

MAH B.Ed CET Teaching Aptitude

Sample Paper – 2

Duration: 45 Minutes

Maximum Marks: 50

Instructions

- This paper contains **50** Multiple Choice Questions (Single Correct Answer), modelled on the Teaching Aptitude portion of **MAH B.Ed CET** entrance.
- Each correct answer carries **+1 mark**. There is **no negative marking** for incorrect or unattempted answers.
- Only **one** option is correct. Choose carefully.
- Syllabus: Nature and objectives of teaching, teaching methods, learning theories, classroom management, assessment, child development, curriculum, educational technology, and inclusive education.
- Use of mobile phones, calculators, or electronic gadgets is strictly prohibited. This is an OMR-based pen-and-paper test.

Q1. Which of the following features most clearly establishes teaching as a **science**?

- (A) It depends entirely on the personal charisma of the teacher.
- (B) It involves systematic observation, hypothesis testing, and evidence-based practice.
- (C) It cannot be studied through controlled experimentation.
- (D) It is primarily an intuitive art transmitted through tradition.

Q2. Teaching is described as **goal-directed** because:



- (A) The teacher sets personal career targets for professional advancement.
- (B) It occurs only when students explicitly state their learning goals.
- (C) Every teaching act is oriented toward predetermined educational objectives.
- (D) Goals are imposed externally by administrative authorities without teacher input.

Q3. At the **comprehension** level of Bloom's cognitive taxonomy, a student is expected to:

- (A) Recall verbatim definitions from the textbook.
- (B) Apply a learned formula to solve a novel numerical problem.
- (C) Break down complex arguments into constituent elements.
- (D) Interpret, paraphrase, and explain a concept in their own words.

Q4. The **interactive phase** of teaching refers to the stage in which the teacher:

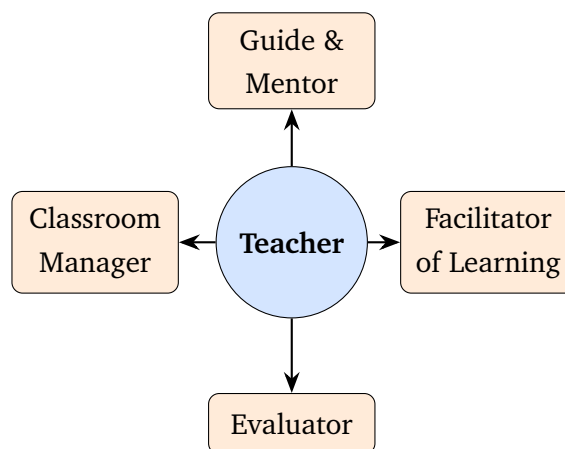
- (A) Delivers instruction and engages with students during the actual classroom session.
- (B) Plans lesson objectives and prepares instructional materials before class.
- (C) Reflects on and evaluates the outcomes of a completed lesson.
- (D) Designs assessment tools to measure learner achievement.



Q5. Which characteristic is **most distinctive** of informal teaching?

- (A) It follows a strictly prescribed syllabus with timed examinations.
- (B) Learning occurs spontaneously through everyday life experiences without a structured curriculum.
- (C) It is conducted exclusively in accredited institutions by certified teachers.
- (D) Assessment is mandatory and leads to formal certification.

Q6. Study the concept map below showing key roles of a teacher:



When a teacher identifies a student's academic weaknesses and suggests personalised reading resources, which role from the map above is **primarily** being performed?

- (A) Classroom Manager
- (B) Evaluator
- (C) Guide & Mentor
- (D) Facilitator of Learning



Q7. What is the **fundamental difference** between the *Knowledge* level and the *Evaluation* level in Bloom's original taxonomy?

- (A) Knowledge requires creative thinking, while Evaluation requires only memorisation.
- (B) Both levels demand identical cognitive processes but differ only in subject matter.
- (C) Knowledge involves critical judgement, whereas Evaluation involves simple recall.
- (D) Knowledge involves simple recall of facts, whereas Evaluation requires making evidence-based judgements using established criteria.

Q8. In Krathwohl's affective domain taxonomy, the **Responding** level is best illustrated by a student who:

- (A) Actively participates in a classroom debate after initially choosing to attend voluntarily.
- (B) Independently organises a school campaign based on deeply held values.
- (C) Simply notices that an environmental poster is displayed in the corridor.
- (D) Develops a personal philosophy integrating various environmental ethics.

Q9. Which of the following is a **primary advantage** of the inductive teaching method?

- (A) It allows the teacher to cover a large syllabus quickly.

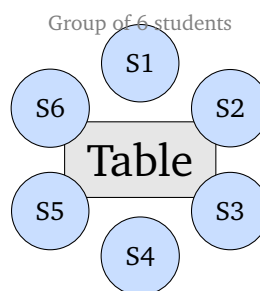


- (B) Students derive general principles from specific examples, promoting deeper conceptual understanding.
- (C) It is most suitable for abstract mathematical topics where examples are unavailable.
- (D) The method eliminates the need for student participation.

Q10. Which of the following is a **significant limitation** of the traditional lecture method?

- (A) It is unsuitable for presenting new information to large groups.
- (B) It encourages excessive student interaction at the expense of content coverage.
- (C) It treats students as passive recipients of information, limiting active engagement and critical thinking.
- (D) It requires prohibitively expensive equipment for its implementation.

Q11. The diagram below depicts a small group discussion arrangement:



Which of the following is a **key characteristic** of small group discussion as represented above?



- (A) The teacher remains at the centre of all information exchange.
- (B) Only the highest-achieving student leads the discussion throughout.
- (C) All group members listen silently and then answer a common written test.
- (D) Students actively share ideas face-to-face, building communication skills and collaborative thinking.

Q12. Kilpatrick identified four types of projects in his Project Method. Which of the following correctly lists a **Type I** project?

- (A) A producer project, in which students create or construct something tangible such as a model or artefact.
- (B) A consumer project, focused only on appreciating others' creative outputs.
- (C) A problem project, involving solving abstract mathematical puzzles in isolation.
- (D) A drill project, centred on repetitive practice of a single skill with no end product.

Q13. According to John Dewey's model of **reflective thinking**, which sequence of steps is correct?

- (A) Suggesting a solution → Identifying the problem → Collecting data → Testing the hypothesis → Accepting or rejecting.
- (B) Identifying a felt difficulty → Defining and locating the problem → Suggesting possible solutions → Reasoning



out consequences → Testing and accepting or rejecting.

(C) Collecting data → Forming a hypothesis → Identifying the problem → Testing → Reflecting.

(D) Accepting a solution → Examining consequences → Defining the problem → Forming the hypothesis.

Q14. In the **Think-Pair-Share** cooperative learning technique, the correct sequence of student activity is:

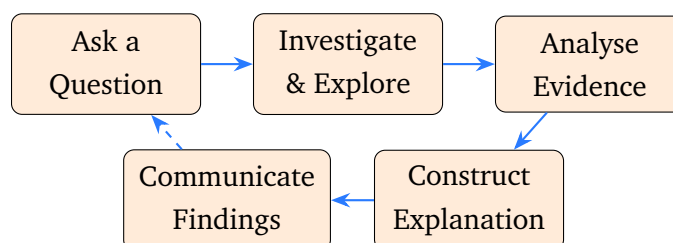
(A) Share with the class → Form pairs → Think individually about the question.

(B) Form groups of four → Discuss → Present a group report to the teacher.

(C) Think individually about a posed question → Discuss with a partner → Share conclusions with the whole class.

(D) Write a short answer → Exchange papers with a neighbour → Grade each other's responses.

Q15. The following flowchart represents the steps of inquiry-based learning:



According to the inquiry cycle shown above, which step immediately **follows** “Analyse Evidence”?

(A) Ask a Question



- (B) Investigate & Explore
- (C) Communicate Findings
- (D) Construct Explanation

Q16. In Pavlov's classical conditioning experiment, the **conditioned stimulus** is best described as:

- (A) A previously neutral stimulus (e.g., a bell) that, after repeated pairing with the unconditioned stimulus, elicits a conditioned response on its own.
- (B) The natural stimulus (e.g., food) that automatically triggers a response without prior learning.
- (C) The salivation response produced naturally in the presence of food.
- (D) The process by which an extinguished conditioned response reappears after a rest period.

Q17. The defining concept in Skinner's **operant conditioning** theory is:

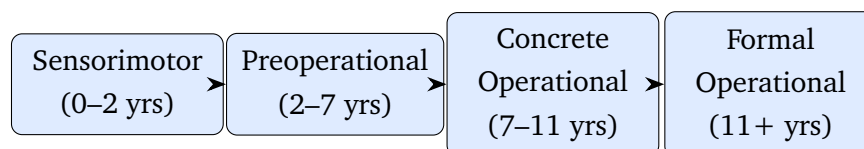
- (A) Behaviour is shaped by unconscious drives rooted in early childhood.
- (B) The frequency of a voluntary behaviour increases or decreases based on the consequences (reinforcement or punishment) that follow it.
- (C) Learning occurs through mental restructuring of perceptual fields.
- (D) Classical conditioning of involuntary reflexes is the basis of all learning.



Q18. Which of the following correctly defines **negative reinforcement** in operant conditioning?

- (A) Presenting an unpleasant stimulus to decrease an undesired behaviour.
- (B) Withholding a positive stimulus to reduce a behaviour over time.
- (C) Removing an aversive stimulus contingent on a desired behaviour, thereby increasing the likelihood of that behaviour recurring.
- (D) Providing a reward every time a desired behaviour occurs, without exception.

Q19. The timeline below shows Piaget's four stages of cognitive development:

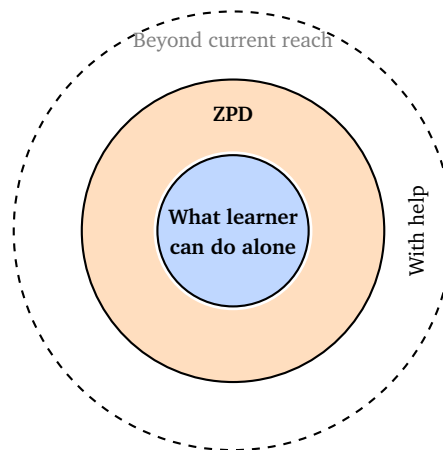


According to Piaget, which of the following is a **defining characteristic** of the **Preoperational** stage shown above?

- (A) Children can perform logical operations on concrete objects.
- (B) Children develop object permanence for the first time.
- (C) Children engage in hypothetico-deductive reasoning about abstract problems.
- (D) Children exhibit egocentrism and engage in symbolic and make-believe play.



Q20. The diagram below illustrates Vygotsky's Zone of Proximal Development (ZPD):



In the context of Vygotsky's ZPD shown above, **scaffolding** refers to:

- (A) Temporary, adjustable support provided by a more knowledgeable other to help a learner accomplish tasks within their ZPD, which is gradually withdrawn as competence grows.
- (B) Permanent instructional aids that replace the teacher's role in the classroom.
- (C) Testing students at the boundary of what they cannot do independently.
- (D) Arranging the physical classroom environment to maximise sensory input.

Q21. The Gestalt principle of **closure** in perception refers to:

- (A) The tendency to group together objects that are physically close to each other.
- (B) The mind's tendency to perceive incomplete figures as complete by filling in missing information.



- (C) The grouping of similar shapes or colours into a single perceptual unit.
- (D) The perception of continuous lines or curves as belonging to one object.

Q22. Which set of action verbs is most appropriate for writing learning objectives at the **Application** level of Bloom's taxonomy?

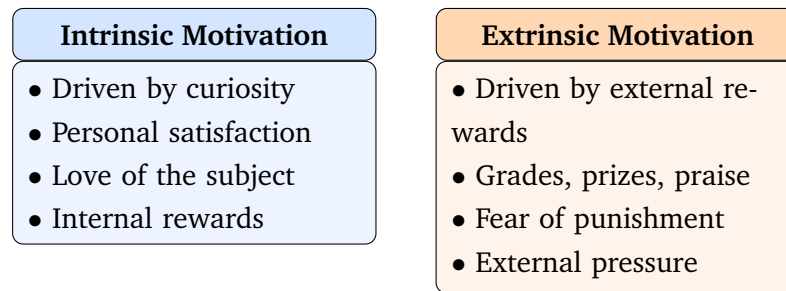
- (A) Define, List, Recall, State
- (B) Compare, Contrast, Summarise, Explain
- (C) Solve, Demonstrate, Use, Implement
- (D) Evaluate, Judge, Justify, Critique

Q23. According to Maslow's hierarchy, which school scenario **best exemplifies** the satisfaction of **Safety Needs**?

- (A) A student is praised publicly by the teacher and receives a merit certificate.
- (B) A student forms a close friendship group and feels a sense of belonging.
- (C) A student consistently earns the highest marks in the class, building self-confidence.
- (D) A school provides a safe, orderly environment with clear rules, ensuring students are free from physical and emotional threats.

Q24. Study the comparison diagram below:





Based on the diagram, which of the following classroom scenarios is the **best example** of extrinsic motivation?

- (A) A student spends extra hours reading about ecology because the teacher offers bonus marks for a written report submitted before the deadline.
- (B) A student reads science magazines during lunch breaks purely out of personal fascination with the subject.
- (C) A student practises drawing every evening because they genuinely enjoy the creative process.
- (D) A student joins a debate club because they find intellectual argument personally rewarding.

Q25. According to McClelland's theory of **Need for Achievement (nAch)**, which of the following best describes individuals with **high nAch**?

- (A) They prefer tasks with no risk of failure, choosing only the easiest assignments.
- (B) They set moderately challenging goals, take personal responsibility for outcomes, seek feedback, and show persistence in problem-solving.
- (C) They are primarily motivated by affiliation with peers and fear social rejection above all else.



- (D) They are driven solely by power and status, avoiding tasks that involve peer collaboration.

Q26. An **observation checklist** is most appropriate as a **formative assessment** tool because it:

- (A) Assigns a single summative grade at the end of a term to rank students.
- (B) Replaces all written tests and provides a permanent academic transcript.
- (C) Allows the teacher to systematically monitor and document specific skills or behaviours during ongoing learning, enabling timely feedback.
- (D) Is exclusively used by psychologists for clinical developmental screening.

Q27. What is the **primary purpose** of standardised tests in **summative assessment**?

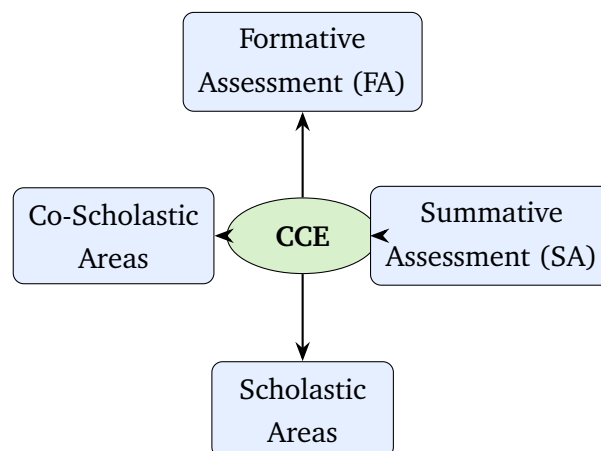
- (A) To provide immediate feedback so teachers can adjust their daily instructional strategies.
- (B) To monitor a single student's emotional and social development over time.
- (C) To allow teachers to experiment with new teaching approaches in real time.
- (D) To measure and compare learner achievement against established norms or benchmarks at the end of a defined learning period.



Q28. What is the **chief advantage** of essay-type questions over objective-type questions?

- (A) They assess higher-order thinking skills such as analysis, synthesis, and evaluation, while also revealing the quality of a student's reasoning and expression.
- (B) They can be scored quickly and objectively, eliminating examiner bias entirely.
- (C) They are easier to construct and require no scoring rubric.
- (D) They are most effective for testing factual recall across a broad syllabus.

Q29. The diagram below shows the components of India's **Continuous and Comprehensive Evaluation (CCE)** system:



According to the CCE diagram, which statement **correctly describes** the role of **Formative Assessment** within CCE?

- (A) It is conducted only once, at the end of the academic year, to award final grades.
- (B) It is carried out continuously throughout the year using diverse tools (quizzes, assignments, projects) to provide ongoing feedback and improve learning.



- (C) It is restricted to assessing co-scholastic areas such as sports and arts only.
- (D) It replaces all summative examinations in the CCE framework.

Q30. The **rows-and-columns** (traditional) seating arrangement in a classroom is primarily characterised by:

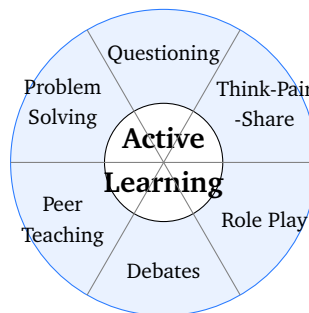
- (A) Maximising peer-to-peer interaction and collaborative group work.
- (B) Placing the teacher in the centre of a circle of students for equal dialogue.
- (C) Directing all student attention toward the teacher at the front, favouring direct instruction and large-group teaching.
- (D) Arranging students at individual workstations with complete physical separation for independent research.

Q31. **Corrective discipline** in classroom management refers to:

- (A) Establishing rules and routines before misbehaviour occurs to prevent disruptions.
- (B) Rewarding exemplary student behaviour to set a model for others.
- (C) Ignoring all minor infractions to avoid drawing attention to problematic students.
- (D) Intervening after a rule violation occurs, using appropriate consequences to redirect and reform the student's behaviour.



Q32. The diagram below represents a teacher's **student engagement strategy wheel**:



Based on the engagement wheel, which of the following teacher actions **best promotes** active student participation in learning?

- (A) Using a variety of strategies such as questioning, peer teaching, and role play to engage students cognitively and socially.
- (B) Lecturing continuously for the full class period without pausing for student input.
- (C) Assigning students silent individual reading for the entire duration of the lesson.
- (D) Repeating the same teaching routine every day to build student comfort through predictability.

Q33. Piaget's concept of **conservation** refers to a child's understanding that:

- (A) Objects continue to exist even when they are out of sight (object permanence).
- (B) The fundamental properties of an object (quantity, mass, volume) remain unchanged despite changes in its outward appearance or container.



- (C) Abstract hypothetical propositions can be reasoned about logically.
- (D) New experiences can be directly assimilated into existing cognitive schemas without modification.

Q34. In Kohlberg's **Stage 2** of preconventional morality (*Individualism and Exchange*), moral decisions are guided by:

- (A) Fear of punishment; a behaviour is wrong only if one gets caught and punished.
- (B) Adherence to social laws and order to maintain societal stability.
- (C) Self-interest and reciprocity: "I'll do this for you if you do that for me."
- (D) Universal ethical principles that transcend social laws and contracts.

Q35. Chomsky's concept of the **Language Acquisition Device (LAD)** proposes that:

- (A) Language is learned entirely through imitation and positive reinforcement of correct utterances.
- (B) Children construct language knowledge through hands-on physical manipulation of objects.
- (C) Language learning depends exclusively on the richness of the social environment and adult interaction.
- (D) Human beings are born with an innate neurological capacity for language, which enables children to acquire



grammatical rules rapidly from the language input they receive.

Q36. According to Howard Gardner's Theory of Multiple Intelligences, **logical-mathematical intelligence** is **best characterised** by:

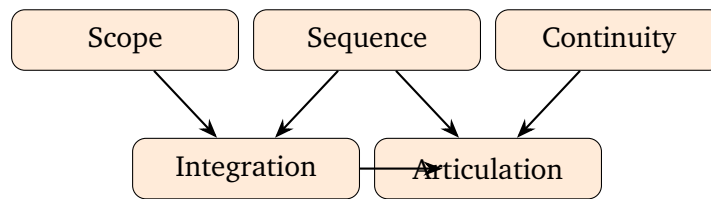
- (A) The ability to reason logically, recognise patterns, perform mathematical operations, and engage in scientific thinking.
- (B) Sensitivity to rhythm, pitch, and melody, and the capacity to produce or appreciate music.
- (C) The capacity to understand and effectively manage one's own emotions and motivations.
- (D) The ability to understand, interact with, and interpret the motivations and feelings of other people.

Q37. Which of the following **best describes** the core features of an **activity-based curriculum**?

- (A) Content is organised into strictly defined subject-matter disciplines with no integration.
- (B) Learning is centred on student activities, projects, and real-life experiences that integrate subjects and develop problem-solving skills.
- (C) Textbooks and teacher-directed lecture are the sole means of delivering knowledge.
- (D) Assessment consists exclusively of written examinations conducted at the end of the term.



Q38. The diagram below illustrates key principles of curriculum organisation:



With reference to the diagram, the principle of **Sequence** in curriculum organisation means:

- (A) Ensuring that the curriculum covers all important topics and experiences (breadth).
- (B) Maintaining and reinforcing key concepts across different grade levels over time.
- (C) Arranging learning experiences in a logical, progressive order from simple to complex so that each experience builds on the previous one.
- (D) Connecting different subject areas so that learning in one domain reinforces learning in another.

Q39. The National Curriculum Framework (NCF) 2005 emphasises **constructivist principles** in teaching. Which of the following classroom practices is **most consistent** with this emphasis?

- (A) The teacher delivers a detailed lecture while students copy notes and memorise facts for examination.
- (B) Students are tested weekly on factual recall using multiple-choice tests.

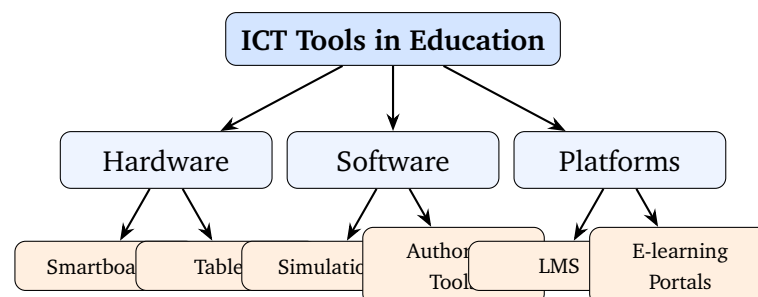


- (C) Textbook content is presented in a fixed, linear sequence with no scope for student questioning.
- (D) Students explore real-world problems, discuss ideas with peers, connect new information to prior knowledge, and construct personal understanding.

Q40. Which of the following sets comprises **visual aids** used in classroom teaching?

- (A) Charts, maps, models, diagrams, and projected slides.
- (B) Radio broadcasts, audiobooks, and recorded teacher lectures.
- (C) Laboratory chemicals, physical specimens, and living plants.
- (D) Printed textbooks only, as all other media are non-visual.

Q41. The diagram below classifies **ICT tools used in education**:



Based on the classification tree, which of the following is a **key feature of e-learning platforms** (shown under “Platforms” in the diagram)?

- (A) They are physical devices installed in classrooms to display digital content on a large screen.



- (B) They enable anytime, anywhere access to learning content, interactive assessments, and learner progress tracking through the internet.
- (C) They are software programs that simulate real-world experiments exclusively for science subjects.
- (D) They are printed instructional packages mailed to students enrolled in distance education.

Q42. A **Learning Management System (LMS)** is best described as a platform that:

- (A) Physically administers and stores printed examination papers for a school.
- (B) Provides only real-time video conferencing without content storage or assessment features.
- (C) Allows teachers to create, deliver, and manage online courses, track student progress, administer assessments, and facilitate communication in one integrated digital environment.
- (D) Is exclusively used by university libraries for cataloguing research publications.

Q43. **Flash cards** as a teaching-learning material are **most effectively used** to:

- (A) Present lengthy narrative texts and detailed explanations of complex theories.
- (B) Facilitate large-group lecture sessions in auditorium settings.



- (C) Deliver real-time video demonstrations of laboratory procedures.
- (D) Promote rapid recall, vocabulary development, and memorisation through repeated retrieval practice of concise information.

Q44. Which provision of the **Right to Education (RTE) Act 2009** most directly supports **inclusive education** for children with disabilities?

- (A) The Act mandates free and compulsory education for all children aged 6–14 years in neighbourhood schools, prohibits their exclusion on grounds of disability, and requires appropriate infrastructure and support.
- (B) The Act restricts children with severe disabilities to special schools managed by the state.
- (C) The Act applies only to children from economically weaker sections and does not address disability.
- (D) The Act permits schools to charge additional fees from parents of children with disabilities for special support services.

Q45. A student with **hearing impairment** is included in a mainstream classroom. Which instructional strategy **best supports** this student's learning?

- (A) Giving all instructions through audio recordings played over classroom speakers.



- (B) Positioning the student near the front, using visual aids, written instructions, and clear facial expressions, and checking comprehension frequently.
- (C) Asking the student to lip-read exclusively without any additional accommodation.
- (D) Providing a separate room for the student during all instructional periods.

Q46. Diagnostic teaching is best defined as:

- (A) A punitive approach in which students who repeatedly fail are referred to a counsellor.
- (B) Delivering pre-designed remedial worksheets to all students at the start of a new unit.
- (C) An instructional approach in which the teacher systematically identifies individual learning difficulties and their causes, then designs targeted interventions to address specific gaps.
- (D) Grouping students by ability and assigning a different teacher to each group.

Q47. In pre-service teacher education, practice teaching (student teaching) serves primarily to:

- (A) Replace the academic coursework in pedagogy and educational psychology.
- (B) Enable teacher educators to evaluate textbook publishers' classroom materials.



- (C) Provide student teachers with a theoretical framework for understanding child development.
- (D) Allow student teachers to apply pedagogical theory in real classroom settings under the supervision of an experienced mentor teacher, developing practical teaching competencies.

Q48. A teacher who **upholds academic honesty** as a professional ethical principle will:

- (A) Model integrity by acknowledging sources, refusing to falsify assessment data, and creating an assessment environment that discourages cheating.
- (B) Allow high-achieving students to share answers during examinations as a reward for their hard work.
- (C) Inflate grades to improve the school's performance statistics and reputation.
- (D) Ignore instances of plagiarism in student assignments to avoid conflict with parents.

Q49. In **differentiated instruction**, differentiation **by process** means:

- (A) Varying the reading level, complexity, or quantity of the learning content provided to different students.
- (B) Varying the activities and tasks through which students make sense of and internalise the content, based on their learning profiles and readiness.
- (C) Varying the format of the final product students produce to demonstrate learning (e.g., poster, essay, presentation).



- (D) Grouping students permanently by their intelligence quotient scores and assigning separate curricula.

Q50. Paulo Freire's concept of **problem-posing education** is best described as an approach that:

- (A) Positions the teacher as the sole authority who deposits knowledge into passive students (banking model).
- (B) Relies entirely on standardised tests to measure student comprehension of prescribed content.
- (C) Engages students as active, critical thinkers by posing real-world contradictions and problems for dialogue, reflection, and collective action, thus humanising education.
- (D) Focuses on rote memorisation of canonical texts as the foundation of genuine literacy.

