

TET CUM TRT – 2018 – ODIA - MATHS

GK and CURRENT AFFAIRS - SET – 2

1. The founder of 'Bachpan Bachao Andolan' is

1. Shanta Sinha
2. Kailash Satyarthi
3. Aruna Roy
4. Anil Agarwal

‘TFTu TfNôúYô B kúRô[u’ ŞhPj ûRj
ùRôPe; VYo

1. NôkRô £u a ô
2. ûLXôx Nj ŞVoj Ş
3. A ÚQ ô Wôn
4. A² p ALoYôp

2. This book of ancient India has the love story of son of the founder of
Sunga Dynasty

1. Swapnavasavadutta
2. Malavikagnimitra
3. Meghadoota
4. Ratnavali

ÑeL YmNj ûRj úRôtB®j RY-u UL² u LôRp
LûR ùLôi P Ti ûPV CkŞV è p

1. ÑYI] YôNY Rj Rô
2. Uô[®Lôd² a j Wm
3. úUL ç Rm
4. Wj] ôY°

3. This is not a Union Territory
 1. Dadra and Nagar Haveli
 2. Nagaland
 3. Lakshadweep
 4. Puducherry

Uj §V B hEITÍ § (ë² Vu ©WúRNm) ApXôRÕ

1. Rôj Wô Utßm SôLo a úY-
2. SôLôXôkÕ
3. CXhNj ¾Ü
4. ×ÕfúN¬

4. In 1939, Subhash Chandra Bose was elected as president of the congress party by defeating
 1. Maulana Abul Kalam Azad
 2. Pattabhi Sitaramayya
 3. Jawaharlal Nehru
 4. Gopala Krishna Gokhale

1939p CYûW úRôtL¥j Õ ÑTôx Nk§W úTôv
Lôe; Wv LhEj RûXYWôL úRokùRÓdLI ThPôo.

1. ùU[Xô] ô A×p LXôm B Nôj
2. ThPô© °RôWôûUVô
3. _YLoXôp úSÚ
4. úLôTôX ; Úx Q úLôLúX

5. The reason for naming the virus as 'Ebola' is

1. The vaccine used to prevent it
2. A river in Congo, one of the first place of out break
3. The first person who was contracted by the virus
4. The physician who first detected the virus

«úTôXôµGu à m ùTVûW JÚ ûYWv dĭ
ûYI TRtLô] LôWQ m

1. A ûR RÓdL TVuTÓj §V RÓI é£« u ùTVo
2. ØRuØR- p TW®V CPj §Ûs [LôeúLô
Sôh¥u JÚ S§
3. ØRu ØR- p Aq®Vô§Vôp RôdLI ThP
ST¬u ùTVo
4. ØRp Øû\VôL AKR ûYWû ^ d Li P±kR
UÚj ÕY¬u ùTVo

6. The headquarters of the “Organization of the Petroleum Exporting Countries” (OPEC) is situated in this city, country

1. Vienna, Austria
2. Kuwait City, Kuwait
3. Doha, Qatar
4. Baghdad, Iraq

ùThúWô- Vm HtβUŞ ùNnÛm SôÓL° u
A ûUI ©u (OPEC) RûXûUVLm A ûUKÕs [
SLWm, SôÓ

1. ®Vu] ô, B v Ş→Vô
2. ĩ ûYj SLWm, ĩ ûYj
3. úRôa ô, LRôo
4. TôdRôj , DWôd

7. ‘Good Governance Day’ is observed on the birthday of

1. Rajiv Gandhi
2. Lal Bahadur Sastri
3. Abdul Kalam
4. Atal Bihari Vajpayee

CY→u ©\kR Sôû[, »pXôhÉØû\ Sô[ôLµ
ùLôi PôÓj ú\ôm.

1. Wô´ q LôkŞó
2. Xôp TLç o Nôv Ş→
3. AI Õp LXôm
4. APp ©Lô→ YôwTôn

8. The longest river of Himachal Pradesh is

1. Jhelum
2. Beas
3. Chenab
4. Sutlej

CUôfNXI ©WúRNj §u ¿[Uô] S§

1. ĘXm
2. ©Vôv
3. °] ôl
4. NhXw

9. Consider the following.

- | | |
|---------------|--------------|
| A. Vamsadhara | B. Indravati |
| C. Pranahita | D. Pennar |

The tributaries of Godavari river are

1. A and B
2. B, C and D
3. A, B and D
4. B and C

rdLi PYtû\ LY² .

- | | |
|--------------|-------------|
| A. YmNRôWô | B. CK§WôY§ |
| C. ©WôQ ¶ Rô | D. ùTi Q ôß |

CYt±p úLôRôY¬« u ; û[S§Ls

1. A Utßm B
2. B, C Utßm D
3. A, B Utßm D
4. B Utßm C

10. The Nobel prize ceremonies take place annually in this city (except peace prize)

1. London
2. Stockholm
3. Geneva
4. New York

JqúYôWôî Óm úSôTp T-ÑLû [CkR SLWj §p
(AûU\$dlô] úSôTpT-ûNj R®W
YZeİ j u\] o.

1. CXi Pu
2. vPôd úa ôm
3. ù_ÉYô
4. ``ëVôod

11. This city of Andhra Pradesh is covered in the third list of 'Smart Cities' announced by Government of India on 20-9-2016

1. Tirupati
2. Kakinada
3. Vijayawada
4. Visakhapatnam

Ck§V A WÑ 20-9-2016 B m B i Ó A ±®j R £\I ×
SLWeL° u ê u\ôYÕ Th¥V- p CPm ùTt\
B k§Wl ©WúRN SLWm

1. §ÚI T§
2. Lôj SôPô
3. ®_VYôPô
4. ®NôLI Th¥Q m

12. In Central Cabinet, Minister of Environment, Forest and Climate Change is

1. Dr. Harsha Vardhan
2. Dr. Jitendra Singh
3. Ravi Shankar Prasad
4. Suresh Prabhu

Uj \$V Uk\$- NûT« p Ñtβl x\m, LôÓLs Utβm
Yô² ûX Uôt\j Õû\ AûUfNo

1. PôdPo a o` Yoj Ru
2. PôdPo ´ úRk\$W £e
3. W® NeLo ©WNôj
4. ÑúWx ©Wx

13. The red beacons (lights) on top of any VIP vehicle was banned in our country from this date.

Sm Sôh¥p ©WTXUô] YoL° u YôL] eL° u ÁÕ
£YI x ® [dï Ls CKR úR\$« - ÚkÕ
RûPûNnVI ThP] .

1. 1-8-2017
2. 1-6-2017
3. 1-5-2017
4. 1-7-2017

14. World's largest Aircraft carrier built by U.S.A is named after

1. Theodore Roosevelt
2. Abraham Lincoln
3. George Washington
4. Gerald R.Ford

A ùU→dLô E ÚYôdj V^a LI ùT→V ®Uô] j \$tí
CYÚûPV ùTVo ûYdLI ThÓs[Õ.

1. \$úVôúPôo ì v ùYph
- 2 B ©WLôm - eLu
- 3 _ôow Yôµ ePu
- 4 ù_Wôph B o. úTôoh

15. This person was elected as vice chairman of the Press Trust of India (PTI) on 29-9-2018

1. N. Ravi
2. Vijay Kumar Chopra
3. Anil Agarwal
4. Jaswanth Singh

©Wv ¥Wv h B @I Ck\$Vô®u ÕûQj RûXYWôL
29-9-2018 p úRokùRÓdLI ThPYo.

1. Gu. W®
- 2 ®_n ĩ Uôo úNôl Wô
- 3 A² p ALoYôp
- 4 _v Ykj £e

16. The first Arab country to send an unmanned probe “Hope” to orbit Mars by 2021

1. Kuwait
2. Qatar
3. United Arab Emirates
4. Iran

2021 B m B i ¥tİ s ùNqYôn úLôû [Ñt±YÚm
“úa ôl ” Gu à m B ° pXô ÕûQ dúLôû [
A à l ×YRtİ RVôWôL Es [ØRp A úW©V SôÓ

1. İ ûYj
2. Lj Rôo
3. I d j V AW× G^a úWhÓLS
4. DWôU

17. This university lifted Maulana Abul Kalam Azad Trophy for the 23rd time

1. Guru Nanak Dev University
2. Punjab University
3. Kurukshetra University
4. Delhi University

ùU [Xô] ô A ×pLXôm B Nôj úLôl ûTûV 23 YÕ
Øû \VôL CKR TpLûXdLZLm ûLITt±VÕ

1. İ ÚSô] d úRq TpLûXdLZLm
2. TgNôl TpLûXdLZLm
3. İ Úf úNj ŞW TpLûXdLZLm
4. ¥p- TpLûXdLZLm

18. India – Pacific islands sustainable development conference was organized on 25th and 26th May, 2017 at

1. Nauru
2. Cook Islands
3. Samoa
4. Suva

India – Pacific islands sustainable development conference was organized on 25th and 26th May, 2017 at Suva, Cook Islands.

1. Nauru
2. Cook Islands
3. Samoa
4. Suva

19. A 200 year old National Museum was destroyed due to fire accident on 2-9-2018 at

1. London
2. Rio de Janeiro
3. Paris
4. Istanbul

A 200 year old National Museum was destroyed due to fire accident on 2-9-2018 at London.

1. London
2. Rio de Janeiro
3. Paris
4. Istanbul

20. The country that has withdrawn from the 'Paris Climate Accord' on 1-6-2017 is

1. Canada
2. U.S.A.
3. Brazil
4. Russia

ᄁō→v Yô² ûX JI TkRj §- ÚkÕµ 1-6-2017 p

®X_j V SôÓ

1. L] Pô
2. AùU→dL I d_j V SôÓLs
3. ©úW£p
4. Wx Vô

Madhu

S. BHANUMATHI Madam

SA – PERSPECTIVES IN EDUCATION (Tamil Medium)

SET – 3

21. The Committee which has given suggestions to arrest Wastage and Stagnation in Education is...
1. Hunter Commission
 2. Hartog Committee
 3. Sargent Committee
 4. Iswarbai Patel Committee

Lp®« p ÅQ ôRp Utβm úRdL'' ûX
B ; VYtû\ LhÓI TÓj R T-kÕûW ùNnR ĩ Ý

1. a i Po ĩ Ý
2. a ôoPôd ĩ Ý
3. Nôo_i h ĩ Ý
4. Dv YoTôn ThúPp ĩ Ý

22. The first school for girl children of lower castes was started by

1. Jyothiba Pulle
2. Mahatma Gandhi
3. Vijayalakshmi Pandit
4. Durgabai Deshmuk

¸rYİ I × ùTi İ ZKûRLP dLôL ØRp
Ts° ûVj ùRôPej VYø

1. ú_ôŞTô I ëúX
2. ULôj Uô LôkŞ
3. ®_VXhÑ^a Ti ¥h
4. ÕoLôTôn úRx Ød

23. One of the following belongs to thinking skills which is a category of life skills:

1. Coping with stress
2. Communication
3. Creative thinking
4. Interpersonal Relation

YôrdûLj Ş\ul° p JÚ TôLUôL
¸rdLi PYt±p Juß A±ÜNôo Ş\ulP Pu
ùRôPo×ûPVÕ

1. U] AÝj Rj ûR GŞodùLôSP m Ş\ul
2. RLYp ùRôPo×
3. B dLI éoYUô] £kRû]
4. U² RoLP dj ûP« Xô] TWv TW ùRôPo×LS

24. 'Sundering the children with special needs from general schools is nothing but violation of human rights – stated by

1. Benda
2. UNESCO
3. Christensen
4. Smith, Naisworth

ϵ\I xj úRûYLS ùLôî P Ĩ ZkûRLû [
ùTôÕI Ts° « - ÚkÕ úYBTÓj ÕRp U² R
E ñûULû [ÁBm ùNVXôĭ mµGuß á ±VYo

1. ùTi Pô
2. Ù] √ úLô
3. j ±v ùPu ^ u
4. v^a j , Snv ùYôoj

25. The general type of register which is maintained in the school under Records and Registers is:

1. Laboratory Register
2. Library Book Register
3. Ledger
4. Logbook

Ts° L° p ïïoYj dLI TÓm B YQ eLs,
TşúYÓL° p ùTôÕYûLVô] I TşúYÓ

1. B nYLI TşúYÓ
2. è p ïïûXV è p TşúYÓ
3. ùTVúWÓ
4. §] Nñ Ĩ ±I xI xj RLM

26. Both in Centre and state of Andhra Pradesh the Ministry of Education was named as

1. Ministry of Human Resource Development
2. Ministry of Health Resource Development
3. Ministry of Human Records Development
4. Ministry of Home Affairs

Uj §V AWEÛm, B k§WI ©WúRN Uô´´Xj §Ûm
Lp® AûUfNLM CqYôB ùTVo Uôt\m
ùNnVI ThÓs [Õ.

1. U² RY[úUmTôhÓ AûUfNLM
2. B úWôdj V Y[úUmTôhÓ AûUfNLM
3. U² R B YQ úUmTôhÓ AûUfNLM
4. E sÕû\ AûUfNLM

27. The disease occurs due to the deformities in Chromosomes is

1. Cretinism
2. Hydrocephalus
3. Down's Syndrome
4. Phobia

ï úWôúUôúNômL° u JÝeLt\ AUoYôp HtTÓm
úSôn

1. j ¬¥² ^ m
2. ûa húWô ùNTôXv
3. ùP[uv Ei húWôm
4. @úTô©Vô

28. The year from which the Model Schools were started functioning in Andhra Pradesh State is

À KŞWI ©WúRN Uô`Xj Şp UôŞ-I Ts° LS
ùNVpTPj ùRôPej V B i Ó

1. 2011
2. 2012
3. 2013
4. 2014

29. Under this section of RTI Act, any officer rejects the application, denies giving information, giving wrong information, the complaint may be given directly to the State Information Commission:

RTI NhPj Şp CI ©-®u ,r GkR AŞLô-VôYÕ
®i QITj ûR HtL Ußj RôúXô, RLYp RW
Ußj RôúXô, RY\ô] RLYûXj RkRôúXô Uô`X
RLYp B ûQVj Ştï úSW¥VôL xLôo RWXôm.

1. 11 (1)
2. 12 (1)
3. 18 (1)
4. 19 (1)

30. In the preparation of Question Paper - Reliability means:

1. To achieve the desired objectives
2. Obtaining the same mark even if it is valued by two different examiners
3. Specifying the accurate answers for evaluation
4. Convenient to conduct the exam evaluate and to interpret the results

®] ôj RôS RVô-I ©p - SmTLj Ru ûU GuTÕ

1. ®ÚmTj RdL úSôdLeLû[AûPRp
- 2 CWi Ó úYBThP úRoYô[oL[ôp UŞI ÀÓ
ùNnVI ThPôÛm JúW ®RUô] UŞI ùTi
ùTBRp
- 3 UŞI ÀÓ ùNnYRtĩ Õp- VUô] ®ûPLû[d
ĩ ±I ©ÓRp
- 4 úRoÜ SPj RÜm, UŞI ÀÓ ùNnVÜm,
Ø¥ÜLû[®[di á ßYRtĩ m Ht\RôL
CÚj Rp

Chaitanya sir,

DTP - Ravi

SA – PSYCHOLOGY(TAMIL MEDIUM)

SET – 1

31. A teacher of class IX assigned different activities to different students. The most appropriate reason you perceive for this is

1. To prevent copying the task
2. Students like Games
3. Early completion of syllabus
4. Each child is unique

"9B m Yİ l x B ε-Vo TpúYβ UôQ YoLP dİ
TpúYβ YûLVô] ùNVtTôÓLû[T« tεVôL
RÚj \ôo. CRTİ^a L Ødj V LôWQUôL çeLS
rdLi PYt±p GûR F j l To.

1. Tôj Õ GÝÕYûRj RÓI TRtLôL
2. UôQ YoLS ®û[VôhÓLû[®Úm×j u \] o
3. TôPj ŞhPj ûR ØuTôLúY Ø¥j Rp
4. JqùYôÚ UôQ Yà m R² j Ru ûUÛûPVYu

32. In your class, one student is very kind, gentle and virtuous. All the students and teachers named him as "Vivekananda". According to Freud his state of personality is

1. Id
2. Ego
3. Super Ego
4. Libido

EeLs Yİ ITû\« p JÚ UôQ Yu CWdLm,
Li | Vm Utβm SpùXôÝdLØûPVYu.
Ts° « Ūs[Aû] j Õ UôQ YoLs, B £-VoLs
AYû] "®úYLô] kRø' G] AûZdj u\] o.
©Wôn¥u LÚj RIT¥ AYà ûPV B Ð ûU "ûX

1. ALm
- 2 RuØû] I x
- 3 EVø RuØû] I x
- 4 Tôp EQoÛ

33. In your class you are observing that Siddhartha is bullying every time. Which of the following method you adopt to rectify the undesirable behaviour -

1. Request the parents to provide counselling
2. Request the headmaster to provide counselling
3. Analyse the reason and provide counselling
4. Ask him to sit in the last bench.

EeLs YÍ I ©p "Éj Rôj Rô' Gl úTôÕm ©\ûWj
Õu×Bj ÕYûR E tßúSôdÍ ; ÈoLs. ®ÚmTj RLôR
CkR SPj ûRûV N-I TÓj R ¿eLs úUtùLôsP m
Øû\.

1. ùTtú\ôûW A±ÜûW YZeİ mT¥ úYi ÓRp.
2. RûXûUVôÉ→VûW A±ÜûW YZeİ mT¥
úYi ÓRp.
3. LôWQj ûRI TÍ j RônKÕ A±ÜûW
YZeİ Rp.
4. YÍ ITû\« u LûPE CÚdûL« p AYû]
AUÚmT¥ á BRp.

34. Avinash believes re-organisation of the perceptual field belongs to the process and product of thinking. This is related to the following theory.

1. The gestalt theory
2. The behaviouristic learning theory
3. Bruner's theory of cognitive development
4. Freud Psycho-analytic theory of thinking

×-kÕùLôS P m B t \p ×Xj §u °WûUI Tô] Õ
£k§j Rp ùNVpØû\ Utβm ®û[ÜPu ùRôPox
ùLôi ¥Údí m G] A®] ôx Sm×j \ôu. CÕ
rdLôÔ m úLôhTôhÓPu ùRôPoxûPVÕ.

1. ØÝY¥Yd úLôhTôÓ
2. SPj ûRV¥I TûP« Xô] Lt \p úLôhTôÓ
3. ×ì] -u A±Ü Y[of£d úLôhTôÓ
4. @I Wôn¥u £kRû] Tt±V E [®Vp
Tí I TôhÜd úLôhTôÓ

35. Rajesh revises the portion of syllabus periodically to strengthen his -

1. Short – Term memory
2. Immediate memory
3. Long – term memory
4. Sub Conscious memory

Wôú_x Ru à ûPV TôPj ShPj ûR A¥dL¥ Ás
TôoûY ùNnYÕ AYÚûPV ,rdLi P AmNj ûR
YÛITÓj R ERÛ; \Õ.

1. ĩ ß; VLôX ``û] Yôt\p
2. EP] ¥ ``û] Yôt\p
3. ħi PLôX ``û] Yôt\p
4. ÕûQ S] Ü``ûX ``û] Yôt\p

36. Rekha did not like doing her homework. However her teacher started praising her for her performance in the class leaving her slackness in doing home work. She started being regular with home work in order to please her teacher. This is an example of

1. Negative reinforcement
2. Guidance
3. Positive reinforcement
4. No reinforcement

ÅhÓI TôPj ûR GÝÕYRtĭ úWLô ®ÚmT®pûX.
 BÉ-Vo AYs ÅhÓI TôPm ùNnYŞp LôhÓm
 AXhÉVI úTôdûL ®Ój Õ AYÞ ûPV YÍ I×
 NôRû] ûVI ×LZj ùRôPej] ôo. AYs R] Õ
 BÉ-VûW Uj r®dL ÅhÓI TôPm ùNnYŞp
 Øû\Vô] JÝdLj ûR LûP©¥j Rôs. CÕ CRTĭ
 GÓj ÕdLôhÓ.

1. Uû\ØL YÛĭ h¥
2. Y⁻ LôhÓRp
3. úSW¥ YÛĭ h¥
4. YÛĭ hÓRp CpûX

37. Ratnakar is an intelligent student in class X. His classmate Ravi scolded him as 'idiot' for not allowing him to copy from his answer sheet, with regard to IQ, Ravi is wrong because.

1. Ratnakar's IQ is 70-89
2. Ravi's IQ is 90-109
3. Ratnakar is intelligent
4. Idiots IQ is greater than 140

Wj] ôLo Tj Rôm YÍ I ©p T¥dí m Öi Q ±Ü
 Es[UôQ Yu. R] Õ ®ûPj Rôû[Tôoj Õ
 GÝR A à U\$dlôRRôp W® AYû] "ê Pu' Guß
 \$h¥] ôu. Öi Q ±Ü D®uT¥ W®« u ùNôtLS
 RY\ô] ûY. Hù] ² p

1. Wj] ôL¬u Öi Q ±Ü 70 89
2. W®« u Öi Q ±Ü DÜ 90 109
3. Wj] ôLo Öi Q ±Ü ^a dLYu
4. ê PoL° u Öi Q ±Ü DÜ 140®PA\$Lm

38. Kamala was adjudged as a well adjusted girl by her teachers. One of the following characteristic is not related to her

1. Respecting herself and others
2. Absence of fault finding attitude
3. Flexibility in behaviour
4. An unrealistic perception of the world

LUXô £\kR ùTôÚj RI TÔÓs[ùTi G]
B £-VoL[ôp ĩ ±l ©PI TÓj \ôS. rdLi PYt±p
AYP dĩ j ùRôPo©pXôR Ti ×

1. Ru û] Ùm ©\ûWÙm UŞj Rp
2. ĩ û\LôÔ m U] I Tôu ûUVt\Ys
3. SPj ûR« p Yû[kÕùLôÓdĩ m Ru ûU
4. EXLj ûRd ĩ ±j Õ Ei ûUVt\
U] I Tôu ûU

39. According to Maslow's hierarchy of needs. The following statement is related to the most basic needs of human beings.

1. Ramana is doing yoga for self actualization
2. Pratap is struggling to become student leader
3. Gopi is hungry, he is in need of food
4. Sita is an orphan, craves for love

Uôv úLô®u úRûYL° u Tÿj R[d ùLôSûLITÿ
rdLi P Yôd; VeL° p Juß U² R² u
AÿITûPj úRûYLP Pu ùRôPoxûPVÕ.

1. B uU NôRû] dLôL WUQô úVôLô
ùNn; \ôu
2. UôQ YoL° u RûXY] ôL Uô\ ©WRôI
ùRôPokÕ úTôWôÓ; \ôu
3. úLô©dĭ TËITRôp AYà dĭ EQÜ
úRûYITÓ; \Õ
4. °Rô A] ôûRVôL CÚITRôp Au×dLôL
Heĭ ; \ôS.

40. Mr. Chandra Sekhar is class X English teacher. Every student likes him because, he

1. Encourages rote memory.
2. Allows them for group discussions
3. Engages himself in continuous lecturing
4. Liberal in assessment

§Ú.Nk\$WúNLo Tj Rôm YÍ I× B e j X B £-Vo.
JqùYôÚ UôQ YÚm AYûW ®Úm×j u \] o.
CRtí d LôWQm AYô

1. U] ITôP ``û] Yôt\ûX F dLI TÓj Ōj \ôo.
2. ĩ Ýd LXkŌûWVôP- p Teĩ ùLôs [
YônI T° dj \ôo.
3. ùRôPof£VôL ®-ÛûWVôtBY\$ p Ru û]
DÓTÓj \$dùLôs j \ôo.
4. U\$ I ©ÓY\$ p RôWô [Uô] YWôL CÚdj \ôo.

SA – Maths – Revised Set-B
Maths Content (Tamil Medium) (41 to 80)

41. The population of a town increases by 20% every year of its population is 2,16,000 then its population 2 years ago is

JÚ SLWj řu UdLsùRôûLVô] Õ, YÚPkúRôßm
20% AşL-dj \Õ. AKSLWj řu RtúTôûRV
UdLsùRôûL 2,16,000 G² p 2 YÚPeLP dĭ
Øu × AKSLWj řu UdLsùRôûL

1. 1,50,000
2. 1,72,800
3. 1,94,000
4. 1,61,400

42. The compound interest calculated yearly at 10% on a certain sum of money, amounts to ₹ 665.50 in the fifth year then the C.I for the fourth year on the same sum at the same rate is

JÚ ĩ ±I ©hP ùRôûLdĭ , YÚPj řtĭ JúØû\
10% YhşÅRm LQ dj PITHÓ, I kÕ YÚPeL° u
úTôÕ B] á hÓYhş ₹ 665.50 G² p AúR
ùRôûLdĭ , AúR YhşÅRj řp SôuLôYÕ
YÚPj řu úTôÕ B ĩ m á hÓYhşVô] Õ

1. ₹ 498.95
2. ₹ 552.50
3. ₹ 605.00
4. ₹ 625.50

43. The compound ratio of squares of the ratio 5 : 6 and the reciprocal ratio of 25 : 42 is

5 : 6 ᵁ YodL®; Rm Utβm 25 : 42 ᵁ RÛX, r
®; Rm B ; VYt±ᵁ á hÓ®; Rm

1. 7 : 6
2. 7 : 5
3. 6 : 7
4. 5 : 7

44. The length of rectangle is increased by 20% and breadth is decreased by 10% then the percentage increasing in the area is

JÚ ùNqYLj §ᵁ ¿[j ûR 20% A§L-j Õ,
ALXj ûR 10% Ĩ û\j Rôp ARᵁ TWI T[Ü
EVÚm NRÅRm

1. 6%
2. 8%
3. 10%
4. 15%

45. If $x + 5$ is the mean proportion between $x + 2$ and $x + 9$ then the value of 'x' is

$$\frac{x+2}{x+5} = \frac{x+5}{x+9}$$

1. 2
2. 5
3. 7
4. 9

46. A person bought two articles for each ₹ 3000. He sold one article at a gain of 20% and other one at a loss of 10% then the percentage of gain on whole transaction is

$$\begin{aligned} \text{Cost Price (CP)} &= ₹ 3000 \\ \text{Selling Price (SP)} &= ₹ 3000 \times 1.20 = ₹ 3600 \\ \text{Loss} &= ₹ 3000 - ₹ 3600 = ₹ 600 \\ \text{Percentage of Gain} &= \frac{\text{Gain}}{\text{Total CP}} \times 100 = \frac{600}{6000} \times 100 = 10\% \end{aligned}$$

1. 15%
2. 10%
3. 8%
4. 5%

47. A card is randomly chosen from a pack of cards with numbers 1 to 200 then the probability of that card number is a perfect square is

1. $\frac{1}{200}$ 2. $\frac{1}{100}$ 3. $\frac{1}{50}$ 4. $\frac{1}{25}$

1. 0.07
2. 0.7
3. 0.12
4. 0.13

48. A card is drawn randomly from a well shuffled pack of cards then the probability of that card is red numbered card is

1. $\frac{1}{2}$ 2. $\frac{1}{4}$ 3. $\frac{1}{8}$ 4. $\frac{1}{16}$

1. $\frac{9}{13}$
2. $\frac{10}{13}$
3. $\frac{9}{26}$
4. $\frac{10}{26}$

49. The mean of 1, 7, 5, 3, 4 and 4 is m , the mean of 3, 2, 4, 2, 3, 3 and P is $m-1$ and median Q then the average of P and Q is

1, 7, 5, 3, 4 $U_t \beta_m$ 4 B_j $VYt \pm u$ $NW\hat{O}N \rightarrow m$,
 $\acute{u}U\hat{U}m$ 3, 2, 4, 2, 3, 3 $U_t \beta_m$ P B_j $VYt \pm u$
 $NW\hat{O}N \rightarrow m-1$ $\acute{u}U\hat{U}m$ $C\hat{u}P'' \hat{u}X$ $A[\ddot{U} Q G^2 p$
 P $U_t \beta_m$ Q u $NW\hat{O}N \rightarrow$

1. 2.5
2. 3
3. 3.5
4. 4

50.

Class Interval $Y\acute{I} I \times C\hat{u}P\ddot{u}Y^\circ$	0-10	10-20	20-30	30-40	40-50	50-60	60-70	70-80
Cumulative frequency $\acute{I} \textcircled{R} \ddot{U}'' Lr\ddot{u}Y\acute{i}$	7	21	34	46	66	77	92	100

The modal class of the above data is

$\acute{u}U_t L_i$ $P \textcircled{R} YW_j$ $\S u$ $\emptyset Lh\acute{O}$ $Y\acute{I} I \times$

1. 20 – 30
2. 30 – 40
3. 40 – 50
4. 50 – 60

51. The median of the observations 11, 12, 14, $x-2$, $x+4$, $x+9$, 32, 38 arranged in ascending order is 24 then the mean of the observation is

11, 12, 14, $x-2$, $x+4$, $x+9$, 32, 38 G`a m HBY-`uN« p
 A`uUK`O s [T`S`U`L`° u C`uP`·`uX A [`U 24
 G² p AIT`S`U`L`° u NW`oN-`

1. $\frac{197}{8}$

2. $\frac{191}{8}$

3. $\frac{189}{8}$

4. $\frac{187}{8}$

52. The mean deviation of the data 2, 9, 9, 3, 6, 9, 4 from the mean is

2, 9, 9, 3, 6, 9, 4 G`a m ®YWeLP d`i` NW`oN-`« - `Uk`O,`
 NW`oN-` ®XdLU`o] `O`

1. $\frac{15}{7}$

2. $\frac{16}{7}$

3. $\frac{18}{7}$

4. $\frac{22}{7}$

53. The standard deviation of the data 6, 5, 9, 13, 12, 8, 10 is

6, 5, 9, 13, 12, 8, 10

1. $\sqrt{\frac{52}{7}}$

2. $\sqrt{6}$

3. $\frac{52}{7}$

4. 6

54. If the variance of the data 2, 4, 5, 6, 8, 17 is 23.33 then variance of 4, 8, 10, 12, 16, 34 will be

2, 4, 5, 6, 8, 17
If the variance of the data 2, 4, 5, 6, 8, 17 is 23.33 then variance of 4, 8, 10, 12, 16, 34 will be

1. $\sqrt{23.33}$

2. 23.33

3. 46.66

4. $(23.33)^2$

55. $\cos 38^\circ \sec (90^\circ - 2A) = 1$ then the value of angle 'A' is

$$\cos 38^\circ \sec (90^\circ - 2A) = 1$$

1. 52°
2. 38°
3. 26°
4. 19°

56. The length of the shadow of vertical tower on ground increases by 10m, when the altitude of the Sun changes from 45° to 30° then the height of the tower is (in meters)

Let the height of the tower be x m. When the altitude of the Sun is 45° , the length of the shadow is x m. When the altitude of the Sun is 30° , the length of the shadow is $x + 10$ m. Then

$$\frac{x}{x + 10} = \tan 30^\circ = \frac{1}{\sqrt{3}}$$

1. $10(\sqrt{3} + 1)$
2. $10(\sqrt{3} - 1)$
3. $5(\sqrt{3} - 1)$
4. $5(\sqrt{3} + 1)$

57. Given positive integers a and b there exists unique pair of integers α and γ satisfying $a = b\alpha + \gamma$ then γ lie between

$$a = b\alpha + \gamma \quad 0 \leq \gamma < b$$

1. $0 < \gamma < b$
2. $0 < \gamma \leq b$
3. $0 \leq \gamma < b$
4. $0 \leq \gamma \leq b$

58. The least number which must be subtracted from 4215 to make it a perfect square.

$$4215 - x = n^2$$

1. 117
2. 118
3. 119
4. 120

59. $\sqrt{x} + \sqrt{x - \sqrt{1-x}} = 1$ then the value of 'x' is

$$\sqrt{x} + \sqrt{x - \sqrt{1-x}} = 1 \quad \text{G}^2 \quad \text{p} \quad \text{'x'} \quad \cup \quad \text{U} \text{ŞI} \times$$

1. $\frac{3}{5}$

2. 1

3. $\frac{4}{5}$

4. $\frac{16}{25}$

60. If $\log_4 \log_2 \log_3(x-2009) = 0$ then the value of 'x' is

$$\log_4 \log_2 \log_3(x-2009) = 0 \quad \text{G}^2 \quad \text{p} \quad \text{'x'} \quad \cup \quad \text{U} \text{ŞI} \times$$

1. 2018

2. 2015

3. 2012

4. 2009

61. The value of $58^3 - 24^3 - 34^3$

$$58^3 - 24^3 - 34^3 \quad \cup \quad \text{U} \text{ŞI} \times$$

1. -141984

2. -149184

3. 141984

4. 149184

62. If the roots of the equation $(b-c)x^2 + (c-a)x + (a-b) = 0$ are equal then the value of $\frac{a+c}{b}$ is

$$(b-c)x^2 + (c-a)x + (a-b) = 0 \text{ G\`a m NUuT\`oh\`y\`u \`e XeLs}$$

$$\text{NUm } G^2 \text{ p } \frac{a+c}{b} \text{ u U\`S\`I } x$$

1. 4
2. 3
3. 2
4. 1

63. No. of sub sets of a Set $A = \{x : x \in \mathbb{N} \text{ and } 2 < x < 7\}$

$$\text{LQm } A = \{x : x \in \mathbb{N} \text{ ut } \beta \text{m } 2 < x < 7\} G^2 \text{ p LQm } A \text{ u}$$

$$\text{EhLQeL}^\circ \text{ u Gi } | \text{ d\`uL}$$

1. 4
2. 8
3. 12
4. 16

64. The number of integers lie between the squares of 63 and 64 is

$$63 \text{ Ut } \beta \text{m } 64 \text{ B } | \text{ VYt } \pm \text{u } \text{YodLeL}^\circ \text{ u C\`uP} \ll \text{p}$$

$$\text{A\`uU\`Um } \emptyset \text{YdL}^\circ \text{ u Gi } | \text{ d\`uL}$$

1. 128
2. 126
3. 124
4. 120

65. The trisection points of line joining $(2, -6)$, $(-4, 8)$ is

1. $\left(\frac{8}{3}, \frac{-4}{3}, \frac{-10}{3}\right)$
2. $\left(\frac{8}{3}, \frac{4}{3}, \frac{-10}{3}\right)$
3. $\left(0, \frac{-4}{3}, \frac{10}{3}\right)$
4. $\left(0, \frac{4}{3}, \frac{10}{3}\right)$

66. The quadrilateral which is formed by the points $(-7, -3)$, $(5, 10)$, $(15, 8)$ and $(3, -5)$ is

1. Parallelogram
2. Square
3. Rectangle
4. Rhombus

$(-7, -3)$, $(5, 10)$, $(15, 8)$, $(3, -5)$ is

1. Parallelogram
2. Square
3. Rectangle
4. Rhombus

67. If $a\sqrt[3]{x^2} + b\sqrt[3]{x} + c = 0$ then $a^3x^2 + b^3x + c^3$ is equal to

$$a\sqrt[3]{x^2} + b\sqrt[3]{x} + c = 0 \quad \text{G}^2 \quad \text{p} \quad a^3x^2 + b^3x + c^3 \quad \text{d}i \quad \text{NUU}\hat{O}]$$

UŞI ×

1. $27abcx$
2. $\frac{1}{3}abcx$
3. $3abcx$
4. $\frac{1}{27}abcx$

68. If a and b are the roots of the equation $ax^2 + bx + c = 0$ then the value of $a^4b^7 + a^7b^4$ is

$$ax^2 + bx + c = 0 \quad \text{u} \quad \hat{e}XeLs \quad a, b \quad \text{G}^2 \quad \text{p} \quad a^4b^7 + a^7b^4 \quad \text{u}$$

UŞI ×

1. $\frac{bc^3}{a^6}(3ac - b^2)$
2. $\frac{b^4c}{a^6}(6ac - c^2)$
3. $\frac{bc^4}{a^7}(3ac - b^2)$
4. $\frac{ab^4}{c^7}(5ac - b^2)$

69. If $(K + 2)$, $(4K - 6)$ and $(3K - 2)$ are in Arithmetic progression then the product of 5th and 10th term is

$$(K + 2), (4K - 6), (3K - 2)$$

1. 116
2. 126
3. 136
4. 106

70. If $3A + B = 18x^2 - 2xy + 2y^2$ and $A - B = 2x^2 - 6xy + 2y^2$ then the expression of A is

$$3A + B = 18x^2 - 2xy + 2y^2 \quad A - B = 2x^2 - 6xy + 2y^2$$

1. $5x^2 + 2xy + y^2$
2. $-5x^2 - 2xy + y^2$
3. $5x^2 - 2xy + y^2$
4. $5x^2 - 2xy - y^2$

71. The perimeters of a square and a rectangle are equal. If the side of the square is 25m and the length of the rectangle is 30m. Then the ratios of areas of square and rectangle is

JÚ NŌWm Utβm ùNqYLj §u Ñt\ [ÜLs NUm.
 NŌWj §u TdL A [Ü 25 Á. Utβm ùNqYLj §u
 ¿ [A [Ü 30 Á. G² p NŌWm Utβm ùNqYLj §u
 TWI T [ÜL° u ®j Rm

1. 24 : 25
2. 34 : 25
3. 25 : 24
4. 35 : 34

72. A toy is in the form of a cone mounted on hemisphere. If the diameter of the base and the height of the cone are 12cm and 8cm respectively then the surface area of the toy is (in cm²)

JÚ ®û [VohÓI ùTôÚ [ô] Õ, AûWúLô [j §u
 ÁÕ á m× Y¥Ym Es [Yôβ AûUKÕs [Õ.
 Adá m©u A¥®hPm Utβm EVWm Øû\úV
 12 ùN.Á. Utβm 8 ùN.Á. G² p A l ùTôÚ° u R [
 TWI T [Ü (ùN.Á.² - p)

1. 418.48
2. 408.84
3. 414.86
4. 521.48

73. If the height of an equilateral triangle is x cm then its area is (in cm^2)

JÚ NUTdL ØdúLôQj §u EVWm x ùN.Á. G^2 p ARu TWIT[Ü (ùN.Á.² - p)

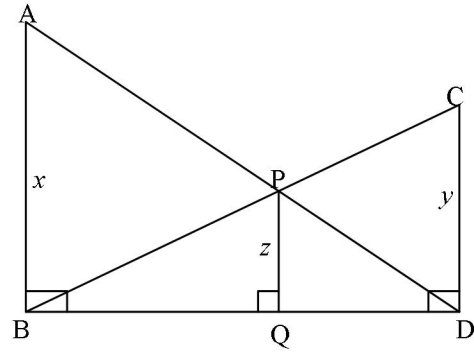
1. $\frac{x^2}{\sqrt{3}}$
2. $\frac{x^2}{3}$
3. $\frac{\sqrt{3}}{4}x^2$
4. $\frac{4}{\sqrt{3}}x^2$

74. The ratios of the radius and height of a cylinder is 3 : 2. If the radius 21cm then its volume is (cm^3)

JÚ EÚû[« u B Wm Utßm EVWj §u ®; Rm 3 : 2 úUÛm ARu B Wm 21 ùN.Á. G^2 p ARu L] A [Ü (ùN.Á.³ - p)

1. 18404
2. 19504
3. 19404
4. 18304

75. AB, CD, PQ are perpendicular to BD. AB = x, CD = y and PQ = z then z is equal to



AB, CD, PQ
 GuTûY BD dĭ

YûWVI ThP

ùNeĭ j ÔLs. úUÛm AB = x, CD = y Utβm PQ = z

G² p z dĭ NUUô] Ô

1. $\frac{x+y}{xy}$

2. $\frac{xy}{y-x}$

3. $\frac{xy}{x+y}$

4. $\frac{x-y}{xy}$

76. The angles of a triangle are $\frac{3}{2}x - 40^\circ$, $(x - 30)^\circ$ and $\frac{1}{2}x - 20^\circ$ then sum of two angles is (in degrees)

$$\frac{3}{2}x - 40^\circ, (x - 30)^\circ$$

$$\frac{1}{2}x - 20^\circ$$

1. 110
2. 80
3. 60
4. 120

77. In a trapezium ABCD where $AB \parallel DC$, diagonals AC, BD are intersect each other at the point 'O'. If $AB = 2CD$ then the ratio of areas of $\triangle AOB$ and $\triangle COD$ is

$$AB = 2CD$$

1. 1 : 4
2. 4 : 1
3. 2 : 1
4. 1 : 2

78. The hypotenuse of a right angled triangle is 6m more than twice of the shortest side. If the third side is 2m less than the hypotenuse then its perimeter is (in cm)

JÚ ùNeúLôQ ØdúLôQj §u LoQ Uô] Õ,
 AmØdúLôQj §u ^a LfE±V TdLj §u CÚ
 UPeûL®P 6 Á. A§Lm. úUÛm ê u\ôYÕ
 TdLUô] Õ LoQj ûR ®P 2 Á. ï û\Ü G² p
 ARu Ñt\[Ü (ùN.Á. - p)

1. 75
2. 60
3. 40
4. 85

79. PQR is a triangle right angled at P and M is a point on QR such that PM ⊥ QR then PM² is equal to

PQR G à m ØdúLôQj §p P B] Õ ùNeúLôQ m.
 úUÛm PM ^ QR G] E s [Yôß QR u ÁÕ × s °
 M E s [Õ G² p PM² dï NUUô] Õ

1. QM × PQ
2. PR × PQ
3. QM × MR
4. QM × PM

80. If in $\triangle ABC$, $DE \parallel BC$, $AD = x$, $DB = x - 2$, $AE = x + 2$ and $EC = x - 1$ then x is equal to

$\triangle ABC$ में, $DE \parallel BC$, $AD = x$, $DB = x - 2$, $AE = x + 2$ और $EC = x - 1$ है तो x का मान क्या है?

1. 2
2. 4
3. 6
4. 8

Set-B – Inter Part

81. If $f(x) = \cos(\log x)$ then $f\left(\frac{1}{x}\right) f\left(\frac{1}{y}\right) - \frac{1}{2} f(xy) + f\left(\frac{x}{y}\right) =$

$$f(x) = \cos(\log x) \quad \text{P} \quad f\left(\frac{1}{x}\right) f\left(\frac{1}{y}\right) - \frac{1}{2} f(xy) + f\left(\frac{x}{y}\right) =$$

1. 0
2. $f(x)$
3. $f(x) + f(y)$
4. $f(x) \cdot f(y)$

82. The domain of the function $f(x) = \sqrt{4 - x^2} + \sin^{-1} \frac{1+x^2}{2x}$

$$f(x) = \sqrt{4 - x^2} + \sin^{-1} \frac{1+x^2}{2x} \quad \text{Gà m Nôo} \odot \cup \quad \text{L} [m$$

1. $[-1, 1]$
2. $\{-1, 1\}$
3. $\{0\}$
4. $\{-2, 2\}$

83. If $A = \begin{pmatrix} \hat{e}_2 & 0 \\ \hat{e}_3 & 0 \end{pmatrix}$, $B = \begin{pmatrix} \hat{e}_0 & 0 \\ \hat{e}_1 & 2 \end{pmatrix}$, $C = \begin{pmatrix} \hat{e}_0 & 0 \\ \hat{e}_3 & 4 \end{pmatrix}$ then

$$A = \begin{pmatrix} \hat{e}_2 & 0 \\ \hat{e}_3 & 0 \end{pmatrix}, B = \begin{pmatrix} \hat{e}_0 & 0 \\ \hat{e}_1 & 2 \end{pmatrix}, C = \begin{pmatrix} \hat{e}_0 & 0 \\ \hat{e}_3 & 4 \end{pmatrix} \quad G^2 \quad p$$

1. $AB = AC = 0$
2. $AB = 0, AC \neq 0$
3. $AB \neq 0, AC \neq 0$
4. $AB \neq 0, AC = 0$

84.
$$\begin{vmatrix} 1 & 1 & 1 \\ a & b & c \\ a^2 - bc & b^2 - ca & c^2 - ab \end{vmatrix} = \underline{\hspace{2cm}}$$

1. 0
2. 1
3. abc
4. $(a - b)(b - c)(c - a)$

85.
$$\frac{1}{1+2w} + \frac{1}{2+w} - \frac{1}{1+w} = \underline{\hspace{2cm}}$$

1. w
2. w^2
3. $a^2 + b^2$
4. 0

86. If $x = \text{cis } \alpha$, $y = \text{cis } \beta$ then $x^3y^4 - \frac{1}{x^3y^4} =$ _____

$x = \text{cis } \alpha$, $y = \text{cis } \beta$ $\Rightarrow x^3y^4 - \frac{1}{x^3y^4} =$ _____

1. $2i \cos (3\alpha + 4\beta)$
2. $2i \cos (3\alpha - 4\beta)$
3. $2i \sin (3\alpha + 4\beta)$
4. $2i \sin (3\alpha - 4\beta)$

87. The solution of $\sqrt{x+20} + \sqrt{x+4} = 4\sqrt{x-1}$ is _____

$\sqrt{x+20} + \sqrt{x+4} = 4\sqrt{x-1}$ \Rightarrow _____

1. $\{2\}$
2. $\{3\}$
3. $\{4\}$
4. $\{5\}$

88. If α, β, γ are roots of $x^3 + px^2 + qx + r = 0$ then $\frac{\alpha^2 + \beta^2 + \gamma^2}{\alpha^2 + \beta^2 + \gamma^2} = \underline{\hspace{2cm}}$

α, β, γ GuTûY $x^3 + px^2 + qx + r = 0$ u êXeLs G^2 p

$$\frac{\alpha^2 + \beta^2 + \gamma^2}{\alpha^2 + \beta^2 + \gamma^2} = \underline{\hspace{2cm}}$$

1. $\frac{q^2 - 2pr}{r^2}$

2. $q^3 - 3pq + 3r^2$

3. $\frac{p^2 - 2q}{r^2}$

4. $\frac{pq}{r - 3}$

89. If $2nC_3 : nC_2 = 44 : 3$ then $n = \underline{\hspace{2cm}}$

$$2nC_3 : nC_2 = 44 : 3 \quad G^2 \quad p \quad n = \underline{\hspace{2cm}}$$

1. 8

2. 2

3. 4

4. 6

90. If the coefficients of x^7 and x^8 in $2 + \frac{x^n}{3}$ are equal then $n =$ _____

$$2 + \frac{x^n}{3} \text{ u } \textcircled{R} \rightarrow \textcircled{R} \text{ p } x^7, x^8 \text{ u } \textcircled{!} \text{ QLeLs NUM}$$

$$G^2 \text{ p } n \text{ u } \text{UŞI} \times \text{ _____}$$

1. 45
2. 55
3. 35
4. 27

91. $C_0 + \frac{C_1}{2} + \frac{C_2}{2^2} + \frac{C_3}{2^3} + \dots + \frac{C_n}{2^n} =$ _____

1. $\frac{3^n}{2}$
2. $\frac{2^n}{3}$
3. $\frac{5^n}{3}$
4. $\frac{3^n}{5}$

92. If the lines $ax+hy+g=0$, $hx+by+f=0$, $gx+fy+c=0$ to be concurrent is _____

$$ax+hy+g=0, hx+by+f=0, gx+fy+c=0 \text{ GuTûY JÚ} \\ \times S^\circ \text{ Y}^- \text{ dúLôÓLs G}^2 \text{ p } \underline{\hspace{2cm}}$$

1. $a + b + c = 0, f + g + h = 0$
2. $a^2 + b^2 + c^2 = 0, f^2 + g^2 + h^2 = 0$
3. $abc + 2fgh - af^2 - bg^2 - ch^2 = 0,$
4. $af + bg + ch = 0$

93. The reflection of the point $(-1, 3)$ in the line $5x - y - 18 = 0$ is _____

$$5x - y - 18 = 0 \text{ Gà m úLôh¥p } (-1, 3) \text{ Gà m } \times S^\circ \ll \text{ u} \\ \text{GŞùWô}^\circ \text{ l } \times \underline{\hspace{2cm}}$$

1. $(2, 1)$
2. $(0, 0)$
3. $(9, 1)$
4. $(-2, -3)$

94. The equation to the pair of bisectors of angles between the pair of lines $2x^2 - 3xy + y^2 = 0$ is _____

$2x^2 - 3xy + y^2 = 0$ Gã m ú_ô¥ úLôÓL° u úLôQ
 ú_ô¥ CÚNUùYh¥L° u NUuTôÓ _____

1. $3x^2 + 2xy - 3y^2 = 0$
2. $3x^2 - 2xy + 3y^2 = 0$
3. $3x^2 + 2xy + 3y^2 = 0$
4. $3x^2 - 2xy - 3y^2 = 0$

95. The equation of the circle passing through $(0, 0)$, $(0, a)$, $(a, 0)$ is _____

$(0, 0)$, $(0, a)$, $(a, 0)$ Gu \ xS° L° u Y- úV ùNpÛm
 YhPj §u NUuTôÓ _____

1. $x^2 + y^2 + ax + ay = 0$
2. $x^2 + y^2 - ax - ay = 0$
3. $x^2 + y^2 + 2ax + 2ay = 0$
4. $x^2 + y^2 = a^2 + b^2$

96. The pole of the line $2x - 3y + 25 = 0$ w.r. to $x^2 + y^2 = 25$ is _____

$2x - 3y + 25 = 0$ Gã m úLôh¥tí $x^2 + y^2 = 25$ Gu \
 YhPj ùR ùTôÚj Õ CùNI xS° (Øù]) _____

1. $(0, 3)$
2. $(1, 3)$
3. $(-2, 3)$
4. $(2, 3)$

97. The number of common tangents to the two circles $x^2 + y^2 = 1$ and $x^2 + y^2 - 2x - 6y + 6 = 0$ is _____

$$x^2 + y^2 = 1 \text{ Ut } \beta m \ x^2 + y^2 - 2x - 6y + 6 = 0 \text{ Gà m}$$

YhPeL° u ùTôÕ ùRôÓúLôÓL° u Gi | dÛL _

1. 3
2. 1
3. 2
4. 4

98. The length of the latus rectum of the parabola $y^2 + 8x - 4y - 4 = 0$ is _____

$$y^2 + 8x - 4y - 4 = 0 \text{ Gà m TWYÛ [YVj } \S u$$

İ ®VLXj }u (latus rectum) ¿ [m _____

1. 2
2. 1
3. 8
4. 3

99. The eccentricity of the ellipse $9x^2 + 5y^2 - 30y = 0$ is _____

$9x^2 + 5y^2 - 30y = 0$ G à m çSYhPj §u ûUVdúLôhPm
(eccentricity) _____

1. $\frac{1}{3}$

2. $\frac{2}{3}$

3. $\frac{3}{4}$

4. $\frac{1}{2}$

100. If the vertices of a triangle are $(2, 3, 5)$, $(-1, 3, 2)$, $(3, 5, -2)$ then the angles are _____

$(2, 3, 5)$, $(-1, 3, 2)$, $(3, 5, -2)$ G à m ×S° Lû[E f£L[ôL
E ûPV ØdúLôQj §u úLôQ eLs _____

1. $30^\circ, 30^\circ, 120^\circ$

2. $\cos^{-1} \frac{1}{\sqrt{5}}, 90^\circ, \cos^{-1} \frac{\sqrt{5}}{\sqrt{3}}$

3. $30^\circ, 60^\circ, 90^\circ$

4. $\cos^{-1} \frac{1}{\sqrt{3}}, 90^\circ, \cos^{-1} \sqrt{\frac{2}{3}}$

101. The equation of the plane through the points $(1, -2, 2)$ $(-3, 1, -2)$ and perpendicular to the plane $x + 2y - 3z = 5$ is _____

$(1, -2, 2)$ $(-3, 1, -2)$ $x + 2y - 3z = 5$

1. $x + 16y + 11z + 9 = 0$
2. $x + 16y - 11z + 37 = 0$
3. $x + y + z - 2 = 0$
4. $x - 5y - 3z = 0$

102. If $A + B + C = 90^\circ$ then $\cos 2A + \cos 2B + \cos 2C =$ _____

$A + B + C = 90^\circ$ $\cos 2A + \cos 2B + \cos 2C =$ _____

1. $1 + 4 \sin A \sin B \sin C$
2. $1 - 2 \sin A \sin B \sin C$
3. $2 + 2 \sin A \sin B \sin C$
4. $4 \sin A \sin B \sin C$

103. If $\tan^{-1} \frac{x-1}{x-2} + \cot^{-1} \frac{x+2}{x+1} = \frac{\rho}{4}$ then $x =$ _____

$\tan^{-1} \frac{x-1}{x-2} + \cot^{-1} \frac{x+2}{x+1} = \frac{\rho}{4}$ G^2 p x u USI \times _____

1. $\frac{1}{\sqrt{2}}$

2. $\pm \frac{1}{\sqrt{2}}$

3. $\pm \frac{1}{\sqrt{3}}$

4. $\frac{1}{\sqrt{3}}$

104. In a ΔABC , if $a : b : c = 7 : 8 : 9$ then $\cos A : \cos B : \cos C =$ _____

ΔABC p , $a : b : c = 7 : 8 : 9$ G^2 p

$\cos A : \cos B : \cos C =$ _____

1. $7 : 9 : 11$

2. $14 : 11 : 6$

3. $7 : 19 : 25$

4. $8 : 6 : 5$

105. In ΔABC , $\frac{r_1 - r}{a} + \frac{r_2 - r}{b} + \frac{r_3 - r}{c} = \underline{\hspace{2cm}}$

ØdúLôΩ m ABC p, $\frac{r_1 - r}{a} + \frac{r_2 - r}{b} + \frac{r_3 - r}{c} = \underline{\hspace{2cm}}$

1. $\frac{r_1 + r_2 + r_3}{3}$

2. $\frac{r_1 + r_2 + r_3}{2s}$

3. $\frac{r_1 + r_2 + r_3}{4s}$

4. $\frac{r_1 + r_2 + r_3}{s}$

106. If D is the mid point of the side BC of ΔABC then $\overline{AB} + \overline{AC} =$

ØdúLôΩ m ABC p, D GuTÕ BC TdLj Şu
 ûUVI ×S° G² p $\overline{AB} + \overline{AC} =$

1. \overline{AD}

2. $2\overline{AD}$

3. $3\overline{AD}$

4. $4\overline{AD}$

107. If $|\bar{a}| = 3$, $|\bar{b}| = 4$ and $|\bar{a} + \bar{b}| = 1$ then $|\bar{a} - \bar{b}| =$ _____

$|\bar{a}| = 3$, $|\bar{b}| = 4$ UtBm $|\bar{a} + \bar{b}| = 1$ G² p $|\bar{a} - \bar{b}| =$ _____

1. 5
2. 6
3. 7
4. 8

108. If $\bar{x} \times \bar{a} = 0$, $\bar{x}' \bar{b} = \bar{c}' \bar{b}$ then $\bar{x} =$ _____

$\bar{x} \times \bar{a} = 0$, $\bar{x}' \bar{b} = \bar{c}' \bar{b}$ G² p $\bar{x} =$ _____

1. $\bar{c} - \frac{\bar{c} \times \bar{a}}{\bar{b} \times \bar{a}} \bar{b}$
2. $\bar{c} - \frac{\bar{c} \times \bar{a}}{\bar{c} \times \bar{b}} \bar{a}$
3. $\bar{a} - \frac{\bar{c} \times \bar{a}}{\bar{c} \times \bar{b}} \bar{b}$
4. $\bar{b} - \frac{\bar{c} \times \bar{a}}{\bar{c} \times \bar{b}} \bar{b}$

109. $(\bar{a} \cdot \bar{b}) \times (\bar{c} \cdot \bar{d}) = \underline{\hspace{2cm}}$

1. $\begin{vmatrix} \bar{a} \times \bar{c} & \bar{a} \times \bar{d} \\ \bar{b} \times \bar{c} & \bar{b} \times \bar{d} \end{vmatrix}$

2. $\begin{vmatrix} \bar{a} \times \bar{c} & \bar{b} \times \bar{d} \\ \bar{a} \times \bar{d} & \bar{b} \times \bar{c} \end{vmatrix}$

3. $\begin{vmatrix} \bar{a} \times \bar{c} & \bar{b} \times \bar{d} \\ \bar{b} \times \bar{c} & \bar{a} \times \bar{d} \end{vmatrix}$

4. 0

110. $Lt_{x \rightarrow 0} \frac{x \cos x - \log(1+x)}{x^2} = \underline{\hspace{2cm}}$

1. $\frac{1}{2}$

2. 0

3. 1

4. e^2

111. If the function $f(x) = \frac{\log(1+ax) - \log(1-bx)}{x}$ is continuous at

$x = 0$ then $f(0) =$ _____

$$f(x) = \frac{\log(1+ax) - \log(1-bx)}{x} \quad \text{at } x = 0$$

$f(0) =$ _____

1. $a - b$
2. $a + b$
3. $\log a + \log b$
4. $\log a - \log b$

112. $\frac{d}{dx} \sqrt{\frac{1+\sin x}{1-\sin x}} =$ _____

1. $\frac{1}{1+\sin x}$
2. $\frac{1}{1-\sin x}$
3. $\frac{1}{1+\cos x}$
4. $\frac{1}{1-\cos x}$

113. If $f(a) = 2$, $f'(a) = 1$, $g(a) = -1$, $g'(a) = +2$ then

$$\lim_{x \rightarrow a} \frac{g(x)f(a) - g(a)f(x)}{x - a} = \underline{\hspace{2cm}}$$

$f(a) = 2$, $f'(a) = 1$, $g(a) = -1$, $g'(a) = +2$ G^2 p

$$\lim_{x \rightarrow a} \frac{g(x)f(a) - g(a)f(x)}{x - a} = \underline{\hspace{2cm}}$$

1. -5

2. $\frac{1}{5}$

3. 5

4. $\frac{-1}{5}$

114. In a cube the percentage of increase in the side is 1. The percentage increase in volume is _____

JÚ L] NŌWj Œu TdLUô] Ő JÚ NRÅRm EVÚm
 úTôŐ ARu L] A [®p EVÚm NRÅRm

1. 2

2. $\frac{1}{2}$

3. $\frac{1}{3}$

4. 3

115. The equation of tangent to the curve $y(x-2)(x-3) - x+7 = 0$ where the curve cuts x-axis is _____

$$y(x-2)(x-3) - x+7 = 0$$

1. $20x + y - 140 = 0$
2. $x - 20y = 7$
3. $20x - y + 140 = 0$
4. $x + 20y + 7 = 0$

116. $\int \frac{1}{\sqrt{\sin^3 x \cos x}} dx =$ _____

1. $\frac{-2}{\sqrt{\tan x}} + c$
2. $2\sqrt{\tan x} + c$
3. $\frac{2}{\sqrt{\tan x}} + c$
4. $-2\sqrt{\tan x} + c$

117. $\int \frac{1}{4\cos^2 x + 9\sin^2 x} dx = \underline{\hspace{2cm}}$

1. $\frac{1}{6} \tan^{-1} \frac{3}{2} \tan x + c$

2. $\frac{1}{3} \tan^{-1} \frac{3}{2} \tan x + c$

3. $\frac{1}{6} \tan^{-1} \frac{3}{5} \tan x + c$

4. $\frac{1}{6} \sin^{-1} \frac{3}{5} \sin x + c$

118. $\int \frac{\sqrt{x}}{\sqrt{5-x} + \sqrt{x}} dx = \underline{\hspace{2cm}}$

1. $\frac{1}{2}$

2. $\frac{3}{2}$

3. $\frac{5}{2}$

4. 0

119. $\int_0^a (a^2 - x^2)^{5/2} dx = \underline{\hspace{2cm}}$

1. $\frac{2\rho a^6}{32}$

2. $\frac{5\rho a^6}{32}$

3. $\frac{5\rho a^6}{16}$

4. $\frac{3\rho a^6}{35}$

120. The solution of $3e^x \cos^2 y dx + (1 - e^x) \cot y dy = 0$ is $\underline{\hspace{2cm}}$

$3e^x \cos^2 y dx + (1 - e^x) \cot y dy = 0 \cup \frac{3}{40} \dot{\cup} \underline{\hspace{2cm}}$

1. $\text{Tan } y = c(e^x - 1)^3$

2. $\text{Tan } y = c(e^x + 1)^3$

3. $\text{Tan } y = c(e^x - 1)^2$

4. $\text{Cos } y = c(e^x - 1)^3$

TET Cum TRT-2018

SA – Maths – Set-2

Maths Methodology(TAMIL MEDIUM) (121 to 160)

121. Asking the students to verify the solution after solving the equation, inculcates one of these values

1. Utilitarian
2. Disciplinary
3. Cultural
4. Social

UôQ ôdLoLs JÚ NUuTôh¥tĩ ¾oÜ Li P©\ĩ
Aj ¾oûY N-Tôodĩ mT¥ á ßRp ê Xm
Y[odLI TÓm UŞI ×

1. TVuTôhÓ UŞI ×
2. JÝdL UŞI ×
3. LôXôfNôW UŞI ×
4. Nê L UŞI ×

122. "Mathematics is a way to settle in the mind a habit of reasoning",
was defined by

1. Locke
2. Bertrand Russel
3. Aristotle
4. Bacon

"LôWQ m á BRp Gu à m U] AûUI ûT
ùTBYRtLô] Y⁻ L| Rm" G] YûWVßj RYô

1. XôdúL
2. ùTohWi h W[^] p
3. A⁻v Pô¥p
4. úTLu

123. The method that is economical in terms of time

1. Inductive
2. Synthetic
3. Analytic
4. Heuristic

úSWj ûR úN^a dL ERÜm Øû\

1. ®SYÚ Øû\
2. ùRôí j R± Øû\
3. Tí j R± Øû\
4. Li P± Øû\

124. The correct order of sequence (concrete to abstract) of learning experiences in Edgar Dale's cone of experience is

1. Pictorial, Direct, Abstract
2. Direct, Abstract, Pictorial
3. Abstract, Pictorial, Direct
4. Direct, Pictorial, Abstract

GhLh úPp A à TYd á m× Y-ûNI T¥
 (TÚI ùTôÚs ``ûX« - ÚkÕ LÚj §Vp ``ûXdí)
 Lt\p Y-ûN

1. TP® [dLm, úSW¥, LÚj §Vp ``ûX
2. úSW¥, LÚj §Vp ``ûX, TP® [dLm
3. LÚj §Vp ``ûX, TP® [dLm, úSW¥
4. úSW¥, TP® [dLm, LÚj §Vp ``ûX

125. Unit approach of lesson plan was designed by

1. Morrison
2. Herbart
3. Bloom
4. Gloverian

TôPj §hPm RVô-ı ©p AXİ AÔ İ Øû\úV
 A ±ØLI TÓj §VYo.

1. Uô-Nu
2. ùa oToh
3. ×Õ m
4. İ ú[ôúY-Vu

126. One of the following cannot be used in stating the objectives

1. should be clear
2. should be valid
3. should combine two specifications
4. should be attainable

rdLi PŪYL° p Juβ ĩ ±dúLôSLŪ[
E ÚYôdĩ YŞp TVuTÓj RI TÓYŞpŪX

1. ùR° YôL CÚdLúYi Óm.
2. Ht×ûPVRôL CÚdLúYi Óm.
3. CWi Ó £\ITmNeLs CÚdLúYi Óm
4. NôŞdL á ¥VRôL CÚdLúYi Óm.

127. Siddantha Shiromani was written by this Mathematician

1. Aryabhatta
2. Bhaskaracharya-II
3. Euclid
4. Ramanujan

"Ej RôkR £úWôU; " Gà m ×j RLj ūR GÝŞV
L; R®VX±Oo

1. B oVThPô
2. Tôv LWôfNôoVô` II
3. è d° h
4. CWôUôà _m

128. One of the following is not a characteristic feature of topical method

1. gives comprehensive knowledge
2. child centered method
3. improves concentration
4. logical base

rdLi PYt±p Juβ RûXI xYô¬ Øû\« u
İ Qô\$NVm ApXôRÕ

1. ØÝûUVô] A±ûY RÚj \Õ
2. İ ZkûR ûUV Øû\
3. LY] j ûR A\$L¬dj \Õ
4. RodL B RôWm

129. Pythagoras theorem was written in the form of an equation, that is –
 In $\triangle ABC$, $\angle B = 90^\circ$, $AC^2 = AB^2 + BC^2$ – indicates this nature of
 mathematics

1. Disciplinary
2. Abstractness
3. Simplicity
4. Originality

" $\triangle ABC$ में $\angle B = 90^\circ$, $AC^2 = AB^2 + BC^2$ " का मतलब है कि
 यह सूत्र $\triangle ABC$ में $\angle B = 90^\circ$ होने पर $AC^2 = AB^2 + BC^2$ को दर्शाता है।
 यह सूत्र $\triangle ABC$ में $\angle B = 90^\circ$ होने पर $AC^2 = AB^2 + BC^2$ को दर्शाता है।

1. JYdLm
2. LUj SVp Ti x
3. G° uU
4. Ei uU Ru uU

130. "Pupil classifies the given geometrical figures" – this relates to this objective

1. Knowledge
2. Understanding
3. Application
4. Skill

UôQ Yu Y¥®Vp TPeLû [YûLTÓj Ōj \ôu
GuTŌ CdÍ ±dúLôP Pu ùRôPoxûPVŌ.

1. $A \pm \ddot{U}$
2. $\times - k\tilde{O}\ddot{u}L\hat{o}s P Rp$
3. $TVuTÓj \tilde{O}Rp$
4. $\S \backslash u$

131. In Hunter's score card of evaluating the textbook more weightage has been given to this dimension

1. Psychological soundness
2. Subject matter
3. Literary style
4. Learning exercise

TôPI ×j RLj ûR UŞI ÀÓ ùNnÙm "a i Po
UŞI ùTi AhûP'-p AŞL Ødj Vj ŌYm
YZeLI ThP ©-Û

1. $E [\text{®}Vp E \beta \S j Ru \hat{u}U$
2. $TôPI \hat{u}TôÚs$
3. $\hat{u}U\hat{o}^- S\hat{u}P$
4. $Lt \backslash p T \ll t f Ls$

132. One of the following is not an aim of Formative Evaluation

1. Testing pupils learning
2. Comparing the students
3. Improving learning atmosphere
4. Self evaluation by the teacher

rdLi PYt±p Juß Y[o'' ûX UŞI Àh¥u
úSôdLm ApX

1. UôQ ôdLoL° u Lt\ûX úNôŞj R±Rp
2. UôQ ôdLoLû [JI ©Pp
3. Lt\p ãr'' ûXûV úUmTÓj ÖRp
4. B £-V-u ÑV UŞI ÀÓ

133. The strategy that cannot be suggested for gifted children

1. enrichment of content
2. repetition of topic that were already taught
3. assigning project work
4. to solve challenging problems

rdLi PYt±p, Áj \$ \u E ûPV UôQ YoLP d'í
ùTôÚkRôR Ej \$

1. TôPI ùTôÚû [AŞLI TÓj ÖRp
2. Lt©j R TôPI ùTôÚû [Ái Óm Lt©j Rp
3. ùNVp ŞhPeLû [YZeİ Rp
4. L¥] LQ d'í LP d'í ¾0Ü LôQ fùNnRp

134. In the context of development of Mathematics curriculum, “the unuseful content in the syllabus, the topics depending on old concepts have to be deleted”, was stated by

1. Secondary Education Commission (1952-53)
2. Cambridge Report – 1963
3. Kothari Commission (1964-66)
4. National Policy of Education – 1986

L; Rd LúXShP Y¥YúUI úT úUmTÓj ŌR- p
 "TôPI ùTôÚ° p ETúVôLUt\ LÚj ŌLú[,
 TûZV LÚj ŌLú[¿dL úYi Óm" G] d á ±VŌ.

1. CúP' úXd Lp®dī Ý (1952 53)
2. úLm©-hw A ±dúL (1963)
3. úLôj Rô- Lp®dī Ý (1964 66)
4. úREv Lp®d ùLôSúL (1986)

135. One of the following provides least concrete learning experience in Mathematics

1. Exhibits
2. Still pictures
3. Audio recording
4. Model

L; RI TôPj Šp, a Ld ĩ ú\kR LôhÉ''úX Lt\p
 Aà TYj úR A° ITŌ

1. Li LôhÉ
2. ''ZtTPeLs
3. J- ITŞÜLs
4. UôŞ-Ls

136. The lesson plan based on interrelationship among objectives, learning experiences and evaluation was proposed by

1. Bloom
2. Herbart
3. Morrison
4. Gloverian

İ ±dúLôSLs, Lt\p Aà TYeLs Utβm
 UŞI ÀÓ B ; VYt±u NLj ùRôPoûT
 Es [Pd; VYôβ TôPj ŞhPj ûR A±ØLI TÓj ŞVYø

1. ×Ö m
2. ùa oToh
3. Uô¬^ u
4. İ ú[úY¬Vu

137. The evaluation suitable to find the causes of learning difficulties

1. Formative
2. Summative
3. Diagnostic
4. Prognostic

UôQ ôdLoL° u Lt\p L¥] ITôÓLP dİ (learning
 difficulties) LôWQ eLû[LôQ Rİ kR UŞI ÀÓ

1. Y[o''ûX
2. ùRôİ ''ûX
3. İ û\V±
4. Øu] ±

138. This method is based on psychological laws of learning (readiness, exercise, effect)

1. Project
2. Analytic
3. Synthetic
4. Deductive

rdLi PYt±p, E [®Vp Lt\p ®\$L° uT¥
AûUkR Lt©j Rp Øû\

1. ùNVp\$hp Øû\
2. Tĩ j R± Øû\
3. ùRôĩ j R± Øû\
4. ®\$® [dL Øû\

139. Pupil records the probable findings while tossing a coin number of times in a tabular form. The academic standard achieved here is

1. Problem solving
2. Connection
3. Reasoning and proof
4. Visualisation and representation

UôQ Yu "JÚ SôQ Vj ûR TXØû\ Ñi ¥®hÓ
j ûPdĩ m ®û [ÜLû [Th¥Vp Y¥®p
T\$®Ój \ôu" - Ceĩ AYu ùTt\ Lp®j Rwm

1. ©Wf£û] ¾0j Rp
2. ùRôPoxLS
3. LôWQ m á ßRp - "i ©j Rp
4. Lôh£TÓj ÕRp Utßm AûPVô [m LôQ p

140. One among the following is a limitation of objective test

1. Diagnostic value
2. Broad content coverage
3. Reliability of scoring
4. Testing higher order mental abilities

rdLi PYt±p Juß x\YV ®] ô úRo®u
YWm× (A) ĩ û\TôÓ

1. ĩ û\V± UŞI ×
2. AŞLUô] TôPI ùTôÚû[ùTt±ÚI TÕ
3. UŞI ùTi SmTLj RuûU
4. EVô''ûX U] j Ş\uLû[úNôŞj Rp

141. The laws of exponents are generalized with examples in this method

1. Inductive
2. Deductive
3. Analytic
4. Synthetic

Cd Lt©j Rp Øû\« p, ERôWQ eL° u ê Xm
AÓdĩ ĩ ±L° u ®ŞLû[ùTôÕûUTÓj R Ø¥Ûm

1. ®ŞYÚØû\
2. ®Ş®[dLØû\
3. Tĩ j R±Øû\
4. ùRôĩ j R±Øû\

142. Some parts of curriculum topics related to geometry are introduced in the same class with a gap of 3-4 months, the method of curriculum organisation here is

1. Topical
2. Concentric
3. Spiral
4. Logical

JúW Yĭ I ©p, 3 4UôR LôX CûPùY° « p
Y¥®V- p £X Tĭ §Lû[A±ØLI TÓj Õm
LûXj §hP Y¥YûUI × CmØû\ÙPu
ùRôPo×ûPVÕ

1. RûXI × Øû\
2. ùTôÕûUV Øû\
3. ÑÚs Øû\
4. RodL Øû\

143. To enable the pupil to become proficient in the four fundamental operations (+, −, ×, ÷). The connected aim here is

1. Practical
2. Social
3. Disciplinary
4. Cultural

UôQ Yû] , SôuÍ A¥I TûP ùNVpØû\L° p
(+, −, ×, ÷) §\û] úUmTÓj ÕRp GuTÕ
CkúSôdLj ûR A¥I TûPVôL ùLôi PÕ

1. SûPØû\
2. Nê Lm
3. JÝdLm
4. LXôfNôWm

144. The best suitable strategy to slow learners among the following

1. Responsibility of Maths club
2. Opportunity for independent learning
3. Enriched syllabus
4. Instruction is in the form of learning by using multiple senses

_____ (slow learners)

1. _____
2. _____
3. _____
4. _____

145. One of the topic does not belong to Applied Mathematics

1. Linear Programming
2. Statistics
3. Probability
4. Number theory

1. _____
2. _____
3. _____
4. _____

146. The four basic principles of problem solving were introduced by

1. Polya
2. Thales
3. Ptolemy
4. Euclid

©Wf£û] ¾oj R- p Sôuĭ A¥I TûP
Rj ÕYeLû [A ±ØLI TÓj §VYø

1. úTôpVô
2. úRpv
3. PôX^a
4. ë d° h

147. One of the following learning experience is an example of contrived experience

1. Model
2. Still picture
3. Drama
4. Exhibits

rdLôÔ m Lt\p Aà TYeL° p, EÚYôdLI ThP
(HtTÓj RI ThP) Aà TYj §tĭ ERôWQ m

1. Uô§¬
2. Zp TPm
3. SôPLm
4. Li Lôh£LS

148. The Mathematical technique that is useful in orderly presentation of ideas and steps is

1. Oral work
2. Written work
3. Drill work
4. Supervised study

£kRû] Ls, T¥'' ûXLû[Y-ûN Øû\« p
 ùNVpTÓj ŐYRtĩ TVuTÓm L! R Y- Øû\

1. YônùUô- T!
2. GÝj ŐIT!
3. T« t£ T!
4. úUtTôoûY Lt\p

149. Heuristic method was introduced by

1. Francis Bacon
2. Pestalozzi
3. Aristotle
4. Armstrong

Li P± Øû\ûV A±ØLI TÓj §VYø

1. ©Wôu³ v úTLu
2. ùTv PôX´
3. A ¬v Pô¥p
4. B omv hWôe

150. To honour the contributions of Sri Srinivasa Ramanujan to Mathematics, Government of India has declared this as the “Year of Mathematics”.

§Ú. °² YôN CWôUôà _m AYôLs L; Rj \$tĭ
 B t±V £\ITô] úNûYL° u ``û] YôL CK\$V
 AWNôeLm CkR Bi ûP "L; R Bi Ó" G]
 A ±®j RÕ

1. 1887
2. 1937
3. 1987
4. 2012

151. To solve problems in Arithmetic, “the method of false position” was used by this mathematician

1. Aryabhatta
2. Bhaskaracharya-II
3. Pythagoras
4. Ramanujan

Gi L; R ©WfNû] ¾0j R- p “The method of false position” I TVuTÓj \$VY0

1. B oVThPô
2. Tôv LWôfNôoVô-II
3. ©RôLWv
4. CWôUôà _m

152. Continuous Comprehensive Evaluation emphasizes one of these aspects with respect to pupil

1. Only scholastic areas
2. Only non scholastic areas
3. Rote memorization
4. Overall development

UòRòPò Utßm ØÝûUVô] UŞI Àh¥u Ød; VUô]
Juß

1. TôPI ùTôÚsLs UhÓúU
2. TôPI ùTôÚû[R®W Ut\ûY UhÓúU
3. U] ITôPm ùNnRp
4. ØÝûUVô] Y[of£

153. Pupil does oral calculation with speed and accuracy, this specification relates to the objective

1. knowledge
2. understanding
3. application
4. skill

UôQ Yu YônùUô⁻ LQ dĭ Lû[úYLUôLÜm
Õp- VUôLÜm ùNn; \ôu Gu \ £\ITmNm
CRà Pu ùRôPòxûPVÕ

1. $A \pm \ddot{U}$
2. $\times - k\ddot{O}d\ddot{u}L\ddot{o}s P Rp$
3. TVuTÓj ÕRp
4. §\u

154. One of the following is not the use of Mathematics club

1. Proper use of leisure time
2. Substitution of class room learning
3. Opportunity to work in group
4. Inculcates the habit of self study

rdLi PYt±p Juβ L! R LZLj §u TVu
ApX

1. KnÜ úSWj ûR N→VôL TVuTÓj §d
ùLôS P Rp
2. YÍ ITû\ Lt\Ûdí UôtβdLt\p
3. İ ÝYôL úYûX ùNnV Yônl ×
4. ÑVUôL T¥dí m TZdLj ûR úUmTÓj ÖRp

155. The test that measures attainment after a period of learning is called

1. Achievement test
2. Personality test
3. Projective test
4. Intelligence test

£±Ö LôXm Lt\p SûPùTt\ ©\í Lt\p
"ûXûV úNôRû] ùNnV ERÜm úRoÜ

1. AûPÜj úRoÜ
2. B P ûUj úRoÜ
3. LÚj ÖÚYôdL úRoÜ
4. Öi Q ±j úRoÜ

156. In the affective domain the highest level of objective is

1. Responding
2. Valuing
3. Organisation
4. Characterisation

rdLi PYt±p EQ of£Nôo L[j §u A§LThN
İ ±dúLô[ô] Õ

1. ÕXeİ Rp
- 2 UŞI ©ÓRp
- 3 JÚeLûUj Rp
- 4 Ti × E ÚYôdLp

157. “Children learn to enjoy mathematics rather than fear it” – is a vision of

1. Kothari Commission (1964-66)
2. NPE – 1986
3. NCF – 2005
4. APSCF – 2011

"İ ZkûRLs L| Rj ûR TV^a pXôUp NkúRô` UôL
LtL úYi Óm" - Gà m TôoûY ùLôi PÕ

1. úLôj Rô¬ Lp®İ Ý (1964-66)
- 2 NPE – 1986
- 3 NCF – 2005
- 4 APSCF – 2011

158. Explaining Mathematical logic, relates to this academic standard

1. Problem solving
2. Reasoning and proof
3. Communication
4. Connection

"L₁ R RodLeLû [®Y¬j Rp" - GuTÕ CdLp®
RWj ÕPu ùRôPo×ûPVÕ.

1. ©Wf£û] ¾oj Rp
2. LôWQ m á ßRp Utßm "î ©j Rp
3. RLYp á ßRp
4. ùRôPo×Ls

159. "Appreciate the works of Mathematicians", relates to this value

1. Practical value
2. Cultural value
3. Social value
4. Aesthetic value

"L₁ R A±OoL° u úNûYLû [úTôtßRp" -
GuTÕ CmUŞI ûTf NôokRÕ

1. SûPØû\ UŞI ×
2. LXôfNôW UŞI ×
3. Nê L UŞI ×
4. AZİ Qo UŞI ×

160. The number system was called as "Arithmetica" by

1. Greeks
2. Sumerians
3. Egyptians
4. Chinese

Gi A ũUI ũT "A -j ũUŕLô" G] A ũZj RYoLS

1. j ũWdLoLS
2. ŕũU-VuLS
3. Gj I ŕVoLS
4. °] oLS