

MAH B.Ed CET Teaching Aptitude

Sample Paper – 2 | Detailed Solutions

Detailed Solutions

Q1.

Solution

Concept: Nature of teaching as a science.

Teaching qualifies as a science because it is grounded in **systematic observation**, empirical research, hypothesis testing, and evidence-based practice. Researchers in education collect data, test instructional interventions, measure outcomes, and replicate findings—exactly as in natural sciences.

Why other options are wrong:

- (A) Personal charisma is a trait-based explanation, not a scientific basis.
- (C) Educational research is indeed conducted through controlled experiments.
- (D) Intuition-based art describes the art dimension of teaching, not the science dimension.

Final Answer: (B)

Answer: (B) [Go Back to Q 1](#)

Q2.

Solution

Concept: Goal-directed characteristic of teaching.

Teaching is described as goal-directed because **every teaching act is oriented toward predetermined educational objectives**—whether cognitive, affective, or psychomotor. The teacher plans, delivers, and evaluates instruction in relation to intended learning outcomes.

Why other options are wrong:

- (A) Personal career targets are not the basis of goal-directedness in teaching.
- (B) Students need not explicitly state goals; objectives are set by curriculum and teacher planning.
- (D) Goals involve teacher professional judgement, not only external administrative imposition.



Final Answer: (C)

Answer: (C) Go Back to Q 2

Q3.

Solution

Concept: Bloom's Taxonomy — Comprehension (Understanding) level.

At the **Comprehension** level (the second level in Bloom's original taxonomy), students are expected to **interpret, paraphrase, and explain** content in their own words. They demonstrate understanding beyond rote recall by translating, summarising, or classifying material.

Why other options are wrong:

- (A) Verbatim recall of definitions describes the Knowledge (Remembering) level.
- (B) Applying a formula to a novel problem describes the Application level.
- (C) Breaking down complex arguments describes the Analysis level.

Final Answer: (D)

Answer: (D) Go Back to Q 3

Q4.

Solution

Concept: Phases of teaching — Interactive phase.

Teaching has three phases: **pre-active** (planning), **interactive** (delivery), and **post-active** (evaluation). The **interactive phase** is the actual classroom session where the teacher delivers instruction, responds to student questions, monitors understanding, and adjusts strategies in real time.

Why other options are wrong:

- (B) Planning objectives and preparing materials describe the pre-active phase.
- (C) Reflecting on and evaluating outcomes describes the post-active phase.
- (D) Designing assessment tools is also part of the pre-active phase.

Final Answer: (A)

Answer: (A) Go Back to Q 4



Q5.

Solution**Concept:** Nature of informal teaching/education.

Informal education (informal teaching) occurs spontaneously throughout life—at home, in the community, through media, and through everyday experiences—**without a prescribed syllabus, fixed schedule, or certification**. It is incidental and unstructured.

Why other options are wrong:

- (A) A prescribed syllabus and timed examinations are features of formal education.
- (C) Accredited institutions and certified teachers define formal education.
- (D) Mandatory assessment leading to certification is a hallmark of formal education.

Final Answer: (B)**Answer:** (B) [Go Back to Q 5](#)

Q6.

Solution**Concept:** Teacher as Guide & Mentor.

The concept map shows four roles radiating from “Teacher”: Guide & Mentor, Facilitator of Learning, Evaluator, and Classroom Manager. When a teacher **identifies a student’s weaknesses and suggests personalised reading resources**, they are performing the **Guide & Mentor** role—providing individual direction, nurturing academic growth, and supporting the student’s personal development.

Why other options are wrong:

- (A) Classroom Manager concerns maintaining order and routines.
- (B) Evaluator assesses student performance through tests and observation.
- (D) Facilitator of Learning organises activities and creates opportunities for discovery—it is less personalised than mentoring.

Final Answer: (C)**Answer:** (C) [Go Back to Q 6](#)

Q7.

Solution

Concept: Bloom's Taxonomy — Knowledge vs. Evaluation levels.

In Bloom's original (1956) taxonomy, **Knowledge** is the lowest level and involves **simple recall** of facts, terms, and definitions. **Evaluation** is the highest level and requires learners to **make judgements** about the value of ideas, methods, or materials using established criteria and evidence.

Why other options are wrong:

- (A) Creative thinking is associated with Synthesis, not Knowledge.
- (B) The levels demand very different cognitive processes.
- (C) This reverses the descriptions; Knowledge involves recall, not judgement.

Final Answer: (D)

Answer: (D) Go Back to Q 7

Q8.

Solution

Concept: Krathwohl's Affective Domain — Responding level.

In Krathwohl's affective taxonomy, the levels progress: Receiving → **Responding** → Valuing → Organisation → Characterisation. At the **Responding** level, the learner not only attends to a stimulus but **actively participates and reacts**—going beyond mere awareness to engagement.

Option (A) describes a student who voluntarily attends a debate (Receiving/Responding transition) and then **actively participates**—the hallmark of the Responding level.

Why other options are wrong:

- (B) Independently organising a campaign reflects the Valuing or Organisation level.
- (C) Simply noticing a poster describes the Receiving (awareness) level.
- (D) Developing a personal philosophy reflects the Characterisation level.

Final Answer: (A)

Answer: (A) Go Back to Q 8



Q9.

Solution**Concept:** Inductive teaching method — advantages.

The **inductive method** moves from specific examples to general principles. Its primary advantage is that students **derive rules and concepts themselves** from concrete examples, which fosters **deeper understanding, logical reasoning, and self-discovery** rather than passive absorption of stated generalisations.

Why other options are wrong:

- (A) Covering a large syllabus quickly is a feature of the lecture method, not induction.
- (C) The inductive method is actually less suited to purely abstract topics without concrete examples.
- (D) Student participation is central to inductive teaching; it cannot eliminate student input.

Final Answer: (B)**Answer:** (B) [Go Back to Q 9](#)

Q10.

Solution**Concept:** Limitations of the lecture method.

The lecture method's chief criticism is that it promotes **passive learning**: students are receivers of information with limited opportunity to question, discuss, or apply what they hear. This limits **critical thinking, retention, and engagement**.

Why other options are wrong:

- (A) The lecture method is, in fact, well-suited for presenting new information to large groups—this is a strength, not a limitation.
- (B) The lecture method is criticised for too *little* student interaction, not too much.
- (D) Lectures require minimal equipment—typically only a board and chalk/marker.

Final Answer: (C)**Answer:** (C) [Go Back to Q 10](#)

Q11.

Solution

Concept: Small group discussion — key characteristics.

As shown in the seating arrangement diagram, small group discussion places students **face-to-face around a shared table**, enabling **active, interactive dialogue**. Its defining characteristics include: equal participation, peer-to-peer exchange of ideas, collaborative reasoning, and the development of communication and interpersonal skills.

Why other options are wrong:

- (A) The teacher does not remain at the centre; the arrangement itself removes teacher-centredness.
- (B) Discussion is meant to be egalitarian—no single “best” student dominates.
- (C) Listening silently and taking a written test describes passive individual work, not group discussion.

Final Answer: (D)

Answer: (D) [Go Back to Q 11](#)

Q12.

Solution

Concept: Kilpatrick’s Project Method — Type I (Producer Project).

Kilpatrick classified projects into four types:

- **Type I — Producer/Constructive:** students create or construct a tangible product (model, garden, play, craft).
- **Type II — Consumer:** students appreciate or enjoy an experience.
- **Type III — Problem:** students solve an intellectual problem.
- **Type IV — Drill/Practice:** students develop a specific skill through practice.

Option (A) describes a **producer project** where students construct or make something—the hallmark of Type I.

Why other options are wrong:

- (B) Appreciating others’ outputs is the consumer (Type II) project.
- (C) Solving abstract puzzles in isolation describes the problem (Type III) project.
- (D) Repetitive skill practice describes the drill (Type IV) project.



Final Answer: (A)

Answer: (A) Go Back to Q 12

Q13.

Solution

Concept: Dewey's reflective thinking model — steps.

Dewey outlined five steps of reflective thinking:

- (a) Sensing a **felt difficulty** (an obstacle or perplexing situation).
- (b) **Defining and locating** the problem precisely.
- (c) **Suggesting possible solutions** (hypotheses).
- (d) **Reasoning out the consequences** of each hypothesis.
- (e) **Testing** and accepting or rejecting the hypothesis.

Option (B) correctly reproduces this sequence.

Why other options are wrong:

- (A) Suggesting a solution before identifying the problem inverts the order.
- (C) Collecting data before identifying the problem is illogical in Dewey's model.
- (D) Accepting a solution as the first step contradicts the problem-centred nature of the model.

Final Answer: (B)

Answer: (B) Go Back to Q 13

Q14.

Solution

Concept: Think-Pair-Share cooperative learning technique.

Think-Pair-Share (Lyman, 1981) follows a three-step sequence:

- (a) **Think:** Each student thinks individually about the teacher's question.
- (b) **Pair:** Students discuss their thoughts with a partner.
- (c) **Share:** Pairs share their conclusions with the larger class.

Option (C) correctly describes this sequence.

Why other options are wrong:



- (A) Reversing the share and think steps misrepresents the technique.
- (B) Groups of four producing a report describes a different cooperative structure (e.g., Jigsaw or Group Investigation).
- (D) Exchanging and grading papers describes peer assessment, not Think-Pair-Share.

Final Answer: (C)

Answer: (C) Go Back to Q 14

Q15.

Solution

Concept: Inquiry-based learning — cycle steps.

The inquiry cycle shown in the flowchart proceeds: Ask a Question → Investigate & Explore → **Analyse Evidence** → **Construct Explanation** → Communicate Findings → (back to Ask). Therefore, the step that **immediately follows** “Analyse Evidence” is **Construct Explanation**.

Why other options are wrong:

- (A) “Ask a Question” is the first step in the cycle—it comes after “Communicate Findings”.
- (B) “Investigate & Explore” comes before, not after, “Analyse Evidence”.
- (C) “Communicate Findings” follows “Construct Explanation”, not “Analyse Evidence” directly.

Final Answer: (D)

Answer: (D) Go Back to Q 15

Q16.

Solution

Concept: Pavlov’s classical conditioning — conditioned stimulus (CS).

In Pavlov’s experiment:

- **Unconditioned Stimulus (UCS):** food — naturally triggers salivation.
- **Conditioned Stimulus (CS):** bell (neutral stimulus) that, after repeated pairing with food, **alone elicits salivation**.
- **Conditioned Response (CR):** salivation in response to the bell alone.



Option (A) correctly describes the CS as a previously neutral stimulus that acquires the capacity to elicit a response through association.

Why other options are wrong:

- (B) Food is the unconditioned stimulus (UCS).
- (C) Salivation in response to food is the unconditioned response (UCR).
- (D) Re-emergence of a response after extinction describes *spontaneous recovery*.

Final Answer: (A)

Answer: (A) [Go Back to Q 16](#)

Q17.

Solution

Concept: Skinner's operant conditioning — defining principle.

Skinner's theory holds that **voluntary (operant) behaviour is controlled by its consequences**. Behaviour followed by **reinforcement** (positive or negative) increases in frequency; behaviour followed by **punishment** decreases. This "law of effect" applied to voluntary responses is operant conditioning's defining concept.

Why other options are wrong:

- (A) Unconscious drives and early childhood are Freudian psychoanalytic concepts.
- (C) Mental restructuring of perceptual fields is a Gestalt concept (Insight learning).
- (D) Classical conditioning of involuntary reflexes is Pavlov's, not Skinner's, framework.

Final Answer: (B)

Answer: (B) [Go Back to Q 17](#)



Q18.

Solution

Concept: Negative reinforcement — correct definition.

Negative reinforcement involves the **removal** of an unpleasant (aversive) stimulus following a desired behaviour, which **increases** the probability of that behaviour recurring. It is distinct from punishment.

Example: A teacher stops assigning extra homework (removal of an aversive event) when a student consistently submits work on time—this reinforces timely submission.

Why other options are wrong:

- (A) Presenting an unpleasant stimulus to reduce behaviour describes **positive punishment**.
- (B) Withholding a positive stimulus to reduce behaviour describes **negative punishment (extinction)**.
- (D) Providing a reward every time a behaviour occurs describes **continuous (positive) reinforcement**.

Final Answer: (C)

Answer: (C) [Go Back to Q 18](#)

Q19.

Solution

Concept: Piaget's Preoperational Stage (2–7 years) — defining characteristics.

As shown in the timeline diagram, the Preoperational stage spans ages 2–7. Its **defining characteristics** include:

- **Egocentrism:** inability to take another's perspective (demonstrated by the Three Mountains Task).
- **Symbolic/representational thought:** using words and images to represent objects.
- **Animism, artificiality, and make-believe play.**
- Absence of conservation and reversibility.

Why other options are wrong:

- (A) Logical operations on concrete objects emerge in the Concrete Operational stage (7–11 years).
- (B) Object permanence develops at the end of the Sensorimotor stage.



- (C) Hypothetico-deductive reasoning is the hallmark of the Formal Operational stage (11+ years).

Final Answer: (D)

Answer: (D) [Go Back to Q 19](#)

Q20.

Solution

Concept: Vygotsky's ZPD and Scaffolding.

The ZPD diagram shows three zones: (1) what the learner can do alone; (2) the ZPD—what the learner can do *with guidance*; (3) what is currently beyond reach. **Scaffolding** is the **temporary, adjustable assistance** provided by a More Knowledgeable Other (teacher, peer, parent) that enables the learner to function within the ZPD. As the learner gains competence, the scaffold is progressively withdrawn ("faded").

Why other options are wrong:

- (B) Scaffolding is by definition *temporary*, not permanent; and it supplements, not replaces, the teacher.
- (C) Testing at the boundary of inability describes a diagnostic/assessment process, not scaffolding.
- (D) Physical classroom arrangement addresses environmental design, not cognitive scaffolding.

Final Answer: (A)

Answer: (A) [Go Back to Q 20](#)

Q21.

Solution

Concept: Gestalt principle of Closure.

The Gestalt principle of **closure** describes the perceptual tendency of the mind to **complete incomplete figures**. When we see a broken circle or a dotted outline, our brain fills in the missing parts and perceives a complete, unified form.

Why other options are wrong:

- (A) Grouping objects that are physically near each other describes the principle of **Proximity**.



- (C) Grouping similar shapes or colours describes the principle of **Similarity**.
- (D) Perceiving continuous lines as one object describes the principle of **Continuity (Good Continuation)**.

Final Answer: (B)

Answer: (B) [Go Back to Q 21](#)

Q22.

Solution

Concept: Bloom's Taxonomy — Application level action verbs.

The **Application** level (third level) involves using learned knowledge in new situations. Appropriate action verbs include: **solve, demonstrate, use, implement, apply, calculate, construct, execute**.

Why other options are wrong:

- (A) Define, List, Recall, State are **Knowledge (Remembering)** level verbs.
- (B) Compare, Contrast, Summarise, Explain are **Comprehension (Understanding)** level verbs.
- (D) Evaluate, Judge, Justify, Critique are **Evaluation** level verbs.

Final Answer: (C)

Answer: (C) [Go Back to Q 22](#)

Q23.

Solution

Concept: Maslow's hierarchy — Safety Needs.

Maslow's hierarchy has five levels: Physiological → **Safety** → Love/Belonging → Esteem → Self-Actualisation. **Safety needs** involve protection from physical harm, emotional threats, chaos, and insecurity—a **safe, orderly, predictable environment**.

Option (D) describes a school that creates physical and emotional safety through structure and clear rules—directly satisfying safety needs.

Why other options are wrong:

- (A) Public praise and merit certificates satisfy **Esteem needs**.
- (B) Friendship and belonging satisfy **Love/Belonging needs**.



- (C) Consistent highest marks build **Esteem needs** (achievement and self-confidence).

Final Answer: (D)

Answer: (D) Go Back to Q 23

Q24.

Solution

Concept: Extrinsic motivation — classroom example.

As shown in the comparison diagram, **extrinsic motivation** is driven by **external rewards, grades, prizes, praise, or fear of punishment**—not by inherent interest. Option (A) describes a student who reads ecology content *because of bonus marks* (an external reward tied to a deadline)—a classic extrinsic motivator.

Why other options are wrong:

- (B) Reading science magazines purely out of personal fascination is **intrinsic motivation**.
- (C) Practising drawing because of genuine enjoyment is **intrinsic motivation**.
- (D) Joining a debate club for personal intellectual reward is **intrinsic motivation**.

Final Answer: (A)

Answer: (A) Go Back to Q 24

Q25.

Solution

Concept: McClelland's Need for Achievement (nAch) — characteristics of high-nAch individuals.

McClelland (1961) identified high-nAch individuals as those who:

- Prefer tasks of **moderate difficulty** (not too easy, not impossibly hard).
- Take **personal responsibility** for outcomes.
- Actively **seek feedback** on performance.
- Show **persistence** and calculated risk-taking.

Option (B) accurately captures these characteristics.



Why other options are wrong:

- (A) Preferring only the easiest tasks describes **low** achievement motivation.
- (C) Primary motivation by affiliation describes **Need for Affiliation (nAff)**.
- (D) Being driven solely by power describes **Need for Power (nPow)**.

Final Answer: (B)

Answer: (B) Go Back to Q 25

Q26.

Solution

Concept: Observation checklist as a formative assessment tool.

An **observation checklist** is a structured tool listing specific skills, behaviours, or criteria that a teacher can **tick off while observing** students in real time. It is formative because it gathers ongoing evidence to **inform teaching decisions and provide timely feedback**—rather than summing up learning at the end for grading purposes.

Why other options are wrong:

- (A) Assigning a single summative grade at the end of a term describes a summative function.
- (B) Replacing all written tests is neither feasible nor the purpose of a checklist.
- (D) Clinical developmental screening by psychologists is a specialised, non-classroom use.

Final Answer: (C)

Answer: (C) Go Back to Q 26

Q27.

Solution

Concept: Standardised tests — purpose in summative assessment.

Standardised tests are designed and administered under uniform conditions so that **scores can be compared across students, schools, or time periods**. In summative assessment, their primary purpose is to **measure learner achievement against established norms or benchmarks** at the close of a learning period (e.g., semester, academic year, or programme).



Why other options are wrong:

- (A) Providing immediate feedback for daily strategy adjustment is the purpose of **formative assessment**.
- (B) Monitoring one student's socio-emotional development over time describes a longitudinal developmental assessment.
- (C) Experimenting with new teaching approaches is action research, not the purpose of standardised tests.

Final Answer: (D)**Answer: (D)** Go Back to Q 27**Q28.****Solution****Concept:** Essay-type questions — main advantage.

Essay questions require students to **organise, synthesise, and articulate extended responses**. Their chief advantage is that they assess **higher-order cognitive skills**—analysis, evaluation, and synthesis—while also revealing the quality of reasoning, creativity, and depth of understanding that objective tests cannot capture.

Why other options are wrong:

- (B) Essay questions are *slow* to score and highly susceptible to examiner bias; objective tests are faster and more objective.
- (C) Essay questions are actually *more difficult* to construct well and require detailed scoring rubrics.
- (D) Testing broad factual recall across a large syllabus is the strength of objective-type (MCQ) tests.

Final Answer: (A)**Answer: (A)** Go Back to Q 28

Q29.

Solution**Concept:** CCE system — role of Formative Assessment.

As shown in the CCE diagram, the system integrates Formative Assessment (FA), Summative Assessment (SA), Scholastic Areas, and Co-Scholastic Areas. **Formative Assessment** is the **continuous, year-long** component that uses diverse tools (quizzes, projects, class tests, assignments, observations) to **monitor progress and provide feedback** during learning—not to assign final grades.

Why other options are wrong:

- (A) A single year-end assessment describes summative assessment (SA), not formative.
- (C) FA covers scholastic areas (academic subjects), not only co-scholastic areas.
- (D) CCE retains both FA *and* SA; FA does not replace SA.

Final Answer: (B)**Answer:** (B) [Go Back to Q 29](#)

Q30.

Solution**Concept:** Rows-and-columns seating arrangement — main feature.

The traditional rows-and-columns arrangement places the teacher at the front and students in straight rows facing the teacher. This design **channels all attention toward the teacher**, which is optimal for **direct instruction, lectures, and whole-class teaching** where the teacher is the primary presenter.

Why other options are wrong:

- (A) Maximising peer interaction is the feature of cluster/horseshoe arrangements used for group work.
- (B) Teacher in the centre of a circle describes a circular/discussion arrangement.
- (D) Complete physical separation for independent research describes a carrel/laboratory arrangement.

Final Answer: (C)**Answer:** (C) [Go Back to Q 30](#)

Q31.

Solution**Concept:** Corrective discipline — definition.

Classroom discipline management has three components: **preventive** (before misbehaviour), **supportive** (during emerging misbehaviour), and **corrective** (after misbehaviour). **Corrective discipline** involves **responding to a rule violation** with appropriate consequences—such as a reprimand, time-out, or logical consequence—aimed at redirecting and improving the student's future behaviour.

Why other options are wrong:

- (A) Establishing rules and routines *before* misbehaviour describes **preventive discipline**.
- (B) Rewarding model behaviour is a **positive reinforcement/preventive** strategy.
- (C) Ignoring minor infractions is a **planned ignoring** strategy—a supportive, not corrective, technique.

Final Answer: (D)**Answer:** (D) [Go Back to Q 31](#)

Q32.

Solution**Concept:** Student engagement strategies — active participation.

The engagement wheel diagram shows six strategies—Questioning, Think-Pair-Share, Role Play, Debates, Peer Teaching, Problem Solving—all orbiting **Active Learning**. A teacher who **varies their strategies** by drawing from this repertoire (questioning for cognitive activation, peer teaching for social learning, role play for empathy and application) maximises the breadth and depth of student engagement.

Why other options are wrong:

- (B) Continuous lecture without student input is the antithesis of active engagement.
- (C) Silent individual reading for the full period is passive and does not harness the interactive strategies shown in the wheel.
- (D) Repeating the same routine daily contradicts the variety needed for sustained engagement.

Final Answer: (A)

Answer: (A) Go Back to Q 32

Q33.

Solution

Concept: Piaget's concept of Conservation.

Conservation is the understanding that certain **properties of matter** (number, length, quantity, mass, volume) remain constant despite changes in **form or appearance**. Piaget demonstrated this with tasks such as pouring liquid from a short, wide container into a tall, thin one: non-conservers think the amount changes; conservers understand it does not.

Conservation typically develops during the **Concrete Operational stage** (7–11 years).

Why other options are wrong:

- (A) Objects continuing to exist out of sight describes **object permanence** (Sensorimotor stage).
- (C) Reasoning about abstract propositions describes **formal operational** thinking.
- (D) Direct assimilation without modifying schemas describes **assimilation** in Piaget's adaptation theory.

Final Answer: (B)

Answer: (B) Go Back to Q 33

Q34.

Solution

Concept: Kohlberg's moral development — Stage 2 (Preconventional level).

Kohlberg's Level I (Preconventional) has two stages:

- **Stage 1 — Obedience and Punishment:** Morality is based on avoiding punishment.
- **Stage 2 — Individualism and Exchange:** Morality is based on **self-interest and reciprocal exchange** ("You scratch my back, I'll scratch yours").

Option (C) correctly captures Stage 2's "what's in it for me?" and instrumental reciprocity orientation.

Why other options are wrong:



- (A) Behaviour is wrong only if one gets caught describes **Stage 1** (punishment avoidance).
- (B) Adherence to social laws to maintain order describes **Stage 4** (Law and Order, Conventional level).
- (D) Universal ethical principles describe **Stage 6** (Post-Conventional level).

Final Answer: (C)

Answer: (C) **Go Back to Q 34**

Q35.

Solution

Concept: Chomsky's Language Acquisition Device (LAD).

Chomsky proposed that humans are endowed with an **innate neurological structure**—the LAD—that contains **Universal Grammar**: a set of principles common to all human languages. This built-in capacity allows children to **rapidly acquire grammatical rules** from the language input (“linguistic data”) in their environment, even when that input is incomplete or imperfect—a phenomenon Chomsky called the “Poverty of the Stimulus.”

Why other options are wrong:

- (A) Imitation and reinforcement describe Skinner's behaviourist account of language learning, which Chomsky explicitly critiqued.
- (B) Physical manipulation of objects describes Piaget's sensorimotor approach—not a theory of language acquisition per se.
- (C) Exclusive reliance on social environment describes Vygotsky's sociocultural perspective, not Chomsky's nativist view.

Final Answer: (D)

Answer: (D) **Go Back to Q 35**



Q36.

Solution

Concept: Gardner's Multiple Intelligences — Logical-Mathematical Intelligence.

Howard Gardner (1983) identified eight intelligences. **Logical-Mathematical Intelligence** involves the capacity to:

- Think **logically and systematically**.
- Recognise **numerical patterns and abstract relationships**.
- Perform complex **mathematical operations**.
- Engage in **scientific reasoning** (hypothesising, testing, deducing).

Option (A) accurately describes these abilities.

Why other options are wrong:

- (B) Sensitivity to rhythm, pitch, and melody describes **Musical Intelligence**.
- (C) Managing one's own emotions describes **Intrapersonal Intelligence**.
- (D) Understanding and interpreting others' motivations describes **Interpersonal Intelligence**.

Final Answer: (A)

Answer: (A) [Go Back to Q 36](#)

Q37.

Solution

Concept: Activity-based curriculum — core features.

An **activity curriculum** (also called experience curriculum) is built around **student activities, projects, and real-life experiences** rather than subject-matter boundaries. It emphasises:

- Learning by doing.
- Integration across disciplines.
- Problem-solving and critical thinking.
- Student interest and participation.

Option (B) accurately reflects these features.

Why other options are wrong:

- (A) Strictly defined subject-matter disciplines with no integration describes a **subject-centred curriculum**.



- (C) Exclusive reliance on textbooks and lectures describes traditional teacher-centred instruction.
- (D) Year-end written examinations as the sole assessment contradicts the process-oriented nature of activity curricula.

Final Answer: (B)

Answer: (B) Go Back to Q 37

Q38.

Solution

Concept: Curriculum organisation — principle of Sequence.

Key curriculum organisation principles (as shown in the diagram) include Scope, Sequence, Continuity, Integration, and Articulation. The principle of **Sequence** refers to arranging learning experiences in a **logical, progressive order**—from simple to complex, from concrete to abstract, from familiar to unfamiliar—so that each experience builds on and prepares for the next.

Why other options are wrong:

- (A) Ensuring breadth and coverage of all important topics defines the principle of **Scope**.
- (B) Maintaining and reinforcing key concepts across grade levels over time defines **Continuity**.
- (D) Connecting different subjects so learning in one reinforces another defines **Integration**.

Final Answer: (C)

Answer: (C) Go Back to Q 38

Q39.

Solution

Concept: NCF 2005 — constructivist principles.

NCF 2005 emphasises **constructivism**: learning is an **active, meaning-making process** in which learners build new knowledge by connecting it to prior experience, engaging in dialogue, and applying concepts to authentic problems. The framework explicitly discourages rote memorisation and recommends learner-centred, problem-based, and collaborative approaches.



Option (D) describes students doing exactly this: exploring real-world problems, discussing, connecting new and prior knowledge, and constructing personal understanding.

Why other options are wrong:

- (A) Teacher lecture with note-copying and rote memorisation is the “banking” or transmission model—antithetical to constructivism.
- (B) Weekly factual recall tests prioritise memorisation, not construction of understanding.
- (C) Fixed, linear presentation with no student questioning contradicts constructivist dialogue.

Final Answer: (D)

Answer: (D) Go Back to Q 39

Q40.

Solution

Concept: Visual aids — examples in classroom teaching.

Visual aids are instructional materials that communicate information **primarily through the sense of sight**. Common examples include: **charts, maps, models, diagrams, photographs, graphs, projected slides, blackboard drawings, posters, and flashcards**.

Option (A) lists five clear examples of visual aids: charts, maps, models, diagrams, and projected slides.

Why other options are wrong:

- (B) Radio broadcasts, audiobooks, and recorded lectures are **audio aids**, not visual aids.
- (C) Laboratory chemicals, physical specimens, and plants are **real objects/specimens** (concrete/realia materials), not visual aids per se.
- (D) Printed textbooks alone constitute a very narrow and incomplete categorisation of visual aids.

Final Answer: (A)

Answer: (A) Go Back to Q 40



Q41.

Solution

Concept: E-learning platforms — key features.

As shown in the ICT classification tree, e-learning platforms and Learning Management Systems (LMS) fall under the “Platforms” category. Their defining features include:

- **Anytime, anywhere access** to digital learning content.
- **Interactive assessments** (quizzes, assignments) embedded in the platform.
- **Progress tracking and analytics** to monitor learner performance.
- **Internet-based delivery** enabling scalability.

Option (B) correctly identifies these platform-specific characteristics.

Why other options are wrong:

- (A) Physical devices displaying content on large screens describe **smart-boards** (hardware category in the diagram).
- (C) Software simulating experiments for science subjects describes **simulation software** (software category).
- (D) Printed instructional packages mailed to students describe traditional **distance education** correspondence material—not e-learning.

Final Answer: (B)

Answer: (B) [Go Back to Q 41](#)

Q42.

Solution

Concept: Learning Management System (LMS) — use in education.

An **LMS** is a comprehensive digital platform that allows educators to:

- **Create and deliver** online courses and content.
- **Administer assessments** and assignments.
- **Track and report** student progress and performance.
- **Facilitate communication** between teachers and learners.

Popular examples: Moodle, Google Classroom, Canvas, Blackboard.

Option (C) correctly describes all these integrated functions.

Why other options are wrong:



- (A) Physically administering and storing printed papers describes a paper-based administration system.
- (B) Only providing real-time video conferencing describes a simple video-conferencing tool (e.g., Zoom), not an LMS.
- (D) Cataloguing research publications describes a **library information system (LIS)**, not an LMS.

Final Answer: (C)

Answer: (C) [Go Back to Q 42](#)

Q43.

Solution

Concept: Flash cards as teaching-learning material — most effective use.

Flash cards are small cards with a **brief cue or question** on one side and the answer on the other. They leverage the **testing effect (retrieval practice)**: repeatedly recalling information from memory strengthens retention far more effectively than re-reading. They are particularly powerful for:

- Vocabulary and language acquisition.
- Memorising formulae, dates, and definitions.
- Rapid concept review and spaced repetition.

Option (D) accurately describes this primary use.

Why other options are wrong:

- (A) Lengthy narratives and detailed theoretical explanations exceed the capacity and purpose of flash cards.
- (B) Flash cards are individual study tools, not suited for large-group lecture delivery.
- (C) Real-time video demonstrations require dynamic media (video/simulation), not static flash cards.

Final Answer: (D)

Answer: (D) [Go Back to Q 43](#)



Q44.

Solution

Concept: RTE Act 2009 — provisions supporting inclusive education.

The **Right of Children to Free and Compulsory Education Act, 2009** mandates:

- Free and compulsory education for **all** children aged 6–14 years in **neighbourhood schools**.
- **Non-exclusion** on grounds of disability, caste, religion, language, or gender.
- Provision of **appropriate facilities** and support for children with special needs.
- No detention or expulsion up to Class VIII.

Option (A) correctly summarises these inclusive provisions.

Why other options are wrong:

- (B) Restriction to special schools contradicts the Act's inclusive neighbourhood school mandate.
- (C) The Act explicitly covers all children, including those with disabilities—it is not limited to EWS children only.
- (D) Charging extra fees from parents of children with disabilities is prohibited under the Act.

Final Answer: (A)

Answer: (A) [Go Back to Q 44](#)

Q45.

Solution

Concept: Classroom strategies for students with hearing impairment.

Students with **hearing impairment** rely on **visual and contextual cues** to access instruction. Effective inclusive strategies include:

- Seating the student **near the front** for better lip-reading and visual access.
- Using **visual aids** (diagrams, written instructions, subtitles).
- Speaking clearly with **visible facial expressions and mouth movements**.
- Frequently **checking comprehension**.
- Providing written summaries or notes.

Option (B) incorporates all these evidence-based strategies.

Why other options are wrong:



- (A) Audio recordings over classroom speakers are inaccessible to students with hearing impairment.
- (C) Relying on lip-reading alone without additional support is insufficient and burdensome.
- (D) A separate room contradicts inclusive education principles.

Final Answer: (B)

Answer: (B) [Go Back to Q 45](#)

Q46.

Solution

Concept: Diagnostic teaching — definition and purpose.

Diagnostic teaching is a systematic, inquiry-based instructional approach in which the teacher:

- (a) **Identifies** specific learning difficulties and errors.
- (b) **Analyses the causes** of these difficulties (misconceptions, gaps in prior knowledge, processing issues).
- (c) **Designs targeted remedial interventions** tailored to the individual student's specific gaps.

It is proactive and prescriptive, not punitive. Option (C) correctly defines this approach.

Why other options are wrong:

- (A) Referring students to a counsellor as a punitive measure is not diagnostic teaching.
- (B) Delivering pre-designed worksheets to all students without prior diagnosis is generic remediation, not targeted diagnostic teaching.
- (D) Ability grouping with separate teachers is a structural arrangement, not diagnostic teaching as defined.

Final Answer: (C)

Answer: (C) [Go Back to Q 46](#)



Q47.

Solution

Concept: Practice teaching (student teaching) in pre-service teacher education.

Practice teaching (also called student teaching or teaching practice) is the **field-based component** of pre-service teacher education in which student teachers:

- **Apply** pedagogical theories learned in coursework to **actual classrooms**.
- Work under the **supervision** of an experienced mentor teacher (cooperating teacher).
- **Develop** practical teaching competencies through guided experience.
- Receive feedback for **reflective improvement**.

Option (D) accurately describes this primary purpose.

Why other options are wrong:

- (A) Practice teaching complements, not replaces, academic coursework.
- (B) Evaluating textbook publishers' materials is not a purpose of student teaching.
- (C) Providing a theoretical framework is the purpose of academic coursework, not practice teaching.

Final Answer: (D)

Answer: (D) [Go Back to Q 47](#)

Q48.

Solution

Concept: Academic honesty as a teacher's professional ethical responsibility.

A teacher who upholds **academic honesty** acts with **integrity** in all aspects of assessment and scholarship. This includes:

- **Modelling integrity:** citing sources, avoiding plagiarism in their own work.
- **Refusing to falsify** marks, attendance, or performance data.
- Creating **fair assessment environments** that discourage and detect cheating.
- Addressing misconduct consistently and transparently.

Option (A) correctly captures all three dimensions of academic honesty.

Why other options are wrong:



- (B) Allowing sharing of answers during examinations constitutes academic misconduct, not a reward.
- (C) Inflating grades to boost institutional reputation violates data integrity and is dishonest.
- (D) Ignoring plagiarism to avoid conflict violates the duty of care and institutional academic integrity policies.

Final Answer: (A)

Answer: (A) **Go Back to Q 48**

Q49.

Solution

Concept: Differentiated instruction — differentiation by process.

Carol Tomlinson's framework for differentiated instruction identifies four elements of differentiation:

- **Content:** *what* students learn (complexity, resources).
- **Process:** *how* students make sense of ideas (activities, tasks).
- **Product:** *how* students demonstrate learning (format of output).
- **Learning environment:** the setting and conditions.

Differentiation **by process** means varying the **activities and sense-making tasks** students engage in, based on their readiness levels, learning profiles, and interests. Option (B) correctly describes this dimension.

Why other options are wrong:

- (A) Varying reading level or quantity of content describes differentiation **by content**.
- (C) Varying the format of the final output (poster, essay, presentation) describes differentiation **by product**.
- (D) Permanent ability grouping by IQ is a tracking/streaming practice inconsistent with differentiated instruction principles.

Final Answer: (B)

Answer: (B) **Go Back to Q 49**



Q50.

Solution

Concept: Paulo Freire's problem-posing education.

Paulo Freire (in *Pedagogy of the Oppressed*, 1968) critiqued the **banking model** of education—in which teachers “deposit” knowledge into passive students. He proposed **problem-posing education** as an emancipatory alternative, characterised by:

- **Dialogue** between teacher and students as co-investigators.
- Presenting **real-world contradictions** (“generative themes”) as problems to be critically examined.
- Students as **active, critical thinkers** who reflect on their social reality.
- Education as a means of **humanisation and liberation**.

Option (C) correctly describes this transformative, dialogic approach.

Why other options are wrong:

- (A) Teacher as sole authority depositing knowledge into passive students describes the **banking model**—the very approach Freire opposed.
- (B) Standardised tests measuring prescribed content reinforce the banking model's transmission paradigm.
- (D) Rote memorisation of canonical texts is precisely what Freire's problem-posing model rejects.

Final Answer: (C)

Answer: (C) [Go Back to Q 50](#)



Answer Key

Q	Ans	Q	Ans	Q	Ans	Q	Ans	Q	Ans
1	B	2	C	3	D	4	A	5	B
6	C	7	D	8	A	9	B	10	C
11	D	12	A	13	B	14	C	15	D
16	A	17	B	18	C	19	D	20	A
21	B	22	C	23	D	24	A	25	B
26	C	27	D	28	A	29	B	30	C
31	D	32	A	33	B	34	C	35	D
36	A	37	B	38	C	39	D	40	A
41	B	42	C	43	D	44	A	45	B
46	C	47	D	48	A	49	B	50	C

