

MAH B.Ed CET Teaching Aptitude

Sample Paper – 3

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 BEST describes a defining characteristic that distinguishes **teaching as a profession** from a mere occupation?

- (A) It is temporary employment requiring no long-term personal or institutional commitment.
- (B) It demands only subject-matter content knowledge, with no formal pedagogical training.
- (C) It involves a specialised body of knowledge, formal preparation, and adherence to a professional code of ethics.
- (D) It is primarily concerned with information delivery rather than holistic student development.

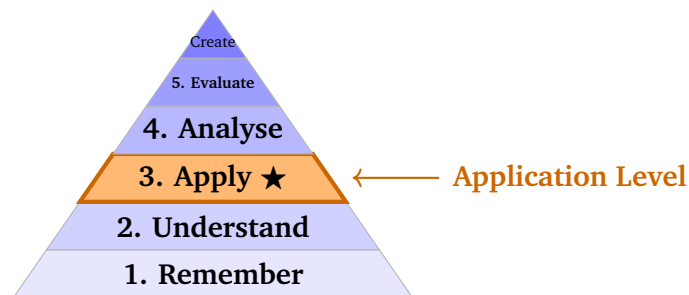
Q2. Among the humane characteristics associated with **good teaching**, which



one has the MOST direct and lasting impact on student motivation and self-worth?

- (A) Maintaining strict disciplinary silence in the classroom at all times.
- (B) Ensuring that every student scores above the class average in periodic tests.
- (C) Completing the prescribed syllabus strictly within the allotted timetable.
- (D) Displaying genuine empathy, warmth, and respect for each learner's individual dignity.

Q3. In Bloom's Taxonomy of Educational Objectives (Cognitive Domain), what does the **Application** level specifically require a learner to do?



- (A) Use a learned concept or principle to solve problems in a new and practical situation.
- (B) Recall and list key definitions, facts, and terminology from memory.
- (C) Break information into its component parts and examine the relationships among them.
- (D) Make value judgements about information using specified criteria and standards.

Q4. Which of the following activities PRIMARILY characterises the **post-active phase** of the teaching cycle?

- (A) Setting up the physical classroom environment and arranging seating before students arrive.
- (B) Evaluating student learning outcomes and critically reflecting on the effectiveness of one's own instruction.



- (C) Formulating instructional objectives, selecting content, and drafting detailed lesson plans.
- (D) Choosing and organising audio-visual aids to support the upcoming class session.

Q5. Which of the following is the MOST accurate example of **non-formal education**?

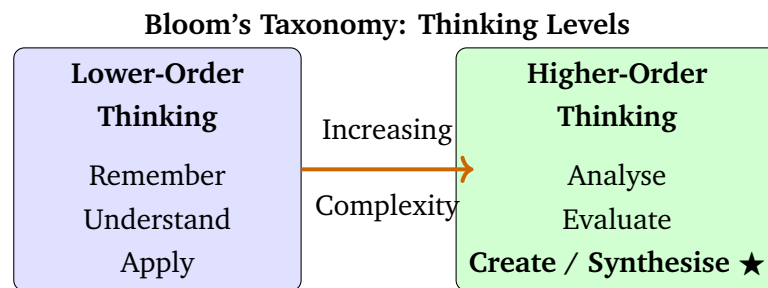
- (A) University distance-education programmes awarding accredited degree qualifications.
- (B) Regular primary-school classes conducted during government-mandated school hours.
- (C) Adult literacy programmes run by NGOs and community organisations outside formal schooling.
- (D) Annual state-board examinations that certify completion of a particular grade level.

Q6. When a teacher functions as a **motivator** in the classroom, which action BEST reflects that role?

- (A) Distributing tangible prizes or stickers for every academic task a student completes.
- (B) Disciplining students publicly whenever they fall below expected performance benchmarks.
- (C) Dictating a uniform, rigid study schedule to all students without considering individual differences.
- (D) Creating an environment in which students set personal learning goals and experience authentic satisfaction from achievement.

Q7. In the revised Bloom's Taxonomy, the level once called **Synthesis** (now *Create*) requires the learner to perform which cognitive operation?





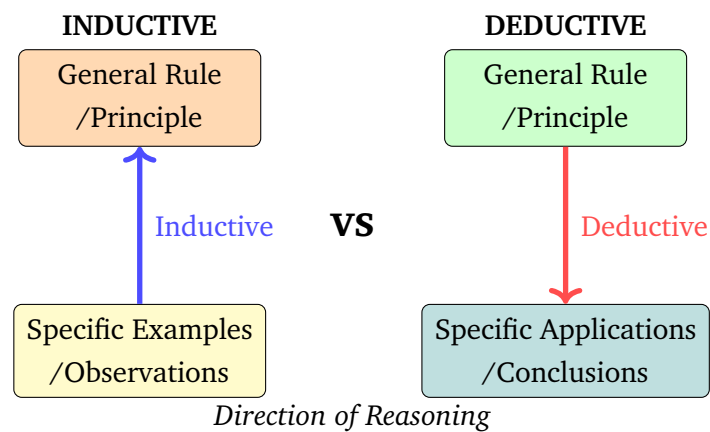
- (A) Combine disparate elements or ideas to form a new, coherent whole or an original creative work.
- (B) Identify the meaning of unfamiliar vocabulary items from surrounding contextual clues.
- (C) Reproduce information exactly as it was encoded and memorised from the original source.
- (D) Follow a prescribed step-by-step procedure to accomplish a clearly specified task.

Q8. In Krathwohl's **Affective Domain**, what is the key feature of the **Valuing** level?

- (A) Passively receiving and becoming aware of an external stimulus or phenomenon.
- (B) Attaching personal worth or importance to a phenomenon and consistently behaving in accordance with that worth.
- (C) Integrating multiple, sometimes conflicting values into a single, coherent personal philosophy.
- (D) Mechanically following instructions or classroom rules without genuinely internalising their significance.

Q9. What is the **fundamental difference** between inductive and deductive approaches to teaching?





- (A) Inductive teaching is used exclusively in language classrooms, while deductive applies only to science.
- (B) Deductive teaching begins with specific observational cases and works toward a universal rule.
- (C) Inductive teaching moves from specific observations to a general rule; deductive teaching applies a known rule to specific cases.
- (D) The two approaches are logically equivalent and differ only in name.

Q10. How does the **modified lecture method** differ most significantly from the traditional lecture?

- (A) It eliminates all verbal communication between teacher and students, relying entirely on written handouts.
- (B) It replaces the live teacher with pre-recorded video lessons viewed independently by students.
- (C) It requires students to take turns presenting content to the rest of the class throughout the session.
- (D) It incorporates planned pauses and structured opportunities for student questions and discussion, making the session interactive.

Q11. What is the **cardinal rule** that must be followed during the idea-generation phase of a **brainstorming** session in the classroom?

- (A) No criticism, judgement, or evaluation of any idea is permitted during the idea-generation phase.



- (B) Only the teacher may generate and evaluate ideas; students serve as passive listeners.
- (C) All ideas must be recorded silently in writing, with no verbal exchange among participants.
- (D) Ideas are ranked and eliminated by merit immediately as they are proposed.

Q12. Which of the following BEST captures the advantage of the **project method** over rote learning?

- (A) It requires significantly less time and fewer material resources than any other instructional approach.
- (B) It integrates real-life problem-solving with subject content, fostering deeper understanding and meaningful learning.
- (C) It centres exclusively on helping students memorise and reproduce factual textbook content accurately.
- (D) It restricts all learning activities to a single subject discipline at a time, ensuring depth of coverage.

Q13. In the **problem-solving method** of teaching, which step MUST occur first before any other stage can proceed?

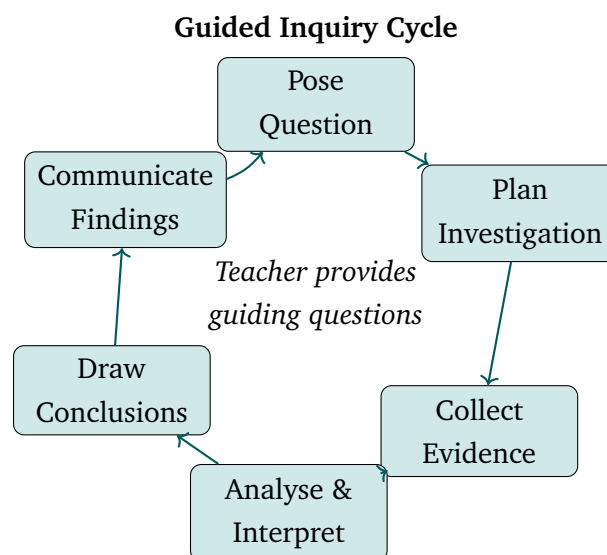
- (A) Implementing the most intuitive or obvious solution immediately without prior analysis.
- (B) Gathering and categorising all available data before the problem has been understood.
- (C) Recognising and clearly defining the exact nature of the problem to be addressed.
- (D) Evaluating the effectiveness of every conceivable solution before one is selected.

Q14. Which statement MOST accurately describes the **Student Teams Achievement Division (STAD)** cooperative learning strategy?



- (A) Each student works independently toward individual academic goals and receives personal achievement awards.
- (B) Students are grouped strictly by prior ability level and compete against each other across groups.
- (C) The teacher divides course content into segments and assigns each segment to a different student expert.
- (D) Mixed-ability teams study together, and each member's improvement relative to their own past score contributes to a shared team reward.

Q15. Which feature MOST precisely defines the **guided inquiry** approach in teaching?



- (A) The teacher provides guiding questions and a structural framework while students actively investigate and construct their own understanding.
- (B) Students receive fully worked-out answers from the teacher and simply verify the steps provided.
- (C) The teacher demonstrates the complete investigation while students observe and copy the process and results.
- (D) Students conduct open-ended investigations entirely independently without any teacher guidance or scaffolding.



- Q16.** In Pavlov's classical conditioning, the process of **extinction** occurs when:
- (A) The intensity of the unconditioned stimulus is progressively increased over repeated trials.
 - (B) The conditioned stimulus is repeatedly presented in the absence of the unconditioned stimulus until the conditioned response gradually disappears.
 - (C) A new, more powerful stimulus is introduced that immediately cancels the original conditioned response.
 - (D) Negative reinforcement is applied systematically after every occurrence of the conditioned response.
- Q17.** According to Thorndike's **Law of Readiness**, under what condition is learning MOST effective?
- (A) Extensive repetitive practice alone guarantees learning outcomes regardless of the learner's internal state.
 - (B) The strengthening effect of reinforcement always diminishes irrespective of the learner's condition.
 - (C) Learning is most effective when the learner is in a state of physiological and psychological readiness to act and respond.
 - (D) The more abstract or complex the stimulus, the more difficult it becomes to condition a reliable response.
- Q18.** What is the KEY distinction between **negative reinforcement** and **punishment** in operant conditioning?
- (A) Punishment and negative reinforcement are interchangeable terms for the identical behavioural process.
 - (B) Negative reinforcement is designed to decrease a target behaviour; punishment is designed to increase it.
 - (C) Both processes always involve adding an unpleasant stimulus to the environment immediately after a behaviour.



- (D) Negative reinforcement increases the frequency of a behaviour by removing an aversive stimulus; punishment decreases behaviour by applying an aversive stimulus or removing a pleasant one.

Q19. Which cognitive achievement is the **HALLMARK** of Piaget's **Concrete Operational Stage**?

- (A) The ability to conserve quantity and to mentally reverse physical operations.
- (B) Rapid vocabulary expansion, symbolic play, and parallel processing of multiple abstract ideas.
- (C) The capacity for fully abstract, hypothetical reasoning without reference to concrete objects.
- (D) Learning exclusively through sensorimotor exploration of the immediate physical environment.

Q20. What is the **core idea** of Vygotsky's Social Constructivism that distinguishes it from Piaget's theory?

- (A) Cognitive development unfolds in fixed, biologically determined stages that are independent of cultural or social context.
- (B) Knowledge is actively co-constructed through social interaction, language, and guided support within the Zone of Proximal Development.
- (C) Learning is fundamentally a process of stimulus-response conditioning shaped by environmental consequences alone.
- (D) Cognitive growth follows a pre-programmed biological sequence essentially unaffected by social environment.

Q21. The **Gestalt Principle of Similarity** explains which perceptual phenomenon relevant to teaching?

Similar elements (same colour) are perceived as belonging together



- (A) Objects placed physically close to each other are automatically perceived as belonging to the same group.
- (B) Simple, regular, and symmetrical shapes are inherently preferred over complex or irregular ones by the perceiver.
- (C) Elements that share similar visual properties such as colour, shape, or size are perceived as forming a unified group.
- (D) The mind automatically completes missing or incomplete parts of a visual figure to perceive a coherent whole.

Q22. Which set of action verbs is MOST appropriate for framing instructional objectives at the **Evaluation** level of Bloom's Cognitive Taxonomy?

- (A) Define, recall, list, name.
- (B) Apply, compute, demonstrate, solve.
- (C) Analyse, differentiate, examine, compare.
- (D) Judge, assess, justify, critique, defend.

Q23. According to Maslow's Hierarchy of Needs, what is the PRIMARY classroom implication of students' **Love and Belonging** needs?

- (A) Students must first feel accepted and genuinely valued by peers and teacher before deeper academic motivation can develop.
- (B) Students require only adequate physiological comfort such as warmth, food, and rest to achieve optimal academic performance.
- (C) Once basic physiological and safety needs are met, belonging needs become entirely irrelevant to the learning process.
- (D) Peer relationships in the classroom reduce academic concentration and should therefore be systematically minimised.

Q24. The **over-justification effect** in motivation theory cautions teachers that:

- (A) Steadily increasing external rewards will consistently and predictably enhance a student's intrinsic interest in any task.



- (B) Providing external rewards for a task that students already find intrinsically motivating can erode their intrinsic motivation over time.
- (C) The effect occurs when teachers provide excessive verbal justifications or explanations for every classroom rule.
- (D) Explaining the reasoning behind classroom expectations consistently reduces student compliance and obedience.

Q25. How does a strong **fear of failure** typically influence a student's behaviour in achievement-oriented classroom settings?

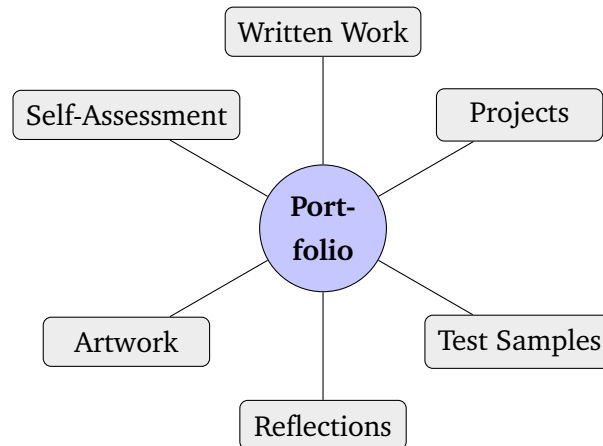
- (A) It consistently motivates students to attempt harder tasks and display greater persistence when facing challenges.
- (B) It has no statistically measurable effect on academic performance or task-selection behaviour.
- (C) It leads students to deliberately avoid challenging tasks as a self-protective strategy to guard their self-esteem.
- (D) Its effect on performance is observed only in students who already have a strong prior record of high academic achievement.

Q26. **Exit tickets** used at the end of a lesson are BEST classified as which type of assessment?

- (A) Summative assessment administered formally at the conclusion of an academic year or term.
- (B) Diagnostic assessment used to identify prior knowledge gaps before new instruction begins.
- (C) Norm-referenced assessment designed to compare individual student performance against a peer-group standard.
- (D) Formative assessment used to quickly gauge the level of student understanding immediately at the close of a lesson.

Q27. What is the PRIMARY advantage of using a **portfolio** as a summative assessment tool over a single end-of-term test?



Portfolio: A Multi-Dimensional Record of Learning

- (A) It documents a student's growth and achievement across multiple dimensions of learning over an extended period of time.
- (B) It is simpler and far less time-consuming to administer and score than standardised achievement tests.
- (C) It focuses exclusively on measuring final, end-of-term factual knowledge and content recall.
- (D) It eliminates all subjectivity and personal judgement from the process of student evaluation.

Q28. Which statement MOST accurately describes the defining feature of **short-answer questions** as an assessment tool?

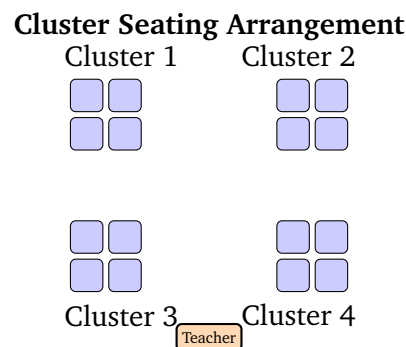
- (A) They test only recall of isolated, single facts and are incapable of assessing application or understanding.
- (B) They require focused, concise written responses and substantially reduce the guessing factor compared to objective-type questions.
- (C) Their format and structure are essentially identical to extended essay-type questions in every respect.
- (D) They can invariably be scored in a completely objective manner with no element of examiner judgement.

Q29. The **Continuous and Comprehensive Evaluation (CCE)** system mandates that assessment be conducted:



- (A) Only twice during the academic year at the conclusion of each of the two formal semesters.
- (B) Only once, at the very end of the academic year, as a single comprehensive summative measure.
- (C) Continuously throughout the academic year through a combination of multiple formative and summative assessment tools.
- (D) Only when a student's performance consistently falls below the class average.

Q30. A **cluster seating arrangement** in the classroom is MOST effective and appropriate during which type of instructional activity?



- (A) Individual written examinations that require strict silence and clear physical separation of students.
- (B) Formal whole-class lecture sessions involving one-way information delivery by the teacher.
- (C) Sessions in which the teacher requires all students to face the front board simultaneously throughout.
- (D) Collaborative group activities, cooperative learning tasks, and peer-based projects that require active peer interaction.

Q31. The **Assertive Discipline** model, developed by Lee and Marlene Canter, is best characterised by which key feature?

- (A) Clear, explicit rules are established and consequences are enforced calmly and consistently, without hostility or aggression.



- (B) Students collaboratively negotiate and design all classroom rules without any teacher direction or input.
- (C) Disciplinary action is applied only after a particular behaviour has been repeated many times without self-correction.
- (D) Negative or disruptive behaviour is completely ignored by the teacher until it spontaneously ceases on its own.

Q32. How does deliberate **teacher movement and proximity** function as a classroom management strategy?

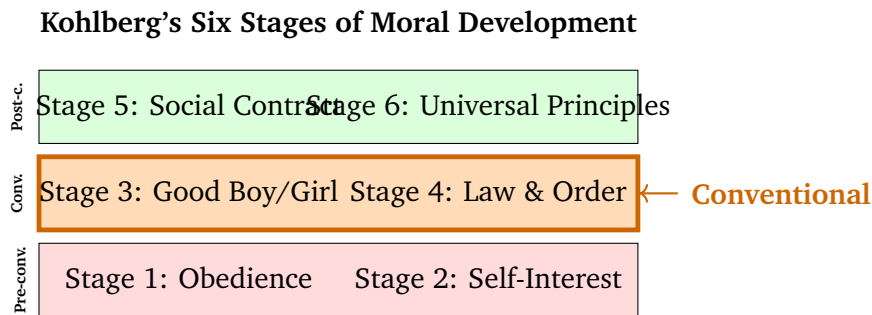
- (A) Remaining stationary at the front of the room throughout the lesson ensures that all students remain consistently focused.
- (B) Strategic movement and deliberate proximity to students helps effectively redirect off-task behaviour and sustain class-wide attention.
- (C) Teacher movement throughout the classroom creates distraction and significantly disrupts students' engagement with lesson content.
- (D) Proximity is effective only as a management technique for students who experience hearing impairments.

Q33. In Piaget's theory, **egocentrism** observed during the **preoperational stage** refers to:

- (A) The child's exclusive tendency to focus on academic tasks to the complete exclusion of social activities.
- (B) Extreme selfishness and a persistent refusal to share materials or cooperate with classmates.
- (C) The child's cognitive inability to consider, understand, or adopt another person's perspective or point of view.
- (D) The child's developmentally predictable preference for solitary play over collaborative or cooperative play.

Q34. Kohlberg's **Conventional Morality** level encompasses which two stages of moral development?





- (A) Stages 1 and 2, characterised by obedience-punishment orientation and naive self-interest respectively.
- (B) Stages 5 and 6, involving social-contract reasoning and universal ethical principles respectively.
- (C) Stages 1, 2, and 3 spanning early childhood through early adolescence.
- (D) Stages 3 (Good Interpersonal Relationships) and 4 (Maintaining Social Order through Law and Rules).

Q35. Which sequence CORRECTLY represents the **stages of language acquisition** in children from birth onward?

- (A) Pre-linguistic vocalisations → babbling → holophrastic (single-word) stage → two-word utterances → telegraphic speech → complex sentences.
- (B) Imitation of adult speech → a silent reception period → fluent production → native-like proficiency.
- (C) Reading competency → writing competency → speaking fluency → listening comprehension.
- (D) Vocabulary acquisition first, then grammar internalisation, then pragmatic communication skills.

Q36. According to Gardner's Theory of Multiple Intelligences, which characteristic is MOST associated with **Spatial Intelligence**?

- (A) Exceptional sensitivity to rhythm, pitch, melody, and the structural properties of music.



- (B) The capacity to think in three dimensions, mentally rotate objects, and accurately perceive and manipulate spatial relationships.
- (C) The use of one's body with precision and skill for physical expression, performance, and problem-solving.
- (D) Deep self-awareness, introspective capacity, and understanding of one's own emotions and motivations.

Q37. What is the PRIMARY organisational principle of a **subject-centred curriculum**?

- (A) Organising learning experiences around students' personal interests, felt needs, and real-life problems.
- (B) Integrating multiple subject areas through broad cross-curricular thematic units.
- (C) Organising content around discrete, well-defined academic disciplines as the primary framework for all learning.
- (D) Structuring curriculum primarily around community needs, social issues, and local cultural practices.

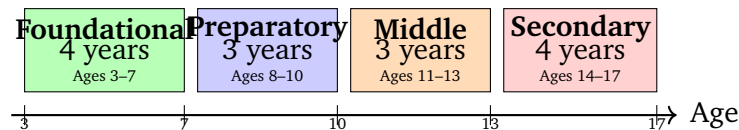
Q38. The **Principle of Integration** in curriculum design refers to:

- (A) Deliberately separating subjects into isolated silos to prevent cross-disciplinary confusion.
- (B) Revisiting important concepts at progressively higher levels of complexity at each subsequent grade level.
- (C) Organising all learning experiences in a strictly hierarchical sequence from simplest to most complex.
- (D) Establishing meaningful horizontal connections between knowledge, skills, values, and experiences across different subject areas.

Q39. The **National Education Policy (NEP) 2020** aims to achieve holistic development primarily by:



NEP 2020 School Structure (4+3+3+4)



- (A) Developing critical thinking, creativity, communication, and character alongside disciplinary subject knowledge.
- (B) Prioritising rote memorisation and standardised examination performance above all other educational outcomes.
- (C) Restricting all school learning to core literacy and numeracy competencies at every stage of schooling.
- (D) Focusing the curriculum exclusively on STEM disciplines for national technological and economic development.

Q40. What is the PRIMARY advantage of **audio-visual aids** (such as films and projected presentations) over purely verbal instruction?

- (A) They are substantially easier to prepare and require far less planning time than other instructional approaches.
- (B) They engage multiple sensory channels simultaneously, substantially increasing retention and comprehension of abstract or complex concepts.
- (C) They are inherently superior to all other tools for formally assessing student learning outcomes.
- (D) They work equally effectively across all learning contexts and require no pedagogical adaptation.

Q41. Which definition MOST accurately describes **blended learning**?

- (A) Learning that takes place entirely through asynchronous online digital platforms without any face-to-face component.
- (B) Using textbooks sourced from multiple different publishers to present the same content from varied perspectives.
- (C) A hybrid instructional model that systematically integrates face-to-face classroom activities with structured online digital learning.



- (D) Teaching a single concept through multiple analogies and examples within a wholly traditional classroom setting.

Q42. What is the PRIMARY benefit of **virtual labs** in science education?

- (A) They are designed to fully and permanently replace all physical laboratory work in school science education.
- (B) They are significantly simpler and less costly for teachers to set up than paper-based worksheets.
- (C) They assess exclusively theoretical scientific knowledge without engaging any procedural or practical skills.
- (D) They allow students to safely perform experiments that are hazardous, prohibitively expensive, or physically impossible in a real laboratory.

Q43. The use of **models and biological specimens** as Teaching-Learning Materials (TLM) is most valued because they:

- (A) Make abstract concepts tangible and concrete, enabling direct, tactile, and experiential learning.
- (B) Serve primarily as tools for conducting summative evaluations of students' academic performance.
- (C) Completely replace direct teacher explanation and eliminate any need for instructor mediation.
- (D) Are considered appropriate only for students who have formally diagnosed visual impairments.

Q44. What is the KEY educational provision of the **Rights of Persons with Disabilities (RPWD) Act, 2016**?

- (A) It establishes and funds separate, specialised schools exclusively for students with specific disabilities.
- (B) It mandates inclusive education for children with specified disabilities in neighbourhood schools up to the age of 18 years.



- (C) It restricts the provision of special education services exclusively to government-run institutions.
- (D) It focuses only on physical accessibility infrastructure without addressing academic accommodation or curriculum adaptation.

Q45. Which classroom strategy is MOST appropriate when teaching a student with **intellectual disability**?

- (A) Removing the student from the regular classroom for all academic activities and providing separate instruction.
- (B) Assigning the identical tasks and assessments as other students without any modification or differentiated support.
- (C) Breaking learning tasks into small, manageable sequential steps and providing consistent, frequent positive reinforcement.
- (D) Concentrating exclusively on developing the student's social skills while setting aside all academic learning objectives.

Q46. What makes **peer tutoring** a particularly valuable strategy in remedial teaching contexts?

- (A) It completely eliminates the need for any direct teacher involvement in planning or monitoring remedial support.
- (B) It is effective only for students who have a formally diagnosed specific learning disability.
- (C) It is best suited exclusively for highly advanced students who require academic enrichment beyond the standard curriculum.
- (D) It benefits both the tutor (who consolidates and deepens their own understanding) and the tutee (who receives targeted, individual attention).

Q47. What is the PRIMARY purpose of **lesson planning** in pre-service teacher education programmes?



- (A) It trains student teachers to think systematically about instructional objectives, appropriate methods, and evaluation strategies before entering the actual classroom.
- (B) It is principally a bureaucratic administrative requirement with no tangible practical benefit for teaching quality.
- (C) It is a necessary planning exercise only for those preparing to teach at the primary school level.
- (D) It entirely replaces the need for on-the-job mentoring and guided practical teaching experience.

Q48. Which behaviour MOST accurately reflects a teacher's professional ethical responsibility of **non-discrimination**?

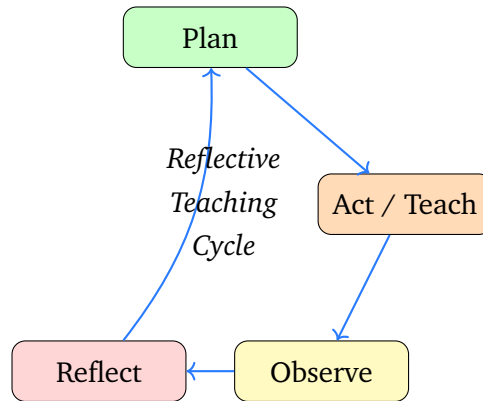
- (A) Favouring academically gifted students in instructional attention to maximise overall class performance metrics.
- (B) Treating every student with equal fairness and respect regardless of caste, religion, gender, ability, or socioeconomic background.
- (C) Maintaining confidential behaviour records exclusively for students with persistent disciplinary problems.
- (D) Applying more rigorous academic standards only to students who frequently absent themselves from class.

Q49. In differentiated instruction, **differentiation by product** refers to:

- (A) Providing reading materials at varying levels of readability difficulty to accommodate different reading abilities.
- (B) Using different instructional strategies and teaching approaches for different groups of students.
- (C) Allowing students to demonstrate their learning and mastery through different formats or end products that best suit their individual strengths.
- (D) Regrouping students into different configurations for each new unit or thematic area of study.

Q50. The **reflective teaching** approach is best described as one that involves:



The Reflective Teaching Cycle

- (A) Relying primarily on intuition and spontaneous in-the-moment decision-making throughout classroom delivery.
- (B) Following a rigidly prescribed teaching script and methodology without deviation from the planned sequence.
- (C) Concentrating exclusively on analysing and modifying student behaviour while disregarding one's own teaching practice.
- (D) Systematically analysing one's own teaching practice through structured observation and reflection to identify strengths, weaknesses, and areas for continuous professional improvement.

