

TET CUM TRT – 2018 - SA – SOCIAL – TAMIL

GK and CURRENT AFFAIRS

SET – 1

1. The book titled ‘Shame’ based on the life of Zulfikar Ali Bhutto was written by

1. V.S. Naipaul
2. Vikram Seth
3. Salman Rushdie
4. Arundhati Roy

_____ A - xhúPô®u YôrdûL YWXôt±u
A¥I TûP« p ‘ú` m’ Gu à m è ûX CVt±VY0

1. ®.Gv . SnTôp
2. ®dWm úNj
3. NpUôu Úx¥
4. AÚkR§ Wôn

2. The first man made satellite that was released into space is

1. Challenger -1
2. Sputnik - 1
3. Explorer - 1
4. Nebula - 1

©i ùY° d'í A à I TI ThP U² R] ôp
E ÚYôdLI ThP ØRp ÕûQ dúLôs

1. NôXgNo` 1
2. $v \times h^2 d` 1$
3. Gdv $\times \acute{u}[\acute{o}W\acute{o}` 1$
4. ùS \times Xô` 1

3. In 1818 Ajanta caves were discovered by

1. John Smith
2. Henry John
3. George Everest
4. Jim Corbett

1818 B m B i Ó A_kRô ĩ ûLLû[d
Li P±kRYo

1. $_ôu v^a j$
2. ùa u ± $_ôu$
3. $_ôow GYùWv h$
4. ´ m LôoTh

4. Jawaharlal Nehru called this person 'The father of Indian Revolution'

1. Maulana Abul Kalam Azad
2. Balgangadhar Tilak
3. Bipin Chandra Pal
4. Sardar Vallabha bhai Patel

⌘K\$VI ×Wh£« u RkûRµG] _YLoXôp úSÚ
CYûW A ûZj Rôo.

1. ùU[Xô] ô A×p LXôm B Nôj
2. TôX LeLôRWj \$XLo
3. ©©u Nk\$W Tôp
4. NoRôo YpXT Tôn ThúPp

5. In India, 'the Pygmalion point' was renamed as

1. Kanyakumari
2. Indira point
3. Nariman point
4. Jawahar point

Ck\$Vô®Ûs [⌘dUô- Vu Øû] µûV CqYôB
ùTVoUôt\m ùNnR] o.

1. Lu² Vô ï U-
2. Ck\$Wô Øû]
3. Sô-Uu Øû]
4. _YLo Øû]

6. Lal Bahadur Shastri was died in the capital of this country.

1. Tazakistan
2. Turkmenistan
3. Uzbekistan
4. Afganistan

ÇkR Sôhÿu RûXSLWj Şp Xôp TLÇ o Nôv Ş-
C\kRôo.

1. R_j √ Rôu
2. ÕodùU² √ Rôu
3. E wùT_j √ Rôu
4. B | Lô² √ Rôu

7. The first Nobel Laureate to win Bharat Ratna was

1. Rabindranath Tagore
2. C.V. Raman
3. Mother Theresa
4. Amarthya Sen

TôWR Wj] ô ®ÚÕùTt\ ØRp úSôTp T-Ñ
ùYu\Yo

1. CWÅkŞW Sôj Rôá o
2. £.®.WôUu
3. Auû] ùRWNô
4. AUoj ŞVô ùNu

8. Odisha based personality Sudarshan Patnaik is famous in this field of art

1. Kalankari
2. Sand sculpture
3. Wooden sculpture
4. Batic

J¥NôûYf úNokR ÑRo^ u ThSôVd CdLûXj
Õû\« p ×LrùTt\Yo

1. LXeL¬
- 2 UQ t £tTm
- 3 Uwf £tTeLs
- 4 Tôh¥d

9. 'Abhignana Sakuntalam' was translated into English for the first time by

1. Frank Arbuthnot
2. Richard Burton
3. William Jones
4. William Shakespeare

»A©Oô] Nôí kRXj ûRµB e_i X ùUô¬ « p
ØR- p ùUô¬ ùTVoj RYo

1. @I Wôe Aoxj Sôh
- 2 ¬fNoh ToPu
- 3 ®p- Vm ú_ôuv
- 4 ®p- Vm úNdV ©Vo

10. The Sahitya Academi Award was instituted in this year

СqYôî ¥р Nô;j §V ALôR^a ®ÚÕ
A ±ØLI TÓj RI ThPÕ.

1. 1950
2. 1951
3. 1954
4. 1955

11. The new digital payment system that was introduced by Government of India on 20 – 2 – 2017 is

1. BHIM
2. Bharat QR
3. NPCI
4. Rupay

20–2–2017 р Ck§Vô A ±ØLI TÓj §V ×§V ¥´ hPp
ùNÛj Õm Øû\

1. Àm
2. TôWj j ë B o
3. Gu.©.£.l
4. ì úT

12. The first Indian Institute of Skills (IIS) was laid foundation at this place

1. Ahmedabad
2. Vadodara
3. New Delhi
4. Kanpur

ØRp Ck\$V \$\\uLs ``BY] j \$tĩ (IIS) Ceĩ A¥dLp SôhPI ThPÕ.

1. ALURôTôj
2. YúRôRWô
3. xÕ¥p-
4. Lôu éo

13. India signed missile deal pertaining to advanced Surface – to – Air Missile (SAM)

1. Israel
2. France
3. Germany
4. U.S.A.

x®TWI ©- ÚkÕ ®i ùY° ùNpÛm HÜLûQ ùV (SAM) SÅ] UVUôdĩ YRtLôL Ck\$Vô CKR SôhÓPü JI TkRm HtTÓj \$d ùLôi PÕ

1. Cv úWp
2. ©Wôuv
3. ù_oU²
4. AùU-dL I dj V SôÓLS

14. The National Award to teachers is given away on 5th September every year. Each award carries with it a cash award of Rupees

JqúYWôî Óm ùNI PmTo 5B m úRŞ
B £-VoLP dĭ úREV ®ÚÕ YZeLITÓĵ \Õ.
Cq®ÚŞp YZeLITÓm TQ UŞI × (î Tônl° p)

1. 25000
2. 50000
3. 75000
4. 100000

15. Shinzo Abe, Japanese Prime Minister visited Pearl Harbor on 27-12-2016 along with this person.

1. Donald Trump
2. Barack Obama
3. Stanley Wolfer
4. Jennifer Egan

_ITôu ©WRUo ÉgúNô Aút CYÚPu CûQkÕ
27-12-2016p Øj Őj Őû\ØLj ştĭ YÚûL
×-kRôo.

1. ùPô] ôpÓ hWml
2. TôWd JTôUô
3. v Pôu - úYôp@To
4. ù_u² To DLu

16. This person was appointed as Prime Minister of France by its President on 15-5-2017

1. Edouard Philippe
2. Emmanuel Macron
3. Laurant Fabius
4. John Grisham

15-05-2017p ©Wôu v AŞTWôp ``V^a dLI ThP
AkSôhÿu ©WRUo

1. GhYoh ©- I
2. CmUôà úYp UôdWôu
3. XôWi h @Tô©Vv
4. _ôu j -` m

17. This city is not covered under 'Smart Ganga City Scheme' which was started in 2016

1. Haridwar
2. Patna
3. Barrackpore
4. Agra

2016 B m B i ÿp A±ØLI TÓj RI ThP £\I ×
LeûL SŞ ŞhPj Şu ,r YWôR SLWm

1. a -j Yôo
2. Tôh] ô
3. TôWdéo
4. B dWô

18. Green leafy vegetables are rich source of these vitamins

1. Vitamin A, Vitamin B₁₂
2. Vitamin B₂, Vitamin B₁₂
3. Vitamin C, Vitamin A
4. Vitamin A, Vitamin B₂ and Vitamin E

3. Vitamin C, Vitamin A

1. Vitamin A, Vitamin B₁₂
2. Vitamin B₂, Vitamin B₁₂
3. Vitamin C, Vitamin A
4. Vitamin A, Vitamin B₂ and Vitamin E

19. A mega healthcare scheme by name 'Ayushman Bharat' was launched on

22-9-2018

1. 22-9-2018
2. 23-9-2018
3. 24-9-2018
4. 25-9-2018

20. Consider the following.

- A. Bank of Baroda
- B. Vijaya Bank
- C. Lakshmi Vilas Bank
- D. Dena Bank

The banks that are going to be merged to become India's third largest bank is

- A. _____
- B. _____
- C. _____
- D. _____

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

PERSPECTIVES IN EDUCATION

SET – 2

21. One of the members of the Simon Commission was

1. Sargent
2. Sir Phillips Hartog
3. Abatt Wood
4. William Hunter

ûNUu ï Ý® - ÚkR E ßI ©] oL° p JÚY0

1. Nôo_uh
2. No ©- I v a ôoPôd
3. ATôh Eh
4. ®p- Vm a i Po

22. The Commission / Committee which recommended, “the educational objectives should be according to the desires and the changing needs of people” is

1. Secondary Education Commission
2. Kothari Commission
3. Committee on Emotional Integration
4. Hunter Commission

»Lp® úSôdLeLs UdL° u ®ÚITeLP dĭ m,
Uô±YÚm úRûYLP dĭ Ht\RôLÛm CÚj Rp
úYi ÓmµGu à m T-kÕûWûV YZeĭ V ĩ Ý

1. CûP'' ûXd Lp®dĭ Ý
2. úLôj Rô-d ĩ Ý
3. EQoÛ JÚeĭ ûQI x d ĩ Ý
4. a i Po ĩ Ý

23. According to RTE Act - 2009, this percentage of seats are to be allotted for disadvantaged and weaker sections in private sector schools.

Lp® E -ûUfNhPm (RTE) - 2009 T¥, R² Vôo
Ts° L° p YNŞVt\, TXÅ] ©-Û
ĭ ZkûRLP dĭ JÕdLI ThP CPeL° u NRÅRm

1. 20
2. 25
3. 30
4. 40

24. The organization which issues Merit Scholarships to the selected students in National Talent Search Examination is

úRÉV §\u Lôi úR0®p úR0kùRÓdLI ThP
UôQ YoLP dĭ §\u A¥I TûP« Xô] ER®j
ùRôûLLû[YZeĭ m AûUI ×

1. SCERT
2. NCTE
3. NCERT
4. SIET

25. The external factor which affects teacher's Motivation is

1. Opportunities for Professional Development
2. Spacious Classrooms
3. Meritorious Students
4. Textbooks at High Level

B É-VoL° u F dLj §u ÁÕ RôdLj ûR
HtTÓj Ōm ×\dLôW|

1. ùRô- X¥I TûP« Xô] Y[ofEdĭ Yônl ×LS
2. ®NôXUô] Yĭ I Tû\LS
3. §\ûU^a dL UôQ YoLS
4. EVô''ûX TôPè pLS

26. PWD Act 1995 is concerned to :

1. Senior Citizens
2. Women
3. Youth
4. Physically Challenged

PWD NhPm 1995 CYoLP Pu ùRôPoxûPVÕ

1. êj R ĩ ¥UdLs
2. ùTi Ls
3. Cû[OoLs
4. EPp F] Øtú\ôo

27. According to 1951 Census, the female literacy in India is

1951 B m B i ¥u LQ dñLÓI ©uT¥, Ck\$Vô®p
ùTi L° u GÝj R±Ü

1. 12.3%
2. 8.9%
3. 15.4%
4. 22.0%

28. The quantity of rice (in grams) to be provided to a High School pupil under Mid-Day-Meal Scheme is:

1. 150 gms.
2. 75 gms.
3. 125 gms.
4. 100 gms.

UŞV EQÜ Şhpj Şp EVo''ûXITs° UôQ Yà dĭ
YZeL úYi ¥V A-É A [Ü (j WômL° p)

1. 150; WômLS
2. 75 ; WômLS
3. 125; WômLS
4. 100; WômLS

29. The amount of application fee to be paid to obtain information under Right to Information Act above the Mandal level office is:

1. Rs. 10/-
2. Rs. 15/-
3. Rs. 20/-
4. Rs. 25/-

Ui PX A [ûY ®P EVokR ''ûX AÛYXLeL° p
RLYX±Ûm E-ûU ®i QITj ÖPu ùNÛj R
úYi ¥V LhPQj ùRôûL

1. ì . 10'
2. ì . 15'
3. ì . 20'
4. ì . 25'

30. The chapter which discussed about the teacher education for curriculum renewal in National Curriculum Framework – 2005 was

1. School and Classroom Environment
2. Systemic Reforms
3. Learning and Knowledge
4. Curricular Areas, School Stages and Assessment

úREV LûXj ŞhP Y¥YûUI × - 2005 Ūs[CkR
Aj ŞVôVm B Ê-Vo Lp® Tt± ®YôŞdj \Õ.

1. Ts° Utβm Yİ ITû\ ÑtβfãZp
2. AûUI × Øû\« Xô] °oŞÚj ReLs
3. Lt\p Utβm A±Ü
4. LûXj ŞhP Tİ ŞLs, Ts° ``ûXLs Utβm
UŞI ©ÓRp

PSYCHOLOGY(TAMIL MEDIUM)

SET – 5

31. Sirisha is a renowned Gymnast. People wonder how she can bend her body parts in such a manner. As per multiple intelligence theory, the type of intelligence Sirisha has

1. Visual spatial intelligence
2. Verbal language intelligence
3. Interpersonal intelligence
4. Bodily kinesthetic intelligence

£¬^ô JÚ xLr^a dL EPtT« t£ YpÛ] o. Ru
EPÛX GqYôß CIT¥ YÛ[dj \ôS Guß UdLs
®VI TÛP; u\] o. TpúSôdí Öi Q±Üd
úLôhTôh¥uT¥ £¬^ô ùTt±Údí m Öi Q±Ü YÛL.

1. Lôh£ CP Öi Q±Ü
2. J- ùRôPoTô] ùUô⁻ Öi Q±Ü
3. U² Rà dí s[ôokR Öi Q±Ü
4. EP- VdL Öi Q±Ü

32. Durga had head injury in a road accident. She forgot her past. When contacted a psychiatrist, he stated that this condition is the following type of forgetting.

1. Repression
2. Amnesia
3. Depression
4. Regression

ÕoLô®tĭ NôûX ®Tj Šp RûX« p LôVm HtThPÕ.
CR] ôp AYs R] Õ LPkR LôXj ûR U\kÕ®hPôs.
E [®Vp ``xQ ¬Pm ùRôPo× ùLôi PúTôÕ AYo
CkR ``ûXûV ,rdLi P U\š ``ûX«p Juß G]
ĭ ±l ©hPôo.

1. APdĭ Rp
2. ``û] ®ZI ×
3. U] f úNôoÛ
4. ©uú] ôdĭ f ùNpÛRp

33. A woman has adopted a small girl child. One day the child called her as 'Mummy', immediately the woman rewarded her with a hug and kiss. By this reward the child habituated to call the lady as 'Mummy'. The learning theory involved here is

1. Classical conditioning
2. Learning by insight
3. Trial and Error
4. Operant conditioning

JÚ ùTi U| Jú £±V ĩ ZkûRûV Rj Õ
 GÓj ÕdùLôi Pôo. Jú Sôs Adĩ ZkûR
 Aĭ ùTi U| ûV "AmUô' Guß AûZj RÕ. EPú]
 Aĭ ùTi U| Ru ùYĭ UŞVôL Adĩ ZkûRûVd
 Lh¥j RÝ® Øj Rª hPôs. CqùYĭ UŞVôp
 Adĩ ZkûR Aĭ ùTi U| ûV AmUô Gu\ûZdL
 TZdLI TÓj ŞdùLôi PÕ. CŞp APeĭ Ûs[Lt\p
 úLôhTôÓ

1. B dL "ûX« Bj R- u Ti ûPV LÚj Õ
2. ALd Lôh£ ê Xm Lt\p
3. ØVûß RY± Lt\p
4. ùNVXôdL "ûX« Bj Rp

34. While correcting Geetha's homework, the teacher observed writing errors like reverse images and mirror images. The type of learning disability Geetha has

1. Dyslexia
2. Dysgraphia
3. Dysphasia
4. Aphasia

„Rô®u ÅhÓI TôPj ûR §Új ÕmúTôÕ B £-Vo
GÝj ÕdLû[©u² ÚkÕ Øuà dï m,
Li Q ô¥« p ùR-YûRI úTôu\ ©mTeLs
CÚI TûRÛm LY² j Rôo. „Rô®Pm LôQ I TÓm
Lt\p ï û\TôhÓ YûL.

1. ¥v ùXdÉVô
- 2 ¥v j Wô©Vô
- 3 ¥v úTÉVô
- 4 A úTÉVô

35. Bhaskar opted Economics subject hoping that his previous knowledge of History subject may help him to pass Economics exam easily. On hearing this, his friend Gnani laughed because the transfer of learning here is

1. Negative transfer
2. Positive transfer
3. Zero transfer
4. Bilateral transfer

YWXô tβI TôPj §p R] d'í s[A±ûYd ùLôî Ó
 ùTôÚ[ôRôWj úRôûY G° §p "û\ÜùNnÕ
 ®PXôm Guβ Sm© Tôv Lo ùTôÚ[ôRôWl
 TôPj ûRj úRokùRÓj Õd ùLôî Pôo. CûRd
 úLs®Ùt\ AYà ûPV Si Tu Oô², É-j Rôu.
 CRTí LôWQ m Gu] ùY² p Ceí SûPùTβm
 Lt\p Uôt\m CqYûLûVf úNokRÕ.

1. G§oUû\ Uôt\m
2. úSoØL Uôt\m
3. éw´ V Uôt\m
4. CÚx\ Uôt\m

36. You have measured the mental ages of Rashmita and Likitha and found both have same mental age of 15 years. The school records show the chronological age of Rashmita is 15 and Likitha is 12: The following assumption suits best for you

1. Rashmita has high IQ level than Likitha
2. Likitha has high IQ level than Rashmita
3. Rashmita and Likitha have same IQ levels
4. Rashmita requires to consult a Psychiatrist immediately

$W_x^a R^o U t \beta m - j R^o \otimes u U] Y V \hat{u} R A [k \tilde{O}$
 $A \hat{u} Y C \acute{U} Y \acute{U} d \acute{i} m 15 B L C \acute{U} I T \hat{u} R \hat{z}$
 $A \pm k R \hat{o} n. T s^\circ B Y Q e L s W_x^a R^o \otimes u L \hat{o} X$
 $Y V \tilde{O} 15 G] \acute{U} m - j R^o \otimes u L \hat{o} X Y V \tilde{O} 12 G] \acute{U} m$
 $L \hat{o} h \acute{O} j u \backslash] . \text{rdLi PYt} \pm p E e L s F L j \text{st} \acute{i}$
 $N - V \hat{o} L I \grave{u} T \hat{o} \acute{U} k \tilde{O} Y \tilde{O}.$

1. $W_x^a R^o \otimes t \acute{i} - j R^o \hat{u} Y \otimes P E V \hat{o} I Q A [\acute{U}$
 $E s [\tilde{O}.$
2. $- j R^o \otimes t \acute{i} W_x^a R^o \hat{u} Y \otimes P E V \hat{o} I Q A [\acute{U}$
 $E s [\tilde{O}.$
3. $W_x^a R^o \otimes t \acute{i} m - j R^o \otimes t \acute{i} m J \acute{u} W \otimes R U \hat{o}] I Q$
 $A [\acute{U} E s [\tilde{O}.$
4. $W_x^a R^o E P] \text{¥} V \hat{o} L J \acute{U} E [\otimes V p \text{ ``} \times Q \hat{u} W$
 $L X k R \hat{o} \acute{u} X \hat{o} \acute{e} d L \acute{u} Y i \acute{O} m.$

37. Gopal is said to be emotionally stable. The character which he does not possess is

1. Expresses his emotions in a socially undesirable way
2. Sudden inappropriate emotional outbursts are rarely found
3. Perceives things in their real perspective
4. Does not possess the habit of rationalization for his improper conduct

úLôTôp JÚ U] ùYÝfE NU''ûXÛûPVYWôLd
LÚRITÓj \ôo. AY-Pu CpXôR Ti x

1. Ru U] ùYÝfEûV NØRôVm ®ÚmTôR
Øû\« p ùY° ITÓj Ôj \ôo.
2. §¼ùWuβ ùTôÚj RUt\ U] ùYÝfE
j [of£Ls A-RôL LôQITÓj u\] .
3. LÚj ÔLû[AYt±u Ei ûUVô]
úSôdj p Lôi j \ôo.
4. Ru RÍ §Vt\ SPj ûRdí LôWQm
Lt©dí m TZdLm AY-Pm CpûX.

38. Student teachers of B.Ed course have expressed the following opinions on gifted children. Identify the incorrect opinion

1. Gifted children performs easy mental tasks only
2. Gifted child is essentially on exceptional child.
3. Among his own group, gifted child is superior in some ability.
4. Children can show giftedness in music.

B.Ed T« t£ûV úUtùLôSP m T« t£Vô£-VoLS
 Áj §\u ùLôî P UôQ YoLû[I Tt± ,rdLôÔ m
 LÚj ÔLû[ùY° ITÓj §] o. C§p RY\ô]
 LÚj Ô.

1. Áj §\u ùLôî P UôQ YoLS G° Rô] U] I
 T| Lû[UhÓm ùNnYo.
2. Áj §\u ùLôî P UôQ Yu JÚ R² f£\I ×
 YônkR UôQ Yu.
3. Ru ÑV ĩ Ý®] -ûPúV Áj §\u ùLôî P
 UôQ Yu £X §\uL° p £\kÕ
 ®[eĭ j \ôu.
4. CûN« p UôQ YoLS R² j §\ûUûVd
 LôhÓYo.

39. For each and every physical change, Chandu suspects it as a disease, over thinks and even do not believe the doctor's words that he has no ailment. This stage of mental disorder is called as.

1. Hysteria
2. Hypochondriasis
3. Depression
4. Dementia

NkÕ Ru² p HtTÓm JqùYôÚ E Pp
 Uôt\j štĩ m HúRô JÚ úSôn Rôdj Ûs [Õ Guß
 NkúRj dj \ôu. AûRI Tt±úV Gl úTôÕm AŞLUôL
 EkŞj Õd ùLôî ¥Údj \ôu. AYà dĩ GkR
 úSôÛm CpûXùVuß á ßm UÚj ÕY-u
 ùNôtlû [ùm AYu SmTUôhPôu. CkR
 JÝe,] U] ``ûX CqYôß AûZdLI TÓm

1. AfN ùY± (Hysteria)
2. úSôùVi Qm (Hypochondriasis)
3. U] f úNôÜ (Depression)
4. U] d ĩ ßdLm (Dementia)

40. Suresh uses conventional methods in learning. He enquires about specific examples for the subject. He has specific type of thinking and standardized operating system. The type of learning here is

1. Generalization learning
2. Factual learning
3. Procedural learning
4. Associate learning

ÑúWx Lt\ - p Ti ûPV UWx Øû\Lû [I
TVuTÓj Ôj \ôu. TôPj \$tí ùRôPoTô] GÓj Ôd
LôhÓLû [®Nô-j Ô ùR-kÔ ùLôs; \ôu.
İ ±I ©hP £kRû] j \$ \u, RWUô] ùNVp B dL
Øû\Lû [d ùLôî Ó ® [eİ j \ôu. AYà ûPV
Lt\p YûL.

1. ùTôÔûUVôd; Lt\p
2. Ei ûUVô] Ytû\ Lt\p
3. ùNVpØû\ d Lt\p
4. ùRôPo×TÓj \$d Lt\p

SOCIAL – CONTENT

SET – 1

41. The line joining the places of equal heights is

1. Map line
2. Contour line
3. Light line
4. Centre line

NUUô] EVWm ùLôî P CPeLû[CûQ dĭ m
úLôÓ

1. YûWTPd úLôÓ
2. NUu YûW úLôÓ
3. J° d úLôÓ
4. Uj §Vd úLôÓ

42. The average level based on higher and lower levels of sea

1. Middle Sea Level
2. Probable Sea Level
3. Mean Sea Level
4. Accurate Sea Level

LP- u úUtTWI ©p HtTÓm EVoYô] UtBm
RôrYô] AûXL° u EVWeLû[LQdj ÓYŞu
A¥ITûP« p ùT\ITÓm NWôN¬ UhPm

1. Uj ŞV LPp UhPm
2. Nôj ŞVUô] LPp UhPm
3. NWôN¬ LPp UhPm
4. LfERUô] LPp UhPm

43. The earliest world maps were drawn by the

1. Egyptians
2. Babylonians
3. Indians
4. Sumerians

^a LÜm ùRôu ûUVô] EXL YûWTPeLû[
E ÚYôdj VYoLS

1. Gj I ŞVoLS
2. Tô©úXô² VoLS
3. CkŞVoLS
4. ÑúU¬VuLS

44. The father of Dutch Cartography

1. William Lambton
2. George Everest
3. Gerardus Mercator
4. Anaximander

PfÑ Sôh¥u YûWTP®V- u RkûR

1. ®p- Vm úXml Pu
2. _ôow GYûWv h
3. ù_WôoPv ùUoLPo
4. A] ôd³ Ui Po

45. The person who prepared first survey based maps in India during the British period

1. James Rennell
2. Gerardus Mercator
3. William Lambton
4. Herodotus

Ck\$Vô®p B e; úXVo B h£d LôXj \$p,
x®« Vp LQ dùLÓI x B RôWUôL ØRu ØRp
YûWTPeLû[RVô-j RYo

1. ú_mv ùWu] p
2. ù_WôoPv ùUoúLPo
3. ®p- Vm úXml Pu
4. ùa WúPôPv

46. Maps which denote a particular aspect are known as

1. Thematic Maps
2. Geographical Maps
3. Survey Maps
4. Colour Maps

JÚ ĩ ±I ©hP AmNj ûR UhÓm ĩ ±j Ō LôhÓm
YûWTPeLs

1. LÚj §Vp YûWTPeLs
2. ×®« Vp YûWTPeLs
3. LQ dùLÓI × NôokR YûWTPeLs
4. Yi Q YûWTPeLs

47. The process of extracting silk from silk cocoon is

1. Supari
2. Sappuri
3. Sumeri
4. Savari

ThÓI ×Ý á h¥p CÚkŌ LfNô ThÓûY
©¬j ùRÓdĭ m ùNVpØû\

1. ÑTô¬
2. NI é¬
3. ÑúU¬
4. NYô¬

48. The person who extended money to James Watt for inventing the Steam Engine

1. Boulton
2. Boulding
3. Gossen
4. Pearson

جWô® CVk\$Wj ûR Li Ó©¥j \$P "ú_mv Yôh'dí
TQ ER® A ° j RY0

1. ùT[pPu
2. ùT[p¥e
3. úLôùNu
4. ©Vo ^ u

49. The gold coin used as the standard currency during Roman period

1. Besant
2. Decent
3. Recent
4. Crescent

úWôUô² VoLs LôXj \$p \$hP SôQ VUôL
TVuTÓj RI ThP ReL SôQ Vm

1. Àù ^ u h
2. ¼ùNu h
3. ÃùNu h
4. j ùWNu h

50. The machine used for harvesting, threshing and winnowing activities in agricultural sector

1. Comprehensive Harvester
2. Centralised Harvester
3. Cumulative Harvester
4. Combined Harvester

©YNôV Ôû\« p ABYûP ùNnRp, ç tBRp, Rô² Vj ûR úYBTÓj ÔRp T¡ LP dLôL TVuTÓj RI TÓm CVk\$Wm.

1. ©¬Yô] ABYûP ùNnÛm CVk\$Wm
2. ûUVI TÓj RI ThP ABYûP ùNnÛm CVk\$Wm
3. JhÓùUôj R ABYûP ùNnÛm CVk\$Wm
4. CûQ kR ABYûP ùNnÛm CVk\$Wm

51. The solid crust of the earth

1. Hydrosphere
2. Biosphere
3. Atmosphere
4. Lithosphere

éª « u Eß\$Vô] úUpTôLm

1. ¿odúLô[m
2. E « odúLô[m
3. Y° Ui PXm
4. LtúLô[m

52. The Greek words 'hudor' and 'sphaira' denote

1. Water and Sphere
2. Atmos and Ball
3. Layer and Bio
4. Vapour and Stone

‘a úPôo’ Utβm ‘v ûTWô’ Gu à m ; úWdL
ùNôtLS CYtû\ ĩ ±d; u\] .

1. ζο Utβm úLô[m
2. ζWô® Utβm TkÕ
3. AÓdĩ Utβm E « o
4. ζWô® Utβm Lp

53. The primary division of the earth's crust into oceans and continents is known as

1. Middle order land forms
2. First order land forms
3. Back order land forms
4. Last order land forms

é^a « u úUp AÓdĩ ùTÚeLPpL[ôLÜm,
Li PeL[ôLÜm YûLI TÓj § CÚITûR CqYôß
AûZI To

1. Uj §V RW ``X Y¥YeLs
2. ØRp RW ``X Y¥YeLs
3. ©u RW ``X Y¥YeLs
4. Cß§ RW ``X Y¥YeLs

54. Movement of plates is called as

1. Igneous rocks
2. Plate forms
3. Sea floor spreading
4. Plate tectonics

RhÓL° u CVdLj ûR CqYôß AûZITo

1. A] t Tôû\LS
2. RhÓL° u Y¥YeLS
3. LPp RûW« u TWYp
4. Li P RhÓ SLoÜ

55. Intrusive and extrusive landforms are related to the

1. Volcanoes
2. Hudor
3. Sphaira
4. Bios

İ ßd,hÓ ``X Y¥YeLS Utßm ùY° ITûPVô]

``X Y¥YeLS CYtßPu ùRôPoxûPVûY

1. G-UûXLS
2. a øúPôo
3. v ûTWô
4. TúVôv

56. The single super ocean existed million of years back is

1. Pacific
2. Panthalsa
3. Atlantic
4. Indian

^a p- Vu Bi ÓLP dī Øu× CÚkR JúW Jú
ùTÚeLPp

1. TÑ©d
- 2 TkRXNô
- 3 AhXôï ¥d
- 4 Ck\$Vu

57. The upper most layer of the atmosphere

1. Thermosphere
2. Mesosphere
3. Homosphere
4. Exosphere

Y° Ui PXj \$p ^a LÜm úUúX Es[AÓdī

1. ùRoúUô Ui PXm
- 2 ÁúNô Ui PXm
- 3 úa ôúUô Ui PXm
- 4 Gdú^ ô Ui PXm

58. During the period of Mahajanapada's the workers engaged in field and home on wage basis are

1. Dasas
2. Bhrtukas
3. Janas
4. Patlas

ULô_] TRô LôXj Šp YVp ùY° « Ūm, Åh¥Ūm
á - dī úYûX ùNnúYôo

1. RôNoLS
2. Tôj ÔLôdLS
3. _] ôdLS
4. TôhXôdLS

59. Two prominent persons belonging to ganas

1. Sriharsha and Devagupta
2. Bindusara and Ajatasatru
3. Buddha and Mahavira
4. Kanishka and Ashoka

L] ôdLû [f úNokR CWi Ó ©WTXUô] SToLS

1. c a o` o Utβm úRYÍ I Rô
2. ©kÕNôWo Utβm A_ôR Nj Ú
3. ×j Ro Utβm ULôÅWo
4. L² x Lo Utβm A úNôLo

60. Mayura Sharma and Harichandra belong to the following enterprising families

1. Kadamba and Gurjara - Pratihara
2. Satavahana and Maurya
3. Maurya and Gupta
4. Gupta and Pallava

UëWNôUu Utβm a -Nk\$Wô ,rdLôÔ m ÅW
ï ÓmTeLû[f úNokRYoLS

1. LPmTô Utβm ï o_ôWô - ©W\$a ôWô
2. NôRYôL] o Utβm ùU[-Vo
3. ùU[-Vo Utβm ï | Ro
4. ï | Ro Utβm TpXYo

61. An anicient prominent Pratihara King

1. Nagabhata
2. Dantidurga
3. Harichandra
4. Mayurasarma

Ti ûPd LôXj \$p ©W£j \$ ùTt\ ©W\$a ôWô
Uu] o

1. SôLThPo
2. Ri ¥ÕoLô
3. a -Nk\$Wô
4. UëWNôUô

62. Mandalam, Valanadus and Nadus are the various parts of the empire during the reign of

1. Pallavas
2. Cholas
3. Cheras
4. Chalukyas

Uí P XeLS, Y[SôÓLS, SôÓLS ØR- VûY
úTôu\ûY CYoL° u B hÉ LôXj Sp úTWWÉu
TôLeL[ôí m

1. TpXYoLS
2. úNôZoLS
3. úNWôLS
4. NôÐ dj VoLS

63. Villages given to skilled warriors by Rudramadevi to collect taxes were called as

1. Nayanars
2. Vadas
3. Nayankara
4. Rattadi

§\ûUª dL úTôo ÅWolP dĭ , Y¬ Yã- dL
Új WUôúR®Vôp YZeLI ThP ; WôUeLs CqYôB
A ûZdLI ThP] .

1. SôV] ôoLs
2. YôPôdLs
3. SôVeLWô
4. WhP¥

64. Self cultivated lands of zamindars are known as

1. Khud Khasht
2. Gadi
3. Vada
4. Patla

_ôÁuRôoL° u ÑVUôL T« ¬PI ThP ``XeLs

1. ĩ j Lôv h
2. L¥
3. YôPô
4. TôhXô

65. During the British period parganas were subdued by

1. Thomas Jefferson
2. Thomas Robert Malthus
3. Thompson
4. Thomas Munroe

British period, Parganas were subdued by

1. Thomas Munroe
2. Thomas Robert Malthus
3. Thompson
4. Thomas Jefferson

66. Dadabhai Naoroji was the founder of

1. East India Association
2. East India Company
3. Indian National Congress
4. Muslim League

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1. East India Association
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67. Elaborate N A L S A

1. National Legislative Services Agency
2. National Legal Services Authority
3. National Legal Safety Authority
4. Native Legal Services Authority

N.A.L.S.A GuTRu ®-YôdLm

1. úSx] p ùX´ v úX¥q NoÁNv Hù_uf
2. úSx] p ÄLp NoÁNv ARô-h¥
3. úSx] p ÄLp úNI ¥ ARô-h¥
4. úS¥q ÄLp NoÁNv ARô-h¥

68. “One caste, one religion, one God for all men” were the catchwords of social reformer

1. Mahatma Gandhi
2. Ayyankali
3. Sri. Narayana Guru
4. Manu

JúW ï Xm, JúW URm, GpXô U² RoLP dï m JúW LPÛs Gu à m ØZdLeLû[A±®j R NêL °o§Új RYô§

1. ULôj Uô Lôk§
2. AnVuLô°
3. c SôWôVQ ï Ú
4. Uà

69. The first person who received some portion of land collected during Bhoodan Movement

1. Ilamma
2. Mailaiah
3. Musalaiah
4. Maisaiah

éRô] CVdLj §u úTôÕ SuùLôûPVôL j ûPj R
"Xj §p £±R[Ü "Xj ûR ØRu ØR- p
ùTtßdùLôì P STo

1. I XmUô
2. ûUXnVô
3. ØNXnVô
4. ûUNnVô

70. A major Act introduced by union government in 2005 for protection of the livelihood of people in rural areas

1. Mahatma Gandhi National Rural Employment Guarantee Act
2. Mahatma Gandhi Natural Rural Employment Guarantee Act
3. Mahatma Phoolé National Rural Employment Guarantee Act
4. M.G. Ranade National Rural Employment Guarantee Act

Uj §V AWNêLm 2005B m B i ¥p j WôUI
Tí § UdL° u YôrYôRôWj §tLôL A±ØLm ùNnR
Ødj VUô] NhPm

1. ULôj Uô Lôk§ úREV F WL úYûXYônl ×
E B§f NhPm
2. ULôj Uô Lôk§ CVtûL F WL úYûXYônl ×
E B§f NhPm
3. ULôj Uô ©ëúX úREV F WL úYûXYônl ×
E B§f NhPm
4. M.G. Wô] úP úREV F WL úYûXYônl ×
E B§f NhPm

71. The ancient philosopher who stated that the King should give half of the granary to the people in times of distress

1. Manu
2. Kautilya
3. Plato
4. Aristotle

AWNu Ru à ûPV Rô² Vd L[gEVj §p CÚkÕ
Tô§V[ûY Y\hE LôXeL° p ÕuTITÓm
UdLP d' RWúYi Óm Guß á ±V Ti ûPdLôX
Rj ÕYOô²

1. Uà
2. ùL[¥p- Vo
3. ©ú[húPô
4. A ¬v Pôh¥p

72. Abolition of untouchability comes under this Fundamental Right of Indian Constitution

1. Right to Life
2. Right to Freedom
3. Right to Equality
4. Right to Education and Culture

3/4i PôûU J⁻ I × GuTÕ CkŞV AWÉVXûUI ×
NhPj ŞÛs[CkR A¥ITûP E-ûU« u ,r
YÛj \Õ.

1. E« o YôÝm E-ûU
2. ÑRKŞW E-ûU
3. NUj ÕY E-ûU
4. Lp® Utßm LXôfNôW E-ûU

73. The scholars who studied books of the eastern countries

1. Continentalists
2. Americanlists
3. Orientalists
4. Europeanalists

j Zdj kŞV SôÓL° u è pLû[Lt\±kR
Ti ¥R0LS

1. Li PôkŞW Ti ¥R0LS
2. AûU-dL Ti ¥R0LS
3. j Zdj kŞV Ti ¥R0LS
4. I úWôl ©V Ti ¥R0LS

74. The inspiring person of Prarthana Samaj

1. Vivekanada
2. Rama Mohan Roy
3. Rama Krishna Paramahansa
4. Keshav Sen

©Wôoj Rû] NUô_j ûR ``B®P F dLU° j R STo

1. ®úYLô] kRo
2. WôU úUôLu Wôn
3. WôU ; Úx Q TWUa mNo
4. úLNq úNu

75. The Companions of Basavanna in the propagation of Virashaivism

1. Allamma Prabhu and Akkamahadevi
2. Jayapa Senani and Rudrama Devi
3. Nalagama and Manchala Devi
4. Balachandra and Nagamma Devi

ÅWûNYj ûR TWI xYSp TNYu] ô®tĭ
ER®Vô[oL[ôL CÚkRYoLS

1. ApXU©Wx Utβm AdL Ua ôúR®
2. _VT úN] ô² Utβm Új WUôúR®
3. SXLôUô Utβm UôgNôX úR®
4. TôXNkŞWô Utβm SôLmUúR®

76. The terms Nam, Dan and Isnan were used by

1. Kabir
2. Basavanna
3. Gurunanak
4. Namdev

"Sôm - Rôu - Cv] ôu" Gu à m ùNôtLû[
TVuTÓj §VY0

1. LÂ0
- 2 TNYu] ô
- 3 İ ÚSô] d
- 4 SôUúRq

77. In India the following Officer enjoys autonomy like the Chief Election Commissioner

1. The Chief Secretary of the State Government
2. The Secretary General of the Lok Sabha
3. The Cabinet Secretary in Union Government
4. The Central Public Information Commissioner

Ck§Vô®p ,rdLôÔ m A§Lô-, RûXûU úRoRp
B ûQ VûW úTôuß ÑV A§LôWm ùTt\Yo.

1. Uô`X AWNôeL RûXûU ùNVXô[o
2. úXôd NûT« u RûXûU ùNVXô[o
3. Uj §V AWEu AûUfNWûY ùNVXô[o
4. Uj §V UdLs RLYp A° I× B ûQ V0

78. The major policy decision taken by Government of India in 1971

1. Abolition of National Planning Commission
2. Abolition of Zamindari System
3. Nationalization of Coal Mines
4. Abolition of Privy Purses

1971 B m B i ¥p Ck\$V AWNêLm GÓj R
Ødj VUô] ùLôSûL Ø¥Ü

1. úREV \$hP L^a ` u Wj Õ
2. _ÁuRôo Øû\ Wj Õ
3. ``XdL¬ ÑWeLeLû[úREVUVUôdLp
4. Uu] o Uô² V Øû\ Wj Õ

79. The executive Chairman of State Legal Services Authority

1. Serving or retired High Court Judge
2. Serving or retired High Court Chief Justice
3. Serving or retired High Court Senior Judge
4. Serving or retired Senior Civil Judge

Uô`X NhP úNûYLS B ûQ Vj §u ùNVp
RûXYo

1. T| « Ūs[(A) KnÜ ùTt\ EVo¿\$Uu\
¿\$T\$
2. T| « Ūs[(A) KnÜ ùTt\ EVo¿\$Uu\
RûXûU ¿\$T\$
3. T| « Ūs[(A) KnÜ ùTt\ EVo¿\$Uu\
êj R ¿\$T\$
4. T| « Ūs[(A) KnÜ ùTt\ êj R £®p
¿\$T\$

80. The Prime Minister and his party in power during the Second World War in Britain

1. Winston Churchill - Conservative Party
2. Herld Willson - Labour Party
3. Margaret Thatcher - Conservative Party
4. David Cameroon - Labour Party

CWi PôYÕ EXLI úTô~u úTôÕ ©~hP² p
B h£« p CÚkR ©WRUo Utβm Lh£« u ùTVo

1. ®u v Pu Nof£p - Lu NouY¥q Lh£
2. ùa WôpÓ ®pNu - ùRô~ Xô[o Lh£
3. UôodLùWh RôhNo - Lu NouY¥q Lh£
4. úP®h LôUì u - ùRô~ Xô[o Lh£

81. Cold winds in Southern France are called as

1. Mistral
2. Bora
3. Pampero
4. Southern Burst

ùRtí ©Wôu³ p ÅÑm í ° o LôtβLû[CqYôβ
A ûZI To

1. a v hWp
2. úTôWô
3. TômùTúWô
4. ùRtLj §V ùY¥l ×

82. The prominent French Scientist who gave explanation about the origin of Solar System

1. Louis
2. Lockyer
3. Laplace
4. Littleton

ã-V ĩ ÓmTj §u úRôt\j ûR ĩ ±j Õ ®Y-j Õ
á ±V ©Wôu v Sôh¥u Ød; VUô] A ±®VXô[o

1. í « v
2. Xôdj Vo
3. Xôl úXv
4. - h¥pPu

83. Descending winds in Iraq are called as

1. Cairn
2. Chinook
3. Berg
4. Samun

„rØLUôL ÅÑm LôtβLû[DWôd Sôh¥p
CqYôβ A ûZI To

1. ùLnou
2. £ò d
3. ùTod
4. NôØu

84. Evapo - Transpiration denotes

1. The total amount of water added to atmosphere from both evaporation and transpiration
2. Evaporation of water from ocean currents to the atmosphere
3. Evaporation of air from sky to the earth atmosphere
4. Evaporation of air from the lower portion of ocean to the upper portion of sky

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85. In ancient period fertile and sterile soils were termed as

1. Arid and Peaty
2. Khadar and Bhangar
3. Urvara and Usara
4. Laterite and Lateritic

Ti ûPd LôXj §p Y[Uô] Utβm Y[Ut\
Ui Lû[Cq®RUôL AûZj R] o

1. Y\i P Utβm DWUô] Ui
2. LôRo Utβm TeLo
3. F oYWô Utβm ENWô Ui
4. ùNm×ûW Ui Utβm İ ßUi

86. Identify the right statement among the following in regard to El-Nino

1. Elninos are common in Bay of Bengal
2. Elninos avoid drought, floods and other weather extremes
3. Elninos are contraction of warm equatorial currents
4. Elninos occur once every three to seven years

rdLi PYt±p CÚkÕ, Gp² ú] ôdLs ĩ ±j Õ
á ßm N-Vô] á tû\ Li P±VÜm

1. Gp² ú] ôdLs YeLô[®-ĭ Pô®p
ùTôÕYôL LôQ I TÓm.

2. Gp² ú] ôdLs Y\h£, ùYs[I ùTÚdí
Utßm ùYIT''ûXL° u ¾®W RuûULû[
R®odĭ m.

3. Gp² ú] ôdLs a R ùYIT éUj §V
¿úWôhPeL° u ÑÚdLeLXôĭ m.

4. Gp² ú] ôdLs ê u±- ÚkÕ HÝ
B i ÓLP dí JÚ Øû\ ''LÝm.

87. The following Dam is the highest Dam in India and eighth tallest Dam in the World

1. Bhakra Nangal
2. Tehri
3. Hirakud
4. Nagarjuna Sagar

Ck\$Vô®p^a L EVWUô] , EX_i úXúV GhPôYÕ^a L EVWUô] AûQdLhÓ

1. TdWôSeLs
2. ùRy -
3. ¶ Wôí h
4. SôLôo_ø] NôLo

88. The largest double tracked and electrical transcontinental railway in the World is

1. Trans – Siberian Railway
2. Trans Australian Railway
3. Tanzania Railway
4. Blue Train of South Africa

EX_i úXúV^a LÜm ¿[Uô] , Li PeLP d'í
CûPúVVô] CWhûP RP Utßm^a uNôW W« p
TôûR

1. hWôuv - ûNÀ-Vu W« p TôûR
2. hWôuv - B v ŞúW- Vu W« p TôûR
3. Pôu È² Vô W« p TôûR
4. ùRu B I ©-dLô®u ¿X W« p

89. In the case of manganese deposits, India has the following percentage and rank at the World level

1. 11% Mineral deposits, seventh rank
2. 10% Mineral deposits, sixth rank
3. 9% Mineral deposits, fifth rank
4. 12% Mineral deposits, eighth rank

EXL A [®p Ck\$Vô UêeLÉv RôÕI ùTôÚs
CÚI xđí ùRôPôTô] CkR NRÅRm Utβm
RWY-ûNûV ùTtβs [Õ

1. 11%RôÕI ùTôÚs CÚI x; HZôYÕ RWY-ûN
2. 10%RôÕI ùTôÚs CÚI x; B \ôYÕ RWY-ûN
3. 9%RôÕI ùTôÚs CÚI x; I kRôYÕ RWY-ûN
4. 12%RôÕI ùTôÚs CÚI x; GhPôYÕ RWY-ûN

90. This is an ecosystem with plants and animals of unusual scientific and natural interest.

1. Bioeconomic Reserves
2. Biosphere Reserves
3. Biometric Reserves
4. Biotechnology Reserves

ΑΝόRôWQ Uô] , Α±®Vp Ά\$Vô] Utβm
CVtûLVô] Øuà -ûU Es[UWeLs,
®Xeï Lû[ùLôì P ãr''ûX AûUI ×

1. E « o ùTôÚ[ôRôW CÚI ×Ls
2. E « od úLô[CÚI ×Ls
3. E « o A [ÜL° u CÚI ×Ls
4. E « o ùRô¯ pÖhT CÚI ×Ls

91. The author of 'History of the Peloponnessian War'

1. Herodotus
2. Hercules
3. Plato
4. Cicero

'History of the Peloponnessian War' Gu à m è - u
B £-Vô

1. ùa WúPôPv
2. ùa oí Xv
3. ©ú[húPô
4. ££úWô

92. The only Janapada founded in South India in ancient period

1. Avanti
2. Asmaka
3. Anga
4. Amaravati

Ti ūPd LōXj Šp, ūRu CkŠVô®p ``BYI ThP
JúW JÚ _] TRm

1. AYkŠ
2. AvULô
3. AeLô
4. AUWôYŠ

93. The famous classic Kural (Thirukural) was written by

1. Tiruvalluvar
2. Mani Mekhalai
3. Manugadi Marudan
4. Nakkiran

×Lr YônkR ŠÚdī \ ū [CVt±VYô

1. ŠÚYsP Yô
2. U! úULûX
3. UÔ Lô¥ UÚRu
4. Sd , Wu

94. Author of Tahkika - i - hind

1. Amir Khusru
2. Akbar
3. Alberuni
4. Allauddin

"Ry ,Lô-C-¶ kj " GuTRu è XôÉ-Vo

1. AÁo ï v Ú
2. AdTo
3. Ap ©Ú²
4. AXôÜ¾u

95. The first and last sultans of Delhi respectively

1. Qutub-ud-din Aibak and Ibrahim Lodi
2. Rajia Sultana and Ghiyasuddin Balbon
3. Alam Khan Lodi and Ibrahim Lodi
4. Bhaktiyar Khilji and Iltutmish

¥p- ûV B hÉ ùNnR ØRXôYÕ Utβm LûPE
ÑpRôuLs

1. ï Õl ×¾u l Td - Cl WôÍ m úXô¥
2. W´ Vô ÑpRô] ô - j VôÑ¾u TôpTu
3. B Xm Lôu úXô¥ - Cl WôÍ m úXô¥
4. Td\$Vôo j p´ - CpÓhª x

96. Guru of Ramanuja

1. Yadav Prakasha
2. Yadu Prakasa
3. Nimbarka
4. Jnanadev

©WôUôà _-u ĩ ÚSôRo

1. VôRq ©WLô` ô
2. VÕ ©WLô` ô
3. ``mToLô
4. Oô] úRq

97. The term 'Industrial Revolution' was used by

1. George Eliot and John Keats
2. George Michelet and Friedrich Engels
3. Voltaire and Diderot
4. John Milton and Shakespeare

"ùRô- t xWhÉ' Gu à m ùNôpûX

TVuTÓj §VYoLs

1. __ôow C- Vh - __ôu ,hv
2. __ôow ^a ùNùXh - ©Wh-d HgNpv
3. YôpúPo - ûP¼Wôh
4. __ôu ^a pPu - ú` dv ©Vo

98. Founder of 'Young Italy'

1. Emmanuel
2. Cavour
3. Garibaldi
4. Mazzini

Câu [V Cj Rô- ùV " ß®VYô

1. CÙôà úYp
2. Lî o
3. Lô-Tôp¥
4. Uô ´ ²

99. Persons belonging to middle class, artisans and peasants on the eve of French revolution are known as

1. First Estate
2. Second Estate
3. Third Estate
4. Royal Estate

©WgÑ xWh£« u úTôÕ, SÓj RW YÍ I ©] o,
ùL®ù] LùXOoLs, ®YNô« Ls ùLôì P
©-®] ùW CqYôß A ùZj R] o

1. ØRXôYÕ Gv úPh
2. CWi PôYÕ Gv úPh
3. ê u \ôm Gv úPh
4. EVoï ¥ Gv úPh

100. Official residence of French Kings during French Revolution

1. West Minister Palace
2. Versailles Palace
3. Buckingham Palace
4. Elsea Palace

©WgÑ xWh£« u úTôÕ, ©WgÑ Uu] oL° u
AŞLôWéoYUô] Yôr®Pm

1. ùYv h^{a z} vPo AWi Uû]
2. ùYoûNpv AWi Uû]
3. Td| ea ôm AWi Uû]
4. GpÊ AWi Uû]

101. The political philosopher who defined Political Science as a study of Government

1. Leacock
2. Seeley
3. Janet
4. Gilchrist

AW£Vp A±®Vp GuTÕ "AWNôeLj ûR Tt±
B WôUm A±®Vp" Guß YûWVû\ á±V
AW£Vp Rj ÖYOô²

1. ÄLôd
2. °-
3. _ôù] h
4. i pi ¬v h

102. This element distinguishes the state from other associations

1. Population
2. Territory
3. Sovereignty
4. Government

CKR AmNm Wôw´ Vj ûR úYß AûUI xL° p
CÚkÕ úYßTÓj § LôhÓj \Õ.

1. UdLs ùRôûL
2. ´´XI TWI × (©WúRNm)
3. Cû\Vôi ûU
4. AWNôeLm

103. The political philosopher who viewed that law and liberty are antithetical

1. Erskin
2. Holland
3. Solmond
4. J.S. Mill

NhPm Utßm ÑRk§Wm GuTûY JußdùLôuß
G§Wô] ûY Guß LÚj Õ á ±V AWEVp Rj ÕY
Oô²

1. Gov j u
2. a ôXi h
3. NôpUi h
4. J.S. a p

104. This is considered as the first step for realizing human rights

1. Magna Carta
2. Bill of Human Rights
3. French Revolution
4. Russian Revolution

U² R E → ũ UL ũ [NôŞj ŞP ØRXôYÕ
Tÿ'' ũ XVôL CÕ LÚRI ThPÕ.

1. úUd] ô LôohPô
2. U² R E → ũ UL° u UúNôRô
3. ©WgÑ xWh£
4. Wx V xWh£

105. A criteria of naturalized citizenship

1. Honesty
2. Leadership
3. Intelligence
4. Residence

CVtũLVô] ĩ ÿÛ→ũU ùTBYRtĭ JÚ
AÿITũPj A [ÜúLôS

1. úSoũU
2. RũXũU
3. Öi Q ±Ü
4. Y£I ©Pm

106. The person who used the term secularism for the first time in modern times.

1. Gajendra Gadkar
2. G.J. Holyoake
3. Donald E. Smith
4. Jawaharlal Nehru

SÅ] LÔXj §p URNôo©uûU Gu à m ùNôpûX
ØRuØR- p TVuTÓj §V STo

1. Lú_k§W LhLo
- 2 G.J. úa ôpúVôd
- 3 ùPô] ôpÓ E. v^a j
- 4 _Ya oXôp úSÚ

107. Fundamental Rights are mentioned in the following Articles of Indian constitution.

1. 1 to 11 of part - I
2. 36 to 51 of part - II
3. 12 to 35 of part - III
4. 52 to 78 of part - IV

ÇkŞV AWEVXûUI × NhPj Şu ırdLôÔ m NhPI
©-ÜL° p A¶ITûP E-ûULs İ ±j Õ
á \I ThÓs [Õ

1. 1B m TôLj Şp 1 ØRp 11 YûW
2. 2B m TôLj Şp 36 ØRp 51 YûW
3. 3B m TôLj Şp 12 ØRp 35 YûW
4. 4B m TôLj Şp 52 ØRp 78 YûW

108. The second Chief Minister of Combined Andhra Pradesh

1. K. Rosaiah
2. M. Chenna Reddy
3. N. Sanjeeva Reddy
4. D. Sanjeevaiah

JÚej ûQkR B kŞWI ©WúRNj Şu CWi PôYÕ
ØRXûUfNo

1. K. úWôNnVô
2. M. ùNu] ô ùWh¥
3. N. Ng°Y ùWh¥
4. D. Ng°YnVô

109. Both Parliament and State Legislatures can make laws over the subjects of this list

1. Union list
2. State list
3. Concurrent list
4. Voters list

Union list, State list, Concurrent list, Voters list

1. Union list
2. State list
3. Concurrent list
4. Voters list

110. 'Mandamus' means

1. To introduce the body of a person
2. We command
3. To forbid
4. To be certified

Mandamus, Habeas Corpus, Prohibition, Quo Warranto

1. We command
2. Habeas Corpus
3. Prohibition
4. Quo Warranto

111. The goods which are in various stages of production process are called

1. Producer goods
2. Capital goods
3. Intermediary goods
4. Durable goods

ØÝYÕm E tTj § ùNnVI TPôUp E tTj §
 ùNV- u TpúYß ``ûXL° p Es[ùTôÚhLs

1. E tTj §Vô[o ùTôÚhLs
2. êXR] I ùTôÚhLs
3. CûP``ûXI ùTôÚhLs
4. ¿¥j ÕûZdí m ùTôÚhLs

112. Utility measureable in terms of utils is

1. Cardinal utility
2. Ordinal utility
3. Marginal utility
4. Place utility

"Ü¥pv' ê Xm TVuTôÓLû[A[®P Ø¥Üm
 Gu à m LÚj ûR áBYÕ

1. Gi Q [Ü TVuTôÓ
2. JÝeï Øû\ TVuTôÓ
3. CB§``ûXI TVuTôÓ
4. CPI TVuTôÓ

113. The percentage change in the quantity demanded of a commodity due to a percentage change in its related commodity price is

1. Price Elasticity of Demand
2. Cross Elasticity of Demand
3. Income Elasticity of Demand
4. Arc Elasticity of Demand

NmTKRI ThP ùTôÚhL° u ®ûXL° p HtTÓm
 NRÅR Uôt\j Rôp, JÚ ùTôÚ° u úRûYdLô]
 A [®p Ei Pôİ m NRÅR Uôt\m

1. úRûY« u ®ûX ùS_i r fÉ
2. úRûY« u İ ßdİ ùS_i r fÉ
3. úRûY« u YÚYôn ùS_i r fÉ
4. úRûY« u ®p ùS_i r fÉ

114. The additional cost to produce an additional good is

1. Average cost
2. Average variable cost
3. Fixed cost
4. Marginal cost

JÚ á ÓRXô] ùTôÚû [E tTj § ùNn§P
 úRûYI TÓm á ÓRp ùNXÜ

1. NWôN→ ùNXÜ
2. NWôN→ Uôßm ùNXÜ
3. ``ûXVô] ùNXÜ
4. CB§``ûX ùNXÜ

115. Flow of income from firms to households and from households to firms denotes

1. Circular flow of income
2. Unequal flow of income
3. Upward flow of income
4. Household flow of income

“BY] eL° p CÚkÕ ĩ ÓmTeLP dĭ m,
 ĩ ÓmTeL° p CÚkÕ “BY] eLP dĭ m YÚYôn
 ùNpûLûV ĩ ±ITÕ

1. YÚYô« u YhPf ùNpûL
2. NUUt\ YÚYôn ùNpûL
3. YÚYô« u úUpúSôdĭ ùNpûL
4. ĩ ÓmTeL° u YÚYôn ùNpûL

116. The deposits directly received by the commercial banks from the people.

1. Safe deposits
2. Primary deposits
3. Secondary deposits
4. Term deposits

UdL° Pª ÚkÕ Y| L Ye; Ls úS-ûPVôL
 ùTßm ûYI × ùRôûLLS

1. TôÕLôl × ûYI × ùRôûLLS
2. AÿITûP ûYI × ùRôûLLS
3. CWi Pôm RW ûYI × ùRôûLLS
4. LôXYWm× ûYI × ùRôûLLS

117. This denotes a progressive change in the socio economic structure of a country along with economic growth

1. Economic Development
2. Economic Progress
3. Economic Prosperity
4. Economic Planning

JÚ Sôh¥u ùTôÚ[ôRôW Y[ofÉÛPü, Nê L
ùTôÚ[ôRôW AûUI©p Y[ofÉ Uôt\j ûRÛm
CÕ ĩ ±j §Óm

1. ùTôÚ[ôRôW Y[ofÉ
2. ùTôÚ[ôRôW Øuú] t\m
3. ùTôÚ[ôRôW Y[ûU
4. ùTôÚ[ôRôW §hP^a ÓRp

118. This denotes the surplus available to farmers for marketing after meeting all their requirements

1. Surplus value
2. Marketable surplus
3. Differential surplus
4. Exportable surplus

①YNô« Ls ReLP ûPV Aû] j Õ
úRûYLP dLô] Ytû\ GÓj ÕùLôì P©u,
NkûR« p ①tTRtLôL j ûPdLdá ¥V ET-
E tTj §ûV CÕ ĩ ±dĩ m.

1. ET- U\$| ×
- 2 ①tLj Rĭ ET-
- 3 úYBTôhÓ ET-
- 4 HtβU\$dlô] ET-

119. The provision of thrift, credit and other financial services in small quality to the poor people to raise their incomes and living standards is known as

1. Micro finance
2. Macro finance
3. Personal finance
4. National finance

HûZ UdL° u YÚYôn, YôrdûL RWj ûR EVoj \$P İ û\kR A [®p úNª I x, LPu Utßm CRW ``§ úNûYLS A° ITûR CqYôß AûZITo.

1. Öi | Vp ``§
2. úT-Vp ``§
3. R² STo ``§
4. úREV ``§

120. Expand A P T D C

1. Andhra Pradesh Traffic Development Corporation
2. Andhra Pradesh Trade Development Corporation
3. Amaravati Tourism Development Corporation
4. Andhra Pradesh Tourism Development Corporation

A P T D C I ®-ÜTÓj ŌL.

1. B k\$WI ©WúRx ¥Wô©d ùPYùXI ùUuh Lôol TúW` u
2. B k\$WI ©WúRx ¥úWh ùPYùXI ùUuh Lôol TúW` u
3. AUWôY\$ â-^ m ùPYùXI ùUuh Lôol TúW` u
4. B k\$WI ©WúRx â-^ m ùPYùXI ùUuh Lôol TúW` u

METHODOLOGY

SET – 1

121. 'Honesty' and 'Patriotism' are related to these types of values respectively

1. Democratic value, Vocational value
2. Democratic value, National value
3. Moral value, National value
4. National value, Democratic value

úSoûUÛm SôhÓI Ttβm Øû\úV CqYûLVô]
UŞI ×LP Pu ùRôPo×ûPVûY

1. UdL[ôh£ UŞI ×, ùRô⁻ p UŞI ×
2. UdL[ôh£ UŞI ×, úREV UŞI ×
3. ¿ŞùS± UŞI ×, úREV UŞI ×
4. úREV UŞI ×, UdL[ôh£ UŞI ×

122. Learning about the contribution of great musicians and poets helps in the development of this value

1. Artistic and Recreational value
2. Vocational value
3. Political value
4. Informatory value

Ε\kR CûN úUûRLs Utβm L®OoL° u
 ùRôî ¥û] I Tt± LtTÕ CkR UŞI ûT
 Y[olTŞp ÕûQ x¬j \Õ

1. LûX Utβm ùTôÝÕúTôdĩ UŞI x
2. ùRô¬ p UŞI x
3. AWEVp UŞI x
4. RLYp UŞI x

123. Aims and Instructional Objectives are respectively

1. Aims are specific, Instructional Objectives are general
2. Aims are general, Instructional Objectives are specific
3. Both are general
4. Both are specific

İ ±dúLôSLP m Lt©j Rp úSôdLeLP m Øû\úV

1. İ ±dúLôSLs Ε\ITô] ûY, Lt©j Rp
 úSôdLeLs ùTôÕYô] ûY
2. İ ±dúLôSLs ùTôÕYô] ûY, Lt©j Rp
 úSôdLeLs Ε\ITô] ûY
3. CWi Óm ùTôÕYô] ûY
4. CWi Óm Ε\ITô] ûY

124. The following aspect is not considered while formulating learning objectives for teaching a topic

1. Nature of Educational Policy
2. Availability of resources to achieve the objectives
3. Needs and competencies of a child
4. Needs and attitude of a teacher

JÚ TôPd LÚj ûR Lt©j RŪdĩ Lt\p
úSôdLeLû[Y¥YûUdĩ m úTôÕ CûRd LÚj §p
ùLôS [UôhPôoLS

1. Lp®d ùLôSûL« u RuûU
2. úSôdLeLû[AûPY§p ; ûPdĩ m Y[eLS
3. UôQ Y² u úRûYLS Utβm §\uLS
4. B £-V-u úRûYLP m U] SôhPØm

125. Constructive Approach originated from this science

1. Psychology
2. Psychology and Anthropology
3. Anthropology
4. Sociology and Psychology

E ÚYôdL AÔ ĩ Øû\ CKR A±®V- - ÚkÕ
úRôu±VÕ

1. E [®Vp
2. E [®Vp Utβm U² R T-QôU Y[of£« Vp
3. U² R T-QôU Y[of£« Vp
4. NØRôV®Vp Utβm E [®Vp

126. Academic Standards in Social Studies are decided based on the recommendations of

1. National Curriculum Frame Work - 2005
2. Andhra Pradesh State Curriculum Frame Work - 2011
3. National Curriculum Frame work – 2005 and Andhra Pradesh State Curriculum Frame Work - 2011
4. Right to Education Act – 2009 and Andhra Pradesh State Curriculum Frame Work - 2011

CRu T-kÕûW« u A¥I TûP« p Nê L
A±®V- u Lp® RWeLs Ø¥ûYÓdLI TÓj u \]

1. úREV LûXj ŞhP Y¥YûUI × - 2005
2. B kŞWI ©WúRN Uô`X LûXj ŞhP Y¥YûUI ×
- 2011
3. úREV LûXj ŞhP Y¥YûUI × 2005 Utßm
B kŞWI ©WúRN Uô`X LûXj ŞhP Y¥YûUI ×
- 2011
4. Lp® E-ûUf NhPm 2009 Utßm
B kŞWI ©WúRN Uô`X LûXj ŞhP Y¥YûUI ×
- 2011

127. Anderson and Krathwohl suggested the following dimensions in Taxonomy of learning objectives.

1. Knowledge dimension
2. Cognitive process dimension and Knowledge dimension
3. Cognitive process dimension
4. Knowledge dimension and Psychomotor dimension

Let's consider the following options:

1. A ± Ü A [Ü
2. A ± Rp ùNVpØû\ A [Ü Utßm A ± Ü A [Ü
3. A ± Rp ùNVpØû\ A [Ü
4. A ± Ü A [Ü Utßm E [CVdL A [Ü

128. This is not one of the Principles of Curriculum Construction in Social Studies

1. Principle of Totality of Experience
2. Principle of Evolution
3. Principle of Integration
4. Principle of Rigidity

Let's consider the following options:

1. ùUôj R A à TY ®§
2. T-Q ôU ®§
3. JtßûU ®§
4. Eß§j RuûU ®§

129. A small video on Volcanoes is this type of teaching aid

1. Non – Projected aid
2. Projected aid
3. Activity aid
4. Graphic aid

G-UÛXLÛ [I Tt±V Éß LûQô° CqYÛLd
Lt©j Rp ÕûQd LÚ®

1. Årj Rô ÕûQd LÚ®
2. Årj Õm ÕûQd LÚ®
3. ùNVpNôo ÕûQd LÚ®
4. úLôhÓ YÛWTPj ÕûQd LÚ®

130. This Educational Policy recommended ten (10) core curricular areas for whole nation at school level curriculum

1. National Policy on Education - 1968
2. National Policy on Education - 1986
3. New Education Policy - 2016
4. National Curriculum Frame Work - 2005

Ts° A [®Xô] LÛXj ŞhPj Şp SôÓ
ØÝÛUdĩ m Tj Õ Ødj V AmNeLs CÚdL
úYi Óm G] T-kÕûWj R Lp®d ùLôSÛL

1. úREV Lp®d ùLôSÛL ` 1968
2. úREV Lp®d ùLôSÛL ` 1986
3. xŞV Lp®d ùLôSÛL ` 2016
4. úREV LÛXj ŞhP Y¥YÛUI × ` 2005

131. The Guiding Principle “Making Examinations more flexible and integrating with classroom life”, for curriculum development proposed by

LûXj ŞhP Y[ofEdİ "úRoÜ Øû\ûV^a LÜm
G° ûUVôd; YÍ ITû\ YôrÛPu JÚe; ûQj Rp'
Gu à m Y⁻ LôhÓ ®ŞØû\ûV ØuùUô⁻ kRÕ

1. NCF - 2000
2. NCF - 1998
3. NCF - 2005
4. NCFTE - 2009

132. “The process of Curriculum framing and preparation of Text books be decentralised so as to increase teacher’s task in these tasks” – Recommended by this Committee

1. Y.N. Chaturvedi Committee
2. Prof. Ramamurthy Committee
3. Prof. R.H. Dave Committee
4. National Advisory Committee

"LûXj ŞhP Y¶YûUI ×f ùNVpØû\ Utßm
TôPè pLs RVô-l × ®-YôdLI TP úYi Óm; CRu
ê Xm ùRôPo×ûPV ùNVpL° p B £-VoL° u
Teİ AŞL-dİ m" Guß T-kÕûWj R İ Ý

1. Jn.Gu. NÕouYŞ İ Ý
2. úTWô£-Vo WôUê oj Ş İ Ý
3. úTWô£-Vo B o.ùa f. RúY İ Ý
4. úREv A ±Üßj Õm İ Ý

133. "Learning through activities, discovery and exploration in a Child friendly and Child-Centred manner", is mentioned in this section of RTE Act - 2009

1. Section 31 (1) (c)
2. Section 24 (1) (d)
3. Section 29 (2) (e)
4. Section 21 (2) (b)

"Í ZkûRLû[ûUVUôLd ùLôî Ó AYôLP dĭ
 Ht\ Øû\L° p ùNVtTôÓLS, Li Ó©¥I x Utβm
 B nRp Yô« XôL Lt\p" Gu à m LÚj Ō, Lp®
 E-ûU NhPm-2009p Cl ©-®p úNodLI ThÓs [Ō

1. ©-Ü 31 (1) (c)
2. ©-Ü 24 (1) (d)
3. ©-Ü 29 (2) (e)
4. ©-Ü 21 (2) (b)

134. 'Red Fort' and 'Extracts of a Gazette on RTE Act' are respectively

1. Both are Primary sources
2. Both are Secondary sources
3. Secondary source, Primary source
4. Primary source, Secondary source

ùNeúLôhûP Utβm Lp® E-ûUfNhP AWNôûQ
 ÁŌ ŃÚdLUô] Ĩ ±I xLS Øû\úV

1. CWi Óm ØRuûU Y[eLs
2. CWi Óm CûP''ûX Y[eLs
3. CûP''ûX Utβm ØRuûU Y[eLs
4. ØRuûU Utβm CûP''ûX Y[eLs

135. Organisation of Field Trip to Borra Caves by a Social Studies Teacher comes under this type of learning experiences

1. Direct experiences
2. Indirect experiences
3. Vicarious experiences
4. Direct and vicarious experiences

JÚ Nê L A ± ® Vp B E -Vo úTôWô ĩ ûLLP dĩ
 L[I TVQm HtTôÓ ùNnRp GuTÕ
 CqYûLVô] Lt\p Aà TYeL° u ,r YÚm

1. úSW¥ Aà TYeLs
2. Uû\ØL Aà TYeLs
3. ©W§¨§j ÕY Aà TYeLs
4. úSW¥ Utβm ©W§¨§j ÕY Aà TYeLs

136. These maps are more suitable for both blind and normal students.

1. Flat maps
2. Sketch maps
3. Theme Specific maps
4. Relief maps

TôoûYVt\ Utβm NôRôWQ UôQ YoLP dĩ
 ª LÜm Ht\¨¨XI TPeLs

1. RhûPVô]¨¨XI TPeLs
2. úRôWôV YûWTP¨¨XI TPeLs
3. £\I ×d LÚj Õs[¨¨XI TPeLs
- 4.¨¨Xj úRôt\¨¨XI TPeLs

137. To study the topic 'Climate', in Social Studies, there is a need to have close relationship with this subject

1. Physical Sciences
2. Mathematics
3. Life Sciences
4. Humanities

Nê L A ± ® V - p L ô X " û X Gu à m TôPj ûRI
T« X CI TôPj ÔPu ùSÚe; V ùRôPox
ùLôi ¥Új Rp AYÉVUô; \Õ

1. CVt©Vp úY§« Vp
2. L; Rm
3. YôrdûL A ± ® Vp
4. U² RúSV A ± ® VpLs

138. Which of the following statement is not correct?

1. Both Social Sciences and Natural Sciences have scientific attitude.
2. Both Social Studies and Social Sciences are practice oriented
3. Social Sciences are for higher education and Social Studies meant for school education
4. Social Sciences study social aspect whereas Natural Sciences study physical world.

rdLi PYt±p RY\ô] Yôdj Vm

1. Nê L A±®VpLp m CVtûL
A±®VpLp m A±®Vp úSôdLØûPVûY.
2. Nê L®VÛm Nê L A±®VpLp m
SûPØû\ûV ûUVUôLd ùLôi PûY.
3. Nê L A±®VpLs EVoLp®dĩ m Nê L®Vp
Ts° d Lp®dĩ m °oQ « dLI ThPûY.
4. Nê L A±®VpLs Nê Ld LÚj ÕLû[ùm
CVtûL A±®VpLs CVpTô] EXLj ûR
Tt±Ûm B nÛ ùNn; u\] .

139. "The Protestant Ethic and the Spirit of Capitalism" the book written by

1. Karl Marxs
2. Max Weber
3. Christopher Columbus
4. Epicuras

"The Protestant Ethic and the Spirit of Capitalism" Gu à m è ûX CVt ± VY0

1. LôWp Uôodv
- 2 Uôdv ùYTo
- 3 j ± v P@To ùLôXmTv
- 4 G©j ëWv

140. The Eminent Person selected for Bharat Ratna award for the year 1999 was

1. Mother Theresa
2. Atal Bihari Vajapai
3. Amarthya Sen
4. APJ Abdul Kalam

1999 B m B i Ó TôWR Wj] ô ® ÚStLôL úRoÜ ùNnVI ThP Ødj V ST0

1. A u û] ùRWNô
- 2 APp ©Lô¬ YôwTôn
- 3 AUoj §Vô úNu
- 4 H.©.ú_. AI Õp LXôm

141. These maps help learners in understanding of the existing concepts and also can be used to diagnose the misconceptions of learners

1. Google maps
2. Technical maps
3. Concept maps
4. Relief maps

LtTYoLS RtúTôÕs[LÚj ÕLû[I ×-kÕ
ùLôSYRtĩ m AYôL° ûPúV RY\ô] LÚj ÕLû[
A±kÕùLôSYRtĩ m ERÜm ``XI TPeLs

1. á ĩ s ``XI TPeLs
2. ùRô̄ pÖhT ``XI TPeLs
3. LÚj Õ ``XI TPeLs
4. ØI T-UôQ ``Xj úRôt\ ``XI TPeLs

142. Use of Concept maps as a teaching strategy was first developed by

1. Ausubel
2. J.D. Novak
3. Symington
4. Minstrell

LÚj Õ ``XI TPeLû[Lt©j Rp Ej §VôL
TVuTÓj ÕYûR ØR- p Y[ofÉVûPVf ùNnRYo

1. B ÑùTp
2. ú_¥. úSôYd
3. ûN^a ePu
4. ^a u v hùWp

143. The steps of '5 E' Learning Model are

1. Encourage, Explain, Explore, Elaborate, Evaluation
2. Engage, Express, Elaborate, Encourage, Explain
3. Engage, Explore, Explain, Elaborate, Evaluation
4. Explore, Explain, Elevate, Express, Evaluation

'5 E' Learning Model

1. Engage, Express, Elaborate, Encourage, Explain, Evaluation
2. Engage, Explore, Explain, Elaborate, Evaluation, Encourage, Express
3. Engage, Explore, Explain, Elaborate, Evaluation
4. Explore, Explain, Elevate, Express, Evaluation

144. Activity Based learning means

1. Inclusion of both physical and mental processes
2. Physical activities only
3. Mental processes only
4. Body movements with the help of Physical Education teacher

Activity Based Learning

1. Inclusion of both physical and mental processes
2. Physical activities only
3. Mental processes only
4. Body movements with the help of Physical Education teacher

147. 'Preparation of Teaching Learning Material' and 'Utilisation of Teaching Learning Material', are related to these phases of teaching respectively

1. Pre-active phase, Inter-active phase
2. Inter-active phase, Post-active phase
3. Pre-active phase, Post-active phase
4. Inter-active phase, Pre-active phase

Lt©j Rp Lt\p LÚ®ûVj RVô-j Rp Utβm
 Lt©j Rp Lt\p LÚ®ûVI TVuTÓj ŒRp
 GuTûY Øû\úV CqYûLVô] Lt©j Rp
 ``ûXLP Pu ùRôPo×ûPVûY

1. Øu ùNVÄhÓ ``ûX, CûP®û] ``ûX
2. CûP®û] ``ûX, ©u ùNVÄhÓ ``ûX
3. Øu ùNVÄhÓ ``ûX, ©u ùNVÄhÓ ``ûX
4. CûP®û] ``ûX, Øu ùNVÄhÓ ``ûX

148. Which of the following statement is not correct?

1. The scope of unit planning is lesser than period planning
2. The scope of year planning is wider than unit planning
3. The duration of period plan is limited to 35 to 40 minutes
4. The unit planning may give birth to number of daily period planning depending on the number of sub-units.

rdLi P Yôdj VeL° p N¬ ApXôRÕ

1. AXİ ŞhPj Şu GpûX ©-úYû [j
ŞhPj ûR®Pd İ û\Ü.
2. Bi Ó ŞhPj Şu GpûX AXİ ŞhPj ûR®P
ALu\Õ.
3. ©-úYû [j ŞhPj Şu LôXA [Ü 35 ØRp
40 ..ª PeLP dİ EhThPÕ.
4. ÕûQ AXİ L° u Gi | dûL ÁÕ
BRôWl ThÓ AXİ ŞhPm CVu\ A [®Xô]
Gi | dûL« p S] N¬ ©-úYû [j ŞhPj ûR
úRôtß®dİ m.

149. The latest slogan in Education in all the Progressive Countries is

1. Let us study the community and use the community in the Educational Process
2. Let us serve the community and involve the community in the Educational Process
3. Let us study the community, use the community, serve the community and involve the community in the educational process
4. Let us serve the community and involve the community in the Educational Process

Y[okõ Yúm Aû] j õ SôÓL° Ûm Lp®j
Õû\«u x§V ØZdLm

1. Nê Lj ûRI Tt± B núYôm, Nê Lj ûR
Lp®f ùNVtTôh¥p TVuTÓj ÔúYôm.
2. Nê Lj ští úNûY ùNnúYôm, Lp®f
ùNVtTôh¥p Nê Lj ûR DÓTÓj ÔúYôm.
3. Nê Lj ûRI Tt± B núYôm, Nê Lj ûR
TVuTÓj ÔúYôm, Nê Lj ští úNûY
ùNnúYôm Utßm Nê Lj ûR Lp®f
ùNVtTôh¥p DÓTÓj ÔúYôm.
4. Nê Lj ští úNûY ùNnúYôm, Lp®f
ùNVtTôh¥p Nê Lj ûR DÓTÓj ÔúYôm.

150. 'Divider' and 'Wind Vane' are called as respectively

1. Meteorological instrument; Survey instrument
2. Survey instrument; Meteorological instrument
3. Survey instrument; Audio-Visual aid
4. Both are Survey instruments

NôûXI ©-ITôu Utβm Lôtβ §ûNdLôh¥
 Øû\úV CqYôβ AûZdLITÓj u\]

1. Yô² ûX B nÜd LÚ®; A [dĩ m LÚ®
2. A [dĩ m LÚ®; Yô² ûX B nÜd LÚ®
3. A [dĩ m LÚ®; J- -J° d LÚ®
4. CWi Óm A [dĩ m LÚ®Ls

151. Organisation of a rally on 'Water Harvesting' in a village with the School students can be stated as

1. Taking the School to the Community
2. Bringing the Community to the School
3. Implementation of Govt. policy
4. Part of Teaching Learning Process

JÚ j WôUj §p Ts° UôQ YoL[ôp UûZ ¿o
 úNL-I × ÁÕ Jú F oYXm ``oYj ITûR CqYôβ
 İ ±I ©PXôm

1. Ts° ûV NêLj štï AûZj Ōf ùNpÛRp
2. Ts° dĩ NêLj ûR AûZj Ō YÚRp
3. AŴñd ùLôsûLûV SûPØû\ITÓj ŌRp
4. Lt©j Rp Lt\p ùNVpØû\« u Jú TôLm

152. Section 29 (2) (h) of RTE Act–2009 states the following

1. All round development of the child
2. Development of Physical and Mental abilities to the fullest extent
3. Continuous Comprehensive Evaluation of child's understanding of knowledge and his/her ability to apply the same
4. Medium of instruction shall be as far as practicable, be in child's mother tongue

Lp® E -ûUf NhPm 2009p Es[©-Û 29(2)(h)
CdLÚj úRd ĩ ±I ©Ój \Õ

1. UôQ Y² u Aû] j ÕØL Y[ofÉ SûPùT\ úYi Óm.
2. ØÝûUVô] A[®p E Pp Utβm U] m NôokR §\uLs Y[ofÉVûPV úYi Óm.
3. A±ûY UôQ YoLs x-kÕùLôi P Øû\ AûRI TVuTÓj §dùLôsP m §\uL° u ÁÕ ùRôPofÉVô] ØÝûUVô] U¾IÀÓ SûPùT\ úYi Óm.
4. ©uTt\d á¥V A[®p T« tβ ùUô⁻ Vô] Õ Rôn ùUô⁻ úXúV CÚj Rp úYi Óm.

153. Assessment at Secondary Stage may be

1. Based on more tests, examinations, project reports in subject areas along with self assessment
2. Used variety of methods including oral and written tests and observations
3. Purely qualitative judgements of children's activities in various domains based on observation through every day interaction
4. Based on equal oral and written tests and examinations including project reports in subject areas

Cwi Pôm "ûX« p UŞI ©ÓRp CqYôß CÚdLXôm.

1. ÑV UŞI ©ÓRÛPu AŞL úNôRû] Ls, úRoÛLs, TôPeL° p ùNVpŞhP A±dûLL° u A¶ITûP« p CÚdLúYi Óm.
2. YônùUô¯, GÝj Őf úNôRû] Ls, Etß úSôdLÛPu á¶V TpúYß Øû\Lû[I TVuTÓj R úYi Óm.
3. Ş] Øm ĩ ZkûRL° u CûP®û] Lû[Etß úSôdL- u A¶ITûP« p TpúYß L[eL° p AYôL° u ùNVtTôÓL° u ÁÕ ØÝûUVô] RWUô] Ø¶ÛLû[GÓj Rp úYi Óm.
4. TpúYß TôPeL° p ùNVpŞhPeLP Pu á¶V NUUô] YônùUô¯ Utßm GÝj Őf úNôRû] Ls Utßm úRoÛL° u A¶ITûP« p CÚj Rp úYi Óm.

154. This is one of the informal tools of Formative Evaluation

1. Checklist
2. Assignment
3. Quiz
4. Observation

E ÚYôdL UŞI Àh¥p E s[CVpTô] UŞI ÀhÓd
LÚ®L° p Juß

1. N-Tôol × Th¥Vp
2. JI TûPI × T« t£
3. ®] ô¥-®] ô
4. E tßúSôdLp

155. 'Feedback given by students', is this type of technique of Summative Evaluation

1. Formal technique
2. Informal technique
3. Non formal technique
4. Both formal and informal technique

"UôQ YoL[ôp YZeLI TÓm ©uò hPm' GuTÕ
ùRôï I × UŞI ÀhÓ Ej §« u CqYûLVôï m.

1. Øû \NôokR Ej §
2. CVpTô] Ej §
3. Øû \NôWô Ej §
4. Øû \NôokR Utßm CVpTô] Ej §

156. In an ideal programme of evaluation, the criterion should always measure what it seeks to measure is called as

1. Objectivity
2. Validity
3. Reliability
4. Comprehensiveness

JÚ È\kR UŞI ÀhÓ ŞhPj Şp GI úTôÕm GkR
AmNeLû[A[dL úYi ÓúUô AkR
AmNeLû[úV A[dL úYi Óm Guß
ùR→®dĭ m Ti ×

1. ×\YVj RuûU
2. UŞI ×j RuûU
3. SmTLj RuûU
4. ØÝûUVô] ``ûX

157. This type of evaluation technique consists of face to face dialogue and interaction between the examiner and examinee

1. Observation
2. Questionnaire
3. Interview
4. Rating Scale

CqYûLVô] UŞI ÀhÓ Ej § úSoLôQ p
E ûWVôPp Utßm T-úNôŞI TYo Utßm
T-úNôŞdLI TÓTYÚdj ûPúVVô] CûP®û] ûVd
ùLôi ¥Úđĩ m.

1. E tß úSôdLp
2. ®] ôl T¥Ym
3. úSoLôQ p
4. RW A [ÜúLôp

158. The first step in preparation of a question paper is

1. Preparation of blue print
2. Preparation of scoring key
3. Construction of questions
4. Preparation of design

®] ôj RôS RVô-I ©p ØRp T¥'' ûX

1. ®] ô Y¥YûUI ×j RVô-j Rp
2. ®ûPj Rôû [j RVô-j Rp
3. ®] ôdLû [j RVô-j Rp
4. Y¥YûUI ûTj RVô-j Rp

159. The following advises shall be kept in mind while conducting examination to Visually Impaired students

1. Extra time and scribe arrangement
2. Extra time
3. Scribe arrangement
4. Extra time and Therapist arrangement

TôôûYd ĩ û\TôÓs [UôQ YoLP dĭ úRoûY
SPj ŌmúTôŌ ,rdLi P A±ÜûWL° p Ju±û]
U] §p ùLôs[úYi Óm.

1. á ÓRp úSWm Utβm úRoÜ GÝR ERÜTYûW
(scribe) HtTôÓ ùNnRp.
- 2 á ÓRp úSWm
- 3 úRoÜ GÝR ERÜTYûW HtTôÓ ùNnRp
- 4 á ÓRp úSWm Utβm UÚj ŌYûW HtTôÓ
ùNnRp

160. "Protection of Environment is fundamental duty of every citizen" – comment. This question aimed at realization of this objective

1. Understanding
2. Skill
3. Attitude
4. Interest

"ÑtβI x\ TôÕLôI × JqùYôÚ ĩ ¥UL² u
A¥I TûPd LPûU" - LÚj Õ ùR→® Gu à m ®] ô
CkR úSôdLj ûR AûPYûR ĩ ±dúLô[ôLd
ùLôI PÕ.

1. x-kÕùLôS P Rp
2. §\u
3. U] I Tûu ûU
4. B oYm