

UGC NET 22nd DECEMBER 2018 PAPER 2 – COMMERCE QUESTIONS WITH ANSWERS

Q.1) The issue of research ethics is pertinent at which of the following stages of research?

Options

- *[a].Data collection, data analysis and reporting of research findings/results
- [b].Identification, definition and delimitation of research problem
- [c].Deciding the quantitative or qualitative tracks or both for pursuing the research problem
- [d].Defining the population, sampling procedures and techniques

Q.2) In which of the following research methods the emphasis is laid on naturalistic settings and meaning-giving processes?

Option

- [a].Ex post facto method
- [b].Descriptive survey method
- *[c].Case study method
- [d].Experimental method

Q.3) Below are given the characteristic features of formative and summative assessment procedures used in various teaching-learning contexts?

- (a) It is used for judging learning standard.
- (b) It is used for improvement of capacity and quality.
- (c) Used is extended to performance appraisal of teachers, students and institutions.
- (d) It is used during instruction.
- (e) Assessment is formal and post instructional in nature.
- (f) It is based on participation of both teacher and student.

Which of the given codes relate to formative procedures?

Code :

Options

- *[a]. (b), (d) and (f)
- [b]. (a) , (b) and (c)

[c]. (a), (c) and (e)

[d]. (b), (c) and (d)

Q.4) In the two sets given below, Set-I embodies the domain of ‘teaching competencies’ while Set-II provides the specific competencies which make a teacher effective. Match the two sets and select appropriate code?

SET -I (DOMAIN OF TEACHING COMPETENCIES	SET-II (SPECIFIC COMPETENCIES)
(a). Personality and attitude related.	(i). Dynamism and flexibility competencies.
(b). Behavioural competencies.	(ii). Subject and general knowledge.
(c). Substantive competencies.	(iii). Good physique and appearance.
(d). Style related competencies .	(iv). Self efficacy and locus of control.
	(v) Teaching and managing.

Code:	(a)	(b)	(c)	(d)
Options:	(iv)	(v)	(ii)	(i)
1.	(i)	(ii)	(iii)	(iv)
2.	(iii)	(i)	(ii)	(v)
3.	(ii)	(iii)	(iv)	(v)
4.				

* [a] 1

[b] 2

[c] 3

[d] 4

Q.5) Which of the following specify the factors affecting teaching. For your answer select from the code given below?

- (a).Availability of teaching aids and their use
- (b).School-community linkages
- (c).Interest of parents in the school programmes
- (d).Subject-knowledge of the teacher
- (e).Frequency of organizing co-curricular activities
- (f).Verbal and non-verbal communication skills of the teacher

Code:

Options:

- * [a]. (a) , (d) and (f)
- [b]. (b) , (c) and (e)
- [c]. (a) , (b) and (c)
- [d]. (d) , (e) and (f)

Q.6) In the two sets given below, Set-I embodies the list of research types while Set-II provides their nature and characteristics. Match the two sets and give your answer from the code which follows?

SET-I (Research types)	SET-II (Nature and characteristics)
(a). Experimental research	(i). Generalizations follow rather than precede the observations in due course .
(b). Exports facts research	(ii). Emphasizing the access to reality by sharing the perspectives of people.
(c). Participant observation	(iii). Getting at causal facts by retrospective based research analysis.
(d). Grounded theory approach	(iv). Describing the status and conditions as based research obtainable.

(v). Controlling the extraneous variables and observing the effect of independent variable manipulated by the researcher on dependent variable.

* [a] 1

[b] 2

[c] 3

[d] 4

Q.7) Which of the following implies the correct sequence in an action research paradigm?

Options

*[a]. Plan, act, observe and reflect

[b].Observe, reflect, plan and act

[c].Reflect, act, observe and plan

[d].Act, reflect, plan and observe

Q.8) In which of the modalities of teaching-learning arrangements there is more scope for critical and creative interchange?

Options

[a]. Training session

*[b].Dialogic presentations involving teachers, students and the content

[c].Instructional presentations involving scope for information processing

[d]. Conditioning to promote sensitivity

Q.9) Which of the following are considered as key behaviours of effective teaching as evident from researches?

(a) Structuring through comments made for organizing what is to come.

(b) Asking process or content-based questions.

(c) Lesson clarity implying the extent, to which teacher's presentation is clear to the class.

- (d) Using student ideas and contributions while the teacher is presenting the subject
- (e) Instructional variety involving teacher's variability and flexibility during presentation.
- (f) Student success rate implying the rate at which students understand and correctly complete the exercises.

Code :

Options:

* [a]. (c) , (e) and (f)

[b]. (a) , (c) and (f)

[c]. (b) , (c) and (d)

[d]. (a) , (b) and (c)

Q.10) In which of the following, target related specifications will be considered necessary?

Options

[a]. Seminars

[b]. Symposium

[c]. Conferences

*[d]. Workshops

Comprehension:

I.11) Read the following passage carefully and answer the question.

It is easy to see that there is nothing particularly unusual, or especially contrary to reason, for a person to choose to pursue a goal that is not exclusively confined to his or her own self-interest. As Adam Smith noted, we do have many different motivations, taking us well beyond the single-minded pursuit of our interest. There is nothing contrary to reason in our willingness to do things that are not entirely self-serving. Some of these motivations, like 'humanity, justice, generosity and public spirit', may even be very productive for society, as Smith noted. There tends to be, however, more resistance to accepting the possibility that people may have good reasons even to go beyond the pursuit of their own goals. The argument runs : if you are consciously not pursuing what you think are your goals, then clearly those cannot be your goals. Indeed, many authors have taken the view that the claim that one can have reason not to be confined to the pursuit of one's goals is 'nonsensical'

since even strongly heterogeneous or altruistic agents cannot pursue other people's goals without making their own.

The point here is that in denying that rationality demands that you must act single-mindedly according to your own goals. You do not necessarily dedicate yourself to the promotion of others. We can reason our way towards following decent rules of behaviour that we see being fair to others as well. This can restrain the unique dominance of single-minded pursuit of our own goals. There is nothing particularly mysterious about our respect for sensible rules of conduct. This can qualify the pursuit of what we rightly – and reasonably see as goals that we would in general like to advance. What we can say about your choice? There is no difficulty in understanding that you are not averse to helping your neighbour- or anyone else- pursue his or her well-being. But it so happens that you do not think that your neighbour's well-being is, in fact, best advanced by his wasting time on playing a silly game. Your action is not corollary of any general pursuit of well-being.

Q.11) According to the passage, decent rules of behaviour are needed?

Options

[a].To be rational

*[b].For being fair to others

[c].Due to dominance of our own goals

[d].Because of self-imposed restraints

I.12) Read the following passage carefully and answer the question.

It is easy to see that there is nothing particularly unusual, or especially contrary to reason, for a person to choose to pursue a goal that is not exclusively confined to his or her own self-interest. As Adam Smith noted, we do have many different motivations, taking us well beyond the single-minded pursuit of our interest. There is nothing contrary to reason in our willingness to do things that are not entirely self-serving. Some of these motivations, like 'humanity, justice, generosity and public spirit', may even be very productive for society, as Smith noted. There tends to be, however, more resistance to accepting the possibility that people may have good reasons even to go beyond the pursuit of their own goals. The argument runs : if you are consciously not pursuing what you think are your goals, then clearly those

cannot be your goals. Indeed, many authors have taken the view that the claim that one can have reason not to be confined to the pursuit of one's goals is 'nonsensical' since even strongly heterogeneous or altruistic agents cannot pursue other people's goals without making their own.

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Q.12) The moral derived from the passage is:

Options

[a]. Assist your neighbours to engage in any activity of their choice

*[b]. Pro-active move to support others

[c]. Not to think of our neighbour

[d]. Force people to take on the other people's goals as their own

I.13) Read the following passage carefully and answer the question.

It is easy to see that there is nothing particularly unusual, or especially contrary to reason, for a person to choose to pursue a goal that is not exclusively confined to his or her own self-interest. As Adam Smith noted, we do have many different motivations, taking us well beyond the single-minded pursuit of our interest. There is nothing contrary to reason in our willingness to do things that are not entirely self-serving. Some of these motivations, like 'humanity, justice, generosity and public spirit', may even be very productive

for society, as Smith noted. There tends to be, however, more resistance to accepting the possibility that people may have good reasons even to go beyond the pursuit of their own goals. ‘The argument runs : if you are consciously not pursuing what you think are your goals, then clearly those cannot be your goals. Indeed, many authors have taken the view that the claim that one can have reason not to be confined to the pursuit of one’s goals is ‘nonsensical’ since even strongly heterogeneous or altruistic agents cannot pursue other people’s goals without making their own.

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“this can restrain the unique dominance of single-minded pursuit of our own goals. There is nothing particularly mysterious about our respect for sensible rules of conduct. ‘This can qualify the pursuit of what we rightly – and reasonably see as goals that we would in general like to advance. What we can say about your choice ? There is no difficulty in understanding that you are not averse to helping your neighbour- or anyone else- pursue his or her well-being. But it so happens that you do not think that your neighbour’s well-being is, in fact, best advanced by his wasting time on playing a silly game. Your action is not corollary of any general pursuit of well-being.

Q.13) What can stand in the way of single-minded pursuit of one’s goals?

Options

- [a]. Pursuit of paradoxical parameters
- [b]. Compulsion to consider the goals of others
- *[c]. Respect for sensible rules of conduct
- [d]. Giving priority to our own goals

I.14) Read the following passage carefully and answer the question.

It is easy to see that there is nothing particularly unusual, or especially contrary to reason, for a person to choose to pursue a goal that is not exclusively confined to his or her own self-interest. As Adam Smith noted, we

do have many different motivations, taking us well beyond the single-minded pursuit of our interest. There is nothing contrary to reason in our willingness to do things that are not entirely self-serving. Some of these motivations, like 'humanity, justice, generosity and public spirit', may even be very productive for society, as Smith noted. There tends to be, however, more resistance to accepting the possibility that people may have good reasons even to go beyond the pursuit of their own goals. The argument runs : if you are consciously not pursuing what you think are your goals, then clearly those cannot be your goals. Indeed, many authors have taken the view that the claim that one can have reason not to be confined to the pursuit of one's goals is 'nonsensical' since even strongly heterogeneous or altruistic agents cannot pursue other people's goals without making their own.

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Q.14) In the view of many authors, not pursuing one's own goal is?

Options

[a]. Natural

[b].Rational

*[c].Nonsensical

[d].Altruistic

I.15) Read the following passage carefully and answer the question.

It is easy to see that there is nothing particularly unusual, or especially contrary to reason, for a person to choose to pursue a goal that is not exclusively confined to his or her own self-interest. As Adam Smith noted, we do have many different motivations, taking us well beyond the single-minded pursuit of our interest. There is nothing contrary to reason in our willingness to do things that are not entirely self-serving. Some of these motivations, like 'humanity, justice, generosity and public spirit', may even be very productive for society, as Smith noted. There tends to be, however, more resistance to accepting the possibility that people may have good reasons even to go beyond the pursuit of their own goals. The argument runs : if you are consciously not pursuing what you think are your goals, then clearly those cannot be your goals. Indeed, many authors have taken the view that the claim that one can have reason not to be confined to the pursuit of one's goals is 'nonsensical' since even strongly heterogeneous or altruistic agents cannot pursue other people's goals without making their own.

The point here is that in denying that rationality demands that you must act single-mindedly according to your own goals. You do not necessarily dedicate yourself to the promotion of others. We can reason our way towards following decent rules of behaviour that we see being fair to others as well. This can restrain the unique dominance of single-minded pursuit of our own goals. There is nothing particularly mysterious about our respect for sensible rules of conduct. This can qualify the pursuit of what we rightly – and reasonably see as goals that we would in general like to advance. What we can say about your choice ? There is no difficulty in understanding that you are not averse to helping your neighbour- or anyone else- pursue his or her well-being. But it so happens that you do not think that your neighbour's well-being is, in fact, best advanced by his wasting time on playing a silly game. Your action is not corollary of any general pursuit of well-being.

Q.15) The observation of Adam Smith in going beyond self-serving interest is:

Options

[a]. Having one's own goals

[b].Issues contrary to reasons.

[c].Willingness to do different things

*[d].Motivations like justice and public spirit

Q.16) Given below are an Assertion (A) and a Reason (R). Consider them and select the correct code given below:

Assertion (A) : Honesty is a great virtue.

Reason (R) : Honesty does not harm anybody.

Code :

Options

[a].Both (A) and (R) are true and (R) is the correct explanation of (A).

*[b].Both (A) and (R) are true, but (R) is not the correct explanation of (A).

[c].(A) is true and (R) is false.

[d].(R) is true and (A) is false.

Q.17) A woman introduces a man as the son of the brother of her mother. How is the man related to the woman?

Options

[a].Uncle

[b].Son

*[c].Cousin

[d].Grandson

Q.18) In pre-learning preparation, an important stage of communication is:

Options

*[a].Information acquisition and its processing

[b].Conditioned feedback

[c].Ionisation of encoder

[d].Ignoring semantic noise

Q.19) Communication variables involved in a model of performance are:

(a).Encoding

(b).Decoding

(c).Passive resistance

(d).Channelisation

(e).Indifference

Select the correct option from the code given below:

Options

[a].(a), (b), (c) and (e) only

[b].(b), (c), (d) and (e) only

*[c].(a), (b) and (d) only

[d].(a), (c) and (d) only

Q.20) Given below are an Assertion (A) and a Reason (R). Consider them and select the correct code given below:

Assertion (A) : Classroom communication behaviours imply making the contents relevant

Reason (R) : It is none of the functions of teachers to make students organise information for effective interaction.

Code :

Options

[a].Both (A) and (R) are true.

[b].Both (A) and (R) are true, but (R) is not the correct explanation of (A).

*[c].(A) is true, but (R) is false.

[d].(A) is false, but (R) is true.

Q.21) ‘Every law is an evil, for every law is an infraction of liberty’. The above is:

Options

*[a].An argument.

[b].A justification of beliefs.

[c].An explanation of facts proposition of facts

[d].A proposition of facts.

Q.22) Solve:

Options:

*[a].-1

[b]. 1

[c]. 2

[d].-2

Q.23) In the sequence of numbers 1, 2, 6, 33, 49, 174, 210, X,.....the term X is

Options

*[a].55

[b].259

[c].510

[d].444

Q.24) Among the following propositions (a, b, c and d) two are related in such a way that both of them together cannot be false although they may both be true. Select the code that states those two propositions.

(a) All students are intelligent.

(b) Some students are intelligent.

(c) No students are intelligent

(d) Some students are not intelligent.

Code

Options

[a]. (b) and (c)

[b]. (c) and (d)

*[c]. (b) and (d)

[d]. (a) and (b)

Q.25) If 7, 13, 2, 14, 6 is to flame, then 3, 13, 16, 2, 21 is to:

Options

[a]. Blade

[b]. Blown

*[c]. Bloat

[d]. voice

Q.26) To communicate effectively with students, teachers should use:

- (a). Affinity-seeking strategies
- (b). Immediacy behaviours
- (c). Humour
- (d). Collaborative filters

Choose most appropriate code :

Options

- *[a] (a), (b) and (c)
- [b] (a), (c) and (d)
- [c] Only (a) and (b)
- [d] Only (a) and (d)

Q.27) When the conclusion of an argument follows from its premises necessarily, the argument is called

Options

- 1. Inductive argument
- 2. Analogical argument
- 3. Circular argument
- *4. Deductive argument

Q.28) Internal cues of non-verbal behaviour in the classroom help diagnose:

Option

- [a]. Mass beliefs
- *[b]. Inter-personal dynamics
- [c]. Spatial proximation
- [d]. Student movement

Q.29) Given below are two premises (i) and (ii). Four conclusions are drawn from them (taking singly or together).

Premises :

- (i) Some prisoners are dacoits.
- (ii) Some dacoits are murderers.

Conclusions :

- (a) Some prisoners are murderers.
- (b) All prisoners are murderers.
- (c) Some dacoits are prisoners.
- (d) Some murderers are dacoits.

Select the code that states the validly drawn conclusions

Code :

Options

- [a]. Only (b) and (c)
- [b]. (b) and (d) only
- [c]. Only (a) and (d)
- *[d]. Only (c) and (d)

Q.30) Before death a man left the following instructions for his fortune : half to his wife; $\frac{1}{7}$ of what was left to his son; $\frac{2}{3}$ of what was left to his daughter; the man's pet dog got the remaining of 20000. How much money did the man leave behind altogether?

Options

- *[a].140000
- [b].100000
- [c].70000
- [d].40000

I.31) The following table indicates the percentage of students enrolled in various faculties of a University. The total number of students in the University is 12000, out of which 52% are males and remaining are females.

Based on the table, answer the questions that follow :

Percentage of students faculty wise	
Name of faculty	Percentage (%) of Students
Science	17%
Education	30%

Engineering	8%
Performing arts	26%
Social sciences	19%

Q.31) The number of male students exceeding female students is:

Options:

*[a].480

[b].1400

[c].800

[d].168

I.32) The following table indicates the percentage of students enrolled in various faculties of a University. The total number of students in the University is 12000, out of which 52% are males and remaining are females.

Based on the table, answer the questions that follow :

Percentage of students faculty wise	
Name of faculty	Percentage (%) of Students
Science	17%
Education	30%
Engineering	8%
Performing arts	26%
Social sciences	19%

Q.32) Supposing, the number available in the faculty of Engineering doubles keeping the total number in the University to be the same by reducing the student numbers in faculty of Performing Arts and faculty of Education equally, the number of students available in the faculty of Education will be:

Options

[a].2680

[b].2960

*[c].3120

[d].3125

I.33) The following table indicates the percentage of students enrolled in various faculties of a University. The total number of students in the University is 12000, out of which 52% are males and remaining are females.

Based on the table, answer the questions that follow:

Percentage of students faculty wise	
Name of faculty	Percentage (%) of Students
Science	17%
Education	30%
Engineering	8%
Performing arts	26%
Social sciences	19%

Q.33) If half of the students from the faculty of Education and all of the students from the faculty of Social Sciences are females, then the number of female students in the three remaining faculties altogether will be

options

[a].960

[b].840

[c].1240

*[d].1680

I.34) The following table indicates the percentage of students enrolled in various faculties of a University. The total number of students in the University is 12000, out of which 52% are males and remaining are females.

Based on the table, answer the questions that follow:

Percentage of student's faculty wise

Name of faculty	Percentage (%) of Students
Science	17%
Education	30%
Engineering	8%
Performing arts	26%
Social sciences	19%

Q.34) Approximately, how many female students are there in the faculty of Performing Arts if the proportion of males and females is the same for this faculty as for the whole University ?

Options:

[a].2678

[b].2560

*[c].1498

[d].1610

I.35) The following table indicates the percentage of students enrolled in various faculties of a University. The total number of students in the University is 12000, out of which 52% are males and remaining are females.

Based on the table, answer the questions that follow :

Percentage of student's faculty wise	
Name of faculty	Percentage (%) of Students
Science	17%
Education	30%
Engineering	8%
Performing arts	26%
Social sciences	19%

Q.35) The difference in the number of students enrolled in the faculty of Science as compared to the number of students enrolled in the faculty of Engineering, is:

Options

[a]. 2040

*[b] 1080

[c].960

[d].1180

Q.36) In the following two sets, Set-I mentions an apex level institution in India while Set-II indicates their formal concerns. Match the two sets and give your answer from the code.

SET-I (Apex level Institution)	SET-II (Formal concerns)
(a). University Grants Commission .	(i). Adjudication of legal matters in education .
(b). All India Council of Technical Education .	(ii). Coordination, recognition and quality issues related to teacher education institutions.
(c). National Council of Teacher Education.	(iii). Coordination and quality maintenance in institutions of higher education .
(d). National Assessment and Accreditation Council .	(iv). Recognition and quality issues in technical institutions .
	(v) Evaluation of quality and determining grade of excellence.

Code:	(a)	(b)	(c)	(d)
Options:				
1.	(iii)	(iv)	(ii)	(v)

2.	(v)	(iv)	(iii)	(ii)
3.	(i)	(ii)	(iii)	(iv)
4.	(ii)	(iii)	(i)	(iv)

* [a] 1

[b] 2

[c] 3

[d] 4

Q.37) To improve access and quality in higher education, the Knowledge Commission recommendations include which of the following?

- (a) Use of ICT for production of knowledge
- (b) Closure of non-performing Universities in the country
- (c) Establishment of a network of institutions of higher learning
- (d) Increase in the enrolment of students in the institutions of higher learning

Code :

Options

[a]. (a) , (b) , (c) only

[b]. All (a) , (b) , (c) and (d)

[c]. (a) , (b) , (d) only

*[d]. (a) , (c) , (d) only

Q.38) Given below are an Assertion (A) and a Reason (R). Consider them and select the correct code given below:

Assertion (A) : Mapping of landslide prone areas and construction of houses, felling of trees and grazing in landslide prone areas should be prohibited.

Reason (R) : Afforestation in the vulnerable areas is an effective way of durable landslides control.

Choose the correct code :

Options

[a]. Both (A) and (R) are correct, but (R) is not the correct explanation of (A).

[b].(A) is false and (R) is true.

*[c]. Both (A) and (R) are correct and (R) is the correct explanation of (A).

[d].(A) is True and (R) is false.

Q.39) Which of the following best describes the mechanism of the greenhouse effect in earth's atmosphere?

Options

[a].Ultraviolet radiation from the sun is absorbed by Ozone layer in the stratosphere.

[b].Gamma radiation from the sun is absorbed at ground level by dust particles in the atmosphere.

[c].Cosmic radiation from the space is absorbed by gases in the atmosphere.

*[d].Infrared radiation from earth's surface is absorbed by gases in the atmosphere.

Q.40) Which of the following methods would be most appropriate in reducing acid rain and acid deposition problems?

Options

[a]. Adding lime to the acidic lakes

[b].Promotion of acid-resistant crops

[c].Increasing the height of smokestacks

*[d].Reducing the use of fossil fuels

Q.41) Which one of the following pairs least matches in respect of computers?

Options

[a].Megabyte:(1024) x (1024) x (8) Bits

*[b].HTTPS:Hypertext Transfer Protocol Standard

[c] www:World Wide Web

[d].PDF:Portable Document Format

Q.42) The two major processes involved in the carbon cycle are:

Options

[a] Fixation and denitrification

[b].Deposition and erosion

[c].Evaporation and transpiration

*[d].Photosynthesis and respiration

Q.43) For pursuing a Ph.D. programme through our University system, what has become a mandatory provision now?

Options

[a].Enrolment for Ph.D.

[b]. Compulsory attendance for three years

[c].Guidance from a supervisor outside the University

*[d]. Course work

Q.44) Below are given two sets- Set-I provides stages of value development while Set-II indicates their critical features from the point of view of value education. Match the two sets and choose your answer from the code:

SET-I (Stages of value development)	SET-II (Critical features in terms of value education)
(a) Value collection .	(i).Providing opportunity for imitation.
(b) Value Assessment.	(ii).Characterization through integration of values.
(c) Value Clarification.	(iii). Providing hints for inner evaluation .
(d) Value consolidation. .	(iv).Exposure to other values.
	(v).Discussions and debates.

Code:	(a)	(b)	(c)	(d)
Options:				
1.	(i)	(ii)	(iii)	(iv)
2.	(iii)	(i)	(ii)	(v)
3.	(ii)	(iii)	(i)	(v)

4.

(i)

(iii)

(iv)

(ii)

[a] 1

[b] 2

[c] 3

* [d] 4

Q.45) Computer data files that are included with an email message are often referred to as:

Options

[a]. Carbon copy

[b].Spam mails

*[c].Attachments

[d].Cookies

Q.46) Which piece of the computer hardware is known as the “brain” of the computer and is responsible for processing instructions?

Options

*[a].CPU

[b].RAM

[c].Motherboard

[d].ROM

	A	B	C
1	10	16	
2	20		
3	8		

4	12
5	0

Q.47) Read the following spreadsheet (MS-EXCEL):

EXCEL Spreadsheet

The equation in cell B2 is — $A2 + \$ B \$ 1$.

The equation is then copied and pasted to cells B3, B4 and B5. What should be the value in B3?

Options

[a].56

[b].44

*[c].24

[d].36

Q.48) Which option would complete the following sentences about digital communication system by using the words – short/long, low/high

Bluetooth is a..... range wireless technology. It is used to connect devices together for data transfer. Bluetooth is a cost means of data transfer.

Options

*[a]. short, low

[b] long, high

[c].long, low

[d].short, high

Q.49) Human populations have historically settled in flood plains due to which of the following reasons?

(a). Flood plains are close to rivers for transportation.

(b). The soils in the flood plains are usually fertile.

(c). The terrain in flood plains is found as flat.

Select the correct answer from the code given below :

Options

[a] Only (a) and (b)

*[b] (a), (b) and (c)

[c] Only (a)

[d] (b) and (c) only

Q.50) In the institutions of higher education in India which of the following has the formal authority to approve the courses and programmes of studies

Options

[a].The University Court / Senate

*[b].Academic Council

[c].Board of Studies

[d].Departmental Council