେ ଲୋକମାନେ ଆରଣ୍ୟ ଓ ଅନୁନ୍ନତ ଅବସ୍ଥାରେ ଜୀବନଯାପନ କରୁଥିଲେ । ଏଣୁ ସମୁଦ୍ର ଉପକୂଳ ଅଞ୍ଚଳ ହିଁ ପ୍ରକୃତରେ ଓଡ଼ିଶାର ହୃଦୟିକ ଥିଲା; ମାତ୍ର ଏ ଅଞ୍ଚଳ ମଧ୍ୟ ଆଜିକାଲି ପରି ବହୁସମୟରେ ପ୍ରାକୃତିକ ବିପର୍ଯ୍ୟୟରେ ବିଧ୍ୱସ୍ତ ହେଉଥିଲା । ବାତ୍ୟା, ବନ୍ୟା ଓ ଦୁର୍ଭିକ୍ଷ ବହୁସମୟରେ ଏ ଅଞ୍ଚଳର ସହରର ହୋଇ ରହିଥିଲା । ଯେତେବେଳେ ପ୍ରବଳପରାକ୍ରମୀ କପିଳେନ୍ଦ୍ର ସାମ୍ରାଜ୍ୟ ବିସ୍ତାର କରୁଥିଲେ, ସେତେବେଳେ ମଧ୍ୟ ଓଡ଼ିଶାରେ ଦୁର୍ଭିକ୍ଷର କରାଳ ଛାୟା ଦେଖାଦେଇଥିଲା । ମାଦଳାପାଞ୍ଜିରେ ଲେଖାଅଛି – “(କପିଳେନ୍ଦ୍ରଙ୍କ) 11 ଅଙ୍କରେ ରାଜ୍ୟରେ ମହରଗ ପଡ଼ିଲା । ଧାନ ଭରଣ ଶ୍ୟା ପାଞ୍ଜିକାହାଣ ହୋଇଲା । ସେ ମହରଗରେ ବହୁତ ଲୋକ ମଲେ”

କପିଳେନ୍ଦ୍ର ଯେଉଁ ସାମ୍ରାଜ୍ୟ ଗଢ଼ିଥିଲେ, ତାଙ୍କ ନାତି ପ୍ରତାପରୁଦ୍ରଙ୍କ 1540 ଖ୍ରୀଷ୍ଟାବ୍ଦରେ ମୃତ୍ୟୁପରେ ତାହା ଭାଙ୍ଗିପଡ଼ିଥିଲା । ଏହାପରେ ଭୋଇରାଜାମାନଙ୍କ ଅମଳରେ ହତ୍ୟା, ଗୁପ୍ତହତ୍ୟା, ଗୃହବିବାଦ, ଷଡ଼ଯନ୍ତ୍ର, ଦେଶଦ୍ରୋହର ଯେଉଁ କଳଙ୍କମୟ ଅଧ୍ୟାୟ ଆରମ୍ଭ ହୋଇଥିଲା, ତାହାର ପରିସମାପ୍ତି ଘଟିଥିଲା 1568 ଖ୍ରୀଷ୍ଟାବ୍ଦରେ । 1568 ରେ ଓଡ଼ିଶାର ସ୍ୱାଧୀନତା-ରବି ଅସ୍ତମିତ ହେବା ପରେ ଓଡ଼ିଶା ଗୋଟିଏ ଅନ୍ଧକାରାଚ୍ଛନ୍ନ ରାଜ୍ୟରେ ପରିଣତ ହୋଇଥିଲା ।

ଏହି ଖ୍ରୀଷ୍ଟାବ୍ଦରେ ବଙ୍ଗନବାବ ସୁଲେମାନ କରରାଣି ଓଡ଼ିଶାକୁ ବଙ୍ଗର ଅଙ୍ଗୀଭୂତ କଲେ ଏବଂ ସେହିଦିନଠାରୁ ବ୍ରିଟିଶ ରାଜତ୍ୱର ଶେଷ ପର୍ଯ୍ୟାୟ ପର୍ଯ୍ୟନ୍ତ ଦକ୍ଷିଣାଞ୍ଚଳ ଛଡ଼ା ଓଡ଼ିଶାର ସମଗ୍ର ଉପକୂଳ ଅଞ୍ଚଳ ବଙ୍ଗର ଅଂଶବିଶେଷ ହୋଇ ରହିଲା । ଓଡ଼ିଶାର ଦକ୍ଷିଣାଞ୍ଚଳ ଗୋଲକୁଣ୍ଡା ସୁଲତାନଙ୍କ ଦ୍ୱାରା ବିଜିତ ହେବାରୁ ଏହି ଅଞ୍ଚଳ ମଧ୍ୟ ମୁସଲମାନ ଶାସିତ ଅଞ୍ଚଳ ହୋଇ ରହିଲା ।

‘ସାଂସ୍କୃତିକ’ ଶବ୍ଦରେ କେଉଁ ପ୍ରତ୍ୟୟ ଯୋଗ ହେଉଛି ?

(1) ଉକ

(2) ଅକ

(3) କ

(4) ଇକ

[Question ID = 308][Question Description = CTET_P1_PART_4_L1_SET_105_ODIA_Q98]

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

୨) ନିର୍ଦ୍ଦେଶ : ନିମ୍ନ ଅନୁଛେଦଟି ପାଠକରି ପ୍ରଶ୍ନସଂଖ୍ୟା ର ଉତ୍ତର ପ୍ରଦାନ କର ।

ପ୍ରାକୃତିକ ଓଡ଼ିଶା ଗିରିବନ ସଂକ୍ଷୁଳ ଗଡ଼ଜାତ ଅଞ୍ଚଳ ଓ ସମୁଦ୍ର ଉପକୂଳ ଅଞ୍ଚଳରେ ମୁଖ୍ୟତଃ ଦୁଇଭାଗ ହୋଇ ଯୁଗେ ଯୁଗେ ରହିଆସିଛି । ଗିରିବନସଂକ୍ଷୁଳ ଅଞ୍ଚଳର ରାଜାମାନେ ମଧ୍ୟେ ମଧ୍ୟେ ଓଡ଼ିଶାର ଗଜପତିଙ୍କ ଆନ୍ତରତ୍ୟ ସ୍ୱାକାର କରୁଥିଲେ ମଧ୍ୟ ଓଡ଼ିଶାର ଅର୍ଥନୈତିକ ଓ ସାଂସ୍କୃତିକ ବିକାଶ ପାଇଁ ସେମାନଙ୍କ ଅବଦାନ ଖୁବ୍ କମ୍ ଥିଲା । ଆଦିବାସୀବହୁଳ ଏହି ଅଞ୍ଚଳରେ ଲୋକମାନେ ଆରଣ୍ୟ ଓ ଅନୁନ୍ନତ ଅବସ୍ଥାରେ ଜୀବନଯାପନ କରୁଥିଲେ । ଏଣୁ ସମୁଦ୍ର ଉପକୂଳ ଅଞ୍ଚଳ ହିଁ ପ୍ରକୃତରେ ଓଡ଼ିଶାର ହୃଦୟିକ ଥିଲା; ମାତ୍ର ଏ ଅଞ୍ଚଳ ମଧ୍ୟ ଆଜିକାଲି ପରି ବହୁସମୟରେ ପ୍ରାକୃତିକ ବିପର୍ଯ୍ୟୟରେ ବିଧ୍ୱସ୍ତ ହେଉଥିଲା । ବାତ୍ୟା, ବନ୍ୟା ଓ ଦୁର୍ଭିକ୍ଷ ବହୁସମୟରେ ଏ ଅଞ୍ଚଳର ସହରର ହୋଇ ରହିଥିଲା । ଯେତେବେଳେ ପ୍ରବଳପରାକ୍ରମୀ କପିଳେନ୍ଦ୍ର ସାମ୍ରାଜ୍ୟ ବିସ୍ତାର କରୁଥିଲେ, ସେତେବେଳେ ମଧ୍ୟ ଓଡ଼ିଶାରେ ଦୁର୍ଭିକ୍ଷର କରାଳ ଛାୟା ଦେଖାଦେଇଥିଲା । ମାଦଳାପାଞ୍ଜିରେ ଲେଖାଅଛି – “(କପିଳେନ୍ଦ୍ରଙ୍କ) 11 ଅଙ୍କରେ ରାଜ୍ୟରେ ମହରଗ ପଡ଼ିଲା । ଧାନ ଭରଣ ଶ୍ୟ ପାଞ୍ଜିକାହାଣ ହୋଇଲା । ସେ ମହରଗରେ ବହୁତ ଲୋକ ମଲେ”

କପିଳେନ୍ଦ୍ର ଯେଉଁ ସାମ୍ରାଜ୍ୟ ଗଢ଼ିଥିଲେ, ତାଙ୍କ ନାତି ପ୍ରତାପରୁଦ୍ରଙ୍କ 1540 ଖ୍ରୀଷ୍ଟାବ୍ଦରେ ମୃତ୍ୟୁପରେ ତାହା ଭାଙ୍ଗିପଡ଼ିଥିଲା । ଏହାପରେ ଭୋଇରାଜାମାନଙ୍କ ଅମଳରେ ହତ୍ୟା, ଗୁପ୍ତହତ୍ୟା, ଗୃହବିବାଦ, ଷଡ଼ଯନ୍ତ୍ର, ଦେଶନ୍ଦ୍ରୋହର ଯେଉଁ କଳଙ୍କମୟ ଅଧ୍ୟାୟ ଆରମ୍ଭ ହୋଇଥିଲା, ତାହାର ପରିସମାପ୍ତି ଘଟିଥିଲା 1568 ଖ୍ରୀଷ୍ଟାବ୍ଦରେ । 1568 ରେ ଓଡ଼ିଶାର ସ୍ୱାଧୀନତା-ରବି ଅସ୍ତମିତ ହେବା ପରେ ଓଡ଼ିଶା ଗୋଟିଏ ଅନ୍ଧକାରାଚ୍ଛନ୍ନ ରାଜ୍ୟରେ ପରିଣତ ହୋଇଥିଲା ।

ଏହି ଖ୍ରୀଷ୍ଟାବ୍ଦରେ ବଙ୍ଗନବାବ ସୁଲେମାନ କରରାଣି ଓଡ଼ିଶାକୁ ବଙ୍ଗର ଅଙ୍ଗୀଭୂତ କଲେ ଏବଂ ସେହିଦିନଠାରୁ ବ୍ରିଟିଶ ରାଜତ୍ୱର ଶେଷ ପର୍ଯ୍ୟାୟ ପର୍ଯ୍ୟନ୍ତ ଦକ୍ଷିଣାଞ୍ଚଳ ଛଡ଼ା ଓଡ଼ିଶାର ସମଗ୍ର ଉପକୂଳ ଅଞ୍ଚଳ ବଙ୍ଗର ଅଂଶବିଶେଷ ହୋଇ ରହିଲା । ଓଡ଼ିଶାର ଦକ୍ଷିଣାଞ୍ଚଳ ଗୋଲକୁଣ୍ଡା ସୁଲତାନଙ୍କ ଦ୍ୱାରା ବିଜିତ ହେବାରୁ ଏହି ଅଞ୍ଚଳ ମଧ୍ୟ ମୁସଲମାନ ଶାସିତ ଅଞ୍ଚଳ ହୋଇ ରହିଲା ।

‘ଉପକୂଳ’ – କେଉଁ ସମାସ ?

(1) ଅବ୍ୟୟୀଭାବ

(2) କର୍ମଧାରୟ

(3) ତତ୍ ପୁରୁଷ

(4) କର୍ମଧାରୟ

[Question ID = 309][Question Description = CTET_P1_PART_4_L1_SET_105_ODIA_Q99]

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

Topic:- Odia_Q100-105_L1_P1_CTET

1) ନିର୍ଦ୍ଦେଶ : ନିମ୍ନ କବିତାଂଶଟି ପାଠକରି ପ୍ରଶ୍ନସଂଖ୍ୟା ର ଉତ୍ତର ପ୍ରଦାନ କର ।

ନିର୍ମମ ଏକ ସମ୍ବାଦ ତେବେ ମିଳିଲା ଅକସ୍ମାତ,
କୁଶଭଦ୍ରାର ବକ୍ଷେ ଜାରିଟି ବନ୍ୟାର ବିତପାତ ।
ପ୍ରଳୟର ସ୍ରୋତେ ଭାସି ଯାଇଅଛି ଶତ ଶତ ଘରସ୍ଥର
ପ୍ରଳୟର ସ୍ରୋତେ ବୁଡି ଯାଇଅଛି ଶତ ଶତ ପରିବାର ।
ଗୋପ ଅଞ୍ଚଳ ଧରି,
ଉଠୁଛି କାତର ହାହାକାର ରବ ଗଗନ ମଥୁତ କରି ।
“ଉତ୍କଳ ପରେ ନିୟତିର ଏ ତ ନିଷ୍ଠୁର ପରିହାସ,
ବିକ୍ଷୋଭେ ଜଣେ ଜଣାଇଲେ ତହୁଁ ହୃଦୟର ଉଚ୍ଛ୍ୱାସ ।
ପ୍ରଳୟଙ୍କର ବନ୍ୟା ମଡ଼କ, ଦୁର୍ଭିକ୍ଷର ଦାଉ
ବରଷ ବରଷ ଗ୍ରାସି ଦେଇଅଛି ଚନ୍ଦ୍ରମାରେ କି ରାହୁ ।
ଶକ୍ତି ଯାଉଛି ତୁଟି,
ଅନ୍ୟ ଦେଶର ସଙ୍ଗେ ଏ ଆଜି କେନ୍ଦ୍ରେ ପାରିବ ଉଠି ?”
ହଠାତ୍ କି ଦୁଃସମ୍ବାଦ ମିଳିଲାବୋଲି କବି କହିଛନ୍ତି ?

(1) ଘରପୋଡ଼ି

(2) ବନ୍ୟାବିପ୍ଳାବ

(3) ଭୂସଙ୍କଳନ

(4) ପୁତ୍ରର ମୃତ୍ୟୁ

[Question ID = 310][Question Description = CTET_P1_PART_4_L1_SET_105_ODIA_Q100]

1. 1 [Option ID = 1237]

2. 2 [Option ID = 1238]

3. 3 [Option ID = 1239]

4. 4 [Option ID = 1240]

2) ନିର୍ଦ୍ଦେଶ : ନିମ୍ନ କବିତାଂଶଟି ପାଠକରି ପ୍ରଶ୍ନସଂଖ୍ୟା ର ଉତ୍ତର ପ୍ରଦାନ କର ।

ନିର୍ମମ ଏକ ସମ୍ବାଦ ତେବେ ମିଳିଲା ଅକସ୍ମାତ୍,

କୁଶଭଦ୍ରାର ବକ୍ଷେ ଜାରିଟି ବନ୍ୟାର ବିତପାତ ।

ପ୍ରଳୟର ସ୍ରୋତେ ଭାସି ଯାଇଅଛି ଶତ ଶତ ଘରସ୍ବାର

ପ୍ରଳୟର ସ୍ରୋତେ ବୁଡି ଯାଇଅଛି ଶତ ଶତ ପରିବାର ।

ଗୋପ ଅଞ୍ଚଳ ଧରି,

ଉଠୁଛି ଜାତର ହାହାକାର ରବ ଗଗନ ମଥୁତ କରି ।

“ଉତ୍କଳ ପରେ ନିୟତିର ଏ ତ ନିଷ୍ଠୁର ପରିହାସ,

ବିକ୍ଷୋଭେ ଜଣେ ଜଣାଇଲେ ତହୁଁ ହୃଦୟର ଉଚ୍ଛ୍ବସ ।

ପ୍ରଳୟଙ୍କର ବନ୍ୟା ମଡ଼କ, ଦୁର୍ଭିକ୍ଷର ଦାଉ

ବରଷ ବରଷ ଗ୍ରାସି ଦେଇଅଛି ଚନ୍ଦ୍ରମାରେ କି ରାହୁ ।

ଶକ୍ତି ଯାଉଛି ତୁଟି,

ଅନ୍ୟ ଦେଶର ସଙ୍ଗେ ଏ ଆଜି କେହ୍ନେ ପାରିବ ଉଠି ?”

ଓଡ଼ିଶାର କେଉଁ ଅଞ୍ଚଳରେ ହା-ହାକାର ପଡ଼ି ଯାଇଥିଲା ?

(1) ସୁଆଙ୍ଗୋଗ୍ରାମ

(2) ନିମାପଡ଼ା ଅଞ୍ଚଳ

(3) ଗୋପ ଅଞ୍ଚଳ

(4) କୋଣାର୍କ ଅଞ୍ଚଳ

[Question ID = 311][Question Description = CTET_P1_PART_4_L1_SET_105_ODIA_Q101]

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

3) ନିର୍ଦ୍ଦେଶ : ନିମ୍ନ କବିତାଂଶଟି ପାଠକରି ପ୍ରଶ୍ନସଂଖ୍ୟା ର ଉତ୍ତର ପ୍ରଦାନ କର ।

ନିର୍ମମ ଏକ ସମ୍ବାଦ ତେବେ ମିଳିଲା ଅକସ୍ମାତ,
କୁଶଭଦ୍ରାର ବକ୍ଷେ ଜାରିଟି ବନ୍ୟାର ବିତପାତ ।
ପ୍ରଳୟର ସ୍ରୋତେ ଭାସି ଯାଇଅଛି ଶତ ଶତ ଘରସ୍ଥର
ପ୍ରଳୟର ସ୍ରୋତେ ବୁଡି ଯାଇଅଛି ଶତ ଶତ ପରିବାର ।
ଗୋପ ଅଞ୍ଚଳ ଧରି,
ଉଠୁଛି କାତର ହାହାକାର ରବ ଗଗନ ମଥୁତ କରି ।
“ଉତ୍କଳ ପରେ ନିୟତିର ଏ ତ ନିଷ୍ଠୁର ପରିହାସ,
ବିକ୍ଷୋଭେ ଜଣେ ଜଣାଇଲେ ତହୁଁ ହୃଦୟର ଉଚ୍ଛ୍ୱାସ ।
ପ୍ରଳୟଙ୍କର ବନ୍ୟା ମଡ଼କ, ଦୁର୍ଭିକ୍ଷର ଦାଉ
ବରଷ ବରଷ ଗ୍ରାସି ଦେଇଅଛି ଚନ୍ଦ୍ରମାରେ କି ରାହୁ ।
ଶକ୍ତି ଯାଉଛି ତୁଟି,
ଅନ୍ୟ ଦେଶର ସଙ୍ଗେ ଏ ଆଜି କେହ୍ନେ ପାରିବ ଉଠି ?”
କାହାର ହୃଦୟ ବିଦାରକ ପରିହାସ ଦେଖିବାକୁ ମିଳିଥିଲା ?

(1) ବନ୍ୟାର

(2) ରାତ୍ୟାର

(3) ମରୁଡ଼ିର

(4) ନିୟତିର

[Question ID = 312][Question Description = CTET_P1_PART_4_L1_SET_105_ODIA_Q102]

1. 1 [Option ID = 1245]
2. 2 [Option ID = 1246]
3. 3 [Option ID = 1247]
4. 4 [Option ID = 1248]

4) ନିର୍ଦ୍ଦେଶ : ନିମ୍ନ କବିତାଂଶଟି ପାଠକରି ପ୍ରଶ୍ନସଂଖ୍ୟା ର ଉତ୍ତର ପ୍ରଦାନ କର ।

ନିର୍ମମ ଏକ ସମ୍ବାଦ ତେବେ ମିଳିଲା ଅକସ୍ମାତ,
କୁଶଭଦ୍ରାର ବକ୍ଷେ ଜାରିଟି ବନ୍ୟାର ବିତପାତ ।
ପ୍ରଳୟର ସ୍ରୋତେ ଭାସି ଯାଇଅଛି ଶତ ଶତ ଘରସ୍ଥର
ପ୍ରଳୟର ସ୍ରୋତେ ବୁଡି ଯାଇଅଛି ଶତ ଶତ ପରିବାର ।
ଗୋପ ଅଞ୍ଚଳ ଧରି,
ଉଠୁଛି ଜାତର ହାହାକାର ରବ ଗଗନ ମଥୁତ କରି ।
“ଉତ୍କଳ ପରେ ନିୟତିର ଏ ତ ନିଷ୍ଠୁର ପରିହାସ,
ବିକ୍ଷୋଭେ ଜଣେ ଜଣାଇଲେ ତହୁଁ ହୃଦୟର ଉଚ୍ଛ୍ୱାସ ।
ପ୍ରଳୟଙ୍କର ବନ୍ୟା ମଡ଼କ, ଦୁର୍ଭିକ୍ଷର ଦାଉ
ବରଷ ବରଷ ଗ୍ରାସି ଦେଇଅଛି ଚନ୍ଦ୍ରମାରେ କି ରାହୁ ।
ଶକ୍ତି ଯାଉଛି ତୁଟି,
ଅନ୍ୟ ଦେଶର ସଙ୍ଗେ ଏ ଆଜି କେହ୍ନେ ପାରିବ ଉଠି ?”
ଉତ୍କଳ କାହିଁକି ଉଠିପାରିବନି ବୋଲି କୁହାଯାଇଛି ?

(1) ଲୋକସଂଖ୍ୟାର ବୃଦ୍ଧି ଘଟିଛି

(2) ବନ୍ୟାମଡ଼କ ବାରବାର ଦାଉ ସାଧୁଛି

(3) ପ୍ରିୟାପ୍ରୀତି ବଢିଯାଇଛି

(4) ଶୋଷଣ ସାମାନ୍ୟିକ

[Question ID = 313][Question Description = CTET_P1_PART_4_L1_SET_105_ODIA_Q103]

1. 1 [Option ID = 1249]
2. 2 [Option ID = 1250]
3. 3 [Option ID = 1251]
4. 4 [Option ID = 1252]

5) ନିର୍ଦ୍ଦେଶ : ନିମ୍ନ କବିତାଂଶଟି ପାଠକରି ପ୍ରଶ୍ନସଂଖ୍ୟା ର ଉତ୍ତର ପ୍ରଦାନ କର ।

ନିର୍ମମ ଏକ ସମ୍ବାଦ ତେବେ ମିଳିଲା ଅକସ୍ମାତ,
କୁଶଭଦ୍ରାର ବକ୍ଷେ ଜାରିତ ବନ୍ୟାର ବିତପାତ ।
ପ୍ରଳୟର ସ୍ରୋତେ ଭାସି ଯାଇଅଛି ଶତ ଶତ ଘରସ୍ଥର
ପ୍ରଳୟର ସ୍ରୋତେ ବୁଡି ଯାଇଅଛି ଶତ ଶତ ପରିବାର ।
ଗୋପ ଅଞ୍ଚଳ ଧରି,
ଉଠୁଛି କାତର ହାହାକାର ରବ ଗଗନ ମଥୁତ କରି ।
“ଉତ୍କଳ ପରେ ନିୟତିର ଏ ତ ନିଷ୍ଠୁର ପରିହାସ,
ବିକ୍ଷୋଭେ ଜଣେ ଜଣାଇଲେ ତହୁଁ ହୃଦୟର ଉଚ୍ଛ୍ୱାସ ।
ପ୍ରଳୟଙ୍କର ବନ୍ୟା ମଡ଼କ, ଦୁର୍ଭିକ୍ଷର ଦାଉ
ବରଷ ବରଷ ଗ୍ରାସି ଦେଇଅଛି ଚନ୍ଦ୍ରମାରେ କି ରାହୁ ।
ଶକ୍ତି ଯାଉଛି ତୁଟି,
ଅନ୍ୟ ଦେଶର ସଙ୍ଗେ ଏ ଆଜି କେନ୍ଦ୍ରେ ପାରିବ ଉଠି ?”

‘ଦାଉ’ – କହିଲେ କ’ଣ ବୁଝାଯାଏ ?

(1) ବିପ୍ଳବ

(2) କୃତଜ୍ଞତା

(3) ପ୍ରତିଶୋଧ

(4) ଉତ୍କଳତା

[Question ID = 314][Question Description = CTET_P1_PART_4_L1_SET_105_ODIA_Q104]

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

6) ନିର୍ଦ୍ଦେଶ : ନିମ୍ନ କବିତାଂଶଟି ପାଠକରି ପ୍ରଶ୍ନସଂଖ୍ୟା ର ଉତ୍ତର ପ୍ରଦାନ କର ।

ନିର୍ମମ ଏକ ସମ୍ବାଦ ତେବେ ମିଳିଲା ଅକସ୍ମାତ,
କୁଶଭଦ୍ରାର ବକ୍ଷେ ଜାରିଟି ବନ୍ୟାର ବିତପାତ ।
ପ୍ରଳୟର ସ୍ରୋତେ ଭାସି ଯାଇଅଛି ଶତ ଶତ ଘରସ୍ବାର
ପ୍ରଳୟର ସ୍ରୋତେ ବୁଡି ଯାଇଅଛି ଶତ ଶତ ପରିବାର ।
ଗୋପ ଅଞ୍ଚଳ ଧରି,
ଉଠୁଛି ଜାତର ହାହାକାର ରବ ଗଗନ ମଥୁତ କରି ।
“ଉତ୍କଳ ପରେ ନିୟତିର ଏ ତ ନିଷ୍ଠୁର ପରିହାସ,
ବିକ୍ଷୋଭେ ଜଣେ ଜଣାଇଲେ ତହୁଁ ହୃଦୟର ଉଚ୍ଛ୍ବସ ।
ପ୍ରଳୟଙ୍କର ବନ୍ୟା ମଡ଼କ, ଦୁର୍ଭିକ୍ଷର ଦାଉ
ବରଷ ବରଷ ଗ୍ରାସି ଦେଇଅଛି ଚନ୍ଦ୍ରମାରେ କି ରାହୁ ।
ଶକ୍ତି ଯାଉଛି ତୁଟି,
ଅନ୍ୟ ଦେଶର ସଙ୍ଗେ ଏ ଆଜି କେହ୍ନେ ପାରିବ ଉଠି ?”
‘ନିୟତି’ – ଅର୍ଥ କ’ଣ ?

(1) ପୃଥିବୀ

(2) ସ୍ବର୍ଗ

(3) ନିକିତି

(4) ବିଧାତା

[Question ID = 315][Question Description = CTET_P1_PART_4_L1_SET_105_ODIA_Q105]

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

Topic:- Odia_Q106-120_L1_P1_CTET

1) ଭାଷା ହେଉଛି –

(1) ଏକ କୃତ୍ରିମ ପଦ୍ଧତି

(2) ଏକ ସୂତ୍ର ଆଧାରିତ ପଦ୍ଧତି

(3) ଏକ ବ୍ୟାକରଣିକ ପଦ୍ଧତି

(4) ନିୟମ ଆଶ୍ରିତ ପଦ୍ଧତି

[Question ID = 316][Question Description = CTET_P1_PART_4_L1_SET_105_ODIA_Q106]

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

2) ଭାରତର ସ୍କୁଲଶିକ୍ଷାରେ ପ୍ରଚଳିତ ଭାଷାକୁ କୁହାଯାଏ –

(1) ବହୁଭାଷିକତା

(2) ତ୍ରିଭାଷୀୟତା

(3) ରାଜ ଭାଷା ନୀତି

(4) ରାଷ୍ଟ୍ରୀୟ ଶିକ୍ଷା ନୀତି 2020

[Question ID = 317][Question Description = CTET_P1_PART_4_L1_SET_105_ODIA_Q107]

1. 1 [Option ID = 1265]

2. 2 [Option ID = 1266]

3. 3 [Option ID = 1267]

4. 4 [Option ID = 1268]

3) ପିଲାଟିଏ ପାଟନାରୁ ମୁମ୍ବାଇ ଯାଇଛି । ସ୍କୁଲରେ ତାର ଇଂରାଜୀ ଭାଷା ଥିଲା । ସେ ତାର ପଡ଼ୋଶୀ ଓ ସାଙ୍ଗସାଥୀଙ୍କ ସହ କଥାବାର୍ତ୍ତା କରୁକରୁ ମରାଠୀ ବି ଶିଖିଯାଇଛି । ଏହାକୁ କ'ଣ କୁହାଯାଏ ?

(1) ଉଭୟ ଭାଷାଶିକ୍ଷା ହେଉଛି ଭାଷା ଆହରଣ

(2) ଇଂରାଜୀ ଭାଷାଶିକ୍ଷା ହେଉଛି ଭାଷା ଆହରଣ ଏବଂ ମରାଠୀ ଶିକ୍ଷା ହେଉଛି ଭାଷାଶିକ୍ଷା

(3) ଇଂରାଜୀ ଭାଷାଶିକ୍ଷା ହେଉଛି ଭାଷାଶିକ୍ଷା ଏବଂ ମରାଠୀ ଶିକ୍ଷା ହେଉଛି ଭାଷା ଆହରଣ

(4) ଉଭୟ ଭାଷାଶିକ୍ଷା ହେଉଛି ଭାଷାଶିକ୍ଷା

[Question ID = 318][Question Description = CTET_P1_PART_4_L1_SET_105_ODIA_Q108]

1. 1 [Option ID = 1269]

2. 2 [Option ID = 1270]

3. 3 [Option ID = 1271]

4. 4 [Option ID = 1272]

4) ମାତୃଭାଷାରେ ପିଟର ଜଣେ ଭଲ ପାଠକ ଏବଂ ସେ ଇଂରାଜୀ ଭାଷା ମଧ୍ୟ ଭଲଭାବେ ପଢ଼ିପାରେ । ଏହାକୁ କ'ଣ କୁହାଯାଏ ?

(1) ଦକ୍ଷତା ପରିବର୍ତ୍ତନ

(2) ପରିଚିତରୁ ଅପରିଚିତ ଆଡ଼କୁ ଗତି

(3) ଭାଷାତାତ୍ତ୍ୱିକ ଦକ୍ଷତା

(4) କୌଶଳ ପରିବର୍ତ୍ତନ

[Question ID = 319][Question Description = CTET_P1_PART_4_L1_SET_105_ODIA_Q109]

1. 1 [Option ID = 1273]

2. 2 [Option ID = 1274]

3. 3 [Option ID = 1275]

4. 4 [Option ID = 1276]

5) ସପ୍ତମଶ୍ରେଣୀ ପିଲାଙ୍କୁ ପଢ଼ାଉଥିବା ଆଶିଷ ପିଲାଙ୍କୁ ଗୋଟିଏ ପ୍ରହେଳିକା ଦେଇ ସେମାନଙ୍କୁ ଚାରୋଟି ଦଳରେ ବିଭକ୍ତ କରିଛନ୍ତି । ପ୍ରହେଳିକାକୁ ପଢ଼ି ଏହାର ସମାଧାନ କରିବାକୁ ଚାରୋଟି ଦଳକୁ ସେ କହିଛନ୍ତି । ଏହି ଭାଷା ଶିକ୍ଷଣ କୌଶଳକୁ କ'ଣ କୁହାଯାଏ ?

- (1) ଗଭୀର ଚିନ୍ତନ ମୂଳକ ସର୍ତ୍ତ
- (2) ଚିନ୍ତାକରି କହିବା
- (3) ଗଭୀର କଥନ ମୂଳକ ସର୍ତ୍ତ
- (4) ସମସ୍ୟା ଆଧାରିତ କଥନ

[Question ID = 320][Question Description = CTET_P1_PART_4_L1_SET_105_ODIA_Q110]

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

6) ଗୋଟିଏ ପାଠ୍ୟପୁସ୍ତକ ପାଇଁ ଏକ ପାଠ୍ୟଚୟନ ହେଉଛି ଏକ ମୁଖ୍ୟ ବିଚାର, ମାତ୍ର –

- (1) ପାଠଟି ଶିକ୍ଷାର୍ଥୀର ଜୀବନ ସମ୍ବନ୍ଧିତ ହେବା ଉଚିତ
- (2) ପାଠଟି ପ୍ରାକୃତିକ ଭାଷା ଓ ପ୍ରାମାଣିକ ପାଠ ହେବା ଉଚିତ
- (3) ପାଠଟି ପାଠକ ରହୁଥିବା ଦେଶ ସମ୍ପର୍କୀୟ ହେବା ଉଚିତ
- (4) ପାଠଟି ସମ୍ପାଦକ ଶୈଳୀ ସମ୍ବନ୍ଧିତ ହେବା ଉଚିତ

[Question ID = 321][Question Description = CTET_P1_PART_4_L1_SET_105_ODIA_Q111]

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

7) ଏଥିମଧ୍ୟରୁ କେଉଁଟି ଶାସ୍ତ୍ରୀୟ ମାନ୍ୟତା ପ୍ରାପ୍ତ ଭାଷା ନୁହେଁ ?

- (1) ସଂସ୍କୃତ
- (2) ତାମିଲ
- (3) ମାଲୟାଲମ
- (4) ହିନ୍ଦୀ

[Question ID = 322][Question Description = CTET_P1_PART_4_L1_SET_105_ODIA_Q112]

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

8) ଭାଷା ବିଷୟକ ଜ୍ଞାନ ହେଉଛି –

- (1) ସୂତ୍ର ଆଧାରିତ ଜ୍ଞାନ
- (2) ଘୋଷିତ ଜ୍ଞାନ
- (3) ପ୍ରକ୍ରିୟା ଆଧାରିତ ଜ୍ଞାନ
- (4) ଗୋଟିଏ ଭାଷାର ବ୍ୟାକରଣ

[Question ID = 323][Question Description = CTET_P1_PART_4_L1_SET_105_ODIA_Q113]

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

9) ଭାଷାର କେନ୍ଦ୍ରୀୟତା ହେଉଛି –

- (1) ପଢାଯାଇଥିବା ବିଷୟରେ ଭାଷାର ଭୂମିକାକୁ ଜାଣିବା
- (2) ଏକାନ୍ତରେ ପଢାଯାଇଥିବା ଭାଷାକୁ ଜାଣିବା
- (3) ଭାଷା ଓ ଶିକ୍ଷାର ପାରସ୍ପରିକ ସଂପର୍କକୁ ଜାଣିବା
- (4) ଭାଷା ହେଉଛି କଥାବାର୍ତ୍ତାପାଇଁ ଏବଂ ଭାବନା କେବେ ଭାଷାର ଆବଶ୍ୟକତା ଅନୁଭବ କରିନଥାଏ

[Question ID = 324][Question Description = CTET_P1_PART_4_L1_SET_105_ODIA_Q114]

1. 1 [Option ID = 1293]
2. 2 [Option ID = 1294]
3. 3 [Option ID = 1295]
4. 4 [Option ID = 1296]

10) ପୋର୍ଟଫୋଲିଓ ଆସେସମେଣ୍ଟ ହେଉଛି –

- (1) ଶ୍ରେଣୀଗୃହରେ ଶିକ୍ଷାର୍ଥୀର ଶିକ୍ଷାକୁ ନୋଟ କରିଥାଏ
- (2) ଶିକ୍ଷାର୍ଥୀର ଅଭାବକୁ ଚିହ୍ନଟ କରିଥାଏ
- (3) ବାର୍ଷିକ ବୋର୍ଡ ପରୀକ୍ଷାରେ ସାହାଯ୍ୟ କରିଥାଏ
- (4) ପରୀକ୍ଷା ପାଇଁ ସବୁପ୍ରକାର ଶିକ୍ଷଣ କାର୍ଯ୍ୟକୁ ନୋଟ କରିଥାଏ

[Question ID = 325][Question Description = CTET_P1_PART_4_L1_SET_105_ODIA_Q115]

1. 1 [Option ID = 1297]
2. 2 [Option ID = 1298]
3. 3 [Option ID = 1299]
4. 4 [Option ID = 1300]

11) ଅପସାରଣ ହେଉଛି –

- (1) ପାଠ୍ୟର ପୂର୍ଣ୍ଣ ଅର୍ଥବୋଧନ ପାଇଁ ପଠନ
- (2) ବିଶେଷ ତଥ୍ୟ ପାଇଁ ପଠନ
- (3) ଲେଖକଙ୍କ ଉଦ୍ଦେଶ୍ୟ ଜାଣିବା ପାଇଁ ପଠନ
- (4) ପାଠ୍ୟ ବହିର୍ଭୂତ ପଠନ

[Question ID = 326][Question Description = CTET_P1_PART_4_L1_SET_105_ODIA_Q116]

1. 1 [Option ID = 1301]
2. 2 [Option ID = 1302]
3. 3 [Option ID = 1303]
4. 4 [Option ID = 1304]

12) ଦକ୍ଷତା ଆଧାରିତ ଶିକ୍ଷା ସମର୍ଥନ କରିଥାଏ –

- (1) ପାଠ୍ୟର ସଂପୂର୍ଣ୍ଣ ଜ୍ଞାନ ହାସଲ ଉପରେ ଶିକ୍ଷାର୍ଥୀର ଗୁରୁତ୍ବଦେବା
- (2) ବିଷୟରେ ଶିକ୍ଷାର୍ଥୀ ବିଶେଷଜ୍ଞ ହୋଇପାରିବା
- (3) ସମାଜ ଓ କାର୍ଯ୍ୟକ୍ଷେତ୍ରରେ ଶିକ୍ଷାର୍ଥୀ କାର୍ଯ୍ୟକରିବା
- (4) ଶିକ୍ଷାର୍ଥୀ ଉଚ୍ଚ ପ୍ରତିଷ୍ଠିତ ନମ୍ବର ରଖିବା

[Question ID = 327][Question Description = CTET_P1_PART_4_L1_SET_105_ODIA_Q117]

1. 1 [Option ID = 1305]
2. 2 [Option ID = 1306]
3. 3 [Option ID = 1307]
4. 4 [Option ID = 1308]

13) ସପ୍ତମଶ୍ରେଣୀ ପିଲାଙ୍କୁ ପଢ଼ାଉଥିବା ଶିକ୍ଷକ ରାଜବନ ପିଲାଙ୍କୁ ପାଞ୍ଜି ଦଳରେ ବିଭକ୍ତ କରି ପ୍ରତ୍ୟେକ ଦଳକୁ ଗୋଟିଏ ସ୍ୱତନ୍ତ୍ର ବିଷୟରେ ଚରିତ୍ର ଓ ଭାଷିକ ଇନପୁଟ୍ ଦେଇ କଥାବାର୍ତ୍ତା କରିବାକୁ କହିଛନ୍ତି । ଏଇ କାର୍ଯ୍ୟକୁ କ'ଣ କୁହାଯାଏ ।

- (1) ପ୍ରୋଟୋକଲ୍ ଉପରେ ଅଧିକ ଗୁରୁତ୍ୱ
- (2) ରୋଲପ୍ଲେ (ଚରିତ୍ର ଅଭିନୟ)
- (3) ନାଟକ
- (4) ଭାଷିକ ବିକାଶ

[Question ID = 328][Question Description = CTET_P1_PART_4_L1_SET_105_ODIA_Q118]

1. 1 [Option ID = 1309]
2. 2 [Option ID = 1310]
3. 3 [Option ID = 1311]
4. 4 [Option ID = 1312]

14) ଗୋଟିଏ ଲେଖନ କ୍ଲାସ୍‌ରେ ଜଣେ ଶିକ୍ଷକ ପିଲାଙ୍କୁ ଏଭଳି ଭାବରେ ବ୍ୟବସ୍ଥିତ କରିଛନ୍ତି, ଯାହାଦ୍ୱାରା ଶିକ୍ଷାର୍ଥୀମାନେ ପଞ୍ଜି ଲେଖିବେ, ଆଉଟଲାଇନ କରିବେ, ପ୍ରଥମ ଦ୍ରାଫ୍ଟ କରିବେ, ଏହାକୁ ବିକାଶ କରିବେ ଓ ଶେଷ ଦ୍ରାଫ୍ଟ ପ୍ରସ୍ତୁତ କରିବେ । ଏଠି ଶିକ୍ଷକଜଣକ କେଉଁ କୌଶଳ ଗ୍ରହଣ କରିଛନ୍ତି ?

- (1) ପ୍ରକ୍ରିୟା ଆଧାରିତ ଶିକ୍ଷା
- (2) ଲିଖନର ପ୍ରକ୍ରିୟାଗତ ପଦ୍ଧତି
- (3) ଲିଖନର ଉତ୍ପାଦ ଆଧାରିତ ପଦ୍ଧତି
- (4) ଉଦ୍ଦେଶ୍ୟଭିତ୍ତିକ ଲିଖନ

[Question ID = 329][Question Description = CTET_P1_PART_4_L1_SET_105_ODIA_Q119]

1. 1 [Option ID = 1313]
2. 2 [Option ID = 1314]
3. 3 [Option ID = 1315]
4. 4 [Option ID = 1316]

15) ଉଚ୍ଚାରଣ ଶିକ୍ଷାରେ କେଉଁଟି ଫଳପ୍ରସ୍ତ ଉପାୟ ?

- (1) ସବୁ ଶିକ୍ଷାର୍ଥୀଙ୍କ ଧ୍ୱନିତତ୍ତ୍ୱ ଶିକ୍ଷା
- (2) ଶବ୍ଦ ଓ ଧ୍ୱନିରୂପାନ୍ତରଣ ମାଧ୍ୟମରେ ଶିକ୍ଷା
- (3) ବିଷମ ଯୁଗ୍ମଶବ୍ଦ ମାଧ୍ୟମରେ ଉଦାହରଣ
- (4) ଅକ୍ଷର ଓ ଧ୍ୱନି ମଧ୍ୟରେ ସଂପର୍କଗତ ଉଦାହରଣ

[Question ID = 330][Question Description = CTET_P1_PART_4_L1_SET_105_ODIA_Q120]

1. 1 [Option ID = 1317]
2. 2 [Option ID = 1318]
3. 3 [Option ID = 1319]
4. 4 [Option ID = 1320]

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

Few can do without a post-lunch nap — one of the most universal and most popular forms of human relaxation. The urge is irresistible, especially after a satisfying lunch.

Lunch generally induces a sleepy effect that can't be easily shaken off, try as one might. At home, one instinctively heads for the bed or favourite couch to succumb, quite pleasurably, to the seduction of sleep for a short while.

When accustomed to a post-lunch nap, skipping it is difficult and renders one irritable. In my working days, I had colleagues whose moods would be soured if they missed their midday catnap. And now as a senior citizen, it is an integral part of my daily routine. Knowing how much I value my nap, my considerate family ensures that it's seldom disrupted. For, one awakes from a siesta refreshed and energised ready to take on the challenges of the rest of the day.

Of course, none is more unwelcome than the intruder who noisily barges in while one is napping. Equally annoying is the phone or doorbell that rings at that opportune time — a vexation a boss of mine tackled cleverly. Quite mysteriously, after lunch, he used to go incommunicado when I sometimes needed to contact him. His butler would dutifully 'dethrone' the telephone receiver from its cradle.

In boarding school in Tiruchi in the 1950s, no student ever dared to raise his voice when he passed the headmaster's sanctum between the hallowed hour of 1 pm and 2 pm. If anyone forgetfully did, the dictator's first-floor window would fly open and he would bawl him into undignified flight.

Study the following statements :

- (a) Every satisfying meal makes one feel sleepy.
- (b) Such sleepiness can be prevented with some effort.

- (1) (a) is correct and (b) is incorrect
- (2) (b) is correct and (a) is incorrect
- (3) Both (a) and (b) are correct
- (4) Both (a) and (b) are incorrect

[Question ID = 721][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q121]

- 1. 1 [Option ID = 2881]
- 2. 2 [Option ID = 2882]
- 3. 3 [Option ID = 2883]
- 4. 4 [Option ID = 2884]

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

Few can do without a post-lunch nap — one of the most universal and most popular forms of human relaxation. The urge is irresistible, especially after a satisfying lunch.

Lunch generally induces a sleepy effect that can't be easily shaken off, try as one might. At home, one instinctively heads for the bed or favourite couch to succumb, quite pleasurably, to the seduction of sleep for a short while.

When accustomed to a post-lunch nap, skipping it is difficult and renders one irritable. In my working days, I had colleagues whose moods would be soured if they missed their midday catnap. And now as a senior citizen, it is an integral part of my daily routine. Knowing how much I value my nap, my considerate family ensures that it's seldom disrupted. For, one awakes from a siesta refreshed and energised ready to take on the challenges of the rest of the day.

Of course, none is more unwelcome than the intruder who noisily barges in while one is napping. Equally annoying is the phone or doorbell that rings at that opportune time — a vexation a boss of mine tackled cleverly. Quite mysteriously, after lunch, he used to go incommunicado when I sometimes needed to contact him. His butler would dutifully 'dethrone' the telephone receiver from its cradle.

In boarding school in Tiruchi in the 1950s, no student ever dared to raise his voice when he passed the headmaster's sanctum between the hallowed hour of 1 pm and 2 pm. If anyone forgetfully did, the dictator's first-floor window would fly open and he would bawl him into undignified flight.

Which of the following statements is **not** correct ?

- (1) A short nap on a couch is irresistible.
- (2) A happy lunch is sleep-inducing.
- (3) A catnap after lunch is a habit-forming activity.
- (4) A bed is good only for a longish sleep.

[Question ID = 722][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q122]

- 1. 1 [Option ID = 2885]
- 2. 2 [Option ID = 2886]
- 3. 3 [Option ID = 2887]
- 4. 4 [Option ID = 2888]

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

Few can do without a post-lunch nap — one of the most universal and most popular forms of human relaxation. The urge is irresistible, especially after a satisfying lunch.

Lunch generally induces a sleepy effect that can't be easily shaken off, try as one might. At home, one instinctively heads for the bed or favourite couch to succumb, quite pleasurably, to the seduction of sleep for a short while.

When accustomed to a post-lunch nap, skipping it is difficult and renders one irritable. In my working days, I had colleagues whose moods would be soured if they missed their midday catnap. And now as a senior citizen, it is an integral part of my daily routine. Knowing how much I value my nap, my considerate family ensures that it's seldom disrupted. For, one awakes from a siesta refreshed and energised ready to take on the challenges of the rest of the day.

Of course, none is more unwelcome than the intruder who noisily barges in while one is napping. Equally annoying is the phone or doorbell that rings at that opportune time — a vexation a boss of mine tackled cleverly. Quite mysteriously, after lunch, he used to go incommunicado when I sometimes needed to contact him. His butler would dutifully 'dethrone' the telephone receiver from its cradle.

In boarding school in Tiruchi in the 1950s, no student ever dared to raise his voice when he passed the headmaster's sanctum between the hallowed hour of 1 pm and 2 pm. If anyone forgetfully did, the dictator's first-floor window would fly open and he would bawl him into undignified flight.

Which of the following is a correct statement ?

- (1) Office-goers sleep through their lunch break.
- (2) Old people get irritated if their post-lunch nap is disturbed.
- (3) Siesta is undisturbed sleep after dinner.
- (4) Lunch makes only old people drowsy and sleepy.

[Question ID = 723][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q123]

- 1. 1 [Option ID = 2889]
- 2. 2 [Option ID = 2890]
- 3. 3 [Option ID = 2891]
- 4. 4 [Option ID = 2892]

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

Few can do without a post-lunch nap — one of the most universal and most popular forms of human relaxation. The urge is irresistible, especially after a satisfying lunch.

Lunch generally induces a sleepy effect that can't be easily shaken off, try as one might. At home, one instinctively heads for the bed or favourite couch to succumb, quite pleasurably, to the seduction of sleep for a short while.

When accustomed to a post-lunch nap, skipping it is difficult and renders one irritable. In my working days, I had colleagues whose moods would be soured if they missed their midday catnap. And now as a senior citizen, it is an integral part of my daily routine. Knowing how much I value my nap, my considerate family ensures that it's seldom disrupted. For, one awakes from a siesta refreshed and energised ready to take on the challenges of the rest of the day.

Of course, none is more unwelcome than the intruder who noisily barges in while one is napping. Equally annoying is the phone or doorbell that rings at that opportune time — a vexation a boss of mine tackled cleverly. Quite mysteriously, after lunch, he used to go incommunicado when I sometimes needed to contact him. His butler would dutifully 'dethrone' the telephone receiver from its cradle.

In boarding school in Tiruchi in the 1950s, no student ever dared to raise his voice when he passed the headmaster's sanctum between the hallowed hour of 1 pm and 2 pm. If anyone forgetfully did, the dictator's first-floor window would fly open and he would bawl him into undignified flight.

Study the following statements :

- (a) Senior citizens disconnect their doorbells in the afternoon.
- (b) Visitors feel welcomed in the evening.

- (1) (a) is correct and (b) is incorrect
- (2) (b) is correct and (a) is incorrect
- (3) Both (a) and (b) are correct
- (4) Both (a) and (b) are incorrect

[Question ID = 724][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q124]

- 1. 1 [Option ID = 2893]
- 2. 2 [Option ID = 2894]
- 3. 3 [Option ID = 2895]
- 4. 4 [Option ID = 2896]

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

Few can do without a post-lunch nap — one of the most universal and most popular forms of human relaxation. The urge is irresistible, especially after a satisfying lunch.

Lunch generally induces a sleepy effect that can't be easily shaken off, try as one might. At home, one instinctively heads for the bed or favourite couch to succumb, quite pleasurably, to the seduction of sleep for a short while.

When accustomed to a post-lunch nap, skipping it is difficult and renders one irritable. In my working days, I had colleagues whose moods would be soured if they missed their midday catnap. And now as a senior citizen, it is an integral part of my daily routine. Knowing how much I value my nap, my considerate family ensures that it's seldom disrupted. For, one awakes from a siesta refreshed and energised ready to take on the challenges of the rest of the day.

Of course, none is more unwelcome than the intruder who noisily barges in while one is napping. Equally annoying is the phone or doorbell that rings at that opportune time — a vexation a boss of mine tackled cleverly. Quite mysteriously, after lunch, he used to go incommunicado when I sometimes needed to contact him. His butler would dutifully 'dethrone' the telephone receiver from its cradle.

In boarding school in Tiruchi in the 1950s, no student ever dared to raise his voice when he passed the headmaster's sanctum between the hallowed hour of 1 pm and 2 pm. If anyone forgetfully did, the dictator's first-floor window would fly open and he would bawl him into undignified flight.

Study the following statements :

- (a) The telephone receiver could be taken down to prevent irritating calls.
- (b) The headmaster at Tiruchi used to sleep between 1 pm and 2 pm.
- (c) He enjoyed his pre-lunch sleep in his office.

- (1) (a) is correct and (b) is incorrect
- (2) (b) is correct and (a) is incorrect
- (3) (c) is correct and (b) is incorrect
- (4) (a) is correct and (c) is incorrect

[Question ID = 725][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q125]

- 1. 1 [Option ID = 2897]
- 2. 2 [Option ID = 2898]
- 3. 3 [Option ID = 2899]
- 4. 4 [Option ID = 2900]

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

Few can do without a post-lunch nap — one of the most universal and most popular forms of human relaxation. The urge is irresistible, especially after a satisfying lunch.

Lunch generally induces a sleepy effect that can't be easily shaken off, try as one might. At home, one instinctively heads for the bed or favourite couch to succumb, quite pleasurably, to the seduction of sleep for a short while.

When accustomed to a post-lunch nap, skipping it is difficult and renders one irritable. In my working days, I had colleagues whose moods would be soured if they missed their midday catnap. And now as a senior citizen, it is an integral part of my daily routine. Knowing how much I value my nap, my considerate family ensures that it's seldom disrupted. For, one awakes from a siesta refreshed and energised ready to take on the challenges of the rest of the day.

Of course, none is more unwelcome than the intruder who noisily barges in while one is napping. Equally annoying is the phone or doorbell that rings at that opportune time — a vexation a boss of mine tackled cleverly. Quite mysteriously, after lunch, he used to go incommunicado when I sometimes needed to contact him. His butler would dutifully 'dethrone' the telephone receiver from its cradle.

In boarding school in Tiruchi in the 1950s, no student ever dared to raise his voice when he passed the headmaster's sanctum between the hallowed hour of 1 pm and 2 pm. If anyone forgetfully did, the dictator's first-floor window would fly open and he would bawl him into undignified flight.

'generally induces a sleepy effect'

The underlined word means the same as :

- (1) invokes
- (2) clears
- (3) causes
- (4) checks

[Question ID = 726][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q126]

- 1. 1 [Option ID = 2901]
- 2. 2 [Option ID = 2902]
- 3. 3 [Option ID = 2903]
- 4. 4 [Option ID = 2904]

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

Few can do without a post-lunch nap — one of the most universal and most popular forms of human relaxation. The urge is irresistible, especially after a satisfying lunch.

Lunch generally induces a sleepy effect that can't be easily shaken off, try as one might. At home, one instinctively heads for the bed or favourite couch to succumb, quite pleasurably, to the seduction of sleep for a short while.

When accustomed to a post-lunch nap, skipping it is difficult and renders one irritable. In my working days, I had colleagues whose moods would be soured if they missed their midday catnap. And now as a senior citizen, it is an integral part of my daily routine. Knowing how much I value my nap, my considerate family ensures that it's seldom disrupted. For, one awakes from a siesta refreshed and energised ready to take on the challenges of the rest of the day.

Of course, none is more unwelcome than the intruder who noisily barges in while one is napping. Equally annoying is the phone or doorbell that rings at that opportune time — a vexation a boss of mine tackled cleverly. Quite mysteriously, after lunch, he used to go incommunicado when I sometimes needed to contact him. His butler would dutifully 'dethrone' the telephone receiver from its cradle.

In boarding school in Tiruchi in the 1950s, no student ever dared to raise his voice when he passed the headmaster's sanctum between the hallowed hour of 1 pm and 2 pm. If anyone forgetfully did, the dictator's first-floor window would fly open and he would bawl him into undignified flight.

'..... if they missed their midday catnap'

The above is a/an _____ clause.

- (1) Principal
- (2) Noun
- (3) Adjective
- (4) Adverb

[Question ID = 727][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q127]

- 1. 1 [Option ID = 2905]
- 2. 2 [Option ID = 2906]
- 3. 3 [Option ID = 2907]
- 4. 4 [Option ID = 2908]

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

Few can do without a post-lunch nap — one of the most universal and most popular forms of human relaxation. The urge is irresistible, especially after a satisfying lunch.

Lunch generally induces a sleepy effect that can't be easily shaken off, try as one might. At home, one instinctively heads for the bed or favourite couch to succumb, quite pleasurably, to the seduction of sleep for a short while.

When accustomed to a post-lunch nap, skipping it is difficult and renders one irritable. In my working days, I had colleagues whose moods would be soured if they missed their midday catnap. And now as a senior citizen, it is an integral part of my daily routine. Knowing how much I value my nap, my considerate family ensures that it's seldom disrupted. For, one awakes from a siesta refreshed and energised ready to take on the challenges of the rest of the day.

Of course, none is more unwelcome than the intruder who noisily barges in while one is napping. Equally annoying is the phone or doorbell that rings at that opportune time — a vexation a boss of mine tackled cleverly. Quite mysteriously, after lunch, he used to go incommunicado when I sometimes needed to contact him. His butler would dutifully 'dethrone' the telephone receiver from its cradle.

In boarding school in Tiruchi in the 1950s, no student ever dared to raise his voice when he passed the headmaster's sanctum between the hallowed hour of 1 pm and 2 pm. If anyone forgetfully did, the dictator's first-floor window would fly open and he would bawl him into undignified flight.

'When accustomed to a

The underlined word is a/an :

- (1) Noun
- (2) Verb
- (3) Adverb
- (4) Conjunction

[Question ID = 728][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q128]

- 1. 1 [Option ID = 2909]
- 2. 2 [Option ID = 2910]
- 3. 3 [Option ID = 2911]
- 4. 4 [Option ID = 2912]

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.

The garden on the terrace of our house is not just a green place. It is indeed an earthly paradise of blossoms of rose, hibiscus, marigolds, jasmine, sunflower, dahlia and many more. My spouse, a green thumb, grows all the plants in the garden, toils for many hours to nurture them and keep them healthy, away from the onslaught of pests. Of course, I help her in the gardening.

In the morning, I sit in our garden, with the rays of the sun playing over my person and the cool breeze caressing me, watching the flocks of butterflies flitting about blossoms and hearing the warbling of birds from the trees and rustling music of tree leaves; I feel refreshed, happy and peaceful.

Not just plants and flowers I behold in my garden. There are interesting visitors. A squirrel comes scurrying to the guava tree and nibbling at a fruit, squeaking, its bushy tail rising and falling and it's beady eyes rolling in a queer way. A couple of sparrows, chirping, land on the compound wall and pick up some grains; they keep moving in their springy gait on the compound wall and finding their way into the garden and among plants.

In the evenings too, I seek my blessed place of comfort, happiness and peace in our garden. The sky stretching endlessly overhead makes a wonderful canopy with its clouds, dark and silver, gliding slowly.

The evening sun is a delightful spectacle. Flocks of birds are seen homing for their nests. While the evening sky is darkening, numerous stars, one by one, blinking, winking, twinkling, keep appearing all over with the moon illuminating the whole sky.

The writer's terrace has become an earthly paradise because of

- (1) his spouse
- (2) rose, marigold and jasmine, etc.
- (3) onslaught of pests
- (4) his spouse and rose, marigold and jasmine, etc.

[Question ID = 729][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q129]

- 1. 1 [Option ID = 2913]
- 2. 2 [Option ID = 2914]
- 3. 3 [Option ID = 2915]
- 4. 4 [Option ID = 2916]

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

The garden on the terrace of our house is not just a green place. It is indeed an earthly paradise of blossoms of rose, hibiscus, marigolds, jasmine, sunflower, dahlia and many more. My spouse, a green thumb, grows all the plants in the garden, toils for many hours to nurture them and keep them healthy, away from the onslaught of pests. Of course, I help her in the gardening.

In the morning, I sit in our garden, with the rays of the sun playing over my person and the cool breeze caressing me, watching the flocks of butterflies flitting about blossoms and hearing the warbling of birds from the trees and rustling music of tree leaves; I feel refreshed, happy and peaceful.

Not just plants and flowers I behold in my garden. There are interesting visitors. A squirrel comes scurrying to the guava tree and nibbling at a fruit, squeaking, its bushy tail rising and falling and it's beady eyes rolling in a queer way. A couple of sparrows, chirping, land on the compound wall and pick up some grains; they keep moving in their springy gait on the compound wall and finding their way into the garden and among plants.

In the evenings too, I seek my blessed place of comfort, happiness and peace in our garden. The sky stretching endlessly overhead makes a wonderful canopy with its clouds, dark and silver, gliding slowly.

The evening sun is a delightful spectacle. Flocks of birds are seen homing for their nests. While the evening sky is darkening, numerous stars, one by one, blinking, winking, twinkling, keep appearing all over with the moon illuminating the whole sky.

What has been the writer's role in this ?

- (1) He has a green thumb.
- (2) He sits in the garden.
- (3) He helps his wife.
- (4) He feels refreshed.

[Question ID = 730][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q130]

- 1. 1 [Option ID = 2917]
- 2. 2 [Option ID = 2918]
- 3. 3 [Option ID = 2919]
- 4. 4 [Option ID = 2920]

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

The garden on the terrace of our house is not just a green place. It is indeed an earthly paradise of blossoms of rose, hibiscus, marigolds, jasmine, sunflower, dahlia and many more. My spouse, a green thumb, grows all the plants in the garden, toils for many hours to nurture them and keep them healthy, away from the onslaught of pests. Of course, I help her in the gardening.

In the morning, I sit in our garden, with the rays of the sun playing over my person and the cool breeze caressing me, watching the flocks of butterflies flitting about blossoms and hearing the warbling of birds from the trees and rustling music of tree leaves; I feel refreshed, happy and peaceful.

Not just plants and flowers I behold in my garden. There are interesting visitors. A squirrel comes scurrying to the guava tree and nibbling at a fruit, squeaking, its bushy tail rising and falling and it's beady eyes rolling in a queer way. A couple of sparrows, chirping, land on the compound wall and pick up some grains; they keep moving in their springy gait on the compound wall and finding their way into the garden and among plants.

In the evenings too, I seek my blessed place of comfort, happiness and peace in our garden. The sky stretching endlessly overhead makes a wonderful canopy with its clouds, dark and silver, gliding slowly.

The evening sun is a delightful spectacle. Flocks of birds are seen homing for their nests. While the evening sky is darkening, numerous stars, one by one, blinking, winking, twinkling, keep appearing all over with the moon illuminating the whole sky.

What does **not** make the writer feel refreshed ?

- (1) the sun's rays falling on him
- (2) chirping of birds
- (3) toiling for many hours
- (4) flocks of butterflies

[Question ID = 731][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q131]

- 1. 1 [Option ID = 2921]
- 2. 2 [Option ID = 2922]
- 3. 3 [Option ID = 2923]
- 4. 4 [Option ID = 2924]

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

The garden on the terrace of our house is not just a green place. It is indeed an earthly paradise of blossoms of rose, hibiscus, marigolds, jasmine, sunflower, dahlia and many more. My spouse, a green thumb, grows all the plants in the garden, toils for many hours to nurture them and keep them healthy, away from the onslaught of pests. Of course, I help her in the gardening.

In the morning, I sit in our garden, with the rays of the sun playing over my person and the cool breeze caressing me, watching the flocks of butterflies flitting about blossoms and hearing the warbling of birds from the trees and rustling music of tree leaves; I feel refreshed, happy and peaceful.

Not just plants and flowers I behold in my garden. There are interesting visitors. A squirrel comes scurrying to the guava tree and nibbling at a fruit, squeaking, its bushy tail rising and falling and it's beady eyes rolling in a queer way. A couple of sparrows, chirping, land on the compound wall and pick up some grains; they keep moving in their springy gait on the compound wall and finding their way into the garden and among plants.

In the evenings too, I seek my blessed place of comfort, happiness and peace in our garden. The sky stretching endlessly overhead makes a wonderful canopy with its clouds, dark and silver, gliding slowly.

The evening sun is a delightful spectacle. Flocks of birds are seen homing for their nests. While the evening sky is darkening, numerous stars, one by one, blinking, winking, twinkling, keep appearing all over with the moon illuminating the whole sky.

Study the following statements :

- (a) A squirrel comes to pick up some grains.
- (b) The sparrows climb the guava trees and nibble at the fruit.

- (1) (a) is correct and (b) is incorrect
- (2) (b) is correct and (a) is incorrect
- (3) Both (a) and (b) are correct
- (4) Both (a) and (b) are incorrect

[Question ID = 732][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q132]

- 1. 1 [Option ID = 2925]
- 2. 2 [Option ID = 2926]
- 3. 3 [Option ID = 2927]
- 4. 4 [Option ID = 2928]

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

The garden on the terrace of our house is not just a green place. It is indeed an earthly paradise of blossoms of rose, hibiscus, marigolds, jasmine, sunflower, dahlia and many more. My spouse, a green thumb, grows all the plants in the garden, toils for many hours to nurture them and keep them healthy, away from the onslaught of pests. Of course, I help her in the gardening.

In the morning, I sit in our garden, with the rays of the sun playing over my person and the cool breeze caressing me, watching the flocks of butterflies flitting about blossoms and hearing the warbling of birds from the trees and rustling music of tree leaves; I feel refreshed, happy and peaceful.

Not just plants and flowers I behold in my garden. There are interesting visitors. A squirrel comes scurrying to the guava tree and nibbling at a fruit, squeaking, its bushy tail rising and falling and it's beady eyes rolling in a queer way. A couple of sparrows, chirping, land on the compound wall and pick up some grains; they keep moving in their springy gait on the compound wall and finding their way into the garden and among plants.

In the evenings too, I seek my blessed place of comfort, happiness and peace in our garden. The sky stretching endlessly overhead makes a wonderful canopy with its clouds, dark and silver, gliding slowly.

The evening sun is a delightful spectacle. Flocks of birds are seen homing for their nests. While the evening sky is darkening, numerous stars, one by one, blinking, winking, twinkling, keep appearing all over with the moon illuminating the whole sky.

Study the following statements :

- (a) The sparrows jump down the compound wall.
- (b) Dark and silver clouds partly cover the evening sky.
- (c) The moon is surrounded by twinkling stars.

- (1) (a) and (b) are correct but (c) is incorrect
- (2) (b) and (c) are correct but (a) is incorrect
- (3) (a) and (c) are correct but (b) is incorrect
- (4) (a) and (b) are incorrect but (c) is correct

[Question ID = 733][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q133]

- 1. 1 [Option ID = 2929]
- 2. 2 [Option ID = 2930]
- 3. 3 [Option ID = 2931]
- 4. 4 [Option ID = 2932]

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

The garden on the terrace of our house is not just a green place. It is indeed an earthly paradise of blossoms of rose, hibiscus, marigolds, jasmine, sunflower, dahlia and many more. My spouse, a green thumb, grows all the plants in the garden, toils for many hours to nurture them and keep them healthy, away from the onslaught of pests. Of course, I help her in the gardening.

In the morning, I sit in our garden, with the rays of the sun playing over my person and the cool breeze caressing me, watching the flocks of butterflies flitting about blossoms and hearing the warbling of birds from the trees and rustling music of tree leaves; I feel refreshed, happy and peaceful.

Not just plants and flowers I behold in my garden. There are interesting visitors. A squirrel comes scurrying to the guava tree and nibbling at a fruit, squeaking, its bushy tail rising and falling and it's beady eyes rolling in a queer way. A couple of sparrows, chirping, land on the compound wall and pick up some grains; they keep moving in their springy gait on the compound wall and finding their way into the garden and among plants.

In the evenings too, I seek my blessed place of comfort, happiness and peace in our garden. The sky stretching endlessly overhead makes a wonderful canopy with its clouds, dark and silver, gliding slowly.

The evening sun is a delightful spectacle. Flocks of birds are seen homing for their nests. While the evening sky is darkening, numerous stars, one by one, blinking, winking, twinkling, keep appearing all over with the moon illuminating the whole sky.

'Of course, I help her in the gardening.'

The above statement is a/an _____ clause.

- (1) Principal
- (2) Noun
- (3) Adjective
- (4) Adverb

[Question ID = 734][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q134]

- 1. 1 [Option ID = 2933]
- 2. 2 [Option ID = 2934]
- 3. 3 [Option ID = 2935]
- 4. 4 [Option ID = 2936]

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

The garden on the terrace of our house is not just a green place. It is indeed an earthly paradise of blossoms of rose, hibiscus, marigolds, jasmine, sunflower, dahlia and many more. My spouse, a green thumb, grows all the plants in the garden, toils for many hours to nurture them and keep them healthy, away from the onslaught of pests. Of course, I help her in the gardening.

In the morning, I sit in our garden, with the rays of the sun playing over my person and the cool breeze caressing me, watching the flocks of butterflies flitting about blossoms and hearing the warbling of birds from the trees and rustling music of tree leaves; I feel refreshed, happy and peaceful.

Not just plants and flowers I behold in my garden. There are interesting visitors. A squirrel comes scurrying to the guava tree and nibbling at a fruit, squeaking, its bushy tail rising and falling and it's beady eyes rolling in a queer way. A couple of sparrows, chirping, land on the compound wall and pick up some grains; they keep moving in their springy gait on the compound wall and finding their way into the garden and among plants.

In the evenings too, I seek my blessed place of comfort, happiness and peace in our garden. The sky stretching endlessly overhead makes a wonderful canopy with its clouds, dark and silver, gliding slowly.

The evening sun is a delightful spectacle. Flocks of birds are seen homing for their nests. While the evening sky is darkening, numerous stars, one by one, blinking, winking, twinkling, keep appearing all over with the moon illuminating the whole sky.

'A squirrel came scurrying ...'

The underlined word means the same as :

- (1) rustling
- (2) hustling
- (3) dallying
- (4) lumbering

[Question ID = 735][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q135]

- 1. 1 [Option ID = 2937]
- 2. 2 [Option ID = 2938]
- 3. 3 [Option ID = 2939]
- 4. 4 [Option ID = 2940]

Topic:- ENG_Q136-150_L2_P1_CTET

- 1) The study of language is known as

- (1) Language system
- (2) Linguistics
- (3) Language process
- (4) Grammar of a language

[Question ID = 736][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q136]

- 1. 1 [Option ID = 2941]
- 2. 2 [Option ID = 2942]
- 3. 3 [Option ID = 2943]
- 4. 4 [Option ID = 2944]

2) Three-language formula aims at

- (1) promoting mother tongue-based multilingualism.
- (2) promoting all languages in school.
- (3) promoting languages of learners along with Hindi and English.
- (4) learning three languages of the states compulsorily.

[Question ID = 737][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q137]

- 1. 1 [Option ID = 2945]
- 2. 2 [Option ID = 2946]
- 3. 3 [Option ID = 2947]
- 4. 4 [Option ID = 2948]

3) Swati, a teacher of class 6 brought some objects and compared those ideas and feelings attached to them through a whole classroom discussion for vocabulary learning in the classroom. What are the objects she used in her class known as ?

- (1) Teaching aids
- (2) Realia
- (3) Activity-based learning
- (4) Learner-centered learning

[Question ID = 738][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q138]

- 1. 1 [Option ID = 2949]
- 2. 2 [Option ID = 2950]
- 3. 3 [Option ID = 2951]
- 4. 4 [Option ID = 2952]

4) A teacher wanted to select a text from a newspaper or a magazine. She selected the text suitable for the learner's age in terms of theme and cognitive level. What was/were the parameters for selecting the text ?

- (1) Content and psychological validity
- (2) Content validity
- (3) Psychological validity
- (4) Social and language validity

[Question ID = 739][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q139]

- 1. 1 [Option ID = 2953]
- 2. 2 [Option ID = 2954]
- 3. 3 [Option ID = 2955]
- 4. 4 [Option ID = 2956]

5) How many languages are recognized by the Eighth Schedule of the Indian Constitution ?

- (1) 22
- (2) 121
- (3) 16
- (4) 18

[Question ID = 740][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q140]

- 1. 1 [Option ID = 2957]
- 2. 2 [Option ID = 2958]
- 3. 3 [Option ID = 2959]
- 4. 4 [Option ID = 2960]

6) Learning grammar through understanding and practice is

- (1) Procedural knowledge
- (2) Declarative knowledge
- (3) Knowledge about language
- (4) Grammatical knowledge

[Question ID = 741][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q141]

- 1. 1 [Option ID = 2961]
- 2. 2 [Option ID = 2962]
- 3. 3 [Option ID = 2963]
- 4. 4 [Option ID = 2964]

7) Language across the curriculum perspective recognizes that

- (1) all learning is language learning.
- (2) language plays a role in learning of the content subjects.
- (3) content subject teacher does not need to consider language in content class.
- (4) content subjects are more important than languages in school.

[Question ID = 742][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q142]

- 1. 1 [Option ID = 2965]
- 2. 2 [Option ID = 2966]
- 3. 3 [Option ID = 2967]
- 4. 4 [Option ID = 2968]

8) Which of the following is *not* true of continuous and comprehensive assessment ?

- (1) Learner receives feedback from the teacher.
- (2) Assessing the learner periodically.
- (3) Assessing the learner continuously.
- (4) Learner is aware of assessment mechanisms.

[Question ID = 743][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q143]

- 1. 1 [Option ID = 2969]
- 2. 2 [Option ID = 2970]
- 3. 3 [Option ID = 2971]
- 4. 4 [Option ID = 2972]

9) Kiran reads a newspaper to find an interesting fact about mountains. What is this reading known as ?

- (1) Taking notes
- (2) Skimming
- (3) Reading aloud
- (4) Scanning

[Question ID = 744][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q144]

- 1. 1 [Option ID = 2973]
- 2. 2 [Option ID = 2974]
- 3. 3 [Option ID = 2975]
- 4. 4 [Option ID = 2976]

10) A child from Delhi moves to Hyderabad and learns Telugu through his interaction with peers and people in neighborhood. This is known as

- (1) Language learning
- (2) Language acquisition
- (3) Language addition
- (4) Language processes

[Question ID = 745][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q145]

- 1. 1 [Option ID = 2977]
- 2. 2 [Option ID = 2978]
- 3. 3 [Option ID = 2979]
- 4. 4 [Option ID = 2980]

11) Which of the following is true of teaching poetry ?

- (1) Poetry is for language acquisition
- (2) Poetry is for grammar learning
- (3) Poetry is for appreciation and enjoyment
- (4) Poetry is for knowledge acquisition

[Question ID = 746][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q146]

- 1. 1 [Option ID = 2981]
- 2. 2 [Option ID = 2982]
- 3. 3 [Option ID = 2983]
- 4. 4 [Option ID = 2984]

12) National Education Policy 2020 recommends the study of classical languages

- (1) as additional options
- (2) under three-language formula
- (3) from early stages of schooling
- (4) at the university level

[Question ID = 747][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q147]

- 1. 1 [Option ID = 2985]
- 2. 2 [Option ID = 2986]
- 3. 3 [Option ID = 2987]
- 4. 4 [Option ID = 2988]

13) Writing

- (1) does not require practice.
- (2) is a product-based activity.
- (3) is a process-based activity.
- (4) is what learners write in one go.

[Question ID = 748][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q148]

- 1. 1 [Option ID = 2989]
- 2. 2 [Option ID = 2990]
- 3. 3 [Option ID = 2991]
- 4. 4 [Option ID = 2992]

14) A teacher divides her learners of one class into groups of five and allots them themes and topics which the learners have chosen and asks them to collect required information on their topics and interpret and write a report to be presented to the whole class. What is this activity known as ?

- (1) Task
- (2) Group work
- (3) Constructivist activity
- (4) Project work

[Question ID = 749][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q149]

- 1. 1 [Option ID = 2993]
- 2. 2 [Option ID = 2994]
- 3. 3 [Option ID = 2995]
- 4. 4 [Option ID = 2996]

15) NIPUN Bharat is

- (1) a national initiative for promotion of science and technology education.
- (2) Government of India's programme to promote adult literacy and numeracy.
- (3) Government of India's programme to promote reading and numeracy among young learners.
- (4) a national programme for promoting mother tongue-based education.

[Question ID = 750][Question Description = CTET_P1_PART_5_L2_SET_105_ENGLISH_Q150]

- 1. 1 [Option ID = 2997]
- 2. 2 [Option ID = 2998]
- 3. 3 [Option ID = 2999]
- 4. 4 [Option ID = 3000]